



**The Abbey
School**

Knowledge Organiser

Year 8 Term 4

2023 - 2024

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Subject: English

Topic: Diverse Anthology

BIG QUESTIONS

BQ: What is diversity?

BQ: How does Malala influence the audience using a range of language techniques?

BQ: How does Manower share memories of his childhood using autobiographical writing?

BQ: How does Renke use interesting vocabulary and language techniques in article writing?

BQ: How does Hughes use characterisation to teach us about redemption?

BQ: How does Robinson present paradise in the poem 'Portable Paradise'?

BQ: How does Hargrave use language and structure to interest the reader?

BQ: How does Nichols use imagery and poetic techniques to create a strong sense of place for the reader?

BQ: How does Wheatle teach us to develop and maintain respectful relationships even in difficult circumstances?

BQ: How does Caleb Femi present prejudice in the poem Thirteen?

BQ: Can I create my own poem based on ideas from Femi's poem Thirteen?

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.



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.

Reading Skills

1. Skimming

Looking for important information without reading the whole text.

2. Scanning

Reading to pick out particular piece of information.

3. Inference

To read between the lines.

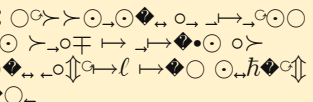
4. Summarise

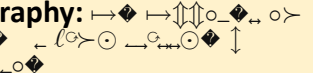
Give a brief statement of the main points.

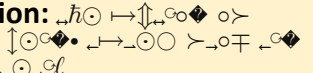
5. Quotation

A piece of the text that has been copied directly.

Keywords

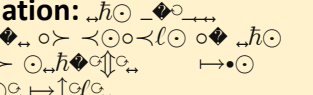
Diversity: 

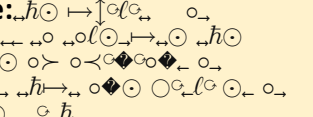
Autobiography: 

Redemption: 

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

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

Discrimination: 

Tolerance: 

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

Stereotypes: an inaccurate idea held in common by many people

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

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.

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

When writing to persuade, always remember to walk through AFOREST 😊 Use these techniques to add weight to your argument.

A	Anecdotes Alliteration	A personal experience and story as proof. <i>A sequence of words beginning with the same letter.</i>	Only last month, I found myself ... <i>Brutal beatings ...</i>
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. <i>Directly addressing the reader to create a connection between speaker and listener.</i> A word or phrase that is used more than once.	Who are they to call themselves masters? <i>Together, we will fight back ...</i> <i>Freedom can be won back, freedom can lead us into the light, freedom is ours for the taking ...</i>
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 ...

Remember to **GOMASSIVE** when you are writing creatively! 😊

G - group of three	A list of three words or sentences for effect.	The woods were empty, dark and cold.
O - onomatopoeia	Words which imitate sound.	Crack, bang, pop ...
M - metaphor	When one thing is said to be another to highlight its qualities.	The teacher was a volcano, ready to erupt.
A - alliteration	A sequence of words beginning with the same letter.	The cat crept cautiously ...
S - senses	Sight, sound, smell, touch taste.	The aroma invaded his senses and made his tummy rumble.
S - simile	When two things are compared using the words like or as.	She was as radiant as a sunflower.
I - imagery	Visually descriptive language.	The sky was filled with dark, menacing clouds and bolts of electric white lightning ...
V - varied vocabulary	Using a range of ambitious vocabulary.	The witch was a torrent of darkness, waiting to demolish everything around her ...
E - emotive language	Words and phrases that prompt an emotional response from the reader.	The fox cub yelped in pain as it looked upon its predators in fear ...



Sentence Structures

- 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.
- Subordinate Clause:** A clause that depends on an independent clause to make sense. E.g. Without turning around, the cat sat on the mat.
- Simple Sentence:** Contains just one clause (subject + verb) E.g. Tom went to the shops.
- 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.
- 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.
- Exclamatory:** A sentence that shows great emotions. E.g. I am appalled by your behaviour!
- Imperative:** A sentence that gives commands. E.g. Get out!
- Interrogative:** A sentence that asks a question (not rhetorical questions). E.g. How much is that?
- Declarative:** A sentence that makes a declaration. E.g. She sells sea-shells.

Sentence Openers

Adverbs Quickly, Carefully, Bravely, Quietly, Slowly, Suddenly, Happily,

Connectives Instead, Unless, Soon, Before, Eventually, While, However

Adjectives Happy and cheerful, Sweet and kind, Scared but excited, Tired and weary,

Relative Pronouns Which, That (animals and things), Who (people)



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

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

Prepositions Inside, Next to, Above, Hidden in, Behind, Under, Past

Ing Words Eating, Crying, Thinking, Laughing, Shouting, Smiling,

Ed Words Worried, Defeated, Scared, Flabbergasted, Shocked,



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.



Subject: Mathematics
Topic: Recall Knowledge

Year: 7 and 8
Term: 1-6

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
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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

Integer	A whole number	Examples
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

What are the different ways of plotting a graph?

What is place value and why is it important?

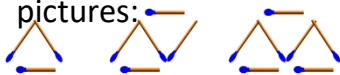
How do we calculate with decimals and ratio?

Sparx Maths

M241, M381,
M981, M140,
M932, M527,
M553, M335,
M319, M431,
M111, M818

Types of Sequence

Sequence as pictures:



Linear sequence:

4, 7, 10, 13, 16, ...
+3 +3 +3 +3

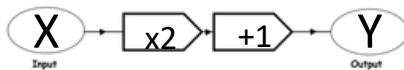
Fibonacci sequence:

(add the previous two terms)

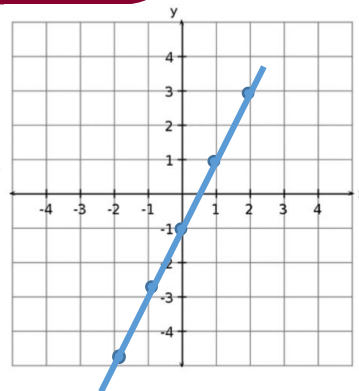
1, 1, 2, 3, 5, 8, ...

Draw the graph of $y = 2x - 1$

X	-2	-1	0	1	2
Y					



X	-2	-1	0	1	2
Y	-5	-3	-1	1	3

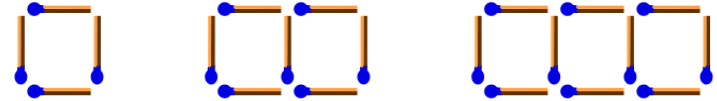


Key Words

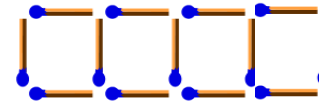
Sequence: A list which is in a particular order following a pattern.

Term: Each particular part of a sequence.

Linear sequence: A sequence which is formed by adding or subtracting the same amount each time.



Next pattern is:



Sequence = 4, 7, 10, 13, ...

