



Name:

Form:

‘One child, one teacher, one pen can change the world.’

Malala Yousafzai

Malala is the youngest ever winner of a Nobel Prize for her work on human rights, particularly her support for the education of women and children in Pakistan. In 2012, Malala was one of three girls who were shot in an assassination attempt which was in retaliation for promotion of human rights. Since her recovery, Malala has continued to campaign for the right to education for all.



**Lees Brook
Academy**

Year 8 Knowledge Organiser:

Spring Term 1 – 2024

8TH January – 17th February

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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/>

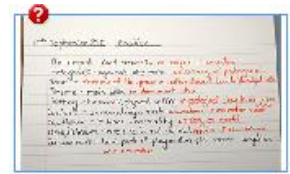
Below are some possible tasks you could do in your workbooks, **no matter which task you do you should always check and correct your work in a different coloured pen.**

- 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: Spring Term 1

| Week starting: 8 th January | Subject 1 | Subject 2 | Signed off |
|---|--------------|---------------------|------------|
| Monday | English | Art | |
| Tuesday | Dance | CT—English | |
| Wednesday | Maths | DT | |
| Thursday | CT - Science | French/German | |
| Friday | Science | Principal's Reading | |

| Week starting: 29 th January | 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: 15 th January | Subject 1 | Subject 2 | Signed off |
|--|-----------|---------------------|------------|
| Monday | English | History | |
| Tuesday | RE | PE | |
| Wednesday | Maths | Computing | |
| Thursday | Music | Geography | |
| Friday | Science | Principal's Reading | |

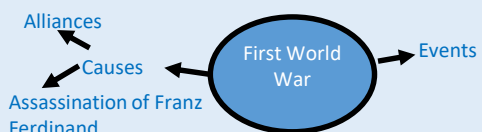

| Week starting: 5 th February | Subject 1 | Subject 2 | Signed off |
|--|------------|---------------------|------------|
| Monday | English | Art | |
| Tuesday | Dance | CT—English | |
| Wednesday | Maths | DT | |
| Thursday | CT—Science | French/German | |
| Friday | Science | Principal's Reading | |

| Week starting: 22 nd January | Subject 1 | Subject 2 | Signed off |
|--|------------|---------------------|------------|
| Monday | English | Art | |
| Tuesday | Drama | CT—English | |
| Wednesday | Maths | DT | |
| Thursday | CT—Science | French/German | |
| Friday | Science | Principal's Reading | |

| Week starting: 12 th February | Subject 1 | Subject 2 | Signed off |
|---|-----------|---------------------|------------|
| 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.

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 are 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> | | | | | | | | | | | | |

West Berkshire Council uses AI to predict where potholes will appear

21 November 2023

Artificial Intelligence (AI) is being used to predict where potholes will appear on a county's roads.

The pilot, run by West Berkshire Council, will use the technology to digitally capture images of road conditions to help anticipate where holes or cracks could form in tarmac. Inspection vehicles, mounted with cameras, will also log the condition of road markings and traffic signs.

The authority said it could make highway repairs more efficient.

Speed limit signs and the deterioration of road edges could also be registered, according to the AI company Vaisala.

The pilot will cost £15,000 and run until June 2024.

'Exciting'

West Berkshire Council, which oversees roads in Newbury, Thatcham, Hungerford and Pangbourne, said the technology would help to reduce costs.

Councillor Denise Gaines, the authority's executive member for highways, called the project "exciting".

"It results in cost savings, enhanced safety, better resource allocation, and a more efficient, data-driven approach to road maintenance.

"It's a significant step towards improving the quality and durability of road networks while minimising disruptions and safety hazards - the results of which I am very much looking forward to seeing," she added.



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. List two tasks this AI will be used for?
4. How will this help?
5. How much will it cost?
6. When are they going to start using it?
7. This project has been dubbed what?

<https://www.bbc.co.uk/news/uk-england-berkshire-67457365>

Speech by Malala

Dear Friends, on the 9th of October 2012, the Taliban shot me on the left side of my forehead. They shot my friends too. They thought that the bullets would silence us. But they failed. And then, out of that silence came, thousands of voices. The terrorists thought that they would change our aims and stop our ambitions but nothing changed in my life except this: Weakness, fear and hopelessness died. Strength, power and courage was born. I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same.

Dear sisters and brothers, I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorists group. I am here to speak up for the right of education of every child. I want education for the sons and the daughters of all the extremists especially the Taliban.

I do not even hate the Talib who shot me. Even if there is a gun in my hand and he stands in front of me. I would not shoot him. This is the compassion that I have learnt from Muhammad-the prophet of mercy, Jesus christ and Lord Buddha. This is the legacy of change that I have inherited from Martin Luther King, Nelson Mandela and Muhammad Ali Jinnah. This is the philosophy of non-violence that I have learnt from Gandhi Jee, Bacha Khan and Mother Teresa. And this is the forgiveness that I have learnt from my mother and father. This is what my soul is telling me, be peaceful and love everyone.

Dear sisters and brothers, we realise the importance of light when we see darkness. We realise the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realised the importance of pens and books when we saw the guns.

The wise saying, “The pen is mightier than sword” was true. The extremists are afraid of books and pens. The power of education frightens them. They are afraid of women. The power of the voice of women frightens them. And that is why they killed 14 innocent medical students in the recent attack in Quetta. And that is why they killed many female teachers and polio workers in Khyber Pukhtoon Khwa and FATA. That is why they are blasting schools every day. Because they were and they are afraid of change, afraid of the equality that we will bring into our society.

I remember that there was a boy in our school who was asked by a journalist, “Why are the Taliban against education?” He answered very simply. By pointing to his book he said, “A Talib doesn't know what is written inside this book.” They think that God is a tiny, little conservative being who would send girls to the hell just because of going to school. The terrorists are misusing the name of Islam and Pashtun society for their own personal benefits. Pakistan is peace-loving democratic country. Pashtuns want education for their daughters and sons. And Islam is a religion of peace, humanity and brotherhood. Islam says that it is not only each child's right to get education, rather it is their duty and responsibility.

Questions to answer in your yellow homework book:

1. How does Malala open her speech- which words does she use?
2. Why do you think she calls the audience ‘sisters and brothers’?
3. Who does she say she learnt forgiveness from?
4. Which wise saying does she reference?
5. What does she say is every child's right?

Northern Ballet: Generations – Three Short Ballets

Northern Ballet's new artistic director, Federico Bonelli, looks to stamp his mark on the company with this inaugural season opener – a triple bill of short works, comprising two new commissions and a classic. The former Royal Ballet principal's big coup was getting the American ballet superstar Tiler Peck to create one of those new pieces, her first made on a European company. But the evening opens with Benjamin Ella's *Joie de Vivre*, a jaunty 30 minutes set to eight Sibelius piano and violin solos.

The Royal Ballet first soloist's bright, pretty choreography for three couples is a depiction of chirpy, flirty young love – the boys jostle and indulge in posturing, the girls giggle and swoon. A little character emerges from each pair: Sarah Chun and Harris Beattie are the most coquettish; Saeka Shirai and Jun Ishii the most adventurous, tackling the biggest leaps and spins; Dominique Larose and Joseph Taylor are quietly, confidently, leaders of the pack. But a determined breeziness and permanent Strictly-style plastered smiles inhibit any deeper emotional reach.

Bonelli's chosen classic is a corker. The premise of Hans Van Manen's *Adagio Hammerklavier*, created in 1973, is to find a visual representation of 'adagio' – he described it as an "ode to deceleration". An extraordinarily elegant study of time and movement, it uses Beethoven's *Hammerklavier* piano sonata as its score. The Dutch master's choreography is an exercise in steely control – extended legs brought up and down in slow, smooth measured arcs, or wheeled through the air as the ballerinas are held aloft by their partners. Sudden decisive movements break the stillness – as simple as a sharply angled foot placement or as dramatic as the ballerinas doing rigid dead-drop falls to the side in unison. Then passages of sweeping lyricism tap into the bubbling passion underneath. The six dancers catch all of this, and Larose and Taylor sweep through some of the piece's most demanding moments wearing their focus lightly.

And so to Peck's *Intimate Pages*, inspired by Leoš Janáček's *String Quartet No 2, Intimate Letters*. Beattie takes the lead role here, as a man careening through a psychodrama, buffeted by desire. The screaming orange, red and terracotta colour scheme is as feverish as his attempts to keep hold of his muse (Chun), as temptation sashays through (in the shapes of Heather Lehan and an excellent Aerys Merrill), and a whirlingly busy chorus of dancers tries to obstruct him.

Peck burrows into the busyness of Janáček's strings with fast, frantic footwork and restless angst. Beattie and Chun are compelling leads, he inhabiting the frustration and bewilderment of his character, her giving Odette-like levels of beseeching sadness as they're torn apart again. Peck goes for broad brushstrokes rather than emotional acuity, though; it is a breathless hurtle through 20 minutes, and the Northern Ballet dancers keep up the pell-mell pace admirably.

