

Knowledge Organiser

YEAR

8

Believe you can and
you're halfway there...

T R O Y K O T S U R

made history as the first deaf male
actor to win an Oscar



**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?

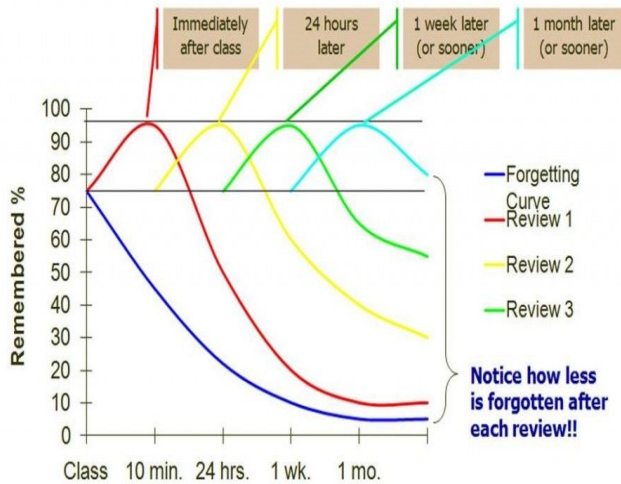
How will my teachers use them?

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](#)

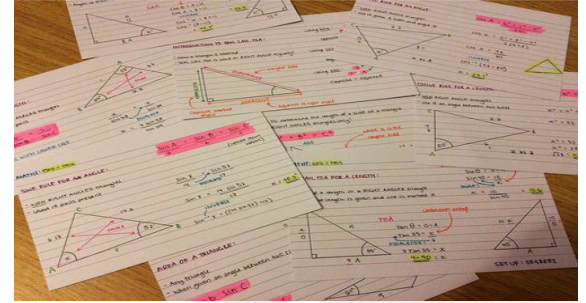
How we learn at Redmoor

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](#)

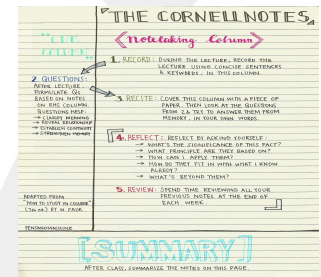
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

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.

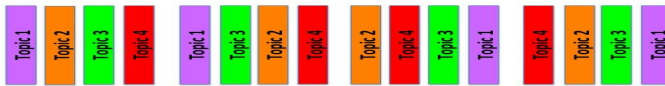
Eg. topic 1 cells, topic 2 digestive system

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.

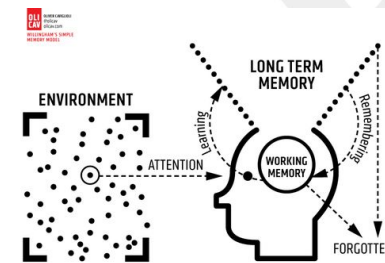
Mind maps help with memorisation of jey knowledge as it helps to organise information and begin to make links and connections to different pieces of information.

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/>



Literacy

Proofreading Guidance

When we write, we know what we're trying to say, so our brains might skip out words or punctuation. It is important that we proofread to avoid making silly mistakes.

Full Stops & Commas

- A full stop gives a strong pause. It goes at the end of a whole sentence.

e.g. *Jake had four brothers.*
He

got on best with Dan who shared his sense of humour.

- A comma gives a short pause and is used to separate items in a list e.g.

Bring some milk, eggs, butter and flour.

After introductory words e.g. *However,*

Between the different parts of a sentence: *Gran, who had been a champion boxer in the sixties, stepped forward.*

Paragraphs

- Change in time, e.g. *Later that day, an important letter arrived.* -
Change in place, e.g. *Back at home things were just as bad. / Chile, however, has a population of...*

- Change of subject, e.g. *As well as mountain biking, I also enjoy swimming...*

- Each time a different person speaks:

"Hey, that's my phone!"

"No it isn't - I had it for my birthday."

Spelling Homophones

Words that sound the same but are spelt differently.

there , their , they're

They're silly to have left their coats over there where there is wet grass.

your , you're

You're such a good friend to lend me your phone.

to , two , too

Two of my friends are coming to Alton Towers too.

Grammar Errors

I have played tennis. ✓ *I of played tennis.* ✗

I should have / should've played tennis. ✓

I of / should of played tennis. ✗

I/she/he were late. ✗ *I/she/he was late.* ✓

They were late. ✓ *They was late.* ✗

You were late. ✓ *You was late.* ✗

I ran quick, passing the ball brilliant. I played amazing. ✗

I ran quickly, passing the ball brilliantly. ✓

I played amazingly. ✓

Apostrophes

- Use an apostrophe to show possession e.g. *John's football is flat.*

- Also use an apostrophe for omissions (the apostrophe shows where a letter or letters are missing) e.g. *I didn't do it. It wasn't me!*

Capital Letters

- At the start of every sentence

- For days, months and celebrations, e.g. *Wednesday, April, Easter*

- For proper nouns (names of people and places) e.g. *James, London, Rutland Water*

- For Titles (except the small words) e.g. *The Hunger Games, Match of the Day*

- For abbreviations e.g. *BBC, RSPCA*

Correct Tense

Are you using the correct tense? Do not switch from one to another. - For days, months and celebrations,

- **Past:** e.g. *I ran to the shops.*

- **Present:** e.g. *I am running to the shops*

- **Future:** e.g. *I am going to run to the shops.*

Literacy Marking Code:

| | |
|-------|----------------------------|
| sp | Spelling mistake |
| ^ | Missing word/letter |
| O | Capital letter/Punctuation |
| ~~~~~ | Unclear/poorly worded |
| // | New paragraph |
| th | Use a thesaurus |

