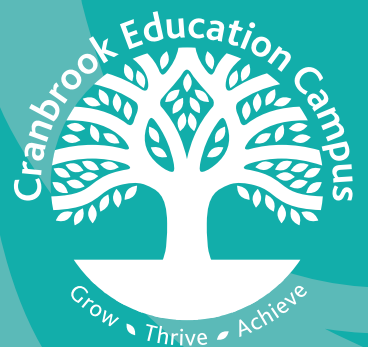


# Knowledge Organiser

Year 8  
Cycle Two



# Personal details

Name:	
Tutor Group:	Tutor:
Head of Year:	House Group:

# Key log in information

My school email:	@cranbrook.education
My school password:	
Classcharts code:	

<b>Sparx</b>	sparxmaths.uk	sparxscience.com
Username:		
Password		

<b>Educake</b>	educake.co.uk	
Username:		
Password		

<b>Bedrock - literacy</b>	app.bedrock.learning.org	
Username:		
Password		

<b>French languagenut</b>	languagenut.com	
Username:		
Password		



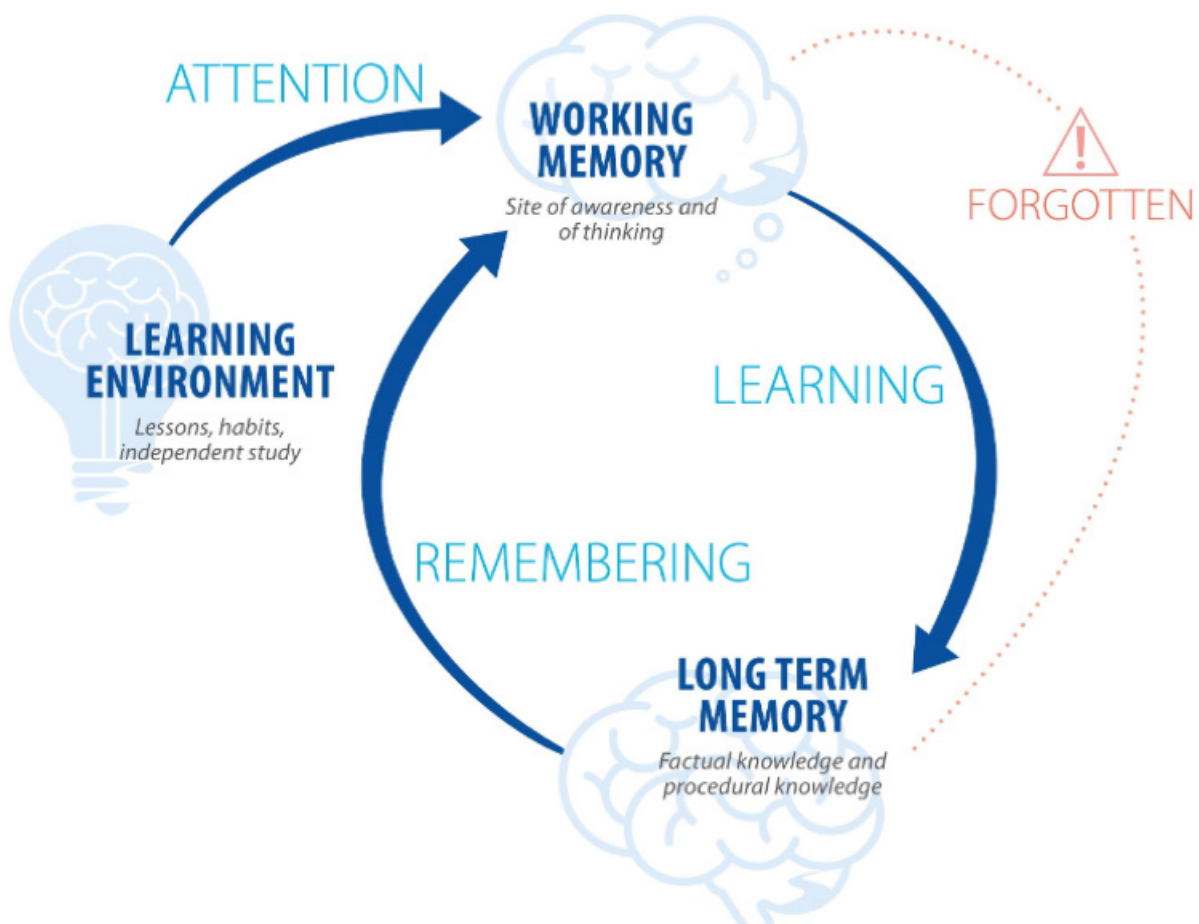
# How do we learn?

In your lessons at CEC, teachers plan every minute to ensure the **teaching habits** and strategies they use create a productive learning **environment** and focus your **attention** on the most important content. The information you receive in class is held and dealt with by your **Working Memory** (sometimes called your **short term memory**). Your working memory capacity is limited, meaning you can only deal with a few pieces of new information at a time before you get overloaded - this is called your **Cognitive Load**.

Once in your working memory, new information can be dealt with and transferred to your **Long Term Memory** - this is what learning actually is. Once in your long term memory, the information is organised into **schema** - you organise new memories and link them to your previous experiences. The information in these **schema** can then be recalled to help you understand new information and importantly, this does not use up the limited slots in your working memory. If information is not effectively **learned** or **encoded** from your working to your long term memory, it will be forgotten.

**Retrieval practice** will help to make sure your schema are well developed and that you are able to link all the knowledge you will need for your lessons. Retrieval practice is exactly what the name suggests - practising retrieval, and then applying, all of that information stored in your long term memory. Again, if you don't regularly practise remembering this information, it can become **forgotten**.

The model below summarises this process showing how new information moves from your environment (what is in happening in your classroom), eventually forming new and valuable memories.



# Your Knowledge Organiser

This booklet contains **knowledge organisers** for all your subjects. Each knowledge organiser has the key facts and most powerful information that needs to be **memorised** to help you master your subjects and be successful in lessons. Your teachers have carefully selected the information included to ensure you construct the most effective schema, meaning you can recall the information you need in class to master your subjects.

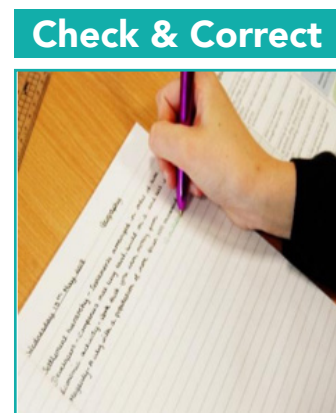
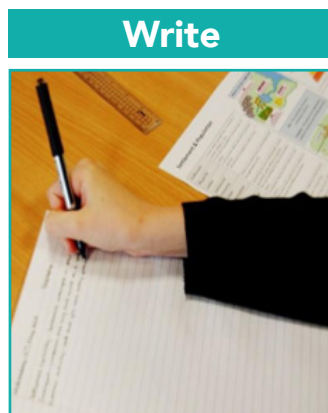
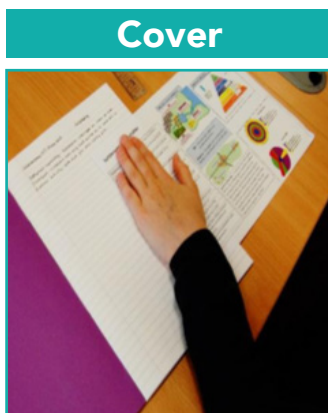
Each week as part of your independent study, you'll be asked to use your knowledge organiser to review this key content, ready for it to be used in class.

## How can I use my Knowledge Organiser?

Your knowledge organiser (or **KO**) is a great resource for use at any time at home or in school. Being able to **recall** the information it contains from your long term memory will help you have a really **high success rate** in lessons. One of the most effective ways of forming strong long term memories is by quizzing yourself. In fact, research shows that pupils remember 50% more when they test themselves after learning something new. Simply reading through your knowledge organiser is helpful, but there are also far more effective ways to memorise the important content.

## How can I self-quiz?

- » **Cover-Write-Check:** Your teacher may direct you to read a specific section or week of your KO. Once you've read the information, **cover** it up and **write** out as much as you can from memory. Next, **check** the KO to see if you're right, then **correct** any mistakes in your purple pen. Repeat this process two more times - even if you got 100% correct.



- » **Create flashcards:** These could be double-sided with a question on one side and the answer on the other. Alternatively, try a keyword on one side and a definition or diagram on the reverse. These can then be used for self-quizzing. The best way to use flashcards is called the Leitner System - find out more about it here: <https://www.youtube.com/watch?v=C20EvKtdJwQ>
- » **Draw a mind-map:** jot down everything that you remember from the KO and make links between the ideas. Check for accuracy and repeat.





# Independent study schedule

All your independent learning for the week is **set at 9 am on Friday** morning, and is due to be completed by 8 am on the hand in day. This includes your online work such as Sparx, Languagenut and Bedrock; and subjects where you should use some of the self-quizzing techniques (such as flash cards or Cornell notes) in your green **Knowledge Organiser workbook**.

The schedule below shows how long you should spend on each task, and the day you are allocated time to complete the task, although you may choose to complete tasks at different times to fit around your other activities and social events. **Specialist support** from your teachers will be available during breaks on the designated day, but please try to seek help with independent learning as soon as a problem arises. Work in your KO workbook will be checked by your tutor on the morning of hand in day.

If you have not completed any of your independent study tasks by 8 am on Friday, you will be required to attend a **2 hour SLT detention** the following Monday to catch up. If you manage to catch up on outstanding work before the start of the SLT detention, you should still attend at 3 pm when your subject teacher will check your tasks and cancel your detention. For incomplete KO tasks, you will be given a same-day redcard break detention.

