Knowledge Organiser

Year 8

Term 3

2024/25

The Abbey School

Contents

Creative Writing

Term Focus –

- Learn how to write an engaging description.
- Learn how to write an engaging story.
- Learn how to create interesting characters and setting.
- Explore how to craft your language to develop your creative writing skills in English.

Prior Learning Links

- Creative writing tasks will continue to develop the stamina to write at length.
- GOMASSIVE SPP language techniques.
- Develop descriptive and narrative writing skills.
- Writing for pleasure – enjoyment of writing and the opportunity to be creative in English.

Future Learning Links

- Creative writing tasks will underpin the skills required for GCSE papers in KS4
- Learning to write at length will develop student's stamina in writing to be successful at KS4
- Develop the necessary skills to be successful in writing at KS4.

KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
Narrative Arc: the structure and shape of a story.	**Tone:** the feeling of the story.
Exposition: the opening sets the scene and introduces characters.	**Genre:** a style or category of art, music, or literature.
Complicating action: the lives of the characters are complicated in some way.	**Narrative perspective: t**he viewpoint of the story – 1st/2nd/3rd person.
Climax: suspense is at its highest and matters are most threatening.	**Narrative Hook:** used at the opening of a story to engage the reader
Falling action: what happens because of the experience/climax?	**Language:** how words are used to present the narrative, e.g. GOMASSIVE SPP
Resolution: a solution for the complication is introduced – it may not be a happy one!	**Structure:** how the narrative is organised, e.g. paragraphs, narrative arc, cyclical, mood, setting, character, foreshadowing
Antagonist: a character(s), or forces that are opposed to the main character	**Setting:** the time and place in which the story takes place; provides the backdrop to the story and helps create mood.
Protagonist: the main character in a story	**Pace:** the rhythm or speed of your story.

1. Genre of the story

Red Amber Green

Genre

Genre is a type or category: for example, books, music and films are sorted in genres. Each genre is characterised by similarities in form, style and content – a genre has its own themes and conventions which gives each genre a clear distinction from the other.

Examples

Gothic / Horror

- Set in towns; cities; dark streets; narrow alleyways; abandoned houses, barns; remote places.
- Can use dark colours like red and black (to represent evil, blood and danger).
- Usually, some type of mysterious figure or supernatural being.
- Can have a main protagonist that is a hero or victim.
- Secrecy
- Can end in a terrifying and shocking finale.

Science Fiction

- Stories that talk about science and technology of the future.
- Usually set in a futuristic world different from our own because of advances in science and technology.
- Usually questions the morality of our own world by showing the advantages and disadvantages of the growing power of science and technology.
- Can contain aliens, monsters, time travel, space and look at both utopias and dystopias.

Fantasy

- Magic
- Supernatural events
- Imagined monsters and creatures.
- Worlds very different to our own.
- Can contain characters from myths.

Do you know any other genres for your story?

2. Show don't tell

Red Amber Green

Show don't tell means the writer uses language to create vivid, immersive description for the reader.
A writer will describe the setting, characters and emotions, in detail, rather than just telling them to the reader.
The writer wants the reader to **see** and **feel** the story, making it more engaging and realistic for the reader.

Examples

Telling.

- *John was angry.*

Showing

- *John's face turned red, and his fists clenched at his sides. He took a deep breath, trying to steady his trembling voice.*
-

Telling:

- *It was a cold and windy day.*

Showing:

- *The icy wind cut through my coat, sending shivers down my spine. Leaves swirled in frantic circles, and I pulled my scarf tighter around my neck.*

Language Techniques

GOMASSIVE

Group of three: cold, dark and gloomy


Onomatopoeia: snap, pop, crackle

Metaphor: She is a wave, wild and fierce.


Alliteration: crystal clear

Simile: Superman's cape is red like blood.


Senses: I could feel the scorching sun burning my delicate skin.

Imagery: The azure ocean was speckled with drops of emerald green


Vocabulary: 'petrifying' is better than 'scary'

Emotive language: The poor defenceless fox is cowering in fear.

Bonus language techniques!

Sibilance: the repetition of 's' in a sequence of words. *The sea sighed in despair.*

Personification: describing objects as if they are people.
*The rain **stomped** angrily on the fragile roof like a grumpy giant. The snow **painted** delicate white pictures on the ground as it fell gently from the sky*

Pathetic fallacy: giving human feelings to something non-human.
A friendly sun shone down brightly on the party guests as they arrived in the garden

3. Tone **Red** **Amber** **Green**

Tone is the feeling created in the text. Tone might show how the writer feels and can also make the reader feel a certain way too.

Tone keeps the reader interested in the text.
Tone creates the mood and atmosphere of the text.
Tone helps to convey the deeper meaning behind the writer's choice of language.

Examples of tone.

Happy
The sun was shining brightly, and everyone's laughter filled the air. It was a perfect day.

Sad
The rain poured down, mirroring the tears that streaked her face. It was a day of sorrow.

Serious
In the courtroom, every word was measured and every statement carefully considered.

Humour
Trying to cook dinner was like orchestrating a circus – pans clanged, ingredients flew, and the dog ended up wearing a hat made of spaghetti!

4. Narrative Perspective

Red Amber Green

First person: I/Me.

Told from the viewpoint of a character in the actual story or from a narrator who gets involved in the story. Really useful for getting across the main characters' thoughts and feelings and making a story more personal and emotive.

Second person: You

Told from the viewpoint of a narrator talking to you.
Example: You see the iron door in front of you, imposing. Hesitating, you slowly move your hand to towards the handle.

It can help to bring a reader into a story, but it's quite a hard perspective to use well and powerfully.

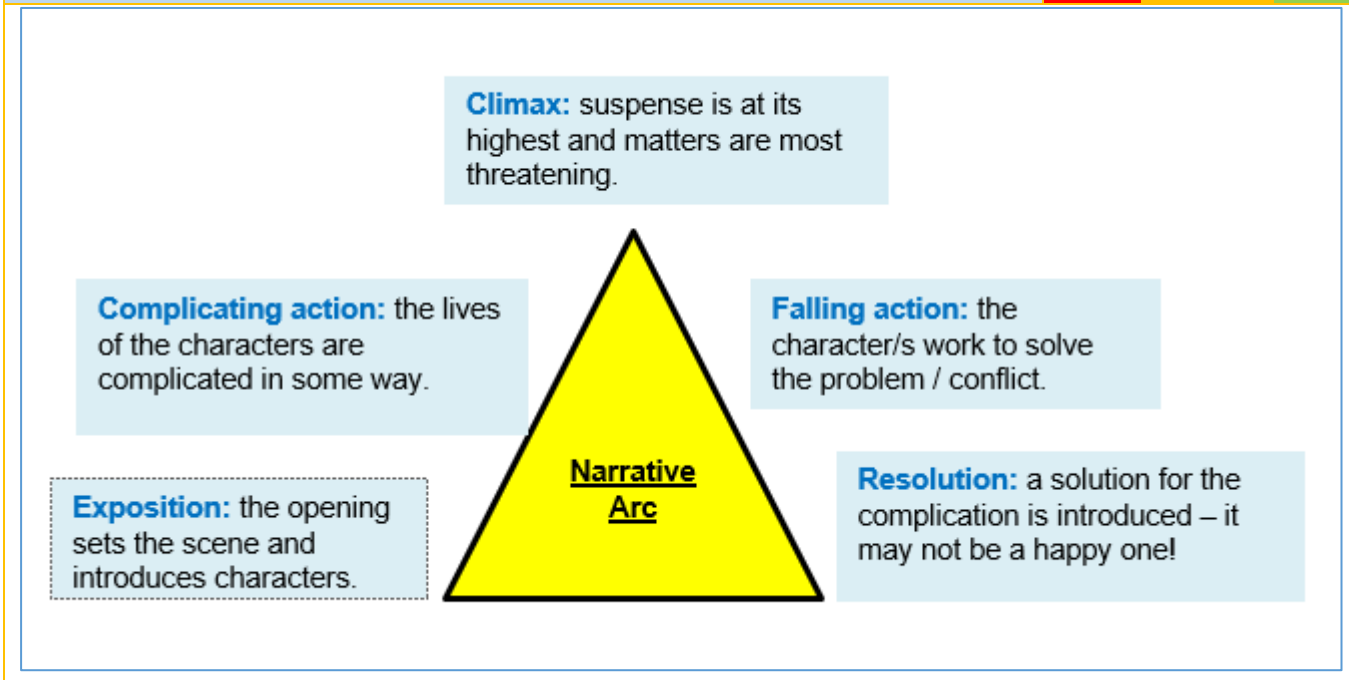
Third person: He/She/They

Told from the viewpoint of a narrator talking about other people.
Example: Michael saw the door in front of him, imposing. Hesitating, he slowly moved his hand to towards the handle.

This is a common perspective in creative writing as it allows the narrator to be neutral or detached from the story, allowing you to make up your own mind about the events taking place.

5. Narrative Arc

Red Amber Green



6. Character

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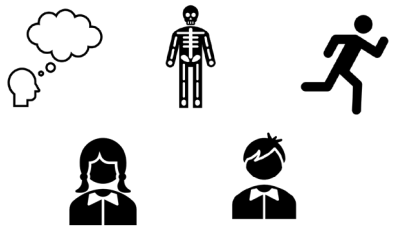
Characterisation

When creating a character for a story consider the following:



- Physical appearance
- How they speak
- Their thoughts
- Their actions
- The character's name
- Other people's views of the character

Protagonist: a main character in the story; the character whom the plot revolves around.

Antagonist: a character, group of characters, that oppose the protagonist in a story. The antagonist can create conflict, challenges, or obstacles, that the protagonist must overcome.

7. Senses

Red Amber Green

Senses

Reminder:

1. Touch
2. Taste
3. Smell
4. Sound
5. Sight

The senses transport the reader into the image you are describing.

Using the senses in creative writing enables the reader to see what you see.

Using the senses in creative writing brings the image to life for the reader.

8 Pace of story

Red Amber Green

Pace controls the rhythm of your story by varying the length of sentences and scenes. Use a faster pace for action, and slower pace for detailed descriptions and character development.

Sentence types

Simple sentences have only one verb. They can be quite short.

Joe works hard.
Molly whispered to Isabelle.
The speaker asked for silence.
Boris plays the drums.

Compound sentences:
These are two or more simple sentences joined by a conjunction:

For
And
Nor
But
Or
Yet
So

Joe works hard **and** enjoys English lessons. The speaker asked for silence, **but** Molly whispered to Isabelle

Complex sentences:

- These are sentences that have more than one **verb.**
- They have more than one **clause** (part).
- They can use **connectives.**
- They can use '**ing**' or '**ed**' verbs at the beginning.

Connectives: because, whenever, **despite**, even though, however, although, whilst, until, before, after.

Running towards the ball, Matt tripped.
Despite not feeling confident, Gertrude did well in the assessment

9 Themes

Red Amber Green

Convey underlying messages or themes that add depth to your story. These could be about life, society, human nature, or personal beliefs.

Examples
Love: romantic, family, platonic
Stories: Romeo and Juliet, by Shakespeare, Wonder, by R.J. Palacio.

Good vs Evil: the struggle between good and bad characters or forces.
Stories: Harry Potter, by J.K. Rowling, The Lord of the Rings, by J.R.R. Tolkien.

Survival: overcoming challenges, and resilient in the face of adversity.
Stories: The Hunger Games, by Suzanne Collins, Life of Pi, by Yann Martel.

Friendship: The bonds and loyalty between friends.
Stories: Charlotte's Web, by E.B. White, Bridge to Terabithia, by Katherine Paterson.

Isolation: Loneliness, alienation.
Stories: Frankenstein, by Mary Shelley, Holes, by Louis Sachar.

10 Setting

Red Amber Green

Setting
Describe the time and place where your story unfolds.
Use vivid descriptions to make your setting come alive and to enhance the mood and tone of your story.

- Where will your story be set? Are you going to have more than one setting?
- What would be the best setting(s) for your style, genre and type of story?

A Haunted House
The old mansion stood at the end of the narrow, overgrown path, its windows dark and lifeless. The once-grand structure was now a decaying shell, with ivy creeping up its cracked walls and broken shutters hanging askew. Inside, the air was cold and damp, filled with the scent of mildew and the faint sound of creaking floorboards. Shadows danced on the walls, and an eerie silence pervaded the rooms, broken only by the occasional drip of water from the leaking roof

A Fantasy Forest
The ancient forest was cloaked in mist, with towering trees that seemed to touch the sky. The air was thick with the scent of pine and earth, and the only sounds were the distant call of a lone owl and the rustling of leaves underfoot. Rays of sunlight pierced through the dense canopy, creating a mystical glow that made the forest feel both enchanting and mysterious.

11 The ending of a story

Red Amber Green

Cyclical ending: where the ending returns to the beginning of the narrative.

Plot twist: a complete change in direction from where the narrative was going.

Epiphany: a sudden moment of realisation or a sudden idea or emotional change.

Happy ending: a joyful celebration at the end.

Sad ending: a very negative and possibly tragic finish.

Uncertain ending: an end which is unclear to the reader – they must think about it what it means.

Converging storylines: where two or more different storylines combine at the end.

Tying up loose ends: where all the different strands of a plot are brought together and completed.

Deus ex machina (Latin for 'God within the machine'): where a seemingly unsolvable problem is resolved thanks to the introduction of a new character, place or object.

12 Story extracts.

Red Amber Green

The Lion, the Witch, and the Wardrobe, by C.S. Lewis.

Lucy felt a little frightened, but she felt very inquisitive and excited as well. She looked back over her shoulder and there, between the dark tree trunks, she could still see the open doorway of the wardrobe and even catch a glimpse of the empty room from which she had set out. (She had, of course, left the door open, for she knew that it is a very silly thing to shut oneself into a wardrobe.)

It seemed to be still daylight there. 'I can always get back if anything goes wrong,' thought Lucy. She began to walk forward, crunch-crunch over the snow and through the wood towards the other light. In about ten minutes she reached it and found it was a lamppost. As she stood looking at it, wondering why there was a lamppost in the middle of a wood... she heard a pitter-patter of feet coming towards her. And soon after that a very strange person stepped out from among the trees into the light of the lamppost.

The BFG, by Roald Dahl

It was something black. Something tall and black. Something very tall and very black and very thin.

Sophie froze. There was a great power fist tingle of electricity in the air. It was a distinct smell that she recognized. It was the smell of a giant. And it was coming nearer and nearer.

Then it stopped. The hand was reaching out into the room. Then there was a cracking sound.

The hand, with long white fingers, picked up Sophie out of her bed and put her inside a suitcase. Sophie was petrified.

HOME LEARNING TASKS	
Task Description	**Done?**
Reading Library book for 15-20 minutes each day.	
Create your own character and label with verbs and adjectives.	
Write a story about a magical event.	
Write a review of your favourite book.	
Write a story that is about the theme of friendship	

Literacy Knowledge Organiser

Term Focus
Year 7 and 8 -all schemes of learning
The literacy knowledge organiser is an important tool for students to enhance their learning across the curriculum in all subjects.

Prior Learning Links

- Consolidates previously learned literacy information and skills which underpin the curriculum.
- Provides a structured outline of key literacy concepts, and supports in the revision process of previously learned skills in primary school and KS3.
- Helps students recall and revise important literacy information by highlighting what is most important and breaking down complex topics into manageable chunks.

Future Learning Links

- Students can revise and retain literacy information by giving prominence to the key aspects which are broken down into manageable parts.
- Enhances student's learning and provides a clear understanding of what students need to revise and retain; also, can be used to track progress throughout the academic year.
- Promotes consistency across the wider school, and ensures all students are learning the same key literacy knowledge and skills.

1. Punctuation

Red Amber Green

Full stops: remember to use a full stop at the end of every sentence. .

Capital Letters:

- The first word of a sentence always has a capital letter.
- The names of people: John, Sarah, Harry.
- The names of places: California, New York, France.

Apostrophes to show contraction:
You use apostrophes to show you have left out some letters when joining words together. Contractions can make your writing more informal: Do + Not = Don't. Will + Not = Won't.

Apostrophes to show possession: ,
Apostrophes can be used to show that something belongs to someone.

- When the noun is **singular:**
- **Sam's** book (the book belongs to Sam)
- **Nicola's** football (the football belongs to Nicola)

- When the noun is **plural:** The **girls'** pencils (the pencils belong to the girls)

Exclamation marks: used to end a sentence to show a strong feeling of emotion like surprise, anger, or shock. For, example: **I'm so frightened!**

Ellipses: used to show an omission of words, a pause in thought or to create suspense. For example: **Suddenly, there it was … his worst nightmare.**

Colons: used to precede lists or explanations.

- I went to the store and bought a lot of fruit: peaches, apples, oranges and pears.
- Sarah wrote a story: The Hungry Fish.

Semi Colons: used to join two related independent clauses.

- We made too many mistakes; we lost the game.

Also, use a **semi-colon** instead of a comma, usually in a list.

- You will need many backpacking items: a sleeping bag; torch; tent; and pillow.

Hyphens: you can use hyphens for several reasons.

- To separate sentences with added information: **I enjoy English – as well as Maths.**
- To indicate periods of time: **2000-2006.**
- To form hyphenated words: **self-respect.**
- To create emphasis: **Mum loves seafood – she absolutely adores seafood.**

Brackets: use brackets to indicate added information. The sentence should still make sense when removed.

- **I did my homework, (it took me twenty minutes) and brought it in early.**

2. Comma Rules

Red Amber Green

- Use a comma before a conjunction, (and, but, nor, yet, or so), to connect two independent clauses.
  I had an English test last night, so I revised.

- Use a comma to set off an opening phrase.
  As such, I feel there is much I can learn.

- Use a comma when using quotes to separate the quote from the rest of the sentence.
  Like Mary Radmacher said, "As we work to create light for others, we naturally light our own way".

- Use a comma to separate adjectives in a descriptive list.
  The pizza was hot, delicious and freshly cooked.

- Use a comma to separate three or more things in a series.
  Of Charles Dickens' novels, I have read *A Christmas Carol*, *Oliver Twist*, and *Great Expectations.*

- Use a comma with phrases that present a contrast.
  Learning about Shakespeare can be beneficial for students, not only in their secondary school studies, but also in their future careers.

- Use a comma to add extra information that can be taken out without changing the meaning of the sentence.
  My sister Mary, who is a doctor, lives in London.

3. Sentence Structures — Red Amber Green

- **Independent Clause:** A clause that can stand alone as a sentence.
  The cat sat on the mat. Contains a **subject** and a **verb.**

- **Subordinate Clause**: A clause that depends on an independent clause to make sense.
  Without turning around, the cat sat on the mat.

- **Simple Sentence**: Contains just one clause (subject + verb)
  Tom went to the shops.

- **Compound Sentence**: Independent Clause + Conjunction (FANBOYS) + Independent Clause (For, And, Nor, But, Yet, So)
  Tom went to the shops and he bought some bread.

- **Complex Sentence:** Contains one main clause and one or more subordinate clauses/s.
  Although it looked difficult, they still pushed on with the challenge.

- **Exclamatory**: A sentence that shows great emotions.
  I am appalled by your behaviour!

- **Imperative**: A sentence that gives commands.
  Get out!