Contents Page

| | |
|-------------|-------|
| English | 8 |
| Maths | 9-10 |
| Science | 11-12 |
| French | 13-14 |
| History | 15 |
| Geography | 16 |
| ICT | 17-18 |
| Art/ Design | 19-22 |
| Drama | 23 |
| ME | 24 |
| Music | 25 |
| PE | 26-27 |



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: Noughts & Crosses

| BIG QUESTION: How does Malorie Blackman present and use her characters? | |
|--|---|
| Callum McGregor | Intelligent and hard-working. He is a nought and was best friends with Sephy during childhood. |
| Sephy Hadley | She is the daughter of a powerful Cross, Kamal Hadley. She was born into a life of privilege. She is naive to the brutal world around her but sympathises with Callum's suffering. |
| Ryan McGregor | Callum's dad. He does all that he can to protect his family who suffer from financial hardship. |
| Maggie McGregor | Callum's mum. She worked for the Hadley family for 14 years but was sacked and plunged into poverty. |
| Jude McGregor | Callum's older brother. He possess violence and aggressive tendencies. He is concerned with rebellion and retaliation and becomes involved with a terrorist organisation, the Liberation Militia. |
| Kamal Hadley | He strongly dislikes the noughts. He regards Crosses as superior and believes in the importance of segregation. |
| Jasmine Hadley | <i>Despite her family's power, she suffers throughout the book and is made to feel powerless.</i> |

| BIG QUESTION: Why do you think Malorie Blackman wrote this narrative? | |
|--|--|
| Malorie Blackman | <ul style="list-style-type: none"> - Malorie Blackman was born in London in 1962 and experienced racism at school and in society. Some of Callum's experiences are lifted straight from her own childhood and teenage years. - She wrote the book in 2001 after the murder of Stephen Lawrence and the mishandling of the police enquiry into his death. - She wanted to tackle racism head-on and look at it from a different perspective. |
| The Civil Rights Movement | Many of the events in the novel refer to real historical events. For example, the scene with the protest outside of Heathcroft (Act 1, Scene 3) was inspired by the Little Rock Nine who attended Little Rock, the first school to be desegregated in America in 1957. They were met with racial abuse, protest and were violently and verbally attacked on their first day. |
| Apartheid | Apartheid was a system for keeping white people and nonwhites separated in South Africa. It lasted from about 1950 to the early 1990s. Apartheid means 'apart-hood' or 'the state of being kept apart'. |
| Protest | The narrative questions explores the dangers of violent protest and acts of terrorism, showing how destructive violence is. |

| BIG QUESTION: How does Malorie Blackman present ideas about power? | |
|---|--|
| Speculative fiction | The play is about an alternative Britain where black people dominate and have all of the power and most of the money too. In the story, Aprica (Africa) has colonised Albion (England). This is a race-switched reversal of today's world. |
| Characters as devices | Blackman's characters are used to send messages to the audience about deeper issues. For example, the Hadley family are used to show much power is based on |
| Politics | Kamal Hadley is a politician and he and his party use their power to suppress (hold back) the Noughts. |
| Terrorism | The inclusion of the Liberation Militia in the story encourages us to think about whether violence is ever an answer and a solution to make the voices of the powerless heard. |
| Tragedy | The play ends tragically, encouraging us to think about the injustice of a society where one race, the Crosses, hold all of the power. |

| BIG QUESTION: Why do form and structure matter? Features of a play | |
|---|---|
| Form | The type of text the writer uses. |
| Play | A type of writing for theatre, told through interaction between characters. |
| Adaptation | A literary work that has been changed into another medium (e.g. to a film or play). |
| Act | A major division that separates or divides a play. |
| Scene | The divisions of acts (smaller sections of the play). |
| Dialogue | Conversation between two or more people. It moves the story along. |
| Stage Directions | Instructions in a script that can indicate: how something should be performed; actors' positions or tone; sound effects; props; lighting. |
| Monologue | A solo speech delivered by one character to the audience. |
| Cliffhanger | A dramatic ending, leaving the audience in suspense. |
| Foreshadowing | This is used to give hints or indications about what is to come later in the story. |
| Dramatic Irony | The audience know what the characters don't. |
| Dramatic Tension | This is where the audience feels excitement or anticipation of what is to come. |

| VOCABULARY BOOST | |
|-------------------------|--|
| Word | Definition |
| Dissent | A strong difference of opinion on a particular subject, usually one that is supported by most people. |
| Inequality | The unfair situation in society when some people have more opportunities, money etc. than other people. |
| Injustice | A situation in which there is no fairness and justice (fairness in the way people are dealt with). |
| Racism | Unfair or harmful treatment of others based on race. |
| Retaliation | The act of hurting someone or doing something harmful to someone because they have said or done something harmful to you. |
| Segregation | The policy of keeping one group of people apart from another or treating them differently. Especially because of race, gender or religion. |
| Terrorism | Violent action for political purposes. |
| Tragedy | A very sad event, especially one involving death or suffering. |
| Victimise | To treat someone in an intentionally unfair way, especially because of their race, gender or beliefs. |

Pythagoras & Trigonometry

Keywords

Definition

Pythagoras' Theorem

Is a formula you can use to calculate the length of a side of a right-angled triangle.

Trigonometry

(from Greek *trigonon* "triangle" + *metron* "measure")

Trigonometry is used when you have the side and an angle or when you want to work out the size of an angle.

