

Knowledge Organiser

Year 8

Term 3

CONTENTS

- English **P.3-4**
- Literacy **P.5-6**
- Maths **P.7-10**
- Science **P.11-12**
- History **P.13-15**
- Geography **P.16-17**
- Art **P.18-19**
- P.E **P.20-27**
- R.E **P.28**
- Drama **P.29-30**
- Music **P.31-32**
- MFL **P.33-36**
- Food Preparation **P.37-40**
- PSHE **P.41**



*BIG QUESTIONS

What makes an effective piece of creative writing?

What is a narrative arc?

What makes an effective narrative viewpoint?

How can language techniques be used effectively?

How can structural techniques be used effectively?

What makes an effective setting?

What makes effective characterisation?

What is an effective novel opening?

How can plot be developed successfully?

What is a successful planning strategy for descriptive writing?

How can the senses be used effectively?

How can writing be edited successfully?

Assessment Objectives

A05: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

A06: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Mark scheme

Level 4 **Compelling, convincing**

Level 3 **Consistent, clear**

Level 2 **Some success**

Level 1 **Simple, limited**

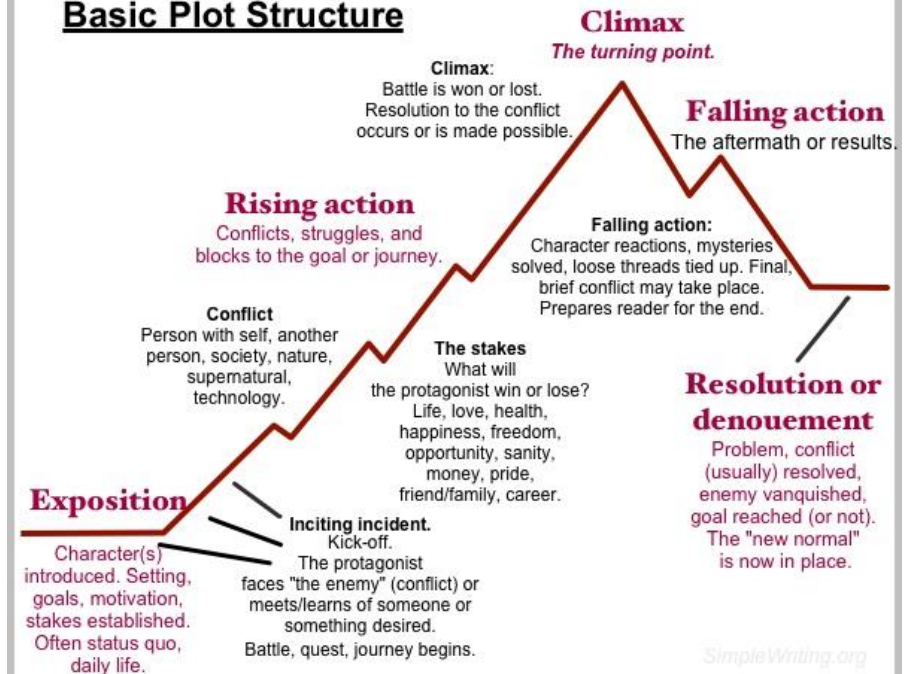
What to expect

As a stimulus for writing, there will be a choice of scenario, written prompt or visual image.

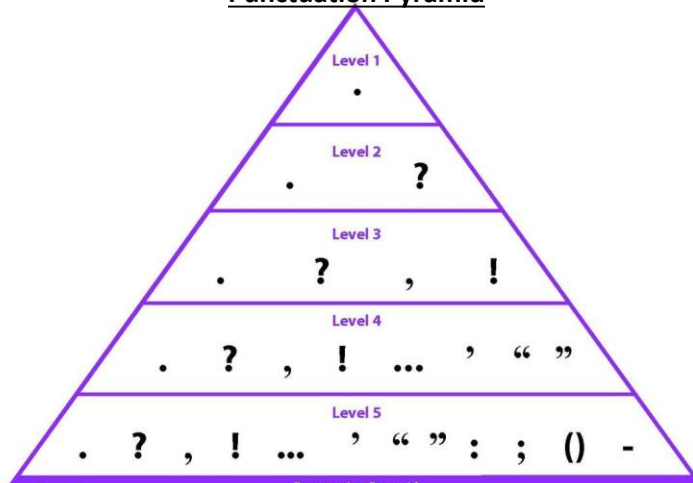
Narrative and descriptive writing has many crossovers:

- **Narrative** – structures a story, or part of a story, with a pivotal moment
- **Descriptive** – focuses on the sensual experience of a situation
- **Both** can use language techniques (similes, metaphors etc.), different paragraph lengths, different sentence structures, varied punctuation ...
- ✓ **Planning** is essential!
- ✓ **Focus on the quality** of your writing not your quantity of writing. A shorter, perfectly crafted piece of writing will get higher marks than a long, uncontrolled piece.

Basic Plot Structure



Punctuation Pyramid



Creative writing commandments

1. Always plan with a clear structure
2. Choose first or third person
3. Stick to one tense
4. Show, don't tell
5. Zoom into detail
6. A range of ambitious vocabulary
7. Use the senses and other language techniques
8. Vary punctuation for effect
9. Vary pace through sentence structure
10. Smooth paragraph transitions

Sentence Starters

Start with an adverb	Suddenly, she smiled ...
Start with a verb	Glittering in the inky night ...
Start with a preposition	Down there, in the darkness ...
Start with an adjective	Red light filled the ...
Open with sounds	Crash!
Use a flashback	The memories flooded back ...
Describe a setting	The room was ...
Use a question	Why did ...
Create mystery by hinting what could be there	In the distance was ...
Use a list of three emotions	Cold, lonely and frightened ...
What can be seen, heard, smelt, tasted or touched?	I couldn't believe what ...
Start with a connective	However, his life ...

GOMASSIVE and other language devices

Group of three	He was tired, hungry and cold.
Onomatopoeia	Pop, bang, smack ...
Metaphor	The train was a bullet ...
Alliteration	The twisted, torturous trees ...
Simile	The night sky was like black velvet ...
Senses	Bursts of lemon flooded the room ...
Imagery	The ocean was emerald green.
Vocabulary	Petrified is better than frightened.
Emotive language	The girl was shivering and whimpering.
Sibilance	Silently, stealthily ...
Personification	The door slammed in rage.
Pathetic fallacy	The clouds raged overhead as the earth split beneath.
Juxtaposition	The black crows waited patiently in the crisp white snow.
Repetition	Silence. There was nothing but silence.



Sentence Structures

1. **Independent Clause:** A clause that can stand alone as a sentence. E.g. The cat sat on the mat.
Contains a subject and a verb.
2. **Subordinate Clause:** A clause that depends on an independent clause to make sense. E.g. Without turning around, the cat sat on the mat.
3. **Simple Sentence:** Contains just one clause (subject + verb) E.g. Tom went to the shops.
4. **Compound Sentence:** Independent Clause + Conjunction (FANBOYS) + Independent Clause (For, And, Nor, But, Yet, So) E.g. Tom went to the shops and he bought some bread.
5. **Complex Sentence:** Contains one main clause and one or more subordinate clause/s. E.g. Although it looked difficult, they still pushed on with the challenge.
6. **Exclamatory:** A sentence that shows great emotions. E.g. I am appalled by your behaviour!
7. **Imperative:** A sentence that gives commands. E.g. Get out!
8. **Interrogative:** A sentence that asks a question (not rhetorical questions). E.g. How much is that?
9. **Declarative:** A sentence that makes a declaration. E.g. She sells sea-shells.

Paragraphs



Ti...you move to a new period of time

P ... you move to a different place/location

To ... you move from one topic to another

P ... you bring a new person into your writing, or change from one person to another - including dialogue (speech)

Homophones: words that sound the same but have different meanings

1. **Their** - means it belongs to them. E.g. I ate their sweets.
2. **They're** - short for they are. E.g. They are going to be cross.
3. **There** - refers to a place. E.g. I'm going to hide over there.
4. **Your** - refers to something that belongs to you. E.g. Your bag.
5. **You're** - contraction of 'you are.' E.g. You're going to win.

Sentence Openers

Adverbs Quickly, Carefully, Bravely, Quietly, Slowly, Suddenly, Happily,
Describe how something is being done.

Connectives Instead, Soon, Unless, Before, Eventually, While, However
Show a consequence or a sense of time.

Adjectives Happy and cheerful, Sweet and kind, Scared but excited, Tired and weary,
Pair two describing words together with 'and' or 'but'.

Relative Pronouns Which, That (animals and things), Who (people)
Words that relate to a noun.

Use a range of punctuation. () ... ! ;

Prepositions Inside, Next to, Above, Hidden in, Behind, Under, Past
Tells us where something is.

Ing Words Eating, Crying, Thinking, Laughing, Shouting, Smiling,
Says what the character is doing.

Ed Words Worried, Defeated, Scared, Flabbergasted, Shocked,
Describes how a character is feeling.



Punctuation

- **Full stops:** remember to use a full stop at the end of every sentence.
- **Capital Letters :** make sure every name of something has a capital letter. *E.g. California has a capital letter. Also, make sure every new sentence starts with a capital letter.*
- **Apostrophes:** you can use apostrophes to connect certain words together. *E.g. It is = It's OR to express belonging or property = John's phone*
- **Exclamation marks:** used to end a sentence to show a strong feeling of emotion like surprise, anger, or shock. *E.g. I'm so frightened!*
- **Ellipses:** used to show an omission of words, a pause in thought or to create suspense. *E.g. Suddenly, there it was ... his worst nightmare.*
- **Colons:** used to precede lists or explanations. *E.g. 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. *E.g. We made too many mistakes; we lost the game. Also, use a semi-colon instead of a comma, usually in a list. E.g. You will need many backpacking items: a sleeping bag; torch ; tent ; and pillow.*
- **Hyphens:** you can use hyphens for a number of reasons.
 - To separate sentences with added information e.g. *I enjoy English – as well as Maths.*
 - To indicate periods of time. *E.g. 2000-2006.*
 - To form hyphenated words. *E.g. self-respect.*
 - To create emphasis. *E.g. Mum loves seafood – she absolutely adores seafood.*
- **Brackets:** use brackets to indicate added information. The sentence should still make sense when removed. *E.g. I did my homework, (it took me twenty minutes) and brought it in early.*

The 7 Main Commas Rules

- 1.) Use a comma before a conjunction, (and, but, nor, yet, or, so), to connect two independent clauses.
E.g. I had an English test last night, so I revised.
- 2.) Use a comma to set off an opening phrase.
E.g. As such, I feel there is much I can learn.
- 3.) Use a comma when using quotes to separate the quote from the rest of the sentence.
E.g. Like Bob Johnson said, "It's a great day for hockey".
- 4.) Use a comma to separate adjectives in a descriptive list.
E.g. The pizza was hot, delicious and freshly cooked.
- 5.) Use a comma to separate three or more things in a series.
E.g. Of Charles Dickens' novels, I have read "A Christmas Carol", "Oliver Twist", and "Great Expectations".
- 6.) Use a comma with phrases that present a contrast.
E.g. Learning about Hemingway can be highly advantageous for students, not only in their secondary school studies, but also in their future careers.
- 7.) Use a comma to set off a parenthetical element (added information that can be taken out without changing the meaning of the sentence).
E.g. Now, many years after their time, we as a country are faced at the starting ground where these men once were.



