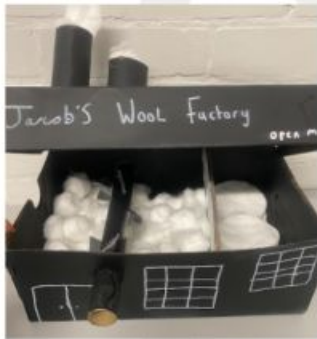


Knowledge Organiser

YEAR

8



Year 8 History
Homework by
Jacob Short,
Triston Costello,
Harry Beasley
and Erin Blount

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

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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

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?

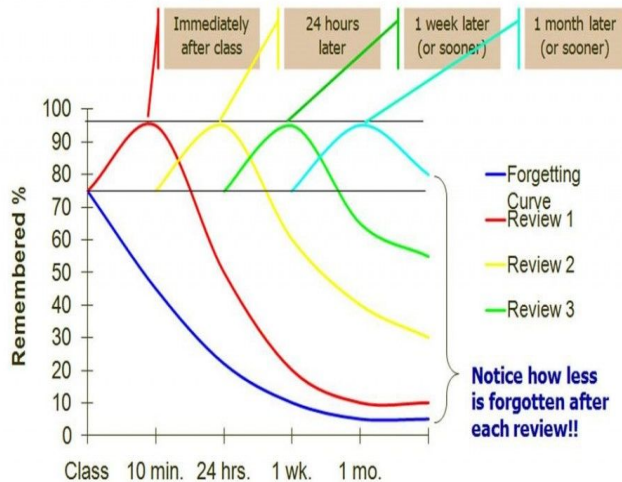
How will my teachers use them?

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](#)

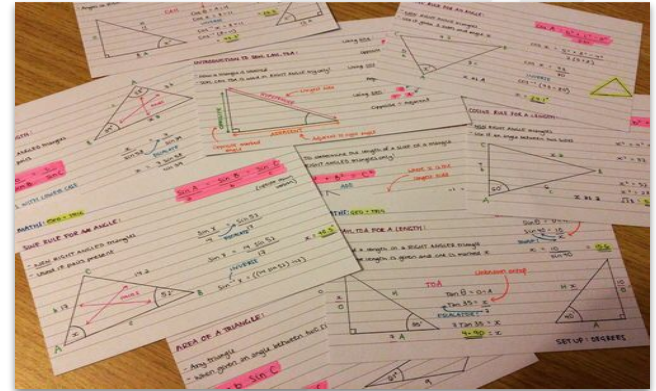
How we learn at Redmoor

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:

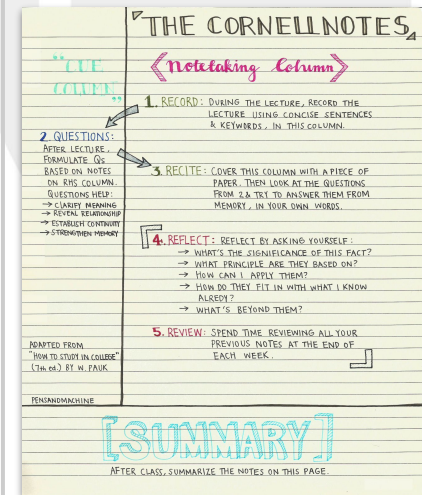
[Link To The Learning Scientists](#)

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

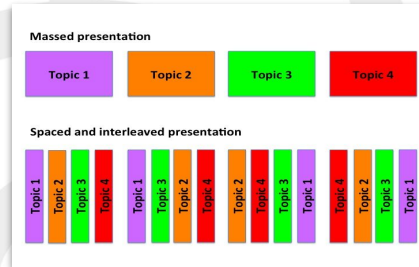


How we learn at Redmoor

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.

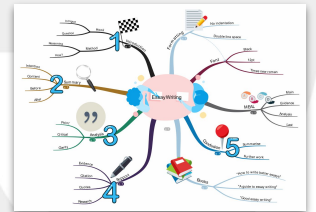
Eg. topic 1 is 'cells', topic 2 is the 'digestive system'. This will improve your memory!



Mind Maps

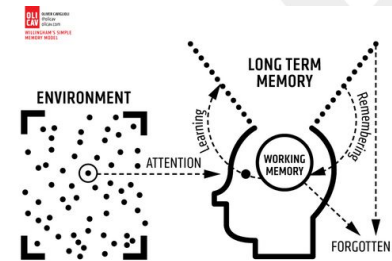
Mind mapping is simply a diagram used to visually represent or outline information. It is a powerful graphic technique you can use to translate what's in your **mind** into a visual picture.

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



# Talking Points

## To add an new idea to what someone else has been saying:

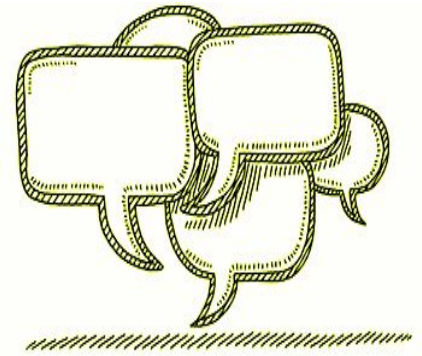
- I would like to add to this...
- I would have to agree with you because...
- Another example of this could be...
- Adding on to this, in my opinion...
- We might also consider...
- As well as this, it is important to think about...
- In addition...

## To build on what someone else has been saying:

- This could be developed by considering...
- This links to...because...
- Furthermore, it could be argued that...
- To elaborate further...
- Building onto this...
- Leading from this...
- Taking this one step forward...
- On top of this...

## To challenge someone's ideas and offer the opposite viewpoint:

- I would challenge this idea because...
- On one hand I agree with... However I think...
- On the other hand this idea could be challenged because...
- From another perspective you might argue that...
- Although I can see why ___ thinks... I disagree because...
- Whereas ___ seems to think... instead I think...



## Banned words:

- ★ You know
- ★ Like
- ★ Isn't it
- ★ Basically
- ★ Sort of
- ★ Kind of
- ★ Sommit
- ★ Innit
- ★ Dunno
- ★ Gonna
- ★ So...
- ★ Okay....

Add, Build, Challenge

# 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.

## 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

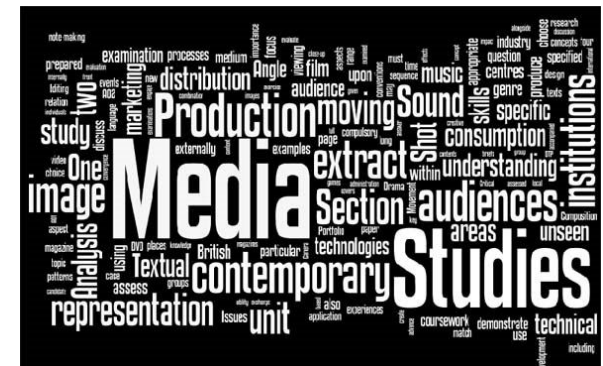




BIG QUESTION: What is the point in the media?	
Denotation	The literal meaning of a word
Connotation	The secondary meaning; what it makes you think of and how it makes you feel
Camera Angle	The specific location of where a camera is placed to take a shot
Diegetic Sound	Natural sounds. Eg dialogue, weather, animal noises etc
Non - diegetic Sound	Sounds added into a shot. Eg soundtrack, theme tune, tense music

BIG QUESTION: How does the media influence?	
Representation	The way the media presents individuals and particular groups of people, places & issues
Stereotype	A widely held, cliched and oversimplified image of a particular group or place
Conventions	The ingredients of a genre.
Ethnicity	The belonging to a population or subgroup who share a common cultural background or decent
Race	Physical attributes that categorise humans based on a particular group.
Gender	Gender is how people feel or express themselves in relation to being male or female

<b>BIG QUESTION: Why do we need music videos?</b>	
Concept	An abstract idea
Narrative	A story
Performance	An act of entertainment
Lyrics	The words of a song or poem
Marketing	Promoting or selling a product
Promotion	Publicising a product to increase sales



# MATHS - Assessment 5

Sparx Code	TOPIC	Covered in lessons	Pre-test reflection	Post test reflection
M797	Plotting horizontal and vertical lines			
M932	Plotting straight line graphs			
M544	Finding equations of straight line graphs			
M139	Translation			
M290	Reflection			
M679	Angles in quadrilaterals			
M319	Combining angle facts			
M606	Angles on parallel lines			
M393	Using quadrilateral properties to find angles			
M653	Angles in polygons			

Sparx Code	TOPIC	Covered in lessons	Pre-test reflection	Post test reflection
M574	Drawing pie charts			
M165	Interpreting pie charts			
M140	Drawing line graphs			
M183	Interpreting line graphs			
U854	Finding averages from diagrams			

