Year 8 Knowledge Organiser

English

English – Year 8 – HT1 – *Sawbones*

Summary- Position in the Curriculum

In 18th century London, 16-year-old Ezra is working as apprentice to a highly respected surgeon, William McAdam. He knows that his impressive knowledge of anatomy and skill at the dissection table will ensure he has a trade for life. Yet whilst he is grateful to his master, who rescued him from a life of slavery, Ezra is eager for independence and to be his own man. Then a strange series of events changes everything. Now, McAdam is dead, and Ezra is alone - except for the unconventional Miss Loveday Finch, daughter of a magician, who is looking for answers about her father's death. Soon, the pair find themselves tangled in an adventure featuring grave-robbing, body-switching and political intrigue, which takes them a journey across London from the Operating Theatre at St Bart's, to the vaults of Newgate Prison, to the shadowy Ottoman Embassy. The text is studied within its context, a key skill required in English; students relate factors such as the advances in medical science, slavery and racism, prejudice and discrimination, and women's rights. In doing so, students engage with the characteristics of tolerance and respect, building upon work from Year 7, such as the study of 'Noughts and Crosses.' Other contextual links exist between this text and the study of Jekyll and Hyde in KS4 and in addition to this the genre of the detective fiction is also explored and this is good preparation for the study of Sherlock Holmes in HT2.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Freytag's Pyramid	A five part dramatic structure that goes from the introduction into the rise, to the climax, falling action, and finally the resolution.	Johnson focuses on the experiences of **marginalised people** in Georgian London.	1. *What do we learn about the relationship between Ezra and other characters?*
Protagonist	The main character in a story.	Sawbones is structured using **Freytag's pyramid**. The plot can be clearly linked to each stage of the pyramid.	2. *What do we learn about Ezra's life before and after Mr McAdam dies?*
Antagonist	A character who causes conflict and is typically the 'villain'.	Johnson highlights the **medical advancements** being made in the 18th Century, drawing close parallels with **John Hunter** and the use of **'body snatchers'** for this scientific advancement.	3. *What do the characters of Ezra and Loveday tell us about the experiences of marginalised people in the 18th Century?*
Enlightenment	promoted the idea that people were able to and should think for themselves..	The themes of **racism and power** are explored throughout the novel. She is also keen to highlight the experiences of Black Britons in historical novels.	4. *What does the museum of curiosities tell us about scientific progress in the 18th Century? What were people's opinions of surgeons and medical science in the 18th century?*
Resurrectionist	A person (in the past) who stole the bodies of dead people and sold them to scientists who wanted to perform experiments on them.	Johnson makes frequent references to **the Ottoman Empire and the French Revolution**, both have parallels with the storyline.	5. *What are our initial opinions of both Ezra and Loveday and do they change over time?*

Key Quotations:

"Do not think of vanishing with those rubies, Mr Finch." * "A girl: small, maybe fourteen from her face, with bright – no flaming – red hair piled on top of her head." * "Ezra was sixteen...he had the man's surname, but that was simply because he had none of his own." * " Lashley paused, ..."You would do well to remember that without your master, a boy like you is so much less than nothing" *"We should work together, as a team.

Ezra and Loveday	John Hunter	Catherine Johnson	Sultan/Ottoman Empire	19th Century Surgeon
				

English – Year 8– HT2 – *Sherlock Holmes*

Summary- Position in the Curriculum

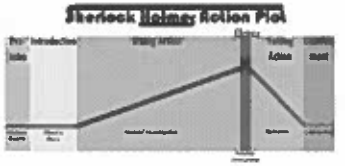
This unit consists of three stories from 'The Adventures of Sherlock Holmes' (1892): The Speckled Band', 'The Red-Headed League' and 'The Blue Carbuncle' by Sir Arthur Conan Doyle. Ever since the first Sherlock Holmes story was published in 1887 the series has remained one of the most iconic in detective fiction, English literature, and even in the world of crime-solving itself. Each story is an entertaining mixture of intrigue, mystery, humour and suspense. Sherlock Holmes' fictional home was 221B Baker Street, which is now a museum of Doyle's life and work.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Detective fiction	The literary genre that fictionalises crimes and their detection, criminals and their motives.	Detective fiction became immensely popular in the 1800s due to a combination of social, cultural, and technological that aligned perfectly to captivate the public's imagination.	1. *Research crime in Victorian London. Consider why this might have made Sherlock Holmes so popular at the time.*
Narrative voice	The voice or voices used to tell a story, such as 1st or 3rd person.	The narrative voice establishes perspectives, creates mystery and suspense, aids character development, relays complex information and can provide reliability, or in some cases unreliability.	2. *Identify the different types of narrative voice, with a definition. Rewrite a Sherlock Holmes passage, using a different narrative voice.*
Characterisation	The strategies a writer uses to create a character	Detective stories are often told in the first person ('I') so that the reader shares the narrator's viewpoint as they uncover the clues to solve it.	3. *Is there an archetypal detective and if so, what are the most effective characteristics?*
Red herring	False clues that are planted to mislead.	A red herring in detective fiction is a misleading clue or piece of information that diverts the attention of the reader and characters away from the real solution to the mystery. It is a common narrative device used to create suspense and keep readers guessing.	4. *Choose a specific story and identify a red herring used by Doyle. Explain how this red herring diverts attention from the real solution and discuss its impact*
Denouement	The final outcome of the main dramatic complication in a literary work.	The denouement in Sherlock Holmes stories is the final part of the narrative where all the mysteries are unravelled, and the detective explains how he solved the case. This phase is crucial as it provides closure and satisfaction to the reader by tying up loose ends and revealing the logic behind Holmes's deductions.	5. *Choose a specific Sherlock Holmes story and analyse the denouement. How does Arthur Conan Doyle use the denouement to reveal the solution to the mystery and provide closure to the story?*

Key Quotations:

'[Watson admired] the rapid deductions, as swift as intuitions, and yet always founded on a logical basis with which [Sherlock] unravelled the problems which were submitted to him.' ***Speckled Band***

'[Helen's face] all drawn and grey, with restless frightened eyes, like those of some hunted animal.' ***Speckled Band***

Sir Arthur Conan Doyle	Sherlock Holmes	Victorian London	Victorian Police Force	Detective Fiction Story Structure
				

English – Year 8 – HT3 – *Romeo and Juliet*

Summary- Position in the Curriculum

Written by Shakespeare in the 16th century, the play opens with a prologue explaining there is an ongoing conflict between two families: The Montagues and The Capulets. The play follows two characters called Romeo and Juliet who fall in love although their relationship is destined for tragedy due to the rivalry of their families. Students will look at themes such as religion, death, love, violence and fate in order to contextualise the play and explore Shakespeare's intentions in writing this traged y to be performed on a stage. In Year 7, students were introduced to Shakespeare's plays through the study of Much Ado About Nothing – a comedy that also looks at romantic relationships. In studying this at this particular stage in the curriculum we will strengthen their understanding of key conventions of a tragedy and explore characterisation and themes which will contribute to pupils' study of Macbeth at KS4.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Dramatic Irony	When an audience knows something the characters on stage do not.	At the time of Shakespeare, the belief in astrology was far more popular than in society today. The reference to "star-cross'd lovers" in the prologue demonstrates the large role of horoscopes and planet positions in being used to predict fate.	1. *What do we learn about the treatment of women in the play?*
Foreshadowing	An indication of what is to come later in the text.	Elizabethan society was extremely religious (Catholicism). The play was set in Verona, **Italy** where the Catholic Church had great influence. There was a strong belief that everything was **predetermined** and part of God's plan.	2. *What is the relationship like between Juliet and her father?*
Unrequited Love	When one person loves another but it is not reciprocal.	Marriage was sacred and divorce was not an option. Suicide was also seen as a mortal sin.	3. *How does Shakespeare explore the theme of Fate in the play?*
Patriarchal Society	A society that is dominated by men and they are in charge. Women are powerless.	A **prologue** is an opening or introduction to a story that establishes the setting and gives background details. Shakespeare explains how there are two members from feuding families that fall in love which ends in **tragedy**.	4. *Romeo may be described as a fickle character.* ***To what extent do you agree with this statement?***
Rhyming Couplets	Two consecutive lines that rhyme with each other, often used for dramatic impact.	There are 3 main genres in theatre: comedy, tragedy and history. **Tragedy** plays usually end in death and destruction.	5. *Is the ending of the play predictable? Is there any way that Romeo and Juliet were destined to be together?*

Key Quotations:

*"My only love sprung from my only hate!" Act 1 Scene 5 * "It is the east, and Juliet is the sun" – Act 2, Scene 1 * "These violent delights have violent ends" – Act 2, Scene 5 * "A plague o'both your houses!" – Act 3, Scene 1 * "O happy dagger" – Act 5, Scene 3*

Astrology	Death	William Shakespeare	Religion	Film: Romeo and Juliet
				

English – Year 8 – HT4 – Gender Representations in Poetry

Summary- Position in the Curriculum

This unit uses a range of poems from across time periods and cultures to develop a student's ability to respond to a poem independently. The unit follows on from *Romeo and Juliet* because the themes and stylistic elements of *Romeo and Juliet* continue to inspire modern poets. Contemporary gender and relationship poetry often revisits these themes, adapting them to new contexts and exploring diverse perspectives on love and relationships. Students will utilise their prior knowledge of poetic conventions and their ability to engage critically with how these have been used – but they are taught the skills and strategies to approach and respond to poetry. Students are also taught comparison skills, making links and connections between poems using what/how/why skills.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Extended metaphor	An extended metaphor is a metaphor that is developed in great detail.	**Patriarchy** is a society or social system that is controlled by men or in which men have power.	1. *What traditional stereotypes of women do you know of? Are female characters oversimplified? Weak? Foolish? Excessively naive?*
Oxymoron	A phrase that contains an apparent contradiction.	**Feminism** supports the feminist goals of defining, establishing, and defending equal civil, political, economic, and social rights for women.	2. *Choose a poet known for their love poetry (e.g., William Shakespeare, John Donne, Elizabeth Barrett Browning). Research their major works and contributions to the genre.*
Personification	Giving human qualities to inanimate objects. This might make them appear alive or as a thinking and acting entity.	A **motif** is a recurring image or theme that appears throughout the work to reinforce a deeper central meaning.	3. *Analyse how love is portrayed differently in poetry from different cultures or traditions. Provide examples to support your analysis.*
Dramatic monologue	A poem that takes the form of a speech by a fictional character.	**Inequality** shows a clear difference between people –e.g. the inequality between genders.	4. *How has modern love poetry evolved from its classical counterparts? What new themes and styles have emerged?*
Colloquial language	Informal language, usually creates a conversational tone or authentic voice.	**Marginalised** means to be relegated to the edge of society and culture.	5. *Reflect on a love poem that resonates with you personally. Discuss why it speaks to you and how it connects to your own experiences or beliefs about love.*

Poets in the unit:

Robert Burns * Carol Ann Duffy * Elizabeth Barrett Browning * John Cooper Clarke * Brian Bilston * Ntozake Shange * William Shakespeare * Maya Angelou * Robert Browning *

Carol Ann Dufy	Stereotype	Semantic field	Structure vs Form	Robert Browning
				

English – Year 8 – HT5 – Rhetoric

Summary- Position in the Curriculum

The rhetoric unit allows students to study the art of persuasive speaking and writing, exploring the history of rhetoric and the structural and language techniques that have stood the test of time. Students will have studied descriptive and creative writing in Year 7, but this unit looks at writing for an alternative purpose - persuasion. By reading and analysing a range of speeches and letters from history, students will understand the components of effective rhetoric and apply these to their own persuasive writing. This knowledge will help them in their study of 'Animal Farm' in HT6 due to the theme of persuasion and propaganda. This will also support their GCSE studies, specifically the Spoken Language unit and English Language Paper 2.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Rhetoric	The art of writing or speaking in an effective and persuasive way.	Good rhetoric involves an **opening statement** where you introduce your point of view, **a range of arguments** and a **conclusion** where you summarise and repeat your point of view	1. *Plan your own speech in response to the following statement: Every home should own a pet. Choose one side to argue.*
Ethos	Conveys the author's credibility and knowledge about the topic at hand.	Rhetoric can be structured using **logical connections** (because, however) and **time connectives** (firstly, secondly)	2. *Find an example of a famous speech (there are some suggestions below) and identify the use of logical connections, time connectives and persuasive devices.*
Pathos	Is a means to persuade an audience by appealing to emotion.	Rhetoric can employ a range of **techniques**, including flattery, opinion, hyperbole, personal pronouns, imperative command, triple emphasis, emotive language and rhetorical questions.	3. *Look at Alexander the Greats speech. How does he use ethos effectively?*
Logos	Is a means to persuade an audience by appealing to their sense of logic.	Rhetoric has existed for 2000 years – **Sophists** formed schools that travelled from city to city teaching the art of persuasion. A philosopher called **Aristotle** criticised them for manipulating emotion rather than speaking truth.	4. *Write your own speech where you argue for a four-day school week. Plan it first and use ethos, pathos and logos as well as other persuasive techniques. Annotate it afterwards and identify the techniques used.*
Sophists	A paid teacher of philosophy and rhetoric in Greece in the Classical and Hellenic period.	Aristotle wrote his own book, 'The Art of Persuasion', which was a guide for persuasion and introduced the concepts of **ethos, pathos and logos** (The Aristotelian Triad)	5. *Take one of the speeches studied and write a counter-argument speech to it – even if you agree with the original speech, play devil's advocate.*

Featured speeches:

*Malala * Winston Churchill * Alexander the Great * Donald Trump * Greta Thunberg * Martin Luther King*

Aristotle	Aristotelian Triad	Alexander the Great	Malala	Martin Luther King Jr
				

English – Year 9 – HT6 - Animal Farm

Summary- Position in the Curriculum

Published in 1945, Orwell's allegorical tale is based on the events of the 1917 Russian Revolution which lead to the creation of the Soviet Union. Set within the confines of a farm, with animals playing the main roles, the story critically explores the recurring human themes (adopted by the farm animals) such as Hopes, Dreams, Power, Control and Manipulation. Orwell shows how those in power become corrupt and oppress the people they are meant to help. He also shows how those in power use propaganda to distort the truth in order to maintain power. His Dystopian book also serves as a warning to cynical citizens!

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Propaganda	Dissemination of information—facts/lies—to influence public opinion	Napoleon turns the other animals against Snowball by spreading lies, but using Squealor as his mouthpiece. Thereby, mirroring the Soviet state newspaper, Pravda.	1. *In what ways does the dream of Old Major mirror the visions of Karl Marx and Lenin? To what extent is the idea of a Utopian society an achievable aim?*
Exploitation	Treating someone unfairly in order to benefit from their work	By the end, Old Major's dream to improve the lives of all animals has become a nightmare. The farm becomes even more exploitative and the pigs are just as cruel as the farmer	2. *By withholding the food and starving the other animals in order to maintain control, what does Orwell tell us about the new leadership of Animal Farm and its methods?*
Apathy	Lack of feeling, emotion or concern about life.	Benjamin the Donkey's cynicism is a prime example of how the apathy of individuals can spread across society if left unchallenged.	3. *The building of the windmill is a main part of the story. It is originally Snowball's idea but it is taken by Napoleon. How and why does Napoleon take over what he was opposed to?*
Hierarchy	A system where people are organized into levels according to authority	Napoleon eventually takes complete control over the farm with the aid of attack dogs who chase away his main rival for power, thereby exercising complete control over the other animals.	4. *How were Orwell's ideas for writing Animal Farm influenced by his early life? What did he witness and what impact did these events have upon his writing?*
Idealism	A philosophical view that ideas, rather than physical objects, are more fundamental than physical objects	Orwell satirises the Russian Revolution as Lenin/Old Major dreaming of a farm life free from the exploitation of humans and where all animals can live in equality, harmony and self-rule. They achieve this act by violent rebellion.	5. *Although the story of Animal Farm is based on the events of the1917 Russian Revolution and the subsequent rise of Stalin, have similar events happened in modern times in other countries or is it only Russia?*

Key Quotations:

"All animals are created equal. But some are created more equal than others"

"The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which."

"The human beings did not hate Animal Farm any less now that it was prospering; indeed, they hated it more than ever."

Pigs	Worker	George Orwell	Lenin	1917 Russian Revolution
				

Maths

Yr. 8 Maths Knowledge Organiser: Autumn 1 – Proportional Reasoning (Chapter 1)

By the end of this half-term, you should be able to:

1.1 – Ratio & scale

- Simplify any given ratio
- Share an amount in a given ratio
- Solve ratio problems given a part

1.2 – Multiplicative change

- Solve problems and explain direct proportion
- Use conversion graphs to make statements, comparisons and form conclusions
- Understand and use scale factors for length

1.3 – Multiplying and dividing fractions

- Carry out any multiplication or division using fractions and integers
- Solutions can be modelled, described and reasoned

Keywords

Ratio: a statement of how two numbers compare.

Equal Parts: all parts in the same proportion, or a whole shared equally.

Proportion: a statement that links two ratios.

Order: to place a number in a determined sequence.

Part: a section of a whole.

Equivalent: of equal value.

Factors: integers that multiply together to get the original value.

Scale: the comparison of something drawn to its actual size.

Variable: a part that the value can be changed.

Axes: horizontal and vertical lines that a graph is plotted around.

Preparing for Assessment

- Login to **Maths Watch** and complete your independent tasks each week. Attempt all questions and aim to get at least 80% correct. Remember, you can watch the videoclip attached to each question to help you understand the topic better.
- Use **'Read, Cover, Write, Check'** to test your understanding on the key words and core knowledge in this organiser.

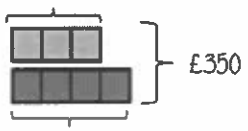
Core Knowledge

Sharing a whole into a given ratio

James and Lucy share £350 in the ratio 3:4
Work out how much each person earns

Model the Question

James : Lucy
3 : 4



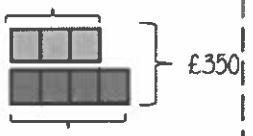
Find the value of one part

Whole £350
7 parts to share between
(3 James, 4 Lucy)

£350 ÷ 7 = £50
□ = one part
= £50

Put back into the question

James : Lucy
(x 50 3 : 4 x 50)
£150 : £200



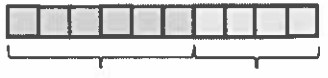
James = 3 x £50 = £150
Lucy = 4 x £50 = £200

Simplifying a ratio

Cancel down the ratio to its lowest form

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

6:4



÷ by 2

3:2

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

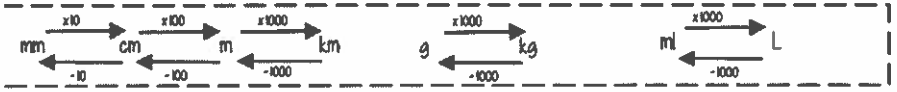
For 6 and 4 the biggest factor (number that multiples into them is 2)

"For every 3 days of rain there are 2 days of sun" – when this happens twice the ratio becomes 6:4

Units are important:

When using a ratio – all parts should be in the same units

Useful Conversions



Approximation: an estimate for a value.

Scale Factor: the multiple that increases/ decreases a shape in size.

Currency: the system of money used in a particular country.

Conversion: the process of changing one variable to another.

Numerator: the number above the line on a fraction which represents how many parts are taken.

Denominator: the number below the line on a fraction which represents the total number of parts.

Whole: a positive number including zero without any decimal or fractional parts.

Commutative: an operation is commutative if changing the order does not change the result.

Unit Fraction: a fraction where the numerator is one and the denominator is a positive integer.

Non-unit Fraction: a fraction where the numerator is larger than one.

Reciprocal: a pair of numbers that multiply together to give 1.

Direct Proportion

As one variable changes the other changes at the same rate

This is a multiplicative change

4 cans of pop = £2.40

4 cans of pop = £2.40 → (x 3) → 12 cans of pop = £7.20

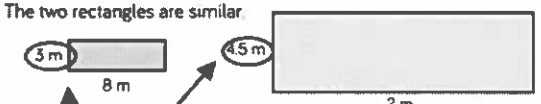
4 cans of pop = £2.40 → (x 0.5) → 2 cans of pop = £1.20

This multiplier is the same in the same way that this would be for ratio

Sometimes this is easiest if you work out how much one unit is worth first e.g. 1 can of pop = £0.60

Understand Scale Factor

The two rectangles are similar.



3 x 1.5 = 4.5

This is a multiplicative change

Use corresponding sides to calculate a scale factor

Missing length

8 x 1.5 = 12m

Scale factor can also be calculated by: Bigger corresponding side / Smaller corresponding side

Small corresponding side ⇄ (x SF / ÷ SF) Big corresponding side

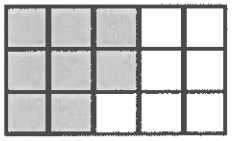
Dividing any fractions *Remember to use reciprocals*

$\frac{2}{5} \div \frac{3}{4}$

$\frac{2}{5} \times \frac{4}{3}$

Multiplying by a reciprocal gives the same outcome

Represented



$= \frac{8}{15}$

Representing a fraction

Numerator / Denominator

$\frac{3}{5}$

Number of parts represented — Numerator

Number of parts to make up the whole — Denominator

ALL PARTS of a fraction are of equal size

Multiplying non-unit fractions

Shade in 3 parts

Repeat it on this many rows

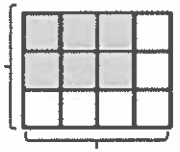
$\frac{3}{4} \times \frac{2}{3}$

This many columns

This many rows

$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$ ← Parts shaded

Modelled:



Total number of parts in the diagram

Principled **Resilient** **Open** **Understanding** **Disciplined**

Yr. 8 Maths Knowledge Organiser: Autumn 2 – Representations (Chapter 2)

By the end of this half-term, you should be able to:

2.1 – Working in the Cartesian plane

- Label and identify lines parallel to the axes
- Recognise and use basic straight lines
- Identify positive and negative gradients
- Link linear graphs to sequences
- Plot $y = mx + c$ graphs

2.2 – Representing data

- Draw and interpret scatter graphs
- Describe correlation and relationships.
- Identify different types of non-linear relationships.
- Design and complete an ungrouped frequency table.
- Read and interpret grouped tables (discrete and continuous data)
- Represent data in two-way tables

2.3 – Tables & Probability

- Construct a sample space diagram
- Systematically list outcomes
- Find the probability from two-way tables
- Find the probability from Venn diagrams

Keywords

Quadrant: four quarters of the coordinate plane.

Coordinate: a set of values that show an exact position.

Horizontal: a straight line from left to right (parallel to the x axis).

Vertical: a straight line from top to bottom (parallel to the y axis).

Origin: (0,0) on a graph. The point the two axes cross.

Parallel: Lines that never meet.

Gradient: The steepness of a line which can be determined by dividing the change in y by the change in x.

Intercept: Where lines cross.

Preparing for Assessment

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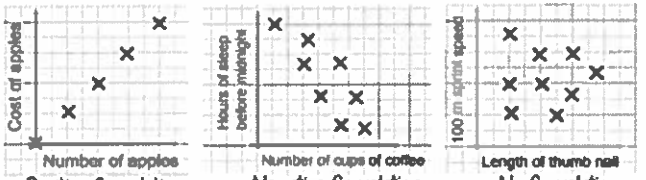
- Use **'Read, Cover, Write, Check'** to test your understanding on the key words and core knowledge in this organiser.

Core Knowledge

Linear Correlation



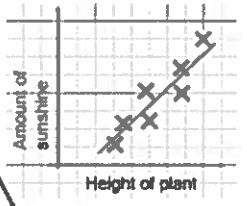
Positive Correlation	Negative Correlation	No Correlation
As one variable increases so does the other variable	As one variable increases the other variable decreases	There is no relationship between the two variables

The line of best fit

The Line of best fit is used to make estimates about the information in your scatter graph

Things to know:

- The line of best fit DOES NOT need to go through the origin (The point the axes cross)
- There should be approximately the same number of points above and below the line (It may not go through any points)
- The line extends across the whole graph



It is only an estimate because the line is designed to be an average representation of the data

It is always a straight line.

Variable: a quantity that may change within the context of the problem.

Relationship: the link between two variables (items). E.g. Between sunny days and ice cream sales.

Correlation: the mathematical definition for the type of relationship.

Origin: where two axes meet on a graph.

Line of best fit: a straight line on a graph that represents the data on a scatter graph.

Outlier: a point that lies outside the trend of graph.

Frequency: the number of times a particular data value occurs.

Outcomes: the result of an event that depends on probability.

Probability: the chance that something will happen.

Set: a collection of objects.

Chance: the likelihood of a particular outcome.

Event: the outcome of a probability – a set of possible outcomes.

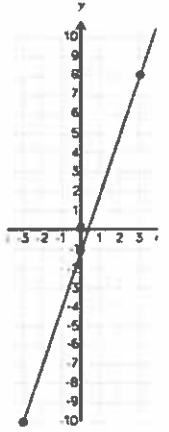
Plotting y = mx + c graphs

$y = 3x - 1$ → 3 x the x coordinate then – 1

x	-3	0	3
y	-10	-1	8

Draw a table to display this information

This represents a coordinate pair (-3, -10)



You only need two points to form a straight line

Plotting more points helps you decide if your calculations are correct (if they do make a straight line)

Remember to join the points to make a line

Ungrouped Data

The number of times an event happened

The table shows the number of siblings students have. The answers were 3, 1, 2, 2, 0, 3, 4, 1, 1, 2, 0, 2

2 people had 0 siblings. This means there are 0 siblings to be counted here

Number of siblings	Frequency	
0	2	0
1	3	3
2	4	2 + 2 + 2 + 2 OR 2 x 4 = 8
3	2	3 + 3 OR 3 x 2 = 6
4	1	4

Best represented by discrete data (Not always a number)

2 people have 3 siblings so there are 6 siblings in total

OVERALL there are 0 + 3 + 8 + 6 + 4 Siblings = 21 siblings

Grouped Data

If we have a large spread of data it is better to group it. This is so it is easier to look for a trend. Form groups of equal size to make comparison more valid and spread the groups out from the smallest to the largest value

Discrete Data – The groups do not overlap

Cost of TV (£)	Tally	Frequency
101 - 150	𝍸 II	7
151 - 200	𝍸 𝍸 I	11
201 - 250	𝍸	5
251 - 300	III	3

We do not know the exact value of each item in a group – so an estimate would be used to calculate the overal total (Midpoint)

Continuous Data – To make sure all values are included inequalities represent the subgroups

x Weight(g)	Frequency
$40 < x \leq 50$	1
$50 < x \leq 60$	3
$60 < x \leq 70$	5

e.g this group includes every weight bigger that 60kg up to and including 70kg

Probability from two-way tables

	Car	Bus	Walk	Total
Boys	15	24	14	53
Girls	6	20	21	47
Total	21	44	35	100

The total number of items

P (Girl walk to school) = $\frac{21}{100}$

The event

The total in the set

Principled **Resilient** **Open** **Understanding** **Disciplined**

Yr. 8

Knowledge Organiser: Spring 1 – Algebraic Techniques (Chapter 3)

By the end of this half-term, you should be able to:

3.1 – Brackets, equations & inequalities

- Form expressions
- Expand and factorise single brackets
- Form and solve equations
- Solve equations with brackets
- Represent inequalities
- Form and solve inequalities

3.2 – Sequences

- Generate a sequence from term to term or position to term rules
- Recognise arithmetic sequences and find the *n*th term
- Recognise geometric sequences and other sequences that arise

3.3 – Indices

- Add/ Subtract expressions with indices
- Multiply expressions with indices
- Divide expressions with indices
- Know the addition law for indices
- Know the subtraction law for indices

Keywords

Simplify: grouping and combining similar terms.

Substitute: replace a variable with a numerical value.

Equivalent: something of equal value.

Coefficient: a number used to multiply a variable.

Product: multiply terms.

Highest Common Factor (HCF): the biggest factor (or number that multiplies to give a term).

Inequality: an inequality compares who values showing if one is greater than, less than or equal to another.

Sequence: items or numbers put in a pre-decided order.

Preparing for Assessment

- Login to **Maths Watch** and complete your independent tasks each week. Attempt all questions and aim to get at least 80% correct. Remember, you can watch the videoclip attached to each question to help you understand the topic better.
- Use **'Read, Cover, Write, Check'** to test your understanding on the key words and core knowledge in this organiser.

Core Knowledge

Directed numbers

+ + → +

− − → +

+ − → −

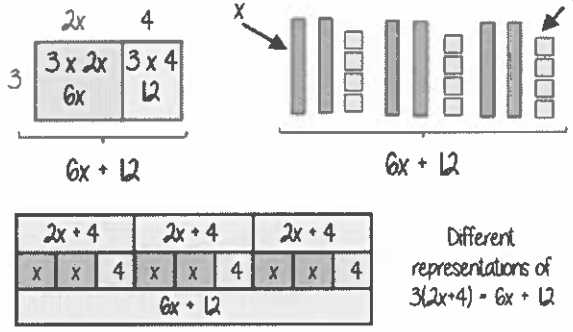
− + → −

eg $a = -5$ and $b = 2$

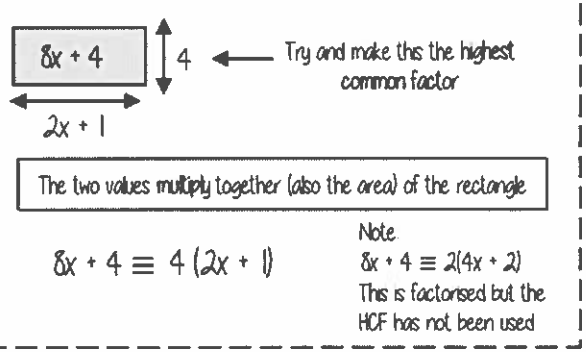
$a^2 = a \times a = -5 \times -5 = 25$

$b \times a = 2 \times -5 = -3$

Multiply single brackets $3(2x + 4)$



Factorise into a single bracket $8x + 4$



Term: a single number or variable.

Position: the place something is located.

Linear: the difference between terms increases or decreases (+ or -) by a constant value each time.

Non-linear: the difference between terms increases or decreases in different amounts, or by x or ÷.

