

Leaders Guide

Year 8

Cycle One

Name:

Tutor Group:



Your timetable

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
1	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
2	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
3	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
4	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
5	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
After School					

Remember...Champions Hour runs Monday – Thursday everyday afterschool between 3:10-4:10pm, along with a range of different extracurricular clubs. Leader points awarded for attendance at these



Leaders Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	4 th September	5 th September	6 th September	7 th September	8 th September
	Y7/ Y12 Induction		Speak like a leader launch!		
2	11 th September	12 th September	13 th September	14 th September	15 th September
		Why not try a new extra-curricular club?		Open evening	
3	18 th September	19 th September	20 th September	21 st September	22 nd September
4	25 th September	26 th September	27 th September	28 th September	29 th September
				Pastoral evening conference: - Meet your child's tutor - Guest speakers - Parent workshops	
5	2 nd October	3 rd October	4 th October	5 th October	6 th October
6	9 th October	10 th October	11 th October	12 th October	13 th October
				Performing Arts Trip - Message in a Bottle	



Leaders Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
7	16 th October	17 th October	18 th October	19 th October	20 th October
			Societies launch!	Performing Arts Trip - Edward Scissorhands	
8	30 th October	31 st October	1 st November	2 nd November	3 rd November
				Prepare to Perform Y11, Y12 & Y13	
9	6 th November	7 th November	8 th November	9 th November	10 th November
	INSET				
Year 11 and 13 Mocks					
10	13 th November	14 th November	15 th November	16 th November	17 th November
Assessment Week					
11	20 th November	21 st November	22 nd November	23 rd November	24 th November
Assessment Week					
12	27 th November	28 th November	29 th November	30 th November	1 st December
Super Learning Week					
13	4 th December	5 th December	6 th December	7 th December	8 th December
			School Production	School Production	

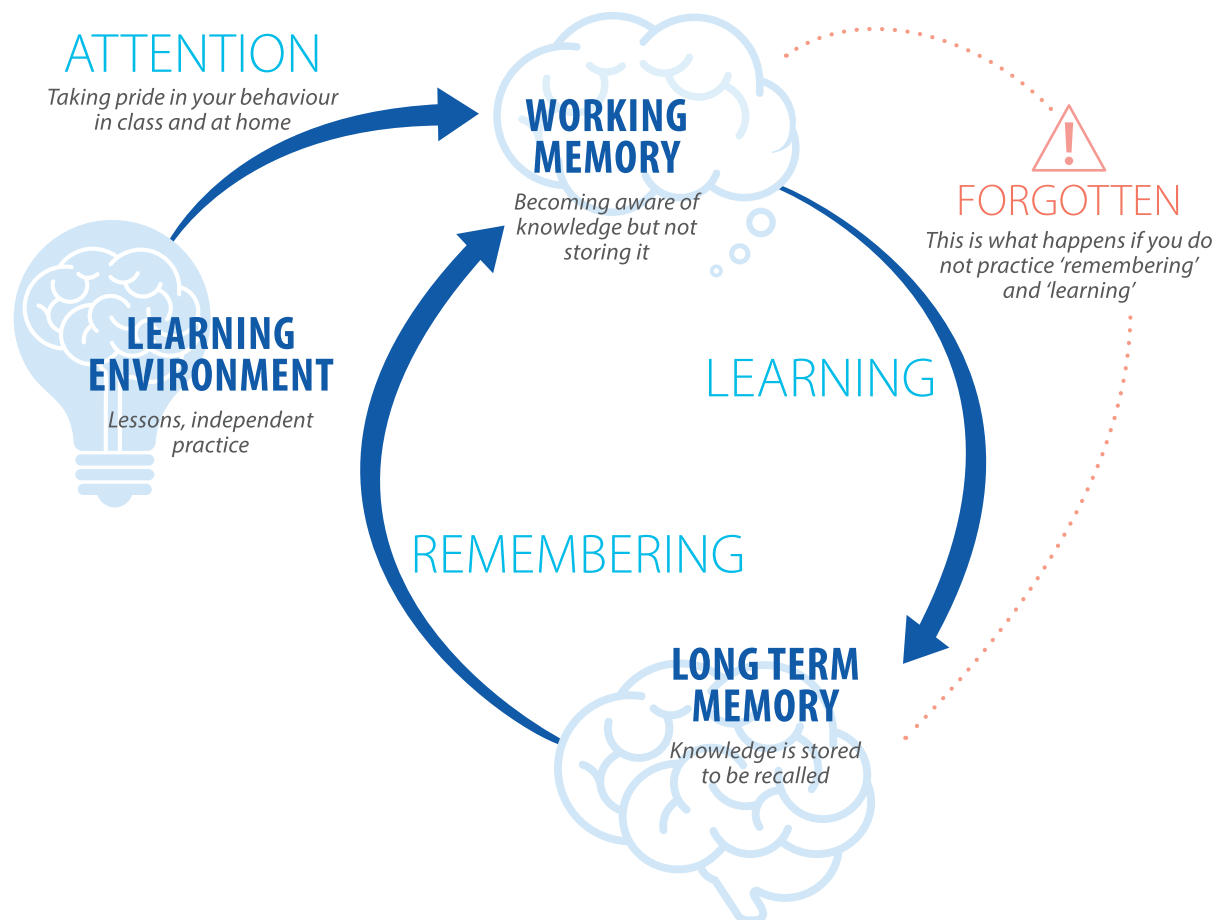


The Bourne End Academy Curriculum Intent

Teachers at Bourne End Academy prepare students to become successful leaders of the future global economy. In order to achieve this we have developed challenging, **knowledge intensive** curriculums which are delivered through structured, disciplined working environments in which every student receives high-quality teaching and achieves his or her full potential.

Our bespoke subject curriculums provide students the **currency for future success**. We position each individual lesson within overarching curriculum concepts, providing direction and purpose to the knowledge being taught at the start of every lesson.

We assess student regularly in every lesson, this is why mini whiteboards are such an essential part of the learning kit! We take a **mastery approach** to learning which means we move forward with our curriculum once we have seen that students have demonstrated the prior knowledge that needs to be built upon. Every lesson starts with knowledge activation in the form of retrieval.



Remembering: mastering your memory

Learning is what happens when knowledge moves from your **working memory** to your **long-term memory**.

Your **working memory** is like a desktop on your computer. If the information is not saved, then it will be **forgotten**.

Your **long-term memory** is like a computer hard drive. **Remembering** is what happens when you access the information in your **long-term memory**.

You can take practical steps to improve your ability to **learn** and **remember** key information and become the master of your memory.

Our ability to learn and remember is enhanced when we engage in activities that test what we remember.

'The testing effect' is a proven way of enhancing our long-term memory which gives us clear feedback on gaps in our learning. Therefore, regular quizzing is a vital part of our curriculum.



How to self-quiz

Science

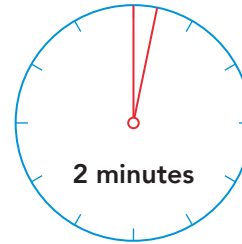
- Evolution**
1. **Natural selection** is where organisms change slowly over time (many generations), to become better **adapted** to their environment. Those organisms that are poorly adapted will die.
 2. **Darwin's** theory is that organisms evolve as a result of **natural selection**. Evidence for this theory include the fossil record, changes observed in microorganisms, and extinction.
 3. **Extinction** is where no more individuals of that species are left anywhere in the world. Factors causing extinction include changes to the environment, destruction of **habitats**, disease, new **predators** and **competition** for resources. Endangered species are species at risk of extinction. Methods of preventing extinction include **conservation**.

Questions

1. What does Darwin's theory state that organisms evolved as a result of?

Answers

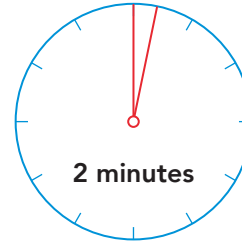
1. Natural selection.



Read your Leaders Guide twice. Cover, recite aloud and then check for improvements then do this again.

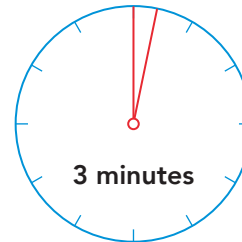


Use the examples to write **5 questions**. Ensure at least 1 is a **challenge** question.

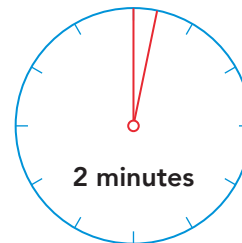


Cover your Leaders Guide.
Read each question and answer them aloud twice.

If you are unsure of an answer, check your Leaders Guide and then cover again repeating your answer aloud three times.



Without using your Leaders Guide, complete your self-quiz.



Check and correct your self-quiz using **green pen**.

English

- Z**
1. Antonio and Shylock represent two extreme versions of Economic Man: Antonio is benevolent and enjoys the benefits of economic enterprise, without being competitive, whereas Shylock, the **antithesis**, is a capitalist predator, conferring good upon no one except himself.
 2. Shakespeare's use of the poetic form when Antonio describes Shylock can be seen to further discriminate against Shylock as it aligns **Christianity with art and literature as opposed to Judaism's capitalist and materialistic alignment**.
 3. Shakespeare's use of violent imagery in Shylock's penalty of 'a pound of flesh' evidences Shylock's unadulterated hate for Antonio, a prosperous, Christian merchant, above all other Christians, who has subjugated and oppressed him and his people.

Questions

1. Where does Shakespeare use violent imagery?

Answers

1. Shylock's penalty of 'a pound of flesh'.

Food Technology

- 3**
- Employers**- must use control measures, implement control measures to protect workers, carry out a COSHH risk assessment, make sure all equipment is in good, safe working order and all PPE that can cause harm is removed.
- Personal Protective Equipment at Work Regulations 1992 (PPER)** The requirements are set out in the PPE regulations 1992. In addition, the food safety (General Food Hygiene) Regulations require every person working in a food handling area to wear suitable, clean and (where appropriate) protective clothing.
- Flammable Oxidiser Explosive Compressed gas

Questions

1. How does PPER link to what we have learned before?

Answers

1. An employer's responsibility to use control measures to protect workers.



Examples of questions

1. **What** is the definition of a poem?
2. **Where** does deposition mainly occur?
3. **Who** is Traci Bautista?
4. **When** did Elizabeth I become queen?
5. **How** are elements grouped together?
6. **Why** do we use third angle projection?
7. **List** sources of protein.
8. **Define** the literary term antithesis.

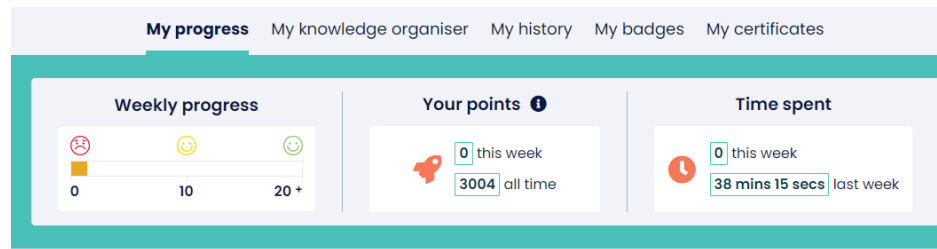
More challenging questions

1. How are and similar?
2. What is the main concept of ?
3. What are the strengths and weaknesses of ?
4. Compare and
5. How does link with what we have learned before?
6. What are some possible solutions to ?
7. Do you agree or disagree with this statement: ?
8. What do you still not understand about ?

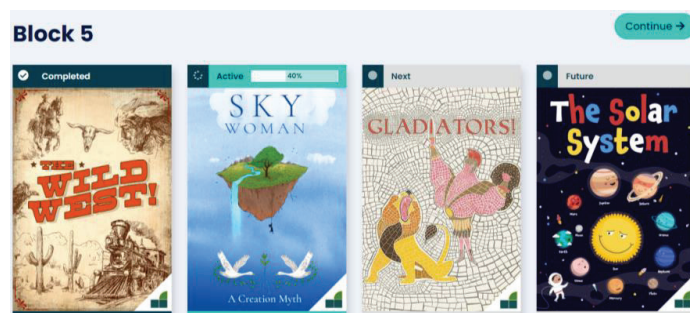




<https://app.bedrocklearning.org/>



- Bedrock Vocabulary is an online programme that helps you learn new vocabulary relevant to all your subjects.
- It will help you learn the tricky sort of language you might come across in textbooks, lessons or exams.
- Each topic consists of six 15-20 minute lessons, plus a pre- and post-test to track your progress.
- You are expected to complete 3 lessons a week
- 1 hour total.



<https://www.unifrog.org/sign-in>

- Explore how your interests lead to different education and training pathways.
- See what steps need to be ticked off to stand the best chance of application success.
- Study expert guides explaining how to navigate each step in the application process.








