

Knowledge Organiser

Year 8 Spring 1 2023

Name:

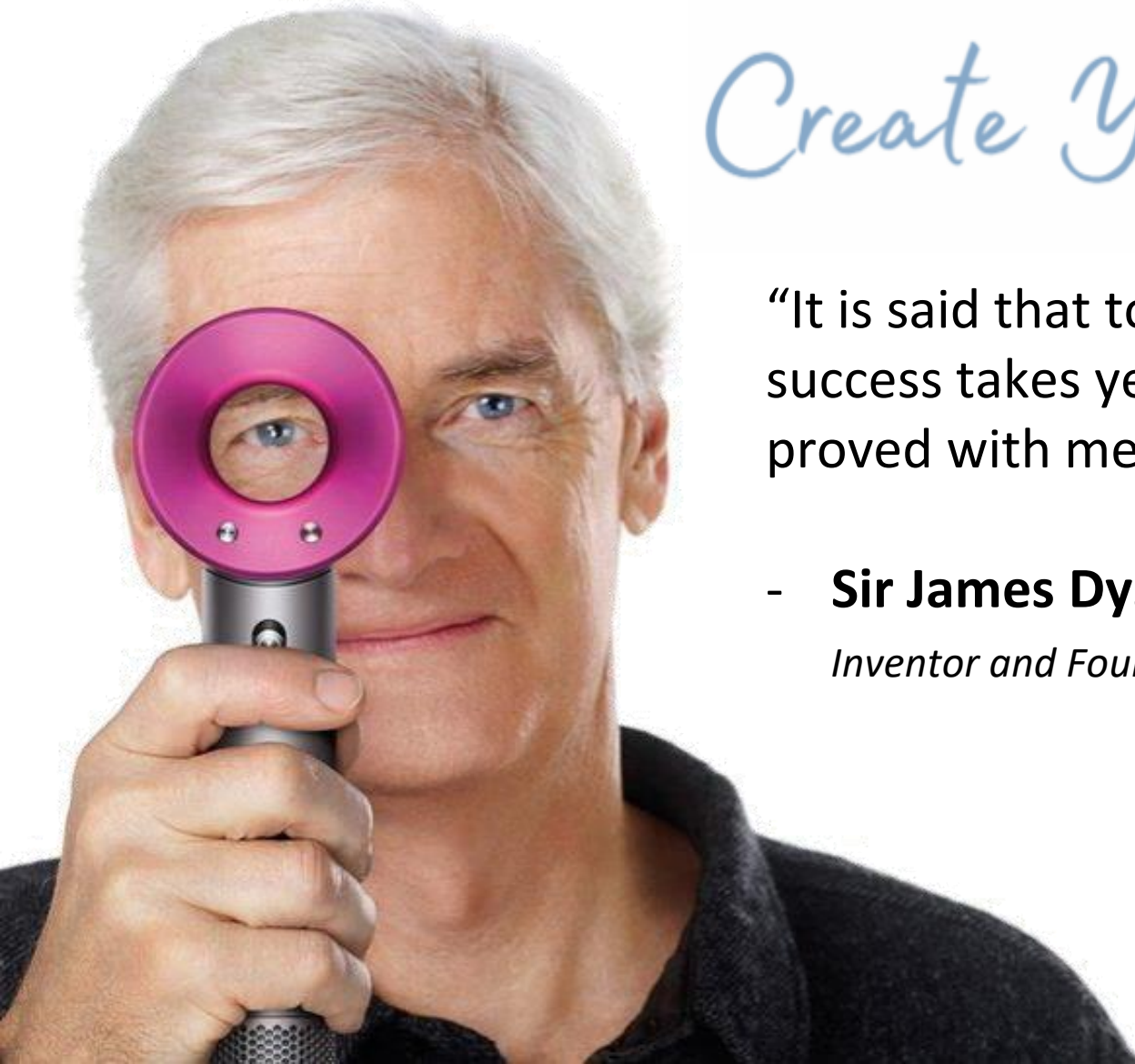
Tutor Group:

Create Your Future

“It is said that to be an overnight success takes years of effort. So it has proved with me.”

- **Sir James Dyson**

Inventor and Founder of The Dyson Company



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Science, PE, Art and Technology are on a rotation so have multiple pages in this booklet.
Your teacher will direct you to the appropriate pages when setting work.

Classroom Expectations

Everyone Involved. Everyone Engaged

WORK HARD

I am well-prepared for lessons, work hard at every task and take pride in my work



RESPECT FOR ALL, BY ALL



I behave in a way that supports my own and others' learning. I contribute to the positive learning atmosphere in the classroom

SHOW RESILIENCE

I keep trying, even when I find the work difficult.



MAKE A CONTRIBUTION

I offer valid and well considered contributions to lessons.



STRIVE FOR IMPROVEMENT

I have high expectations of myself. I follow advice on how to improve my work.



Beautiful Books

Write in **blue** or **black** pen

Date and title written and **underlined** with a ruler

Absolutely no graffiti or doodling in your book

Correct and annotate your work in a **different coloured pen**

All worksheets or loose paper to be stuck down

Diagrams and tables drawn with a pencil and ruler

Monday 5th September 2022

Title

Subtitle

1. All work should be neat, tidy and clearly set out.
2. Your book is a record of your work and should be brought to every lesson.
3. There should be no graffiti or doodling either on the cover or inside your book.
4. Mark your work in a different colour. Correct mistakes ✓ write corrections or annotate.
5. Diagrams or tables should be drawn in pencil, with a ruler.

Victoria organises a concert.
Each adult ticket costs £9
Each pensioner ticket costs £6
Children tickets are free.

Some adults and pensioners have vouchers that give them a 25% off.

40 of the 200 tickets were for children.
14 of the adults had a voucher
Only 3 of the 25 pensioners had a voucher

Work out how much money Victoria raises through ticket sales.

Adult: Voucher, No voucher
Pensioner: Voucher, No voucher
Children: No voucher

3 BELPER SCHOOL

SYNONYMS

Flexibility
Elasticity
Strength
Durability
Toughness

Resilience

NOUN The capacity to recover quickly from difficulties or toughness. The ability of a substance or object to spring back into shape.



Words of the Week

SYNONYMS

Model
Example
Standard
Ideal
Prototype
Pattern

Paradigm

NOUN A typical example or pattern of something.



Innovate

SYNONYMS

Create
Evolve
Develop
Discover
Introduce
Invent

VERB To introduce something new or to make changes in something established, especially by introducing new methods, ideas or products.



How have you used the words this half term?

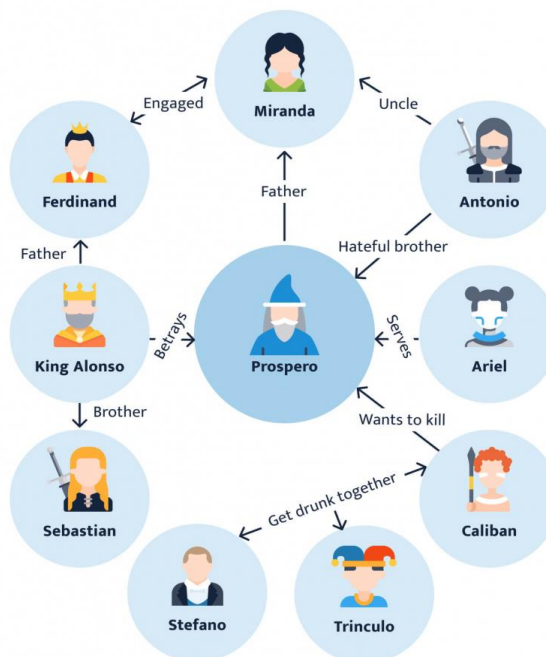
Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Colonialism	Acquiring political control over another country, occupying it with settlers, and exploiting it economically.
Tempest	A violent storm
Pathos	To evoke emotional responses in the audience
Duality	Two sides to a character
Shakespearean Tragicomedy	A play which contains elements of both tragedy and comedy
Usurper	A person who takes power from another with no right to
Playwright	Someone who writes plays – note the ‘wright’ means ‘maker’
Duchy / Dukedom	Areas ruled over by a Duke, such as Milan in the play
Tier 2 vocabulary	Definition
Infer	To work something out based on evidence
Connotation	What a word makes you think of
Impact	The effect something has on a reader
Reiterates	Reinforcing an idea within a text
Develop	To advance a particular viewpoint
Ambiguous	Not clear or decided – open to interpretation
Authority	To have the power or right to give orders, and make decisions
Benign	Gentle or not harmful
Malevolent	Evil or deliberately bad

Section 2: New Key Skills/Strategies

Shakespeare was a great wordsmith and introduced over 1700 words to the English Language. This sometimes means that some of his vocabulary can be hard to follow. Don't worry too much about every single word – as long as you get the gist of the story and can work out what the characters are like, that's enough. Treat it a bit like a foreign language. Here's some common words and their meanings:

thou / thee	you
o'er	over
e'er	ever
doth / dost	does / do
hark	listen
prithee	pray thee

The Tempest: Character map



Section 3: Themes

The Tempest is one of Shakespeare's last plays and explores a number of important themes.

Justice

The story involves an unjust act, Prospero and Miranda's banishment to the island, and then Prospero's attempts to re-establish justice – but any consideration of justice is from Prospero's viewpoint and so is that really fair?

Man or Monster

The play explores the nature of monster, and considers whether monsters are born or made. It also raises questions about who is a monster? Caliban looks like a monster, but are Trinculo and Stefano more monstrous in how they try to use him?

Colonisation

Themes surrounding the idea of colonisation are explored, particularly connected to ownership of the island. Who has the 'right' to lead other people and where does that so-called right come from?

Children and Family

Through the characters of Miranda and Ferdinand, but also Caliban and Ariel, the play looks at questions of family and how important children are.

Section 3: Writing about Shakespeare

Question: How does Shakespeare present the character of Prospero?

Connect	In the first instance,
Point	Shakespeare presents Prospero as being a caring father to Miranda. Prospero says when we first meet him that he has done nothing
Evidence	'but in care of Miranda'
Analysis	which means that everything he has done is for her.
Think Impact / Intention	This suggests that he is a very caring father, who is always looking out for his daughter.

Going for excellence? Why not try adding some alternative ideas on. For example: On the other hand, this could suggest that he's a very **controlling** father as it makes the audience think that he's **dominating** every area of Miranda's life. It seems a bit obsessive to be doing everything for your daughter.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
vector	...defines the movement in the x- and y- directions for a translation e.g. $\begin{bmatrix} 3 \\ -4 \end{bmatrix}$
mirror line	...the fixed line on a set of x-y axes used to make a reflection - the mirror line can be given in equation form
centre of rotation	...the fixed point on a set of x-y axes used to make a rotation , given as coordinates (x,y)
centre of enlargement	...the fixed point on a set of x-y axes used to make an enlargement and where the enlargement originates, given as coordinates (x,y)
scale factor	..how many times bigger or smaller the image in an enlargement is than the original object
congruent shapes	..when the object and image are identical after a transformation
Tier 2 vocabulary	Definition
object	..the 2-D shape that will be transformed
transformation	..a change to an object that results in an image
translation	..moving an object in the horizontal (x-) and/or vertical (y-) directions
reflection	..flipping an object in a mirror line so that corresponding points on the object and it's image are the same distance from the mirror line
rotation	..turning an object through a fixed angle or part-turn
enlargement	..making an object bigger or smaller
image	..the shape that results when a transformation is carried out on an object
similar shapes	..when the object and image are the same shape but different sizes

Section 2: Prior Learning

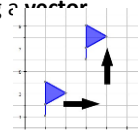
At Primary School and in Year 7 (Autumn 1 - Pinboard Angles; Geometry 1) you met:

- **reflection symmetry**, also known as **line symmetry**
- **rotational symmetry**

Section 3: New Knowledge/Skills

In this topic we will cover how to draw AND how to describe the following transformations.

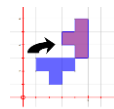
1. **Translation** - the **image** is produced by simply moving the original **object** as defined using a **vector**



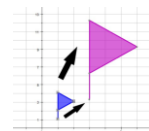
2. **Reflection** - the **image** is produced by a reflection in a **mirror line** defined by its equation or otherwise



3. **Rotation** - the **image** is produced by rotating the **object** about a **centre of rotation** by a given amount of turn and a direction.



4. **Enlargement** - the **image** is produced by enlarging or reducing the **object** by a given **scale factor** through a **centre of enlargement**



5. a) Determine which images are **congruent** and which are **similar**.
- b) Determine which **transformations** give **congruent images** and which give **similar images**

Section 4: Handy Hints For Describing Transformations

Whenever you are asked to describe a transformation which maps an object onto an image, the information you give and the wording you use is **very** important - *the marks you get in questions is always linked to which bits of information you've given* - here's some guidance:

For Translations

State '**Translation**' (1 Mark) **AND** specify the '**vector**' which describes the horizontal and vertical movement (1 Mark)

For Rotations

State '**Rotation**' (1 Mark) **AND** specify the **Direction Of Rotation AND Angle** (in degrees) (1 Mark) **AND** give the '**Centre Of Rotation**' (as coordinates) (1 Mark)

For Reflections

State '**Reflection**' (1 Mark) **AND** specify the '**Mirror Line**' (as an equation, eg $x=2$ or $y=0$) (1 Mark)

For Enlargements

State '**Enlargement**' (1 Mark) **AND** specify the **Scale Factor** (1 Mark) **AND** give the '**Centre Of Enlargement**' (as coordinates) (1 Mark)

Section 5: Questions

Copy the diagram into your book.

1, Reflect object A in the x-axis - mark your image A'

2, Reflect object A in the line $x=1$ - mark your image A''

Copy the diagram into your book again

3, Rotate object A 90° clockwise about $(-1, -1)$ - mark your image B.

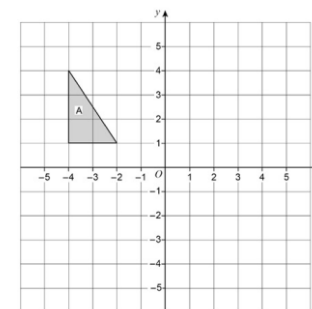
Copy the diagram into your book again.

4, Enlarge image A by Scale Factor 2 with Centre of Enlargement $(-4, 4)$ - mark your image C

Copy the diagram into your book again.

5, Translate object A by $\begin{bmatrix} 3 \\ -4 \end{bmatrix}$ Mark your image D

6, Which Images are Congruent?
Which images are similar?



Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Algebra	The use of letters or symbols to represent unknown values.
Equation	Two things are equal and can be solved to find an unknown.
Inequality	Used to compare the sizes of two numbers.
Formula	A rule used to find a value.
Integer	A whole number.
Linear equation	An equation that can be draw as a straight line.
Changing the subject	To rearrange a formula so that it is equal to a different term.
Simplify	To write in a simpler form by collecting common variables.
Tier 2 vocabulary	Definition
Term	A single number or variable
Expression	A sentence with a minimum of two numbers and at least one operation.
Variable	A quantity that may change within the context of a problem.
Subject	The unknown number we need to find the value of.
Rearrange	Change the order.
Greater than	When a value is bigger than another value.
Less than	When a value is smaller than another value.
Balance	When one side of an equation is the same as the other.
Equal	Represented by the '=' symbol. Means the same.
Solve	Numerical value that satisfies the equation.

Section 2: Knowledge/Skills

Term: $-3y, 7$
Expression: $2x + 7, 6y - 8$
Equation: $3x + 7 = 16$
Inequality: $>, <, \geq, \leq$

Examples of Solving Equations

$$x + 3 = 5$$

$$x = 2$$

$$2x + 5 = 11$$

$$2x = 6$$

$$x = 3$$

$$3(x + 4) = 24$$

$$3x + 12 = 24$$

$$3x = 12$$

$$x = 4$$

$$2x + 7 = 3x + 2$$

$$-2x \quad -2x$$

$$7 = x + 2$$

$$-2 \quad -2$$

$$5 = x$$

$$x = 5$$

$$2(2x + 1) = 3(x + 1)$$

$$4x + 2 = 3x + 3$$

$$x + 2 = 3$$

$$x = 1$$

Inequalities $6 > 4, 7 < 10$

Solving inequalities

$$2x + 5 < 11$$

$$2x < 6$$

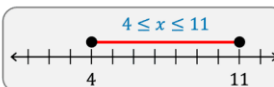
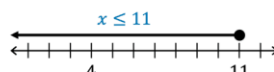
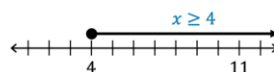
$$x < 3$$

$$4x + 7 \leq 5$$

$$4x \leq -2$$

$$x \leq -0.5$$

Inequalities on number lines:



Rearranging equations:

$$A = lw \quad l = \frac{A}{w} \quad w = \frac{A}{l}$$

$$y = x + 4 \quad x = y - 4$$

Section 3: Questions

1. Solve $x - 8 = 5$

Circle the answer

$$x = -13 \quad x = -3 \quad x = 3 \quad x = 13$$

2. Solve $3x - 8 = 19$

3. Solve $4(x + 5) = 15$

4. Solve $4(3x - 2) = 2x - 5$

5. Circle the solution of $2x + 8 > 4$

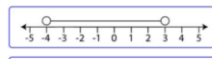
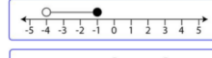
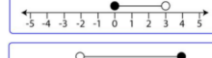

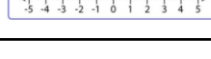
$$x > -6 \quad x > -2 \quad x > 2 \quad x > 6$$

6. Solve $2(7x + 3) < 4x - 1$

7. Write down the integer values of x where $1 \leq x < 7$

8. Match the equivalent number lines, inequalities and number sets together.

ANS

$-4 < x \leq -1$		$-4, -3, -2, -1, 0, 1, 2, 3, 4, 5$
$-4 < x < 3$		$-3, -2, -1, 0, 1, 2$
$0 \leq x < 3$		$-3, -2, -1$
$-4 \leq x \leq 5$		$-1, 0, 1, 2, 3, 4$
$-2 < x \leq 4$		$0, 1, 2$

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Decimal Places	Digits after a decimal point
Significant figures	The digits in a number with the largest place values
Integers	Whole numbers
Error Interval	The range of values that a number could have been before it was rounded
Upper Bound	The largest a number could have been before it was rounded*
Lower Bound	The smallest a number could have been before it was rounded

Tier 2 vocabulary	Definition
Limits	A point or level beyond which something does not or may not extend or pass
Round	Rounding means making a number simpler but keeping its value close to what it was.
Approximate	close to the actual, but not completely accurate or exact
Estimate	An answer to a question using approximations

Section 2: New Knowledge/Skills

Be able to multiply with large numbers without a calculator.

E.g.

X	200	50	7
257 X 63			
60	12000	3000	420
3	600	150	21

= 16191

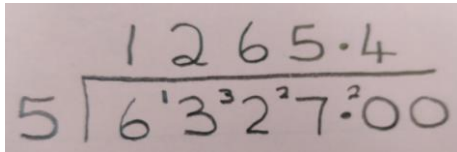
Adding the numbers in the table using column addition gives a total of 16191.

Be able to divide using the bus stop method.

E.g.

6327 ÷ 5

= 1265.4



When multiplying decimals....

6.3 X 2.57

Remove decimal points and multiply numbers using grid method shown above.

63 X 257 = 16191

Since the decimal places have been moved three places to the right to turn the decimals into integers, it needs to be moved three places to the left for the final answer.

If **63 X 257 = 16191**
then **6.3 X 2.57 = 16.191**

Practice Question

23 Items are purchased for £1.20 each. The cost is split equally between 5 people.

How much does it cost in total?

How much does each person pay?

Answers - £27.60, £5.52

Section 3:

Rounding Examples

	Nearest integer	1 decimal place	2 decimal places	1 significant figure	2 significant figures
43.782	44	43.8	43.78	40	44
154.967	155	155.0	154.97	200	150
0.0816	0	0.1	0.08	0.08	0.082

Estimating

Know that to estimate the answer to a problem, I must round each number to one significant figure.

E.g

$$\frac{326.1 + 481.7}{23.7 \times 3.7} \approx \frac{300 + 500}{20 \times 4} = 10$$

Error Intervals

A rectangle is shown with a width of 6.2cm and a height of 3.4cm. The rectangle is shaded light gray and has a black border. The dimensions are labeled outside the rectangle: 6.2cm for the top side and 3.4cm for the left side.

Given that each measurement is given to one decimal place, state the error interval for the length and the width of the rectangle.

Answer

$$6.15 \leq \text{length} < 6.25$$

$$3.35 \leq \text{width} < 3.45$$

What would be the smallest area possible for the rectangle?
What would be the largest area possible for the rectangle?

Answers smallest = 20.6025cm^2
 largest = 21.5625cm^2

Section 1: Key Vocabulary

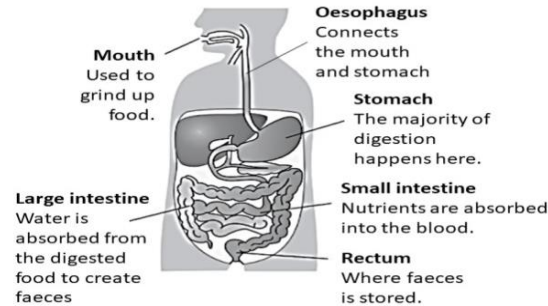
Tier 3 vocabulary	Definition
Oesophagus	The muscular tube that connects the mouth to the stomach
Hydrochloric acid	The acid in the stomach which aids digestion
Absorption	The process of taking digested food products from the small intestine into the blood. Uses microvilli
Small Intestine	The part of the guts in which most of digestion and absorption takes place
Large Intestine	The part of the guts in which water is absorbed back into the blood.
Malnutrition	Lack of proper nutrition.
Obesity	The condition of being very overweight, often through eating large amounts of fat and carbohydrates.
Food group	A group of foods that share similar nutritional properties.
Food test	Chemical tests that are used to determine if a specific food group is present.
Digestion	Process of breaking down large insoluble molecules into smaller soluble molecules.
Liver	Organ that produces bile.
Peristalsis	The squeezing of the muscles of the oesophagus to push food down into the stomach.
Pancreas	Where the majority of digestive enzymes are produced. Also responsible for controlling blood sugar levels.
Catalyst	A molecule that speeds up a chemical reaction without being used itself.
Enzyme	A biological catalyst.
Substrate	The molecule that an enzyme acts on eg: starch is a substrate as it is broken down by an enzyme.
Active site	The space on an enzyme where the substrate joins.
Denature	When the active site of an enzyme changes shape and the substrate no longer fits.

Section 2: Food Groups and the Digestive system

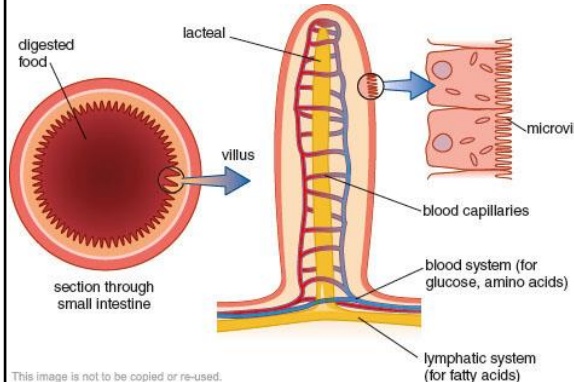
Food group	Use	Food test/ positive result
Complex carbohydrates (Starch)	Energy	Iodine = black
Simple carbohydrate (Sugar)	Energy	Benedict's = green, yellow, orange or red
Proteins	Growth and repair	Biuret = purple
Lipids (fats)	Energy storage	Emulsion test = white

Vitamins. Minerals and fibre are also key food groups. They are responsible for keeping key systems in the body working correctly; for example the nervous system.

The Digestive System



Absorption in the Small Intestine



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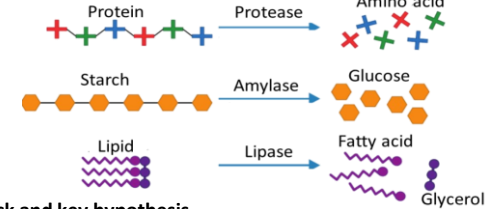
Section 3: Digestive System

Organs of the Digestive system

Draw a table showing the names of all the organs of the digestive system (aim for 8) and their functions

Enzymes

Enzymes are used in digestion to break down large molecules.

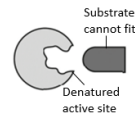


Lock and key hypothesis

The lock and key hypothesis explains that only one substrate can fit into the active site of an enzyme.

If enzymes are put into the wrong conditions their active site changes shape.

This is called denaturing. This means the enzymes can no longer work this happens in;



- A too low or high pH
- A high temperature

Questions

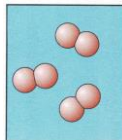
- Explain why digestion is important.
- Describe the route of food through the digestive system.
- Describe the role of each organ in the digestive system.
- A food turns purple with benedict's and white with the emulsion test, explain what this shows.
- Explain how enzymes aid the digestion of food?
- Explain how enzymes are denatured and the effect of this.

Section 1: Key Vocabulary

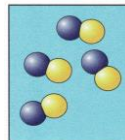
Tier 3 vocabulary	Definition
Atom	The smallest part of a chemical element which can take part in a chemical reaction and remain unchanged
Element	A substance which cannot be broken down into simpler substances
Molecule	A group of chemical atoms joined together by chemical bonds
Compound	A substance which consists of two or more different elements chemically joined together.
Periodic table	A list of all the known chemical elements.
Group	A column on the periodic table. Elements in the same group react in a similar way.
Period	The rows on the periodic table
Chemical Symbol	Letters which are used to represent a chemical.
Word equation	Word equations are used to represent chemical reactions.

Tier 2 vocabulary	Definition
Mixture	A substance containing two or more different substances which are not joined together.
Property	The way a substance behaves or reacts.
Chemical reaction	When the particles in substances join together or split apart to form new substances

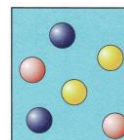
Section 2: New Knowledge/Skills

Element


An element contains only one type of particles.

Compound


A compound contains more than one type of particle. The different particles are joined.

Mixture


A mixture contains more than one type of particle. The different types of particle are not joined.

Word equations

These show what happens in a chemical reaction.

Reactants → Products

Columns on the periodic table are called groups.

Group 1 is called the Alkali Metals

	Group 1	Group 2	
2	7 Li Lithium	9 Be Beryllium	
3	23 Na Sodium	24 Mg Magnesium	
4	39 K Potassium	40 Ca Calcium	45 Sc Scandium
5	86 Rb Rubidium	88 Sr Strontium	91 Y Yttrium
6	137 Cs Cesium	137 Ba Barium	57-71 Lanthanides
7	223 Fr Francium	226 Ra Radium	89-103 Actinides

Transition metals

Group 7 is called the Halogens

Group 0 is called the Noble Gases

separates metals from non-metals

These elements are metals

These elements are non metals.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Anticyclones	High pressure system - dry settled conditions
Depressions	Low pressure system - associated with wet, windy weather
Air pressure	The weight of the air pushing down on the earth
Precipitation	Water droplets in clouds become too heavy and fall as rain, hail or snow
Condensation	Water vapour is cooled and turns back to water droplets
Cold front	Meeting of two air masses where the cool mass is replaced by the warm one
Warm front	Meeting of two air masses where the warm mass is replaced by the cool one
Relief rainfall	Rain formed as air is forced to rise over a range of hills
Frontal rainfall	Rain formed when warm air rises over cold air
Convective rainfall	Rain formed when warm air moist rises
Clouds	Formed by droplets of moisture in the atmosphere
Isobars	A line joining points of equal pressure
Prevailing wind	The direction the wind usually comes from - SW in the UK
Meteorology	The study of the weather

Tier 2 vocabulary

Weather	The day to day conditions of the atmosphere
Climate	Average weather over several years

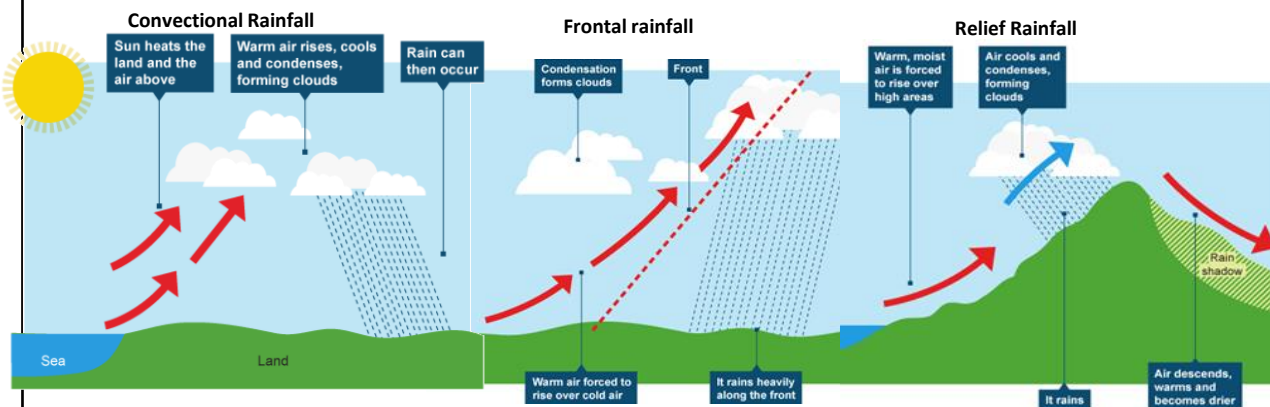
Section 2: New Knowledge

Summer Anticyclones

Clear settled conditions bring long, sunny, cloudless days and warm temperatures. The weather is normally dry, although occasionally very hot temperatures can trigger convective rainfall and thunderstorms.

Winter Anticyclones

Cold, dry days with light winds. The clear skies allow heat to be lost from the surface. Temperatures can decrease very quickly at night. Water vapour can condense and freeze on ground surfaces causing frost.



Latitude - places near the equator are much warmer than places near the poles.

Distance from the sea - land and sea heat up at different rates. The sea takes a lot longer to heat up than the land but keeps its heat for longer as more than just the surface is heated up. In winter the sea keeps coastal areas warm and in the summer cools them down. The further away from the sea the wider the range of temperatures found there.

Altitude - temperatures decrease by around 1°C for every 100m increase in height. Many parts of the Alps mountain range in Europe are over 4,000m above sea level which means they are 40°C colder than coastal areas.

Prevailing winds - the prevailing wind is affected by the area it blows over. The North Atlantic Drift is a warm ocean current that flows across the Atlantic Ocean from the Gulf of Mexico. It warms the prevailing winds or air masses, making western areas of the UK and Europe warmer than areas inland.

The climate in the UK is variable meaning it changes a lot. The UK has cool summers, mild winters and rainfall evenly spread throughout the year. The climate is classified as temperate which means we rarely experience extremes

Weather Instruments

Temperature = Maximum/minimum thermometer, measured in °C. Air pressure = Barometer, Millibars Wind speed = Anemometer, Knots or MPH

Wind direction = weather vane, Compass points Rainfall = Rain Gauge, mm

Section 3: Geographical Skills

- Use the synoptic code, weather charts and satellites to analyse weather patterns
- Interpret and draw climate graphs for the UK
- Interpret climate maps for the UK and the world
- Describe and explain weather patterns and the climate of the UK
- Use new geographical terminology - weather and climate

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
UN Declaration of Human Rights	Entitles citizens to certain inalienable rights.
Equal Pay Act	Law passed to entitle all workers to the same rate of pay for the same work.
Race Relations Acts	Made it unlawful to discriminate on the grounds of race.
Sex Discrimination Act	Made it unlawful to discriminate against women in any setting.
Racism	Treating someone differently on the basis of their colour.
West Africa	The western section of the African continent. Made up of 17 countries.
The Mali Empire	A huge territorial empire that flourished in west Africa in the 13th and 14th centuries.

Section 3: Equal Rights Timeline

A Timeline of key events:

1948 United Nations declaration of Human Rights
1967 Sexual Relations Act: Legalised gay sex for those over 21.
1970 Disabled Persons Act: Recognised the rights of people with disabilities.
1970 Equal Pay Act: Made it illegal for women to be paid less than men for the same work.
1972 First London Pride Festival to promote gay rights.
1975 Sex Discrimination Act made it illegal to discriminate against women in work, education or training.
1976 Race Relations Act made it illegal to discriminate on the grounds of race in education or employment..
1979 Margaret Thatcher elected as Britain's first female Prime Minister.
1981 Education Act stated that disabled children should be included in mainstream schools.
1991 The Disability Living Allowance was introduced.
1993 Stephen Lawrence murdered in unprovoked racist attack.
1995 Disability Discrimination Act made discriminating against disabled people in any area of life, unlawful.
1999 Macpherson Report finds institutional racism amongst the Police force.
2000 People identifying as gay could serve in Armed Forces for the first time.
2000 Human Rights Act introduced by the British government for the first time.
2014 Gay people allowed to legally marry.

Section 4: West Africa Timeline

1180-1897 Kingdom of Benin that produced metal work like the Benin bronzes.
1235-1600 Mali Empire, this included the rule of Mansa Musa
1390-1914 Kingdom of Kongo- Had established contact with Europe.
1464-1591 Songhay Empire- They had a powerful army and centres of great learning.

Akan people- A group of people from the area that is now Ghana.

Section 5: Enquiry Questions

What helped the struggle for equal rights in Britain after?

What was the relationship between Africa and Europe like at this time?

Section 6: Source Analysis

What can you learn about the people that made these bronze statues?



Tier 2 vocabulary

Tier 2 vocabulary	Definition
Equality	The state of being equal, especially in status, rights, or opportunities.
Rights	A moral or legal entitlement to have or do something.
Diversity	Simply means differences
Minority	A distinct group that coexists with but is subordinate to dominant group.
Disability	A condition that limits a person's movements, senses, or activities
Empire	A group of states ruled over by a single monarch or country
Kingdom	An area ruled by a king

Section 7: Interpretations

Interpretations:


How and why historians and others have interpreted the same events and developments in different ways.

For example:

- Some historians will argue that it was the civil rights movement in the USA that was the most important influence on changing rights in Britain
- Other historians will argue that it was the protests and young people in Britain that led to changes in Britain.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition - to be filled in in class
Zakat	
Sadaqah	
Lillah	
Eid-ul-Fitr	
Vand Chakna	
Kirt Karna	
Nam japna	
Langar	
Ibadah	
Ubadiyah	
Sufism	
Shahadah	
Salah	
Hajj	

Tier 2 vocabulary	Definition
Charity	
Humble	
Merciful	
Prophets	
Last Judgement	
Worship	

Section 2: New Knowledge/Skills
<p>In this unit you will,</p> <p>Consider whether Muslims should sell mosques to feed the starving by: Recapping learning about zakat (charity) in Islam.</p> <p>Consider Qur'anic teachings urging charity, e.g. 'And be steadfast in prayer and regular in charity: And whatever good ye send forth for your souls before you, ye shall find it with Allah' (Qur'an 2:110).</p> <p>Explore the mosque's role in receiving and distributing zakat. Finding out about the work of Islamic Relief. Could it be seen as a 'mosque' of charitable work in the world?</p> <p>Considering this quote on the Islamic Relief website: 'Zakat is not just a duty on those with wealth, but a right that the poor have over us – we are 'those in whose wealth there is a recognised right for the needy and the poor' (Qur'an 70:24–25).' How can zakat be something Muslims need for themselves, rather than something they give for others?</p> <p>Consider whether Sikhs should sell Gurdwaras to feed the starving by: Finding out about a Sikh's three duties: Nam japna, Kirt Karna and Vand Chakna. Discover how each of these is fulfilled in the gurdwara and the langar.</p> <p>Explaining how the gurdwara helps Sikhs in their relationship with God.</p> <p>Debating whether Vand Chakna (charitable giving) is a form of worship.</p>


Section 3: Assessment Information
<p>Assessment essay question.</p> <p>Should religious buildings be sold to feed the starving?</p> <p>In answering this question you should consider the following,</p> <p>What is the role of zakat in Islam? What does the Qur'an have to say about caring for those in need? How important is the Gurdwara in Sikh worship? Why does every Gurdwara have a Langar?</p> <p>Aim for at least three paragraphs,</p> <p>Some _____ might argue that all religious buildings should be sold</p> <p>Some _____ might suggest that some religious buildings could be sold.</p> <p>Some _____ might consider religious buildings to be too import to the practice of their faith.</p> <p>If you have time finish with are final paragraph that summarizes all your points and comes to a conclusion.</p> <p>Skills checklist – as you write your essay check that you have included...</p> <p>Knowledge – facts and religious or non-religious beliefs,</p> <p>Impact of belief – how it affects what people think and do,</p> <p>Specialist terms,</p> <p>Sources of authority – where people get their ideas/beliefs from – quotations,</p> <p>Judgement – how strong, valid or sound the argument is,</p> <p>Opinion – at least 2 different points of view</p>

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
Regular verb	Follow a pattern
Irregular verb	Do not follow a regular pattern
Auxiliary verb	A verb used to show a verb's tense
Perfect Tense	To describe what happened in the past
Past participle	The verb changed into its past tense form e.g. ate, drank etc...
conjugation	The process of changing an infinitive using personal pronouns
agreement	A change to the ending of the word to identify the gender m/f/pl

Questions	Translation
1. Où as-tu passé des vacances?	Where did you spend your holidays?
2. Qu'est-ce que tu as fait?	What did you do?
3. Qu'est-ce que tu as mangé?	What did you eat?
4. Qu'est-ce que tu as bu?	What did you drink?
5. C'était comment?	What was it like?
6. Où vas-tu en vacances?	Where do you go on holiday?
7. Que fais-tu en vacances?	What do you do on holiday?
8. Où vas-tu aller en vacances?	Where are you going to go on holiday?

Section 2: Grammar			
Verb AVOIR	To have, having	Regular past participles	English
J'ai	I have	passé	spent (time)
Tu as	You have	mangé	ate/eaten
Il/elle/on a	He/she/one has	regardé	watched
Nous avons	We have	écouté	listened
Vous avez	You (formal/plural have)	fini	finished
		vomi	vomited
ils ont	They have (m, m/f))	attendu	waited
elles ont	They have (f)	vendu	sold

Examples:

J'ai regardé	I watched/ have watched
J'ai mangé	I ate/ have eaten
J'ai écouté	I listened/ have listened
Nous avons fini	we finished/ have finished
Elle a attendu	she waited/ has waited

Irregular past participles

The infinitive	Past participle
lire- to read	lu- read
boire- to drink	bu- drank/ drunk
apprendre- to learn	appris- learnt/learned
faire- to do/make	fait- did/done
avoir- to have	eu- had
prendre- to take	pris- took/ taken
voir- to see	vu- saw/ seen

Examples:

J'ai lu	I read/ I have read
J'ai fait	I did/ I have done
Il a vu	He saw/ He has seen

Section 3: WAGOLL
<p>L'année dernière j'ai passé les vacances en Italie avec ma famille. J'ai visité tous les monuments célèbres comme le musée Uffizi. J'ai vu beaucoup de peintures comme La Primavera de Botticelli. C'était stupéfiant. Après, nous avons mangé des pâtes avec de la sauce de tomates...très savoureuses !</p> <p>Puis mes parents ont bu quelque chose au bar au centre ville. Ma sœur et moi avons regardé un film dans la chambre à l'hôtel. C'était drôle. Ensuite nous avons visité le théâtre où j'ai vu un spectacle formidable et j'ai pris plein de photos sur mon portable.</p> <p>J'aime beaucoup l'Italie parce qu'il y a beaucoup de choses à faire. Normalement je passe les vacances en Europe pendant deux semaines.</p> <p>L'année prochaine je vais aller en Grèce avec mon frère aîné. Nous allons visiter les monuments anciens à Athènes. Ce sera fantastique car on ne doit pas aller au collège.</p>

À savoir:

Here is an quick way to remember how to form regular past participles.

er	>	é
ir	>	i
re	>	u

☆Some verbs have ÊTRE as the auxiliary

Verb Être	To be/being		
Je suis	I am	allé(e,s,es)	went/ been
Tu es	You are		
Il/elle/on est	He/she/one is	arrivé(e,s,es)	arrived
Nous sommes	We are	resté(e,s,es)	stayed
Vous êtes	You (formal/plural have)	tombé(e,s,es)	fell/ fallen
ils sont	They have (m, m/f))	rentré(e,s,es)	returned home
elles sont	They have (f)		

FRENCH Y8 WORD LIST SPRING 1.A		
nm	un centre sportif/de loisirs	a sports/leisure centre
inf	retourner	to return
vb	Je suis retourné(e)	I returned
inf	sortir	to go out
vb	Je suis sorti(e)	I went out
inf	partir	to leave
vb	Je suis parti(e)	I left
inf	rester	to stay
vb	Je suis resté(e)	I stayed
vb	Nous sommes allé(e)s	We went

FRENCH Y8 WORD LIST SPRING 1.B		
inf	voyager	to travel
vb	J'ai voyagé	I travelled
vb	Je n'ai pas voyagé	I didn't travel
vb	Je voyage	I travel/am travelling
vb	Je vais voyager	I'm going to travel
vb	Nous voyageons	We travel
vb	Nous mangeons	We eat
vb	Je ne voyage pas	I'm not travelling
vb	Je ne vais pas voyager	I'm not going to travel
	en ville	to town

FRENCH Y8 WORD LIST SPRING 1.C		
	en train	by train
	en bateau	by boat
	en avion	by plane
	en metro	by tube/underground
	en bus/en autobus	by bus
	en voiture	by car
adj	confortable	comfortable
adj	rapide	fast/quick
inf	dépenser	to spend (money)
inf	prendre des photos	to take/taking photos

FRENCH Y8 WORD LIST SPRING 1.D		
inf	essayer	to try
nm	le feu d'artifice	fireworks
inf	passer	to spend (time)
	J'ai passé un bon moment	
vb	Il y a des orages	It's stormy
adj	joli	pretty
vb	Il y a du brouillard	It's foggy
nf	une île	an island
adv	récemment	recently
nf	une journée	a day

FRENCH Y8 WORD LIST SPRING 1.E		
adv	d'abord	at first
adv	puis	then
adv	ensuite	subsequently
adv	finalement	finally
	en semaine	on weekdays
adj	tranquille	quiet
	la Suisse	Switzerland
	la France	France
	le Maroc	Morocco
	l'Espagne	Spain

FRENCH Y8 WORD LIST SPRING 1.F		
	en Suisse	In Switzerland
	en France	In France
	au Maroc	In Morocco
	en Espagne	In Spain
	à Paris	In Paris
	à Londres	In London
	aux États-Unis	In The USA
	en ville	in town
nm	le bord de la mer	the seaside
nf	la plage	the beach

REVISION: Scan the QR code to access the word lists on Quizlet!
This QR code links to all [the Y8 French Quizlet sets](#).



Phonics: en/an	
enfant	en France
moment	dépenser
rencontrer	attendre


Phonics: ain	
train	pain
prochain	Saint

Phonics: é/er/ai/ez	
joué	jouer
J'ai	vous jouez
voyagé	voyager

Phonics: oi	
toi	trois
voiture	loisirs
Je bois	fois

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
adverb	a word that describes or gives more information about another word (e.g. a verb or an adjective)
nominative	relating to the subject of a sentence (a noun or pronoun)
accusative	relating to the object of a sentence (a noun or pronoun)
WO2	In a main clause, the verb remains in the second position in the sentence. Thus if you start a sentence with an adverb, the verb must be switched with the subject.
Questions	Translation
1. Was machst du gerne in deiner Freizeit und warum?	What do you do in your free time and why?
2. Liest du gern oder siehst du lieber Filme?	Do you like reading or do you prefer watching films?
3. Welche Fernsehsendung siehst du am liebsten und warum?	Which TV programme do you most like watching and why?
4. Wer ist dein(e) Lieblingspromi?	Who is your favourite celebrity?
5. Hast du neulich einen Film gesehen?	Have you seen a film recently?
6. Wie war er?	How was it?
7. Was wirst du morgen nach der Schule machen?	What will you do tomorrow after school?

Section 2: Grammar
<p>gern, lieber, am liebsten</p> <p>These are adverbs in German and describe to what extent someone likes doing the verb. <i>They are not verbs themselves.</i></p> <p><u>Ich lese gern</u> Krimis - <u>I like reading</u> crime novels <u>Ich sehe lieber</u> die Nachrichten - <u>I prefer watching</u> the news <u>Ich bleibe am liebsten</u> zu Hause } Most of all I like Am liebsten bleibe ich zu Hause } staying at home</p>
<p>WO2 with adverbs of time</p> <p>If you start your sentence with an <u>adverb</u>, the subject and verb switch so that the verb remains in the 2nd position in the sentence.</p> <p><u>Present</u> <u>Normalerweise lese ich</u> nur in der Schule <i>Normally I only read at school.</i></p> <p><u>Past</u> <u>Neulich habe ich</u> einen lustigen Film gesehen. <i>Recently I watched a funny film.</i></p> <p><u>In letzter Zeit bin ich</u> nach Nottingham gefahren. <i>Recently I went to Nottingham.</i></p> <p><u>Future</u> <u>Bald werde ich</u> ins Kino gehen. <i>Soon I will go to the cinema.</i></p>

Section 3: WAGOLL & phonics
<p>Wenn ich Freizeit habe, bleibe ich gern zu Hause. Ich finde die Schule sehr hektisch und ich mag mein Haus. Ich lese ziemlich gern, aber manchmal ist es langweilig. Normalerweise lese ich jeden Tag in der Schule. Das macht keinen Spaß. Gestern habe ich ein interessantes Blog gelesen.</p> <p>Meine Lieblingssendung ist Blankety Blank, weil sie so lustig ist. Das ist eine unterhaltsame Serie. Ich sehe sie jedes Wochenende. Am liebsten sehe ich Blankety Blank mit meiner Schwester. Das haben wir letzten Samstag gesehen. Das war so toll.</p> <p>Manuel Neuer ist mein Lieblingspromi. Er ist mein Vorbild, weil er ohne Zweifel sehr begabt ist. Außerdem ist er echt erfolgreich.</p> <p>Gestern Abend bin ich mit meinen Freunden ins Kino gegangen und wir haben einen spannenden Film gesehen. Das war ein kurzer Zeichentrickfilm. Er war kindisch, aber auch gewalttätig. Die Eintrittskarten waren SO teuer!</p> <p>Morgen werde ich nach der Schule eine Zeitschrift kaufen und lesen. Später werde ich die Nachrichten sehen. Das gefällt mir. Bald werde ich meine Lieblingsschauspielerin im neuen Film sehen.</p>
<div>  </div> <p>Gut zu wissen</p> <p>Scan the QR code to see the current top 10 films 'im Kino in Deutschland'.</p> <p>How many are in cinemas here too and how many are original German films?</p>

GERMAN Y8 Word list Spring 1.A

	der Abenteuerfilm	adventure film
	der Krimi	crime film
	der Liebesfilm	romance
	die Nachrichten	the news
	die Sendung	programme
	die Serie	series
	der Zeichentrickfilm	cartoon
	die Werbung	advert
	die Seifenoper	soap opera
	der Zuschauer	spectator

GERMAN Y8 Word list Spring 1.B

	spannend	exciting
	unterhaltsam	entertaining
	gruselig	scary
	kindisch	childish
	gewalttätig	violent
	witzig	wity, funny
	die Zeitung	newspaper
	der Roman	novel
	die Zeitschrift	magazine
	Sachbücher	non-fiction book

GERMAN Y8 Word list Spring 1.C

	der Fernseher	television
	die Eintrittskarte	entry ticket
	teuer	expensive
	billig	cheap
	das Gerät	appliance
	der Bildschirm	screen
	WLAN	WiFi
	Schauspieler*in	actor
	die Sondereffekte	special effects
	der Ton	sound

GERMAN Y8 Word list Spring 1.D

	neulich	recently
	normalerweise	usually, normally
	bald	soon
	das macht Spaß	that's fun
	das geht mir auf die Nerven	that gets on my nerves
	das gefällt mir	that pleases me, I like that
	das macht unfit	that makes you unfit
	eine Stunde	an hour
	nicht mehr als	not more than
	am liebsten	most of all

GERMAN Y8 Word list Spring 1.E

	das Vorbild	role model
	bescheiden	modest
	charismatisch	charismatic
	erfolgreich	successful
	großzügig	generous
	selbstbewusst	confident
	selbstlos	selfless
	der/die Promi	celebrity
	ohne Zweifel	without a doubt
	außerdem	besides, furthermore

GERMAN Y8 Word list Spring 1.F

	morgen	tomorrow
	nach der Schule	after school
	erstens	firstly
	zuerst	firstly
	dann	then
	danach	afterwards
	später	later
	schließlich	finally
	entweder...oder...	either...or...
	die Hausaufgabe(n)	piece(s) of homework

REVISION: Scan the QR code above to access the word lists on Quizlet!
This QR code links to all [the Y8 German Quizlet sets](#).

**Phonics: er****Nerven****teuer****erstens****Werbung****erfolgreich****Zuerst****Fernseher****außerdem****Phonics: w****entweder****wo****Werbung****gewalttätig****normalerweise****selbstbewusst****witzig****Zweifel**

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Algorithm	A set of instructions that need to be followed to solve a problem.
Sequence	A set of instructions in the right order.
Variable	Computer memory used to store data used in programs. Stored data can be changed.
Data type	Different types of data are stored in variables: strings, integers, float, Boolean.
String	Characters that can include any combination of letters. A string must be inside quotation marks.
Integer	A whole number e.g. 403 or 10.
Float	A decimal number e.g. 19.25 or -0.001.
Syntax	The format that the code needs to be in.
Selection	Is used to check a condition and then do one thing if the condition is True and another thing if the condition is False.
Iteration	When a set of instructions is repeated.
Casting	Used to change the data type of a variable.
Concatenation	Lets you combine two or more strings or inputs in an output.
Tier 2 vocabulary	Definition
Programming language	Used by programmers to write computer programs e.g. Python, SQL and Java.
Execute	To run a program. Select Run then Run Module OR press the F5 button.
Condition	Used to make decisions in a program.
Process	All modern computers function of the idea of input - process - output.

Section 2: New Knowledge/Skills

Print statement - allows you to display text in the shell.

```
print ("Hello World!")
print ("I am a programmer")
```

Input statements - using input () we can ask a user to input information.

Entering an **integer**.

```
number = int(input("Enter a number"))
```

Concatenation

```
userName = input ("What is your name?")
print ("Hello! " +userName)
```

userName is a **variable**. Naming variables:

- Choose a recognisable name.
- Start with a letter NOT a number.
- Can contain letters, numbers and the underscore symbol (_)
- Variables are case sensitive (name, Name, NAME)

IF statements - used to select different options depending on a condition (also known as **selection**).

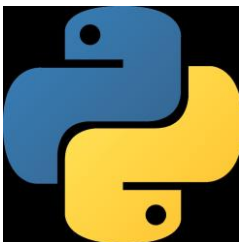
```
number = int(input("Enter a number between -5 and 5"))
if number > 0:
    print ("Your number is positive")
elif number < 0:
    print ("Your number is negative")
else:
    print ("Your number is 0")
```

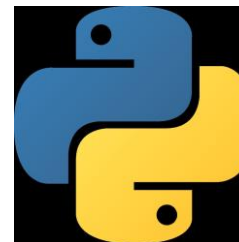
Escape characters - are used to add punctuation and formatting to print lines.

Escape character	Output
\ "	"
\ '	'
\n	new line
\t	tab
\\	\

Boolean operators

```
> greater than
>= greater than or equal to
< less than
<= less than or equal to
== equal to
!= not equal to
```





Section 3: Other subject specific content

Indexing strings - Each individual character in a string can be given a index value. The first character in the string is given the index value 0. The table represents a string stored in the variable **programName**.

p	y	t	h	o	n
0	1	2	3	4	5

Comments - (#) an explanation or annotation in the code of a program. They make the source code easier for humans to understand, and are generally ignored by the computer.

Syntax errors

Traceback (most recent call last):
File "C:/Python33/a.py", line 2 in <module>
Above - it says the line the error is on.
prin (greeting)
NameError: name 'prin' is not defined
#Above - it says what type of error.

Don't forget about checking for errors

☒Not indenting correctly, or forgetting to indent.
☒Forgetting the colon (:) at the end of a line for selection - if, elif, else.
☒Incorrect spellings - input instead of input, Print instead of print.
☒Misspelt variable names e.g. username instead of userName.
☒Forgetting the quotes at the end of strings.
☒Forgetting the bracket at the end of a function.

Questions


What is a variable?
Explain why is a bad idea to name a variable that will store the name of a car as xyz.
What is wrong with this line of code?
Input ("What is your name?")

What will this code output?

```
name = "Guido"
print ("name")
```

What nationality is Guido van Rossum?

How did a British comedy TV series inspire him?





PE: Basketball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Jump Shot	The most common way to shoot the ball by jumping up straight to shoot over the defender.
Set Shot	Keeping the feet on the floor when shooting - only used for free-throw.
Lay-up	A close range shot taken with a running action after dribbling to the basket.
Dribble-move	Changing hands or direction when dribbling to evade a defender - key techniques are the crossover, spin, through-the-legs and behind-the-back.
Man-to-man	A defensive system where each player is responsible for marking a player from the opposing team.
Over-dribble	Taking too many bounces of the ball and either losing possession or having a negative effect on your team's attacking options.
Violation	Breaking the rules of the game such as travel, double-dribble, out-of-bounds, carrying.
Foul	Physical contact which gives an unfair advantage over an opponent.
Free-throw	If you are fouled when shooting, you will get a free-throw - basketball's equivalent of a penalty shot

Section 2: New Knowledge/Skills

In Year 8 basketball you will develop your scoring ability by working on the two main **techniques** for scoring baskets: the **jump-shot** and the **lay-up**.

You will learn how to use the **skill of dribbling** more effectively in the game to help your team.

You will start to work as a team in games by communicating with each other to organise an effective **man-to-man** system. As your understanding of the game improves more rules will come into play to keep games fair and you may be asked to **referee** your classmates' games.

PE: Net Games

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Rally	Hitting the shuttle or ball back and forth with your opponent.
Service	Getting the rally started with a serve - there are some important rules to follow to keep things fair.
Umpire	Net games are officiated by an umpire - you will take a turn as umpire in most lessons.
Love	The score of zero in net games is called 'love' eg. 3-0 is said "3 love". Love comes from the French for 'egg' - l'oeuf - because a zero looks like an egg.
Fault	When a player breaks a rule they commit a fault. There are many faults that you will need to watch out for when umpiring.
Court	The correct name for the playing area in badminton.
Tramlines	The double lines around the badminton court.
Service line/box	Badminton courts have a service line and service box.

Section 2: New Knowledge/Skills

In your Net Games lessons this year you will play some badminton and some table tennis, developing the key skills that you learned in Year 7 table tennis lessons and gaining an introduction to the key points of the game of badminton.

In table tennis you will develop your ability to play competitively against an opponent. In badminton you will be introduced to the basics such as grip stance, backhand, forehand, overarm, underarm as well as the key rules.

Questions:

How many rules of the table tennis serve can you list?

How many rules of the badminton serve can you list?

What happens in each sport when the serve clips the top of the net?

In each sport, when does the serve go over to the other player?

PE: Gymnastics

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Flight	Producing gymnastic shapes and movements in the air, with or without assistance.
Apparatus	A piece of equipment used in a gymnastics lesson to enhance safety or enable you to perform skills.
Cannon	Performing skills or actions one after another.
Mirror	Performing skills and actions in time and in opposition.
Vault	A gymnastic skill performed using apparatus such as a box, buck or horse.
Controlled landing	Landing safely and effectively on 2 feet, having performed gymnastic flight.

Section 2: New Knowledge/Skills

Do you know 3 important **safety procedures** that we should follow when setting out apparatus in a gymnastics lesson?

Can you explain what the following pieces of **apparatus** are used for and how we would use them safely? **Springboard, trampette, box, buck, bench, gym mat, crash mat, horse..**

How should we **land** after performing flight and give 2 reasons why this is so important?

Can you explain or demonstrate some of the following types of flight? **Tuck jump, star jump, straddle jump, pike, through vault, turn, diving roll.**

When performing a flight **routine** with a partner we may choose to work in **cannon or mirror**. What is meant by these terms? Could you spot them being used in a lesson?

Can you give an example of **assisted flight**?

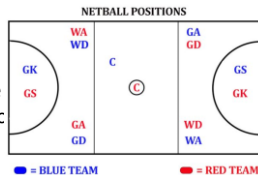
PE: Netball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
1st Stage Defence	Marking the player
2nd Stage Defence	Marking the ball
Horizontal Band	An area across the width of the court
Held Ball	Holding the ball for more than 3 seconds
Contact	Touching another player
Obstruction	Standing less than a metre away from a player with the ball
Free Pass	A method of restarting the game after a player has broken a rule.
Penalty Pass	A method of restarting the game after a player has committed a foul against another player - the player who committed the foul stands by the stand of the player taking the pass.

Section 2: New Knowledge/Skills

Within the netball module you will learn how to:

Play the full 7-a-side version of the game. You will learn the names, roles and the areas of the court each playing position can go in. Be introduced to some new rules - **held ball, obstruction, contact & over a third** and how the game is re-started after these rules have been broken. Do you know the difference between a **free** and **penalty pass**. What are these awarded for?



Perform a range of dodges (**sprint, change of direction** and **feint**) in order to get free from a defender.

Perform the correct shooting technique & develop movement within the shooting circle to create space & receive the ball

Use horizontal bands to create space on the court in order for your team to keep possession of the ball

Switch from 1st and 2nd stage defence. Know when to do this and why it is important.

PE: Hockey

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Possession	Keeping control of the ball as a team by passing it or dribbling it and not letting the other team get it.
Stickwork	Being able move your hockey stick quickly to control, dribble and turn with the ball, making it difficult for defenders.
Self-pass rule	When re-starting the game, remember that you can dribble the ball as well as pass it.
Shooting circle	The semi-circle in front of goal. You need to be inside it to take a shot.
Give-and-go	A quick way to get the ball up the field: pass to a teammate, run up the field and they give you the ball back.
Dodging	Trying to dribble past a defender in a one-on-one situation.
Deception	When dodging, make the defender think you are going one way, then go the other!
Passing angles	Make sure there is a clear line between you and your teammate in order to make a pass.
Formation	Arranging your team into roles such as defence, midfield and attack so that all areas of the pitch are covered.

Section 2: New Knowledge/Skills

In this year's hockey unit you will continue to develop your individual skills but there will be more focus on working as team.

Stickwork will be an important part of your effectiveness as a player - quick and accurate control so you don't get tackled.

Keeping **possession** as a team will now become essential in order to create more goals and we will explore ways to link passes with teammates such as **creating passing angles** and using the **give-and-go**.

In games, we will start to get some team organisation and look at how to play in **formation**.

PE: Swimming

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Speed	This obviously means going as fast as you can, but we need to recognise it at as the opposite of endurance. You cannot go fast for very long.
Endurance	The ability to keep swimming for a long period of time, but not particularly fast.
Efficiency	A smooth technique can help you move through the water with less effort, increasing both your speed and your endurance.
Breathing	It sounds obvious again, but a smooth and regular breathing pattern can improve the efficiency of the stroke.
Straddle entry	A safe way to enter deep water in an emergency situation. Your face should stay out of the water.
HELP position	Heat Escape Lessening Posture - take up this position to stay afloat in a survival situation.
Surface dive	Diving underwater from the surface of the water.

Section 2: New Knowledge/Skills

In Year 8 swimming, we will be looking at ways to measure and improve the **efficiency** of our strokes. This will help both our speed and endurance.

We will explore how to start widths efficiently to gain maximum momentum, including sitting and standing **dives**. We will also look at efficient turn technique such as the **tumble turn**.

In **personal survival** we will try some tougher challenges such as the **straddle** entry into deep water, head-first and feet-first **surface dives** and endurance swimming. We will also have a go at swimming with clothes on.

In water-polo we will play the full-version of the game with goals, goalkeepers and a range of rules.

PE: Rugby

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Tackle	Wrapping your arms around a players legs to try to bring them to the ground.
Breakdown	The point at which the attacking teams forward progress is stopped, usually by a tackle.
Recycle	After the breakdown, the attacking team try to set up for another attack.
Ruck	After a player is tackled and the ball is placed on the floor, the teams compete for the ball
Maul	When a player with the ball stays on their feet in the tackle and players arrive to compete for the ball.
Line-out	The forwards of both teams line up for a throw-in from the touchline.
Scrum	The restart after a forward pass or knock-on where the forwards bind together to push over the ball.
Offside	Players must always stay on their own team's side of the ball.
Forwards	Players who usually use their size and strength to win the ball for their team and make ground up the pitch.
Backs	Players who use their speed and skill to avoid being tackled and to get the ball up the pitch.
Scrum-half	Collects the ball from the forwards and passes to the backs.

Section 2: New Knowledge/Skills

This year will see a move to contact rugby and you will first learn the key points of safe and effective tackling.

This will then be transferred to game situations where we will introduce many of the roles and rules mentioned in the table above. You will work towards becoming either a forward or a back depending on the personal and physical qualities you offer your team.

PE: Football

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Possession	The team or player in control of the ball.
Formation	Players plan and perform in set positions in the game.
Width	Using the sides of the playing area.
Depth	Using the ends of the playing area.
Distribution	Making good decisions about how and where to send the ball.

Section 2: New Knowledge/Skills

You will be encouraged to demonstrate a good ready position, to prepare for action. This will include outfield and goalkeeping roles.

Continue to demonstrate passing, dribbling and control skills to keep possession. Have you been able to use your left and right side to do this?

When we perform in small sided games you will be using basic positions in a formation. These are defence (including goalkeeping), midfield and attack.

Position	What do you need to do in this role?
Goalkeeper	
Defender	
Midfielder	
Attacker	

List three actions that are needed when you are a team captain?

PE: Running

New knowledge/Skills
You will continue to develop your endurance in running this year with further target setting to help you towards achieving a personal best in your timed runs.
We will look at how we can use lap times and split times to help break down a performance and help us to achieve a target.
We will consider some of the mental aspects of running which can be used to motivate ourselves and therefore improve performance, for example, positive self-talk .

PE: Health and Fitness

New knowledge/Skills
Through the various activities in Year 8 we will consider the effects of exercise on the body and the science behind them, including: <ul style="list-style-type: none"> • Redness of the skin • Changes to our breathing • Increased heart rate • Sweating
We will link these effects to the importance of the warm-up and we will introduce the idea of having a cool down after an intense exercise session.

PE: Leadership

New knowledge/Skills
To develop our leadership abilities in Year 9, you will be challenged to use your PE knowledge at times to lead a warm-up or a skill practice for a group of classmates.
We will discuss and try to develop some of the key personal qualities which can help you become a good leader such as: communication, initiative, responsibility, knowledge, reliability, confidence, body language .
You may be asked to take on various leadership roles such as coach, captain, referee, scorekeeper .

Section 1: Key Vocabulary

Tier 3 vocabulary Definition

Scarification Scratching, etching, burning, branding, or superficially cutting designs into skin.

Fragmented To break or cause to break into pieces

Tonal bar A way of demonstrating a tonal range

Batik A method of printing on fabric

Proportion How the sizes of different parts of a piece of art or design relate to each other.

Symmetry When two halves of a work of art mirror each other

Pressprint Thin polystyrene printing sheets

Easel A frame for holding an artist's work or an object while it is being painted or drawn.

Gradient A gradual blending from one colour to another colour

Elongate To stretch out of proportion lengthwise

Tier 2 vocabulary Definition

Carving The act of using tools to shape something from a material

Blend The gentle transition from one tone or colour to another

Texture How something feels e.g., rough or smooth

Detail An individual or small part of an item

Highlight The lightest parts of an object, drawing or painting. Where the light hits or reflects off an object.

Distort To be out of proportion

Observational drawing

You are going to make a drawing of an African mask - this is called first-hand observational drawing.

It is important you draw lightly and carefully using a 2B pencil.

Initially you are learning about what your mask looks like.

Look closely at your mask –

What shape is it?

Is it symmetrical?

Where are the eyes positioned?

How long is the nose?

Does it have hair or ears?

What sort of a mouth does it have?

Are there any other details? Headdress? Facial markings?

You are now going to start your drawing.

1. Lightly draw a **straight line** down the centre of your mask photograph and repeat this on your blank page, using a ruler. This will be the centre of your mask. This is a construction line so don't press on as you will be rubbing these out later!

2. Lightly draw the **outline** of the main mask. Ignore any bits that are add-ons. (headdresses or ears) Is your mask symmetrical? If so copy over the shape.

3. Now add headdresses, ears, to the outer shape. Don't add facial details yet, you are only looking at the main outline..... **remember to sketch lightly**, as these may need to be moved.

Now you are going to place the facial features – the eyes, nose and mouth. Remember to sketch these lightly, as your first attempt may not be correct.

Start by placing the eyes. Notice on this mask the eyes are central to the main head shape. Study your mask and decide where, and how big your masks eyes are. Now **lightly** draw in where you want them to go using **construction lines**.

Use **construction lines** to help you place all of the main facial features now – as shown on the photo. So how low does the nose drop below the eyes? How far is it to the centre of the lips?

Adding Tone

Below is a drawing of An African mask. You can see all of the line work is done and the artist has started to add tone using a shading pencil. Use a **4b or a 6B pencil** for your shading. Before applying tone to your drawing, draw up a **Tonal Bar** somewhere at the edge of your page.

Use a ruler to draw the grid. Then carefully and smoothly fill in the tones from darkest to lightest using your **4 or 6B pencil**. You should look to use each of these tones in your drawing.

Important- Before adding any tone to your mask, rub out any construction lines.

Now, using the full range of tones, start to apply shading to your mask drawing.

Start by looking hard to spot the darkest areas. Compare your darkest areas – are they equally dark or is one darker than the other?

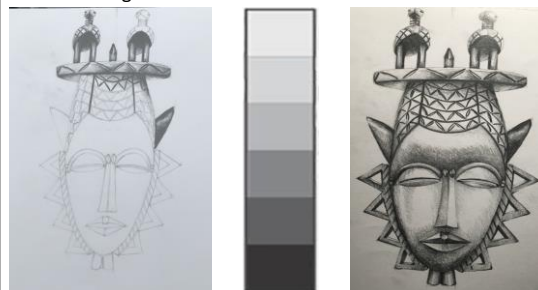
Start with your darkest tone. Decide where you are going to start and gradually apply this dark tone to your drawing.

Apply this same dark tone to the mask drawing where you feel it should be.

Now look at how this tone changes as the shape of the mask changes.

Look carefully to see how the tones **blend** from dark to light carefully and **smoothly**.

Dark, mid and light tones can be found all over the mask where the light and shadows fall.



Section 1: Key Vocabulary

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Pressprint	Thin polystyrene printing sheets
Easel	A frame for holding an artist's work or an object while it is being painted or drawn.
Gradient	A gradual blending from one colour to another colour
Elongate	To stretch out of proportion lengthwise

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Carving	The act of using tools to shape something from a material
Blend	The gentle transition from one tone or colour to another
Texture	How something feels e.g., rough or smooth
Detail	An individual or small part of an item
Highlight	The lightest parts of an object, drawing or painting. Where the light hits or reflects off an object.
Distort	To be out of proportion

Section 2: New Knowledge

Cubism - A term applied to a group of artists working in a particularly inventive, new way starting in 1907. Influenced heavily by African Art, they brought different views of subjects (usually objects or figures) together in the same picture, resulting in paintings that appear fragmented and abstracted.

Artists

Pablo Picasso	George Braque
Juan Gris	Paul Cezanne

Context - In 1907 Pablo Picasso, George Braque and other European artists visited an exhibition of African Art at an exhibition at the Ethnographic Museum of Trocadero in Paris. There they saw a large amount of African art and craft items including masks, sculptures and fabric. They saw African Art for the first time and were inspired by what they saw.

They began to incorporate African influences in their own work. They were inspired by the stylised and distorted faces and the expressive power of the tribal artwork on show.

One of the earliest and most important pieces of work influenced by African Art was by Pablo Picasso and is called **Les Femmes d'Alger (O.J.)** and was painted in 1907. This piece, marked a radical break from traditional composition and perspective in painting. It shows five naked women painted as flat, splintered surfaces whose faces were inspired by African masks. The cramped space in which they stand together appears to push forward in jagged shards.

Another painting by Picasso which demonstrates how African art influenced the cubist style of painting is called **Nude with Drapery** and was painted in 1907. The head and figure in this painting are simplified, elongated and have harsh markings resembling a deeply carved wooden surface.

Section 3: Techniques

African Fabric

One of the main traditional techniques for dying fabric by hand in West Africa is called **batik**. Batik fabrics are brightly coloured, often using complementary colours and are highly detailed.

The Process

Wax + dye = batik

The batik process in Africa is simple in theory, but complex in practice.

First, the theory. Wax + dye = batik. Applying wax to fabric creates a resist which dye cannot penetrate. Where there is wax, the fabric stays the colour it was before going into the dye vat. Where there is no wax, the dye colours the fabric.

Now, the practice. African batik makers use a variety of techniques and tools to apply their wax, including carved foam rubber and wooden stamps, sticks, combs, feathers and various brushes. They might drip wax from on high or splatter it with a whisk broom.

Batik artists

One of Kenya's most famous Batik artists, Heidi Lange, has created over 300 pictures of Kenyan life. Her work can be viewed on www.heidilange.net
Other renowned African batik artists - Esther Amate, Grace Adover, Neneh Jallow

To view a range of African artefacts, visit www.quaibranly.fr



Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
tone	How light or dark a part of an artwork is.
rhythm	Harmonious sequence of colours/shapes
interpret	Explain the meaning of
contrast	Difference in tone which creates a visual effect
landscape	Horizontal viewpoint
perspective	Representation of 3D on a 2D surface
composition	How something is put together
portrait	Vertical viewpoint
analysis	Detailed examination of something

Tier 2 vocabulary

Tier 2 vocabulary	Definition
research	Investigation into something
quote	Repeat or copy out from text
relevant	Appropriate to what is being done
famous	Known about by many people

New Knowledge/Skills

Researching your chosen artist

Divide into sections and present with images from the artist's work. Write in full sentences so anyone reading it can understand what you are saying.

CRITICAL ANALYSIS OF AN ARTWORK

Here are some tips to assist you when examining or discussing artwork.

1. DESCRIBE (What do I see?)	2. ANALYSE (How is the work organised?)
<ul style="list-style-type: none"> •landscape, portrait, people, still, animals, religious, historic •foreground / background •time of day, season •place or setting / inside or outside •abstract / realistic •horizontal / vertical •old vs. modern/historic vs. contemporary •action - what is going on? •story? 	<ul style="list-style-type: none"> •line: strong, dominant, thin, directional, broken, outline, structural, curved •colour and value: warm, cool, light, dark, solid, transparent, bright, dull, monochromatic, realistic or abstract •texture: smooth, rough, coarse, soft •space: perspective, foreground, middleground, background, point of view •form: 2D vs 3D form on flat surface, sculptural form •contrast, emphasis, rhythm, pattern, movement, balance, unity, repetition •How do the elements and principles of design work together? •How does the artist use the elements / principles to get your attention? •composition
3. INTERPRET (What is happening?)	4. JUDGE (What do I think about the artwork?)
<ul style="list-style-type: none"> •The artwork is about... •It makes me think about... •The artist is saying... •Mood and feeling: calm, violent, sad, joyful, angry, hopeful, scared etc •The artists wants you to see... •The artist wants you to think about... •The artwork reminds me of... •I want to know... •If I could ask the artist a question, I would ask... •symbols •metaphors •meaning •context •relationships between all the individual parts of the work 	<ul style="list-style-type: none"> •The best part of the work is... •The strengths of the work are... •The weaknesses of the work are... •The artist communicates ideas by... •I learned... •I like ___ because... •I dislike ___ because... •I would(n't) choose to hang this work in my room because... •Other people should study this work because... •This work has survived the test of time because... •Why do different people see and understand artwork differently?

Think about how to present your work- include relevant facts and your own analysis of the work as well as images of the artist's work and your own studies of parts of them to help you design the puppet's clothing in the style of your chosen artist.



Vincent Van Gogh

Born: March 15, 1853

Died: July 29, 1890

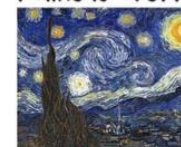
From: Netherlands

Time Period: Post-Impressionism

About:

Vincent Van Gogh is considered one of the greatest artists of the post-impressionist time period. He is most notably known for his painting "Starry Night". Before Van Gogh became an artist he was studying to become a minister. When he moved to Paris he began painting and was inspired by the light and color of the impressionist movement. Van Gogh struggled throughout most of his life, he was admitted into a mental hospital where he painted "Starry Night".

Famous Work:



Starry Night



Self Portrait



Sunflowers

Vocab: Post-Impressionism: A movement in art where artists reacted against the naturalism of the impressionists to explore color, line, and form.

Make sure the writing is your own and that you quote anything which someone else wrote. E.g., "What would life be if we had no courage to attempt anything? ..."

Van Gogh

Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Symmetry Similar parts facing each other

Proportion The relationship of one thing to another in size

Tier 2 vocabulary

Definition

template A shape used as a pattern to draw from

score A notch cut out into a surface

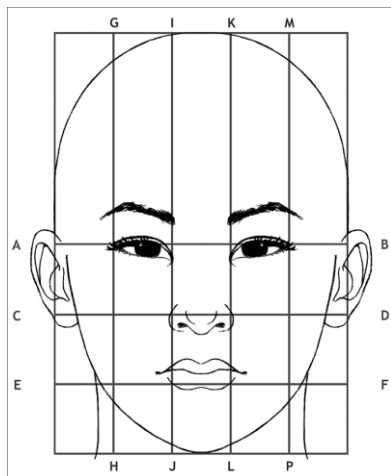
design A plan or drawing

style A way of doing something artistic

motif A decorative image

pattern A repeated decorative design

research Investigation into something



Use this guide to help you get the proportions and symmetry of the face.

Artist Research



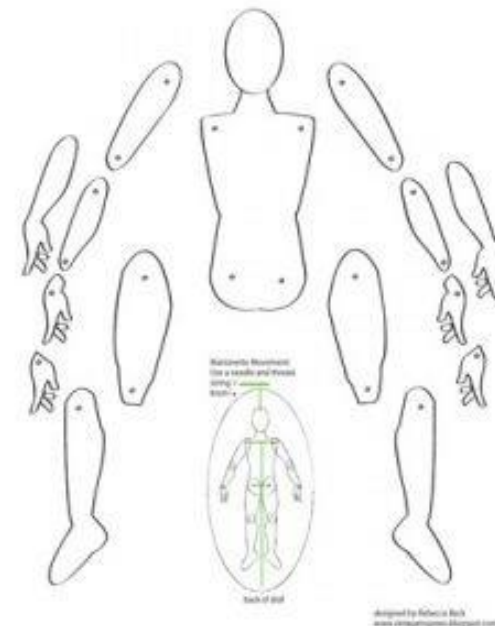
Puppets designed by Louise Burgess.

Research one of the following artists:

- Sonia Delaunay
- Vincent Van Gogh
- Andy Warhol
- Henri Matisse
- Pablo Picasso
- Frida Kahlo
- Salvador Dali

Find a picture of your chosen artist and draw their face. This will be used for your puppet. Look at images of their work and draw in the style of the artist, picking out key motifs and patterns. Use these to make patterned clothing for your artist- examples above.

Making a template



Carefully cut out the template given to you and score holes in where indicated. Make the puppet body as shown using split pins to put together. The designed artist clothing will be added to this puppet.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Altarpiece	An artwork depicting a religious scene for display on an altar in a Christian church.
Archetype	A typical example of a certain thing.
Ornithologist	Someone who studies birds.
Renaissance	A fervent of European cultural, artistic, political and economic "rebirth" following the Middle Ages.
Trompe-l'œil	French for 'deceive the eye' - visually representing an object so as to appear real to the viewer.

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Canvas	In painting, a sheet of textile usually stretched over a wooden frame acting as a surface for painting.
Delft	A city in the Netherlands, famous for its blue pottery, that was important in the Dutch Golden age.
Engraving	Technique of making prints from a metal plate into which a design has been incised.
Oil paint	A type of paint in which pigments are suspended in a slow drying oil.
Panel	In painting, a solid surface, often wood, on which a painting is made.
Plate	In this sense, an illustrated page.
Relief printing	A printing technique in which a raised surface with a design is used to print an image onto a surface.
Vibrant	Bright and saturated colour.
Watercolour	A type of paint in which pigments are suspended in a water-soluble paste or block.
Woodcut	A relief printing technique in which designs are engraved into a flat wooden block.

Section 2: Artists



John James Audubon's Birds of America was printed between 1827 and 1838. It contains 435 life-size watercolours of North American birds, all reproduced from hand-engraved plates, and is considered to be the archetype of wildlife illustration. As an ornithologist, Audubon produced the series as an attempt to catalogue all of America's birds.



Carel Fabritius (1622-1654), an artist of the Dutch Golden Age, painted the Goldfinch in oil in 1654 - it depicts the eponymous bird at life size, creating a trompe-l'œil. Fabritius was a pupil of Rembrandt. He was killed at the age of 32 in an accidental explosion in Delft. As a consequence, Fabritius produced relatively few artworks in total.



Albrecht Dürer (1471-1528) was a German painter and printmaker of the German Renaissance, noted for his portraits and altarpieces. He also produced a number of separate drawings, paintings and etchings of nature. These intensely detailed, closely observed studies enriched Dürer's larger works and had a lasting impact on other artists.

Section 2: Artists



Red Canna, 1919

Georgia O'Keeffe (1887-1986) was an American painter renowned for her contribution to modern art. O'Keeffe was well-known for her large scale paintings of flowers of which she made around 200 between around 1920-1950. O'Keeffe's flower paintings range widely in their colour palettes from subtle variations of white, to vibrant colour contrasts.



Autumn Leaves, 1925

Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Cross cutting A device to move between two or more scenes staged in the space at the same time. It's important that the audience know which part of the action they should follow. One part of the action remains in still image while another scene is played out, directing the audience's focus.

Character Status Status is the level of power or influence a character has.

Intonation This is the rise and fall of your voice.

Phrasing The way you break up a longer chunk of text into smaller pieces to help give it more meaning to the audience.

Emphasis The way certain words are stressed to help communicate meaning to an audience.

Naturalistic acting An acting style that is believable and mirrors how people behave in real life.

Proxemics The deliberate use of distance between you and other characters or objects to communicate something to an audience.

Tier 2 vocabulary

Definition

Stereotype A familiar character identified by an oversimplified pattern of behaviour that typically labels the character as being part of a group of people.

Sensitivity Thinking and reflecting carefully on the subject matter.

Explore Considering the subject matter from various different perspective.

Cause and effect In a cause and effect relationship, one event causes another to happen. The cause is why it happened, and the effect is what happened.

Section 2: New Knowledge/Skills



Try this vocal warm up.



How do we use FACE, BODY, VOICE, SPACE to communicate emotions? The QR code will give you ideas.

P is for...

A useful way to remember different vocal skills is through the four Ps.

Pitch - the height or depth of the voice

Pace - the speed at which lines are delivered

Pauses - often forgotten and particularly important for building tension

Phrasing - the inclusion of pauses and how an actor chooses to break up or emphasise certain words or phrases



In this clip actors explore how to show status on stage.

Cross cutting is used to cut between two different actions happening at the same time. By cutting back and forth between these different events, the director can establish that they are somehow linked. For example, in the film Jaws (1975) the director cross-cuts between point of view shots of the killer shark moving beneath the waves and shots of swimmers splashing above the waves. By cutting back and forth between the two locations audiences soon get the impression that a shark attack is imminent.

What do these images Communicate?



Section 3: Characters and Information

Characters that you will play this term.

Bully

Victim

Passer-by



The QR code takes you to the poem *Four O'Clock Friday* by John Foster.

Where to get help at Belper School?

You could speak to one of our anti-bullying ambassadors.

Erin Crabtree
 Jess Carroll
 Sophie Jackson
 Zoe Watson
 Freya Gibson
 Lola Postlethwaite
 Isla Heafield

You can also speak to any member of staff.



Section 3: Links to Prior Learning

Status was explored in The Tempest when creating scenes between Prospero and Caliban.

Vocal Techniques are taught when exploring how to create tension in the Woman in Black.

Naturalistic Acting was the style of acting that was taught in the Home From Home

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Taiko	"Taiko" is a Japanese word, which means a Japanese drumming style, a drum group, drum music and a drum itself.
Samba	A Brazilian music style that features a range of percussion instruments
Raga	A collection of pitches, much like a scale in Western Music, from India
Bachi	Straight wooden sticks used in Japanese Taiko
Polyrhythm	The combination of different rhythm patterns, played together
Son Clave	A syncopated rhythmic pattern used in Samba music

Tier 2 vocabulary	Definition
Improvisation	A piece of music created spontaneously or without preparation
Scale	A series of notes played in order
Performance	The act of presenting musical work to an audience
Unison	To play the same thing at the same time, as one.
Ensemble	Performing as part of a group

Section 2: New Knowledge/Skills

Japanese Taiko



The word itself means 'big drum'. Taiko is a form of drumming in which physical movement, expression and group choreography matter as much the rhythms being played. It is not just drumming but an explosion of sound, movement and energy. Taiko is a harmony of rhythms played on different drums to produce a musical composition. It is strong and positive. It's a means of expression joyful energy, accessible to everyone, enjoyable for all.

Brazilian Samba



Samba is a type of popular music with roots in Afro-Brazilian traditions. Samba music is distinct for its characteristic rhythmic patterns and it's use of polyrhythms. Performed by an ensemble of different percussion instruments called a **bateria**. This word comes from the Portuguese word for drum kit. Samba is lively and energetic. And features repetitive rhythmic motifs

Indian Raga



A raga, or rag is a melodic framework for improvisation in Indian Classical Music – similar to how a scale is used in Western Music. Each raga traditionally has an emotional significance and is associated with things such as seasons, times and mood. There are hundreds of different raga, each bring it's own unique melodic personality

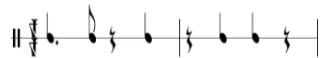
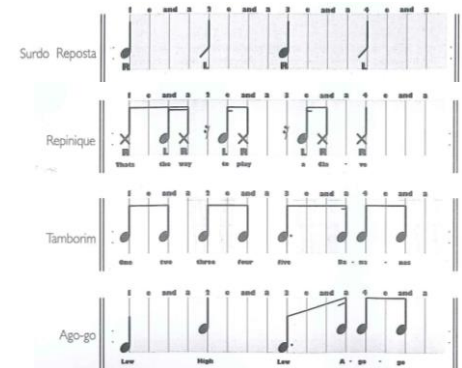
Section 3:

Shimabayashi

1	2	3	4	5	6	7	8
Dongo	Don	So-	-reh!	Dongo	Don	Sah	Saah!
Dongo	Don	So-	-reh!	Dongo	Don	Sah	Saah!
dongo	dongo	dongo	DON	dongo	dongo	DON	DON
dongo	dongo	dongo	DON	dongo	dongo	DON	DON
Dongo	go	Don	Sah!	Dongo	go	Don	Sah!
Tsul!	DON	Tsul!	DON	Tsul!	DON	Tsul!	DON
don	don	don	Don	Don	Don	DON	DON

Samba Batacuda

Son Clave Rhythmn

Indian Raga

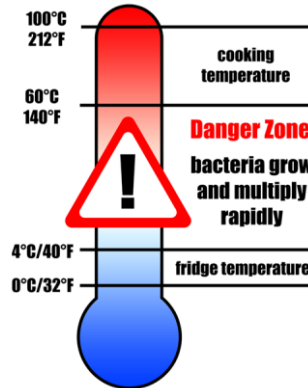


Links to Prior Learning: Notation reading skills, group work skills and rhythm skills from **Hooks and Riffs** and **The Four Chord Trick**

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Pathogenic bacteria	Harmful bacteria (can cause Food Poisoning)
Raising Agent	Can be biological (e.g. yeast) or chemical (e.g. baking powder) - methods of introducing bubbles to create light texture.
Fermentation	When yeast has the correct conditions it will produce carbon dioxide.
Reduction Sauce	Flavours in a liquid sauce become more intense when the water content is reduced through evaporation
Core Temperature	The central temperature that meat should reach to ensure that it is safely cooked.
Preservation	To keep something for longer without it decaying or deteriorating
Gluten	A stretchy protein which gives bread dough the capacity to expand as yeast produces carbon dioxide. (Some people who have coeliac disease cannot digest.
Hypothesis	Prediction of results
Enzymic browning	An oxidation reaction (usually in fruit and vegetables) which causes browning
Tier 2 vocabulary	Definition
Cross Contamination	Transfer of bacteria or an ingredient which can cause allergies from one place to another
Dough	Thick paste which can be shaped and moulded (e.g. pastry / bread)
Knead	Action of folding and stretching dough to develop gluten strands
High Risk Foods	Foods which have a high risk of carrying food poisoning
Prove	Leaving dough in a warm place to give the yeast time to produce carbon dioxide

Section 2: New Knowledge/Skills

Key Temperatures



1. What temperature should a domestic freezer be?
2. When using a temperature probe to check the core temperature of meat, what is the minimum temperature that it should reach?

Some Names of Bacteria	Where they are found
<i>Salmonella</i>	<i>Chicken & Eggs</i>
<i>Staphylococcus aureus</i>	<i>Humans & animals, skin / hair</i>
<i>Bacillus cereus</i>	<i>Reheated rice</i>
<i>E. coli</i>	<i>Animals / meat, unpasteurised milk / unclean water</i>
<i>Campylobacter</i>	<i>Animals / meat especially poultry</i>

Section 3: Other subject specific things

What Conditions Do Bacteria Need To Grow?

Warmth, Moisture, Food, Time

Who is most at risk of Food Poisoning?

Babies and toddlers, very elderly frail people, pregnant women, people who are already seriously ill or who have a compromised immune system.

Examples of high risk foods are

Meat and meat products, Fish (especially shellfish), poultry, eggs, dairy products & reheated rice

HW 1. Create a cartoon which explains how to reduce the risk of causing food poisoning when preparing, cooking & serving food. Use the key words from this knowledge organiser, then complete the **safety quiz on Google classroom** (or ask your teacher for a paper copy)

HW2. Research and Evaluate

Breadmaking is a tradition in countries all around the world. Find out about the different types of bread served around the world. You can look in bakeries, supermarkets, cafes, recipe books and the internet. Complete a chart like the one shown below. Ask the adults that you live with about the traditional bread eaten in the area they grew up. Then complete the Google classroom evaluation (or ask your teacher for a paper copy)

Type of bread	Country	Appearance	Texture	Flavour	Traditionally served with
Rye bread	Popular in Europe especially Germany	Dark rich colour	Quite dense inside crispy crust	Strong malted flavour	Open sandwiches or with soup
Naan					
Bagel					
Baguette					



Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Embroidery	Decorating fabric using thread and a needle to create a pattern
Fleece	A soft, warm, knitted fabric.
Non Woven Fabric	Fabric created by bonding fibres together using pressure, heat or adhesive
Knitted	Fabric created with rows of loops that interlock with each other
Sequin	A decorative, reflective piece of plastic that can be sewn onto a product
Button	A component that is sewn onto a textile item for decoration or functional purposes. Can be many different shapes, sizes and colours.
Tailors Chalk	A thin, triangle shaped chalk that is used to mark fabric.
Back Stitch	A stitch that can be used for decorative purposes or to secure stitches at the start or end of seam.
Oversewing	A stitch where the thread goes over the edge of the fabric to hold the pieces together securely and neatly.

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Sculpture	A 3D form, can be made from many different materials.
Template	A paper shape that shows the exact size of fabric that needs to be cut out

Section 2: Skills

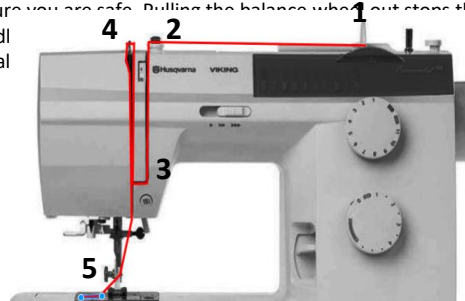
Manufacturing Process

1. Draw the packing to scale
2. Label the different fabrics/decoration skills you will use.
3. Trace templates from your drawing for each of the pieces you will need to cut from fabric. Cut out.
4. Place the templates onto the fabric. Hold in place with pins or draw around with Tailors chalk/pencil.
5. Carefully cut out fabric shapes
6. Pin the fabric shapes together to match your drawing. Sew together using hand or machine skills
7. Sew the front and back together, leaving a gap on one side.
8. Fill the design with stuffing and hand sew the gap.
9. Add details with 3D puff paint or embroidery.

How to thread the top of the sewing machine

Knowing how to change the top thread on the machine is essential in making your work look neater. It allows you to match the colour of the thread to the fabric you are sewing. The sewing machine has numbers and lines on it to show you how to thread the top of the machine. Use them alongside this diagram to help you change the thread successfully.

Remember to pull the balance wheel out before you start to ensure you are safe. Pulling the balance wheel out stops the needle pedal



If you need to change the bobbin you should ask your teacher for help.

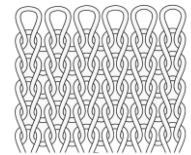
Section 3: Knowledge

Lucy Sparrow

Lucy is an artist who creates soft sculptures from felt. Her most famous piece was an installation of a supermarket where everything was made from felt. She recently made an installation for Buckingham Palace! To celebrate the Queen's Jubilee she made a full afternoon tea with every part made from felt. The work of artists can be a very interesting starting point for a project.

Knitted Fabric

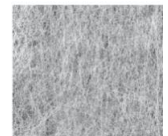
Knitted fabric is created by looping yarn in rows. The structure of the fabric means that it has a built in amount of stretch.



Fleece is a knitted fabric. Knitted fabrics are commonly used in garment production as it is comfortable due to the fabric being able to stretch with your body as you move, resulting in comfortable clothes.

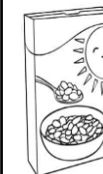
Non Woven Fabric

Non woven fabric is created by fibres that have been layer over each other in different directions. These fibres are Bonded together using adhesive, heat or friction. The resulting fabric is not very useful for garment production but is used for disposable medical clothing, such as the face mask you may have worn during the pandemic.



Creating 3D shapes in Felt

You will select a piece of packaging to recreate in felt for this project. To do this you will need to think about how the shapes will be made up, for example: This cereal packet would need to be made from.....



x 2 Rectangles for the base

X2 Rectangles for the front

X2 Rectangles for the sides



Section 1: - Key Vocabulary

Tier 3 Vocabulary

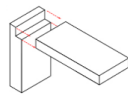
Cam	A shaped profile which transfers rotary movement to another form of movement in a new direction
Cam Shaft	A cylinder which carries the cams and is rotated
Cam Follower	A cylinder which rests on, and follows the movement of the cam profile
Lap Joint	A simple corner joint which increased the glued surface area
Comb Joint	An interlocking corner joint used to increase the gluing surface area and appearance
Image Contour	Technique used on 2D design to create an outline of an image
Laser Cutter	Machine used to accurately cut and engrave wood and some types of plastic

Tier 2 Vocabulary

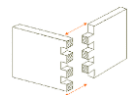
Mechanism	A system of joined moving parts designed to transfer or change an input movement into a new output movement
Reciprocating	Moving back and forth in a straight line
Rotary	Movement in full circles
Linear	Movement in a straight line in one direction
Design Brief	A context used to define a problem which requires solving
CAD	Computer Aided Design – Software used to design a product
CAM	Computer Aided Manufacture – A machine which is controlled by a computer

Section 2: Skills

Bench Carpentry

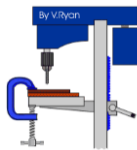


Lap Joint – A method of using a tenon saw, mallet and bevelled edge chisel to remove ½ the thickness of the one part wood to create a larger gluing surface areas.



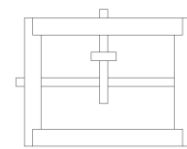
Comb Joint– A method of using a tenon saw, coping saw, mallet and bevelled edge chisel to remove 'fingers' of wood which can be interlocked and glued for strength, stability and appearance.

Pillar Drill



Drilling is a wastage procedure. When drilling all the way through a piece of wood the drill should be set at a lower speed, and the work piece should be clamped in place with a G Cramp. A piece of 'sacrificial' wood should be placed below the work to stop any splintering.

Mechanism assembly and testing



Cam profiles are attached to the cam shaft, the cam follower rests on top of the cam profile. The cam should rotate at a constant rate to produce the desired outcome movement of the follower, without it wobbling or jamming.

Practical Problem solving

When designing new products it is common to have problems along the way. Apply the 3B4me rule to independently solve your problem. Try 3 methods of solving the problem before asking the teacher for support. (Ask a friend who has already solved it, look at a teacher example, have a go)

Graphics application



Be able to apply paint to wood using a range of techniques, including brush, toothbrush splatter, sponge, and Pen pens.



Section 3:- New Knowledge

Design Briefs

Product design often happens as a result of a problem arising. Be able to analyse a problem, then write a design brief which will guide the development of ideas to solve the problem.

Types of movement



Linear
Movement in a straight line in one direction



Reciprocating
Movement in a straight line back and forth

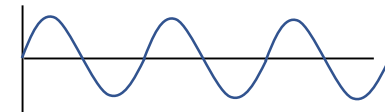


Oscillating
Movement back and forth in an arch



Rotary
Movement in a continuous full circle

Cam mechanisms

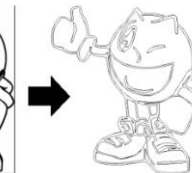


Eccentric Cam – Smooth movement up and down



Snail Cam – Fast, smooth movement up, followed by a drop back down

2 CAD Software - Contouring



Using CAD software to convert a Black and white JPG image into a white outline DXF image which a laser cutter can then engrave.

Section 4:- WAGOLL



Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Human rights a right which is believed to belong to every person.

Prejudice preconceived opinion that is not based on reason or actual experience.

Discrimination the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.

Tolerance the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.

Disability a physical or mental condition that limits a person's movements, senses, or activities.

Xenophobia dislike of or prejudice against people from other countries.

Tier 2 vocabulary

Definition

Respect due regard for the feelings, wishes, or rights of others.

Society the aggregate of people living together in a more or less ordered community.

Section 2: New Knowledge/Skills

What are some of our human rights?

Right to life and the right to an education

Right to express your views and opinions

Right not to be required to do forced labour and not to be treated as a slave

Right to liberty (freedom) and security (protection)

Right to have your own thoughts, beliefs and religion

Right not to be treated unfairly in the enjoyment of your rights because of your age, race, religion, sex, disability or any other status

Section 3: Other subject specific content

Why is disability more visible on tv shows and on social media?

Young children with disabilities now have role models clearly visible to them on TV and in person who they can aspire to be and they can see that anything is achievable, despite the condition they are born with or develop. Until recently young children would only see able bodied actors, sportsmen and women and presenters who appear different and 'normal' to them. Thankfully this is changing.

It is also important that the whole of society recognises that disability does not mean that someone is incapable of doing what others can; it might just take a little longer or things might need to be adapted.

The fundamental British values



Democracy



Rule of Law



Individual Liberty



Respect & Tolerance

Extra – Curricular Timetable

Year 8	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime	Spelling/Translation Bee With Sarah In Languages Book Club With Sarah Library Film Club With Letty In P1	Film Club With Letty In P1 Girls' Basketball (Wk2) With Leanne Sports Hall	Tech Club With Sarah-Jayne In T6 Cartoon Club (Wk2) With Robert A3 Belper School Christian Union With Stephen H3 Belper Band With Anna Mu1	Film Club With Letty In P1 Cartoon Club (Wk1) With Robert A3	Lunch Club With Emma Library Ultimate Frisbee With Matt, Rebecca and Sports leaders Sports Hall Chess Club With Carlos M1
After School	Homework Club All welcome In Learning Support	NRich Maths Club With Letty In P1 Computing Club With Adam L7 (Wk1) H10 (Wk2) LGBTQ+ Pride Club With Karen, Emma, Sally T5 Belper School Choir With Phil In Mu1 Homework Club All welcome In Learning Support	Music Producers Club With Phil In Mu1 D&D (Invitation only) With Mike In H9 Textiles Club With Sarah In T1 Recycling and Litter-Picking With Marc School site Boys' Football With Matt PE Broadway at Belper With Sarah Hall	LARP With Mike In H9 Gardening With Marc ACCESS garden Girls' Football With Leanne PE Music Club Band Rehearsal With Anna Mu1 Netball With Rebecca Courts/Sports Hall Scalextric Club With Phill, John T2 Homework Club All welcome In Learning Support	

2 Black/Blue Pens
and 1 Coloured Pen



2 Pencils



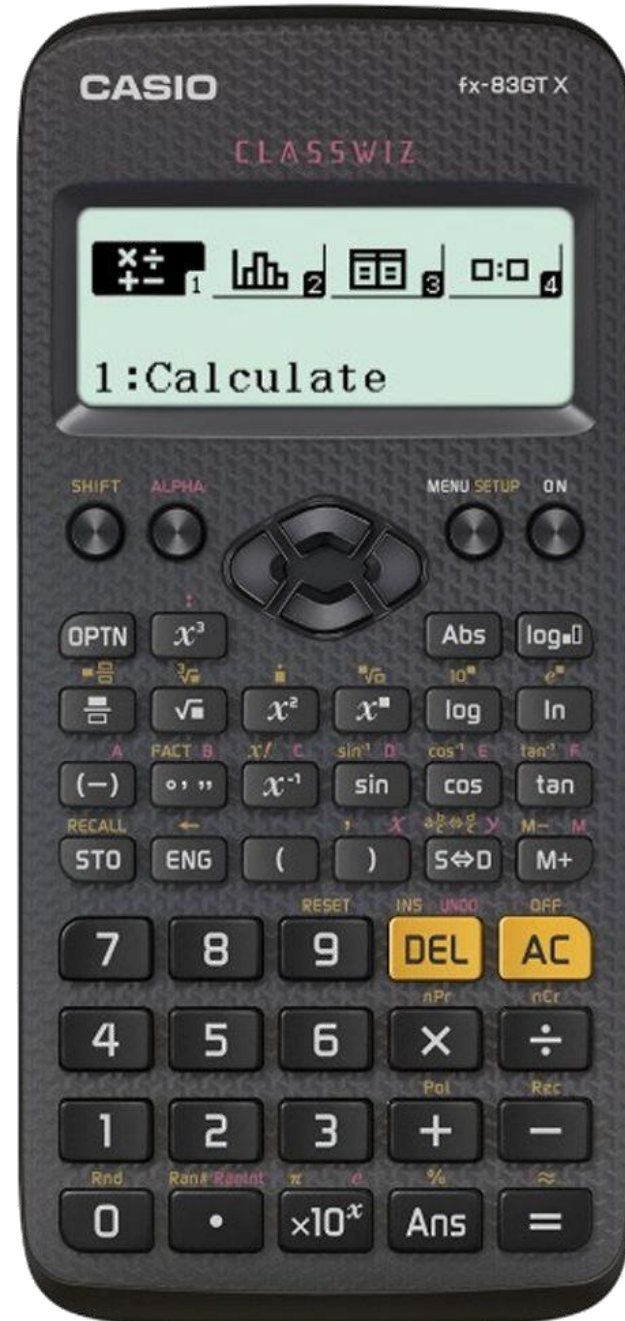
Eraser



Pencil Sharpener



Scientific Calculator



Planner

Ruler

