



Name:

Form:

‘You cannot hope to build a better world without improving the individuals. To that end, each of us must work for our own improvement.’

Marie Curie

Curie was a Polish scientist who became the head of the physics lab at Sorbonne University in Paris in the early 1900s. This was at a time when women did not traditionally teach Science at European universities, and pioneered research in radioactivity. She was the first woman to win a Nobel Prize in 1903 and the first person to win two Nobel Peace prizes.



**Lees Brook
Academy**

Year 8 Knowledge Organiser:
Autumn Term 2023

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Instructions for using your Knowledge Organiser

Every school day you should be studying **2** subjects from your knowledge organiser for homework.

The timetable on the next page tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

You are to use your yellow homework book to show the work you have done. Each evening you should start a new page and put the date clearly at the top.

You need to bring your KO and exercise book with you **EVERYDAY** to the academy.

Your parents should sign off your homework every evening using the grid in your KO on pages 4 and 5.

Your KO and exercise book will be checked by your class teacher. Failure to show homework will result in an after school detention that day. Completion of your homework means you will receive a positive point.

You will also be tested in your lessons on knowledge from the organisers.

On a Friday, you will read one piece of **Principal's Reading**, following them in order. You then answer the questions in your yellow homework book.

Self-testing

You can use your KOs and book in a number of different ways but you **should not just copy** from the Knowledge Organiser into your book. Use the **'How to self-test with the Knowledge Organiser'** booklet to help you. It can also be found here:

<https://www.leesbrook.co.uk/learning/knowledge-organisers/>

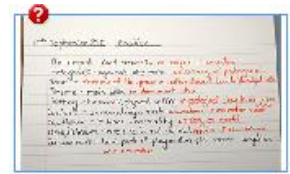
Below are some possible tasks you could do in your workbooks, **no matter which task you do you should always check and correct your work in a different coloured pen.**

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files
- Create flowcharts

Presentation

You should take pride in how you present your work:

- Each page should be clearly dated at the top left hand side with Subject 1 written in the middle.
- Half way down the page a line should divide it in two with Subject 2 written above the dividing line.
- Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work.
- Failure to show pride in your presentation or wasting space on your page with large writing or starting a number of lines down will result in a **negative point**.



You are expected to study the subjects shown on your timetable each day.

Each day use a page of your exercise booklet to evidence your work.

The week you do
this work.

Year 8: Autumn Term 1

Week starting:	Subject 1	Subject 2	Signed off
4th September			
Monday	English	Art	
Tuesday	Dance/Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT - Science	German	
Friday	Science	Principal's Reading	

Week starting:	Subject 1	Subject 2	Signed off
11th September			
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	Music	Geography	
Friday	Science	Principal's Reading	

Week starting:	Subject 1	Subject 2	Signed off
18th September			
Monday	English	Art	
Tuesday	Dance/Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT—Science	German	
Friday	Science	Principal's Reading	

Week starting:	Subject 1	Subject 2	Signed off
25th September			
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	Music	Geography	
Friday	Science	Principal's Reading	

Week starting:	Subject 1	Subject 2	Signed off
2nd October			
Monday	English	Art	
Tuesday	Dance/Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT—Science	German	
Friday	Science	Principal's Reading	

Week starting:	Subject 1	Subject 2	Signed off
9th October			
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	Music	Geography	
Friday	Science	Principal's Reading	

Week starting:	Subject 1	Subject 2	Signed off
16th October			
Monday	English	Art	
Tuesday	Dance/Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT—Science	German	
Friday	Science	Principal's Reading	

Week starting:	Subject 1	Subject 2	Signed off
23rd October			
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	Music	Geography	
Friday	Science	Principal's Reading	

Your teachers may set work beyond this linked to your learning. For example, Maths teachers will set homework using Sparx in addition to the below.

You are expected to study the subjects shown on your timetable each day.
Each day use a page of your exercise booklet to evidence your work.

The week you do
this work.

Year 8: Autumn Term 2

Week starting: 6th November	Subject 1	Subject 2	Signed off
Monday	English	Art	
Tuesday	Dance/Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT—Science	German	
Friday	Science	Principal's Reading	

Week starting: 13th November	Subject 1	Subject 2	Signed off
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	Music	Geography	
Friday	Science	Principal's Reading	

Week starting: 20th November	Subject 1	Subject 2	Signed off
Monday	English	Art	
Tuesday	Dance/Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT—Science	German	
Friday	Science	Principal's Reading	

Week starting: 27th November	Subject 1	Subject 2	Signed off
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	Music	Geography	
Friday	Science	Principal's Reading	

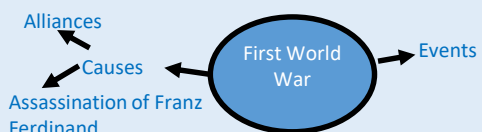

Week starting: 4th December	Subject 1	Subject 2	Signed off
Monday	English	Art	
Tuesday	Dance/Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT—Science	German	
Friday	Science	Principal's Reading	

Week starting: 11th December	Subject 1	Subject 2	Signed off
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	Music	Geography	
Friday	Science	Principal's Reading	

Week starting: 18th December	Subject 1	Subject 2	Signed off
Monday	English	Art	
Tuesday	Dance/Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT—Science	German	
Friday	Science		

Your teachers may set work beyond this linked to your learning. For example, Maths teachers will set homework using Sparx in addition to the below.

How do I self-quiz?

<p>How to use...Flashcards</p> <ol style="list-style-type: none">1. On one side of the flash card, write the word or question.2. On the other side, write the definition for the word, or answer to the question.3. Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong.4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile. <p>You can also use the Leitner Method:</p> <p>https://www.youtube.com/watch?v=C20EvKtdJwQ</p>	<p>How to use... Look, Cover, Write, Check and Correct</p> <ol style="list-style-type: none">1. Write your key words into the 'Look, Cover' column and then cover it.2. Write out the meaning, definition or spelling in the 'Write' column.3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.4. If you got the answer incorrect, write the correct answer in the 'Correct' column. <table><tr><th>Look , Cover</th><th>Write</th><th>Check</th><th>Correct</th></tr><tr><td>Noun</td><td>A person, place or thing.</td><td></td><td></td></tr><tr><td>Algorithm</td><td>Algorithm</td><td>X</td><td>Algorithm</td></tr></table>	Look , Cover	Write	Check	Correct	Noun	A person, place or thing.			Algorithm	Algorithm	X	Algorithm	<p>How to use... Mind Maps</p> <ol style="list-style-type: none">1. Write out your topic or idea in the centre. E.g. The First World War.2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI3. Then add your knowledge off of these branches. You might even be able to make connections between them.4. Once made, then redraw as many of the connections as possible from memory. Correct any errors. 
Look , Cover	Write	Check	Correct											
Noun	A person, place or thing.													
Algorithm	Algorithm	X	Algorithm											
<p>How to use... Explaining a process/ idea further</p> <p>Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words because, but, and so. These will help you to:</p> <ol style="list-style-type: none">1. Because: helps to explain a reason, cause or why something works.2. But: helps to explain a limitation or problem.3. So: helps to explain what happens next in a sequence, process or event. <p>Check your sentences to see if your explanations or right or wrong. Correct any errors.</p>	<p>How to... Summarise a process/idea</p> <p>Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.</p> <ol style="list-style-type: none">1. Read through the relevant part of your knowledge organiser as directed by your teacher.2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.3. For each part, add one main idea.4. E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.	<p>How to use... Subject Specific Tasks or Questions</p> <p>Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.</p> <p>In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.</p> <div><div><p>Act 1: Hermia and Lysander love each other but are not allowed to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry Hermia. Helena loves Demetrius. They follow Hermia and Lysander into the forest.</p></div><div></div></div>												

What is AI? What does artificial intelligence do?

Source: [bbc.co.uk/newsround](https://www.bbc.co.uk/newsround) | August 2019

Artificial intelligence - or AI for short - is technology that enables a computer to think or act in a more 'human' way. It does this by taking in information from its surroundings, and deciding its response based on what it learns or senses.

It affects the way we live, work and have fun in our spare time - and sometimes without us even realising.

AI is becoming a bigger part of our lives, as the technology behind it becomes more and more advanced. Machines are improving their ability to 'learn' from mistakes and change how they approach a task the next time they try it.

Some researchers are even trying to teach robots about feelings and emotions.

You might not realise some of the devices and daily activities which rely on AI technology - phones, video games and going shopping, for example.

What does AI do?

AI can be used for many different tasks and activities.

Personal electronic devices or accounts (like our phones or social media) use AI to learn more about us and the things that we like. One example of this is entertainment services like Netflix which use the technology to understand what we like to watch and recommend other shows based on what they learn.

It can make video games more challenging by studying how a player behaves, while home assistants like Alexa and Siri also rely on it.

AI can be used in healthcare, not only for research purposes, but also to take better care of patients through improved diagnosis and monitoring.

It also has uses within transport too. For example, driverless cars are an example of AI tech in action, while it is used extensively in the aviation industry (for example, in flight simulators).

Farmers can use AI to monitor crops and conditions, and to make predictions, which will help them to be more efficient.

You only have to look at what some of these AI robots can do to see just how advanced the technology is and imagine many other jobs for which it could be used.



Questions to answer in your yellow homework book:

1. What is AI short for?
2. What is the source of the AI reading article?
3. Define what AI is?
4. List two tasks or activities AI can be used for?
5. As technology becomes more advanced, will we use more or less AI?
6. Think about TV services, SKY, Netflix, Freeview. How could AI be used to improve/develop this type of service?
7. What do you think about AI? Is AI going to take over? Will it mean there will be less jobs for us in the future due to the power of AI?

Effects of alcohol on liver and brain function and unborn babies

Drinking excess alcohol can damage the liver, the organ responsible for processing and breaking down alcohol. The liver can regenerate its cells, but long-term alcohol abuse causes serious damage.

Effects of long term alcohol use include the following; the patient begins by feeling sick, experiences weight loss, loss of appetite, there is a yellowing of the eyes, confusion, drowsiness and vomiting blood. Alcohol effects the liver by causing lipids to build up, leading to fatty liver disease. Alcohol damage can also lead to alcoholic hepatitis, which can lead to death. Cirrhosis of the liver can develop, where by the liver becomes scarred and loses its ability to function. At this stage changes are now irreversible and the reduced ability to process alcohol can also lead to brain damage

Alcohol and brain function

Alcohol affects the brain in several ways; it slows reaction time, causes difficulty walking, can impair memory, causes slurred speech, causes changes in sleep patterns and mood, including increased anxiety and depression

Longer term drinking of excess alcohol

Alcohol causes brain shrinkage, leads to memory problems, leads to psychiatric problems may result in the patient requiring long-term care. Alcohol can also effect the development of a baby. Alcohol can lead to a variety of physical, developmental and behavioural effects on the foetus.

The most serious is foetal alcohol syndrome, where the symptoms include; the foetus will be smaller in size, has a smaller brain with fewer neurones, will have long-term learning and behavioural difficulties and has distinct facial features

Human and financial costs of alcoholism

Alcoholism has impacts on social and economic aspects; there is increased violence, antisocial behaviour and other crime associated with alcoholism, there is an increased risk of accidents, there is increased absence from work, alcoholism causes mental decline and alcoholism increases treatment costs to NHS

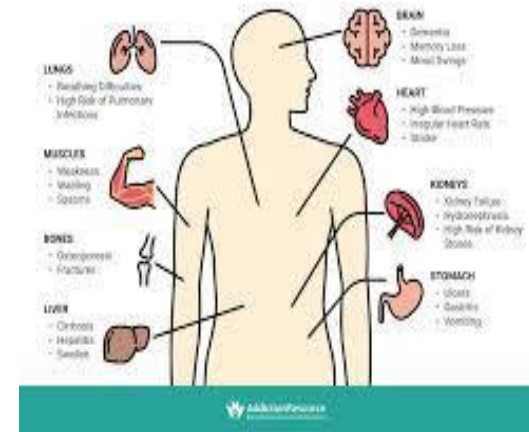
Benefits of reducing alcohol intake

Cutting back on alcohol can be a good way to save money, improve your relationships and get positive effects for the way you look and feel.

Within a few days, people can have better sleep, a brighter mood, more energy, and – at the same time – reduce your longer-term risk of serious illnesses including seven types of cancer, and liver and heart disease.

<https://www.drinkaware.co.uk>

Physical Effects of Alcoholism



Questions to answer in your yellow homework book:

1. State two organs significantly effected by excess consumption of alcohol.
2. Describe three symptoms of long term alcohol use.
3. State how the brain is effected by excess alcohol.
4. Describe the symptoms of foetal alcohol syndrome.
5. Describe how alcoholism can also cause social and financial impacts.
6. What beneficial reasons would you give to persuade someone to reduce their alcohol intake.

Art Movement Pop Art

Pop art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture. Different cultures and countries contributed to the movement during the 1960s and 70s.

Emerging in the mid 1950s in Britain and late 1950s in America, pop art reached its peak in the 1960s. It began as a revolt against the dominant approaches to art and culture and traditional views on what art should be. Young artists felt that what they were taught at art school and what they saw in museums did not have anything to do with their lives or the things they saw around them every day. Instead they turned to sources such as Hollywood movies, advertising, product packaging, pop music and comic books for their imagery.

AMERICAN POP VS. BRITISH POP

Although they were inspired by similar subject matter, British pop is often seen as distinctive from American pop.

Early pop art in Britain was fuelled by American popular culture viewed from a distance, while the American artists were inspired by what they saw and experienced living within that culture.

painterly looseness of abstract expressionism. By using impersonal, mundane imagery, pop artists also wanted to move away from the emphasis on personal feelings and personal symbolism that characterised abstract expressionism.

In Britain, the movement was more academic in its approach. While employing irony and parody, it focused more on what American popular imagery represented, and its power in manipulating people's lifestyles. The 1950s art group The independent group (IG), is regarded as the precursor to the British Pop art movement.



Questions to answer in your yellow homework book:

1. When did Pop art emerge?
2. Why did young artists prefer Pop art more?
3. What inspired British Pop artists?
4. How would you describe Pop Art?
5. What was Pop art used for?
6. What did the Pop art represent?

Life in Rio, Brazil

Life in Rio de Janeiro. Interview with Maria (14 years old).

My name is Maria and I live in Rio de Janeiro, in Brazil. I live with my parents and older brother. My father is a manager at the Land Rover car factory on the outskirts of the town, it employs 400 people. Even my mother's company benefits from his work, but indirectly. She works in an office for a transport company and when Land Rover opened the factory here her company were given a contract to transport spare parts from the port to the Land Rover factory. This is formal work because they both pay taxes. Without taxes the government wouldn't be able to pay for my school, hospitals or even the roads.

I do not want to work in a factory when I am older. I want to study finance at university and get a job in Rio working for an international bank. There are many international companies in Rio I could work for too like Land Rover and Shell, even HSBC has branches here in Rio. Almost 10% of Brazil's GDP comes from Rio.

My dad moved to Rio because of the employment opportunities. He wasn't married back then, he actually met my mum in Rio, got married they then had my brother and me. It's young people that are moving. My grand parents still live in the countryside, they didn't move to Rio. It's difficult to speak to them because they don't have a phone or even electricity where they live. Many rural areas are like this, there's no way I'd want to live there. Even though we have power cuts I'd rather live in Rio. I really do like living here, there are many popular attractions, there's the beaches, like Apanema beach, we also have sugar loaf mountain and... we have Carnival every year.

In fact we are recognised by UNESCO because of the Christ the Redeemer Statue. When I was first told that it made me laugh, I imagined.. if cities were at a party UNESCO would say hey, there goes Rio and "recognise" us. Then I found out UNESCO meant, the United Nations Educational, Scientific and Cultural Organization (UNESCO) it has a list of all the unique and important heritage places around the world. This means we have a unique attraction, that's why over 2 million people visit Christ the Redeemer every year.

Not everything is great here though, my dad is always complaining that his company loses money when he's late for work because of congestion, when he is stuck in a traffic jam. Traffic jams also increase air pollution. My mum is always going on about the open sewers and the water pollution. She is always worried when we are at the beach. I did a project on Rio, at school, and found out 200 tonnes of raw sewage enters Rio's bay every day. I tell you what, I didn't swim in the sea again after I found that out. You can actually see the rubbish floating on the water.

But the government is cleaning it up. When the Olympics were here they knocked down over 3,000 illegal house. Yes people lost their homes but it improved the roads and they built seven new sewer plants. Yes seven! They have even added 60km of power lines, hopefully that will stop the power cuts but there are so many people illegally taking electricity it might not help. My older brother is more worried about gangs; kidnappings and robberies are both common. I know there are big gangs in some favelas but the Police, the UPP, are "pacifying areas". I trust the police but my uncle says he doesn't, he gets stopped and searched all the time even though he isn't a criminal..



Questions to answer in your yellow homework book:

1. Give an example of formal employment available in Rio.
2. Who moves to Rio and why?
3. Natural Increase is when the birth rate is higher than the death rate. Why is the birth rate so high in Rio compared to rural areas?
4. The government can spend tax on infrastructure to help improve an area. Give three examples of what it could spend money on.
5. Why is Rio de Janeiro important nationally (important to Brazil)?
6. What tourist attraction brings international tourists to the area?
7. What are two problems with living in Rio?

The benefits of healthy food for kids

By Jeanne Segal, Ph.D. and Lawrence Robinson

Peer pressure and TV commercials for junk food can make getting your children to eat well an uphill struggle. Factor in your own hectic schedule and it's no wonder so many kids' diets are built around convenience and takeout food. But switching to a healthy diet can have a profound effect on your child's health, helping them to maintain a healthy weight, stabilise their moods, sharpen their minds, and avoid a variety of health problems. A healthy diet can also have a profound effect on your child's sense of mental and emotional wellbeing, helping to prevent conditions such as depression, anxiety, bipolar disorder, schizophrenia, and ADHD.



Eating well supports your child's healthy growth and development into adulthood and may even play a role in lowering their risk of suicide. If your child has already been diagnosed with a mental health problem, a healthy diet can help them to manage the symptoms and regain control of their health.

It's important to remember that your kids aren't born with a craving for French fries and pizza and an aversion to broccoli and carrots. This conditioning happens over time as they're exposed to more and unhealthier food choices. However, it is possible to reprogram your children's food preferences so that they crave healthier foods instead.

The sooner you introduce wholesome, nutritious choices into a child's diet, the easier they'll be able to develop a healthy relationship with food that can last them a lifetime. And it can be simpler and less time-consuming than you imagine. With these tips, you can instil healthy eating habits without turning mealtimes into a war zone and give your kids the best opportunity to grow into healthy, well-balanced adults.