WHAT IS UNIFROG?
One-stop-shop for destinations

Pathways	Opportunities	Applications	Management
PERSONALITY QUIZ	USA UNIVERSITIES	ACTIVITIES	PLANNING
INTERESTS QUIZ	CANADA UNIVERSITIES	COMPETENCIES	MESSAGING
CAREERS	UK UNIVERSITIES	COMMON APP ESSAY	TEACHING RESOURCES
SUBJECTS	IRELAND UNIVERSITIES	PERSONAL STATEMENTS	INTERACTIONS
GOALS	EU UNIVERSITIES	STUDENT LETTERS & ESSAYS	DESTINATIONS
KNOW-HOW	AUSTRALASIA UNIVERSITIES	TEACHER LETTERS	USAGE CHARTS
MOOCS	ASIA UNIVERSITIES	RECOMMENDATIONS	DOWNLOADS
	MIDDLE EAST UNIVERSITIES	REFERENCES	
	APPRENTICESHIPS	CV / RESUME	
	COLLEGE & 6TH FORM	LOCKER	
	OXBRIDGE	DOCUMENT SUBMISSION	

Active
Go to



My logins

Platform		Username	Password	Platform		Username	Password
	Email account https://outlook.live.com My email address is: _____				Sparx https://www.sparxmaths.uk/		
	TEAMS https://www.microsoft.com/en-gb/microsoft-teams/log-in				Seneca https://app.senecalearning.com/login		
	ClassChart https://www.classcharts.com	Pupil code: Download the ClassCharts app on your phone!			Unifrog https://www.unifrog.org/sign-in		
	Bedrock https://app.bedrocklearning.org/						

Links to all our online platforms can be found at <https://bourneendacademy.e-act.org.uk/>



Student safeguarding curriculum

To become a successful **future leader** students, you need to be able to make informed safe choices.

All students will take part in a weekly safeguarding session which will follow the schedule below, although it is subject to change depending on the needs of each year group.

Cycle 1		Cycle 2		Cycle 3	
What is a safeguarding culture?	Malicious communication and cyber bullying	Knife crime (serious youth violence)	Self-efficacy and self-reflection	Scenario based application (based on all topics covered last cycle)	Honor based abuse (inc FGM)
Staying safe online	United against bullying	Knife crime (impact of social media)	Domestic Violence and abuse 1	Bank holiday	Serious Youth Violence
Anti-Bullying	Sexual violence and harassment	Online Safety and Expectations	Domestic Violence and abuse 2	Mental Health awareness week and Child Criminal Exploitation (CCE)	Mental health and wellbeing
British Values	Substance misuse (caffeine and energy drinks)	Healthy v unhealthy relationships	Radicalisation (online safety)	Child Criminal Exploitation (CSE)	Scenario based application (based on all topics covered this cycle)
Mental wellbeing	Substance misuse (alcohol and smoking/e cigarettes)	Childrens mental Health week/safer internet day	Personal Wellbeing	Extremism	Scenario based application (based on all topics covered this cycle)
Mental Health	Inset day	Fears and Anxieties (Signs, Symptoms and support)	Inset day	Peer on Peer/Child on Child abuse	Inset day

READY RESPECT SAFE SAFEGUARDING INFORMATION

If you need to talk to someone about your wellbeing or safety or you are worried about another student, please speak to your pastoral team or any of the teachers below.

We are here to support you.

Ms. K Leavy Designated Safeguarding Lead

Office: T floor, main building (English corridor)

Ms. A Rogerson Deputy Designated Safeguarding Lead

Ms. J Walker Designated Safeguarding Staff

Office: W Block outside office

Ms. T Latter Designated Safeguarding Staff

Office: Sixth Form

Ms. I Slade Designated Safeguarding Staff

Office: T Floor (Pastoral office)

Ms. E Lee Designated Safeguarding Staff

Office: N Block (Pastoral office)

Mr. O Walters EACT Regional Safeguarding Lead



Tuesday: Positivity Day

Being positive and celebrating success is a tool we can use to improve our mood and our mental health. It is also proven that being positive increases your productivity, supports you in feeling more optimistic and can help motivate you to achieve more.

Week	Leader Points total from previous week	Something I am proud of from last week is...
Example	10	<i>I attended netball club after school. I completed all my homework on time.</i>
1		
2		
3		
4		
5		
6		

Week	Leader Points total from previous week	Something I am proud of from last week is...
7		
8		
9		
10		
11		
12		
13		



Wednesday: News and Current Affairs

The news plays a vital part within our society. It informs us about events that are happening which can have a direct impact on an individual. There are different types of news:

- **Local** – This can allow a community to engage in decisions for their local area.
- **National** – This can allow people to gain a sense of a national perspective and understand what is happening in other cities or towns the same country.
- **International** – Knowing what is happening in other countries gives people a perspective of each other's ways of life and cultural differences.

Week	True or False
1	1. 2. 3.
2	1. 2. 3.
3	1. 2. 3.
4	1. 2. 3.

Week	True or False
5	1. 2. 3.
6	1. 2. 3.
7	1. 2. 3.
8	1. 2. 3.

Week	True or False
9	1. 2. 3.
10	1. 2. 3.
11	1. 2. 3.
12	1. 2. 3.
13	1. 2. 3.



Thursday: Spellings

Spelling is important to improve our communication, literacy and has a direct impact on employment opportunities.

Week	Spelling
1	1. 4. 2. 5. 3.
2	1. 4. 2. 5. 3.
3	1. 4. 2. 5. 3.
4	1. 4. 2. 5. 3.
5	1. 4. 2. 5. 3.
6	1. 4. 2. 5. 3.

Week	Spelling
7	1. 4. 2. 5. 3.
8	1. 4. 2. 5. 3.
9	1. 4. 2. 5. 3.
10	1. 4. 2. 5. 3.
11	1. 4. 2. 5. 3.
12	1. 4. 2. 5. 3.
13	1. 4. 2. 5. 3.



Friday: Attendance Matters

Good attendance is an essential component to become a successful leader. *"Leadership is an action, not a position"*, Donald McGannon.

- There is a strong and significant relationship between a student's grades and their attendance at school.
- By keeping attendance above 98%, you will be demonstrating the professional standards that you will be held to in the world of work.
- We want all students to access the whole curriculum. Students who are absent from lessons are losing the opportunity to gain essential knowledge needed to progress to the next stage of study.

Week	My weekly attendance Percentage %	Comparison to previous week Include ↑ or ↓
1		
2		
3		
4		
5		
6		

Week	My weekly attendance Percentage %	Comparison to previous week Include ↑ or ↓
7		
8		
9		
10		
11		
12		
13		



Year 8 English Leadership Guide: Animal Farm

Careers linked to this topic can include things like a politician, as I will be developing my persuasive writing skills.

Week/ Topic	I will need to understand:	So that I can:
1 Old Major's Speech	<ol style="list-style-type: none"> <i>Animal Farm</i> is an allegory for the Russian Revolution, with Napoleon and Snowball representing Josef Stalin and Leon Trotsky. Tsar Nicholas II was the leader of Russia when his people rose up and overthrew him. This was called the Russian Revolution. George Orwell, the author of <i>Animal Farm</i>, was a socialist. He was very critical of Stalin, the later ruler of Russia. The characters of <i>Animal Farm</i> are anthropomorphic talking animals. An influential pig, Old Major, has gathered all the animals of the farm to discuss a dream he had. This is similar to how Vladimir Lenin inspired Russian peasants to overthrow the Tsar. He preaches that "<i>all animals are equal</i>." 	<ol style="list-style-type: none"> Explain the events of the Russian Revolution and Orwell's views on it. Write a formal and persuasive letter. Understand the setting and premise of <i>Animal Farm</i>.
2 The Rebellion	<ol style="list-style-type: none"> Old Major tells the animals they are slaves and inspires them to rebel against their human masters. Old Major uses a variety of rhetorical techniques to persuade and inspire the animals. These include alliteration, rhetorical questions, emotive language and hyperbole. Mr Jones, the head farmer, is cruel to his animals, like how Tsar Nicholas II was a cruel leader of Russia. Other pigs, especially Snowball and Napoleon, condense Old Major's ideas into a system of ideas called "<i>animalism into seven commandments</i>." This is very similar to the political system of communism created by Karl Marx. 	<ol style="list-style-type: none"> Explain the core ideas of communism. Analyse and write a persuasive speech. Understand how an allegory works.
3 The Pigs as leaders	<ol style="list-style-type: none"> The animals successfully rebel against Jones and chase the humans out of the farm. The animals create the Seven Commandments, a constitution to govern themselves. These laws are meant to ensure that "<i>all animals are equal</i>" and they won't act like humans. Napoleon greedily drinks buckets of milk while the other animals all work hard, foreshadowing later events. However, this is only implied, which will be true for most of Napoleon's crimes. 	<ol style="list-style-type: none"> Explain foreshadowing. Write a successful Progress Book Task: 'How is the change in hierarchy on Manor Farm presented in C2?'
4 Battle of the Cowshed	<ol style="list-style-type: none"> Orwell makes masterful use of irony, an important component of satirical writing, to illustrate the gap between what the animals are fighting for and what they <i>believe</i> they are fighting for. Boxer is the strongest and hardest-working animal on the farm. He symbolises the proletariat. He is awarded, "<i>Animal Hero, First Class</i>." Some animals like Mollie are lazy and don't work very hard. They symbolise the bourgeoisie. The pigs use propaganda to convince the other animals they should have certain privileges, such as eating apples and milk. The Battle of the Cowshed occurs. 	<ol style="list-style-type: none"> Identify and explain symbolism in a text. Form a position and write a response to a statement. Identify and create persuasive propaganda.
5 Snowball's expulsion	<ol style="list-style-type: none"> Jones' attack is repelled thanks to Snowball's tactics and Boxer's strength. Snowball pretended to lead a retreat, but this was actually a trick to surround the humans. Snowball and Napoleon constantly disagree about every issue on the farm, especially the plan to build a windmill and modernise the farm. Boxer repeats '<i>If Comrade Napoleon says it, it must be right</i>.' And from then on he adopted the maxim, '<i>Napoleon is always right</i>,' in addition to his private motto of '<i>I will work harder</i>.' 	<ol style="list-style-type: none"> Write a newspaper report. Write a successful Progress Book Task: 'Starting with this extract, explore how Orwell presents the proletariat in the text.'



Year 8 English Leadership Guide: Animal Farm

Week/ Topic	I will need to understand:	So that I can:
6 Building the windmill	<ol style="list-style-type: none"> 1. The animals work harder than ever on the windmill. Boxer proves himself to be an inspiration. 2. The animals begin sleeping with beds, and Muriel and Clover notice a change in the commandments 'with sheets'. Squealer persuades the animals that this is acceptable. 3. Orwell satirises Stalin taking power from his rival Trotsky. This means he is representing events in an exaggerated and simplified way to mock them and demonstrate how ridiculous they are. 4. In the autumn, a terrible storm knocks down the half-built windmill. Napoleon claims this was actually Snowball's doing, shocking and enraging the other animals. 	<ol style="list-style-type: none"> 1. Explain the significance of Stalin's rise to power. 2. Plan and participate in a structured debate. 3. Analyse a quotation and practise making links to context.
7 The executio ns	<ol style="list-style-type: none"> 1. The animals struggle against starvation. 2. The animals are led to believe Snowball has been returning to the farm – his role at the battle of the Cowshed is manipulated. 3. These manipulations by Squealer are examples of historical negationism, which was common practice in the Soviet Union under Stalin. Stalin's government would publish revisions of history that purposefully distorted the truth to make Stalin look better. 4. In spring, Napoleon calls a meeting and several 'traitors' are executed, including protesting hens and pigs. <i>Beasts of England</i> is outlawed. Napoleon follows a similar rise to power as Stalin, using fear and propaganda to control the masses, including show trials and executions. 	<ol style="list-style-type: none"> 1. Write a successful Progress Book Task: Starting with this extract, explore how Orwell shows the failure of the principles of Animalism.
8 Trading with humans	<ol style="list-style-type: none"> 1. Clover and Benjamin notice a change in the commandments: '<i>killing without cause.</i>' The next year brings more work and less food, despite Squealer's figures and statistics to the contrary. 2. Napoleon trades Frederick and Pilkington off against each other, and sells a pile of timber to Frederick, who tricks Napoleon with forged banknotes. Napoleon pronounces the <i>death sentence</i> on him. 	<ol style="list-style-type: none"> 1. Explain juxtaposition and how it can effectively be used in a text.
9 Boxer's fate	<ol style="list-style-type: none"> 1. Boxer continues to work extremely hard despite wounds suffered at this battle. He says he is just looking forward to While working one day, Boxer collapses, unable to breathe. The other animals care for him until a van arrives to take him away. 2. Squealer claims this is from the vet, but it is clear from the writing on the side that he is actually being taken to the "knacker's" to be sold for parts. His tragic death is announced three days later. 	<ol style="list-style-type: none"> 1. Write a successful Progress Book Task: Starting with this extract, explore how Orwell presents Napoleon as a tyrant.
10 Humanis ing the farm	<ol style="list-style-type: none"> 1. One day, the animals are all assembled for a demonstration – the pigs have learned to walk on two legs. They parade around in human clothing, and Napoleon emerges holding a whip. When some animals are about to protest, they are stopped by the sheep bleating a new maxim, "four legs good, two legs BETTER." 2. The Seven Commandments are now replaced with the ironic statement, "all animals are equal but some animals are more equal than others." This demonstrates that the Rebellion has been a failure. 3. The pigs begin to act more like humans now, to the point where Clover even thinks she can no longer tell them apart. 	<p>Explain the irony of Animal Farm's new commandment. Explain the significance of <i>Animal Farm</i>'s cyclical structure.</p>



Year 8 Maths Leadership Guide:

Careers linked to these topics can include things like being an Actuary . Being an Actuary means you are a problem solver and strategic thinker, who they use their mathematical skills to help measure the probability and risk of future events. They use these skills to predict the financial impact of these events on a business and their clients.