- **Interrogative**: A sentence that asks a question (not rhetorical questions).
  How much is that dress in the window?

- **Declarative**: A sentence that makes a declaration.
  She sells seashells.

4. Paragraphs — Red Amber Green

Texts of any length and written in continuous prose are usually divided into paragraphs. Paragraphs are a useful way of helping the reader through a text.

In your writing when you start a new paragraph remember to leave a line to ensure your paragraphs are clear.

Remember to TIP TOP your paragraphs!

- **TIME**: you move to a new time.
- **PLACE:** you shift to a different place or location
- **TOPIC**: you move from one topic to another
- **PERSON**: you bring a new person into your writing or change from one person or another. Remember dialogue between two characters needs a new line each time.

5. Sentence Openings

Red Amber Green

In your writing aim to vary your sentence openings to make your writing more interesting for the reader.

Opener	Definition	Examples
Prepositional phrase	Describes the relationship between nouns	Under Beside Below
Adverbs	Adverbs modify adjectives and verbs	Happily (adjective +ly) He ate (verb) his breakfast ***quickly***.
Action words ending in -ed or -ing	Verbs with an -ed or -ing ending	Played Playing
Transitional words	Tell time, sequence, cause/effect, closing	Since Immediately
Very short sentences	Sentences with 2-5 words	We jumped! It was scary.

6. Homophones

Red Amber Green

Homophones are words that sound the same but have different meanings.

- **Their** means it belongs to them.
- **I ate their sweets.**

- **They're** short for they are.
- **They are going to be cross.**

- **There** refers to a place.
- **I'm going to hide over there.**

- **Your:** refers to something that belongs to you.
- **Your bag.**

- **You're:** a contraction of 'you are.'
- **You're going to win.**

7. Spellings

Red Amber Green

Commonly misspelled words:

- Believe
- Experience
- Necessary
- Successful
- Environment
- Immediate
- Achieve

- Definitely
- Separate
- Occurrence
- Embarrass
- Receive
- Beginning
- Argument

The *I* before *E* rule:

- Remember: I before E, except after C.
- Examples: believe, receive, piece.

Silent Letters:

- Be aware of silent letters in words like, knight, gnome, and doubt.

Spelling tips

1. **Read Aloud**: try to pronounce the words as you read them to catch any spelling errors.
2. **Break Words Down**: Divide complex words into syllable sounds for easier spelling.
3. **Use Mnemonics**: Create memory aids. For example:

- **B**ig
- **E**lephants
- **C**an
- **A**lways
- **U**nderstand
- **S**mall
- **E**lephants.

BECAUSE

4. **Learn Common Patterns**: Understand rules like I before E and silent letters.
5. **Practice**: Regularly write and review words to reinforce correct spelling.
6. **Proofread**: Always check your work for mistakes.

8. Word Classes

Red Amber Green

Common Noun
Words for types of things, people, and places: dog, chair, city.

Proper Noun
The name of a specific person place or thing: France, Jane, London.

Abstract Noun
The name of an idea, feeling, quality or state: love, truth, danger.

Pronoun
Used instead of a name or names: they, it, her.

Verb
An action or a 'doing' word: run, jump, swim.

Adjective
Describes the noun: brave, tall, lumpy.

Adverb
Tells us how something is done: slowly, bravely, and very.

Preposition
Shows direction, time, place, location: in, at, on.

Conjunction

- A connecting or joining word: for, and, nor, but, yet, so

9. Tenses

Red Amber Green

Present tense
Something that is happening now.

Past tense
Something that has happened in the past.

Past progressive
Used to describe an ongoing activity in the past. My teacher was eating chocolate.

Present progressive
Used to describe an action that is currently happening. We are running.

Present perfect
Used when talking about experiences from the past, a change or situation that has happened in the past and is continuing today. She has lived here all her life.

Past perfect
Used to talk about actions and events that were completed at a specific point in the past. I had written the email on Monday morning.

10. Root words and word families

Red Amber Green

Root words are the core parts of words that carry the main meaning.

Root words form the foundation from which other words are built.
A **root word** can stand alone as a word. For example: **act.**
However, some **root words** may need affixes to become a complete word. For example: **bio.**

Word families are groups of words that share the same root word and have related meanings.

Examples

- **Act**: relates to doing or performing. Action, Actor, Activate.
- **Bio**: means life. Biography, Biology, Biosphere
- **Geo**: means earth. Geography, Geometry, Geology

References:

Oxford A-Z of Grammar and Punctuation.

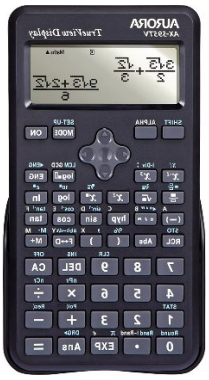
BBC Bitesize

Maths Year 8 Term 3

Unit 4 – Expressions and equations

Unit 5/9 – Real-life graphs and straight-line graphs

Term Focus
How do I simplify algebra?
How do you solve an equation?
How can we represent real life in a graph?



Prior Learning Links

Knowledge of basic function machines from Year 7, Term 2. Students should already be comfortable in basic simplification, substitution, writing expressions and creating formulae.
Knowledge of linear graphs from Year 7, Term 6. This covers aspects such as sequences, coordinates and straight-line graphs.

Future Learning Links

Algebra makes up a significant part of the GCSE. Students are introduced into basic expanding and factorising here in preparation for quadratics and cubics in Year 9, Term 5.
Links to solving harder equations such as quadratics, algebraic fractions and simultaneous equations (Year 10).
Time series graphs are looked at in Year 9 and scatter graphs are looked at in more detail to make predictions. Non-linear graphs covered in Year 11.

2x

2 x 0 = 0
2 x 1 = 2
2 x 2 = 4
2 x 3 = 6
2 x 4 = 8
2 x 5 = 10
2 x 6 = 12
2 x 7 = 14
2 x 8 = 16
2 x 9 = 18
2 x 10 = 20
2 x 11 = 22
2 x 12 = 24

3x

3 x 0 = 0
3 x 1 = 3
3 x 2 = 6
3 x 3 = 9
3 x 4 = 12
3 x 5 = 15
3 x 6 = 18
3 x 7 = 21
3 x 8 = 24
3 x 9 = 27
3 x 10 = 30
3 x 11 = 33
3 x 12 = 36

4x

4 x 0 = 0
4 x 1 = 4
4 x 2 = 8
4 x 3 = 12
4 x 4 = 16
4 x 5 = 20
4 x 6 = 24
4 x 7 = 28
4 x 8 = 32
4 x 9 = 36
4 x 10 = 40
4 x 11 = 44
4 x 12 = 48

5x

5 x 0 = 0
5 x 1 = 5
5 x 2 = 10
5 x 3 = 15
5 x 4 = 20
5 x 5 = 25
5 x 6 = 30
5 x 7 = 35
5 x 8 = 40
5 x 9 = 45
5 x 10 = 50
5 x 11 = 55
5 x 12 = 60

6x

6 x 0 = 0
6 x 1 = 6
6 x 2 = 12
6 x 3 = 18
6 x 4 = 24
6 x 5 = 30
6 x 6 = 36
6 x 7 = 42
6 x 8 = 48
6 x 9 = 54
6 x 10 = 60
6 x 11 = 66
6 x 12 = 72

7x

7 x 0 = 0
7 x 1 = 7
7 x 2 = 14
7 x 3 = 21
7 x 4 = 28
7 x 5 = 35
7 x 6 = 42
7 x 7 = 49
7 x 8 = 56
7 x 9 = 63
7 x 10 = 70
7 x 11 = 77
7 x 12 = 84

8x

8 x 0 = 0
8 x 1 = 8
8 x 2 = 16
8 x 3 = 24
8 x 4 = 32
8 x 5 = 40
8 x 6 = 48
8 x 7 = 56
8 x 8 = 64
8 x 9 = 72
8 x 10 = 80
8 x 11 = 88
8 x 12 = 96

Literacy In Maths	Command Words
Evaluate ...	Work out and write your answer
Work out ...	Working out is required
Calculate ...	Working out is required. A calculator may be needed.
Solve ...	Work out the values
Prove ...	All working must be shown in steps to link reasons and values.
Expand...	Multiply out of the brackets
Draw...	Draw accurately with a pencil and equipment.
Explain ...	Use words to give reasons
Factorise	The reverse process of expanding brackets. Remove the HCF.
Estimate	Work out an approximate answer using rounded values.

9x

9 x 0 = 0
9 x 1 = 9
9 x 2 = 18
9 x 3 = 27
9 x 4 = 36
9 x 5 = 45
9 x 6 = 54
9 x 7 = 63
9 x 8 = 72
9 x 9 = 81
9 x 10 = 90
9 x 11 = 99
9 x 12 = 108

10x

10 x 0 = 0
10 x 1 = 10
10 x 2 = 20
10 x 3 = 30
10 x 4 = 40
10 x 5 = 50
10 x 6 = 60
10 x 7 = 70
10 x 8 = 80
10 x 9 = 90
10 x 10 = 100
10 x 11 = 110
10 x 12 = 120

11x

11 x 0 = 0
11 x 1 = 11
11 x 2 = 22
11 x 3 = 33
11 x 4 = 44
11 x 5 = 55
11 x 6 = 66
11 x 7 = 77
11 x 8 = 88
11 x 9 = 99
11 x 10 = 110
11 x 11 = 121
11 x 12 = 132

12x

12 x 0 = 0
12 x 1 = 12
12 x 2 = 24
12 x 3 = 36
12 x 4 = 48
12 x 5 = 60
12 x 6 = 72
12 x 7 = 84
12 x 8 = 96
12 x 9 = 108
12 x 10 = 120
12 x 11 = 132
12 x 12 = 144

Formulae to learn		
Area of a rectangle	=	Base x perpendicular height
Area of a triangle	=	(Base x perpendicular height) ÷ 2
Area of a parallelogram	=	Base x perpendicular height
Area of a trapezium	=	$h(a + b) \div 2$
Area of a circle	=	πr^2
Speed	=	Distance ÷ time
Prism volume	=	Area of cross section x length

1. What are the key algebraic terms that I need to know?

Red | Amber | Green

Algebra Key Terms

Variable: A letter representing a number we don't know the value of.

Coefficient: Number multiplied by the variable.

Formula: A rule written using symbols that describe a relationship between different quantities.

$$v = u + at$$

Expression: A mathematical statement written with letter and numbers.

$$f^2 + f^2 + f^2$$

Equation: A mathematical statement that shows that two expressions are equal.

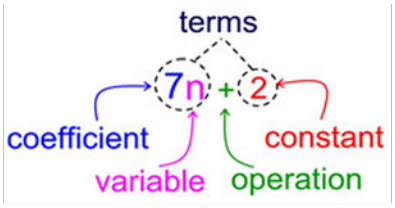
$$34 = 12 + 6t$$

Terms: The numbers and letters in the expression or equation.

Like Terms: Terms that have the same letter and the same power.

2. How do I simplify algebra?

Red | Amber | Green



Collecting like Terms

When collecting like terms involving addition or subtraction, add/subtract the numbers in front of the letters.

If the like terms are multiplied, multiply the numbers in front of the letters and put the letters next to each other.

Simplify: 7 x 5h

= 7 x 5 x h

= 35 x h

= 35h ✓

Simplify : **7e x 5h**

7e × **5h**

= 7 × **e** × 5 × **h**

= 7 × 5 × **e** × **h**

= **35eh** ✓

3. How do I substitute into expressions?

Red | Amber | Green

Substitution – This is where you replace a number with a letter

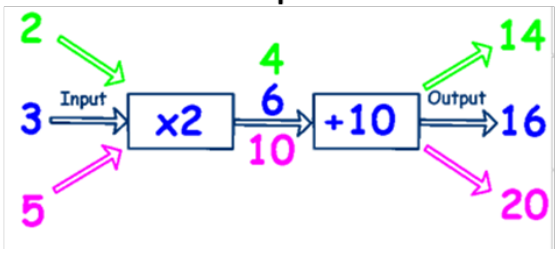
If a = 5 & b = 2

a + b =	5 + 2 = 7
a – b =	5 – 2 = 3
3a =	3 × 5 = 15
ab =	5 × 2 = 10
a^2 =	5^2 = 25

4. What is a function machine?

Red | Amber | Green

A Function Machine → Take an input, applies a rule and delivers and output.



5. How do I expand brackets?

Red | Amber | Green

Expand and simplify where appropriate

1) $7(3 + a) = 21 + 7a$

2) $2(5 + a) + 3(2 + a)$

$= 10 + 2a + 6 + 3a = 5a + 16$

Expanding brackets
Multiply the number outside the brackets with EVERY term inside the brackets

6. How do I factorise into a single bracket?

Red | Amber | Green

3) Factorise $9x + 18 = 9(x + 2)$

4) Factorise $6e^2 - 3e = 3e(2e - 1)$

Factoring expressions
Take the highest common factor outside the bracket.

7. How do I solve one and two-step equations?

Red | Amber | Green

Solving Equations

$x + 9 = 16$ -9 -9 **x = 7**	$x - 12 = 20$ +12 +12 **x = 32**	$\frac{x}{3} = 5$ ×3 ×3 **x = 15**	$2x + 5 = 14$ -5 -5 $2x = 9$ ÷2 ÷2 **x = 4.5**

$\frac{x}{4} - 2 = 4$ +2 +2 $\frac{x}{4} = 6$ ×4 ×4 **x = 24**	$2(3x + 5) = -14$ expand $6x + 10 = -14$ -10 -10 $6x = -24$ ÷6 ÷6 **x = - 4**	$2x + 7 = 5x + 1$ -2x (smallest x term) $+7 = 3x + 1$ -1 -1 $6 = 3x$ ÷3 ÷3 **2 = x**

Tip

Answers can be:

- Integers
- Decimals
- Fractions
- negatives

8. How do I use the laws of indices to simplify algebra?

Red | Amber | Green

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

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

$$(a^m)^n = a^{mn}$$

$$a^{-m} = \frac{1}{a^m}$$

Algebraic Indices

9. What are the different types of graphs and how do I use them?

Red | Amber | Green

Key Words

Conversion graph: A graph which converts between two variables.
Intercept: Where two graphs cross.
y-intercept: Where a graph crosses the y-axis.
Gradient: The rate of change of one variable with respect to another. This can be seen by the steepness.
Simultaneous: At the same time.

Key point

A **linear graph** is a graph that is made up of a straight line.

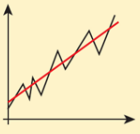
Key point

A **non-linear graph** is not a straight line.

Key point

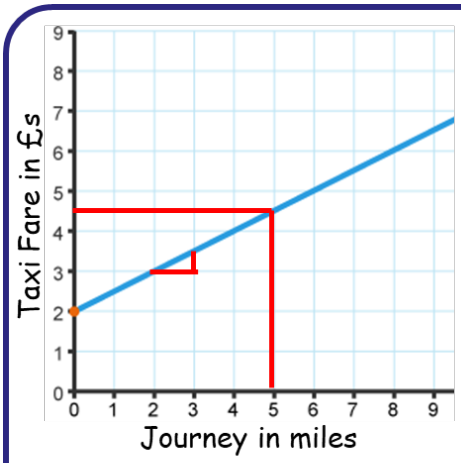
Line graphs can help you identify **trends** in the data. The trend is the general direction of change, ignoring individual ups and downs.

The graph shows an increasing trend



The graph shows an decreasing trend

10. Conversion graphs	Red	Amber	Green



What is the minimum taxi fair?
£2, this is the y-intercept.

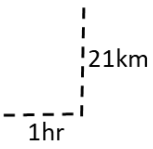
What is the charge per mile?
50p, every extra mile adds on 50p.

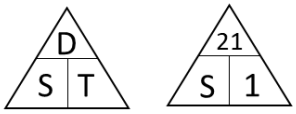
How much would a journey of 5 miles cost?
£4.50, See line drawn up from 5 miles to the graph, then drawn across to find the cost.

11. Distance-time graphs	Red	Amber	Green

Horizontal sections are where the object is stationary

Diagonal lines show the object moving away from home or moving closer to home





$$Speed = \frac{distance}{time}$$

$$Speed = \frac{21}{1}$$

$$Speed = 21km/h$$

HOME LEARNING TASKS	
Task Description	**Done?**
Function machines with numbers M175	
Substituting into expressions with multiple operations M327	
Simplifying expressions containing multiple variables M531	
Simplifying expressions using index laws M120	
Expanding single brackets M237	
Factorising into one bracket M100	
Solving equations with one step M707	
Mixed problems: solving equations with two or more steps M509	
Plotting real-life straight line graphs M843	
Interpreting real-life graphs M771	
Plotting distance-time graphs M551	
Interpreting distance-time graphs M581	
Calculating speed from distance-time graphs M247	

Science Year 8 Block 13 – Earth Science

TERM FOCUS – Earth Science
Big Ideas –

Prior Learning Links	Future Learning Links

1. What are rocks and how do their features vary?

Red Amber Gre

A **rock** is a solid substance, which is a mixture of minerals or organic matter. It composes any solid portion of Earth. Rocks are distinguished from one another by their features. A rock's features are determined by what is inside them.

Variation in features include:

Colour: Rocks come in various colors depending on their mineral content. For example, igneous rocks like basalt can be dark, while sandstone can be red, yellow, or white.
Hardness: The hardness of a rock varies based on its mineral composition. Igneous rocks are often hard, sedimentary rocks can range from soft (e.g., shale) to hard (e.g., sandstone), and metamorphic rocks are usually quite hard.
Porosity: Some rocks, like sandstone, are porous and can absorb water, while others, like granite, are not.
Fossils: Only sedimentary rocks tend to contain fossils, as they form from compacted materials that may preserve remnants of ancient life.

By studying these features, scientists can learn a lot abo
including how the rocks formed and what the environm

A rock may contain one or more of the following:


seashells


fossils


grains

Grains are the individual pieces that make up a rock. They can be different sizes (e.g. grit or sand).

A **crystal** is a solid whose particles have a highly ordered a
They often have a regular shape.

2. What are the differences between rocks and minerals?

Red Amber Gre

Composition:

Minerals are naturally occurring substances made of one specific type of chemical compound, often a single element or a combination of elements. For example, quartz is a mineral made of silicon and oxygen.

Rocks are made up of one or more minerals, and sometimes other materials like organic matter. For example, granite is a rock that contains minerals like quartz, feldspar, and mica.


mica


amethyst


fluorite

A **mineral's** chemical composition and **crystalline** structure combine to give it distinctive physical properties, including:

- colour
- hardness (i.e. how easy it is to scratch)
- lustre (i.e. how it looks when it reflects light), such as: metallic or silky

Structure:

Minerals have a specific, orderly arrangement of atoms, which gives them a defined structure and unique properties such as hardness, color, and crystal form.

Rocks do not have a regular structure and can be a mixture of different minerals and other materials, often with irregular patterns.

Formation:

Minerals form through geological processes like crystallization from magma, evaporation of water, or chemical reactions.

Rocks form from the cooling and solidification of magma or lava (igneous rocks), the compression of sediments (sedimentary rocks), or the alteration of existing rocks due to heat and pressure (metamorphic rocks).

Properties:

Minerals have distinct properties such as hardness (measured on the Mohs scale), luster (shininess), cleavage (how they break), and streak (the color of their powdered form).

