# Year 8

Term 1.2

# Subject Specific Vocabulary

| | |
|---|---|
| Name: | |
| Tutor Group: | |

SSV Test Dates

| Subject | Date | Subject | Date | Subject | Date |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

# Student/Parent Guidance

## Why **Subject Specific Vocabulary** is important.

Subject Specific Vocabulary assessments are conducted every half term to support students in learning subject specific (tier three) vocabulary. Tier three words are subject-specific and used within a particular field. For example, in maths, this includes words like 'denominator', while science lessons might require learners to understand 'homeostasis'.

Students will receive a new booklet of vocabulary every half term. These are made up of key words and definitions, which also contribute to essential knowledge that students need in order to develop a greater understanding about a particular topic.

This initiative will ensure that our students will considerably improve their vocabulary and develop a greater depth of understanding across all subject areas, providing a solid foundation for success at Key Stage 4. It will support your child in accessing the curriculum and **forms part of both their in-school learning and homework tasks.** Knowing and understanding the content of these booklets will enable your child to be successful in their Key Stage 3 learning and help to prepare them for success at Key Stage 4. In Key Stage 4 students will embed and build on this vocabulary and knowledge to support good progress and outcomes.

Every student in year 7-11 will be issued with their relevant Subject Specific Vocabulary booklet at the beginning of each half term and are expected to bring this to school every day.

# Student/Parent Guidance

## Why **Subject Specific Vocabulary** is important.

Students will be assessed towards the end of each half term on the vocabulary for each subject, based on the material within the booklet and **should prepare for this regularly throughout the whole half term – not just at the end of it.** Our recommendation is 20 minutes of revision per subject, per week which can be broken down into short, regular quizzing or other revision activities.

Outcomes from this testing will be communicated to parents.

If you have any questions at all regarding Subject Specific Vocabulary booklets or would like to seek support in terms of revision activities for your child, please contact Miss K Bailey, Associate Assistant Principal – Quality of Education, via email KBailey@secondary.ac.fk or phone +500 27147.

Please see further information via the school website www.secondary.ac.fk

# Revision Strategies

These will help you to learn and remember key words for each of your subjects

## Flashcards and Mindmaps

Write the topic title in a bubble in the middle of a piece of paper or drawing a picture is even better.

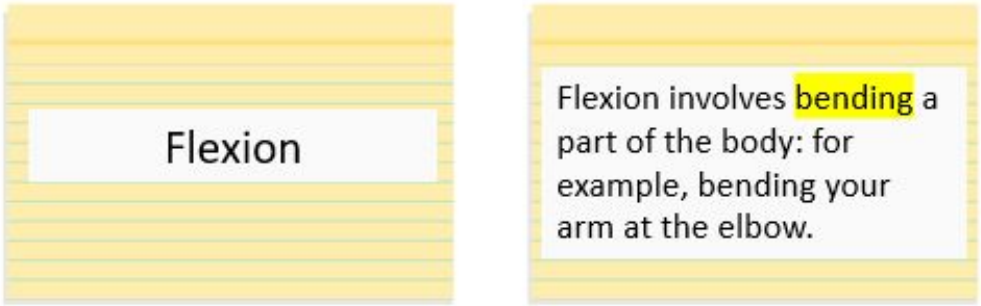
Using different colours draw short lines out from the bubble (a couple of centimetres).