Difference: the gap between two terms.

Arithmetic: a sequence where the difference between the terms is constant.

Geometric: a sequence where each term is found by multiplying the previous one by a fixed non-zero number.

Base: the number that gets multiplied by a power.

Power: the exponent – or the number that tells you how many times to use the number in multiplication.

Exponent: the power – or the number that tells you how many times to use the number in multiplication.

Indices: the power or the exponent.

H Finding the algebraic rule

This is the 4 times table → 4, 8, 12, 16, 20....

4n

↓ ↓ ↓

7, 11, 15, 19, 22 ← This has the same constant difference – but is 3 more than the original sequence

4n + 3

4n + 3

This is the constant difference between the terms in the sequence

This is the comparison (difference) between the original and new sequence

Addition/ Subtraction with indices

Coefficient, Power

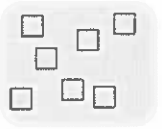
$5x^2 + 4x^4$

Term Term

Expression

Each square represents x^2 and each cube represents x^4

Only similar terms can be simplified
If they have different powers, they are unlike terms

$5x^2 + 2x^2$ →  → $7x^2$

$5x^2 + 6x^4 - 3x^2 + x^4$ →  → $2x^2 + 7x^4$

Addition/ Subtraction laws for indices

$3^5 \times 3^2$ → 3^7

$= (3 \times 3 \times 3 \times 3 \times 3) \times (3 \times 3)$

The base number is all the same so the terms can be simplified

Addition law for indices

$a^m \times a^n = a^{m+n}$

$3^5 \div 3^2$ → 3^3

$\frac{3 \times 3 \times 3 \times \cancel{3} \times \cancel{3}}{\cancel{3} \times \cancel{3}}$ → $\frac{3^3}{3^0}$ → $\frac{3^3}{1}$

Subtraction law for indices

$a^m \div a^n = a^{m-n}$

Multiply expressions with indices

$4b \times 3a$

$\equiv 4 \times b \times 3 \times a$

$\equiv 4 \times 3 \times b \times a$

$\equiv 12ab$

$5t \times 9t$

$\equiv 5 \times t \times 9 \times t$

$\equiv 5 \times 9 \times t \times t$

$\equiv 45t^2$

Yr. 8 Maths Knowledge Organiser: Spring 2 – Developing Number (Chapter 4)

By the end of this half-term, you should be able to:

4.1 – Fractions & percentages	4.2 – Standard index form	4.3 – Number sense
• Convert between FDP less than and more than 100 • Increase or decrease using multipliers • Express an amount as a percentage • Find percentage change	• Write numbers in standard form and as ordinary numbers • Order numbers in standard form • Add/ Subtract with standard from • Multiply/ Divide with standard form • Use a calculator with standard form	• Round numbers to powers of 10 and 1 significant figure • Round numbers to any decimal place • Estimate solutions • Calculate using order of operations • Calculate with money, units of measurement and time

Keywords

Percent: parts per 100 – written using the % symbol.

Decimal: a number in our base 10 number system. Numbers to the right of the decimal place are called decimals.

Fraction: a fraction represents how many parts of a whole value you have.

Equivalent: of equal value.

Reduce: to make smaller in value.

Growth: to increase/ to grow.

Integer: whole number, can be positive, negative or zero.

Invest: use money with the goal of it increasing in value over time (usually in a bank).

Preparing for Assessment

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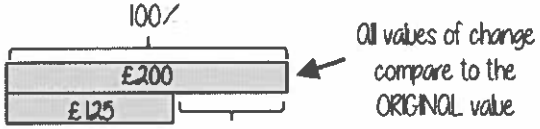
- Use **'Read, Cover, Write, Check'** to test your understanding on the key words and core knowledge in this organiser.

Core Knowledge

Percentage change

I bought a phone for £200. A year later sold it for £125.

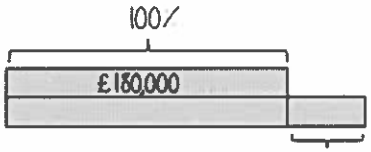


Percentage loss

$\frac{75}{200} \times 100 = 37.5\%$

$$\frac{\text{Difference in value}}{\text{Original value}} \times 100$$

I bought a house for £180,000, I later sold it for £216,000.



Percentage profit

Money made (profit value) $\frac{36000}{180000} \times 100 = 20\%$

Standard (index) Form: A system of writing very big or very small numbers.

Base: The number that gets multiplied by a power.

Power: The exponent – or the number that tells you how many times to use the number in multiplication.

Exponent: The power – or the number that tells you how many times to use the number in multiplication.

Indices: The power or the exponent.

Negative: A value below zero.

Significant: Place value of importance.

Round: Making a number simpler but keeping its value close to what it was.

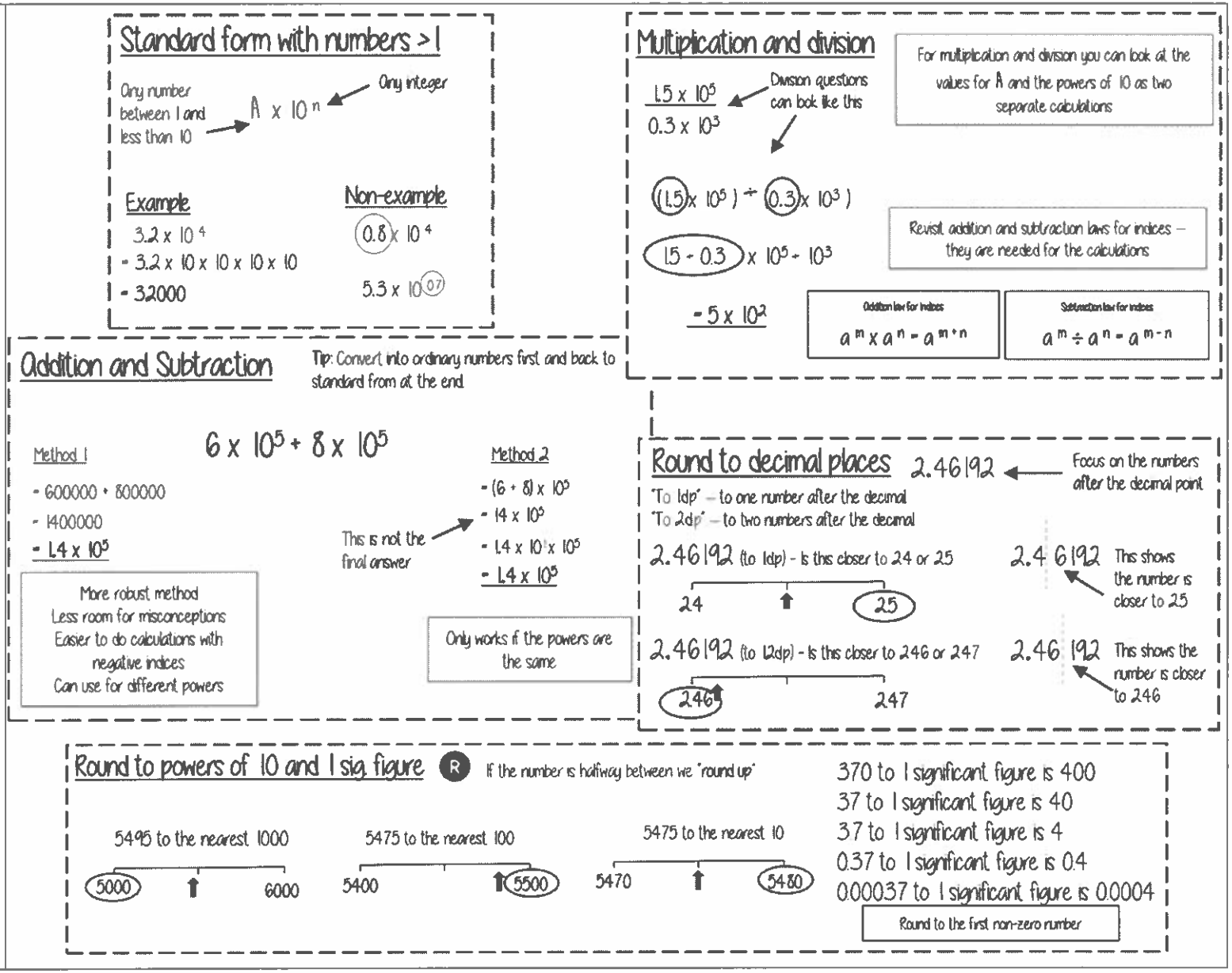
Overestimate: Rounding up – gives a solution higher than the actual value.

Underestimate: Rounding down – gives a solution lower than the actual value.

Metric: A system of measurement.

Balance: The amount of money in a bank account.

Deposit: Putting money into a bank account.



Yr. 8 Maths Knowledge Organiser: Summer 1 – Developing Geometry (Chapter 5)

By the end of this half-term, you should be able to:

5.1 – Angles in parallel lines & polygons	5.2 – Area of trapezia & circles	5.3 – Line symmetry & reflection
• Identify alternate angles • Identify corresponding angles • Identify co-interior angles • Find the sum of interior angles in polygons • Find the sum of exterior angles in polygons • Find interior angles in regular polygons	• Recall area of basic 2D shapes • Find the area of a trapezium • Find the area of a circle • Find the area of compound shapes • Find the perimeter of compound shapes	• Recognise line symmetry • Reflect in a horizontal line • Reflect in a vertical line • Reflect in a diagonal line

Keywords

Parallel: Straight lines that never meet.

Angle: The figure formed by two straight lines meeting, a measure of a turn (in degrees).

Transversal: A line that cuts across two or more other (normally parallel) lines.

Polygon: A 2D closed shape made with straight lines.

Regular polygon: All the sides have equal length; all the interior and exterior angles have equal size.

Congruent: The same, identical.

Area: Space inside a 2D object.

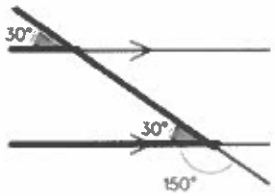
Perimeter: Length around the outside of a 2D object.

Preparing for Assessment

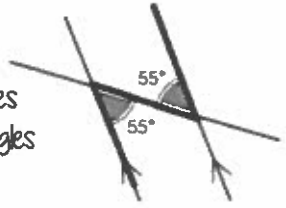
- Login to **Maths Watch** and complete your independent tasks each week. Attempt all questions and aim to get at least 80% correct. Remember, you can watch the videoclip attached to each question to help you understand the topic better.
- Use **'Read, Cover, Write, Check'** to test your understanding on the key words and core knowledge in this organiser.

Core Knowledge

Alternate/ Corresponding angles

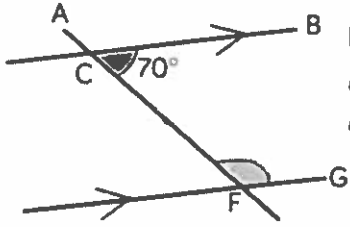


Because alternate angles are equal the highlighted angles are the same size



Because corresponding angles are equal the highlighted angles are the same size

Co-interior angles



Because co-interior angles have a sum of 180° the highlighted angle is 110°

As angles on a line add up to 180° co-interior angles can also be calculated from applying alternate/ corresponding rules first

Pi (π): The ratio of a circle's circumference to its diameter.

Perpendicular: At an angle of 90° to a given surface.

Formula: A mathematical relationship/ rule given in symbols. E.g. b x h = area of rectangle/ square.

Infinity (∞): A number without a given ending (too great to count to the end of the number) – never ends.

Sector: A part of the circle enclosed by two radii and an arc.

Mirror line: a line that passes through the centre of a shape with a mirror image on either side of the line.

Line of symmetry: same definition as the mirror line.

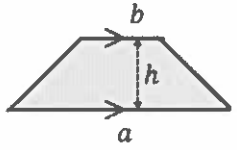
Reflect: mapping of one object from one position to another of equal distance from a given line.

Vertex: a point where two or more-line segments meet.

Horizontal: a straight line from left to right (parallel to the *x* axis).

Vertical: a straight line from top to bottom (parallel to the *y* axis).

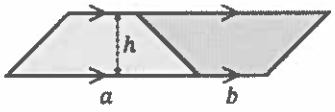
Area of a trapezium



Area of a trapezium

$$\frac{(a+b)\times h}{2}$$

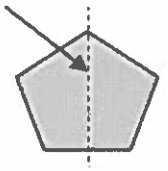
Why?



- Two congruent trapeziums make a parallelogram
- New length (a + b) x height
- Divide by 2 to find area of one

Lines of symmetry

Mirror line (line of reflection)



Shapes can have more than one line of symmetry... This regular polygon (a regular pentagon has 5 lines of symmetry)

Rhombus
two lines of symmetry

Parallelogram
No lines of symmetry

A circle has an infinite amount of lines of symmetry

Area of a circle (Non-Calculator)

Read the question – leave in terms of π or if $\pi \approx 3$ (provides an estimate for answers)

Area of a circle
$\pi \times \text{radius}^2$

Diameter = 8cm
∴ Radius = 4cm

$\pi \times \text{radius}^2$
$= \pi \times 4^2$
$= \pi \times 16$
$= 16\pi \text{ cm}^2$

Find the area of one quarter of the circle

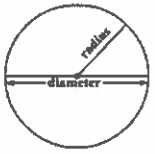
Radius = 4cm

Circle Area = 16π cm²
Quarter = 4π cm²

Area of a circle (Calculator)

SHIFT ×10²

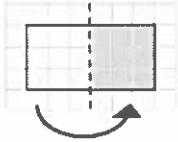
Area of a circle
$\pi \times \text{radius}^2$



How to get π symbol on the calculator

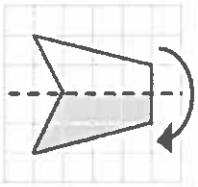
It is important to round your answer suitably – to significant figures or decimal places. This will give you a decimal solution that will go on forever!

Reflect horizontally/ vertically (1)



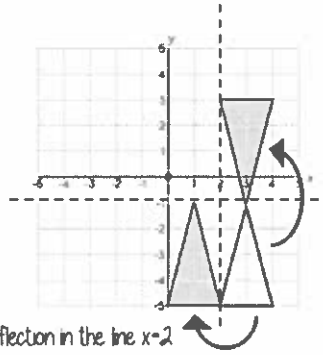
Note a reflection doubles the area of the original shape

Reflection in a vertical line



Reflection in a horizontal line

Reflection on an axis grid



Principled **Resilient** **Open** **Understanding** **Disciplined**

Yr. 8 Maths Knowledge Organiser: Summer 2 – Reasoning with Data (Chapter 6)

By the end of this half-term, you should be able to:

6.1 – The data handling cycle

- Set up a statistical enquiry & design and criticise questionnaires
- Draw and interpret multiple bar charts and line graphs
- Represent and interpret grouped quantitative data
- Find and interpret the range & compare distributions

6.2 – Measures of location

- Understand and use mean, median and mode
- Choose the most appropriate average
- Identify outliers
- Compare distributions using averages and range

Keywords

Hypothesis: an idea or question you want to test.

Sampling: the group of things you want to use to check your hypothesis.

Primary Data: data you collect yourself.

Secondary Data: data you source from elsewhere e.g. the internet/ newspapers/ local statistics.

Discrete Data: numerical data that can only take set values.

Continuous Data: numerical data that has an infinite number of values (often seen with height, distance, time).

Spread: the distance/ how spread out/ variation of data.

Preparing for Assessment

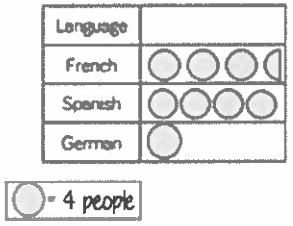
- Login to **Maths Watch** and complete your independent tasks each week. Attempt all questions and aim to get at least 80% correct. Remember, you can watch the videoclip attached to each question to help you understand the topic better.
- Use **'Read, Cover, Write, Check'** to test your understanding on the key words and core knowledge in this organiser.

Core Knowledge

Pictograms, bar and line charts (R)

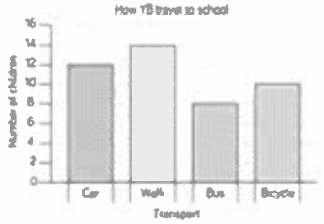
Represents quantitative data

Pictogram



- Need to remember a key
- Visually able to identify mode

Bar Chart



- Gaps between the bars
- Clearly labelled axes
- Scale for the axes
- Title for the bar chart
- Discrete Data

Line Chart

- Gaps between the lines
- Clearly labelled axes
- Scale for the axes
- Discrete Data

Average: a measure of central tendency – or the typical value of all the data together.

Proportion: numerical relationship that compares two things.

Total: all the data added together.

Frequency: the number of times the data values occur.

Represent: something that shows the value of another.

Outlier: a value that stands apart from the data set.

Consistent: a set of data that is similar and doesn't change very much.

Draw and interpret Pie Charts (R)

Remember a circle has 360°

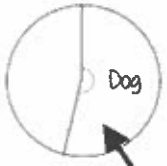
Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

There were 60 people asked in this survey (Total frequency)

$\frac{32}{60}$ "32 out of 60 people had a dog"

This fraction of the 360 degrees represents dogs

$\frac{32}{60} \times 360 = 192°$



Use a protractor to draw This is 192°

Multiple method
Os 60 goes into 360 – 6 times
Each frequency can be multiplied by 6 to find the degrees (proportion of 360)

Represents quantitative, discrete data

Mean, Median, Mode

The Mean

A measure of average to find the central tendency… a typical value that represents the data

24, 8, 4, 11, 8,

Find the sum of the data (add the values) 55

Divide the overall total by how many pieces of data you have $55 \div 5$

Mean = 11

The Median

The value in the center (in the middle) of the data

24, 8, 4, 11, 8,

Put the data in order 4, 8, 8, 11, 24

Find the value in the middle 4, 8, 8, 11, 24

Median = 8

NOTE: If there is no single middle value find the mean of the two numbers left

The Mode (The modal value)

This is the number OR the item that occurs the most (it does not have to be numerical)

24, 8, 4, 11, 8,

This can still be easier if it the data is ordered first

4, 8, 8, 11, 24

Mode = 8

Principled **Resilient** **Open** **Understanding** **Disciplined**

Science

8A Food and Nutrition

Summary- Position in the Curriculum

We need to eat a wide variety of foods to get all the food substances that we need. When we do this, we are said to have a balanced diet. Carbohydrates, proteins, fats and oils (lipids), vitamins and minerals are nutrients, which means that they provide the raw materials for making other substances that the body needs. This food also undergoes a process of digestion and absorption for it to be useful to the body.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Nutrients	Food substances that provide raw materials are called nutrients. These include carbohydrates, proteins, fats vitamins and minerals.	Macro nutrients – needed in large quantities in the diet. The three macro nutrients are: PROTEIN, CARHOHYDRATES, FAT Micro nutrients – needed in small quantities in the diet. The two micro nutrients are: VITAMINS, MINERALS Lack of can result in deficiency diseases like scurvy(Vit C) Lack of protein can cause kwashiorkor	*Revision and self-study questions are below.* *Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.*
Obesity	People who are over weight	People whose food contain more energy than the body needs are obsess. This can lead to heart disease	
Balanced diet	The right amount of a variety of different food types	The word diet means what you eat. Your diet provides raw materials for your body which is needed for energy to keep warm, ,move, growth and repairs.	1. ***Discuss the importance of a balance diet.***
Food test	This is a test carried out to ascertain the presence of d particular food type	Test for starch-using iodine turns substance blue black Test for protein- using Biuret's solution substance turns purple Test for fat- rubbed on paper leaves a greasy mark	2. ***Describe two ways our body can use protein.***
Digestion	This is the breakdown of foods into smaller soluble substances.	Digestion starts in the mouth where amylase works on the food and also in the stomach where stomach acid breaks the food further	3. ***Explain why the body needs to digest food.***
Absorption	This is when digested foods(glucose) are absorbed into the body	Absorption happens in the small intestine through the villi .The villi is suitable as it has a large surface area, good blood supply and thin outer layer of cells.	4. ***What are the adaptations of the villi?***
Packaging	Food is packaged to protect the product during transport and whilst sitting on shelves.	Packaging also includes labelling which gives us nutritional information about our packaged foods. This shows energy(J) and all nutrients the food contains with amounts.	5. ***Describe the test for starch in food.***

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	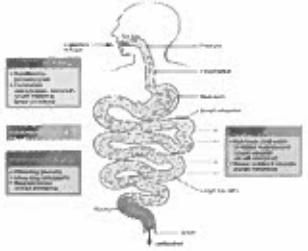		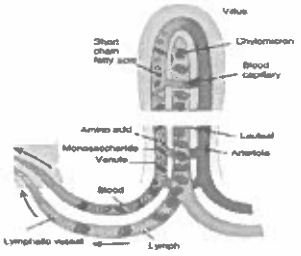	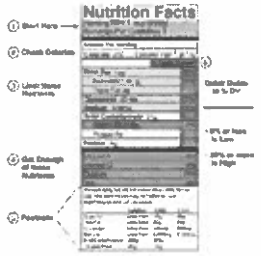

8B Plants & Reproduction

Summary- Position in the Curriculum

Plants must use different tactics to get their gametes to spread. This is because they are unable to move around. Plant reproduction is similar to animal reproduction. This is because a male sex cell (pollen) must fuse with the female sex cell (an egg).The reproductive organs in a plant are found in the flower.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Gametes	Sex cells produced by parent cells	A male gamete and female gamete join together to form a zygote. The gametes carry the instruction for making new organisms.	Revision and self-study questions are below.
Pollination	Pollination is the act of transferring pollen grains from the male anther of a flower to the female stigma.	There are two types of pollination: **Self-pollination:** The pollen grain lands on the same flower it originated from. **Cross-pollination:** The pollen grain lands on a different flower to the one it originated from.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Fertilisation	Fusing of the male and female gamete forming a fertilised egg cell .	Occurs when the nucleus of a pollen grain joins with the nucleus of an ovule. The ovary becomes a fruit and ovules turn into seeds.	1. *What part of a pollen grain is needed for fertilisation? What part of a pea flower forms the seed?*
Germination	. When a seed starts to grow. To germinate a seed requires warmth, oxygen and water	When conditions are right, seeds germinate. The resources needed are water, oxygen and warmth (WOW).	2. *Describe two-ways seeds can move away from a parent plant.*
Classification	Grouping organisms according to characteristics.	Organisms are divided into 5 kingdoms. Plant, Animal, Fungi, Protoctists, Prokaryotes	3. *Explain how the filament of the flower is adapted for its function.*
Biodiversity	Habitats containing different species	Biodiversity is important because organisms depend on one another.	4. *Explain a disadvantage and advantage of self-pollination.*
Estimates	What the larger population of organisms may be	Plant populations in an area can be estimated by taking samples using a quadrat.	5. *Explain the importance of classification of organisms.*

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		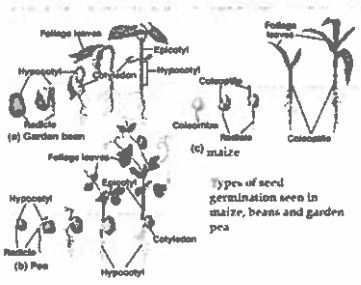	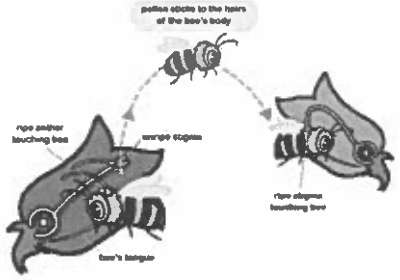	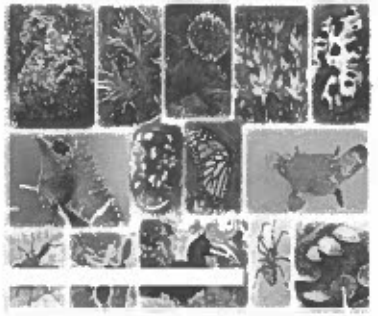

8C Breathing and respiration

Summary- Position in the Curriculum

All living cells respire to release energy. Organisms need energy for everything they do (for example, making new substances, moving).

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Respiration	The gas exchange system in an organism	This occurs by diffusion of air through the lungs to the mitochondrion where energy is produced. Oxygen + glucose = carbon dioxide + water	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Ventilation	Movement of air into and out of the lungs.	Exhaled air is warmer, contains more carbon dioxide and water vapour but less oxygen	1. *Which two gases are exchanged in the air sacs? Explain the 2 types of respiration.*
Gas exchange	Where oxygen is taken in and carbon dioxide given out; it takes place inside the lungs	Muscles between your ribs and diaphragm contract. This increases the volume inside your chest. The pressure decreases and air is drawn into the lungs. Muscles between your ribs and diaphragm relax. This decreases the volume inside your chest. The pressure increases and air is forced out of the lungs.	2. Simon is running in a 1500m race. Explain why his pulse rate changes when he runs?
Breathing	This is when muscles between the ribs and diaphragm change the size of the lungs	Enters the body through the mouth and nose, travels down the windpipe through a bronchus, then a bronchiole and then into an alveolus where it diffuses into the blood	3. Explain how oxygen gets from the blood to the cells.
Blood vessels	Wire-like vessels that carry blood around the body	This consists of Arteries, veins and capillaries	4. *Describe the test for the acidic gas produced when people respire.*
Smoking	Inhaling smoke into the lungs	The chemicals in cigarette smoke are harmful. makes arteries narrower, causes heart disease and stops red blood cells carrying so much oxygen	5. *Describe two features that increase the speed of gas exchange in air sacs.*

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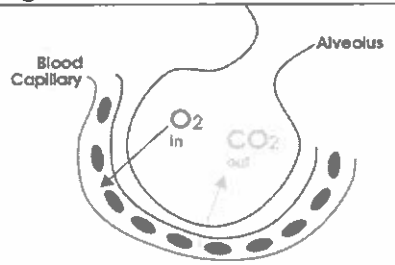

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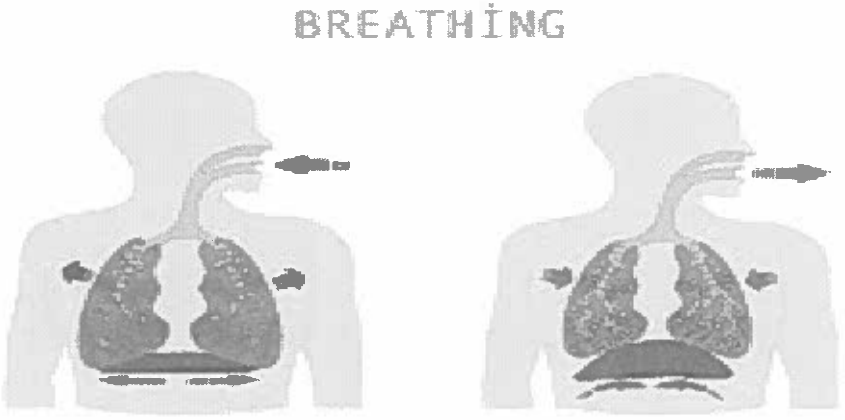

8D Unicellular organisms

Summary- Position in the Curriculum

An organism is a living thing. This part of biology deals with studying microscopic organisms and how they help interact with others. It interweaves the carbon cycle and communicable diseases.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Unicellular organisms	Contains only one cell	A unicellular organism consisting of a cell membrane, cytoplasm and a nucleus Unicellular organisms can only grow to a certain size. If the organism is too big, it cannot get enough of the substances it needs throughout the cell because diffusion is too slow. Eg Amoeba, Euglena	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research
Multicellular organisms	Are made of many cells and are organised into the five levels: cells ⍰tissues ⍰ organs ⍰organ systems ⍰ organisms	The tissues in multicellular organisms need to have raw materials transported to them because diffusion would be too slow.	1. *Give examples of unicellular and multicellular organisms(3 each)*
Bacteria	Microscopic organism with cell wall and flagella or cilia	Some bacteria are important in making yoghurt and cheese. These bacteria use a type of anaerobic respiration to ferment milk: They reproduce by binary fission	2. *Many bacteria are decomposers. What does a decomposer do? T*
Fungi	A type of unicellular organism that usually has a hypae	These include, for example, yeast. They: • reproduce asexually by budding • can use aerobic respiration, which is important in baking	3. *Bacteria and yeast do not belong to the same kingdom of organisms. State one difference between bacteria and yeast.*
Protoctists	Unicellular organism which can sense and respond to changes in their environments.	There are many different types of protoctist and some can photosynthesise. Some protoctists move using pseudopods, while others use cilia and others use flagella.	4. *Some foods are dried to stop them going rotten. Explain how drying food stops moulds growing.*
Decomposers	They break down dead organisms	Many unicellular microorganisms are decomposers and play an important part in the carbon cycle. They play a vital role in recycling carbon in the carbon cycle. A unicellular organism consisting of a cell membrane, cytoplasm and a nucleus	5. *Explain the role of decomposers in the carbon cycle*

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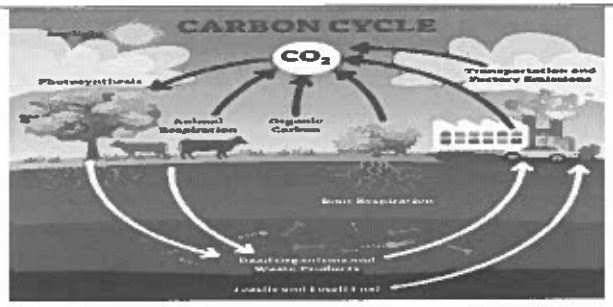

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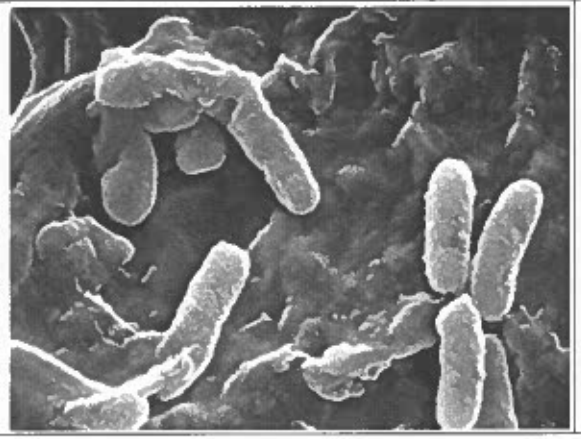