Rocks are categorized based on their formation processes (igneous, sedimentary, metamorphic) and properties like texture, grain size, and composition.

3. How are rocks classified? **Red** **Amber** **Gre**

Rocks are classified into three main types based on how they are formed. These are:

Igneous Rocks
Formation: These rocks are formed from the cooling and solidification of molten rock (magma or lava).
Examples: Granite (formed from magma) and basalt (formed from lava).
Characteristics: They can have crystals, with large crystals forming when cooling is slow (like in granite), or smaller crystals if cooling is rapid (like in basalt).They are hard and can be either light or dark in color, depending on the m in them.

Sedimentary Rocks
Formation: These rocks are formed from the accumulation and compression of sediments (such as sand, mud, and remains of plants and animals).
Examples: Sandstone, limestone, and shale.
Characteristics: They often have layers (strata) and may contain fossils. They tend to be softer and can crumble or easily.

Metamorphic Rocks

Formation: These rocks are formed when existing rocks (either igneous, sedimentary, or other metamorphic rocks subjected to high pressure and temperature, causing them to change.
Examples: Marble (from limestone) and slate (from shale).
Characteristics: They often have a foliated (layered) texture or a non-foliated texture. These rocks are usually harc more resistant to weathering.

4. How can the structure of Earth be described?

Red Amber Gre

The Earth's structure consists of four main layers: the crust, mantle, outer core, and inner core, each with its own functions. The crust is solid and broken into tectonic plates, while the mantle is semi-solid and can flow. The outer Earth's magnetic field, and the inner core is solid and extremely hot.

Crust:

- The Earth's outermost layer.
- It is thin compared to the other layers.
- Made of solid rock and minerals.
- It is divided into oceanic crust (under the oceans) and continental crust (under the continents).
- The crust is where we live, and it is broken into tectonic plates that move and interact, causing earthquake formation.

Mantle:

- Located beneath the crust, it is much thicker.
- Made of semi-solid rock that moves slowly over time.
- The mantle is hotter and more dense than the crust.
- The upper part of the mantle, combined with the crust, is called the lithosphere. Below this, the asthenosp allows for the movement of tectonic plates.

Outer Core:

- Beneath the mantle.
- Made of liquid iron and nickel.
- It is extremely hot (about 4,000 to 5,000°C).
- The movement of the liquid metal in the outer core creates the Earth's magnetic field.

Inner Core:

- The Earth's innermost layer.
- Made of solid iron and nickel.
- Although it is extremely hot (about 5,500°C), it remains solid due to the intense pressure from the layers a

The **crust** is the rocky, outermost layer of Earth.

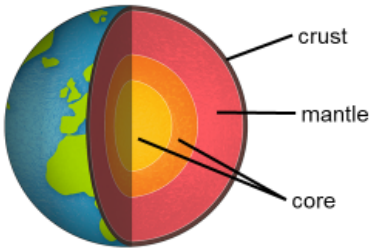
The **mantle** is a layer of dense rock found below the crust. Parts of it behave as a fluid over very long, geological time scales.

The **outer core** is a liquid layer of mostly iron and nickel that lies between the mantle and inner core.

The **inner core** is a solid ball of mostly iron that lies at the centre of Earth, within the outer core.

A **model** is used by scientists to represent parts of the natural world that are too difficult to observe or explain directly.

Earth's structure is divided into layers.



These layers differ according to their chemical composition.

5. What are tectonic plates and how do they move across the surface of the Earth?

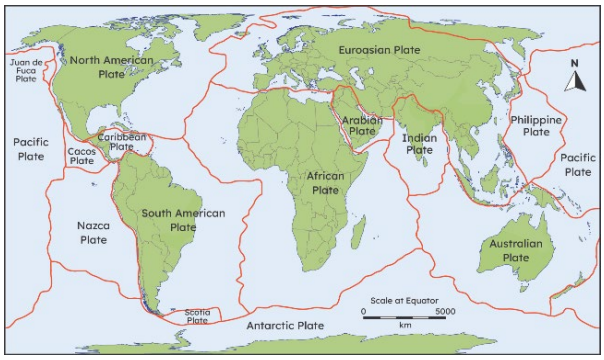
Red Amber

Tectonic plates are large, rigid pieces of Earth's outer shell, known as the lithosphere. The Earth's surface is divided into these plates, which fit together like a giant puzzle. They float on a softer, semi-fluid layer beneath them called the asthenosphere. This layer allows the plates to move slowly across the surface of the Earth.

There are seven major tectonic plates and many smaller ones. These plates cover the entire Earth's surface, and their movements shape the world we live in, causing mountains, earthquakes, and volcanoes.

The movement of tectonic plates is driven by **heat** deep inside the Earth. The heat causes the material in the mantle (just beneath the crust) to slowly move in a process called **convection currents**. These currents push the plates in different directions.

Tectonic plate movement is slow, typically only a few centimeters per year, but over millions of years, it shapes the Earth's surface and causes major geological events.



Continental drift is a theory that proposed Earth's continents were once one landmass and gradually drifted apart over time.

Parts of Earth's crust that are found below landmasses is referred to as **continental crust**.

Parts of Earth's crust that are found below oceans is referred to as **oceanic crust**.

A **tectonic plate** consists of Earth's crust and the uppermost mantle that lies beneath it.

Plate tectonics is a theory explaining why continental landmasses move due to tectonic plates.

6. What are sedimentary rocks and how are they formed?

Red Amber

Sedimentary rocks are a type of rock that forms from the accumulation and compression of materials like minerals, organic matter, and small particles (sediment). These rocks are usually found on the Earth's surface and can often be identified by their layered structure.

1.Weathering and Erosion Weathering breaks down rocks into smaller pieces (sediments) due to physical, chemical, or biological processes. This can happen because of wind, water, temperature changes, or plant roots. Erosion then transports these broken-down particles (like sand, mud, and pebbles) to new locations, often through rivers, wind, or glaciers.

Common examples of **sediment**


sandstone


limestone


shale


mudstone

2. Transportation The small particles are carried by natural forces, such as wind, water, or ice, to different locations, like the bottom of rivers, lakes, or oceans. Over time, the particles settle in these areas.

3. Deposition When the transporting force (e.g., river or wind) loses energy, it drops the particles it has carried. This process is known as deposition. For example, a river might slow down when it reaches the sea, depositing sand and mud.

4. Compaction As more and more layers of sediment accumulate, the weight of the upper layers presses down on the lower layers. This pressure forces the particles to stick together, a process called compaction.

5. Cementation Over time, minerals in the water, like calcium carbonate or silica, fill in the gaps between the particles and act like a glue, binding them together. This process is called **cementation**, and it turns loose sediment into solid rock.

6. Formation of Sedimentary Rock After compaction and cementation, the sediment is now firmly stuck together and forms a solid rock. Over time, more layers build up on top, and the rock becomes thicker and stronger.

7. What are igneous rocks and how are they formed?

Red Amber

Igneous rocks are formed from the cooling and solidification of molten rock material called magma (when it's beneath the Earth's surface) or lava (when it erupts onto the surface). The cooling rate determines the size of the crystals in the rock. If the cooling happens slowly beneath the Earth's surface, large crystals form, and if it happens quickly on the surface, small crystals form.

1. Formation of Magma Deep beneath the Earth
extremely high, causing rock to melt and form magm
melted minerals, gases, and crystals.

2. Magma Movement The molten magma is less
around it, so it rises toward the surface. As it moves
pockets or chambers below the surface, where it m

3. Cooling and Crystallization When magma coo
solidify and form crystals. If the magma cools slowly
large crystals can form, and the rock is called intrus
like granite. If magma reaches the surface and erup
forming extrusive (or volcanic) igneous rock, like ba

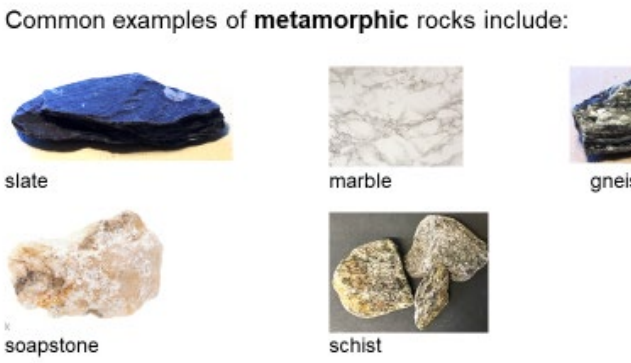
4. Solidification into Rock Eventually, the magm
solidifies, forming solid igneous rock. The size of the
rock depend on how quickly the magma cooled. Slo
crystals, while fast cooling results in smaller or ever

5. Exposure to Earth's Surface Over time, the ro
surface through processes like erosion or tectonic a
igneous rock is part of the Earth's surface, where it
down to form other types of rock.

8. What are metamorphic rocks and how are the formed? Red Amber

Metamorphic rocks are formed from existing rocks that are changed by heat, pressure, and chemical reactions. The original rock undergoes physical and chemical changes, and the result is a new type of rock with different properties.

This process happens deep inside the Earth and can take millions of years. For example, Shale (a sedimentary rock) can turn into slate (a metamorphic rock) when subjected to heat and pressure. Limestone (another sedimentary rock) can change into marble under similar conditions.



9. What is the rock cycle and how does it link to the formation of fossils? Red Amber

The rock cycle is a continuous process through which rocks are formed, broken down, and reformed over millions three main types of rocks—igneous, sedimentary, and metamorphic—are created and transformed through natur weathering, pressure, and heat.

Here's how the rock cycle works:

1. Igneous Rocks: These are formed when **magma** (molten rock beneath the Earth's surface) cools and solidifies inside the Earth, it forms large crystals (intrusive igneous rocks like granite). If it cools quickly on the surface, it for igneous rocks like basalt).

Cooling and solidification: Magma or lava cools to form solid rock.

2. Sedimentary Rocks:

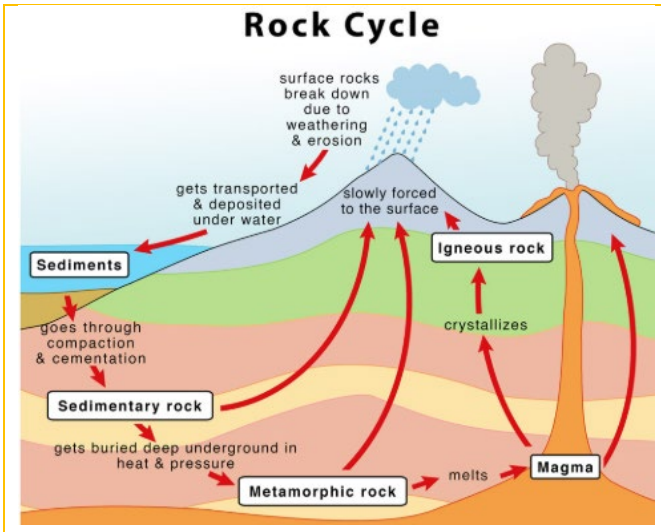
These rocks form from **sediments**—small particles of rocks, minerals, and organic material—that are deposited by these sediments build up in layers and harden under pressure.

Compaction and cementation: Layers of sediments are compacted and cemented together to form solid rock, suc

3. Metamorphic Rocks:

These are formed when existing rocks (either igneous or sedimentary) are exposed to **extreme heat and pressure** causes the minerals in the rock to rearrange and form new types of rocks, like marble (from limestone) or slate (fr

Heat and pressure: The rock changes, but it doesn't melt completely.



10. What are fossil fuels and why are they non-renewable energy resources?	Red	Amber

Fossil fuels are energy resources that come from the remains of ancient plants and animals. Over millions of years transformed these remains into different types of fossil fuels. The main types are:

1. **Coal** – formed from ancient plants, mostly in swampy forests.
2. **Oil (petroleum)** – formed from tiny sea creatures and plants, usually deep beneath the ocean or land.
3. **Natural gas** – often found near oil deposits, formed from the remains of sea creatures and plants.

Fossil fuels are **non-renewable** because they are formed over millions of years, and we are using them much faste Once we use up a fossil fuel deposit, it cannot be replaced within a human lifetime, making them limited resource **non-renewable energy resources**.

11. What gases are in the atmosphere and how can I test for them?	Red	Amber

The Earth's atmosphere is made up of a mixture of gases. Here's a breakdown of the main gases in the atmospher

Main Gases in the Atmosphere:

1. **Nitrogen (N_2)** – About 78% of the atmosphere.
2. **Oxygen (O_2)** – About 21% of the atmosphere.
3. **Argon (Ar)** – About 0.93% of the atmosphere.
4. **Carbon dioxide (CO_2)** – About 0.04%, but this can vary depending on factors like human activities and natu
5. **Other gases** – Including neon, helium, methane, and krypton, all in very small amounts.
6. **Water vapour (H_2O)** – Varies from 0 to 4%, depending on the humidity.

How to Test for Gases in the Atmosphere:

Here are some simple tests to identify gases present in the atmosphere, which can be performed in a school labor

1. Test for Oxygen (O_2):

- **Test**: The glowing splint test.

- **Method**: Take a splint of wood and ignite it. Then, blow out the flame so that it is still glowing. Insert the g container of the gas. If it reignites, the gas is oxygen.

2. Test for Carbon Dioxide (CO_2):

- **Test**: The limewater test.
- **Method**: Bubble the gas through limewater (a solution of calcium hydroxide). If carbon dioxide is present, cloudy due to the formation of calcium carbonate ($CaCO_3$).

3. Test for Hydrogen (H_2):

- **Test**: The "pop" test.
- **Method**: Hold a lit splint near the mouth of a test tube containing hydrogen gas. If hydrogen is present, it v air to create a small explosion, producing a characteristic "pop" sound.

4. Test for Nitrogen (N_2):

- Nitrogen is an inert gas, so it doesn't react readily with other substances. It is difficult to test for directly wi However, you can infer its presence by noting the lack of reaction in many tests designed for other gases (s

5. Test for Water Vapor (H_2O):

- **Test**: Condensation test.
- **Method**: If you cool a container that is exposed to humid air, water droplets will form on its surface. This ir vapor in the atmosphere.

6. Test for Argon (Ar):

- Argon is another inert gas and doesn't react easily, so like nitrogen, it is hard to test for directly. However, through specialized equipment like a gas chromatograph.

12. What is the carbon cycle and how does too much carbon affect the Earth's atmosphere through global warming?	Red	Amber

The **carbon cycle** is the process by which carbon moves through the Earth's atmosphere, oceans, soil, and living o in regulating the Earth's climate and supporting life. Here's how it works:

Key parts of the carbon cycle:

1. **Photosynthesis**: Plants and trees absorb carbon dioxide (CO2) from the atmosphere and use it, along with (glucose). This is the process of photosynthesis. It helps reduce the amount of CO2 in the atmosphere.
2. **Respiration**: Animals, plants, and microbes release carbon back into the atmosphere as CO2 when they bre process is called respiration.
3. **Decomposition**: When plants and animals die, their bodies decompose. Microorganisms break down the o carbon into the soil and back into the atmosphere as CO2.
4. **Fossil Fuels**: Over millions of years, some carbon from dead plants and animals becomes trapped undergro coal, oil, and natural gas. When humans burn these fuels for energy, carbon is released into the atmosphe
5. **Ocean Exchange**: The oceans absorb CO2 from the atmosphere. Some of this carbon is stored in marine pl absorbed by the ocean itself.

How too much carbon affects the Earth's atmosphere and causes global warming:

When too much **carbon dioxide (CO2)** is released into the atmosphere, especially from human activities like burni the carbon cycle is disrupted. CO2 is a **greenhouse gas**, which means it traps heat from the sun in the Earth's atmo

Here's how it leads to **global warming**:

- **Greenhouse Effect**: CO2 in the atmosphere allows sunlight to enter the Earth's surface, but it traps some o escaping back into space. This warming effect is called the **greenhouse effect**.
- **Increased Temperatures**: With more CO2, more heat is trapped, causing the average global temperature t **warming**.
- **Climate Change**: As global temperatures rise, it causes changes in weather patterns, rising sea levels, melti weather events like storms and droughts.

In summary, the **carbon cycle** helps balance the amount of carbon in the atmosphere. When too much carbon is r greenhouse effect, leading to **global warming** and climate change

HOME LEARNING TASKS

Task Description

1. Research the famous scientist Mary Anning and make a fact file to include the following information:

    - Who was Mary Anning?
    - When and where was she born?
    - What remarkable event happened when Mary Anning was a baby?
    - What did Mary Anning learn from her father?
    - In what wats was Elizabeth Philpot an important influence on Mary Anning?
    - What name was given to Anning's astonishing discovery and what did it mean?
    - Why do you think the British Museum did not acknowledge Mary Anning as the person who discovered fossils?
    - How did the discovery of fossils change the Victorians' thinking about the past?

2.
Use the Phet interactive simulations to investigate the Greenhouse Effect. You can find it by typing 'Phet Simulation Greenhouse Gases' into a search engine such as Google.

3.Research some practical Science tasks that you could carry out at home to strengthen your learning about Rocks and Minerals. Make sure you check in with your adult first before you conduct any activities.

History Year 8 Term 3 – The First World War: Trench Warfare & the Home Front

In this unit, you will explore the causes, experiences, and consequences of World War I, with a focus on trench warfare and the home front. You will learn about the conditions faced by soldiers, key battles like the Somme, the role of women, and the war's impact on civilians. You will also examine the significance of new weaponry, the moral dilemmas faced by the military, and the lasting legacies of the war.

Prior Learning Links

- Year 8 Term 1 – The Industrial Revolution & British Empire

Future Learning Links

- Year 8 Term 4 – WWII & the Home Front
- Year 8 Term 5 – Nazi Germany & the Holocaust
- Year 9 Term 4 – Medicine Through Time; Medical Development on the Western Front
- Year 10 Term 1 – Weimar & Nazi Germany

GCSE Pod
https://members.gcsepod.com/shared/course/preview/41

KEY VOCABULARY

Historical Skills Core Vocabulary

Cause – the reason for something happening
Change – when things are different to how they were before
Consequence – the result of something happening
Continuity – the opposite of change; when something stays the same or continues
Difference – the ways in which things are different to one another
Factor – something that can affect, or determine an event or outcome
Inference - a conclusion drawn about something using the information you already have about it
Rate of change – the pace at which change occurs; e.g. very quickly or slowly
Reliability – the degree to which something can be trusted or relied upon as accurate
Significance – the importance of something
Similarity – the quality of being similar, or the same
Trend – when there are a number of similar and related changes continuing in the same direction over a period of time
Turning point – a significant change happens – something that is different from what has happened before and which will affect the future

The First World War Generic Vocabulary

Alliance: A formal agreement or treaty between two or more nations to cooperate for specific purposes, often for mutual defence or support.
Assassination: The act of killing a public figure – often for political or religious reasons.
Attrition: The process of gradually weakening an enemy through sustained attacks or pressure over a long period.
Casualty: A person killed, wounded, or missing in a war or accident; also refers to the total number of such people in a conflict.
Conflict: A serious disagreement or argument, typically a prolonged one; in this context, it refers to a war or battle.
Deployment: The movement of troops or equipment to a position or area where they are to be used in military action.
Imperialism: The policy of expanding an empire through conquest or conflict.
Mobilization: The process of preparing and organizing troops and resources for active military service or war.
Morale: The confidence, enthusiasm, and discipline of a person or group, particularly among soldiers in a military context.
Propaganda: Information which a country or political organisation publishes or broadcasts in order to influence people.
Tactic: An action or strategy carefully planned to achieve a specific end, especially in warfare

The First World War Specific Vocabulary

1. **Archduke Franz Ferdinand:** The heir to the Austro-Hungarian throne whose assassination in 1914 sparked the outbreak of World War I.
2. **Armistice:** An agreement made by opposing sides in a war to stop fighting; in WWI, the Armistice of November 11, 1918, ended the fighting on the Western Front.