Look

Read the specific part of the Knowledge Organiser (KO) that you need to learn.

Cover

Cover the KO.

Write

Write out everything you can remember from the specific part of the KO in your book.

Check

Check that you have all the content needed and it is correct. For any content that is missing or incorrect, use a different colour pen to add in the correct knowledge.

Repeat

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

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

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.

Top 10 Key Words

	Examples
Integer	A whole number 0, 5, 203, -4
Factor	A number that divides into another number exactly, without leaving a remainder Factors of 20: 1 & 20, 2 & 10, 4 & 5
Multiple	The result of multiplying whole numbers. Multiples belong in the number's times table. Multiples of 5 are 5, 10, 15, 20, 25,
Product	The result you get when you multiply The product of 3 and 4 is 12
Percentage	Number of parts per 100 35% is 35 out of every 100.
Fraction	Part of a whole number. A fraction represents a division. $\frac{1}{2}$, $\frac{3}{4}$, $\frac{7}{8}$
Numerator	The top number in a fraction
Denominator	The bottom number in a fraction
Negative	A quantity below zero -4, -1.5, -34
Estimate	Work out an approximate answer

Number Groups

Prime numbers	2, 3, 5, 7, 11, 13, 17 ...	Prime numbers have exactly two factors, themselves and 1.
Square numbers	1, 4, 9, 16, 25, 36, 49 ...	Square numbers are the product of two identical numbers.
Cube numbers	1, 8, 27, 64, 125, 216, 343 ...	Cube numbers are the product of three identical numbers.
Odd numbers	1, 3, 5, 7, 9, 11, 13, 15, ...	Odd numbers are whole numbers that cannot be divided exactly into two.
Even numbers	2, 4, 6, 8, 10, 12, 14 ...	Even numbers are whole numbers that can be divided exactly into two.
Triangle numbers	1, 3, 6, 10, 15, 21, 28 ...	Triangle numbers can be represented as a triangle of dots.

BIG QUESTIONS

How do I simplify algebra?

How do you solve an equation?

How can we represent real life in a graph

What are the different ways of plotting a graph?

Sparx Maths

M813, M792,
 M960, M237,
 M208, M608
 M105, M932,
 M771, M183,
 M581

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.

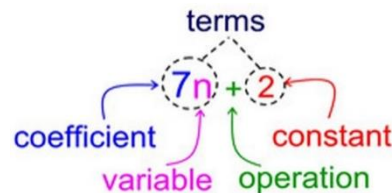
$$f^2 + f^2 + f^2$$

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.



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.

$$a + 7a - 3a =$$

$$a + 7a - 3a =$$

$$8a - 3a =$$

$$5a$$

$$9b + a - 5b =$$

$$9b + a - 5b =$$

$$9b - 5b + a =$$

$$4b + a$$

Simplify: $7 \times 5h$

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

$$= 35 \times h$$

$$= 35h \checkmark$$

Simplify : $7e \times 5h$

$$7e \times 5h$$

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

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

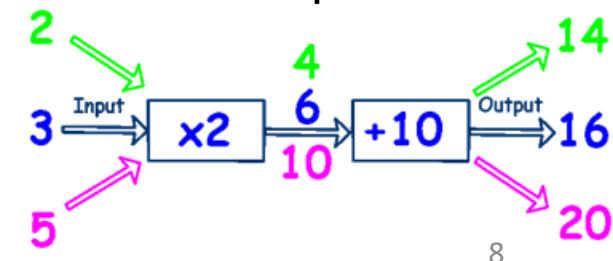
$$= 35eh \checkmark$$

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

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

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

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



Expanding brackets

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

Factoring expressions

Take the highest common factor outside the bracket.

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

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

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

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

Algebraic Indices

Inverse:

The operation that will do the opposite.

Operation	Inverse
+	−
−	+
×	÷
÷	×
x^2	\sqrt{x}

Homework Links

Sparx Maths

Corbettmaths.com/contents

bbc.co.uk/bitesize/subjects

Key Vocabulary

Variable

Coefficient

Formula

Term

Expression

Equation

Collect

Simplify

Gradient

Expand and simplify where appropriate

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

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

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

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

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

Solving Equations

$x + 9 = 16$ −9 −9 $x = 7$	$x - 12 = 20$ +12 +12 $x = 32$	$\frac{x}{3} = 5$ ×3 ×3 $x = 15$	$2x + 5 = 14$ −5 −5 $2x = 9$ ÷2 ÷2 $x = 4.5$
$\frac{x}{4} - 2 = 4$ +2 +2 $\frac{x}{4} = 6$ ×4 ×4 $x = 24$	$2(3x + 5) = -14$ expand $6x + 10 = -14$ −10 −10 $6x = -24$ ÷6 ÷6 $x = -4$	$2x + 7 = 5x + 1$ −2x (smallest x term) $+7 = 3x + 1$ −1 −1 $6 = 3x$ ÷3 ÷3 $2 = x$	Tip Answers can be: <ul style="list-style-type: none">• Integers• Decimals• Fractions• negatives

Key Words

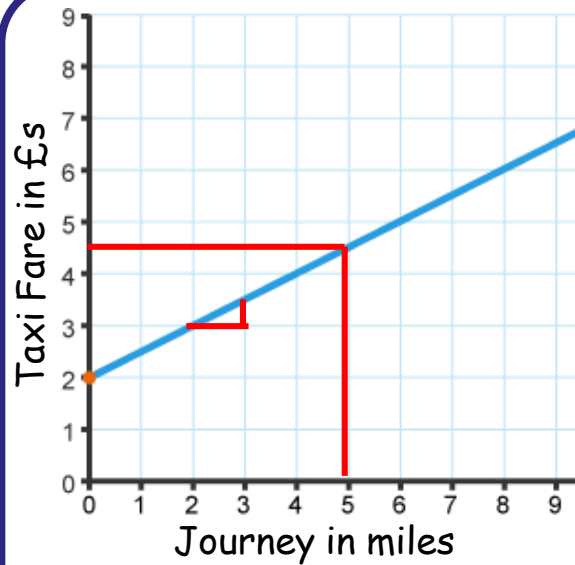
Conversion graph: A graph which converts between two variables.

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.



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.

Key point

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

Key point

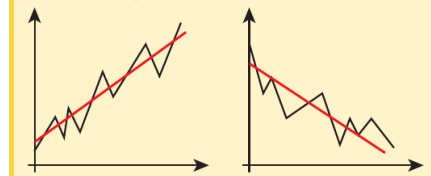
A **non-linear graph** is not a straight line.

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



Key Facts:

Draw and interpret real life graphs, including distance-time and conversion graphs

Understand how the vertical axis represents the distance from starting point.

Understand how the horizontal line on a distance time graph represents an object at rest.

The gradient of the line represents the speed of the journey

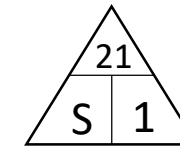
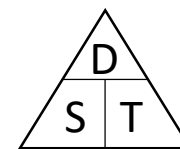
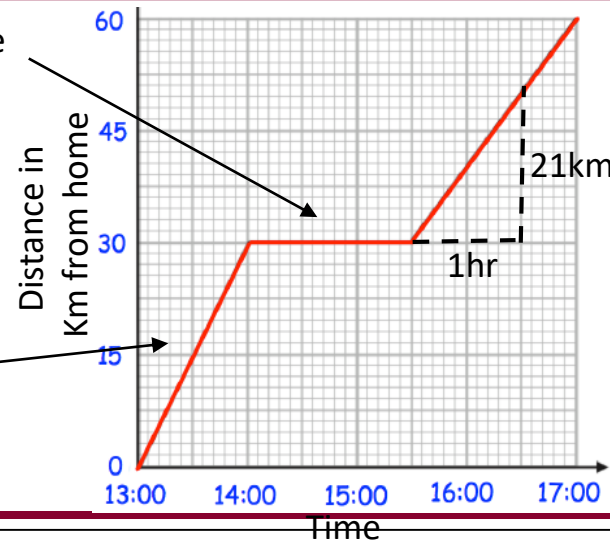
A **distance-time** graph plots time against the distance away from a starting point.

Speed can be calculated from these graphs by finding the gradient of the graph.

Horizontal lines are sections where the object is stationary

Horizontal sections are where the object is stationary

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



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

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

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

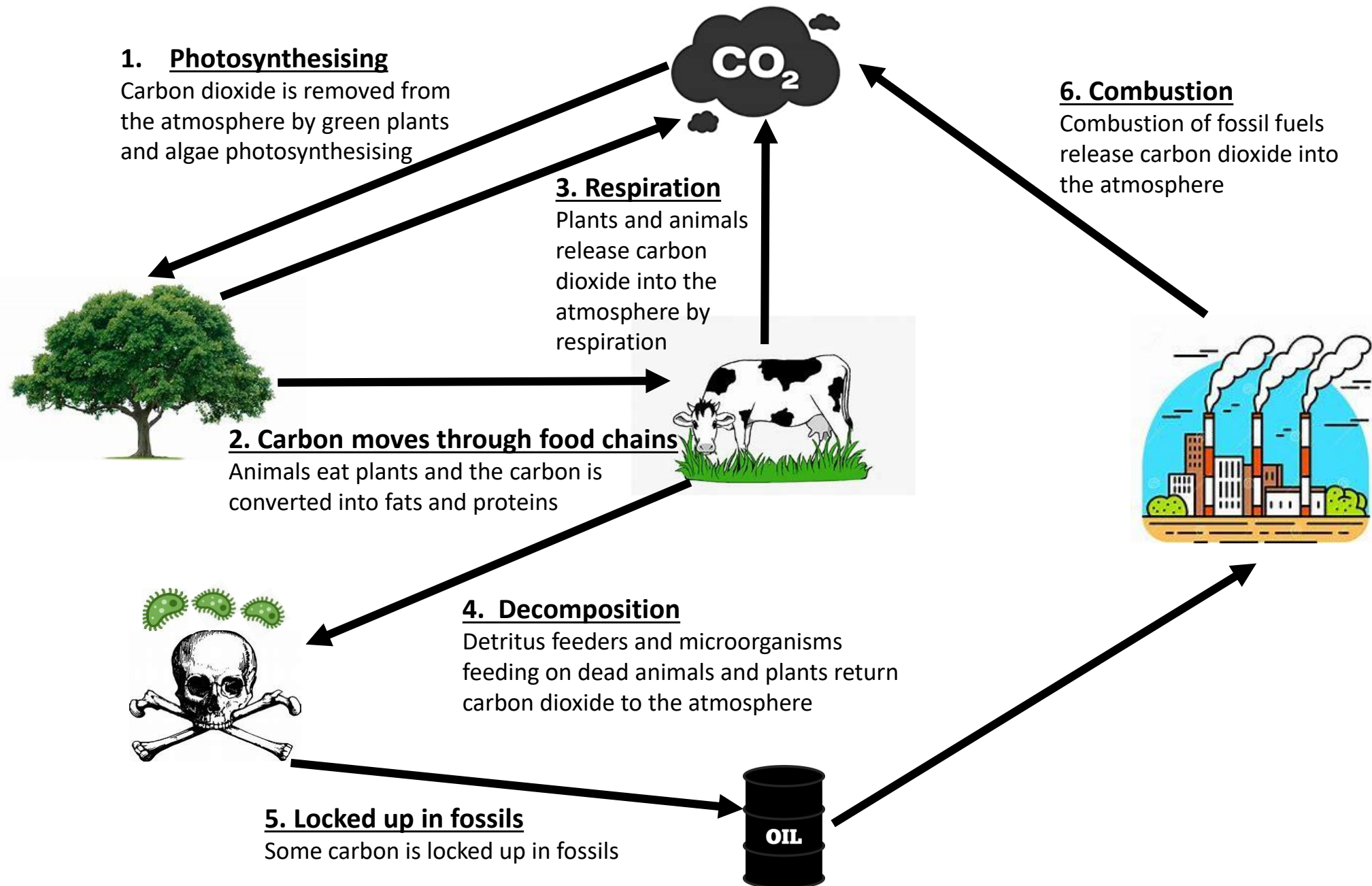
Chemistry KS3: Using our Earth Sustainably Knowledge Organiser

