

Knowledge Organiser

Year 8 Autumn 2 2024



Create Your Future

“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so we may fear less.”

Marie Curie

A Chemist and Physicist who conducted pioneering research on radioactivity. She was the first woman to win a Nobel Prize, the first person to win a Nobel Prize twice and the only person to win a Nobel Prize in two scientific fields.

Name:

Tutor Group:

Contents Page

Timetable	4
School Expectations	5
Attendance and Punctuality	6
Guided Reading Tracker	7
Subject: English	8
Subject: Maths	9
Subject: Science	11
Subject: Geography	14
Subject: History	15
Subject: World Views	16
Subject: French	17

Subject: German	19
Subject: Computing	21
Subject: PE	22
Subject: Art	25
Subject: Drama	28
Subject: Music	29
Subject: D&T Food	30
Subject: D&T Textiles	31
Subject: D&T 3D	32
Subject: PSHE	33
Extra-curricular timetable	34

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.

Timetable

Week 1	1	2	3	4	5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Week 2	1	2	3	4	5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

In Class Expectations



Out of Class Expectations



Being in school and being on time is crucial for success and preparing for the future. Lost learning can lead to additional anxiety and pressure to catch up work and risks the student falling even further behind.

Create Your Future



BE PRESENT
BE PUNCTUAL

THERE ARE 175 NON-SCHOOL DAYS DURING THE YEAR TO SPEND ON FAMILY TIME, VISITS, HOLIDAYS, SHOPPING, HOUSEHOLD JOBS AND OTHER APPOINTMENTS

DAYS OFF SCHOOL ADD UP TO LOST LEARNING

BE BELPER

100%
OUR TARGET FOR ALL STUDENTS

97%
6 DAYS ABSENCE
30 HOURS LOST LEARNING
EXCELLENT
OR GOOD ATTENDANCE
BEST CHANCE OF
ACADEMIC SUCCESS

95%
10 DAYS ABSENCE
50 HOURS LOST LEARNING
WORRYING
AT RISK OF MAKING IT
HARDER
TO PROGRESS

90%
19 DAYS ABSENCE
95 HOURS LOST LEARNING
CONCERN
LESS CHANCE OF SUCCESS
AND SIGNIFICANTLY
REDUCES LEARNING

Attendance

- 90% attendance is half a day missed every week
- 90% attendance in one school year is 4 whole weeks of lessons (100 lessons) missed in that year.
- 90% attendance over 5 years of secondary school is half a year of school missed.
- Evidence suggests that, on average, every 17 days of school missed by a student equates to a drop of 1 GCSE grade.

Punctuality

- 10 minutes late each day = 50 minutes of lessons missed each week
- 10 minutes late each day = 2000 minutes (33.3 hours, 5.5 days) every academic year
- 10000 minutes (166.5 hours, 27.5 days) of missed learning from year 7 to year 11.

“Everyday you show up, you’re investing in your future self. Don’t underestimate the power of attendance.”

BE PRESENT

BE PUNCTUAL

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

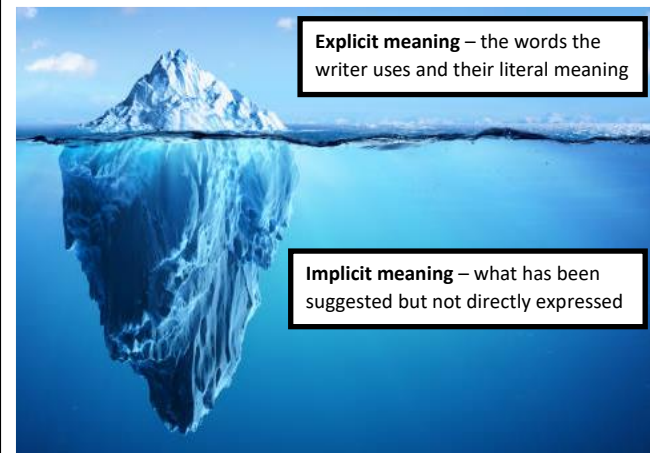
Example questions:

- 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

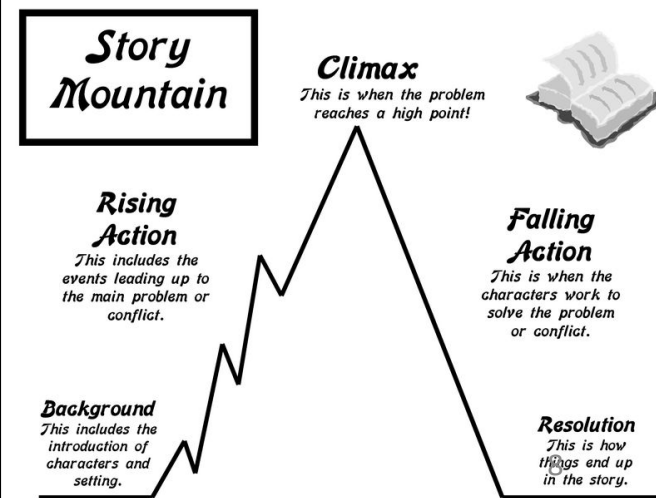
What is inference?

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.

