

Knowledge Organiser

YEAR

8

"Science, for me, gives a partial explanation for life. In so far as it goes, it is based on fact, experience and experiment."

ROSALIND FRANKLIN

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?

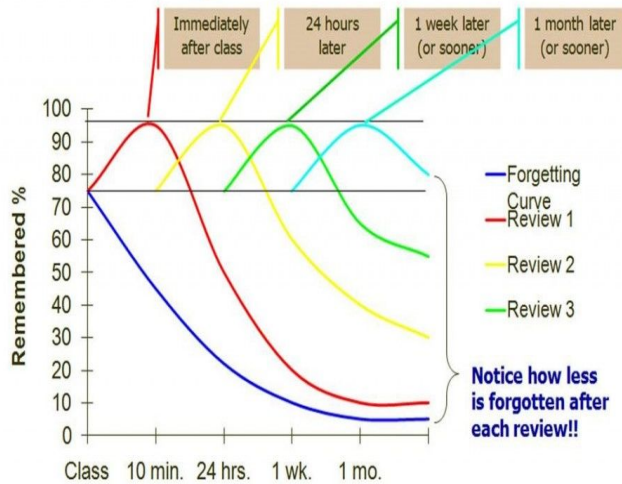
How will my teachers use them?

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](#)

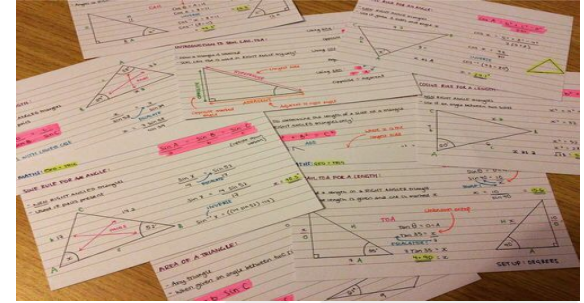
How we learn at Redmoor

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](#)

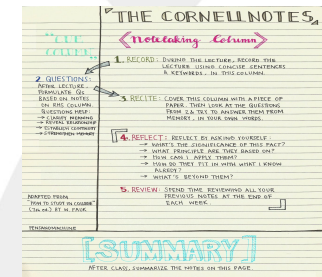
Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

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.

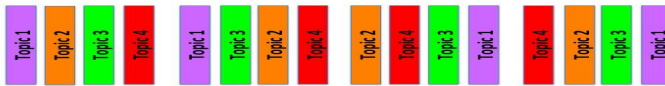
Eg. topic 1 cells, topic 2 digestive system

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.

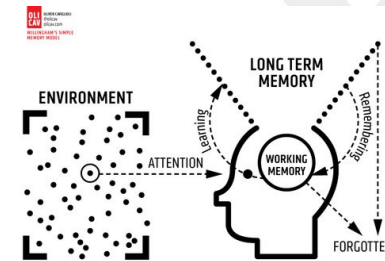
Mind maps help with memorisation of key knowledge as it helps to organise information and begins to make links and connections to different pieces of information.

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

# Contents Page

English	1-2
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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: Noughts & Crosses

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

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

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



## Redmoor English Department: Language skills

**BIG QUESTION:** Why does structure matter?

Cliffhanger	A dramatic ending, leaving the audience in suspense.
Foreshadowing	This is used to give hints or indications about what is to come later in the story.
Chronological	When events are recounted in time order, from first to last
Climax	The peak of the events or action in a story
Topic sentence	A sentence which summarises what the paragraph is about
Repetition	Stating the same word or phrase several times
Juxtaposition	Presenting two opposite ideas together
Cyclical	When the ending of a text links back to the beginning
Structure	The order of events in a story

**BIG QUESTION:** How can language be used to achieve effects?

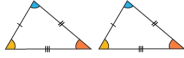

Imagery	Descriptive language which creates clear pictures in your mind
Imperative	An order or command. Also, something that is very important or urgent.
Metaphor	A phrase which describes one thing as if it is something else.
Tone	An attitude of a writer toward a subject or an audience.
Noun	A place, person or object
Verb	An action
Adverb	A word which describes a verb
Adjective	A word which describes a noun



## VOCABULARY BOOST

Word	Definition
Analyse	Examine something in detail to understand it
Evaluate	State how you react when reading the text
Compare	Identify similarities and/or differences.
Connotation	What a word or idea makes you think of
Empathise	Understand and share the feelings of another
Inference	Working something out using clues in the text
Effect	The result of something - how it makes you think and feel

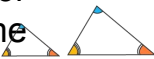
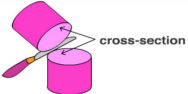


# Know Your Maths Vocabulary

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. $d = st$ )
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 / $\div$ 100
Perpendicular	Line at $90^\circ$ to another like a T <b>3</b>

## 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

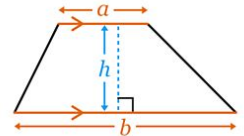
base x perpendicular height

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

$$P \times R \times T$$

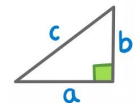
Compound Interest

$$P \times (1 + R/100)^T$$

P = Principal Amount R = Interest Rate T = Time

Pythagoras' Theorem

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



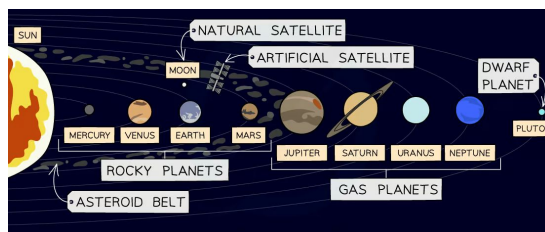
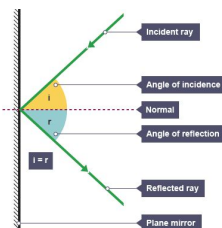
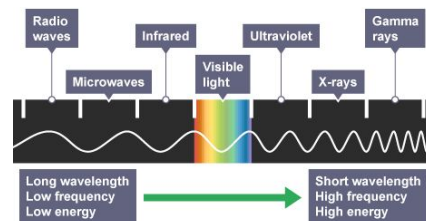
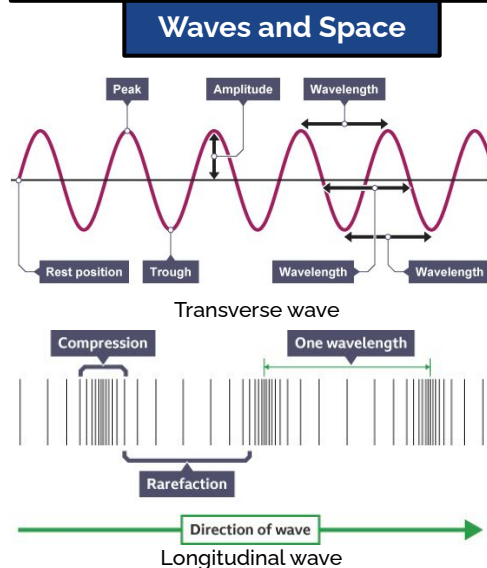
# Redmoor Science Department

## BIG QUESTIONS:

1. What are waves and how can we tell the difference between them?
2. How can we hear?
3. How can we see?
4. What are our ideas about the universe, and how have they changed?
5. Why do we have days, nights months and seasons?

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

Waves	Repeated vibrations that transfer energy without transferring matter.
Vibration	Vibration is the fast back and forwards movement of an object or particles.
Transverse waves	A wave where the vibrations are perpendicular (right angles) to the direction of the energy transfer. Light and water waves are an example.
Longitudinal waves	A wave where the vibrations are parallel to the direction of the energy transfer. Sound is an example.
Wavelength	The distance covered by a full cycle of a wave. Measured from the same point on each wave.
Amplitude	The distance from a peak or a trough, to the rest position.
Compression	A region of high pressure, where the particles are closer together than normal.
Rarefaction	A region of low pressure, where the particles are further apart than normal.

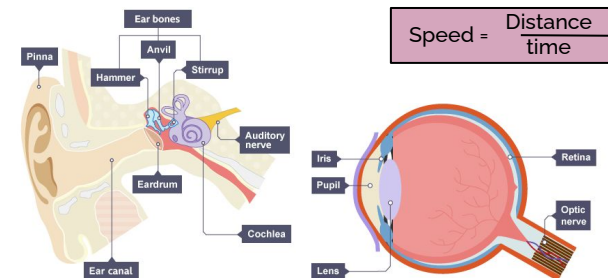


## 4. What are our ideas about the universe, and how have they changed?

Solar system	The sun and the objects orbiting around it. This includes planets, asteroids, comets and more.
Orbit	The path an object takes around another object due to the force of gravity acting on the orbiting object.
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 are large enough to become rounded in shape due to their own gravity.
Asteroid	Asteroids are rocky objects which orbit the Sun.
Comet	Comets are icy objects, which orbit the sun at very large distances.
Nuclear fusion	Nuclear reaction in which two lighter atoms are joined to make a heavier atom, releasing a large amount of energy
Light year	The distance travelled by light in one year.

## 2. How can we hear?

Sound wave	Longitudinal waves that cause vibrations in solids, liquids and gases.
Frequency	Frequency is the number vibrations of the wave in one second, measured in hertz (Hz).
Loudness	Measure of how human hear sound intensity. Measured in decibels (dB).
Pitch	The pitch of a sound is how high or low the sound is.
Ultrasound	Sound waves with a frequency of more than 20 kHz.



## 3. How can we see?

Electromagnetic waves	A group of transverse waves which travel at the speed of light.
Reflect	When a wave bounces off a surface.
Law of reflection	The angle of incidence is equal to the angle of reflection.
Refraction	Waves change speed & direction when they cross the boundary between two materials with different densities.

## 5. Why do we have days, nights, months and seasons?

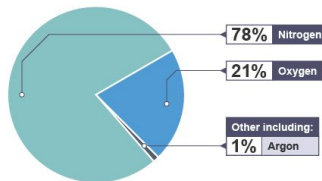
Axis	The imaginary line running through the Earth from the North to the South pole on which the Earth rotates. The axis is tilted at 23.4°.
Orbit	The path an object takes when it moves in space around a star, planet or moon.
Day	The time it takes for a planet to rotate once on its axis.
Year	A planet's year is the time it takes to make one complete orbit around the Sun.
Moon	Moons orbit planets and most planets in the solar system have moons. They are natural satellites.
Satellite	Bodies that orbit around the Sun and planets. They can be naturally occurring or artificial.

# Redmoor Science Department

## Chemical Energy and the Earth

### BIG QUESTIONS:

1. What is the structure of the Earth and atmosphere like?
2. What causes climate change?
3. What are our options when Earth's natural resources run out?
4. How are materials cycled in the rock cycle?

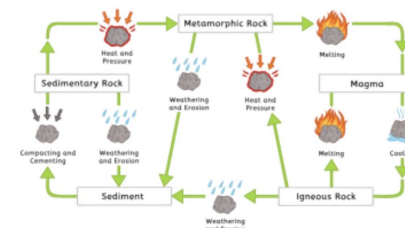
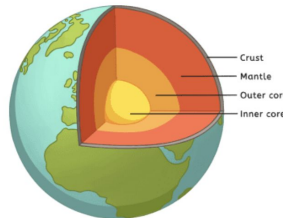


### 3. What are our options when Earth's natural resources run out?

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

### 1. What is the structure of the Earth and atmosphere like?

Crust	Rocky outer layer. The crust is made from enormous plates which move very slowly due to movements of the mantle below.
Mantle	The mantle is the thickest layer of the Earth and is made of semi-solid rock that moves very slowly, like a liquid.
Core	the innermost layer which is divided into an inner core and outer core. The inner core is solid and the outer core is liquid.
Atmosphere	The atmosphere is the layer of gases surrounding a planet. The atmosphere is mostly nitrogen (approximately 80%) and oxygen (approximately 20%).



### 4. How are materials cycled in the rock cycle?

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

### 2. What causes climate change?

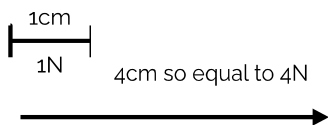
Atmosphere	Mixture of gases surrounding the Earth
Greenhouse Effect	The retention of heat in the atmosphere caused by the buildup of greenhouse gases.
Greenhouse Gases	The gases responsible for global warming - carbon dioxide, methane, nitrous oxide and CFCs (chlorofluorocarbons).
Global Warming	The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

## Forces

### BIG QUESTIONS:

- Do forces really exist or are they just a way of describing situations?
- Where do forces come from and what are they?
- Why is there so little friction on some surfaces, like ice, but not on others, like wood?
- How are weight and mass different and why is that important?

Arrows are used to represent the forces acting on an object



Thrust



Reaction force and weight are equal. Force arrows are the same length.

Reaction force

Weight

Thrust is greater than drag. The force arrow is bigger in length. The car is accelerating.

### 2. Where do forces come from and what are they?

Air resistance	A force that acts on an object which is moving through air. Air resistance acts in the opposite direction to the direction of movement, so it acts to slow down the moving object
Drag	A force that acts on an object which is moving through a fluid (a liquid or gas) in the opposite direction to its movement, so its effect is to slow down the moving object.
Streamlining	Where the shape of an object causes little resistance in air or in water.
Thrust	The force which acts on a moving object to cause it to move. Thrust is often generated by an engine, for example in a car, rocket or aeroplane.

### 1. Do forces really exist or are they just a way of describing situations?

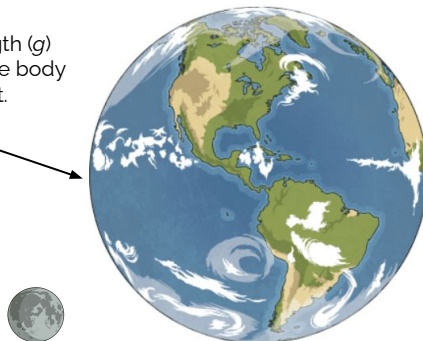
Force	A force is a push or a pull that acts on an object due to the interaction with another object. It is measured in Newtons (N).
Contact force	A force that acts between two objects that are physically touching.
Non-contact force	A force that acts between two objects that are not physically touching.
Free body diagrams	Show the forces acting on an object in a free body diagram. The arrows represent the size and direction of the forces acting.
Resultant force	The overall force acting on an object.

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

Gravitational field strength ( $g$ ) depends on the size of the body acting on the object.

$g$  on Earth is  $9.8\text{N/kg}$ . The Moon is 6 times smaller than the Earth, and so has a value of  $1.6\text{N/kg}$  for  $g$ .

$$\text{Weight} = \text{Mass} \times \text{Gravitational field strength}$$



### 3. Why is there so little friction on some surfaces, like ice, but not on others, like wood?

Frictional forces	Forces which resist an object moving
Friction	Friction is a contact force. It acts against the movement of an object.
Lubrication	Applying a slippery substance to two surfaces to reduce friction. Oil is a common lubricant which is applied to moving parts in machines, like the chain and gears on a bike.

### 4. How are weight and mass different and why is that important?

Weight	This is the force that acts on an object that is within a gravitational field.
Mass	A measure of the amount of matter an object is made out of. Mass is measured in kilograms (kg).
Gravitational field strength	The force that attracts one kilogram towards another massive object, like a planet. Gravitational field strength has the symbol $g$ and it is measured in newtons per kilogram (N/kg).

# Unit 6 - La Nourriture

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



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

## (1) Phonics

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

## Key Vocabulary

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

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

Opinion (6)	PVS + Noun	Connective	Quality Vocab (7)	Verb	Intensifiers (8)	Adjective (9)
<b>J'adore</b> I love <b>J'aime assez</b> I quite like <b>J'aime beaucoup</b> I really like <b>J'aime bien</b> I really like <b>Je n'aime pas</b> I don't like <b>Je n'aime pas du tout</b> I don't like at all <b>Je déteste</b> I hate <b>Je préfère</b> I prefer <b>Je ne supporte pas</b> I can't stand	<b>le fromage</b> (the) cheese <b>le gâteau</b> (the) cake <b>la pizza</b> (the) pizza <b>la bière</b> (the) beer <b>les oeufs</b> (the) eggs <b>les légumes</b> (the) vegetables <b>l'eau minérale</b> (the) water	<b>car</b> because <b>parce que</b> because <b>puisque</b> as <b>mais</b> but <b>cependant</b> however	<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>Je dirais que</b> I would say that <b>c'est vrai que</b> it's true that <b>ce n'est pas vrai que</b> it's not true that <b>pour moi</b> for me <b>selon mes amis</b> according to my friends <b>j'estime que</b> I reckon that	<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>incroyablement</b> (incredibly) <b>extrêmement</b> (extremely) <b>vraiment</b> (really) <b>totalemment</b> (totally) <b>absolument</b> (absolutely)	<b>mauvais pour la ligne/la santé.</b> bad for your figure/health. <b>bon pour la ligne/la santé.</b> good for your figure/health. <b>sain.</b> healthy. <b>malsain.</b> unhealthy. <b>délicieux.</b> delicious. <b>savoureux.</b> tasty. <b>dégoûtant.</b> disgusting. <b>sucré.</b> sweet. <b>salé.</b> salty. <b>épicé.</b> spicy.

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

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



# History

## Civil Rights in the USA

**Abraham Lincoln:** US President during the Civil War who declared the **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 schools 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**.

# World War One

## The two sides:

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

## Long term Causes:

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

## Short Term Causes:

**28th June 1914:** Assassination of **Franz Ferdinand**; The heir to the Austro-Hungarian throne.  
**Gavrilo Princip:** The Serbian nationalist who shot and killed Ferdinand.

**28th July 1914:** Austria declared war on Serbia, which led to the outbreak of WW1.

**4 Aug 1914:** Britain declares war on Germany

## Other Key Information:

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

## The Trenches

**Dugout:** A shelter dug into the side of the trench.

**No Man's Land:** The area of land between two opposing armies or trenches.

**Barbed wire:** Strong wire with sharp barbs at regular intervals, used to stop people passing.

**Parapet:** a protective wall or earth defence along the top of a trench.

## Organisation of the trenches:

**Sentries:** A soldier stationed to keep guard.

**Stand to:** standing ready for an attack.

**Vermorel Sprayer:** a liquid sprayed to neutralise a trench that had been contaminated by chlorine gas.

**NCO:** A type of officer in the army.

## Life in the trenches:

**Trench Foot:** A condition of the feet caused by exposure in cold water or mud, could lead to amputation.

**Trench Fever:** A disease caused by lice bites.

**Rations:** A fixed amount of food allocated to individuals.

**Pests:** Rats & lice - trenches were often full of them.

## Battle of the Somme

**1 July – Nov 1916:** Battle of the Somme

**Sir Douglas Haig:** Commander in Chief of the Western Front

**Verdun:** The aim of the B.O.T.S was to relieve pressure at Verdun.

**Bombardment:** a continuous attack with artillery shells.

**Pals Battalions:** men who enlisted & served together - often from the same area.

**Creeping Barrage:** a line of men who slowly creep towards the enemy lines, to create cover for the soldiers advancing behind

**620,000:** British & French casualties

**500,000:** German casualties

## Recruitment

**Patriotism:** British men were brought up to love their King and country.

**Social pressure:** Fear of being seen as a coward.

**Sense of adventure:** Many British men had never travelled abroad – this was a chance to see the world!

**Propaganda:** posters that used very persuasive techniques to make men want to go.

**Belief in a quick victory:** Many thought the war would be 'over by Christmas'.

**January 1917:** Conscription introduced in Britain

**Conscription:** Compulsory order for all men aged 18 to 41 to join the army.

## Weapons

**Artillery:** Large guns that fire explosive shells over long distances

**Bayonet:** A blade attached to the end of a soldier's rifle

**Munitions:** Military weapons and ammunition

**Poisonous gas:** Gas was spread by containers of it breaking under rifle fire. Later it was spread by artillery shell. Gases used were tear gas, mustard gas & chlorine gas.

**Spotter planes:** a plane used to observe enemy movements

**Machine guns:** a large gun that needed 4-6 men to work them. They had the fire-power of 100 guns.

**Tanks:** First used in 1916, they broke through German defences and sheltered British troops

**The Mark I:** The first tank used in WW1 by the British.

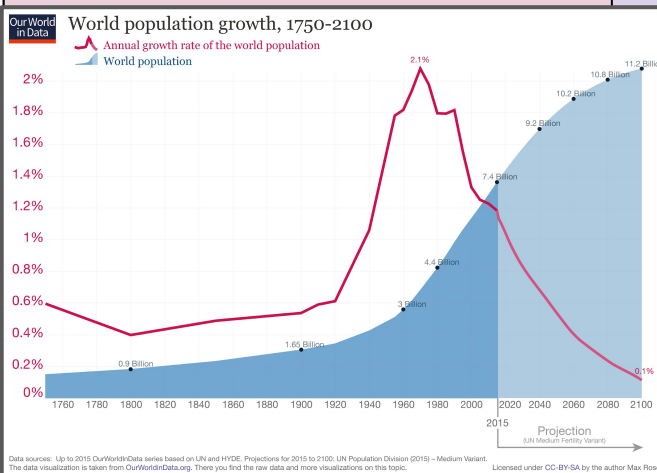
**April 1915 –** Poison gas is used for the first time at the Second Battle of Ypres

**Sept 1916 –** First tank is used in the Battle of the Somme

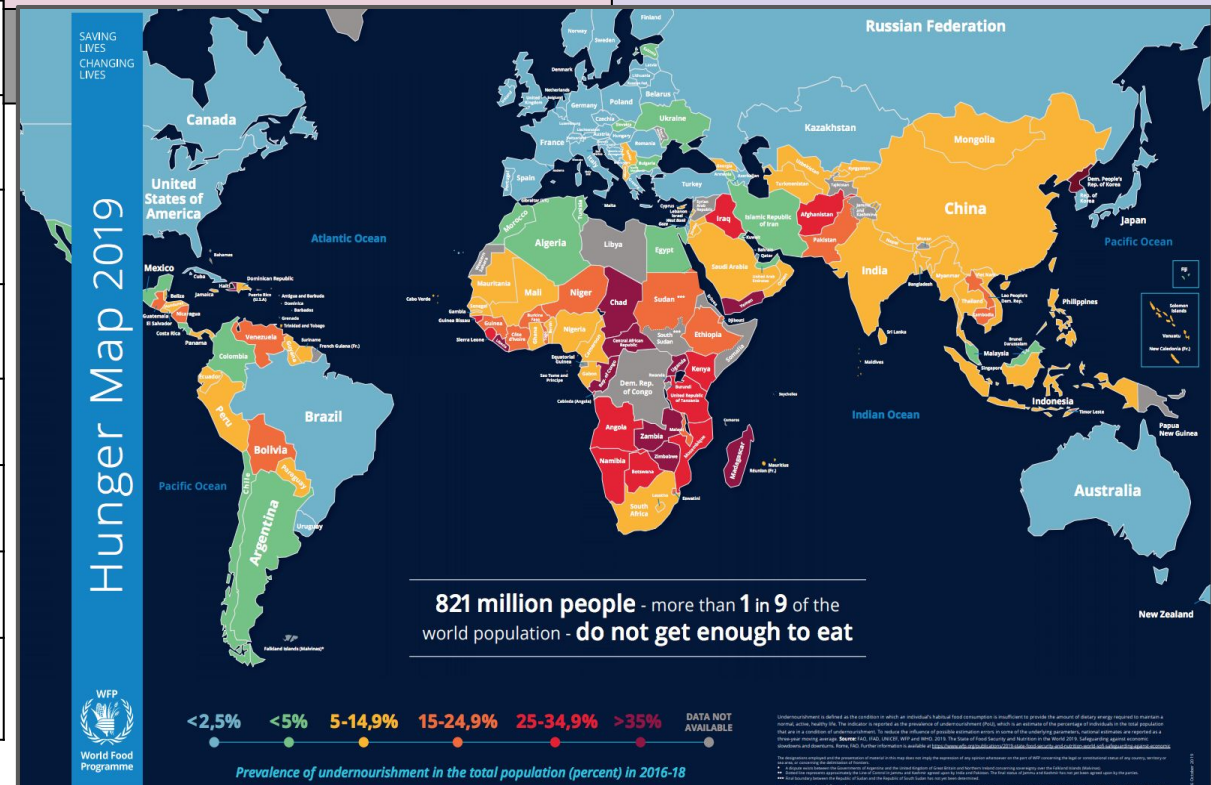
Key words

Consumption	Using up a resource
Resources	A naturally occurring material that is valuable to humans
Conflict	A war or disagreement
Trade	The exchange of good and services for money
Disaster	A terrible event like a volcanic eruption or cyclone
Supply	The level of availability of a item
Demand	How many people want this item
Sustainable	A behaviour that can be continued
Social	People
Economic	Money
Political	Government
Environmental	Nature
Insecurity	Uncertainty around an issue

# Year 8 Geography



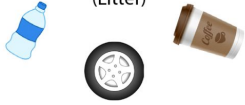
- The greatest pressure on the world's resources, such as food, is global population growth. The world's population has grown exponentially over the last 150 years.
- Countries that experience food insecurity, mainly LICs, have a greater proportion of their population living in rural areas. The majority of these people work in agriculture and depend on this for their food and income. Food production is affected in these areas by drought, conflict, poverty and pests.
- Food production can be increased to overcome food insecurity in many ways. There are low-tech solutions that cost very little but can significantly increase food production. Other techniques require modern technology and significant sums of money to increase the global supply of food.



# Year 8 Blue Planet

## SOURCES

Mismanaged Plastic Waste (Litter)



Maritime Plastic Debris



Microplastics (Primary or In-Use Product Wear)