Year 7, 8 and 9						
	15 min	15 min	15 min	15 min	Specialist support / hand in	Non-completion detention
Monday	Sparx maths				MFL Languagenut	Monday afterschool 3-5pm  You will not need to attend the detention if all homework is completed by 3pm on Monday
Tuesday	Sparx reader				Sparx Maths	
Wednesday	Sparx Science			History KO	Sparx Reader	
Thursday	Bedrock			Geography KO	Sparx Science and History	
Friday	MFL Languagenut				Bedrock and Geography	

## Who can help with my independent study?

There are lots of people who can help with your independent study. **Independent Study club** runs everyday in the library from **3:00 - 4:00**. There is a quiet space to work, computers to use for online tasks and members of staff available to help. It's a great place to complete all your tasks for the day, leaving your evening free to enjoy your other interests.

If you need help with a particular task, your **subject teachers** will be available at break and lunchtime to help with any issues - just make sure **you** see them before the hand-in day and they will be happy to help.

By using the schedule above, we hope you can plan to complete your independent study as well as still enjoying all your other interests, family and friends each day. If you do have any issues, please tell your **tutor or head of year** straight away.

# Other useful information

A series of horizontal dotted lines for writing notes.







# Stop



*'They're not bullying you because of you, they're bullying you because of how they are'*

Jessie J

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups.

**Bullying can take many forms including:**

- emotional abuse
- social bullying
- social media
- threatening behaviour
- name calling
- cyberbullying
- sexting

**Bullying includes REPEATEDLY:**

- people calling you names
- making things up to get you into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from you
- damaging your belongings
- stealing your money
- taking your friends away from you or leaving you out
- posting insulting messages or rumours, in person online
- threats and intimidation
- making silent or abusive phone calls
- sending you offensive texts or messages

# Speak



*'Blowing out someone else's candles doesn't make yours shine any brighter'*

Drake

**Speak to someone.**

No one has a magic wand, but we always do our best and we do really care.

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.



**You're not alone**

**Don't be afraid to tell an adult. Telling isn't snitching!**



# Support



*'You always have to remember that bullies want to bring you down because u have something that they admire'*

Zak Efron

**What we do at Cranbrook to deal with bullying:**

- **Mentoring** is having a named person you can go to for support at school. Tutor/HOY/Refocus/Other
- **Restorative justice** brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.



**Any form of bullying will not be accepted at Cranbrook.**

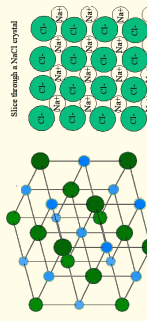






Year 7 - Art- Cycle 1	Week 1 – One point perspective	Week 3 – Two point perspective
<p><b>Key vocabulary/content/ideas</b></p> <p><b>Key Vocabulary:</b> Perspective / proportion / horizon line / vanishing point / line of sight / mixed media</p> <p><b>Content:</b> Throughout Cycle 2 you will be developing your observational drawing skills to create an accurate portrait. We'll explore individual facial features separately, and will then use the grid method to put our new portrait skills together. We'll investigate how artist Pablo Picasso abstracted the face to make interesting, cubist portraits.</p> <p><b>Ideas:</b></p> <ul style="list-style-type: none"> <li>• What makes a portrait appear accurate?</li> <li>• How artists utilise math skills to improve their drawing?</li> <li>• What is a Cubist portrait and how can you make one?</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Architecture:</b> The art and science of designing buildings and other physical structures.</li> <li>• <b>Perspective:</b> The art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other.</li> <li>• <b>What is one point perspective?</b> An image has <b>one-point perspective</b> when it <b>contains only one vanishing point on the horizon line</b>. This type of perspective is typically used for images of roads, railway tracks, hallways, or buildings viewed so that the front is directly facing the viewer.</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Intersecting lines:</b> When two or more lines cross each other in a plane</li> <li>• <b>Cube:</b> a symmetrical three-dimensional shape, either solid or hollow, contained by six equal squares.</li> <li>• <b>What is two point perspective?</b> Two point perspective drawing is a type of linear perspective. Linear perspective is a method using lines to create the illusion of space on a 2D surface.</li> </ul> 
<p><b>Week 5 – Gaudi</b></p> <p><b>Key Vocabulary</b></p> <p><b>Charcoal:</b> Charcoal is a black crumbly drawing medium often used for sketching.</p> <p><b>Renaissance:</b> A French word meaning “rebirth.” It refers to a period in European civilization that was marked by a revival of Classical learning and wisdom.</p> <p><b>Observational art</b> is simply: "drawing what you see," it's a realistic portrayal of what's in front of you.</p> <ul style="list-style-type: none"> <li>• <b>Artists you need to know about: Antoni Gaudi</b> is a Spanish architect from 1850. That seems like a long time ago but his building designs are still with us now are radically different from other buildings in the city. Gaudi used nature and natural forms like shells to make curved buildings. He avoided straight lines as much as possible and wanted buildings to replicate the living world.</li> </ul>	<p><b>Week 7 – Mixed media</b></p> <p><b>Key Vocabulary</b></p> <p><b>Deconstructivist:</b> an architectural movement or style influenced by deconstruction that encourages radical freedom of <b>form</b>, rather than strict attention to functional concerns and conventional design elements (such as right angles or grids).</p> <p><b>Architect:</b> A person who designs buildings and in many cases also supervises their construction.</p> <p><b>Frottage:</b> a work of art made up from a series of collected textures.</p> <p><b>Mixed-media:</b> A term used to describe artworks composed from a combination of different media or materials</p> <p><b>Scalpel:</b> Also known as a craft knife, is used for paper crafts, etc, that has a sharp replaceable blade. Using a craft knife against a steel ruler, cut the edges off the picture.</p>	<p><b>Week 9 – Zaha Hadid</b></p> <p><b>Architect: Zaha Hadid</b></p> <ul style="list-style-type: none"> <li>• Dame <b>Zaha Mohammad Hadid</b> DBE RA 31 October 1950 – 31 March 2016) was a Iraqi architect, artist and designer, recognised as a major figure in architecture of the late 20th and early 21st centuries. Born in Baghdad, Iraq, Hadid studied mathematics as an undergraduate and then enrolled at the Architectural Association School of Architecture in 1972.</li> <li>• She was described by <i>The Guardian</i> as the "Queen of the curve", who "liberated architectural geometry, giving it a whole new expressive identity". Her major works include the London Aquatics Centre for the 2012 Olympics</li> </ul>



Year 8 - Combined Science - Cycle 2	Week 1 - Cell Division	Week 2 - DNA
<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Mitosis:</b> cell division producing two identical daughter cells</li> <li>● <b>Meiosis:</b> cell division producing four non-identical daughter cells.</li> <li>● <b>Ion:</b> an atom that has an electric charge as it has either lost or gained an electron.</li> <li>● <b>Element:</b> contains just one type of atom.</li> <li>● <b>Electron:</b> a very tiny subatomic particle that has a negative charge.</li> <li>● <b>Ionic bonding:</b> the chemical bond that occurs between two ions when they have opposite charges.</li> <li>● <b>Atom:</b> the smallest part of an element. Made of protons, neutrons and electrons.</li> <li>● <b>Covalent compound:</b> a compound made of two or more atoms sharing pairs of electrons to gain a full outer shell.</li> </ul>	<ul style="list-style-type: none"> <li>● There are two types of cell division: <b>mitosis</b> and <b>meiosis</b>.</li> <li>● <b>Mitosis</b> is a type of cell division that happens in <b>somatic (body) cells</b> only. It happens in a series of continuous stages.</li> <li>● A body cell is any cell except those that produce sex cells (gametes).</li> <li>● In <b>mitosis</b> the cell that is dividing (called a parent cell) forms <b>two identical cells</b> (called daughter cells).</li> <li>● Cells divide by mitosis so that organisms can <b>grow or replace damaged cells</b>.</li> <li>● Normal cells only divide when they need to. Changes in cells may form <b>cancer</b> cells, meaning they undergo rapid <b>uncontrolled</b> cell division (which forms tumours).</li> <li>● <b>Gametes</b> reproduce by the process of <b>meiosis</b>.</li> <li>● In <b>meiosis</b> the cell that is dividing forms <b>four non-identical sex cells</b>.</li> <li>● <b>Stem</b> cells are cells that have <b>not undergone differentiation</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● An organism's <b>genetic</b> information is carried in the <b>nucleus</b> of its cells.</li> <li>● Inside the nucleus are thread-like structures called <b>chromosomes</b>. These chromosomes are made up of a special chemical called DNA.</li> <li>● Each human nucleus contains <b>46 (23 pairs) of chromosomes</b>.</li> <li>● A molecule of DNA contains <b>two strands</b>.</li> <li>● The strands are joined together by pairs of substances called bases, forming a <b>double helix shape</b>.</li> <li>● There are four <b>bases:</b> adenine, thymine, cytosine and guanine. To make things simpler, we often call them <b>A, T, C and G</b>.</li> <li>● A always pairs with T and G always pairs with C. The matching bases are called <b>complementary base pairs</b>.</li> </ul>
<p><b>Week 3 - DNA extraction</b></p> <p><b>DNA can be extracted from cells using several steps:</b></p> <ul style="list-style-type: none"> <li>● Cut up and then mash the fruit or vegetable you're using</li> <li>● Mix a teaspoon of salt and small volume of washing up liquid into the fruit. This removed the cell and nuclear membranes.</li> <li>● Gently heat this mixture at about 60°C for five minutes</li> <li>● Filter the mixture and retain only the filtrate (the filtered liquid)</li> <li>● Cool using an ice bath and gently pour chilled ethanol onto the top of the filtrate. DNA is insoluble in ethanol so it will become visible when you do this.</li> </ul>	<p><b>Week 4 - Ions</b></p> <ul style="list-style-type: none"> <li>● Atoms always have the same number of protons and <b>electrons</b>. If the number of electrons changes, it becomes an <b>ion</b>.</li> <li>● An <b>ion</b> is an atom with a positive or negative <b>charge</b>.</li> <li>● Ions form when atoms lose or gain <b>electrons</b> to obtain a <b>full outer shell</b>.</li> <li>● <b>Metal</b> atoms <b>lose electrons</b> to form positive ions called cations. For elements in groups 1, 2 and 3 the groups number is the same as the number of electrons lost.</li> <li>● <b>Non-metal</b> atoms <b>gain electrons</b> to form negatively charged ions called anions. The ions formed are negatively charged because they have more electrons than protons.</li> <li>● For groups 5, 6 and 7, The number of electrons gained is equal to 8- the group number.</li> </ul>	<p><b>Week 5 - Ionic Bonding</b></p> <ul style="list-style-type: none"> <li>● <b>Cations</b> are <b>positive</b> ions.</li> <li>● <b>Anions</b> are <b>negative</b> ions.</li> <li>● When a positive cation is near a negative anion they are held together by a <b>force of attraction</b> between the oppositely charged ions.</li> <li>● We call a cation and anion bonded together an <b>ionic compound</b> because it is held together by a strong <b>ionic bond</b> between the oppositely charged ions.</li> <li>● Due to the strong bonds, ionic compounds have <b>high melting points</b> as a lot of energy is needed to overcome the forces.</li> <li>● The ions in an ionic compound are held together in a <b>lattice structure</b>.</li> </ul>  <p><small>Slit through a NaCl crystal</small></p>