Maths watch revision links

<https://vle.mathswatch.co.uk/vle/browse/712/practice>
<https://vle.mathswatch.co.uk/vle/browse/770/practice>
<https://vle.mathswatch.co.uk/vle/browse/771/practice>

Section 2: Knowledge/Skills

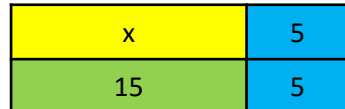
Solving one-step equations

1.



$$x + 5 = 20$$


$$\begin{array}{r} -5 \quad -5 \\ \hline x = 15 \end{array}$$



$$3x = 15$$

$$\begin{array}{r} \div 3 \quad \div 3 \\ \hline x = 5 \end{array}$$

2.



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

$$\begin{array}{r} \times 2 \quad \times 2 \\ \hline x = 20 \end{array}$$

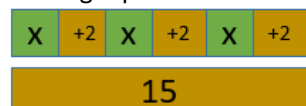
3.



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

$$\begin{array}{r} \div 3 \quad \div 3 \\ \hline x+2 = 5 \\ \hline x = 3 \end{array}$$

Solving equations involving brackets

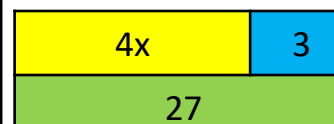


$$3(x+2) = 15$$

$$\begin{array}{r} \div 3 \quad \div 3 \\ \hline x+2 = 5 \\ \hline x = 3 \end{array}$$

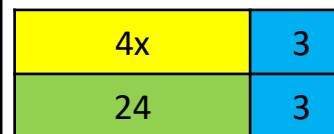
Section 2: Knowledge/Skills

Solving two step equations




$$4x + 3 = 27$$

$$\begin{array}{r} -3 \quad -3 \\ \hline 4x = 24 \\ \hline \div 4 \quad \div 4 \\ \hline x = 6 \end{array}$$



$$4x = 24$$

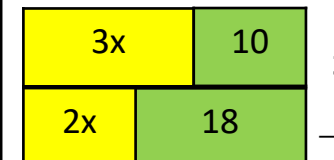
$$\begin{array}{r} \div 4 \quad \div 4 \\ \hline x = 6 \end{array}$$



$$x + 10 = 18$$


$$\begin{array}{r} -10 \quad -10 \\ \hline x = 8 \end{array}$$

Solving equations with unknowns on both sides



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

$$\begin{array}{r} -2x \quad -2x \\ \hline x + 10 = 18 \\ \hline -10 \quad -10 \\ \hline x = 8 \end{array}$$



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

$$\begin{array}{r} \div 3 \quad \div 3 \\ \hline x+2 = 5 \\ \hline x = 3 \end{array}$$

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

Maths watch revision links

<https://vle.mathswatch.co.uk/vle/browse/700/practice>
<https://vle.mathswatch.co.uk/vle/browse/701/practice>
<https://vle.mathswatch.co.uk/vle/browse/764/practice>
<https://vle.mathswatch.co.uk/vle/browse/804/practice>
<https://vle.mathswatch.co.uk/vle/browse/249/practice>

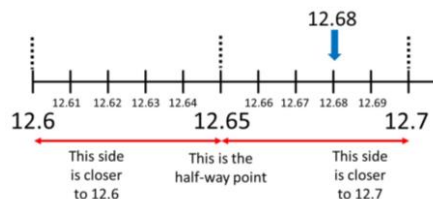
Section 2: New Knowledge/Skills

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.)



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.:

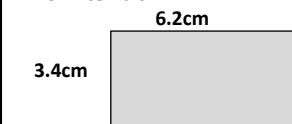
a) $4.85 \times 28.7 \div 96.2$

A: 1.5 (over)

b) $\frac{642 \times 318}{43 \times 4.9}$

A: 900 (over!)

Error Intervals



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

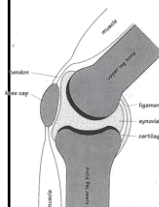
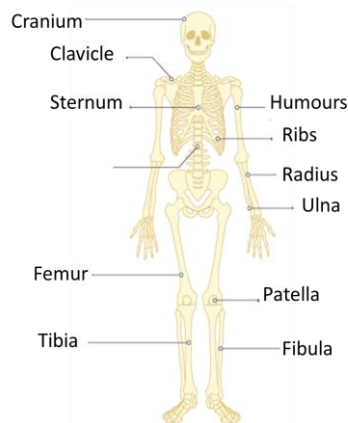
Section 2: organ systems

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

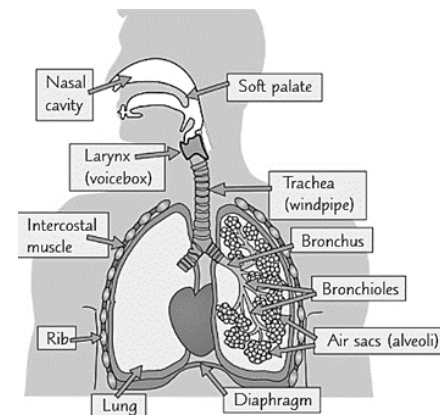
There are 206 bones in the human body, below are some of the most important bones.