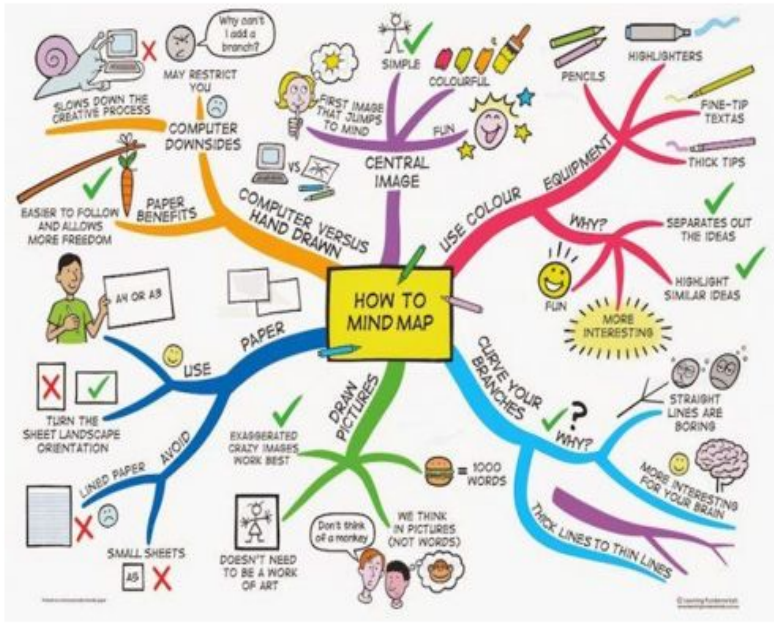
At the end of these lines write the different key words that make up the topic.

Using the same-coloured line add further related key words to the section of the mind map.

Try not to write too much on your mind map – focus upon using keywords, definitions, and small drawings.

- Put the key term on the front
- Put the definition on the back

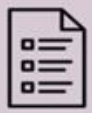



**Ask a friend or family member to test you or test yourself regularly**

Support your **independent study** with these revision activities when using your Subject Specific Vocabulary booklets.

Parents or friends can help you with some of these!

| | Look, Cover, Write, Check | Definitions of Key Words | Flash Cards | Self Quizzing | Mind Maps | Paired Retrieval |
|---|---|---|---|---|---|---|
| Step 1 | Look at and study a specific area of your KO.  | Write down the key words and definitions.  | Use your KO to condense and write down key facts or information onto flash cards.  | Use your KO to create a mini quiz. Write down your questions using your KO.  | Create a mind map with all the information you can remember from your KO.  | Ask a friend or family member to have the KO or flash cards in their hands.  |
| Step 2 | Cover or flip the KO over and write down everything you can remember.  | Try not to use your KO to help you.  | Add pictures to help support. Then self-quiz using the flash cards. You could write questions on one side, and answers on the other!  | Answer the questions and remember to use full sentences.  | Check your KO to see if there are any mistakes on your mind map.  | They can test you by asking you questions on different sections of your KO.  |
| Step 3 | Check what you have written down. Correct any mistakes in green pen and add anything you have missed. Repeat.  | Use your green pen to check your work.  | Ask a friend or family member to quiz you on the knowledge.  | Ask a friend or family member to quiz you using the questions.  | Try to make connections, linking the information together.  | Write down your answers,  |

