

Year 8 Knowledge Organiser

Autumn 2024

Name: _____

Tutor Group: _____



Your Knowledge Organiser

What are Knowledge Organisers?

A Knowledge Organiser is a set of key facts or information that students need to be able to know and recall in order to master a unit or topic. In order to produce our Knowledge Organisers, our departments have effectively extracted from their curriculum content the key vocabulary, facts and information that it would help students to commit to long-term memory.

Why are we using Knowledge Organisers?

All of us, throughout our lives, will benefit from understanding how best we learn – and what strategies for learning we can employ in order to commit information to long-term memory. At school, we talk a lot about the way that knowledge is accumulated over time – and about the importance of over-learning and consolidation. Knowledge Organisers are designed to provide students with opportunities to over-learn and consolidate recently learned information. They encourage use of active and multi-sensory revision practices, repetition, and spaced retrieval. We believe that Knowledge Organisers are important because they are designed to teach students the metacognitive study skills that they will require throughout their adult learning lives; effectively, what we are using Knowledge Organisers to introduce is a five-year programme of revision aimed at developing the skills required for effective revision and developing the knowledge they will need to be effective adults and further learners.

What is Metacognition?

Metacognition is the awareness and understanding of one's own thought processes. When we talk about developing metacognitive skills in students, we're talking about students developing an understanding of how they learn best. For example, a student who wishes to commit key quotations from a text to long term memory may decide to make flashcards. When making those flashcards, a student may make all sorts of decisions such as 'using the colour yellow will help me to remember that...' The decision regarding which multi-sensory strategy to employ (flashcards) and the decisions that are made during active employment of the strategy...both are examples of metacognition.

How to Use Your Knowledge Organiser:

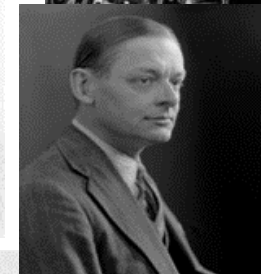
CHUNK IT	RE-LEARN IT	WRITE IT	SPEAK IT
<p>Split the knowledge organiser into manageable chunks.</p> <p>Choose a chunk at a time to memorise.</p> <p>Start with the most important or the most difficult.</p>	<p>Re-read your notes on the chosen topic.</p> <p>Do some wider research on the internet until you understand it.</p>	<p>Write a detailed description or an explanation about everything that you know about this topic.</p> <p>Try to do this without your notes.</p> <p>Write key facts you need to memorise over and over until you have memorised them.</p>	<p>Give a verbal explanation about this topic as if you were teaching it.</p> <p>Repeat the facts you need to remember 20 times.</p> <p>Record key facts from the knowledge organiser into your phone.</p>

How to Use Your Knowledge Organiser:

TRANSFORM IT	REDUCE IT	SORT IT	LINK IT
<p>Transform key facts into a series of images.</p> <p>Transform what you have learned into a diagram.</p> <p>Transform your learning into a poem or a story.</p>	<p>Reduce what you have learned to five key bullet points or prompts.</p> <p>Reduce the three most important facts linked to a topic into 10 words.</p>	<p>Rank the most important pieces of information from your knowledge organiser.</p> <p>Categorise your key facts into groups, you choose the group headings.</p>	<p>Find three links between this topic and others you have studied.</p> <p>Link the key points together.</p>

The Sonnet Form		Tier 2 Vocabulary	
<p>This unit will track the history of the Sonnet through centuries of use. We will look at different poets' use of the form and begin to write comparisons between sonnets over time.</p>		Romantic	It's a bit like a close loving relationship. After dinner, they took a romantic stroll by the sea. It's a bit like having a lot of ideas that are not related to real life. <i>She regarded his plans to quit his job and write a novel as romantic nonsense.</i>
<p>Literary Timeline How does this unit represent the key literary movements?</p> <p>Week 1 The birth of the sonnet: from Petrarch to Shakespeare Exploration of poetic form Literary concept: to mock or idolise Connective theme: Romantic love</p> <p>The sonnets: <ul style="list-style-type: none"> Petrarch's Sonnet 101 Petrarch's Sonnet 227 Shakespeare's Sonnet 18 Shakespeare's Sonnet 130 </p> <p>Week 2 The renaissance: an obsession with the sonnet Literary concept: to document a cherished memory / to demonstrate the strength and weakness in something Connective themes: enduring love & mortality</p> <p>The sonnets: <ul style="list-style-type: none"> Sydney's 'Loving in truth' (Sonnet 1) Spenser's 'To all those happy blessings which ye have' (Sonnet 64) Donne's Holy Sonnets: Death, be not proud Milton's Sonnet 19: When I consider how my light is spent </p> <p>Week 3 Idealism to reality: sonnets of the romantic period Literary concept: to question the human condition / to make the ordinary extraordinary Connective themes: humanity & morality</p> <p>The sonnets: <ul style="list-style-type: none"> Smith's 'The Sonnet Written at the Close of Spring' Elizabeth Browning's Sonnet 24 Wordsworth's 'London 1802' Keats' 'Bright star' Shelley's 'Ozymandias' </p> <p>Week 4 Sonnets of the Victorian era: exposing the irony Exploration of poetic form Literary concept: to highlight a social issue Connective theme: cognitive dissonance & abandonment</p> <p>The sonnets: <ul style="list-style-type: none"> Rosetti 'After Death' Hardy 'The Pity of it' Hopkins 'Carrion Comfort' </p> <p>Week 5 Modernism: sonnets of discord and defiance Literary concept: to protest against an idea or notion Connective themes: revulsion & resentment</p> <p>The sonnets: <ul style="list-style-type: none"> T.S. Elliot's 'The Waste Land' (lines 235-48) St Vincent Millay's 'I Shall Forget...' Owen's 'Anthem for a Doomed Youth' Sassoon's 'The Poet as Hero' Cullen's 'Yet I do Marvel' Mckissack's 'The Lynching' </p> <p>Week 6 Contemporary interpretations: inside or outside the box? Literary concept: to mock or idolise Connective themes: satirical & admiration</p> <p>The sonnets: <ul style="list-style-type: none"> Duffy's 'Anne Hathaway' Dharker's 'The Trick' (inspired by Sonnet 43) Aimee Nezhukumatathil's 'Are all the break ups in your poems real?' Bernadette Mayer's 'Incandescent war poem sonnet' </p>		Enduring	It's a bit like when something lasts for a long time. <i>I shall be left with enduring memories of the time I spent in Italy.</i>
		Mortality	It's a bit like knowing we won't live forever. <i>Her death made him more aware of his own mortality.</i>
		Humanity	It's a bit like when you think about people in general. <i>The massacre was a crime against humanity.</i>
		Morality	It's a bit like knowing what is right, honest and acceptable. <i>I have to question the morality of forcing poor people to pay for their medical treatment.</i>
		Cognitive Dissonance	It's a bit like when you have two different beliefs. <i>He suffered from cognitive dissonance as he wanted to fight for his country but knew that war was wrong.</i>
		Abandonment	It's a bit like leaving someone or something, or stopping something, usually forever. <i>The abandonment of the island followed nuclear tests in the area</i>
		Revulsion	It's a bit like a strong feeling that something is extremely unpleasant. <i>He expressed his revulsion at whale hunting.</i>
		Resentment	It's a bit like a feeling of anger because you have been forced to accept something that you do not like. <i>The decision to shorten the school holidays caused resentment among both students and teachers.</i>
		Satirical	It's a bit like criticising people or ideas in a funny way. <i>His speech was a satirical attack on the government.</i>
		Admiration	It's a bit like the feeling of liking someone or something. <i>I've got a lot of admiration for people who do that sort of work.</i>
		Mock	It's a bit like making something appear stupid or not useful. <i>The wind mocked their attempts to reach the shore by pushing the boat further out to sea</i>
		Idolise	It's a bit like to admire and respect someone very much, often too much. <i>The star athlete realised that many young people had begun to idolise him for his talents.</i>
		Protest	It's a bit like when you show you don't agree with something. <i>A big crowd of demonstrators were there to protest cuts in health spending.</i>
<p>Petrarchan Sonnet</p> <p>2 x Octave, 1 x Sestet</p> <p>ABBA, ABBA, CDECDE</p> <p>Poetic Turn between octaves and sestet.</p>	<p>Shakespearean Sonnet</p> <p>3 x Quatrain, 1 x Rhyming Couplet</p> <p>ABAB, CDCD, EFEF, GG</p> <p>Poetic Turn before final couplet.</p>		

The Sonnet Form	
Poetic devices	Definition
Sonnet	A sonnet is a fourteen-line poem with a fixed rhyme scheme. Often, sonnets use iambic pentameter: five sets of unstressed syllables followed by stressed syllables for a ten-syllable line.
Petrarchan sonnet	Divides the 14 lines into two sections: an eight-line stanza (octave) rhyming ABBAABBA, and a six-line stanza (sestet) rhyming CDCDCD or CDECDE
Shakespearean sonnet	The variation of the sonnet form that Shakespeare used—comprised of three <u>quatrains</u> and a concluding <u>couplet</u> , rhyming <i>abab cdcd efef gg</i>
Octave	An octave is a verse form consisting of eight lines of iambic pentameter
Sestet	A sestet is the name given to the second division of an Italian sonnet comprised of six lines
Quatrain	A quatrain features four lines of verse.
Volta	In poetry, the volta, or turn, is a rhetorical shift or dramatic change in thought and/or emotion
Couplet	A pair of successive lines of verse, typically rhyming and of the same length
Syllable	A unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word
Hendecasyllable	A line of eleven syllables
Iambic Pentameter	A line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable
Meter	Meter is the basic rhythmic structure of a line within a poem or poetic work. Meter functions as a means of imposing a specific number of syllables and emphasis when it comes to a line of poetry that adds to its musicality
Assonance	The repetition of the same or similar vowel sounds within words, phrases, or sentences.
Consonance	A literary device that refers to the repetition of the same consonant sounds in a line of text.
Plosive	Denoting a consonant that is produced by stopping the airflow using the lips, teeth, or palate, followed by a sudden release of air. The basic plosives in English are <i>t, k,</i> and <i>p</i> (voiceless) and <i>d, g,</i> and <i>b</i> (voiced).
Fricative	Denoting a type of consonant made by the friction of breath in a narrow opening, producing a turbulent air flow. e.g. <i>f</i> and <i>th</i>
Symbolism	A symbol is something that stands for or suggests something else; it represents something beyond literal meaning. In literature, a symbol can be a word, object, action, character, or concept that embodies and evokes a range of additional meaning and significance.
Metaphor	A <i>metaphor</i> is a figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison. ... A <i>metaphor</i> states that one thing is another thing.
Extended metaphor	An <i>extended metaphor</i> is a version of <i>metaphor</i> that extends over the course of multiple lines, paragraphs, or stanzas of prose or poetry.



- Checklist:**
- Point linked to question
 - Relevant quote Meaning of quote
 - Method named
 - Effects explained
 - Words zoomed in on
 - Meaning of words
 - Implied meaning of words
 - Impact on reader
 - Aim higher: layers of meaning

The writer presents...
 He writes "..."
 By using (method) he shows that... because...
 The particular (noun/verb/adjective) "... suggests... because...
 Another (noun/verb/adjective) "... suggests... because...
 This could also suggest... because...
 When combined the words "... and "... give a sense of ... because...
 This leaves the reader feeling... because...

Foundational knowledge

Year 8 Science knowledge organiser Term 1

Diagnostic test questions

8.01 Reactions 1
Chemical reactions ,
acids and alkali ,
indicators and pH ,
neutralisation, salts

Stepping up 6
Expected results ,
anomalous results ,
why do we get errors ?
evaluation , conclusion

Electricity 1
Potential difference,
resistance series and
parallel , current, static
electricity

Genes 1
Adolescence, reproductive
systems, fertilisation and
implantation, development
of a fetus, the menstrual
cycle

Reactions 2
Elements metals and
non-metals , metals and
acids , metal
displacement

Chemical reaction – A change in which the atoms are rearranged into a new substance

- Chemical reactions are not easily reversed
- Reactant + reactant \rightarrow product (s)

Physical reactions – A change which can be reversed such as melting chocolate or ice . The atoms have not been re arranged in the substance

A chemical reaction has occurred when

- Flames or sparks
- A different smell
- Hotter or colder
- Loud bang
- Gentle fizz

Useful chemical reactions
Making medicines ,
fabrics , building
materials

Harmful chemical reactions
Rusting
Food rotting

Acids and alkalis – the pH scale



Indicators – can be used to show the pH of a solution

Universal indicator , litmus paper

Neutralisation : An acid and alkali will neutralise each other and produce a salt and water

Acid + alkali \rightarrow salt + water
Hydrochloric acid = chloride salt
Nitric acid = Nitrate salt
Sulphuric acid = Sulphate salt

Making salts

Sodium hydroxide + hydrochloric acid =
Sodium chloride and water



Working safely in the lab

A **hazard** is something that can cause harm. A **risk** is a chance that a hazard will cause anybody harm.

Hazard symbol	Meaning	Typical hazard
	Flammable	Catches fire easily
	Oxidising	Makes flammable substances burn more fiercely
	Harmful to the environment	Could cause damage to animal and plant life

Hazard symbol	Meaning	Typical hazard
	Moderate health hazard	Causes skin irritation
	Serious health hazard	Causes breathing difficulties
	Toxic	Could cause death if swallowed or inhaled
	Corrosive	Damages skin and clothing

Diagnostic test 2

1. Complete the sentence (3)

“A chemical reaction occurs when atoms rearrange to form a new substance

2. State 2 ways that show a chemical reaction has occurred?
(2) **Flames or sparks / A different smell / Hotter or colder / A loud bang or gentle fizzing**

3. Acids have a pH under ... (1) **7**

4. Alkalis have a pH over (1) **7**

5. What hazard is represented by this symbol? (1)

Flammable



6. What colour does UI change to in a neutral solution and what pH is this? (2) **Green, pH 7**

7. Name the reaction where an acid and an alkali are added to each other to achieve a pH close to 7(1) **Neutralisation**

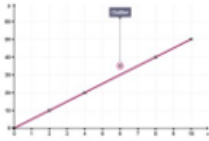
8. Complete the general equation for adding an acid to an alkali (1) **Acid + alkali = a salt + water**

9. Complete the sentence (3) **Indigestion remedies work by neutralising the stomach acid with an alkali**

Risk assesment

Hazard	Risks increased by...	Precaution to reduce risk
Corrosive acid	Bottle of acid being close to edge of a bench.	Store acid away safely or at least move away from the edge of the bench.
Flame from a Bunsen burner	Having loose clothing or hair hanging down that could catch fire.	Tie hair back, tuck in sleeves and skirts.
Bags on the floor	People running, not seeing the bags and tripping up.	Store bags under benches safely out of the way and walk carefully around the room.
Fumes from chemicals	Lack of ventilation in the room so fumes could harm the nose and lungs.	Open windows to allow movement of air in and out.

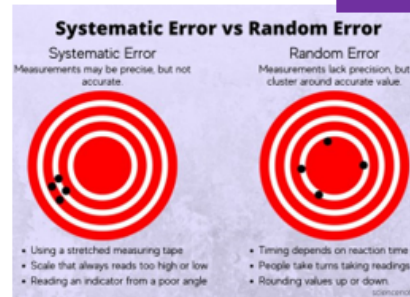
Results – the data collected in an investigation
Anomalous / outlier - data which does not fit the trend or pattern



Conclusion: State the patterns and trends found in an investigation

Evaluation: Discussion of the quality of data generated and suggestions for improvements and further investigations

Systematic error: Incorrect method
Random error: Unpredictable and due to human error



Diagnostic test 3

1. Define the term random error (2)

An unpredictable error due to human error or other factors outside of the experimental control

2. Define the term systematic error (2)

An error due to the methodology or equipment or reading the measurement incorrectly

3. What term describes result which does not fit the pattern or trend (1)

Anomalous / outlier

4. How is a mean calculated? (1) Add up all the values and divide by the number of values

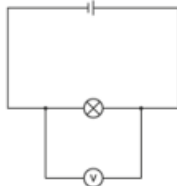
5. What term describes what trends you have identified in an investigation? (1) Conclusion

6. Define the term evaluation (2) A discussion of the quality of data (1) and any suggested improvements (1)

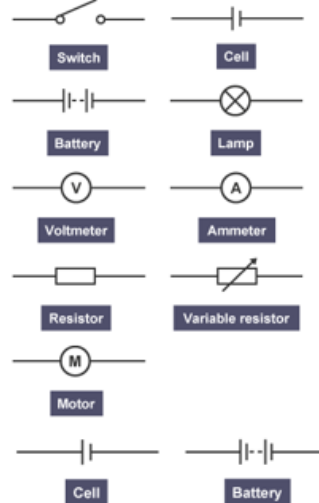
Electricity An electric current is a flow of charge, and in a wire this will be a flow of electrons. We need two things for an electric current to flow:
 1. something to transfer energy to the electrons, such as a battery or power pack
 2. a complete path for the electrons to flow through (an electric circuit)

Potential difference: The amount of energy shifted from the battery to the moving charge or from the charge to circuit components

Volt: Unit of measurement of potential difference (V) and is measured with a voltmeter in parallel

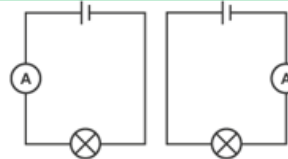


Circuit symbols



Current is a measure of how much electric charge flows through a circuit. The more charge that flows, the bigger the current.

Current is measured in *amps (A)* using an *ammeter* in series



Diagnostic test 4

1. Current is the amount of e _____ flowing per second

(1) Electrons

2. Name the unit which we measure current in and how this is written (2) Amps (A)

3. How is current measured in a circuit (1) Ammeter

4. What charge do electrons carry? (1) Negative

5. Which type of particle carries a positive charge? (1) Proton

6. Name the phenomena where air molecules rub against each other, and electrons jump from charged areas giving an extreme electrical outburst (1) Lightning

7. What happens to cars as they move which may cause an electric shock when touched (1) Build up charge

8. Name the term for "The amount of energy shifted from the battery to the moving charge or from the charge to circuit components" (1) Potential difference

8. Electrical resistance is ... (2) The property of a component making it easier or harder (1) for charge to pass through it (1)

9. The unit of resistance is (1) and the symbol is (1) An Ohm (1) Ω

10. What type of circuit does the diagram show (1) Series



Element – a substance made from one type of atom
Compound: A substance made from 2 or more atoms chemically joined
Mixture: 2 or more different atoms not chemically joined
Periodic table – all 98 known elements are arranged in the periodic table

Metals vs non metals

Metals	Non metals
Shiny	Dull
Good conductor	Poor conductors
High melting point	Brittle
High density	Solid , liquid or gas
Solid at room temperature	Non ductile

General equation for a reaction

Reactant + reactant ===== product (s)

Substance	State at room temperature	Acid or base ?
Metal oxide	Solid	Bases
Nonmetal oxide	Gas	Acids

Metals and acids

Metal + acid \rightarrow salt + hydrogen
 Hydrochloric acid = Chloride salt
 Nitric acid = Nitrate salt
 Sulphuric acid = Sulphate salt

Reactivity series: The reactivity of different substances in the order of most to least reactive

Displacement : A more reactive metal will displace a less reactive metal from solution

Diagnostic test 6

1. What terms describes a substance made from one type of atom (1) **Element**
2. What term describes 2 or more elements chemically joined? (1) **Compound**
3. A physical property can be ... (2) without changing the substance **Seen and measured**
4. State 3 properties of a metal (3) **Shiny, dense, good conductor, malleable, sonorous high tensile strength**
5. Complete the word equation for the reaction of metal with an acid (2) **Metal + acid ===== Metal salt + hydrogen**
6. Place the following 3 metals in the correct order of reactivity (2) **Copper magnesium iron (2) magnesium iron copper**
7. Complete the following sentence
 "A more reactive metal will displace a less reactive metal from its solution (4) **More, displace less, solution**
A more reactive metal will displace a less reactive metal from solution

The reactivity series

Most – magnesium
 Aluminium
 Zinc
 Iron
 Lead
 Tin
 Copper
 Least Gold

Metals vs. Nonmetals: Physical Properties

Metals	Nonmetals
<ul style="list-style-type: none"> • Lustrous • Good conductors • High melting point • High density • Malleable • Ductile (can be drawn into wires) • Usually solid at room temperature • Opaque as a thin sheet • Sonorous 	<ul style="list-style-type: none"> • Dull • Poor conductors • Nonductile • Brittle • May be solids, liquids or gases at room temperature • Transparent as a thin sheet • Not sonorous

ThoughtCo.



Physics Equations Sheet

GCSE Combined Science: Trilogy (8464) and GCSE Combined Science: Synergy (8465)

FOR USE IN JUNE 2024 ONLY

HT = Higher Tier only equations

kinetic energy = $0.5 \times \text{mass} \times (\text{speed})^2$	$E_k = \frac{1}{2} m v^2$
elastic potential energy = $0.5 \times \text{spring constant} \times (\text{extension})^2$	$E_e = \frac{1}{2} k e^2$
gravitational potential energy = $\text{mass} \times \text{gravitational field strength} \times \text{height}$	$E_p = m g h$
change in thermal energy = $\text{mass} \times \text{specific heat capacity} \times \text{temperature change}$	$\Delta E = m c \Delta\theta$
power = $\frac{\text{energy transferred}}{\text{time}}$	$P = \frac{E}{t}$
power = $\frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$
efficiency = $\frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	
charge flow = $\text{current} \times \text{time}$	$Q = I t$
potential difference = $\text{current} \times \text{resistance}$	$V = I R$
power = $\text{potential difference} \times \text{current}$	$P = V I$
power = $(\text{current})^2 \times \text{resistance}$	$P = I^2 R$
energy transferred = $\text{power} \times \text{time}$	$E = P t$

	energy transferred = charge flow x potential difference	$E = QV$
HT	potential difference across primary coil x current in primary coil = potential difference across secondary coil x current in secondary coil	$V_p I_p = V_s I_s$
	density = $\frac{\text{mass}}{\text{volume}}$	$\rho = \frac{m}{V}$
	thermal energy for a change of state = mass x specific latent heat	$E = mL$
	weight = mass x gravitational field strength	$W = mg$
	work done = force x distance (along the line of action of the force)	$W = Fs$
	force = spring constant x extension	$F = ke$
	distance travelled = speed x time	$s = vt$
	acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$	$a = \frac{\Delta v}{t}$
	(final velocity) ² – (initial velocity) ² = 2 x acceleration x distance	$v^2 - u^2 = 2as$
	resultant force = mass x acceleration	$F = ma$
HT	momentum = mass x velocity	$p = mv$
	period = $\frac{1}{\text{frequency}}$	$T = \frac{1}{f}$
	wave speed = frequency x wavelength	$v = f\lambda$
HT	force on a conductor (at right angles to a magnetic field) carrying a current = magnetic flux density x current x length	$F = BIl$

Art – A Sense of Place

Gaudi



Antoni Gaudí (25 June 1852 – 10 June 1926) was a Catalan architect and pioneer of 19th-century architecture. He was a leading contributor to modern art and among the most influential modern artists in Spain. Gaudí's sensational architecture represented Barcelona's interpretation of Art Nouveau: Modernism. He was the most famous and unusual Spanish architects of the early 20th century. Through an eclectic approach, he created a unique style reminiscent of the Mudéjar, an architectural style blending Muslim and Christian design.



The Sagrada Família is a Roman Catholic church in Barcelona, Spain. Gaudí took over the project in 1888 and transformed the design with his unique style, combining Gothic and Art Nouveau elements. The construction of the church began in 1882 and is still ongoing, with an expected completion date of 2026.

Style - HOW would you describe it?

- Modern – simple, bold
- Minimalist – space, empty
- Abstract – cannot recognize it
- Realistic – traditional
- Surreal - dreamlike, unusual



Formal elements - DESCRIBE how they have used?

Line - Expressive, wavy, harsh, dense, curved, parallel, dashed, dotted
Shape - 2d, 3d, flat, perspective, angled
Colour - Bright, bold, hot, warm, cold, dull, vibrant
Texture - Grooves, ridges, rough, Space
Composition - depth, frame, position, layout

Media - HOW has the artist made it? What have they used?

Response?

- What do you like about it? Why?
- How can you use some things they have done in your own work?

Theme - WHAT can you see ?

- Describe it
- What does it remind you of?

Product Design - Drawstring /Tote bag

Pop Art

Is an art movement that emerged in the 1950s and 60s in America and Britain drawing inspiration from sources in popular and commercial culture. **Keith Haring, Andy Warhol and Roy Lichtenstein were Pop Artists**



Skills and Techniques

Tie Dye

Adding pattern/colour to fabric by tying and dipping in dyes.



Transfer Printing

A design that is transferred by heat.



Patch Pocket

A pocket detail used for function or decoration.



Health and Safety

- Always store bags under tables.
- Pick up foot pedals and turn off sewing machines.
- Stop immediately when told to.
- Only one person at a time to a sewing machine.
- Keep pins in pots.
- Clear away dyes/paint.

Keywords



- Tie dye
- Plain Seam
- Machine rolled hem
- Straight stitch
- Zigzag stitch
- Drawstring



The Eatwell Guide

- Comprises 5 main food groups.
- Is suitable for most people over 2 years of age.
- Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.
- Shows proportions representative of food eaten over a day or more.



Composite/combination food

Much of the food people eat is in the form of dishes or meals with more than one kind of food component in them. For example, pizzas, casseroles, spaghetti bolognese and sandwiches are all made with ingredients from more than one food group. These are often called 'combination' or 'composite' foods.

If you designed a meal where would each part of the Eatwell guide come from?

Starchy carbohydrates

- Potatoes
- Pasta
- Rice
- Something else

Fruit and vegetables

- Peas
- Carrots
- Sweetcorn
- Carrots

Dairy and alternatives

- White sauce
- Cheese

Fats and oils

- Red meat
- Butter
- Vegetable oil used to cook with

Non dairy protein

- Chicken
- Sausages
- Beef mince
- Chick peas
- Vegetarian strips

Development of a Mobile Application.

```

1 var score = 0;
2
3
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21
22
23
24
    
```

Algorithm for your final project

Keywords

Decomposition	Breaking down a large problem into smaller, easier to code steps.
Abstraction	Removing unnecessary detail.
Event-driven Programming	A programming paradigm reactive to user input.
Variables	A value that can change
Sequence	The order in which code is executed.
Algorithm	A set of instruction (code) in order to solve a problem.
Selection	A way of determining a pathway through the code.

French Key Vocabulary

Nouns

janvier Jan
février Feb
mars March
avril April
mai May
juin June
juillet July
août August
septembre Sept
octobre Oct
novembre Nov
décembre Dec
un (demi-)frère a
(half/step) brother

deux frères two brothers
une (demi-)soeur a
(half/step) sister
le sport sport
le foot football
le vélo cycling
le collège school
la danse dance
la musique music
les serpents snakes
les jeux vidéo video games
les BD comics
les mangas manga
les araignées Spiders

Opinions

je pense que c'est I think that it is
À mon avis c'est In my view it is
Je dirais que c'est I would say that it is
Je l'adore. I love it.
Je l'aime. I like it.
Je ne l'aime pas. I don't like it.
Je la déteste I hate it.

Time phrases/sequencers

Le premier jour The first day
Le dernier jour The last day
Un jour One day
D'abord Firstly
Puis Then
Ensuite Next
Finalement Finally

Verbs

(Present)
c'est it is
je suis I am
je ne suis pas I'm not
il est he is
elle est she is
il y a there is/are

(Past)
était was
n'était pas was not
il y avait there was/were
il n'y avait pas There wasn't
c'était it was

(Future)
Je vais + infinitive I am going to
Il/elle va + infinitive he/she is going to
Nous allons + infinitive we are going to

(Infinitives)
chanter to sing
danser to dance
surfer to surf the internet
chatter to chat
rigoler to have a laugh
étudier to study
nager to swim

Qualifiers

Assez quite
Très very
Tellement really
Extrêmement extremely
vraiment really
Trop too

Adjectives

sympa. nice.
Génial. great.
moderne. modern.
triste. sad.
nul. rubbish.
démodé. old fashioned.
moche. Ugly.
Chouette great
Fantastique fantastic
Formidable terrific
Ennuyeux boring
Affreux awful
Nul rubbish

Je peux...? Can I...?			
Exclamation	I verb	Item/Action	Manners
Pardon! Excuse me!	Je peux Can I	ouvrir la fenêtre open the window	s'il vous plaît? please (polite)
Je m'excuse I'm sorry..	Est-ce que je peux Can I	fermer la fenêtre close the window	s'il te plaît? please (casual)
Monsieur Sir		enlever ma veste take off my blazer	merci! thank you
Madame Miss	Je peux avoir Can I have	aller aux toilettes go to the toilet	
	Est-ce que je peux avoir Can I have	un dictionnaire a dictionary	
	Je peux emprunter Can I borrow	un stylo noir a black pen	
		un stylo vert a green pen	
		un crayon a pencil	
	Est-ce que je peux emprunter Can I borrow	un cahier a book	
		un bâton de colle a glue stick	
		une règle a ruler	
		des ciseaux scissors	
		un point a reward point	

Vous et moi You and me	
You'll hear	You'll say
Asseyez-vous Sit down	Comment dit-on ____ en français? How do you say ____ in French?
Levez-vous Stand up	Comment dit-on ____ en anglais? How do you say ____ in English?
Travaillez seul Work alone	Répétez s'il vous plaît? Repeat please?
Travaillez avec un partenaire Work with a partner	J'ai besoin d'aide I need help
Travaillez en silence Work silently	Je ne sais pas I don't know
Écrivez Write	Je ne comprends pas I don't understand
Écoutez Listen	
Regardez Look	
Sortez... Get out...	
Rangez... Put away...	

German Key Vocabulary

Nouns

Januar Jan
Februar Feb
März March
April April
Mai May
Juni June
Juli July
August Aug
September Sept
Oktober Oct
November Nov
Dezember Dec
Bruder brother
Schwester sister
Halbbruder half brother
Halbschwester half sister
Stiefbruder step brother
Stiefschwester step sister
Geschwister siblings
Einzelkind only child
Lehrer teacher (m)
Bildschirm (m) screen
Tafel (f) black board
Lehrerin teacher (f)
Tür (f) door
Schüler (p) pupils
Tische (p) tables
Stühle (p) chairs
Fenster (m) window

Opinions

Ich glaube, I believe
Ich denke, I think that
Ich würde sagen, I would say
Meiner Meinung nach In my opinion
Aus meiner Sicht from my point of view
Ich liebe es. I love it.
Ich mag es. I like it.
Ich mag es nicht. I don't like it.
Ich hasse es. I hate it.

Qualifiers

extrem extremely
sehr very
ziemlich quite
ein bisschen a bit **besonders** especially
zu too

Time phrases/sequencers

Am ersten Tag The first day
Am letzten Tag The last day
Ein Tag One day
Zuerst Firstly
Dann Then
Danach After
Zuletzt Finally

Verbs

(Present)

Ich bin I am
Es gibt there is/are
Es ist it is
Sie sind they are
Wir sind we are
Er ist he is
Sie ist she is
Ich habe I have
Wir haben we have
Er/sie hat he/she has

(Past)

Es war it was
Ich war I was
Es gab there was/were
Ich habe ... gebrochen I broke
Ich habe ... verloren I lost
Ich bin gefallen I fell
Ich habe ... gespielt I played
Ich habe ... gemacht I did/made
Ich bin ... gefahren I travelled
Ich bin ... gegangen I went
Ich habe ... besucht I visited

(Future)

Ich werde ... bleiben I will stay
Ich werde ... reisen I will travel

Adjectives

sympathisch. nice.
toll. great.
modern. modern.
traurig. sad.
schrecklich. awful.
altmodisch. old fashioned.
hässlich. ugly.
schüchtern shy
großzügig generous
süß sweet
freundlich friendly
launisch moody
faul lazy
lustig funny
sportlich sporty
laut loud

1

Darf ich...? May I...?			
Exclamation	I verb	Item/Action	Manners
Entschuldige! Excuse me!	Darf ich... May I...	das Fenster öffnen open the window	bitte? please?
Es tut mir leid... I'm sorry..		das Fenster schließen close the window	danke! thank you
Herr Sir	Ich brauche I need	meine Jacke ausziehen take off my blazer	
Frau Ms/Mrs		auf die Toilette gehen go to the toilet	
		ein Wörterbuch a dictionary	
		einen schwarzen Stift a black pen	
	Hast du... Do you have...	einen grünen Stift a green pen	haben? have?
	Darf ich May I ...	einen Bleistift a pencil	
		ein Heft a book	
		einen Klebestift a glue stick	
		ein Lineal a ruler	
		Schere scissors	
		einen Punkt a reward point	

Euch und ich <i>you and I</i>	
You'll hear	You'll say
Setzt euch! Sit down	Wie sagt man __ auf Deutsch? How do you say ___ in German?
Steht auf! Stand up	Wie sagt man __ auf Englisch? How do you say ___ in English?
Arbeitet allein! Work alone	Kannst du das bitte wiederholen? Can you repeat that please?
Arbeitet mit einem Partner! Work with a partner	Hilf mir! Help me!
Arbeitet in Ruhe! Work silently	Ich weiß nicht I don't know
Schreibt! Write	Ich verstehe nicht I don't understand
Hört zu! Listen	
Seht! Look	
Holt ... raus! Get out...	
Raumt ... ein! Put away...	

Qualifiers

sumamente extremely
muy very
bastante quite
un poco a bit
demasiado too

Nouns

enero Jan
febrero Feb
marzo March
april April
mayo May
junio June
julio July
agosto Aug
septiembre Sept
octubre Oct
noviembre Nov
diciembre Dec
hermano brother
hermana sister
hermanastro step brother
hermanastra step sister
hijo único/a only child (m/f)
profesor teacher (m)
profesora teacher (f)
puerta door
alumnos pupils
mesas tables
sillas chairs
ventana window

Spanish Key Vocabulary

Opinions

creo que I believe
pienso que I think that
diría que I would say
en mi opinión In my opinion
desde mi punto de vista from my point of view
me encanta I love it.
Me gusta I like it.
no me gusta. I don't like it.
Lo odio. I hate it.

Verbs

(present)

soy I am
hay there is/are
Es it is
son they are
somos we are
Él es he is
Ella es she is
Tengo I have

(past)

fue/era it was
era I was
había there was/were
Fui I went
Fuimos we went
Visité / visitamos I/we visited
Jugué / jugamos I/we played

(Near future)

Voy a + infinitive I am going to
Vamos a + infinitive We are going to

(Infinitives)

ir to go
jugar to play
visitar to visit
tener to have

Adjectives

sincero/a
sincere

tímido/a
shy

generoso/a
generous

serio/a
serious

listo/a
clever

tonto/a
silly

simpático/a
nice

tranquilo/a
calm

divertido/a
fun

1. ¿Puedo...? Can I....?			
Exclamation	I verb	Item/Action	Manners
¡Disculpe! Excuse me!	¿Puedo... Can I	abrir la ventana open the window	por favor? please?
Lo siento... I'm sorry..		cerrar la ventana close the window	¡gracias! thank you
Señor Sir		quitarme la chaqueta take off my blazer	
Señorita Miss		ir al baño go to the toilet	
Señora Ms/Mrs		un diccionario a dictionary	
	Necesito I need	un bolígrafo negro a black pen	por favor? please?
	¿Tienes... Do you have...	un bolígrafo verde a green pen	
	¿Puedo tener Can I have	un lápiz a pencil	¡gracias! thank you
		un cuaderno a book	
		un pegamento a glue stick	
		una regla a ruler	
		unas tijeras scissors	
		un punto a reward point	

Vosotros y yo You and me	
You'll hear	You'll say
¡Sentaos! Sit down	¿Cómo se dice ___ en español? How do you say ___ in Spanish?
¡Levantaos! Stand up	¿Cómo se dice ___ en inglés? How do you say ___ in English?
¡Trabajad solo! Work alone	¿Puedes repetir? Can you repeat please?
¡Trabajad en parejas! Work with a partner	¡Ayúdame! Help me!
¡Trabajad en silencio! Work silently	No lo sé I don't know
¡Escribid! Write	No entiendo I don't understand
¡Escuchad! Listen	
¡Mirad! Look	
¡Sacad! Get out...	
¡Quitad! Put away...	

2. Describe tu familia <i>Describe your family</i>							
	Family	Form of tener	Physical description 1	Conjunction	Hair detail	Form of ser	Physical description 2
Vivo con I live with	mi padre my dad mi hermano mi hermanastro mi padrastro my step-dad	Tiene he/she has	los ojos azules blue eyes los ojos marrones brown eyes los ojos verdes green eyes los ojos grises grey eyes	y pero también	el pelo negro el pelo marrón el pelo rubio blonde el pelo gris el pelo corto short el pelo largo el pelo de largo medio medium-length el pelo rizado curly el pelo liso straight	es is	bajo/a short alto/a tall delgado/a thin gordo/a fat guapo/a Pretty feo/a ugly
	mi madre my mum mi hermana mi hermanastra mi familia de acogida my foster family mi madrastra my step-mum						
	mis dos padres my 2 dads mis abuelos my grandparents mis hermanos						
En mi familia hay In my family there is	mis madres my mums						

3. ¿Tienes mascotas? Do you have pets?

Form of tener	Animal	Adjective	Relative clause
<p>Sí, tengo Yes, I have</p>	<p>un perro / (dos) perros a dog / (2) dogs</p> <p>un pájaro / (dos) pájaros a bird / (2) birds</p> <p>un hámster / (dos) hámsters a hamster / (2) hamsters</p> <p>un lagarto / (dos) lagartos a lizard / (2) lizards</p> <p>un gato / (dos) gatos a cat / (2) cats</p> <p>un conejo / (dos) conejos a rabbit / (2) rabbits</p> <p>un caballo / (dos) caballos a horse / (2) horses</p>	<p>gracioso/a/os/as funny</p> <p>inteligente/s</p> <p>estúpido/a/os/as</p> <p>horrible/s mean</p> <p>paciente/s patient</p> <p>tímido/a/os/as shy</p>	<p>que se llama _____ who is called _____</p> <p>que se llaman _____ y _____ who are called _____ and _____</p>
	<p>una serpiente / (dos) serpientes a snake / (2) snakes</p> <p>una carpa dorada / (dos) carpas doradas a goldfish / (2) goldfish</p> <p>una cobaya / (dos) cobayas a guinea pig / (2) guinea pigs</p> <p>una tortuga / (dos) tortugas a turtle / (2) turtles</p> <p>una gallina / (dos) gallinas a chicken/hen / (2) chickens/hens</p>	<p>mono/a/os/as cute</p> <p>gordo/a/os/as</p> <p>feo/a/os/as</p> <p>molesto/a/os/as annoying</p>	
<p>En el futuro me gustaría tener In the future I would like to have</p> <p>Cuando sea mayor me encantaría tener When I am older, I would love to have</p> <p>No, pero cuando era pequeño/a tenía No, but when I was little I had</p>			

4. ¿Dónde vives? *Where do you live?*

I verb	House	Location	Country		Family	Reason	Qualifier	Adjective
Vivo en I live in	un piso pequeño a small flat			con with	mi padre			
Me gustaría vivir en I would like to live in	un piso grande a big flat	en el campo in the countryside	en España in Spain		mi hermano mi hermanastro mi padrastro	pienso que es I think it is	muy sumamente	tranquilo/a quiet/calm
Me encantaría vivir en I would love to live in	una casa pequeña a small house	en las montañas in the mountains	en Inglaterra in England		mi madre mi hermana mi hermanastra	es diría que es I would say it is	un poco un poquito	grande pequeño/a
Cuando sea mayor, viviré en When I am older, I will live in	una casa grande a large house	en la costa on the coast	en los Estados Unidos in America		mi familia de acogida mi madrastra	porque es because it is	bastante demasiado	cómodo/a comfortable
vivo allí desde hace ... años I have lived there for years	un castillo a castle	en (el centro de) la ciudad in town	en México in Mexico		mis madres mis padres mis abuelos mis hermanos	ya que es because it is		limpio/a clean sucio/a dirty

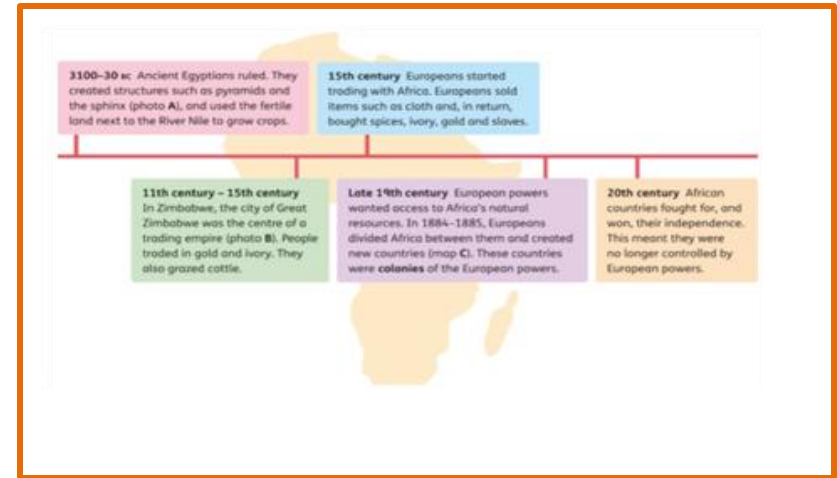
Africa's Physical Geography



Africa:
30.2 million km²
54 countries
830 million people

Biomes:
Desert
Mediterranean
Tropical Rainforest
Savannah
Grassland

Timeline



From cocoa bean to chocolate bar

Cocoa bean split open

↓
Wrapped in banana leaves and left to ferment for 5-7 days

↓
Laid in sunlight to dry

↓
Packed into sacks and loaded onto trucks

↓
Exported to Europe on ships

↑
Chocolate is sold in UK shops

↑
Milk and sugar is mixed in

↑
Taken to the chocolate factory where the cocoa beans are roasted and turned into cocoa butter and cocoa liquor.

Fair Trade

Fairtrade - Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.

Positives:

- Guaranteed minimum prices
- Liveable wage
- Community development
- End child labour

Negatives:

- Limited sales
- Use of labels
- Over production
- Decrease abilities of local economies

Impacts of safari hunting

Positives (Good)	Negatives (Bad)
Money from killings	Wild animals killed
Money from tourism	Could lead to extinction
Land looked after	
Numbers of animals managed so they don't go extinct	

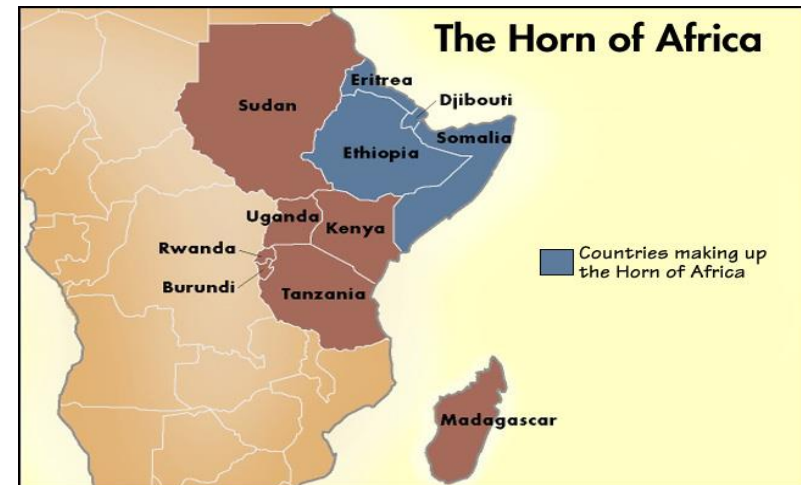
Poaching in Kenya

Hunting – the activity of hunting wild animals or game.
Poaching – illegal capturing of wild animals (no permit)

- Poaching may lead to the extinction of rhinos and elephants (all killed)
- We have 5-10 years to reduce the numbers being killed otherwise it'll be irreversible
- People are responsible through poaching
- Rhino horns and ivory are worth lots of money
- Ivory is a status symbol in China
- Commercial (for money) hunting of old, infertile animals may be considered acceptable as long as the money goes back into preserving the species

Drought: A period when an area lacks water, which can last months or even years. Generally, this is because of a reduction in the amount of rainfall.

Horn of Africa Drought

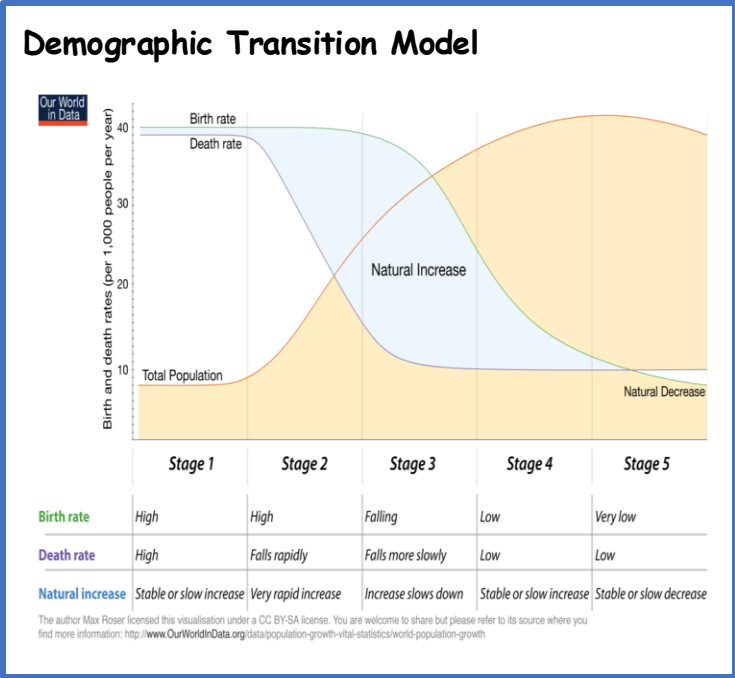


The Horn of Africa had no rain for almost two years in 2011 and 2012. This resulted in up to 12 million people being at risk of famine, this is four times the population of the whole of Wales. Some people walked for over 20 days to get to refugee camps in order to get food and water.

Impacts of drought:

- Cows die because there's no grass for them to eat
- People starve because they can't grow crops
- No clean drinking water
- More diseases and illnesses – caused by crowded refugee camps

Key term	Definition
High Income Country (HIC)	A well-developed country with good healthcare, well-paid jobs and good housing.
Low Income Country (LIC)	A developing country that has poor healthcare, few jobs and poor quality housing.
Newly Emerging Economy (NEE)	A country that has begun to get richer and develop quickly.
Development	The economic progress of a country and improvements to quality of life.



Globalisation

Globalisation is how connected the world is. Many companies now trade all over the world, we call these companies Trans-National Companies (TNCs). Usually, TNCs have their headquarters set up in Europe, USA, Japan or Australia, yet have most factories in LICs. This is because wages are lower in LICs so the companies can make more profit.

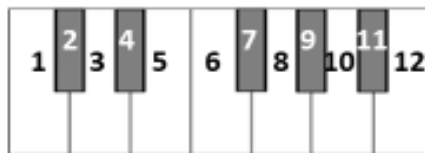
- ### Causes of uneven development:
1. Colonisation
 2. Poor climate for crop growing
 3. War/conflict
 4. Natural Hazards
 5. Landlocked
 6. Corrupt government
 7. Lack of clean water
 8. Trade Blocks
 9. No health or education systems

- ### Measuring development
- To measure development we need to look at social, economic and environmental aspects.
 - Single measures of development include: Birth rate, death rate, infant mortality rate, literacy rate, GDP, People per doctor, access to clean water.
 - Single measures are good at showing one area of development but do not give us the whole picture of a country.
 - Composite measures of development take into account more than one factor.
 - The human development index (HDI) gives countries a score out of 1 (1 being best) that takes into account life expectancy, access to education and GDP.

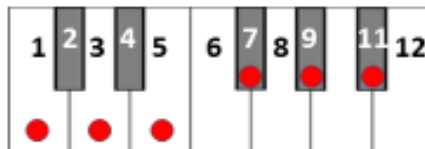
Key Vocabulary	
Chord	Two or more notes played at the same time.
Chord Notation	How music is written down for instruments playing chords.
Major	A chord or key which sounds happy or uplifting
Major	A chord or key which sounds sad or dramatic.
Semitone	The distance between each note on a piano keyboard.
Whole Tone	A distance of 2 semitones.
Octave	A set of 8 notes e.g. C-C or F-F
Techniques	The different ways an instrument can be played.
Frets	The space between the gold lines on the neck of a guitar.
Strumming	Running fingers/thumb over several strings to form a chord.
Picking	Plucking the strings of an instrument.
Accompaniment	A musical part which partners a solo instrument or voice.
Practise	Repetitive playing of a piece phrase to improve playing.
TAB notation	How music is written down for guitars/ukuleles, showing picking techniques.

Year 8 - Autumn Term - Chords

Tones and Semitones



There are 12 semitones in an octave



These are the whole tones.
2 semitones = 1 tone

Major Chord



start note up 4 semitones up 3 semitones

Minor Chord

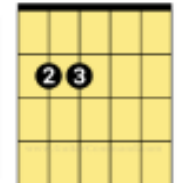


start note up 3 semitones up 4 semitones

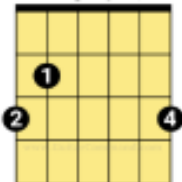
Guitar chords

Mad World or Boulevard of Broken Dreams

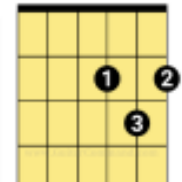
E minor



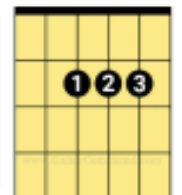
G major



D major

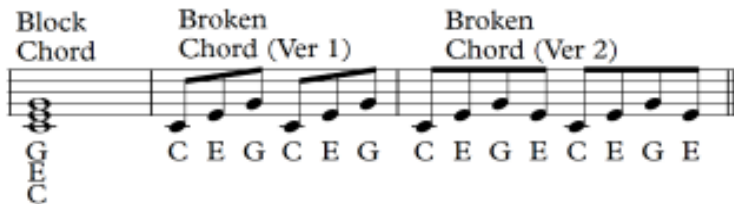
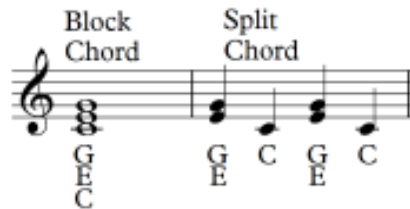


A major



Playing Techniques

PIANO



GUITAR (Picking)



Literacy

Sentence Starters

1. One strength of my playing was
The main strengths of my practice were
2. One thing I found challenging was
The part I found the most challenging was
3. To improve, I need to
Next lesson, I need to improve by

Self-Evaluation vocabulary

keyboard	fluently	accurate	practise
	chord	confidently	practise
guitar	strumming	transitions	picking

REMEMBER

Titles of songs are proper nouns and, therefore, should have **capital letters**.

Evaluations should be in **full sentences**.

PSHE – signposting support

Health and wellbeing



[nhs.uk](https://www.nhs.uk)



NHS non emergency 111
111.nhs.uk



[beateatingdisorders.org.uk](https://www.beateatingdisorders.org.uk)



[mind.org.uk](https://www.mind.org.uk)



[giveushout.org](https://www.giveushout.org)
text 'shout' to 85258



[youngminds.org.uk](https://www.youngminds.org.uk)



[cancerresearchuk.org](https://www.cancerresearchuk.org)



[teenagecancertrust.org](https://www.teenagecancertrust.org)



[adfam.org.uk](https://www.adfam.org.uk)

Personal safety



[alcoholchange.org.uk](https://www.alcoholchange.org.uk)



[talktofrank.com](https://www.talktofrank.com)

0300 123 6600



[wearewithyou.org.uk](https://www.wearewithyou.org.uk)



[childline.org.uk](https://www.childline.org.uk)

0800 11 11



[isthisok.org.uk](https://www.isthisok.org.uk)



[victimsupport.org.uk/you-co](https://www.victimsupport.org.uk/you-co)

0808 1689 111



[Suffolk.police.uk](https://www.suffolk.police.uk)



[extremedialogue.org](https://www.extremedialogue.org)

Relationships and Sex Education



[reportharmfulcontent.com](https://www.reportharmfulcontent.com)



[themix.org.uk](https://www.themix.org.uk)

0808 808 4994



[brook.org.uk](https://www.brook.org.uk)



[refuge.org.uk](https://www.refuge.org.uk)



[mankind.org.uk](https://www.mankind.org.uk)

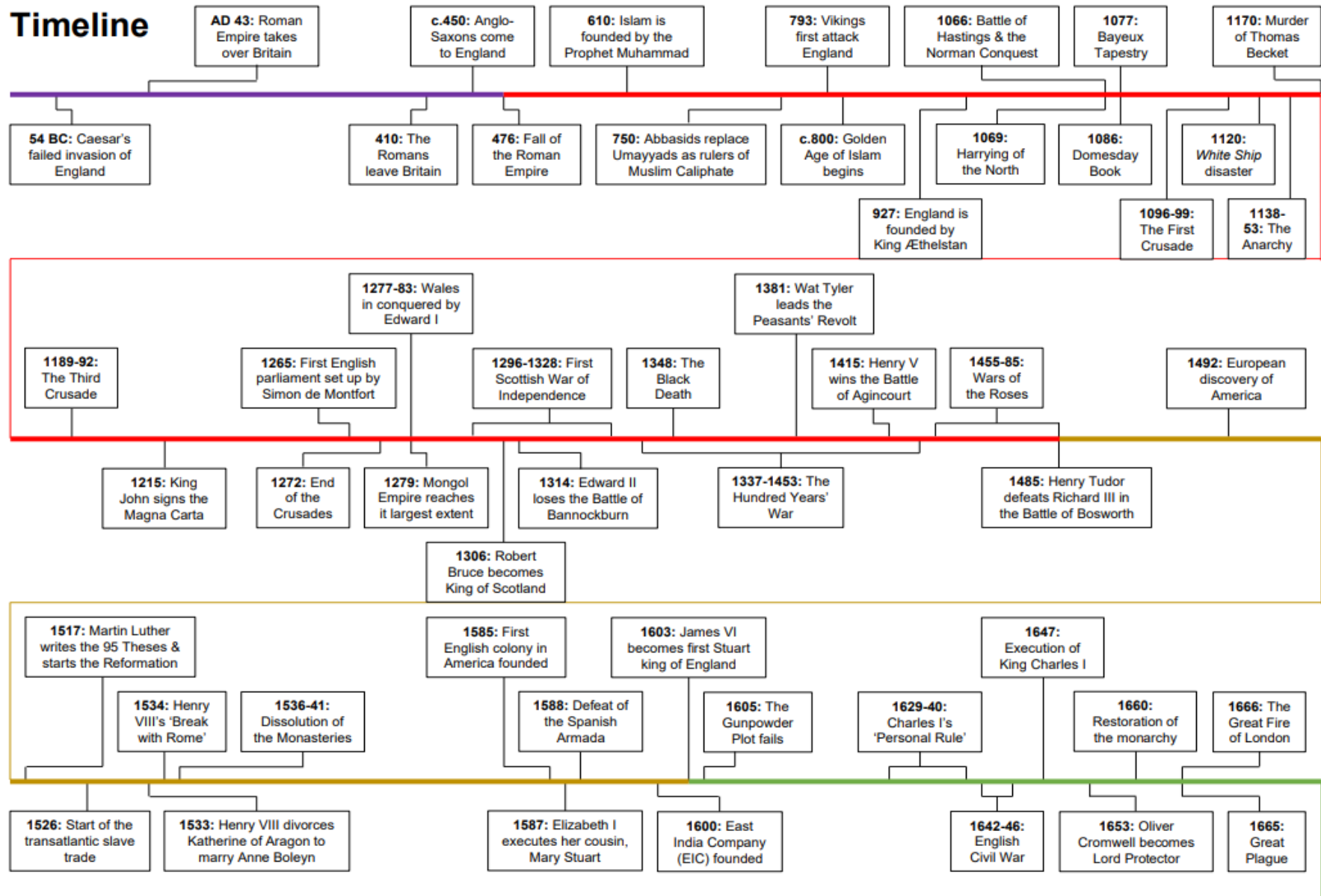


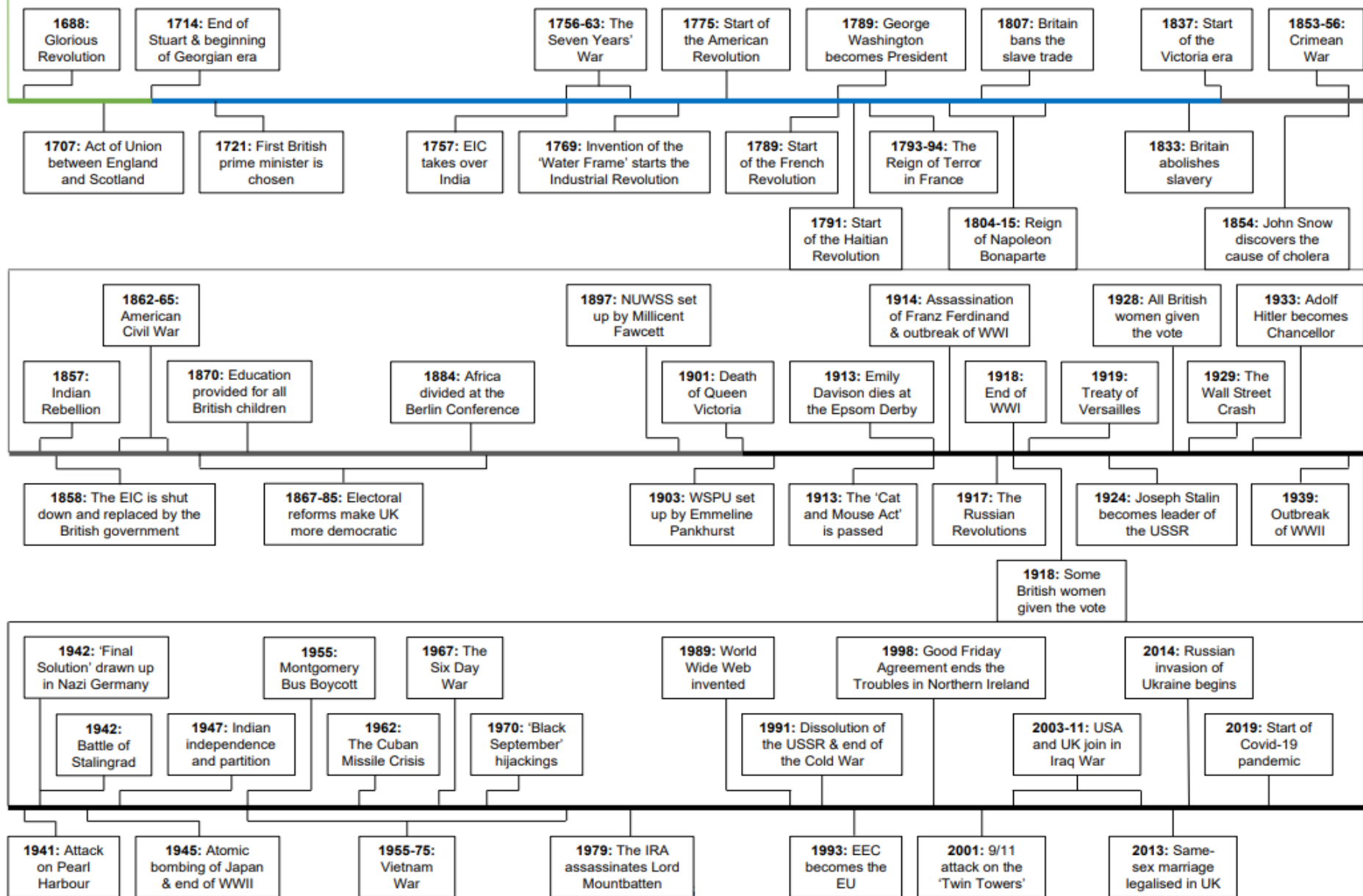
[galop.org.uk](https://www.galop.org.uk)



[Ceop.police.uk](https://www.ceop.police.uk)

Timeline







The Reformation

Was the Catholic Church seriously under threat during the Reformation?

Conceptual Focus: Change & Continuity

Thematic Focus: Power

Geographical Focus: England, Europe

5 Key Words

Indulgences: pieces of paper which forgave people for their sins

Monastery: the place where Catholic monks lived

Pope: the head of the Catholic Church

Reformation: the period in which the Protestant Church was created

Tudor: the English royal family from 1485 to 1603

5 Key Dates

1517: Martin Luther writes the 95 Theses

1533: Henry VIII marries Anne Boleyn

1534: Henry VIII removes the Pope's power in England during the 'Break with Rome'

1587: Mary Stuart is executed by Queen Elizabeth I

1603: The Tudor era ends when King James VI of Scotland becomes King James I of England

5 Key Takeaways

- Martin Luther pinned 95 complaints about the Catholic Church to a church door, starting the Protestant Reformation
- Henry VIII wanted a divorce from Katherine of Aragon so that he could have a son and marry Anne Boleyn. When the Pope refused, Henry 'broke with Rome' and closed English monasteries
- Tudor monarchs kept changing the official religion of England: King Edward VI made all churches Protestant and Queen Mary I burned Protestants to death
- Queen Elizabeth I was a Protestant executed Mary Stuart and defeated the Spanish Armada
- King James I was nearly killed by Guy Fawkes during the Gunpowder Plot



Martin Luther



Henry VIII



Elizabeth I



James VI and I



The English Civil War

Why did King Charles I lose his head in 1649?

Conceptual Focus: Causes & Consequences

Thematic Focus: Power, Conflict

Geographical Focus: England

5 Key Words

Civil war: a war fought between two armies from one country

Execution: to be killed as a punishment for breaking the law

Monarch: the king or queen of a country

Parliament: a group of people who make the laws in a country

Taxation: money paid to the government

5 Key Dates

1629: Beginning of Charles I's 11-year 'Personal Rule'

1642: English Civil War begins after Charles attempts to arrest 5 MPs

1649: Charles I is executed

1653: Oliver Cromwell becomes Lord Protector

1660: Restoration of the Stuarts and end of the 'Interregnum'

5 Key Takeaways

- King Charles I had a hostile relationship with parliament because he kept trying to run the country without them, leading to a civil war
- During the Civil War, Charles's army was known as the Cavaliers. Parliament's army was known as the Roundheads
- Oliver Cromwell was a Puritan and became an important Roundhead general who led Parliament to victory in the Civil War
- Charles I was beheaded in 1649. England did not have a king again for 11 years
- Oliver Cromwell ruled England during the 1650s, and banned drunkenness, gambling and Christmas



Charles I



Oliver Cromwell



The British Empire

How did the British Empire change over time?

Conceptual Focus: Change & Continuity

Thematic Focus: Power, Society

Geographical Focus: Britain, America, India, Africa

5 Key Words

Colony: an area of land that belongs to an empire

Empire: a group of countries ruled by one country

Govern: to rule over a place or people

Independence: freedom to look after yourself

Partition: the process by which India was split into India and Pakistan

5 Key Dates

1585: Walter Raleigh sets up the first English colony in America

1600: East India Company founded

1857: The Indian Rebellion takes place

1884: The Berlin Conference ends the 'Scramble for Africa'

1947: India is granted independence and partitioned into India and Pakistan

5 Key Takeaways


- The British Empire started when England took over parts of America in the 1500s
- During the 1600s, India became the most important part of the British Empire. It was colonised by the East India Company using deals and a private army
- During the 1800s, Britain competed against other European countries in the Scramble for Africa, to colonise as much of Africa as possible
- India tried to get its independence several times. Mahatma Gandhi led a nonviolent protest movement in the early 1900s, and India was given independence and partitioned after World War II
- The British Empire in Africa came to an end during the 1960s due to several protest movements



**Walter
Raleigh**



**Mahatma
Gandhi**

Key Facts:		Key Beliefs:	Key Practices:
Symbol		Creation: Brahma created the heavens, the earth and the sky by dividing a lotus flower into three parts; and humans by dividing his own body.	Puja: The Hindu word for worshipping a god or goddess, and usually involves giving offerings.
Followers	Hindus	Brahman: The Supreme Being or World Soul.	Shrine: A special place set aside for worship, sometimes beautifully decorated with an image of a god or goddess.
How many gods?	Many gods	The Cycle of Life: Hindus believe that their souls are reborn in an eternal cycle of birth, life, death and rebirth.	Murti: A statue/image of a god or goddess. Hindus believe that the god or goddess inhabits that murti while worshippers pray.
Holy Book	The Vedas	The Trimurti: The three most important gods carrying out the work of Brahman. They are: Brahma - The Creator (birth and rebirth) Vishnu - The Preserver (life) Shiva - The Destroyer (death)	Mantra: A repeated phrase which is chanted during worship e.g. 'Om Shanti, Shanti, Om'. A mantra asking for peace.
Place of Worship	Mandir	Karma: Actions have consequences creating a chain of cause and effect. One's deeds in this life determine the conditions of one's next life.	Mandir: The place of worship has large, very ornate shrines. People can worship at home or at the Mandir.
Key Festivals	Holi Diwali Ganesh Chaturthi	Samsara: The soul moves through a series of steps to enlightenment depending upon Karma.	Yoga: A series of exercises aimed at controlling the mind and body.
Other interesting facts ...	Hindus believe in a supreme being called Brahman, plus many other gods and goddesses.	Moksha: When the soul is released from the Cycle of Life, to become one with Brahman. Gods and Goddesses: There are thousands of different gods and goddesses with different names, powers, and incarnations (appearances) called Avatars.	Meditation: Focusing the mind to achieve a peaceful mental state. Festivals: Holi - the festival of colours in the spring. Diwali - the festival of lights in the autumn Ganesh Chaturthi - Ganesh's birthday.

Worship

Charismatic – informal; spirit-inspired
Lectern- a tall stand used to hold the Bible or notes

Meditation – thoughtfulness, focused on a religious truth

Pulpit- a raised platform used for preaching.

Rosary – a string of beads with a crucifix attached

Private – worshipping alone

Prayer – Communicating with God

Why is worship important?

- It brings a sense of **togetherness** as a community
- It makes a person **feel closer** to God
- It is **peaceful** – allowing for prayer and meditation
- It is an **external expression** of their faith
- Christians **praise** God as the eternal Being and source of everything that exists

Are all Christians the same?



Pilgrimage

A pilgrimage is a visit to a place regarded as holy for the believer. Often, the journey is also special. Pilgrimage has always played an important role in the history of Christianity, though it is not a compulsory duty and many today see no need to go on pilgrimage.

Some examples of Christian places of pilgrimage are: **Lourdes, Iona**, the Holy Land (Israel) and Canterbury.

Denominations

Catholic-leader is the Pope, based in Rome

Church of England-key person is the Archbishop of Canterbury

Also:

Greek/Russian Orthodox
Methodists
Baptists

And over 200 more Protestant groups

Sacraments

A **sacrament** = an outward and visible sign of an inward and spiritual grace

Protestant Churches = only **2** sacraments: Baptism and Eucharist.

RC & Orthodox Churches = **7** sacraments: Baptism, Eucharist, Confirmation, Reconciliation, Marriage, Holy Orders, Anointing of the Sick.

Baptism (Christening/Believer's Baptism)

Just before his ascension, Jesus told his disciples to: *“Go and make disciples of all nations, baptising them in the name of the Father, Son and Holy Spirit”*. Baptism was a rite of **initiation**.

Eucharist

The Eucharist is celebrated by nearly all Christian denominations and has many names, such as Holy Communion.

The central features are the same: the connection with Jesus' Last Supper, the giving of thanks for the bread and wine (consecration) and using Jesus' words at the last supper. RC Christians believe in **transubstantiation** – the bread & wine literally turns into the body & blood of Christ. Whereas Protestants do not believe this.

The Church in the local community

The Church has always been involved in caring for others. For example, in the Middle Ages the monasteries provided education, hospitality for travellers and treatment for the sick. In the 20th century, a London church set up the first **Samaritans** phone service for those feeling suicidal.

In the Parable of the Sheep & the Goats, Jesus told his disciples that whatever they did or failed to do for someone, however insignificant the deed or situation, they did/or failed to do, for Jesus.

One way in which Christians put their faith into action is through food banks and street pastors.



“Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith”



Basketball

Key Words

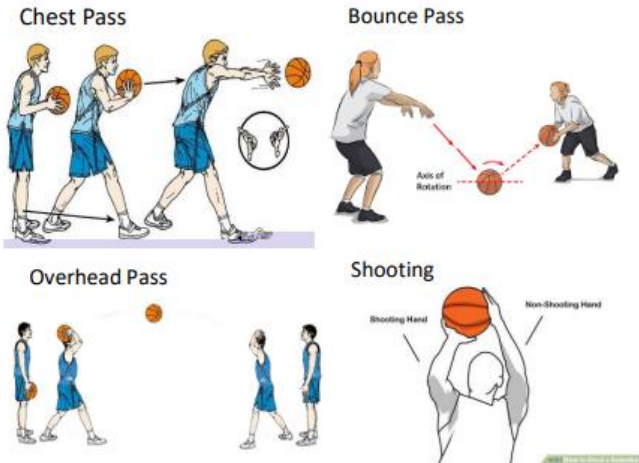
Agility	The ability to quickly change direction to evade an opponent or make an offensive move within sport
Speed	The ability to move quickly from one point to another
Pivot	Used to define both the act of keeping one foot in place while moving the other and the actual foot which remains on the ground. Keeping one foot in place is necessary when a player stops dribbling the ball but wishes to re-position himself for a pass or shot.
BEEF	Balance, Elbows, Eyes, Follow-through
Lay up	A layup in basketball is a two-point shot attempt made by leaping from below, laying the ball up near the basket, and using one hand to bounce it off the backboard and into the basket. The motion and one-handed reach distinguish it from a jump shot. The layup is considered the most basic shot in basketball
MHR	Maximum Heart Rate

I will learn:

- The 3 main types of pass in basketball
- How to dribble in basketball
- The rules of basketball
- How to perform a lay up
- How to shoot in basketball
- How to block in basketball
- Understand the court markings
- What Maximum Heart Rate is
- How to calculate MHR

This will help in the future:

- Competitive match situations.
- Coaching others.
- Implementing strategies
- Communication



Greater Depth Challenge

Can you name all 11 components of fitness?
Which country is Basketball most commonly played?

Further Reading

KS3 BBC Bite-size – Physical Education



Short Term Effects of Exercise

1. Increase uptake of oxygen
2. Increased production of Carbon-dioxide
3. Raised heart-rate
4. Raised body temperature
5. Redistribution of oxygen to working muscles
6. Muscle fatigue

MHR = Maximum Heart Rate

MHR = 220 – Age

It is recommended that you exercise within 55 to 85 percent of your **maximum heart rate** for at least 20 to 30 minutes to get the best results from aerobic exercise. The MHR calculated as 220 minus your age, is the upper limit of what your cardiovascular system can handle during physical activity.

Year 8 - Dance Summer Term Knowledge Organiser – Dancing through the decades

Key vocabulary – Physical & Performance Skills

Extension	The lengthening of body parts outwards. <u>E.g.</u> Straight arms and pointed toes
Flexibility	The range of movement possible in the joints/muscles
Coordination	The ability to use different parts of the body together smoothly and efficiently.
Posture	The way the body is held
Stamina	Ability to maintain physical and mental energy over periods of time.
Timing	Performing the correct movement at the correct time. This should be in time with your group
Musicality	How in time you are with the music
Energy	How much physical effort you apply to the performance
Facial Expressions	Animating the face to engage with your audience/communicate the theme of your performance
Projection	Projecting your movements outwards into the space with appropriate energy.
Dynamic Awareness	Noticing and applying the correct quality to each movement. For example: sharp, soft, fluid etc.

Key questions

Key question	Answer
What has influenced dance over the decades?	A decade is a period of ten years. Dance has evolved over time and has been influenced by many things such as music, <u>art</u> and culture. Over time, dance has been a way to socialise, to have fun, to distract from harsh realities of life events, to celebrate, to express emotions and to show off skills and techniques. Throughout the decades we have seen the change from vaudevilles and dance halls to the introduction of television, films, flash mobs, music videos and social media with the addition of new styles and trends.
What is Escapism?	Escapism is the tendency to seek distraction and relief from unpleasant realities, by seeking entertainment or engaging in methods of expression such as dance and performing. Events such as the two world wars caused devastation, separating <u>families</u> and destroyed homes and belongings. <u>In order to</u> feel better and express feelings, dance became a method of social interaction which has continued over time.

Fundamental/Topic specific knowledge:

1920's Charleston:

The Charleston is a dance named after the harbour city of Charleston, South Carolina. The peak year for the Charleston as a dance by the public was mid-1926 to 1927. The dance was first seen to be performed on the streets in America and in nightclubs, but the first official onstage viewing was seen on an all-black Broadway musical called 'Runnin Wild'.

Key Features of Charleston:

- Toes-in, heels-out twisting steps (footwork)
- Inverted knees
- Swinging arm movements

1930's Jive

The Jive refers to several different dance styles of swing dancing. Moreover, it was a term used for swing dance in the early nineteenth century. Later, it became one of the five competition dance genres included in International Latin dancing. Additionally, there are several other dance styles that incorporate the term including: hand jive and the modern French style of swing called modern jive. Finally, in this article we focus on the ballroom version of the dance used in the International Latin style swing category.

Key Features of Jive:

- *Bouncy*
- *Fast Pace*
- *Light on the feet*
- *Energetic partner work.*

Key vocabulary - Choreographic Devices:

Canon	Performing the same movement one after another.
Unison	Performing the same movement at the same time
Formation	The position you stand in to perform.
Levels	The height at which you perform your movement
Repetition	Repeating the same movement or phrase more than once
Accumulation	Gaining dancers as a phrase is performed
Juxtaposition	Showing a contrast on stage. This can be applied using speed or style etc
Fragmentation	Dividing the dance into smaller chunks and reordering this to create a new phrase

Key questions

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What was the timeline for the development of dance?	<table border="1"><thead><tr><th><u>Timeline</u></th><th><u>Dance Style</u></th></tr></thead><tbody><tr><td>1920s</td><td>Swing Dance</td></tr><tr><td>1930s</td><td>Jive</td></tr><tr><td>1940s</td><td>Mambo</td></tr><tr><td>1950s</td><td>Cha Cha</td></tr><tr><td>1960s</td><td>Locking & Popping</td></tr><tr><td>1970s</td><td>Disco, Stepping, Salsa</td></tr><tr><td>1980s</td><td>Jacking & Voguing</td></tr><tr><td>1990s</td><td>Hip Hop & Iconic music videos (vogue, macarena, running man, electric slide)</td></tr><tr><td>2000s</td><td>Krumping, electro dance, flash mobs</td></tr><tr><td>2010s</td><td>Viral trends (dougie, floss, watch me)</td></tr></tbody></table>	<u>Timeline</u>	<u>Dance Style</u>	1920s	Swing Dance	1930s	Jive	1940s	Mambo	1950s	Cha Cha	1960s	Locking & Popping	1970s	Disco, Stepping, Salsa	1980s	Jacking & Voguing	1990s	Hip Hop & Iconic music videos (vogue, macarena, running man, electric slide)	2000s	Krumping, electro dance, flash mobs	2010s	Viral trends (dougie, floss, watch me)
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Who influences the trends within dance throughout the decades?	There are many pioneers of dance, famous choreographers, music artists, dancers and icons to name a few. More recently social influencers have become the main influence for the trends within the dance industry. This is due to the increase in popularity of apps such as Tik Tok and YouTube.																						

Fundamental/Topic specific knowledge

1970's Disco Trends:

Disco dance was heavily influenced by jazz, samba, cha cha and tango. Disco reached its popularity peak with the release of 'Saturday Night Fever'. Disco dancing was a style that emerged from nightclubs in Philadelphia and New York City and focussed on the musicality of the fast beats in funk music.

Key features:

- Large hip movements
- Pivot turns
- Pointing fingers