Pythagoras' Theorem

all about sides

9 Squares
(3 x 3)

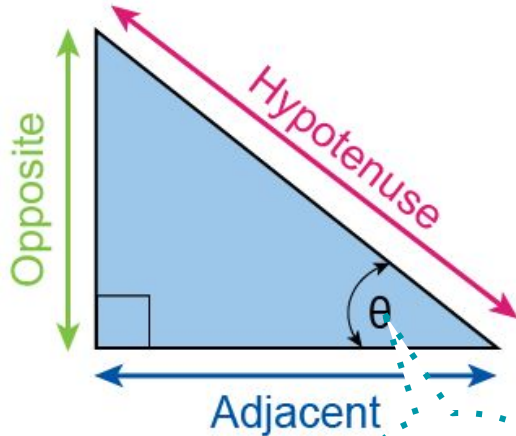
25 Squares
(5 x 5)

$$a^2 + b^2 = c^2$$

$$3^2 + 4^2 = 5^2$$

$$9 + 16 = 25$$

16 Squares
(4 x 4)



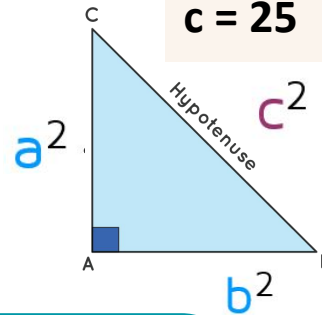
$$\sin \theta = \frac{\text{Opposite}}{\text{Hypotenuse}}$$

$$\cos \theta = \frac{\text{Adjacent}}{\text{Hypotenuse}}$$

$$\tan \theta = \frac{\text{Opposite}}{\text{Adjacent}}$$

Trigonometry

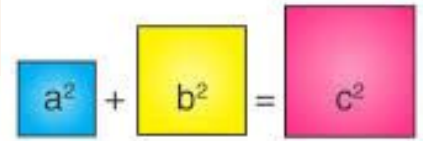
an angle & sides



$$c^2 = 25$$

$$\sqrt{25} = 5$$

$$c = 5$$



Is the triangle a right-angle?

YES

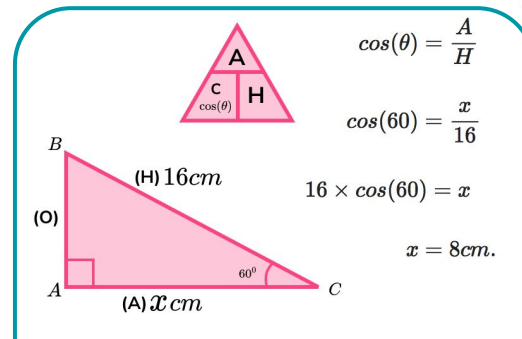
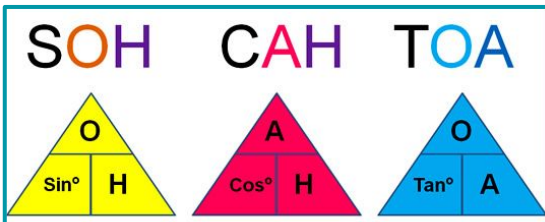
Does the triangle or question involve any angles?

YES

Use Trigonometry
SOH CAH TOA

NO

Use Pythagoras' Theorem



Area & Volume

Keywords

Definition

Area

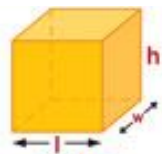
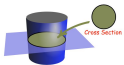
Is the amount of space taken up by a 2D shape and is measured in squares. E.g. $\text{cm}^2 / \text{mm}^2$

Volume

Is the amount of space a 3D shape takes up and is measured in cubes. E.g. $\text{cm}^3 / \text{mm}^3$

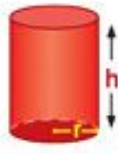
Cross-section

It is the shape made when a solid is cut through



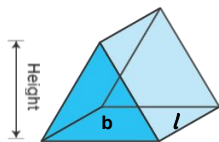
cube

$$V = l \times w \times h$$



cylinder

$$V = \pi r^2 \times h$$



Triangular prism

$$V = \frac{1}{2} b \times h \times l$$



sphere

$$V = \frac{4}{3} \times \pi \times r^3$$



pyramid

$$V = \frac{1}{3} \text{ base area} \times h$$

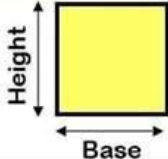
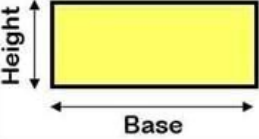
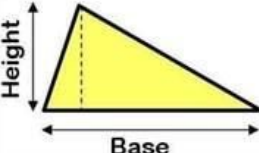
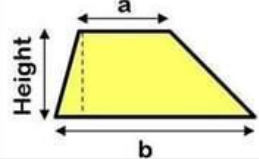
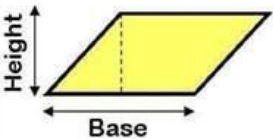


cone

$$V = \frac{1}{3} \times \pi r^2 \times h$$

Volume

Area

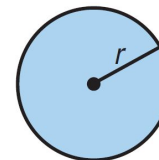
| Shape | Name | Formula for Area |
|---|---------------|--|
|  | Square | Base x Height |
|  | Rectangle | Base x Height |
|  | Triangle | Base x Perpendicular Height $\div 2$ |
|  | Trapezium | $\frac{(a + b) \times \text{height}}{2}$ |
|  | Parallelogram | Base x Perpendicular Height |

Area of a Circle

$$A = \pi \times \text{radius}^2$$

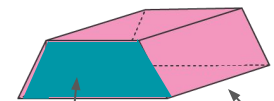
$$A = \pi r^2$$

$r = \text{radius}$



Volume of ANY Prism

area of base x length
or height



area of trapezium x length

Redmoor Science Department

Chemical Energy and the Earth

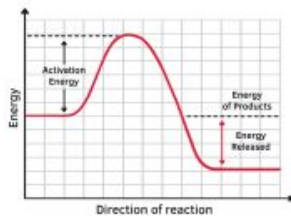
BIG QUESTIONS:

1. Why do chemical reactions transfer energy?
2. What causes climate change?
3. What are our options when Earth's natural resources run out?
4. How are materials cycled in the rock cycle?

