Name: Form:

“Don’t be afraid. Be focused. Be determined. Be hopeful. Be empowered...Empower yourselves with a good education, then get out there and use that education to build a country worthy of your boundless promise.”

Michelle Obama

YEAR 8

KNOWLEDGE ORGANISER:

Spring Term 2024

Bluecoat Wollaton

believe in yourself, in others, in God

CONTENTS PAGE:

Instructions for using your Knowledge Organiser

Every school day you should be studying at least **1** section of your Knowledge Organiser (KO) for homework.

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

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

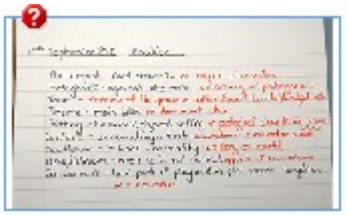
You need to bring your KO and exercise book with you **EVERYDAY** to the academy.

Your parents should tick off your homework every evening using the grid in your KO on page 4. Parents should also sign off your reading using the reading log on page 5, this will be checked in your library lesson.

Your KO and exercise book will be checked regularly in form time, failure to show homework for **ALL FIVE** days of the week will result in an after school detention that day.

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

Self-testing



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

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

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

Presentation

You should take pride in how you present your work:

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

How do I self-quiz?

How to use...Flashcards

1. On one side of the flash card, write the word or question.
2. On the other side, write the definition for the word, or answer to the question.
3. Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong.
4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile.

You can also use the Leitner Method: **https://www.youtube.com/watch?v=C20EvKtdJwQ**

How to use… Look, Cover, Write, Check and Correct

1. Write your key words into the 'Look, Cover' column and then cover it.
2. Write out the meaning, definition or spelling in the 'Write' column.
3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.
4. If you got the answer incorrect, write the correct answer in the 'Correct' column.

Look , Cover	Write	Check	Correct
Noun	A person, place or thing.	✓	
Algorithm	Algorithim	X	Algorithm

How to use… Mind Maps

1. Write out your topic or idea in the centre. E.g. The First World War.
2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI
3. Then add your knowledge off of these branches. You might even be able to make connections between them.
4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.

How to use… Explaining a process/ idea further

Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words **because, but**, and **so.** These will help you to:

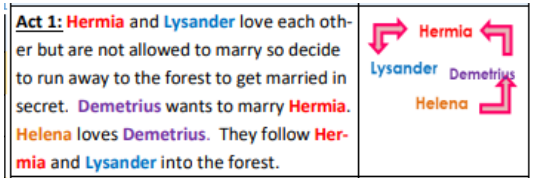
1. **Because:** helps to explain a reason, cause or why something works.
2. **But:** helps to explain a limitation or problem.
3. **So:** helps to explain what happens next in a sequence, process or event.

Check your sentences to see if your explanations or right or wrong. Correct any errors.

How to… Summarise a process/idea

Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.

1. Read through the relevant part of your knowledge organiser as directed by your teacher.
2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.
3. For each part, add **one** main idea.
4. E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.



How to use… Subject Specific Tasks or Questions

Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.

In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.

Year 8 Spring Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
08/01/2024 Monday	**English: Art of Rhetoric Section 2 Key Knowledge:** Create a poster that explains the Aristotelian Triad: Logos, Pathos and Ethos. Your poster should be as detailed as possible and should explain how some of the texts you have studied so far link to these ideas.	
	Art: Look at the landscape by Ibrecht Altdorfer in **section B** and write a paragraph about this artist, answering these questions: What can you see in this image? How would you describe the colours? Where might you imagine this image to be from in the world?	
09/01/2024 Tuesday	**Music: :** Learn all the definitions in **Section B** using **Look-cover-write-check and correct.** Make sure you draw out a neat table for this.	
	Drama: Research the '**explorative strategies'** listed in **Section A** and find definitions for each. Write these out as full sentences *e.g. A Still Image is...*	
10/01/2024 Wednesday	**Maths:** Make a flash card for each of the "concepts seen before". These should include both definitions and examples of the words. *If you need support log unto Sparx, go to independent learning, then type in the topics and watch the videos or come to IT04 at lunch.*	
	DT (Lighting): Use the DT knowledge organiser to write yourself 10 questions then hide the KO and answer the questions **DT (Desk tidy)**: Produce a set of Flash cards and definitions for the tier2 and 3 vocabulary **Food**: For the Tier 2 words, use read cover, write check and correct to learn the words and their definitions.	
11/01/2024 Thursday	**Bedrock:** Complete either one Bedrock lesson OR pre-tests/post tests activities until you earn an additional 20 points = a green THEN write down <u>two words</u> you have been learning and a short definition OR synonym.	
	Spanish: Using the Spring Term 1 page –Make a word search using the key words from Tier 1 section. Write the words in the word search in Spanish and then list the vocabulary in English. Challenge: Include the questions too!	
12/01/2024 Friday	**Science: Energetics (Section A):** Create flashcards for the Section A Tier 3 keywords.	
	Principal's Reading: Drama	

Year 8 Spring Term 1

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Date	Subjects and Tasks	Signed by parents/ carers once complete
15/01/2024 Monday	**English: Art of Rhetoric** Create flashcards for the Tier 3 vocabulary with the definition on the back. On your flashcard, write down your own example or image to help you remember this key information. Once created, test yourself. When you get a definition correct put it in the 'correct' pile. If you get it wrong, put it in the 'check again' pile. Repeat until all cards are in the 'correct' pile. Flashcards should be stuck into your KO using an envelope.	
	History: Section A: Answer these questions on the key vocabulary in full sentences. Use the question language below to help. 1. What is the difference between a **borough** and a **rotten borough? ,** 2. What was the People's Charter? **,** 3. What are the differences between a protest, a riot, and a revolution?	
16/01/2024 Tuesday	**RE:** 1) **What is Ethics? Spring 1 -** Section A—Key Vocabulary— Write down **five** key term's definition in your own words and draw either appropriate pictures or symbols to help you remember what they mean. 2) Ask a family member to test you on as many key terms as possible to check your understanding and memory.	
	PE: Create a set of Flashcards for all the keywords in Section A & B. Then Self test yourself and create a learnt and 'developing knowledge' set of flashcards.	
17/01/2024 Wednesday	**Maths:** For the equation **y = 3*x* - 2** a) What is the gradient: Is it 3 , -3, 2 or –2? b) What is the y-intercept: Is it 3 , -3, 2 or –2? b) Copy and complete the table of values for the equation **y = 3*x* - 2**. *Hint:* This equation means y is found by calculating 3 multiplied by the values of *x* before then subtracting 2.	
	Computing: Define the terms **Malware, Virus, Worm and BOT**. Write out the definitions in a **LOOK, COVER, WRITE, CHECK table** until you have learnt all four definitions.	
18/01/2024 Thursday	**Bedrock:** Complete either one Bedrock lesson OR pre-tests/post tests activities until you earn an additional 20 points = a green THEN write down <u>two words</u> you have been learning and a short definition OR synonym.	
	Geography: Africa Section A: Key Vocabulary Pick 3 words from tier 3 and create a sentence using each of them. Pick 3 words from tier 2 and create a sentence using each of them. E.g. Economic—One economic impact of the Kilauea eruption was the $800 million in property damage.	
19/01/2024 Friday	**Science: Energetics (Section B):** Draw the particles in a Solid, Liquid and Gas and next to each drawing write down what you can remember about each state of matter.	
	Principal's Reading: Maths	

x	-2	-1	0	1	2	3
y						

Year 8 Spring Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
22/01/2024 Monday	**English: Art of Rhetoric** Section 1. Look back at your Tier 3 words. Write a mini speech on your opinion on homework using hyperbole, anaphora and alliteration. Annotate where you have used these techniques in your mini speech.	
	Art: Read **section C** and answer the following questions: What are the two artworks of van Gogh that are mentioned in the text? What did van Gogh use his painting to help him with? What was the name of the artist that inspired him to paint Sunflowers?	
23/01/2024 Tuesday	**Music: : Research** what other forms of music Blues music went on to influence. You are looking for another genre of music. Try to listen to a piece of music from each to see if you can hear any similarities. Write out your findings in detail.	
	Drama: Read through **Section A** Create a **set of flashcards** with the keyword and symbol on one side and definition on the other. Once created, test yourself. When you get a date correct put it in the 'correct' pile. If you get it wrong, put it in the 'check again' pile. Repeat until all cards are in the 'correct' pile.	
24/01/2024 Wednesday	**Maths:** Create a step-by-step guide for finding the midpoint between two co-ordinates. Use the Sparx code M622 if you need more support.	
	DT (Lighting): Use Section B and the information on LED's to write compare incandescent bulbs and LED's. Research as many differences as you can. **DT (Desk tidy):** Write a Specification for a product you can find in school. **Food**: Use the information in Section 3, create a fact sheet to inform people how to store and prepare food safely. Include diagrams and the consequences of not storing food correctly.	
25/01/2024 Thursday	**Bedrock:** Complete either one Bedrock lesson OR pre-tests/post tests activities until you earn an additional 20 points = a green THEN write down <u>two words</u> you have been learning and a short definition OR synonym.	
	Spanish: Using the Spring Term 1 page— Read the section on the 'Near Future Tense' and 'Giving Opinions in the Future Tense' and write a paragraph of 50-80 words about what you are going to do at the weekend. Include what you are doing, where and with whom, as well as a future opinion about what you think it will be like. Challenge: Write an extra paragraph using different verb forms (He/She, We, They etc) to say what your friends/family will be doing.	
26/01/2024 Friday	**Science: Energetics (Section C)**: Write down 3 examples of Endothermic and Exothermic reactions. Draw an image to represent each example.	
	Principal's Reading: History	

Year 8 Spring Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
29/01/2024 Monday	**English: ANIMAL FARM Section 1 Key Vocabulary** Create flashcards for the Tier 3 vocabulary with the definition on the back. On your flashcard, write down your own example or image to help you remember this key information. Once created, test yourself. When you get a definition correct put it in the 'correct' pile. If you get it wrong, put it in the 'check again' pile. Repeat until all cards are in the 'correct' pile. Flashcards should be stuck into your KO using an envelope.	
	History: Section C: Use the timeline to create flashcards on the following events. On one side write the name and date of the event, on the other, describe what happened in a maximum of 3 bullet points per event. Then ask a family member to quiz you on the events. **The Luddites / The Blanketeers / Peterloo Massacre / Cato Street Conspiracy / Great Reform Act**	
30/01/2024 Tuesday	**RE:** 1) **What is Ethics? Spring 1 -** Read through Section B Ethical theories— Explain the difference between Utilitarianism and Situation ethics in a few sentences. 2) Read through the Humanist and Christian ethics in Section C—explain what Humanists and Christians base their sense of right and wrong (morality) on and why you think they may have these different sources of morality.	
	PE: Draw the outline of a skeleton. You can either use freehand or trace from the Knowledge Organiser. Label the relevant bones in the correct place.	
31/01/2024 Wednesday	**Maths:** Draw three examples of ***scatter graphs***. Draw one with a positive correlation, draw one with negative correlation and draw one with no correlation. Remember to label the axis. Watch the Sparx videos if you need help.	
	Computing: Make a mind map for all the words within section B. This should include the word, definition and an example of how it could be used within a sentence.	
01/02/2024 Thursday	**Bedrock:** Complete either one Bedrock lesson OR pre-tests/post tests activities until you earn an additional 20 points = a green THEN write down <u>two words</u> you have been learning and a short definition OR synonym.	
	Geography: Africa Section 2: Tectonic plate margins Look at Section B– Write two paragraphs explaining why people choose to migrate from	
02/02/2024 Friday	**Science: Energetics (Section B):** Copy out the diagram of the Catalyst graph. Explain what a catalyst is in your own words.	
	Principal's Reading: Computing	

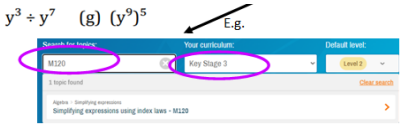
Year 8 Spring Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
05/02/2024 Monday	**English: Animal Farm.** For each Tier 2 word, create a frayer diagram with 1. definition 2. synonyms 3. draw an image 4. put it in an example sentence.	
	Art: Find out 3 facts about one of the other artists that are mentioned in the definition for post impressionism. Write them down and write down where you found this information. It could be from a website or a book.	
06/02/2024 Tuesday	**Music: Look, cover, write, check and correct** on all terms in **Section A.** Make sure you draw out a neat table for this.	
	Drama: Learn the key differences between scripted and devised work in **Section C** write out a paragraph about the key facts of each from memory then **check and correct.**	
07/02/2024 Wednesday	**Maths:** Create a mini-poster explaining what the ***line of best fit*** is. Include what it looks like and what it does not look like. Include at least one diagram which shows a good example of a line of best fit. Use section B to help.	
	DT (Lighting): For the Tier 2 words, use read cover, write check and correct to learn the words and their definitions. **DT (Desk tidy)**: Using **ACCESSFM** carry out a **product analysis** on two v similar items that you find in your bedroom. **Food**: Create flash cards for the Tier 3 words. Test yourself, when you are confident you understand the word then focus on learning the ones that you are unsure of.	
08/02/2024 Thursday	**Bedrock:**Complete either one Bedrock lesson OR pre-tests/post tests activities until you earn an additional 20 points = a green THEN write down <u>two words</u> you have been learning and a short definition OR synonym.	
	Spanish: Using the Spring Term 1 page—Answer the 3 questions from the Tier 1 Key Questions section about a holiday (you can make it up!). Write your answers in Spanish and aim for 10-20 words per answer. Challenge: Use sequencers and time phrases from Tier 1 to narrate the events and add more detail.	
09/02/2024 Friday	**Science: Movement (Section A):** Create flashcards for the Section A Tier 3 keywords.	
	Principal's Reading: Spanish	

Year 8 Spring Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
19/02/2024 Monday	**English: Animal Farm. Section 2 Key Knowledge.** Read the information in this section and answer these questions: 1) What is a foil? 2) why might a writer create contrasting characters? 3) what does a character arc show us? Now think about what you've read so far of 'Animal Farm'. What contrasting characters can you see so far? Challenge: how do you think Orwell wants us to react to each of these characters? What do you think of them so far?	
	History: Section B: Create a fact file, each with 3 bullet points, on the following important people in the Chartist Movement: 1. Thomas Attwood , 2. William Cuffay , 3. Susanna Inge	
20/02/2024 Tuesday	**RE:** 1) Section A: Put **five** key terms for **Religious Studies — Who was Prophet Muhammad? Spring Term 2** into sentences to show you understand the definitions. 2) Ask a family member to ask you the different key vocabulary and explain what they mean to them.	
	PE: Using Section B, create 10 questions that you could use to ask other members of your PE class.	
21/02/2024 Wednesday	**Maths:** Simplify these indices. Use SECTION B, come to IT04 at lunch and/or use the Sparx codes under SECTION C to help if you need support. (a) $y^7 \times y^3$ (b) $y^9 \div y^7$ (c) $y^6 \div y^2$ (d) $(y^3)^5$ (e) $y^7 \div y$ (f) $y^3 \div y^7$ (g) $(y^9)^5$ (h) $y^6 \times y^7$ (i) $y^6 \times y^5 \times y^2$ (j) $y^8 \times y \times y^3$ (k) $\frac{y^8}{y^5}$ 	
	Computing: Choose **FIVE** words from **section A**. Using these 5 words write **ONE** paragraph which includes all of them. The paragraph can be an explanation of what these words mean linked to each other.	
22/02/2024 Thursday	**Bedrock:** Complete either one Bedrock lesson OR pre-tests/post tests activities until you earn an additional 20 points = a green THEN write down <u>two words</u> you have been learning and a short definition OR synonym.	
	Geography: Section A– Key Vocabulary Select 5 words from tier 2 . Write the definition then dual code them *(add an image that represents what it is)* Tsunami— 	
23/02/2024 Friday	**Science: Movement (Section B):** Write a short story to explain what the distance time graph shows.	
	Principal's Reading: English	

Year 8 Spring Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
26/02/2024 Monday	**English: Animal Farm. Use your frayer diagrams from last week to help you with this task. Answer these questions: 1)**How can you see features of a fable so far in the story? 2) What do you think are the moral lessons we can find so far in your reading? 3) What motifs can you see in the story so far and why might they be there? 4) What might you predict about the character arcs and story progression?	
	Art: Make a fact file about Van Gogh: Include at least 5 facts about the artist.	
27/02/2024 Tuesday	**Music:** Read through **Section C** in the Knowledge Organiser. Write out the **5 main points**, in your own words, in full sentences leave a line in between each point.	
	Drama: Learn the key information about **Physical Skills** in **Section B** using **Look-cover-write-check and correct.** Make sure you draw this out as a neat table.	
28/02/2024 Wednesday	**Maths:** When we expand an expression we multiply to remove the brackets, this can be done using grid multiplication. There is an example in SECTION B, use this example of a grid method to expand these questions: 1). $5(3a + 6)$ 2). $6(3r + 7)$ 3). $5(8 + 8t)$ 4). $7(6f - 7)$ **5)** $7(5p - 6)$ **6)** $4(12 - 2e)$ **7)** $8(9s - 2)$ **8)** $3(6 - 8c)$	
	DT (Lighting): Use each of the tier 3 words in a sentence, the sentence can't be a definition of the word. **DT (Desk tidy)**: Look at three different pieces of furniture and try to find out whether they are constructed using Permanent or None permanent joints. **Food**: Look at the keywords in Sections A & B. For each of the keywords explain how these link to food hygiene and safety.	
29/02/2024 Thursday	**Bedrock:** Complete either one Bedrock lesson OR pre-tests/post tests activities until you earn an additional 20 points = a green THEN write down <u>two words</u> you have been learning and a short definition OR synonym.	
	Spanish: Using the Spring Term 2 page—Create a mind map for foods in Spanish. Have 3 branches coming off the centre, one for foods you would eat at breakfast, one for drinks and one for foods you would eat for lunch/dinner. Use the words from the Tier 1 section to help you as well as adding extras you know. You can use the internet to help you add mote vocabulary. Also add the questions from the Tier 1 question section to the correct branch. Challenge: Can you research and find any key verbs to add to your mind map?	
01/03/2024 Friday	**Science: Movement (Section C):** Look, Cover, Write and Check the equation for calculating Moments at least 5 times.	
	Principal's Reading: Geography	