The Stage Review Nov 1 2023



Questions to answer:

1. Who is the Artistic Director for the Northern Ballet?
2. Identify two instruments played
3. Identify two dance actions
4. What style of dance is it?
5. How many Ballets were reviewed?

Cendrillon by Charles Perrault

Cendrillon a de longs cheveux roux, des yeux verts et des taches de rousseur partout sur le nez.

Elle est intelligente et gentille, et elle aime raconter des blagues.
elle est très malheureuse.

Son père et sa mère sont morts et Cendrillon vit avec sa belle-mère et deux belles-sœurs.

« Nettoie la cuisine ! »

« Prépare-nous le dîner ! »

« Range nos chambres ! » exige la belle-mère.

Vocab –

| | | |
|----------------------|----------------------------|---------------------|
| Cheveux – hair | les yeux verts– green eyes | taches de rousseur– |
| freckles | le nez- nose | raconter – to tell |
| malheureuse- unhappy | morts - dead | les blagues – jokes |
| Nettoie – clean | range – clean | vit – lives |
| | | belle-step |
| | | exige - demands |



Questions to answer in your yellow homework book:

1. Using only the images, can you guess the very famous story?
2. How many characters are mentioned?
3. What does Cendrillon look like?
4. What happened to her parents?
5. What jobs do they ask of her?
6. Can you translate the paragraph using your knowledge of the story?

A true Olympic hero

The most famous athlete of his time, his stunning triumph at the 1936 Olympic Games captivated the world even as it infuriated the Hitler led regime. Despite the racial slurs he endured, Jesse Owens' grace and athleticism rallied crowds across the globe. But when the four-time Olympic gold medalist returned home, he could not even ride in the front of a bus.

In 1936 African American sprinter Jesse Owens amazed the world by breaking Olympic records and winning four gold medals in Berlin, the headquarters of Hitler's Nazi regime. However, in classic Olympic fashion, Owens became known not only for his athletic triumphs, but for his epic embrace with Aryan German competitor Luz Long and for the social barriers he broke down in the face of Hitler's Nazi regime. Rather than protesting "Hitler's Games," Owens used his position in the spotlight to display the greatness and compassion that can be achieved outside of the political and cultural constraints of society.

As a boy and youth, Owens took different jobs in his spare time: he delivered groceries, loaded freight cars and worked in a shoe repair shop while his father and older brother worked at a steel mill. During this period, Owens realized that he had a passion for running. Throughout his life, Owens attributed the success of his athletic career to the encouragement of Charles Riley, his junior high track coach at Fairmount Junior High School. Since Owens worked in a shoe repair shop after school, Riley allowed him to practice before school instead

Owens first came to national attention when he was a student of East Technical High School in Cleveland; he equalled the world record of 9.4 seconds in the 100-yard (91 m) dash and long-jumped 24 feet 9 1/2 inches (7.56 metres) at the 1933 National High School Championship in Chicago.

Owens attended Ohio State University after employment was found for his father, ensuring the family could be supported. Affectionately known as the "Buckeye bullet," Owens won a record eight individual NCAA championships, four each in 1935 and 1936. (The record of four gold medals at the NCAA was equaled only by Xavier Carter in 2006, although his many titles also included relay medals.) Though Owens enjoyed athletic success, he had to live off campus with other African-American athletes.

Berlin Olympics

In 1936, Owens arrived in Berlin to compete for the United States in the Summer Olympics. Adolf Hitler was using the games to show the world a resurgent Nazi Germany. He and other government officials had high hopes that German athletes would dominate the games with victories (the German athletes achieved a "top of the table" medal haul). Meanwhile, Nazi propaganda promoted concepts of "Aryan racial superiority" and depicted ethnic Africans as inferior.

Owens surprised many by winning four gold medals: On August 3, 1936, he won the 100m sprint, the long jump the 200m sprint; 4 x 100 m relay team. Just before the competitions, Owens was visited in the Olympic village by Adi Dassler, the founder of the Adidas athletic shoe company. He persuaded Owens to use Adidas shoes, the first sponsorship for a male African-American athlete.

Owens was allowed to travel with and stay in the same hotels as whites, while at the time blacks in many parts of the United States were denied equal rights.

After a New York City ticker-tape parade of Fifth Avenue in his honor, Owens had to ride the freight elevator at the Waldorf-Astoria to reach the reception honoring him. Post-Olympics He was quoted saying the secret behind his success was "I let my feet spend as little time on the ground as possible. From the air, fast down, and from the ground, fast up."

After the games had finished, the Olympic team and Owens were all invited to compete in Sweden. He decided to capitalize on his success by returning to the United States to take up some of the more lucrative commercial offers. United States athletic officials were furious and withdrew his amateur status, ending his career immediately. Owens was angry, saying, "A fellow desires something for himself."

Questions to answer in your yellow homework book:

1. How many medals did Owens win at the 1936 games?
2. Which well known sports brand approached Owens about sponsoring him'?
3. How many NCAA championships did Owens win prior to the 1936?
4. Which country were the USA Olympic team invited to after the Berlin olympics? 10

'The richer you are, the better your health'

Michael Marmot – Guardian opinion piece (extract)

There is a remarkably close link between where you are on the socioeconomic ladder and your health – the higher the rank, the better the health. I call this the social gradient in health. You and I, not the richest or the poorest, can expect to live for fewer years than the richest and more years than the poorest. The average Brit can expect eight fewer years of healthy life than the person at the top. The scale of the problem is enormous.

There would be about 202,000 fewer premature deaths each year if everyone in Britain had the low level of mortality of those with university education. That is about 500 deaths a day. It is a calamity for each of us, potentially, and a tragedy for the nation. If this toll resulted from a pollutant, people would take to the streets demanding action.

We should demand action. The cause is inequality in the conditions in which people are born, grow, live, work and age; and inequities in power, money and resources that give rise to this inequality.

I have been gathering inspiring examples, from rich countries and poor, of how communities are taking action necessary to improve lives and reduce health inequalities. The most significant factors are social cohesion and empowerment. Rather than divide society into two great classes we do better to think of gradients. We should pursue the aim of levelling up. It is a reasonable judgment that all social groups could have the good health of the best off. But this will take action, based on sound evidence, across the whole of society.



Questions to answer in your yellow homework book:

1. What is the social gradient in health?
2. How can we tell that this text is an opinion piece? Select three examples from the text.
3. Draw a graph to show the relationship between your rank on the socioeconomic ladder and health.
4. Why does the author call this relationship the social gradient of health?

| Section A: Key vocabulary | |
|---------------------------------|--|
| Tier 3 | Definition |
| Allegory (noun) | A story that has a hidden meaning to teach a moral lesson. |
| Didactic (adjective) | Intended to teach, particularly in having a moral message as an ulterior motive. |
| Fable (noun) | A short story, typically with animals as characters, conveying a moral. |
| Microcosm (noun) | A community, place, or situation regarded as encapsulating in miniature the characteristics of something much larger. |
| Satire (noun) | A technique use to expose and criticise foolishness and corruption of an individual or a society, by using humor, irony, exaggeration, or ridicule. |
| Tier 2 | Definition |
| Apathy (noun) | Lack of interest, enthusiasm, or concern. |
| Capitalism (noun) | A political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state. |
| Communism (noun) | A theory or system of social organization in which all property is owned by the community and each person contributes and receives according to their ability and needs. |
| Comrade (noun) | A fellow socialist or communist. |
| Dictatorship (noun) | A government that has complete unrestricted control. |
| Propaganda (noun) | Ideas or statements that are often false or exaggerated and that are spread in order to help a cause, a political leader or a government. |
| Prosperity (noun) | A state of wealth. |
| Rebellion (noun) | An act of armed resistance to an established government or leader. |
| Repression (noun) | To control what people do. |
| Scapegoat (noun) | A person blamed for someone else's wrong. |
| Totalitarian (adjective) | A political system in which those in power have complete control and do not allow people freedom to oppose them. |
| Tyranny (noun) | Harsh treatment of government or power over the people. |