3. **Arms Race:** A situation in which two countries or groups of countries are continually trying to get more and better weapons than each other.
4. **Artillery:** Large-caliber guns used in warfare on land, often responsible for much of the destruction and casualties in WWI.
5. **Battle of the Somme**: A major WWI battle fought in 1916, known for its massive casualties and the limited territorial gain by the Allies.
6. **Conscription:** Mandatory enlistment in the armed forces; introduced in many countries during WWI to meet the demands of the war.
7. **Dreadnought:** A type of battleship introduced in the early 20th century, larger and faster than its predecessors, and heavily armed.
8. **Eastern Front:** The theatre of war during WWI where Germany and Austria-Hungary fought against Russia and other Eastern European countries.
9. **Gallipoli Campaign:** A failed Allied military campaign in 1915 aiming to control the sea route from Europe to Russia.
10. **Home Front:** The civilian population and activities of a nation whose armed forces are engaged in war abroad.
11. **Lusitania:** A British ocean liner sunk by a German U-boat in 1915, contributing to the U.S. joining WWI.
12. **Militarism:** A policy in which a country desires to strengthen their armed forces and weaponry to make itself more powerful.
13. **Mustard Gas:** A chemical weapon used during WWI that caused severe blisters, blindness, and respiratory damage.
14. **No Man's Land:** The area between opposing trenches, heavily contested and often littered with barbed wire and mines.
15. **Schlieffen Plan:** Germany's military strategy at the start of WWI, intended to quickly defeat France and then move east to fight Russia.
16. **Shell Shock:** A psychological condition caused by prolonged exposure to active warfare, especially under bombardment, now recognized as PTSD.
17. **Total War:** A war that involves not only the military but the entire nation, including civilian resources and infrastructure, in the war effort.
18. **Trench Warfare:** A type of combat in which opposing troops fight from trenches facing each other, characteristic of the Western Front in WWI.
19. **Triple Alliance:** A military alliance between Germany, Austria-Hungary, and Italy before and during the early years of WWI.
20. **Triple Entente:** An alliance between France, Russia, and Great Britain before and during WWI, opposing the Triple Alliance.
21. **U-boat:** A German submarine used during WWI to disrupt Allied shipping, notorious for unrestricted submarine warfare.
22. **Verdun:** A major battle of WWI in 1916 between Germany and France, one of the longest and most brutal engagements of the war.
23. **Western Front:** The main theater of war during WWI, stretching from the North Sea to the Swiss border, characterized by trench warfare.
24. **Wilfred Owen:** A British poet and soldier, whose poems about the horrors of trench warfare are among the most famous literary works of WWI.
25. **Zimmermann Telegram:** A secret diplomatic communication from Germany to Mexico proposing a military alliance, which contributed to the U.S. entering WWI.

1. What were the long-term causes of World War I?	**Red**	**Amber**	**Green**
Can you identify the key political, economic, and social factors that contributed to the outbreak of WWI? **Are you able to explain the role of alliances, militarism, imperialism, and nationalism in leading to war?** **Can you discuss how these long-term causes set the stage for the immediate events that triggered the conflict?**			
2. How did the assassination of Archduke Franz Ferdinand spark the outbreak of World War I?	**Red**	**Amber**	**Green**
Can you describe the events surrounding the assassination of Franz Ferdinand in Sarajevo? **Are you able to explain how this assassination led to the escalation of tensions among European powers?** **Can you discuss the role of the alliance system in turning a regional conflict into a global war?**			
3. What was life like for soldiers in the trenches on the Western Front?	**Red**	**Amber**	**Green**
Can you describe the daily conditions and challenges faced by soldiers in the trenches?			

Are you able to explain the psychological and physical effects of trench warfare on soldiers? **Can you discuss how trench warfare influenced the strategies and outcomes of battles on the Western Front?**			
4. What happened at the Battle of the Somme?	**Red**	**Amber**	**Green**
Can you recount the key events and objectives of the Battle of the Somme? **Are you able to explain why the battle resulted in such high casualties and what was achieved?** **Can you discuss the significance of the Battle of the Somme in the context of WWI and public perception of the war?**			
5. Was the British army right to execute its own men during World War I?	**Red**	**Amber**	**Green**
Can you identify the reasons why some soldiers were executed by their own military during WWI? **Are you able to explain the controversies and moral questions surrounding these executions?** **Can you discuss whether the context of war justifies the actions taken by military authorities?**			
6. How significant was new weaponry in World War I?	**Red**	**Amber**	**Green**
Can you identify and describe the new weapons and technologies introduced during WWI? **Are you able to explain how these new weapons changed the nature of warfare and affected combat strategies?** **Can you discuss the impact of technological advancements on the outcomes of battles and the overall course of the war?**			
7. What role was played by women in World War I?	**Red**	**Amber**	**Green**
Can you describe the various roles women played on the home front and in supporting the war effort? **Are you able to explain how the war led to changes in gender roles and women's rights?** **Can you discuss the long-term impact of women's contributions during WWI on their social and political status?**			
8. How did the war impact civilian life on the home front?	**Red**	**Amber**	**Green**
Can you describe the changes in daily life, including rationing and propaganda, experienced by civilians during WWI? **Are you able to explain how governments mobilized civilian populations to support the war effort?** **Can you discuss the social and economic consequences of the war on different groups within society?**			
9. Why did World War I result in such high casualties?	**Red**	**Amber**	**Green**
Can you explain the factors, including trench warfare and new weaponry, that contributed to the high casualty rates? **Are you able to describe the medical and logistical challenges faced in treating and transporting the wounded?** **Can you discuss the broader implications of these casualties on military strategy, morale, and public opinion?**			
10. What was the significance of the Treaty of Versailles?	**Red**	**Amber**	**Green**
Can you identify the main terms of the Treaty of Versailles and how they affected Germany and other Central Powers? **Are you able to explain how the treaty aimed to prevent future conflicts but also sowed the seeds of future tension?** **Can you discuss the impact of the treaty on the political and economic landscape of Europe after WWI?**			
11. How did World War I lead to changes in global power structures?	**Red**	**Amber**	**Green**
Can you describe how the war led to the decline of empires and the emergence of new nations? **Are you able to explain the shift in global power from Europe to other regions, such as the United States?**			
12. What are the lasting legacies of World War I?	**Red**	**Amber**	**Green**
Can you identify the social, political, and economic impacts of WWI that continued to influence the 20th century? **Are you able to explain how the war shaped international relations and set the stage for World War II?** **Can you discuss the ways in which WWI is remembered and commemorated in different countries?**			

HOME LEARNING TASKS	
Task Description	**Done?**
Use 'Look, Cover, Write, Check' to learn the key vocabulary	
Complete the GCSE Pod Tasks using the QR Code at the top of the page.	
Divide a page into four, with a title in each: Militarism, Alliances, Imperialism, Nationalism. In each section, provide evidence of how this factor caused WWI. Once you have done this, write a paragraph judging how important you think each one was in causing WWI, assessing the strengths and weaknesses of each factor's significance.	
Research the VAD, the WAF and the FANY and create a profile for each investigating how these women's groups contributed to the war effort.	
Exam Style Question: Describe two features of the trench system. (**4 marks**)	
Exam Style Question: Explain why the experience of trench warfare was so challenging for soldiers. (**12 marks)**	
Exam Style Question: Write a narrative account of the assassination of Archduke Franz Ferdinand. (**8 marks**)	

Geography Year 8 Term 3 – Where the land meets the sea

The coastline is a dynamic zone of interaction between land and sea, constantly being shaped by natural processes. Waves, tides, and winds all contribute to the erosion, transportation, and deposition of sediment, which creates unique coastal features. This topic examines how these processes work, how they shape coastal landforms, and how human intervention can help protect vulnerable areas. By exploring both erosional and depositional landforms, as well as coastal management strategies, students will gain a deep understanding of the complex interactions at the coast.

In this unit, students will learn about the various processes that alter the coastline, including the differences between constructive and destructive waves, how longshore drift works, and the formation of landforms such as caves, arches, stacks, and stumps. Students will also examine specific case studies, such as Reculver and Camber Sands, to evaluate the effectiveness of coastal protection strategies in real-world contexts.

Prior Learning Links

- Location – UK
- Sense of Place – Term 5 Rivers and flooding in UK.
- Physical – processes creating landforms.

Future Learning Links

- UK economy – cost of coastal UK management techniques.
- GCSE Term 4 Year 10 – local enquiry foundations for fieldwork.
- GCSE – Reculver example and Year 11 local investigation Term 1.

KEY WORDS

- **Constructive Wave**: A type of wave that deposits more sediment than it erodes, creating gentle, sloping beaches. These waves have a long wavelength, low energy, and occur in calmer weather conditions.
- **Destructive Wave**: A type of wave that erodes the coastline and carries sediment away from the shore, creating steep, high-energy beaches. These waves have a short wavelength, high energy, and occur during stormy weather.
- **Swash**: The movement of water up the beach after a wave has broken. It moves sediment onto the shore and can be either strong or weak, depending on the wave's energy.
- **Backwash**: The movement of water down the beach after the swash has dissipated. It moves sediment back towards the sea, contributing to erosion and transportation.
- **Longshore Drift**: The movement of sediment along the coast, driven by waves approaching the shore at an angle due to the prevailing wind. This results in sediment being moved in a zigzag pattern along the beach.
- **Prevailing Wind**: The most common wind direction in a particular area. The prevailing wind influences wave direction and the angle at which waves approach the shore, affecting the patterns of erosion and deposition.
- **Erosion**: The process by which rock and soil are worn away by the action of water, wind, or ice. Along coastlines, this often occurs through processes like hydraulic action, abrasion, and corrosion.
- **Transport**: The movement of sediment along the coastline, often via longshore drift. Sediment can also be transported by the sea through traction, saltation, suspension, and solution.

- **Deposit**: The process of sediment being laid down in areas where wave energy is low, forming features such as beaches, spits, and bars. Deposition occurs when the wave's energy is insufficient to carry the sediment any further.
- **Spit**: A long, narrow stretch of land formed by the deposition of sand or shingle, often extending from the coastline into the sea. Spits are created by the process of longshore drift.
- **Tombolo**: A type of landform where a spit or sandbar connects an island to the mainland, formed by the deposition of sediment from longshore drift.
- **Bar**: A submerged or partially submerged ridge of sand or shingle that forms across the mouth of a river or bay, created by the accumulation of sediment.
- **Arch**: A coastal feature formed by the erosion of a cave through a headland. Over time, the arch becomes larger and can eventually collapse, leaving a stack behind.
- **Cave**: A hollow or indentation in the rock face formed by the erosive action of waves against the coastline. Caves are typically created through hydraulic action or abrasion.
- **Stack**: A tall, isolated pillar of rock that remains after the collapse of a coastal arch. Stacks are formed from the erosion of the headland.
- **Stump**: The remains of a stack after it has been eroded at its base, leaving only a small portion of rock visible above the water.

1. How Do Waves Change the Coastline?

Red Amber Green

Waves are one of the primary agents of change in coastal areas. Waves are generated by the wind blowing across the surface of the sea. The **fetch**, which is the distance over which the wind blows, plays a significant role in determining the energy of the waves. A larger fetch creates more powerful waves that can have a greater impact on the coast.

- **Constructive waves**: These waves build up the beach by depositing sediment. They are typically longer, lower in height, and occur under calm weather conditions. These waves contribute to the growth of beaches by adding material to the shoreline.
- **Destructive waves**: In contrast, destructive waves are high-energy waves that erode the coastline. They have a shorter wavelength and occur during stormy conditions, causing more damage to the coastline. These waves remove sediment from the shore, causing cliffs and headlands to erode over time.

2. What Processes Are Caused by the Waves?

Red Amber Green

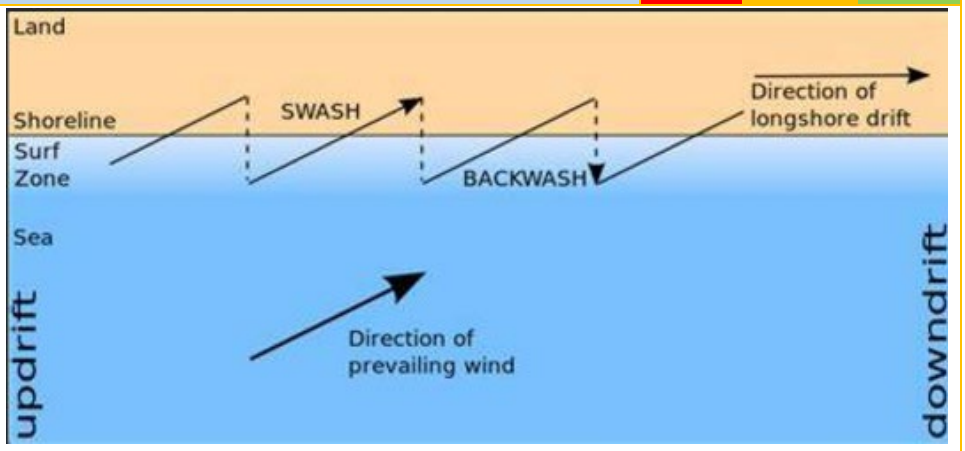
Waves cause three key processes that shape the coastline:

- **Erosion**: This process occurs when waves wear away the coastline. It can happen through several mechanisms:
  - **Hydraulic action**: The force of waves compressing air in cracks in the rocks.
  - **Abrasion**: The grinding action of rocks and sediment carried by waves against the coastline.
  - **Corrosion**: The chemical breakdown of rocks by seawater.
  - **Attrition**: The collision of rocks and pebbles with each other, breaking them down into smaller pieces.
- **Transportation**: This refers to the movement of sediment along the coast. Waves transport material through:
  - **Traction**: Large particles are rolled along the seabed.
  - **Saltation**: Smaller particles bounce along the seabed.
  - **Suspension**: Fine particles, like sand, are carried in the water.
  - **Solution**: Dissolved minerals are carried by the water.

- **Deposition**: When wave energy decreases, sediment is deposited in calmer areas, such as bays or sheltered shorelines. Deposition leads to the formation of beaches, spits, bars, and other coastal features.

3. How Does the Sea Transport Sediment?

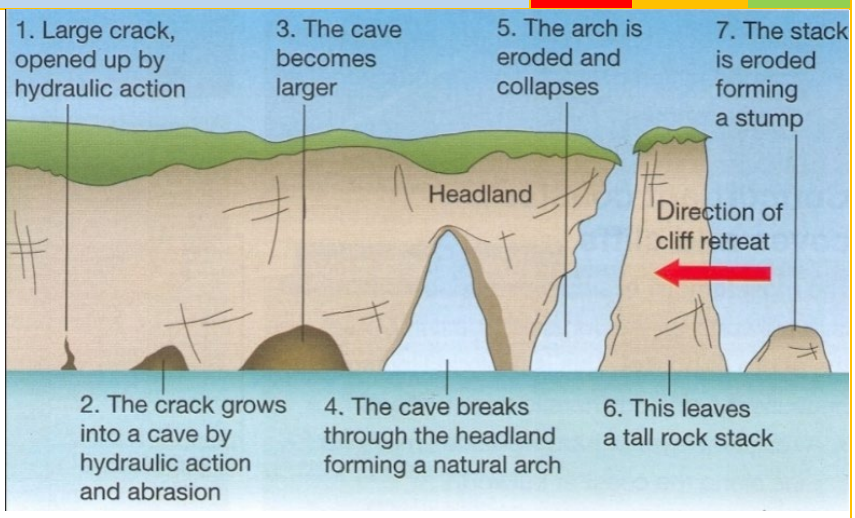
Red Amber Green



The sea transports sediment along the coast through the process of **longshore drift**. As waves approach the shore at an angle due to the prevailing wind, they move sediment up the beach in the direction of the wave's approach, known as the **swash**. The sediment then moves back down the beach under the influence of gravity in a straight line, known as the **backwash**. This process results in sediment being transported along the coast in a zigzag pattern. The sediment can eventually be deposited to form coastal features like beaches, spits, and bars.

4. What Happened to Old Harry?

Red Amber Green



Old Harry is an iconic coastal feature found at Studland Bay in Dorset, UK. It began as a **cave** formed through the erosive force of waves attacking a headland. Over time, the cave expanded and eventually formed an **arch**. As the arch continued to erode, it collapsed, leaving a **stack**—a tall, isolated pillar of rock. The stack was further eroded at its base, forming a **stump**, the final stage in the erosional process. This sequence of events demonstrates how coastal features evolve over time due to the continual action of waves.

5. What Further Landforms Are Created by the Sea?

Red Amber Green

The sea creates a wide variety of landforms through both erosional and depositional processes:

- **Wave-cut platforms**: Flat surfaces exposed along coastlines as waves erode the base of cliffs, causing them to collapse and retreat.
- **Spits**: Long, narrow landforms created by the deposition of sand or shingle as waves transport sediment along the coast. Spits typically extend from the coastline into the sea and often have a curved shape due to changes in wave direction.
- **Bars**: A submerged or partially submerged ridge of sand or shingle that forms across the mouth of a bay or river, blocking water flow.
- **Sand dunes**: Formed by the deposition of sand in areas with strong winds, such as beaches, where the sand is blown inland and accumulates.

6. Why Do Cliffs Collapse?

Red Amber Green

Cliffs can collapse due to **mass movement**, which involves the downward movement of rock or soil. Several factors contribute to mass movement along the coast:

- **Heavy rainfall**: Water saturates the soil, adding weight and reducing friction, making it more likely for material to slide down.
- **Erosion**: Waves may erode the base of cliffs, undercutting them and causing the upper part of the cliff to collapse.
- **Freeze-thaw weathering**: Water entering cracks in the rock freezes and expands, causing the rock to break apart.
- **Human activity**: Construction and land use near the cliff edge can also destabilize the slope and lead to collapse.

7. How Can Coasts Be Protected?

Red Amber Green

Coastal protection can be divided into two main categories:

- **Hard engineering**: The construction of solid structures to protect the coastline from erosion and flooding. Examples include:
  - **Sea walls**: Strong barriers placed along the coastline to absorb wave energy and prevent erosion.
  - **Groynes**: Wooden or concrete structures that extend from the shore to interrupt longshore drift and prevent beach erosion.
  - **Rock armour**: Large rocks placed along the shore to absorb wave energy and protect the coast from erosion.
- **Soft engineering**: More sustainable methods that work with natural processes. Examples include:
  - **Beach nourishment**: The addition of sand or shingle to replenish eroded beaches.
  - **Managed retreat**: Allowing the coastline to erode naturally in some areas while protecting more important areas.