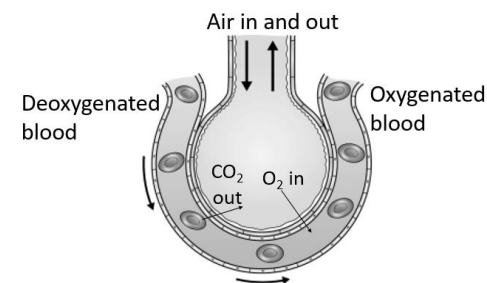
Antagonistic muscle pairs	Lower arm raises and elbow bends	Lower arm lowers and elbow straightens
Tricep		
Bicep		

Section 3: Breathing System and Cellular Respiration

Breathing system

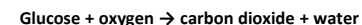


Gas Exchange in the Alveoli

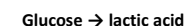


Respiration is a chemical reaction that occurs in every living cell to release energy.

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.

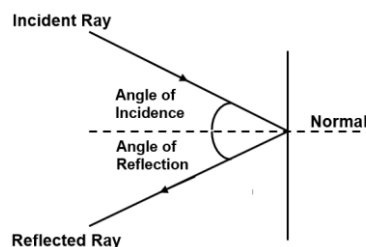
Luminous Objects, like lights, **Emit** their own light. **Non-Luminous Objects**, like people or the Moon, **Reflect** light. **Shadows** are where light doesn't travel.

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

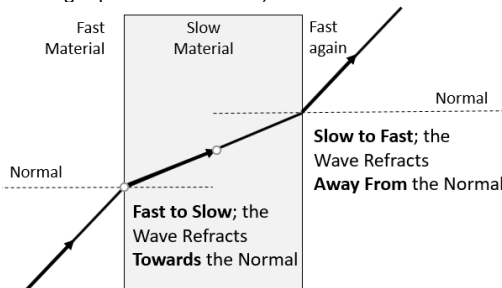
Reflection:

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.

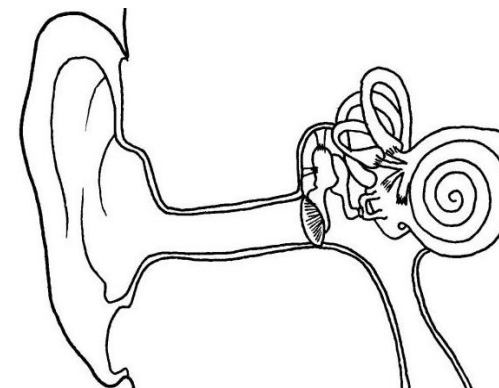


Section 3: Other subject specific things

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?

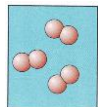
Why do **Dark Clothes** make you **Warmer** in sunlight than **Light Coloured Clothes**?

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

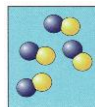
Section 2: New Knowledge/Skills

Element



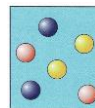
An element contains only one type of particles.

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

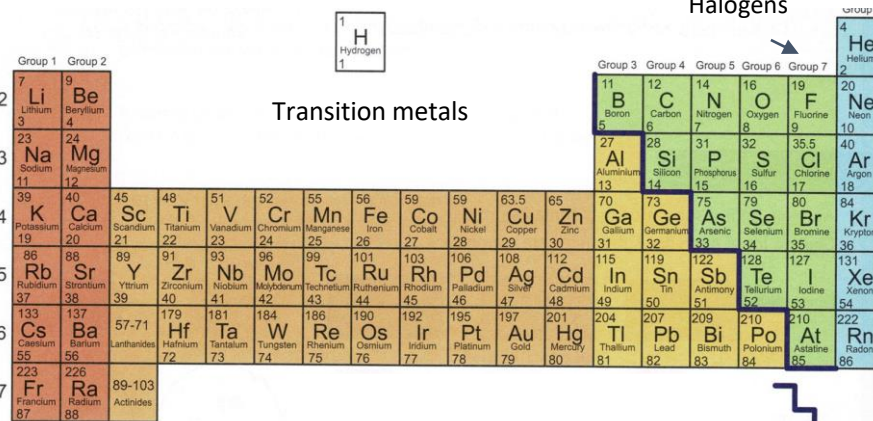
These show what happens in a chemical reaction.

Reactants → Products

Columns on the periodic table are called groups.

Group 1 is called the Alkali Metals

Transition metals



The periodic table shows elements arranged in groups (columns) and periods (rows). Group 1 is the Alkali Metals, Group 2 is the Alkaline Earth Metals, and Groups 3-10 are the Transition Metals. Group 11 is the Coinage Metals, Group 12 is the Zinc Group, and Groups 13-18 are the p-block elements. Group 18 is the Noble Gases.

Group 7 is called the Halogens

Group 0 is called the Noble Gases

separates metals from non-metals

These elements are metals

These elements are non metals.

Section 1: Key Vocabulary

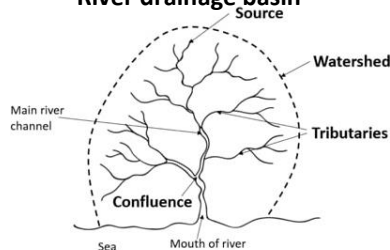
Tier 3 vocabulary	Definition
Source	The place where a river begins.
Mouth	The place where a river ends. This is often the sea but can be a lake.
Evaporation	When the sun heats water as a liquid and it turns into a gas (water vapour).
Condensation	When water vapour cools and becomes a liquid eg. when 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 causes 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

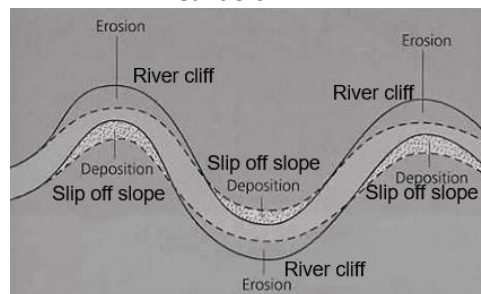
The water cycle



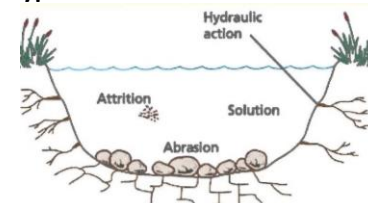
River drainage basin



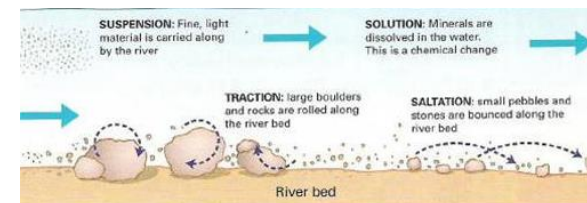
Meanders



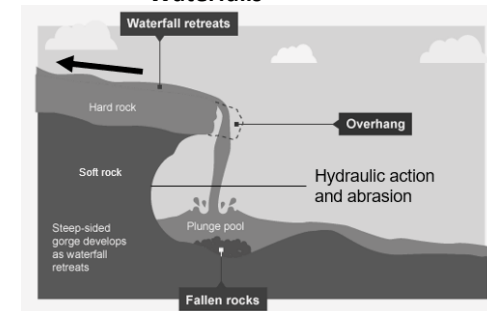
Types of erosion



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
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.
Chartists	A group who campaigned for better social and industrial conditions for the working classes

Tier 2 vocabulary	Definition
Reformers	People who want to bring about change
Democracy	A system of government where the whole population has the right to vote for their government in regular elections.
Government	Runs the country and has responsibility for developing and implementing policy and for drafting laws.
Misogyny	Hatred or prejudice against women.
Patriarchy	A system when men hold the most power and women are often excluded or seen as inferior.
Franchise	The right to vote in elections for public officials

Section 2: Unit Summaries

1. Did the efforts of the Chartists and Reformers change anything?

This unit investigates what was wrong with Democracy in the 1820’s. We will look at who could vote in the 1920’s and who could not. It will look at the work of the Chartists and how they campaigned for better social and working conditions for the working class people. We will specifically look at the Newport Rising of 1839 and the consequences of the event.



- Task:
- Which part of the Cartoon might represent the Chartists? Justify why.
 - Who might 'Britannia' represent? How are they shown?
 - What might the lion and the rock symbolise?

Second order concept: Change and Continuity

2. What’s the story of the women’s suffrage campaign?

In this unit, we will be looking at work of the Suffragists and the Suffragettes in their campaign for votes for women. We will look at the position of women in the 1800’s and how this made it difficult for women to get the right to vote. We will look at the rise of this movement , the methods used and the overall success of different groups to promote their cause.

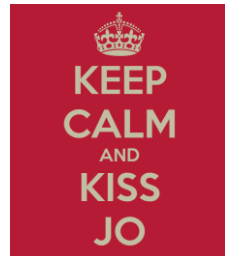


- Tasks:
- What might have happened in this photograph?
 - How could this connect to our topic?

Second order concept = Evidence

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

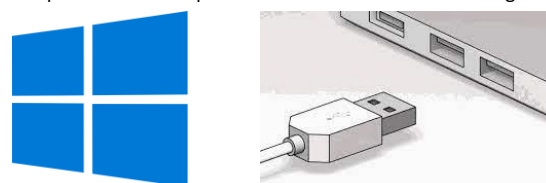
Primary Storage refers to data storage located inside the computer/device. Primary Storage is known simply as Memory. RAM and ROM are the two types of Primary Storage.

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**?

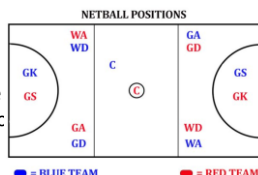
PE: Netball

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
Ombré	Ombré is the blending of one colour hue to another, usually moving tints and shades from light to dark
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
Press print	Thin polystyrene printing sheets
Gradient	A gradual blending from one tone to another tone
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

Tonal bar you are going to draw out a tonal bar to practice adding tone first



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	
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
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

Section 2: New Knowledge
<p>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.</p> <p>Artists Pablo Picasso George Braque Juan Gris Paul Cezanne</p> <p>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.</p> <p>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.</p> <p>One of the earliest and most important pieces of work influenced by African Art was by Pablo Picasso and is called Les Femmes d'Alger (O.J.) and was painted in 1907. This piece, marked a radical break from traditional composition and perspective in painting. It shows five naked women painted as flat, splintered surfaces whose faces were inspired by African masks. The cramped space in which they stand together appears to push forward in jagged shards.</p> <p>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.</p>

Section 3: Techniques
<p>African Fabric For centuries African artists have used the tie dye technique to produce vivid fabrics for garments and home decor.</p> <p>The Process Fabric + dye The process starts with a base fabric, intricate patterns are deftly created by winding or tying string or small strips of grass to form a resist. After a cloth is fully tied it visits the dye bath where the tied areas form a resist against the new colour. The string or grass is left wrapped around the areas of fabric and then released once the fabric has dried.</p> <p>Printing artists Kate Watkins –Watkins first discovered printmaking while studying for a Fine Art degree at Leeds University during the 90's but returned to it over 20 years ago while attempting to find balance with her job as an art and photography teacher in Hampshire.</p> <p>Other famous printing artists include – John Muafangejo Charles Nkosi Azaria Mbatha</p> <p>To view the work of Kate Watkins, visit https://www.katewatkins.co.uk/</p>  <p>To view a range of African artefacts, visit www.quaibrany.fr</p> 

Section 1: Key Vocabulary

Tier 3
vocabulary Definition

Hyperrealism	a genre of art in which the work is of such detail that it resembles a photograph.
Burnishing	A colour pencil technique that is achieved by layering with more and more pressure until there's no sign of paper underneath and a sheen is created from the pencil wax.
Illustrator	a person who draws or creates pictures for magazines, books, advertising, etc
Zentangle	a form of meditative art that involves creating intricate designs using repeated patterns that together form the structure of a subject.

Tier 2
vocabulary Definition

Tone	Refers to how light or dark a colour is. Each colour has an almost infinite number of tones.
Gradient	A process of transitioning a tone from light to dark or dark to light.
Blending	A process of layering two or more colour pencils together to create new colours and transitions of colour.
Flat Wash	Paint that has been thinned or diluted making the paint less vibrant and semi-translucent.
Under Painting	The application of a flat wash of colour to start a piece of work before layering materials such as colour pencil over the top.

Section 2: Artists & Techniques



Ian Macarthur is a renowned artist / illustrator from Swindon, England. He has achieved fame across the globe for his zentangle inspired patterns often depicted on the surface of humans and animals.

1. Draw the basic outline of a birds head.
2. Break the bird down into key shapes.
3. Create your own Ian Macarthur inspired patterns inside those shapes considering the curves over the birds face. (no patterns in the eyes and beak, just tone.)
4. Make your design symmetrical.
5. Use black pen to go over and shade your design.

Mark Powell is a well know fine artist from Yorkshire. He is most famous for his depictions of people and animals in biro pen on the surface of found used paper materials such as envelopes, postcards, maps, and old documents



1. Find and old, used, discarded paper; the more interesting the better.
2. Draw the basic outline of a bird on the surface considering its placement on the document.
3. Shade your bird using a black biro focussing on the shadows and leaving highlights. Practise applying biro pressure to make a gradient like below. The less scratchy your marks the better.



Section 2: Artists



Amy Holliday is well known for her depictions of Birds using vibrant watercolour splashes. She allows her colours to bleed, creating new smooth blended areas, before working over key details such as the eye, beak and feet using a fine liner pen. Holliday currently lives and works in Cumbria, England

Claire Brewster is a British papercut artist from Lincolnshire. Her process involves intricately cutting map paper with a sharp craft knife. She first draws the silhouette of the bird she wants to create onto a map carefully selected based on where the birds are found. Her silhouettes are often presented showing the shadow of the bird cast on a white surface.



Street artist Hua Tunan creates beauty out of chaos. Often seen throwing and splatting paint across the wall. Tunan gradually builds his main shape from these expressive movements. He then will work into the central focus of his work which is the bird's head, often the only section rendered in colour. Tunan was born in Guangdong, China and currently work out of Singapore.

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 and Assessment



How will you play Caliban?

FACE
BODY
VOICE
SPACE

Ariel's Song

Ariel
Full Fathom five thy father lies,
Of his bones are coral made;
These are pearls that were his eyes;
Nothing of him that doth fade,
But doth suffer a sea-change
Into something rich and strange.
Sea-nymphs hourly ring his knell

FERDINAND

The ditty does remember my drowned father
This is no mortal business, nor no sound
That the earth owes. I hear it now above me.

From Act 1 Scene 2



The assessment, this term uses the technique of 'flocking.' The QR code takes you to a video from the National Theatre. This is a practical demonstration of the technique.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Hook	A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece.
Riff	A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. RIFFS can be rhythmic, melodic or lyrical, short and repeated.
Ostinato	A repeated musical pattern.
Triad	A chord of three notes; usually made up of notes 1, 3 and 5 of the scale
Chord Progression	A set of chords played in a particular pattern.
Scale	A series of notes played in order, ascending and descending.

Tier 2 vocabulary Definition

Harmony	Two or more sounds played simultaneously. The notes within the chord
Melody	A combination of pitch and rhythm. Often the main tune.
Rhythm	A combination of different note values to create a pattern.

Section 2: New Knowledge/Skills

Hooks and Riffs

Repeated patterns are used in all genres of music. It is by repeating musical ideas that composers create cohesive pieces of music. In classical music we call these repeated patterns an **ostinato**. In popular music these are referred to as either **hooks** or **riffs**. It is these hooks and riffs that create a memorable piece of music.



Repetition in Music

Scales

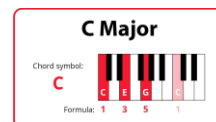
A scale is a series of notes played in order. A common type of scale is the **major scale**. This is constructed from a pattern of **tones and semitones**. By using this pattern we are able to work out the notes in any major scale.

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



Chords

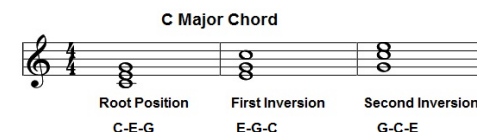
A chord is a set of notes played at the same time. A **chord** constructed of three notes is called a **triad**. A **triad** uses notes one, three and five of the scale.



Section 3: Other/Previous Knowledge/Skills

Chord Inversions

Inversions refer to the order in which we play the notes of a triad. Sometimes by changing the order we play the notes; it makes it easier to play on the keyboard.



The Four Chord Trick

This is 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

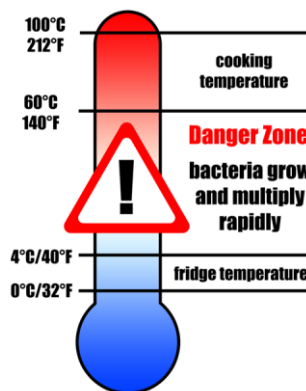


Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Pathogenic bacteria	Harmful bacteria (can cause Food Poisoning)
Raising Agent	Can be biological (e.g. yeast) or chemical (e.g. baking powder) - methods of introducing bubbles to create light texture.
Fermentation	When yeast has the correct conditions 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	Definition
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



- What temperature should a domestic freezer be?
- 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)

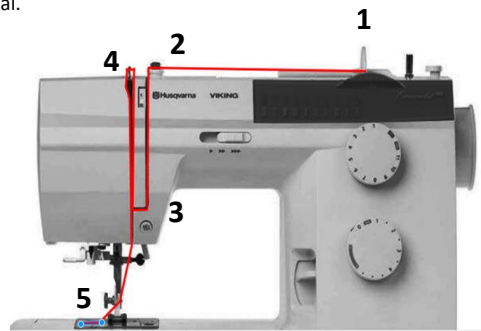
HW2. Research and Evaluate

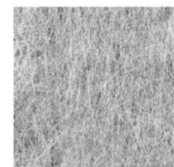
Breadmaking is a tradition in countries all around the world. Find out about the different types of bread served around the world. You can look in bakeries, supermarkets, cafes, recipe books and the internet. Complete a chart like the one shown below. Ask the adults that you live with about the traditional 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
Non Woven Fabric	Fabric created by bonding fibres together using pressure, heat or adhesive
Eyelet	A hole to thread your shoelaces through. Often made from metal.
Sequin	A decorative, reflective piece of plastic that can be sewn onto a product
Transfer paint	Can be painted onto paper. The design can then be transferred to synthetic fabric using the iron or heat press.
Synthetic	Man Made, a fabric that does not come from a natural source.
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
Prototype	A practice version of a new design to check how successful it might be and help to get ideas on how they might be further improved.

Section 2: Skills
<p>Transfer Paints</p> <p>You will create your trainer decoration using transfer paints.</p> <p>These paints can be applied to standard paper. Once dry you turn the paper over (pattern side down against the fabric).</p> <p>Next heat and pressure is applied using either an iron or heat press. The design transfers from the paper to the fabric. The process works by the paints turning from a solid to a gas. The gas has nowhere to go except the fabric due to the pressure.</p> <p>The process works best on synthetic fibres like polyester and nylon. However it will work on blended fibres such as polycotton but the resulting colours will be less intense as the paint only penetrates the synthetic fibres.</p>
<p>How to thread the top of the sewing machine</p> <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
<p>Adidas</p> <p>The Adidas brand was started in 1949 by Adi Dassler. At the age of 49 in a small town in Germany began designing and making. In the same year, he registered the shoe that included the famous Adidas 3-Stripes.</p> <p>Nike</p> <p>Nike was founded by Bill Bowerman and Phil Knight. They met at the University of Oregon where Phil was a track runner and Bill was the coach. A few years later in 1971 the Nike brand and 'Swoosh' were registered.</p>
<p>Synthetic Fibres</p> <p>Synthetic fibres come from man made sources. The main one is polyester. This is the second most used fibre in the world. It is derived from oil. Polyester is part of the family of plastics, like acrylic and nylon. As they are derived from a fossil fuel they are not considered to be sustainable fibres.</p> <p>However in recent years more investment has been put into recycling and you may have seen polyester garments that have been made from plastic pop bottle. If more materials can be recycled instead of put into landfill then hopefully the impact on the environment can be reduced.</p> <p>Micro plastics fibres are released from the fabric each time they are washed. These microfibres can end up in the waterways, and even inside the stomach of fish.</p>
<p>Non Woven Fabric</p> <p>Non woven fabric is created by fibres that have been layer 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.</p> <p>Felt is a non woven fabric. It is ideal to use for your trainer as it is easy to sew, the edges do not fray and the transfer paints work well in it as it is made from polyester fibres.</p>

Section 1: - Key Vocabulary

Tier 3 Vocabulary

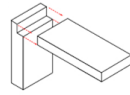
Cam	A shaped profile which transfers rotary movement to another form of movement in a new direction
Cam Shaft	A cylinder which carries the cams and is rotated
Cam Follow	A cylinder which rests on, and follows the movement of the cam profile
Lap Joint	A simple corner joint which increased the glued surface 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

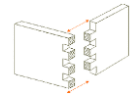
Mechanism	A system of joined moving parts designed to transfer or change an input movement into a new output movement
Reciprocating	Moving back and forth in a straight line
Rotary	Movement in full circles
Linear	Movement in a straight line in one direction
Design Brief	A context used to define a problem 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

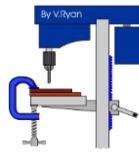


Lap Joint – A method of using a tenon saw, mallet and bevelled edge chisel to remove $\frac{1}{2}$ the thickness of the one part wood to create a larger gluing surface areas.