Year 8 Spring Term 2

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Date	Subjects and Tasks	Signed by parents/ carers once complete
04/03/2024 Monday	**English: Art of Rhetoric Section 3: Key Connections.** Summarise the 6 part structure. Which sections most apply to Ethos? Which to Logos? Which to Pathos?	
	History: Section A: Use read, cover, write, **check and correct** to learn the definitions of these words. Tick off each one as you complete it. **Representation / Democracy / Representative / Member of Parliament (MP) / House of Commons**	
05/03/2024 Tuesday	**RE:** 1) Read through section B (**What were the key events in Prophet Muhammad's life?)** - summarise each event into a maximum of 10 words. Choose your words carefully. Do not include words such as 'the, is, and, a, of' and similar words. Consider what the key events are in the Prophet's life. 2) Now **check your summary of** key events. Have you included words such as 'the, is, a, of'? If so, replace them with more meaningful key words in a different colour pen.	
	PE: Write half a page of A4 that explains what the role and function of the skeletal system is. You can find this information in Section A, Tier 2 vocabulary and Section B	
06/03/2024 Wednesday	**Maths:** Factorise these into single brackets. Use the example in SECTION B and the Sparx codes under SECTION C to help if you need support. You can also come to Maths Clinic in **IT04** at lunch. (a) $4x + 6$ (b) $15x + 20$ (c) $9y - 12$ (d) $5x + 15$ (e) $6x - 3$ (f) $4x + 8$ (g) $5y - 25$ (h) $8w + 24$	
	Computing: Create Flashcards for the Section B words. Read your definitions and learn them.	
07/03/2024 Thursday	**Bedrock:** Complete either one Bedrock lesson OR pre-tests/post tests activities until you earn an additional 20 points = a green THEN write down <u>two words</u> you have been learning and a short definition OR synonym.	
	Geography: Section C: Case study information Select two impacts of the Boxing Day tsunami. Explain how these had a social, economic or environmental impact. Don't forget to link points on.	
08/03/2024 Friday	**Science: Movements (Section A):** Create flashcards for the Section A Tier 2 keywords.	
	Principal's Reading: PE	

Year 8 Spring Term 2

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Date	Subjects and Tasks	Signed by parents/ carers once complete
11/03/2024 Monday	**English: Animal Farm.** Section 3: Key connections. For each character, create a short character profile that includes: 1) at least 3 adjectives that might describe them so far 2) who they are and what role they have played in the story so far 3) which characters are similar to them and which are contrasting (explain) 4) summarise what you think each of these characters and what they might represent in the story so far.	
	Art: Look at the landscape composition image and draw your own landscape with the same labels in the right place. It could be a landscape from a photograph, or the view of your garden. It's important to get the foreground, middle ground and background in the right place. Draw this on plain paper and stick in if you have some.	
12/03/2024 Tuesday	**Music:** Identify the **Hook and Riff** in 3 current pop songs and describe them. Name the song, artist and whether it is **Rhythmic**, **Melodic** or **Lyrical**. Use the elements to describe them.	
	Drama: Watch an acting performance from a fictional TV show or film. Write a critique (review) of how the actor used **physical skills** to create their character using key words from **section B**. You should use full sentences.	
13/03/2024 Wednesday	**Maths:** To solve equations we use inverse functions. First, write the inverse function of subtraction, multiplication and squaring. Second, use inverse functions to solve the following equations, make sure you show your working out or diagrams. 1. $2b + 5 = 13$ 2. $3b + 1 = 25$ 3. $7b - 3 = 25$	
	DT (Lighting): Use Section B on Timbers and find 5 wooden products at home. Write down which type of wood/ board you think it is and why. **DT (Desk tidy)**: Write a definition for each key word of ACCESSFM **Food**: Use the Key words for the first 9 words in section B to explain where they occurred in the last food practical lesson you had. Give clear examples.	
14/03/2024 Thursday	**Bedrock:** Complete either one Bedrock lesson OR pre-tests/post tests activities until you earn an additional 20 points = a green THEN write down <u>two words</u> you have been learning and a short definition OR synonym.	
	Spanish: Using the Spring Term 2 page—Answer the first 4 questions from the Tier 2 Key Questions section (the questions about what foods you eat). Write your answers in Spanish and aim for 10—20 words per answer. Use section B and C to help you with the verb accuracy. Challenge: Use opinion phrases and adjectives to justify your opinions and add more detail.	
15/03/2024 Friday	**Science: Interdependence (Section B):** Write your own food chain. Then, using the food web in Section B, write down 2 possible food chains from there.	
	Principal's Reading: Science	

Year 8 Spring Term 2

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Date	Subjects and Tasks	Signed by parents/ carers once complete
18/03/2024 Monday	**English: Art of Rhetoric.** Summarise Cicero's argument. Link this to one of the speeches you have looked at in lesson recently. How far do they fit Cicero's three aims?	
	History: Sections A, B and C: Describe how women campaigned for the right to vote in the early 1900s. In your paragraph include: · The following 4 key words from Tier 2 vocabulary in **Section A** to **Suffrage / Enfranchise / Petition / Union**	
19/03/2024 Tuesday	**RE:** 1) Write a paragraph explaining the events **After the Prophet Muhammad**—use as many key terms from section A as possible, without looking at section A (put these into a different colour so it is clear what words they are). 2) Once you have done this add any more information or key words to your paragraph whilst looking at the information – do this in a different colour.	
	PE: Create a list of injuries that may involve a bone or joint.	
20/03/2024 Wednesday	**Maths:** Write about the differences between these three sequences: **Linear Sequence, Geometric sequence & Fibonacci Sequence.** Create 4 examples of linear sequences, 4 examples of geometric sequences and 4 examples of Fibonacci sequences	
	Computing: Create a mindmap explaining the following: 1. CPU (Include what it does, where it is located and how it is linked to other computer components in the computer) 2. RAM (Include what it does, where it is located and how it is linked to other computer components in the computer) 3. Hard drive (Include what it does, where it is located and how it is linked to other computer components in the computer)	
21/03/2024 Thursday	**Bedrock:** Complete either one Bedrock lesson OR pre-tests/post tests activities until you earn an additional 20 points = a green THEN write down <u>two words</u> you have been learning and a short definition OR synonym.	
	Geography: Section C: Case study information Select two responses of the Kilauea eruption. Explain how these would reduce the impacts of the eruption.	
22/03/2024 Friday	**Science: Interdependence (Section C):** Explain the predator-prey cycles in your own words.	
	Principal's Reading: Religious Studies	

Year 8 Spring Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
25/03/2024 Monday	**English Art of Rhetoric:** Think of your favourite speech you have looked at in lesson. Inspired by this, create your own speech based on the following topic: 'Young people are the hope for the future'. You should use ethos, logos and pathos and try to use the Tier 3 methods in Section 1.	
	Art: Create flash cards to help you remember the key words in **Section A**. Once created, test yourself. When you get a date correct put it in the 'correct' pile. If you get it wrong, put it in the 'check again' pile. Repeat until all cards are in the 'correct' pile.	
26/03/2024 Tuesday	**Music:** Draw a table/grid showing the order of the 12 bar blues bassline. Consider what the effect would be on the music if you were to change this order.	
	Drama: Write a short scene in which two characters have a hostile relationship. Include stage directions to show how you would consider proxemics and body language to show their relationship and the tension between them.	
27/03/2024 Wednesday	**Maths:** We solve inequalities using the same methods for equations. Use your guides for solving equations to help you solve these inequalities. Log unto Sparx and use independent learning to help if needed. The codes are under SECTION C. $5x - 8 \leq 22$ $7x + 5 \geq 40$ $5x + 18 > 9x + 6$	
	DT (Lighting): Find out and explain what each of the components in Section C are for. Draw the symbols with the name in your knowledge organiser and write the explanation next to it. **DT (Desk tidy)**: Try to sketch a simple object following the Orthographic method. **Food**: Use the information in sections B & C to draw fridge and annotate to show what food you would store in different areas of the fridge. Explain how to prevent cross contamination and critical temperatures.	
28/03/2024 Thursday	**Bedrock:** Complete either one Bedrock lesson OR pre-tests/post tests activities until you earn an additional 20 points = a green THEN write down <u>two words</u> you have been learning and a short definition OR synonym.	
	Spanish: Using the Spring Term 2 page—Imagine you are writing a diary entry and write about what you did yesterday. Include what food you ate for breakfast, lunch and dinner as well as what activities you did and with whom. Use section B and C to help you with the verb accuracy and make sure you use opinion phrases and adjectives to justify your opinions and add more detail. Challenge: Add an extra section saying what your plans are for next weekend.	
29/03/2024 Friday	**Science: Interdependence (Section A):** Write a sentence for each of the Tier 2 keywords.	
	Principal's Reading: DT	

Reading Log

Use this reading log to record the books you read, how long you have spent reading and Bedrock lessons.

Week starting	Mon	Tues	Weds	Thurs	Fri	Sat	Sun	Total no. of minutes read	Bedrock lesson complete?	Parent/Carer Signature
08/01/2024										
15/01/2024										
22/01/2024										
29/01/2024										
05/02/2024										
19/02/2024										
26/02/2024										
04/03/2024										
11/03/2024										
18/03/2024										
25/03/2024										

'The more that you read, the more things you will know.
The more that you learn, the more places you'll go.'

Bedrock

Don't forget the drip feed! **24 hour block** between lessons

Use this page to note down what days you have your Library lesson and what days you can access Bedrock without being locked out by the 24 hour drip feed...

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Monday morning Bedrock reports sent to your English teacher(s) to check your progress

Add to the grid when you have your Library lesson

Shade with a pencil the days you can't do Bedrock due to the 24 hour block

Highlight/colour the days you can complete your Bedrock

Remember that the weekly minimum is:

1 x Bedrock Lesson (ideally during library lesson)

1 x Bedrock homework

= 2 per week

Aim to get everything done in plenty of time to grow your brain and get plenty of prizes for your progress :)

The Periodic Table of Elements

1	2										3	4	5	6	7	0
							1 **H** hydrogen 1									4 **He** helium 2
7 **Li** lithium 3	9 **Be** beryllium 4										11 **B** boron 5	12 **C** carbon 6	14 **N** nitrogen 7	16 **O** oxygen 8	19 **F** fluorine 9	20 **Ne** neon 10
23 **Na** sodium 11	24 **Mg** magnesium 12										27 **Al** aluminium 13	28 **Si** silicon 14	31 **P** phosphorus 15	32 **S** sulfur 16	35.5 **Cl** chlorine 17	40 **Ar** argon 18
39 **K** potassium 19	40 **Ca** calcium 20	45 **Sc** scandium 21	48 **Ti** titanium 22	51 **V** vanadium 23	52 **Cr** chromium 24	55 **Mn** manganese 25	56 **Fe** iron 26	59 **Co** cobalt 27	59 **Ni** nickel 28	63.5 **Cu** copper 29	65 **Zn** zinc 30	70 **Ga** gallium 31	73 **Ge** germanium 32	75 **As** arsenic 33	79 **Se** selenium 34	80 **Br** bromine 35	84 **Kr** krypton 36
85 **Rb** rubidium 37	88 **Sr** strontium 38	89 **Y** yttrium 39	91 **Zr** zirconium 40	93 **Nb** niobium 41	96 **Mo** molybdenum 42	[98] **Tc** technetium 43	101 **Ru** ruthenium 44	103 **Rh** rhodium 45	106 **Pd** palladium 46	108 **Ag** silver 47	112 **Cd** cadmium 48	115 **In** indium 49	119 **Sn** tin 50	122 **Sb** antimony 51	128 **Te** tellurium 52	127 **I** iodine 53	131 **Xe** xenon 54
133 **Cs** caesium 55	137 **Ba** barium 56	139 **La*** lanthanum 57	178 **Hf** hafnium 72	181 **Ta** tantalum 73	184 **W** tungsten 74	186 **Re** rhenium 75	190 **Os** osmium 76	192 **Ir** iridium 77	195 **Pt** platinum 78	197 **Au** gold 79	201 **Hg** mercury 80	204 **Tl** thallium 81	207 **Pb** lead 82	209 **Bi** bismuth 83	[209] **Po** polonium 84	[210] **At** astatine 85	[222] **Rn** radon 86
[223] **Fr** francium 87	[226] **Ra** radium 88	[227] **Ac*** actinium 89	[261] **Rf** rutherfordium 104	[262] **Db** dubnium 105	[266] **Sg** seaborgium 106	[264] **Bh** bohrium 107	[277] **Hs** hassium 108	[268] **Mt** meitnerium 109	[271] **Ds** darmstadtium 110	[272] **Rg** roentgenium 111	[285] **Cn** copernicium 112	[286] **Nh** nihonium 113	[289] **Fl** flerovium 114	[289] **Mc** moscovium 115	[293] **Lv** livermorium 116	[294] **Ts** tennessine 117	[294] **Og** oganesson 118

Key

relative atomic mass
atomic symbol
name
atomic (proton) number

A Midsummer Night's Dream

Year 8 Drama Principal's Reading

Week Beginning 08/01/24

Helena:

How happy some o'er other some can be!
Through Athens I am thought as fair as she.
But what of that? Demetrius thinks not so;
He will not know what all but he do know:
And as he errs, doting on Hermia's eyes,
So I, admiring of his qualities:
Things base and vile, folding no quantity,
Love can transpose to form and dignity:
Love looks not with the eyes, but with the mind;
And therefore is wing'd Cupid painted blind:
Nor hath Love's mind of any judgement taste;
Wings and no eyes figure unheedy haste:
And therefore is Love said to be a child,
Because in choice he is so oft beguiled.
As waggish boys in game themselves forswear,
So the boy Love is perjured every where:
For ere Demetrius look'd on Hermia's eyne,
He hail'd down oaths that he was only mine;
And when this hail some heat from Hermia felt,
So he dissolved, and showers of oaths did melt.
I will go tell him of fair Hermia's flight:
Then to the wood will he to-morrow night
Pursue her; and for this intelligence
If I have thanks, it is a dear expense:
But herein mean I to enrich my pain,
To have his sight thither and back again.

23rd April is Shakespeare Day so we are looking at one of his famous monologues.

A monologue is a speech presented by a single character, most often to express their thoughts aloud, though sometimes also to directly address another character or the audience

A Midsummer Night's Dream Play Synopsis

Hermia is ordered by her father, to marry Demetrius, who is loved by Helena, but Hermia loves Lysander. The star-crossed pair decides to flee the forest, followed by the other two. In the woods, a group of mischievous fairies tangle with the lovelorn foursome and a group of players rehearing for their upcoming performance.

Scene Synopsis

Helena laments over how Demetrius loves Hermia and not her.

Questions to answer:

1. As you read circle words and phrases you do not know or understand. Look them up and write out their definitions.
2. Write out Helena's monologue in modern speech as if Helena was texting or messaging someone on social media.

'The Big Short' Explained

Year 8 Maths Principal's Reading

Week Beginning 15/01/24

The Big Short is a 2015 Oscar-winning film adaptation of author Michael Lewis's best-selling book of the same name. The movie, directed by Adam McKay, focuses on the lives of several American financial professionals who predicted and profited from the build-up and subsequent collapse of the housing bubble in 2007 and 2008. *"The Big Short"* won the Academy Award for Best Adapted Screenplay.

Published in 2010, "The Big Short: Inside the Doomsday Machine" was a loose sequel to Lewis' best-selling "Liar's Poker", a chronicle of his work experiences at Solomon Brothers in the 1980s. Both non-fiction works offer a deep dive into the lives, workplaces, and psychology of several Wall Street professionals and the financial world.

One of the main characters in the film is Michael Burry (Christian Bale), the manager of hedge fund Scion Capital. The year is 2005, and Burry begins to suspect the booming U.S. housing market is virtually an asset bubble inflated by high-risk loans. Burry creates a new sort of financial instrument, called a credit default swap, which would allow him to short the housing market—that is, sell positions, on the assumption that housing prices will drop.

Burry, ends up producing nearly 500% returns for investors who stayed with him through the duration of the housing market's collapse. Burry made a personal fortune of $100 million from the collapse of the US banks and a profit for his investors of $700 million.

Questions to answer:

1. Who wrote the novel "The Big Short"?
2. Into what world is the book a deep dive into?
3. How many years after publishing the book "The Big Short: Inside the Doomsday Machine" was the film released?
4. In what range of years did the global economic crisis occur?
5. *"The Big Short"* won which Academy Award?
6. A main character in the film is Michael Burry, but which famous actor played him?
7. What percentage returns did Burry make for his investors?
8. In the end how much profit did Burry make for himself?