8. Local Geographical Enquiry: Why Should We Protect Reculver?

Red Amber Green

Location and Erosion:

Reculver is in Kent, known for its Roman fort and medieval church towers. The coastline is made of soft London Clay, making it highly vulnerable to erosion, threatening both land and heritage sites.

Why Protect?

- **Cultural Importance**: Historic sites like the church towers are at risk.
- **Environmental Value**: Salt marshes and habitats are threatened by erosion.
- **Tourism**: It's a popular tourist destination, so protection supports the local economy.

Protection Measures:

- **Sea Walls** and **Groynes** to reduce erosion.
- **Beach Nourishment** to replenish eroded beaches.

9. Local Geographical Enquiry: Is Protection at Camber Sands Working?	Red	Amber	Green

Location and Risks:
Camber Sands, a popular beach in East Sussex, faces erosion and flooding risks due to its low-lying position and exposure to the sea.

Protection Measures:

- **Beach Nourishment** and **Dune Regeneration** to combat erosion.
- **Groynes** and **Flood Defenses** to protect against flooding and maintain the beach.

Effectiveness:
While measures have helped reduce risks, rising sea levels and extreme weather events still pose challenges, requiring long-term solutions.

HOME LEARNING TASKS	
Task Description	**Done?**
Learn key word terminology.	
The story of Percy the pebble – cartoon of longshore drift.	
Look-Cover-Check key information on first page of Geography knowledge organiser.	
Create a story board on the formation of one coastal landform.	
Visit Coastal management - KS3 Geography - BBC Bitesize - BBC Bitesize and take quizzes.	
Decision-making task to protect a stretch of coastline.	

R.E. Year 8 Term 3 – Sikhism Beliefs

In this unit, you will explore the beliefs, values, and practices of Sikhism, focusing on key figures like Guru Nanak and Guru Gobind Singh and concepts such as the Khalsa, Dharam, and Sewa. You will learn about Sikh worship, the role of the Guru Granth Sahib, and the significance of the Gurdwara. Through studying Sikh festivals and symbols, you will understand how Sikhs express their faith and commitment. You will develop analytical skills by evaluating the influence of Sikh beliefs on daily life and historical events, and improve your ability to explain complex religious concepts with clarity and detail.

BBC Bitesize – Scan me!

Prior Learning Links

- Year 7 Term 1-2 Study of Religion

Future Learning Links

- Year 8 Term 4 – Sikhism Practices

KEY VOCABULARY

Religious Education - Sikhism Key Vocabulary

1. **Authority** - The power or right to give orders, make decisions, or enforce rules.
2. **Community** - A group of people living together or sharing common values and beliefs.
3. **Commitment** - A dedication to a cause or activity.
4. **Equality** - The state of being treated the same, regardless of differences.
5. **Identity** - The qualities and beliefs that make a person or group unique.
6. **Integrity** - The quality of being honest and having strong moral principles.
7. **Leadership** - The act of guiding or inspiring others.
8. **Respect** - A feeling of admiration for someone or something, often because of their qualities or achievements.
9. **Tradition** - A custom or belief that has been passed down over time.
10. **Unity** - The state of being joined together or in agreement.

Sikhism Key Terms

1. **Amrit** - A special nectar used in the Sikh initiation ceremony to join the Khalsa.
2. **Amritdhari** - A Sikh who has taken part in the Amrit initiation ceremony and is committed to the Khalsa way of life.
3. **Chaur Sahib** - A ceremonial fan waved over the Guru Granth Sahib as a sign of respect.
4. **Dasam Granth** - A collection of writings attributed to Guru Gobind Singh, containing spiritual and moral teachings.
5. **Dharam** - The moral and spiritual duties of a Sikh.
6. **Five Ks** - The five articles of faith that Khalsa Sikhs must wear: Kesh, Kara, Kirpan, Kachera, and Kangha.
7. **Gurdwara** - A Sikh place of worship and community gathering.
8. **Guru** - A spiritual teacher in Sikhism, specifically the ten human Gurus and the Guru Granth Sahib.
9. **Guru Gobind Singh** - The tenth Sikh Guru, who founded the Khalsa in 1699.
10. **Guru Granth Sahib** - The Sikh holy scripture, regarded as the eternal Guru.
11. **Harmandir Sahib** - The Golden Temple, a central place of worship for Sikhs in Amritsar, India.
12. **Ik Onkar** - A symbol representing the concept of one universal God in Sikhism.
13. **Japji Sahib** - A key prayer written by Guru Nanak, recited daily by Sikhs.
14. **Kachera** - A specific type of cotton underwear, symbolizing modesty and self-control.
15. **Kangha** - A small wooden comb, symbolizing cleanliness and order.
16. **Kara** - A steel bracelet, symbolizing restraint and eternity.
17. **Kesh** - Uncut hair, symbolizing acceptance of God's will.
18. **Khalsa** - The community of initiated Sikhs committed to the faith and its practices.
19. **Kirpan** - A ceremonial sword, symbolizing the duty to protect others and uphold justice.
20. **Langar** - The communal kitchen in a Gurdwara, serving free meals to all visitors.

	21. **Mool Mantar** - The opening verse of the Guru Granth Sahib, summarizing Sikh beliefs. 22. **Panj Pyare** - The five beloved ones who were the first to be initiated into the Khalsa by Guru Gobind Singh. 23. **Rehat Maryada** - The Sikh code of conduct and conventions. 24. **Sewa** - Selfless service performed for the benefit of others without expecting anything in return. 25. **Waheguru** - A term used to refer to God, meaning "Wonderful Lord."

1. What are the key beliefs and values of Sikhism?	**Red**	**Amber**	**Green**
Can you explain the central concept of Ik Onkar? **Are you able to identify and describe the Mool Mantar?** **Can you discuss how Sikh beliefs influence their actions?**			
2. What does it mean to do the right thing in Sikhism?	**Red**	**Amber**	**Green**
Are you able to define Dharam and explain its importance? **Can you give examples of how Sikhs practice Sewa?** **Can you evaluate how Sikh ethics impact their daily lives?**			
3. Why is Guru Nanak an important figure in Sikhism?	**Red**	**Amber**	**Green**
Can you explain Guru Nanak's teachings and their significance? **Are you able to describe key events in Guru Nanak's life?** **Can you analyze why Guru Nanak is seen as a role model?**			
4. Who was Guru Gobind Singh, and what was his legacy?	**Red**	**Amber**	**Green**
Are you able to explain the foundation of the Khalsa? **Can you discuss the significance of the Five Ks?** **Can you evaluate how Guru Gobind Singh shaped Sikh identity?**			
5. What is the Khalsa, and why is it important to Sikhs?	**Red**	**Amber**	**Green**
Can you describe the initiation ceremony of the Khalsa? **Are you able to explain the symbolism of the Five Ks?** **Can you analyze the role of the Khalsa in Sikh life?**			
6. How do Sikhs express their faith through worship?	**Red**	**Amber**	**Green**
Can you describe the features and functions of a Gurdwara? **Are you able to explain the purpose of Langar in Sikh worship?** **Can you evaluate the importance of community in Sikh worship?**			
7. What role does the Guru Granth Sahib play in Sikhism?	**Red**	**Amber**	**Green**
Can you explain why the Guru Granth Sahib is considered a Guru? **Are you able to describe how the Guru Granth Sahib is treated in worship?** **Can you discuss how the scripture guides Sikh beliefs and practices?**			
8. Why is equality a central value in Sikhism?	**Red**	**Amber**	**Green**
Are you able to explain how Langar demonstrates equality? **Can you discuss the Sikh belief in the oneness of humanity?** **Can you analyze the role of equality in Sikh history and practice?**			
9. How do Sikhs celebrate their faith through festivals?	**Red**	**Amber**	**Green**
Can you describe the significance of Vaisakhi to Sikhs? **Are you able to explain the practices associated with key Sikh festivals?** **Can you evaluate the role of festivals in reinforcing Sikh identity?**			
10. What is the role of the Gurdwara in Sikh life?	**Red**	**Amber**	**Green**
Can you explain the spiritual and community functions of the Gurdwara? **Are you able to describe the importance of the Nishan Sahib?** **Can you analyze how the Gurdwara strengthens Sikh values?**			
11. How do Sikhs show commitment to their faith?	**Red**	**Amber**	**Green**
Can you explain the practices of an Amritdhari Sikh? **Are you able to describe how the Five Ks reflect commitment?** **Can you evaluate how Sikhs demonstrate their dedication in modern life?**			
12. How does Sikhism guide its followers to live a good life?	**Red**	**Amber**	**Green**
Can you explain the role of Sewa in Sikh teachings? **Are you able to describe how Dharam influences Sikh decision-making?** **Can you discuss how Sikh values promote a fulfilling and ethical life?**			

HOME LEARNING TASKS	
Task Description	**Done?**
Create a Fact File Research and create a one-page fact file on Guru Nanak or Guru Gobind Singh. Include key events from their life, their teachings, and their significance in Sikhism. Use bullet points, images, and short explanations.	
Design a Symbol Poster Choose one of the Five Ks and design a poster explaining its symbolism and importance in Sikh life. Include examples of how it reflects Sikh values and commitment.	
Write a Reflection Reflect on the concept of Sewa (selfless service). Write a short paragraph explaining what Sewa means, why it is important in Sikhism, and how it could apply to your own life.	
Explore a Gurdwara Research and sketch the layout of a Gurdwara. Label the key areas, such as the prayer hall and Langar kitchen, and write a few sentences explaining their purpose and significance	
Compare Festivals Research the festival of Vaisakhi and compare it to another Sikh festival, such as Diwali. Write a short paragraph explaining their similarities and differences, focusing on their meaning and how they are celebrated.	
News and Modern Sikhism Find a news article or video about Sikhism today. Summarize it in a short paragraph, explaining how Sikhs practice their faith in modern life, and connect it to what you've learned about Sikh beliefs and values.	

Drama Year 8 Term 3
Understanding Drama - Theatre Roles

Term Focus
You will learn how to:

- Develop your understanding of Theatre roles
- Create and perform your own performances whilst collaborating with others developing your teamwork, communication and problem-solving skills.
- Evaluate your own work in addition to the work of your peers.

Prior Learning Links

- Consolidates previously learned information and skills which underpin the curriculum. The level of experience in this subject will differ. This unit will allow all pupils to further develop a foundation knowledge of skills and techniques.

Future Learning Links

- Performance skills will continue to develop across KS3 and KS4. They are the foundation skills required for any performance.
- Pupils' command of vocabulary is the key to their learning and progress across the whole curriculum.
- Promotes confidence and resilience across the wider school.

KEY VOCABULARY

- **Director**
- **Performer**
- **Designer**
- **Technician**

Director	**The director is responsible for the overall creative vision of the show.**
Performer	**When the same thing is performed by one after another. EG: a Mexican wave**
Designer	**An approach to acting that aims for a unified effect achieved by all members of a cast working together EG: group acting**
Technician	**An open air theatre where performances would take place – built into a cliff side.**

1. What transferrable skills will you develop in Drama? Red Amber Green

Drama is a subject that allows you to develop key skills that you can use in all areas of your life. These skills are what employers look for when you are applying for a job. You may not be someone who would like to be an Actor but all the skills you will develop in your lessons are important life skills for the future.

Teamwork	Each lesson you will work in groups to complete a performance task. You will need to work with your peers. You will need to contribute ideas as well as listen to others to create a performance to perform to the class.
Creativity	You will be required to think of imaginative ideas to create a performance which is exciting for the audience.
Problem Solving	When given a challenging task, you will need to work with your peers to overcome any issues you face. You will also need to navigate working with a range of different people with a variety of skillsets. You will need to problem solve in order to get the task completed.

Leadership	Leadership skills will be developed when devising your own performances. Being able to take lots of ideas and find a way to move forwards with the task will encourage you to take charge.
Confidence	Confidence will be developed in a variety of ways. You will be expected to contribute ideas in class discussions, group work and when evaluating each others work. You will be expected to perform to your peers every lesson in addition to working with a variety of different people. Confidence is a key skills which will be developed.
Resilience	You will be challenged outside of your comfort zone but being able to continue to push yourself every lesson will result in your resilience developing. Performing to an audience, working with others and speaking
Communication	You will be expected to be able to communicate politely with one another in group work and class discussions.

What is the role of the Director?	Red	Amber	Green

The director is responsible for bringing the different elements of the production together to produce a cohesive final production, having meetings with the design team at various stages during a production. They will also direct the performers and help them develop their characters in rehearsals ahead of the final performance.

What is the role of the Performer?	Red	Amber	Green

A performer might be an actor, singer or dancer, whose job is to perform within a production. They will usually audition in front of the director and a casting director to get their part.
They begin their work in the rehearsal room with the director, before performing on stage in front of an audience. They must ensure to maintain a high-quality performance each night, during the run of the show.

What is the role of the Designer?	Red	Amber	Green

The design team are often brought together and will work closely with the director to help deliver the director's artistic vision. Some of their work may be done in advance of rehearsals, but they will often continue to work on a show until it opens. There are many roles as a designer such as creating set, Costume, hair and makeup, sound and lighting.

What is the role of the Technician?	Red	Amber	Green

There are many different types of technicians involved in theatre. They may be involved in rigging the lighting, sound equipment and set. They may also operate technical equipment during a show, controlling lighting, sound or other aspects of the set, eg trucks (a moving stage platform)

HOME LEARNING TASKS

Task Description	Done?
Recapping Vocal Skills	
Recapping Performance Skills	
Technical elements	
Stage positioning	

Understanding of Vocal Skills: Complete the table below

P	
Pace	How **fast** or **slow** you speak.
P	
P	
T	
E	
A	
V	

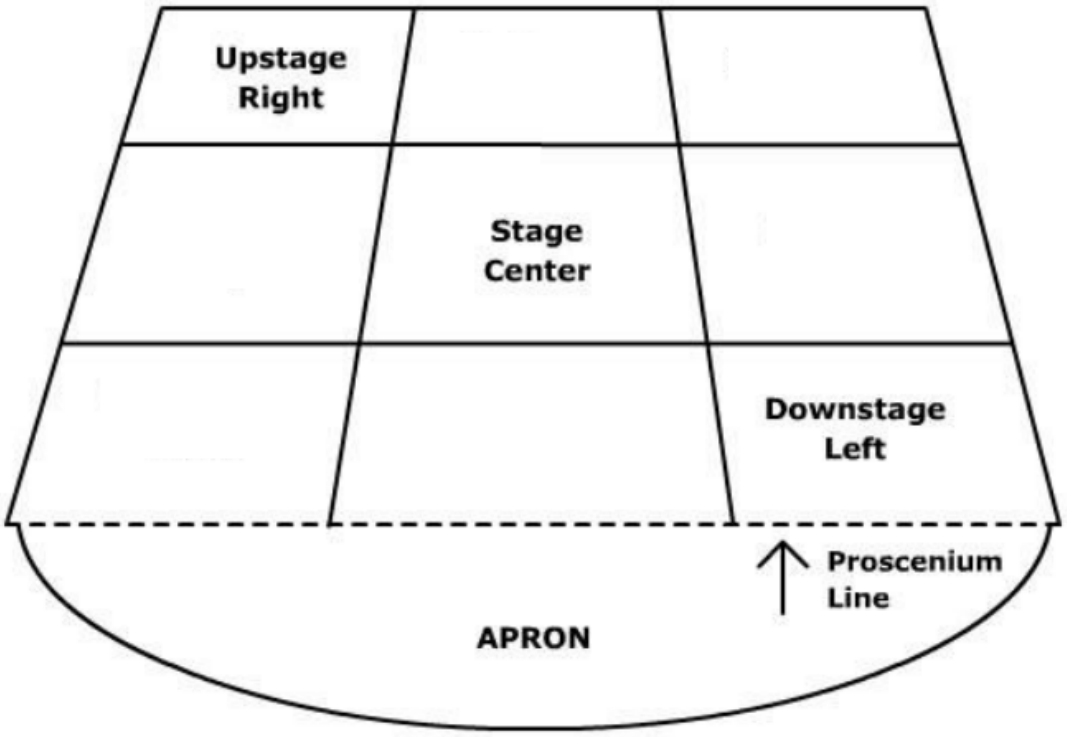
Understanding of Performance Skills: Complete the table below

	P
	P
	P
	B
	E
	D
	S
	L
How **loud** or **quiet** you speak.	**V**olume
	G
	F

Create a plan of what technical aspects you could include in an eerie scene: e.g. a green light might create an atmosphere linked to nature or money.

- Lighting – colour and intensity (brightness)
- Sound
- Props
- Set

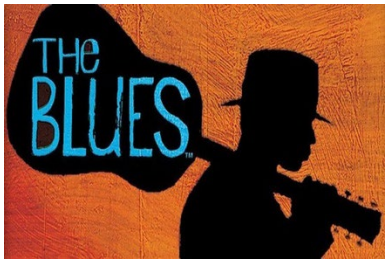
Fill in the missing squares using the words from the below list:



Upstage centre	Stage left
Downstairs right	Downstage centre
Upstage centre	Upstage left

Music Year 8 Terms 1&2
The Blues

Term Focus
You will learn how to:
- recognise features of Blues music
- perform a single note bass line on the keyboard
- improvise using notes of the Blues scale
- perform the 12-Bar Blues chord sequence on the keyboard



Prior Learning Links
- Listen and recall sounds
- Year 7 keyboard skills (terms 3&4) – students have been able to play four chords on the piano (C, G, Am and F)
- Year 7 singing skills (terms 1&2) – students have been able to sing as part of an ensemble
- Year 8 ukulele skills – students have played the chords of C, F, G and Am on the ukulele

Future Learning Links
- Year 8 terms 5&6 – students will explore popular music and song-writing skills
- GCSE Music – The Blues is explored in greater depth

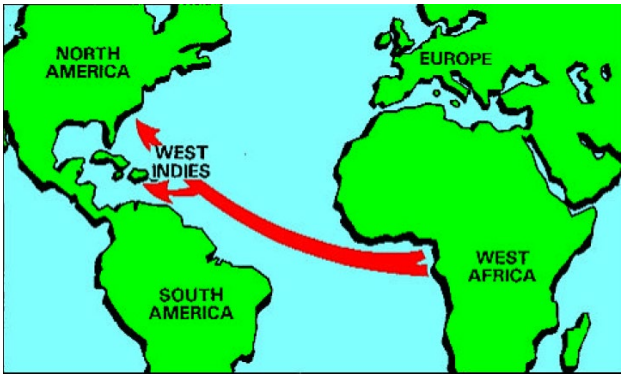
KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
Chord: two or more notes/strings played at the same time to create a pleasant sound	**12-Bar Blues:** the Blues chord sequence used in Blues music which is 12 bars in length and made up of chords I, IV and V
Melody: a sequence of individual notes that create a tune	**Blues scale:** a scale of notes used in Blues music, often for solo improvisations
Ostinato/riff: short, repeated musical pattern	**Musical arrangement:** altering or adapting an existing piece of music through changing musical elements, structure or the instruments used
Major chord: major chords sound happy	**Swing/swung rhythms:** performing a regular 'straight' rhythm with a 'lilt' in a "one and a, two and a" style
Minor chord: minor chords sound sad	**Call and response:** a feature of work songs where the leader would call out a line and the rest of the group sings in response
Lyrics: the words in a song	**Musical structure:** the order the different sections of a song or piece of music are played in (e.g. verse/chorus/intro)
Improvisation: music created 'on the spot'	**Musical ensemble:** a group of people who perform instrumental or vocal music together
Flat: lowers the pitch of a note	**Musical conductor:** keeps a musical ensemble in time and leads the performance, giving it shape

1. What is Blues music?

Red Amber Green

During the 18th and 19th centuries thousands of people were taken as slaves from Africa to America. For these Africans life became a nightmare. Many died on their long journey by sailing ship. Those that survived were sold in auctions and put to work on farms in the Southern states of America. Families were often split up. Children were taken from their parents and husbands from their wives. The life of slavery was cruel and horrible.



