

Knowledge Organiser

YEAR

8

"You can achieve
anything you set your
mind to."

MARY EARPS

**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 increase to 30-40 minutes. Teachers will test you once a week to make sure that you are completing the homework and remembering your knowledge. Teachers and form tutors will be regularly checking that you are revising.

HOW?

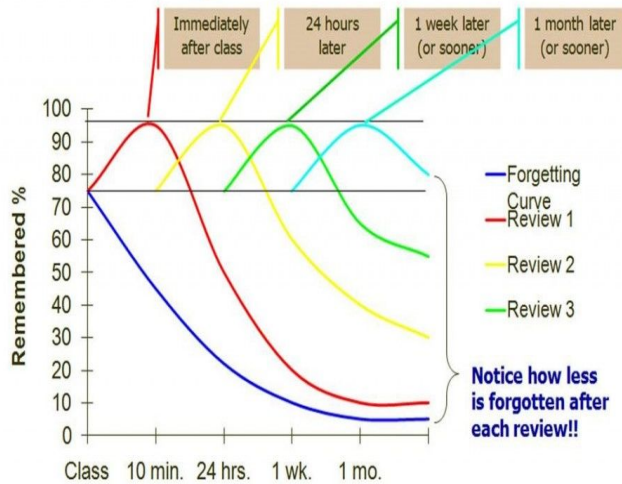
How will my teachers use them?

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](#)

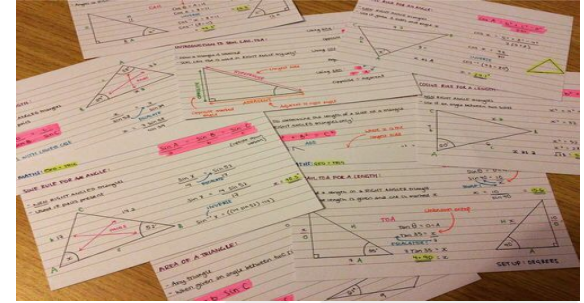
How we learn at Redmoor

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

Learn more about dual coding here:

[Link To The Learning Scientists](#)

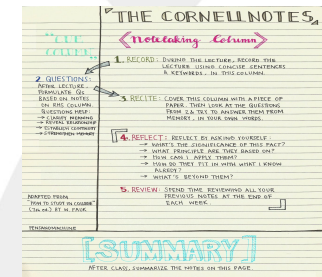
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

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.

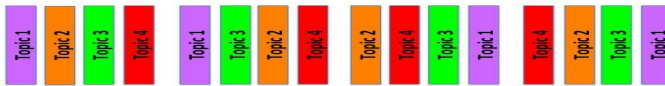
Eg. topic 1 cells, topic 2 digestive system

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.

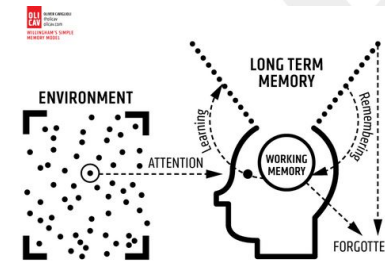
Mind maps help with memorisation of key knowledge as it helps to organise information and begins to make links and connections to different pieces of information.

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 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

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## Equipment

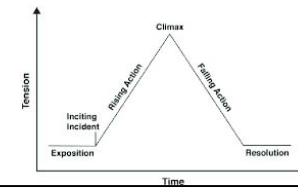
all students must have...



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 carefully analyses 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).

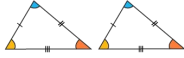

BIG QUESTION: What can we learn about the human condition by studying this novel?	
<b>Dreams</b>	Dreams are fragile.
<b>Loneliness</b>	Destroys a person's spirit. Friendship has a lasting power.
<b>Discrimination</b>	Racism, sexism, ageism and prejudice towards the disabled is damaging.
<b>Death</b>	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.


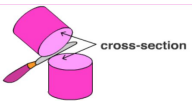
VOCABULARY BOOST	
Word	Definition
<b>Idealism</b>	Believing that very good things can be achieved, particularly when they don't seem likely to other people.
<b>Isolation</b>	The state of being alone or away from others.
<b>Microcosm</b>	This is where the world is represented on a smaller scale.
<b>Migrant</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.

