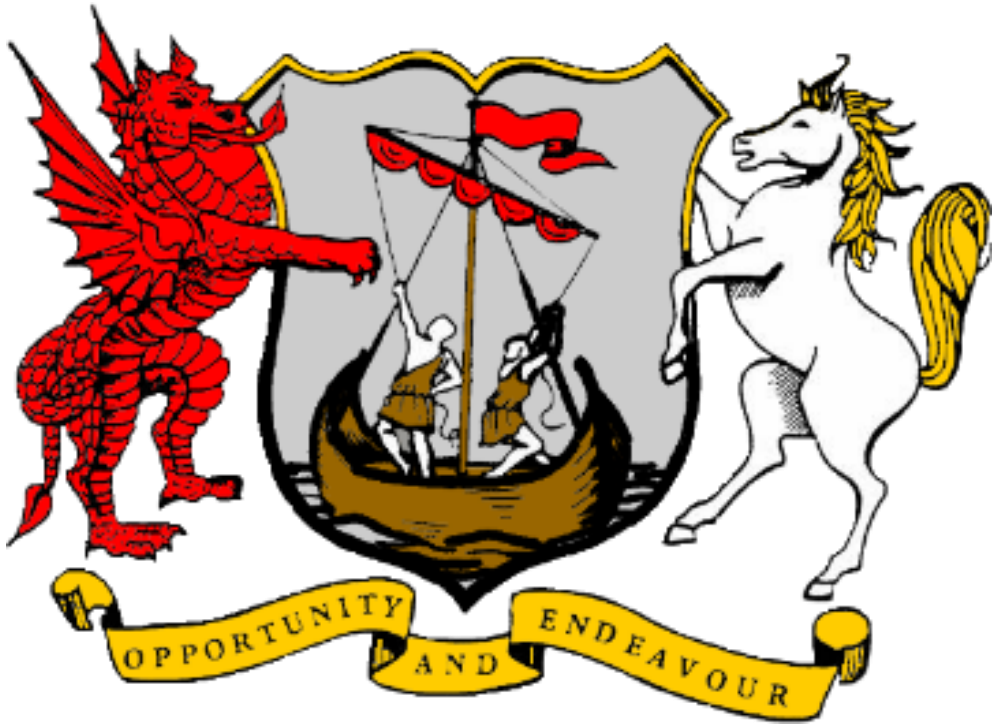




HAYGROVE SCHOOL

CORE KNOWLEDGE BOOKLET

Year 8 – Autumn term 26-27

Name:

Tutor group:

Tutor:

Subject	Page	Subject	Page
What are Core Knowledge Pages? How do I complete my homework?	3	French	42-44
Homework Schedule (timetable)	4	Spanish	45-49
Geography	5-10	Art	50-54
History	11-13	Drama	55-60
RPE	14-18	Music	61-62
Computing	19-21	Engineering	63-65
English	22-27	Food	66-68
Maths	28-29	DT Skills	69-71
Science	30	RSHE	72-75
German	31-41	PE	76-90

What are Core Knowledge pages?



Core Knowledge pages contain the essential (*important*) information needed for each subject. Knowing and understanding this information, will support you in your lessons and your exams, so that you build confidence and understanding in all subjects. Therefore, your homework will focus upon revising this vital (important) information.

How do I complete my homework?

Stage of Method		How do I do this?	Why we do this?
Look	 Look	Read through the information once. Use about 4mins for this stage.	<i>Reading the information will help you to understand the information.</i>
Say	 Say	Next, read the information again but this time, read it aloud. Use about 4mins for this stage.	<i>Reading for a second time, aloud, even if quietly, will help you process (understand) the information more fully.</i>
Cover	 Cover	Now cover up the Core Knowledge page, so that you cannot see the information.	<i>Covering up the information will allow you to train your memory. This is like a workout for your brain!</i>
Write	 Write	Using a fresh page in your homework book, write down/draw as much as you can recall (remember). Use about 8mins for this stage.	<i>Putting pen to paper will help you to process (understand and use) the information you have read, twice!</i>
Check	 Check	Uncover the Core Knowledge page and green pen your notes. Make any corrections with your green pen. Use about 5mins for this stage.	<i>Reviewing (checking) your answers helps you to see the areas you confident with and those that you need to practice more.</i>

Homework schedule/timetable

The homework timetable shows when homework must be completed. Students are encouraged to complete homework at any time before the deadline to support effective time management, wellbeing and participation in extra-curricular activities. For example, Sparx can be completed in small, manageable chunks throughout the week, such as 5 minutes each day, rather than all in one session.

Students should present their homework during Haygrove Welcome. If absent, they should catch up on any missed homework as soon as possible.

Homework Support

Homework Support is available at lunchtimes and after school in the library until 4.00pm and in B3 at lunchtimes for Sparx, providing a quiet, supervised space for students to complete their work.

Incomplete homework

If homework is not completed by the due date, students should use breaktime or lunchtime to catch up and show their work to Homework Support staff. If they do not do so, they will be required to attend an after-school catch-up session or complete the work ready to present the following day. This is to help students stay on track and avoid falling behind.

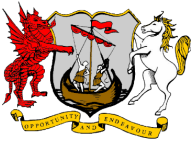
Homework schedule

Week commencing	Week	Time	Week commencing	Week	Time
14/09/26	B	20mins per subject set.	02/11/26	B	20mins per subject set.
21/09/26	A		09/11/26	A	
28/09/26	B		16/11/26	B	
05/10/26	A		23/11/26	A	
12/10/26	B		30/11/26	B	KS3 EXAMS
19/10/26	A		23/11/26	A	KS3 EXAMS
26/10/26	Half Term		14/12/26	B	
			21/12/26	Christmas Holidays	

Homework timetable

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	English	Computing	History	Maths	RSHE
Subject 2	Languages	Design & Technology	Music	Science	Art
Week B	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	English	RPE	Geography	Maths	RPE
Subject 2	Languages	PE	Drama	Science	English/ Intervention

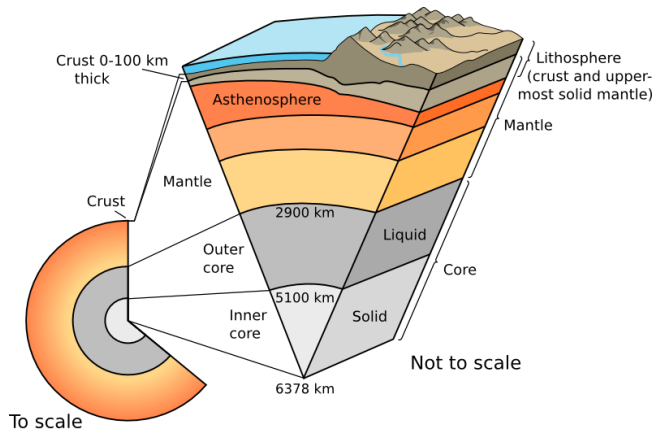
Intervention: Reading Plus/Lexia/Flash Academy



Y8 Geography Autumn 1: Tectonics – how does the planet work?

HW 1	HW 2	HW 3	HW 4
Revise the Layers of the Earth	Revise the Plate Margins	Revise earthquakes, plate movement processes, and volcanoes.	Revise Iceland and Pompeii

Interior of the Earth



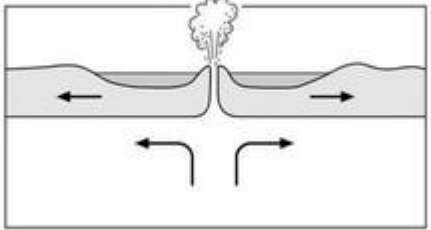
Layer	Description
Crust	The crust is the outer layer of the Earth on which we live. It is the thinnest layer and is between 5 and 90 km thick.
Mantle	The mantle is the layer of the Earth which makes up 84% of its volume. It is also the thickest section at approximately 2900 km thick. The mantle is made up of different layers. The upper mantle is hard but below that is semi-molten rock called magma.
Outer core	The outer core is the layer surrounding the inner core. It is made of liquid iron and nickel.
Inner core	The inner core is 2900 km below the Earth's surface, in the centre of the Earth, and is the hottest layer. It is spherical and solid and made up of iron and nickel. Its temperatures can reach 5500°C.

Constructive margin

- Two plates move apart from each other.
- This creates a gap in the Earth's crust.
- Magma from the mantle rises to fill this gap and a volcanic eruption occurs.
- Small earthquakes also happen due to the movement of the magma.

Hazards: gentle earthquakes and gently sloping shield volcanoes.

Constructive margin

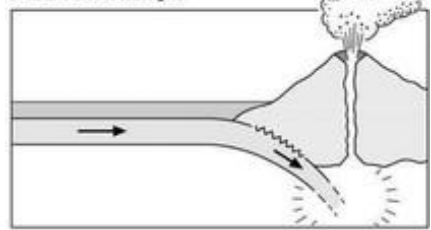


Destructive margin

- An oceanic plate moves towards a continental plate.
- The denser oceanic plate is subducted beneath the continental plate.
- Friction between the plates prevents movement.
- Pressure builds up and the plates eventually slip, causing an earthquake.
- The oceanic plate melts into the mantle mixing sea water and gases, this liquid rises up through the cracks in the mantle as a volcanic eruption.

Hazards: Powerful earthquakes and composite volcanoes.

Destructive margin

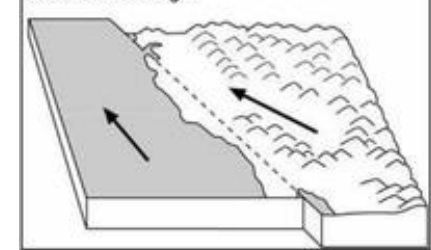


Conservative

- Two plates slide past each other.
- As they move, they get caught on each other.
- Pressure builds up and is released as an earthquake when the plates suddenly jolt free.

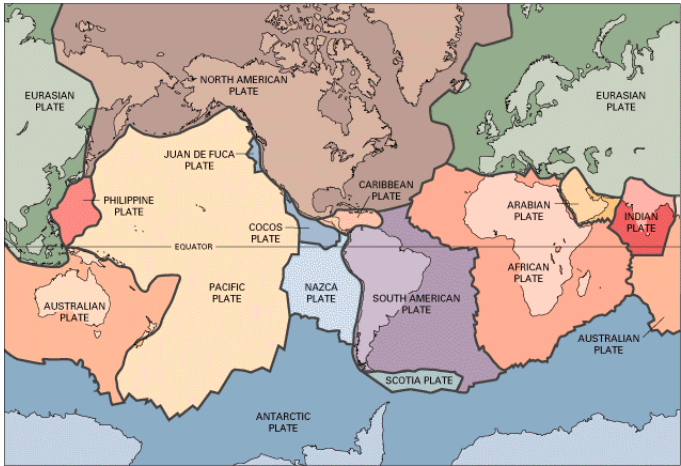
Hazards: earthquakes

Conservative margin



Tectonic plates

– The crust broken up into vast slabs of rock.



The processes involved with plate movement has 2 main theories:

1. Convection currents

Warmer magma heated by the core rises to the surface, it then moves slowly under the crust, dragging it along due to friction.

2. Ridge push/slab pull

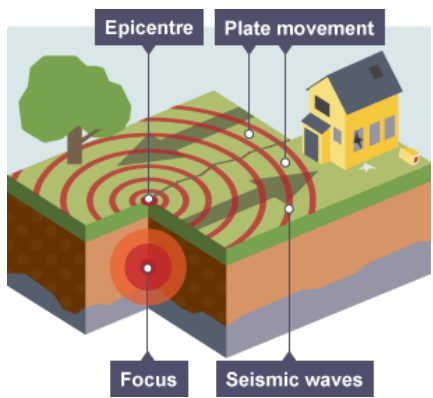
The force of gravity on the ridge, pushes the rest of the plate downhill. Slab pull is also caused by gravity, forcing the plate into the mantle.





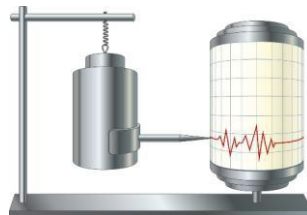
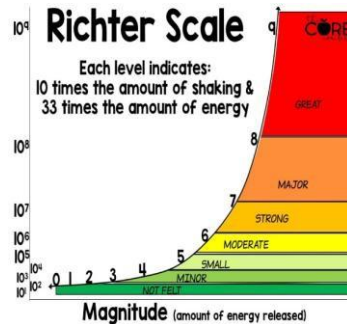
Y8 Geography Autumn 1: Tectonics – how does the planet work?

- Earthquakes** - a violent shaking of the earth caused by a sudden release of pressure as seismic waves.
- Epicenter - directly above the focus, where the greatest shaking occurs.
- Focus – where the energy is released, usually between 2 plate margins.



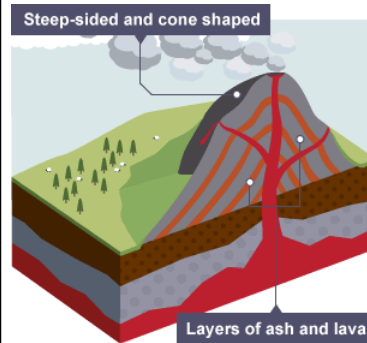
The Turkey-Syria earthquake in 2023 had a 7.8 magnitude and led to over 55,000 people being killed.

- Earthquakes** - a violent shaking of the earth caused by a sudden release of pressure as seismic waves.
- Seismograph / Seismometer** - measures the vibrations from the earth and can be used to locate the epicenter and the strength of an earthquake.
- Richter Scale** – measures the magnitude of an earthquake (how powerful it is) on a scale of 1-10.



Volcanoes

1. Composite volcanoes



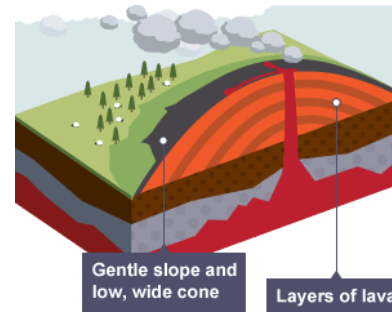
Characteristics:

- Steep-sided
- Viscous lava (explosive)
- Layers of lava and ash
- Can produce pyroclastic flows
- Found at destructive plate margins.



Mt. Pinatubo, a composite volcano in the Philippines which erupted in 1991 causing global temperatures to fall by 0.5°C that year. A lagoon crater now fills the center. It is still an active volcano.