Year 8 History Principal's Reading

Week Beginning 22/01/24

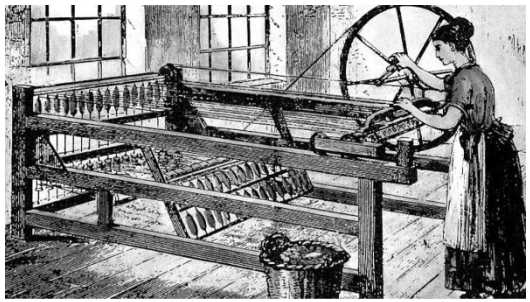
Britain's Industrial Revolution: A Narrative Overview

From the 1770s there was rapid change in Britain, which lasted over 100 years and was to change Britain and its role in the world forever. It was the first country to go through the Industrial Revolution, a huge change in work. This dramatically changed the way people lived and worked, with new machinery and inventions helping to kick-start these changes. For example, cloth-making machines such as the new Spinning Jenny and Spinning Frame, which was invented by Richard Arkwright in 1769. This allowed cotton to be spun quickly and in large quantities, leading to Arkwright building the first 'mill' or 'factory' in 1771 which then led to more being built across the country. This began to draw workers in from the countryside and into factories which offered guaranteed work and a steady wage. As a result, businessmen became very wealthy and increasingly powerful.

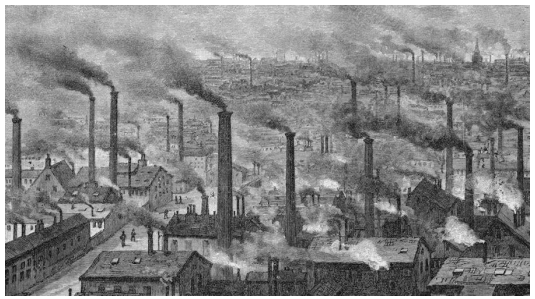
Other new inventions included the steam engine, built out of iron and fed by coal (nicknamed 'black gold') which was mined in huge quantities. This meant steel machines could be steam powered, working quicker and more efficiently. Technology, science and invention was to change Britain forever, making it the world's wealthiest nation and the 'workshop of the world'.

Industrialisation led to huge changes in English society. Firstly, there was rapid population growth and people began to move from the countryside to towns like Manchester, which grew in size (urbanisation). The Industrial Revolution also increased divisions in society as the upper and middle classes got richer, and moved out of towns into the suburbs, whilst the working classes lived in poverty in overcrowded, terraced houses that lacked sanitation. This resulted in diseases spreading. Working conditions in factories were poor and dangerous, even for the child workers. The government failed to provide any benefits to those seeking work and it was only in the latter 1800s that improvements were made to working conditions and public health.

The Spinning Jenny



An industrial city.



Questions to answer:

1. How did the Spinning Jenny change or improve life in Industrial Britain?
2. How did the steam engine change or improve life in Industrial Britain?
3. What do you think Britain's nickname 'workshop of the world' means?
4. Summarise in your own words (no more than 20) what the Industrial Revolution was.
5. Complete the following two statements.

   - The Industrial Revolution had a significant impact on Britain because…

   - The Industrial Revolution had a significant impact on Britain but…

Year 8 Computing Principal's Reading

Week Beginning 29/01/24

Binary at a the foundation

In the early days of computing, the only way to enter data into a computer was by flicking switches or by feeding in punched cards or punched paper tape.

Since computers work using **binary**, with data represented as 1s and 0s, both switches and punched holes were easily able to reflect these two states - 'on' to represent 1 and 'off' to represent 0; a hole to represent 1 and no hole to represent 0.

Charles Babbage's Analytical Machine (in 1837) and the Colossus (used during the Second World War) were operated using punched cards and tapes. Modern computers still read data in binary form but it is much faster and more convenient to read this from **microchips** or other types of storage devices such as a **Hard Disk Drive** (HDD).

At the simplest level, computers are little more than a collection of **transistors** and **circuits**. These are connected together to form **logic gates**, which in turn are used to form logic circuits.

These circuits will give different **outputs** based on the combination of **inputs** supplied to it. There are three types of gate to consider:

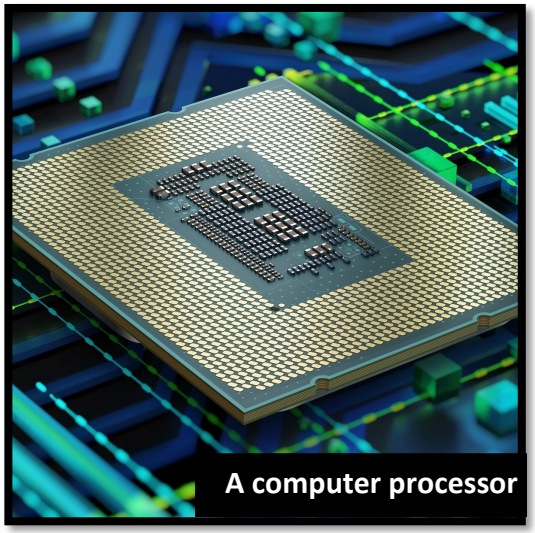
- AND gate
- OR gate
- NOT gate

An AND gate will output an electrical current if both of its inputs are on (TRUE), but will not discharge a current (FALSE) if one or no inputs are on.

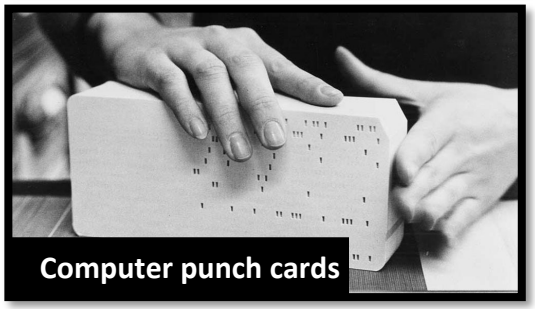
Alternatively, an OR gate will output a charge (TRUE) if any or both of its inputs have a charge going to them.

Finally, a NOT gate will invert its input—meaning if it is given a charge (TRUE), it would not output one (FALSE). If no charge was input (FALSE), then it would give a charge as an output (TRUE).

Each year companies spend large amount of money researching new methods of increasing transistor count. The reason for this is because it improves the speed and performance of the processors, which enables computers to run faster. The highest number of transistors in a computer in 2022 currently stands at 114 billion.



A computer processor



Computer punch cards

Questions to answer:

1. When was the Analytical Machine built?
2. Which inputs need to be on for an AND gate to output a charge?
3. What is the relationship between processor speed and transistors?

Challenge: What is the output of an AND gate if both of its inputs are off (FALSE).

Year 8 Spanish Principal's Reading

Week Beginning 05/02/24

La Tomatina

Zona Cultura

La Tomatina es una fiesta que tiene lugar en Buñol (Valencia) el último miércoles de agosto. Cada año, los 20.000 participantes lanzan más de 150.000 tomates en una hora. Después de la batalla los bomberos limpian las calles, que están cubiertas de jugo de tomate.

Ayuda—Vocabulary to help!

Último—last/ final	Los bomberos—firefighters
Lanzan—they throw	La calle—street
Tiene lugar—It happens/takes place	Cubiertas—covered
Jugo—juice	Limpian—they ckean

Questions to answer in English:

1. Where in Spain does the festival take place?
2. When does the festival take place?
3. How many people take part in the festival?
4. How many tomatoes are thrown in an hour?
5. What happens after the festival?
6. Would you like to take part in the Tomatina festival and why?

Challenge: Give an opinion and a reason in Spanish about the festival.

Year 8 English Principal's Reading

Week Beginning 19/02/24

Animal Farm

Sinister, sad, yet true. Animal Farm is the most thought-provoking piece of literature I have ever read.

Captioned 'a fairy story', Animal Farm is anything but that. Sick and tired of **maltreatment** under their **enslavement** from man, the animals of Manor Farm revolt. Released from all chains, there is but one key rule: All animals are equal. Yet, as the story progresses we soon see some animals are more equal than others…

Written in an elegantly simple style, Orwell uses the **turmoil** faced on the farm by the animals as a metaphor for the Russian Revolution itself. It shows how a people's fight for freedom can so quickly **morph** into a power play as chaos **ensues**. Orwell cleverly plants lies, **illiteracy** and even a head hunt throughout the novel to explain the **oppression**, **propaganda** and **elaborate** excuses that led to the rise of the Soviet **dictatorship**.

Yet, this novel goes beyond addressing the Russian Revolution, it speaks to all revolts there have been and will ever be. It suggests an **uprising** is **futile,** that things will remain how they have always been neither getting better nor worse. All simply remains constant. Here I cannot agree with what George Orwell has to say, but right or wrong this book is a brilliant politically minded piece that is a real page turner, easily read in one sitting.

Truly a timeless classic that speaks so much of human nature. Plus, it's quaint farmyard setting makes this a very British book, lucky enough to have become a global **phenomenon**.

Glossary

Maltreatment—being treated badly—abused or neglected

Enslavement—being used as a slave– having no freedom

Turmoil - chaos and pain

Morph—change

Ensues—follows

Illiteracy—not being literate (not being able to read or write)

Oppression—where people are exploited by those in power and not given freedom

Propaganda—usually political ideas shared by those in power to make people think certain things (a bit like brainwashing)

Elaborate –complicated

Dictatorship—when there is an unelected leader that nobody can question or challenge

Uprising—a rebellion or protest

Futile—useless; pointless

Phenomenon—a well-known event or thing

Questions to answer:

1. Read the article carefully, using the glossary to help you understand difficult vocabulary. Summarise the point of view shown in this review. What do they think of the book? Why is it an important story?
2. What does the writer say led to the rise of the Soviet dictatorship? Look for three things.
3. What are the normal expectations of a fairy tale? Why might Orwell have subtitled this story as a fairytale when it doesn't seem similar to many well known fairytales?

Taal volcano: Thousands evacuated and alert raised after Philippines volcano spews smoke and ash (2021)

Year 8 Geography Principal's Reading

Week Beginning 26/02/24

The Taal volcano, south of central Manila, caused more than 100,000 people to be evacuated last year after blasting steam and rock up to 15 metres into the air. Now, residents are fleeing once again.

Thousands of people have been evacuated and authorities in the Philippines have raised the danger level of the Taal volcano after it spurted a huge plume of gases and steam into the air.

The Taal volcano in Batangas province, south of the capital Manila, caused disruption and concern on Thursday after spewing the 1km (0.62mile) high ash plume.

Officials cannot say if more eruptions will occur, and Renato Solidum of the Philippine Institute of Volcanology and Seismology said: "It's just one explosive event, it's too early to tell."

Volcanologists in the Philippines raised the alert status to level three from level two after the explosion, which means "there is magmatic intrusion at the main crater that may further drive succeeding eruptions".

Authorities have started urging residents in the lakeside towns of Agoncillo and Laurel to evacuate due to possible eruption hazards, including a potential for a volcanic tsunami.

Water in Taal's crater boiled before and after its eruption, a video posted on the Facebook page of the seismology agency showed.

The environmental organisation Greenpeace Philippines observed an unusual haze over the capital's skyline, on Wednesday, which The Philippine Institute of Volcanology and Seismology (PHIVOLCS) acknowledged was due to a combination of sulfur dioxide from the volcano and worsening air pollution.

Reacting to the occurrence, Greenpeace campaigner Khevin Yu said: "The unhealthy air situation due to increasingly normalizing car volume in Metro Manila, worsened by Taal's volcanic activities, exposes the consequences of deprioritizing air pollution monitoring."

Taal is one of the world's smallest active volcanoes, standing at only 311 metres (1,020ft). It spewed clouds of ash in January last year, prompting the evacuation of more than 100,000 people.

Clouds of ash blew more than 62 miles (100km) north, reaching Manila, and forcing the partial shutdown of the country's main airport with more than 500 flights cancelled.

Questions

1. What are the impacts of the volcanic eruption?
2. How might the Philippines respond to this event to reduce the impacts?

Year 8 PE Principal's Reading

Week Beginning 04/03/24

The Benefits of Exercise

At the first modern Olympic Games, held in 1896 in Athens, there wasn't a single female competitor. When the 2020 Games kick off in Tokyo this month, nearly half of the athletes competing will be women.

Tokyo marks a "turning point" for the elite international sporting competition as the most gender-equal Olympics in the games' history, organizers said, with women accounting for nearly 49% of the 11,090 athletes. That's up from 45% at the last games in 2016 in Rio, 23% at the 1984 Games in Los Angeles, 13.2% at the 1964 Games in Tokyo, and 2.2% at the 1900 Games in Paris -- the first to have female athletes.

When the games return to Paris in 2024, there is anticipated to be full gender parity, with the same number of female athletes as male athletes.

The milestone comes as the 2020 Games have sparked a conversation around the needs of mothers in particular, regarding accommodations around pregnancy, breastfeeding and child care and as scandals involving the abuse and harassment of female athletes continue to plague sports globally.

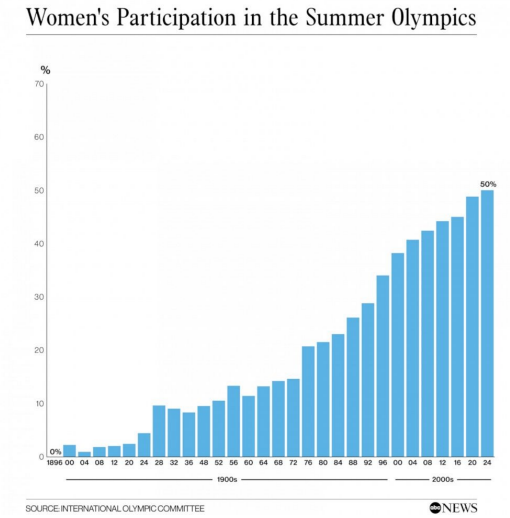
In the years leading up to the Tokyo Olympics -- which, after being delayed a year due to the coronavirus pandemic, run Friday through Aug. 8 -- the International Olympic Committee has been working toward achieving more gender equity in terms of athlete quotas and event programming.

Deliberate action

The IOC was "very deliberate" about working with international sports federations, which are in charge of their discipline's qualifying procedures, to increase the number of female athletes in 2020, IOC Sports Director Kit McConnell told ABC News.

"We got the overall number of athletes down from Rio to Tokyo, but even in getting the overall number down, we increased the number of women's athletes," he said.

For the first time, each team participating will have at least one female and one male athlete, and the 2020 Games will feature new events for women and more mixed-gender teams in an attempt at greater gender equity within sports.



Questions to answer:

1) How many female competitors were there at the first Modern Olympic Games held in Athens in 1896?
2) When the Games return to Paris in 2024, what is hoped will happen?
3) Name the five sports making their first appearance at the Tokyo Olympic Games.
4) Summarise the article in 20 words.

Climate change may be shrinking tropical birds

Year 8 Science Principal's Reading

Week Beginning 11/03/24

In a remote corner of Brazil's Amazon rainforest, researchers have spent decades catching and measuring birds in a large swath of forest unmarred by roads or deforestation. An exemplar of the Amazon's dazzling diversity, the experimental plot was to act as a baseline that would reveal how habitat fragmentation, from logging or roads, can hollow out rainforest's wild menagerie.

But in this pristine pocket of wilderness, a more subtle shift is happening: the birds are shrinking. Over 40 years, dozens of Amazonian bird species have declined in mass. Many species have lost nearly 2 percent of their average body weight each decade, researchers report November 12 in *Science Advances*. What's more, some species have grown longer wings. The changes coincide with a hotter, more variable climate, which could put a premium on leaner, more efficient bodies that help birds stay cool, the researchers say. "Climate change isn't something of the future. It's happening now and has been happening and has effects we haven't thought of," says Ben Winger, an ornithologist at the University of Michigan in Ann Arbor who wasn't involved in the research but has documented similar shrinkage in migratory birds. Seeing the same patterns in so many bird species across widely different contexts "speaks to a more universal phenomenon," he says.

Biologists have long linked body size and temperature. In colder climates, it pays to be big because having a smaller surface area relative to one's volume reduces heat loss through the skin and keeps the body warmer. As the climate warms, "you'd expect shrinking body sizes to help organisms off-load heat better," says Vitek Jirinec, an ecologist at the Integral Ecology Research Center in Blue Lake, California.

All species declined in mass over this period, the researchers found, including birds as different as the Rufous-capped antthrush (*Formicarius colma*), which snatches insects off the forest floor, and the Amazonian motmot (*Momotus momota*), which scarfs down fruit up in trees. Species lost from about 0.1 percent to nearly 2 percent of their average body weight each decade. The motmot, for example, shrunk from 133 grams to about 127 grams over the study period. These changes coincided with an overall increase in the average temperature of 1 degree Celsius in the wet season and 1.65 degrees C in the dry season. Temperature and precipitation also became more variable over the time period, and these short-term fluctuations, such as an especially hot or dry season, better explained the size trends than the steady increase in temperature.

"The dry season is really stressful for birds," Jirinec says. Birds' mass decreased the most in the year or two after especially hot and dry spells, which tracks with the idea that birds are getting smaller to deal with heat stress. Other factors, like decreased food availability, could also lead to smaller sizes. But since birds with widely different diets all declined in mass, a more pervasive force like climate change is the likely cause, Jirinec says. "The Amazon rainforest is mysterious, remote and teeming with biodiversity," he says. "This study suggests that even in places like this, far removed from civilization, you can see signatures of climate change."

Questions to answer:

1. What is shrinking?
2. What has happened to the wings of some bird species?
3. What factors can affect the size of these organisms?
4. Summarise the main points of this article in your own words. Do this in no more than 4 sentences.