Key vocabulary	Week 6 - Covalent Bonding	Week 7 - Inheritance
<ul style="list-style-type: none"> <li>● <b>Outer shell:</b> the external energy level of an atom</li> <li>● <b>Chromosome:</b> a thread like structure found in the cell nucleus, made of DNA.</li> <li>● <b>DNA:</b> a molecule in cells that is the carrier of genetic information.</li> <li>● <b>Gene:</b> sections of DNA that code for the production of proteins and determines our traits.</li> <li>● <b>Evolution:</b> theory that animal and plant species living today descended from those that existed in the past</li> <li>● <b>Natural selection:</b> the process by which organisms that are more likely to survive pass on their traits.</li> <li>● <b>Star:</b> A burning ball of gas that emits large amounts of energy.</li> <li>● <b>Planet:</b> a sphere that orbits a star.</li> <li>● <b>Orbit:</b> to move around an object.</li> <li>● <b>Solar System:</b> all the matter that orbits a star</li> <li>● <b>Galaxy:</b> a group of solar systems orbiting around a central point.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Covalent bonds</b> are formed when a pair of <b>electrons</b> are <b>shared</b> between two atoms.</li> <li>● It usually occurs between <b>non-metal</b> atoms.</li> <li>● These shared electrons are found in the <b>outer shell</b> of atoms.</li> <li>● Sharing electrons enables the atoms to form full outer shells of electrons and become more <b>stable</b>.</li> <li>● <b>Covalent</b> substances typically have:             <ul style="list-style-type: none"> <li>● Low melting points</li> <li>● Low boiling points</li> <li>● Poor conductivity of electricity</li> </ul> </li> <li>● Examples of <b>simple covalent</b> structures include: hydrogen, water, methane, oxygen and carbon dioxide.</li> </ul>	<ul style="list-style-type: none"> <li>● When <b>sex cells</b> (gametes) fuse together at <b>fertilisation</b>, they form a single cell called a <b>zygote</b>.</li> <li>● The <b>zygote</b> cell inherits different genetic information from each parent which produces <b>genetic variation</b> between individuals.</li> <li>● Most cells contain a <b>nucleus</b> in which there are <b>chromosomes</b> that contain genetic information.</li> <li>● A <b>gene</b> is a short section of <b>DNA</b> that codes for one specific <b>protein</b>/trait.</li> <li>● Each gene is found at a particular point on a <b>chromosome</b>.</li> <li>● The <b>sex</b> of humans is controlled by one pair of sex <b>chromosomes</b> (XY).</li> <li>● <b>XV</b> = male</li> <li>● <b>XX</b> = female</li> </ul>
Week 8 - Genes and Alleles	Week 9 - Genes and alleles	Week 10 - Space
<ul style="list-style-type: none"> <li>● A <b>gene</b> may come in different forms called <b>alleles</b></li> <li>● Each allele produces a different characteristic, e.g. different eye colours.</li> <li>● For any gene, a person may have the same two alleles which is called being <b>homozygous</b>.</li> <li>● They may also have two different alleles which is called being <b>heterozygous</b>.</li> <li>● Alleles may be either <b>dominant</b> or <b>recessive</b>.</li> <li>● A <b>dominant</b> allele is always expressed even if only <b>one copy</b> is present.</li> <li>● We represent dominant alleles with a capital letter.</li> <li>● A <b>recessive</b> allele is only expressed if the person is homozygous so has <b>two copies</b> of that allele.</li> <li>● Recessive alleles are represented by a lower-case letter.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Fossil</b> remains have been found in rocks of all ages.</li> <li>● Fossils of the <b>simplest organisms</b> are found in the <b>oldest rocks</b> and as the rocks become newer the fossils become more complex.</li> <li>● This is <b>evidence</b> that supports <b>Darwin's</b> theory of <b>evolution</b> which states that simple life forms evolved into more complex life forms over time.</li> <li>● Many living vertebrate animals have the same <b>pentadactyl</b> (five-fingered) limb structure.</li> <li>● Although the pentadactyl bone structure is similar, they have developed in different ways for <b>different purposes</b>.</li> <li>● The similarities in bone structure provides evidence that there has been evolution from a <b>common ancestor</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● Earth is a <b>planet</b> (a sphere that travels around a star).</li> <li>● The Sun is a <b>star</b> because it is made of burning gas and it gives off huge amounts of energy.</li> <li>● The Earth and the other planets travel around the sun in a path called an <b>orbit</b>.</li> <li>● Mercury, Venus, Mars, Jupiter, Saturn and Neptune are all planets that orbit the Sun. There are also comets (big balls of rock and ice) and asteroids (big lumps of rock) orbiting the Sun.</li> <li>● We call all of the matter orbiting the Sun '<b>The Solar System</b>'.</li> <li>● There are lots and lots of different solar systems with different stars at their centre. We call a group of stars a <b>galaxy</b>.</li> <li>● The Earth orbits the Sun; this <b>takes 365½ days</b> and we call this time period a year.</li> </ul>



Year 8 - Computing - Cycle 2	Week 1 - Graphics and Images	Week 2 - How Photopea Works
<p><b>Key vocabulary/content/ideas</b></p> <ul style="list-style-type: none"> <li>● <b>Bitmap:</b> A bitmap is a digital image or graphic composed of a grid of individual pixels, where each pixel stores information about color and is represented in a matrix of bits.</li> <li>● <b>Layer:</b> Layers can be placed over one another when creating a digital image. Imagine making a collage where you overlap lots of different parts. This is how we use layers.</li> <li>● <b>Polygon Lasso:</b> A tool that allows us to outline areas of a layer that we wish to edit (mostly remove) in order to combine it with other layers.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Bitmap:</b> A bitmap is a digital image or graphic composed of a grid of individual pixels, where each pixel stores information about color and is represented in a matrix of bits.</li> <li>● <b>Pixel:</b> A pixel is the smallest unit of a digital image or display, often a tiny square or dot. It contains information about color and brightness, and together, pixels form an image.</li> <li>● <b>RGB:</b> Stands for Red, Green, Blue, and it is a color model used to represent and create colors in digital devices. It defines colors by combining various levels of red, green, and blue, often using 8 bits (256 levels) for each color channel.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Canvas:</b> The background / workable area for your image. This can be resized and is where all of the other parts of the image are placed.</li> <li>● <b>Layer:</b> Layers can be placed over one another when creating a digital image. Imagine making a collage where you overlap lots of different parts. This is how we use layers.</li> <li>● <b>Polygon Lasso:</b> A tool that allows us to outline areas of a layer that we wish to edit (mostly remove) in order to combine it with other layers.</li> <li>● <b>Eraser Edge:</b> This can be made smoother in order to blend one layer with another.</li> </ul>
Week 3 - Colour and Contrast	Week 4 - Effects and Filters	Week 5 - Security Issues
<ul style="list-style-type: none"> <li>● <b>Hue:</b> This is the particular colour palette that an image will feature. By adjusting the hue we can swap one colour for another. Imagine somebody in an image has a red coat. The coat can be outlined with the polygon lasso and the hue can be adjusted in order to change the colour.</li> <li>● <b>Saturation:</b> This is how much colour is in an image. Overly saturating an image can make the colours really strong and vivid. Under-saturation can make the colours appear dull and faded.</li> <li>● <b>Contrast:</b> This can sharpen or soften an image. It allows the artist to emphasise black lines and the difference between lighter and darker areas of an image.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Filters:</b> A range of different properties that can be applied to images within a particular layer.</li> <li>● <b>Drop Shadow:</b> A filter that allows the user to blend one layer with another by casting a shadow of the top layer against the layer below it.</li> <li>● <b>Glow:</b> A filter that allows the user to give an outline effect that looks as if something is glowing. Depending on the colour used for this an object can be made to stand out, or to blend in with other layers.</li> <li>● <b>Stroke:</b> A filter whereby an outline (stroke) is placed around a layer or an object. This allows for the object to contrast, and therefore stand out against other layers.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Blur Tool:</b> In order to blend the outline between different layers we can use the blur tool. This can be set to varying degrees of intensity, allowing for smooth or better defined edges.</li> <li>● <b>Smudge Tool:</b> The smudge tool allows for a technique called airbrushing. This is where a textured part of a bitmap can be blended in order to remove the texture; leaving behind a smooth effect.</li> <li>● <b>Clone Stamp Tool:</b> This tool allows for one area of an image to be copied and pasted into another area. It can be used to repeat sections of background.</li> <li>● <b>Transparency:</b> Transparency is a useful tool to use in the colouration or blending of different layers.</li> </ul>