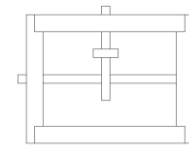
Comb Joint– A method of using a tenon saw, coping saw, mallet and bevelled edge chisel to remove 'fingers' of wood which can be interlocked and glued for strength, stability and appearance.

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

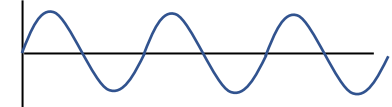
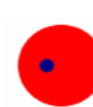


Oscillating
Movement back and forth in an arch

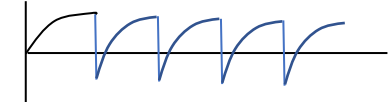


Rotary
Movement in a continuous full circle

Cam mechanisms

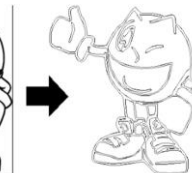


Eccentric Cam – Smooth movement up and down



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 an outline DXF image which a laser cutter can then engrave

Section 4:- WAGOLL



Section 1: Key Vocabulary

Tier 2 vocabulary	Definition
Stereotyping	An often unfair and untrue belief that many people have about all people or things with a particular characteristic
Characteristic	A feature or quality belonging typically to a person, place, or thing
Toxic	Very harmful or deadly.
Online Safety	Being aware of the possible threats that you could encounter whilst engaging in activity on the internet.
Active Listening	A communication skill that involves going beyond simply hearing the words that another person speaks.
Negotiation	The process of discussing something with someone in order to reach an agreement with them
Compromise	An agreement or settlement of a dispute that is reached by each side making concessions
Integrity	The quality of being honest and having strong moral principles.

Tier 3 vocabulary

Tier 3 vocabulary	Definition
Protected Characteristics	Protected characteristics are specific attributes safeguarded against discrimination under the Equality Act 2010.
Minority	Any small group in society that is different from the rest
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.
Prejudice	Preconceived opinion that is not based on reason or actual experience.

Section 2: Key Themes:

Stereotyping: Understanding ways people are stereotyped, the effect this has on the individual and techniques to avoid stereotyping someone.

Changes & Breakdowns of Relationships: The ways in which relationships change and breakdown over the course of our life, how we deal with this and how you can get support.

Healthy vs Unhealthy Relationships: The signs to look out for that indicate a healthy and unhealthy relationship, what to do in this situation and who you can talk to.

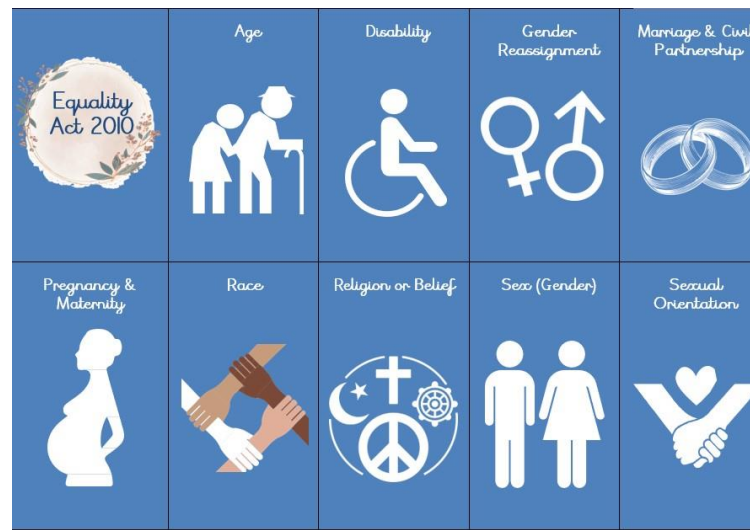
Maintaining Healthy Relationships: What a good and bad relationship looks like, behaviours that good and bad friends exhibit and maintaining healthy and safe relationships online.

Our Influence & Peer Influence: How the people around us can influence our behaviour both positively and negatively, understanding the term peer pressure and how this can impact us online as well as in real life.

Communication & Positive Relationships: The fundamentals of healthy communication and how important these are in all different types of relationships, such as; family, friendships and more intimate relationships.