2. Shield volcanoes



Characteristics:

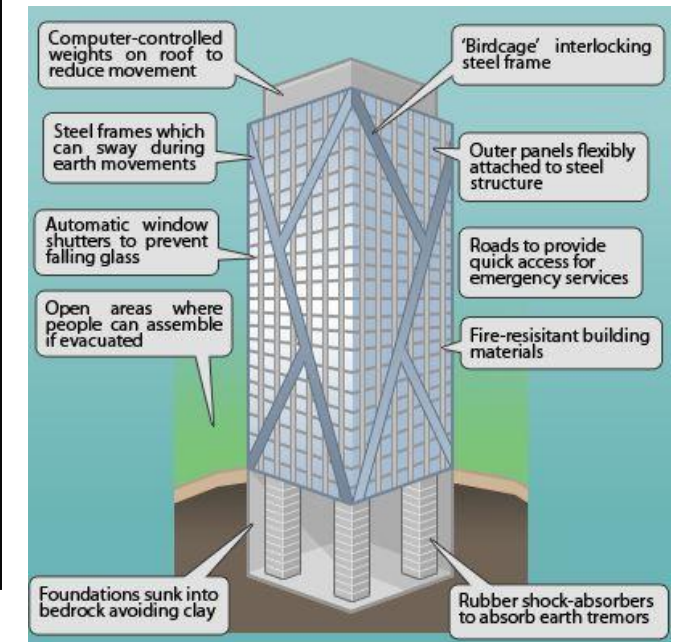
- Shallow-sides
- Runny lava (non-explosive)
- Layers of lava
- Found at constructive plate margins.



A shield volcano erupting in Iceland, part of the Mid-Atlantic Ridge.

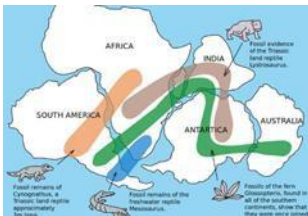
- Primary effect** - one that is directly caused by the disaster. For example, buildings collapse.
- Secondary effect** - indirect effects caused by the primary impacts, after the main event - in the coming hours, days and weeks. For example, people contract cholera due to a lack of clean water.
- Immediate response** - a response in the days and weeks immediately after a disaster has happened. It involves providing first aid, water, food, shelter.
- Long-term response** - responses that go on for months and years after a disaster. It involves rebuilding destroyed houses, schools, hospitals, etc.

Protection against earthquake disasters:





Y8 Geography Autumn 1: Tectonics – how does the planet work?



Iceland – Iceland lies on the Mid-Atlantic Ridge, a constructive plate margin separating the North American and Eurasian plates. The two plates pull apart allowing for Shield volcanoes to erupt.

Eyjafjallajökull 2010

- Erupted between March and May 2010

Primary effects

- Due to ice melting from the top of the volcano it created ‘glassy’ ash as it erupted, this ash travelled across Europe.

- It caused the cancellation of thousands of flights across Europe and to Iceland as flight companies were concerned about damage to engines; cancellations led airlines losing £130million per day.

Secondary effects

- Melting ice also caused a glacial lake outburst flood (or jökulhlaup), which led to severe flooding and destroyed a main road.
- Sporting events were cancelled or affected due to cancelled flights.
- Fresh food imports stopped, and industries were affected by a lack of imported raw materials.

Immediate responses:

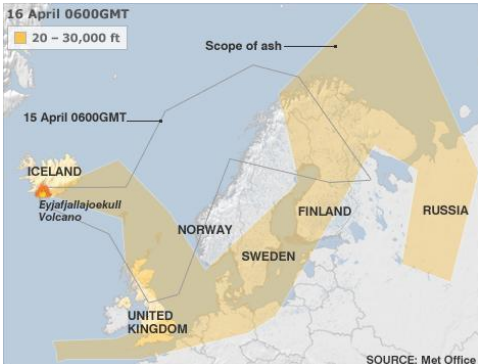
- 700 people were evacuated from the disaster zone.
- No flight zone was put in place by European air space.

Long-term responses:

- The EU has developed a structure of 9 air space blocks, this means following a volcanic eruption in the future, areas of air space may be closed, reducing the risk of closing all European air space.



2021-25 – Fagradalsfjall and the surrounding area has been erupting persistently for the last few years and is thought to be the start of a new volcanic era.



Pompeii, 79 AD - Mt. Vesuvius is a composite volcano which lies on the destructive plate margin of the Eurasian and African tectonic plates.



Effects

- At least 2000 people were killed, but it is thought the figure may be higher and closer to the population of the city of 16,000.
- Most people could not escape a pyroclastic flow, volcanic bombs, and ash.
- Layers of ash then buried the city until it was rediscovered and excavated in 1748.
- Pompeii was an important town for pottery and trading of goods.

Is Naples still at risk today?

- 3 Million people today live in and around the active volcano.
- Mt. Vesuvius is monitored using seismic stations (seismometers) to measure earthquake activity as this can be an indication that an eruption is imminent.
- The volcano is kept under constant surveillance by the National Institute of Geophysics and Volcanology.
- Scientists also measure the gas emitted from the volcano, the temperature of this gas and topographical changes.

Did you know?

- At the peak of the eruption in 79 AD Mt.Vesuvius spewed 1.5 Million tons of lava per second.
- The last eruption on Mt Vesuvius was 1944.
- It is still active today.

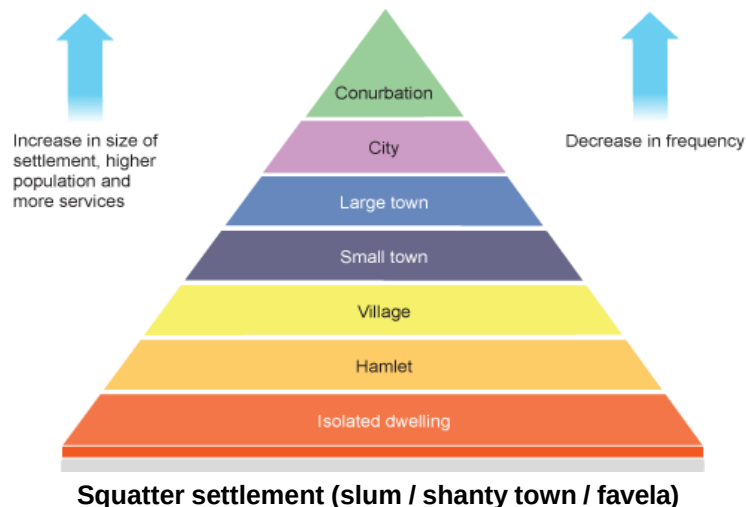


Key Word	Definition
Tectonic plate	The crust of the Earth is split into large plates/slabs of rock (pieces of the Earth's crust).
Oceanic	Thinner crust (6-8km in thickness), denser material such as Basalt/Obsidian rock, usually have an ocean above them.
Continental	The Continental crust is the thicker of the two, at 30-50km thick, less dense than oceanic crust, usually makes up the land of a continent.
Continental Drift	The movement of continents resulting from the motion of tectonic plates.
Convection currents	Warmer magma heated by the core rises to the surface, it then moves slowly under the crust, dragging it along due to friction.
Ridge push / slab pull	The force of gravity on the ridge, pushes the rest of the plate downhill. Slab pull is also caused by gravity, forcing the plate into the mantle.
Earthquake	a violent shaking of the earth caused by a sudden release of pressure as seismic waves.
Lava	Melted rock (silicates) that has erupted from a volcano onto the land.
Magma	Melted rock (silicates) underneath the crust layer of the Earth.
Pyroclastic flow	currents of hot ash, lava and gas that can move downhill at speeds of up to 500km/h during an eruption, and can be over 1000°C.
Mesosaurus	A fossilised creature that has been found in Africa and South America that lived in freshwater habitats.
Pangaea	A supercontinent 200 Million Years ago.



Y8 Geography Autumn 2: Urbanisation: how does population shape places?

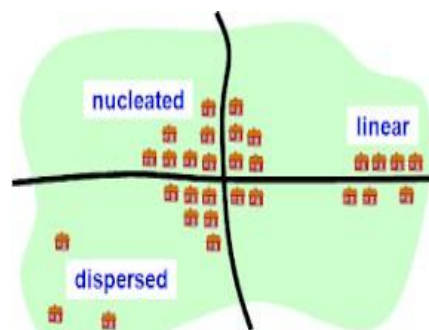
HW 5	HW 6	HW 7	HW 8
Revise Keywords	Revise Settlements and how they have changed	Revise Urban change and the Burgess model	Revise Sustainable living and Dubai



- Public services like refuse collection do not come into area that do not pay local taxes.
 - Infant mortality is very high.
- Roads are not paved and are used as refuse dumps. In winter they turn into mud.
 - The stream is Polluted.
 - There is no school in the area.
 - People keep their shacks tidy.
- Poor sanitation so diseases are common.
 - Adult literacy is 32%
 - Lots of illegal activities take place.
- Water is obtained from the stream, or from the nearest public tap which is a mile away.
 - Work is often informal and unpaid
- Often close to industry on marginal, sometimes polluted land.
 - There is no electricity or sewage systems.
 - The rainy season the area often floods.
 - Almost everyone works in the informal sector
 - Self built with cheap or recycled materials
 - Poor transport and communications

Settlement Patterns

Nucleated: Buildings which are closely grouped together. Settlements with this shape often grew around a road junction or a river. A long time ago people in Britain built their houses close together for safety. This pattern is common in lower, flatter parts of Britain.



Dispersed: The buildings are well spread out.

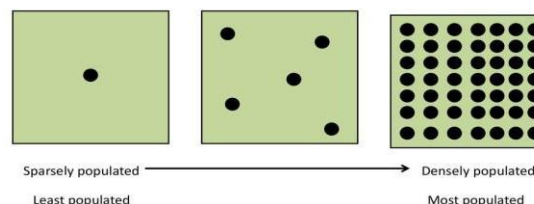
Settlements with this pattern are often found in highland areas where it is difficult to build houses close together. Here people also needed more land to grow their crops or graze their animals.

Linear: Settlements that have a long narrow shape. (also called ribbon developments)

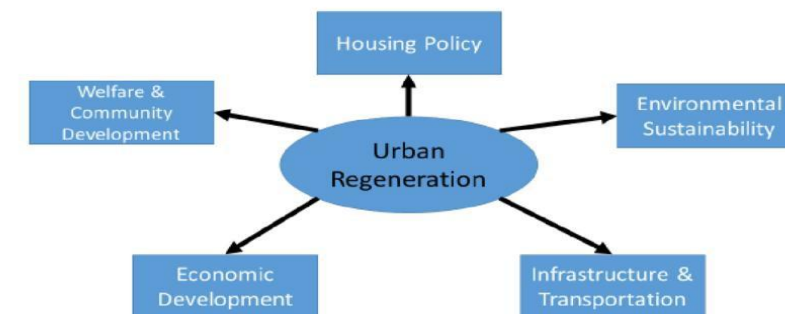
Settlements with this shape usually grow along a narrow valley (between steep hills) where there is little space. They may also be found strung along a road or either side of a river.

What is population density?

This is the number of people living in a square kilometre



Spot, and list, the differences between 1890 and 2010





Y8 Geography Autumn 2: Urbanisation: how does population shape places?

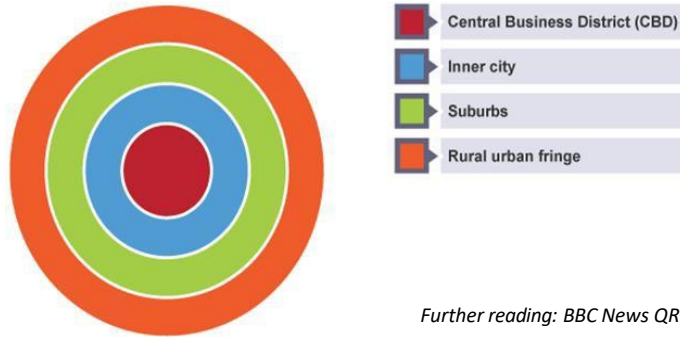
1. What is the CBD in an urban area?

- This is the central downtown area which contains the main commercial streets and public buildings.
- This is the area where the main industrial output is based and where low-cost residential areas have been built.
- This is the area where many people will live in large residential developments in bigger homes with gardens and garages.

2. What is the Inner City in an urban area?

- This is the central downtown area which contains the main commercial streets and public buildings.
- This is the area where the main industrial output is based and where low-cost residential areas have been built.
- This is the area where many people will live in large residential developments in bigger homes with gardens and garages.

The Burgess Model of urban areas



Further reading: BBC News QR Code

Urban and Rural

- When we say **Urban** we mean the city and town areas.
- When we say **Rural** we mean the countryside.



3. What are the suburbs in an urban area?

- This is the edge of the city where the city ends and the rural area begins.
- This is the area where the main industrial output is based and where low-cost residential areas have been built.
- This is the area where many people will live in large residential developments in bigger homes with gardens and garages.

4. What is the rural-urban fringe?

- This is the edge of the city where the city ends and the rural area begins.
- This is the area where the main industrial output is based and where low-cost residential areas have been built.
- This is the area where many people will live in large residential developments in bigger homes with gardens and garages.

Urban change



- Population pressure
- Poor infrastructure
- Inadequate job offer
- Bad educational chances
- Poor health care
- Ecological problems
- Natural disasters
- Social compulsions



- Improvement in the standard of living
- Better health care and availability of services
- Varied employment opportunities
- Higher wages
- Quality of education
- No social compulsions
- Future prospects

Keywords	Definition
Brownfield site	Land that has been used, abandoned and now awaits some new use. Commonly found across urban areas, particularly in the inner city.
Dereliction	Abandoned buildings and wasteland.
Economic opportunities	Chances for people to improve their standard of living through employment.
Greenfield site	A plot of land, often in a rural or on the edge of an urban area that has not yet been subject to any building development.
Megacities	An urban area with a total population in excess of ten million people.
Migration	When people move from one area to another with the intention of settling there.
Natural increase	The birth rate minus the death rate of a population.
Pollution	The presence of chemicals, noise, dirt or other substances which have harmful or poisonous effects on an environment.
Squatter settlement	An area of poor-quality housing, at times lacking in amenities such as water supply, sewerage and electricity, which often develops spontaneously on land not owned by the occupants.
Urbanisation	The process by which an increasing percentage of a country's population comes to live in towns and cities. Rapid urbanisation occurs in many LICs and NEEs.
Urban regeneration	The revival of old parts of the built up area by either installing modern facilities in old buildings (known as renewal) or opting for redevelopment (i.e. demolishing existing buildings and starting afresh).
Urban sprawl	The unplanned growth of urban areas into the surrounding rural areas.



Y8 Geography Autumn 2: Urbanisation: how does population shape places?