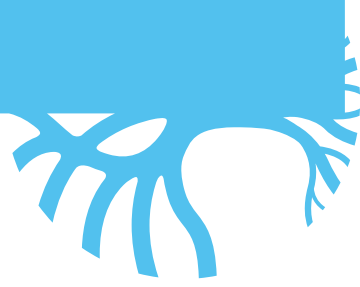




Key vocabulary/content/ideas	Week 6 - Introducing Python	Week 7 - Inputs, Outputs and Variables
<ul style="list-style-type: none"> <li>• <b>Programming Language:</b> A special language that programmers use to write their instructions. It's like a secret code that the computer can understand.</li> <li>• <b>Variable:</b> like a container that holds a value or information in a computer program. It has a name and can be changed or updated, for example a variable to hold a username.</li> <li>• <b>Selection:</b> Allows a program to make decisions based on certain conditions. It enables the program to choose between different actions or paths based on the outcome of the condition.</li> <li>• <b>Syntax:</b> The rules and structure for writing in a programming language.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Programming:</b> A way of telling the computer what to do by writing special code. Programming is used to create games, websites, and apps.</li> <li>• <b>Programming Language:</b> A special language that programmers use to write their instructions. It's like a secret code that the computer can understand.</li> <li>• <b>Algorithm:</b> A way of solving a problem. It's a set of step-by-step instructions that tell the computer what to do to solve a particular task.</li> <li>• <b>Python:</b> A user-friendly programming language that is easy to read and understand. With Python, programmers can create games, analyse data, and create websites.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Input:</b> The information or data that you give to a computer program. It's like the things you tell the program to use or work with.</li> <li>• <b>Output:</b> The result or answer that a computer program gives you after it has processed an input.</li> <li>• <b>Variable:</b> like a container that holds a value or information in a computer program. It has a name and can be changed or updated, for example a variable to hold a username.</li> <li>• <b>Assignment:</b> Giving a value to a variable in a computer program. If you write "x = 5" in your program, you are assigning the value 5 to the variable "x".</li> </ul>
Week 8 - Selection	Week 9 - Iteration	Week 10 - Interactive Story
<ul style="list-style-type: none"> <li>• <b>Selection:</b> Allows a program to make decisions based on certain conditions. It enables the program to choose between different actions or paths based on the outcome of the condition.</li> <li>• <b>Condition:</b> When we test a value in programming to decide what happens next. A condition can be something like "Is it sunny today?" or "Is the number greater than 10?" The program will evaluate the condition and take action accordingly.</li> <li>• <b>Operator:</b> A symbol or keyword used in programming to either compare values or make changes to them. They include addition (+), subtraction (-), multiplication (*), division (/), and comparison operators like equal to (==) or greater than (&gt;).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Iteration:</b> Iteration is a fundamental programming concept that involves repeating a set of instructions or a block of code multiple times. It's often used to perform tasks in a repetitive manner, like processing data in a loop.</li> <li>• <b>Condition-Controlled Loop:</b> A condition-controlled loop is a specific type of loop in programming where the execution continues as long as a specified condition or test remains true. It allows flexibility in determining when the loop stops.</li> <li>• <b>Break Command:</b> A special command that can be used to end a condition controlled loop as soon as a particular condition is no longer met.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>IDE (Integrated Development Environment):</b> An IDE is an application that provides programmers with tools and features to write, test, and debug their code.</li> <li>• <b>Logic:</b> The reasoning and decision-making process in programming. It involves the thinking behind solving a problem or performing a task.</li> <li>• <b>Syntax:</b> The rules and structure for writing in a programming language. It ensures that code is written in a way that the computer can understand.</li> <li>• <b>Syntax Error:</b> This is when code doesn't follow the rules of the programming language. Syntax errors will often prevent a program from running.</li> </ul>

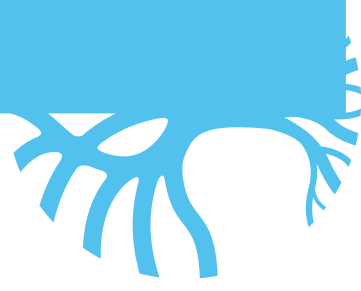


Year 8 – Drama - Cycle 2	Week 2	Week 4
<p><b>Key vocabulary/content/ideas</b></p> <p><b>Blood Brothers</b> is a play by playwright Willy Russell. It is set in Liverpool and is centred around a pair of twins who have been separated at birth. With the themes of fate and superstition, it follows the two twins as they go through life with very different opportunities.</p> <p><b>Key themes:</b> Fate, superstition, social class</p> <p><b>Key characters:</b> Mickey, Eddie, Linda, Sammy, Mrs Johnstone, Mrs Lyons</p>	<p><b>Script:</b> The written text of a play, containing; cast lists, stage directions and dialogue</p> <p><b>Plot:</b> The story that a piece of drama is telling.</p> <p><b>Context:</b> The situation in which the plot takes place. This could include where the play is set, historical period and any important events or ideas that shaped the way that the people of that time and place behaved.</p> <p><b>Characters:</b> The people (or sometimes creatures) who feature in the play. <b>Woosh!</b> A technique to quickly get to know the plot, characters and context of a play.</p> <p><b>Dilemma:</b> A situation in which a difficult choice has to be made between two or more alternatives, especially ones that are equally undesirable.</p>	<p><b>Status:</b> Your importance or power within a group of people. It can be official, like a job title or unofficial like your place within your friendship group.</p> <p><b>High Status Tactics:</b> Trying to keep your own status high or raise someone else's.</p> <p><b>Low Status Tactics:</b> Trying to keep your own status low or lower someone else's.</p> <p><b>Subtext:</b> The unspoken meaning of what your character is saying. You can communicate subtext through your voice, facial expressions, posture, body language and gesture.</p>
<p><b>Week 6</b></p> <p><b>Blocking:</b> A process that takes place at early rehearsals in which the directors and actors work together to get a basic idea of where the actors are going to move and stand or sit. Basically it is figuring out everyone's positioning throughout each scene of the play.</p> <p><b>Spatial awareness:</b> as a performer you need to be aware of your position in relation to the other actors on stage, the set and the audience.</p> <p><b>Proxemics:</b> The use of space, levels and position to create meaning</p> <p><b>Stage Directions:</b> The information in the script about entrances and exits, setting and the movement of the actors.</p> <p><b>Characterisation:</b> The creation of a character from all of the information you have learnt about them and your performance skills</p>	<p><b>Week 8</b></p> <p><b>Character Arc:</b> The inner journey of a character over the course of a story. As performers we have to balance showing this change to the audience whilst making sure the character is still recognisable.</p> <p><b>Fate:</b> The idea that events are outside of the character's control</p> <p><b>Free will:</b> The idea that the characters have the ability to make decisions that affect their lives</p> <p><b>Message:</b> What do we think the play is trying to tell the audience. How do we make sure we get this message across to our audience?</p> <p><b>Conscience alley:</b> A rehearsal technique used as a way of exploring thoughts and opinions about a dilemma or issue.</p>	<p><b>Week 10</b></p> <p><b>Rehearsal:</b> A process that begins with a read through of the script and ends with a finished performance.</p> <p><b>Lines:</b> The words in a play that your character speaks. You will need to learn these off by heart.</p> <p><b>Cues:</b> These are the moments that come just before your character speaks. They might be another character's line or an action.</p> <p><b>Interpretation:</b> Using everything you have learnt in this cycle to make decisions about how to present your final scene.</p> <p><b>Audience awareness:</b> keeping the position of your audience in mind whilst rehearsing and performing so you are able to see what is going on.</p> <p><b>Dress/Tech rehearsal:</b> A final run through of your performance that includes costume , lighting and sound.</p>