Questions to answer in your yellow homework book:

1. Who wrote the article?
2. State how companies convince children to eat "Junk Food"
3. What can a healthy diet prevent?
4. When should you introduce wholesome nutritious choices?
5. Why does doing it then help?

Choreographing a Dance Routine

The dance choreographer manages all routines and this individual is in charge of creating the dance sequence. They will select the moves, timing and structure of the dancers to ensure a successful performance. Although a dance requires a minimum of one person, a successful routine may require the choreographer to think about whether the piece requires:

- partners
- groups
- an object or prop
- Music

Once the choreographer has decided who will participate, they must then decide the different types of movements required to make up the dance:

travelling - this can involve the stationary movement of body weight from one part of the body to another or the travelling movement of a person or group from one area to another
making a shape - this can be a solid position held by the performer or a collection of body positions to make a larger shape
being still - every dance requires movement, but this is often broken up with carefully selected actions that allow the performer to come to a stop and then go with aesthetic control
jumping - it is very rare for a dance to be completed all on one level and jumping allows the performer to create flight and dynamic movement into the sequence
turning - all dances require different types of turns, on different levels and sometimes around different axes
gesturing - great dance choreography must tell a story to the viewer and gesture allows the performer to create body movements that are slow and heavy or fast and light.

To create a successful sequence, the choreographer is required to decide how they want the body or bodies to travel:

Time - how fast will the performers deliver each action. Does the whole dance need to be very fast or is it separated into fast and slow components?

Weight - how much energy and force is required for an outstanding performance. Are the movements going to be strong and bold or are they soft and subtle?

Flow - what continuity of movement does the performance require? At one extreme you have free flow and at the other end you have bound flow.



Questions to answer:

1. What Is the role of a choreographer?
2. Name 4 ingredients of a successful dance routine?
3. Identify 3 different types of movements you could decide to include within a dance
4. What does a choreographer need to consider when thinking about the use of time?
5. What is use of weight?
6. What is the definition of flow in dance?

The consequences of a sedentary lifestyle.

What is a sedentary lifestyle?

A sedentary lifestyle is when there is little, irregular or no physical activity in a person's daily life.

Not taking part in physical activity, such as walking the dog or riding your bike to school, can increase the chances of long term health problems.

The main 8 health problems associated with sedentary lifestyles are Poor Posture, Loss of muscle Tone, Impact on the components of fitness, High blood pressure, Coronary heart disease, Osteoporosis, Type 2 Diabetes, and Depression

What is poor posture?

If you spend a lot of your day sat down at a desk or on a chair or sofa then this can lead to poor posture. This is because your body is being constantly held in unnatural positions, and this can lead to back pain or joint pain.

Loss of muscle tone

Due to the fact that the muscles are not being used as often or as intensely, you will lose your muscle mass. As a result the muscles will become weaker and also fatigue quicker this will lead to daily activities becoming harder to complete, such as walking up stairs or walking to the local shop. Exercise will maintain or increase muscular strength and endurance.

Impact on components of fitness

Leading a sedentary lifestyle has a negative impact on all eleven components of fitness.

Not taking part in physical activity will reduce your cardiovascular endurance, muscular endurance, flexibility and body composition. However, taking part in specific physical activities will help to improve all of the fitness components so that you are able to complete daily tasks or jobs.

High blood pressure

If your blood pressure is high then this is putting extra strain on your heart and blood vessels. This extra strain could increase the chances of a heart attack or stroke. Exercise can help lowering your blood pressure through two main reasons. As a result of long term exercise your heart will become stronger and will not need to beat so often to provide the blood to your body. Also exercise helps improve the elasticity of the blood vessels, again reducing the pressure of blood.

Coronary Heart disease

Is the most serious consequence of a sedentary lifestyle. The condition is caused by the walls of the arteries building up with fatty deposits, which narrow the blood vessels that carry the blood to the heart, which reduces the oxygen received by the heart. Moderate exercise helps remove the fatty deposits and prevents the build up in the blood vessels

Osteoporosis

Reduced activity levels will increase the likelihood of osteoporosis due to a decrease in body density. Bones as a result will become weaker and more brittle, which will increase the chances of the bone breaking when you fall over. Weight bearing exercise such as walking, playing football or jogging will increase the bone density.

Type 2 diabetes

Living a sedentary lifestyle without sufficient exercise is seriously damaging to health. Being inactive often leads to being overweight, which can lead to pre-diabetes and type 2 diabetes.

Staying active decreases insulin resistance and helps bodily insulin to be more effective.

Depression

Reduced physical activity can increase mental health illnesses. Depression can range from mild depression when people feel low and every task feels a lot of effort, to clinical depression, which can be life threatening. Exercise releases hormones, which make you feel happier and more relaxed and can help combat depression.

Questions to answer in your yellow homework book:

1. What is a sedentary lifestyle?
2. What is Osteoporosis?
3. Why can a sedentary lifestyle lead to Type 2 diabetes?
4. How does exercise help reduce mental health illnesses such as depression?
5. Why does a lack of activity cause high blood pressure?



David Olusoga- Black and British

To force Africans to work and stop them rebelling, English landowners wrote laws which set the rules for a new kind of slave society. In 1661, they wrote a set of laws called the 'Barbados Slave Code'.

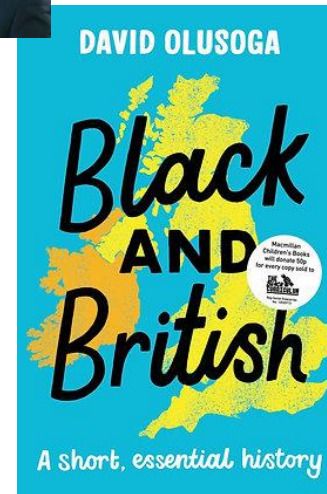
The Barbados Slave Code set out the system in which Africans lived as slaves on the island. An enslaved person remained an enslaved person for their whole life and their children would automatically be enslaved too.

Enslaved people were not allowed weapons. Violent punishments were listed in the Code, which were much worse for enslaved Africans than for Europeans. A European who owned an enslaved person could hurt and even kill them without being punished. The law was totally different for Africans and Europeans on Barbados: A 'Christian' (white person) who was accused of a crime had the right to a trial by jury, but a Black person did not.

Before 1650, only a few English ships brought people from Africa to be slaves. Instead, the English colonists mostly used enslaved people stolen or bought from foreign traders. This changed with the arrival in 1660 of a new King of England: Charles II.

Charles saw an opportunity to make money by trading in enslaved people. English ships would take people from Africa to be slaves in the English colonies. Together with his brother James, Duke of York, King Charles gave his support and money to companies which were set up to trade in enslaved people. The company he set up in 1672, the Royal African Company, would be the only one allowed to trade all along the western coast of Africa. Around 150,000 African people were taken across the Atlantic into slavery by the Royal African Company alone.

The traders lived comfortably in slave castles, with good food and plenty of wine. Some traders burned the initials RAC (Royal African Company) into the enslaved people's skin to mark them as the company's property. Iron shackles were fixed around their legs so they could be chained up. They were then loaded onto overcrowded ships for the horrific journey across the Atlantic Ocean, known as the 'Middle Passage'. Around one-fifth of the enslaved people on the ships died before they even reached the other side.



Questions to answer in your yellow homework book:

1. Why was the Barbados Slave Code set up in 1661?
2. Why and how did Charles II set up the Royal African Company?
3. Describe the conditions that enslaved people experienced whilst on the Middle Passage.

Challenge: Why were punishments for enslaved individuals and Europeans different?



Rotkäppchen ist ein junges Mädchen. Sie wohnt mit ihrer Mutter in einem kleinen Haus. Eines Tages spricht ihre Mutter zu ihr: „Komm, Rotkäppchen, deine Oma hat heute Geburtstag. Du hast Kuchen, bring das der Oma. Sie ist krank. Geh aber vorsichtig, sonst wirst du fallen“.

Oma wohnt mitten im Wald, eine halbe Stunde vom Dorf entfernt.

Als Rotkäppchen in den Wald kommt, trifft sie einen bösen Wolf. „Wohin gehst du jetzt?“ fragt er.

Rotkäppchen hat aber keine Angst vor ihm und geht einfach weiter.

Hilfe – Help:

Rotkäppchen = red riding hood	wohin = where to
Mädchen = girl	Angst = fear
Du weißt = you know	Geburtstag = birthday
vorsichtig = cautious	krank = ill
bösen - angry	Wald = woods

Questions to answer in your yellow homework book
in English:

1. How is *Rotkäppchen's* house described?
2. Why is *Rotkäppchen* visiting her *Oma*? (2 reasons)
3. What is *Rotkäppchen* taking to her *Oma*?
4. Where does *Oma* live, and how far is it from the village?
5. How is the wolf described?
6. What does the wolf ask *Rotkäppchen*?
7. What does *Rotkäppchen* do after meeting the wolf?

Challenge: Use adjectives to write **in German** your own description of the wolf from this story.

Musical performance - Me and my practice

Regular practice is essential to making good progress on any instrument. Much like revising different areas of study and listening to different pieces of music, time must be set aside for regular practice. However, as well as practicing regularly it is important to practice effectively. Here are some suggestions for how to create an effective practice regime.

Long term - practice timetable

Little and often is the best way to practice. If you are a busy person, come up with a timetable for your practice. Will you practice every day or once every two days? Will it be at the same time of day, or will it depend on the day of the week? Sometimes it is more effective to practice at the same time each day. Everyone is different, so you must decide what works best for you and then **stick to it**.

Medium term - aims

If you have an instrumental or vocal teacher, they will help you with your aims. However, it is important that you take ownership of your targets and deadlines when learning a new instrument.

You will need to set aside time to practice and then polish your performance or work on specific techniques such as strumming or finger picking for a guitar for example. As well as learning specific pieces, you will probably need to build up your technique continually through exercises such as scales and other essential technical exercises. These are as essential as learning a song or performance piece, and should not be ignored in favor of spending more time on learning a new song.

Many students make the mistake of just trying to get through learning pieces when they are practicing. Students sometimes gloss over errors or try to get through tricky passages without really addressing the technical skills they need to acquire in order to perform to the best of their ability.

The following is a good model for a practice session:

1. Take any tricky passages from your chosen piece and work through them slowly. Remember that if you can't play the music slowly and in time, it is unlikely that you will be able to play it at the correct speed when you have performance nerves. If a passage is tricky because it is quick, don't force yourself to play the passage at the final speed too quickly. Make sure that you are confident and build up slowly. If a passage is demanding because of a specific technique, for example double stopping on a string instrument, you can use technical exercises to help improve your general skills and then apply those within your performance piece.
2. Practice your piece in sections to ensure that you don't gloss over any details. Make sure that you practice the link between these sections as well.
3. Finish by going through the whole piece so that you have a good idea of the level of stamina required for it - especially if it is a longer piece.
4. If you need an accompanist, or your music is an ensemble piece, make sure that you schedule regular rehearsals with the other musicians. You must know how your part fits with those of other players.
5. Record yourself practicing so that you can listen to finer details, such as tempo, dynamics and phrasing and reflect on what it is you need to practice next.

1. DETERMINATION

2. PRACTICE

3. PATIENCE



Questions to answer:

1. Why is planning your practice session out important before doing it when learning a musical instrument?
2. What is the difference between long term, medium term and short term plans? Can you give some examples?
3. What is an effective practice regime?
4. Why is it important to break down and decode a difficult musical passage when practicing it if you are finding it challenging?
5. What is the main message of this article?

Composites in Formula 1 play a crucial role in racing and are used extensively in various components of cars. Composites refer to materials made by combining two or more different materials to create a superior material with enhanced properties. In F1, composites are primarily used for the construction of the car's chassis, bodywork, and aerodynamic components. Here are some specific applications of composites in F1:

Chassis

The monocoque (central structure) of an F1 car is typically made of carbon fiber-reinforced polymer (CFRP) composites. CFRP offers an excellent strength-to-weight ratio, providing high structural rigidity and safety while keeping the overall weight of the car as low as possible. The monocoque also incorporates honeycomb structures for additional strength and crash protection.

Bodywork

The body panels of an F1 car, including the nose cone, side pods, and engine cover, are usually made of CFRP composites. Composites allow designers to create intricate shapes and aerodynamic features while maintaining lightweight construction. The bodywork needs to withstand high aerodynamic loads, impacts, and vibrations during racing, which makes composites an ideal choice.

Aerodynamic Components

F1 cars heavily rely on aerodynamics to maximize performance. Various components, such as the front and rear wings, bargeboards, and diffusers, are manufactured using composites. These components are designed to generate downforce, reduce drag, and optimize airflow around the car. Composites provide the necessary strength, stiffness, and flexibility to achieve complex aerodynamic shapes.

Safety Structures

Composites are also utilized in the construction of safety structures in an F1 car. The survival cell, which includes the driver's cockpit and surrounding impact-absorbing structures, is often reinforced with composites to ensure high levels of safety in case of accidents or collisions.

Final thoughts

Composites offer several advantages in F1, including high strength, low weight, stiffness, durability, and the ability to tailor material properties. They contribute to overall performance improvements by reducing the car's weight, enhancing aerodynamics, and improving structural integrity and safety. The continuous development and refinement of composite materials and manufacturing processes remain critical in F1 as teams strive for greater speed, efficiency, and safety on the track.



Questions to answer in your yellow homework book:

1. What is a composite material?
2. What are the advantages of using carbon fibre in F1 racing cars?
3. How do F1 cars maximise performance?
4. What does the F1 body need to withstand?
5. What are the aerodynamic components designed to do?
6. How does carbon fibre improve safety?

Nanak is lost in the river

Mardana was sitting on the river bank and waiting. He had one hand on a pile of clothes at his side and across his lap lay his rabab, the musical instrument he played when the Master sang and they worshipped God together. Mardana loved his friend Nanak, the Master, dearly. Early that morning, Mardana had watched Nanak go into the water to bathe as usual. He had waited for him to emerge, as usual, vigorously shaking the water from his hair, before settling into the shade of the big tree to pray.

But this morning there was no sign of the Master, so Mardana was patiently waiting and watching. He was trying not to feel anxious... The following morning, Mardana was still sitting on the riverbank with his hand on the Master's clothes, waiting, afraid to look away from the flowing water, desperate for some movement that would give him hope. He had watched the river being searched once the alarm had been raised yesterday. Nothing! The Master must have drowned, they said, but in his heart Mardana refused to believe them. So he sat and, faithfully, he waited.

The next morning, Mardana was still waiting, sitting on the riverbank and watching. As the water flowed past him, only his eyes moved. He seemed to have been there for ever, then . . . Suddenly he sprang to his feet and threw his hands up into the air. As he opened his mouth to shout, the sound caught at the back of his throat. What was he seeing? Could he believe it? The Master was calmly walking out of the water, as if he had just gone into the river to bathe. As he always did, he was shaking the water from his hair but his face was more than usually tranquil – it was radiant! Mardana truly could not believe what his eyes were seeing, and yet, wasn't this what he had trusted would happen, deep in his heart? Nanak, his beloved friend, was back. What joy! And here he was, dressing again as though it were an ordinary day. Mardana watched him, his head bursting with questions but, each time he opened his mouth to ask, the Master held up his hand as if to silence him, so Mardana had to carry on waiting.

It was many days before the Master spoke. He had continued to wash in the river and then to sit in the shade of the big tree to pray. He had given away all his possessions, and some people thought he was mad. A crowd gathered, but he remained silent. Eventually, the Master described the wonderful experience he had had. He told them he had been taken to a holy place, to God's court, and there he had been given a cup of nectar, the sweetness of God's name. He said all that mattered was that there was only one God and how people worshipped God wasn't important at all. Nanak had been called by God to sing God's praises! And that was what he did. With Mardana, he wrote lots of songs and travelled to many places to sing God's praise.



Questions to answer in your yellow homework book:

1. What do you think the moral of the story is?
2. Do you think Nanak went to the "court of God"?
3. Nanak seemed to suggest that finding God is like being immersed in water – completely submerged. What does this metaphor mean?

The benefits of script work in drama education

Drama classes are said to have many different benefits for those who take part: self-confidence, self-expression, life skills, personal development, creativity, critical thinking, teamwork—some even remember to mention fun. All of these are valuable skills for young people to learn, but how does drama help them with this?

Drama is education

Theatres put on plays, and plays are taught in schools in English lessons, so a bit of extra practice at reading and examining plays is bound to be beneficial. But the benefits of the script work that we do in drama go a lot deeper.

In school English lessons, plays are often taught as literature to be read, but, as any playwright knows, a play's true meaning only comes to light when it is performed by actors. When we look at scripts, we consider how the way we perform them can add to their meaning and make the play enjoyable, not just see it as an academic exercise.

Drama can help with reading, writing and communication skills, all part of the English National Curriculum, but it can be helpful in other subjects too. When we create a piece of drama, we learn, through the stories and characters, about different opinions, cultures, periods of history and subjects

Self-confidence and self-expression

It is often assumed that anyone who can stand up on a stage and perform to an audience must be naturally confident, but some of the greatest actors are actually pretty shy when they aren't hiding behind a character and may come offstage after holding an audience spellbound and tentatively ask a stagehand if their performance was okay. On the other hand, people who come across as supremely confident are often frightened to drop their guard enough to be able to play on stage anyone other than themselves.

Leadership and teamwork

Theatre is dependent on teamwork as much as many sports, but there is no opposition to beat or prize to win; it is about pooling everyone's ideas, skills and resources to produce the best possible work.

Leadership is linked to self-confidence, in that the people with the most creative ideas aren't necessarily the first to speak up in a group. Over time, with some encouragement from the teacher, they can learn that their ideas are as valuable as anyone else's and that they won't be told off or laughed at for getting it 'wrong', helping them to grow in confidence.



Questions to answer in your yellow homework book:

1. What are the benefits of drama classes?
2. Do you have to be confident to perform on stage?
3. What does it mean by the term 'hiding behind a character'?
4. What is theatre dependant on?
5. What is leadership linked to?
6. What can you learn over time?

Salary ratios: how charities are approaching fair pay

In the summer of 2013, a series of media stories highlighting charity leaders' pay levels, triggered a strong reaction from the public, including many donors.

Remuneration ratios essentially make clear the difference between what its lowest paid member of staff is being paid, compared to its highest. The ratios can be helpful for deciding the appropriate distribution of any increase in payroll spend across the whole charity. There are other benefits too.

A recent report by the High Pay Centre has highlighted how workplaces with big pay gaps between the highest and lowest wage earners suffer more industrial disputes, more sickness and higher staff turnover than employers with more equitable pay differentials.

So how do pay ratios in the voluntary sector currently stack up? Agenda Consulting's People Count 2013 report, found that on average the highest paid employee earns eight times (ratio 1:8) the base salary of the lowest paid. This figure tends to rise with the size of the

organisation: the average pay ratio for organisations with 100 to 250 employees is 1:5 compared with 1:11 for those with over 1,000 employees.