	Health and happiness	Encouraging active, social, meaningful lives to promote good health and wellbeing
	Equity and local economy	Creating safe, equitable places to live and work which support local prosperity and international fair trade
	Culture and community	Nurturing local identity and heritage, empowering communities and promoting a culture of sustainable living
	Land and nature	Protecting and restoring land for the benefit of people and wildlife
	Sustainable water	Using water efficiently, protecting local water resources and reducing flooding and drought
	Local and sustainable food	Promoting sustainable humane farming and healthy diets high in local, seasonal organic food and vegetable protein
	Travel and transport	Reducing the need to travel, encouraging walking, cycling and low carbon transport
	Materials and products	Using materials from sustainable sources and promoting products which help people reduce consumption.
	Zero waste	Reducing consumption, re-using and recycling to achieve zero waste and zero pollution
	Zero carbon energy	Making buildings and manufacturing energy efficient and supplying all energy with renewables



Renewable energy

Dubai receives plenty of wind and solar energy. A 2GW solar farm, Al Dhafra Solar PV, was installed in 2023. They are targeting 44% renewables by 2050.

Water management

The hot dry climate means that water is a precious resource. 70 large-scale desalination plants meet 42% of the country's water needs.

Social responsibility

Pay and living conditions among the construction workers has been heavily criticised.

Energy conservation

Dubai's has 6% of the world's proven oil reserves.

DUBAI

Reduction of waste

Dubai residents create more waste per head than people in the USA and twice as much as the UK.

Public transportation

Parts of Dubai suffer from chronic traffic congestion.

Appropriate use of Resources

Vast quantities of steel, timber and other building materials have to be imported.

Marine environment

Coastal engineering projects such as The Palm have a significant impact on marine ecology. Significant erosion has occurred.

Sea level rises

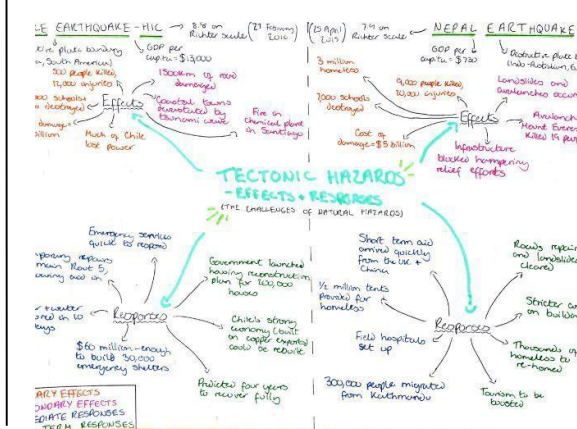
Many of the new developments are located along the coast and are vulnerable to changes in sea level.



How to revise in Geography?

Use these strategies to revise before the end of unit assessment:

1. Create revision flash cards for processes/ e.g. a card for each of the x3 plate margins. Or have a question(s) on one side, answers on the other side.
2. Create a revision mind-map for the example/case study. This is a spider diagram that contains information/pictures, it should have lots of colour/sketches/diagrams to make it more interesting to your brain.
3. Keywords: write out each key term, cover it up and try to write a definition for each one, compare this to the definition on the core knowledge page.
4. Create a 'must know' quiz using your Core Knowledge Pages.
5. Practice past paper questions. Then use your notes to correct/improve your answer.
6. Read model answers from your teacher, pull it apart and identify the key parts, then attempt a similar question yourself.



Tectonics

1) Label the following diagram (2 marks)

2) Define asthenosphere.....(1)

3) Define lithosphere.....(1)

4) Define subduction.....(1)

5) Describe the characteristics of the mantle.....(2)

6) Describe the differences between the rocks in continental crust and those in oceanic crust.....(2)

10





Yr. 8 History

NEED TO KNOW

For your exam: you will write an easy to answer the question: "How did people change their minds about how they should be ruled in the 1600s and 1700s?". You will also complete a knowledge test on all of your learning at the end of the term.

Homework 1: Why did the world seem "upside down" in the 17th Century?

Core Knowledge:

1642 The Civil War began between the King and Parliament
1648 Charles I defeated by Cromwell's New Model Army
1649 Charles I tried for treason and executed

New ideas



The New Model Army

Oliver Cromwell turned Parliament's army into a disciplined fighting force which trained hard and was paid regularly. Cromwell used men from poor backgrounds as his captains (usually only gentlemen and noblemen could be officers).

The Quakers believed:

- There is no need for organised church services.
- Women should be allowed to preach.
- Everyone is equal.
- Prisons should be less cruel.
- Violence is always wrong.
- No one should be spoken to with more respect than anyone else.

The Levellers believed:

- Everyone over 21 (except women and servants) should be allowed to vote.
- Anyone may follow any religion.
- No one should be executed except for committing murder.
- A few thought women should be able to vote too.

The Diggers believed:

- All the land should be shared out among all the people.

Key terms:

Civil War A war between people who belong to the same country
Cavalier A nickname for supporters of the king in the English Civil War
Monarch a king or queen
Regicide The murder of a monarch
Republic A country without a monarch
Roundhead A nickname for supporters of the Parliament in the English Civil War

Homework 2: Who was Oliver Cromwell?

Core Knowledge:

1649 A republic known as the Commonwealth was set up.
1649 In Ireland, Cromwell and his army killed over 5000
1653 Cromwell closed down Parliament
1653 Oliver Cromwell became Lord Protector and was paid a huge salary of £100,000 a year (over £10 million in today's money).
1658 Oliver Cromwell died and his son, Richard, became Lord Protector for a short time.



How did Cromwell rule England?

As a PURITAN

Puritans didn't like sports and entertainment because they thought these distracted people from worshipping God. Theatres, music, gambling and dancing were banned and boys caught playing football on a Sunday were whipped. Celebrating Christmas was even banned.

With his army

Cromwell divided the country into 11 districts and appointed a Major-General to run each one.

As "Lord Protector"

After the King was executed a "Rump Parliament" was set up which excluded those who had supported the king. Cromwell then handpicked his own Parliament which he later closed down. He then ruled England himself as Lord Protector.

Key terms:

Commonwealth A name given to Britain from 1649 to 1660 when it had no king
Interregnum Meaning between kings in Latin – the time when England was a Republic
Lord Protector The title of the head of state between 1653 and 1659
Major-General An army officer appointed by Cromwell to rule a district of England
Puritan A strict Protestant who believed in simple Church services and lifestyles
Republic A country without a monarch



Yr. 8 History

NEED TO KNOW

For your exam: you will write an easy to answer the question: "How did people change their minds about how they should be ruled in the 1600s and 1700s?". You will also complete a knowledge test on all of your learning at the end of the term.

Homework 3: The Monmouth Rebellion: Why was Bridgwater called a 'rebel town'?

Core Knowledge:

1660 The Restoration of the Monarchy: Charles II returns to England as King

Feb 1685 Charles II died, his brother James II became king

11th June 1685 The Duke of Monmouth landed in Lyme Regis

5th July 1685 Monmouth was defeated at the Battle of Sedgemoor.

Causes

Monmouth was the illegitimate son of Charles II and a Protestant. He thought the people would support him over the Catholic James II.

Events

Monmouth travelled from town to town, gathering support. He was "crowned" in Chard, Taunton and Bridgwater. The King's men defeated him at the Battle of Sedgemoor.

Consequences

Rebels were hanged on the roadside. Judge Jeffreys conducted trials, known as the Bloody Assizes. Those who pleaded innocent were hanged, the guilty were sent to the West Indies as slaves. James II visited Bridgwater and declared it a 'rebel town'.



The Museum of Somerset in Taunton has a great exhibition on this!

Key terms:

Illegitimate

Someone whose parents were not married

Restoration The return of a monarch to the throne of England when Charles II became King in 1660

Homework 4: How significant was the Bill of Rights?

Core Knowledge:

The Glorious Revolution – James II angered Parliament by acting like Charles I: trying to rule without Parliament, building up his own army and promoting Catholics.

Parliament split into two groups: Whigs, who didn't want James on the throne, and Tories who didn't think it was their job to stop it. The Whigs and the Tories were two of the first political parties in the world.

When his wife gave birth to a son, Parliament worried the changes would be long-term so invited James' Protestant daughter, Mary, and her husband, William, to take the throne.

William and Mary signed the Bill of Rights in 1689 which stated that:

- Parliament must be involved in all laws passed and taxes raised
- the monarch couldn't raise their own army, or interfere in trials
- MPs were free to say what they wanted.

In 1701 they signed the Act of Settlement which made Parliament even stronger and said the British monarch could never be Catholic or even marry a Catholic.

Consequences:

- It limited the power of monarchs
- It increased Parliament's power
- It led to Catholic rebellions in Scotland and Ireland



Key term:

Bill The draft of a proposed law



Yr. 8 History

NEED TO KNOW

For your exam: you will write an easy to answer the question: "How did people change their minds about how they should be ruled in the 1600s and 1700s?". You will also complete a knowledge test on all of your learning at the end of the term.

Homework 5 (and revision for exam): How did people change their minds about who should rule?

Summary of developments in England in the 1600s and 1700s

James I – Believed in Divine Right (monarchs could do as they wished as they were chosen by God)

Charles I – Also believed in Divine Right. Closed parliament for 11 years. Tried to arrest 5 MPs. 1642-1649 English Civil Wars. Charles I executed.

Oliver Cromwell ruled with parliament in the 'interregnum' (the period when there was no monarch) and took the title 'Lord Protector'.

1660 The Restoration of the Monarchy – Charles II returned to England as King.

1685 The Monmouth Rebellion – Charles' illegitimate son, the Duke of Monmouth tried to take the throne. He was executed.

1688 The Glorious Revolution – James II angered parliament by acting like Charles I: trying to rule without Parliament, building up his own army and promoting Catholics. When his wife gave birth to a son, Parliament worried the changes would be long-term so invited James' Protestant daughter, Mary, and her husband, William, to take the throne. William and Mary signed the Bill of Rights in 1689 which stated that Parliament must be involved in all laws passed and taxes raised, the monarch couldn't raise their own army, or interfere in trials. MPs were free to say what they wanted.

The Georgians preferred to let Parliament rule the country. George I appointed Robert Walpole as the first 'Prime Minister'.

Meanwhile, elsewhere ...

The **French Revolution** began in **1789** when ordinary people challenged the king's power and demanded fairer laws. France was struggling with **debt, unfair taxes, and food shortages**, which made many citizens angry. Revolutionaries wanted **equality, rights**, and a say in how the country was run. They ended the monarchy, and King Louis XVI was executed. Over time, different groups fought for control, leading to violence like the **Reign of Terror**. The revolution finally helped create a fairer society and inspired other countries to demand change.



Key terms:

Divine Right – the idea that monarchs were chosen by God and so could rule as they liked

Restoration The return of a monarch to the throne of England when Charles II became King in 1660

Revolution - The overthrow of one rule or government and its replacement with another



Yr 8 RPE Autumn:

- **RELIGION**- An organised system of beliefs, ceremonies, and rules used to worship a God or group of gods.
- **PHILOSOPHY**- The study of the nature of knowledge, reality and existence.
- **ETHICS**- The study of ideas about right and wrong.

HW 1	HW 2	HW 3	HW 4	HW 5	HW 6	HW 7
Revise the meaning of ethics, morals, absolutism and relativism	Revise the meaning of conscience	Revise Utilitarianism	Revise Humanism	Revise the Golden Rule and the 10 Commandments	Revise facts about key Religious leaders	Revise for your exam

How do people make moral decisions?

- **Ethics**: the branch of philosophy that deals with issues of what is right and what is wrong (ethical – right / unethical – wrong)

These are rules or ideas about right and wrong that come from society, schools, workplaces, or groups.

- **Morals**: a person's beliefs about right and wrong moral – right / immoral – wrong)

These often come from your family, culture, religion, or life experiences. For example, someone might believe it's always wrong to lie, even to protect someone's feelings.

EXAM INFORMATION:

You will have two parts to the RPE exam.

Part One- This will be a test on all of the knowledge in this knowledge organiser and some short answer questions which will test your understanding.

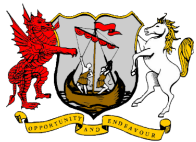
Part Two- This will be an essay on How should we best make moral decisions?

Absolutism:

- The view that certain actions are naturally good or bad.
- **Example**: An absolutist might say *"It's always wrong to lie,"* even if lying could protect someone.
- **Why?**: They believe in fixed moral rules that apply to everyone, everywhere, all the time.

Relativism:

- The view that whether an action is good or bad depends on the situation or circumstances.
- **Example**: A relativist might say *"Lying is usually wrong, but it might be okay if it saves someone's life."*
- **Why?**: They believe morals depend on context—what's right for one person or culture might not be right for another.



Yr 8 RPE Autumn:

- **RELIGION**- An organised system of beliefs, ceremonies, and rules used to worship a God or group of gods.
- **PHILOSOPHY**- The study of the nature of knowledge, reality and existence.
- **ETHICS**- The study of ideas about right and wrong.

Conscience

Key Concepts

- Conscience- An inner sense of right and wrong that guides a person's actions and decisions.
- Morality- Principles concerning what is right and wrong behaviour.
- Ethics- The study of moral values and rules.
- Guilt- A feeling that arises when someone believes they have done something wrong.

What Is Conscience?

Conscience is often described as a “voice inside” that helps us decide what is right or wrong. It is influenced by upbringing, religion, culture, and personal experiences. Our conscience can lead to feelings of guilt or pride depending on our actions.

Influences on Our Conscience

- Family: Parents and guardians teach values from a young age.
- Religion: Many faiths teach moral principles that shape conscience.
- Society: Laws, media, and education influence what we see as right or wrong.
- Experience: Personal events and mistakes help shape future decisions.

Examples of using our conscience

Telling the truth- Conscience may encourage honesty even if it's difficult.

Helping someone in need- Conscience may push us to act kindly and responsibly.

Breaking a rule- Conscience may make us reflect on whether the rule is fair or harmful.

Strengths and Weaknesses

Strengths

Personal and deeply felt

Encourages reflection and empathy

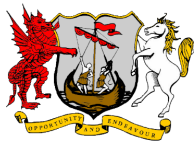
Helps build moral character

Weaknesses

Can be influenced by bias or misinformation

May conflict with laws or social norms

Not always reliable or consistent



Yr 8 RPE Autumn:

- **RELIGION**- An organised system of beliefs, ceremonies, and rules used to worship a God or group of gods.
- **PHILOSOPHY**- The study of the nature of knowledge, reality and existence.
- **ETHICS**- The study of ideas about right and wrong.

Utilitarianism

🔑 Key Concepts

- Utilitarianism: A moral philosophy that aims for the greatest good for the greatest number (what is good is what benefits the majority).
- It is the consequences of an action that make the action right or wrong.
- Everyone's happiness counts equally—no one is more important than anyone else.

