

# Knowledge Organiser

Year 8 Summer 1 2023

Name:

Tutor Group:

*Create Your Future*

“For me, sometimes it’s more important to perform well in training and know that I am improving rather than scoring in a game. It’s doing the hard work, day in, day out.”

**Marcus Rashford MBE**

*Professional footballer and author*

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

# Classroom Expectations

*Everyone Involved. Everyone Engaged*

## WORK HARD

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



## RESPECT FOR ALL, BY ALL



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

## SHOW RESILIENCE

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



## MAKE A CONTRIBUTION



I offer valid and well considered contributions to lessons.

## STRIVE FOR IMPROVEMENT

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



# Beautiful Books

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

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

Absolutely no graffiti or doodling in your book

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

All worksheets or loose paper to be stuck down

Diagrams and tables drawn with a pencil and ruler

Monday 5th September 2022

Title

Subtitle

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

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

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

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

Work out how much money Victoria raises through ticket sales.

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

3 BELPER SCHOOL



# Cumulative

## SYNONYMS

Increasing  
Growing  
Progressive  
Accumulative  
Collective

**ADJECTIVE** Increasing or increased in quantity, degree or force by successive additions.  
E.g. "The cumulative effect of two years of drought".

***How have you used the words this half term?***

# Words of the Week

## Determined

## SYNONYMS

Purposeful  
Adamant  
Resolved  
Decided  
Committed

**ADJECTIVE** Possessing focus, drive and purposefulness; having made a firm decision and being resolved not to change it.

## SYNONYMS

Inactive  
Lost  
Destroyed




## Extinct

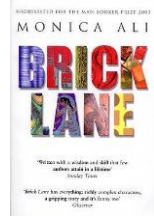

**ADJECTIVE** (of species, family or other group of animals or plants) having no living members; no longer in existence.

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

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

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

Section 3: Poetry Analysis And Context

<b>Trench Conditions</b>
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		Section 2: New Key Skills/Strategies			Section 3: British Asian Families													
Tier 3 vocabulary	Definition	<b>How to write about Questions</b> Questions are a really important tool in engaging the audience. When answers are expected, or it's a rhetorical question where no answer is expected, It's important to note that there are different types of questions that can be asked. <table><tr><th>Type</th><th>Example</th><th>Definition</th></tr><tr><td>Closed</td><td>'Do you want a chocolate bar?'</td><td>Has a yes/no answer structure that makes the audience think about that specific question</td></tr><tr><td>Pre-Supposed</td><td>'Are you an idiot?'</td><td>Directs the audience to think in a certain way – nobody is going to say 'Yes I am an idiot!' This can be then followed up with another statement so 'Are you an idiot?' Then you surely agree with me.</td></tr><tr><td>Open</td><td>'Where do you see yourself in ten years time?'</td><td>This doesn't have a specific answer, and is designed to make the reader think about the question that is being asked.</td></tr></table> <b>Example</b> When Amber is called into the head's office, the head asks her 'How would you like it if someone made you cry?' This is an example of a pre-supposed question. Nobody is going to say 'I really like it when people make me cry' so the answer of 'I don't' is presupposed. This means that Amber has to be on the same train of thought as the Headteacher, which means she's more likely to do as she says. <b>You Try</b> Here are some more questions in Run Rebel. Explain what kind of a question is being asked, and what the impact of that is on the reader: <ul style="list-style-type: none"><li>- Is there a way to break free without breaking us apart?</li><li>- Why are you serving me bad food? You trying to kill me?</li><li>- Will he kiss me?</li></ul>			Type	Example	Definition	Closed	'Do you want a chocolate bar?'	Has a yes/no answer structure that makes the audience think about that specific question	Pre-Supposed	'Are you an idiot?'	Directs the audience to think in a certain way – nobody is going to say 'Yes I am an idiot!' This can be then followed up with another statement so 'Are you an idiot?' Then you surely agree with me.	Open	'Where do you see yourself in ten years time?'	This doesn't have a specific answer, and is designed to make the reader think about the question that is being asked.	<b>Migration to the UK from Punjab, India</b> British Asian families immigrated from a range of countries in Asia, for a wide range of reasons. Amber's family is from the Pubjab, in India. The ties between the British and the Punjab region of India go back a long way. From 1857 onwards many Punjabis served in the British army. Sikh soldiers who served in elite regiments, were often sent to other colonies of the British Empire, and saw active service in both world wars. There is a memorial in Sussex which honours the Sikh soldiers who died in WW1. Britain's labour shortages shaped the post-war migration patterns from the subcontinent. It was primarily men from middle-ranking peasant families in Punjab, particularly those who had been previously employed in the colonial army or the police force and their relatives, who took up this opportunity. These Punjabi migrants found work in the manufacturing, textile and the service sectors, including a significant number at Heathrow Airport in West London. After the Commonwealth Immigrants Act was passed in 1962 which restricted the free movement of workers from the Commonwealth, most workers from South Asia decided to settle in the UK and were eventually joined by their families.	
Type	Example				Definition													
Closed	'Do you want a chocolate bar?'				Has a yes/no answer structure that makes the audience think about that specific question													
Pre-Supposed	'Are you an idiot?'				Directs the audience to think in a certain way – nobody is going to say 'Yes I am an idiot!' This can be then followed up with another statement so 'Are you an idiot?' Then you surely agree with me.													
Open	'Where do you see yourself in ten years time?'				This doesn't have a specific answer, and is designed to make the reader think about the question that is being asked.													
Typography	the style and appearance of printed matter																	
Revolution	a forcible overthrow of a government or social order, in favour of a new system																	
Figurative Language	language that's intended to create an image, association, or other effect in the mind of the listener or reader that goes beyond the literal meaning or expected use of the words involved																	
Coercive Control	an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim																	
Monologue	a long speech by one actor in a play or film, or as part of a theatrical or broadcast programme																	
Narrator	a person who recounts the events of a novel or narrative poem																	
Prologue/Epilogue	a separate introductory section of a literary, dramatic, or musical work																	
Tier 2 vocabulary	Definition	Want to read more?																
Deduce	arrive at (a fact or a conclusion) by reasoning; draw as a logical conclusion	Books are a great way to get a different perspective on your own life – the home we take for granted can be experienced differently by different groups of people. Here are some great books about life as an immigrant in the UK.																
Inequality	difference in size, degree, circumstances, etc	 Monica Ali writes about the Bangladeshi community which now predominates – Brick Lane has a rich migrant heritage dating from the French Huguenots and encompassing the Irish, the Jews and more recently the Bangladeshis, who came to London in the fifties and sixties in search of that elusive 'better life' – and hones in on the ghettoised council estates that loom tall like chunky limbs on splinter streets.																
Perspective	a particular attitude towards or way of regarding something; a point of view	 Growing up with an Irish mother and Pakistani father and nana, Addy Mayford is constantly torn between both cultures. However she finally becomes somewhat content with it when she begins cooking Lahori cuisine after her father's death. Yet when she thinks everything is settled, Addy stumbles across a family secret which takes her to her father's hometown, Lahore where her final acceptance of who she is awaits her. Belitz's debut book is a funny, feel-good novel which reflects the struggle to create an identity for so many of us stuck between cultures.																
Benevolent	well meaning and kindly																	
Malevolent	having or showing a wish to do evil to others																	



**Section 1: Key Vocabulary****Tier 3 vocabulary****Definition**

<b>Aryan race</b>	A person of European descent, often with blond hair and blue eyes
<b>Indoctrination</b>	the process of teaching a person or group to accept a set of beliefs uncritically
<b>Discrimination</b>	the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability
<b>Antagonist</b>	The major character or force that opposes the protagonist
<b>Protagonist</b>	The main character in a story
<b>Perspective</b>	The narrator's interpretations of events, people, and places based on their own personal experiences and background.

**Tier 2 vocabulary****Definition**

<b>Inference</b>	the act or process of reaching a conclusion about something from known facts
<b>Symbolism</b>	a literary device that uses symbols, be they words, people, marks, locations, or abstract ideas to represent something beyond the literal meaning
<b>Hierarchy</b>	a system in which members of an organization or society are ranked according to relative status or authority.
<b>Pathetic fallacy</b>	When the writer uses the weather to reflect the mood
<b>Tension</b>	A feeling of worry or anxiety

**Section 2: New Key Skills/Strategies- CPEAT Writing****Example**

**How does the writer present the theme of fear in The Boy in the Striped Pyjamas?**

**C** Connective- Firstly,  
Moreover, In conclusion,

**P** Point- The writer uses a simile to...

**E** Example-This is illustrated by '.....'

**A** Analysis- This suggests... This infers...

**T** Think intention and impact- The writer's intention is... This evokes a sense of ...

Firstly, the writer uses powerful verbs to present the theme of fear in chapter 2. For example, Bruno 'froze, unable to move for a moment'. The verb 'froze' paints a vivid picture of the anxiety Bruno feels after betraying social etiquette. Bruno knows what he did was wrong, and later awaits to be called into Father's office to be punished. The intention of the writer is to show the reader the hierarchy that is within Bruno's household.

**Section 3: Context- Life in Nazi Germany****Nazi beliefs**

- Jews were 'subhuman' and should not be German citizens
- People with disabilities should not be allowed to reproduce as it was a 'fault' in their genes
- The Aryans were the superior race
- Men should protect their family by going to work, and women should serve their family by raising and looking after children.
- Women should not wear make-up and were not allowed to wear trousers

School children were indoctrinated and taught the ideas of Nazism



**Section 1: Key Vocabulary**

Tier 3 vocabulary	Definition
<b>Protagonist</b>	The main character in a story
<b>Antagonist</b>	The major character or force that opposes the protagonist
<b>Dynamic Character</b>	A character who undergoes a significant, lasting change, usually in his or her outlook on life
<b>Static Character</b>	A character who does not change in the course of a story
<b>Foreshadowing</b>	To hint at something that will happen later in the story
<b>Narrative</b>	Another word for a story
<b>Conflict</b>	A struggle between opposing characters and forces

**Tier 2 vocabulary**

	Definition
<b>Atmosphere / Mood</b>	The main feeling that is created in a story
<b>Character</b>	The fictional persons who carry out the action of a story
<b>Setting</b>	The time and place in which a story is set
<b>Theme</b>	Messages in the story
<b>Novel</b>	A long story with chapters

**Section 2: New Key Skills/Strategies CPEAT Writing**

**Example –**

**How does the writer build tension towards the end of the novel?**

**C** Connective- Firstly,  
Moreover, In conclusion,

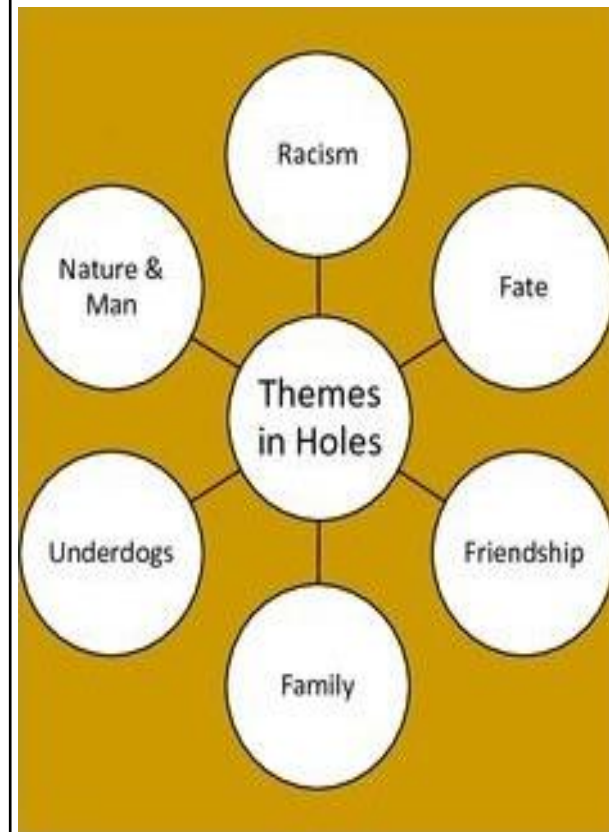
**P** Point- The writer uses a simile to...

