

Knowledge Organiser

Year 8 Summer 1 2024

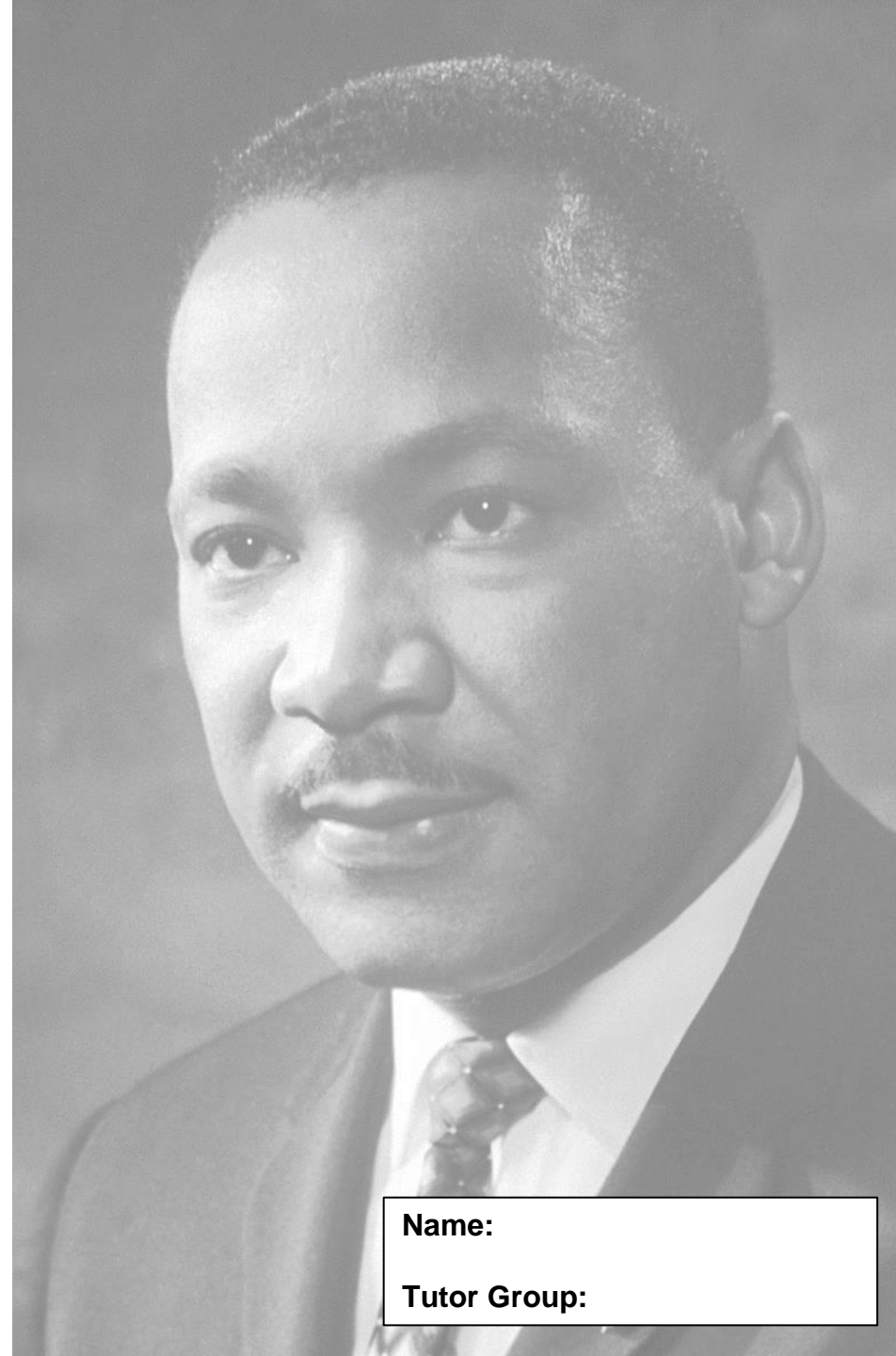
Create Your Future

Be the best version of yourself:

"If a man is called to be a street sweeper, he should sweep streets even as Michaelangelo painted, or Beethoven composed music or Shakespeare wrote poetry. He should sweep streets so well that all the hosts of heaven and earth will pause to say, 'Here lived a great street sweeper who did his job well.'"

Martin Luther King Jr (1929 – 1968)

Prominent leader in the civil rights movement until his assassination in 1968



Name:

Tutor Group:

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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



Laissez-faire

SYNONYMS

Indifference
Non-intervention
Neutrality
Autonomy



NOUN: the policy of leaving things to take their own course, without interfering.



Endeavour

SYNONYMS

Undertaking
Venture
Strive
Enterprise



NOUN: an attempt to do something with effort, especially something new or original.



Clandestine

ADJECTIVE: kept secret or done secretly, especially because illicit.

SYNONYMS

Covert
Fraudulent
Furtive
Surreptitious

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?
15.04.24	Laissez-faire			
29.04.24	Clandestine			
13.05.24	Endeavour			

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

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

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

Section 3: Poetry Analysis And Context

Trench Conditions

Extreme Heat	Extreme Cold	Trench Foot
Disease	Rats	Sleep Deprivation
Malnutrition	Gas	Silence
		Homesickness

Simile 'like beggars' – visual imagery – older than their years

Dulce et Decorum Est

Bent double, **like old beggars under sacks**,
 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.
Men marched asleep. 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.

Metaphor 'marched asleep' – visual image gives insight into the conditions

Section 1: Key Vocabulary

Tier 3 vocabulary Definition

Measure of central tendency The statistical measure that identifies a single value as representative of an entire distribution

Measures of Dispersion Describes the spread of the data.

Discrete Data that can only take certain values

Continuous Data that can take any value

Quantitative Can be counted or measured in numerical values

Qualitative Non-numeric information

Tier 2 vocabulary Definition

Mean Total of the data values divided by how many values there are.

Median Middle value when the data has been listed in order

Mode / Modal Most common data value / group.

Range The spread of the data given.

Grouped Data given in the form of class interval

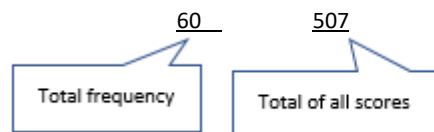
Sample A subset of the data.

Section 2: Knowledge/new skills

Averages from a frequency table

60 students took a maths test. Here are their marks out of 10.

Score (out of 10)	Frequency	Working
7	x	13 = 91
8	x	20 = 160
9	x	14 = 126
10	x	13 = 130



Mean = Total of all scores ÷ total frequency

$$= 507 \div 60 = 8.45 \text{ marks}$$

Modal score = 8 (because 8 has the highest frequency)

Median = 8 (because 8 would be the score in the middle if we wrote out the list in full)

Range from a frequency table

$$\text{Highest score} - \text{Lowest score} = 10 - 7 = 3$$

Examples of Discrete Data

Number of people, shoe size, number of tickets sold, score on a test,

Examples of Continuous Data

Height, length, time, weight, ...

Examples of Qualitative Data

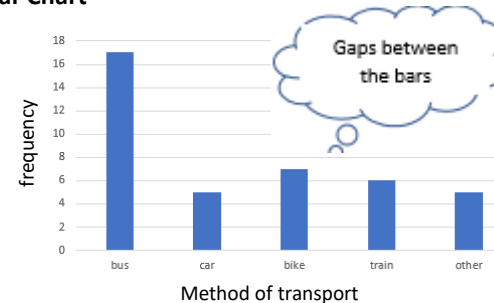
Colour, types of pet, favourite team, favourite subject, method of transport to school,

Section 3: Skills

Diagrams showing what form of transport 40 people use to get to work.

