

Knowledge Organiser

Year 8 Spring 2 2023

Name:

Tutor Group:

“You are capable of anything you want. No-matter where you are from or where your start line is, everybody starts somewhere...”

Preet Chandi

British Army physiotherapist.

Completed the longest-ever solo and unsupported polar expedition in January 2023.



Create Your Future

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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

- All work should be neat, tidy and clearly set out.
- Your book is a record of your work and should be brought to every lesson.
- There should be no graffiti or doodling either on the cover or inside your book.
- Mark your work in a different colour. Correct mistakes ✓ write corrections or annotate.

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

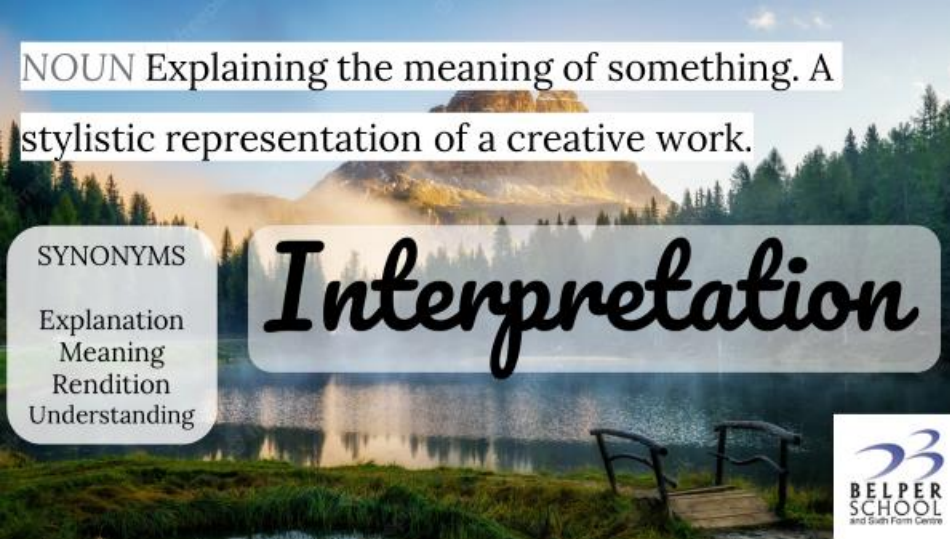
Some adults and pensioners have vouchers that give them a 25% off.

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

4. Diagrams or tables should be drawn in pencil, with a ruler.




NOUN Explaining the meaning of something. A stylistic representation of a creative work.

SYNONYMS

- Explanation
- Meaning
- Rendition
- Understanding

Interpretation



Words of the Week

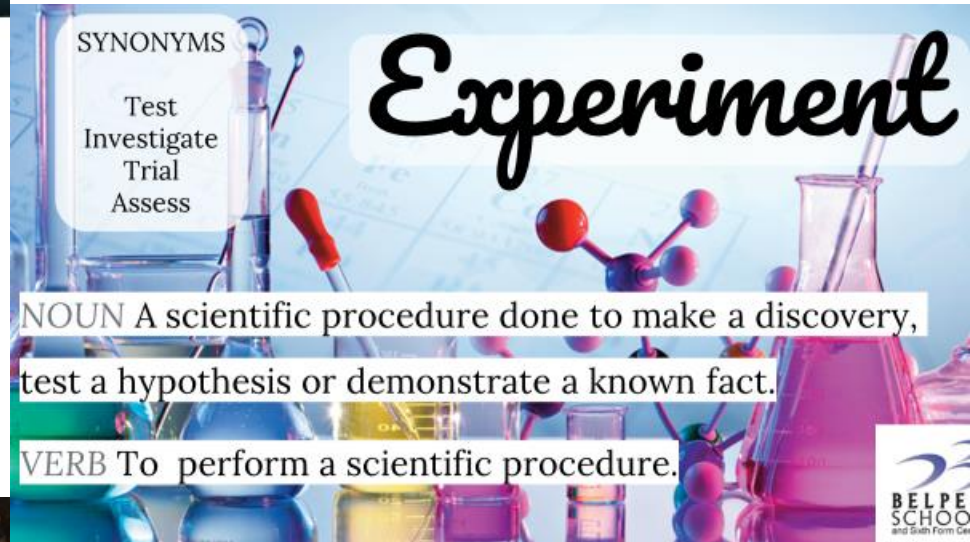


ADJECTIVE Free from outside control; not subject to another's authority or depending on another.

SYNONYMS

- Individualistic
- Free-spirited
- Self-sufficient
- Liberated

Independent




SYNONYMS

- Test
- Investigate
- Trial
- Assess

Experiment

NOUN A scientific procedure done to make a discovery, test a hypothesis or demonstrate a known fact.

VERB To perform a scientific procedure.




How have you used the words this half term?

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Caesura	A pause or break between words in a line of poetry
Rhyme Scheme	The ordered pattern of rhymes at the end of the lines in a poem.
Personification	Giving non-living objects human characteristics. E.g. the trees danced.
Sibilance	Repetition of the 's' sound in a group of words in the same sentence. Often produces a hissing sound.
Enjambment	When the line continues onto the next line, without punctuation at the end
Anaphora	the repetition of words or phrases in a group of sentences, clauses, or poetic lines.

Tier 2 vocabulary	Definition
Imagery	Visually descriptive language that you can image in your mind.
Alliteration	Words in a sentence that begin with the same letter or sound.
Propaganda	information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Connotation	an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.
Patriotic	having or expressing devotion to and vigorous support for one's country.

Section 2: Key Acronyms and Strategies		
R		Read the question
U		Underline the key words
C		Choose the best approach
S		Select any key information
A		Answer the question
C		Check your answer
C	Connective	Firstly, moreover, furthermore, in conclusion.
P	Point	Use the wording of the question and identify what your paragraph will explore.
E	Evidence	Find a relevant quotation and identify a language or structural device in it...
A	Analysis	... and then explore the deeper meaning of this quote/technique and how it links to the question.
T	Think	Finally, think about the intention behind the language choice (why?) and the possible impact on the reader

Section 3: Poetry Analysis And Context

Trench Conditions
Extreme Heat Extreme Cold Trench Foot Disease Rats Sleep Deprivation Malnutrition Gas Silence Homesickness No Man's Land
<div> Simile – 'beggars' – visual imagery – older than their years </div> <p><i>Dulce et Decorum Est</i></p> <p>Bent double, <u>like old beggars under sacks</u>, Knock-kneed, coughing like hags, we cursed through sludge, Till on the haunting flares we turned our backs, And towards our distant rest began to trudge. <u>Men marched asleep.</u> Many had lost their boots, But limped on, blood-shod. All went lame, all blind; Drunk with fatigue; deaf even to the hoots Of gas -shells dropping softly behind.</p> <div> Metaphor – 'marched asleep' – visual imagery – insight into the conditions – sleep deprived </div>

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
= 16191	3	600	150	21

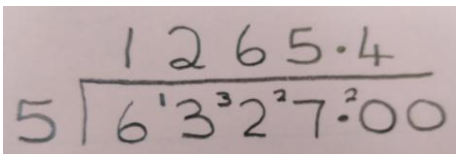
Adding the numbers in the table using column addition gives a total of 16191.