## PATHWAYS

Rivers



Wind



Atmospheric Deposition



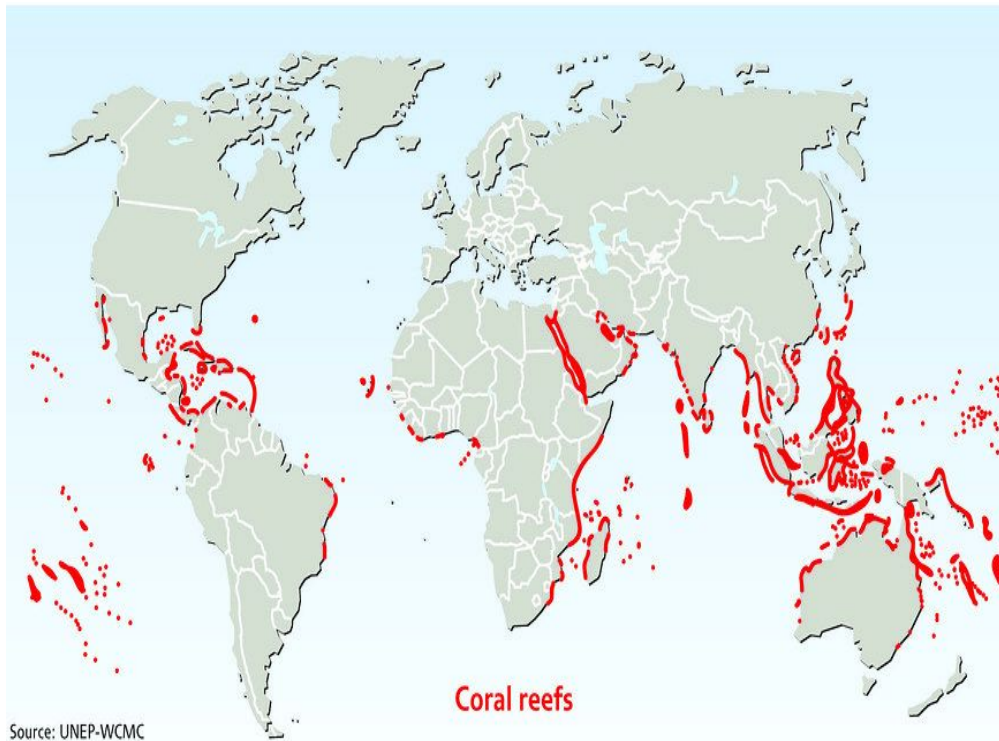
Direct Input to Ocean



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



Treated or Untreated Wastewater



Source: UNEP-WCMC

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



# Year 8 Computing

## Visual Identity 1

Techniques to plan visual identity	
Moodboard	A sheet of lots of different concepts or ideas that could be used. Mood Boards help you <i>generate</i> ideas.
Mind Maps	A spider diagram of ideas. This helps show the different options for a project and aids the <i>organisation</i> of ideas.
Concept Sketch	A series of drawings or sketches that are used to develop an idea. They usually include annotations with explanations of colour and the design itself

Components of a visual identity	
Logo	Words and images to represent the brand
Brand/Business name	The name of the business or organisation
Slogan/Strapline	A short memorable phrase
Graphics	Photos, images, illustrations, shapes or symbols
Typography	The style of the text used
Colour palette	The group of colours to be used across all products
Layout	Where things are planned to appear or be placed on a product

Tools and Techniques of Digital Graphics	
Rulers	A ruler that appears above and to the left while you are creating an image
Grids	A square grid that appears on the canvas to help you line up objects and check the spacing between them
Guides	Horizontal or vertical lines that can be placed on the canvas to help you line up different images
Shapes	Shapes are drawing tools that can be used to create different sections or icons
Fills and strokes	Shapes can be filled with colour, known as the fill colour. The line around a shape is known as a stroke
Colour selection	When changing colours, use the colour picker tool
Gradients	A gradual blend from one colour to another
Brightness	Make all of the image lighter or darker
Contrast	Make the light parts of the image lighter, make the dark parts darker, meaning there is a bigger difference between the light parts and the dark
Colour balance	Where colours are matched between one image and another
Hue	The underlying base colour of an image
Saturation	How rich or intense the colours are in an image
Selection Tools	Allows you to select parts of an image so they can be copied, altered or isolated

# Year 8 Computing

## Visual Identity 2

Typography	
Serif	Lettering where each stroke is finished with a flick
San Serif	Lettering that does not have a flick at the end of each stroke
Script	Lettering that is designed to look like fancy handwriting
Display /Decorative	Display typography is designed to be eye catching and includes all types of novelty and specially designed styles

Different Types of Logo	
Monogram	Consist of letters, usually the companies initials
Wordmark	Similar to a lettermark, a wordmark or logotype is a logo that just includes the business's name
Pictorial	A graphic, or picture, based logo on its own
Abstract	A logo where instead of being a recognisable picture it's a shape or geometric form
Mascot	Mascot logos involve an illustrated character. Often colourful or cartoonish
Emblem	Logos that are an icon, badge, seal or crest that tend to look quite formal

The Colour Wheel	
Harmonious Colours	Colours found next to each other on the colour wheel
Complementary Colours	Colours found directly opposite each other on the colour wheel
Monochromatic	one colour on the colour wheel but using different shades of that colour from the same segment

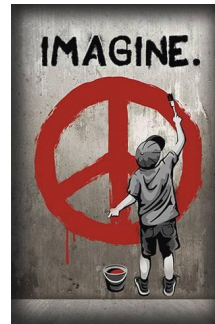
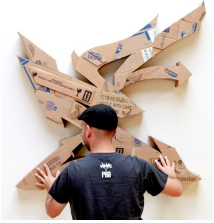


# Year 8 Art - Graffiti

## 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 emphasises the line of text for the eye and makes reading more comfortable.

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



## Is graffiti an acceptable art form?

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

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

# Year 8 Art - Cultural Art

## What is culture?

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

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

## Who are the native Americans?

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



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



How do different cultures use Art and Symbolism?



## What is Aboriginal culture?

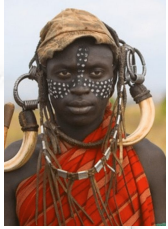
- Aboriginal Australians is a western term for the people who are from the Australian mainland and many of its islands
- Aborigines have lived in Australia for over 40,000 years, and it is believed that they came from areas of Asia. These original Australians were hunter-gatherers.
- The didgeridoo is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

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

## What are the five elements of African art?

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

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



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



# Year 8 Design - Memphis Design

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

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



## Design Movements



## 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

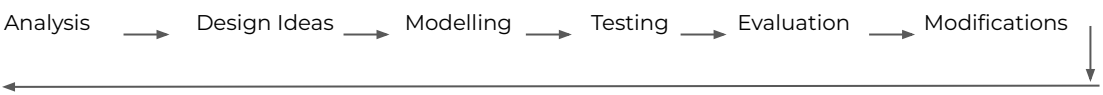
**P** Put to another use  
Put current processes or products that were intended for a specific purpose to another use

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

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

## How does iterative design lead to success?

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



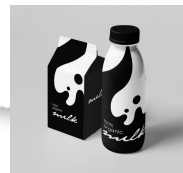
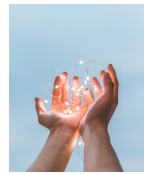
## Inspiration or imitation, what's the difference?