Method of transport	Frequency
bus	17
car	5
bike	7
train	6
other	5

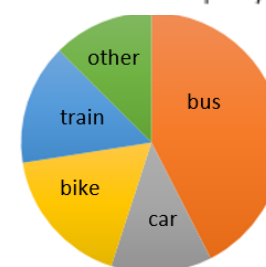
Bar Chart



Pie Chart

Method of transport	Frequency	Angle
bus	17	$\times 9 = 153$
car	5	$\times 9 = 45$
bike	7	$\times 9 = 63$
train	6	$\times 9 = 54$
other	5	$\times 9 = 45$

Total frequency = 40



Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Scatter diagram

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

Scatter graph

An alternative name for scatter diagram.

Correlation

The link between two variables

Bivariate data

Data with two variables

Interpolation

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

Extrapolation

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

Line of best fit

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

Tier 2 vocabulary

Definition

Estimate

Use the trend to make a sensible prediction

Scale

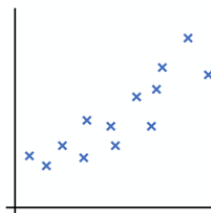
A series of marks at regular intervals

Plot

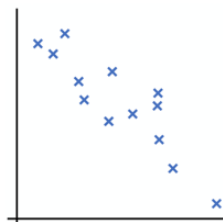
To place points on a coordinate grid

Section 2: Knowledge/new skills

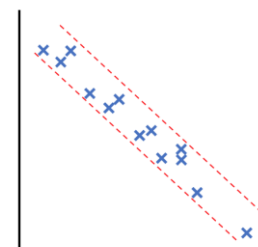
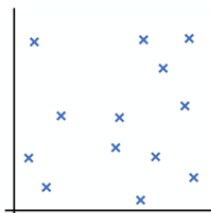
Positive Correlation As one variable increases, so does the other.



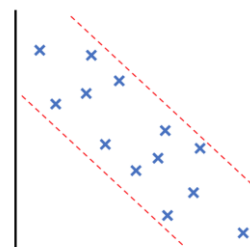
Negative Correlation As one variable decreases, the other increases.



No Correlation The variables have no link..



Stronger correlation

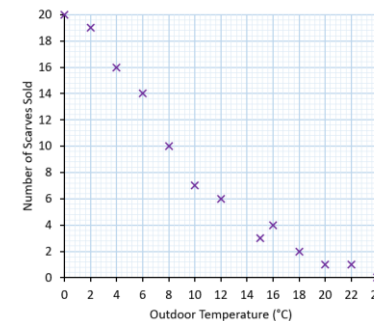


Weaker correlation

Section 3

Using Scatter Graphs

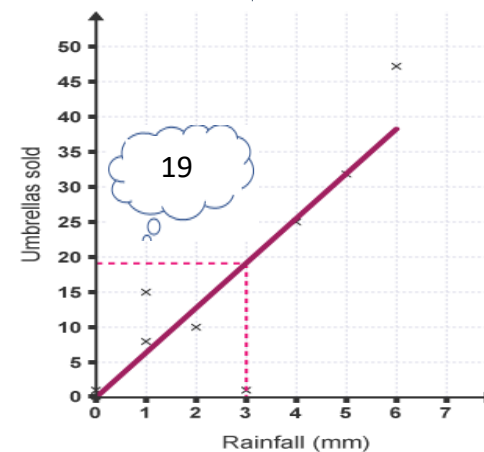
Describing the relationship shown on a scatter graph requires a sentence and can be written in different ways.



The hotter it is, the less scarves are sold.

The colder it is, the more scarves are sold.

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

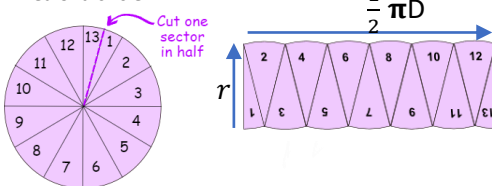
Tier 3 vocabulary	Definition
Rectilinear	Bounded by straight lines. Also called a polygons
Pi (π)	The ratio of the circumference of a circle to its diameter is the constant, pi, symbol: π . It's precise value cannot be written as a fraction or recurring decimal. 3.142 is correct to 3 decimal places.
Cross-section	A two dimensional shape made by slicing through a 3 dimensional shape.
Prism	A prism shape is a 3D shape which has a constant cross-section. Both ends have the same 2D shape, and they're connected by rectangular sides.
Congruent	When two shapes are exactly the same in every way except for their position in space

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Surface Area	The surface area of a 3D figure is a measure of the area covered by all of its surfaces
Perimeter	The distance around the boundary of a 2-dimensional shape
Volume	The amount of space in 3 dimensions that a shape takes up

Section 2

Area of a circle

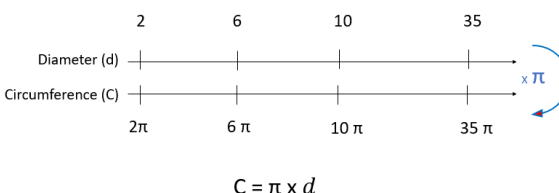


Area of the segments joined together = $r \times \frac{1}{2} \pi D$
So area of a circle = πr^2

Example

Work out the area of a circle with radius 3cm
 $A = \pi \times 3^2 = 9\pi \text{ cm}^2$

How would you work out the area of a circle with diameter 8cm?

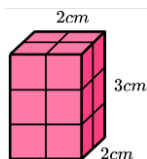


The circumference, and the diameter of every circle are connected by a functional multiplier, this is the number given the letter π

An answer can be given in terms of pi, eg 2π , or as a decimal approximation $2\pi = 6.28319 = 6.3$ to 1 dp

Units

Volume is measured in cm cubed (units^3) because we are counting how many cm cubes fit into the shape. In the shape below there are 12 cm cubes so the volume is 12cm^3



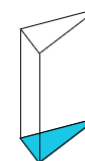
Section 3

Volume of a prism = area of cross-section x length*

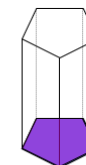
*length = distance between two ends



Cuboid



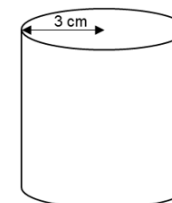
Triangular prism



Pentagonal prism

Example

Work out the volume of the cylinder



Area of cross section

Area of a circle = πr^2

$$A = \pi \times 3^2 = 9\pi \text{ cm}^2$$

Perpendicular length

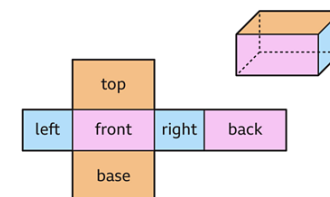
8 cm

Volume

$$9\pi \text{ cm}^2 \times 8 \text{ cm} = 72\pi \text{ cm}^3$$

Surface area

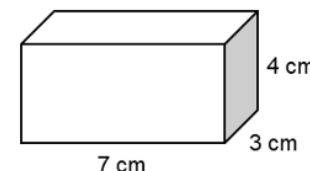
To work out surface area you work out the area of each 2D shape which makes up the net of the shape and add them together. To the right there is an example of a net.



Example

Find the surface area of the shape below:

$$\begin{aligned} \text{Front: } 7 \times 4 &= 28 \text{ cm}^2 \\ \text{Back: } 7 \times 4 &= 28 \text{ cm}^2 \\ \text{Base: } 3 \times 7 &= 21 \text{ cm}^2 \\ \text{Top: } 3 \times 7 &= 21 \text{ cm}^2 \\ \text{Left face: } 3 \times 4 &= 12 \text{ cm}^2 \\ \text{Right face: } 3 \times 4 &= 12 \text{ cm}^2 \end{aligned}$$



$$\text{Surface area} = 28 + 28 + 21 + 21 + 12 + 12 = 122 \text{ cm}^2$$

Section 1: Key Vocabulary

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

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

Section 2:

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

The Rock Cycle

Types of weathering -

Chemical - Acid rain

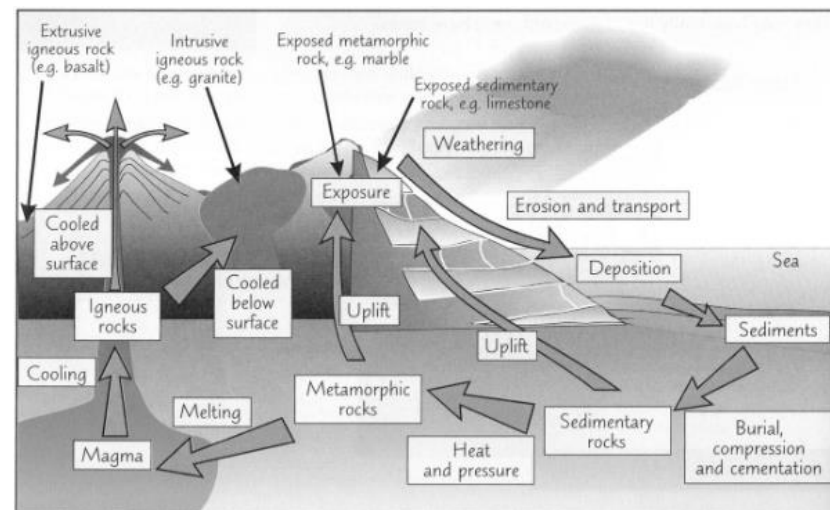
Biological - Plant roots

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

Plate boundaries

Constructive - Where two plates move Away from each other.

Destructive - Where two plates move Towards each other.



Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Health	State of complete physical, social and mental wellbeing.
Drug	A substance that is taken into the body that affects how the body works.
Deficiency disease.	Disease caused by a lack of a particular nutrient in the body.
Malnutrition	Health problems caused by having too much or too little of a certain nutrient.
Cardiovascular disease	A disease of the heart or circulatory system.
Stent	A small mesh tube used to widen arteries to treat cardiovascular disease.
Pathogen	A microorganism that causes a communicable disease.
Vector	An animal that can transfer a disease to another individual.
Phagocyte	White blood cell that engulfs and destroys pathogens.
Lymphocyte	White blood cells that produce antibodies.
Antigen	Protein on the structure of cells that allows white blood cells to recognise cells.
Antibody	Protein produced by lymphocytes to destroy pathogens.
Lysozyme	Enzyme in tears, saliva and mucus which damages pathogens.
Vaccine	A method of producing immunity to a disease via artificial means.
Antibiotic	Medicine that is used to treat bacterial infection.
Clinical trial	Method of testing new medicines.

Section 2:

Pathogens and disease

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

Spreading disease

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

Defences against disease

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

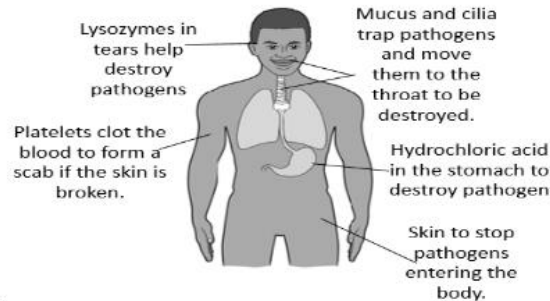







Diagram	Description
	Pathogen enters the body. The antigen on the surface tells the body that it has an infection.
	The body needs to find the correct lymphocyte to match the antigen, this can take up to 10 days. Once the correct one is found it attaches to the antigen.
	The correct lymphocyte is copies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

Section 3:

Vaccines

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

Antibiotics

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

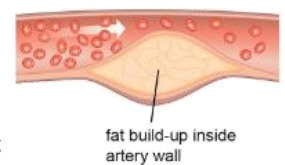
Non-communicable

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

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

Cardiovascular disease

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



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

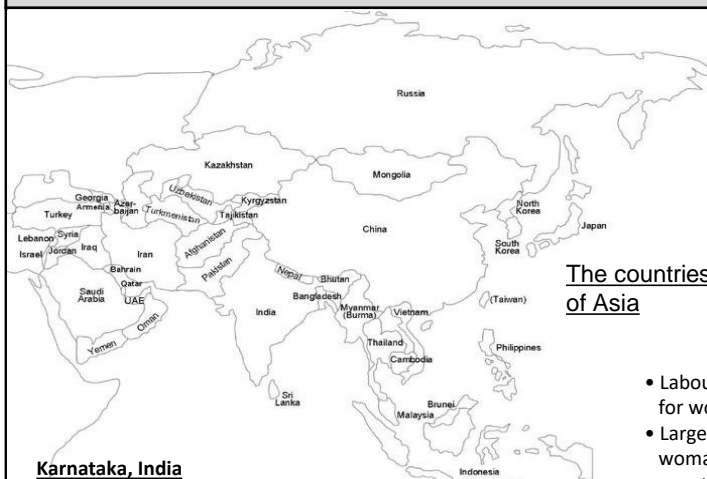
Task: some of the treatments for cardiovascular disease are below. Research how each of them treat cardiovascular disease.

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

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

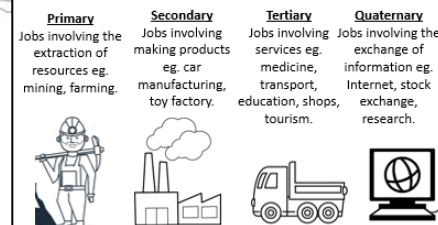
Tier 2 vocabulary	Definition
Sustainability	The practice of using natural resources responsibly, so they can support both present and future generations.
Social	Things affecting people and their community.
Economic	Things relating to money.
Environmental	Things relating to our surroundings.

Section 2: New Knowledge



The countries of Asia

Employment Structure



China

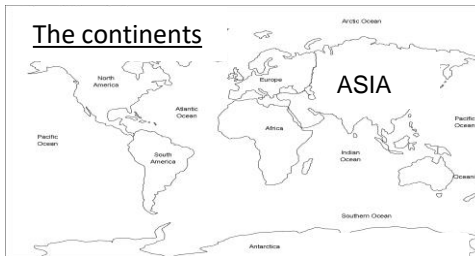
- Labour supply – China has a plentiful supply of people available for works.
- Large percentage of female workers – due to the one child policy, women are not involved in child-raising for as long as most other countries, adding to the already large labour supply.
- Low wages – increases the amount 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
Empire	A group of states or countries ruled over by a single monarch or country
Colonisation	The process of settling among and establishing control over the indigenous people of an area.
Enslavement	The action of making someone a slave; subjugation.
Independence	The fact or state of being independent.
Plantations	An estate on which crops such as coffee, sugar, and tobacco are grown.
Transatlantic	Relating to or situated on the other side of the Atlantic
The British Raj	The British Raj was the rule of the British Crown on the Indian subcontinent from 1858 to 1947.
East India Company	An organisation set up in 1600 to develop England's trade in the Far East
Tier 2 vocabulary	Definition
Indentured workers	Workers forced to work for some kind of contract
The Transatlantic Slave Trade	Trade between Europe, Africa and The Americas
A merchant	Someone who trades in goods to make money.
Campaign	An attempt to raise awareness or bring about change.
Rebellion	An attempt to force change often using violence
Factors	Events that lead to change.
Legacy	Significance passed from one generation to the next.

