

Knowledge Organiser

YEAR

8



Is your cup half
empty or half full?

B I L L I E
E I L I S H

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

Knowledge Organisers at Redmoor Academy

WHY?

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?

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 be 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?

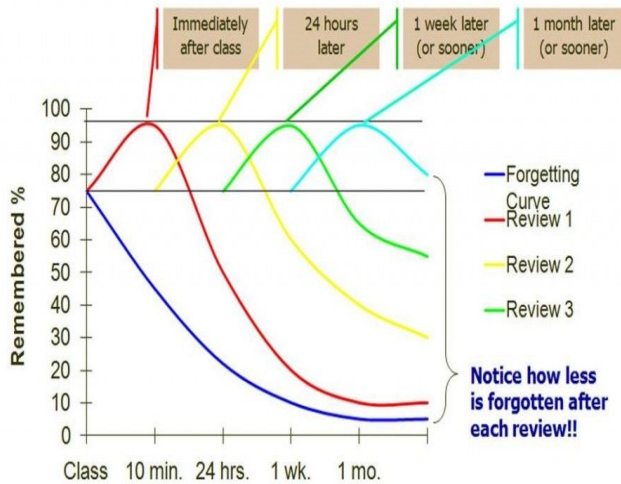
How will my teachers use them?

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 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 resource 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](#)

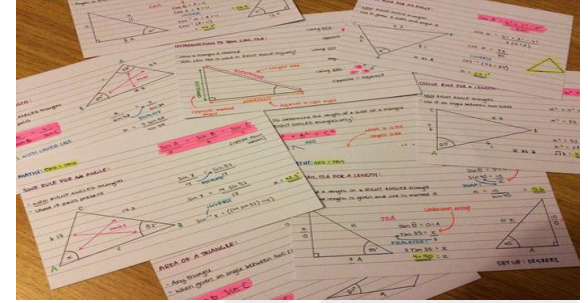
How we learn at Redmoor

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](#)

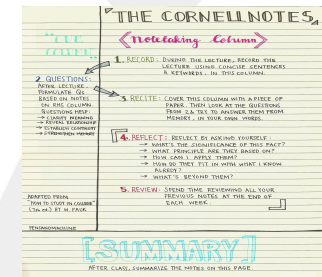
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

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.

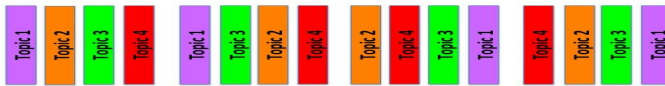
Eg. topic 1 cells, topic 2 digestive system

This will improve your memory!

Massed presentation



Spaced and interleaved presentation



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.

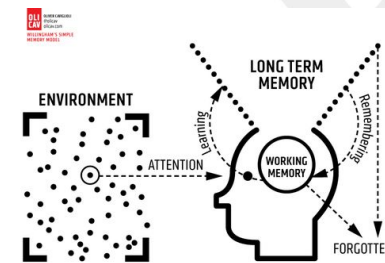
Mind maps help with memorisation of jey knowledge as it helps to organise information and begin to make links and connections to different pieces of information.

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



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/>



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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: Novel - *Of Mice and Men*

| BIG QUESTION: How does John Steinbeck create an engaging narrative? | | |
|---|---------------------------------|--|
| George | Frustrated, devoted, a dreamer. | Represents the importance of friendship. |
| Lennie | Childlike, physically powerful. | Represents innocence in the face of cruelty. |
| Candy | Unloved, an outcast. | Represents how society mistreats the elderly. |
| Curley | Insecure, jealous, unmerciful. | A symbol of violence. |
| Curley's Wife | Seductive, objectified, lonely. | A symbol of patriarchal oppression. |
| Slim | Non-judgemental, wise. | Represents compassion and wisdom. |
| Crooks | Proud, lonely, cynical. | Represents the isolating effects of racism. |
| Carlson | Heartless, insensitive. | Represents how actions can be disconnected from emotion. |



| BIG QUESTION: Why do you think Steinbeck wrote this novel? | |
|--|--|
| John Steinbeck | Grew up as middle class and spent his summers working on ranches near his home in California. He often wrote stories with moral messages (allegories). |
| The Great Depression | Started in 1929 with the stock market crash. Led to a period of great poverty and unemployment across the USA. A third of America's population became unemployed and many suffered from poverty, hunger and disease. |
| The American Dream | The idea that if you work hard enough, you can achieve anything. Every American can achieve freedom, equality and opportunity. |
| Gender | In the 1930s married women were expected to stay at home, look after the children and give up their jobs if their husband wanted them to. |
| Darwinism | 'Survival of the fittest': the weak will be placed aside as the powerful take the opportunities. |
| Racism | The Jim Crow Laws made racial segregation legal in America. They lasted until 1968 and denied African Americans the right to vote, hold jobs and get an education or other opportunities. |
| Disability | The mentally disabled were often seen as a burden on society. In some states, having a low IQ (intelligence test) score meant that people were sterilised (stopped from having children). |

| BIG QUESTION: What can we learn about the human condition by studying this novel? | |
|---|--|
| Dreams | Dreams are fragile. |
| Loneliness | Destroys a person's spirit. Friendship has a lasting power. |
| Discrimination | Racism, sexism, ageism and prejudice towards the disabled is damaging. |
| Death | Life can be undervalued and people can be treated as commodities. |
| Nature | Represents mankind's inherent (natural) goodness. |

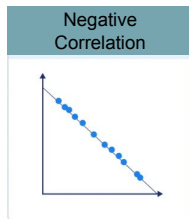
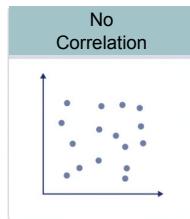
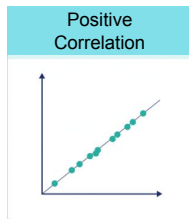
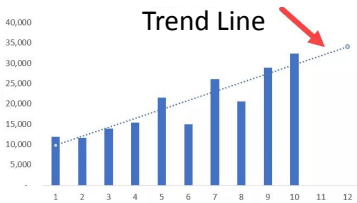
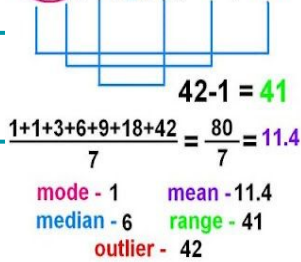
| BIG QUESTION: How are Steinbeck's words powerful? | |
|---|---|
| Animal Imagery / zoomorphism: | When the writer gives animal characteristics (features) to a human or non-animal. |
| Colloquialism: | Language we use in ordinary and informal conversations. |
| Connotation: | An idea or feeling which a word makes you think of or suggests. |
| Semantic field: | A group of words that can be connected to the same topic or theme. |
| Symbolism: | The use of a symbol or image to represent something else. |

| BIG QUESTION: Why do form and structure matter? | |
|---|---|
| Allegory: | A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one. |
| Cyclical structure: | A story's ending which links back to the beginning by repeating words, ideas, settings or actions. |
| Foreshadowing: | When the writers gives a hint about what's to come later in the story. |
| Microcosm: | This is where the world is represented on a smaller scale. |
| Tragedy: | A genre of drama or literature where the hero is brought down by his/her own flaws, a defect in their character. |

| VOCABULARY BOOST | |
|------------------|--|
| Word | Definition |
| Idealism | Believing that very good things can be achieved, particularly when they don't seem likely to other people. |
| Isolation | The state of being alone or away from others. |
| Microcosm | This is where the world is represented on a smaller scale. |
| Migrant | A person who moves from one place to another to find work or better living conditions. |
| Predatory | A person or organisation that is eager to gain something out of someone else's weakness or suffering. |
| Prejudice | An unreasonable dislike of a particular group of people, person or thing. |
| Status | A position or rank in relation to others. |

| Keyword | Definition |
|---|--|
| Discrete Data  | Data that can be counted . It can only have certain values. e.g. numbers on a dice |
| Continuous Data  | Data that can be measured. Data that can take on any value in a range. e.g. length of a room |
| Frequency | The number of times each piece of data/ information happens / occurs |
| Mean | An average found by adding all the numbers and dividing by the frequency |
| Median | The middle value when data is sorted into order of size. If there is an even number, the median is the mean of the two middle values |
| Mode | The value that occurs most often |
| Range | The difference between the smallest and the largest value |
| Outlier(s) | A value that appears to lie outside of most of the other values. |

1, 1, 3, 6, 9, 18, 42



Scatter Graph

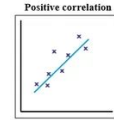


Shows the relationship between two sets of data.

Line of best fit

The 'line of best fit' goes roughly through the middle of all the scatter points on a graph.

