

Knowledge Organiser

YEAR

8

“Young people - they care. They know that this is the world that they're going to grow up in, that they're going to spend the rest of their lives in.”

D A V I D A T T E N B O R O U G 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 for you to gain 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 30-40 minutes. Each time you revise and practise, you should complete the homework in your exercise book or homework book for that subject. Remember to include the title and the date. Your teacher will be regularly checking that you are revising.

HOW?

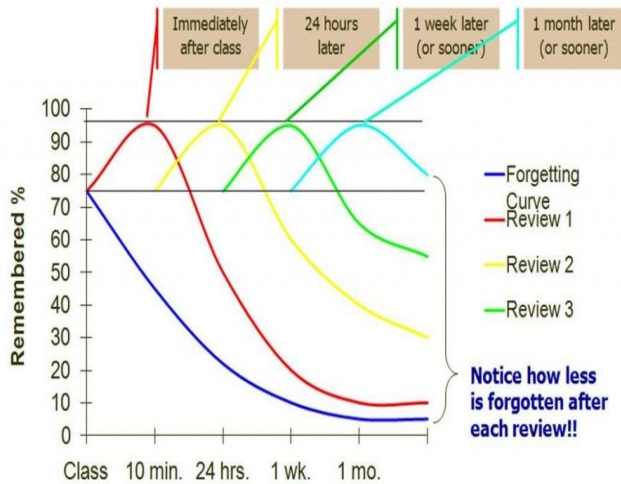
How will my teachers use them?

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 each 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](#)

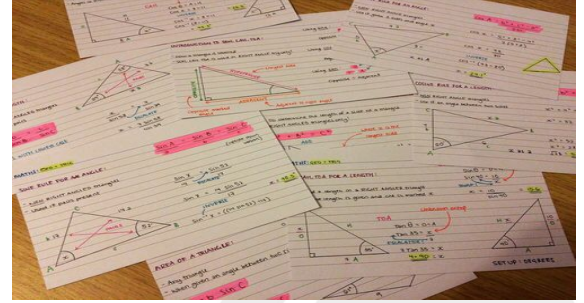
How we learn at Redmoor

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 you are trying to learn, and draw visuals to go with it.

Learn more about dual coding here:

[Link To The Learning Scientists](#)

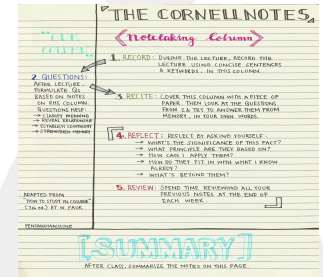
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

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.

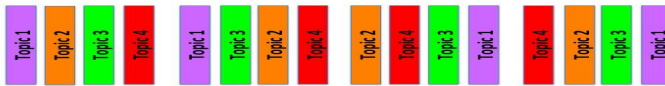
Eg. topic 1 cells, topic 2 digestive system

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.

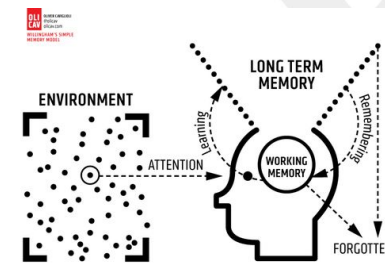
Mind maps help with memorisation of key knowledge as it helps to organise information and begin to make links and connections to different pieces of information.

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
w	Wrong word

# Contents

English
Maths
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ME
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# Equipment

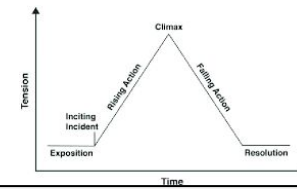
all students must have...



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: Short Story Narrative Writing



## VOCABULARY BOOST

Word	Definition
Inciting	To encourage or stir up action or behaviour.
Abusive	Habitually violent or cruel behaviour.
Acrid	Unpleasantly bitter or pungent.
Cacophony	Noise from all around.
Prodigious	Remarkably impressive - for example, large.
Imperceptible	Barely seen, gradual and slight.

## BIG QUESTION: How can we infer information from a text?

Narrative perspective	The reader analyses carefully the narrator's tone, point of view and words. May be in the first or third person.
Setting	The writer gives clues in the setting as to the mood, theme or feelings of the characters.
Motifs	A repeated reference for example light and dark imagery.
Inference	When the reader reads between the lines; a conclusion based on analysis and evidence from the text.
Foreshadowing	Hint of what is to happen later in the story.
Pathetic Fallacy	When the natural world is given human emotions. Writers give us clues about how a character is feeling for example by using the weather.

## BIG QUESTION: How are stories structured?

Exposition	The part of the story that introduces the characters and setting.
Inciting incident	The main character reacts to something that has happened and it starts a chain of events.
Rising action	Follows the inciting incident and contains a build-up of tension and events.
Climax	The tension high-point; turning point in the story.
Falling action	Follows the climax and reflects the story heading towards the end. Decrease in tension.
Resolution	The character solves the problem or conflict.
Denouement	The end: life returns to normal. Loose ends are tied up.



# Redmoor English Department: Of Mice and Men

BIG QUESTION: Context-Why do you think Steinbeck wrote this novel?	
<b>John Steinbeck</b>	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).
<b>The Great Depression</b>	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.
<b>The American Dream</b>	The idea that if you work hard enough, you can achieve anything. Every American can achieve freedom, equality and opportunity.
<b>Gender</b>	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.
<b>Darwinism</b>	'Survival of the fittest': the weak will be placed aside as the powerful take the opportunities.
<b>Racism</b>	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.
<b>Disability</b>	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?	
<b>Dreams</b>	Dreams are fragile.
<b>Loneliness</b>	Destroys a person's spirit. Friendship has a lasting power.
<b>Discrimination</b>	Racism, sexism, ageism and prejudice towards the disabled is damaging.
<b>Death</b>	Life can be undervalued and people can be treated as commodities.
<b>Nature</b>	Represents mankind's inherent (natural) goodness.