🧠 Core Beliefs of Utilitarianism

- The Principle of Utility: The right action is the one that produces the greatest happiness for the greatest number.
- Happiness is the Ultimate Good: Happiness (or pleasure) is the only thing that is intrinsically valuable.
- Moral Decisions Should Be Based on Outcomes: Good intentions are not enough—what matters is the result of the action. A good action will cause more pleasure than pain and a bad action will cause more pain than pleasure.
- Everyone's Happiness Matters Equally: No special treatment; each person's well-being is equally important.
- Hedonic Calculus: Jeremy Bentham's method for measuring pleasure and pain to decide what's right using factors like intensity, length.

✅ Examples of Utilitarian Thinking

- Donating to charity – it helps many people and increases happiness.
- Telling a white lie – possibly acceptable if it avoids hurting someone unnecessarily.
- Breaking a rule – acceptable if it leads to a better outcome for more people.

⚖️ Strengths and Weaknesses

Strengths	Weaknesses
• Focuses on happiness and well-being • Encourages thinking about consequences	• Can ignore individual rights • Hard to predict all outcomes
• Flexible and practical	• May justify unfair actions if they benefit the majority

Humanism

🔑 Key Concepts

- Humanism: A non-religious worldview that emphasises reason, empathy, and human welfare.
- Reason: Using logic and evidence to make decisions and understand the world.
- Empathy: Understanding the feelings of others to guide moral choices.

🧠 Core Beliefs of Humanism

- Human beings are special and human life is valuable
- There is no god and we can never know if there is a god
- There is not any evidence for an afterlife; we should therefore make the most of this life
- No figures of authority can command how they must behave
- should use empathy, compassion, reason and respect for the dignity of others to decide for ourselves what is right and wrong
- Humanists think about the particular situation and the potential consequences of our actions and use evidence to deliberate about their likelihood
- People can live good, moral lives without religion.

✅ Examples of Humanist Thinking

- Supporting human rights – Because it promotes dignity and fairness for all.
- Helping others in need – Because it improves well-being and reduces suffering.
- Campaigning for equality – Because all humans deserve respect and opportunity.

⚖️ Strengths and Weaknesses

Strengths	Weaknesses
• Focuses on human well-being and dignity • Encourages empathy and compassion	• Lacks a fixed moral code • Different people may reach different conclusions
• Based on reason and evidence	• May be seen as subjective



Yr 8 RPE Autumn:

- **RELIGION**- An organised system of beliefs, ceremonies, and rules used to worship a God or group of gods.
- **PHILOSOPHY**- The study of the nature of knowledge, reality and existence.
- **ETHICS**- The study of ideas about right and wrong.

Some Religious Leaders:

Name	Religion	Time Period	Key Beliefs	Key Events	Teachings	Impact
Jesus	Christianity	c. 4 BCE – 30/33 CE	Son of God, Messiah	Crucifixion, Resurrection	Love, forgiveness, salvation	Foundation of Christianity
Krishna	Hinduism	Mythological (~3000 BCE)	Avatar of Vishnu	Bhagavad Gita dialogue	Dharma, Bhakti, Karma	Central figure in Hindu devotion
Moses	Judaism	c. 13th–15th century BCE	Prophet, lawgiver	Exodus, Ten Commandments	Monotheism, justice	Central in Judaism, revered in other faiths
Muhammad	Islam	570–632 CE	Final prophet	Revelation, Hijrah	Tawhid, compassion, prayer	Founder of Islam
Guru Gobind Singh	Sikhism	1666–1708 CE	10th Guru, Khalsa founder	Creation of Khalsa	Equality, courage, devotion	Final human Guru

The Ten Commandments

1. Put God first.

Don't let anything be more important than your relationship with God.

2. Worship only God.

Don't make or worship idols or anything else as if it were God.

3. Respect God's name.

Don't use God's name in a bad or careless way.

4. Keep the Sabbath special.

Take time to rest and focus on God each week.

5. Respect your parents.

Listen to and honour your mum and dad.

6. Don't hurt others.

Value life and treat others with care.

7. Be faithful in relationships.

Keep your promises, especially in marriage.

8. Don't steal.

Respect what belongs to others.

9. Tell the truth.

Don't lie or spread false stories about others.

10. Don't be jealous.

Be happy with what you have, not what others have.

The Golden Rule

Love. Harmony. Friendship. Kindness. Peace.

Thou shalt love thy neighbor as thyself. There is none other commandment greater than these.

Mark 12:29-31

Bible

Thou shalt not avenge, nor bear any grudge against the children of thy people, but thou shalt love thy neighbor as thyself.

Leviticus 19:18

Torah

And do good to parents, kinsfolk, orphans, the poor, the neighbor who is near of kin, the neighbor who is stranger, the companion by your side.

Surah 4:36

Quran



Yr 8 RPE Autumn:

- **RELIGION**- *An organised system of beliefs, ceremonies, and rules used to worship a God or group of gods.*
- **PHILOSOPHY**- *The study of the nature of knowledge, reality and existence.*
- **ETHICS**- *The study of ideas about right and wrong.*

Key Word	Meaning
Morals	Principles concerning what is right and wrong behaviour.
Belief	What someone thinks is true without proof
Absolutism	The view that certain actions are naturally good or bad.
Relativism	The view that whether an action is good or bad depends on the situation or circumstances.
Dilemma	When you are faced with a choice about what is the right or wrong action.
Conscience	An inner sense of right and wrong that guides a person's actions and decisions.
Utilitarianism	The greatest good for the greatest number of people.
Religious leader	An important person in a religion who provides guidance and an example to religious believers.
Humanism	The beliefs that we should live moral lives but they do not believe in God.
Golden rule	Treat others how you would like to be treated.
Atheist	Someone who does not believe in God.
Theist	Someone who believes in God.
Agnostic	Someone who is not sure whether God exists, or believes it cannot be proven either way.
Law	A system of rules in a country or community.
Holy law	Laws which come from a religious source.

Homework 7-
Key words

Please learn and
revise all of these
words for your
assessment



Year 8 Computing Autumn Term: Page 1 Hardware and Software

1. Laptop Hardware introduction

Key terms:

hardware (noun) - is a set of physical objects that are part of a computer system or digital device

software (noun) - set of programs that make your device function

Component (noun) - a part that makes up the device

Graphics (noun) - images and drawings on a computer

Input and Output Devices:

Devices can be either input devices, output devices, or at times both input and output devices.

An input device is a device used to enter data into a computer system - what do you use a keyboard for?

An output device is a device used for a computer system to show data- what do you use a projector for?

Some can be both input and output devices, often these are on mobile devices.

You can also have a storage device - what do you use to save your files or games on? These are storage devices.

What input and output devices can you name?

Are they input, output or both?

What devices have you used this week

Assessment:

Your assessment in the second half term will be all about your understanding of components in a computer and different types of algorithms as well the python programming with Turtle.

2. Laptop Hardware Components

Motherboard

This is the main circuit board inside the computer. This is vital as it connects all other components together.

Memory - ROM

ROM stands for Read Only Memory.

This is the chip that is closest to the CPU chip and it contains all the instructions for how to start the computer (boot up).

It is "Read Only" which means the data that is stored on there cannot be changed.

Fan

All the processing that the CPU does means lots of electricity is being used and moved around the circuit boards. This generates a lot of heat.

Computers can get very hot very quickly and unless they can cool down they will overheat and stop working so need a fan.

CPU

The CPU is the Central Processing Unit and this is where the computer processes all the instructions.

It controls the hardware and software as well as performing all the calculations and deciding where the data is to be stored.

Memory - RAM

RAM stands for Random Access Memory.

The CPU chip is quite small so doesn't have a lot of storage space and needs to get the data it is processing from other areas of the computer. The RAM chip is used to store the programs and data that are currently being used.

This means the CPU can access them quickly without having to go and get it from other storage areas which are further away.



Year 8 Computing Autumn Term: Page 2 Software and Algorithms

3. Laptop Software

Software means the programs or applications that are on your computer or device. They can be split into three categories:

Operating system Utilities software Applications (apps)

Operating Systems

No matter which operating system is installed they all perform the same sorts of tasks on any type of device:

Start up your device when you first switch it on

Allocating necessary time for each task on the CPU

Stating where files are stored in the system

Sending the correct messages to the different pieces of hardware to allow them to communicate with the software

Apps

Applications or apps are software that the user uses to perform a task.

Whereas utilities programs often run in the background without the user even knowing they are working, apps are something that the user has chosen to use.

Utility Software

Utility software is used to make sure your computer is working efficiently. You do not choose to open these, they run in the background and help the computer work as it should. There are many types of utilities software, here are a few:

Antivirus - protects device from malware

Backup software - copies files incase original files are corrupted

Encryption software - codes messages so only intended users can use it

Screen saver - protects screen when not being used

File manager - stores, organises, deletes files.

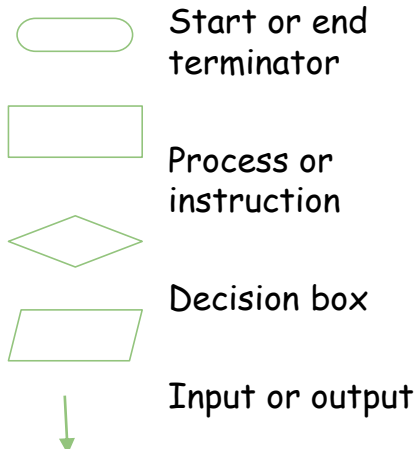
4. Algorithms - Searches and Sorts

Key terms:

Algorithm (noun) - An algorithm is a set of instructions that when carried out correctly complete a given task.

Merge (verb) - to combine or cause to combine to form a single entity

Flow chart symbols:



Merge sort:

This is also known as 'Divide and Conquer'.

You separate all data into individual 'lists' - this is the divide part.

You then compare and put back together, first into pairs, then fours until you are back to one list - this is the conquer part

Searches: Flow direction

A linear search starts with the first value on the left and then checks every value in order until either the required value is found, or the end of the list is reached. If the value is not found an error message is given.

Insertion sort:

Start at the first data item and assume that it is in order.

Look at the next data item and insert it into the correct place.

Continue until the last data item has been sorted into order.



6. Examples of different cyphers

Key Terms:

Cypher or Cipher (noun) - a code used to create secret or disguised way of writing

Substitute - replace or change one thing for another.

Caesar Cypher

The Roman ruler Julius Caesar (100 B.C. - 44 B.C.) used a very simple cipher for secret communication.

He substituted each letter of the alphabet with a letter three positions further along.

Later, any cipher that used this substitution concept for making a cipher, was referred to as a Caesar cipher.

For example if we moved the alphabet 3 places

A would be X, B would be Y....

'winter' would be 'tfkqbo'

PigPen Cypher

the pigpen cypher was notoriously used by the Freemasons, a secret society in the 18th Century.

The Pigpen Cipher works by replacing each letter with a symbol.

A	B	C
D	E	F
G	H	I

J	K	L
M	N	O
P	Q	R

S	T	U
V	W	X
Y	Z	

Questions:

In modern times, cryptography has grown from basic message secrecy to include message integrity checking, sender/receiver identity authentication, and digital signatures, to help keep our data safe and secure when using technology.

Some examples of this could be when we use a website to buy food we would not want everyone to know our bank details as they could take our money. One way to make our details safe is the website using encryption.

https - you would see this at the front of the website address. The s means the site is secure and uses encryption to keep our details safe from others.

1 Can you use a caesar cypher of moving 2 places to code the word substitute?

2 Now use a pigpen cypher on the word substitute

Answers:

- 1 substitute
- uwduvkw
- 2 substitute
-



CONVENTIONS OF GOTHIC

1. Plot	• Omens, prophecies, curses and secrets create a sense of mystery. • Supernatural or unexplained events also add to the mystery or horror. • Characters who commit terrible crimes or go against nature/against God – usually, they need to be served some form of justice or punishment. • Vulnerable female characters who are often in distress – usually because they have suffered some sort of misfortune.	4. Context	• First became a popular genre in the late 18th Century (1700s) and has remained popular since. • A time of strict social morals and values - well known for promoting straight-laced behaviour. • A time of invention and ‘new’ ideas – industrial revolution, new ideas about science etc. People were curious and eager to experiment and understand new things. • A very religious time – British people were nearly all Christian, and upheld Christian values. They had a genuine fear of the devil, hell etc. • Often set abroad or in strange lands.
2. Setting	• Sinister, spooky settings: castles, dungeons, haunted buildings, graveyards. • Could be in the middle of nowhere, in a poor state of repair, haunted/cursed, hidden/forbidden wings/passages. • Extreme landscapes: rugged mountains, thick forests, lonely moors. • Terrible weather: dark, gloomy, stormy etc.	5. Themes	• Horror and fear • Supernatural • Macabre • Religion/faith • Nature • Love – powerful love, unrequited love, lost love, forbidden love, rivals...
3. Characters	• Tyrants, villains, maniacs – usually murderous and vengeful. • Persecuted maidens and damsels in distress – often pious and prone to swooning! • Madwomen and witches – usually jealous, vengeful – generally a threat. • Ghosts, demons, vampires, zombies, mummies – supernatural characters/monsters. • ‘Byronic’ heroes – intelligent, sophisticated and educated, but struggling with emotional conflicts, a troubled past and ‘dark’ attributes.	6. Emotions	• Strong will • Anger • Love • Extreme nervousness or anxiety • Hysteria



H/w Task 3: Revise the writer's methods

H/w Task 4: Revise the vocabulary

WRITER'S METHODS

1. Simile	When something is compared to something else using the words 'like' or 'as'. <i>This helps to create a vivid image in our minds, making us compare one thing with another.</i>
2. Metaphor	A comparison between something with something that it is not. It can be broken into 3 components: tenor (object), vehicle (comparison), and ground (relationship). <i>This helps to create a vivid image in our minds, making us compare one thing with another</i>
3. Personification	Giving human characteristics to something that isn't human. <i>This helps to bring inanimate objects to life, creating ideas and images in the readers' minds, encouraging empathy.</i>
4. Alliteration	The repetition of the first sound of a word. <i>This helps to attract attention to key words and phrases.</i>
5. Onomatopoeia	When a word reflects a sound. <i>This creates sound imagery, giving readers a multi-sensory experience.</i>
6. Pathetic fallacy	The weather reflecting the mood of a text. <i>This adds atmosphere to a scene. It can even give clues to the reader as to what is to come, acting as a kind of foreshadowing.</i>
7. Sibilance	The repetition of the 's' sound at the start or within a word/words. <i>This can either create a sense of threat, or a sense of calm, depending on the context.</i>

VOCABULARY

1. Gothic		Of or relating to a literary style characterised by gloom, the grotesque, and the supernatural, popular especially in the late 18th century.
2. wretched		In a very unhappy or unfortunate state. Of poor quality.
3. sinister		Giving the impression that something harmful or evil is happening or will happen.
4. melancholy		A feeling of pensive sadness, typically with no obvious cause.
5. nefarious		Wicked or criminal.
6. desolate		Uninhabited, an impression of bleak emptiness.
7. foreboding		A feeling that something bad will happen.
8. tenebrous		Dark, shadowy or obscure.
9. atmosphere		The pervading (apparent) tone or mood of a place, situation, or creative work.
10. analysis		The detailed examination of the elements or structure of something.



