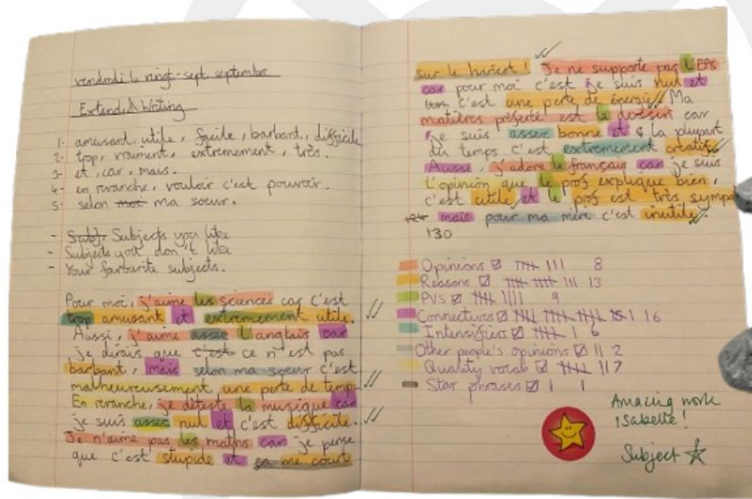


# Knowledge Organiser

YEAR

8



Year 8 English and French Work by Isabelle and Luca

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

# Contents Page

Knowledge Organisers	3
How We Learn	4-6
Literacy Proofreading	7
English	8-9
Maths	10-11
Science	12-14
French	15-16
History	17-18
Geography	19-20
Computing	21-22
Art/ Design	23-25
Drama	26
ME	27-28
Music	29
Literacy	30
PE	31-34



## 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

# 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 the key elements of each topic clear, showing you what you need to have an excellent understanding of in order to be successful. 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. You will be spending 20 minutes a week learning information from your knowledge organiser for each subject, with Sparx used for Maths and Literacy. In Year 9 this will increase to 30-40 minutes. Teachers will test you regularly to make sure that you are completing the homework and remembering your knowledge.

## HOW?

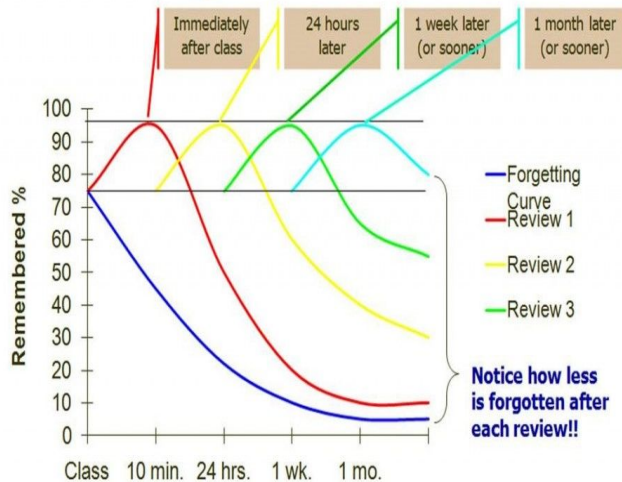
### **How will my teachers use them?**

Core subjects will set homework once a week (others less often). This will help you to learn the most important knowledge for each topic. Teachers will also test you regularly 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 to be successful later on?**

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. This means that when you revise you will just be recalling knowledge that you have already stored. Also, all of this practice with lots of different revision techniques now will help you when it comes to your 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. This means 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](#)



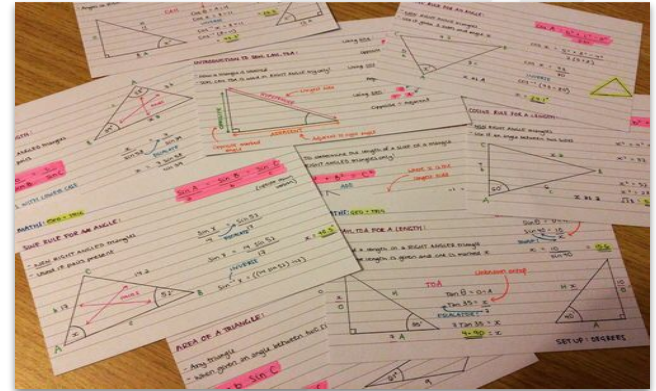
# How we learn at Redmoor

## Flash Cards

You can use these simply to create questions on one side and answers on the other. You might colour-code the cards for specific topics, and even include keywords and timelines.

Once you have created your flashcards you need to think about how you will use them effectively. There is a link below to a video helping you understand the Leitner system of using flashcards:

[YouTube: The Leitner Method](#)



## Dual Coding



**Dual coding** is the process of combining verbal materials with visual materials.

You simply take information that you are trying to learn and draw visuals to go with it.

You can learn more about dual coding here:

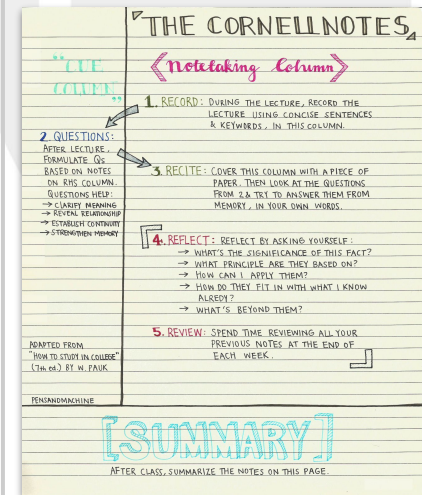
[Link To The Learning Scientists](#)

Try to come up with different ways to represent the information. For example, you could draw 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. You simply split your page into 3 sections as shown on the diagram below:

- Note Taking
- Key words / concepts
- Summary

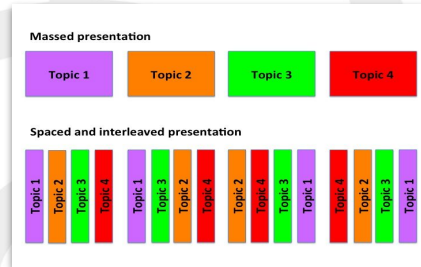


# How we learn at Redmoor

## Spacing and Interleaving

You shouldn't revise all of your topics in one go - this is called cramming. Instead, you should revise 'chunks' of a topic for small amounts of time, spending around 15-30 minutes on each. You should then move onto another 'chunk' from a different topic.

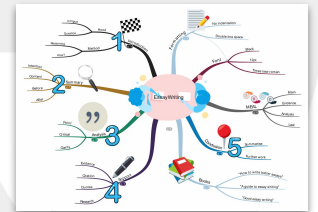
Eg. topic 1 is 'cells', topic 2 is the 'digestive system'. This will improve your memory!



## Mind Maps

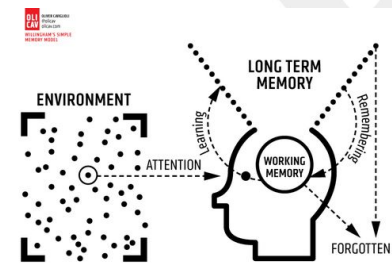
**Mind mapping** is simply a diagram used to visually represent or outline information. It is a powerful graphic technique you can use to translate what's in your **mind** into a visual picture.

Mind maps help with memorisation of key knowledge as they help to organise information and allow you to begin to make links and connections to different pieces of information. The use of visual images helps your brain to memorise the information with simple words next to them - and this 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

# Redmoor English Department: The Art of Descriptive Writing

## BIG QUESTION: How are words powerful?

Adjective	An adjective describes a noun. E.g 'the <u>tall</u> building.'
Alliteration	Alliteration occurs when you use the same letter at the start of words that are next to, or near, each other. E.g 'Daniel doesn't like dentists.'
Emotive Language	Words that make the reader feel an emotional response such as anger, sadness, joy or sympathy. E.g 'the innocent boy broke his leg when the nasty bully pushed him over.'
Metaphor	A metaphor is when you describe someone or something as if it were something else, without using the words 'like' or 'as'. E.g 'you are my sunshine.'
Personification	Personification occurs when you give human <u>characteristics</u> to something that isn't human. E.g 'the sun smiled at us.'
Onomatopoeia	A word that sounds like the thing it describes. E.g 'Bang' or 'buzz'.
Simile	A simile is a comparison of two things by using the words 'like' or 'as'. E.g 'she was as sweet as a honeybee.'
Superlative	A superlative indicates that something is the best or most extreme of its kind. Usually formed by adding '-est' to the end of an adjective. E.g 'smallest', 'happiest' 'longest'.