A) <u>Evolution of the Earth's Atmosphere</u>	
Key term/question	Definition/answer
1. Atmosphere	Layer of gases that surrounds a planet.
2. Main gas of the early atmosphere	Carbon dioxide
3. Other gases of the early atmosphere in small amounts (4)	<u>1.</u> Water vapour <u>2.</u> Nitrogen <u>3.</u> Methane <u>4.</u> Ammonia
4. Gases of the current atmosphere (5)	<u>1.</u> Nitrogen <u>2.</u> Oxygen <u>3.</u> Carbon dioxide <u>4.</u> Water vapour <u>5.</u> Noble gases
5. Percentage of gases in the current atmosphere	<u>1.</u> Nitrogen = 80% <u>2.</u> Oxygen = 20% <u>3.</u> Carbon dioxide, water vapour and noble gases = less than 1%
6. Approximate age of Earth's current atmosphere?	200 million years
7. Cause of gases of the early atmosphere	Volcanic eruptions
8. What happened to the water vapour as the Earth began to cool?	Condensed into oceans
9. Why did carbon dioxide levels decrease in the atmosphere? (4)	<u>1.</u> CO ₂ dissolved into the oceans. <u>2.</u> Carbonates formed the skeletons and shells of marine animals. <u>3.</u> Sedimentary rocks and fossil fuels locked up carbon. <u>4.</u> Plants photosynthesised which removed CO ₂
10. Why did oxygen levels increase in the atmosphere?	Plants photosynthesising releases oxygen into the atmosphere.
11. Word equation for photosynthesis	Carbon dioxide + water $\xrightarrow{\text{Light}}$ glucose + oxygen
12. Symbol equation for photosynthesis	$6\text{CO}_2 + 6\text{H}_2\text{O} \xrightarrow{\text{Light}} \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2$
13. Why do scientists find it hard to agree on one theory? (2)	<u>1.</u> Not enough evidence <u>2.</u> The Earth was created 4.6 billion years ago
14. Where do scientists publish their findings?	Peer-reviewed journal
15. What is peer-review?	Other scientists evaluate the results to check they are scientifically accurate with no bias .

B) <u>Greenhouse gases and climate change</u>	
Key term/question	Definition/answer
16. Greenhouse gases (3)	<u>1.</u> Methane <u>2.</u> Carbon dioxide <u>3.</u> Water vapour
17. How do greenhouse gases work?	Absorb and reemit infra-red radiation back to Earth, causing the temperature of the Earth to increase .
18. Global warming	Increase in Earth's temperature
19. Climate change	Impact of global warming on the climate patterns.
20. Human activities releasing greenhouse gases and causing climate change (4)	<u>1.</u> Deforestation <u>2.</u> Combustion of fossil fuels <u>3.</u> Intensive farming of cows and growing rice <u>4.</u> The breakdown of waste on landfills
21. Consequences of climate change (4)	<u>1.</u> Melting ice caps which increases flooding <u>2.</u> More cases of extreme weather <u>3.</u> Change in migration patterns <u>4.</u> Loss of biodiversity

C) <u>Exploring the effects of human activity</u>	
Key term/question	Definition/answer
22. Complete combustion	Unlimited supply of oxygen to fully oxidise carbon into carbon dioxide.
23. Incomplete combustion	Limited supply of oxygen which produces soot (carbon) and carbon monoxide.
24. Problems with carbon particulates (2)	<u>1.</u> If inhaled causes respiratory problems <u>2.</u> Causes global dimming
25. Global dimming	The decrease in the amount of sunlight reaching the Earth's surface due to particulates.
26. Dangers of carbon monoxide	Binds to haemoglobin in red blood cells which reduces oxygen levels in the blood.
27. How is sulfur dioxide produced?	Burning fuels with sulfur impurities, the sulfur is oxidised.
28. How are oxides of nitrogen produced?	When fuels burnt in vehicle engines reach high temperatures, nitrogen and oxygen in the air react.
29. Acid rain	Produced when sulphur dioxide or nitrogen oxides dissolve in rainwater

D) <u>Carbon footprint</u>	
Key term/question	Definition/answer
30. Carbon footprint	The amount of carbon dioxide and other greenhouse gases that are released by a product.
31. How can businesses reduce carbon footprint? (5)	<u>1.</u> Using renewable energy sources instead of fossil fuels <u>2.</u> Government to introduce carbon taxes and licences <u>3.</u> Carbon capture <u>4.</u> Carbon off-setting <u>5.</u> Carbon neutral
32. Why is it difficult to reduce carbon emissions? (3)	<u>1.</u> Insufficient renewable energy resources <u>2.</u> Difficult to provide for transport systems <u>3.</u> Limits economic growth



BIG QUESTIONS

Causes of WWI

What were the long-term causes of WW1?

How Could the assassination of one man start a war?

Experience of Warfare

What was life like in the trenches?

Was Field Marshal Haig the Butcher of the Somme?

Was the British army right to execute its own men?

How significant were new weapons in the First World War?

How significant were women in WW1?

Summary of the period

The First World War was the first truly global war. It was a 'total' war which affected everyone in Britain. There is no doubt about the spark for war - the assassination of Archduke Franz Ferdinand in Sarajevo in June 1914. The First World War would last over 4 years and would see millions of people from around the world die. Most of the fighting took place on the Western Front in a system of trenches. However, fighting also took place in the Alps, Turkey, the Middle East and at sea. Modern technology saw massive change in the type of weapons used. In Britain on the home front there was massive social change with some women going to work for the first time. The fighting ended in November 1918 with the signing of the Armistice.

Build up to war

1882 – Signing of the Triple Alliance between Germany, Italy, and the Austro-Hungarian empire.

1905 – The First Moroccan Crisis: The Kaiser tries to acquire land in Morocco to develop a German empire which angers France.

1906 – UK develop the Dreadnought

1907 – Signing of the Triple Entente between France, Britain, and Russia.

1908 – Bosnian Crisis: conflict between Austria-Hungary and Serbia over Bosnia. Serbia ask Russia for support, but have to back down

1912-13 – Balkan Wars – more tensions between Serbia and Austria-Hungary in Balkans. Serbia increase in size and strength after joining Balkan League and taking land from Ottoman Empire.

28 June 1914 – Assassination of Arch-Duke Franz Ferdinand.

July 1914 – July Crisis. Austria-Hungary are given the blank cheque by Germany. Austria-Hungary issue an ultimatum to Serbia, it leads to the declaration of war. 1914 The July Crisis – alliances are triggered and WWI starts, chain reaction as countries declare war on one another from 28th July to 6th August

4 August 1914 – Britain declares war on Germany

WWI Timeline

August-December 1914 – Germany's Schlieffen Plan fails to defeat France and Britain quickly; system of trenches is dug from Switzerland to the English Channel.

17 February 1915-9 January 1916 – Gallipoli Campaign. Attempts to attack Turkey in March to relieve pressure. Britain attack by sea, however this failed. Attempts to attack by land are also a failure, leading to retreat in December.

22 April-25 May 1915 – The Second Battle of Ypres – poison gas used for the first time.

7 May 1915 – American Liner 'Lusitania' sunk by German U-Boat, 1200 passengers lost, however the USA do not yet join the war

21 February-18 December 1916 – The Battle of Verdun. The Germans begin battle to capture strategic forts at Verdun. German General Falkenhayn's tactic of attrition was to 'bleed France white.'

31 May-1 June 1916 Battle of Jutland – the only major sea battle of the war proves inconclusive.

1 July-November 1916 Battle of the Somme. First day (July 1st) resulted in 57,000 British casualties. Battle of the Somme ends with loss of 1.25 million men in November, a British victory.

6 April 1917 USA declares war on Germany and enters WW1 after Germany send Mexico the Zimmerman Telegram, that offers American lands to Mexico.

20 November-7 December 1917 – Battle of Cambrai. British attack - 476 tanks are used along the entire line. British don't win, but it shows the worth of the tank in battle.

March 1918 Russia signs the Treaty of Brest-Litovsk, ending war with Germany after the Bolshevik Revolution.

9 Nov 1918 Kaiser Wilhelm abdicates.

11 Nov 1918 Germany signs armistice, ending the war.

Key Vocabulary

Weaponry

Tanks - New vehicles that were able to cross no-man's land and crash through the barbed wire

Munitions - weapons and ammunition made for war

Lee Enfield Rifle – the standard issue weapon to rifle companies of the British Army, colonial armies (such as India and parts of Africa), and other Commonwealth nations

Artillery - fired by huge field guns they cause massive explosions

Dreadnought - a type of battleship introduced in 1906, larger, faster and equipped entirely with large-calibre guns.

BEF – British Expeditionary Force; a force of soldiers created to travel in the event of war

Creeping Barrage – new tactic used in WWI – using artillery to cloud the troops who would be advancing behind.

U-Boat – German for 'Unterseeboot' or submarine.

Trenches

No man's land - the area between trench lines which each side would try and gain

Parapet – a low protective wall along the edge of a trench

Attrition – the action or process of gradually reducing the strength or effectiveness of someone or something through sustained attack or pressure.

Pyrrhic Victory – a victory that inflicts such a devastating toll on the victor that it is equal to defeat.

Causes of WWI

Assassination - the killing of someone important, often political leaders

Schlieffen Plan – a battle plan that was proposed by Alfred, von Schlieffen in 1905, which suggested that Germany could win a quick Franco-German war while fending off Russia.

Militarism – the action or process of rapidly developing military technology and ability. Militarism can lead to an arms race, which could cause conflict between nations.

Alliances – a formal agreement between two or more nations to support each other in conflict

Imperialism – the process of developing an empire, by acquiring land and colonies

Nationalism – the belief that the nation (country) is the most important political unit. Nations should be independent and no nation should be subject to the control of any other nation.

Triple Entente – the alliance formed between Britain, Russia and France in 1907

Triple Alliance – the alliance formed between Germany, Italy and the Austro-Hungarian empire in 1882

Weltpolitik – German vision of an aggressive foreign policy, developing an empire and military strength to challenge Britain and France.

Ultimatum – A final demand

Blank Cheque – Given by Germany to Austria-Hungary signalling that they would be given unlimited support and resources.

End of WWI

Armistice - an agreement to stop fighting

Kaiser – the monarch of Germany

Treaty of Versailles – a treaty signed by the big three in 1919 agreeing the terms of peace following WWI. It was issued to Germany without their approval or input.