CREATIVE WRITING SENTENCE STRUCTURES

EXAMPLE

1. The more, the more, the more / The less, the less, the less

Start with 2 x more (or less) = The more you learn, the more you'll earn. The more you give, the more you get.

Make sure 'the' is repeated at the beginning of each clause.

It's easier to write these sentences about characters rather than things.

Choose active verbs rather than reflexive or modal verbs: action (screamed) + similar action (thrashed about) + consequence (he suffered).

The less sound filtered into the chapel, the less his feet wanted to move forward, the less he wanted to find out the fate waiting for him inside.

The more [subject] + [verb], the more {pronoun} + [verb], the more {pronoun} + [verb].

The less _____, the less _____, the less _____.

2. Three verb sentence

Verbs must agree - either all present or all past tense.

It's also possible to use present continuous (_ing). Verbs can be synonyms or can show an arc of action.

The crumbling rock of the walls rose, loomed, towered overhead.
[noun phrase] verb, verb, verb _____.

3. Preposition push off

Prepositions are words that show relationships between nouns, pronouns, or phrases to other words in a sentence, indicating location, direction, time, and other spatial or abstract relationships.

Sentence begins with a subordinate clause followed by a main clause. Comma as pivot point.

Prepositions act as subordinating conjunctions.

Beneath the dark canopy of the forest, the world seemed to have come to an end.

[preposition]+ [subordinate clause], [main clause].



H/w Task 1: Revise 'CHARACTERS'

H/w Task 2 : Revise 'CONTEXT'

H/w Task 3 : Revise 'THEMES'

CHARACTERS		CONTEXT	
1. Jerome	A 12-year-old Black American boy who lives in Chicago. He is kind and loving, likes to play video games and dreams of being successful when he grows up. Jerome has a difficult time at school and gets bullied by some other children. At the start of the novel, he is killed by a white police officer.	1. Civil Rights Movement	Following the American Civil War and the abolition of the slave trade, there were still many people who wanted to keep racist rules and systems. This was particularly the case in the southern states of the USA. Jim Crow laws denied black people rights by enforcing segregation and discrimination in southern states.
2. Sarah	Officer Moore's daughter. She can see and hear Jerome after his death. She helps him communicate and share his story. Sarah is confused and angry about her father's actions.	2. The American Dream	The belief that equality of opportunity is available to any American, allowing the highest aspirations and goals to be achieved.
3. Officer Moore	The white police officer who shoots and kills Jerome. He has won awards for bravery and saving lives, but doesn't help Jerome when he is dying. Despite Jerome running away, Officer Moore swears under oath that he was "in fear for his life" when he shot Jerome.	3. Black Lives Matter	A global organisation founded in 2013 that advocate for the rights of black people and stand against white supremacy.
		THEMES	
		1. Morality	Rhodes explores the complexities of making moral decisions.
4. Carlos	Jerome's new school friend. He has just moved to Chicago from San Antonio, Texas, because his dad has a new job, which should mean more money for their family. He gives Jerome the toy gun to thank him for protecting him from the bullies.	2. Racism	Jerome is a victim of racial bias. Officer Moore reacts with prejudice when he suspects Jerome has a gun.
		3. Injustice	Jerome, like the other ghost boys, does not get justice for his death.
5. Emmett Till	The character of Emmett Till is based on a real person. Emmett was a 14-year-old Black American boy who was murdered by white men in Mississippi in 1955. Like Jerome, he had not committed a crime. Emmett's murder brought attention to the racist violence and injustice in America and was a key moment in the American civil rights movement.	4. Bearing Witness	'Bearing witness' means using one's own personal story or experience to raise awareness of injustice or suffering. Rhodes explains how putting a traumatic experience into words can help deal with pain and provide emotional healing. It can also empower those who hear the story to fight against injustice too.



WRITER'S METHODS

1. Non-linear structure	Where a narrative does not follow a chronological sequence. <i>The structure alternates between sections titled 'Dead' and 'Alive'.</i>
2. In media res	Where a narrative begins in the middle of the action. <i>Ghost Boys begins with Jerome's death.</i>
3. Metaphor	A comparison between something with something that it is not. It can be broken into 3 components: tenor (object), vehicle (comparison), and ground (relationship). <i>Sadness cloaks him – the tenor 'sadness' is compared to the vehicle 'cloak' to give the ground that this emotion has completely encompassed the character.</i>
4. Motif	A symbol that is repeated throughout a text. <i>The motif of ghosts, shadows and invisibility is used to explore how Jerome sees himself and his identity.</i>
5. Flashback	Where a narrative cuts to an event from the past. <i>Emmett tells the story of his death.</i>
6. Auditory imagery	Where a writer builds up an image of the sound within a narrative. <i>Rhodes uses onomatopoeia and present participles like 'wailing' to build up a sense of the world the characters are in.</i>
7. Fragment sentences	An incomplete sentence. <i>This mirrors Jerome's fragmented thoughts; he is confused about the situation and is unable to explain his emotions.</i>

VOCABULARY

1. racism		Treating someone differently, unfairly and unkindly because of their skin colour or race.
2. injustice		Lack of fairness or justice.
3. deprived		Suffering a severe and damaging lack of basic material and cultural benefits.
4. prejudice		An opinion that is not based on fact or experience.
5. antithesis		A person or thing that is the direct opposite of someone or something else.
6. bias		Prejudice for or against one person or group, especially in a way considered to be unfair.
7. didactic		Intended to teach, particularly in having moral instruction.
8. morality		Principles concerning the distinction between right and wrong or good and bad behaviour.
9. altruistic		Having or showing an unselfish concern for the welfare of others.
10. tragedy		An event causing great suffering, destruction, and distress.



Creative Writing Autumn exam

H/w Task 6: Revise the 'SENTENCE STRUCTURES' and the 'EXAMPLES'

CREATIVE WRITING SENTENCE STRUCTURES

1. The more, the more, the more / The less, the less, the less

Start with 2 x more (or less) = The more you learn, the more you'll earn. The more you give, the more you get.

Make sure 'the' is repeated at the beginning of each clause.

It's easier to write these sentences about characters rather than things.

Choose active verbs rather than reflexive or modal verbs: action (screamed) + similar action (thrashed about) + consequence (he suffered).

2. Three verb sentence

Verbs must agree - either all present or all past tense.

It's also possible to use present continuous (_ing).

Verbs can be synonyms or can show an arc of action.

3. Preposition push off

Prepositions are words that show relationships between nouns, pronouns, or phrases to other words in a sentence, indicating location, direction, time, and other spatial or abstract relationships.

Sentence begins with a subordinate clause followed by a main clause

Comma as pivot point.

Prepositions act as subordinating conjunctions.

EXAMPLE

The less sound filtered into the chapel, the less his feet wanted to move forward, the less he wanted to find out the fate waiting for him inside.

The more [subject] + [verb], the more {pronoun} + [verb], the more {pronoun} + [verb].

The less _____, the less _____, the less _____.

The crumbling rock of the walls rose, loomed, towered overhead.

[noun phrase] verb, verb, verb _____.

Beneath the dark canopy of the forest, the world seemed to have come to an end.

[preposition]+ [subordinate clause], [main clause].



Yr 8 Maths/ Autumn Term

Your assessment will be held during the Exam Weeks. Your topics will be:

Approximations and Decimals

- Rounding to integers, decimal places, significant figures, estimating & calculating with decimals

Construction

- Construction, properties of shape, similarity and congruence

Simplifying Algebra

- Collecting like terms, Expanding brackets, Factorising, Multiplying and dividing terms

Metric Units

- Converting between metric units of length, capacity, mass & compound units

3D Shape

- Drawing 3D shapes, Isometric paper. Faces, edges and vertices & Nets

Indices

- Using index laws to evaluate numerical expressions and to simplify algebraic expressions

Averages – Tables and Diagrams

- Calculating averages from frequency tables, stem and leaf diagrams

Prime Factors

- Highest common factors and lowest common multiples, Prime factor decomposition and Venn diagrams

What to expect from your Sparx Maths Homework

- Homework is personalised to you.
- Sparx Maths keeps learning from your attempts to create challenging yet achievable problems each week.
- Because homework is made specifically for you, you will be able to answer every question correctly, but:
 - Some questions will take slightly longer than others.
 - Some questions will probably need more than one try to get right.

Write down your work as you go

- Over time, by writing things down you will find you are able to tackle more complex problems.
- Practising this skill will help you to feel more successful in exams.
- Make sure you write down the question number for each problem so that you can answer bookwork checks as you go.

Independent learning – take control of your own learning

- Access every single question on Sparx.
- Choose one of three levels of question:
 - **Introduce:** basic skills
 - **Strengthen:** improve understanding
 - **Deepen:** problem solving
- Do this after Compulsory homework, XP Boost and Target.



Sparx Maths



Yr 7 Maths/ Autumn Term

The importance of doing your own work on Sparx Maths

What if somebody helps me with my homework?

That's great! But make sure you put in your answer to Sparx so that the algorithm learns about your understanding.

What happens if somebody, or an app, gives me an answer to a question?

Sparx might not fully understand your current level of understanding and could give you harder problems than you're ready for right now. Furthermore, your teacher might then set you more challenging problems in class because they have noticed your homework difficulty.

Should I input an answer, even if somebody else tells me it is wrong?

Yes! Sparx is designed to help you improve your maths skills through practice and feedback, so doing your own work will help you to get the most out of it. With determination and effort, you can excel by answering every question to the best of your ability.

An example of good book work.

<u>Homework</u>		<u>Thursday 1st June 2017</u>	
	<u>Task 1</u>		
D40	$12 + 13 = \underline{25}$ ✓	E41	$P(\text{yellow}) = \frac{3}{6}$ ✗
E50	$4 \times 3 + 2 \times 5 =$ $12 + 10 = \underline{22}$ ✓	F51	$P(\text{black}) = \frac{4}{8}$ $= \frac{1}{2}$ ✓
F60	$\begin{array}{l} 12 : 18 \\ \div 6 \\ \hline 2 : 3 \end{array} \div 6$ ✓		<u>Task 2</u>
H70	$\frac{1}{14} + \frac{1}{7} = \frac{1}{\underline{21}}$ ✗	G61	All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓
J90	$\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$ $= \frac{3}{8}$ ✓	H71	$P(\text{odd}) = \frac{3}{5}$ ✓

This is good because...

- Title is included and underlined
- Date added and underlined
- Question numbers included
- All workings are shown
- Checked and corrected with green pen



Yr 8 Science/ Autumn Term

Your assessment will be held during the Exam Weeks. Your topics will be:

1. C4- Chemical Reactions
2. P4- Pressure in Fluids

How do I do my science homework?

1. Go to **SparxScience.com**
2. Click “log in” (in the top right)
3. Type in ‘Haygrove School’
4. Log in to Sparx using Google
5. This will be your school gmail account ending in @haygrove.somerset.sch.uk (the same as Sparx Maths!)
6. Your homework task will be on the homepage.
7. You, just need to complete the task!
You do not need to take notes (unless you'd like to!)

What if I can't access Sparx?

If you are finding it difficult to access Sparx, please speak to your teacher. We will do everything we can to support you! If you cannot access it for whatever reason, follow the usual practice of look, cover, write and check, using the following knowledge organisers.

What if I need more practice?

If you are finding an area tricky, or perhaps you've struggled with something in class, you can always access the “Independent Learning” section.

This gives you the chance to practice sections you choose. This will also award you bonus XP!

Why Sparx?

The evidence is showing that students who regularly complete their Sparx homework are getting the best outcomes. It also gives feedback to your teachers on what you are finding tricky, allowing us to support you in the classroom better.

What is the XP for?

The XP allows us to see who is putting in the most effort and to celebrate these students. There will be certificates and awards for those who are doing their best!



**Sparx
Science**



Yr 8 German Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Your assessment will be held during the Exam Weeks. Your focus will be:

1. Reading and Listening (Receptive Skills)

- You will answer questions based on the Sentence Builders you have studied.
- Questions may include:
 - Multiple choice
 - Gap-fill activities
 - True, False, or Not Mentioned questions
- This section will take around **1 hour in total**.

2. Writing (Productive Skills)

- You will be given bullet points in English and asked to write your answers in the language you are learning.
- You will use the language from your Sentence Builders to help you answer.
- You will have **up to 1 hour** to complete this task.

Was spielst du gern? What do you like to play?

Subject and verb	Adverb	Hobby
Ich spiele	gern nicht gern	Fußball
Max spielt		Wasserball
Lea spielt		Eishockey
wir spielen		Tischtennis
Sie spielen		
Max und Lea spielen		Gitarre
		Klavier
	Computerspiele	

Was spielst du in deiner Freizeit?

Ich spiele Basketball und **Fußball** in meiner Freizeit. Ich finde sie sehr spannend! **Ich spiele** auch **Gitarre** aber meine Freundin **Lea spielt Klavier**. **Max und Lea spielen Computerspiele** zusammen, aber ich finde das stinklangweilig. **Sie spielen** sie jeden Tag. Ich würde lieber **Tischtennis** spielen.



Yr 8 German Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Wann machst du? When do you....?

Time Phrase	Verb and Person (Inversion)	Activity
In den Ferien	fahre ich	Rad
Im Sommer	fährst du	nach Spanien / Italien / Frankreich / Deutschland
Im Juni/Juli/August	fährt er/sie	Skateboard
	fahren wir	zum Strand
Montags	lese ich	Bücher Krimis
Am Montag	liest du	Zeitschriften
Normalerweise	liest er/sie	Horrorgeschichten
Oft	lesen wir	Schwimmen langweilig / toll / lustig
Immer	finde ich	Lesen unterhaltsam / entspannend
	findest du	Federball interessant
Nie	findet er/sie	Eishockey gefährlich
	finden wir	
Dreimal pro Woche		



Yr 8 German Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Wann machst du? When do you....?

Time Phrase	Verb and Person (Inversion)	Activity
In den Ferien [in the holidays]	fahre ich [I travel/ride]	mit dem Rad [by bike]
Im Sommer [in the summer]	fährst du [you travel/ride]	nach Spanien [to Spain]
Im Juni/Juli/August	fährt er/sie [he/she	nach Italien [to Italy]
[in June/July/August]	travels/rides]	nach Frankreich [to France]
Montags [on Mondays]	fahren wir [we travel/ride]	nach Deutschland [to Germany]
Am Montag [on Monday]	lese ich [I read]	Skateboard [skateboard]
Normalerweise [normally]	liest du [you read]	zum Strand [to the beach]
Oft [often]	liest er/sie [he/she reads]	Bücher [books]
Immer [always]	lesen wir [we read]	Zeitschriften [magazines]
Nie [never]	finde ich [I find]	Horrorgeschichten [horror stories]
Dreimal pro Woche [three	findest du [you find]	Schwimmen langweilig [swimming boring]
times a week]	findet er/sie [he/she finds]	Lesen unterhaltsam [reading entertaining]
	finden wir [we find]	Federball interessant [badminton interesting]
		Eishockey gefährlich [ice hockey dangerous]



Yr 8 German Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Spielst du
(Do you play)

Gehst du
(Do you go)

Siehst du
(Do you watch)

Liest du
(Do you read)

Findest du
(Do you find)

Hörst du
(Do you listen to)

Machst du
(Do you do)

Chillst du
(Do you chill)

Fährst du
(do you travel)

Reitest du
(do you go horse riding)

gern
(like)

nicht gern
(don't like)

lieber
(prefer)

am liebsten
(like most of all)

überhaupt nicht gern
(really don't like)

jeden Tag
(every day)

oft
(often)

normalerweise
(normally)

manchmal
(sometimes)

nie
(never)

Fußball?
(football?)

Tischtennis?
(table tennis?)

Schwimmen?
(swimming?)

zum Strand?
(to the beach?)

fern?
(TV?)

Bücher?
(books?)

die Zeitung?
(the newspaper?)

Schach toll?
(chess great?)

Federball langweilig?
(badminton boring?)

Popmusik?
(pop music?)

klassische Musik?
(classical music?)

Judo?
(judo?)

Hausaufgaben?
(homework?)

nach Spanien?
(to Spain?)

nach Deutschland?
(to Germany?)



Yr 8 German Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Spielst du
(Do you play)
Gehst du
(Do you go)
Siehst du
(Do you watch)
Liest du
(Do you read)
Findest du
(Do you find)
Hörst du
(Do you listen to)
Machst du
(Do you do)
Chillst du
(Do you chill)
Fährst du
(do you travel)
Reitest du
(do you go horse riding)

gern
(like)
nicht gern
(don't like)
lieber
(prefer)
am liebsten
(like most of all)
überhaupt nicht gern
(really don't like)

jeden Tag
(every day)
oft
(often)
normalerweise
(normally)
manchmal
(sometimes)
nie
(never)

Fußball?
(football?)
Tischtennis?
(table tennis?)
Schwimmen?
(swimming?)
zum Strand?
(to the beach?)
fern?
(TV?)
Bücher?
(books?)
die Zeitung?
(the newspaper?)
Schach toll?
(chess great?)
Federball langweilig?
(badminton boring?)
Popmusik?
(pop music?)
klassische Musik?
(classical music?)
Judo?
(judo?)
Hausaufgaben?
(homework?)
nach Spanien?
(to Spain?)
nach Deutschland?
(to Germany?)

Ja.
(Yes.)
Nein.
(No.)
Natürlich.
(Of course.)
Absolut nicht.
(Absolutely not.)

Ich spiele
(I play)
Ich gehe
(I go)
Ich sehe
(I watch/see)
Ich lese
(I read)
Ich finde
(I find)
Ich höre
(I listen to)
Ich mache
(I do)
Ich chill
(I chill/relax)
Ich fahre
(I travel)
Ich reite
(I go horse riding)

gern
(like)
nicht gern
(don't like)
lieber
(prefer)
am liebsten
(like most of all)
überhaupt nicht gern
(really don't like)

jeden Tag
(every day)
oft
(often)
normalerweise
(normally)
manchmal
(sometimes)
nie
(never)

Fußball.
(football.)
Tischtennis.
(table tennis.)
Schwimmen.
(swimming.)
zum Strand.
(to the beach.)
fern.
(TV.)
Bücher.
(books.)
die Zeitung.
(the newspaper.)
Schach toll.
(chess great.)
Federball langweilig.
(badminton boring.)
Popmusik.
(pop music.)
klassische Musik.
(classical music.)
Judo.
(judo.)
Hausaufgaben.
(homework.)
nach Spanien.
(to Spain.)
nach Deutschland.
(to Germany.)



Yr 8 German Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Wenn das Wetter schön ist,
(When the weather is nice,)

Wenn das Wetter schlecht ist,
(When the weather is bad,)

Wenn es regnet,
(When it rains,)

Wenn es schneit,
(When it snows,)

Wenn es hagelt,
(When it hails,)

Wenn es donnert und blitzt,
(When there's thunder and lightning,)

Wenn es sonnig ist,
(When it's sunny,)

Wenn es wolkig ist,
(When it is cloudy,)

Wenn es frostig ist,
(When it is frosty)

Wenn es warm ist,
(When it is warm,)

Wenn es heiß ist,
(When it is hot,)

Wenn es kalt ist,
(When it is cold,)

Wenn es neblig ist,
(When it is foggy,)

Wenn es windig ist,
(When it is windy,)

spiele ich (I play)
spielt er (he plays)
spielt sie (she plays)
spielen wir (we play)

Schach (chess)
Karten (cards)
Basketball (basketball)
Fußball (football)

Tennis (tennis)
mit meinen Freunden (with my friends)
mit seinen Freunden (with his friends)
mit ihren Freunden (with her friends)

mache ich (I do)
macht er (he does)
macht sie (she does)
machen wir (we do)

Judo (judo)
Karate (karate)
Leichtathletik (athletics)
Sport (sport)

Yoga (yoga)
meine Hausaufgaben (my homework)
seine Hausaufgaben (his homework)
ihre Hausaufgaben (her homework)

gehe ich (I go)
geht er (he goes)
geht sie (she goes)
gehen wir (we go)

angeln (fishing)
joggen (jogging)
Rad fahren (cycling)
reiten (riding)
Skifahren (skiing)
schwimmen (swimming)
wandern (hiking)
an den Strand (to the beach)

in den Park (to the park)
ins Sportzentrum (to the sports centre)
ins Schwimmbad (to the pool)

Was machst
du, wenn?

What do you
do when/if....?



Yr 8 German Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Wohin fährst du? Where are you travelling to?

subject and verb	Time	manner	place
Ich fahre / <i>I travel/go</i> Wir fahren <i>we travel</i>	jedes Jahr <i>every year</i> in den Sommerferien <i>in the summer holidays</i> in den Weihnachtsferien <i>in the Christmas holidays</i> in den Osterferien <i>in the Easter holidays</i> im Herbst <i>in Autumn</i> im Frühling <i>in Spring</i> im Sommer <i>in Summer</i> im Winter <i>in winter</i> im März <i>in March</i>	alleine <i>alone</i> mit meiner Familie <i>with my family</i> mit meiner Mutter <i>with my mother</i> mit meinem Vater <i>with my father</i> mit meinen Freunden <i>with my friends (male)</i> mit meinen Freundinnen <i>with my friends (female)</i> mit der Schule <i>with the school</i>	nach England <i>to England</i> nach Irland <i>to Ireland</i> nach Schottland <i>to Scotland</i> nach Wales <i>to Wales</i> nach Deutschland <i>to Germany</i> nach Spanien <i>to Spain</i> nach Italien <i>to Italy</i> nach Österreich <i>to Austria</i> nach London <i>to London</i> nach New York <i>to New York</i> nach Griechenland <i>to Greece</i> in die Türkei <i>to Turkey</i> in die USA <i>to the USA</i> in die Schweiz <i>to Switzerland</i> in die Niederlande <i>to the Netherlands</i>
		mit dem Auto <i>by car</i> mit dem Zug <i>by train</i> mit dem Flugzeug <i>by plane</i> mit dem Schiff <i>by boat</i> mit der Fähre <i>by ferry</i> mit einer Gruppe <i>with a group</i>	



Yr 8 German Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Was gab es? What was/were there?

Subject and verb	Noun	Connective	Noun
Es gab <i>There was</i>	einen Bahnhof <i>a station</i> einen Marktplatz <i>a market square</i> einen Park <i>a park</i> einen Wasserpark <i>a water park</i> einen Radweg <i>a cycle path</i> einen Strand <i>a beach</i>	und <i>and</i> aber <i>but</i>	keinen Bahnhof <i>no station</i> keinen Marktplatz <i>no market square</i> keinen Park <i>no park</i> keinen Wasserpark <i>no water park</i> keinen Radweg <i>no cycle path</i> keinen Strand <i>no beach</i>
	eine Kirche <i>a church</i> eine Imbissstube <i>a snack bar</i> eine Kegelbahn <i>a bowling alley</i> eine Eisbahn <i>a skating rink</i> eine Kunstgalerie <i>an art gallery</i>		keine Kirche <i>no church</i> keine Imbissstube <i>no snack bar</i> keine Kegelbahn <i>no bowling alley</i> keine Eisbahn <i>no skating rink</i> keine Kunstgalerie <i>no art gallery</i>
	ein Kino <i>a cinema</i> ein Schwimmbad <i>a swimming pool</i> ein Schloss <i>a castle</i> ein Stadtzentrum <i>a town centre</i> ein Theater <i>a theatre</i> ein Stadion <i>a stadium</i>		kein Kino <i>no cinema</i> kein Schwimmbad <i>no swimming pool</i> kein Schloss <i>no castle</i> kein Stadtzentrum <i>no town centre</i> kein Theater <i>no theatre</i> kein Stadion <i>no stadium</i>



Yr 8 German Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Was hast du in den Urlaub gemacht? What did you do on holiday?

1	2	3	4	5
Ich habe [I]	Eis [ice cream] Pizza [pizza] im Restaurant [in the restaurant]	gegessen [eaten]	und es war [and it was]	entspannend [relaxing] lustig [funny/fun] fantastisch [fantastic]
Wir haben [We]	----- Fußball [football] Tennis [tennis] ----- im Hotel [in the hotel]	----- gespielt [played] ----- gechillt [chilled] gewohnt [stayed]	aber es war [but it was]	heiß [hot] interessant [interesting] prima [great]
Ich <u>bin</u> [I]	im Schwimmbad [in the swimming pool]	geschwommen [swam]		schrecklich [terrible] langweilig [boring] stressig [stressful] kalt [cold] furchtbar [awful]
Wir sind [We]	zum Park [to the park] in die Stadt [to town]	gegangen [went]		



Yr 8 German Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Was hörst du gern? What do you like listening to?

1	2	3
Ich höre [I listen]	gern [like]	R&B-Musik
Du hörst [you listen]	lieber [prefer]	Jazzmusik
Er hört [he listen]	am liebsten [like...the most]	Rap-Musik
Sie hört [she listen]	nicht gern [don't like]	Hip-Hop
Wir hören [we listen]	gar nicht gern [really don't like]	Popmusik
Ihr hört [you listen]		Rockmusik
Sie hören [they listen]		klassische Musik
		Opernmusik/opera

1	2	3
Ich höre [I listen]	oft [often]	R&B-Musik
Du hörst [you listen]	immer [always]	Jazzmusik
Er hört [he listen]	manchmal [sometimes]	Rap-Musik
Sie hört [she listen]	jeden Tag [every day]	Hip-Hop
Wir hören [we listen]	normalerweise [normally]	Popmusik
Ihr hört [you listen]	nie [never]	Rockmusik
Sie hören [they listen]	selten [rarely]	klassische Musik
		Opernmusik/Opera



Yr 8 German Autumnn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Warum hörst du gern....? Why do you like listening to...?

1	2	3	4
Ich höre [I listen]	gern [like]	R&B-Musik	, denn sie <u>klings</u> positiv.
Du hörst [you listen]	lieber [prefer]	Jazzmusik	[, because it sounds positive]
Er hört [he listen]	am liebsten [like...the most]	Rap-Musik	, weil sie negativ <u>klings</u> .
Sie hört [she listen]	nicht gern [don't like]	Hip-Hop	[, because it sounds negative]
Wir hören [we listen]	gar nicht gern [really don't like]	Popmusik	, denn sie <u>macht</u> gute Laune.
Ihr hört [you listen]	oft [often]	Rockmusik	[, because it puts you in a good mood]
Sie hören [they listen]	immer [always]	klassische Musik	, weil sie schlechte Laune <u>macht</u> .
	manchmal [sometimes]	Opernmusik/Opera	[, because it puts you in a bad mood]
	jeden Tag [every day]		, denn sie <u>ist</u> melodisch.
	normalerweise [normally]		[, because it is melodic]
	nie [never]		, weil sie altmodisch <u>ist</u> .
	selten [rarely]		[, because it is old fashioned]
			, denn sie <u>ist</u> energiegeladen.
			[, because it is energetic]
			, weil sie kitschig <u>ist</u> .
			[, because it is corny/cheesy]



Yr 8 French Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Your assessment will be held during the Exam Weeks. Your focus will be:

1. Reading and Listening (Receptive Skills)

- You will answer questions based on the Sentence Builders you have studied.
- Questions may include:
 - Multiple choice
 - Gap-fill activities
 - True, False, or Not Mentioned questions
- This section will take around **1 hour in total**.

2. Writing (Productive Skills)

- You will be given bullet points in English and asked to write your answers in the language you are learning.
- You will use the language from your Sentence Builders to help you answer.
- You will have **up to 1 hour** to complete this task.

Qu'est-ce que tu aimes faire? What do you like to do?

J'adore <i>I love</i> J'aime <i>I like</i> Je n'aime pas <i>I don't like</i> Je déteste <i>I hate</i>	le foot <i>football</i> le rugby <i>rugby</i> le sport <i>sport</i> la musique <i>music</i> la danse <i>dance</i> la télé <i>TV</i>		
	jouer <i>To play</i>	au foot <i>football</i> au rugby <i>rugby</i>	tous les jours <i>every day</i>
	regarder <i>To watch</i>	la télé <i>TV/telly</i>	de temps en temps <i>from time to time</i>
	écouter <i>To listen</i>	de la musique <i>to music</i>	quelquefois <i>sometimes</i>
	faire <i>To do</i>	de la danse <i>dance/dancing</i> de la natation <i>swimming</i> de la gymnastique <i>gymnastics</i> du ski <i>skiing</i>	souvent <i>Often</i> une fois par semaine <i>Once a week</i>



Yr 8 French Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Qu'est-ce que tu regardes? What do you watch?