**E** Example-This is illustrated by '.....'

**A** Analysis- This suggests... This infers...

**T** Think intention and impact- The writer's intention is... This evokes a sense of ...

Firstly, the writer uses evocative verbs to build tension. For example 'If he pulled too hard, he feared, he'd cause a cave-in'. The verb 'feared' shows that Stanley must be careful with the chest, otherwise it might fall back into the hole. This evokes tension for the reader because we are in suspense wondering if he will get to see what is inside.

**Section 3: Themes in Holes**



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Hypotenuse</b>	...the longest side of a triangle
<b>Right-angled triangle</b>	...a triangle which has a 90° angle
<b>Square or square number</b>	...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
<b>Square root</b>	...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
<b>Triangle</b>	...a 2D (two-dimensional) shape with three sides and three angles
<b>Theorem</b>	...a mathematical rule which can be shown to be true and used to find things we don't know
<b>Triple</b>	...a set of three numbers
<b>Integer</b>	...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

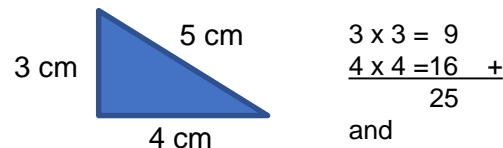
In this topic we will find out how to find the third side-length of a right-angled triangle if we know the other two side-lengths

**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



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

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
<b>Decimal Multiplier</b>	A decimal that you need to multiply by to calculate a given percentage, or percentage increase/decrease
<b>Simple Interest</b>	Where interest in any additional time periods is the same as the interest in the first time period
<b>Compound Interest</b>	This is where interest needs to be calculated at the end of each time period. You earn more interest each time period as you are earning interest on any previous interest.

Tier 2 vocabulary	Definition
<b>Percentage Increase</b>	The percent increase between two values is the difference between a final value and an initial value, expressed as a percentage of the initial value
<b>Percentage Decrease</b>	Percent decrease is a measure of percent change, which is the extent to which something loses value
<b>Depreciates</b>	Loses value over time
<b>Inflation</b>	The rate at which prices increase over time
<b>Profit</b>	A financial gain
<b>Loss</b>	Amount of money lost during a transaction or over time.
<b>Per Annum</b>	Annually (each year)
<b>Numerator</b>	Top line of a fraction.
<b>Denominator</b>	Bottom line of a fraction.

Section 2: Knowledge/Skills
<ul style="list-style-type: none"> <li>To convert a fraction into a decimal you simply divide the numerator by the denominator</li> <li>To convert a percentage into a decimal you simply divide by 100.</li> </ul>
<p>To find a fraction or a percentage of a quantity you can convert into a decimal and then just multiply the decimal and quantity together, for example.....</p> <p>7% of 900 = 0.07 X 900 = 63</p> <p><math>\frac{4}{5}</math> of 900 = 0.8 X 900 = 720</p>
<p>To increase by a given percentage you can use a decimal <b>multiplier</b>, which is 1 + percentage as a decimal, for example...</p> <p>to increase 250 by 12% you would do 250 X 1.12</p> <p>to increase 300 by 9% you would do 300 X 1.09</p> <p>to increase 125 by 35% you would do 125 X 1.35</p> <p>To decrease by a given percentage you can use a decimal <b>multiplier</b>, which is 1 - percentage as a decimal, for example...</p> <p>to decrease 250 by 12% you would do 250 X 0.88</p> <p>to decrease 300 by 9% you would do 300 X 0.91</p> <p>to decrease 125 by 35% you would do 125 X 0.65</p>
<p><b>Simple Interest</b></p> <p>Calculate how much interest is gained during the first time period and then assume interest for all time periods is the same as this amount. For example.....</p> <p>Question- Applying simple interest, if I earn 5% interest each month for 4 months, how much money will I end up with?</p> <p>Solution- If I earn 5% interest each month for 4 months and I start with £300, then I would calculate 5% of 300 using the method above, (300 x 0.05), which is £15. This means I would get £15 each month for 4 months, so in the end the total money I would have is £300 + £15 + £15 + £15 + £15 = £360</p>

Section 3: Knowledge/Skills
<p><b>Compound Interest</b></p> <p>Interest needs to be calculated at the end of each time period, so that each year the interest increases. You can work out your final amount of money you have by using the formula below...</p> <p>Final amount = Initial amount X <i>multiplier</i><sup>n</sup></p> <p>where 'n' represents the number of times the interest is being applied.</p> <p>Example Question- Toby invests £300 into a bank account that offers 5% interest per annum. How much money will he have in 4 years time?</p> <p>Solution-</p> <p>£300 X 1.05<sup>4</sup> = £364.65</p> <p>Note, answer is rounded to the nearest penny, and gives an answer £4.65 more than if I had used simple interest.</p>
<p><b>Reverse Percentage Questions</b></p> <p><b>Example Question</b></p> <p>After a 35% discount, a T-shirt costs £15.60. What was the original price of the T-shirt.</p> <p><b>Solution</b></p> <p>To solve this we set up an equation, making use of a decimal <b>multiplier</b>, we then solve that equation to find the original price. If the T-shirt is reduced by 35%, it is now 65% of it's original price.</p> <p>If we let P be the original price, we can form the following equation....</p> <p>P X 0.65 = £15.60</p> <p>To solve this we need to divide both sides by 0.65, giving us that</p> <p><math>P = \frac{£15.60}{0.65} = £24</math></p>

### Section 1: Key Vocabulary

#### Tier 3 vocabulary

#### Definition

#### Scatter diagram

a graph in which the values of two variables are plotted along two axes. It is used to investigate relationships between the variables.

#### Scatter graph

An alternative name for scatter diagram.

#### Correlation

The link between two variables

#### Bivariate data

Data with two variables

#### Interpolation

Using the line of best fit to make predictions within the range of data collected

#### Extrapolation

Using the line of best fit to make predictions outside of the range of data collected

#### Tier 2 vocabulary

#### Definition

#### Estimate

Use the trend to make a sensible prediction

#### Scale

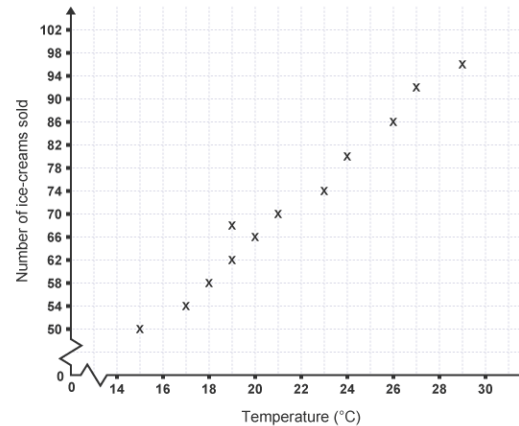
A series of marks at regular intervals

#### Plot

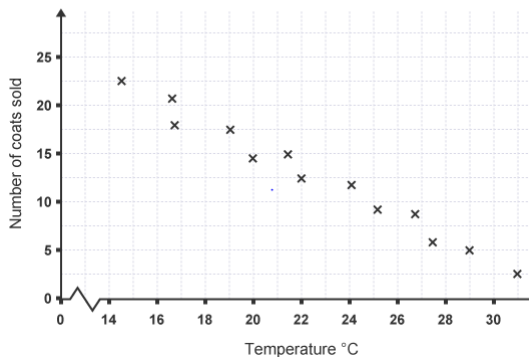
To place points on a coordinate grid

### Section 2: Knowledge/new skills

**Positive correlation** means as one variable increases, so does the other variable. They have a positive connection.

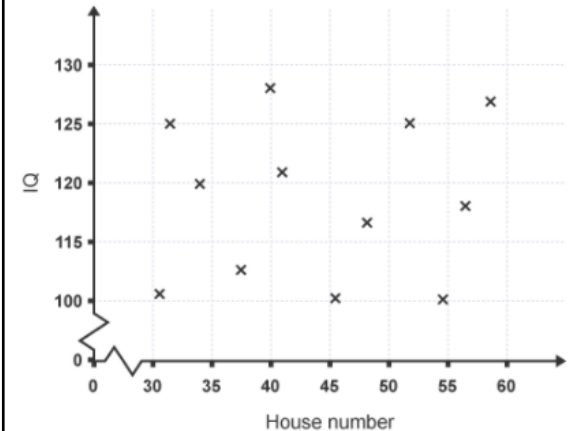


**Negative correlation** means as one variable increases, the other variable decreases. They have a negative connection.

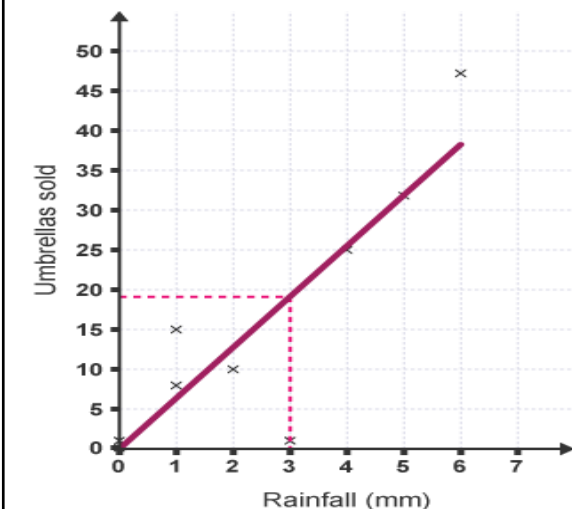


### Section 3

**No correlation** means there is no connection between the two variables.



The scatter diagram below shows rainfall plotted with umbrella sales. Use a line of best fit to estimate the number of umbrellas sold when there is 3mm of rain.





### Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Sedimentary</b>	A type of rock formed from cemented grains
<b>Igneous</b>	Crystalline rocks formed from cooled molten rocks
<b>Metamorphic</b>	Produced when pressure and/or heat change rocks
<b>Rock Cycle</b>	The cycle of minerals through different stages
<b>Erosion</b>	Gradual wearing and smoothing of rock fragments
<b>Weathering</b>	Breaking off of large chunks of rock
<b>Transport</b>	Movement of rocks usually including erosion
<b>Deposition</b>	Laying down of grains of rock (sediments)
<b>Compaction</b>	Pressure on sediments leading to cementation
<b>Grains</b>	Small fragments of rock
<b>Crystals</b>	Interlocking grains of rock
<b>Permeable</b>	(Porous) able to absorb water
<b>Magma</b>	Molten rock below the surface
<b>Lava</b>	Molten rock above the surface
<b>Tectonic plates</b>	The cracked surface (crust) of the Earth

Tier 2 vocabulary	Definition
<b>Acid Rain</b>	Rain water with a pH below 7
<b>Volcano</b>	Site where Molten rock reaches the surface
<b>Evidence</b>	Data/information used to (dis)prove a theory
<b>Theory</b>	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

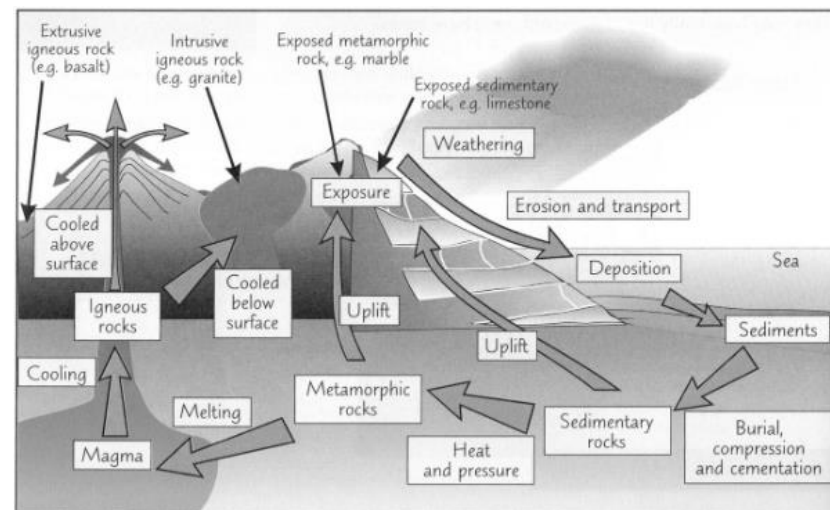
**Biological** - Plant roots

**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
<b>Health</b>	State of complete physical, social and mental wellbeing.
<b>Drug</b>	A substance that is taken into the body that affects how the body works.
<b>Deficiency disease.</b>	Disease caused by a lack of a particular nutrient in the body.
<b>Malnutrition</b>	Health problems caused by having too much or too little of a certain nutrient.
<b>Cardiovascular disease</b>	A disease of the heart or circulatory system.
<b>Stent</b>	A small mesh tube used to widen arteries to treat cardiovascular disease.
<b>Pathogen</b>	A microorganism that causes a communicable disease.
<b>Vector</b>	An animal that can transfer a disease to another individual.
<b>Phagocyte</b>	White blood cell that engulfs and destroys pathogens.
<b>Lymphocyte</b>	White blood cells that produce antibodies.
<b>Antigen</b>	Protein on the structure of cells that allows white blood cells to recognise cells.
<b>Antibody</b>	Protein produced by lymphocytes to destroy pathogens.
<b>Lysozyme</b>	Enzyme in tears, saliva and mucus which damages pathogens.
<b>Vaccine</b>	A method of producing immunity to a disease via artificial means.
<b>Antibiotic</b>	Medicine that is used to treat bacterial infection.
<b>Clinical trial</b>	Method of testing new medicines.

### Section 2:

#### Pathogens and disease

Pathogens are microbes that causes disease, there are 4 types.  
 Bacteria – causes plague and tuberculosis.  
 Viruses – causes HIV and influenza (Flu)  
 Fungi – causes thrush and athlete's foot.  
 Protists – causes malaria.

#### Spreading disease

Diseases can be spread in many ways for example;  
 Droplets in the air (**influenza**), direct contact (**chicken pox**), blood contact (**HIV**), vectors (**malaria**), water (**cholera**) and food (**E.coli**).

#### Defences against disease

The body has ways to prevent pathogens from infecting it. If an infection occurs the immune system will fight off the infection.

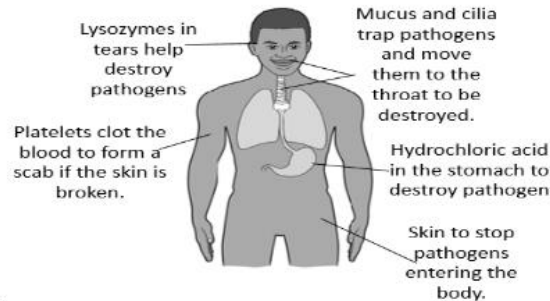







Diagram	Description
	Pathogen enters the body. The antigen on the surface tells the body that it has an infection.
	The body needs to find the correct lymphocyte to match the antigen, this can take up to 10 days. Once the correct one is found it attaches to the antigen.
	The correct lymphocyte is copies lots of times.
	The lymphocytes make lots of antibodies. These destroy the pathogen.
	Some lymphocytes remain in the blood as memory lymphocytes to fight future infections.

### Section 3:

#### Vaccines

Vaccines provide immunity to a disease without having to be infected by it. Vaccines make you body produce memory lymphocytes so you can fight the real pathogen if it enters your body and destroy it before it makes you sick.

#### Antibiotics

Antibiotics are a medicine that kills bacteria, this means they can only be used to treat infections caused by bacteria so not the cold or flu.

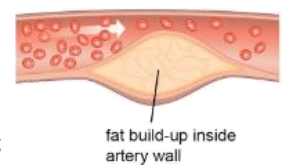
#### Non-communicable

Non communicable diseases – cannot be spread between people. Causes are lifestyle or genetics.  
 Examples of non-communicable diseases of deficiency diseases caused by not eating the correct nutrients.

Disease	Caused by	Foods that contain this nutrient.
Scurvy		
Rickets		
Kwashiorkor		
Anaemia		

#### Cardiovascular disease

Cardiovascular disease is caused by fatty deposits building up inside arteries, it can cause a heart attack or stroke.



Common risk factors include eating lots of fatty foods and smoking.

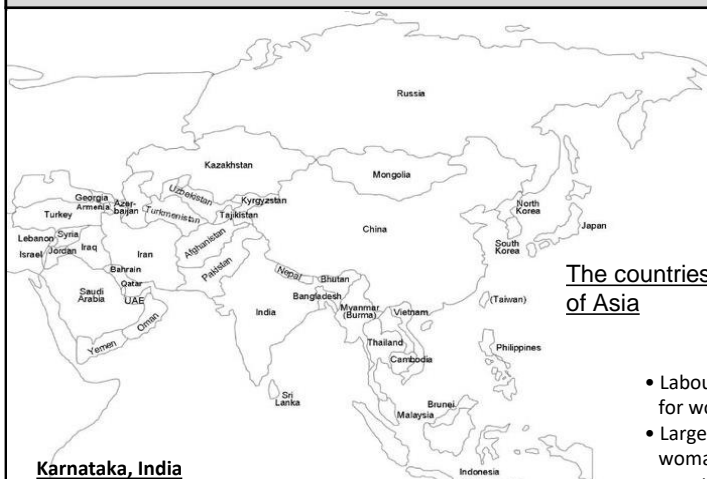
Task: some of the treatments for cardiovascular disease are below. Research how each of them treat cardiovascular disease.

Treatment	How it treats cardiovascular disease.
Stent	
Bypass	
Medication (statin)	

Tier 3 vocabulary	Definition
<b>Deforestation</b>	Cutting down trees.
<b>Employment structure</b>	The jobs that people do in a country. This is divided into four categories. See the diagram on the right.
<b>Labour</b>	The workforce / people who work.
<b>Location</b>	Where a place is found.
<b>Market</b>	Where products are sold.
<b>Mega city</b>	A city with a population over 10 million.
<b>Migration</b>	The movement of people from one place to another.
<b>Monsoon</b>	A seasonal SW prevailing wind in the region of South and SE Asia. Between May and September it brings heavy rain.
<b>Raw materials</b>	The resources used to make products.
<b>Rural-urban migration</b>	People leaving the countryside to live in the city.
<b>Urbanisation</b>	Towns and cities growing in size as the population increases.

Tier 2 vocabulary	Definition
<b>Sustainability</b>	The practice of using natural resources responsibly, so they can support both present and future generations.
<b>Social</b>	Things affecting people and their community.
<b>Economic</b>	Things relating to money.
<b>Environmental</b>	Things relating to our surroundings.

## Section 2: New Knowledge



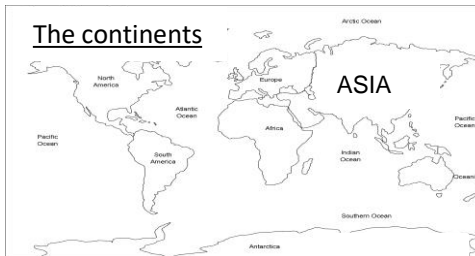
The countries of Asia

### Karnataka, India

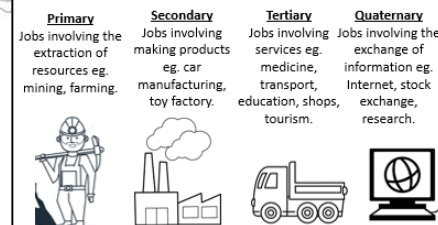
- People living below the poverty line: 23.6%
- Infant mortality rate in 2011: 35 per 1000 of the population.
- Percentage of children aged 3 and under, who are underweight or have stunted growth: 40%
- Number of cities with populations of 1 million or more: one.

Bangalore. Improving life in shanty towns • Small scale projects working within the community. • The Urban Ultra Poor Programme (UUPP) set up by a Bangalore mother has helped over 1,500 families so far.

### The continents



### Employment Structure



### China

- Labour supply – China has a plentiful supply of people available for works.
- Large percentage of female workers – due to the one child policy, women are not involved in child-raising for as long as most other countries, adding to the already large labour supply.
- Low wages – increases the amount of profit made by industries.
- Natural resources – China has approximately 12% of the world's mineral resources.
- Location – China is located close to the strong economy and market of Japan. It is also near the newly emerging economies of other Asian countries, such as India and South Korea, as well as Russia and the Middle East.
- Poverty reduction – since 1990, 439 million people have been lifted out of poverty, creating a growing market for consumer goods.
- Investment in Infrastructure – the government has built many new roads, rail systems and made rivers navigable (boats can go along them).
- Energy supply – China is the largest producer and consumer of coal in the world and is the world's largest user of coal-fired power stations.
- Political system and strong leadership – the government controls the economy rather than private businesses, they make all the decisions and can plan for the future. They also suppress their population's human rights and only have one political party.
- Cities like Shanghai have seen huge population growth.