Term to term rule = + 3 (like the 3 times table)

Nth term

4, 7, 10, 13, 16, ...
+1 +3 +3 +3 +3
3, 6, 9, 12, 15
 $= 3n + 1$

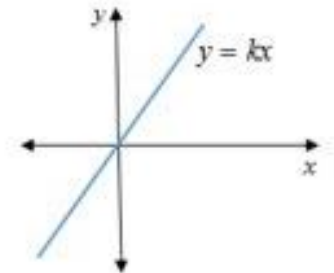
$$Y = 2x$$

X	10	15	6	20
Y	20	30	12	40

Variables are **directly proportional** when the **ratio is constant** between the quantities. This gives a straight line graph through (0.0).

Here we have a ratio of:

X:Y
1:2



Key Concept

Multiply/Divide by powers of 10

10 000	1000	100	10	1	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					•			

Multiplying

X 10
X 100
X 1000



digits move LEFT 1 space
digits move LEFT 2 spaces
digits move LEFT 3 spaces

÷ 10
÷ 100
÷ 1000

Dividing

digits move RIGHT 1 space
digits move RIGHT 2 spaces
digits move RIGHT 3 spaces



Ordering Decimals

0.3, 0.21, 0.305, 0.38, 0.209

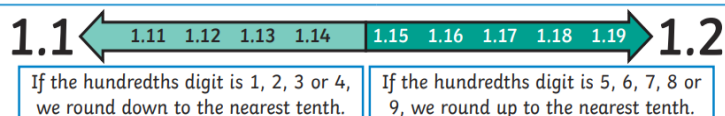
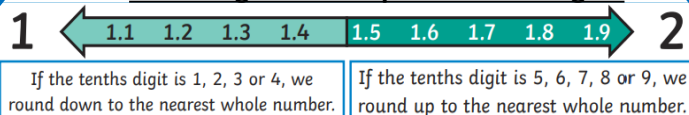
Add zero's so that they all have the same number of decimal places.

0.300, 0.210, 0.305, 0.380, 0.209

Then they can be placed in order:

0.209, 0.21, 0.3, 0.305, 0.38

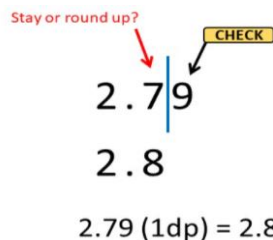
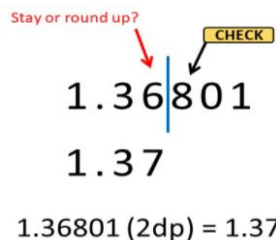
Rounding - Decimal places and Integers



Rounding to the nearest 1000

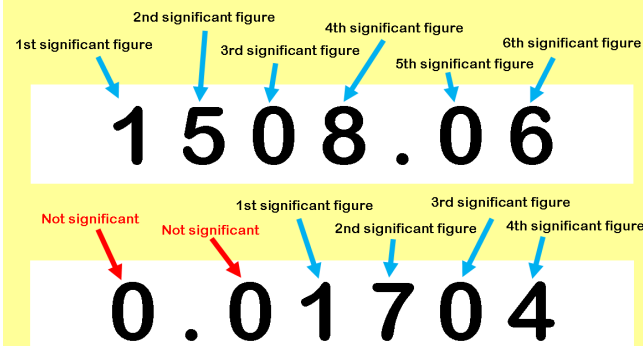


Rounding to the nearest 10 000



Rounding – Significant figures

The first non-zero digit is the first significant figure. You then keep counting.



Notice: The zeros are not significant when they are at the beginning of the number.

How to round to significant figures

Round the following...	... to 1 significant figure	... to 2 significant figures
3875	4000	3900
6.254	6	6.3
0.07109	0.07	0.071

Estimation is a result of rounding to one significant figure

Estimate the answer to $\frac{46.2 - 9.85}{\sqrt{16.3 + 5.42}}$: $\frac{50 - 10}{\sqrt{20 + 5}} = \frac{40}{5} = 8$

$28.2 + 46.8 \approx 30 + 50 = 80$ (approx. equal)

$462 \times 3.82 \approx 500 \times 4 = 2000$

Column addition and subtraction

$$\begin{array}{r} 5.649 \\ + 39.27 \\ \hline 44.919 \end{array}$$

Addition: Starting with the digit on the right, add each column in turn. Regroup tenths, tens, hundreds etc as required.

You must remember to borrow if you can't subtract with the numbers you have.

$$\begin{array}{r} 23.137 \\ - 1.59 \\ \hline 1.88 \end{array}$$

Subtraction: Starting with the digit on the right, subtract each column in turn. Exchange tenths, tens, hundreds etc as required.

Division: Set up your question as shown. Starting from the left divide the number under the bus stop by the number on the outside. Any remainders must be carried to the next value along. Continue this process until you have got to the end of the number you are dividing.

$$8.12 \div 4$$

2	0	3
4	8	12

You must carry any remainders here.

$$0.5 \overline{) 6.85} \rightarrow 5 \overline{) 68.5}$$

don't need

To divide a decimal by a decimal we need to multiply both values until the number we are dividing by is a whole number. Then we would divide as before.

Standard Form

We use standard form to write a very large or a very small number in scientific form.

$$a \times 10^b$$

Must be $1 \leq a < 10$ b is an integer

Multiplying Decimals

1. Multiply like whole numbers.
2. Count decimal places in the problem.
3. Put the same number of places behind the decimal in the product.

Question: 1.54×2.6
Now 154×26

1	5	4	
×	2	6	
	9	2	4
3	0	8	0
4	0	0	4
1	1		

We multiplied by 1000 to get rid of the decimal points because there are 3 numbers in total after the point in the question.

Multiply the whole numbers.

Divide your answer by 1000.

Answer = 4.004

You need to be able to:

- Add and subtract decimals using the column method.
- Multiply decimals by whole numbers and decimals by decimals using a written method.
- Divide decimals using the bus stop method.
- Use rounding to estimate values to calculations.
- Order decimals from smallest to biggest.
- Round values to the nearest integer.
- Round answers to a given number of decimal places or significant figures.

Decimals and Ratios

Simplify $60 : 40 : 100$

$$\div 10$$

$$6 : 4 : 10$$

$$\div 2$$

$$3 : 2 : 5$$

Share £45 in the ratio 2 : 7

$$45 \div 9 = 5$$

$$£10 : £35$$

2	7
5	5
5	5
=10	5
5	5
5	5
5	5
=35	

Write 2 : 5 in the form 1 : n

$$\begin{array}{c} 2 : 5 \\ \div 2 \quad \quad \div 2 \\ \hline 1 : 2.5 \end{array}$$

Joy and Martin share money in the ratio 2 : 5. Martin gets £18 more than Joy. How much do they each get?

$$£12 : £30$$

$$18 \div 3 = 6$$

2	5
6	6
6	6
6	6
6	6
=12	=30

Homework Links

Sparx Maths

Corbettmaths.co
m/contents

bbc.co.uk/bitesize
/subjects

Key Vocabulary

Sequence

Term

Linear

Arithmetic

Co-ordinate

Axis

Decimal

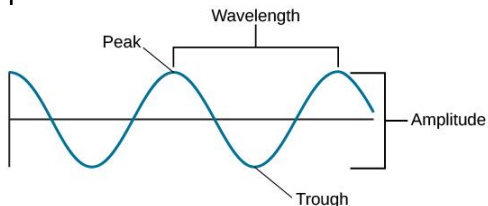
Place value

Estimate

Round

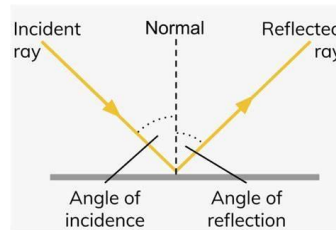
KS3 Physics: Waves and Energy Transfer Knowledge Organiser