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

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

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

Tier 2 vocabulary	Definition
Bible	
Buddha	
Resurrection	

Section 2: New Knowledge

1. Moral suffering

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

2. Natural suffering

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

The problem of evil and suffering

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

Section 2: New Knowledge

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

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

Section 3: Assessment information

Part D 15 marks
15 minutes

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

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

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

Section 1: Key Vocabulary	
Tier 2 vocabulary	Definition
Adjective	A word used to describe a noun or pronoun
Adjectival agreement	Adjectives 'agree' with the subject in gender and number
Negation	Negative expressions go around the first verb (ne/n'...pas/jamais/rien)
Perfect tense	Used to talk about what has happened in the past.
Time phrases	Words that show the tense you need to use
Auxiliary verb	Avoir or être used to form the Perfect tense
Past participle	Expresses completed action

Questions	Translation
1. Quand est-ce que tu regardes la télé ?	When do you watch tv?
2. Avec qui est-ce que tu regardes la télé ?	Who do you watch tv with?
3. Où est-ce que tu regardes la télé ?	Where do you watch tv?
4. Qu'est-ce que tu regardes à la télé ?	What do you watch tv?
5. Comment est-ce que tu regardes la télé ?	How do you watch tv?
6. Qu'est-ce que tu fais en ligne ?	What do you do on line?
7. Quels sont tes loisirs ?	What was your school like?
8. Qu'est-ce que tu as fait ?	What did you do/have done?
9. Qu'est-ce que tu vas faire ?	What are you going to do?

Section 2: Grammar				
Adjectives In French all nouns are masculine or feminine. Adjectives must agree with the subject: masculine or feminine, singular or plural. The main patterns of agreement are as follows:				
	masc singular	fem singular	masc plural	fem plural
regular	laid	laide	laid	laides
Ending in -e	égoïste	égoïste	égoïstes	égoïstes
Ending in -eur or -eux	menteur sérieux	menteuse sérieuse	menteurs sérieux	menteuses sérieuses
irregular	gentil nul beau	gentille nulle belle	gentils nuls beaux	gentilles nulles belles

e.g. la ville (f) est laide - the town is ugly

Possessive Adjectives

Possessive adjectives like mon/ma/mes (my), ton/ta/tes (your) and son/sa/ses (his/her) change according to the **noun** that follows them.

masculine singular	feminine singular	before a vowel	plural
mon portable	ma tablette	mon école	mes amis
ton portable	ta tablette	ton école	tes amis
son portable (his/her)	sa tablette (his/her)	son école (his/her)	ses amis (his/her)

Section 3: WAGOLL	
<p>Normalement, je regarde la télé le weekend seul dans ma chambre. Je regarde aussi des chaînes sur YouTube sur mon smartphone car c'est très facile et ce n'est pas cher. Ma sœur préfère regarder à la demande, sur Netflix. Elle adore les séries policières parce qu'à son avis, elles sont pleines d'action. Quelle Barbe !</p> <p>Récemment ma sœur a beaucoup apprécié la série française Lupin. Omar Sy (image à droite), c'est l'un de ses acteurs préférés parce qu'il a beaucoup de talent et il fait beaucoup de choses pour de bonnes causes.</p> <p>À part regarder YouTube, j'aime beaucoup écouter de la musique et de temps en temps je crée des playlists, cependant je ne lis jamais. Je trouve ça complètement ennuyeux.</p> <p>Le weekend dernier, je suis allé en ville avec mes amis d'abord, on est allés au cinéma où on a vu le nouveau film de James Bond et on a mangé du popcorn. Après, j'ai fait les magasins. J'ai essayé plein de vêtements et j'ai dépensé trop d'argent mais c'était sensass! J'adore mes amis car ils sont vraiment cool .Ce weekend, nous allons faire du sport mais je n'ai pas trop envie car je suis très paresseux. Ça va être hyper fatigant!</p> <p>A savoir</p> <p>★ France has a very successful film industry. One of the most famous film festivals in the world takes place every May, in Cannes, in the south of France. France also has its own version of the Oscars called <i>Les César</i></p> <p>★ Can you find out who Auguste and Louis Lumière were and why they are so important to French cinema?</p>	 

FRENCH Y8 Word list SUMMER 1.A	
travailleur	hard-working (ms)
travailleuse	hard-working (fs)
comme	like/such as
passionnant	exciting
divertissant	entertaining
plein de	full of
gentil	kind (ms)
gentille	kind (fs)
beau	good-looking (ms)
belle	good-looking (fs)

FRENCH Y8 Word list SUMMER 1.B	
seul(e)	alone
de temps en temps	from time to time
les documentaires	documentaries
les infos	news
la télé-réalité	reality tv
varié	varied
les jeux	games
les séries	series
les comédies	comedies
les feuilletons	soap operas

FRENCH Y8 Word list SUMMER 1.C	
rigoler	to laugh
ça dépend	it depends
À plus	see you later
désolé(e)	sorry
avoir envie de	to really want
une idée	an idea
bonsoir	good evening
le rendez-vous	meeting
je veux bien	I'd like to
bavarder	to chat/chatting

FRENCH Y8 Word list SUMMER 1.D	
quelque chose	something
découvrir	to discover/discovering
essayer	to try/trying
eu (pp)	had
prendre	to take/taking
pris (pp)	took/taken
de plus	what's more
le centre commercial	shopping centre
dépenser	to spend (money)
l'argent	money

FRENCH Y8 Word list SUMMER 1.E	
cependant	however
alors	so/right
donc	so/right
je joue	I play/playing
j'ai joué	I played/have played
je vais jouer	I am going to play
nager	to swim/swimming
une promenade	a walk
fermé	closed
ouvert	open/opened

*Liaison

This is when you link two words together in French.

It happens when a word ends in a consonant and is followed by a vowel (a,e,i,o,u) or a silent 'h'.

The consonant at the end of the word is usually silent, but in a liaison it is pronounced so the two words flow together.

Scan the QR code to find out more



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



Phonics: è & ê sound the same	
très	fête
collège	tête
rivière	être

Phonics: liaison*	
mes amis	
deux heures	
vingt heures	
très intéressant	

Phonics: eu	
cheveux	deux
il pleut	un peu

Phonics: ou	
beaucoup	tous
nous	jouer

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
False Friend	A word that sounds the same in both languages, but has 2 different meanings
Negative indefinite article	Used to mean 'no/not a/not any'
Stem	The part of the verb without the 'en' ending
Irregular verb/Strong verb	A verb where the stem changes in the du/er/sie form
Qualifier	A word that tells you how much an adjective applies, e.g. very, quite, really
Imperative	The form of a verb used to give a command or instruction
2nd person sing (familiar)	Using the 'you' form when speaking to one person
Modal Verb	<i>e.g. darf, kann, muss</i> These verbs must be used with another verb and they express possibility or necessity.