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

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

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

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



## Drama Keywords

<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>Naturalism</b>	Theatre that attempts to create an illusion of reality.
<b>Non-naturalism</b>	A large term for all performance styles and theatre conventions that are not dependent on the lifelike representation of everyday life.
<b>Abstract</b>	Abstract drama does not follow the linear sequence of a story. It is more concerned about representing the underlying feelings, moods, themes and ideas. This kind of drama uses movement, sound and words.
<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.
<b>Props</b>	Furnishings, set dressings, and all items which actors interact with.

Drama techniques, skills and lighting.

## Year 8 Drama - Summer Term 1 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



## Year 8 Drama - Summer Term 2 Naturalism vs Non-naturalism

### Key Knowledge

- We will explore the history of theatre and how non-naturalistic theatre grew in response to the Naturalism movement
- We will learn about theatre practitioners who influenced acting techniques, performance styles and approaches to theatre
- We will create both naturalistic and non-naturalistic theatre through the exploration of script and devising
- We will explore a range of naturalistic and non-naturalistic plays to discover what techniques have been used and the impact they have on the audience



# BUDDHISM

## KNOWLEDGE ORGANISER

### Overview

Buddhism is one of the world's major religions. It is the world's 4th largest religion, with about 520 million followers.

Buddhists are the people who follow Buddhism. They follow the teachings of a man named Siddhartha Gautama, who became known as the Buddha.

The religion began when Gautama, a prince who had lived a life of luxury, realised that there was suffering in the world, and committed himself to understanding why.

This happened in India around 2,500 years ago. The holy book in Buddhism is called Tipitaka. Buddhist Temples are buildings designed for Buddhist worship.

Image of the Buddha, known in life as Siddhartha Gautama, whose teachings founded Buddhism.



### Buddhist Beliefs

#### Siddhartha Gautama's Story



-Siddhartha was a rich prince of an area north of India. His mother and father treated him well, and protected him from the suffering in the world.

-As a young man, Siddhartha left the palace for the first time, and was upset by the things that he saw: old age, sickness and death. He decided to leave his comfortable life to see if he could find an answer to the suffering.

-After many years of trying, he sat under a tree (the Bodhi tree) by a full moon and started meditating. In doing this he became Enlightened - he saw the meaning in all things. He was then known as the Buddha.

#### The Four Noble Truths

-The Buddhist teachings are known as Dharma. They include the Four Noble Truths and the Eightfold-Path. Buddhism's Noble Truths are:

1. Life always involves suffering (dukkha).

2. Suffering happens because people are greedy and never satisfied with what they have.

3. Greed and selfishness can be overcome.

4. The way to overcome them is to follow the Eightfold Path.

#### The Eightfold Path

- Siddhartha created a way of life which ensured that his basic needs were covered, but didn't require any extra comforts. Buddhists try to live following the Eightfold Path:

1. Right viewpoint      2. Right values/ thought





3. Right speech      4. Right actions

5. Right livelihood      6. Right effort

7. Right concentration      8. Right mindfulness



### Answers to Important Questions and Key Vocabulary

Where and how do Buddhists worship? Why?		-Buddhists worship either in temples or at home, often sitting or kneeling facing a shrine of Buddha. -They may listen to monks reciting religious texts, take part in chanting, or meditate. -Buddhists hope to achieve Enlightenment. They believe that there is a cycle of birth, life, death and rebirth. If a person gains Enlightenment (like the Buddha) they can break out of this cycle, to a place of eternal peace that is known as 'Nirvana.'	Key Vocabulary  Buddha  Buddhist  Siddhartha Gautama
What is the Tipitaka?		-The Tipitaka is believed to be Buddha's teachings. It is written in an ancient Indian language known as Pali. It is a very large book, that takes up about forty volumes when translated into English! The Tipitaka is made up of three sections of wisdom.	Tipitaka  Temple
Where do most Buddhists live in the world?		-About 7% of the world's population are Buddhists. -China has the most Buddhists - about 250 million Buddhists live there. -However, Cambodia has the highest proportion of Buddhists - about 97% of its population are Buddhists. There are also lots of Buddhists in Thailand, Sri Lanka, and Japan. -Many Buddhists in the far east devote their lives to Buddhism, living in isolation in temples.	Wesak  4 Noble Truths  Eightfold Path  Lotus Flower  Theravada
How many different types of Buddhists are there?		-Buddha's teachings spread far across the Asian continent. As it spread, different peoples formed their own approaches of Buddhism. -The three main types are called Theravada, Mahayana and Tibetan Buddhists. -Although they differ slightly, they all still keep the basic features of Buddhism.	Mahayana  Tibetan

### Top 10 Facts!

1. Buddhists don't believe in a God who made the world and everything in it.
2. Siddhartha's family were Hindu.
3. The lotus flower is an important symbol in Buddhism. It is a symbol of enlightenment.
4. The name 'Buddha' means 'the enlightened one' or 'the one who knows.'
5. Some Buddhists have shrines at home where they are able to worship.
6. The teachings of Siddhartha Gautama were not written down until about 400 years after his death.
7. Siddhartha Gautama died around age 80.
8. 'Puja' is the name for worship in Buddhism. People often light candles as they worship.
9. In images of Buddha, faces are always made to look calm and serene, to show that he has a peaceful mind.
10. Wesak is an important festival in Buddhism.