# Know Your Maths Vocabulary

Calculate	Work out the answer
Centi-	100th - 100 parts
Congruent	Identical - size and angles 
Construct	Draw mathematically 
Correlation	Relationship between 2 sets of data
Credit	Money in
Debit	Money out
Equation	Has an = sign $(4x + 6 = 22)$
Estimate	Work out answer to 1 significant figure
Expand	Remove brackets by multiplying out
Explain	Show mathematically
Expression	A group of terms joined by + - x ÷ (e.g. $3x + 4y$ )
Factorise	Put in bracket(s) by finding highest common factor(s)
Formula	a rule written with mathematical symbols. (e.g. $\frac{1}{2} b x h$ )
Index Form	A power, is used to show that a quantity is repeatedly multiplied by itself. (e.g. $3^4$ )

Identity $3(x + 4) \equiv 3x + 12$	An equation that is true no matter what values are chosen $\equiv$
Inequality	Greater than $>$ $\geq$ or less than $<$ $\leq$
Integer	Whole number + or -
Irregular Shape 	Sides and angles are not all equal
Kilo	1000 1000 x larger
Make $x$ the subject	Rearrange an equation so $x$ is on its own (on one side)
Make a criticism	Show what is wrong / incorrect mathematically
Mean	Average
Median	Middle (when numbers in order)
Milli-	1000th 1000 parts
Mode	Most
Of	Multiply
Out of	Divide
Percent 	Out of / ÷ 100
Perpendicular	Line at $90^\circ$ to another like a T

## Know Your Maths Vocabulary

Product	Answer when multiplying numbers
Prove	Show something is true mathematically
Pyramid	3d shape that has triangles coming to a point from the base
Reciprocal	1 divided by a number or vice versa (2 becomes $\frac{1}{2}$ )
Regular shape	All sides and angles are the same
Similar	Sides in same ratio (larger or smaller) but angles the same 
Sum	Total / Addition
Simplify	Rewrite in simplest way
Solve	Work out the value of the letter
Standard Form	$a \times 10^n$ , $a$ is a number bigger than or equal to 1 and less than 10 (e.g. $2.3 \times 10^3$ )
Term	Part of an expression (e.g. $4x$ )
Uniform cross-section	Same shape and size no matter where a prism is cut 

Prism



3d shape - has a constant cross section (same shape all the way through)

## Area Formulae

Circle

$$\pi \times r^2$$

Rectangle

base x height

Parallelogram

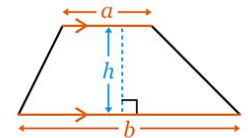
base x perpendicular height

Triangle

$\frac{1}{2}$  x base x perpendicular height

Trapezium

$\frac{1}{2}$  x (a+b) x height



## Formulae

Circle

circumference

$$C = \pi d$$

Simple Interest

$$P \times R \times T$$

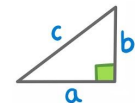
Compound Interest

$$P \times (1 + R)^T$$

P = Principal Amount R = Interest Rate T = Time

Pythagoras' Theorem

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

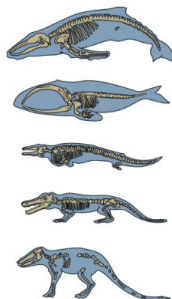
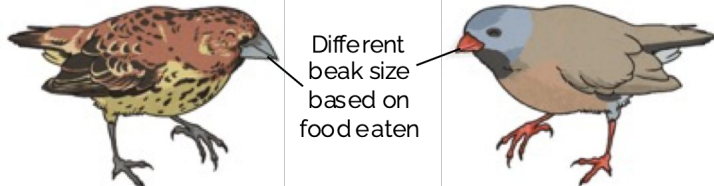




## Inheritance & evolution

### 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?

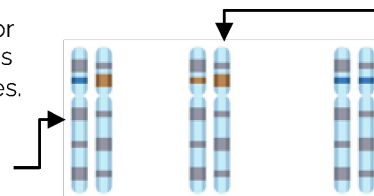
Adaptation	How living things are specialised to suit their environment.
Evolution	The process by which living things can gradually change over time.
Inheritance	The process of passing on features from parents to offspring.
Species	A group of living things with very similar characteristics. They can breed 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	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.

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?