(Left – map showing the "slave route" as slaves were taken from Africa to America)

The blues started as simple work songs among the black slaves in the U.S.A. when they sang **WORK SONGS** and **FIELD HOLLERS** which often used a **CALL AND RESPONSE** pattern. In their religious services, they sang **SPIRITUALS**. After the American Civil War and the freeing of the slaves in 1865, a new type of black music developed – a type of music about the conditions of the slaves, who, though free, were often unemployed and poor. This came to be known as **THE BLUES**. Blues songs are short – usually having three lines of verse, the second being a repeat of the first. Their subjects include slavery and eventual freedom, drugs, unemployment, poverty, unhappiness, suicide, and unrequited love – hence the associations of a "blues" sound with unhappiness.

2. What is the 12-Bar Blues chord sequence?

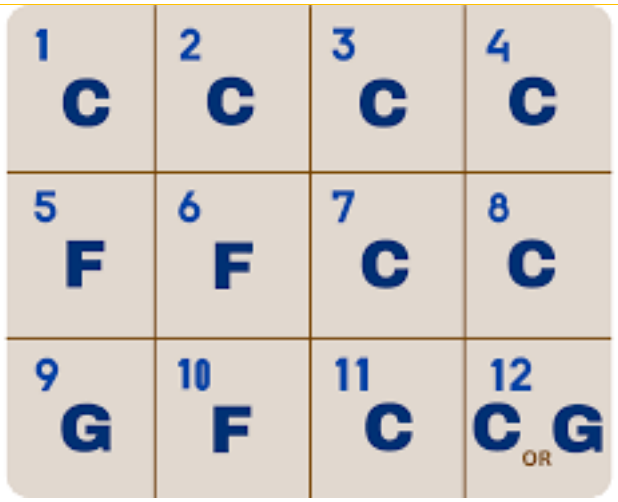
Red Amber Green

The **12-bar blues chord sequence** is a foundational structure in blues music, as well as in many other genres like rock, jazz, and country. It is built around three chords derived from the I, IV, and V degrees of a scale, typically in a major key. The sequence is repeated throughout a song, creating a cyclical and familiar progression.

Basic 12-Bar Blues Chord Progression:

In the key of C major, the chords are:

- **I** = C (the tonic)
- **IV** = F (the subdominant)
- **V** = G (the dominant)



3. What is improvisation?

Red Amber Green

Blues improvisation is the process of creating and playing spontaneous musical phrases within the structure of a blues progression. It is a hallmark of blues music and often serves as a foundation for improvisation in other genres like jazz, rock, and R&B.

Blues improvisation emphasizes emotional expression and storytelling through music.

Practice Tips:

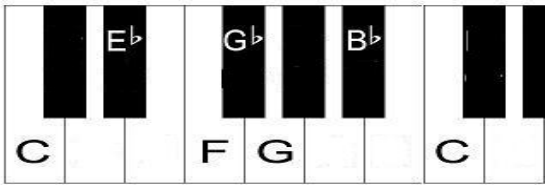
1. **Start Simple**:
   - Use the blues scale to create short, repeating motifs.
2. **Play Along with Recordings**:
   - Practice improvising over backing tracks to internalize the chord progression and rhythm.
3. **Experiment with Dynamics**:
   - Vary volume, attack, and articulation to make your playing expressive.
4. **Listen and Learn**:
   - Study great blues improvisers like B.B. King, Muddy Waters, or Eric Clapton for inspiration.

Blues improvisation is both technical and emotional, making it a powerful tool for musical self-expression.

4. What are the notes in the Blues scale?

Red | Amber | Green

A series of notes often used within improvisations in blues music. The Blues scale in the key of C is:

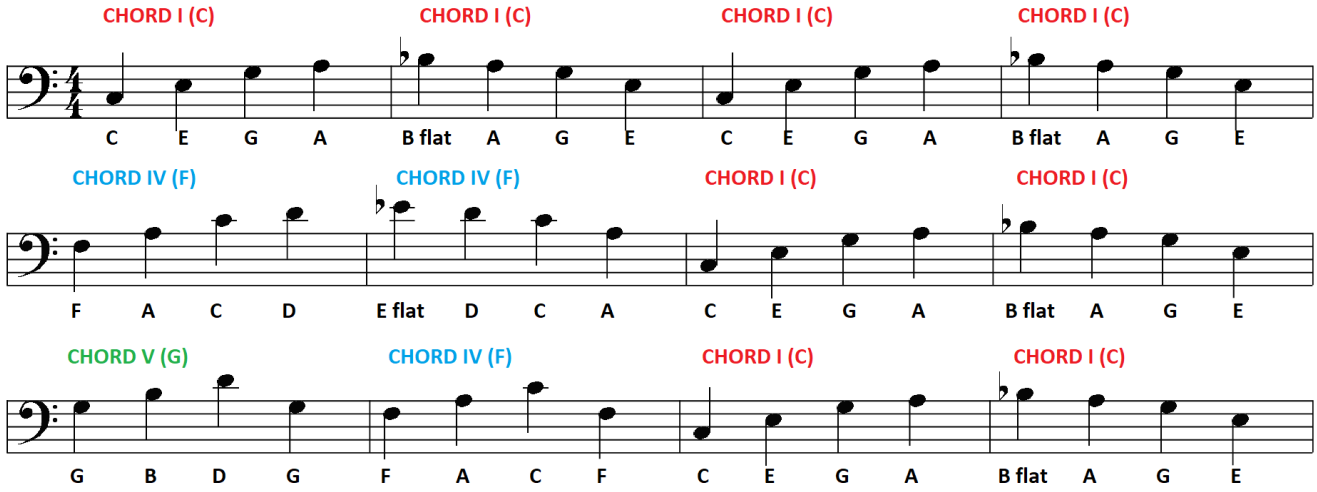


5. What textural layers are common in a Blues performance?

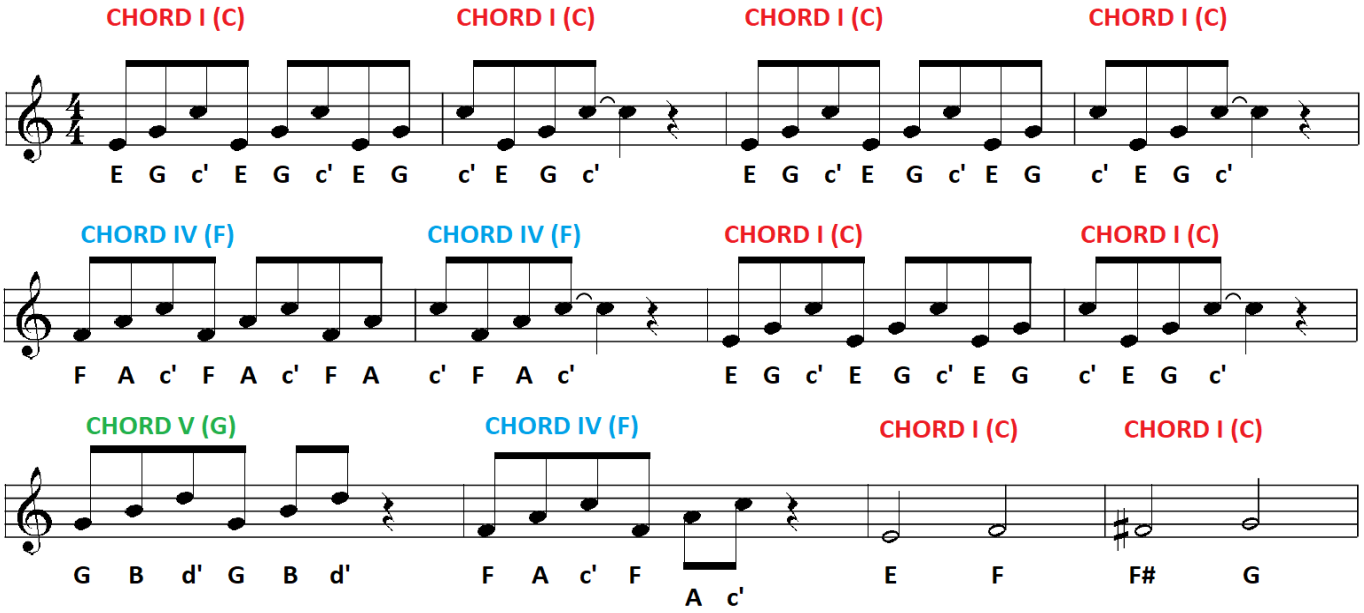
Red | Amber | Green

Blues songs often feature a melody (can be improvised), chords and a bass line.

Typical bass line and chord sequence:

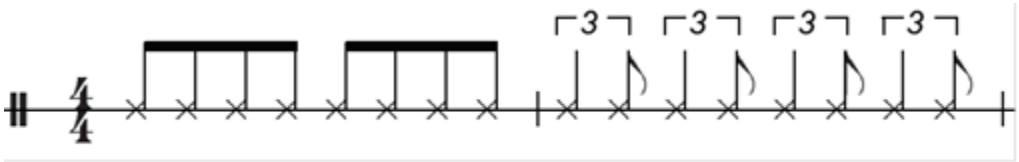


Example of a melody:



6. What is a swing/swung rhythm?	Red	Amber	Green

A **swung rhythm** is a rhythmic feel in which the notes, particularly quaver notes, are played with an uneven duration, creating a "long-short" pattern. It is a defining characteristic of many musical styles, including blues, jazz, and swing.



'Straight Rhythm' SWUNG RHYTHM using TRIPLETS

Scan this QR code to listen to an example:

HOMEWORK TASK

Task Description	Done?

1. Research and Presentation: The Origins of Blues
• Research the history of blues music. Answer the following questions:
  ○ Where and when did blues music originate?
  ○ Who were some of the earliest blues musicians?
  ○ What social and cultural factors influenced the development of blues music?
• Present your findings in one of the following ways:
  ○ A written report (200–300 words).
  ○ A poster with images and key facts.
  ○ A short slide presentation.
 	
2. Listening and Analysis: The Sound of the Blues
• Choose a famous blues song (e.g., "Cross Road Blues" by Robert Johnson or "The Thrill Is Gone" by B.B. King).
• Listen to the song and answer these questions:
  ○ What instruments are used in the song?
  ○ Describe the melody, rhythm, and lyrics.
  ○ What emotions or story does the song convey?
  ○ Identify any key features of blues music (e.g., 12-bar structure, blue notes).	

OPTIONAL

3. Creative Composition: Write Your Own Blues Lyrics

- Write a short blues song (8–12 lines).
  - Follow the AAB lyric structure (first line repeats, second line answers).
  - Use themes typical of blues, such as struggle, heartbreak, or hope.
  - Example structure:
    - **Line 1:** "I woke up this morning, the rain was pouring down."
    - **Line 2:** "I woke up this morning, the rain was pouring down."
    - **Line 3:** "I thought about my troubles and how they spin me around."

French Year 8 Term 3 – Going out

Term Focus – This term introduces you to the topic of going our and making plans in Spanish. You will cover the following:

- How to arrange a plan
- What clothes are you going to wear

Prior Learning Links

- Places in town
- Free time activities
- Conversational phrases
- Time expressions: days of the week
- Adjectival agreements: colours
- The numbers
- The near future tense

Future Learning Links

- Free time, Town, Clothes GCSE
- The near future tense
- Question words
- Telling the time
- Accepting and rejecting invitations

1. How do I make a plan?

Red Amber Green

Tu veux aller au bowling? *(Would you like to go to the bowling alley?)*			
Tu veux aller…? *(Would you like to go …?)* **Tu voudrais aller…** *(Would ou like to go..?)* **Je voudrais aller..** *(I would like to go..)* **Je veux aller…** *(I would like to go…)*	**à la patinoire** *(to the ice-rink)* **à la piscine** *(to the swimming pool)*		**à la bibliotèque** *(to the library)* **à la plage** *(to the beach)*
	au château *(to the clastle)* **au cinema** *(to the cinema)*	**au stade** *(to the stadium)* **au café** *(to the café)*	**au bowling** *(to the bowling alley)* **au centre commercial** *(to the shopping centre*
Tu veux venir…? *Do you want to come …?)*	**chez moi** *(to my house)*	**à mon quartier** *(to my neighborhood)*	**à ma ville** *(to my town)*

2. How do I use the preposition à + article?

Red Amber Green

à = to		
à +	**le = au** **la = à la** **les= aux**	Je veux aller au parc (*I would like to go to the park*)
		Je aller à la bibliotèque (*I woud like to go to the library*
		Je veux aller aux magasins (I would like to go to the shops)

3. How do I agree where to meet?

Red Amber Green

On se retrouve où? *(Where do we meet?)*					
On se retrouve…? *Shall we meet..?*	**près (de)** *(close by)*	**devant** *(in front of)*	**derrière** *(behind*	**le café** *(the café)*	**le cinéma** *(the cinema)*
	dans *(in/at)*	**la rue** *(the street)*	**le parc** *(the park)*	**le centre commercial** *(the shopping centre)*	
	chez moi *(at my house)*		**chez toi** *(at your house)*		

4. How do I tell the time?

Red Amber Green

Quelle heure est-it? *(What's the time?)*						
C'est	**une heure** *(one)* **deux heures** *(two)* **trois heures** *(three)* **quatre heures** *(five)*	**cinq heures** *(five)* **six heures** *(six)* **sept heures** *(seven)* **huit heures** *(eight)*	**neuf heures** *(nine)* **dix heures** *(ten)* **onze heures** *(eleven)* **douze heures** *(twelve)*	**et** *(and)*	**quart** *(quarter)*	**demie** *(half)*
				moins *(minus)*	**le quart** *(quarter)*	

It is 2 o'clock – 2:00 **– C'est deux heures**
It is quarter past two – 2:15 **– C'est deux et quart**
It is half past two – 2:30 **– C'est deux heures et demiw**
It is twenty past two – 2:20 – **C'est deux heures et vingt**
It is quarter to three – 2:45 - **C'est trois heures moins le quart**

5. How do I agree when to meet?

Red Amber Green

Tu veux aller quand? *(When do you want to go?)*					
On se retrouve *(Let's meet)*	**le mardi** *(On Tuesday)* **le samedi** *(On Saturday)*	**le vendredi** *(On Friday)* **le dimanche** *(On Sunday)*	**matin** *(in the morning)*	**après-midi** *(in the afternoon)*	**le soir** *(in the evening)*
	à une heure *(at one)* **à deux heures** *(at two)*	**à cinq heures** *(at five)* **à neuf heures** *(at nine)*	**et demie** *(half past)*	**et quart** *(quarter past)*	**moins le quart** *(quarter to)*

6. How can I accept or refuse an invitation?

Red Amber Green

D'accord *(All right)* **Bien sûr** *(Of course)* **Très bien** *(Very well)*	**Génial!** *(Great!)* **Je en veux bien** *(I like that)*	**Ça m'est égal** *(I don´t mind)*	**Pas du tout!** *(No way!)* **Même pas en rêve!** *(In your dreams!)* **Non, merci** **(***No, thank you)*	**Je n'ai pas envie** *(I don't feel like it* **)** **Je suis fatigué (e)** *(I am tired)*

7. How can I give excuses?

Red Amber Green

¿Por qué no ? *(Why not?)*					
Je suis désolé (e), *(I am sorry,)*	**Je ne peux pas** *(I can't)* **Je ne veux pas** *(I don´t want to)*	**parce que** *(because)*	**je dois** *(I have to)*	**garder mon petit frère** *(look after my younger brother)* **aider mes parents** *(help my parents)*	**faire mes devoirs** *(do my homework)* **me laver les cheveux** *(wash my hair)* **promener le chien** *(walk the dog)*
			je n'ai pas *(I don´t have)*	**de temps** *(time)*	**d'argent** *(money)*

8. What clothes are you going to wear?

Red Amber Green

Normalement, *(Normally,*	**je porte** *(I wear)*	**une chemise** *(a shirt)* **une robe** *(a dress)*	**une veste** *(a jacket)* **une jupe** *(a skirt)*	**des chaussures (f)** *(some shoes)* **des chaussettes (f)** *(some socks)*
Demain *(Tomorrow)* **Ce week-end** *(This weekend)* **Le week-end prochain** *(Next weekend)* **Le samedi** *(On Saturday)*	**je vais porter** *(I am going to wear)*	**un T-shirt** *(a T-shirt)* **un sweat** *(a sweatshirt)*	**un pantalon** *(trousers)* **un pull** *(a jumper)*	**des baskets (m)** *(some trainers)*

9. How do I say what colour the clothes are?

Red Amber Green

Step 1: Word order

The colour (adjective) in French goes after the noun.

Eg., Je vais porter une **chemise verte** – *I am going to wear a green shirt*

Step 2: Agreement

	Singular (only 1)		Plural (more than 1)	
	Masculine un	**Feminine une**	**Masculine des**	**Feminine des**
Blue	Bleu	Bleue	Bleus	Bleues
Green	Vert	Verte	Verts	Vertes
Black	Noir	Noire	Noirs	Noires
Grey	Gris	Grise	Gris	Grises
Red	Rouge		Rouges	
Yellow	Jaune		Jaunes	
Pink	Rose		Roses	
White	Blanc	Blanche	Blancs	Blanches
Purple	Violet	Violette	Violets	Violettes
Orange	Orange (no change)			
Brown	Marron (no change!)			

10. How do I form the near future tense?

Red Amber Green

ALLER	infinitive
Je vais *I am going*	porter (to wear)
Tu vas *You are going*	lire (to read)
Il / Elle / On va *He/She/ We is going*	
Nous allons *We are going*	danser (to dance)
Vous allez *You all are going*	faie (to do)
Ils / Elles vont *They are going*	

The **near future tense** is used to express actions or events that are going to happen soon.
It is formed using the verb **aller** (to go) + **infinitive** verb.

E.g., Le weekend prochain je vais porter une veste bleue et des chaussure marron.

Next weekend I am going to wear a blue jacket and brown shoes.

11. What is a preposition?	**Red**	**Amber**	**Green**

Definition: A word that shows the relationship between a noun (or pronoun) and other words in a sentence. They can indicate relationships of **place**, **time**, **direction**, **cause**, **manner**, or **means**.
Key prepositions: **à** (to), **en** (in, **de** (of, from), **avec** (with), **pour** (for, in order to), **sans** (without)

12. What does agreement mean?	**Red**	**Amber**	**Green**

Agreement means that **adjectives need to match** (agree) with the noun they are describing. They can agree in gender (masculine/feminine) or in number (singular/plural). Not all languages have agreement: English doesn't.