Islam—Laylat al-Qadr: Night of Power

Year 8 Religious Studies Principal's Reading

Week Beginning 18/03/24

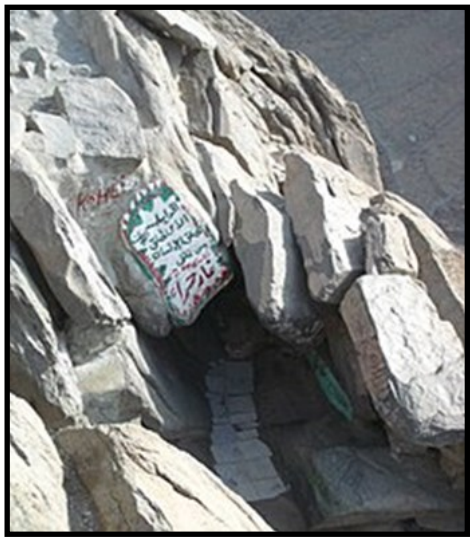
In the month of Ramadan in 610 CE, the Prophet Muhammad was meditating as usual in Hira when he was visited by the Archangel Gabriel, or Jibril as he is known in Arabic. According to sources, Jibril seized him and squeezed the Prophet to the point that he thought he was going to die, and issued a command. He said: "Iqraa' (Read!)" The Prophet Muhammad was illiterate and responded that he could not read. Two more times, Jibril repeated the command and the Prophet responded with the same answer. Then, Jibril revealed the first verses of the Qur'an to the Prophet:

"Read in the name of your Lord who created - created man from a clot. Read: for your Lord is Most Bountiful, who teaches by the pen, teaches man that which he knew not."
(Surah 96: 1-5)

After this encounter, the Prophet ran from the cave. Islamic sources say that the experience was so overwhelming that whenever he would look back behind him, he would see Jibril completely covering the horizon. Interestingly, the person that the Prophet ran to for comfort was his wife, Khadijah. When he reached home, he told her repeatedly to cover him. He then told her what had happened in the cave. She replied by saying that his vision was true and that she did not believe that with his character God would humiliate him:

"Never! By God, God will never disgrace you. You keep good relations with your relatives, help the poor, serve your guests generously, and assist those hit with calamities."

Khadijah then took the Prophet to her cousin Waraqa, a holy book scholar. After hearing the account, he told Muhammad that he had the signs of prophecy and had joined the long line of prophets sent by God to call society to monotheism and to leading righteous lives.



Questions to answer:

1. How do you think Prophet Muhammad felt when he was visited by the Angel?
2. What was the purpose of being visited by Angel Jibril?
3. Why is the Night of Power so Important to Muslims today?

Philippe Starck

Year 8 DT Principal's Reading

Week Beginning 25/03/24

Philippe Starck has been a recognised designer since the 1980s. He started his road to success in the late 1960s, when he established an inflatable furnishings company. He then worked with the inventive and experimental designer Pierre Cardin, for a short time. By the 1970s, Starck had set up his own design studio in Paris (Starck Products), building a reputation as a pioneer in the world of design. He initially concentrated on interior designs and later products.

Starck first achieved international attention by refurbishing French President François Mitterrand's, private apartment in the Elysee Palace, in 1982. He has designed products for well-known companies such as Alessi, Kartell, Microsoft and Puma. Starck designed the interiors for night clubs (La Main Bleue 1976), hotels (Royalton 1988 and Paramount hotels 1990, in New York) and restaurants (Café Costes 1984).

Starck's designs can be regarded as post modern, although they include elements of the Memphis design movement, pop art and surrealism, with a hint of humour, environmental awareness, not to mention, invention. His products are regularly often manufactured from materials, not normally associated with the product. A continuing feature of his designs, is that they are inspirational and regarded as 'designer' products, rather than focussing entirely on functionality.

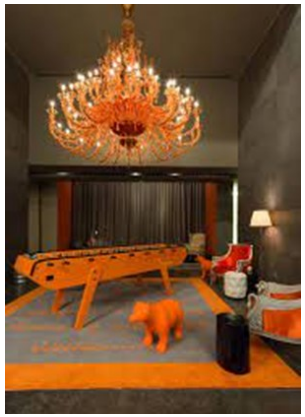
Like many designers, Starck is an idealist and has sort to design products, that are both affordable and desirable to a mass market. Starck calls this 'democratic design', the aim being to improve life, for the greatest number of people.

Philippe Starck's 'Juicy Salif' - Citrus Squeezer (1990) is a design classic and an iconic product. It is said that the original design was sketched on a napkin whilst Philippe was on holiday in Italy.

A piece of sculpture more than a functional object, as it does not have a base to collect the juice. This fact has not damaged it's popularity and it is one of Starck's most recognisable designs. The juicy Salif deserves to be the centre piece on the table, rather than storing it in a cupboard, waiting to be used.

Starck designed the worlds first polycarbonate chair, the 'La Marie Chair' in 1998, for Kartell of Italy. A translucent and slim chair, capable of withstanding knocks and blows and yet it is stylish. A durable and affordable product, that can be regarded as a design classic.

Starck continued to design chairs, as seen with the Louis Ghost Arm Chair in 2001. It was designed for Kartell, and has sold over 1.5 million worldwide. A sturdy and long-lasting, transparent chair, for use inside and outside. Up to six chairs can be stacked in a column. It is another modern iconic design.



Questions to answer:

1. Describe the visual appearance of Starck's work in 15 words or more.

2. Give your opinion on Starck's work and explain your reasons.

3. Do you think it is important to design affordable products? Why?

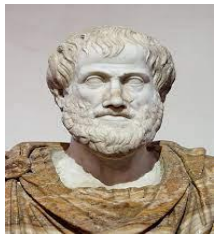
Year 8 – Art of Rhetoric – Knowledge Organiser

BWA

Section 1: Key Vocabulary

Tier 3	Definition	Example/image
Rhetoric	Language designed to have a persuasive or impressive effect.	*Rhetoric can be used to manipulate others.*
Hyperbole	Exaggerated statements or claims not meant to be taken literally.	*It is hyperbolic to say it's freezing' when it is just a little cold.*
Anaphora	The repetition of a word or phrase at the beginning of successive clauses.	*Churchill uses anaphora in 'We shall fight them on the beaches, we shall fight on landing grounds.'*
Alliteration	The occurrence of the same letter or sound at the beginning of closely connected words.	*Tongue twisters are usually alliterative. Try to say 'she sells seashells on the seashore' out loud.*
Tier 2	**Definition**	***Example/image***
Propaganda	Information that is spread to influence people's opinions, especially by not giving all the facts.	*Propaganda posters were used to recruit soldiers at the onset of WW1.*
Emasculating	To make somebody feel less masculine.	*Romeo tells us that he feels emasculated by his relationship with Juliet.*
Compelling	To attract interest in an irresistible way.	*His argument was compelling and believable.*

Section 2: Key Knowledge



Aristotle suggested there are three main ways that writers and speakers appeal to their audience. These three methods of appeal have become known as the 'Aristotelian Triad'.

What is 'Ethos'?

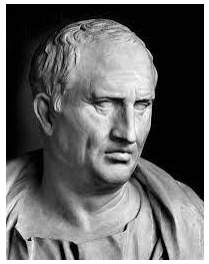
Ethos is how we present ourselves in an argument: it is about making ourselves seem trustworthy and believable. 'You should believe in me because..' This Greek word comes from 'ethikos' meaning 'morality' (knowing what is right and wrong). An example would be hearing about why vaping is bad from a doctor. A doctor is qualified in that area and also are people that are well trusted in society.

What is 'Logos'?

Logos is a Greek term meaning 'word' and refers to using logic and reasoning in your argument. Logos is about relying on facts, rather than emotion and ensuring you make clear and logical connections between ideas.

What is 'Pathos'?

Pathos is the emotional influence of the speaker on the audience. Its goal is to make the audience feel something. It stems from the Greek word pathos meaning suffering; related to paskhein 'suffer' and penthos 'grief'.



Cicero believed in the power of **oratory** but believed that to be a good speaker one needed an in-depth moral understanding of the world. He criticised the Sophists for separating rhetoric from morality.

The three aims of the orator, according to Cicero, are "*docere, delectare, et movere*." That is: to prove your thesis to the audience, to delight the audience, and to emotionally move the audience.

Section 3: Key Connections

The *Rhetorica ad Herennium* is the oldest surviving Latin book on rhetoric, dating from the late 80s BC, and is still used today as a textbook on the structure and uses of rhetoric . It teaches 6 parts.

Exordium	This is where you introduce your argument and create ethos. It's the hook into your idea.
Narratio	This is where you levelly and reasonably set out your argument, and the facts of the case.
Divisio	Here's where you set out what you and your opponents agree about, and the areas on which you disagree.
Proof	This is where you set out the arguments supporting your case.
Refutation	The refutation is where you smash the counter-argument to pieces.
Peroration	This is the final part of the speech where you really play on the audience's emotions.

Year 8 – Satire and Allegory: Animal Farm – Knowledge Organiser

BWA

Section 1: Key Vocabulary

Tier 3	Definition	Example/image
Character arc	The transformation or inner journey of a character over the course of a story	*Napoleon's change from a good to corrupt leader is an example of a character arc.*
Semantic field	A group of words that are related in meaning.	*Orwell uses the semantic field of violence to show Napoleon's evil nature.*
Motif	A word, pattern or symbol that is repeated throughout a text.	*The milk and apples is an important motif in the story.*
Microcosm	Something that is seen as a small version of something much larger	*Animal Farm is a microcosm for the events of the Russian Revolution.*
Allegory	A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.	*George Orwell wrote Animal Farm to teach an allegorical message.*
Tier 2	**Definition**	**Example/image**
Totalitarianism	A political system in which those in power have complete control and do not allow people freedom to oppose them.	*Napoleon establishes a totalitarian society on the farm.*
Satire	The use of humour, irony, exaggeration, or ridicule to expose and criticize people's stupidity or evil.	*Orwell uses satire through the character of Boxer to ridicule the stupidity of the working classes.*
Fable	A short story, typically with animals as characters, conveying a moral.	*In Orwell's fable the pigs teach us the importance of good leadership.*
Influence	The ability to have an effect on the behaviour of someone or something, or the effect itself.	*Squealer uses propaganda to influence the animals.*

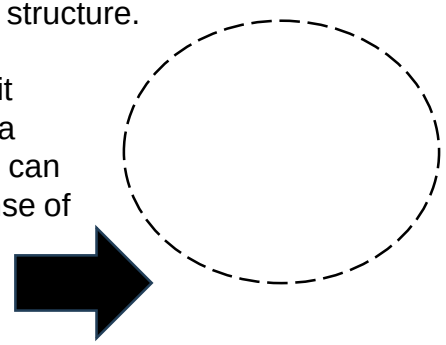
Section 2: Key Knowledge

1. In stories writers often use characters as a vehicle to teach us about real issues within society. This can take a range of forms:

- A writer might create contrasting characters (foils) to highlight or expose something.
- They might craft a character arc to show us how much a character changes or develops.
- They could use the character as a microcosm for a larger issue in society.

2. Writers will use the structure of their stories to add to their moral and allegorical messages. Sometimes a writer will experiment with Freytag's pyramid and might use a cyclical structure.

If a story is cyclical it begins and ends in a similar way and this can help to create a sense of inevitability.

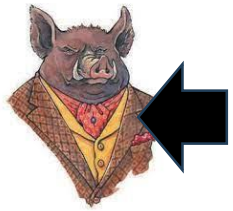


3. A writer may also use motifs within their stories to convey a symbolic or didactic meaning.

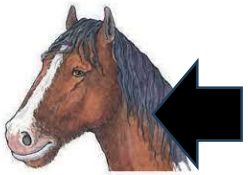
Section 3: Key Connections

How do characters and motifs in the story reflect real societal issues?

In the story Snowball and Napoleon contrast one another and this contrast helps to highlight Napoleon's growing evil and corruption.



Orwell deliberately crafts a character arc for Napoleon as we see him develop into a cruel and corrupt leader, just like Mr Jones.



Boxer is a microcosm for the working classes who are easily mistreated by those in power. He also represents the danger of ignorance and naivety.

The motif of milk and apples represent inequality and the corruption that exists on the farm.

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Causality (n)	When one variable influences another variable.
Correlation (n)	A measure of how strongly two variables are related. No correlation is when there is no relation between two variables.
Pie chart (n)	A circular chart where each sector shows a proportion of the total.
Scatter graph (n)	A graph that plots points to show data which involves two variables.
Outlier (n)	A value that 'lies outside' most of the other values in a set of data.
Axis (n.)	The lines that form a graph
Gradient (n.)	The measure of how steep a line is
Midpoint (n.)	The point exactly in the middle of a line or line segment
Y-intercept (n.)	Where a line crosses the y-axis
Tier 2 Vocabulary	**Definition**
Variable (ad)	An object that has a value that can change or vary e.g. temperature.
Horizontal (n.)	Parallel to the horizon
Vertical (n.)	At right angles to the horizon
Slope (n.)	A line that is at an angle (not horizontal or vertical)
Intersection (n.)	Where two lines intersect (cross)

Concepts you have seen before: Equation, Coordinates, x/y Axis, Origin, Vertical and Horizontal lines, Parallel, Perpendicular, Substituting, Sequences, Solving Equations.

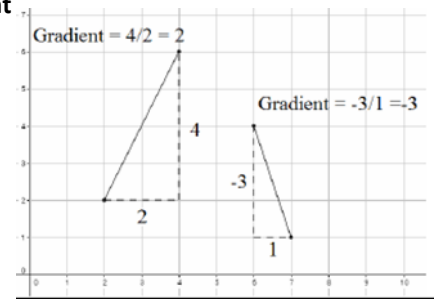
Sparx QR Code

Section B: Key Facts and Processes

Calculating Gradient

Find the gradient of these lines.

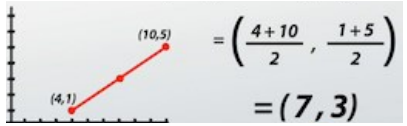
Draw in a right-angled triangle connecting the two coordinates.



$$Gradient = \frac{\Delta y}{\Delta x} = \frac{change\ in\ y}{change\ in\ x}$$

The midpoint formula

$$midpoint = \left(\frac{x_1+x_2}{2}, \frac{y_1+y_2}{2}\right)$$



Equation of a straight line

What is the equation of this line?

$y = mx + c$

m = gradient = $\frac{1}{2}$

c = *y*-intercept = + 3

$y = \frac{1}{2}x + 3$

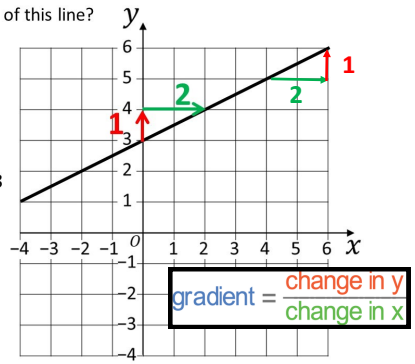


Table of values

The y-values and x-values can be compared using a table of values. These can be plotted on a graph to draw the straight line. Coordinates are in the form (x, y).

x	-3	-2	-1	0	1	2	3
y= x +3	0	1	2	3	4	5	6

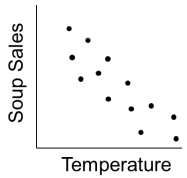
Coordinates:(-3,0) / Coordinates:(0,3)

Section C: Key Facts and Processes

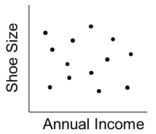
Scatter Graphs

Positive — As one quantity increases so does the other.

Negative — As one quantity increases the other decreases.



No correlation Both quantities vary with no clear relation-ship.



Line of best fit is a **straight** line that best represents the data on the graph.

- It **does** go in the direction of the plotted points.
- It **does** roughly a similar amount of points on each side.
- It **doesn't** necessarily go through points.
- It **doesn't** necessarily start at (0,0).

Ignore any outlier when drawing the line of best fit.

We can estimate values using the line of best fit.

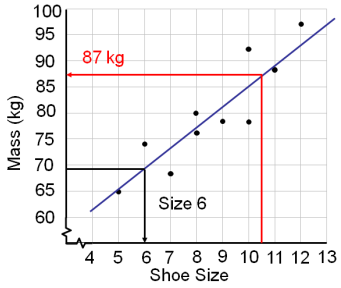
Example 1

The line of best fit estimates a 69kg person will have shoe size 6.

Example 2

The estimate for someone's weight with a shoe size of 10 and a half is 87kg.

The lines help us show this.



Sparx Topic	Videos
Cartesian graph and coordinates	M618
Midpoint of a line segment	M622
Y-intercepts and Gradients: y-mx+c	M544
Straight line graphs	M797 M932 M888
Sample Space	M718
Scatter Graphs	M596 M769 M751

Maths Algebraic Techniques—Expressions, Equations & Inequalities Year 8 Spring 2

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Fibonnacci Sequence	A series of numbers in which each number is the sum of the two previous numbers. The simplest example is 1, 1, 2, 3, 5, 8, etc.
Linear / Arithmetci Sequence	An arithmetic sequence is *a sequence of numbers where the differences between every two consecutive terms is the same*.
Term (n)	Either a single number or variable or numbers and variables multiplied together.
Expand (v)	Multiply each term inside the bracket by the expression outside the bracket.
Factorise (v)	Opposite of expanding. Find the highest common factor of the terms, this goes outside of the bracket.
Expression (n)	A mathematical statement written using symbols, numbers or letters.
Equation (n)	A statement that shows that two expressions are equal.
Indices (n)	The index shows how many times the **base** number has to be multiplied by itself. Eg. y x y x y = y^3
Linear (n)	An expression / equation whereby the highest power of x is 1
Quadratic (n)	The highest variable power is 2. E.g. $5x^2 - 7x$
Tier 2 Vocabulary	**Definition**
Inequality (n)	When two expressions are not equal.
Solve (v)	To find the answer or value of something.
Inverse (n)	The opposite or reverse of an operation. E.g. addition & subtraction

Concepts you have seen before: Expressions, prime numbers, composite numbers, indices, inequalities.