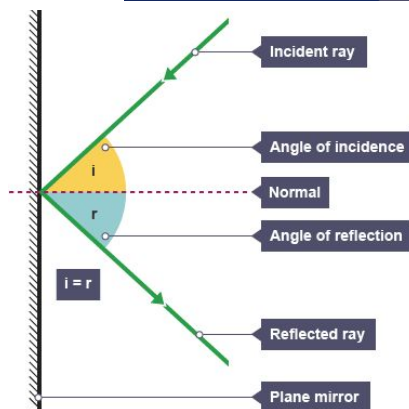
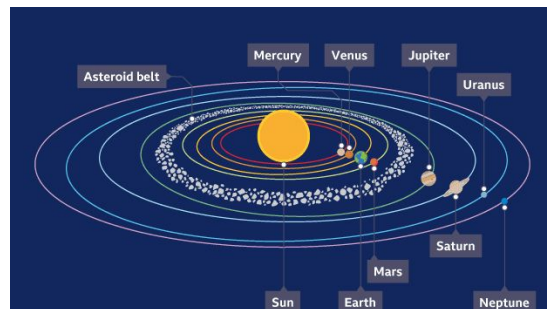
Variation	The differences between living things in a species.
Inheritance	The passing of characteristics determined by genes from parents to offspring.
Acquired characteristics	Characteristics in an individual organism are caused by both genetic and environmental variation.
Environmental variation	Variation 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:

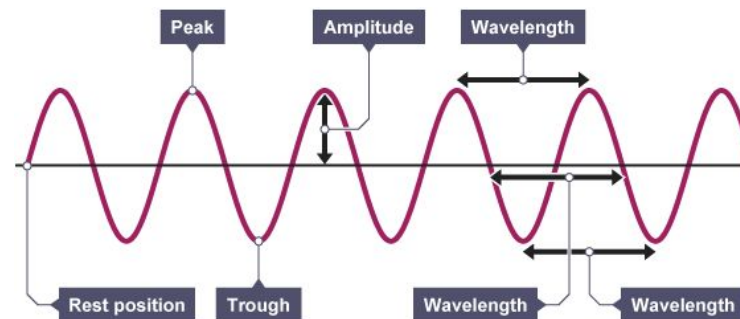
1. What are our ideas about the universe and how have they changed?
2. Why does Earth experience different daylight hours and seasons?
3. How can we see and hear?
4. How are waves used in everyday life?

### 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	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>le sport</b> sport</p> <p><b>les films</b> films</p> <p><b>le shopping</b> shopping</p> <p><b>la culture</b> culture</p> <p><b>l'histoire</b> history</p> <hr/> <p><b>faire du sport</b> doing sport</p> <p><b>manger</b> eating</p> <p><b>jouer au foot</b> playing football</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.

### 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

**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

**Emancipation Proclamation:** to free all enslaved people

**Jlm 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

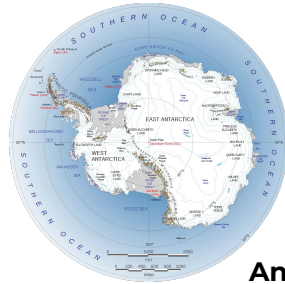
## Antarctica

- 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.
- Its 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 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!

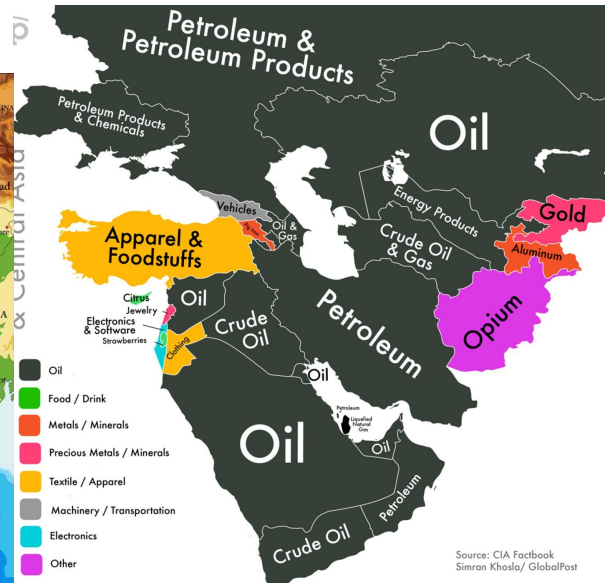
Camels have two rows of eyelashes which are long and slit-like nostrils which help keep out the sand being blown around in the desert.



