Knowledge Organiser

YEAR 8

The flowers bloomed as the soldiers gloomed.

The thought of turning back crossed their minds,
As all their growing fears combined.

BANG, BOOM
The sound of gunshots would resume.

Dead bodies scattered on the ground,
And nothing but spilled blood was found.

The fight goes on, the shouts will rise,
Beneath the wide and weeping skies.

The screaming voices start to fade.
A sudden, heavy silence made.

The silence holds a heavy weight,
The closing of a dreadful gate.

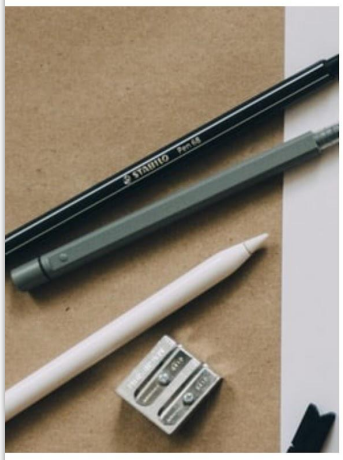
Through poppies red, they roam
once more, fallen souls of the
great war.

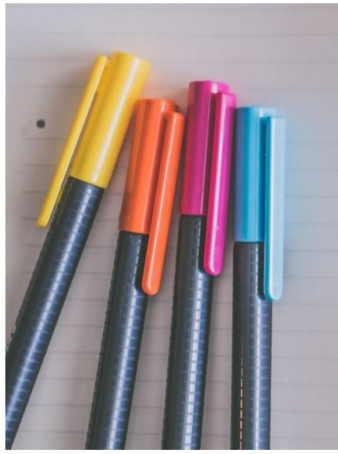
The dawn light fades, their spirits
rest, in fields that bloom above
their quest.

Year 8 English Poems
by Millie and Henry

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

Contents Page





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?

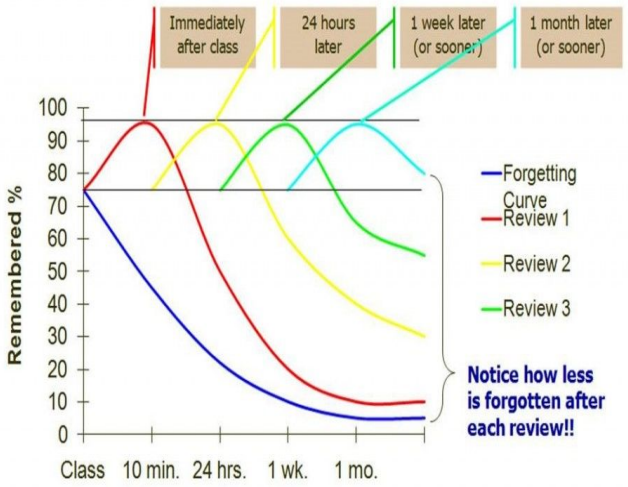
What are my teachers' expectations of me?
In Year 7 and 8 your teachers will give you homework. You will be spending 20 minutes a week learning information from your knowledge organiser for each subject, with Sparx used for Maths and Literacy. In Year 9 this will increase to 30-40 minutes. Teachers will 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!

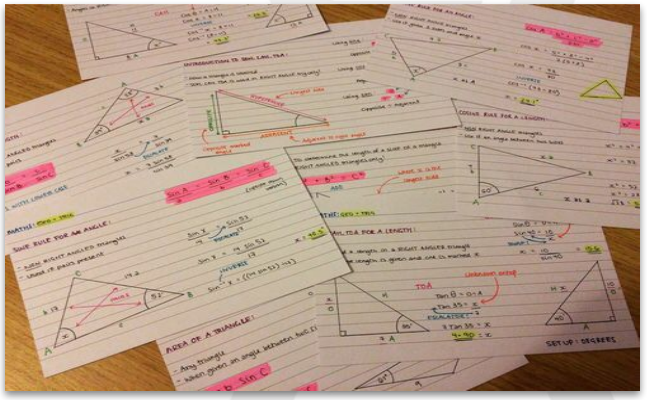
Learn more about retrieval practice here: Link to the Learning Scientists

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.

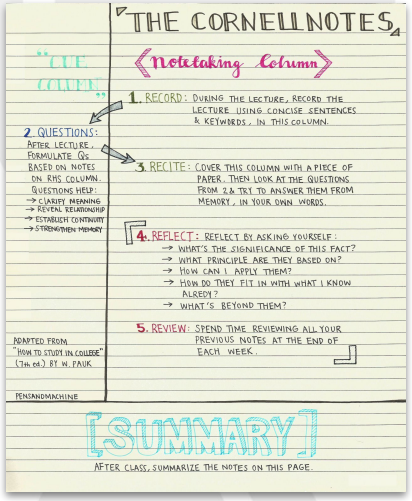
You can learn more about dual coding here:
Link To The Learning Scientists

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

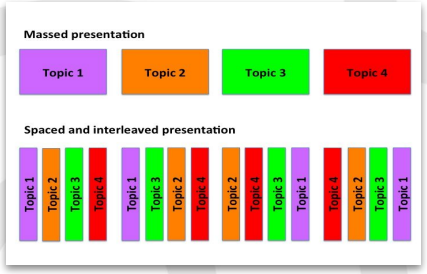


How we learn at Redmoor

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. Your 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!

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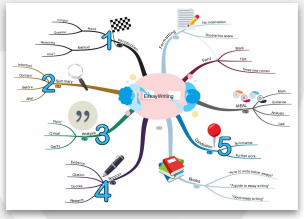
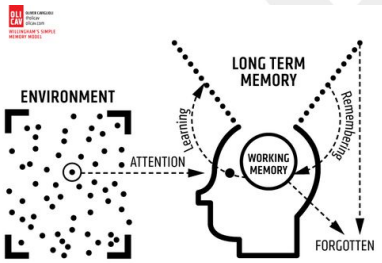


Useful links:

- The learning scientists: https://www.learningscientists.org/
- Memrise: https://www.memrise.com/
- Quizlet: https://quizlet.com/en-gb
- Seneca: https://www.senecalearning.com/



THINK HARD, WORK HARD, GO FAR

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.*

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.

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

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 quick**ly**, passing the ball brilliant**ly**. I played amazing**ly**. ✔

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.

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."

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!

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

BIG QUESTION: Why do you think Malorie Blackman wrote this narrative?	
Malorie Blackman	- Experienced racism at school and in society. Some of Callum's experiences are lifted straight from her own childhood and teenage years. - She wrote the book in 2001 after the murder of Stephen Lawrence and the mishandling of the police enquiry into his death.
The Civil Rights Movement	Many of the events in the novel refer to real historical events. For example, the scene with the protest outside of Heathcroft (Act 1, Scene 3) was inspired by the Little Rock Nine who attended Little Rock, the first school to be desegregated in America in 1957. They were met with racial abuse, protest and were violently and verbally attacked on their first day.
Apartheid	Apartheid was a system for keeping white people and non whites separated in South Africa. It lasted from about 1950 to the early 1990s. Apartheid means 'apart-hood' or 'the state of being kept apart'.
Protest	The narrative questions explores the dangers of violent protest and acts of terrorism, showing how destructive violence is.

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

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

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

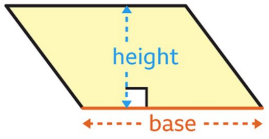
BIG QUESTION: How does the media influence?	
Representation	The way the media presents individuals and particular groups of people, places & issues
Stereotype	A widely held, cliched and oversimplified image of a particular group or place
Conventions	The ingredients of a genre.
Ethnicity	The belonging 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

BIG QUESTION: Why do we need music videos?	
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

Y8 MATHS Spring – Mastery

Sparx Code	TOPIC	Covered in lessons	RAG	R/A Reviewed
M237	Expanding single brackets			
M792	Expanding single brackets and simplifying expressions			
M401	Solving equations of the form (x+a)/b=c *			
M902	Solving linear equations involving brackets *			
M957	Constructing and solving equations			
M994	Rounding integers using significant figures			
M131	Rounding decimals using significant figures			
U657	Finding error intervals			
M291	Finding the area of parallelograms			
M705	Finding the area of trapeziums			
M728	Converting units of area			

Sparx Code	TOPIC	Covered in lessons	RAG	R/A Reviewed
M797	Plotting horizontal and vertical lines			
M932	Plotting straight line graphs			
M814	Line properties			
M523	Symmetry			
M276	Shape properties - only do triangles initially			
M351	Angles in triangles			
M276	Shape properties - quadrilaterals			
M901	Financial terminology and calculations			

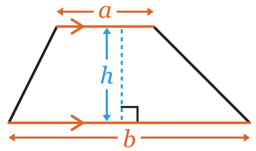


b x h

must be perpendicular height

Parallelogram

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



Trapezium

Y8 Maths Spring – Stretch

Sparx Code	TOPIC	Covered in lessons	RAG	R/A Reviewed
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			
M829	Venn diagrams			
M419	Probabilities from Venn diagrams			
M365	Finding the 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			

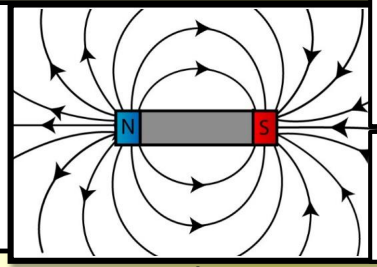
Sparx Code	TOPIC	Covered in lessons	RAG	R/A Reviewed
M534	Finding the surface area of cubes and cuboids			
M661	Finding the surface area of prisms			
M765	Finding the volume of cubes and cuboids			
M722	Finding the volume of prisms			
M465	Converting units of volume			
M797	Plotting horizontal and vertical lines			
M932	Plotting straight line graphs			
M544	Finding equations of straight line graphs			
M139	Translation			
M290	Reflection			
M901	Financial terminology and calculations			

Science: Electricity and Magnetism

BIG QUESTION: How do objects become charged and how do they interact with each other?

Electron	Subatomic particle with a negative charge.
Charge	Property of matter that causes a force when near another charged object. Charge can be positive or negative.
Attraction	When two or more charged objects are brought together due to having different charges.
Repulsion	When two or more charged objects are pushed away from each other due to having the same charge.
Electric field	Area surrounding an electric charge that may influence other charged objects.
Non-contact force	Force exerted between two objects that do not need to be touching.
Insulator	A material that does not let electrical charge or thermal energy to be transferred through it easily. E.g. rubber
Static electricity	Electric charge that builds up on an insulated object.

Magnets and Magnetic Fields



The area around a magnet is called a ***magnetic field***

The ***magnetic field*** is the strongest at the poles of the magnet

Electromagnets

If you pass a current through a coil of insulated wire, the coil (***solenoid***) will act like a magnet

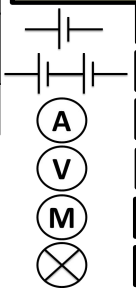
If you put a magnetic material such as an iron nail into the centre (***core***) the ***magnetic field*** becomes stronger

An electromagnet has the benefit of being turned on/off

BIG QUESTION: How can we manipulate Voltage and Current?

Conductor	A material that allows electrical charge and thermal energy to be transferred through it easily. E.g. metal.
Electric current	The movement of electrons moving through the wires in a circuit. Measured in amperes (A).
Series	Connected to a circuit in the same or branch. There is only one loop in the circuit.
Parallel	Connected across a component in a different branch. There is more than one loop in the circuit.
Potential difference	Also known as voltage. The difference in energy between two points in a circuit. This differences causes electric current to flow between them. Measured in volts (V).
Resistance	Anything that opposes the flow of electrical current in a circuit. Measured in Ohms (Ω).

Current and Circuit Symbols



Cell

Battery

Ammeter

Voltmeter

Motor

Bulb

Circuits are difficult to draw – so we use ***symbols*** to represent the components of a circuit

Current is the flow of ***charge*** and is measured in ***Amperes (A)***

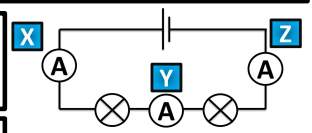
The current flowing through a circuit can be measured using an ammeter

Current and Series Circuits

A series circuit has a single loop leading to and from the battery/cell

↑ This circuit has ↑ 3 ammeters (X,Y,Z) and 2 bulbs.

The current measured by the ammeters were □

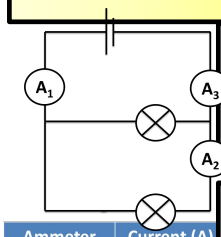


Ammeter	Current (A)
X	3
Y	3
Z	3

BIG QUESTION: How do magnets behave and why is this important for navigating the Earth?

Magnetic	Able to be magnetised or is attracted to a magnet.
Magnetic field	Area surrounding a magnet that can exert a force on magnetic objects.
North pole	The end of a magnet that is attracted to the Earth's magnetic north pole.
South pole	The end of a magnet that is attracted to the Earth's magnetic south pole.
Permanent magnet	Magnet made from a magnetic material. Its magnetism cannot be turned off and it is always magnetised.

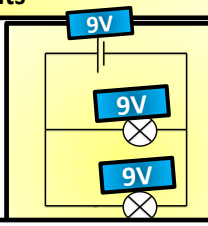
Parallel Circuits



A parallel circuit contains more than one loop

Ammeter	Current (A)
A_1	4.50
A_2	2.25
A_3	4.50

Current will split when it reaches a branch in a □ circuit

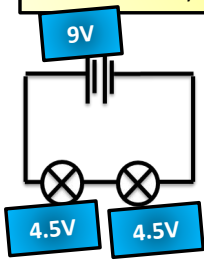


The p.d. across each branch of the circuit is the same as the p.d of the battery/cell

Potential Difference (Voltage)

The ***potential difference*** (p.d.) of a ***cell*** or ***battery*** tells you the amount of ***ENERGY*** a battery or ***CELL*** can supply.

You measure p.d. with a ***VOLTMETER*** The ***VOLTAGE*** of a ***battery*** tells you the p.d. across it and the ***VOLTAGE*** on a bulb tells you the p.d. it is designed to work at.

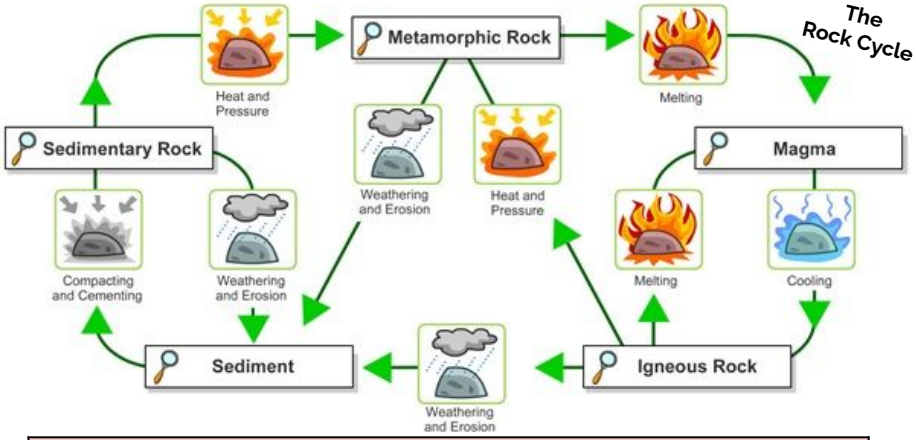


The total ***voltage*** of the ***battery/cell*** (9V) is shared across the ***components*** of a ***series*** circuit

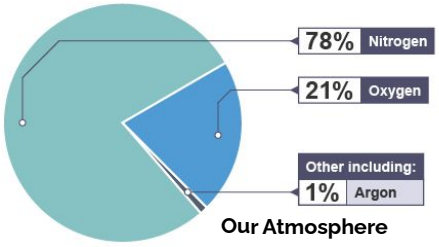
□ The 2 bulbs in this circuit have the same potential difference across them. This implies the bulbs are identical

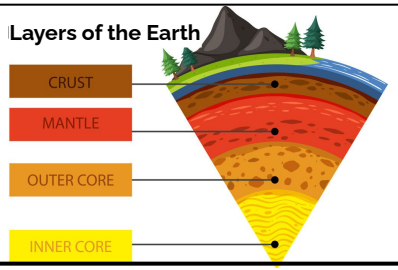
Science: The Earth

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



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



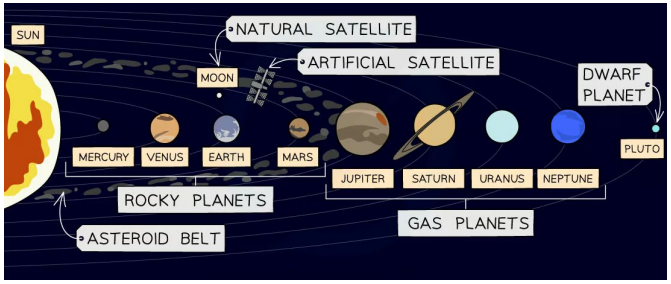


Science: Waves and Space

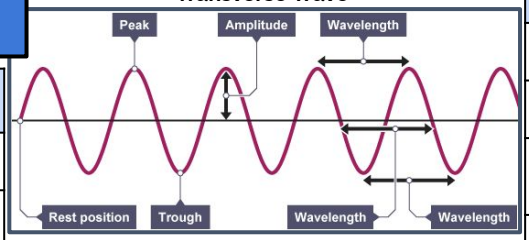
BIG QUESTION: What are our ideas about the universe, and how have they changed?	
Solar system	The sun and the objects orbiting around it. This includes planets, asteroids, comets and more.
Orbit	The path an object takes around another object due to the force of gravity acting on the orbiting object.
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.

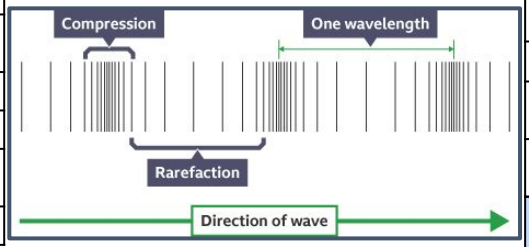
The Solar System



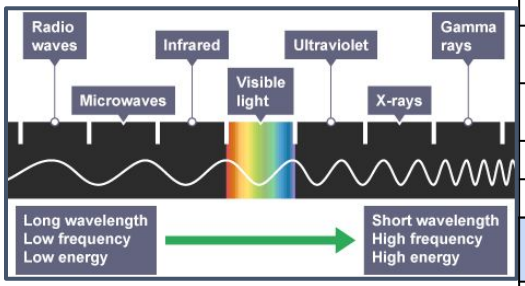
Transverse Wave



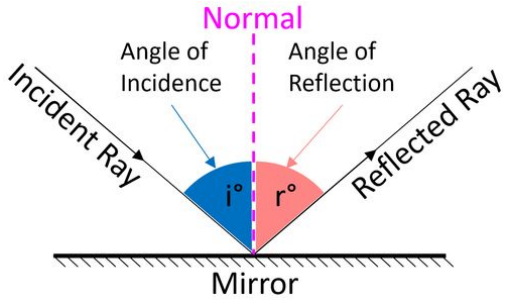
Longitudinal Wave



Electromagnetic Spectrum



The Law of Reflection



The Angle of Incidence

=

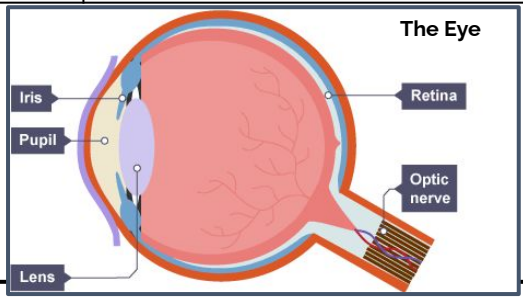
The Angle of Reflection

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



Year 8 Spring 1: Film and TV

oi [wa]	**ui** [we]	**en** [on]
ç [s]	**è** [air]	**é** [ay]
er [ay]	**ou** [oo]	**in** [an]
tion [see-on]	**aim** [em]	**eur** [err]

Quel est ton film préféré ? Quelle est ton émission préférée ?
What's your favourite film? What's your favourite TV show?

My favourite…	It's a…	I like it because	reason
Mon film préféré est _____ **Mon émission préférée est** _____	**c'est un film d'action** *it's an action film* **c'est un film d'horreur** *it's a horror film* **c'est une comédie** *it's a comedy* **c'est un drame** *it's a drama* **c'est une série** *it's a series* **c'est un dessin animé** *it's a cartoon*	**je l'adore car** *I love it because* **je l'aime beaucoup car** *I really like it because* **je l'aime car** *I like it because*	**j'aime les personnages** *I like the characters* **ça me fait peur** *it makes me scared* **ça me fait sourire** *it makes me smile* **ça me fait rire** *it makes me laugh* **c'est vraiment passionnant** *it's really exciting* **l'intrigue est incroyable** *the plot is incredible*

Qu'est-ce que tu regardes normalement ? *What do you normally watch?*

Time phrase	I (don't) watch	Films OR	TV shows OR	Videos	Opinion phrase	Intensifier	Adjective
Normalement, *Normally,* **D'habitude,** *Usually,* **Après le collège,** *After school* **Le weekend,** *At the weekend,*	**je regarde** *I watch* **j'aime regarder** *I like to watch* **je ne regarde pas** *I don't watch* **je n'aime pas regarder** *I don't like to watch*	**les films d'action** *action films* **les films d'horreur** *horror films* **les documentaires** *documentaries* **les comédies** *comedies* **les films historiques** *historic films* **les films de science-fiction** *sci-fi films*	**les émissions de sport** *sports programmes* **les émissions de télé réalité** *Reality TV shows* **les jeux télévisés** *game shows* **les séries** *series* **les infos** *the news*	**les vidéos sur YouTube** *videos on YouTube* **les vidéos sur TikTok** *videos on TikTok* **les vidéos sur instagram** *videos on Instagram*	**à mon avis c'est** *in my opinion it is* **je pense que c'est** *I think that it is* **selon moi c'est** *according to me it is*	**extrememe nt** *extremely* **vraiment** *really* **très** *very* **assez** *quite* **un peu** *a bit* **trop** *too*	**fantastique** *fantastic* **super** *super* **cool** *cool* **intéressant** *interesting* **amusant** *fun* **barbant** *boring* **affreux** *awful*

Year 8 Spring 2:
Music and Celebrity Culture

Je suis fan de _____ il / elle est… *I am a fan of __ he / she is a/an…*	**j'étais fan de _____ qui est** *I used to be a fan of __ who is a/an*	**Je suis _____ qui est** *I follow __ who is a/an*
acteur **actrice** *actor*	**chanteur** **chanteuse** *singer*	**influenceur** **influenceuse** *influencer*
footballeur *footballer*	**comédien** **comédienne** *comedian*	**youtubeur** **youtubeuse** *youtuber*

Qui est ton chanteur préféré ? **Quel est ton groupe préférée ?**
Qui est ta chanteuse préférée ? *What's your favourite band?*
Who is your favourite singer?

My favourite…	**I like him / her / them because**	**reason**
Mon chanteur préféré est _____ **Ma chanteuse préférée est _____** **Mon groupe préférée est _____**	**je l'adore car** *I love him / her / them because* **je l'aime car** *I like him / her / them because*	**j'aime ses chansons** *I like their songs* **j'aime ses paroles** *I like their lyrics* **sa musique me fait sourire** *their music makes me smile* **sa musique me donne envie de danser** *their music makes me want to dance.* **sa musique est contente** *their music is happy*

Quelle sorte de musique écoutes-tu ? *What type of music do you listen to?*

Time phrase	**I listen to**	**____ music**	**opinion phrase**	**it is**	**intensifier**	**adjective**
Normalement, *Normally,* **D'habitude** *Usually,* **Quand je marche au collège** *When I walk to school,* **Quand je fais mes devoirs** *When I do my homework,* **Quand je sors avec mes amis** *When I go out with my friends,*	**j'écoute de** *I listen to* **j'aime écouter de** *I like to listen to* **je n'écoute pas de** *I don't listen to* **je n'écoute jamais de** *I never listen to*	**la musique pop** *pop music* **la musique rock** *rock music* **la musique rap** *rap music* **la musique classique** *classical music* **le RnB** *RnB* **le jazz** *jazz*	**à mon avis** *In my opinion* **je pense que** *I think that* **je dirais que** *I would say that* **selon moi** *according to me*	**c'est** *it is* **ça peut être** *it can be* **ce n'est pas** *it isn't*	**vraiment** *really* **très** *very* **assez** *quite* **un peu** *a bit* **trop** *too* **tellement** *so* **totalement** *totally*	**fantastique** *fantastic* **cool** *cool* **super** *super* **chouette** *great* **génial** *amazing* **nul** *rubbish* **bruyant** *noisy* **ennuyeux** *boring*

Je l'adore *I love it.*
Je l'aime *I like it.*
Je ne l'aime pas *I don't like it.*
Je le déteste *I hate it.*

History
Political
Study 1500 - modern day

Political : relating to the government / ruling elite

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

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

Liberal & Labour Reforms

Liberal Party: The political party that was in power on their own in the Uk from 190-1916.
General Strike: When several sectors go on strike at the same time
1906-1914: Liberal Reforms: Measures to help the poor
1909: The People's Budget the Liberal government's plan to tax rich landowners to pay for the welfare state.
Welfare: The health, happiness, and fortunes of a person or group.
Pension: A weekly amount of money given to people over 70 (originally 5 shillings)
National insurance: A form of tax to pay for health and unemployment insurance
Welfare State: The government provides some level of basic support for welfare of its citizens
Labour Party: The political party that was in power on their own in the Uk from 1945 - 1951
1948 July: Creation of the NHS
NHS: The National Health Service. It is a publicly funded (through taxation) healthcare system

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

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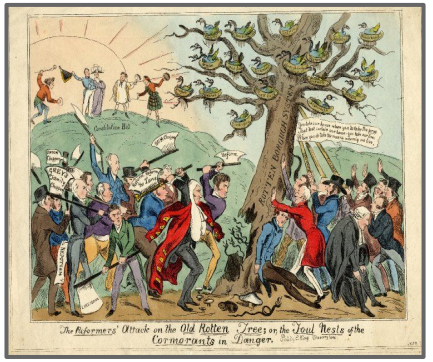


History
Political Study 1500 - modern day

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 school are unconstitutional
1955-56 Montgomery Bus Boycott: Protesters refuse to use the town's buses after the arrest of Rosa Parks
1957 Little Rock 9: First black students to attend Arkansas white school
1960 First "sit in" demonstration in Greensboro
1961 Freedom Rides: protesters use segregated facilities on coach services
1963 March on Washington and "I have a dream" speech by Martin Luther King Jr
1965 March: Selma to Montgomery March to demand an end to voter registration restrictions
1965 August Voting Rights Act: President Johnson signs a law to end restrictions on voter registration

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

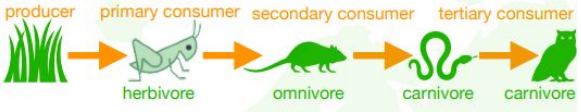
Inference: making judgements from sources
Message: what a source says
Purpose: why a source was created
Nature: the type of source
Origin: who created a source
Utility: what a source is useful for
Interpretation: a view / opinion on the past

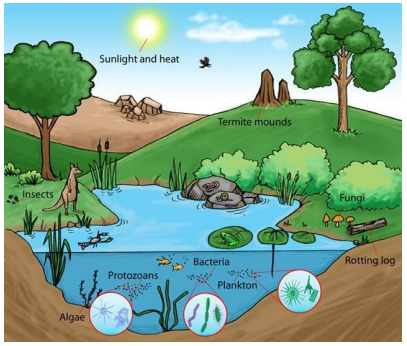


Year 8 Geography - Ecosystems

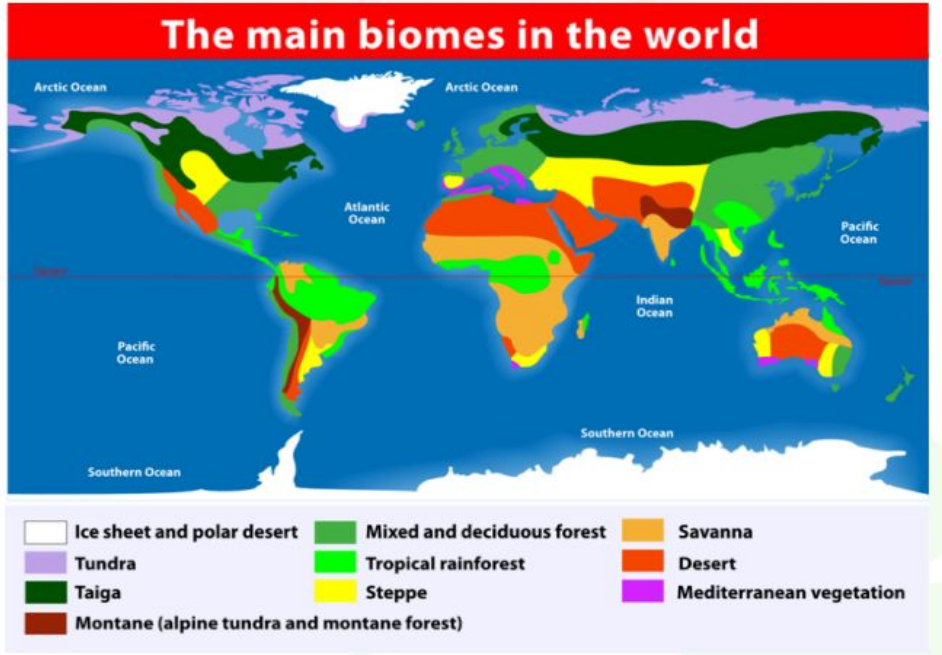
An ecosystem is an environment in which a community of plants and animals (biotic) that share an environment with non-living things (abiotic) such as soil. The plants and animals within ecosystems adapt so that they are able to survive in that area.
Ecosystems are not one size: they can be as small as a hedgerow or as large as a rainforest.
Large ecosystems are called biomes. Examples of biomes include: tundra (cold desert), tropical rainforest, hot desert

A **food chain** only follows one path as animals find food. eg: A hawk eats a snake, which has eaten a frog, which has eaten a grasshopper, which has eaten grass. A **food web** consists of many food chains. It shows the many different paths plants and animals are connected.



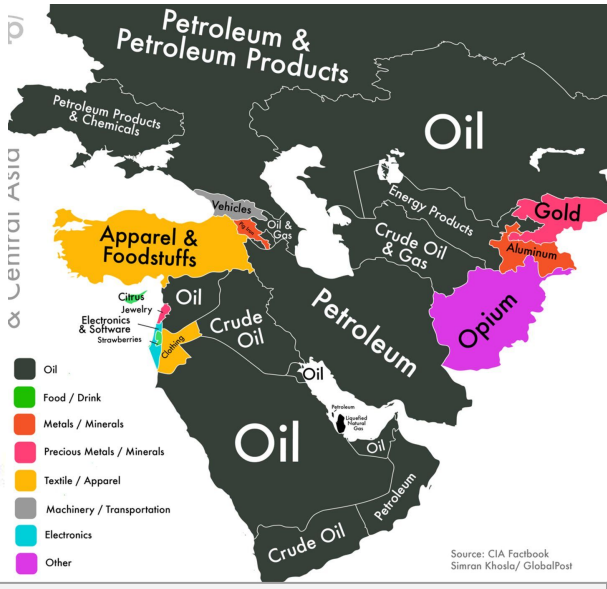


Key Terms:	
Ecosystem	A community of plants and animals that interact with each other and their physical environment.
Biome	A global scale ecosystem which has similar plants, animals, climate and soils e.g. rainforest, desert.
Producer	A living thing which is able to absorb energy from the sun through photosynthesis, and nutrients from the soil.
Consumer	A living thing which eats plants and/or other animals.
Decomposer	A living thing such as bacteria, insects or fungi, which feeds on and breaks down dead or waste material from other species, returning nutrients to the soils.
Food web	Uses lines to show the feeding links between living things.
Nutrients	Minerals required for all species to grow. These are cycled between the soils, living things and dead matter.
Climate	The usual weather conditions in a place or at a particular time of year.
Latitude	Lines across the globe, from 0° at the Equator to 90° N/S
Tropical Rainforest (TRF)	An ecosystem with high temperatures (around 30°C)and rainfall (2000mm+), found near the Equator, mostly between the Tropic of Cancer and Capricorn.
Adaptation	Species have evolved special characteristics of their bodies or behaviour suited to particular biomes.
Temperate deciduous woodland	Deciduous trees like those in the UK lose their leaves in autumn, as the climate is seasonal at around 50-60° N (UK).



Year 8 Geography - The Middle East

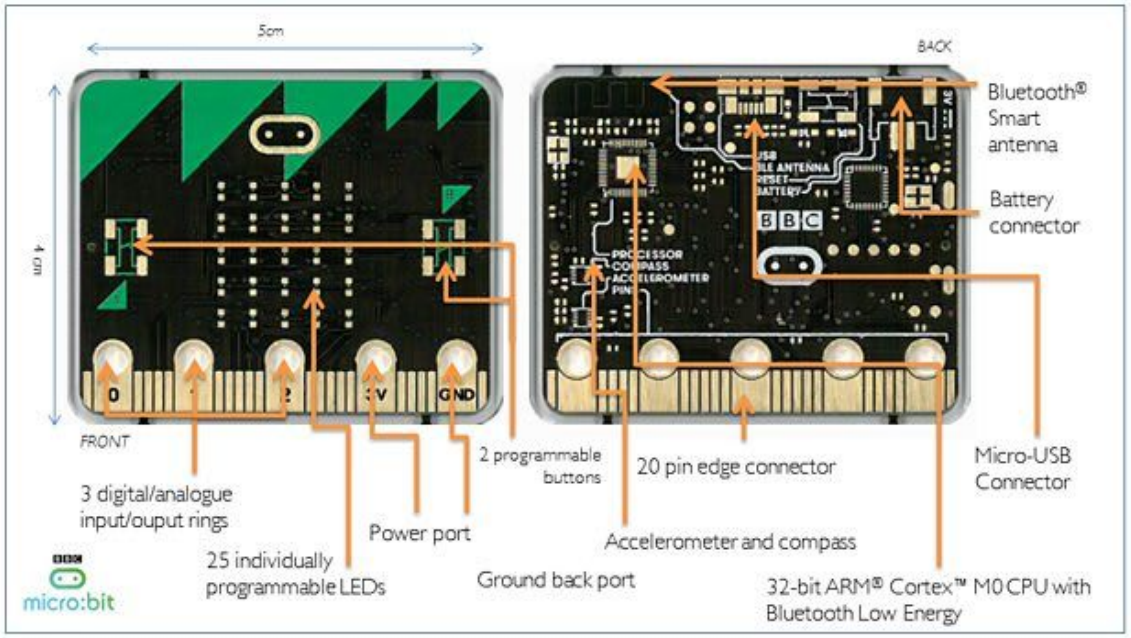
The Middle East is located where the continents of Asia, Africa and Europe meet. It incorporates a wide range of diverse countries, cultures, resources and landscapes.



Key term	
Israel	A country created in 1948 for Jewish people. Also a biblical kingdom founded by the Hebrews fleeing Egypt.
Desalination	A process that can remove the salt from salt water.
Water stress	When the demand for water exceeds the available amount of water.
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 & interests.
Refugee	Refugees are people who must leave their home area for their own safety or survival.
Forced migration	The movement of people away from their homes due to political conflict, natural disaster or environmental hazards.
Syria	Syria is located in Western Asia, north of the Arabian Peninsula, at the eastern end of the Mediterranean Sea. It is bordered by Turkey to the north, Lebanon and Israel to the west.

Year 8 Computing

Python Programming on the BBC Microbit



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

Key Terminology	
Python	A text based programming language that is very close to written English.
Algorithm	A set of steps or instructions to complete a task.
Variable	A place to store a single piece of data.
Input	Where data is entered into a computer by a user/human.
Output	Where data is displayed by the computer. Examples include: text, images, sound or video displayed on a monitor or through speakers.
Assignment	When one variable is set equal to another e.g. x = y
Sequence	When code is run in a specific order, usually from top to bottom.

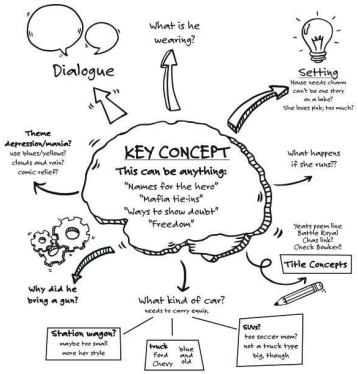
Selection
`IF`
`ELIF`
`ELSE`
	Also called a decision, when a program takes a course of action based on an answer.
	`if answer == 0:`
	`  print("Even")`
	`else:`
	`  print("Odd")`

Loops
`While`
`For`
	When one or more lines of code are repeated.
	`for i in range(11):`
	`  print ("The count is: " + str(i))`

Year 8 Computing

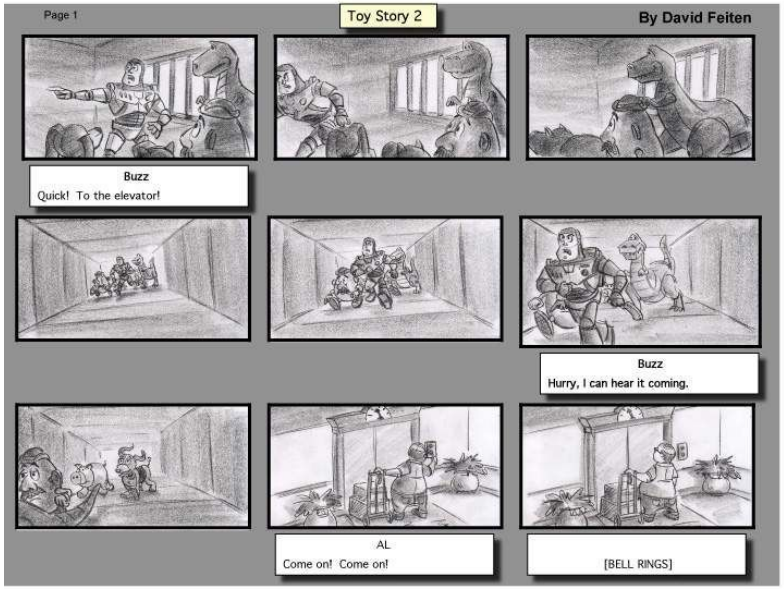
Pre Production Documents

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 *generate* ideas.
Mind Maps	A spider diagram of ideas. This helps show the different options for a project and aids the *organisation* of ideas.



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

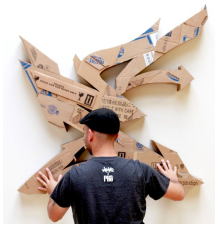
Storyboard - A plan of what a video or animation will look like, frame by frame. Storyboards have...	
Number of scenes	Timings of each scene
Camera Shots and angles	Lighting
Sound	Location



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

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 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.

Urban Art

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

Art Style

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.

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 - Memphis Design

Do design movements still have an influence today?

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

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

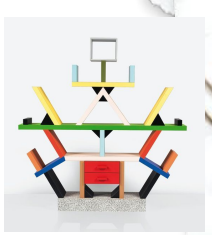
There are many art and design movements of different sizes and significance over the centuries – some have the same style or a group of artists or designers in a particular place.

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

Design Movements

Why was Memphis a radical movement?

- In the early 80s, Italian designer and architect Ettore Sottsass founded Memphis, a group of artists and designers who became known for their bright and bold furniture design
- Although many people ridiculed their work, the Memphis group were **groundbreaking**. Their use of clashing colours, **haphazard** arrangements and brightly coloured plastic laminate was previously unseen. At the time, objects were usually designed to be **functional**, not decorative. Memphis changed this with a more creative approach to design, where they poked fun at everyday objects by designing them in a way that was unusual.
- One of the members of the Memphis group, Nathalie Du Pasquier, collaborated with Danish company HAY to create Memphis-esque patterned bags in 2013. A year later, she designed a collection for the fashion company American Apparel. Elsewhere in fashion, Memphis' work has served as the inspiration for fashion collections by designers such as Dior and Missoni.



Why change what is already a successful design?

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

Development is about creativity and exploring ideas in different ways.

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

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

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

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

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'.

"Design is thinking made visual"

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 it's most important aspect

R Reverse

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

Drama Keywords

Soliloquy	A character revealing their innermost thoughts, on stage alone.
Physical Theatre	Use of the body & movement to show a story/feeling/situation/object.
Proxemics	The distances between characters/actors in a play. It shows their feelings and emotions- not through speaking!
Semiotics	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.)
Gesture	Body or facial movements of a character during a play.
Body Language	To show your emotion towards others with your body.
Facial Expression	Using your face to show the emotions of the character.
Pace	The speed the dialogue is delivered to the audience, or the speed of the movement.
Projection	The use of specialist equipment to project images onto the stage to create settings and special effects which actors can interact with.
LED	Small lights which can change colour to create a wide range of effects on stage.

Drama techniques, skills and lighting.

Year 8 Drama - Spring Term 1
Macbeth

Key Knowledge

- We will explore one of Shakespeare's most famous plays, Macbeth.
- We will be looking at stage combat and how this can make the audience believe our acting.
- We will be exploring Shakespeare's language, discovering the meaning of his words and performing our own interpretation.
- We will look at the skills of blocking and directing scenes.
- You will apply the main performance skills to these scripts- the voice/accent (how will they speak to each other?), expression (how will they look at each other and react?), body language (their posture, stance) and gestures (how they communicate through their arms/hands) including mime and use of physical theatre



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

Key Knowledge

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


Philosophy - love of wisdom

Philosophers - investigating the ideas of people who have shaped our world

Socrates (born c470BCE) gave us Socratic questioning; a way of investigating truth.

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.

Life of Jesus

Early life

- Birth: Around 6–4 BC, born in Bethlehem.
- Flight to Egypt: Joseph and Mary took Jesus to Egypt to escape King Herod's order to kill baby boys.
- Return to Nazareth: After Herod's death, the family returned to Nazareth, where Jesus grew up.
- Age 12: Jesus visited Jerusalem with his family for the Passover, where he had a notable encounter at the temple.

Ministry (c. 27–30 AD)

- Baptism: About age 30, John the Baptist baptized Jesus in the Jordan River.
- Temptation: Jesus spent 40 days in the wilderness, being tempted by the devil.
- Calling of disciples: Jesus began calling his first followers, including Andrew, Simon Peter, Philip, and Nathanael.
- Miracles and teachings: He performed numerous miracles, such as turning water into wine at a wedding in Cana, and began teaching and preaching, often using parables.

Final days and crucifixion (c. 30–33 AD)

- Last Journey to Jerusalem: Jesus made his final journey to Jerusalem, where he was welcomed by crowds but also antagonized religious leaders.
- The Last Supper: He shared a final Passover meal with his disciples.
- Arrest, trial, and crucifixion: Jesus was arrested, put on trial, and crucified.
- Death: His death on the cross occurred during the Passover season.

Post-resurrection events

- Resurrection: According to Christian belief, Jesus was resurrected three days after his crucifixion.
- Ascension: Jesus ascended into heaven.

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

Key Terms

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.

Year 8 Music: Turntablism

Keyword	Definition
The Turntable	
turntable	A device which uses a rotating spinning platter and a needle to play sounds from a record. Also sometimes known as a deck or record player. DJs and Turntablists use these as instruments.
record	A flat disc on which sounds are stored.
sample	A short snippet of sound on the record.
tone arm	The long thin arm which holds the needle.
cartridge	The small part at the end of the tone arm which is connected to the tone arm with wires. The needle connects to the cartridge.
needle	The small part at the end of the tone arm which is placed on the record and reads the vibrations of the record. Also called a stylus.
slip mat	The fabric circular disc which sits on the platter in between the platter and the record. This allows for the record to slip easily when scratching.
platter	The circular plate on which the record sits. This then spins round, carrying the record.
spindle	The thin metal centre point on the platter which the record is fitted onto.
Scratch Techniques	
baby scratch	Pushing and pulling the record forwards and backwards. Creates a 'jiggy' sound.
release scratch	Letting go of the record and catching it higher up, then pulling it back. This creates an 'ah-back' sound.
tear scratch	Splitting the sound into several parts by stopping a push or pull motion. This can create several combinations of 'forwards/backwards' sounds.
air scratching	Performing a scratch pattern by moving your hand in front of you in the air. This helps to build familiarity of a scratch pattern.
Pulse and Metre	
time signature	This will tell the performer how many beats per bar are in a piece of music. 4/4 has four crotchet beats per bar. 3/4 has three crotchet beats per bar.

TTM		
TTM	Turntable Transcription Method. This is a way of writing down music for turntables by using different shapes and lines to match the different scratches.	
		
baby scratch	release scratch	tear scratch
Influential Turntable Artists		
Kool Herc	Grandmaster Flash	Grand Wizard Theodore
		
Developed the blueprint for hip-hop music.	The first person to bring about the notion of 'manual looping'.	Is thought to have created the 'scratching' technique.

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

Literacy

"READING FORCES YOU TO BE QUIET IN A WORLD THAT NO LONGER MAKES PLACE FOR THAT."

John Green

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?

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...

Year 8 PE: Rugby

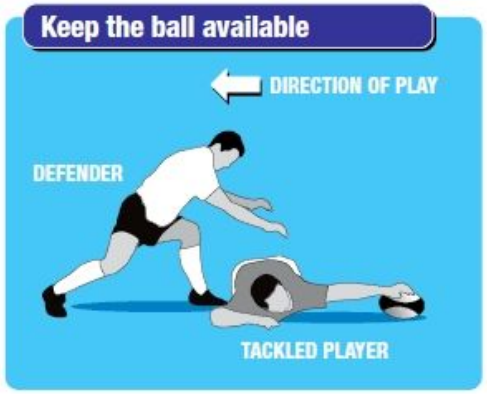
Rules Of touch rugby:

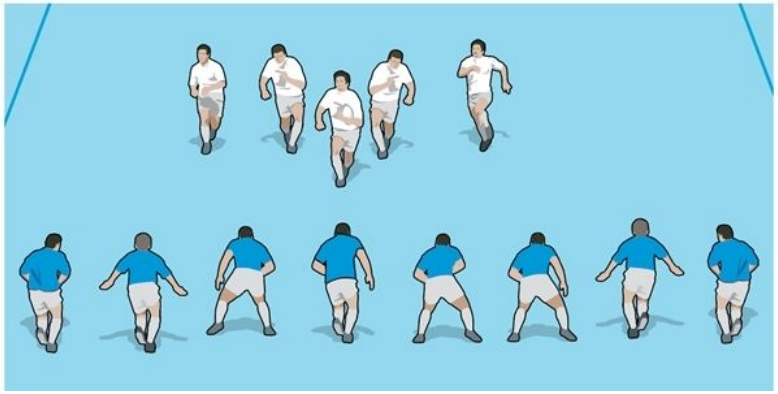
- ❏ Game starts and restarts with a tap off.
- ❏ Passing from the hand must travel level or backwards to the receiver.
- ❏ Tackling must be below shoulder.
- ❏ If a player drops the ball forward it is s turnover to the opposing side.
- ❏ You may not tackle a player in the air.
- ❏ You must enter a ruck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

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?





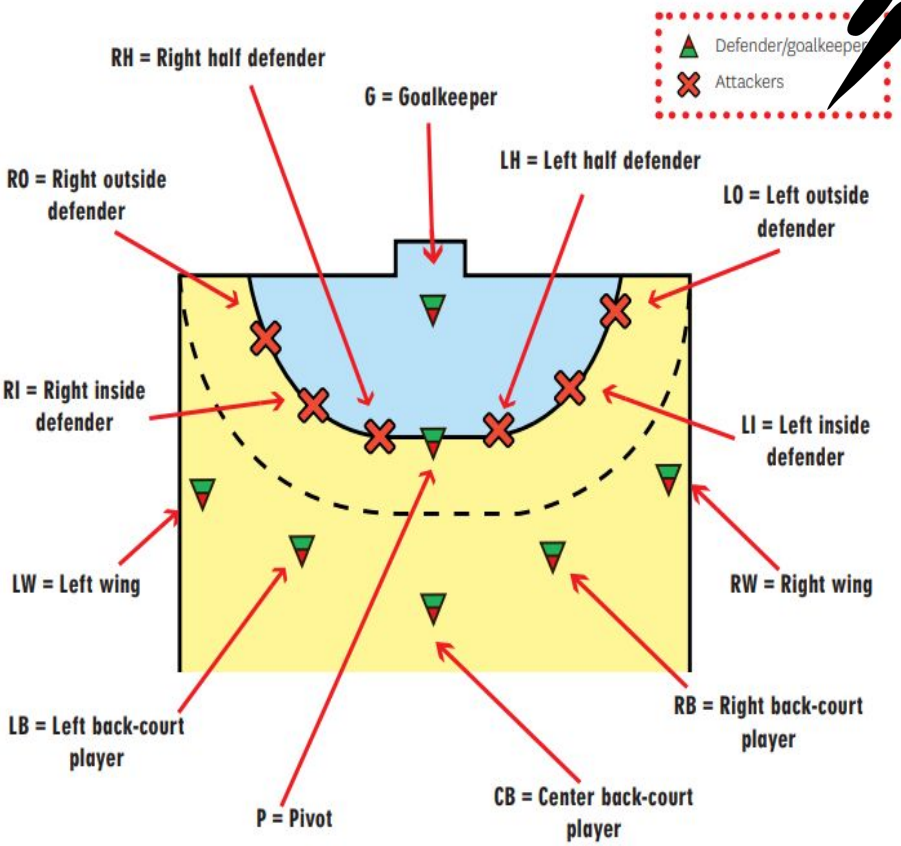
How to tackle safely

- 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.

Key Words:

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

YEAR 8 PE - HANDBALL



Goal Keeper – The goalkeeper defends the goal with ever 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 black 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

Rules and regulations

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.

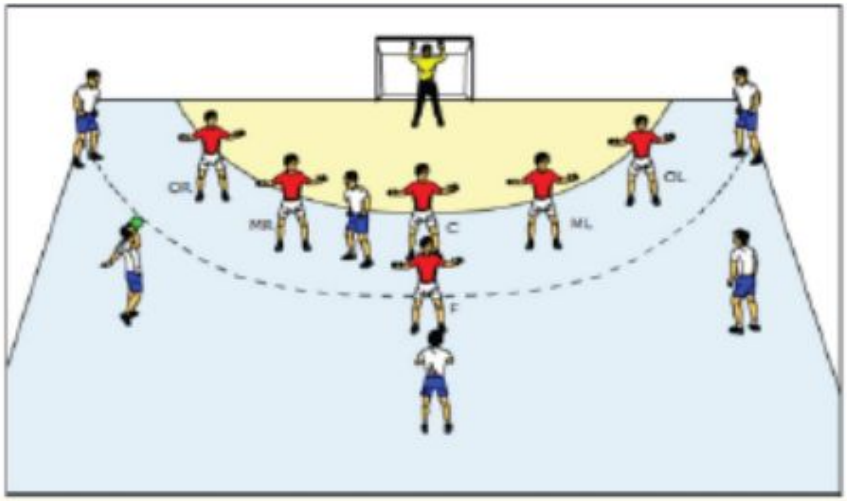


Fig 6.4: Defensive positions/ Defense in zone 5:1

Year 8 PE - Fitness

Components of Fitness

Cardiovascular Fitness – 12 Minute Cooper Run, Bleep Test

Agility – Illinois Agility Test

Speed – 30 Meter Sprint

Strength – Hand Grip Test

Power – Vertical Jump, Standing Broad Jump

Coordination – Alternate Hand Wall Throw Test

Muscular Endurance - 1 Minute Press Up Test, 1 Minute Sit Up Test

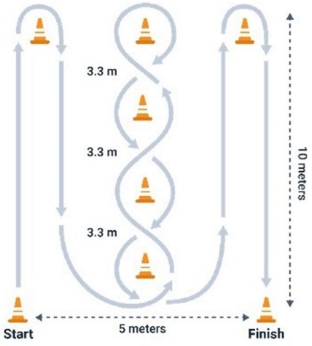
Balance - Standing Stork Test

Flexibility - Sit and Reach Test

Body Composition - BMI

Reaction time - Ruler Drop Test

Illinois Agility Test



- **Normative Data -** Performance is judges on how well a task is executed, against the population.

- **BrianMac -** https://www.brianmac.co.uk

Example of 12min Cooper Test normative data

Male

Age	Excellent	Above Average	Average	Below Average	Poor
13-14	>2700m	2400-2700m	2200-2399m	2100-2199m	<2100m
15-16	>2800m	2500-2800m	2300-2499m	2200-2299m	<2200m
17-19	>3000m	2700-3000m	2500-2699m	2300-2499m	<2300m
20-29	>2800m	2400-2800m	2200-2399m	1600-2199m	<1600m
30-39	>2700m	2300-2700m	1900-2299m	1500-1999m	<1500m
40-49	>2500m	2100-2500m	1700-2099m	1400-1699m	<1400m
>50	>2400m	2000-2400m	1600-1999m	1300-1599m	<1300m

Female

Age	Excellent	Above Average	Average	Below Average	Poor
13-14	>2000m	1900-2000m	1600-1899m	1500-1599m	<1500m
15-16	>2100m	2000-2100m	1700-1999m	1600-1699m	<1600m
17-20	>2300m	2100-2300m	1800-2099m	1700-1799m	<1700m
20-29	>2700m	2200-2700m	1800-2199m	1500-1799m	<1500m
30-39	>2500m	2000-2500m	1700-1999m	1400-1699m	<1400m
40-49	>2300m	1900-2300m	1500-1899m	1200-1499m	<1200m
>50	>2200m	1700-2200m	1400-1699m	1100-1399m	<1100m

METHODS OF TRAINING

Continuous – working with no rest over a long period of time

Interval– periods of high intensity work and rest

Resistance – uses free weights or machine to improve strength and power

Circuit – a series of stations to improve specific components of fitness

Fartlek – 'speed play'. Continuous running of a variety of intensities and terrains.

Plyometric – explosive movements to improve power

Year 8 Basketball

RULES AND REGULATIONS

Two teams of **five players**.

No holding the ball for more than five seconds

FOOTWORK.

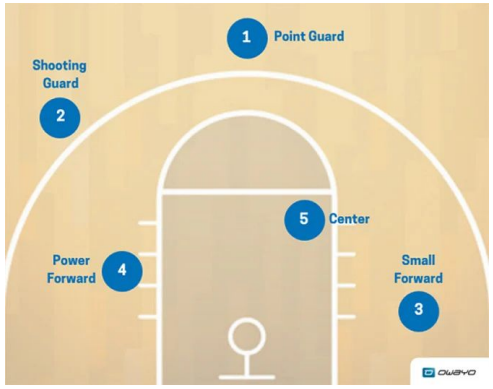
CONTACT.

DOUBLE DRIBBLE.

TRAVEL.

SIDE LINE.

BACKCOURT VIOLATION.



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.

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.