Correlation



Co- (meaning "together"), and Relation (meaning link) how 2 sets of data are linked together

Grouped Frequency Table

Rather than showing how many times each number appears in a list the data is grouped

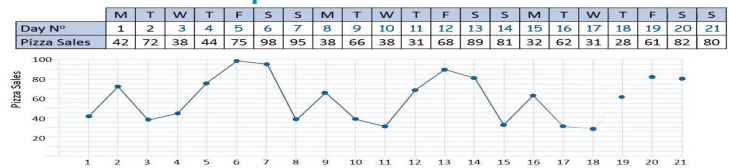
| Length | Frequency (f) |
|--------------------------|---------------|
| $0 \leq \text{ft} < 10$ | 2 |
| $10 \leq \text{ft} < 20$ | 6 |
| $20 \leq \text{ft} < 30$ | 9 |
| $30 \leq \text{ft} < 40$ | 5 |
| $40 \leq \text{ft} < 50$ | 3 |

Modal Class

The class/group with the highest/most frequency

Time Series Graph

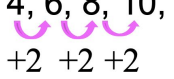
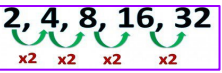
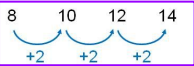
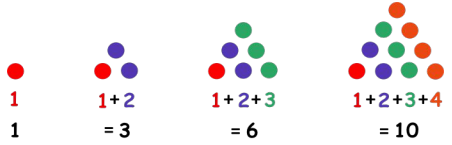
A graph that shows how measurement changes with time



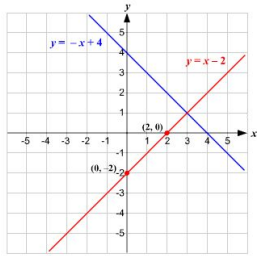
Trend

The direction data appears to go over time

Year 8 SEQUENCES

| Keyword | Definition | | | | | | | | |
|--|---|-----------------|-----------------|-----------------|------|---|---|---|--|
| Arithmetic Sequence 4, 6, 8, 10,  | A number pattern which increases (or decreases) by the same amount each time is called an arithmetic sequence. Same difference is added + or subtracted - | | | | | | | | |
| Geometric Sequence 2, 4, 8, 16, 32  | A number pattern which is created by multiplying or dividing each time to get the difference between each term | | | | | | | | |
| Term | Each value (number) in a sequence. | | | | | | | | |
| Term to Term  | The amount by which a sequence increases or decreases by is known as the term to term . (+2 is the term to term here) | | | | | | | | |
| Position to Term <table border="1" data-bbox="57 778 338 871"> <tr> <td>Position</td> <td>1st</td> <td>2nd</td> <td>3rd</td> </tr> <tr> <td>Term</td> <td>3</td> <td>6</td> <td>9</td> </tr> </table> | Position | 1 st | 2 nd | 3 rd | Term | 3 | 6 | 9 | What operations are applied to the position number to get the number in the sequence e.g. $x \times 3$ Position 1 $1 \times 3 = 3$ Position 2 $2 \times 3 = 6$ |
| Position | 1 st | 2 nd | 3 rd | | | | | | |
| Term | 3 | 6 | 9 | | | | | | |
| nth term an +/- b | The formula to work out any number (n) in an arithmetic sequence | | | | | | | | |
| Fibonacci Sequence 1,1,2,3,5,8... | Sequence where 2 previous numbers are added to find the next term (number) | | | | | | | | |
| Triangular Numbers 1,3,6,10,15,21...  | Number of dots that can make an equilateral triangle | | | | | | | | |

| Keyword | Algebra Definition |
|--------------------|---|
| Expanding Brackets | To multiply each term in the bracket by the expression outside the bracket. e.g: $3(m + 7)$, $3 \times m + 3 \times 7 = 3m + 21$ |
| Factorising | It is the reverse process of expanding brackets . To factorise an algebraic expression means to put it in brackets by taking out the common factors. |
| Linear Equations | Equation of a line on a graph $y = m x + c$ (m= gradient, c = y intercept) |



Compound Measures

They involve two or more different units of measure
 Example: miles/hour or g/cm^3

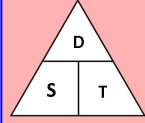
Square Numbers

| |
|--------------|
| $1^2 = 1$ |
| $2^2 = 4$ |
| $3^2 = 9$ |
| $4^2 = 16$ |
| $5^2 = 25$ |
| $6^2 = 36$ |
| $7^2 = 49$ |
| $8^2 = 64$ |
| $9^2 = 81$ |
| $10^2 = 100$ |

Cube Numbers

| |
|---------------|
| $1^3 = 1$ |
| $2^3 = 8$ |
| $3^3 = 27$ |
| $4^3 = 64$ |
| $5^3 = 125$ |
| $6^3 = 216$ |
| $7^3 = 343$ |
| $8^3 = 512$ |
| $9^3 = 729$ |
| $10^3 = 1000$ |

Speed Distance Time

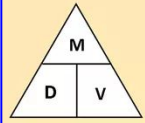


$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

$$\text{Distance} = \text{Speed} \times \text{Time}$$

$$\text{Time} = \frac{\text{Distance}}{\text{Speed}}$$

Mass Density Volume

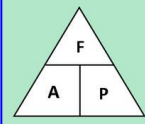


$$\text{Volume} = \frac{\text{Mass}}{\text{Density}}$$

$$\text{Density} = \frac{\text{Mass}}{\text{Volume}}$$

$$\text{Mass} = \text{Density} \times \text{Volume}$$

Force Area Pressure



$$\text{Pressure} = \frac{\text{Force}}{\text{Area}}$$

$$\text{Area} = \frac{\text{Force}}{\text{Pressure}}$$

$$\text{Force} = \text{Area} \times \text{Pressure}$$

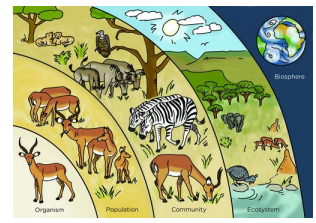
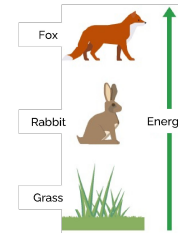
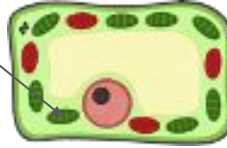
BIG QUESTIONS:

1. How do plants produce food?
2. How does the body transfer energy from food?
3. How do organisms interact within an ecosystem?
4. What happens to organisms if the ecosystem changes?

Redmoor Science Department

Biology – Bioenergetics & Interdependence

Chloroplast containing chlorophyll

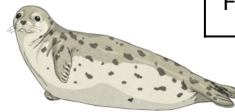


1. How do plants produce food?

| | |
|----------------|--|
| Photosynthesis | A chemical process whereby plants make food by absorbing sunlight. Carbon dioxide + Water \square Glucose + Oxygen |
| Chloroplast | Cell organelle that contains the green pigment chlorophyll which absorbs sunlight for photosynthesis. |
| Leaf | Plant organ adapted to carry out photosynthesis. |
| Stomata | Tiny holes on the underside of leaves that open and close to control water loss. Gases diffuse into and out of the plant through them. |
| Palisade cell | Plant cell adapted to carry out photosynthesis. It contains many chloroplasts. |
| Plant mineral | Chemical elements and compounds needed for plant growth. |

2. How does the body transfer energy from food?

| | |
|-----------------------|--|
| Energy | The ability to work or produce a change. |
| Aerobic respiration | A chemical process whereby oxygen and glucose are reacted to release energy. Glucose + Oxygen \square Carbon dioxide + Water |
| Anaerobic respiration | A chemical process whereby glucose is broken down without oxygen to release a small amount of energy. In animals: Glucose \square Lactic Acid Fermentation: Glucose \square Ethanol + Carbon dioxide |
| Lactic acid | Substance formed from anaerobic respiration that causes muscle fatigue, muscle cramps and pain. |
| Oxygen debt | The amount of oxygen required by the body for recovery after vigorous exercise. |



3. How do organisms interact with an ecosystem?

| | |
|--------------------|---|
| Ecology | The study of living organisms and the places they live. |
| Ecosystem | A community and the habitat in which the organisms live. |
| Community | All the organisms that live in a habitat. |
| Habitat | A place where organisms live. |
| Population | All the members of a single species that live within a geographical area. |
| Producer | Plants that begin food chains by making food. |
| Primary consumer | Eats producers. |
| Secondary consumer | Eats primary consumers. |
| Tertiary consumer | Eats secondary consumers. |
| Food chain | A sequence of feeding relationships between organisms. |

4. What happens to organisms if the ecosystem changes?

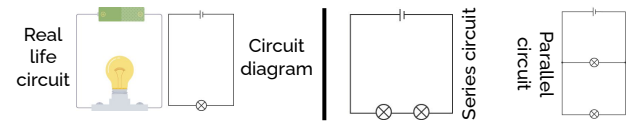
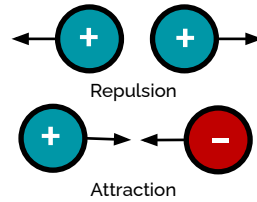
| | |
|-----------------|---|
| Prey | Organisms that predators kill for food. |
| Predator | Organisms that kill prey for food. |
| Interdependence | All organisms in an ecosystem depend on each other for survival. |
| Bioaccumulation | Toxic materials build up in a food chain and damage the organisms in it. |
| Adaptation | A characteristic(s) that helps an organism to survive in its environment. |
| Pollination | The fertilisation of flowers by the transfer of pollen from one to another. |

BIG QUESTIONS:

- How do objects become charged how do they interact with each other?
- How would you design a series circuit and a parallel circuit to measure potential difference, resistance and current?
- How do magnets behave and why is this important for navigating the Earth?
- How can the strength of an electromagnetic field be changed?