# Learning and Revising Key Terms or Concepts

## Frayer models

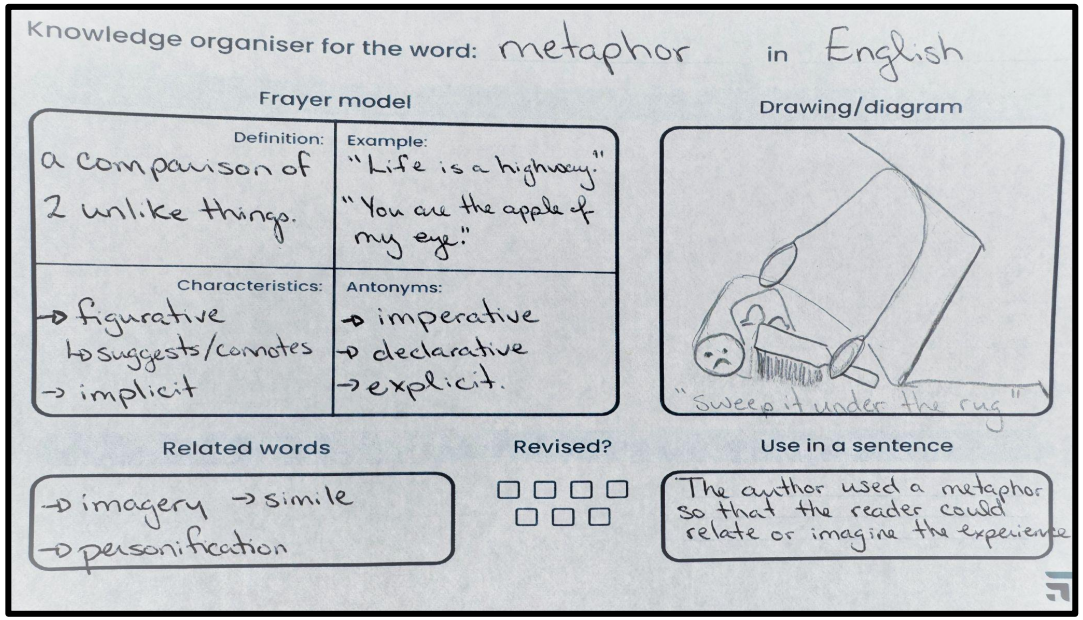
Frayer models allow you to compare new vocabulary/concepts to your prior learning. Included in Frayer models are four segments for the definition of a new term, characteristics of the term, an example of the term in use and antonyms/opposites. This model is excellent for breaking down the Tier 3 language of different subjects, creating a bank of knowledge for each subject-specific word that can be referred back to when necessary.

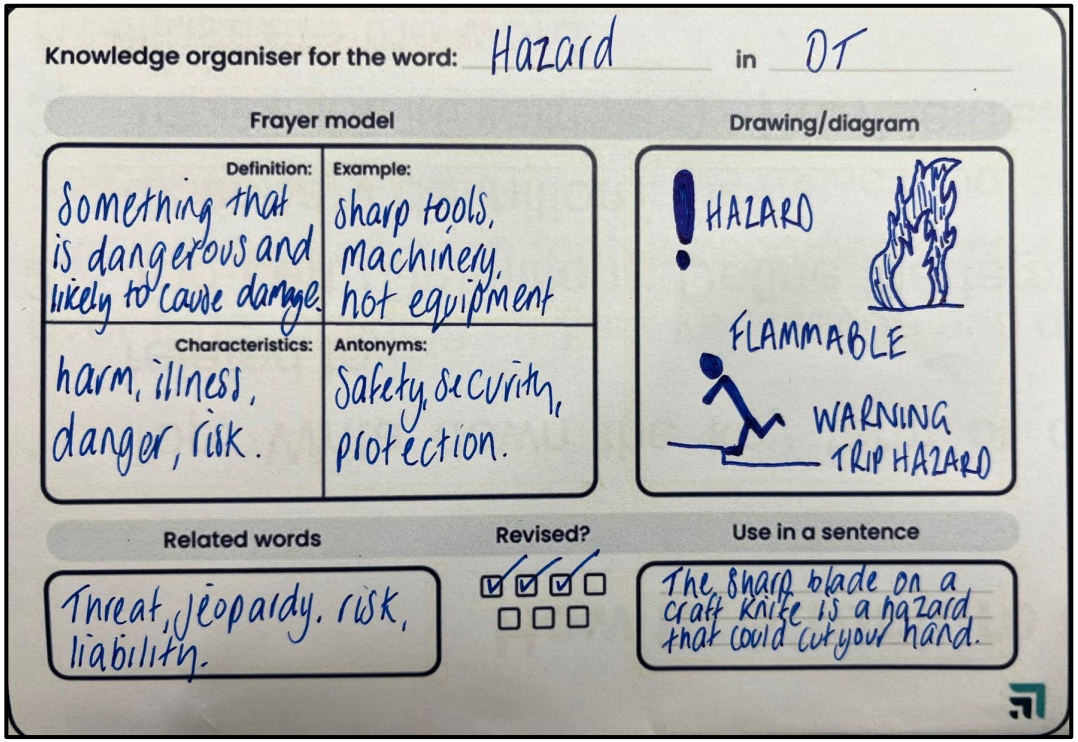
## Use in a sentence

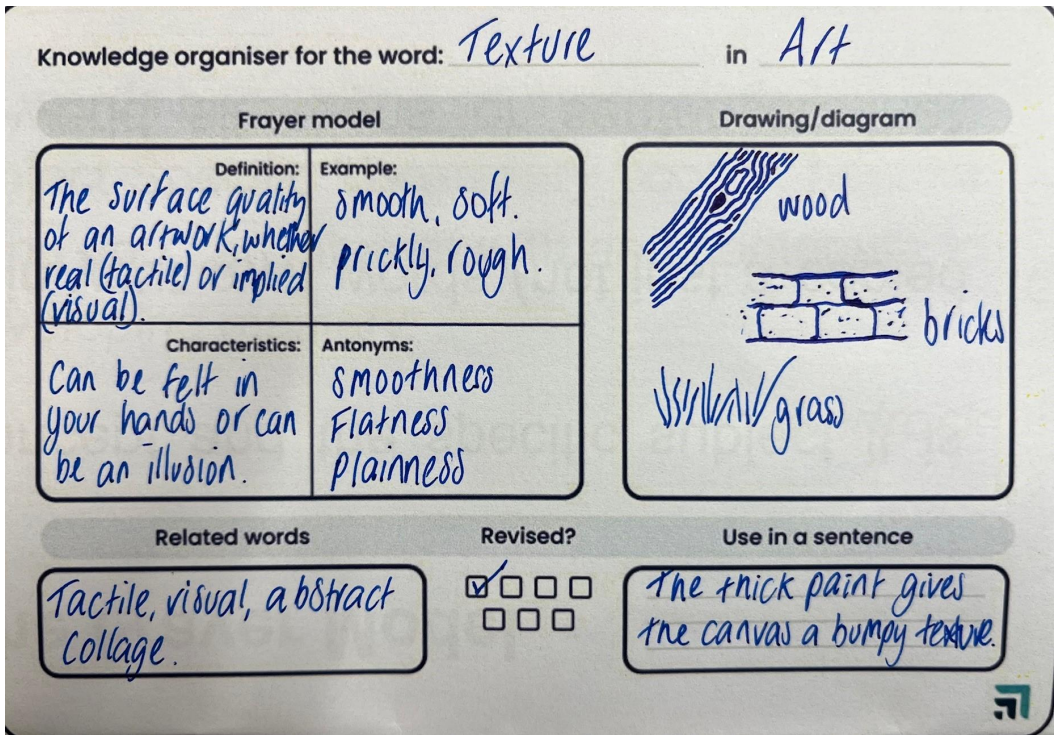
Putting the key term or concept into your own words and writing your own definition will help you to remember it. This moves the Subject Specific Vocabulary booklet beyond just a visual revision tool; it becomes something you can interact with and contribute to over time, building on your knowledge and developing mastery.

*Bedrock*

# Frayer Model Examples




Top: Write down the key term or concept and the specific subject it is related to.
Top-Left (Definition): Define the term in your own words (not just a copied dictionary definition).
Top-Right (Examples): Provide real-world situations or sentences that illustrate the word.
Bottom-Left (Characteristics): List the traits, properties, or rules that apply to the concept.
Bottom-Right (Antonyms or Non-Examples): List scenarios, opposite concepts, or common misconceptions to clarify what the word ***is not.***

In addition to this, you can add a drawing or diagram, as well as examples of related words and finish by using the key term in a sentence.

You can tick the box every time you revise the key term! ✅

# Frayer Model

Knowledge organiser for the word: _____ in _____

| Frayer model | | Drawing/diagram |
|---|---|---|
| Definition: | Example: | |
| Characteristics: | Antonyms: | |

| Related words | Revised? | Use in a sentence |
|---|---|---|
| | ☐☐☐☐ ☐☐☐ | |

Knowledge organiser for the word: _____ in _____

| Frayer model | | Drawing/diagram |
|---|---|---|
| Definition: | Example: | |
| Characteristics: | Antonyms: | |

| Related words | Revised? | Use in a sentence |
|---|---|---|
| | ☐☐☐☐ ☐☐☐ | |

Knowledge organiser for the word: _____ in _____

| Frayer model | | Drawing/diagram |
|---|---|---|
| Definition: | Example: | |
| Characteristics: | Antonyms: | |

| Related words | Revised? | Use in a sentence |
|---|---|---|
| | ☐☐☐☐ ☐☐☐ | |

Knowledge organiser for the word: _____ in _____

| Frayer model | | Drawing/diagram |
|---|---|---|
| Definition: | Example: | |
| Characteristics: | Antonyms: | |

| Related words | Revised? | Use in a sentence |
|---|---|---|
| | ☐☐☐☐ ☐☐☐ | |

# Art

| Key Word | Definition | Dual Coding | Context/Sentence |
|---|---|---|---|
| **Terracotta** | A type of baked clay used to make objects and statues. | | |
| **Emperor** | A ruler of a large empire. | | |
| **Dynasty** | A series of rulers from the same family. | | |
| **Tomb** | A place where a dead person is buried. | | |
| **Sculptor** | A person who creates statues or other works of 3D art. | | |
| **Warrior** | A soldier who fights in battles. | | |
| **Afterlife** | The life some people believe happens after death. | | |
| **Archaeologist** | A person who studies the past by examining objects and remains. | | |

# Computer Science

| Key Word | Definition | Dual Coding | Context/Sentence |
|---|---|---|---|
| **Boolean** | A system of logic to determine if a value is True or False | | |
| **Decision** | The diamond shape in a diagram | | |
| **AND** | Returns a 1 only when both inputs are a 1 | | |
| **NAND** | A logic gate that outputs 0 when all inputs are a 1. Eg the opposite of an AND gate | | |
| **NOT** | Reverses the input of a decision | | |
| **Truth Table** | Used to show all the possible inputs and all the possible outputs | | |
| **OR** | Outputs 1 when any input is 1 eg 1 or the other or both | | |
| **NOR** | Outputs 1 when only when all inputs are 0. Eg opposite of OR | | |

# Design & Technology

| Key Word | Definition | Dual Coding | Context/Sentence |
|---|---|---|---|
| **Annotate** | To add a short explanation or opinion to a design. | | |
| **Recycle** | Recycling is the process of converting waste materials into new materials and objects. | | |
| **Reduce** | Cut down on the materials and energy you use. | | |
| **Aesthetics** | The way that something looks, its shape, colour and design style. | | |
| **Timber** | Timber is wood that comes from tree trunks that is dried and cut. | | |
| **Manufacture** | To creation and making of goods. | | |
| **Plan of manufacture** | A step by step guide explaining how to make a product, including materials, tools and health and safety needed. | | |
| **Template** | a pattern made of metal, plastic, or paper used for making many copies of a shape. | | |

# English

| Key Word | Definition | Dual Coding | Context/Sentence |
|---|---|---|---|
| **Rhyme scheme** | The pattern of rhymes (words with the same sounds) at the end of lines of poetry. | | |
| **Quatrain** | A four-line stanza. | | |
| **Anaphora** | The repetition of a word, a phrase, a sentence, or a line at the start of lines of poetry. | | |
| **Refrain** | A repeated chorus or line (like in a song). | | |
| **Alliteration** | The repetition of the same sound at the start of words. | | |
| **Assonance** | The repetition of vowel sounds in the middle of words. | | |
| **Enjambment** | The lack of punctuation at the end of a line of poetry. | | |
| **End stopping** | The use of punctuation at the end of a line of poetry. | | |

# Food

| Key Word | Definition | Dual Coding | Context/Sentence |
|---|---|---|---|
| **Food allergies** | A rapid and potentially serious response to a food by your immune system. It can trigger classic allergy symptoms such as rash, wheezing, itching or in severe case anaphylaxis. | | |
| **Frying** | The cooking of food in hot fats or oils, usually done with a shallow oil bath in a pan over a fir. | | |
| **Radiation** | Heat is transferred directly onto the surface of the food. | | |
| **Sikhs** | Some Sikhs avoid meat and fish. | | |
| **Vegans** | Do not eat the flesh of animals or any animal product eg cheese, honey. | | |
| **Simmering** | is a cooking technique that involves heating a liquid to a temperature just below its boiling point, typically between 180°F to 205°F (82°C to 96°C). | | |
| **Rastafarian diet** | This is known as Ital, emphasizes natural, unprocessed foods that promote health and vitality, reflecting the spiritual beliefs of the Rastafarian movement. | | |
| **Lactose intolerance** | Partial or total inability to digest lactose. Food to avoid – dairy and dairy products such as milk, cheese, yoghurt, butter. | | |

# Geography

| Key Word | Definition | Dual Coding | Context/Sentence |
|---|---|---|---|
| **Population** | The total number of people living in a specific area or country. | | |
| **Birth rate** | The number of live births per 1,000 people per year. | | |
| **Death rate** | The number of deaths per 1,000 people per year. | | |
| **Life expectancy** | The average number of years a person is expected to live. | | |
| **Infant mortality** | The number of babies who die before their first birthday per 1,000 live births. | | |
| **Population density** | The number of people living per square kilometre. | | |
| **Sparsely populated** | An area where few people live. | | |
| **Densely populated** | An area where many people live close together. | | |

# History

| Key Word | Definition | Dual Coding | Context/Sentence |
|---|---|---|---|
| **Slave Triangle** | Three part trading journey | | |
| **Middle Passage** | The journey of slaves on ships from Africa to America. Took 8-12 weeks. 1 in 4 died on the way. | | |
| **Transatlantic** | Going across the Atlantic ocean | | |
| **Abolitionist** | Someone who campaigned to end the slave trade | | |
| **Plantation** | A large farm on which crops such as coffee, sugar and tobacco were grown. | | |
| **Shackles** | Iron chains used to fasten the legs or hands of a slave or prisoner. | | |
| **Auction** | Method in which enslaved Africans were sold to the highest bidder | | |
| **Cargo** | Goods carried for trade | | |
| **White Gold** | Used to describe sugar at this time | | |

# Maths

| Key Word | Definition | Dual Coding | Context/Sentence |
|---|---|---|---|
| **quadrant** | One of the sections of the grid created by the x-axis and the y-axis intersection | | |
| **axes** | Two parallel lines that define the coordinate plane | | |
| **origin** | Where the axes intersect at (0,0) | | |
| **table** | Information organised in rwos and columns | | |
| **unit fraction** | Fraction with a one as its numerator | | |
| **mixed number** | Integer and proper fraction represented together | | |
| **simplify** | Write an equivalent fraction by dividing by a common factor | | |
| **product** | Result of multiplication | | |

# Physical Education

| Key Word | Definition | Dual Coding | Context/Sentence |
|---|---|---|---|
| **Gaseous exchange** | The process in the lungs whereby oxygen is delivered to the bloodstream, while carbon dioxide is removed from it; takes place in the alveoli. | | |
| **Intercostal muscles** | The muscles between the ribs that raise and lower the ribs. | | |
| **Heart rate** | The measure of the number of beats of the heart in one minute. | | |
| **Beats per minute** | The standard unit of heart rate. | | |
| **Lungs** | Organs that exchange gas in the body. | | |
| **Blood vessels** | Three different types of vessels that carry blood: arteries, veins and capillaries. | | |
| **Rest** | When no exercise is being carried out. | | |
| **Heart** | A special muscle that pumps blood around the body. | | |

# Performing Arts

| Key Word | Definition | Dual Coding | Context/Sentence |
|---|---|---|---|
| **Genre** | A category of drama or film with recognisable features. | | |
| **Atmosphere** | The overall feeling or mood created in a performance. | | |
| **Body language** | How an actor uses their posture, movement and gestures to show feelings or attitudes. | | |
| **Tension** | A feeling of pressure or anticipation created for the audience. | | |
| **Pace** | The speed at which dialogue or action develops. | | |
| **Pause** | A deliberate break in speech or movement for dramatic effect. | | |
| **Proxemics** | Using distance between actors to communicate relationships. | | |
| **Vocal tone** | The quality or feeling in an actor's voice, used to suggest emotion and intention. | | |

# PSHCE

| Key Word | Definition | Dual Coding | Context/Sentence |
|---|---|---|---|
| **Confidentiality** | The state of keeping something private | | |
| **Consent** | Permission given to do something | | |
| **Gender-based Violence** | Any violence against a person because of their gender | | |
| **Legal Responsibility** | The duty imposed by law to act in a certain way | | |
| **Moral Responsibility** | Understanding right and wrong, making good choices and being accountable | | |
| **Sexual Harassment** | Bullying, coercion or making threats of a sexual nature | | |
| **Sexualised Media** | Emphasising the sexual nature of behaviour through the media | | |
| **Stereotypes** | An often unfair or untrue belief about a group of people | | |

# Science

| Key Word | Definition | Dual Coding | Context/Sentence |
|---|---|---|---|
| **Control Group** | The group in an experiment that does not receive the test treatment, used to compare results | | |
| **Control Variable** | Things you keep the same so the test is fair. | | |
| **Hypothesis** | testable explanation for a predicted relationship between two or more variables that has not yet been proven | | |
| **Dependent Variable** | The thing you measure in an experiment. | | |
| **Independent Variable** | The thing you change in an experiment. | | |
| **Method** | Chronological instructions detailed enough for another person to replicate the experiment | | |
| **Evidence** | Measurable data & observations gathered during an experiment used to support or reject a hypothesis | | |
| **Conclusion** | A summary that states the outcome of an experiment & explains whether the findings support the original hypothesis | | |

| Physical description vocabulary | | | |
|---|---|---|---|
| 1 | Alto/a – bajo/a - *tall / short* | 6 | mi(s) / tu(s) / su(s) – *my / your / his-her-its* |
| 2 | Delgado/a – gordo/a - *thin / fat* | 7 | tiene – *he/she has //* es – *he / she is* |
| 3 | Guapo/a – feo/a – *handsome / ugly* | 8 | corto / largo / rizado – *short / long / curly* |
| 4 | Simpatico/a – antipático/a – *kind / unkind* | 9 | ojos – *eyes /* pelo – *hair* |

| Adjectives to describe houses and location | | | |
|---|---|---|---|
| 11 | En la montaña/ciudad/costa -<br>*In the mountains/city/coast* | 16 | una casa / un apartamento – *a house / a flat* |
| 12 | En un pueblo / el campo / desierto<br>*In a town / in the countryside / in the desert* | 17 | Cómodo/a – incómodo/a – *comfortable / uncomfortable* |
| 13 | Está en el… - *It is located in* | 18 | moderno/a – antiguo/a – *modern / old* |
| 14 | Norte/Sur/Este/Oeste–*North/South/East/West* | 19 | pequeño/a – grande – *small / big* |
| 15 | Yo vivo en / con *– I live in / with* | 20 | bonito/a – *pretty* |