| Section B: Key Concepts/Ideas/Questions | |
|--|---|
| Concepts seen before/Key themes: | |
| Power | Conflict and Resolution Morality Identity |
| <p align="center">Big Questions:</p> <p>How is the theme of control presented? What is an allegory?</p> <p>What is Animalism? Why is Animal Farm an allegory?</p> <p>How is the theme of power depicted? Who is Boxer?</p> <p>How is symbolism used? Who is Snowball?</p> <p>What is the Russian Revolution? Who is Napoleon?</p> <p align="right">How is political rhetoric used?</p> | |
| <p align="center">Russian Revolution</p> <p>Before the revolution:</p> <p>Russia was ruled by a powerful monarch called the Tsar. The Tsar had total power in Russia. He commanded the army, owned much of the land, and even controlled the church. Life for the working class people and the peasants was very difficult. They worked for little pay, often went without food, and were exposed to dangerous working conditions.</p> <p>World War I In 1914:</p> <p>World War I began and Russia was at war with Germany. A huge Russian army was formed by forcing working class and peasant men to join. Although the Russian army had great numbers, the soldiers were not equipped or trained to fight. Over the next three years, nearly 2 million Russian soldiers were killed in battle and nearly another 5 million were wounded. The Russian people blamed the Tsar for entering the war and getting so many of their young men killed.</p> <p>The February Revolution:</p> <p>The people of Russia first revolted in early 1917. The revolution began when a number of workers decided to strike. They began to riot. The Tsar, Nicholas II, ordered the army to suppress the riot. After a few days of riots, the army turned against the Tsar. The Tsar was forced to give up his throne and a new government took over. The government was run by two political parties: the Petrograd Soviet (representing the workers and soldiers) and the Provisional Government (the traditional government without the Tsar).</p> <p>Bolshevik Revolution:</p> <p>Over the next several months the two sides ruled Russia. One of the main factions of the Petrograd Soviet was a group called the Bolsheviks. They were led by Vladimir Lenin and believed that the new Russian government should be a Marxist (communist) government. In October of 1917, Lenin took full control of the government in what is called the Bolshevik Revolution. Russia was now the first communist country in the world.</p> | |

| Section C: Subject Specific | |
|---|---|
| Characters | |
| <p>Old Major: Wise, old pig. Wise, old pig. Inspires the rebellion with his rhetoric. He represents Karl Marx and Vladimir Lenin.</p> | <p>Mr Whymper: Sly, greedy solicitor who aids Napoleon's tyranny. He represents Capitalism.</p> |
| <p>Napoleon: Pig who is a controlling dictator. Leads by fear and propaganda. He represents Joseph Stalin.</p> | <p>Mr Jones: drunken owner of Animal Farm. Symbolises the control, tyranny and greed of men. He represents Tsar Nicholas II.</p> |
| <p>Snowball: Pig who is hero of the Battle of the Cowshed, expelled by Napoleon and used as a scapegoat. He represents Leon Trotsky.</p> | <p>Mollie: Shallow and childish mare; deserts the farm to continue to lead the life of a horse. She represents the uncaring bourgeois.</p> |
| <p>Boxer: A cart horse who is innocent but hard working, very strong and selfless. Devoted citizen and immensely strong. Innocent and naïve. He represents the exploited working-class.</p> | <p>Mr Pilkington and Mr Frederick: Owners of the neighbouring farms and equally manipulative. Pilkington is the owner of Foxwood he sells land to Napoleon & praises his methods. He represents Britain and the ruling classes.</p> |
| <p>Clover: A female cart horse who is caring and loyal, has very little control but realises what is happening as the pigs take control. She represents the female working class.</p> | <p>Squealer: A pig who is Napoleon's mouthpiece, he uses propaganda to control the animals. He represents Stalin's propaganda.</p> |
| <p>Benjamin: A donkey who is stubborn, cynical & apathetic. Only stirred to passion by Boxer's removal. He represents the intellectuals that didn't oppose Stalin.</p> | <p>The dogs and sheep: Instruments of fear and control, educated by Napoleon. The dogs represent the secret police of Stalin.</p> |

| Week Beginning | TASKS Year 8 English - Animal Farm by George Orwell - Summer Term |
|----------------|--|
| 8/1/24 | Research a famous speech and copy down three interesting quotations from the speech. Add a comment for each on why you found them interesting. |
| 15/1/24 | Research persuasive writing techniques. Use two of them and create a sentence for each on persuading more young people to exercise outside. |
| 22/1/24 | 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. |
| 29/1/24 | Create a learning poster for Old Major from Animal Farm. Include details about him from the knowledge organiser and any extra knowledge you know from your English lessons. |
| 5/1/24 | Create a brief timeline of the historical knowledge relating to Animal Farm from the knowledge organiser. Look up a timeline to see how to present this piece of work. |
| 12/2/24 | Write a detailed answer to two of the “big questions”. You should write a paragraph for each. |

Year 8 – Mathematics – Algebraic Reasoning – Spring Term 1



| Section A: Key vocabulary | |
|---------------------------|--|
| Tier 3 Vocabulary | Definition |
| Coefficient (n) | A number used to multiply a variable |
| Term (n) | Any number in the sequence. |
| Linear (adj) | The difference between terms increases or decreases by adding or subtracting by the same value |
| Non-Linear (adj) | The difference between terms increases or decreases in different amount by multiplying and dividing |
| Geometric (adj) | A sequence where each term is found by multiplying or dividing the previous one by a fixed non zero number |
| Arithmetic (adj) | A sequence where the gap is constant. It is found by adding and subtracting by the same amount |
| Tier 2 Vocabulary | Definition |
| Difference (n) | The gap between two terms |
| Equivalent (n) | Something of equal value |
| Position (n) | The place something is located |
| Sequences (n) | Numbers put in a pre-decided order |
| Substitute (n) | Swap a variable with a numerical value |
| Simplify (v) | Grouping and combining similar terms |

Section B

Expanding Brackets

| Factorised Expression | Bar Model | Grid | Expanded Expression |
|--|-----------|------|---------------------|
| $4(x + 2)$ This means there are 4 lots of $(x + 2)$ | | | $4x + 8$ Answer |

We can draw the $x + 2$ out four times.

Or we could use the grid to multiply 4 by x then 4 by 2.

Expand and Simplify

$8(y - 7) + 5(y - 2)$
 $8y - 56 + 5y - 10$
 $8y + 5y - 56 - 10$
 $13y - 66$

Factorising into a Single Bracket

The Highest Common Factor (HCF) of $10y$ and 15 is 5 .
 We then know that to make $10y$, we need to multiply 5 by $2y$.
 To make 15 we multiply the 5 by 3 .

$5(2y + 3)$

How many sweets are in the jar?

n
 $n+2$
 $n-1$

Forming Equations

Section C

Sequences from Algebraic Rules

$3n + 7$

$3n^2 + 7$

This will be linear – note the single power of n . This means the numbers will increase or decrease at a constant rate.

This is not linear as there is a power of n greater than one.

Generating a sequence from a Rule

To **generate sequences** from a rule, substitute the number of the term you are looking for in place of the n .

The number of the term is where you are in the sequence,

| Term | Value |
|------------------------------------|----------------------------|
| 1 st number $n = 1$ | $2 \times (1) - 5 = 3$ |
| 2 nd number $n = 2$ | $2 \times (2) - 5 = 5$ |
| 3 rd number $n = 3$ | $2 \times (3) - 5 = 7$ |
| 100 th number $n = 100$ | $2 \times (100) - 5 = 195$ |

$2n - 5$

$2n - 5$ sequence is 3, 5, 7

Checking for a term in a sequence. Form an equation

Is 201 a term in the sequence $3n - 4$?

Algebraic rule $\rightarrow 3n - 4 = 201 \leftarrow$ Term to check


Solving this will find the position of the term in the sequence.
 ONLY an integer (whole number) solution can be in the sequence.

$3n - 4 = 201$
 $+4$
 $3n = 205$
 $\div 3$
 $n = 68.333...$

$68.\dot{3}$ is not a whole number so it cannot be a position in the sequence.

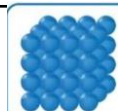
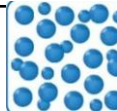
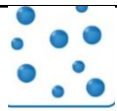
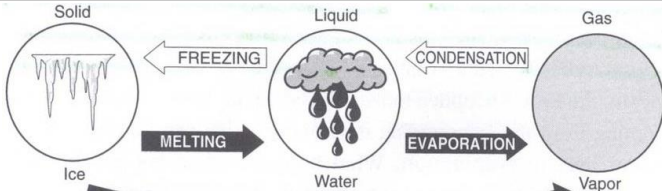
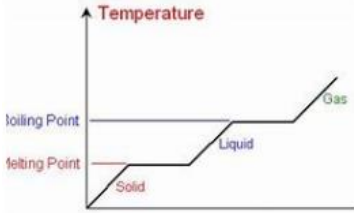
Concepts seen before:

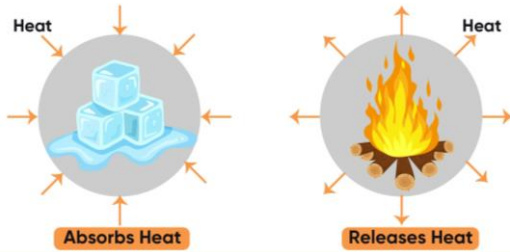
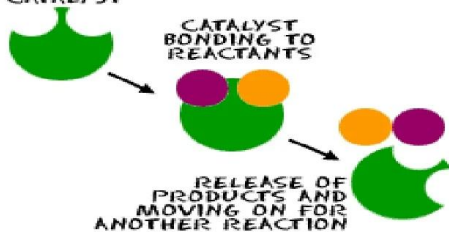
Multiplying, Brackets, Directed Numbers, Inequalities

| Week Beginning | TASKS | | | | |
|----------------|--|--|--|--|--|
| | Year: 8 Subject: Mathematics Topic: Algebraic Reasoning Term: Spring 1 | | | | |
| 08/01/2024 | <div>We have a jar of sweets. We don't know how many sweets are in the jar so let us say there are <i>n</i> sweets in the jar.</div> <div></div> <div>What would the expression be for the following, you start with a new jar every time. a. I am given a jar of sweets and then given three more sweets. b. I am given a jar of sweets and eat 4. c. I have 7 jars, each containing '<i>n</i>' sweets. d. I get 2 jars of sweets and then 5 more sweets.</div> | | | | |
| 15/01/2024 | <div>Expand the following brackets.</div> <div><div><div><div><i>a.</i> $3(a + 2) =$</div><div><i>b.</i> $8(d + 7) =$</div><div><i>c.</i> $4(b + 1) =$</div><div><i>d.</i> $5(z - 4) =$</div><div><i>e.</i> $9(f - 6) =$</div></div><div><div><i>f.</i> $3(2a + 4) =$</div><div><i>g.</i> $6(2a + 5) =$</div><div><i>h.</i> $4(2e + 5) =$</div><div><i>i.</i> $2(4y + 7) =$</div><div><i>j.</i> $4(3j - 6) =$</div></div></div><div>CH: <div><div><i>a.</i> $5(y + 3) + 2(y + 7)$</div><div><i>b.</i> $6(2w + 5) + 9(w + 2)$</div><div><i>c.</i> $3(y - 2) + 4(2y + 5)$</div></div></div></div> | | | | |
| 22/01/2024 | <div>Factorise the following expressions into a single bracket.</div> <div><div><div><div><i>a.</i> $2x + 10$</div><div><i>e.</i> $3x + 12$</div><div><i>i.</i> $12x - 6$</div></div><div><div><i>b.</i> $6x - 4$</div><div><i>f.</i> $4x - 16$</div><div><i>j.</i> $18x + 9$</div></div><div><div><i>c.</i> $6x + 9$</div><div><i>g.</i> $12x + 18$</div></div><div><div><i>d.</i> $5x - 10$</div><div><i>h.</i> $8x + 24$</div></div></div></div> | | | | |
| 29/01/2024 | <div>Expand and simplify the expressions.</div> <div><div><div><div><i>a.</i> $3(5a + 2) + 4(2a + 3)$</div><div><i>b.</i> $3(5a + 2) + 4(2a - 3)$</div><div><i>c.</i> $3(5a - 2) + 4(2a - 3)$</div><div><i>d.</i> $3(5a - 2) - 5(3a - 2)$</div></div><div><div><i>e.</i> $3(5a + 2) - 4(2a + 3)$</div><div><i>f.</i> $3(5a - 2) - 4(2a + 3)$</div><div><i>g.</i> $3(5a - 2) - 4(2a - 3)$</div><div><i>h.</i> $3(4a - 2) - 2(6a - 3)$</div></div></div></div> | | | | |
| 05/02/2024 | <div>1) Generate the first five terms of each rule below by substituting in $n = 1, n = 2, n = 3, n = 4$ and $n = 5$.</div> <div><div><div><i>a.</i> $5n + 2$</div><div><i>b.</i> $4n - 3$</div><div><i>c.</i> $n^2 + 7$</div></div></div> <div>2. Which of the above sequences are linear? How do you know?</div> <div>3. Generate the first four terms of the sequence with the rule $\frac{n}{2} + 5$.</div> | | | | |
| 12/02/2024 | <div>A sequence is given by the rule $3n + 7$</div> <div>Work out the 45th term of the sequence</div> <div>Form equations to determine which, if any of these numbers are numbers in the sequence</div> <div><div>113</div><div>213</div><div>313</div></div> <div>Is the sequence linear? How do you know?</div> | | | | |

15

| Section A: Key Vocabulary | |
|---|--|
| Tier 3 | Definition |
| Particle (n) | Everything is made up of these. |
| Solid (n) | Substances in a firm, stable shape |
| Liquid (n) | Substances that can flow |
| Gas (n) | Substances that expand to fill the space it is in. |
| Exothermic (n) | A reaction that transfers heat into the surroundings. It usually feels hotter |
| Endothermic (n) | A reaction that transfers heat from the surroundings. It usually feels colder. |
| Catalyst (n) | A substance that speeds up a reaction without being used up in the reaction. |
| Tier 2 | Definition |
| Property (n) | The features something has |
| Arrangement (n) | The action, process or result of putting things in order. |
| Model (n) | A way to represent something. |
| Concepts you have seen before: Particles States of matter reactions | |

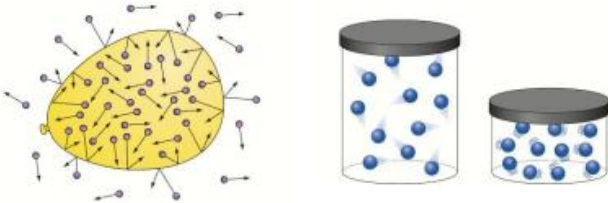
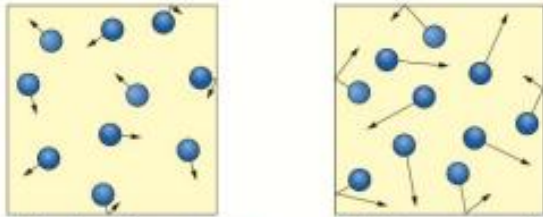
| Section B: Important Ideas / Concepts / Questions | | | |
|---|--|---|---|
| States of Matter | | | |
| State | Solid | Liquid | Gas |
| Closeness of particles | Very close | Close | Far apart |
| Arrangement of particles | Regular pattern | Randomly arranged | Randomly arranged |
| Movement of particles | Vibrate around a fixed positions | Move around each other | Move quickly in all directions |
| Energy of particles | Low energy | Greater energy | Highest energy |
| Diagram |  |  |  |
| Changing states | | | |
|  | | | |
| Melting and boiling points | | | |
| A pure substance always melts at a certain temperature and boils at a certain temperature. For example, pure water will boil into a gas at 100 °C and freeze into a solid at 0 °C | | | |
|  | | | |

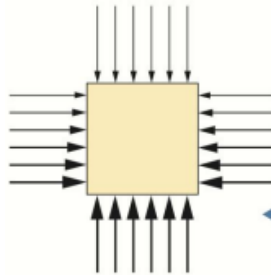
| Section C: Diagrams |
|--|
| Exothermic and endothermic |
| <p>ENDOTHERMIC REACTION vs EXOTHERMIC REACTION</p>  |
| Catalyst |
| <p>Catalyst</p> <ul style="list-style-type: none"> Substance that speeds up the rate of a chemical reaction <p>CATALYST</p>  |

| Week Beginning | TASKS Year: 8 Subject: Science Term: Spring 1 | Section from KO |
|-------------------|--|--|
| 8/1/24 | 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. | Section A: Key vocabulary- Energetics |
| 14/1/24 | <ol style="list-style-type: none"> 1. Draw a Venn diagram to compare and contrast endothermic and exothermic reactions. 2. Annotate a possible simple method to find out if a reaction is endothermic or exothermic. | Section C: Diagrams- Energetics |
| 22/1/24 | <ol style="list-style-type: none"> 1. Using the diagram and definition of a catalyst, explain how does a catalyst works. 2. Write a paragraph about why is important to use catalyst in a reaction. | Section C: Catalysts- Energetics |