WWII for Britain

Home front - used to describe Britain during the First World War

Propaganda - information, especially of a biased or misleading nature, used to promote a political cause or point of view.

Exam Style Question

Explain why the First World War broke out in 1914.

Source Skills

Homework: Complete the source inference task

Long-term causes of WWI

- **Militarism:** Most of the major countries had huge standing armies and had built many weapons by 1914 (Germany had 4 million soldiers and Russia had 6 million soldiers.) There had been a naval arms race between Britain and Germany, which is when two sides build more and more weapons in order to keep up with each other. Both countries had built many battleships to compete with each other, as Germany wanted to become as powerful as Britain, and Britain wanted to protect their status as a Naval Superpower.
- **Alliances:** Many countries had made alliances with one another. They agreed to protect each other. If one was attacked, the others would defend them. In the early 20th century there were two main alliances: Triple Entente (France, Russia, Great Britain) and the Triple Alliance (Italy, Germany, Austria-Hungary)
- **Imperialism:** Great Britain, Germany, Austria-Hungary and Russia all ruled many countries (colonies) across the world. They wanted to keep their empires strong and saw other countries taking over new territories as a threat. When Germany and Austria-Hungary took control of small countries like Bosnia and Morocco, the rest of the world thought they were being aggressive.
- **Nationalism:** Nationalism is a political ideology aimed towards a country gaining and maintaining self-governance. The ideology became very popular in the early 20th century and the populations of small countries organized to become independent from big empires. This caused lots of conflict within countries as people wanted to break away and be independent. There was particularly conflict between Serbia, Bosnia and Austria.



"A threatening situation/The chain of friendship" published in satirical magazine, Punch in 1914.

Source Analysis Skills:

1. What can you infer from this source about the causes of WWI?

Extension: How useful is this source for an enquiry into the causes of WWI?

BIG QUESTIONS

1. How do waves change the coastline?
2. What processes are caused by waves?
3. How does the sea transport sediment?
4. What happened to Old Harry?
5. What further landforms are created by the sea?
6. Why do cliffs collapse?
7. How can coasts be protected?
8. Local Geographical Enquiry: Why should we protect Reculver?
9. Local Geographical Enquiry: Is protection of Camber Sands working?

Constructive Waves

They are created in calm weather and are less powerful than destructive waves. They break on the shore and deposit material, building up beaches. They have a swash that is stronger than the backwash. They have a long wavelength, and are low in height.

Destructive Waves

are created in storm conditions. They are created from big, strong waves when the wind is powerful and has been blowing for a long time. They occur when wave energy is high and the wave has travelled over a long fetch. They tend to erode the coast. They have a stronger backwash than



4 types of coastal erosion

Hydraulic action: air becomes trapped in cracks/joints in a cliff face. When waves break, the trapped air is compressed which weakens the cliff and causes erosion.

Abrasion: pieces of rock and sand in waves grind down cliff faces, like sandpaper.

Homework

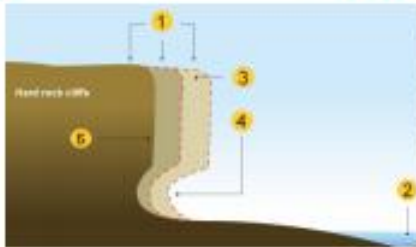
Revise and take quiz.

[Coastal processes and landforms - BBC Bitesize](#)

Attrition: waves smash rocks and pebbles into each other, they break down and become smoother.

Solution: weak acids in sea water dissolve some types of rock, such as chalk and limestone, over time.

Wave-Cut Platform



1. Weather weakens the top of the cliff.
2. The sea attacks the base of the cliff forming a wave-cut notch.
3. The notch increases in size causing the cliff to collapse.
4. The backwash carries the rubble towards the sea forming a wave-cut platform.
5. The process repeats and the cliff continues to retreat.

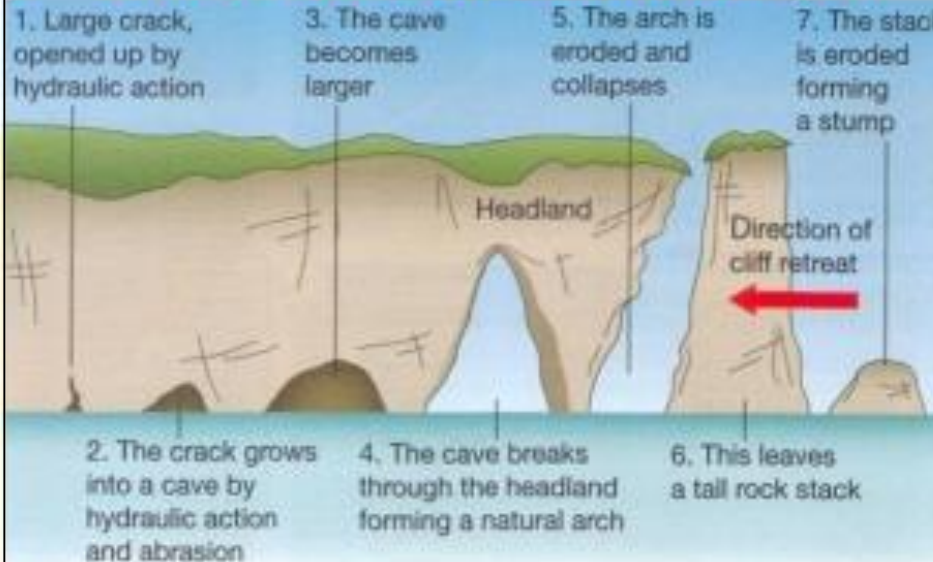


Spits

A spit is an extended stretch of beach material that projects out to sea and is joined to the mainland at one end. Spits are **formed** where the prevailing wind blows at an angle to the coastline, resulting in longshore drift.

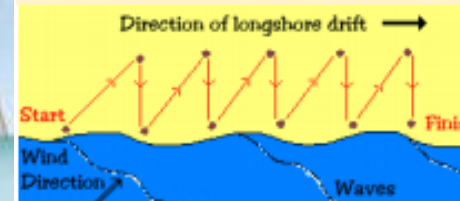


Caves, Arches, Stacks and Stumps



Long Shore Drift

Waves can approach the coast at an **angle** because of the direction of the prevailing wind. The swash of the waves carries material up the beach at an angle. The backwash then flows back to the sea in a straight line at 90°. This movement of material is called **longshore drift** and occurs in a zigzag



Key vocabulary

Constructive
Destructive
Swash
Backwash
Longshore drift
Prevailing wind
Erosion
Transport
Deposition
Spit
Tombolo
Bar
Arch
Cave
Stack
Stump
Hard engineering
Soft engineering

Homework

For each of the key vocabulary above, write their definitions. Challenge: Even better, can you create flash cards for each?

BIG QUESTIONS

Discuss the ways a piece of art can reflect the culture it has come from.

Define the meaning of culture

Why is drawing important in a project?

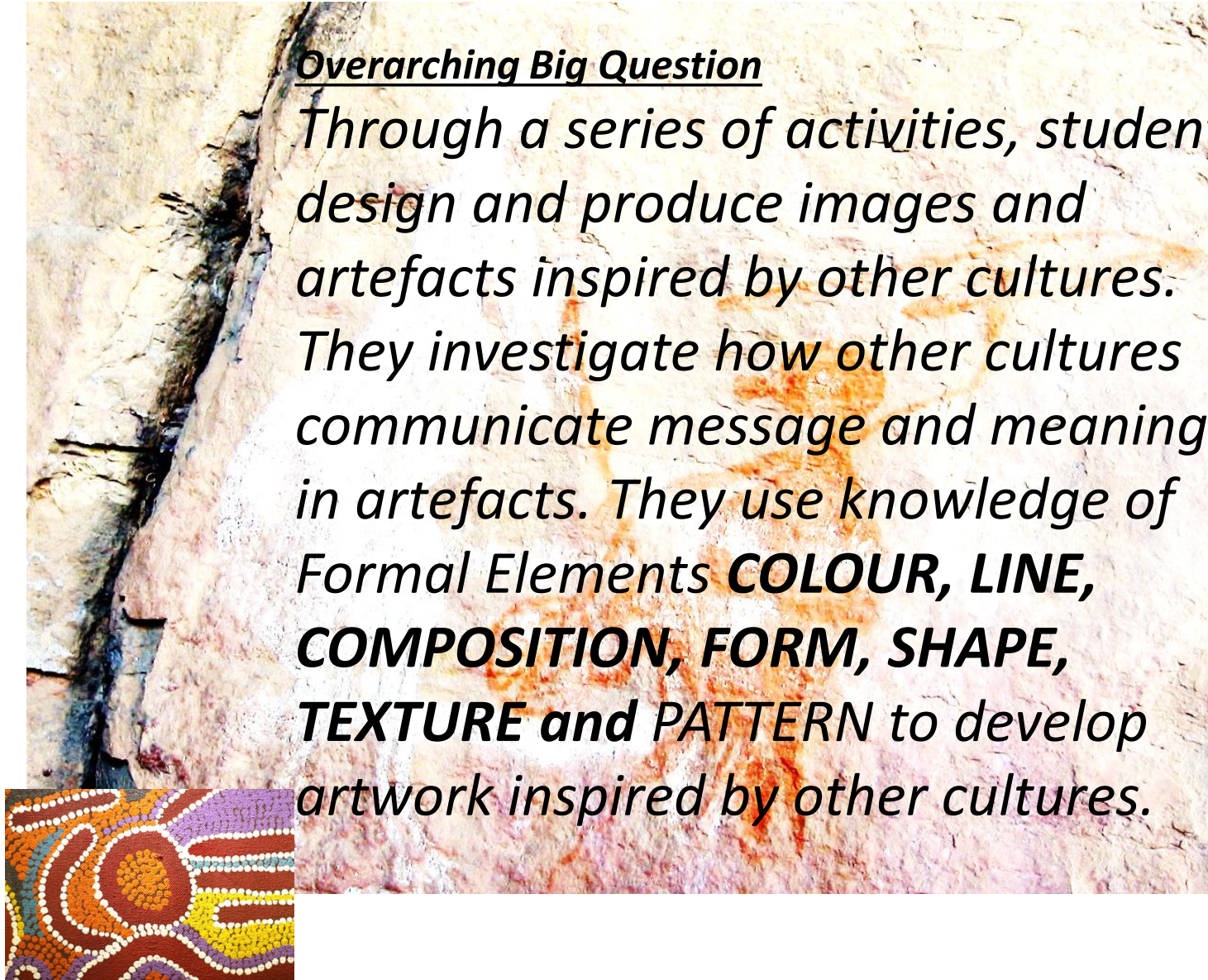
Explain the difference between 2D and 3D

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


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

Overarching Big Question

*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.*



Key Skills

<p>RECORD</p> <p>I will learn to record...</p> <ul style="list-style-type: none"> • 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 	<p>DEVELOP</p> <p>I will learn to develop...</p> <ul style="list-style-type: none"> • 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
<p>REFINE</p> <p>I will learn how to...</p> <ul style="list-style-type: none"> • use images and information to create ideas for a sculpture • explore a range of techniques and media e.g. manipulating, cutting, constructing, assembling, moulding, carving and joining clay. Manipulating, cutting, constructing, assembling, joining, card and wire. • select ideas to adapt and improve into a final idea 	<p>EVALUATE</p> <p>I will learn how to...</p> <ul style="list-style-type: none"> • reflect on the development of my own work • make connections between my own and artists' work • suggest ways I could improve • evaluate artists using analytical writing skills and forming opinions
<p>PRESENT OUTCOMES</p> <p>I will learn how to...</p> <p>produce a finished outcomes in 3D</p>	

Homework Links

Homework Booklet 5 'Moai'
Monolithic human figures carved by the Rapa Nui people of Easter Island (artist links to the project through investigating ancient and mysterious artefacts from other cultures).

Duration- 30 minutes minimum on each of the 7 tasks (approx. 30 minutes per two-week cycle)



Key Vocabulary

I will learn the meaning of...
Shape/Form/Proportion/Scale within the context of Sculpture.

Big Questions:

- § Can you attempt/complete a variety of fitness tests?
- § Can you name the relevant components of fitness?
- § Can you perform bodyweight exercises with the correct technique?
- § Can re-test your fitness and compare to your results from Part 1?

Key Principles of Circuit Training:

- A method training which enables you train muscular strength, muscular endurance, power or aerobic endurance.
- Participants rotate around a series of exercises (stations), including a set period of time for work and rest.
- Benefits of circuit training; working all muscle groups and components in alternate system of stations allowing recovery of muscles and capacity to exert maximum effort; facilitates anaerobic energy system.
- Can function as a skills or fitness enhancing method with use of stations.



Fitness:

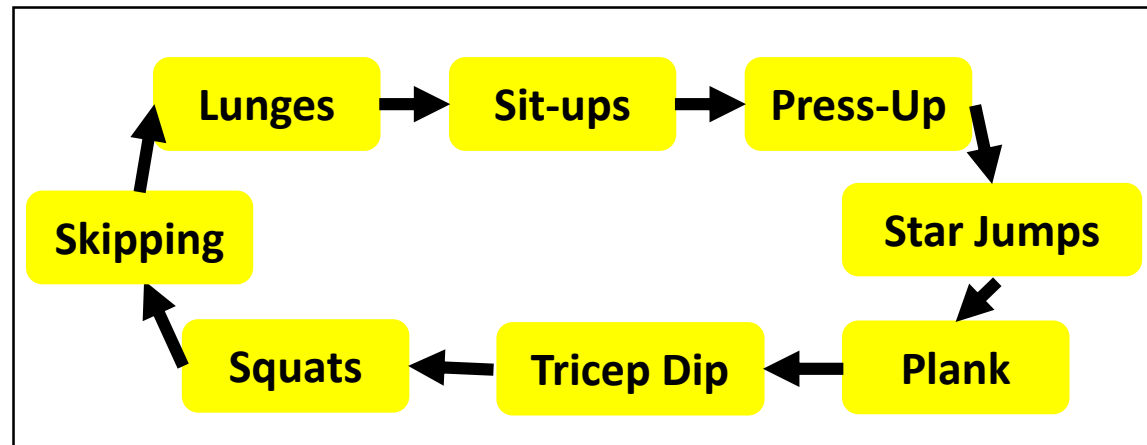
- Shows effort in exercise.
- Can conduct simple fitness tests.
- Know how to record and interpret fitness results against normative data.
- Perform exercises safely.

Knowledge:

- Identify the basic muscles and demonstrate a stretch for each.
- Know the difference between static and dynamic stretches.
- Can identify and describe the key components of fitness and demonstrate suitable exercise to improve each.

Leadership and Coaching:

- Can run a three part warm up.
- Devise and run a small circuit.
- Encourages and motivates others to work effectively.
- Good organisation and communication skills.
- Confident in different roles: Fitness Instructor, measurer, motivator.



Big Questions:

Can you make an accurate pass while running with the ball?

Can you safely and effectively make a tackle?

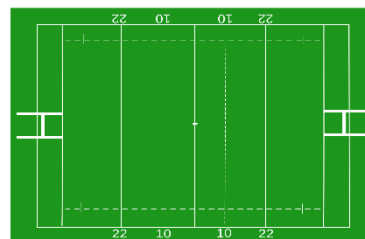
Can you safely and effectively create a ruck?

Can you use tactics to create space to attack?



Key Skills:

- Tackling: Socket to Pocket, Ring of Steel, Hit Low and Hard, Release when player is down.
- Passing: Soft Hands, Hands Up (W), Pass across Chest, Follow through to Target.
- Scrum: Used to restart the game after a knock on. Front Row (Prop-Hooker-Prop) Second Row (4-5), Flankers (Open Side - Number 8 - Blindside)
- Ruck: Contest for the ball after a tackle is made. Must come through the gate, hands out.
- Line Out: Used to restart the game if the ball goes off the field. Hooker throws the ball down the middle of the two teams' lines (Forwards).



Teamwork and Respect:

- Sets an example for others to follow.
- Very fair in competition.
- Always gracious in defeat and humble in victory.
- Works well in a team and supports their peers.
- Never argues with the referee.

Key Rules in Rugby:

- High Tackle: All tackles must be below the shoulder and you must attempt to wrap your arms around player, NO shoulder barges.
- Knock On: If you drop the ball it has to bounce backwards. Any knock on will result in a scrum.
- Pass Backwards: All passes have to go backwards. If you make a forward pass, it will result in a scrum.
- Off-Side: Defenders need to make sure they are On Side, which is behind the "Gain Line".

Leadership and Coaching:

- Can run a three-part warm up.
- Devise and run a small skill practice
- Encourages others
- Good organisation skills
- Good communication skills
- Confident in different roles: Coach, Referee, Scorer.



Big Questions:

- § Can I consistently rally with a partner (overhead clear)?
- § Can I serve accurately (backhand, underarm)?
- § Can I effectively play an attacking shot (drop, smash)?
- § Can apply rules and tactics effectively to score points?



Key Skills:

Overhead Clear: Force opponent to rear of court, hit at highest point, follow through and stand side on.

Smash: Aim to skim net, hit at highest point in downwards direction and transfer body weight.

Drop Shot: Stand side on, skim net and land just beyond, light tap.

Backhand Shot: Backhand grip, aim for back of court, strong follow through and stand side on

Long Serve: Drop and swing at same time, aim for back of court, stand side on and start with racket at waist height.

Short Serve: Short back swing, aim to skim net, racket in front with backhand grip.

Leadership and Coaching:

- Can compare performance using key terminology and teaching points for a variety of sports and skills
- Can use ICT to compare performance
- Know how to gain others attention



Key Rules in Badminton:

- Singles: Court long and narrow
- Doubles: Court short and wide for serving, whole court thereafter
- You can't touch or cross the net
- Can only hit the shuttle once when returning
- Games are played to 21 points
- Points are scored on every serve



Teamwork and Respect:

- Set examples to others in lessons and competitive games
- Show fair in competition
- Respect officials' decisions
- Be gracious in defeat e.g. shake hands with each other

Big Questions:

Year 7:

Can I "travel" using different techniques?

Can I work with another individual to create a balance?

Can I combine balances, jumps and travelling into a mini routine?

Can I create a routine with a peer?

Year 8:

Can I correctly take off when using the springboards?

Can I confidently take off and land correctly when vaulting?

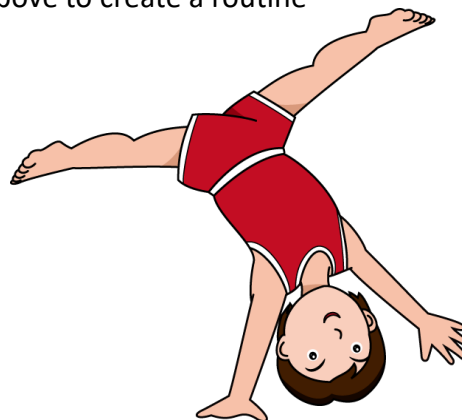
Can I generate height to land on equipment?

Can I create a routine, which includes a jump, roll and balance?



Key Skills:

- Travelling: Moving around the hall using a variety of different, rolls, steps, slides and jumps.
- Balance: Balancing on different body parts, the amount of body parts and performing partner balances with 2 or 3 peers.
- Flight: Travelling through the air, using springboards as an aid.
- Routine: Combining these skills mentioned above to create a routine



Leadership and Coaching:

- Can run a three-part warm up.
- Devise and run a small skill practice
- Encourages others
- Good organisation skills
- Good communication skills
- Confident in different coaching roles.

Key Safety Rules:

- Bare feet only
- Ensure equipment is safe and correctly put out before use
- Only 1 person at any one time on a piece of equipment
- Ensure you are confident and have the right out of support before attempting any jumps, rolls and balances.

Teamwork and Respect:

- Sets an example for others to follow.
- Very fair in competition.
- Always respect others whilst they are demonstrating their routine
- Works well in a team and supports their peers.



Big Questions:

Can you effectively dribble the ball?

Can you use a bounce/ chest or shoulder pass?

Can you effectively perform the set shot /lay-up shot?

Can you use key defensive /attacking tactics effectively?



Key Skills

- **Shooting:** Set shot: Shoot with one hand only. Bend your knees and flick your wrist. BEEF (Balance/Elbow/Eye/Follow-through). Jump shot: Release the ball at the top of your jump. Lay-up: Use the top right/left hand side of the backboard. Drive up off your right or left leg.
- **Passing:** Chest/Bounce/Javelin: Step into your pass. Always have your hands up and ready to receive the ball.
- **Dribbling:** Controlled dribble/Cross-Over/Speed/Spin: Bounce between hip and knee height. Keep the ball under control & look up.
- **Defending:** Stay between your opponent and your own basket. Move your feet. Do not reach in.



Teamwork and Respect

- Honest/Fair
- Compassionate
- Inspires others
- Speaks to peers/teacher with respect
- Demonstrates good sportsmanship

Key Rules

- Double dribble
- Jump ball
- Traveling
- Time violations
- Out of court
- Tip off
- Back court violation
- Contact fouls
- Free throws
- Side and base line ball

Coaching and Leadership

- Knowledge of rules and regulations
- Organisational skills
- Interpersonal communication skills
- Vision
- Creativity
- Humility
- Confidence

Can you research these common rules to find out more specific details?



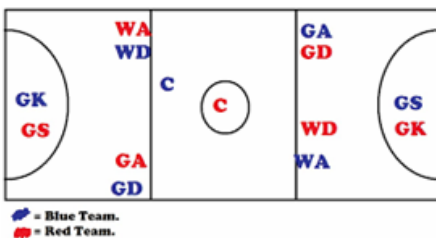
Big Questions:

Can you perform the correct footwork technique in netball?

Can you accurately pass a netball using different techniques?

Can you demonstrate good shooting technique?

Can you apply different strategies to get free from your opponent and tactics in a game?



Key Skills:

- Chest pass: W grip/ Step/Chest to chest/Follow through/ short distance
- Bounce pass: W grip/ Step/Chest to chest/Follow through/ Bounce before player/ short distance
- Shoulder pass: sideways on/elevation/ shoulder to shoulder/ step/ follow through/arch/ long distance
- Footwork: -Landing on alternate feet- first foot to land is the static pivoting foot - Landing on simultaneous feet – either foot can become static pivoting foot -On the move – release ball before third step
- Getting free from their marker e.g. sprint into a space, sprint and feint
- Marking a player and a player with the ball
- Shooting: balance/height/line and aim/ flick and follow/ knee extension.