Section B: Key Fact and Processes

Index Laws

Rules of Indices
For $a \neq 0, b \neq 0$

Rule	Example
$a^x \times a^y = a^{x+y}$	$a^3 \times a^2 = a^{3+2} = a^5$
$a^x \div a^y = a^{x-y}$	$a^6 \div a^2 = a^{6-2} = a^4$
$(a^x)^y = a^{xy}$	$(a^2)^3 = a^{2\times3} = a^6$
$a^0 = 1$	$a^0 = 1$
$a^{-x} = \frac{1}{a^x}$	$a^{-5} = \frac{1}{a^5}$
$a^{\frac{x}{y}} = \sqrt[y]{a^x} = (\sqrt[y]{a})^x$	$a^{\frac{3}{5}} = \sqrt[5]{a^3} = (\sqrt[5]{a})^3$

Expand Single Brackets

To expand, **multiply** the term outside the bracket with each of the terms inside the bracket.

Expand $4(3y + 7)$ $= 12y + 28$

×	3y	+7
4	12y	+28

Factorise to Single Brackets

To factorise **divide out the highest common factor** then put the multipliers in the brackets.

2 is the **HCF** of 10k and 8

a)

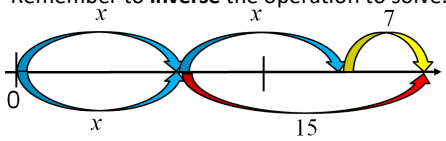
2	10k	8
	5k	4

$10k + 8 \equiv 2(5k + 4)$

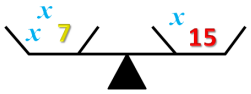
Solving Linear Equations

These are different representations that help us solve 2x + 7 = x + 15

Remember to **inverse** the operation to solve.



x	x	7
x	15	



$2x + 7 = x + 15$

$x + 7 = 15$ Subtract x from both sides

$x = 8$ Subtract 7 from both sides

Form & Solve Inequalities

"Divide my number by 6 and add three to get a value greater

< less than	≤ Less than or equal to
> More than	≥ More than or equal to

$x \rightarrow \boxed{\div 6} \rightarrow \boxed{+3} \rightarrow 12$ $\quad \frac{x}{6} + 13 > 12$

$54 \leftarrow \boxed{\times 6} \leftarrow \boxed{-3} \leftarrow 12$ $\quad x > 54$

Function machines help show how inversing works e.g. the inverse of divide is multiply. You must inverse the last operation first.

Section C: Support

Sequences

Linear sequence a.k.a. Arithmetic Seq 6, 13, 20, 27, 34... Add (or subtract) the same value

Common difference: +7 +7 +7 +7...

Geometric Seq 2, 6, 18, 54, 162... Multiple (or divide) by the same value

Common ratio: ×3 ×3 ×3 ×3...

Fibonacci Seq 1, 3, 4 (1+3), 7 (3+4), 11... (4+7) There are other types of sequences.

Rule: Add the last two terms together...

Linear Sequences Nth Term

+4 +4 +4

+2 6, 10, 14, 18, ...

4 8 12 16

*n*th term formula = (4 × *n*) + 2
= 4*n* + 2

CHECK! *n* = 3

3rd = (4 × 3) + 2 = 14 ✓

1) What times table is hidden in the sequence?

2) What do we need to add/subtract to make the sequences match?

Access **Sparx Maths** on a computer, tablet device or smartphone for additional support:

w***ww.sparxmaths.com***

Select **Bluecoat Wollaton Academy** as your school.

Select '**independent learning**' on the bottom left.

Sparx Topic	Video Code
Sequences	M166, M991,M866
Rules of Indices	M608,M120,M150
Expanding/Factorising	M237,M100
Forming/Solving Equations	M707,M509,M554,M957
Inequalities	M384,M118,M732

Subject: Science. Year 8 Spring Term 1—Energetics

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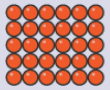
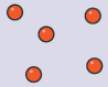
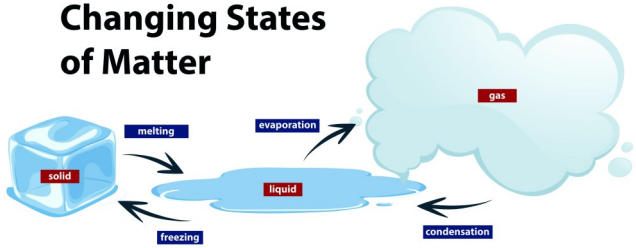
Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Particle (n)	Everything is made up of these.
Solid (n)	Substance in a firm, stable shape.
Liquid (n)	Substance that can flow.
Gas (n)	Substance that expands to fill the space it is in.
Endothermic (n)	Reactions that take in heat.
Exothermic (n)	Reactions that give out heat.
Combustion (n)	Burning fuel in oxygen.
Catalyst (n)	A substance that increases the rate of a reaction but is not itself used up.
Fuel (n)	Contain hydrocarbons – compounds containing hydrogen and carbon atoms only.
Activation Energy (n)	The minimum amount of energy that colliding particles must have for them to react.
Tier 2 Vocabulary	**Definition**
Classify (v)	Arrange things in categories according to shared qualities or characteristics.
Property (n)	The features something has.
Arrangement (n)	The action, process or result of putting things in order.
Collide (v)	To hit into something when moving.

Section B: Important Ideas / Concepts/ Questions

States of Matter

State	Solid	Liquid	Gas
Closeness of particles	Very close	Close	Far apart
Arrangement of particles	Regular pattern	Randomly arranged	Randomly arranged
Movement of particles	Vibrate around a fixed position	Move around each other	Move quickly in all directions
Energy of particles	Low energy	Greater energy	Highest energy
2D diagram			

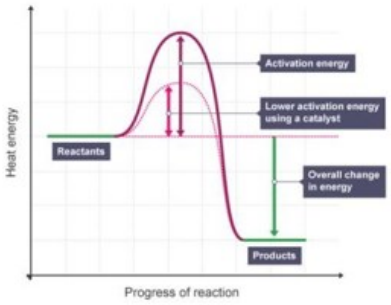


Catalysts

A catalyst is a substance that:

- Speeds up the rate of a chemical reaction
- Does not alter the products of the reaction
- Is unchanged chemically and in mass at the end of the reaction.

Catalysts provide an alternative reaction pathway that has a lower activation energy than the uncatalysed



Section C: Subject Specific

Endothermic and Exothermic

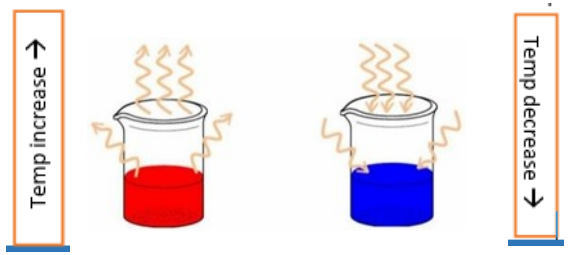
Endothermic Reactions

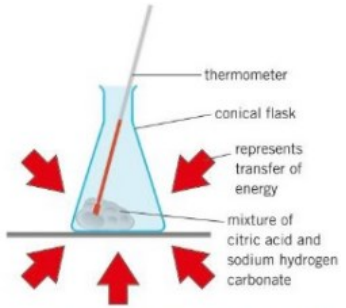
In an endothermic reaction, thermal energy is taken in from the surroundings, therefore there is a temperature decrease. Thermal decomposition is an example.

Exothermic Reactions

In an exothermic reaction, thermal energy is given out to the surroundings, therefore there is a temperature increase.

Combustion, oxidation and neutralisation reactions are all examples.





▲ The reaction of citric acid with sodium hydrogen carbonate is endothermic.

Subject: Science. Year 8 Spring Term 1—Movement

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Speed (n)	Is measured as the ratio of distance to the time in which the distance was covered.
Distance-Time Graph (n)	A distance-time graph **shows how far an object has travelled in a given time**.
Levers (n)	A lever is a simple machine.
Pivots (n)	The pivot is **the point around which the object can rotate or turn**. On a seesaw the pivot is the point in the middle. I
Moments (n)	A moment is *a mathematical expression involving the product of a distance and physical quantity*.
Centre of Mass (n)	The centre of mass is *a position defined relative to an object or system of objects*.

Tier 2 Vocabulary	Definition
Measure (verb)	Ascertain the size, amount, or degree of (something) by using an instrument or device marked in standard units.
Convert (verb)	Change the form, character, or function of something.
Distance (n)	The length of the space between two points.

Section B: Important Ideas / Concepts/ Questions

Speed

Speed is how far something moves in a certain time.

Speed (m/s) = distance travelled (m) / time taken (s)

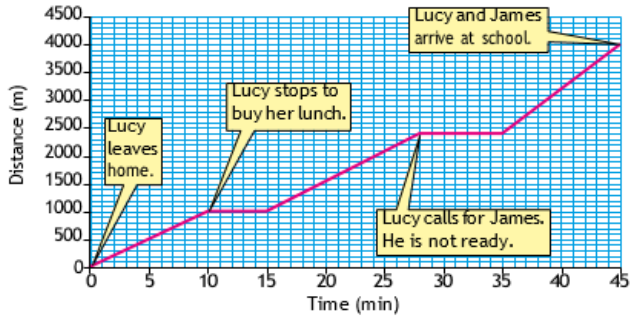
- Speed is measured in **metres per second (m/s)**.
- Convert distances to metres and times to seconds to get the answer.

Relative motion

- Compares how fast one object is moving to another.
- If two objects are moving at the same speed in the same direction then their relative speed is zero.

Distance Time Graphs

These graphs show the distance something travels over a certain time.



To calculate the average speed from a distance–time graph you find the distance covered, and divide it by the time taken.

Section C: Subject Specific

Turning Forces

- **Moments** are the turning effect of a force.
- The unit for the moment is **newton metres (Nm)**.

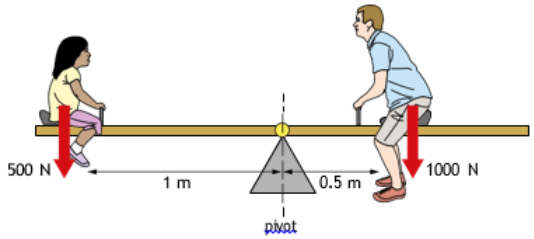
Moment (Nm) = Force (N) × Perpendicular distance from the pivot (m)

To calculate the moment you multiply the force applied by the distance from the **pivot**.

- The bigger the force, or the further the distance, the bigger the moment.

The Law of Moments

During **equilibrium**, all the clockwise moments added together must equal all of the anticlockwise moments added together.



clockwise moment = force × distance on the right
= 1000 N × 0.5 m
= 500 Nm

anticlockwise moment = force × distance on the left
= 500 N × 1 m
= 500N m

The moments in the example above are the same. This is how see-saws balance.

Science. Year 8 Spring Term 2—Interdependence

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Section A: Key vocabulary	
Tier 3 Vocabulary	**Definition**
Food web (n)	Shows how food chains in an ecosystem are linked.
Food chain (n)	Part of a food web, starting with a producer, ending with a top predator.
Ecosystem (n)	The living things in a given area and their non-living environment.
Environment (n)	The surrounding air, water and soil where an organism lives .
Population (n)	Group of the same species living in an area.
Producer (n)	Green plant or algae that makes its own food using sunlight.
Consumer (n)	Animal that eats other animals or plants.
Decomposer (n)	Organism that breaks down dead plant and animal material so nutrients can be recycled back to the soil or water.
Tier 2 Vocabulary	**Definition**
Cycle (n)	A series of events that are regularly repeated in the same order.
Accumulate (v)	Gather together or acquire an increasing number or quantity of.
Predator (n)	An animal that naturally preys on others.

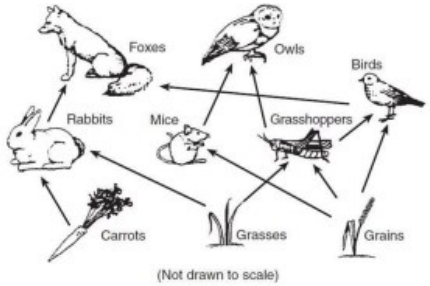
Section B: Important Ideas / Concepts/ Questions

Food Chains and Food Webs

Food Chains

This is a food chain. The arrows show the flow of energy through the chain. The arrows go from the organism being eaten to the organism eating it.

Food Webs



This is a food web. It shows lots of interlinked food chains. The species are organised in layers or tropic levels. This allows us to recognise how changes to one group of animals or plants impacts the others.

Bioaccumulation

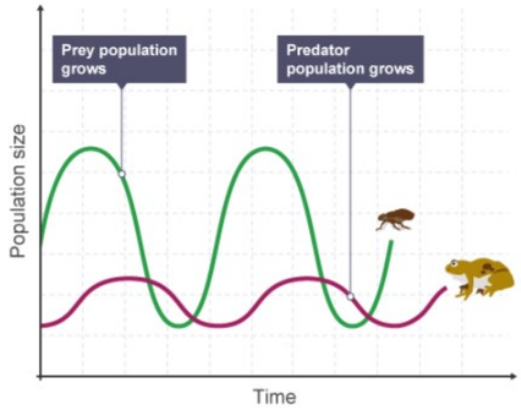
The image below shows bioaccumulation, the build up of a toxin (such as pesticide) in a food chain. It can be fatal to the species at the top of the food chain.

Section C: Subject Specific

Predator-Prey Relationships

Predator-Prey Cycles

The numbers of predators and prey for certain ecosystems such as the Canadian Lynx (wild cat) and hare have been recorded over many years and found to change in a regular cycle. A similar example is shown in the graph below and shows characteristic repeating patterns called predator-prey cycles.



The graph shows that there is almost always more prey than predators. It also shows the following patterns:

1) The number of predators increases because there is more prey.
2) The number of prey reduces because there are more predators.
3) The number of predators reduces because there is less prey.

Religious Studies — What is Ethics? Spring Term 1

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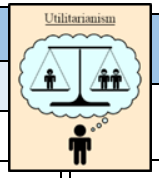
Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Agape love	Unconditional, selfless love
Humanism/ Humanist	A non-religious system of beliefs and values.
Morality	The difference between right and wrong behaviour.
Moral	A good/right action
Immoral	A bad/wrong action
Absolute morality	An action which is either always right or always wrong.
Ethics	The study of morality
Tier 2 Vocabulary	**Definition**
Human Rights	Rights that belong to everybody, everywhere in the world.
Justice	Everyone should be treated fairly.
Equality	Ensuring everyone is treated equally.
Prejudice	When someone pre-judges someone before they get to know them.
Discrimination	To act against someone based on prejudice.
Racism/racist	To discriminate against someone because of race.
Gender equality	Access to rights or opportunities is unaffected by gender.
Sexism	Prejudice or discrimination based on sex or gender.
Social justice	When some groups in society are not treated fairly/equally compared to others.
Poverty	The state of being extremely poor
Persecution	Continual mistreatment of an individual or group because of race, political or religious beliefs.



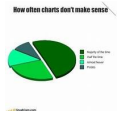
Section B: Ethical Theories

Utilitarianism

- Developed by John Stuart Mill and Jeremy Bentham.

- The right action is one that brings the greatest good to the greatest number of people.

- You should try to make life better, by increasing the amount of happiness and decreasing the amount of unhappiness.



- The NHS is funded on Utilitarian principles.

Situation Ethics

Developed by Joseph Fletcher.

- There are no universal rights or wrongs. What is morally right in one situation may be morally wrong in another. It depends on the circumstances and consequences.

- The most important thing to do is to act out of love – agape. E.g. whilst it is wrong to steal, it is acceptable to steal to feed your starving family.

- Follow the rules, until true **love** requires for those rules to be broken/overlooked.

Universal Declaration of Human Rights

An international document that states the basic rights and freedoms of human beings everywhere in the world are entitled to. It was adopted by the United Nations in 1948. Rights include the right to life, right to freedom of speech and right to freedom of religious belief.

Section C: Humanist and Christian Ethics

Humanist Ethics

- Humanists believe moral decisions should be based on reason, empathy and a concern for others.

- Everyone is entitled to the rights laid out in the Declaration of Human Rights.

- U… t… moral action.

Christian Ethics

- When you make an ethical decision you must consider: Rules from the Bible like the Ten Commandments; Jesus' life and teachings, 'Love your neighbour as yourself.'