Week / Topic	Topic Covered	I will be able to:	Sparx Code So that I can:
	Assessment	There will be a unit assessment at the end of every topic outlined below	
1	Describing events Comparing likelihood of events	<ol style="list-style-type: none"> 1. Represent the probability of events on a probability scale 2. Calculate the probability of an event occurring 3. Represent all outcomes in a 2D sample space diagram 4. Represent multiple outcomes in a Venn diagram 	M655 M718 M829
2	Calculate probability of event occurring Calculate probability of events occurring	<ol style="list-style-type: none"> 1. Recognise mutually exclusive events 2. Calculate the probability of an event not occurring 3. Recognise independent events 4. Know the difference between mutually exclusive and independent events 	M755 M299
3	Estimate the likelihood of events Calculate the likelihood of events using probability trees	<ol style="list-style-type: none"> 1. Recognise the difference between theoretical and experimental probability 2. Calculate the relative frequency of events occurring 3. Represent multiple events on a probability tree diagram 4. Calculate the probabilities represented on a probability tree diagram 	M332 M299
4	Substitution and manipulating formulae	<ol style="list-style-type: none"> 1. Substitute decimals, fractions and integers into linear expressions 2. Substitute decimals, fractions and integers into linear equations 3. Substitute fractions and integers into quadratic equations 	U201 U585
5	Form and solve expressions	<ol style="list-style-type: none"> 1. Find the missing integer value in a simple equation 2. Find the missing integer in an equation using inverse operations 3. Find the missing fraction in an equation using inverse operations 	M957
6	Expanding brackets and factorising	<ol style="list-style-type: none"> 1. Expand single brackets and simplify 2. Factorise an expression into a single bracket 3. Expand simplify two brackets 4. Expand squared brackets 	M792 M100 M960



Year 8 Maths Leadership Guide

Week/ Topic	Topic Covered	I will be able to:	Sparx Code
7	Angle Facts-Polygons	<ol style="list-style-type: none"> 1. Calculate the interior angles of a polygon 2. Calculate the exterior angle of a polygon 3. Calculate the number of sides of a regular polygon 	M653 M606 M319
8	Angle Facts - Parallel lines Angle Facts - Bearings	<ol style="list-style-type: none"> 1. Recognise alternate, corresponding and co-interior angles 2. Find missing angles using combinations of the above 3. Accurately draw a given bearing 4. Calculate a given bearing 	M319 M260 M416
9	Computer Science Computing Systems	<ol style="list-style-type: none"> 1. Explain the difference between a general purpose system and a purpose built device 2. Describe the functions of hardware components 3. Describe and be able to use logic gates 	
10	Computer Science Networking	<ol style="list-style-type: none"> 1. Define what a computer network is 2. List examples of hardware necessary for connecting devices 3. Compare wired and wireless connections 4. Measure bandwidth using the correct units 	
11	Leader's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10;revising for assessments keeps you on the path to leadership. Work hard and show your best!	Final Assessment: DCP1	
12	Super Teaching	Re-teaching of key topics from Autumn term	



Year 8 Science Leadership Guide: Systems and Environmental Science

Careers linked to this cycle can include things like Medicine, Ecology, Meteorology and Astronomy as I will be developing my knowledge of how humans and other organisms interact with the deeply interconnected world around them.

Week/ Topic	I will need to know:	So that I can:
1 The Solar System	<ol style="list-style-type: none"> The solar system consists of the sun and all of the objects that orbit due to it's gravity. Our solar system contains 8 planets; Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune and many space rocks; asteroids, comets and meteoroids. Satellites are things that orbit the Earth. They can be natural, like the moon, or artificial like the International Space Station. 	<ol style="list-style-type: none"> Name the 8 planets in the solar system and explain why they orbit the sun. Describe the difference between asteroids, comets and meteoroids. Explain the difference between natural and artificial satellites.
2 The Universe	<ol style="list-style-type: none"> Our heliocentric model of the solar system was developed from an earlier geocentric model. The seasons are caused by the tilt on the Earth's axis. The universe is approximately 14 billion years old. Galaxies are collections of billions of stars and our solar system is in the Milky Way galaxy. 	<ol style="list-style-type: none"> Describe the difference between the geocentric and heliocentric models of the solar system. Explain what causes the 4 seasons on Earth. Describe the difference between galaxies and solar systems.
3 The Atmosphere	<ol style="list-style-type: none"> The Earth's atmosphere is composed of approximately 80% nitrogen and 20% oxygen. The Earth's atmosphere has several layers including the troposphere, mesosphere, thermosphere and exosphere. Our weather is controlled by day-to-day changes in the atmosphere. Human action, including the burning of fossil fuels, is leading to long-term climate change on Earth due to the greenhouse effect. Climate refers to long-term weather patterns. 	<ol style="list-style-type: none"> Name the layers of the atmosphere on Earth. List the factors that contribute to daily weather. Explain how CO₂ in the atmosphere has led to global warming.
4 Structure of the Earth	<ol style="list-style-type: none"> The Earth is approximately 4.5 billion (4,500,000,000) years old. The Earth is composed of 3 main layers: the crust, the mantle and the core. The surface of the Earth changes over many millions of years due plate tectonics. 	Mid-point Assessment Questions from week 1 - 3
5 The Rock Cycle	<ol style="list-style-type: none"> There are 3 main types of rocks found on Earth: igneous, metamorphic and sedimentary. Sedimentary rocks are formed through weathering, erosion, transportation, deposition, compaction and cementation. Metamorphic rocks are formed when heat and pressure is applied to a rock. Igneous rocks are formed when lava or magma cools. The changes of rocks can happen in a cycle known as the rock cycle. 	<ol style="list-style-type: none"> List the types of rocks found on Earth. Describe the processes that are involved in forming the different types of rocks. Explain how these processes link to form the rock cycle.
6 Feeding Relationships	<ol style="list-style-type: none"> Some organisms generate their own food using sunlight. These are called producers. Organisms that get their food from eating other organisms are consumers. Animals can be categorised as herbivores and carnivores, and as predators or prey. The feeding relationships between organisms in an ecosystem are represented in food chains and food webs. 	<ol style="list-style-type: none"> Explain how the sun is the source of energy for almost all life on Earth. Compare how consumers and producers get their food as well as herbivores and carnivores. Draw simple food chains and food webs



Year 8 Science Leadership Guide: Systems and Environmental Science

Week/ Topic	I will need to know:	So that I can:
7 Interdependence	<ol style="list-style-type: none"> 1. Different species whose number and health are affected by each other are said to be interdependent. 2. Predator and prey species are interdependent with one another. 3. Flowering plants and pollinating insects are interdependent with one another. 4. Human societies benefit from diverse, species-rich ecosystems with many interdependent relationships. 	<ol style="list-style-type: none"> 1. Explain why predator-prey cycles show an interdependent relationship. 2. Explain why human food security relies on the health of pollinators such as bees. 3. Explain why it is necessary for humans to protect environments such as the Amazon rainforest.
8 Human Health	<ol style="list-style-type: none"> 1. The human diet requires 7 main nutrients: protein, carbohydrates, lipids (fats), vitamins, minerals, fibre and water. 2. Each of the three macronutrients (protein, carbohydrates, lipids) is needed in large amounts in our diet and have unique function in our diet. 3. Micronutrients (vitamins and minerals) are needed in small quantities in our diet. Each has a unique function and is found in different quantities in different foods. 4. Consuming alcohol and other recreational drugs can lead to poor health. 	<p>Mid-point Assessment</p> <p>Questions from week 5-7</p>
9 Reproduction	<ol style="list-style-type: none"> 1. Exercise is important in maintaining good health and supporting the function of organs. 2. Reproduction is how organisms continue their species by creating new individuals. 3. Know the functions of main organs of the male and female human reproductive systems. 4. The menstrual cycle regulates a female's fertility and ability to become pregnant. 	<ol style="list-style-type: none"> 1. Explain why exercise is important for a healthy body and mind. 2. Describe the organs of the male and female reproductive system in humans. 3. List the main stages of the menstrual cycle.
10 Genetics	<ol style="list-style-type: none"> 1. During fertilisation, the sperm and egg join to create new offspring after sexual intercourse. 2. The information an organism needs is stored in a DNA molecule, in the nucleus of cells 3. DNA is passed from one generation to the next during reproduction. 4. Reproduction can be sexual (two organisms needed) or asexual (needs one organism). 	<ol style="list-style-type: none"> 1. Describe the process of fertilisation. 2. Describe the function of DNA in an organism. 3. Explain the difference between sexual and asexual reproduction.
11	<p>Leader's Prep:</p> <p>To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best! You can use flashcards, the 5 a day questions and your leaders guide to help you.</p>	<p>Final Assessment:</p> <p>Your assessment will be made up of 10 multiple choice questions, 15 1-mark knowledge questions and 25 marks of application questions.</p>



Year 8 History Leadership Guide: Power and Politics

Careers linked can include MP, government research officer and political journalist as I will be developing my analytical and problem-solving skills.

Week/ Topic	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> 1. That Democracy is a system of government where eligible voters choose representatives to govern the country. 2. That the House of Commons is formed by the chosen representatives within the country, and that the Government is chosen from within Parliament. 3. That the British Government is the Party with the most seats, led by the Prime Minister. 4. That the first democratic society was formed in Ancient Greece. 	<ol style="list-style-type: none"> 1. Explain how UK elections work and how the government has been elected. 2. Answer the GCSE style question 'Describe two features of the UK's system of government.'
2	<ol style="list-style-type: none"> 1. That the Feudal system was a hierarchal social structure that gave all the power to the King. 2. That Barons in Medieval England demanded more rights from the King. 3. That the creation of the Magna Carta in 1215 was the foundation of democracy in England. 	<ol style="list-style-type: none"> 1. Determine the most significant right of the Magna Carta. 2. Answer the GCSE style question 'Describe two features of the Feudal system.'
3	<ol style="list-style-type: none"> 1. That the Magna Carta had a huge impact on the development of democracy in Britain. 2. That in Britain up until the 1830s, democracy was simply the privilege of wealthy people. 3. The Chartists were a group of working class people who wanted to gain influence and political rights for the working classes. 	<ol style="list-style-type: none"> 1. Analyse the various changes of British democracy from Medieval times to present day. 2. Explain which event I think was the most significant for the development of democracy in Great Britain.
4	<ol style="list-style-type: none"> 1. That the Statute of Proclamations gave Henry VIII power to make any law he wanted. 2. That Henry passed several Acts to give himself more power than the church and parliament. 3. That Henry's actions contradicted the progress made by the Magna Carta 300 years before. 	<ol style="list-style-type: none"> 1. Describe the many political changes Henry VIII made during his reign. 2. Explain how Henry VIII increased the power of the Monarchy.
5	<ol style="list-style-type: none"> 1. That James VI of Scotland became King of England after the death of Elizabeth I. 2. That James faced a lot of problems during his reign over religion and politics. 3. That James can be considered an incompetent king for not resolving many of his problems. 	<ol style="list-style-type: none"> 1. Consider and determine all the qualities that make a good or bad Monarch. 2. Answer the GCSE style question: "James I was an incompetent King." How far do you agree?
6	<ol style="list-style-type: none"> 1. That Charles I made many poor decisions resulting in a fall out with Parliament. 2. These decisions included marrying a Catholic, wasting money on failed military expeditions and introducing an unpopular tax known as Ship Money. 3. These incompetent decisions led to the English Civil War in 1642. 	Mid Point assessment: <ol style="list-style-type: none"> 1. Knowledge Retrieval Quiz



Year 8 History Leadership Guide: Power and Politics

Week/ Topic	I will need to know:	So that I can:
7	<ol style="list-style-type: none"> 1. A Civil War is a war between different groups of the same country. 2. That Parliamentarians (roundheads) supported Parliament and Royalists (cavaliers) supported the King during the English Civil War. 3. That Royalists believed in the Divine Right of Kings but Parliamentarians believed greater control should have been given to MPs. 	<ol style="list-style-type: none"> 1. Categorise the causes of the English Civil War as either economic, political or religious. 2. Explain why the English Civil War began.
8	<ol style="list-style-type: none"> 1. That after the Civil War King Charles I was arrested and put on trial for treason. 2. That Oliver Cromwell prevented 240 MPs from entering Parliament to decide on the fate of King Charles I. 3. That King Charles I was found guilty of treason and was executed on 30th January 1649. 	<ol style="list-style-type: none"> 1. Make a judgement on whether England made the right decision to execute their king by answering the question: "England were right to execute their King." To what extent do you agree?
9	<ol style="list-style-type: none"> 1. Oliver Cromwell became Lord Protector after the execution of Charles I. 2. The period in English history from the execution of Charles I in 1649 to the Restoration of Charles II in 1660 is known as the interregnum. 3. Cromwell was a Puritan MP who made many changes to England such as banning Christmas, pubs and the theatre. 	<ol style="list-style-type: none"> 1. Evaluate if Cromwell was a hero or a tyrant. 2. Determine which change Cromwell made was most significant.
10	<ol style="list-style-type: none"> 1. That Charles II became King of England after Cromwell's death during a period of time called the Restoration. 2. When James II Catholic wife gave birth to a boy Parliament feared that all future monarchs would be Catholic. 3. That the Glorious Revolution 1688 ended the rule of James II as Parliament plotted for him to be replaced by his daughter Mary and her husband William of Orange. 4. The Bill of Rights was signed into law in 1689 by William III and Mary II. The bill gave Parliament power over the monarchy. 	<ol style="list-style-type: none"> 1. Analyse the power struggle between the monarchy and Parliament during the Stuart reign. 2. Assess the significance of the Glorious Revolution on the British monarchy and politics today.
11	<p>Leader's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10: revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	Final Assessment: DCP



Year 8 Geography Leadership Guide: Locational Knowledge

Careers linked to **Locational Knowledge** can include things like, Geography Teachers, archaeologists, Geospatial analysts as I will be developing my ability to understand the key differences between major lands and seas.