Leadership and Coaching:

- To run a three-part warm-up
- To show good communication skills
- To take the lead in practices
- To have the opportunity to take on different roles e.g. player, coach, scorer, umpire

Key Rules in Netball:

- Netball is a 7 a side game.
- Players are given certain positions and areas they are allowed e.g. GA, GD, C, WA, WD, GS, GK.
- The netball is not allowed to go over a third without it being touched.
- To score a goal the GA or GS must be within the semi-circle to shoot.
- You are not allowed to walk with the ball.
- You should be a metre away when defending a player with the ball.
- A centre pass is taken when a goal has been scored, it is alternated between the two teams.

Teamwork and Respect:

- Follows guidance from others
- Works well in a team
- Does not argue with the netball umpire
- Motivates others
- Fair in competition



Big Questions:

Can you effectively dribble the ball?

Can you successfully make a short, side-footed pass, and a long-lofted pass?

Can you shoot accurately and with power?

Can you use effective attacking and defensive tactics?



Key Skills:

- Passing: Use the side of your foot to give you accuracy and control of the ball.
- Dribbling: Dribble the ball close to your body to keep more control.
- Shooting: Try to keep shots low and aim for the corners. Power and accuracy are key.
- Defending: Nearest person to the ball should apply pressure on the ball by moving into a position within 2-3 yards of their opponent to close them down. Don't jump in. Communication is key



Leadership and Coaching:

- Encourage and motivate others
- Be creative
- Display knowledge and understanding of the rules
- Show compassion towards others
- Inspire others to perform better
- Be a good role model

Key Rules in Football:

- Throw-in
- Offside
- Corner kick
- Goal kick
- Kick off
- Foul play
- Free kick
- Penalty
- Handball

Can you research these common rules to find out more specific details?

Teamwork and Respect:

- Sets an example for others to follow.
- Very fair in competition.
- Honest
- Always gracious in defeat and humble in victory.
- Works well in a team and supports their peers.
- Never argues with the referee.



Big Questions:

- Can you solve a problem as a team?
- Can you orientate a map?
- Can you take on the role of leader?
- Can you communicate effectively to help your team solve a problem?
- Can you effectively Plan, Do, and Review to overcome a problem?



Key Skills:

- To take on the principle of 'Plan, do, review' in problem solving activities
- To refine ideas and try different approaches to solving problems
- To orientate a map of the school field
- To use grid references to place markers out and to find codes
- To work as a team member
- Verbal and non-verbal communication skills



Leadership and Coaching:

- To run a warm-up appropriate for OAA
- To show good communication skills
- To consider the safety of self and others in the tasks set
- To take on a variety of roles e.g. leading, organising, managing

Key Rules in OAA:

- To follow the rules of orienteering and problem solving
- To follow the safety aspects of the tasks set



Teamwork and Respect:

- To listen to each other's opinion and discuss ideas
- To motivate others to succeed
- To cooperate with others in solving problems
- To be fair in competition



Big Questions

- 1 Who are the Gurus?
- 2 How do you become a good person in Sikhism?

What is the Mool Mantar?

The Mool Mantar is at the start of the Gur Granth Sahib. It outlines what Sikhs believe. It is an important prayer that helps Sikhs focus on God.

There is one God
Truth in His name
The Creator
Without Fear
Without hate
Immortal
Beyond birth and death
Self-existent
Made known by the grace of the Guru

What is the Gurdwara?

A Gurdwara is the place where Sikhs come together for worship. The first Gurdwara in the world was built by Guru Nanak in 1521-2 at Kartarpur. There are about 200 Gurdwaras in Britain.

What is the Khalsa?

The Khalsa is the community of Sikhs. Guru Gobind Singh the 10th guru called people to follow God. He was testing if people had faith. 5 men choose to go into the tent with Guru Gobind Singh even though they were not sure what could happen. The 5 men are collectively known as the beloved 5. They were the first of the Khalsa. Today if you want to be part of the Khalsa you would perform the Amrit ceremony. Guru Gobind Singh declared that all men who were initiated into the Khalsa would be given the name '**Singh**', meaning 'lion', and all women who were initiated would be given the name '**Kaur**', meaning 'princess'.

What are the 5 k's?

After a Sikh has become part of the Khalsa they will wear the 5 k's as a sign of their devotion and love towards Waheguru.

1. Kesh (uncut hair)
2. Kara (a steel bracelet)
3. Kanga (a wooden comb)
4. Kaccha (Kachh, Kachera) (cotton underwear)
5. Kirpan (steel sword)

Quick facts!

Holy book – the Guru Granth Sahib
Age of religion- 500 years old
Place of worship – Gurdwara
Name of followers – Sikhs
Number in the UK – 420,196



Key words:

Guru – Teacher.

Gurdwara - Sikh place of worship.

Khalsa – Sikh community.

Sewa - Selfless service. Giving to others without expecting anything back.

Waheguru – sikh word for God.

Panj Pyare – the beloved 5 the first 5 members of the Khalsa.

BIG QUESTIONS

What is characterisation?

How can physical performance skills and vocal skills be incorporated into a performance?

How can drama techniques be incorporated into a performance?

Why is discipline important in a performance?

What are the differences between the two styles – Naturalism and Abstract Theatre?

What is the difference between devising and a scripted performance?

Performance Skills

Planned Movement	Physical actions that are organised prior to the performance and then rehearsed.
Positioning	Arranging an actor in a place/way. Where the actor is facing.
Posture	How the body is held.
Body Language	Movements with the body, that communicate feeling.
Eye Contact	Where the actor is looking.
Space	How the environment is used.
Levels	How high or low an actor is positioned on stage.
Vocal Skills	How the voice is used to communicate emotion and character.
Gestures	Using your hands to further express meaning or emotion.
Facial Expressions	Showing mood through the movement of your face.

3PBEDSLVGF

Physical performance skills are the ways the use body can be used to communicate character or meaning.

Always remember to remain disciplined when performing.

Vocal Skills

Pitch	How high or low your voice is.
Pace	How fast or slow you speak.
Pause	A moment of silence.
Projection	How far and clearly you speak enable your voice to travel across the room.
Tone	Using your voice to show mood.
Emphasis	Exaggerating particular words or phrases in a sentence.
Accent	A distinctive pronunciation which shows location. This can be linked to country or area.
Volume	How loud or quiet you are speaking.

4P'STEAV

The way in which the voice is used to communicate. Vocal skills can be used to communicate character. The more the audience can understand about a character, the greater the understanding of the narrative of the performance.

Drama Techniques	What would it look like on stage?
Thought Track	Character telling their thoughts to the audience
Monologue	A speech spoken by one character
Choral Speaking	A group of actors speaking at the same time
Slow motion	Slowing movement down
Flashback	A scene from the past
Cross Cutting	Mixing up the order of scenes
Narration	A spoken commentary for the audience about the action on stage
Organic Sound	A sound made by the actors (not recorded)
Synchronisation	Actors moving at the same time
Canon	Moving one after the other
Multi-role	One actor playing more than one role
Hot Seating	Questioning an actor in role
Still Image	A frozen moment in a scene
Physical Theatre	Using your body to create objects
Mime	Performing an action with no props
Mirroring	2 actors facing each other moving at the same time
Split Role	One role that is played by more than one actor
Flash forward	A scene from the future
Tableau	A still image that captures the whole scene/story
Repetition	A sound/movement that is repeated
Marking the Moment	When a moment in a scene is emphasised

Style: Naturalism

Naturalism uses realistic acting and in-depth characterisation.

- Subtext
- Relationships
- Personality
- Situation
- Motivation

Movement is planned carefully, making sure every action has a meaning behind it.

Set/costume/props/sound are used as part of a Naturalistic performance however drama techniques are NOT used!

Style: Abstract Theatre

Theatre that is non-naturalistic.

Drama techniques are included in performances to present a narrative or theme in an alternative or unconventional way.

Drama techniques are used to enhance an abstract performance, making it more engaging for the audience.



BIG QUESTIONS

What is call and response?

What are the Elements of Music?

What is a melody?

What is harmony?

What is a chord?

What is a musical ensemble?

How is music created?

How can we describe the form and structure and texture of different songs?

In what ways can the Elements of Music be refined or manipulated to create new arrangements of an existing song or piece of music?

Building Bricks

Exploring the Elements of Music



<p>A. Pitch</p> <p>The highness or lowness of a sound.</p>	<p>B. Tempo</p> <p>The speed of a sound or piece of music.</p> <p>FAST: <i>Allegro, Vivace, Presto</i> SLOW: <i>Andante, Adagio, Lento</i></p> <p>GETTING FASTER – <i>Accelerando (accel.)</i> GETTING SLOWER – <i>Ritardando (rit.) or Rallentando (rall.)</i></p>	<p>C. Dynamics</p> <p>The volume of a sound or piece of music.</p> <p>VERY LOUD: <i>Fortissimo (ff)</i> LOUD: <i>Forte (f)</i> QUITE LOUD: <i>Mezzo Forte (mf)</i> QUITE SOFT: <i>Mezzo Piano (mp)</i> SOFT: <i>Piano (p)</i> VERY SOFT: <i>Pianissimo (pp)</i> GETTING LOUDER: <i>Crescendo (cresc.)</i> GETTING SOFTER: <i>Diminuendo (dim.)</i></p>	<p>D. Duration</p> <p>The length of a sound.</p>
<p>E. Texture</p> <p>How much sound we hear.</p> <p>THIN TEXTURE: (<i>sparse/solo</i>) – small amount of instruments or melodies.</p> <p>THICK TEXTURE: (<i>dense/layered</i>) – lots of instruments or melodies.</p>	<p>F. Timbre or Sonority</p> <p>Describes the unique sound or tone quality of different instruments voices or sounds.</p> <p><i>Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzing, Crisp, Metallic, Wooden etc.</i></p>	<p>G. Articulation</p> <p>How individual notes or sounds are played/techniques.</p> <p>LEGATO – playing notes in a long, smooth way</p> <p>shown by a SLUR.</p> <p>STACCATO – playing notes in a short, detached, spiky way shown by a DOT.</p>	<p>H. Silence</p> <p>The opposite or absence of sound, no sound. In music these are RESTS.</p>
<p>I. Notation</p> <p>How music is written down.</p> <p>STAFF NOTATION – music written on a STAVE (5 lines and spaces)</p> <p>GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.</p>		<p>J. How Music Works</p> <p>Music can create an atmosphere or ambience e.g., <i>supermarkets and restaurants</i>.</p> <p>Music can create an image e.g., <i>in response to art, a story, a poem, a character, a situation</i> – this is called PROGRAMME MUSIC.</p> <p>Music can be calming e.g., <i>end of an evening in clubs and bars</i>.</p> <p>Music can be used for spiritual reasons e.g., <i>worship, meditation, reflection, hymns and chants, yoga, and spiritual reflection</i>.</p> <p>Music can be used for commercial purposes e.g., <i>advertising, TV themes</i>.</p>	

A. Popular Song Structure

SONG STRUCTURE – How a song is made up of or divided into different sections (see below) and the order in which these sections occur. To work out the structure of a song, it's helpful to analyse the **LYRICS** and listen to a recording for the song (for instrumental sections).

INTRO – often shortened to 'intro', the first section of a song which sets the mood of the song and is sometimes, but not always, an instrumental section using the song's chord pattern.

VERSES – songs normally have several verses. Verses introduce the song's theme and have the same melody but different lyrics for each verse which helps develop the song's narrative and story. Songs made up entirely of verses are called **STROPHIC**.

LINK – a optional short section often used to join different parts of a song together, often instrumental, and sometimes joins verses together or appears at other points within a song.

PRE-CHORUS – an optional section of music that occurs before the **CHORUS** which helps the music move forward and "prepare" for what is to come.

CHORUS – occurs several times within a song and contains the most memorable **HOOK/RIFF**. The chorus relays the message of the song and is repeated with the same melody and lyrics each time it is heard. In popular songs, the chorus is often repeated several times towards the end of the song.

MIDDLE 8/BRIDGE – a section (often 8 bars in length) that provides contrasting musical material often featuring an instrumental or vocal solo using new musical material allowing the performer to display their technical skill on their instrument or voice.

CODA/OUTRO – The final section of a popular song which brings it to an end (Coda is Italian for "tail"!).

B. Key Words

LYRICS – The words of a song, usually consisting of **VERSES** and a **CHORUS**.

HOOK – A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece. Hooks can be either **MELODIC**, **RHYTHMIC** or **VERBAL/LYRICAL**.

RIFF – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. Riffs can be rhythmic, melodic or lyrical, short and repeated.

MELODY – The main tune of the song often sung by the **LEAD SINGER**.

COUNTER-MELODY – An 'extra' melody often performed 'on top of' the main melody that 'fits' with it a **DESCANT** or **INSTRUMENTAL SOLO**.

TEXTURE – The layers that make up a song e.g., *Melody, Counter-Melody, Hooks/Riffs, Chords, Accompaniment, Bass Line*.

C. Lead Sheet Notation and Arrangements

A **LEAD SHEET** is a form of musical **NOTATION** that contains only the essential elements of a popular song such as the **MELODY**, **LYRICS**, **RIFFS**, **CHORDS**

(often as guitar chord symbols) and **BASS LINE**; it is not as developed as a **FULL SCORE ARRANGEMENT** and is open to interpretation by

performers who need to use and adapt the given elements to create their own musical **ARRANGEMENT**: their "version" of an existing song.

COVER (VERSION) – A new performance, remake or recording by someone other than the original artist or composer of the song.

The image shows two examples of lead sheet notation. The first is for Ed Sheeran's 'Shape of You' in 4/4 time, showing the melody, lyrics, and guitar chords. The second is for 'Perfect' in 3/4 time, also showing melody, lyrics, and guitar chords. Both examples include a bass line and a key signature of one sharp (F#).

D. Conjunct and Disjunct Melodic Motion

CONJUNCT MELODIC MOTION – Melodies which move mainly by step or use notes which are next to or close to one another.

DISJUNCT MELODIC MOTION – Melodies which move mainly by leap or use notes which are not next to or close to one another.

MELODIC RANGE – The distance between the lowest and highest pitched notes in a melody.

Conjunct



Disjunct



E. Song Timbre and Sonority (Instruments that are used to Accompany Songs)



Pop Bands often feature a **DRUM KIT** and **PERCUSSION** to provide the rhythm along with **ELECTRIC GUITARS (LEAD GUITAR, RHYTHM GUITAR and BASS GUITAR)** and **KEYBOARDS**. Sometimes **ACOUSTIC INSTRUMENTS** are used such as the **PIANO** or **ACOUSTIC GUITAR**. **ORCHESTRAL INSTRUMENTS** are often found in pop songs such as the **STRINGS**, **SAXOPHONE**, **TROMBONE** and **TRUMPET**.



Singers are essential to a pop song - **LEAD SINGER** – Often the "frontline" member of the band (most famous) who sings most of the melody line to the song. **BACKING SINGERS** support the lead singer providing **HARMONY** or a **COUNTER-MELODY** (a melody that is often higher in pitch and different, but still 'fits with' the main melody) and do not sing all the time but just at certain points within a pop song e.g. in the chorus.

BIG QUESTIONS

- 1) ¿Qué te gusta comer y beber?
What do you like to eat and drink
- 2) ¿Qué desayunas?
What do you have for breakfast
- 3) ¿Qué cenas?
What do you have for dinner?
- 4) ¿Qué comiste ayer?
What did you eat yesterday
- 5) ¿Qué vas a comprar para la fiesta?
What are you going to buy for the party?
- 6) ¿Qué van a tomar en el restaurante?
What are you going to have at the restaurant?

Saying what I like to eat and drink

Me encanta (I love)	Me gusta (I like)	comer (eating)	el arroz (rice)	el pescado (fish)	porque es (because it is)	delicioso (delicious)
			el marisco (seafood)	el queso (cheese)		rico (tasty)
			la fruta (fruit)	la carne (meat)		asqueroso (disgusting)
			los caramelos (sweet)	los huevos (eggs)		deliciosa (delicious)
Me gusta mucho (I really like)	Prefiero (I prefer)	comer (eating)	las verduras (vegetables)	las hamburguesas (hamburgers)	porque son (because they are)	rica (tasty)
						asquerosa (disgusting)
						deliciosos (delicious)
						ricos (tasty)
No me gusta (I don't like)	No me gusta nada (I really don't like)	beber (drinking)	el agua (water)	la leche (milk)		asquerosos (disgusting)
						deliciosas (delicious)
						ricas (tasty)
						asquerosas (disgusting)
Odio (I hate)						

Saying what I have for breakfast and dinner

Normalmente (Normally)	desayuno (for breakfast I have)	cereales (cereal)	café (coffee)	a las siete (at 7:00)
Ayer (Yesterday)	desayuné (for breakfast I had)	churros (churros)	Cola Cao (Cola Cao)	
		tostadas (toast)	té (tea)	
		yogur (yoghurt)	zumo de naranja (orange juice)	a las siete y media (at 7:30)
Normalmente (Normally)	como (for lunch I have)	un bocadillo (a sandwich)		a las dos (at 2:00)
	ceno (for dinner I have)	patatas fritas (chips)		
Ayer (Yesterday)	comí (for lunch I had)	pollo con ensalada (chicken with salad)		
	cené (for dinner I had)	pescado con verduras (fish with vegetables)		a las siete (at 7:00)

Saying what you are going to buy for a party

¿Qué vas a traer? (What are you going to bring?)		
¿Qué vas a comprar? (What are you going to buy?)		
Voy a traer (I am going to bring)	quesadillas (quesadillas)	
Me gustaría traer (I would like to bring)	limonada (lemonade)	
Voy a comprar (I am going to buy)	una lechuga (a lettuce)	un paquete de tortillas (a packet of tortilla wraps)
	un pimiento verde (a green pepper)	quesadillas (quesadillas)
	un pimiento rojo (a red pepper)	limonada (lemonade)
	un aguacate (an avocado)	una botella de limonada (a bottle of lemonade)
	un kilo de tomates (a kilo of tomatoes)	caramelos (sweets)
	medio kilo de queso (half a kilo of cheese)	bebidas (drinks)
	doscientos gramos de pollo (200 grammes of chicken)	patatas fritas (chips)

Saying what I did yesterday

¿Qué va a tomar? (What are you going to have?)		
¿Qué van a tomar? (What are you all going to have?)		
Voy a tomar de primer plato (I'll have as a starter)	la ensalada mixta (mixed salad)	la sopa (soup)
	los huevos fritos (fried eggs)	el pan (bread)
Voy a tomar de segundo plato (I'll have for main course)	las chuletas de cerdo (pork chops)	el pollo con pimientos (chicken with peppers)
	el filete (steak)	la tortilla española (Spanish omelette)
Voy a tomar de postre (I'll have for dessert)	el helado de chocolate (chocolate ice cream)	le cola (coke)
	el helado de fresa (strawberry ice cream)	algo dulce (something sweet)
	el helado de vainilla (vanilla ice cream)	algo tradicional (something traditional)
	la tarta de queso (cheesecake)	
La cuenta por favor (the bill please)		
Tengo hambre (I am hungry)		
Tengo sed (I am thirsty)		

Mid-Term Assessment Prep – I can...

- ☐ say what your favourite food is and why
- ☐ say what you have for breakfast

- ☐ say what you have for dinner
- ☐ say what you ate yesterday



HOMEWORK

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Aim for 65% correct. Remember, if you're unhappy with your score you can re-do each section as you go!



SentenceBuilders

BIG QUESTIONS

- 1) Quelle sorte de musique aimes-tu?
What types of music do you like?
- 2) C'est comment, la musique française?
What's French music like?
- 3) C'est quoi la fête de la musique?
What's the music festival?
- 4) C'est quoi le carnaval?
What is carnival?
- 5) Qu'est-ce que tu vas manger?
What are you going to eat?
- 6) Qu'est-ce que tu vas acheter?
What are you going to buy?

Saying what you think about music

J'adore (I love)	J'aime beaucoup (I like a lot)	le rock (rock music)	le rap (rap)		c'est vif (it's lively)	c'est original (it's original)		ça me fait danser (it makes me dance)
J'aime (I like)	Je préfère (I prefer)	le reggae (reggae)	la pop (pop music)		c'est moderne (it's modern)	c'est rapide (it's fast)		ça me calme (it calms me)
J'aime bien (I like)		le hip hop (hip hop)	la musique classique (classical music)	parce que (because)	c'est déprimant (it's depressing)		et (and)	ça me fait dormir (it makes me sleep)
Je n'aime pas (I don't like)		le jazz (jazz)	la musique de Justin Bieber (Justin Bieber's music)		c'est ennuyeux (it's boring)			ça me rend triste (it makes me sad)
Je n'aime pas du tout (I don't like at all)		le heavy metal (heavy metal music)	la musique française (french music)					
Je déteste (I hate)								

Talking about a music festival

Cette année (This year)				cool (cool)
Chaque année (Every year)	j'attends le fête de la musique avec impatience (I am looking forward to the festival)		car c'est (because it is)	magique (magical)
Cet été (This summer)				amusant (fun)
				sympa (nice)
D'abord, le matin (Firstly, in the morning)	je vends des disques vinyles (I sell records)	et puis (and then)		ma mère chante dans la chorale (my mum sings in the choir)
L'après-midi (In the afternoon)	j'écoute un rappeur (I listen to a rapper)	et ensuite (and next)		mon frère choisit un groupe folk (my brother chooses a folk group)
Le soir (In the evening)	je préfère la fanfare (I prefer the brass band)	et après (and after)		
	je choisis un group de rock (I choose a rock group)			

Celebrating the carnival

Quand je vais à la fête (When I go to the festival)	je porte un masque (I wear a mask)	je choisis des vêtements traditionnels (I choose traditional clothes)	je porte des vêtements bizarres (I wear bizarre clothes)	et (and)	je porte un drapeau français. (I carry a French flag.)	je regarde la parade en ville. (I watch the parade in town.)	je danse en ville. (I dance in town.)	J'attends la fête avec impatience! (I can't wait for the festival!)
Pour le fête (For the festival)	je retrouve mes copains (I meet up with my friends)				je rends visite à ma grand-mère. (I visit my grandma.)	j'aime regarder les grosses têtes. (I like watching the big heads.)	j'applaudis les spectacles. (I applaud the shows.)	
Pour les célébrations (For the celebrations)	je choisis des vêtements cool (I choose cool clothes)	je porte des vêtements colorés (I wear colourful clothes)	je porte des vêtements incroyables (I wear amazing clothes)					
Quand je fête le carnaval (When I celebrate the carnival)					j'entends la musique. (I hear music.)			