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8F The periodic table

Summary- Position in the Curriculum

All materials are made up of one or more elements. The periodic table is a list of all elements that have been discovered. Every element has its own chemical symbol. For example, Hydrogen –H. This table is central to the study of elements and their characteristics.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Element	Are substances that cannot be broken down. There are 92 elements that exist naturally.	An element is made up of one type of atom. All the atoms of an element are the same but are different to the atoms of all other elements.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Compound	Is a substance made up of atoms of two or more elements, strongly joined together	The chemical formula of a substance tells you the number of atoms of each element that are joined in its molecules, or the ratio of atoms of each element in the compound.	1. *What is formed when elements join together? List some physical and chemical properties*
Atom	Is the smallest part of an element that can exist	All matter is made up of tiny particles called atoms. • Atoms are indestructible, and cannot be created, or destroyed. • The atoms in an element are all identical.	2. Explain why Mendeleev chose to put some elements in the same group.
Periodic table	This is a chart of all known elements arranged according to atomic mass and number	The periodic table arranges the elements so that elements with similar properties are in the same vertical group. The periodic table also allows us to spot trends and patterns.	3. How many atoms in total are in a molecule of carbon dioxide?
Properties	Are different to the properties of the elements that it is made from	The properties of a substance are what it looks like or what it does. There are two types of properties: • chemical properties (e.g. flammability, pH, reaction with acid) • physical properties (e.g. melting point, boiling point, density).	4. *Why are international (IUPAC) symbols useful?*
Chemical symbol	Every element has its own chemical symbol. For example, Hydrogen –H	The symbols for the elements used today have been agreed by scientists in all countries. They are either a single or double letter. The first letter is always a capital letter.	5. *What do elements in the same group have in common?*

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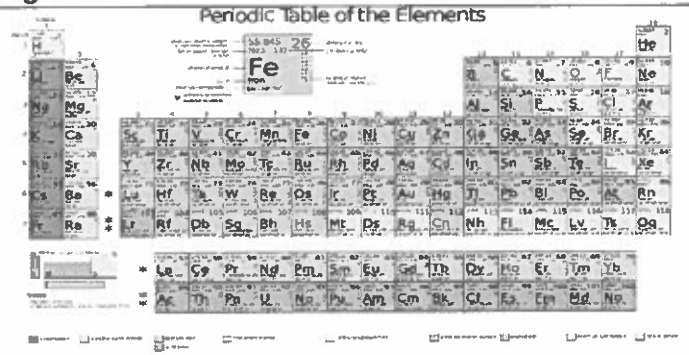

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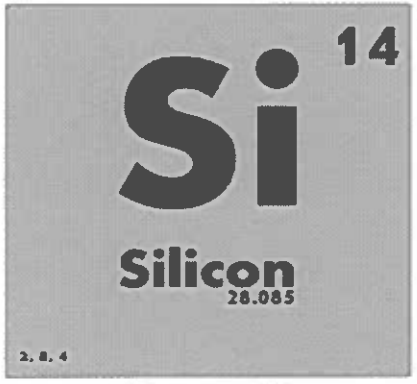

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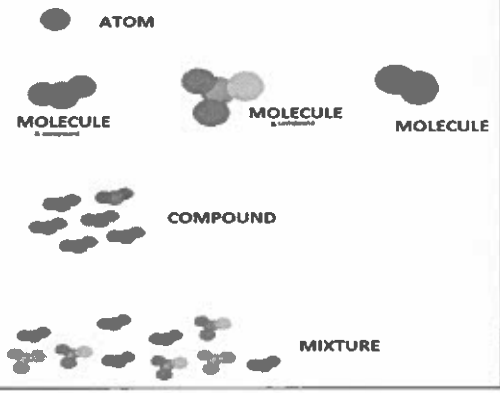

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8G Metals and their uses

Summary- Position in the Curriculum

Metals have many uses depending on their different properties. For example, copper is used in electrical wires as it is flexible and a good conductor of electricity. It is also used for roof sheets as it is malleable and doesn't react quickly with water.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Properties	Describes what it looks like and how it behaves; depend on what its particles are like and how they are arranged	Physical properties- Describe things that you can observe and measure Chemical properties- Describe how substances take part in chemical reactions. You can use the arrangement of elements in the Periodic Table to explain and predict patterns in physical and chemical properties	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Corrosion	This refers to the reaction with oxygen at the surface of a metal.	Rusting refers to a particular type of corrosion of iron.in water.	1. *List the physical properties of metals*
Metals	Are elements usually found on the ground	Most metals have high melting points. They are good conductors of heat and electricity. They are shiny and have high densities. They are malleable, ductile and sonorous	2. List 5 useful metals and explain why each is useful
Alloy	Mixture of metals or other substances	Alloys are mixtures of metals with one or more other elements. Alloys have different properties from the pure metal and so can be more useful.	3. When iron rusts, the iron reacts with two substances to produce the compound iron hydroxide. Iron hydroxide is rust. a Write the word equation for the rusting of iron.
Reactivity series	The reactivity series lists metals in order of how vigorously they react. The most reactive metals are at the top.	The reactions of metals with oxygen, water and acids allows us to put the metals in order of reactivity:	4. *Explain, by referring to the diagrams, why the alloy is harder and less malleable than the pure metal.*
Reactions	When raw material react to form new products	Meal reactions; metal + water → metal hydroxide + hydrogen metal + acid → salt + hydrogen The name of the salt formed depends on the name of the acid: • hydrochloric acid → chlorides • sulfuric acid → sulphates • nitric acid → nitrates	5. *Iron hydroxide is rust. a Write the word equation for the rusting of iron.*

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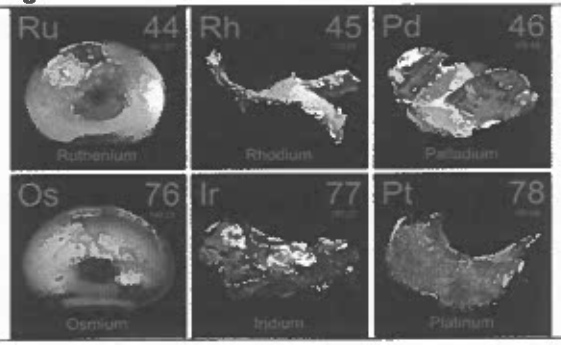

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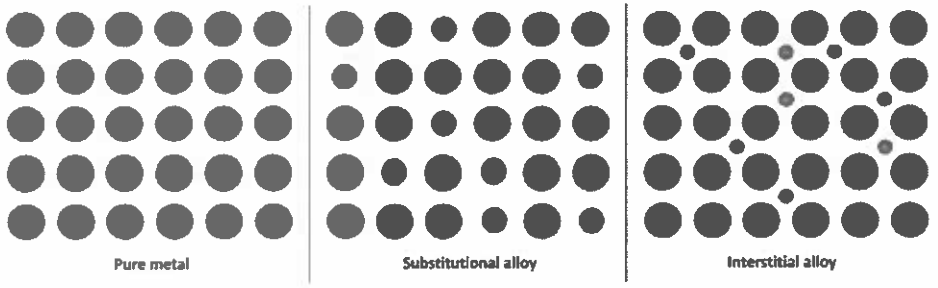

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History

Year 8 HISTORY-Half Term 1.1

Summary- Position in the Curriculum

Yr.8 pupils will begin their course exploring change and continuity in Britain during the period c.1750-1900. Theis part of the course looks closely at the reasons for the major changes during the Industrial Revolution and the impact it had on the people living in Britain at this time. This will include working and living conditions, city life, changes in housing and jobs, consequences for health and human life. Pupils will weigh factors that explain why the Industrial Revolution happened, and come to an informed judgment about the most important reason for this change.

Terminology	Definitions
Industrial Revolution	**'Industrial'** is another word for **'making goods'** and **'revolution'** is another word for a **dramatic or major change.**
Population	The number of people living in a particular place
Invention	Something new which is created, can be an object or an idea
Economy	The system of how money is used within a particular country Conditions relating to public health, such as clean drinking water and sewage disposal.
Agriculture	The process of producing food by farming of certain plants or raising animals
Poverty	The lack of basic human needs such as clean water, nutrition, healthcare, education and shelter
Sanitation	Conditions relating to public health, such as clean drinking water and sewage disposal.
The Water Frame- 1769	Richard Arkwright invented a machine, powered by water, to spin cotton into yarn, quickly and easily. His machines did not need skilled operators. This invention allowed factories and mills to be built.

Britain experienced rapid change in a number of ways...

Agriculture:	**Technology:**	**Industry:**	**Transport and communications** -
New tools, fertilizers and harvesting techniques were introduced, resulting in increased productivity and agricultural prosperity.	There were many scientific discoveries and technological inventions that changed society and industry. Changes to sanitation and medical treatment such as the work of John Snow and Edward Jenner improved people's quality of life.	factories sprung up all over the country creating more efficient ways to produce goods such as wool, cotton and coal. The increase in factories brought thousands of new jobs.	Thomas Telford built roads and canals in the 1700s and George Stephenson and Isambard Kingdom Brunel oversaw the 'Railway Mania' of the 1800s. There had previously been no very fast way of transporting goods and people around the country.

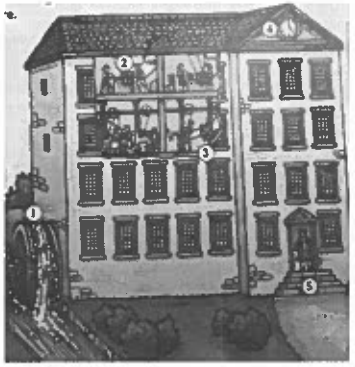
Core Knowledge

What was the Industrial Revolution?

Huge changes occurred in the way people worked in the 1700s and 1800s.This was the time when the manufacture of goods moved out of people's homes and into the new factories where things were made by machinery.

Machines made things in a short period of time, much quicker than if they were made by hand.

Factory working conditions



Long working hours: normal shifts were usually 12-14 hours a day

Low wages: a typical wage for male workers was about 15 shillings (75p) a week, women and children were paid much less, (15p).

Cruel discipline: there was frequent "strapping" (hitting with a leather strap).

Accidents: forcing children to crawl into dangerous, unguarded machinery led to many accidents and deaths.

Living conditions

Overcrowding: Poor living conditions due to large numbers of people moving to the cities. Back-to-back housing poorly built.

Disease: typhus, typhoid, tuberculosis and cholera were deadly diseases spread by overcrowding, low standard housing and poor-quality water supplies.

Lack of fresh water: people could get water from a variety of places, such as streams, wells and stand pipes, but this water was often polluted by human waste.

Preparing for Assessment

Revision and self-study questions are below.

Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.

1. *Describe 3 key features of life in Britain before the Industrial Revolution.*
2. *Identify 6 key changes brought about by the Industrial Revolution. 3 positive,3 negative.*
3. *Research 3 new jobs that came about because of the Industrial Revolution. What type of work was it, benefits and drawbacks for the person doing the job.*
4. *Explain 3 reasons why the Industrial Revolution took place.*
5. *Find 3 famous or unusual inventions of the Industrial Revolution and evaluate their strengths and limitations.*

Year 8 HISTORY-Half Term 1.2

Summary- Position in the Curriculum

This unit explores the theme of Empires & Decolonisation through the prism of African Kingdoms, including the Kingdom of Mali and individuals such as Mansa Musa, who was at one stage, the richest man in the world during the Middle Ages. You will also get the chance to design and deliver a 'Teach-it' mini lesson about one other African Kingdom to the rest of the class. The unit also includes a study of the British empire in the 18th and 19th centuries, continuing the work you began in Yr.7, and providing context to the following unit about the Trans-Atlantic slave trade.

Key Words	Definitions

Civilisation: A society that has developed certain features such as economic, military, political, social, artistic and scientific.
Oba: King or Ruler
Legacy: Long term impact.
Benin City: West African medieval empire that produced Benin Bronze sculptures and traded with Portugal.
Independence: Freedom from another country.
Culture: A society's arts and customs (way of doing things).
Decolonisation: Colonies becoming independent.
Sankore University: Created under Mansa Musa's reign, this University had 25,000 students and at least 1,000,000 books.
Ghana: Area of West Africa that produced the famous Asante people who came to power by defeating all of their rivals.

THE BRITISH EMPIRE

British Empire Summary

The British Empire was the largest empire in history. For over a century, it was the world's foremost power. The British Empire was first established as early as 1497, however it reached its peak in the years between 1815 and 1914. This time is often referred to as the 'British Century.'

Map showing the approximate extent of the British Empire at its peak. By 1920, the British Empire covered 35,500,000km², around 24% of Earth's land area.

The process through which the British (and other nations of the time) began to spread power beyond its borders is called imperialism. The British Empire was spread as far as New Zealand in the east and Canada in the west. It has hugely influenced societies, cultures, industries and the way that people live across the world.

1 **Motives for Empire**

- **Profit** - British merchants grew rich by trading with **colonies**. Valuable **raw materials** were sold or used in British factories. People in the Empire had to buy British goods.
- **Glory** - **Imperialism** made Britain the most powerful country in the world. The government told people to be proud of 'their' Empire.
- **Racist beliefs** about **racial superiority** - the 'white man's burden' to rule and 'civilise' other 'races'.
- **Missionaries** spread Christianity by **converting** people from other religions.

Developments in the 18th/19th centuries

The first colony was in America (1607, Roanoke, Virginia), followed by more in India and the West Indies. England ruled Ireland.

The Transatlantic Slave Trade sent slaves to colonies in the Americas. 18th century - Britain seized control of Canada and India from the French.

Britain raced to capture huge amounts of new territory in the 'Scramble for Africa' (1891-1919).

Core Knowledge – The continent of Africa was already well-developed and advanced before European colonisation

African empires: The Kingdom of Mali

Mansa Musa: Mansa means King in Malian. King Musa was the richest man in the Middle Ages, ruled as King in 14th Century Mali and travelled on pilgrimage (religious trip) to Mecca.

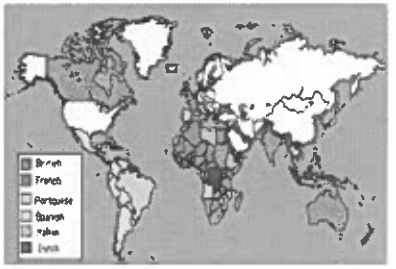
Trade In Mali: The Empire had access to raw materials which were in short supply elsewhere in Africa. The gold mines in the Mali Empire produced almost half the gold of Africa, Europe and Asia combined. The gold mines had the richest reserves in the 14th century. It was also reported that he built a mosque every Friday.

Religion in Mali: In 1324 Mansa Musa took part in the Hajj, a pilgrimage to Mecca. He was joined by 60,00 men & 12,000 slaves. Mansa Musa gave away so much gold on the pilgrimage that gold became less valuable for many years.

Learning in Mali: On his return from Mecca, Mansa Musa brought back with him the Muslim poet and architect, Es Saheli, who built the famous mosques and learning academies of Timbuktu & Gao.

Timbuktu: Located in Mali, this city was a world centre in learning in the 14th century.

Songhai Empire: The empire that invaded (took over) all of Mali by 1492



100 AD: Kingdom of Ghana begins to rise. It lasted until 1100AD
900 AD: Kingdom of Benin began
1100 AD: Great Zimbabwe city founded. The period of prosperity lasted until the mid-15th Century
1312 AD: Mansa Musa becomes ruler of Mali
1324 AD : Mansa Musa's pilgrimage to Mecca
1325 AD: Mosques & Universities are built in in Timbuktu
1500's AD: The Atlantic Slave Trade began
1875 AD: Slavery legally ended in West Africa
1881 AD: Scramble for Africa began
1900 AD: Britain ruled over 30% of Africa's population

Timeline of Major Events

Preparing for Assessment

Revision and self-study questions are below.

Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.

1. *Describe Mansa Musa's Kingdom. Give at least 5 key details.*
2. *Give 3 reasons why other countries might have wanted to invade Mali in the 14th century?*
3. *Describe 2 similarities and 2 differences between any of the African Empires you have been learning about.*
4. *Look at the map to the left. Describe the British Empire by 1920. Include size, number and location.*
5. *Describe 2 reasons why Britain wanted an empire and 2 methods they used to gain an empire.*

Year 8 HISTORY-Half Term 2.1

Summary- Position in the Curriculum

This unit fits into our second historic theme- Empires and decolonisation. Pupils will use their contextual knowledge about the history of empires around the world, and specifically the British empire. They will explore the impact of this empire in relation to the growth and abolition of the Trans-Atlantic slave trade. Pupils will develop their judgment-writing, specifically about cause and consequence, and weigh factors to argue the most important reason why the slave trade was finally brought to an end.

Terminology	Definitions
Auctioned	Sold to the highest bidder.
Plantations	Large farms that usually grew one particular crop such as tobacco or cotton
Overseer	The manager of a plantation - responsible for disciplining slaves
Abolition	Officially ending something
The underground railway	A network of secret routes and safe houses in the United States to help people escape slavery.

The Middle Passage

This was the journey from Africa to the Americas:

- Slaves were packed on ships in terrible conditions
- The voyage could take up to six weeks, many people died.

In the Americas - life as a slave

- Auctioned off, then branded..
- Most sent to grow crops on plantations.
- Worked from sunrise to sunset in the heat.
- Often violently beaten by owners and overseers.
- Children could be sold to new owners.

This terrible part of British history is now recognised as a crime against humanity.

Profits

- Many British and European people grew rich from the trade, and enjoyed its products.
- Britain ate 160 million lbs of sugar a year in the 1800s. 60% of Jamaican slaves grew sugar cane.
- Ports like Bristol profited from the trade.
- British factories made cloth from cotton grown by slaves

Abolition

- Former slaves like Ottabah Cugoano and Ignatius Sancho earnt their freedom and campaigned in Britain against the slave trade.
- Olaudah Equiano's book described the horrors of slavery after he was kidnapped from his home in Africa aged 11.
- British MPs led by William Wilberforce, and other campaigners such as Thomas Clarkson and Granville Sharp also worked for the abolition of the slave trade, as did thousands of ordinary British people. They asked Parliament to pass a bill banning slavery.
- Many British people defended the slave trade as it was so profitable.
- Slave revolts and rebellions reduced profits, and threatened violence. In 1807 Parliament banned the slave trade, and banned slavery in the empire in 1833.

Core Knowledge

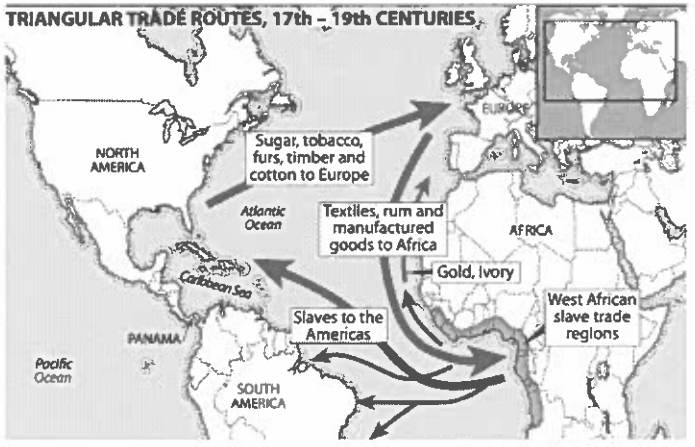
Origins of the Triangular Trade

Background:

- Slavery and slave trading existed for thousands of years in Africa in various ways.
- In Europe, the feudal system kept peasants in a form of slavery called serfdom during the Middle Ages.

The trade 'triangle'

1. Slaves were captured in West Africa and sent to America and the West Indies to work on plantations.
2. Money and cash crops (e.g. cotton, sugar, tobacco) returned to Europe. British and European factories made cotton into cloth. They ate the sugar, smoked the tobacco.
3. European ships took manufactured goods (e.g. cloth, metal goods, guns) to West Africa to exchange for slaves. These ships moved more than 3million people from Africa to the Americas to live, work and die as slaves. Many European merchants profited from every step of the triangle.



Preparing for Assessment

Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.

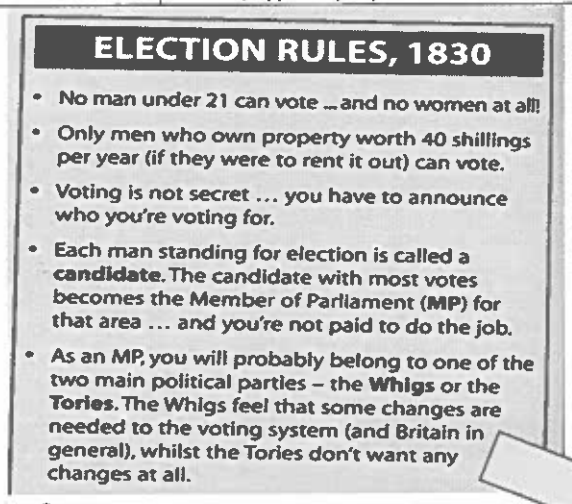
1. *The slave trade is often referred to as 'triangular trade'. Can you write an explanation for why it has this name?*
2. *Compare two ways in which slaves were bought and sold.*
3. *Create an information page describing life and conditions on a plantation.*
4. *What does the word abolish mean? Extra challenge: design your own medallion campaigning to end slavery.*
5. *Write a paragraph about the history of slavery and include all of the following words:*
   - *Middle Passage*
   - *Auction, overseer*
   - *Plantation, branding, rebellion*
   - *Abolition, profit, parliament, empire*

Year 8 HISTORY-Half Term 2.2

Summary- Position in the Curriculum

Women's position in society in the 19th century and reasons why they needed the vote. You will learn about key individuals and groups who campaigned for the vote, tactics, successes and challenges; including Sophia Duleep Singh. You will evaluate a range of sources and question how useful they are in an investigation about why women finally won the vote. You will learn to evaluate these sources by applying a criteria and by questioning the authorship and background of the sources.

Terminology	Definitions
Trade unions	workhouse Key words organisations of working men set up to improve wages and working conditions
Great Reform Act	First change in British voting –only extended the vote to the middle class but was a turning point and further changes were made afterwards.
Patriarchal	A system of government controlled by men.
Protest	A public expression of objection, disapproval or dissent towards an idea or action, typically a political one.



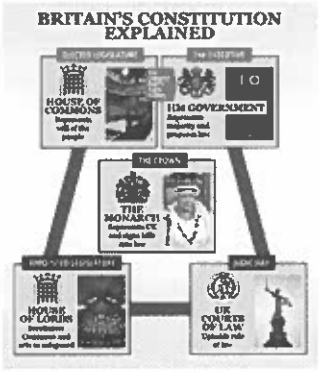
Problems?

- Only around 4% of men could vote in 1830.
- MPs didn't get paid so only rich men could afford to be Members of Parliament.
- Some towns and boroughs didn't have an MP at all, so the opinions of the people who lived there were never counted.
- Women were not allowed to vote because they were seen as unstable and incapable of dealing with the pressure of voting.

Core Knowledge

How does Parliament and law-making work in the UK?

- *The Houses of Parliament are situated in the Palace of Westminster, in London.*
- Parliament is made up of three parts: The House of commons, The House of Lords and The Monarch.
- In the UK we are given the opportunity to say how we would like the country to be run. We do this by choosing Members of Parliament (MPs) to share our views in the House of Commons.
- The party who gets the most MPs in the House of Commons becomes the Government. The leader of the winning party becomes the Prime Minister.
- The reigning monarch invites the leader of the winning political party to be prime minister.
- The House of Lords has about 800 members. They are appointed by the King on the advice of the Prime Minister.
- The Prime Minister chooses about twenty people from the House of Commons and the House of Lords to be in the Cabinet.
- Laws begin life as a bill. MPs debate and vote on the bill in the Commons. In the House of Lords, changes may be made to it. If the MPs do not agree with the bill, the government may have to change or even scrap it. To pass a new law both the House of Commons and the House of Lords must agree to it. Once this happens, the Monarch will sign it into law.



The government took this very seriously. In June 1832 the voting system was changed.

The Reform Act ✔

- Gave the right to vote to men who owned, leased or rented property over a certain value
- Increased the number of men who could vote to 8 per cent of the population
- Large cities such as Leeds, Manchester and Bradford got MPs for the first time

But ✖

- Voters still had to own property or land
- Working men could not vote
- Women could not vote
- Voting was still in public so bribery and fear still played a part in elections
- The countryside and south still had more MPs than the north and industrial towns

What were the Victorian expectations of women?

Married Victorian middle and upper-class women depicted as 'the Angel in the House' – the perfect, obedient wife and mother. Working-class women worked in factories, coalmines or as domestic servants. There were some exceptional women who challenged the stereotype. Throughout history in Britain (as in lots of countries) a system of patriarchy was in place, meaning that men held far more rights and power than women. For example; Everything a woman owned passed on to her husband when she married. A woman was expected to give up any paid work when she got married. A woman was expected to hide herself away during pregnancy. A woman could be forced to stay in a husband's home against her will.

Preparing for Assessment

Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.

1. Design and label a diagram to explain how parliament works in the UK.

2. Give 3 reasons why women needed the vote at the start of the 20th century.

3. Explain why the election rules on Britain needed changing in 1930.

4. Based on the changes the government made to improve elections and voting rules, do you think it deserves the title f 'Great Reform Act'? Explain you ideas.

5. Why were women known as 'the angel in the house'? Explain 3 reasons.

Year 8 HISTORY-Half Term 2.2

Summary- Position in the Curriculum

You will learn about key individuals and groups who campaigned for the vote, tactics, successes and challenges; including Sophia Duleep Singh. You will evaluate a range of sources and question how useful they are in an investigation about why women finally won the vote. You will learn to evaluate these sources by applying a criteria and by questioning the authorship and background of the sources.

Terminology	Definitions
Democracy	A system of government in which citizens choose their representatives by voting.
Franchise/Suffrage	The right to vote in elections.
Suffragettes	Members of the Women's Social and Political Union (WSPU) who used violent methods to get the vote.
Suffragists	Members of the National Social and Political Union who campaigned for the vote by non-violent means.
Reform	Make changes in order to improve something.

Millicent Fawcett (1847–1929)
Founder of the National Union of Women's Suffrage Societies (1897). Campaigned peacefully for the vote for women.

Emmeline Pankhurst (1858–1928)
Founder of the Women's Social and Political Union (1903). Favoured the use of violent and extreme methods to achieve their aims quickly.

Emily Davison (1872-1913)
Joined the WSPU in 1906. Was struck by the King's horse at the Epsom Derby and killed in 1913.

Sophia Duleep Singh
Woman of Indian and German-Ethiopian ethnicity who was a prominent British suffragette. She was a member of the Women's Tax Resistance League, refusing to pay taxes in protest until women were awarded the vote. She was also the God-daughter of Queen Victoria.

Core Knowledge

How did women fight for the vote?

There were two main groups in the campaign for votes for women, the suffragists and the suffragettes. The dividing line between the two groups were their tactics. The suffragettes were frustrated by the lack of progress and non-confrontational approach which the suffragists used so they decided to try civil disobedience and direct action, even if it meant breaking the law. The Pankhurst family led this group of militant suffragettes.

- The word 'suffrage' means having the right to vote in political elections.
- The Suffragettes campaigned for women to have this right.
- The Suffragist movement was founded by Millicent Fawcett and they only believed in peaceful means of protest such as petitions, leaflets and meetings. The Suffragette movement or the Women's Social and Political Union (WSPU) was led by Emmeline Pankhurst and her daughters Christabel and Sylvia. Their tactics were more violent such as smashing windows and setting post boxes alight.
- The WSPU movement adopted the colours of purple, white and green. The motto of the Suffragettes was 'Deeds not words.
- In 1914, World War One broke out and many women enter the labour force. The crucial role played by women during the First World War persuaded the Prime Minister to grant female householders over thirty the vote in 1918.
- Emmeline and her daughters Christabel and Sylvia were from a wealthy family but women from middle-class and working-class backgrounds were also involved in the fight for the vote.
- Many people, including many women, did not believe it was right for women to have the vote. They campaigned against the extension of suffrage.
- The Suffragettes were remembered at the 100 year anniversary of achieving the vote and through International Women's Day which takes place on March 8th each year.

When did things begin to change for women?

1914-1918: World War 1. Women were called upon to do jobs whilst they were away fighting. By 1915, so many men had gone away to fight that women were needed to do their jobs. As a result, the number of women working in industry increased enormously. The war made it acceptable for women to work in shipyards, collieries (mines) and brickyards. Some of them took on highly- skilled work as engineers and carpenters. Later in the war women made up most of the workforce in government munitions factories. In some of these jobs the women were welcomed. In others they were resented because, with little or no training, they did jobs which men had previously trained hard to do.
1918: The Representation of the People Act gave the vote to all men over 21 and women over 30 who were married and who had property. **1928: Equal Franchise Act** gave the vote to all women over 21.

Preparing for Assessment

Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.

1. Explain 2 ways in which a suffragist and a suffragette were similar and different.
2. whose tactics were more effective? The Suffragettes or Suffragists? Give 2 reasons.
3. Describe 3 jobs or contributions that women made during WW1.
4. What impact did the First World War have on the suffragette movement and the roles of women?
5. Create a timeline showing the 6 most important developments that helped women to gain the vote. Add details, images and labels.

Year 8 HISTORY-Half Term 3.2

This topic links to your study about the Industrial Revolution and the changes that took place between 1700-1900. You will explore the different reasons why people migrated within the UK, and to the UK from other regions of the world.

Key term	
Migrant	A person who is moving from one country to another
Immigration:	Coming to live permanently in a country different to the one you were born in
Emigration:	Leaving the country you were born in to settle permanently in another
Persecution:	Hostile or cruel treatment, especially due to race or political or religious beliefs

Who migrated to Britain in the period 1700-1900?

Irish immigrants arrived in large numbers during the famine of the 1840s. They were escaping poverty and arrived at a time when Britain was industrializing rapidly e.g. building railway networks, and therefore needed labour.