A) Waves	
Key term/question	Definition/answer
Peak	The tallest point on a wave.
Trough	The lowest point on a wave.
Wavelength	The number of metres a wave travels for one complete wave to take place. Can be measured from peak to peak, or trough to trough.
Amplitude	The height of a wave above the zero point. This links to the intensity of a light wave or the volume of a sound wave.
Frequency	The number of waves that happen each second.
Time period, Period	The number of seconds it takes for a full wave to travel. It is the inverse of the frequency.
Reflection	A wave that strike a surface and rebounds in a predictable way (see diagram of reflection in section C)
Refraction	A bend in the direction of a wave as it changes direction from one material to another (see diagram in section C)
Transverse	A wave that transfers energy at right angles to the direction it moves in.
Longitudinal	A wave that transfers energy parallel to the direction it travels in
Compression	An area in a sound wave where the particles are closest together
B) Wave diagram	

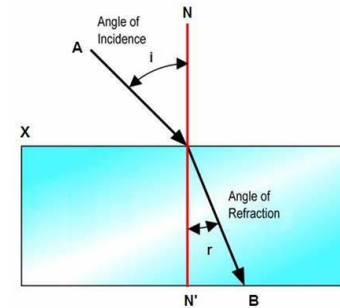


C) Wave diagrams

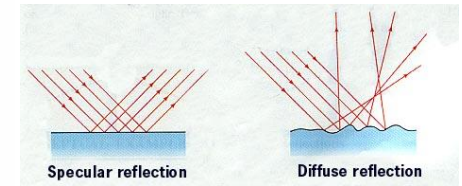
Reflection



Refraction

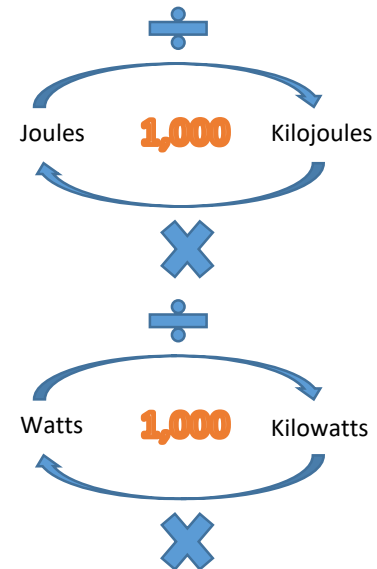


Specular and diffuse reflection



D) Energy transfers and stores	
Key term/question	Definition/answer
Kinetic Energy	The energy an object has because it is moving.
Gravitational Potential Energy	The energy an object stores when it is lifted against gravity.
Chemical Energy	The energy stored in the chemical bonds of a substance e.g. a fuel or food that we eat.
Thermal Energy	The energy from particles moving more when they are hotter
Elastic Energy	Energy that is stored in elastic materials e.g. a rubber band.
Energy transfer	When energy moves from one type or store to another
Conduction	Heat transfer that takes place when particles vibrate into their nearest neighbour.
Radiation	Energy transfer that takes place when waves of infrared energy are emitted and absorbed.
Power	The rate that energy can be transferred.
Unit	The amount of electrical energy that is transferred when a 1kW appliance is used for 1 hour.

E) Unit conversions



HISTORY

WORLD WAR TWO

Year: 8
Term: 4

BIG QUESTIONS

Causes of WWII

Could WW2 have been stopped 20 years before it started?

Could Britain have stopped Hitler if it hadn't appeased him?

Experience of Warfare

Was Dunkirk a success or a failure?

Why did Britain win the Battle of Britain?

How significant was the battle of Britain?

The Home Front in WWII

Was there really a 'Blitz Spirit'?

What was it like to be evacuated?

How would you cope with rationing?

Build Up to WWII

1919 – Treaty of Versailles is issued to Germany

1933 – Hitler is elected leader of Germany and begins to break promises of the Treaty of Versailles

1938 – Hitler invades Austria in the Anschluss

1938 – Hitler demands the Sudetenland. Foreign leaders including British Prime Minister Chamberlain, meet to sign the Munich agreement which appeases Hitler

1939 – Hitler occupies Czechoslovakia, and invades Poland

WWII Main Events

September 1 1939 – Britain and France declare war on Germany for invading Poland

September 1 1939 – Evacuation of children begins. By January 1940 almost 60% had returned to their homes. A second evacuation effort was started after the Germans had taken over most of France. From June 13 to June 18, 1940, around 100,000 children were evacuated

December 13 1939 – Britain win first major sea battle at the Battle of River Plate

January 17 1940 – British Intelligence services led by Alan Turing decodes the first German Enigma messages. Most of Germany's high-level military messages were encoded using a cipher machine called Enigma. By 1943 Turing's machines were cracking a staggering total of 84,000 Enigma messages each month - two messages every minute.

May 10 1940 – Churchill is elected Prime Minister

May 26-June 4 1940 – Dunkirk evacuation

June 14 1940 – France falls to Nazi occupation, under the Vichy regime

July 10-October 31 1940 – Battle of Britain

June 22 1941 – Nazis launch Operation Barbarossa – planned invasion of Soviet Union.

September 7 1940-May 1941 – The Blitz began on 7 September, 'Black Saturday', when German bombers attacked London, leaving 430 dead and 1,600 injured. London was then bombed for 57 consecutive nights, and often during daytime too

December 7 1941 – Japan attacks USA in Pearl Harbour. Germany declare war on USA four days later

November 11 1942 – Fighting between Nazis and Soviet Union in the Battle of Stalingrad.

January 31 1943 – 17 German Generals surrender to the Red Army at Stalingrad

June 6 1944 – Allied forces land on the beaches of Normandy

August 25 1944 – Allied forces liberate Paris

December 16 1944 – Battle of the Bulge begins

May 7 1945 – Germany announce unconditional surrender

Appeasement

The policy of appeasement aimed to prevent another war and is linked particularly with Chamberlain. Many believe he made a mistake by trusting Hitler. Britain and France could have stopped Germany. Opportunities such as the Rhineland were missed and Chamberlain even worked with Hitler in Munich to give him the Sudetenland. This prompted the Nazi Soviet Pact.

Dunkirk

The Dunkirk evacuation was an event of World War II (1939–45). An evacuation is the process of moving people away from where they are in danger to a safer place. The Dunkirk evacuation moved about 340,000 British, French, and Belgian (Allied) soldiers from the beaches of Dunkirk, France, across the English Channel to England. It began on May 26, 1940, and ended nine days later,

Battle of Britain

The Battle of Britain was an important battle in World War II. After Germany and Hitler had conquered most of Europe, including France, the only major country left to fight them was Great Britain. Germany wanted to invade Great Britain, but first they needed to destroy Great Britain's Royal Air Force. The Battle of Britain was when Germany bombed Great Britain in order to try and destroy their air force and prepare for invasion.

The Blitz

The heavy and frequent bombing attacks on London and other cities was known as the 'Blitz'. Night after night, from September 1940 until May 1941, German bombers attacked British cities, ports and industrial areas. London was bombed every day and night, bar one, for 11 weeks. One third of London was destroyed. Life was very hard during the Blitz and frightening too. London, in particular was very bad as it was bombed nearly every night. People in London spent most nights sleeping in Air Raid Shelters.

Key Vocabulary

Causes of war

Appease – allowing something to stop something worse from taking place

Diktat – an order or decree imposed by someone in power without popular consent.

Treaty – an agreement between countries

Sudetenland – The historical German name for the northern, southern, and western areas of former Czechoslovakia which were inhabited primarily by Sudeten Germans

Experience of warfare

Blitzkrieg – a German military tactic calculated to create psychological shock and resultant disorganization in enemy forces through the employment of surprise, speed, and superiority in matériel or firepower.

Luftwaffe – The German air force during the war.

Spitfire – A British aircraft, particularly used during the Battle of Britain and known for its speed and agility.

Significance – Something that is important and has an impact, it could be a turning point

Home front

Anderson shelter – A small shelter made from corrugated steel to protect people in air-raids.

Air-raid – An attack by enemy planes dropping bombs

Blackout – A wartime ban on streetlights and other lights at night, to reduce the risk of bombing by enemy planes

Blitz – A prolonged period of German air raids on Britain. From the German 'blitzkrieg' which means 'lightning war'.

Rationing – limiting the amount of food or goods people can have to make sure they are shared more equally

Gas masks – Face masks to protect people from poisonous gas attacks.

Evacuation – leaving or escaping from somewhere

Propaganda – Information, especially of a biased or misleading nature, used to promote a political cause or point of view

Civilian – a non-military person

Home front – the term for the war effort made at home in Britain by civilians

Exam Style Question

Explain two consequences of the Dunkirk evacuation.

Source Skills

Homework: Complete the source inference task

Land

- Rich mining fields near the French border that had once belonged to Germany were given to France
- Germany forbidden to unite with Austria (a neighbouring country)
- Land which separated Germany from Poland was given to Poland making the 'Polish Corridor'
- All of Germany's colonies were taken and given to France and Britain

Army

- The German army could only have 6 battleships and no submarines.
- The German army could not have an air force.
- The German army was limited to 100,000 men.

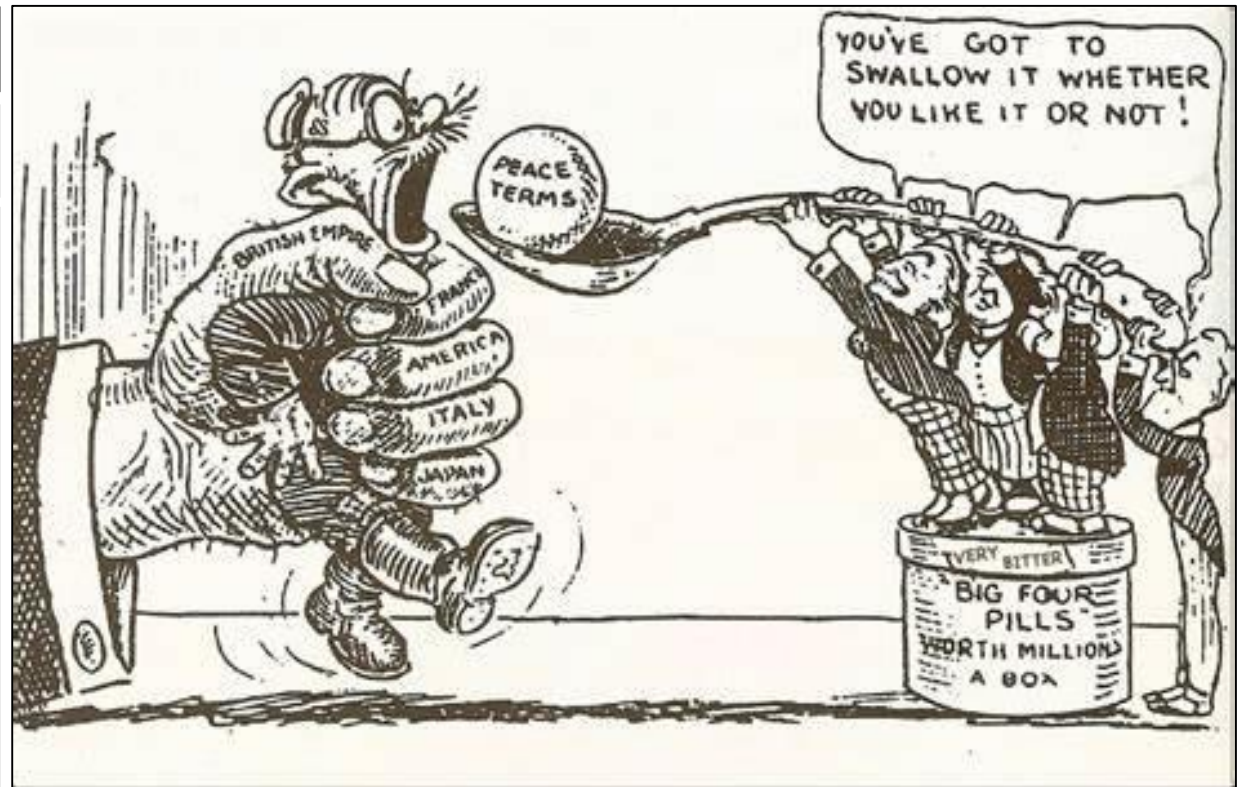
Money

- Germany forced to pay reparations (money to the Allies) set at 132 billion gold marks

Blame

- Article 231 of the Treaty forced Germany to accept their blame and responsibility for all of the damage and destruction of the war.

- Germany banned from joining the League of Nations



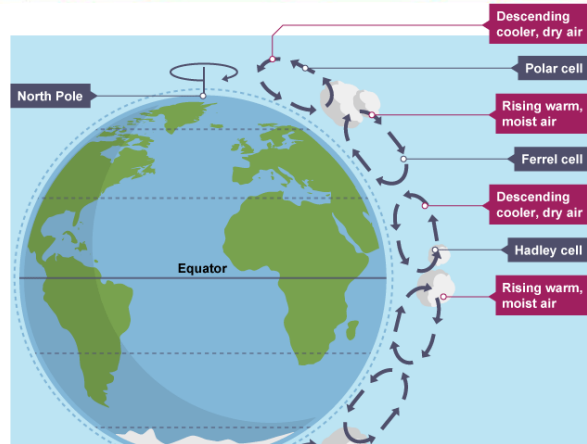
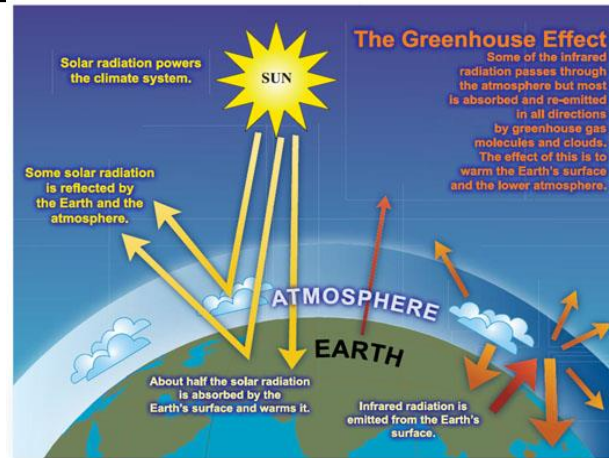
Source Analysis Skills:

1. What can you infer from this source about the Terms of the Treaty of Versailles?

Extension: How useful is this source for an enquiry into the international reaction to the Treaty of Versailles?

BIG QUESTIONS

1. What evidence is there to prove that climate change is happening?
2. How does climate vary across the world?
3. What is an ice ages?
4. How do greenhouse gases contribute to climate change?
5. What are the physical and human factors that contribute to climate change?
6. Humans are entirely to blame for climate change. To what extent do you agree?
7. What are the consequences of climate change globally?
8. What are the consequences of climate change for the UK?
9. Do we adapt or mitigate to climate change?



Human causes of climate change:

- Deforestation (cutting down trees on a large scale)
- Burning fossil fuels (coal, oil and gas to make electricity)
- Agriculture (farming)

Type of Greenhouse gas	Source
Carbon Dioxide	Burning fossil fuels; deforestation.
Methane – 21x more powerful than CO2	Natural gas extraction; decomposition of organic matter (cow farts!)
Nitrous oxide – 250x more powerful than CO2	Aeroplanes; road vehicles; fertilisers.
Halocarbons – 3000x more powerful than CO2	Used in industry – solvents and cooling agents.

Climate is the average weather conditions of a place, usually measured over a period of 30 years. Air is circulated around the atmosphere. The earth is at an angle which means it gets different intensities of heat/light hitting the earth at different places. The Equator receives 100% of the sun's rays. In the UK, at 60°, we receive less of the sun's rays as they have to spread over a bigger angle, therefore the sunlight is weaker, making it colder than it is at the equator. There are 3 cells that move air around the earth: over the poles there is the Polar cell which brings cold temperatures. The Ferrell cell is found between 30 and 60 degrees north and south. This brings wet weather over the UK but dry weather at the latitudes 30° north and south. The Hadley cell brings very wet weather at the Equator 0° latitude.

Physical causes of climate change:

Solar Output

The amount of **energy** the sun gives out can make a difference to the temperatures we have on Earth. **Sunspots** will trap the energy, which will then be released in a burst and can lead to **warming!**

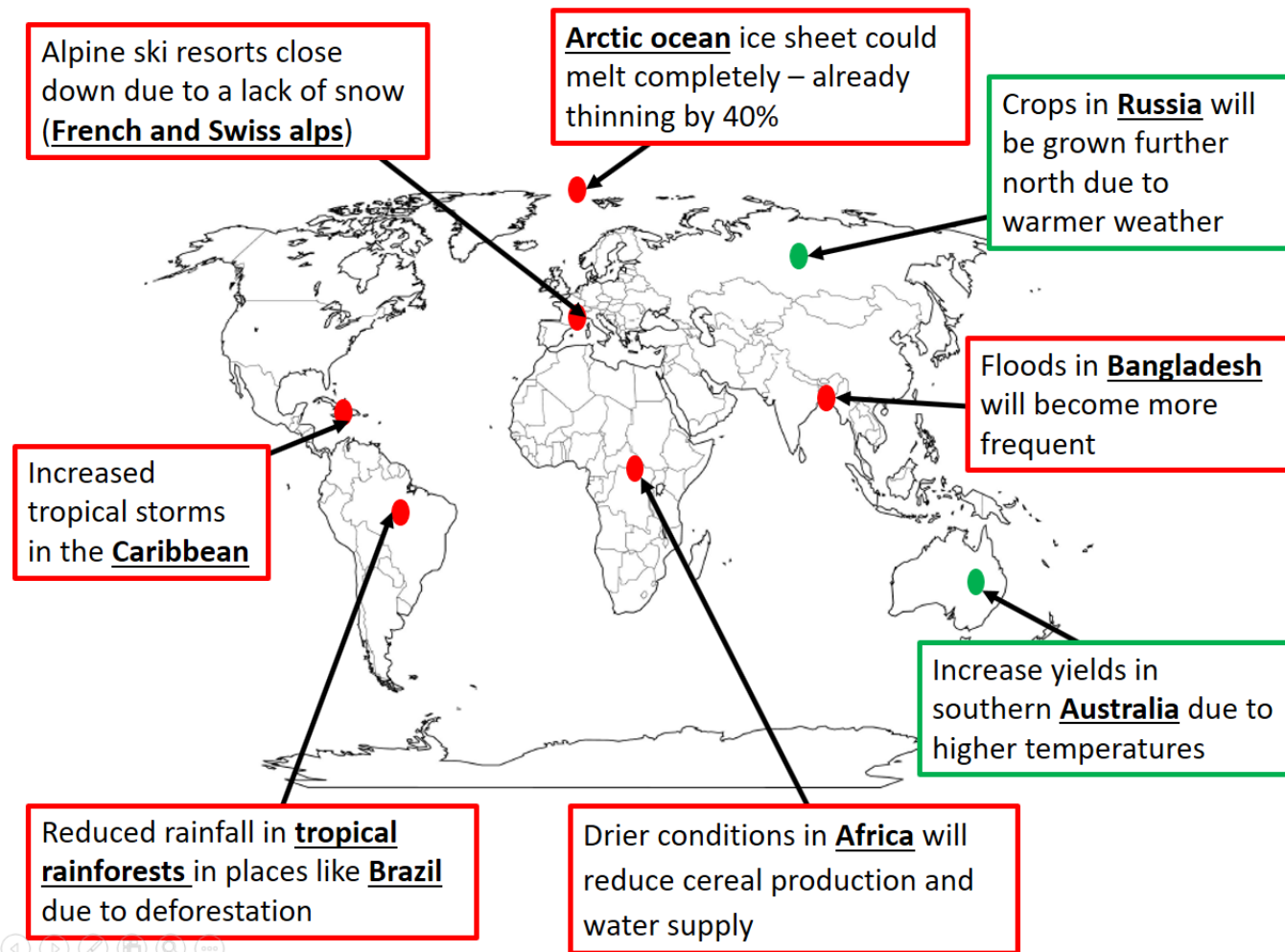
Orbital Theory

Milankovitch Cycles

The way the Earth moves around the sun can change over thousands of years. There is the **shape of the orbit**, the **tilt of the Earth on its axis**, and the **wobble of the Earth!**

Eruption Theory

Volcanic eruptions can actually cause the temperature of the whole planet to **cool** by a few degrees. This can lead to things such as a crop failure!



Key vocabulary

Adaptation – to respond by limiting the negative effects caused.

Carbon Capture – removal of carbon dioxide from waste gases from power stations.

Climate change – a change in the average conditions of a place over a long period of time.

Economic impact – an effect that causes money consequences.

Environmental impact – an effect that causes natural consequences.

Ferrel Cell – motion of air mid-latitude, between 30 and 60 degrees.