Je regarde <i>I watch</i> il/elle regarde <i>He/she watches</i> Nous regardons <i>We watch</i> Ils/ elles regardent <i>They watch</i>	Les dessins animés <i>Cartoons</i> Les documentaires <i>Documentaries</i> Les émissions de sport <i>Sports programmes</i> Les émissions de télé réalité <i>Reality TV programmes</i> Les émissions musicales <i>Music programmes</i> Les informations / les infos <i>The news</i>	Les jeux télévisés <i>Games shows</i> La météo <i>The weather forecast</i> Les series <i>Series</i> Les series policières <i>Police series</i> Les series américaines <i>American series</i>	parce que/car c'est <i>because it's</i> parce que /car ce n'est pas <i>Because it is not</i> parce que/car ce n'est jamais <i>Because it's never</i> Parce que/car ce n'est plus <i>Because it's no longer</i>	génial <i>Great</i> ennuyeux <i>Boring</i> puéril <i>childish</i> intéressant <i>Interesting</i> ma passion <i>My passion</i> mon émission préférée <i>My favourite programme</i>
Je ne regarde pas <i>I don't watch</i> Il/elle ne regarde pas <i>He/she doesn't watch</i> Nous ne regardons pas <i>We don't watch</i> Ils/elles ne regardent pas <i>They don't watch</i>				
Je ne regarde jamais <i>I never watch</i> Il/elle ne regarde jamais <i>He/she never watches</i> nous ne regardons jamais <i>We never watch</i>				
Je ne regarde plus <i>I no longer watch</i> Il/elle ne regarde plus <i>He/she no longer watches</i> Nous ne regardons plus <i>We no longer watch</i>				



Yr 8 French Autumn:

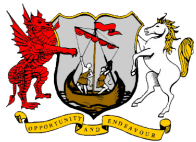


For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Qu'est-ce que tu fais pendant tes temps libres?

What do you do in your free time?

D'habitude (usually) Souvent (often) Tous les jours (every day) Tous les soirs (every evening) Quelquefois (sometimes) Une fois par semaine (once a week) Deux fois par semaine (twice a week)	je fais... (I do)	des achats (shopping) des recherches pour mes devoirs (research for my homework) des quiz (Iquizzes) beaucoup de choses (lots of things)	parce que c'est (because it's) car c'est (because it's) Je pense que c'est (I think it's) Je trouve ça (I find it) À mon avis c'est (in my opinion it's) Ce n'est pas (It's not)	chouette (great) génial (great) intéressant (interesting) passionnant (exciting) pratique (practical)
	Je vais sur Snapchat (I go on Snapchat) J'envoie des emails (I send emails) Je mets à jour mes photos (I update my photos) Je joue à des jeux en ligne (I play games online)			une perte de temps (a waste of time) ennuyeux (boring) bête (stupid) nul (rubbish)



Yr 8 Spanish Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Your assessment will be held during the Exam Weeks. Your focus will be:

1. Reading and Listening (Receptive Skills)

•You will answer questions based on the Sentence Builders you have studied.

•Questions may include:

- Multiple choice
- Gap-fill activities
- True, False, or Not Mentioned questions

•This section will take around **1 hour in total**.

2. Writing (Productive Skills)

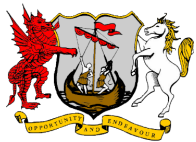
•You will be given bullet points in English and asked to write your answers in the language you are learning.

•You will use the language from your Sentence Builders to help you answer.

•You will have **up to 1 hour** to complete this task.

¿Qué te gusta hacer? What do you like to do?

Me encanta	jugar to play	al ajedrez (chess) al baloncesto (basketball) a las cartas (cards) a los videojuegos (videogames) al fútbol (football) al tenis (tennis) al voleibol (volleyball)	porque es (because it is) pero es (but it is) aunque es (although it is)	aburrido (boring) agotador (tiring) apasionante (exciting) divertido (fun) duro (tough) emocionante (thrilling) energético (energetic) gracioso (fun) malsano (unhealthy) peligroso (dangerous) sano (healthy) una pérdida de tiempo (a waste of time)
Me gusta mucho	hacer to do	boxeo (boxing) bricolaje (D.I. Y.) buceo (diving) ciclismo (cycling) equitación (horse riding) escalada (rock climbing) footing (jogging) natación (swimming) senderismo (hiking) turismo (sight-seeing) vela (sailing)		
Me gusta				
Me gusta bastante				
No me gusta	ir to go	al gimnasio (to the gym) a la iglesia (to church) a la piscina (to the pool) al restaurante de compras (shopping) de marcha (clubbing) de paseo (go for a walk) de pesca (fishing) en bicicleta (biking)	(no) lo hago (I do it)	todos los días (every day) a menudo (often) a veces (sometimes) de vez en cuando (from time to time) raramente (rarely) dos veces al mes (twice a month)
No me gusta nada				
Odio				



Yr 8 Spanish Autumn:

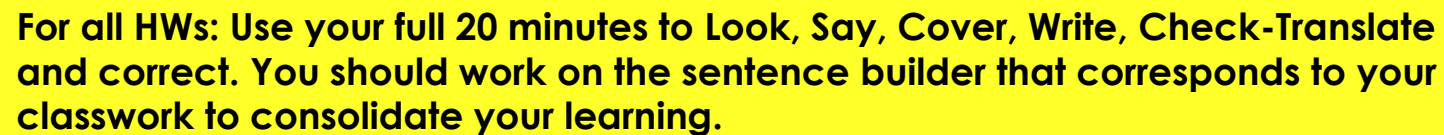


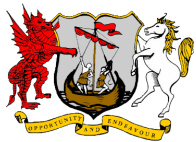
For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

¿Qué haces en....?
What do you do in....?

Saying what you do in different weather/seasons and with whom

1. Season	2. when	3. weather	4. activity	5. with whom
En verano <i>in summer</i>	cuando <i>when</i> si <i>if</i>	hace sol <i>it's sunny</i>	saco fotos <i>I take photos</i>	con... <i>with...</i>
En primavera <i>in spring</i>		hace calor <i>it's hot</i>	monto en bici <i>I ride a bike</i>	+
En otoño <i>in autumn</i>		hace frío <i>it's cold</i>	bailo <i>I dance</i>	mi hermano <i>my brother</i>
En invierno <i>in winter</i>		hace fresco <i>it's cool</i>	canto <i>I sing</i>	mi hermana <i>my sister</i>
		hace buen tiempo <i>it's good weather</i>	toco la guitarra <i>I play guitar</i>	mis hermanos <i>my siblings</i>
		hace mal tiempo <i>it's bad weather</i>	hablo con mis amigos <i>I talk with my friends</i>	mi padre <i>my dad</i>
		hace viento <i>it's windy</i>	salgo con mis amigos <i>I go out with my friends</i>	mi madre <i>my mum</i>
		hay nubes <i>it's cloudy</i>	navego por internet <i>I surf the net</i>	mis padres <i>my parents</i>
		hay niebla <i>it's foggy</i>	escucho música <i>I listen to music</i>	mi primo <i>my cousin (m)</i>
		hay tormenta <i>it's stormy</i>	juego al fútbol <i>I play football</i>	mi prima <i>my cousin (f)</i>
		llueve <i>it's rainy</i>		mis primos <i>my cousins</i>
		nieva <i>it's snowing</i>		mi tío <i>my aunt</i>
				mi tía <i>my uncle</i>
				mis tíos <i>my aunt and uncle</i>
				mi hermanastro <i>my stepbrother</i>
				mi hermanastra <i>my stepsister</i>

47



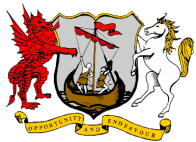
Yr 8 Spanish Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

¿Qué hiciste? What did you do?

Ayer <i>Yesterday</i>	salí con mis amigos. <i>I went out with my friends</i>	Fue <i>It was</i>		fenomenal. <i>great</i>
Ayer por la mañana <i>Yesterday morning</i>	hablé con mi abuela. <i>I talked to my grandma</i>			divertido. <i>fun</i>
Primero <i>First</i>	jugué en línea con mis amigos. <i>I played online with my friends</i>		demasiado <i>too</i>	interesante. <i>interesting</i>
Entonces <i>Then</i>	vi una película. <i>I saw a film</i>		muy <i>very</i>	aburrido. <i>boring</i>
Luego <i>Later</i>	hice gimnasia. <i>I did gymnastics</i>			difícil. <i>difficult</i>
Por la tarde <i>In the afternoon</i>	hice karate. <i>I did karate</i>		bastante <i>quite</i>	energético. <i>energetic</i>
Un poco más tarde <i>A bit later</i>	hice mis deberes. <i>I did my homework</i>		un poco <i>a bit</i>	relajante. <i>relaxing</i>
Finalmente <i>Finally</i>	monté en bici. <i>I rode my bike</i>			sano. <i>healthy</i>
	escuché música. <i>I listened to music</i>			una pérdida de tiempo. <i>a waste of time</i>



Yr 8 Spanish Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

¿Qué vas hacer? What are you going to do?

Mañana <i>Tomorrow</i>		hace sol <i>it is sunny</i>	voy a <i>I am going to</i>	tocar el piano jugar al <i>play the piano</i>			divertido <i>fun</i>
Pasado mañana <i>Day after tomorrow</i>		hace calor <i>it is hot</i>		tenis <i>play tennis</i>	porque <i>because</i>		emocionante <i>exciting</i>
El fin de semana que viene <i>Next weekend</i>	si <i>if</i>	llueve <i>it rains</i>	mi amigo va a <i>my friend (he) is going to</i>	hacer natación <i>do swimming</i>	ya que <i>As</i>		flipante <i>amazing</i>
La semana próxima <i>Next week</i>		me apetece/ tengo ganas <i>I feel like it</i>	vamos a <i>we are going to</i>	cocinar <i>cook</i>	pero <i>But</i>		increíble <i>incredible</i>
		tengo tiempo <i>I have time</i>	mis padres van a <i>my parents (they) are going to</i>	sacar fotos <i>take photos</i>	sin embargo <i>however</i>	es <i>it is</i>	divertido <i>fun</i>
		puedo <i>I can</i>		salir con mis amigos <i>go out with my friends</i>	aunque <i>although</i>		fácil <i>easy</i>
				hacer boxeo <i>do boxing</i>			sano <i>healthy</i>
							Útil <i>useful</i>
							inútil <i>useless</i>
							agotador <i>tiring</i>
							una pérdida de tiempo a <i>waste of time</i>
							peligroso <i>dangerous</i>



Yr 8 Art/Autumn Term

Assessment: Art is assessed across a range of lessons and activities, considering both design ideas and technical skills in different media.

Your first project in year 8 Art is: **Graphic Line and Graffiti**. As you work your way through the project you will be learning about the origins of graffiti, creating your own stencils and mixed media collage as well as exploring the work of artists such as John Burgerman, Keith Haring and Shepard Fairey.

HW 1: Revise our keywords.

Keyword	Definition
Graffiti	Writing or drawings scribbled, scratched, or sprayed on a wall or other surface in a public place.
Piece	Short for masterpiece – this can be complex lettering or even an image!
Heaven	A tag or artwork in a place that is difficult to get to.
Stencil	An easy way to put up detailed pieces that can be repeated quickly by using cut outs.
Hollow	Simple bubble lettering with no shadows or fill.
Tag	A simple nickname or identifier completed using one colour.
Extinguisher	Creates quick, large scale work by filling a fire extinguisher with paint.
Roller	Applied using a paint roller to create large block letters.

Keyword	Definition
Blend	To mix smoothly and inseparably together.
Doodle	A rough drawing made absent-mindedly.
Composition	The arrangement of elements within a work of art.
Vibrant	Describes bright and intense colour.
Collage	The technique of cutting up materials such as coloured paper, arranging them and gluing them together.
Mixed Media	Art that is made using a combination of different materials.
Layering	Applying one layer on top of another.



Yr 8 Art/Autumn Term

HW 2: Revise our focus artist:

Who was Keith Haring?

An American artist (1958–1990) famous for colourful pop art and bold cartoon-style figures.

Where did he live and work?

Born in Pennsylvania, USA, and later worked in New York City.

How did he create his artworks?

Using bold outlines, simple shapes and bright colours. He often created large murals.

What inspired him?

Street art, music, dance, popular culture and social issues.

What type of art did he create?

2D Art

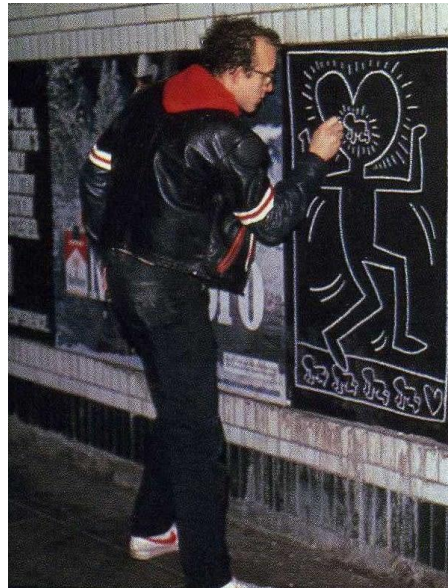
- Murals
- Paintings
- Drawings
- Posters
- Public art

What materials did he use?

- Paint
- Marker pens
- Chalk
- Ink
- Paper

How did he earn a living?

By selling artwork, creating murals and exhibiting his work in galleries around the world.



Keith Haring did not give titles to many of his artworks



Remember

Keith Haring's artwork is easy to recognise because of its bold black outlines, bright colours and simple, energetic figures.

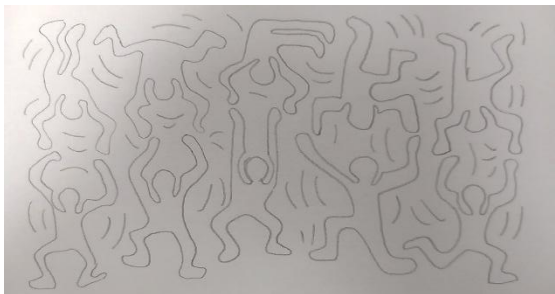




Yr 8 Art/Autumn Term

HW 3, 4 & 5: Image study practise:

Step One: Lightly sketch out your design, being careful to observe your reference image for accurate proportions and shapes.



Step Two: Add bold colour neatly to your outlines. You can do this however you like as long as it is solid and vibrant!



Step Three: Add a thick black outline to complete. If you do not have a thick black pen, make a chunky outline in your biro instead.



Now you have a better understanding of our artist, it's time to practice an image study (a copy of their work). Which picture will you select to practice?





Yr 8 Art/Autumn Term

HW 6: Revise the key analysis questions and model answer:

What questions should we ask when analysing art? Artists make choices about **what** they show, **how** they create it and **why** they create it. By answering these questions, we move beyond simply describing an artwork and begin to understand the artist's intentions and techniques.