Section 3: Key concepts:

Protected Characteristics



Autumn 2: Extra – Curricular Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime Clubs: 12.20 – 1.00				
Exam PE Sports Club Years 10, 11 With Steve and Tom Sports Hall Book Group Year 9 With Sarah Phillips Library Art Club All Years With Lucy A4 Wargaming Hobby Painting Club All years With Richard A3	Duolingo Club All Years With Sarah Knappett Languages Block Basketball Year 9 With Steve Sports Hall	Technical Theatre Club All Years (max 10 students) With Sarah Holme A7 Belper Band All Years Woodwind, Brass and Strings With Anna MU1 Volleyball Year 10&11 Girls With Steve Sports Hall	Digital Skills Drop In Yr10-13 With Jody A2 Music Club All Years With Phil MU2 Knitting and Crochet Club All Years With Emma T5 Scalextric Racing/ Model Railways All Years (Max 15 students) With Phill T1 Foreign Language Spelling/ Translation Bee practice Years 7, 8, 9 With Sarah Knappett Languages Block Belper Choir All Years With Anna MU1 Football All Years Girls With Leanne Sports Hall	Chess All Years With Carlos M2 12.20 – 1.00 Games Club Years 7, 8 With Emma Library 12.20 – 1.00 Sports Club Year 7 Boys and Girls With Rebecca and Matt Sports Hall 12.20 – 1.00

Autumn 2: Extra – Curricular Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
After School Clubs				
Gardening All Years With Marc and Tony Rosie's Garden 3.05 – 4.00 More Than Robots Years 8, 9, 10, 11 With Sarah Speight T1 3.05 – 4.00 Music Producers Club Years 9, 10, 11 With Phil MU2/Recodring STudio 3.05 – 4.00 Football Years 7, 8, 9 Boys With Steve, Matt and Tom Sports Hall 3.05 – 4.00 Sports Leadership Events Year 10 with Rebecca & AVSSP 3.05-4.00	Netball Years 9, 10, 11 Girls With Rebecca Sports Hall 3.05 – 4.00 Shrek All Cast and Crew With Sarah and Anna Main Hall 3.05 – 5.00	Litter Picking All Years With Marc P2 3.05 – 4.00 Scalextric Racing/ Model Railways All Years (Max 15 students) With Phill T1 3.05 – 4.00 Rugby Years 7, 8, 9, 10, 11 Girls With Sarah Harrison Sports Hall 3.05 – 4.00 Shrek All Cast and Crew With Sarah and Anna Main Hall 3.05 – 4.00 'Your Time' Leadership Year 9 Girls with Rebecca 3.05-4.00 (week 1) A'level PE Revision Year 13 with Rebecca 3.05-4.00 (week 2)		

2 Black/Blue Pens
and 1 Coloured Pen



2 Pencils



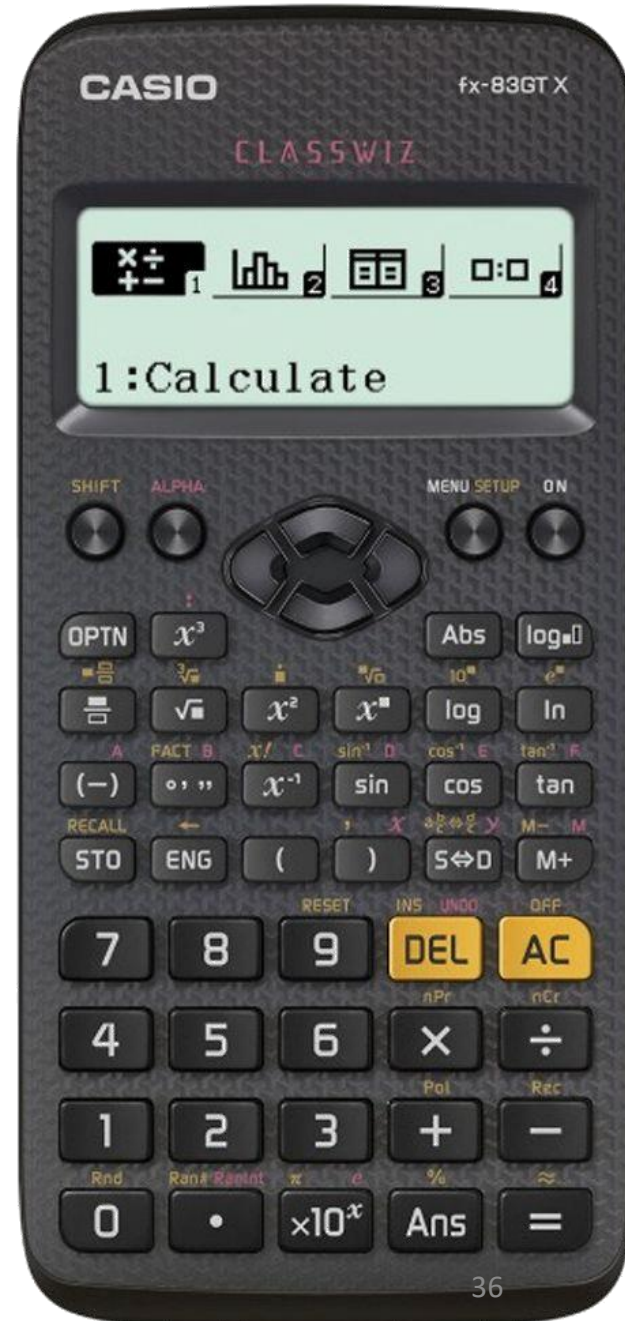
Eraser



Pencil Sharpener



Scientific Calculator



Knowledge
Organiser

Ruler