Greenhouse Effect – a natural function of the Earth's atmosphere to keep in some of the heat reflected towards space.

Hadley Cell – motion of air at the centre of Planet Earth, between the Equator and 30 degrees.

Immediate responses – an action to happen straight away.

Long-term responses – and action to happen later on (a week, month, years) after the event.

Mitigation – to reduce or prevent something from happening.

Polar Cell – motion of air between 60 degrees and the poles.

Homework

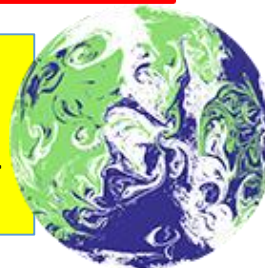
Write a news report on what happened at the climate change summit, COP26.

[Climate Change Summit: What is COP26 and Why Does It Matter? | World Economic Forum \(weforum.org\)](#)

[HOME - UN Climate Change Conference \(COP26\) at the SEC – Glasgow 2021 \(ukcop26.org\)](#)

Homework Challenge questions:

1. How does the shape of the earth influence the climate?
2. "Humans are the main cause of climate change" discuss.



**UN CLIMATE
CHANGE
CONFERENCE
UK 2021**

IN PARTNERSHIP WITH ITALY

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 record...</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:

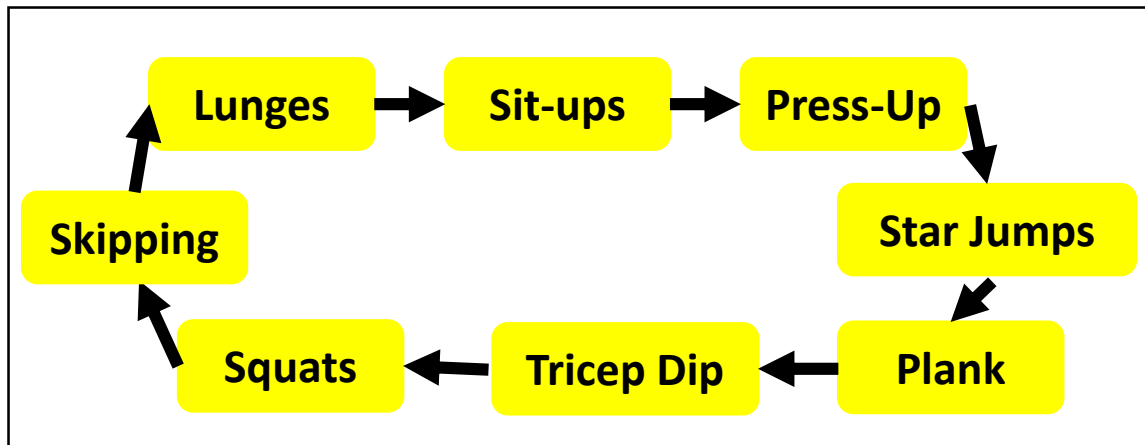
- Shows effort in exercise.
- Can conduct simple fitness tests.
- Know how to record and interpret fitness results against normative data.
- Perform exercises safely.

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?

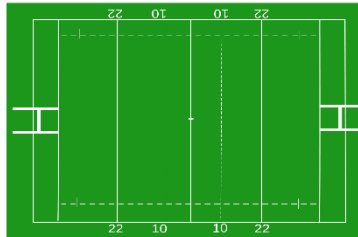
Can you safely and effectively create a ruck?

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?



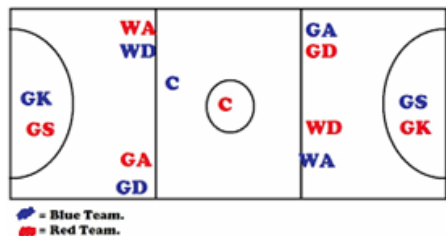
Big Questions:

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



Religion
Sikhism

Year: 8
Term: 4

Big Questions

- 1 How do Sikhs worship?
- 2 How do you become a good person in Sikhism?

Guru Granth Sahib

The Guru Granth Sahib is the holy book of Sikhism. It is an important book as it helps guide them in life to make the right decisions. The Guru Granth Sahib is the last Guru and therefore there will be no more living gurus. This means Sikhs treat the Guru Granth Sahib as a living Guru.

What is Sewa?

Sewa means 'selfless service'. It involves acting selflessly and helping others in a variety of ways, without any reward or personal gain. It is a way of life for many Sikhs and is part of their daily routine. Sikhism teaches that sewa is an act of service towards Waheguru and therefore must be done regularly in order to become closer to Waheguru.

What are Gurpurbs

Gurpurbs are **festivals which celebrate the lives of the Gurus**. A major festival is the celebration of Guru Nanak's birthday in late autumn. Gurpurbs may mark the birthdays, the date when they became Guru.

Gurus	Birth	GuruShip
Guru Nanak Dev Ji	19 Nov	-
Guru Angad Dev Ji	12 May	26 Sept
Guru Amar Das Ji	25 May	13 April
Guru Ramdas Ji	22 Oct	18 Sept
Guru Arjan Dev Ji	03 May	08 Sept
Guru Har Gobind Sahib Ji	25 June	02 June
Guru Har Rai Sahib Ji	25 Feb	09 April
Guru Har Krishan Sahib Ji	02 Aug	30 Oct
Guru Tegh Bahadur Ji	01 May	25 April
Guru Gobind Singh Ji	20 Jan	06 Dec

What is Vaisakhi?

Vaisakhi, also called **Baisakhi**, is the festival which celebrates the founding of the Sikh community, the **Khalsa**, in 1699. It remembers the story of Guru Gobind Singh.

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

The 5 k's



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.

Pani 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.³⁰

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?

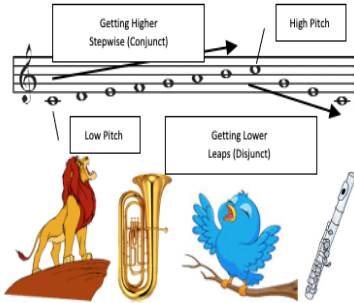





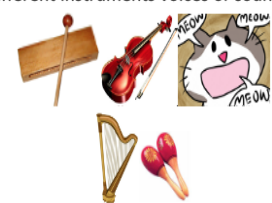


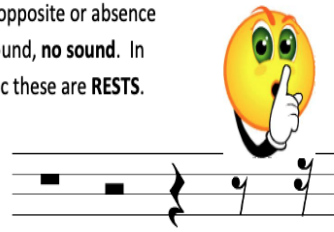

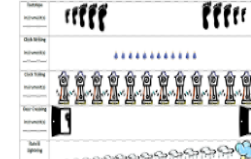
How can we describe the form and structure and texture of different songs?

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



A. Pitch	B. Tempo	C. Dynamics	D. Duration
<p>The highness or lowness of a sound.</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>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>The length of a sound.</p> 
E. Texture	F. Timbre or Sonority	G. Articulation	H. Silence
<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>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, Buzzy, Crisp, Metallic, Wooden etc.</i></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>The opposite or absence of sound, no sound. In music these are RESTS.</p> 
I. Notation		J. How Music Works	
<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>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.



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.




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) Où habites-tu?
Where do you live?

