Knowledge Organiser

YEAR 8

"There is always hope for a better day."

DR. ALEX GEORGE

Youth Mental Health Ambassador

THE ENGAGED MIND STAYS SHARP.
BE ENGAGED IN THE HERE AND NOW.

Knowledge Organisers at Redmoor Academy

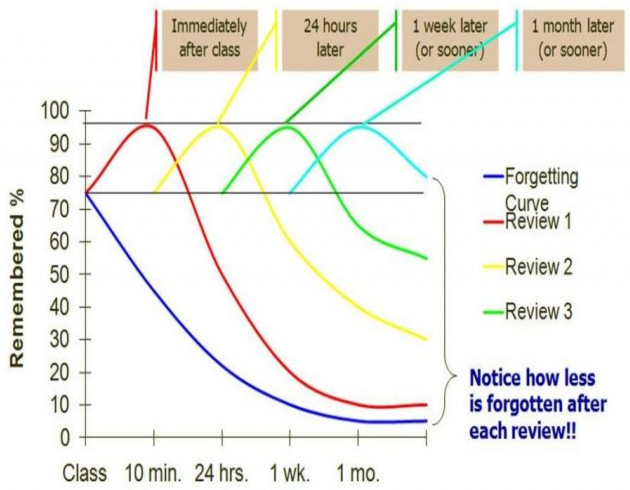
Why do we have knowledge organisers?
Your knowledge organisers help you to be successful in many ways. Firstly, they make clear the key elements needed in a topic to have an excellent understanding of it. If you know these elements, your teacher will help you to understand them.

What are my teachers' expectations of me?
In year 7 and 8 your teachers will give you homework that means you will be spending 20 minutes a week learning information from your knowledge organiser for each subject. In year 9 this will 30-40 minutes. Teachers will test you once a week to make sure that you are completing the homework and remembering your knowledge. Your knowledge organiser exercise book is where you will complete your practising. Each time you revise and practise, you should put the subject as the title and the date. Rule off when you have completed your revising for that subject. Teachers and form tutors will be regularly checking that you are revising.

How will my teachers use them?
Each subject will set homework once a week that will help you to learn your knowledge organiser. They will also test you once a week on certain parts to see how well you have remembered it. Research tells us that this practising is a really good way of helping you make sure that the knowledge stays in your memory. Over time you will build on this knowledge to make sure that you know everything you need to for your subject. Sometimes you may have high stakes quizzes, where teachers will set a certain score that you have to reach to be successful.

How will they help me revise?
When it comes to GCSEs, you have lots of information to remember. Your knowledge organisers will gradually build up this knowledge over 5 years to help support you in year 11 so that when you revise, you are just recalling knowledge that you have already stored. Also, you will have practised lots of revision techniques whilst revising your knowledge organisers over the past 5 years, which will help prepare you for the final exams.

How we learn at Redmoor



Why reviewing your learning is so important

As soon as we are told a new piece of information, most of that information is 'lost' and forgotten. Hermann Ebbinghaus found that repeating information helps us remember more of it.So we need to be be reviewing and going over what we learn in order for us to remember and be able to use the information after a period of time has passed.

This resources summarises some proven strategies that you can use to review your knowledge.

Common methods of revision that are the least effective:

- Highlighting key points
- Re-reading
- Summarising texts

Retrieval practice

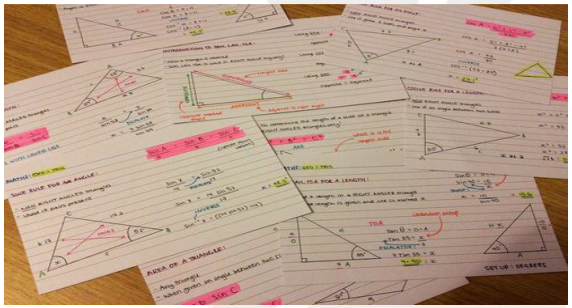
Testing what you know is a powerful tool in revision; the effort to remember something really strengthens your memory. Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics. Create them, test yourself or get someone to test you. It works!

Learn more about retrieval practice here: Link to the Learning Scientists

How we learn at Redmoor

Flash cards

Simply create questions on one side, answers on the other. Colour code the cards for specific topics. Post it notes can be useful for keywords and timelines.
Once you have created your flash cards, you need to think about how you will use them effectively. There is a link below to Leitner system of using flashcards:
YouTube: The Leitner Method



Dual coding

Dual coding is the process of combining verbal materials with visual materials.
Simply take information that they are trying to learn, and draw visuals to go with it

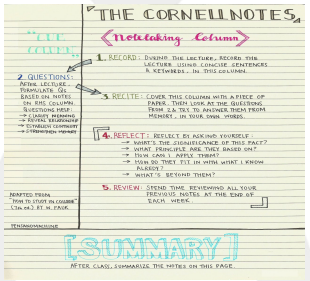
Learn more about dual coding here:
Link To The Learning Scientists

Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

Cornell Notes

This method can be used in your revision books as a
great method to get you to 'think' about your revision.
Simply split your page into 3 sections as shown on the diagram below:

- Note Taking
- Key words / concepts
- Summary



THINK HARD, WORK HARD, GO FAR

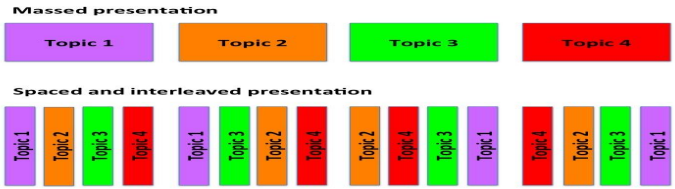
How we learn at Redmoor

Spacing and interleaving

Don't revise your all topics in one go (cramming). Instead, you should revise 'chunks' of a topic for small amounts of time (15-30 minutes) and then move onto another 'chunk' from a different Topic.

Eg. topic 1 cells, topic 2 digestive system

This will improve your memory!



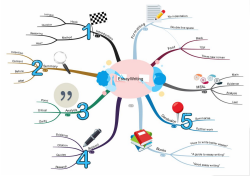
Mind Maps

Mind mapping is simply a diagram used to visually represent or outline information.

It is a powerful graphic technique you can use to translate what's in your **mind** into a visual picture.

Mind maps help with memorisation of jey knowledge as it helps to organise information and begin to make links and connections to different pieces of information.

The use of visual images helps your brain to memorise the information with simple words next to them - links to dual coding!



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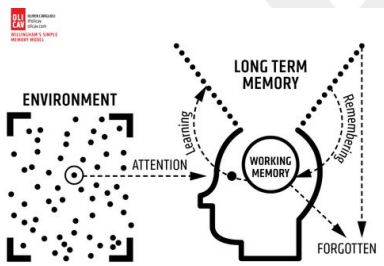
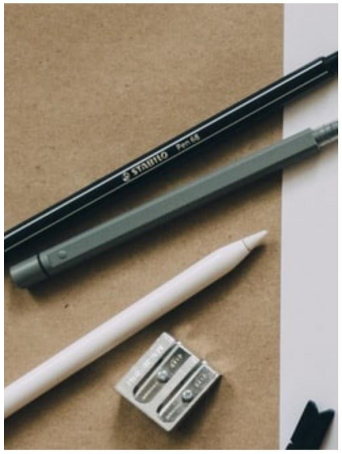
Useful links:

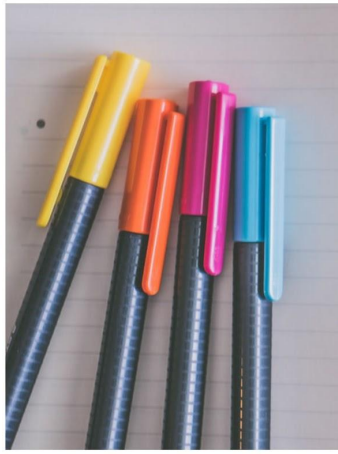
- The learning scientists: https://www.learningscientists.org/
- Memrise: https://www.memrise.com/
- Quizlet: https://quizlet.com/en-gb
- Seneca: https://www.senecalearning.com/



THINK HARD, WORK HARD, GO FAR

Contents Page





Equipment

all students must have...

Mobile phones are not to be used in lessons without staff permission
No photos or videos to be taken without permission
No school related images or videos to be uploaded on to social media

Black or blue pen
Pencils
Ruler - 30cm
Protractor
Compass
Rubber
Pencil Sharpener
Purple pen
Scientific calculator
Coloured crayons
Student Organiser
Knowledge Organiser
Locker Key

Redmoor English Department: Romeo and Juliet

Act 1	Act 2	Act 3	Act 4	Act 5
Huge fight between Montagues and Capulets. Romeo and Juliet fall in love.	Romeo and Juliet marry in secret. ***"O Romeo, Romeo, wherefore art thou Romeo?"***	Tybalt kills Mercutio. Romeo kills Tybalt. Juliet argues with Lord Capulet. ***"A plague o'both your houses"***	Juliet doesn't want to marry Paris, so makes a plan with Friar Lawrence to fake her death	Romeo doesn't get the message from Juliet and thinks she's really dead. He kills himself. Juliet wakes up and kills herself.

BIG QUESTION: How does Shakespeare present tragic protagonists?	
Romeo	Montague. In love with Juliet. Romantic and passionate.
Juliet	Capulet. In love with Romeo but betrothed to Paris. Idealistic but headstrong.
Mercutio	Ally of the Montagues. Joker who doesn't take life too seriously.
Tybalt	Capulet. Juliet's cousin. Loyal and volatile .
Nurse	Ally of the Capulets. Raised Juliet. Maternal.
Friar Lawrence	Ally of the Montagues. Father figure to Romeo. Wise.

BIG QUESTION: To what extent is 'Romeo and Juliet' a tragedy?	
Shakespearean tragedy is heavily inspired by Greek tragedy plays and Aristotle. Greek tragedies focus on characters more than plot. The audience feels pity, sadness or fear during a tragedy, which leads to catharsis.	
Tragedy	A play dealing with tragic events and having an unhappy ending.
Fate	The belief that your life is mapped out for you, and you cannot change your destiny.
Tragic Hero	A character who starts the play well respected but cause their own downfall and demise due to their fatal flaw.
Fatal Flaw	A trait of the tragic hero's personality which causes their downfall and death.
Catharsis	A feeling of emotional release.

BIG QUESTION: How do form and structure create dramatic effects / meaning?	
Structure	The order in which the events in a story occur.
Prologue	A speech addressed to the audience at the beginning of play. It tells the audience what happens.
5 Act Play	A five-part structure of a play: prologue, rising action, climax, falling action and denouement.
Dramatic Irony	When the audience know something the characters do not.
Foreshadowing	When the writer hints at what's to come later in the story.
Sonnet	A 14-line poem, usually about love.
Soliloquy	When a character gives a speech alone so the audience can hear their thoughts and ideas.
Stage Directions	Instructions given from the writer to the actors about what to do, where to move or how to speak.

INFORMATION:
The play was written in 1595, but set in the 1300's in Verona, Italy.

BIG QUESTION: What can we learn about the human condition form studying the play?	
Love and Marriage	• Wealthy or powerful families would often arrange marriages for their children to forge alliances or gain wealth • It was not uncommon for wealthy women to marry young • Divorce was almost impossible • Polygamy (being married to more than one person) was illegal
Family	• Fathers were the heads of the households • Children were viewed as their parents' 'property' and had to do as they were told • Children in wealthy families were often raised by a wet nurse, not their parents
Religion	• Elizabethan England was a highly Catholic country • Religion was more powerful than law • Betraying your family was like betraying God • Suicide was a mortal sin
Feud	• Public brawls and fights were common sights • Punishments for fighting included banishment and hanging

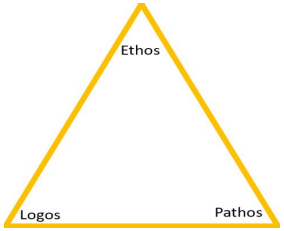
BIG QUESTION: How does Shakespeare use language to create meaning?	
Oxymoron	A figure of speech where a writer combines two ideas which are opposites.
Metaphor	A figure of speech that is used to make a comparison between two things that aren't alike but have something in common.
Imagery	Descriptive language which creates a picture in your mind.
Pathetic Fallacy	Using the weather to reflect the mood or atmosphere.

Key Word	Etymology	Definition
Hierarchy	From Greek **hierarkhēs** meaning sacred ruler	A system in which members of society are ranked according to status.
Duplicity	From Latin **duplicitas** meaning twofold	Being deceitful or two-faced.
Authority	From Latin **auctor** meaning originator	The power to give orders.
Stereotype	From Greek **stereos** (firm) nad **typos** (view)	A fixed view of people or things.
Fate	From Latin **fatum** meaning that which has been spoken	Destined to happen by supernatural forces out of our control.
Loyalty	From Old French **loialté** meaning honesty and legitimacy	A strong feeling of support or alliance.

Redmoor English Department: Gender & Power

THE BIG QUESTIONS
1. How can writers effectively convey their viewpoints and perspectives?
2. What's the point of punctuation?
3. How can I demonstrate my own viewpoint through language?
4. Why does structure matter?

BIG QUESTION: How can writers effectively convey their viewpoints and perspectives?	
Ethos	Is where you gain respect from the reader / audience by making yourself sound like an expert. This way your opinions are more believable.
Pathos	This is where you appeal to the emotions of your audience to help persuade them.
Logos	Persuasion using logic, facts and statistics that will make the reader believe an argument.