Year 8 English- Cycle 2	Week 1 - Rhetoric	Week 2 - Rhetoric and Injustice
<p><b>Key vocabulary/content/ideas</b></p> <ul style="list-style-type: none"> <li><b>Rhetoric</b> – the art of persuasive writing and speaking</li> <li><b>Injustice</b> - lack of fairness or justice</li> <li><b>Tenacious</b> - unwilling to accept defeat or stop doing or having something</li> <li><b>Significant</b> - sufficiently great or important to be worthy of attention</li> <li><b>Morale</b> - the confidence, enthusiasm, and discipline of a person or group at a particular time</li> <li><b>Motivate</b> - provide (someone) with a reason for doing something</li> <li><b>Evaluate</b> - to judge or determine the significance, worth, or quality of</li> <li><b>Prosaic</b> - lacking imaginativeness or originality.</li> <li><b>Tyranny</b> - cruel, unreasonable, or arbitrary use of power or control</li> <li><b>Empower</b> - make (someone) stronger and more confident, especially in controlling their life and claiming their rights.</li> </ul>	<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>Sophists believed that they could use language to convince anyone to believe their views, even if they possessed very little prior knowledge of the topic.</li> <li>Aristotle criticised the Sophists.- He believed that to use rhetoric respectfully, you should use the truth.</li> <li>Aristotle founded the Lyceum in 334BC. It was known as a place to study philosophical debate. Aristotle used this school as a base to teach people the art of speaking persuasively</li> </ul> <p><b>Key Terminology - Revisited from Year 7</b></p> <ul style="list-style-type: none"> <li>Ethos - an appeal to character</li> <li>Logos - an appeal to logic</li> <li>Pathos - an appeal to emotion</li> <li>Emotive language - language that creates feelings</li> <li>Personal pronouns - you, I, we, us</li> <li>Rhetorical Questions - questions designed to make the audience consider the response</li> </ul> <p><b>Key Form</b></p> <p><b>Speeches as a call to action</b> - an explicit appeal to your audience to take a specific action following your speech</p>	<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>Many great speakers throughout history have used <b>rhetorical language</b> to highlight the mistreatment of people in society and the <b>injustices</b> suffered as a result.</li> <li>Sojourner Truth was an American abolitionist (anti-slavery campaigner) and women’s rights activist. She was born as enslaved, sold from slave owner to slave owner throughout her childhood and faced many horrific experiences in her life.</li> <li>After this experience of injustice, she began to campaign as an activist for the freedom of African American people enslaved in America, and for equal rights for men and women. Her iconic speech, ‘ain’t I a woman’ spoke about the injustice that African American women suffered at the time.</li> </ul> <p><b>Key Terminology</b></p> <ul style="list-style-type: none"> <li><b>Modal verbs</b> - verbs that show possibility or certainty</li> <li><b>Facts</b> - can be proven to be true</li> <li><b>Dialysis</b>- to present an ‘either, or argument</li> </ul>
<p><b>Week 3 - Rhetoric and Gender Injustice</b></p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>In the late 19th and early 20th centuries, many women started to campaign for women’s rights, particularly, women’s right to vote. An overwhelming number of women became more and more aware of the injustices they suffered by not having the right to vote, whilst men had a vote in parliament. Two groups of activists were known as Suffragettes and Suffragists.</li> <li>In 1913, Emmeline Pankhurst delivered her famous “Freedom or Death” speech to a crowd in Connecticut. Using military language Pankhurst gave a ninety minute speech that justified the aggressive strategies used by the Suffragettes.</li> </ul> <p><b>Key Terminology</b></p> <ul style="list-style-type: none"> <li><b>Anecdote</b> - a short, interesting story about a real incident or person</li> <li><b>Imperative</b> - a verb that commands</li> <li><b>Anaphora</b> - the repetition of words or phrases in a group of sentences, clauses, or poetic lines</li> </ul>	<p><b>Week 4 - Rhetoric and Change</b></p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>Many great speakers throughout history have use rhetorical language to give advice and encourage others to change. This could be the transformation we experience growing up, through our changing opinions.</li> </ul> <p><b>Key Terminology</b></p> <ul style="list-style-type: none"> <li><b>Figurative language</b> - language that contains or uses figures of speech, especially metaphors and similes to create imagery and impressions</li> <li><b>Structure</b> - the way something is put together</li> <li><b>Tone</b> - the mood implied by an author’s word choice and the way that the text can make a reader feel.</li> </ul> <p><b>Key Form</b></p> <p><b>Open Letter</b> - is addressed to a particular person or group of people but intended for publication in a newspaper; it is a brilliant way of writing with a personal tone to your writing, but to present a message to a wider audience.</p>	<p><b>Week 5 - Rhetoric and Motivation</b></p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>The wartime prime minister Winston Churchill’s victorious address to the nation marked the end of the war in Europe, on 8 May 1945.</li> <li>His speeches through the course of the war galvanised and heartened those fighting and enduring the dangers of World War II.</li> <li>Churchill’s use of rhetoric motivated the masses and he convinced his audience to remain strong, despite the many hardships of war, using language to recognise the achievement of the British troops.</li> <li>Mohandas Gandhi, a peaceful protestor believed all living things should be equal. His reputation as a peacemaker is emphasised within his speech this may have influenced his audience.</li> <li>Gandhi managed to empower an audience that may not have been or felt empowered at the time. He outlined a clear purpose within his speech, and this was key to creating a strong sense of ethos with the crowd.</li> </ul> <p><b>Key Terminology</b></p> <ul style="list-style-type: none"> <li><b>Appositive</b> - An appositive is a noun or a noun phrase that sits next to another noun to rename it or to describe it in another way</li> </ul>





Key vocabulary	Week 6 - Rhetoric and Opinion Articles	Week 7 -
<ul style="list-style-type: none"> <li><b>Democracy</b> - a way of governing which depends on the will of the people.</li> <li><b>Imperialism</b> - the domination of one country over another country's political, economic, and cultural systems</li> <li><b>Valour</b> - great courage in the face of danger, especially in battle</li> <li><b>Objective</b> - not influenced by personal feelings or opinions in considering and representing facts.</li> <li><b>Subjective</b> - based on or influenced by personal feelings, tastes, or opinions</li> <li><b>Audacious</b> - taking risks, reckless</li> <li><b>Violate</b> - to break or act against something, especially a law, agreement, principle, or something that should be treated with respect</li> <li><b>Malediction</b> - a magical word or phrase uttered with the intention of bringing about evil; a curse</li> </ul>	<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>The rise in children's use of technology has led to growing concern about how it affects children's brains, bodies and their socio-emotional, cognitive and physical development.</li> <li>Many groups concerned with children's health, including governments and medical societies, advocate for partially or fully limiting screen time for children.</li> <li>However, it is still wise to take a precautionary approach including turning off devices when not in use, switching off screens an hour before bed, and designating times (e.g. while having dinner or driving) and locations (e.g. the bedroom) as media-free.</li> <li>Most importantly, it is key to maintain a focus on the activities that are strongly associated with healthy development, such as good quality, regular sleep and quality time spent with family and friends. These and many other factors are more important than taking a hard line over screen time limits to ensure the best start in life (OECD)</li> </ul> <p><b>Key Forms</b></p> <ul style="list-style-type: none"> <li><b>Opinion Article</b> - a news article around a topic in which the writer shares and explores their opinion. It is like a news article, but less objective.</li> </ul>	<p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>What is a persuasive speech - Technically, persuasive speech is a special kind of speech in which an individual has to convince the audience to agree with his/ her point of view. Any persuasive speech is organised in a manner so as to expose the audience to different points at different times. The ultimate objective of speech writing is to ensure that the audience understands what the presenter has to say and agrees with the views to at least a certain extent.</li> <li>Undoubtedly, it is humanly impossible to persuade the entire audience to go with one's point of view with just a single speech. Additionally, as citizens of a democracy, each one of us is entitled to our opinion. Therefore, within limits, persuasive speeches focus on getting maximum agreement on the presenter's point of view.</li> </ul> <p><b>Key Terminology</b></p> <ul style="list-style-type: none"> <li><b>Hypophora</b> - A question, followed by an answer. The answer can be used to highlight your opinion or standpoint on a particular topic.</li> <li><b>Speeches to persuade</b> - Persuasive speaking seeks to influence the beliefs, attitudes, values, or behaviors of audience members. In order to persuade, a speaker has to construct arguments that appeal to audience members using the Aristotelian triad</li> </ul>
<p><b>Week 8 - Advertisements</b></p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>Most advertising involves promoting a product or service that is for sale, but similar methods are used to encourage people to drive safely, to support various charities, or to vote for political candidates, among many other examples.</li> <li>In many countries advertising is the most important source of income for the media (e.g., newspapers, magazines, or television stations) through which it is conducted.</li> <li>Advertising is often seen as manipulative as it intends to do that by using facts, arguments and plying with consumers emotions in a misleading and deceptive manner. The most claims used in manipulation through advertising are the exaggeration of the quality of product and emotional appeals</li> </ul> <p><b>Key Terminology</b></p> <p><b>Hyperbole</b> - exaggeration for effect</p> <p><b>Key Forms</b></p> <p><b>Advertisements</b> - the practice and techniques employed to bring attention to a product or service.</p>	<p><b>Week 9 - Grammar for Writing</b></p> <p><b>Key Ideas</b></p> <p><b>Sentences for clarity and cohesion</b></p> <p>It is never too late to master your grammar. Because it improves the clarity and quality of your writing, you should use a variety of sentence structures where you can. Deliberate practice and recall of core knowledge will help you to write more accurately so you should make a start now! Your writing communicates your opinions and ideas; your thoughts matter.</p> <ul style="list-style-type: none"> <li>A simple sentence contains one main clause.</li> <li>Compound sentences contain more than one main clause and they are joined by a conjunction (or semicolon).</li> <li>A complex sentence, as you may be aware, contains at least one subordinate clause.</li> <li>A fragment. Looks like a sentence. Sounds like a sentence. But isn't quite a sentence.</li> </ul>	<p><b>Week 10 - Revision of all</b></p>