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

BIG QUESTION: Why do form and structure matter?	
<b>Allegory:</b>	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.
<b>Cyclical structure:</b>	A story's ending which links back to the beginning by repeating words, ideas, settings or actions.
<b>Foreshadowing :</b>	When the writers gives a hint about what's to come later in the story.
<b>Microcosm:</b>	This is where the world is represented on a smaller scale.
<b>Tragedy:</b>	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
<b>Idealism</b>	Believing that very good things can be achieved, particularly when they don't seem likely to other people.
<b>Isolation</b>	The state of being alone or away from others.
<b>Microcosm</b>	This is where the world is represented on a smaller scale.
<b>Migrant</b>	A person who moves from one place to another to find work or better living conditions.
<b>Predatory</b>	A person or organisation that is eager to gain something out of someone else's weakness or suffering.
<b>Prejudice</b>	An unreasonable dislike of a particular group of people, person or thing.
<b>Status</b>	A position or rank in relation to others.

**Keyword**      **Definition**

Expanding

**Expanding**  
 $2(g + 4)$   
 $= 2g + 8$   
**Multiply in**

Removing Brackets to multiply each term in the bracket by the term outside the bracket.

Factorising

The reverse process of **expanding brackets**. Put in **brackets** by taking out the common factors.

$$4x + 32 = 4(x + 8)$$

Linear Graph

A straight line on a graph to show the relationship between two quantities

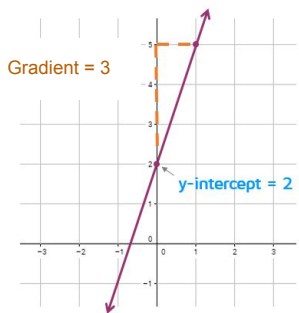
Equation of Line

y-coordinate      x-coordinate

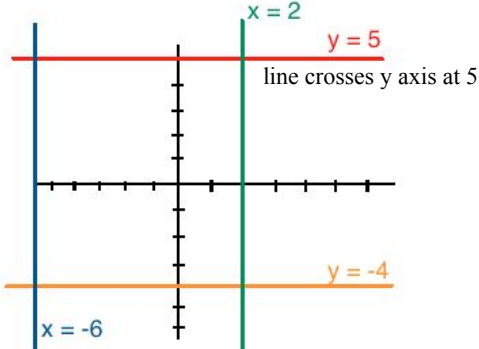
$$y = mx + c$$

gradient      y-intercept

Graph of  $y = 3x + 2$



line crosses x axis at 2



**Unknown on Both Sides**

$$3x + 4 = x + 12$$

$$-x \quad -x$$

$$2x + 4 = 12$$

$$-4 \quad -4$$

$$2x = 8$$

$$\div 2 \quad \div 2$$

$$x = 4$$



**Keyword**

**Definition**

Equation

$$2a + 5 = 9$$

A mathematical statement containing an equals sign.  $2a + 5 = 9$

Inequality

$$14 > 12$$

greater than

Shows relationship between two expressions or values that are not equal to each other. The relationship may be greater or less than.

Identity

$$2x + 3x = 5x$$

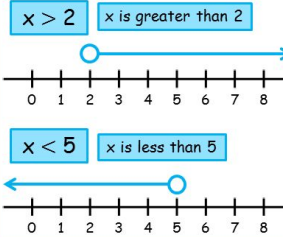
Represented by 3 lines in an equation. It is an equation which is **always true**, no matter what values are substituted.

Symbols

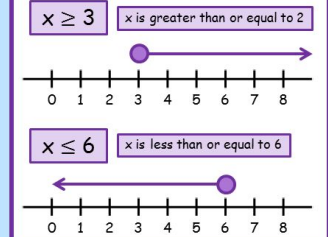
- $>$  greater than
- $<$  less than
- $\geq$  greater than or equal to
- $\leq$  less than or equal to

**Inequalities on a number line**

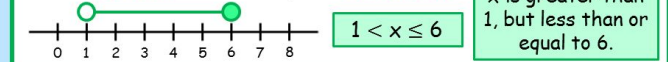
An **open circle** means that the value is **not included**:



A **filled in circle** means that the value is **included**:



If x is **between** two values, use **two circles**:



**Solving Linear Equations**

Balancing method

$$8a - 5 = 11$$

$$+5 \quad +5$$

$$8a = 16$$

$$\div 8 \quad \div 8$$

$$a = 2$$

Function machine method

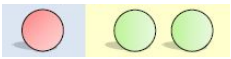

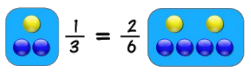
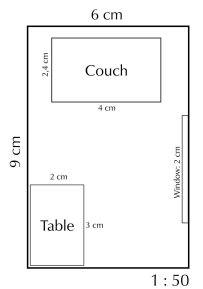
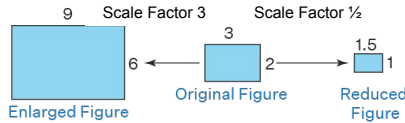

$$8a - 5 = 11$$

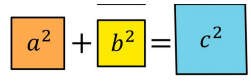
$$a \rightarrow \times 8 \rightarrow -5 \rightarrow 11$$

$$2 \leftarrow \div 8 \leftarrow +5 \leftarrow 11$$

$$a = 2$$

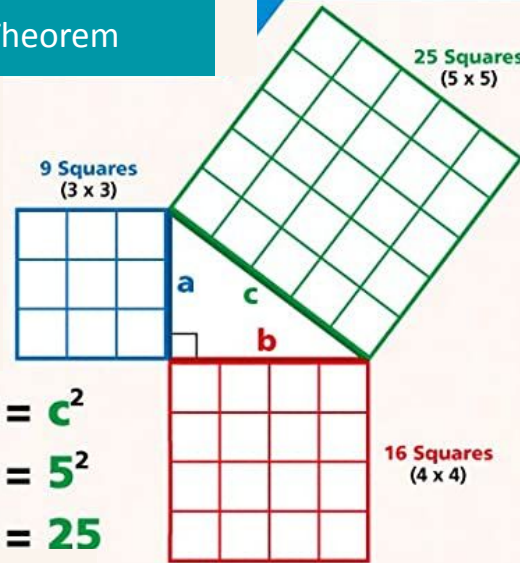
# Year 8 Maths: Ratio & Proportion

Keywords	Definition
Ratio 	Ratio compares the size/value of <b>one part to another part</b> . 1 red ball to 2 green balls
Unitary Method 	Find the <b>value of a single unit</b> by <u>dividing</u> and then <u>multiplying</u> to find amount you need. 5 ice creams cost £4.20 Cost of 8 ice creams? $\div 5 \downarrow$ $\downarrow \div 5$ 1 ice cream costs £0.84 $\text{£}0.84 \times 8 = \text{£}6.72$
Proportion 	Proportion is when two ratios are equivalent. Eg. 1:3 is equal to 2:6
Scale Drawing 	A scale drawing is used to represent an object that is too large or too small to be actually drawn on paper. The object is either <b>enlarged</b> or <b>reduced</b> in size by a certain amount. The first number on the scale is how long in the drawing and the second is how long the real length is eg. <b>1:50</b> <b>1cm (drawing) = 50cm (actual length)</b>
Scale Factor 	The <b>scale factor</b> is how much the object has been enlarged or reduced by. e.g. Scale Factor 3 or Scale Factor $\frac{1}{2}$
Writing a Ratio 	A ratio can be written 3 to 5 (to) 3 : 5 (:) $\frac{3}{8}$ $\frac{5}{8}$ (Fraction)

Keywords	Definition
<b>Pythagoras' Theorem</b> 	Is formula you can use to calculate the length of a side of a right-angled triangle: The the sum of the squares on the legs of a right triangle is equal to the square on the hypotenuse

### Pythagoras' Theorem

All about side lengths



9 Squares (3 x 3)  
16 Squares (4 x 4)  
25 Squares (5 x 5)

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

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

$$9 + 16 = 25$$

$$25 = c^2$$

$$\sqrt{25} = 5$$

$$c = 5$$


It doesn't matter which legs are a and b

hypotenuse  $c^2$

leg  $a^2$

leg  $b^2$

right angle



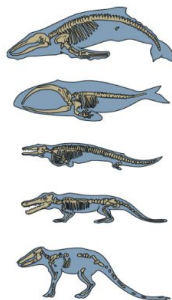
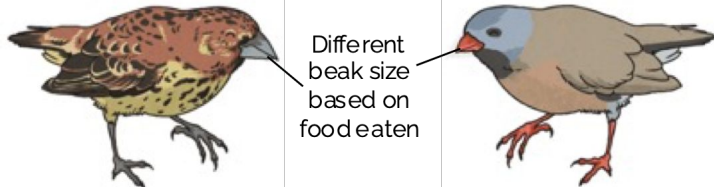
Pythagoras was born in 570 BC and was regarded as one of the most brilliant minds of the ancient world.



## 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?

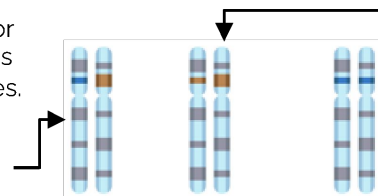
Adaptation	How living things are specialised to suit their environment.
Evolution	The process by which living things can gradually change over time.
Inheritance	The process of passing on features from parents to offspring.
Species	A group of living things with very similar characteristics. They can breed 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	A coiled structure of DNA found in the nucleus of cells made from many genes.
DNA	The material inside the nucleus of cells, carrying the genetic information of a living being.
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.

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.

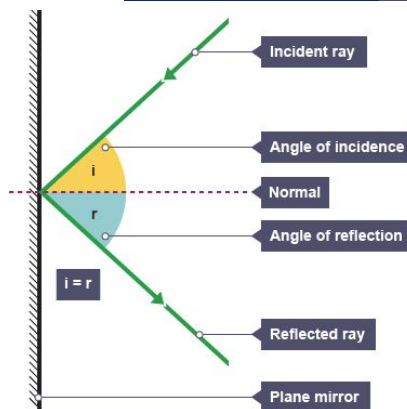
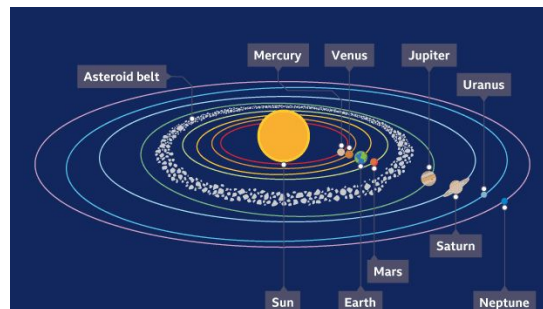
### 3. How do organisms vary?

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.

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		

# Redmoor Science Department

## Waves and Space



### BIG QUESTIONS:

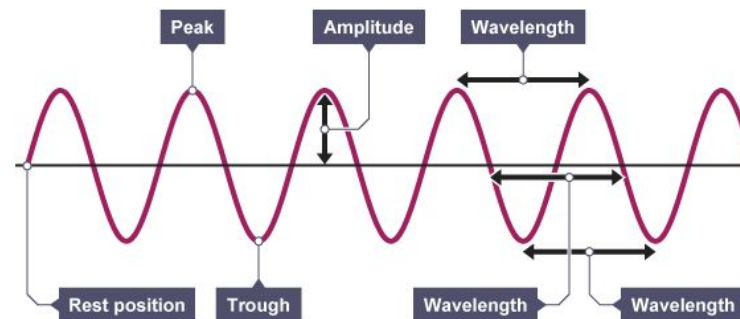
1. What are our ideas about the universe and how have they changed?
2. Why does Earth experience different daylight hours and seasons?
3. How can we see and hear?
4. How are waves used in everyday life?

### 1. What are our ideas about the universe and how have they changed?

Solar system	The sun and the objects orbiting around it. This includes planets, asteroids, comets and more.
Star	An enormous ball of gases which produces large amounts of heat and light, due to nuclear fusion reactions in its core.
Planet	Planets orbit stars and can be made of solid or gaseous material. Planets are massive enough to become rounded in shape (due to their own gravity pulling on them).
Moon	Moons orbit planets and most planets in the solar system have moons. They are natural satellites.
Asteroid	Asteroids are rocky objects which orbit the Sun.

### 2. Why does Earth experience different daylight hours and seasons?

Axis	The imaginary line running through the Earth from the North to the South pole on which the Earth rotates. The axis is tilted at 23.4°.
Orbit	The path an object takes when it moves in space around a star, planet or moon.
Day	The time it takes for a planet to rotate once on its axis.
Year	A planet's year is the time it takes to make one complete orbit around the Sun.
Hemisphere	Half of the Earth divided into Northern and Southern hemispheres.
Satellite	Bodies that orbit around the Sun and planets. They can be naturally occurring or artificial.



### 4. How can we see and hear?

Reflect	When something bounces off a surface.
Law of reflection	The angle of incidence is equal to the angle of reflection.
Refraction	Waves change speed and direction when they pass across the boundary between two substances with a different density.
Retina	The region that makes up the back of the eye. It contains light sensitive cells.
Lens	A specially shaped transparent object which refracts light so it focuses at a point.
Vibration	Vibration is the fast back and forwards movement of an object or particles.
Pitch	The pitch of a sound is how high or low the sound is. A high pitch sound has faster vibrations and higher wave frequency. A low pitch has slower vibrations and a lower wave frequency.

### 3. What are waves and how can we tell the difference between them?

Transverse waves	A wave in which the particles move up and down at right angles to the direction it travels in, like an ocean wave or lifting a rope up and down.
Longitudinal waves	A wave where the particles move forwards and backwards in the direction that the wave travels. For example sound waves.
Frequency	Frequency is the number vibrations of the wave in one second, measured in hertz (Hz).
Wavelength	The distance covered by a full cycle of the wave. Usually measured from peak to peak, or trough to trough.
Amplitude	The height of the top of a wave from its resting position.
Ultrasound	Sound waves which we can't hear because they have a high frequency of more than 20,000 Hz.
Electromagnetic waves	A group of transverse waves which travel at the speed of light, including radio waves, microwaves and visible light.

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

**Tu aimes ta ville?** Do you like your town?

Opinion (6)	Noun	Connective	Quality Vocab (7)	Verb	Intensifiers (8)	Adjective (9)
<b>J'adore</b> I love <b>J'aime assez</b> I quite like <b>J'aime beaucoup</b> I really like a lot <b>Je n'aime pas</b> I don't like <b>Je déteste</b> I hate <b>Je préfère</b> I prefer <b>Je ne supporte pas</b> I can't stand	<b>ma ville</b> my town <b>mon village</b> my village	<b>car</b> because  <b>parce qu'</b> because  <b>puisque</b> as	<b>on me dit que</b> people say that <b>il faut admettre que</b> I must admit that <b>heureusement</b> fortunately <b>malheureusement</b> unfortunately	<b>c'est</b> it is  <b>ça peut être</b> it can be  <b>ce n'est pas</b> it isn't	<b>complètement</b> completely <b>tellement</b> so <b>un peu</b> a bit <b>plutôt</b> rather <b>trop</b> too <b>assez</b> quite <b>particulièrement</b> particularly	<b>grand.</b> big <b>petit.</b> small <b>vieux.</b> old <b>moderne.</b> modern <b>tranquille.</b> quiet <b>sale.</b> dirty <b>pollué.</b> polluted <b>dangereux.</b> dangerous <b>joli.</b> pretty <b>intéressant.</b> 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><b>Dans ma ville</b> In my town</p> <p><b>À Hinckley</b> In Hinckley</p> <p><b>Là où j'habite</b> Where I live</p>	<p><b>heureusement</b> fortunately</p> <p><b>malheureusement</b> unfortunately</p>	<p><b>il n'y a pas de</b> there isn't</p> <p><b>on n'a pas de</b> we don't have</p> <hr/> <p><b>il y a plein de</b> there's loads of</p> <p><b>il y a beaucoup de</b> there's lots of</p> <p><b>il y a assez de</b> there are enough</p> <p><b>il y a une manque de</b> there's a lack of</p> <p><b>il y a trop de</b> there are too many</p>	<p><b>grand(s)</b> big</p> <p><b>grande(s)</b></p> <p><b>petit(s)</b> small</p> <p><b>petite(s)</b></p> <p><b>vieux</b> old</p> <p><b>vieille(s)</b></p> <p><b>nouveau(x)</b> new</p> <p><b>nouvelle(s)</b></p> <p><b>bon(s)</b> good</p> <p><b>bonne(s)</b></p> <p><b>joli(s)</b> pretty</p> <p><b>joie(s)</b></p> <p><b>beau(x)</b> beautiful</p> <p><b>belle(s)</b></p>	<p><b>boucheries (f)</b> butchers</p> <p><b>boulangeries (f)</b> bakeries</p> <p><b>pâtisseries (f)</b> cake shops</p> <p><b>charcuteries (f)</b> delis</p> <p><b>poissonneries (f)</b> fishmongers</p> <p><b>pharmacies (f)</b> pharmacies</p> <p><b>bijouteries (f)</b> jewellers</p> <p><b>confiseries (f)</b> sweet shops</p> <p><b>magasins de vêtements (m)</b> clothes shops</p> <p><b>centres commerciaux (m)</b> shopping centres</p> <p><b>centres sportifs (m)</b> sports centres</p> <p><b>cinémas (m)</b> cinemas</p> <p><b>marchés (m)</b> markets</p> <p><b>théâtres (m)</b> theatres</p> <p><b>parcs/ jardins publiques (m)</b> parks</p>	<p><b>moderne(s)</b> modern</p> <p><b>énorme(s)</b> enormous</p> <p><b>impressionnant(e)(s)</b> impressive</p> <p><b>historique(s)</b> historic</p> <p><b>animé(e)(s)</b> lively</p> <p><b>magnifique(s)</b> magnificent</p> <p><b>tranquille(s)</b> quiet</p> <p><b>touristique(s)</b> touristy</p> <p><b>propre(s)</b> clean</p> <p><b>célèbre(s)</b> 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><b>Dans ma ville</b> In my town</p> <p><b>À Hinckley</b> In Hinckley</p> <p><b>Là où j'habite</b> Where I live</p>	<p><b>pour les touristes</b> for tourists</p> <p><b>pour les familles</b> for families</p> <p><b>pour les jeunes</b> for young people</p> <hr/> <p><b>pour ceux qui aiment</b> for those who like</p> <p><b>pour ceux qui adorent</b> for those who love</p> <p><b>si vous aimez</b> if you like</p> <hr/> <p><b>pour ceux qui s'intéressent à</b> for those interested in</p>	<p><b>il y a</b> there is</p> <p><b>on a</b> we have</p>	<p><b>une église</b> a church</p> <p><b>une cathédrale</b> a cathedral</p> <p><b>une gare</b> a train station</p> <p><b>une bibliothèque</b> a library</p> <p><b>une boîte de nuit</b> a night club</p> <p><b>une patinoire</b> an ice rink</p> <p><b>une piscine</b> a pool</p> <p><b>un hôtel</b> a hotel</p> <p><b>un hôtel de ville</b> a town hall</p> <p><b>un hôpital</b> a hospital</p> <p><b>un restaurant</b> a restaurant</p> <p><b>un stade</b> a stadium</p> <p><b>un musée</b> a museum</p> <p><b>un parc</b> a park</p>	<p><b>où on peut</b> where you can</p> <p><b>où j'aime</b> where I like</p>	<p><b>faire du shopping.</b> do some shopping.</p> <p><b>jouer au foot.</b> play football.</p> <p><b>regarder un film/un match.</b> watch a film/match.</p> <p><b>manger un repas.</b> eat a meal.</p> <p><b>retrouver des amis.</b> meet friends.</p> <p><b>faire de la natation.</b> do some swimming.</p> <p><b>se relaxer.</b> relax.</p> <p><b>lire.</b> read.</p>

# History

## Political Study 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

### 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 the USA

**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

### Civil Rights in the 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**.





# Geography - Fantastic Places

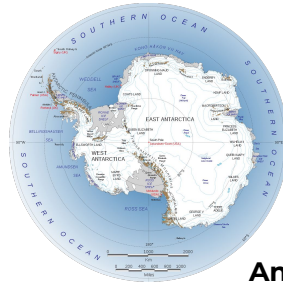
## Antarctica

- Antarctica is the world's southernmost continent. It is the location of the geographic South Pole.
- Antarctica is the world's fifth largest continent by size; 14.2 million km². It is about twice the size of Australia.
- About 98% of Antarctica is covered by ice, this averages about 1.5 miles in thickness.
- Antarctica is the coldest, driest and windiest continent on earth.
- It's population is only about 2000 people, who are temporary scientists and research teams.



## Largest settlements in Antarctica

1. McMurdo Station (USA)
2. Frei Station (Chile)
3. Amundsen-Scott (USA)
4. Mimy - (Russia)
5. Esperanza - Argentina



## Animal Adaptations

## Deserts

- Deserts are mainly found around the Tropics of Cancer and Capricorn, between 15° and 30° north and south of the equator.
- Deserts are found in North Africa, central Australia and towards the south west of the USA. Deserts are often found on the west coast of continents.
- Deserts have extreme temperatures. During the day temperatures may reach 50 degrees whilst at night they may fall to below 0 degrees.
- Deserts have less than 250 mm of rainfall per year. The rain can be unreliable. Several years can pass between rainfall events.

## Japan

- Japan is an island country located off the eastern coast of Asia.
- It is bordered by the sea of Japan to the west and the Pacific Ocean to the east.
  - Japan is an archipelago of 6,852 islands.
  - The five main islands are Hokkaido, Honshu, Kyushu, Shikoku and Okinawa.
  - About 126 million people live in Japan. It is the 11th most populated country in the world.



Fat is stored in the hump of the camel. This provides energy in times of food shortage in the desert. They don't store water in their humps!

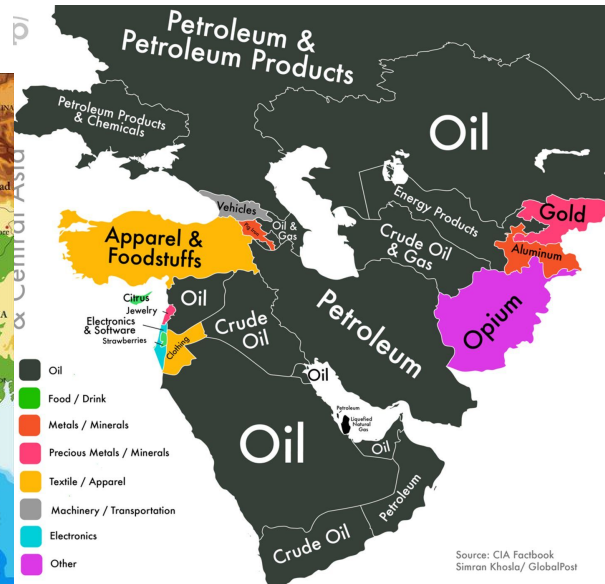
Camels have two rows of eyelashes which are long and slit-like nostrils which help keep out the sand being blown around in the desert.



Thick fur on the top of the body for shade, and thin fur elsewhere to allow easy heat loss in high desert temperatures.

Large padded feet which allows them to spread their weight on the sand.

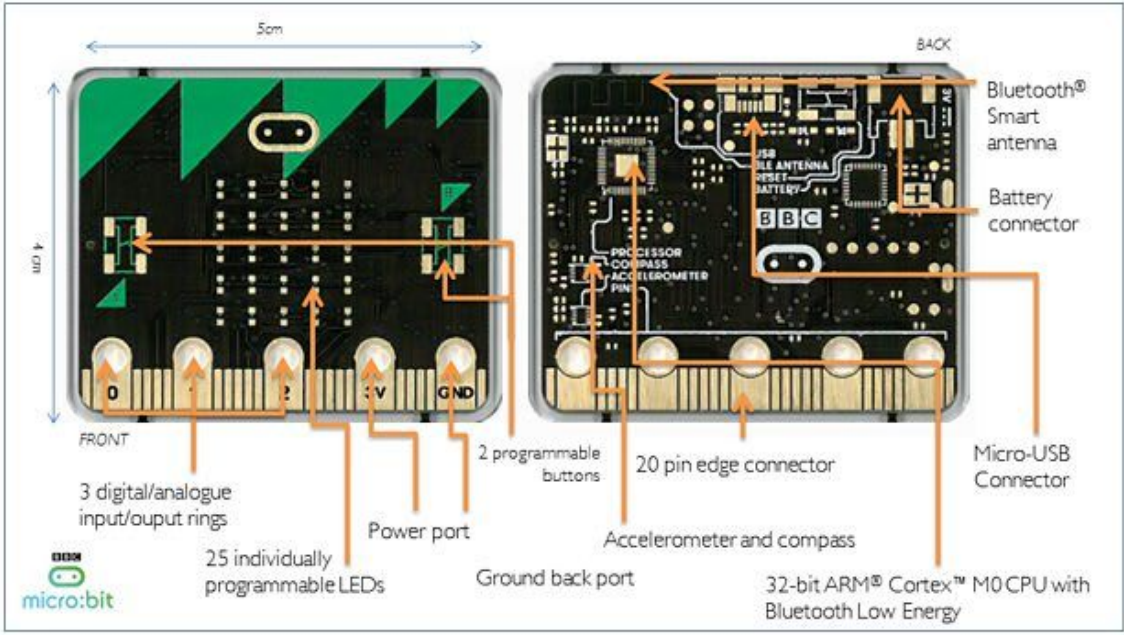
# Year 8 Geography - The Middle East



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



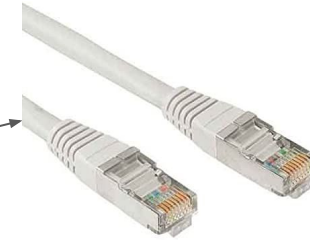
BBC Microbit	
Sensor	An input device for a computer that can measure part of the outside world. We can use these in programming to trigger part of our code to work when something in the outside world happens.
Accelerometer	A type of sensor that can measure if the device has moved or not and how far it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

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>

# 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.

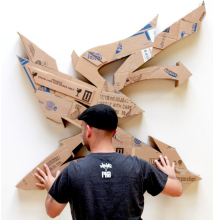


# Year 8 Art - Graffiti

## 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.

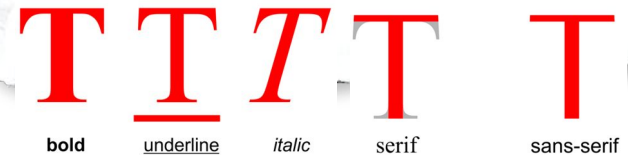
Underlined type is an effective way of emphasizing the title of a document. It can also be used to call attention to an important section of text.

*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. fonts.



## 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?

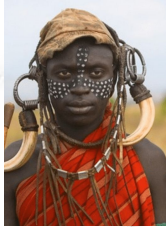
- Aboriginal Australians is a western term for the people who are from the Australian mainland and many of its islands.
- Aborigines have lived in Australia for over 40,000 years, and it is believed that they came from areas of Asia. These original Australians were hunter-gatherers.
- The didgeridoo 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.



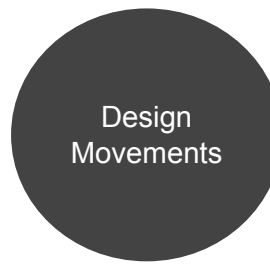
- There are 54 countries in Africa - and 9 territories - with a total of more than 1.1 billion people living on the continent, which is 15% of the world's total population.
- Most of the African people are Christians and Muslims. In North Africa and many West African countries are Islamic.
- There are 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.



## 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**.



## 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?



# 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 understand 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

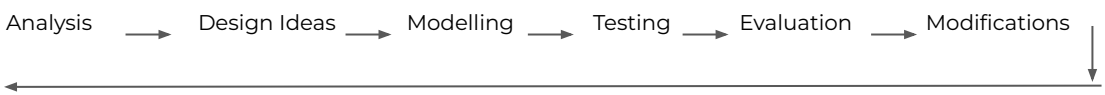
**P** Put to another use  
Put current processes or products that were intended for a specific purpose to another use

**E** Eliminate  
Eliminate or simplify an idea to improve it, but also to identify its 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

<b>Split-Staging</b>	2 scenes performed at the same time on stage. (but the technique of this needs to be used!)
<b>Expression</b>	Use of Facial Expression to show how you feel.
<b>Body Language</b>	To show your emotion towards others with your body.
<b>Emotion</b>	To show your feelings of your character to the audience through expression, body and voice.
<b>Reactions</b>	To respond to each other as characters, on stage. Reacting to their words, feelings, actions.
<b>Proxemics</b>	The distances between characters/actors in a play. It shows their feelings and emotions- not through speaking!
<b>Semiotics</b>	How meaning is created through systems of signs & symbols of drama. All elements that makes up a theatrical performance- the audience read & interprets them (costume, lighting, etc.)
<b>Hot-Seating</b>	A technique to gain a deeper understanding of the character that you are playing, through asking specific questions- to make it more 'realistic'!
<b>Gobo</b>	A thin metal plate, placed on top of the light itself, to project a particular design. This creates shadows, patterns, objects.

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

## Year 8 Drama: Unit 3: Page to Stage - Noughts and Crosses

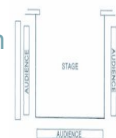


### Key Knowledge:

- For this unit, you will learn about the plot & characters- *Noughts and Crosses* revolves around Callum (a Nought) and Sephy (a Cross). in their world of prejudice and distrust, highlighted by violent terrorist activity by noughts, they don't fit. But a childhood friendship has grown into an intense love which descends to its fatal conclusion.
- The Writer's intention, explores racism- Noughts and Crosses representing these.
- This is a circular plot, as we see this final scene at the beginning of the play. A flashback is performed. This is where after the present day, they move into the past.
- You will work in pairs, on a section of the Script. You will apply your ideas for the skills with how they show their characterisation & also the techniques needed to set the scenes.

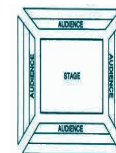
### Performance Spaces:

**Thrust** - Audience on three sides



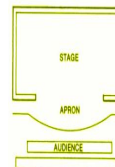
**Traverse** - Audience on two sides

**In The Round** - Audience all the way Around



**Proscenium Arch** and

**End On** - Audience in front



### Use of Practitioners:

#### **Stanislawski:**

Creating as much Naturalism/Realism as possible on stage. Thinking about the 'Magic If': What if I was this character? How would I feel? and the 'Given Circumstance' (What has your character been through...)

**NOUGHTS & CROSSES**



# Drama Keywords

<b>Mime</b>	Communicating emotion, meaning or idea without words, using only gesture, expression and movement.
<b>Physical Theatre</b>	Performances which incorporate dance elements into a dramatic theatre performance.
<b>Stage Combat</b>	Choreographed fight scenes to give the illusion of physical combat without harming any of the actors.
<b>Characterisation</b>	To transform into a character, using voice, physicality and facial expressions.
<b>Soundscape</b>	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.
<b>Pace</b>	The speed the dialogue is delivered to the audience.
<b>Intonation</b>	The rise and fall of a voice when speaking.
<b>Wash</b>	Covers the whole stage in light allowing the audience to see everything.

Skills, Techniques, Lighting.

## Year 8 Drama: Unit 4 - History of Theatre - Elizabethan and Jacobean Theatre (Shakespeare)

### Context:



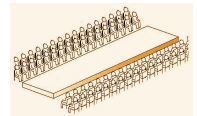
#### Shakespeare:

- You will be exploring three Shakespearean plays- 'Romeo & Juliet' (gang rivalry, romance & tragedy), 'Hamlet' (revenge, murder, tragedy) and 'Macbeth' (Witchcraft, creed, tragedy).
- We will be looking at stage combat and how this can make the audience believe the disagreements on stage.
- We will each exploring these plays through script work (looking at the words written, with meanings & interpretation- how we show this in performance) and 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 and react?), body language (their posture, stance) and gestures (how they communicate through their arms/hands) including mime and use of Physical Theatre.

### Performance Spaces:

#### Performance Space:

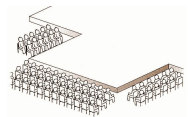
*Traverse* - Form of staging where the audience is on either side of the acting area.









*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.






# Year 8 - World Religions

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 a 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

Hailie Selassie I (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: The Blues

## Spirituals, Work songs and the Blues

### Definitions and theory

I= Tonic	V= Dominant	IV= Subdominant	
I	I	I	I
IV	IV	I	I
V	IV	I	I

1. **12 bar blues** = music based around this chord progression
2. **Tonic** = chord I
3. **Subdominant** = chord IV
4. **Dominant** = chord V
5. **Improvisation** = making it up on the spot
6. **Turnaround** = where you substitute chord V in bar 12
7. **Seventh chord** = when an extra note is added to a chord, 7 notes above the root, i.e. G7:



### Chords and Roman numerals

1. Whatever key you are in, count that as '1' (i.e. in C major, 1 is C)
2. From there, count up to 4 and 5 to work out what chords are IV and V (in C, IV is F and V is G)

### Walking bass line

A **walking bass line** generally consists of notes of equal duration typically crotchets that create a feeling of forward motion.

### Riff

Blues riffs are played in response to a vocal melody. They are often based on the "blues-scale", which can be used for improvisation.



### Blues scale

This scale is essentially the pentatonic scale plus one chromatic note, often called the blue note. This extra step gives the blues scale that unmistakably bluesy sound.

### Instruments for blues

#### INSTRUMENTS

**Strings:** double bass or bass guitar often used to play the bass line. Guitar plays chords and melodies

**Woodwind:** saxophone sometimes used for melody

**Brass:** trumpet/trombone often used for melody

**Percussion:** drum kit

**Voices:** soprano/alto/tenor/bass – any kind of voice can sing blues

**Keyboards:** piano is often used to play chords, bass line and/or melody, but organ is sometimes used too

# Year 8 PE - Football

## KEY TERMS

Possession	Throw in	Penalty
Jockeying	Corner	Offside
Distribution	Free kick	
Tactics	Under pressure	

## SKILLS IN ISOLATION

Passing	Tackling
Dribbling	Heading
Running with the ball	
Volleying	Control

## POSITIONS

**Goalkeeper** – the player who can use their hands and is the last line of defence to stop the ball entering the goal

**Defenders** – players who have the main responsibility to stop the opposition from scoring. They also start the attacks.

**Midfielders** – lie between the defence and the attack. Responsible for stopping oppositions reaching the defence and providing the attackers with opportunities to score.

**Strikers** – responsible for scoring and setting up goals



## COMPONENTS OF FITNESS

**Cardiovascular Fitness** – being able to exercise the whole body for long periods of time

**Agility** – Change direction quickly with control

**Speed** – the rate in which you perform a movement

**Strength** – the amount of force a muscle can generate

**Power** – performing a forceful movement as quickly as possible

**Coordination** – moving two or more body parts together

## RULES AND REGULATIONS

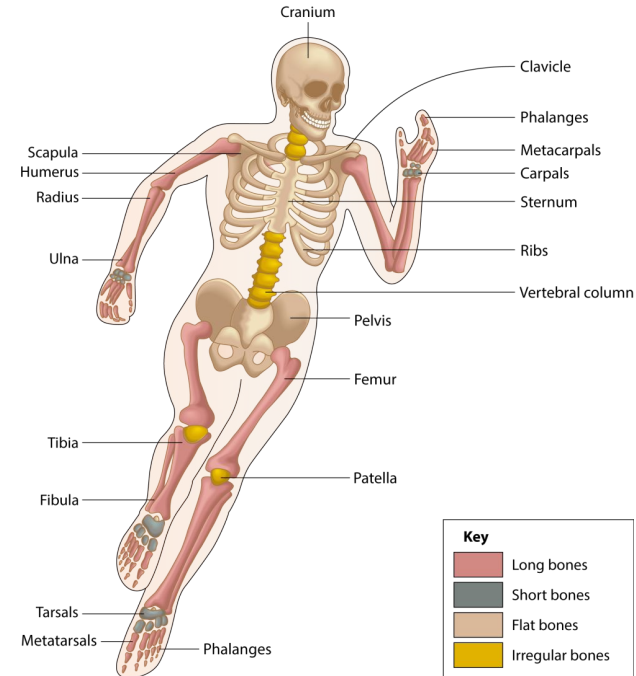
- Game is started by a kick off in the centre of the pitch.
- In a full sided game each team consists of 11 players.
- If the ball goes off the side of the pitch it is a throw in to the team that didn't touch the ball last.
- If the ball goes off the end of the pitch it is a corner or a goal kick depending who the ball touched last.
- Depending on where the incident takes place, a free kick or a penalty is awarded if the player in possession of the ball is illegally infringed.
- The goalkeeper is the only player allowed to touch the ball with their hands and can only do this inside their 18 yard box.
- To score a goal, the ball must cross the opposition's goal line.
- If a player is past the opponent's last defender and in the opposition half when the ball is passed they are offside and a free kick is awarded to the opposition team.

## Short term effects of exercise

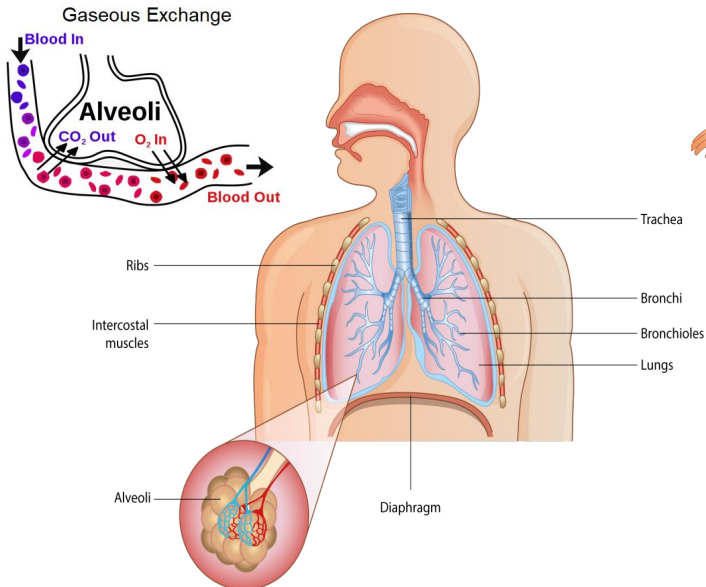
# YEAR 8 PE THEORY

Short Term Effects of Exercise	What happens to the following when we exercise?
HR	Your HR will increase as there is a greater demand for oxygenated blood in your working muscles
Breathing rate/Depth	As there is a greater demand for O ² in the muscles, our lungs have to work harder. Our breathing becomes more frequent and deeper
Sweat/Heat	When our muscles produce energy, heat is given off as a by product so our bodies temperature will increase. Our CV system will divert blood to the surface of the skin to release this heat causing sweat to form.
Lactic Acid	When we exercise at a higher intensity (anaerobically), our muscles produce energy without O ² . A by product of this process is Lactic Acid. This builds up in our muscles and causes them to fatigue. You will have felt this before after a long sprint!

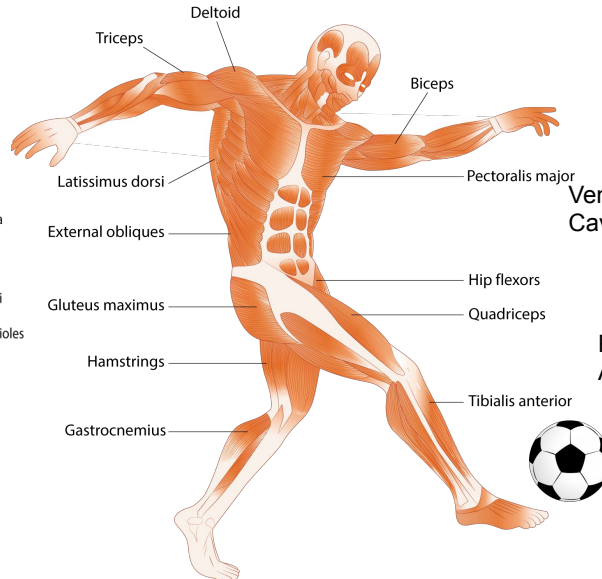
## Skeletal System



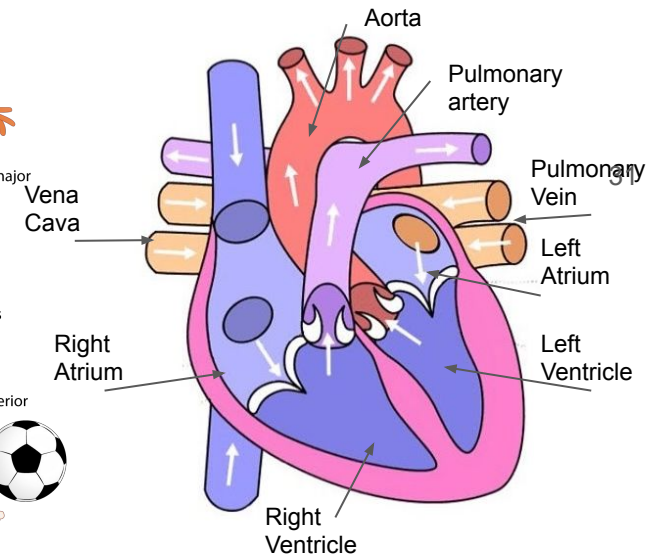
## Respiratory System



## Muscular System



## Cardiovascular System



# 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 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?