Week/ Topic	I will need to know:	So that I can:
1 Middle East	<ol style="list-style-type: none"> 1. Name and locate the countries and main oceans in the Middle East. 2. Locate the deserts and rivers of the Middle East. 3. There are three distinct climate zones in the Middle East including arid, semi-arid and Mediterranean climates. 	<ol style="list-style-type: none"> 1. Describe the location of the Middle East and the major countries found within the Middle East.
2 Population Distribution	<ol style="list-style-type: none"> 1. The population is not distributed evenly. 2. A range of physical and human factors have influenced the population distribution of the Middle East. 	<ol style="list-style-type: none"> 1. Explain the physical and human factors that have shaped the Middle East.
3 Africa	<ol style="list-style-type: none"> 1. Africa is located south of Europe, south-west of the Middle East and east of South America. 2. The dominant physical and human features include mountain ranges, deserts, rivers and mega cities. 	<ol style="list-style-type: none"> 1. Describe the location of the continent of Africa. 2. Describe the physical features found within Africa and its mega cities.
4 Population Distribution	<ol style="list-style-type: none"> 1. The population of Africa is not distributed evenly and how densely populated Africa is. 2. A range of physical and human factors have influenced the population distribution of Africa. 	<ol style="list-style-type: none"> 1. Describe the demographic characteristics of the continent of Africa.
5 Russia	<ol style="list-style-type: none"> 1. Russia is the largest country in the world by land area. 2. Russia occupies one-tenth of all the land on Earth. 	<ol style="list-style-type: none"> 1. Explain Russia's physical significance in the world according to its size.
6 China	<ol style="list-style-type: none"> 1. China, officially the People's Republic of China, is a country in East Asia. 2. It is the world's second-most populous country with a population exceeding 1.4 billion. 	<ol style="list-style-type: none"> 1. Explain the basic facts about China.



Year 8 Geography Leadership Guide: Locational Knowledge

Careers linked to **Locational Knowledge** can include things like, Geography Teachers, archaeologists, Geospatial analysts as I will be developing my ability to understand the key differences between major lands and seas.

Week/ Topic	I will need to know:	So that I can:
7 Consolidation	<ol style="list-style-type: none"> 1. Name and locate the countries and main oceans in the Middle East. 2. Locate the deserts and rivers of the Middle East. 3. There are three distinct climate zones in the Middle East including arid, semi-arid and Mediterranean climates. 	<p>Midpoint assessment</p> <p>Complete a 30 question Consolidation Checkpoint.</p>
8 Russia	<ol style="list-style-type: none"> 1. As the world's largest country, Russia occupies one-tenth of all the land on Earth. 2. It spans 11 time zones across two continents. 	<ol style="list-style-type: none"> 1. Explain basic facts about Russia.
9 Climate	<ol style="list-style-type: none"> 1. Many sections have a Mediterranean climate, featuring hot, dry summers and wet, mild winters. 2. However, the mountains of Iran and Iraq have severe winter conditions. 	<ol style="list-style-type: none"> 1. Describe the characteristics of a middle eastern climate.
10 Consolidation	<p>Consolidation of the following:</p> <ol style="list-style-type: none"> 1. Name and locate the countries and main oceans in the Middle East. 2. Superpowers of the world. 3. Russia's dominance. 	<ol style="list-style-type: none"> 1. Consolidate all of my learning and achieve my best in the DCP. 2. Understand the regional differences between major continents and major land mass countries.
11	<p>Leader's Prep:</p> <p>To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10;revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	<p>Final Assessment: DCP</p>



Year 8 Spanish Leadership Guide: “¡Dieta y salud!”

Students to discuss food and mealtimes, as well as their food preferences. It also prepares them for surviving a restaurant experience! Students will then consider what constitutes a healthy diet and how they can improve their own eating habits, as well as how to lead a healthy lifestyle. **Careers** linked to this learning include: nutritionist, gourmet, blogger, journalist and healthcare jobs.

Week/ Topic	I will need to know the following lines from my parallel text (PT) and the substitution words in bold.			So that I can:
1 ¡A comer!	Normalmente desayuno cereales o tostadas y bebo té por la mañana. Durante la semana almuerzo a la una en mi insti. Suelo comer un bocadillo con queso y patatas de bolsa en el comedor. Siempre ceno con mi familia a las seis en casa. A veces como carne y verduras , pero nunca como postre.	1 2 3 4 5 6	Normally (I eat) breakfast cereal and toast And (I) drink tea in the morning. During the week (I eat) lunch at the 1 o'clock in the school. (I) usually eat a sandwich with cheese and crisps of bag in the canteen. Always (I eat) dinner with my family at the 6 at home. Some times (I) eat meat and vegetables , but Never (I) eat dessert.	1. Talk about what I eat and drink at different mealtimes. 2. Say how often I eat certain foods. 3. Recognise and use negatives. 4. Ask and answer the questions: What do you eat for breakfast/ lunch/ dinner?
2 ¡Ñam, ñam!	Me gusta la pizza y me encantan las patatas fritas porque son sabrosas . No me gusta nada la fruta y me repugnan las verduras porque en mi opinión son insípidas . ¡Qué asco!	7 8	Me like the pizza and me love the potatoes fried because (they) are tasty . No me like at-all the fruit me (they) disgust the vegetables because in my opinion (they) are blands . How disgusting!	1. Give opinions about different food and drinks. 2. Justify my opinions with reasons. 3. Ask and answer the questions: What do you like to eat/ drink? What is your favourite food?
3 En el restaurante	A: Camarero/a: Buenos días. ¿Qué van a tomar? B: Juan: Tengo hambre. De primer plato voy a tomar ensalada . A: Camarero/a: ¿Y de segundo plato? B: Juan: De segundo plato voy a tomar tortilla española . A: Camarero/a: ¿Y para beber? B: Juan: Tengo sed. Voy a tomar cola . A: Camarero/a: ¿Qué van a tomar de postre? B: Juan: Voy a tomar helado de chocolate . A: Camarero/a: ¿Algo más? B: Juan: No, nada más, gracias. La cuenta, por favor	9 10 11 12 13 14 15 16 17 18	A: Waiter/ Waitress: Good days. What (are you) going to take? B: Juan: (I) have hunger. Of first plate (I'm) going to take salad . A: Waiter/ Waitress: And of second plate? B: Juan: Of second plate (I'm) going to take omlette spanish . A: Waiter/ Waitress: And to drink? B: Juan: (I) have thirsty. (I'm) going to take coca-cola . A: Waiter/ Waitress: What (are you) going to take of dessert. B: Juan: (I'm) going to take ice-cream of chocolate . A: Waiter/ Waitress: Something more? B: Juan: No, nothing more, thanks. The bill, ple-ase.	1. Order food in a restaurant. 2. Understand a Spanish menu. 3. Recognise and understand when to use <i>tú/ usted</i> . 4. Ask and answer the questions: What would you like to eat/ drink?
4 En el restaurante				
5 ¿Qué comemos?	Learn about the food that is eaten in Central and South America. Different countries have traditional foods, some of which can seem unusual to us!			1. Talk about what different foods are eaten in the Spanish speaking world.
	Mid point assessment Write a short text about your eating habits, preferences and how traditional dishes from Spanish speaking countries differ to what we are used to eating in the UK.			



Year 8 Spanish Leadership Guide: “¡Dieta y salud!”

Week/ Topic	I will need to know the following lines from my parallel text (PT) and the substitution words in bold.			So that I can:
6 Mi dieta sana	En mi opinión no llevo una dieta sana porque como mucha comida rápida . Entiendo que es esencial comer más fruta y verdura .	19 20 21	In my opinion no (I) lead a diet healthy because (I) eat much food fast (I) understand that it's essential to-eat more fruit and vegetables .	1. Talk about what makes a healthy diet. 2. Recognise and use time phrases in my sentences to talk about how often I do something. 3. Recognise and use <i>mucho</i> and <i>poco</i> . 4. Ask and answer the question: Do you have a healthy diet?
7 ¡Preparados, listos, ya!	Me gusta mucho hacer deporte. Juego al tenis y hago el footing .	22 23	Me like much to-do sport. (I) play the tennis and (I) do the jogging .	1. Talk about an active lifestyle. 2. Say what sports I do/play in order to keep healthy. 3. Ask and answer the question: What do you do to keep fit?
8 ¡Muévete!	Para estar en forma se debe beber agua frecuentemente y no se debe comer comida rápida .	24 25	In-order to-be in form you must to-drink water frequently and no you must to-eat food fast .	1. Talk about how you can lead a healthier lifestyle – what you must and must not do. 2. Recognise and use <i>se debe</i> and <i>no se debe</i> . 3. Ask and answer the question: What must you (not) do stay healthy?
9 ¡Ay, qué dolor!	Desafortunadamente me duele el estómago desde hace un día -	26	Unfortunately my hurt the stomach si-nce one day -	1. Say what parts of the body are hurting. 2. Recognise and use the phrase <i>desde hace</i> . 3. Ask and answer the question: What hurts?
10 ¡Ponte esta crema!	porque comí cuatro hamburguesas. ¡Tengo vómitos!	27	Because (I) ate four hamburgers. (I) have sickness!	1. Talk about health problems and treatments. 2. Say that I don't feel well. 3. Ask and answer the questions: What's the matter? Since when?
11	Leader's Prep: To prepare for your upcoming assessment, you should self-quiz the Parallel Text named “Dieta y salud” on page 11 to 14, Lines 1 to 27 in the Knowledge Organisers; revising for assessments keeps you on the path to leadership. Work hard and show your best!			Final Assessment: - Complete the Reading and Writing assessment. (DCP 1)



Year 8 Food & Nutrition Leadership Guide: Topic : Food Safety and Food Choice

Studying food safety and food choice develops an understanding of the importance of correct food storage, HACCP systems and food hygiene when preparing and cooking food. It also identifies how food choice is impacted by a wide range of factors. This is crucial when cooking for yourself and in industry. Careers linked to this topic on Food safety and Food choice can include things like an EHO, Food Inspector, Food product manager and Events manager.

Week/ Topic	I will need to know:	So that I can:
1 Health & safety/ Food Poisoning	<ol style="list-style-type: none"> 1. Health & safety in the kitchen 2. The causes and symptoms of food poisoning and how to prevent it ensuring dangerous bacteria from growing 3. Definition of cross contamination 	<ol style="list-style-type: none"> 1. Identify the symptoms of food poisoning 2. Know the core temperature of cooked food 3. Explain a range of ways to prevent food poisoning
2 Home-made chicken goujons	<ol style="list-style-type: none"> 1. Cooking methods including grilling, frying, BBQ, oven baking and braising 2. The function of eggs in making breadcrumbs stick 3. Checking the core temperature of cooked meats is essential to avoiding food poisoning 	<ol style="list-style-type: none"> 1. Demonstrate knife skills, use of the hob (frying) 2. Put into practise a range of practical ways to prevent Cross-Contamination when using high risk meat
3 Food Spoilage	<ol style="list-style-type: none"> 1. The conditions which provide optimum growth for food spoilage. 2. Visible signs of food spoilage and decay. 3. Preservation techniques to prevent food spoilage. 	<ol style="list-style-type: none"> 1. Explain how versatile chicken is to a caterer 2. Compare the nutritional content of home- made chicken goujons to shop bought 3. Demonstrate skills in chopping, coating and using a food processor to make breadcrumbs
Week 4 Meat alternatives	<ol style="list-style-type: none"> 1. The definition of a vegetarian and vegan 2. How vegans and vegetarians can obtain enough protein through plant sources 3. How many popular dishes and meals can be made suitable for vegetarians and vegans and how versatile meat alternatives can be. 	<ol style="list-style-type: none"> 1. Define Vegan and Vegetarian 2. Prepare and cook a vegetarian chilli demonstrating skills in boiling, frying, simmering, chopping and seasoning
Week 5 Vegetarian Chilli Con Carne	<ol style="list-style-type: none"> 1. Demonstrate how to use the claw cut and Bridge hold when chopping 2. What a microprotein is. 3. How dishes can be adapted to suit different dietary requirements and why some people prefer to have a meat free diet. 	<ol style="list-style-type: none"> 1. Peel and chop a range of vegetables using the correct chopping techniques. 2. Cook using a microprotein



Year 8 Construction Leadership Guide

Students will work with a range of appropriate materials and components to produce a high-quality halving joint picture frame. This will involve using specialist tools and equipment, which will include hand tools and machines. The product will have a suitable finish and demonstrate quality control throughout.

Week/ Topic	I will need to know:	So that I can:
1	<ol style="list-style-type: none"> 1. The safety rules of the workshop 2. The hazards in the workshop 3. The names of the key pieces of equipment used and their function 	<ol style="list-style-type: none"> 1. Identify and explain the health and safety risks in a Construction workshop 2. Name the key equipment used 3. Explain how to use each piece of equipment safely
2	<ol style="list-style-type: none"> 1. The two types of wood used are hardwood and softwood 2. The properties of each type of wood 3. The safety rules when using a sanding machine 4. How to measure accurately 5. How to mark out onto a piece of paper 	<ol style="list-style-type: none"> 1. Measure and mark out accurately on paper 2. Correctly use the hand saw and sanding machine
3	<ol style="list-style-type: none"> 1. How to use a Tri Square 2. How to ensure accuracy when using a Tenon saw 3. How to saw wood (timber) 4. How to mark out onto a piece of wood 	<ol style="list-style-type: none"> 1. Measure and mark out the timber 2. Cut into the 4 pieces of wood
4/5	<ol style="list-style-type: none"> 1. What a marking gauge is used for 2. How to set the marking gauge 3. How to cut a halving joint. 4. How to use a tenon saw safely 	<ol style="list-style-type: none"> 1. Safely and correctly use of a marking gauge. 2. Correctly use the methods for cutting a halving joint.
6	<ol style="list-style-type: none"> 1. The names of a range of machinery used in picture making 2. The function of each piece of machinery 3. The names of the various hand tools 4. The function of each hand tool 5. The safety rules when using each piece of machinery and hand tools 	Mid Point Assessment <ol style="list-style-type: none"> 1. Name the hand tools used to make the picture frame 2. Explain the function (job role) of each hand tool and piece of machinery 3. Explain the safety rules to be followed when using hand tools and machinery



Year 8 Music Leadership Guide: Blues and Soul music

Careers linked to this topic can include things like a music producer or recording engineer as I will be developing my performance and listening skills

Week/ Topic	I will need to know:	So that I can:
1 Introduction to the blues	<ol style="list-style-type: none"> 1. The blues is a type of African-American music that started in the early 1900s 2. The blues developed from spirituals - work songs and religious folk songs created by African Slaves working in America 3. When the slaves were set free after 1865, they faced poverty and homelessness 4. The nightmare of slavery was over, but black people were often denied jobs and civil rights 5. The words to blues songs are usually sad and include lyrics about injustice, longing for a better life as well as singing about lost loves, jobs, and money. 	<ol style="list-style-type: none"> 1. Explain the origins and influence of blues music 2. State what the notes are in a blues scale 3. State what instruments are used in blues music 4. Play the blues scale
2 How chords and baselines are used in blues	<ol style="list-style-type: none"> 1. A chord is more than one note played at the same time 2. The notes of the chords C, F and G are CEG, FAC and GBD 3. A chord sequence or progression is a series of chords played in a particular order and usually repeated. 4. The blues bass line is called the walking bass because the notes go up and down in pitch, with small gaps between the notes. This gives the impression of an instrumentalist 'walking' around their instrument 	<ol style="list-style-type: none"> 1. Explain what a chord is 2. Describe what a baseline is 3. Identify the features of the walking base
3 Improvisation	<ol style="list-style-type: none"> 1. The blues scale is a six-note progression 2. Improvisation is when you make something up on the spot. 3. Improvisation can be carried out with your voice, the table, your hands/ feet and also with musical instruments. 	<ol style="list-style-type: none"> 1. Play the blues scale 2. Define and describe improvisation 3. Perform my own improvisation using the notes from the blues scale
4 Performance	Mid point assessment: Improvisation: create a performance using the blues scale	
5 Introduction to Soul music	<ol style="list-style-type: none"> 1. Soul music became popular throughout the late 1950s/1960s 2. Soul originated in the African American community in the United States of America 3. Soul was popular for dancing and listening as well as giving important messages 4. Motown, Atlantic and Stax were influential Soul record labels in the Civil Rights Movement 	<ol style="list-style-type: none"> 1. State what decade Soul music became popular 2. Describe what the main features of soul music is 3. Explain why Soul music was an important genre



Year 8 Music Leadership Guide: *Blues and Soul Music*

Week/ Topic	I will need to know:	So that I can:
6 Soul music played and the Civil Rights movement	<ol style="list-style-type: none"> Like most music, Soul music was made to tell a story. By the 1950s, after enduring nearly a century of inequality, segregation, as well as vicious lynchings and other senseless acts of violence, a group of African American activists began the civil rights movement. Over the course of the next two decades, countless Black men and women mobilized, organizing boycotts, sit-ins, and nonviolent protests such as the 1961 Freedom Rides and the 1963 March on Washington for Jobs and Freedom, in an effort to fight back against systematic oppression Gospel music is a non-secular genre of music 	<ol style="list-style-type: none"> Write a short paragraph, explain the the role that soul music played in the civil rights movement. Explain the difference between Gospel and Soul.
7 Influential Soul singers	1. Aretha Franklin, James Brown, Etta James and Ray Charles were all influential soul singers. You will listen to a range of their songs during the lesson and pick out key lyrical themes .	1. Write a review of one of their songs
8 Main features of Soul music	<ol style="list-style-type: none"> A lot of Soul songs use a pentatonic scale for the melody (tune of the song). This means it uses 5 notes. Soul songs often use a vocal hook. This is the part of the song, usually also the title, that is repetitive and gets stuck in your head. Backing Vocals = A group of singers who sings harmony to the lead singer Call and Echo = One voice/instrument plays a tune and another sings/plays the same tune back 	1. Use my knowledge of Soul music, to write a verse and chorus for a Soul song.
9 & 10 Introduction to Soul riffs	<ol style="list-style-type: none"> A riff is a short repeated musical phrase You will practice playing a soul melody using your right hand You will practice playing a soul baseline using your left hand You will then practice playing with both hands together 	<ol style="list-style-type: none"> Describe how a soul riff is played Play a soul riff Explain how a soul melody and bassline is performed
11	Leader's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10;revising for assessments keeps you on the path to leadership. Work hard and show your best!	Final Assessment: Practical assessment Performance of Soul Melody and baseline together



Year 8 Drama Leadership Guide: Steven Lawrence and Melodrama

Careers linked to this topic can include things like Journalist, Human rights law, Theatre Critic, as I will be developing my Understanding of the British legal system and the history of popular culture

Week/ Topic	I will need to know:	So that I can:
1 Stephen Lawrence	Stephen Lawrence was a black British teenager murdered in Eltham, South East London in 1993 while waiting for a bus by white youths chanting racist abuse.	1. Explore complex social issues in my drama work
2 The Suspects	In the investigation into Steven Lawrences murder five people were arrested and questioned but not convicted .It was believed that the decisions of the police were influenced by race. It was decided that the police were racist in their decision in 1998. On 3 January 2012, Gary Dobson and David Norris were found guilty of Lawrence's murder.Nonverbal communication is the transmission of messages or signals through a nonverbal platform such as eye contact, facial expressions, gestures, posture, use of objects and body language.	1. Use techniques of non verbal communication to develop meaning in a scene
3 Institutional Racism	Institutional Racism is the discrimination or unequal treatment on the basis of membership of a particular ethnic group (typically one that is a minority or marginalized, arising from systems, structures, or expectations that have become established within an institution or organization. It is believed that institutional racism played a part in the polices failure to properly investigate Steven Lawrences murder	1. Empathise with and understand the different characters involved in the Steven Lawrence case
4 Knife Crime	In the Uk the law on knives state anyone over 10 can be charged and taken to court if they're caught with an illegal knife – even if it's the first time they've been stopped by the police. You could be searched at any time if a police officer thinks you may be carrying a knife The maximum sentence for carrying a knife illegally is four years in prison and an unlimited fine. If you injure someone or use a knife to commit a crime, the penalties could increase.	1. Consider how different characters might present information differently to an audience
5	On 3 January 2012, Dobson and Norris were found guilty of Lawrence's murder and were sentenced to prison, with minimum terms of 15 years 2 months and 14 years 3 months respectively	1. Analyse how institutional racism may have affected the police inquiry into Steven Lawrence
6 The Courtroom	1. How to use multiple drama techniques to present the trial of Luke Knight and Gary Dobson 2. Can explore how to effectively use flash back in a drama scene 3. Understand the after effects of the Steven Lawrence case to U.K society	Progress book Mark Construct a drama sequence using flashback and marking the moment



Year 8 Subject Drama Leadership Guide: Steven Lawrence and Melodrama

Week/ Topic	I will need to know:	So that I can:
7 Melodrama	The term melodrama refers to a genre of play popular in the Victorian era (1837 – 1901). The key features of melodrama are exaggerated acting style, stereotypical characters, good triumphing over evil, music designed to appeal to the emotions. Melodramatic structures and plots still influence much of today's popular culture	Identify the form of Victorian Melodrama and understand its influence on Modern popular culture
8 Stock Characters	The key character types in melodrama are Hero, Villain, Damsel in Distress, Henchman, Wise old man. The industrial revolution was a period in the 18th and 19th Centuries when many people moved from the countryside into the cities due to an increase in technology and manufacturing. Melodrama was popular during the industrial revolution when people wanted escapist entertainment.	How to use body language and non verbal communication to represent character types
9 Symbols	Melodrama uses simple costume ideas to represent good and evil. Villains wear Black, Red or Purple. Heroes wear white and pale colours. Examples of this influence can be seen in films such as Star Wars, Harry Potter and The Hunger Games	Understand how costume can be used to symbolise a character's attributes
10 Melodrama and Gender	The damsel in distress is a common figure in Victorian Melodrama she represents a helpless young woman who is in need of rescuing. This demonstrates Victorian values towards gender roles that are not in keeping with today's attitudes. Many modern cultural icons Lara Croft, Rey Skywalker, Hermione Granger and Katniss Everdeen break this stereotype	Understand how gender roles can be seen to be out of date in traditional Melodrama and have been re-assessed in modern storytelling
11 Assessment	Leader's Prep: Revise all key words and concepts of Melodrama	Final Assessment: 20 mark DCP. 30 Mark Practical on Melodrama



Year 8 Art Leadership Guide: Portraits

Careers linked to this topic can include things like Graphic Designer, Curator, Gallery Owner, Art Therapist, Illustrator, Fashion Designer as I will be developing my fundamental drawing skills using the formal elements.

Week/ Topic	I will need to know:	So that I can:
1 History	1. The contextual portrait artists in history are Raffaello (1500s), Rembrandt (1600s), Van Gogh (1800s), Andy Warhol (1900s) and Sophie Derrick (2000s).	Describe the visual language and key concepts of portraits seen within art.
2 The Head	1. There are 21 steps needed to follow in order to draw the basic shape of a head in proportion. 2. A portrait is drawn in proportion using a guideline framework.	Draw the basic shape of the head .
3 The Face	1. Basic facial features are plotted in the correct position using a framework.	Add the features of a face to my portrait.
4 The Eye	1. They eyes are important in art because artists believe they are the window to the soul. 2. There are 16 steps needed to take to be able to draw an eye from front profile .	Draw a human eye.
5 The Ears	1. Ears vary depending on which angle you are drawing from. 2. Using a cotton bud is an effective way to blend tones.	Draw human ears.
6 The Mouth	1. The mouth can express different feelings such as pensive, neutral or joyful. 2. How to draw a resting mouth from the front and from a side view. 3. How to draw an open mouth and teeth.	Draw a human mouth.