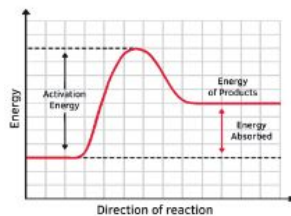
1. Why do chemical reactions transfer energy?

| | |
|----------------------|--|
| Exothermic reaction | Reaction in which energy is given out to the surroundings. The surroundings then have more energy than they started with so the temperature increases. E.g., combustion |
| Endothermic reaction | Reaction in which energy is taken in from the surroundings. The surroundings then have less energy than they started with so the temperature decreases. E.g., photosynthesis |
| Chemical bonds | The chemical link that holds molecules together. |
| Energy level diagram | Chart showing the energy in the reactants and products and the difference in energy between them. |
| Bond energy | The amount of energy needed to break one mole of a particular covalent bond. |

Exothermic reaction

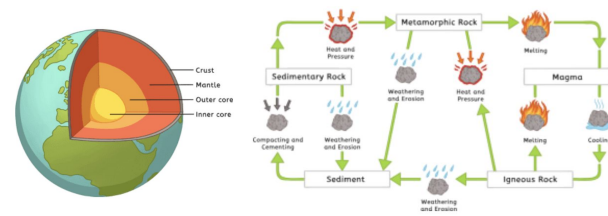


Endothermic reaction



3. What are our options when Earth's natural resources run out?

| | |
|-------------------|---|
| Fossil Fuels | Natural, finite fuel formed from the remains of living organisms, e.g., oil, coal and natural gas. |
| Natural resources | Minerals that have been made through the formation of the world that can be used for human benefit. |
| Resource | Anything that is useful to people. |
| Sustainable | An activity which does not consume or destroy resources or the environment. |



4. How are materials cycled in the rock cycle?

| | |
|-------------|---|
| Erosion | The wearing away of pieces of rock, soil or other solid materials. |
| Rock Cycle | All the processes that are involved in creating, changing and destroying rocks. |
| Transport | The movement of rock from one place to another, for example, by a flowing river. |
| Weathering | The breaking down of rocks in situ by the action of weather, plants, animals and chemical processes. |
| Igneous | Rocks that formed under very hot conditions within the Earth. |
| Extrusive | Extrusive rock is formed from lava, magma that cools quickly on the surface. |
| Intrusive | Intrusive rock is formed when hot molten magma is forced into small cracks between layers of other already existing rock types. |
| Metamorphic | A type of rock formed under intense heat or pressure. |
| Sedimentary | Rocks that are formed through the deposition of sediments, eg limestone and sandstone. |

2. What causes climate change?

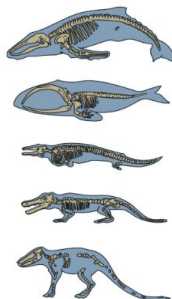
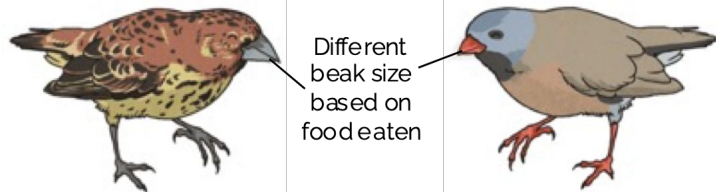
| | |
|-------------------|---|
| Atmosphere | Mixture of gases surrounding the Earth |
| Greenhouse Effect | The retention of heat in the atmosphere caused by the buildup of greenhouse gases. |
| Greenhouse Gases | The gases responsible for global warming - carbon dioxide, methane, nitrous oxide and CFCs (chlorofluorocarbons). |
| Global Warming | The rise in the average temperature of the Earth's surface. |
| Climate change | The shift in the Earth's usual weather conditions over many years. |



Inheritance & evolution

BIG QUESTIONS:

1. What is the theory of evolution?
2. How do you inherit characteristics from your parents?
3. How do organisms vary?



1. What is the theory of evolution?

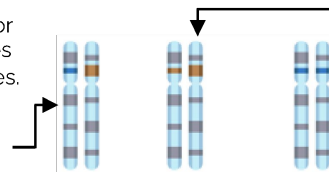
| | |
|-------------------|--|
| Adaptation | How living things are specialised to suit their environment. |
| Evolution | The process by which living things can gradually change over time. |
| Inheritance | The process of passing on features from parents to offspring. |
| Species | A group of living things with very similar characteristics. They can breed together to make more living things of the same type. |
| Charles Darwin | An English naturalist (1809-1882). In 1859 Darwin published on the origin of species, which outlined his theory of evolution. |
| Natural selection | The natural process whereby the best-adapted individuals survive longer, have more offspring and thereby spread their characteristics. Sometimes referred to as 'survival of the fittest'. |
| Speciation | The formation of new and distinct species during evolution. |

2. How do you inherit characteristics from your parents?

| | |
|--------------|--|
| Alleles | Different forms of the same gene. |
| Gene | A gene is a section of DNA which controls part of a cell's chemistry - particularly protein production. |
| Genotype | The combination of genes an organism has. |
| Phenotype | The visible characteristics of an organism which occur as a result of its genotype. |
| Chromosome | The structures that DNA is arranged into within |
| DNA | Deoxyribonucleic acid. The material inside the nucleus of cells, carrying the genetic information of a living being. |
| Dominant | An allele that always expresses itself whether it is partnered by a recessive allele or by another like itself. |
| Gamete | Sex cell (sperm in males and ova/eggs in females). |
| Heterozygous | This describes a genotype in which the two alleles for a particular characteristic are different. |
| Homozygous | This describes a genotype in which the two alleles for the characteristic are identical. |
| Dominant | An allele that always expressed even if there is only one copy present. |
| Recessive | An allele where two copies of it must be present for the characteristic to be expressed. If only one copy is present it will be masked by a dominant allele. |

Alleles can be dominant or recessive. This how alleles are found on chromosomes.

Different alleles – heterozygous



In this example, the allele for **brown eyes** is dominant.

Same alleles – homozygous dominant

Same alleles – homozygous recessive.

| Genetic only | Environmental only | Genetic and environmental |
|---------------------|--------------------|--|
| Eye colour | Tattoos | Height |
| Blood group | Scars | Weight |
| Attached ear lobes | Language spoken | Hair colour – can change by using hair dye or the Sun. |
| Natural hair colour | | |

3. How do organisms vary?

| | |
|--------------------------|---|
| Variation | The differences between living things in a species. |
| Inheritance | The passing of characteristics determined by genes from parents to offspring. |
| Acquired characteristics | Characteristics in an individual organism are caused by both genetic and environmental variation. |
| Environmental variation | Variation as the result of differences in the surroundings, or what an individual does. |

Unit 6 - 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) | |
|---|--|---|--|---|
| <p>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,</p> | <p>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</p> | <p>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</p> | <p>confiture (f) jam pizza (f) pizza tartine (f) bread & butter 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</p> | <p>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</p> |
| <p>Comme boisson, As a drink, Pour boire, To drink,</p> | <p>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</p> | <p>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</p> | <p>eau minérale (f) mineral water bière (f) beer limonade (f) lemonade café (m) coffee chocolat chaud (m) hot chocolate coca (m) coke</p> | <p>lait (m) milk thé (m) tea vin (m) wine jus d'orange (m) orange juice Orangina (f) Orangina</p> |

(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.

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) totalemtent (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. |

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 soldier's 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

Year 8 Blue Planet

SOURCES

Mismanaged Plastic Waste (Litter)



Maritime Plastic Debris



Microplastics (Primary or In-Use Product Wear)



PATHWAYS

Rivers



Wind



Atmospheric Deposition



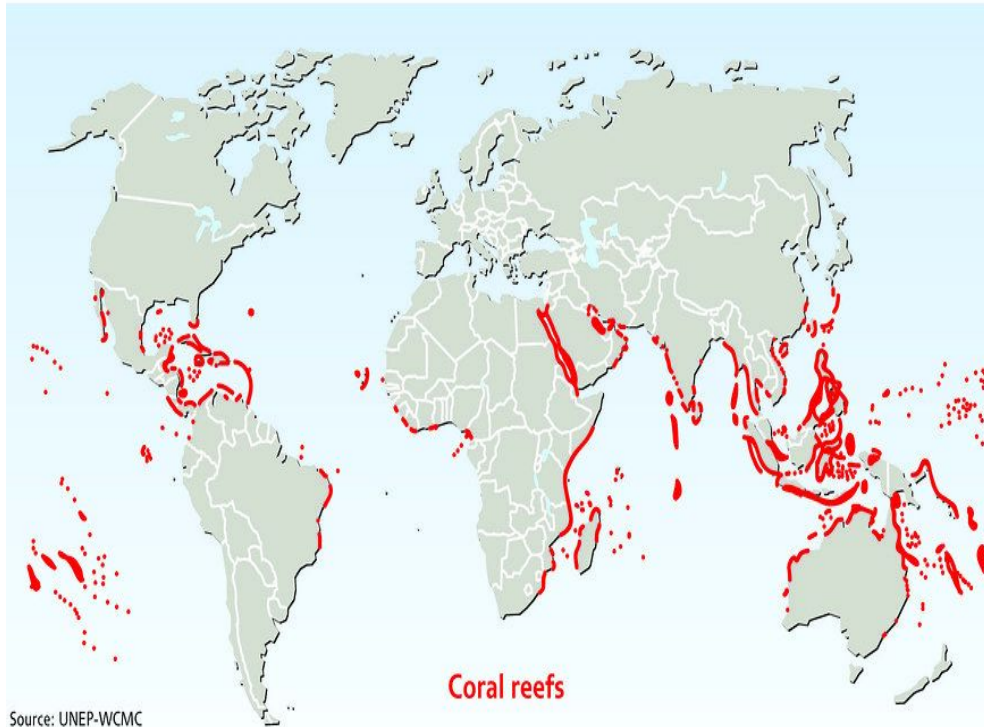
Direct Input to Ocean



Runoff (e.g., Urban, Ag, Industrial)



Treated or Untreated Wastewater



Source: UNEP-WCMC

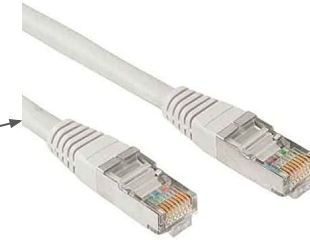
| Key term | Definition |
|--------------------------------------|---|
| Biodiversity | The amount of living things in one ecosystem. |
| Ecosystem / Biome (larger ecosystem) | An ecosystem is a natural environment and includes the flora (plants) and fauna (animals) that live and interact within that environment. |
| Coral reef | A coral reef is an underwater ecosystem characterized by reef-building corals |
| Ocean plastic | Debris is litter that ends up in oceans, seas, and other large bodies of water. |
| The great pacific garbage patch | The Great Pacific Garbage Patch is a collection of marine debris in the North Pacific Ocean. |
| Ocean | A large body of water that has smaller bodies called seas within it. |
| Sustainable/sustainability | Sustainability is the practice of using natural resources responsibly today, so they are available for future generations tomorrow. |



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 Computing

Web Design

| Web Page Design | |
|------------------------|--|
| Web Page | A document that you can download from the Internet |
| Website | A set of web pages that are linked together all provided by one person or organisation |
| Web Authoring Software | Software that allows you to create a web site. |
| Site map | A list of pages on a web site showing which pages connect to other pages |
| House style | A set of rules for how all pages on the web site will look to try and keep the same style for each page. E.g. colours used, where the logo is placed, where the navigation bar will be |
| Master Page | Provides a template for all other pages to follow |
| 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 |
| Resources of a website | The information that appears on a website. This can be in the form of: <ul style="list-style-type: none">- Images- Sound- Video- Animation- Text |

| Components of a Website | |
|--------------------------------|--|
| Navigation bar | A set of buttons or images that a user can click on to go to a different page on a web site |
| Hyperlink | An image or text that can be clicked on that will navigate you to another page |
| Buttons | Images that can be clicked on to navigate you to another page |
| Backgrounds | The colour or image that appears behind everything else on a web page |
| Banners | A short and wide image at the top of a website. This would usually have the title of the website or the company logo in it |
| Text | The writing that appears on a web page |
| Fonts | The style of the text that appears on a web page |

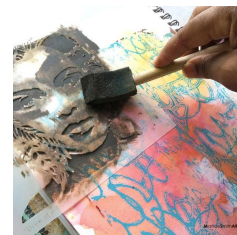
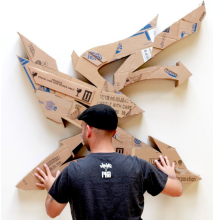
| Devices that can be used to access web pages |
|---|
| Laptops and PCs |
| Smartphones |
| Tablets |
| Games Consoles |
| Smart TVs |

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



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.



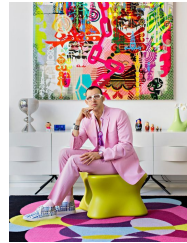
Year 8 Design - Memphis Design

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

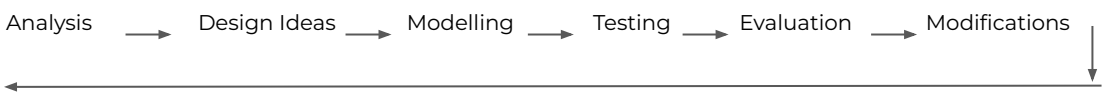
P Put to another use
Put current processes or products that were intended for a specific purpose to another use

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.



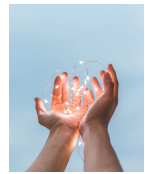
Inspiration or imitation, what's the difference?

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

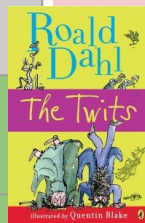
Inspiration gives us the energy to create new designs and to work hard to ensure they fit with our image or vision. It is when we are inspired that we produce our best work. Inspiration assists us with brainstorming, mapping out new ideas and with bringing these new ideas to life.

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



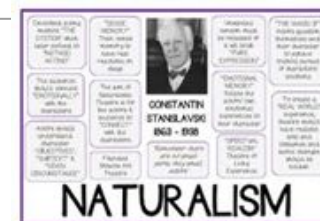
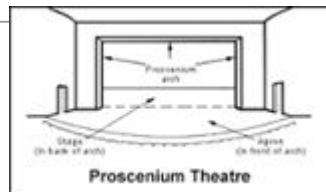
Year 8 Drama: Unit 5: Script 'The Twits' Knowledge Organiser (May-July)

Themes & Context:

- You will be recapping your skills from your Script Unit 'WW1 Script', thinking about your voice, expression, body language & also following the stage directions, blocking where you will stand & how you will say your lines.
- You will be different characters from this story; you will use the technique of Narration to tell the story & applying your knowledge of the characters, through watching clips from Youtube of the story.
- Characters: Mr & Mrs Twits, 2 Narrators, Two little boys/girls, 1 Roly Poly Bird/Bird, 1 Monkey. You will need to explore different voices of these characters, with different gestures (eg. being a bird to flap your arms as wings.)
- You will all be the directors to bring this script to life! Think about how you

Use of Practitioners, Performance Spaces:

Performance Space: Proscenium Arch (An arch/frame is created & the audience have one view point.)



Practitioner: Stanislavski= He created a method of Acting where you make your character as REAL as possible. "TO BE THE CHARACTER" not yourself. He wanted you to ask yourself questions 'What if I was this character, how would I feel?' 'What would I do?'

| | |
|-----------------------------|---|
| Tableau (x) | A Dramatic Picture. Frozen in time. (Needs to be with 2 or more people.) |
| Narration | To tell a story, information of what is happening to the audience |
| Mime | Acting out a moment, action, feeling without WORDS. |
| Split-staging | 2 scenes performed at the same time on stage. (BUT the TECHNIQUE of this needs to be used!!!) |
| Physical Theatre | Use of the body & Movement to show a story, feeling, situation & object. |
| Structure & Plot | The story (Plot) Scene by scenes & Order of scenes (Structure) |
| Projection | To speak loudly in for the audience to hear you words. |
| Expression | Use of Facial Expression to SHOW how you feel. |
| Tone of Voice | The emotion HEARD in your voice of this character. |
| Gesture | Body or facial movements of a character during a play. |
| Body Language | To show your emotion & TOWARDS others in your body. |
| Wash/Flood | Covers the whole stage in light, allowing the audience to see everything. |
| Spotlight | A 'Spot'/Circle of Light in a small area- to focus on less actors. |

ME - RELIGION AND PREJUDICE

- KEY TERMS

| | |
|-------------------------|---|
| STEREOTYPE | Oversimplified idea or mental image of a group of people. |
| TOLERANCE | Respecting the beliefs and practices of others. |
| COMMUNITY | A collection of people who live and work together to help each other so everyone benefits. |
| SCAPEGOATING | When you blame or use a particular group as an excuse for a problem. |
| PREJUDICE | To pre-judge someone without good reason. What a person thinks and feels. |
| JUSTICE | Bringing about what is right, fair according to the law or making up for a wrong that has been committed. |
| DISCRIMINATION | To treat someone differently because of a prejudice against them. How a person acts and behaves. |
| HARMONY | To live peacefully with understanding and respect. |
| EQUALITY | Where everyone has the same value and importance. |
| MINORITY | A small group often discriminated against by larger groups. |
| POSITIVE DISCRIMINATION | Where benefits are given to those who usually face negative discrimination. |
| RACISM | Treating someone unfairly because of the colour of their skin (race). |
| SEXISM | Treating someone unfairly because of their gender (male or female). |
| AGEISM | Treating someone unfairly because of their age. |
| HOMOPHOBIA | Treating someone unfairly because of their sexual orientation. |

The Parable of the Good Samaritan

On one occasion an expert in the law stood up to test Jesus. "Teacher," he asked, "what must I do to inherit eternal life?" "What is written in the Law?" he replied. "How do you read it?" He answered, "'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind'; and, 'Love your neighbour as yourself.'" "You have answered correctly," Jesus replied. "Do this and you will live." But he wanted to justify himself, so he asked Jesus, "And who is my neighbour?" In reply Jesus said: "A man was going down from Jerusalem to Jericho, when he was attacked by robbers. They stripped him of his clothes, beat him and went away, leaving him half dead. **31** A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. **32** So too, a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan, as he traveled, came where the man was; and when he saw him, he took pity on him. He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, brought him to an inn and took care of him. The next day he took out two denarii [c] and gave them to the innkeeper. 'Look after him,' he said, 'and when I return, I will reimburse you for any extra expense you may have.'" "Which of these three do you think was a neighbour to the man who fell into the hands of robbers?" The expert in the law replied, "The one who had mercy on him." Jesus told him, "Go and do likewise."



'Everyone is made in the image of God'

'Love your neighbour as yourself'

There is no difference between men and women, Jews and Gentiles we are all one in Christ'

Folk Music

Folk music - Acoustic, traditional music of the people passed on by word of mouth.

Sea Shanty - Sea related work song.

Shantyman - lead caller/ singer of the shanty.

Call and response-popular form of sea shanty.

Improvisation- music made up on the spot.

Drone - continuously held or repeated note.

Ostinato - same phrase or motif repeated over several bars or more.

Pentatonic - 5 note scale.

Modes - scales which use only white notes.

Scale- series of notes that follow 1 after the other.

Range - lowest to highest note

Chord - 2 or more notes played together at the same time

Major - Overall happy sounding tonality

Minor- Overall sad sounding tonality due to a flattened 3rd degree of the scale.

Phrase structure- a musical thought that has a complete musical sense of its own

Form and Structure.

A B - Binary form

A B A - Ternary form

A B A C A - Rondo form

A B C B A - Arch form

Verse Chorus - song form

Strophic form - verse and chorus sung to the same music



Keyboard Skills



Every Green Bus Drives Fast

F A C E

Green Buses Drive Fast Always

All Cows Eat Grass

KEYBOARD NOTE CHART

Notes on the Grand Staff

Note Values

Rests

Semibreve - 4 beats

Minim - 2 beats

Crotchet - 1 beat

Quaver - 1/2 beat

Semiquaver 1/4 beat

Left Hand

Right Hand

Chord triads in Root position

C Dm Em F G Am B

Year PE 8 - Athletics

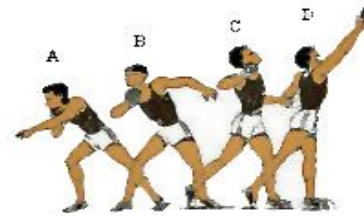
TRACK EVENTS

SPRINT 100M, 200M, 300M, 400M

MIDDLE DISTANCE 800M, 1500M, 3000M

HURDLES 80M (G), 100M (B), 300M (G), 400M (B)

The sport of competing in track and field events, including running races and various competitions in jumping and throwing.



FIELD EVENTS

SHOT PUT

DISCUS

JAVELIN

LONG JUMP

TRIPLE JUMP

HIGH JUMP

KEY TERMS

SKILLS / TECHNIQUE

START

POSTURE

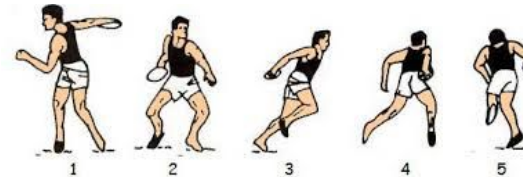
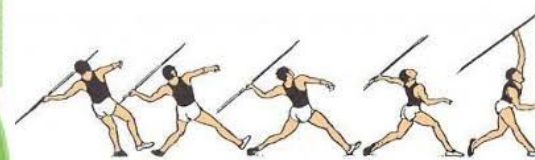
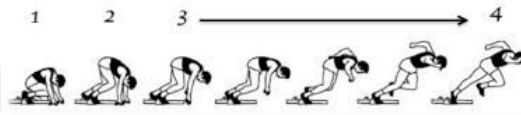
PACING