HOME LEARNING TASKS

Task Description	**Done?**
Can you write a short conversation inviting someone out?	
Can you include when and where in the conversation?	
Can you tell what is the time?	
Can you write a short paragraph saying what you are going to wear including colours?	
Can you write a short paragraph using the future tense with other infinitives different to "porter"?	
Can you use the sentence builders above to write sentences answering the questions? Have you used the correct preposition and correct agreement?	
Practise the vocabulary in your knowledge organiser by using the look, cover, write, check method.	
Practice reading the conversational vocabulary aloud, pay attention to intonation	
Go to www.sentencebuilders.com and practise this term's vocabulary.	

Spanish Year 8 Term 3 – Going out

Term Focus – This term introduces you to the topic of going our and making plans in Spanish. You will cover the following:

- How to arrange a plan
- What clothes are you going to wear

Prior Learning Links

- Places in town
- Free time activities
- Conversational phrases
- Time expressions: days of the week
- Adjectival agreements: colours
- The numbers
- The near future tense

Future Learning Links

- Free time, Town, Clothes GCSE
- The near future tense
- Question words
- Telling the time
- Accepting and rejecting invitations

1. How do I make a plan?

Red Amber Green

¿Te gustaría ir a la bolera? *(Would you like to go to the bowling alley?)*			
¿Te gustaría ir..? (Would you like to go …?) **¿Quieres ir…?** (Do you want to go…?) **Me gustaría ir** (I would like to go…) **Quiero ir** (I would like to go…)	**a la bolera** (to the bowling alley) **a la cafeteria** (to the café)	**a la pista de hielo** (to the ice-rink) **a la piscina** (to the swimming pool)	**a la biblioteca** (to the library) **a la playa** (to the beach)
	al parque (to the park) **al cine** (to the cinema)	**al centro comecial** (to the shopping centre) **al museo** (to the museum)	**al polideportivo** (to the sports centre) **al castillo** (to the castle)
¿Te gustaría venir…? (Would you like to come …?)	**a mi casa** (to my house)	**a mi barrio** to my neighborhood)	**a mi pueblo** (to my town)

2. How do I use the preposition a + article?

Red Amber Green

a= to		
a +	**el = al**	Me gustaría ir al parque (*I would like to go to the park*)
	la = a la	Me gustaría ir a la biblioteca (*I woud like to go to the library*)

3. How do I agree where to meet?

Red Amber Green

¿Dónde quedamos? *(Where shall we meet?)*					
¿Quedamos … *Shall we meet…?*	**al lado de** *(next to)* **delante de** *(in front of)*		**detrás de** *(behind* **enfrente de** *(opposite)*	**la bolera** *(the bowling alley)* **la cafetería** *(to the café)*	**el cine** *(the cinema)* **el centro comercial** *(the shopping centre)*
	en *(in/at)*	**mi casa** *(my house)*	**tu casa** *(your house)*	**la calle** *(on the street)*	**la plaza** *(the main square)*

4. How do I tell the time?

Red Amber Green

¿Qué hora es? *(What's the time?)*						
It is	*hour*				*Past /to*	*minutes*
Es	**la una** *(one)*	**las cuatro** *(five)*	**las siete** *(seven)*	**las diez** *(ten)*	**y** *(and)*	**media** *(half)* **cinco** *(five)*
Son	**las dos** *(two)* **las tres** *(three)*	**las cinco** *(five)* **las seis** *(six)*	**las ocho** *(eight)* **las nueve** *(nine)*	**las once** *(eleven)* **las doce** *(twelve)*	**menos** *(minus)*	**cuarto** *(quarter)* **veinte** *(twnety)*

It is 2 o'clock – 2:00 **– Son las dos**
It is quarter past two – 2:15 **– Son las dos y cuarto**
It is half past two – 2:30 **- Son las dos y media**
It is twenty past two – 2:20 - **Son las dos y veinte**
It is quarter to three – 2:45 **- Son las tres menos cuarto**

5. How do I agree when to meet?

Red Amber Green

¿Cuándo quedamos? *(When shall we meet?)*				
Quedamos *(Let's meet)*	**el martes** *(On Tuesday)* **el sábado** *(On Saturday)*	**el viernes** *(On Friday)* **el domingo** *(On Sunday)*	**por la mañana** *(in the morning)*	**por la tarde** *(in the afternoon)*
	a la una *(at one)* **a las dos** *(at two)*	**a las cinco** *(at five)* **a las nueve** *(at nine)*	**y media** *(half past)* **y cuarto** *(quarter past)*	**menos cuarto** *(quarter to)*

6. How can I accept or reject an invitation?

Red Amber Green

Accepting		Indiference	Rejection	
De acuerdo *(All right)* **Vale** *(Okay)* **Muy bien** *(Very well)*	**¡Genial!** *(Great!)* **Me gustaría mucho** *(I would like that a lot)*	**Me da igual** *(I don´t mind)*	**¡Ni hablar!** *(No way!)* **¡Ni en sueños!** *(in your dreams!)* **No, gracias** **(***No, thank you)*	**No tengo ganas** *(I don't feel like it* **)** **Estoy cansado/a** *(I am tired)*

7. How can I give excuses?

Red Amber Green

¿Por qué no ? *(Why not?)*					
Lo siento, *(I am sorry,)*	**no puedo** *(I can't)* **no quiero** *(I don´t want to)*	**porque** *(because)*	**tengo que** *(I have to)*	**cuidar a mi hermano menor** *(look after my younger brother)* **ayudar a mis padres** *(help my parents)*	**hacer los deberes** *(do my homework)* **lavarme el pelo** *(wash my hair)* **pasear al perro** *(walk the dog)*
			no tengo *(I don´t have)*	**tiempo** *(time)*	**dinero** *(money)*

8. What clothes are you going to wear?

Red Amber Green

Normalmente, *(Normally,*	**llevo** *(I wear)*	**una camisa** *(a shirt)*	**una chaqueta** *(a jacket)*	**unas botas** *(some boots)*
Mañana *(Tomorrow)*		**una camiseta** *(a T-shirt)*	**una falda** *(a skirt)*	**unas zapatillas de deporte** *(some trainers)*
Este fin de semana *(This weekend)*	**voy a llevar** *(I am going to wear)*	**una sudadera** *(a sweatshirt/ a hoodie)*	**a falda** *(a skirt)*	
El fin de semana próximo *(Next weekend)*		**un sombrero** *(a summer hat)*	**un jersey** *(a jumper)*	**unos calcetines** *(some socks)*
El sábado *(On Saturday)*		***un pañuelo*** *(a headscarf)*	**un vestido** *(a dress)*	**unos zapatos** *(some shoes)*

9. How do I say what colour the clothes are?

Red Amber Green

Step 1: Word order

The colour (adjective) in Spanish goes after the noun.

Eg., Voy a llevar una **camisa verde** – *I am going to wear a green shirt*

Step 2: Agreement

	Singular (only 1)		Plural (more than 1)	
	Masculine: **un**	Feminine: **una**	Masculine: **unos**	Feminine: **unas**
Blue	azul		azules	
Green	verde		verdes	
Brown	marrón		marrones	
Grey	gris		grises	
Black	negro	negra	negros	negras
Red	rojo	roja	rojos	rojas
Yellow	amarillo	amarilla	amarillos	amarillas
White	blanco	blanca	blancos	blancas
Purple	morado	morada	morados	moradas
Orange	naranja		naranjas	
Pink	rosa		rosas	

10. How do I form the near future tense?

Red Amber Green

IR		infinitive
(Yo) **voy** *I am going*	a (to)	llevar (to wear)
(Tú) **vas** *You are going*		leer (to read)
(Él/ Ella) **va** *He/She is going*		bailar (to dance)
(Nosotros/as) **vamos** *We are going*		cantar (to sing)
(Vosotros/as) **vais** *You all are going*		
(Ellos/Ellas) **van** *They are going*		

The **near future tense** is used to express actions or events that are going to happen soon.
It is formed using the verb **ir** (to go) + **a** + **infinitive** verb.

E.g., El fin de semana próximo voy a llevar una chaqueta azul y unos zapatos marrones.

Next weekend I am going to wear a blue jacket and brown shoes.

11. What is a preposition?	**Red**	**Amber**	**Green**

Definition: A word that shows the relationship between a noun (or pronoun) and other words in a sentence. They can indicate relationships of **place**, **time**, **direction**, **cause**, **manner**, or **means**.
Key prepositions: **a** (to), **en** (in), **de** (of, from), **con** (with) **para** (to, in order to), **sin** (without)

12. What does agreement mean?	**Red**	**Amber**	**Green**

Agreement means that **adjectives need to match** (agree) with the noun they are describing. They can agree in gender (masculine/feminine) or in number (singular/plural). Not all languages have agreement: English doesn't.

HOME LEARNING TASKS

Task Description	**Done?**
Can you write a short conversation inviting someone out?	
Can you include when and where in the conversation?	
Can you tell what is the time?	
Can you write a short paragraph saying what you are going to wear including colours?	
Can you write a short paragraph using the future tense with other infinitives different to "llevar"?	
Can you use the sentence builders above to write sentences answering the questions? Have you used the correct preposition and correct agreement?	
Practise the vocabulary in your knowledge organiser by using the look, cover, write, check method.	
Practice reading the conversational vocabulary aloud, pay attention to intonation	
Go to www.sentencebuilders.com and practise this term's vocabulary.	

Subject Art Year 8 Term 3 & 4 – ‘Other Cultures’

Term Focus – *Through a series of activities, students design and produce images and artefacts inspired by other cultures. They investigate how other cultures communicate message and meaning in artefacts. They use knowledge of Formal Elements* ***COLOUR, LINE, COMPOSITION, FORM, SHAPE, TEXTURE and*** *PATTERN to develop artwork inspired by other cultures.*

Prior Learning Links

In the last project students learned about the specialist technique of printmaking. Continuing to repeat the processes of recording, developing, refining, evaluating and realising intentions they will they will be introduced to Art from other cultures and focus on specialist sculpture techniques. In this project students will be able to draw upon drawing and 3 skills acquired in Year 7.

Future Learning Links

Through a series of activities, students explore a range of approaches to viewing images and objects. They investigate examples of how artists use viewpoints to draw the viewer into their artwork. Knowledge of Formal Elements **SCALE, LINE, COLOUR, SHAPE and COMPOSITION** will give students the ability to explore ideas using different viewpoints.

KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
I will learn the meaning of... *Shape/Form/Proportion/Texture/Pattern/Colour/ Scale within the context of Sculpture and art from other cultures*	Record Develop Refine Outcome Evaluate

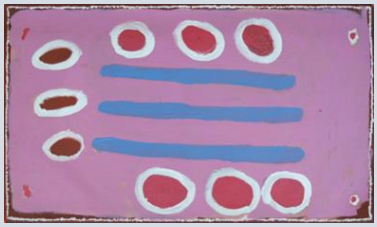
1. How can a piece of art reflect the culture it has come from? Red Amber Green

Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms:

I will learn to record...

- increasing my knowledge and understanding of how artists use 3D techniques to create meaningful work

Evaluate and analyse creative work using the language of art, craft and design



Characteristics of Aboriginal Art include:

Signs and Symbols
Story Telling
Earthy Colours
Dot Painting
Animal X Rays

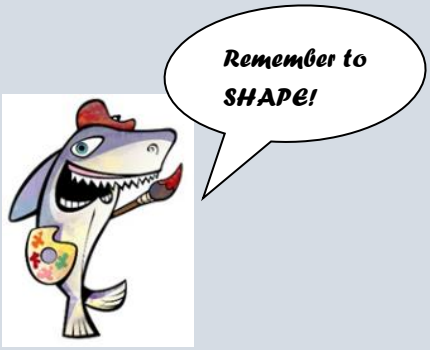
I will learn how to evaluate...

- artists using analytical writing skills and forming opinions

Describe the artist work using keywords

Compare similarities and differences in artists work

Give your personal opinion about the artist's work



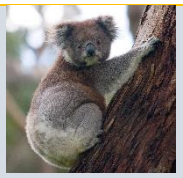
2. Why is drawing important in an Art project?

Red | Amber | Green

Become proficient in drawing, painting sculpture and other art, craft and design techniques:

I will learn to record...

- images and information appropriate for sculpture
- images to inspire ideas for a sculpture
- increasing my knowledge and understanding of how artists use 3D techniques to create meaningful work



3. Can you define the meaning of culture?

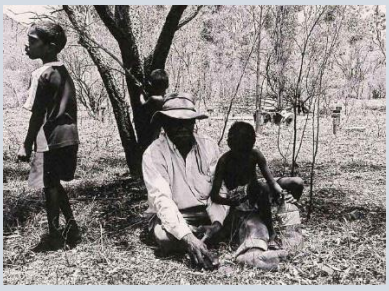
Red | Amber | Green

Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms:

I will learn to record...

- increasing my knowledge and understanding of how artists use 3D techniques to create meaningful work.

Indigenous Aboriginal art is centred on story telling. It is used as a chronical to convey knowledge of the land, events and beliefs of the Aboriginal people. The use of symbols is an alternate way to writing down stories of cultural significance, teaching survival and use of the land.

4. Can you use Art from another culture to inspire your own ideas?

Red | Amber | Green

Produce creative work exploring their ideas and recording their experiences:

I will learn how to develop...

- my knowledge and understanding of 3D design techniques
- my ability to use images and information to create ideas for a sculpture
- ideas in response to a theme inspired by art from other cultures
- my higher order thinking skills

5. Can you create an artefact inspired by Art from another Culture?

Red | Amber | Green

Become proficient in drawing, painting sculpture and other art, craft and design techniques:

I will learn how to develop...

- my knowledge and understanding of 3D design techniques
- my ability to use images and information to create ideas for a sculpture
- ideas in response to a theme inspired by art from other cultures
- my higher order thinking skills

6. Why is it important to evaluate?

Red | Amber | Green

Evaluate and analyse creative work using the language of art, craft and design:

I will learn how to...

- by reflecting on the development of my own work
- making connections between my own and artists' work
- suggesting ways I could I improve

How does my work link to the artist?

What has gone well and how have I challenged myself?

What could I do even better and challenge myself more?

What does someone else think about my work?

What new words have I learned?

How have I used the Formal Elements?

LINE / SHAPE / TONE / FORM / TEXTURE /

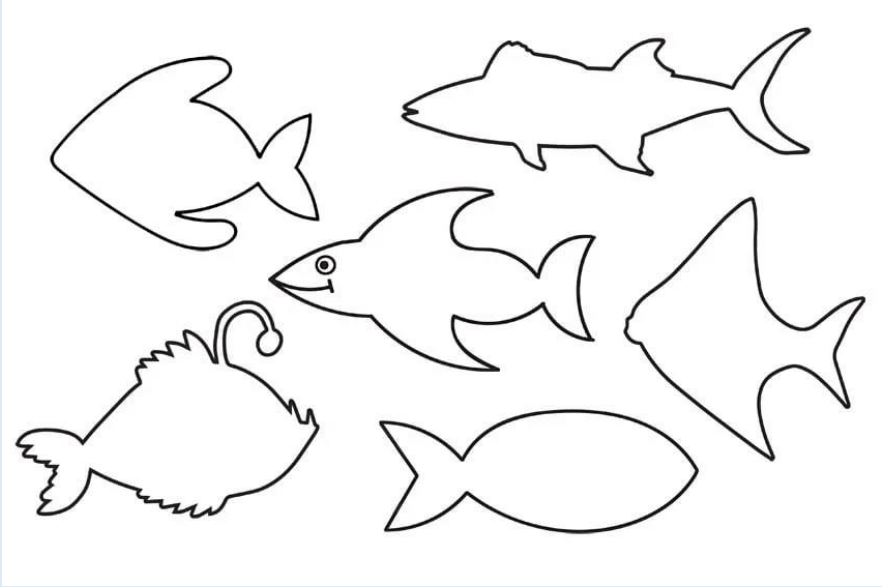
COLOUR / SCALE / PATTERN /

Task Description	Done?
Homework Booklet 5 ''Moai' monolithic human figures by Rapa Nui people' *(artist links to project through research of other cultures)* ***Duration-*** *30 minutes minimum on each of the 7 tasks (approx. 30 minutes per two-week cycle)* 	
<u>How can a piece of art reflect the culture it has come from?</u> Aboriginal X-Ray Art is an indigenous style of painting where the artist visualizes not only the external shape of the subject (usually animals, humans or spirit beings), but also its internal structure. These images are not anatomically accurate drawings; they are elegant designs that focus on those elements of the musculoskeletal system that are important to the artist. The X-ray painting technique is most commonly used in <u>Aboriginal bark painting</u>. It comprises outlined shapes, painted with flat colors and shaded with <u>'rarrk'</u>, a traditional style of cross-hatching.	

This example was influenced by the bark painting of a barramundi which is by an unknown artist from West Arnhem Land c.1961.

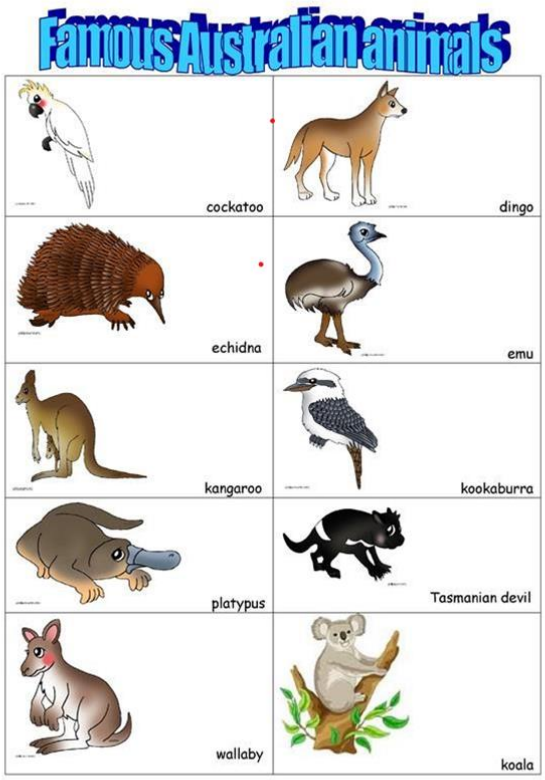
The ‘X-Ray’ painting technique comprises of outlined shapes, painted with flat colours and shaded with ‘rarrk’, an Aboriginal style of cross-hatching.

Can you decorate these fish templates with ‘rarrk’?



Why is drawing important in an Art project?

Below are pictures of famous Australian animals use them to create a post card design from Australia.

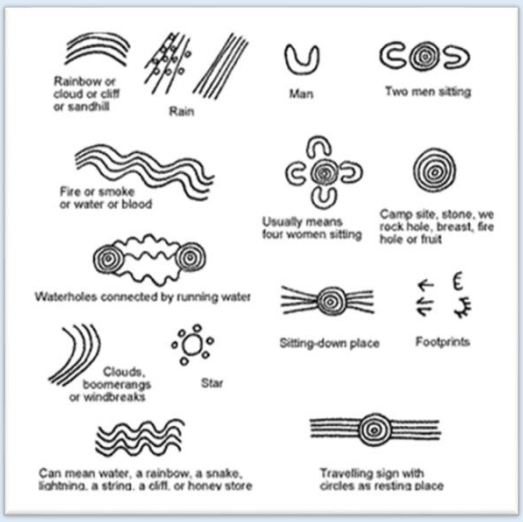


Can you define the meaning of culture?

Signs and symbols are embedded in Aboriginal culture and are used to tell stories in paintings.

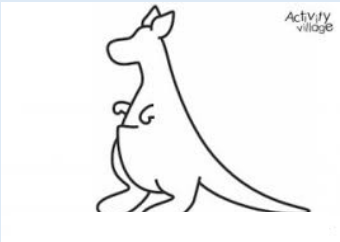
Create a story using the symbols and decorate with colours if you have some to hand

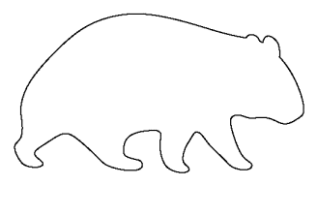
If you have paint and a stick practice dot painting the symbols

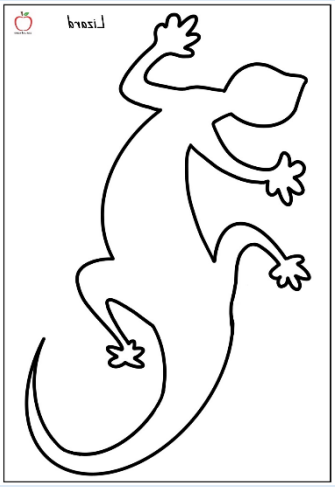


Can you use Art from another culture to inspire your own ideas?

Practice turning these Australian animals into an Aboriginal inspired works of art- use felt tip pens or paint.







Can you create an artefact inspired by another culture?

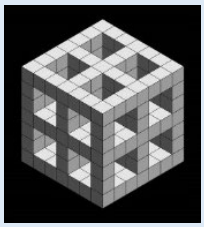
Choose the one you like best to draw big and complete as a painting as an extra challenge create a cardboard cut out to paint or make the animal in air dry clay.

Why is it important to evaluate?

Evaluate your best aboriginal animal

What has gone well and how have I challenged myself?
What could I do even better and challenge myself more?
What does someone else think about my work?

Subject: Product Design Year 7 & 8
Term: 3 Extension of
‘Phone Stand’ Project



Term Focus:

Through a series of activities, students develop skills in technical drawing using a variety of techniques specifically isometric drawing.

They investigate the iterative design process following through the initial ideas exploration through mind maps and sketches, then developing these with inspiration from their own hobbies and interests. Identifying ACCESS FM in their own artwork.

Prior Learning Links

In KS2 students will have looked through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.

Understanding the base of design and what it means, how to turn 2D into 3D and a light evaluation covering what went well and what could be adapted.

Pupils should be taught:

- How to use a booklet in order, keeping it neat and tidy to refer back to in later lessons.
- Follow the iterative design process
- Make a phone stand using the proper methods and processes
- Follow health and safety rules in the classroom

Future Learning Links

They would have had an introduction to CAD using 2D design, learning the basics ready to laser cut and engrave.

They also would have learned how to start off a project and follow the iterative design process.

Spent time learning to technically draw using isometric paper.

KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
I will learn the meaning of... The iterative design process, how technical drawing can be beneficial to developing ideas as well as the practical aspects of designing and making a physical phone stand with finally how to evaluate it using ACCESSFM.	ACCESS FM Aesthetics Cost Customer Environment Safety Size Function Material

1. How do designers use technical drawing skills to represent ideas and influence their practical products? **Red** **Amber** **Green**

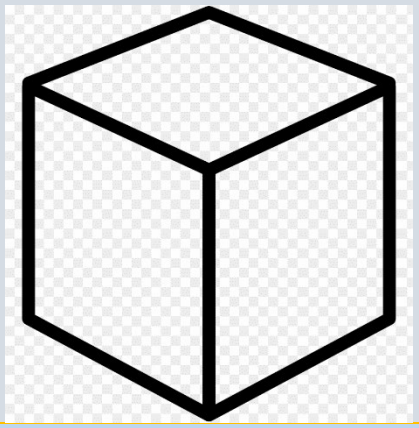
I will be able to…

- Identify what isometric drawings look like from the angles used
- Understand who some designers are that have used these
- Find ways to influence others ideas and techniques into my own work
- Find examples of isometric outcomes I am already aware of

2. What is Isometric drawing? **Red** **Amber** **Green**

I will learn to use…

Isometric drawings to better identify my intentions of the work I am going to create by following the lines in easy steps starting with a cube and developing to a crossy roads character and finally my design of the phone stand.



3. What is Rendering? **Red** **Amber** **Green**

I will learn…

- New terminology such as rendering and be able to identify what it is and how to use it
- I will have an understanding of basic IT such as copy, paste, how to open 2D design, how to email and how to shut down a computer.
- Identify key logos I NEED TO KNOW

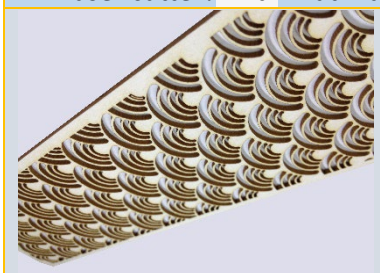
4. What is CAM? What is CAD? **Red** **Amber** **Green**

I will learn and be able to explain and use…

- CAD (Computer Aided Design)
- CAM (Computer Aided Manufacture)

From the initial stages of logging in
Being able to find the right software/ app
Executing the work positively well
Following instructions on how to vectorise, add text and use basic shape tools

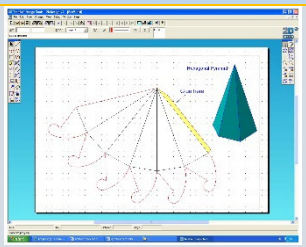
5. What are the different marks and textures that can be programmed into the laser cutter? And what materials can be cut, scored or etched on a laser cutter? **Red** **Amber** **Green**



I will learn…

How to test different materials on the laser cutter
What materials can be used on the laser cutter (Plastics, woods, metals and textiles)
The difference between black and red lines and the theory behind these.

6. How do I use the 2D Design programme to adapt an existing image?	Red	Amber	Green



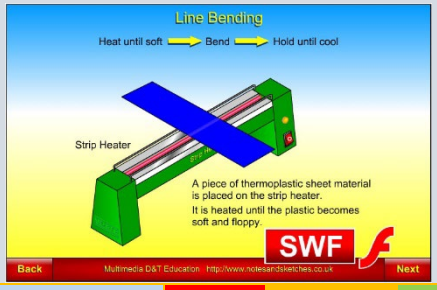
I will learn and be able to explain...
How to vectorise images, both online and our own work
What Grid Lock is and does
How to change the size of the paper
How to change from orthogonal to isometric
Look at REL and what this is for

7. How do I use the 2D Design programme to create a bold original image?	Red	Amber	Green

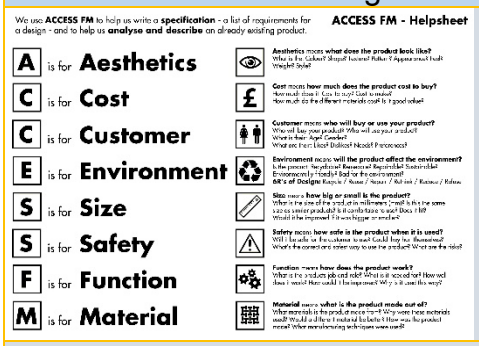
I will learn how to…
Vectorise an image
Use line and shape tools
Adjust size, thickness and colour
Recreate something from my booklet (Crossy Roads Character) on 2D Design following the same design methods

8. How do I bend/shape an acrylic sheet?	Red	Amber	Green

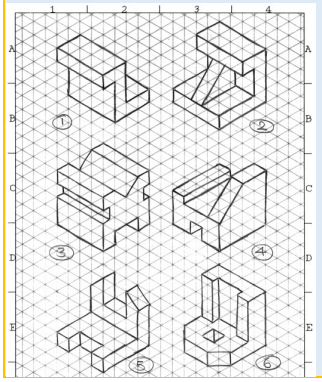
I will learn how to…
Be safe while using hot machinery
What personal protective equipment to wear (PPE)
What heat to have the line bender on
How to bend the plastic to the correct angle.



9. How to evaluate using ACCESS FM	Red	Amber	Green

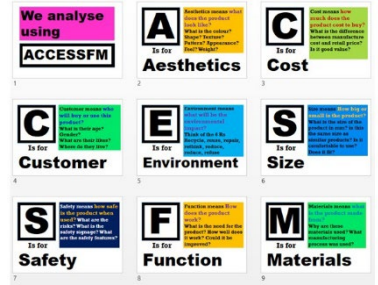


I will understand…
The importance of ongoing reflection of my idea and work
What ACCESS FM and what does it stand for
How to use it to ensure your product is to the best of your ability but also still aligning to the client and the ideas of the 'brief'

Task Description	Done?
Homework booklet 1 'Isometric drawing practice' Duration – 30 minutes minimum on each of the tasks	
 Draw the following images on plain paper using isometric styled drawing Use a pencil and a RULER!!!!	

Draw the following images on isometric paper (on teams to print or pick some up in class) using isometric styled drawing

Use a pencil and a RULER!!!!



Create a poster based on the ACCESS FM words (Link to all DT not just phone stands)

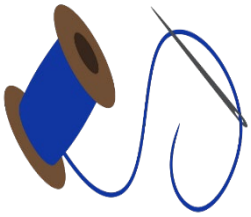
On plain paper (you can collect from C4).
Fold the paper in half twice (so you have 4 pieces on each side.
Draw out 8 different phone stand designs and what you think they should look like. Following different things your life (seasons, football, Olympics, animals, colours, school subject, your name, maybe one for a friend etc.

Create a mind map or list of different things you like and are interested in to help you develop ideas for your phone stand in class. Try and fill a whole A4 page.

Have a look at watching some 2D Design tutorials on YouTube specifically beginner ones to help you remember in class.
Write down key parts that you think would be helpful in class.

- How to vecotorise an image
- How to change the size of the paper
- How to use the shape and lien tools
- How to fully delete and partially delete things.

Textiles KS3 Term 1 & 2
- *Introduction to Textiles, health and safety, learning and using basic skills.*



Term Focus:

Following an Introduction to the subject and the health and safety required when using the basic hand sewing tools, students will be learning and demonstrating their skills whilst undertaking a basic task of sewing on a button, and then producing a small sampler.

In term 2 students will go on to design and plan to make a soft toy sea creature. They will go on to evaluate this soft toy.

Prior Learning Links

The national curriculum for design and technology aims to ensure that all pupils:

- ***Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.***
- ***Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.***
- ***Critique, evaluate and test their ideas and products and the work of others.***

Future Learning Links

Students will use the skills learned in these two terms to design the packaging suitable for their soft toy sea creature.

KEY VOCABULARY

KEY WORDS		KEY SUBJECT TERMINOLOGY	
Needle	*Pins*	*Threading*	*Sampler*
Scissors	*Stitch*	*Sewing*	*Seam*
Sew	*Stitch ripper*	*Straight stitch*	*Hem*
Thread	*Silk*	*Back stitch*	*Button*
Cotton	*Wool*	*Cross stitch*	
Denim	*Polyester*	*Blanket stitch*	

1. Do I know the potential hazards in the workroom?	**Red**	**Amber**	**Green**

I will learn to…

- Identify potential hazards to myself and others.
- Prevent accidents happening by following the rules.

2. Can I thread a needle and tie a simple knot?	**Red**	**Amber**	**Green**

I will learn to…

- Recognise thread.
- Use simple tools safely.

- Thread a needle.
- Tie a simple knot.




3. Can I sew on a button?	Red	Amber	Green

I will learn to…

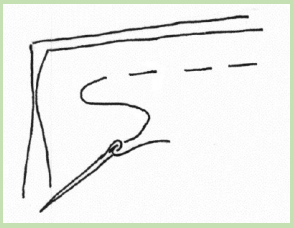
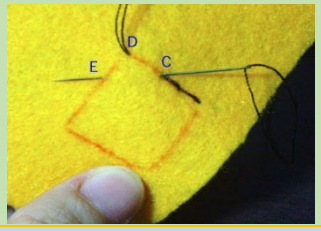
- Sew a button successfully onto a piece of calico. This is a real life skill.
- Evaluate my success.

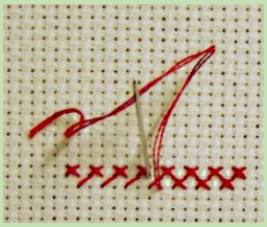
4. Can I demonstrate a range of simple stitches to make a sampler?	Red	Amber	Green

I will learn to…

- Demonstrate running/straight stitch.
- Demonstrate back stitch.
- Demonstrate cross stitch.
- Demonstrate blanket stitch.

All this will be done to produce a sampler.




5. Can I recognise the features of a sea creature?	Red	Amber	Green

I will learn to…

- Understand the different a variety features of a sea creature.
- Recognise the features I need to try to replicate in my toy.
- Identify which features are not going to be possible, but also which can be demonstrated using the skills I have learned and the resources that I have.



6. Can I design a sea creature to make into a toy?	Red	Amber	Green

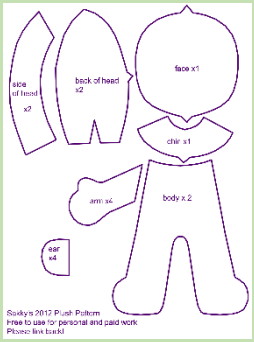
I will learn to …

- Using the skills learned previously, design my soft toy sea creature using spatial awareness and drawing skills.

7. Can I make a functional paper pattern? Red Amber Green

I will learn to…

- Draw up and make a function paper pattern using pencil and rulers.
- Be accurate in my measurements, understanding that this is important for the final product.



8. Can I use my paper pattern? Red Amber Green

I will learn to…

- Pin the paper pattern to my chosen fabric.
- Cut out accurately using fabric scissors.

9. Can I start to make my soft toy sea creature? Red Amber Green

I will learn to…

- Using the skills learned previously, to pin, tack and sew my soft toy sea creature.

10. Can I evaluate my soft toy sea creature? Red Amber Green

I will learn to…

- Recognise my successes.
- Identify any faults or improvements that could be made if the soft toy was made again.

HOME LEARNING TASKS

	Done?
Identifying Home Sewn textiles. • Looking around your home, can you identify which items have been sewn either by machine or by hand? • Choose 2 to tell us about. Write on an A4 piece of paper, perhaps include a photograph if possible.	
Do you have any old toys or clothes that were made for you? Perhaps by a relative or close friend? • If possible take a photo of the toy or piece of clothing. Alternatively draw it. • Write a paragraph about it and tell us why it is important to you.	
Could you sew a small needle/pin case to hold needles and pins at home? • If you have a piece of spare felt or other fabric, cut a piece approximately 12cm x 8cm. Fold over. • Cut 2 other pieces of fabric 10cm x 6 cm and fold over. • Place the smaller pieces inside each other and then place both of these inside the larger piece to make it look like a book. • Use a needle and thread to sew down the 'spine' of the 'book'. This should hold them altogether. • You could use stitches and/or buttons to decorate the front cover or your needle case. Your needles and pins can be kept inside.	
Do you know any embroidery stitches? • If you know any embroidery stitches you could use them to decorate your needle case. • Alternatively look on you tube to see if you can teach yourself to do chain stitch, or some fancy knot work.	

Subject Year 8 Term 3 – Theme: Nutrition. Baking

Term Focus –
Health and Nutrition
Baking
8 Dietary guidelines

Prior Learning Links

- Eatwell guide
- Nutrition / nutrients
- Various practical skills

Future Learning Links

- Nutrition in life stages
- Various practical skills

KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
Nutrients	**Eat well guide**
Macronutrients	**8 guidelines to healthy lifestyle**
Micronutrients	**Hand of nutrients**
Diet	**Healthy diet**
Amino acids	**Balanced diet**
Essential amino acids	**Energy needs**
Cholesterol	**Saturated fats**
Carbohydrates	**Type 2 diabetes**
Sugar	**Heart disease**
Starch	**Dry heat**
Dietary fibre	**Raising agent**
Free sugar	**Rubbing in**
Fruit sugar	**Stiff peak stage**
Obesity	
Digestive system	
Constipation	
Wholegrain	
Absorb	
Baking	
Whisking	
Beating Folding	

1. Why is it important to learn about nutrition and a balanced diet?

Red | Amber | Green

The body needs nutrition for

- Growth and repair of cells, body maintenance and energy – **Protein** provides this
- Warmth and energy, plus the protection of internal organs, comes from **Fats**
- Energy is provided by **Carbohydrates**
- Protection from illness and disease is provided by **Vitamins and Minerals**

The snacks, meals and drinks you eat make up your **diet.** It should include a variety of foods to make sure you get all the nutrition needed to keep healthy. No single food can supply all the nutrients you need. This is why you need a **balanced diet** containing all the different foods and provide all the nutrients and energy your body needs.

2. What are the eight dietary guidelines?

Red | Amber | Green

These 8 practical tips cover the basics of healthy eating and can help you make healthier choices.

The key to a healthy diet is to eat the right amount of calories for how active you are so you balance the energy you consume with the energy you use.

If you eat or drink more than your body needs, you'll put on weight because the energy you do not use is stored as fat. If you eat and drink too little, you'll lose weight.

You should also eat a wide range of foods to make sure you're getting a balanced diet and your body is receiving all the nutrients it needs.

It's recommended that men have around 2,500 calories a day (10,500 kilojoules). Women should have around 2,000 calories a day (8,400 kilojoules).

Most adults in the UK are eating more calories than they need and should eat fewer calories

3. What is the baking method of cooking?

Red | Amber | Green

There are many different ways in which we can cook food. The method used will depend on the food itself and often the time available for cooking.
Cooking with dry heat – With this method food is cooked in the oven (or under the grill) and no liquid is added.
Baking – pastry, bread, cakes are cooked in dry heat in a hot oven which cooks the food through.

Baking is a method of preparing food that uses dry heat, typically in an oven. The most common baked item is bread, but many other types of foods can be baked. Heat is gradually transferred from the surface of cakes, cookies, and pieces of bread to their centre. Dry heat cooking gives a distinctive richness to foods through the processes of caramelisation and surface browning. As heat travels through, it transforms batters and doughs into baked goods with a firm dry crust and a softer centre.[

4. What are raising agents and why do we use them?

Red | Amber | Green

Raising agents are added to mixtures to make them rise.
There are 3 types of raising agents: Chemical, mechanical, biological.
Chemical raising agents produce the gas carbon dioxide when they are heated with a liquid. The two most common are baking powder and bicarbonate of soda.
Yeast is a biological raising agent. It is a fungus. Fermentation is the process in which yeast produces the gas carbon dioxide, and alcohol.
Mechanical raising agents are air and steam. When air is incorporated into a mixture, the mixture rises. It can be added in many ways: Whisking, beating, sieving, creaming, and rubbing in. Steam is produced during cooking from water or other liquids in the mixture, as it is heated to boiling point in the oven. The oven temperature must be hot to ensure this happens.

HOME LEARNING TASKS	
Task Description	**Done?**
Practice using raising agents in home cooking	
Know and understand the 8 guidelines for healthy living	
Use the hand of nutrients to memorise the 5 main nutrients