Questions	Translation
1. Was isst du?	What do you eat/What are you eating?
2. Was trinkst du?	What do you drink/What are you drinking?
3. Was hast du gegessen?	What did you eat/What have you eaten?
4. Was hast du getrunken?	What did you drink/What have you drunk?
5. Was nimmst du?	What are you having?
6. Was muss man machen?	What do you have to do?
7. Was wirst du nächstes Jahr machen	What will you do next year?

Section 2: Grammar
<p>Key grammar</p> <p>'Essen' - 'to eat'</p> <p>Ich esse - I eat Du isst - you eat (singular, familiar) Er/sie isst - he/she eats Wir essen - we eat Ihr esst - you eat (plural) Sie essen - you eat (polite/formal) Sie essen - they eat</p> <p>Use of 'kein' for negatives when followed by a noun.</p> <p>Ich esse kein Frühstück - I don't eat breakfast Ich trinke keinen Kaffee - I don't drink coffee Ich habe keine Zeit - I don't have time</p> <p>'Nehmen' - 'to take'</p> <p>Ich nehme - I take Du nimmst - You take (familiar) Er/sie nimmt - He/she takes Wir nehmen - We take Ihr nehmt - You take (plural) Sie nehmen - You take (polite/formal) sie nehmen - They take</p> <p>Imperative (command form) examples</p> <p>Stell! - Put! Nimm! - Take</p> <p>The modal verb 'müssen' (to have to)</p> <p>Ich muss - I have to/must Du musst - You have to/must Er/sie muss - He/she has to/must Wir müssen - we have to/must Ihr müsst - You (plural) have to/must Sie müssen You (formal/polite) have to/must sie müssen - They have to/must</p>

Section 3: Other subject specific things
<p>WAGOLL</p> <p>Heute habe ich mein normales Frühstück gegessen: vier Brötchen mit Schinken, Käse, Butter und Marmelade. Heute Morgen habe ich auch noch einen Joghurt gegessen und drei Tassen Kaffee getrunken. Dann bin ich in die Stadt gegangen und habe einen Film gesehen. Im Kino habe ich ein Schokoladeneis gegessen und eine Cola getrunken. Das habe ich köstlich gefunden aber ich muss weniger Fett und Zucker essen und mehr Wasser trinken, anstatt so viele süße Getränke.</p> <p>Nach dem Film bin ich in eine Imbissstube gegangen, wo ich eine Currywurst mit Pommes gegessen habe. Am Abend habe ich eine Stunde geschlafen und danach ferngesehen. Mein Lebensstil ist nicht gesund - Ich muss besser werden! Ich muss früher ins Bett gehen und zweimal pro Woche joggen oder trainieren. Nächstes Jahr werde ich fünf Stück Obst pro Tag essen!</p> <p>Gut zu wissen</p> <p>Miam, miam! - Yum, yum! Igitt! - Yuck! Ich liebe - I love Ich hasse - I hate Ich esse lieber - I prefer to eat Ich trinke am liebsten - My favourite drink is... Das ist gesund - That's healthy Das ist ungesund - That's unhealthy Ich werde morgen/ab nächste Woche gesünder essen. Tomorrow/from next week I will eat more healthily</p>

GERMAN Y8 Word list Summer 1.A

das Frühstück	breakfast
zum Frühstück	for breakfast
Eier	eggs
der Käse	cheese
der Schinken	ham
das Obst	fruit
ich esse gern	I like eating/to eat
isst du	do you eat/are you eating
er/sie isst	he/she eats/is eating
lecker	tasty

GERMAN Y8 Word list Summer 1.B

Erbsen	peas
Gemüsesuppe	vegetable soup
Brötchen	roll/cob
Hähnchen	chicken
Kartoffeln	potatoes
scharf	spicy/hot
salzig	salty
ich nehme	I'll have (I take/am taking)
er/sie nimmt	he/she will have (he/she takes/is taking)
ich habe...genommen	I had (I took/have taken)

GERMAN Y8 Word list Summer 1.C

die Vorspeise	the starter
die Hauptspeise	the main course
die Nachspeise	the dessert/pudding
bequem	comfortable
altmodisch	old-fashioned
die Stimmung	the atmosphere
die Unterhaltung	the entertainment
wärmer als	warmer than
kälter als	colder than
nichts	nothing

GERMAN Y8 Word list Summer1.D

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

GERMAN Y8 Word list Summer 1.E

mischen	(to) mix
schneiden	(to) cut
rühren	(to) stir
stellen	(to) put
streichen	(to) spread
sofort	immediately/straight away
500 Gramm Zucker	500g of sugar
eine Scheibe Brot	a slice of bread
die Zwiebel	the onion
komisch	odd/funny/strange

GERMAN Y8 Word list Summer 1.F

schlafen	(to) sleep
wenig	not much
weniger	less/fewer
früh	early
spät	late
trainieren	(to) train
ich muss	I must/have to
er/sie muss	he/she must/has to
wir müssen	we must/have to
Eiweiß	protein

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: eu

Freund

Flugzeug

teuer

Eule

neun

Feuer

Leute

heute

Phonics: s(before vowel)

gelesen

sie

Reisebus

langsam

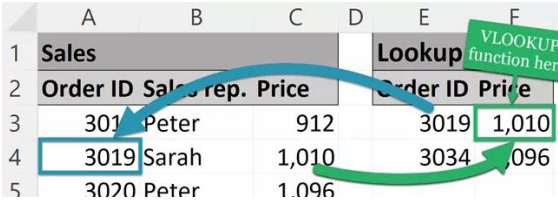
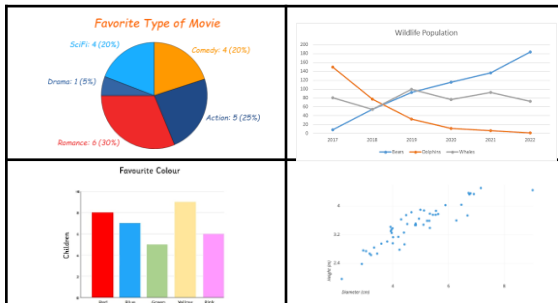
Hause

gesehen

Sommer

Hose

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

Section 2: New Knowledge
<p>Formulas are like simple Computer Programs</p> <p>A formula is an instruction to the computer to process data held in specific cells. A formula always starts with an equals sign (=). Simple formulas contain normal maths symbols like +, -, * (for multiply) and / (for divide). Spreadsheets also have built-in formulas called functions. You can type functions in, or choose them for a list.</p> <p>See the list opposite in Section 3 – Useful Subject Information</p> <p>VLOOKUP Finds and Displays Data</p> <p>The VLOOKUP function displays data from a table in another part of a spreadsheet. The example below shows the price of order number 3019 from another sheet in the spreadsheet displayed in the price column.</p>  <p>Charts and Graphs</p> <p>Charts and Graphs can be created in spreadsheets. Charts and Graphs are a visual display of data.</p> <p>In Spreadsheets we can create these 4 main charts and graphs.</p> 

Section 3: Useful Subject Information
<p>Useful Formulas and Functions for this topic:</p> <p>=B2-C9 Subtracts values in the two cells</p> <p>=D8*A3 Multiplies the numbers in the two cells</p> <p>=A1/A3 Divides value in A1 by the value in A3</p> <p>=MAX(C27:C34) Calculates the largest number in a range</p> <p>=MIN(A1:A8) Calculates the smallest number in a range</p> <p>=SUM Calculates the sum of a group of values</p> <p>=AVERAGE Calculates the mean of a group of values</p> <p>=IF Tests for a true or false condition</p> <p>Did You Know?..</p> <p>Excel was originally released on Mac.</p> <p>Mr Spreadsheet and Master Plan were the considered as potential names before Excel was chosen.</p> <p>Excel was the first application to use a toolbar.</p> <p>You cant save an Excel worksheet as "History". This is because Excel creates a helper worksheet called History in the background.</p> <p>Every worksheet is made up of 1,048,576 rows and 16,384 columns which translates into 17, 179, 869,184 cells!</p>

PE: Tennis

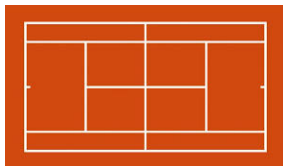
Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Volley	Playing the ball before it bounces when you are close to the net.
Half-volley	Playing the ball low down just after it has bounced.
Service	Starting the rally with a shot from behind the baseline.
Service box	The box near the net where the service needs to land.
Baseline	The line at the back of the court.
Tramlines	The lines down the side of the court used for singles and doubles.
Drive	Hitting the ball hard and low across the net.
Lob	Hitting the ball over your opponent if they are close to the net.
Drop-shot	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
Half-rounder	How many ways can you think of that will lead to half a rounder being scored?
No-ball	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.
Run-out	When the field touch the post or the stumps with the ball before the batter arrives.
Obstruction	In rounders, when a fielder gets in the way of the batter.
Forward defensive	The most important shot in cricket to help prevent the ball hitting the stumps.
Drive	The most important attacking shot in cricket - hitting the ball along the floor.
Grip	To throw or bowl the ball in rounders and cricket, use a two fingers grip.
Overarm throw	An important skill for fielders to return the ball to the wicketkeeper/base fielders.
Long barrier	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?

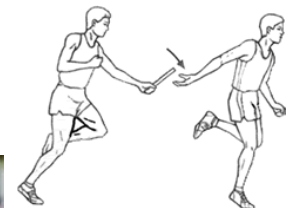


PE: Track

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Sprint start	A crouched position giving a sprinter the best chance of a fast start.
Staggered start	For events, which go round curves on the track, different start positions are needed.
Lap time	Comparing an athlete's time for each lap they complete.
Split time	An athlete's time at a certain point in a race.
Changeover box	A 20m section marked out on the track inside which the baton must be exchanged.
Down sweep	The quickest way to carry out a baton pass by placing the baton down into the outgoing runner's hand.
Incoming/outgoing runner	The two runners involved in a relay changeover are the incoming and the outgoing runners.
Sprint technique	Paying attention to what each part of the body is doing to maximise speed.
Stride pattern	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
Straddle technique	An alternative technique to the scissors using the foot nearer to the bar to take-off.
Fosbury flop	The most advanced high jump technique involving a backwards dive over the bar.
Hang technique	A basic long jump technique where the back is arched and the hands are up during flight.
Acceleration	Speeding up to maximum during the run-up is essential in long jump and triple jump.
Leg shoot	Pushing the legs out in front when landing in long jump to maximise the distance jumped.
No-jump	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.



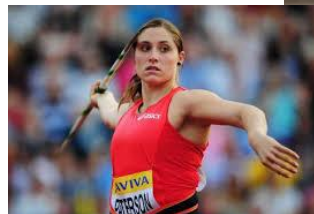
The Fosbury flop technique for high jump.

PE: Field (Throwing)

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

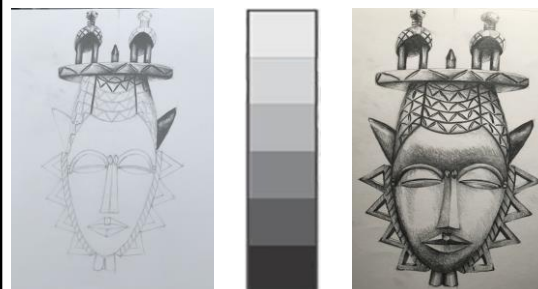
Start by looking hard to spot the darkest areas. Compare your darkest areas – are they equally dark or is one darker than the other?

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	
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Distort	To stretch 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

Other renowned African batik artists - Esther Amate, Grace Adover, Neneh Jallow

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



Section 1: Key Vocabulary

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

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Canvas	In painting, a sheet of textile usually stretched over a wooden frame acting as a surface for painting.
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.
Watercolour	A type of paint in which pigments are suspended in a water-soluble paste or block.
Woodcut	A relief printing technique in which designs are engraved into a flat wooden block.

Section 2: Artists



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



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



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

Section 2: Artists



Red Canna, 1919

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



Autumn Leaves, 1925

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Lazzi	A short, comical physical routine inserted in the story.
Mime	The theatrical technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement.
Pantalone	<i>Pantalon de' Bisognosi</i> , Italian for 'Pantalone of the Needy', is one of the most important principal characters found in commedia dell'arte. With his exceptional greed and status at the top of the social order, Pantalone is "money" in the commedia world.
Commedia Dell'arte	Commedia dell'arte is a form of improvisational theatre that began in Italy in the 16th century. It continued to be popular during the 17th century and is still popular today. The title is difficult to translate. A close translation is "comedy of craft".
Slapstick	A form of comedy used in Commedia still widely used today involving great physical comedy, eg clumsy actions.

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

Section 2: Commedia Characters

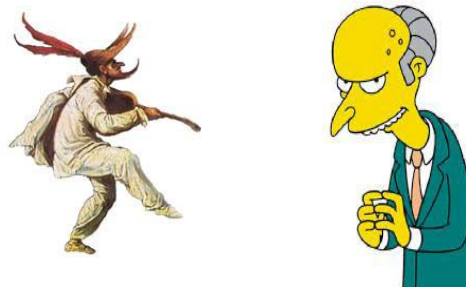


'As long as there is life, my dear friends, laughter will be the weapon of we who mock it even as we struggle to understand it.'

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

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

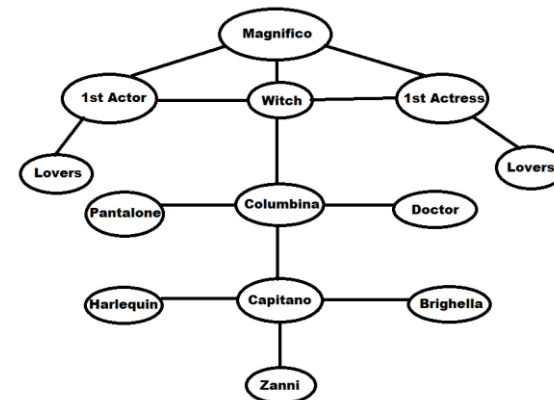
Most characters wear masks, but the persona of the character is treated as a mask. In Commedia, the characteristics of a character such as walk or gesture make up a huge part of the character, just like wearing a mask.



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

Section 3: Exploring Character Hierarchy

The Hierarchy of Commedia Characters



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

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

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



Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Treble Clef



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

Bass Clef



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

Chord

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

Beats

The unit division of musical time is called a beat.