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.

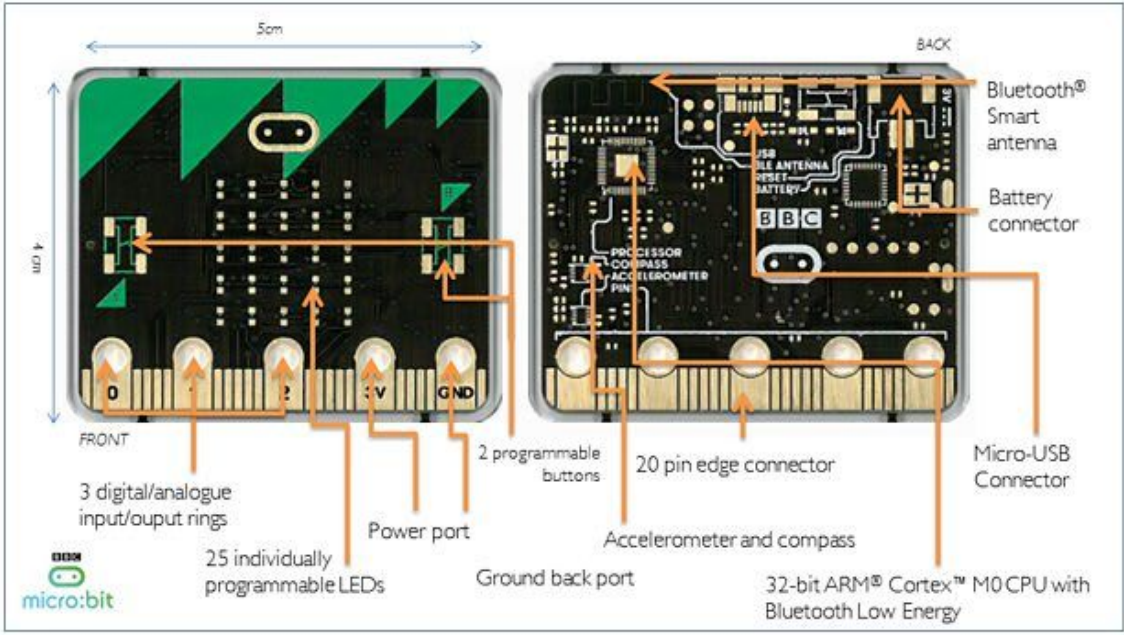
# Year 8 Geography - The Middle East



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>

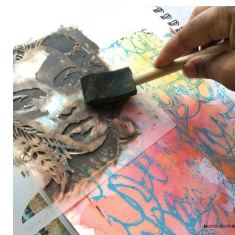
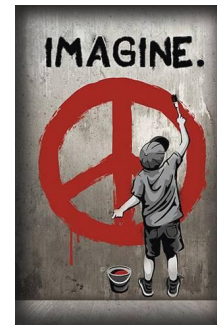


# Year 8 Art - Graffiti

## Can graffiti be transformed into valuable art?

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

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



## How is graffiti created?

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

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

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

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

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



## Is graffiti an acceptable art form?

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

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



# Year 8 Art - Surrealism

## What is the point of Abstract Art?

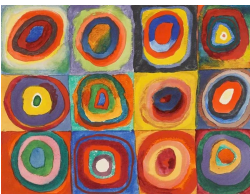
The main purpose of abstraction in art is not to tell a story, but to encourage imagination. Abstract art has been around for well over 100 years. Some might even assert that abstraction started with the cave paintings of thousands of years ago.

Abstraction can be traced to **Impressionism, Post-Impressionism** and **Cubism**. It was completely **radical** for its day. Artists began to create simplified objections with little or no reference to the "real" world.

The first artist to create abstract art as we know it will always remain a mystery but Wassily Kandinsky is often credited by historians as he created paintings of floating, **non representational** forms as early as 1912. His work brought abstraction to America during the Armory Show in 1913.