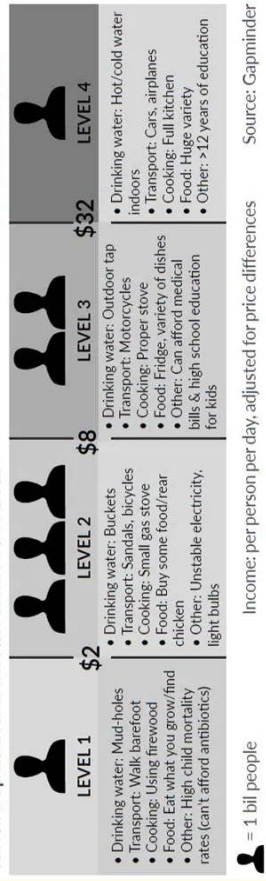
Year 8 - French- Cycle 2	Week 1 – key vocabulary and content	Week 2 - key vocabulary and content
<p><b>Classroom interaction language</b></p> <p>Ca va? – How are you? (How is it going?)                      Ca va bien – I am well (it is going well)                      Ca ne va pas – I am not well (it's not going well)                      Merci – Thank you                      Et toi? – And you?                      Comment dit-on...en français? – How do you say...in French?                      On va écouter – we are going to listen                      Trois, deux, un – Three, two, one                      Regardez-moi – Look at me                      un stylo violet – a purple pen                      un stylo noir – a black pen                      J'ai gagné – I (have) won                      Tu as perdu – You (have) lost                      On a fini – We have finished</p>	<p>acheter – to buy / buying                      coûter – to cost / costing                      peser – to weigh / weighing                      je pèse – I weigh / I am weighing                      il/elle pèse – he/she weighs / he/she is weighing                      l'eau (f) – water                      l'euro (m) – euro                      l'exercice (m) – exercise                      le fromage – cheese                      la glace – ice cream                      la natation – swimming                      le pain – bread                      le poisson – fish                      le sport – sport                      le travail – work</p> <p><b>Week 1 sentence:</b>                      J'achète du pain et de la glace. Ça coute 2 euros.                      I am buying some bread and some icecream. It costs 2 euros.</p>	<p>la carte – menu                      à coté – nearby                      à coté de – next to                      le foot / football – football                      la guitare – guitar                      l'instrument (m) – instrument                      la pétanque – boules                      le piano – piano                      droit – right                      à droite – on the right                      gauche – left                      à gauche – on the left                      loin – far                      loin de – far from                      près – nearby                      près de – near, close to</p> <p><b>Week 2 sentence:</b>                      À Exeter, il y a un musée et à coté du musée, il y a un café.                      In Exeter, there is a museum and next to the museum there is a cafe.                      À gauche du café, il y a un magasin et une banque.                      To the left of the café, there is a shop and a bank.</p>
<p><b>Week 3 - key vocabulary and content</b></p> <p>boire – to drink / drinking                      il/elle boit – he/she drinks / he/she is drinking                      gagner – to win / winning                      l'argent (m) – money                      la chance – luck                      le lait – milk                      le café – café, coffee                      le thé – tea                      la viande – meat                      le verre – glass                      un peu – a little (bit)                      beaucoup – a lot</p> <p><b>Week 3 sentence:</b>                      Je bois du lait.                      I drink milk.                      Il boit du thé.                      He drinks tea.</p>	<p>apprendre – to learn / learning                      comprendre – to understand / understanding                      dire – to say / saying                      sortir – to go out / going out                      dormir – to sleep / sleeping                      devenir – to become / becoming                      partir – to leave / leaving                      beau / belle – beautiful                      aujourd'hui – today                      l'année – year                      le mois – month                      parfois – sometimes</p> <p><b>Week 4 sentence:</b>                      J'apprends le français aujourd'hui.                      I learn French today.</p>	<p>créer – to create / creating                      faire – to do / doing / to make / making                      je fais – I do / I am doing                      tu fais – you do / you are doing                      il fait – he does / he is doing                      elle fait – she does / she is doing                      nous faisons – we do                      vous faites – you (pl) do                      ils font – they (m) do                      elles font – they (f) do                      partager – to share / sharing                      porter – to wear / wearing                      la cuisine – the kitchen / the cooking                      un / une élève – a pupil (m/f)                      l'enfant – the child                      la vie – the life</p> <p><b>Week 5 - key vocabulary and content</b></p> <p><b>Week 5 sentence:</b>                      Je fais de la pizza et elle fait les devoirs.                      I make pizza and she does her homework.</p>



Classroom interaction language	Week 6 - key vocabulary and content	Week 7 - key vocabulary and content
<p>Est-ce que je peux...? – Can I...?                      Est-ce que je peux avoir...? – Can I have...?                      Est-ce que je peux faire...? – Can I do...?                      Est-ce que je peux aller aux toilettes? – Can I go to the toilet?                      C'est vrai – it is true                      C'est faux – it is false                      C'est correct – it is correct                      C'est juste – it is fair                      Ce n'est pas juste – it is not fair                      A mon avis – In my opinion                      Je pense que – I think that                      Selon moi – According to me                      Je suis d'accord – I agree                      Je ne suis pas d'accord – I don't agree</p>	<p>sortir – to go out / going out                      nous sortons – we go out / are going out                      vous sortez – you (pl) go out / are going out                      venir – to come / coming                      nous venons – we come / are coming                      vous venez – you (pl) come / are coming                      sans – without                      s'il te plaît – please                      s'il vous plaît – please (formal)                      possible – possible                      seul – alone                      salut – hi                      le papa – Dad                      la maman – Mum</p> <p><b>Week 6 sentence:</b>                      Nous sortons à la plage et vous venez avec maman!                      We go out to the beach and you (pl) come with Mum!</p>	<p>venir – to come                      je viens – I come                      tu viens – you come                      il vient – he comes                      elle vient – she comes                      revenir – to come back                      devenir – to become                      je sors – I go out                      tu sors – you go out                      il sort – he goes out                      elle sort – she goes out                      partir – to leave                      je pars – I leave                      tu pars – you leave                      il part – he leaves                      elle part – she leaves                      dormir – to sleep</p> <p><b>Week 7 sentence:</b>                      Je viens d'Angleterre et il vient de France.                      I come from England and he comes from France.                      Quand elle part, je deviens triste.                      When she leaves, I become sad.</p>
Week 8 - key vocabulary and content	Week 9 - key vocabulary and content	Week 10 - key vocabulary and content
<p>choisir – to choose                      réussir – to pass an exam/to succeed                      remplir – to fill                      définir – to define                      le blanc – blank, gap                      l'examen – the test                      le lycée – sixth form/high school                      la note – the mark                      le cahier – exercise book                      alors – so, well, then</p> <p><b>Week 8 sentence:</b>                      Je réusais les examens parce que je remplis les blancs.                      I pass the exams because I fill in the gaps.</p>	<p>finir – to finish, finishing                      nourrir – to feed, feeding                      le chat – the cat                      l'heure (f) – the hour                      le lundi – Monday                      le mardi – Tuesday                      le mercredi – Wednesday                      le jeudi – Thursday                      le vendredi – Friday                      le samedi – Saturday                      le dimanche – Sunday                      la minute – minute</p> <p><b>Week 9 sentence:</b>                      Je finis les devoirs le dimanche.                      I finish the homework on Sunday.                      Il nourrit le chat le lundi et le jeudi.                      He feed the cat on Mondays and Thursdays.</p>	<p>le feu – the fire                      les feux – the fires                      le jeu – the game                      les jeux – the games                      le journal – the newspaper                      les journaux – the newspapers                      l'oiseau – the bird                      les oiseaux – the birds                      le réseau – the network                      les réseaux – the networks                      l'hôpital – the hospital                      les hôpitaux – the hospitals                      autre – other                      même – same                      plusieurs – several</p> <p><b>Week 10 sentence:</b>                      Les réseaux sont internationaux.                      The networks are international.                      Je vois plusieurs oiseaux.                      I see several birds.</p>



<p><b>Year 8 - Geography- Cycle 2</b></p>	<p><b>Week 1 – Development indicators</b></p>	<p><b>Week 2 - Causes of uneven development</b></p>
<p><b>Key vocabulary</b></p> <p><b>Development:</b> the process of change by which people reach an acceptable standard of living or quality of life.</p> <p><b>Resources:</b> are things that people use. Some resources are essential for survival, whilst others are needed to maintain a standard of living .</p> <p><b>Gross National Income (GNI):</b> the total value of goods and services in a country as well as income earned from investments overseas.</p> <p><b>Birth and death rate:</b> the number of people who are born/die in a year per 1000 people.</p>	<p>The World Development Indicators is a compilation of relevant, high-quality, and internationally comparable statistics about global development and the fight against poverty. E.g. GNI per capita, Literacy Rate.</p> <p>In 2016, the richest 20% consumed 80% of the world’s resources. <b>Causes</b> of uneven development around the world can be physical and human.</p>	<p><b>Physical factors:</b> climate, natural disasters, mountainous land, being landlocked (means not having a coastline which has prevented trade), quality of soils, available natural resource.</p> <p><b>Human factors:</b> colonial past (governed by other countries e.g. British Empire), education, political unrest, poor governance, war, conflict, disease and debt.</p>
<p><b>Week 3 – National Variations</b></p> <p><b>Quality of life:</b> the general wellbeing of people which includes income, health, education, employment and the environment.</p> <p><b>North-South divide:</b> refers to the economic and social differences between Southern England and the rest of <b>Great Britain</b>. The divide cuts through the Midlands.</p> <p>In the north, life expectancy is lower, there is more unemployment and you are less likely to achieve high grades at school.</p>	<p><b>Week 4 – Employment</b></p> <p><b>Employment structure:</b> dividing businesses and industries into sectors.</p> <p><b>Primary industries:</b> involve collecting raw materials such as farming, mining &amp; fishing.</p> <p><b>Secondary industries:</b> making the raw material into a product e.g. factory worker.</p> <p><b>Tertiary industries:</b> providing a service e.g. teacher, policeman.</p> <p><b>Quaternary industries:</b> information and technology e.g. space science, pharmaceuticals.</p>	<p><b>Week 5 – Sustainable Development Goals</b></p> <p><b>Sustainable Development Goals (SDGs):</b> 17 goals defined by the UN in 2015.</p> <p><b>These goals call for action by all countries and aim to</b> end poverty, fight inequality and injustice and tackle climate change by 2030.</p> <p><b>Send a Cow:</b> a charity which started in 1988 by sending cows from the UK to parts of Africa including Kenya and Uganda. They now teach farming techniques such as water harvesting, vegetable growing and tree planting.</p>