Bars

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

Time Signature

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

Tier 2 vocabulary

Definition

Harmony

Two or more sounds played simultaneously

Melody

A combination of pitch and rhythm

Notation

Written symbols used to represent the notes on the staff

Fluency

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

Section 2: New Knowledge/Skills

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

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

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

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



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

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

Green Buses Drive Fast Always

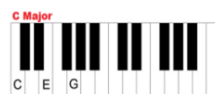


All Cows Eat Grass



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

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



Section 3: Other/Previous Knowledge/Skills

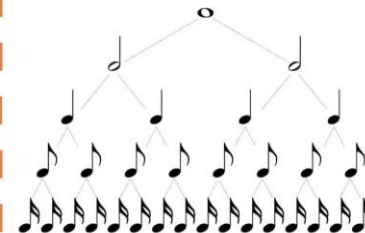
Semibreve - 4 beats

Minim - 2 beats

Crotchet - 1 beat

Quaver - 1/2 beat

Semiquaver - 1/4 beat



Useful Resources

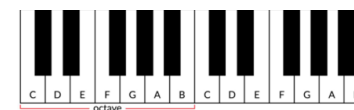
Treble and Bass Clef Staves



Note Values



Finding Notes on the Keyboard




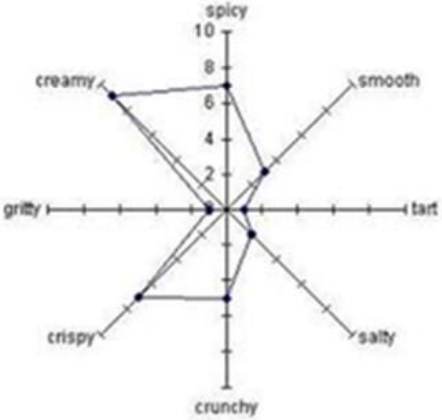
Links to prior learning – Keyboard and rhythm work in Y7, The Four Chord Trick and Hooks and Riffs

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

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

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





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

Section 3: To do			
	Parts of the plant used to add flavour		
Chilli			
Coriander			
Turmeric			
Saffron			
Cinnamon			
Ginger			
Cardamom			
Mustard			
Basil			
Parsley			
Horseradish			

Homework 1 - Sensory Analysis
 Complete a star diagram and results chart analysing the Bombay Potatoes or Chilli Con Carne which you made. Use the descriptive words from this knowledge organiser to help you. Then complete the evaluation on Google Classroom (ask your teacher for a paper copy if needed).

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

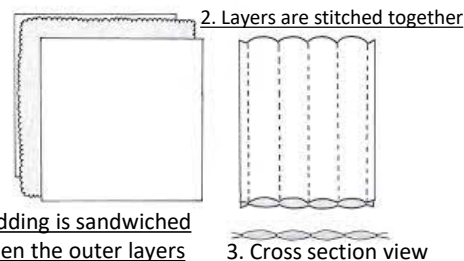
Homework 2 - British Food Traditions
 Complete the homework page from your school booklet. (Finding out about British traditions and matching the food to the are that it is linked with on the map.)

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

Section 2: Skills

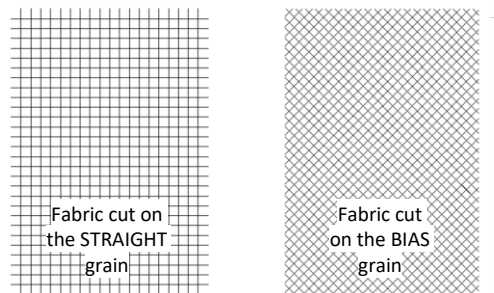
Quilting

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



Bias Tape

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

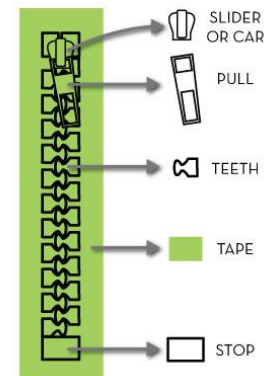


Section 3: Knowledge

Anatomy of a Zip

A zip is an example of a COMPONENT that is used IN TEXTILES.

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



Zipper Foot

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



You can tell the feet apart quite easily.

Standard Presser Foot

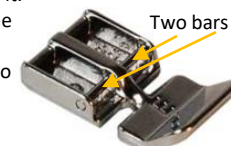
*The standard foot has a letter B on it.

*Standard foot has two prongs at the front.

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

*The zipper foot has a letter E on it.

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



Zipper Presser Foot

Homework 1:

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

Homework 2:

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

Section 1:- Key Vocabulary

Tier 3 Vocabulary

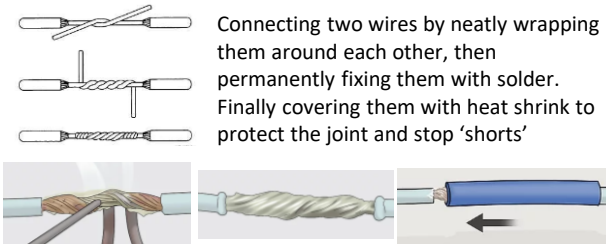
Light Emitting Diode	Electronic device used to give off a small amount of light when electricity passes through it in the correct direction
Solder	Metal with a low melting point, used to act as a 'conductive glue' to fix two metal wires together
Resistor	An electronic component used to slow the flow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

Tier 2 Vocabulary

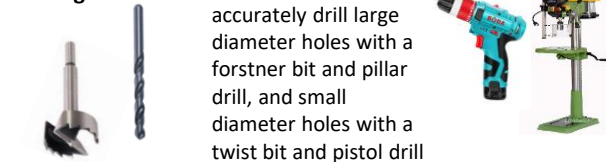
Pine	A softwood (evergreen, growing all year round), have needle shaped leaf's and seen are in pine cones. Fast growing, and grown in temperate climates. From managed FSC forests. Contains knots, light yellow colour.
Acrylic	Oil based thermoplastic. Can be reheated and reshaped many times
Plywood	Thin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

Section 2: Skills

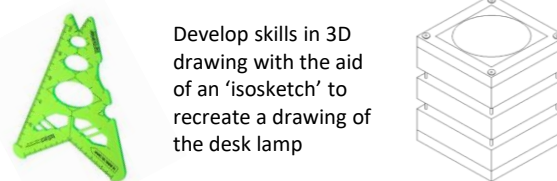
Introduction to soldering



Drilling



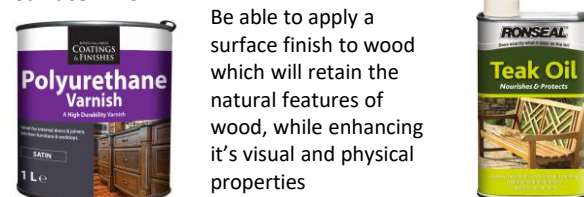
Isometric Drawing



Practical Problem solving

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

Surface Finish

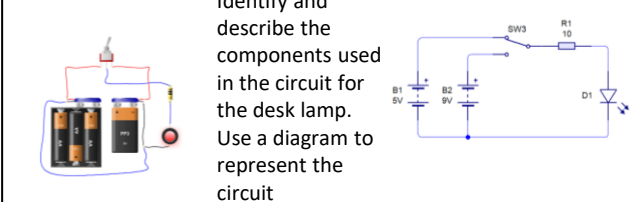


Section 3:- New Knowledge

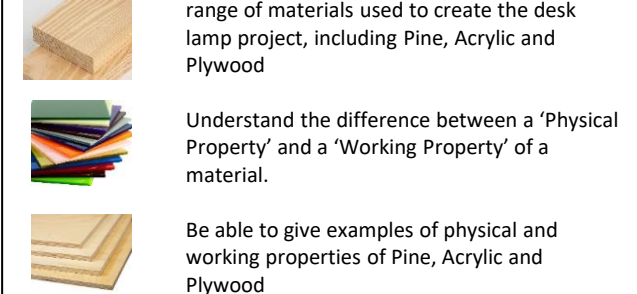
Evaluation

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



2 CAD Software - Contouring



Section 4:- WAGOLL



Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Equality	The state of being equal, especially in status, rights, or opportunities.
Diversity	the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders.
Multiculturalism	The combination of different cultures from across the world.
Human Rights	Rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status.
Discrimination	Treating someone differently on the basis of several factors.
Racism	The unfair treatment of people who belong to a different race
Gender	Gender refers to the characteristics of women, men, girls and boys that are socially constructed.