Jews arrived in Britain throughout the 19th century. In the early 19th century they tended to be wealthy e.g. bankers like the Rothschilds who saw the opportunities created by the industrial revolution. After 1880 a new wave of poor Jewish immigrants came from eastern Europe. They were victims of religious persecution, but also came to Britain to find work and escape poverty. Over 200,000 arrived between 1880 and 1919.

Italians also arrived throughout the 19th century. In the early 19th century skilled craftsmen came to the UK to make and sell instruments such as barometers. However, in the late 19th century a new wave of poor, uneducated economic migrants arrived. They came to be associated with the food trade - cafes and ice cream parlours.

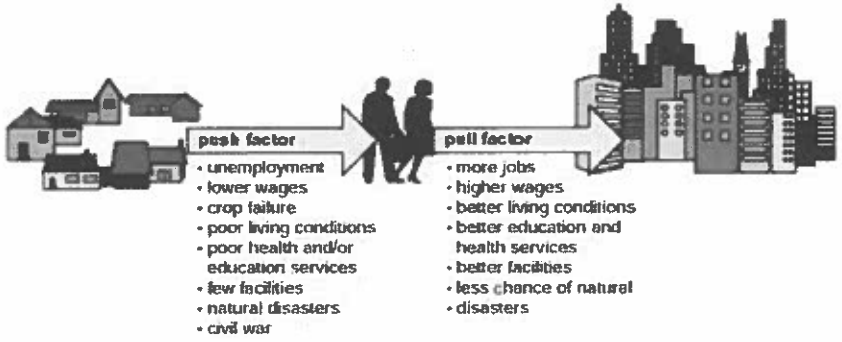
How did Britain respond to migration in this period?

During the industrial period, the experiences of immigrants again varied. Britain had no immigration laws, and the governments operated an "open door" policy. Some politicians saw the many migrants arriving in Britain as evidence of Britain's superiority as a nation. Passports would not become necessary until World War I. However, the government's attitude was not always shared by the public who often complained about migrants working for lower wages and taking their jobs. Immigrants usually settled in the slums of larger cities e.g. the East End and were therefore often blamed for causing crime and spreading disease et

Background...

Migration is the movement of people from one place, to settle permanently in another. This can be between regions of a land or between countries and continents. Britain has a rich past of immigration and the country has been shaped, even today, by the cultures, traditions and skills that are brought here by migrants. The main reasons for migration to Britain include war, famine and persecution. Throughout history this has not always been the case, when people from other countries came to invade and conquer Britain out of choice.

- Migration is the movement of people from one place to another.
- This could be internal or external migration
- There are numerous reasons as to why people migrate



Urban Migration during the Industrial Revolution: The movement of people from the countryside to the city for work.

Industrial Changes: Britain was the leader of the Industrial Revolution and 1750-1900 saw major changes. Transport moved from horse power to steam power. Production moved from things being made in houses (domestic) to being made in factories. People moved from the countryside to the city. Inventions improved production in factories. Britain became the centre of the trading world.

Preparing for Assessment

Answer 1 per week for Self-Stud:

1. Create a factors diagram showing the different reasons why people migrated during this time period.
2. Create a timeline showing the different groups who migrated to Britain, including their reasons for migrating.
3. Describe the experiences of at least one group of people who moved to Britain during this time period.
4. Describe what urban migration is and explain why the Industrial Revolution made this increase.
5. Find out where British people were migrating to during this time period. What were their reasons for leaving the UK?

The Irish in the 1840s and 50s faced a lot of hostility. They were poor, Catholic, and in competition for the lowest paid jobs. When cholera broke out in 1848 the Irish, who lived in the poorest most disease-ridden slums, were blamed for spreading the disease. However, they were willing to work hard so they did find it easy to get work at a time when there was a great demand for labour. By the end of the century they had become more integrated into society.

Later in the century the same dislike was directed at ***East European Jews*** escaping persecution. Like the Irish, they arrived in huge numbers over relatively short periods. Though some people sympathised with their plight, there was often hostility in the poorer areas in which they settled. Both were accused of working for lower wages and taking jobs from the native inhabitants. They were also not Protestant, and this also marked them out as different and, to some people, suspect.

The Italians who arrived in the late 19th and early 20th centuries had generally good relations with the native population. There were fewer of them and their cafes and restaurants were not in competition with local people. Their cafes and ice cream parlours were a welcome addition to the high street and became centres of social life in many parts of the country.

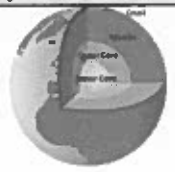
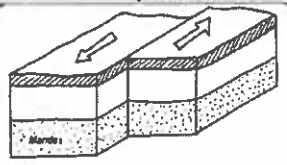
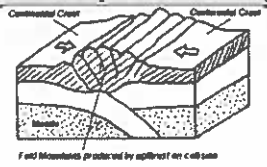
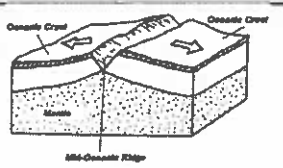
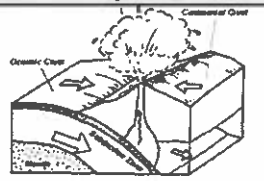
Geography

Geography (KS3) – Tectonic Hazards – Year 8

Summary - Position in the Curriculum

Tectonics Hazards is the first topic of Year 8 Geography. This topic is important as it begins with the basic layers of the Earth structure, tectonic plates and the 4 distinct plate boundaries which you need to learn for your end of unit assessment.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Plate Boundary	The margin or boundary between two tectonic plates.	*Learn the main aspects of this topic.*	*Revision and self-study questions are below.*
Natural Hazard	A natural hazard is a natural event or process which poses a threat to human life or property.	*Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.*	*Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.*
Tectonic Plate	A rigid segment of the Earth's Crust which can 'float' across the heavier, semi-molten rock below. Continental plates are less dense, but thicker than ocean plates.	People live in areas of the world where natural hazards occur due to reasons such as: jobs, family, poverty, resources.	1. *Explain the dangers of natural hazards on people & the environment.*
Earth Structure	The four distinct layers of the Earth.	Tectonic plates move due to the circular movement of magma in the mantle.	2. *Explain how tectonic plates move due to convection cell in the mantle.*
Convection Cell	Differences in temperature lead to the formation of areas of high and low pressure; they become linked together by flows of warmer and cooler magma.	Destructive and constructive plate boundaries have two natural hazards: earthquakes and volcanoes.	3. *Explain why there are volcanoes and earthquakes in destructive and constructive plate boundaries.*
Conservative	Plates slide past each other. Pressure builds up until they move with a 'jerk' causing earthquakes.	Cross-bracing, Shatterproof glass, Dampers, Pendulums, rollers etc.	4. *What can build earthquake proof buildings?*
Collision	Two plates collide (crash) and are crushed against each other. They are pushed upwards, forming new mountains. Earthquakes happen in this plate boundary when the plates collide.	Earthquake in the Pacific Ocean caused by destructive plate boundary. This caused tsunami which hit Japan in 2011.	5. Explain how the Japan Tsunami and Fukushima nuclear disaster unfolded.
Constructive	The plates are moving apart. Volcanic eruptions occur when magma from the mantle below spreads out and harden, forming new rock. Earthquakes and also occur in this plate boundary. A constructive plate boundary can often be in the bottom of the ocean.		
Destructive	One plate slides beneath another as they collide (crash). The bottom plate crumbles, creating new mountains and volcanoes. The oceanic plate slides beneath the continental plate as it is denser (heavier) because it carries the weight of the water of the ocean on top.		

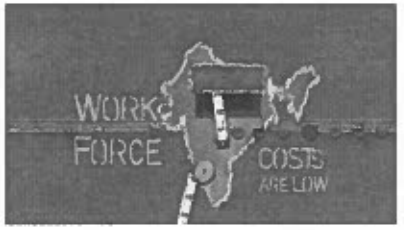
Layers of the Earth	Conservative plate boundary	Collision plate boundary	Constructive plate boundary	Destructive plate boundary
				

Geography (KS3) – Globalisation – Year 8

Summary - Position in the Curriculum

Globalisation is the 2nd topic studied in the Year 8 Geography curriculum after Natural Hazards. In today's intertwined world, it is vital to grasp the complex field of globalisation and to understand its impacts on our daily lives and the need for international integration. Throughout the topic we will weigh up the advantages and disadvantages of globalisation focusing on a number of TNC's e.g. Apple and the use of sweatshops.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Globalisation	How companies, trade, ideas and lifestyles are spreading more easily around the World	*Learn the main aspects of this topic.*	*Revision and self-study questions are below.*
Transnational corporation (TNC)	A company with branches in many countries e.g. Apple, McDonalds.	*Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.*	*Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.*
Outsourcing	Obtaining key products from alternative, cheaper locations – often abroad.	Globalisation plays a big part in your life. It influences what you wear, the foods you eat etc.	1. *How globalised are you? List all the links you have across the World e.g. food, fashion, movies, languages, family/friends, phone apps etc*
Profit	The money that is left when you subtract the cost of a thing from the price you sold it for.	Jeans are an example of globalisation as they are made in 15 different countries e.g. designed in USA, cotton from Benin, Copper from Namibia, pumice stone from Turkey.	2. *Explain how the following items has helped speed up globalisation;* *-Mobile phones* *-Computers/Internet* *-Aeroplanes* *-Larger shipping containers*
Revenue	Money you take in from selling goods and services. Revenue – costs = profit.	McDonaldisation is the idea that McDonald's is slowly covering the World. Founded in 1940 in USA, McDonalds is now found in over 100 countries.	3. *Only 1% of the money you spend on a pair of jeans goes to the factory worker – do you think this is fair? Where do you think the rest of the money goes?*
Sweatshop	A factory where people work for long hours and low pay usually found in LIC's.	Foxconn is the World's largest electronics factory employing over 300,000 people in China to make Apple products e.g. iPhone.	4. *Explain why Nike goods are mainly manufactured in LIC's? What is this an example of?*
Low Income Country (LIC)	Countries with a low level of economic development and low quality of life.	The Rana Plaza factory disaster is the World's worst factory disaster since 1984 killing over 1,200 people in Bangladesh.	5. Globalisation brings more advantages than disadvantages? Do you agree or disagree – justify your answer
High Income Country (HIC)	Countries with a high level of economic development and a good quality of life.	Many people in LIC's are forced to work long hours for low pay in sweatshops producinggoods for TNC's.	
Trade	Buying and selling things - trade is an important way for countries to make money.	Globalisation had many advantages e.g. jobs and new skills, but also has many disadvantages e.g. sweatshops and pollution.	



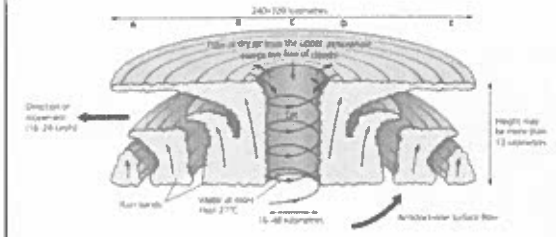
Geography (KS3) – Weather– Year 8

Summary - Position in the Curriculum

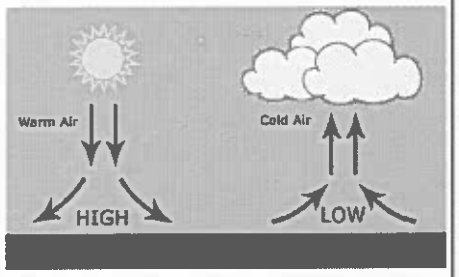
Weather Hazards is the 3rd topic of the Year 8 Geography curriculum. This topic is important as it begins with what the difference is between weather and climate and then moves onto Tropical Storms which you need to learn for your end of unit assessment.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Tropical Storms	An area of low pressure with winds moving in a spiral around the calm central point called the 'eye' of the storm. Winds are powerful and rainfall is heavy. This includes Hurricanes, Cyclones and Typhoons.	*Learn the main aspects of this topic.*	*Revision and self-study questions are below.*
High Pressure	Cool (cold) air from above sinks down towards the ground. This is when there is greater pressure in the air.	*Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.*	*Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.*
Low Pressure	Warm (hot) air from below rises up towards the sky. This is when there is less pressure in the air.	Hot air is less dense (lighter). Cold air is denser (heavier).	1. *Why does cold air sink and hot air rise?*
Weather	Is the hour-to-hour, day-to-day state of the atmosphere. It includes temperature, sunshine, precipitation and wind. It is short-term and is often localised.	Weather is the day-to-day, hour-to-hour state of the atmosphere whilst, climate is the average weather over 30 years.	2. *What is the difference between weather and climate?*
Extreme Weather	When a weather event is significantly different from the average or usual weather pattern, and is especially severe or unseasonal. E.g. Heatwave in UK.	High levels of insolation create warm rising air, this creates low pressure, evaporation & condensation takes place forming cumulonimbus clouds. Thunder & lighting may occur with heavy rain. An eye is creating when high pressure descends from the above the cloud.	3. Explain how a Tropical Storm forms?
Climate	The average weather conditions for a place taken over a period of time, usually 30 years. It is the expected, rather than the actual, conditions for a place. It is a long-term and is often applied to sizeable parts of the globe.	Severe & significantly unusual weather.	4. What is extreme weather?
Coriolis Effect	The deflection, or bending of the wind due to the rotational spin of the Earth.	Use weather satellites to track Hurricane path. Warn people to move out. Board up windows. Put sandbags out to protect against flooding.	5. How can we protect ourselves from Hurricanes?

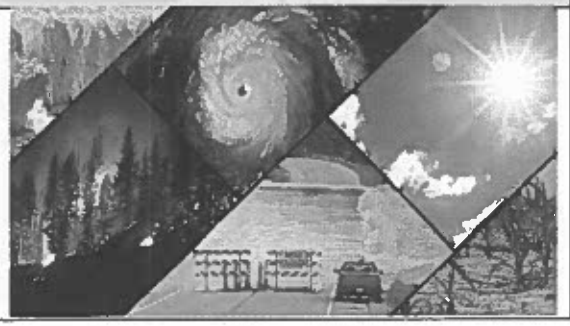
Structure of Tropical Storm



High Pressure Vs Low Pressure



Extreme Weather

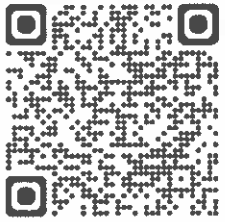


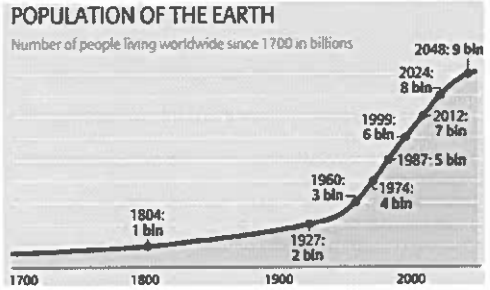
Scan QR Code for Further Learning

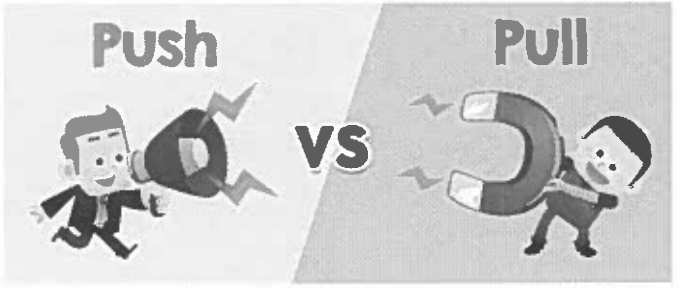
Geography (KS3) – Urbanisation and Population – Year 8 (1 of 2)

Summary - Position in the Curriculum

Urbanisation and Population is the 4th topic of the Year 8 Geography curriculum. This topic is important as it begins with investigating the growth of World's cities which has led to the formation of many megacities before focussing on the sustainable development of urban areas which you need to learn for your end of unit assessment.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Urbanisation	Is the rise in the percentage of people living in urban areas, in comparison with rural area.	*Learn the main aspects of this topic.*	*Revision and self-study questions are below.*
Migration	When people move from one area to another.	*Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.*	*Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.*
Rural-Urban Migration	People move from countryside areas (rural) to main towns and cities (urban).	Urbanisation is happening all over the word but in LICs and NEEs rates are much faster than HICs.	1. *Explain why urbanisation is currently faster in LICs (low-income countries) and NEEs (newly emerging economies).*
Natural Increase	Birth rate minus the death rate of a population.	Rural-urban migration is caused by push and pull factors. People leave the countryside because there are few doctors or hospitals (PUSH). People are attracted to the city as there are more well-paid jobs (PULL).	2. *Identify and explain 5 push factors and 5 pull factors for rural to urban migration.*
Push Factor	Factors that force a person to move e.g. drought, famine, war.	More than two thirds of current megacities are located in either NEEs (Brazil) and LICs (Nigeria).	3. *Identify a megacity on each of the following continents: North America, South America, Europe, Asia and Africa.*
Pull Factor	Factors that encourage a person to move e.g. better jobs, better education.	Food, housing, crime, education, pollution, jobs etc.	4. *What are the challenges facing the world in terms of a growing population?*
Mega City	An urban area with a total population of more than 10 million people.	Cities should utilise space wisely, recycle more, housing should be energy efficient. Public transport should be easily accessible.	5. How can cities become more eco-friendly?
Sustainability	Actions that meet the needs of the present without reducing the ability of future generations to meet their needs.		
Traffic Congestion	When there is too great a volume of traffic for roads to cope with and traffic slows to a crawl.		



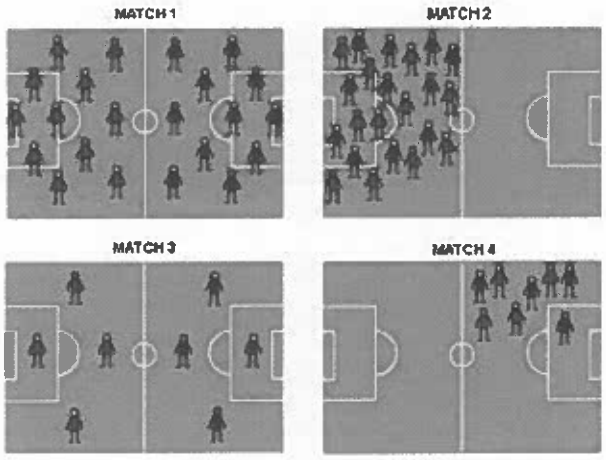


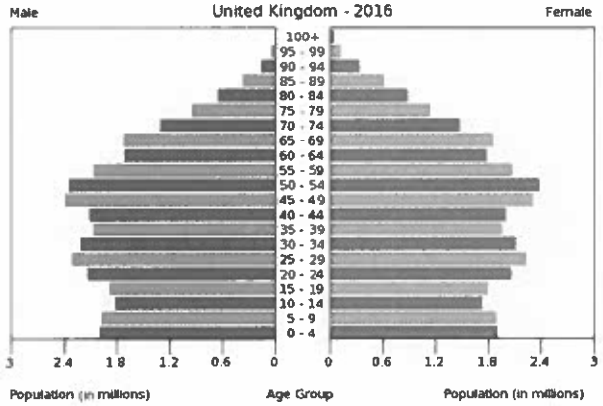
Geography (KS3) – Urbanisation and Population – Year 8 (2 of 2)

Summary - Position in the Curriculum

Population is the 5th topic of the Year 8 Geography curriculum. This topic is important as it begins with investigating the growth of World's cities which has led to the formation of many megacities before focussing on the sustainable development of urban areas which you need to learn for your end of unit assessment.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Population Pyramid	A population pyramid (age structure diagram) or "age-gender pyramid" is **a graphical illustration of the distribution of a population by age groups and gender.**	*Learn the main aspects of this topic.*	*Revision and self-study questions are below.*
Sparsely population	Few people living in one area.	*Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.*	*Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.*
Densely populated	Lots of people living in one area.	A visual representation of both male and female population in the shape of a pyramid by age category.	1. *Explain what a population pyramid is?*
Natural Increase	Birth rate minus the death rate of a population.	When people move from the countryside into the cities and towns. E.g., A person moving from the Indian city of Mumbai from the Indian country side.	2. *Explain what is meant by Rural-urban migration?*
Rural-urban migration	When people move from the countryside into the cities and towns.	Even distribution: People are equally spread out. Uneven distribution: People are unequally spread out	3. *What is the difference between Even distribution and uneven distribution?*
Uneven Distribution	People are unequally spread out.	War, natural hazards, lack of food, job opportunities etc.	4. *What factors can increase or decrease a country's population?*
Even Distribution	People are equally spread out.	Sparsely population: Few people living in one area. Densely populated: Lots of people living in one area.	5. What is the difference between sparsely and densely populated?



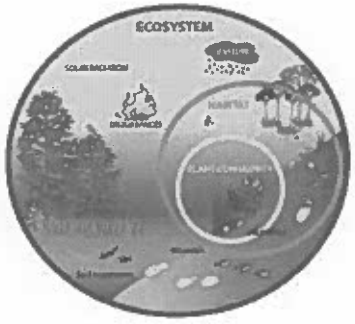


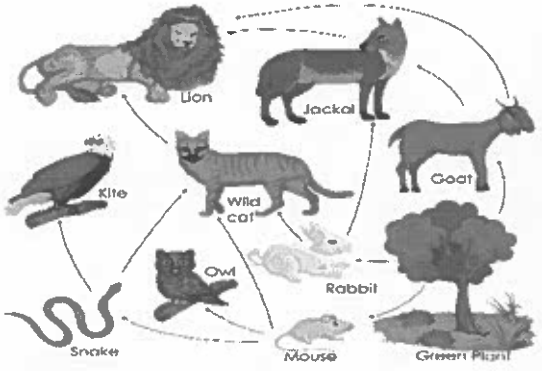
Geography (KS3) – Ecosystems – Year 8

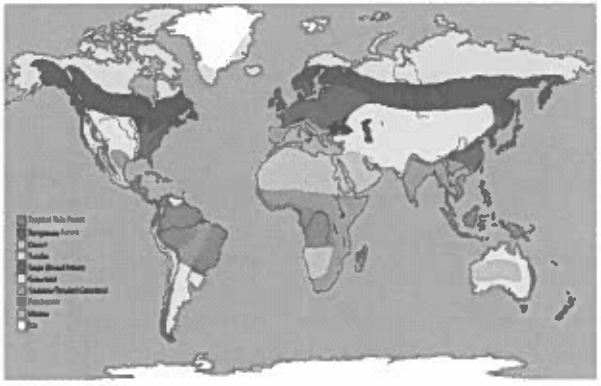
Summary - Position in the Curriculum

Ecosystems is the 5th topic of the Year 8 Geography curriculum. This topic is important as it begins with identifying the key features of small-scale ecosystems before focusing on the characteristics of global ecosystems which you need to learn for your end of unit assessment.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Ecosystem	A community of plants and animals that interact with each other and their physical environment.	*Learn the main aspects of this topic.*	*Revision and self-study questions are below.*
Producers	An organism or plant that is able to absorb energy from the sun through photosynthesis.	*Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.*	*Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.*
Consumers	Organism that eats herbivores and/or plant matter.	A community of plants and animals that interact with each other and their physical environment.	1. *Explain the term 'Ecosystem'.*
Decomposers	Organisms such as bacteria or fungi break down plant and animal matter.	Parts of the ecosystem which are living organisms. Components of the ecosystem which are non-living.	2. *What is the difference between 'biotic' and 'abiotic'?*
Food chain	Connections between different organisms (plants and animals) that rely upon one another as their source of food.	The most productive biomes – which have the greatest biomass- grow in climates that are hot and wet.	3. *Describe the global distribution of tropical rainforests, tundra and desert ecosystems.*
Food web	A complex hierarchy of plants and animals relying on each other for food	High levels of solar radiation create the perfect atmospheric conditions for tropical rainforests to occur in specific parts of the world.	4. *Explain why tropical rainforests are located in the tropics?*
Biome	A large geographical area of distinctive plant and animal groups, which are adapted to that particular environment e.g. tropical rainforest, tundra.	Nutrients are taken up when animals eat plants and then returned to the soil when animals die and the body is broken down by decomposers.	5. Explain why tropical rainforests have a high rate of decomposition and a large biomass?
Biotic	Parts of the ecosystem which are living organisms. E.g. Producers (plants), Decomposers (bacteria) etc.		
Abiotic	Components of the ecosystem which are non-living. E.g. Soil, Sunlight Precipitation (rainfall).		








MFL

French-Year 8 Knowledge Organiser | **Module 1: Vive les vacances !** | **Half Term: 1**

Summary- Position in the Curriculum: In module 1, pupils are introduced to the perfect tense with regular verbs and start to talk about the summer they have just had. This builds on their knowledge of sequencers covered in HT4 in year 7. This will prepare pupils to explore this topic in more depth in module 3 in Y10. Pupils further expand their transactional language in context of buying food at a market. This allows them to revise the present and near future tenses covered in module 4 and 5 in year 7.

Key Vocabulary

les vacances holidays
en Algerie to Algeria
aux États-Unis to the USA
avec mes amis. with my friends
en avion by plane
en bateau. by boat.
en bus by bus
en car. by coach.
en train by train
en voiture. by car.
une semaine de a week of
un mois a month
deux jours two days
au bord de la mer. at the seaside.
à la montagne. in the mountains.
à la campagne. in the countryside.
en colonie de vacances.
at a holiday camp
un spectacle a show
une fête a celebration

Key Phrases

Je suis allé(e) au Maroc.
Nous sommes allé(e)s …
je suis resté(e)
J'ai passé
J'ai réservé
J'ai voyagé en avion.
Avec mes parents
Pendant les vacances
J'ai visité un parc d'attractions.
J'ai fait une balade en bateau.
J'ai fait les manèges.
J'ai pris des photos.
J'ai nagé dans la mer.
j'ai bu
j'ai vu
Je n'ai pas mangé de glaces.
c'était.....
Dans le futur, je voudrais visiter
Ce searai....

Key verbs

Passer (to spend) Resérver (to book) Aller (to go)
Voyager (to travel) Louer (to rent)
Visiter (to visit) Faire (to do)

High Frequency words:

et – and mais – but parce que – because car – because / as

très – very trop – too assez – quite vraiment – truly / really

first of all next then after(wards) last of all
d'abord ensuite puis après finalement
aseez-vraiment-trop-un peu
avec-pendant-jour-semaine-mois-été-hiver-donc/alors

Tenses : Passé composé

The passé composé is a past tense formed by combining the present tense of avoir (to have) or être (to be) as an auxiliary verb with a past participle.

A. Passé compose with **avoir**
Subject + avoir + past participle
J'ai voyagé en avion

B. Passé compose with **être.**
Subject + être + past participle
Je suis allé(e) en France

(Dr. Mrs. Vandertramp)

er changes to **é**	ir changes to i	**Re** changes to **u**
vister	choisir	vendre
visité	choisi	vendu

Irrigular past participles:
Voir (vu) - Lire(lu) – Faire (fait)- dire (dit)
Prendre (pris) apprendre (appris)
Boire (bu) vouloir (voulu)

Expressing opinions and reasons:

Á mon avis	**Je pense que**	**Je dirais que**	**Je crois que**
C'était amusant.	C'était cool	C'était génial.	C'était ennuyeux.
C'était intéressant.	C'était sympa.	C'était moderne.	C'était nul.
C'était inoubliable.	C'était horrible.		

Key questions for self-study

1. Tu es allé(e) où en vacances?
2. Tu as voyagé comment?
3. Qu'est-ce que tu as visité?
4. Qu'est-ce que tu as fait pendant les vacances?
5. C'était comment?

Photo description (PALMs)
People-Location-Activities

- Sur la photo, je peux voir……..
- Ils sont entrain de ……
- Elles sont dans……

Décris la photo.

Follow-on questions.
Q1.Est-ce tu aimes voyager en avion?
Q2. Que penses-tu des vcances au bord de la mer?
Writing :
- Write a blog about your summer holidays for the website of your twinned school in France.

Tricky Pronunciation and Phonics

s-liaison: nous avons **é, ai**: J'ai écouté
nasal sounds en, an : en vacances
u : bu, vu **ou** : tous, beaucoup

French-Year 8 Knowledge Organiser | **Module 2: J'adore les fêtes** | **Half Term: 2**

Summary- Position in the Curriculum: Moving to module 2, pupils build on their knowledge about their favourite celebrations covered in Y7 (module 1) and expand on that. They learn about festivals and celebrations in the Francophone world and they are introduced to traditional French or Spanish cuisine. This will prepare pupils to explore the topics more depth in module 3 in Y10. Pupils further expand their transactional language in context of buying food at a market

Key Vocabulary

la fête celebration/Party
Noël Christmas
Pâques Easter
le 14 juillet Bastille Day
le Nouvel An New Year
la Chandeleur Pancake Day
l'Aïd (Eid)
mon anniversaire my birthday
la fête de la musique
un repas a meal
une crêpe a pancake
un gâteau a cake
les légumes vegetables
du fromage some cheese
de la glace some ice cream
un cadeau a gift
une tranche de a slice of
le déjeuner lunch

Key Phrases

- manger du chocolat.
- acheter des cadeaux.
- faire une soirée pyjama.
- aller chez mes cousins

Ma fête préférée, c'est le carnaval.

Je regarde la parade.
je mange de la glace.
je retrouve mes copains
C'est un plat typique …
C'est une spécialité …du nord de la France.
Il / Elle porte un déguisement.
Il / Elle porte un masque.
Je vais visiter le marché de Noël.
Je regarde la parade.
Je vais manger
je vais fêter
je vais faire la fête

High Frequency words:

le matin l'après-midi le soir dans le futur á l'avenir chaque année aussi puis ensuite en plus étant donné que vu que

Expressing opinions and reasons:

Je n'aime pas tellement je n'aime pas du tout

je pense que – I think that... à mon avis – in my opinion
je trouve que – I find that.....
il fait beau/il fait mauvais/ il fait chaud/ il fait froid

C'est très bon. It is very good. **C'est délicieux.** It is delicious.
C'est savoureux. It is tasty. **C'est un plat typique** It's a typical dish
c'est sain it's healthy **C'est trop commercial.** It's too commercialised

Key verbs

fêter (to celebrate) acheter (to buy)
manger (to eat) boire (to drink)
inviter (to invite) aller (to go)
chanter (to sing)

The immediate future

Subject+ aller + infinitive

"aller" in the present tense + an infinitive (a verb ending in "ER", "IR" or "RE").

