

Knowledge Organiser

Year 8



Name:

Tutor:

Contents:

3	How to use your Knowledge Organiser
8	Art
10	Computer Science
15	Design
22	Drama
26	English
31	Food
32	French
38	Geography
44	Graduation Group
49	History
55	Music
61	PE
67	PSRE
76	Science

How to use your Knowledge Organiser for Homework

The Knowledge Organiser is designed to help you learn a wide range of knowledge, which will mean that you are more prepared for your lessons, and exams in the future.

For homework you should use your Knowledge Organiser to either:

- Write from memory
- Make mind maps
- Transform the knowledge
- Make flashcards

Do not just read, highlight or copy from the Knowledge Organisers! You will be set regular retrieval practice activities such as quizzes to ensure you have mastered all of the knowledge from the organisers.

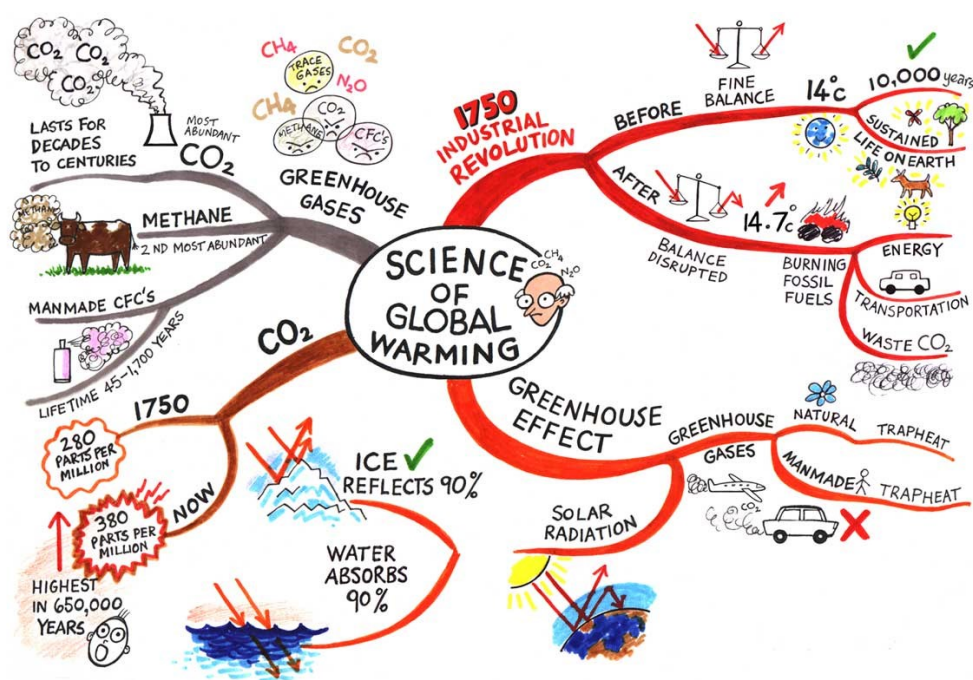
Look, Cover, Write, Check, Correct

1. Firstly, **look** through and read the information on a section of your knowledge organiser.
2. **Cover** the section so you can no longer see the information.
3. Try and **write** out key definitions or facts that you need to know.
4. Uncover the section of your Knowledge Organiser and **check** how correct you were.
5. **Correct** anything that you wrote down that was incorrect.



Look, Cover, Mind Map, Check, Correct

1. Firstly, **look** through and read the information on a section of your knowledge organiser.
2. **Cover** the section so you can no longer see the information.
3. Create a **mind map** that maps out everything from your knowledge organiser using keywords, colour and images.
4. Uncover the section of your Knowledge Organiser and **check** how correct you were.
5. **Correct** anything that you wrote down that was incorrect.



Look, Cover, Transform, Check, Correct

1. Firstly, **look** through and read the information on a section of your knowledge organiser.
2. **Cover** the section so you can no longer see the information.
3. **Transform** the information on the knowledge organiser into either a mnemonic or series of images (cartoons, flow diagrams etc.).
4. Uncover the section of your Knowledge Organiser and **check** how correct you were.
5. **Correct** anything that you wrote down that was incorrect.

Kings	Play	Chess	On	Fine	Glass	Sets
K I N G D O M	P H Y L U M	C L A S S	O R D E R	F A M I L Y	G E N U S	S P E C I E S

Look, Cover, Flashcard, Check, Correct

1. Firstly, **look** through and read the information on a section of your knowledge organiser.
2. **Cover** the section so you can no longer see the information.
3. Produce a **flashcard** with questions you can ask yourself on the front, and then write the answers on the back.
4. Uncover the section of your Knowledge Organiser and **check** how correct you were.
5. **Correct** anything that you wrote down that was incorrect.



ART YEAR 8 IDENTITY PROJECT

Artists

Grayson Perry



Transvestite - A person who dresses in clothes usually associated with the other sex
Alan Measles - Grayson Perry's teddy bear who comforted him through measles as a child

Materials & Techniques

Text

Written or printed letters or numbers.



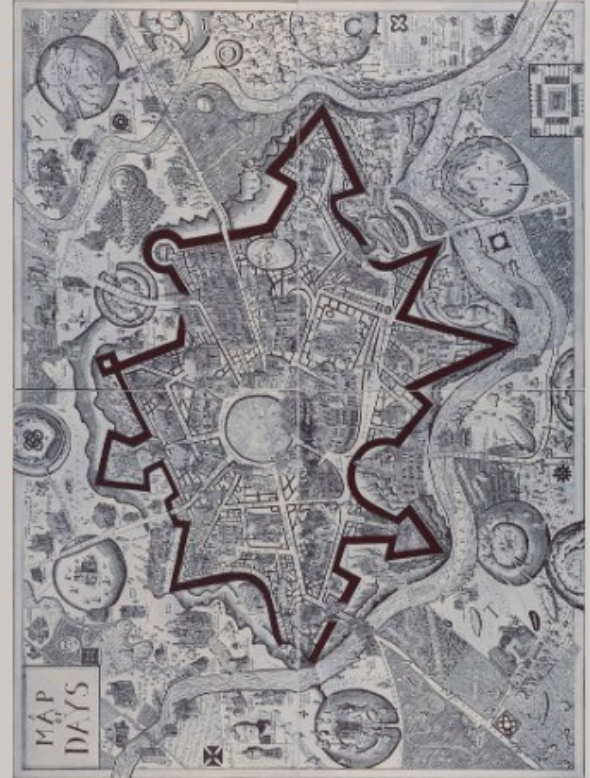
Mixed-Media

Using more than one material in your work.



Collage

Using collected pictures, images and text to make new work.



Key words

Research - Facts about the artist.

Analyse - Your descriptions and opinions.

Identity - Is what makes you YOU. Your personalities, choices, background, culture, beliefs and hobbies.

Self-image - The idea you have of your own ability, appearance and personality.

Symbol/symbolise/symbolism - A mark used to represent something.

Inspiration - Taking ideas from elsewhere for your own work.

Composition - How things are arranged/the layout of your work.

Refine - Improve.

Craft - An activity or skill where you make things by hand.

Ceramics - Work made from clay.

Tapestry - Work made by stitching.

Shape - An area enclosed by a line.

Line - The path left by a moving point.

ART YEAR 8 POP ART

Formal Elements

Subject Matter What has the artist or photographer chosen as a theme?

Line The path left by a moving point.

Colour Palette Range of colours chosen by an artist or photographer.

Composition The layout or arrangement.

Scale Size of one object in relation to the other.

Proportion Size of the parts of an object in relationship to other parts of the same object.

Materials



Pen & Pencil

Pen & Water

Collage

Paint

Tone

Artists

Claes Oldenburg



Roy Lichtenstein



Jasper Johns



Michael Craig Martin



Andy Warhol



David Hockney



Colour Theory



Primary



Secondary



Tertiary

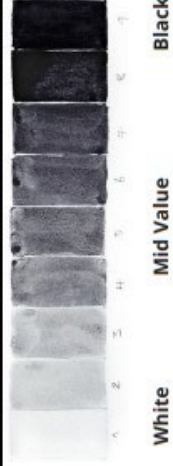


Complimentary



Analogous

Tone



White

Mid Value

Black

Key words

Proportion, oversized, mass-produced objects, mundane and everyday, scale, comic, stylised.

Wide colour palette: Secondary, Tertiary colours
Tonal, Complimentary, Analogous.

Data Representation

Binary Numbers

128	64	32	16	8	4	2	1

Sum	Result
0+0	0
0+1	1
1+1	10 (0 carry 1)
1+1+1	11 (1 carry 1)

Representing Text—ASCII

65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

Representing Images

Image Representation Size
Resolution (Rows x Columns) X Colour Depth (how many bits represent the colour of each pixel)

24 Bit Colour Representation			
red	green	blue	
01010111	10100101	11101011	
			
87	165	235	

Computer Science

Cybersecurity

Key Terms

Malicious Software

Malware	Explanation
Virus	Self-replicating software which replicates by modifying other programs and inserting code.
Worm	Replicate themselves but do not attach themselves to files as a virus does. Instead, worms spread through the network and use the system's resources.
Ransomware	locks a computer, encrypts files and prevents the user from being able to access the data. The attacker will demand that a ransom be paid before they decrypt the files and unlock the computer.
Trojan	A piece of software that appears to perform a useful function (such as a game), but unbeknown to the user it also performs malicious actions.
Spyware	Unwanted software that monitors and gathers information on a person and how they use their computer.
Adware	infects a computer and causes it to download or display malicious adverts, or pop-ups when the victim is online.

Data Protection Act 2018

Data Must Be...
Used fairly, openly and in accordance with the law
Used for a specific and stated reason
Used only in a way that is necessary and sufficient for the purpose for which it was collected.
Accurate and up-to-date
Only kept for as long as it is needed
Protected against loss, damage and unauthorised access
















Key Term	Meaning
Data	Raw facts and figures
Information	Data that has been processed and become meaningful
Social Engineering	Deceiving individuals into handing over information that they can use for fraudulent purposes.
Shouldering	Watching over the victim's shoulder while they provide sensitive information such as PIN codes at cash machines, or passwords.
Phishing	The victim receives an email disguised to look as if it has come from a reputable source, in order to trick them into giving up valuable data.
Blagging	Inventing a scenario in order to convince the victim to give them data or money. Often involves maintaining a conversation to convince them.
Hacking	Gaining unauthorised access to, or control of a computer system.

Computer Misuse Act (1990)

Law	Punishment
Unauthorised access to digital/computer material	Up to 2 years in prison and a £5,000 fine.
Unauthorised access to digital/computer material with intent to commit or facilitate the commission of further offences	Up to 5 years in prison and unlimited fine.
Unauthorised acts with intent to impair the operation of a computer	Up to ten years in prison and unlimited fine. May in extreme circumstances be extended to life imprisonment

Image handling in Photoshop

Key Tools

Picture		Tool Name		What it is used for		More areas to be aware of	
	Select		Select	Selects items on the screen in order to move them	When using the Select Tool, tick the "Show Transform Controls" box so you can re-size or rotate your selection.		
	Text		Text	Writing text onto your image			
	Magic Wand		Magic Wand	Selects areas of a continuous colour, often used for deleting the background from an image	Layers Remember that the overall image you create is made of layers stacked one above the other. Make sure you have selected the correct layer to work on.		
	Paint Bucket		Paint Bucket	To add colour to a continuous area on the image	Blending Options Right-click on a layer and choose Blending Options. This allows you to add shadows, stroke effects, embossing etc.		
	Crop		Crop	To remove parts of the image that are not wanted			
	Rectangle		Rectangle	To draw a rectangle			

Keyboard

Copy



Paste



Undo your last action





Screen-shot



Programming in Python

Commands

	Prompt	Keyword(s)	Description	Example
	input	input(...)	Use this to get data from the user.	<code>yourname = input ()</code>
	output	print(...)	Use this to display data on the screen.	<code>print("Hello world")</code> <code>print("Hello", yourname)</code>
	selection	if...elif...else...	Branches the program off in different directions depending on different conditions.	<code>if yourname == "Fred":</code> <code>print("Hello")</code> <code>elif yourname == "Ellie":</code> <code>print("Good to see you")</code> <code>else:</code> <code>print("Who are you?")</code>
	iteration	for ... :	Repeats code for a set number of times.	<code>for counter in range (5) :</code>
	repetition	While ... :	Repeats a code while a condition is true.	<code>while repeat == "Y":</code>

Programming in Python

Comparisons

Meaning	Operator
Equal to	==
Not equal to	!=
Greater than	>
Greater than or equal to	>=
Less than	<
Less than or equal to	<=

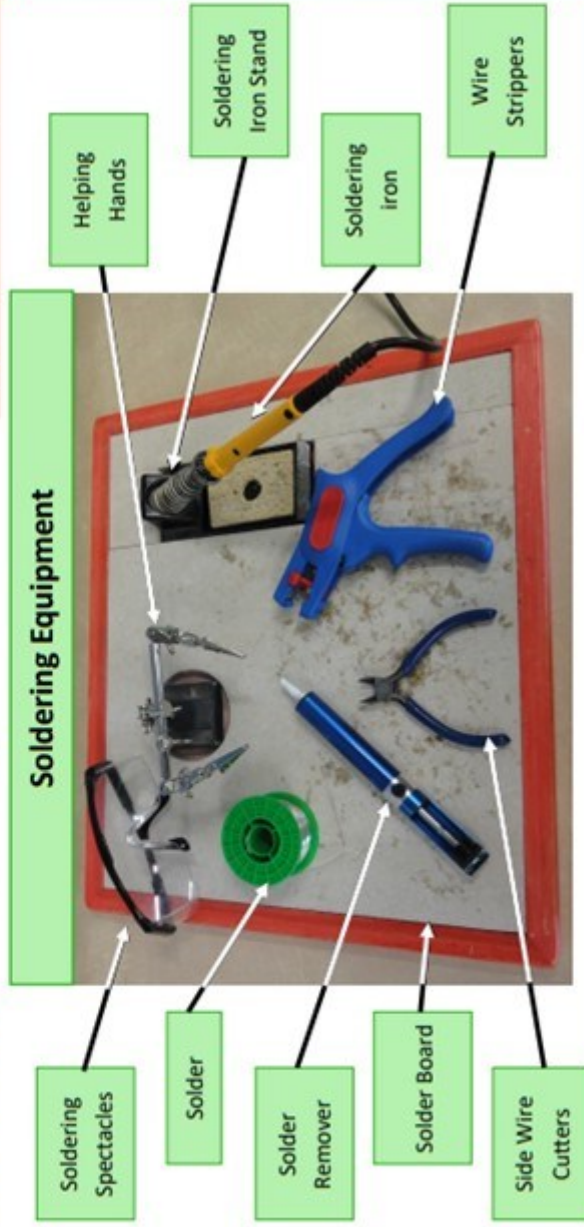
Data Types

Name	Examples
string	"desk" "Fred" "γ" "67" "!*?"
integer	1 67 563 3904
float	2.4 67.0 604.67

Year 8 Design & Technology

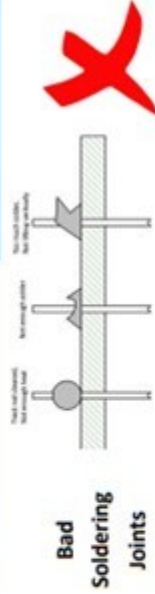
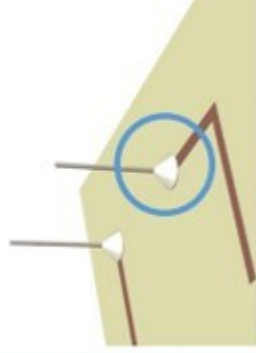
Core Material Knowledge: Electronics: Soldering

Soldering is a joining process used to join electronic components and the metal tracks of the PCB together by melting a metal called **solder**. In this module you will learn about the how to solder, the equipment, health and safety and how soldering should look.



Soldering Technique

Your solder joint should be a small neat cone/pyramid shape.
It also needs to cover the component hole so there are no gaps between the component and track.



SIDE VIEW OF PCB

SOLDERING TOP TIPS

1. To keep components from falling-out bend the legs in line with the copper tracks
2. If the solder gets stuck to the PCB/component place the soldering iron back onto it to release
3. Avoid dry joints by feeding enough solder to make a small cone
4. Ensure the components legs are sticking out trackside of the PCB

Healthy & Safety

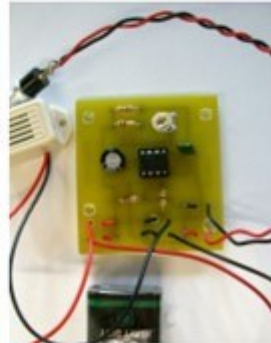
WHEN SOLDERING
You must wear safety spectacles and an apron.
The soldering iron is extremely hot so you must always hold it by the handle and place it back into the stand when you are finished.

	Solder Spectacles Used to protect your eyes when soldering
	Apron Used to protect your clothing from splashes or spillages.

Year 8 Design & Technology

Core Material Knowledge: Electronics

PCB



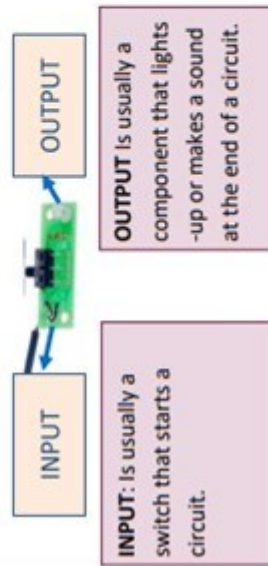
PCB stands for **PRINTED CIRCUIT BOARD**.

Components are placed in the board to make a working circuit.



Inputs & Outputs

All circuits have an **INPUT** and **OUTPUT** Component.



COMPONENTS

These are the single electronic parts that make-up a circuit. There are many components, but you will focus on the ones below:

POLARISED COMPONENTS

Some components are **POLARISED**. This means they have a 'Positive' and 'Negative' and have to be placed in a circuit the correct way around. For example, a Battery.



Component Name	Image	Circuit Symbol	Definition
Battery			Used to power the circuit. Measured in Volts.
Buzzer			Makes a sound when current passes through. This is an output component.
Switch			Switches on the circuit. This is an input component.
Resistor			Restricts the flow of electrical current in a circuit. Has colour bands in its centre.
LED (Light Emitting Diode)			Lights up brightly when a current is applied. This is an output component.
Transistor			Has 3 legs called the Base, Collector and Emitter.

Year 8 Design & Technology

Core Material Knowledge:

Plastics

Plastic is an extremely useful **finite resource**. Plastics are also known as **polymers**, they can be natural or synthetic. Different plastics provide different unique properties. In this module you will learn about the types, properties and uses of plastic

All plastics can be put into two categories 1. **THERMOFORMING** 2. **THERMOSETTING**

THERMOFORMING

Thermoforming plastics can be heated and formed over and over again. They are flexible, easy to bend and recyclable.








PLASTICS

THERMOSETTING

Thermosetting plastics can only be heated and formed once. They are brittle and very hard to recycle. They are good insulators and are resistant to heat and chemicals.



THERMOFORMING	Properties	Uses
 Acrylic	Hard, brittle, shiny, can be transparent and available in a wide range of colours	Signs, car light covers, baths
 HIPS	Rigid, lightweight, flexible, cheap and available in lots of colours	Yoghurt pots, chocolate trays, CD cases
 Polypropylene	Easily coloured, tough, flexible and available in sheets	Plastic chairs, bottle caps, ropes

THERMOSETTING	Properties	Uses
 Epoxy Resin	Rigid, durable, strong, heat resistant, comes in 2 parts	Bond materials together
 Urea Formaldehyde	Heat resistant, brittle, hard, available in limited colours	Electrical fittings such as plug sockets

NATURALLY OCCURRING PLASTICS

Some plastics are natural such as **rubber, amber and latex**



BIOPLASTICS

Vegetable fats and oils, corn starch, and straw are used to make plastics that **biodegrade**.

These are far better plastics for the environment than man-made plastics.

The 3 common examples are: **Bio-PP, Bio-PET, and Bio PE**



Year 8 Design & Technology

Core Material Knowledge: Working with Woods

HARDWOODS

Hardwoods are from trees that have leaves, often called **Broadleaf** trees. These trees lose their leaves in autumn. They are slow-growing and as a result are often very expensive to buy.



SOFTWOODS

Softwoods are from trees that have needle-like leaves, often containing pine cones. These are called **coniferous** trees. They grow in cold climates and are very fast growing. As a result, these woods are often cheaper to buy.



MANUFACTURED BOARDS

Left-over woods, sawdust and chippings can be made into large sheets of wooden material. These are called **manufactured boards**.



These are very useful as they come in large sheets, ideal for making big products.

The 3 common examples are: **MDF, Plywood, Chipboard**.

Examples

1. **MDF** - Tiny fibres glued and squashed together.
2. **Plywood**—Layers of thin sheets of wood glued together
3. **Chipboard**—Wood chips glued together



In your Design & Technology lessons you will develop your knowledge of woods, by using a range of tools and equipment. In this module you will look at specific cutting and shaping techniques with woods.

CUTTING TECHNIQUES

1. TENON SAW & BENCH HOOK

To cut wood in a straight line, we use a **tenon saw** and **bench hook**.

The bench hook holds the material in place allowing you to cut accurately. The

bench hook will get secured into the vice.



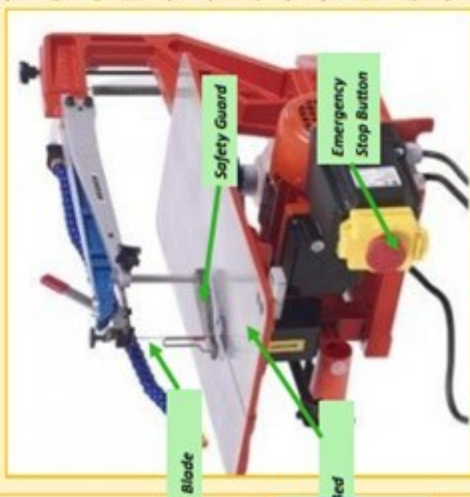
2. DRILLING (PILLAR DRILL)

All material must be held in place by a **machine vice**. This will hold it securely in place when drilling. You must drill slowly by pulling down the handle, so that the drill bit goes into the material, drilling a hole.



3. HEGNER SAW

The **Hegner Saw** is a mechanical saw used to cut curves in woods or plastic. You must gently press down and then forwards in the direction of your cut line. Please ensure that the safety guard is down and that your fingers are away from the blade. There must be no distractions when using this machine.



Year 8 Design & Technology

Core Material Knowledge: Workshop Practice

Good health and safety is really important in the school workshop, especially when using different tools and equipment. Your own safety is important, as is the safety of the people around you.

The Design & Technology Workshops

No Bags in the work-shops. All floor space kept free and tidy



Do not touch or move equipment or materials unless asked to do so by a teacher



Stools packed away at the end of every lesson.








Bench Vice: Used to hold material. Do not touch in a lesson





SAFETY SYMBOLS

You must be aware of the following symbols that are located throughout the department:

				
Eye protection to be worn on some machines.	Some areas require gloves to be worn, in order to protect your hands.	Some areas of D&T are out of bounds for students.	Machines have 'emergency stop' buttons, in order to switch them off quickly.	Some equipment may be hot. Don't touch it unless told to

Protective Equipment

<p>PROTECTIVE EQUIPMENT</p> <p>Whenever you complete any practical work in the product design workshop, you are expected to wear Safety Goggles and an Apron.</p>		<p>Safety Goggles</p> <p>Used to protect your eyes when using machines</p>
		<p>Apron</p> <p>Used to protect your clothing from splashes or spillages.</p>

BASIC WORKSHOP REQUIREMENTS

1. Listen carefully to teacher instructions and demonstrations at all times.
2. Wear required safety equipment when asked (goggles, aprons etc).
3. No running / shouting.
4. Do not distract others when using tools and equipment.
5. No eating / drinking.
6. Do not touch materials or equipment unless told to by a teacher

Year 8 Design & Technology

Specialist Material Knowledge:

Textiles: Decoration Techniques

APPLIQUÉ

What is appliqué?

Appliqué is a method of decorating fabric where a shaped piece of fabric is stitched on top of a



How to do Appliqué

Place a rectangle of Bondaweb with the glue side down on the back of your fabric. Iron it in place. It is a good idea to put protective paper over the top.



Using a pencil, draw the shape that you want to cut out on the paper side of the Bondaweb. Don't forget to that you will need to draw letters and numbers backwards!



Carefully cut out your design, then peel off the paper backing, then iron the fabric shape in place on your background fabric.



Sew around the edge of the shape either by hand or using a sewing machine. You can use different stitches depending on the effect you want.

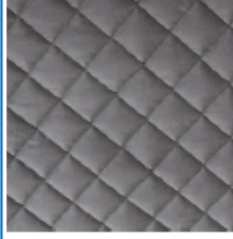


There are hundreds of ways to decorate your textiles products. You will get to try lots of different methods as part of your projects including some of the ones below.

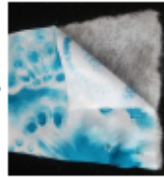
QUILTING

What is Quilting?

Quilting is a technique used to pad fabric to make it thicker as well as add decoration. A fabric called wadding is placed behind the fabric then decorative stitching is added to hold it in place and create a design. Adding thickness to the fabric gives the fabric more structure and makes it more insulating. Quilting is used on lots of products, including jackets, cushion covers, bedding and bags.