## BIG QUESTION: Why does structure matter?

Cyclical Structure	If you use a cyclical structure then it means your description ends by making a link back to the beginning.
Varied Sentence lengths.	Shorter sentences can alter the pace of your writing. Complex sentences can alter the rhythm. For single, sudden ideas you want to draw attention to, a single sentence or single word paragraph works brilliantly.
First Person Perspective	Written as if the narrator is a character, observing or taking part in the scene..
Third person perspective	Written as if the narrator is talking about the characters and events, but not necessarily a character in them.
Omniscient narrator	A narrator who is god-like, able to move from place to place and character to character, realigning the reader to any perspective they wish to share.

## BIG QUESTION: What's the point of punctuation?

Apostrophe	Can be used to show ownership or indicate a missing letter.
Colon	Used to indicate the start of a list
Semi-colon	Used to separate clauses within a sentence. They cause the reader to pause for longer than a comma but not as long as a full stop.
Question mark	Used at the end of a sentence, when asking a question.
Exclamation mark	Used at the end of an exclamatory sentence to show strong emotion.

## BIG QUESTION: How can sentences be manipulated to create effects?

Simple	A simple sentence contains just one clause (with a subject and one verb). Simple sentences are effective when used sparingly as they are straightforward and direct.
Compound	A compound sentence is formed when you join two main clauses that make sense on their own with a connective. In a compound sentence the clauses are often linked by connectives such as 'and', 'but', 'so' etc.
Complex	A complex sentence contains one main clause and one or more subordinate clause that relies on the main clause to make sense.
Paragraphs	Paragraphs are just a group of sentences sharing the same idea. They structure your writing to make it easier for readers to follow. Always start a new paragraph when you change the focus of your writing.  When writing about a new <b>TIME</b> or about a different <b>PLACE</b> . When writing about a new <b>TOPIC</b> or about or as a new <b>PERSON</b> .

## Sentence Upgrades

-ing	Grabbing her bag, the woman stormed out of the shop.
Preposition	Under the dark clouds, the lampost gleamed.
Adverb	Cautiously, the girl reached out to grab the gun.
Connective	Despite the weather, the girl went outside.
-ing	Grabbing her bag, the woman stormed out.
Pair of adjectives	Strong and bright, the sun shone onto the forest below.
Triple noun	Owls, crickets, mice: the woods were alive with noise.



# Redmoor English: Noughts & Crosses

**BIG QUESTION:** Why do you think Malorie Blackman wrote this narrative?

<b>Malorie Blackman</b>	<ul style="list-style-type: none"> <li>- 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> </ul>
<b>The Civil Rights Movement</b>	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.
<b>Apartheid</b>	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'.
<b>Protest</b>	The narrative questions explores the dangers of violent protest and acts of terrorism, showing how destructive violence is.

## VOCABULARY BOOST

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

**BIG QUESTION:** Why do form and structure matter? Features of a play

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

MATHS - Assessment 3		Covered in lessons	Pre-test reflection	Post test reflection
Sparx Code	TOPIC			
M622	Calculating midpoints			
M230	Solving shape properties involving coordinates			
M291	Finding the area of parallelograms			
M705	Finding the area of trapeziums			
M728	Converting units of area			
M595	Identifying parts of circles			
M169	Finding the circumference of circles			
M231	Finding the area of circles			
M719	Using standard form with positive indices			
M678	Using standard form with negative indices			


Standard Form

$$a \times 10^n$$

Where  $a$  is a number  $1 \leq a < 10$   
and  $n$  is an integer


Ordinary Number	Standard Form
29	$2.9 \times 10^1$
350	$3.50 \times 10^2$
4716	$4.716 \times 10^3$
600000000	$6 \times 10^8$
0.3	$3 \times 10^{-1}$
0.09	$9 \times 10^{-2}$

**rectangle**



$A = bh$

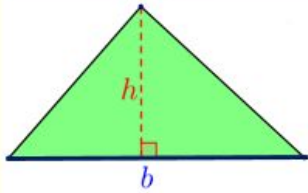
**parallelogram**



$A = bh$

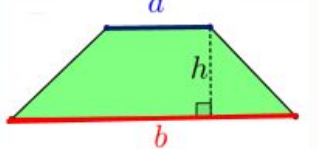
Area

**triangle**



$A = \frac{1}{2}bh$

**trapezoid**



$A = \frac{1}{2}(a + b)h$




$$A = \pi r^2$$




$$C = \pi d$$

**Circumference:**




The distance around a circle.

**Radius:**



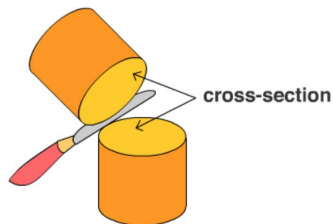
The distance from the center of a circle to the outside edge.

**Diameter:**

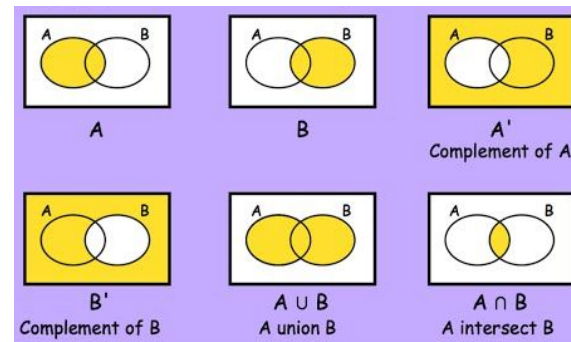
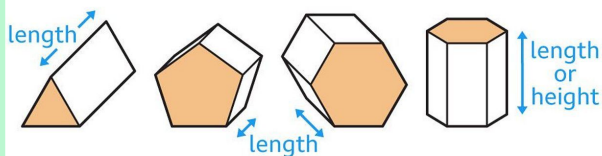


The length of a chord that passes through the center.

MATHS - Assessment 4		Covered in lessons	Pre-test reflection	Post test reflection
Sparx Code	TOPIC			
M829	Venn diagrams			
M419	Probabilities from Venn diagrams			
M365	Finding HCF and LCM using prime factor decomposition			
M767	Properties of 3D shapes			
M518	Nets of 3D shapes			
M884	Finding the surface area from a net			
M534	Finding the surface area of cubes and cuboids			
M661	Finding the surface area of prisms			
M765	Finding the volume of cubes and cuboids			
M722	Finding the volume of prisms			
M465	Converting units of volume			



Volume = Area of cross-section  $\times$  length



Venn Diagrams

prime factorization of 50



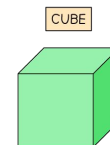
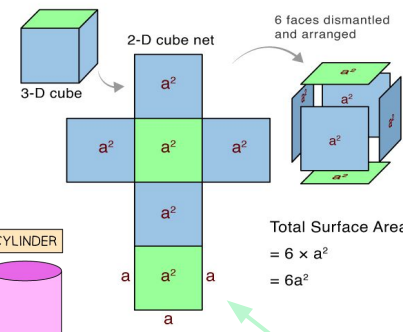
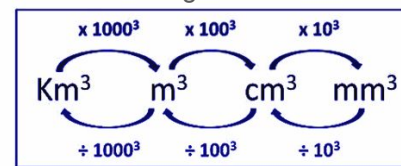
$$10 \times 5$$

$$2 \times 5 \times 5$$

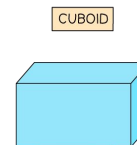
What are the prime factors of 50?

