

Knowledge Organiser

YEAR
8



Year 8 History
Homework by
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**THE ENGAGED MIND STAYS SHARP.
BE ENGAGED IN THE HERE AND NOW.**

Contents Page

Knowledge Organisers	3
How We Learn	4-6
Literacy Proofreading	7
Talking Points	8
English	9-10
Maths	11-12
Science	13-15
French	17
History	18-19
Geography	20-21
Computing	22-23
Art/ Design	23-25
Drama	26
Philosophy	27
Music	28
PE	29-31



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 will my teachers use them?

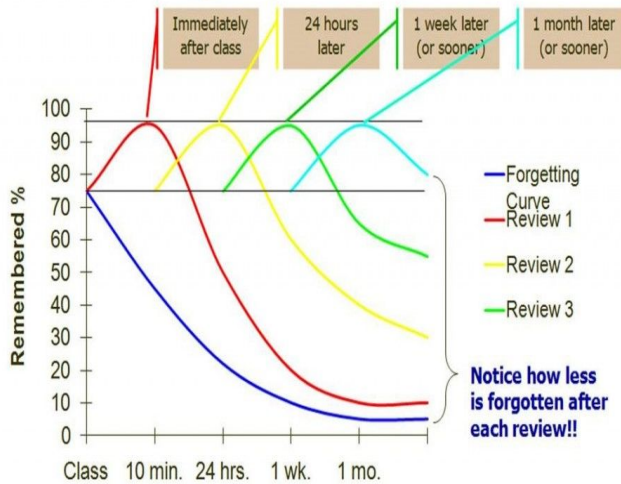
Core subjects will set homework once a week (others less often). This will help you to learn the most important knowledge for each topic. Teachers will also test you regularly to see how well you have remembered it. Research tells us that this practising is a really good way of helping you make sure 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?

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](#)

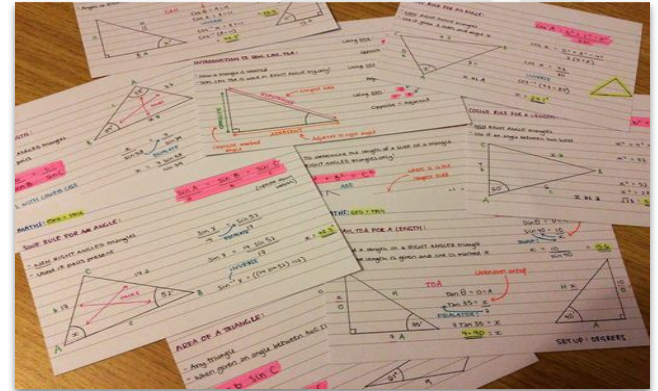
How we learn at Redmoor

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:

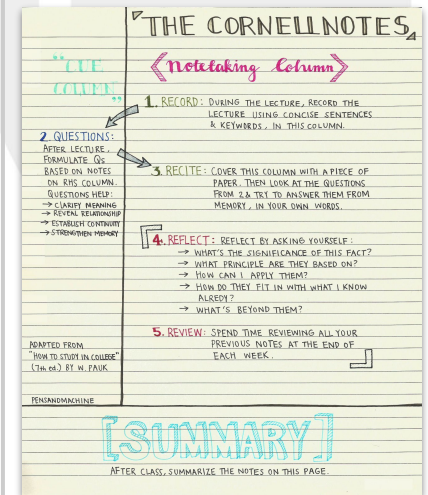
[Link To The Learning Scientists](#)

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

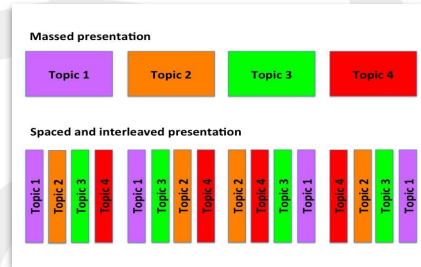


How we learn at Redmoor

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.

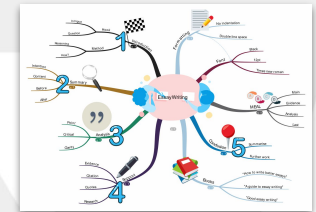
Eg. topic 1 is 'cells', topic 2 is the 'digestive system'. This will improve your memory!



Mind Maps

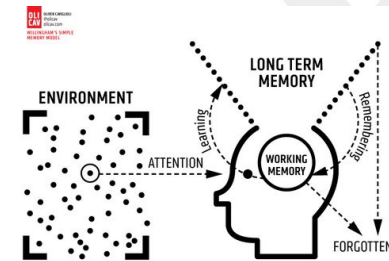
Mind mapping is simply a diagram used to visually represent or outline information. It is a powerful graphic technique you can use to translate what's in your **mind** into a visual picture.

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

Add, Build, Challenge

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

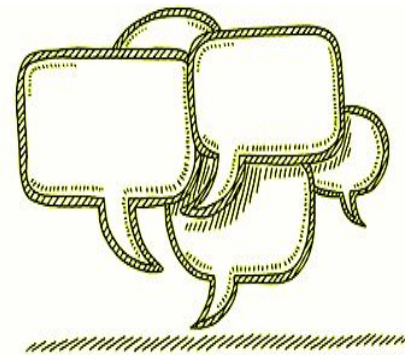
- I would like to add to this...
- I would have to agree with you because...
- Another example of this could be...
- Adding on to this, in my opinion...
- We might also consider...
- As well as this, it is important to think about...
- In addition...

## 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....

# Redmoor English: Noughts & Crosses

<b>BIG QUESTION:</b> Why do you think Malorie Blackman wrote this narrative?	
<b>Malorie Blackman</b>	- 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.
<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.

<b>VOCABULARY BOOST</b>	
<b>Word</b>	<b>Definition</b>
<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.

<b>BIG QUESTION:</b> 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



# Y8 MATHS Summer - Mastery

Sparx Code	TOPIC	Covered in lessons	RAG	R/A Reviewed
M381	Term-to-term rules for numerical sequences			
M241	Term-to-term rules for sequences of patterns			
M166	Substituting into position-to-term rules			
M991	Position-to-term rules for arithmetic sequences			
M866	Position-to-term rules for sequences of patterns			
M227	Finding the lowest common multiple			
M823	Finding factors and using divisibility tests			
M698	Finding the highest common factor			
M322	Finding prime numbers			
M108	Prime factor decomposition			
M365	Finding the HCF and LCM using prime factor decomposition			

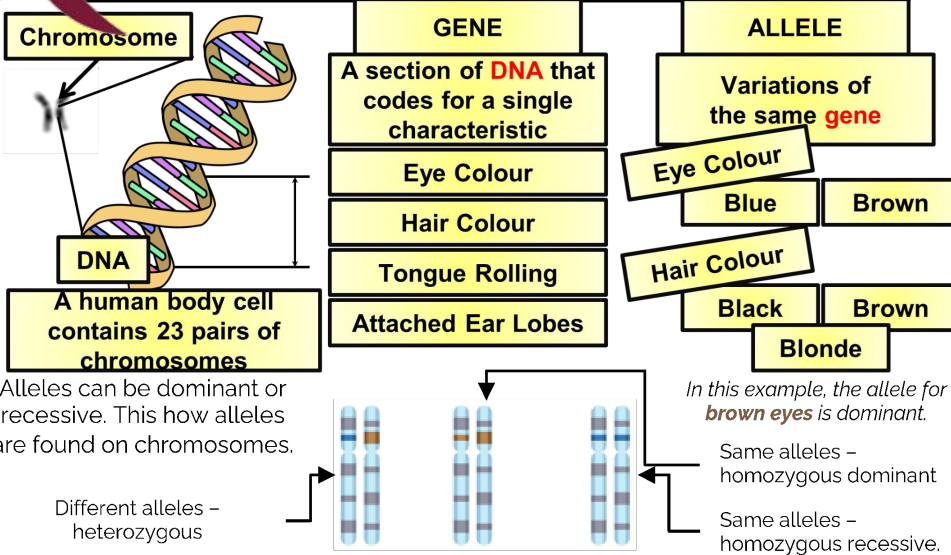
Sparx Code	TOPIC	Covered in lessons	RAG	R/A Reviewed
M393	Using quadrilateral properties to find angles			
M139	Translation			
M290	Reflection			
M100	Factorising into one bracket			
M655	Using probability phrases			
M941	Writing probabilities as fractions			
M938	Writing probabilities as fractions, decimals and percentages			
M755	Probabilities of mutually exclusive events			
M718	Sample space diagrams			

# Y8 Maths Summer - Stretch

Sparx Code	TOPIC	Covered in lessons	RAG	R/A Reviewed
M679	Angles in quadrilaterals			
M319	Combining angle facts			
M606	Angles on parallel lines			
M393	Using quadrilateral properties to find angles			
M653	Angles in polygons			
M574	Drawing pie charts			
M165	Interpreting pie charts			
M140	Drawing line graphs			
M183	Interpreting line graphs			
U854	Finding averages from diagrams			




Sparx Code	TOPIC	Covered in lessons	RAG	R/A Reviewed
M384	Reading and drawing linear inequalities on number lines			
M118	Solving single inequalities			
M960	Expanding double brackets			
M960	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			

# Science: Inheritance & evolution



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

## Evidence for Evolution

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

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

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

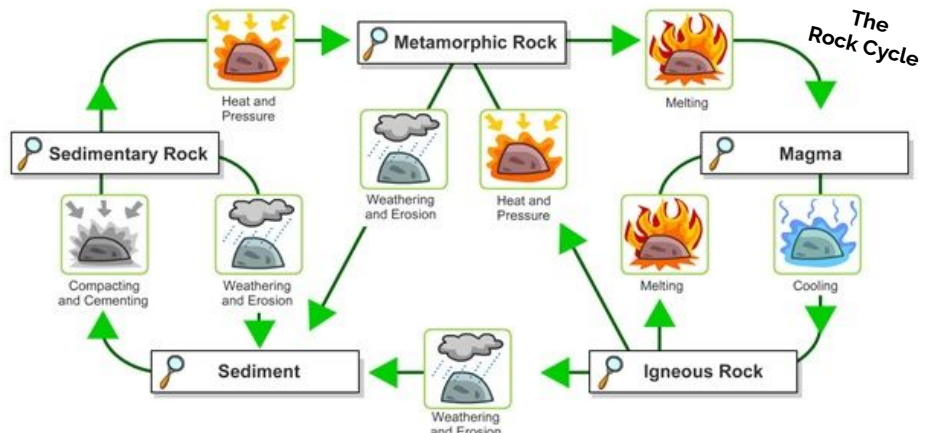
## BIG QUESTION What is the theory of evolution?

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

# Science: The Earth

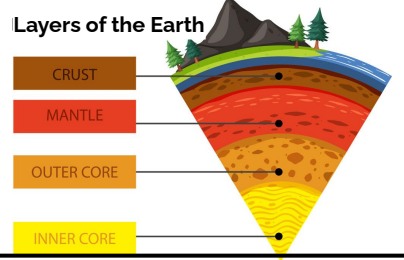
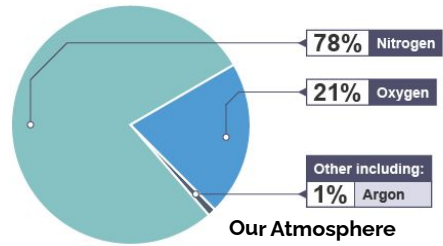
BIG QUESTION What is the structure of the Earth and atmosphere like?	
<b>Crust</b>	Rocky outer layer. The crust is made from enormous plates which move very slowly due to movements of the mantle below.
<b>Mantle</b>	The mantle is the thickest layer of the Earth and is made of semi-solid rock that moves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

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



BIG QUESTION What are our options when Earth's natural resources run out?	
<b>Fossil Fuels</b>	Natural, finite fuel formed from the remains of living organisms, e.g., oil, coal and natural gas.
<b>Natural resources</b>	Minerals that have been made through the formation of the world that can be used for human benefit.
<b>Resource</b>	Anything that is useful to people.
<b>Sustainable</b>	An activity which does not consume or destroy resources or the environment.

BIG QUESTION What causes climate change?	
<b>Greenhouse Effect</b>	The retention of heat in the atmosphere caused by the buildup of greenhouse gases.
<b>Greenhouse Gases</b>	The gases responsible for global warming eg. carbon dioxide, methane, nitrous oxide and CFCs (chlorofluorocarbons).
<b>Global Warming</b>	The rise in the average temperature of the Earth's surface.
<b>Climate change</b>	The shift in the Earth's usual weather conditions over many years.





# Science: Waves and Space

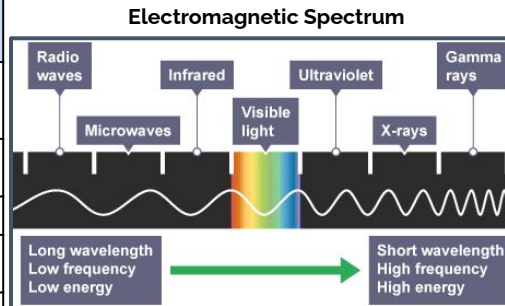
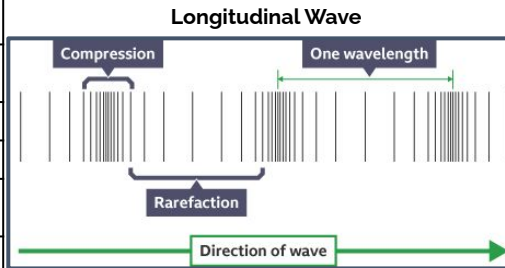
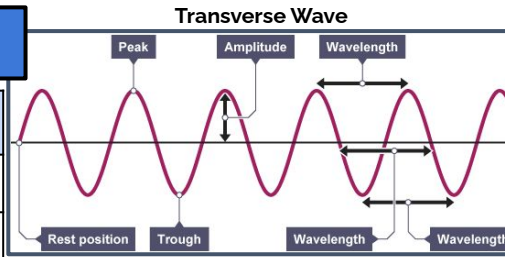
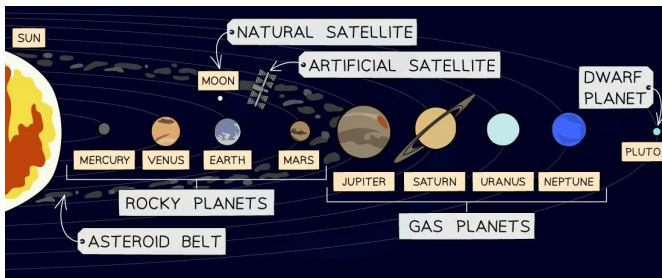
## BIG QUESTION: What are our ideas about the universe, and how have they changed?

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

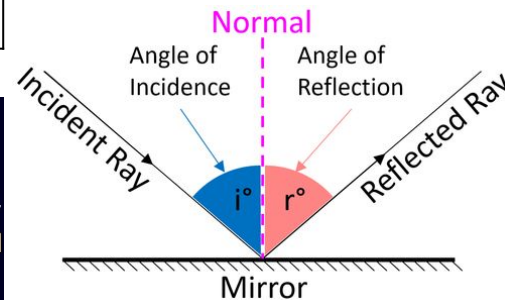
## BIG QUESTION: Why do we have days, nights, months and seasons?

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

### The Solar System



### 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?

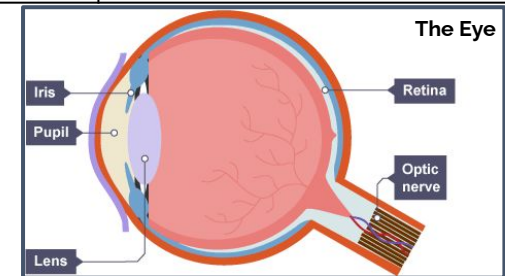
Waves	Repeated vibrations that transfer energy without transferring matter.
Vibration	Vibration is the fast back and forwards movement of an object or particles.
Transverse waves	A wave where the vibrations are perpendicular (right angles) to the direction of the energy transfer. Light and water waves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

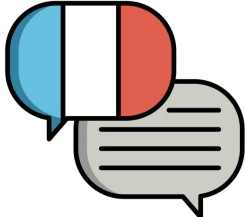
## BIG QUESTION: How can we see?

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.



# Year 8 French: Summer 1: Je mange... et je bois...

Qu'est-ce que tu manges normalement? What do you normally eat?

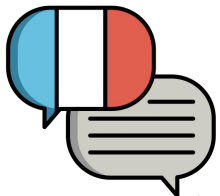
Time phrase	Verb	Noun	opinion	Verb	Noun	Opinion
<b>Normalement,</b> <i>Normally,</i> <b>D'habitude,</b> <i>Usually,</i> <b>De temps en temps,</b> <i>From time to time,</i> <b>Le lundi,</b> <i>On Monday,</i> <b>Le vendredi soir,</b> <i>On Friday evening,</i> <b>Le samedi,</b> <i>On Saturday,</i> <b>Pour le petit-déjeuner</b> <i>For breakfast,</i> <b>Pour le déjeuner,</b> <i>For lunch</i> <b>Pour le dîner,</b> <i>For dinner,</i> <b>Comme casse-crouste,</b> <i>As a snack</i> <b>Quand je rentre chez moi,</b> <i>When I get home</i> <b>Quand je suis avec mes amis,</b> <i>When I'm with my friends</i> <b>Au collège,</b> <i>At school,</i>	<b>je mange</b> <i>I eat</i>  <b>mon père mange</b> <i>my dad eats</i>  <b>ma mère mange</b> <i>my mum eats</i>  <b>mon frère mange</b> <i>my brother eats</i>  <b>ma soeur mange</b> <i>my sister eats</i>  <b>nous mangeons</b> <i>we eat</i>  <b>mes parents mangent</b> <i>my parents eat</i>   <b>je ne mange pas de</b> <i>I don't eat</i>  <b>je ne mange jamais de</b> <i>I never eat</i> <b>(NOTE: the "de" here replaces the word before the noun.)</b>	<b>du pain grillé</b> <i>some toast</i> <b>du fruit</b> <i>some fruit</i> <b>des céréales</b> <i>some cereal</i> <b>des crêpes</b> <i>some pancakes</i> <b>un sandwich</b> <i>a sandwich</i> <b>une baguette</b> <i>a baguette</i> <b>des pâtes</b> <i>some pasta</i> <b>du poulet</b> <i>some chicken</i> <b>des légumes</b> <i>some vegetables</i> <b>du fast-food</b> <i>some fast-food</i> <b>du curry</b> <i>some curry</i> <b>du riz</b> <i>some rice</i> <b>de la pizza</b> <i>some pizza</i> <b>du gâteau</b> <i>some cake</i> <b>des chips</b> <i>some crisps</i> <b>des frites</b> <i>some chips</i> <b>des bonbons</b> <i>some sweets</i> <b>des biscuits</b> <i>some biscuits</i>	<b>car c'est délicieux</b> <i>because it's delicious</i>  <b>car c'est savoureux</b> <i>because it's tasty</i>  <b>car c'est simple</b> <i>because it's simple</i>  <b>car c'est sain</b> <i>because it's healthy</i>    <b>car c'est dégoûtant</b> <i>because it's disgusting</i>  <b>car c'est malsain</b> <i>because it's unhealthy</i>  <b>car c'est cher</b> <i>because it's expensive</i>	<b>et je bois</b> <i>and i drink</i>  <b>et mon père boit</b> <i>and my dad drinks</i>  <b>et ma mère boit</b> <i>and my mum drinks</i>  <b>et mon frère boit</b> <i>and my brother drinks</i>  <b>et ma soeur boit</b> <i>and my sister drinks</i>  <b>et nous buvons</b> <i>we drink</i>  <b>et mes parents boivent</b> <i>my parents drink</i>   <b>je ne bois pas de</b> <i>I don't drink</i>  <b>je ne bois jamais de</b> <i>I never drink</i> <b>(Note: the "de" here replaces the word before the noun.)</b>	<b>du jus d'orange</b> <i>some orange juice</i>  <b>du jus de fruits</b> <i>some fruit juice</i>  <b>du lait</b> <i>some milk</i>  <b>du coca</b> <i>some coke</i>  <b>de la limonade</b> <i>some lemonade</i>  <b>du thé</b> <i>some tea</i>  <b>du café</b> <i>some coffee</i>  <b>du café glacé</b> <i>some iced coffee</i>  <b>un milk-shake</b> <i>a milkshake</i>  <b>de l'eau</b> <i>some water</i>  <b>du vin</b> <i>some wine</i>  <b>de la bière</b> <i>some beer</i>	<b>car c'est délicieux</b> <i>because it's delicious</i>  <b>car c'est savoureux</b> <i>because it's tasty</i>  <b>car c'est simple</b> <i>because it's simple</i>  <b>car c'est sain</b> <i>because it's healthy</i>  <b>car c'est dégoûtant</b> <i>because it's disgusting</i>  <b>car c'est malsain</b> <i>because it's unhealthy</i>  <b>car c'est cher</b> <i>because it's expensive</i>

## Y8 Summer 2a: Tu as une vie active ?

Tu as une vie active ? <i>Do you have an active life?</i>				
Verb	A _____ life	connective	verb	Time phrase
J'ai / I have	<b>une vie extrêmement active</b> <i>an extremely active life</i>	<b>car</b> <i>because</i>	<b>je fais de l'exercice</b> <i>I do exercise</i>	<b>souvent</b> <i>often</i>
<b>Mon père</b> a My dad has	<b>une vie vraiment active</b> <i>a really active life</i>	<b>parce que</b> <i>because</i>	<b>Il / elle fait de l'exercice</b> <i>he / she does exercise</i>	<b>deux fois par semaine</b> <i>twice a week</i>
<b>Ma mère</b> a My mum has	<b>une vie très active</b> <i>a very active life</i>	<b>puisque</b> <i>since</i>	<b>je joue au foot / au tennis / au rugby</b> <i>I play football / tennis / rugby</i>	<b>tous les jours</b> <i>every day</i>
<b>Mon frère</b> a My brother has	<b>une vie active</b> <i>an active life</i>	<b>donné que</b> <i>given that</i>	<b>Il / elle joue au foot / au tennis / au rugby</b> <i>he / she plays football / tennis / rugby</i>	<b>les samedis</b> <i>on Saturdays</i>
<b>Ma soeur</b> a My sister has	<b>une vie assez active</b> <i>quite an active life</i>		<b>je fais du vélo / du footing / de la natation</b> <i>I do cycling / jogging / swimming</i>	<b>pendant la récré</b> <i>at breaktime</i>
<b>Mon ami</b> a My friend has	<b>une vie pas très active</b> <i>a not very active life</i>		<b>Il / elle fait du vélo / du footing / de la natation</b> <i>he / she does cycling / jogging / swimming</i>	<b>de temps en temps</b> <i>from time to time</i>
<b>Mon amie</b> a My friend has	<b>une vie sédentaire</b> <i>a sedentary life</i>		<b>je vais au gymnase</b> <i>I go to the gym</i>	
			<b>Il / elle va au gymnase</b> <i>he / she goes to the gym</i>	
			<b>je ne fais rien</b> <i>I don't do anything</i>	
			<b>Il / elle ne fait rien</b> <i>he / she doesn't do anything</i>	

## Y8 Summer 2b: Qu'est-ce que tu vas faire pour avoir une vie saine à l'avenir ?

Qu'est-ce que tu vas faire pour avoir une vie saine à l'avenir ? <i>What are you going to do in order to have a healthy life in the future?</i>			
Time phrase	Verb	Infinitive phrase	Justification
<b>À l'avenir,</b> <i>In the future,</i>	<b>je vais</b> <i>I am going</i>	<b>aller au gymnase</b> <i>to go to the gym</i>	<b>car c'est bonne pour la santé</b> <i>because it's good for your health</i>
<b>Dans le futur,</b> <i>In the future,</i>	<b>j'ai l'intention de</b> <i>I intend</i>	<b>faire du footing</b> <i>to do jogging</i>	<b>pour rester en forme</b> <i>to stay in shape</i>
<b>Quand je suis adulte,</b> <i>When I'm an adult,</i>	<b>je veux</b> <i>I want</i>	<b>manger beaucoup de fruit et légumes</b> <i>to eat lots of fruit and vegetables</i>	<b>car c'est vraiment important</b> <i>because it's really important</i>
<b>Pour avoir une vie saine,</b> <i>In order to have a healthy life,</i>	<b>je voudrais</b> <i>I would like</i>	<b>éviter de fumer</b> <i>to avoid smoking</i>	<b>pour que je sois en bonne santé</b> <i>so that I am in good health</i>
	<b>j'espère</b> <i>I hope</i>	<b>éviter le stress</b> <i>to avoid stress</i>	<b>car il est important de faire de l'exercice</b> <i>because it is important to do exercise.</i>
		<b>être content(e)</b> <i>to be happy</i>	<b>quoi que ce soit difficile, ça vaut la peine</b> <i>although it is difficult, it's worth the effort</i>



# History

## Civil Rights in the USA

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

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

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

**1954 Brown vs Board of Education:** Supreme Court ruled that segregated school are unconstitutional

**1955-56 Montgomery Bus Boycott:** Protesters refuse to use the town's buses after the arrest of Rosa Parks

**1957 Little Rock 9:** First black students to attend Arkansas white school

**1960** First "sit in" demonstration in Greensboro

**1961 Freedom Rides:** protesters use segregated facilities on coach services

**1963 March on Washington** and "I have a dream" speech by **Martin Luther King Jr**

**1965 March: Selma to Montgomery March** to demand an end to voter registration restrictions

**1965 August** Voting Rights Act: **President Johnson** signs a law to end restrictions on voter registration

## Civil Rights in the UK

**1958:** Notting Hill Race Riots

**Paul Stephenson:** led the Bristol Bus Boycott against a racist public bus company.

**Olive Morris:** was a Jamaican-born British-based community leader for the Civil Rights movement in London.

**Obi Egbuna:** founded the British Black Panthers in **1968** in London.

**Black Panthers:** The first Panther organisation outside the USA. They fought racial injustices in the UK.

**Mangrove 9:** British black activists tried for inciting a riot at a protest in **1970**.

# World War One



## The Two Sides:

**Triple Alliance:** Germany, Austria-Hungary and Italy

**Triple Entente:** Britain, France and Russia.

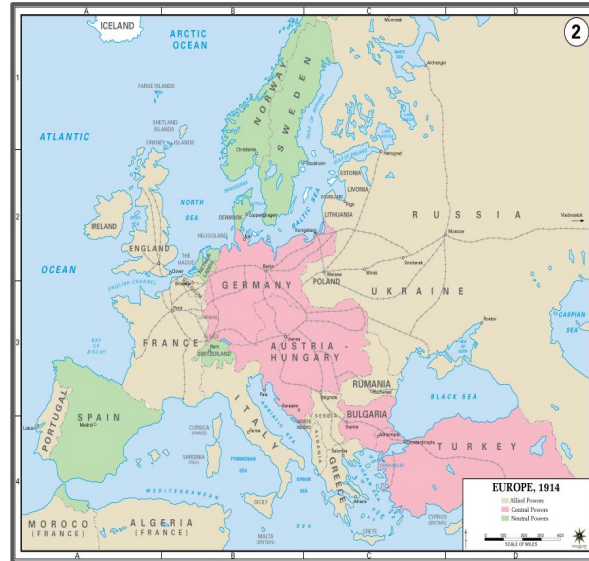
## Long term Causes:

**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 WWI.

**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 WWI 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:** Conscriptio introduced in Britain

**Conscriptio:** 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

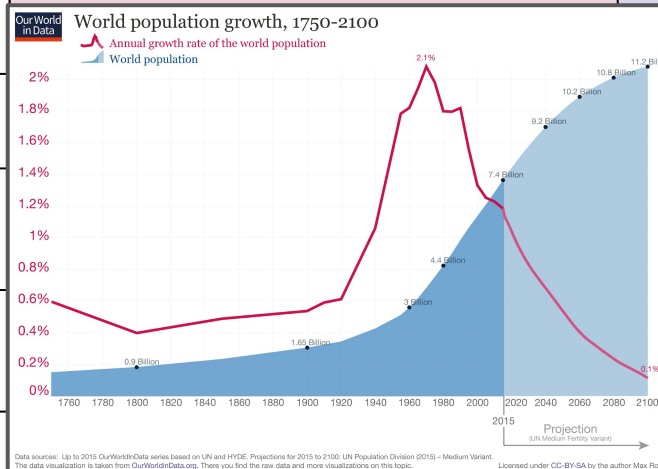
**620,000** :British & French casualties

**500,000**: German casualties

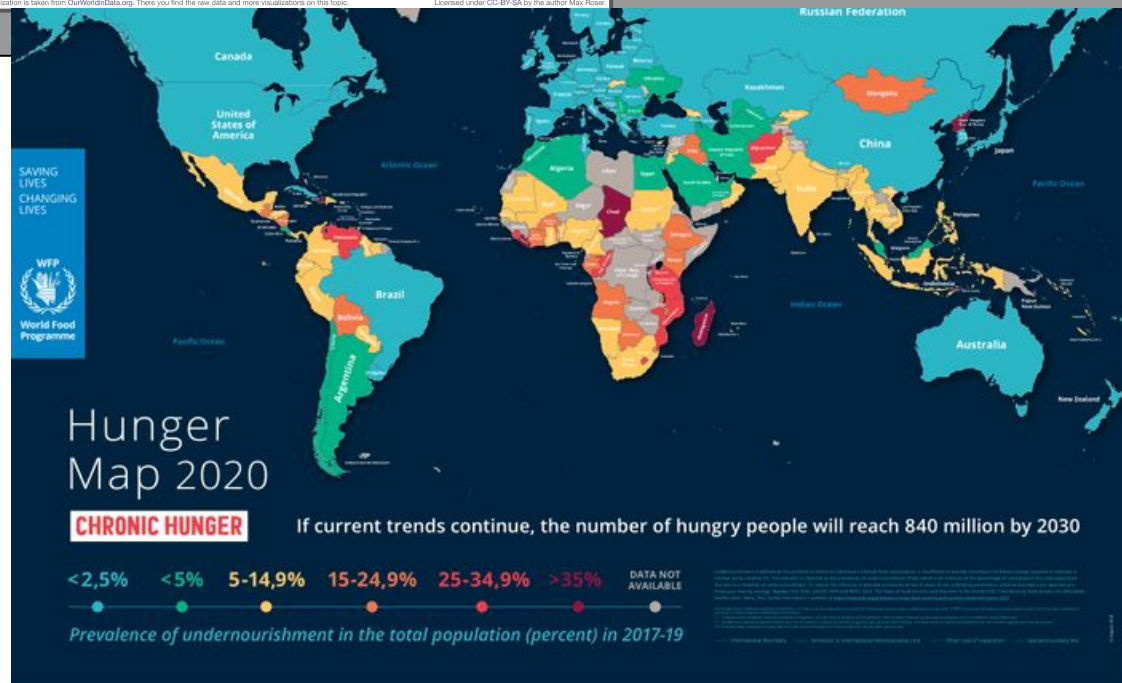
Key words	
Consumption	Using up a resource
Resources	A naturally occurring material that is valuable to humans
Conflict	A war or disagreement
Trade	The exchange of goods and services for money
Disaster	A terrible event like a volcanic eruption or cyclone
Supply	The level of availability of an item
Demand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



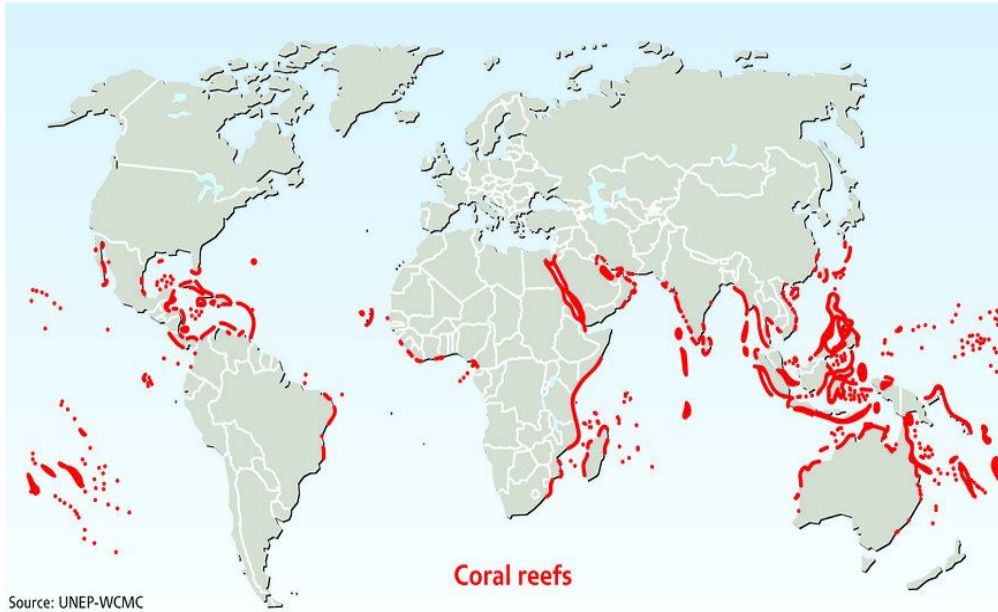
Direct Input to Ocean



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

## Big Data & Artificial Intelligence

$$\text{Accuracy} = \frac{\text{number of correct predictions}}{\text{total number of predictions}}$$

Data Accuracy	
Bias	When the output of a machine learning model favours some things and de-prioritises or excludes others.
Societal bias	This is when data being used to train a model reflects bias that exists in society.
Decision tree	A type of model that are created using supervised learning and can be used to classify data.
User focused	Focusing on the problems faced by users and taking into account their wants and needs.
Invalid data	Data outside the normal range
Data preparation	Data cleaning
Model card	They often include the following information: Model description and intended use; Data used to train the model; Accuracy; Limitations and bias

Artificial Intelligence (AI)	
Model	A representation of a real-world context.
Data-driven model	Used to solve a problem. Usually, they rely on a massive number of examples (lots of data), to detect patterns to create the representation.
Generative AI	Built to generate 'creative' content such as: Sound; Images; Text.
Machine Learning	A way of building artificial intelligence systems using statistics, instead of by writing out the rules in a program. Machine learning systems are called 'data-driven', because they use a lot of examples - data - to work.
Supervised learning	Needs data that has been preprocessed by a human Requires a lot of data to train
Unsupervised learning	Clusters similar data together Gives you ideas for how to group the data
Reinforcement learning	Learns by trial and error Model needs time to get good at its tasks
Classification model	Classification models must be trained with example data that already has labels assigned by a human.
Prediction	Once the model is trained, new data can be fed into the model and it will produce a prediction of which class the data belongs to.
Class	A category that the data can be assigned to
Label	Applied to a single piece of data to indicate which class it belongs to

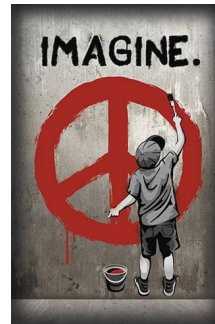
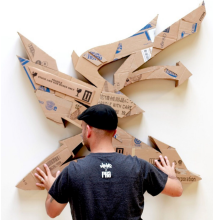


# Year 8 Art - Graffiti

## Can graffiti be transformed into valuable art?

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

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



## How is graffiti created?

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

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

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

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

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



# Year 8 Art - Surrealism

## What is the point of Abstract Art?

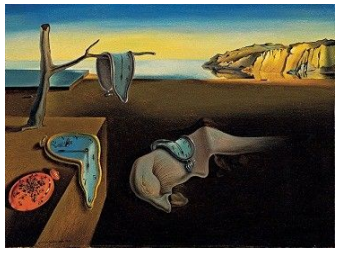
The main purpose of abstraction in art is not to tell a story, but to encourage imagination. Abstract art has been around for well over 100 years. Some might even assert that abstraction started with the cave paintings of thousands of years ago.

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

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

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

## Art Style and Technique



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

Artists are important to our world for many reasons. They do more than just paint pictures or make music—they help us understand life and each other in powerful ways.

### 1. They Show Us the World

Artists help us see things in new ways. They can show beauty in everyday life or highlight problems in the world that we might not notice.

### 2. They Tell Stories

Through their art, artists tell stories about people, places, and important events. These stories help us learn about the past and understand other cultures.

### 3. They Make Us Feel

Art can make us happy, sad, excited, or even confused. Artists help us explore our emotions and understand what others are feeling too.

### 4. They Inspire Change

Artists can use their work to stand up for what they believe in. Their art can make people think and even lead to changes in society.

### 5. They Imagine the Future

Artists are dreamers. They imagine what the world could be like and help others see new ideas and possibilities.

### 6. They Make Life More Beautiful

Whether it's music, paintings, dance, or design, artists bring beauty and creativity into our daily lives.

## Is there a "right" or "wrong" way to create marks?

Mark making refers to the way artists create different lines, dots, textures, and patterns in their artwork. These marks can be achieved using various tools and materials on different surfaces, and they are a **fundamental** building block for any artwork. Mark making can significantly impact an artwork by **influencing** its visual texture, tone, and overall **aesthetic**. Artists use a wide range of **techniques**. Artists can use mark making to **convey** emotions, ideas, and personal styles. Mark making is not limited to drawing; it can be applied to painting, sculpture, printmaking, or even sound. Artists use mark making to express their feelings, emotions, or responses to their surroundings. It can also be used to create abstract compositions without representing anything specific.

- **Hatching:** Creates tone and shadow by drawing parallel lines.
- **Cross-hatching:** Builds up tone by drawing lines in multiple directions.
- **Stippling:** Uses dots to create tone and texture.
- **Dabbing:** Creates marks by using a brush or tool to dab paint or ink on a surface.
- **Scribbling:** Loose and free-flowing marks, often used for exploration and experimentation.
- **Splattering:** Creates a splatter effect by throwing paint or ink onto a surface.



# Year 8 Design - Cubism

## 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.

Cubism is an art movement that began in the early 1900s. Artists wanted to show objects and people from **multiple viewpoints at the same time**, rather than from one realistic angle.

Instead of making art look realistic, Cubist artists:

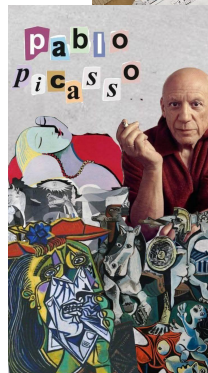
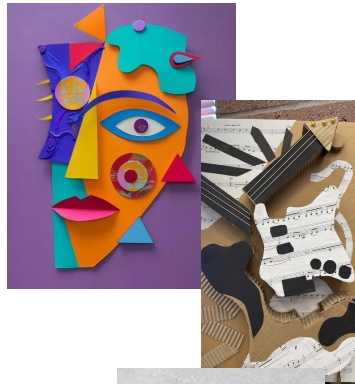
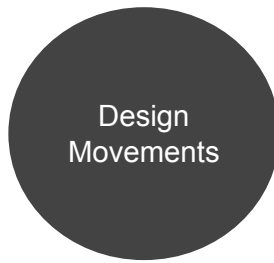
- Broke objects into **geometric shapes**
- Fragmented and rearranged forms
- Showed different sides of an object in one image
- Used overlapping planes
- Simplified colour

Cubism changed the way artists thought about space, perspective and form.

Key artists were Pablo Picasso and Georges Braque

## Why do artists and designers look at others 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.



## Why is it important to try new materials instead of always using the same ones?

Understanding the different properties of materials helps you make better choices in your artwork. Different materials create different textures, effects and styles. Be open-minded when experimenting and don't be afraid to try new things. Even if something doesn't work, you are still learning and developing your skills.

When starting your work, build on what you already know but also challenge yourself. If you feel confident using a material, try using it in a new way. If you like a certain technique, test it with a different material. You can also experiment with backgrounds by changing colours, textures, shapes and layers. Looking at artists you find inspiring and trying out their techniques can help you develop your own ideas.

It is important to record your experiments in your sketchbook. Keep your tests and small studies, and write about what worked well and why. Keep the pieces that didn't work too, and explain what you learned from them. This shows your progress and helps you improve your final piece.

## 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 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



# Islam



## Key terms

Qur'an: the most important holy book

Shahadah: the declaration of faith

Hadith: a record of what Prophet Muhammad said and did

Prophet: brings a message from God to people

Revelations: something made known, usually about God

Polytheism: belief in many gods

**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'.

## Sunni Islam and Shi'a Islam

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.

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.

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 Jabril 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 Jabril appeared to him with a message from God. Over 20 years he received more revelations from God via the angel Jabril. 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 Jabril 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		

Left Hand Right Hand

### Chord triads in Root position

C Dm Em F G Am B^b₂₈

# Year PE 8 - Athletics

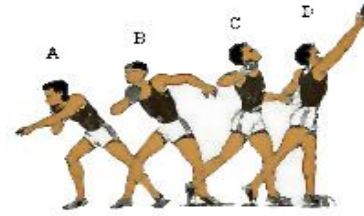
## TRACK EVENTS

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

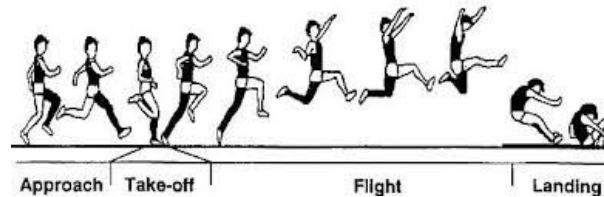
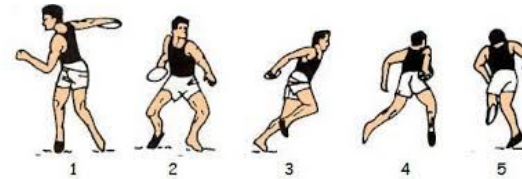
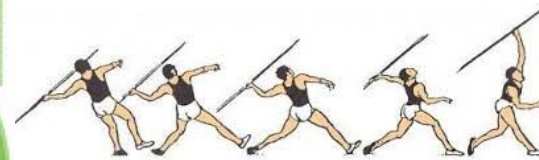
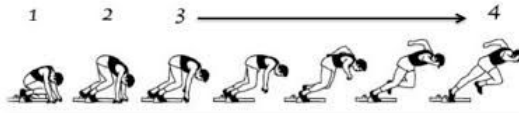
PACING

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)



# 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

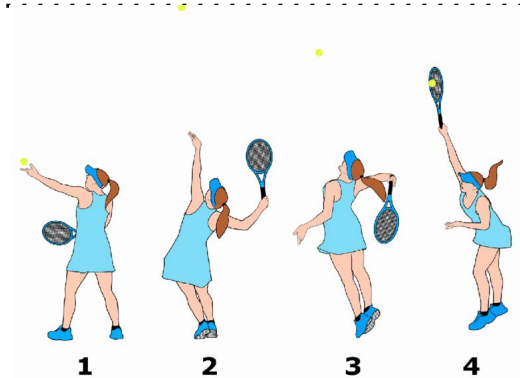
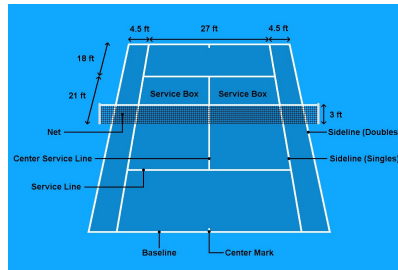
Tactical application:  
movement  
pressure, variation,  
deception, serve  
and volley

### 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? 31
5. How do you score in a game?