How to quilt fabric:

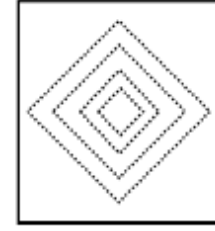
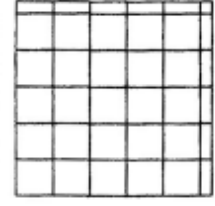
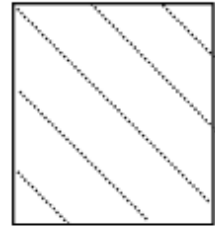
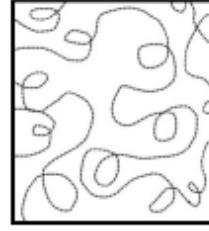
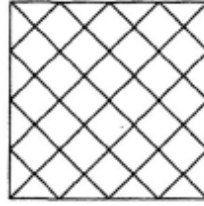


1: Layer your fabrics. Place the top fabric face up with the wadding underneath. Pin in place.



2: Use machine thread to tack from the centre of your fabric out to each corner. Remove the pins.

3: Using straight stitch on the sewing machine, stitch your quilting design into the layered fabric. Trim all loose threads. There are lots of designs to choose from that vary in difficulty. After sewing remove tacking.



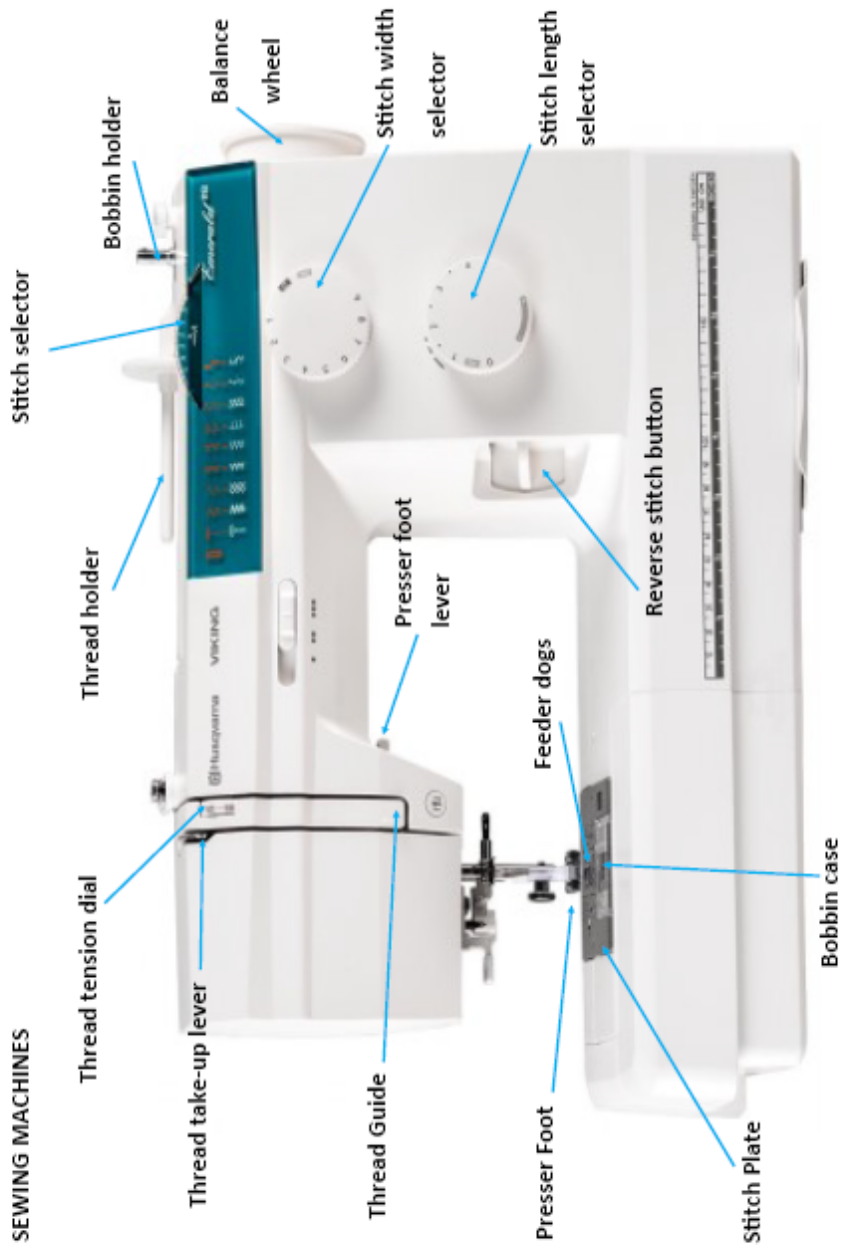
Year 8 Design & Technology

Specialist Material Knowledge: Textiles Materials

We have lots of different types of sewing machines in the department. They may look slightly different, but they all have the same parts and work in the same way.

Using a sewing machine safely and accurately is an important skill. The diagram below explains the different machine parts

SEWING MACHINES



HOW DO SEWING MACHINES WORK?

Two lines of thread are passed through the machine using lots of different levers and motions.

Motion	Diagram	Machine part
Linear Along a line in one direction		Fabric moving through the machine
Reciprocating Backwards and forwards along a line		Needle moving up and down. Presser foot lever
Rotary Around a point (spinning)		The balance wheel Feeder dogs
Oscillating Backwards and forwards around a point		The bobbin case Stitch selector

Drama

Drama: Year 8 Autumn Term

Staging Positions

Offstage Right	Upstage Right (UR)	Upstage Centre (UC)	Upstage Left (UL)	Offstage Left
	Stage Right (SR)	Stage Centre (SC)	Stage Left (SL)	
	Downstage Right (DR)	Downstage Centre (DC)	Downstage Left (DL)	

Audience

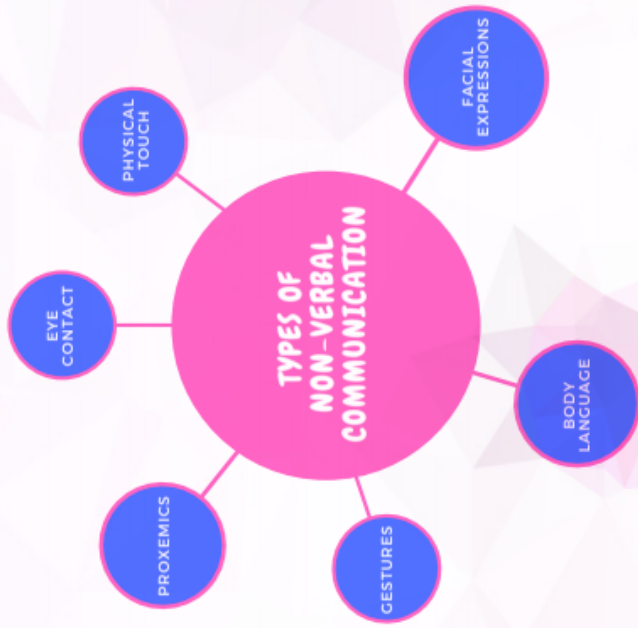
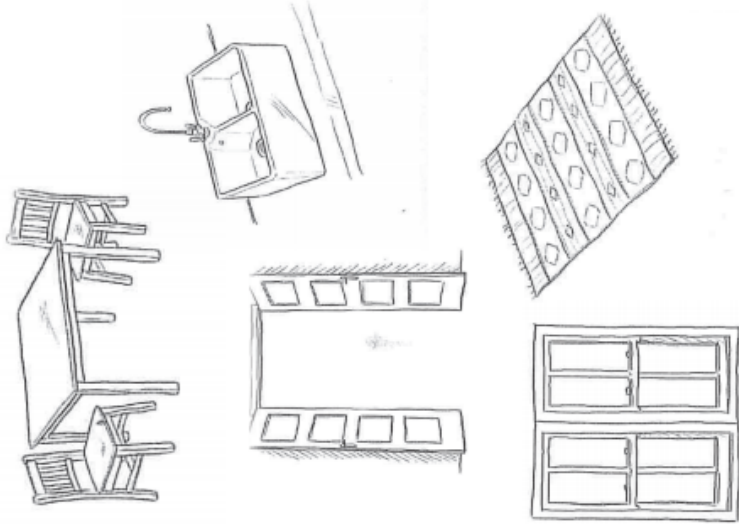
Key Vocabulary

- Protagonist** - the leading character in a play
- Ensemble** - a group of actors. In some performances ensemble members might play additional small roles and/or act as a chorus
- Proxemics** - the amount of space that performers feel it necessary to set between themselves and others on stage.
- Marking the moment** - the highlighting of the most important moment in a scene in order to draw the audience's attention to it's significance.
- Subtext** - the unspoken meaning, feelings and thoughts 'beneath' the lines, which might be shown in the characters' body language, tone of voice and facial expressions.
- Cross-cutting** - the technique of switching back and forth between scenes, giving the impression the action occurring in different locations in unfolding at the same moment.
- Flashback** - a scene that interrupts the chronological order of the main narrative to take the audience back in time to past events.

Activity

Imagine you are a set designer and the director has asked you to put the following items on stage:

- A A wide doorway, upstage centre
- B A pair of chairs and a table, centre stage
- C A small rug, downstage right
- D A window, upstage left
- E A kitchen sink, stage right



Social Theatre
A drama about people and the place they live.

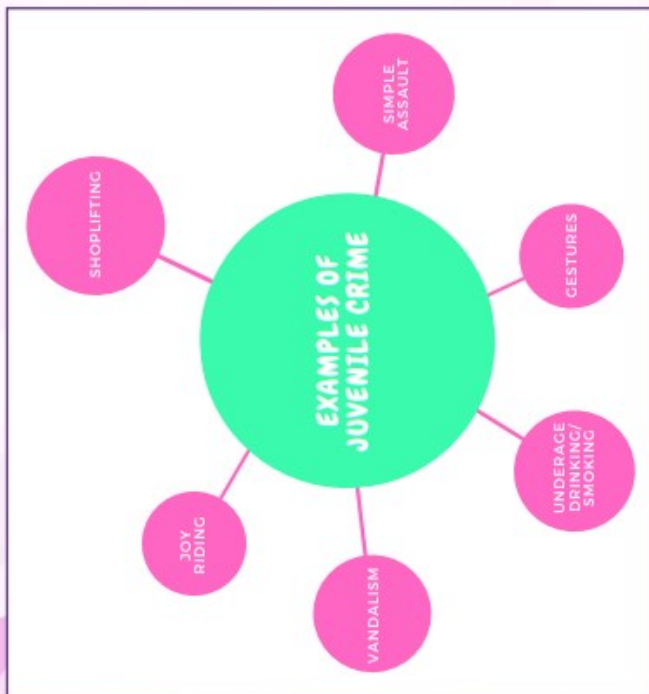
Activity

1) Script writing

You are going to write a piece of script titled 'Juvenile'. This piece of script can be about anything you like but it must be at least 1 page of A4. This task also must be written with the following rule: The first letter of each sentence must be the last letter of the previous character's sentence. For example...

- A We're gonna crash!
- B How can you tell?!
- A Look! That car - it's headed straight for us!
- B Stop the car then!

2) Think of the overall style or design concepts for your new script 'Juvenile'. Describe in what ways set and costume would add to the overall effect you wish to communicate to your audience. Who would your target audience be and why?



Dumb Insolence

I'm big for ten years old
Maybe that's why they get at me

Teachers, parents, cops
Always getting at me

When they get at me I don't hit 'em
They can do you for that
I don't swear at em
They can do you for that

I stick my hands in my pockets
And stare at them

And while I stare at them
I think about sick

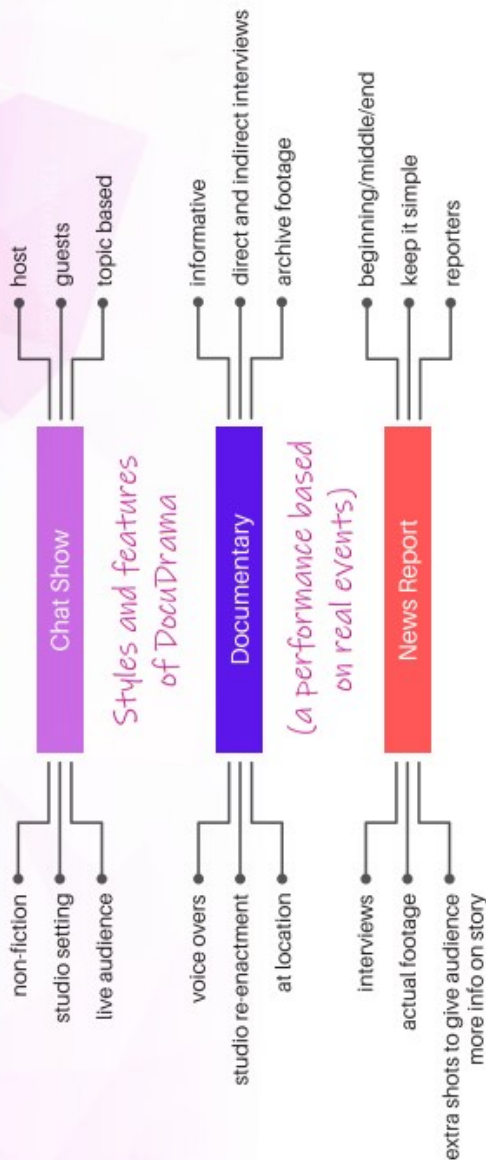
They call it dumb insolence

They don't like it
But they can't do you for it

I've been done before
They say if I get done again

They'll put me in a home
So I do dumb insolence

- by Adrian Mitchell



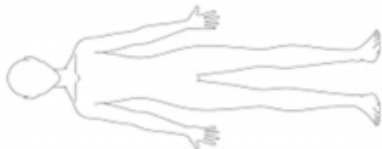
Evacuees

We can use Drama as a way of looking into the past and seeing historical events through another person's eyes. We can then be empathetic, and use our knowledge of not just the history, but the emotions of the time and the lived experience. We can then look to current and future events with a greater understanding.



Activities

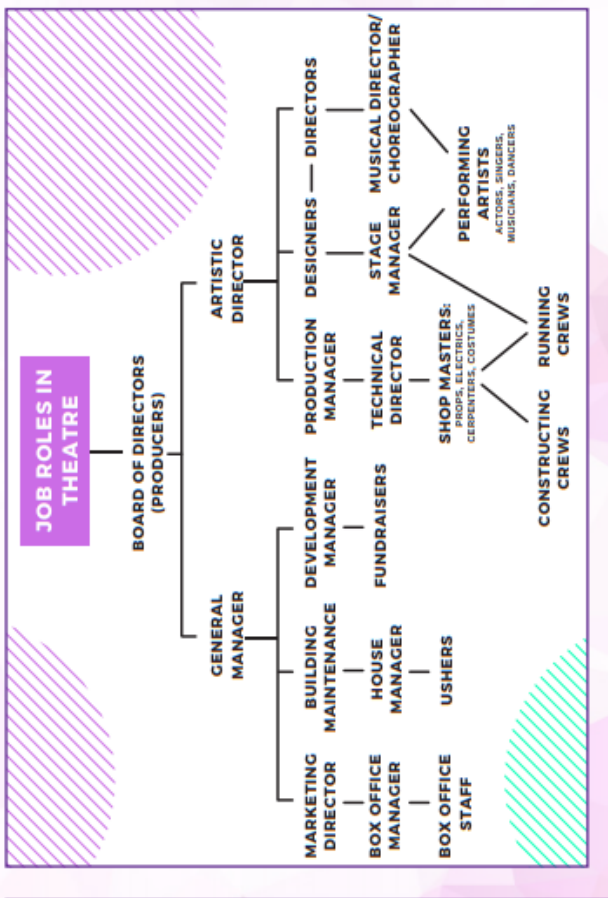
1) How would you costume your character?



2) What technical and design elements can you see at play here?



3) What transferable skills do you learn through your drama lessons? (teamwork, self confidence...)



Key Vocabulary

Multi-roling - When an actor plays more than one role within a performance. Careful consideration is needed in characterisation, to make sure each character is distinct so that the audience do not get confused.

Historicisation - A genre of play that deals with and re-creates historical events, either factually or with some fictional elements

Director - The person in overall charge of a performance- has the creative overview of all tech and design aspects.

Drama

Drama: Year 8 Summer Term

Key Vocabulary

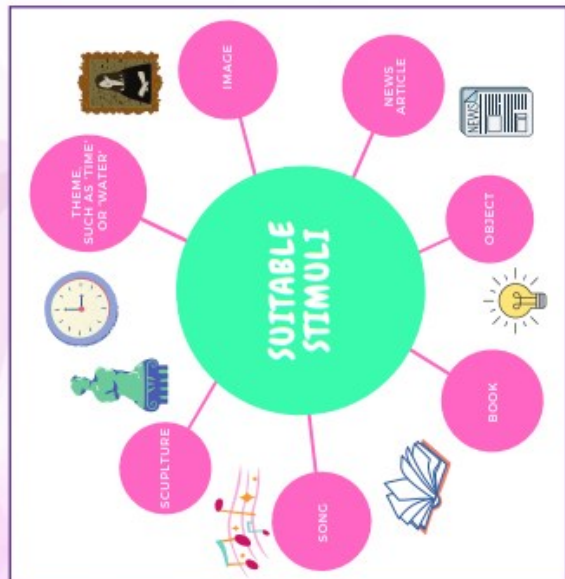
Multi-role - when an actor plays more than one character on stage. The differences in character are marked by changing voice, movement, gesture and body language.

Devising - Devising theatre is a method of theatre making in which the script originates from collaborated and improvised work by the cast/ensemble.

Backdrop - A large painted cloth hung as part of the scenery.

Improvise - To act without a script.

Stimulus - A resource in drama used to start the creative process by providing inspiration or focus.



Reviewing Live Theatre + peer work

When evaluation your own work, and that of others, you aren't being asked to simply **DESCRIBE** what you see, you must also **ANALYSE** and **EVALUATE** it.

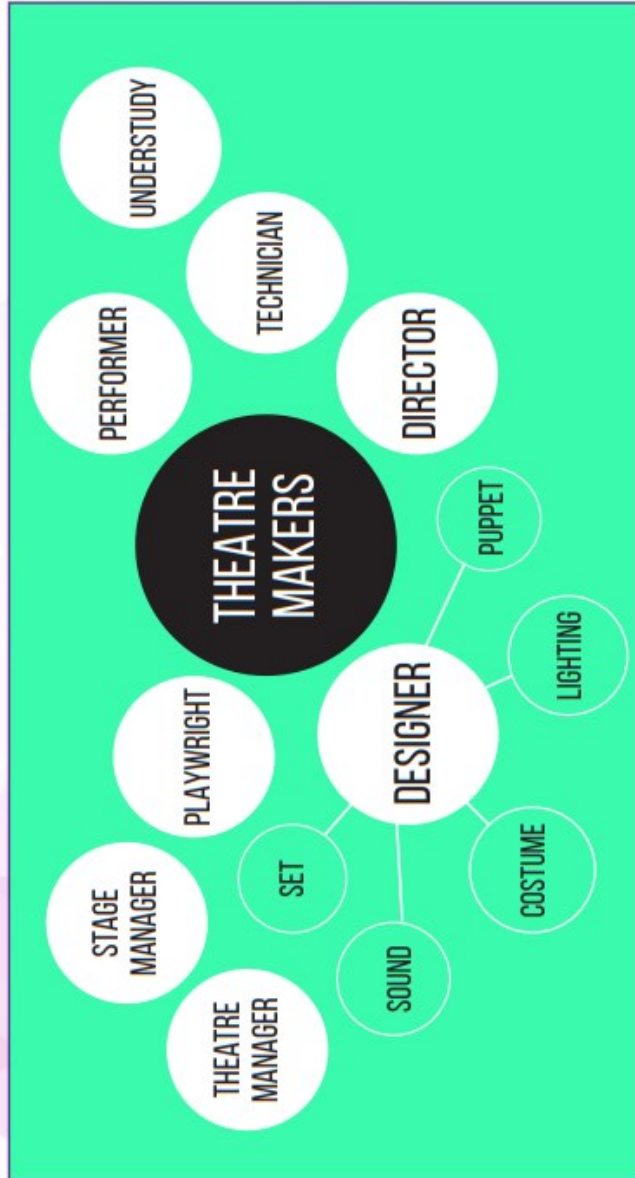
DESCRIBE - what you saw, heard or experienced

ANALYSE - to examine something, perhaps by looking at the different elements of it, and to explain it.

EVALUATE - to judge or form an opinion of something, such as explaining what effect was created and how successful it was.

Activities

- 1) Choose an actor whose work you have enjoyed and write a paragraph evaluating how they used their acting skills to convincingly create a character.
- 2) Write a short paragraph evaluating a performance that you thought could have been improved and remember to give clear examples from the performance and focus on the acting skills.
- 3) Research what the responsibilities are for the theatre makers outlined below...



Key Concepts

You need to understand what you are learning: test yourself on the spelling and definitions of these concepts. Look/Cover/Write/Check

Concept	Definition
Rhetorical Language (6)	Language that deliberately uses techniques to influence the reader's thoughts and feelings
Fiction Non-fiction (8)	Writing which portrays something invented or writing which portrays something that has actually happened
Meaning (13)	What a text makes you think about or understand: either immediately as you read, or afterwards when you reflect
Purpose (14)	The effect a text (or author) is trying to have on its reader e.g. persuade, advise, entertain, inform, argue
Audience (15)	The people who read a text or watch a play
Crafting (19)	Planning, writing, and improving work: taking real care about the process and always thinking about the quality
Planning (20)	Thinking of ideas; deciding how to organise content: choosing effective language

Rhetorical Techniques

You need to understand and learn the key terms used in the unit. Look/Cover/Write/Check

Term	Definition
Anaphora	The repetition of words/ phrases at the start of phrases or sentences
Antithesis	Use of opposites or contrasts
Cacophony	Use of harsh-sounding phrasing
Alliteration	Closely connected words that start with the same letter/sound
Epizeuxis	Repetition for emphasis
Imperatives	Orders or instructions
Metaphor	Comparing two things (that are often not alike) by stating that one is the other
Tricolon	The use of words, phrases, and examples in threes
Rhetorical Question	Asking a question that forces a particular answer

Persuasive Techniques: AFFOREST

You need to understand and learn the key terms used in the unit. Look/Cover/Write/Check

Term	Definition
Anecdote	A short, personal story
Facts	A true statement
Flattery	Praise to further your interests or get someone to agree with you
Opinions	Something that you believe is true
Repetition	Repeating a word/phrase for effect
Emotive language	Language designed to provoke a strong emotional response
Statistics	Numerical data used to back up a fact or opinion
Superlatives	The highest degree of a word e.g. highest, fastest, best
Tricolon/Triples	The use of words, phrases, and examples in threes

The Format of a Formal Letter

You need to learn the format of a formal letter

Mr. Jude Young
Pure Water Ltd
18 Carrington Road
London SE27 3HF

Dear Mr. Jude,

I would like to take this opportunity to thank you for being our business partner in more than 10 years.

It is our honor to become a partner with your organization that has good reputation, expertise and experience in food and beverage industry.

We have been sharing success in our business and I, on behalf of the Gateway Bay Ltd express hope that this business relationship between the two firms extends until the horizon in the forthcoming years.

Thank you.

Yours Sincerely,
John Doe
John Doe,
President

John Doe
Gateway Bay Ltd
32 Golden Street
New York 10947
6th Nov 2011

Elements of a Formal Letter

1. Writer's address	2. Date
3. Recipient's address	4. Formal greeting
5. Introductory paragraph	6. Detailed content
7. Final paragraph	8. Formal closing

PAFT Always consider these factors when writing a letter/speech

Purpose why are you writing it?
Audience who will be reading/listening?
Format what is the structure/form?
Tone should the language be formal/informal?

Key Concepts

You need to understand what you are learning: test yourself on the spelling and definitions of these concepts. Look/Cover/Write/Check

Concept	Definition
Character-Isation (2)	How a person in a story is presented by the writer
Atmosphere/Mood (10)	The feeling created in a text through the writer's language choices
Context (12)	External factors that affect the writing of a text e.g. social, biographical, cultural, historical
Description (17)	Writing which enables the reader to imagine a person, scene or action
Analysis (18)	Exploring and explaining how a text communicates its meaning
Crafting (19)	Planning, writing and improving work: taking real care about the process and always thinking about the quality
Planning (20)	Thinking of ideas; deciding how to organise content: choosing effective language

Context

You need to understand key historical and social factors that influenced the writing of 'Of Mice and Men'. Look/Cover/Write/Check

The American Dream	The belief that anyone, regardless of birth or class, can attain success in society
The Great depression	The Wall Street Crash caused financial ruin and poverty across America from 1930 - 1936
Itinerant Workers	Workers forced to move from place to place to find work

Women's Rights	Women were not considered equals and only got the right to vote in 1920
Racial Segregation	Black people were not afforded equal rights to whites and were treated as second-class citizens

Characters

When you study a text you need to know who the characters are and how to spell their names. Look/Cover/Write/Check

Character	Description
 George Milton	A clever itinerant farm worker. Cares for Lennie.
 Lennie Small	In the care of George after the death of his Aunt Clara. Additional learning needs. Strong farm hand.
 Candy	Lost a hand and too old to work hard. Worries about his old dog and his future.
 Curley	The boss's son. Husband to the only woman on the ranch. Is 'handy' - he likes to start fights.
 Curley's Wife	Is nameless and seen as a second class citizen due to her gender. Appears a 'floozy' but is an innocent victim.
 Crooks	The stable buck- the only black person. Injured back. Treated badly by the others and worried about the future.
 Slim	Jerkline skinner- quietly takes charge, respected by all. Supports George in taking care of Lennie when things go wrong.

 Whit	Farm hand-- an assertive, opinionated character who persuades Candy to let him shoot his old dog.
The Boss	Ranch Owner- Curley's father

Curley's Wife in 9 Stepping Stones

You need to understand and have evidence for the different aspects of her character



How to write an essay

You need to understand the steps you need to take in producing an excellent essay

1. Gathering ideas and evidence
2. Selecting the most important material
3. Planning PEC paragraphs
4. Writing a good introduction/overview
5. Writing your PEC paragraphs
6. Checking content quality and SPAG

Key Concepts

You need to understand what you are learning: test yourself on the spelling and definitions of these concepts.

Concept	Definition
Metaphorical (5)	Describing something by connecting it to something else. (metaphors, similes, personification, symbolism)
Structure (1)	How a text is organised so that a reader will experience it in a certain way
Atmosphere/ mood (10)	The feeling portrayed or created in a text by the writer's language choices
Theme (11)	An important idea that a writer wants the reader to think about when reading their text
Context (12)	External factors that affect the writing of a text e.g. social, biographical, historical, cultural
Meaning (13)	What a text makes you think about or understand: either immediately as you read, or afterwards when you reflect

Context

You need to understand key contextual factors which influenced Romantic Literature. (Look/Cover/Write/Check)

Romanticism	A movement in the arts and literature in the late 18th century, which emphasised <u>sensitivity</u> , <u>individualism</u> , <u>awe</u> , and <u>spontaneity</u> and <u>originality of expression</u> . The movement was influenced by the French Revolution, and responded to the Industrial revolution.
-------------	---

Sensitivity	The capacity to notice and respond to the things around you.
Individualism	Belief in the power and importance of each individual person's thoughts and feelings.
Awe	A feeling of respect and admiration mixed with dread and wonder.
Spontaneity	Happening by improvisation or without being planned. Connected to the adjective "Spontaneous".
Expression	Communicating or saying something, especially in speaking, writing, or performing.
Originality	The quality of being new, fresh, and unlike previous examples.
The French Revolution	A political rising in France in the late 1700s, where the French removed and eventually executed their King.
The Industrial Revolution	A period of rapid technological change in communication, industry and engineering.

How to write an essay

You need to understand the steps you need to take in producing an excellent essay

1.	Gathering ideas and evidence
2.	Selecting the most important material
3.	Planning PEC paragraphs
4.	Writing a good introduction/overview
5.	Writing your paragraphs
6.	Checking content and SPAG
7.	DIRT work

The Tyger

by William Blake (1757-1827)

When writing about a poem, you should consider the meaning and how it is written. (Look/Cover/Write/Check)

1. How Blake describes the Tyger Language connected to strength and power. Body parts, fire, powerful adjectives.
2. Blake's feelings about the Tyger Fear of the tiger's power. Awe and wonder: questioning who/what has made the tiger and why so destructive.
3 Contextual influences on Blake's writing Blake's life in London during the Industrial Revolution; his uncertain response. Semantic field of industry: "furnace", "hammer", "anvil", "chain".
4. The imagery Blake uses Combining imagery of nature and industry. Extended metaphor of power of nature being like the power and danger of a forge. Religious imagery and language. Constant questions and uncertainty.
5 The rhythm and pace of the poem Hammering rhythm/beat, like that of a smith? Songlike rhyme and rhythm, like a nursery rhyme?



Key Concepts

You need to understand what you are learning: test yourself on the spelling and definitions of these concepts. Look/Cover/Write/Check

Concept	Definition
Characterisation (2)	How a person in a story is presented by the writer
Description (17)	writing which enables the reader to imagine a person, scene, or action
Meaning (13)	What a text makes you understand, either immediately as you read or afterwards when you reflect
Purpose (14)	the effect a text (or author) is trying to have on its reader e.g. persuade, advise, entertain, inform, argue
Metaphorical (5)	describing something by connecting it to something else (metaphors, similes, personification, symbolism)
Atmosphere, mood, tone (10)	the feeling portrayed or created in a text by the writer's language choices
Crafting (19)	Planning, writing and improving work; taking real care about the process and always thinking about the quality
Planning (20)	Thinking of ideas; deciding how to organise content; choosing effective language

Key Terminology

You need to understand and learn the key terms used in the unit. Look/Cover/Write/Check

Term	Definition
Ambiguous	A text which is open to more than one interpretation/ meaning
Character	A person in a text
Adjective	A word that modifies or describes a noun
Adverb	A word that modifies or describes how a verb is done
Metaphor	Describing something by connecting it to something else
Simile	Describing something by comparing it to something else
Narrative arc	The structure of a story/ how to develop the plot
Narrative viewpoint	The perspective or viewpoint used to tell a story
First Person	The narrative perspective of 'I' or 'me'
Personification	The attribution of a personal nature or human characteristic to something non-human
Protagonist	The main character in a text
Theme	An important recurring idea in a text
Imagery	Visually descriptive or metaphorical language

Narrative Arc



Narrative Checklist

Structure (Narrative Arc):

1. Exposition – background information
2. Conflict/ dilemma – problem
3. Rising action – sequence of events
4. Climax – Action/ turning point
5. Falling action – sequence of events
6. Resolution/ satisfying ending

Features to include:

- ✓ Characters – show don't tell
- ✓ Dialogue
- ✓ Description
- ✓ Varied sentences
- ✓ Tension
- ✓ Connection with the reader

Key Concepts

You need to understand what you are learning: test yourself on the spelling and definitions of these concepts. Look/Cover/Write/Check

Concept	Definition
Theme (11)	an important idea that a writer wants the reader to think about when reading their text
Meaning (13)	What a text makes you understand, either immediately as you read or afterwards when you reflect
Essay (16)	A piece of writing that argues or explores a point of view based on evidence and analysis
Crafting (19)	Planning, writing and improving work: taking real care about the process and always thinking about the quality
Planning (20)	Thinking of ideas; deciding how to organise content: choosing effective language

Context

You need to understand key historical and social factors that influenced the writing of 'Romeo and Juliet'. Look/ Cover/Write/Check

Family honour	Respect and status is earned by bravery and lost by perceived cowardice. Duels were used to revenge wrongs and regain honour.
Patriarchal society/ role of women	A society which is based on male dominance. Women had few freedoms and were the property of their fathers/husbands.
Masculine bravado	Trying to prove one's manliness by exaggerating things such as strength, aggression and sexuality.

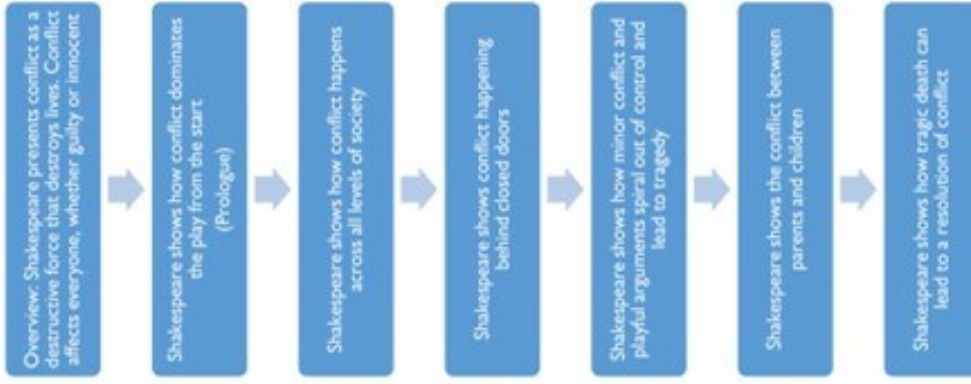
Characters

When you study a text you need to know who the characters are and how to spell their names. Look/Cover/Write/Check

Character	Description
Romeo	Son of Montagues Friend of Benvolio and Mercutio Falls in love with Juliet
Juliet	Daughter of Capulets Tybalt's cousin Falls in love with Romeo
Mercutio	Part of the Prince's family. Friend to Romeo Killed by Tybalt
Tybalt	Juliet's cousin Always looking for a fight Killed by Romeo
Benvolio	Romeo's friend Peacemaker and trusted by most people
Nurse	Juliet's nurse and companion
Friar Lawrence	Marries Romeo and Juliet Tries to help them
Paris	A nobleman with an arranged marriage to Juliet
Montague	Head of the Montague family. Romeo's father
Capulet	Head of the Capulet family. Juliet's father
Lady Montague	Romeo's mother
Lady Capulet	Juliet's mother
Prince Escalus	Prince of Verona Tries to keep the peace

Conflict in 6 Stepping Stones

You need to understand and have evidence for the different aspects of conflict in the play



Food

Year 8 Food Preparation & Nutrition

Core knowledge and understanding (things I need to know)

I must be able to talk about the following areas with confidence:

- Have an understanding of the Eatwell Guide
- Understand the role of nutrients and where to find them
- Food preparation and cooking techniques used in practical lessons
- Understand how to modify and adapt recipes



Know your keywords—can you SPELL and define them?

Nutrients / source / function / dietary goals / carbohydrates / protein / fibre / vitamins / minerals / fat / water / deficiency / Eatwell guide / portion control / roux / blended / reduced / star profile / creaming method / presentation

Nutrient	Function
Carbohydrates are macronutrients.	The main function is to provide energy to the body. Complex = long lasting energy Simple = short burst of energy

https://www.youtube.com/results?search_query=watch%3F%3DpByM12M1n3A

Proteins are macronutrients.

They are used by the body for **growth, repair** and maintenance of **muscle and tissue**.

LBV = contain some but not all 9 essential amino acids

HBV = contain all 9 essential amino acids

<https://www.youtube.com/watch?v=nqvg7MeZpc>

Vitamins and Minerals are micronutrients

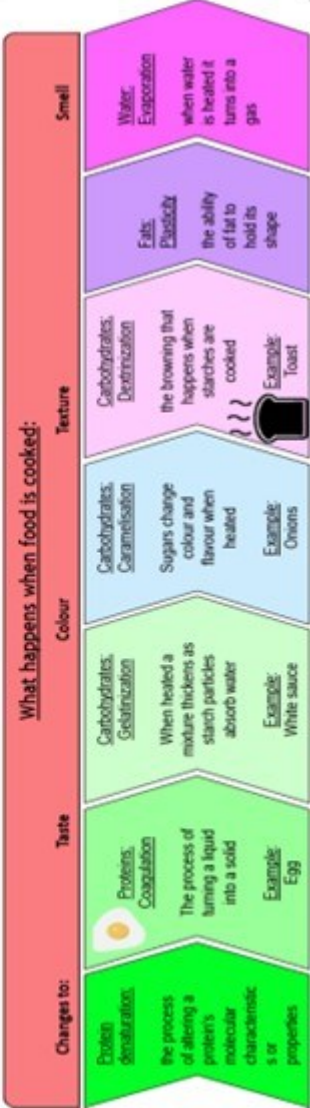
They have a wide range of health benefits.

https://www.youtube.com/results?search_query=watch%3F%3DK5pW7rpMTQw

What's in your food?



Skills	Techniques
Knife skills	Bridge, claw, peel, slice, dice even pieces.
Prepare fruit and veg	Scissor snip, grate, peel, segment, de-skin, de-seed, shape, garnish, enzymic browning.
Prepare combine and shape	Roll, wrap mix, coat, layer, shape and bind wet mix.
Select and adjust cooking process	Length, time.
Weigh and measure	Accurate, liquid & solid.
Preparation of ingredients and equipment	Grease or oil, line, flour.
Use of equipment	Hand whisk, food processor, piping bag, kettle, other.
Water based methods of using hob	Boiling, steaming, simmering.
Using the oven	Baking.
Making sauces	Blended, roux, all-in-one, infused, reduction eg. Pasta sauce/ curry sauce
Set a mixture using heat (coagulation)	Protein set eg. Quiche/ choux pastry.
Use of raising agent	Egg, yeast, chemical raising agent eg. SR flour/ baking powder.
Making a dough	Shortening, gluten formation, fermentation eg. Bread, pastry.
Shaping and finishing a dough	Roll out eg. Pastry, line a flan tin, proving, resting, glazing & finishing eg. Calzone/quiche/
Test for readiness.	Finger & poke test, visual colour check, sound.
Sensory qualities.	How to taste & season. Sensory analysis



French

Module 1 -

Télé, cinéma et temps libre (TV, cinema and free time)

Un jeu télévisé – a game show
 Un dessin animé – a cartoon
 Un documentaire – a documentary
 Un feuilleton - a soap opera
 Une comédie – a comedy
 Une série – a serie
 Une série policière – a police serie
 Une émission musicale – a music programme
 Une émission de sport – a sports programme
 Une émission de science-fiction – a science-fiction programme
 Une émission de télé réalité – a reality TV programme
 Les informations – the news

a Interesting **b** Exciting **c** Funny **d** Good

e Not bad **f** Boring **g** Awful **h** Rubbish.

i intéressant **j** passionnant **k** marrant **l** nul

m affreux **n** ennuyeux

Use the phrase
C'était ... (it was ...)
 to give your opinion
 about something you
 did or saw.
Example:
 J'ai regardé
 Coronation Street
 hier. C'était affreux.

Samedi - Saturday
 Dimanche - Sunday
 Matin - morning
 Après-midi - afternoon
 Soir - evening
 Une/deux fois par semaine – once/twice a week
 Souvent - often
 Rarement - rarely
 De temps en temps – from time to time
 Tous les weekends – every weekend

Je pense que – I think that
 J'adore – I love
 J'aime – I like
 Je préfère – I prefer
 Je n'aime pas – I do not like
 Je déteste – I hate
 Ma passion – my passion
 Parce que - because
 Mais - but
 Cependant - however

-er verbs like **jouer** (to play)
 change their ending like this in
 the present tense:

je joue I play
 tu joues you play
 il/elle joue he/she plays
 on joue we play

The **-e** and **-es** endings are silent.

Expo-langue ▶ Grammaire 3.11

With some verbs you use **être** to form
 the past tense, not **avoir**.

je suis allé(e)
 tu es allé(e)
 il/elle est allé(e), on est allé(s)/e(s)
 nous sommes allé(e)s
 vous êtes allé(e)s
 ils/elles sont allé(e)s

Other verbs which also take **être**:
arriver (to arrive)
partir (to go/leave)
rentrer (to go back/return)
rester (to stay)
sortir (to go out/leave)

Infinitive	Present tense	Past tense
Aider - to help	J'aide	J'ai aidé
Casser - to break	Je casse	J'ai cassé
Décider - to decide	Je décide	J'ai décidé
Ecouter - to listen	J'écoute	J'ai écouté
Jouer - to play	Je joue	J'ai joué
Inviter - to invite	J'invite	J'ai invité
Manger - to eat	Je mange	J'ai mangé
Regarder - to watch	Je regarde	J'ai regardé
Téléphone - to ring	Je téléphone	J'ai téléphoné
Travailler - to work	Je travaille	J'ai travaillé

Infinitive	Present tense	Past Tense
Aller - to go	Je vais	Je suis allé(é)
Arriver - to arrive	J'arrive	Je suis arrivé
Faire - to do	Je fais	J'ai fait
Lire - to read	Je lis	J'ai lu
Partir - to leave	Je pars	Je suis parti
Prendre - to take	Je prends	J'ai pris
Rentrer - to return	Je rentre	Je suis rentré
Rester - to stay	Je reste	J'ai resté
Voir - to see	Je vois	J'ai vu

The verb **aller** (to go) is irregular in
 the present tense.

je vais I go
 tu vas you go
 il/elle va he/she goes
 on va we go

The 24-hour clock
 quatorze heures 14h00
 seize heures quinze 16h15
 dix-sept heures trente 17h30
 vingt heures quarante-cinq 20h45

French

Module 2- Manger, boire et la vie saine (Eating, drinking & a healthy lifestyle)

Le poulet - chicken
 Le jambon – ham
 Le thon - tuna
 Le poisson - fish
 Le fromage - cheese
 Les saucisses - sausages
 La viande - meat
 Les pâtes - pasta
 La salade - salad
 Les frites - chips
 Des petits pois - peas
 La soupe à l'oignon – onion soup
 Les haricots verts – green beans
 Les raisins - grapes
 L'eau - water
 Le fromage – cheese
 Le beurre – butter
 Les beignets – doughnuts
 Les fraises – strawberries
 Les crêpes - pancakes
 La viande - meat
 Les légumes - vegetables
 Les crudités – raw chopped vegetables
 Les pêches – peaches
 Les œufs - eggs
 Le thé – tea
 Les produits laitiers – dairy products
 Les yaourts - yoghurts

Les entrées - starter
 Le plat principal – main meal/dish
 Les desserts - desserts
 Les boissons - drinks
 Le petit déjeuner - breakfast
 Déjeuner - lunch
 Dîner – dinner
 L'addition – the bill

Je pense que - I think that
 A mon avis – In my opinion
 J'aime – I like
 J'aime surtout – I like especially
 J'aime beaucoup – I like a lot
 Je ne n'aime pas – I do not like
 parce que - because
 C'est – it is
 Sain - healthy
 Fantastique - fantastic
 Délicieux - delicious
 Bon - good
 Bon pour la santé – good for your health
 Mauvais pour la santé – bad for your health

une/deux fois par semaine once/twice a week
 souvent often
 rarement rarely
 de temps en temps from time to time
 tous les week-ends every weekend

Use de after containers and quantities:

un kilo de pêches
 cinq cents grammes de fromage
 une bouteille de fanta

Je joue au	Je fais de la	Je fais de l'
Foot	Yoga	Equitation
Rugby	Danse	Escalade
Tennis	Natation	

Infinitive	Present tense	Past tense	Future tense
Manger – to eat	Je mange	J'ai mangé	Je vais manger
Jouer – to play	Je joue	J'ai joué	Je vais jouer
Préparer – to prepare	Je prépare	J'ai préparé	Je vais préparer

Infinitive	Present tense	Past tense	Future tense
Boire - to drink	Je bois	J'ai bu	Je vais boire
Faire – to do	Je fais	J'ai fait	Je vais faire
Aller – to go	Je vais	Je suis allé(e)	Je vais aller

Il faut can be used with any infinitive.
 It means *you must* (or *it is necessary to*).
 It only exists in the **il** form:
 Il faut acheter = You must buy
 Il faut inviter = You must invite

When you are saying what you like, don't like and prefer, the definite article **le, la** or **les** must always be used:

Example:

J'aime le poisson = I like fish
 Je n'aime pas les fruits = I don't like fruit
 Je préfère le pain = I prefer bread

	masculin	féminin	pluriel
the	le	la	les
some	du (de l')	de la (de l')	des

In English we don't always use it, but in French *some* is always put in:
 Je bois **du** thé = I drink (some) tea
 Je mange **des** céréales = I eat (some) cereal
 but:
 Je mange **un** croissant = I eat a croissant

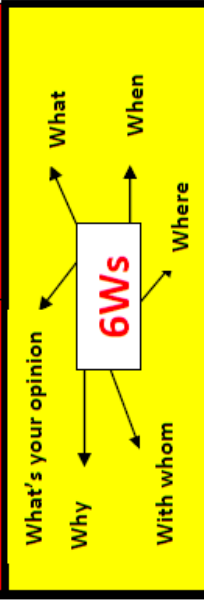
French

Travel and Tourism		Module 3 – Les Vacances (Holidays)			
☺ TIME PHRASES	PAST		PRESENT		FUTURE
	L'année dernière Il y a 5 ans Au mois de juillet L'été dernier En 2021	Last year 5 years ago In July Last summer In 2021	Normalement D'habitude Chaque année De temps en temps	Normally Usually Each year From time to time	L'année prochaine Dans 10 ans Juillet prochain L'été prochain En 2023
TRAVEL	J'ai voyagé en voiture J'ai voyagé en avion Nous avons voyagé en bateau J'ai pris le train Nous avons décidé de voyager en vélo Je suis allé en car Le trajet était trop long Le voyage était ennuyeux Le train était en retard	I travelled by car I travelled by plane We travelled by plane I took the train We've decided to travel by bike I went by coach The journey was too long The journey was boring The train was late	Je voyage Je prends Je vais Nous voyageons Je préfère voyager en train parce que c'est... plus facile très vite moins cher Mon père conduit	I travel I take I go We travel I prefer to travel by train because it is... easier very fast less expensive My dad drives	J'll travel I'm going to travel We're going to travel We'll go since it's... cheap better for the environment it'll be cheaper My mum hates flying My mum will buy the tickets
ACCOMMODATION	Nous avons logé J'ai logé Nous sommes restés Je suis resté Nous avons réservé Nous avons décidé de rester Il y avait une piscine Ma chambre était énorme Il y avait un balcon La télévision ne marchait pas Il y avait trop de bruit Les serveurs étaient impolis	We lodged I lodged We stayed I stayed We reserved We decided to stay There was a swimming pool My room was enormous They was a balcony The TV wasn't working There was too much noise The waiters were rude	Nous logeons Nous restons Je loge Je reste Nous passons les vacances Nous réservons Une chambre avec balcon pour trois personnes avec une douche avec une vue sur la mer il n'y a rien à faire	We lodge We stay I lodge I stay We spend the holidays We reserve a room with a balcony for 3 people with a shower with a sea view there is nothing to do	I'm going to lodge I'm going to stay We are going to lodge We are going to stay We will stay We'll spend the holidays There will be a good restaurant a fitness suite a heated pool The hotel is by the beach There'll be lots to do
ACTIVITES	J'ai joué au foot J'ai acheté des cadeaux J'ai fait du vélo J'ai pris beaucoup de photos Je me suis bronzé Je suis allé aux musées J'ai mangé dans un café J'ai nagé dans la mer	I play football I bought presents I cycled I took lots of photos I sunbathed I went to museums I ate in a café I swam in the sea	Je joue au volley J'achète des souvenirs Je fais des promenades Je prends des photos Je me bronze Je vais au cinéma Je mange des glaces Je nage dans la piscine	I play volleyball I buy souvenirs I go walking I take photos I sunbathe I go to the cinema I eat ice-creams I swim in the pool	I'm going to visit monuments I'm going to relax I'm going to ski I'm going to shop I going to go to the pool I'm going to play golf We're going to eat We're going to swim

Sur la photo il y a Ils sont en train de manger Le paysage est très joli	= In the photo there is = They are eating = The scenery is very pretty
C'est une photo d'une famille sur la plage Sur la photo on peut voir les montagnes La photo est prise au bord de la mer	= It's a photo of a family on the beach = In the photo you can see the mountains = The photo is taken by the seaside

French

WEATHER	Il faisait (très) froid Il pleuvait tous les jours Il y avait du soleil Il neigait Il y avait du vent Il y avait des orages	Il fait chaud Il pleut beaucoup Il y a beaucoup de soleil Il neige tous les jours Il y a du vent Il ne pleut jamais	It's hot It rains a lot It's really sunny It snows everyday It's windy It never rains It is... my favourite country fantastic interesting varied I love going there because... The hotel is near the beach There's lots to see You can... visit the historic sites see the mountains hire bikes do water skiing try the food	Il fera chaud Il y aura du soleil Il n'y aura pas de vent Il neigera Il y aura du brouillard J'espère qu'il ne pleuvra pas Ce sera... vraiment amusant un peu ennuyeux Il y aura beaucoup à faire Je m'amuserai Je pourrai... L'hôtel aura un mini-bar	It'll be hot It'll be sunny It won't be windy It'll snow It'll be foggy I hope it won't rain It'll be... really fun a bit boring There'll be lots to do I'll have fun I'll be able to... The hotel will have a mini-bar
OPINIONS	<p>Il fait chaud Il pleut beaucoup Il y a beaucoup de soleil Il neige tous les jours Il y a du vent Il ne pleut jamais</p> <p>C'est... mon pays préféré fantastique intéressant varié</p> <p>J'adore y aller parce que... L'hôtel est près de la plage Il y a beaucoup de chose à voir On peut.... visiter les sites historiques voir les montagnes louer des vélos faire du ski nautique essayer la nourriture</p>	<p>Il fait chaud Il pleut beaucoup Il y a beaucoup de soleil Il neige tous les jours Il y a du vent Il ne pleut jamais</p> <p>C'est... mon pays préféré fantastique intéressant varié</p> <p>J'adore y aller parce que... L'hôtel est près de la plage Il y a beaucoup de chose à voir On peut.... visiter les sites historiques voir les montagnes louer des vélos faire du ski nautique essayer la nourriture</p>	<p>It's hot It rains a lot It's really sunny It snows everyday It's windy It never rains It is... my favourite country fantastic interesting varied I love going there because... The hotel is near the beach There's lots to see You can... visit the historic sites see the mountains hire bikes do water skiing try the food</p>	<p>Il fera chaud Il y aura du soleil Il n'y aura pas de vent Il neigera Il y aura du brouillard J'espère qu'il ne pleuvra pas Ce sera... vraiment amusant un peu ennuyeux Il y aura beaucoup à faire Je m'amuserai Je pourrai... L'hôtel aura un mini-bar</p>	<p>It'll be hot It'll be sunny It won't be windy It'll snow It'll be foggy I hope it won't rain It'll be... really fun a bit boring There'll be lots to do I'll have fun I'll be able to... The hotel will have a mini-bar</p>



<p>Where ?</p> <p>en France en Espagne en Grèce en Turquie en Italie en Allemagne au Portugal au Floride aux Etats-Unis à Paris à Londres</p> <p>nord sud est ouest nord-est dans le nord au nord</p> <p>près de à dix kilomètres de à cinq minutes de</p> <p>to / in France to / in Spain to / in Greece to / in Turkey to / in Italy to / in Germany to / in Portugal to Florida to / in the USA to / in Paris to / in London</p> <p>north south east west north-east in the north to the north</p> <p>near 10 km away 5 mins from</p> <p>by the sea in town in the country at the seaside in the mountains</p>	<p>Transport</p> <p>en avion en moto en voiture en autobus en bateau en car en ferry en vélo à pied</p> <p>by plane by motorbike by car by bus by boat by coach by ferry by bike on foot</p>	<p>Who with ?</p> <p>avec mon oncle ma famille ma tante mon père mon copain ma mère ma copine mon frère ma soeur ma classe</p> <p>with my uncle my family my aunt my dad my friend my mum my friend my brother my sister my class</p>
---	--	---



<p>Ne... pas not</p> <p>Accommodation dans un grand hôtel = in a large hotel dans une caravane = in a caravan dans un site = in a holiday home</p> <p>Opinions J'adore J'aime beaucoup J'aime J'aime assez Je n'aime pas beaucoup Je n'aime pas Je déteste Je préfère Je préférerais A mon avis Pour moi Je crois que Je trouve que Je dois admettre que</p> <p>ne....rien never dans un camping chez ma grand-mère dans une auberge de jeunesse = a youth hostel</p> <p>J'ai adoré J'ai aimé J'ai aimé assez Je n'ai pas aimé beaucoup Je n'ai pas aimé J'ai détesté J'ai préféré Je voudrais Je pense que J'ai pensé que J'ai cru que J'ai trouvé que J'estime que</p>	<p>I love I like a lot I like I quite like I don't like much I don't like I hate I prefer I would prefer In my opinion For me I believe that I find that I must admit that</p>	<p>I loved I liked a lot I liked I quite liked I didn't like much I didn't like I hated I preferred I would like I think that I thought that I believed that I found that I reckon that</p>
<p>Refer to the past, present and future Use time expressions</p> <p>because because of in short however</p>	<p>Include opinions Give details (6WS)</p> <p>si comme puisque donc</p>	<p>Explain your opinions Refer to other people</p> <p>mais et quand surtout</p>



French

Module 4 – L'argent de poche (Pocket Money)

Un appareil photo – a camera
 Un portable – a mobile phone
 Un ordinateur – a computer
 De l'argent - money
 Des bonbons - sweets
 Des chocolats - chocolates
 Des magazines - magazines
 Des cadeaux - presents
 Du maquillage - makeup
 Des vêtements - clothes
 Des DVDs - DVDs
 Des baskets - trainers

J'économise pour – I am saving for
 Je reçois £10 par mois – I receive £10 a month
 J'ai besoin de – I need
 Je voudrais acheter – I would like to buy
 Je n'achète jamais – I never buy

Infinitive	Present tense	Past tense
Acheter – to buy	J'achète	J'ai acheté
Economiser – to save	J'économise	J'ai économisé
Vouloir – to want	Je voudrais	J'ai voulu

Ne ... jamais means *never*
 Je n'achète **jamais** de vêtements
 = I never buy clothes

Expo-langue ▶ Grammaire 4.7

J'ai besoin de ... means *I need*
 J'ai besoin de vêtements = I need clothes

Plus cher que – more expensive than
 Plus grand que – bigger than
 Moins grand que – smaller than
 Le meilleur cadeau – the best gift
 Complicqué(e) – complicated
 Démodé(e) – old fashioned
 Facile à utiliser – easy to use
 Difficile à utiliser – difficult to use
 Pratique - practical
 Utile - useful
 Élégant(e) – elegant
 Démodé – old fashioned
 Amusant(e) - amusing
 Cher(chère) - expensive
 C'est génial – it's great
 C'est trop cher! – It is too expensive!
 Ce n'est pas mal – It is not too bad
 C'est nul! – It is rubbish!

Faire le repassage – to do the ironing
 Faire du jardinage / travailler dans le jardin – do the gardening
 Préparer le repas / faire la cuisine – prepare the meal/do the cooking
 Promener le chien – walk the dog
 Pendre le linge – collect the wash
 Sortir / vider la poubelle – take out/empty the bin
 Emmener ma petite sœur à l'école – take my little sister to school
 Faire les lits – make the beds
 Passer l'aspirateur - Hoover
 Ranger ma chambre – tidy my bedroom
 Vider le lave-vaisselle – empty the dish washer
 Faire la lessive – do the wash
 Faire la poussière / faire le ménage – dust/do the housework

Que fais-tu pour gagner de l'argent de poche? – what do you do to earn pocket money?
 Je fais du babysitting - I do babysitting
 Je m'occupe de mon petit frère - I look after my little brother
 J'ai un job dans un fast-food - I have a job in a fast food restaurant
 Je range ma chambre - I tidy my room
 Je lave des voitures - I wash cars
 Je fais la vaisselle - I do the dishes
 J'aide mes parents - I help my parents
 Je ne fais rien - I don't do anything

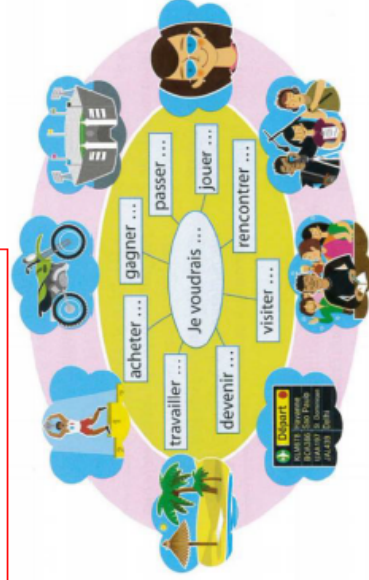
Expo-langue ▶ Grammaire 2.4

Comparative adjectives (comparatifs)

plus cher que = more expensive than
 moins cher que = less expensive than

Superlative adjectives (superlatifs)

le plus petit téléphone = the smallest phone
 le cadeau le plus cher = the most expensive present
 le meilleur cadeau = the best present



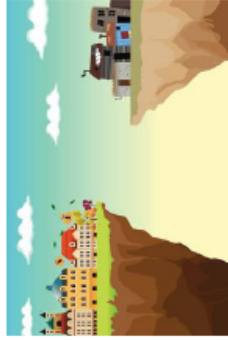
devenir = to become

... au foot pour mon club.
 ... sur un film.
 ... beaucoup de pays exotiques.
 ... l'été sur la plage.
 ... mon héros.
 ... une moto.
 ... célèbre.
 ... une compétition.

French

Module 5 – Les Problèmes mondiaux (Global issues)

Il faut – you have to
 Il ne faut pas – you must not
 Le réchauffement climatique - global warming
 Le verre - glass
 Le papier - paper
 Les boîtes de conserve - tins
 Les transports en commun - Public transport
 Gaspiller - to waste
 Eviter - to avoid
 Recycler le papier - Recycle paper
 Les boîtes en metal - tins
 Les emballages – packaging
 L'énergie solaire – solar energy
 Les légumes – vegetables
 Le chauffage central – central heating
 La poubelle – the bin
 Le liquide vaisselle – washing up liquid
 Economiser l'énergie - to save energy
 Les produits bio - organic products
 Un bain - a bath
 Un achat - purchase



Infinitive	Present tense	Past tense
Acheter – to buy	J'achète	J'ai acheté
Aller – to go	Je vais	Je suis allé(e)
Donner – to give	Je donne	J'ai donné
Economiser – to save	J'économise	J'ai économisé
Eviter – to avoid	J'évite	J'ai évité
Faire – to do	Je fais	J'ai fait
Jeter – to throw	Je jete	J'ai jeté
Offrir – to offer	J'offre	J'ai offert
Prendre – to take	Je prends	J'ai pris
Recycler – to recycle	Je recycle	J'ai recyclé
Utiliser – to use	J'utilise	J'ai utilisé

On devrait – we should
 On pourrait – we could
 On ne devrait pas - we should not
 On peut - we can

D'après moi/À mon avis/Selon moi

protéger l'environnement c'est...
 assez important
 quite important
 très important
 very important
 utile
 Useful
 notre devoir
 Our duty

il ne faut pas
 gaspiller l'énergie
 Waste energy
 gaspiller l'eau
 Waste water

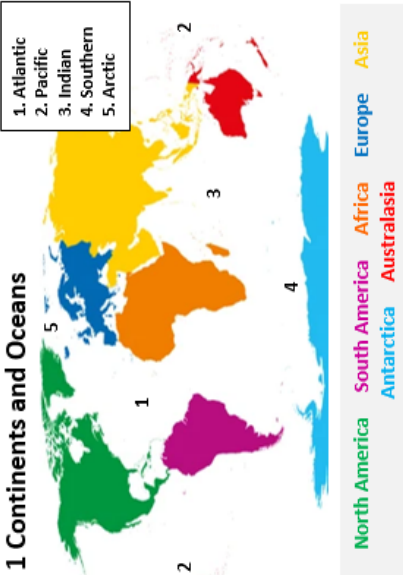
car...
 chacun doit se sentir responsable
 Everyone must feel responsible
 c'est notre devoir de citoyen
 It is our role as a citizen
Il faut penser à la nouvelle génération
 You have to think about the next generation

il faut...
 économiser l'eau
 Save up water
 économiser l'énergie
 Save up energy

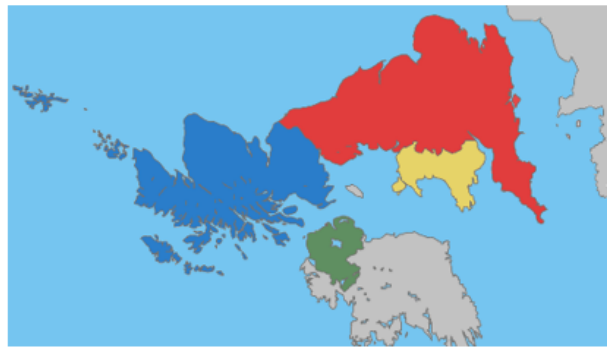


Geography

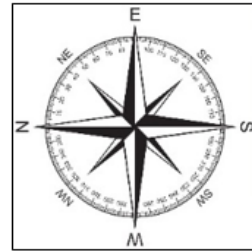
1 Continents and Oceans



2 Countries of the UK



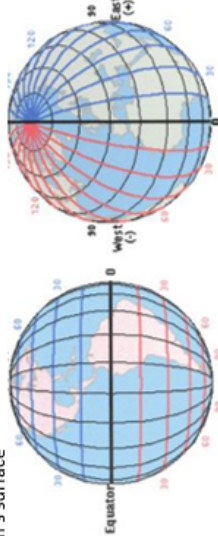
3 Direction



Year 7 & 8 Map Skills

4 Latitude and Longitude

A system of imaginary lines which allow us to locate a position on the Earth's surface

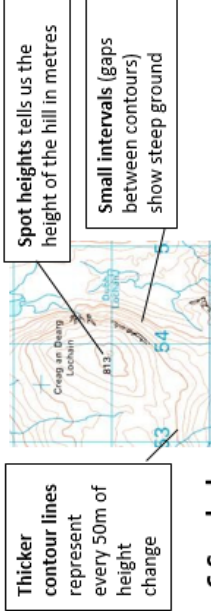


Lines of latitude run horizontally around the Earth and are measured from the Equator

Lines of longitude run vertically around the Earth and are measured from the Prime Meridian

5 Contours

Orange-brown contour lines on maps tell us about relief. Every contour interval on the map represents 10m of height change in real life



6 Symbols

Viewpoint	Caravan site	Windfarm	Nature reserve	A30	Church (with tower)	Coniferous woodland
Campsite	Parking	Church (with steeple)	Deciduous woodland	Footpath	Golf course	PO
Train station	Bus station	Solar farm	Railway line	Bridge	Picnic site	Lighthouse

7 Grid References

A system of imaginary lines which allow us to locate something on a map. You always read the numbers off along the x-axis and then up the y-axis - along the corridor and up the stairs!

4-figure grid references find the bottom-left corner of a square. In this example, the grid reference is 26, 80



6-figure grid references allow us to locate a place or feature inside a square. We have to imagine each square is divided into 100 smaller squares. In this example, the grid reference is 326, 825

8 Scale



On Ordnance Survey maps, one blue grid square represents 1 kilometre squared in real life

Geography

Year 8 – Who rules the world?

1. Our Shrinking World- what is GLOBALISATION?

The process whereby places and people from around the world become increasingly **interconnected** (linked to each other) and **interdependent** (rely on each other).

Social:

- Tourism/travel
- Social media networks- Instagram, Tik Tok, snapchat
- Online communication- Zoom, Face Time, Skype, Microsoft Teams
- Global release of movies and TV shows e.g. Hollywood, Disney Plus, Netflix

Economic:

- Products/goods manufactured all over the world and shipped all over the world
- Large companies (TNC's) trading globally via container ship

Switched on places are actively involved in activities relating to globalisation e.g. global trade of goods, tourism, social media, film and television.

Whereas, **switched off places** are disconnected from globalisation.

2. HOW HAS APPLE HELPED TO ACCELERATE (SPEED UP) GLOBALISATION?



APPLE is a TNC (large international company) that is based in California in the **USA** but sources the components for their devices from all over the world and manufactures their devices mainly in China. This helps to accelerate globalisation by increasing global interconnections and interdependence. It has also helped to make China the **economically** powerful nation that it is today.

3. WHAT IS A SUPERPOWER?

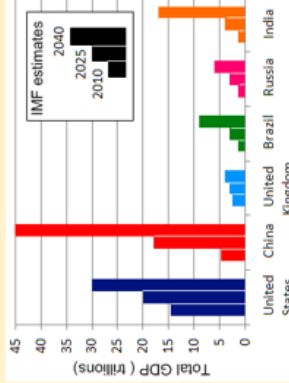
- Population size
- Military strength
- Wealth (**GDP**)
- Cultural influence (media, TV, food, history etc.)
- Natural resource availability
- Diplomacy + trade (relationships with other countries)
- Physical geography (e.g. mountains, deserts, accessible ports for trade)

Some factors have **greater importance** than others. E.g. **Wealth (GDP)** is an 'underlying' factor that affects other factors, e.g. military strength.

4. WHAT WILL THE FUTURE BALANCE OF POWER LOOK LIKE?



- 40+% of World population
- 20+% global GDP



5. HOW IS CHINA GAINING AND MAINTAINING ITS POWER?

The South-China Sea. China is building islands there so that they can lay claim to the sea and gain more wealth and power. This is because it is a very valuable location:

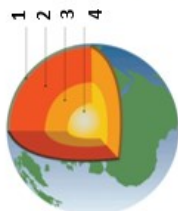
- Major shipping route
- Large fish stocks
- Large oil and gas reserves

Key Terms	Definitions
Economic power	A country that commands power because it has a lot of money to invest.
Emerging power	A country which is becoming more and more powerful according to the criteria in box 3 eg. BRIC
Military power	A country that is powerful because it has large armies and many weapons.
Superpower	A very powerful and influential country – that meets the majority of the criteria in box 3.
Transnational Corporation (TNC)	A transnational corporation is a large company that operates all over the world. Usually with their headquarters in a HIC or emerging country and their manufacturing in an LIC or emerging country. E.g. Apple, Nike, Samsung
Uni-Polar world system	Where most of the world region's economic, social, cultural aspects are influenced by a single state/country. This is currently the case as the USA is the dominant power.
Bi-Polar world system	A system of world order in which the majority of global economic, military and cultural influence is held between two states/countries e.g. China and USA
Multi-Polar world system	Power is distributed at least among three significant countries/regions e.g. China, USA, EU
Contested space	A location that is being fought over due to its value. Gaining control of these valuable locations could make a country more powerful e.g. South China Sea

Geography

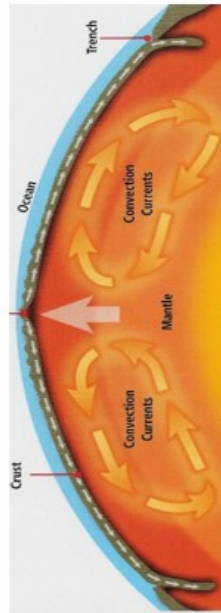
Year 8 Tectonics

1. Structure of the Earth

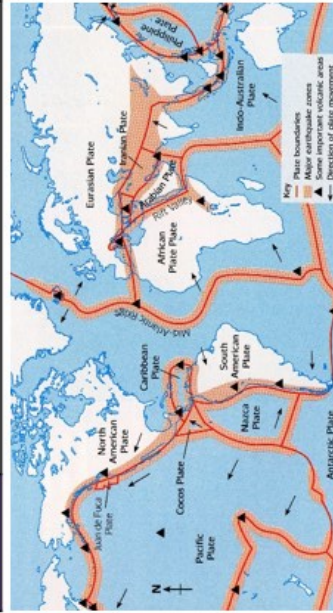


1	Crust	solid, layers of rock, 50-50km thick
2	Mantle	viscous, magma, 2,900km thick, 1,000-3,700°C
3	Outer core	liquid, metals (iron and nickel), 2,300km, 4,500°C
4	Inner core	solid, metals (iron and nickel), 1,220km, 6,000°C

2. Convection Currents and Continental Drift

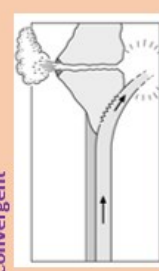


Convection currents	Circular movement of magma within the mantle – heating and rising, cooling and falling
Continental drift	The movement, over millions of years, of tectonic plates across the Earth's surface



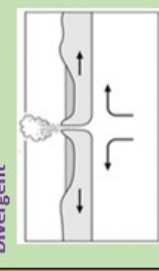
3. Plate Boundaries

Convergent



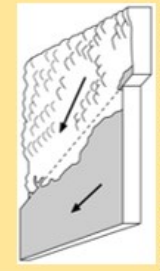
- oceanic plate forced underneath continental plate (**subduction**)
- powerful earthquakes and volcanic eruptions

Divergent



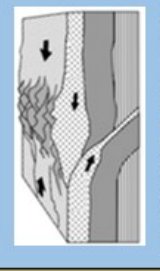
- oceanic plates moving apart
- gentle earthquakes and volcanic eruptions

Conservative



- two plates moving alongside each other
- powerful earthquakes, no volcanoes

Collision



- continental plates moving towards one another
- powerful earthquakes and fold mountains

Case studies: Haiti earthquake (2010), New Zealand earthquake (2011), Japan tsunami (2011)

5. Vulnerability

Level of development - whether a country is an HIC/LIC

Quality of infrastructure - how strong buildings are

Why are some places more vulnerable (at risk of/exposed to) to the impacts of earthquakes and tsunamis?

Preparation and Response - what management is in place to protect people and property

Population Density - how many people are living in an area

6. Impacts

	Haiti (2010) LIC	New Zealand (2011) HIC	Japan (2011)
No. of deaths	250,000	185	18,000
No. of injured	300,000	2,000	6,000
No. of homeless	1.5 million	10,000	450,000
Economic damage	\$11 billion	\$8 billion	\$220 billion




4. Formation: Earthquakes and Tsunamis

Friction builds up at a rupture (sticking point) between two tectonic plates (plate boundary)

The plates slip past one another, releasing pressure as seismic waves

These waves carry energy from the earthquake's focus, causing the ground to shake – an earthquake

If this occurs underwater, the seabed is forced upwards and water is displaced, causing a tsunami to form

7. Management (Japan 2011)



coastal defences

Reflect wave energy out to sea

Destroyed in many places



early warning system

Allowed time to evacuate

Too many false alarms



building design

Effective against tsunami

Destroyed by earthquake

Geography

Year 8 RIVERS

1. Geology of the UK

North West - Mountainous, hard geology / igneous and metamorphic rock eg granite. Colder, wetter and windier.



South East - Lowland, softer geology / sedimentary rock eg sandstone, clays. Warmer and drier.

2. Drainage Basin

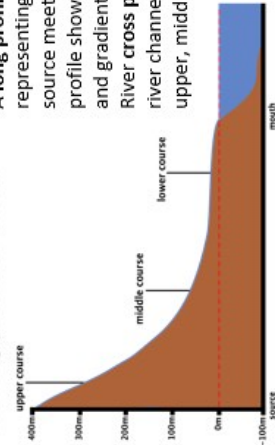
A drainage basin is the area of land around the river that is drained by the river and its tributaries.



Source - where a river meets the sea point at which all river or stream where the river

Watershed - the area of high land forming the edge of a river basin

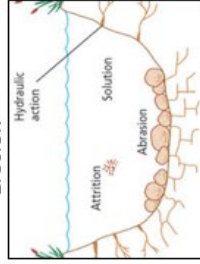
The long profile of a river



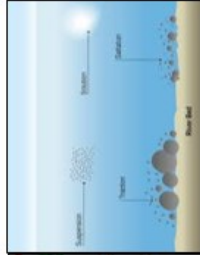
3. Long profiles
A long profile is a line representing the river from its source meets the sea. It is a side-profile showing how the height and gradient of the land changes. River cross profiles show how the river channel itself changes in the upper, middle and lower courses.

3. River Processes

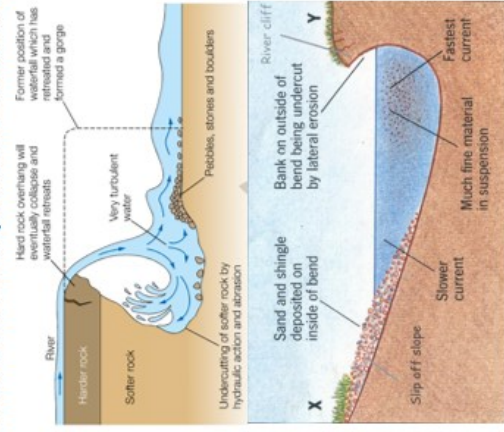
Erosion



Transport

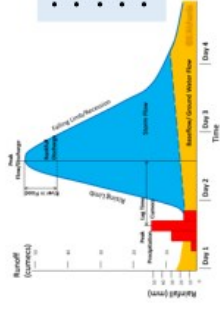


4. River Landforms (Waterfalls + Meanders)

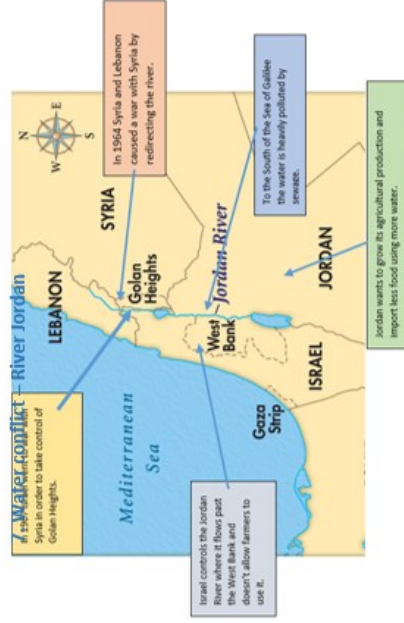


Key Term	Definition
Water scarcity	Occurs where there lack of availability of water, or lack of access
Erosion	Wearing away of sediment in river banks and beds
Deposition	The dropping of sediment when the river loses energy

6. Hydrographs and factors affecting flooding



- Deforestation
- Increased urbanisation
- Impermeable geology
- Steep relief
- Prolonged rainfall



8. River management – Aral Sea

Two rivers that fed Aral Sea diverted by Soviet Union for rice and cotton production

The sea's water level has decreased by 60% since 1960

Poverty, environmental and health issues

Kok-Aral dam built using funding from the World Bank used to build a dam at the sea's northernmost tip

Geography

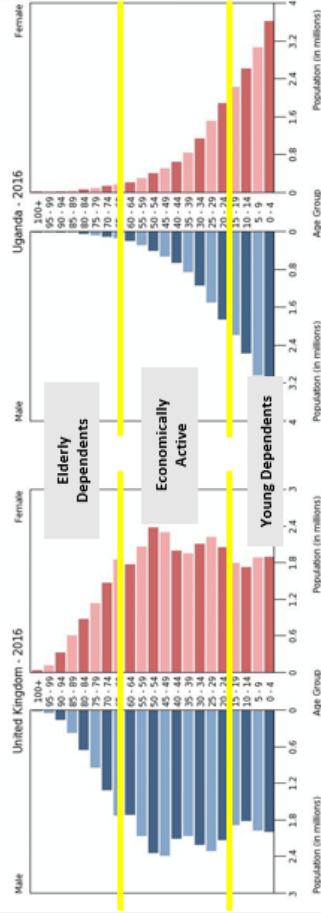
1 How can we measure development:

Indicators are used to measure how developed a country is eg Life Expectancy and GDP per capita

Year 8 Development

Knowledge Organiser

2. Population Pyramids show the age distribution for the population in a country.



4. Uganda has improved a great deal in recent years.



However, there are still some key barriers to development.

- Diseases like HIV/AIDS has resulted in 970, 000 orphans
- Unfair trade including tariffs (the taxes paid to imports goods into a country)
- An over reliance on primary products / commodities eg coffee, bananas.

Development	is change that results in the improvement in peoples' standard of living and quality of life.
Development gap	is the widening difference in development between richer and poorer countries.
Human Development Index	is a composite measure of development which includes life expectancy, education and income per capita measures of development.
Crude birth rate	number of Births per 1000 people
Crude Death rate	number of deaths per 1000 people
Life expectancy	the average age people live to
Infant mortality	the number of children dying before their 1 st birthday per 1000 births
Fertility per woman	the average number of a woman has in that country
GDP per capita	the total value of goods and services produced by a country per year divided by its total population
Appropriate Technology	Affordable, Easily maintained, Good for the environment Examples include Water Aid hand pump, hippo barrel and biogas plants

Very low birth rate.

Low death rate.

Longer life expectancy.

Higher dependency ratio.

High birth rate.

High death rate.

Short life expectancy.

Rapid fall in each upward age group due to high DR.

3. The groups more vulnerable to poverty and exploitation are:

- Women eg Afghanistan
- Children eg victims of child marriage
- Urban poor
- Culturally vulnerable e.g. Caste system in India

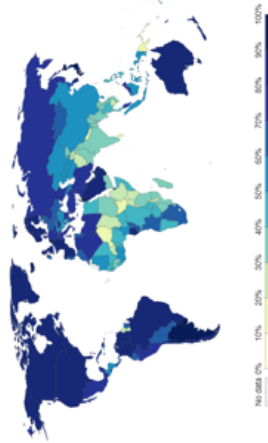
Geography

Year 8 Urbanisation

1. DEFINITION and global pattern of urban areas

Urbanisation is the increasing percentage of people who live in towns and cities. The number and size of urban areas is increasing across the globe

Share of people living in urban areas, 2017



2. The distribution of megacities and reasons for their growth

The World's Megacities Are Set for Major Growth

Population growth of the world's top 15 megacities (millions, 2017-2025)



PUSH FACTORS

- few services
- lack of job opportunities
- unhappy life
- poor transport links
- natural disasters
- walls
- shortage of food

PULL FACTORS

- access to services
- better job opportunities
- more entertainment facilities
- better transport links
- improved living conditions
- hope for a better way of life
- family links

3. Problems in LC megacities such as Lagos in Nigeria

Water shortages



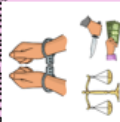
Traffic congestion and pollution



Mega-slum growth



Rising crime and drug use



4. Evaluating solutions aimed at lessening the impact of urbanisation in Lagos, Nigeria



Project aims

Find solutions to flooding, water shortages/contamination and poor waste management, disease. A floating school was constructed as a prototype for further developments.

Successes

- 95,000 people supplied with improved water sources
- 280 extra classrooms built in slums
- 7 out of 10 Health facilities constructed, renovated and/or equipped
- The floating school was built with a sustainable design

Failures

- But 15 water facilities still don't work properly
- But 450 were promised
- Leaving 3/10 not completed
- Sadly, the floating school collapsed after heavy rainfall

Urbanisation key terms

Informal settlement

Is the term used for settlements such as shanty towns and slums that are built without formal planning and without formal materials

Megacity

Is a city with a minimum population of 10 million people

Pull factors

Are factors that lead to people choosing to leave rural areas

Push factors

are factors that attract people to migrate to cities to live

Rural-Urban Migration

Is the movement of people within a country from rural areas (countryside) to urban areas (cities)

5. Problems in HIC megacities such as New York, USA

Poverty



Racial tensions



Housing costs



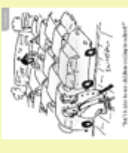
Air and water pollution




Rising population




Traffic congestion




Graduation Group



Greek Mythology



Chaos
In the beginning there was chaos and then...



THE PRIMORDIAL DIETIES

The first Order	THE PRIMORDIAL DIETIES											
Gaia	Mother Earth	Sky	Darkness	Light	Night	Day	Oceans	Underworld	Mountains			
Ouranos/Uranus	★											
Erebus												
Aether												
Nix												
Hemera												
Pontus												
Tartarus												
Ourea												
Demi God Heracles' Labours	1	2	3	4	5	6	7	8	9	10	11	12

Mount Olympus is the home of the third order THE OLYMPIANS



The Second Order THE TITANS

MOTHER GAIA	FATHER OURANOS
Oceanus Sea and water	Hyperion Light
Coeus Wisdom	Crius Constellations
Iapetus Life and death	Mnemosyne Memory
Themis Law and order	Phoebe Intellect
Theia Sun	Tethys Fresh water
Rhea Fertility	Cronus Universe

Olympian	God of	Weapon	Power	Sacred animal
Zeus ★	sky	Thunder	Weather	Eagle
Poseidon	Oceans	Trident	Water	Horse
Hades	Underworld	Helmet	Gemstones	Serpent
Hera	Marriage	X	Intelligence	Peacock
Athena	Strategy	Spear & Shield	Invention	Owl
Ares	War	Chariot	Combat	Vulture
Hermes	Messages	Staff	Thievery	Tortoise
Aphrodite	Love	Girdle	Desire	Dove
Demeter	Agriculture	Famine	Harvest	Pig
Apollo	Music	Bow and arrow	Sun	Python
Artemis	Hunting	Bow and arrow	Perfect aim	Stag
Hephaestus	Fire	Hammer	Iron work	Donkey
Hestia	Hearth	Shape shift	Home life	Donkey
Dionysus	Wine	Strength	Insanity	Panther

Graduation Group



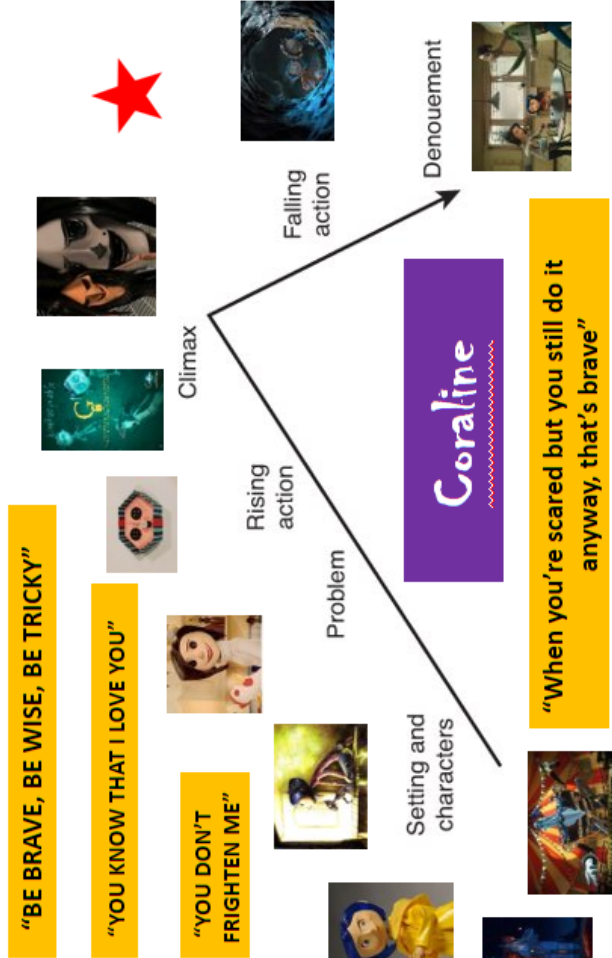
Neil Gaiman was born in England and now lives in America. He has written many highly acclaimed books for both children and adults. Several of his books have been made into films. He began writing Coraline for his oldest daughter Holly in 1987. He did not return to the story until 1992, so he ended up completing it for his younger daughter Maddie. The title of the book came from a typing error of the name Caroline. The book was made into a film by Henry Selick in 2009, it has been acclaimed as a cult classic and the first childrens fantasy horror film.

We will consider

- Narrative plotting
- Creating mood and expectation
- Development of key ideas
- How tension is created through sentence and paragraph structure
- Reader reaction
- Exploring parallels between the real and the other world
- Writing a synopsis of a chapter
- Keeping a reading clue log
- Reading comprehension
- Memory of chronological events
- Comparing book to film
- Writing your own creative story about The Other Mother's Hand

The Other Mother's Hand

- Too-many tapping, clicking, scurrying feet
- Reaching, clutching and snatching
- Five footed crimson nailed
- The colour of bone
- A rat with an extra leg
- Running crab like



Graduation Group

Peristalsis

Bolus

Digestion

Glucose
Amino Acids
Fatty Acids

Bread
Meat
Margarine

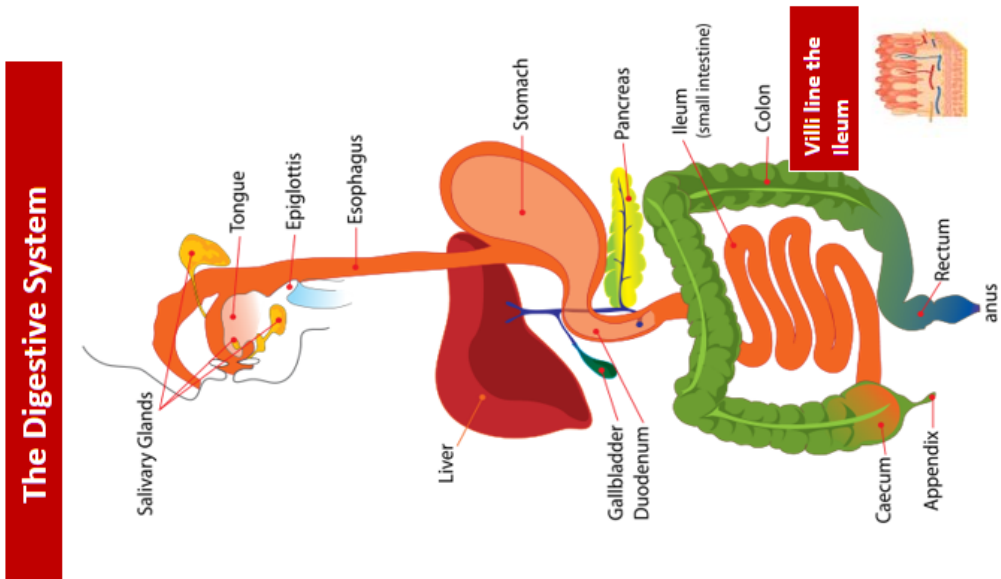
The average digestion system processes 1 -- 2.7 Kg of food per day

The Gastrointestinal tract is 30-40m2!

It takes 30 to 40 hours to complete the digestion journey

Chewing and SALIVA turns food into a BOLUS
The GASTROINTESTINAL TRACT processes the food.
PERISTALSIS transports the food to the STOMACH
The PANCREAS, GALL BLADDER and LIVER break down the food.
ENZYMES, HORMONES, NERVES and BLOOD, break down, modulate and deliver the food.
The bolus becomes CHYME in the SMALL INTESTINE
BLOOD transports and feeds the body, tissues and organs
The LARGE INTESTINE drains any fluid away to form a STOOL.
The MESENTERY supports and keeps all of the digestive organs in place.
The RECTUM stores the stool and then it exits via the ANUS

Organ	Purpose
Tongue	Helps chew/taste buds
Salivary Glands	Produce 1.5 litres per day
Oesophagus	25cm tube/Peristalsis
Stomach	Muscular walls pound the bolus
Liver	Detoxifies and synthesizes
Gall Bladder	Stores bile before it is released
Pancreas	Bile and aids digestion
Mesentery	Supports digestive organs
Small Intestine	Absorption into the body
Duodenum	Top of small intestine
Large Intestine	Drains out fluid
Jejunum Ileum	Sections of small intestine
Villi	Maximises molecule absorption
Rectum	Stores stool
Anus	Exit from body

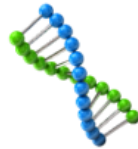


Graduation Group

Evolution



Scientists still do not know what the first life form was nor how it came to be!



DNA carries **GENETIC INFORMATION**

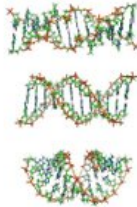
Reproduction **DUPLICATES** DNA

Information is **CODED** in to DNA

When a copy of DNA is made **ERRORS** may occur

DNA modifies and changes it **MUTATES**

Variations in DNA cause **EVOLUTION**



Scientists believe we may have all evolved from an ancient shrew like creature.

GENETICS
A combination

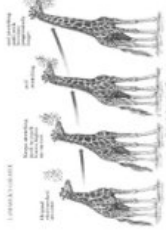
CHEMISTRY
of these support

PALEONTOLOGY
the theory

MATHS
of evolution

“Evolution can be explained as any change in the heritable traits within a population across many generations”

Natural Selection



Natural selection is

A process of random changes selected by nature

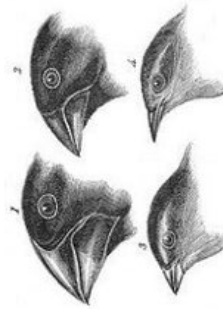
CHARLES DARWIN GALAPAGOS ISLANDS STUDY

★ **DNA mutation** changed the finch population. Long beaked finches ate worms and **survived**, short beaked finches cracked nuts and seeds and **survived**.

1 The finch population was blown off course to the Galapagos Islands.

2 They thrived because there were few **predators**, no **parasites**, the perfect **climate** and plenty of **food**.

3 This caused an **overpopulation** that led to a lack of food supplies (**FAMINE**) this meant there was **competition** for food



1. *Geospiza magnirostris*
2. *Geospiza fortis*
3. *Geospiza parvula*
4. *Certhidea olivacea*
Finches from Galapagos Archipelago

Four different lines of evidence support the theory of Natural Selection

Comparative anatomy



Embryology



Fossil Records



DNA Molecules



Graduation Group

Writing Frame

Paragraph 1 Introduction: A brief outline of Mary Anning's life (picture of her)

- Date of birth and where she was born (map)
- How many brothers and sisters she had (remember she was the oldest!)
- What her education was like

Paragraph 2 What was her hobby? What did she find? What did she open?

- What did her family do on the Jurassic coast?
- What did she find and in what year? (Pictures of the fossils)
- Why was it possible to make money from these things?
- What other types of animal did she find
- When she made enough money she opened a what?

Paragraph 3 Why was she so unusual for a woman of that time?

- Foremother of Palaeontology, explain what this is.
- Science was mainly for very well educated men
- She was an expert
- Her work was exhibited in the Natural History museum
- She made a living from her discoveries

Paragraph 4 Conclusion: She was famous! (include the Tongue Twister)

- What couldn't a woman do at this time?(vote, hold a position of office)
- Explain how amazing Mary Anning was.
- She came from a poor background (abject poverty)
- She came from a large family (10 children)
- She received little education (scant education)
- A famous tongue twister was written about her which we still learn about today
- She was an expert in Palaeontology
- Her findings were before Charles Darwin started writing about his theory of evolution

Mary Anning 21 May 1799 - 9 March 1847

She sells seashells on the sea shore
The shells she sells are seashells, I'm sure
So if she sells seashells on the seashore
Then I'm sure she sells seashore shells

Ichthyosaur 1811
Plesiosaurus 1823
Pterosaurs 1828
Squaloraja 1829



Lyme Regis in West Dorset

Jurassic Coastline

Blue Lias Cliffs

Palaeontologist

Anning's Fossil Depot

History

SLAVERY—Memory Organiser

1765	Granville Sharp begins legal challenges to the British slave trade with the case of Jonathan Strong.
1783	133 Africans are thrown overboard alive from the slave ship Zong so that the owners can claim compensation money from their insurance company.
1786	Thomas Clarkson's 'An Essay on Slavery and Commerce of the Human Species' is published.
1787	'Thoughts and Sentiments on the Evil and Wicked Traffic of the Slavery and Commerce of the Human Species' by Ottobah Cuganao is published.
1788	Petitions flood into Parliament demanding an end to the slave trade.
1789	'The Interesting Narrative of Olaudah Equiano' or 'Gustavas Vassa the African' is published.
1790	Wilberforce's first Abolition Bill is rejected by Parliament.
1791	Thousands of pamphlets were printed which encouraged people to boycott sugar produced by slaves. Estimates suggest some 300,000 people abandoned sugar, with sales dropping by a third to a half.
1791	Rebellion by enslaved people in St Domingue triggers the Haitian Revolution, led by Toussaint L'Ouverture .
1792	Over 20,000 out of 75,000 people in Manchester signed another petition, huge meetings were also held.
1795	Second Maroon War in Jamaica; Fodon's Rebellion in Grenada.
1797	12 opponents of slavery formed a group to fight for abolition; William Wilberforce was the best known of them.
1802	West India Dock opens in the Port of London, initially dealing solely with the produce from the West Indies.
1804	St Domingue declared the Republic of Haiti, the first independent .
1807	The Act to Abolish the Transatlantic Slave Trade is passed in Parliament.
1814	1.5 million people signed petitions demanding a complete end to slavery; more than signed the famous Chartist petitions of the 1840's.
1833	Slavery Abolition Act is passed in Parliament, taking effect in 1834. This act gives all enslaved people in the Caribbean their freedom although some other British territories have to wait longer.

Key terms	Definition
Transatlantic slave trade	Forced movement of around 12 to 15 million Africans across the Atlantic to the America's and West Indies. It occurred between the 16th to 19th centuries
Colony	An area of land settled by and under the control of people from another country
Plantation	A large farm or estate where one main crop is grown
Abolitionist	Someone who campaigns for something to be banned or stopped

Key term

Globalisation*:
The world becoming more interconnected.

The shipping of slaves from West Africa to the Americas was one part of what is known as the trade triangle. Figure 4.6 shows how this system operated.

As so often in history, things were actually more complex than they first appear. The slave trade was just one part of a much larger, complex system: a system of international trade and a part of the process of globalisation*.

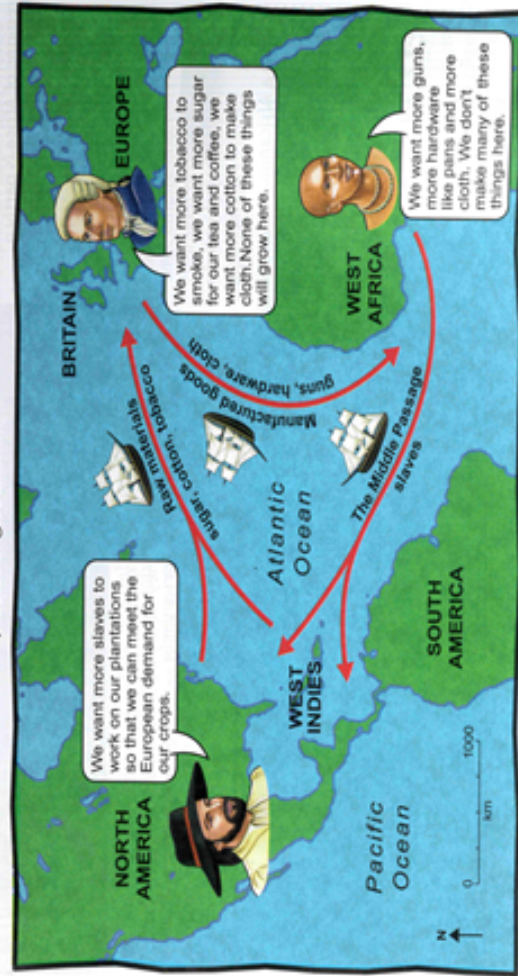


Figure 4.6: A map showing the operation of the transatlantic trade triangle. You can see what each region demanded and what was transported on each of the routes across the Atlantic.

History

Why did it take so long for women to get the vote?

1832	Great Reform Act – A few more men are allowed to vote
1867	Reform Act: Some Working Class men get the vote
1884	Reform Act – Even more men get the vote
1897	National Union of Women's Suffrage Societies – formed. Leader Millicent Fawcett
1903	Women's Social and Political Union is formed by Emmeline Pankhurst
1908	Up to half a million attend a mass rally in London. Window smashing begins.
1909	Marian Wallace becomes the first to go on Hunger Strike . Force feeding starts.
1913	Bomb and arson campaigns. Lloyd – George's house is bombed. "Cat and Mouse Act" – prisoners on hunger strike can be released temporarily. Militant Suffragette Emily Davison dies 4 days after the Derby, and becomes a martyr for the movement.
1914	The First World War – begins. Militant activity suspended as Suffragettes help the war effort.
1914 - 1918	During the war women are employed in roles and take on jobs which had previously not been open to them or which had been seen as jobs for men.
1918	The Representation of the People Act is passed. Some women over the age of 30 are given the vote

Why does voting even matter?

Voting gives you a chance to have a say in the running of the country. You get to choose who you would like to be in Government. If you can't vote, then politicians take your opinions less seriously as you can do nothing to help them get into power. That is why the right to vote is so important.

If someone else has the right to vote and you don't, then they are more important in society than you are. So men having the vote and women not having the vote suggested that society thought men were more important than women. That is why it was so important for women to get the vote – it was a big step towards equality with men.

	Key terms
Suffrage	The right to vote in political elections
Suffragist	A person who believes women should have the right to vote
Suffragette	A woman who was a supporter of the WSPU
WSPU	The "Militant" women's suffrage organisation
Militant	Willing to use violent or confrontational methods to achieve a cause
Propaganda	Publication of resources designed to encourage a particular response
Enfranchisement	To be granted the right to vote.
Martyr	A person who sacrifices their life for a cause.



Emily Davison was hit by a horse at the **1914** Derby

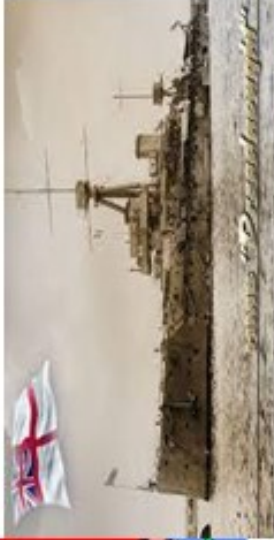
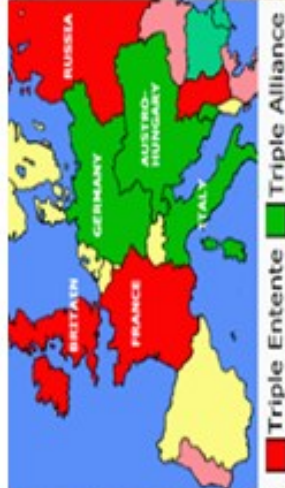


History

The First World War— Knowledge Organiser

Causes:

1. Empire
2. Alliances
3. Arms Race



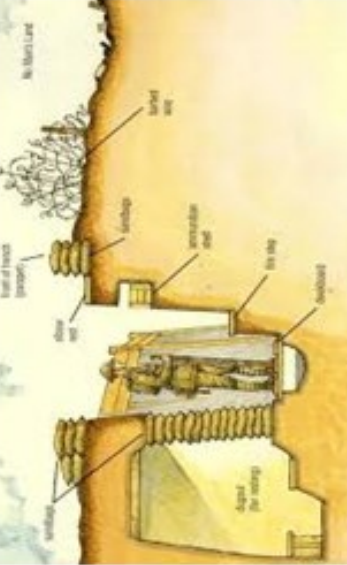
The 'Spark'

1. Archduke Ferdinand shot dead.
2. Germany urged Austrian revenge.
3. Russia supported Serbia.
4. Germany declared war on Russia
5. Britain and France supported Russia



Key learning points:



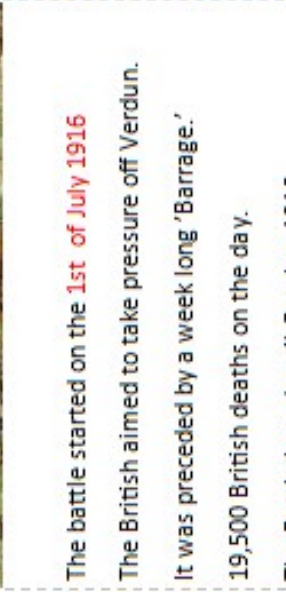

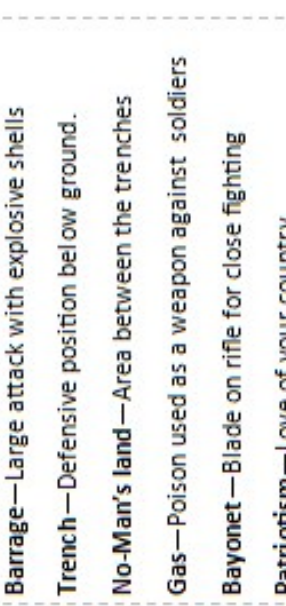
1. How has the war been remembered?
2. Why did the world go to war in 1914?
3. Why did soldiers fight in Trenches?



The nature of Trench Warfare:

1. The Schlieffen Plan failed to win Germany the War.
2. A front 400 miles long emerged across Europe dividing the two Alliances.
3. Soldiers 'dug in' to protect themselves from shell fire and machine guns.
4. Developments such as tanks, gas and the 'creeping barrage' were introduced to break the 'Stalemate.'

History

<p><u>Timeline</u></p>	<p><u>The Somme—Case Study</u></p>	<p><u>Unit Gateway Language</u></p>
<p>June 1914 —Arch-Duke Ferdinand killed. July 1914— Austria declares war. August 1914 —Major powers join the war September 1914 —Battle of the Marne April 1915 —Second Battle of Ypres April 1915 —Gallipoli Landings Feb 1916—Battle of Verdun begins May 1916 —Sea battle at Jutland July 1916 —Battle of the Somme begins Nov 1916 —Battle of the Somme ends April 1917 —USA enters the war August 1917 – 3rd Battle of Ypres Nov 1917 —Battle of Cambrai Nov 1918 —Armistice—War Ends</p>	 <p>The battle started on the 1st of July 1916. The British aimed to take pressure off Verdun. It was preceded by a week long 'Barrage.' 19,500 British deaths on the day. The Battle lasted until October 1916</p> <p>Key learning points</p> <p>Can the Somme be seen as a success for the British? In what ways can it be seen as a failure? Why did soldiers keep fighting?</p>	<p>Assassination — Planned murder Schlieffen Plan —Germany's attack plan in 1914 Artillery — Large guns which fired 'shells' Shells — Explosive charges fired by large guns Shrapnel — Deadly fragments of shells Barrage — Large attack with explosive shells Trench — Defensive position below ground. No-Man's land — Area between the trenches Gas — Poison used as a weapon against soldiers Bayonet — Blade on rifle for close fighting Patriotism — Love of your country Casualty — Someone killed or wounded Armistice — The agreement to end fighting</p>
	 	

Knowledge Organiser: Rise of Hitler and the Holocaust

Timeline — Adolf Hitler's rise to power

July 1914—Hitler joins the German Army at the outbreak of the First World War. He earned the Iron Cross for bravery.

November 1918—Germany surrendered and the war was over. Hitler was in hospital after being badly gassed.



June 1919—The German government sign the Treaty of Versailles, accepting full blame for the war.

September 1919—Hitler joins the German Worker's Party (later to become the Nazi Party).

July 1921—Hitler becomes leader of the Nazi Party.

November 1923—The Munich Putsch: The Nazis attempt (and fail) to overthrow the government.

February 1924—Hitler is imprisoned in Landsberg prison for his role in the Putsch. He writes his book 'Mein Kampf'.

May 1928—The Nazis gain 12 seats in the Reichstag elections.

October 1929—The Wall Street Crash causes the Great Depression.

September 1930—Unemployment reaches 3 million. The Nazis gain 106 seats in the Reichstag elections.

April 1932—Hitler is runner-up in the Presidential election with 13.4 million votes.

July 1932—Unemployment reaches 6 million. The Nazis gain 230 seats in the Reichstag elections.

January 1933—Hitler is appointed Chancellor of Germany.

Adolf Hitler: Why did people vote for him?



- He was a war hero, not a politician—he earned the Iron Cross during WW1 for bravery.
- Hitler won people with his charisma and entertaining speeches—he was very persuasive.
- He had solutions to fix all of Germany's problems, e.g. jobs for the unemployed, ignoring the Treaty of Versailles.
- He made people angry/afraid of all other groups, e.g. Communists, Jews, politicians, foreign countries.
- German people were unsure about democracy—they were used to strong leaders who made decisions quickly.

Persecution of the Jews: How was Hitler able to get away with it?



Nazi propaganda built up a hatred of the Jewish race, using film, magazines, newspaper and radio. Many people believed it to be true.

Many Germans profited when Hitler removed Jews from positions of authority. The Nazis confiscated Jewish belongings and gave them to selected people.

Most Germans had real faith in Hitler's policies therefore, although they had some idea what was happening to the Jews, they did not question it.

People were scared — anyone who dared to question the treatment of Jews could lose their homes, be imprisoned, even tortured or killed.

History

Step By Step: How did Hitler Get Into Power?

TREATY OF VERSAILLES

Germany had to accept full blame for starting WW1. Army was limited to 100,000 men and six battleships. Had to pay £6,600 million in reparations.

How do you think the German people felt about this?

HYPERINFLATION

To pay the reparations, the German government began printing money.

This led to the German currency becoming worthless and the price of goods increased massively.

Lots of people lost their jobs, homes, savings and pensions—why was this good for Hitler?

FEAR OF COMMUNISM

The weak German government led to the rise of Communism—radical workers who wanted to get rid of the class system and improve pay and living conditions.

The middle/upper-class were afraid that Communists would take their jobs/money.

What did Hitler promise to do if in charge?

HITLER'S PERSONALITY AND SPEECHES

Hitler was a superb public speaker—he was able to engage crowds and persuade people that his ideas were brilliant.

Hitler used his speeches to convince people that he was the answer to all of Germany's problems. What problems were there?

THE GREAT DEPRESSION

By 1929 Hitler had a lot of support but not enough to win any elections—most people still found him too extreme.

The 1929 Wall Street Crash led to massive economic problems in Germany and millions of people lost their jobs. How could Hitler use this to his advantage?



Key Words

Reparations—the money that Germany had to pay for all the damage caused during WW1.

Hyperinflation—when the price of goods increased massively in Germany in the early 1920s.



Communists—an extreme group of workers who wanted to get rid of the class system and improve working conditions and wages for themselves.

Putsch—the German word for revolution (the Nazis had a failed putsch in 1923).

Mein Kampf—the name of Hitler's book (it means 'My Struggle'). He used it to spread ideas and gain support.

Reichstag—the name of the German government building (like the House of Commons).



Wall Street Crash—in 1929 the US economy 'crashed'. This badly affected Germany because they relied on American money to help pay reparations.

Chancellor—the second most powerful man in Germany, he runs the country and only answers to the President.



Anti-Semitism—racism aimed at Jews because of the fact they are Jewish.

Persecution—the horrific treatment of a group of people.

Music

Music: Year 8 - Unit 1 - Band Project

Ensemble	A group of musicians playing/singing together
Chord	Two or more notes played at the same time
Triad	A chord consisting of three notes
Semitone	A half tone/ a half step e.g. C-C#
Major	Sounds happy. For a major chord count 4 semitones then 3 semitones
Minor	Sounds sad. For a minor chord count 3 semitones then 4 semitones
Intro	The start of a song
Verse	Part of a song, music stays the same but the lyrics change
Pre-chorus	Part of a song, heard before the chorus
Chorus	The catchy part of the song, music and lyrics always the same
Bridge	The joining section of a song, often uses different musical ideas
Outro/coda	The end of a song
Lead sheet	Music which has the chords and lyrics on
Structure	The overall plan of the music – the different sections and how they fit together

Keyboard

C Major - indicated by C chord symbol



C minor - indicated by Cm chord symbol

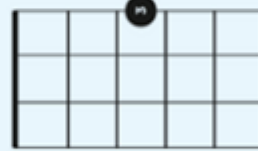


Ukulele

The lines going down are the strings of the ukulele

The lines across are the frets (metal bars) of the ukulele

The dot shows you where to put your finger and which finger to use



Lead Sheet

I got this feeling inside my bones

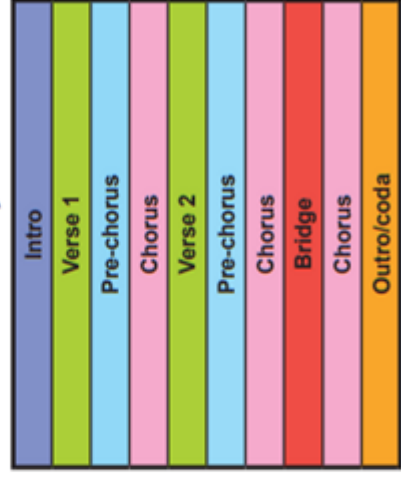
It goes electric wavy when I turn it on

All through my city, all through my home

We're flying up, no ceiling, when we're in our zone




Example of a Song Structure



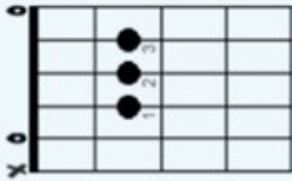
Music: Year 8 - Unit 1 - Band Project

Guitar




The lines going down are the strings of the guitar
 The lines across are the frets (metal bars) of the guitar
 The dots shows you where to put your finger and the numbers tell you which fingers to use
 The X means do not strum that particular string
 The O means open string (no fingers)


A MAJ02




Bass Guitar



Bass guitar tab is written so that the bottom line of the staff corresponds to the string closest to you and the top line is the string closest to the floor. The numbers tell you which fret to put your finger on e.g. 3 is the third fret. You then pluck the string that your finger is on – don't strum all the strings at once!



Drum Kit



Example of a Rock Beat

Play each part of the drum kit where you see an X

	1	&	2	&	3	&	4	&
Hi-Hat	X	X	X	X	X	X	X	X
Snare			X				X	
Kick	X				X			

Music

Music: Year 8 - Unit 2 - Film Music

Tempo - The speed of the music and the speed changes

Lento	Slow
Adagio	Leisurely
Moderato	Moderate
Allegro	Fast
Vivace	Lively
Accelerando	Gradually getting faster
Ritardando	Gradually getting slower

Dynamics - The volume of the music and the volume changes

Italian Term	Symbol	English translation
Fortissimo	<i>ff</i>	Very loud
Forte	<i>f</i>	Loud
Mezzo forte	<i>mf</i>	Moderately loud
Mezzo piano	<i>mp</i>	Moderately quiet
Piano	<i>p</i>	Quiet
Pianissimo	<i>pp</i>	Very quiet
Crescendo	<i><</i>	Gradually get louder
Diminuendo	<i>></i>	Gradually get quieter

Sonority - Instrumentation

Woodwind: Piccolo, Flute, Clarinet, Oboe, Bassoon, Saxophone, Recorder.

Percussion: Maracas, Triangle, Snare Drum, Tom-tom, Conga, Bongo, Cymbal, Maracas, Inceon, Bass Drum, Gong.

Brass: Trumpet, Trombone, French Horn, Tuba.

Keyboard Instruments: Celeste, Pipe Organ, Digital Piano, Piano, Accordion, Harpsichord.

Strings: Violin, Viola, Cello, Double Bass, Guitar, Harp.

Leitmotif	A recurring musical idea which represents a person, place or object
Ostinato	A short repeating pattern
Sequence	Repeat the rhythm and change the pitch
Imitation	Copying of an idea
Pedal	A long sustained, or repeated, note normally low, against which harmonies change
Pizzicato	A string playing technique - plucking the string (not using a bow)
Glissando	A continuous slide, ascending or descending, between two different notes
Click track	A click metronome heard by musicians through headphones as they record
Cue	A part of a film that requires music
Diegetic music	Music which occurs within the film - heard by the characters
Non-diegetic music	Music which occurs outside the film - not heard by the characters
Wickey Mousing/Synch point	When the music fits precisely with a specific part of the action in a film
Underscore	Music played under dialogue or accompanying a scene to help establish mood and atmosphere

Music

Music: Year 8 - Unit 2 - Film Music

Toolbar

Add New Track

Add Marker

Select

Erase

Split

Disable Snap (J)
allows you to drag regions freely

Mute & Solo

Edit Instrument

Must be RED to record

Click here to add Volume (fading in/out) or Panning (left/right) automation

Helpful Keyboard Shortcuts

- Copy - Ctrl + C
- Paste - Ctrl + V
- Select All - Ctrl + A
- Save - Ctrl + S
- Delete - Backspace
- Undo - Ctrl + Z
- Play/Pause - Spacebar
- Position Playhead at the start - Number Pad .
- Record - Number Pad *

Double click on the sound to load the instrument here

The Video Player
(F8) or double click on the video in the video track to enlarge it

Count In
If you can't see this, click on the three dots. Make sure it is activated when recording

Zoom In/Out
Horizontal In (H)
Horizontal Out (G)
Vertical In (Shift + H)
Vertical Out (Shift + G)

The Transport Bar
Stop, Play and Record.

Music: Year 8 - Unit 3 - 12 Bar Blues

Chord	Two or more notes played at the same time
Chord sequence	A pattern, or order, of chords
Major chord	A happy sound. A gap of 4 semitones followed by 3 semitones e.g. A = A, C#, E
Tonic	Chord I (1)
Subdominant	Chord IV (4)
Dominant	Chord V (5)
Turnaround chord/ progression	A chord or chord progression at the end of the 12 bars that leads it back to the beginning of the chord sequence
walking bass	Notes of equal duration which drive the music forward and outline the harmony
Swing / Swing rhythms	Typical rhythm used in blues and jazz. Alternating lengthening and shortening values in a pair to create a triplet feel
Syncopation	Use of off-beat rhythms

12 Bar Blues Chord Progression

E.g. in A: I=A, IV=D, V=E

1 | I | 2 | I | 3 | I | 4 | I | 5 | IV | 6 | IV | 7 | I | 8 | I | 9 | V | 10 | V | 11 | I or V | 12 | A or E

Walking Bass Line in A

Bass Guitar

R. Gtr.

R. Gtr.

Blues Scale in A

R. Gtr.

Electric Guitar

Music

Music: Year 8 - Unit 4 - Ableton Live

Change tempo

Activate - this must be yellow to hear it

Must be RED to record

Solo

The Info View. A really useful box that tells you what your mouse cursor is hovering above

This is the Clip View. This is where you can edit the data within a clip. E.g. Quantise, add or delete notes

Here is where you browse your instruments (devices) and drag them over to the main window

Double click any empty clip slot to load a clip so that you can input MIDI data

This is an example of a clip in a clip slot. A clip contains data (MIDI or Audio) that is played when launched

The Transport Bar: Play, Stop and Record

Click Create to add a new track

The Main Window

Scene Launcher. Click the arrows to launch all the clips in a scene

These are the Return Tracks. This is where you can load effects like reverb and delay

Helpful Keyboard Shortcuts

- Copy - Ctrl + C
- Paste - Ctrl + V
- Duplicate - Ctrl + D
- Save - Ctrl + S
- Delete - Backspace
- Play/Pause - Spacebar
- Quantise - Select notes then press Shift + U

Master Volume

Press the 'b' key to change your cursor to the draw tool to input MIDI data

Click here to edit the clip

Click here to edit the instrument

These are the Send dials. Turn these up to send to your Return Tracks on the right

Metronome (& Count In - click drop down arrow) - make sure they are both activated when recording



Year 8 strike and field - Knowledge Organiser

Key principles of striking and fielding games	
Attacking	Defending
Score points/runs/rounders	Limit scoring opportunities
Placement of shots/hits	Denying/limiting space
Avoid getting out	Get opponents out

Cricket – a bat and ball game, usually 11 aside played on a field with a 20 meter pitch in the middle. There is a wicket on at each end made up of 3 stumps with 2 bails balanced on top. The batting side scores runs by striking the ball and running between the wickets whilst the fielding team tries to get them out and limit the runs scored.

Fielding positions

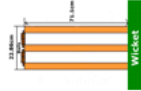


Getting someone out in cricket

- Caught** - caught by a fielder before a bounce
- Bowled** – if a bowler bowls the ball and the ball hits the wicket
- LBW** - if the ball hits the Leg Before Wicket
- Stumped** – if the wicket is hit whilst the batter is out of their crease
- Run out** – same as being stumped
- Hit wicket** – if the batter hits their own wicket whilst playing a shot

Components of fitness

- ✓ Agility – being able to change direction at speed
- ✓ Balance - when hitting, bowling and throwing you need a strong base of balance
- ✓ Coordination – the ability to use 2 or more parts of the body efficiently and accurately
- ✓ Power – combines speed and strength – explosive movements are used when hitting, throwing and jumping to catch a ball
- ✓ Muscular strength – being able to generate power to hit rounders and in cricket 4's and 6's
- ✓ Reaction Time – Respond quickly to the ball when both batting and fielding
- ✓ Muscular endurance – ability of heart and lungs to supply oxygen to the working muscles - having the stamina to continually bat or field throughout the game
- ✓ Speed – sprinting between posts or between the wickets when batting or chase down a ball in the field
- ✓ Flexibility – the amount of movement possible at a joint; to be able to reach for the ball and when bowling have a full range of movement. Good flexibility could reduce risks of injury.



Rounders – a bat and ball game. Batters score by hitting a small ball and running around four bases/posts.

How to score in rounders

- Full rounder** - Hit the ball and run around all 4 bases without stopping and before the next batter.
- Half a rounder** - Hit the ball and run to 2nd base without stopping.
- Half a rounder** - Miss the ball and run around all 4 base without stopping and before the next batter.



Rules of rounders Batters

- Run to side of batting box and do not step out of front of box
- If you hit the ball behind wait at 1st base until ball travels back over backward hit line
- Run around outside of posts/bases
- When waiting at post keep in contact with post and touch 4th base to indicate you are home.
- Bowl between head and knee
- When the bowler has the ball securely in their box batters must wait at the base they are at.
- Get batters out by stumping a base they are running towards or catching them out.

Pitch



Year 8 Athletics- Knowledge Organiser

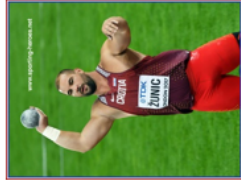
Types of Skills	Explanation
Running events	Starting • Finishing • Posture • Leg action • Arm action • Head carriage
Jumping events	Approach • Synchronisation of arm and leg action • Take off Flight • Landing
Throwing events	Initial stance • Grip • Throwing action • Release phase • Recovery phase/follow through

Rules

Each individual discipline has its own specific set of rules and competitors are expected to abide by these to ensure that the competition is fair.

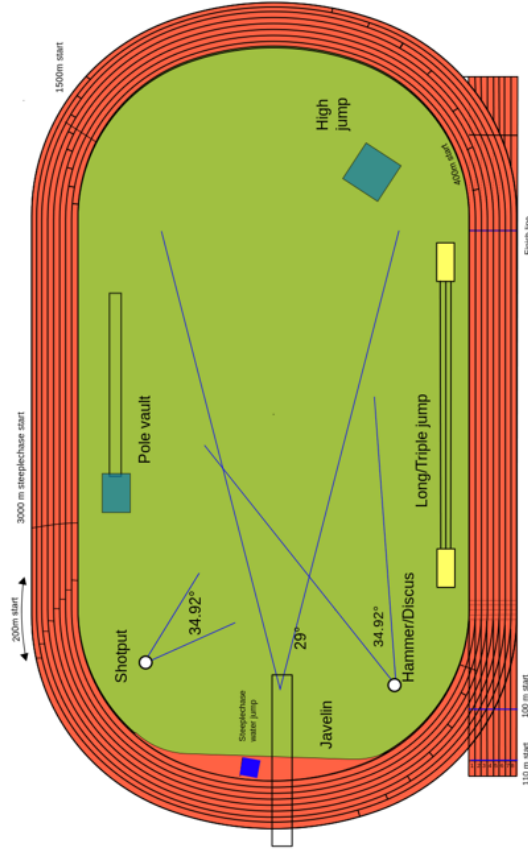
Some athletics events you are likely to cover include the following;

- 100 metres
- 200 metres
- 400 metres
- 800 metres
- 1500 metres
- 4 x 100 metres relay
- High jump
- Long jump
- Shot put
- Discus throw
- Javelin throw



Key words:
ATHLETE: a trained person in sports who takes part in track and field competitions
BATON: a short tube passed from runner to runner in a race
BELL LAP: the final lap in a race
DECATHLON: an athletic event in which competitors take part in ten sports events
FALSE START: an invalid start of a race in which one of the competitors starts too early – before the official signal has been given

How heavy?	Year 7 girls	Year 7 boys	Year 8 girls	Year 8 boys
Shot	2.72kg	3.25kg	3kg	4kg
Discus	1kg	1kg	1kg	1.25kg
Javelin	400g	400g	500g	600g



Year 8 Football Knowledge Organiser

Types of Skills	Explanation
<p>Lofted Pass</p> 	<p>Lean back when striking the ball to create the loft. Attempt to 'slide' foot under the ball.</p>
<p>Crossing</p> 	<p>When in wide positions attempt to cross to teammate in more central position. Variations include a low drilled cross or a higher curved cross.</p>
<p>Header</p> 	<p>Keep your eyes open, jump to head the ball at the highest point. You must use your forehead. Use your neck muscles to push head through the ball in intended direction.</p>

Key Terms

Offside:
A player is considered **offside** if he or she receives the ball while being "beyond" the second last opponent (usually a defender). This does not include the goalkeeper.
SANCTION – Free kick to defending team.

Jockeying:
A technique used to defend in football. This is used by players to stay between the attacker and the intended target. A side on body position is used to direct the attacker in the direction the defender wants them to go.

Transition:
When a team loses possession of the ball when attacking they need to 'transition' to defending. This often results in a short intense period of time to get back in defensive positions to be compact.

Attacking principles:
When attacking a team will look to create space by spreading out and making the pitch as big as possible. The intention is to move the defending team out of position and then exploit the space created.

Tactic variations – Can you demonstrate your knowledge of these in a lesson?



Year 8 Netball - Knowledge Organiser

Types of Skills	Explanation
Marking a player in possession of the ball	Your feet must be at least 3 feet away from the player with the ball. Make yourself as 'big' as possible and stretch so your hands stay close to the ball.
Dodging	Use a change of direction to send a defender in the wrong direction. Then drive out to receive a pass.



It's important to know where each player is allowed on the court.

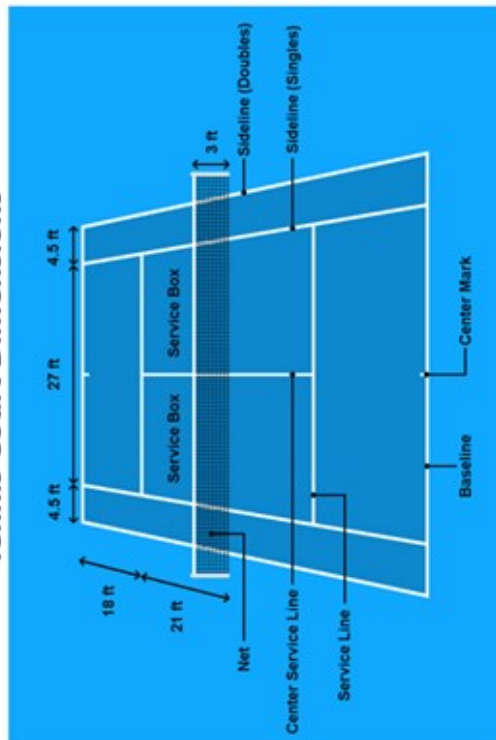


Rule	What is it?	What happens next?
Obstruction	Marking a player closer than 3 feet.	Penalty pass or shot to the opposition
Contact	Contacting another player.	Penalty pass or shot to the opposition
Held ball	Holding the ball for longer than 3 seconds	Free pass to the opposition
Repossession	You cannot catch the ball, drop it and then pick it up again.	Free pass to the opposition
Offside	When a player steps into an area of the court they are not allowed in.	Free pass to the opposition

Year 8 Tennis- Knowledge Organiser

Types of Skills	Explanation
Groundstrokes	This is a shot played after the ball has bounced once.
Forehand	Played on the performers strong side of the body
Backhand	Played on the performers weaker side of the body
Volley	This is a shot played before the ball bounces – usually when the performer is near the net
Serve	A serve is a shot to start a point. A player will hit the ball with a racquet so it will fall into the diagonally opposite service box without being stopped by the net.

Tennis Court Dimensions



Key Words:

- Racket
- Strings
- Grip
- Topspin
- Backspin
- Slice
- Power
- Drop Shot
- Singles
- Doubles



Basic Rules of Play

- A ball must land within bounds for play to continue; if a player hits the ball outside of bounds, this results in the loss of the point for them.
- Players cannot touch the net or posts or cross onto the opponent's side.
- Players cannot hit the ball twice.
- A player that does not return a live ball before it bounces twice loses the point.
- If the ball hits or touches the players, that counts as a penalty.
- Any ball that bounces on the lines of boundary are considered in.
- A serve must bounce first before the receiving player can return it

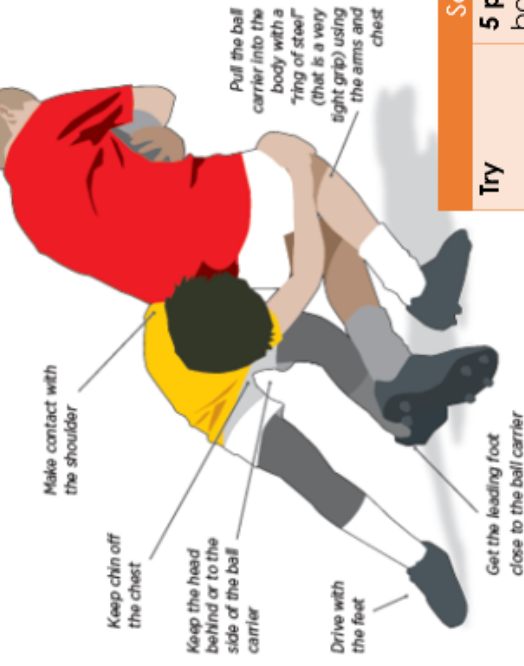
Tennis Scoring System

Number of Points	Corresponding Call
0	Love
1	15
2	30
3	40
4	Game

There are 4 Grand Slam Tennis Tournaments each year



TACKLING



RUGBY
KNOWLEDGE
ORGANISER

Rugby Core Skills	
Passing	The ball must be passed backwards
Running with the ball	Run forwards not backwards
Tackling	See annotated picture
Rucking	A ruck happens when one player from each team are in contact on their feet over the ball. The ball is on the ground
Mauling	A maul happens when the ball carrier is on their feet and one player from each team are bound together

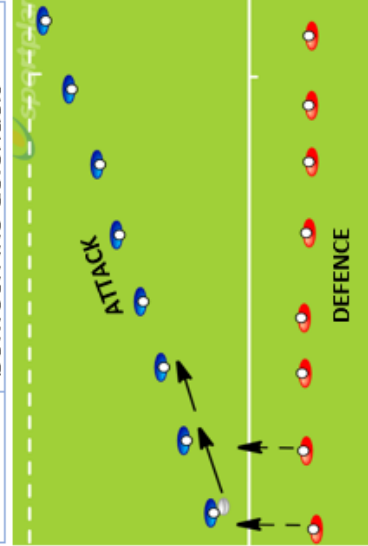


Ruck



Maul














Rugby Defending and attacking	
Defence	Defend as a team in a flat line across the pitch Go forward together towards the attacking team
Attack	Attack as a team in a steep line across the pitch Run forwards at the gaps between the defenders



Scoring In Rugby	
Try	5 points – A player grounds the ball on or behind opponents try line
Conversion	2 points – successful kick at the goal posts taken after a try is scored
Penalty kick	3 points – successful kick at the goal posts after a penalty is awarded
Drop Goal	3 points – successful kick at the goal post during open play



Year 8 1. Drugs

<p>Caffeine</p> <p>Caffeine is a naturally occurring chemical stimulant called <u>trimethylxanthine</u>. Caffeine is in tea, coffee, chocolate, many soft drinks, and pain relievers and other over-the-counter medications.</p> 	<p>Cocaine</p> <p>The hydrochloride salt is usually in a powdered form by the time it makes it to street dealers and users.</p> 	<p>Heroin</p> <p>In its purest form, heroin is a fine white powder. But more often, it is found to be rose gray, brown or black in color.</p> 	<p>Cannabis</p> <p>Soft black resin, furry green leaves dried to look like herbs or hard brown lumps, cannabis can look very different depending on its type – but it all comes from cannabis plants.</p> 	<p>Crack Cocaine</p> <p>Crack cocaine is a purer form of cocaine and looks somewhat like rocks. Most of the time, crack cocaine is off-white in color, but it can have a rosy hue that makes it appear pink.</p> 	<p>Amphetamines</p> <p>It's usually an off-white or pinkish powder and can sometimes look like crystals. It's also available in a paste form which is usually white/grey or brown in colour, and can be damp and gritty.</p> 	<p>Ecstasy</p> <p>Ecstasy comes in pill or powder form. Ecstasy pills can be white, coloured, round, square or pressed into any shape. Some pills have designs stamped into them.</p> 
<p>Alcohol</p> <p>While some drinks have more alcohol than others, the type of alcohol in all alcoholic drinks is the same – it's a type of alcohol called ethanol. Alcohol is a colourless, odourless and inflammable fluid.</p> 	<p>Inhalants</p> <p>The term inhalants refers to the various substances that people typically take only by inhaling. These substances include solvents (liquids that become gas at room temperature), aerosol sprays; gases; nitrites</p> 	<p>Tobacco</p> <p>Tobacco is a plant grown for its leaves, which are dried and fermented before being put in tobacco products. People can smoke, chew, or sniff tobacco</p> 	<p>LSD</p> <p>It is produced in crystal form laboratories, mainly in the United States. These crystals are converted to a liquid for distribution. It is odorless, colorless, and has a slightly bitter taste. LSD is sold on the street in small tablets ("microdots"), capsules or gelatin squares ("window panes"). It is sometimes added to absorbent paper, which is then divided into small squares decorated with designs or cartoon.</p> 	<p>Magic Mushrooms</p> <p>Magic mushrooms are often sold raw or dried. In the UK, the most common types are liberty caps (<u>Panoloybe</u> <u>semilanceata</u>) and fly agaric (<u>Amanita muscaria</u>)</p> 	<p>Steroids</p> <p>Anabolic steroids come in the form of tablets, capsules, a solution for injection and a cream or gel to rub into the skin.</p> 	

Drug

Drugs are chemicals that alter, block, or mimic chemical reactions in the brain. This causes alterations of the body's normal process's causing physical or mental changes.

Medicine

A drug or other preparation for the treatment or prevention of disease.

Year 8

1. Drugs - Effects

Stimulant	Depressant	Hallucinogen	Analgesic	Withdrawal	Addiction												
A drug which cause a person to feel like they have more energy or more awake.	A drug which cause a person to feel calmer or lethargic.	A drug which cause a person to experience sensations that are not really there. This could be visual, auditory or physical.	A drug which reduces the feeling of pain.	a predictable group of signs and symptoms that result from either the sudden removal of, or abrupt decrease in the regular dosage of a drug.	The feeling of needing a drug in order to get through the day.												
Drug	Caffeine	Cocaine	Heroin	Cannabis	Crack Cocaine	Amphetamines	Ecstasy	Alcohol	Inhalants	Tobacco	LSD	Magic Mushrooms	Steroids				
Mental and Emotional Withdrawal Symptoms	<ul style="list-style-type: none"> Anxiety: Anxiety, panic attacks, restlessness, irritability Depression: Social isolation, lack of enjoyment, fatigue, poor appetite Sleep: Insomnia, difficulty falling asleep or staying asleep Cognitive: Poor concentration, poor memory 	<ul style="list-style-type: none"> Head: Headaches, dizziness Chest: Chest tightness, difficulty breathing Heart: Racing heart, skipped beats, palpitations GI: Nausea, vomiting, diarrhoea, stomach aches Muscles: Muscle tension, twitches, tremors, shakes, muscle aches Skin: Sweating, tingling 	<ul style="list-style-type: none"> Grand mal seizures Heart attacks Strokes Hallucinations Delirium tremens (DTs) 														
Who Can you turn to for help and Support		Parents and Family members	School Staff and Safeguarding Team	NSPCC	Helpline: 0808 800 5000 nspcc.org.uk	Childline	Helpline: 0800 1111/ https://www.childline.org.uk	NHS Live Well Website	www.NHS.UK/Livewell	The Mix	Helpline: 0808 808 4994	Talk to Frank	Helpline: 0300 123 6600 talktofrank.com	Action on Addiction	Helpline: 0300 330 0659 actiononaddiction.org.uk	DrugFAM	Helpline: 0300 888 3853 drugfam.co.uk

Year 8

Rehabilitation
Drug users are sent to specialist clinics to help them break their addiction and often the causes of it as well.

Possession
Being caught with a small amount of drugs that could reasonably be used by one person.

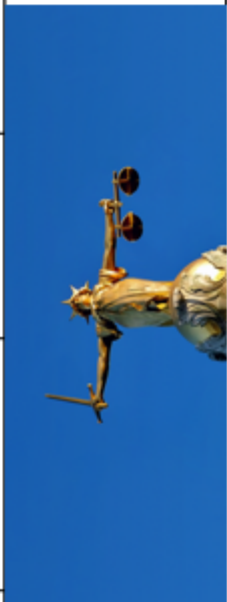
infect to Supply
Being stopped whilst holding drugs and the police have reasonable suspicions that you will share with others or sell.

Supply
Being caught selling drugs or medicines to other people.

Trafficking
Taking illegal substances from one country to another.

1. Drugs – The Law

Class	Examples	Sentence for Possession	Sentence for Dealing
Class A	Ecstasy, LSD, heroin, cocaine, crack, magic mushrooms, amphetamines (if prepared for injection).	Up to seven years in prison or an unlimited fine or both.	Up to life in prison or an unlimited fine or both.
Class B	Amphetamines, Methylphenidate (Ritalin).	Up to five years in prison or an unlimited fine or both.	Up to 14 years in prison or an unlimited fine or both.
Class C	Tranquilizers, Cannabis, some painkillers, Gamma hydroxybutyrate (GHB), Ketamine.	Up to two years in prison or an unlimited fine or both.	Up to 14 years in prison or an unlimited fine or both.
Temporary Class	The government can ban new drugs for 1 year under a 'temporary banning order' while they decide how the drugs should be classified.	None, but police can take away a suspected temporary class drug	Up to 14 years in prison, an unlimited fine or both



Prescription Medications	
	The law surrounding the selling of or sharing of prescription medications is ambiguous and is often linked to the type of drug/medicine that is being sold. If the medicine is on the controlled substance list (e.g. morphine, amphetamines and benzodiazepines) then the person supplying can be subject to the punishments which are for that class of drugs. It is extremely dangerous to share prescription drugs because of the possible side effects and impacts of other medications that are being taken.
Consequences of having a drug conviction	
Employment	Having a criminal record for a drug conviction can prevent you from getting jobs in certain fields such as education, working with vulnerable adults, Health professions and legal professions.
Travel	A conviction for a drug offence can prevent travel to certain countries such as the USA and Australia
Education	A criminal record may stop you from enrolling on a course at the university of your choice, as many universities will ask you to declare any criminal convictions on your application and consider this separately from your academic achievements.

Year 8

1. Drugs – Alcohol

<p>Alcohol</p> <p>While some drinks have more alcohol than others, the type of alcohol in all alcoholic drinks is the same – it's a type of alcohol called ethanol. Alcohol is a colourless, odourless and inflammable fluid.</p>	<table border="1"> <thead> <tr> <th>1 UNIT</th> <th>1.5 UNITS</th> <th>2 UNITS</th> <th>3 UNITS</th> <th>9 UNITS</th> <th>30 UNITS</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Government advises alcohol consumption should not regularly exceed:</p>	1 UNIT	1.5 UNITS	2 UNITS	3 UNITS	9 UNITS	30 UNITS												
1 UNIT	1.5 UNITS	2 UNITS	3 UNITS	9 UNITS	30 UNITS														
<p>ABV</p> <p>Alcohol by volume is a standard measure of how much alcohol (ethanol) is contained in a given volume of an alcoholic beverage (%).</p>	<p>How alcohol affects you drink by drink</p> <p>Based on a standard (175ml) 13% volume glass of white wine or 4% strength pint of lager.</p> <p>1 glass of white wine or a pint of lager (just over 2 units):</p> <ul style="list-style-type: none"> Your talkative and feel relaxed. Your self-confidence increases. Driving ability is already impaired, which is why it's best to drink no alcohol if you're driving. <p>2 glasses of white wine or 2 pints of lager (just over 4 units):</p> <ul style="list-style-type: none"> Your blood flow increases. You feel less inhibited and your attention span is shorter. You start dehydrating, one of the causes of a hangover. <p>3 glasses of white wine or 3 pints of lager (just under 7 units):</p> <ul style="list-style-type: none"> Your reaction time is slower. Your liver has to work harder. Your sex drive may increase, while your judgement may decrease. <p>4 glasses of white wine or 4 pints of lager (just over 9 units):</p> <ul style="list-style-type: none"> You're easily confused. You're noticeably emotional. Your sex drive could now decrease, and you may become less capable. 																		
<p>Unit of Alcohol</p> <p>Units are a simple way of expressing the quantity of pure alcohol in a drink. One unit equals 10ml or 8g of pure alcohol, which is around the amount of alcohol the average adult can process in an hour.</p>	<p>How to Calculate Units of Alcohol</p> <p>Strength (ABV) x volume (ml) ÷ 1,000 = units</p> <p>For example, to work out the number of units in a pint (568ml) of strong lager (ABV 5.2%): 5.2 (5%) x 568 (ml) ÷ 1,000 = 2.95 units</p> <p>Alcohol and the Law</p> <p>It is against the law</p> <ul style="list-style-type: none"> To sell alcohol to someone under 18 anywhere. For an adult to buy or attempt to buy alcohol on behalf of someone under 18. For someone under 18 to buy alcohol, attempt to buy alcohol or to be sold alcohol. For someone under 18 to drink alcohol in licensed premises. For an adult to buy alcohol for someone under 18 for consumption on licensed premises. To give children alcohol if they are under five. For someone over 18 to buy a child over 16 beer, wine or cider if they are eating a table meal together in licensed premises at the discretion of the manager. For a child aged five to 17 to drink alcohol at home or on other private premises. <p>It is not illegal:</p>																		
<p>Binge Drinking</p> <p>Consuming large quantities of alcohol in a short space of time. This is 8 units in a single session for men and 6 units in a single session for women.</p>	<p>Signs of Alcohol Addiction</p> <p>It can be tricky to spot the signs of alcoholism as alcoholics can be secretive about it and can become angry if confronted. Some signs and symptoms can include:</p> <ul style="list-style-type: none"> A lack of interest in previously normal activities Appearing intoxicated more regularly Needing to drink more in order to achieve the same effects Appearing tired, unwell or irritable An inability to say no to alcohol Anxiety, depression or other mental health problems Becoming secretive or dishonest <p>Who Can you turn to for help and Support</p> <p>Parents or trusted family members School Safe Guarding Team or any member of staff.</p> <p>Your GP or Practice Nurse.</p> <p>Drink Aware 0300 123 1110 (weekly 9am - 8pm, weekends 11am - 4pm) https://www.drinkaware.co.uk</p> <p>Al-Anon Family Group 0800 0086 811 from 10 am - 10 pm, 365 days a year https://www.al-anonuk.org.uk/</p> <p>AddAction https://www.addaction.org.uk – Webchat facility</p>																		

Year 8

1. Drugs – Smoking and Vaping

Nicotine
 A toxic colourless or yellowish oily liquid which is the chief active constituent of tobacco. It acts as a stimulant in small doses, but in larger amounts blocks the action of autonomic nerve and skeletal muscle cells.

Effects Of Nicotine
Nicotine is both a sedative and a stimulant.
 When a body is exposed to nicotine, the individual experiences a "kick." This is partly caused by nicotine stimulating the adrenal glands, which results in the release of adrenaline.
 This surge of adrenaline stimulates the body. There is an immediate release of glucose, as well as an increase in heart rate, breathing activity, and blood pressure. Indirectly, nicotine causes the release of dopamine in the pleasure and motivation areas of the brain.



Smoking and the Law

- You must be over 18 to buy cigarettes in the UK. If you're under 16 the police have the right to confiscate your cigarettes.

It's illegal:

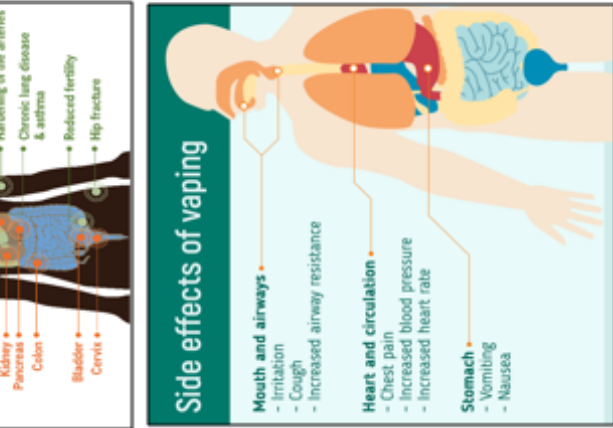
- For shops to sell you cigarettes if you are underage
- For an adult to buy you cigarettes if you are under 18
- To smoke in all public enclosed or substantially enclosed area and workplaces.
- To smoke in a car with a child.

Vaping
 The action or practice of inhaling and exhaling the vapour produced by an electronic cigarette or similar device.

How do E-Cigarettes Work
 E-cigarettes produce an aerosol by heating a liquid that usually contains nicotine, flavorings, and other chemicals that help to make the aerosol.
 The liquid used in e-cigarettes often contains nicotine and flavorings. This liquid is sometimes called "e-juice," "e-liquid," "vape juice," or "vape liquid."
 Users inhale e-cigarette aerosol into their lungs. Bystanders can also breathe in this aerosol when the user exhales it into the air. E-cigarette aerosol is NOT harmless "water vapor." The e-cigarette aerosol that users breathe from the device and exhale can contain harmful and potentially harmful substances, including:

- Nicotine
- Ultrafine particles that can be inhaled deep into the lungs
- Flavoring such as diacetyl, a chemical linked to a serious lung disease
- Volatile organic compounds
- Cancer-causing chemicals
- Heavy metals such as nickel, tin, and lead

It is difficult for consumers to know what e-cigarette products contain. For example, some e-cigarettes marketed as containing zero percent nicotine have been found to contain nicotine.



Vaping and the Law

- You must be 18 or over to purchase e-cigarettes or e-liquids in the UK. It also became illegal for an adult to buy e-cigarettes for someone under the age of 18.
- Although there is no legal restriction on where you can vape in the UK there are local laws and bylaws in force that prohibit the practice. The choice of whether or not to allow vaping is that of the property owner.
- Vaping generally is not allowed on the underground, planes, buses or trains and train stations in the United Kingdom.
- Vaping while you drive may not seem like such a big deal but it could land you with up to nine penalty points and a fine of £2,500.

E-Cigarette
 E-cigarettes are electronic devices that heat a liquid and produce an aerosol or mix of small particles in the air. Which is then inhaled.

Who Can you turn to for help and Support

Parents or trusted family members	School Safe Guarding Team or any member of staff.
Your GP or Practice Nurse.	
Smoke Free Future	https://smokefreefuture.co.uk
NHS – Stop Smoking	https://www.nhs.uk/live-well/quit-smoking
Smoke Free	https://smokefree.gov/

Year 8

2. Road Safety and CPR

Cycle Safety!

- Ride decisively and keep clear of the kerb.
- Look and signal to show drivers what you plan to do, make eye contact where possible.
- Avoid riding up the inside of vehicles, as you might not be seen. If a vehicle is indicating to the left hang back at the junction to reduce the risk of a collision.
- Always use lights after dark or when visibility is poor. Wear high-visibility and reflective clothing and accessories at all times.
- Wear a correctly fitted cycle helmet that is securely fastened and conforms to current regulations.



Pedestrian Safety

- Stop, look and listen
- Don't try to cross the road between parked cars
- If possible, cross at a pedestrian crossing or traffic lights
- Never cross at a bend
- If there is a footpath, use it
- If there is no footpath, walk/run/jog on the right hand side of the road, facing oncoming traffic and keep as close as possible to the side of the road
- Wear fluorescent clothing during the day and reflective clothing at night



CALL PUSH RESCUE

If the heart of someone you love stopped beating, would you know what to do? Three simple steps that could mean the difference between life and death:

CALL 999 immediately.

PUSH hard and fast on the centre of the chest 30 times. Give two **RESCUE** breaths.

Keep going until the emergency medical services arrive. If you'd rather not give rescue breaths then call 999 and deliver hands only CPR. That's better than doing nothing. Know it and one day you could help save a life.

Year 8

3. British Society

Culture
The combination of a groups traditions, beliefs, rules of behaviour etc.

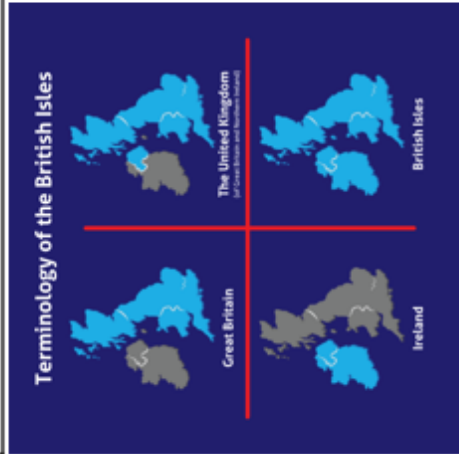
Democracy
a system of government by the whole population or all the eligible members of a state, typically through elected representatives.

Multiculturalism
the presence of, or support for the presence of, several distinct cultural or ethnic groups within a society.

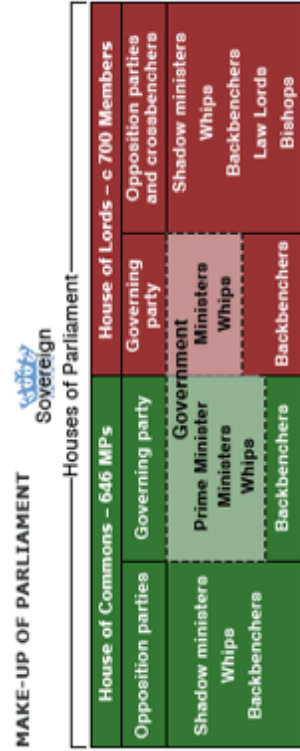
Election
a formal and organised choice by vote of a person for a political office or other position.

Political Party
an organised group that aims to influence public policy by using the process of government.

Who is in charge of the UK?
The United Kingdom is a parliamentary democracy under a constitutional monarchy. This means that while a monarch – in this case, Queen Elizabeth II – is the head of state, she is not the head of government. She does not get to make most of the decisions about how the government is run; that job belongs to the Prime Minister, or PM.



Great Britain or United Kingdom
Great Britain, is a geographic term referring to the island also known simply as Britain. It's also a political term for the part of the United Kingdom made up of England, Scotland, and Wales (including the outlying islands that they administer, such as the Isle of Wight). *United Kingdom*, on the other hand, is purely a political term: it's the independent country that encompasses all of Great Britain and the region now called Northern Ireland.






Voting Systems – The Alternative Vote
Instead of just voting for one candidate in your constituency, you can rank them in order of preference.
If any candidate gets more than 50 per cent of the first choices, they win. If not, the second preferences are added into the mix – and so on, until a candidate reaches the threshold.

Voting systems – Proportional Representation
This is a mixed method, which is already used to elect the Scottish Parliament, Welsh Assembly and London Assembly.
You vote twice: once for a constituency representative, and once for a regional one. The constituency vote uses the FPTP system, while the makeup of regional members reflects the proportion of votes cast for each party.

Voting Systems- First Past the Post
This is the system currently used in UK general elections. Each voter picks a single candidate and the person with the most votes wins.
They could get one per cent of the votes, or 100 per cent – it doesn't matter. Just so long as they get more than their rivals.

Year 8

4. Mental Health and Body Image

<p>Body Image</p> <p>The perception that a person has of their physical self and the thoughts and feelings that result from that perception.</p>	<p>Signs of good mental wellbeing</p> <ul style="list-style-type: none"> Feeling relatively confident in yourself and have positive self-esteem Feeling and express a range of emotions Building and maintaining good relationships with others Feel engaged with the world around you Live and work productively Cope with the stresses of daily life Adapt and manage in times of change and uncertainty 	<p>Signs of poor mental wellbeing</p> <ul style="list-style-type: none"> Erratic changes in mood and behavior Distancing from friends and family. Loss of interest in things that they used to be interested in. Excessive sleeping or not sleeping. Poor concentration and being easily distracted Finding it hard to make decisions Feeling overwhelmed by things tearfulness Finding it difficult to control your emotions Irritability and short temper or aggression 	<p>The Importance of Self Care</p> <p>Some self care techniques include</p> <ul style="list-style-type: none"> Mindfulness Doing something you enjoy Relaxation techniques Get outdoors and fresh air Exercise
<p>Factors affecting body image</p> <ul style="list-style-type: none"> Puberty and the changing body. The Media Peers and Family 			<p>Where to get more help and support</p> <ul style="list-style-type: none"> Parents and trusted family. School Staff and Wellbeing Team Your Doctor or Practice Nurse MIND - https://www.mind.org.uk Help line - 0300 123 3393 open 9am to 7pm, Monday to Friday or Text: 86463 Young Minds - https://youngminds.org.uk Text: 85258 or Parents Helpline: 0808 802 5544 Stem4 - https://stem4.org.uk/
<p>Ways to promote positive body image</p> <ul style="list-style-type: none"> Accept Your Body. Remember Nobody's perfect. Don't body-shame yourself. Build a better habits. Like Your Body - Find things to like about your looks. Take Care of Your Body Eat healthy foods. Get a good nights sleep. Be active every day. Keep to a healthy weight. 	<p>Things that can affect our mental wellbeing</p> <p>Common life events that can affect your mental wellbeing include:</p> <ul style="list-style-type: none"> loss or bereavement loneliness friendship problems issues at school <p>However there are times when there is no discernable reason for the way a person feels which can be extremely frustrating.</p>		<p>The Importance of Positive Relationships</p> <p>Connecting with others can help us to feel a greater sense of belonging and can help to challenge feelings of loneliness.</p> <ul style="list-style-type: none"> Make time for the people you love. Join a group. Talk about the way you feel. Use peer support

Year 8

5. Human Rights and Discrimination

Freedom
The ability to do something without restraint.

The United Nations - UN
UN - The United Nations is a global organisation supposed to keep peace and ensure Human Rights are enforced.

The UDHR
The Universal Declaration of Human Rights. A list of rights that every human is entitled to.

Prejudice
Knowing next to nothing about someone but prejudging them anyway on the basis of stereotypes and treating them negatively.

Discrimination
Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age or sexual orientation.

The Equality Act 2010
Protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.



Categories of Human Rights

Basic Rights - rights which underpin the development of other rights

Political Rights - rights which exist to enable people to participate in the establishment of a government

Legal Rights - rights which are founded upon law or accepted rules


Human Rights - rights which protect the characteristics that make us humans



United Nations Convention on the Rights on the Child 1992.

The four principles:


1. the right to non-discrimination
2. the right to have the child's best interest considered in all actions relating to the child
3. the child's right to life, survival and development
4. a child's right to be heard

Topic: Human Body Systems Box 1—Key Words	
	Small air sacs found at the end of each bronchiole where gas exchange takes place with the blood.
	Enzyme that breaks down carbohydrates into sugar molecules. An example is amylase in saliva
	Process in which large molecules are broken down into smaller molecules.
	Substances that speed up digestion <i>Remember most enzymes' names end in '-ase'</i>
	The random movement of particles from a region of high concentration to a region of low concentration.
	The transfer of gases between an organism and its environment.
	Enzyme that breaks down lipids into fatty acids and glycerol.
	The organ in which gas exchange takes place.
	Enzyme that breaks down proteins into amino acids.
	The process that transfers energy in plants and animals.

Go further:

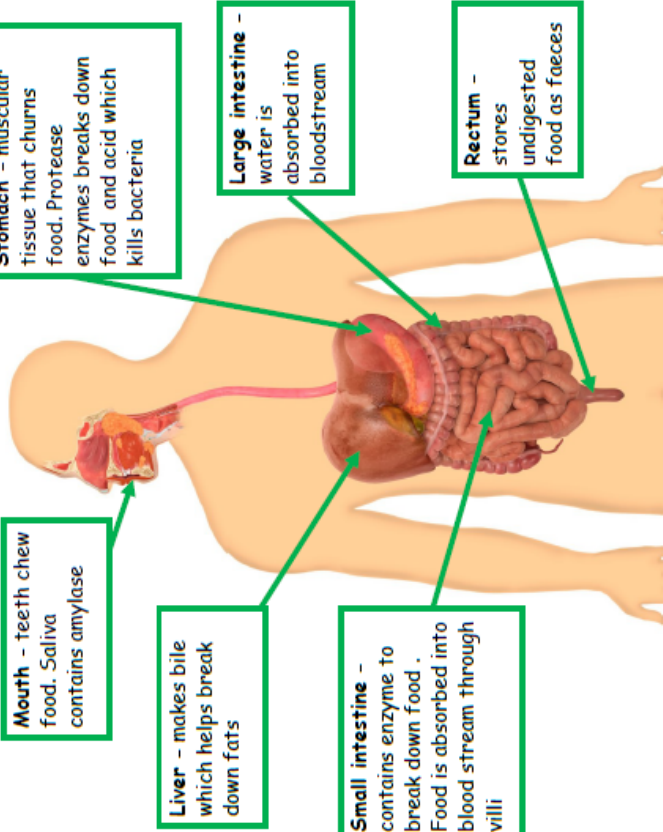

 BBC
Bitesize


 Human Body
Interactive



The Digestive System

Topic: Human Body System **Box 2**



Mouth - teeth chew food. Saliva contains amylase

Liver - makes bile which helps break down fats

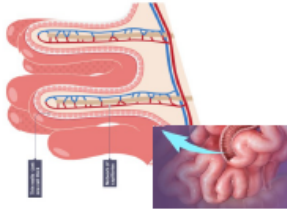
Small intestine - contains enzyme to break down food. Food is absorbed into blood stream through villi

Stomach - muscular tissue that churns food. Protease enzymes break down food and acid which kills bacteria

Large intestine - water is absorbed into bloodstream

Rectum - stores undigested food as faeces

Villi



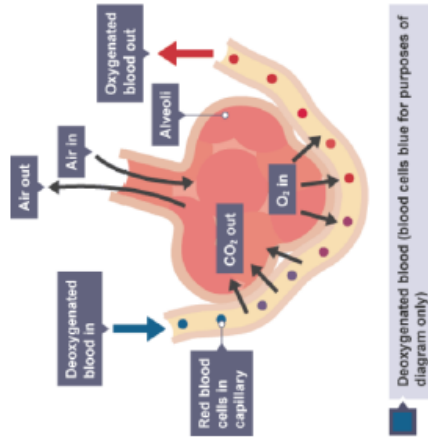
The inner wall of the small intestine has adaptation so that substances pass across quickly and efficiently:

- it has a **thin wall**, just one cell thick
- it has **many tiny villi** to give a really big **surface area**

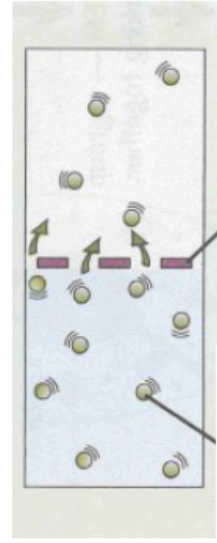
Topic: Human Body Systems Box 3

Gas Exchange

Humans need to get oxygen from the air into the blood, and they need to remove waste carbon dioxide from the blood into the air. Moving gases like this is called **gas exchange**.



As the blood moves through the capillaries in the alveoli, oxygen diffuses into the blood and carbon dioxide diffuses out of the blood



Carbon dioxide

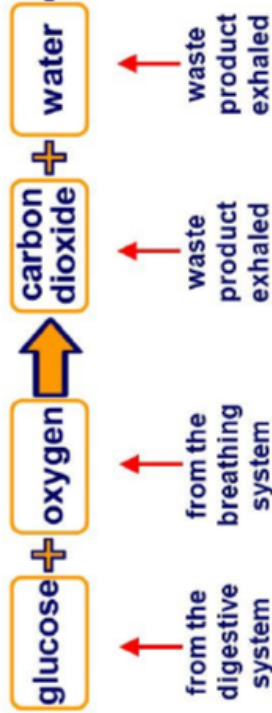
Cell membrane of alveolus cell

Topic: Human Body Systems Box 4

Respiration

! In Biology, the term respiration does not mean breathing. Respiration is a chemical reaction that occurs in all living cells that transfers energy. Breathing is the movement of gases into and out of the lungs

Aerobic Respiration: Occurs when enough oxygen is supplied to cells









Anaerobic Respiration: In humans, this occurs during hard exercise where not enough oxygen is supplied to cells



The energy transferred during respiration is used for movement, keeping warm and building large molecules such as proteins

Gillingham School Science Year 8

Topic: Photosynthesis and Genetics Box 1 – Key Words

	chlorophyll	Green pigment in chloroplasts that absorbs light for use in photosynthesis.
	chloroplast	The plant cell component where photosynthesis takes place.
	chromosome	Long strand of DNA, which contains many genes.
	evolution	Development of a species over time.
	extinct	When no more individuals of a species are left anywhere in the world.
	gene	Section of DNA that contains the information for a characteristic.
	limiting factors	A resource or environmental condition which limits the rate or photosynthesis.
	mutation	A change in the genetic code of an organism which can result in variation or genetic diseases.
	natural selection	A process by which the organisms with the characteristics that are most suited to the environment survive and reproduce, passing on their genes.
	photosynthesis	The chemical reaction plants use to make their own food, glucose.

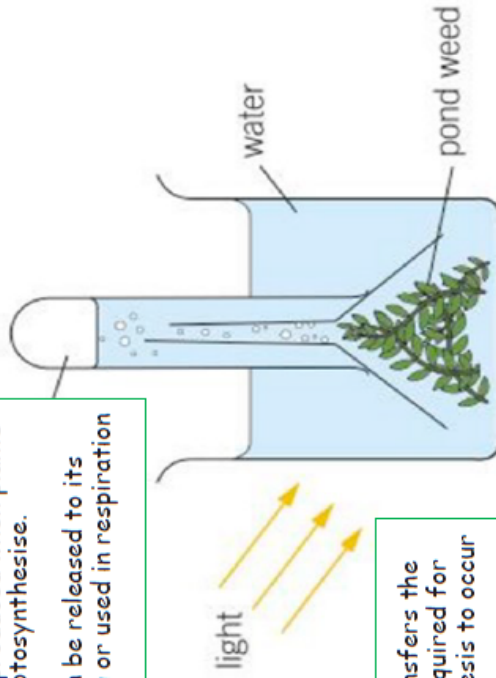
Topic: Photosynthesis and Genetics Box 2

Photosynthesis Reaction

Green plants use the photosynthesis reaction to produce their own food (a sugar called glucose)



Oxygen is produced when plants photosynthesise.
This can be released to its surrounding or used in respiration



Light transfers the energy required for photosynthesis to occur

Photosynthesis takes place inside plant cells in **chloroplasts**.

Go further: BBC Bitesize

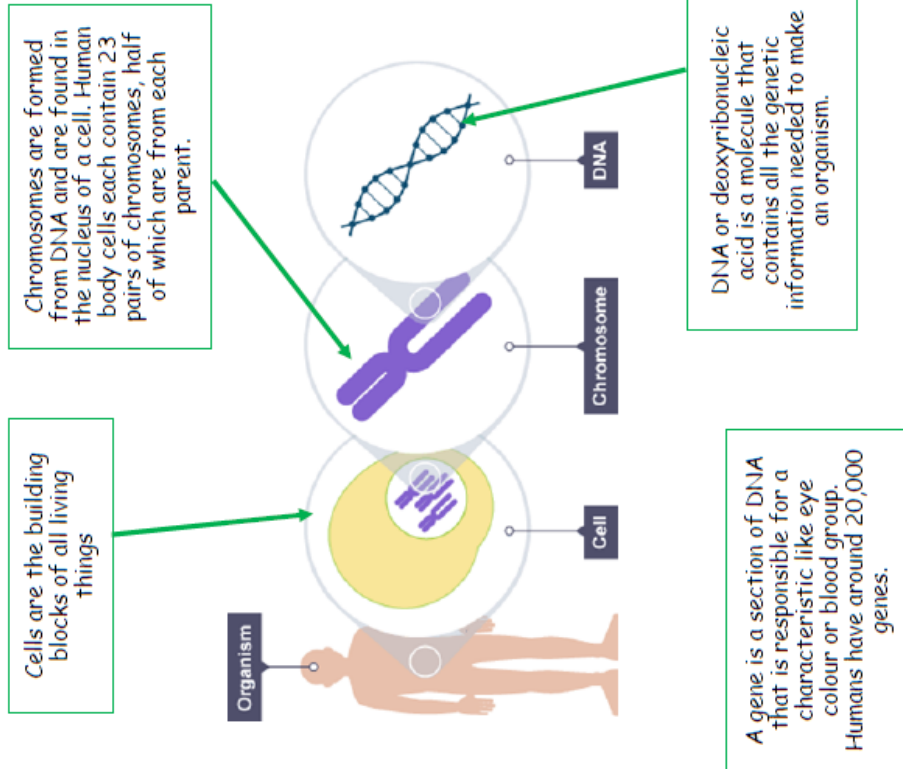


Evolution Interactive

Topic: Photosynthesis and Genetics Box 3

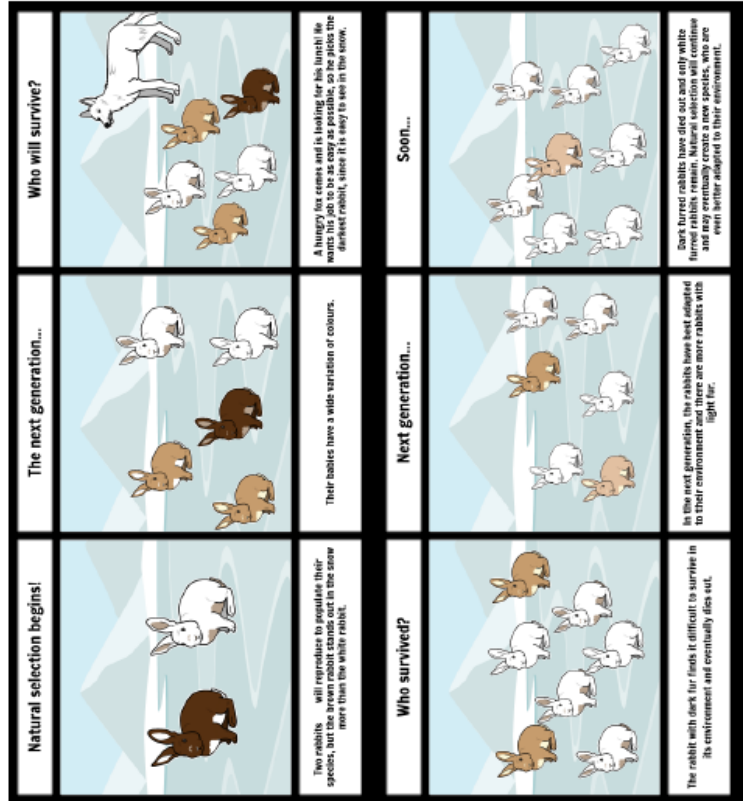
Genetics

Heredity is the process where genetic information is passed from parents to offspring



Topic: Photosynthesis and Genetics Box 4

Natural Selection - A theory of Evolution














Important points

- There is genetic variation within a population (individuals are different)
- Those best suited to their environment survive to have offspring
- The changes within a population occur over a very long time

Gillingham School Science Year 8

Topic: Energy and Pressure Box 1 - Key Words

	Energy (E)	A property that is transferred to make things work. Measured in Joules (J) .
	Power (P)	The amount of energy transferred per second. Measured in Watts (W)
	renewable	An energy resource that is constantly replenished
	non-renewable	An energy resource that will eventually run out
	heat	The amount of thermal energy an object has. Measured in Joules (J) .
	temperature	A measure of how hot or cold something is. Measured in Celsius °C
	thermal conductor	An object or type of material that allows the flow of thermal energy
	thermal insulator	An object or type of material that does not allow the flow of thermal energy
	fluid	A substance made of either liquid or gas
	incompressible	Can not be made smaller by squeezing together
	stress	The pressure caused by two solids pushing against each other

Go further:



BBC Bitesize



Phet gases simulation

Topic: Energy and Pressure Box 2

Energy Resources

Energy resource	Type	Advantages	Disadvantages
Fossil fuels 	Non-renewable	Easy and cheap to use	Releases greenhouse gases
Nuclear 	Non-renewable	Reliable	Produces radioactive waste
Wind 	Renewable	No greenhouse gases emitted	Unreliable
Solar 	Renewable	No greenhouse gases emitted	Doesn't work at night
Water (Hydroelectric / Tidal) 	Renewable	No greenhouse gases emitted	Expensive to build
Biomass 	Renewable	Carbon neutral	Doesn't generate much power
Geothermal 	Renewable	No greenhouse gases emitted	Can't be used everywhere

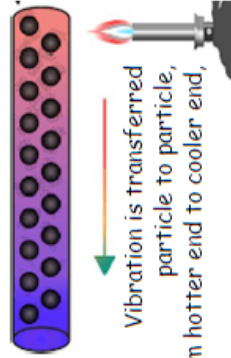
Topic: Energy and Pressure **Box 3**

Heat Transfer

Thermal energy can be transferred from one place to another in three different ways

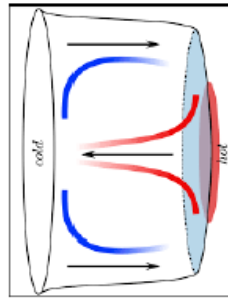
Conduction

Thermal energy is transferred by particles inside a solid through vibration



Convection

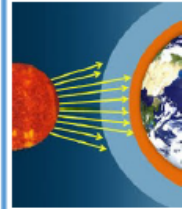
Thermal energy is transferred by the movement of particles in fluids
 Particles with more energy move to the top of the fluid and particles with less energy sink.



This is called a **convection current**.

Radiation

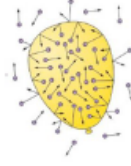
Thermal energy is transferred as a wave. This transfer works even in space, where there are no particles.



Topic: Energy and Pressure **Box 4**

Pressure

Pressure is a measure of how much force is acting on an area.



Pressure is caused by particles colliding with a surface.

Pressure depends on both the force and the area, and is found using the relationship:

$$\text{Pressure} = \text{Force} \div \text{Area}$$

Units:

Pressure = Pascals (Pa)

Force = Newtons (N)

Area = metres squared (m²)

A submarine of surface area 100m² experiences a force of 2,000,000N when underwater. What is the pressure acting on the submarine?

$$\begin{aligned} \text{Pressure} &= \text{Force} \div \text{Area} \\ &= 2,000,000\text{N} / 100\text{m}^2 \\ &= 20,000\text{Pa} \end{aligned}$$



Change to fluid	Effect	Reason
Heating	Increases pressure	Particles move faster when they collide
Squashing	Increases pressure	Same number of collisions, but spread across a smaller area
Adding more fluid	Increases pressure	More particles so more collisions happen

Topic: Magnetism, Waves and Space Box 1 - Key Words

	Magnetism	A non-contact force that acts between magnets and magnetic metals
	Magnetic field	An invisible area around a magnet. When another magnetic material is in this area, it experiences a force.
	Permanent magnet	A magnet that is always magnetic. It has a north and south pole
	Electromagnet	A magnet made by coiling wire around a metal core and passing electrical current through it.
	Radiation	When energy is transferred from one place to another as a wave
	Frequency (f)	The number of waves passing a point per second, measured in Hertz (Hz)
	Electromagnetic wave	A group of 7 waves that make up the electromagnetic spectrum
	Weight (W)	The force of gravity on an object's mass. Measured in Newtons (N) .
	Mass (kg)	The amount of matter in an object, measured in Kilograms (Kg) .

Go further:

BBC Bitesize



Mag Lab



Topic: Magnetism, Waves and Space Box 2

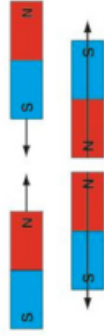
Magnetism

Magnetic materials are iron, steel, nickel and cobalt.

All permanent magnets have two poles (north and south).

Different poles **attract** each other.

Similar poles **repel** each other

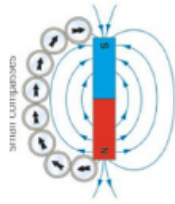


▲ Magnets can attract or repel other magnets.

We can find out about the magnetic field around a magnet by using a plotting compass

The strength of the magnetic field depends on the distance from the magnet.

The field is strongest at the poles of the magnet.



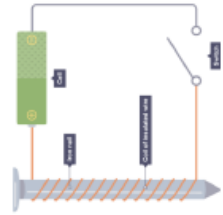
▲ The field around a bar magnet.

An electromagnet is a device made by coiling wire around an core and flowing electrical current through it.

To make an electromagnet stronger:

- Add more coils of wire
- Increase the electrical current
- Use a magnetic material for the core

Electromagnets are really useful because they can be turned on and off.

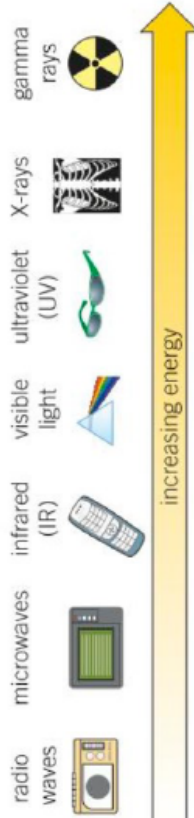


Topic: Magnetism, Waves and Space Box 3

Electromagnetic Spectrum

Electromagnetic waves are transverse waves that transfer energy

Electromagnetic waves form a continuous spectrum and are grouped in terms of their wavelength and their frequency.



Long wavelength
Low frequency

Short wavelength
High frequency

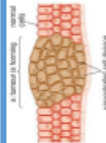
Uses of electromagnetic waves

EM	Radio	Microwaves	Infrared	Visible light	Ultraviolet	X-rays	Gamma
Use	TV, signals	Mobile phones	Heating, cooking	Photography	Detecting forgeries	Seeing broken	Destroying cancer cells

Hazards of electromagnetic waves

Ultraviolet, X-rays and gamma rays can cause cancer.

They ionise cells, causing them to grow out of control and form a tumour.



Topic: Magnetism, Waves and Space Box 4

Space and Gravity

Gravity is a force that acts between any particles that have mass.

The bigger the mass of an object, the greater the force of gravity it creates.

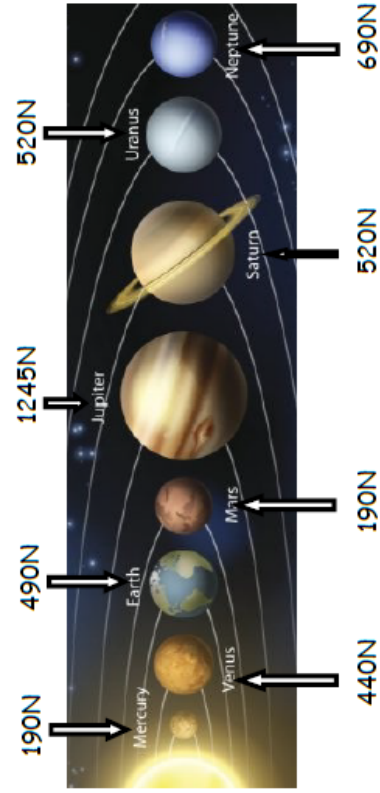
Remember **weight** and **mass** are not the same.

Weight is the force of gravity on an object and takes into account a planet's gravitational field strength

Weight = mass x gravitational field strength

The strength of gravity on Earth is 9.8N/kg.
The weight of a 50kg on Earth is 490N.

Different planets have strengths of gravity. The diagram below shows the approximate weight of 50kg on different planets



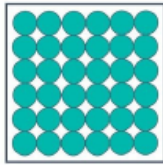
Topic: Particles Box 1—Key Words

	particle	A general term for a small piece of matter. For example atoms or molecules
	property	A characteristic that you can observe or measure
	compressed	Made smaller by squeezing together
	density	The mass of a material in a certain volume.
	soluble	A soluble substance can dissolve in a given solvent
	insoluble	An insoluble substance cannot dissolve in a given solvent.
	solvent	A substance, normally a liquid, that dissolves another substance.
	solute	The substance that is dissolved in a liquid.
	solution	A mixture of a solute dissolved in a solvent.
	dissolve	The complete mixing of a solute with a solvent to make a solution.
	melting point	The temperature at which a substance melts (change of state from solid to liquid)
	boiling point	The temperature at which a substance boils (change of state from liquid to gas)

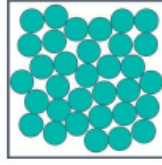
Topic: Particles Box 2

The Particle Model

Model showing the states of matter



Solid



Liquid



Gas

Features of solid model	Properties of solid	Examples
Regular arrangement	Definite shape	Ice, wood, salt, sugar, sand, concrete
Particles very close together	Not easily compressed	
Particles only vibrate in a fixed position	Do not flow and have definite volume	

Features of solid model	Properties of solid	Examples
Random arrangement	Don't have definite shape	Water, milk, honey, oil, blood, vinegar
Particles close together	Not easily compressed	
Particles move around each other	Flows easily but has definite volume	

Features of solid model	Properties of solid	Examples
Random arrangement	Don't have definite shape	Water vapour, helium, oxygen, hydrogen, carbon dioxide,
Particles far apart	Easily compressed	
Particles move quickly in all directions	Flow easily with no definite volume	

Go further:

BBC Bitesize

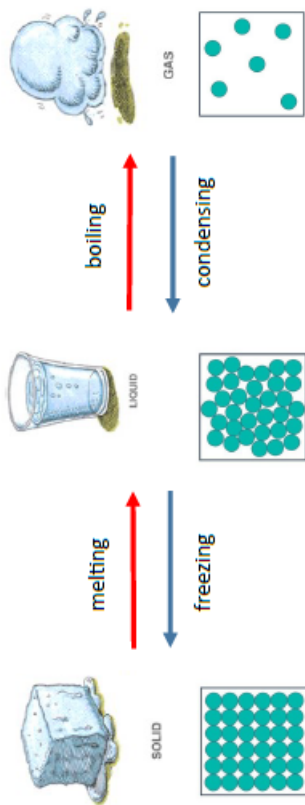


Phet particle simulation



Topic: Particles Box 3

Changes of State



Melting and Boiling - What is happening?

Substance heats up	Energy is transferred to particles	Forces of attraction between particles weaken	Particles break free from position
--------------------	------------------------------------	---	------------------------------------

Condensing and Freezing - What is happening?

Substance cools down	Energy is transferred from the particles to the surroundings	Forces of attraction between particles strengthen	Particles held in position
----------------------	--	---	----------------------------

Conservation of Mass -

The particles in a substance stay the same when it changes state, only their closeness, arrangement or motion change. This means that the mass of the substance stays the same.

Topic: Particles Box 4

Separation Techniques

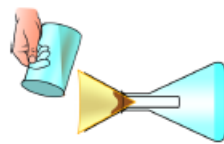
Pure substances can't be separated into anything simpler without a chemical reaction

Only one type of particle

Mixtures can be separated by physical separation techniques. Some are described

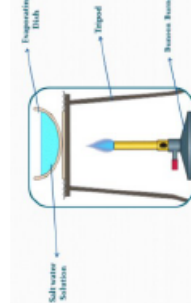
Two or more types of particle

Filtration



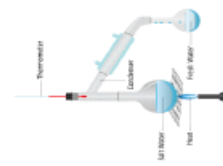
- separates insoluble solids from liquids (e.g. sand in water).
- large grains can't get through the tiny holes in the filter paper

Evaporation



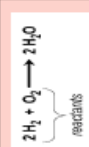
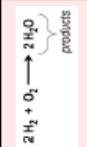






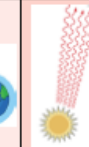
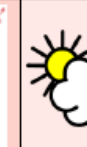
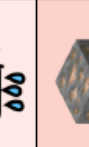
- separates soluble solids from liquids (e.g. salt in water).
- liquid evaporates leaving the solid crystals behind

Simple Distillation



- can separate soluble solid and liquid or two liquids with different boiling points.
- liquid with lowest boiling temperature boils first and turns to gas. The gas is condensed back to liquid in the condenser

Gillingham School Science Year 8

Topic: Reactions and Earth Resources Box 1—Key Words	
	Substances which are at the START of a reaction
	Substances formed at the END of a reaction
	Contains 2 or more different elements which are chemically joined together.
	Burning with the use of oxygen
	A reaction which uses heat to break a substance down into at least two products
	A reaction in which energy is transferred to the surroundings (thermometer temperature increases)
	A reaction in which energy is transferred from the surroundings (thermometer temperature decreases)
	A gas that contributes to climate change
	Energy transferred as a wave
	Weather patterns over a period of time
	A rock containing enough quantities of a mineral for extraction to be possible

Topic: Reactions and Earth Resources Box 2

Types of Reactions

There are many different types of chemical reactions. Three are shown below.

Complete combustion

When fuel burns in the presence of oxygen

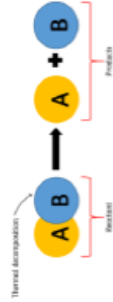
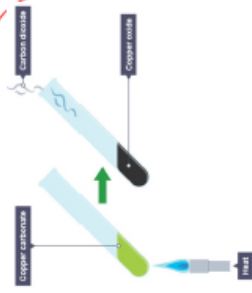


fuel + oxygen
reactants

carbon dioxide + water
products

Thermal Decomposition

When heated, some compounds break down, forming two or more products from one reactant.

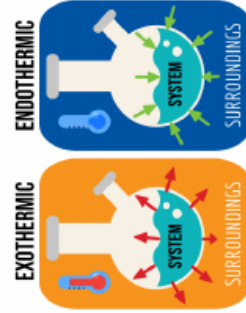


Endothermic and Exothermic

All reactions involve a transfer of energy

Exothermic: A reaction in which energy is transferred to the surroundings

Endothermic: A reaction in which energy is transferred from the surroundings



Topic: Reactions and Earth

Box 3

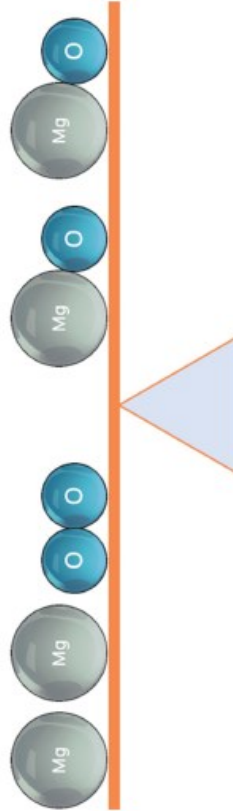
Conservation of Mass

Mass is never lost or gained in chemical reactions

The total mass of **reactants** at the start of the reaction = the total mass of the **products** at the end

This is because **no atoms** are created or destroyed during chemical reactions.

During a chemical reaction, what goes in must come out.



Go further:



BBC Bitesize



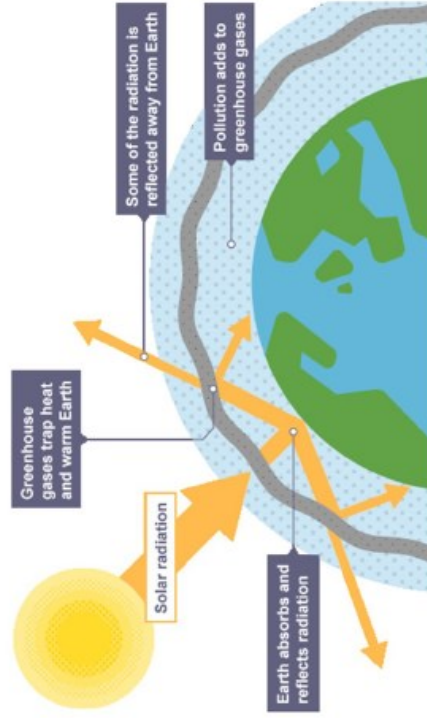
Climate Change Interactive



Topic: Reactions and Earth

Box 4

Greenhouse Gases



Climate Change

Climate is different from **weather** as climate refers to the temperature and weather over long periods of time



Impact of climate change

- glaciers and polar ice melting
- sea levels rising
- patterns of rainfall changing, producing floods or droughts
- habitats changing