Prime factors are 2, 5, 5 =  $2 \times 5^2$

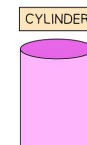
Converting units of volume



6 FACES  
12 EDGES  
8 VERTICES

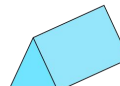


6 FACES  
12 EDGES  
8 VERTICES



3 FACES  
2 EDGES  
0 VERTICES

TRIANGULAR PRISM



5 FACES  
9 EDGES  
6 VERTICES

SQUARE-BASED PYRAMID



5 FACES  
8 EDGES  
5 VERTICES

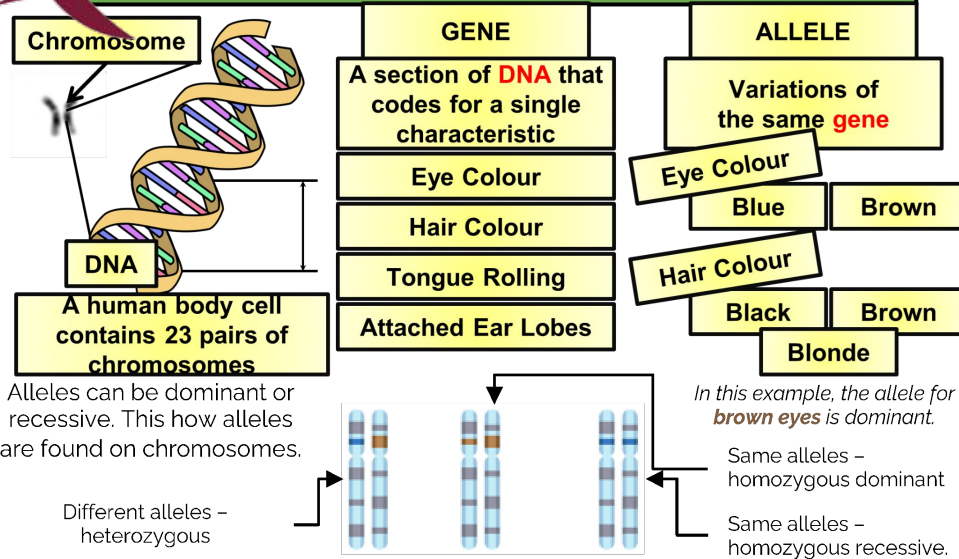
TETRAHEDRON

3D Shapes

The **surface area** of a three dimensional shape is the total area of all of the faces.

To find the surface area of a shape, we find the **area of each face** and **add them together**.

# Science: Inheritance & evolution



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

## Evidence for Evolution

Extinction	Evolution	The Fossil Record
Species that are not adapted to their environment go extinct	Bacterial species have become resistant to antibiotics	Can track how modern species evolved over millions of years

## BIG QUESTION

### How do you inherit characteristics from your parents?

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

## BIG QUESTION

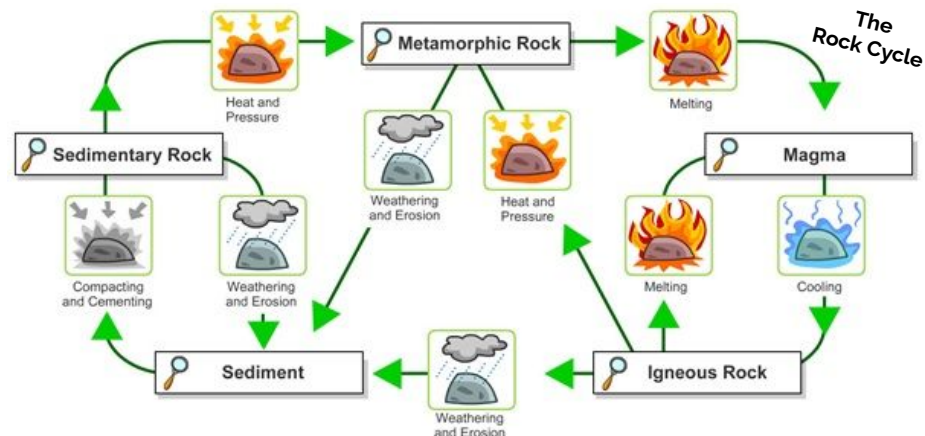
### What is the theory of evolution?

<b>Adaptation</b>	How living things are specialised to suit their environment.
<b>Variation</b>	The differences between living things in a species.
<b>Evolution</b>	The process by which living things can gradually change over time.
<b>Inheritance</b>	The process of passing on features from parents to offspring.
<b>Species</b>	A group of living things with very similar characteristics. They can breed together to make more living things of the same type.
<b>Charles Darwin</b>	An English naturalist (1809-1882). In 1859 Darwin published on the origin of species, which outlined his theory of evolution.
<b>Natural selection</b>	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'.
<b>Speciation</b>	The formation of new and distinct species during evolution.

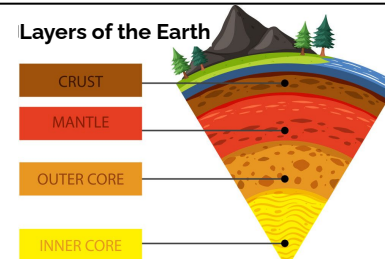
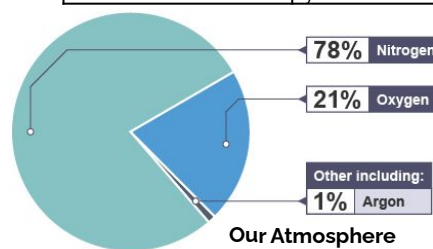


# Science: The Earth

BIG QUESTION What is the structure of the Earth and atmosphere like?	
<b>Crust</b>	Rocky outer layer. The crust is made from enormous plates which move very slowly due to movements of the mantle below.
<b>Mantle</b>	The mantle is the thickest layer of the Earth and is made of semi-solid rock that moves very slowly, like a liquid.
<b>Core</b>	the innermost layer which is divided into an inner core and outer core. The inner core is solid and the outer core is liquid.
<b>Atmosphere</b>	The atmosphere is the layer of gases surrounding a planet. The atmosphere is mostly nitrogen (approximately 80%) and oxygen (approximately 20%).
BIG QUESTION How are materials cycled in the rock cycle?	
<b>Erosion</b>	The wearing away of pieces of rock, soil or other solid materials.
<b>Rock Cycle</b>	All the processes that are involved in creating, changing and destroying rocks.
<b>Transport</b>	The movement of rock from one place to another, for example, by a flowing river.
<b>Weathering</b>	The breaking down of rocks in situ by the action of weather, plants, animals and chemical processes.
<b>Igneous</b>	Rocks that formed under very hot conditions within the Earth.
<b>Extrusive</b>	Extrusive rock is formed from lava, magma that cools quickly on the surface.
<b>Intrusive</b>	Intrusive rock is formed when hot molten magma is forced into small cracks between layers of other already existing rock types.
<b>Metamorphic</b>	A type of rock formed under intense heat or pressure.
<b>Sedimentary</b>	Rocks that are formed through the deposition of sediments, eg limestone and sandstone.



BIG QUESTION What are our options when Earth's natural resources run out?	
<b>Fossil Fuels</b>	Natural, finite fuel formed from the remains of living organisms, e.g., oil, coal and natural gas.
<b>Natural resources</b>	Minerals that have been made through the formation of the world that can be used for human benefit.
<b>Resource</b>	Anything that is useful to people.
<b>Sustainable</b>	An activity which does not consume or destroy resources or the environment.
BIG QUESTION What causes climate change?	
<b>Greenhouse Effect</b>	The retention of heat in the atmosphere caused by the buildup of greenhouse gases.
<b>Greenhouse Gases</b>	The gases responsible for global warming eg. carbon dioxide, methane, nitrous oxide and CFCs (chlorofluorocarbons).
<b>Global Warming</b>	The rise in the average temperature of the Earth's surface.
<b>Climate change</b>	The shift in the Earth's usual weather conditions over many years.