Redmoor Science Department

Physics – Electricity & Magnetism

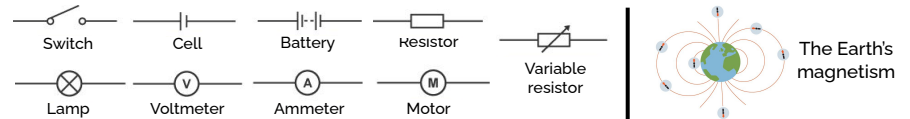


- How do objects become charged and how do they interact with each other?

| | |
|--------------------|---|
| Atom | The smallest part of an element that can exist. |
| Electron | Subatomic particle with a negative charge. |
| Charge | Property of matter that causes a force when near another charged object. Charge can be positive or negative. |
| Attraction | When two or more charged objects are brought together due to having different charges. |
| Repulsion | When two or more charged objects are pushed away from each other due to having the same charge. |
| Electric field | Area surrounding an electric charge that may influence other charged objects. |
| Non-contact force | Force exerted between two objects that do not need to be touching. |
| Insulator | A material that does not let electrical charge or thermal energy to be transferred through it easily. E.g. rubber |
| Static electricity | Electric charge that builds up on an insulated object. |

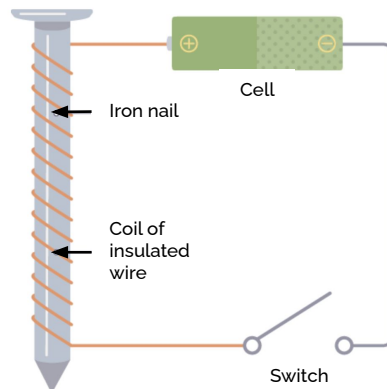
- How would you design a series circuit and a parallel circuit to measure potential difference, resistance and current?

| | |
|----------------------|---|
| Circuit symbol | Diagram used to represent an electrical component in a circuit diagram. |
| Circuit diagram | A diagram that represents an electrical circuit using straight lines and symbols. |
| Conductor | A material that allows electrical charge and thermal energy to be transferred through it easily. E.g. metal. |
| Electric current | The movement of electrons moving through the wires in a circuit. Measured in amperes (A). |
| Series | Connected to a circuit in the same or branch. There is only one loop in the circuit. |
| Parallel | Connected across a component in a different branch. There is more than one loop in the circuit. |
| Potential difference | Also known as voltage. The difference in energy between two points in a circuit. This difference causes electric current to flow between them. Measured in volts (V). |
| Resistance | Anything that opposes the flow of electrical current in a circuit. Measured in Ohms (Ω). |



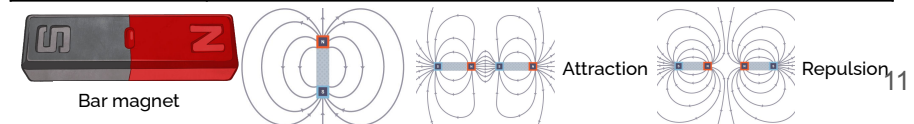
- How can the strength of an electromagnetic field be changed?

| | |
|----------------|--|
| Electromagnet | A magnet made by wrapping a coil of wire around a magnetic material (usually iron) and passing an electric current through the coil. |
| Direct current | Current in a circuit that flows in one direction around the wires. |
| Motor effect | The effect where a force is exerted on a wire carrying a current in a magnetic field. |



- How do magnets behave and why is this important for navigating the Earth?

| | |
|------------------|---|
| Magnetic | Able to be magnetised or is attracted to a magnet. |
| Magnetic field | Area surrounding a magnet that can exert a force on magnetic objects. |
| North pole | The end of a magnet that is attracted to the Earth's magnetic north pole. |
| South pole | The end of a magnet that is attracted to the Earth's magnetic south pole. |
| Permanent magnet | Magnet made from a magnetic material. Its magnetism cannot be turned off and it is always magnetised. |
| Plotting compass | Small magnetic compass used to detect magnetic fields. |



French Unit 5 - Ma Ville

Key Vocabulary

Comparatives - words which help us to compare two nouns
Phonics - the link between letters and sounds
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.

Modal verbs - verbs which need another verb after them to make sense.
Conditional tense - used to describe something that would happen in the future
Future tense - used to describe something that will happen in the future.
Subject pronoun - a word that replaces a proper noun in a sentence (eg.he/she)
Intensifiers - words which go before adjectives to make them more interesting

(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 [k] |
| ch [sh] | gn [nyuh] |
| u [oo] | au [oh] |



Tu habites dans quelle sorte de ville? What sort of town do you live in?

| Verb + PVS + noun (2) | | Adjective (3) | PVS + noun (4) | Quality Vocab (5) | |
|---|--|--|---|--|--|
| J'habite I live Tu habites You live Il habite He live Elle habite She lives Nous habitons We live | une grande ville a big town une petite ville a small town un grand village a big village un petit village a small village | industriel(le) industrial pittoresque picturesque touristique touristy multiculturel(le) multicultural moderne modern agricole agricultural bruyant(e) noisy animé(e) lively calme calm | au bord de mer by the seaside à la campagne in the countryside à la montagne in the mountains à la frontière on the border dans le nord in the North dans le sud in the South dans le centre in the centre | qui est connu(e) pour which is known for qui est célèbre pour which is famous for | l'usine Triumph. the Triumph factory. le Cab. the Hansom Cab. la mode. fashion. le vin. wine. la culture. culture. |

Tu aimes ta ville? Do you like your town?

| Opinion (6) | 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 a lot Je n'aime pas I don't like Je déteste I hate Je préfère I prefer Je ne supporte pas I can't stand | ma ville my town mon village my village | car because parce qu' because puisque as | on me dit que people say that il faut admettre que I must admit that heureusement fortunately malheureusement unfortunately | 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 | grand. big petit. small vieux. old moderne. modern tranquille. quiet sale. dirty pollué. polluted dangereux. dangerous joli. pretty intéressant. interesting |

Il y a quels magasins dans ta ville? What shops are there in your town?

| Sentence starter | Quality Vocab | Quantity (10) | BAGS adjectives (11) masc/fem/plural | Noun (12) | Adjective (13) |
|---|--|---|--|---|--|
| <p>Dans ma ville In my town</p> <p>À Hinckley In Hinckley</p> <p>Là où j'habite Where I live</p> | <p>heureusement fortunately</p> <p>malheureusement unfortunately</p> | <p>il n'y a pas de there isn't</p> <p>on n'a pas de we don't have</p> <p>il y a plein de there's loads of</p> <p>il y a beaucoup de there's lots of</p> <p>il y a assez de there are enough</p> <p>il y a une manque de there's a lack of</p> <p>il y a trop de there are too many</p> | <p>grand(s) big</p> <p>grande(s)</p> <p>petit(s) small</p> <p>petite(s)</p> <p>vieux old</p> <p>vieille(s)</p> <p>nouveau(x) new</p> <p>nouvelle(s)</p> <p>bon(s) good</p> <p>bonne(s)</p> <p>joli(s) pretty</p> <p>joie(s)</p> <p>beau(x) beautiful</p> <p>belle(s)</p> | <p>boucheries (f) butchers</p> <p>boulangeries (f) bakeries</p> <p>pâtisseries (f) cake shops</p> <p>charcuteries (f) delis</p> <p>poissonneries (f) fishmongers</p> <p>pharmacies (f) pharmacies</p> <p>bijouteries (f) jewellers</p> <p>confiseries (f) sweet shops</p> <p>magasins de vêtements (m) clothes shops</p> <p>centres commerciaux (m) shopping centres</p> <p>centres sportifs (m) sports centres</p> <p>cinémas (m) cinemas</p> <p>marchés (m) markets</p> <p>théâtres (m) theatres</p> <p>parcs/ jardins publiques (m) parks</p> | <p>moderne(s) modern</p> <p>énorme(s) enormous</p> <p>impressionnant(e)(s) impressive</p> <p>historique(s) historic</p> <p>animé(e)(s) lively</p> <p>magnifique(s) magnificent</p> <p>tranquille(s) quiet</p> <p>touristique(s) touristy</p> <p>propre(s) clean</p> <p>célèbre(s) famous</p> |

Qu'est-ce qu'on peut faire dans ta ville? What can you do in your town?

| Sentence starter | Subordinate Clause (14) | Verb | Noun (15) | Modal Verb | Infinitive (16) |
|---|--|--|--|---|---|
| <p>Dans ma ville In my town</p> <p>À Hinckley In Hinckley</p> <p>Là où j'habite Where I live</p> | <p>pour les touristes for tourists</p> <p>pour les familles for families</p> <p>pour les jeunes for young people</p> <p>pour ceux qui aiment for those who like</p> <p>pour ceux qui adorent for those who love</p> <p>si vous aimez if you like</p> <p>pour ceux qui s'intéressent à for those interested in</p> | <p>il y a there is</p> <p>on a we have</p> | <p>une église a church</p> <p>une cathédrale a cathedral</p> <p>une gare a train station</p> <p>une bibliothèque a library</p> <p>une boîte de nuit a night club</p> <p>une patinoire an ice rink</p> <p>une piscine a pool</p> <p>un hôtel a hotel</p> <p>un hôtel de ville a town hall</p> <p>un hôpital a hospital</p> <p>un restaurant a restaurant</p> <p>un stade a stadium</p> <p>un musée a museum</p> <p>un parc a park</p> | <p>où on peut where you can</p> <p>où j'aime where I like</p> | <p>faire du shopping. do some shopping.</p> <p>jouer au foot. play football.</p> <p>regarder un film/un match. watch a film/match.</p> <p>manger un repas. eat a meal.</p> <p>retrouver des amis. meet friends.</p> <p>faire de la natation. do some swimming.</p> <p>se relaxer. relax.</p> <p>lire. read.</p> |

History

Political Studies 1500 - modern day

Political:
relating to
the
government
/ ruling elite

Social:
relating to
society or
the people

Liberal Reforms

General Strike: when several sectors go on strike at the same time
Liberal Reforms: Measures to help the poor **1906-1914**
Welfare: the health, happiness, and fortunes of a person or group.
Pension: A weekly amount of money given to people over 70 (originally 5 shillings)
National insurance: A form of tax to pay for health and unemployment insurance
Welfare State: the government provides some level of basic support for welfare of its citizens

Revolutions and Wars

Liberté, Égalité, Fraternité: freedom, equality, fraternity (brotherhood) - the motto of the French Revolution
Guillotine: invention for publically beheading people
Aristocracy: the highest class of people within a society
14th July 1789: the storming of the Bastille sparks the **The French Revolution**
1792 September: 1100-1400 prisoners from the nobles and clergy massacred
1793: King Louis XVI is executed
1793-94: the "Terror" 12,000 guillotined
1799: Napoleon Bonaparte takes over the French government
1803-1815 Napoleonic Wars: Major conflicts between the French Empire and a variety of European powers.
1804: Napoleon is crowned Emperor
1805: Battle of Trafalgar
Continental system: a blockade designed by Napoleon to paralyze Great Britain through stopping their ability to trade.
1807-1814: Peninsular Wars: a major conflict during the Napoleonic Wars. Spanish, Portuguese, and the British were fighting against the French.
1815: Battle of Waterloo

Democracy and Protest 1:

Constituency: parliamentary unit elects 1 MP
Rotten boroughs: constituencies that could be bought
Reform: make changes to something in order to improve it.
Trade union: organisation to fight for worker rights
Chartists and People's Charter: movement to extend voting and political power to workers
Tolpuddle Martyrs: punished for forming a union
1799/1800 Combination Acts: banned formation of unions
1819 Peterloo Massacre: a peaceful protest but 18 people died & over 700 were seriously injured.
1832: The Reform Act
1839: Newport Rising - Chartists riots

Growth of Towns

Rural to Urban migration: countryside to towns migration
Cholera: Deadly disease caused by poor sanitation
Sanitation: water supply and sewage removal
Workhouses: Where the poor lived in return for 'work'.
Bloody Code: a series of laws ordering a death sentence for minor crimes
Capital punishment: death penalty
Corporal punishment: punishment involving harm to the body.

Democracy and Protest 2

Suffrage: the right to vote
NUWSS: National Union of Women's Suffrage Societies. Led by **Millicent Fawcett**
WSPU: Women's Social and Political Union. Led by **Emmeline Pankhurst**
Militancy: violent or illegal protesting
Cat and Mouse Act: the Government released hunger striking protesters until they recovered

Civil Rights in UK

1958: Notting Hill Race Riots
Paul Stephenson: led the Bristol Bus Boycott against a racist public bus company.
Olive Morris: was a Jamaican-born British-based community leader for the Civil Rights movement in London.
Obi Egbuna: founded the British Black Panthers in **1968** in London.
Black Panthers: The first Panther organisation outside the USA. They fought racial injustices in the UK.
Mangrove 9: British black activists tried for inciting a riot at a protest in **1970**.

Civil Rights in US

Abraham Lincoln: US President during the Civil War, issues **Emancipation Proclamation** to free all enslaved people
Jim Crow Laws: series of laws to restrict civil rights of black Americans
Segregation: the separation of whites and non-whites in Southern states
1861-65 American Civil War: States of the South (Confederacy) try and fail to break away from the US
1954 Brown vs Board of Education: Supreme Court ruled that segregated school are unconstitutional
1955-56 Montgomery Bus Boycott: Protesters refuse to use the town's buses after the arrest of Rosa Parks
1957 Little Rock 9: First black students to attend Arkansas white school
1960 First "sit in" demonstration in Greensboro
1961 Freedom Rides: protesters use segregated facilities on coach services
1963 March on Washington and "I have a dream" speech by **Martin Luther King Jr**
1965 March: Selma to Montgomery March to demand an end to voter registration restrictions
1965 August Voting Rights Act: **President Johnson** signs a law to end restrictions on voter registration



Year 8 Geography - Rivers K0

River landforms

Upper course

V-shaped valleys – steep valleys that are formed as the river erodes the land it passes over; they are v-shaped because the land

Waterfalls – steep drops formed by uneven rates of erosion as rivers pass over differing bands of hard and soft rock

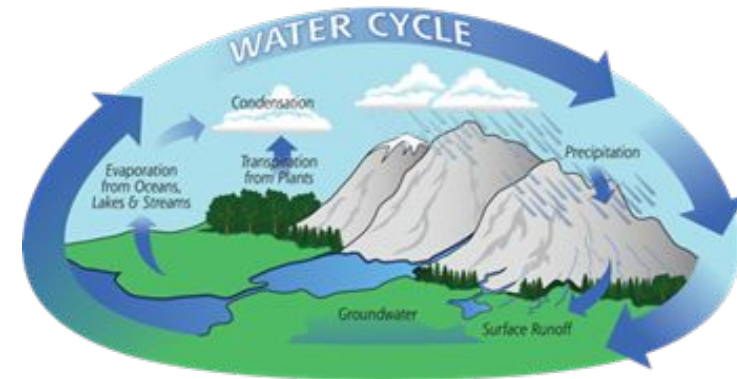
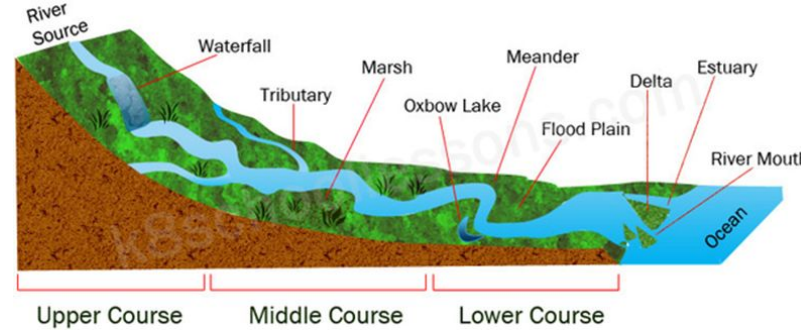
Middle course

Meanders – bends in the river that are made more extreme as water flows more forcefully around the outside bend, eroding the riverbank further there and leading to deposition around the inside bend
Ox-bow lakes – when a meander bends so much that the river takes a shortcut and leaves part of the meander cut off from the rest of the river

Levees – steep banks built up along a river intentionally or as a result of material being deposited on the banks during flooding

Lower course

Deltas – material that is deposited and builds up at the mouth of a river



Erosion

- **Hydraulic action** — as water rushes by, it forces air into cracks in the rock, which continue to widen and break

- **Abrasion** — sand and rock are thrown against the riverbed and banks, wearing them away like sandpaper

- **Attrition** — pieces of rock are thrown against each other, causing sharp edges to break off and eventually becoming smaller and rounder

- **Corrosion** — weak acids in the water break down the rock in the riverbed and banks

Transportation

- **Traction** — large stones are rolled along the riverbed

- **Saltation** — smaller stones bounce along the riverbed over one another

- **Suspension** — small particles of rock, dirt, and plants float in the water of a river, making it look cloudy

- **Solution** — particles of rock and chemicals are dissolved and carried along in the water unseen

Deposition

Rivers **deposit** (drop) eroded material as they lose speed when:

- the river becomes shallower

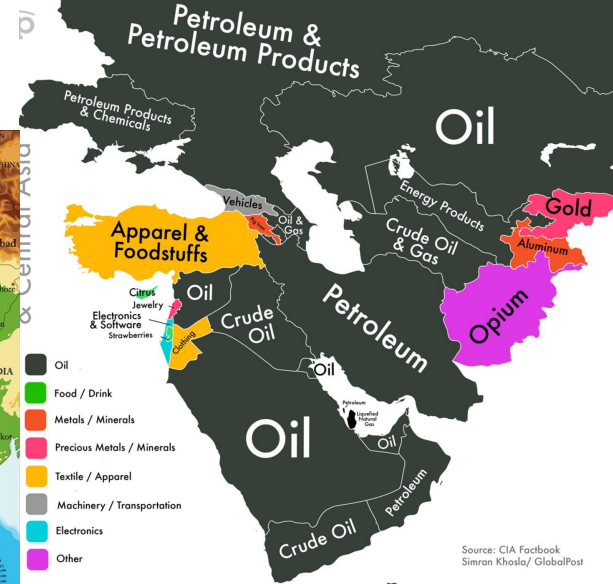
- the amount of water is reduced

- the amount of material being carried increases

- the river reaches its mouth

They do this because they no longer have the **energy** to carry it.

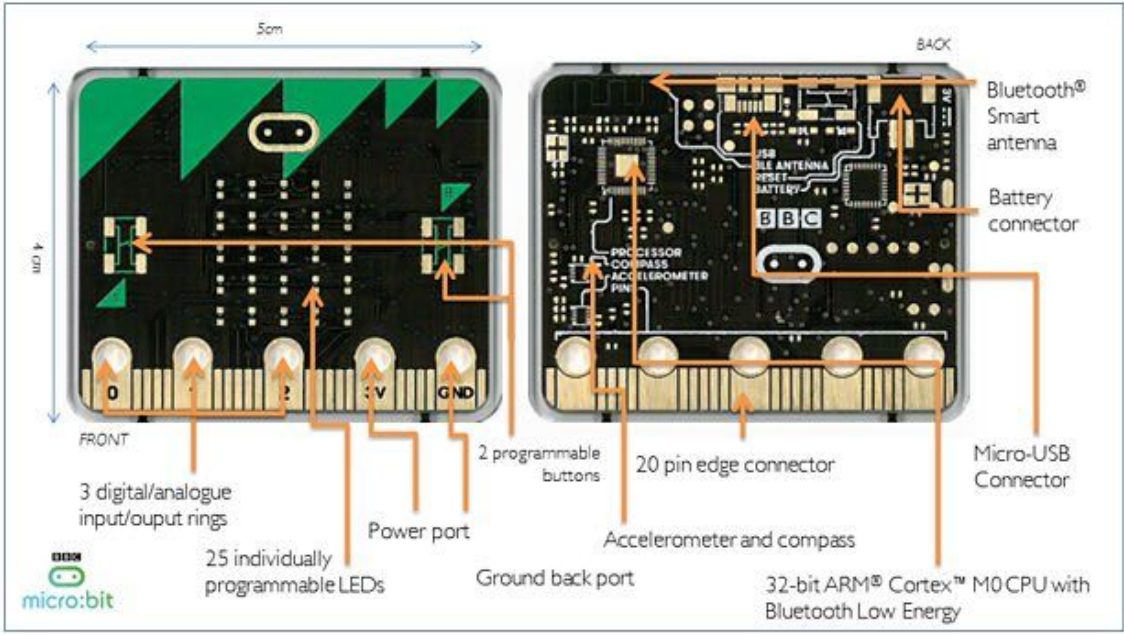
Year 8 Geography - The Middle East



| | |
|------------|--|
| Key term | |
| Israel | A country created in 1948 for Jewish people. Also a biblical kingdom founded by the Hebrews fleeing Egypt. |
| Palestine | Not an official country yet but geographical and historical area. Contains many historical and religious sites. |
| Gaza strip | The area of land north west of the country, given to Palestine and ruled by an extremist religious group called Hamas |
| oil | Also called petroleum, crude oil, is a fossil fuel. Like coal and natural gas, petroleum was formed from the remains of ancient marine organisms, such as plants, algae, and bacteria. Over millions of years. |
| Conflict | A state of disagreement caused by the perceived or actual opposition of needs, values and interests between people. |
| Refugee | Refugees are people who must leave their home area for their own safety or survival. |
| Syria | Syria is located in Western Asia, north of the Arabian Peninsula, at the eastern end of the Mediterranean Sea. It is bordered by Turkey to the north, Lebanon and Israel to the west. |

Year 8 Computing

Python Programming on the BBC Microbit



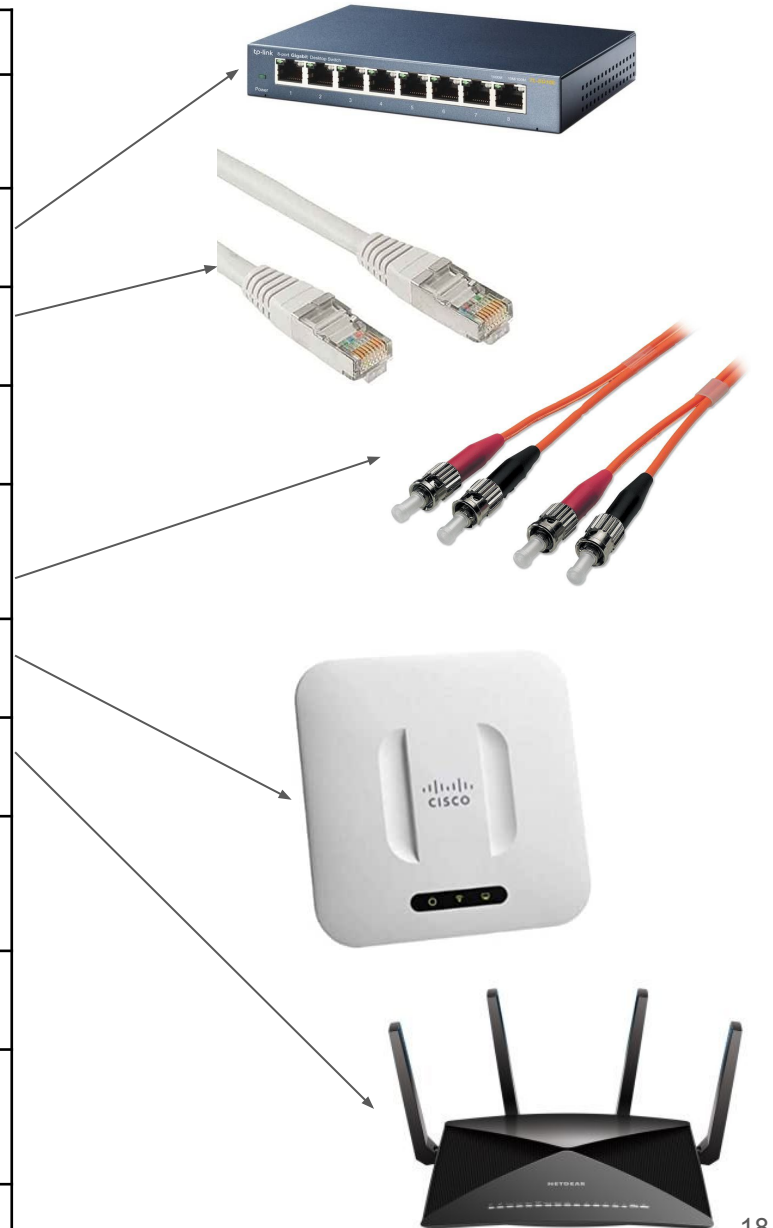
| Key Terminology | |
|-----------------|---|
| Python | A text based programming language that is very close to written English. |
| Algorithm | A set of steps or instructions to complete a task. |
| Variable | A place to store a single piece of data. |
| Input | Where data is entered into a computer by a user/human. |
| Output | Where data is displayed by the computer. Examples include: text, images, sound, or video displayed on a monitor or through speakers. |
| Assignment | When one variable is set equal to another e.g. $x = y$ |
| Sequence | When code is run in a specific order, usually from top to bottom. |
| Selection | Also called a decision, when a program takes a course of action based on an answer. <pre>IF ELIF ELSE if answer == 0: print("Even") else: print("Odd")</pre> |
| Loops | When one or more lines of code are repeated. <pre>While For for i in range(11): print ("The count is: " + str(i))</pre> |

| BBC Microbit | |
|---------------|---|
| Sensor | An input device for a computer that can measure part of the outside world. We can use these in programming to trigger part of our code to work when something in the outside world happens. |
| Accelerometer | A type of sensor that can measure if the device has moved or not and how far it has moved and in what direction. |
| Thermometer | A type of sensor that can measure the temperature. |

Year 8 Computing

Networking

| Networking Key Terms | |
|-----------------------|--|
| Computer Network | When two or more computers are connected together, allowing them to communicate with each other. |
| Network Switch | A computing device that allows two or more computers to be connected together. |
| Ethernet Cable | A copper cable that is used to connect computers together. |
| Wireless | When computers are connected together without wires. Examples of this include WiFi and 3G. |
| Fibre Optic Cable | A type of cable that can be used to connect computers together that uses light to transfer data rather than electricity. It is extremely fast! |
| Wireless Access Point | A computing device that allows a computer to connect to a network wirelessly. |
| Router | A device that allows a network to be connected to other networks. |
| Internet | A network of networks. This involves networks being joined together from all over the world to create the super network we call 'the Internet'. |
| The World Wide Web | This is all of the web pages, videos, images and other resources that are transported across the Internet. |
| Web Server | This is a powerful computer with only one job, to store and allow people to download web pages and other resources that are stored on it using the Internet. |
| Bandwidth | How much data your computer can transfer in 1 second. Usually measured in Megabits. |

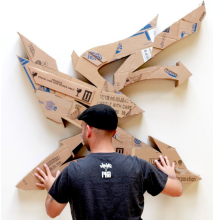


Year 8 Art - Graffiti

Can graffiti be transformed into valuable art?

Alecks Cruz is a successful artist that uses graffiti style lettering to create his sculptures. His work is showcased in galleries across the world.

1. Born in Chicago in 1984, Alecks is a self-taught visual artist and **graphic** designer
2. 2011 when Alecks began gaining local recognition by winning design competitions.
3. He explores the **composition** of individual letters and the unique beauty that each character has to offer.
4. Alecks took his love for graffiti art and constructs cardboard graffiti pieces that quickly became his **trademark**.
5. His work shows arrows, barcodes and colours that pop out with hard angles, straight sides and swooping edges.



How is graffiti created?

Typography is the art of designing and arranging letters. It started as a craft in the 15th century with the invention of the printing press and has gradually evolved into an art form in its own right with modern digital technologies offering more creative possibilities.

The term '**Font**' was originally used to identify the design elements in a typeface e.g. **bold**, underlined, or *italic*. Bold type can add an emphasis or strength to a font. Underlined type is an effective way of emphasizing the title of a document. It can also be used to call attention to an important section of text. *Italic* type can also emphasise an important word or passage of text

Serifs are the extended corners at the ends of a letter and like all good design, they evolved naturally. They originated in the stone-carved letters of the Ancient Romans.

Serif fonts are the most legible and are commonly used for large blocks of text. Their wide horizontal baseline emphasizes the line of text for the eye and makes reading more comfortable.

Sans-serif fonts are simply fonts without serifs ('sans' means 'without' in French). They are also sometimes called Gothic



Is graffiti an acceptable art form?

- **Graffiti** art as a term refers to images or text painted usually onto buildings, typically using spray paint. Graffiti is marks, scratchings or drawings made on a surface in a public place.
- Graffiti art has its origins in 1970s New York, when young people began to use spray paint and other materials to create images on buildings and on the sides of subway trains. Such graffiti can range from bright graphic images (wildstyle) to the stylised monogram (tag).
- Today, many graffiti are very complicated mixtures of writing and pictures. When done without a property owner's permission it is considered **vandalism**. Sometimes it is just a person's name or a word. Sometimes it is as a public **political protest**.

A **stencil** is device for applying a pattern, design, words, etc. to a surface, consisting of a thin sheet of cardboard, metal, or other material from which figures or letters have been cut out, a coloring substance, ink, etc., being rubbed, brushed, or pressed over the sheet, passing through the **perforations** and onto a surface.

Year 8 Art - Cultural Art

What is culture?

Culture is the **characteristics** and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts.

"Culture **encompasses** religion, food, what we wear, how we wear it, our language, marriage, music, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with loved ones, and a million other things," Cristina De Rossi.

Who are the native Americans?

- Native Americans lived in the United States for a very long time before Christopher Columbus discovered America.
- The first people to live in a land are called **indigenous peoples**.
- The Native Americans were grouped into tribes or nations usually based on the area they lived in and their culture such as their religion, customs, and language.
- The Native Americans did not write down or record their history, so we have to find out about their history in other ways.



Evolving from simple cave drawings and carvings traditional American Indian art grew to include intricate art in such forms as jewelry, beadwork, weaving, pottery, paintings, carvings, masks, quillwork (embroidery), and totem poles. Throughout their history their art has reflected their culture, lifestyle, and environment.



How do different cultures use Art and Symbolism?



What is Aboriginal culture?

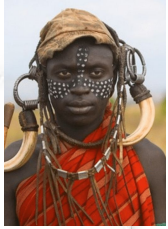
- Aboriginal Australians is a western term for the people who are from the Australian mainland and many of its islands
- Aborigines have lived in Australia for over 40,000 years, and it is believed that they came from areas of Asia. These original Australians were hunter-gatherers.
- The didgeridoo is one of the world's oldest musical instruments and is made from limbs and tree trunks hollowed out by termites.
- Dream time refers to the Indigenous understanding of the world's creation.

The earliest Indigenous art was paintings or engravings on the walls of rock shelters and caves which is called rock art. People believe that dots were used in artwork to hide information from white men when the Aboriginal people became afraid that they would be able to see and understand their **sacred**, private knowledge.

What are the five elements of African art?:

There are 5 elements of African art that are used to describe the aesthetics of African art. These are:

1. Resemblance to a human figure.
2. Shiny and unflawed skin.
3. Youthfulness representing vitality and fertility.
4. Reserved demeanor representing a person in control.
5. Balance and proportion through material choices.



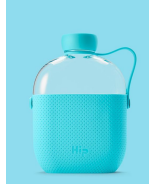
- There are 54 countries in Africa - and 9 territories -with a total of more than 1.1 billion people living on the continent, which is 15% of the world's total population.
- Most of the African people are Christians and Muslims. In North Africa and many West African countries are Islamic.
- There are also almost 10% of Africans that follow **traditional religious rituals** which means they have traditional healing rituals such as bone-throwing, 'magic' and herbal medicine and celebrating the spirit of the **ancestors**.
- In Africa, you will find some of the largest mammals on this planet.



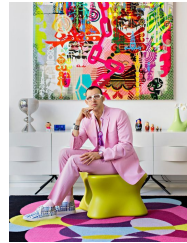
Year 8 Design - Memphis Design

Why is Karim Rashid one of the most influential product designers of our time?

- Karim Rashid is an Egyptian-born and Canadian-raised industrial designer.
- His designs include **luxury** goods, furniture, lighting, surface design, brand **identity** and packaging.
- Time magazine has described him as the "most famous **industrial** designer in all the Americas" and the "Prince of Plastic".
- He is based in New York City, as well as Belgrade, Miami and Mexico.
- He has over 3000 designs in production and has won over 300 awards.



Design Movements



What makes a successful designer?

Designers must take in to consideration a wide variety of factors in order for their products to be successful and actually sell! ACCESSFM is a mnemonic used to help designers analyse other products. It is also helpful to use as a criteria or checklist when designing new ideas.

Aesthetics

What does it look like? What makes it appealing?



Customer

Who would buy the product?



Cost

How much do you think it costs?



Environment

What are the impacts on the environment? Can it be recycled?



Size

What are the dimensions? Does it make it easy/hard to use?



Safety

How has the product been made safe to use?



Function

What does the product do? What's the purpose of the product?



Materials

What materials have been used?



Why was Memphis a radical movement?

- In the early 80s, Italian designer and architect Ettore Sottsass founded Memphis, a group of artists and designers who became known for their bright and bold furniture design
- Although many people ridiculed their work, the Memphis group were **groundbreaking**. Their use of clashing colours, **haphazard** arrangements and brightly coloured plastic laminate was previously unseen. At the time, objects were usually designed to be **functional**, not decorative. Memphis changed this with a more creative approach to design, where they poked fun at everyday objects by designing them in a way that was unusual.
- One of the members of the Memphis group, Nathalie Du Pasquier, collaborated with Danish company HAY to create Memphis-esque patterned bags in 2013. A year later, she designed a collection for the fashion company American Apparel. Elsewhere in fashion, Memphis' work has served as the inspiration for fashion collections by designers such as Dior and Missoni.



Why make a prototype?

A **prototype** is an early sample, model, or release of a product built to test a **concept** or process. Making a **prototype** can highlight unknown **physical**, **technical** or **financial** issues. It is not meant to be the final version, it's the rough draft form of the product. It will often have **elements** that demonstrate how the product will work, even though the prototype may not have the functionality that the final product will have after it is professionally **manufactured**.



Year 8 Design- Product Design

What is a design brief?

A design brief is a written explanation - given to a designer - outlining the **aims**, **objectives** and **milestones** of a design project.

A thorough design brief is a critical part of the design process. It helps develop trust and understanding between the client and designer.

The **client** is usually the person who has identified the *need* for the new idea. It is also crucial designers make use of *market research* and fully understands the *needs and wants* of the 'user' or 'customer base' they are designing for.

The design brief ensures that important design issues are considered and questioned *before* the designer starts work. It may contain some functional requirements: **aesthetics**, materials, safety and quality considerations and other design **constraints**.



How can designers refine their ideas to lead to success?

S Substitute - Replace a part of your product/idea with another

C Combine
Combine ideas, processes or products into one more efficient idea

A Adapt
Adapt an existing idea to solve a problem you had before

M Modify
Modify an aspect of your situation or problem, try magnifying or minimising them

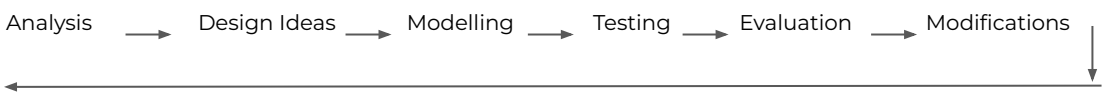
P Put to another use
Put current processes or products that were intended for a specific purpose to another use

E Eliminate
Eliminate or simplify an idea to improve it, but also to identify it's most important aspect

R Reverse
Reverse the orientation, direction of a process or product, do things the other way around.

How does iterative design lead to success?

Iterative design is a circular design process that models, evaluates and improves designs based on the results of testing. Most product designers use this to improve ideas and is often used when designers are creating something for a client. Manufacturers cannot risk investing large amounts of money into the production of a product that has not had **adequate** design, modelling, testing, prototyping and evaluation.



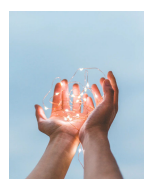
Inspiration or imitation, what's the difference?

Inspiration is the process of being mentally stimulated to do or feel something, especially to do something **creative**.

Inspiration gives us the energy to create new designs and to work hard to ensure they fit with our image or vision. It is when we are inspired that we produce our best work. Inspiration assists us with brainstorming, mapping out new ideas and with bringing these new ideas to life.

In design, inspiration can be sourced from many places. Some examples are:

- A theme or topic eg. nature
- An **era** or time in history
- Looking at the work of others eg. Using a source like Pinterest
- Our surroundings and environment



Drama Keywords

| | |
|---|--|
| Mime | Communicating emotion, meaning or idea without words, using only gesture, expression and movement. |
| Physical Theatre | Performances which incorporate dance elements into a dramatic theatre performance. |
| Stage Combat | Choreographed fight scenes to give the illusion of physical combat without harming any of the actors. |
| Split staging/ Cross-cutting | Two or more pieces of action on stage at one time. Action freezes on one scene before the next continues. |
| Soundscape | Using sounds to create the aural environment of a scene. This can be done by the actor vocally by making noise(s) or by repeating words/phrases. |
| Aside | Lines spoken by an actor to the audience and not supposed to be overheard by other characters on stage. |
| Pace | The speed the dialogue is delivered to the audience. |
| Intonation | The rise and fall of a voice when speaking. |
| Wash | Covers the whole stage in light allowing the audience to see everything. |

Year 8 Drama: Unit 3 - Shakespeare Knowledge Organiser (Jan-Feb)

Context:



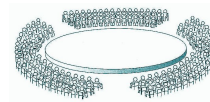
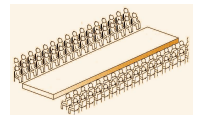
Shakespeare:

- You will be exploring three Shakespearean plays- 'Romeo & Juliet' (gang rivalry, romance & tragedy), 'Hamlet' (revenge, murder, tragedy) & 'Macbeth' (Witch craft, creed, tragedy).
- We will each explore these plays through script work (looking at the words written, with meanings & interpretation- how we show this in performance) & also looking at blocking/direction- if you were setting this scene, what would this look like? Where would the characters stand? Would they have any props?
- You will apply the main performance skills to these scripts- the voice/accent (how will they speak to each other?), expression (how will they look at each other & react?), body language (their posture, stance) & gestures (how they communicate through their arms/hands) including mime & use of Physical Theatre.
- Remember; We will be discussing our ideas in pairs/with the class, & showing our ideas through designs in staging, costume, lighting, props.

Performance Spaces:

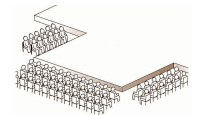
Performance Space:

Traverse - Form of staging where the audience is on either side of the acting area.



In the round - The acting area is surrounded by the audience.

Thrust - The stage projects into the auditorium so that the audience is seated on at least two sides of the extended piece.



Drama Keywords

| | |
|---|--|
| Physical Theatre | Performances which incorporate dance elements into a dramatic theatre performance. |
| Soundscape | Using sounds to create the aural environment of a scene. This can be done by the actor vocally by making noise(s) or by repeating words/phrases. |
| Split staging/ Cross-cutting | Two or more pieces of action on stage at one time. Action freezes on one scene before the next continues. |
| Physicality | The physical attributes of a person, especially when overdeveloped or overemphasised. |
| Blackout | The act of turning off (or fading out) stage lighting. |

Drama techniques, skills and lighting.

Genres:



Some genres we will cover:

- Fantasy (Fiction- not real. Inspired by the real world, but creating a new universe.)
- Horror (Fiction- not real. Creates a level of fear, dread, terror.)
- Superhero (A speculation story- with adventures, powers & battles with criminals.)
- Silent movie/Comedy (No spoken dialogue, set to music & with funny gestures of jokes & mischief.)

Year 8 Drama: Unit 4 Film Genres Knowledge Organiser (March-April)



Key Knowledge

- With this unit, you will explore & learn about different film genres. Genres show the style of a performance or film & this helps to show the story, characters, structure, atmosphere effectively.
- They are: Silent movie (acting through mime, movement, exaggeration of gestures & action with no words) Horror & Fantasy Movie (use of mime, movement, exaggeration but with use of split-staging to show 2 different worlds/time frames to create this illusion). Dialogue will be used in these genres, to tell the audience what is happening.
- Due to not being in the studio, you will explore these genres through sample performance clips, Peer & class discussions to communicate your ideas..
- You will show your ideas for your Plot (a different story/scenario for each genre), characters, structure through different tasks used in previous units,, & also showing different costume, lighting & set design.
- Once you have explored all the genres in lessons & looking at different clips of performances, you will have a Final project- You will choose from one of the genres explored & create a 2-scene piece, showing all the techniques & skills learnt .

Use of Practitioners:









Practitioners:

Berkoff- Berkoff used exaggerated facial expressions, exaggerated and stylised mime and externalising emotions to create theatre. These can be used in genres such as fantasy and comedy.

Brecht - Brecht used a range of theatrical devices Or techniques so that the audience were reminded throughout that they were watching theatre. To see the costume/set changes. He called this- Epic theatre, which can be used in genres such as horror and superheroes. It is also 'Multi-role'.

"Art is not a mirror held up to reality but a hammer with which to shape it."
- Bertold Brecht

**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.

| | |
|--------------------------|---|
| 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

((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 Music: Keyboard Skills

Key terms - Keyboard

| | |
|----------------------|---|
| Melody | The number and type of beats per bar |
| Notation | A silence with a defined length |
| Treble Clef | The effect of different rhythms played together |
| Bass Clef | The printed music which shows all of the parts |
| Stave | The five lines on which music is written |
| Octave | The distance between two notes with the same letter |
| Fingering | The thumb is 1, then 2, 3, 4, 5 (little finger) |
| Chord | Two or more notes played at the same time |
| Accompaniment | The music which accompanies a melody |



Reading Music - Pitch Notation

Every Green Bus Drives Fast

F A C E

Green Buses Drive Fast Always

All Cows Eat Grass

C major chord and its inversions

Root Position: C, E, G

1st Inversion: E, G, C

2nd Inversion: G, C, E

Root Position: C-E-G

First Inversion: E-G-C

Second Inversion: G-C-E

Left Hand: 5, 4, 3, 2, 1

Right Hand: 1, 2, 3, 4, 5

BIG question: What are the black keys on a keyboard for?

Note Values - Duration

- 1 semibreve (whole note)
- 2 minims (half notes)
- 4 crotchets (quarter notes)
- 8 quavers (eighth notes)
- 16 semiquavers (16th notes)

KEYBOARD NOTE CHART

Notes on the Grand Staff

Keyboard note chart showing notes on the grand staff. The chart includes a piano keyboard diagram with notes labeled G, A, B, C, D, E, F, G, A, B, C, D, E, F, G, A, B, C, D, E, F, G. Below the keyboard is a grand staff with notes written on the treble and bass staves.

Listening Strand - Key words

Elements of Music

- **Duration** - The length of notes and rests in the music
- **Pitch** - How high or low a sound is
- **Tempo** - The speed of the music
- **Timbre** - The unique quality of a sound made by a voice or instrument.
- **Texture** - How layers of sound in a piece of music interact
- **Dynamics** - How quiet or loud the music is played
- **Structure** - The order that different sections are played in
- **Tonality** - refers to the overall sound of a piece
- **Harmony** - Two or more notes played at the same time

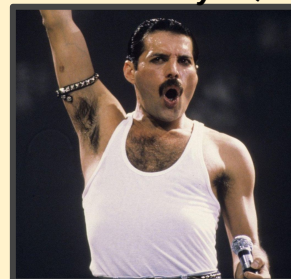
Different Musical Eras

- **Baroque** - mainly polyphonic / contrapuntal music composed between 1600 - 1750
- **Classical** - lighter, highly balanced and structured music composed between 1730 and 1830.
- **Romantic** - emotional, expressive, descriptive music. Increasingly virtuosic and inventive. It was composed between 1830 and 1900
- **20th Century** - written during the 1900's and is a combination of all the eras of music below:
- **Minimalism** - uses limited instruments and emphasises repetition and shifting rhythmic patterns.
- **Serialism** - a compositional technique exploiting all 12 notes of the Western scale - all within a fixed set of rules. Popular from 1920.
- **Atonal** - music that completely avoids any hint of keys or scales, popular from 1920 - 1960.
- **Impressionist** - music to convey mood and emotion aroused by a specific subject. Popular from 1900-1930
- **Film Music** - music composed to accompany the action and create atmosphere in a film. Popular from 1930's to present day.
- **Musicals** - combination of songs, music, dance, spoken dialogue and acting. Popular from 1900 to present day

Genres of Music

Rock -

Freddie Mercury - Queen



Funk -

Stevie Wonder



Disco -

Sister Sledge



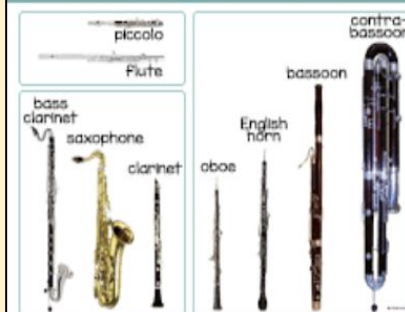
STRING FAMILY



BRASS FAMILY



WOODWIND FAMILY



PERCUSSION FAMILY



Year 8 PE - Gymnastics

KEY TERMS

Sequence; A sequence is a series of movements which flow together. When composing a sequence it must have a clear start and end. Think of this at the Capital letter to start a sentence and a full stop to end it.

Any gymnastics routine should aim to be aesthetically pleasing and display the following;

- Extension
- Body tension
- Control
- Clarity of shape
- Resilience
- Flow



PERFORMANCE

Apparatus

Pommel horse, rings, high bar, parallel bars, vault, balance beam, asymmetric bars.

Floor routine

Create a sequence combining and linking key shapes and skills.

Rhythmic routine

Ball, Clubs, Rope, Ribbon, Hoop



BIG Questions

- Can you lead a warm up with a partner?
- What does the term aesthetically pleasing mean?
- What are the main phases of any vault?
- What safety measures should be in place in gymnastics

COMPONENTS OF FITNESS FOR GYMNASTICS

| | |
|------------------|---|
| Balance | Being able to keep your body stable when moving or still. |
| Strength | The amount of force generated by a muscle. |
| Body Composition | How much your body is made up of muscle and fat? |
| Flexibility | The range of movements you have around a joint. |
| Co-ordination | The ability to use 1,2 or more parts of your body at the same time. |
| Power | This combines strength and speed so muscles contract very quickly. |

RULES AND REGULATIONS

A gymnast must create her own routines at an appropriate skill level for his/ her degree of difficulty.

No jewellery, body piercing or adornments of any kind are permitted

A judge panel usually scores gymnastics competitions.

Gymnasts have two different **scores**, the **D score** (difficulty of the routine) and the **E score** (execution of the routine aka how neat and tidy it is!).

All **gymnasts** begin with a 10.0 execution **score** which then has points removed for faults such as bent legs, arms and falls.

Year 8 PE - Netball

KEY TERMS

Court – The area netball is played on.

Goal Third – The 2 areas of the court including the shooting circle.

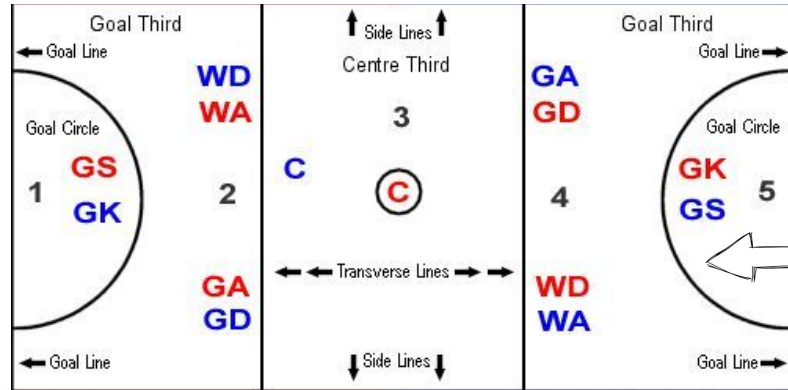
Centre Third – The area in the middle including the centre circle.

Umpire – The name of the person who officiates the match.

Other areas of the court: back line, side line, centre circle, shooting semi-circle.

Intercept / Interception – Gaining the ball by getting in between a pass from the opposing team.

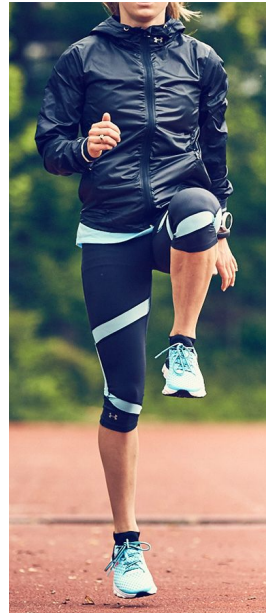
Possession – Keeping the ball.



A netball match lasts for 4 x 15 minute quarters = 1 hour

HOW TO WARM UP FOR NETBALL AND OTHER SPORTS

A good warm up must consist of 3 parts;
 1 – **Pulse raising** activity e.g. jogging
 2 – **Stretches** (dynamic and static)
 3 – **Skills practice** e.g. passing



POSITIONS – BLUE TEAM

How many players on 1 team?

Where can they go?

Defence: Attack:

GK – 1 & 2

GS – 4 & 5

GD – 1, 2 & 3

GA – 3, 4 & 5

WD – 2 & 3

WA – 3 & 4

C – 2, 3 & 4

Which areas can the RED team go into?

BIG Questions

1. Can you identify or perform the main skills in netball?
2. Can you identify the components of fitness required for netball and give an example?
3. Can you identify the attack and defend position?

SKILLS IN ISOLATION

Passing – chest, shoulder, bounce.

Handling – Ball control.

Catching – 1 and 2 handed.

Footwork – landings, pivot.

Evasion – holding space, dodging.

Shooting – 1 or 2 handed.

Defending – stage 1 man to man, stage 2 defend the pass.



RULES AND REGULATIONS

Rules resulting in a FREE PASS (Involves 1 player):

FOOTWORK – A player must not move their landing foot before passing the ball.

OFFSIDE – A player must stay in their playing area. See diagram above.

HELD BALL - The ball can only be held for 3 seconds by a player.

REPLAYING – A player must not bounce the ball to themselves when playing.

Rules resulting in a PENALTY PASS (Involves 2 players):

CONTACT – A player must not touch another player whilst on court.

OBSTRUCTION – Any player must stand 1 meter away from the player with the ball.

APPLICATION OF SKILLS

- Set plays e.g. centre pass, back lines
- Decision making
- Demonstrate communication on court
- Adapt to the environment

Literacy

“READING FORCES YOU
TO BE QUIET IN A
WORLD THAT NO LONGER
MAKES PLACE FOR THAT.”

John Green



Key Vocabulary for our book discussions

| | |
|------------------|---|
| Non-fiction | An informative book that is true and based on real events and facts. |
| Fiction | Books that are written from the imagination and not based on facts. |
| 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. |
| Narrator | A character who recounts the events of a novel. |
| Setting | The time and place of the story. |
| Hook | The opening of a story that grabs the reader's attention and 'hooks' them in. |
| Cliffhanger | When a story or plot line ends suddenly or a large plot twist occurs and is left unresolved. |
| Supernatural | Things that some people believe are real, but that are not part of nature or cannot be explained by the science |
| Extraterrestrial | Existing or coming from a place outside planet Earth. |

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...

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?