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Slavery	Forced labour with no pay.
Respect	Treating people fairly.
Tolerance	Accepting differences of others.
Beliefs	Values that people hold dear.
Legacy	The long-lasting impact of particular events, actions.
Compromise	Reaching agreement with others despite differences remaining.

Section 3: Key content in this unit:

The Equality Act 2010:

- This Act was passed by the UK government in 2010.
- It was introduced to protect people from discrimination on the basis of key characteristics and beliefs.
- These became known as **protected characteristics** and would now be protected by law in the United Kingdom.
- The protected characteristics are: race, sex, sexual orientation, gender, religion or belief, disability, age, maternity and pregnancy, marriage and civil partnership.

LGBTQ+:

- The term LGBTQ+ means Lesbian, Gay, Bi-sexual, Trans, Queer and others. It has associated terminology which is designed to be as inclusive as possible.
- You will learn about some of the milestones in the history of LGBTQ+ rights. This will include the legalisation of homosexuality and gay marriage or civil partnerships in the UK.
- LGBTQ+ rights differ across the world. In some countries homosexuality remains illegal and punishments can be extremely severe.

Gender equality:

- Gender equality is the belief that everyone, regardless of their gender should be treated equally.
- This has not always been the case. There are many examples of people, particularly women, being discriminated against on the basis of their gender. The government has introduced laws to prevent this but issues remain today.

Disability discrimination and ableism:

- Disabled people can experience discrimination as a result of their condition. This is illegal under the terms of the Equality Act. The Act requires all public places to put measures in place to support people with a disability.

Prejudice and discrimination:

- Colonisation was the process by which the British Empire took control of other countries. This often had very negative consequences for the colonised countries. This has led to debate over historical statues.
- It has also raised questions about the legacy of slavery in the UK today and the issue of modern slavery.
- There are also many groups who campaign for rights today.

Section 4: Key skills...

- Discussion
- Debate
- Tolerance
- Listening to each other
- Respecting different views to your own
- Perseverance
- Determination
- Contributing
- Debating
- Courage
- Kindness



Year 8 Summer 1: Extra – Curricular Timetable

	Mon	Tues	Weds	Thurs	Fri
Lunchtime	Book Club With Sarah Library 12.15 – 1.00	Girls’ Basketball With Leanne Sports Hall 12.15 – 1.00 Carnegie With Tamara Library 12.15 – 1.00	Scalextric/Hornby Railway Club With Phill T2 12.15 – 1.00 Belper Band With Anna Mu1 12.15 – 1.00 Knit & Crochet Club With Emma T5 12.15 – 1.00	Lunch Club With Jenny and Carolyn Library 12.15 – 1.00 By invitation	Chess With Carlos M2 12.15 – 1.00 Games Club With Emma Library 12.15 – 1.00
After School	Recycling/Litter Picking With Marc P2 3.00 – 4.00 Art Club (week 1 only) With Lucy A4 3.00 – 4.00	LGBTQ+/Pride With Karen, Emma and Sally T5 3.00 – 4.00 Music Producers Club With Phil Music Block 3.00 – 5.00 Badminton With Tom Sports Hall 3.15 – 4.25	Textiles Club With Sarah T1 3.00 – 4.00 Recycling/Litter Picking With Marc P2 3.00 – 4.00	Table top RPG With Mike H9 3.00 – 5.00 Girls’ Football Fixtures With Leanne Various 3.00 – 4.00 Belper Choir With Anna Mu1 3.00 – 4.00 Gardening Club With Marc and Tony Rosie’s Garden 3.00 – 4.00 Scalextric/Hornby Railway Club With Phill T2 12.15 – 1.00	Computing Club With Adam, Carol, Jamie. L7 3.14 – 4.00 Art Club With Lucy A4 3.00 – 4.00

2 Black/Blue Pens
and 1 Coloured Pen



2 Pencils



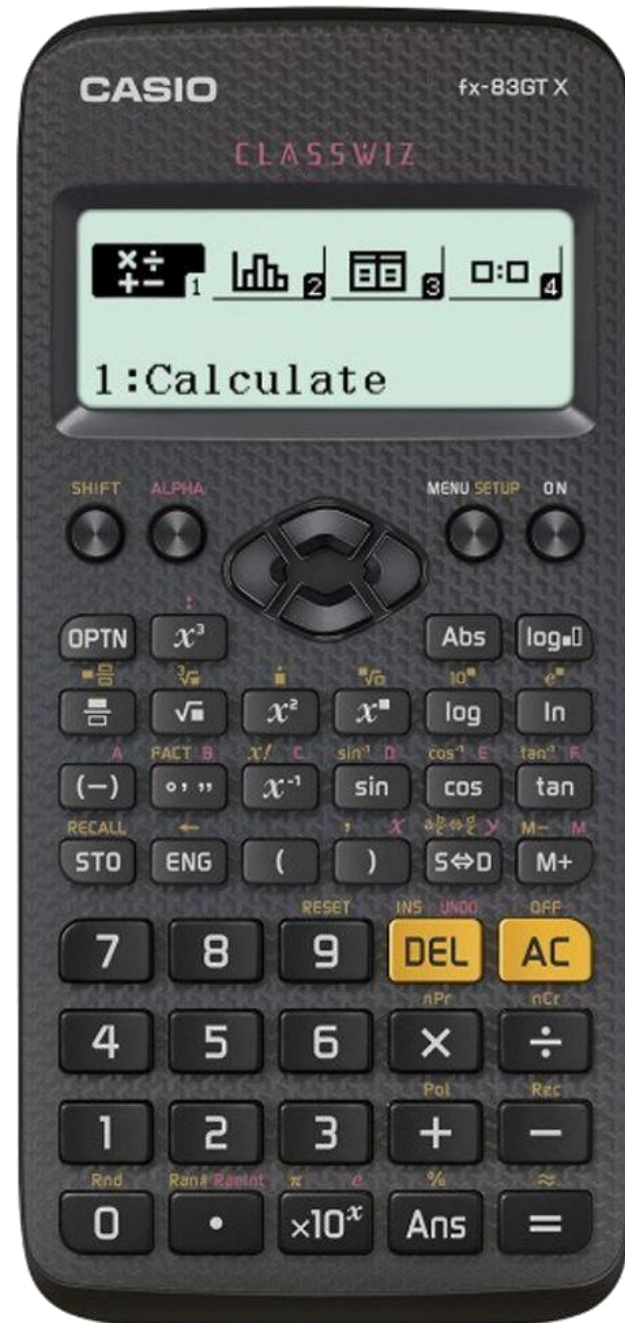
Eraser



Pencil Sharpener



Scientific Calculator



Planner

Ruler