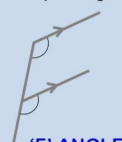
## Angles on Parallel Lines

### Alternate Angles



'Z' ANGLE

### Corresponding Angles

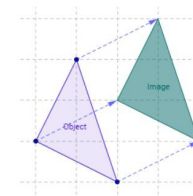


'F' ANGLE

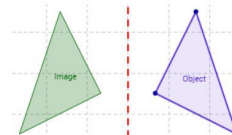
### Interior Angles



'C' ANGLE



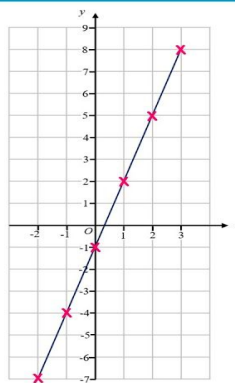
Translation



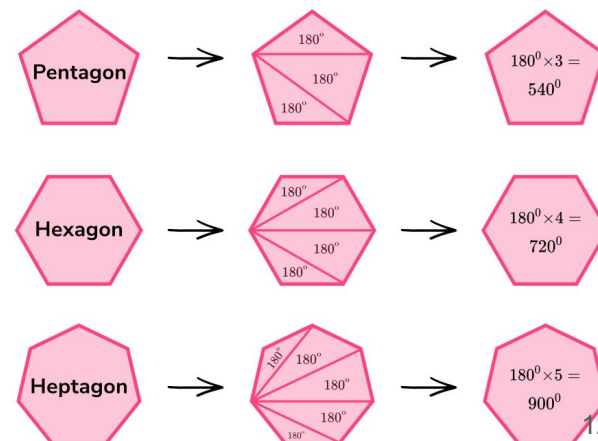
Reflection

$$y = mx + c$$

gradient y-intersect



x	-2	-1	0	1	2	3
y	-7	-4	-1	2	5	8



# MATHS - Assessment 6

Sparx Code	TOPIC	Covered in lessons	Pre-test reflection	Post test reflection
M384	Reading and drawing linear inequalities on number lines			
M118	Solving single inequalities			
M960	Expanding double brackets			
M645	Calculating with fractions			
M754	Simplifying algebraic fractions by factorising			
M336	Adding and subtracting algebraic fractions			
M701	Using recurring decimal notation			
M922	Converting fractions to recurring decimals			

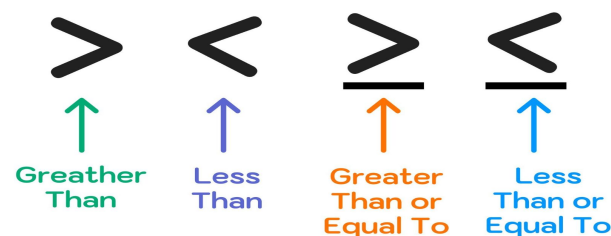
## Recurring Decimal Notation

$$0.25\textcolor{brown}{3333} \dots = 0.25\textcolor{brown}{\dot{3}}$$

$$0.2\textcolor{blue}{633633633} \dots = 0.2\textcolor{blue}{\dot{6}\dot{3}\dot{3}}$$

$$0.203\textcolor{purple}{0505050} \dots = 0.203\textcolor{purple}{0\dot{5}}$$

## Inequality Symbols



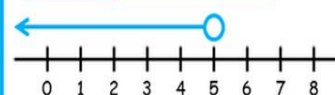
## Inequalities on a number line

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

$$x > 2 \quad x \text{ is greater than } 2$$

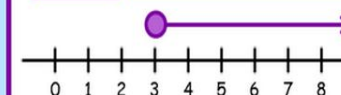


$$x < 5 \quad x \text{ is less than } 5$$

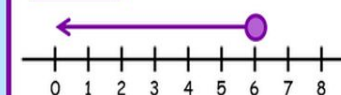


A **filled in circle** means that the value is **included**:

$$x \geq 3 \quad x \text{ is greater than or equal to } 3$$



$$x \leq 6 \quad x \text{ is less than or equal to } 6$$

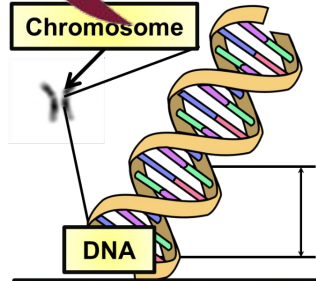


## Algebraic Fractions

$$\frac{3x}{x+17} - \frac{3}{2x-5} = \frac{3}{4}$$



# Science: Inheritance & evolution



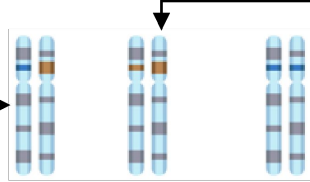
**Chromosome**  
**DNA**  
A human body cell contains 23 pairs of chromosomes

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

Different alleles – heterozygous

GENE
A section of <b>DNA</b> that codes for a single characteristic
Eye Colour
Hair Colour
Tongue Rolling
Attached Ear Lobes

ALLELE
Variations of the same <b>gene</b>
Eye Colour
Blue Brown
Hair Colour
Black Brown Blonde



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

Same alleles – homozygous dominant

Same alleles – homozygous recessive.

Genetic only	Environmental only	Genetic and environmental
Eye colour	Tattoos	Height
Blood group	Scars	Weight
Attached ear lobes		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: Waves and Space

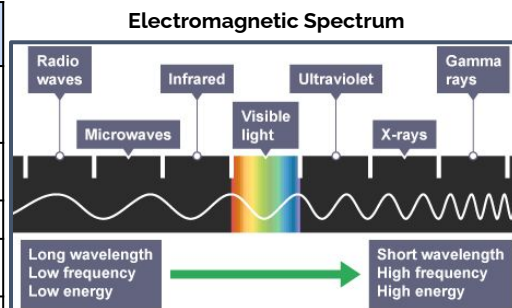
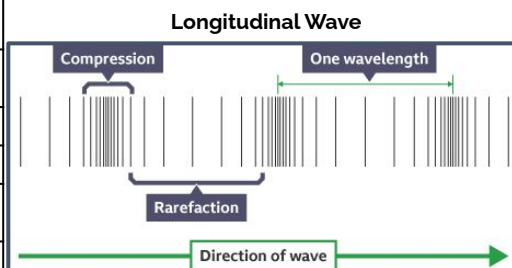
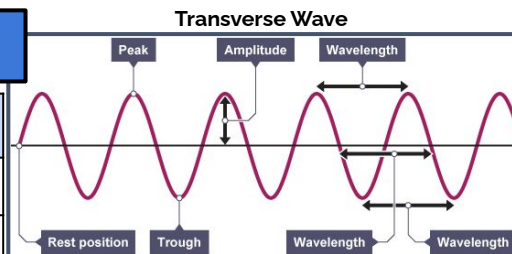
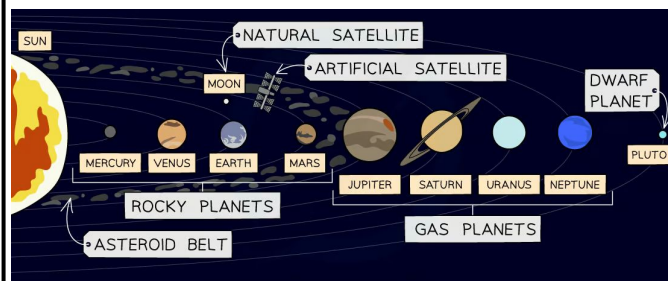
## BIG QUESTION: What are our ideas about the universe, and how have they changed?

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.

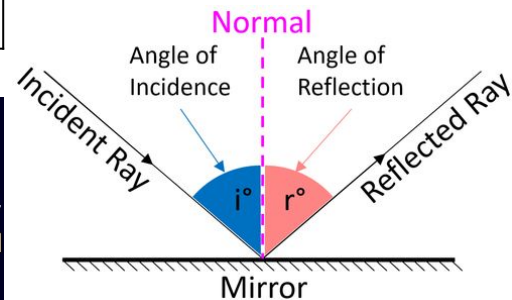
## BIG QUESTION: Why do we have days, nights, months and seasons?

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



### 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?

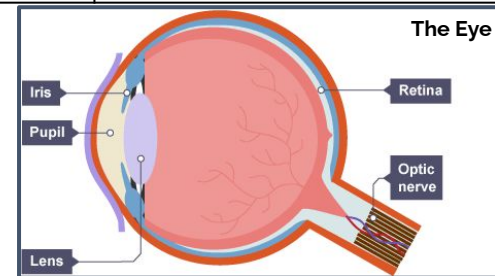
Waves	Repeated vibrations that transfer energy without transferring matter.
Vibration	Vibration is the fast back and forwards movement of an object or particles.
Transverse waves	A wave where the vibrations are perpendicular (right angles) to the direction of the energy transfer. Light and water waves 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.





# 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)	
<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,	<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	<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	<b>confiture (f)</b> jam <b>pizza (f)</b> pizza <b>tartine (f)</b> bread & 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>sucré (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	<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
<b>Comme boisson,</b> As a drink, <b>Pour boire,</b> To drink,	<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	<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	<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	<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

## (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>totalement</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.

The Future Tense

# History

## Civil Rights in the USA

**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 **Aug-Dec 1914** to attack and defeat France, then attack Russia so they would not have to fight both.

**1914:** Schlieffen plan fails.

**9 Nov 1918:** Kaiser Wilhelm abdicates

**11 Nov 1918:** Germany signs armistice, ending the war.



# History

## 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.



## 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

## 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.

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

**January 1917:** Conscription introduced in Britain

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

## 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.

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

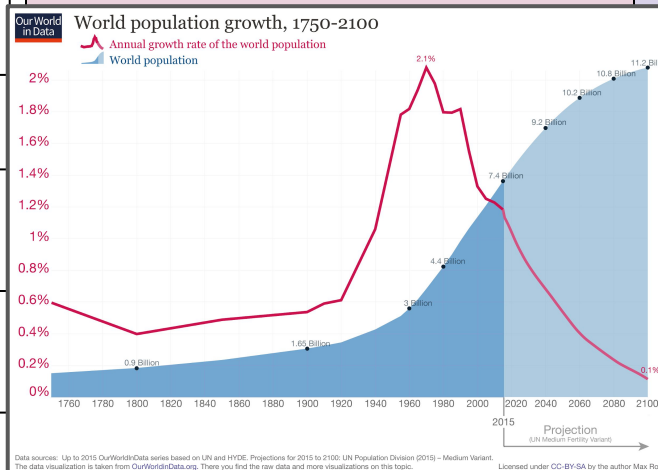
**620,000** :British & French casualties

**500,000** :German casualties

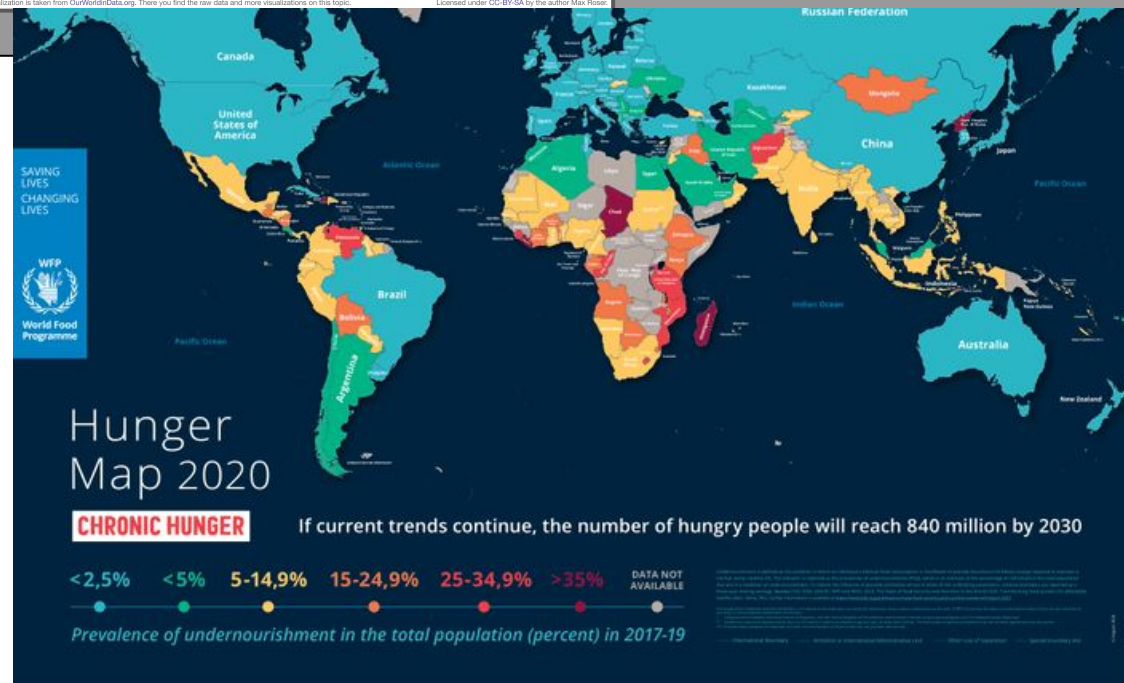
Key words	
Consumption	Using up a resource
Resources	A naturally occurring material that is valuable to humans
Conflict	A war or disagreement
Trade	The exchange of goods and services for money
Disaster	A terrible event like a volcanic eruption or cyclone
Supply	The level of availability of an item
Demand	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 of Food

Can planet earth ever feed the 9 billion?



- 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 Geography: Blue Planet

## SOURCES

Mismanaged Plastic Waste  
(Litter)



Maritime Plastic Debris

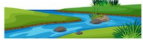


Microplastics  
(Primary or In-Use Product Wear)



## PATHWAYS

Rivers



Wind



Atmospheric  
Deposition



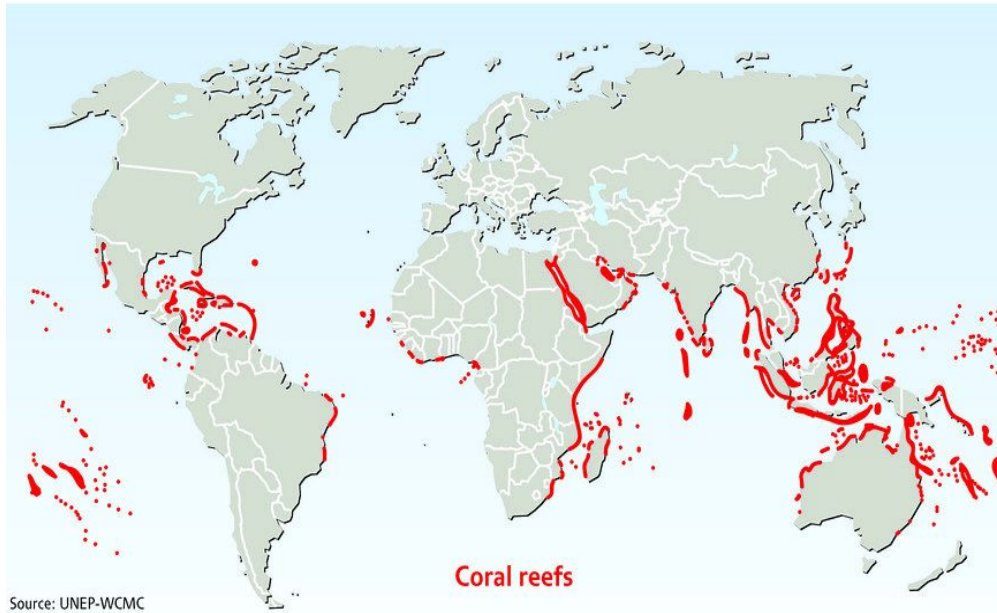
Direct Input  
to Ocean



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

### 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

### 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

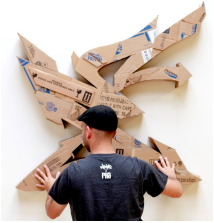


# Year 8 Art - Graffiti

## 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 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





# 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.



How do different cultures use Art and Symbolism?



## 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.



## 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.

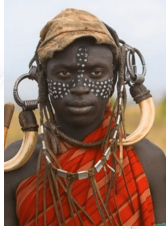
The earliest Indigenous art was paintings or engravings on the walls of rock shelters and caves which is called rock art. People believe that dots were used in artwork to hide information from white men when the Aboriginal people became afraid that they would be able to see and understand their **sacred**,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



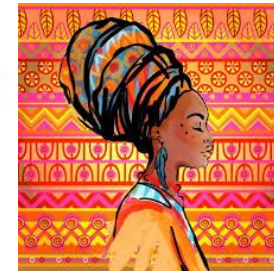
## What are the five elements of African art?

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.



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.



# 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.



## How can designers refine their ideas to lead to success?

**S** Substitute - Replace a part of your product/idea with another

**C** Combine  
Combine ideas, processes or products into one more efficient idea

**A** Adapt  
Adapt an existing idea to solve a problem you had before

**M** Modify  
Modify an aspect of your situation or problem, try magnifying or minimising them

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

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

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

## Drama Keywords

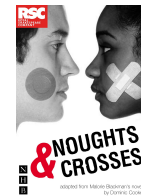
<b>Physical Theatre</b>	Use of the body & movement to show a story/feeling/situation/object.
<b>Proxemics</b>	The distances between characters/actors in a play. It shows their feelings and emotions- not through speaking!
<b>Semiotics</b>	How meaning is created through systems of signs & symbols of drama. 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 Noughts and Crosses

### Key Knowledge

- We will explore the play 'Noughts and Crosses' which is an adaptation of a famous novel
- We will explore diversity within the world of theatre, and the world of the play
- 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 response to the story of Noughts and Crosses based on the characters in the play and how they experience the world



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

### Key Knowledge

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







# Islam



## Key terms

**Allah:** **Allah** is the name of God in Islam. Muslims are monotheistic which means they believe in only 1 God. This belief is repeated daily in the Shahadah 'There is no God but Allah and Muhammad is his prophet'. Muslims are prohibited from drawing any images or having any sculptures of Allah, this is considered idolatry. This is seen as shirk in Islam and is a grave sin. He has 99 names and qualities. E.g. Ar Ramin 'the merciful'.

**Qur'an:**

**Shahadah:**

**Hadith:** **Sunni Islam and Shi'a Islam**

**Prophet:** There are different traditions in Islam they agree on many of the key beliefs. They disagree on who should have been the successor-the person who came next-after the death of Prophet Muhammad.

**Revelations:** Sunni Islam- Muslims who believe that Abu Bakr was the rightful successor to Prophet Muhammad. Abu Bakr was a companion and closes friend of Prophet Muhammad.

**Polytheism:** Shia Islam - Muslims who believe that Ali was the rightful successor to Prophet Muhammad. Ali was cousin and son in law of Prophet Muhammad.

**The Qur'an-The word of God** The Qur'an was revealed to the prophet Muhammad by the angel Jibril from God. Muslims use the Qur'an to learn how to behave.

They try to read it in the original language of Arabic and learn to recite it off by heart.

There are 114 surah or chapters. When they read the Qur'an Muslims believe God's words are speaking directly to them.

## The Prophet Muhammad (pbuh)

He was born around 570CE in Makkah which is modern day Saudi Arabia. He was a merchant.

One day whilst sat in a cave to pray and meditate, the angel Jibril appeared to him with a message from God. Over 20 years he received more revelations from God via the angel Jibril. Together these revelations formed the Qur'an.

He was the last in a long line of prophets of God like Ibrahim (Abraham), Musa (Moses), and even Jesus, Isa in Islam. The people believed in polytheism; he taught them about the one true God.

## The Night Journey

Muhammad was awakened by the angel Jibril who took him on a winged horse to the Temple in Jerusalem. When he arrived there, he was taken up into heaven. He met with Abraham, Moses, Jesus, and other prophets there and led them in prayer.



# 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

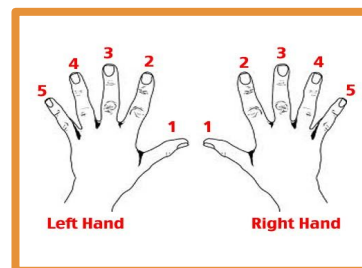
All Cows Eat Grass

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		



Chord triads in Root position

C Dm Em F G Am B⁰

# Year PE 8 - Athletics

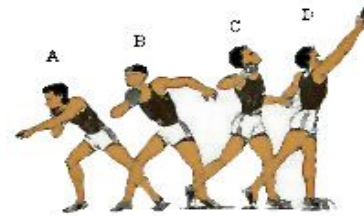
## TRACK EVENTS

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

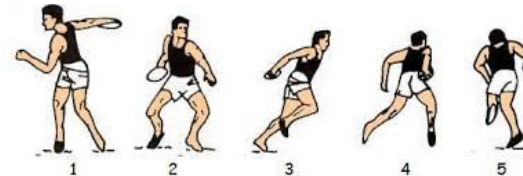
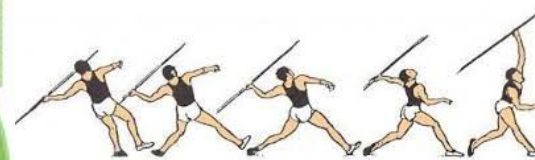
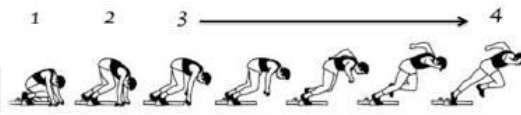
PACING

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

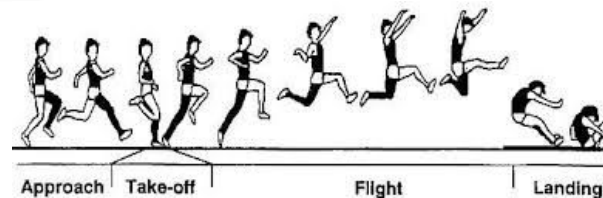
MOVEMENT

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.

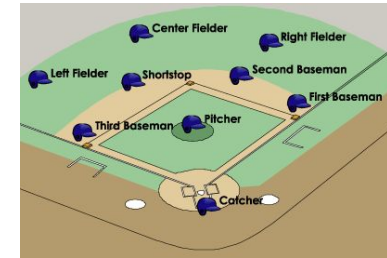
### Key Words

Batting	Strike
Bowling	Base
Fielding	Post
No ball	Out

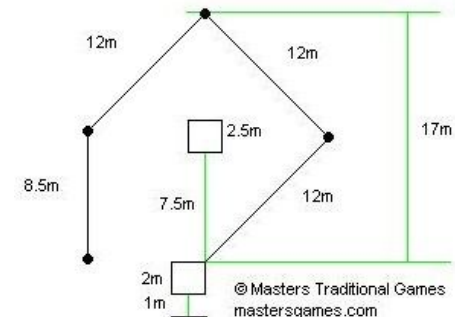


?

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



# PE - Tennis Year 8

## Key words

- **Baseline** – The baselines are the lines on either end of the court that determines the boundaries of play going lengthwise. They are also where a player serves behind.
- **Center Mark** – The center mark determines the two halves of the tennis court. It mainly helps with service to determine where a player should stand prior to serving.
- **Center Line** – The center line divides the two service boxes into a distinct left service box and right service box on either side of the court. Landing a serve on the line is considered good.
- **Net** – The net stands 3 feet and 6 inches high where the posts lie while the middle of the net is 3 feet tall, with the posts 3 feet outside of the court on either side. Hitting a ball into the net is considered 'out' while any ball that hits the net cord and falls onto the other side is considered good except for a serve, must land in the service box. Players may have a second serve if the first one is incorrect.
- **Service Line** – The service line separates the forecourt from the back court, and it also marks the length of the service box.
- **Singles Sideline** – The singles sideline is the innermost line running lengthwise and determines the boundary of play for singles matches as well as the width of the service box.
- **Doubles Sideline** – The doubles sideline is the outermost line running lengthwise and is only used in doubles matches.

## Skills in isolation

## Application of Skills

### Forehand Volley

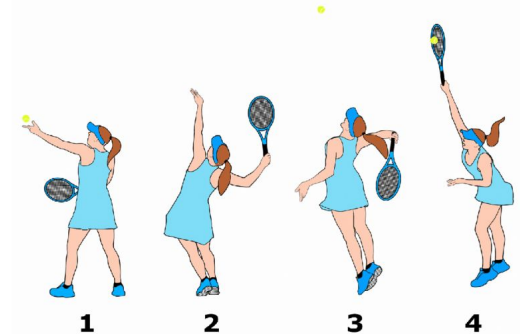
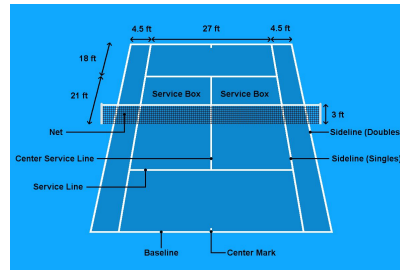
Tactical application:  
movement  
pressure, variation,  
deception, serve  
and volley

### Backhand Volley

Appropriate shot  
selection with  
length, height, speed  
and angle

### Serve

Take into account  
opponents  
strengths and  
weaknesses.



#### Key Events

- 1 Ball Release
- 2 Trophy Position
- 3 Racquet Low Point
- 4 Impact

#### Phases

- 1-2 Preparation
- 2-3 Propulsion
- 3-4 Forwardswing



Can you  
identify  
any  
famous  
players  
?

1. Can you perform a 3 part tennis warm up?
2. Can you identify/perform the main skills required for tennis?
3. Can you identify components of fitness required in tennis?
4. Can you demonstrate knowledge of the rules of tennis?
5. How do you score in a game?



## RULES AND REGULATIONS

Two teams of **five players**.

No holding the ball for more than five seconds

**FOOTWORK.**

**CONTACT.**

**DOUBLE DRIBBLE.**

**TRAVEL.**

**SIDE LINE.**

**BACKCOURT VIOLATION.**

## Year 8 Basketball

### COMPONENTS OF FITNESS FOR BASKETBALL

**Cardiovascular fitness** - the ability to work the whole body for long periods without tiring.

**Agility** - Being able to change direction quickly.

**Balance** - Being able to keep your body stable when still or moving.

**Coordination** - using 2 or more body parts at once.

**Power** - Combines strength and speed.

**Speed** - The ability to move quickly.

HOW CAN YOU APPLY THESE TO BASKETBALL?

### APPLICATION OF SKILLS

- 3 man weave, moving screen
- Decision making
- Demonstrate communication on court
- Positional strengths
- Adhere to the rules and safety advice

## KEY TERMS

Players cannot remain in the **KEY** for 3 seconds or more.

**SCREEN**, to prevent a defender from guarding a teammate by standing in the defender's way. The player must remain stationary; a moving screen is an offensive foul.

**TECHNICAL FOUL** - A foul assessed for unsportsmanlike non-contact behaviour, (eg. having too many players on the floor). Penalized by loss of possession after a free throw.

**VIOLATION** - An infraction of the rules other than a foul, such as traveling or a three-second violation.



### SKILLS IN ISOLATION

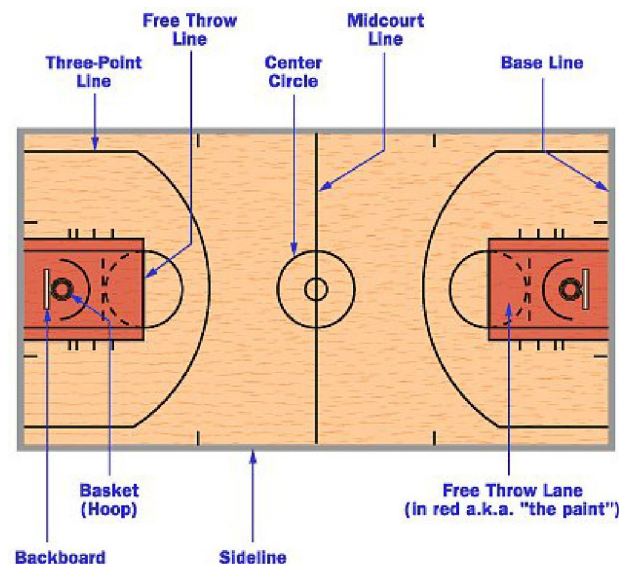
**PASSING & RECEIVING** – chest, bounce, javelin, overhead

**SHOOTING** – lay-up, reverse lay-up with weak hand, set, jump

**DRIBBLING** – either hand, changes of direction, pace, crossover, spin

**REBOUNDING & BOXING OUT**

**FOOTWORK** – pivot, stop.



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