Year 8 – Science – Pressure – Spring Term

| Section A: Key Vocabulary | |
|--|---|
| Tier 3 | Definition |
| Mass (n) | The amount of matter in a substance |
| Volume (n) | The amount of space that a substance takes up |
| Pressure (n) | The force of an object pushing against something else |
| Atmospheric pressure (n) | Pressure caused by the collisions of air molecules that produce a force on an area. |
| Newtons (n) | Unit of force |
| Temperature (n) | A measure of how hot or cold something is, measured in degrees Celsius (°C) |
| Tier 2 | Definition |
| Compressed (v) | Squashed into a smaller space |
| Incompressible (v) | Cannot be compressed (squashed) |
| Depth (n) | The distance down from the top of something to the bottom |
| Concepts you have seen before: Particles Density Forces | |

| Section B: Important Ideas / Concepts / Questions |
|---|
| Pressure in gases |
|  <p>Diagram A</p> <p>If there are more collisions on the inside than the outside the balloon gets bigger</p> <p>In a smaller volume gas molecules will collide more often with the walls</p> |
| Temperature and pressure |
|  <p>Diagram B</p> <p>Cool gas: fewer and less energetic collisions</p> <p>Hot gas: more collisions that are more energetic</p> |

| Section C: Diagrams |
|--|
| Pressure in liquids |
| <p>In liquids the molecules are pushing on each other and on surfaces, this is liquid pressure, it acts in all directions</p>  <p>The object above is submerged. The arrows show the forces acting on the object because of the pressure of the water</p> |
| Calculating pressure |
| <p>You measure the force in newtons (N) and area in meters squared (m²). Pressure is measured in newtons per meter squared (N/m²).</p> $pressure(N/m^2) = \frac{force(N)}{area(m^2)}$ |

| Week Beginning | TASKS Year: 8 Subject: Science Term: Spring 1 | Section from KO |
|-------------------|---|---|
| 29/1/24 | Learn the spellings and the definitions of the Tier 3 vocabulary words. 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. | Section A: Key vocabulary- Pressure |
| 5/2/24 | Using diagram, A and B, plan a method for an experiment to investigate the effect of heat on gas pressure. | Section B: temperature and Pressure in gases. |
| 12/2/24 | Explain why the tyre pressure increases during a car journey. | Section B and C.- Pressure |

Year 8 – Religious Studies – Why is there suffering? – Spring Term 1



| Section A: Key vocabulary | |
|--------------------------------|---|
| Tier 3 Vocabulary | Definition |
| The Fall (n) | When Adam and Eve disobeyed God in the Garden of Eden and it brought evil and suffering into the world. |
| Natural Evil/ Suffering (n) | Evil/suffering that is caused by nature, e.g. earthquakes. |
| Moral Evil/Suffering (n) | Evil/suffering that is caused by humans, e.g. murder. |
| Free Will (n) | The ability to choose between right and wrong. |
| Humanism (n) | A non-religious view of the world. |
| Tier 2 Vocabulary | Definition |
| Reason (v) | To use the mind to think, understand and form judgements logically. |
| Human rights (n) | Rights which belong to every person, e.g. the right to freedom of speech. |
| Freedom (n) | The power or right to act, think or speak as you want to. |
| Criticize (v) | The argue against the statement. |

| Section B: The Problem of Evil |
|---|
| <p>The Inconsistent Triad</p> <p>People suffer</p> |
| <p>Responses to the Problem of Evil:</p> <ul style="list-style-type: none"> It is important to learn from our mistakes and the existence of evil and suffering is God's way of allowing this to happen. Evil and suffering is all part of God's plan of which we will never fully understand. We need to accept God's will. God does not cause the suffering; humans do by misusing their free will. Suffering can be seen as a test from God. If you pass the test, you will be rewarded. |

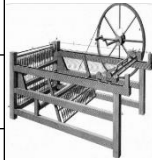
| Section C: Humanist Beliefs |
|--|
| <ul style="list-style-type: none"> Humans only have one life; there is no afterlife. You should give meaning to your own life by seeking happiness and helping others to do the same. Moral decisions should be based on reason, empathy and a concern for other human beings; everyone's human rights should be respected. Human experience and reason provide the only source of knowledge and authority; not a higher power/being. The world is a natural place, and we should use science and reason to make sense of the world; not look to God for answers. |
| |
| <p>Concepts seen before: Nature of God, Humanism.</p> |

| Week Beginning | TASKS Year: 8 Subject: Religious Studies Topic: Why is there suffering? Term: Spring |
|----------------|--|
| 15.01.2024 | RE: Section A: Key vocabulary: Create flash cards for five key words. Write the key word on one side and the definition on the other. Once you have done this, test yourself on the definitions or get a family member to test you. Once you have the definition correct three times, remove from the pile. |
| 29.01.2024 | RE: Section B: Create a quiz of five questions about the problem of evil. Leave them for a few hours or overnight, then try to answer them. Try and answer them without looking at the information. |
| 12.02.2024 | RE: Section C: Write a paragraph explaining the Humanist response to the problem of evil – use as many terms from Section A as possible. |

History—The Industrial Revolution—Spring Term 1



| Section 1: Key Vocabulary | |
|---------------------------|--|
| Tier 3 vocabulary | Definition |
| Capitalism (n) | An economic system where individuals are able to privately own their goods and make money |
| Spinning Jenny (n) | An early machine of the Industrial Revolution. It would spin cotton on more than one spindle. |
| Steam Power (n) | Power created by steam and applied to a steam engine. |
| Loom (n) | A machine used to weave different kinds of textiles, such as cloth or thread. |
| Revolution (n) | A quick change in conditions in a country. Can be violent. |
| Industry (n) | An economic activity that refers to processing raw materials and manufacturing goods in factories. |
| Economy (n) | To do with the money of a country as well as employment and business. |
| Social (a) | To do with people and society, |
| Technology (n) | Machinery and equipment developed from the application of scientific knowledge. |
| Political (a) | Relating to the government or public affairs of a country. |
| Engine (n) | A machine with moving parts that converts power into motion. |
| Factory (n) | A building in which goods are manufactured mainly by machines. |
| Mechanised (v) | Introducing machines to make the process of something mechanical. |
| Tier 2 vocabulary | Definition |
| Cotton (n) | A fabric made from the fibres of the cotton plant. |
| Textiles (n) | A type of cloth or woven fabric. |
| Manufacture (v) | To create something on a large scale using machinery. |



Concepts seen before: industry, slavery, economy, currency, empire, colonies.

| Section 2: People | |
|--|--|
| Figures of the Cotton Industry | |
| James Hargreaves, 1720-1778. | |
| Invented the 'Spinning Jenny' weaving machine. This machine made spinning cotton more efficient—able to produce more material more quickly. It showed how the cotton industry was starting to mechanise. | |
| Richard Arkwright, 1732-1792. | |
| Helped develop the water frame and created the first ever factory system at Cromford in Derbyshire. His method of manufacturing textiles was copied by many and it changed the landscape of British industry. | |
| Samuel Crompton, 1753-1827 | |
| Invented the 'Spinning Mule' which helped to make the manufacture of cotton yarn and thread easier. It allowed one person to manage around 1000 spindles at once, making the process much more productive and efficient. Crompton's machine was adopted across the world's textiles mills. | |
| Matthew Boulton, 1728-1809, & James Watt, 1736-1819. | |
| Boulton & Watt created an engineering firm that specialised in steam engines. Their engines were applied to spinning machines which helped to make the cotton manufacturing process much faster and | |

| Section 3: Timeline | |
|---------------------|---|
| 1750 | Considered to be the start of the Industrial Revolution. |
| 1760s | Invention and development of Watt's Steam Engine, later patented by Boulton & Watt. |
| 1765 | Invention of the Spinning Jenny by James Hargreaves. |
| 1771 | Opening of Cromford Mills by Richard Arkwright—the first factory system in the world. |
| 1787 | Cartwright invents the power loom |
| 1801 | The first census is taken. |
| 1825 | The first public railway route opened in 1825, sparking huge developments in travel around Britain. |
| 1832 | Cholera outbreaks occur in British cities. |
| 1833 | The Factory Act prevents the use of children at work until they are 9 years old. |
| 1849 | 10,000 people died in 3 months in London from a cholera epidemic. |
| 1875 | The Public Health Act gives government the responsibility to ensure public health is adequate for housing and sewage. |
| 1901 | The Education Act makes school compulsory for all children up to 10 years old. |

| Week Beginning | TASKS Year 8—History—The Industrial Revolution—Spring Term |
|----------------|--|
| 15/01/2024 | <p>Section A: Use read, cover, write, check and correct to learn the definitions of these words. Tick off each one as you complete it.</p> <p>Spinning Jenny, Steam Power, Mechanised, Industry, Revolution, Factory.</p> |
| 29/01/2024 | <p>Section B: Create a fact file, each with 3 bullet points, on the following important people from the Industrial Revolution.</p> <ol style="list-style-type: none"> 1. Richard Arkwright 2. Samuel Crompton 3. James Hargreaves |
| 12/02/2024 | <p>Sections 1, 2 and 3: Describe the Industrial Revolution grew and developed across Britain. In your paragraph include:</p> <ul style="list-style-type: none"> · The following 4 key terms from Tier 3 vocabulary in Section 1: Industrial Revolution, Technology, Steam Power, Loom, Economy. · Also include the role of any of the figures from section 2 and explain how they contributed. · Finally, include two relevant events from your timeline in Section 3. |
| OPTIONAL | <p>Section C: Use the timeline to create flashcards on the following events. On one side write the name and date of the event, on the other, describe what happened in a maximum of 3 bullet points per event. Then ask a family member to quiz you on the events.</p> |
| OPTIONAL | <p>Section 3: Subject Specific</p> <p>TASK: Choose 5 events from the timeline. For each event, decide how important this was. Give it a score (0 = not important, 10 = very important).</p> <p>Explain why you have given each event this score.</p> |