## Section 3: Geographical Skills

During this topic you will:

- draw and understand climate graphs and maps for Asia
- use photographs, statistics and maps to investigate the geography of Asia
- consider different points of view and the decisions that people make.



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Empire</b>	A group of states or countries ruled over by a single monarch or country
<b>Colonisation</b>	The process of settling among and establishing control over the indigenous people of an area.
<b>Enslavement</b>	The action of making someone a slave; subjugation.
<b>Independence</b>	The fact or state of being independent.
<b>Plantations</b>	An estate on which crops such as coffee, sugar, and tobacco are grown.
<b>Transatlantic</b>	Relating to or situated on the other side of the Atlantic
<b>The British Raj</b>	The British Raj was the rule of the British Crown on the Indian subcontinent from 1858 to 1947.
<b>East India Company</b>	An organisation set up in 1600 to develop England's trade in the Far East
Tier 2 vocabulary	Definition
<b>Indentured workers</b>	Workers forced to work for some kind of contract
<b>The Transatlantic Slave Trade</b>	Trade between Europe, Africa and The Americas
<b>A merchant</b>	Someone who trades in goods to make money.
<b>Campaign</b>	An attempt to raise awareness or bring about change.
<b>Rebellion</b>	An attempt to force change often using violence
<b>Factors</b>	Events that lead to change.
<b>Legacy</b>	Significance passed from one generation to the next.

Section 2: New Knowledge/Skills
<p><b>Key dates and events:</b></p> <p><b>1600:</b> The East India Company is established.</p> <p><b>1600:</b> England seized control of several Caribbean islands from Spain and began to establish sugar plantations there.</p> <p><b>1625:</b> England begins to establish colonies in North America and establishes sugar plantations there</p> <p><b>1650:</b> The Transatlantic Slave Trade begins.</p> <p><b>1700:</b> Thousands of African slaves are being captured every year to be sailed across the Atlantic by British traders and sold to plantation owners.</p> <p><b>1700:</b> Merchants from London, Bristol, Liverpool and other smaller ports are all participating in the slave trade.</p> <p><b>1750:</b> It is estimated that around 12 million people were taken from West Africa by European slave traders.</p> <p><b>1791-1804</b> Slave rebellions take place in the Caribbean.</p> <p><b>1807:</b> Slavery abolished by British parliament.</p> <p><b>1820's</b> East India Company in control of most of India.</p> <p><b>1833:</b> Slavery abolished throughout the British Empire.</p> <p><b>1847:</b> Chocolate bars manufactured on a large scale by Fry's in Bristol, Cadbury's in Birmingham and Rowntrees in York.</p> <p><b>1852:</b> Bassett's sweet factory in Sheffield opens – Liquorice Allsorts were born!</p> <p><b>1857-9</b> The Indian Rebellion takes place.</p> <p><b>1858:</b> The East India Company is abolished by the British government. The period of the "British Raj" begins.</p> <p><b>1877:</b> Queen Victoria becomes Empress of India. She was represented by a Viceroy who ruled over 300 million Indians.</p>

Section 3: Other subject specific things
<p>You will develop an understanding of the significance of each of these events, developments and individuals:</p> <ul style="list-style-type: none"> <li>• James Lancaster</li> <li>• William Hawkins</li> <li>• Sir Thomas Roe</li> <li>• The Transatlantic Sugar Trade</li> <li>• The Human Cost of Sugar</li> <li>• The Anti-Slavery Movement</li> <li>• Olaudah Equiano</li> <li>• Mary Prince</li> <li>• Ignatius Sancho</li> <li>• Thomas Clarkson</li> <li>• William Wilberforce</li> </ul> <p>You should also be able to answer the following questions as the unit progresses:</p> <p>How did the Transatlantic Trade Route Develop?</p> <p>What was the impact on the people of West Africa?</p> <p>What has been the legacy of slavery in West Africa?</p> <p>How did the relationship between Africa and Europe change during this time?</p> <p>What was the human cost of the sugar trade?</p> <p>What were the key events or people in the anti-slavery movement?</p> <p>How did sugar reach the masses by 1900?</p> <p>What has been the legacy of slavery in the Caribbean?</p> <p>What was the purpose of the East India Company?</p> <p>What mattered to the British rulers of India 1750-1900?</p> <p>How did the situation change from rule to rebellion 1803-59?</p>

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition - to be filled in in class
Suffering	
Christian	
Good	
Evil	
Christian	
Attitude	
Speech	
livelihood	
Charity	
Purpose	
Selfishness	

Tier 2 vocabulary	Definition
Bible	
Buddha	
Resurrection	

## Section 2: New Knowledge

**1. Moral suffering**

This is suffering that is caused by humans using their free will (the human ability to make choices) to do something evil. War is a good example of moral evil. Wars cause large amounts of suffering. All wars are caused by the actions of humans who could have chosen to act differently.

**2. Natural suffering**

This is suffering that has not been caused by humans. Earthquakes, floods, volcanoes, cancers and so on are not caused by humans, but they result in lots of human suffering. However, some suffering which appears to be caused by nature may actually be the result of human evil choices. For example, climate change is caused by humans polluting the atmosphere and results in more extreme weather and natural disasters.

**The problem of evil and suffering**

Evil and suffering stop some people from believing in God. They think that there should be no evil and suffering in a world created by a good and powerful God. If God is omnipotent (all-powerful), he must be able to remove evil and suffering from the world. And if God is omnibenevolent (all-good), he must want to remove evil and suffering from the world. As there is evil and suffering in the world, either God is not all-good and powerful or he does not exist.

## Section 2: New Knowledge

Christian response to evil and suffering Christians respond to the problem of evil and suffering by:

- Accepting the teaching of the Bible that God has a reason for suffering but that humans cannot understand it.
- Accepting the teaching in Psalms that suffering and joy are an essential part of life.
- Claiming that evil and suffering are the fault of humans misusing their free will.
- Claiming that evil and suffering are part of a test to prepare people for heaven.
- Praying for those who suffer
- Helping those who suffer


## Section 3: Assessment information

**Part D 15 marks**  
**15 minutes**

You will be given a statement to discuss. You need to give supported arguments and reach judgements on how convincing the evidence is that you present. You should use key terms and sources of wisdom

Each view on the statement that you give should be backed by two sets of evidence. You should then challenge the view, again using evidence. You should aim to do this twice.

**If you have time** you can add a conclusion in which you say which view is the most convincing using words from the original statement. This should be supported with evidence.

Section 1: Key Vocabulary/Questions		Section 2: Grammar				Section 3: WAGOLL	
Tier 3 vocabulary	Definition	Modal verbs				<p>Coucou! Je m'appelle Demba et j'habite au Mali en Afrique. D'habitude je me réveille tôt parce que je dois travailler aux champs le matin car l'après-midi il fait trop chaud pour y travailler. Je m'habille dans ma chambre qui est petite. J'ai un lit, une table et une lampe. Je ne dois pas ranger ma chambre car c'est trop petite!</p> <p>La semaine dernière j'ai travaillé tous les jours sauf le dimanche. Le dimanche je dois nourrir les animaux et faire la lessive. Pour moi ce n'est pas juste car je n'ai pas de jour libre! Nous nous sommes couchés de bonne heure car on était tous fatigués. J'ai lu un peu et c'était vraiment calme. J'aime lire les romans policiers mais ma mère pense qu'il y a trop de violence.</p> <p>Samedi prochain je veux aller au marché pour acheter des légumes pour ma famille. Mon oncle vend des fruits et légumes pendant la saison des pluies. J'aide de temps en temps si je n'ai pas de collège. Quand je rentre chez moi, je me douche rapidement et je mange de la pastèque et c'est tellement délicieux.</p>	
Reflexive verb	A verb that can mean something you do to yourself.		<b>pouvoir</b> to be able to	<b>vouloir</b> to want	<b>devoir</b> to have to		
Modal verb	A verb that explains what you can, must or want to do. I	je	peux (I can)	veux (I want)	dois (I must)		
Infinitive	The verb in its pure form, unchanged.	tu	peux	veux	dois		
Adjective	A word used to describe a noun/something.	il/elle/on	peut	veut	doit		
Precede	To come before something. Usually where most adjectives are in French.	nous	pouvons	voulons	devons	<p><b>À savoir:</b> Reflexive verbs in the past tense are very logical. You need the pronoun, the reflexive pronoun, part of être and a past participle (with an agreement if necessary)</p> <p>Je me suis lavé(e) I had a wash Il s'est habillé He got dressed Nous nous sommes couché(e)s We went to bed Ils se sont levés They got up</p> <p>Here is a YouTube clip to help guide you through how to do this: <a href="https://www.youtube.com/watch?v=p4pXh0F5Y">https://www.youtube.com/watch?v=p4pXh0F5Y</a></p> 	
Agreement	A change to the ending of the word to identify the gender m/f/pl	vous	pouvez	voulez	devez		
		ils/elles	peuvent	veulent	doivent		
<p><b>We use modal verbs to say what we can, want and must do. They are nearly always with an infinitive.</b> <u>Examples:</u> Je peux faire la vaisselle I can do the washing up. Je dois ranger ma chambre I must tidy my room. Elle veut se réveiller tôt She wants to get up early. Il veut visiter le Portugal He wants to visit Portugal</p>							
<p><b>Reflexive verbs</b> Reflexive verbs are verbs that have a reflexive pronoun in front of them e.g <b>me/te/se</b>. They are often used with daily routine, but not always. ☆ Before a verb starting with a vowel you use <b>m', t', s'</b>.</p>							
Questions Translation			<b>se réveiller</b> to wake up	<b>se lever</b> to get up	<b>se coucher</b> to go to bed		
1. Qu'est-ce que tu fais le weekend?	What do you do at the weekend?	Je	<b>me</b> réveille	<b>me</b> lève	<b>me</b> couche		
2. Quels sont tes passetemps?	What are your hobbies?	tu	<b>te</b> reveilles	<b>te</b> lèves	<b>te</b> couches		
3. Qu'est-ce que tu as fait hier?	What did you do yesterday?	il/elle/on	<b>se</b> reveille	<b>se</b> lève	<b>se</b> couche		
4. C'était comment?	What was it like?	nous	<b>nous</b> réveillons	<b>nous</b> levons	<b>nous</b> couchons		
5. À quelle heure tu te lèves normalement?	What time do you normally get up?	vous	<b>vous</b> réveillez	<b>vous</b> levez	<b>vous</b> couchez		
6. Qu'est-ce que tu manges comme petit déjeuner?	What do you eat for breakfast?	ils/elles	<b>se</b> réveillent	<b>se</b> lèvent	<b>se</b> couchent		
7. Que fais-tu pour aider à la maison?	What do you do on holiday?	<p><u>Examples:</u> Normalement je me reveille à sept heures Normally, I wake up at 7. Ils se douchent vite They shower quickly Nous nous habillons We get dressed</p>					
8. Qu'est-ce que tu en penses?	What do you think about that?						