# ME - RELIGION AND PREJUDICE

## - KEY TERMS

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

## The Parable of the Good Samaritan

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



*'Everyone is made in the image of God'*

*'Love your neighbour as yourself'*

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

# Reggae Music

- One drop** - Acoustic, traditional music of the people passed on by word of mouth.
- Syncopated guitar** - Chords played on the off beat.
- Mento** - Jamaican Folk music
- Calypso** - Music from Trinidad and Tobago
- Improvisation**- music made up on the spot.
- Riff** - A repeated musical idea.
- Ostinato** - same phrase or motif repeated over several bars or more.
- Major scale** - 7 note scale.
- Range** - lowest to highest note
- Chord** - 2 or more notes played together at the same time
- Triplet** - 3 beats in space of 2.
- Intervals** - The space between 2 pitches.
- Major key**- Overall happy sounding tonality
- Minor key**- Overall sad sounding tonality due to a flattened 3rd degree of the scale.
- Phrase structure**- a musical thought that has a complete musical sense of its own

## Form and Structure.

- A B** - Binary form
- A B A** - Ternary form
- A B A C A** - Rondo form
- A B C B A** - Arch form
- Verse Chorus** - song form
- Strophic form** - verse and chorus sung to the same music

# Keyboard Skills



Every Green Bus Drives Fast

F A C E

Green Buses Drive Fast Always

All Cows Eat Grass

### KEYBOARD NOTE CHART

Notes on the Grand Staff

### Note Values

Semibreve - 4 beats		Rests	
Minim - 2 beats			
Crotchet - 1 beat			
Quaver - 1/2 beat			
Semiquaver 1/4 beat			

Left Hand Right Hand

### Chord triads in Root position

C Dm Em F G Am B^b

# Year PE 8 - Athletics

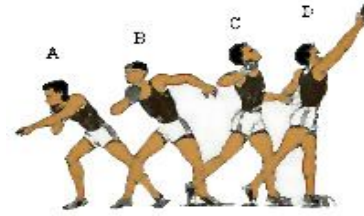
## TRACK EVENTS

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

MIDDLE DISTANCE 800M, 1500M, 3000M

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

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



## FIELD EVENTS

SHOT PUT

DISCUS

JAVELIN

LONG JUMP

TRIPLE JUMP

HIGH JUMP

## KEY TERMS

### SKILLS / TECHNIQUE

START

POSTURE

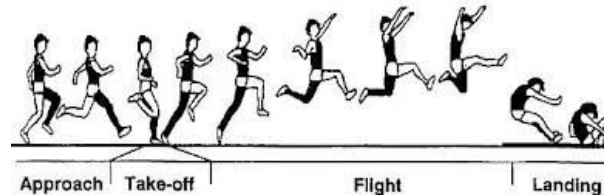
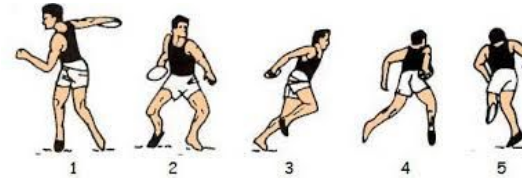
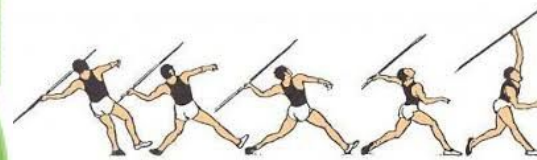
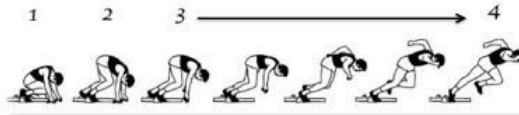
PACING

LEG AND ARM ACTION

COORDINATION OF LEGS

AND ARMS

STRIDE PATTERN



## KEY TERMS

### JUMP

RUN UP

TAKE OFF

FLIGHT

LANDING

### THROW

INITIAL STANCE

GRIP

PREPARATION

MOVEMENT

RELEASE

RECOVERY

## Questions

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

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

# Y 8 PE - Striking and Fielding

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

## Softball

The aim in softball is to score more runs than the opposite team.

1 run is scored for returning to the home base. You may also stop at bases and still score if you return home.



Can you identify any famous players?

## Scoring

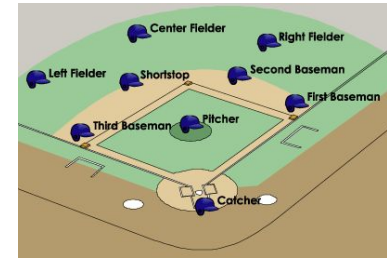
**Rounders - Scoring** points in rounders is simple. A **rounder** is scored if the ball is hit, even if a no ball was bowled, and the batter touches the 4th post before the post is stumped or the ball is back with the bowler in the bowlers square. A **1/2 rounder** can be scored if a player reaches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

### Key Words

Batting	Strike
Bowling	Base
Fielding	Post
No ball	Out

?

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



Rounders Pitch Layout