Abstract art now lives in the art world in many forms. It is two- and three-dimensional. It can be vast or small. Abstract art can also be made with many materials and on many surfaces. It can be used in concert with **representational** art or completely abstract. Artists creating it often focus on other visual qualities like colour, form, texture, scale and pattern. The continuing interest in abstract art lies in its ability to inspire our curiosity about the reaches of our imagination and the potential for us to create something completely unique in the world.

## Art Style



## What is the artist's role in society?

Every artist plays a different and necessary part in contributing to the overall health, development, and well-being of our society. Creative thinkers and makers provide their communities with joy, interaction, and inspiration, but they also give thoughtful critique to our political, economic and social systems

An illustrator is an artist who creates two-dimensional images for various companies and industries, such as fashion design, children's books, magazines, web sites, technical designs, and advertising. Illustration is an amazing communication tool. Words can explain something to you, but an illustration can show you something — "a picture is worth a thousand words".

An illustrator is usually hired or **commissioned**. There are various stages in an illustrator's work flow that usually include:

- Discussing the client's illustration and design needs
- Negotiating price and deadlines
- Developing a sample to go over with the client
- Producing the illustrations by the deadline

## Why is Surrealism the Art of Dreams?

Surrealism began as a philosophical movement that said the way to find truth in the world was through the **subconscious** mind and dreams, rather than through logical thought. The movement included many artists, poets, and writers who expressed their theories in their work.

The movement began in the mid-1920s in France and was born out of an earlier movement called Dadaism from Switzerland. It reached its peak in the 1930s. The artwork often made little sense as it was usually trying to depict a dream or random thoughts. As the Surrealism movement evolved, artists developed new systems and techniques for exploring the irrational world of the subconscious mind. Two trends emerged:



### Biomorphic (or, abstract)

Derived from the Greek words bios (life) and morphe (form), the term refers to abstract forms or images that evoke naturally occurring forms such as plants, organisms, and body parts.



### Figurative

Art which represents the human figure, or even an animal figure, it is visual imagery from the subconscious mind and is used with no intention of making the artwork logically comprehensible.



An illustrator will usually begin by sketching out a **draft** of the images they want to make. Once they have an idea of the quantity and the general outline of the whole project, they begin working on drawing each illustration. Illustrators can work from pencil and paper, or digitally on the computer. They can choose the **medium** that works best for their style and their client's needs. Every illustrator has excellent drawing skills so that they can produce all kinds of images and designs.

It is important for the illustrator to listen and understand the client's needs, and be able to exchange ideas and rework multiple **concepts** until both parties come to a final interpretation and illustration. Natural talent, education, and continuous practice is necessary in order to become successful as an illustrator.

# Year 8 Design - Memphis Design

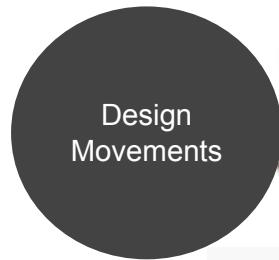
## Do design movements still have an influence today?

A “movement” is a style in art or design that has a specific philosophy or ideal and is followed and promoted by a group of artists for a defined period of time.

As a designer, inspiration can come from anywhere. But sometimes influences, attitudes and approaches come together to form a coherent movement that has a knock-on effect around the world.

There are many art and design movements of different sizes and significance over the centuries – some have the same style or a group of artists or designers in a particular place.

Whether they happened 150 years ago or 30 years ago, the impact of many of these is still felt today – you may even have felt their influence without knowing it. These things often move in cycles, particularly with the trend for retro aesthetics. So a little knowledge of art and design history goes a long way.



## Why change what is already a successful design?

Just because something exists and it works, doesn't mean that it doesn't need to be designed again. Different influences and factors can change the need for an already successful idea. For example, the wheel was invented in the 4th millennium BC. This design worked then, and works now. But would you want a set of those wheels on your Lamborghini?

Development is about creativity and exploring ideas in different ways.

Development is about selecting ideas, visual elements, compositions and techniques from an initial idea and using them in new ways.

It is important that you don't become too attached to your first idea.

Don't worry if the work you produce isn't perfect. It is an important part of the creative process to try out new things and to make creative decisions based on what works and what doesn't, what looks good and what doesn't.