- Roman Catholics – follow absolute ethics, using the Ten Commandments and teachings of the Catholic Ch…

- P… relative ethics and will often use Situation Ethics to help them decide the right

Concepts you have seen before:

Who is Jesus unit (Yr7), Inspirational People

Religious Studies — Who was Prophet Muhammad? —Spring Term 2

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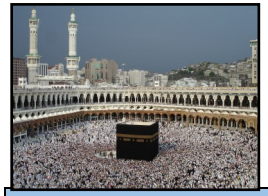
Section A: Key Vocabulary	
Tier 3 vocabulary	**Definition**
Allah (n)	God (in Arabic)
Muhammad PBUH (n)	The last Prophet
PBUH (a)	Peace Be Upon Him (a way of showing respect to the Prophet)
Qur'an (n)	Islamic Holy Book
Prophet (n)	Messenger of God
Idolatry (v)	Worshipping things other than God, e.g. statues or money.
Sunnah (n)	Tradition based on the life and example of the Prophet Muhammad.
Tawhid (n)	The belief that God is one.
Sunni (n)	Muslims who believe Abu Bakr was the rightful successor to the Prophet Muhammad.
Shi'a (n)	Muslims who believe Ali as the rightful successor to the Prophet Muhammad.
Ummah (n)	Muslim community
Tier 2 vocabulary	**Definition**
Teacher (n)	Someone who educates others.
Leader (n)	A person who leads or commands a group.
Role model (n)	Someone people follow because they lead a good life.
Exile (v)	Being removed or barred from a place.
Honest (a)	Being truthful

Section B: What were the key events in Prophet Muhammad's P.B.U.H life? (CE: Common Era)	
570CE	Muhammad was born in Mecca.
578CE	Both his parents and his grandfather died and he went to live with his uncle who was a trader.
595CE	He married his employer, a rich forty year old widow called Khadijah. She was a trader who was impressed by his fairness and honesty.
610 CE	**Night of Power:** When Muhammad was 40 years old, the Angel Jibril appeared to him and ordered him to read, but Muhammad said he could not. Jibril continued to speak and Muhammad found himself repeating the words. This was the first night the
613CE	Muhammad began to preach about the word of Allah, saying Allah was the only one God, and that people should not worship false idols.
620CE	**Night Journey**: Muhammad was carried to Jerusalem and then to Paradise on a flying horse named Buraq and met the other prophets.
622 CE	**Hijrah**: Due to the conflict with the Quraysh tribe, Muhammad left Mecca and went to Madinah,
630CE	Many battles took place between Madinah and Mecca. Mecca was defeated and Muhammad returned to his home town.
632CE	Prophet Muhammad went on a pilgrimage to Mecca. He returned to Medina, fell ill and died.



Section C: What happened after the Prophet Muhammad P.B.U.H died?

Prophet Muhammad did not pick an heir before he died. After his death, his companions asked Abu Bakr (Prophet Muhammad's father-in-law) to become their leader. He became the first Khalifah – ruler of the Ummah and guardian of the Sunnah – hence the name 'Sunni' Muslims.

Other Muslims thought Ali, Prophet Muhammad's cousin, should have been the first imam. Ali eventually became the leader of Islam twenty-four years after the Prophet Muhammad's death.

Concepts you have seen before:

Year 7 and 8 Nature of God

Year 7 Inspirational People (Malala Yousafzai and how Islam inspired her choices)

History—Democracy in Britain—Spring Term

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Section 1: Key Vocabulary

Tier 3	Definition
Borough (n)	A town or district that has its own local government e.g. council.
Rotten Borough (n)	Areas or boroughs that no longer existed could still send MPs to Parliament.
Luddite (n)	British textile workers who were against the use of machines in factories to produce goods and materials. The first Luddites were from Nottingham.
People's Charter (n)	This document asked for all men over 21 to have the vote, elections to be secret (rather than seeing who others are voting for), Members of Parliament to have a wage, and the population of each **borough** to have a fair number of MPs.
Tier 2	**Definition**
Government (n)	The group of people with the power to govern, or rule, a country.
Representation (n)	The act of speaking or acting on behalf of someone else.
Protest (n)	The action of expression objection to something. Peaceful.
Riot (n)	A violent disturbance by a crowd. Not peaceful.
Revolution (n)	A quick change in conditions in a country. Can be violent.
Democracy (n)	A system of government where the whole population elects (votes for) their **representatives.**
Representative (n)	The act of speaking or acting on the behalf of someone else.
Member of Parliament (MP) (n)	A person elected to parliament; voted for by the people.
House of Commons (n)	The Lower House of Parliament which MPs are elected to by the people.
House of Lords (n)	The Upper House of Parliament which is not voted for by the people.
Suffrage (n)	The right to vote in political elections.
Enfranchise (v)	To give someone the right to vote. To set someone free.
Petition (n)	A formal written request, often for a political cause, signed by many people.
Union (n)	The act of joining together in a group. Usually a political group or a group with an interest.

Section 2: People

Members of the Chartists

Who were the Chartists?

The Chartists were people who did not believe that the **Great Reform Act of 1832** gave enough people the right to vote. So the Chartists created the **People's Charter**. Below are examples of Chartists.

Thomas Attwood: Thomas wanted to help the poor and encouraged people to support the 1832

Susanna Inge : Susanna encouraged women to help men who thought women were their equal. She argued that in time, women should be given the right to vote.

William Cuffay: William was the son of a former enslaved man. He was born in the Caribbean but moved to Kent in England. He was angry with poor working conditions and low pay. He became leader of the Chartists in London and worked to improve the rights of British workers.

Leaders of the Suffrage Movement

Millicent Fawcett—Leader of the NUWSS. Officially called the **National Union of Women's Suffrage Societies (NUWSS)**. They campaigned peacefully, wrote letters and signed petitions.

Emeline Pankhurst—Leader of the WSPU. Officially called **Women's Social and Political Union (WSPU)**. They used **militant** or violent action—interrupted Parliamentary debates, smashed windows, burned churches.

Concepts you have seen before: Rebellion, parliament, trade, economy, society, politics, expansionism, monarch, taxation, population, protest.

Section 3: Timeline

1765–1804	The American , French and Haitian Revolutions take place. The British government are worried about revolution in Britain.
1811-13	**The Luddites:** These textile workers had spent years learning their craft. But in the Industrial Revolution, machines were placing them. The first Luddite riot took place in Nottingham, burning mills and destroying factory equipment.
March 1817	**The Blanketeers:** Three men organised a protest to draw attention to textile workers losing their jobs due to machines. The march started in Manchester, planning to march to London to deliver a **petition** to the king. Each man carried a blanket to keep them warm, therefore being called Blanketeers.
1819	**Peterloo Massacre**: a peaceful protest against the lack of an MP for Manchester. 60,000 protestors gathered. However, 15 protestors were killed.
1820	**The Cato Street Conspiracy:** A small group spoke out against laws that stopped working men from protesting. The group met at a house on Cato Street in London. They planned to kill members of the government.
1832	**Great Reform Act:** 56 'rotten boroughs' were abolished, and 22 new boroughs were set up. 200,000 more people got the right to vote.
1918	**Representation of the People Act:** Gave women over the age of 30, who owned property, the right to vote. All men over 21 years old could vote.
1928	**Equal Franchise Act:** All men and women over 21 years old could now vote.

Geography—Year 8 Spring Term 1—Africa

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Section 1: Key Vocabulary

Keyword	Definition
Tier 2	
Colonisation (v)	Taking control of an area or country from the local people.
Economy (n)	The amount of money in a country.
Ecosystem (n)	An area with a specific climate, plants and animals. E.g. tropical rainforest, desert
Exploit (v)	To take advantage of.
Impacts (v)	Effects or consequences of an event or process.
Independence (n)	A country gaining freedom from the rule of another.
Migration (v)	Movement of people to a new country or area for work or better living conditions.
Piracy (v)	The act of attacking and robbing ships at sea.
Population (n)	The inhabitants of a particular place.
Poverty (n)	Lacking enough money or essentials for a minimum standard of living; being extremely poor.
Rural (a)	Countryside.
Stereotype (n)	An oversimplified view or idea of a person or thing.
Trading (n)	Buying and selling goods.
Urban (a)	A built up area; a town or city.
Tier 3	
Human landscape (n)	The man-made features of an area.
Physical landscape (n)	The naturally occurring features of an area.
Pull factor (v)	Positive factors which attract people to move to a certain area.
Push factor (v)	Negative reasons which encourage people to move away from where they live.

Section 2: Important ideas and concepts

Push factors

- Natural disasters, such as droughts or cyclones.
- Lack of employment opportunities (jobs) in rural areas.
- Conflict, such as civil war.
- Lack of services, such as public transport or internet access.
- Few doctors, poor access to schools.

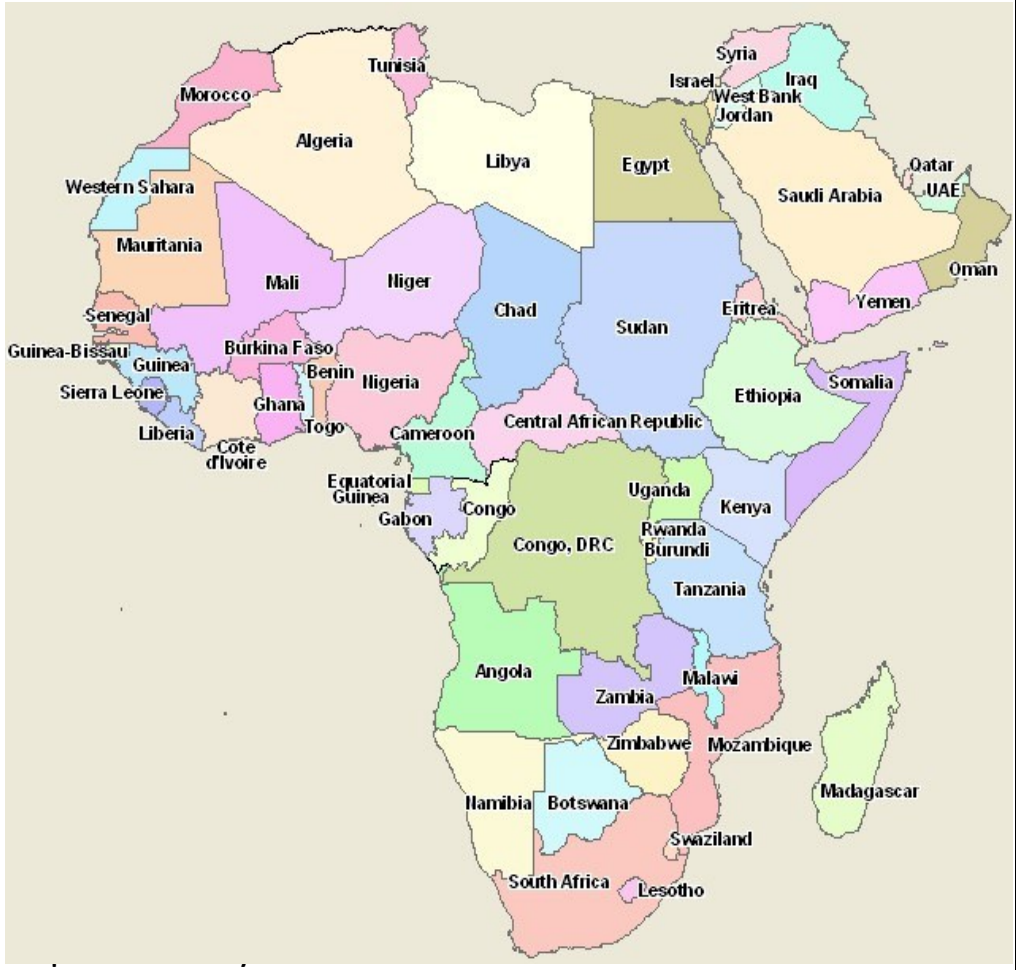
Pull factors

- Better education opportunities, such as university and more school spaces.
- Higher standard of living in cities
- More employment opportunities which offer higher rates of pay.
- To be closer to family and friends.
- Better access to services, such as transport, internet, healthcare.

Section 3: Map, maths and graph skills

Countries in Africa

zxcfghsrtyhsey **Map of countries of Africa**



Geography—Year 8 Spring Term 2—Tectonic Hazards

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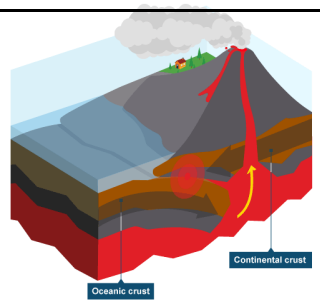
Section A: Key Vocabulary

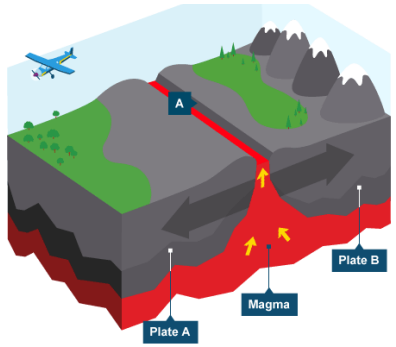
Tier 2	Definition
Cause (n)	The reasons an event occurred.
Distribution (n)	The way in which something is spread over an area.
Economic (n)	Associated with money and businesses.
Effect (n)	The consequence of an event. Primary effects happen as a direct result of the event. Secondary effects are knock-on effects and can occur months after the event.
Environmental	Associated with the surrounding area.
Management (n)	The process of dealing with or controlling the effects.
Natural hazard (n)	A naturally occurring physical phenomena caused by an event.
Social (n)	Associated with people and communities.
Tier 3	The reasons an event occurred.
Core (n)	This is the innermost layer of the earth. It reaches temperatures of up to 6000°C.
Crust (n)	The outermost layer of the earth. It is the thinnest layer and differs between oceanic and continental.
Earthquake (n)	A sudden violent shaking of the ground as a result of movement of the Earth's crust.
Epicentre (n)	This is the point on the earth's surface, directly above the focus, where the earthquake occurs.
Lava (n)	Liquid rock that is released from a volcano. Lava is what magma becomes when it reaches the surface of the earth.
Magma (n)	Liquid rock that occurs inside the earth.
Mantle (n)	The thickest layer of the earth. The mantle consists of hot, molten rock that moves in currents.
Seismometer (n)	An instrument that measures and records the details of an earthquake.
Tectonic plates (n)	The outer layer of the earth is broken up into huge slabs of rock, which are called tectonic plates. Where they meet is a margin.
Tsunami (n)	A long, high sea wave created by an earthquake or other disturbance.
Volcano (n)	A mountain or hill with a vent which allows gas or lava to erupt from the earth's crust.

Section B: Tectonic plate margins

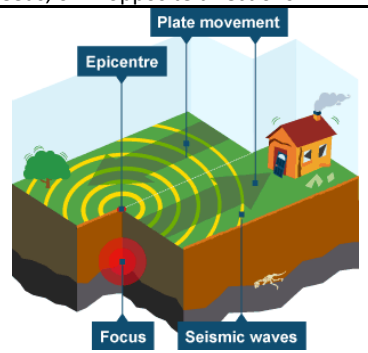
Destructive plate margin - A plate margin where the plates are moving towards each other



Constructive plate margin - A plate margin where the plates are moving away from each other.



Conservative plate margin - A plate margin where the plates are sliding past each other, either in the same direction but at different speeds, or in opposite directions.



Section C: Case study information

Boxing Day Tsunami, 2004	Kilauea volcanic eruption, 2018
Location The Boxing Day tsunami was caused by the Indian Plate subducted under the Burma plate. It affected large areas of south east Asia.	**Location** Kilauea is a shield volcano found in Hawaii on a hotspot in the centre of the Pacific plate.
Impact - 230,000 people died. - 1.7 million homeless. -Coral reefs damaged. -1,500 villages destroyed in northern Sumatra. -Reconstruction cost billions of dollars. - Farm land ruined by salt	**Impact** - 157 houses destroyed. - Deadly levels of sulphur dioxide released. -Planes unable to fly in the area. -Destruction of roads and infrastructure. -$800 million in property damage
Response -Search and rescue teams sent to look for victims. -Temporary shelters built for the homeless. -$7 billion in aid was promised by foreign	**Response** -Civil defence agency asked 1700 people evacuated from their homes. -Volcano continues to be monitored using the volcano observatory.

Previously seen concepts-

Cause, effect and response of events. Impact of different levels of development, Interpretation of diagrams

Spanish— Year 8 Spring 1—De vacaciones cont.

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Section A: Key terms

Tier 3 Vocabulary	Definition
Present tense (n)	The **present tense** is a verb **tense** used to describe a current activity, something that happens frequently or state of being
Preterite tense (n)	A tense expressing an action or state in the past. E.g. I went to Spain. It was great.
Near future (n)	The expression be going to, followed by a verb in the infinitive, allows us to express an idea in the **near future** I am going to visit Spain.
Sequencer / Sequencing word (n)	**Sequence words** are **words** that help us understand the order of events that are happening in the story.

Tier 2 Key Questions	Meaning
¿Adónde vas a ir?	Where are you going to go?
¿Cómo vas a viajar?	How are you going to travel?
¿Qué vas a hacer?	What are you going to do?

Tier 1 Key Adjectives		Tier 1 Key Time Expressions	
aburrido	(boring)	por la mañana	(in the morning)
bonito	(pretty)	por la tarde	(in the afternoon)
divertido	(fun)	por la noche	(at night)
estupendo	(brilliant)	el primer día	(on the first day)
flipante	(awesome)	el último día	(on the last day)
guay	(cool)	luego	(then)
raro	(weird)	después	(after)
rico	(tasty)	más tarde	(later)
inolvidable	(unforgettable)	finalmente	(finally)

Section B: Key Grammatical Points

The Near Future Tense

The expression 'going to' followed by a verb in the infinitive, allows us to express an idea in the **near future** tense.
I am going to visit Spain—Voy a visitar España
Voy—the pronoun I am going + a (to) + visitar (infinitive verb) to visit

Pronoun	'to'	-Infinitive verb
Voy (I am going)	+ a +	Jugar
Vas (You sing.) are going to		Comer
Va (He/she is going)		Visitar
Vamos (we are going)		Viajar
Vais (You pl. are going to)		Comprar
Van (They are going to)		Hacer

Giving opinions in Spanish in the future

❤	Me lo va a encantar	I am going to love it
☺ ☺	Va a ser fenomenal	It's going to be great
☺	Me lo va a gustar	I'm going to like it
☹	No me lo va a gustar	I'm not going to like it
☺ ☺ ☺	Lo mejor va a ser	The best is going to
☹ ☹ ☹	Lo peor va a ser	The worst is going to be

Section C: EATTACO vocabulary

Tenses /verbs (v)

Ir	To go
Voy a ir	I am going to go
Vas a ir	You (singular) are going to go
Va a ir	He/she/it is going to go
Vamos a ir	We are going to go
Vais a ir	You (plural) are going to go
Van a ir	They are going to go

Important verbs in the past tense

Voy a bailar	I am going to dance
Voy a beber	I am going to drink
Voy a comprar	I am going to buy
Voy a conocer	I am going to meet
Voy a descansar	I am going to rest
Voy a escribir	I am going to write
Va a escuchar	He/She is going to listen
Va a jugar	He/She is going to play
Vamos a comer	We are going to eat
Vamos a nadar	We are going to swim

Spanish — Year 8 Spring 2—La comida

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Section A: Key terms

Previous Tier 3 Vocabulary (from Spring 1)	
Present tense (n)	Sequencing words (n)
Near future tense (n)	Preterite tense n)

New Tier 3 Vocabulary	Definition
Stem changing verbs (n)	**Stem-changing verbs** are a distinctive class of verb, some of whose forms are irregular in a patterned, predictable way end.
Conditional (n)	A tenses expressing when someone 'would' like to do something.. E.g. I **would** like to drink water.

Tier 2 Key Questions	Meaning
¿Qué comes?	What do you eat?
¿Qué desayunas?	What do you eat for breakfast?
¿Qué cenas?	What do you eat for an evening meal?
¿Cuál es tu comida favorita?	What's your favourite food??
¿Qué vas a comprar?	What are you going to buy?
¿Qué vas a llevar?	What are you going to wear?

Tier 1 Key Nouns			
El pan	(bread)	El chorizo	(spicy sausage)
La leche	(milk)	La carne	(meat)
Los cereales	(cereals)	Las salchichas	(sausages)
El queso	(cheese)	Zumo de naranja	(orange juice)
El jamón	(ham)	El pescado	(fish)
Los huevos	(eggs)	El pollo	(chicken)

Section B: Key Grammatical Points

Key verbs

3 tenses: In Spanish the most common tenses used are past, present and future. When we cover the food topic, we will discuss past eating habits, current eating habits and future eating habits. All verbs in the table are in the 'I' form.

Key verbs	Past	Present	Future
Comer (to eat)	Comí	Como	Voy a comer
Beber (to drink)	Bebí	Bebo	Voy a beber
Desayunar (to have breakfast)	Desayuné	Desayuno	Voy a desayunar
Cenar (to have dinner)	Cené	Ceno	Voy a cenar
Almorzar (to have lunch)	Almorzé	Almuerzo	Voy a almorzar
Merendar (to snack)	Merendé	Meriendo	Voy a merendar
Ir (to go) (a=to)	Fui (a)	Voy (a)	Voy a ir (a)

Me gustaría—the conditional

Me gustaría comes from me gusta (I like)

However ' me gustaría' is in the conditional, so it is ' I would like'

Quisiera also means the same—I would like and comes from the verb quiero (I want).

Me gustaría—I would like	Quisiera - I would like	No me gustaría—I wouldn't like

Section C: EATTACO vocabulary

Tenses /verbs	
Comer	**To eat**
Como	I eat
¿Comes...?	Do you eat?
Comí	I ate
¿Comiste...?	Did you eat...?
Voy a comer	I am going to eat
¿Vas a comer?	Are you going to eat?
Ir	**To go**
Voy	I go
¿Vas...?	Do you go...?
Fui	I went
¿Fuiste...?	Did you go...?
Voy a ir	I am going to go
¿Vas a ir...?	Are you going to go.?
Comprar—to buy	
¿Compras...?	Do you buy...?
Compro	I buy
Compra	He/She buys
¿Compramos	We buy
¿Compraste..?	Did you buy...?
Compré	I bought
¿Vas a comprar...?	Are you going to buy....?
Voy a comprar	I am going to buy

Year 8 Art—Landscapes-Spring Term

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Section A: Key vocabulary	
Tier 3	**Definition**
Impasto (n)	Impasto is a technique used in painting, where paint is laid on an area of the surface thickly, usually thick enough that the brush or painting-knife strokes are visible.
Post–impressionism (n)	the work or style of a varied group of late 19th-century and early 20th-century artists including Van Gogh, Gauguin, and Cézanne.
Landscape (n)	All the visible features of an area of land, often considered in terms of their aesthetic appeal.
Composition (n)	In art: Where you place objects on the page.
Tone (n)	In art: The lightness or darkness of something.
Complementary Colour (n)	Colours that are opposite on the colour wheel
Harmonious Colour (n)	Groups of colours that sit close to each other on the colour wheel.
Warm colours (n)	Red, yellow orange (fire, sun, volcano).
Cold Colours (n)	Blue green purple (ice ,water, sky).
Tier 2	**Definition**
Analyse (v)	Examine (something) methodically and in detail, tin order to explain and interpret it.
Reflect (v)	To think deeply or carefully about.
Emphasis (n)	Used in art to attract the viewer's attention to a particular area or object.
Evoke (v)	To bring or recall (a feeling, memory, or image) to the conscious mind.

Section B: Landscapes

Ibrecht Altdorfer's painting Landscape with Footbridge, from the early 16th century, is considered the first true landscape in Western art history.

Landscape painting became a popular genre in the 17th century. There is some evidence of a landscape tradition in Ancient Greece and Rome, but these paintings often featured other elements, such as people, buildings or objects.

Landscape composition:

Van Gogh's 'Starry Night'

Section C: Van Gogh

Full Name	Vincent Van Gogh
Date of Birth	30 March 1853
Place of Birth	Netherlands
Occupation	Painter/ artist
Date of Death	29 July 1890

About Van Gogh

Van Gogh was born in Holland, the son of a pastor; he travelled to London in 1873, and first visited Paris in 1874. Over the next decade he was employed in various ways, including as a lay preacher. By 1883 he had started painting, and in 1885-6 he attended the academy in Antwerp where he was impressed by Japanese print. In 1888 Van Gogh settled in Arles in Provence, where he was visited by an artist called Gaugin and painted his now famous series of 'Sunflowers'. In the following year a nervous breakdown brought him to a sanatorium at St Remy; it was at this period that he painted 'A Wheatfield, with Cypresses'.

Van Gogh's Style

If you look closely at Van Gogh's paintings, the brushstrokes are broken up. It is as if you can see each time Van Gogh put his brush on the canvas. Van Gogh used painting as a way to express his emotions and a way to help with his mental health. Van Gogh liked to paint the places he visited. When you look at his paintings, you can almost imagine you are there with him. In Farms near Auvers, the bright greens make you feel like you are standing in the French countryside. This painting was made towards the end of Van Gogh's career. Earlier, he had used darker colours. As he grew older, he liked using lighter colours.

Y8 Drama—Devised and scripted work —Spring

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Explorative strategies *(n)*	Techniques used to explore story or character eg Flashback, Still Image, Thought Tracking, Hot-seating, Role-on-the-wall and Narration
Choreography *(n)*	The sequence of steps and movements in a moment or performance.
Characterisation *(n)*	How an actor creates a character– this includes voice (tone, pitch etc) as well as physical skills (body language, facial expressions etc)
Tension *(n)*	A feeling of nervousness, excitement, or fear that is created onstage
Climax *(n)*	The highest point of tension in a performance
Tier 2 Vocabulary	**Definition**
Observe (v)	Watch (someone or something) carefully and attentively.
Comprehension (n)	The action or capability of understanding something
Convey (v)	Communicate (a message or information)
Flair (n)	Stylishness and originality.
Trust	To place confidence in

Section B: Physical Skills

Gestures
Any movement of the body to convey meaning.

Facial expressions
Using the face to convey emotions and communicate the feelings and thoughts of the character to the audience.

Focus
Being able to concentrate on the action onstage/your actions

Eye Contact
A non verbal way of communicating with another actor

Character relationships
How characters attitudes towards one another are shown onstage whether through gestures and body language or space

Proxemics
The position of people in relation to each other onstage and the meaning that this communicates.

Spatial awareness
Being aware of yourself and other people in the space

Pace
The speed of movement.

Rhythm
The 'flow' of a character's movement

Control
How much self control you have over your movements and actions

Section C: Creating Theatre

CONTEXT:
Creating theatre can be done in two ways: 'devising' and 'scripted work' . Devised work is work actors create themselves using stimuli to generate ideas. Script work is where actors interpret characters to perform the work of a playwright.

Script work skills:

- **Comprehension**– to understand the text you are working with
- **Interpretation**– to creatively interpret the work of the playwright
- **Creativity**– to make the characters your own and to be imaginative in your staging of the script.

Devising skills:

- **Imagination**—this is key to getting the work started. If you are presented with a stimulus you need imagination to get the ideas flowing.
- **Collaboration**– devising theatre is a collaborative process. You need the whole group to input ideas and commit to the task.
- **Improvisation**– the best way to get ideas flowing is to improvise and accept that not every idea will be kept in the final piece.

Both ways of working require a critical eye from all involved. You need to be able to accept constructive criticism in order to improve your work.

Theatre Timeline

550BC	**Greek Theatre**
500 — 1500	**Medieval Theatre**
1500 — 1650	**Elizabethan / Jacobean**
1500 — 1700	**Commedia Dell 'Arte / Improvisation**
1650 — 1700	**Restoration Theatre**
1700	**18th Century Theatre**
1800— 1900	**Victorian Melodrama**
1860 >	**Naturalism**
1920 >	**Political Theatre**
1945 — 1960	**Theatre of the Absurd**
1956 — 1970	**Kitchen Sink Drama**
1960 >	**Contemporary / Devised**

Concepts you have seen before: characterisation, still image, body language, proxemics

Music—Blues/Hooks and Riffs—Year 8 Spring Term

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Chord (n)	2 or more notes played at the same time.
Riff (n)	A repeated musical pattern, often used in the introduction and instrumental breaks ins a song or piece of music. These can be rhythmic, melodic or lyrical.
Hook (n)	The 'catchy' bit of the song that you will remember. It is often short and used and repeated in different places throughout the piece.
Ostinato (n)	A repeated rhythm or melody. This term is interchangeable with Hook and Riff but means different things in different genres of music.
Syncopation (n)	Rhythms that move off-beat
Verse (n)	Part of a song. The lyrics change
Chorus (n)	Part of a song which repeats. Usually incorporating the title or main message of the song.
Tier 2 Vocabulary	**Definition**
Observe (v)	Notice or perceive (something)
Prepare (v)	Make something ready for use or consideration.
Present (v)	Shoe or offer something for others to scrutinise or consider.
Compose (v)	write or create (a work of art, especially music or poetry).
Review (v)	Assess with the intention of changing.

Section B: Important Ideas / Concepts/ Questions

12 BAR BLUES	A 12 bar repeating structure over which the Blues is set.
WALKING BASS LINE	A bass accompaniment which created a feeling of regular movement like walkng. Typically the notes ascend or descend by step.
CHORD SEQUENCE	A series of chords, one after the other, otherwise known as a chord progression. There are set progressions depending on the genre of music.
IMPROVISATION	Creating or performing spontaneously or 'on the spot', without preparation
SPIRITUALS	Early types of African American music—Religious songs using vocal harmony.
BLUES SCALE/BLUES NOTES	A set order of notes giving Blues music it's characteristic sound.

Concepts you have seen before: Ensemble, Harmony, Improvisation, Ostinato

Section C: Subject Specific

Blues is both a musical form and a musical genre. Blues gets it's original association with melancholy subjects and sounds, when we're feeling sad. However Blues has since developed to address subjects and emotions.

The main features of blues include: specific chord progressions, a walking bass, call and response, dissonant harmonies, syncopation and 'blue' notes.

Blues originated in the Deep South after the US Civil War in the 19th century, evolving from the oral tradition of African American work songs and spirituals, which featured the call-and-response patterns that are still prominent in blues today. It came into mainstream popularity in the 1920s when it also developed its common AAB lyric pattern.

Blues songs were centred around the pain of loss and injustice but also expressed the victory in outlasting these painful experiences. The music also originated with a slow tempo that has since become faster with its increase in popularity.

Computing — Cyber Security— Spring 1

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Section A – Computer Science Keywords (Tier 3)

Keyword	Definition
Data (n)	Raw facts and figures without **meaning** or **context**
Malicious (adj)	On **purpose** with **intent** to harm, hurt, destroy or disrupt
Social Engineering (v)	Where cyber criminals **trick people** into handing over their **data**
Shouldering (v)	Looking over someone's **shoulder** to see what they are typing
Phishing (n)	An email **disguised** to look like it has come from a **real source**, asking you to click a link and update information
Blagging (v)	Inventing a **scenario** to **convince** others to give **data** or **money**
Transparent (adj)	**See-through**, images sometime have grey and white checks to show this on the **background**
Hacking (v)	Gaining **unauthorised access** to use or control a computer system
Script Kiddies (n)	**Hackers** (not always kids) who use **tools downloaded** from the internet that allow them to **hack** with **little technical knowledge**
Malware (n)	**Malicious software** meaning it is a **computer program** that wants to do **damage** on purpose
Virus (n)	Malware that will **replicate** (copy) itself onto other files, normally after a user has **clicked** and **downloaded** by accident
Worm (n)	Malware that will **replicates** on a system, **slowing it down** and not attaching itself to files
Bot (n)	An **automated program** that performs tasks **repeatedly**
DDoS (n)	A **distributed denial of service** attack, where **bots** can **flood** a **server** with requests until it cannot handle anymore and **crashes**

Section B – Learning Keywords (Tier 2)

Keyword	Definition
Employ (v)	To give someone work, or make use of
Profile (n)	A short description of a person or company
Assumption (adj)	A thing that is accepted to be true from the known information
Artefact(n)	An object that has been made, typically cultural or historic
Unauthorised (adj)	Not having permission

Section C – Searching Online

Bias in Searches

If you have a strong opinion over something, then you may use facts and other opinions to bring people over to your point of view.

That is said to be biased. Bias information is NOT the same as being false or untrue but bias information by itself does not tell the whole story

Finding Images

1. Search images not web
2. Use good keywords
3. Use advanced techniques like “” * - OR
4. Narrow your results by image size (in advanced search)
5. Select view image and not just the thumbnail
6. Either save the image in a folder to use or right-click copy to paste into your work

Good Keyword Searching

- Vary your search engine
- Use specific keywords
- Simplify your search terms
- Use quotation marks
- Remove unhelpful words
- Refine using search operators
- Avoid pitfalls and falling for adverts or sponsored results

Advanced Techniques

Search for an exact word or phrase

Google "imagine all the people"

Remove a word from search results

Google jaguar speed -car

Fill in a blank

Google "a * saved is a * earned"

Concepts you have seen before: Data, Hacking, Malicious, Employ, Profile, Artefact, Assumption.

Computing — How my Computer works — Spring 2

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A – Computer Science Keywords (Tier 3)

Keyword	Definition
Input Device (n)	A piece of **computer hardware** that allows you to get **data into** the **computer**
Output Device (n)	A piece of **computer hardware** that gets **information out of** the **computer**
Hardware (n)	The machines, wiring, and other **physical components** of a **computer** or other electronic system
Software (n)	The programs, **applications** and other operating information used by a computer
Motherboard (n)	**Connects** all the **hardware** together, both **internal** and **external** so they can **communicate**
CPU (n)	Runs the **instructions** and **works out** how to do them. Everything a **computer** does is made up of lots of **instructions**
RAM (n)	Allows the computer to **think**. It gives the **CPU** somewhere to **keep instructions** and to **work things** out
Hard drive (n)	Stores the **apps** and **files** even when the **power is off**. These need to be **copied** into the **RAM** for the computer to **think** about them and **use them**
Persistent (Storage) (n)	**Stores data**, **files** and **programs** even when the **power is off**
Volatile (Storage) (n)	Will lose all **data**, **files** and **programs** when the **power is off**
Execute (v)	The final step of the **CPU** (Fetch, Decode, Execute) where the **instructions** will be **run** or **carried out** as needed
Decode (v)	Part of the **CPU** fetch, decode, execute cycle where the **CPU** will work put what the **instruction** means
Specifications (n)	A list of **components**, their speed, capacity or measurements that make up a **computer system**

B – Learning Keywords (Tier 2)

Keyword	Definition
Internal (adj)	Found on the inside
External (adj)	Belonging to or forming the outer surface or structure of something
General (adj)	Affecting or concerning all or most people or things; widespread
Load (v)	Fill (a vehicle, ship, container, storage.) with a large amount of something
Concept Map (n)	A way to visually display the relationships between different concepts, ideas, and pieces of information

C – Operating System

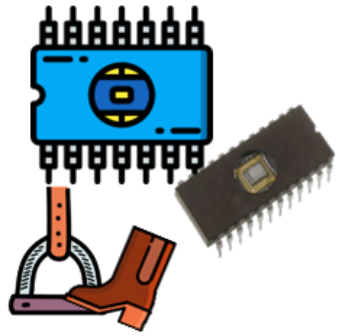
All **computers** have an **operating system** that **controls** the operation of a **computer system** and there's lots to **control**:

- Executing programs
- Managing memory
- Organising storage
- Communicating with input and output devices
- Allow the user to interact

D – ROM

Computers have another very small piece of **primary memory** called **ROM** (Read Only Memory) that is responsible for getting the computer started

- It is **persistent** and **not volatile** so it will **not lose** its contents when the **power is off**
- **Read only** means the **contents** can be seen and used but not changed
- It **stores BIOS** (Basic Input, Output System), a piece of **software** that **boots up** and starts the computer



Concepts you have seen before: Internal, External, General, Load, Execute, Decode.