Ordering at a market

Bonjour, monsieur. Vous désirez? (Hello, sir. What would you like?)					
Je voudrais (I would like)	une douzaine de (a dozen)		cinquante grammes (fifty grams of)		s'il vous plaît (please)
	un kilo de (a kilo of)		cent grammes de (a hundred grams of)		
	un demi-kilo de (half a kilo of)		chou-fleurs (cauliflowers)		
	deux (two)		haricots verts (green beans)		
	trois (three)		pommes (apples)		
	quatre (four)		pommes de terre (potatoes)		
une tranche de (a slice of)		fromage (cheese)			
deux tranches de (two slices of)		jambon (ham)			
Et avec ça? (Anything else?)			Ça fait 3€50 (That's three Euros fifty)		
C'est tout? (Is that all?)			Voilà (Here you are)		
Ça fait combien? (How much is it?)			Merci, bonne journée! (Thanks, have a good day!)		

Mid-Term Assessment Prep – I can...

- ☐ say what type of music you like & why
- ☐ say what you think of French music
- ☐ say how you celebrate carnival
- ☐ say if you would like to go to a music festival



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SentenceBuilders

BIG QUESTIONS

Why have the government introduced guidelines relating to our lifestyle?

What are the 8 guidelines?

How can we apply the guidelines on a daily basis?

What benefits will there be on a wider scale if we adopt the guidelines?

Food Preparation and Nutrition
Healthy Lifestyle guidelines

Year 8 Term 3

Through a series of activities students will discover the importance of the 8 government guidelines for a healthy lifestyle.

Students will gain knowledge of a variety of healthy options to lowering the risk of a variety of diet related health issues.

The government guidelines are key to a healthy lifestyle, students will learn how to apply these in their day to day activities.

1. Base your meals on higher fibre starchy carbohydrates.

Starchy carbohydrates should make up just over a third of the food you eat.

They include potatoes, bread, rice, pasta and cereals.

Choose higher fibre or wholegrain varieties, such as wholewheat pasta, brown rice or potatoes with their skins on.

They contain more fibre than white or refined starchy carbohydrates and can help you feel full for longer.

Try to include at least 1 starchy food with each main meal. Some people think starchy foods are fattening, but gram for gram the carbohydrate they contain provides fewer than half the calories of fat.

Keep an eye on the fats you add when you're cooking or serving these types of foods because that's what increases the calorie content - for example, oil on chips, butter on bread and creamy sauces on pasta.



2. Eat lots of fruit and veg

It's recommended that you eat at **least** 5 portions of a variety of fruit and veg every day.

They can be fresh, frozen, canned, dried or juiced.

Getting your 5 A Day is easier than it sounds. Why not chop a banana over your breakfast cereal, or swap your usual mid-morning snack for a piece of fresh fruit?

A portion of fresh, canned or frozen fruit and vegetables is 80g. A portion of dried fruit (which should be kept to mealtimes) is 30g.

A 150ml glass of fruit juice, vegetable juice or smoothie also counts as 1 portion, but limit the amount you have to no more than 1 glass a day as these drinks are sugary and can damage your teeth.



3. Eat more fish, including a portion of oily fish

Fish is a good source of protein and contains many vitamins and minerals.

Aim to eat at least 2 portions of fish a week, including at least 1 portion of oily fish.

Oily fish are high in omega-3 fats, which may help prevent heart disease.

Oily fish include:

- salmon
- trout
- herring
- sardines
- pilchards
- Mackerel

Non-oily fish include:

- haddock
- plaice
- coley
- cod
- tuna
- skate
- hake

You can choose from fresh, frozen and canned, but remember that canned and smoked fish can be high in salt.

Most people should be eating more fish, but there are recommended limits for some types of fish.



Homework Links

Food a fact of Life

BBC Bitesize

Key vocabulary

- Guidelines
- Lifestyle
- Hydration
- Free sugars
- Energy
- Growth and development
- Heart disease
- Diabetes
- Obesity
- Health and wellbeing

4. Cut down on saturated fat and sugar

Saturated fat

You need some fat in your diet, but it's important to pay attention to the amount and type of fat you're eating.

There are 2 main types of fat: **saturated and unsaturated**.

Too much saturated fat can increase the amount of cholesterol in the blood, which increases your risk of developing heart disease.

On average, men should have no more than 30g of saturated fat a day, women should have no more than 20g of saturated fat a day.

Children under the age of 11 should have less saturated fat than adults.

Saturated fat is found in many foods, such as:

- fatty cuts of meat
- sausages
- butter
- hard cheese
- cream
- cakes
- biscuits
- lard
- Pies

Try to cut down on your saturated fat intake and choose foods that contain unsaturated fats instead, such as vegetable oils and spreads, oily fish and avocados.

For a healthier choice, use a small amount of vegetable or olive oil, or reduced-fat spread instead of butter, lard or ghee.

When you're having meat, choose lean cuts and cut off any visible fat.

All types of fat are high in energy, so they should only be eaten in small amounts.

Sugar

Regularly consuming foods and drinks high in sugar increases your risk of obesity and tooth decay.

Sugary foods and drinks are often high in energy (measured in kilojoules or calories), and if consumed too often can contribute to weight gain. They can also cause tooth decay, especially if eaten between meals.

Free sugars are any sugars added to foods or drinks, or found naturally in honey, syrups and unsweetened fruit juices and smoothies.

This is the type of sugar you should be cutting down on, rather than the sugar found in fruit and milk.

Many packaged foods and drinks contain surprisingly high amounts of free sugars.

Free sugars are found in many foods, such as:

- sugary fizzy drinks
- sugary breakfast cereals
- cakes
- biscuits
- pastries and puddings
- sweets and chocolate

Food labels can help. Use them to check how much sugar foods contain.

More than 22.5g of total sugars per 100g means the food is high in sugar, while 5g of total sugars or less per 100g means the food is low in sugar.

Homework Links

Food a fact of Life

BBC Bitesize

Key vocabulary

- Guidelines
- Lifestyle
- Hydration
- Free sugars
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- Growth and development
- Heart disease
- Diabetes
- Obesity
- Health and wellbeing

5. Eat less salt: no more than 6g a day for adults

Eating too much salt can raise your blood pressure. People with high blood pressure are more likely to develop heart disease or have a stroke.

Even if you do not add salt to your food, you may still be eating too much.

About three-quarters of the salt you eat is already in the food when you buy it, such as breakfast cereals, soups, breads and sauces.

Use food labels to help you cut down. More than 1.5g of salt per 100g means the food is high in salt.

6. Get active and be a healthy weight

As well as eating healthily, regular exercise may help reduce your risk of getting serious health conditions. It's also important for your overall health and wellbeing.

Being overweight or obese can lead to health conditions, such as type 2 diabetes, certain cancers, heart disease and stroke. Being underweight could also affect your health.

Most adults need to lose weight by eating fewer calories.

If you're trying to lose weight, aim to eat less and be more active. Eating a healthy, balanced diet can help you maintain a healthy weight.



7. Do not get thirsty

You need to drink plenty of fluids to stop you getting dehydrated.

The government recommends drinking 6 to 8 glasses every day.

This is in addition to the fluid you get from the food you eat.

All non-alcoholic drinks count, but water, lower fat milk and lower sugar drinks, including tea and coffee, are healthier choices.

Try to avoid sugary soft and fizzy drinks, as they're high in calories. They're also bad for your teeth.

Even unsweetened fruit juice and smoothies are high in free sugar.

Your combined total of drinks from fruit juice, vegetable juice and smoothies should not be more than **150ml a day, which is a small glass.**

Homework Links

Food a fact of Life

BBC Bitesize

Key vocabulary

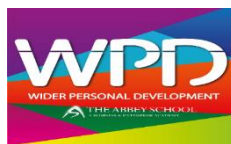
- Guidelines
- Lifestyle
- Hydration
- Free sugars
- Energy
- Growth and development
- Heart disease
- Diabetes
- Obesity
- Health and wellbeing

8. Do not skip breakfast

Some people skip breakfast because they think it'll help them lose weight.

But a healthy breakfast high in fibre and low in fat, sugar and salt can form part of a balanced diet, and can help you get the nutrients you need for good health.

A wholegrain lower sugar cereal with **semi-skimmed** milk and **fruit** sliced over the top is a tasty and healthier breakfast.



Big Questions

PSHE

What is discrimination?
What kinds are there?

What is religious
discrimination and why
does it still happen?

What is racism and
stereotyping?

What are LGBT+ rights like
across the world?

What is the Equality Act of
2010?

WPD

What is the Duke of
Edinburgh Award?

Why do the D of E?

What are the benefits of
volunteering?

What skills does D of E offer
me?



3 	Relationships Discrimination <ul style="list-style-type: none"> Protected Characteristics - All forms of discrimination: Racism, religion and sexism Disability Homophobia, biphobia and transphobia Why discrimination occurs Equality Act 2010 		Wider Personal Development PERSONAL PROJECT The Duke of Edinburgh Award at The Abbey School <ul style="list-style-type: none"> What is D of E? Physical activity challenge Volunteering and its benefits D of E Bronze Award Skills options 		Careers Employability Skills Builder: Your Future <ul style="list-style-type: none"> Options – what are they? Planning and thinking ahead How to interest and motivate yourself First steps for careers KS4 course knowledge and understanding
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Protected Characteristics

Age The Equality Act 2010 protects people of all ages. Aberdeenshire Council has divided this into two groups- age (younger) and age (older). Please note that there is no fixed boundary between age (younger) and age (older) as this will depend on the context.	Religion or Belief In The Equality Act 2010, religion includes any religion. It also includes a lack of religion. Belief means any religious or philosophical belief or a lack of such belief.	Sexual Orientation The Equality Act 2010 protects lesbian, gay, bisexual and heterosexual people.
Disability 'Disability' includes people with physical, learning and sensory disabilities, people with a long-term illness, and people with mental health problems.	Sex (Gender) Both males and females are protected under The Equality Act 2010.	Gender Reassignment The Equality Act 2010 provides protection for transgender people. A transgender person is someone who proposes to, starts or has completed a process to change his or her gender.
Race Under The Equality Act 2010 'race' includes colour, nationality and ethnic or national origins. It also includes Gypsy Travellers.	Pregnancy and Maternity The law covers pregnant women or those who have given birth within the last 26 weeks, and those who are breast feeding.	Marriage and Civil Partnership Marriage is defined as a union between two people of different or of same sexes. In addition to same sex marriage, same sex couples can also have their relationship legally recognised as 'civil partnerships'.



Careers:

Employability Focus during form time – Decision Making
Careers Event – 'Choices' Assembly

House competition:

Design a poster to promote your House and to encourage students to a) work towards achieving more house points and b) get involved with house activities, events and competitions. The best one for each house will be printed and put up on display around school and there will be a small prize and house points for the winners.



WHAT ARE BRITISH VALUES?



- *Democracy
- *The rule of law
- *Individual liberty
- *Mutual respect
- *Tolerance of those with different faiths and beliefs.