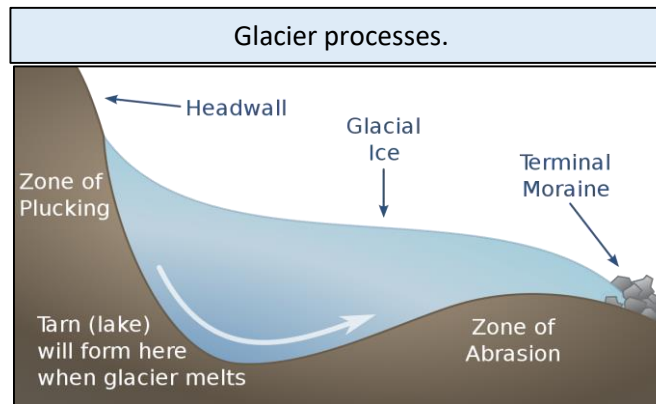
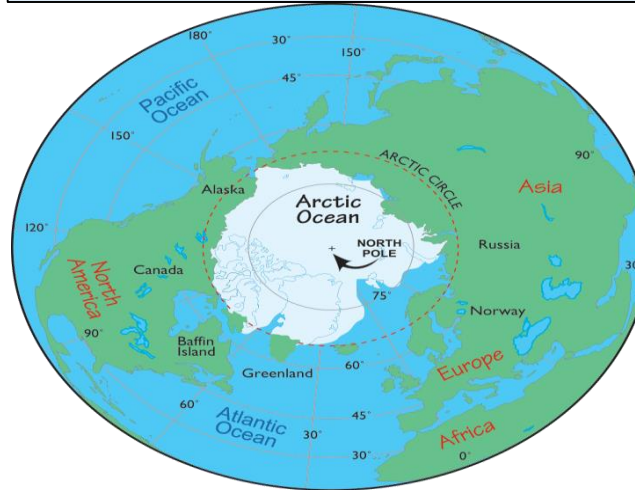
Year 8 – Geography – Glaciation and Tourism – Spring Term 1



| Section A: Key vocabulary | |
|---------------------------|---|
| Tier 2 Vocabulary | Definition |
| Sustainability (N) | Meeting the needs of today and the future . |
| Climate (N) | The long-term weather conditions in a particular place. |
| Altitude (N) | The height above land and sea. |
| Friction (N) | One surface or object rubbing against another |
| Leisure (N) | Free time to do something of your choice |
| Tier 3 Vocabulary | Definition |
| Polar (N) | Most southern and northern areas with a temperature below freezing. |
| Permafrost (N) | Frozen ground for more than 2 years. |
| Tundra (N) | Large, cold treeless region in the Arctic regions. |
| Tourism (N) | When people travel away from home for pleasure, |
| Ablation zone (N) | the lower part of the glacier where more snow is lost than gained |

Section B: Key Concepts/Ideas/Questions

Map of the Arctic Circle



A glacier forms when snow accumulates over time, turns to ice, and begins to flow outwards and downwards under the pressure of its own weight. In polar and high-altitude alpine regions, glaciers generally accumulate more snow than they lose from melting, evaporation, or calving.

| Section C: Subject Specific | |
|---|--|
| Inuit people in the Arctic | |
| <p>The Inuit are native people of the Arctic regions. They live in Greenland, Alaska, Canada, and eastern Russia. The Inuit traditionally got almost all their food by fishing and hunting. They eat reindeer, seal, walrus, and whale meat. On water Inuit hunters travel in kayaks, which are boats covered with animal skins. On land they ride on sleds pulled by dogs.</p> <p>In summer they live in tents made of animal skins. They wear clothing made from animal fur and sealskin.</p> | |
| Why do people visit the Arctic? | |
| Northern Lights | are dazzling displays of colored light that sometimes appear in the night sky. They occur in Earth's far northern hemisphere and are known as aurora borealis |
| Wildlife | People have the chance to see beluga whales, narwhals, ringed seals and walrus; on land, you may spot muskoxen, reindeer, Peary caribou, and arctic fox and polar bears. |
| Work | Mining, oil and gas companies. Also, for local indigenous people, teaching and providing other services. |
| Scientific Research | Observation of ice thickness, melting sea ice, levels of solar radiation, concentrations of greenhouse gases and animal populations |

Concepts seen in Year 7 before:
Physical Geography, Weather and climate, map skills

| Week Beginning | TASKS Year 8 – Geography – Glaciation and Tourism – Spring |
|----------------|---|
| 15.01.2024 | 1) Write out the tier 2 and tier 3 key words from the Glaciation and Tourism KO in your knowledge book: You should have 11 words in total. 2) Now write a summary of each definition alongside each word. Do not copy directly from the glossary. 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? |
| 29.01.2024 | Read the box glacial processes : 1. Summarise in your own words how glaciers are formed 2. Define the following terms zone of plucking and zone of abrasion |
| 12.02.2024 | <u>Inuit people in the Arctic</u> 1. Identify 3 ways the Inuit people survive in the Arctic 2. Explain how those 3 ways are different from your way of living |

| Tier 1: Key vocabulary | |
|-------------------------|---|
| Tier 3 Vocabulary | Definition |
| Früher und heute | Then and today |
| Die Stadt ist/war.. | The town is/was... |
| Laut/ruhig | Noisy/quiet |
| Die Stadt hat/hatte.. | The town has/had... |
| Es gibt/gab | There is/was |
| Einen Hafen | A harbour |
| Wo hast du gewohnt? | Where did you stay? |
| Ich habe.... gewohnt | I stayed... |
| In einer Jugendherberge | In a youth hostel |
| Wohin bist du gefahren | Where did you travel to? |
| Ich bin... gefahren | I travelled... |
| Wie bist du gefahren? | How did you travel? |
| Mit dem Reisebus | By coach |
| Wie war das Wetter? | How was the weather? |
| Es ist/war | It is/was |
| Tier 2 Vocabulary | Definition |
| The perfect tense | Used to describe what you did. You need part of the verb 'haben' (to have) and past principle |
| The imperfect tense | Used to describe things in the past or give opinions about the past |

| Tier 3 – 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 industriell. |
| 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 Ferein 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 |



Kulturzone

Im Winter kann man am Bodensee nicht nur snowboarden und skifahren. Man kann auch Eistennis spielen. Was ist Eistennis? Einfach! Tennisspielen auf dem Eis.



Concepts seen before:

“haben” and “sein”, past tense, family members. Es gibt structure. Masculine, feminine and neuter nouns

| Week Beginning | TASKS Year: 8 Subject: German Topic: Ich liebe Ferien Term: Spring 1 |
|----------------|--|
| 08/01/24 | Look, cover, write and check the vocabulary in Tier 1 – from “ich bin” up to “definitely”. Show in your book that you have written them out and checked them in red pen. |
| 22/01/24 | Using the Tier three core text, re-write lines 1-12 making at least two changes per line. You can use the vocabulary from “Tier 1” to do this or you can use vocabulary you have used in class / prior knowledge. |
| 05/02/24 | Using vocab from Tier 1 and references to Tier three core text. Write a paragraph (half a book page) describing your town, a holiday visit and your activities on that holiday using present tense, perfect tense and imperfect. |

Section A: Key vocabulary

| Tier 2 Vocabulary | Definition |
|------------------------|--|
| Structure (v.) | construction or arrangement of materials, according to a plan. |
| Three-Dimensional (a.) | having or appearing to have length, breadth, and depth. Sometimes written as 3D. |
| Template (n.) | a shaped piece of rigid material or paper; used as a pattern for processes such as cutting out, shaping, or drilling. |
| Tier 3 Vocabulary | Definition |
| Sculptures (n.) | The art of making three-dimensional work. Either realistic or abstract artwork; using materials such as Clay, wood, Cardboard... |
| Hyper-Realism (n.) | Artwork that looks incredibly lifelike and is often mistaken for the real thing. For example, a painting could look like a photograph. |
| Eco-Art (n.) | A contemporary form of environmental art created by artists who are concerned about local and global environmental situations. |

Section B: Techniques and Skills



How to make a template?

1. On a piece of paper draw a basic outline shape.
2. In the centre of your shape, write your

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- name and label it. For example, 'base' or 'centrepiece'
3. Carefully cut out your template out, following all Health and Safety rules.



Pencil Tone

Whether drawing realistic or abstract subjects, an understanding of tone, the variations of light and shade, is important.

The use of tone is important for Artist's to develop, to ensure they can add as much accuracy as possible.



If an image has no tone, it will appear flat.