2) Quel temps fait-il?
What's the weather like?

3) Qu'est-ce qu'il y a dans ta région?
What is there in your region?

4) Qu'est-ce qu'on peut faire dans ta région?
What can you do in your region?

5) C'est quoi ta routine du matin?
What's your morning routine like?

6) Qu'est-ce que tu dois faire chez toi?
What do you have to do at home?

Talking about where you live

J'habite dans (I live in)	un village (a village) une ville (a town) une grande ville (a city)	à la campagne (in the countryside) à la montagne (in the mountains) au bord de la mer (by the sea)	en Angleterre (in England) en France (in France)	en Suisse (in Switzerland) au Maroc (in Morocco)
J'aime (I like) J'adore (I love)	habiter ici (living here)	car (because)	c'est animé (it's lively) c'est calme (it's calm)	c'est tranquille (it's quiet) c'est joli (it's pretty)
Je n'aime pas (I don't like) Je déteste (I hate)			c'est bruyant (it's noisy) c'est ennuyeux (it's boring)	c'est nul (it's rubbish) c'est sale (it's dirty)

Talking about the weather

Tout le temps (All the time) Souvent (Often) Parfois (Sometimes)	dans ma région, (in my region,)	il fait froid (it's cold) il fait mauvais (the weather's bad) il y a du vent (it's windy) il pleut (it rains) il neige (it snows) il fait un froid de canard (it's freezing)	en hiver. (in winter.) en automne. (in autumn.)	Cependant, (However,)	il fait beau (the weather's nice) il fait chaud (it's hot) il y a du soleil (it's sunny) il fait un soleil de plomb (it's scorching)	en été. (in summer.) au printemps. (in spring.)
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Talking about what is in your town

Dans ma région, (In my region, Dans ma ville, (In my town,)	il y a (there are)	des (some) beaucoup de (lots of)	bâtiments (buildings) champs (fields) lacs (lakes)	touristes (tourists) forêts (forests) montagnes (mountains)	plages (beaches) voitures (cars)	
	il n'y a pas (there aren't)	de (any)				
	on peut (you can)	visiter (visit)	des grottes (some caves) le marché (the market)	des monuments historiques (historic monuments)		
		manger (eat)	des crêpes (pancakes)	du fastfood (fast food)		
		faire (do)	du canoë-kayak (canoeing) des randonnées (walks)	du ski (skiing) les magasins (shopping)		
			aller (go)	au cinéma (to the cinema)	à la plage (to the beach)	

Talking about what you do at home

Tous les jours (Everyday)	chez moi (at home)	je dois (I must)	laver la voiture (wash the car)	mais (but)	mon frère doit (my brother must)	faire la cuisine (do the cooking)
Souvent (Often)			rapporter l'eau (fetch water)			
Quelquefois (Sometimes)			garder le bébé (look after the baby)			
Le weekend (At the weekend)			ranger ma chambre (tidy my bedroom)			
Le lundi (On Mondays)						
Je (I)	pense que (thinks that)	c'est juste (it's fair)				
Mon frère (My brother)		ce n'est pas juste (it's not fair)				
Ma soeur (My sister)						

Talking about your daily routine

À (At)	sept heures (7 o'clock)	huit heures (8 o'clock)	je me lève (I get up)	et après (and after)	je me douche (I shower)
	sept heures et quart (quarter past 7)	huit heures et quart (quarter past 8)			
	sept heures et demie (half past 7)	huit heures et demie (half past 8)			
	huit heures moins le quart (quarter to 7)	neuf heures moins le quart (quarter to 8)			
Vers (Around)	neuf heures (9 o'clock)	dix heures (10 o'clock)	je me brosse les dents (I brush my teeth)	et puis (and then)	je m'habille (I get dressed)
	neuf heures et quart (quarter past 9)	dix heures et quart (quarter past 10)			
	neuf heures et demie (half past 9)	dix heures et demie (half past 10)			
	neuf heures moins le quart (quarter to 9)	dix heures moins le quart (quarter to 10)			

Mid-Term Assessment Prep – I can...

- ☐ say where you live
 ☐ say what there is in your region
- ☐ say what the weather is like
 ☐ say what you can do in your region



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) ¿Te gustaría ir...?
Would you like to go...?
- 2) ¿Quieres salir?
Do you want to go out?
- 3) ¿Dónde quedamos?
Where shall we meet?
- 4) ¿A qué hora?
At what time?
- 5) ¿Por qué no puedes?
Why can't you?
- 6) ¿Cómo te preparas?
How do you get ready?
- 7) ¿Qué llevas normalmente?
What do you normally wear?
- 8) ¿Qué vas a llevar este fin de semana?
What are you going to wear this weekend?

Inviting people out

¿Te gustaría ir (Would you like to go)	a la bolera? (to the bowling alley?)	al parque? (to the park?)	De acuerdo. (All right.)	¡Genial! (Great)
	a la cafetería? (to the café?)	a la pista de hielo? (to the ice rink?)	Vale. (OK.)	Me gustaría mucho. (I would like that a lot.)
	al centro comercial? (to the shopping centre?)	al polideportivo? (to the sports centre?)	Muy bien. (Very good.)	
	al museo? (to the museum?)		¡Ni hablar! (No way!)	No tengo ganas. (I don't feel like it.)
			¡Ni en sueños! (In your dreams!)	¡Qué aburrido! (How boring!)
Me gustaría ir (I would like to go)	a la bolera (to the bowling alley)	al parque (to the park)		
	a la cafetería (to the café)	a la pista de hielo (to the ice rink)		
	al centro comercial (to the shopping centre)	al polideportivo (to the sports centre)		
	al museo (to the museum)			

Organising plans

¿Dónde quedamos? (Where shall we meet?)			
¿A qué hora? (At what time?)			
Quedamos (Let's meet)	a las siete (at 7)	al lado (next to)	de la bolera (the bowling alley)
	a las siete y cuarto (at 7:15)	delante (in front of)	de la cafetería (the café)
	a las ocho (at 8)	detrás (behind)	del centro comercial (the shopping centre)
	a las ocho y media (at 8:30)	enfrente (opposite)	del polideportivo (the sports centre)
	a las nueve menos cuarto (at 8:45)	en tu casa (at your house)	
	a las nueve (at 9)	en mi casa (at my house)	
	a las diez menos cuarto (at 9:45)	en la calle (in the street)	
	a las diez (at 10)		

Mid-Term Assessment Prep – I can...

- | | |
|--|--|
| <input type="checkbox"/> say where I would like to go | <input type="checkbox"/> say what time you are going to meet |
| <input type="checkbox"/> say where you are going to meet | <input type="checkbox"/> Invite somebody out |



Making Excuses

¿Quieres salir conmigo? (Do you want to go out with me?)			
Lo siento, no puedo (I'm sorry, I can't)	porque (because)	tengo que (I have)	ayudar a mis padres (help my parents)
		necesito (I need)	hacer los deberes (to do my homework)
			ordenar mi dormitorio (to tidy my room)
			pasear al perro (to walk the dog)
			cuidar a mi hermano (to look after my brother)
			cuidar a mis hermanas (to look after my sisters)
			salir con mis padres (to go out with my parents)
			lavarme el pelo (to wash my hair)
		no tengo dinero (I don't have money)	
		no quiero (I don't want to)	
		no tengo tiempo (I don't have time)	

Talking about getting ready

Primero (First of all)	me peino (I comb my hair)		
A veces (Sometimes)	me lavo la cara (I wash my face)	y luego (and then)	me visto (I get dressed)
Normalmente (Normally)	me ducho (I have a shower)	y finalmente (and finally)	me pongo gomina (I put gel in my hair)
	me baño (I have a bath)	y después (and afterwards)	me aliso el pelo (I straighten my hair)
	me afeito (I shave)		me maquillo (I put on make-up)

Talking about clothes

Normalmente (Normally)	llevo (I wear)	una camisa (a shirt) una sudadera (a sweatshirt) una gorra (a hat) una camiseta (a T-shirt) una falda (a skirt)			amarilla (yellow) negra (black) gris (grey) rosa (pink) blanca (white) roja (red) marrón (brown) verde (green) morada (purple) azul (blue) naranja (orange)
		un jersey (a jumper) un vestido (a dress)			amarillo (yellow) negro (black) gris (grey) rosa (pink) blanco (white) rojo (red) marrón (brown) verde (green) morado (purple) azul (blue) naranja (orange)
		unas botas (some boots) unas zapatillas de deporte (some trainers)			amarillas (yellow) negras (black) grises (grey) rosas (pink) blancas (white) rojas (red) marrónes (brown) verdes (green) moradas (purple) azules (blue) naranjas (orange)
Este fin de semana (This weekend)	voy a llevar (I am going to wear)	unos vaqueros (some jeans) unos pantalones (some trousers) unos zapatos (some shoes)			amarillos (yellow) negros (black) grises (grey) rosas (pink) blancos (white) rojos (red) marrónes (brown) verdes (green) morados (purple) azules (blue) naranjas (orange)
El fin de semana próximo (Next weekend)					de muchos colores (multi-coloured)

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SentenceBuilders

Big questions

- What would you consider to be traditional British food? What is international cuisine?
- Why are our eating habits changing?
- What do Fairtrade, Red Tractor, Food Miles mean?
- What geographical elements have an effect on a country's diet?
- What is the meaning of staple foods?

Overarching Big Q-

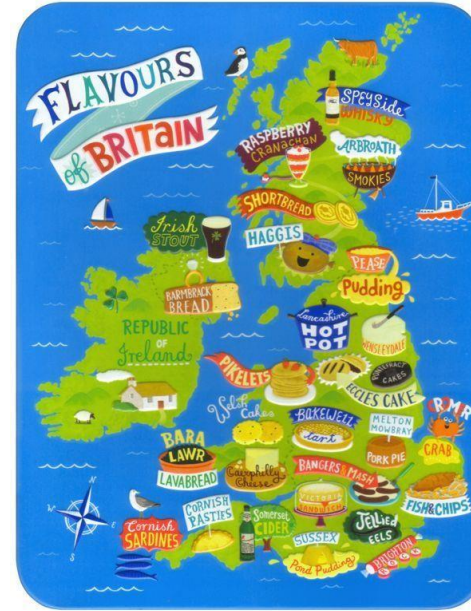
How does British and international differ? There is a huge interest in foods from around the world, we will investigate the reasons behind our ever changing culinary habits and desires for new flavours and experiences. Does this desire for alternative cuisine have a global impact?

British and international cuisine will be discussed, prepared and compared.

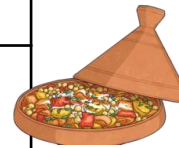
Food Preparation and Nutrition

British and International Cuisine

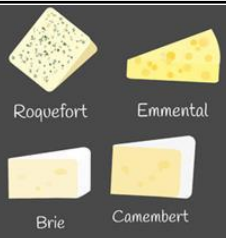
Climate	The weather conditions typical to an area in general or at a specific time. The climate affects what farmers can grow. Most crops need some rain and warm weather to grow. Warm sunshine is needed to ripen plants and sweeten fruits.
Culture	The way of life, general customs and beliefs of a particular group of people at a particular time.
Cuisine	Style and type of cooking that is representative of a particular country or region. For example, jerk chicken is a cuisine of Caribbean.
Landscape	The features of an area of land. The landscape of a region affects which crops and animals are raised for food. Flat land areas are needed for cereal production because combine harvesters could not effectively reap wheat grown on steep hills. Livestock can graze on the grass of very hilly land.
Migration	When people move from one geographical area to another. People bring their traditional foods with them when they migrate; these become part of the cuisine of the country they migrate to. For example, Indians brought curry to the UK.
Traditions	Customs and ways of living that are recognised as very long established and typically passed from one generation to another over time.
Import	A product from abroad. Remember that before recently, people ate food that was grown or reared locally. Less food was imported and people knew less about what other cultures ate. This explains why the range of ingredients is quite limited.
Tagine	A large, heavy North African cooking pot with a conical (cone) lid. The stew cooked in the pot is also called a tagine.
Sushi	A Japanese dish consisting of small balls or rolls of cold rice served with a garnish of vegetables or raw seafood.
Wok	A bowl-shaped cooking pan used traditionally in Chinese cooking.



Before imports, climate and geography influenced the type of meals consumed in UK.



French Cheeses



Italian Cheeses



Homework Links

Food a Fact of Life

BBC Bitesize

BNF

(British Nutrition Foundation)

Key Vocabulary

Culture

Cuisine

Climate

Traditional

Traditional Dishes from the nations of the United Kingdom

<p>England</p> <p>Cumberland sausage: a coiled sausage flavoured with pepper and herbs.</p> <p>Cottage Pie: beef mince, gravy and vegetables topped with grilled mashed potato.</p> <p>Cornish pasty: pastry containing beef, potato, onion and swede.</p> <p>Potted shrimps: shrimps in melted butter.</p> <p>Bread and butter pudding: buttered bread soaked in milk, egg, sugar and spices.</p>	<p>Northern Ireland</p> <p>Crubeens: boiled pigs' feet, which are battered and fried.</p> <p>Soda bread: bread made with bicarbonate of soda and buttermilk instead of yeast.</p> <p>Potato Farl (Irish potato cakes): A savoury potato pancake.</p> <p>Ulster Fry: A fried breakfast with soda bread, potato farls, bacon, sausage, egg and tomato.</p>
<p>Wales</p> <p>Welsh rarebit: toasted bread with cheese sauce, often containing mustard, beer or wine.</p> <p>Bara brith: Cake with dried fruit and spices.</p> <p>Laverbread: Slow cooked seaweed paste.</p> <p>Glamorgan sausage: A vegetarian sausage made with cheese and leeks, coated in breadcrumbs.</p> <p>Welsh cakes: Small, round flat cakes with raisins, baked on a griddle.</p>	<p>Scotland</p> <p>Scotch broth: soup made with red meat, root vegetables, barley and dried pulses. Neeps and tatties: Swede and potatoes cooked in oil and mashed.</p> <p>Haggis: lamb (and sometimes beef), suet (animal fat) onion, oats, seasoning and spices.</p> <p>Shortbread: A buttery and crumbly biscuit made with butter, flour and sugar.</p>