Je vais porter une robe

Je vais	porter
Tu vas	fêter
Il, Elle, On va	faire
Nous allons	manger
Vous allez	finir
Ils, Elles vont	visiter

THE PARTITIVE ARTICLE

In a negative sentence, du, de la, des and de l' always change to de or d'.
je ne mange pas **de** viande

Tricky Pronunciation and Phonics

silent final consonant (t, p, x) marrant, tout, beaucoup, cadeaux
silent final -ent: elles marchent
open eu : euros
œu : œufs **closed o** : kilo
eau : morceau **soft c** : morceau

Key Questions for self-study

1. Quelle est ta fête préférée?
2. Qu'est-ce que tu vas porter pour la fête?
3. Qu'est-ce que tu vas manger pour la fête?
4. Qu'est-ce que tu vas faire?
5. Comment as-tu fêté ton anniversaire ? c'était comment ?
6.

Photo description (PALMs)

People-Location-Activities

Décris la photo

Follow-on questions:

Q1. J'aime fêter Noël avec ma famille et mes amis? Et toi?
Q2. Que penses-tu du nouvel an?

Writing:

Write an article for a French school website about how did you celebrate your birthday last year.

Practice online

French-Year 8 Knowledge Organiser | **Module 3: A loisir** | **Half Term: 3**

Summary- Position in the Curriculum: In Module 3, pupils build on giving opinions and sports learnt in Y7 to talk about TV programmes, actors and actresses and digital technology. They develop knowledge of forming and answering questions and spotting verbs in the perfect tense (regular –er verbs, irregular verbs, verbs which take être).

Key Vocabulary

les comédies. comedies.
les dessins animés. cartoons.
les feuilletons. soaps.
les infos. the news.
les jeux (télévisés). gameshows.
les émissions de cuisine. cookery programmes.
les émissions de musique. music programmes
les émissions de sport. sports programmes.
les émissions de science-fiction. science fiction programmes
les émissions de télé-réalité. reality programme
sur ma tablette on my tablet
un film d'animation. an animated film.
un film d'action. an action film.
un film d'horreur. a horror film.
un film de super-héros. a superhero film

Key Phrases

Mon émission préférée, c'est …
Je déteste les comédies.
parce qu'elle n'est pas drôle
Je regarde (les feuilletons) sur Netflix.
Je télécharge
Je joue sur ma Xbox.
Je ne peux pas ce soir.
Je tchatte.
Elle écoute de la musique sur sa tablette.
Je ne regarde jamais Netflix
Je vais aller au cinéma ce soir.
Je vais voir un film d'animation
Ce sera
chez mes amis
seul(e)
avec ma famille
avec mes copains
Hier, j'ai regardé une émission de sport.
J'ai vu une comédie.
Je suis allé(e) au centre commercial
C'était

Key verbs

regarder (to watch)
voir (to see)
aller (to go)
télécharger (to download)
jouer (to play)

Possessive adjectives

mon/ma/mes ……my
ton/ta/tes ……your
son/sa/ses …… his/her

Negatives

ne … pas ……not
ne … jamais ……never
ne … rien ……nothing
Je joue à des jeux vidéo
Je **ne** joue **jamais** à des jeux vidéo.
I never play video games.
Je ne fais rien en ligne.
I don't do anything online.
Je n'ai pas de portable
Il n'est jamais paresseux

Key Questions for self-study

1. Quels sont tes loisirs?
2. Qu'est-ce que tu aimes à la télé?
3. Qui est ton acteur préféré?
4. Qu'est-ce que tu as regardé à la télé hier?
5. Qu'est-ce que tu aimes voir au cinéma?

Photo description (PALMs)
People-Location-Activities

Décris la photo

Follow-on questions :

Q1. Qu'est-ce que tu fais en ligne?

Q2. Qu'est-ce que tu as fait hier?

Writing:

Write to a French pupil in your partner school, telling them how you spend your free time.

Practice online

High Frequency words:

un peu	assez	très	trop	le matin	le soir	le week-end
a bit	quite	very	too	in the morning	in the evening	on the weekend

Expressing opinions and reasons:

J'adore / J'aime … parce qu'il/elle est ……
parce qu'il/elle n'est pas…….
drôle- beau- belle- bon-triste-doué-mauvais-creatif-gentil-travailleur-sympa
nul-ennuyeux-amusant-éducatif-important-utile-inutile

Tricky Pronunciation and Phonics

é : télé **qu**: musique
i : science **-tion** : fiction
-euille: feuilletons

French-Year 8 Knowledge Organiser | **Module 4: Le monde est petit** | **Half Term: 4**

Summary- Position in the Curriculum: Pupils build on the vocabulary related to house and places in town which they learned in Y7 (Module 5). They begin to talk about the activities someone can do in their town and what they do to help at home. They will be introduced the modal verbs and their conjugation in the present tense. In KS4 Module 8, pupils will build on what they have learned in KS3 to discuss problems in their region (KS4 Readiness – Theme 3 and 6).

Key Vocabulary

un appartement a flat
un bâtiment a building
un champ a field
un jardin public a park
un lac a lake
un magasin a shop
une forêta forest
une montagne a mountain
une plage a beach
une rivière a river
un(e) touriste a tourist
une piscine a swiming pool
un marché a market
une gare a station
un parc a park

Key Phrases

On peut
manger des crêpes eat pancakes.
visiter des grottes. visit caves.
aller au cinéma. go to the cinema.
aller à la plage. go to the beach.
aller en ville. go to town.
faire les magasins. go shopping.
faire du canoë-kayak. go canoeing.
faire des randonnées. go for walks.
faire du ski. go skiing

Je dois … I must …
garder ma sœur=look after my sister.
garder mon frère =look after my brother.
ranger ma chambre=tidy my room.
laver la voiture=wash the car.
faire la cuisine=do the cooking.
faire la vaisselle=do the washing-up.
faire la lessive=do the washing.
nourrir les animaux=feed the animals
aider dans le jardin= help in the garden

Key verbs: Modal verbs

The verb 'pouvoir' (to be able to/can)
pouvoir is an irregular modal verb.
It is usually followed by an infinitive.
- **je peux** I can
- **tu peux** you (singular) can
- **il/elle/on peut** he/she/we can
- **nous pouvons** we (people) can
- **vous pouvez** you can
- **ils/elles peuvent** they can

ne...pas around pouvoir makes it negative:
Je ne peux pas aller à l'école. I can't go to school.

devoir (to have to/must) is an irregular modal verb.
It is usually followed by an infinitive.
- **je dois** I must
- **tu dois** you must (singular)
- **il/elle/on doit** he/she/we (people) must
- **nous devons** we must
- **vous devez** you must ((plural or polite)
- **ils/elles doivent** they must

Je dois faire la vaisselle.
I must do the washing up.
Ils doivent aider á la maison
They **must help** at home.

Useful Grammatical Structures :
Modal verb + infinitive

Key Questions for self-study

1. Elle **est comment**, ta région?
2. Qu'est-ce qu'on peut faire dans ta région?
3. Qu'est-ce que **tu as fait** le weekend dernier?
4. Qu'est-ce qu'on doit faire pour aider à la maison?
5. Oú **voudrais-tu habiter** dans le futur et pouquoi?

Photo description (PALMs)

- **Décris la photo**

Follow-on questions:
- Q1. Elle est comment, ta maison?
- Q2. Qu'est-ce que tu vas faire le weekend prochain?

Writing:
Write an email to your Moroccan penpal about Dagenham.

Practice online

High Frequency words:

- **peu de** little, not many
- **beaucoup de** lots of
- **il y a** there is/are
- **vraiment** really
- **Étant donné que** Given that
- **trop de** too much / too many
- **plein de** plenty of
- **assez** quite
- **trop** very
- **un peu** a bit

Expressing opinions and reasons:

- **Je pense que ... A mon avis ... Je crois que ... ...**
- génial-amusant-nul-marrant -sympa - ennuyeux-intéressant-passionnant - paresseux – magnifique - important -fatiguant.
- propre - sale -animé

Tricky Pronunciation and Phonics

A is a bit like the a of father. Never like fate or hate.
Au, aux, eau, eaux make a O sound
When a word ends in a French S and comes before certain words that start with a vowel, it turns into a "Z" sound.

French-Year 8 Knowledge Organiser | **Module 5: Le sport en direct -part 1** | **Half Term: 5**

Summary- Position in the Curriculum: Pupils build on knowledge of sports and leisure vocabulary to give opinions about sports using the comparative (plus …..que) (moins ….que)

Key Vocabulary

faire de la gymnastique.
faire de la musculation.
faire de la natation.
faire de la voile.
faire de l'athlétisme.
faire de l'équitation.
jouer au billard.
jouer au foot(ball).
jouer au handball.
jouer au rugby.
jouer au tennis
amusant(e). interesting.
compliqué(e). complicated
fatigant(e). tiring
intéressant(e). interesting
passionnant(e). exciting.
relaxant(e). relaxing.
facile. easy
difficile difficult
violent(e) violent
un terrain de foot a football pitch
une piscine a swimming pool
une patinoire an ice rink

Key Phrases

Je suis (assez) sportif/sportive.
Je ne suis pas (très) sportif/sportive
Je suis membre d'un club.
il y a …
beaucoup de possibilités sportives.
peu de possibilités sportives.
une salle de fitness
Je m'entraîne deux fois par semaine.
Mon héros sportif …
Mon héroïne sportive est …
Mon héro spotif est……
Mon joueur préferé est.....
Il/Elle a gagné.
Il/Elle a marqué un but.
Je vais à la salle de fitness.
Il faut travailler très dur.
J'ai gagné une médaille aux J.O.
Qu'est-ce que tu fais tous les jours?
Qu'est-ce que tu vas faire à l'avenir?

Key verbs:

jouer á to play
faire to do
pratiquer to practice
trouver to find
penser to think
participer to take part

Using the comparative:

To form regular comparative sentences in French, sandwich your adjectives between the following words:

plus…que (more…than/___er than) for superior comparisons.

moins…que (less…than) for inferior comparisons
plus...que – more....than
moins...que – less...than
aussi....que – as....as

Je trouve le ski plus difficile que le cyclisme.

Je trouve la gymnastique **plus** facile **que** le footing

Key Questions for Self-Study

1. Tu es sportif/sportive?
2. Tu fais quels sports?
3. Quelle est ton opinion sur le sport á Eastbrook ?
4. Qu'est-ce que tu as fait récemment?
5. Qu'est-ce qu'il faut faire pour être champion(ne)?

Photo description (PALMs)

Décris la photo

Follow-on questions :

Q1. Qu'est-ce que tu n'aimes pas comme sports?

Q2. Est-ce que tu aimes le billard?

Writing:

Write to your Penpal in Guadeloupe about which sports you can do in Dagenham and sports you have done recently.

High Frequency words:

puis – then ensuite – next soudain – suddenly toujours - always
souvent – often avec – with sans – without si - if
pour donc/alors parfois en ce moment en été
for so/therefore sometimes at the moment in summer

Expressing opinions and reasons:

Je trouve le tennis ... Je trouve la voile ...
Je trouve le ski plus difficile À mon avis / Pour moi …
Je pense que le footing est plus facile que la natation.
Je dirais que la voile est moins amusante que le ski.

Tricky Pronunciation and Phonics

-eille: oreille
-œil : œil
u vs. ou: rhume, douleur
h: hockey **u** : judo
a : handball **y** : rugby

Practice online

French-Year 8 Knowledge Organiser | **Module 5: Le sport en direct -part 2** | **Half Term: 6**

Summary- Position in the Curriculum: Pupils learn about injuries and illness (Physical wellbeing) and tak part in a conversation with the doctor using il faut + infinitive and the near future tense

Key Vocabulary

tête (f)	head
main (f)	hand
activité (f)	activity
yeux (mpl)	eyes
corps (m)	body
cœur (m)	heart
pied (m)	foot
santé (f)	health
énergie (f)	energy
médecin (mf)	doctor
danger (m)	danger
maladie (f)	illness
malade	ill
physique	physical
bras (m)	arm
exercice (m)	exercise
hôpital (m)	hospital
bouche (f)	mouth
oreille (f)	ear
doigt (m)	finger
medicament	medicine
jambe (f)	leg
nez (m)	nose
handicapé	disabled
gorge (f)	throat
lunettes (fpl)	glasses

Key Phrases

Je me suis blessé(e) au dos.
J'ai un rhume.
J'ai la grippe.
J'ai de la fièvre.
Je suis malade
il/elle est malade
Depuis quand?
Depuis trois jours / une semaine
Il faut boire beaucoup d'eau.]
Bonjour, docteur.
Vous allez bien?
Ça ne va pas.
D'accord. Il faut …
Merci. À bientôt.
Il faut boire beaucoup d'eau.
Il faut rester au lit.
Il faut prendre des antidouleurs.
Il faut travailler dur
manger des fruits et des légumes
boire beaucoup d'eau
être déterminé(e)
Il ne faut pas fumer
il ne faut pas

High Frequency words: depuis since quand when
jour day semaine week beaucoup de a lot of

Expressing opinions and reasons:

c'est bon pour la santé	c'est mauvais pour la santé
c'est sain	c'est malsain
c'est dangereux	c'est mauvais
c'est important	c'est utile
c'est mal	ce n'est pas mal

Key verbs:

avoir être prendre rester boire éviter
boire manger dormir voir faire

To say **you're ill or something hurts,** you use the expression:

J'ai mal à (+ the part of the body)

e.g. J'ai mal au dos – I've got backache

Remember! When à comes in front of le, la, l' or les, the following rules apply:

- **à + le = au** J'ai mal **au** bras
- **à + la = à la** J'ai mal **à la** jambe
- **à + l' = à l'** J'ai mal **à l'**oreille
- **à + les = aux** J'ai mal **aux** épaules

J'ai comes from the verb **avoir** (to have). If you want to talk about someone other than yourself, **you need to change j'ai** for the correct part of avoir.

e.g. il a mal au dos – he has backache

Using the imperative (vous form)

L'impératif is the tense used when giving **orders, advice, instructions, or expressing wishes.**

Mange tes legumes – (tu)

Mangez les legumes –(vous)

Using il faut and il ne faut pas + infinitive

Expressing necessity and obligation in French use **Il faut + infinitive** = to need to [do something] OR must (do something)

Tricky Pronunciation and Phonics

-eille: oreille **-œil : œil**

u vs. ou : rhume, douleur

qu : est-ce que

nasal sounds am, an, en: champion, manges, récemment

.

Key Questions for self-study

1. Qu'est-ce que tu fais comme sport?
2. Est-ce que tu as participé à une compétition récemment?
3. Qu'est-ce que tu vas faire à l'avenir?
4. Qu'est-ce qu'il faut faire pour être champion(ne)
5. Qu'est-ce qu'il faut faire pour rester en forme ?

Photo description (PALMs)

Sur la photo, je peux voir……..
Ils sont dans……..
Á mon avis, il ……..

Décris la photo
Follow – on questions:
Q1- Décris moi une visite récente chez le docteur.
Q2- Qu'est-ce que tu vas faire pour rester en forme?

Writing:
Create your own dialogue in the doctor's office.

Practice online

Computing/IT

Computer Science	Term 1	8.1 Python

Summary- Position in the Curriculum

It is an introduction to Python, a powerful but easy-to-use high-level programming language. Although Python is an object-oriented language, at this level the object-oriented features of the language are barely in evidence and do not need to be discussed. The focus is on getting pupils to understand the process of developing programs, the importance of writing correct syntax, being able to formulate algorithms for simple programs and debugging their programs. The pupils' final programs are put into a learning portfolio with evidence of correct running, for assessment purposes.

National Curriculum link/strand: Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem.
Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Variable - A named location in memory used to store data that can be changed during program execution.		Programming is giving a set of instructions to a computer to execute.	Write pseudocode to outline the steps in an algorithm using IF statements prior to coding.
String (str) - A sequence of characters enclosed in quotation marks, used to represent text.		String- What It Is: A string is a type of data used for text. It's made up of characters like letters, numbers, and symbols, and it's always written inside quotation marks. Example: "Hello", "123", "Happy Birthday!"	What is the difference between the four key data types; string, integer, float and Boolean?
Boolean - A data type with only two possible values: True or False.		Integer - What It Is: An integer is a whole number without any decimal point. It can be positive, negative, or zero. Example: 5, -3, 0	Write examples of the correct method used to assign variables data values, using both assignment statements and arithmetic operators?
List - An ordered collection of items, which can be of different data types, enclosed in square brackets.		Float What It Is: A float is a number that has a decimal point. It's used for more precise values, especially when you need to represent fractions. Example: 3.14, 0.5, -2.0	
Integer - an integer (int) is a data type used to represent whole numbers without any fractional or decimal parts. Integers can be positive, negative, or zero.		Boolean: What It Is: A Boolean is a type of data that can only be one of two values: True or False. It's often used to make decisions in programs. Example: True, False	Distinguish between syntax and logic errors and be able to find and correct both types of error.
Float - a float (short for "floating point number") is a data type used to represent real numbers that have a fractional part		**Syntax Error** - An error in the code caused by violating the rules of the programming language, making it impossible to parse	Use relational operators to control the order in which program statements are executed and in what order (if and while statements).
If Statement - Condition: The "if" statement checks if something is true or false.			Write a Python program using a for loop to display the times table from 1 to 12
While loop - A "while" loop is like a set of instructions that the computer repeats over and over again as long as a certain condition is true.			

Comparison Operators

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

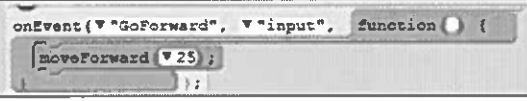
Computer Science	Term 1	8.2 Mobile App

Summary- Position in the Curriculum

Today, there's an app for every possible need. With this unit learners walk through the entire process of creating their own mobile app, using App Lab from code.org. Building on the programming concepts learners used in previous units, they will work to perform user research, design their app, write the code for it, before finally evaluating and publishing it for the world to use.

National Curriculum link/strand:

- Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.
- Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables, or arrays]; design and develop modular programs that use procedures or functions.
- Understand several key algorithms that reflect computational thinking; use logical reasoning to compare the utility of alternative algorithms for the same problem.
- Create, reuse, revise, and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Decomposition - breaking a problem down into more manageable chunks.		Programming an app for a mobile device can be a daunting task to undertake. Decomposing the problem helps us make the task less daunting and more achievable.	What is the purpose of decomposing a programming project?
Events handling - something that happens during the execution of a program that the program can respond to. Such as User Actions, System Changes.		In programming, an event is something that happens during the execution of a program that the program can respond to. Events are often actions performed by the user or changes in the system state. The program can be set up to "listen" for these events and then execute specific code when they occur.	What is an event? Explain with an example.
Sequencing – specific order in which instructions or statements are executed in a program.		Examples of events: Click Event: Happens when a user clicks a mouse button. Keypress Event: Happens when a user presses a key on the keyboard. Mouseover Event: Happens when a user moves the mouse over a certain part of the screen. Load Event: Happens when a webpage or resource finishes loading.	Looking at the code below, what triggers the event? 
Variables - "A value that can change depending on conditions or information passed to the program."			Define what a variable is and explain how to create a variable in App Lab.
Selection - "One of the three basic programming constructs. Instructions that can evaluate a Boolean expression and branch off to one or more alternative paths."		Arithmetic Operators + Addition - Subtraction * Multiplication / Division MOD Modulus DIV Quotient ^ Exponentiation (to the power)	Be able to use the If statement in App Lab.  Be able to assign values to variables in App Lab. 
Operators – symbols: + - / * ^ "Used in mathematical expressions (e.g., num1 + num2 = sum)."			Be able to create a simple multiple choice quiz app using App Lab.

Computer Science	Term 1	8.3 HTML

Summary- Position in the Curriculum

Pupils will learn the basics of HTML and CSS, and how to create a responsive design which adapts to any size of screen for viewing on, say, a mobile phone or a PC. They will learn how to create text styles and add content, including text and graphics, in a specified position on a page, as well as navigation links to other pages on their website and to external websites.

National Curriculum link/strand:

- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.
- Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
HTML – Hyper Text Markup Language: The scripting language used to create webpages.			Write CSS to define the styles used in a web page.
Tags – most tags have an open and closing tag to inform the browser when to deal with the text			Create a simple navigation system using HTML.
Style – used to determine the formatting of the webpage and can be used to set the colours of fonts and backgrounds as well as text size and fonts.			Use a CSS design to create a template for a web page using HTML.
CSS –Cascading Style Sheet, used in web pages to link styles to multiple pages.			Create their own multi-page website.
Hyperlink – a clickable link to open another webpage. Can be placed on text or images.		Be able to write HTML code to create a simple web page and display it in a web browser. Create a responsive design to enable webpages to be viewed on multiple screen sizes.	Know HTML code for Inserting formatted text, images and links on web pages.
Responsive design – This is when the layout of the page automatically adjusts to suit the size of the devices' screen.			

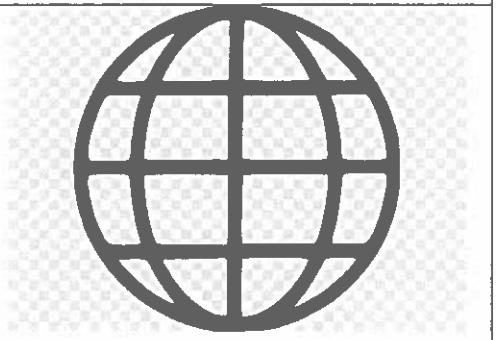
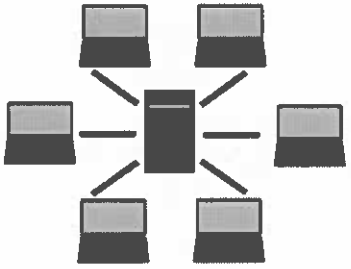
Tag	Description
<html> ... </html>	Declares the Web page to be written in HTML
<head> ... </head>	Delimits the page's head
<title> ... </title>	Defines the title (not displayed on the page)
<body> ... </body>	Delimits the page's body
<h*n*> ... </h*n*>	Delimits a level *n* heading
...	Set ... in boldface
...	Set ... in italics
...	Center ... on the page horizontally
...	Brackets an unordered (bulleted) list
...	Brackets a numbered list
...	Brackets an item in an ordered or numbered list
 	Forces a line break here
<p>	Starts a paragraph
<hr>	Inserts a horizontal rule
<img src="...">	Displays an image here
 ... 	Defines a hyperlink

Computer Science	Term 4	Networks

Summary- Position in the Curriculum

This unit covers local and wide area network basics. Pupils learn that the World Wide Web is part of the Internet, how web addresses become IP addresses using DNS, and data transmission. They plan a local area network, study client-server and peer-to-peer networks, cloud computing, data security, and encryption.

National Curriculum link/strand: **Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems**

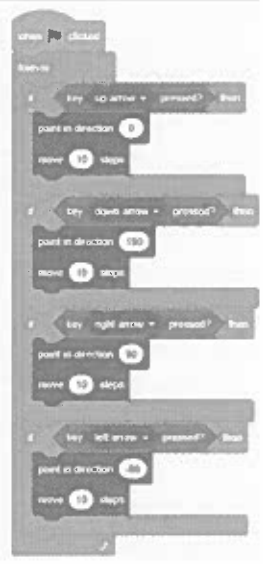
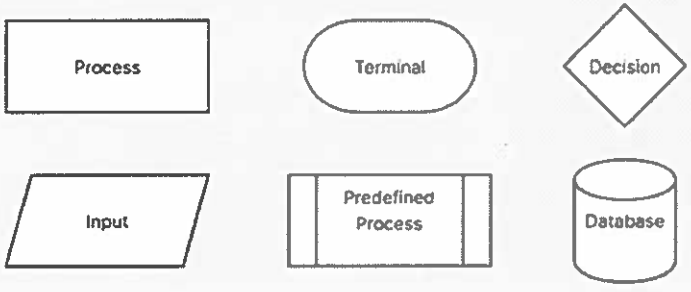
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Internet: A global network connecting millions of computers, allowing them to communicate and share information.		The Internet is a wide area network (WAN); the World Wide Web is part of the Internet.	1.Define the meaning of the terms "domain name", http protocol
World Wide Web: A part of the Internet that contains websites and web pages, which can be accessed using a web browser.		A domain name is a website's address; HTTP protocol is used to transfer web pages.	2.Give examples of LANs and WANs and State three different network topologies
URL (Uniform Resource Locator): The address used to access a specific website or web page on the World Wide Web.		Packet switching breaks data into packets sent independently and reassembled at the destination.	3.Describe what is meant by a client-server network and state some of its advantages
IP Address: A unique string of numbers that identifies each computer connected to the Internet.		LAN: Home Wi-Fi network. WAN: The Internet.	
Protocol: A set of rules that determine how data is transmitted over the Internet.		Star, bus, and ring.	4.Design a network layout for their school, using icons to represent server, hub, switch, router, Internet, workstation, printer
Wide Area Network (WAN): A network that covers a large geographical area, like a city, country, or even the world.		A client-server network has servers providing resources to clients. Advantages: Centralised control, easier management.	
Local Area Network (LAN): A network that covers a small area, like a home, school, or office.		Transmissions are encrypted for security. Example: Simple substitution cipher.	5.Describe the concept of cloud computing and some of the benefits it brings to individuals and organisations
Data Packets: Small pieces of data sent over a network, which are reassembled at the destination to form the complete message.		Bandwidth is the amount of data transferred per second; higher bandwidth means faster data transfer.	
Packet Switching: A method of sending data in small packets over a network, where each packet can take a different path to the destination.		Buffering temporarily stores data to ensure smooth playback during streaming.	
Domain Name: A human-readable address for a website, like www.example.com, which is easier to remember than an IP address.			
Client-Server Network: A network structure where servers provide resources and services to client computers.			
Encryption: The process of converting data into a code to prevent unauthorised access, ensuring the data remains secure.			

Computer Science	Term 5	Algorithms with Scratch

Summary- Position in the Curriculum

This unit introduces fundamental computing concepts. Students will learn to design algorithms, use variables to store and manage data, and apply basic coding techniques such as sequencing, loops, and conditionals. The unit also covers annotating code with comments for clarity, using operators for calculations and comparisons, and applying Boolean logic for decision-making. This foundation helps students build essential problem-solving and programming skills.

National Curriculum link/strand: Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem

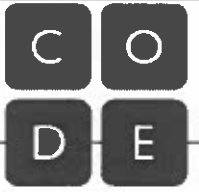
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Algorithm: A process or set of rules to be followed in order.		An algorithm is a set of step-by-step instructions to solve a problem. To create one, define the problem, break it into steps, list these steps in order, and test to make sure it works.	What is an algorithm?
Annotate: Add a note giving an explanation or comment.		A variable is a storage spot for data that can change. To use one, declare it with a name, assign it a value, and then use it in your code to store and update data.	What is a variable?
Boolean: An expression used in computer programming that can result in either true or false.		Basic coding techniques include sequencing (ordering instructions), loops (repeating instructions), and conditionals (making decisions with `if` statements).	What are the co-ordinates of the centre point of the stage area?
Code: Program instructions.		Annotating code means adding comments to explain what each part does. This helps make the code easier to understand and maintain.	
Condition: Also known as IF-THEN. For example, IF the dragon sprite touches the key sprite THEN add 1 point to the score.		Operators are symbols that perform operations, such as `+` for addition, `-` for subtraction, and `==` for equality checks.	Can you explain what is happening in the below code?
Coordinates: Used to identify a specific point on the stage area using X (left to right) and Y (up and down). The centre point is written as (0,0).		Boolean equations use true or false values with logical operators: `and` (both conditions must be true), `or` (at least one condition must be true), and `not` (inverts the value).	
Loop: Repeats a specific sequence of programmed instructions.			
Operators: Symbols used to represent actions, such as (>) greater than, (<) less than, (=) equal to.			
Sprite: An animated object, separate from the background of the game.			
Variable: A value that can change depending on conditions in the program. For example, the score is a variable and will increase when a condition, such as the dragon sprite touching a key sprite, is met.			

Computer Science	Term 6	Code.org – Express Course Part 2

Summary- Position in the Curriculum

This is a multi-year unit that students will do in term 6 of year 7 and year 8. The Express Course (2023) on Code.org is a beginner-friendly introduction to computer science, designed to make learning accessible and engaging for newcomers. It offers a structured series of lessons that cover fundamental programming concepts and computational thinking through interactive activities and projects. The course features a mix of block-based and text-based coding to build foundational skills, and includes quizzes and immediate feedback to support learning. Aimed at demystifying technology, it provides an intuitive interface and a supportive environment to help learners from diverse backgrounds develop essential digital literacy and problem-solving skills.

National Curriculum link/strand: Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem.
Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Code: The written instructions in a programming language that tell the computer what to do. Understanding how to write and interpret code is essential for developing software.		There are key programming principles such as sequencing (arranging commands in order), loops (repeating actions), conditionals (making decisions based on conditions), and events (actions triggered by user interactions).	1 How would you use a variable to track the score in a game? Describe how you would update and display this variable in your program.
Function: A reusable piece of code that performs a specific task. Functions help to make programs more modular and easier to manage.		Debugging Skills allows designers to identify and resolving errors in code, which includes checking for mistakes, correcting issues, and refining programs to ensure they function as intended.	2 If you were designing a game where a player collects items to increase their score, how would you decompose this problem into smaller tasks?
Iteration: The process of repeating a set of instructions or steps until a desired outcome is achieved. Iteration is often used in loops and repetitive tasks in programming.		Familiarity with both block-based and text-based coding syntax and logic enables a person to write and understand simple code, regardless of the programming environment. This foundational knowledge is essential for creating functional programmes and for transitioning between different types of programming languages and tools.	3 Compare how a simple loop would be written in a block-based language versus a text-based language. Provide examples for both.
Variables: Named storage locations in code that hold data values. Variables are used to store and manipulate information within a program.		Computational thinking equips individuals with a systematic approach to problem-solving, helping them to analyse problems effectively, leverage patterns for solutions, and develop efficient and robust solutions.	4 How would you implement an event-driven approach to start a game when a button is clicked? Describe the event handling process.
Conditionals: Statements that perform different actions based on whether a condition is true or false. Conditionals (like if-else statements) are used to control the flow of a program.		Functions allows for the effective organisation and reuse of code, leading to cleaner, more maintainable, and efficient programs. Functions facilitate modularity, reduce redundancy, and improve overall code management.	5 Describe how you would apply project-based learning to develop a complete interactive story. Outline the major steps involved in creating such a project.
Event-Driven Programming: A programming paradigm where the flow of the program is determined by events such as user interactions or system-generated events.		Variables involves defining them, updating their values, and employing them effectively within a program. Variables facilitate data storage, manipulation, and reuse, making them crucial for creating dynamic and functional software.	 