This latter trend is reflected within data from elsewhere in the sector – for example, the 2011 charity pay ratio survey from Charity Finance found that the larger the organisation, the smaller its lowest salary. For example, the median lowest salary for an organisation with an income of less than £250,000 is £18,000, whereas in an organisation turning over more than £100m, the median lowest salary is just £13,200.

Whether or not this is because an organisation becomes less responsible to employees the bigger it gets, or because there is an ethos of collectivism among smaller charities, is open for discussion.

Source: The Guardian



Questions to answer in your yellow homework book:

1. What triggered a strong reaction from the public?
2. What are remuneration ratios?
3. Give three problems from the text of having big pay gaps.
4. What is the average ratio in the voluntary sector?
5. What two possible reasons are given for why the pay gap is larger in larger organisations?





Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Semantic field (n.)	Words that are linked to a key theme or topic.
Motif (n.)	A word or image repeatedly found with symbolic meaning
Symbolism (n.)	An image that carries a deeper meaning
Tragic hero (n.)	A character whose hamartia leads to their death/destruction.
Hamartia (n.)	A flaw in someone's character that leads to their downfall.
Hubris (n.)	Having too much pride.
Foil (n.)	A character that has the opposite traits of the protagonist.
Tier 2 Vocabulary	Definition
Microcosm (n.)	A small place, group or people that represent something larger.
Fate (n.)	Decisions made by a higher power which are outside of our control.
Destiny (n.)	Events that <u>will</u> happen to a person or thing in the future.
Patriarchy (n.)	A society run by men.
Tragedy (n.)	A story where the protagonist is a tragic hero: they transform from good to bad due to their hamartia.
Rivalry (n.)	A conflict between people.
Arranged marriage (n.)	A marriage organized by parents who suggest a potential bride or groom. In forced marriage there is no choice.



Section B: Key Concepts/Ideas/Questions
<p><u>Big Questions</u></p> <ol style="list-style-type: none"> 1. What was life like in Elizabethan society? 2. Why is the theme of divisions in society important in the play? 3. How is love and marriage presented in the play? 4. What is conflict? How does it relate to rivalry? 5. Is destiny predetermined? Does fate exist? 6. How might a modern day audience respond to the play? <p><u>What was life like in Elizabethan England?</u></p> <p><i>The Elizabethan Era took place from 1558 to 1603 and is considered by many historians to be the golden age in English History. During this era England experienced peace and prosperity while the arts flourished. The time period is named after Queen Elizabeth I who ruled England during this time.</i></p>

Section C: Subject Specific

Conventions of a tragedy

- Solo speeches (monologues)
- Tragic heroes
- Violence
- Doom and destiny
- Tragic endings
- Hamartia
- Avoidable fate

Themes:	Love	Conflict	Family	Fate
				

 Montagues	Other	Capulets 
Romeo (protagonist)	Friar Lawrence (Runs the church, mentor to Romeo)	Juliet (protagonist)
Lord and Lady Montague (parents to Romeo and head of the family)	Mercutio (Romeo's closest friend)	Lord and Lady Capulet (parents to Romeo and head of the family)
Benvolio (Cousin to Romeo)	Nurse (Raised Juliet, a trusted friend and mentor)	Tybalt (Cousin to Juliet)

Who was Williams Shakespeare?

William Shakespeare was a playwright and a poet writing during the Elizabethan and Jacobean eras. He wrote three types of plays: histories, comedies, and tragedies. His plays were most famously performed in the Globe Theatre in London.

Concepts seen before:

Character: A person or thing in a story or play. E.g. Richard II.

Audience: The people who spectate; people who watch a performance. E.g. The Elizabethan audience who watched plays at the Globe Theatre.

21

Week Beginning	TASKS Year: 8 Subject: English Topic: Shakespeare Term: Autumn 1 and 2
04/9/23	Create a learning poster that demonstrates your knowledge of key context for 'Romeo and Juliet' and William Shakespeare.
11/9/23	Key Vocabulary. Task: Pick three words from Tier 3, and two words from Tier 2. Write the definition then dual code them (add an image that represents what it is) Check: Cover the definitions and try to write them from memory using only your dual coding as a guide. Correct any errors.
18/9/23	Create a grid, and for each of the key characters on the knowledge organiser, explain who they are and select a quote that applies to them.
25/9/23	Key Vocabulary. Task: Pick three words from tier 3 and create a sentence using each of them. Pick three words from tier 2 and create a sentence using each of them. Check: Correct any spelling errors in the key terms used.
2/10/23	Create a mind map on one of the key themes. Explore how this is presented in the novel, which characters it applies to, and quotes that link to the theme.
9/10/23	Write a detailed answer to at least two of the "big questions".
16/10/23	Create a revision resource about the characters Romeo and Juliet. Challenge: can you include quotes from Acts 1 and 2?
23/10/23	Draw a mask that could be used at the masquerade party! Label it with quotations from the play.

Week Beginning	TASKS Year: 8 Subject: English Topic: Shakespeare Term: Autumn 1 and 2
6/11/23	Write a paragraph about what you've read so far that uses at least five words from the knowledge organiser. Highlight/underline where you have used them.
13/11/23	Define it. Use it in a sentence. Transform it into an image. Complete the task above for the following key terms: Fate, tragedy, hamartia.
20/11/23	Create a mind map on one of the key themes. Label it with the following that links to the theme: quotes, characters, key events.
27/11/23	Research what other Tragedy plays Shakespeare has written. List what you find. Include a brief summary of the plot for one of the plays you've found.
4/12/23	Write a paragraph about what you've read so far that uses at least five words from the knowledge organiser. Highlight/underline where you have used them.
11/12/23	Define it. Use it in a sentence. Transform it into an image. Complete the task above for the following key terms: Rivalry, Destiny and Foil.
18/12/23	Write a detailed answer to at least two of the "big questions".

Section A: Key vocabulary

Tier 3	Definition
Equivalent ratio (n)	Two ratios which have the same value; they show the same relationship. One is a multiple of the other.
Best buy (n)	Comparing the cost of the same number of items and the lowest price if the best value.
Numerator (n)	The top number in a fraction.
Denominator (n)	The bottom number in a fraction.
Scale factor (n)	The ratio of any two corresponding lengths in two similar geometric figures.
Tier 2	Definition
Proportion (n)	Compares the size of one part to the size of the whole.
Ratio (n)	Compares the size of one part to another part.
Percentage (n)	Number of parts per 100.
Percentages change (n)	Comparing the initial (or before) and final (after) quantities as a percentage.
Multiplier (n)	A number you multiply a quantity by, to increase or decrease by a percentage.
Factor (n)	A number that divides into another number without a remainder.
Variable (n)	A symbol for a value we don't know yet. It is usually a letter like x or y.
Conversion (n)	A change in the form of a measurement, different units, without a change in the size or amount.
Commutative (adj)	You can swap numbers around and still get the same answer when you add or multiply.
Simplify (n)	To simplify a fraction or ratio means to make it as simple as possible.
Expression (n)	Numbers, symbols and operators (such as + and ×) grouped together that show the value of something.

Section B: Important ideas/concepts

Ratio 1:3 Example

"For every 5 boys there are 3 girls"

This is the "whole" – boys and girls together

This represents the 5 boys This represents the 3 girls

Ratio 6:4 Example

"For every 6 days of rain there are 4 days of sun"

6:4

rain sun

÷ by 2 ↓

3:2

Find the biggest common factor that goes into all parts of the ratio

For 6 and 4 the biggest factor (number that multiplies into them is 2)

Adam and Kevin share the running costs of the car in the ratio 1 : 3. Last year it cost £1860 to run the car. How much did Kevin pay?

Adam Kevin } £1860

For one part $1860 \div 4 = 465$

For 3 parts $465 \times 3 = 1395$

Express this ratio in the form $n:1$.

12:4

÷ 4 ÷ 4

3:1

Express this ratio in the form $1:n$.

2:7

÷ 2 ÷ 2

1:3.5

Scale factor of similar shapes. What have all the sides of one shape been multiplied by, to get to the other shape?

Section C: Important ideas/concepts

Direct proportion means as one amount increases, another amount increases at the same rate. If you double the number of boxes, you double the number of bananas.

Number of bananas	3	6	9	12
Number of box	1	2	3	4

Visualise $\frac{1}{2} \div \frac{1}{4} = 2$

How many $\frac{1}{4}$ s are in $\frac{1}{2}$?

How many $\frac{1}{4}$ s are in $\frac{1}{2}$?

Answer: 2

For multiplying or dividing by an integer, first turn the integer into a fraction. Anything divided by 1 stays the same.

$\frac{2}{7} \times 3 = ?$

$\frac{2}{7} \times \frac{3}{1} = \frac{2 \times 3}{7 \times 1} = \frac{6}{7}$

Concepts you have seen before:

Ratio, proportion, percentages of amounts, fractions of amounts, equivalent fractions and four operations.

Week Beginning



To hear the homework task read aloud, scan the QR code using the camera on your phone.

TASKS

Year 8—Mathematics—Proportional Reasoning—Autumn 1

04/09/2023



Read, cover, write and check. Accurately copy the words you are learning. Then read the definitions, cover them up, write down what you can remember and then check what you have written. Correct in a different colour pen if you didn't quite remember it accurately. **Proportion, ratio, equivalent ratio, simplify, and scale factor.** CH: Draw a picture to go with your definitions.

11/09/2023



Write the following situations as the ratio boys : girls

a. A class with 10 girls and 11 boys. b. A class with 30 **students** and 13 boys. c. A class where $\frac{3}{5}$ of the **students** are girls.

2. Write the following ratios in the form 1:n. a. 4:16 b. 3:27 c. 2:5 d. 4:50 e. 5:20 f. 3:10

18/09/2023



a. Share 20 sweets in the ratio 2:3 .

b. Angus and Blake share £35 in the ratio 6:1. How much **more** money does Angus get than Blake?

c. Casper and Deni do some work on a construction site in the ratio 3:5. If Deni works for 30 hours, how many hours does Casper do?

25/09/2023



1. A shop sells ribbon for £2.75 a metre. Find the cost of these lengths:
a. 3 metres b. 4.5 metres c. 6.85 metres d. 27.55 metres e. 13.5 metres f. 8.75 metres.

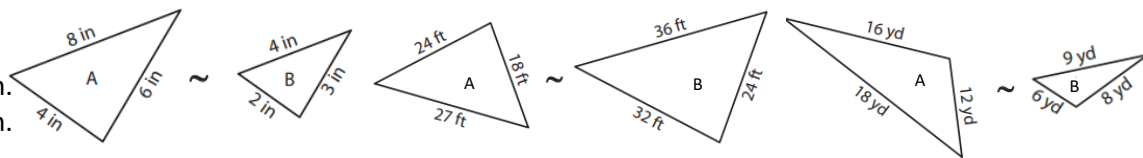
2. A shop sells paper clips in two different sized packs. Pack A contains 120 paper clips for £1.45 Pack B contains 200 paper clips for £2.30 Calculate the cost of one paper clip from each pack and say which is better value.

02/10/2023



Each of the following pairs of triangles are similar.

- Calculate the scale factor from A to B for each.
- Calculate the scale factor from B to A for each.



09/10/2023



1. Complete these calculations. a. $\frac{3}{5} \times 3$ b. $\frac{1}{2} \times \frac{1}{5}$ c. $\frac{2}{7} \times \frac{4}{8}$ d. $\frac{1}{2} \times \frac{3}{8} \times 2$ e. $\frac{3}{4} \times \frac{4}{5} \times \frac{1}{2}$

Give your answers in their simplest form

2. A rubbish dump covering $\frac{15}{2}$ square kilometres is already full $\frac{3}{4}$. On how many square kilometres has rubbish been dumped?

16/10/2023



1. Complete these calculations. a. $\frac{1}{4} \div 2$ b. $4 \div \frac{8}{15}$ c. $\frac{1}{5} \div \frac{1}{7}$ d. $\frac{5}{9} \div \frac{5}{6}$ e. $\frac{7}{10} \times \frac{2}{3} \div \frac{3}{4}$ f. $\frac{1}{2} \div 1\frac{3}{5}$ g. $2\frac{2}{3} \times 2\frac{2}{9}$

2. Natalie is baking cupcakes. Each cupcake needs $\frac{1}{2}$ a cup of sugar. How many cupcakes can she make if she has $7\frac{1}{3}$ cups of sugar?



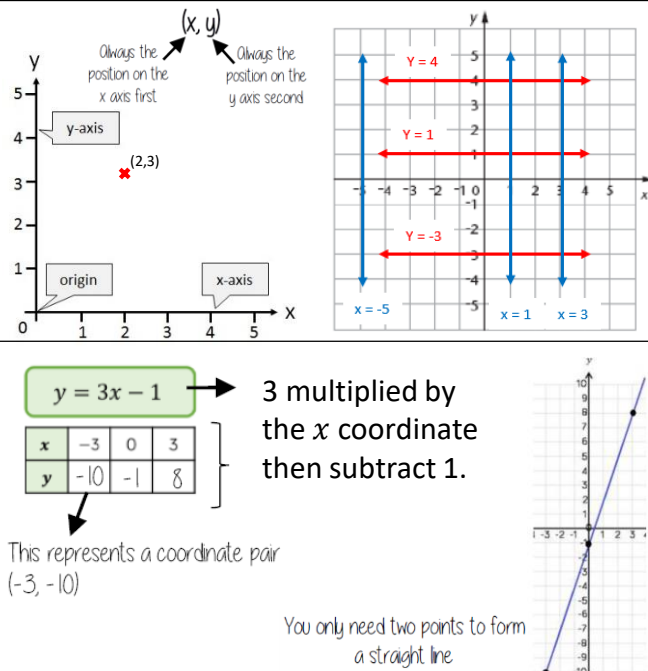
Maths – Representation – Autumn Term 2



Section A: Key vocabulary

Tier 3	Definition
Parallel (adj)	Straight lines that are always the same distance apart and never touching.
Correlation (n)	When two sets of data are strongly linked together we say they have a strong correlation.
Sample space (n)	Shows all the possible outcomes of an experiment.
Tier 2	Definition
Origin (n)	On a graph it is where the X axis and Y axis cross.
Equation (n)	An equation says that two things are equal.
Linear (adj)	Makes a straight line when graphed.
Substitute (n)	Putting values where the letters are.
Gradient (n)	How steep a line is.
Ascending (adj)	Arranged from smallest to largest. Increasing.
Descending (adj)	Arranged from largest to smallest. Decreasing.
Midpoint (n)	The middle of. The point halfway along.
Line of best fit (n)	A line on a graph showing the general direction that a group of points seem to follow.
Discrete (adj)	Data that can only take certain values.
Continuous (adj)	Data that can take any value (within a range).
Frequency (n)	How often something happens.
Probability (n)	The chance that something will happen. How likely it is that some event will occur.
Outcome (n)	A possible result of an experiment.
Biased (adj)	A built in error that makes all values wrong.
Intersection (n)	The cross over on a Venn Diagram.
Union (n)	The set made by combining the elements of two sets.
Product (n)	The answer when two or more values are multiplied together.

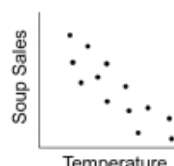
Section B: Important ideas/ concepts



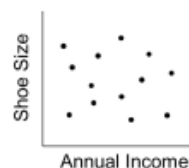
Positive — As one quantity increases so does the other.



Negative — As one quantity increases the other decreases.



No correlation Both quantities vary with no clear relationship.



	Version 1	Version 2	Version 3	Total
Likely to buy	25	20	54	99
Unsure or unlikely to buy	40	10	31	81
Total	65	30	85	180

$25 + 40 = 65$
 $20 + 10 = 30$
 $54 + 31 = 85$
 $99 + 81 = 180$
 $65 + 30 + 85 = 180$

Section C: Important Ideas/concepts

The Product Rule

$$3 \times 2 \times 4 \times 3 = 72$$

different sandwiches are possible

number of choices of bread

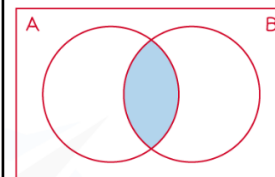
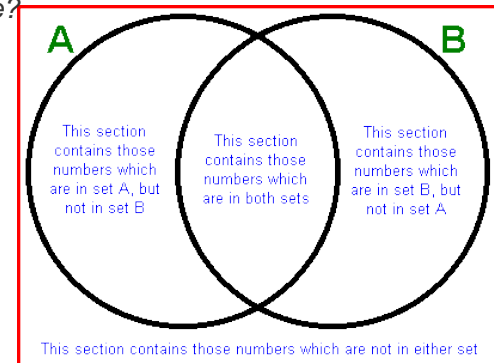
number of choices of cheese

number of choices of meat

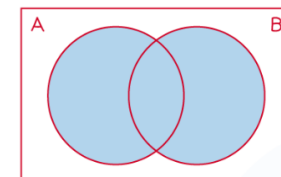
number of choices of sauce

A deli let's customers build their own sandwich. They can select from **three** types of **bread**, **two** types of **cheese**, **four** types of **meat**, and a choice of **three** sauces. How many **different** sandwiches are possible?

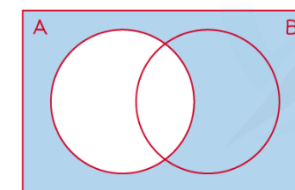
Venn diagrams:



Intersection
"A AND B"



Union
"A OR B OR BOTH"



Complement "NOT A"

Concepts you have seen before: 26
Coordinates, notation, probability and Venn diagrams.

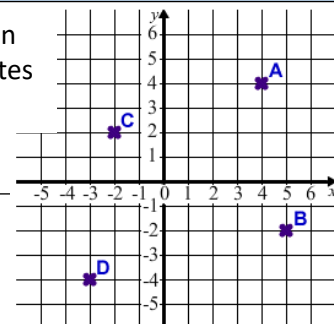


6/11/2023



1. Read, cover, write and check. Accurately copy the words you are learning. Then read the definitions, cover them up, write down what you can remember and then check what you have written. Correct in a different colour pen if you didn't quite remember it accurately. **Parallel, gradient, origin, linear, correlation, probability, and frequency.**

2. Write down the coordinates shown.



13/11/2023



From the box, choose any coordinates that lie on a. $y = 2$ b. $x = 3$ c. the x axis, d. $x = 4$,
 (2,3) (6,0) (-1,2) (5,-6)
 (4,-1) (3,4) (0,5)
 e. $y = -1$ f. the y - axis
 CH: Create a few coordinates of your own for each.

20/11/2023



Copy the table of values 5 times and complete them to find the coordinates of the following graphs.

a. $y = 2x + 3$ b. $y = 3x - 1$ c. $y = 6 + 2x$ d. $y = x + 5$ e. $y = 5 - x$

CH: Draw a set of axes and plot your line graphs on it.

x	-2	-1	0	1	2
y					

27/11/2023



1. Draw an example of what scatter graphs with different types of correlation would look like. Include: strong/weak positive, negative and no correlation.

2. Give an example of variables that would give a **positive** correlation, **negative** correlation and **no** correlation and explain why.

4/11/2023



Copy and complete the two-way table.

The table shows information about the eye colour of 100 people.

a. How many boys have green eyes? b. How many girls have blue eyes?
 c. How many more girls have brown eyes than blue eyes.

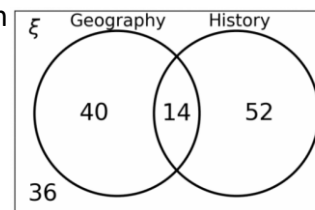
	Brown	Blue	Green	Total
Boys	12	25		70
Girls			8	
Total	29			100

11/12/2023



Students in year 10 were asked if they study geography or history. The results are shown in the Venn Diagram

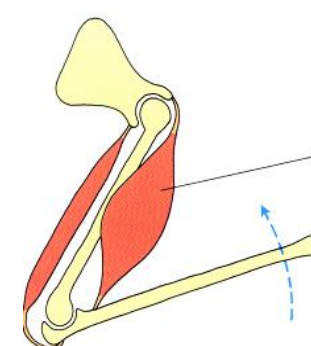
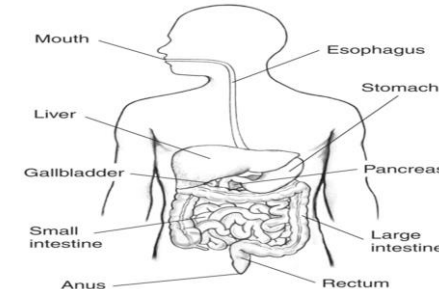
1. How many students are in year 10?
 2. A student is selected at random. Find the following:
 a. $P(\text{studies both history and geography})$
 b. $P(\text{studies geography})$
 c. $P(\text{ONLY studies geography})$
 d. $P(\text{they don't study geography or history})$
 e. $P(G \cap H)$
 f. $P(G \cup H)$
 g. $P(G')$



18/12/2023



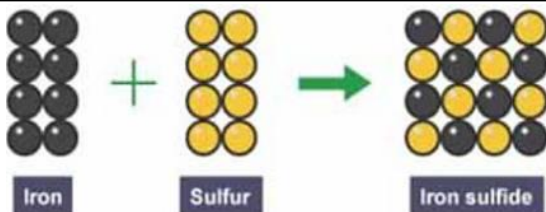
1. A restaurant has 5 starters and 16 main courses on its menu. How many different combinations of meals are possible?
 2. At a school there are 88 girls and 70 boys. The headmaster is going to pick a boy and a girl at random. How many different combinations are possible?
 3. A café sells sandwiches, rolls and baguettes. Each is sold on 5 different types of bread. Each is sold with 11 different fillings. How many different items does the café sell?
 CH: Create your own example, make it as challenging as possible.

Section A: Key Vocabulary		Section B: Important Ideas / Concepts / Questions		Section C: Subject Specific	
Tier 3	Definition	Organisation within the body		Maths skills :	
Organelle (n)	a specialized part of a cell having some specific function; a cell organ.	<div>The body is organised from very small organelles e.g. the nucleus, up to large organ systems.</div> <div>What other examples of organelles, tissues, organs and organ systems can you think of?</div> <div>Smallest ↓ Largest</div> <div>Organelle Cell Tissue Organ Organ System</div>		<div>total magnification = eyepiece lens magnification × objective lens magnification</div> <div>magnification = $\frac{\text{image size}}{\text{real size}}$</div>	
Cell (n)	a usually microscopic structure containing nuclear and cytoplasmic material enclosed by a semipermeable membrane, the basic structural unit of all organisms.				
Tissue (n)	similar cells and cell products forming a structural material with a specific function, in a multicellular organism.				
Organ (n)	a grouping of tissues into a distinct structure, as a heart or kidney in animals or a leaf or stamen in plants, that performs a specialized task.				
Muscle (n)	a tissue composed of cells or fibres, the contraction of which produces movement in the body.				
Skeleton (n)	the bones of a human or an animal considered as a whole, together forming the framework of the body.	Muscles and Bones		Role of organs in the Digestive System	
Ligament (n)	a band of tissue, usually white and fibrous, serving to connect bones, hold organs in place	<div>How does your arm bones and muscles work to move your arm up?</div> <div>The bicep contracts</div> <div>The tricep relaxes and the arm moves up.</div> <div>This is known as antagonistic and is when muscles work in pairs, (one contracts and the other relaxes).</div> 		Mouth – teeth crush and grind the food, saliva makes the food moist, enzymes start to digest food.	
Cartilage (n)	a firm, elastic, flexible type of connective tissue of a translucent whitish or yellowish colour				
					Stomach – muscles contract to churn food. Acid kills bacteria. Enzymes breakdown food molecules
					Small Intestine – Digestion continues with enzymes, absorbs nutrients into the blood.
					Large Intestine/Colon – any excess water is absorbed. Remaining waste food forms faeces.
Tier 2	Definition	Diet and food		Digestive System	
Observe (v)	to regard with attention, especially so as to see or learn something	<div>The five main nutrients needed by the body are; carbohydrates, fats, proteins, vitamins and minerals. Carbohydrates supply energy, fats are used for energy and insulation, proteins assist growth and repair and vitamins and minerals are important for health.</div>			
Organisation (n)	organic structure; composition				
Properties (n)	essential or distinctive attributes or qualities of a thing				
Concepts you have seen before: Cells, microscopes, bones.					

Section A: Key Vocabulary	
Tier 3	Definition
Chemical change (n)	A change in which one or more new substances are formed.
Physical change (n)	A change in which no new substances are formed, e.g. changes of state.
Reactants (n)	The substances you start with in a chemical reaction.
Acid (n)	A substance with a pH less than 7.
Alkali (n)	A substance with a pH greater than 7.
Neutral (n)	A substance with a pH of exactly 7.
Neutralisation (n)	The reaction between an acid and alkali that results in a mixture with a pH of 7.
Displacement reaction (n)	A reaction where a more reactive element replaces a less reactive one in a compound.
Tier 2	Definition
Products (n)	The new substances formed in a chemical reaction.
Conservation (n)	The act or an instance of conserving or keeping from change.
Reactivity (n)	The impulse or extent to which a chemical undergoes a chemical reaction – either by itself or with other chemicals.
Concepts you have seen before: Observe that some materials change state when they are heated or cooled and measure/research the temperature this happens in degrees Celsius. (KS2)	

Section B: Important Ideas / Concepts / Questions

Chemical reactions involve rearrangement of atoms:



During chemical reactions, atoms in reactants **rearrange** to form new substances as products.

In the reaction above, **solid** iron is heated with **solid** sulfur, to produce **solid** iron sulfide.

From the particle model topic, how can we tell the 3 substances above are all solids?

Word Equations and Symbol Equations

Word equations are a model for how reactions happen. They show the products formed when reactants combine:

$$\text{Hydrogen} + \text{Oxygen} \rightarrow \text{Water}$$

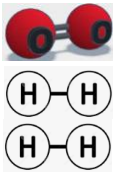

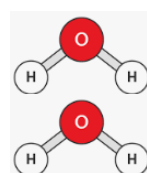
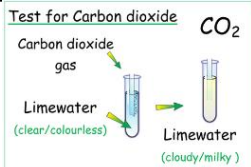
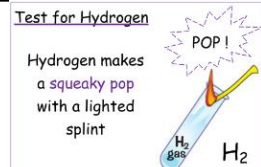

However, word equations do not show how much of each substance is needed to make the product(s). For this, we need symbol equations:

Count the atoms:

H_2	+	O_2	\rightarrow	H_2O
H 2		O 2		H 2
		O 2		O 1

Balance the oxygen: $\text{H}_2 + \text{O}_2 \rightarrow 2\text{H}_2\text{O}$

Balance the hydrogen: $2\text{H}_2 + \text{O}_2 \rightarrow 2\text{H}_2\text{O}$

Section C: Representing reactions
Conservation of Mass
<p>The mass of all products from a reaction is equal to the mass of all reactants. This is because no atoms are lost and no extra atoms are gained:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Reactants  </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> Products  </div> </div>
Acids, Alkalis and Neutralisation
<p>Sulfuric acid + sodium hydroxide → sodium sulfate + water</p> $\text{H}_2\text{SO}_4 + 2\text{NaOH} \rightarrow \text{Na}_2\text{SO}_4 + 2\text{H}_2\text{O}$ <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Red in Universal Indicator</p> </div> <div style="text-align: center;"> <p>Blue in Litmus Indicator</p> </div> <div style="text-align: center;"> <p>Colourless in phenolphthalein</p> </div> </div>
Testing for Gases
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Test for Carbon dioxide CO_2</p>  </div> <div style="width: 45%;"> <p>Test for Hydrogen</p> <p>Hydrogen makes a squeaky pop with a lighted splint</p>  </div> </div> <div style="margin-top: 10px;"> <p>Test for Oxygen O_2</p>  </div>

Section A: Key Vocabulary

Tier 3	Definition
Ammeter (n)	A piece of equipment that measures how much electricity is flowing around a circuit.
Amp (n)	The unit for measuring current. (A)
Battery (n)	Two or more cells used together.
Cell (n)	A source of electricity with a low 'energy' (low voltage). Cells push electrons round a circuit.
Charges (v)	Tiny particles that flow around a circuit.
Current (n)	The flow of electricity around a circuit.
Parallel circuit (n)	A circuit with two or more branches that split apart and join up again.
Resistance (n)	A way of saying how difficult it is for electricity to flow through something.
Resistor (n)	A component that makes it difficult for electricity to flow – resistors are used to reduce the size of the current in a circuit.
Series circuit (n)	A circuit in which there is only one loop of wire.
Variable resistor (n)	A resistor whose resistance can be changed.
Voltage (n)	A way of saying how much energy is transferred by electricity, measured in volts (V)
Voltmeter (n)	A piece of equipment that measures how much energy is being transferred by a current.
Tier 2	Definition
Risk (n)	How likely it is that a particular hazard will cause a danger.
Component (n)	Something in a circuit, such as a bulb, switch or motor.
Hazard (n)	Something that could be a danger.
Concepts you have seen before: Electricity	

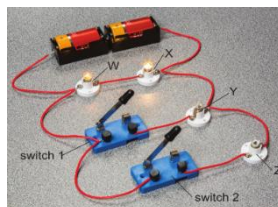
Section B: Important Ideas / Concepts / Questions

Series Circuit

A series circuit. All the components are in one loop. If one component fails, the current will not flow and the other components will not work.



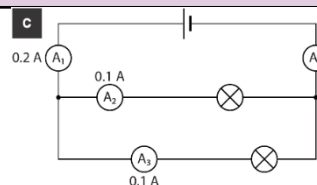
Parallel circuit



A parallel circuit. All the components are in separate loops. If one component is faulty, current will still flow and the other components will still work. Houses are wired in this way.

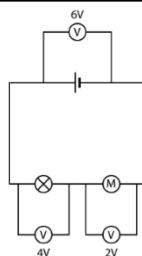
Current

Current is the same at all points in a series circuit. Current is shared between loops of parallel circuits.



Potential difference

Potential difference (voltage) is shared between components in each loop. Potential difference is the same across different loops



Section C: Electricity in the home

Symbols

Cell	Battery	Open Switch	Closed Switch	Filament Bulb
Fixed Resistor	Variable Resistor	Voltmeter	Ammeter	Fuse

Resistance

$$\text{resistance } (\Omega) = \frac{\text{potential difference (V)}}{\text{current (A)}}$$

The current in a bulb was 0.2 A when the voltage across it was 6V. Work out the resistance:

$$\begin{aligned} \text{resistance} &= \frac{\text{potential difference}}{\text{current}} \\ &= \frac{6 \text{ V}}{0.2 \text{ A}} \\ &= 30 \Omega \end{aligned}$$

Conductors and insulators

Materials that have lots of electrons that are free to move are good conductors of electricity, like metals.

Materials that do not have many electrons that are free to move are insulators, they have a high resistance.

Conductor	Insulator
Copper	Plastic
Silver	Wood

Section A: Key Vocabulary

Tier 3	Definition
Force multiplier (n)	Is a lever where the effort distance is greater than the load distance.
gradient (n)	Steepness of a line on a graph in numbers. It is calculated by taking the vertical distance between two points and dividing by the horizontal distance between the same two points.
relative speed (n)	The speed of one object compared to another – both objects could be moving.
moment (n)	The turning effect of a force. It is calculated by multiplying the force by the perpendicular distance of the force from the pivot.
lever (n)	A simple machine that consists of a long bar and a pivot. It can increase the size of a force or increase the distance the force moves.
fulcrum (n)	A point about which something turns. Another name for a pivot.
Distance multiplier (n)	Levers that a large effort force moves a small distance, and the load you are moving moves a greater distance
Tier 2	Definition
deform (v)	Change shape.
effort (n)	The force put on something, especially a lever or other simple machine.
dissipate (v)	Spread out.
In equilibrium (n)	In balance.

Section B: Important Ideas / Concepts / Questions

Speed calculations and Relative motion

Speed is a measure of how fast an object is moving.

To work out an object's speed you need to know the **distance** it has travelled and the **time** taken.

Distance is measured in metres.

Sometimes a question will give distance measured in kilometres. You can convert kilometres into metres by multiplying it by 1000.

For example $10 \text{ km} = 10 \times 1000 = 10,000\text{m}$.

Time is measured in seconds.

Speed can be calculated using the following equation:

$$(\text{average}) \text{ speed (m/s)} = \frac{\text{distance (m)}}{\text{time taken (s)}}$$

Objects moving in the same direction

Relative speed = fastest speed – slowest speed

Objects moving in opposite directions towards, or away from, each other

Relative speed = speed of object 1 + speed of object 2

What is a distance-time graph?

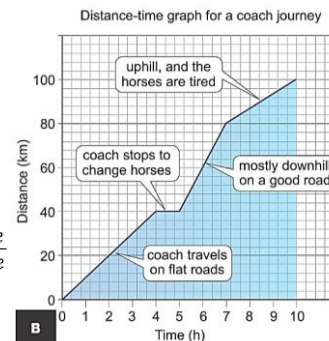
A **distance-time graph** is a useful way to represent the motion of an object. It shows how the distance moved from a starting point changes over time.

Distance- Time graphs

The gradient of the line on a distance-time graph is equal to the speed.

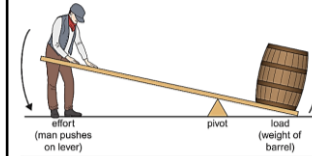
Calculate the gradient using the equation:

$$\text{gradient} = \frac{\text{change in y value}}{\text{change in x value}}$$



Section C:

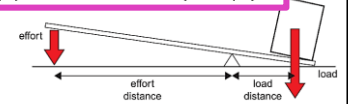
Moments, Levers and Pivots



A | The effort force moves further than the load.

The turning effect of a force is called a **moment**. The size of the moment depends on the size of the force and the distance between the force and the pivot. Moments are measured in units called **newton metres (N m)**.

$$\text{moment of the force (N m)} = \text{force (N)} \times \text{perpendicular distance from the pivot (m)}$$

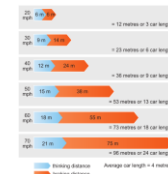


B | The effort is smaller than the force needed to lift the weight of the load directly.

Road Safety and stopping distances

Reaction times

A **reaction time** is the time between a person detecting a **stimulus** (such as a flashing light or a sound) and their **response** (such as pressing a button or applying the brakes in a car). Response times can be measured using computers or electric circuits that measure the time between a stimulus and a response.



When a driver sees a problem ahead, their vehicle will travel some distance while the driver reacts to the situation. This is called the **thinking distance**. The vehicle will then go some distance further while the brakes are working to bring it to a halt. This is called the **braking distance**. The overall **stopping distance** for any road vehicle is the sum of the thinking and braking distances.

stopping distance = thinking distance + braking distance

Section A: Key Vocabulary

Tier 3	Definition
Photosynthesis (v)	Process carried out where plants make their own food $\text{Carbon Dioxide} + \text{Water} \rightarrow \text{Glucose} + \text{Oxygen}$
Chlorophyll (n)	Green pigment in chloroplasts of the plant cells. It enables photosynthesis to take place
Chloroplast (n)	Contain the green pigment chlorophyll; the site of photosynthesis
Waxy cuticle (n)	Waxy layer, prevents water loss
Upper Epidermis (n)	Thin and transparent allowing light to pass through
Palisade Mesophyll (n)	Main region for photosynthesis. Lots of palisade cells containing lots of chloroplasts
Spongy Mesophyll (n)	Cells are more loosely packed. Contains air spaces between cells allowing gaseous exchange
Stomata (n)	Microscopic pores. Each stomata surrounded by a pair of guard cells. Guard cells controls whether they are open or close

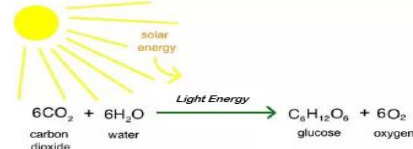
Concepts you have seen before:

Cells, microscopes, bones

Section B: Important Ideas / Concepts / Questions

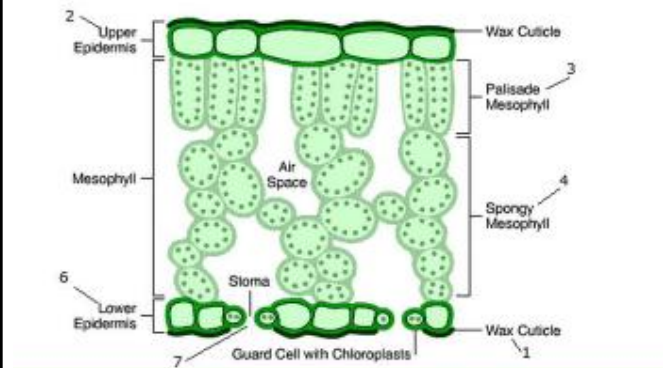
Photosynthesis

Green plants and algae do not eat food to get their energy, Instead they make their own food by a process called photosynthesis. Photosynthesis takes place inside plant cells within the chloroplasts.

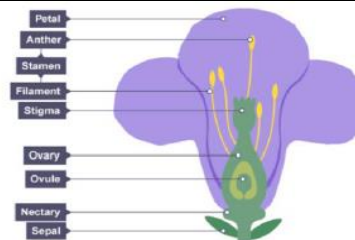


The structure of a leaf

The Leaf Structure



Structure of a flower



Section C: Subject Specific

Limiting factors for photosynthesis

A **limiting factor** is something that **stops** photosynthesis from happening any **faster**.

- Intensity of light (how **bright** light is)
- Temperature
- Carbon dioxide

Stomata

- On the underside of the leaf there are tiny holes. These allow gases to diffuse into the leaf.
- **Carbon dioxide** diffuses into the leaf, and **oxygen** diffuses out.

Key facts

- Photosynthesis takes place in the **chloroplasts** which are found on the **upper** surface of the leaf
- Chloroplasts contain **chlorophyll**, which is a **green** pigment.

Chlorophyll **absorbs** the light energy needed for **photosynthesis**.

Photosynthesis cannot happen without enough light





Week Beginning	TASKS
	Year: 8 Subject: Science Term: Autumn
04/19/23	Tissues and organs: Learn the spellings and the definitions of the Tier 3 vocabulary words for the tissues and organs topic. Do this by writing out the definitions and then writing out the words next to each definition in a mixed up order. Match up the words to the definition using a line or colour. Check your answers.
11/09/23	Tissues and organs: Describe in as much detail as possible and using a diagram how a weight lifter can pick up a 20kg mass using his arm muscles. Include 3 or more of the key words from your knowledge organiser in your diagram.
18/09/23	Tissues and organs: Create a poster that could be used in a doctor's surgery to educate patients on the importance of having a balanced diet and maintaining a healthy body mass. Describe some effects or conditions that could be seen if a patient didn't have a healthy diet. Include advice for the patient if they wanted to become healthier.
25/09/23	Chemical Reactions - Flipped Learning: Using the section of the knowledge organiser entitled "word equations and symbol equations" to guide you, write out: <ol style="list-style-type: none"> The word equation for the reaction between magnesium oxide and hydrochloric acid, which produces magnesium chloride and water. The balanced symbol equation for the reaction in "a". The chemical formulae needed are given below: Magnesium oxide = MgO Hydrochloric acid = HCl Magnesium chloride = MgCl₂ Water = H₂O
02/10/23	Chemical Reactions - Dual Coding: Using a pencil, draw a diagram to represent each word/phrase in the tier 3 vocabulary list. Write out the word/phrase next to each image you draw.
09/10/23	Chemical Reactions - pH Scale: Draw a pH scale. Your number range should go from 0 to 14. Label where the following are found: Strong alkali; strong acid, weak alkali; weak acid; neutral. <p>Then complete ONE of the following:</p> <ol style="list-style-type: none"> Colour in your pH scale, using the correct colours for each pH Research an example of a chemical for each pH If a chemical turns Universal Indicator orange, what colour would it turn litmus indicator?
16/10/23	Simple circuits: Learn the spellings and the definitions of the Tier 3 vocabulary words for the simple circuits topic. Do this by writing out the definitions and then writing out the words next to each definition in a mixed up order. Match up the words to the definition using a line or colour. Check your answers.
23/10/23	Simple circuits: Create flash cards to learn the different symbols for the electrical components. Once you have learned the symbols draw the following circuits without looking at your flash cards. <p>A parallel circuit with 3 bulbs and 3 voltmeters. a series circuit with a bulb variable resistor and an ammeter</p>

Week Beginning	TASKS
	Year: 8 Subject: Science Topic: Term: Autumn
06/11/23	Simple circuits: Create a table like the conductors and insulators table. Looking around the room you are working in put 10 objects into the table as either conductors or insulators. Write a method for a simple experiment you could do to prove if something is a conductor or an insulator.
13/11/23	Movement: Choose 4 words, two from tier 3 and two from tier 2 vocabulary, and make 4 different sentences using those words. Do not write/ copy their definitions. You must write sentences on your own that show your understanding of the meaning of those words.
20/11/23	Movement: Look at graph B. 1. How far did the coach travel? 2. How long did it stop when they changed the horses? 3. During which part of the journey was the coach moving fastest? 4. Calculate the speed of the coach for the first 4 hours of the journey 5. Sketch a distance-time graph to show your journey to school.
27/11/23	Movement: Look at diagram A and B. Answer these questions: 1. What is a lever? 2. Explain what a fulcrum is. 3. Suggest one object that has a lever has: a force multiplier and a distance multiplier. 4. A spanner is 0.2m long and the force is 20N. Calculate the moment of the force. 5. Explain how would a seesaw balance, take in consideration the size of the effort and load.
04/12/23	Respiration and photosynthesis: Learn the spellings and the definitions of the Tier 3 vocabulary words for the topic. Do this by writing out the definitions and then writing out the words next to each definition in a mixed up order. Match up the words to the definition using a line or colour. Check your answers.
11/12/23	Respiration and photosynthesis: Draw a diagram of the cross-section of a leaf. Label each layer and describe its features that enable it to do its job. Add arrows to show the direction of movement of water vapour, oxygen and carbon dioxide.
18/12/23	Respiration and photosynthesis: Write down the limiting factors for photosynthesis & dual code these by drawing a diagram to represent each limiting factor.

Year 8 - Religious Studies—What makes an inspirational person?—Autumn Term 1



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Holocaust (n)	When 6 million Jews, Gypsies, homosexuals and other people were killed by the Nazis in Germany during World War II.
Taliban (n)	An extremist Islamic group in Afghanistan.
Nazi (n)	A member of the National Socialist German Workers' Party.
Concentration camp (n)	A place in which large numbers of people, especially political prisoners or members of persecuted minorities, are deliberately imprisoned .
Christian (n)	A person who has received Christian baptism or is a believer in Christianity.
Jewish (a)	Relating to, associated with, or denoting Jewish people or Judaism.
Tier 2 Vocabulary	Definition
Inspirational (a)	To make people want to do or achieve something positive.
Charity (n)	An organization set up to provide help and raise money for those in need.
Nobel Peace Prize (n)	One of a set of prizes that are awarded each year to people who have done important work in science, literature, or economics, or for world peace.
Discrimination (n)	Unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.
Racism	Belief that different races possess distinct characteristics, abilities, or qualities, especially so as to distinguish them as inferior or superior to one another.

Section B: Important Ideas / Concepts/ Questions	
	Malala Yousafzai began speaking openly about girls' rights at the age of 11 when the Taliban stopped girls from attending school in the Swat Valley in Pakistan. As a 15 year old, she was shot in the head on her way home from school.
	Anne Frank was a Jewish schoolgirl who lived in Amsterdam. In September 1939, when Anne was 10 years old, Nazi Germany invaded Poland and the Second World War began. Not long after, on 10 May 1940, the Nazis also invaded the Netherlands.
	Nick Vujicic was born without arms and legs. He travels the world talking to people about his experiences and encouraging others, especially young people.
	Gee Walker forgave the killers of her son, Anthony. She said that she forgave because of her Christian faith. Jesus spoke about forgiveness in the Bible and asked God to forgive his killers when he died on the cross.

Section C: Subject Specific
<p>Further reading:</p> <p>‘I am Malala’ by Malala Yousafzai. ‘Life Without Limits’ by Nick Vujicic. ‘I’ll give you the Sun’ by Jandy Nelson. ‘The Diary of a Young Girl’ by Anne Frank. ‘The Book of Awesome Women’ by Becca Anderson. ‘The Art of Being a Brilliant Teenager’ by Andy Cope.</p> <p>Features of Inspirational People:</p> <ul style="list-style-type: none"> •Brave •Resilient – has overcome difficulties •Great achievements •Helps others •Positive <p>Concepts you have seen before: Different religious beliefs such as Christian and Judaism.</p>

Section A: Key Vocabulary

Tier 2 vocabulary	Definition
Fact (n)	Something that actually exists or can be proven to be true using an experiment.
Belief (n)	Accepting that something is true that isn't actually based on evidence.
Theory (n)	A system of ideas intended to explain something.
Universe (n)	All existing matter and space - considered as a whole
Evolve (v)	Something which develops gradually. In the animal kingdom – the change in characteristics of an animal or organism over many generations.
Tier 3 vocabulary	Definition
Theist (n)	Someone who does believe in God.
Atheist (n)	Someone who does not believe in God.
Agnostic (n)	Someone who believes it is impossible to know whether God exists or not.
Religious Experience (n)	An experience that brings a person closer to God.
Mystical experience (n)	An experience of God that is difficult to explain.
Conversion (n)	An experience that makes someone follow a religion or change their religious following.

Section B: Arguments for the existence of God

Cosmological (First Cause) Argument

- Everything has a cause, so the world existing can prove God exists
- Everything in the universe comes from something. You cannot make something out of nothing.
- As everything in the universe has a cause, therefore the universe itself must have a 'First Cause'.
- That 'First Cause' is God.



Teleological (Design) argument

- Through the design of the world and the universe you can prove God exists.
- If you were walking on a heath and saw a watch on the ground you would assume that it's parts had not come together by chance because it is too ordered and complicated
- Therefore someone must have designed it or it would not work. As the universe is also ordered and complicated, someone must have designed that too.
- That someone is God.



Section C: Atheist response

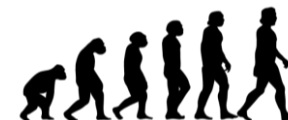
Big Bang Theory

- About 13.7 billion years ago all the matter in the Universe concentrated into a single incredibly tiny point. This began to enlarge rapidly in a hot explosion, and is still expanding today.
- This cause the universe to be created and not God.



Evolution by Natural Selection

All the different species have evolved from simple life forms. These simple life forms first developed more than three billion years ago. They have evolved to better suit their environment. This explains why it might appear that they have been 'designed' this way.








Concepts you have seen before:
Creation, evolution (Y7 science, Y8 geography)

Week Beginning (DD/MM/YYYY)	TASKS Year 8 RS Autumn 1
11/09/23	<p>What makes an inspirational person? Use Look/Cover/Write/Check/Correct to learn the following key words and their definitions:</p> <p>Holocaust / Taliban / Nazi / Concentration Camp / Christian / Jewish</p>
25/11/23	<p>What makes an inspirational person? Write flash cards for each of the following words by writing the word on one side and definition on the other: inspirational / charity / Nobel Peace Prize / discrimination / racism.</p> <p>Once you have made them, test yourself. Put any you get right in the 'correct' pile and retest yourself on those you got wrong first time.</p>
09/10/23	<p>What makes an inspirational person? Summarise each inspirational person's achievements in Section B into words. Not more than 10, and not less than 10! Think carefully about your word choices.</p>
23/10/23	<p>What makes an inspirational person? Using the key words from Section A, information in Section B, and what you have learned in lessons, pick two inspirational people from the four. Explain why they are inspirational, using examples to support your answer.</p> <p>'One inspirational person is...For example...This makes them inspirational because...'</p>
13/11/23	<p>Belief in God: Section A: Key vocabulary.</p> <p>TASK: Pick three words from Tier 3 and two words from Tier 2. Write the definition and dual code them (add a picture to represent what it is). Cover the definitions and try to write them from memory using only your dual coding as a guide. Correct any errors.</p>
27/11/23	<p>Belief in God: Section B: Arguments for the existence of God.</p> <p>TASK: Read through the summaries of both the cosmological and teleological argument. Create your own summary of each argument into a maximum of 10 words. Use the arguments to check your summaries. Can you improve them?</p>
11/12/23	<p>Belief in God: Section B and C:</p> <p>TASK: Create a set of 5 quiz questions based on these sections. Leave the questions for a few hours or overnight, then try to answer them without using your notes.</p>

Year 8 – History – Benin and Slavery in the British Empire – Autumn



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Ife-Ife (n)	The sacred (holy) town of the Yoruba peoples.
Ooni (n)	The Divine Ruler of Benin—a God-like figure.
Oba (n)	This means 'King'. There were many Obas or Kings of Benin (modern day Nigeria).
Cowrie (n)	A type of flattened, yellow shell used as currency (money) in Benin.
Council of Elders (n)	Senior people in villages who gave advice to the head of the village.
Middle Passage (n)	The middle section of the Triangular Trade from West Africa to the Americas.
Triangular Trade (n)	A trade system importing (buying) and exporting (selling) goods to and from three locations.
Royal African Company (n)	A group founded (created) by King Charles II of England to trade with the West Coast of Africa.
Tier 2 Vocabulary	Definition
Province (n)	A part of a country or empire, normally outside the capital city.
Meritocracy (n)	A society where people are given jobs or roles based on merit (how well they do).
Slave Trade (n)	The buying and selling of humans as slaves. Particularly Africans traded by Europeans from c. 16th-19th centuries.
Colony (n)	A country or region under control of another country. E.g. England was a colony of the Roman Empire.
Transatlantic (adj.)	Going across the Atlantic Ocean.
Empire (n)	A group of countries or states ruled over by one monarch.
Monopoly (n)	A company having exclusive or complete control to trade in a particular area.
Enslave (v)	To make someone a slave.
Abolition (v)	To get rid of or ban something e.g. slavery.

Section B: Key Concepts/Ideas/Questions	
	The Kingdom of Benin existed from circa (around) 1200 to 1897 when the British Empire took Benin as a colony. It is located in Western Africa, in what is now known as Nigeria.
	Abolitionists
	Ottobah Cuguano: An African man from the Gold Coast. Taken to Grenada in the Caribbean to work as a slave. He was the first African to demand abolition of the slave trade.
	Olaudah Equiano: He was captured from Benin in 1756 and enslaved . He bought his freedom for £40 in 1766. He travelled and spoke at public meetings, calling for the abolition of slavery.
	Mary Prince: Born in 1788 to a slave family in Bermuda. Travelled to England in 1822, and joined the Anti-Slavery Society . First black woman to write and publish her own autobiography about her life as a slave.
	Phillis Wheatley: Born in Africa in 1753 and captured at 8 years old. Published a book of poems in 1773. First black woman in Britain to have her book published. She spoke at public meetings against slavery.
Concepts seen before: monarch, Catholic, Pope, archbishop, heir, succession, Rebellion, Parliament, trade, economy, society, politics, expansionism, monarch, taxation, population, protest.	

Section C: Subject Specific	
Timeline for the Kingdom of Benin (c.1500-1750)	
C.1200	Oba Eweka is crowned the first Oba (king) of Benin.
C.1440	Oba Ewuare becomes King of Benin and transforms parts of Benin.
C.1481-1504	Oba Ezuola expands (increases) the territory or land that is part of Benin.
1485	The Portuguese arrive in Benin and begin trading.
1510	Traders from São Tomé (at this time a Portuguese island) begin travelling to Benin for slaves.
1516	Separate slave markets are created for male and female slaves by Oba Esigie.
1550	Benin's borders are expanded to Lagos.
1608	Oba Ohuan dies and a succession crisis begins. This is the start of the decline of Benin.
Timeline for Slavery in the British Empire	
1661	Barbados Slave Code: Made slavery legal on the island of Barbados in the Caribbean.
1772	James Somerset Case: A legal case represented by lawyer Granville Sharp. Somerset escaped slavery in Virginia (America) but was captured in London to be returned to his slave owner Charles Stuart. Sharp and Somerset won the case— English law said Stuart could not capture Somerset in England. Somerset was now a free man.
1807	First Abolition of the Slave Trade Act. This banned the trading of slaves across the Atlantic.
1833	The Slavery Abolition Act gave all slaves in the British Empire their freedom. The British government paid compensation (money) to British slave owners.
1871	The ' Scramble for Africa ' begins as European countries take over African countries for their empires. Britain is looking for alternative trade to slavery.

Week Beginning	TASKS Year: 8 Subject: History Topic: Benin and Slavery in the British Empire Term: Autumn Term
11/09/23	<p>1) Write out the following key words in your knowledge book: Ooni, Oba, cowrie, Council of Elders, province, meritocracy, and slave trade. You should have 10 words in total. Now write a summary of each definition alongside each word. Your summary definition must be no more than 3 words per key word.</p> <p>3) Now check your summary definitions. Have you included words such as ‘the, is, a, of’? If so, can you replace them with more meaningful key words?</p>
25/09/23	<p>1) Draw a table for ‘Look, Cover, Write, Check and Correct’ as on your ‘How do I self-quiz?’ page. In the ‘Look, Cover’ column, write out the dates from the timeline for the Kingdom of Benin.</p> <p>2) Write out, from memory, what you think happened on those dates. Then check them against the timeline on the knowledge organiser. Put a ‘tick’ or a ‘cross’.</p> <p>3) If you got the answer wrong, write in the correct answer in the ‘Correct’ column.</p>
09/10/23	<p>1) On one side of the flashcards write the following words: Ife-Ife, Ooni, Oba, cowrie, Council of Elders, province, meritocracy, and slave trade. You should have 8 flashcards in total. On the other side, write out the definitions for each word using the knowledge organiser page.</p> <p>2) Now put them in a pile. For each card, test if you can remember the definition. Tick the flashcard if you get it right, a cross if you get it wrong.</p> <p>3) When you get the card right, place it in the ‘correct’ pile. When you get it wrong, place it in the ‘wrong’ pile. Repeat until all cards are in the ‘correct’ pile.</p>
23/10/23	<p>1) Choose 6 key words you have forgotten from Section A. Draw a table for ‘Look, Cover, Write, Check and Correct’ as on your ‘How do I self-quiz?’ page.</p> <p>2) Write out, from memory, what you think these words mean. Then check them against the definitions on the knowledge organiser. Put a ‘tick’ or a ‘cross’.</p> <p>3) If you got the answer wrong, write in the correct answer in the ‘Correct’ column.</p>
13/11/23	<p>1) Draw a table for ‘Look, Cover, Write, Check and Correct’ as on your ‘How do I self-quiz?’ page. In the ‘Look, Cover’ column, write out the dates from the timeline for slavery in the British Empire.</p> <p>2) Write out, from memory, what you think happened on those dates. Then check them against the timeline on the knowledge organiser. Put a ‘tick’ or a ‘cross’.</p> <p>3) If you got the answer wrong, write in the correct answer in the ‘Correct’ column.</p>
27/11/23	<p>1) Read through the profiles on abolitionists (campaigners to end the slave trade and slavery).</p> <p>2) Summarise each abolitionist into a maximum of 10 words. Choose your words carefully. Do not include words such as ‘the, is, and, a, of’ and similar words. Consider what they did to help end the slave trade and slavery, how and why.</p> <p>3) Now check your summary definitions. Have you included words such as ‘the, is, a, of’? If so, can you replace them with more meaningful key words in a different colour pen?</p>
11/12/23	<p>1) On one side of the flashcards write the following words: Middle Passage, triangular trade, Royal African Company, slave trade, colony, transatlantic, empire, monopoly, enslave, and abolish. You should have 10 flashcards in total.</p> <p>2) On the other side, write out the definitions for each word using the knowledge organiser page.</p> <p>3) Now put them in a pile. For each card, test if you can remember the definition. Tick the flashcard if you get it right, a cross if you get it wrong.</p> <p>4) When you get the card right, place it in the ‘correct’ pile. When you get it wrong, place it in the ‘wrong’ pile. Repeat until all cards are in the ‘correct’ pile.</p>

Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Slum (n)	An area of poor-quality housing, lacking in amenities such as water supply, sewerage and electricity, which often develops spontaneously and illegally.
Function of a Settlement (n)	What the settlement does to 'earn its living' e.g. market town, mining town, administrative centre, tourist resort etc.
Burgess Model (n)	An urban land use model showing five concentric zones, based upon age of houses and wealth of their inhabitants.
Urban sustainability (n)	Methods to improve the social, economic, and environmental conditions of a city to ensure the quality of life and well-being of current and future residents.
Tier 2 Vocabulary	Definition
Settlement (n)	A place where people live. A settlement may be as small as a single house in a remote area or as large as a mega city (a city with over 10 million residents).
Slum (n)	An area of poor-quality housing, lacking in amenities such as water supply, sewerage and electricity, which often develops spontaneously and illegally.
Hierarchy (n)	a ranking of settlements or shopping centres according to their population size or the number of services they provide.

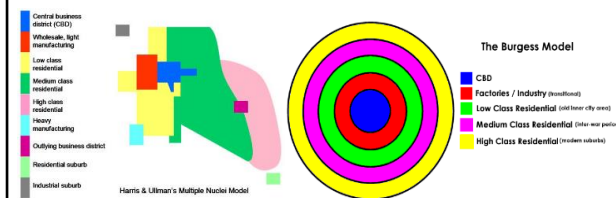
Concepts seen before: Place Knowledge

Y7 How is world population changing? Where do people live? Why do people migrate? What's great about living in a city?

Section B: Key Concepts/Ideas/Questions

What is a settlement?

A settlement is a place where people establish a community. Settlements can vary in size from a small village, a town or extremely large settlement (a city). Settlements start in different places for different reasons - defence, availability of building materials for shelters, fuel, water for drinking, food and crops and flat land for building easily. That many of the places people live in today are thousands of years old and were created by early settlers such as the Romans, Vikings and Anglo-Saxons. That land has a variety of uses including agricultural, retail, leisure, residential, business and industrial use.



Urban Land Use

CBD (Central Business District) located at the centre of the city where rail and roads meet. Contains many commercial activities, shops, entertainment and business activities.

Inner City mixed land-use containing small industries as well as high-density residential land-use – often characterised by terraced housing.

Inner Suburbs residential areas which developed during the 1920s/30s – often semi-detached houses with bay windows and front/back gardens.

Outer Suburbs residential areas which grew up later as greater public transport and private car ownership allowed people to commute. These houses are often semi-detached/detached with larger gardens.

Rural-urban fringe this is right on the edge of towns and cities and is mainly low density, private housing (often larger detached properties); new industrial estates/business parks and facilities requiring larger open spaces such as golf courses.

Section C: Subject Specific

Lagos

The major problem in Lagos is the growth of squatter settlements also known as Slums. These slums come with many issues for people including the lack of planned access to clean water and sanitation systems, poor health, lack of education, unemployment and the prospect of crime.

- 65 percent of the people living in Lagos are urban poor who live in slums
- 8.5 percent of the near 21 million people living in Lagos, Nigeria live in poverty — about 1.7 million people.

Planners have been unable to keep up with rapidly rising population, the average population density is 20, 000 people per km. This puts massive stress on the supply of housing, services and infrastructure.

Slum Improvements

Top down approaches

- Self help schemes where the government gives loans / materials to slum dwellers to help them improve their livelihood
- National schemes to improve water and electricity supplies
- New homes are built and slum dwellers are moved into these before demolishing the slums

Bottom up approaches

- Aid agencies help provide water to the slums
- Slum dwellers work with aid agencies to build sewers and improve their homes
- Microloans are given

Sustainable Urban Living

Social sustainability e.g. good schools, health facilities, exercise

Economic sustainability e.g. cheap services, local businesses

Environmental sustainability e.g. renewable energy, public transport

Week Beginning	TASKS Year: 8 Subject: Geography Topic: Urbanisation Term: Autumn
11/09/2023	1) Write out the tier 2 and the tier 3 key words from the Urbanisation KO in your knowledge book: You should have 7 words in total. 2) Now write a summary of each definition alongside each word. Your summary definition must be no more than 3 words per key word. 3) Now check your summary definitions. Have you included words such as 'the, is, a, of'? If so, can you replace them with more meaningful key words?
25/09/2023	1) Draw a table for 'Look, Cover, Write, Check and Correct' as on your 'How do I self-quiz?' page. 2) In the 'Look, Cover' column, write out the zones of a city according to the Burgess Model . 3) Write out, from memory , what each zone is like, using examples for each. Then check them against the knowledge organiser. Put a 'tick' or a 'cross'. 4) If you got the answer wrong, write in the correct answer in the 'Correct' column.
09/10/2023	1) Read through information on types of settlement on your knowledge organiser. 2) For each type of settlement, write a description of the key features of the settlement . 3) Check your answers against the knowledge organiser. Put a 'tick' or a 'cross'. If you got the answer wrong write the correct answer next to it. 4) Use the knowledge organiser to upgrade and improve your description of each stage. If you got all correct draw a picture of each stage of the formation.
23/10/2023	1) Draw a table for 'Look, Cover, Write, Check and Correct' with two columns. Label one column push factors and the other pull factors. 2) Under each write out a list of 5 push and 5 pull factors. 3) For each factor, explain why this causes people to move to urban areas. 4) Check your answers. If you got the answer wrong, write in the correct answer in the 'Correct' column.
13/11/2023	1) Read the information on Lagos from your KO. 2) Create a factfile from memory on the features of Lagos and the processes happening in the city. 3) Go back to your knowledge organiser – check your information for accuracy. 4) Upgrade any information you were incorrect on using red pen.
27/11/2023	1) Draw a table with two columns and three rows into your book. 2) Read section C of your knowledge organiser on top-down and bottom-up strategies - add these as headings to your table. 3) In the top row of your table describe the types of strategy. 4) In the second row of your table describe the advantages of each strategy. 5) In the third row of your table describe the disadvantages of each strategy.
11/12/2023	1) Into your book, draw an image of a sustainable city . 2) Make sure your image has at least 5 features of sustainable urban living. 3) Add annotations to your image to explain which features you have included and why they are sustainable.

Section A: Tier 1 & 2 Key vocabulary	
In der Stadt	In town
Es gibt ...	There is .../There are ...
Es gibt ein/eine/einen ...	There is/are a ...
Es gibt kein/keine/keinen ...	There isn't/aren't ...
in der Nähe von ...	near to
in der Nähe ...	nearby
der Bahnhof(-e)	railway station(s)
der Imbiss(-e)/die Imbissstube(-n)	snack stand(s)
die Kegelbahn(-en)	bowling alley(s)
das Kino(-s)	cinema(s)
die Kirche(-n)	church(es)
der Marktplatz(-e)	market square(s)
der Park(-s)	park(s)
das Schloss(-er)	castle(s)
das Schwimmbad(-er)	swimming pool(s)
die Eisbahn(-en)	ice rink(s)
der Fischmarkt(-e)	fish market(s)
das Kindertheater(-)	children's theatre(s)
der Radweg(-e)	cycle path(s)
das Sportzentrum (die Sportzentren)	sports centre (sports centres)
der Stadtpark(-s)	city/town park(s)
der Wasserpark(-s)	water park(s)
Verkaufsgespräch	Sales conversation
Ich gehe einkaufen.	I am going shopping.
Ich möchte ...	I would like ...
Ich möchte ... kaufen.	I would like to buy ...
Haben Sie ...?	Do you have ...?
Kann ich dir helfen?	Can I help you?
Sonst noch etwas?	Anything else?
alles zusammen	all together
In den Sommerferien	During the summer holidays
Was wirst du machen?	What will you do?
Ich werde ...	I will ...
Wir werden ...	We will
klettern	climb
im Meer schwimmen	swim in the sea
rodeln	toboggan
im See baden	bathe in the lake
segeln	sail
an den Strand gehen	go to the beach
tauchen	dive
wandern	hike
windsurfen	windsurf
Was kann man dort machen?	What can you do there?
Man kann ... besuchen.	One/people/you can visit ...
Die Stadt ist bekannt für ...	The town is well known for ...
Ich werde (eine Woche) bleiben.	I will stay (for a week).

Section B: The Core Text		
Guten Tag aus <u>Berlin</u> !	1	Good day out <u>Berlin</u> !
Berlin ist eine sehr <u>große</u> und <u>beschäftigte</u> Stadt.	2	Berlin is a very <u>large</u> and <u>busy</u> town.
Es gibt hier einen <u>Bahnhof</u> , eine <u>Kirche</u> und ein <u>Schloss</u> .	3	it gives here a <u>trainstation</u> , a <u>church</u> and a <u>castle</u> .
Leider gibt es keinen <u>Park</u> , keine <u>Kegelbahn</u> oder kein <u>Kino</u> .	4	unfortunately gives it not a <u>park</u> , not a <u>bowling alley</u> or not a <u>cinema</u>
In <u>Berlin</u> kann man mit dem <u>Schiff</u> fahren	5	In <u>Berlin</u> can one with the <u>boat</u> to travel
und man kann auch "Checkpoint <u>Charlie</u> " besuchen.	6	and one can also "Checkpoint <u>Charlie</u> " to visit.
Ich gehe auch einkaufen:	7	I go also to shop
Ich möchte ein <u>Trikot</u> und eine <u>Kappe</u> kaufen.	8	I wouldlike a <u>jersey</u> and a <u>cap</u> to buy.
Im Café hätte ich gern <u>einmal</u> <u>Bratwurst</u> und eine <u>Cola</u> ,	9	in the café would I like <u>onetime</u> <u>Sausage</u> and a <u>coke</u> ,
weil ich <u>Cola</u> liebe!	10	because I <u>Coke</u> love
In den <u>Sommerferien</u> werde ich an den <u>Strand</u> gehen	11	In the <u>summerholidays</u> will I on the <u>beach</u> to go
und meine <u>Familie</u> und ich werden tauchen.	12	and my <u>family</u> and I will <u>to</u> <u>dive</u> .
Bist du sportlich?		Are you sporty?
Ich bin (sehr/ziemlich/ nicht sehr) sportlich.		I am (very/quite/not very) sporty.
Was spielst du?		What do you play?
Ich spiele ...		I play ...
Ich spiele gern ...		I like playing ...
Ich spiele ziemlich gern ...		I quite like playing ...
Ich spiele nicht gern ...		I don't like playing ...
Basketball		basketball
Eishockey		ice hockey
Fußball		football
Handball		handball
Tischtennis		table tennis
Wasserball		water polo

Section C: Tier 3 Vocabulary

Es gibt ein/kein

Es gibt means there is or there are (literally 'it gives')

Kein means 'not a', 'not any' or 'no'. Use it with nouns to say what there isn't, what you haven't got or what you don't want. **Kein** takes the same endings as **ein/eine/ein** in sentences.

	m	f	nt	pl
London hat	einen/keinen	eine/keine	ein/kein	keine
Es gibt	Schlangen-park	Imbissstube	Schloss	Kinos

möchten with the infinitive

Möchten is a special form of the modal verb *mögen* (ich mag). You can treat *möchten* as any other modal verb, putting the second verb as the infinitive at the end of your sentence. *Mögen* means 'like', whereas *möchten* means 'would like':

Ich *mag* Pommes = I like chips.

Ich *möchte* Pommes essen = I would like to eat chips

Möchten follows this pattern:

ich möchte

wir möchten

du möchtest

ihr möchtet

Using *werden* to form the future tense

To say what you **will do** in the future, use the verb ***werden*** and an infinitive verb. The infinitive comes at the end of the sentence.

Ich **werde** Musik **hören** – I **will listen** to music.

Werden is irregular in several forms:

ich werde

wir werden

du wirst

ihr werdet

er/sie/es wird

Sie/sie werden

Section A: Tier 1 & 2 Vocabulary

Früher und heute

Die Stadt ist/war ...
alt/modern
klein/groß
schön/industriell
historisch/touristisch
laut/ruhig
Die Stadt hat/hatte ...
Es gibt/gab ...
einen Strand
einen Hafen
ein Einkaufszentrum

Wo hast du gewohnt?

Ich habe ... gewohnt.
in einem Hotel
in einem Ferienhaus
in einem Wohnwagen
in einer Jugendherberge
auf einem Campingplatz
bei Freunden

Wohin bist du gefahren?

Ich bin ... gefahren.
nach Deutschland
nach Wien
Ich bin zu Hause geblieben.

Wie bist du gefahren?

Ich bin ... gefahren.
mit dem Auto
mit dem Reisebus
mit dem Schiff
Ich bin geflogen.
Ich bin zu Fuß gegangen.

Wie ist/war das Wetter?

Es ist/war ...
sonnig
kalt
heiß
wolkig
windig
neblig
Es regnet.
Es schneit.
Es donnert und blitzt.

Then and today

The town is/was ...
old/modern
small/big
beautiful/industrial
historic/touristy
noisy/quiet
The town has/had ...
There is/was ...
a beach
a harbour
a shopping centre

Where did you stay?

I stayed ...
in a hotel
in a holiday house
in a caravan
in a youth hostel
on a campsite
with friends

Where did you travel to?

I travelled ...
to Germany
to Vienna
I stayed at home.

How did you travel?

I travelled ...
by car
by coach
by boat
I flew.
I walked.

How is/was the weather?

It is/was ...
sunny
cold
hot
cloudy
foggy
It is raining./It rains.
It is snowing./It snows.
There is thunder and lightning.

Section B: The Core Text

Ich bin Snowboarder und ich finde Innsbruck toll, weil es hier immer schneit	1.	I am snowboarder and I find Innsbruck great, because it here always snows
Die Stadtmitte ist historisch, groß und modern.	2.	The towncentre is historic, big and modern.
Früher war Innsbruck altmodisch und industriell	3.	Previously was Innsbruck oldfashioned and industrial.
Es gibt jetzt einen Strand, aber es gab früher keinen Strand.	4.	It gives now a beach, but it gave previously not a beach.
In den Ferien habe ich in einem Ferienhaus gewohnt.	5.	In the holidays have I in a holidayhome stayed.
Ich habe viele Souvenirs gekauft und ich habe Volleyball gespielt.	6.	I have lotsof souvenirs bought and I have volleyball played.
Meine Familie und ich haben die Kirche gesehen und viel Fisch gegessen.	7.	My family and I have the church seen and lotsof fish eaten.
Ich bin mit dem Auto gefahren – das war schnell!	8.	I am with the car went – that was fast.
Es gab ein Problem – das Essen war ekelhaft und die Disko war zu laut!	9.	It gave a problem – the food was terrible and the disco was too loud.
Das Wetter heute ist sonnig und warm,	10.	The weather today is sunny and warm,
aber es regnet ab und zu.	11.	but it rains now and then
Gestern war es kalt und es hat geschneit.	12.	Yesterday was it cold and it has snowed

Oft benutzte Wörter

nur
dort
zu
gar nicht
ungefähr
viel/ viele
heute
gestern
früher

High-frequency words

only
there
too
not at all
approximately
a lot/ lots, many
today
yesterday
then, previously

Section C: Tier 3 Vocabulary

The perfect tense

Use the perfect tense to talk about what you did. You need part of the verb haben (to have) and a past participle.

Regular participles start with **ge** and end with **-t**.

E.g. **wohnen** (to live) → **gewohnt**

ich habe	gewohnt (lived/stayed)
du hast	
er/sie/es hat	
wir haben	
ihr habt	
Sie haben	
sie haben	

Irregular verbs are different in the perfect tense.

However, most still begin with **ge-**

sehen → **gesehen**

essen → **gegessen**

lesen → **gelesen**

The imperfect tense

The imperfect tense is often used to **describe** things in the past or to give **opinions** about the past.

Now	Then
Innsbruck ist groß	Innsbruck war groß
Innsbruck is big	Innsbruck was big
Innsbruck hat ein Stadion	Innsbruck hatte ein Stadion
Innsbruck has a stadium	Innsbruck had a stadium
Es gibt eine Arena	Es gab eine Arena
There is an arena	There was an arena

Concepts seen before:

“haben” and “sein”, past tense, family members

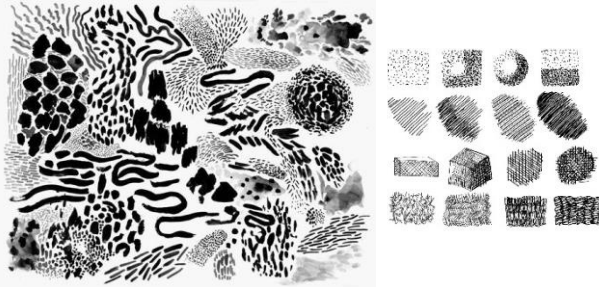
Week Beginning	TASKS Year 8 – German – Berlin – Autumn Term 2
04/09/23	Berlin: Look, cover, write , check the vocabulary from section A, starting from “in der Stadt” and going up to “Wasserpark”. Show evidence of this in your homework book. Be ready to be tested on this in class.
18/09/23	Berlin: Copy out the green grammar box in section A called “moechten with the infinitive” and then translate the following sentences: 1. I would like a swimming pool. 2. She would like a cinema. 3. We would like to swim in the sea. 4. They would like to sail. 5. you would like to windsurf. (All words you need are on the KO)
02/10/23	Berlin: Look, cover, write , check the vocabulary from section A, starting from “Verkaufsgespraech?” and going up to “Ich werde eine Woche bleiben”. Show evidence of this in your homework book. Be ready to be tested on this in class.
16/10/23	Berlin: Re-write the core text in section B lines 1-12, changing at least one part per line e.g line 1 “Guten Tag aus Berlin” could be changed to “Guten Tag aus Derby.”
06/11/23	Ich liebe Ferien: Look, cover, write , check the vocabulary from section A, starting from “früher und heute” and going up to “mit Freunden”. Be ready to be tested on this in class.
20/11/23	Ich liebe Ferien: Copy out the green grammar box in section A called “the perfect tense” and then translate the following sentences: 1. we stayed, I stayed, he stayed, I saw, they saw, she ate, I ate, I read, we read. (All words you need are in the green box)
04/12/23	Ich liebe Ferien: Look, cover, write , check the vocabulary from section A, starting from “Wohin bist du gefahren?” and going up to “Es donnert und blitzt”. Be ready to be tested on this in class.
18/12/23	Ich liebe Ferien: Re-write the core text in section B lines 1-12, changing at least one part per line e.g line 1 “ich finde Innsbruck toll” could be changed to “ich finde Innsbruck fantastisch.”

Year 8 - Art – Autumn Term

Section A: Key vocabulary

Tier 2	Definition
Line (N)	An element of art defined by a point moving in space. Line may be two-or three-dimensional, descriptive, implied, or abstract.
Shape (N)	An element of art that is two-dimensional, flat, or limited to height and width.
Form (V)	An element of art that is three-dimensional and encloses volume; includes height, width AND depth (as in a cube, a sphere, a pyramid, or a cylinder). Form may also be free flowing.
Tone (V)	The lightness or darkness of tones or colours. White is the lightest value; black is the darkest. The value halfway between these extremes is called middle grey.
Colour (V)	An element of art made up of three properties: hue, value, and intensity. • Hue: name of colour • Value: hue's lightness and darkness (a colour's value changes when white or black is added) • Intensity: quality of brightness and purity (high intensity= colour is strong and bright; low intensity= colour is faint and dull)
Texture (N)	An element of art that refers to the way things feel, or look as if they might feel if touched.
Tier 3	Definition
Composition (N)	How a series of images or pictures are laid out on a page.
Continuous line (N)	Where an image is drawn without removing the pen or pencil from the paper.
Media (V)	The type of material used to create art – such as pencil, paint, pastels, clay.
Shading (N)	A gradual change in tone from dark to light.

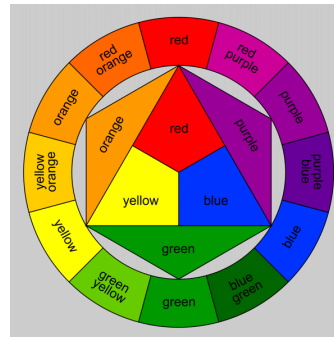
Section B: Techniques and skills



Mark making is a term used for the creation of different patterns, lines, textures and shapes.



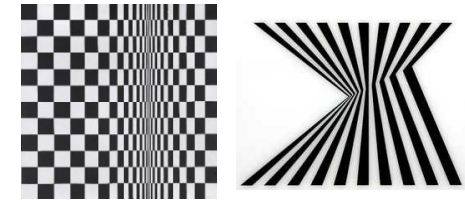
Observational drawing is **drawing what you see**. It's as simple and as complicated as that. It can be a flower, a person, a still life, a landscape, or anything, really. But it's drawing what you see in front of you as realistically and as true to life as possible.



Colour theory is **the collection of rules and guidelines which designers use to communicate with users through appealing colour schemes in visual interface**

Section C: Artists work

Bridget Louise Riley (born 24 April 1931) is an English painter known for her op art paintings. She lives and works in London, Cornwall and the Vaucluse in France.



Vincent Willem van Gogh was a Dutch Post-Impressionist painter who posthumously became one of the most famous and influential figures in Western art history.



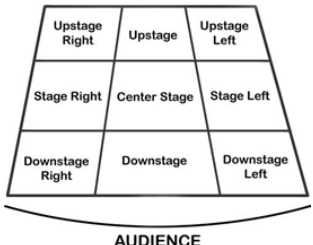
Roy Fox Lichtenstein (October 27, 1923 – September 29, 1997) was an American pop artist. During the 1960s, along with Andy Warhol, Jasper Johns, and James Rosenquist, he became a leading figure in the new art movement.

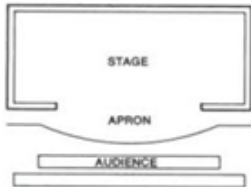
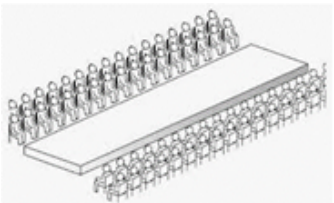

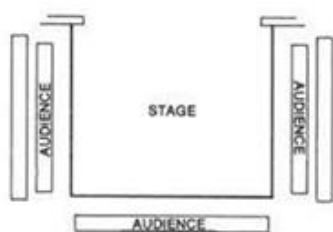



Concepts seen before: Lines, Shapes, Colour, Watercolours.

Week Beginning (DD/MM/YYYY)	TASKS Year 8—Art—Autumn Term
04/09/23	Research the artist Van Gogh and Post-Impressionism and write down five facts. (Section C)
18/09/23	Practice your hatching skills (lines) to replicate a section of the skyline in Van Gogh's 'Starry Night'. Use the image on your organiser to help you. (Section B)
02/10/23	Pick something in your house and have a go at doing observational drawing. (Section B)
16/10/23	Practice your understanding of Ben-day dots by replicating the Lichtenstein eye, use the image on your organiser to help you. (Section B)
06/11/23	Research 5 facts about the artist Roy Lichenstein (Section C)
20/11/23	Research Optical Art, write down five facts about it. Be ready to share these in lesson.
04/11/23	Practice your skills in Optical art, replicate the Bridget Riley image on the organiser or research and select your own image. This should be in black and white only NO colour.
18/11/23	Spend 5 minutes analysing a piece of work by Bridget Riley What do you think of the work? Do you like it if not why? (Section C)

Year 8– Drama – Stone Cold – Autumn Term

Section A: Key Vocabulary	
Tier 3 vocabulary	Definition
Atmosphere (n)	An overall feeling created in a performance.
Semiotics (n)	The hidden signs and symbols behind a performance. (lighting, sound, set, props and costume).
Pathway (n)	The blocked route that an actor takes.
Staging (n)	The stage space and where the audience is positioned.
Characterisation (n)	How an actor communicates a character.
Marking the Moment	Highlighting an important moment in a scene.
Tier 2 Vocabulary	Definition
Tension (n)	A sense of anticipation or conflict.
Stage Direction vocabulary	

Section B: Different types of staging
<h2>Proscenium Arch Staging</h2>  <h2>Traverse</h2>  <h2>In the Round</h2>  <h2>Thrust</h2> 

Section C: Subject Specific
 <p>Monologue: One character directly addresses the audience.</p> <p>Duologue: Two characters directly addressing the audience.</p> <p>Breaking the Fourth Wall: Talking directly to the audience. Can also be known as direct address.</p> <p>Split-Staging: Two scenes that can interlink what is happening on the stage, at the same time but in different locations.</p> <p>Cross Cutting: The transition between two scenes.</p> <p>Concepts seen before: facial expression, vocal expression, body language, narration, volume, tone, dramatic pause.</p>






Week Beginning	TASKS
	Year: 8 Subject: Drama Topic: Stone Cold
	Term: Autumn
04/09/23	Learn the spelling and definitions of section 3 on your knowledge organiser. Monologue, duologue, breaking the fourth wall, split staging and cross cutting. Write the definitions in your own words to show your understanding.
18/09/23	Using Section 1 of your knowledge organiser to help you, explain how in class you used tension and atmosphere when you rehearsed / performed the scene between Link and Ginger. Refer to the staging you used (section 2—proscenium arch). You might want to consider the following; What went well? What needed improving? What would you do differently next time?
02/10/23	Preparation for your assessment in class.
16/10/23	Preparation for your assessment in class.
06/11/23	Rehearse the monologue you have written in class, ready to perform to the class.
20/11/23	From the monologue you wrote use section 2 of the knowledge organiser to draw out and explain what staging you used explaining the reasons for this.
04/11/23	Using section 3 of your knowledge organiser explain either how you have used each drama technique or how the script writer of stone cold has used these drama techniques. Refer to the characters and evaluate how using the drama technique helped the audience understand the plot and characters more.
18/11/23	In your own words explain what semiotics is and give different examples of semiotics in drama (section 1). Give examples of where semiotics have been used successfully in a performance you have seen in class. (set, props, costume, lighting, sound...)

Year 8 Expressive Arts—Dance—Disco Dance

Dance Actions	
Vocab	Definition
Gesture (n)	A movement of part of the body, especially a hand or the head, to express an idea or meaning.
Jump (v)	Push oneself off a surface and into the air by using the muscles in one's legs and feet.
Turn (v)	Move in a circular direction wholly or partly round an axis or point.
Travel (v)	Go from one place to another, typically over a distance of some length.
Stillness (v)	Holding an action.

Concepts seen before: projection, focus, spatial awareness, phrasing, musicality.

Safe Practice as a Performer	
Vocab	Definition
Safe Execution	The ability to start and stop <i>movement</i> , change direction and hold a shape efficiently.
warming up	<i>Warming up</i> is a part of stretching and preparation for physical exertion or a performance by exercising or practicing gently beforehand.
cooling down	<i>Cooling down</i> after a workout is a good way to prevent injury and help your body ease back into a resting state .
nutrition	Understanding what a healthy dancer should eat.
hydration	Drinking enough water each day is crucial for many reasons: to regulate body temperature, keep joints lubricated, prevent infections, deliver nutrients to cells, and keep organs functioning properly.

Subject Specific	
	The Hustle Walk forward x4/Walk back x4 Turn to the left/Turn to the right
	The Robot Also sometimes called the Mannequin, this street dance often causes viewers to think they are seeing an optical illusion
	The Lawnmower The running man on the spot with arms out in fists. Wipe the head repeated.
	The Sprinkler One hand behind head, the other arm pulses across in front of the body like a sprinkler
	The Electric Slide 4 steps o the right then 4 steps to the left. Four steps to the back. Step touch to the front and back. Step kick turn.

Week Beginning	TASKS
	Year:8 Subject: Dance Topic: Disco and Street Term: 1
04/9/23	What is a gesture in Dance? Describe 3 arm gestures in the set phrase
18/9/23	Revise the definitions for Gesture, jump, turn, travel and stillness for the a test next lesson
02/10/23	What are the different safety considerations you should apply in Dance?
16/10/23	Describe the 5 Disco movements on the knowledge organiser Which one do you like the best and why?
06/11/23	Disco Dance Reflection: What did you enjoy about this dance unit of work? What did you find challenging?
20/11/23	Mind map key Street Dance facts
04/12/23	Describe the tutting sequence that you have created in lesson. You may choose to draw diagrams and annotate.
18/12/23	Street Dance Reflection: What did you enjoy about this dance unit of work? What did you find challenging?

Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Classical Orchestra (n)	A bigger orchestra in comparison to a Concerto Grosso Baroque ensemble.
Cadenza (n)	A difficult and virtuosic extended solo on the end of a concerto.
Soloist/concerto (n)	A piece of music for solo instrument and orchestra accompaniment.
Ensemble (n)	A group of musicians playing together.
Conductor (n)	A person who guides the musicians in an ensemble/orchestra through the music with a baton.
Form and structure (n)	The layout of the music, how many sections e.g. binary is A B.
Opera and Lied (n)	Vocal music sung either in English, German or French mostly – with a dramatic context with instrument accompaniment.
Symphony (n)	An orchestral piece with 4 movements.
Melody (n)	A main melody line/tune played by an instrument/voice.
Tier 2 Vocabulary	Definition
Analyse (v)	Look, and listen describe what you can hear in the music and why/using T3 vocabulary.

Section B: Important Ideas / Concepts/ Questions

Classical music can be used as a general term that people use to praise great composers such as Mozart. However the Classical period is an era from 1750-1820.

Dynamics

Wider range of Dynamics – *pp, ff, mp, mf*
CRESCENDOS and **DECRESCENDOS** or **DIMINUENDOS** now used showing an increasing range of dynamics and more emphasis on expression in the music.

Melody

The melodies in Classical Solo Concertos were **LIGHT, SIMPLE** and **ELEGANT** and continue to use **SEQUENCES** and **ORNAMENTS** (although not as much as in the Baroque period). Musical phrases are **BALANCED** and **EVEN** (e.g. 4 or 8 bars) maybe with some **QUESTION AND ANSWER** phrases.

Harmony & Tonality

SIMPLE HARMONY making use of mainly **PRIMARY CHORDS** – I, IV and V. **DIATONIC** harmony in either clear **MAJOR** or **MINOR** tonalities. **MODULATIONS** to **RELATED KEYS** (relative major/minor, subdominant major and minor and dominant major/minor).

Venue

Performance spaces were becoming larger than in the Baroque period due to size of orchestras. Recital and Concert Halls and Opera Houses were popular venues for performing Concertos.

Rhythm, Tempo & Metre

The three movements of a Classical Solo Concerto were contrasted in **TEMPO** – Fast-Slow-Fast and style/mood. Some changes of **TEMPO** for effect/expression.



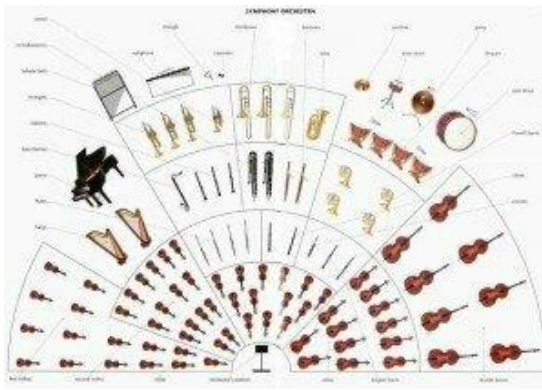
Texture

Busy Baroque Polyphonic Textures now replaced with clearer **HOMOPHONIC (MELODY AND ACCOMPANIMENT)** textures.

Section C: Important ideas/concepts



Classical Music 1750-1820

Concepts seen before:

- Classical Music instruments
- Instruments of the Orchestra
- Conductor
- Musical Periods (Baroque)

Year 8 - Music - Music Production 1 – Autumn Term



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Sound effects (n)	An artificially created or enhanced sound used to emphasize certain actions within computer and video games.
Synthesiser (n)	An electronic musical instrument that generates audio signals that may be converted to sound.
Sampling (v)	The technique of digitally encoding music or sound and reusing it as part of a composition or recording.
Leitmotifs (n)	A recurrent theme throughout a musical or literary composition, associated with a particular person, idea, or situation.
Soundtrack (n)	Music to go with the on-screen visuals.
Ableton/Fruity Loops (n)	Music Technology software to compose and produce on.
Tier 2 Vocabulary	Definition
Tension and suspense (n)	Building musical ideas with elements of music to fit the mood/visuals.
Listening skills (v)	Developing analytical and detailed listening skills.
Evaluate (v)	Weighing up similarities and differences between different types of music.

Section B: Important Ideas / Concepts/ Questions

First of all, you're going to need a DAW (Digital audio workstation), which is music production software.

To be able to produce music, you need something with which you can record music.

Audio interface

This is a piece of equipment that converts a signal from your instrument or microphone into computer language and enables your computer to record the sound.

Microphones

Microphones are needed to record vocals or other instruments that don't have internal pickups or outputs.

There are several different types of microphones (condenser or dynamic, etc.), so be sure to check out what each of them does, because the differences are substantial.

Ableton is one of the biggest names in the music production industry and they have some really cool free online music lessons.

Section C: Important ideas/concepts



Daniel Rosenfield
Minecraft (2011)



Rom Di Prisco
Fortnite (2017)



Koji Kondo
Super Mario Bros. (1985)
The Legend of Zelda (1986)



Michael Giacchino
The Lost World: Jurassic Park (1997)
Medal of Honour (1999)
Call of Duty (2003)

Concepts seen before:

- DR P SMITH – Musical elements and employing them in composition
- Listening skills using technology

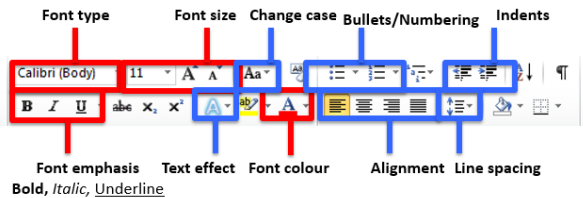
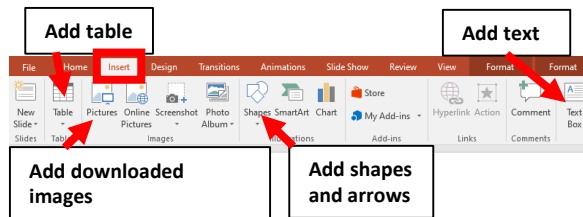
Week Beginning (05/09/2023)	TASKS Year 8 - Music – Autumn Term
11/09/2023	Classical Music History: Revise the 9 key words in your Section A KO and create flash cards for them.
25/09/2023	Classical Music History: Create a poster of your knowledge so far on the Classical period.
09/10/2023	Classical Music History: Using the knowledge in Section B of your KO summarise and condense this information into a short paragraph.
23/10/2023	Listening task – Listen to this piece of Music and discuss its DR SMITH. Mozart: Sonata for Piano and Violin in G Major, K. 301 - I. Allegro con spirit (Youtube).
13/11/2023	Music Production: Revise the 9 key words in your Section A KO and create flash cards for them.
27/11/2023	Music Production: Create a poster on Music Technology using your KO
11/12/2023	Practice using the online DAW cloud-based software Charanga for 30 minutes this week.

Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Interactive Media (n)	Is any media that allows a user to interact with it. For example website, social media, games, virtual reality, and apps.
Mood board (n)	A planned arrangement of images, materials, pieces of text, colours etc. that displays the style/concept of the project.
Colour Scheme (n)	Selection of colours that are used together to show mood, theme or feeling.
Typography (n)	Is the art of arranging letters and text in a way that makes it visually appealing to the reader.
Hyperlinks (n)	A link that allows the user to jump to another place within a website, a document, a clip, etc, once clicked on.
Tier 2 Vocabulary	Definition
Sketch (n)	A simple and rough drawing used to develop an ideas before creating the final piece.
Planning (v)	The process of deciding in detail how to do something before you actually start to do it. For example planning out Designs and Layouts.

Section B: Tool/Software

Microsoft PowerPoint

MS PowerPoint is a program that is included in the Microsoft Office suite. It is used to make presentations for personal and professional purposes.





Slide Master View






The slide master controls all aspects of a slide's appearance, including its background colour, font style, and any recurring text or pictures. Any changes you make to the slide master automatically affect all the slides in the presentation; for example, changing the background colour of the slide master changes the background for every single one of you.

Scan this QR code to read or watch a short

Tutorial on Slide Master



Concepts seen before: Tools and software is covered throughout all topics in Year 7. PowerPoint is software you will have used a KS2.

Section C: Shortcuts and keys	
Save current file	Ctrl + S
Copy	Ctrl + c
Paste	Ctrl + v
Cut	Ctrl + x
Undo	Ctrl + z
Redo	Ctrl + y
Select all	Ctrl + a
Deselect	Ctrl + d
Transform, Resize, Rotate	Ctrl + t
Group objects together	Ctrl + g
Zoom (In & Out)	Ctrl + Scroll on the mouse
Bring object forward	Ctrl + UP arrow
Send object back	Ctrl + DOWN arrow
Keeping proportion the same (even, straight, snapping rotation)	Holding Shift
Key	Name
	Windows key
	Control
	Tab
	Shift
	Alt

Y8 Computing - Autumn 2 – Programming (Python)



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Algorithm (n)	A list of instructions that will do something when started.
Syntax (n)	The set of rules that defines the combinations of symbols and structure for a programming language.
Output (n)	Any information that is processed, sent out, displayed from a computer or other electronic device is considered output.
Input (n)	Any information that is entered into a computer or other electronic device by a user. This can be stored for later use or as a one off piece of data.
Variable (n)	A location that is given an identifier that stores data. The data can be changed.
Data type (n)	Limits what can be stored in a variable. These include: string, Integer, Float, Boolean
Integer (n)	Whole numbers e.g. 7, 10, 210
String (n)	String of text e.g. "Hello", "P@ssword1", "Dan"
Selection (n)	A structure in programming that enables you to do different things depending on if a condition is met or not. If, elif, else.
Casting (n)	In programming, conversion or casting refers to changing an entity of one datatype into another.

Section B: Programming Commands	
Output procedure	print()
Output a string	Print("hello")
Output stored data	Print (age)
Input procedure	input("instruction")
Data needs storing in a variable	Inputs default to strings
Variable declaration and assignment	age = 40 age = input("Enter age: ")
Data Types and casting (changing data from one type to another)	String = "hello" str() Integer = 78 int() Float = 76.5 float() Boolean = True or False
Selection Indents matter	if age < 13: print("No account") else: print("Yes account")
Math Operators	12 + 4 addition 12 - 4 subtraction 12 * 4 multiplication 12 / 4 division
Remember BIDMAS	
Useful website for more examples: www.w3schools.com/python/	
Free download to Python for desktop/laptops: https://www.python.org/downloads/	

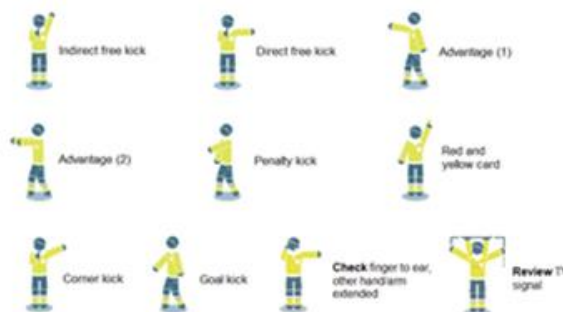
Section C: Syntax guide
<p>DATA TYPES - what data is stored as "hello" #string 35 #integer</p> <p>VARIABLES - label that data is given so it can be used elsewhere age = 35</p> <p>OUTPUT - displays on the screen print("hello")</p> <p>INPUTS - allows the user to enter data. IMPORTANT defaulted to strings age = input("please enter age: ") data is stored as age</p> <p>CASTING - sometimes data needs changing TYPE #To do calculations you need integers days = int(age) * 365 #PROCESS</p> <p>SELECTION - checking if a CONDITION is True, if it is do something if days > 2000: print("Thats older than an average mouse")</p> <p>SELECTION - if a CONDITION is False, it can do something different if days > 2000: print("Thats older than an average mouse") else: print("You are younger than an average mouse")</p>
<p>Concepts you have seen before: Programming with turtle https://www.pythonsandbox.com/turtle 55</p>

Week Beginning	TASKS Y8 Computing – Website Design – Autumn 1
11/09/2023	Website Design: Use Look, Cover, Write, Check to learn the key vocabulary spellings.
25/09/2023	Website Design: List and practice using the key features of PowerPoint . Can you : add a table, insert an image, add a text box, animate, transition, font.
09/10/2023	Website Design: Practice on a computing device the short cut keys . List in order the shortcut keys you will or have used the most.
23/10/2023	Website Design: Explain what Slide Master is and bullet point 3 features of slide master (Use the QR code for more information and a video about Slide Master).
13/11/2023	Programming (Python): Use Look, Cover, Write, Check to learn the key vocabulary spellings.
27/11/2023	Programming (Python): Create flash cards to learn the meanings of the programming commands (card with the word on one side and the meaning on the other). Use these to learn the terms. E.g.: Output = print() or print ("Hello") or print (age)
11/12/2023	Programming (Python): Practice programming turtle in python using https://www.pythonsandbox.com .

Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Passing (n)	Kicking the ball to another player.
Receiving (n)	Getting the ball from another player.
Dribbling (n)	Running with the ball to evade an opponent.
Tackling (n)	To dispossess an opponent.
Jockeying (n)	Slowing an attacking player down by keeping between the attacker and the goal.
Interception (n)	Preventing a pass between players.
Shot (n)	An attempt to score.
Offside (n)	Being on the pitch where only one opponent is between the player and goal.
Tier 2 Vocabulary	Definition
Identify (v)	Name the key point.
Describe (v)	Recall facts, events or process in an accurate way.
Explain (v)	Make something clear, or state the reasons for something happening.
Evaluate (v)	Using the information supplied to consider evidence for and against when making a judgement.

Section B: Key Concepts/Ideas/Questions



Section C: Subject Specific

There are 17 Laws of the game, use the QR code to gain greater knowledge of the laws of the game. Below is a list of the first 7 Laws of Football

1. The field of play
2. The ball
3. The Players
4. The players' equipment
5. The referee
6. The other match officials



Scan the QR code to take you to the recent England vs Italy European Championship final

Watch the full video



Evaluation skills

Which team is more successful during the two halves?

Why is one team more dominant than the other?
What could England have done to prevent Italy scoring?

Concepts seen before:

Using tactics to create space

Year 8 – PE – Netball – Autumn Term

Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Passing (n)	Passing the ball to another player.
Receiving (n)	Getting the ball from another player.
Dodging (n)	A sudden deceptive move often used to avoid the opponent.
Centre Pass (n)	The netball centre pass is the initial passing movement which begins and restarts play following a goal.
Footwork (n)	It applies to the person with the ball being allowed very limited movement with their feet after catching the ball.
Intercepting (n)	Taking a pass intended for the opposite team.
Tier 2 Vocabulary	Definition
Identify (v)	Name the key point.
Describe (v)	Recall facts, events or process in an accurate way.
Explain (v)	Make something clear, or state the reasons for something happening.
Evaluate (v)	Using the information supplied to consider evidence for and against when making a judgement.

Section B: Netball position

Blue Team: GK, GS, GA, WD, WA, C, GD
Red Team: GK, GS, GA, WD, WA, C, GD

Netball officiating signals

Section C: Subject Specific

Rules:

Footwork - You must comply with the footwork rule e.g. a 1-2 landing or a 2-footed landing. You only have 3 seconds to release the ball.

Obstruction - When defending you must be 1 metre away from the player.

Contact - There must be no contact with an opposing player.

Scoring - Only GS and GA may score a goal. You must stay in the correct area of the court for your position.

Netball analysis

Scan the QR code to take you to the 2018 Commonwealth final between England and Australia.

Watch the full video

Evaluation skills

Which team is more successful during the two halves?

Why is one team more dominant than the other?

Analysis England's attacking and defending skills.

How and why did the team win in the end?

Concepts seen before:
Using tactics to create space

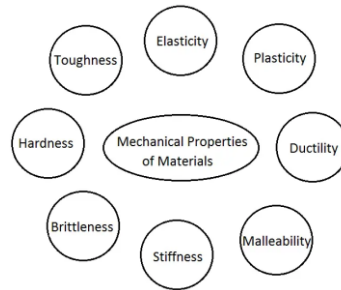
Week Beginning	<p style="text-align: center;">TASKS</p> <p style="text-align: center;">Year: 8 Subject: PE Topic: Football/ Netball Term: Autumn</p>
11/09/2023	Create a set of Flashcards for all the keywords in Section A & B. Then Self test yourself and create a learnt and 'developing knowledge' set of flashcards.
25/09/2023	Create a 10 question quiz based on the section B, providing the answers.
09/10/2023	Create a 10 question quiz based on section C, providing the answers.
23/10/2023	Using the official signals in section B create an information poster with pictures of the match officials using those signals and then describe the rules associated with the signal.
13/11/2023	<p>Watch the video in the match analysis section. Watch the full video.</p> <p>Identify which team is being more success and justify why they are more dominant (No more than 200 words)</p>
27/11/2023	Select a skill or technique from the vocabulary list in section A and create a drill or activity to improve a sports persons performance.
11/12/2023	Scan the QR code and answer the 20 multiple choice questions.

Year 8 – Design and Technology - Design Engineering – Autumn Term



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Composite (n)	A combination of materials to create a new material with improved properties.
Bio Mimicry (v)	Use of nature / natural form as design inspiration.
Cams (n)	A type of mechanism.
H&S (n)	Health & Safety – e.g. ensuring hair is tied back.
PPE (n)	Personal Protective Equipment – e.g. eye protection.
Annotation (v)	Notes to explain features – detailing any information that cannot be explained through your images / drawings.
Tier 2 Vocabulary	Definition
Approach (v)	A way of tackling something.
Endangered Species (n)	A species of animal or plant that is at serious risk of extinction.
Dimension (n)	Sizes / measurements.
Quality (a)	Level of finish.
Tolerance (n)	The amount of variation that can be tolerated within a design.
Property (n)	A physical feature.
Characteristic (n)	An aesthetic feature.

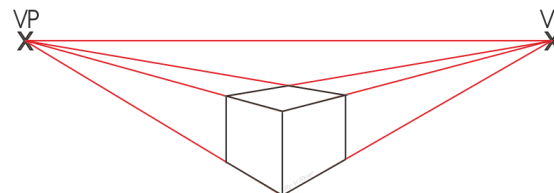
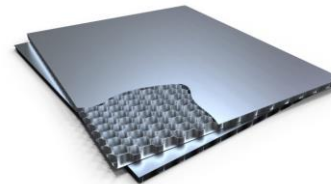
Section B: Key Concepts/Ideas/Questions



Different materials have different properties. Some may be very flexible, like rubber, whereas others may be very brittle, like pottery. Knowing about material properties can help when choosing the best material for a product.

Composite Materials

Composite materials are a mixture of two or more materials to create a new material with improved properties. Examples of these could include reinforced concrete or carbon fibre.

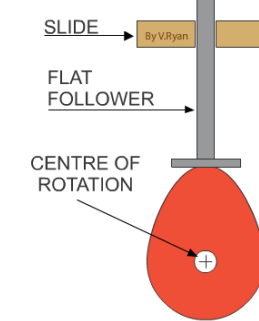


2 Point Perspective Drawing

Allows a drawing to be shown 'in perspective' (a true to life appearance). Horizontal lines must go to the vanishing points (V.P)

Section C: Subject Specific

PEAR SHAPED CAM



Cams

Convert rotary motion to linear.

Different shaped cams create different motion.

What motion do you think this cam would create?



Design Approaches:

Designers often use different design approaches to help them produce creative solutions to problems. One design approach is Biomimicry



Biomimicry is based on the idea that we can take inspiration from nature when solving problems in design and engineering.



Concepts seen before: Drawing skills, material categories, practical skills / tools

Week Beginning	TASKS Year 8 Design Engineering
1	Using your knowledge organiser, research the meanings of the different terms in material properties and create a definitions page.
2	Using your knowledge Organiser, Look , cover, write, check key terms and definitions.
3	Using your knowledge Organiser, create a 2 point perspective drawing of an object from around your home. This could be your phone, a building, computer, T.V etc.
4	From the tools and equipment you have used so far, list what health and safety measures should be followed
5	Research the different types of cams and what they can be used for
6	Using your knowledge Organiser to create a revision Mind Map

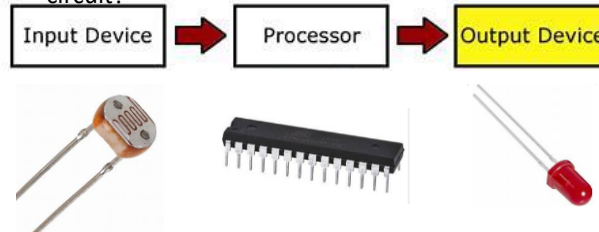
Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Target Market (n)	An intended user / buyer group of a product. It is important to make sure the product is suited to their needs
Specification (n)	A list of criteria that your design must, should or could fulfil to ensure the design brief is met
Circuit (n)	A path for transmitting electric current to different input, process & output components.
Isometric (n)	A 3D Drawing Technique
Filament (n)	Filament is the form of material used for 3D printing
Soldering (n)	An metal joining process, commonly used in electronics
CAD / CAM (n)	Computer Aided Design / Computer Aided Manufacture
Revolve (v)	Revolving a 2D shape to make a cylindrical 3D shape
Tier 2 Vocabulary	Definition
Evaluate (a)	To summarise the strengths / weaknesses
Test (a)	Try out – forms part of the evaluative process
Needs & Wants (n)	Criteria of a user which makes up a specification

Section B: Key Concepts/Ideas/Questions

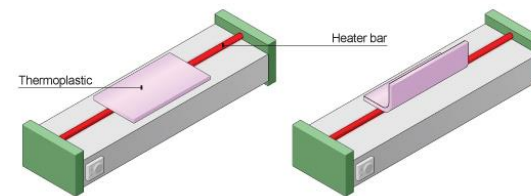
Input, Process & Output

What other input, process and output components could be used in an electronic circuit?



Plastic Line Bending.

The process of heating Acrylic along a line until softened, then bending it, before cooling. What category of plastic can we line bend and why?



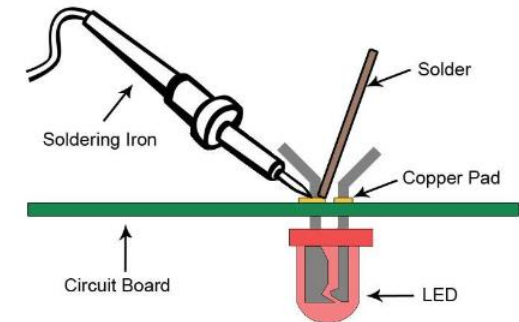
What would the user profile be for your need of a mobile phone?

Target Market Profile

When designing a product for a user group, it is important to ensure it meets their specific needs and fits into their lifestyle

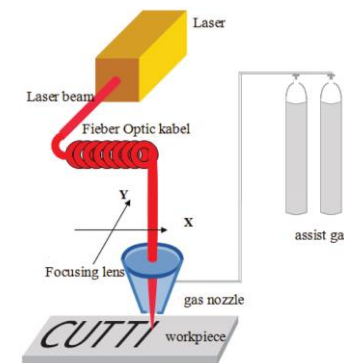
Section C: Subject Specific

How To Solder



Soldering Electronic components:

What may the Health & Safety precautions be for using a soldering iron? **Think why**



New & Emerging Technology

An example of a new and emerging technology is Laser Cutting.

Concepts seen before: CAD & CAM, 3D Printing and Laser Cutting, Input, process and output

Week Beginning	TASKS Year 8 Design Innovation
1	Using your knowledge organiser, research CAM (computer aided manufacture) and create a fact page on different CAM machines. Explain what they are called and what they do.
2	Using your knowledge Organiser, look , cover, write, check key terms and definitions.
3	Using your knowledge Organiser, create a flow chart – input, process, output for making a food dish of your choice – e.g. baking a cake.
4	From your knowledge organiser and what you have learned in lesson, create a mind map on the advantages and disadvantages of using computer aided design over hand processes.
5	Using your mind map and past homework, create a flow chart showing the input, process and output for creating a 3D printed product.
6	Using your knowledge Organiser to create a revision Mind Map

Year 8 – Food and Nutrition – Autumn Term



Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Food Miles (N)	The distance a food product travels from where it is grown to where it is consumed
Free-range (n)	A farming technique where farm animals have more space to move and live naturally
Organic farming (v)	A more natural way of farming, without the use of pesticides and artificial fertilisers
Seasonal food (n)	When certain foods are traditionally harvested
Food provenance (n)	Where ingredients we use are from.
Tier 2 Vocabulary	Definition
Import (v)	Something that is brought into a country
Export (v)	Something that is sold to another country
Recycling (v)	When leftover food or peelings are recycled by turning them into compost
Reusing (v)	Using left over food to make another meal
Reducing (v)	Limiting the amount of waste we make by only buying or making what we need
Carbon footprint (n)	The impact a product has on the environment
Climate (n)	The weather that affects crops (humid, dry, cold and wet)

Section B: Key Concepts/Ideas/Questions

Environmental and ethical consideration



Fairtrade works with farmers so they can improve their living standards

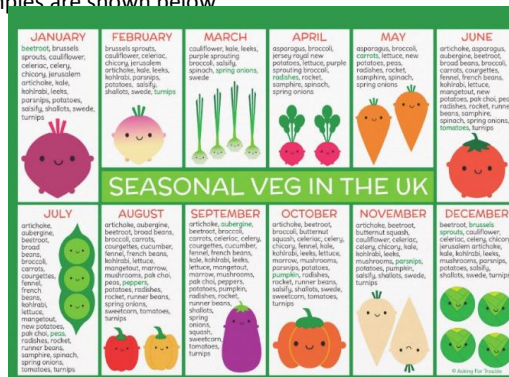
GM food or genetically modified foods have had their DNA altered to make them with better qualities. For example resistant against pests.



Organic food is the product of a farming system which avoids the use of man-made fertilisers, pesticides; growth regulators and livestock feed additives

In the UK, we grow a lot of food. However, this food is seasonal, which means it only grows at certain times of the year.

Examples are shown below



Section C: Subject Specific

Nutritional needs

Each life stage needs different needs. There are 5 different age ranges that need different nutrients. They are;

- Young Children (2-5 years old)
- Children (5-12 years old)
- Teenagers
- Adults
- Elderly Adults

Each of these will need a different mixture of Carbohydrates, Fats, Protein, Vitamins and Minerals

Shortening

Shortening is a process using fat that creates a characteristic short, crumbly texture.

Shortening is seen in shortcrust pastry, shortbread biscuits, cookies and rich pastries.

The process in food preparation most likely to bring about shortening is the rubbing-in method.

How does a fat shorten a pastry mixture?

1. Fats coat the flour grains, preventing gluten development
2. The cooked texture is short and crumbly

What happens during the cooking of pastry?

1. The flour grains absorb the fat
2. Pastry changes from pliable to rigid (the gluten sets)
3. Pastry turns golden brown.



Concepts seen before: Food safety, Macro and micronutrients.

Week Beginning	TASKS Year: 8 Subject: Food and Nutrition
1	Explain why it is important to be sustainable in food.
2	List foods that can be Fairtrade, genetically modified and organic.
3	Explain what Nutrition each life stage needs as a priority.
4	Explain how fat creates a nice crumbly texture in pastry and biscuits.
5	Read, cover, write check and correct to learn 8 words and definitions from section A.
6	Explain what it means to eat “seasonally”.

Notes page



Notes page



Your equipment you need for learning every day:

