

# Knowledge Organiser

Year 8 Summer 2 2023

*Create Your Future*

“If we all try to be a better friend from time to time the world will be a better place to live in.”

**Kevin Sinfield OBE**

*Former England Rugby League player*

*Current Rugby Union Coach*

Name:

Tutor Group:

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

# Classroom Expectations

*Everyone Involved. Everyone Engaged*

## WORK HARD

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



## RESPECT FOR ALL, BY ALL



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

## SHOW RESILIENCE

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



## MAKE A CONTRIBUTION

I offer valid and well considered contributions to lessons.



## STRIVE FOR IMPROVEMENT

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



# Beautiful Books

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

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

Absolutely no graffiti or doodling in your book

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

All worksheets or loose paper to be stuck down

Diagrams and tables drawn with a pencil and ruler

Monday 5th September 2022

Title

Subtitle

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



# Environment

SYNONYMS

HABITAT  
TERRITORY  
DOMAIN



**NOUN** The surroundings or conditions in which a person, animal, or plant lives or operates.

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

# Words of the Week

## Mellifluous

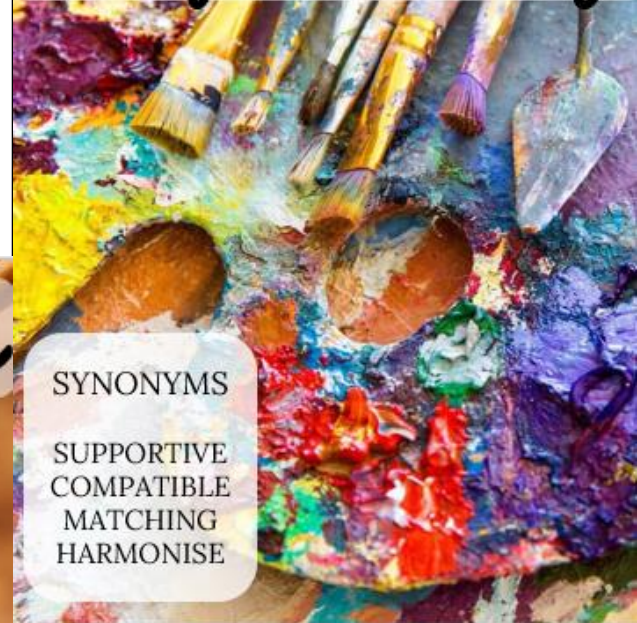


SYNONYMS

SWEET-  
SOUNDING  
HONEYED  
SMOOTH

**ADJECTIVE:** (of a sound) sweet-sounding and musical to hear.

# Complementary



SYNONYMS


SUPPORTIVE  
COMPATIBLE  
MATCHING  
HARMONISE

**ADJECTIVE:** combining in such a way as to enhance or emphasise the qualities of each other or another.

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
<p>Simile – 'beggars' – visual imagery – older than their years</p> <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> <p>Metaphor – 'marched asleep' – visual imagery – insight into the conditions – sleep deprived</p>

## Section 1: Key Vocabulary

## Tier 3 vocabulary

## Definition

## Disorder

An abnormal physical or mental condition

## Empathy

The ability to understand and share the feelings of another

## Precept

A rule or principle for your actions or behaviour

## Similarity

Something which is the same

## Difference

A way in which people or things are dissimilar

## Enigma

A mystery, something hard to understand or explain

## Epigraph

A short quotation or saying at the beginning of a book or chapter

## Perspective

A particular attitude towards something; a point of view

## Tier 2 vocabulary

## Definition

## Imagery

Visually descriptive or figurative language, such as similes and metaphors

## Connotation

What a word makes you think of

## Narrative voice

The perspective the story is told from

## First person narrator

Where a story-teller recounts events from their point of view using 'I'

## Multi-stranded narrative

Telling a story from several main characters' perspectives

## Symbolism

The use of symbols or images to represent ideas

## Section 2: New Key Skills/Strategies

## Top tips to help improve your creative writing :

**Writing as a character:** use a first person narrative voice (I am...) and explore the feelings of you character to help your reader empathise with them.

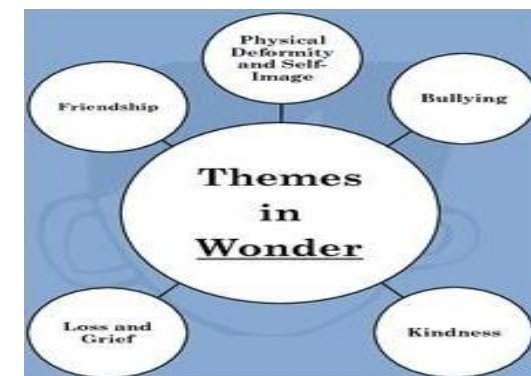
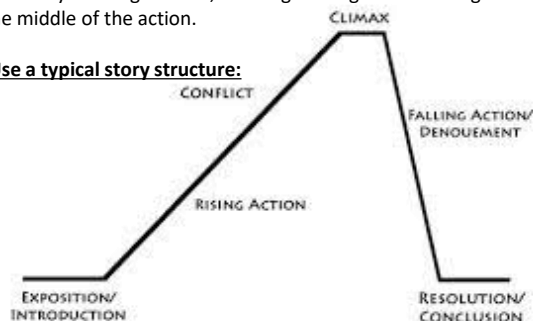
**To create a character:** imagine your character as an animal! What features and personality traits do they have?

**Create a distinctive narrative voice:** use dialogue to develop your character. Think about the word choices they would use and which words they would shorten or pronounce with an accent.

**Try using different narrative perspectives:** writing your chapters from different character perspectives will allow you to explore more than one point of view.

**Start your story with a narrative 'hook':** try engaging your reader by building tension, creating an enigma or starting in the middle of the action.

## Use a typical story structure:



## Section 3: Language analysis

What questions should I ask about a writer's use of language?

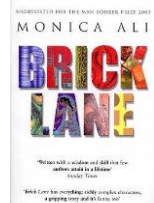



## Section 3: Writing about Language

**How does the writer present Mrs Garcia's reaction to meeting August for the first time?**

The writer's use of the adjective 'shiny' suggests that Mrs Garcia feels she must act normally when she meets August. The word has connotations of something false, suggesting she is hiding her true reaction to his appearance. The adjective also implies that she is trying to look bright and welcoming to make him feel accepted in the school. The repetition of the word 'smile' suggests she is trying very hard to look happy to see him, whilst ignoring the fact he looks different. As a reader we feel empathy for August, as we realise he must get this fake reaction from adults frequently.



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																	
Perspective	a particular attitude towards or way of regarding something; a point of view	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.																
Benevolent	well meaning and kindly																	
Malevolent	having or showing a wish to do evil to others	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.																

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**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,

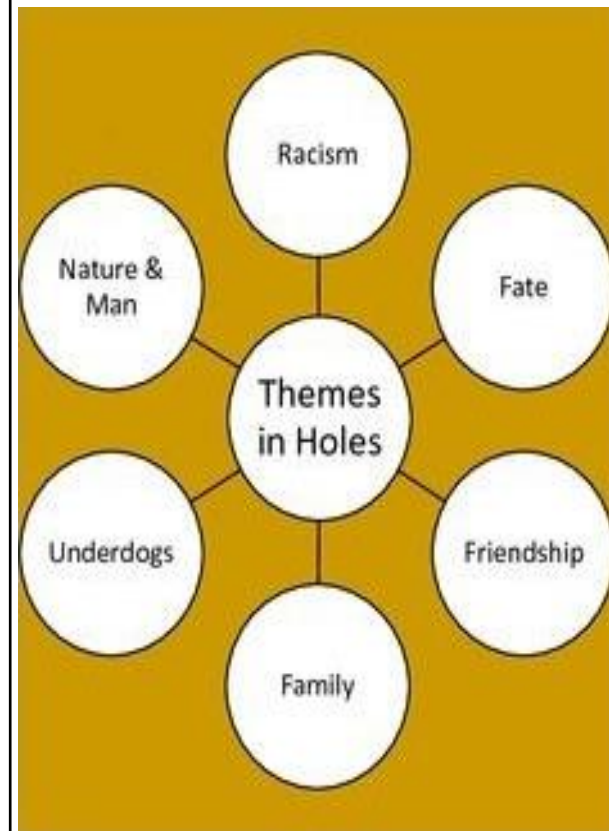
**P** Point- The writer uses a simile to...

**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****Protagonist**

The main character in a story

**Perspective**

A person's interpretations of events, people, and places based on their own personal experiences and background.

**Antagonist**

The major character or force that opposes the protagonist

**Dynamic character**

A character who undergoes a significant, lasting change, usually in his or her outlook on life

**Native**

Describing someone by their place of birth.

**Meticulous**

Someone who shows great attention to detail: very careful and precise.

**Taciturn**

When a person can be reserved, quiet and says little; uncommunicative.

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

A feeling of worry or anxiety

**Novel**

A long story with chapters

**Atmosphere**

The main feeling that is created in a moment of a story.

**Symbol**

Something (usually an object) that represents a bigger idea or concept.

**Dramatic irony**

When the audience/reader knows more about the plot than the characters.

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

Example- How does the writer present the character Phileas Fogg?

**Connective-** Initially; Moreover; Overall,

**Point-** the character \_\_\_\_\_ is intentionally presented as \_\_\_\_\_ using \_\_\_\_\_.

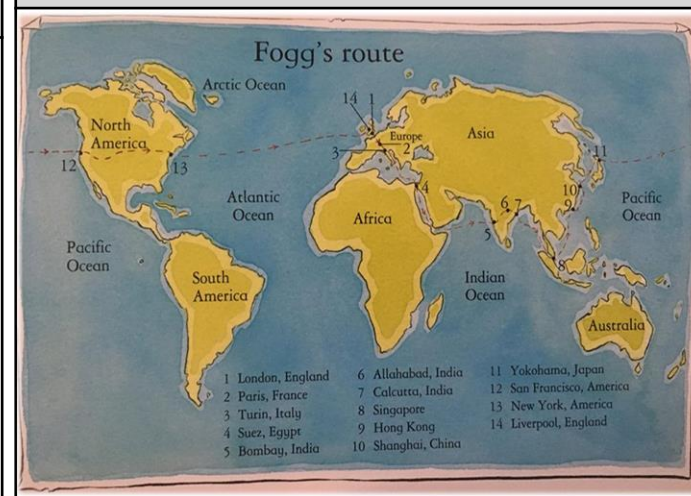
**Evidence-** This is illustrated when '.....'

**Analysis-** The use of \_\_\_\_\_ suggests... We can infer...

**Think** intention and impact- The writer wants to make us think/feel/understand... This would make the audience think/feel/understand ...

**Model Answer:**

Initially, the character Phileas Fogg is intentionally presented as a meticulous character using fronted adverbials. This is illustrated when he's introduced as 'steadily watching a clock' and 'at exactly half-past eleven'. The use of the adverb 'exactly' suggest Fogg is a precise character who likes to keep control over his time, letting us infer that he does not appreciate irregularity or unpredictable occasions. The writer Jules Verne wants to make us to recognise this early on in the novel so we can believe Fogg may have a chance of accomplishing his goals of travelling the world in 80 days. This makes us feel excited to see how Fogg will manage the unpredictable nature of travelling so far.

**Section 3: Fogg's Route:****Section 4: The World in the 1870s:**

**Trains:** this time in history welcomed trains and locomotives for transport. Up until this point, the fastest mode of transport was a galloping horse. Now, an express train could reach speeds of 80 miles an hour. The Great Indian Peninsula Railway (later Central Railway) opened, making India far easier to travel through.

**Steamers:** Steamships, constructed of iron rather than wood, could have much larger hulls than sailing vessels. Thus, they could carry far larger amounts of cargo - and far more passengers, leading to the age of the luxury liners

**Industrial Revolution:** this was the transition from producing goods and services by hand, and instead using machines to help us. This period spanned from 1760 to 1840, which is just before where our story is set.

**Suez Canal:** up until 1869, if you wanted to get to India from Britain you had to sail around southern Africa. When the canal was opened in Egypt, it made this journey 4,500 miles shorter and became the reliable method to access Asia.

**Imperialism:** this was written during the height of the British colonization of the world. Many of the countries Fogg and Fix travel through are British-owned, as a consequence of British forces colonizing them. Today, one country having this kind of control over such a large amount of the world seems impossible - then, though, it was taken as normal.

## Section 1: Key Vocabulary

## Tier 3 vocabulary

## Definition

## Scatter graph or Scatter diagram

A graph of plotted points that shows the relationship between two variables

## Correlation

The link between two variables

## Bivariate data

Data with two variables

## Line of best fit

A line through a scatter graph/diagram that best expresses the relationship between those points

## 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

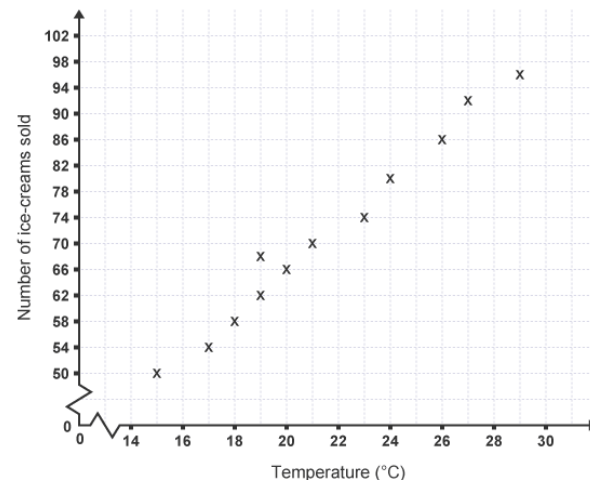
A series of marks at regular intervals

## Plot

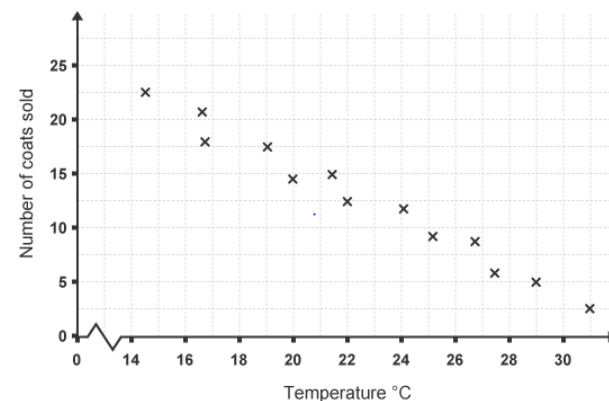
To place points on a coordinate grid

## Section 2: Knowledge/new skills

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

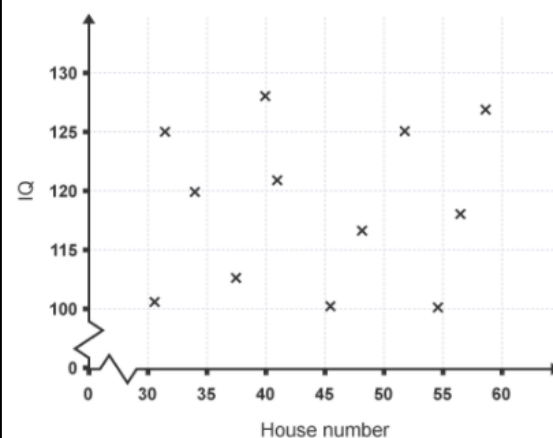


**Negative correlation** means as one variable increases, the other variable decreases. They have a negative connection.

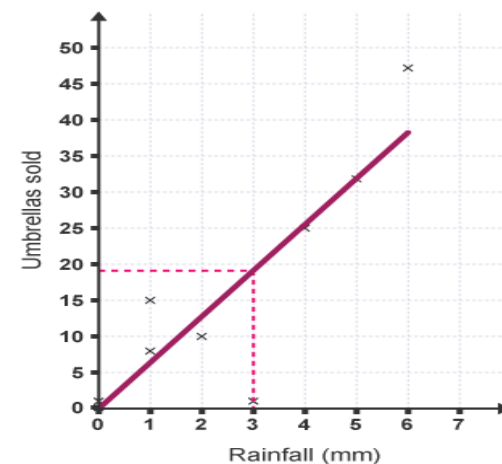


## Section 3

**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.



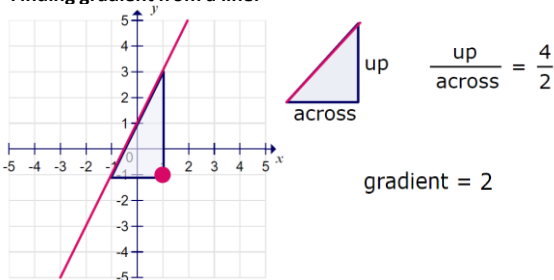
## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Axis</b>	x (across) and y (up) axis. Labelled with numbers to plot coordinates.
<b>Quadrant</b>	The four parts of a set of axis. Starting with one in the top right and moving around anticlockwise.
<b>Origin</b>	The centre of a set of axis. (0,0)
<b>Linear equation</b>	An equation that can be drawn as a straight line.
<b>Positive Gradient</b>	As the values along the x axis increase the values on y axis also increase.
<b>Negative Gradient</b>	As the values along the x axis increase the values on y axis decrease.
<b>Real-life Graph</b>	A graph that shows a real life situation. e.g Distance travelled compared to time taken.

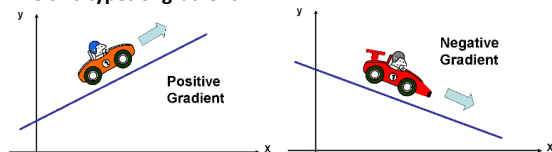
## Tier 2 vocabulary

Tier 2 vocabulary	Definition
<b>Coordinate</b>	Two numbers written in brackets to describe a position on a set of axis. Can also be three numbers for 3D.
<b>Plot</b>	To draw a mark on a set of axis to show the location of a set of coordinates.
<b>Graph</b>	A set of axis with a line drawn showing an equation.
<b>Gradient</b>	The value given to explain the steepness of the equation of a line.
<b>Distance</b>	The measurement of how far something travels. e.g mm, cm, m, ...
<b>Speed</b>	= Distance ÷ time. e.g. m/s, mph, km/h On a distance time graph, speed is the gradient of the line.
<b>Rate</b>	How one measure changes in relation to another measure.

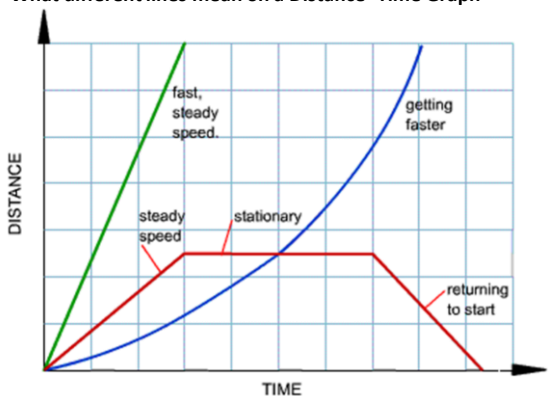
## Finding gradient from a line.



## The two types of gradient.



## What different lines mean on a Distance -Time Graph

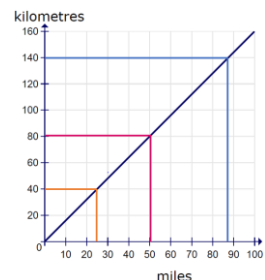


## Using a conversion graph to convert km to miles.

80km = 50 miles

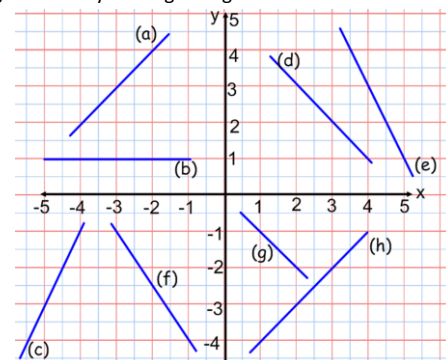
40km = 25 miles

140km ≈ 87 miles



## Section 3: Questions

Calculate the gradient of each of these lines. Remember to add a negative if they are negative gradients.



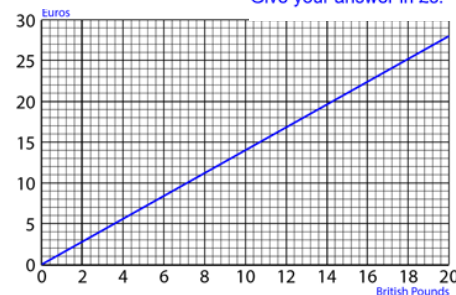
Use the graph to:

a) convert £8 to Euros

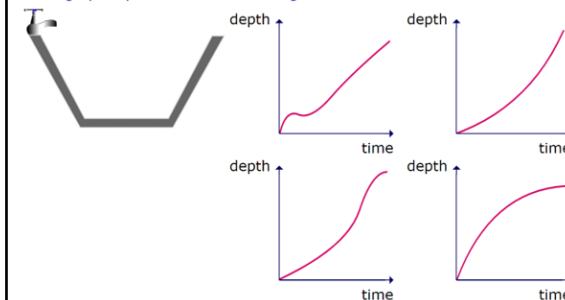
b) convert 14 Euros to £s

c) find the difference in £s between £12 and 14 Euros.


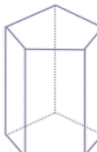

d) calculate the from £50 when you spend 20 Euros. Give your answer in £s.

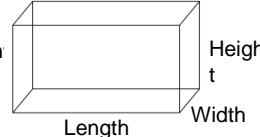
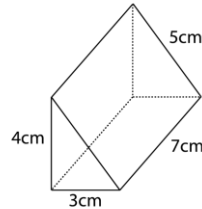
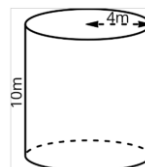



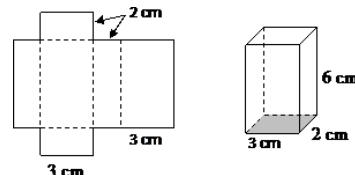
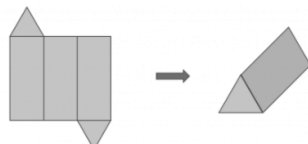
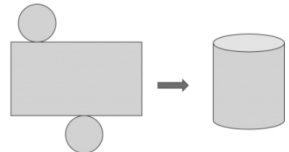
Which graph represents this bath being filled?





Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Cuboid</b> 	A 3-dimensional shape with six rectangular faces.
<b>Volume</b>	The amount of space occupied within a 3-dimensional shape.
<b>Prism</b> 	A 3-dimensional shape with two identical flat ends and flat sides.  The cross-section is the same along the length of the shape.
<b>Cross-section</b>	The 2-dimensional shape made when a solid is cut through parallel to the base.
<b>Surface Area</b>	The total area of the faces of a 3-dimensional shape.
<b>Net</b>	What a 3-dimensional shape would look like if it was opened out and laid flat.
<b>Cylinder</b> 	A 3-dimensional shape with two identical flat ends that are circular and one curved side.  It has the same circular cross-section from one end to the other.
<b>Compound Shape</b>	A shape made up of two or more shapes joined together along an edge.
Tier 2 vocabulary	
3-Dimensional (3D)	Definition
	Having length, width and height. (sometimes referred to as length, depth and breadth)

Section 2: Volume	
<b>Volume of a cuboid</b> $V = \text{Length} \times \text{Width} \times \text{Height}$ $V = l \times w \times h$ They can be multiplied in any order.	
<b>Volume of a Prism</b> $V = \text{Area of cross-section} \times \text{length}$ The shape of the cross-section can be any polygon  <b>Example:</b> $V = \text{Area of triangle} \times \text{length}$ $\text{Area of triangle} = \frac{3 \times 4}{2} = 6 \text{ cm}^2$ $\text{Length} = 7 \text{ cm}$ $\text{Volume} = 6 \times 7 = 42 \text{ cm}^3$	
<b>Volume of a Cylinder</b> The volume of a cylinder is calculated the same way as a prism: $V = \text{Area of cross-section} \times \text{length}$  <b>Example:</b> $V = \text{Area of circle} \times \text{length}$ $\text{Area of circle} = \pi \times 4^2 = 50.265... \text{ cm}^2$ $\text{Length} = 10 \text{ cm}$ $V = 50.265... \times 10 = 502.7 \text{ cm}^3 \text{ (1dp)}$	
<b>Volume of Compound Shapes</b> Split the shape into its composite parts. Find the volumes separately. Add the volumes together.	

Section 3: Surface Area	
<b>Surface area of a cuboid</b> 	To find the surface area find the area of each face.  This can be made easier by drawing a net and finding the total area.  In this example: The top and the bottom faces are both $2 \times 3 = 6 \text{ cm}^2$ The front and back faces are both $3 \times 6 = 18 \text{ cm}^2$ The left and right faces are both $2 \times 6 = 12 \text{ cm}^2$  $\text{Surface Area} = (2 \times 6) + (2 \times 18) + (2 \times 12) = 72 \text{ cm}^2$
<b>Surface area of a triangular prism</b> 	The area of the triangle can be found using the formula $A = \frac{b \times h}{2}$  To find the surface area of a triangular prism, find the area of each of the 3 rectangles, the 2 triangles and add them together.
<b>Surface Area of a Cylinder</b> 	The length of the rectangle is always the <b>circumference of the circle</b> $= \pi D$  The area of each circle can be found using $A = \pi r^2$ The area of the rectangle $A = l \times w$ where $l = \pi D$ and $w$ = the height of the cylinder  $\text{Surface Area} = \text{Area of the two circles} + \text{Area of the rectangle}$

### Section 1: Key Vocabulary

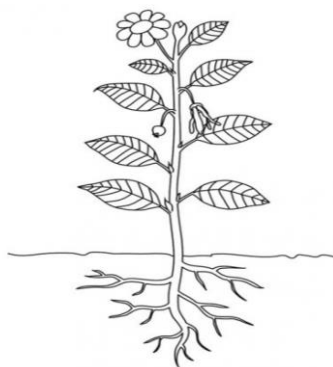
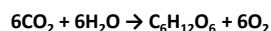
Tier 3 vocabulary	Definition
<b>Addiction</b>	Where a person is unable to stop taking a certain drug.
<b>Drug</b>	A drug is a substance that has an affect on the way the body functions.
<b>Tar</b>	A thick black substance produced by cigarettes.
<b>Carbon monoxide</b>	A poisonous gas that stops the blood from carrying oxygen.
<b>Depressant</b>	A drug that slows down the bodies' nervous system.
<b>Stimulant</b>	Speed up the transfer of impulses in the bodies nervous system.
<b>Xylem</b>	The tube that carries water through plants.
<b>Stoma (plural stomata)</b>	Holes in the underside of the leaf where gas exchange happens.
<b>Guard cells</b>	Cells that control the opening and closing of the stomata.
<b>Root hair cell</b>	Cells in the roots of plants responsible for taking in water and mineral ions from the soil.
<b>Phloem</b>	The tube that carries sugars and other nutrients through the plant.
Tier 3 vocabulary	Definition
<b>Nicotine</b>	The addictive substance in cigarettes.
<b>Cancer</b>	A disease caused by the bodies cells dividing uncontrollably.
<b>Class A drug</b>	Drugs judged to be the most dangerous.
<b>Overdose</b>	Taking more than the recommended amount of a drug. It can lead to serious side effects or even death.

### Section 2: Drugs and smoking

Photosynthesis happens in the chloroplast of plant cells. It requires light which is trapped by the pigment chlorophyll.

Photosynthesis is a chemical reaction it can be summarised by the following equations.

Carbon dioxide + water → glucose + oxygen



**TASK** - Draw arrows into and out of the plant to show which substance are needed for photosynthesis and which are produced.

Try to make the arrows show where the substances have come from.

#### Questions

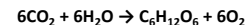
1. Explain why a plant left in the dark would not turn iodine black.
1. Explain the importance of the following structures in plants.
  - A. Stomata
  - B. Xylem
  - C. Phloem
  - D. Root hair cells
1. Explain how plants and animals are interdependent upon each other in terms of gases in respiration and photosynthesis

### Section 3: Plants

Photosynthesis happens in the chloroplast of plant cells. It requires light which is trapped by the pigment chlorophyll.

Photosynthesis is a chemical reaction it can be summarised by the following equations.

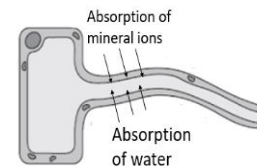
Carbon dioxide + water → glucose + oxygen



#### Using glucose

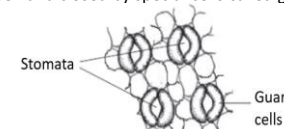
Glucose created from photosynthesis can be turned into starch and stored by the plant. To test for starch you add iodine, if it goes black starch is present.

#### Transporting substances in plant



Both water and mineral ions are absorbed into plants from the soil by root hair cells. Water is transported around the plant in a tube called the xylem.

Carbon dioxide diffuses into leaves from the air through small holes called stomata. These can be open and closed by special cells called guard cells.



#### What affects photosynthesis?

There are three factors that affect how quickly a plant will photosynthesise, these are; light intensity, temperature and carbon dioxide concentration.

#### Questions

1. Explain why a plant left in the dark would not turn iodine black.
2. Using the information and your own knowledge create a factsheet on the differences between medical drugs and recreational drugs. You can include examples and side effects.
3. Explain the importance of the following structures in plants.
  - A. Stomata
  - B. Xylem
  - C. Phloem
  - D. Root hair cells

### Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Current</b>	A flow of electric charge
<b>Amperes</b>	The unit we measure current in
<b>Ammeter</b>	The device we use to measure current
<b>In series</b>	If components in a circuit are on the same loop
<b>In parallel</b>	If some components are on separate loops
<b>Electrons</b>	Tint particles which are part of an atom and carry a negative charge
<b>Potential difference (voltage)</b>	The amount of energy moved from the battery to the moving charge (electron)
<b>volt</b>	The unit we measure potential difference (voltage) in.
<b>voltmeter</b>	The device we use to measure potential difference
<b>Electrical conductor</b>	A material that allows a current to flow through it easily.
<b>Electrical insulator</b>	A material that does not allow a current to flow through easily.
<b>Cell</b>	A chemical store of energy which will cause a current to flow in a circuit.
<b>Battery</b>	More than one cell connected together
Tier 3 vocabulary	Definition
<b>Wires</b>	The connection between components, usually made of copper.
<b>Generator</b>	A device that generates electricity.

### Section 2:

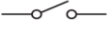

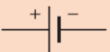
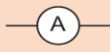
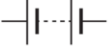

Electricity allows the transfer of energy from a store such as a battery to a device such as a lamp, motor, radio etc.

For electricity to flow there needs to be an energy source, and a complete circuit made of a conducting material.

Good conductors include metals, especially gold, silver and copper. Wires in most circuits use copper.

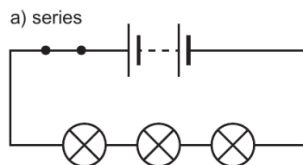
Good insulators include, wood, plastic and air

#### Circuits

Circuit symbol	Component	Circuit symbol	Component
	switch (open)		lamp
	cell		ammeter
	battery		voltmeter

#### Series Circuit

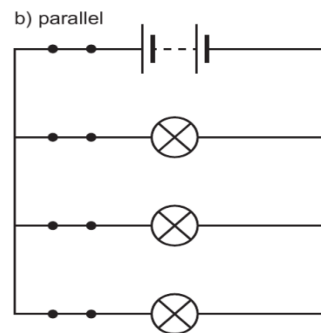
In a series circuit all the components are in one loop. The current is the same in all places in the circuit. The potential difference is shared between the components.



So in the circuit above if an extra bulb is added they will become dimmer as four bulbs have to share the energy rather than three. If the circuit breaks anywhere then the whole current stops flowing.

### Section 3:

#### Parallel circuit



The current is split between the loops. But because there are different routes some bulbs can be on and others off. This is the type circuit in your house.

The potential difference (voltage) is the same for each bulb and if you add another bulb they all stay the same brightness.

#### Electrical safety

Your body uses electrical currents to control muscles including your heart. That is why a large electrical shock can stop your heart. It can also be used to make your heart go back into a proper rhythm. This is done with a defibrillator.

#### Generating electricity

For portable devices such as mobile phones and torches we use batteries. These are a store of chemical energy. For the large scale generation of electricity we use natural gas and nuclear power which are non-renewable as well as wind turbines and solar cells which are renewable.

#### Question

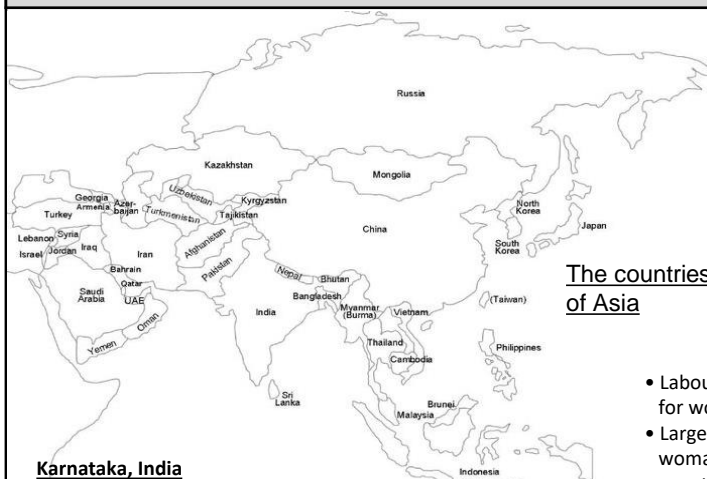
- Draw a series circuit with 3 cells, 4 light bulbs, an ammeter and a switch to turn the circuit on and off.
- Draw a parallel circuit with 3 bulbs, one bulb in one loop and two bulbs in another loop, a switch to only turn off the two bulbs.
- In the parallel circuit **explain** which will be the brightest bulb.



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.

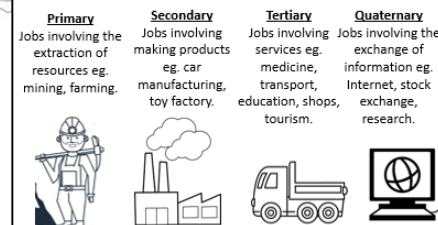
Tier 2 vocabulary	Definition
<b>Sustainability</b>	The practice of using natural resources responsibly, so they can support both present and future generations.
<b>Social</b>	Things affecting people and their community.
<b>Economic</b>	Things relating to money.
<b>Environmental</b>	Things relating to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

## Section 2: New Knowledge



The countries of Asia

### Employment Structure



### China

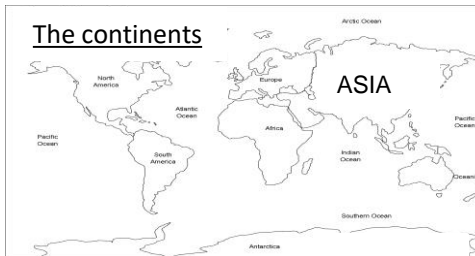
- Labour supply – China has a plentiful supply of people available for works.
- Large percentage of female workers – due to the one child policy, women are not involved in child-raising for as long as most other countries, adding to the already large labour supply.
- Low wages – increases the amount 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.

### 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




## 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>The East India Company</b>	An organisation set up in 1600 to develop England's trade in the East.
<b>Independence</b>	The fact or state of being independent.
<b>The British Raj</b>	The British Raj was the rule of the British Crown on the Indian subcontinent from 1858 to 1947.
<b>The Mughal Empire</b>	A huge area covering most of India starting in 1525
<b>The Endeavour</b>	The ship sailed to Australia by Captain Cook in 1770
<b>Famine</b>	A life threatening shortage of food
Tier 2 vocabulary	Definition
<b>Aborigines</b>	The indigenous people of Autralia
<b>A Convict</b>	A criminal, someone who has broken the law
<b>Transportation</b>	A common punishment in the 1800s which involved sending English criminals to Austalia.
<b>Genocide</b>	The deliberate attempt to kill a group or race of people.
<b>Settlers</b>	People who move to a new location to start a new life.
<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>1525:</b> The Mughal Empire begins.</p> <p><b>1526-30:</b> Emperor Babur</p> <p><b>1530-40 and 1555-56:</b> Emperor Humayun</p> <p><b>1556-1605:</b> Emperor Akbar</p> <p><b>1600:</b> The East India Company is established.</p> <p><b>1601:</b> James Lancaster leads the East India Company's first voyage to the East Indies.</p> <p><b>1605-27:</b> Emperor Jahangir</p> <p><b>1607:</b> William Hawkins leads the East India Company's first voyage to India.</p> <p><b>1618:</b> Sir Thomas Roe secures a base for the East India Company at Surat in India,</p> <p><b>1627-57:</b> Eperor Shah Jahan.</p> <p><b>1657-1707:</b> Emperor Aurangzeb</p> <p><b>1768:</b>James Cook sets sail for the South Pacific.</p> <p><b>1770:</b> James Cook lands in Australia</p> <p><b>1787:</b> Britain sets up its first convict colony in Botany Bay, Australia.</p> <p><b>1820's</b> East India Company in control of most of India.</p> <p><b>1820's</b> Aboriginal resistance to British colonists begins for the first time.</p> <p><b>1845-52:</b>Ireland suffered a period of starvation, disease and emigration that became known as the Great Famine.</p> <p><b>1849:</b> Gold discovered in New South Wales in Australia.</p> <p><b>1851:</b> Transportation to Australia ends.</p> <p><b>1852:</b> 20% of the Irish population killed by the famine.</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 information
<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 impact of the East India Company</li> <li>The Mughal Empire</li> <li>The Mughal Emperors</li> <li>Captain James Cook</li> <li>Transportation to Australia</li> <li>Convict colonies in Australia</li> <li>The impact on Australian Aborigines</li> <li>The causes of the Irish famine.</li> <li>The impact of the Irish famine in the short and long term.</li> </ul> <p>You should also be able to answer the following questions as the unit progresses:</p> <p>Who was the most successful Mughal Emperor?</p> <p>What was the purpose of the East India Company?</p> <p>What mattered most to the British rulers of India 1750-1900?</p> <p>How did the situation change from rule to rebellion 1803-59?</p> <p>What was the impact of the English on Australia and it's people between 1770 and 1836?</p> <p>What were the causes of the Irish famine 1845-52?</p> <p>How much are the English to blame for the Irish famine?</p> <div>  </div>



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	
Tier 3 vocabulary	Definition
<b>Reflexive verb</b>	A verb that can mean something you do to yourself.
<b>modal verb</b>	A verb that explains what you can, must or want to do. I
<b>Infinitive</b>	The verb in its pure form, unchanged.
<b>Adjective</b>	A word used to describe a noun/something.

Questions	Translation
1. Décris où tu habites.	Describe where you live.
2. Qu'est-ce qu'on peut faire à .....?	What can you do in...?
3. Qu'est-ce que tu aimes faire à....? Pourquoi ?	What do you like doing in...? Why?
4. Décris ta chambre.	Describe your bedroom.
5. Décris ta routine.	Describe your routine.
6. Qu'est-ce que tu dois faire à la maison ?	What do you have to do at home?
7. Qu'est-ce que tu as fait récemment ? c'était comment ?	What have you done recently? What was it like?
8. Qu'est-ce que tu vas faire ce weekend ?	What are you going to do this weekend?
9. Où est-ce que tu veux habiter à l'avenir ? Pourquoi ?	Where would you like to live in the future? Why?

Section 2: Grammar

Modal verbs			
	pouvoir to be able to	vouloir to want	devoir to have to
je	peux (I can)	veux (I want)	dois (I must)
tu	peux	veux	dois
il/elle/on	peut	veut	doit
nous	pouvons	voulons	devons
vous	pouvez	voulez	devez
ils/elles	peuvent	veulent	doivent

We use modal verbs to say what we can, want and must do. They are nearly always with an infinitive.

Examples:

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

**Reflexive verbs:** Reflexive verbs are verbs that have a reflexive pronoun in front of them e.g **me/te/se**. They are often used with daily routine, but not always.

☆ Before a verb starting with a vowel you use **m', t', s'**.

	se réveiller to wake up	se lever to get up	se coucher to go to bed
Je	me réveille	me lève	me couche
tu	te reveilles	te lèves	te couches
il/elle/on	se reveille	se lève	se couche
nous	nous réveillons	nous levons	nous couchons
vous	vous réveillez	vous levez	vous couchez
ils/elles	se réveillent	se lèvent	se couchent

Examples:

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

### Section 3: WAGOLL

Je m'appelle Raoul. J'habite dans une ville à la montagne au Canada. C'est génial au printemps parce que c'est très calme. C'est vraiment joli en hiver parce qu'il neige souvent. Dans ma ville, on peut faire du ski et on peut visiter les sites touristiques. J'aime beaucoup faire du ski car c'est passionnant. J'aime ma chambre, c'est assez petit mais ça va. Mon bureau est à côté de mon lit, il y a une lampe sur le bureau et j'ai des posters sur le mur. Ma routine ? D'habitude, les jours d'école je me réveille à 7h30. Je me lève un peu plus tard, vers 8h. Le weekend par contre, je me réveille plus tard vers 10h. J'aime faire la grasse matinée. Je me couche plus tard aussi le samedi vers 10h30. J'aime regarder un film avec ma famille le samedi soir. Chez moi, je dois aider à la maison. Par exemple, je dois ranger ma chambre tous les jours et moi et ma sœur, on doit faire la cuisine le mercredi soir. Mon frère aîné doit nourrir les animaux. Hier, je suis sorti en ville avec mes amis. On a regardé un film au cinéma, c'était très cool. Le weekend prochain, on va faire du bowling. Ça va être formidable car j'adore sortir en ville avec mes amis. À l'avenir, je veux habiter à la campagne car j'aime le beau paysage et la tranquillité.

#### À savoir:

Reflexive verbs in the past tense use **être** as the **auxiliary verb**.

You need the subject, the reflexive pronoun, the part of être and a past participle (with an agreement if necessary)

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

**You can practise using reflexive verbs on**  
[languagesonline.org.uk](http://languagesonline.org.uk)

A square QR code located in the bottom right corner of the page, next to the text about practising reflexive verbs.

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 château	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: i/y	
gentil	il y a
stylo	cyclisme

Phonics: eau/au	
bureau	château
animaux	eau

Phonics: -gn-	
campagne	montagne
Espagne	Allemagne

Phonics: qu	
touristique	quand
publique	qui

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
1. Beschreib deine tägliche Routine	Describe your daily routine
2. Wann bist du gestern aufgestanden?	When did you get up yesterday?
3. Wann wirst du morgen ins Bett gehen?	When will you go to bed tomorrow?
4. Wie feierst du deinen Geburtstag?	How do you celebrate your birthday?
5. Was ist deine Lieblingstradition?	What is your favourite tradition?
6. Was hast du letztes Jahr zum Geburtstag gemacht?	What did you do for your birthday last year?
7. Welches Fest im Ausland möchtest du erleben?	Which festival would you like to experience abroad?

Section 2: Grammar
<p><b><u>Separable verbs</u></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>aufstehen</u></b> – to get up</p> <p>Ich <b>stehe</b> um 7 Uhr <b>auf</b> – I get up at 7 o'clock  Der Hund <b>steht</b> sehr spät <b>auf</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>aufstehe</b>, bin ich müde.  Weil der Hund sehr spät <b>aufsteht</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 <b>bin</b> ich um 9 Uhr <b>aufgestanden</b>.  Ich <b>bin</b> zu früh <b>aufgewacht</b>.</p> <p><b><u>Reflexive verbs</u></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 waschen</u></b> – to wash <u>oneself</u></p> <p>ich wasche <b>mich</b> – I wash (myself)  du wäschst <b>dich</b> – you wash (yourself)  er wäscht <b>sich</b> – he washes (himself)  sie wäscht <b>sich</b> – she washes (herself)</p> <p><b>wir</b> waschen <b>uns</b> – we wash (ourselves)  <b>ihr</b> wascht <b>euch</b> – you wash (yourselves)  <b>Sie</b> waschen <b>sich</b> – you wash (yourself)  <b>sie</b> waschen <b>sich</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>Digital Footprint</b>	Is a trail of information that a person leaves behind when they use the Internet.
<b>Hacking</b>	Is an activity carried out by someone in order to gain access to a computer/digital device without a user's permission.
<b>Password</b>	A password is a method used to verify a user's credentials to authorise access to a computer/digital device.
<b>Phishing</b>	A suspicious email containing a link that tries to collect someone's usernames and passwords. Phishing emails are designed to look like they are from legitimate companies such as Amazon or PayPal.
<b>Malware</b>	Malware is a term used to describe different programs that are designed to do unwanted things to your computer.
<b>Firewall</b>	A Firewall is a piece of software used to protect a user's device from unauthorised access from someone on another network.
<b>Backup/Updates</b>	A backup is a copy of a piece of work that you create on a computer. Updates are patches/software created by software manufacturers to improve/fix pieces of existing software.
<b>Encryption</b>	Encryption is a process of changing data into another form so it can only be read with the person who has the key/code to translate it.
<b>Cipher</b>	A cipher is a code applied to encrypted text, to help decrypt it. Ciphers are normally kept secure and only shared between senders and receivers of messages/information.
<b>Shoulder Surfing</b>	Shoulder Surfing is when someone looks over someone's shoulder to try to look at and memorise a username, password or PIN. This can be then used to log into their account without their knowledge or permission.

## Section 2: New Knowledge

### Digital Footprint

A Digital Footprint is the term given to the trail of information left behind when someone uses the Internet. This could be a set of webpages someone visits, someone's search history, or information they post about themselves or someone else on a social media profile or a webpage.

### Hacking and Hackers

Hacking is a criminal offence under the Computer Misuse Act 1990. A Hacker is someone who attempts to access a computer without the user's permission. Hackers can carry out the following offences

- 1) Accessing, modifying and deleting files
- 2) Using and accessing data to commit crime (e.g. Fraud)
- 3) Making and supplying anything that can be used in computer misuse offences.

### Types of Malware

Malware (**Malicious Software**) is installed on someone's device without their knowledge or permission. Typical actions of Malware include modifying and deleting files, monitoring a users actions such as passwords inputted or usernames.

*Malware can come in the following formats:*

**Viruses** – attach themselves to certain files (e.g. email attachments) and are spread between computers when these files are shared. When the files are opened the virus activates, which can cause itself to replicate (copy) itself to other files.

**Trojans** – are malware disguised as legitimate software. Unlike viruses and worms, Trojans don't replicate themselves – users install them not realising they have a hidden purpose.

**Worms** – are like viruses but can self-replicate without the user having to do anything, so can spread very quickly. They exploit weaknesses in network security.

**Ransomware** – software that is installed on computers that can lock a computer and access to its files, and demand a release fee in extortion to be paid. If the fee isn't paid the files will be deleted or destroyed. Ransomware can infect a computer by opening unsolicited email attachments.

## Section 3: New Knowledge

**Adware** - It is a software application or online service that displays adverts of some kind while it is running in order to provide revenue for its owner.

**Spyware** - is software which is installed without the user's knowledge and may gather information about that user's internet browsing habits, intercept their personal data, and transmit this information to a third party.

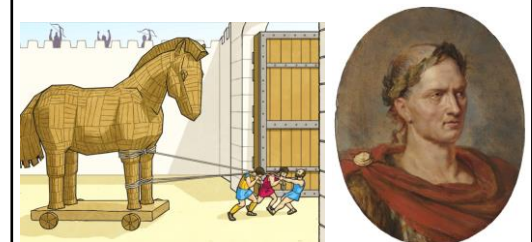
### Stopping Hackers/Malware

Follow this useful set of information on how to keep yourself online:

- Never respond or fill in any unsolicited email or text message links. If you aren't sure where they are from delete them.
- Never open any email attachments unless you know exactly where it is coming from.
- Don't give out your username and password to anyone else.
- Don't use file sharing sites. A lot of these are not safe and contain malware.
- Don't use Public Access Wireless connections for any financial transactions such as buying online or banking.
- Don't have the same password for every site you visit.

**Encryption** - is the process of encoding data or a message so that it cannot be understood by anyone other than its intended recipient.

The **Athash Cipher** and **Caesar Cipher** are the oldest and simplest forms of encryption around today.



## PE: Tennis

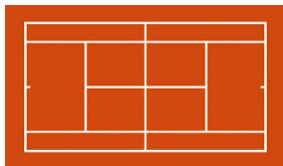
Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Volley</b>	Playing the ball before it bounces when you are close to the net.
<b>Half-volley</b>	Playing the ball low down just after it has bounced.
<b>Service</b>	Starting the rally with a shot from behind the baseline.
<b>Service box</b>	The 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?

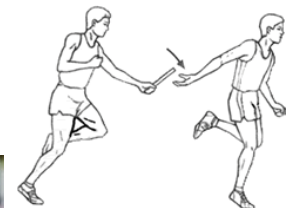


## PE: Track

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)

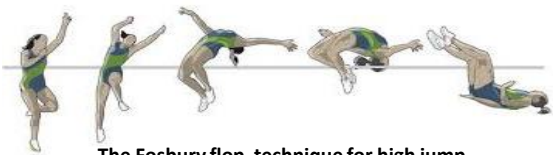
Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Straddle technique</b>	An alternative technique to the scissors using the foot nearer to the bar to take-off.
<b>Fosbury flop</b>	The most advanced high jump technique involving a backwards dive over the bar.
<b>Hang technique</b>	A basic long 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.



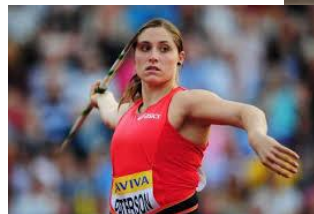
The Fosbury flop technique for high jump.

## 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?

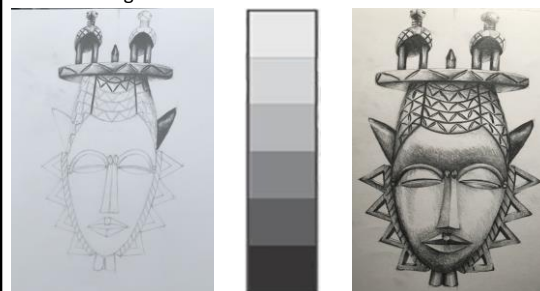
Start with your darkest tone. Decide where you are going to start and gradually apply this dark tone to your drawing.

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
<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

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. R. M.)** 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>Clocking</b>	Clocking is when an actor looks straight at the audience giving them a chance to understand what the character is thinking.
<b>Cross Talk</b>	Cross talk occurs when a character repeats questions to avoid answering them. Long strings of silly insults are exchanged.
<b>Grummelot</b>	Commedia companies toured outside of Italy, to France and Spain, and so Grummelot evolved, a nonsensical babble speak that carried the truthful emotional intention of a character. This language meant that audiences were able to understand the action on the stage and enabled commedia dell'arte to become an international type of theatre.
<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 performance techniques



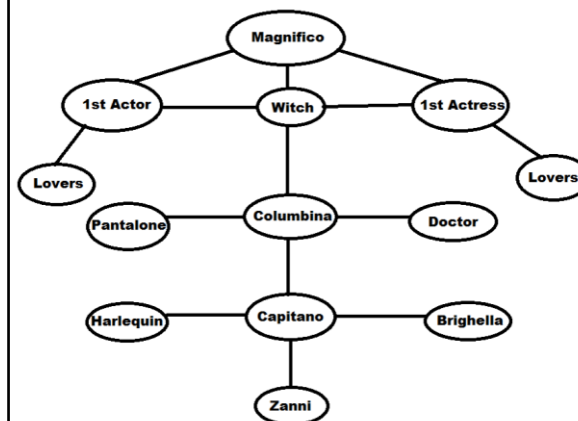
Clocking is sharing a moment/a joke with the audience. The actor finds a moment of stillness and shares the characters emotions with the audience.

An example of cross talk dialogue

A Have you broken my prize teapot?  
 B Have I broken your prize teapot?  
 A Yes, my prize teapot!  
 B Where is your prize teapot?  
 A What do you mean where is my prize teapot? It's all over the floor!  
 B I can't see your prize teapot on the floor!  
 A That's because it's broken you .....

## Section 3: Exploring Character Hierarchy

## The Hierarchy of Commedia Characters



What should be included in a commedia performance?

- Very fast dialogue
- Physical comedy
- Comedic qualities such as singing, dancing, acrobatics, tumbling etc
- Slapstick, particularly for servant characters
- Exaggerated gestures, arm and leg movements
- Fast-paced action
- Exemplary comic timing
- Grummelot
- Clocking





## Section 1: Key Vocabulary

### Tier 3 vocabulary

### Definition

#### Backbeat

A backbeat is any rhythm sound in music that puts emphasis on the **second and fourth beats** in a bar

#### Loops

In music, a loop is a **repeating section of sound material**. Short sections can be repeated to create ostinato patterns.

#### Rhythm

Rhythm is music's pattern in time. Whatever other elements a given piece of music may have, rhythm is the one indispensable element of all music

#### Rapping

the activity of performing a style of popular music that involves speaking, rather than singing, words to music that has a strong rhythm

#### Harmony

The combination of simultaneously played musical notes

#### Lyrics

The words of a song

### Tier 2 Vocabulary

### Definition

#### Diction

Diction means pronouncing your speech clearly

#### Projection

Projection is making sure your voice can be heard (this doesn't mean shouting)

#### Emphasis

Emphasis is when you make a word stand out.

#### Tone

Use this to show the emotion behind a line

#### Repetition

The act of repeating an action multiple times

## Section 2: New Knowledge/Skills (cont)

### Vocal Skills

These are the motor skills that exploit the vocal apparatus in a manner that requires special practice, teaching or learning; to be able to sing, or speak rhythmically to music.



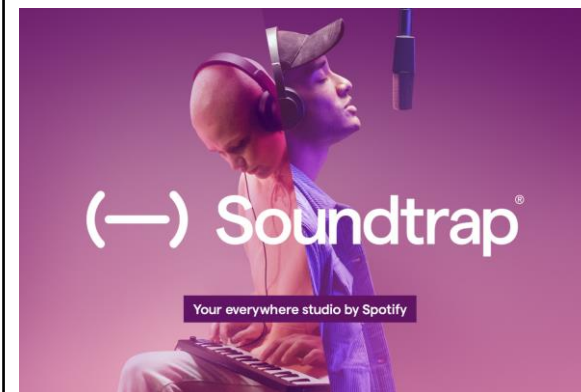
To improve voice control, aspiring singers should diligently practice improving their **vocal technique**. This involves mastering the middle range of the voice. All singers possess a "breaking point," which is a range of notes that lie within the chest voice and head voice. To eliminate the 'croakiness' and loss in quality of sound in hitting certain notes, aspiring singers should practice transitioning between vocal ranges.

### Vocal Warm Ups



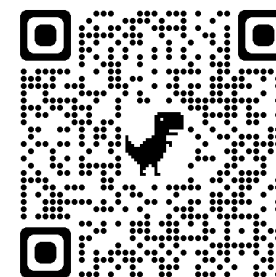
## Section 3

### Music Technology



**Soundtrap** is a free music sequencer. We will use it in lessons to create backing beats. These beats will be used to build a foundation to sing or rap over. You can download the app now at home to save your mobile data.

### Soundtrap Tutorial:


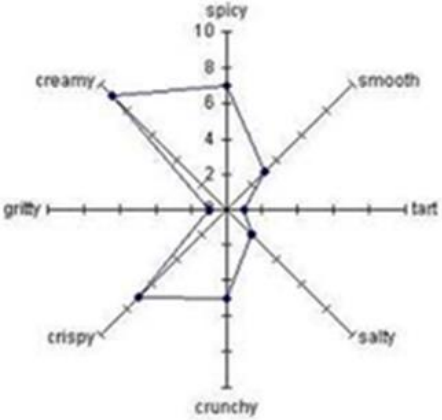


*Links to prior learning: Riffs and Hooks, The Four Chord Trick, Keyboard Skills*

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

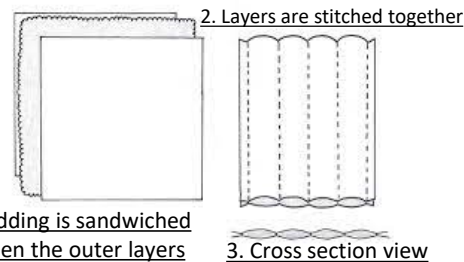
Complete the homework page from your school booklet. (Finding out about British traditions and matching the food to the area that it is linked with on the map.)

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

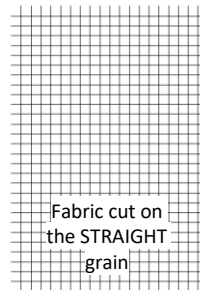
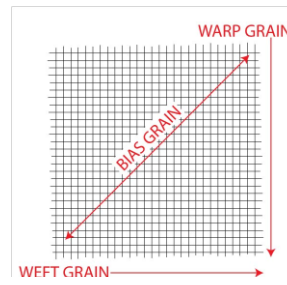
### Quilting

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

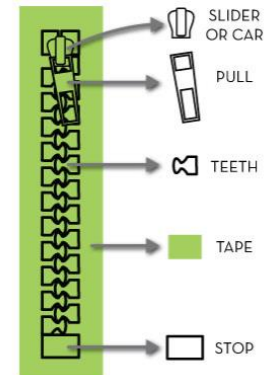
Bias tape is used to **BIND** the edges of quilted fabrics. The fabric is cut at a 45° to the straight grain. This makes the tape bend and fold around curves and corners more easily.



## 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.

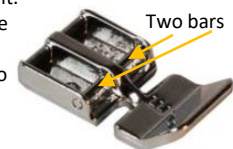
#### Standard Presser Foot

\*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

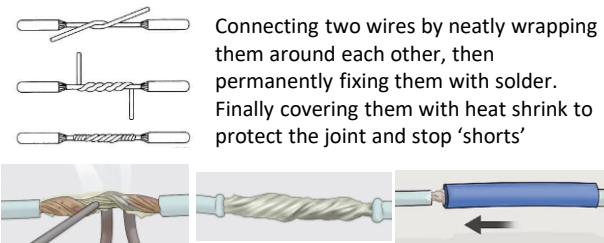
<b>Light Emitting Diode</b>	Electronic device used to give off a small amount of light when electricity passes through it in the correct direction
<b>Solder</b>	Metal with a low melting point, used to act as a 'conductive glue' to fix two metal wires together
<b>Resistor</b>	An electronic component used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

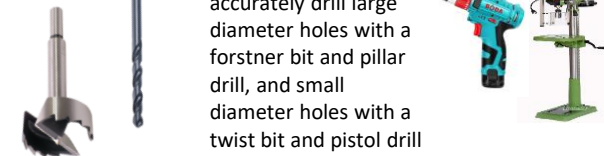
<b>Pine</b>	A softwood (evergreen, growing all year round), which have needle shaped leaf's and seen are in pine cones. Fast growing, and grown in temperate climates (Scotland/Scandinavia). Often from managed FSC forests. Contains knots, light yellow colour.
<b>Acrylic</b>	Oil based thermoplastic. Can 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

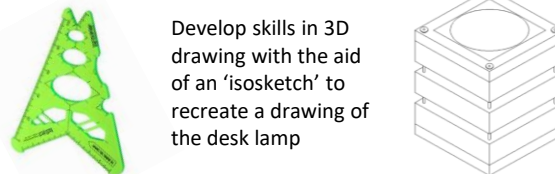
### Introduction to soldering



### Drilling



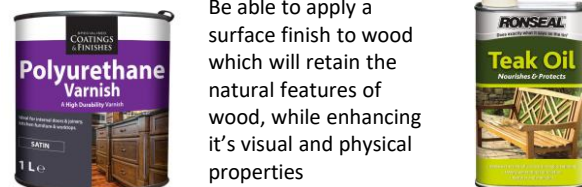
### Isometric Drawing



### 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

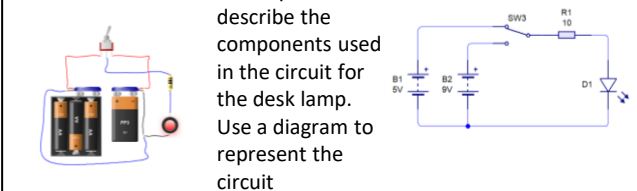


## Section 3:- New Knowledge

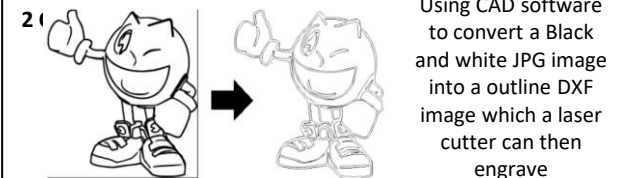
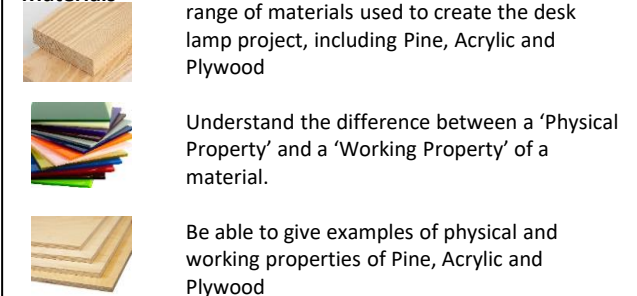
### Evaluation

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





## Key Vocabulary

Tier 3 vocabulary	Definition
<b>Body image</b>	our perception of what our bodies should look like. This is usually influenced by the bodies of others.
<b>Manorexia</b>	a term used by the media to describe men who suffer from anorexia (a serious eating disorder).
<b>Eating disorders</b>	suffered by males and females, often to give them a sense of control over their bodies.
<b>Self-confidence</b>	This means belief in your own ability, skills and experience, plus feeling good and ready to tackle challenges.
<b>Self Development</b>	Developing your self. This could be working on your personality through your behaviours or your skills, whether they are academic or interpersonal.
Tier 2 vocabulary	Definition
<b>Personal Safety</b>	your level of protection from potential harm. This is what you consider to ensure you minimise or prevent risks to yourself.
<b>First Aid</b>	The essential basic medical skills we need to help others who are hurt or in times of emergency. These skills are often used whilst waiting for health professionals to arrive.
<b>Respect</b>	due regard for the feelings, wishes, or rights of others.

## Personal development and target setting

Whenever we set ourselves goals or targets, we always talk about making them SMART. But what exactly does this mean, and why is it even important?

**Specific** (simple, sensible, significant)

**Measurable** (meaningful, motivating)

**Achievable** (agreed, attainable)

**Relevant** (reasonable, realistic and resourced, results-based)

**Time bound** (time-based, time limited, time/cost limited, timely, time-sensitive)



## First Aid - Primary survey

**1. Check for danger**

- Always make sure the area is safe



**2. Response**

- Check the casualty's response. Ask questions and gently tap shoulders. Say "open your eyes!"

**5. Breathing**

- Check for normal breathing. Do not put your face next to theirs, instead look at chest rising and falling only. (Remember 10 seconds!)

**3. Shout for help**

- Anyone nearby can assist you



**6. Circulation** (only if breathing normally)

- Check the casualty for bleeding

## 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



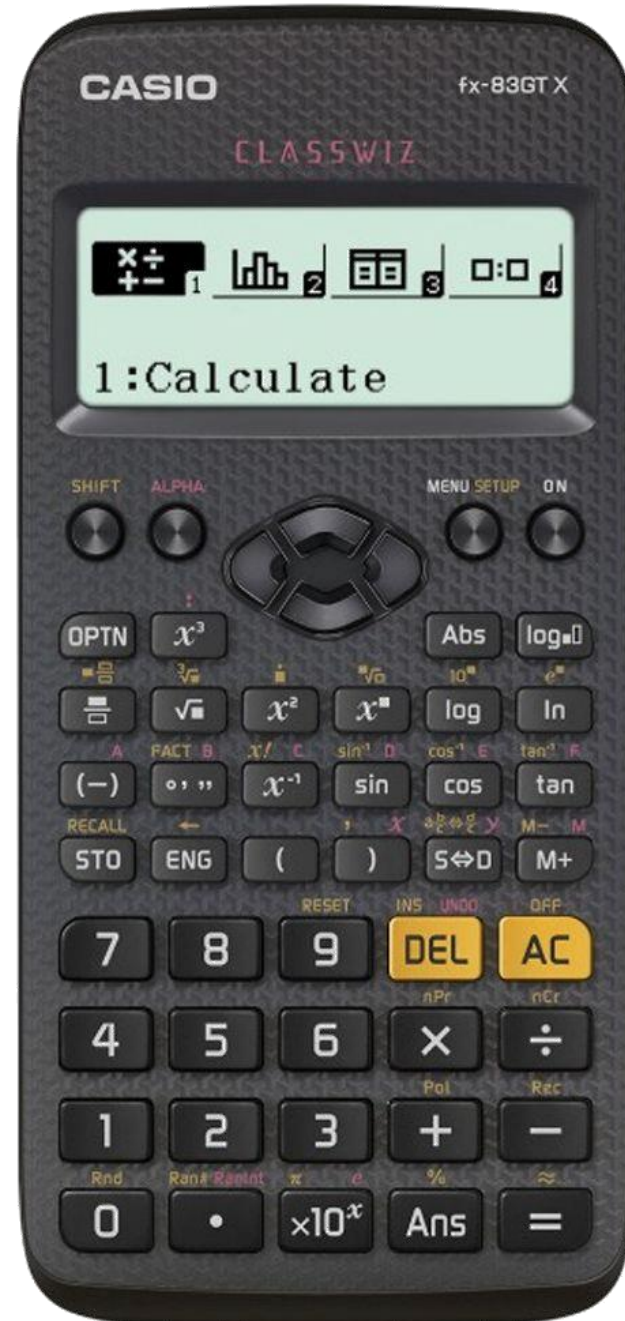
Eraser



Pencil Sharpener



Scientific Calculator



Planner

Ruler