Year 8 Art Leadership Guide: *Portraits*

Week/ Topic	I will need to know:	So that I can:
7 The Nose & Hair	<ol style="list-style-type: none"> 1. The nose changes with different expressions. 2. Franz Xaver Messerschmidt is famous for his 'Character Heads' series. 3. How to draw the nose from front on and from a side view. 4. There are many different characteristics and textures of hair. 5. Dante Gabriel Rossetti was obsessed with painting hair. 	<p>Draw a human nose.</p> <p>Draw a range of different hairstyles.</p> <p>Midpoint Assessment – Microsoft Forms</p>
8 Clay Head	<ol style="list-style-type: none"> 1. How to use clay materials, wedging, joining, rules etc. 2. A pinch-pot is created by pushing a single thumb into a ball of clay to form the interior of the pot. 3. Joining 2 pots together forms a sphere. This will be the basis for your clay head. 4. How to store the clay to prevent it drying out. 	<p>Create a clay head using the pinch-pot method.</p>
9 Clay Head	<ol style="list-style-type: none"> 1. How to add features and textures to the clay heads. 2. To develop facial expressions, basing them on my portrait drawing. 	<p>Add facial features to my clay head in proportion.</p>
10 Clay Head	<ol style="list-style-type: none"> 1. How to create a glaze to apply to clay head to protect it from weather. 	<p>Complete my clay head self-portrait by applying a PVA glaze for protection.</p>
11 Assessment	<p>Leader's Prep:</p> <p>To prepare for your upcoming assessment, you should self-quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best!</p>	<p>Final Assessment: DCP 1</p>



Year 8 Physical Education Leadership Guide

Week	I will need to know: (Tick the two activities you will be learning in Cycle 1, Weeks 1-6)			
Topic	Handball <input type="checkbox"/>	Table Tennis <input type="checkbox"/>	Rugby <input type="checkbox"/>	Dance Contemporary Martial Arts <input type="checkbox"/>
1	Lesson 1: Passing <ul style="list-style-type: none"> How to accurately pass the ball to a player with the correct technique, using a shoulder pass and bounce pass. How to catch the ball from a player whilst maintaining control. 	Lesson 1: Serve <ul style="list-style-type: none"> How to serve with the correct technique in table tennis. The rules associated with serving in table tennis. 	Lesson 1: Ball Familiarisation <ul style="list-style-type: none"> How to carry the ball effectively in rugby so you do not lose possession of the ball. How to accurately pass the ball to a player with the correct technique, using a pop pass and spin pass. 	Lesson 1: Understanding the Stimulus <ul style="list-style-type: none"> Students will understand stylistic features of a new dance style
2	Lesson 2: Dribbling <ul style="list-style-type: none"> How to dribble with the ball in handball, with the correct technique. Ball control is important in handball to maintain possession of the ball and enhance attacking play. 	Lesson 2: Backhand push <ul style="list-style-type: none"> How to perform a backhand push in table tennis with the correct technique. When is the correct time to play the backhand push in a game situation. 	Lesson 2: Passing <ul style="list-style-type: none"> How to accurately pass the ball to a player with the correct technique, using a pop pass and spin pass. The rules associated with passing where you can only pass backwards. 	Lesson 2: Creating Movement – Action <ul style="list-style-type: none"> Students will select basic body actions and build into sequence to meet technical accuracies within the style
3	Lesson 3: Shooting <ul style="list-style-type: none"> The correct technique for shooting in handball. How to execute shooting when under pressure of a goal keeper or a defender. 	Lesson 3: Forehand push <ul style="list-style-type: none"> How to perform a forehand push in table tennis with the correct technique. When is the correct time to play the forehand push in a game situation. 	Lesson 3: Attacking <ul style="list-style-type: none"> How to link passes together and work effectively as a team to advance down the pitch. How to perform a loop in attacking play to create options for your team. 	Lesson 3: Developing Movement – Relationship <ul style="list-style-type: none"> Students will learn how to manipulate movement to create moments of contact with one another.
4	Lesson 4: Defending <ul style="list-style-type: none"> The rules associated to play when marking the player with the ball. How zone defence can be applied to a game situation. 	Lesson 4: Single Match Play <ul style="list-style-type: none"> The rules and scoring system for a table tennis single match, and apply this to a competitive situation. 	Lesson 4: Tackling <ul style="list-style-type: none"> How to perform tackling correctly and safely in rugby in an isolated situation. How to implement tackling as a defensive strategy to a conditioned game. 	Lesson 4: Developing Movement – Dynamics <ul style="list-style-type: none"> Students will explore a range of dynamics, and discuss what this adds to the final performance
5	Lesson 5: Application of Rules <ul style="list-style-type: none"> The rules and scoring system for handball and apply this to a competitive situation. 	Lesson 5: Doubles Match Play <ul style="list-style-type: none"> The rules and scoring system for a table tennis double match, and apply this to a competitive situation. 	Lesson 5: Application of Rules <ul style="list-style-type: none"> The rules and scoring system for rugby and apply this to a competitive situation 	Lesson 5: Purpose of the Piece (through rehearsal) <ul style="list-style-type: none"> Students will lead independent rehearsal using a success criteria
6	Lesson 6: Assessment Point <ul style="list-style-type: none"> To complete a 10 mark knowledge checkpoint quiz on handball, followed by a practical assessment. 	Lesson 6: Assessment Point <ul style="list-style-type: none"> To complete a 10 mark knowledge checkpoint quiz on table tennis, followed by a practical assessment. 	Lesson 6: Assessment Point <ul style="list-style-type: none"> To complete a 10 mark knowledge checkpoint quiz on rugby, followed by a practical assessment. 	Lesson 6: Assessment Point Performance <ul style="list-style-type: none"> To complete a 10 mark knowledge checkpoint quiz, followed by a practical performance to present your final product.



Year 8 Physical Education Leadership Guide

Week	I will need to know: (Tick the two activities you will be learning in Cycle 1, Weeks 7-12)			
Topic	Handball <input type="checkbox"/>	Table Tennis <input type="checkbox"/>	Rugby <input type="checkbox"/>	Dance Contemporary Martial Arts <input type="checkbox"/>
7	Lesson 1: Passing <ul style="list-style-type: none"> How to accurately pass the ball to a player with the correct technique, using a shoulder pass and bounce pass. How to catch the ball from a player whilst maintaining control. 	Lesson 1: Serve <ul style="list-style-type: none"> How to serve with the correct technique in table tennis. The rules associated with serving in table tennis. 	Lesson 1: Ball Familiarisation and Passing <ul style="list-style-type: none"> How to carry the ball effectively in rugby so you do not lose possession of the ball. 	Lesson 1: Understanding the Stimulus <ul style="list-style-type: none"> Students will understand stylistic features of a new dance style
8	Lesson 2: Dribbling <ul style="list-style-type: none"> How to dribble with the ball in handball, with the correct technique. Ball control is important in handball to maintain possession of the ball and enhance attacking play. 	Lesson 2: Backhand push <ul style="list-style-type: none"> How to perform a backhand push in table tennis with the correct technique. When is the correct time to play the backhand push in a game situation. 	Lesson 2: Attacking <ul style="list-style-type: none"> How to link passes together and work effectively as a team to advance down the pitch. How to perform a loop in attacking play to create options for your team. 	Lesson 2: Creating Movement – Action <ul style="list-style-type: none"> Students will select basic body actions and build into sequence to meet technical accuracies within the style
9	Lesson 3: Shooting <ul style="list-style-type: none"> The correct technique for shooting in handball. How to execute shooting when under pressure of a goal keeper or a defender. 	Lesson 3: Forehand push <ul style="list-style-type: none"> How to perform a forehand push in table tennis with the correct technique. When is the correct time to play the forehand push in a game situation. 	Lesson 3: Tackling <ul style="list-style-type: none"> How to perform tackling correctly and safely in rugby in an isolated situation. How to implement tackling as a defensive strategy to a conditioned game. 	Lesson 4: Developing Movement – Dynamics <ul style="list-style-type: none"> Students will explore a range of dynamics, and discuss what this adds to the final performance
10	Lesson 4: Defending <ul style="list-style-type: none"> The rules associated to play when marking the player with the ball. How zone defence can be applied to a game situation. 	Lesson 4: Single Match Play <ul style="list-style-type: none"> The rules and scoring system for a table tennis single match, and apply this to a competitive situation. 	Lesson 4: Application of Rules <ul style="list-style-type: none"> The rules and scoring system for rugby and apply this to a competitive situation 	Lesson 5: Purpose of the Piece (through rehearsal) <ul style="list-style-type: none"> Students will lead independent rehearsal using a success criteria
11	Leader's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-10; revising for assessments keeps you on the path to leadership. Work hard and show your best! DCP Assessment: Written knowledge assessment (25 marks) and practical assessment (25 marks)			
12	Lesson 6: Game Play <ul style="list-style-type: none"> Apply the feedback you have received to your performance in handball. 	Lesson 6: Game Play <ul style="list-style-type: none"> Apply the feedback you have received to your performance in table tennis. 	Lesson 6: Game Play <ul style="list-style-type: none"> Apply the feedback you have received to your performance in rugby. 	Lesson 6: Performance <ul style="list-style-type: none"> Apply the feedback you have received to your performance to present your final product.



Leader's Dictionary: English Tier Two Words

Week	Word	Definition	In a sentence:
1	Revolution	A forcible overthrow of a government in favour of a new system.	Animal Farm is the story of the Russian Revolution . Manor Farm provides the setting where the animals revolt against Farmer Jones, like the people of Russia rebelled against their leader, Czar Nicholas II.
2	Hierarchy	A ranking of the members of a group.	These differing levels of education are reflected in the hierarchy that eventually emerges on Animal Farm: pigs and dogs on top, Boxer and the other "lower animals" below.
3	Propaganda	A concentrated set of messages aimed at changing the opinions of people	The first incident of propaganda comes from Old Major himself. He sings and then leads the animals in singing "Beasts of England." It contains a great deal of anti-human and pro-animal sentiments
4	Exile	To banish someone from a group or country	Napoleon exiles Snowball , which allows him to take over the farm and run it like a totalitarian dictatorship.
5	Tyrant	A person who rules cruelly and unjustly	Napoleon becomes a tyrant . Napoleon abuses his power to the point where he even kills some animals.
6	Manipulate	To subtly influence or control someone for your own benefit To give a misleading or false account of something	One of Orwell's central concerns in Animal Farm is the way in which language can be manipulated as an instrument of control.
7	Demagogue	A political leader who gains favour by playing on the passions and prejudices of people rather than principles or ideas	Napoleon uses his intelligence and treachery to separate other animals from pigs. He becomes a demagogue bent on enslaving the animals under the guise of loyalty to an animal cause that died with the passing of Old Major.
8	Charade	An absurdly obvious deception	These charades of devotion are similar to the frequent military parades Stalin and other tyrants hold to project an image of power.
9	Irony	A statement that means the opposite of what is written	Orwell uses irony to emphasize his theme of how the animals original goal is corrupted by the pigs self-indulgent acts. Irony is used to show how the commandments are being altered, how the animals are not being treated equally under Napoleon 's dictatorship and how pigs begin to act like humans.
10	Cyclical	Recurring or similar to a circle	The circular nature of the plot is used by Orwell to highlight the depth of Napoleon's descent and the irony of the revolution.



Leader's Dictionary: English Tier Three Words

Week	Word	Definition	Examples / In a sentence:
1	Allegory	A story that uses symbols to deliver a clear meaning, usually moral or political.	<i>Animal Farm</i> is not only an allegory of Russian history. The novella also makes a broader argument about political power and oppression in general.
2	Foreshadow	A sign or hint of something that will occur later in a story.	<i>Animal Farm</i> 's foreshadowing serves to place particular emphasis on the events Orwell saw as central to the failure of the Russian Revolution, and revolutions generally. The events most heavily foreshadowed are the different stages of the farm's collapse into violence.
3	Juxtapose	To place two ideas next to each other to highlight their differences.	Orwell juxtaposes the political leaders with the animals (pigs). He is actually showing the inability of the humans to take steps for the people of Russia. In the play, the writer while showing the ironic effect of men and pigs with the people living outside and allow the readers to compare and contrast between these two classes.
4	Maxim	A saying that is widely accepted on its own merits.	When it becomes apparent that many of the animals are unable to memorize the Seven Commandments, Snowball reduces the principles to one essential maxim , which he says contains the heart of Animalism: "Four legs good, two legs bad."
5	Satire	The use of humour, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues.	<i>Animal farm</i> is a political satire as it satirises the Russian revolution known as the Bolshevik revolution. Orwell satirizes the men by calling him a pig and the ways he adopts to beguile others is also ridiculous.
6	Hyperbole	Exaggerated statements for emphasis or effect.	Old Major, Napoleon, Snowball, and Squealer all use hyperbole to exaggerate how bad things were under Farmer Jones and how well things are going now that the pigs are in control. Snowball says, "Napoleon is always right."
7	Rhetorical question	A question asked in order to create a dramatic effect or to make a point rather than to get an answer.	"Do you know what would happen if we pigs failed in our duty? Jones would come back!" "Now, comrades, what is the nature of this life of ours?" To make the other animals question their positions on the farm. Old Major asks the question and then he provides the animals with the answer he wants, persuading them that he is right and encouraging them to rebel.
8	Pathos	Pathos to persuade an audience by purposely evoking certain emotions to make them feel the way the author wants them to.	Major convinces the animals to rebel by using emotive words such as " Freedom ." He manipulates the animals' emotion by telling their current nature of their lives. He talks about words such as " starvation, slavery " to boost the animal's spirits which makes it easier for Major to achieve his goal.
9	Allusion	An implied or indirect reference to a person, event, or thing or to a part of another text.	In <i>Animal Farm</i> , the allusions are plentiful. The setting of the story, for instance, is an allusion to the Soviet Union which experienced a revolution in 1917. The character of Snowball is an allusion to Leon Trotsky (1879–1940), who emerged as a leader of the Russian Revolution and the Civil War as well as Joseph Stalin's rival for power in the new government that formed afterward.
10	Symbolism	The use of symbols to represent ideas or qualities.	<i>Animal Farm</i> is rife with symbolism . Just as the animals represent individuals or groups from Russian history, the farm itself represents Russia, and the surrounding farms represent the European powers that witnessed the Russian Revolution. The Seven Commandments of Animalism, written on the barn wall for all to see, symbolise the power of propaganda and the malleable nature of history and information when the people are ignorant of the facts.



Leader's Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Compare	To examine and point out the resemblances and differences.	Compare the area of two shapes
2	Estimate	To calculate roughly or approximately.	The painters had to estimate how much paint they needed to paint the house
3	Likelihood	The probability or tendency for something to happen.	When rolling a fair dice, the likelihood of rolling a 3 was $\frac{1}{6}$
4	Units	A single standard of measurement which is a basic element of a larger whole.	The units used for measuring volume are cm^3
5	Vector	A maths quantity which has size and direction.	To move from point A to point B, use the vector $\begin{pmatrix} 3 \\ 2 \end{pmatrix}$
6	Identical	Exactly the same.	The area of the two shapes is identical
7	Direction	The course or line along which a person or thing moves.	The ship was travelling in a North-easterly direction
8	Size	A standard of measuring something/dimension.	The size of the angle in the triangle is 30°
9	Abstract	Existing in thought or as an idea but not having a physical or concrete existence	You will be able to connect the abstract idea of programming to the applications you use everyday.
10	Capabilities	The extent of someone's or something's ability.	Discover how all computing systems, regardless of form or capabilities, make use of the same components



Leader's Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Probability	How likely something is to happen.	What is the probability that the next counter being taken is blue?
2	Random	An event happening by chance.	A pupil is selected from Year 8 at random
3	Conditional	The likelihood of an event occurring, based on the occurrence of a previous event.	It is conditional for students to complete their SPARX homework to succeed.
4	Compound Measures	A measurement that involves 2 or more different units.	Which compound measure relates to distance and time?
5	Translation	Moving a shape without rotating or flipping it.	Translate the following shape by the vector $\begin{pmatrix} 2 \\ 1 \end{pmatrix}$
6	Reflection	Transforming an object by creating a mirror image of it on the other side of a given line.	Describe the reflection of A to B.
7	Rotation	Moving a shape around a given point (origin) at a given angle.	Find the point of rotation.
8	Scale Factor	The ratio between corresponding measurements of an object and a representation of that object.	What is the scale factor that this shape has been enlarged by?
9	Execute	To put a plan, order or course of action into effect.	Devices have the ability to execute programmes to perform different tasks.
10	Central Processing Unit (CPU)	A central processing unit is the electronic circuitry that executes instructions comprising a computer program	What is the role of the central processing unit?



Leader's Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Artificial	Made or produced by human beings rather than occurring naturally.	The International Space Station is an example of an artificial satellite.
2	Axis	An imaginary line on which something rotates.	The Earth rotates around its axis once every 24 hours.
3	Climate	The weather conditions of an area over a long period of time.	Countries near the equator have a hotter climate than countries near the North pole.
4	Composed	To put something together using several different parts.	The Earth is composed of 3 layers; the crust, mantle and core.
5	Cycle	A series of events that are regularly repeated in the same order.	The rock cycle shows how the 3 rock types form and break down over time.
6	Categorised	To place something in a particular class or group.	Animals are categorised as herbivores if they only eat plants.
7	Diverse	Things that are very different to each other.	An ecosystem is a diverse range of organisms in one environment.
8	Nutrient	Chemicals found in food that are used in the body to maintain health.	There are 7 nutrients that humans need; protein, carbohydrates, fibre, water, vitamins, minerals and lipids.
9	System	A set of things working together as part of a mechanism.	The reproductive system contains many organs that allow animals to create new offspring.
10	Generation	Many individuals that are at the same stage of development or age.	Parents from one generation will pass on their DNA to the next generation of offspring.



Leader's Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Orbit	A regular, repeating path of an object in space as it moves around another object.	The moon orbits the Earth, while the Earth orbits the sun.
2	Universe	All of the objects in space, including the stars, planets and galaxies.	The universe is estimated to be 13.7 billion years old and no one knows how big it is.
3	Greenhouse Effect	The sun's warmth being trapped in the Earth's atmosphere because of greenhouse gases.	Greenhouse gases cause a greenhouse effect that heats up the Earth to hotter than it has previously been.
4	Plate Tectonics	A scientific theory that explains how major landforms like volcanoes are formed.	The tectonic plates of the Earth cause the movement of continents over time and create mountains and volcanoes at their edges.
5	Erosion	The breakdown of something over time, usually due to chemical, physical or biological factors.	Rocks are eroded by weather to form smaller pieces called sediment.
6	Ecosystem	A biological community of organisms that interact with each other.	The marine ecosystem of many coral reefs have been damaged beyond repair by global warming.
7	Interdependent	Two or more things that depend or rely on each other	Predators and prey are interdependent because they cannot survive without each other.
8	Macronutrient	A type of food that is needed in large amounts within a person's diet.	Carbohydrates, proteins and lipids are macronutrients.
9	Menstrual Cycle	The monthly hormonal cycle a female's body goes through to prepare for pregnancy.	The menstrual cycle is when an egg develops and is released, ready for fertilisation, ending in a period if pregnancy does not occur.
10	Fertilisation	The action of a sperm and egg cell fusing to form the start of new offspring (zygote).	During fertilisation, a sperm and egg cell fuse together and begin dividing to start the process of developing a baby.



Leader's Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Representative	A person/group chosen to act and speak on behalf of a wider group.	We use democracy as a method of selecting representatives.
2	Hierarchy	A system in which members of an organisation or society are ranked according to relative status or authority.	The feudal system was a hierarchy based on land and loyalty.
3	Privilege	A special right, advantage, or immunity granted or available only to a particular person or group.	The ability to vote is a right, not a privilege.
4	Contradict	Deny the truth of (a statement) by asserting the opposite.	The substantial political power Henry VIII gained contradicted the aims of the Magna Carta two hundred years before.
5	Incompetent	Not having or showing the necessary skills to do something successfully.	As a ruler he was wholly incompetent.
6	Expedition	A journey undertaken by a group of people with a particular purpose, especially that of exploration, research, or war.	The vast expeditions that Charles I commissioned wasted a lot of money and increased anger across the country.
7	Divine	Of or like God or a god or very pleasing/delightful.	The Divine Right of Kings led to Charles' downfall as he refused to listen to or work with Parliament as he deemed himself more powerful.
8	Fate	The development of events outside a person's control, regarded as predetermined by a supernatural power.	From the moment the Royalists lost at the Battle of Naseby, Charles' fate was sealed.
9	Execution	The carrying out of a sentence of death on a condemned person	Charles wore two shirts to his execution so the public would not think he was shivering out of fear.
10	Plot	A plan made in secret by a group of people to do something illegal or harmful.	The Parliament plot to replace James II with his Protestant daughter was successful.



Leader's Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Democracy	A system of government by the whole population or all the eligible members of a state, typically through elected representatives.	Democracy ensures that everyone's voice counts when the government makes a decision.
2	Barons	A member of the lowest order of the British nobility. Baron is not used as a form of address, barons usually being referred to as 'Lord'.	The Magna Carta gave barons the right to declare war on the king if he did not follow its provisions.
3	Chartist	A UK parliamentary reform movement of 1837–48, the principles of which were set out in a manifesto called The People's Charter.	The aim of the Chartists was to gain political rights and influence for the working classes.
4	Statute	A written law passed by a legislative body.	That the Statute of Proclamations gave Henry VIII power to make any law he wanted.
5	Reign	The period of rule of a monarch.	The new reign of the Stuarts heightened the struggle for power between Parliament and the monarchy.
6	Tax	A compulsory contribution to state revenue.	Charles I became even more unpopular when he introduced the new Ship Money tax across all of England.
7	Parliamentarian	A supporter of Parliament in the English Civil War; a Roundhead.	That Parliamentarians (roundheads) supported Parliament during the English Civil War and wanted the monarch to have less power.
8	Treason	The crime of betraying one's country, especially by attempting to kill or overthrow the sovereign or government.	Charles I was found guilty of treason after the Civil War and was sentenced to death.
9	Interregnum	A period when normal government is suspended, especially between successive reigns or regimes.	The period in English history from the execution of Charles I in 1649 to the Restoration of Charles II in 1660 is known as the interregnum.
10	Restoration	The return of a monarch to a throne, a head of state to government, or a regime to power.	The Restoration saw the return of the monarchy with Charles II as the new King.



Leader's Dictionary: Geography Tier Two Words

Week	Word	Definition	In a sentence:
1	Locate	To find or discover the exact position of something.	It is an important skill to be able to locate countries and places on maps.
2	Distributed	To give something out to several people, or to spread or supply something.	The population is not distributed equally.
3	Dominant	More important, strong, or noticeable than anything else of the same type.	The dominant characteristics of a country can give information about its physical landscape.
4	Influenced	The power to have an effect on people or things, or a person or thing that is able to do this.	A range of physical and human factors have influenced the population distribution of Africa.
5	Occupies	To fill, exist in, or use a place or period of time.	Russia occupies one-tenth of all the land on Earth.
6	Nationalist	A person who strongly identifies with their own nation and strongly supports its interests.	In 1949 the People's Republic of China was found after the communists won against the Nationalists.
7	Consolidate	To make something stronger.	Consolidating previous knowledge is important.
8	Unique	Being the only existing one of its type or, more generally, unusual, or special in some way.	There are unique population policies in China and Singapore.
9	Classification	The act or process of dividing things into groups according to their type.	Countries are classified according to how developed they are.
10	Variations	The differences between things.	What are the key variations between Malawi's characteristics and China's characteristics?



Leader's Dictionary: Geography Tier Three Words

Week	Word	Definition	In a sentence:
1	Arid	Very dry and without enough rain for plants.	The Mediterranean is built up of arid environments.
2	Population	All the people living in a particular country, area, or place.	The population in the Middle East is not distributed evenly.
3	Equator	An equator is an imaginary line around the middle of the planet.	The equator separates the northern and southern hemisphere.
4	Population Density	The number of people who live within 1 km ² .	The population of Africa is not distributed evenly and how densely populated.
5	Time zones	Time zones give specific areas on the Earth a time of day that is earlier or later than the neighbouring time zones.	Russia occupies one-tenth of all the land on Earth.
6	Fertility	Number of babies born per woman on average.	China had a high birth rate and so introduced the one child policy.
7	Hemisphere	Half of a sphere.	The Earth has two hemispheres.
8	Global	Relating to the whole world,	Asia is the world's most populated continent, with 60% of the global population.
9	Development	The process in which someone or something grows or changes and becomes more advanced.	Countries have different levels of development.
10	Semi-Arid	A semi-arid area or climate has little rain but is not completely dry.	There are semi-arid climates in the Mediterranean.



Leader's Dictionary: Spanish Tier Two Words

Week	Word	Definition	In a sentence:
1	desayunar (to have breakfast)	Eat a meal in the morning, the first of the day.	Normalmente <u>desayuno</u> cereales con leche por la mañana. (Normally I <u>have</u> cereal with milk for <u>breakfast</u> in the morning.)
2	sabroso/a (tasty)	Food that has a pleasant or distinct flavour.	Me gusta comer pizza con jamón y champiñones porque es <u>sabrosa</u>. (I like eating ham and mushroom pizza because it's <u>tasty</u> .)
3	camarero/a (waiter/ waitress)	A man (or woman) whose job is to serve customers at their tables in a restaurant.	El <u>camarero</u> en el restaurante fue muy servicial. (The <u>waiter</u> in the restaurant was very attentive.)
4	tomar (to take (have) food)	This Spanish word conveys the idea of consuming food or liquid. It is used when ordering food in a restaurant.	Voy a <u>tomar</u> la sopa de primer plato. (I'm going to <u>have</u> soup for the starter)
5	probar (to try)	Make an attempt or effort to try something new, especially food.	El año que viene voy a ir a Galicia y voy a <u>probar</u> el pulpo. (Next year I am going to go to Galicia and I am going to <u>try</u> octopus.)
6	sano/a (healthy)	Indicating or promoting good health.	En mi opinión no llevo una dieta <u>sana</u>. (In my opinion I don't have a <u>healthy</u> diet.)
7	deporte (sport)	An activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment.	Mi <u>deporte</u> favorito es el baloncesto. (My favourite <u>sport</u> is basketball.)
8	frecuentemente (frequently)	Completing an activity regularly or often.	Se debe beber agua <u>frecuentemente</u>. (You must drink water <u>frequently</u> .)
9	doler (to hurt)	Cause pain or injury.	Me duele la cabeza. (My head hurts.)
10	enfermo/a (ill)	Suffering from an illness or disease or feeling unwell.	Estoy <u>enfermo</u> porque tengo tos. (I am <u>ill</u> because I have a cough.)