Key Terms	Week 6 – Resources	Week 7 – The Middle East
<p><b>Sustainable:</b> Meeting the needs of the current generation without compromising the ability of future generations to meet their own needs.</p> 	<p><b>Natural resources:</b> substances found in nature which can be used by humans e.g. wood, minerals and water.</p> <p><b>Non-renewable:</b> substances which are limited and so will run out one day or cannot be replaced during our lifetime e.g. oil.</p> <p><b>Water scarcity:</b> a lack of freshwater resources available to meet the demands of water use in an area.</p> <p><b>Fossil fuel:</b> a natural hydrocarbon fuel such as petroleum, coal or gas formed from the fossilised remains of ancient plants and animals.</p>	<p><b>Crude oil:</b> naturally occurring and unrefined petroleum that can be refined into diesel, petrol, gasoline, kerosene and other petrochemicals.</p> <p>The Middle East region holds 48% of the world's oil reserves and 43% of the world's natural gas.</p> <p>It has experienced 570 million years of uninterrupted sedimentation, an ideal setting for the creation of hydrocarbons.</p> <p>Oil was discovered in 1908 in what is now Iran.</p>
Week 8 – Russia	Week 9 – Iceland	Week 10 – Theories
<p>Russia produces 20% of the world's natural gas and is the world's leading producer of oil.</p> <p>Russia exports steel and aluminium.</p> <p>About 20% of the world's forests lie in Russia, supplying much of the world's timber including pine and cedar.</p> <p>In 2007, Russian explorers carried out scientific research on the ocean floor, 4200 m below the North Pole. Two mini submarines planted a one-metre high titanium Russia flag on the underwater Lomonosov ridge.</p>	<p>Iceland has the highest percentage of renewable energy contributing to its energy mix of any country in the world.</p> <p>Renewable sources provide 100% of Iceland's electricity and heat. 80% of electricity is generated from hydropower and 20% comes from geothermal power. Water heated geothermally is used in the majority of Iceland's homes.</p> <p>Iceland uses non-renewable fossil fuels for cars, other transport and some industry. This means CO2 per person is still high.</p>	<p>Malthusian theory: examines the relationship between population and food production. While population grows geometrically (1, 2, 4, 8, 16 etc), food production increases arithmetically (1, 2, 3, 4, 5 etc).</p> <p>Eventually, population will outstrip food production.</p> <p>Boserupian theory: came in 1965. Suggests population growth is positive and we invent new methods to obtain food when supplies begin to run out e.g. genetically modified crops.</p>





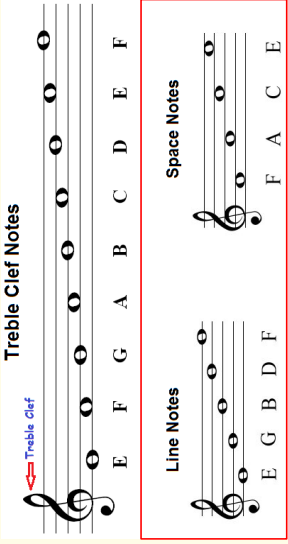
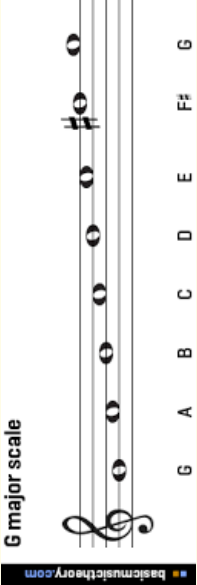

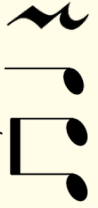

<p><b>Year 8 - History- Cycle 2</b></p>	<p><b>Week 1 – Triangular Trade 1</b></p>	<p><b>Week 2 - The British Empire 1 &amp; 2</b></p>
<p><b>Key Terms</b></p> <ul style="list-style-type: none"> <li>• Empire - A group of countries, people or land controlled and ruled by one single powerful country.</li> <li>• Colony – a country that is part of an Empire</li> <li>• Penal Colony – an area of land or country that is used to house prisoners</li> <li>• Aborigines – a person that has been in a country or region from earliest times</li> <li>• Commonwealth – a group of nations with shared loyalty or government</li> </ul>	<p><b>What is an Empire?</b></p> <ul style="list-style-type: none"> <li>-An Empire is a group of countries, people or land that is controlled and ruled by one powerful country.</li> <li>-The British Empire, at its largest, covered 13 million miles or 22% of the world!</li> <li>-It controlled over 450 million people or 1/5 of the world's population.</li> <li>-It began in the 16th Century, with British forces establishing trading posts overseas and grew all the way through to the 20th Century.</li> </ul>	 <p>Some of the main countries in the British Empire were: Australia, Jamaica, South Africa, Tanzania, Canada, Malaysia, Ireland, New Zealand, Barbados, Sri Lanka, India</p>
<p><b>Week 3 – Countries of the British Empire</b></p> <p>Australia - Australia was used as a location for criminals. Criminals would be shipped to Australia, where they would be used as a workforce. The built roads, buildings, houses, shops etc. It also gave people an opportunity to escape poverty and gain wealth in Australia. It was also an important naval base, helping Britain control the seas.</p> <p>The Caribbean – Because of the warm climate, the Caribbean grew important crops that Britain could not. Therefore sugar, cocoa and coffee were all grown in the Caribbean and taken to Britain. In the middle of the 1800's however, a combination of bad weather and the growth of sugar in America, led to less money being made from the area.</p> <p>African countries – Britain used the people of Africa as slaves and made a lot of money selling them at auctions. The Gold Coast was important because it held lots of gold, ivory and silver, which were traded for fortunes.</p> <p>India – India was an important producer of spices and of materials that were traded for money across the Empire.</p>	<p><b>Week 4 – Wars</b></p> <p>The British didn't easily create their Empire and they often faced opposition from those within the colonies, who wanted rid of the British from their country:</p> <p>India - Britain started to occupy India in the 18th Century. As Britain gained control over India there were revolts against the British rule. At the Battle of Plassey in 1757, 3000 British soldiers defeated a 40,000 strong Indian and French Army. Small rebellions broke out and 1000's were killed. Eventually Britain managed to stop the revolt and executed many Indians.</p>	<p><b>Week 5 – Wars</b></p> <p><b>South Africa:</b> In 1879 Britain wanted to control more of Africa and started a war against Zululand. Britain sent 16,000 soldiers and an easy victory was expected against the Zulus who were armed with shields and spears. At the Battle of Isandlwana British soldiers were defeated by 20,000 Zulu warriors. Over 1200 British soldiers were killed and although Britain eventually managed to conquer Zululand this was one of the worst defeats Britain had ever faced.</p> <p><b>Afghanistan:</b> In 1838 Britain sent an army of 16,000 men to Afghanistan. Although British troops managed to capture the capital Kabul the Afghans kept attacking British troops. Afghans managed to kill Britain's top general, Sir William McNaughten and paraded his chopped up body in the streets. Of the 16,000 people who had set out on the retreat from Kabul only one man made it back alive.</p> <p><b>America:</b> By 1750 Britain controlled 13 different colonies on the Eastern side of America. In 1773 a protest started in Boston against the tax on tea. It quickly escalated and became a major revolt against British rule. On 4th July 1776 the Americans declared their independence from Britain. Britain quickly sent almost 60,000 soldiers to recapture America but after five years of fighting Britain was defeated.</p>