FRENCH Y8 WORD LIST SUMMER 1.A		
nf	la campagne	the countryside
nf	une maison	a house
nf	la montagne	The mountains
	X est connu pour	X is known for
prep	près de	near
prep	sous	under
prep	à côté de	next to
prep	devant	in front of
prep	derrière	behind
prep	entre	between

FRENCH Y8 WORD LIST SUMMER 1.B		
nf	La chambre	the bedroom
nm	Le lit	the bedroom
nm	le bureau	the desk
nf	La chaise	the chair
nf	La table	the table
nf	L'armoire	the wardrobe
nm	Le tapis	the carpet
nm	Le poster	the poster
nf	La table de nuit	the bedside table
nf	La lampe	the lamp

FRENCH Y8 WORD LIST SUMMER 1.C		
adj	calme	calm
adj	animé	lively
	plein de	full of
	peu de	a little of
	trop de	too much
nm	un jardin publique	a park
nmpl	les champs	the fields
inf	pouvoir	to be able to
vb	On peut + infinitive	We/you can + infinitive
vb	On ne peut pas + inf	We/you can't + infinitive

FRENCH Y8 WORD LIST SUMMER 1.D		
inf	devoir	to have to/must
vb	Je dois + infinitive	I have to/must
vb	On doit	We/you have to/must
inf	garder ma (petite) soeur	Look after my (little) sister
inf	ranger ma chambre	to tidy my room
inf	faire la cuisine	do the cooking
nf	la vaisselle	the washing up
nf	la lessive	the washing/laundry
inf	nourrir les animaux	feed the animals
vb	On ne doit pas + inf	We/you don't have to

FRENCH Y8 WORD LIST SUMMER 1.E		
inf	se réveiller	to wake up/waking up
inf	se lever	to get up/getting up
inf	se laver	to have a wash
inf	se doucher	to have a shower
inf	s'habiller	to get dressed
inf	se coucher	to go to sleep
inf	se maquiller	to put on make up
inf	Je me réveille	I wake up
inf	Je me lève	I get up
inf	Je me lave	I have a wash

FRENCH Y8 WORD LIST SUMMER 1.F		
inf	vouloir	to want/wanting
vb	Je veux	I want
vb	Je ne veux pas	I don't want
vb	Elle/il veut	She/he wants
adj	nouveau (m nouns)	new
adj	nouvelle (f nouns)	new
adj	vieux (m nouns)	old
adj	vielle (f nouns)	old
nm	un chateau	castle/stately home
inf	visiter des sites touristiques	to visit the tourist sites

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



Phonics: <b>ill/ille</b>	
gentil	gentille
filie	famille


Phonics: <b>-eil/-eille</b>	
Marseille	pareille
oreille	oreille

Phonics: <b>oi</b>	
moins	trois
autrefois	loisirs

Phonics: <b>e/eu</b>	
devoir	veux
peu	vieux

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
<b>Separable verb</b>	Verbs which have a prefix that separates from the main verb when conjugated. The verb does not separate when used in the infinitive
<b>Reflexive verb</b>	A verb which needs a reflexive pronoun that matches the subject ( <u>ich</u> wasche <u>mich</u> )
<b>Infinitive</b>	the verb in its original form (usually ending in <b>en</b> – spielen -or occasionally <b>ln</b> - segeln)
<b>Auxiliary verb</b>	these help another verb, often to express tense or possibility.
Questions	Translation
<b>1. Beschreib deine tägliche Routine</b>	Describe your daily routine
<b>2. Wann bist du gestern aufgestanden?</b>	When did you get up yesterday?
<b>3. Wann wirst du morgen ins Bett gehen?</b>	When will you go to bed tomorrow?
<b>4. Wie feierst du deinen Geburtstag?</b>	How do you celebrate your birthday?
<b>5. Was ist deine Lieblingstradition?</b>	What is your favourite tradition?
<b>6. Was hast du letztes Jahr zum Geburtstag gemacht?</b>	What did you do for your birthday last year?
<b>7. Welches Fest im Ausland möchtest du erleben?</b>	Which festival would you like to experience abroad?

Section 2: Grammar
<p><b>Separable verbs</b></p> <p>A separable verb has a prefix which separates from the main verb in the present tense and the past participle.</p> <p><b><u>auf</u>stehen</b> – to get up</p> <p>Ich <b>stehe</b> um 7 Uhr <b><u>auf</u></b> – I get up at 7 o'clock  Der Hund <b>steht</b> sehr spät <b><u>auf</u></b> – the dog gets up very late  <i>Note that the verb needs the correct ending</i></p> <p><i>With WO3, the separable prefix attaches to the verb.</i>  Wenn ich um 7 Uhr <b><u>aufstehe</u></b>, bin ich müde.  Weil der Hund sehr spät <b><u>aufsteht</u></b>, isst er kein Frühstück.</p> <p><i>The past participle makes clear when a verb is separable. Don't forget the auxiliary verb in the perfect tense.</i>  Gestern <i>bin</i> ich um 9 Uhr <b><u>aufgestanden</u></b>.  Ich <i>bin</i> zu früh <b><u>aufgewacht</u></b>.</p>
<p><b>Reflexive verbs</b></p> <p>Reflexive verbs need a reflexive pronoun that matches the subject. Some verbs in German are reflexive that aren't in English. These need to be learnt. (e.g. sich entspannen – to relax, sich freuen – to be happy)</p> <p><b><u>sich</u> waschen</b> – to wash <u>oneself</u></p> <p>ich wasche <b><u>mich</u></b> – I wash (myself)  du wäschst <b><u>dich</u></b> – you wash (yourself)  er wäscht <b><u>sich</u></b> – he washes (himself)  sie wäscht <b><u>sich</u></b> – she washes (herself)</p> <p><b>wir</b> waschen <b><u>uns</u></b> – we wash (ourselves)  <b>ihr</b> wascht <b><u>euch</u></b> – you wash (yourselves)  <b>Sie</b> waschen <b><u>sich</u></b> – you wash (yourself)  <b>sie</b> waschen <b><u>sich</u></b> – they wash (themselves)</p>

Section 3: WAGOLL & phonics
<p>Normalerweise stehe ich um halb acht auf, aber gestern war Sonntag und ich bin um Viertel nach elf aufgestanden. Ich will in der Woche nicht so früh aufstehen, weil ich oft müde bin.</p> <p>Zum Frühstück esse ich täglich Frühstücksflocken. Meine Schwester isst nichts, weil sie keinen Hunger hat. Wenn ich viel Hunger habe, streiche ich auch Toast mit Nutella oder Marmelade. Das schmeckt ganz lecker.</p> <p>Morgen werde ich um Mitternacht ins Bett gehen, denn wir gehen essen. Mein Bruder hat Geburtstag und wir werden mit unseren Großeltern feiern. Ich werde mich duschen und meine neue Jeans anziehen.</p> <p>Zum Geburtstag packe ich die Geschenke vor der Schule aus. Meine Schwester bereitet den Geburtstagstisch vor. Es gibt die Geschenke, Schmuck und viele Kerzen. Mein Bruder backt einen Kuchen, denn er ist sehr talentiert in der Küche.</p> <p>Letztes Jahr habe ich mit meinen Freunden gefeiert. Wir sind ins Kino gegangen. Wir haben einen tollen Actionfilm gesehen und dann haben wir bei mir Pizza gegessen. Das war total lustig. Ich liebe meine Freunde.</p> <p>Mein Lieblingfest ist Weihnachten. Ich mag die Zeit mit der Familie und am liebsten schmücke ich den Baum. Am Heiligen Abend backe ich Lebkuchen mit meinen Geschwistern. Das ist eine schöne Tradition.</p> <p>In der Zukunft möchte ich Karneval in Deutschland erleben. Ich möchte den bunten Umzug sehen. Ich freue mich auf Karneval!</p>
<p><b>Gut zu wissen</b></p> <p>Scan the code to find out about <i>Karneval</i> in Germany – it's such a big celebration that it's often called the 5<sup>th</sup> season of the year!</p> 

GERMAN Y8 Word list Summer 1.A		
	ich wache...auf	I wake up
	ich stehe... auf	I get up
	ich dusche mich	I have a shower
	ich wasche mich	I have a wash
	ich ziehe mich an	I get dressed
	ich frühstücke	I have breakfast
	ich verlasse	I leave
	ich koche	I cook
	ich bereite...vor	I prepare
	vor sieben Uhr	before 7 o'clock

GERMAN Y8 Word list Summer 1.B		
	aufgewacht*	woke up
	aufgestanden*	got up
	geduscht	showered
	gewaschen	washed
	angezogen	got dressed
	verlassen	left (to leave)
	gekocht	cooked
	vorbereitet	prepared
	gefrühstückt	had breakfast
	bis sieben Uhr	by 7 o'clock, until 7 o'clock

GERMAN Y8 Word list Summer 1.C		
	das Frühstück	breakfast
	das Brötchen	roll, cob
	das Obst	fruit
	der Käse	cheese
	der Schinken	ham
	der Orangensaft	orange juice
	die Marmelade	jam
	streichen	to spread
	die Frühstücksflocken	cereal
	nichts	nothing

GERMAN Y8 Word list Summer 1.D		
	Alles Gute	Congratulations, all the best
	Frohe Weihnachten	Merry Christmas
	Prost	Cheers
	Herzlichen Glückwunsch	Congratulations
	Viel Glück	Good luck
	Schöne Ferien	Have a nice holiday
	feiern	to celebrate
	der Feiertag	bank holiday
	das Fest	celebration, festival
	die Tradition	tradition

GERMAN Y8 Word list Summer 1.E		
	einladen	to invite
	essen gehen	to go out to eat
	Kuchen backen	to bake a cake
	sich wünschen	to wish for
	das Geschenk	present
	der Gastgeber	host
	schmücken	to decorate
	der Umzug	parade, procession
	sich verkleiden	to dress up (e.g. fancy dress)
	die Kerze	candle

GERMAN Y8 Word list Summer 1.F		
	Heiliger Abend	Christmas Eve
	Karfreitag	Good Friday
	der Osterhase	Easter bunny
	Silvester	New Year's Eve
	Weihnachten	Christmas
	der Weihnachtsbaum	Christmas tree
	sich auf...freuen	to look forward to
	sich über...freuen	to be happy about
	der Lebkuchen	gingerbread
	der erste Weihnachtstag	Christmas Day

**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: z	
ziehe	Marzipan
Angezogen	zauberhaft
Kerze	März
Umzug	faszinierend

Phonics: o vs ö	
Osterhase	schön
Obst	Löwe
kochen	Öl
Prost	Österreich

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Data Validation</b>	Ensuring the correct type of data goes into the corresponding place.
<b>IF Statement</b>	A function in a spreadsheet used to return values which meet a specific criteria.
<b>Absolute Cell References</b>	An absolute cell reference is a formula which is used to reference one particular cell on a spreadsheet.
<b>Charts</b>	A graphical representation of a set of data. This could be a Pie, Bar, Scatter or Line Chart.
<b>Formula</b>	This is a feature in a spreadsheet that can be written to work out the total value of combined cells.
<b>VLOOKUP</b>	A function in a spreadsheet used to look up another value from another part of a spreadsheet.
<b>Data Sort</b>	This is a tool used to sort data in a spreadsheet into a particular order. This could be alphabetically or in a descending or ascending order if it is numerical.
<b>Text Wrap</b>	This is a tool in a spreadsheet to put the contents of a cell into one place.
<b>Cell Reference</b>	This is the technical name given to a particular cell in a spreadsheet.
Tier 2 vocabulary	Definition
<b>Check</b>	To identify any issues and errors with work.
<b>Calculate</b>	To work out the value of a calculation.
<b>Obtain</b>	To look/gather and use information.
<b>Repeat</b>	To copy a similar action from before.
<b>Sort</b>	To put into an order.

## Section 2: New Knowledge

### Formulas are like simple Computer Programs

A formula is an instruction to the computer to process data held in specific cells.

A formula always starts with an equals sign (=).

Simple formulas contain normal maths symbols like +, -, \* (for multiply) and / (for divide).

Spreadsheets also have built-in formulas called functions. You can type functions in, or choose them for a list.

See the list opposite in Section 3 – Useful Subject Information

### VLOOKUP Finds and Displays Data

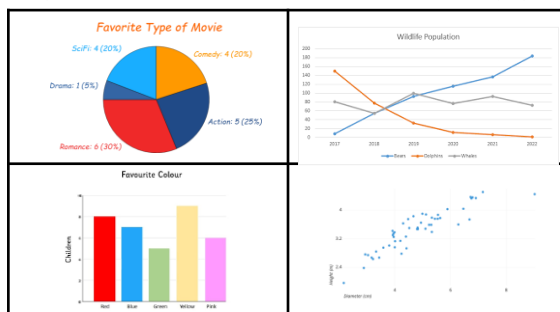
The VLOOKUP function displays data from a table in another part of a spreadsheet. The example below shows the price of order number 3019 from another sheet in the spreadsheet displayed in the price column.

	A	B	C	D	E	F
1	Sales				Lookup	VLOOKUP function here
2	Order ID	Sales rep.	Price		Order ID	Price
3	301	Peter	912		3019	1,010
4	3019	Sarah	1,010		3034	1,096
5	3020	Peter	1,096			

### Charts and Graphs

Charts and Graphs can be created in spreadsheets. Charts and Graphs are a visual display of data.

In Spreadsheets we can create these 4 main charts and graphs.



## Section 3: Useful Subject Information

### Useful Formulas and Functions for this topic:

=B2-C9

Subtracts values in the two cells

=D8\*A3

Multiplies the numbers in the two cells

=A1/A3

Divides value in A1 by the value in A3

=MAX(C27:C34)

Calculates the largest number in a range

=MIN(A1:A8)

Calculates the smallest number in a range

=SUM

Calculates the sum of a group of values

=AVERAGE

Calculates the mean of a group of values

=IF

Tests for a true or false condition

### Did You Know?..

Excel was originally released on Mac.

Mr Spreadsheet and Master Plan were the considered as potential names before Excel was chosen.

Excel was the first application to use a toolbar.

You can't save an Excel worksheet as "History". This is because Excel creates a helper worksheet called History in the background.

Every worksheet is made up of 1,048,576 rows and 16,384 columns which translates into 17,179,869,184 cells!



## PE: Tennis

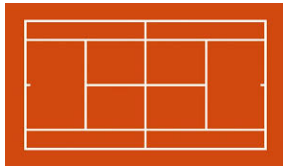
Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Volley</b>	Playing the ball before it bounces when you are close to the net.
<b>Half-volley</b>	Playing the ball low down just after it has bounced.
<b>Service</b>	Starting the rally with a shot from behind the baseline.
<b>Service box</b>	The box near the net where the service needs to land.
<b>Baseline</b>	The line at the back of the court.
<b>Tramlines</b>	The lines down the side of the court used for singles and doubles.
<b>Drive</b>	Hitting the ball hard and low across the net.
<b>Lob</b>	Hitting the ball over your opponent if they are close to the net.
<b>Drop-shot</b>	Hitting the ball softly over the net when your opponent is at the back of the court.

### Section 2: New Knowledge/Skills

In tennis in year 8, you will improve your range of shots and start to use some basic tactics to try to outwit your opponent. You will start to use the proper scoring system and play games on a full size court.

On the court below, can you recognise the following lines?

**baseline - service box - service line - tramlines**  
**singles sideline - doubles sideline - centre service line**



#### Scoring in Tennis:

Which of these numbers are used?

10 15 20 30 35 40 45 50

## PE: Striking and Fielding

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Half-rounder</b>	How many ways can you think of that will lead to half a rounder being scored?
<b>No-ball</b>	When the ball does not arrive at the batter between knee height and the top of the head, on the hitting side of the body.
<b>Run-out</b>	When the field touch the post or the stumps with the ball before the batter arrives.
<b>Obstruction</b>	In rounders, when a fielder gets in the way of the batter.
<b>Forward defensive</b>	The most important shot in cricket to help prevent the ball hitting the stumps.
<b>Drive</b>	The most important attacking shot in cricket - hitting the ball along the floor.
<b>Grip</b>	To throw or bowl the ball in rounders and cricket, use a two fingers grip.
<b>Overarm throw</b>	An important skill for fielders to return the ball to the wicketkeeper/base fielders.
<b>Long barrier</b>	Getting down on one knee to make a barrier to stop the ball

### Section 2: New Knowledge/Skills

In striking and fielding activities, you will continue working on rounders, cricket and softball, particularly developing your understanding of the rules and of some of the important techniques.

What are the key points of technique shown in the pictures below?

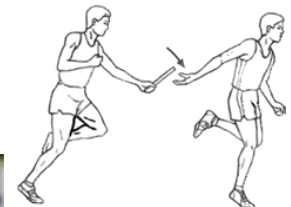


## PE: Track

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Sprint start</b>	A crouched position giving a sprinter the best chance of a fast start.
<b>Staggered start</b>	For events, which go round curves on the track, different start positions are needed.
<b>Lap time</b>	Comparing an athlete's time for each lap they complete.
<b>Split time</b>	An athlete's time at a certain point in a race.
<b>Changeover box</b>	A 20m section marked out on the track inside which the baton must be exchanged.
<b>Down sweep</b>	The quickest way to carry out a baton pass by placing the baton down into the outgoing runner's hand.
<b>Incoming/outgoing runner</b>	The two runners involved in a relay changeover are the incoming and the outgoing runners.
<b>Sprint technique</b>	Paying attention to what each part of the body is doing to maximise speed.
<b>Stride pattern</b>	Taking a set number of strides between each hurdle.

### Section 2: New Knowledge/Skills

In year 8 you will continue to experience a range of track events, trying to improve your performance in each.



Can you describe some of the key points for the sprint start and the down-sweep baton hand-over?

## PE: Field (Jumping)

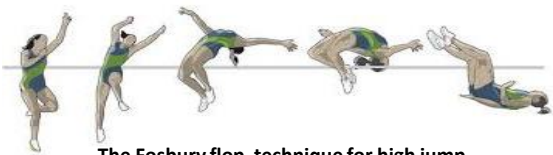
Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Straddle technique</b>	An alternative technique to the scissors using the foot nearer to the bar to take-off.
<b>Fosbury flop</b>	The most advanced high jump technique involving a backwards dive over the bar.
<b>Hang technique</b>	A basic long jump technique where the back is arched and the hands are up during flight.
<b>Acceleration</b>	Speeding up to maximum during the run-up is essential in long jump and triple jump.
<b>Leg shoot</b>	Pushing the legs out in front when landing in long jump to maximise the distance jumped.
<b>No-jump</b>	The phrase used when the jumper breaks a rule and the jump doesn't count.

### Section 2: New Knowledge/Skills

In year 8 jumping activities, you will explore techniques to increase your jumping performances. Examples include:



The 'hang' technique for long jump.



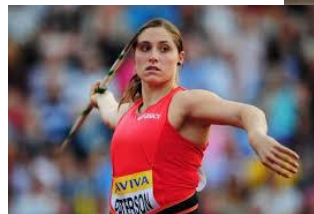
The Fosbury flop technique for high jump.

## PE: Field (Throwing)

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Approach</b>	A run-up or footwork routine to get extra power into the throwing action.
<b>Side-step</b>	A simple technique for the shot-put approach.
<b>Glide</b>	A more advanced approach for the shot-put using a backwards hop.
<b>3 step approach</b>	The basic javelin approach needs to be limited to L...R,L for a right hander and R...L,R for a left hander.
<b>Angle of release</b>	In throwing events, approximately 45 degrees is required to allow the implement to fly furthest.
<b>Speed at release</b>	The thrower must try to produce maximum speed of the arm to release the implement.
<b>Trajectory</b>	The flight path of the implement which will be determined by the angle of release.
<b>No-throw</b>	The phrase used when the thrower breaks the rules, most commonly by overstepping the line.

### Section 2: New Knowledge/Skills

We will continue to develop our throwing technique in shot, discus and javelin, including adding an approach.



Which important points of technique can you recognise in these pictures?

## 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:

- 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
<b>Scarification</b>	Scratching, etching, burning, branding, or superficially cutting designs into skin.
<b>Fragmented</b>	To break or cause to break into pieces
<b>Tonal bar</b>	A way of demonstrating a tonal range
<b>Batik</b>	A method of printing on fabric
<b>Proportion</b>	How the sizes of different parts of a piece of art or design relate to each other.
<b>Symmetry</b>	When two halves of a work of art mirror each other
<b>Pressprint</b>	Thin polystyrene printing sheets
<b>Easel</b>	A frame for holding an artist's work or an object while it is being painted or drawn.
<b>Gradient</b>	A gradual blending from one colour to another colour
<b>Elongate</b>	To stretch out of proportion lengthwise

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

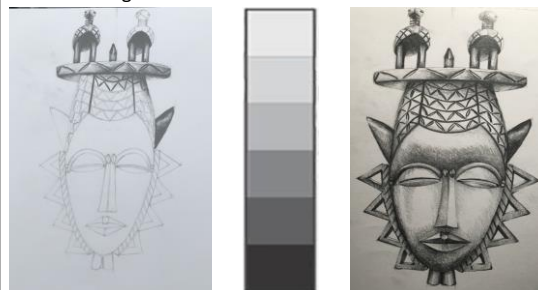
Start with your darkest tone. Decide where you are going to start and gradually apply this dark tone to your drawing.

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
<b>Scarification</b>	Scratching, etching, burning, branding, or superficially cutting designs into skin.
<b>Fragmented</b>	To break or cause to break into pieces
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<b>Gradient</b>	A gradual blending from one colour to another colour
<b>Elongate</b>	To stretch out of proportion lengthwise

### Tier 2 vocabulary

Tier 2 vocabulary	Definition
<b>Carving</b>	The act of using tools to shape something from a material
<b>Blend</b>	The gentle transition from one tone or colour to another
<b>Texture</b>	How something feels e.g., rough or smooth
<b>Detail</b>	An individual or small part of an item
<b>Highlight</b>	The lightest parts of an object, drawing or painting. Where the light hits or reflects off an object.
<b>Distort</b>	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](http://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](http://www.quaibrany.fr)





### Section 1: Key Vocabulary

#### Tier 3 vocabulary

#### Definition

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

#### Tier 2 vocabulary

#### Definition

<b>Canvas</b>	In painting, a sheet of textile usually stretched over a wooden frame acting as a surface for painting.
<b>Delft</b>	A city in the Netherlands, famous for its blue pottery, that was important in the Dutch Golden age.
<b>Engraving</b>	Technique of making prints from a metal plate into which a design has been incised.
<b>Oil paint</b>	A type of paint in which pigments are suspended in a slow drying oil.
<b>Panel</b>	In painting, a solid surface, often wood, on which a painting is made.
<b>Plate</b>	In this sense, an illustrated page.
<b>Relief printing</b>	A printing technique in which a raised surface with a design is used to print an image onto a surface.
<b>Vibrant</b>	Bright and saturated colour.
<b>Watercolour</b>	A type of paint in which pigments are suspended in a water-soluble paste or block.
<b>Woodcut</b>	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
<b>Lazzi</b>	A short, comical physical routine inserted in the story.
<b>Mime</b>	The theatrical technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement.
<b>Pantalone</b>	<i>Pantalon de' Bisognosi</i> , Italian for 'Pantalone of the Needy', is one of the most important principal characters found in commedia dell'arte. With his exceptional greed and status at the top of the social order, Pantalone is "money" in the commedia world.
<b>Commedia Dell'arte</b>	Commedia dell'arte is a form of improvisational theatre that began in Italy in the 16th century. It continued to be popular during the 17th century and is still popular today. The title is difficult to translate. A close translation is "comedy of craft".
<b>Slapstick</b>	A form of comedy used in Commedia still widely used today involving great physical comedy, eg clumsy actions.

Tier 2 vocabulary	Definition
<b>Improvised performances</b>	Actors worked off a base narrative and made up their lines accordingly.
<b>Stock characters</b>	Characters were always the same, only the situations changed.
<b>Themes</b>	There were familiar bases to every scenario, such as love, money or food.
<b>Mask</b>	The mask defined the features of the characters, such as long noses and defined eyebrows.

## Section 2: Commedia Characters



'As long as there is life, my dear friends, laughter will be the weapon of we who mock it even as we struggle to understand it.'

### Commedia dell'arte used a wide range of stock characters in their performances

The most popular character in Commedia was Pulcinella, a character with a big nose, squeaky voice and clownish manner, a charlatan and a lazy-bones.

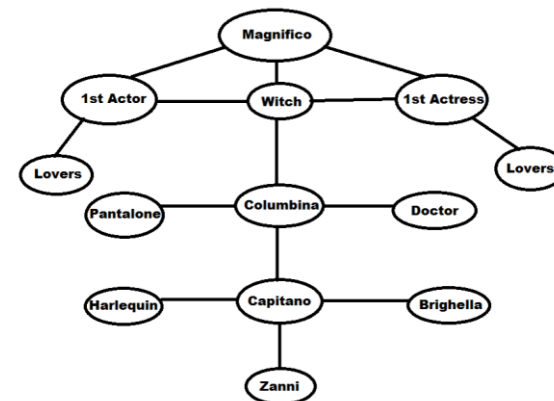
Most characters wear masks, but the persona of the character is treated as a mask. In Commedia, the characteristics of a character such as walk or gesture make up a huge part of the character, just like wearing a mask.



Can you spot any links to how stock characters are used in modern media and tv?

## Section 3: Exploring Character Hierarchy

#### The Hierarchy of Commedia Characters



Characters in Commedia follow this strict hierarchy and never stray from it: the comedy mainly revolves around relationship between masters and servants.

Commedia characters fall into one of three categories: Servants (eg Arlecchino; Columbina), Masters (Pantalone), and Lovers (Isabella, Flavio).

The Masters are usually greedy old men, the Servants are usually hungry and mischievous and the Lovers are always happy and in love.



## Section 1: Key Vocabulary

### Tier 3 vocabulary

### Definition

#### Treble Clef



A musical symbol that indicates which notes are represented by the lines and spaces on the staff. The treble clef primarily notates musical notes above middle C

#### Bass Clef



A musical symbol that indicates which notes are represented by the lines and spaces on the staff. The bass clef primarily notates musical notes below middle C

#### Chord

A harmonic set of pitches consisting of multiple notes played simultaneously. A **triad** is a chords that consists of three notes

#### Beats

The unit division of musical time is called a beat

#### Bars

In music theory, a bar (or measure) is a single unit of time containing a specific number of beats played at a particular tempo

#### Time Signature

An indicate how many beats are in each measure/bar of a piece of music.

### Tier 2 vocabulary

### Definition

#### Harmony

Two or more sounds played simultaneously

#### Melody

A combination of pitch and rhythm

#### Notation

Written symbols used to represent the notes on the staff

#### Fluency

The ability to play a melody or chord pattern with dexterity; moving between pitches without losing time

## Section 2: New Knowledge/Skills

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is).

The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is usually used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin.

The stave or staff is made up of **5 LINES** and **4 SPACES**.

Every Green Bus Drives Fast. Notes in the SPACES spell "FACE"



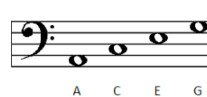
The **BASS CLEF** is a symbol used to show low-pitched notes on the stave and is usually used for the left hand on a piano or keyboard to play the **BASS LINE** and also used by low pitched instruments.

The stave or staff is made up of **5 LINES** and **4 SPACES**.

Green Buses Drive Fast Always



All Cows Eat Grass



A **CHORD** is when two or more notes are played together simultaneously. A **TRIAD** is a chord that consists of three notes. The chord provides the accompaniment to the melody. They can be played in **ROOT**, **FIRST** or **SECOND** inversion.

- A chord with note **one** at the bottom is described as being in **root position**
- A chord with note **three** at the bottom is described as being in **1st inversion**
- A chord with note **five** at the bottom is described as being in **2nd inversion**



## Section 3: Other/Previous Knowledge/Skills

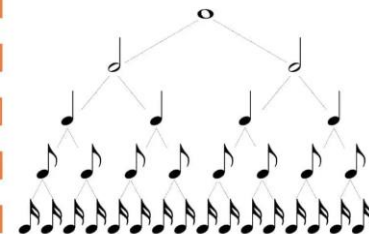
Semibreve - 4 beats

Minim - 2 beats

Crotchet - 1 beat

Quaver - 1/2 beat

Semiquaver - 1/4 beat



### Useful Resources

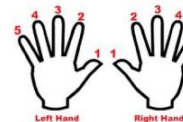
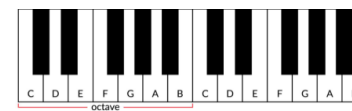
Treble and Bass Clef Staves



Note Values



Finding Notes on the Keyboard

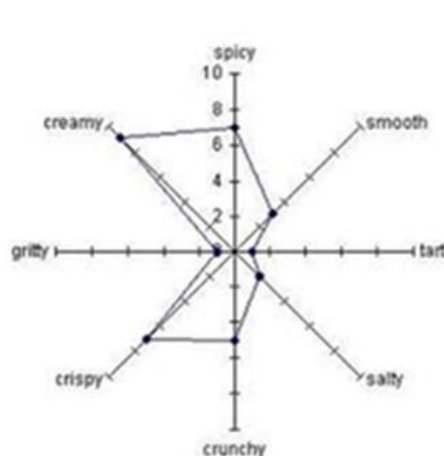


**Links to prior learning** – Keyboard and rhythm work in Y7, The Four Chord Trick and Hooks and Riffs

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Provenance</b>	Where something comes from
<b>Sensory Analysis</b>	Analysing products based on the 5 senses
<b>Umami</b>	Savoury flavour e.g. from cooked mushrooms / onions
<b>Kosher</b>	Foods that are prepared according to Jewish dietary laws
<b>Halal</b>	Meat that is prepared in accordance with the Muslim faith
<b>Protected Designation of Origin</b>	Traditional foods that are registered as PDOs can only be made in certain areas by law. E.g. Melton Mowbray pork pie
<b>Al dente</b>	"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
<b>Recipe development</b>	Changing /adapting recipes to improve them or make them more appropriate for different needs
<b>Filo pastry</b>	Very thin pastry used to make spring rolls & samosas
<b>Creaming method</b>	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
<b>Seasoning</b>	The addition of salt, pepper, herbs and spices to give a dish flavour
<b>Tradition</b>	Customs / beliefs / habits passed from generation to generation
<b>Bland</b>	Lacking in flavour
<b>Intense or concentrated flavour</b>	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.)

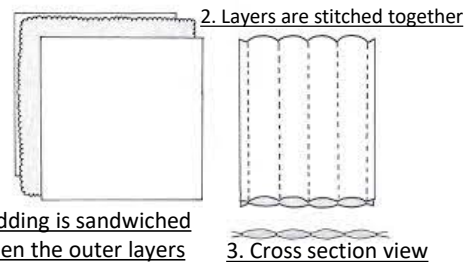


Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Zip</b>	A fastening device with two parallel rows of metal or plastic teeth on either side of a closure. The teeth are interlocked by a sliding tab. Often used on clothing, bags and suitcases, purses, tents, sleeping bags and other textiles.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

## Section 2: Skills

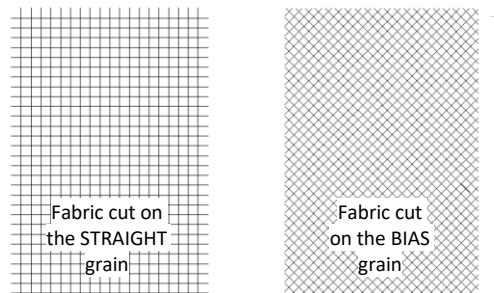
### Quilting

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

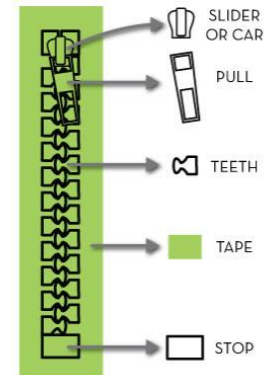
Bias tape is used to **BIND** the edges of quilted fabrics. The fabric is cut at a 45° to the straight grain. This makes the tape bend and fold around curves and corners more easily.



## 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.

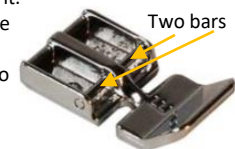
#### Standard Presser Foot

\*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.

## Section 1: - Key Vocabulary

### Tier 3 Vocabulary

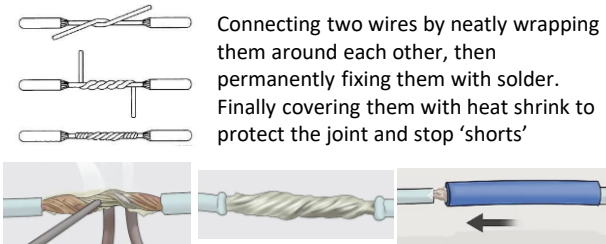
<b>Light Emitting Diode</b>	Electronic device used to give off a small amount of light when electricity passes through it in the correct direction
<b>Solder</b>	Metal with a low melting point, used to act as a 'conductive glue' to fix two metal wires together
<b>Resistor</b>	An electronic component used to slow the flow of electricity by converting some of it to heat
<b>Image Contour</b>	Technique used on 2D design to create an outline of an image
<b>Laser Cutter</b>	Machine used to accurately cut and engrave wood and some types of plastic

### Tier 2 Vocabulary

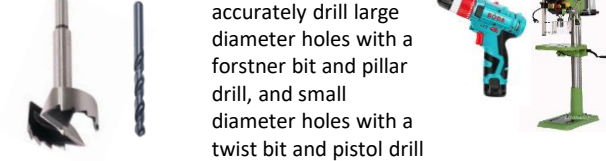
<b>Pine</b>	A softwood (evergreen, growing all year round), which have needle shaped leaf's and seen are in pine cones. Fast growing, and grown in temperate climates (Scotland/Scandinavia). Often from managed FSC forests. Contains knots, light yellow colour.
<b>Acrylic</b>	Oil based thermoplastic. Can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

## Section 2: Skills

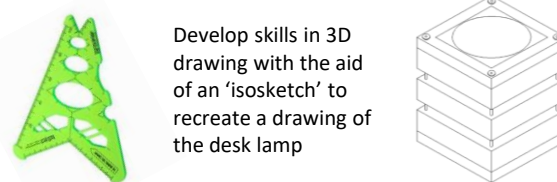
### Introduction to soldering



### Drilling



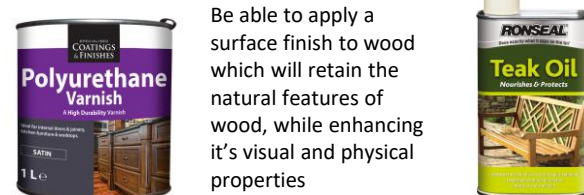
### Isometric Drawing



### 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

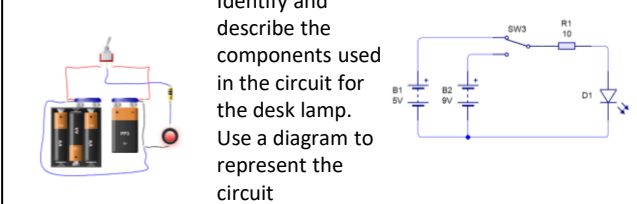


## Section 3:- New Knowledge

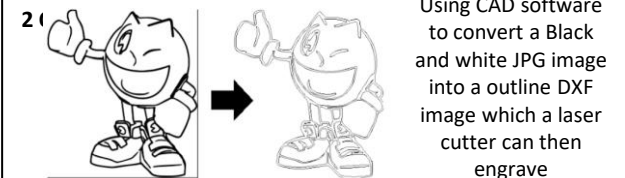
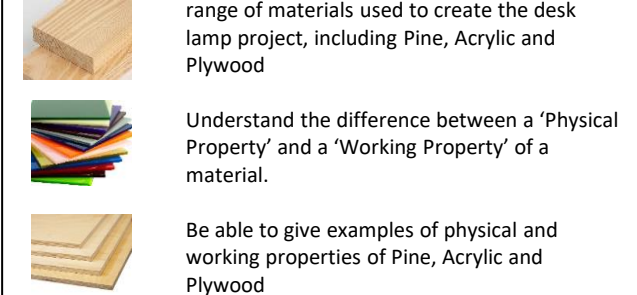
### Evaluation

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



### Materials



## Section 4:- WAGOLL



### Section 1: Key Vocabulary

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

Tier 3 vocabulary	Definition
<b>Relationship</b>	the way in which two or more people or things are connected, or the state of being connected.
<b>Love</b>	an intense feeling of deep <u>affection</u> .
<b>Gender</b>	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 Summer 2023

The summer will be a busy time for sports at Belper School, as always! Our main activities will once again be ATHLETICS, ROUNDERS, TENNIS and VOLLEYBALL. Other sports activities will be organised when the weather allows and when there are no exams in the sports hall.

### TENNIS

The courts are available for use every lunchtime and after school up until 4.15pm. At lunchtimes there are rackets and balls available to borrow – ask at the PE office. Look out for some tennis training sessions and competitions later in the summer.

### ATHLETICS

Look out for competitions and trials. Details will be circulated as things are arranged. Our experienced athletes will be invited to compete at the Derbyshire Schools' Championships on Saturday 10th June. Athletics practices will be organised later in the summer and students who attend these events may be selected to compete at the Amber Valley Championships which takes place at Moorways Stadium on Tuesday 27<sup>th</sup> June. Sports day will run again this year for years 7, 8 and 9 in July with the support of year 10 sports leaders. Nearer the time, your tutor groups will need to put together athletics teams for your year group's event.

### ROUNDERS

Rounders Tournaments: extra practices will be arranged in the run-up to the various Amber Valley Tournaments to prepare our teams for these events and there will be some inter-tutor group rounders events organised to give everyone a chance to play some competitive rounders.

### NETBALL

Girls' Netball Club continues on a Thursday after-school for all year groups.

### BASKETBALL

The outdoor court is available every lunchtime and after school for students to practice their skills or join in with a pick-up game. Balls can be borrowed from the PE office.

### INTER-TUTOR SPORTS

Look out for competitions between class groups and tutor groups taking place at lunchtimes and after-school - details will be circulated in school through PE lessons and via tutors.

Y8	Mon	Tues	Weds	Thurs	Fri
Lunchtime	<b>Spelling/Translation Bee</b> With Sarah In Languages  <b>Book Club</b> With Sarah Library	<b>Carnegie Club</b> With Tamara In Library	<b>Tech Club</b> With Sarah-Jayne In T6  <b>Cartoon Club (Wk2)</b> With Robert A3  <b>Belper School Christian Union</b> With Stephen H3  <b>Belper Band</b> With Anna Mu1	<b>Cartoon Club (Wk1)</b> With Robert A3	<b>Lunch Club</b> With Emma Library  <b>Chess Club</b> With Carlos M1
	<b>Homework Club</b> All welcome In Learning Support	<b>LGBTQ+ Pride Club</b> With Karen, Emma, Sally T5  <b>Belper School Choir</b> With Phil In Mu1  <b>Homework Club</b> All welcome In Learning Support	<b>Music Producers Club</b> With Phil In Mu1  <b>Textiles Club</b> With Sarah In T1  <b>Recycling and Litter-Picking</b> With Marc School site  <b>Boys' Football</b> With Matt PE	<b>LARP</b> With Mike In H9  <b>Gardening</b> With Marc ACCESS garden  <b>Music Club Band Rehearsal</b> With Anna Mu1  <b>Scalextric Club</b> With Phill, John T2  <b>Homework Club</b> All welcome In Learning Support	







2 Black/Blue Pens  
and 1 Coloured Pen



2 Pencils



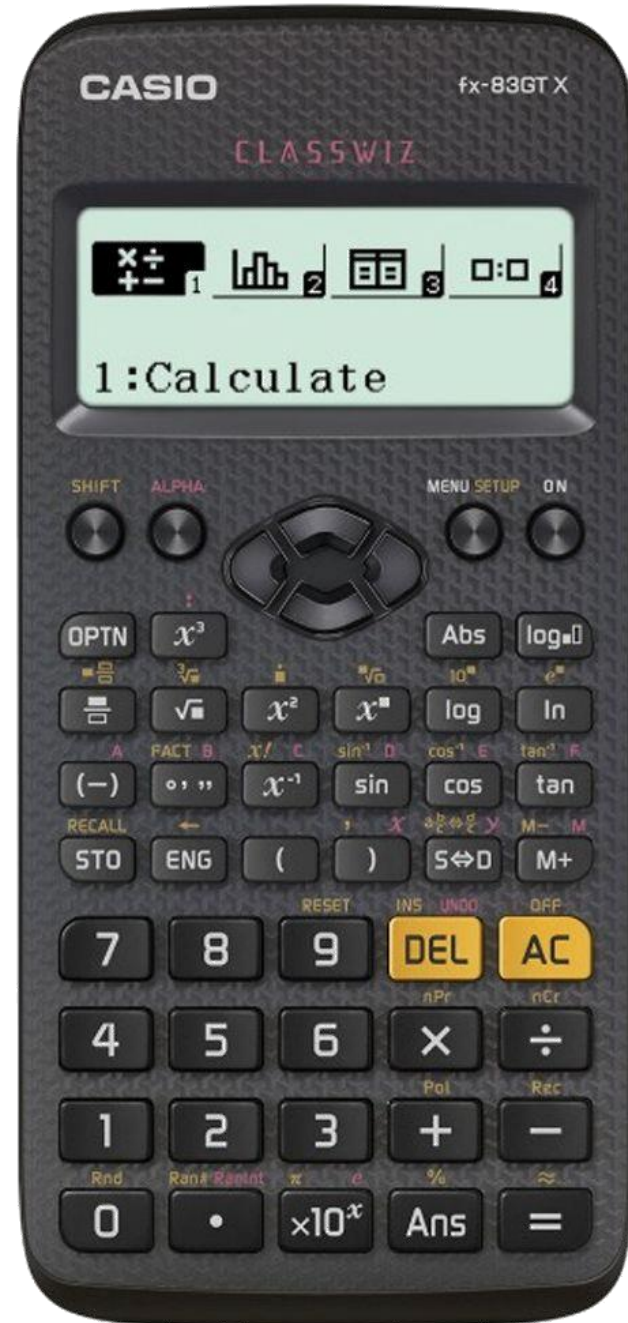
Eraser



Pencil Sharpener



Scientific Calculator



Planner



Ruler