BIG QUESTION: How are words powerful?	
Anecdote	A short, interesting story.
Facts	Something that is known or proven. to be true.
Colloquial language	Informal, chatty language to build a relationship with your reader.
Use of humour	Amusing content to engage the reader.
Rhetorical questions	Questions that don't require an answer.
Rule of three	Listing 3 reasons or using 3 adjectives to support an argument. This makes it more memorable (especially if it rhymes or alliteration is used).
Statistics	Using numbers or factual data in a persuasive way.
Headline	You can use linguistic device such as alliteration, puns and metaphors to engage the reader.

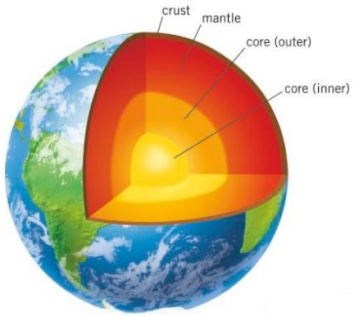
BIG QUESTIONS: What is an opinion piece article? Why does structure matter?	
Opinion piece article	An article where the writer expresses their personal opinion, typically one which is controversial or provokes a reaction from the reader.
Debatable topic	A topic that creates discussion and arguments.
Powerful headline	The headline is the heading / title at the top of an article. This is usually catchy to draw in readers.
A clear viewpoint	A clear opinion relating to the topic of the article.
Powerful opening	Introduce an argument by being clear and brief. Shows a strong and passionate viewpoint for a topic.
Reasons/ ideas to back up your viewpoint	Using clear ideas to make a viewpoint more believable.
Counter argument	Using the opposite viewpoint to strengthen yours.
Be personal and conversational	Use colloquial language to build a relationship with your reader.
Strong conclusion	Summary of your viewpoint. Leaves readers influenced by the argument

VOCABULARY BOOST!

Key Word	Definition
Patriarchal	A patriarchal society is where men have power and lead roles such as political leadership.
Matriarchal	A family, society, community, or state controlled by women
Stereotypes	A typical point f view that tends to be oversimplified
Misogyny	A dislike and prejudice towards women
Discrimination	Unfair treatment of different groups of people. This includes race, gender, ethnicity etc

Chemistry → 7.1: Earth & 7.2 The Universe

Structure of the Earth



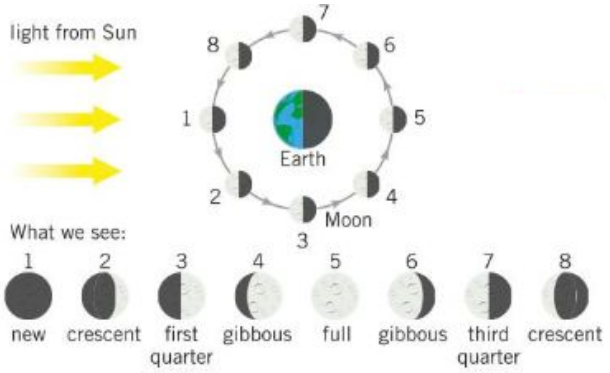
Ceramics

Ceramics such as pottery are compounds including metal silicates, metal oxides, metal carbides and metal nitrides.

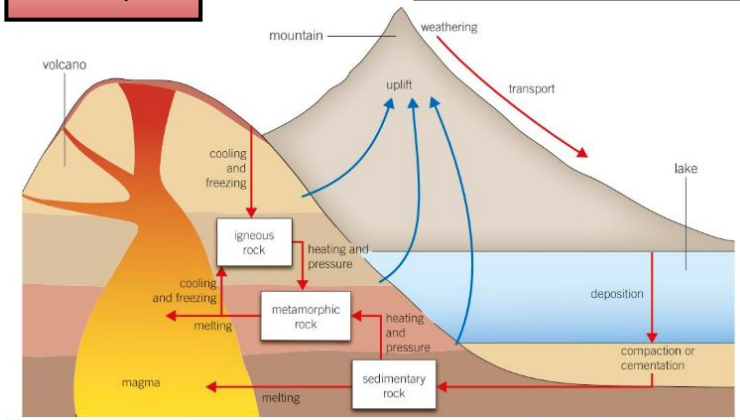
They have the following properties:

- Hard
- Brittle
- Stiff
- High melting points
- Strong when forces press on them
- Easy to break when stretched
- Electrical Insulators
- Do not react with water, acids or alkalis

Phases of the Moon



Rock Cycle



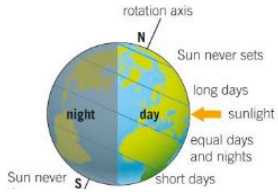
Weathering

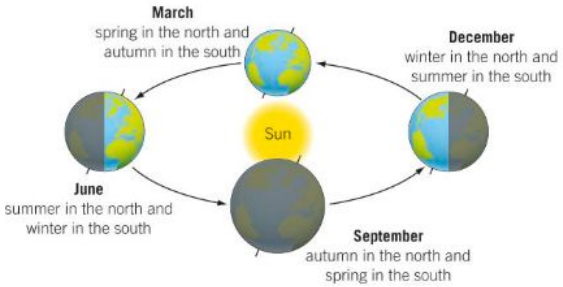
Physical weathering: happens due to temperature changes e.g. freeze-thaw

Chemical weathering:when rain falls on rocks e.g. acid rain

Biological weathering: when plants and animals break up rocks

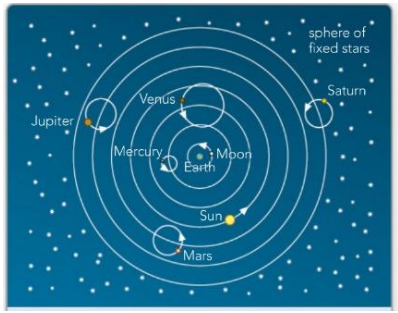
Day and Night and Seasons



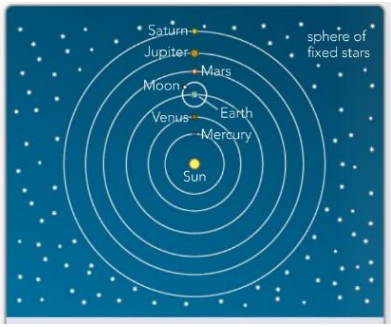


	Igneous Rock	Sedimentary Rock	Metamorphic Rock
Examples	Granite, Basalt and Obsidian	Limestone, Chalk, and Sandstone	Marble, Slate and Schist.
How it is formed	When liquid rock (lava or magma) cools and freezes.	When layers of sediment build up and get compacted over time.	From existing rocks exposed to heat and/or pressure over a long period of time.
Properties	Interlocking crystals, Hard, Durable	May contain fossils, layers, porous, soft	Not porous, Hard

Geocentric

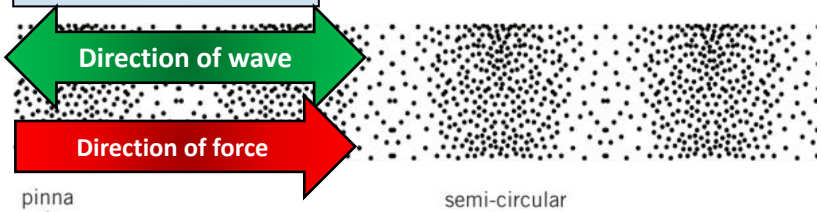


Heliocentric

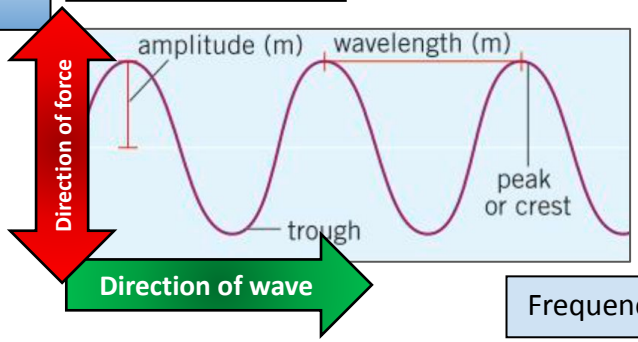


Physics 4.1 → Sound Waves

Longitudinal waves

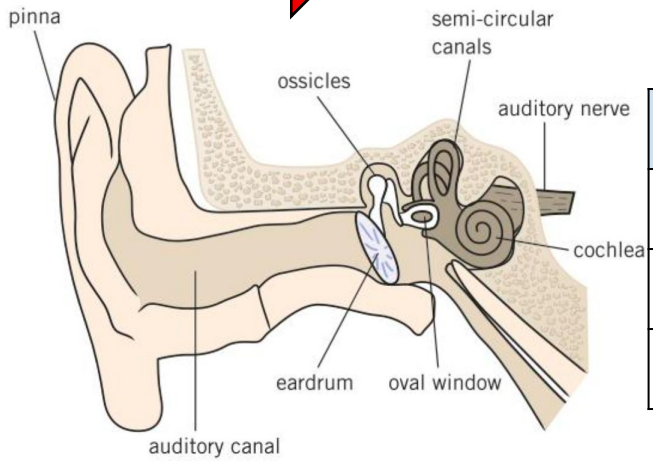


Transverse waves



Longitudinal wave:
Particles oscillate in the same direction of travel

Transverse wave:
Particles oscillate at right angles to the direction of travel



State of matter	Speed of Sound (m/s)
Solid	5000
Liquid	1500
Gas	330

The **pinna** directs the sound wave into your **auditory canal** towards your **eardrum**.

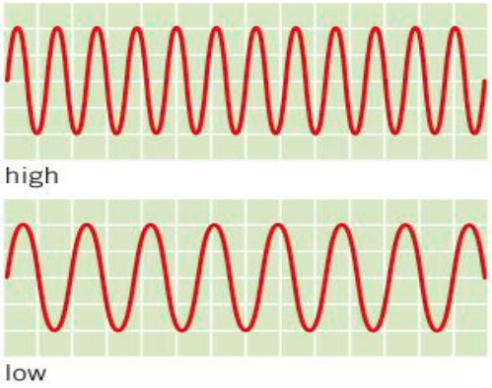
The **eardrum** vibrates and passes this vibration on to the **ossicles**. The **ossicles** vibrate that amplify the sound. This makes the **oval window** vibrate.

The vibrations then pass on to the liquid in the **cochlea** which contains thousands of tiny hairs. As the liquid moves, the hairs move. This is converted to an electrical signal.

The electrical signal travels down the **auditory nerve** to your brain.

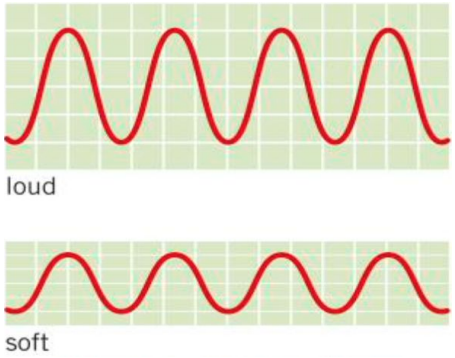
Frequency and Pitch

High pitched sounds have a higher **frequency** than low pitched sounds. Frequency is measured in **Hertz** (Hz)



Loudness and Amplitude

Louder sounds have a bigger **amplitude** than softer sounds. Sound intensity is measured in **decibels** (dB)



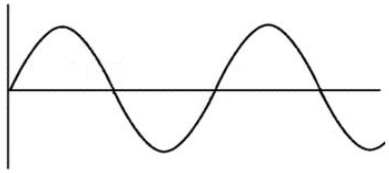
EQUATIONS

$$\text{frequency} = \frac{1}{\text{time period}}$$

$$\underset{\text{(metres per second, m/s)}}{\text{wave speed, } v} = \underset{\text{(hertz, Hz)}}{\text{frequency, } f} \times \underset{\text{(metres, m)}}{\text{wavelength, } \lambda}$$

$$\text{speed} = \frac{\text{distance}}{\text{time taken}}$$

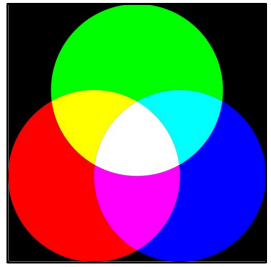
Physics 4.2 → Light Waves



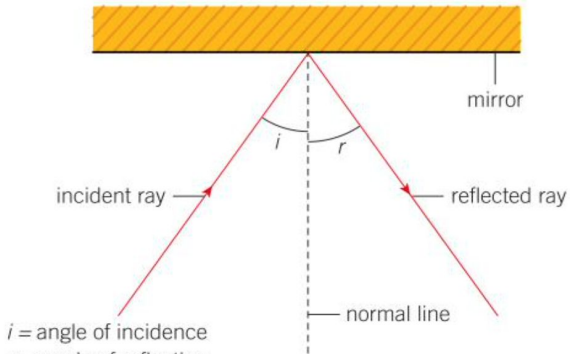
All colours are made up of the 3 primary colours of light
RED
GREEN
BLUE