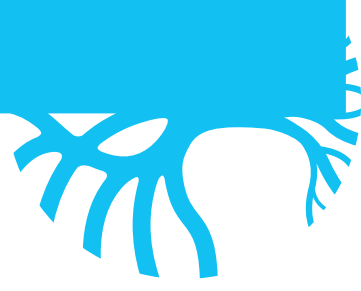


Key Terms	Week 6 – British Empire Positives	Week 7 British Empire Negatives
<ul style="list-style-type: none"> <li>● Empire - A group of countries, people or land controlled and ruled by one single powerful country.</li> <li>● Colony – a country that is part of an Empire</li> <li>● Penal Colony – an area of land or country that is used to house prisoners</li> <li>● Aborigines – a person that has been in a country or region from earliest times</li> <li>● Commonwealth – a group of nations with shared loyalty or government</li> </ul>	<p>-Many of the foods we enjoy today came originally from the countries of the British Empire such as tea, cocoa, chocolate, coffee, rice, curry</p> <p>-Clean water and sanitation: Britain improved these important services in the Colonies which meant people were generally healthier.</p> <p>-Raw Materials: Britain benefitted from a plentiful supply of cheap raw materials that could be made into manufactured goods such as rubber, cloth, and woollen goods. This made Britain wealthy.</p> <p>-Britain left its system of law in the countries it colonised a legacy of good even today.</p> <p>-Many former Colonies continue to use the democratic system of Parliament introduced by Britain. This is a force for good in the world.</p> <p>-The colonies provided soldiers to fight for Britain examples being World War 1 and World War 2</p>	<p>Rebellion: Many people in the colonies were killed when they rebelled against British rule for example the Mau Mau rebellion in Kenya in 1956</p> <p>-Economies in the Colonies were wrecked because of Britain's hold over transport and raw materials. Britain became rich and powerful at the expense of its colonies</p> <p>-Many colonial soldiers died fighting for Britain in its wars</p> <p>-People in the colonies had no resistance to the diseases the British brought with them</p> <p>-Christianity was often forced on the local people.</p> <p>-Native people such as the Aborigines of Australia had their land taken by The British. 80% of the Aboriginal population were wiped out in 150 years.</p>
Week 8 - End of Empire	Week 9 - End of Empire	Week 10 End of Empire
<p>Actions by people in the colonies – There were demonstrations against British rule in the 1920's for failing to honour promises to Egypt and Iraq. Britain allowed Ireland partition (splitting into Northern Ireland and Ireland), it sent out a message to others in the Empire that they could leave. In 1948 there was violence in Palestine aimed at the British. There were strikes in India, Egypt and Kenya against British Rule.</p>	<p>World Events – In 1931, Canada, Australia and New Zealand formed a new Commonwealth. The domination of the USA and Russia after WW2 showed that you didn't need to have an empire to be a world leader. The loss of countries such as Singapore and Burma during WW2, changed people's attitudes on whether Britain could maintain an empire. Britain was heavily in debt to the USA after WW1.</p>	<p>Trade and Economics - India became less important to the British Empire. The cost of keeping a large number of soldiers to defend the empire was too much. It also became clearer that the Empire could no longer provide Great Britain with the military and economic security she needed. Exports focused from Western Europe and the USA, rather than the Empire.</p>





Year 8 - Music - Cycle 2	Week 1 - content	Week 3 - content
<p><b>Key vocabulary</b></p> <ol style="list-style-type: none"> <li><b>Chorus</b> – The part of the lyrics that repeats exactly the same each time, often contains song title.</li> <li><b>Major Chord</b> – In music theory, a major chord is a chord that has a root, major third, and perfect fifth.</li> <li><b>Minor chord</b> – In music theory, a minor chord is a chord that has a root, minor third, and perfect fifth.</li> <li><b>Off Beats</b> - When the emphasis is on the second and fourth beats.</li> <li><b>Quantisation</b> - When the DAW makes timing adjustment of either audio or midi signals after recording. Used to correct timing errors.</li> <li><b>Riff</b> - Repeated short melodic or rhythmic figure.</li> <li><b>Sample</b> - An extract of music which is taken from a song/track that already exists.</li> <li><b>Sampling</b> - When a producer uses a sample.</li> <li><b>Verse</b> - The part of the lyrics that changes content but reuses the musical structure</li> <li><b>Inversion</b>- Rearrangement of notes in a chord.</li> </ol>	<ul style="list-style-type: none"> <li>Listening</li> <li>1. Rude <b>Magic!</b></li> </ul> <p>Does the chord progression repeat through the song?</p> <ol style="list-style-type: none"> <li>Three Little Birds <b>Bob Marley and the Wailers</b></li> </ol> <p>How many different chords can you hear in the chorus?</p> <ul style="list-style-type: none"> <li>Music Theory (optional)</li> </ul> <p>This is the treble clef. Copy <b>this image</b> into your book. Use the lines already in your book.</p>  <ul style="list-style-type: none"> <li>Practice (optional week 1-6)</li> </ul> <p>Week 1 – 6 we will be learning the pop song 'Rude' as a band. You can come to the music classroom at break or lunch.</p>	<ul style="list-style-type: none"> <li>Listening</li> <li>1. Sell Out <b>Reel Big Fish</b></li> </ul> <p>Which instrument is playing off beat chords in the chorus?</p> <ol style="list-style-type: none"> <li>So Lonely <b>The Police</b></li> </ol> <p>Does this song have off beat guitar chords?</p> <ul style="list-style-type: none"> <li>Music Theory (optional)</li> </ul> <p>Copy the treble clef into your booklet with the G major scale.</p>  <p>Label the notes of the scale 1, 2, 3 4 etc. So G will be 1. A will be 2.</p>
<ul style="list-style-type: none"> <li>Listening</li> <li>1. I Shot the Sheriff <b>The Wailers</b></li> </ul> <p>Does the chorus (the lyrics are 'save me, save me') use repetition in the melody?</p> <ol style="list-style-type: none"> <li>One Step Beyond <b>Madness</b></li> </ol> <p>Is the piano playing inversion chords or root position chords?</p> <ul style="list-style-type: none"> <li>Music Theory (optional)</li> </ul> <p>Using the G major scale you completed in week 3, add the chords to your scale. So for example, chord 1 in G major will look like this.</p> 	<ul style="list-style-type: none"> <li>Listening</li> <li>1. Toast <b>Koffee</b></li> <li>2. Di-Na-Ma-Tee <b>Ms Dynamite</b></li> </ul> <p>Does the melody use repetition in the chorus?</p> <ul style="list-style-type: none"> <li>Music Theory (optional)</li> </ul> <p>Copy into your book the quavers, crotchet and crotchet rest. How many beats is each symbol worth.</p>  <ul style="list-style-type: none"> <li>Practice (optional week 1-6)</li> </ul> <p>Week 7 – 10 we will be using Bandlab for Education which you can use at home.</p>	<ul style="list-style-type: none"> <li>Listening</li> <li>1. Who Knows <b>Cronixx</b></li> </ul> <p>Which instrument is playing the off beat chords?</p> <ol style="list-style-type: none"> <li>Gold Dust <b>SHY FX re-edit DJ Fresh SHY FX</b></li> </ol> <p>What instruments can you hear in the 1<sup>st</sup> chorus?</p> <ul style="list-style-type: none"> <li>Music Theory (optional)</li> </ul> <p>When you see a 4/4 time signature it means that there are four beats in a bar. Create your own 4 beat rhythms using the crotchet, quavers and crotchet rests from week 7.</p> 
Week 5 - content	Week 7 - content	Week 9 - content



Year 8 – Personal Development - Cycle 2	Week 2 - RPE	Week 4 - RPE
<p><b>RPE Key vocabulary/content/ideas</b></p> <p><b>The Birth of the Buddha –</b>                      He was born around 500CE in Lumbini in southern Nepal (India). Siddhartha (later known as the Buddha) was born a prince. His father was King Suddhodana and his mother was Queen Maya Devi Tharu. One night Queen Maya had a dream where a white elephant came down from heaven and entered her womb. The elephant told her that she would give birth to a holy child. When Queen Maya gave birth immediately it was reported that her son could walk and talk without any support. He walked seven steps and after each a lotus flower appeared where he had stood. He said “no further rebirths have I to endure for this is my last body”.</p>	<p><b>Siddhartha’s sights</b> - Before becoming Buddha, Siddhartha had different “sights” that he had not witnessed before</p> <p><b>First sight</b> – seeing an old man (no one old was allowed in the palace.</p> <p><b>Second sight</b> – illness. The palace was so clean and extravagant that there was not any germs there.</p> <p><b>Third sight</b> – death. Siddhartha had never seen a dead body before.</p> <p><b>Fourth sight</b> – A Holy man. Siddhartha was very impressed that amongst all this chaos and suffering the man could be that calm.</p>	<p><b>Enlightenment</b> – The gaining of true knowledge about God, the self or the nature of reality usually thorough meditation or self discipline. In Buddhism this also means becoming free from Samsara (the cycle of birth, death and rebirth).</p> <p><b>The Three Universal truths</b></p> <p><b>Dukkha</b> - Everything leads to suffering – all people suffer.</p> <p><b>Anicca</b> - Impermanence- everything constantly changes</p> <p><b>Anatta</b> - People do not have a fixed soul which never changes.</p>
<p><b>PSHE Key vocabulary/content/ideas</b></p> <ul style="list-style-type: none"> <li>● <b>Privacy</b> – A state in which one is not observed or disturbed by other people</li> <li>● <b>Self esteem</b> – Self Esteem means confidence in one’s own worth or abilities; self-respect</li> <li>● <b>Prejudice</b> –preconceived opinion that is not based on reason or actual experience</li> <li>● <b>Discrimination</b> – the unjust or prejudicial treatment of different categories of people,</li> <li>● <b>Transgender</b> - denoting or relating to a person whose sense of personal identity and gender does not correspond with their birth sex</li> </ul>	<p><b>Week 8 - PSHE</b></p> <p><b>Self love</b> - regard for one’s own well-being and happiness</p> <p><b>Resilience</b> - the capacity to recover quickly from difficulties; toughness</p> <p><b>Positive affirmations</b> . Tell yourself that you are going to succeed. Praise yourself for continuing to try, even if you haven’t achieved success... YET.</p> <p><b>Mindfulness</b> - paying attention to the present moment.</p> <p><b>Self worth</b> - he internal sense of being good enough and worthy of love and belonging from others.</p>	<p><b>Week 10 - PSHE</b></p> <p><b>Discrimination</b> - the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability</p> <p><b>Stereotype</b> - an often unfair and untrue belief that many people have about all people or things with a particular characteristic</p> <p><b>Prejudice</b> - an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge</p> <p><b>Transgender</b> - People whose gender identity differs from culture expectations.</p> <p><b>Transphobia</b> - dislike of or prejudice against transgender people. This is <b>against the law</b>, a British Value.</p>



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