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

$$\text{smallest} = 20.6025\text{cm}^2$$

$$\text{largest} = 21.5625\text{cm}^2$$

Section 1: Key Vocabulary

Tier 3 vocabulary Definition

hypotenuse ...the longest side of a triangle

right-angled triangle ...a triangle which has a 90° angle

square or square number ...the product of a number multiplied by itself
e.g. $4 \times 4 = 16$,
so 16 is a square number,
and 16 is the square of 4

square root ...the number that multiplies by itself to make a square number
e.g. $4 \times 4 = 16$,
so 4 is the square root of 16
...represented with the symbol $\sqrt{\quad}$
so $\sqrt{16} = 4$
(find the square root button on your calculator)

Tier 2 vocabulary Definition

triangle ...a 2D (two-dimensional) shape with three sides and three angles

theorem ...a mathematical rule which can be shown to be true and used to find things we don't know

triple ...a set of three numbers

integer ...a whole number

Section 2: Prior Learning

- In **Year 7 Autumn 2** you will have looked at types of triangle in the **Pinboard Angles** topic.
- In **Year 7 Summer 2** you will have explored the area of squares in the **Area & Perimeter** topic.
- In **Year 7 Summer 2** you will have explored square numbers in the **Number Sets** topic.

Section 3: New Knowledge/Skills

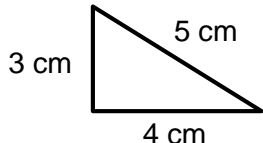
In this topic we will find out how to find the third side-length of a right-angled triangle if we know the other two side-lengths

Pythagoras Theorem states that :

“the sum of the squares of the shortest sides of a right-angled triangle is equal to the square of the hypotenuse”

...in other words...

- work out the squares of the three sides of the right-angled triangle
- now add the two smallest squares together – they should add up to the square of the hypotenuse



$$\begin{array}{r} 3 \times 3 = 9 \\ 4 \times 4 = 16 \quad + \\ \hline 25 \end{array}$$

and

$$5 \times 5 = 25$$

!!THIS ALWAYS WORKS FOR ALL RIGHT-ANGLED TRIANGLES!!

Section 4: Using Pythagoras Theorem

- We can find the hypotenuse if we know the two shorter sides
- We can find one or both of the shorter sides if we know the hypotenuse
- We can test a triangle to see if it has a right-angle by testing whether Pythagoras Theorem works.

Section 5: Pythagorean Triples

- Right-angled triangles do not all have side-lengths which are integers, but those whose side-lengths **are** integers are known as Pythagorean Triples.
- The example in Section 3 is an example of a Pythagorean Triple
- We can represent the triple in Section 3 as (3,4,5)

Now it's your turn!

- Can you use the Triple in Section 3 to find any other triples?
- Using a list of the first 100 squares, can you find any other Triples?
- List as many as you can
- Can you group them into 'families'? Explain how you've grouped them.

Section 6: Handy Hint

Always remember

No matter which side-lengths are given in a question, it's the two **SHORTEST** sides whose squares are added together – **NEVER** add the square of the hypotenuse to one of the other squares

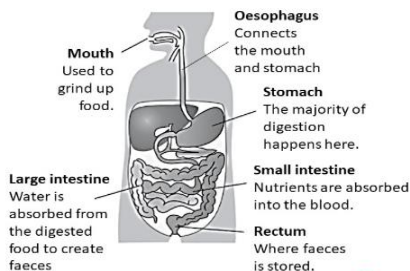
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Oesophagus	The muscular tube that connects the mouth to the stomach
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
Malnutrition	Lack of proper nutrition.
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.

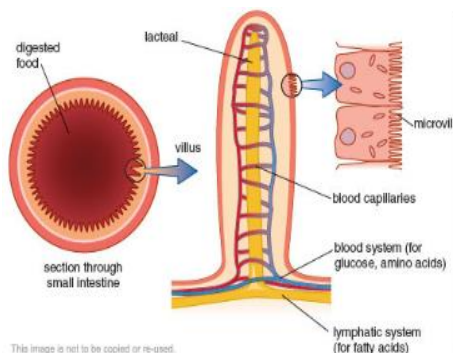
Section 2:

Food group	Use	Food test
Complex carbohydrates (starch)	Energy	Iodine – black
Simple carbohydrates (sugar)	Energy	Benedict's – green, yellow, orange or red
Proteins	Growth and repair	Biuret – purple
Lipids (fats)	Energy storage	Emulsion test - white

The Digestive System



Absorption in the Small Intestine



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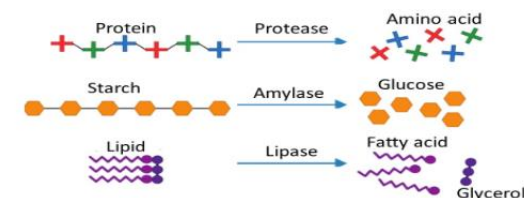
Section 3:

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.



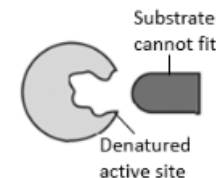
Lock and key hypothesis

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
Sedimentary	A type of rock formed from cemented grains
Igneous	Crystalline rocks formed from cooled molten rocks
Metamorphic	Produced when pressure and/or heat change rocks
Rock Cycle	The cycle of minerals through different stages
Erosion	Gradual wearing and smoothing of rock fragments
Weathering	Breaking off of large chunks of rock
Transport	Movement of rocks usually including erosion
Deposition	Laying down of grains of rock (sediments)
Compaction	Pressure on sediments leading to cementation
Grains	Small fragments of rock
Crystals	Interlocking grains of rock
Permeable	(Porous) able to absorb water
Magma	Molten rock below the surface
Lava	Molten rock above the surface
Tectonic plates	The cracked surface (crust) of the Earth

Tier 2 vocabulary	Definition
Acid Rain	Rain water with a pH below 7
Volcano	Site where Molten rock reaches the surface
Evidence	Data/information used to (dis)prove a theory
Theory	An idea to explain an observation or evidence

Section 2:

Rock Type	Formation	Appearance	Example
Intrusive Igneous	When Magma cools slowly below the surface	Large visible crystals, various colours	Granite, Gabbro
Extrusive Igneous	When Lava cools quickly above the surface	Small crystals, can be porous, various colours	Basalt, Pumice
Sedimentary	When grains of sediment are laid down, compacted and cemented together	Made of grains, can be various sizes, often shows layers, colour varies depending on where it was deposited, often porous	Limestone, Sandstone, Mudstone
Metamorphic	When other rocks are changed through heat and/or pressure	Huge variety depending on rock formed from, can have layers, crystals, not usually porous	Marble, Slate, Gneiss

The Rock Cycle

Types of weathering -

Chemical - Acid rain

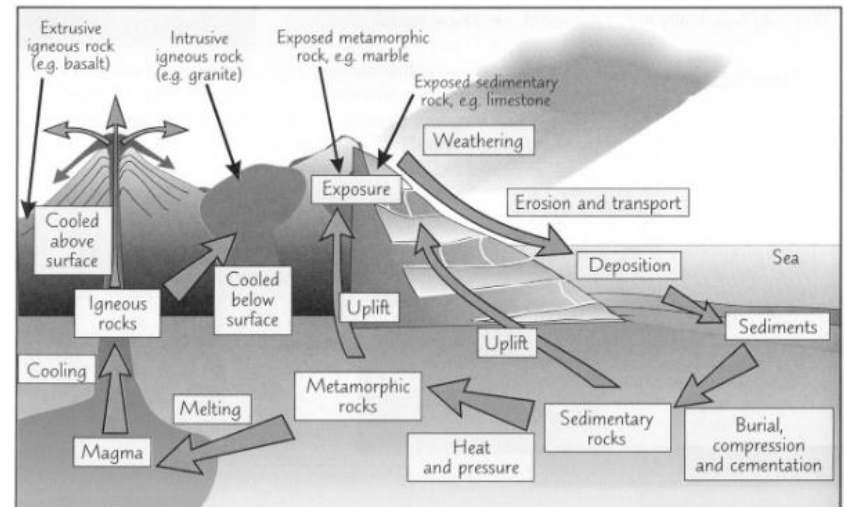
Biological - Plant roots

Physical - Waves/water, freeze-thaw, wind, Onion-skin

Plate boundaries

Constructive - Where two plates move Away from each other.

Destructive - Where two plates move Towards each other.



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

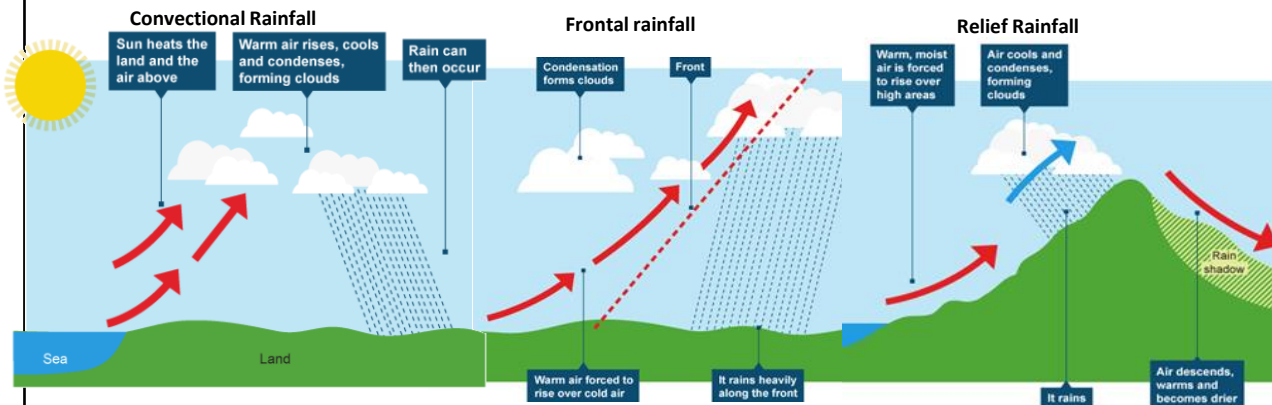
Section 2: New Knowledge

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 convectional 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****Mansa Musa** Ruler of the Malian Empire**Medieval** The period of History from 476-1492**Hajj** A religious pilgrimage made by Muslims**Enslavement** The action of making someone a slave.**Abolition** Bringing something to an end.**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.**Tier 2 vocabulary Definition****Trade** The action of buying and selling goods and services**Independence** The freedom to act freely**Trade Triangle** Trade between three countries**Economic** Involving money and trading**Independence** Being free from an overseeing power.**Empire** A group of states ruled over by a single monarch or country**Kingdom** An area ruled by a king.**Section 3: Key Events and dates of the period:****1180-1897** Kingdom of Benin that produced metal work like the Benin bronzes.**1235-1600** Mali Empire, this included the rule of Mansa Musa.**1312-37** Mansa Musa was ruler of the kingdom of Mali during this period.**1390-1914** Kingdom of Kongo- Had established contact with Europe.**1464-1591** Songhay Empire- They had a powerful army and centres of great learning.**1526** – Transatlantic enslaved trade begins.**1500s-1800s** - The Trade Triangle is established between Europe, Africa and the Americas.**1550's** – The Middle Passage – The journey from West Africa to the Americas. Slave traders bought or captured Africans and forced them onto ships. It was the middle of the three journeys the slave ships made. It is notorious due to the conditions onboard, causing the deaths of thousands of enslaved people.**1780s onwards** – Abolitionists like Thomas Clarkson and others begin their campaign to bring enslavement to an end, despite much opposition.**1791** – William Wilberforce makes his first attempt to have slavery abolished**1807** – It became illegal to purchase, transport and sell enslaved people from Africa**1834** – Slavery officially ends in all British colonies.

Today – The legacy of slavery and how the experiences of enslaved people should be remembered remains an issue for discussion

Section 4: Points to consider

How powerful was Mansa Musa?

What impact did slavery have on the people involved?

How did enslaved people resist their treatment?

Why did campaigners begin to demand change?

Why was there so much opposition to the abolition of slavery?

What was the Middle Passage really like?

Section 5: Enquiry Questions

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

How did some African countries gain their independence?

Section 6: Source Analysis

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

**Section 7: Interpretations****Interpretations:**


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

For example:

- How should the legacy of slavery be remembered today?
- Should the families for former enslaved people receive compensation for their treatment?
- What impact has slavery had on the African countries involved?

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	describes what happened in the past
Past participle	the verb changed into its past tense form e.g. ate, drank etc...
conjugation	to adapt the infinitive for different people (pronouns)
agreement	a change to the ending of the word to identify the gender m/f/pl

Questions	Translation
1. Où es-tu allé pendant les vacances?	Where did you go during the 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			
AVOIR	to have	ÊTRE	to be
j'ai	nous avons	je suis	nous sommes
tu as	vous avez	tu es	vous êtes
il a	ils ont	il est	ils sont
elle a	elles ont	elle est	elles sont

The perfect tense

There are 3 parts to the perfect tense.

the subject + the auxiliary + the past participle

The auxiliary verb is usually AVOIR but there is a small group of verbs which use ÊTRE. They can be remembered using the mnemonic MRS VAN DE TRAMP.

MRS VAN DE TRAMP		past participles	
monter	to climb/ go up	monté(e)(s)	climbed up
rester	to stay	resté(e)(s)	stayed
sortir	to go out/exit	sorti(e)(s)	went out
venir	to come	venu(e)(s)	came
aller	to go	allé(e)(s)	went out
naître	to be born	né(e)(s)	was born
descendre	to go down	descendu(e)(s)	went down
entrer	to go in	entré(e)(s)	entered
tomber	to fall	tombé(e)(s)	fell
retourner	to return	retourné(e)(s)	returned
arriver	to arrive	arrivé(e)(s)	arrived
mourir	to die	mort(e)(s)	died
partir	to leave	parti(e)(s)	left

Examples:

Je suis allé(e)	I went
Je suis né(e)	I was born
Elle est restée	She stayed
Nous sommes arrivés	We arrived
Elles sont sorties	They went out

Section 3: WAGOLL

Pendant mon temps libre je regarde la télé, surtout les séries policières. Je les trouve intéressantes et divertissantes. J'aime aussi écouter de la musique en streaming parce que c'est gratuit. Mon groupe préféré en ce moment c'est Vidéo Club. La musique est vraiment variée. Le weekend je télécharge les chansons sur mon portable. Je les trouve calmanes.

La semaine dernière je suis resté chez moi où j'ai fait beaucoup de choses. D'abord j'ai regardé une émission de télé-réalité qui s'appelle «Love Island ». C'était tellement drôle. Puis mon frère et moi avons joué à un jeu sur mon ordinateur. J'ai perdu mais on a bien rigolé. Ensuite nous sommes sortis et nous avons fait des achats en ville. J'ai choisi de nouvelles baskets blanches. Elles étaient vraiment chères. Finalement nous sommes allés au café et nous avons mangé des burgers et des frites. J'ai trouvé ça absolument parfait!

Samedi prochain je vais aller au centre sportif où je vais jouer au basket avec mes copains. Ça va être génial mais ça dépend si on gagne. Le soir je vais faire mes devoirs parce que lundi on a le collège.

À savoir:

You can double what you know by making a positive sentence negative.

ne/n'...pas	not
ne/n'...jamais	never
ne/n'...rien	nothing

Here is how you use them with 3 different tenses

Je ne lis pas	I don't read
Je n'ai pas lu	I did not read
Je ne vais pas lire	I am not going to read

Il ne va pas	He is not going
Il n'est pas allé	He did not go
Il ne va pas aller	He is not going to go

Have a go at making your own negative sentences with verbs that you know.

FRENCH Y8 WORD LIST SPRING 2.A

adj	seul(e)	alone
	comme	as
adj	seul(e)	I'm going to watch
vb	J'ai regardé	I watched
		I watch/am watching
vb	Je regarde	
nfpl	les documentaires	documentaries
nfpl	les infos	the news
nfpl	la télé-réalité	Reality tv
nmpl	les jeux	Games
nfpl	les séries	series/season

FRENCH Y8 WORD LIST SPRING 2.B

nfpl	les comedies	Comedies
nfpl	les feuilletons	Soap operas
	YouTube	You Tube
	à la demande	on demand
prep	sur	on
	sur Netflix	on Netflix
	sur mon ordinateur	On my computer
	sur ma tablette	On my tablet
	sur mon smartphone	on my smartphone
	en streaming	streaming

FRENCH Y8 WORD LIST SPRING 2.C

adj	varié	varied
adj	cher	expensive
prep	dans	in
	dans ma chambre	in my bedroom
	dans le salon	in the living room
	dans le bus	on the bus
		before
	avant les cours	lessons/school
nf	la récré	break
	après l'école	after school
adv	souvent	often

FRENCH Y8 WORD LIST SPRING 2.D

	en ce moment	at the moment
	tous les soirs	every evening
	tous les après-midi	every afternoon
	tous les matins	every morning
		to listen to/listening to
inf	écouter de la musique	music
nm	un chanteur	a singer (m)
	en ce moment	a singer (f)
	mon chanteur préféré	my favourite singer (m)
	ma chanteuse préférée	my favourite singer (f)
nm	un groupe	a group

FRENCH Y8 WORD LIST SPRING 2.E

	ce matin	this morning
	cet après -midi	this afternoon
	ça dépend	That depends
inf	trouver	to find/finding
DOP	Je le trouve	I find it (m noun)
DOP	Je la trouve	I find it (f noun)
DOP	Je les trouve	I find it (plural noun)
	Je trouve ca + adj	I find it + adj
adj	beau/belle	handsome/beautiful
adj	gentil/gentille	nice/kind (m and f)

FRENCH Y8 WORD LIST SPRING 2.F

	travailleur/travailleus	
adj	e	hard working
adj	ennuyeux/ennuyeuse	boring
vb	C'est + adj	It is + adj
vb	Je lis	I read/am reading
vb	Je suis allé	I went
vb	Je ne lis pas	I don't read
neg	ne...jamais	never
neg	ne...rien	nothing
nf	la lecture	reading
pron	quelque chose	something

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



Phonics: in	
matin	incroyable
intéressant	intelligent

Phonics: a	
Ça	tablette
travailleur	après

Phonics: é/er/ai/ez	
regardé	regarder
aller	allé
préféré	écouter

Phonics: on/an/en/om	
quand	en
centre	commercial

Section 1: Key Vocabulary/Questions

Tier 3 vocabulary

Definition

the perfect tense

a verb tense used to show that the action has been completed

modal verb

a verb used to show possibility, intent, ability or necessity. They are an auxiliary verb

auxiliary verb

these help another verb, often to express tense or possibility.

infinitive

The form of the verb before it has been conjugated with a subject or changed tense
e.g. spielen, haben, lernen, sehen, sein, segeln

Questions

Translation

1. Hast du neulich einen Film gesehen?

Have you seen a film recently?

2. Wo hast du den Film gesehen?

Where did you watch the film?

3. Was für einen Film war das?

What type of film was that??

4. Wie hast du den Film gefunden?

What did you think of the film?

5. Welchen Film willst du bald sehen?

Which film do you want to see soon?

6. Wie oft liest du normalerweise?

How often do you normally read?

7. Sollte man jeden Tag lesen, deiner Meinung nach?

Should you read every day, in your opinion?

Section 2: Grammar

The Perfect Tense

You need a *subject*, an auxiliary verb (a part of **haben** or **sein**) and a past participle.

haben		sein
ich habe du hast er/sie hat	I you (informal) he/she	ich bin du bist er/sie ist
wir haben ihr habt Sie haben sie haben	we you (plural) you (polite) they	wir sind ihr seid Sie sind sie sind

Ich **habe** einen tollen Film gesehen.

Meine Schwester **hat** gestern gelesen.

Jim und ich **haben** Popcorn gegessen.

Letzten Samstag **bin** ich ins Kino gegangen.

Mein bester Freund **ist** nach Nottingham gefahren.

Tim und Tom **sind** zu Hause geblieben.

Modal Verbs

Modal verbs need a 2nd verb as well for them to make sense. This verb goes at the end of the clause and is the infinitive form of the verb. *Modal verbs do not follow normal verb patterns. The 1st and 3rd persons are the same!*

wollen - want to

sollen – should, ought to

Ich **will** nicht lesen. I want to read.

Mein Bruder **will** Pizza essen. My brother wants to eat pizza.

Wir **sollten** nach Hause gehen. We ought to go home.

Meine Schwester **sollte** nett sein. My sister should be nice.

Section 3: WAGOLL

Gestern Abend bin ich mit meinen Freunden ins Kino gegangen und wir haben einen spannenden Film gesehen. Das war ein kurzer Zeichentrickfilm. Ich habe ihn kindisch, aber auch gewalttätig gefunden. Die Eintrittskarten waren wirklich teuer! Der Film hat um halb neun begonnen. Heutzutage sind Filme echt zu lang!

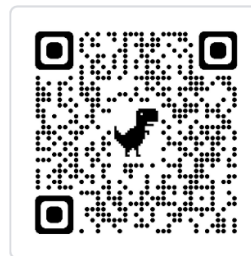
Ich will nächste Woche den neuen Avatar Film sehen, aber ich bin sauer, weil meine Freunde den Film nicht sehen wollen. Das ist so unglaublich gemein! Ich werde zu Hause meinen Lieblingsfilm im Fern sehen. Das wird gemütlich sein.

Normalerweise lese ich nicht so oft. Ich finde das sehr mühsam! Aber letztes Jahr haben wir ein tolles Buch in der Schule gelesen. Ich habe es geliebt!

Meiner Meinung nach sollte ich jeden Tag lesen, aber das ist nicht leicht. Ich würde öfter lesen, wenn ich mehr Zeit hätte.

Gut zu wissen

Scan the code to watch the trailer for **Balloon**, a German film about two East German families with a plan to escape to West Germany.



You may wish to do some research about why there were 2 German countries at the time and when and how they reunified to the Germany we know today.