Speed of light: 300,000,000 m/s

Mixing Light

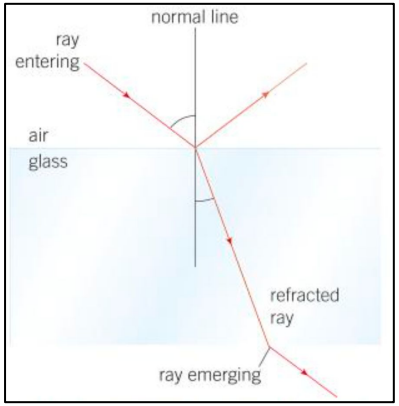


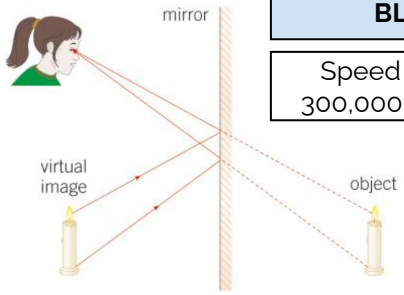
Law of Reflection

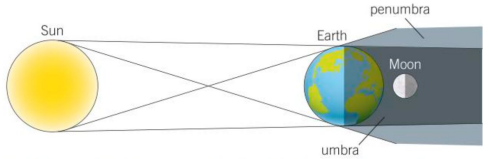


Angle of incidence (i) = Angle of reflection (r)

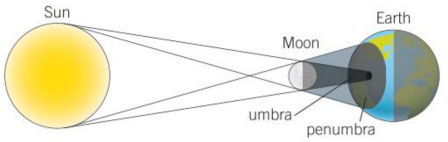
Refraction



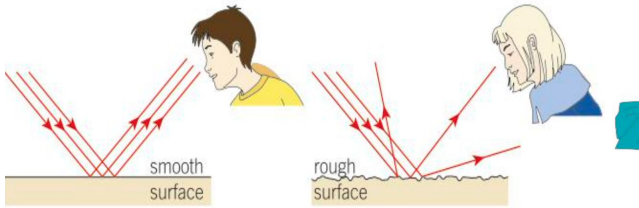


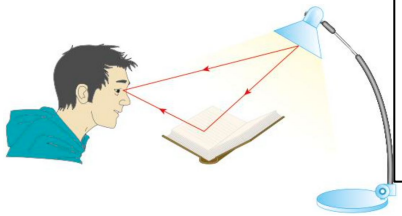


Lunar eclipse: when the Earth comes between the Sun and Moon.



Solar eclipse: when the Moon comes between the Sun and Earth.





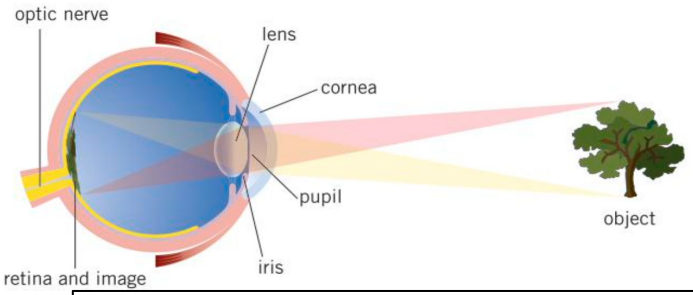
Real image: an image that you can put on a screen.

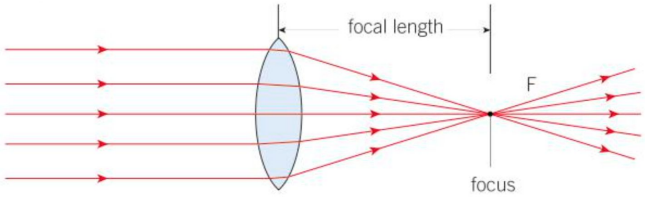
Virtual image: an image that cannot be focussed onto a screen

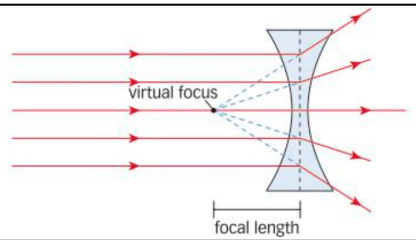
Specular: reflection from a smooth surface.

Diffuse: reflection from a rough surface

Light **emitted** hits an object and is reflected. The light is then **absorbed** by our eyes.
Arrows show the direction of light.







Convex lens: found in your eye. It focuses the light and enables you to see. They produce real images.

Concave lens: found in spy-holes in doors. It spreads the light out. They produce virtual images.

When you look at an object light travels through the **pupil** of your eye.
The **iris**, a muscle, controls the size of the **pupil**.
The **cornea** and **lens** then focus light onto the **retina**.
The image is **inverted** but your brain flips the image to be the correct way up.

Physics → 1.3 & 1.4: Forces

Equations

$$\text{fluid pressure (N/m}^2\text{)} = \frac{\text{force (N)}}{\text{area (m}^2\text{)}}$$

$$\text{moment (Nm)} = \text{force (N)} \times \text{perpendicular distance from the pivot (m)}$$

Stress

When you stand on any surface you exert a force on it because of your weight. Your weight is spread out over the area of your foot. You are exerting a pressure on the ground, called stress.

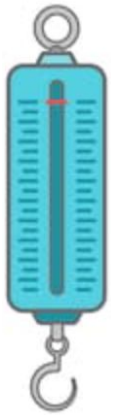
Stress acts 90° to the surface.

Drag

As an object moves through a medium the particles come into contact with the object and slow it down.

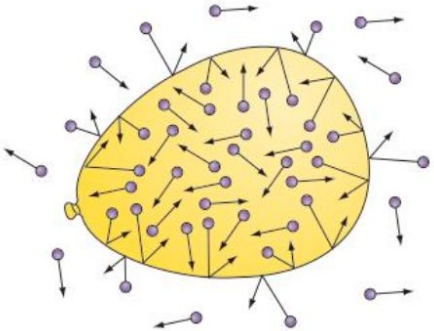
Measuring Forces

Forces are measured using devices called Newton meters,



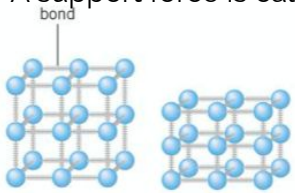
Pressure in a Gas

Pressure in a gas or a liquid acts in all directions. Lots of collisions of air molecules, such as inside a balloon, make a high gas pressure.



Squashing

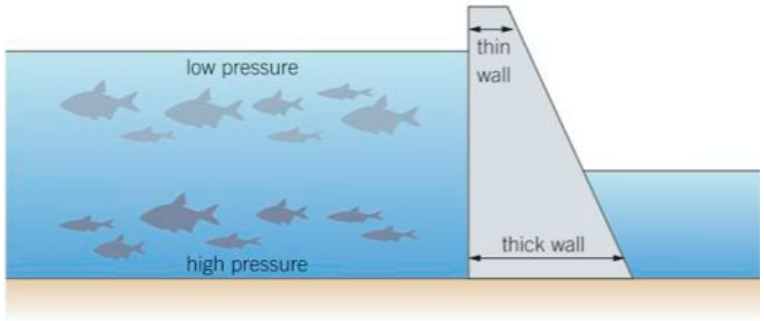
The floor pushes up on you when you stand on it. You compress the bonds between the particles when you exert a force. The particles push back and support you.
A support force is called the reaction force



Pressure in a Liquid

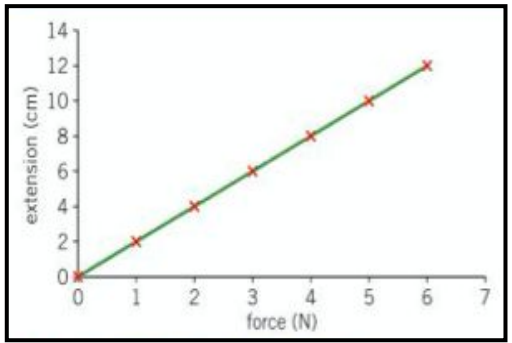
Water is a fluid. The water molecules are pushing on each other and on surfaces, and this liquid pressure acts in all directions.

Liquids are incompressible because the particles in a liquid are touching each other and there is very little space between them.



Hooke's Law

If the extension doubles as you double the force then the object obeys Hooke's Law.



Law of Moments

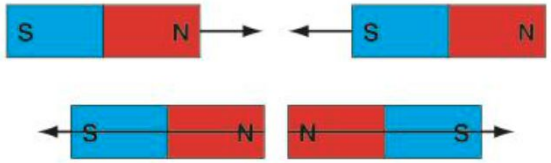
A turning force acts at a distance from a pivot. The turning effect of a force is called a moment. The moment depends on the force being applied and how far it is from the pivot.

When an object is in equilibrium the sum of the clockwise moments is equal to the sum of the anticlockwise moments. This is the law of moments.

Physics → 2.3 and 2.4: Magnetism and Electromagnets

Keyword	Definition
circuit breaker	A device that uses an electromagnet to break a circuit if the current is too big.
core (electromagnet)	Soft iron metal which the solenoid is wrapped around.
electric bell	A non-permanent magnet turned on and by controlling the current through it.
loudspeaker	A device that uses an electromagnet to make sound from a varying potential difference. Turns an electric signal into a pressure wave of sound.
Magnet	A material with a magnetic field around it in which a magnetic material experiences a force.
magnetic field	A region in which there is a force on a magnet or magnetic material.
magnetic field lines	Imaginary lines that show the direction of the force on a magnetic material.
magnetic force	Non-contact force from a magnet on a magnetic material.
magnetic poles	The ends of a magnetic field, called north-seeking and south-seeking poles.
Magnetise	To make a material magnetic.
permanent magnet	An object that is magnetic all of the time.
solenoid	Wire wound into a tight coil, part of an electromagnet

Magnets

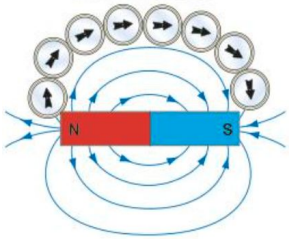


A magnet has two magnetic poles, a north seeking pole and a south seeking pole.

North seeking poles *repel* **North seeking poles**
South seeking poles *repel* **South seeking poles**
North seeking poles *attract* **South seeking poles**

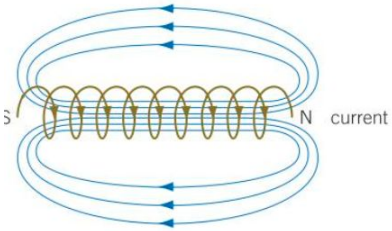
Some materials are magnetic. If you put iron, steel, cobalt or nickel in a magnetic field they experience a magnetic force. This is a non-contact force, The force is stronger the closer you are to the magnet.

Plotting magnetic field lines



The Earth has its own magnetic field.

Electromagnets



The magnetic field around a single loop isn't very strong. You can wind lots of loops together to make a coil, called a solenoid. If a current flows through it you gave an electromagnet.

The strength of an electromagnet depends on:

- the **number of turns, or loops, on the coil**. More turns of wire will make a stronger electromagnet
- the **current flowing** in the wire. More current flowing in the wire will make a stronger electromagnet
- the **type of core**. Using a magnetic material for the core will make a stronger electromagnet.

French - La Nourriture

Qu'est-ce que tu manges pendant une journée typique? What do you eat during a typical day?

Subordinate Clause (2)	Verb (3)	Adverb of Quantity (4)	Noun (5)	
Pendant une journée typique, During a typical day, **Pour le petit déjeuner,** For breakfast, **Pour le déjeuner,** For lunch, **Pour le dîner,** For dinner, **Pour le goûter,** For tea, **Comme casse-croûte,** As a snack, **Comme hors-d'œuvre,** As a starter, **Comme plat principal,** As a main course, **Comme dessert,** As a dessert, **Comme légumes,** For the vegetables,	**je mange** I eat **tu manges** you (s) eat **il mange** he eats **elle mange** she eats **nous mangeons** we eat **vous mangez** you (pl) eat **ils/elles mangent** they m/f eat	**un pot de** a pot of **un paquet de** a packet of **un kilo de** a kilo of **une tranche de** a slice of **une boîte de** a box of **une tablette de** a bar of **un morceau de** a bit of **un bol de** a bowl of **une assiette de** a plate of	**confiture (f)** jam **pizza (f)** pizza **beurre (m)** butter **chocolat (m)** chocolate **fromage (m)** cheese **gâteau (m)** cake **pain (m)** bread **potage (m)** soup **riz (m)** rice **sucre (m)** sugar **yaourt (m)** yoghurt **jambon (m)** ham **poisson (m)** fish **poulet (m)** chicken **chou (m)** cabbage **chou-fleur (m)** cauliflower	**biscuits (mpl)** biscuits **bonbons (mpl)** sweets **céréales (fpl)** cereal **chips (fpl)** crisps **pâtes (fpl)** pasta **frites (fpl)** chips **œufs (mpl)** eggs **champignons (mpl)** mushrooms **haricots verts (mpl)** green beans **légumes (mpl)** veg **oignons (mpl)** onions **petits pois (mpl)** peas **pommes de terre (fpl)** potatoes **fruits de mer (fpl)** seafood
Comme boisson, As a drink, **Pour boire,** To drink,	**je bois** I drink **tu bois** you (s) drink **il boit** he drinks **elle boit** she drinks **nous buvons** we drink **vous buvez** you (pl) drink **ils/elles boivent** they m/f drink	**une boîte de** a can of **une bouteille de** a bottle of **un verre de** a glass of **une tasse de** a cup/mug of	**eau minérale (f)** mineral water **bière (f)** beer **limonade (f)** lemonade **café (m)** coffee **chocolat chaud (m)** hot chocolate **coca (m)** coke	**lait (m)** milk **thé (m)** tea **vin (m)** wine **jus d'orange (m)** orange juice **Orangina (f)** Orangina

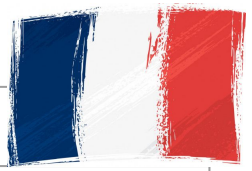
(1) Phonics

oi [wa]	**é** [ay]
eau [oh]	**è** [eh]
ui [we]	**in** [an]
an [on]	**ou** [oo]
ez [ay]	**on** [on]
ain [an]	**qu** [kuh]
ch [sh]	**gn** [nyuh]
u [oo]	**au** [oh]

Key Vocabulary

Phonics - the sounds that groups of letters make when spoken.
Justified Opinions - an opinion with a reason.
Tense - the time at which a verb takes place.
Infinitives - the form of the verb found in the dictionary, ending in -er/-ir/-re
Conjugate - to take an infinitive and change it into a tense.
Present tense - used to describe something is happening now or normally happens.
Future tense - used to describe something that will happen in the future.
PVS - the family of words which go after verbs change depending on the noun that follows.
Intensifiers - words which go before adjectives to make them more interesting.
Adverbs of Quantity - used to say how something happens or is done, or how much of something there is.

