

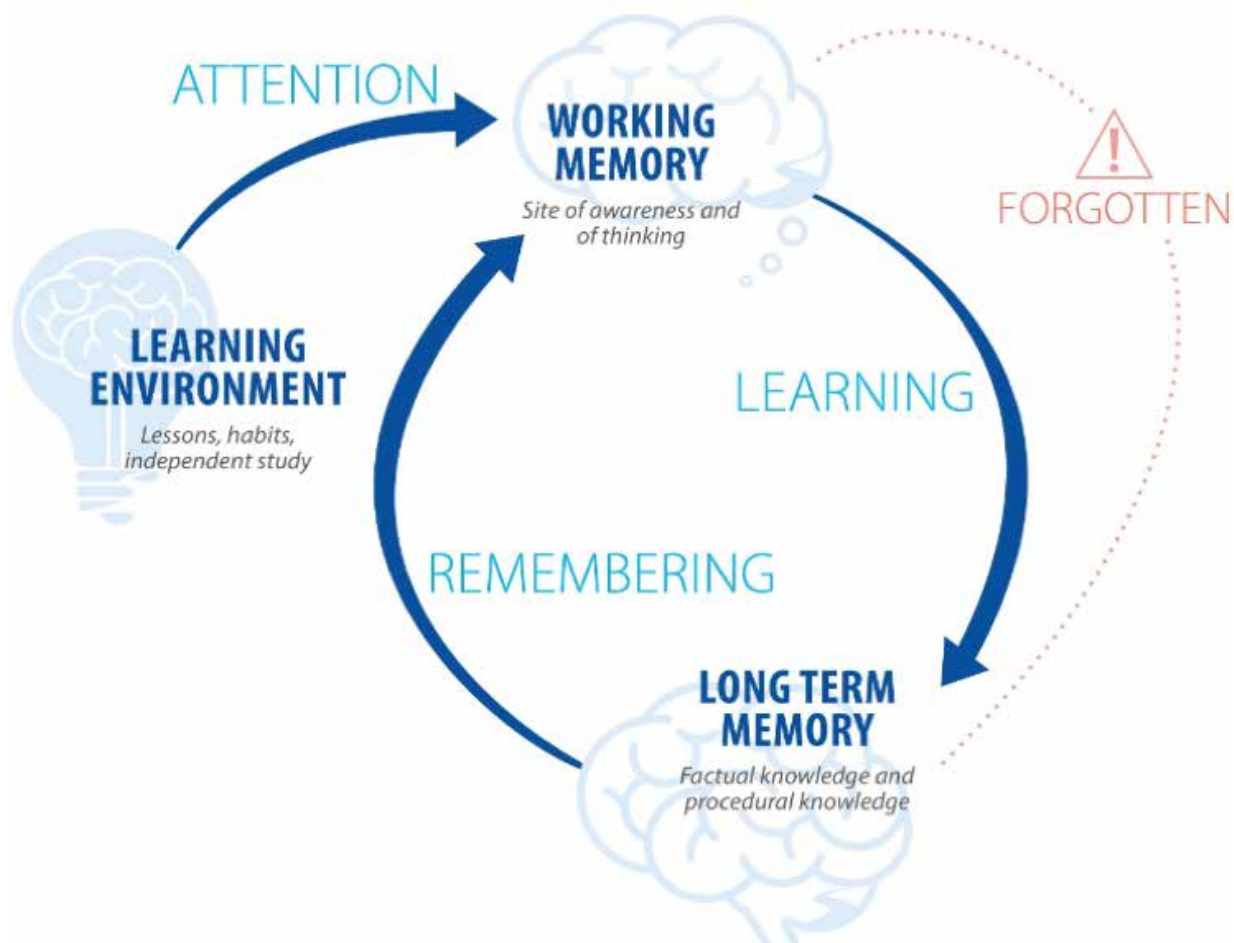
How do we learn?

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.

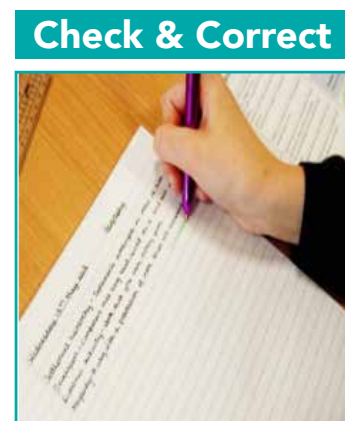
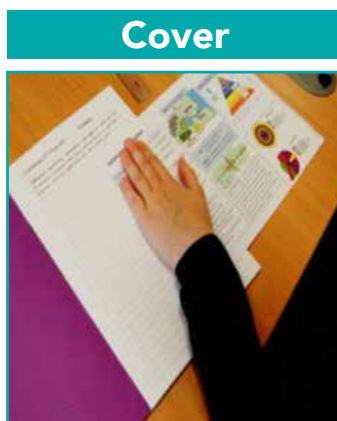
Each week as part of your independent study, you'll be asked to use your knowledge organiser to review this key content, ready for it to be used in class.

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

The schedule below shows you what independent study you should be completing each day. This includes your online work such as Sparx, Language nut and Bedrock; and subjects where you should use some of the self-quizzing techniques detailed above in your green **Knowledge Organiser workbook**.

The schedule also shows how long you should spend on each task, the day you are allocated time to complete the task and also the day the task needs to be handed in. Specialist support from your teachers will be available during breaks on the hand in day, but please try to seek help with independent learning as soon as a problem arises.

Work in your KO workbook will be checked in class by your subject teachers. If you have not completed any of your independent study tasks, you will be required to attend a 1 hour non-completion detention the following day to catch up.

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	Bedrock and Geography
Tuesday	Sparx Reader				Sparx Maths	MFL Languagenut
Wednesday	Sparx Science			History KO	Sparx Reader	Sparx Maths
Thursday	Bedrock			Geography KO	Sparx Science and History	Sparx Reader
Friday	MFL Languagenut	Week A: Drama Week B: Art	Week A: Music Week B: Creative Project	Bedrock and Geography	Sparx Science and History	

Online task	KO/paper based task	Specialist support/hand in day	Non completion detention
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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 time and they will be happy to help.

By using the independent study schedule, 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.



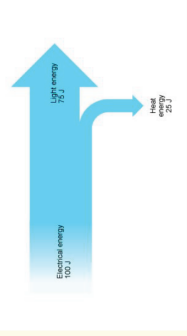
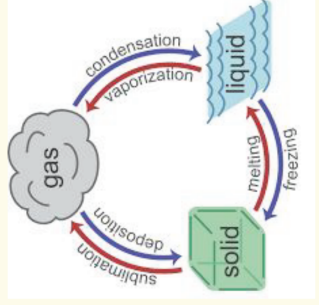
Any form of bullying **will not** be accepted at Cranbrook.





Year 8 - Art - Cycle 1	Week 1 - Marina DeBris	Week 3 - Health and Safety
<p>Key vocabulary/content/ideas</p> <p>Key Vocabulary: Eco Art, Activism, Artist, Sustainability, Single Use, Recycle, Up Cycled, Climate Change, Design, Fashion Design.</p> <p>Content: This cycle we will be exploring Eco Art and Activism - how can we address environmental issues through art and creativity? We will include collaborative work in groups, so you'll be practicing teamwork and communication skills.</p> <p>Ideas: We'll be thinking about climate change, pollution, trashion, as well as how to design clothing and put ideas from our heads onto paper.</p>	<p>Marina DeBris</p> <p>Marina's work is rubbish - literally. This is one of those brilliant eco friendly artists who uses up-cycled trash in her art to raise awareness of ocean and beach pollution. Listed with the Women Environmental Artists Directory, the California based artist partners with various anti-pollution organisations, such as Friends of Ballona Wetlands, Ruckus Roots and the United Nations Special Assembly on Climate Change. DeBris uses marine debris (as her name states) to create something rapidly gaining popularity in eco-chic circles: 'trashion'. That is to say, art, jewellery, fashion and objects for the home created from used, thrown-out, found and re-purposed elements.</p>	<p>Throughout this cycle we will be handling and using potentially hazardous materials and equipment. Be very careful when:</p> <ul style="list-style-type: none"> » Using a glue gun - they become very hot, it is easy to burn yourself. » Cutting recycled materials, wire, anything that will involve lots of concentration. Use cutting boards where necessary, and ensure that you are working in a safe way. » Keep your space (table, floor and surrounding area) as clean as possible. If you're not using something, put it back. » Moving around the classroom. Do not run or rush around, and be vigilant for any materials that are accidentally on the floor. » At the end of the lesson you must have a clean and clear desk, everything has been put back carefully and tidied up.
<p>Week 5 - MessyMsxi</p> <p>Singaporean artist Tan Zi Xi, also known as MessyMsxi, creates playful yet sharp collections that expose the realities of ocean pollution. Tan Zi Xi collected, cleaned and organised 500kg of discarded ocean plastic (over 26,000 pieces) to create her Plastic Ocean installation. The experiential exhibition, consisting of plastic detritus hanging motionless in space, seeks to illustrate how our global marine landscapes are being suffocated by plastic waste. Spectators who ventured into the 'underwater' realm were able to experience what plastic pollution looks like from the perspective of life forms who call the ocean home. With some plastics taking over 1,000 years to decompose, Tan Zi Xi's unsettling display presents a microcosm of the future state of our oceans if we do not act now.</p>	<p>Week 7 - Memento Mori / Still Life</p> <ul style="list-style-type: none"> » Still life includes all kinds of man-made or natural objects, cut flowers, fruit, vegetables, fish, game, wine and so on. Still life can be a celebration of material pleasures such as food and wine, or often a warning of the ephemerality of these pleasures and of the brevity of human life (see memento mori). » The vanitas and memento mori picture became popular in the seventeenth century, in a religious age when almost everyone believed that life on earth was merely a preparation for an afterlife. However, modern artists have continued to explore this genre. 	<p>Week 9 - Drawing / Still life</p> <ul style="list-style-type: none"> » Artists use construction lines to help them plot the basic shapes of a drawing. Think of them in terms of planning - a way to lay the foundation of your painting. » An ellipse is a geometric shape that results from viewing a circular shape in perspective, or from a different vantage point. In simple terms, an ellipse is an oval. Depending on the vantage point of the viewer, an ellipse results from the distortion of an object that is circular in shape. <div data-bbox="1243 325 1516 919" style="border: 1px solid black; padding: 10px;"> </div>



Year 8 - Combined Science - Cycle 1	Week 1 - Energy stores and transfers	Week 2 - Energy efficiency
<p>Key vocabulary</p> <ul style="list-style-type: none"> ● Efficiency: The proportion of energy a system transfers usefully. ● Energy: the ability of a system to do work, measured in Joules (J). ● Fuel: a substance which contains a store of chemical or nuclear energy that can be easily transferred. ● Gravitational potential energy: energy stored in an object due to its position in a gravitational field. ● Insulation: method or material used to reduce energy transfer by heating. ● Kinetic energy: energy stored in a moving object. ● Non-renewable (fuel): an energy resource which will run out as the supply cannot be replaced. ● Renewable (fuel): An energy resource that will never run out. 	<ul style="list-style-type: none"> ● Energy can be stored in different forms: Gravitational potential energy, Kinetic energy, Elastic potential energy, Chemical energy, Nuclear energy, Magnetic energy, Thermal energy. ● Energy can be transferred between these stores by: Heating (thermal), Light (radiant), Sound, Electrical Current. ● The Conservation of Energy states that energy cannot be created or destroyed, only transferred between stores in a system. ● Useful energy is energy in the form needed, in the place it is needed. ● Wasted energy is energy in an unwanted form or in an unwanted place. ● The efficiency of a system can be calculated as: Efficiency = Useful energy transferred / Total energy transferred 	<ul style="list-style-type: none"> ● Useful and wasted energy transfers can be shown using Sankey Diagrams:  <ul style="list-style-type: none"> ● Wasted energy often dissipates (spreads out) to the surroundings as heat. ● Energy transfer by heating: <ul style="list-style-type: none"> ● Solids: by Conduction – vibrations passed between particles transfer energy. ● Fluids (liquids and gases): by Convection – Hotter, less dense regions of the fluid rise, carrying the energy. ● No material is needed for energy to be transferred by Radiation – energy is transferred as Infrared radiation (IR).
<p>Week 3 - Energy resources</p> <ul style="list-style-type: none"> ● Gravitational potential energy can be calculated: $\Delta GPE = m \times g \times \Delta h$ (j) (kg) (N/kg) (m) ● Kinetic energy can be calculated: $KE = 0.5 \times m \times v^2$ (j) (kg) (m/s) ● Electricity is generated from non-renewable fuels including fossil fuels (coal, oil and natural gas) which emit greenhouse gases and nuclear fuels (uranium), which emit no greenhouse gases but do produce radioactive waste. ● Greenhouse gases including carbon dioxide that contribute to climate change. ● Renewable resources: Solar; wind, wave, geothermal, tidal, hydroelectric power. These emit no carbon dioxide as no fuel is burned. 	<p>Week 4 - The particle model</p> <ul style="list-style-type: none"> ● All matter is made up of tiny particles. ● The particle model explains state changes in terms of the arrangement, movement and energy stored in its particles. ● Solids: the particles are held closely together, by strong forces of attraction. Particles are arranged in a regular pattern and vibrate (wobble) about fixed positions. ● Liquid: the particles are also held closely together by fairly strong forces of attraction. However, the particles can move past each other. ● Gas: the particles are far apart from each other because the forces of attraction between them are weak. Particles move quickly in all directions. 	<p>Week 5 - Changes in state</p> <ul style="list-style-type: none"> ● Transferring energy to a substance causes an increase in temperature. ● When the particles of a substance gain enough energy, the substance will undergo a change in state.  <ul style="list-style-type: none"> ● Changes in state are physical changes, which means they can be reversed.



Key vocabulary	Week 6 - Mixtures and purity	Week 7 - Cells
<ul style="list-style-type: none"> ● Atom: the smallest particle of a chemical element that can exist ● Compound: contains two or more types of atom chemically combined together ● Element: a substance that contains just one type of atom ● Mixture: contains two or more substances that are not joined together ● States of matter: one of three different forms a substance can have (solid, liquid or gas) ● Cell surface membrane: thin barrier surrounding the cell that controls what enters and leaves. ● Cytoplasm: this is the jelly-like substance where the chemical reactions take place in the cell. ● Mitochondria: a structure found inside cells where aerobic respiration happens. ● Nucleus: a large structure that contains genes that control the activities of the cell . 	<ul style="list-style-type: none"> ● Pure substances: are the same in all parts (fixed composition) and we can't separate them into other substances using physical methods (e.g. filtering or picking bits out). ● Pure substances can be an element or compound, with no other substances mixed in. ● Pure substances have a fixed melting and boiling point. ● Mixtures are impure substances, that contain elements and/or compounds that are not chemically joined together. ● They do not have a fixed composition. ● Mixtures can be separated using physical methods (e.g. by filtering). ● Mixtures melt and boil over range of temperatures. ● A flat section on a heating/cooling curve indicates a change in state. 	<ul style="list-style-type: none"> ● Cells are the basic units from which tissues and all living things are made. ● All animal cells have the same basic parts: nucleus, cytoplasm, cell surface membrane, mitochondria and ribosomes. ● Cells from different tissues have different shapes, sizes and functions to help them do their jobs. ● The cells are specialised to carry out particular functions. ● Plant cells have thick cell walls and may have other features not found in animal cells: chloroplasts and a permanent vacuole. ● Animal and plant cells have a nucleus and are described as eukaryotic organisms. ● Bacteria cells do not have a nucleus and are described as prokaryotic organisms.
Week 8 - Using microscopes	Week 9 - Specialised cells	Week 10 - Working scientifically
<ul style="list-style-type: none"> ● A microscope is used to magnify tiny things, such as cells. ● To use a light microscope safely: <ol style="list-style-type: none"> 1. Always start with the objective lens with the lowest magnification. 2. Place the slide you want to observe on the stage, holding it in place with the clips. 3. Adjust the light source so that the light goes up through the slide. 4. Look through the eyepiece and adjust the focusing wheel slowly until the image is clear . 5. Repeat steps 1 to 4 using an objective lens with a higher magnification to see the object in greater detail. ● Electron microscopes have a higher magnification and greater resolution, but are more expensive and cannot destroy the sample being observed. 	<ul style="list-style-type: none"> ● Some cells are specialised and have special functions (jobs). There are about 200 different types of specialised cells in humans. ● All human cells have the same basic design, but their sizes, shapes and sub-cellular structures can be different, so that specialised cells are adapted to their functions. ● Differentiation describes the process by which less specialised cells become more specialised for a particular function. ● Nerve cells (neurons) carry electrical impulses around your body. They are long and thin. ● Red blood cells transport oxygen around your body. They have a disc shape and unlike most animal cells they have no nucleus. 	<ul style="list-style-type: none"> ● Scientists come up with an idea to test and make a prediction about what they think will happen. ● A hypothesis is made up of a prediction and an explanation about why this will happen. ● An important part is to decide what you are going to change or vary, what you will measure and what you will need to keep the same. These things are called variables. ● Independent variable: this is the thing you are going to change in your investigation. ● Dependent variable: this is the thing you are going to record in your investigation. ● Control variables: these are the things you will need to keep the same, to ensure you collect good-quality evidence. ● Evidence needs to be accurate and reliable so that correct conclusions can be made.



Year 8 - Computing - Cycle 1	Week 1 - Usernames and Passwords	Week 2 - General IT Terms
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> • Email Etiquette: Guidelines and polite behaviour to follow when writing and sending emails. It includes things like using proper greetings, being clear and concise, and using a respectful tone. When writing an email, it's important to use polite salutations and signatures. • Cloud Storage: The online storage of data on web servers accessed through the internet. It allows users to store and access their files and documents from anywhere. • Word Processor: An application used for creating, editing, and formatting text-based documents. It provides tools for typing, formatting, and organizing text. 	<ul style="list-style-type: none"> • Username: A special name you choose to use when logging into a computer or website e.g. bob.jones28 • Password: A secret code or word you create to keep your account safe. A password should be hard to guess. • Password Strength: How strong and hard to guess your password is. • Example: A strong password has a mix of letters, numbers, and special symbols like "@#%\$". • Google Classroom: An online classroom where teachers and students can work together using computers. In Google Classroom, teachers give assignments, and students can do them and get feedback from their teacher. 	<ul style="list-style-type: none"> • Computer: A smart machine that can store and work with information. It can do different tasks when we tell it what to do. • Input: The information we give to the computer to work with, like typing on a keyboard or talking into a microphone. • Output: The results or answers we get from the computer after it processes the information we gave it. When we see words and pictures on a screen or hear sound from speakers. • Internet: A large network that connects computers all over the world, so they can communicate and share data with each other.
<p>Week 3 - Using Emails</p> <ul style="list-style-type: none"> • Email: Electronic mail, or email, is a method of sending and receiving messages electronically over the internet. You can use email to send messages to friends, family, or colleagues, similar to sending a letter but faster. • Attachments: Files or documents that are added to an email message to share with the recipient. Attachments can include pictures, documents, or videos. • Email Etiquette: Guidelines and polite behaviour to follow when writing and sending emails. It includes things like using proper greetings, being clear and concise, and using a respectful tone. When writing an email, it's important to use polite salutations and signatures. 	<p>Week 4 - Google Drive & The Cloud</p> <ul style="list-style-type: none"> • Cloud Storage: The online storage of data on web servers accessed through the internet. It allows users to store and access their files and documents from any device with an internet connection. • Google Drive: Google Drive is a popular cloud storage service provided by Google. • Collaboration: This involves working together with others on a project or task. Google Docs enables real-time collaboration, where multiple users can edit the same document simultaneously. • Hosted Applications: Applications or software that are centrally hosted and accessed over the internet. Users can use these applications without needing to install them on their local devices. 	<p>Week 5 - Word Processing</p> <ul style="list-style-type: none"> • Word Processor: An application used for creating, editing, and formatting text-based documents. It provides tools for typing, formatting, and organizing text. Examples are Microsoft Word and Google Docs • Alignment: The positioning of text within a document, such as left-aligned, right-aligned, centered, or justified. • Emphasis: Highlighting or giving special importance to certain words or phrases through techniques like using bold, italics, or underlining. • Font: The specific style, size, and appearance of text in a document. Examples are Arial, Times New Roman, and Comic Sans. Some fonts look more professional than others.



Key vocabulary/content/ideas	Week 6 - Introducing Python	Week 7 - Inputs, Outputs and Variables
<ul style="list-style-type: none"> ● Programming Language: A special language that programmers use to write their instructions. It's like a secret code that the computer can understand. ● Variable: 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 username. ● Selection: 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. ● Syntax: The rules and structure for writing in a programming language. 	<ul style="list-style-type: none"> ● Programming: A way of telling the computer what to do by writing special code. Programming is used to create games, websites, and apps. ● Programming Language: A special language that programmers use to write their instructions. It's like a secret code that the computer can understand. ● Algorithm: 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. ● Python: A user-friendly programming language that is easy to read and understand. With Python, programmers can create games, analyse data, and create websites. 	<ul style="list-style-type: none"> ● Input: 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. ● Output: The result or answer that a computer program gives you after it has processed an input. ● Variable: 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. ● Assignment: 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".
Week 8 - Selection		
<ul style="list-style-type: none"> ● Selection: 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. ● Condition: 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. ● Operator: 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 (>). 	<p data-bbox="862 1030 889 1464">Week 9 - Programming Storyboard</p> <ul style="list-style-type: none"> ● Planning: The process of thinking ahead and making a plan before starting a project. It involves deciding what needs to be done and when it needs to happen. ● Sequence: The order in which a program runs. This is often referred to as the flow of the program or the order of execution. ● Storyboard: A visual planning tool that lays out the sequence of events in a project such as a program. For each stage of the program can be represented with an image and a plan for the code that represents the actions that occur in the image. ● Drafting: Creating a first copy of a plan and then reworking it in order to improve on the original. 	<p data-bbox="862 428 889 765">Week 10 - Interactive Story</p> <ul style="list-style-type: none"> ● IDE (Integrated Development Environment): An IDE is an application that provides programmers with tools and features to write, test, and debug their code. ● Logic: The reasoning and decision-making process in programming. It involves the thinking behind solving a problem or performing a task. ● Syntax: The rules and structure for writing in a programming language. It ensures that code is written in a way that the computer can understand. ● Syntax Error: This is when code doesn't follow the rules of the programming language. Syntax errors will often prevent a program from running.



Year 8 - Drama - Cycle 1	Week 2 – Creating Comedy	Week 4 – Pantalone and Pedrolino
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> » Commedia Dell'Arte - a genre of theatre linked to being the origins of comedy in theatre. It's literal translation is "comedy of the arts" and began in Italy in the 1500's. » Grammelot - speaking in a made up language. This was a technique created by commedia to ensure the travelling troupe of actors didn't need to rely on language barriers when travelling to different countries. » Stock character - characters which had specific personality traits and movements. Usually based on a stereotype. 	<ul style="list-style-type: none"> » Status - the importance or social standing. In commedia, status was a way to create comedy. Perhaps a low status character like a servant might frustrate a high status character like a master. The master/servant relationship was a key way to embed comedy. » Exaggeration - Using large physical skills. You can use the 7 levels of tension, a technique created by Jacques Lecoq where you experience complete relaxation to complete tension in the body. » Clocking - looking at the audience and making them feel involved in the action. It is a way to develop audience engagement. » Clowing - performers who use acrobatics and comedy situations to build suspense. 	<p>Pantalone is a stock character who has high status (a master). They are typically obsessed with food and money (greedy).</p> <ul style="list-style-type: none"> » Suspicious and looks down on servants. » Tight with money and mean. » Grumpy and old. » Thinks he knows better than everyone else. » Hunched over and squawks commands at people (like a chicken). <p>Pedrolino is a stock character who has low status (servant). He typically works for Pantalone and often gets it wrong.</p> <ul style="list-style-type: none"> » Dim, forgetful and doesn't understand things. » Always wanting to please their master. » Always given the least enjoyable jobs to do. » Walks in straight short lines and hands 'flap to show nervousness.
Week 6 – Harlequin and Columbina	Week 8 – Il Dottore and Capitano	Week 10 - Structure
<p>Harlequin is a stock character who has low status (a servant). He acts like a court jester.</p> <ul style="list-style-type: none"> » Not too bright. » Is mischievous and loves to play tricks. » Uses acrobatics to get out of sticky situations. » Always embellishes moves, why do a handshake when you can add a cartwheel? <p>Columbina is a stock character who has low status (a servant). She is the most intelligent of the servants.</p> <ul style="list-style-type: none"> » The only female servant character. » Harlequin's female opposite. » Charming and intelligent; good at manipulation. » Has opinions and thoughts about everything. » She walks quickly, and has a little flick of the foot when she stops. 	<p>Il Dottore is a stock character who has high status (a master). He claims to have travelled the world and thinks a lot of himself.</p> <ul style="list-style-type: none"> » Extremely fat and wealthy know-it-all. » Likes the sound of his own voice. » Has no real common sense and is often wrong. » He waddles with his belly leading the way. <p>Capitano is a stock character who has high status (a master). He is actually a big scaredy cat.</p> <ul style="list-style-type: none"> » He has a huge ego and brags a lot. » He is arrogant and likes everyone to think that he is brave and strong in battle. » Is in fact a coward, jumps at noises and is scared of everything. » He stands with a wide stance, with his hands on his hips and checks people are watching him. 	<p>A commedia performance often included short rehearsed scenes called lazzi's.</p> <ul style="list-style-type: none"> » A modern equivalent of a lazzi is a sketch within a comedy show. Short scenes which are filled with comedy techniques. » Physical skills (facial expressions, body language, gestures, levels, eye contact, posture, interaction with others). » Vocal skills (pitch, pace, pause, tone, emphasis, volume). <p>Lazzi structure</p> <ul style="list-style-type: none"> » A clear entrance for your character. » A problem in the scene. » Attempts to fix the problem. » Attempts go wrong. » Scene ends (might be fixed, might not be fixed). » Ending the scene with an exit.



Year 8 - English - Cycle 1	Week 1 - Background	Week 2 - Communism and Socialism
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> » Socialism: all citizens share equally in economic resources as allocated by a democratically-elected government. » Communism: most property and economic resources are owned and controlled by the state. » Capitalism: a country's trade and industry are controlled by private owners for profit. » Democracy: a form of government where the people share in deciding how things are run. » Dictatorship: a form of government where the leader has total power. » Megalomaniac: a person with an obsessive desire for power. » Indoctrinate: teach (a person or group) to accept a set of beliefs uncritically. 	<p>Key Ideas</p> <ul style="list-style-type: none"> » Orwell portrays Animal Farm as an allegory for the Russian Revolution/ Soviet Union's early years. » Despite being a socialist, George Orwell did not consider the Soviet Union a positive representation of the possibilities of socialist society. <p>Key Context</p> <ul style="list-style-type: none"> » The Soviet Union arose in Russia when workers and peasants rebelled against the wealthy/powerful capitalists/aristocrats. The new regime took land and industry from private control and put them under government supervision. <p>Key Quotation</p> <ul style="list-style-type: none"> » "No animal in England is free. The life of an animal is misery and slavery." 	<p>Key Ideas</p> <ul style="list-style-type: none"> » Orwell utilises the character of Old Major to persuade his utopian vision for the farm. » Orwell powerfully questions the animal's suffering through Old Major's use of persuasive techniques in order for the animals to question the natural order and rebel against those in power. <p>Key Context</p> <ul style="list-style-type: none"> » Under communism, most property and economic resources are owned and controlled by the state (rather than individual citizens); whereas under socialism, all citizens share equally in economic resources as allocated by a democratically-elected government. <p>Key Quotations</p> <ul style="list-style-type: none"> » "All animals are equal." » "Old Major... was so highly regarded on the farm."
Week 3 - Power and Control	Week 4 - Fear	Week 5 - Inequality and Powerful Lies
<p>Key Ideas</p> <ul style="list-style-type: none"> » Since the rebellion, Orwell presents the animals' naïve optimism that Animal Farm has become a place of unity and equality. » Orwell utilises the pigs to represent the leaders of the Russian Revolution and the animals are replacing the human capitalist system with their own communist system. <p>Key Context</p> <ul style="list-style-type: none"> » In a democracy the government has less control over how people spend their time and what they believe. People are free to join clubs, political parties and other groups. In a dictatorship there's just one leader who has total control over the party and the country. <p>Key Quotations</p> <ul style="list-style-type: none"> » "The pigs did not actually work, but directed and supervised the others." » "Four legs good, two legs bad." 	<p>Key Ideas</p> <ul style="list-style-type: none"> » Orwell wishes to teach the readers that we should not be easily tricked into an opinion, idea or thought just because someone attempts to use propaganda to persuade us. <p>Key Context</p> <ul style="list-style-type: none"> » As the Soviet government's economic planning failed, Russia suffered under a surge of violence, fear, and starvation. Soviet citizens often did not have access to basic needs, such as clothing or shoes. » The KGB was the primary security agency for the Soviet Union. They worked as both an intelligence agency and a force of 'secret police'. <p>Key Quotations</p> <ul style="list-style-type: none"> » "No one believes more firmly than Comrade Napoleon that all animals are equal." » "Nine enormous dogs wearing brass-studded collars came bounding into the barn." 	<p>Key Ideas</p> <ul style="list-style-type: none"> » Orwell sharply criticises both capitalism and communism. » Orwell advocates for freedom and is a committed opponent of communist oppression. <p>Key Context</p> <ul style="list-style-type: none"> » Propaganda of Soviet Union focused on glorifying the Soviet Union and communism. It praised Soviet workers, while others praised Soviet leaders. Propaganda was one of the many ways the Soviet Union tried to control its citizens. <p>Key Quotations</p> <ul style="list-style-type: none"> » "No animal shall sleep in a bed with sheets." » "All that year the animals worked like slaves."



Key Vocabulary	Week 6 - Totalitarian Regimes	Week 7 - Betrayal and Exploitation
<ul style="list-style-type: none"> » Corruption: dishonest behaviour of those in power. » Inequality: difference in size, degree, circumstances, etc. lack of equality. » Totalitarian Regime: government which is overly controlling and requires all citizens to obey. » Idealisation: the action of regarding or representing something as perfect or better than in reality. » Proletariat: Russian working class. » Exploitation: taking advantage of others. » Dystopia: an imagined state or society in which there is great suffering or injustice. » Thinly veiled criticism: a criticism of something that is not direct and obvious but easily understood and only partially hidden. 	<p>Key Ideas</p> <ul style="list-style-type: none"> » Orwell's intention is to show us that communist nations will eventually turn into totalitarian regimes. » Orwell reinforces the idea that those with power will use the power deceitfully to make themselves greater. <p>Key Context</p> <ul style="list-style-type: none"> » The leader of Communist Russia, Joseph Stalin, was paranoid of opposition. It was this paranoia that led to the Great Purge where millions of people were executed or sent to labour camps in Siberia. » Despite these violent purges, Stalin was idealised. He was worshipped as a great man. Forms of media such as newspapers, posters, statues and radio were used to amplify the successes of the Communist Party and of Stalin. <p>Key Quotation</p> <ul style="list-style-type: none"> » "There was no thought of rebellion or disobedience in her mind." "Napoleon was [...] referred to in formal style as "our Leader, Comrade Napoleon." 	<p>Key Ideas</p> <ul style="list-style-type: none"> » Orwell skillfully demonstrates the power of lies through his use of graphic imagery to portray the animals' confessions. <p>Key Context</p> <ul style="list-style-type: none"> » During the period of time before the Russian Revolution, life for the Proletariat was very difficult. They worked for little pay, often went without food, and were exposed to dangerous working conditions. <p>Key Quotations</p> <ul style="list-style-type: none"> » "They knew that life nowadays was harsh and bare, that they were often hungry and often cold." » "Boxer worked harder than ever. Indeed, all the animals worked like slaves that year."
Week 8 - Betrayal and Exploitation	Week 9 - The End	Week 10 - Revision
<p>Key Ideas</p> <ul style="list-style-type: none"> » 1. Orwell wishes to teach the readers that Socialist Russia was not a good representation of socialist principles - instead it was a brutal regime led by a violent dictator who used the power of lies to influence and condemn people. <p>Key Context</p> <ul style="list-style-type: none"> » The Russian Revolution arose in Russia when workers and peasants rebelled against the wealthy/powerful capitalists/aristocrats. The new regime took land and industry from private control and put them under government supervision. » The Soviet Union ended in 1991. As the Soviet government's economic planning failed, Russia suffered under a surge of violence, fear, and starvation. 	<p>Key Ideas</p> <ul style="list-style-type: none"> » Orwell illustrates in his dystopian novel his thinly veiled criticism of the Soviet Union and that those in power usually manipulate language to their own benefit. <p>Key Context</p> <ul style="list-style-type: none"> » Orwell, unlike many Socialists, was not hooked on the Soviet Union and its policies, nor did he consider the Soviet Union a positive representation of the possibilities of socialist society. He could not turn a blind eye to the cruelties of Soviet Communist Party. <p>Key Quotations</p> <ul style="list-style-type: none"> » "The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which." 	<p>Revise the cycle for this week's assessment.</p>



Year 8 - French - Cycle 1

Classroom Interaction Language

- » **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

Week 1 - Key Vocabulary and Content

devoir	must, to have to, having to	le billet	the ticket
je dois	I must/have to	Week 1 sentence <i>Je veux voyager en France mais je dois rester en Angleterre.</i> I want to travel in France but I have to stay in England.	
tu dois	you must/have to		
il doit	he must/has to		
elle doit	she must/has to		
vouloir	to want, wanting		
je veux	I want		
tu veux	you want		
il veut	he wants		
elle veut	she wants		
visiter	to visit, visiting		

Week 2 - Key Vocabulary and Content

pouvoir	can, to be able to	Week 2 sentences <i>Il veut regarder un film mais elle veut manger au restaurant.</i> He wants to watch a film but she wants to eat in a restaurant. <i>Je peux écouter mais je ne veux pas travailler.</i> I can listen but I don't want to work.	
je peux	I can/am able to		
tu peux	you can/are able to		
il peut	he can/is able to		
elle peut	she can/is able to		
savoir	to know how to		
je sais	I know how to		
tu sais	you know how to		
il sait	he knows how to		
elle sait	she knows how to		
peut-être	maybe		
le projet	the plan		

Week 3 - Key Vocabulary and Content

noir(e)	black (m/f)	Week 3 sentence <i>Je sais parler en français mais je ne sais pas parler en italien.</i> I know how to speak in French but I don't know how to speak in Italian.	
blanc/blanche	white (m/f)		
le cœur	the heart		
si	if		
le temps	the time		
frapper à	to knock, knocking on		
frapper	to knock		
ressembler à	to look like, looking like		
pour	for, in order to		

Week 4 - Key Vocabulary and Content

un avocat	a lawyer (m)	ambitieux	ambitious (m)
une avocate	a lawyer (f)	ambitieuse	ambitious (f)
le bureau	a desk, an office	Prudent(e)	careful (m,f)
le directeur	the head teacher (m)	travailleur	hardworking (m)
la directrice	the head teacher (f)	travailleuse	hardworking (f)
l'emploi	the job	assez	quite
le serveur	the waiter	Week 4 sentences <i>Tu veux dormir.</i> You want to sleep. <i>Veux-tu dormir?</i> Do you want to sleep?	
la secrétaire	the secretary (f)		
le secrétaire	the secretary		

Week 5 - Key Vocabulary and Content

célébrer	to celebrate	quinze	fifteen
préférer	to prefer	seize	sixteen
on	one, we	trente	thirty
la date	the date	treize	thirteen
l'évènement	the event	vingt	twenty
février	February	Week 5 sentences <i>Elle a une directrice gentille.</i> She has a nice Head teacher (f) <i>Il veut être directeur</i> He wants to be a Head teacher (m)	
janvier	January		
mars	March		
mai	May		
la tradition	the tradition		
premier	first (m)		
première	first (f)		
quatorze	fourteen		



Classroom Interaction Language	Week 6 - Key Vocabulary and Content	Week 7 - Key Vocabulary and Content																																																																										
<ul style="list-style-type: none"> » 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 	<table border="1"> <tr> <td>organiser</td> <td>to organise / organising</td> </tr> <tr> <td>chacun</td> <td>each person</td> </tr> <tr> <td>l'anniversaire</td> <td>birthday</td> </tr> <tr> <td>août (m)</td> <td>August</td> </tr> <tr> <td>décembre (m)</td> <td>December</td> </tr> <tr> <td>juillet (m)</td> <td>July</td> </tr> <tr> <td>septembre</td> <td>September</td> </tr> <tr> <td>octobre</td> <td>October</td> </tr> <tr> <td>général (e)</td> <td>general</td> </tr> <tr> <td>national (e)</td> <td>national</td> </tr> <tr> <td>partout</td> <td>everywhere</td> </tr> </table> <p>Week 6 sentences <i>En juillet, je fais des pique-niques.</i> In July I have (do) picnics <i>En août, je joue à la plage.</i> In August, I play at the beach.</p>	organiser	to organise / organising	chacun	each person	l'anniversaire	birthday	août (m)	August	décembre (m)	December	juillet (m)	July	septembre	September	octobre	October	général (e)	general	national (e)	national	partout	everywhere	<table border="1"> <tr> <td>apporter</td> <td>to bring / bringing</td> <td>le marché</td> <td>market</td> </tr> <tr> <td>dit</td> <td>said (pp.)</td> <td>le passé</td> <td>past</td> </tr> <tr> <td>fait</td> <td>did, made (pp.)</td> <td colspan="2" rowspan="5"> Week 7 sentences Normalement je fais les points mais hier Tom a fait les points. Normally I do the points but yesterday, Tom did the points. J'ai dit la vérité mais Tom a triché. I told (said) the truth but Tom cheated. </td> </tr> <tr> <td>envoyer</td> <td>to send / sending</td> </tr> <tr> <td>utiliser</td> <td>to use / using</td> </tr> <tr> <td>maintenant</td> <td>now</td> </tr> <tr> <td>hier</td> <td>yesterday</td> </tr> <tr> <td>l'appartement (m)</td> <td>apartment / flat</td> <td>labanque</td> <td>bank</td> </tr> </table>	apporter	to bring / bringing	le marché	market	dit	said (pp.)	le passé	past	fait	did, made (pp.)	Week 7 sentences Normalement je fais les points mais hier Tom a fait les points. Normally I do the points but yesterday, Tom did the points. J'ai dit la vérité mais Tom a triché. I told (said) the truth but Tom cheated.		envoyer	to send / sending	utiliser	to use / using	maintenant	now	hier	yesterday	l'appartement (m)	apartment / flat	labanque	bank																												
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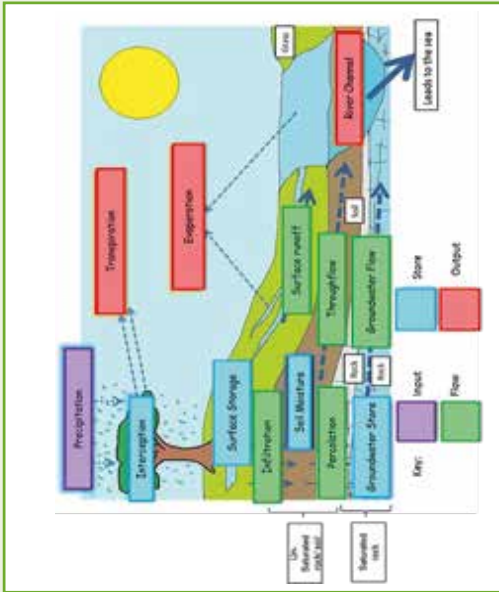
Year 8 - Geography - Cycle 1

Key vocabulary

- » **Weather:** the day to day conditions of the atmosphere (e.g. temperature, wind, rainfall).
- » **Climate:** the average weather conditions over time, usually over a 30-year period.
- » **Water cycle:** the cycle of water between the oceans, atmosphere and land.
- » **Precipitation:** water droplets in clouds are too heavy and fall as rain, sleet, snow, hail.
- » **Condensation:** water vapour is cooled and turns back to water droplets.
- » **Evaporation:** water changing from a liquid into a gas (water vapour).
- » **Transpiration:** water released from plant leaves into the atmosphere.

Week 1 - Water Cycle

The Hydrological Cycle (Water Cycle)



Week 2 - Rainfall

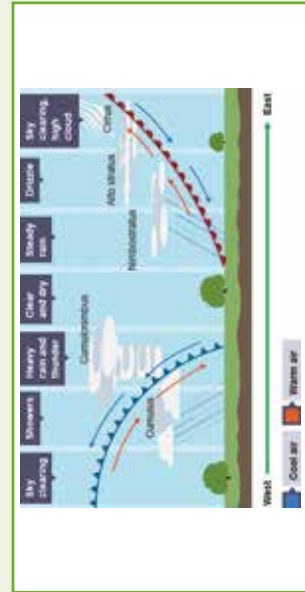
Relief rainfall: warm moist air forced to rise over mountains, cools and condenses to form clouds and rain
Convictional rainfall: Sun heats the land, creating pockets of rapidly rising warm air. It starts to cool and condense to form clouds. This can produce thunderstorms.
Frontal rainfall: Occurs when a warm front meets a cold front. Heavier air sinks to the ground and warm air rises above it.
Air masses: a large body of air that travels from one area to another.
Altitude: Measure of the land's height above sea level. Temperature decreases with 1°C every 100m in height.
Latitude: parallel lines on an atlas map drawn north and south of the equator.

Week 3 - Air Pressure

Air pressure: the weight of air pushing down on the Earth.
Depression: A low-pressure system which forms when warm air rises above surrounding cold air which leads to unsettled weather.
Cold front: the boundary of an advancing mass of cold air, the trailing edge of the warm sector in a low-pressure system.
Warm front: the boundary of an advancing mass of warm air, the leading edge of the warm sector of a low-pressure system.
Warm sector: the wedge of air between the warm and cold fronts of a depression.
Occluded front: weather pattern in which a cold front overtakes a warm front; associated with the formation of cyclones.

Week 4 - Anticyclones

Anticyclones: high pressure systems in the atmosphere associated with dry, settled periods of weather
Winter anticyclones: Cold, dry days with light winds. Temperatures can decrease quickly at night due to clear skies. Fog can form.
Summer anticyclones: Long, sunny cloudless days and warm temperatures. Normally dry, although hot temperatures can cause convectional rainfall.



Week 5 - Extreme Weather

Storm Desmond (2015)

- » Cumbria/NW England.
- » 342.4mm rainfall in 24 hours.
- » 1800 people evacuated.
- » Estimated cost of £500m.
- » 5200 homes affected by flooding.
- » One person died in Cumbria and 40 schools closed.
- » Malham Cove waterfall briefly flowed again for the first time in living memory.

UK Heatwave (2018)

- » 2018 became the joint hottest year since 1960.
- » 38.5°C was recorded in Faversham, Kent on 25 July 2018.
- » Record number of A&E admissions from heat-related illnesses.
- » 700 more deaths than average.
- » Wildfires over moorland.
- » Lavender grew well.



<p>Greenhouse Effects</p>	<p>Greenhouse Effect: Natural warming of the atmosphere as heat given off from the Earth is absorbed by liquids and gases, such as carbon dioxide.</p>  <p>The Greenhouse Effect</p> <p>Some solar radiation is reflected by the Earth and the atmosphere.</p> <p>Some of the infrared radiation passes through the atmosphere. Some is absorbed and re-emitted in all directions by greenhouse gas molecules. The effect of this is to warm the Earth's surface and the lower atmosphere.</p> <p>Most radiation is absorbed by the Earth's surface and warms it.</p> <p>Infrared radiation is emitted by the Earth's surface.</p>	<p>Week 6 - Natural Causes of Climate Change</p>	<p>Climate change: a long-term change in the Earth's climate, especially a change due to an increase in the average atmospheric temperature.</p> <p>Natural causes of climate change</p> <p>Milankovitch cycles: Sometimes the Earth's orbit is more elliptical than circular, the Earth's tilt on its axis changes or the Earth wobbles on its axis, all influencing its global temperature.</p> <p>Sunspots: The sun's output is not constant. Temperatures are greatest when there are more sunspots radiating more heat.</p> <p>Volcanic eruptions: Eruptions produce ash and sulphur dioxide which can enter the upper atmosphere. Sunlight can be reflected off this blanket of ash and gas, cooling the planet.</p>	<p>Week 7 - Human Causes of Climate Change</p>	<p>Human Causes of Climate Change</p> <p>Gases such as chlorofluorocarbons (CFCs) and hydrofluorocarbons (HFCs) are human-made. Human activity is increasing the natural levels of these gases and making the greenhouse 'blanket' thicker.</p> <p>As the world's population has grown and countries have developed, they need energy to fuel industry, transport and cities. Power stations, factories, homes and cars burn fossil fuels such as oil or gas. These have to be extracted, or mined, from the ground, releasing carbon dioxide into our atmosphere.</p> <p>The world's forests naturally absorb greenhouse gases, but people are cutting down forests and often burning them, which releases further carbon dioxide.</p>
<p>Week 8 - Impacts of Climate Change</p>	<p>UK impacts of climate change</p> <p>The UK's ten warmest years on record have all occurred since 2002. Heat waves are now 30 times more likely to happen. Parts of the UK would be in danger of flooding with low-lying and coastal cities at risk.</p> <p>There are 240,000 homes currently in flood risk areas. Hotter weather may make growing some crops easier or allow us to grow new ones, such as oranges.</p> <p>Climate change likely to increase the likelihood of new diseases such as malaria.</p>	<p>Week 9 - Impacts of Climate Change</p>	<p>Worldwide impacts of climate change</p> <p>Small islands in the Pacific are losing ground to erosion. Half of the Great Barrier Reef - one of the biosphere's brightest jewels - is dying due to coral bleaching.</p> <p>In 2019, Greenland lost 600 billion tonnes of ice raising sea levels by 2mm in two months.</p> <p>Bangladesh could lose 20% of its land, leaving 40 million people homeless.</p> <p>Climate change will worsen the uneven distribution of water resources in China.</p> <p>It would cost \$12 billion to defend the Netherlands from sea level rise.</p>	<p>Week 10 - Managing Climate Change</p>	<p>Mitigation: Reducing emissions of and stabilising the levels of heat-trapping greenhouse gases in the atmosphere.</p> <p>Adaptation: Adapting to the climate change already in the pipeline; adjusting to actual or expected future climate.</p> <p>International agreements: Paris agreement in 2015, first legally-binding agreement signed by 190 parties. Goal to keep an increase in global average temperature below 2°C.</p> <p>Carbon capture: removal of CO2 from power stations and storing it underground.</p> <p>Water supply: water transfer schemes could be used to take water from an area of surplus to an area of shortage.</p> <p>Reducing risk from sea level rise: areas at risk may need sea defences to protect valuable land from increased coastal erosion.</p>

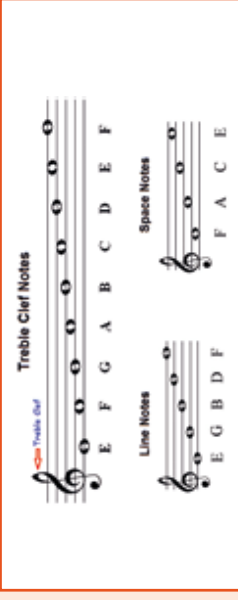
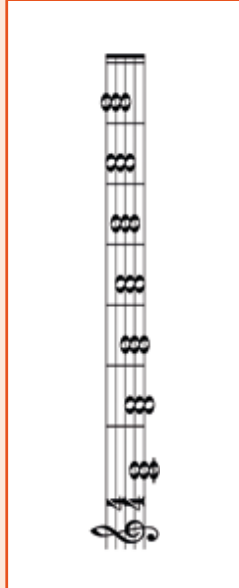



<p>Year 8 - History - Cycle 1</p>	<p>Visual Aid</p> <p>The Silk Road extended approximately 6,437 kilometres (4,000 miles) across some of the world's most formidable landscapes, including the Gobi Desert and the Pamir Mountains.</p> 	<p>Week 1 - Key Vocabulary</p>	<ul style="list-style-type: none"> » Knight - A man of high social position trained to fight as a soldier on a horse. » Lord - A person of the highest social group. » Shrines - A place for worship that is holy. » Mosque - A building for Islamic religious worship. » Government - A group of people who control a country. » Trade - The activity of buying and selling goods. » Bazaars - An area of small shops selling goods.
<p>Week 2 - Key Vocabulary</p>	<ul style="list-style-type: none"> » Convalesce - To rest in order to get better after an illness. » Merchant - A person whose job is buy and sell products. » Brocades - Heavy cloth with a raised design often of gold or silver thread. » Missionary - A person sent to another country to teach religion to the people. » Terracotta - A hard, baked reddish-brown clay. » Archaeologist - a person who studies the buildings and objects of people from the past Pious Strongly believing in religion. » Ivory - A hard yellowish-white substance from the tusks of animals used to make objects. 	<p>Week 3 - Key Vocabulary</p>	<ul style="list-style-type: none"> » Barons - A low-ranking member of nobility. » Enslaved person - A person who is legally owned by someone else. » Bureaucracy - A system for controlling or managing a country. » Scribes - A person who wrote copies of documents. » Diplomats - A person who represent one country in another. » Guilds - An organisation of people who do the same job. » Dynasty - A series of rules or leaders who are from the same family. » Sultan - A Muslim ruler in the past. » Refuge - A place that provides protection.
<p>Week 4 - Timeline</p>	<ul style="list-style-type: none"> » 4500 BC - London is first inhabited. » 1st Century - The Romans build the settlement of London with a population of 60,000. » 300- 800 AD - The Sogdian people travel along the Silk Road to China spreading Buddhism. 366AD Dunhuang Cave created by Buddhist Monks. » 600- 800 AD - Tang Dynasty in China opens China to foreign influence. 	<p>Week 5 - Timeline</p>	<ul style="list-style-type: none"> » 5th Century - Nestorian Christians travel from Greece, Syria and Persia to China. » 8th Century - Baghdad is founded. » 9th Century - A university is created at the Great Palace of Constantinople. China makes paper money » 10th Century - Baghdad becomes the biggest city in the world. This is known as the Golden Age for the city. Tang Dynasty ends and China is fragmented. The Barmakids from Afghanistan travelled to the Abbasid capital of Baghdad.



Goods taken across the Silk Road	Week 6 - Timeline	Week 7 - Ancient Baghdad
<ul style="list-style-type: none"> » An abundance of goods travelled along the Silk Road. » Merchants carried silk from China to Europe, where it dressed royalty and wealthy patrons. » Other favourite commodities from Asia included jade and other precious stones, porcelain, tea, and spices. » In exchange, horses, glassware, textiles, and manufactured goods travelled eastward. 	<ul style="list-style-type: none"> » 11th Century - Mongol tribes are united under Genghis Khan. The Mongol Empire begins. The trade routes on the Silk Road are temporarily disrupted. » 12th Century - London has a population of 100,000. » 1346-1353 - The Black Death sweeps across Asia and Europe killing 30-40% of the population. » 1350-1423 - Richard Whittington, a London merchant, makes a fortune exporting English cloth to Europe. He brings back luxury silk and velvets to England. 	<ul style="list-style-type: none"> » An estimated population of 1,200,000. » The city was built in the shape of a circle with parks and gardens in the middle. At the centre lay the mosque. » It was a hub for learning with four great libraries and The House of Wisdom dedicated to translation of Greek, Middle Persian and Syriac works. » The city had 'sprawling markets' and rich bazaars. Streets were in blocks controlled by an overseer that looked after cleanliness and sanitation.
Week 8 - Ancient Constantinople	Week 9 - The Mongols	Week 10 - The Mongols
<ul style="list-style-type: none"> » An estimated population of 800,000. » Constantinople was unlike any other location along the Silk Road. » This city connected the East and West, and functioned as a place where people and goods from these places could mingle. » Its own culture, religion, and rulers were very influential and played an important role in the city's success. » The Silk Road would have been dramatically different if Constantinople did not exist to influence change along this route. 	<ul style="list-style-type: none"> » The empire was founded in 1206 and was led by Chinggis Khan (styled as "Genghis Khan" in the West and meaning "universal ruler"). » Mongolia's nomadic farmers relied on the land to sustain them. Their flocks of goats, sheep, horses, and other animals were dependent on abundant grass and water, and Mongols had to travel frequently to sustain them. » Khan united many tribes, collected taxes and brought in a form of feudal government. » He used modern equipment, such as stirrups, composite bows, leather armour, and gunpowder. 	<ul style="list-style-type: none"> » At the empire's peak, Mongols controlled up to 12 million square miles. » Despite its reputation for brutal warfare, the Mongol Empire briefly enabled peace, stability, trade, and protected travel. » But Genghis Khan's death in 1227 ultimately doomed the empire he founded. » Disputes among his successors eventually split the empire into four. » Khan's Mongol empire is estimated to have cost 40 million lives, but significantly progressed the trading routes on the Silk Roads.



Year 8 - Music - Cycle 1	Week 1 - Content	Week 3 - Content
<p>Key Vocabulary</p> <ul style="list-style-type: none"> » Chord Progression - The order of the chords used in a piece of music. » Triad - Set of three notes that can be stacked vertically in thirds. » Melody - A sequence of single notes. The 'tune'. » Major scale - The major scale is an 8 note scale which fits within an octave. It has a specific formula of semitones and tones. » Conjunct - Moving up or down by one note. Moving in steps. » Disjunct - Moving by leaps. » Root - The root of the chord is always the note that is the basis for the chord, regardless of its inversion. » Broken Chord - A chord in which the notes are played successively. Similar to an arpeggio. » Sequence - Restatement of a motif or longer melodic (or harmonic) passage at a higher or lower pitch. » Inversion - Rearrangement of notes in a chord. 	<p>Listening</p> <ol style="list-style-type: none"> Someone You Loved Lewis Capaldi <p>How many different chords are in the chord progression?</p> <ol style="list-style-type: none"> I'm Yours Jason Mraz <p>Is the melody in the chorus conjunct or disjunct?</p> <p>Music Theory</p> <p>Time signatures tell us how many beats are in a bar. The time signature we have been using in 'I'm Yours' is:</p> <p>4/4</p> <p>This means there are 4 beats in a bar.</p> <p>For example, you could have four crotchets. After four beats we would then put a bar line.</p> <p>Copy the 4/4 time signature into your homework book. Create your own four beat rhythm. Use crotchets, quavers and rests. Make sure to add your bar line.</p> <p>Practice (optional week 1-5)</p> <p>Week 1-4 we will be learning the pop song 'I'm Yours' on the piano. You can either practise at home if you have a keyboard or come to the music classroom at break or lunch.</p>	<p>Listening</p> <ol style="list-style-type: none"> Where Is The Love Black Eyed Peas <p>What instruments can you hear?</p> <ol style="list-style-type: none"> Dance Monkey Tones and I <p>Does this song use root position chords in the introduction?</p> <p>Music Theory</p> <p>This is the treble clef. Copy this into your book. Use the lines already in your book.</p> <p>You will need to draw a treble clef.</p> 
<p>Week 5 - Content</p> <p>Listening</p> <ol style="list-style-type: none"> Save Me BTS <p>Does the chorus (the lyrics are 'save me, save me') use repetition in the melody?</p> <ol style="list-style-type: none"> Girls Like You Maroon 5 ft. Cardi B <p>Is the piano playing inversion chords or root position chords?</p> <p>Music Theory</p> <p>Draw a treble clef and write out a C major scale.</p> <p>Practice (optional week 6-10)</p> <p>Week 6-10 you will be working in groups to create a mash up of some four chord songs. You can come to the music room at break or lunch.</p>	<p>Week 7 - Content</p> <p>Listening</p> <ol style="list-style-type: none"> Edge Of Glory Lady Gaga <p>Describe the melody in the chorus.</p> <ol style="list-style-type: none"> So Lonely The Police <p>What era is this song was from? Why do you think this?</p> <p>Music Theory</p> <p>Using the C major scale from last week, write in the chords for each note of the scale. Here is an example below.</p> 	<p>Week 9 - Content</p> <p>Listening</p> <ol style="list-style-type: none"> It's My Life Bon Jovi <p>How many different chords are in the chord sequence?</p> <ol style="list-style-type: none"> Little Talks Of Monsters and Men <p>What instruments can you hear?</p> <p>Music Theory</p> <p>Label your chords from last week. Label them with the number as well as the chord symbol. An example is below.</p> 



Year 8 - Personal Development - Cycle 1	Week 2 - PSHE	Week 4 - PSHE
<p>Key vocabulary/content/ideas</p> <p>PSHE</p> <ul style="list-style-type: none"> » Discussion and debate - PSHE is centred around hearing facts and sharing opinions. » Illegal - something you are not allowed to have/do and can be arrested if you are caught doing this. <p>RPE</p> <ul style="list-style-type: none"> » Ethics - the decision-making process for determining right and wrong. » Morals - a code of behaviour usually based on religious tenets, which often inform our ethical decisions. » Global issues - Issues that affect people from all around the world. 	<ul style="list-style-type: none"> » Peer pressure - influence from members of one's peer group. » Risk taking - young people may take more risks because they feel pressure or intrigue to explore dangerous situations. » Coercion - the practice of persuading someone to do something by using force or threats. » Consent - permission for something to happen or agreement to do something. » Under-age drinking - it is for someone under 18: For someone to buy you alcohol. To buy or try to buy alcohol. For an adult to buy or try to buy alcohol for you. To drink alcohol in a licensed premises without a meal. 	<p>Cigarettes and vapes are illegal to purchase under the age of 18. Drugs: You can be arrested for:</p> <ul style="list-style-type: none"> » Possession of a controlled drug. » Possession with intent to supply another person. » Production, cultivation or manufacture of controlled drugs. » Supplying another person. » Offering to supply another person. » Allowing buildings you occupy or manage to be used for the consumption of certain controlled drugs. <p>County lines - criminal activity in which drug dealers in major cities establish networks for the supply and sale of drugs to users in towns and rural areas, using other people to store and move drugs.</p>
Week 6 - PSHE	Week 8 - RPE	Week 10 - RPE
<ul style="list-style-type: none"> » Sexting - the action or practice of sending sexually explicit photographs or messages via mobile phone. » Passive - To allow others to do what they want without resistance. » Aggressive - Ready or likely to attack or confront others. » Assertiveness - respect yourself because you're willing to stand up for your interests and express your thoughts and feelings. » CPR - lifesaving technique that's useful in many emergencies, such as a heart attack or near drowning, in which someone's breathing or heartbeat has stopped. » Primary survey - checking a situation if safe to give first aid. 	<p>At its simplest, ethics is a system of moral principles. They affect how people make decisions and lead their lives. Ethics is concerned with what is good for individuals and society and is also described as moral philosophy. The term is derived from the Greek word <i>ethos</i> which can mean custom, habit, character or disposition.</p> <p>Ethics covers the following dilemmas:</p> <ul style="list-style-type: none"> » how to live a good life » our rights and responsibilities » the language of right and wrong » moral decisions - what is good and bad? » Our concepts of ethics have been derived from religions, philosophies and cultures. They infuse debates on topics like abortion, human rights and professional conduct. 	<ul style="list-style-type: none"> » Types of ethical dilemmas - Animal rights, environmental changes, genetic engineering, poverty, social responsibility, corporate responsibility, theological responsibility (stewardship). » Value - how much something or someone is worth/how important it is. » Moral - Doing the right/good thing. » Immoral - Doing the wrong/bad thing. » Amoral - A situation which is neither moral or immoral. » Absolute morality - The belief that some actions are always right or wrong, regardless. » Relative morality - The belief that the outcome of an action determines whether it is right or wrong.



<p>Year 8 - Physical Education - Cycle 1</p>	<p>Key vocabulary/content/ideas</p> <p>Outdoor Adventure Activities - mainly non-competitive and offer alternative ways to enjoy a healthy approach to recreation and outdoor activities. The outdoor and adventures activities strand has many links with the Geography curriculum.</p> <p>Health and Safety - regulations and procedures intended to prevent accident or injury in workplaces or public environments.</p> <p>Hazards - anything that could cause harm</p> <p>Skills - The ability to perform a sporting skill consistently well at speed, under fatigue and pressure conditions in a competition environment.</p> <p>Knowledge - facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.</p>	<p>Week 1 - Types of Outdoor Activities</p> <ul style="list-style-type: none"> » Water sports (e.g., dinghy sailing, windsurfing). » Trekking (e.g. hillwalking, orienteering, mountaineering). » Camping (e.g. wild camping). » Climbing (e.g. single pitch, abseiling). » Caving (e.g. potholing, mine exploration). » Cycling (e.g. mountain biking, trail biking). » Snow sports (e.g. snowboarding, cross country skiing, downhill skiing, snowshoeing). » Gliding (e.g. hang gliding, paragliding). » Other land-based activities (e.g. gorge walking, sea level traversing, high rope courses). 	<p>Week 2 - Key Considerations</p> <ul style="list-style-type: none"> » Health and safety (e.g. is the activity suitable for the group, have all potential risks been identified). » Personnel (e.g. ratio of leaders to participants, is the activity leader suitably qualified). » Adventure Activities Licensing Authority (e.g. centres delivering outdoor activities have to have a license). » Clothing and equipment (e.g. appropriate to the activity, not damaged/torn). » Location (e.g. is the terrain suitable for the activity, is it suitable for the experience of the participants). » Supplies (e.g. will there be access to food and water).
<p>Week 3 - Key Considerations</p> <ul style="list-style-type: none"> » Emergency procedures (e.g. is there a first aider available, is there an escape route should you become trapped, will there be mobile phone reception to contact emergency services). » Contingency plans (e.g. alternative route should there be an unexpected obstruction, spare equipment should any break). » Shelter (e.g. will an overnight stay be required, is there shelter from adverse weather conditions). » Weather forecast (e.g. will the weather conditions be suitable for the activity, will the weather conditions cause any risk during the activity). » Timing (e.g. is the time length of the activity suitable). 	<p>Week 4 - Hazards to be aware of</p> <ul style="list-style-type: none"> » Inappropriate supervision/tuition » Poor/incorrect equipment (e.g. wrong type footwear, a back pack that is too heavy). » Unforeseen weather conditions (e.g. blizzards/flash floods). » Illness/injury (e.g. dehydration, frost bite, fractures/sprains). » Poor organisation (e.g. undefined roles within a team, inaccurate timings). » Getting lost » Unstable terrain (e.g. mud slides, avalanches). » Animals and insects (e.g. insect bites, animals scavenging food). 	<p>Week 5 - Skills & Knowledge</p> <p>You must be able to demonstrate these Team working skills:</p> <ul style="list-style-type: none"> » Reliability. » Active listening. » Active participation. » Collaborative working. » Demonstrating commitment. » Treating others with respect. <p>Problem-solving skills:</p> <ul style="list-style-type: none"> » Prioritise issues. » Set targets for resolution (e.g. I need to resolve this problem before the sun sets). » Use experience to help resolve problem (e.g. when encountered a similar problem I tried this to resolve it). » Monitor their performance in resolving a problem (e.g. this isn't working, I'll try something else). » Evaluate their performance in resolving a problem. (e.g. next time it will be better if I do this first). 	



Key vocabulary/content/ideas	Week 6 - Skills & Knowledge	Week 7 - Targeted Planning of Outdoor Education										
<ul style="list-style-type: none"> » Planning - the act or process of making or carrying out plans specifically : the establishment of goals, policies, and procedures. » Differentiation - tailoring instruction to meet individual needs. Whether leaders differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. » STEP Principle - STEP stands for Space, Task, Equipment, People. It's a simple way for making changes to activities. It's commonly used in the PE and school sport setting so that everyone can join in and take part together. » Warm up - prepare for physical exertion or a performance by exercising or practising gently beforehand. » Cool Down - the act or an instance of allowing physiological activity to return to normal gradually after strenuous exercise by engaging in less strenuous exercise. 	<p>You must be able to demonstrate these skills:</p> <ul style="list-style-type: none"> » Care and use of equipment: understanding of correct purpose and use of activity specific equipment (e.g. harnesses in rock climbing) ability to use activity-specific equipment appropriate storage to avoid damage. » Safe practice: follow instruction closely ensure they have the prescribed clothing/equipment make sure they are aware of emergency procedures. » Communication skills: verbal (e.g. appropriate language, suitable level of information provided) non-verbal (e.g. hand signals in scuba-diving) activity specific language/terminology. » Decision-making skills: defining and clarifying an issue gathering facts about issues and understanding their causes, generating/brainstorming possible solutions comparing the pros and cons. 	<p>What Outdoor Activity session do you think you will be planning and how are you going to deliver it?</p> <p>Target Client: Who is the activity for?</p> <p>Activity Ideas: What do you want to do?</p> <p>Aims & Objectives: Why do you want to do it? What do you want to achieve?</p> <p>Location: Where do you want your event to take place?</p> <p>Numbers: Overall size of the class that are participating.</p>										
Week 8 - Differentiation of your activity	Week 9 - Differentiation of your activity	Week 10 - Lesson Plan Contents										
<ul style="list-style-type: none"> » The time length of the activity should be changed to suit the participants. For example, young participants have shorter sessions. » The type of activity should match the goal or specific activity for the participants. For example, a kayaker would train in a kayak or canoe. » The intensity of the exercise should be high enough to push participants, but not so high that they injure themselves or do not enjoy the activity. » Equipment should be tailored to suit different situations and participants. For example, changing the type, size or complexity (specialised/adapted) of equipment. » Rules of an activity should be changed to suit the people participating. For example, simplified rules for children or adapted skills for disabled participants. 	<ul style="list-style-type: none"> » The activity area or environment should be adapted to suit the participants. For example, making a practice area smaller for children or making an environment friendlier for young children. » When running activities, the correct number of staff should be assigned to a suitable number of participants. Appropriate supervision is key. This keeps the activities safe and legal. » Participant numbers can be changed to meet the needs of different groups. For example, reducing the number of participants can reduce the challenge, increase safety and allow socially anxious individuals to engage more. 	<table border="1"> <thead> <tr> <th>Learning Phase</th> <th>Details</th> </tr> </thead> <tbody> <tr> <td>Warm Up</td> <td> <ul style="list-style-type: none"> • What group sizes will you have? • What activity will you deliver? • What stretches will you focus on? • How long should you hold each stretch for? </td> </tr> <tr> <td>Main Activity</td> <td> <ul style="list-style-type: none"> • What is the main activity? • How is it completed? • What is the challenge? • What equipment will be needed? • What organisation will be needed? </td> </tr> <tr> <td>Extension</td> <td> <ul style="list-style-type: none"> • How can you make the activity harder? • How can you make the activity easier? • How could you change the equipment? • Area? Personnel? </td> </tr> <tr> <td>Cool Down</td> <td> <ul style="list-style-type: none"> • What activity will you choose for your cool down? • Why do you cool down? • What stretches will you focus on? </td> </tr> </tbody> </table>	Learning Phase	Details	Warm Up	<ul style="list-style-type: none"> • What group sizes will you have? • What activity will you deliver? • What stretches will you focus on? • How long should you hold each stretch for? 	Main Activity	<ul style="list-style-type: none"> • What is the main activity? • How is it completed? • What is the challenge? • What equipment will be needed? • What organisation will be needed? 	Extension	<ul style="list-style-type: none"> • How can you make the activity harder? • How can you make the activity easier? • How could you change the equipment? • Area? Personnel? 	Cool Down	<ul style="list-style-type: none"> • What activity will you choose for your cool down? • Why do you cool down? • What stretches will you focus on?
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