# Science: Waves and Space

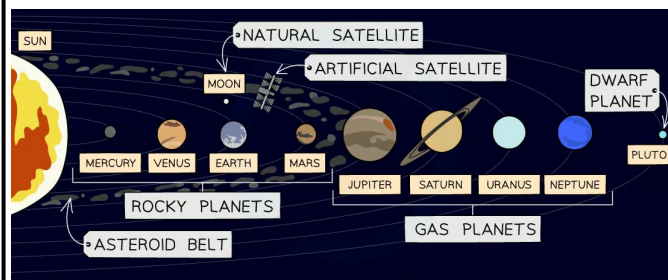
## BIG QUESTION: What are our ideas about the universe, and how have they changed?

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.

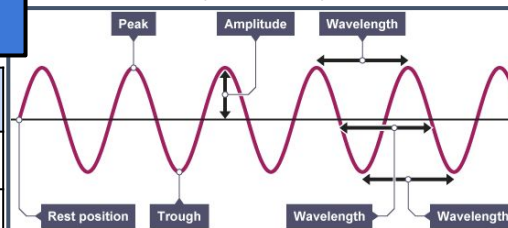
## BIG QUESTION: Why do we have days, nights, months and seasons?

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.

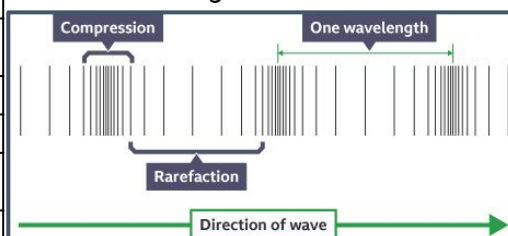
### The Solar System



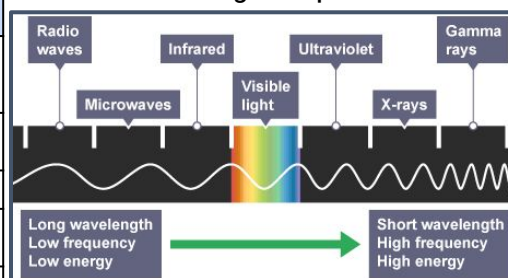
### Transverse Wave



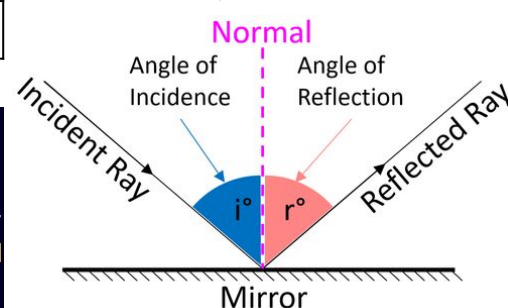
### Longitudinal Wave



### Electromagnetic Spectrum



### The Law of Reflection



The Angle of Incidence  
=  
The Angle of Reflection

## BIG QUESTION:

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.

## BIG QUESTION:

How can we hear?

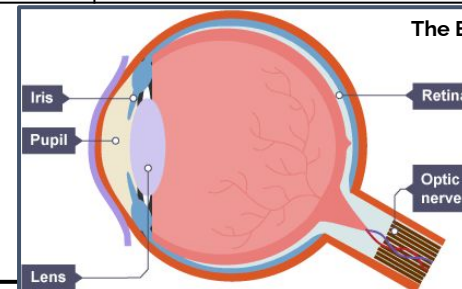
Sound wave	Longitudinal waves that cause vibrations in solids, liquids and gases.
Frequency	Frequency is the number vibrations of the wave in one second, measured in hertz (Hz).
Loudness	Measure of how human hear sound intensity. Measured in decibels (dB).
Pitch	The pitch of a sound is how high or low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

## BIG QUESTION:

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.

### The Eye



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

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



# History

## Political Study 1500 - modern day

Political :  
relating to  
the  
government  
/ ruling elite

Liberal Reforms

### 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.

**1815:** Battle of Waterloo

### Democracy and Protest 1:

**Constituency:** parliamentary unit elects 1 MP

**Rotten boroughs:** constituencies that could be bought

**Reform:** make changes to something in order to improve it.

**Trade union:** organisation to fight for worker rights

**Chartists:** A working class movement campaigning for political reform

**The People's Charter:** a pamphlet created by the Chartists outlining 6 aims e.g. a secret ballot

**Ballot:** Private vote

**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

**1918 Representation of the People' Act :** Gave all males over 21 the right to vote

**1928:** The right to vote given to all women over 21



### 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



# History

Political  
Study 1500 -  
modern day

*Social:*  
relating to  
society or  
the people



## Civil Rights in the USA

**Civil Rights:** The rights that people have in a society to equal treatment and equal opportunities.

**Abraham Lincoln:** US President during the Civil War

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

**Jim Crow Laws:** series of laws to restrict civil rights of black Americans

**Racial segregation:** the separation of whites and non-whites in Southern states

**Jim Crow Laws:** A set of laws that made racial segregation legal

**1861-65 American Civil War:** States of the South (Confederacy) try and fail to break away from the US

**1875:** The Civil Rights Act said that everyone, regardless of race, color, or previous condition of servitude, was entitled to the same treatment.

**This Act had little impact**

**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

## AO2: Skills

**Point:** give a broad reason / factor that answers the question. Use the wording from the question to structure this sentence.

**Evidence:** give specific factual detail that relates to the point you have given. **Specific Factual Detail:** This could be facts / dates / people / statistics / laws.

**Explanation:** : explain why or how your evidence answers the question.

**Explanation Phrases:** : This meant that / This led to / Consequently / As a result/ This proves.

## 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**.

## AO3: Skills

**Inference:** making judgements from sources

**Message:** what a source says

**Purpose:** why a source was created

**Nature:** the type of source

**Origin:** who created a source

**Utility:** what a source is useful for

**Interpretation:** a view / opinion on the past



# Geography - Fantastic Places

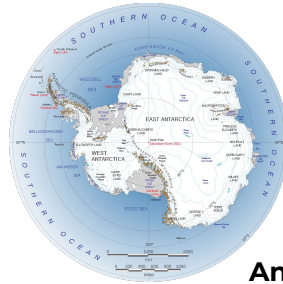
## Antarctica

- 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 km<sup>2</sup>. 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



## 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.

## 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.

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.

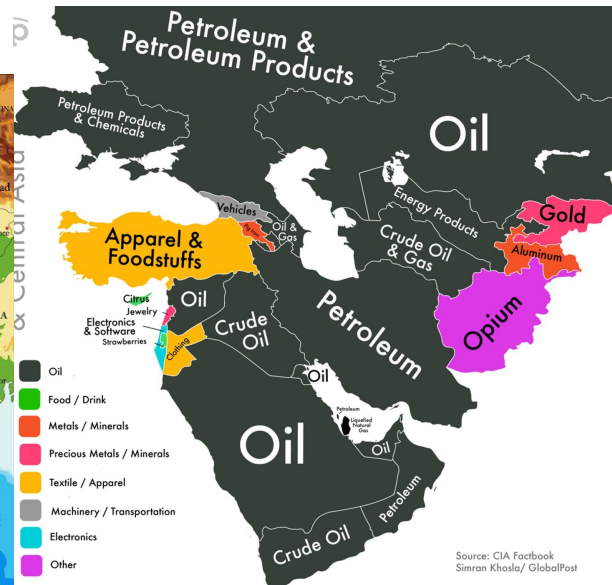


Thick fur on the top of the body for shade, and thin fur elsewhere to allow easy heat loss in high desert temperatures.