Section C: Artists

Pattianne Stevenson

Pattianne Stevenson is an American Artist, who works with found cardboard to create food sculptures. This type of Art is sometimes called Eco-Art.

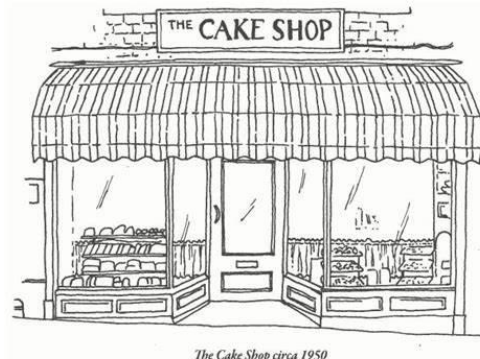
Pattianne Stevenson believes that Art work should be fun. Her favourite object to recreate is a cupcake.



Cardboard Art was seen to simplify art, making it accessible to anyone who had access to the material.

Concepts seen before: Pencil Tone

| Week Beginning | TASKS Year: 8 Subject: Art Topic: Cardboard Sculptures Term: 2.1 |
|----------------|---|
| 08/01/24 | <input type="checkbox"/> Research the Pattianne Stevenson and find 5 facts about her. (You can use this for your artist study) (Section C) <input type="checkbox"/> Read how to create a template (Section B) |
| 22/01/24 | <input type="checkbox"/> Research your favourite type of Cake and have ago at sketching it out using a pencil. Think about your use of tone. (Section B) |
| 05/02/24 | <input type="checkbox"/> Design a shop window of a bakery; that we could use to display our cardboard cakes. |

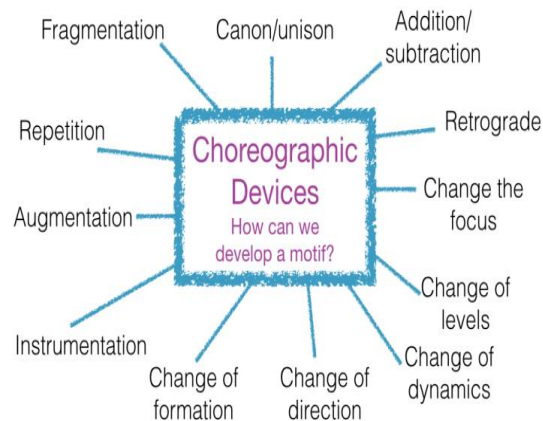


Year 8 – Dance – Carnival- Spring Term 1



| Section A: Key vocabulary | |
|---------------------------|---|
| Tier 3 Vocabulary | Definition |
| Accompaniment | The sound that you hear during a dance. For example, percussion. |
| Air Pattern | A design that is traced in the air by part of the body. |
| Artistry | Creative skill. |
| Choreographic Devices | Methods used to develop and vary material. |
| Deceleration | Slowing down the movement. |
| Dynamics | The qualities of movement based upon variations in speed, strength and flow |
| Expressive Skills | Aspects that contribute to performance artistry and that engage the audience, such as focus and musicality. |
| Formation | Shapes or patterns created in space by dancers. |
| Manipulation of Number | How the number of dancers in a group is used. |
| Movement Material | The matter of dance: actions, space, dynamics and relationships. |
| Tier 2 Vocabulary | Definition |
| Appreciation | The ability to understand the worth of a dance/choreography and value its qualities and importance within the context of the art form; a recognition of aesthetic values. |

Section B: Key Concepts/Ideas/Questions



Section C: Subject Specific



Carnival Music



History of Carnival in Brazil



Concepts seen before: Performance within a set phrase and creating/developing motifs in the style of carnival

| Week Beginning | TASKS Year: 8 Subject: Dance Topic: Carnival Term: 2 |
|----------------|---|
| 08/01/24 | Rehearse the set phrase at home using the QR Code What strategies did you use? Asked someone at home to watch and give feedback Rehearsed the dance using systematic repetition |
| 22/01/24 | Create a mind map about the history of Carnival in Brazil using the QR Code |
| 05/02/24 | Explain how you have used different formations and choreographic devices within your Carnival dance |

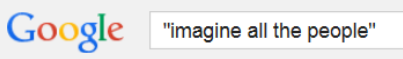
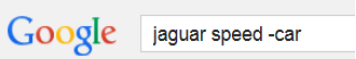
| Section A: Key vocabulary | |
|---------------------------------|--|
| Tier 3 Vocabulary | Definition |
| Music spotting - (n) | A meeting where the composer and director decide where/when sound effects are to feature in the film |
| Cue sheet - (n) | A detailed listing of musical cues matching the visual action of a film |
| Diagetic music- (a) | Music within the film for both the characters and audience to hear |
| Non-Diagetic music - (a) | Music which is put “over the top” of the action of a film for the audience’s benefit and which the characters within a film can’t hear |
| Tier 2 Vocabulary | Definition |
| Soundtrack - (n) | The music and sound recorded on a motion-picture film |
| Storyboard - (n) | A graphic organiser in the form of illustrations and images displayed in sequence |
| Apply - (V) | Making informed decisions |
| Analyse - (V) | Listen and look and describe |
| Anticipate - (V) | Expect or predict |
| Classify - (V) | Arrange in a class or group |

| Section B: Important ideas/concepts |
|---|
| <p>Film music is...</p> <p>A type of descriptive music that represents a mood, story, scene or character through music, it is designed to support the action and emotions of the film on screen. film music can be used to:</p> <ul style="list-style-type: none"> • Create or enhance a mood (though the elements of music) -> • To emphasise a gesture (mickey-mousing – when the music fits precisely with a specific part of the action in a film e.g. cartoons) • Provide unexpected juxtaposition/irony (using music the listener wouldn’t expect to hear giving a sense of uneasiness or humour!) • Link one scene to another providing continuity • Influence the pacing of a scene making it appear faster/slower • Give added commercial impetus (released as a soundtrack) – sometimes a song, usually a pop song is used as a theme song for a film. • Illustrate the geographic location (using instruments associated with a particular country) or historical period (using music ‘of the time’). |

| Section C: Important ideas/concepts |
|--|
| <div> <p>Hans Zimmer The Lion King Gladiator Dunkirk Blade Runner 2049 No Time to Die</p> </div> <div> <p>Jerry Goldsmith Planet of the Apes Star Trek: The Motion Picture The Omen Alien</p> </div> <div> <p>John Williams Star Wars Jaws Harry Potter Indiana Jones Superman, E.T.</p> </div> |
| <div> <p>James Horner Titanic Apollo 13 Braveheart Star Trek II Aliens</p> </div> <div> <p>Ennio Morricone The Good, The Bad and The Ugly For a Few Dollars More The Mission</p> </div> <div> <p>Danny Elfman Mission Impossible Batman Returns Men in Black Spider Man</p> </div> |
| <p>Concepts seen before:</p> <ul style="list-style-type: none"> • Instruments of the Orchestra • DR P SMITH acronym musical elements • Wider listening skills with musical analyse • Keyboard skills • Composition skills • Stave notation |

| Week Beginning | TASKS Year 8 - Music – Spring Term 1 |
|----------------|---|
| 15/01/24 | Pick your favourite film and listen to the soundtrack on YouTube – why do you think the music plays an important role in the film? |
| 29/01/24 | Research a Film Composer (from Section C)e.g. John Williams – find out some facts about them and what films they have composed and arranged music for |
| 12/02/24 | Learn the key words in Section A by creating flashcards for the words and their definitions. |

| Section A: Key vocabulary | |
|-----------------------------|--|
| Tier 3 Vocabulary | Definition |
| Netiquette (noun) | the correct or acceptable way of using the internet. |
| Hacking (noun) | the gaining of unauthorized access to data |
| Copyright (noun) | assignable legal right |
| Plagiarism (noun) | taking someone else's work |
| CEOP | helps keep children and young people safe |
| Malware (noun) | software that is specifically designed to disrupt, damage |
| Firewall (verb) | protect (a network or system) from unauthorized access |
| Tier 2 Vocabulary | Definition |
| Data (noun) | facts and statistics collected together |
| Misuse (verb) | use (something) in the wrong way |
| Summarise (verb) | a brief statement of the main points |
| Analyse (verb) | Examine something and explain the decision made around it. |
| Sourcing/Referencing (noun) | Any Information or Imagery from which something comes, or is obtained. |