CORE PE—Skeletal System —Spring Term

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition/ Location
Cranium (n)	Also known as a skull, this protects your brain
Sternum (n)	This is your breast bone where your ribs meet
Humerus (n)	This is your arm bone, it gets its name from the word humour when you hit your funny bone (
Femur (n)	This is your thigh bone, which is the longest and strongest bone in your body.
Patella (n)	This is you knee cap
Tibia (n)	This is your shin bone
Fibula (n)	This bone supports the Tibia and is non weight bearing
Phalanges (n)	Located in your fingers and toes
Tier 2 Vocabulary	**Definition**
Protection (n)	To protect vital organs e.g. brain
Movement (n)	Skeletal muscles attached to bone, so when they contract they cause bones to move
Support (v)	Supports the body
Blood Cell Production	Red bone marrow produces blood cells
Shape (n)	Maintain shape of the body

Section B: Key Information

At birth the human skeleton is made up of around 300 bones. By adulthood, some bones have fused together to end up with 206 bones!

The smallest bone found in the human body is located in the middle ear. The staples (or stirrup) bone is only 2.8 millimetres (0.11 inches) long.

Calcium is very important for our bones to keep them strong and healthy. Therefore drinking milk is vital!

The areas where our bones meet are called Joints. But there are different types of joints you may need to know.

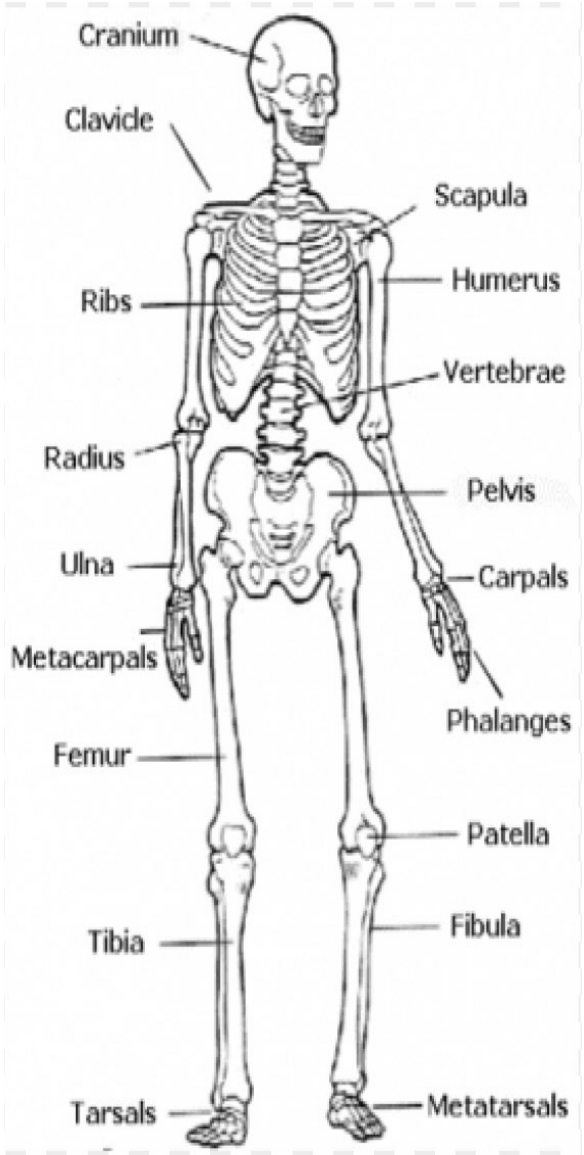
Hinge joint—very similar to a door hinge, they can open and close just like your elbow and knee. Ball and Socket - allows more movement at the joint such as rotation and circumduction—examples are the hip and shoulder joint.

Bones are held in place at joints by our muscles and also tissues called ligaments.

Like our skin, the human body's bones are also constantly worn down and re-made, to the point where every 7 years we essentially have a new bone.

There are a number of skeletal disorders, osteoporosis is a bone disease that increases the chance of fractures, scoliosis is a curvature of the spine, while arthritis is an inflammatory disease that damages joints.

Section C: Subject Specific



Food Preparation & Nutrition- Year 8– Spring Term 1

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Section A: Key vocabulary	
Tier 3 Vocabulary	**Definition**
Cross contamination (n)	Transferring potentially harmful bacteria from one thing to another
Microorganism (n)	A tiny living thing; bacteria, mould, yeast
Antibacterial (n)	Kills bacteria
Sanitiser (n)	Removes dirt and kills bacteria
Detergent (n)	A chemical used to break down food, used when washing up
Danger zone (n)	5°c—63°c.
Pathogenic bacteria (n)	A microorganism that causes disease
Tier 2 Vocabulary	**Definition**
Yeast (n)	A microorganism used as a raising agent
Core (n)	The centre of something
Bacteria (n)	Microorganisms

Section B: Key Ideas	
Heat transfer (n)	When heat travels from one place to another.
Radiation (n)	Heat transfer through waves, no direct contact.
Conduction (n)	Heat transfer through solids.
Convection (n)	Heat transfer through gases and liquids.
Fermentation (n)	Process that creates alcohol and carbon dioxide.
Kneading (v)	To work a dough with hands to develop gluten.
Raising agent (n)	Something that releases bubbles of gas.
Gluten (n)	A protein created when kneading, makes dough stretchy.
Dextrinisation (v)	Dry heat on starch causing browning.
Fridge temperature zone	1°c—5°c.
Freezer temperature zone	-10°c—-18°c.
Core temperature of cooked meat	75°c.

Section C: Subject Specific	
Temperature probe	
A device used to measure temperature of food	
	
Fridge layout	
1	Ready to eat foods
2	Ready to eat foods
3	Raw meat, always covered
4	Fruit and vegetables in box at the bottom
4 C's	Cook, clean, chill, cross-contamination

Design Technology—Year 8 Block Bot—Spring 1

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Seasoning (n)	Drying out wood to prevent warping
Orthographic (n)	2D drawing technique
Plan view (n)	Birds eye view from above
Stock form (n)	Standard shapes materials are commonly available in
Vacuum former (n)	A machine that shapes sheet plastic to the mould
Strip heater (n)	A device that heats plastic along a line so you can bend it.
Tier 2 Vocabulary	**Definition**
Sustainability (n)	Trying to avoid harm to the environment
Timber (n)	Cut wood
Warping (v)	Timber that is misshaped
Polymer (n)	plastic
Origin (n)	The source
Automation (n)	Machines work automatically from a program
Dimension (n)	Measurement/ size

Concepts you have seen before: 2D and 3D drawing tech-

Section B: Important ideas

6R's

RETHINK - Be mindful of what you buy. Ask yourself if you really need something

REFUSE - Don't buy something you don't need. Refuse to buy products that cannot be recycled or reused

REDUCE - Cut down on the amount of products and services you use

RE-USE - Take a product / item and repurpose it for a different item

REPAIR - Fix, don't replace your products

RECYCLE - Recycle what you cannot reduce, re-use or repair.

Standard components

Standard components are pre-manufactured parts which are bought in to aid the manufacture of the product. E.g. nuts, bolts, screws, buttons, zips etc.

Advantages

- Saves preparation time.
- Fewer steps in the production process.
- Less effort and skill required by staff.
- Less machinery and equipment needed.
- Good quality.
- Saves money from all aspects.
- Can be bought in bulk.
- High-quality consistency.

Polymers

Thermoplastics—these plastics can be reheated and re moulded repeatedly. Thermoplastics are more likely to be recycled in your area.
Thermosetting plastics—these plastics can only be heated and shaped once. Products made from thermos setting plastics can be used to make things like toasters and electrical sockets .

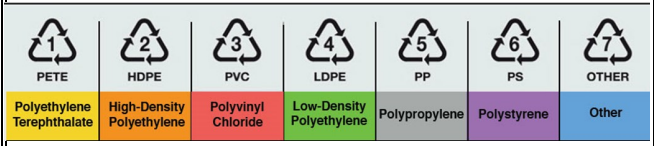
Production aids

TEMPLATE—a tool used to place onto a material and mark out shapes repeatedly.
JIG—a device used to hold a piece of material and guide cutting tools and they are used to ensure the process can be repeated accurately.
FORMER—this is a type of jig that holds material so it is easy to shape a piece of material the same over and over again.

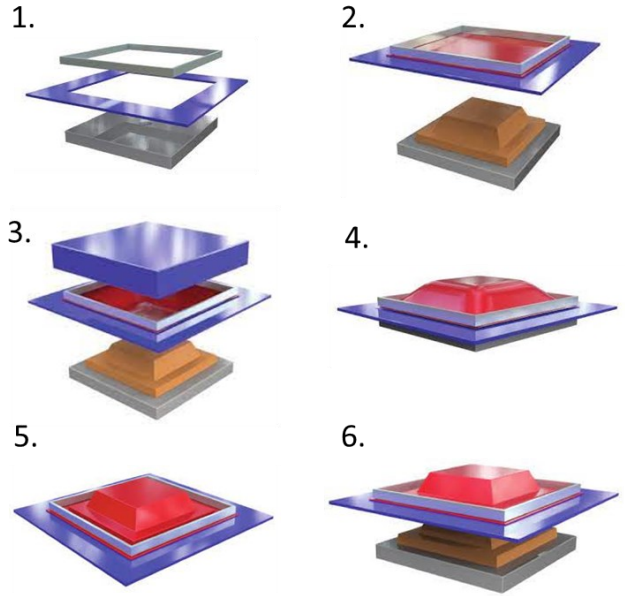
Section C: Subject Specific

Types of warping in timber

Resin identification codes:



Vacuum forming



Design Technology—Year 8 Lighting—Summer

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
CAD (n)	Computer Aided Design
CAM (n)	Computer Aided Manufacture
Control system (n)	The system used in all devices to work out how it starts, works and finishes
Production aid (n)	Devices used when making to help repeat a job quickly and accurately
Soldering (v)	Melting solder to a PCB to fix a component in place
Tier 2 Vocabulary	**Definition**
Component (n)	A part
Symbol (n)	A simple image used to represent something
Feature (n)	A characteristic or property something has
Hazard (adj)	A potential risk or danger
Precaution (n)	An action you take to prevent something
Timber (n)	Wood
Deciduous (adj)	Trees that loose their leaves in the winter
Maintain ((n)	Look after

Concepts you have seen before: 2D and 3D drawing techniques, timbers and health and safety hazards

Section B: Important ideas

Control systems

Made up of 3 main parts:-

INPUT—the thing that starts the system e.g. switch/ sensor.

PROCESS—the active part of the component that converts/ directs/ controls the energy e.g. resistor

OUTPUT—what you want to happen as a result e.g. LED

LED's have replaced light bulbs because they last longer and are more energy efficient. They don't produce heat or get hot.

Timbers

SOFTWOOD—comes from evergreen trees e.g. spruce/ pine

HARDWOOD—comes from deciduous trees e.g. oak/ beech

MANUFACTURED BOARDS—parts of natural timbers put through machines to make a new type of wood. That can be made in larger sheets and with no imperfections. Usually cheaper than natural woods.

CAD/CAM

CAD e.g. 2D design/ TinkerCAD

CAM e.g. laser cutter/ 3D printer

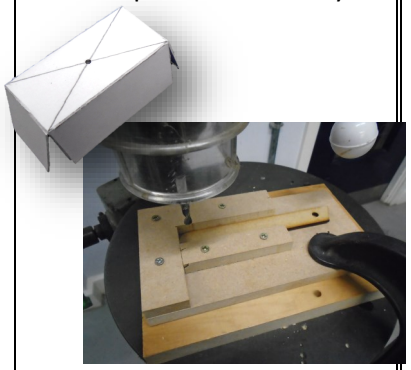
CAD/CAM relies on using a computer which means it is very expensive to buy the equipment. You also need training to use it. Equipment needs to be maintained and kept in a good condition.

It is a lot more accurate than doing stuff by hand. You can replicate a design repeatedly. It is also easy to edit and save versions and even email anywhere.

Production aids

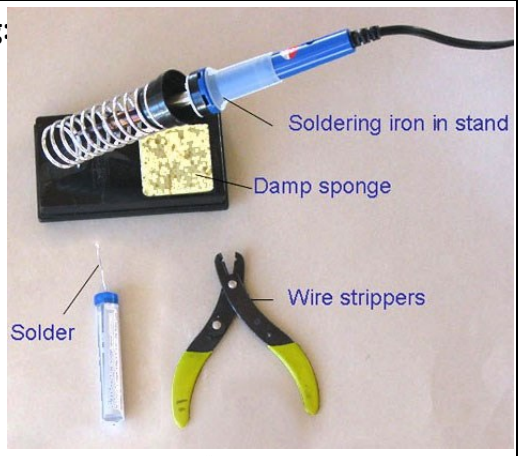
TEMPLATE—a tool used to place onto a material and mark out shapes repeatedly.

JIG—a device used to hold a piece of material and guide cutting tools and they are used to ensure the process can be repeated accurately.

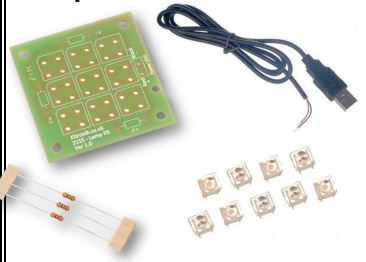


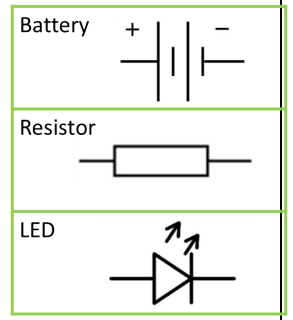
Section C: Subject Specific

Soldering:

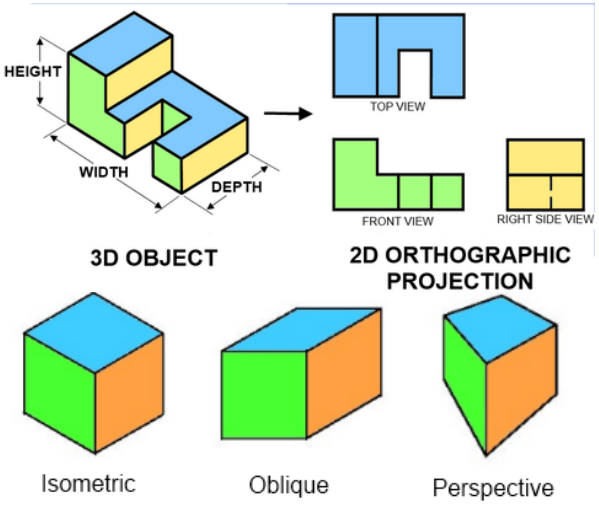


Components:

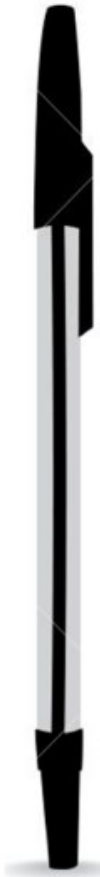


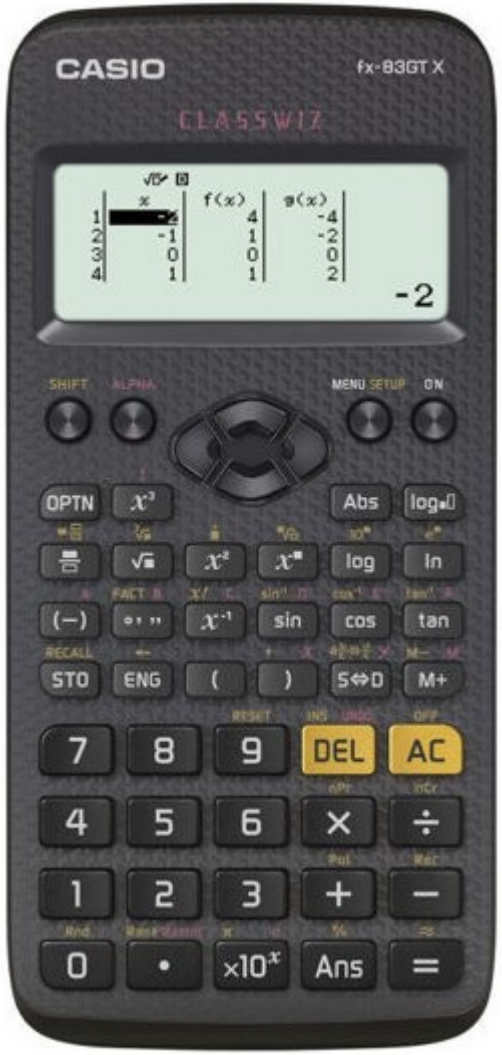


Drawing techniques:



Your 5 pieces of equipment you need for learning every day:





Bluecoat Wollaton
believe in yourself, in others, in God