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



# Geography - The Middle East

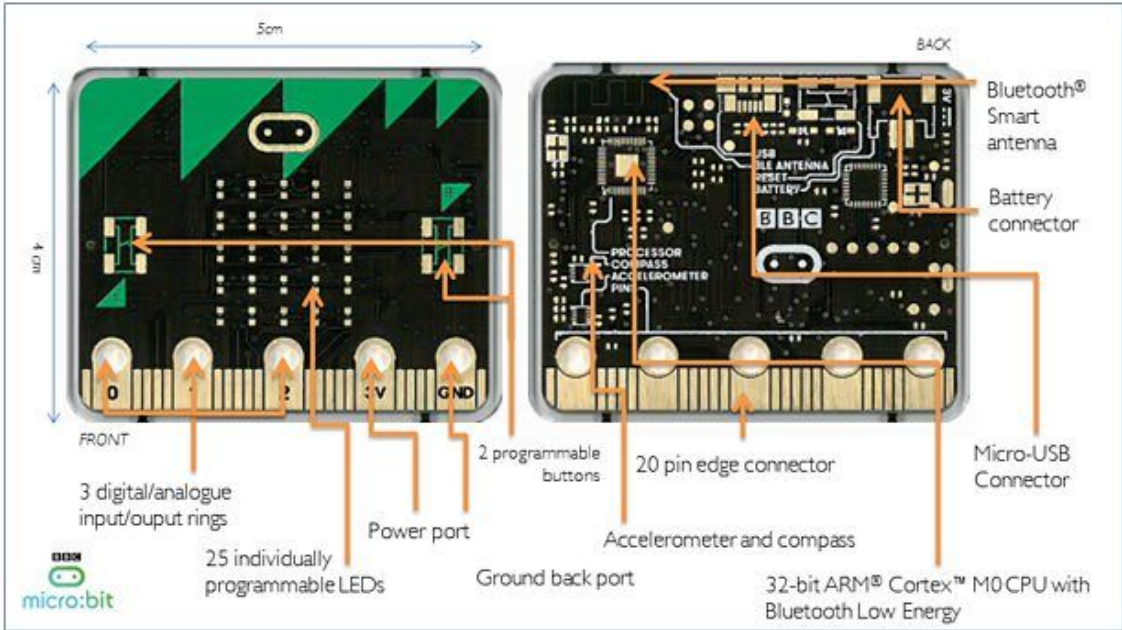


Key term	
Israel	A country created in 1948 for Jewish people. Also a biblical kingdom founded by the Hebrews fleeing Egypt.
Palestine	Not an official country yet but geographical and historical area. Contains many historical and religious sites.
Gaza strip	The area of land north west of the country, 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.

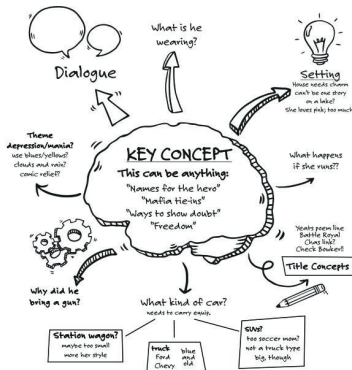
### Key Terminology

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. <code>x = y</code>
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. <code>IF</code> <code>ELIF</code> <code>ELSE</code> <code>if answer == 0:</code> <code>print("Even")</code> <code>else:</code> <code>print("Odd")</code>
Loops	When one or more lines of code are repeated. <code>While</code> <code>For</code> <code>for i in range(11):</code> <code>print ("The count is: " + str(i))</code>

# Pre Production Documents

## Documents used to generate and organise ideas

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.

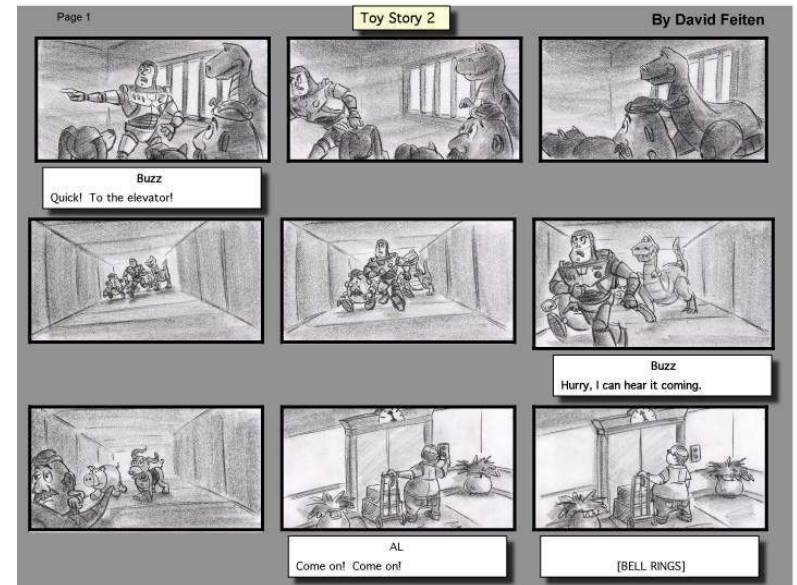


**Visualisation Diagrams** - A sketch of what a still image or graphic is going to look like



**Storyboard** - A plan of what a video or animation will look like, frame by frame. Storyboards have...

Number of scenes	Timings of each scene
Camera Shots and angles	Lighting
Sound	Location



**Script** - A written plan of what the actors will say and how they will perform in a video or animation. Scripts often include...

Location of the scene	What happens in the scene
Camera movement and angles	Sounds
Dialogue (what is said)	Who is in the scene

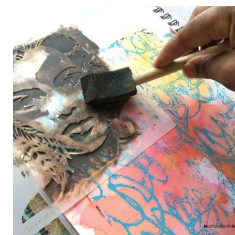
22

# 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.



## 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 a 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.

## 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





# 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.

## 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.



## 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

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

## Should designers consider sustainable solutions?

Sustainable design seeks to reduce negative impacts on the environment. The basic objectives of sustainability are to reduce consumption of non-renewable resources, minimize waste, and create healthy, productive environments.

In addition to including green spaces, examples include:

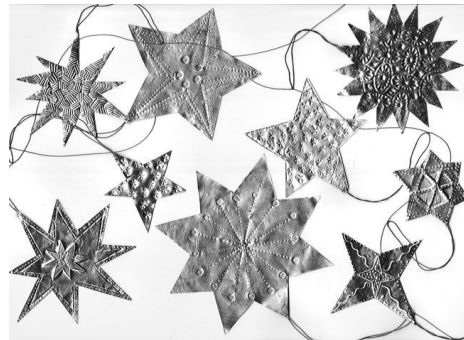
- Minimizing Non-Renewable Energy Consumption
- Using as many recycled products as possible. Using Environmentally Preferable Products - Examples include materials manufactured from recycled products and from local sources.

Good design not only makes products easier, more comfortable and safer to use, it also involves decisions about the materials from which they are made and, often, their projected life-span – key factors in how these products will affect our environment.

*'Sustainable design means pieces made from responsible materials, but that have also been built to last a lifetime'.*

## Why do designers look at other designers work, isn't this copying?

- If all we ever view is unsuccessful design, there is a good chance that unsuccessful design is what we'll regurgitate!
- By looking at the work of other new or past designers or artists, we are able to gain inspiration meaning we can use their ideas in our own designs.
- If we are good at what we do we will problem solve and create new solutions from this inspiration and take it a step further in order to make it our own, making it a new and fresh perspective.
- It is important for us as designers to constantly be seeking and absorbing good design, different perspectives and design around us so we create relevant ideas.



## What's the point in experimenting?

Understanding the **properties** of different materials and how they might be used can help you make effective choices in art and design work.

Experimenting is to try something in order to discover what it is like or find out more about it. Things would never change if people weren't prepared to experiment.

Fearless experimentation involves taking risks and inevitably experiencing failure as well as success.

Be open-minded when experimenting. Don't be afraid to try things. Even if something is unsuccessful, you will have shown that you have tried and learned valuable lessons.

Choice of materials and **technique** will affect the style of your work. Try different materials to find out which you enjoy working with, and which produce effects you are interested in.

Your experiments with materials and techniques could relate to the final product, structure or space you are designing.

They could also be about how you will present, using models, maquettes or drawings. Depending on the design area, different materials and techniques may be appropriate.

## 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 Melodrama

### Key Knowledge

- We will learn about the history of theatre and where Melodrama fits in the timeline
- We will learn about stock characters and their characteristics
- We will explore the story of Sweeney Todd using proxemics to show relationships between characters
- You will work together as an ensemble to create your own Melodrama style pieces, based on the characters in the play and how they treat each other



# Morals and Ethics

<p><u>Suggesting Ideas</u></p> <p>In my opinion... I wonder if... I think... because... I agree with... because... I'd like to raise a new point... Some... believe that... because... Some... argue that... because...</p>	<p>Talk like a philosopher!</p>  <p><u>Challenging Ideas</u></p> <p>I disagree with... because... To counter-argue what... said... I respect what... has said, however... I appreciate your point, however... I would like to ask... a question to...</p> <p> Go further</p> <p>I've spotted an assumption with... An alternative perspective to... would be...</p>
<p><u>Making Connections &amp; Building Ideas</u></p> <p> Go further</p> <p>I would like to build on what... said... I would like to give an example/counter example... I'd like to seek clarification on... I'd like to refer back to... Links can be made between... and... A connection could be made between... and... because...</p>	<p><u>Giving &amp; Interpreting Evidence</u></p> <p>The quote could be interpreted as... A contrasting interpretation would be... An example to support... would be... This implies that... The statement suggests...</p> <p> Go further</p> <p>A source of wisdom to support... is... From this I can infer...</p>

# Ways of reading Sources of Wisdom



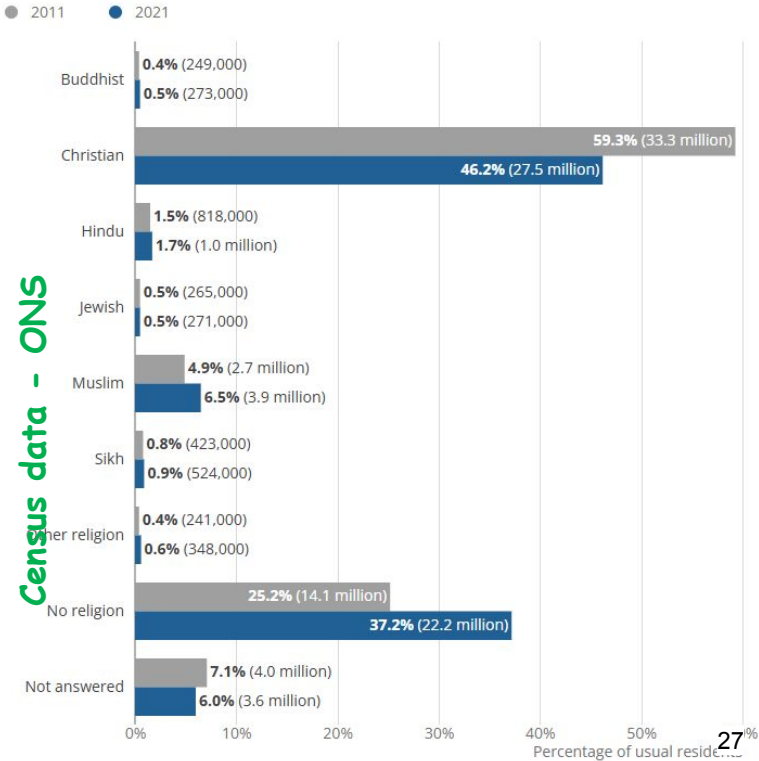
**Non-literalist** - believing something has a symbolic meaning



**Literalist** - believing something to be true, word for word

- Rules** - instructions telling you what you are allowed to do and what you are not allowed to do
- Belonging and Identity** - being accepted for who you are
- Ritual** - a set of actions or words performed in a regular way, often as part of a religious ceremony
- Rites of Passage** - a ceremony or event marking an important stage in someone's life
- Celebrations** - a special enjoyable event to acknowledge a special event.
- Laws** - rules made by an authority and that must be obeyed.
- Values** - a person's judgement about what is important, or what is right and wrong
- Truth** - that which is true, genuine, actual of factual.
- Interpretation** - how something is understood
- Meaning** - what is meant by a word, text, concept, or action
- Sects** - a religious group that has separated from a larger religion and is considered to have unusual beliefs or customs
- Schism** - the formal separation of a religion into two, due to differences of beliefs and/or practices
- Covenant** - a formal or legal agreement

Religious composition, 2011 and 2021, England and Wales





# Morals and Ethics

**Rationalist:** Using your logic

**Empiricist:** Using your senses

**Natural law:** God given rules that are innate

**Evolution:** Survival of the fittest

**Psychologist:** someone who studies the human mind and human emotions and behaviour

**Atheist:** someone who believes in no God

**Theist:** someone who believes in one or more gods

**Agnostic:** someone who is not 100% sure there is or is not a God or someone who thinks you cannot know for certain whether there is a god

**Humanist:** someone who believes that human reasoning is the highest authority.

**Plato** (born c427 BCE) was a rationalist. He said you need to use your brain to work out what is true - reason it out. He thought that ordinary people were like prisoners who had got trapped in a cave. The only little bit of the outside world the prisoners got to see was like shadow puppets. The firelight made the shadows of the outside world look like MONSTERS.



**Aristotle** (born c384 BCE) was a student of Plato. He strongly disagreed with Plato. He believed you need to use your senses to find out what is true - obviously. He was an empiricist.



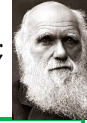
**Thomas Aquinas** (1225-1274 CE): The First Cause argument and the Design argument both prove that God exists as he is the only one who could have made the universe.



**Descartes** (born 1596 CE) thought he couldn't trust anything. He did reason that he was a thinking thing: 'I think, therefore I am.' His trademark argument was that the idea of God is imprinted on the brain. God is perfect and so must exist.



**Charles Darwin** (1809-1882 CE) wrote On the Origin of Species and introduced the theory of evolution by natural selection. He said the world was not made quickly and was not made exactly as it is today. He saw the results of natural selection in birds; survival of the fittest.



**Karl Marx** (1818-1883 CE) was an atheist. He described religion as 'the opium of the people.' He compared religion to an addictive, pain killing drug that enabled the ruling classes to oppress the working classes.



**Sigmund Freud** (1856-1939 CE) was a psychologist who said we are all scared of not having a parent, injustice and dying. He said religion was a 'cure' for the fear of these 3 things.



## Humanism

Humanists believe you should use reason, evidence and science to find out what is true. It is more than not believing in God - it is about how you live your life; make the absolute most of this life.

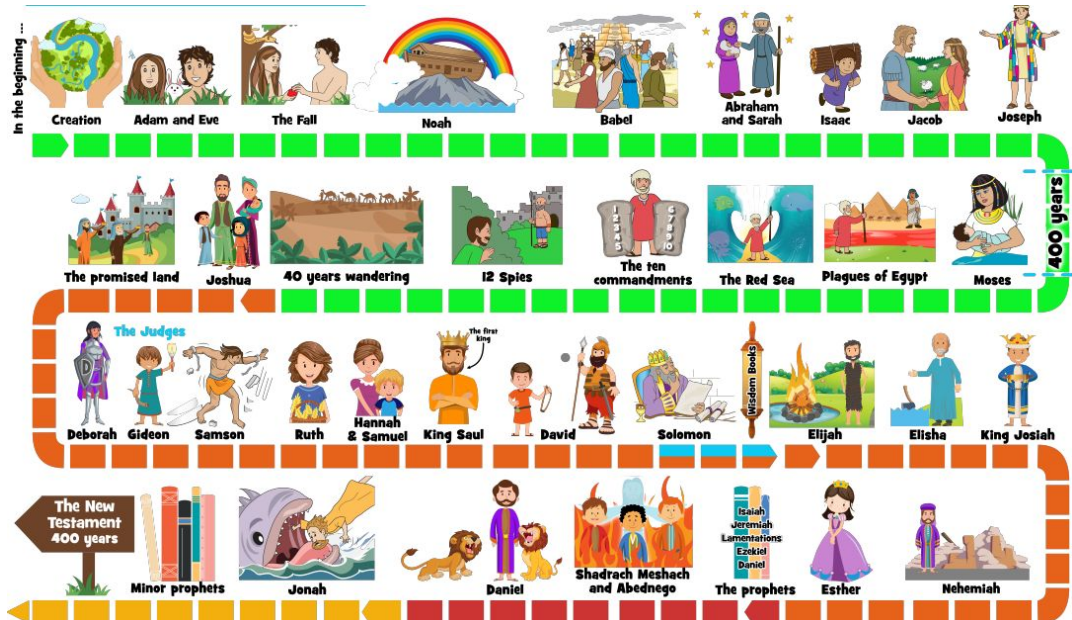


**The birthplace** of the Abrahamic religions, Judaism, Christianity and Islam



## The Big Story - Old Testament

39 books, compiled from c500 BCE, language - Hebrew, oldest man - Methuselah 969 years old





# Year 8 Music: Looping and Beatbox

D.A.W	Digital Audio Workstation – Electronic software used for recording, editing & producing audio files. Has meant a generation of “bedroom” producers has emerged
Sequencer	The sequencer allows you to <u>organise</u> your layers into an arrangement / structure This is where you move blocks around to produce the whole piece
Audio	Real sound which has been recorded in using a microphone or DI. It looks like a soundwave
Track	Each track contains audio or midi sounds
Looping	Repeating a pattern again and again
MIDI	Musical Instrument Digital Interface, this is a digital instrument. Computer information translated into music (opposite of audio). It can be changed after it is input
Sampling	The reuse of a sound recording in another piece of music
Quantisation	using a <u>DAW</u> you <u>can</u> quantise notes, this means if you played them out of time they can be automatically placed in the correct location (in time).
Synthesiser	A technique of generating sound using electronic hardware from scratch. Replicates sounds. Can be a keyboard with a bank of sounds
Drum Machine	A programmable electronic device able to imitate the sounds of drum kits and beats ( <u>e.g.</u> Beatmaker)

Effects / FX	Changing the way something sounds <u>e.g.</u> Reverb, Delay (Echo), Chorus, Distortion, Tremolo, Phaser
Mixing	Audio mixing is the process of assembling all the tracks and blending & balancing them together. Tracks are blended using various processes such as EQ, Compression and Reverb. Each input has a channel. Gain, Pan & EQ can be adjusted
Engineer	The engineer handles the sound using the mixer, the sequencer & the effects. They are responsible for the end sound
Technician	Is responsible for the equipment & makes sure it works, is in tune and placed correctly
Compression	this is the narrowing of the dynamic range of a recording. It is like squeezing the volume <u>levels</u> so the quiet parts become louder and the loudest parts softer.
EQ	Equalization, adjusting the volume levels of certain frequencies. For example, you can cut out the bass and boost the higher frequencies.
Reverb	One of the oldest of all audio effects, it aims to recreate the natural ambience of real rooms and spaces, almost like an echo.
Panning	The placing of sound within the stereo field (left/right speakers)
Delay	An effect added which repeats a sound regularly creating an echo effect

**LO-FI**

This effect intentionally degrades the sound to create a distinctive character.

**P.SHIFT**

This effect lets you change the pitch.

**RING MOD**

Gives a metallic character to the sound, creating the impression that the sound is going out of focus.

**DELAY**

Adds a delayed sound to the direct sound, giving the sound greater depth or creating special effects.

**BEAT**

The track plays repeatedly in synchronization with the beat.

**FILTER**


A filter modifies the brightness or thickness of the sound by cutting a specific frequency range.

**DELAY**

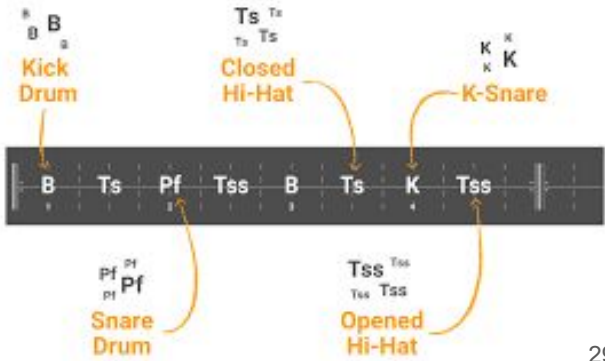
Adds a delayed sound to the direct sound, giving the sound greater depth or creating special effects.

**SLICER**

Repeatedly cuts the sound, transforming a conventional sound to create the impression of a rhythmic backing.



Some listening
Calvin Harris – We found love –feat. Rihanna –Scottish producer
Kraftwerk – Autobahn – the oldest & most important electronic artists
Bjork – Army of me – Icelandic musician, recorded this track in Chorlton
Billie Eilish
Charlie Puth
Olivia Rodrigo & Dan Nigro
Ebony Bones



# 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?

# YEAR 8 PE - TABLE TENNIS KNOWLEDGE ORGANISER

## TABLE TENNIS RULES

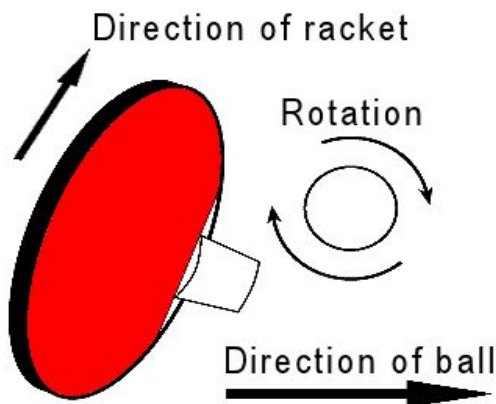
### Topspin

- Stand side on with your knees bent.
- Keep your eyes on the ball and your head still.
- Start your with your bat below the ball and brush the ball from bottom to the top, whilst pushing the ball over the net.



### Serving

- Hit the ball without it bouncing into your side of the table.
- Angle your bat diagonally down when striking the ball so the ball doesn't bounce really high over the net.
- Roughly aim for the middle of your side of the table
- Use a variety of serves from the list below:
  - Topspin
  - Backspin
  - Sidespin
  - Fast



### Push shot

- Stand side on with your knees bent.
- Keep your eyes on the ball and your head still.
- Angle your bat slightly off flat the net so it's facing towards the ceiling.
- Push the ball over the net in the direction you desire, trying to keep as close to the net as possible

### Return of Serve

- Be on your toes with your knees bent and your bat in a neutral position so you can play on either the backhand or forehand.
- Have a small backswing as the ball approaches you.
- Push the ball in the direction you want the ball to go, keeping it as low to the net as possible.

### Serve

- Stand behind the table
- Hold the ball in a flat palm so your opponent can see it.
- Throw the ball a minimum of 6 inches in the air.
- Hit the ball behind the white line, at the back of your table
- Hit the ball on your side the table and then your opponents.
- You only get one attempt.

If it hits the net and lands over the net, it is a 'let' and you'll need to retake the serve

### Doubles

- The serve must bounce once in diagonally opposition rectangles.
- The server and receiver rotate every two points.
- Teammates must alternate who hits it over when into a rally

### Open Play

- The ball can only bounce once on your side of the table.
- You must hit the ball once so it lands on your opponent's side of the table.
- If you touch the net, it is your opponent's point.
- If it hits the net and lands in, it is seen as a lucky shot.

### Scoring

- The winner is the player who reaches 11 first but if gets to 10:10, you have to win by two clear points.
- Each player takes two serves each.
- You can score points on both your serve and your opponents serve.
- A point is awarded if:
  - The ball bounces twice on your side of the table
  - Volley the ball
  - Don't return the ball to your opponent's side of the table

# YEAR 8 PE: RUGBY

## Rules Of touch rugby:

- ❑ Game starts and restarts with a tap off.
- ❑ Passing from the hand must travel level or backwards to the receiver.
- ❑ Tackling must be below shoulder.
- ❑ If a player drops the ball forward it is a turnover to the opposing side.
- ❑ You may not tackle a player in the air.
- ❑ You must enter a ruck from the back foot of your side of the ruck.
- ❑ No kicks in general play

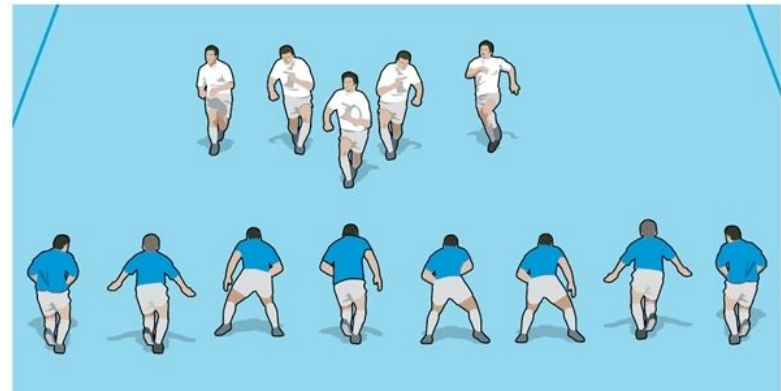
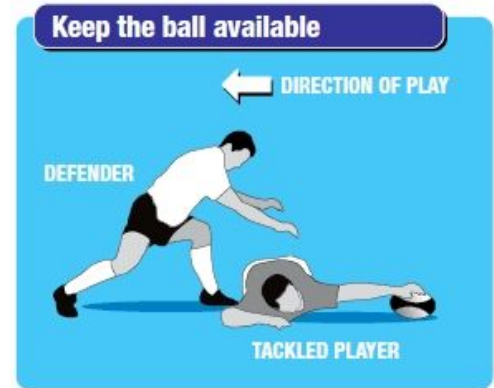
## How to tackle safely

- Tackler starts on knees.
- Cheek to cheek.
- Ring of steel - Locking arms around the opponent.
- Lean to the side and push the opponent over - Ensure tacklers head is on top and does not get trapped underneath.
- Ball carrier presents the ball on the floor.

## Big Questions

### **Big Questions (up to 5):**

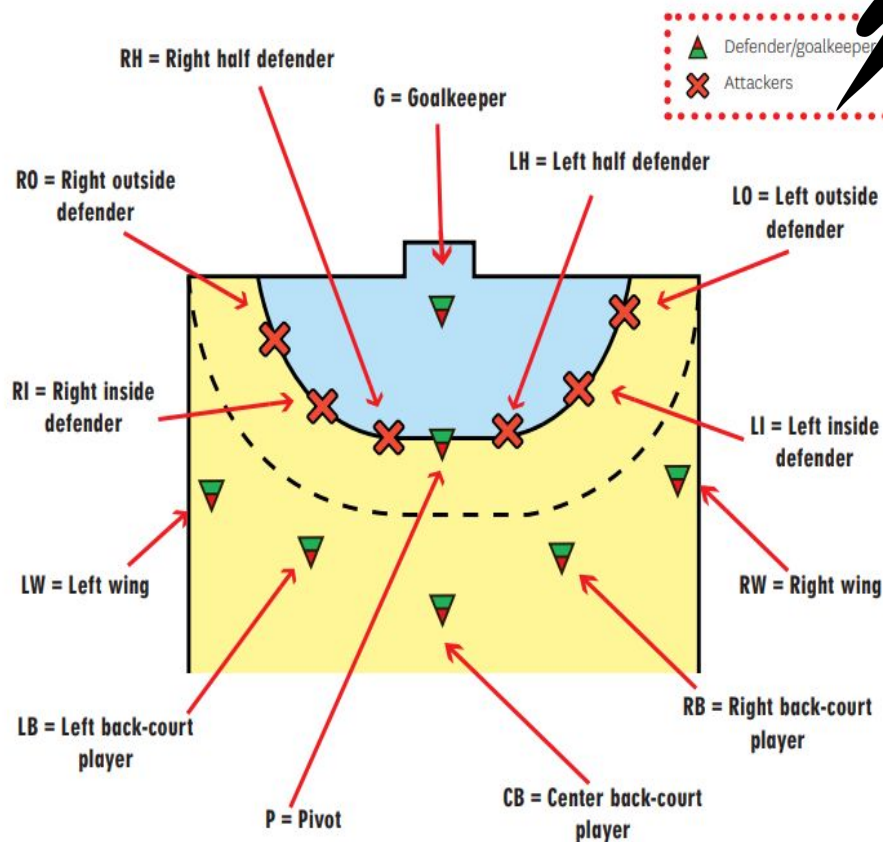
1. Can you lead a Rugby specific warm up to a small group?
2. Can you link 2 or more rugby skills in a competitive situation?
3. Can you identify specific fitness components required for the skills in rugby?
4. Can you support in the officiating of a game of rugby?
5. Can you perform the correct tackle technique in a game situation?



## Key Words:

Ruck, tackle, cheek to cheek, offside, pick up, evade, try, side step





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

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

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

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

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

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

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

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

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

The goalkeeper throw, awarded when:

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

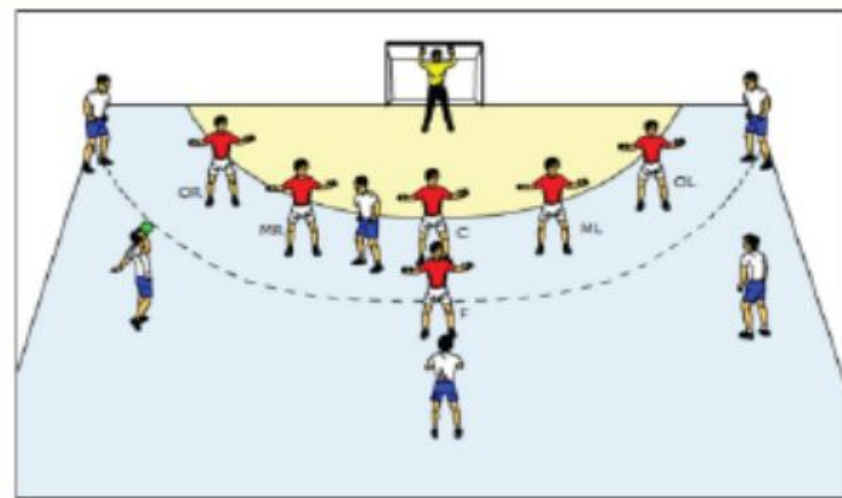


Fig 6.4: Defensive positions/ Defense in zone 5:1

# Year 8 PE - Gymnastics

## KEY TERMS

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

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

### - BODY TENSION

- Control
- Clarity of shape
- Flow
- Extension



## PERFORMANCE

### Apparatus

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

### Floor routine

Create a sequence combining and linking key shapes and skills.

### Rhythmic routine

Ball, Clubs, Rope, Ribbon, Hoop



## BIG Questions

- Can you lead a gymnastics warm up to a partner?
- What does the term 'aesthetically pleasing' mean?
- What components of fitness are required in gymnastics and why?
- What safety measures should be in place in gymnastics?
- What are the main phases of any vaulting move?

## COMPONENTS OF FITNESS FOR GYMNASTICS

Balance	Being able to keep your body stable when moving or still.
Muscular Strength	The amount of force generated by a muscle.
Body Composition	The percentage of fat, muscle and bone in the body.
Flexibility	The range of movements you have around a joint.
Coordination	The ability to use 2 or more body parts at the same time.
Power	This combines strength and speed so muscles contract very quickly.

## RULES AND REGULATIONS

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

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

A judge panel usually scores gymnastics competitions.

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

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