| Section B: Key Concepts/Ideas/Questions |
|--|
| <p>Good Keyword Searching</p> <ul style="list-style-type: none"> • Vary your search engine • Use specific keywords • Simplify your search terms • Use quotation marks • Remove unhelpful words • Refine using search operators • Avoid pitfalls and falling for adverts or sponsored results <p>Advanced Techniques Search for an exact word or phrase</p> <p></p> <p>Remove a word from search results</p> <p></p> <p>Finding Images</p> <ol style="list-style-type: none"> 1. Search images not web 2. Use good keywords 3. Use advanced techniques like "" * - OR 4. Narrow your results by image size (in advanced search) 5. Select view image and not just the thumbnail 6. Either save the image in a folder to use or right-click copy to paste into your work <p>Bias in Searches If you have a strong opinion over something, then you may use facts and other opinions to bring people over to your point of view.</p> <p>That is said to be biased. Bias information is NOT the same as being false or untrue but bias information by itself does not tell the whole story.</p> |

| Section C: Subject Specific |
|--|
| <p>DDoS Attack DDoS Attack means "Distributed Denial-of-Service (DDoS) Attack" and it is a cybercrime in which the attacker floods a server with internet traffic to prevent users from accessing connected online services and sites.</p> <p>Computer Virus In more technical terms, a computer virus is a type of malicious code or program written to alter the way a computer operates and that is designed to spread from one computer to another</p> <p>Computer Hacking Hacking is the act of identifying and then exploiting weaknesses in a computer system or network, usually to gain unauthorized access to personal or organizational data</p> <p>Firewall A firewall is a network security device that monitors traffic to or from your network. It allows or blocks traffic based on a defined set of security</p> <p>Concepts seen before: This unit builds upon your knowledge of E-Safety you studied in Year 7</p> |

| Week Beginning | TASKS Year: 8 Subject: Computing Topic: Cyber Security Term: Spring 1 |
|---------------------------|--|
| 15 th January | Use Look, Cover, Write, Check to learn the key terms spellings for tier 3 vocabulary. |
| 29 th January | Create 3 flash cards on: Firewall, Computer Virus, DDOS Attach The flashcards could be drawn in your book as a rectangle with the key information included in this rectangle. |
| 12 th February | Summarise from section B, how to effectively use a search engine. Idea: create a 10-step guide which could be used when using a search engine |

Section A: Key vocabulary

| Tier 3 Vocabulary | Definition |
|-------------------|---|
| Back court (n) | The back third of the badminton court |
| Drive shot (n) | A hard powerful, flat shot |
| Drop shot (n) | A soft shot, that the shuttle falls close to the net |
| Fault (n) | A infraction of the rules |
| Flick serve | A backhand serve used to deceive your opponent |
| Fore court (n) | The front third of the court |
| Let (n) | A call to restart the point |
| Net shot (n) | A shot from your forecourt that just clears the net |
| Smash (n) | A hard, powerful shot hit downwards to the opponent. |
| 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



The drop shot

The drop shot uses a similar technique to the overhead clear. The shuttle is hit towards your opponent's forecourt



The net lift

This shot can be played using both the forehand and the backhand. Is mostly used when your opponent has hit the shuttle towards your forecourt. The shot is used to give you time and allow you to move to the centre of the court



The back hand

The back hand techniques are often more difficult to perform consistently in a game situation.

Olympic double finals

The videos below are from recent Olympic finals.



Men's doubles



Mixed doubles



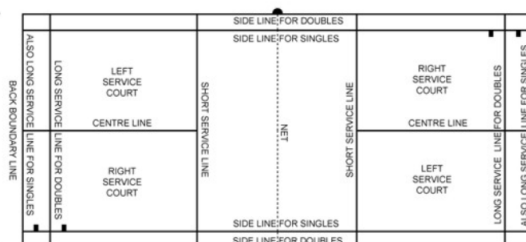
Women's doubles

Men's: <https://www.youtube.com/watch?v=0nJY28I9u20>

Mixed: [Badminton Mixed Doubles Gold Medal Match 10/3/16 | Rio 2016 Replays - YouTube](https://www.youtube.com/watch?v=AgD5do7ZKfQ)

Women's: <https://www.youtube.com/watch?v=AgD5do7ZKfQ>

Section C: Subject Specific



Differences in court markings in doubles and singles play

On serve, in both singles and doubles, the shuttle must be hit diagonally across the court to the opponents. The service box area is different in doubles. The shuttle must be landing past the short service line and before the inner line of the back tramline, the shuttle can also land as wide as the outer side tramline.

After the serve the whole court is then in play to the outer lines of the court.

Scoring system is the same and games are played to 21 points.

Tactics and formations

The most common formations used in doubles badminton are side to side and front and back.

Side to side is seen in defensive play, whereas the front and back formation is more attacking.

As the image shows formations and tactics often change depending on where the shuttle is on court

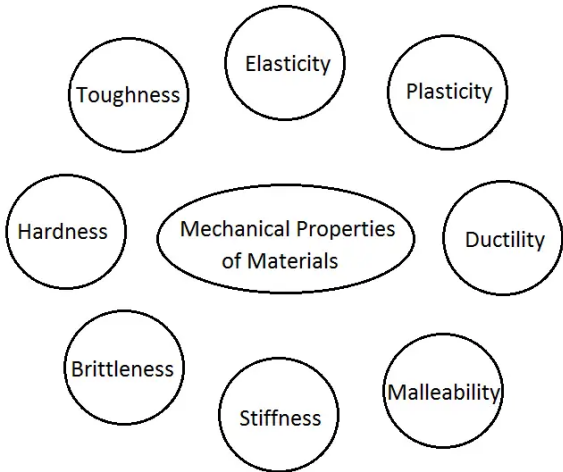


Concepts seen before:
Using tactics to create space
Using formations

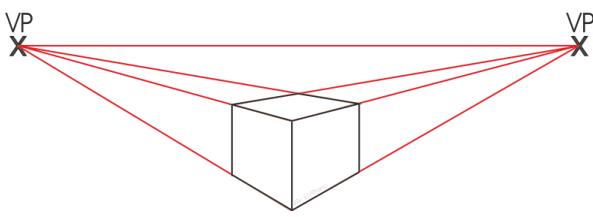
| Week Beginning | <p style="text-align: center;">TASKS</p> <p style="text-align: center;">Year: 8 Subject: PE Topic: Badminton Term: Spring</p> |
|----------------|--|
| 15.1.24 | Create a set of Flashcards for all the keywords in Section A. Then Self test yourself and create a learnt and 'developing knowledge' set of flashcards. |
| 29.1.24 | Create a 10 question quiz about the court marking, scoring, singles and doubles play. |
| 12.2.24 | <p>Watch one of the videos of the doubles finals.</p> <p>Identify which techniques are being used throughout the match. Describe what the main formations are of the doubles pairs and evaluate when they are being used during the match.</p> |

| 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.




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

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 | <p>TASKS</p> <p>Year 8 Design Engineering</p> |
|----------------|---|
| 1 | Using your knowledge Organiser and what you have learned in school, create a 2-point perspective drawing of an object from around your home. This could be your phone, a building, computer, T.V etc. |
| 2 | Using your knowledge of Bio Mimicry, choose an existing product of your choice and redesign it using Bio Mimicry as the design influence. For example: an aerodynamic car design inspired by an eagle. |
| 3 | Choose four of the material 'mechanical properties' from your knowledge organiser and give example products / materials which have these properties. For example – brittleness – clay – plate / cup / bowl. |

| 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

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



What would the user profile be for a mobile phone?



CAD = Computer Aided Design.

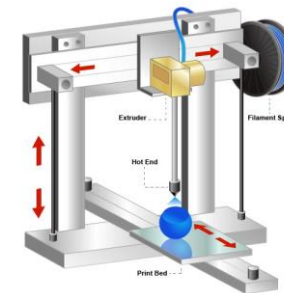
CAM = Computer Aided Manufacture.

What may the advantages and disadvantages of these be?

Section C: Subject Specific

New & Emerging Technology

An example of a new and emerging technology is 3D printing

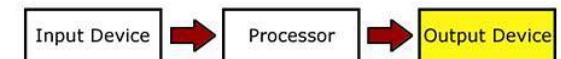


New & Emerging Technology

An example of a new and emerging technology is 3D Printing or additive manufacturing.

Input, Process & Output

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



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

| Week Beginning | <p>TASKS</p> <p>Year 8 Design Innovation</p> |
|----------------|---|
| 1 | <p>Using your knowledge organiser and the information on CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) list three advantages and three disadvantages of each. Explain why for each.</p> |
| 2 | <p>Choose an existing product from around the home and create a target market profile. Think about the following questions: Who is the product aimed at? (Think about budget, age group, interests). What would their specific needs and wants have been? Does the product meet their needs well?</p> |
| 3 | <p>Explain how 3D printing could change the way we buy products. Give examples in your answer. Your answer should be half a page.</p> |

| 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.






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



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. Include examples in your answer. Produce a half page response. |
| 2 | List foods that can be Fairtrade, genetically modified and organic . |
| 3 | Explain what Nutrition each life stage needs as a priority. |

Notes page



Notes page



Your equipment you need for learning every day:

