

Knowledge Organiser

Year 8

Term 4
2024/25



The Abbey
School

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Term 4 Year 8 Diverse Anthology

Term Focus – Exploration of a range of diverse texts, including content and a range of text types to enrich student's understanding of the wider world

Prior Learning Links

- Developing students' confidence by exposing them to more challenging texts
- Developing students' knowledge of mature social themes prejudice and diversity
- Links to PHSE learning of the Protected characteristics which should strengthen their understanding of key social demographics protected under the Equality Act

Future Learning Links

- Non-Fiction extracts will link to GCSE Language Paper 2
- Fiction extracts will link to GCSE Language Paper 1
- Poetry tasks will link to GCSE Literature Paper 2 unseen poetry
- Analysis of texts will link to all GCSE skills



KEY VOCABULARY

KEY WORDS

Diversity: different or varied - people from a range of different social and ethnic backgrounds.

Autobiography: an account of a person's life written by that person

Redemption: the action of saving or being saved from sin, error, or evil

Prejudice: judgment or opinion; a negative, sometimes hostile attitude directed against an individual

Eid: an Islamic festival celebration that marks the end of Ramadan

KEY SUBJECT TERMINOLOGY

Patronise: to speak to or behave towards someone as if they are stupid or not important.

Stereotypes: an inaccurate idea held in common by many people

Empathy: sharing of another person's feelings, situation, or attitudes

Tolerance: the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with

Discrimination: the unjust treatment of people on the grounds of ethnicity, age, sex, or disability

1. What does diversity mean?

Red Amber Green

A	Anecdotes Alliteration	A personal experience and story as proof. A sequence of words beginning with the same letter.	Only last month, I found myself ... <i>Brutal</i> beatings ...
F	Facts	A thing that is known or proven to be true.	Twelve men lost their lives this month ...
O	Opinion	A view or judgement formed about something.	I believe that this chapter of our lives can be re-written ...
R	Rhetorical questions Reader involvement Repetition	A question asked to make a point, rather than get an answer. Directly addressing the reader to create a connection between speaker and listener. A word or phrase that is used more than once.	Who are they to call themselves masters? Together, we will fight back ... <i>Freedom</i> can be won back, <i>freedom</i> can lead us into the light, <i>freedom</i> is ours for the taking ...
E	Emotive language	A word choice used to prompt an emotional reaction.	The man's dignity was ripped away from him. He was pleading with me to help him ..
S	Statistics	A fact or piece of data.	Only 50% of the slaves on this plantation are still alive ...
T	Triplets	Three things that are listed in succession of each other.	We are strong, we are brave, and we are fighters ...

Protected Characteristics

Protected under the Equality Act 2010



2. How does Malala influence the audience using a range of language techniques?

Red

Amber

Green

The UN Declaration of Human Rights states:

"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

"Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace."

Education means different things to different people

- It is there to help develop the workforce of the future.
- It provides individuals with basic skills in literacy and numeracy.
- It provides individuals with the life skills they need for their future.
- It can help to develop well-rounded people and citizens within society.
- It can help to develop interests and passions in different subject areas.

Analytical verb	Meaning
Emphasises	Makes clearer to an audience by focusing on something
Conveys	To get across a message or idea to the audience
Highlights	Makes the audience focus on something by making an idea stand out
Exaggerates	To make something seem better or worse than it is to emphasise an idea to the audience.
Illustrates	Makes the audience see a particular image or idea
Amplifies	Emphasises something by making it clearer by adding more detail
Indicates	Helps the audience to see a particular idea
Evokes	Make an audience feel a particular emotion
Provokes	Makes the audience react to something
Reiterates	To re-emphasise to the audience; to repeat an idea for added emphasis.
Symbolises	Uses a particular image to represent a deeper meaning for the audience

3. Write your own autobiography

Red Amber Green

Use the timeline from your lesson to help you plan your own autobiography.
Use the following sentence starters to help you get started.

- What was your life like when you were very young?
- Where did you live and go to school?
- Who were the people who were important to you? Describe those people and why they were important.
- Did you have any siblings? Describe your relationship with them.
- Did you ever move house or schools? How did this make you feel?
- What is your life like now and how is it different to when you were very young?

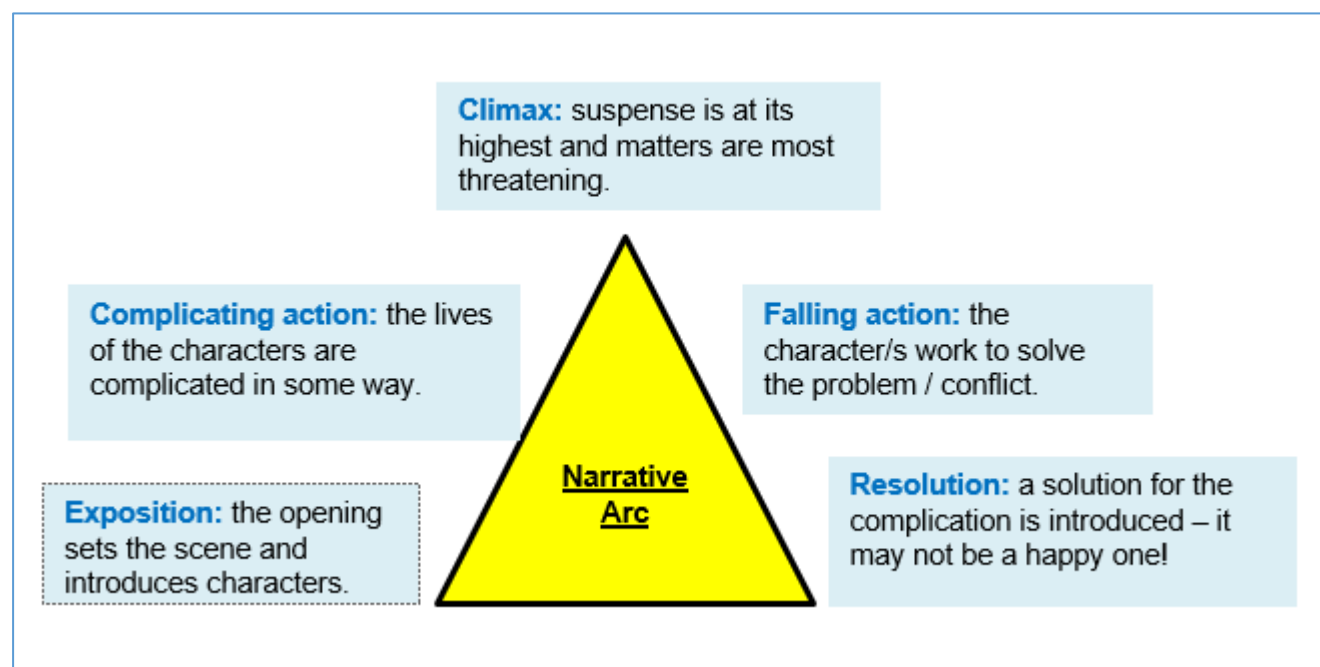
4. How does Hughes use characterisation to teach us about redemption?

Red Amber Green

Short story: *Thank You, Ma'am* by Langston Hughes, 1958.

Redemption

The act of saving or being saved from sin, error, or evil through her kind actions.



Structural technique	Meaning
Narrative arc	The progressive stages of a story from the beginning to the ending: exposition etc.
Linear narrative	Events are described in the order they happen = chronological order.
Non-linear narrative	Events are out of order (disrupted narrative).
Circular narrative	The ending of a story returns you to the beginning.
Flashback	Events from the past are revisited.
Cliff-hanger	The audience is left in suspense as to what will happen.
Narrative perspective	Who is telling the story? First person etc.
Characterisation	How a character develops in the story
Dialogue	A conversation between two or more people.
Setting	Location, time of year, time of day ...
Foreshadowing	A warning of a future event.
Mood and atmosphere	The emotional feeling created by a story.
Repetition	Something that reoccurs.
Contrast	Differences.
Focus	The centre of interest.

5. How does Robinson present paradise in the poem 'Portable Paradise'?

Red Amber Green

The noun **paradise** means a place or condition of great happiness where everything is exactly as you would like it to be.

The adjective **portable** means easily carried or transported.

Portable Paradise

And if I speak of Paradise,
then I'm speaking of my grandmother
who told me to carry it always
on my person, concealed, so
no one else would know but me.
That way they can't steal it, she'd say.
And if life puts you under pressure,
Trace its ridges in your pocket,
smell its piney scent on your handkerchief,
hum its anthem under your breath.
And if your stresses are sustained and daily,
get yourself to an empty room – be it hotel,
hostel or hovel – find a lamp
and empty your paradise onto a desk:
your white sands, green hills and fresh fish.
Shine the lamp on it like the fresh hope
of morning, and keep staring at it till you sleep.

6. Grace Nicholls: Island Man

Red **Amber** **Green**

Groggily: Weak and slow, usually due to being very tired.

Wombing: The 'womb' is where animals are usually born from within their mother

Grace Nichols appeals to our senses of sight and sound.

The images and sounds which she describes help us to see the differences between the two places.

The poem presents two contrasting pictures – the Caribbean Island in the man's head, and the reality of his London surroundings.

The words used in the first half of the poem describe the island. They contrast strongly with the words used in the second half of the poem, which describe London.

Morning
 And Island man wakes up
 To the sound of blue surf
 In his head
 The steady breaking and wombing

 Wild seabirds
 And fisherman pulling out to sea
 The sun surfacing defiantly

 From the east
 Of his small emerald island
 He always comes back groggily groggily

 Comes back to sands
 Of a grey metallic soar
 To surge of wheels
 To dull North Circular roar

 Muffling muffling
 His crumpled pillow waves
 Island man heaves himself

 Another London day

7. Caleb Femi: Thirteen

Red Amber Green

Thirteen

You will be four minutes from home
 when you are cornered by an officer
 who will tell you of a robbery, forty
 minutes ago in the area. *You fit*
the description of a man? – You'll laugh.
 Thirteen, you'll tell him: you're thirteen.

You'll be patted on the shoulder, then, by another fed
 whose face takes you back to Gloucester Primary School,
 a Wednesday assembly about *being little stars*.
 This same officer had an horizon in the east
 of his smile when he told your class that
 you were all *supernovas*,
the biggest and brightest ss.

You will show the warmth of your teeth
 praying he remembers the heat of your supernova;
 he will see you powerless – plump.
 You will watch the two men cast lots for your organs.

Don't you remember me? you will ask.
You gave a talk at my primary school.
 While fear condenses on your lips,
 you will remember that Wednesday, after the assembly,
 your teacher speaking more about supernovas:
 how they are, in fact, dying stars
 on the verge of becoming black holes.

Thirteen

- Age 13 – you become a teenager.
- Friday the 13th – considered an unlucky day.
- Buildings like hospitals and hotels skip the 13th floor
- Superstition – people are afraid and fear the number 13.
- At Jesus' last supper – Judas was the 13th and last to arrive. Judas betrayed Jesus – the bible story is synonymous with bad luck, betrayal, and negativity.
- Thirteen is considered a bad omen!

Prejudice

- Prejudice is an unjustified attitude or opinion, usually a negative, directed toward an individual for something the individual cannot control.
- Examples of prejudice that exist in society are, age, race, religion.
- The type of prejudice seen in the poem Thirteen is racial prejudice

Supernova (noun)

A **supernova** is a powerful and bright explosion of a star.

8 Reading skills for all texts

Red **Amber** **Green**

Reading Skills

Skimming

Looking for important information without reading the whole text.

Scanning

Reading to pick out a specific piece of information.

Inference

To read between the lines.

Summarise

Give a brief statement of the main points.

Quotation

A piece of the text that has been copied directly.

9 APE

Red **Amber** **Green**

To analyse texts successfully, remember to use A.P.E in your paragraphs

A: what is the answer to the question you've been asked?

P: prove your answer with a quotation.

E: explain why that quote helped you answer the question. Refer to any techniques, key words, reader feelings

Introduction:

Include the **TITLE, AUTHOR, GENRE** and then make a **LINK** to the question. Your link simply answers the question briefly. Remember **TAGL!**

A.P.E

2-3 Main body paragraphs exploring your ideas in relation to the question. APE sentence starters below.

Conclusion:

Finish with your final thoughts on how the monster is presented. Avoid repeating anything you have already said.

Answer it

I think...
The writer...
In this text...
I believe that...
It is clear that...
The speaker...
The writer creates ... by ...
My opinion is ...

A.P.E.

Prove it

For example...
I know this because...
The writer states that...
The text includes...
The character says...
For instance, the writer describes ...
as ...
I get this impression because...

A.P.E.

Explain it

This implies...
This suggests that...
This means that...
This makes you realise...
This creates a sense of...
This makes the reader think/feel...
This can be interpreted as...
The effect of this is...

A.P.E.

10 GOMASSIVE Language Techniques

Red Amber Green

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

11: Show don't tell

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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.*

12: Character

Red

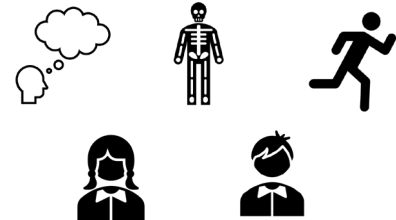
Amber

Green

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.

HOME LEARNING TASKS

Task Description	Done?
Write a story about being lost on an island	
Write a speech on a topic you feel strongly about	
Write your own autobiography about your life so far	
Reading Library book for 15-20 minutes each day.	
Create your own character and label with verbs and adjectives.	
Write a review of your favourite book.	

Technique	Meaning	Example from speech	Effect it has on the audience. Use analytical <i>verb(s)</i>
Pronouns	Words that replace names, “we”, “you,” “they”.		
Repetition	Repeating words or ideas again and again		
Metaphor	Saying something IS something else: the sky is a blue carpet.		
Examples	Providing specific examples to support ideas being put forward.		
Emotive language	Words and phrases which give off powerful emotions to the audience: This is disgusting.		
Hyperbole	Using ideas or words that exaggerate how bad or how good something is.		
Short sentences	Sentences of a shorter length that stand out from the rest of a speech.		

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

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



Capital Letters:

- **T**he first word of a sentence always has a capital letter.
- **T**he names of people: **J**ohn, **S**arah, **H**arry.
- **T**he names of places: **C**alifornia, **N**ew **Y**ork, **F**rance.

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

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- 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

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- **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

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

<u>Opener</u>	<u>Definition</u>	<u>Examples</u>
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

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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.**

their
there
they^are

7. Spellings

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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, **k**night, **g**nome, and doub**t**.

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.
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.

BECAUSE

8. Word Classes

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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

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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

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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 2x0=0 2x1=2 2x2=4 2x3=6 2x4=8 2x5=10 2x6=12 2x7=14 2x8=16 2x9=18 2x10=20 2x11=22 2x12=24	3x 3x0=0 3x1=3 3x2=6 3x3=9 3x4=12 3x5=15 3x6=18 3x7=21 3x8=24 3x9=27 3x10=30 3x11=33 3x12=36	4x 4x0=0 4x1=4 4x2=8 4x3=12 4x4=16 4x5=20 4x6=24 4x7=28 4x8=32 4x9=36 4x10=40 4x11=44 4x12=48	5x 5x0=0 5x1=5 5x2=10 5x3=15 5x4=20 5x5=25 5x6=30 5x7=35 5x8=40 5x9=45 5x10=50 5x11=55 5x12=60	6x 6x0=0 6x1=6 6x2=12 6x3=18 6x4=24 6x5=30 6x6=36 6x7=42 6x8=48 6x9=54 6x10=60 6x11=66 6x12=72	7x 7x0=0 7x1=7 7x2=14 7x3=21 7x4=28 7x5=35 7x6=42 7x7=49 7x8=56 7x9=63 7x10=70 7x11=77 7x12=84	8x 8x0=0 8x1=8 8x2=16 8x3=24 8x4=32 8x5=40 8x6=48 8x7=56 8x8=64 8x9=72 8x10=80 8x11=88 8x12=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 9x0=0 9x1=9 9x2=18 9x3=27 9x4=36 9x5=45 9x6=54 9x7=63 9x8=72 9x9=81 9x10=90 9x11=99 9x12=108	10x 10x0=0 10x1=10 10x2=20 10x3=30 10x4=40 10x5=50 10x6=60 10x7=70 10x8=80 10x9=90 10x10=100 10x11=110 10x12=120	11x 11x0=0 11x1=11 11x2=22 11x3=33 11x4=44 11x5=55 11x6=66 11x7=77 11x8=88 11x9=99 11x10=110 11x11=121 11x12=132	12x 12x0=0 12x1=12 12x2=24 12x3=36 12x4=48 12x5=60 12x6=72 12x7=84 12x8=96 12x9=108 12x10=120 12x11=132 12x12=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.

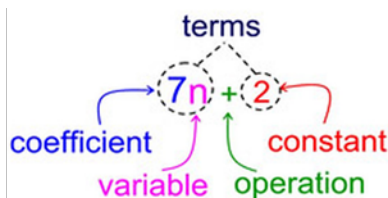
Like Terms: Terms that have the same letter and the same power.

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: $7 \times 5h$

$$= 7 \times 5 \times h$$

$$= \underbrace{7 \times 5}_{35} \times h$$

$$= 35h \checkmark$$

Simplify : $7e \times 5h$

$$7e \times 5h$$

$$= 7 \times e \times 5 \times h$$

$$= 7 \times 5 \times e \times h$$

$$= 35eh \checkmark$$

3. How do I substitute into expressions?

Red Amber Green

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

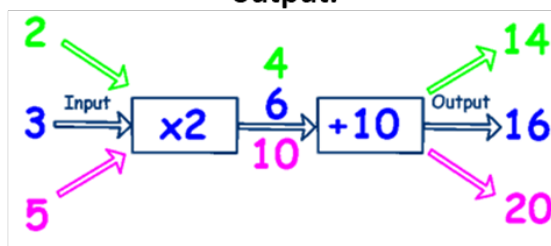
If $a = 5$ & $b = 2$

$a + b =$	$5 + 2 = 7$
$a - b =$	$5 - 2 = 3$
$3a =$	$3 \times 5 = 15$
$ab =$	$5 \times 2 = 10$
$a^2 =$	$5^2 = 25$

4. What is a function machine?

Red Amber Green

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

$x + 9 = 16$ $-9 \quad -9$ $x = 7$	$x - 12 = 20$ $+12 \quad +12$ $x = 32$	$\frac{x}{3} = 5$ $\times 3 \quad \times 3$ $x = 15$	$2x + 5 = 14$ $-5 \quad -5$ $2x = 9$ $\div 2 \quad \div 2$ $x = 4.5$
$\frac{x}{4} - 2 = 4$ $+2 \quad +2$ $\frac{x}{4} = 6$ $\times 4 \quad \times 4$ $x = 24$	$2(3x + 5) = -14$ expand $6x + 10 = -14$ $-10 \quad -10$ $6x = -24$ $\div 6 \quad \div 6$ $x = -4$	$2x + 7 = 5x + 1$ $-2x$ (smallest x term) $+7 = 3x + 1$ $-1 \quad -1$ $6 = 3x$ $\div 3 \quad \div 3$ $2 = x$	

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.

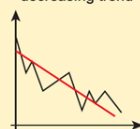
Key point

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 a decreasing trend

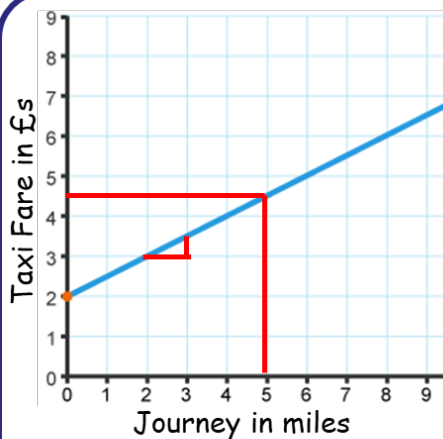


10. Conversion graphs

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

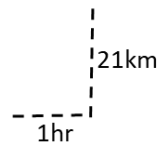
Red

Amber

Green

Horizontal sections are where the object is stationary

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



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

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

$$\text{Speed} = 21\text{km/h}$$

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	

KS3 Science – Year 8 – Block 14 Waves

TERM FOCUS – Waves and their properties

Big Ideas:

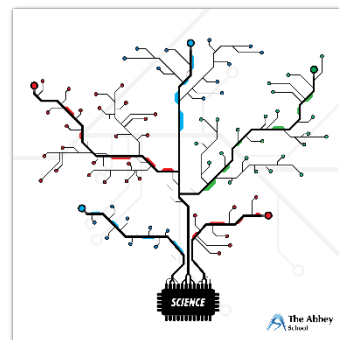
How do waves transfer energy? What are the different types of wave and what are the properties of each one?

Prior Learning Links

1. KS2 Science – Wave motion and forces
2. KS3 Science – Energy transfers

Future Learning Links

1. P6 GCSE Combined Science Trilogy – Waves
2. P6 GCSE Physics – Waves
3. A Level sciences



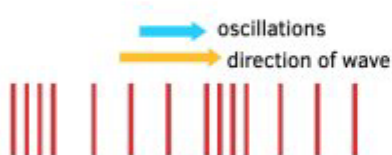
1. What can we tell about a wave?

Red

Amber

Green

Longitudinal Waves



Transverse Waves



Longitudinal waves transfer energy in the same direction that they are travelling in (parallel)

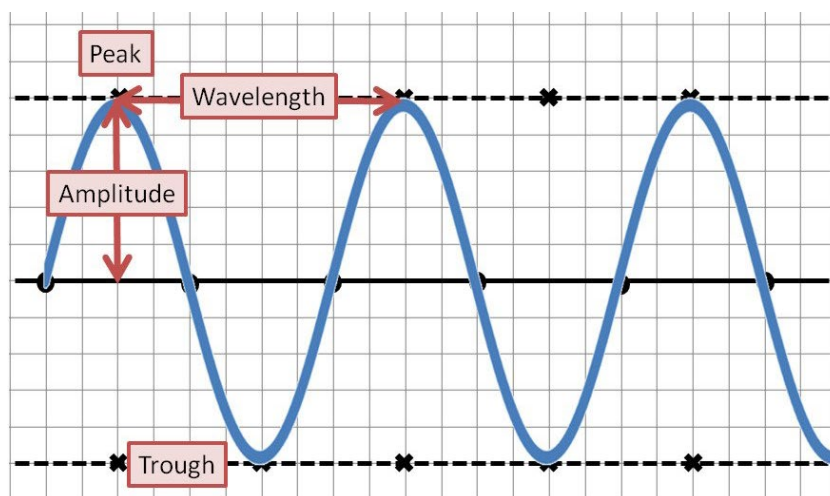
Transverse waves transfer energy at right angles to the direction that the wave is moving in (perpendicular).

2. What do we mean by the frequency of a wave?

Red

Amber

Green



The key features of waves are:

Peak	The highest part of the wave
Trough	The lowest part of the wave
Amplitude	How tall the wave is measured
Wavelength	The distance from the peak of one wave to the peak of the next
Frequency	The number of waves that happen each second
Period	The number of seconds it takes for one wave.

3. How do different materials behave when light shines on them?

Red

Amber

Green

Different materials interact with light in different ways:

Glass windows are transparent, they let light travel through and you can see what is on the other side of the glass clearly.

Frosted windows are translucent, they let most of the light through but do not allow you to see clearly what is on the other side.

Brick walls are opaque, they do not allow all the light through and you cannot see what is on the other side.

Type of material

Transparent

Translucent

Opaque

When light reflects from an object the light rays can be aligned together and give a clear reflection like a reflection of a mountain in a lake. This is known as specular reflection.

When light rays reflect from a rough surface, they are reflected in all different directions. This makes the image blurry and unfocused.

Reflected Light

Specular reflection

Diffuse reflection

4. How can we change rays of light?

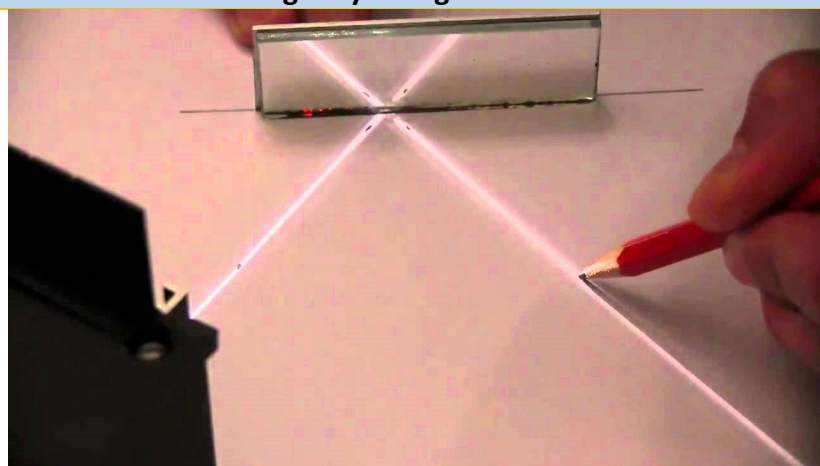
Red

Amber

Green

The image shows how to use Science equipment to measure the angles of incidence and reflection in an experiment.

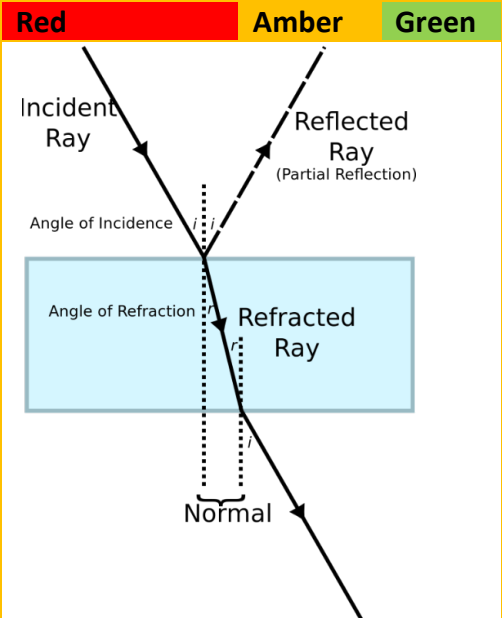
The Normal is missing from this photograph – it is a 90° line from the surface of the mirror, where the light ray strikes the mirror.



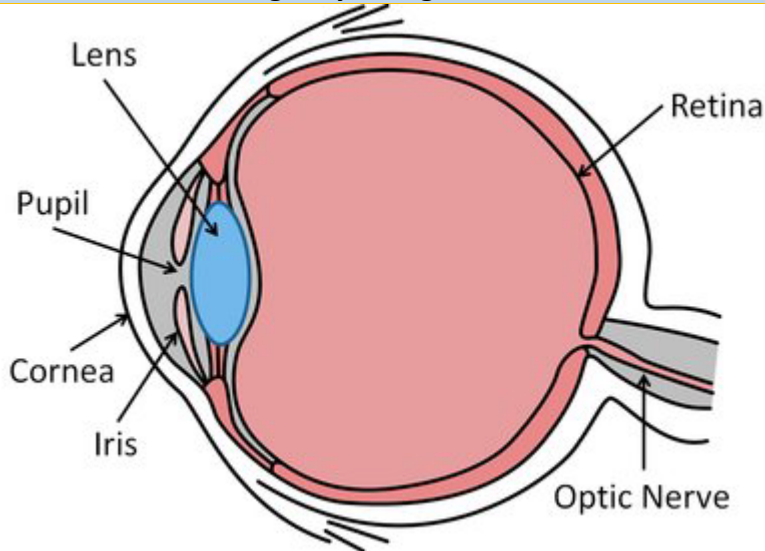
5. How can we change rays of light?

When light hits a surface that is transparent, the light ray seems to bend. This is known as refraction and is down to a change in speed of the light waves.

This can be seen when you get into a bath and it looks like your legs are bent, or when a straw is put into a glass of water and the straw looks like it is bent – the light rays are being refracted as they go through the water making the object seem to change shape.



6. How can we change rays of light?



Red Amber Green

The eye is the organ that allows us to see. It takes in light rays through the cornea (beginning to focus the light) and the pupil. The rays of light travel through the lens to be focussed onto the Retina at the back of the eye. This converts the light rays into electrical signals that are sent to the brain. The brain interprets these signals into the image that we see.

7. How does natural light transfer energy?

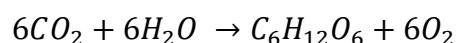
Plants make use of the natural light from the sun to grow in Photosynthesis.

The equation for photosynthesis is:

Carbon Dioxide + Water → Glucose + Oxygen

The plant needs chlorophyll in the leaves to let this reaction happen.

In symbols:



Red Amber Green



8. How does artificial light transfer energy?

Red

Amber

Green



Greenhouses can use artificial lights to help plants to grow.

This comes with an electrical cost to the farmer and an environmental cost to generate the electricity.

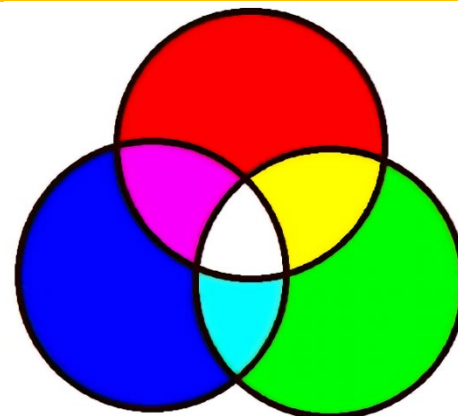
9. What happens when different colours are mixed together?

Red

Amber

Green

White light is a mixture of all of the colours of the rainbow. When we see colours we are seeing what the object reflects from the white light. For example plant leaves appear green because they reflect the green part of the light that comes from the sun. This means that the leaf is absorbing the other colours from the white light.

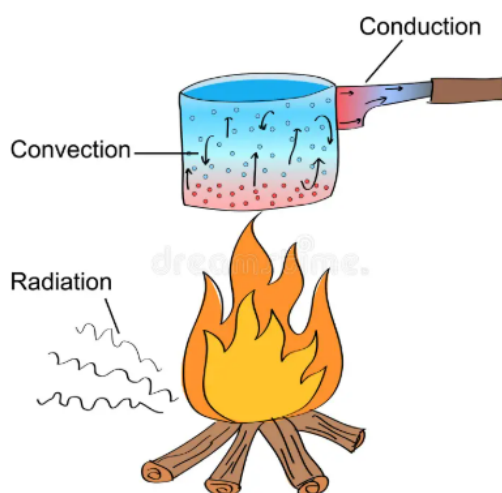


10. How do energy transfers occur?

Red

Amber

Green



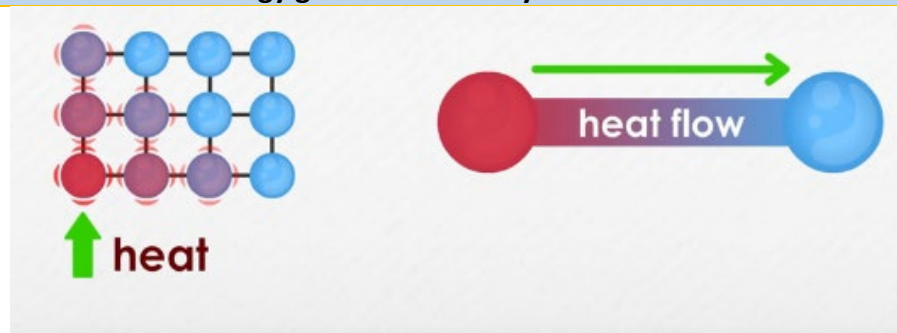
Energy transfers involve energy being changed from one energy store to another. In the picture chemical energy in the wood is being transferred to thermal energy in the pan and the water by transfers called conduction, convection and radiation.

11. How does energy get transferred by conduction?

Red

Amber

Green



Conduction is a method of heat transfer. It happens best in solids and best of all in metals.

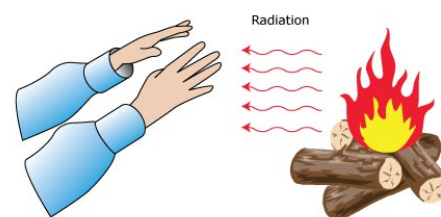
Heat energy makes the particles in a substance vibrate. The hotter the substance gets, the bigger the vibrations are. These vibrations mean that the particles can collide into their neighbours passing the vibrations on and transferring the heat energy.

Conductors such as metals are the best at transferring energy this way.

12. How does energy get transferred by radiation?**Red****Amber****Green**

Any object at a high temperature gives out thermal radiation. The hotter the object is, the more thermal energy it has and the more radiation it can give out.

The radiation is in the Infra-red part of the spectrum – an infra-red camera allows us to see in the dark because we are viewing the heat energy being given out rather than light.

**HOME LEARNING TASKS****Task Description****Done?**

Look, cover, write and check the key parts of a wave

Draw a ray diagram for reflection from memory

Give different examples and an explanation of materials that are transparent, translucent and opaque.

Describe the path of a light ray as it enters the eye

Explain the best conditions (in natural light) that a plant would need to grow at its best.

A blacksmith is making a new horseshoe from iron. When he heats the iron up it seems to glow, which type of heat transfer is this? Why does it glow red?

History Year 8 Term 4 – The Second World War & the Home Front

In this unit, you will explore the causes, key events, and impacts of World War II, focusing on the home front in Britain. You will examine the influence of WWI and the Treaty of Versailles on WWII, the effects of appeasement, and the significance of pivotal events like the Battle of Britain and Dunkirk. You will learn about civilian experiences, including evacuation, rationing, and the 'Blitz Spirit.'



BBC Bitesize
<https://www.bbc.co.uk/bitesize/topics/zk94jxs>

Prior Learning Links

- From SOL

Future Learning Links

- From SoL

KEY VOCABULARY

Historical Skills 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 Second World War & the Home Front Generic Vocabulary

Alliance: A union or association formed for mutual benefit, especially between countries or organizations, to achieve common goals.
Appeasement: A policy of making concessions to an aggressive power in order to avoid conflict, particularly associated with British policy towards Nazi Germany before WWII.
Conflict: A serious disagreement or argument, often protracted, which in this context refers to a war or prolonged battle.
Mobilization: The act of assembling and preparing troops and resources for war, including the recruitment of soldiers and the organization of supplies.
Morale: The confidence, enthusiasm, and discipline of a person or group, especially among civilians and soldiers during wartime.
Occupation: The control and possession of a country or territory by foreign military forces, such as Nazi Germany's occupation of several European countries during WWII.
Propaganda: Information, especially biased or misleading, used to promote a political cause or point of view, often used during wartime to influence public opinion.
Resistance: The refusal to accept or comply with something; active efforts to oppose or fight against an occupying force or enemy.
Strategy: A plan of action or policy designed to achieve a major or overall aim, often used in military contexts to refer to planning and conducting campaigns.
Tactic: An action or strategy carefully planned to achieve a specific end, particularly in the context of military operations.

The Second World War & the Home Front Specific Vocabulary

1. **Adolf Hitler:** The dictator of Nazi Germany from 1934 to 1945, responsible for initiating World War II and orchestrating the Holocaust.
2. **Air Raid Precautions (ARP):** Measures and organizations established in Britain to protect civilians from air raids, including shelters and warning systems.

3. **Allied Powers:** The coalition of countries, including the United States, the United Kingdom, the Soviet Union, and France, fighting against the Axis Powers during WWII.
4. **Axis Powers:** The coalition of countries led by Germany, Italy, and Japan, which opposed the Allied Powers in WWII.
5. **Bletchley Park:** The British government's codebreaking centre during WWII, where critical intelligence was gathered, including the breaking of the Enigma code.
6. **Blitzkrieg** - A German military tactic meaning "lightning war," characterized by rapid and overwhelming attacks using coordinated air and ground forces.
7. **Blitz:** The term used to describe the intense and sustained bombing of British cities by Nazi Germany during WWII, particularly in 1940-41.
8. **D-Day:** The Allied invasion of Normandy, France, on June 6, 1944, which marked the beginning of the end of German occupation in Western Europe.
9. **Evacuation:** The process of removing civilians, especially children, from areas of danger, such as the evacuation of children from London during the Blitz.
10. **Hiroshima:** The Japanese city bombed by the United States with an atomic bomb on August 6, 1945, leading to massive destruction and loss of life.
11. **Home Guard:** A British military defense organization composed of local volunteers, also known as "Dad's Army," formed to defend Britain against invasion.
12. **Manhattan Project:** The secret U.S. project that developed the atomic bombs dropped on Hiroshima and Nagasaki, leading to the end of WWII in the Pacific.
13. **Munich Agreement:** The 1938 accord between Britain, France, Germany, and Italy, which allowed Nazi Germany to annex parts of Czechoslovakia, a key act of appeasement.
14. **Nazi Party:** The political party led by Adolf Hitler, which established a totalitarian regime in Germany and was responsible for initiating WWII and the Holocaust.
15. **Normandy:** The region in France where the Allied forces landed on June 6, 1944, in the D-Day invasion, leading to the liberation of Western Europe.
16. **Operation Barbarossa:** The code name for the Nazi invasion of the Soviet Union in June 1941, which marked a significant escalation in the war.
17. **Operation Overlord:** The code name for the Allied invasion of Normandy, also known as D-Day, which was a turning point in the war.
18. **Pearl Harbour:** The site of the Japanese attack on December 7, 1941, which led to the United States' entry into WWII.
19. **Rationing:** The controlled distribution of scarce resources, goods, or services, used in Britain and other countries to manage shortages during WWII.
20. **Rommel:** Erwin Rommel, a prominent German Field Marshal known as the "Desert Fox," famous for his leadership in North Africa.
21. **Soviet Union:** The socialist state led by Joseph Stalin during WWII, which was a major Allied Power fighting against the Axis Powers.
22. **Stalingrad:** The site of a major battle between Nazi Germany and the Soviet Union from 1942 to 1943, which marked a turning point on the Eastern Front.
23. **United Nations:** An international organization founded in 1945 after WWII to promote peace, security, and cooperation among countries.
24. **V-E Day:** Victory in Europe Day, celebrated on May 8, 1945, marking the official end of WWII in Europe with the surrender of Nazi Germany.
25. **Winston Churchill:** The British Prime Minister during WWII, known for his leadership and oratory skills that inspired British resistance against Nazi Germany.

1. How did the First World War and the Treaty of Versailles impact the outbreak of World War II?	Red	Amber	Green
Can you explain how the Treaty of Versailles contributed to the conditions leading to WWII? Are you able to identify specific political and economic consequences of WWI that influenced the rise of totalitarian regimes? Can you discuss how the dissatisfaction with the Treaty of Versailles fueled aggressive expansionist policies?			
2. How did appeasement impact the outbreak of World War II?	Red	Amber	Green
Can you describe the policy of appeasement and which leaders were involved in its implementation? Are you able to explain the key events where appeasement was used, such as the Munich Agreement?			

Can you evaluate whether appeasement delayed or exacerbated the onset of WWII?			
3. Was the evacuation of Dunkirk a success or a failure?	Red	Amber	Green
Can you outline the events of the Dunkirk evacuation and the challenges faced? Are you able to discuss the strategic and psychological impacts of the evacuation on both the Allies and Axis powers? Can you assess the short-term and long-term effects of Dunkirk on the course of WWII?			
4. How did Britain win the Battle of Britain?	Red	Amber	Green
Can you identify the key strategies and tactics used by Britain to defend against the German Luftwaffe? Are you able to explain the role of radar, the Royal Air Force (RAF), and the civilian population in the victory? Can you discuss the significance of the Battle of Britain in the wider context of WWII?			
5. How significant was the Battle of Britain?	Red	Amber	Green
Can you describe the immediate and long-term impacts of the Battle of Britain on the war? Are you able to explain how the outcome of the battle affected German and British military strategies? Can you evaluate the Battle of Britain's impact on morale and its role in preventing a German invasion?			
6. Was there such a thing as a 'Blitz Spirit'?	Red	Amber	Green
Can you define the term 'Blitz Spirit' and describe what it represented during the war? Are you able to provide examples of how British civilians demonstrated resilience during the Blitz? Can you assess whether the concept of the 'Blitz Spirit' accurately reflects the experiences of people during the Blitz?			
7. What was the experience of evacuation like for the youth of England?	Red	Amber	Green
Can you describe the process and conditions of evacuation for children from urban areas? Are you able to explain the emotional and psychological impact of evacuation on children and their families? Can you discuss the effects of evacuation on children's education and social development?			
8. How did people cope with rationing during the Second World War?	Red	Amber	Green
Can you describe the system of rationing implemented in Britain and its impact on daily life? Are you able to explain the challenges and adjustments that people had to make due to rationing? Can you evaluate how rationing affected different segments of society, including children, adults, and the elderly?			
9. What role did propaganda play in shaping public opinion and morale during WWII?	Red	Amber	Green
Can you identify key examples of propaganda used by the British government during the war? Are you able to explain how propaganda influenced public opinion and behaviour? Can you discuss the effectiveness of propaganda in maintaining morale and support for the war effort?			
10. How did the roles of women change during WWII?	Red	Amber	Green
Can you describe the different roles women took on during WWII, both in the workforce and in the military? Are you able to explain the impact of these roles on gender expectations and societal norms? Can you assess the long-term effects of women's contributions during WWII on post-war gender roles and employment?			
11. What were the major events and turning points on the home front during WWII?	Red	Amber	Green
Can you identify key events that significantly impacted civilian life and the war effort at home? Are you able to describe the role of various organizations and government policies in managing the home front? Can you evaluate the effects of these events on the overall conduct and outcome of the war?			
12. How did World War II lead to changes in international relations and the global order?	Red	Amber	Green
Can you describe the immediate changes in international relations following the end of WWII? Are you able to explain the establishment and role of new international organizations, such as the United Nations? Can you assess how the outcomes of WWII influenced global power dynamics and the onset of the Cold War?			
HOME LEARNING TASKS			
Task Description	Done?		
Use 'Look, Cover, Write, Check' to learn the key vocabulary			
Complete the first five units on BBC Bitesize using the QR Code at the top of the page. Once you have completed all tasks, test your knowledge on the end of topic quiz until you achieve 100%!			
Exam Style Question: Describe two features of the Treaty of Versailles. (4 marks)			
Exam Style Question: Describe two features of Blitzkrieg Tactics. (4 marks)			
Exam Style Question: Explain how the evacuation of Dunkirk could be considered a failure for the British. (12 marks)			
Exam Style Question: 'The Battle of Britain was lost by the Nazis rather than won by the British.' How far do you agree? (16 marks)			

Geography Year 8 Term 4 – Climate change and earth's future

Climate change is one of the most pressing issues facing the planet today. Over Earth's history, climate has changed naturally, but human activities in the last 200 years have accelerated global warming. Scientists study evidence from ice cores, temperature records, and rising sea levels to understand these changes. Climate change leads to extreme weather, melting ice caps, rising sea levels, and threats to biodiversity. As a global challenge, it requires both adaptation (adjusting to new conditions) and mitigation (reducing causes of climate change).

Prior Learning Links

- Physical and human interconnections continued from Terms 2 and 3.
- Longitude and Latitude Term 2 for Climate.
- Geographical skills in Term 1 required for Local Geographical Fieldwork Investigation.

Future Learning Links

- Term 5 leads on from Term 4 with the hydrological cycle from the atmosphere to the ground.
- Rivers introduced Term 1, with frozen rivers (glaciers) Term 2 and flooding Term 3 Bangladesh Asia.

KEY VOCABULARY

KEY WORDS

Global Atmospheric Circulation (GAC) – The worldwide system of winds that moves heat from the equator to the poles, influencing climate and weather patterns.

Hadley Cell – A large-scale air movement in the tropics, where warm air rises at the equator, moves poleward, cools, and sinks around 30° latitude, creating deserts.

Ferrell Cell – The mid-latitude circulation cell, where air moves from 30° to 60° latitude, bringing variable weather and influencing storm systems.

Polar Cell – The smallest and coldest circulation cell, where air sinks at the poles and moves towards 60° latitude before rising, contributing to cold and dry polar climates.

Equator – An imaginary line around the middle of the Earth, dividing it into the Northern and Southern Hemispheres; regions near the equator experience hot and humid climates due to intense solar energy.

Volcanic Eruptions – Natural events that release ash, gases, and dust into the atmosphere, sometimes leading to short-term global cooling by blocking sunlight.

Orbital Theory – The idea that long-term changes in Earth's orbit affect climate patterns, contributing to Ice Ages and warming periods.

Milankovitch Cycles – A theory explaining how variations in Earth's orbit, tilt, and wobble over thousands of years influence climate change and Ice Ages.

Agriculture – The farming of crops and livestock, which contributes to climate change through deforestation, methane emissions from cattle, and soil degradation.

Fossil Fuels – Energy sources like coal, oil, and gas formed from ancient organic material; their combustion releases greenhouse gases that drive global warming.

Deforestation – The large-scale removal of trees, reducing Earth's ability to absorb CO₂ and leading to an increase in greenhouse gases in the atmosphere.

Greenhouse Effect – The natural process by which greenhouse gases trap heat in the Earth's atmosphere, keeping the planet warm but causing global warming when intensified by human activities.

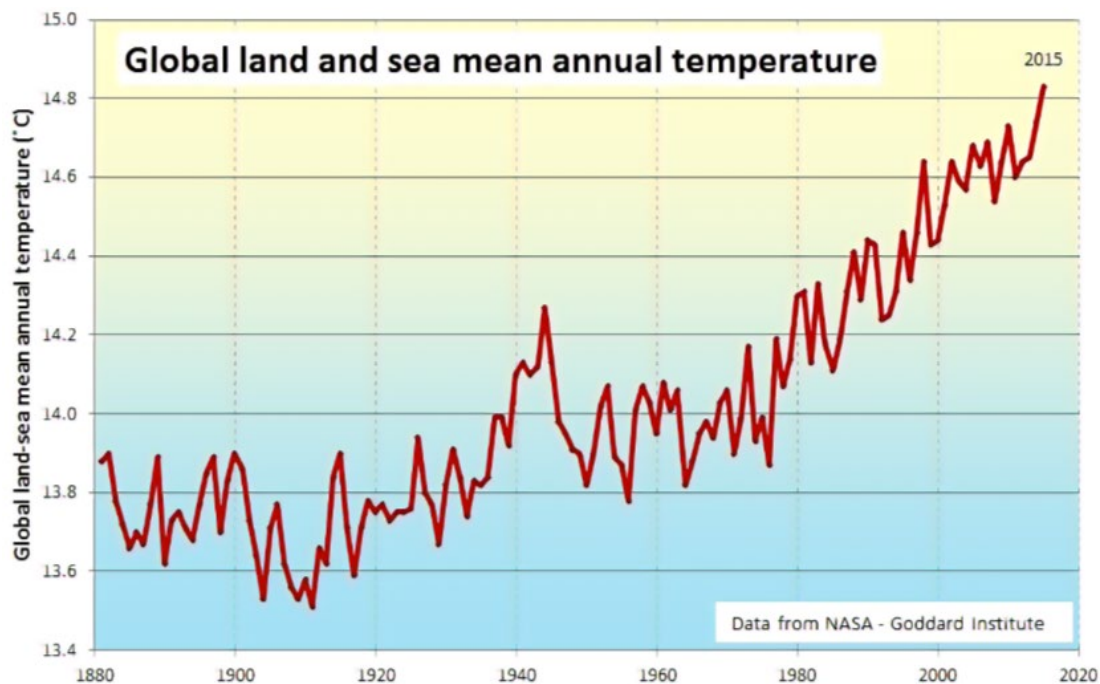
Mitigation – Actions taken to reduce or prevent the causes of climate change, such as switching to renewable energy, increasing energy efficiency, and afforestation.

Climate Graphs – Graphs that display temperature and precipitation patterns for a specific location over a year, helping to analyse climate trends.

Climate Change Data – Scientific measurements, including temperature records, sea level rise, ice core samples, and CO₂ levels, used as evidence for climate change.

There is strong scientific evidence that the Earth's climate is changing. Key pieces of evidence include:

- **Rising global temperatures** – Average global temperatures have increased by over 1°C since the late 19th century.
- **Melting ice caps and glaciers** – Arctic sea ice is shrinking, leading to rising sea levels.
- **Changing weather patterns** – More extreme storms, droughts, and heatwaves.
- **Sea level rise** – Due to melting ice and thermal expansion of ocean water.
- **Shifts in ecosystems** – Changing migration patterns of animals and earlier blooming of plant



2. How does climate vary across the world?

Red

Amber

Green

Climate varies based on location due to several factors:

- **Latitude** – Equatorial regions are hotter, while polar regions are colder.
- **Altitude** – Higher places are cooler (e.g., mountains).
- **Proximity to the ocean** – Coastal areas have milder climates than inland areas.
- **Ocean currents** – Warm currents (e.g., the Gulf Stream) raise temperatures, while cold currents (e.g., the Labrador Current) lower them.

3. What is an Ice Age?

Red

Amber

Green

An Ice Age is a long period in Earth's history when global temperatures are much lower, leading to the expansion of glaciers and ice sheets. The most recent Ice Age ended around 12,000 years ago. Ice Ages are caused by:

- **Changes in Earth's orbit and tilt** (Milankovitch cycles).
- **Lower levels of greenhouse gases** in the atmosphere.
- **Volcanic activity** producing cooling effects from ash and gases.

Effects of ice ages:

- Growth of massive glaciers and ice sheets.
- Lower sea levels as water is locked in ice.
- Changes in ecosystems and animal migration patterns.

5. What are the physical and human factors that contribute to climate change?

Red

Amber

Green

Climate change has been influenced by physical (natural) factors and human factors. These include:

Physical factors (Natural causes):

- **Milankovitch Cycles** – changes in the Earth's orbit and tilt affect climate over thousands of years.

- Volcanic eruptions release gas and ash that can temporarily cool or warm the planet
- Changes in solar activity – variations in the sun's output can cause slight temperature changes.
- Ocean currents affecting global temperatures e.g. El Nino.

Human factors (Anthropogenic causes):

- Burning fossil fuels (coal, oil, gas) – releases CO₂ and methane which traps heat in the atmosphere.
- Deforestation reducing CO₂ absorption.
- Agriculture producing methane from livestock.
- Industrialisation and transport – factories, cars and planes emit greenhouse gases.

6. Humans are entirely to blame for climate change. To what extent do you agree?

Red

Amber

Green

This is a **debate question** with different perspectives. Some people think that humans are entirely to blame for climate change, whereas other people argue that the phenomena is natural and not man-made:

- **Agree** – Scientists have shown human activity is the main driver of recent climate change. Industrialization, deforestation, and burning fossil fuels have led to rising CO₂ levels.
- **Disagree** – Climate has always changed naturally, with Ice Ages and warm periods occurring throughout history. Some argue that natural cycles still play a role.

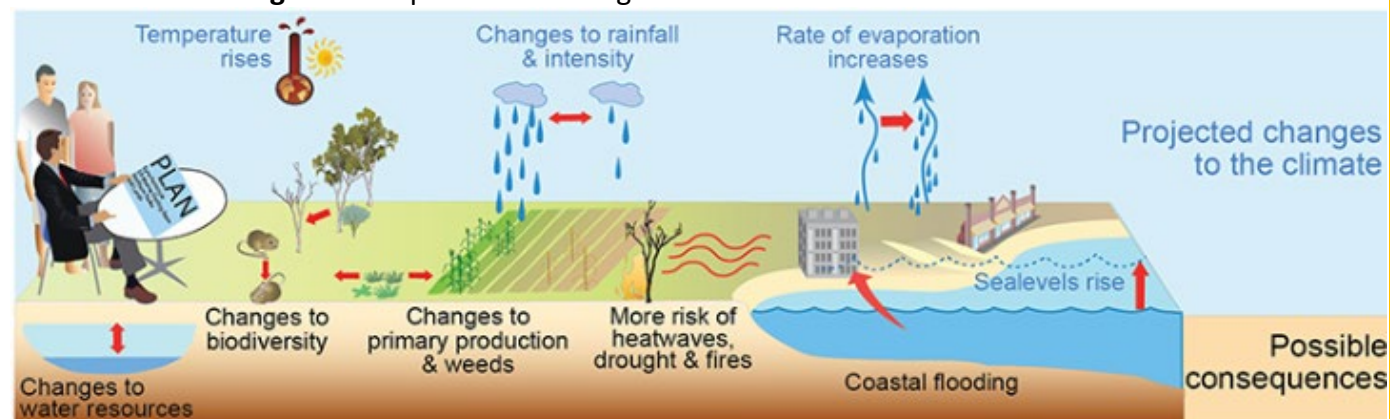
7. What are the consequences of climate change globally?

Red

Amber

Green

- **Rising sea levels** – Flooding in low-lying countries (e.g., Bangladesh, the Maldives).
- **Extreme weather events** – More frequent hurricanes, droughts, and wildfires.
- **Biodiversity loss** – Species struggling to adapt to rapid temperature changes.
- **Food and water shortages** – Droughts affecting crop yields.
- **Climate refugees** – People forced to migrate due to uninhabitable conditions.



8. What are the consequences of climate change for the UK?

Red

Amber

Green

- **Warmer temperatures** – Hotter summers and milder winters.
- **More flooding** – Increased rainfall causing river and coastal flooding.
- **Droughts and heatwaves** – Affecting agriculture and water supply.
- **Changing ecosystems** – New pests and diseases affecting UK wildlife.
- **Impact on infrastructure** – Roads, railways, and homes at greater risk of weather damage.

9. Do we adapt or mitigate to climate change?

Red

Amber

Green

Mitigation (reducing climate change causes):

- Switching to renewable energy (solar, wind).
- Reforestation to absorb CO₂.
- Reducing waste and improving energy efficiency.

Adaptation (adjusting to changes that are already happening):

- Building flood defenses.
- Developing drought-resistant crops.
- Creating heat-resistant buildings.

HOME LEARNING TASKS

Task Description	Done?
Earth story poster	
Flash cards on causes	

R.E. Year 8 Term 4 – Sikhism Practices

In this unit, you will explore key Sikh practices, including worship, daily rituals, and the role of the gurdwara. You will learn about the Guru Granth Sahib, the significance of Sewa (selfless service), and major Sikh festivals. Through studying the Khalsa and Sikh beliefs on equality, you will understand how faith influences daily life. This unit will develop your analytical skills by comparing religious practices, evaluating the impact of Sikh teachings, and explaining key concepts with clarity. You will also strengthen your ability to use subject-specific vocabulary effectively and form well-structured responses to questions on Sikhism.



BBC Bitesize – Scan Me!

Prior Learning Links

- Year 8 Term 3 Study of Religious Beliefs and Practices (Sikhism)
- Year 7 Study of Religious Beliefs and Practices

Future Learning Links

- Year 8 Term 5-6 Study of Religious Beliefs and Practices (Hinduism)

KEY VOCABULARY





Religious Education – Develop Your Vocabulary






1. **Authority** – The power or right to give orders, make decisions, and enforce beliefs or practices.
2. **Community** – A group of people with shared beliefs, values, or interests, often supporting one another.
3. **Custom** – A traditional way of behaving or doing something, followed by a particular group.
4. **Devotion** – Strong commitment or dedication to a belief, cause, or religious practice.
5. **Guidance** – Advice or direction given to help someone make decisions or understand something.
6. **Identity** – The qualities, beliefs, and traditions that make a person or group unique.
7. **Morality** – Principles concerning the distinction between right and wrong behaviour.
8. **Ritual** – A series of actions performed in a set way, often as part of a religious or cultural tradition.
9. **Sacred** – Regarded with great respect and reverence, often because of religious significance.
10. **Tradition** – A belief, custom, or way of doing something that has been passed down through generations.




Sikhism Key Vocabulary

1. **Akal Takht** – The highest seat of authority in Sikhism, located in the Golden Temple complex.
2. **Amrit** – A sacred sugar-water mixture used in Sikh initiation ceremonies.
3. **Amritdhari** – A Sikh who has undergone the Amrit ceremony and follows the Khalsa way of life.
4. **Anand Karaj** – The Sikh wedding ceremony, meaning 'blissful union'.
5. **Ardas** – A formal Sikh prayer, often recited at the end of worship or important events.
6. **Bhakti** – Devotion to God, a key aspect of Sikh worship and spirituality.
7. **Chauri** – A ceremonial fan waved over the Guru Granth Sahib as a sign of respect.
8. **Darbar Sahib** – Another name for the Golden Temple, the most important gurdwara in Sikhism.
9. **Dasvandh** – The Sikh practice of donating a tenth of one's income to charity or community service.
10. **Diwali (Bandi Chhor Divas)** – A Sikh festival celebrating Guru Hargobind's release from prison.
11. **Five Ks (Panj Kakke)** – The five symbols worn by initiated Sikhs: Kesh, Kara, Kanga, Kachera, and Kirpan.
12. **Giani** – A Sikh scholar or religious teacher with deep knowledge of Sikh scriptures.
13. **Golden Temple** – The holiest gurdwara in Sikhism, located in Amritsar, India.
14. **Gurdwara** – A Sikh place of worship, meaning 'gateway to the Guru'.
15. **Guru Gobind Singh** – The tenth Sikh Guru, who founded the Khalsa and finalised Sikh identity.
16. **Guru Granth Sahib** – The Sikh holy book, considered the eternal Guru and source of spiritual guidance.
17. **Guru Nanak** – The founder of Sikhism and the first of the ten Sikh Gurus.
18. **Harmandir Sahib** – The formal name for the Golden Temple.
19. **Japji Sahib** – A key Sikh prayer written by Guru Nanak, recited daily by many Sikhs.

	<p>20. Kirtan – The singing of Sikh hymns, an important part of Sikh worship.</p> <p>21. Langar – The free community kitchen in a gurdwara, offering meals to all, regardless of background.</p> <p>22. Mool Mantar – The fundamental Sikh statement of belief, written by Guru Nanak.</p> <p>23. Naam Japna – The Sikh practice of meditating on and remembering God's name.</p> <p>24. Nishan Sahib – The Sikh flag, found outside every gurdwara, symbolising Sikh faith and unity.</p> <p>25. Sewa – Selfless service, a central Sikh principle involving helping others without expectation of reward.</p>
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1. How do Sikhs worship?		Red	Amber	Green
<p>Are you able to...</p> <ul style="list-style-type: none"> Describe how worship takes place in a gurdwara? Explain the importance of private and public worship in Sikhism? Analyse the role of kirtan and prayer in Sikh devotion? 				
 <p>flaticon.com – smashicons</p>		<p>Core Knowledge:</p> <ul style="list-style-type: none"> Sikh worship can take place both privately and communally. Worship in a gurdwara includes kirtan (hymn singing) and recitation of prayers. The Guru Granth Sahib is central to Sikh worship. Sikhs remove shoes and cover their heads in a gurdwara as a mark of respect. Ardas is a key prayer often recited at the end of Sikh services. 		
2. What is the Sikh holy book?		Red	Amber	Green
<p>Are you able to...</p> <ul style="list-style-type: none"> Explain why the Guru Granth Sahib is considered the 'living Guru'? Describe how the Guru Granth Sahib is treated with respect? Discuss key teachings from the Guru Granth Sahib? 				
 <p>flaticon.com – smashicons</p>		<p>Core Knowledge:</p> <ul style="list-style-type: none"> The Guru Granth Sahib is the eternal Guru and guide for Sikhs. It contains hymns and teachings from Sikh Gurus and other spiritual leaders. The scripture is treated with great reverence, placed on a takht (throne) and covered when not in use. It is read aloud in gurdwaras daily as part of worship. The Guru Granth Sahib promotes values such as equality, service, and devotion to God. 		
3. What does Sikh's day look like?		Red	Amber	Green
<p>Are you able to...</p> <ul style="list-style-type: none"> Describe daily prayers and meditation in Sikhism? Explain the significance of Naam Japna, Kirat Karni, and Vand Chakna? Compare the religious and social aspects of a Sikh's daily life? 				
 <p>flaticon.com – smashicons</p>		<p>Core Knowledge:</p> <ul style="list-style-type: none"> Sikhs often start the day with morning prayers, including Japji Sahib. Meditation (Naam Japna) is an important part of daily devotion. Honest work (Kirat Karni) and sharing with others (Vand Chakna) are key principles. Many Sikhs follow the Five Ks as part of their religious identity. Family life and community involvement are central to Sikh daily practice. 		
4. What is Sewa and why is it important to Sikhs?		Red	Amber	Green
<p>Are you able to...</p> <ul style="list-style-type: none"> Define and explain the three types of Sewa? Give examples of how Sikhs practice Sewa in everyday life? Analyse the role of Sewa in Sikh identity and community? 				
 <p>flaticon.com – smashicons</p>		<p>Core Knowledge:</p> <ul style="list-style-type: none"> Sewa means selfless service and is a core Sikh principle. 		

flaticon.com – smashicons	<ul style="list-style-type: none">• The three types of Sewa are Tan (physical service), Man (mental service), and Dhan (financial service).• Langar (free kitchen) is a key example of Sewa in Sikhism.• Sikhs are encouraged to serve others without expecting rewards.• Sewa strengthens community ties and reflects Sikh beliefs about equality.			
5. What festivals are important to Sikhs?		Red	Amber	Green
Are you able to...				
<ul style="list-style-type: none">• Name and describe key Sikh festivals?• Explain the historical and religious significance of Sikh celebrations?• Compare the different Sikh festivals and their practices?				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none">• Sikh festivals celebrate key historical events and religious principles.• Bandi Chhor Divas (Sikh Diwali) marks Guru Hargobind’s release from prison.• Vaisakhi commemorates the founding of the Khalsa in 1699.• Gurburbs honour the lives of Sikh Gurus, including Guru Nanak and Guru Gobind Singh.• Festivals often involve prayer, kirtan, processions, and community service.			
6. What is the role of the Gurdwara in Sikh life?		Red	Amber	Green
Are you able to...				
<ul style="list-style-type: none">• Describe the key features of a Gurdwara?• Explain how the Gurdwara serves both religious and community functions?• Analyse the significance of Langar in a Gurdwara?				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none">• The gurdwara is a Sikh place of worship and community centre.• The Guru Granth Sahib is enshrined in the main prayer hall.• People of all backgrounds are welcome in the gurdwara.• Langar provides free food to all as part of Sikh principles of equality and service.• Gurdwaras also serve as places for learning and social support.			
7. Why is Guru Nanak important to Sikhs?		Red	Amber	Green
Are you able to...				
<ul style="list-style-type: none">• Describe key events in Guru Nanak’s life?• Explain his core teachings?• Evaluate his impact on Sikhism today?				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none">• Guru Nanak (1469–1539) founded Sikhism.• He rejected the caste system and promoted equality.• His teachings emphasised devotion to one God, honest living, and service to others.• His hymns form the basis of the Guru Granth Sahib.• Guru Nanak’s birthday is celebrated as one of the most important Sikh festivals.			
8. What is the Khalsa and why was it formed?		Red	Amber	Green
Are you able to...				
<ul style="list-style-type: none">• Describe the events of Vaisakhi 1699?• Explain the significance of the Five Ks?• Analyse the role of the Khalsa in Sikh identity?				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none">• The Khalsa was founded by Guru Gobind Singh in 1699.• It created a distinct Sikh identity with the Five Ks.• Amrit initiation is required to join the Khalsa.• The Khalsa stands for bravery, discipline, and devotion.• Many Sikhs today choose to become Amritdhari (initiated Sikhs).			
9. How do Sikhs practice equality?		Red	Amber	Green
Are you able to...				
<ul style="list-style-type: none">• Explain the Sikh belief in equality?• Describe how equality is practised in Sikh communities?• Compare Sikh views on equality to those of other religions?				
	Core Knowledge: <ul style="list-style-type: none">• Sikhism teaches that all humans are equal, regardless of caste, gender, or religion.• The Guru Granth Sahib emphasises the unity of humanity.• Langar serves people of all backgrounds equally.			

flaticon.com – smashicons		<ul style="list-style-type: none">• Women and men have equal rights in Sikhism.• Sikhs oppose discrimination and support social justice.		
10. How do Sikhs mark life events?		Red	Amber	Green
Are you able to...				
<ul style="list-style-type: none">• Describe Sikh birth, marriage, and death ceremonies?• Explain the role of the Guru Granth Sahib in life events?• Compare Sikh life rituals to those of other faiths?				
 flaticon.com – smashicons		Core Knowledge: <ul style="list-style-type: none">• Sikh birth ceremonies involve naming a child using the Guru Granth Sahib.• Anand Karaj is the Sikh wedding ceremony.• Sikh funerals focus on spiritual liberation rather than mourning.• Prayers and hymns are central to all Sikh life events.• The Guru Granth Sahib plays a key role in guiding Sikh ceremonies.		
11. How do Sikhs express their faith through symbols?		Red	Amber	Green
Are you able to...				
<ul style="list-style-type: none">• Explain the significance of the Five Ks?• Describe the meaning of the Khanda symbol?• Discuss how Sikh symbols reflect key beliefs?				
 flaticon.com – smashicons		Core Knowledge: <ul style="list-style-type: none">• The Five Ks are physical symbols of Sikh faith and commitment.• The Kara (steel bracelet) represents strength and unity with God.• The Kirpan (small sword) symbolises justice and protection of the weak.• The Khanda (double-edged sword) is a symbol of Sikh identity.• Sikh symbols reinforce values of discipline, equality, and devotion.		
12. How does Sikhism influence daily ethical decisions?		Red	Amber	Green
Are you able to...				
<ul style="list-style-type: none">• Explain Sikh teachings on honesty, charity and justice?• Give examples of how Sikhs apply their beliefs in everyday life?• Analyse the impact of Sikh ethics on modern society?				
 flaticon.com – smashicons		Core Knowledge: <ul style="list-style-type: none">• Sikhs believe in honest living (Kirat Karni) and sharing with others (Vand Chakna).• Sewa encourages acts of kindness and charity.• Sikh teachings oppose corruption, greed, and injustice.• Sikhs may follow ethical vegetarianism based on respect for life.• Sikhism promotes social justice and standing up against oppression.		
HOME LEARNING TASKS				
Task Description				Done?
Gurdwara Guidebook - Create a guidebook for someone visiting a gurdwara for the first time. Include: A description of key features of a gurdwara and their significance. Rules of etiquette when entering and participating in worship. A short explanation of the role of the Guru Granth Sahib in Sikh worship.				
A Day in the Life of a Sikh - Write a diary entry from the perspective of a Sikh explaining their daily routine. Include: Morning prayers and personal meditation. Acts of Sewa and their importance. Evening worship and reflection.				
Sikh Festivals Poster - Create a visually engaging poster about an important Sikh festival (e.g., Vaisakhi or Diwali). Include: The historical and religious significance of the festival. How Sikhs celebrate it today. Key vocabulary to explain its meaning.				
The Importance of Sewa - Write a short speech persuading others why Sewa (selfless service) is important. Include: Examples of how Sikhs practice Sewa in everyday life. The impact of Sewa on individuals and communities. A reflection on how Sewa links to Sikh beliefs on equality.				
Comparing Religious Texts – Research another religious holy book (e.g. the Bible or Quran) and compare it to the Guru Granth Sahib. Answer the following: How is the Guru Granth Sahib treated with respect? How is it similar to or different from other religious scriptures?				

Drama Year 8 Term 4
Understanding Drama and Theatre – Stage Types.

Term Focus

You will learn how to:

- Develop your understanding of stage types.
- Perform from a script 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

Stage Type	The way that a performance space is arranged.
Genre	The style of a play and how the work is presented on stage.
Performance Skills	The changing of body language and vocal skills to portray a character.
Tragedy	Almost always demonstrates some sort of human suffering
Comedy	Comedy uses humour with characters and storylines designed to make the audience laugh.

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.

1. What is Proscenium arch/End on?

Red

Amber

Green

Proscenium arch staging has audience only one side of the stage, but in an older style theatre with a decorative arch framing the whole stage (called proscenium arch). End on staging is the same, but without the arch frame.

2. What is in the round?

Red

Amber

Green

When the audience are placed all around the outside of the performers' playing space. The stage area may be circular or square, with entrances and exits through the audience.

3. What is a Traverse?

Red

Amber

Green

When the audience is placed on either side of the actors' playing space or stage, facing each other. This staging form is also called corridor.

4. What is Thrust?

Red

Amber

Green

When the audience is placed three sides of the actors' playing space or stage.

5. What is a Comedy?

Red

Amber

Green

The *comedy genre* uses humour as a driving force, with characters and storylines designed to make the audience laugh. Some elements of comedy include; surprise, repetition, opposite expectations, misunderstanding and ridicule. It is important to consider what the *target audience* find funny.

6. What is Physical Theatre?

Red

Amber

Green

Physical theatre is anything that puts the human body at the centre of the storytelling process. You could define Physical theatre as a form of theatre that puts **emphasis on movement** rather than dialogue. There are a huge number of variations as the *genre* covers a broad range of work. As a result it's often *abstract* in style.

7. What is choral speaking?

Red

Amber

Green

Choral speaking is when a group of actors deliver the lines of dialogue at the same time in unison. You may wish to emphasise parts of the text for dramatic effect.

HOMEWORK TASKS	
Task Description	Done?
Recapping Performance Skills	
Theatre review	

P
P
P
B
E
D
S
L
V
G
F

- How the actors used performance skills to show a character
- What the stage type was and why it was effective.

[illegible]

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

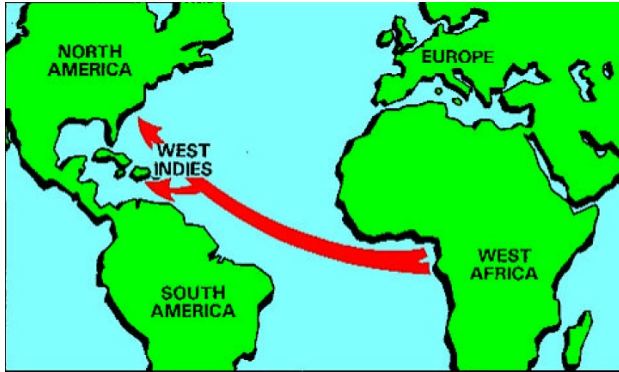
1. What is Blues music?

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)

1 C	2 C	3 C	4 C
5 F	6 F	7 C	8 C
9 G	10 F	11 C	12 C <small>OR</small> G

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.

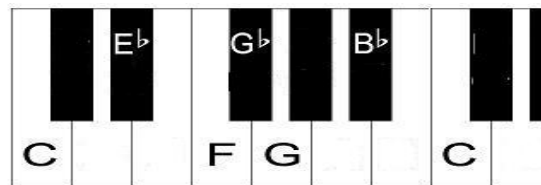
4. What are the notes in the Blues scale?

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:

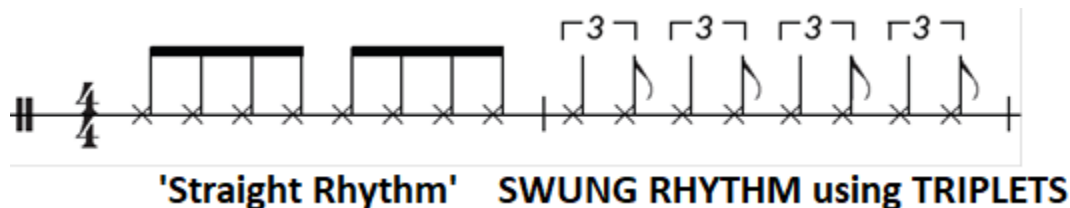
6. What is a swing/swung rhythm?

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.



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 4 – The Environment

Term Focus – This term introduces you to the topic of the environment in French.

You will cover the following:

- What your region is like
- What the problems in your town are
- What you do to protect the environment

Prior Learning Links

- Describing your town (Year 7)
- Giving opinions (Year 7)
- Using the past tense (Year 8)
- Using the conditional tense (Year 8)

Future Learning Links

- Talking about the environment (KS4)
- Describing my town (KS4)
- Using the past and conditional tenses (KS4)



1. What is your region like?

Red

Amber

Green

C'est comment, ta région? (What's your region like?)

Dans ma région (In my region)	il y a des (there are some)	lacs (lakes)	plages (beaches)
	*il n'y a pas de (there isn't / aren't any)	champs (fields)	rivières (rivers)
		forêts (forests)	touristes (tourists)
		montagnes (mountains)	bâtiments (buildings)

*When using 'il n'y a pas de' you do not need the article un / une.

e.g. il n'y a pas de champs

2. What are the problems in your town?

Red

Amber

Green

Quels sont les problèmes de ta ville? (What are the problems in your town?)

Je dirais que (I would say that)	dans ma ville (in my town)	il y a (there is)	trop de (too much/ many)	circulation (traffic)	gens (people)
		il n'y a pas (there isn't)	d'espaces verts (any green spaces)	pollution (pollution)	déchets (rubbish)
	ma ville (my town)	est (is)	de transports en commun (any public transport)		
Je pense que (I think that)			de choses à faire (things to do)		
À mon avis (In my opinion)			sale (dirty)	bruyant (noisy)	
			propre (clean)	tranquille (quiet)	

3. What would you like to have?

Red

Amber

Green

Qu'est-ce que tu voudrais avoir? (What would you like to have?)

Si j'avais le choix, (If I had the choice,)	je voudrais (I would like)	plus de (more)	choses à faire (things to do)	poubelles (bins)
			transports en commun (public transport)	d'espaces verts (green spaces)
		un cinéma		un centre commercial

		(a cinema) un bowling (a bowling alley)	(a shopping centre) un centre de loisirs (a leisure centre)
--	--	--	--

4. What environmental problems are there?

Red

Amber

Green

Quels sont les problèmes environnementaux? (What are the environmental problems?)

Je dirais que (I would say that)	on utilise (we use)		l'eau (water)
Je pense que (I think that)	on gaspille (we waste)	trop de (too much)	l'énergie (energy)
À mon avis (In my opinion)			plastique (plastic)

5. What do you do at home to protect the environment?

Red

Amber

Green

Qu'est-ce que tu fais pour protéger l'environnement? (What do you do to protect the environment?)

Normalement (Normally)	je recycle (I recycle)	le plus possible (as much as possible) du papier (paper)	de la verre (glass) de la plastique (plastic)
Souvent (Often)	j'utilise (I use)	des sacs réutilisables (reusable bags) une bouteille réutilisable (a reusable bottle)	
Deux fois par semaine (Twice a week)			
De temps en temps (From time to time)	je prends (I take)	le bus (the bus) une douche au lieu d'un bain (a shower instead of a bath)	

6. What are time expressions?

Red

Amber

Green

A time expression is a word or phrase that indicates when an event or action takes place. Time expressions can be used to describe events in the past, present, or future.

7. What did you do yesterday at school?

Red

Amber

Green

Qu'est-ce que tu as fait hier? (What did you do yesterday?)

Au collège (At school)	j'ai recyclé (I recycled) j'ai fait du compost (I composted)	j'ai appris de l'environnement (I learnt about the environment) j'ai planté des arbres (I planted some trees)
Chez moi (At home)	j'ai pris le bus (I took the bus) j'ai pris le train (I took the train)	j'ai économisé de l'eau (I saved water) j'ai économisé de l'énergie (I saved energy)

8. What must we do?

Red

Amber

Green

Qu'est-ce qu'il faut faire? (What must you do?)

Pour protéger la planète (To protect the planet)	il faut (you must)	participer à des manifestations (take part in protests) recycler le plus possible (recycle as much as possible) planter des arbres (plant trees)	refuser les sacs en plastiques (refuse plastic bags) économiser de l'eau (save water) réutiliser le plus possible (re-use as much as possible)
--	------------------------------	--	--

9. What is a conjunction?

Red

Amber

Green

Definition: A word used to link two clauses or sentences.

Key Conjunctions: Et (and), Aussi (also), Cependant (however)

10. What is an adjective?

Red

Amber

Green

Definition: A word used to describe a noun.

11. What is an intensifier?

Red

Amber

Green

Definition: An intensifier is used before an adjective to add detail.

Key intensifiers: très (very), vraiment (really), assez (quite), un peu (a little), trop (too)

12. What is a negative?

Red

Amber

Green

Definition: In French, a negative is saying what something is not or using the word never.

Negative structures in French will always have the word 'ne' in them.

HOME LEARNING TASKS

Task Description	Done?
Can you write a description of your region?	
Can you talk about the problems in your town?	
Can you say what you would like to change about where you live?	
Can you write a short paragraph saying what you do to protect the environment?	
Can you use the past tense to say what you did yesterday to save the planet?	
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 4 – The Environment

Term Focus – This term introduces you to the topic of the environment in Spanish. You will cover the following:

- What your region is like
- What the problems in your town are
- What you do to protect the environment

Prior Learning Links

- Describing your town (Year 7)
- Giving opinions (Year 7)
- Using the past tense (Year 8)
- Using the conditional tense (Year 8)

Future Learning Links

- Talking about the environment (KS4)
- Describing my town (KS4)
- Using the past and conditional tenses (KS4)



1. What is your area like?

Red

Amber

Green

¿Cómo es mi zona? (What's your area like?)

En mi zona (In my area)	hay (there is)	unos lagos (some lakes)	unas playas (some beaches)
	*no hay (there isn't)	unos campos (some fields)	unos ríos (some rivers)
		unos bosques (some forests)	unos turistas (some tourists)
		Unas montañas (some mountains)	unos edificios (some buildings)

*When using 'no hay', you do not need an article.

e.g. no hay campos → there aren't any fields

2. What are the problems in your town?

Red

Amber

Green

¿Cuáles son los problemas en tu pueblo? (What are the problems in your town?)

Diría que (I would say that)	en mi pueblo (in my town)	hay (there is)	tanto (so much/ many)	tráfico (traffic)	gente (people)
			tanta (so much/ many)	pollución (pollution)	basura (rubbish)
Pienso que (I think that)		no hay (there isn't)	espacios verdes (any green spaces)		
En mi opinión (In my opinion)			transporte público (any public transport)		
			nada que hacer (anything to do)		
	mi pueblo (my town)	está (is)	sucio (dirty)	ruidoso (noisy)	
		es (is)	propio (clean)	tranquilo (quiet)	

3. What would you like to have?

Red

Amber

Green

¿Qué te gustaría tener? (What would you like to have?)

Si pudiera elegir, (If I had the choice,)	me gustaría (I would like)	más (more)	cosas que hacer (things to do) transporte público (public transport)	cubos de basura (bins) espacios verdes (green spaces)
		un cine (a cinema) una bolera (a bowling alley)	un centro comercial (a shopping centre) un polideportivo (a leisure centre)	

4. What environmental problems are there?

Red

Amber

Green

¿Cuáles son los problemas medioambientales? (What are the environmental problems?)

Diría que (I would say that)	usamos (we use)	demasiado (too much)	agua (water)
Pienso que (I think that)	malgastamos (we waste)	demasiada (too much)	energía (energy)
En mi opinión (In my opinion)			plástico (plastic)

5. What do you do at home to protect the environment?

Red

Amber

Green

¿Qué haces para proteger el medioambiente? (What do you do to protect the environment?)

Normalmente (Normally)	reciclo (I recycle)	todo lo posible (as much as possible) el papel (paper)	el vidrio (glass) el plástico (plastic)
A menudo (Often)	utilizo / uso (I use)	las bolsas reutilizables (reusable bags) una botella reutilizable (a reusable bottle)	
Dos veces a la semana (Twice a week)			
De vez en cuando (From time to time)	cojo el autobús (I take the bus) me ducho en vez de bañarme (I have a shower instead of a bath)		

6. What are time expressions?

Red

Amber

Green

A time expression is a word or phrase that indicates when an event or action takes place. Time expressions can be used to describe events in the past, present, or future.

7. What did you do yesterday at school?

Red

Amber

Green

¿Qué hiciste ayer? (What did you do yesterday?)

En el colegio (At school)	reciclé (I recycled)	aprendí sobre el medioambiente (I learnt about the environment)
	composté (I composted)	planté unos árboles (I planted some trees)
En casa (At home)	Cogí el autobús (I took the bus)	ahorré agua (I saved water)
		ahorré energía (I saved energy)

8. What must we do?

Red

Amber

Green

¿Qué hay que hacer? (What must you do?)

Para proteger el planeta (To protect the planet)	hay que (you must)	participar en las manifestaciones (take part in protests)	refusar las bolsas plásticas (refuse plastic bags)
		reciclar todo lo posible (recycle as much as possible)	ahorrar agua (save water)
		plantar los árboles (plant trees)	reutilizar todo lo posible (re-use as much as possible)

9. What is a conjunction?

Red

Amber

Green

Definition: A word used to link two clauses or sentences.

Key Conjunctions: y (and), también (also), sin embargo (however)

10. What is an adjective?

Red

Amber

Green

Definition: A word used to describe a noun.

11. What is an intensifier?

Red

Amber

Green

Definition: An intensifier is used before an adjective to add detail.

Key intensifiers: muy (very), verdaderamente (really), bastante (quite), un poco (a little), demasiado (too)

12. What is a negative?

Red

Amber

Green

Definition: In Spanish, a negative is saying what something is not or using the word never.

Negative structures in Spanish will always have the word 'no' or 'nunca' in them.

HOME LEARNING TASKS

Task Description	Done?
Can you write a description of your region?	
Can you talk about the problems in your town?	
Can you say what you would like to change about where you live?	
Can you write a short paragraph saying what you do to protect the environment?	
Can you use the past tense to say what you did yesterday to save the planet?	
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'

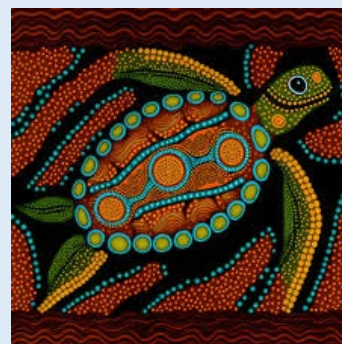
Term Focus – *Through a series of activities, students design and produce images and artefacts inspired by other cultures. They investigate how other cultures communicate message and meaning in artefacts. They use knowledge of Formal Elements **COLOUR, LINE, COMPOSITION, FORM, SHAPE, TEXTURE and PATTERN** 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 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
<p>I will learn the meaning of... <i>Shape/Form/Proportion/Texture/Pattern/Colour/Scale within the context of Sculpture and art from other cultures</i></p>	<p>Record Develop Refine Outcome Evaluate</p>

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

Red

Amber

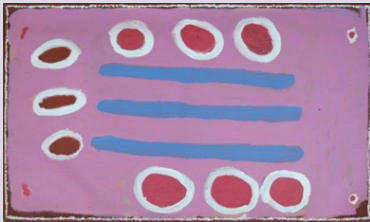
Green

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



Remember to
SHAPE!

2. Why is drawing important in an Art project?

Red

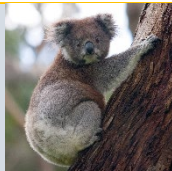
Amber

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

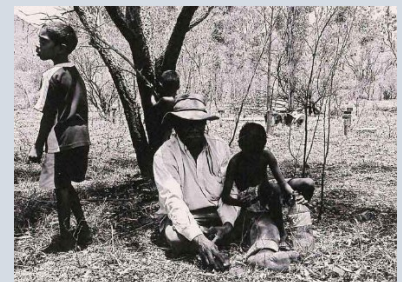
Green

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 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 /

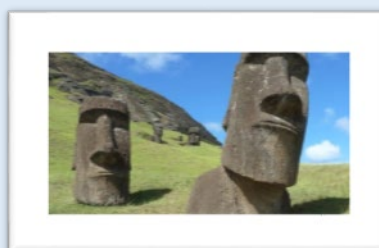
Task Description

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)



How can a piece of art reflect the culture it has come from?

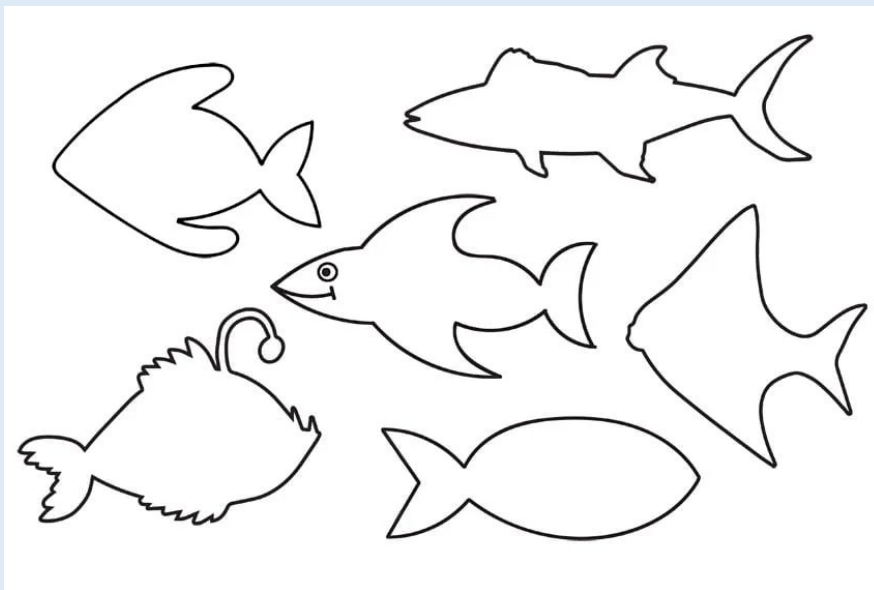
Aboriginal X-Ray Art is an indigenous style of painting where the artist visualizes not only the external shape of the subject (usually animals, humans or spirit beings), but also its internal structure. These images are not anatomically accurate drawings; they are elegant designs that focus on those elements of the musculoskeletal system that are important to the artist.

The X-ray painting technique is most commonly used in Aboriginal bark painting. It comprises outlined shapes, painted with flat colors and shaded with 'rarrk', 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.

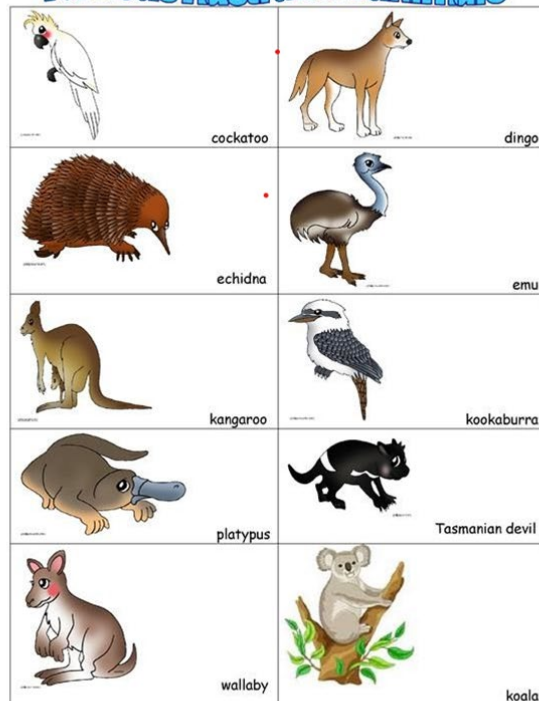
Can you decorate these fish templates with 'rarrk'?



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.

Famous Australian animals



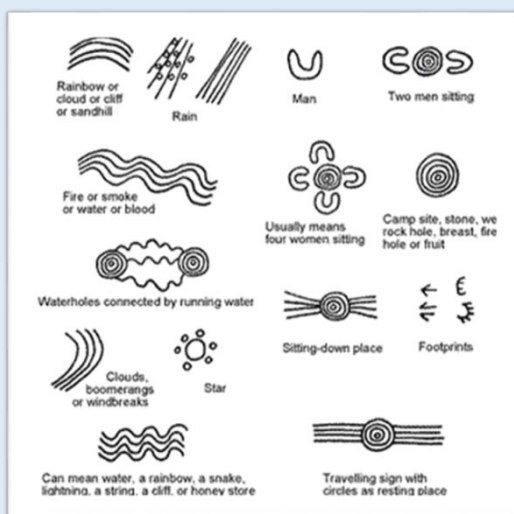
ISLCollective.com

Can you define the meaning of culture?

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

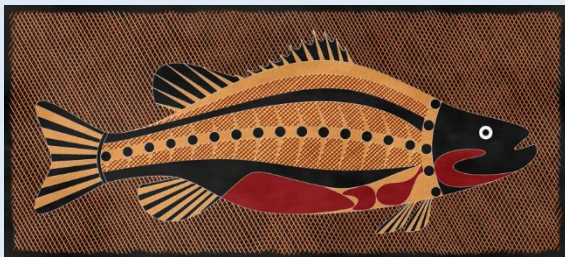
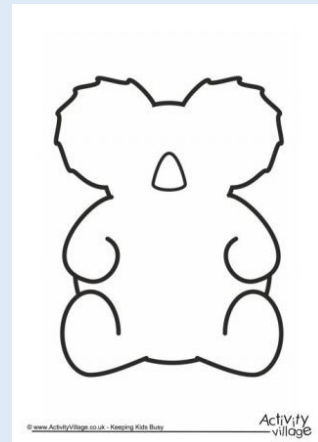
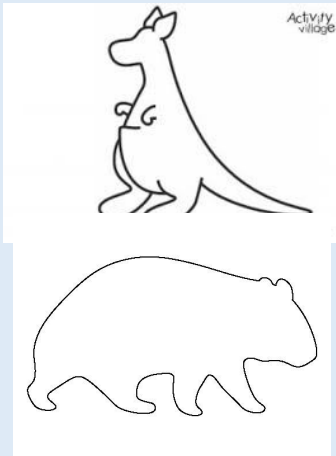
Create a story using the symbols and decorate with colours if you have some to hand

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

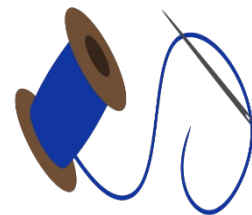
What has gone well and how have I challenged myself?

What could I do even better and challenge myself more?

What does someone else think about my work?

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

Needle	Pins
Scissors	Stitch
Sew	Stitch ripper
Thread	Silk
Cotton	Wool
Denim	Polyester

KEY SUBJECT TERMINOLOGY

Threading	Sampler
Sewing	Seam
Straight stitch	Hem
Back stitch	Button
Cross stitch	
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.

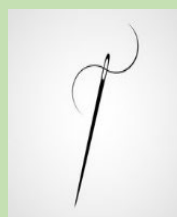
2. Can I thread a needle and tie a simple knot?

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.

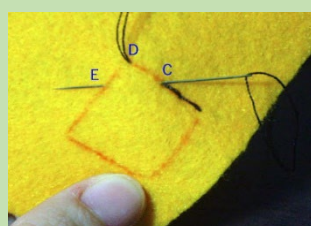
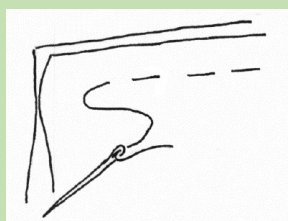
4. Can I demonstrate a range of simple stitches to make a sampler?

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 ...

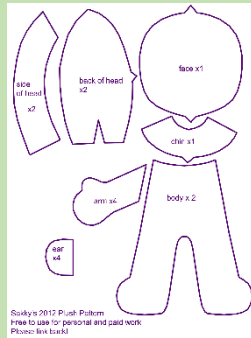
- Using the skills learned previously, design my soft toy sea creature using spatial awareness and drawing skills.

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. <ul style="list-style-type: none">• 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? <ul style="list-style-type: none">• 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? <ul style="list-style-type: none">• 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? <ul style="list-style-type: none">• 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 4 – Theme: British and International Cuisine

Term Focus – British and International Cuisine



Prior Learning Links

- Eatwell guide
- Nutrition / nutrients
- Various practical skills
- Nutrition in life stages
- Various practical skills

Future Learning Links

- Special diets
- Allergens and food related ill health
- Food choices

KEY VOCABULARY

KEY WORDS

Traditional
Roast
Bake
Fry
Stir fry
Britain
Northern Ireland
Wales
Scotland
England
Cuisine
Foreign
Pan Asian
Fusion

KEY SUBJECT TERMINOLOGY

Cuisine
British
French
Mexican
Japanese
Italian
Chinese
Indian
Curry
Regional
Seasonal
Religious
Cultural
Economic
Choices

1. What do you consider to be traditional British Food?

Red

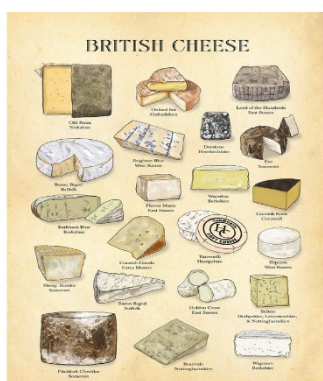
Amber

Green

What foods are traditionally British?

Can you recognise food from different areas of the UK?

How have these foods changed?



2. What does 'cuisine' mean?

Red

Amber

Green

What is 'cuisine'? When do we use that word?



3. What do other countries eat and how has it affected our cuisine?

Red

Amber

Green

Where does some of 'our' food come from?

What do other people eat?



4. What are the factors that influence cuisine?

Red

Amber

Green

Religion

Culture

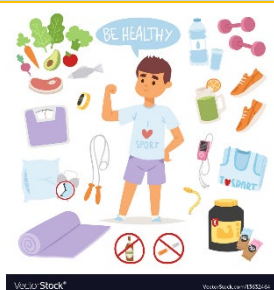
Economics

Opinions

Health

Holidays

Immigration



HOME LEARNING TASKS

Task Description

Done?

Have you tried food from different cultures? If so, write about them, about the flavours and whether it has influenced you at all.

Find out about Spanish culture and food. Produce a 2 page document to illustrate what you have found out.

Write a review of a restaurant or café that you have visited.

Put together a menu for a Very British Café.

Food Crossword



The Six Principles of Nurture