Leader's Dictionary: Food and Nutrition Tier Two Words

Week	Word	Definition	In a sentence:
1	Dangerous	Able or likely to cause harm or injury. likely to cause problems or to have adverse consequences.	Dangerous bacteria include Salmonella and E-Coli and can cause food poisoning
2	Essential	Absolutely necessary; extremely important.	It is essential to check the core temperature of cooked food is 75 C
3	Decay	Rot or decompose through the action of bacteria and fungi.	There are many mechanisms of preserving food, all slow or stop the activity of the micro-organisms which make the fruit decay
4	Versatile	Able to adapt or be adapted to many different functions or activities.	Chicken is a versatile ingredient which can be served hot or cold, in sandwiches and soups.
5	Prefer	Like (one thing or person) better than another or others; tend to choose	Some people prefer not to eat meat or dairy products because of the texture and taste.
1	Accident	an unfortunate incident that happens unexpectedly and unintentionally, typically resulting in damage or injury.	Following the health and safety procedures correctly in the workshop and being shown how to correctly use the tools will help to prevent you from having an accident.
2	Correctly	in a way that is true, factual or appropriate; accurately	Measuring and marking out your work correctly will improve the quality of your finished work.
3	Secure	Fixed or fastened so as not to give way, become loose, or be lost	Secure your bench hook into the vice first, before sawing your pieces of timber.
4	Different	not the same as another or each other	We encourage you to produce an individual and different design for your picture than your peers, by using your imagination.
5	Importance	the state or fact of being of great significance or value.	The importance of following instructions correctly help keep the pace to the lessons and keep everybody safe.



Leader's Dictionary: Food & Nutrition Tier Three Words

Week	Word	Definition	In a sentence:
1	Bacteria	A member of a large group of microorganisms which have cell walls but lack organelles and an organized nucleus, including some that can cause disease.	In most cases of food poisoning, the food is contaminated by bacteria, such as salmonella
2	Danger Zone	An area in which there is a high risk of harm, especially where this risk has been officially identified.	The danger zone for food is the term used to describe the temperature range where food is most at risk of developing harmful bacteria
3	Salmonella	A bacterium that occurs mainly in the gut, especially a serotype causing food poisoning.	Salmonella infection is usually caused by eating raw or undercooked meat, poultry, and eggs or egg products or by drinking unpasteurized milk
4	Vegetarian	A person who does not eat meat or fish especially for moral, religious, or health reasons.	A vegetarian can be lacking in protein which is vital for growth and repair of cells
5	Enzymes	Enzymes are proteins that help speed up metabolism, or the chemical reactions in our bodies.	Enzymes can break down the nutrients to cause spoilage during subsequent storage of the food
1	Trip Hazard	Something that has the potential to make you catch your foot and possibly fall over.	Our school bags are placed out of the way so as to not cause a trip hazard.
2	Timber	Wood prepared for use in building and carpentry.	Our task was to cut up the piece of timber into equal lengths.
3	Tri- square	A tool used for marking out right angles.	Each measurement was marked off using a tri-square before sawing.
4	Marking gauge	A marking gauge, is used in woodworking and metalworking to mark out lines for cutting or other operations. The purpose of the gauge is to scribe a line parallel to a reference edge or surface. It is used in joinery and sheet metal operations.	To mark the centre line of the halving joint, I set and scribed a line using the marking gauge.
5	Disk Sander	The Disk Sander is used to smooth materials such as woods and plastics. It is also used to remove small amounts of waste material.	The disk sander smoothed out the timber quicker than carrying out the task by hand.



Leader's Dictionary: Music Tier Two Words

Week	Word	Definition	In a sentence:
1	Instrument	A device created or adapted to make musical sounds	Musical instruments are used
2	Chord	A group of notes played together at the same time	They played a few chords on their guitar
3 & 4	Improvisation	Being able to create music on the spot	One of the best ways into improvisation is the 12-bar blues. This is a well-known, simple chord progression which gives you an opportunity to try out some of your ideas.
5	Features	Characteristics of music	The features of melody include range and scale
6	Activist	A person who campaigns to bring about social or political change	Singers and song writers collaborated with activists to spread the messages of the civil rights movement
7	Influential	Having a lot of power or importance on someone or something	Aretha Franklin, James Brown, Etta James and Ray Charles were all influential soul singers
8	Melody	A sequence of musical notes	The melody is usually the most memorable aspect of a song
9 & 10	Baseline	The low-pitched instrumental part of a piece of music	The baseline in a song helps to create rhythm within a song



Leader's Dictionary: Music Tier Three Words

Week	Word	Definition	In a sentence:
1	Blues scale	Several different scales with differing numbers of pitches and related characteristics	Blues scales are very common in music. They are found all over the world, in music on the radio and classical music.
2	Walking bass	A technique that feature a note on every beat	Walking bass lines are composed of moving notes with a constant, unchanging rhythm, like your footsteps might have when you're walking
3 & 4	Six-note progression	A scale containing six different tones	The blues scale is an example of a six-note progression
5	Genre	A style of music	Soul and blues are both examples of genres of music
6	Non-secular	Involving religion	Gospel music is a non-secular genre of music
7	Lyrical themes	Expressing emotions in a imaginative and beautiful way within a piece of music	When listening to music you should be able to pick out the lyrical themes with the piece.
8	Pentatonic scale	musical scale containing five different tones.	If you listen to popular music, you've heard the pentatonic scale. It's most closely associated with blues music,
9 & 10	Riff	a short repeated musical phrase	The riff is a short, melodic and rhythmic idea of a few bars and it is prominent enough to influence the structure and character of a song



Leader's Dictionary: Tier Two Words

	Word	Definition	In a sentence:
1	Discrimination	the unjust treatment of different categories of people, especially on the grounds of race, age, sex, or disability	victims of racial discrimination
2	Prejudice	preconceived opinion that is not based on reason or actual experience	It was an example of prejudice against people from different backgrounds
3	Institutional	an organization founded for a religious, educational, professional, or social purpose	Bourne End Academy is an academic Institution
4	Prosecution	The conducting of legal proceedings against someone in respect of a criminal charge.	Dwayne was the main witness for the prosecution
5	Inquiry	an act of asking for information	the police were making inquiries in all the neighbouring pubs
6	Evaluate	form an idea of the amount, number, or value of; assess	To evaluate the drama scene
7	Stereotype	a widely held but fixed and oversimplified image or idea of a particular type of person or thing.	The stereotype that all girls like the colour pink
8	Escapist	a person who seeks distraction and relief from unpleasant realities, especially in the form of entertainment or fantasy	Star Wars is escapist entertainment
9	Symbolism	The use of symbols to represent ideas	The dark costume symbolised evil
10	Damsel	A young unmarried woman	The damsel in distress



Leader's Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Thought tracking	To verbally demonstrate a characters inner thoughts	She used Thought tracking to show Lady Macbeths feelings about her husband
2	Proxemics	the use of space/distance between characters on stage	He used proxemics to show that the characters disliked each other
3	Hotseating	a drama strategy in which a character or characters, played by the teacher or a child, are interviewed by the rest of the group	We used hotseating to explore the characters background
4	Marking the moment	a dramatic technique used to highlight a key moment in a scene or improvisation	He marked the moment emphasising the murder
5	Marking the moment	a dramatic technique used to highlight a key moment in a scene or improvisation	He marked the moment emphasising the murder
6	Stock Character	A Stereotypical character that appears in a play	Melodrama uses Stock Characters
7	Melodrama	a sensational dramatic piece with exaggerated characters and exciting events intended to appeal to the emotions	He gloated like a villain in a Melodrama
8	Posture	The position in which someone stands or sits	They had good posture
9	Dramatic Irony	a literary technique by which the full significance of a character's words or actions is clear to the audience or reader although unknown to the character	Horror Films often use dramatic Irony
10	Aside	used in melodrama where a character speaks to the audience	He used an aside to comment on the scene



Leader's Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Contextual	The circumstances that form the setting for an event, statement, or idea.	He included contextual information in footnotes
2	Guidelines	A general rule, principle, or piece of advice.	The organization has issued guidelines for people working with prisoners
3	Position	A particular way in which someone or something is placed or arranged.	He moved himself into a reclining position
4	Profile	An outline of something, especially a person's face, as seen from one side.	The man turned and she caught his profile
5	Effective	Successful in producing a desired or intended result.	There are effective solutions to environmental problems
6	Expression	A look on someone's face that conveys a particular emotion	A sad expression
7	Characteristic	A feature or quality belonging typically to a person, place, or thing and serving to identify them.	Certain defining characteristics of the school emerge from the study
8	Joining	Connect (points) with a line.	Join up the points in a different colour
9	Features	A distinctive attribute or aspect of something.	A well-appointed house with interesting decorative features
10	Protect	Keep safe from harm or injury.	The painting was protected against the storm



Leader's Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Portrait	A painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.	A portrait of George III
2	Features	A distinctive attribute or aspect of something.	A well-appointed house with interesting decorative features
3	Proportion	The correct, attractive, or ideal relationship between one thing and another or between the parts of a whole.	Perceptions of colour, form, harmony, and proportion
4	Blend	Merge (a colour) with another so that one is not clearly distinguishable from the other.	Blend and smudge the darker colours under the bottom lashes
5	Directional	Having a particular direction of motion, progression, or orientation.	Directional shading follows the contours of a form
6	Circular	Having the form of a circle.	The building features a circular atrium
7	Texture	Give (something) a rough or uneven texture.	The artist textures the paper with scalpel blades
8	Pinch-pot	A pinch pot is a simple form of hand-made pottery produced from ancient times to the present.	Pinch pots are the simplest and fastest way of making pottery, simply by pinching the clay into shape by using thumb and fingers
9	Refinement	Refinement is the improvement of an idea.	A period of refinement took place in order to improve the artwork
10	Glaze	Applying a transparent layer of paint over another thoroughly dried layer of opaque paint, usually with a wide, soft-bristled brush.	The glaze technique requires semi-transparent paints



Leader's Dictionary: Physical Education Tier Two Words

Word	Definition	In a sentence:
Coordination	The ability to use different parts of the body together smoothly and effectively.	In order to serve the ball effectively in table tennis, you require good coordination to use different parts of the body together.
Technique	A skilful or effective way of carrying out a particular task.	An example of performing a chest pass with the correct technique would be ensure you are stepping into the pass and that you make 'W' shape with your hands behind the ball.
Control	The ability to start and stop movement, change direction and hold a shape efficiently.	I used my core strength to navigate my movement phrases including control when changing direction through my transitions during my dance routine.
Aerobic	Living, active or occurring only in the presence of oxygen.	When playing a football match, players require high levels of aerobic fitness so they can keep running without getting tired.
Balance	An even distribution of weight enabling someone or something to remain upright and steady.	The use of the core aids with balance as a dancer, especially in movements that shift your centre of gravity.
Performance	The act of presenting a play, concert, or other form of entertainment.	The blue team in handball showed an excellent performance and won their game 3-1.
Accurate	Correct and exact in all details.	When passing the ball in netball, it is important that the pass is accurate , and goes straight to your teammate, so the ball is not intercepted by the opposing team.
Pressure	The influence or effect of someone or something.	It is important to stay calm when under pressure of a defender so that you make the right decision.
Space	The dimensions of height, depth, and width within which all things exist and move.	Throughout the performance, the group use the whole space on the stage.
Relationship	The ways in which two or more people or things are connected.	The rapport between dancers shows their relationship on stage, communicating their connection clearly.

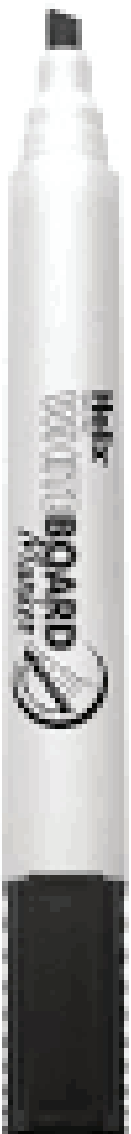


Leader's Dictionary: Physical Education Tier Three Words

Activity	Word	Definition	In a sentence:
Handball	Dribble	Taking the ball forwards past opponents with slight touches of the feet, or stick or continuous bouncing.	He attempted to dribble the ball past the opposition and into the goal area to try and score a goal.
Handball	Zone defence	A system of defence in which each player guards an assigned area rather than a specified opponent.	The yellow team decided to use the strategy of zone defence where each player was given a specific space to mark.
Table Tennis	Serve	An act of hitting the ball or shuttlecock to start play.	A serve in table tennis is when the serving player throws the ball from their free hand and then strikes it with their paddle.
Table Tennis	Forehand	A stroke played with the palm of the hand facing in the direction of the stroke.	A forehand shot is hitting the ball with your hand's most natural position, for example a right handed player would hit the ball from the right side of their body.
Rugby	Try	A try is a way of scoring points in rugby union and rugby league football.	A try is scored when you run into the end zone with the ball in your hands and touch the ball down on the floor.
Rugby	Tackling	Attempting to take the ball from an opponent by bringing them to the ground.	When tackling in rugby it is important that you wrap your arms around the players waist or below.
Dance	Movement material	The matter of dance: actions, space, dynamics and relationships.	The different movement material keeps the audience guessing through its unpredictability.
Dance	Movement memory	The automatic recall of learned movement material, without conscious thought.	The dancer can perform with confidence because of their secure movement memory .
Dance	Spatial pattern	Shapes or patterns created in space by dancers	The dancers staggering their line showcases their understanding of spatial pattern , and so that everyone can be seen.



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