LEG AND ARM ACTION

COORDINATION OF LEGS

AND ARMS

STRIDE PATTERN



KEY TERMS

JUMP

RUN UP

TAKE OFF

FLIGHT

LANDING

THROW

INITIAL STANCE

GRIP

PREPARATION

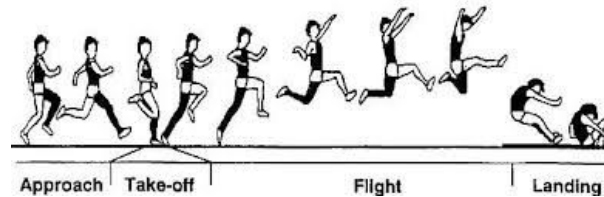
MOVEMENT

RELEASE

RECOVERY

Questions

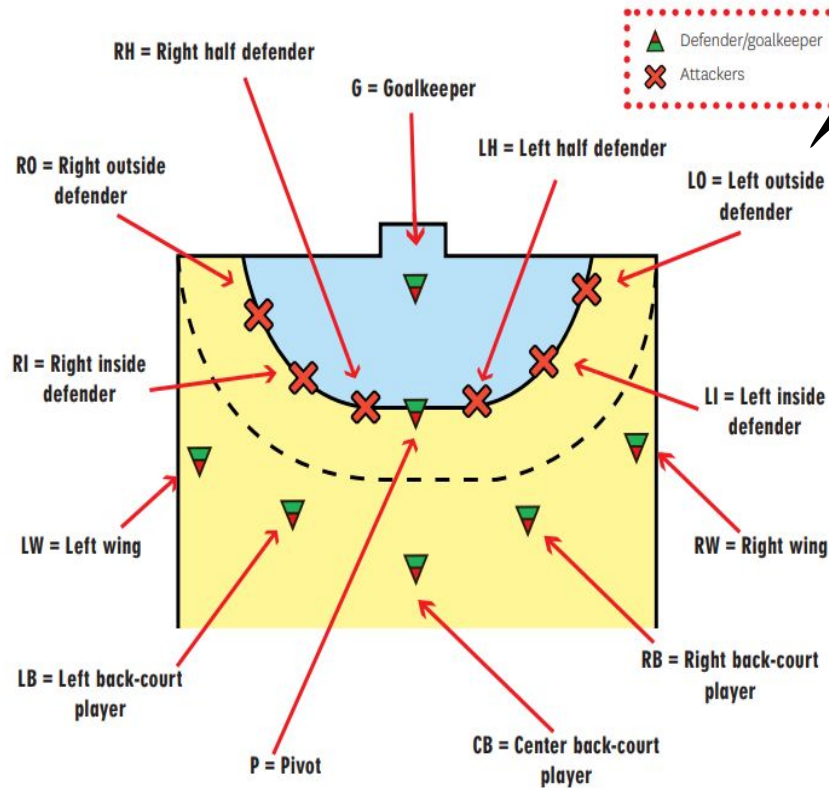
1. Can you plan a track warm up?
2. How do you perform a sprint start?
3. Can you pace a long distance run?
4. What are the 4 phases of a throwing event?
5. Can you lead a field event warm up?
6. How do you avoid a foul in jump events?



YOU CAN FIND OUT MORE ABOUT BRITISH ATHLETICS BY VISITING THIS WEBSITE:
WWW.BRITISHATHLETICS.ORG.UK/ATHLETES

YEAR 8 PE - HANDBALL

Rules and regulations



Dribbling: You are permitted one go at dribbling, then must either shoot or pass the ball after you stop dribbling the ball.

Travel: You are permitted three steps once you stop dribbling before you must either shoot or pass the ball.

Passive play: It is not permitted to keep the ball in the team's possession without making any recognisable attempt to attack or to shoot on goal. Prior to a penalty being awarded, a forewarning will be issued by the referee to give the team an opportunity to change its way of attack to avoid losing possession.

Goalkeeper Area: Only the goalkeeper is allowed to enter the goal area.

The goalkeeper throw, awarded when:

- Someone from the opposing team enters the goal area.
- Either the keeper of the attacking team had the last touch of ball before going out behind the goal-area line.
- The goalkeeper has control of the ball inside the goal-area.



Goal Keeper – The goalkeeper defends the goal with ever part of the body. They are the only player who can touch the ball with their feet. The goalkeeper can leave the 6 yard/ metre? box if they do not have contact with the ball.

Left/Right Wingers – These are the fastest players on the court and patrol the sides of the court. They counter the opposition wingers in attack in order to create openings for their team mates. They can also shoot from tighter angles.

Left/Right Backs – These are the largest players on the court. When attacking they are responsible for driving at the defence and long range shooting. However, when defending they are used to block opposition shots.

Pivot – The pivot is the creative force in attack. They are expected to stand among the defenders on the 6m line to create space for their team mates or themselves to shoot. When defending, they either play right or left inside defender. Their roles are to ensure there are no spaces in the centre of the defence and that the opposition centre and pivot cannot create chances.

Centre Back – The centre back is a creative handball player also known as the 'playmaker'. They are responsible for setting up the play tactics. When defending they either play right or left inside defender. Their roles are to ensure there are no spaces in the centre of the defence and that the opposition centre and pivot cannot create chances



Questions

Can you lead a handball specific warm up to a small group?

Can you link 2 or more handball skills in a competitive situation?

Can you identify the components of fitness required for handball?

Can you accurately self referee s game?

Can you apply an attacking and defensive formation in a game?

Skills in Isolation

Passing

Catching

Control

Footwork

Evasion

Shooting

Defence

Goalkeeping