French



Qu'est-ce que tu aimes manger? What do you like to eat?

Opinion (6)	PVS + Noun	Connective	Quality Vocab (7)	Verb	Intensifiers (8)	Adjective (9)
J'adore I love **J'aime assez** I quite like **J'aime beaucoup** I really like **J'aime bien** I really like **Je n'aime pas** I don't like **Je n'aime pas du tout** I don't like at all **Je déteste** I hate **Je préfère** I prefer **Je ne supporte pas** I can't stand	**le fromage** (the) cheese **le gâteau** (the) cake **la pizza** (the) pizza **la bière** (the) beer **les oeufs** (the) eggs **les légumes** (the) vegetables **l'eau minérale** (the) water	**car** because **parce que** because **puisque** as **mais** but **cependant** however	**on me dit que** people say that **il faut admettre que** I must admit that **heureusement** fortunately **malheureusement** unfortunately **Je dirais que** I would say that **c'est vrai que** it's true that **ce n'est pas vrai que** it's not true that **pour moi** for me **selon mes amis** according to my friends **j'estime que** I reckon that	**c'est** (it is) **ça peut être** (it can be) **ce n'est pas** (it isn't)	**complètement** (completely) **tellement** (so) **un peu** (a bit) **plutôt** (rather) **trop** (too) **assez** (quite) **particulièrement** (particularly) **incroyablement** (incredibly) **extrêmement** (extremely) **vraiment** (really) **totalement** (totally) **absolument** (absolutely)	**mauvais pour la ligne/la santé.** bad for your figure/health. **bon pour la ligne/la santé.** good for your figure/health. **sain.** healthy. **malsain.** unhealthy. **délicieux.** delicious. **savoureux.** tasty. **dégoûtant.** disgusting. **sucré.** sweet. **salé.** salty. **épicé.** spicy.

Qu'est-ce tu vas faire? What are you going to do?

Subordinate Clause (10)	Verb (être) (11)	Infinitive + PVS + noun (12)	Verb (future)	Adjectives (13)	
Demain Tomorrow **Ce soir** Tonight **Ce weekend** This weekend **La semaine prochaine** Next week **Le weekend prochain** Next weekend **Plus tard** Later	**je vais** I am going **tu vas** you (s) are going **il va** he is going **elle va** she is going **nous allons** we are going **vous allez** you (pl) are going **ils vont** they (m) are going **elles vont** they (f) are going	**jouer au foot** to play football **regarder la télé** to watch TV **aller en ville** to go to town **manger au restaurant** to eat at a restaurant **retrouver mes amis** to meet my friends **faire de la gymnastique** to do some gymnastics **faire mes devoirs** to do my homework	**ce sera** it will be **ce ne sera pas** it won't be	**affreux.** awful. **agréable.** pleasant. **désagréable.** unpleasant. **embêtant.** annoying. **ennuyeux.** boring. **formidable.** terrific. **génial.** great.	**marrant.** amusing. **mauvais.** bad. **chouette.** great. **drôle.** funny. **merveilleux.** marvellous. **rigolo.** funny.

The Future Tense

History: WW1

The two sides:

Triple Alliance: Germany, Austria-Hungary and Italy
Triple Entente: Britain, France and Russia.

Long term Causes:

Militarism: When a country builds up their armed forces.
Alliances: Countries join together and promise to help each other out in a war.
Imperialism:Competing to build up an Empire.
Nationalism:Groups of people with common characteristics wishing to rule themselves, may view themselves as superior to others.

Short Term Causes:

28th June 1914: Assassination of Franz Ferdinand; The heir to the Austro-Hungarian throne.
Gavrilo Princip: The Serbian nationalist who shot and killed Ferdinand.
28th July 1914: Austria declared war on Serbia, which led to the outbreak of WW1.
4 August 1914: Britain declares war on Germany

Other Key Information:

War of Attrition: A war based on wearing down your enemy's army, morale & economy.
Western Front: The area of fighting in Western Europe, mainly North-Eastern France & Belgium.
Schlieffen Plan: German plan in 1914 to attack and defeat France, then attack Russia so they would not have to fight both.
Aug-Dec 1914: Schlieffen plan fails.
9 Nov 1918: Kaiser Wilhelm abdicates
11 Nov 1918: Germany signs armistice, ending the war

The Trenches:

Dugout: A shelter dug into the side of the trench.
No Man's Land: The area of land between two opposing armies or trenches.
Barbed wire: Strong wire with sharp barbs at regular intervals, used to stop people passing.
Parapet: a protective wall or earth defence along the top of a trench.

Organisation of the trenches:

Sentries: A soldier stationed to keep guard.
Stand to: standing ready for an attack.
Vermorel Sprayer: a liquid sprayed to neutralise a trench that had been contaminated by chlorine gas.
NCO: A type of officer in the army.

Life in the trenches:

Trench Foot: A condition of the feet caused by exposure in cold water or mud, could lead to amputation.
Trench Fever: A disease caused by lice bites.
Rations: A fixed amount of food allocated to individuals.
Pests: Rats & lice - trenches were often full of them.

Battle of The Somme:

1 July – Nov 1916: Battle of the Somme
Sir Douglas Haig: Commander in Chief of the Western Front
Verdun: The aim of the B.O.T.S was to relieve pressure at Verdun.
Bombardment: a continuous attack with artillery shells.
Pals Battalions: men who enlisted & served together - often from the same area.
Creeping Barrage: a line of men who slowly creep towards the enemy lines, to create cover for the soldiers advancing behind
620,000 :British & French casualties
500,000: German casualties

Recruitment: why did men join up?

Patriotism: British men were brought up to love their King and country.
Social pressure: Fear of being seen as a coward or being given a white feather by a woman.
Sense of adventure: Many British men had never travelled abroad – this was a chance to see the world!
Propaganda: posters that used very persuasive techniques to make men want to go.
Belief in a quick victory: Many thought the war would be 'over by Christmas'.
January 1917: Conscription introduced in Britain
Conscription: Compulsory order for all men 18 to 41 to join the army.

Weapons:

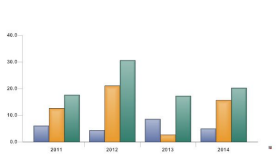
Artillery: Large guns that fire explosive shells over long distances
Bayonet: A blade attached to the end of a soldiers rifle
Munitions: Military weapons and ammunition
Poisonous gas: Gas was spread by containers of it breaking under rifle fire. Later it was spread by artillery shell. Gases used were tear gas, mustard gas & chlorine gas.
Spotter planes: a plane used to observe enemy movements
Machine guns: a large gun that needed 4-6 men to work them. They had the fire-power of 100 guns.
Tanks: First used in 1916, they broke through German defences and sheltered British troops
The Mark I: The first tank used in WW1 by the British.
April 1915 – Poison gas is used for the first time at the Second Battle of Ypres
Sept 1916 – The first tank is used in the Battle of the Somme

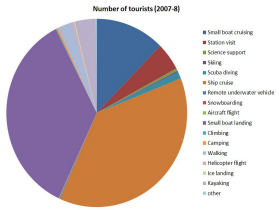
Geography - Tourism

Key Terms and Definitions

Key Term	Definition
Tourism	Is travel for recreation, leisure or business purposes.
Domestic Destinations	Are located in the tourist's own country. So, for British people, they are destinations in the UK.
Short-haul destinations	Can be reached by air flight of less than 3 hours. For tourists from the UK, they are places in Europe and around the Mediterranean Sea.
Long-haul destinations	Are further away and include tropical destinations in countries such as Jamaica, Kenya and Thailand.
HIC	High Income Country. A country with GNI per capita higher than $12 746.
LIC	Low Income Country. A country with GNI per capita lower than $1045.
GNI	Gross National Income. The total domestic and foreign output by residents of a country.
Tourist	A person who is travelling or visiting a place for pleasure.
GDP	Gross Domestic Product. The total value of goods and services produced by a country in one year.
Tertiary Sector	This refers to the commercial services that support the production and distribution process, e.g insurance, transport, advertising warehousing and other services such as healthcare and teaching.
Mass Tourism	When large numbers of tourists visit the same destination.
Charter Flights	Special flights arranged to transport tourists to a destination.
Package Holidays	Holidays that include flights, airport transfers and accommodation.
Honeypot	When people swarm to attractions.
Extreme Environment	Places where people find it difficult to live. They're wild and inhospitable, places like mountains, deserts and rainforests.
Adventure Holidays	More active holidays with more risk. Off the beaten track and in more unusual environments.
Ecotourism	When people visit a place because of its natural environment and cause as little harm to it as possible.
Sustainable	Development which meets the needs of people now and in the future, but limits harm to the environment.

Case study
The Lake District national park





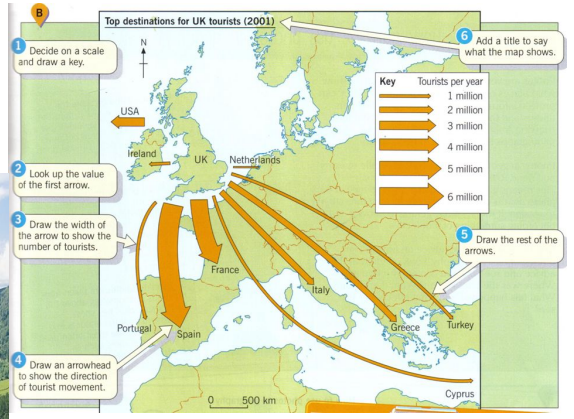
Pie Charts

Advantages	Disadvantages
A good way of showing how a total is divided up	Hard to assess % accurately
Visually effective	Comparing one pie chart to another is difficult
Can be used on a map for extra information	Small segments are difficult to draw

Bar graphs & Line graphs

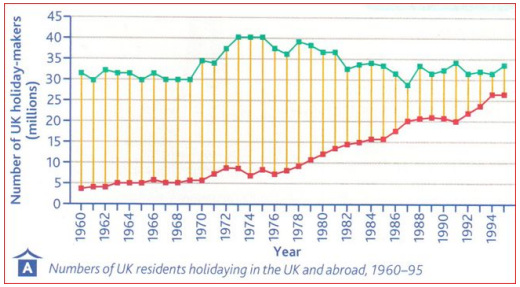
Easily understood & visual	Can be tedious and time-consuming to construct
Comparisons can be made	Can be difficult to read accurately
Bar charts show cumulative data/discrete data	Often requires additional information to be useful
Line graphs show continuous data	Scale needs to be carefully considered

Flow Line Maps



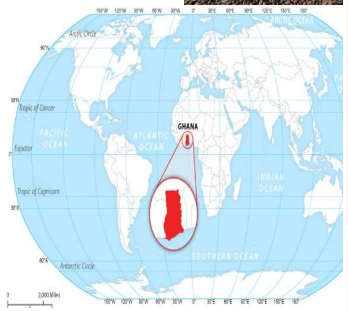
Flow Line Maps

Advantages	Disadvantages
Immediate impression - visual	Hard to draw
Shows movement easily	Flows can be in the same direction/overlap
Gives clear sense of direction	Might be difficult to show meeting points without overwhelming the map

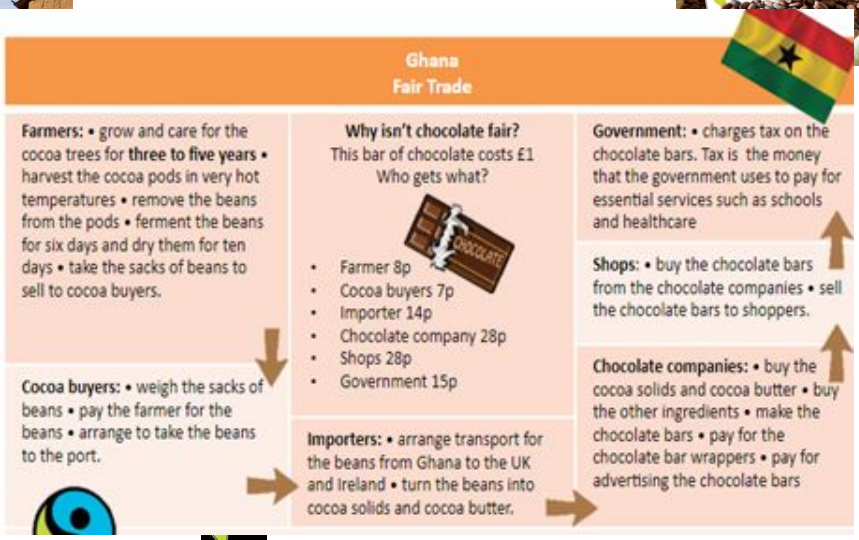


Key vocab	Definition
Globalisation	Increased international connections in travel, trade and technology.
TNC	Transnational company
Interdependence	People, companies and countries relying on each other.
Trade	Buying and selling goods between countries.
Fair trade	trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.
Sweat shop	a factory or workshop, especially in the clothing industry, where manual workers are employed at very low wages for long hours and under poor conditions.
Culture	The way of life of an area or country often rooted in tradition e.g. food, language, music and entertainment.
Quality of life	How good a person's access to healthcare, average income and housing.