And don't worry if you try something that doesn't work. Showing creativity and testing out ideas is an important stage of the design process. The next step would be to refine your work and produce a more finished result as a final idea.

## 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.



## Drama Keywords

<b>Soliloquy</b>	A character revealing their innermost thoughts, on stage alone.
<b>Physical Theatre</b>	Use of the body & movement to show a story/feeling/situation/object.
<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>Gesture</b>	Body or facial movements of a character during a play.
<b>Body Language</b>	To show your emotion towards others with your body.
<b>Facial Expression</b>	Using your face to show the emotions of the character.
<b>Pace</b>	The speed the dialogue is delivered to the audience, or the speed of the movement.
<b>Projection</b>	The use of specialist equipment to project images onto the stage to create settings and special effects which actors can interact with.
<b>LED</b>	Small lights which can change colour to create a wide range of effects on stage.

Drama techniques, skills and lighting.

## Year 8 Drama - Spring Term 1 Macbeth

### Key Knowledge

- We will explore one of Shakespeare's most famous plays, Macbeth.
- We will be looking at stage combat and how this can make the audience believe our acting.
- We will be exploring Shakespeare's language, discovering the meaning of his words and performing our own interpretation.
- We will look at the skills of blocking and directing scenes.
- 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



## Year 8 Drama - Spring Term 2 The Curious Incident of the Dog in the Night-Time

### Key Knowledge

- We will explore the play 'The Curious Incident of the Dog in the Night-time' which is an adaptation of a famous novel.
- We will explore the work of Frantic Assembly, a physical theatre company.
- You will work on elements of script, devising and technical theatre related to the main parts of the GCSE Drama course.
- You will work together as an ensemble to create your own Frantic Assembly style pieces, based on the characters in the play and how they experience the world.





# Morals and Ethics – Islam.

"The best among you is the one who doesn't harm others with his tongue and hands." **Prophet Muhammad.**

<b>Key Words</b> <u>Islam</u> : submission to Allah <u>Allah</u> : Arabic language word for "God". <u>Muhammad</u> : the last Prophet of Islam.	<u>Qur'an</u> : recitation or to read or to recite.	<u>Monotheism</u> : belief in one God. <u>Polytheism</u> : belief many gods	<u>Mecca</u> : the birthplace of Islam.	<u>Ka'aba</u> : It is the holiest site in Islam.	<u>Sunni</u> : one of the two major branches of Islam. Majority of Muslims Sunni.	<u>Shia</u> : is the second largest branch of Islam	<u>Five pillars</u> : the duties of a Muslim.	<u>Mosque</u> : the place of worship in Islam
	<u>Hadith</u> : sayings of Muhammad (PBUH)	<u>Muslim</u> : a follower of Islam	<u>Caliph</u> : the ruler of the Muslim community.	<u>Imam</u> : a religious leader in Islam	<u>Eid</u> : means feast or festival	<u>Eid al - Adha</u> : "feast of the sacrifice"	<u>Eid al - Fitr</u> : the festival of the breaking of the fast".	<u>Prophet</u> : a messenger of Allah

**Key Skills**  
Recall / Share/ Relate / Respond sensitively/ Describe/ Connect / Show understanding/ Apply / Explain / Express views/ Interpret/ Express insight/ Compare and Contrast views/ Use sources / Evaluate /Analyse / Justify views /Make judgements /

**Attainment Targets**

**AT1:**  
Knowledge & understanding.  
(Learning about)

**AT2:**  
Engagement & Understanding.  
(Learning from)

**AT3:**  
Analysis & Evaluation

**Bird's eye view.**  
Islam is the world's 2nd largest religion, with about 1.8 billion followers called **Muslims**. It is one of the **three Abrahamic religions** and they believe in **one God** called **Allah**. Islam was founded by the **Prophet Muhammad** about 1400 years ago in **Makkah**. Islam's **holy book** is called the **Qur'an** and followers of Islam (Muslims) worship in a **sacred building** called a **Mosque**.

**What must a Muslim do?**  
There are five duties or actions that define someone as a Muslim: five practices of Muslims. These are the **foundation** upon which their religion is built. They are the **basic obligations** of a Muslim, some of which they are required to perform daily, others annually and one in their lifetime. These duties or obligations are called the **Five Pillars of Islam**. These are  
Shahadah: the declaration of faith in One God, Allah, and Mohammad is his messenger.  
Salah: the obligation to five daily prayers.  
Zakat: the obligation to give alms to the poor.  
Sawm: the obligation to fast during Ramadan.  
Hajj: the duty to go on pilgrimage to Mecca.

**Key Muslim beliefs - Allah**  
Muslims believe in One God called Allah who is the creator of all things They believe Allah all-powerful and all-knowing. Allah has no offspring, no gender, and is spiritual.



1. Friday is the Muslim holy day of the week?
2. Islam is the fastest growing religion in the world?
3. Mecca is in Saudi Arabia and it is a holy place for Muslims?
4. Allah (Islam) and God (Christianity) is one and the same person?
5. The Kaaba, the holiest object in Islam was first an ancient shrine and home to 360 idols / statues?

**Scripture or Holy books.**  
Muslims believe in Holy books. The **Qur'an** is the most important. It was revealed by Allah to the **Prophet Muhammad** during the Night of Power. They also believe in the **Hadith**, a collection of the sayings of the Prophet Muhammad; a central source of their beliefs and is seen to be second only to the Quran in importance.

**Prophets or Messengers of Allah.**  
Muslims believe that Allah's will and guidance have been passed on to humankind through specially appointed messengers, throughout history. Some famous prophets are Adam, the first prophet, Abraham, Moses, Jesus and **Muhammad** whom they believe is the last prophet, sent to humankind with the message of Islam.

**Angels of Allah**  
Muslims believe in angels, spiritual beings who worship Allah and carry out Allah's orders throughout the universe. The angel Jibril brought the divine revelation to Muhammad (PBUH).

**The Day of Judgment**  
Muslims believe that humans will be judged for their actions in this life on the Day of Judgment. Those who followed Allah's guidance will be rewarded with paradise and those who rejected them will be punished.

6. The Qur'an has a total of 144 suras (chapters) and many Muslims try to memorize these?
7. Muslim greet each other by saying "**assalamu alaikum?**"
8. Islam means '**PEACE**'?
9. Muslims believe that Allah told Muhammad (PBUH) exactly what to write in the Qur'an?
10. Qur'an is never placed on the floor?

<b>Islam Timeline</b>	<b>Around 570CE:</b> Muhammad is born in Mecca.	<b>c.610CE:</b> Muhammad receives first revelation from Angel Jibril during <b>Night of Power</b>	<b>c.622CE:</b> Muhammad <b>flight to Medina escaping persecution.</b> Beginning of Islamic calendar.	<b>c.630CE:</b> Muhammad <b>returns to Mecca.</b> People accept Islam.	<b>c.633CE:</b> Muhammad dies. <b>Abu-Bakr</b> made <b>caliph</b> (leader).	<b>c.655CE:</b> Islam <b>spreads</b> from the Middle East through North Africa.	<b>c.1120CE:</b> Islam <b>spreads</b> to South-East	c.1979CE: <b>Iranian Revolution leads</b> to first attempt at an Islamic state.
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## 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