GERMAN Y8 Word list Spring 2.A

ins Kino	to the cinema
im Kino	in the cinema
zu Hause	at home
nach Hause	home (to my house)
im Fern	on the TV
wann	when
wo	where
was	what
was für	what kind of
wie	how

GERMAN Y8 Word list Spring 2.B

ich bin gegangen	I went
wir sind gefahren	we travelled
ich habe gekauft	I bought
wir haben gegessen	we ate
ich habe getrunken	I drank
wir haben gesehen	we saw
ich habe gefunden	I found
wir haben geliebt	we loved
ich habe gehasst	I hated
ich bin geblieben	I stayed

GERMAN Y8 Word list Spring 2.C

um sieben Uhr	at 7 o'clock
um halb acht	at half past 7
um Viertel nach acht	at quarter past 8
um Viertel vor acht	at quarter to 8
vor sieben Uhr	before 7 o'clock
bis sieben Uhr	by 7 o'clock,
ab sieben Uhr	until 7 o'clock
um wie viel Uhr	from 7 o'clock
es hat begonnen	at what time
nichts	it started
	nothing

GERMAN Y8 Word list Spring 2.D

ich will	I want
ich will nicht	I don't want
du willst	you want
er/sie will	he/she wants
wir wollen	we want
sie wollen	they want
ich sollte	I should, ought to
ich sollte nicht	I shouldn't
er/sie sollte	he/she should, ought to
wir sollten	we should, ought to

GERMAN Y8 Word list Spring 2.E

müde	tired
das ist mir egal	it doesn't matter, I don't care
gemütlich	cosy
leicht	easy
mühsam	with difficulty
sauer sein	to be cross
unglaublich	unbelievable
wirklich	really
äußerst	extremely
echt	really

GERMAN Y8 Word list Spring 2.F

normalerweise	usually
heutzutage	nowadays
das dauert zu lang	that takes/lasts too long
selten	rarely
täglich	daily
wöchentlich	weekly
wäre	would be
hätte	would have
es gäbe	there would be
ich würde	I would

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: au

gekauft	sauer
Haus	grau
Hause	Auto
dauert	Hauptstadt

Phonics: eu

Freunde	neun
heutzutage	Geldbeutel
neulich	Teufelskreis
Leute	neu

Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Field	A field is a place to storage a single piece of data, where the information is structured around the same topic. E.g., a Colour or a Name.
Record	A record is a group of fields which are all related and grouped together on one bigger topic on either a person, item/object or area of interest.
Query	A query is a tool within a database used to select specific pieces of information about a topic.
Report	A report is a printed/digital copy outputted to a screen which contains the completed queries.
Wildcard Query	A wildcard query is used to identify fields which start with a particular letter or sequence of letters.
Boolean Value	A Boolean value is a value in a database which contains 2 options, typically Yes or No, or True or False.
Data Type	Is the type of data put into a database. Usually text, integer, date or Boolean
Table	The structure of a database file.

Tier 2 vocabulary


Definition

Search	To look for information
Sort	To put into a particular order
Filter	To remove pieces of information
Sequence	To follow instructions step-by-step

Section 2: New Knowledge

A Database is a Store of Data

- Databases are used to store lots of data in an organised way.
- Databases hold data in one or more tables. A table consists of a series of Fields and Records.

 **This is the table name**

Field Name	Data Type
ID	AutoNumber
Name	Short Text
Meaning of Name	Short Text
Pronunciation	Short Text
Period	Short Text
Diet	Short Text
Length (m)	Number
Height (m)	Number
Mass kg	Number
No of feet it walked on?	Number
Hip Type	Short Text
Group	Short Text

These are the different fields in a database about Dinosaurs

Changing and Adding Data in a Databases

A database is a table of information that looks like a spreadsheet. Individual fields can be edited in the cells to change data, and new records can be added at the end an existing one.

26	Tenontosaurus	sinew lizard	ten-ON-toe-saw-russ
27	Triceratops	three-horned face	tri-SER-a-tops
28	Tuojiangosaurus	Tuijiang lizard	too-WANG-oh-saw-russ
*	#####		

The Benefits of Databases

The benefit of databases is that you can search them quickly to find specific data, or use them to generate reports. E.g., what books in a book shop have sold the most copies.

Databases can also be used to store and hold lots of information digitally. This means that the use of paper is reduced and these do not need to be stored inside filing cabinets.

Section 3: Useful Subject Information

Wildcard Queries

A wildcard is a character that can be used to substitute for another character or a set of characters. For example, you can use a wildcard to query for any names of movies that begin with B.

To do this in an Access Database you would use the wildcard search =B* in the criteria box.

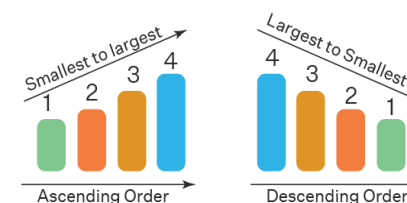
To find movies starting with the letters Bat, you would use the wildcard search =Bat* in the criteria box.

Sorting in a Database

You can sort tables in databases using a sort on either the record or the field. The two most common sorts are sorting the data Alphabetically or by number size

- An Ascending sort puts the smallest values first and the largest last, and alphabetically A first to Z last.
- A Descending sort puts the highest values first and the smallest last, and alphabetically Z first to A last.

Ascending and Descending Order



Searching and Filtering in a Database

Queries can be used to search and filter to databases. A filter is a condition applied to a field. It can be used to filter out data from the database which meets a certain argument. E.g., people who are older than 21. A search is a more complex filter query applied to a database which compares conditions in different fields and returns results based on those conditions. E.g., People who are older than 21 and also are Female in gender.

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**?

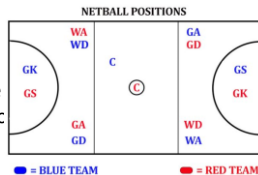
PE: Netball

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?

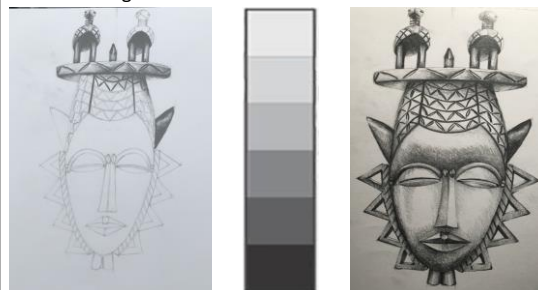
Start with your darkest tone. Decide where you are going to start and gradually apply this dark tone to your drawing.

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

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

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.quaibrany.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? ..."

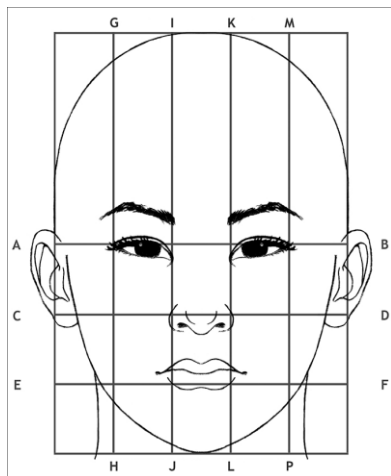
Van Gogh

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

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



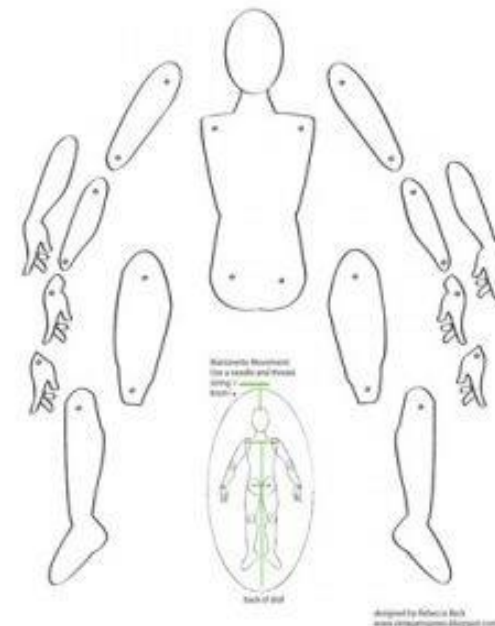
Puppets designed by Louise Burgess.

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.

Non-naturalistic techniques

Performance styles that are not dependent on the life-like representation of everyday life. Based on the work of Antonin Artaud (Theatre of Cruelty), Bertolt Brecht (Epic Theatre) and Jerzy Grotowski (Poor Theatre).

Soundscape

A soundscape is a rehearsed collection of sounds or words which are structured and performed to create an atmosphere.

Abstract still image

An image that focuses on emotions and concepts rather than actions.

Symbolic props

A symbol is something which stands for, or represents something else. Symbols are often used in drama to deepen its meaning and remind the audience of the themes or issues it is discussing. A prop often has a particular significance that an audience will instantly recognise when used symbolically in the work.

Tier 2 vocabulary

Definition

Cyberbullying

The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

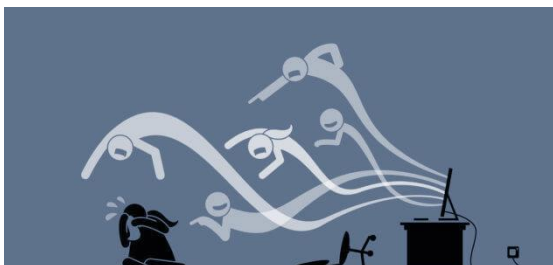
Cause and effect

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: Non-naturalism



What do the boxes represent?
Doors? Windows? Cages? Prisons?
What do you think?



Section 3: Information

What to do if you're being bullied on a social network

[reporttharmfulcontent.com](https://www.reporttharmfulcontent.com)

Bullying on Facebook, Twitter, YouTube, WhatsApp, Instagram, Snapchat or TikTok

With the increase of social networking sites, online activity and messaging apps, cyberbullying is on the increase. At least two million British children experience online bullying each year, with more than a quarter of them finding it to be worse during lockdowns compared to when schools are open, according to research by [USwitch](https://www.uswitch.com).

Key points:

Don't get into arguments online, this is called flaming and it can get nasty. If you break the rules of whichever site you're on then the content is likely to be removed and you might have your membership terminated

You can report bullying to an organisation called [Report Harmful Content](https://www.reporttharmfulcontent.com) online and they can help to get things taken down.

Be wary of using hashtags as that can open up your post to be visible on that particular hashtag thread on any social network or app

Where to get help at Belper School?

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

Year 9 Ambassadors are;

Lola Postlethwaite & Isla Heafield

Year 10 Ambassadors are;

Sophie Jackson & Zoe Watson

Year 11 Ambassadors are;

Harvey Allen & Katie Atton

Sixth Form Ambassadors are;

Jessica Carroll and Erin Crabtree

You can also speak to any member of staff.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Riff	A repeated musical pattern
Harmony	Playing two or more notes at the same time. The "harmony part" in music is different to the melody part
Rhythm	A series of long and short notes put together to form a beat
Texture	Layers of sound combined to make music.
Chord	Two or more notes played together
Syncopation	a placement of rhythmic stresses or accents where they wouldn't normally occur

Tier 2 vocabulary	Definition
Call and Response	Two short sections within a melody line where one phrase is answered by another
Improvisation	Previously unprepared performance. Making it up on the spot
Timing	The ability to synchronise with another person
Melody	The main theme or tune of the music

Section 2: New Knowledge/Skills

REGGAE is one of the traditional musical styles from **JAMAICA**.

Reggae was first heard in the UK in the 1950's when immigrants began to settle. During the 1960's, people began importing singles from Jamaica to sell in UK shops. Now, Reggae is known as the national music of Jamaica.

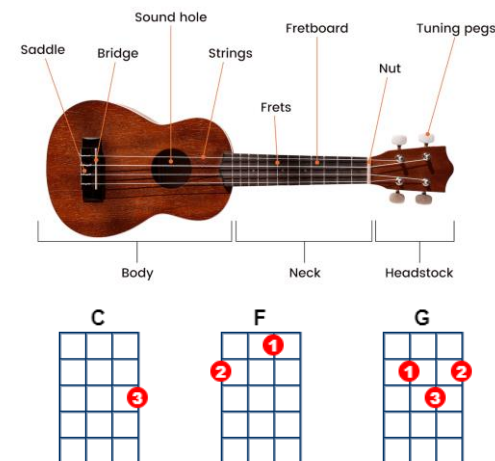


Reggae is closely associated with **RASTAFARIANISM** (a religious movement worshipping Haile Selassie as the Messiah and that black people are the chosen people and will eventually return to their African homeland). The **LYRICS** of Reggae songs are strongly influenced by Rastafarianism and are often political including themes such as **LOVE, BROTHERHOOD, PEACE, POVERTY, ANTI-RACISM, OPTIMISM** and **FREEDOM**

OFFBEAT RHYTHMS – Rhythms that emphasise or stress the **WEAK BEATS OF A BAR**. In music that is in 4/4 time, the first beat of the bar is the strongest, the third the next strongest and the second and fourth are weaker. Emphasising the second and fourth beats of the bar gives a "missing beat feel" to the rhythm and makes the music sound **OFFBEAT**, often emphasised by the **BASS DRUM** or a **RIM SHOT** (hitting the edge of a **SNARE DRUM**) in much Reggae music.



Section 3



BOB MARLEY was a famous reggae singer, **SONGWRITER**, and musician who first became famous in his band The Wailers, and later as a **SOLO ARTIST**.

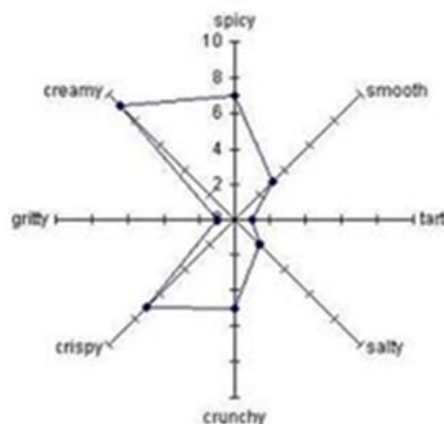


Don't [C] worry about a thing,
'Cause [F] every little thing gonna be all [C] right
Singin' don't worry about a thing,
'Cause [F] every little thing gonna be all [C] right
Rise up this mornin', smiled with the [G] risin' sun,
Three little [C] birds pitch by my [F] doorstep
Singin' [C] sweet songs of melodies [G] pure and true,
Sayin', [F] this is my message to [C] you-ou-ou

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Provenance	Where something comes from
Sensory Analysis	Analysing products based on the 5 senses
Umami	Savoury flavour e.g. from cooked mushrooms / onions
Kosher	Foods that are prepared according to Jewish dietary laws
Halal	Meat that is prepared in accordance with the Muslim faith
Protected Designation of Origin	Traditional foods that are registered as PDOs can only be made in certain areas by law. E.g. Melton Mowbray pork pie
Al dente	"To the bite" - not overcooked, food still has a firm (rather than soggy) texture. Usually used to describe pasta or vegetables.

Tier 2 vocabulary	Definition
Recipe development	Changing /adapting recipes to improve them or make them more appropriate for different needs
Filo pastry	Very thin pastry used to make spring rolls & samosas
Creaming method	Cake making method used for Victoria Sandwich cake, margarine & sugar are mixed until they look creamy, then eggs are added and flour is folded in
Seasoning	The addition of salt, pepper, herbs and spices to give a dish flavour
Tradition	Customs / beliefs / habits passed from generation to generation
Bland	Lacking in flavour
Intense or concentrated flavour	Strongly flavoured

Section 2: New Knowledge/Skills					
Religion	Pork	Beef	Lamb	Chicken	Fish
Islam	✗	Halal only	Halal only	Halal only	✓
Hinduism	✗	✗	✓	✓	✓
Judaism	✗	Kosher only	Kosher only	Kosher only	✓
Sikhism	✗	✗	✓	✓	✓
Buddhism (strict)	✗	✗	✗	✗	✗
Seventh-day Adventist Church	✗	✗	✗	✓	✓
Rastafari movement	✗	✗	✗	✗	✗



Descriptive words

Colourful
 Heavy
 Dense
 Fluffy
 Moist
 Soft
 Hot
 Sloppy
 Consistency
 Attractive
 Garnished
 Contrasting
 Delicate
 Subtle

Section 3: To do

	Parts of the plant used to add flavour
Chilli	
Coriander	
Turmeric	
Saffron	
Cinnamon	
Ginger	
Cardamom	
Mustard	
Basil	
Parsley	
Horseradish	

Homework 1 - Sensory Analysis

Complete a star diagram and results chart analysing the Bombay Potatoes or Chilli Con Carne which you made. Use the descriptive words from this knowledge organiser to help you. Then complete the evaluation on Google Classroom (ask your teacher for a paper copy if needed).

Taster's Name	Appearance	Taste	Texture
1.			
2.			
3.			

Homework 2 - British Food Traditions

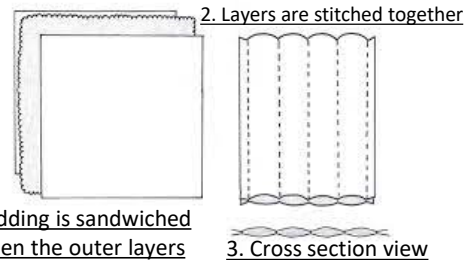
Complete the homework page from your school booklet. (Finding out about British traditions and matching the food to the area that it is linked with on the map.)

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Zip	A fastening device with two parallel rows of metal or plastic teeth on either side of a closure. The teeth are interlocked by a sliding tab. Often used on clothing, bags and suitcases, purses, tents, sleeping bags and other textiles.
Quilting	A method of sewing two layers of cloth with a layer of insulating batting in between. The insulation can be used to add warmth and protective qualities.
Bias	The bias of a piece of woven fabric is at 45 degrees to its warp and weft threads, i.e. the diagonal. It gives the fabric stretch, and makes it drape well.
Cross Stitch	A decorative hand stitch in which pairs of diagonal stitches of the same length cross each other in the middle to form an X
Polyester	A fabric or textile, which is made using synthetic, or “manmade” polyester yarns or fibres.
Tier 2 vocabulary	Definition
Repeat	The repeat of a fabric is the distance (in cm/mm) it takes before the pattern starts all over again
Component	Any resource that is used to complete the construction of a textile product. E.g buttons, zips, laces, eyelets
Form	The Design or Style of a product - the aesthetics.
Function	The uses and properties of a product e.g. a coat may be waterproof, a towel needs to be absorbent
Synthetic	Threads or fabrics manufactured in factories using chemical synthesis e.g. nylon / polyester

Section 2: Skills

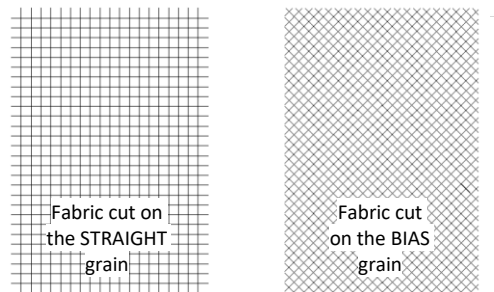
Quilting

A quilted fabric is one that is made from 3 layers. The layers are sewn together in a decorative pattern. The middle layer is called wadding (imagine stuffing fibres made into a fabric). Warm air is trapped in between the fibres in the wadding, this means that a quilted material will keep you warm.



Bias Tape

Bias tape is used to **BIND** the edges of quilted fabrics. The fabric is cut at a 45° to the straight grain. This makes the tape bend and fold around curves and corners more easily.

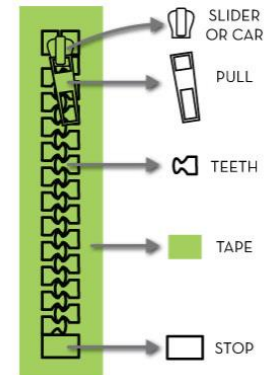


Section 3: Knowledge

Anatomy of a Zip

A zip is an example of a **COMPONENT** that is used in textiles.

In this case we will use the zip to improve the **FUNCTION** of our pencil case. i.e. we will be able to open and close it and things won't fall out! Alternative components we could use include buttons, press studs and velcro.



Zipper Foot

When you are sewing the zip onto your pencil case you will need to use a special presser foot/clamp on the machine.

You can tell the feet apart quite easily.



Standard Presser Foot

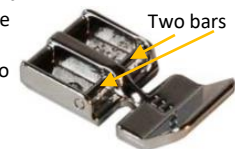
*The standard foot has a letter B on it.

*Standard foot has two prongs at the front.

*The standard foot has one bar on to fix it to the machine.

*The zipper foot has a letter E on it.

*The zipper foot has 2 bars on the top which means it can be fixed on in 2 different positions depending on which side of the zip you are sewing.



Zipper Presser Foot

Homework 1:

Sketch the different presser feet. Explain 3 different ways you could tell another student how to tell them apart.

Homework 2:

Sketch a diagram of a woven fabric, labelling the warp, weft and bias.

Year 8 Rotation 2

D&T:- Desk Light

Section 1: - Key Vocabulary

Tier 3 Vocabulary

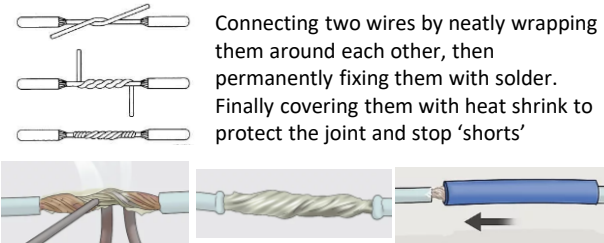
Light Emitting Diode	Electronic device used to give off a small amount of light when electricity passes through it in the correct direction
Solder	Metal with a low melting point, used to act as a 'conductive glue' to fix two metal wires together
Resistor	An electronic component used to slow the flow of electricity by converting some of it to heat
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

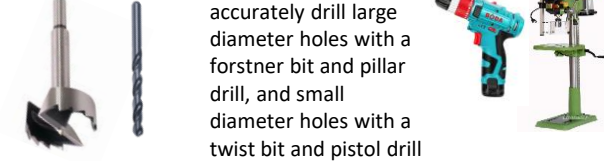
Pine	A softwood (evergreen, growing all year round), which have needle shaped leaves and seen are in pine cones. Fast growing, and grown in temperate climates (Scotland/Scandinavia). Often from managed FSC forests. Contains knots, light yellow colour.
Acrylic	Oil based thermoplastic. Can be reheated and reshaped many times
Plywood	Thin layers of wood glued together to form a board
Pillar Drill	Machine used to cut holes into wood, metal and plastics
Polishing Machine	Machine used to smooth and polish the edge and surface metal and plastic
Laser	Light Amplification by Stimulated Emissions of Radiation – Can be used as to cut non reflective materials