Examples of TNCs



Fairtrade example – Ghana, chocolate



Where are your jeans ma

Background

Jeans vary in price enormously, from a sale price of less than £10 to designer jeans costing more than £600 …

but before you buy them, the product will probably have already travelled more than 60,000 km from the farmers' fields to the factory to the high street store.

Read the article at http://www.tes.co.uk/article.aspx?storycode=368576.

Countries and components

The denim and the components may have been made in one of a number of countries and they will have passed through several more countries on their journey.

For the a factory in Tunisia, the jeans may have used:

- cotton grown in Benin in West Africa
  - used to manufacture denim in an Italian factory with synthetic indigo dye from Frankfurt in Germany
- softer cotton for the pockets, grown in Pakistan or Korea
- pumice stone from a Turkish volcano to stonewash the jeans
- cotton thread for sewing the jeans,
  - dyed in Spain but originally grown in Northern Ireland, Hungary or Turkey
- polyester thread manufactured in Japan
- YKK zips produced in Japan
- rivets made with brass from Germany
  - brass from zinc and copper from Australia and Namibia.

Transportation

Many different forms of transport will have been used for the components and the final product. The finished jeans, for example, will have used a ferry across the Mediterranean from the factory in Tunisia and trains to the French warehouse, before the final journey through the Channel Tunnel to the high street shop.

The factory in Tunisia

The jeans will cost approximately £5 per pair to make; these low production costs are mainly due to the low labour costs and poor working conditions found in many similar 'sweatshop' factories.

At a typical jeans factory in Tunisia, 500 women are employed for nine and a half hours on repetitive tasks, e.g. sewing pockets repeatedly. Trained machinists usually earn approximately £110 a month (58p per hour) with a possible monthly bonus for meeting targets of £15.

Some factories produce around 2,000 pairs of jeans every day!

Transportation costs from Tunisia to France are about 10p per pair.

TNC sweatshop example - Nike

- Nike spends about 1 billion dollars a year on advertising in around 140 different countries.
- It pays top athletes millions of dollars to wear their products – this is another way to advertise their goods.
- Nike goods are made in nearly 40 different countries, most by young women.
- It pays top athletes millions of dollars to wear their products – this is another way to advertise their goods.

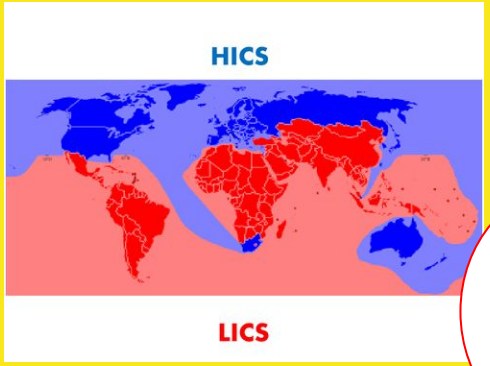
Year 8 our unequal world

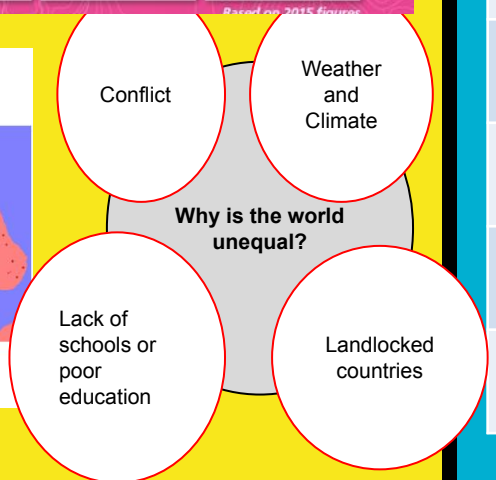
Social Measures of Development

Social measures of development include birth rate, death rate and infant mortality. Generally, there is a strong correlation between social measures and economic measures.

Measure	Germany (HIC)	India (NEE)	Chad (LIC)
Birth Rate The number of births per 1,000 people each year	9.0	19.3	43.86
Death Rate The number of deaths per 1,000 people each year	11.3 (high due to ageing population)	7.3 (low due to young population)	13.2
Infant Mortality The number of deaths of infants under one year old per 1,000 births each year	3.3	36.2	76.8
People per Doctor The average number of people per doctor	250	1,380	23,000
Access to Safe Water The percentage of people who have access to clean drinking water	100%	94.1%	50%
Life Expectancy The average number of years that a person can expect to live	81	68	52
Literacy Rates The percentage of people in a population who can read and write	99%	72%	40%

Based on 2015 figures





Key Term	Definition
HIC	HIgh income country
LIC	Low income country
NEE	Newly emerging economy
Malnourished	Being weak or ill because of having too little food.
Development	The economic progress of a country and improvements to quality of life.
Development indicator	A measure of a country's level of development.
Literacy rate	How many people can read or write, as a percentage of the population over the age of 15.
Infant mortality rate	The amount of children who die before their first birthday.
GNI	Gross national income; the amount of money a country makes in a year.
resources	Something that has a value or purpose, such as food, water and energy.
Resource insecurity	A lack of resources such as food, water and energy.
Resource security	Plentiful supply of resources like food water and energy.

Computing

Creating Digital Images

Serif DrawPlus Basic Tools		
	Pointer	Allows you to select different items on the canvas
	Artistic Text	Create text and change the font face and style
	Colour Picker	Take a sample of any colour in your workspace
	Crop	Crop the selected object to a shape
	Filter Effects	Apply effects such as drop shadow and glow
	Insert Picture	Insert a picture into the work area
	Quick Shapes	Draw a quick shape on the canvas
	Brightness	Lighten or darken the image
	Contrast	Increase or decrease the difference between light and dark colours in the image. This can help increase or decrease detail

Serif DrawPlus Advanced Tools	
	Remove backgrounds from pictures
	Launch photoLab to apply filters and effects to an image
	Set the image to be see-through. 0% would be invisible, 50% would be half see-through

Creating Digital Graphics	
Digital Graphics	Images and pictures that have been created using a computer
Pixel	The individual squares that make up an image
Resolution	The amount of pixels in an image. The more pixels the higher the potential quality of the image
Compression	Where a file is made smaller so more files can be stored or so they can be sent quicker
Layout	How items are arranged in an image
Composition	The different parts of an image and how they work together
Style	A particular appearance or design choice
Visualisation Diagram	A rough sketch of what something will look like, usually drawn by hand
Version Control	Keeping track of the different changes to a file. Each time the file is changed and saved you would update the version number of a file e.g. version 1.0, version 2.0, version 2.1

Art - Experimentation

Who is Vincent Van Gogh?

1. Vincent Willem van Gogh was born March 1853 – 29 July 1890 and was a Dutch post-impressionist painter who became one of the most famous and influential figures in the history of Western art.
2. He created about 2,100 artworks, including around 860 oil paintings, most of which date from the last two years of his life.
3. They included landscapes, still lifes, portraits and self-portraits.
4. They are characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art.
5. Although van Gogh painted many nocturnal scenes during his lifetime, "The Starry Night" became his most famous. "The Starry Night" has long been the center of artistic and scientific debate.

What is realism?

Realism refers to a mid nineteenth century artistic movement, characterised by subjects painted from everyday life in a natural way.

The term is also generally used to describe artworks painted in a realistic way. Realism artists tried to portray the real world exactly as it appears.

They painted everyday subjects and people. They didn't try to add the setting or emotional meaning to the scenes. The Realism movement started in France after the 1848 revolution. Unlike some other artistic movements, there was little sculpture or architecture as part of this movement.

What is Arts Media?

Arts media is the material and tools used by an artist or designer to create a work of art, for example, "pen and ink" where the pen is the tool and the ink is the material. Understanding the properties of different media and materials and how they might be used can help you make effective choices in your work.

Be open-minded when experimenting. Don't be afraid to try things. Even if something is unsuccessful, you will have shown that you have tried and learned valuable lessons. Choice of materials and technique will affect the style of your work.

Media and Materials

What types of media is there?

Water colours
Watercolour is available in solid blocks or tubes. It can be quick to use and a small watercolour set is very easy to work with on location.

The paint is transparent and works best on light paper. Colours can be lightened by adding water rather than adding white.

Oil Pastels
Pastels come in two varieties – oil pastels and chalk pastels. Both are quick to use and easy to control.

Chalk pastel are soft and can be blended with your finger or a cotton bud. Oil pastels are blended by applying one colour on top of the other.

Pastels work best on a rough paper. Coloured paper or black paper make effective backgrounds. You could prepare a background by rubbing the side of a pastel across it before starting your drawing.

Acrylic Paints
Acrylic paints are opaque paints that create marks of solid colour. This means it is easy to paint over mistakes.

Tints, tones and shades can be created by mixing colours with white, grey or black.

They can be used on white, coloured or black paper or used experimentally on a range of other 2D and 3D surfaces. Acrylic can be mixed with water to create more transparent washes.

Practical Design

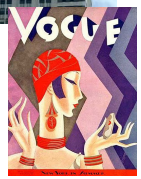
Who is Louise Nevelson?

1. Louise Nevelson was an American sculptor known for her monochromatic, wooden wall pieces and outdoor sculptures.
2. Nevelson experimented with art using found objects, she often collected materials discarded on New York City streets to make her textured sculptures.
3. Usually created out of wood, her sculptures appear puzzle-like, with multiple cut pieces placed into wall sculptures or independently standing pieces, often 3-D.
4. One unique feature of her work is that her figures are often painted in monochromatic black or white.
5. Her work is seen in major collections in museums.. Nevelson remains one of the most important figures in 20th-century American sculpture.

"New York is my mirror"

What is Art Deco?

- Created in Paris in 1925, art deco can be seen as a reaction against art nouveau (another art movement).
- Seen in furniture, pottery, textiles, jewellery, glass etc. it was also a used when designing styles of cinema and hotel architecture.
- The big difference from art nouveau is the influence of cubism which gives art deco design generally a more fragmented, geometric look.
- However, images based on plants and curves remained in some art deco design.
- Art deco took inspiration from ancient Egyptian art, Aztec and other ancient Central American art, as well as from the design of modern ships, trains and motor cars.



What is relief?

A relief is a sculpture in which the three-dimensional elements are raised from a flat base. The term relief is from the Latin verb *relevo*, meaning 'to raise'. To create a sculpture in relief is to give the idea that the sculpted material has been raised above the background.

The opposite of relief sculpture is *counter-relief*, intaglio, or *cavo-rilievo,* where the form is cut into the field or background rather than rising from it.

Reliefs are common throughout the world on the walls of buildings and a variety of smaller settings, and a sequence of several panels or sections of relief may represent an extended story.

Three-dimensional Work - What is it?

Three-dimensional work is made by one of four basic processes: carving, modelling, casting, constructing

Carving
Carving is a sculptural technique that involves using tools to shape a form by cutting or scraping away from a solid material such as stone, wood, ivory or bone.

Casting
Casting involves making a mould and then pouring a liquid material, such as molten metal, plastic, rubber or fibreglass into the mould.
A mould can be cast more than once, allowing artists to create editions of an artwork.

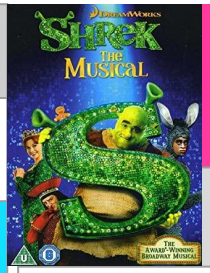
Modelling
Modelling is an additive process. This means a soft material is worked by the artist to build up a shape or form.

Constructing and assembling
These are still life subjects made from scrap (found) materials glued together. Artists have used techniques including bending, folding, stitching, welding, bolting, tying, weaving, and balancing to construct sculptures from a wide variety of materials and found objects.

Drama Keywords

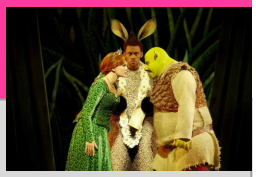
Musical Theatre	A form of theatrical performances which combines songs, spoken dialogue, acting & dance. This is a style of theatre.
Expression	Use of Facial Expression to SHOW how you feel.
Body Language	To show your emotion & TOWARDS others in your body.
Emotion	To show your feelings of your character to the audience through expression, body and voice.
Reactions	To respond to each other as characters, on stage. Reacting to their words, feelings, actions.
Chorus/Ensemble	This describes a group of individuals working together on a play or musical. They have a similar amount of staging time, working together on the acting, dancing & singing.
Spoken Dialogue	This is the words spoken in a play or musical, & helps to tell the story. This is not singing.
Accompaniment	This is the musical part which creates the rhythm, melody for the songs & music written. This can be for the vocals (songs) to help tell the story or it can be instrumental (no words sung) This creates a mode & atmosphere.
Orchestra	A group of instrumentalists, including strong, bass, piano, brass, percussion, to play the music written. This is part of a Theatre where the orchestra plays, sometimes in front of the staging in a pit, or on stage.
Gauze	A curtain that is used through shining light either from the front of the stage (downstage), or from upstage. This creates silhouettes, outlines of the actors, objects, set. This creates a mystery to the performance.

Drama techniques, skills (Remember all of the previous ones and lighting.



Year 8 Drama: Shrek The Musical

(April- July)

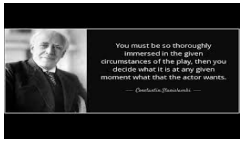


Key Knowledge:

- For this unit, you will learn about the style & genre of **Musical Theatre**, looking at the characteristics of this style; mixing acting, dancing & singing together to help tell a story.
- You will be watching clips of **'Shrek The Musical'**; made up of the well-known feature films.
- You will be exploring the story & journey of the Ogre Shrek, his wife Princess Fiona & all their familiar fairytale characters. It shows such vibrant set, Costume, lighting, staging, to entertain the audiences, & believe in happy endings.
- You will be exploring sections of the script in small groups. You will apply your ideas for the skills with how they show their characterisation & also the techniques needed to set the scenes.
- In your practical lessons, you will be bringing the **spoken dialogue** to life. Your use of voice, expression, body language, gesture, will help portray your characters in this story.
- You will show your knowledge of the characteristics of Musical Theatre, characters & plot, through costume, lighting & set designs. This will show the **style of Musical Theatre.**
- You will be able to have a mixture of practical & theoretical tasks; setting & directing the scenes, acting out the lines for the different characters, & the continuation of theory tasks of character skills, set, costume, lighting, staging designs.
- You will be developing your analysis review skills of a performance.
- We will be applying the performance assessment criteria, giving each other peer feedback alongside teacher feedback & setting targets.

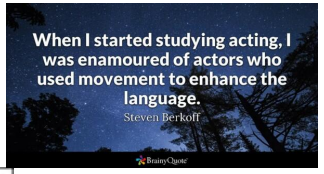
Use of Practitioners, Performance Spaces:

Stanislavski:
Creating as much Naturalism/Realism as possible on stage. Thinking about the 'Magic If':
What if I was this character? How would I feel?
AND the 'GIVEN CIRCUMSTANCES' (What has Your character been through…)

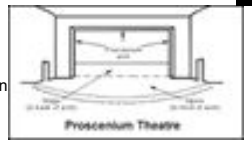


Brecht:
Creating drama to show the mechanics of Theatre on stage. his will show the actors multi-rolling & showing costume changes on stage. This also shows set changes, with the actors bringing set on & off stage..

Berkoff:
This creates a more physical approach to a Drama piece. Through the use of physical Theatre, Mime & Movement, this shows a more visual & expressive approach, style to the performance piece.



Proscenium Arch Staging:
Audience have one viewpoint & a frame is created . Also a 'Fourth wall' is made between Audience & actors.



Religion	A system of faith and worship, usually of an supernatural being
Cult	A system of religious worship directed toward a specific person or object
Belief	Acceptance that something is true or exists
Faith	Belief without proof
Rituals	A religious ceremony
Religious Discrimination	Treating someone differently because of their religious beliefs
Scientology	Religion believing in improving yourself through study and training
L Ron Hubbard	Founder of Scientology
Auditing	Scientologist practice of assessing each person's qualities and how to improve themselves
Rastafarianism	A religion common among black Jamaicans stating the black people will be redeemed and returned to the Promised Land
Hailie Selassie I	The founder of Rastafarianism, considered to be Christ
Promised Land	Rastas believe God has promised to gather them all back to the Promised Land in Ethiopia
Zion	The Promised Land
Jah	Rasta name for God
Monotheist	A person who believes in only one god
Binghi	Means victory and is a Rasta celebration including fasting, singing, dancing and the smoking of cannabis
Paganism	A religion incorporating beliefs or practices in nature, including worship of nature
Divine Feminine	Sacred feminine parts of the world– mother nature
Nature	All things in the natural world– sun, moon, seasons, earth, etc.
Samhain	A Pagan festival marking the beginning of winter
Lughnasadh	A Pagan festival marking the beginning of the harvest
Elements	Earth, wind, water and fire

PAGANISM

Paganism is a very diverse religion but it all boils down to "celebrating the sacred circle of life and guiding people to live in harmony with the rhythms of nature."

Pagans believe that Nature is divinity (or God.) They don't believe there is a god with an individual personality, but they are NOT atheists. They think everything that exists makes up divinity. All things combined *are* God. This leads them to living an eco-friendly life.

SCIENTOLOGY

The Church of Scientology was founded by Ron Hubbard, from New Jersey, USA, in 1954.

As a young boy, L. Ron Hubbard was very curious and studied philosophy, ethics, religion, history, literature and wildlife survival skills. He was desperate to learn and also desperate to make the world a better place.

Scientology is a path to complete understanding of your true spiritual nature and how that relates to yourself, your body, your family, to other humans, other life forms, the universe and the Supreme Being.

The fundamental principles are:

Man is an immortal spiritual being.

Human experience extends beyond a single lifetime.

Human capabilities are unlimited but you have to address your weaknesses first.

RASTAFARIANISM

The Rasta movement began with the teachings of Marcus Garvey (1887-1940), a black Jamaican who led a "Back to Africa" movement. He is considered a prophet in the religion today.

Rastafarians share many beliefs with Christians. They are monotheists, who believe in the one god called Jah. They think we are all equal and all deserve to be treated equally. They also accept some of the Bible as truth- however, they think God's message written in the Bible has been corrupted and so not all of it is correct. Rastafari believe that all life started in Zion, which for them, is where current day Ethiopia is.

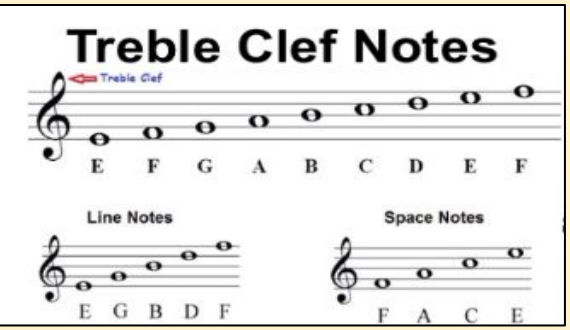
Year 8 - World Religions Knowledge Organiser

Religion	Christianity	Buddhism	Sikhism	Islam	Judaism	Hinduism
Symbol						
People who follow the religion	Christian	Buddhist	Sikh	Muslim	Jew	Hindu
Holy book	Bible	Tripitaka	Guru Granth Sahib	Quran	Torah	Vedas
Place of Worship	Church	Temple	Gurdwara	Mosque	Synagogue	Temple
God	God	Buddha	Guru	Allah	Tetragrammaton	Vishnu Brahma
Founder	Jesus	Siddhartha	Guru Nanak	Muhammad	Abraham	Brahman
Festivals	Christmas Easter	Wesak Dharma day	Vaisakhi Khalsa	Eid-Al-Fitr Ramadan	Passover Rosh Hashanah	Diwali Holi
Artefacts	Cross/Crucifix Bread and Wine	Incense stick Buddha Statue	Turban Channani	Musalla Topi	Menorah Kippah	Arti Lamp Rakhi
Rites of Passage	Baptism Eucharist Confirmation Marriage Funeral	Birth Rites Marriage Dying Death Funeral	Nam Karan Marriage Amrit Sanskar Death Mourning	Adhan Aqeeqah Marriage Hajj Death	Brit Milah/Simchat Bat Bar/Bat Mitzvah Marriage Death	Birth Rites Sacred Thread Marriage Death Rites

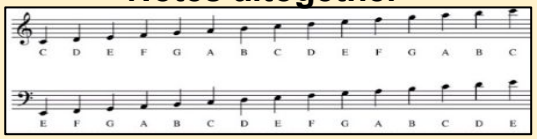
'Religion is no longer important'

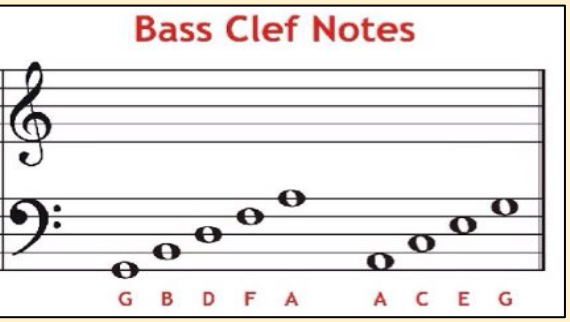
Do you agree? Explain your answer.
Give an opposite viewpoint. You must refer to your chosen religion to support your answer.

Reading Music

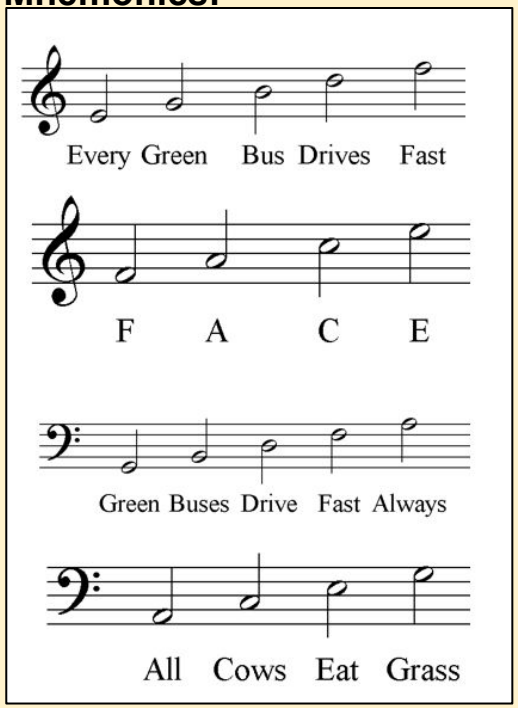


Notes altogether

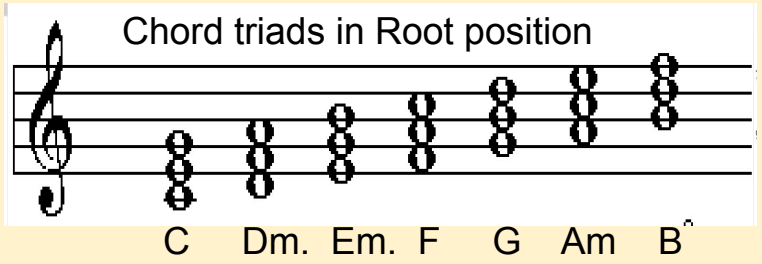




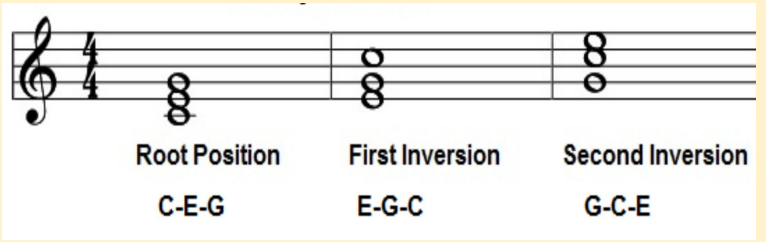
Mnemonics:



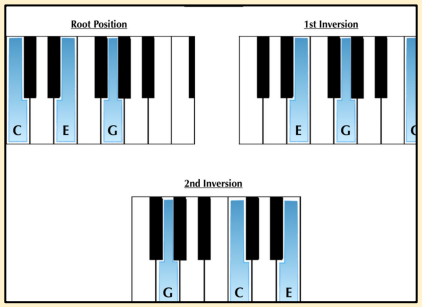
Root Chords and their Inversions



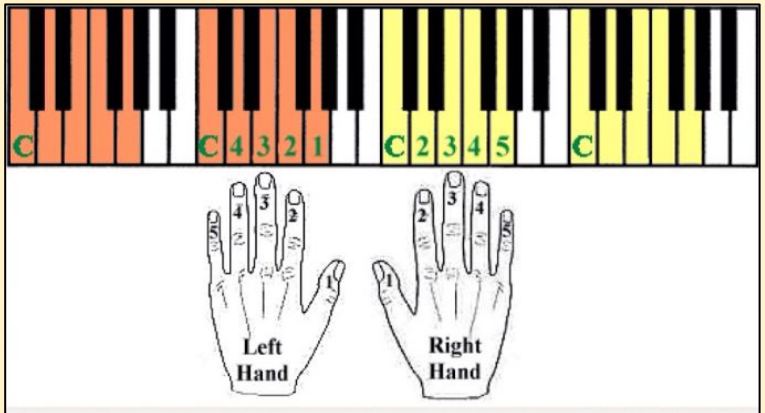
C major chord and its inversions.