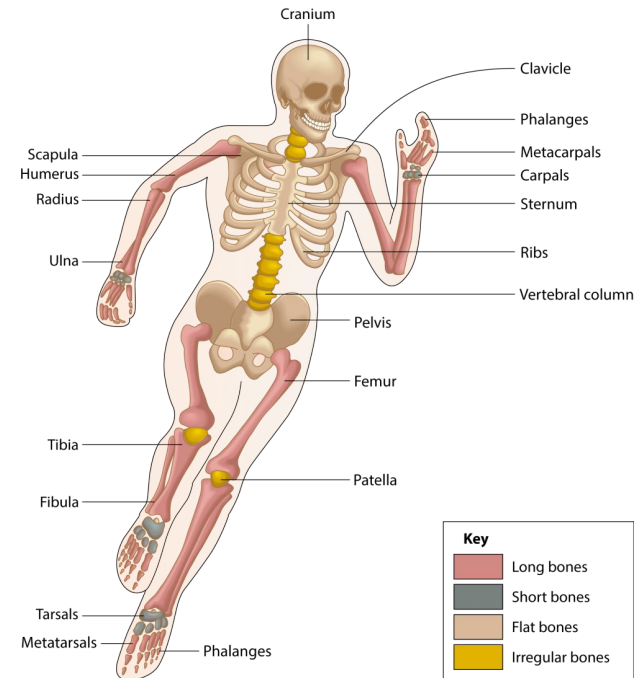


## Short term effects of exercise

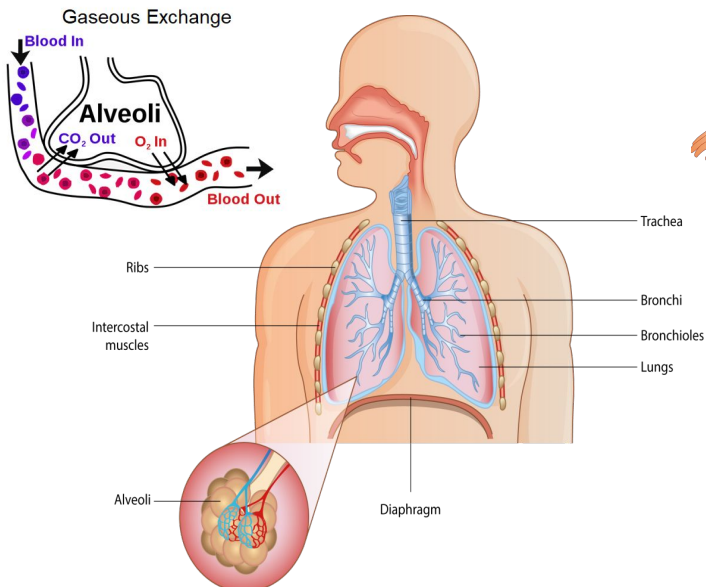
# YEAR 8 PE THEORY

Short Term Effects of Exercise	What happens to the following when we exercise?
HR (Heart rate)	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!

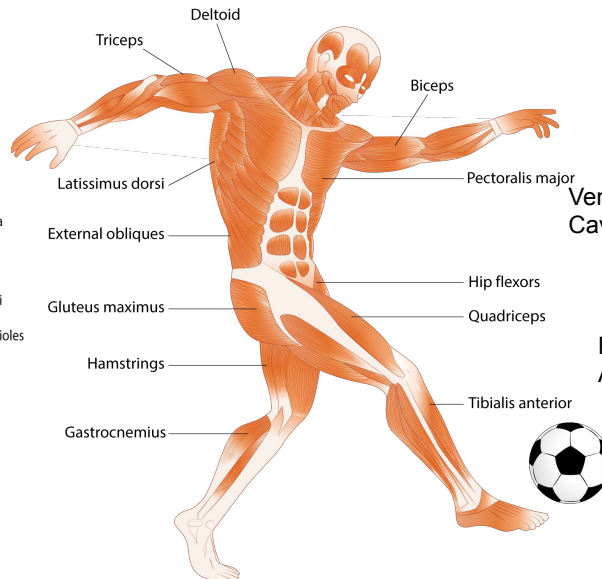
## Skeletal System



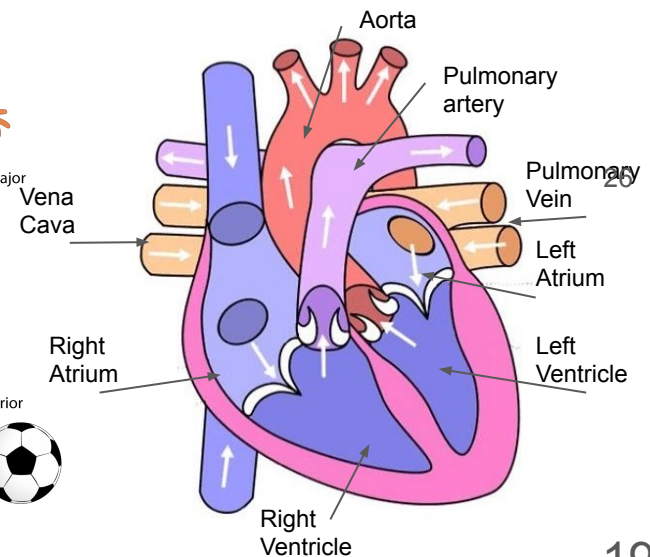
## Respiratory System



## 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...

Adding on to the previous comment...

**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?