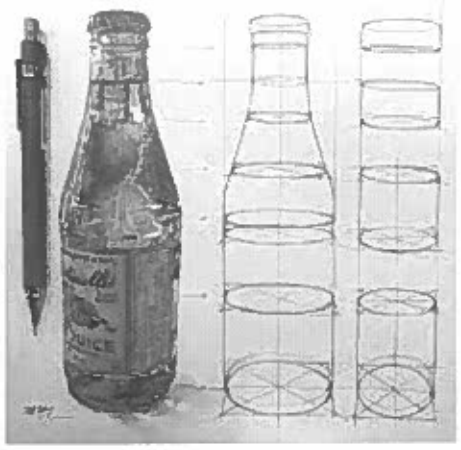
Visual Arts

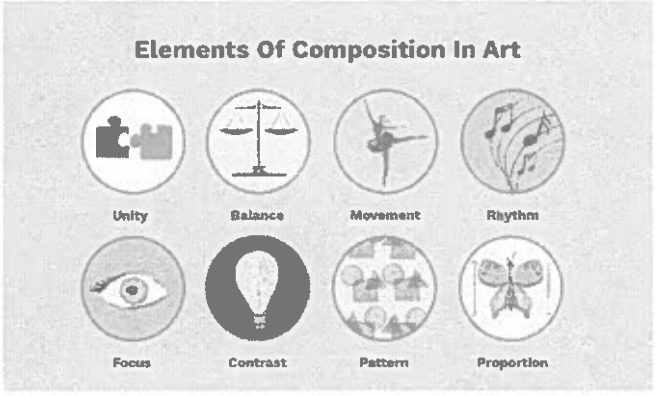
KS3 Art & Design - Year 8 Half Term 1

Summary - Position in the Curriculum

Year 8 students will explore the theme of Still Life. They will develop knowledge skill and understanding of a range of artists who have been inspired by Still Life in many forms. This will include developing skills in a range of techniques, including technical drawing in a range of materials, watercolour paints and printing.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
OBSERVATIONAL DRAWING	Drawing what you SEE in front on you.	OBSERVATION DRAWING means drawing what you see. Observation Drawing or Drawing from Observation comes in many forms, from a simple SKETCH of something in front of you to the surrounding LANDSCAPES or even a reference image from ONLINE SOURCES.	Revision and self-study activities are below.
COMPOSITION	Where you PLACE the object/s on the page.	COMPOSITION in art is the way in which different ELEMENTS of an artwork are combined. In general, this refers to the key SUBJECTS of the artwork and how they are ARRANGED in relation to each other.	Choose 1 per week to practice techniques and improve your skill levels.
PROPORTION	How the SIZES of different parts of an OBJECT RELATE to each other.	PROPORTION refers to the DIMENSIONS of a COMPOSITION and relationships between HEIGHT, WIDTH and DEPTH. How PROPORTION is used will affect how REALISTIC or STYLISED something seems. PROPORTION also describes how the sizes of different parts of a piece of art or design relate to each other.	1. REVISE the definitions and spelling of the Still life terminology.
TONE	How LIGHT or DARK something is.	In painting, TONE refers to the RELATIVE LIGHTNESS or DARKNESS of a COLOUR. One COLOUR can have an almost infinite number of different TONES. TONE can also mean the COLOUR itself.	2. PRACTICE the full range of technical drawing, via activities set by your teacher.
SCALE	The physical SIZE of a work of art or object in the artwork.	SCALE refers to the overall physical size of an artwork or objects in the artwork. We always relate SCALE to the size of the human body - how big or small the piece is in RELATION to us. An artist may decide to use a SCALE which is different from life-sized and this will have an impact on how it feels.	3. RESEARCH the artist JANET FISH and her use of ELLIPSES.
PERSPECTIVE	PERSPECTIVE in art usually refers to the REPRESENTATION of THREE-DIMENSIONAL OBJECTS or SPACES in TWO DIMENSIONAL artworks.	In art, there are three types of PERSPECTIVE: one-point, two-point, and three-point. These are used by artists to show THREE-DIMENSIONAL SPACE, particularly when depicting LANDSCAPES and ARCHITECTURAL spaces.	4. Create a TONAL BAR using a range of 2B → 6B pencils.
ELLIPSES	An ELLIPSE in art is an OVAL, but the term generally refers to an OVAL used to represent a TITLED CIRCLE that adds to the impression of DEPTH and PERSPECTIVE.	In GEOMETRY, an ELLIPSE is a two-dimensional shape, that is defined along its AXIS. An ELLIPSE is formed when a cone is INTERSECTED by a plane at an ANGLE with respect to its BASE. It has two focal points. The sum of the two distances to the FOCAL POINT, for all the points in CURVE, is always CONSTANT. Artists use ELLIPSES to depict CIRCULAR objects at an ANGLE in THREE-DIMENSIONS.	5. Explore PERSPECTIVE in art through https://www.tate.org.uk/art/art-terms



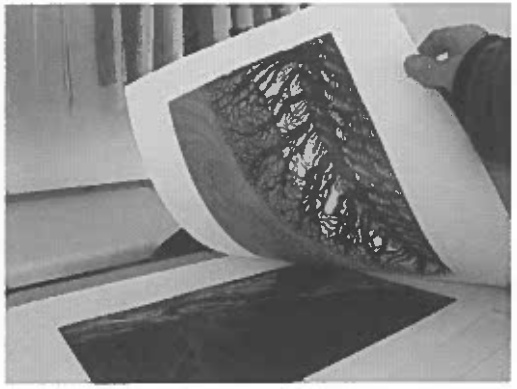


KS3 Art & Design - Year 8 Half Term 2

Summary - Position in the Curriculum

Year 8 students will explore the theme Still Life. They will develop knowledge skill and understanding of a range of artists who have been inspired by Still Life in many forms. This will include developing skills in a range of techniques including technical drawing in a range of materials, watercolour paints and printing.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
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.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
ART MOVEMENT	An ART MOVEMENT refers to a group of artworks or artists that all share something in COMMON.	This could be a PARTICULAR METHOD of CREATION, a STYLE, an IDEA or PHILOSOPHY, or simply that they all exist around the same TIME. There are many different ART MOVEMENTS including Impressionism; Fauvism; Cubism; Futurism; Expressionism; Dada; Surrealism; Abstract Expressionism; and Pop Art.	1. Learn how to create a poly block print. https://www.youtube.com/watch?v=R33WQuc4V0o
POLY TILE	POLYSTYRENE TILES that you can DRAW into SURFACE of using a pencil to create RELIEF AREAS.	Pick up your TILE and carefully place INK / face down onto your PAPER. Rub the back of the tile firmly until your print TRANSFERS clearly. Slowly peel the paper off one corner first checking it has transferred before fully removing it. If it hasn't keep rubbing it.	2. CREATE a Still Life of ELLIPTICAL OBJECTS using a RANGE of TONAL VALUES in any medium.
PRINTING INK	A special kind of INK for PRINTING.	TRADITIONAL printmaking TECHNIQUES include WOODCUT, ETCHING, ENGRAVING, and LITHOGRAPHY, while modern artists have expanded available techniques to include SCREEN PRINTING.	3. WATCH video on Andy Warhol https://www.youtube.com/watch?v=DI5P_67AGgY
ROLLER	There are two types of ROLLERS: LEATHER rollers and SYNTHETIC rubber rollers	These are used to ROLL out INK ready for PRINTING. They must be kept upright so that ink does not accidently TRANSFER onto the table or work.	4. Draw a CAN of food from your kitchen, in the style of Andy Warhol.
INK TRAY	Plastic tray	The tray is used to hold the INK.	5. RESEARCH PRINTING techniques: https://www.bbc.co.uk/bitesize/guides/z38s6yc/revision/1
WATERCOLOUR	WATERCOLOUR PAINT consists of fine PIGMENT particles suspended in a water-soluble BINDER.	There are two fundamental TECHNIQUES in WATERCOLOUR PAINTING. WET-on-WET and WET-on-DRY.	

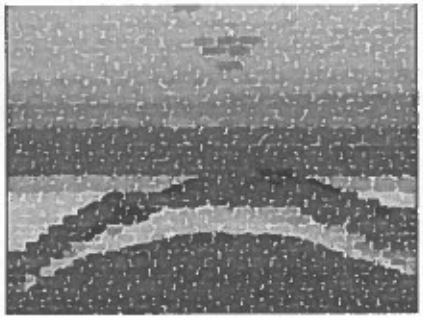


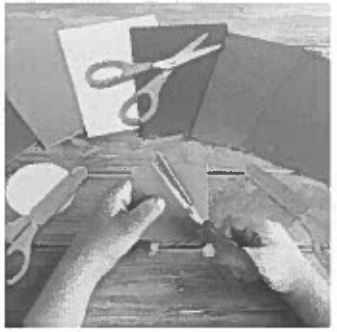
KS3 Art & Design - Year 8 Half Term 3

Summary - Position in the Curriculum

Year 8 students study Abstraction, developing knowledge, skill and understanding of Abstract art through artists such as Alma Thomas. They will also expand their IT skills by producing a PowerPoint demonstrating critical understanding of an artist. They will explore collage mosaics, experiment with pattern and explore colour.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
POWERPOINT	A SOFTWARE package designed to create electronic PRESENTATIONS consisting of a series of separate pages or SLIDES.	Develop KNOWLEDGE and SKILL in the use of PowerPoint to create eye-catching PRESENTATION on an Artist or Movement.	Revision and self-study activities are below.
CONTEXT	What INFLUENCED the Artist to create the Artwork?	Questions: What can you SEE in the art work? When was it CREATED? What was HAPPENING in the world at the TIME that might have INFLUENCED the Artwork? How does this AFFECT the Artwork?	Choose 1 per week to practice techniques and improve your skill levels.
PROCESS	How the Artwork was PRODUCED/made.	Questions: What MEDIA/ MEDIUM? What TECHNIQUES have been used? What SIZE is the Artwork? What IMPACT does this have on the VIEWER? Is the image REALISTIC or ABSTRACT?	1. REVISE the terminology and definitions in this unit, including correct spelling.
MOOD	To describe the ATMOSPHERE and the EMOTION the Artwork evokes in the viewer feel.	Questions: Does the Artwork capture a MOOD, FEELING or EMOTION? Describe the mood of the image. How has this been ACHIEVED?	2. PRACTICE the full range of techniques in this unit, via activities set by your teacher.
CONTENT	What you SEE in the Artwork.	DESCRIBE the Artwork as though you were explaining it to someone who cannot see it. EXPLAIN WHY the Artist has created the Artwork.	3. Set up a STILL LIFE as home. RECORD line, ellipses and detail. Apply tone with graphite.
REALISM	The term is also generally used to describe artworks painted in a REALISTIC almost PHOTOGRAPHIC way.	There are many types of realism in Art including PHOTOREALISM and HYPERREALISM. Photorealism REJECTED the PAINTERLY qualities by which individual artists could be recognised, and instead strove to create pictures that looked PHOTOGRAPHIC. HYPERREALISM is a genre of painting and sculpture resembling a HIGH-RESOLUTION photograph.	4. Set up a still-life at home. Produce a painting or colour pencil drawing.
ABSTRACT	ABSTRACT Art is Art that does NOT attempt to represent an accurate depiction of a visual REALITY but instead uses SHAPES, COLOURS, FORMS and GESTURAL MARKS to achieve its EFFECT.	ABSTRACT artists use a variety of TECHNIQUES to create their work, mixing TRADITIONAL means with more EXPERIMENTAL ideas. Abstract Art includes the MOVEMENTS of SURREALISM, DADAISM, CUBISM, and FAUVISM.	5. RESEARCH an artist who was influenced by Alma Thomas.
POLY TILE	POLYSTYRENE tiles that you can DRAW into surface of using a pencil to create RELIEF AREAS.	Pick up your TILE and carefully place INK / face down onto your PAPER. Rub the back of the tile firmly until your PRINT TRANSFERS clearly. Slowly peel the paper off one corner first checking it has TRANSFERRED before fully removing it. If it hasn't keep rubbing it.	



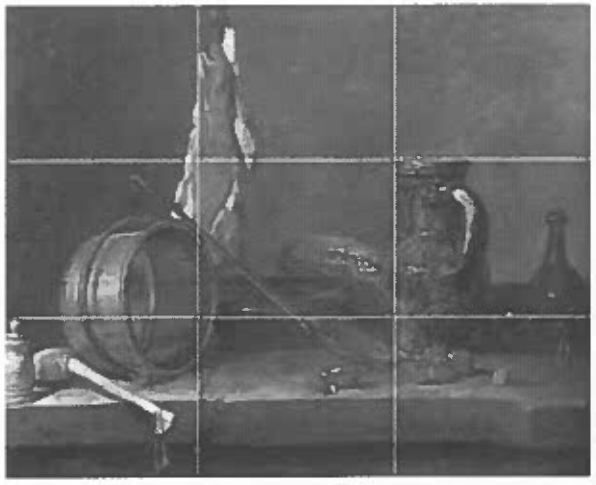


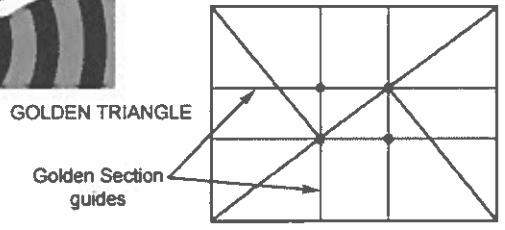
KS3 Art & Design - Year 8 Half Term 4

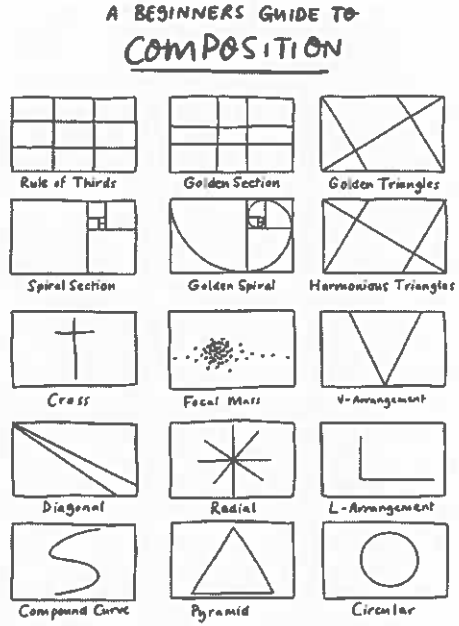
Summary - Position in the Curriculum

Year 8 students study ABSTRACTION. Developing knowledge, skill and understanding of Abstract art through artists such as Alma Thomas. They will also expand their IT skills by producing a PowerPoint demonstrating critical understanding of an artist. They will explore collage mosaics, experiment with pattern and explore colour.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
COMPOSITION	COMPOSITION is the way in which different ELEMENTS of an artwork are COMBINED. This refers to the key SUBJECTS of the artwork and how they are ARRANGED in RELATION to each other.	The ELEMENTS of COMPOSITION in Art: VALUE, FORM, LINE, SHAPE, TEXTURE, SPACE and COLOUR. There are rules we use in Art to help with COMPOSITION this include RULE of THIRDS, The GOLDEN MEAN, and the GOLDEN TRIANGLE.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
POSTER PAINT	Ready mixed WATER-BASED paint.	POSTER PAINT is an opaque WATER-BASED paint. Like water-colour, it can be softened with water once dry.	1. CREATE a Collage in a range of papers including magazines and newspapers.
COLLAGE	COLLAGE describes both the TECHNIQUE and the resulting work of art in which pieces of paper, photographs, fabric are ARRANGED and STUCK DOWN onto a SUPPORTING SURFACE.	There are different types of COLLAGES in Art: PAPER Collages. These are images created with cut out shapes; DIGITAL Collages. This kind is made using computers; MIXED MEDIA Collages. These use a RANGE of different ELEMENTS; PHOTOMONTAGE Collages. These use PHOTOS as the main ELEMENT.	2. WATCH how to make a Collage at home inspired by Alma Thomas. https://www.youtube.com/watch?v=FE8lw0_8XCg
PVA GLUE	PVA GLUE is a vinyl polymer and is a type of thermoplastic.	It has a rubbery CONSISTENCY and is an adhesive, meaning it can STICK to porous materials like wood and paper. It's often white and dries TRANSPARENT.	3. RESEARCH an artist who uses Collage in their ART in their work.
SUGAR PAPER	CONSTRUCTION paper, also known as sugar paper, is coloured CARDSTOCK paper.	The TEXTURE is slightly rough, and the surface is UNFINISHED. Due to the SOURCE MATERIAL, mainly wood pulp, small particles are visible on the paper's surface. It is used for PROJECTS or CRAFTS.	4. Copy the 'BEGINNERS GUIDE TO COMPOSITION' diagrams below.
			5. FIND three paintings that use the GOLDEN TRIANGLE in their COMPOSITION.





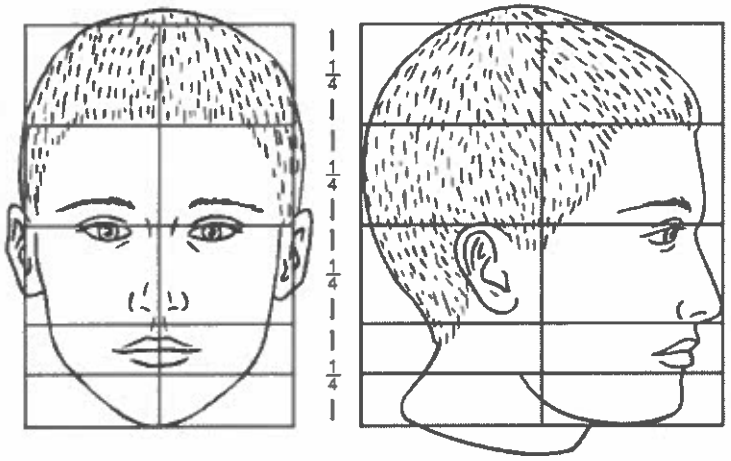


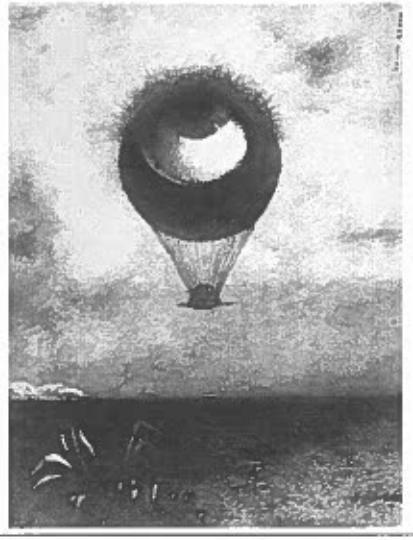
KS3 Art & Design - Year 8 Half Term 5

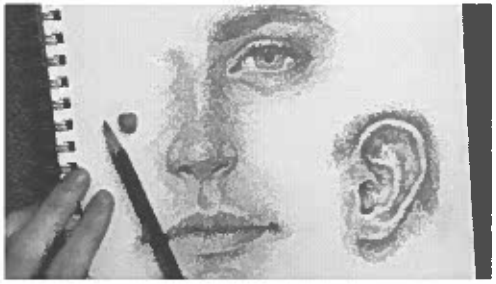
Summary - Position in the Curriculum

Year 8 students return to portrait studies, as part of our spiral curriculum, studying artists such as Frida Kahlo. They will develop their knowledge and skill in drawing facial features and facial proportions. They will develop knowledge and understanding of Portrait artists. They will experiment with a range of media including graphite, colouring pencil, painting and printing, whilst exploring themes around IDENTITY & SYMBOLISM.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
PASTICHE	PASTICHE art uses the DISTINCT imagery or STYLE of ANOTHER ARTWORK, while still INFUSING the artist's OWN STYLE.	This allows artists to CELEBRATE the great artists in ART HISTORY. Gaining INSPIRATION from the artists STYLE/ TECHNIQUE while improving own Art skills.	Revision and self-study activities are below.
PROPORTION	How the SIZE of different PARTS of an OBJECT RELATE to each other.	PROPORTION refers to the DIMENSIONS of a COMPOSITION and RELATIONSHIPS between HEIGHT, WIDTH and DEPTH. How PROPORTION is used will affect how REALISTIC or STYLISED something seems.	Choose 1 per week to practice techniques and improve your skill levels.
FACIAL GUIDELINES	The LINES we use to help MEASURE out facial PROPORTIONS.	Drawing GUIDELINES is about using fundamental & basic GEOMETRICAL SHAPES. Like CUBES, CIRCLES or LINES, to facilitate drawing different POSES & SHAPES. You can also use GRIDING TECHNIQUE.	1. REVISE the terminology and definitions in this unit, including correct spelling.
FACIAL FEATURES	PARTS of the FACE e.g., eyes, nose, mouth and eyebrows.	The face is divided into: the UPPER THIRD, which runs from your hairline to your brows; the MIDDLE THIRD, which extends from the brow to your nose tip; the LOWER THIRD, which runs from the nose tip to the narrowest part of your chin.	2. PRACTICE the full range of techniques in Portraits via activities set by your teacher.
BLENDING	The TECHNIQUE of gently FADING two or more COLOURS or TONES.	BLENDING is the PROCESS of FUSING two colours together so that the paint TRANSITIONS from one colour to another, or COMBINES to create a new colour or shade.	3. Watch video on Frido Kahlo: https://www.youtube.com/watch?v=S9Vz9xdMNuA
TONE	How LIGHT or DARK something is.	TONE could refer to BLACK, WHITE and the GREY TONES between. It could refer to how LIGHT or DARK a COLOUR appears. In real life TONE is created by the way LIGHT falls on an object.	4. Collect PORTRAITURE extension work from your teacher.
SYMBOLISM	The REPRESENTATION of SUBJECTS or IDEAS by use of a DEVICE or MOTIF to create underlying MEANING.	A LITERARY and ARTISTIC MOVEMENT that originated in FRANCE and spread through much of Europe in the LATE NINETEENTH CENTURY.	5. RESEARCH another artist who features their IDENTITY in their work.
IDENTITY	To explore the CHARACTERISTICS that determine our PERSONAL and SOCIAL construct.	They construct a SENSE of who we are as INDIVIDUALS, as a SOCIETY, or as a NATION. They question STEREOTYPES and CONVENTIONS while EXPLORING ATTRIBUTES such as GENDER, SEXUALITY, RACE, NATIONALITY and HERITAGE.	





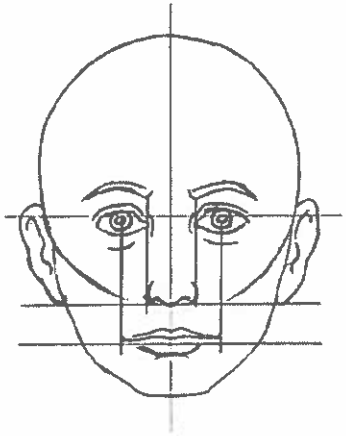


KS3 Art & Design - Year 8 Half Term 6

Summary - Position in the Curriculum

Year 8 students return to portrait studies, as part of our spiral curriculum, studying artists such as Frida Kahlo. They will develop their knowledge and skill in drawing facial features and facial proportions. They will develop knowledge and understanding of Portrait artists. They will experiment with a range of media including graphite, colouring pencil, painting and printing, whilst exploring themes around IDENTITY & SYMBOLISM.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
PORTRAIT	A piece of artwork REPRESENTING a person's FACE.	A portrait is a representation of a particular person. A self-portrait is a portrait of the artist by the artist.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
COMPOSITION	Where you PLACE the OBJECTS on the PAGE.	Refer to PRIOR KNOWLEDGE on this. In SYMBOLISM, COMPOSITION is a means for an artist to convey specific EMOTIONS, STORIES, or MEANING within a singular ARRANGEMENT.	1. WATCH how to produce Mono Prints: 2. https://www.youtube.com/watch?v=disyn_sNyGc
MONO PRINTING	A form of PRINTMAKING where the IMAGE can only be made ONCE.	A MONOPRINT is a form of printmaking in which an IMAGE is made from a smooth surface or 'PLATE' coated in PRINTING INK such as a SHEET of glass or metal.	3. RESEARCH an artist who creates Portraits.
STRUCTURE	Relating to COMPOSITION, STRUCTURE describes how the SHAPES of an IMAGE or ARTWORK are CONNECTED.	Understanding the STRUCTURE of an OBJECT or PORTRAIT for example will improve your COMPOSITION.	4. CREATE a PORTRAIT using a RANGE of TONAL VALUES in any medium.
			5. EXPLORE the theme of SYMBOLISM: https://www.tate.org.uk/art/art-terms/symbolism
			6. Copy the STRUCTURAL portrait below.



Performing Arts

Drama - Half Term 1 -TOPIC Terry Dumpton

Summary- Position in the Curriculum

Following on from Year 7 students will develop their physical and vocal skills through the use of different stimuli and develop their understanding of different situations that they can relate to from their own experience. Through HT1 students will apply and develop techniques and strategies through exploring, creating and developing an individual and group interpretation of a range of drama texts to demonstrate the key features of the three styles of theatre, Naturalism and the basic theory behind the style, abstract theatre and epic theatre. They will be able show and apply their knowledge of these styles by using critical and creative thinking skills; through using the drama techniques and different drama strategies to help them show each style when adopting a role/character; through the style being used when devising their own scripts as well as working off a play text to explore and present ideas through the different styles of theatre. In HT1 they will explore the text 'The terrible Fate of Humpty Dumpty' using the drama techniques of still images, forum theatre, monologue, hot seating and role play.

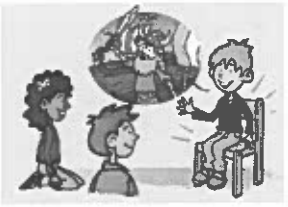
Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Still images	A frozen picture that tells the story	Still images are pictures that tell a story to an audience using space, levels, facial expressions, body language and gestures. They can show an important event from the story and be used to spotlight.	1. *What are the rules of a successful still image?*
Forum Theatre	The audience moves from being a 'spectator to 'spec-actor'	The actors act out a scene and the audience stop the actors by saying 'freeze' and the audience gives feedback to the actors in how they can develop their character or scene further.	2. What is the role of the audience for the role of forum theatre and how can they make an impact?
Monologue	A speech delivered by 1 character giving a 1- 2-minute delivery to the audience about their thoughts and feelings.	Monologues are where actors speak to the audience on their own by sharing their thoughts and feelings about how they feel and about others which will last for 1 – 2 minutes. When performing the monologues, the actors act using their physical and vocal skills.	3. *What a makes a successful monologue and how long should it be?*
Hot Seating	The audience asks the character questions based on their situation in order to gain information.	Hot seating is where the audience ask questions to the actors who are in character about their backstory and this helps to highlight more information about the character, we as the audience did not know.	4. *Why do we use hot seating?*
Role Play	To take on another character in a set scene.	Role play is to be pretend t be a particular character and to behave and react in the way the character would. They imitate someone else who is different from themselves.	5. *What are the key performance skills an actor needs to consider for role play?*

Still Images

Forum Theatre

Monologue

Hot Seating



Role Play

Drama - Half Term 2-TOPIC Terry Dumpton

Summary- Position in the Curriculum

Following on from Year 7 students will develop their physical and vocal skills through the use of different stimuli and develop their understanding of different situations that they can relate to from their own experience. Through HT1 students will apply and develop techniques and strategies through exploring, creating and developing an individual and group interpretation of a range of drama texts to demonstrate the key features of the three styles of theatre, Naturalism and the basic theory behind the style, abstract theatre and epic theatre. They will be able show and apply their knowledge of these styles by using critical and creative thinking skills; through using the drama techniques and different drama strategies to help them show each style when adopting a role/character; through the style being used when devising their own scripts as well as working off a play text to explore and present ideas through the different styles of theatre. In HT1 they have explored the text 'The terrible Fate of Humpty Dumpty' using the drama techniques of still images, forum theatre, monologue, hot seating and role play. In HT2 they will continue to explore the different issues and problems that are faced within the play and develop their own understanding of how each issue and situation in the play can be resolved using their own experience and be able to relate it to themselves and the world they live in. The use of flashbacks are applied which is used throughout the play.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Flashback	A scene that is set in a time earlier than the main story.	A transition in the story to show an earlier time that interrupts the normal chronological order of events. A flashback is memories of past events.	1. *Why are flashbacks used?*
Forum Theatre	The audience moves from being a 'spectator to 'spec-actor'	The actors act out a scene and the audience stop the actors by saying 'freeze' and the audience gives feedback to the actors in how they can develop their character or scene further.	2. What did we learn about Terry when we used the drama technique of forum theatre?
Monologue	A speech delivered by 1 character giving a 1- 2-minute delivery to the audience about their thoughts and feelings.	Monologues are where actors speak to the audience on their own by sharing their thoughts and feelings about how they feel and about others which will last for 1 – 2 minutes. When performing the monologues, the actors act using their physical and vocal skills.	3. *What did you learn from the monologue of the parents?*
Hot Seating	The audience asks the character questions based on their situation in order to gain information.	Hot seating is where the audience ask questions to the actors who are in character about their backstory and this helps to highlight more information about the character, we as the audience did not know.	4. *When being interviewed by the police using the drama technique f hot seating, what information did you use to develop your character?*
The Terrible Fate of Humpty Dumpty	Written by David Calcutt The play is written through flashbacks and these flashbacks show us the events that too place before Terry's death.	The story starts with the death of Terry and the repercussions of those involved and the story shows flashbacks leading up to his death.	5. *When exploring the script, what were your first reaction to the beginning of the play and the gang members?*

Flashback	Forum Theatre	Monologue	Hot Seating	The Terrible Fate pf humpty Dumpty
				

Drama - Half Term 3 -TOPIC Epic Theatre

Summary- Position in the Curriculum

Following on from Year 7 students will develop their physical and vocal skills through the use of different stimuli and develop their understanding of different situations that they can relate to from their own experience. Through HT1 students will apply and develop techniques and strategies through exploring, creating and developing an individual and group interpretation of a range of drama texts to demonstrate the key features of the three styles of theatre, Naturalism and the basic theory behind the style, abstract theatre and epic theatre. They will be able show and apply their knowledge of these styles by using critical and creative thinking skills; through using the drama techniques and different drama strategies to help them show each style when adopting a role/character; through the style being used when devising their own scripts as well as working off a play text to explore and present ideas through the different styles of theatre. In HT1 and HT2 they have explored the text 'The terrible Fate of Humpty Dumpty' using the drama techniques of still images, forum theatre, monologue, hot seating and role play. Whilst exploring the different issues and problems that are faced within the play and develop their own understanding of how each issue and situation in the play can be resolved using their own experience and be able to relate it to themselves and the world, they live in. The use of flashbacks is applied which is used throughout the play. In HT3 they will now explore the style of Epic theatre and the drama techniques used for this style which is different to the style of naturalism. The drama techniques used for this style will be gestus, narration still images, breaking the 4th wall, mufti-role, placards, stage directions and titles. They will explore the style using these Epic drama techniques through devised performances.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Epic Theatre	The audience consider the message behind the performance rather than feel emotion towards the storyline or characters.	In an Epic theatre performance, the actors would break the fourth wall through speaking directly to the audience by narration, monologue, audience address, multi-rolling as well the actors playing the role and not becoming the character The story can start at any point within the story as Epic Theatre is non-linear and each scene is episodic which means that each section is an episode. Placards can be used as well as music, ensemble or chorus.	1. *What is the relationship between the actors and the audience/*
Gestus	Gestus is an acting technique developed by the German theatre practitioner Bertolt Brecht	Gestus, another Brechtian technique, is a clear character gesture or movement used by the actor that captures a moment or attitude rather than delving into emotion.	2. What is gestus and how is it used in an Epic performance?
Breaking the fourth wall	An actor might break the fourth wall by addressing the audience directly	Epic theatre (Brechtian theatre) breaks the fourth wall, the imaginary wall between the actors and audience which keeps them as observers.	3. *How does an actor break the fourth wall?*
Multi-Role	Multi-rolling is when an actor plays more than one character onstage	Multi-rolling is when an actor plays more than one character onstage. The differences in character are marked by changing voice, movement, gesture and body language	4. *How many characters does an actor need to play to demonstrate multi-role?*
Placards	A poster or a board with information on to highlight an issue of some kind	A placard is a sign or additional piece of written information presented onstage. Using placards might be as simple as holding up a card or banner.	5. *What is a placard and how is it used in an Epic theatre performance?*

Epic Theatre

Gestus

Breaking the fourth wall

Multi-Role

Placards

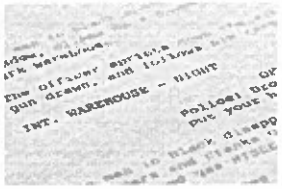
Drama - Half Term 4 -TOPIC Epic Theatre

Summary- Position in the Curriculum

Following on from Year 7 students will develop their physical and vocal skills through the use of different stimuli and develop their understanding of different situations that they can relate to from their own experience. Through HT1 students will apply and develop techniques and strategies through exploring, creating and developing an individual and group interpretation of a range of drama texts to demonstrate the key features of the three styles of theatre, Naturalism and the basic theory behind the style, abstract theatre and epic theatre. They will be able show and apply their knowledge of these styles by using critical and creative thinking skills; through using the drama techniques and different drama strategies to help them show each style when adopting a role/character; through the style being used when devising their own scripts as well as working off a play text to explore and present ideas through the different styles of theatre. In HT1 and HT2 they have explored the text 'The terrible Fate of Humpty Dumpty' using the drama techniques of still images, forum theatre, monologue, hot seating and role play. Whilst exploring the different issues and problems that are faced within the play and develop their own understanding of how each issue and situation in the play can be resolved using their own experience and be able to relate it to themselves and the world, they live in. The use of flashbacks is applied which is used throughout the play. In HT3 they will now explore the style of Epic theatre and the drama techniques used for this style which is different to the style of naturalism. The drama techniques used for this style will be gestus, narration still images, breaking the 4th wall, mufti-role, placards, stage directions and titles. They will explore the style using these Epic drama techniques through devised performances.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Stage Direction	Speaking the stage directions help to distant the actors from the character they are playing.	The narrator in a Epic performance reads the stage directions to alienate the audience so that they know the actors are demonstrating and not becoming the characters.	1. *Why does the narrator speak the stage directions and how does it impact and alienate the audience?*
Titles	Titles are given to the characters so that the audience does not relate and feel emotion to the character.	The title can be given to establish a role / occupation rather than be given a set name within the performance. This can alienate the audience from a naturalistic character to an actor demonstrating a role.	2. Why do we use titles instead of names in Epic theatre?
Breaking the fourth wall	An actor might break the fourth wall by addressing the audience directly	Epic theatre (Brechtian theatre) breaks the fourth wall, the imaginary wall between the actors and audience which keeps them as observers.	3. *What does the character have to do to break the fourth wall?*
Multi-Role	Multi-rolling is when an actor plays more than one character onstage	Multi-rolling is when an actor plays more than one character onstage. The differences in character are marked by changing voice, movement, gesture and body language	4. *What do you need to do in order to change your character when multi-rolling?*
Placards	A poster or a board with information on to highlight an issue of some kind	A placard is a sign or additional piece of written information presented onstage. Using placards might be as simple as holding up a card or banner.	5. *What information needs to be on a placard?*

Stage Directions



Titles

Doctor

Breaking the fourth wall

Multi-Role

Placards

Drama - Half Term 5 -TOPIC Abstract – Mime, Physical Theatre and Mask

Summary- Position in the Curriculum

Following on from Year 7 students will develop their physical and vocal skills through the use of different stimuli and develop their understanding of different situations that they can relate to from their own experience. Through HT1 students will apply and develop techniques and strategies through exploring, creating and developing an individual and group interpretation of a range of drama texts to demonstrate the key features of the three styles of theatre, Naturalism and the basic theory behind the style, abstract theatre and epic theatre. They will be able show and apply their knowledge of these styles by using critical and creative thinking skills; through using the drama techniques and different drama strategies to help them show each style when adopting a role/character; through the style being used when devising their own scripts as well as working off a play text to explore and present ideas through the different styles of theatre. In HT1 and HT2 they have explored the text 'The terrible Fate of Humpty Dumpty' using the drama techniques. In HT3 they explored the style of Epic theatre and the drama techniques used for this style. They explored the style using the Epic drama techniques through devised performances. In HT5 they will explore abstract theatre which includes mime, physical theatre, movement sequences, energy and mask work. When exploring mime they will develop their physical expression to9 tell a story as well using body language, and gestures to create a physical text.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Mime	An acting technique that uses facial expressions body language, gesture and movement to show an action, character, emotion or story without words.	Mime is used by a performer using clear exaggerated use of facial expressions, body movements gestures to communicate to their audience instead of the words spoken.	1. *Why do you have to be clear and concise when miming an activity?*
Physical Theatre	The story is told through the physical storytelling by using movement, mime gesture and dance.	Physical Theatre tells the story of the characters through the use of the physical body as well as dialogue. The actors create a story through movement, mime, gestures and dance to not only tell a story, but can also become the objects used within the performance instead of props.	2. What is physical theatre, and how is it used?
Movement Sequences	A combination of movement skills to enable the body to move in response to a stimulus.	A sequence of movements can be choreographed or created which fits a character scene, or emotion. It is a type of performance where physical movement in the primary method of storytelling. A movement sequence can be a set of dance movements	3. *What is a movement sequence and how can you use it in a performance?*
Energy	Energy is necessary when acting to show enthusiasm.	Energy is needed when creating abstract theatre. For example, you need energy when performing mime, physical theatre, movement sequences and mask.	4. *If energy is not used in a performance, what will the performance look like?*
Mask Work	Masks are a tool for develop characters and can mimic popular architypes that encourage a specific way of moving.	The 5 rules of mask – Never put a mask on in front an audience. Don't touch the mask. Never speak or make a sound when wearing the mask as it destroys the illusion. Always remain in character whilst in mask.	5. *What are the 5 rules of performing in a mask?*

Mime	Physical Theatre	Movement Sequence	Energy	Mask Work
				

Drama - Half Term 6 -TOPIC Abstract – Mime, Physical Theatre and Mask

Summary- Position in the Curriculum

Following on from Year 7 students will develop their physical and vocal skills through the use of different stimuli and develop their understanding of different situations that they can relate to from their own experience. Through HT1 students will apply and develop techniques and strategies through exploring, creating and developing an individual and group interpretation of a range of drama texts to demonstrate the key features of the three styles of theatre, Naturalism and the basic theory behind the style, abstract theatre and epic theatre. They will be able show and apply their knowledge of these styles by using critical and creative thinking skills; through using the drama techniques and different drama strategies to help them show each style when adopting a role/character; through the style being used when devising their own scripts as well as working off a play text to explore and present ideas through the different styles of theatre. In HT1 and HT2 they have explored the text 'The terrible Fate of Humpty Dumpty' using the drama techniques. In HT3 they explored the style of Epic theatre and the drama techniques used for this style. They explored the style using the Epic drama techniques through devised performances. In HT5 they continue to explore abstract theatre which includes mime, physical theatre, movement sequences, energy and mask work. When exploring mime, they will develop their physical expression to9 tell a story as well using body language, and gestures to create a physical text.HT6 is a continuation of HT5 where the students will complete an end of term performance using abstract theatre techniques of mime, physical theatre and mask. They will evaluate their performance describing, explaining the strengths and areas to develop of their individual performance and group performance setting themselves targets to work towards in Year 9.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Mime	An acting technique that uses facial expressions body language, gesture and movement to show an action, character, emotion or story without words.	Mime is used by a performer using clear exaggerated use of facial expressions, body movements gestures to communicate to their audience instead of the words spoken.	1. *In your performance how clear and accurate was your use of facial expressions, body language and gestures to tell your story?*
Physical Theatre	The story is told through the physical storytelling by using movement, mime gesture and dance.	Physical Theatre tells the story of the characters through the use of the physical body as well as dialogue. The actors create a story through movement, mime, gestures and dance to not only tell a story, but can also become the objects used within the performance instead of props.	2. What elements of physical theatre did you apply and why?
Movement Sequences	A combination of movement skills to enable the body to move in response to a stimulus.	A sequence of movements can be choreographed or created which fits a character scene, or emotion. It is a type of performance where physical movement in the primary method of storytelling. A movement sequence can be a set of dance movements	3. *When looking back at the work you did on sequencing, how can you improve next time when you use this way of movement?*
Energy	Energy is necessary when acting to show enthusiasm.	Energy is needed when creating abstract theatre. For example, you need energy when performing mime, physical theatre, movement sequences and mask.	4. *Why is energy important when performing?*
Mask Work	Masks are a tool for develop characters and can mimic popular architypes that encourage a specific way of moving.	The 5 rules of mask – Never put a mask on in front an audience. Don't touch the mask. Never speak or make a sound when wearing the mask as it destroys the illusion. Always remain in character whilst in mask.	5. *Describe how you used mask in one of your performances?*

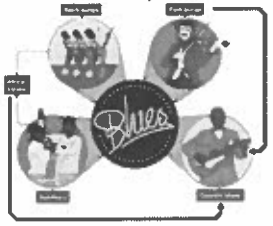
Mime	Physical Theatre	Movement Sequence	Energy	Mask Work
				

Music - Half Term 1- The Blues and Rock n Roll

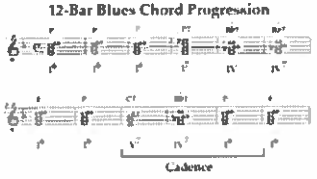
Having explored in year 7 world music through listening, apprising, singing, performing and composing, using various pieces from music around the world as well as building and developing their musical knowledge and technique to help in their progression into year 9 and then key stage 4. 'In HT1 the students will study the 12-bar blues and explore and understand where the style originated from and how music has evolved exploring the 12-bar blues and Rock n' Roll. Through this they will develop Improvisation skills, using structure and dynamics, by adapting musical material riffs and bass lines and lyrics as well as using the Blues scale, chords – inversions and extensions, similarities and differences between the Blues and Rock n' Roll. The students will focus and develop further their reading of notation, playing an instrument, composing melodies and singing as a class. They will continue to develop their listening skills through identifying the use of musical elements and to develop understanding of the meaning and purpose of music being listened to. Composition: The students will also perform through playing both with the right hand the 12-bar chord progression as well as the walking bass with their left hand on as well as singing both the Blues and Rock N 'Roll.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Blues History	The blues evolved in the southern states of the USA from the late 19th century, it has lots of musical influences from Africa.	African enslaved people brought their musical traditions with them when they were transported to work in the North American colonies. Early types of African American music included spirituals (religious songs using vocal harmony) and work songs. The early style of blues was known as country blues and was usually a solo singer accompanied on guitar or piano sometimes with added harmonica or drums.	Revision and self-study questions are below. *Answer 1 per week for Self-Study,* 1. *What was the early style of Blues known as?*
12 bar Blues	The 12-bar blues is known as the term "12-bar" refers to the number of measures, or musical bars, used to express the theme of a typical blues song. Nearly all blues music is played to a 4/4-time signature, which means that there are four beats in every bar.	The Blues have four beats in a bar and are built on the 12-bar blues form use three four-bar phrases. It features a short instrumental break (solo) They have lyrics that are raw and full of emotion, dwelling on love and loneliness. They tell of injustice and hopelessness, and the longing for a better life.	*2 What are the key features of the 12-bar blues?*
Elements of Music	Elements of music are the building blocks a composer uses to create his piece it is the tool box for creating music.	Elements of music include, timbre, texture, rhythm, melody, beat, harmony, structure, tempo, pitch and dynamics. The musical elements are the "composer's toolbox" as it helps the composer know what instruments are to be used, the tempo, and melody of the piece as well as the other element will be used.	*3 Why is using the elements of music important when creating a piece of music?*
RocK N' Roll	Rock n' Roll (1950's) has its roots in the Blues. A most famous Rock N' roll performer and musician is Elvis Presley .	The blues and Rock N' Roll has many similarities, including the often used "12BB" chord sequence. Elvis is one of the most famous Rock n Roll musicians. Today we changed the tempo and rhythmic patterns of our Blues to make it sound more like Rock n' Roll	4. *What is the differences between the 12 bar Blues and Rock N' Roll?*
Chords	A Chord is a group of (typically three or more) notes sounded together, as a basis of harmony	The Chords for the 12 bar Blues which are played together are: CEG, FAC GBD	*5. What is a chord and what chords are played in the 12 bar Blues?*

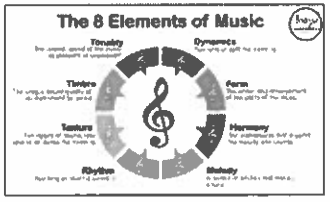
Blues History



12 Bar Blues

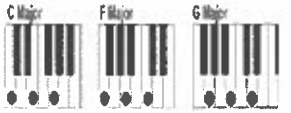


Elements of Music



Rock N 'roll

Chords



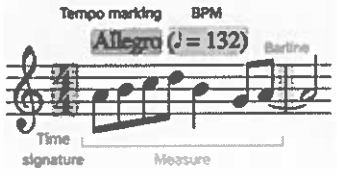
Music - Half Term 2- Popular Music, Elements of Music and Music Theory

Having explored in year 7 world music through listening, apprising, singing, performing and composing, using various pieces from music around the world as well as building and developing their musical knowledge and technique to help in their progression into year 9 and then key stage 4. 'In HT1 the students studied the 12-bar blues and explored where the style originated from and how music has evolved exploring the 12-bar blues and Rock n' Roll. They developed Improvisation skills, using structure and dynamics, by adapting musical material riffs and bass lines and lyrics as well as using the Blues scale, chords – inversions and extensions, similarities and differences between the Blues and Rock n' Roll. The students continued to develop their reading of notation, playing an instrument, composing melodies and singing as a class. They continued to develop their listening skills through identifying the use of musical elements and developing their understanding of the meaning and purpose of music being listened to. The students performed the 12-bar chord progression as well as the walking bass and singing both the Blues and Rock N 'Roll songs. In HT2 student will explore through listening, performing different types of popular music as well as singing these songs as a class. They will explore how popular music evolved and also the work of the Beatles. And artists of present day.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Popular Music	Popular music only refers to music that is trending at the time, usually the music played on modern music radio stations.	Rock & Roll dominated the 50s and 60s, this was the popular music of that time, and Elvis Presley is one of the most recognizable artists of the era. The Beatles were a popular Brit pop band with a wide appeal in the 1060's. The present-day popular music scene is made up of many artists which perform and sing in many styles and genres.	Revision and self-study questions are below. *Answer 1 per week for Self-Study,* *1. Name some of your favourite music you listen to and what do you like about them?*
Rhythm and Tempo	**Tempo** is how fast or slow a piece of music is performed, while rhythm is the placement of sounds in time, in a regular and repeated pattern.	The effect created by combining a variety of notes with different durations. The speed of the music for example, fast (Allegro), Moderate (Andante), & slow (Lento / Largo). Tempo generally is measured as the number of beats per minute, where the beat is the basic measure of time in music.	*2 What is the normal tempo of a piece popular music? Give an example of one*
Structure and Instrumentation	**Structure** is the overall plan of a piece of music **Instrumentation** is what instruments are used	The structure of a song or piece of music for example, Ternary ABA and Rondo ABACAD, verse/chorus. Instrumentation the instruments that are to be used which can be a combination of instruments that are used, consider articulation and timbre. Example staccato, legato, pizzicato.	*3 What is the normal structure of a pop song and what instruments are used to create the song give an example of a pop song you are writing about?*
Melody and Harmony	**Melody** is the effect created by combining a variety of notes of different pitches. **Harmony is** how notes are combined to build up chords. Consider concords and discords.	Melody is the consideration of the movement example the steps, skips, leaps of the music Metre – The number of beats in a bar example 4/4, melody in pop music is the part the singer performs. The melodies are single notes, and small short phrases, using the exact same pitches. Often different sections will use the same musical ideas, and exactly the same melody, just with different lyrics.	*4. Choose a pop song you know, how is the melody used in the pop song?*
Texture, Timbre and Tonality	**Texture** is the different layers in a piece of Music how thick, thin the sound is. **Timbre** is the tone quality of the music. **Tonality** is the key of a piece of music	Texture – The different layers in a piece of Music example polyphonic, having two or more parts each having a melody and monophonic having a single melody line. Timbre the tone quality of the music, the different sounds made by the instruments used.	*5. Choose a pop song you know well how many layers are there, what instruments are being played?*

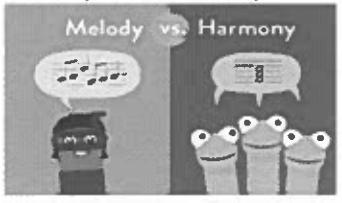
Popular Music

Rhythm and Tempo



Structure and Instrumentation

Melody and Harmony



Texture, timbre and Tonality

Music - Half Term 3- Musical Theory and Performing

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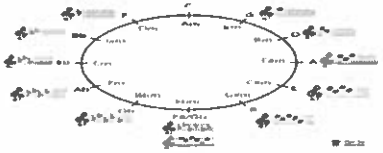
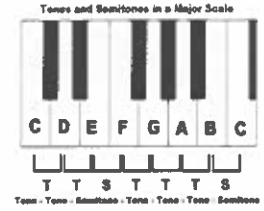
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Circle of fifths	The circle of fifths is a way of organizing pitches as a sequence of perfect fifths. Starting on a C, and using the standard system of tuning for Western music.	The circle of fifths organizes pitches in a sequence of perfect fifths, shown as a circle with the pitches (and their corresponding keys) in clockwise order. It can be viewed in a counter clockwise direction as a circle of fourths.	Revision and self-study questions are below. *Answer 1 per week for Self-Study,* 1. *What is the Circle of fifth in music and how does it help you work out the key signature?*
Semi-tones and tones	A major scale is formed with the formula W-W-H-W-W-W-H. This stands for whole step, whole step, half step, whole step, whole step, whole step half step	A tone is the interval between two white keys separated by a black key. A semitone corresponds to the interval between two white keys without being separated by a black key.	*2 what is a semi-tone?*
C Major, G major and F major scale	There are 8 notes in each of the scales. C Major scale has C, D, E, F, G, A, B and the higher C. G Major scale has G, A, B, C, D, E, F#, A and the higher G. F Major scale has F, G, A, Bb, C, D, E, and the higher F	The G major scale will use the exact same fingering as C major. The only difference is the one black key, F sharp, that's added when going from C major to G major. Another important difference is that G major starts on the note G while C major starts on the note C.	*3 What are the notes in the F major scale and how is it different from the C major scale?*
Chord Sequence	A sequence is where a passage of music is repeated at a higher or lower level of pitch.	The I-V-vi-IV progression is the most common chord progression. In C major, the chords you'll play are C-G-Am-F. These are the first four chords they're everywhere in pop music	4. *What is a Chord Sequence?*
Staff Notation	It tells the musician what to play and how to play the piece of music	Semibreves, Minims, Crotchets Quavers, Semiquavers Dotted crotchets/quavers Dotted quavers/semiquavers. 3/4 and 4/4 C major/A minor,	5. *How long does a Semibreve last for?*

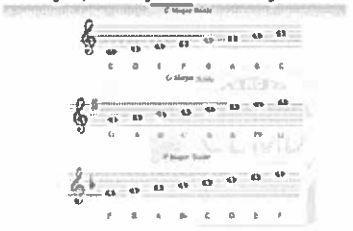
Circle of Fifths



Semi-tone and Tone



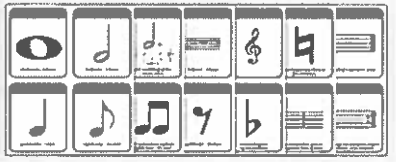
C Major, G major and F major scale



Chord Sequence

I	II	III	IV	V	VI	VII
Minor		Major	Minor	Minor	Major	Major
A	B	C	D	E	F	G
B	C#	D	E	F#	G	A
C	D	Eb	F	G	Ab	Bb
D	E	F	G	A	Bb	C
E	F#	G	A	B	C	D
F	G	Ab	Bb	C	Db	Eb
G	A	Bb	C	D	Eb	F

Staff Notation



Music - Half Term 4 When Chords Meet Vocals Performing

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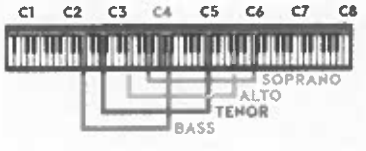
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Vocal range	Vocal range is the range of pitches that a human voice produces when they sing. There are seven main vocal ranges. Three in the female voice and four in the male voice.	The female vocal ranges are: Soprano a high female voice, mezzo soprano and contralto the low female voice. The male vocal range is: counter tenor a high male voice, tenor, baritone and Bass a low male voice. In general, both male and females have an average range of two octaves	Revision and self-study questions are below. *Answer 1 per week for Self-Study,* 1. *List the three vocal ranges of the female voice and four of the male voice.*
Ensemble singing/Choir	An ensemble is a group of people singing together; however, an ensemble can also be in the form of a duet, trio, quartet and quintet. When the number is bigger it is also known as a choir.	An ensemble and a choir are a collective group of people singing together. Ensemble singing describes how a choir of many voices blends together to sound like one big voice. When you sing as a choir, you are part of a team. This means everyone has to work together to make a great sound.	*2 what is the difference between an ensemble and a choir?*
Breathing exercises and maintaining the voice	Breathing is the fundamental element of singing as it supports the voice so that there is power when singing as well as being able to hold a note or phrase of a song.	Breathing exercises helps in maintaining a healthy voice and helps to stop tension and damage to the vocal cords. Breath control plays an important part in the role when singing as it serves as a bridge between the body and the voice and enables the singers to support their sound with enough air supply.	*3 Why should a singer warm up their voice and why is it important to have enough air when singing?*
Acapella	Singing without an instrumental accompaniment	A cappella music is music where the voice is the instrument. Some groups use their voices to emulate instruments and it can also be used more traditionally by focusing on harmonizing and using their voices to create the music. Acapella originated in Europe around the late 15th Century and is connected to the church because it developed from chapel music.	4. *What is Acapella and where does it come from?*
Harmonies	A harmony is multiple notes played at once, this involves two or more notes or chords, three notes played at the same time is a triad.	Harmony consists of two or more notes being heard in unison and the sound is beautiful to the listener.	*5. how many notes need to be played to make a harmony?*

Vocal range

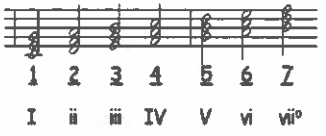


Ensemble Singing/Choir

Breathing exercises and maintaining voice

A cappella

Harmonies



Music - Half Term 5 Introducing Disco

Having explored in year 7 world music through listening, apprising, singing, performing and composing, using various pieces from music around the world as well as building and developing their musical knowledge and technique to help in their progression into year 9 and then key stage 4. 'In HT1 and HT2 the students studied the 12-bar blues and explored where the style originated from and how music has evolved exploring the 12-bar blues and Rock n' Roll. They developed Improvisation skills, using structure and dynamics, by adapting musical material riffs and bass lines and lyrics as well as using the Blues scale, chords – inversions and extensions, similarities and differences between the Blues and Rock n' Roll. The students continued to develop their reading of notation, playing an instrument, composing melodies and singing as a class. They continued to develop their listening skills through identifying the use of musical elements and developing their understanding of the meaning and purpose of music being listened to. The students performed the 12-bar chord progression as well as the walking bass and singing both the Blues and Rock N 'Roll songs. They then explored through listening, performing different types of popular music as well as singing these songs as a class. They explored how popular music evolved and also the work of the Beatles and artists of present day. In HT 3 and HT4 the students applied musical theory of using circle of fifths to work out time signatures, writing a chord sequence, developing their vocal ranges and harmony when singing and through understanding of vocal exercise, tones and Semi tones, turning chords into an accompaniment and the students practised and performed different songs in various styles working as an ensemble creating and developing different harmonies as well as singing both with instrumental music and singing A cappella. In HT5 the students are introduced to the world of disco and the influences of Disco through the exploration and application of knowledge and understanding of the style of music through listening and analysing different disco songs created, revisiting the elements of music and how disco music is constructed.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
The Origins of Disco	Disco started out around 1974 as the music that was played in private "underground" clubs in New York.	Discotheques played vinyl records on improved and powerful sound systems with amplifiers, turntables and loudspeakers. DJ's took over from live band leaders – and were much cheaper than hiring live bands!	Revision and self-study questions are below. *Answer 1 per week for Self-Study,* 1. *Where did disco originate from?*
Influences of Disco	Disco has its musical roots in JAZZ, SOUL (called "Phillie Soul") and FUNK and was influenced by the GROOVE-BASED RHYTHMS	The main features of most disco songs are based on Popular Song Form. Using INTRODUCTION, VERSE, CHORUS, BRIDGE/MIDDLE 8/GROOVE – long sections with the same rhythm parts repeated for dancing – and energetic guitar parts of FUNK and the orchestral arrangements of SOUL music.	*2 What is the main structure of a disco or pop song?*
Disco Rhythm Drums	Most disco songs have a steady four on the floor beat set by a bass drum	The basic tempo of a disco song is 120 beats per minute in which the bass and the snare drum alternate in the steady four beat and the cymbals filling in the gaps between the beats.	*3 What is the basic tempo of a disco song and how is the drums played?*
5 Characteristics of Disco	Disco is a genre of dance	The five characteristics are a four-on -the -floor beats, syncopated basslines, strings sections, brass and horns, electric piano, synthesizers, and electric rhythm guitars	4. *What are the 5 characteristics of Disco Music?*
Disco songs	The most famous artists are Bee Gees, I will survive Gloria Gaynor, Donna Summer	Abba, The Jackson five, Earth Wind and fire, Kool and the gang, Chaka Khan, Sister sledge, Diana Ross and Bony M	*5. Name 5 disco artists and 5 of their songs?*

Disco

Influences of Disco

Disco Rhythm Drums

Jackson Five

Abba

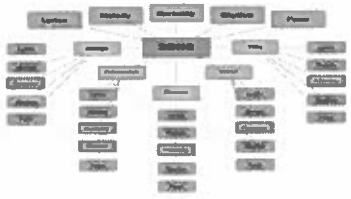
Music - Half Term 6 Creating Own Lyrics and Melody of a POP song

Having explored in year 7 world music through listening, apprising, singing, performing and composing, using various pieces from music around the world as well as building and developing their musical knowledge and technique to help in their progression into year 9 and then key stage 4. 'In HT1 and HT2 the students studied the 12-bar blues and explored where the style originated from and how music has evolved exploring the 12-bar blues and Rock n' Roll. They developed Improvisation skills, using structure and dynamics, by adapting musical material riffs and bass lines and lyrics as well as using the Blues scale, chords – inversions and extensions, similarities and differences between the Blues and Rock n' Roll. The students continued to develop their reading of notation, playing an instrument, composing melodies and singing as a class. They continued to develop their listening skills through identifying the use of musical elements and developing their understanding of the meaning and purpose of music being listened to. The students performed the 12-bar chord progression as well as the walking bass and singing both the Blues and Rock N 'Roll songs. They then explored through listening, performing different types of popular music as well as singing these songs as a class. They explored how popular music evolved and also the work of the Beatles and artists of present day. In HT 3 and HT4 the students applied musical theory of using circle of fifths to work out time signatures, writing a chord sequence, developing their vocal ranges and harmony when singing and through understanding of vocal exercise, tones and Semi tones, turning chords into an accompaniment and the students practised and performed different songs in various styles working as an ensemble creating and developing different harmonies as well as singing both with instrumental music and singing A cappella. In HT5 the students were introduced to the world of disco and the influences of Disco through the exploration and application of knowledge and understanding of the style of music through listening and analysing different disco songs created, revisiting the elements of music and how disco music is constructed. In HT6 students will develop and explore lyric writing as well as how to structure a pop song and create a song using the lyrics they have created and to create a melody to go with the lyrics written.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Lyric Writing	When writing the lyrics of a song you are telling a story to music.	When writing lyrics choose a theme you want to write about Decide what the 'story' is about. [Remember: The chorus tells us the main point the verse fills in the detail]	Revision and self-study questions are below. *Answer 1 per week for Self-Study,* *1. Choose a theme and write a first verse of your story?*
Song Structure	A song structure is how a song is organised. A typical song structure includes an introduction, verse, chorus, verse, chorus, bridge chorus and outro	A song structure is how many verses and choruses are you going to have. Is there going to be a bridge which is an instrumental section to your song. Which is ABABCB	*2 What is the main structure of a disco or pop song?*
Melody	A melody is the main tune in the song. Melodies are catchy and repeated. Very short melodic ideas that are repeated are known as riffs.	Melodies are a sequence of notes. They use different pitches and rhythms. A simple melody in the C Major scale will use only white notes. Melodies are often broken up into sections and are called phrases. Phrases are like sentences put together to form a verse or a chorus	*3 What is a melody and how is it used in song writing?*
Key definitions	Pitch, riff, key, root note and melody	Pitch is how high or low, riff a short-repeated melody, key a selection of notes that work well, root note, the most important note in a chord or key and phrase a section of a melody. The melody is the main tune in the song.	*4. What are the key definitions and what do they mean?*
C Major scale	The C major scale consists of C, D, E, F, G, A, B and C The key of C contains 7 notes and these notes can be mixed up to create a melody. If	When a pop song is played in the key of C most of the notes will be played which are in the C major scale. C, D, E, F, G, A, B AND C. This C major scale has no flats and sharps	*5. What are the notes in the C major scale?*

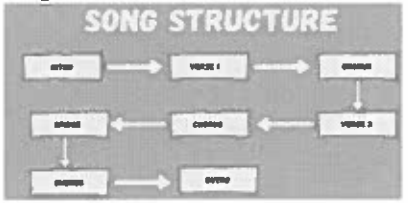
Disco

Influences of writing Lyrics

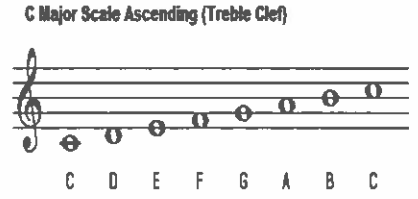


Disco Rhythm Drums

Song structure



C Major Scale



PE

PE - Half Term 1a – Football

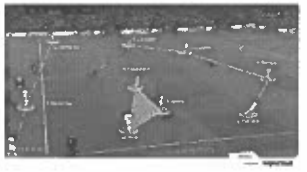
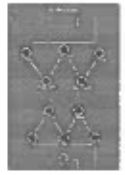
Summary- Position in the Curriculum – Year 8 Football

We deliver Football at this stage in the curriculum to build a solid foundation of physical, social, and cognitive skills that students can apply to a wide range of other sports and physical activities as they progress through the curriculum.

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics and sports performance training. Students will perform dances using advanced dance techniques within a range of dance styles and forms, take part in outdoor and adventurous activities, which present intellectual and physical challenges, and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Terminology	Core Knowledge and definition	Preparing for Assessment
Tactics through games	To use their knowledge / understanding of the skills and game to play to the laws and to the best of their ability.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Dribbling and Turns	To be able to perform the different dribbling techniques. To be able to perform the turns and skills that enable them to beat a defender. To understand and know how and why the turns are used in Football.	1. *Explain one offensive and one defensive play.*
Passing and turns	To be able to perform the inside of the foot passes and receive them. To understand where this pass is used in football. To develop their understanding and knowledge of how to correctly receive the ball.	2. *Identify the coaching points for dribbling.*
Controlling the ball	To be able to perform the different types of controlling the ball. To understand and know how to use the different types of body to control the ball. To understand and know why we use the different types of body parts to control in different situations.	3. *Identify the coaching points for passing and turning.*
Shooting with Laces	To know, understand and perform the shot accurately and correctly. To understand and know why you shoot across the goal when playing football. To be able to distinguish the different types of shooting techniques that occur in a game situation and apply these in both practice and game situations.	4. *Identify the coaching points for shooting with laces.*
Poke Tackling	To be able to perform the Poke tackle. To understand and know when a Poke tackle is used in a game of Football e.g. When a player is chasing an opponent. To understand and know how to perform the Poke tackle.	5. *Explain the different COF required for an effective football player.*



PE - Half Term 2a – Sports Performance Training

Summary- Position in the Curriculum – Year 8 Sports performance training

We deliver Sports performance Training at this stage in the curriculum to build a solid foundation of physical, social, and cognitive skills that students can apply to a wide range of other sports and physical activities as they progress through the curriculum.

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics and sports performance training. Students will perform dances using advanced dance techniques within a range of dance styles and forms, take part in outdoor and adventurous activities, which present intellectual and physical challenges, and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Terminology	Core Knowledge and definition	Preparing for Assessment
Circuit Training	To learn the muscles that are used at each station. To know and understand the strengths and weaknesses of circuit training. To be able to create, set up and demonstrate their own circuit, using correct techniques and staging methods.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Circuit Training	To know and understand the strengths and weaknesses of circuit training e.g. Being able to perform a circuit anywhere, especially outside. To further, develop their understanding and knowledge of the benefits of Circuit Training, and the types of fitness used in a Circuit.	1. *What are the benefits of Circuit Training?*
Developing speed and fitness	To be able to react to a stimulus by sprinting. To understand the term reaction time. To develop their knowledge and understanding of the varied positions that the body must position itself in whilst sprinting.	2. *What are the strengths and weaknesses of fartlek training?*
Fartlek training	To understand how Fartlek training works. To be able to participate in a Fartlek session at maximum rates. To know how Fartlek training can improve a person's cardiovascular endurance.	3. *What are the strengths and weaknesses of interval training?*
Interval Training	To understand and know how to perform, and set up an interval training practice. To clearly understand and know the different types of training methods that can be performed to develop Speed. To understand & know what happens to the body under intense exercise.	4. *What are the strengths and weaknesses of continuous training?*
Continuous Training	To understand how the Cooper's run / cross country run can be used to develop stamina and the running techniques. To understand how continuous training works. To know how continuous training can improve a person's stamina and help lose weight.	5. *How does improving cardiovascular endurance improve a sports person performance of your choice?*





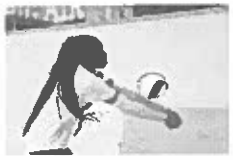
PE - Half Term 2a – Volleyball

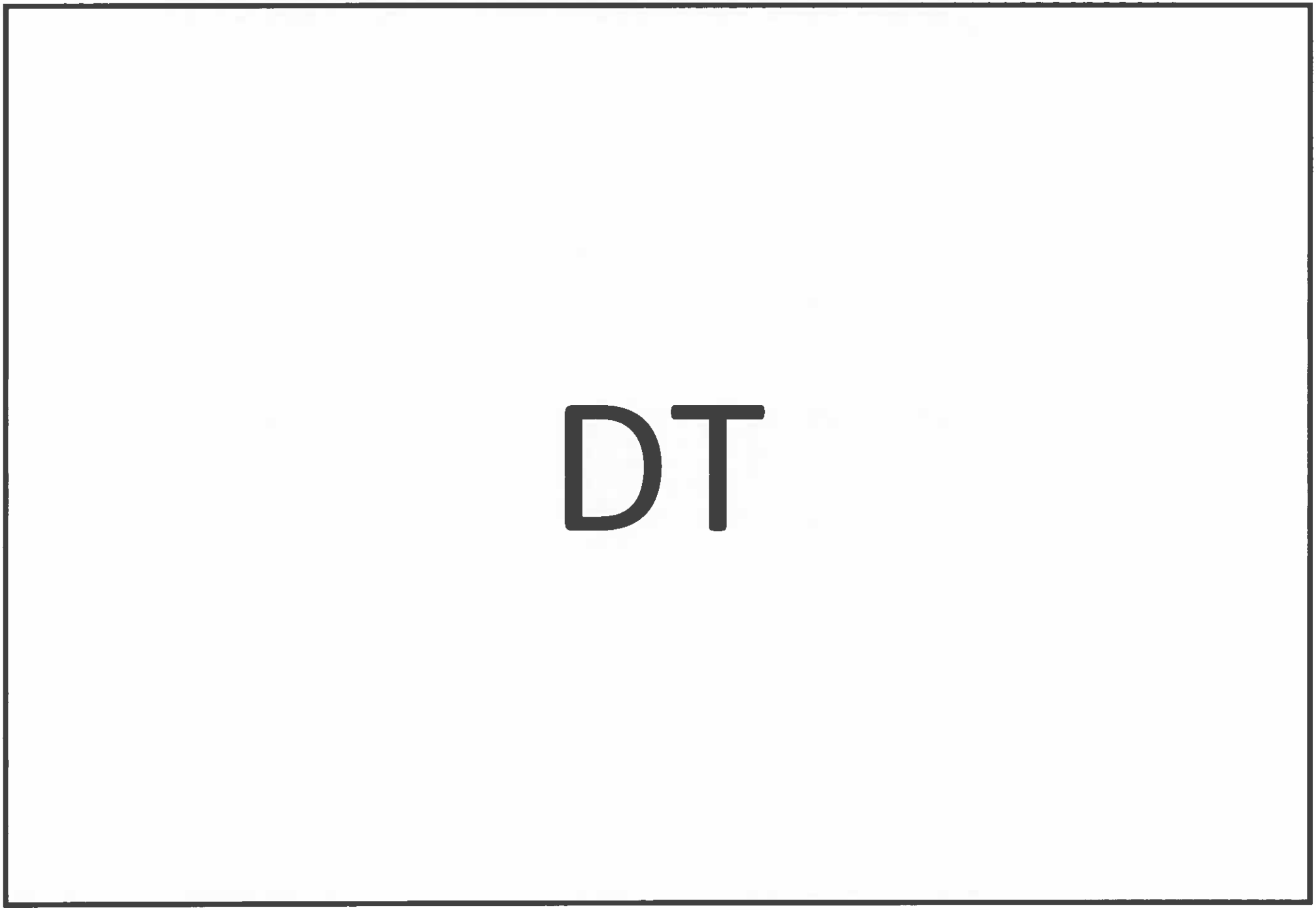
Summary- Position in the Curriculum – Year 8 Volleyball

We deliver Volleyball at this stage in the curriculum to build a solid foundation of physical, social, and cognitive skills that students can apply to a wide range of other sports and physical activities as they progress through the curriculum.

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics and sports performance training. Students will perform dances using advanced dance techniques within a range of dance styles and forms, take part in outdoor and adventurous activities, which present intellectual and physical challenges, and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Terminology	Core Knowledge and definition	Preparing for Assessment
Volley (intermediate)	To be able to perform a technically correct volley accurately along the net. To be able to move to the ball and perform an accurate volley. To be able to use the volley in a small-sided game, to set the ball along the net ready for a team mate to send over to the opponent's court	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Dig (intermediate)	To be able to move to the ball and perform the dig, accurately sending the ball to a designated setter by the net. To know that the dig is usually the first in a series of 3 shots that are played while the team has possession of the ball in their court. To be able to apply the dig more effectively to small sided games and use it as the first stage of attack.	1. *What COF are used in volleyball and can you provide an example when?*
Over-arm serve (Floater)	To be able to perform a basic over-arm serve accurately, aiming to land the ball in the space between players on the opposition's court. To understand the rules governing the serve in volleyball.	2. *What are the coaching points of a dig?*
Spike	To know that the spike is usually the third in a series of shots that are played while the team has possession of the ball in their court. To be able to perform a technically correct spike, including the correct footwork, body position and timing. To be able to follow up a set shot with an accurately placed spike.	3. *What are the coaching points of an Over-arm serve?*
Spike	To know and understand how to perform the correct footwork, take off, contact and landing for spiking. To know and understand the laws that govern the spike in Volleyball. To be able to apply the spike in small-sided games as the most effective method of returning the ball to the opponents court.	4. *What are the coaching points of a spike?*
Single Block	To understand the rules regarding contact at the net. To be able to assume the correct body position close to the net ready to block a return from the opponent. To be able to perform a technically correct single blocking action.	5. *What type of training would a volleyball player benefit from and why?*



DT

DT-Half Term 1 Sustainability project

Summary- Position in the Curriculum

Design and technology is taught on a carousel, with students rotating through three areas over the year. Consequently, you may be taught this unit of work during the Autumn, Spring or Summer terms. You will be reminded of workshop safety and introduced to the topic of sustainable design. You will be given a task of designing a product from reclaimed materials

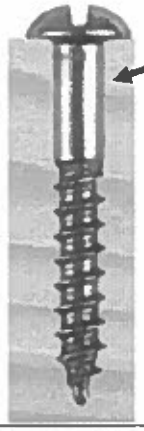
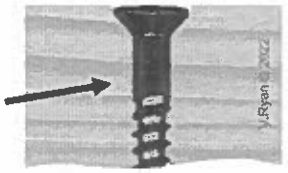
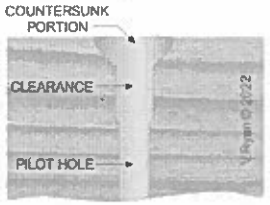
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Sustainability	This means meeting our needs without compromising the needs of future generations	If something is sustainable, it can be **carried on** for a long period of time. Being sustainable means doing little or no harm to the **environment**.	Revision and self-study questions are below.
Upcycling	This is when you take an old product and make it into something new.	Products can affect the environment in many ways: • The materials that are needed to make them might use up natural resources. • The processes needed to make them may need energy. • The way they are used may affect the environment, for example electrical items need energy. • When they are no longer needed disposing of them may cause pollution.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Refuse	Is the product necessary?		1. *Explain why it is important to design and make products sustainably.*
Rethink	Are alternative materials or design options that are more sustainable?		2. *Give an example of how a plastic drinks bottle could be upcycled into a different product.*
Reduce	Can the product be made from fewer materials? Can the amount of unsustainable materials be reduced?	Designers must consider the impact their products will have on the environment. One way to do this is to use the 6Rs of sustainability. The 6Rs are reduce, refuse, rethink, reuse, recycle and repair.	3. *State four ways in which a product can affect the environment.*
Reuse	Can products be reused in a different product or way?	Most polymers are non-biodegradable and made from non-renewable materials (materials that cannot be quickly replaced and will eventually run out). More manufactures are developing plant-based polymers which can biodegrade such as Biopol. Some biodegradable polymers will only decompose under specific conditions.	4. *Which of the 6Rs means considering using alternative materials which are more sustainable.*
Recycle	Can the product be recycled? Is the product made from recycled materials?		
Repair	Can the product be repaired instead of being thrown away if it breaks down?		5. *Why are more polymers being used that are biodegradable?*
Biodegradable	A material that can be broken down into harmless particles by bacteria and other micro-organisms.		

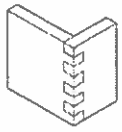
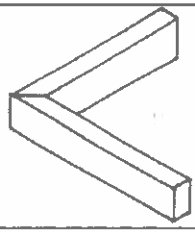
Recycle logo	An upcycled case	Biodegradable plastic bags	Some symbols which show timber comes from a sustainable source
			 

DT-Half Term 2 Sustainability project

Summary- Position in the Curriculum

You will carry out practical work where you use reclaimed softwoods and manufactured boards, building on the knowledge gained in the previous half term. You will demonstrate that you can design and make a small storage item using reclaimed materials. You will be given more freedom to choose how you construct your storage item. You will learn how to join timber to polymers using adhesives. You will also learn about joining materials with screws and wood joints.

Terminology	Definitions	Core Knowledge & skills	Preparing for Assessment
Contact adhesive	This is a fast-drying glue that is either applied to one or both surfaces that need to be joined.	Contact adhesive can be used to join timber to polymers. You put a thin coating on both surfaces and then wait 5 to 10 minutes until the adhesive is tough dry. You then press both surfaces together.	Revision and self-study questions are below.
Countersunk screw	These are screws which sit level (flush) with a surface when used.	Screws are temporary fixings so can be taken out easily. They provide greater mechanical strength than nails.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Raised head screw	This is a screw crews whose head sits above the surface of a material	 A round head screw A Countersunk screw  You can drill a pilot hole in the top pieces of wood and a clearance hole in the bottom piece before joining two pieces of timber so that the timer is less likely to split. 	1. *Name an adhesive that can be used to glue wood onto plastic and describe how you would use it.*
Countersink	This is a drill bit that is used to make dent so that a countersunk screw can fit flush with a surface.		2. *Describe two reasons why are screws often used instead of nails.*
Flush	This means to be level with a surface.		3. *Butt joints are very weak. Describe one method of strengthening them.*
Varnish	This is a clear or coloured hard coating that protects and enhances the appearance of wood.	Varnish is often used on natural timber because it improves the appearance of the wood grain. Timber needs to be sanded using fine glass paper before it is varnished.	4. *Explain two reasons why wooden furniture is often coated with varnish.*
Comb joint	This is a joint that has interlocking pieces providing good contact for gluing which makes it strong.	Comb joint are often used on the corners of boxes. They can be a decorative feature as well as being strong.	5. *Why is a comb joint stronger than a butt joint.*

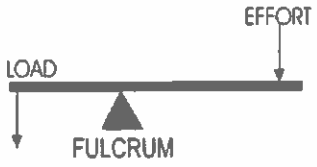
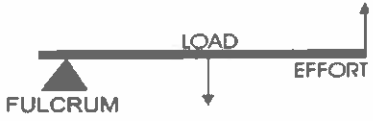
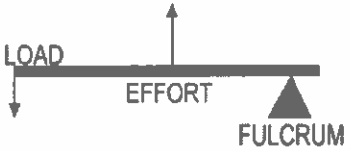
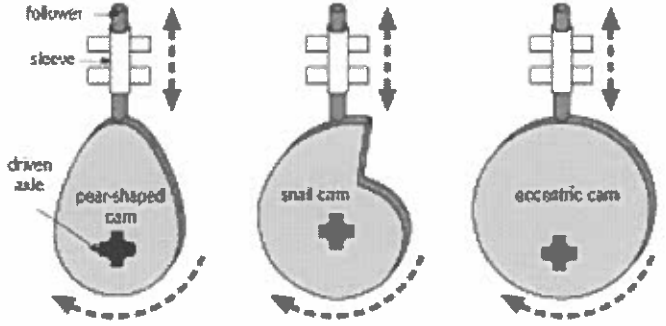
Contact adhesive	Comb joint	Countersunk wood screw	Countersink	Mitre joint
				

DT-Half Term 1 Mechanism project

Summary- Position in the Curriculum

Design and technology is taught on a carousel, with students rotating through three areas over the year. Consequently, students may be taught this unit of work during the Autumn, Spring or Summer terms. Students are reminded of workshop safety and introduced to the topic of mechanisms. They also build on work done year 7 on polymers.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Mechanisms	Devices that can change one form of force into another.	A lever is a rigid beam that can rotate about a fixed point called the fulcrum. An effort applied to one end of the beam will cause a load to be moved at the other. By moving the fulcrum nearer to the load, you can lift a large load with only a little effort. (This is called mechanical advantage).	Revision and self-study questions are below.
Mechanical advantage	This is the amount of help you get using a lever in comparison to doing something with just human effort.		Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Linear motion	Movement in a straight line	There are three classes of lever and they differ by the positions of the load, effort and fulcrum.	1. *What is the difference between reciprocating and oscillating motion?*
Rotary motion	Movement in a circle	**Mechanical advantage** is measured by dividing the **load** by the **effort** applied to moving it. Both measured in Newtons (N) **Mechanical Advantage = Load (N) ÷ Effort (N)** **Example** A person using a lever to lift a load of 200 N but only using 100 N of effort: The mechanical advantage = 200 ÷ 100 = **2** This means it is twice as easy to lift the load if you use a lever.	2. *How does a class one lever differ from a class two lever.*
Reciprocating motion	Movement that goes back and forth in a straight line.		3. *What types of motion do a pendulum and screwdriver make?*
Oscillating motion	Movement that goes back and forth in an arc.		4. *Which type of cam will cause the follower to rise slowly and then drop rapidly with each rotation?*
Lever	A fixed rigid beam that uses a fulcrum load and effort to provide mechanical advantage		
Cam and follower	A mechanism that changes rotary motion into reciprocating motion.	There are different shaped cams. An eccentric (Circular) cam produces symmetrical rise and fall. With a snail cam, the follower rises slowly then drops rapidly.	5. *Calculate the mechanical advantage of a lever if the load is 15N and the effort 3N.*

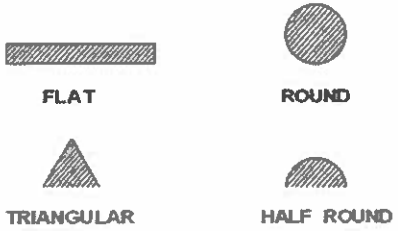
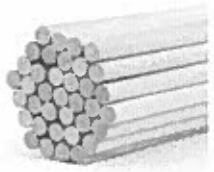
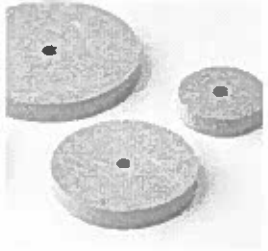
Class 1 lever	Class 2 lever	Class 3 lever	Cams and followers
			

DT-Half Term 2 Mechanism project

Summary- Position in the Curriculum

You will carry out practical work where you will design and make a mechanical product, using the knowledge gained in the previous half term. You will also look at the design process in more detail with an emphasis on testing and evaluating.

Terminology	Definitions	Core Knowledge and skills	Preparing for Assessment
Iterative design	A design strategy that follows a cyclic make-test-evaluate approach.	A design specification lists all the criteria that the finished product must meet. It should be referred to throughout the design process and should enable a designer to use it to design an effective product.	Revision and self-study questions are below.
Physical model	A model of a design made using real materials.	Design ideas must be compared to the design specification and modified if they do not meet its requirements.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Prototype	Prototypes are full sized first versions or working examples of a product.	Testing and modelling is essential when making mechanical devices as the location parts will often have to be moved before you get the product working correctly.	1. *What is the purpose of a design specification?*
Dowel rod	Wooden rods that are round in cross section	Coping saws can be used to cut out the curved parts of your design and round and half round files can be used to file curves and enlarge holes. If a round file gets stuck in a hole and cannot be easily removed you must ask your teacher to remove it for you. File are hard but brittle so can snap easily.	2. *Explain why it is useful to make a model before making a final product.*
Half round file	A file that is flat on one side and curved on the other. It can be sued for internal curves.		3. *Explain what is meant by a prototype.*
Evaluation	Where a designer reflects on the design of a product, looks at what went well during testing and identifies ways that the product be improved.	Glass paper is used to get a fine finish on wooden parts of a product. Wet and dry paper is used to get a fie finish on polymers. As the name suggest it can be used wet or dry.	4. *Explain how you could slightly widen a hole that had been drilled.*
Round file	A file of circular cross-section used for filing round holes.	Accurate holes have to be drilled to ensure the dowel rods fit correctly in holes.	5. *State two factors that should be considered when writing an evaluation for a product.*

Corless hand drill	Different shaped files	Dowel rod	MDF wheels	Band facer
				

DT-Half Term 1 Year 8 Food & Nutrition

Summary- Position in the Curriculum

You will develop a greater understanding of healthy eating by looking at how energy and nutritional requirements change through life. This will build on work you di on the Eatwell guide in year 7. You will also look at food labelling requirements and how to reduce food waste.

Terminology	Definitions
Boiling	Cooking a liquid at boiling point (100 degrees).
Simmering	Cooking just below the boiling point.
Balanced diet	A diet that contains all the nutrients in the correct amounts.
Basal metabolic rate (BMR)	The rate at which a person uses energy when resting.
Traffic light food label	A colour coded food label which helps you choose healthy food.
Energy needs	The average amount of food energy needed by individuals, usually measured in kilocalories (kcal)
Target groups	The group you are planning meals for.
Rubbing in	A technique in which fat is rubbed into flour and traps air in the mixture.

Core Knowledge

Everyone has their own nutritional needs, which will vary depending on their;

- Gender
- Age
- Level of activity
- Health and condition
- Body size
- The environment.

Example
Teenagers have growth spurts and are very active so have high energy needs. Increased appetites mean larger portion sizes are needed.

To make it easier when planning meals people are classified into target groups: babies, children, teenagers, adults, pregnant women, older adults.

If we eat more food than we need and do not use it up exercising, any energy that is left is changed to fat, and we put on weight.

If we eat less food than we need and use it up, the fat stores in our body are used and we lose weight.

We can reduce food waste by:
Planning ahead
Buying only what we need and storing it correctly
Recycling what we do not eat, e.g. by composting
Storing left overs for later
Cooking the right amount

There are a number of features which are mandatory (required by law) on food packaging. These include the name of the food, use by date/best before date, nutritional information, the quantity of the food and allergy warnings.

Preparing for Assessment

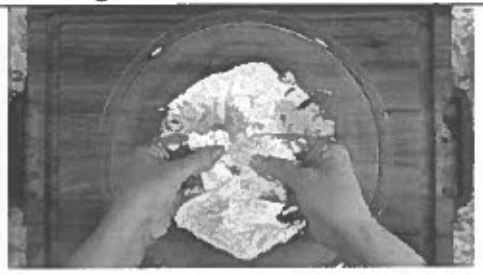
Revision and self-study questions are below.

Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.

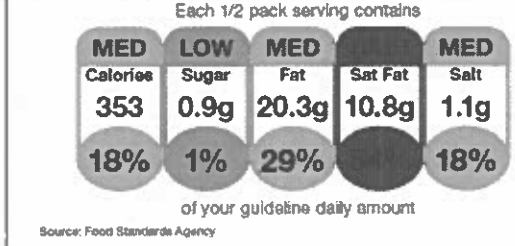
6. *Explain why our nutritional needs change through life.*
7. *Name 5 target groups when planning meals.*
8. *Describe two consequences of eating more food than need.*
9. *Describe how food waste could be reduced in the home.*
10. *Name the three features that must be on a food package and explain why they are needed.*

Spicy rice

Rubbing in method



Food label traffic lights



Carrot cake

Fruit scones

DT-Half Term 2 Year 8 Food & Nutrition

Summary- Position in the Curriculum

You will develop a greater understanding of nutrients by studying the sources and functions of macronutrients and micronutrients. you will continue to develop practical skills by making pizza and tuna pasta bake.

Terminology	Definitions
Macronutrients	Nutrients needed by the body in large amounts -protein, fat and carbohydrates.
Micronutrients	Nutrients needed by the body in smaller amounts- vitamins and minerals.
Starch	A complex sugar (e.g. potatoes, rice and bread are high in starch).
Saturated fats	Usually from animal sources, can be harmful to health.
Unsaturated fats	Usually from plant sources, can be good for health.
Amino acids	The building blocks of protein.
Type 2 diabetes	A condition where the bodies sugar levels cannot be controlled properly.
Fat-soluble vitamins	These are vitamins A, D, E and K

Core Knowledge

Protein is needed by the body for growth repair, maintenance and energy. Some people need more protein than other. For example, a pregnant woman would ned more for growth. Foods high in protein include meat, fish and eggs.

Fats are needed to keep the body warm, provide energy, cushion internal organs by covering them with fat and provide fat soluble vitamins. If we eat too much fat it can lead to obesity, type 2 diabetes and heart disease (as fat builds up in arteries).

Carbohydrates are divided into 3 groups:
Sugar
Starch
Dietary fibre- found in the cell walls of fruit, vegetables and cereals.
Fibre keeps our digestive systems healthy. Eating too little causes constipation

Nutrient	Some food sources	Main functions
Vitamin A	Liver, carrots, milk	Healthy eyes & skin
Vitamin B	Bread, fish, broccoli	Releases energy
Vitamin C	Oranges, blackcurrants	Helps body absorb iron and healthy connective tissues
Vitamin D	Milk, oily fish	Strong bones & teeth
Calcium	Yoghurt, milk	Strong bones & teeth
Iron	Dark green vegetables	Healthy red blood cells
Sodium (salt)	Cheese, salted nuts	Keeps water balance in the body correct.

Preparing for Assessment

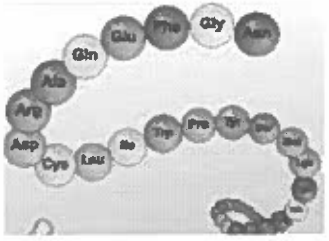
Revision and self-study questions are below.

Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.

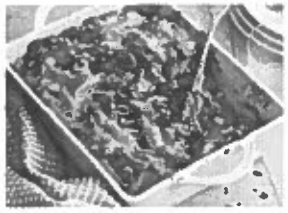
1. *Explain the difference between macronutrients and micronutrients*
2. *Name the 5 macronutrients and micronutrients*
3. *Explain why we need protein in our diets.*
4. *Explain what could be the adverse effects of eating too much fat.*
5. *Explain why we need vitamin A and name 3 foods that contain it.*

Kneading dough

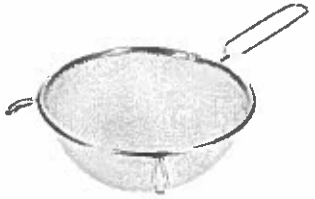
A chain of amino acids



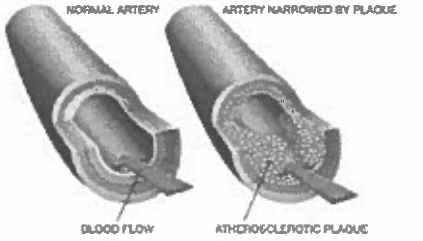
Tuna pasta bake



Sieve



Fat deposits building up in arteries



Notes

	Monday	Tuesday	Wednesday	Thursday	Friday
Form					
P1					
P2					
P3					
P4					
P5					