Section 2: Skills

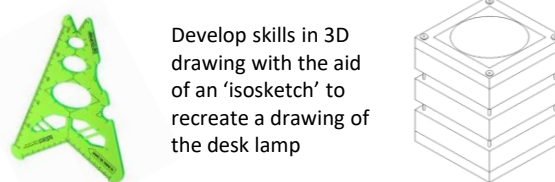
Introduction to soldering



Drilling



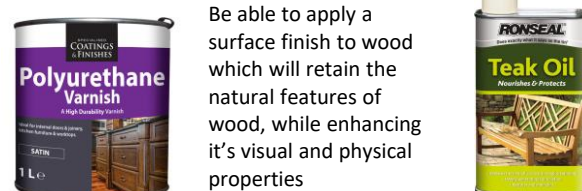
Isometric Drawing



Practical Problem solving

When designing new products it is common to have problems along the way. Apply 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)

Surface Finish



Section 3:- New Knowledge

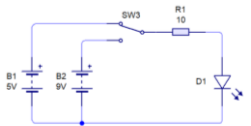
Evaluation

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

Electronics



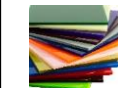
Identify and describe the components used in the circuit for the desk lamp. Use a diagram to represent the circuit



Materials



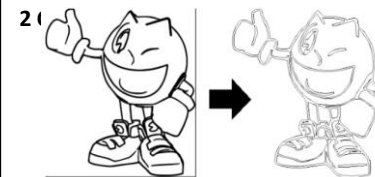
Continue to develop your knowledge of the range of materials used to create the desk lamp project, including Pine, Acrylic and Plywood



Understand the difference between a 'Physical Property' and a 'Working Property' of a material.

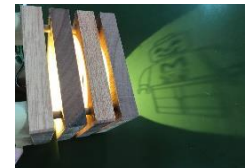


Be able to give examples of physical and working properties of Pine, Acrylic and Plywood



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

Section 4:- WAGOLL



Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Dopamine	a very powerful chemical released when you are 'in love' that makes you happy and excited to be around the person you fancy.
Infatuation	being so in love with someone that they are all you can think about and talk about.
LGBTQ+	Lesbian, Gay, Bisexual, Transgender. + meaning it is not exclusively just those above
Harassment	aggressive pressure or intimidation.
Stalking	to follow someone around without their consent, sometimes consistently and sometimes taking photos or footage.

Tier 3 vocabulary	Definition
Relationship	the way in which two or more people or things are connected, or the state of being connected.
Love	an intense feeling of deep <u>affection</u> .
Gender	the state of being male or female socially or culturally

Section 2:

Some questions to think about

'Love is when someone sees your flaws and is willing to work around them'. Is there ever a flaw that is so bad that nobody could work around it? Explain why or why not.

Do you think that someone's parents' relationship affects the way that they see romance? Explain why or why not.

Section 3:

LGBTQ+

As well as lesbian, gay, bisexual, transgender and queer, there are a lot more sexual and gender orientations (how people identify with their sexuality or Gender)

It is important to remember that gender and sexual orientation is a spectrum and some people may identify between 2 or more. An example of this is non-binary, which means a person does not identify full with either gender and may feel that they are somewhere in between.

Additionally people can be part of several different parts of LGBT. For example someone could be Transgender and lesbian.

WHAT'S IN A FLAG?

PROGRESS FLAG

The progress pride flag was designed in 2018 by Daniel Quasar, who added a five-colored chevron to the classic Rainbow Flag to place a greater emphasis on "inclusion and progression."

The progress flag is now used to acknowledge groups that have been historically left out of Pride events

Pink represents the female gender

White represents those who are transitioning, who are gender queer or gender fluid, and those who are intersex.

Blue represents the male gender

The flag includes the Transgender flag

The rainbow flag first debuted at the 1978 LGBT Pride Parade in San Francisco

Each color has meaning

- Life
- Healing
- Sun
- Nature
- Harmony
- Spirit

These lines represent marginalized LGBTQ+ communities of color

#FLAGFRIDAYS
PRIDE MONTH 2021

CONNECTICUT HOUSE DEMOCRATS

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 Chess Club With Carlos M1
After School	Homework Club All welcome In Learning Support	NRich Maths Club With Letty In P1 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



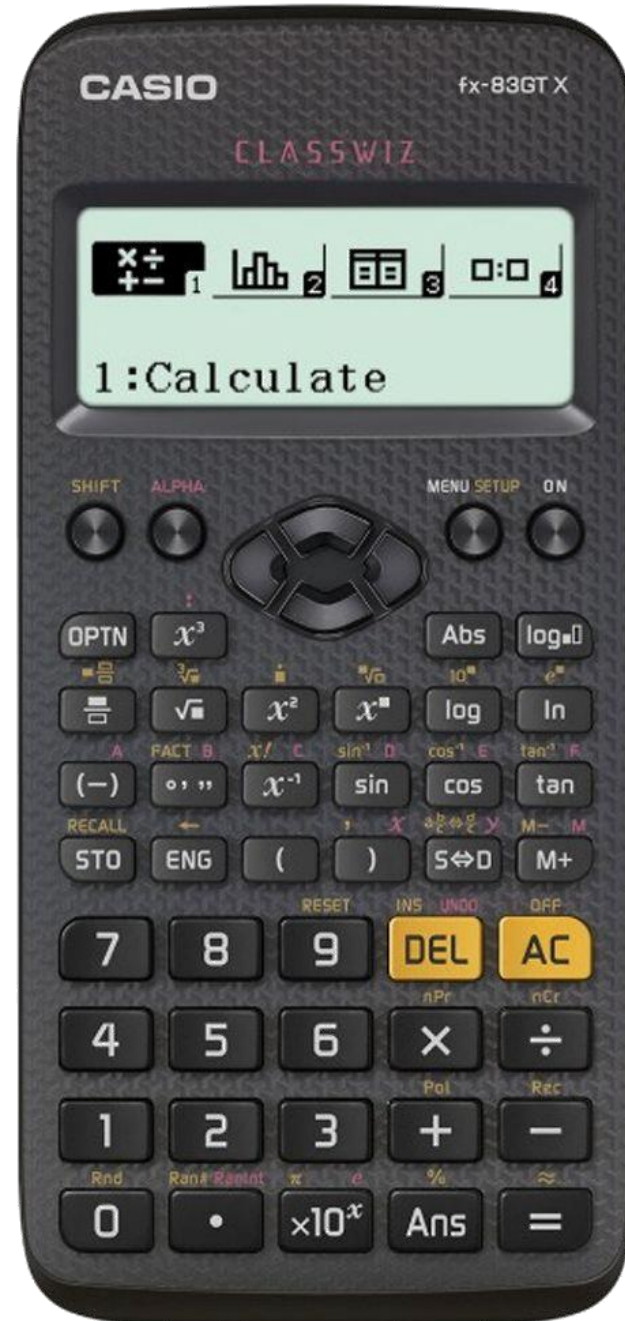
Eraser



Pencil Sharpener



Scientific Calculator



Planner

Ruler