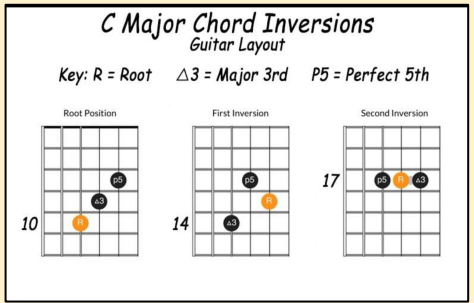


C major chords and its inversions



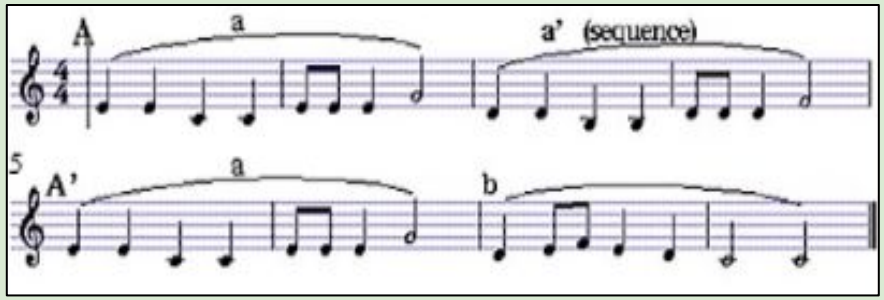
Finger Numbers - Hands on - How to play the keyboard.



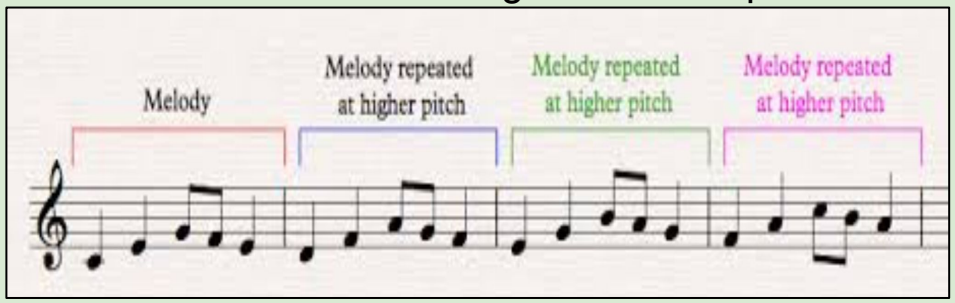


MELODIC WRITING DEVICES

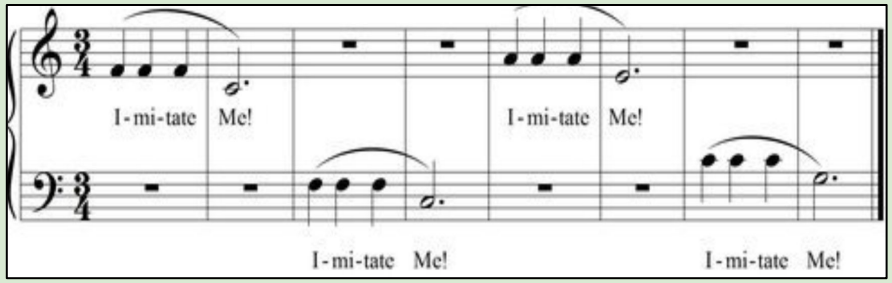
REPETITION
Repeating something already written down.



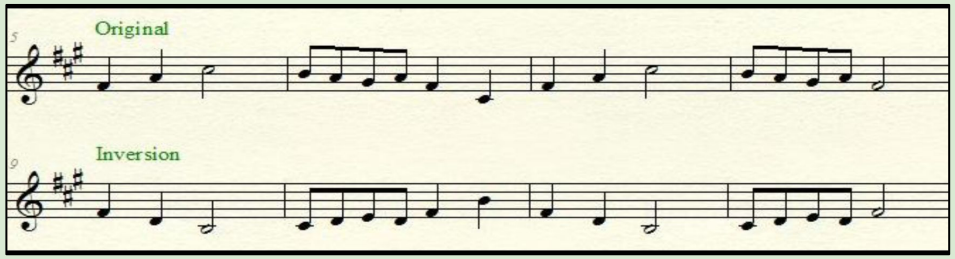
SEQUENCE
A short motif restated at a higher or lower pitch.



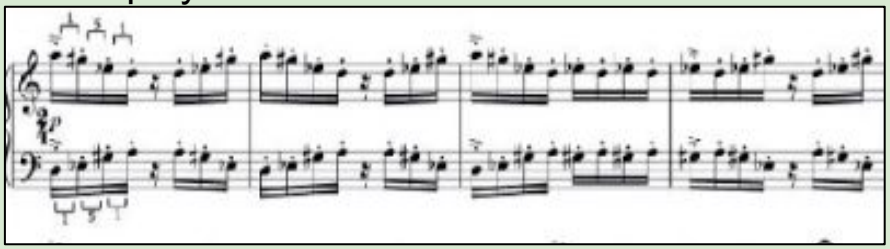
IMITATION
A melody is repeated in a different voice.



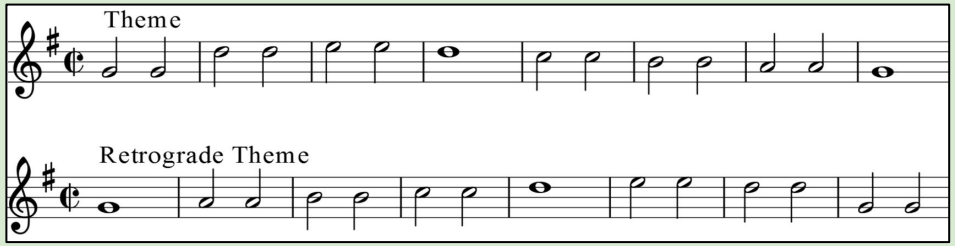
INVERSION
Turning a melody upside down.



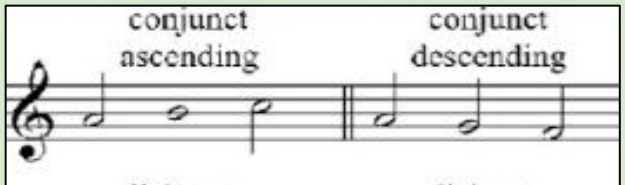
MIRROR
Music played first forwards then backwards.



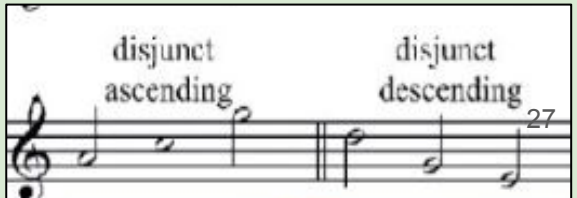
RETROGRADE
Playing the melody backwards.



CONJUNCT
A stepwise melody



DISJUNCT
Disjointed melody. Gaps between the notes.



Music - History of Music Timeline

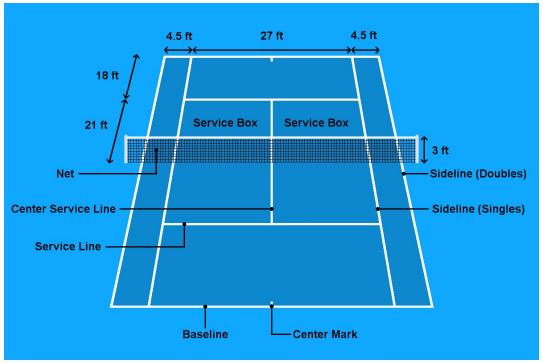
Date	Baroque 1600's	Classical 1700's	Romantic 1800's	20th Century 1900 's
Instruments	Strings Cello Continuo Harpsichord	Piano Clarinet Small orchestra	Piano Lots of percussion Tuba,trombone Double Bassoon	Saxophone Guitar Electronic Music
Composers	Bach Purcell Vivaldi	Mozart Beethoven Schubert	Tchaikovsky Wagner Grieg	Debussy Holst John Williams
Characteristics	Busy Contrapuntal String orchestra	Very structured balanced phrases and structures	Expressive arts inspired music Nationalistic Music	Minimalist Impressionist Film music

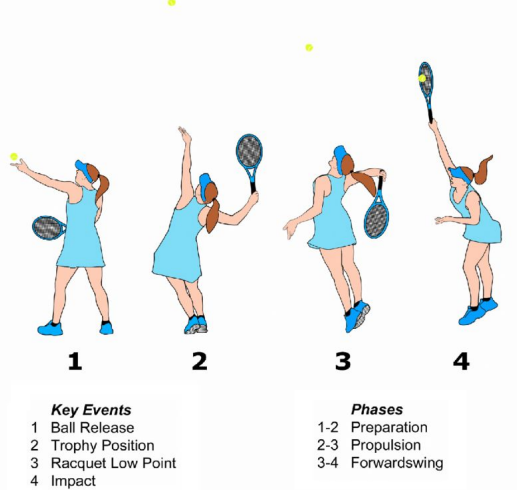
PE - Tennis Year 8

Key words

- **Baseline –** The baselines are the lines on either end of the court that determines the boundaries of play going lengthwise. They are also where a player serves behind.
- **Center Mark –** The center mark determines the two halves of the tennis court. It mainly helps with service to determine where a player should stand prior to serving.
- **Center Line –** The center line divides the two service boxes into a distinct left service box and right service box on either side of the court. Landing a serve on the line is considered good.
- **Net –** The net stands 3 feet and 6 inches high where the posts lie while the middle of the net is 3 feet tall, with the posts 3 feet outside of the court on either side. Hitting a ball into the net is considered 'out' while any ball that hits the net cord and falls onto the other side is considered good except for a serve, must land in the service box. Players may have a second serve if the first one is incorrect.
- **Service Line –** The service line separates the forecourt from the back court, and it also marks the length of the service box.
- **Singles Sideline –** The singles sideline is the innermost line running lengthwise and determines the boundary of play for singles matches as well as the width of the service box.
- **Doubles Sideline –** The doubles sideline is the outermost line running lengthwise and is only used in doubles matches.

Skills in isolation	Application of Skills
Forehand Volley	Tactical application: movement pressure, variation, deception, serve and volley
Backhand Volley	Appropriate shot selection with length, height, speed and angle
Serve	Take into account opponents strengths and weaknesses.





?

Can you identify any famous players ?

1. Can you perform a 3 part tennis warm up?
2. Can you identify/perform the main skills required for tennis?
3. Can you identify components of fitness required in tennis?
4. Can you demonstrate knowledge of the rules of tennis?
5. How do you score in a game?

PE - Striking and Fielding Y8

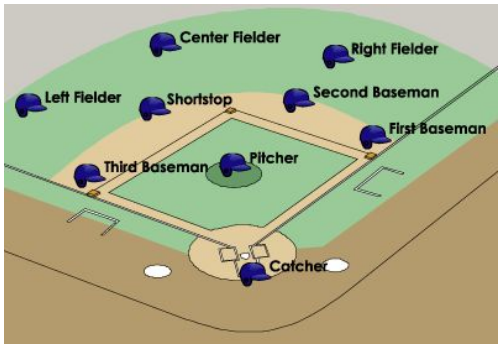
Scoring

?

1. Can you lead a S&F specific warm up to a small group?
2. Why are certain shots/skills used in a competitive situation?
3. Can you identify specific fitness components required for the skills in S&F?
4. Can you accurately self umpire and score a game of R/C/S?
5. What are the common formations in doubles and why?

Cricket - The aim for the batter in cricket is to try to score as many runs as possible throughout their innings.
Scoring a run requires the batter to strike the ball and run to the opposite end of the pitch while their batting partner runs in the opposite direction. It is also possible to score runs without running the length of the pitch, if a batter can hit the ball past the boundary line (four runs) or over the line without bouncing (six runs).

Rounders - **Scoring** points in **rounders** is simple. A **rounder** is **scored** if the ball is hit, even if a no ball was bowled, and the batter touches the 4th post before the post is stumped or the ball is back with the bowler in the bowlers square. A **1/2 rounder** can be **scored** if a player reaches the 2nd or 3rd post in one hit or the bowler bowls 2 no balls.

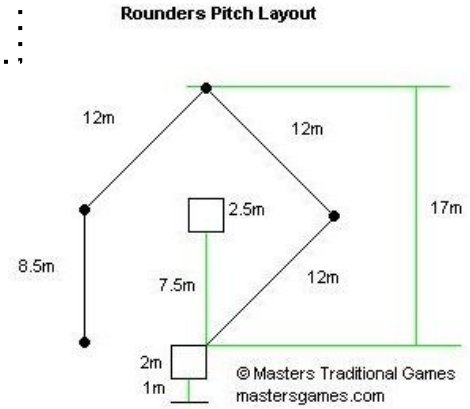


Softball -
The aim in softball is to score more runs than the opposite team.
1 run is scored for returning to the home base. You may also stop at bases and still score if you return home.

Can you identify any famous players?

Key Words

Batting	Strike
Bowling	Base
Fielding	Post
No ball	Out



Reading Skills and Literacy

Key Vocabulary when discussing a book

Blurb	A short description of a book, usually found on the back cover.
Narrator	A character who recounts the events of a novel.
Subgenre	This is then the style or type of literature within one of the above genres. For example, Horror Fiction is a subgenre of fiction intended to scare the reader.
Protagonist	The main character, or one of the major characters in a novel.
Plot Twist	An unexpected turn of events in a story.
Hook	The opening of a story that grabs the reader's attention and 'hooks' them in.
Recommend	To suggest that a book would be good or suitable for a particular person.
Deduce	What you can understand based on the evidence in the text.
Predict	Based on what has already happened, making assumptions about what will happen next.
Empathise	To put yourself in the shoes of a character and understand how they feel.

Questions to become an active reader...

Which sentences could help you to sum up the entire passage?

What do you think is going to happen next?

What did you think about as you read?

What else do you know about the topic?

What questions do you have about the book?

Which words do you not know or understand?

What clues from the passage help you to remember what has already happened?

How could you describe what you have just read to someone else?

ABC Sentence Starters

ADD: To add a new idea to what someone else has been saying:

- I would like to add to this…
- I would have to agree with you because…
- We might also consider…
- We might also consider…

BUILD: To build on what someone else has been saying:

- This could be developed by considering…
- This links to…because…
- Building onto this…
- Taking this one step forward…

CHALLENGE: To challenge someone's ideas and offer the opposite viewpoint:

- I would challenge this idea because…
- From another perspective you might argue that…
- Although I can see why ___ thinks… I disagree because…
- On the other hand this idea could be challenged because…

Acceleration through depth...

English

- Research the writer's context and explain the links between this and the writer's purpose.
- Can you make links between this text and another text you have studied?
- Can you change any words in your writing today using your knowledge organiser?
- Turn the text, or its key ideas, into another form (poem, article, letter, speech, short story, etc)

Science:

- **Content:** Using the topics you have studied so far in science, can you make any links? What understanding from other topics do you need to have for the topic you are studying now? Can you do this across biology, chemistry and physics?
- **Context:** Looking at what you have been covering during the topic you have been covering, can you put the science into a real life context? When would what you understand be important to someone's life? Can you link it to any careers and jobs?
- **Practical skills:** Look at a set of data you have collected in a recent practical. Describe and explain the trend in your data in as much detail as you can. How could you make your data more repeatable and reproducible? Can you find any errors, systematic or random? How could you reduce the error? Is your data accurate and valid? How could you make the data more accurate and improve the validity.

PE:

- What components of fitness apply to your sport and what fitness tests would you do to test them?

Maths:

- Please go to the NRICH postcards and select a problem to solve.

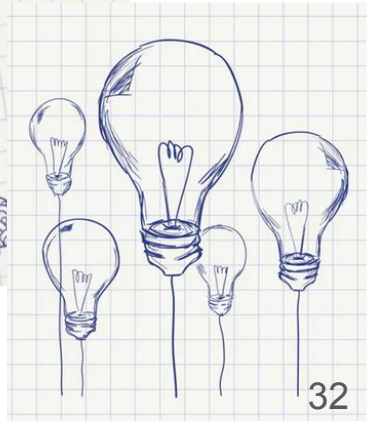
Geography

- The answer is Geography. What are 5 possible questions?
- How do you think Geography in school will change over the next 10 years with the development of new technology?
- List words associated with geography (A-Z)

MFL:

Research how to form the present tense in French either by using the link https://youtu.be/p1RfmaoYZFI or asking your teacher for a grammar sheet.

- Create a help sheet for other students to explain the rules with step by step instructions.
- Design a worksheet with an answer sheet which can be used in other French classes.



History:

- Strengthen your evidence; read through your work, can you swap any words for key terms.
- What parallels are there between this topic and what you have previously studied?
- Outline an idea of how could you teach this topic in a different way to either younger, peers or older students?
- Identify how this topic links to any British Values:

Democracy.
Individual liberty
Mutual respect
Tolerance of those of different faiths & beliefs.

Art/Design

- Explore the work of an artist or designer linked to the Art or Design movement on your KO page by producing a mini artist study. (Visit **the Tate** website)
- Investigate 3 different art, modelling or textile techniques. How could you apply these to an end piece?
- Create your own project for a class to study using the current theme of your work.
- Visit **the Tate** website and complete one of the activities they've created.

ME:

- Include two quotations from scripture in your answer.
- Create 5 questions that your teacher might ask you about what you have learnt about today.
- Transform today's learning outcomes into questions.
- Select 5 key terms that you have used in your work today.
- Create a sentence using all of these terms.
- Based on what you have learnt today, what do you think that you should study next lesson and why?
- Produce a summary of what you have learnt today. When done, reduce it to either a single sentence of three bullet points

ICT:

- Learning programming is about trial and error, experimenting and trying different projects of your own. Try a project of your own or use one of the websites below to give you some inspiration. Attempt to put into practice the techniques learnt in your Computer Science lesson and extend what you can do by using online resources, there are loads available if you carry out a quick Google search.

MicroPy https://bit.ly/2ychHCi

Music:

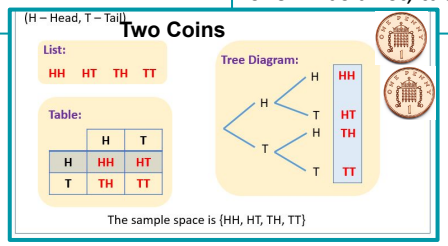
- Demonstrate and improve your depth of knowledge and understanding by reading through your written work and swapping normal words for more technical ' musical' words and Italian terms.
- In ' listening library' tasks - extra to the written criteria requested - try and direct your listening to as many of the other different elements of music as well, and include comments and information about them also. Again use Italian terms where possible.

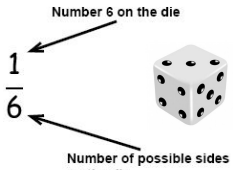
Drama:

- Discuss and Write the Changes that you would have made to your performance piece, if you could create and perform this again. (Write about the Drama Skills and Techniques used in performance)
- Discuss and Write the audience response and effect to your performance piece. How did they feel? What feedback did they give? Did your story, characters, intention for your piece come through to them?
- After performing your piece and if you could chose a different Performance Space, what would it be? Describe the performance space, what viewpoints would your audience have? How would a relationship between the actor and audience be created?

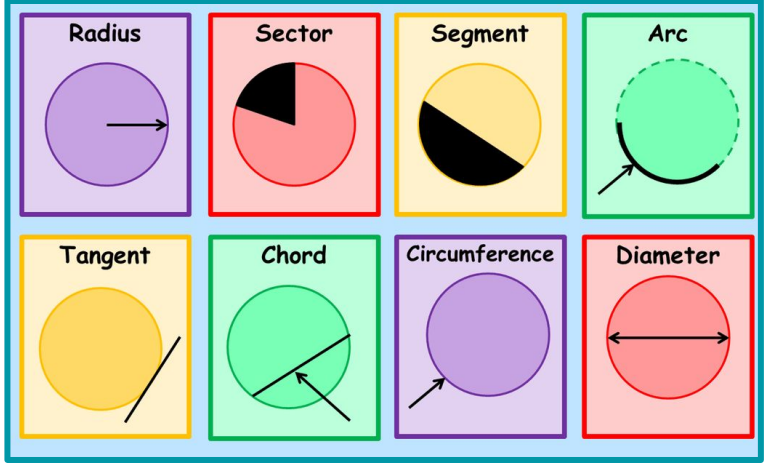
MATHS Block 5 & 6

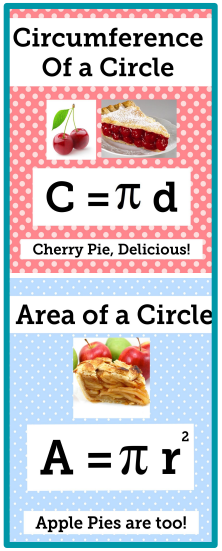
Keyword	Definition
Probability ½ 0.5 %	The likelihood or chance of something happening. It can be shown as a fraction, decimal or %
Probability measure	Probability is between not possible, 0 & certain, 1 or 100%.
Probability notation 	Probability of outcome A is shown as **P(A)** **P(Red Queen)** = probability of picking a Red Queen from a pack of cards.
Experiment 	In probability it is a procedure that is repeated e.g. flipping a coin 10 times
Outcome	Possible result of an experiment
Mutually Exclusive	Something that can't happen at the same time
Probability of an event	number of ways something can happen ÷ total number of outcomes
OR in probability	ADD the probabilities
AND in probability	MULTIPLY the probabilities
Sample Space	All possible outcomes of an experiment shown as a list, table, tree diagram





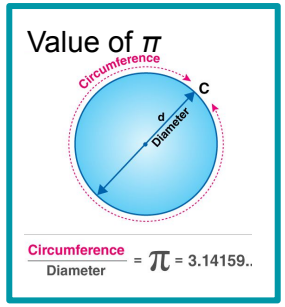
Parts of a Circle



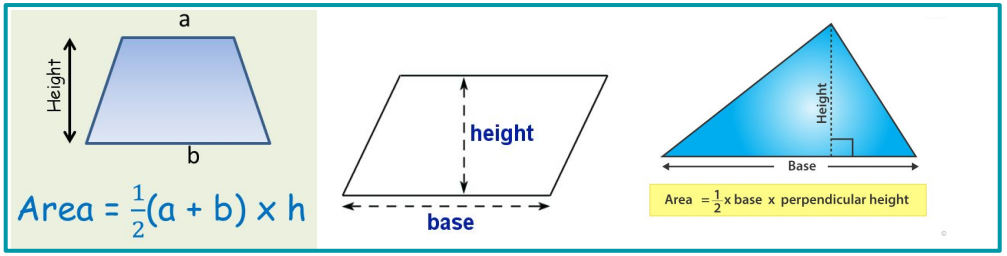


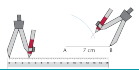
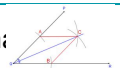
Area of Polygons

Triangle	½ base x (perpendicular*) height
Rectangle	base x height
Parallelogram	base x (perpendicular*) height
Trapezium	½ (a + b) x height

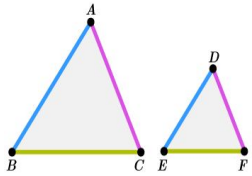


*perpendicular: 2 lines that meet at 90°



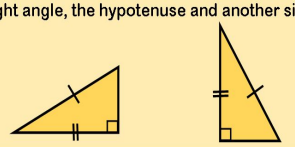
Key Words	Definition
Surface Area	**Surface area** is the sum of the **areas** of all faces (or **surfaces**) on a 3D shape
Construct 	Draw using: ruler & compass or protractor
Angle Bisector	a line that cuts an angle in h 
Perpendicular Bisector 	a line at 90° to another that cuts it in half
Similar Triangles	Same proportion, same angles, different lengths
Congruent Triangles	Are identical in size. Proof: SSS, ASA,SAS,AAS,RHS s-side a-angle h-hypotenuse
Area	Amount of space taken by a 2D shape. Measured in squares
Volume	Amount of space taken by a 3D shape. Measured in cubes
Capacity	Amount of liquid something can hold. Measured in litres/ml

Similar

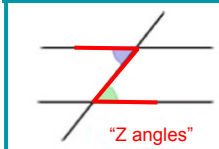


Congruent

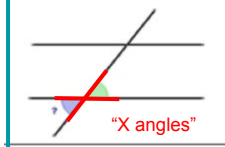
RHS: A right angle, the hypotenuse and another side are equal



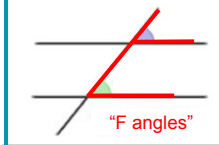
Angles - Parallel Lines



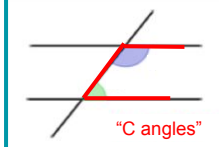
Relationship	Properties
Alternate Angles	Equal



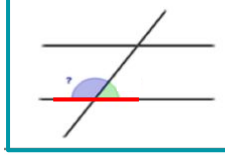
Relationship	Properties
Opposite Angles	Equal



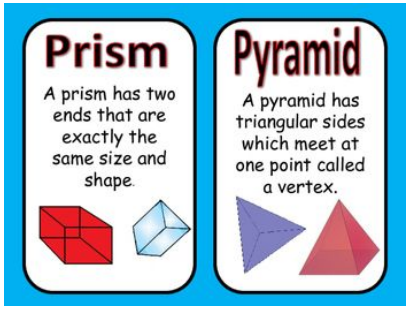
Relationship	Properties
Corresponding Angles	Equal

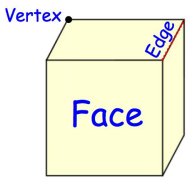


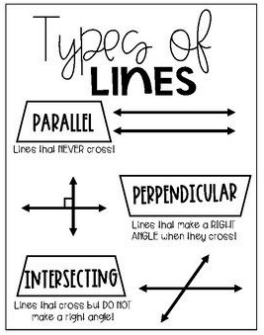
Relationship	Properties
Co-interior Angles	Add up to 180°



Relationship	Properties
Angles on a straight line	Add up to 180°

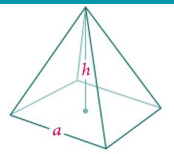






Volume of Pyramid

⅓ base area x height



Volume	Find area of base x height or length
Cuboid:	width x height x length
Triangular Prism	Area of triangle x length ½ base x height x length
Cylinder	Area of circle x length πr^2 x length