

Knowledge Organiser

Year 8 Autumn 2 2023

Name:

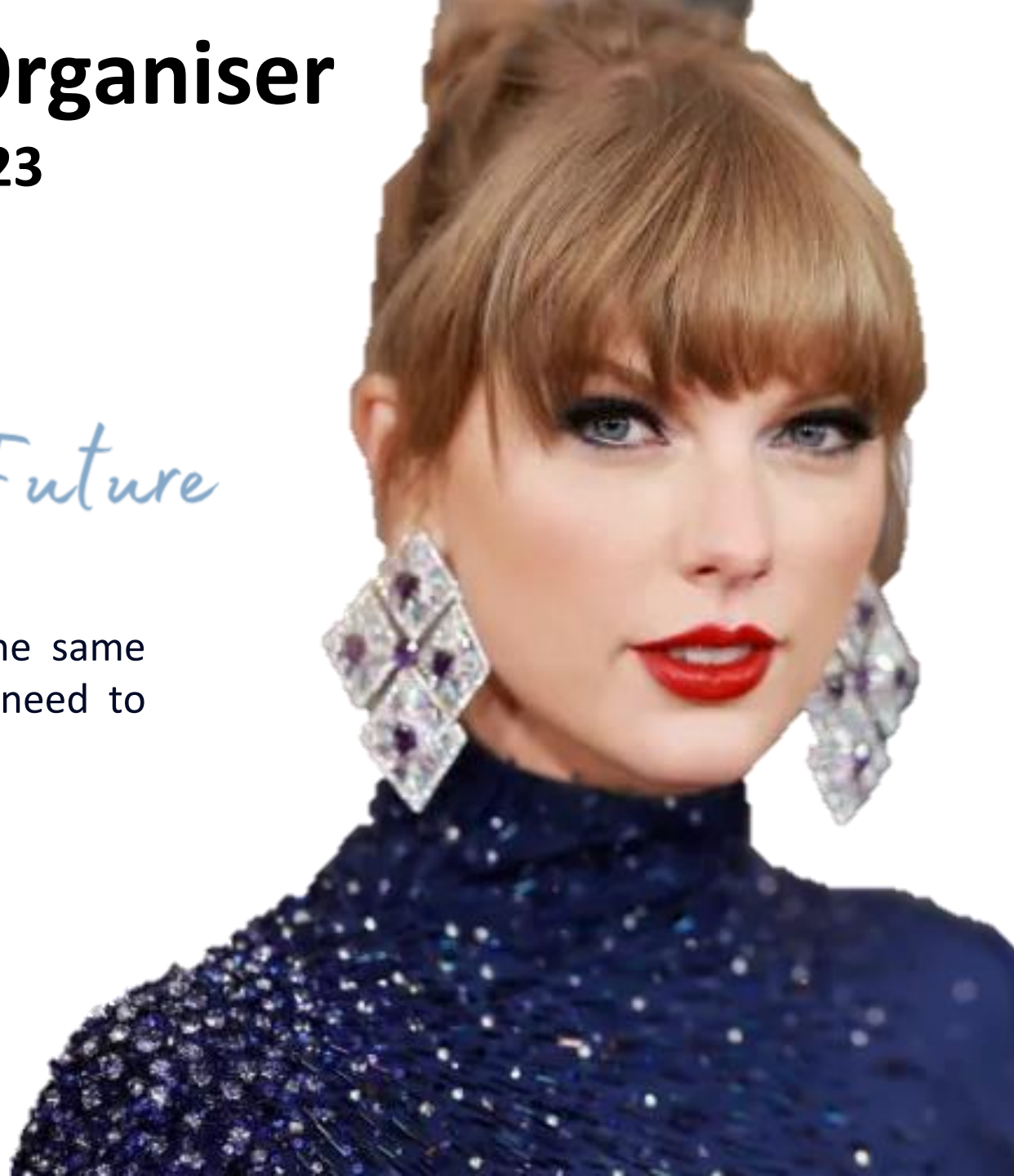
Tutor Group:

Create Your Future

“We don't need to share the same opinions as others, but we need to **be respectful.**”

Taylor Swift

American singer-songwriter



Contents Page

School Expectations	3
Words of the Fortnight	4
Guided Reading Tracker	5
Subject: English	6
Subject: Maths	7
Subject: Science	9
Subject: Geography	12
Subject: History	13
Subject: World Views	14
Subject: French	15
Subject: German	17

Subject: Computing	19
Subject: PE	20
Subject: Art	23
Subject: Drama	25
Subject: Music	26
Subject: D&T Food	27
Subject: D&T Textiles	28
Subject: D&T 3D	29
Subject: Social Skills	30
Subject: PSHE	31

Science, PE 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.

In Class Expectations



Out of Class Expectations



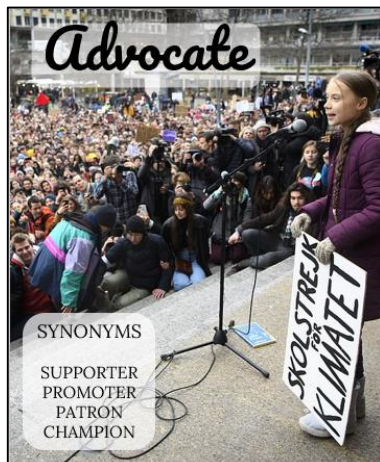
Abolish

ENOUGH

SYNONYMS

ERADICATE
TERMINATE
RETRACT
OVERTURN

VERB: formally put an end to a system, practice, or institution.



SYNONYMS

SUPPORTER
PROMOTER
PATRON
CHAMPION

NOUN: a person who publicly supports or recommends a particular cause or policy.



Perspective

SYNONYMS

OUTLOOK
VIEWPOINT
STANCE
POINT OF VIEW

NOUN: a particular attitude towards or way of regarding something.



Words of the Fortnight

	Word	Where have you used this in your work over the fortnight?	Examples of use in a sentence from a subject	Merits received?
06.11.23	Abolish			
20.11.23	Advocate			
04.12.23	Perspective			

Guided Reading Tracker



Date	Title and author	Summary of reading (+interesting or new vocabulary learned)	Signed:	

As part of your library lessons, you are expected to complete **at least 20 minutes** of reading once a fortnight.

To track your reading, you need to complete a row of the table before each library lesson to show details of the book you have read.

Your table also needs to be signed by someone who has witnessed you reading. This will most likely be a parent/guardian but it can alternatively be signed by your tutor, classroom teacher, buddy reader, TA or Sarah in the library.

Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Conscience	A person's moral sense of right and wrong
Dehumanisation	Depriving a person of positive human qualities
Gothic	A style of writing that is characterised by elements of fear, horror, death, and gloom
Isolation	A feeling of loneliness and separation
Monologue	A speech presented by a single character, most often to express their mental thoughts aloud
Prejudice	Forming an opinion before becoming aware of the relevant facts
Prologue	A separate introductory section of a literary, dramatic, or musical work

Tier 2 vocabulary

Definition

Characterisation	The creation of characters through vivid description
Connotation	What a word makes you think of
Intention	The purpose behind something
Plot development	The evolution of narrative and character through different stages
Theme	An idea that reoccurs throughout the development of the plot

Section 2: New Key Skills/Strategies

Strategy for approaching a question:

R	Read the question
U	Underline the key words
C	Choose the best approach
S	Select any key information
A	Answer the question
C	Check your answer

Strategy for answering a question:

CONNECTIVE	Start your answer with a connective e.g. Firstly, Secondly, Effectively, Successfully etc.
POINT	Use the words from the question to make your point
EVIDENCE	Include a quote from the play to support your point
ANALYSIS	Zoom in on specific words in your quote and explain how they prove your point
THINK	Consider the impact on the audience and what the playwright was trying to achieve

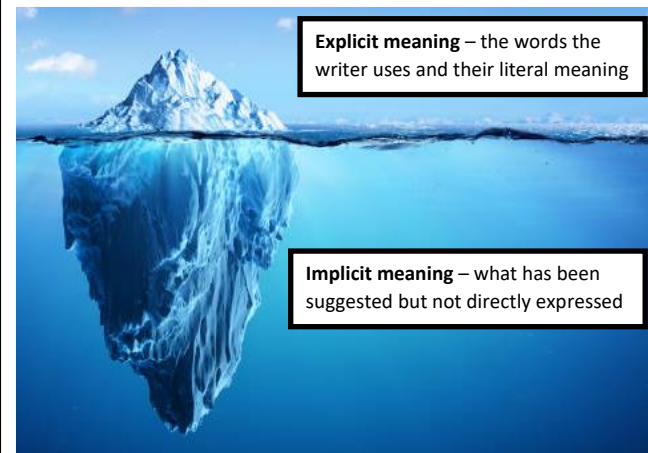
Example questions:

- How does the playwright set the scene for the play using the prologue?
- How does the playwright present Frankenstein in act one of the play?
- How does the playwright present the main characters in their first moments with The Monster?
- How is tension built during the rising action of the play?

Section 3: Reading skills

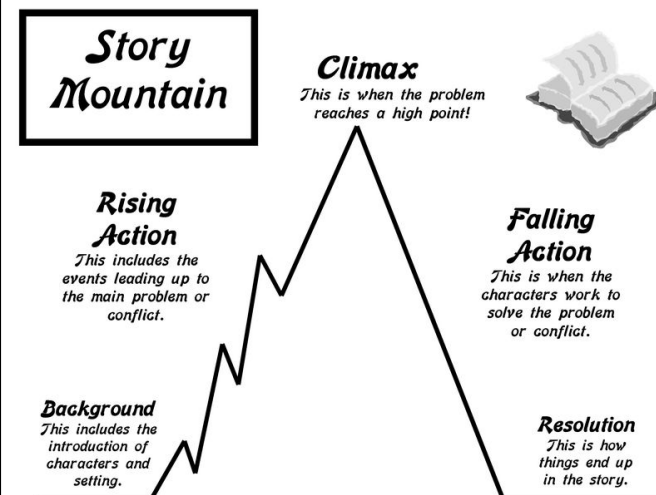
What is inference?

Inference is when you read between the lines and look for clues in a story.



Plot stages:

You can discuss the plot development of the play by referring to the different stages in common story structures.



Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Algebra

The use of letters or symbols to represent unknown values.

Equation

Shows two things as equal and can be solved to find an unknown, or variable amount.

Solution

A value or values which, when substituted for a variable in an equation, make the equation true.

Unknown

an unknown is a number we do not know. They are commonly used in algebra, where they are also known as variables and represented by symbols

Coefficient

The numerical multiplier for any variable in an expression/equation.

Simplify

To write in a simpler form by collecting common terms.

Tier 2 vocabulary

Definition

Term

A single number or variable

Expression

A "bit of algebra" with a minimum of two numbers/variables and at least one operation.

Variable

A quantity that may change within the context of a problem.

Subject

The unknown number we need to find the value of.

Collecting terms

Simplifying an expression by combining "like terms"

Solve

Numerical value that satisfies the equation.

Product

The result of a multiplication.

Section 2: Knowledge/Skills

Solving one-step equations

1.



$$x + 5 = 20$$

$$-5 \quad -5$$



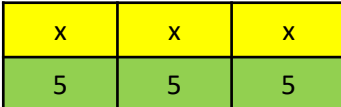
$$x = 15$$

2.



$$3x = 15$$

$$\div 3 \quad \div 3$$



$$x = 5$$

3.



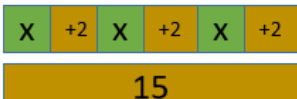
$$\frac{x}{2} = 10$$

$$\times 2 \quad \times 2$$

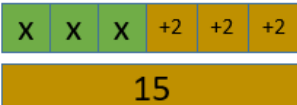


$$x = 20$$

Solving equations involving brackets



$$3(x+2) = 15$$



$$3x + 6 = 15$$

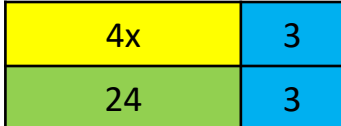
Section 2: Knowledge/Skills

Solving two step equations



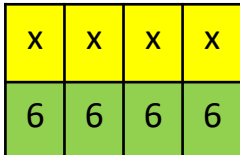
$$4x + 3 = 27$$

$$-3 \quad -3$$



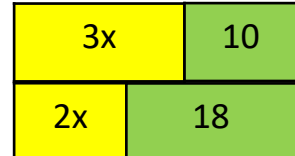
$$4x = 24$$

$$\div 4 \quad \div 4$$



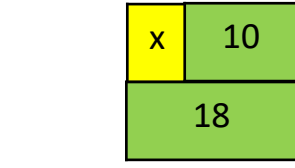
$$x = 6$$

Solving equations with unknowns on both sides



$$3x + 10 = 2x + 18$$

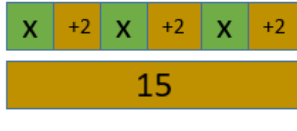
$$-2x \quad -2x$$



$$x + 10 = 18$$

$$-10 \quad -10$$

$$x = 8$$



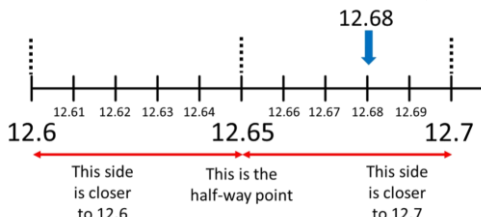
$$3(x+2) = 15$$

$$\div 3 \quad \div 3$$



$$x + 2 = 5$$

Section 1: Key Vocabulary	
Tier 3 vocabulary	
Integers	Whole numbers
Decimal Places	Digits after a decimal point
Significant figures	The digits in a number with the largest place values
Place value	The actual value of a digit according to the column in which it sits
Upper Bound	The largest value that a rounded number might originally have had.
Lower Bound	The smallest value that a rounded number might originally have had.
Error Interval	The range of values that a number could have been before it was rounded
Tier 2 vocabulary	
Limits	A value beyond which a number may not extend or pass
Round	Rounding means making a number shorter or simpler but keeping its value close to what it was.
Approximate	A value which is close to but not equal to the true value of a number
Estimate	A calculated value made using rounded numbers
Truncate	To cut a decimal number short
Error	The difference between an estimated value and the true value

Section 2: New Knowledge/Skills	
You should already know how to round numbers to the nearest: integer eg. 32.38 rounds to 32 32.8731 rounds to 33 ten eg. 32 rounds to 30 36 rounds to 40 hundred, thousand and so on	
Rounding To A Given Number Of Decimal Places (d.p.) Eg Round the number 12.68 to 1 decimal place (1 d.p.) <div style="text-align: center;">  </div>	
So 12.68 rounds to 12.7 to one decimal place (1 d.p.) BUT if we truncate 12.68 to 1 d.p. we get 12.6	
Rounding To A Given Number Of Significant Figures (sig. fig.) In the number 234, the most significant digit is the 2 because it represents 200, whereas the 3 only represents 30 and the 4 is 4. We could understand significant as having the biggest value. So when we round to the nearest significant figure we are rounding to the column with the same place value as the most significant figure. 234 rounded to 1 significant figure (1 s.f.) rounds to the 100 column. 234 rounds to 200 234 rounded to 2 significant figures rounds to the tens column. 234 rounds to 230 0.0234 rounded to 1 significant figure (1 s.f.) rounds to the 100ths column. 0.0234 rounds to 0.02	
Estimation When we find approximate values of calculations using estimation, we round all the values in the calculation to 1 sig fig before calculating. $\frac{62.5 + 7.9}{12.4} \approx \frac{60 + 8}{10} = \frac{68}{10} = 6.8$	

Error Intervals

An error interval uses the inequality symbols ($<$, $>$, \leq , \geq) to show all the values that a rounded number might have had **before** it was rounded.

In the example in Section 2 we rounded 12.68 to 12.7. If it hadn't been 12.68 what else could the number have been?

We can see from the number line that everything to the right of 12.65 rounds up to 12.7. 12.65 also rounds up to 12.7, so $x \geq 12.65$. Beyond 12.7 everything up to 12.75 rounds down to 12.7, but at 12.75 we start rounding up to 12.8, so $x < 12.75$, giving the following error interval for 12.7 rounded to 1 d.p.
 $12.65 \leq x < 12.75$

Section 3:

Rounding Examples

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

Estimation

Q. Find approximate values for the following calculations and state whether the estimate is an over-estimate or under-estimate.:

a) $4.85 \times 28.7 \div 96.2$ **A:** 1.5 (over)

b) $\frac{642 \times 318}{43 \times 4.9}$ **A:** 900 (over!)

Error Intervals

6.2cm

3.4cm



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

A: $6.15 \leq \text{length} < 6.25$ and $3.35 \leq \text{width} < 3.45$

Q. What are the values for the smallest possible area and the largest possible area for the rectangle?

A: smallest = 20.6025cm^2 largest = 21.5625cm^2

Q. What is the largest possible **error** in the area?

A: 0.96

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Tissue	Group of cells of one type.
Organ	Group of different tissues working together to carry out a job.
Organ system	A group of organs working together to perform a certain function.
Antagonistic pair	Pairs of muscles that relax and contract to create movement.
Joints	Places where bones meet.
Ventilation	Movement of air in and out of the lungs.
Trachea (windpipe)	Carries air from the nose and mouth to the lungs.
Bronchi	Tubes which branch off from the trachea and carry air into the lungs.
Bronchioles	Small tubes branching off the bronchi that carry air throughout the lung tissue.
Alveolus (plural alveoli)	Small air sacs where gas exchange happens.
Gas exchange	The exchange of oxygen into the blood and carbon dioxide out.
Aerobic respiration	Chemical reaction that uses oxygen release energy from glucose.
Anaerobic respiration	Chemical reaction that does not use oxygen to release energy from glucose.
Diaphragm	Sheet of muscle found under the lungs.
Tar	A thick black substance produced by cigarettes.
Carbon monoxide	A poisonous gas that stops the blood from carrying oxygen.
Nicotine	The addictive substance in cigarettes

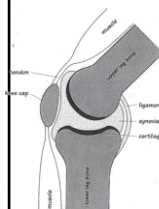
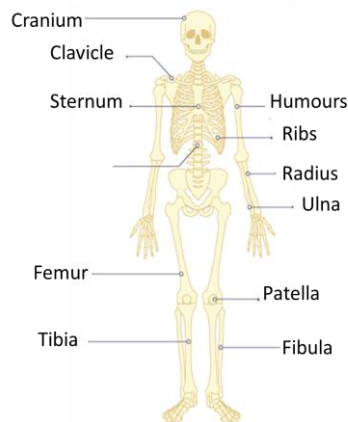
Section 2: organ systems

Key human organ systems include;

- Circulatory system used to pump blood around the body.
- Respiratory system used to get oxygen into the blood
- Reproductive system used to produce babies
- Musculoskeletal system used for movement
- Digestive system used to get nutrients from food
- Immune system used to fight infections
- Nervous system is used to control the body

The skeleton

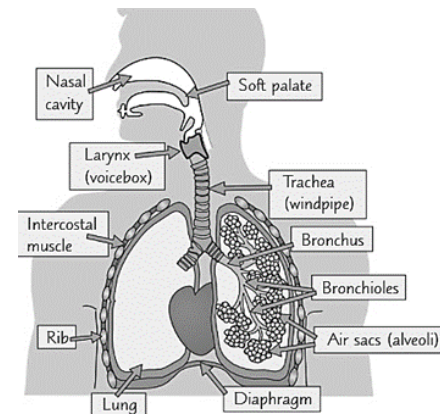
There are 206 bones in the human body, below are some of the most important bones.



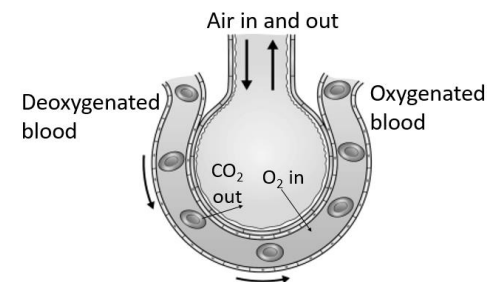
Antagonistic muscle pairs	Lower arm raises and elbow bends	Lower arm lowers and elbow straightens
Tricep		
Bicep		

Section 3: Breathing System and Cellular Respiration

Breathing system

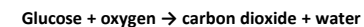


Gas Exchange in the Alveoli

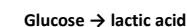


Respiration is a chemical reaction that occurs in every living cell to release energy.

Aerobic respiration requires oxygen.



Anaerobic respiration happens when there is not much oxygen, for example during exercise.



Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Refraction	Light changing direction as it passes between substances
Transparent	A substance light can pass through
Opaque	Substances that block light completely
Absorb	When light is taken in by an object and NOT reflected
Normal Line	A line at right-angles to a surface
Incident Ray	The line of light coming into a Ray Diagram
Reflected Ray	The line of Reflected Light in a Ray Diagram
Refracted Ray	The line of Refracted Light in a Ray Diagram
Angle of Incidence	The angle between the Incident Ray and the Normal
Angle of Reflection	The Line between the Reflected Ray and the Normal
Spectrum	The word for a range of colours, like a Rainbow
Tier 2 vocabulary	Definition
Frequency	The number of complete wave or vibrations per second
Wavelength	The Distance between one point on a wave and the same point on the next wave
Electromagnetic Wave	The Scientific term for all forms of Light, visible and invisible
Luminous	An object that emits its own ght
Non-Luminous	An object that doesn't emit its own light

Section 2: New Knowledge/Skills

Sound Waves travel at 310-350 m/s in air.

Light waves travel at 300,000,000 m/s in a vacuum.

A **Wave** is a way of transferring Energy from place to place.

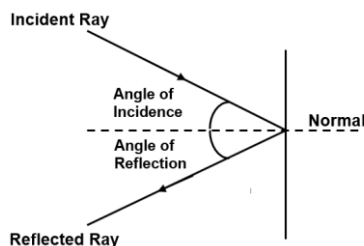
Luminous Objects, like lights, **Emit** their own light. **Non-Luminous Objects**, like people or the Moon, **Reflect** light. **Shadows** are where light doesn't travel.

How to Draw a Ray Diagram

- Use a ruler and a pencil
- Put a single arrow in the middle of the light ray; not the end
- Draw the Normal with a dotted line
- The rays and the normal should all meet in the same place

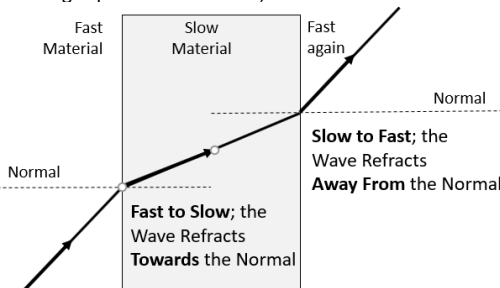
Reflection:

The **Angle of Reflection** is equal to the **Angle of Incidence**



Refraction

When a wave move from one material to another the wave can change speed and direction; this is Refraction.

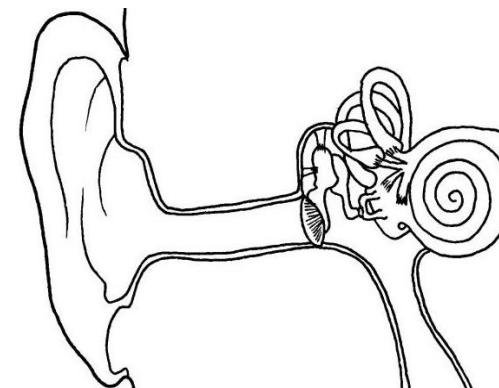


Section 3: Other subject specific things

Light can travel through a **Vacuum**, **Sound** cannot: All Sounds are caused by **Vibrations**; the vibrations are passed on through the **Particles** in the material, like air molecules. The **Closer** the particles are together, the **Faster** the sound travels. So Sound travels **Fastest in Solids** and **Slowest in Gases**. Sound can't travel through a Vacuum because there are no particles in a vacuum to vibrate.

High Frequency: The **Faster** something **Vibrates**, the **Higher** the **Pitch**. **Lower** frequency vibrations give a **Lower** pitch. **High Intensity**: The **Larger** the vibrations, the **Louder** the sound. **Lower** Intensity is a **Quieter** sound.

Can you remember all the parts of the ear?



The **Human Hearing Range** is about **20Hz to 20,000Hz**, but animals all have different ranges.

What things might stop us hearing properly?

White Light is made up of all the **Visible Colours**; can you remember the main seven colours in order? We get a **Spectrum** of these colours when we **Disperse** white light through a **Prism**, like a **Rainbow** does with raindrops.

Colours and **Filters** only allow the colours they appear to be passed on; they **Absorb** all the other colours that hit them. What happens to the **Energy** in the absorbed light?

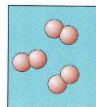
Why do **Dark Clothes** make you **Warmer** in sunlight than **Light Coloured Clothes**?

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Atom	The smallest part of a chemical element which can take part in a chemical reaction and remain unchanged
Element	A substance which cannot be broken down into simpler substances
Molecule	A group of chemical atoms joined together by chemical bonds
Compound	A substance which consists of two or more different elements chemically joined together.
Periodic table	A list of all the known chemical elements.
Group	A column on the periodic table. Elements in the same group react in a similar way.
Period	The rows on the periodic table
Chemical Symbol	Letters which are used to represent a chemical.
Word equation	Word equations are used to represent chemical reactions.
Tier 2 vocabulary	Definition
Mixture	A substance containing two or more different substances which are not joined together.
Property	The way a substance behaves or reacts.
Chemical reaction	When the particles in substances join together or split apart to form new substances

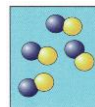
Section 2: New Knowledge/Skills

Element



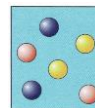
An element contains only one type of particles.

Compound



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

Mixture



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

Metals	Non Metals
Conduct heat and electricity.	Poor conductors of heat and electricity.
Malleable (can be shaped)	Brittle
Ductile (can be pulled into wires)	Most have low melting points.

Word equations

These show what happens in a chemical reaction.

Reactants → Products

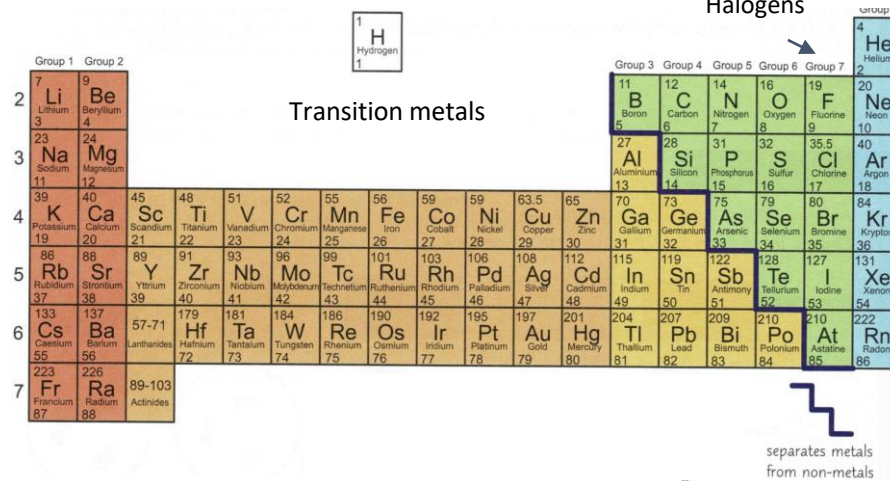
Columns on the periodic table are called groups.

Group 1 is called the Alkali Metals

Transition metals

Group 7 is called the Halogens

Group 0 is called the Noble Gases



The periodic table shows elements arranged in groups (columns) and periods (rows). Groups are labeled 1 through 7, plus Group 0 (Noble Gases). The transition metals are located between Groups 2 and 3. A zigzag line separates the metals (left) from the non-metals (right).

These elements are metals

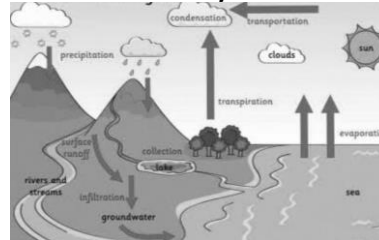
These elements are non metals.

Section 1: Key Vocabulary

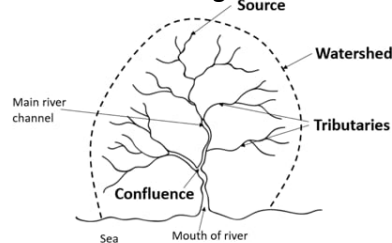
Tier 3 vocabulary	Definition
Source	The place where a river begins.
Mouth	The place where a river ends. This is often the sea but can be a lake.
Evaporation	When the sun heats water as a liquid and it turns into a gas (water vapour).
Condensation	When water vapour cools and becomes a liquid eg. when clouds form.
Interception	When plants catch the falling rain (precipitation) on their leaves.
Infiltration	Water sinks into the ground.
Surface runoff	Water runs over the top of the ground. A lot of surface runoff will often cause floods.
Groundwater	Water stored in the bedrock underground.
Watershed	The edge of a river's drainage basin.
Abrasion	Erosion where sediment (eg rocks) in the river wears away the banks and bed of the river.
Attrition	Erosion where the rocks in the river hit each other and over time become smaller and smoother.
Hydraulic action	Erosion where the force of the water pushes into cracks in the river's bed and banks, causing rock to break away.
Solution	Erosion where rocks such as chalk and limestone dissolve in the slightly acidic river water.
Transport	The movement of sediment along the river channel.
Deposition	When the river loses energy and it drops the sediment it is carrying.
Waterfall	A steep fall of water. These are found in the upper course of a river.
Meander	Bends in the river. These are found in the middle course of a river.
Floodplain	The flat area next to a river.

Section 2: New Knowledge

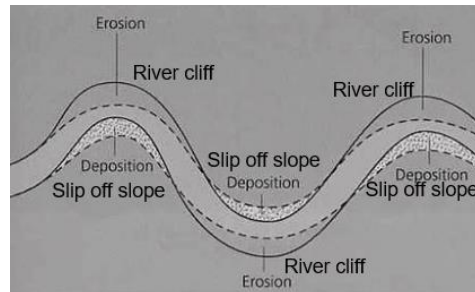
The water cycle



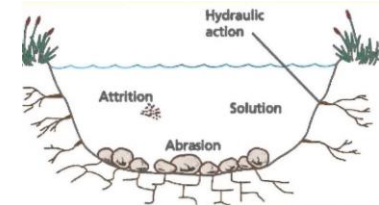
River drainage basin



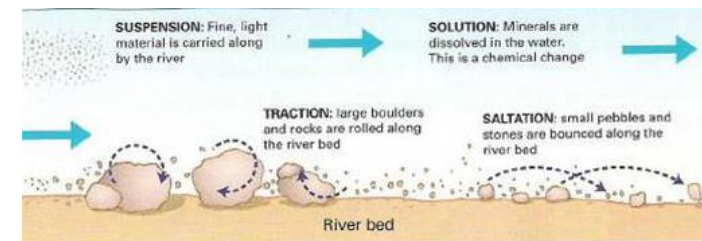
Meanders



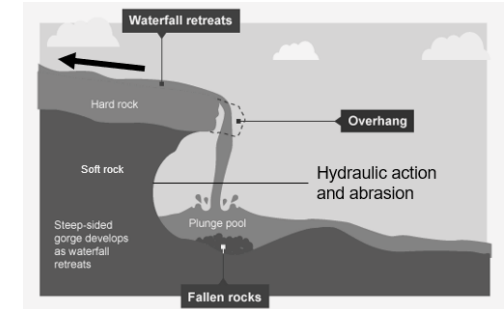
Types of erosion



Types of sediment transport



Waterfalls



Reasons for flooding: Heavy rain, impermeable surfaces, no trees, steep slopes, no flood management eg. walls, urban areas (towns and cities).

Section 3: Geographical Skills


- Using OS maps and aerial photographs to identify the features of a river.
- Labelling diagrams, using geographical terms.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Revolution	A period of great change
Industrial Revolution	The process of change from an agricultural economy to one dominated by industry and machines .
The Flying Shuttle	An invention that could produce much wider cloth at faster speeds than before.
The Spinning Jenny	An invention meaning that up to eight threads could be spun at once and sped up the process of spinning.
The Water Frame	Machine producing thread that is far stronger.
Suffrage	The right to vote.
Suffragists	A person advocating that the right to vote be extended to more people, especially to women.
Suffragettes	Women seeking the right to vote through organized protest.
Shell Shock	The psychological effects of war

Tier 2 vocabulary	Definition
Reformers	People who want to bring about change
Chartists	A group who campaigned for better social and industrial conditions for the working classes
Franchise	The right to vote in elections for public officials

Section 2: New Knowledge
The Industrial Revolution <ul style="list-style-type: none"> 1750-1900 There was a huge shift in Britain from farming and household work by hand to machines, mills and factories this is known as the Industrial Revolution. The causes of the Industrial Revolution in 1750. The role that Belper and the local area played in the Industrial Revolution. The new inventions of the period like the Spinning Jenny, The Water Frame and The Flying Shuttle. Key individuals of the Industrial Revolution including: Richard Arkwright, John Kay and James Hargreaves.
The Impact of the Industrial Revolution on people's lives. <ul style="list-style-type: none"> Conditions in the mills and factories. The impact these had on the workers. The work of men in mines and textile factories. Children in the mills. The jobs they were expected to do and the conditions in which they worked. Strutts Mill in Belper and how it treated its workers. A comparison between Belper's Mill and others nearby. The working lives of women in mills. Their role and the expectations of working women. Liberty's Dawn and what can be learnt from the book about the impact of the Industrial Revolution on people's lives.
The Campaign For The Vote and Equal Rights in the 1800s <ul style="list-style-type: none"> The efforts of reformers to extend the right to vote. The arguments for and against reforming the democratic system in the 1800s The work of the Chartists, their methods and supporters in the 1830s. The successes of the Chartists in extending the franchise and workers rights. Women's rights and the campaign for women's suffrage in the 1800s Views for and against women having the right to vote The work, campaigns and limitations of the Suffragist movement The rise and popularity of the Suffragette movement The tactics and treatment of the Suffragettes The success of the Suffragettes The campaign for equal rights focussing on the life of Anne Lister and other groups in society.

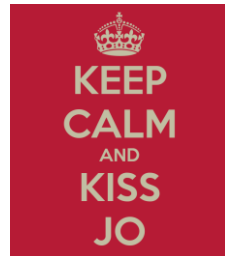
Section 3: Enquiry Questions
What does 19 th Century Belper reveal about the Industrial Revolution?
Did the efforts of Chartists and Reformers change anything?
What's the story of the women's suffrage campaign?

Section 4: Source Analysis
When analysing sources consider the following: Content- What is happening in the picture, who are the key people, what message is it giving? Context- What else is happening at the time? Purpose- Why was this cartoon drawn? Provenance- Who drew it? Who is it the audience?


Section 5: Interpretations
How and why historians and others have interpreted the same events and developments in different ways.
For example: Some historians will argue that the Suffragettes were campaigners for a just cause. Other historians will argue that their methods amounted to terrorism.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition - to be filled in in class or homework tasks
Census	An official count or survey, especially of a population.
Challenging	Testing one's abilities; demanding.
Commitment	The state or quality of being dedicated to a cause, activity, etc or an engagement or obligation that restricts freedom of action.
Beliefs	An acceptance that something exists or is true, especially one without proof.
Mosque	A Muslim place of worship
Allah	Arabic word of God, Muslim Deity.
Prejudice	Preconceived opinion that is not based on reason or actual experience
Prophet	A person regarded as an inspired teacher or proclaimer of the will of God.
Buddha	A person who has achieved full enlightenment.
Gurdwara	Sikh place of worship.
Tier 2 vocabulary	Definition
Culture	the ideas, customs, and social behaviour of a particular people or society.
Expectations	a strong belief that something will happen or be the case
Scripture	the sacred writings of Christianity contained in the Bible
Language	a system of communication used by a particular country or community

Section 2: New Knowledge/Skills
<p>This unit allows you to learn from Buddhist, Muslims and Sikh's and their way of living, beliefs and communities. It provides you with the opportunities to consider challenging questions about the place of religion in Britain today and within your own thinking.</p> <p>You will be able to use a range of disciplines and methods, including social data, philosophical questioning, interviews and working from sacred texts.</p> <p>Questions that you will cover include: Where do we belong? What does it mean to belong to a faith community? What does it mean to be religious in Britain today?</p> <p>World Views From Buddhist, Sikh and Muslim perspectives.</p> <p>New Knowledge.</p> <ul style="list-style-type: none"> - Challenges of commitment in Britain today: how do teenagers express their commitments, including religious commitments? - What's it like to be a young Muslim in Britain today? - How Muslims can respond when are pictured as terrorist or fanatics? Why does this happen? How can other support young people who are faced with these accusations? - What is Jihad and how can it be understood by non-Muslim? - What do the three treasures give to Buddhists today? What is the effect of following the Five Precepts of the Buddha? - What is the value of belonging to the Buddhist community? - How does community help people be good? - Questions about suffering and what can we learn from a Buddhist story? - What is a Sikh? What is going on in British Sikhism today? - How are ancient language and the Sikh scriptures important to Sikhs today? - What identities might a Sikh person hold? - Why did Sikhs come to the UK?

Section 3: Assessment Information
<p>By the end of this unit you should:</p> <ul style="list-style-type: none"> - appreciate what is good about being a teenage Sikh, Buddhist or Muslim in Britain today and offer explanations to account for how and why teenagers have hold multiple religious and social identities in a diverse society. - Investigate and explain what the teenagers from the different religions say about Western values. - Explain how ancient spiritual practices are still relevant and important to religious groups today. <p>Remember</p> <p>Knowledge - what do you know about the different challenges that different religious groups face?</p> <p>Impact - how do different religious beliefs, teachings and practices impact of a teenagers behaviour?</p> <p>Specialist terms - use the relevant key vocabulary.</p> <p>Sources of authority - what quotes could you use to back up what you are saying - e.g. from the Guru Granth Sahib, the Qur'an, Buddhist texts etc.</p> <p>Judgement - is the point that you are making strong, or weak, valid or invalid and why?</p> <p>Opinion - an acknowledgement and explanation that there are different points of view. Include your own point of view here too.</p>


Section 1: Key Vocabulary	
Tier 2 vocabulary	Definition
Infinitives (inf.)	Verb in its original form (e.g. to do/doing)
Regular verbs	Follow a pattern (-er, -ir, -re)
Irregular verbs	Follow their own pattern
Time frames	Reference to past, present or future
Time expressions	Indication of which time frame is being used
Present tense	explains what you normally do or are doing now
Near Future tense	explains what you are going to do
Questions	Translation
1. Quelle est ta fête préférée ? Pourquoi ?	What is your favourite celebration?
2. Qu'est-ce que tu fais d'habitude pour fêter ?	What do you usually do to celebrate?
2. Qu'est-ce que tu vas faire l'année prochaine ?	What are you going to do next year?
3. Ça va être comment ? Pourquoi ?	What's it going to be like? Why?
4. Vous désirez ?	What would you like?
5. Et avec ça ?	Anything else? (And with that?)
6. Ça fait combien ?	How much is that? (that makes how much?)
7. Quelles sont tes résolutions pour le nouvel an ?	What are your new year's resolutions?
8. Pourquoi ?	Why?

Section 2: Grammar

The Present Tense

This tense is used to talk about what is happening now.
There are three groups of regular verbs -er, -ir, and -re verbs.

	-er verbs jouer (to play)	-ir verbs finir (to finish)	-re verbs attendre (to wait for)
je/j'	<u>joue</u>	<u>finis</u>	<u>attends</u>
tu	<u>joues</u>	<u>finis</u>	<u>attends</u>
il/elle/on	<u>joue</u>	<u>finit</u>	<u>attend</u>
nous	jouons	finissons	attendons
vous	jouez	finissez	attendez
ils/elles	<u>jouent</u>	finissent	attendent

★Be careful with pronunciation. The underlined verbs in each column all sound the same!

★ Normalement je fais une promenade

★ D'habitude je vais au centre de loisirs

The Near Future tense

This tense is used to talk about what is going to happen in the future.

Formation





Aller (to go) + infinitive

	aller	infinitive
je (I)	vais am going	écouter (to listen to)
tu	vas	écouter
il/elle/on	va	écouter
nous	allons	écouter
vous	allez	écouter
ils/elles	vont	écouter

★ Le weekend prochain je vais visiter la Tour Eiffel

★ Samedi prochain on va faire du shopping

★ To say that you are **also** going to do something put **aussi** between the part of aller and the infinitive
Je vais **aussi** choisir... - I am also going to choose...

Section 3: WAGOLL				
Ma fête préférée est Noël parce que j'aime rendre visite à mes cousins parce que je trouve ça vraiment amusant ! D'habitude pour fêter Noël on danse, on chante et on échange des cadeaux. Ma grandmère n'aime pas tellement Noël car c'est trop commercial. Je n'aime pas la Saint-Valentin. À mon avis c'est trop bête. L'année prochaine je vais fêter Noël avec ma famille à l'église. Ça va être chouette parce que j'adore chanter ! J'attends ça avec impatience ! Mes résolutions pour l'année prochaine ? Je n'aide pas mes parents et je ne suis pas sympa avec ma petite sœur donc je vais aider dans le jardin et je vais être plus patient avec ma sœur ! Ça ne va pas être facile !				
À savoir				
Partitive article – saying 'some'	Masc.	Fem.	plural	before a vowel
the	le	la	les	l'
some	de+le= du	de+la= de la	de+les= des	de+l'= de l'
★ le fromage (cheese) > du fromage (some cheese) ★ l'ail (garlic) > de l'ail (some garlic) ★ les olives (olives) > des olives (some olives)				
Find out about festivals in France or French speaking countries. What is the famous celebration la fête des rois? Watch the BBC Bitesize video to find out.				
   				

FRENCH Y8 Word list Autumn 2.A

	beaucoup	a lot/many
	j'aime beaucoup	I like.. a lot
	tellement	so much
	je préfère	I prefer
	pas du tout	not at all
	le Nouvel An	New Year's Day
	bête	silly
	rendre visite à	to visit (a person)
	Choisir	to choose/choosing
	les cadeaux	presents

FRENCH Y8 Word list Autumn 2.B

	je rends visite à	I visit (people/person)
	je choisis	I choose/I am choosing
	finir	to finish
	attendre	to wait/waiting
	entendre	to hear/hearing
	les vêtements	clothes
	le soir	in the evening
	chaque année	each year
	les gens	people
	incroyable	incredible

FRENCH Y8 Word list Autumn 2.C

	c'est tout	that's all
	Monsieur	sir
	Madame	madam
	un kilo	a kilo
	une tranche	a slice
	un morceau	a piece
	cinq cents grammes	500 grams
	un demi-kilo	half a kilo
	le poisson	fish
	la viande	meat

FRENCH Y8 Autumn 2.D

	délicieux	delicious
	savoureux	tasty
	salé	savoury
	sucré	sugary/sweet
	une spécialité	a speciality
	un plat	a dish
	typique	typical
	le nord	north
	le sud	south
	l'est	east
	l'ouest	west

FRENCH Y8 Autumn 2.E

	demain	tomorrow
	goûter	to taste/tasting
	les souvenirs	souvenirs
	le 30 décembre	on the 30th of Dec.
	octobre	October
	novembre	November
	décembre	December
	la semaine prochaine	next week
	le marché	market
	marcher	to walk/walking

FRENCH Y8 Autumn 2.F

	l'année prochaine	next year
	en ce moment	at the moment
	patient	patient (ms)
	patiente	patient (fs)
	sage	well-behaved
	passer	to spend (time)
	les devoirs	homework
	toujours	always
	en ville	in/to town
	le feu d'artifice	fireworks

REVISION: Scan the QR codes to access the word lists on [Quizlet!](#)



Phonics:

SFE (silent final E)

J'aime	sage
viande	visite

Phonics:

OU

goûter	tout
souvenirs	beaucoup

Phonics:

en/ an/ em
(all sound the same)

vêtements	décembre
le Nouvel an	les gens

Phonics:

un/ in
(sound the same)

incroyable	intéressant
un	matin

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
the perfect tense	a verb tense used to show that the action has been completed
modal verb	a verb used to show possibility, intent, ability or necessity. They are an auxiliary verb
auxiliary verb	these help another verb, often to express tense or possibility.
infinitive	The form of the verb before it has been conjugated with a subject or changed tense e.g. spielen, haben. lernen, sehen, sein, segeln

Questions	Translation
1. Was machst du gerne in deiner Freizeit und warum?	What do you do in your free time and why?
2. Liest du gern oder siehst du lieber Filme?	Do you like reading or do you prefer watching films?
3. Welche Fernsehsendung siehst du am liebsten und warum?	Which TV programme do you most like watching and why?
4. Wer ist dein(e) Lieblingspromi?	Who is your favourite celebrity?
5. Hast du neulich einen Film gesehen?	Have you seen a film recently?
6. Wie war er?	How was it?
7. Was wirst du morgen nach der Schule machen?	What will you do tomorrow after school?

Section 2: Grammar		
The Perfect Tense You need a <i>subject</i> , an auxiliary verb (a part of haben) and a <u>past participle</u> .		
	haben	Past participle
I you (informal) he/she	ich habe du hast er/sie hat	gespielt gekauft gehört gegessen getrunken gesehen
we you (plural) you (polite) they	wir haben ihr habt Sie haben sie haben	

Ich **habe** einen tollen Film gesehen.
Meine Schwester **hat** gestern gelesen.
Jim und ich **haben** Popcorn gegessen.

WO2 with adverbs of time

If you start your sentence with an adverb, the subject and verb switch so that the verb remains in the 2nd position in the sentence.

Present

Normalerweise **lese ich** nur in der Schule
Normally I only read at school.

Past

Neulich **habe ich** einen lustigen Film gesehen.
Recently I watched a funny film.

Future

Bald **werde ich** ins Kino gehen.
Soon I will go to the cinema.

Section 3: WAGOLL
<p>Wenn ich Freizeit habe, bleibe ich gern zu Hause. Ich finde die Schule sehr hektisch und ich mag mein Haus. Ich lese ziemlich gern, aber manchmal ist es langweilig. Normalerweise lese ich jeden Tag in der Schule. Das macht keinen Spaß. Gestern habe ich ein interessantes Blog gelesen.</p> <p>Meine Lieblingssendung ist Blankety Blank, weil sie so lustig ist Das ist eine unterhaltsame Serie. Ich sehe sie jedes Wochenende. Am liebsten sehe ich Blankety Blank mit meiner Schwester. Das haben wir letzten Samstag gesehen. Das war so toll.</p> <p>Manuel Neuer ist mein Lieblingspromi. Er ist mein Vorbild, weil er ohne Zweifel sehr begabt ist. Außerdem ist er echt erfolgreich.</p> <p>Gestern Abend haben wir einen spannenden Film gesehen. Das war ein kurzer Zeichentrickfilm. Ich habe ihn kindisch, aber auch gewalttätig gefunden. Der Film hat um halb neun begonnen. Heutzutage sind Filme echt zu lang!</p> <p>Normalerweise lese ich nicht so oft. Ich finde das sehr mühsam! Aber letztes Jahr haben wir ein tolles Buch in der Schule gelesen. Ich habe es geliebt!</p> <p>Morgen werde ich nach der Schule meine Deutschhausaufgabe machen, weil meine Lehrerin sehr streng ist.</p>
<p>Gut zu wissen _Scan the code to watch the trailer for Balloon, a German film about two East German families with a plan to escape to West Germany. You may wish to do some research about why there were 2 German countries at the time and when and how they reunified to the Germany we know today.</p>



GERMAN Y8 Word list Spring 1.A		
	der Abenteuerfilm	adventure film
	der Krimi	crime film
	der Liebesfilm	romance
	die Nachrichten	the news
	die Sendung	programme
	die Serie	series
	der Zeichentrickfilm	cartoon
	die Werbung	advert
	die Seifenoper	soap opera
	der Zuschauer	spectator

GERMAN Y8 Word list Spring 1.B		
	spannend	exciting
	unterhaltsam	entertaining
	gruselig	scary
	kindisch	childish
	gewalttätig	violent
	witzig	wity, funny
	die Zeitung	newspaper
	der Roman	novel
	die Zeitschrift	magazine
	Sachbücher	non-fiction book

GERMAN Y8 Word list Spring 1.C		
	gemacht	did/done
	gekauft	bought
	gespielt	played
	gehört	listened
	gewohnt	lived/stayed
	gechillt	chilled/relaxed
	gegessen	ate/eaten
	getrunken	drank/drank
	gesehen	saw/seen
	gelesen	read

GERMAN Y8 Word list Spring 1.D		
	gestern	yesterday
	vorgestern	the day before yesterday
	letzte Woche	last week
	letzten Monat	last month
	letzten Sommer	last summer
	letztes Jahr	last year
	letztes Wochenende	last weekend
	in der Vergangenheit	in the past
	am Vormittag	in the morning
	am Nachmittag	in the afternoon

GERMAN Y8 Word list Spring 1.E		
	das Vorbild	role model
	bescheiden	modest
	charismatisch	charismatic
	erfolgreich	successful
	großzügig	generous
	selbstbewusst	confident
	selbstlos	selfless
	der/die Promi	celebrity
	ohne Zweifel	without a doubt
	außerdem	besides, furthermore

GERMAN Y8 Word list Spring 1.F		
	meiner Meinung nach	in my opinion
	ich bin der Meinung	I am of the opinion
	Recht haben	to be right
	du hast Recht	you're right
	Angst haben	to be scared
	das stimmt	that's true/correct
	das stimmt nicht	that's not true/correct
	Unsinn	nonsense
	du spinnst!	You're crazy

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



Phonics: er	
Nerven	teuer
erstens	Werbung
erfolgreich	Zuerst
Fernseher	außerdem

Phonics: w	
entweder	wo
Werbung	gewalttätig
normalerweise	selbstbewusst
witzig	Zweifel

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
GUI	GUI stands for Graphical User Interface. A GUI is a user interface found on most modern computing devices.
Command Line	CL stands for Command Line Interface. A CL is a user interface found on devices that were popular during the tech boom of the 1970s and 1980s.
Memory	Memory is the area where the computer stores or remembers data. Memory provides the CPU with its instructions. There are different types of memory, and each one plays an important role in the running of a computer system. Memory is sometimes called primary memory. Memory is either volatile or non-volatile.
Data	Data is the term given to the quantities, characters, or symbols on which operations are performed by a computer, which may be stored and transmitted in the form of electrical signals and recorded on magnetic, optical, or mechanical recording media.
Operating System	An operating system is a piece of systems software which allows a human to interact with a computing device.
Binary Numbers	Binary Numbers are the system used for counting in computing devices. 1s and 0s are the only two types of Binary Numbers.
Denary	Is another name for the Decimal Counting system. 0,1,2,3,4,5,6,7,8 and 9 are the numbers used in Denary System.
Primary Storage	Primary Storage is memory located within a computer system. RAM and ROM are types of Primary Storage.
Secondary Storage	Secondary Storage is memory which is not RAM or ROM and is used to store data within a computer system.

Section 2: New Knowledge

Operating Systems

An Operating System (or OS as it is often abbreviated to) is a piece of system software installed onto a computer or digital device to allow a human to fully interact with the device.

Operating Systems also act a platform to allow other pieces of software or apps to run off. Modern Operating Systems are called **GUIs** (Graphical User Interfaces). GUIs are made up the following key characteristics WIMPs. (**W**indows, **I**cons, **M**enus and **P**ointers).

Before GUIs became popular, most OS' were known as Command Line Interfaces. These were seen as less easy to use for novice /occasional users so in terms of popularity they declined and tend only to be used by keen programmers and software developers.

Primary and Secondary Storage

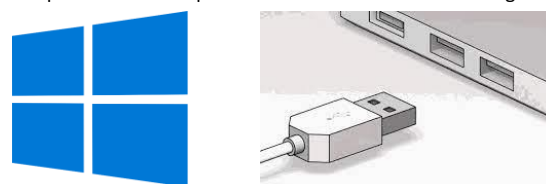
Primary Storage refers to data storage located inside the computer/device. Primary Storage is known simply as Memory. RAM and ROM are the two types of Primary Storage.

Secondary Storage refers to any other type of data storage that is not RAM or ROM. A Hard Drive, Solid State Drive and Optical Disk are the most common types of Secondary Storage.

RAM and ROM

RAM stands for Random Access Memory. RAM is a volatile, non-permanent form of primary storage. Its use is to store data and memory which a computer is currently using, until it is transferred or saved to a Secondary Storage Device. Because RAM is volatile it cannot be saved to, and it is lost when the power is switched off.

ROM stands for Read Only Memory. ROM is non-volatile, permanent form of primary storage. Its use is to store the instructions on how to load the operating system when a computer is booted up. ROM cannot be saved to or changed.



Section 3: New Knowledge

Binary**What is Binary?**


Computers and Digital Devices count using the Binary Number System. Binary uses the Base 2 number system (0 and 1). Computers cannot count like humans so they rely on a series of on and off switches using electronic circuits. 1 is On and 0 is off. Binary Numbers can be put together in a series of patterns to represent the numbers humans use. The Binary number below represents the number 53.

1	1	0	1	0	1
↑	↑	↑	↑	↑	↑
32s	16s	eights	fours	twos	ones

Denary**What is Denary?**

Humans count using the base 10 number system. This is known as denary. Denary is also referred to as Decimal. Denary uses 10 types of numbers (0,1,2,3,4,5,6,7,8 and 9). These 10 numbers can be used to create any number to count as a human. Humans are taught to count in childhood using the Thousands, Hundreds, Tens and Units system. See below.

thousands	hundreds	tens	units
3	1	4	0



PE: Basketball

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

Section 2: New Knowledge/Skills

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

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

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

PE: Net Games

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

Section 2: New Knowledge/Skills

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

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

Questions:

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

How many rules of the badminton serve can you list?

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

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

PE: Gymnastics

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

Section 2: New Knowledge/Skills

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

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

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

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

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

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

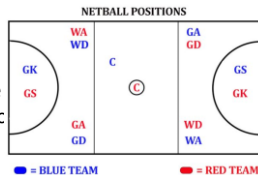
PE: Netball

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

Section 2: New Knowledge/Skills

Within the netball module you will learn how to:

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



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

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

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

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

PE: Hockey

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

Section 2: New Knowledge/Skills

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

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

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

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

PE: Swimming

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

Section 2: New Knowledge/Skills

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

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

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

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

PE: Rugby

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

Section 2: New Knowledge/Skills

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

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

PE: Football

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

Section 2: New Knowledge/Skills

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

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

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

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

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

PE: Running

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

PE: Health and Fitness

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

PE: Leadership

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

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Scarification	Scratching, etching, burning, branding, or superficially cutting designs into skin.
Fragmented	To break or cause to break into pieces
Tonal bar	A way of demonstrating a tonal range
Batik	A method of printing on fabric
Proportion	How the sizes of different parts of a piece of art or design relate to each other.
Symmetry	When two halves of a work of art mirror each other
Pressprint	Thin polystyrene printing sheets
Easel	A frame for holding an artist's work or an object while it is being painted or drawn.
Gradient	A gradual blending from one colour to another colour
Elongate	To stretch out of proportion lengthwise

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

Observational drawing

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

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

Initially you are learning about what your mask looks like.

Look closely at your mask –

What shape is it?

Is it symmetrical?

Where are the eyes positioned?

How long is the nose?

Does it have hair or ears?

What sort of a mouth does it have?

Are there any other details? Headdress? Facial markings?

You are now going to start your drawing.

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

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

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

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

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

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

ADDING TONE

Below is a drawing of an African mask. You can see all of the line work is done and the artist has started to add tone using a shading pencil. Use a **4b** or a **6B** pencil for your shading. Before applying tone to your drawing, you could 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 **4B** 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
Altarpiece	An artwork depicting a religious scene for display on an altar in a Christian church.
Archetype	A typical example of a certain thing.
Ornithologist	Someone who studies birds.
Renaissance	A period of European cultural, artistic, political and economic "rebirth" following the Middle Ages.
Trompe-l'œil	French for 'deceive the eye' - visually representing an object so as to appear real to the viewer.

Tier 2 vocabulary

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

Section 2: Artists



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



Carel Fabritius (1622-1654), an artist of the Dutch Golden Age, painted the *Goldfinch* in oil in 1654 - it depicts a goldfinch 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, a 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

Abstract Still Image Used to represent people or objects and even abstract concepts like emotions or atmospheres.

Physical Theatre Sequence A rehearsed range of movements, which have a fluid quality and a physical self discipline.

Proxemics Proxemics is the use of space/distance between characters on stage. This can represent the relationship between characters

Director A director is responsible for the overall creative vision of the show.

Production Concept The production designer works closely with the director to establish a shared vision for the piece and then they are responsible for every area of design. This can also encompass other areas of design, such as film and multimedia.

Theatrical convention A convention is a technique employed regularly in the drama so that the audience come to attach specific meaning to it. When a technique is used repeatedly in a drama the audience recognise its significance.

Tier 2 vocabulary Definition

Interpretation Choices you make about the way to play the scene are called the interpretation.

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

Character A person in a novel, play or film.

Section 2: Who is Caliban?

Sycorax, a witch, was abandoned on the island and gave birth to a son, Caliban. When she died, he was left alone on the island with only the invisible spirits for company. When Prospero and Miranda arrive on the island, Caliban lives with them as part of the family but when Prospero catches him about to sexually assault Miranda, he throws Caliban out and treats him as a slave. Caliban wants revenge on Prospero but is afraid of his magical powers. When he meets Stephano, Caliban believes the drunken butler can kill Prospero and become a better master to him. He tries to lead Stephano to kill Prospero but Ariel and Prospero defeat his plans. Facts we learn about Caliban at the start of the play:

- The son of a witch, he was born on the island and lived there alone for a long time.
- He helped Prospero and Miranda to survive on the island.
- He hates Prospero for treating him like a slave.
- He has never tasted alcohol before and thinks Stephano must be a god for owning it.



Use your school log in details.
Digital Theatre+
Manga - The Tempest

Section 3: Interpretations of Caliban



How will you play Caliban?

FACE
BODY
VOICE
SPACE

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Triad	A chord with three notes.
Root	The first note of the scale.
Third	The third note of the scale.
Fifth	The fifth note of the scale.
Semitone	The smallest interval between two notes. E.g From C to C#.
Tone	An interval of two semitones added together.
Interval	The space or distance between notes.
Chord	Multiple notes played at the same time.
Scale	A series of notes played in order, ascending and descending.
Chord Progression	A set of chords played in a particular pattern.

Tier 2 vocabulary

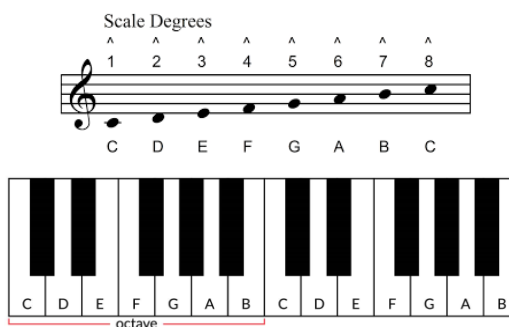
Tier 2 vocabulary	Definition
Perform	To demonstrate your skills, ability or progress on your instrument to an audience.
Fluency	To play with a sense of pulse and timing.
Rehearsal	To prepare a pieces of music ready for a performance.
Inversion	When the notes in a chord or reordered.
Ensemble	A group of musicians performing together

Section 2: New Knowledge/Skills

Scales

A scale is a series of notes played in order. A common type of scale is the **major scale**. This is constructed from a pattern of **tone and semitones**. By using this pattern we are able to work out the notes in any major scale.

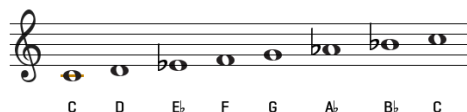
Tone, Tone, Semitone, Tone, Tone, Tone, Semitone
TTS, TTTS



The other common scale is a **minor scale**. It is constructed from the following pattern of **tones and semitones**

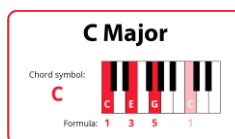
Tone, Semitone, Tone, Tone, Semitone, Tone, Tone
TST, TSTT

C minor scale



Chords

A chord is a set of notes played at the same time. A **chord** constructed of three notes is called a **triad**. A **triad** uses notes one, three and five of the scale. For example a C chord uses notes C (1) E (3) and G (5)



Section 3: Other useful resources

The Four Chord Trick

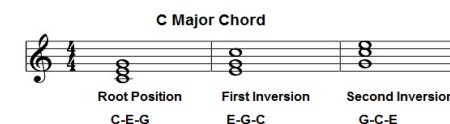
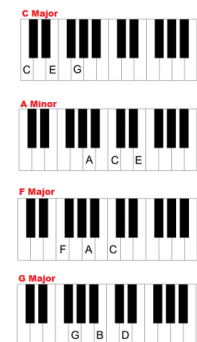
The **Four Chord Trick** uses a simple **chord progression** and has been used by many artists over the years to create their music.

The chord patterns uses chords **1 6 4 5**

These numbers are referring to the chords as they appear in the scale order.

In C major:

- Chord 1 = C
- Chord 6 = Am
- Chord 4 = F
- Chord 5 = G



QR Link to Music Theory Rocks video on triads



Axis of Awesome - Four Chords
How many different songs do they perform with the same four chords?

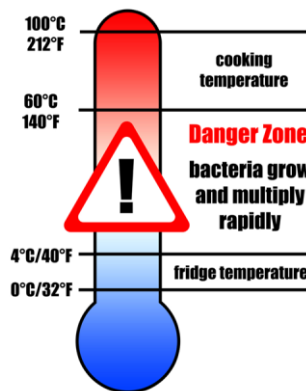


Links to prior learning – Keyboard Skills, Offbeat (ukulele), Building a song

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

Section 2: New Knowledge/Skills

Key Temperatures



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

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

Section 3: Other subject specific things

What Conditions Do Bacteria Need To Grow?

Warmth, Moisture, Food, Time

Who is most at risk of Food Poisoning?

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

Examples of high risk foods are

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

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

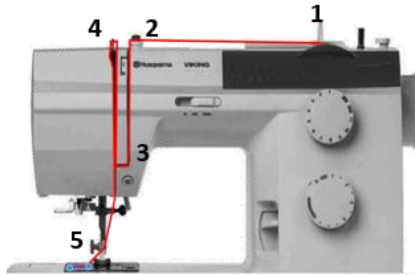
HW2. Research and Evaluate



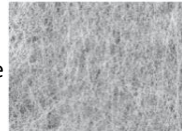
Breadmaking is a tradition in countries all around the world. Find out about the different types of bread served around the world. You can look in bakeries, supermarkets, cafes, recipe books and the internet. Complete a chart like the one shown below. Ask the adults that you live with about the traditional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

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



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Embroidery	Decorating fabric using thread and a needle to create a pattern
Fleece	A soft, warm, knitted fabric.
Non Woven Fabric	Fabric created by bonding fibres together using pressure, heat or adhesive
Knitted	Fabric created with rows of loops that interlock with each other
Sequin	A decorative, reflective piece of plastic that can be sewn onto a product
Button	A component that is sewn onto a textile item for decoration or functional purposes. Can be many different shapes, sizes and colours.
Tailors Chalk	A thin, triangle shaped chalk that is used to mark fabric.
Back Stitch	A stitch that can be used for decorative purposes or to secure stitches at the start or end of seam.
Oversewing	A stitch where the thread goes over the edge of the fabric to hold the pieces together securely and neatly.
Tier 2 vocabulary	Definition
Sculpture	A 3D form, can be made from many different materials.
Template	A paper shape that shows the exact size of fabric that needs to be cut out

Section 2: Skills
Manufacturing Process <ol style="list-style-type: none"> 1. Draw the monster design to scale 2. Label the different fabrics/decoration skills you will use. 3. Trace templates from your drawing for each of the pieces you will need to cut from fabric. Cut out. 4. Place the templates onto the fabric. Hold in place with pins or draw around with Tailors chalk/pencil. 5. Carefully cut out fabric shapes 6. Pin the fabric shapes together to match your drawing. Sew together using hand or machine skills 7. Sew the front and back together, leaving a gap on one side. 8. Fill the design with stuffing and hand sew the gap. 9. Add details with 3D puff paint or embroidery.
How to thread the top of the sewing machine <p>Knowing how to change the top thread on the machine is essential in making your work look neater. It allows you to match the colour of the thread to the fabric you are sewing. The sewing machine has numbers and lines on it to show you how to thread the top of the machine. Use them alongside this diagram to help you change the thread successfully.</p> <p>Remember to pull the balance wheel out before you start to ensure you are safe. Pulling the balance wheel out stops the needle from moving if you accidentally put your foot on the pedal.</p>  <p>If you need to change the bobbin you should ask your teacher for help.</p>

Section 3: Knowledge
Louise Evans <p>Louise Evans (also known as The Felt Mistress) is known for creating monsters from felt and other textiles. These sculptures can be as tall as a human and have stories behind each design.</p>  <p>You will base your design on the answers to these 4 questions: What is your monster's name? Where does your monster live? What does your monster eat? What is your monster's most memorable physical feature?</p>
Knitted Fabric <p>Knitted fabric is created by looping yarn in rows. The structure of the fabric means that it has a built-in amount of stretch.</p>  <p>Fleece is a knitted fabric. Knitted fabrics are commonly used in garment production as it is comfortable due to the fabric being able to stretch with your body as you move, resulting in comfortable clothes. Fleece is a good fabric to use for your monsters because it has a soft texture that can be used for fur, the edges do not fray and it is easy to make 3D shapes from it.</p>
Non Woven Fabric <p>Non woven fabric is created by fibres that have been layered over each other in different directions. These fibres are bonded together using adhesive, heat or friction.</p>  <p>The resulting fabric is not very useful for garment production but is used for disposable medical clothing, such as the face mask you may have worn during the pandemic. Felt is a non woven fabric. It is ideal to use for your monster as it comes in a wide range of colours, is easy to sew and most importantly the edges do not fray.</p>

Section 1: - Key Vocabulary

Tier 3 Vocabulary

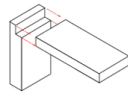
Cam	A shaped profile which transfers rotary movement to another form of movement in a new direction
Cam Shaft	A cylinder which carries the cams and is rotated
Cam Follow	A cylinder which rests on, and follows the movement of the cam profile
Lap Joint	A simple corner joint which increased the glued surface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

Tier 2 Vocabulary

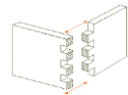
Mechanism	A system of joined moving parts designed to transfer or change an input movement into a new output movement
Reciprocating	Moving back and forth in a straight line
Rotary	Movement in full circles
Linear	Movement in a straight line in one direction
Design Brief	A context used to define a problem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

Section 2: Skills

Bench Carpentry

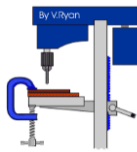


Lap Joint – A method of using a tenon saw, mallet and bevelled edge chisel to remove ½ the thickness of the one part wood to create a larger gluing surface areas.



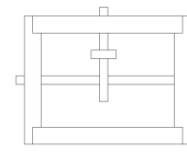
Comb Joint– A method of using a tenon saw, coping saw, mallet and bevelled edge chisel to remove 'fingers' of wood which can be interlocked and glued for strength, stability and appearance.

Pillar Drill



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

Mechanism assembly and testing



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

Practical Problem solving

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

Graphics application



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

Section 3:- New Knowledge

Design Briefs

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

Types of movement



Linear
Movement in a straight line in one direction



Reciprocating
Movement in a straight line back and forth

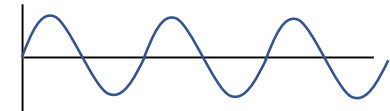


Oscillating
Movement back and forth in an arch

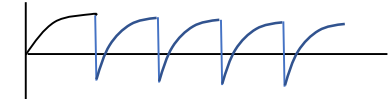


Rotary
Movement in a continuous full circle

Cam mechanisms

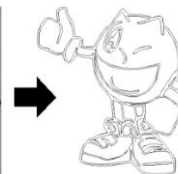


Eccentric Cam – Smooth movement up and down



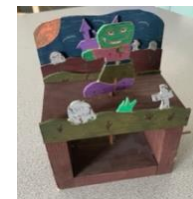
Snail Cam – Fast, smooth movement up, followed by a drop back down

2 CAD Software - Contouring



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

Section 4:- WAGOLL



Section 1: Words we will Learn:

Tier 3 vocabulary	Definition
Relationship	We will talk about the people around us and how they relate to them
Acquaintances	Begin to understand that we have different types of relationships
Personal Space	Understanding your space and other people's spaces
Spatial Awareness	How we use space in our relationships
Eye Contact	How we use our eyes when we speak.

Useful School we will learn:

Tier 2 vocabulary	Definition
Organisation	Explore a way to be organised in school
New faces, new spaces, new routines	In Year 8 we meet new Teachers and learn about even more areas of the school.
Next Steps	Learning to set ourselves personal goals.

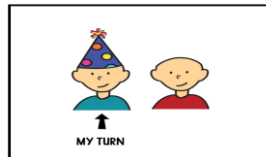
Section 2: What we will do:

In Social Skills lessons we will:

- Get to talk and listen to each other.



- Continue to practice our turn taking skills.



- Have somewhere to share our thoughts and ideas
- Learn to understand and explore relationships we have with people around us



- Develop our talking skills
- Continue to use games to develop our key social skills.
- Work on Voice, Face, Body, and Space.



Section 3: Some activities we use to learn:

We use Games, Learn about focus and learn to read each other.

Thinking games, where we use each others names and look at each other as we speak

1. **Master and Servant**
2. **Name Game**
3. **Swap Chair**

Relaxation and Breathing

We learn about different to relax and breathe to control ourselves. There are a lot of strategies to try out.



Emotions

In lesson time we will use a number of games to explore how we show emotion and read other people.

We use Face Space Voice and Pace to help us to remember.

We play games every lesson so we will be playing lots more!

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Groomer	someone who tries to build a relationship with a child or vulnerable person, often online, who really intends to exploit them or hurt them in some way
Family	A group of close people, usually related, who choose to live together as a unit. There are many different types of family.
Marriage	a traditional, legally recognised union between a couple.
Civil Partnership	a legally recognised, same-sex partnership
Domestic Conflict	arguments, rows, abuse and serious disputes which take place at a person's home, often involving family members

What does a positive relationship look like?

Positive relationships should include:

- good communication
- respect
- security
- being comfortable around the person

All families are different and we don't always get on. Conflict happens and this can make things difficult at home. The best thing to do if you are worried about your own family situation or a friend's family situation is to ring a helpline and get some advice or you could speak to a member of staff at school.

The Runaway Helpline is available to call or text 24 hours a day, 7 days a week, on 116 000. Childline is available on 0800 1111, also 24 hours a day, 7 days a week. If the situation is serious, you or a friend are in danger or someone is deliberately and seriously hurting you, phone the police (999).

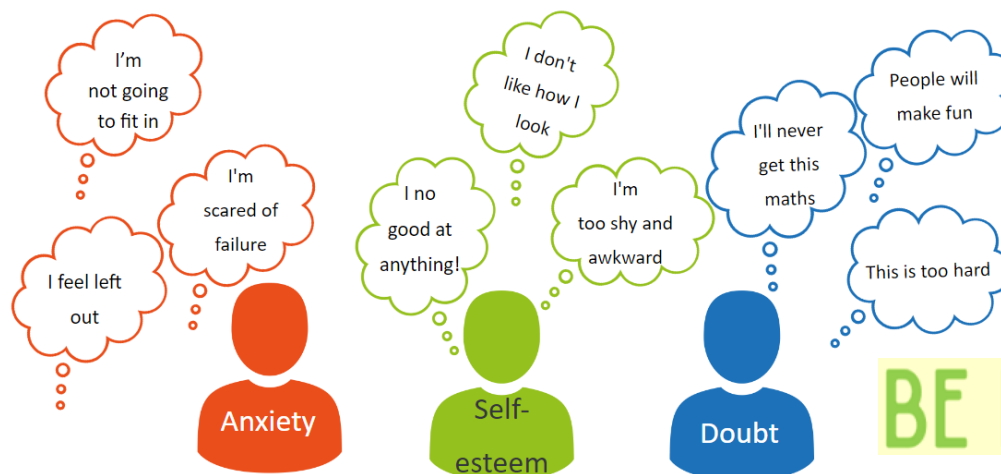
Protection from Grooming: Advice

Groomers are very skilled at what they do and can often befriend a child by appearing to have the same hobbies and interests as them. Using fake accounts and photos, they may also appear to be the same age as the child. However, not all groomers will choose to mask their age or gender. Some groomers may impersonate an aspirational figure, such as a modelling scout, sports coach, celebrity or influencer, whilst others may use their age and experience to develop a 'mentor' type relationship with their victim. A groomer will use the same sites, games and apps as children in order to gain their trust and build a friendship. However, they may also seek to manipulate, blackmail and control the child, potentially isolating them from their friends and family. If you are concerned about yourself or a friend you can speak to

- Parents / carers
- School safeguarding team
- Any other trusted adult
- NSPCC help@nspcc.org.uk or call 08001111

BE RESPECTFUL

Tier 2 vocabulary	Definition
Cooperation	the action or process of working together to the same end
Team work	the combined action of a group, especially when effective and efficient.
Challenge	a call to prove or justify something.

BE KIND**BE PROUD**

2 Black/Blue Pens
and 1 Coloured Pen



2 Pencils



Eraser



Pencil Sharpener



Planner

Ruler



Scientific Calculator