Untitled (Dancing Figures)- Keith Haring (Model Analysis)

1. What is in the picture? Why ask this? This helps identify the subject matter and important details.

Answer:

The artwork shows a group of brightly coloured figures arranged in rows. The figures are holding hands, standing on their heads and interacting with each other. Black wavy lines surround the figures, suggesting movement and energy.

2. What is the theme of the artwork? Why ask this?

This helps explore the meaning or message of the artwork.

Answer:

The theme is unity, movement and community. The connected figures suggest cooperation and togetherness, while the energetic poses celebrate life, dance and self-expression.

3. What colours does the artist use? Why ask this? Colours help create mood, attract attention and communicate ideas.

Answer:

Haring uses bright, vibrant colours including red, blue, green, yellow, pink, orange and purple. The colours stand out against the white background and make the artwork feel energetic and playful.

4. What kinds of shapes can you find? Why ask this?

Shapes help create structure, balance and movement.

Answer:

The artwork is made up of simple organic shapes. The figures have rounded heads and simplified bodies. Repeated shapes create pattern and balance across the composition.

5. What kinds of marks or textures can you see? Why ask this? Marks and textures reveal how the artist created visual effects.

Answer:

Bold black outlines define each figure. Short curved lines are repeated around the figures to suggest movement and energy. The artwork has a flat appearance with very little texture.

6. What effect does the artwork create? Why ask this?

Art is designed to create a response from the viewer.

Answer:

The artwork creates a sense of excitement and movement. The bright colours and repeated figures make the composition feel lively, positive and full of energy.

7. Which part is most successful and why? Why ask this? This encourages evaluation and supports opinions with evidence.

Answer:

The bold outlines and vibrant colours are the most successful elements because they immediately attract attention. The repeated figures create rhythm and movement, making the artwork memorable and easy to recognise.



Key Vocabulary

- **Rhythm** – Repeated shapes or elements that create a visual pattern.
- **Unity** – Different parts of an artwork working together.
- **Composition** – The arrangement of shapes and objects in an artwork.
- **Organic Shapes** – Natural, rounded shapes rather than geometric ones.
- **Movement** – The way an artist creates a sense of action or leads the viewer's eye around the artwork.



Yr 8 Art/Autumn Term

Formula for Analysis: Identify → Describe → Explain

Example:
"Haring uses repeated dancing figures (**identify**) arranged in rows across the composition (**describe**) to create rhythm and a sense of unity (**explain**)."

Using this structure helps you move from simply describing an artwork to explaining why the artist's choices are effective.

Model example of a analytical writing:
Keith Haring's Untitled (Dancing Figures) uses bright colours, bold black outlines and simplified shapes to create an energetic and eye-catching artwork. The repeated figures create a pattern that leads the viewer's eye around the composition and creates a sense of rhythm. Haring uses contrasting colours such as red, blue, green and yellow, helping each figure stand out against the white background. The thick black outlines act as a focal point and make the figures instantly recognisable. Short, wavy lines around the figures suggest movement and make the artwork appear lively and active. The figures are connected through their positions and repeated shapes, creating a sense of unity and community. Overall, the artwork is successful because it uses colour, pattern and movement to communicate energy, togetherness and celebration in a simple but powerful way.



What Has Been Added and Why?

Art vocabulary Contrast – The difference between two things, such as light and dark colours. Focal Point – The part of an artwork that attracts the most attention. Rhythm – Repeated shapes, colours or lines that create a visual pattern. Movement – The way an artist creates a sense of action or guides the viewer's eye around an artwork. Unity – When all parts of an artwork work together successfully. Composition – The arrangement of shapes, colours and objects in an artwork.	Why? These words help you write in a more detailed and accurate way when analysing artwork.
Evidence from the artwork • Bright colours • Bold black outlines • Repeated figures • Wavy movement lines	Why? Good analysis uses evidence from the artwork to support ideas and observations.
Explanation of effect • How colours attract attention • How repeated shapes create rhythm • How movement lines suggest action • How the figures create a sense of unity	Why? Analysis should explain how the artist created an effect and why it is successful. 54



Yr 8 Drama – Autumn Term

HW 1 – Revise what oracy is

Oracy (noun) – the range of skills and techniques we used to express our thoughts verbally.

Assessment:
Your assessment will be during the KS3 assessment weeks. You will be using the oracy skills you have learnt this half term to perform a monologue. You can choose which one of the 3 monologues you would like to perform.

Physical – How we use our voice and body

This key area focuses on the way we communicate our ideas through our voice and body language. Good speakers use a clear voice, suitable volume, expression, and pace so that others can understand and engage with what they are saying. They also use eye contact, facial expressions, gestures, and posture to show confidence and interest.

Examples:

- Speaking clearly and loudly enough to be heard.
- Making eye contact with listeners.
- Using gestures to emphasise important points.
- Varying tone and pace to keep the audience engaged.
- Showing confidence through positive body language.

Cognitive – Thinking and meaning

This key area focuses on the thinking behind what we say. It involves understanding ideas, reasoning, solving problems, and building arguments. Strong speakers can explain their thinking, justify opinions with evidence, and make connections between different ideas.

Examples:

- Explaining and developing ideas in detail.
- Giving reasons and evidence to support opinions.
- Asking thoughtful questions.
- Making connections between different topics or experiences.
- Summarising, analysing, and evaluating information.

Linguistic – The words we use

This key area is about choosing the right words and organising ideas effectively. Effective speakers use a range of vocabulary, including subject-specific terms, and structure their sentences to communicate meaning clearly and accurately.

Examples:

- Using precise and ambitious vocabulary.
- Speaking in full, well-structured sentences.
- Explaining ideas clearly and logically.
- Using connectives such as *because*, *therefore*, and *however*.
- Adapting language to suit the audience and purpose.

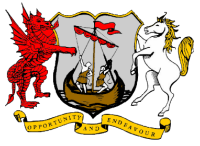
Social and Emotional – Working with others

This key area is about interacting positively and effectively with other people. It includes listening carefully, respecting different viewpoints, taking turns in discussions, and collaborating successfully with others.

Examples:

- Listening actively without interrupting.
- Responding respectfully to others' ideas.
- Taking turns in discussions.
- Building on another person's contribution.
- Showing empathy and understanding.
- Working cooperatively to solve problems or complete tasks.

Successful communication depends on all four key areas working together: using your voice and body effectively, choosing the right words, thinking deeply about your ideas, and working positively with others.

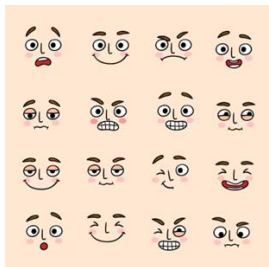


Yr 7 Drama – Autumn Term

HW 2 – Revise posture, gesture and facial expressions

Why are these important in drama?

Posture, gesture, facial expression, and eye contact are physical skills that help performers communicate character, emotions, and meaning clearly to an audience, even without speaking.



Posture– the position in which you hold your body when standing, sitting or lying down. In drama, posture can reveal a character's age, personality, status, confidence, mood, or emotions without using words.

Example: *A character standing tall with their shoulders back may appear confident, while a character slouching may appear tired, nervous, or unhappy.*

Gesture – a movement of part of the body, especially the hands, arms, or head, used to communicate an idea, feeling, or meaning. Gestures help an audience understand a character's thoughts and emotions.

Example: *Pointing a finger can show anger or authority, while waving can show friendliness or excitement.*

Facial Expression – the movement and positioning of the muscles in the face to communicate emotions, reactions, and intentions. Facial expressions help make a character believable and engaging.

Example: *Raised eyebrows might show surprise, while a frown might show disappointment or concern.*

Eye Contact – when a performer looks directly at another character or the audience to communicate meaning, emotion, or focus. Eye contact helps build relationships between characters and shows confidence and engagement.

Example: *Strong eye contact can show confidence, determination, or confrontation, while avoiding eye contact can suggest nervousness, guilt, or uncertainty.*



Yr 7 Drama – Autumn Term

HW 3- Revise projection, pace and tone

Why are these important in drama?

Projection, pace, tone, and pitch are vocal skills that help performers bring characters to life, communicate emotions clearly, and engage the audience throughout a performance.

Projection, pace, tone, and pitch are vocal skills that help performers bring characters to life, communicate emotions clearly, and engage the audience throughout a performance.

Projection (noun) – the ability to control the volume, clarity, and strength of your voice so it can be heard clearly by the audience without shouting. Good projection helps performers communicate effectively and confidently.

Example: An actor uses strong projection so that the audience at the back of the theatre can hear every word.

Pace (noun) – the speed at which a performer speaks or moves. Changing pace can help create different moods, build tension, or show a character's emotions.

Example: Speaking quickly can show excitement, panic, or nervousness, while speaking slowly can create suspense or show sadness.

Tone (noun) – the attitude, feeling, or emotion communicated through a character's voice. Tone helps the audience understand how a character feels and what they mean.

Example: A friendly tone can make a character seem kind and welcoming, while a harsh tone can make them seem angry or frustrated.

Pitch (noun) – the highness or lowness of a voice or sound. Performers change their pitch to show different emotions, characters, or moods.

Example: A high pitch may suggest excitement, fear, or youthfulness, while a low pitch may suggest confidence, seriousness, or authority.



Yr 7 Drama – Autumn Term

HW 4- Revise articulation and clarity

KEY VOCABULARY:

Articulation (noun) – the act or process of speaking or expressing words.

Pace (noun) – the rate at which an activity is done.

Your ability to **articulate** has a huge impact on your communication skills– it is important that you try to speak clearly and at an appropriate **pace** so that your speech is clear and understandable.

Tongue Twister Practise Challenge!

Bright blue birds boldly bring big blue balloons

- 1.Say it **slowly and clearly**.
- 2.Repeat it while gradually increasing your **pace**.
- 3.Try saying it **three times without making a mistake**.

The ability to speak clearly and pronounce words accurately so that others can understand what you are saying. Good articulation helps performers communicate meaning, emotions, and important information to an audience.

Example: An actor carefully pronounces every word so that the audience can understand the dialogue.

Pace (noun)

The speed at which a person speaks. Changing pace can help a performer create different effects, show emotions, and keep the audience engaged.

Example: A fast pace can show excitement or panic, while a slow pace can build suspense or show sadness.

Why are articulation and pace important in drama?

Articulation

Ensures every word can be heard and understood.

Helps communicate meaning clearly.

Prevents important information from being missed.

Makes a performance more professional and engaging.

Pace

Helps create mood and atmosphere.

Allows the audience time to process important information.

Can show a character's emotional state.

Keeps the audience interested and focused.

Key Knowledge to Remember

- ☒ Good articulation means speaking clearly and pronouncing words accurately.
- ☒ Good pace means speaking at a speed that suits the character, emotion, and situation.
- ☒ If a performer speaks too quickly, the audience may miss important information.
- ☒ If a performer speaks too slowly, the audience may lose interest.
- ☒ Strong performers use both articulation and pace to help tell the story effectively.

In drama, clear articulation and appropriate pace help performers communicate character, emotion, and meaning to an audience.



Yr 7 Drama – Autumn Term

HW 5 and 6 revise the keywords and practice your performance

KEY VOCABULARY:

Oracy (noun) – the range of skills and techniques we used to express our thoughts verbally.

Posture (noun) – the position in which you hold your body when standing, sitting or lying down.

Gesture (noun) – a movement of part of the body, especially a hand or the head, to express an idea or meaning.

Facial expression (phrase) – the motioning and positioning of the muscles in the face.

Eye contact (phrase) – a movement of part of the body, especially a hand or the head, to express an idea or meaning.

Projection (noun) – control the volume, clarity and distinctness of a voice

Pace (noun) – the rate at which an activity is done.

Tone (noun) – the attitude or feeling conveyed by a speaker through their word choice, pacing and style.

Pitch (noun) – the highness or lowness of a sound

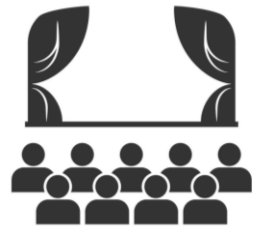
Articulation (noun) – the act or process of speaking or expressing words.

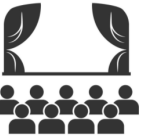
Practice your Performance

Combining the skills we have looked at across this term, read through your chosen monologue and practice the different techniques, thinking carefully about creating a convincing character and how you want to portray your character to the audience.

If you are able to, practice your monologue at home – in front of the mirror, to friends, siblings...

The more you practice these key skills, the more confident you will be!





Yr 8 Drama – Autumn Term - ASSESSMENT MONOLOGUES

Peter Pan- The Lost Boys have been captured and Peter realises that Tinkerbell is dying:

PETER: Who's there? Is anyone there?

What! (*To Tink*) Wendy and the Boys have been captured by the Pirates? I'll rescue her! I'll rescue her! What? Oh, that's just my medicine.

Poisoned? Nonsense! Who could have poisoned it? I promised Wendy to take it and I'm going to, as soon as I've sharpened my dagger. Why, Tink, you've drunk my medicine! What's the matter with you? It was poisoned! You drank it to save my life. Tink. Dear... Tink... you're dying? Your light is growing faint, and if it goes out that means you're dead. Your voice is so low I can scarcely hear what you're saying. You say you think.. you think you could get well again if... if... if what Tink? If children believed in fairies.

(*To audience*) Do you believe? Say quick that you believe. If you believe, clap your hands!

Alice in Wonderland –Alice follows the white rabbit and falls down the rabbit hole before entering Wonderland:

ALICE: [*Angrily*] Why, how impolite of him. I asked him a civil question, and he pretended not to hear me. That's not at all nice. [*Calling after him*] I say, Mr. White Rabbit, where are you going? Hmmm. He won't answer me. And I do so want to know what he is late for. I wonder if I might follow him. Why not? There's no rule that I mayn't go where I please. I--I will follow him. Wait for me, Mr. White Rabbit. I'm coming, too!

[*Falling*] How curious. I never realized that rabbit holes were so dark . . . and so long . . . and so empty. I believe I have been falling for five minutes, and I still can't see the bottom! Hmph! After such a fall as this, I shall think nothing of tumbling downstairs. How brave they'll all think me at home. Why, I wouldn't say anything about it even if I fell off the top of the house! I wonder how many miles I've fallen by this time. I must be getting somewhere near the centre of the earth. I wonder if I shall fall right *through* the earth! How funny that would be. Oh, I think I see the bottom. Yes, I'm sure I see the bottom. I shall hit the bottom, hit it very hard, and oh, how it will hurt!

Charlie and the Chocolate Factory – Willy Wonka meets the competition winners for the first time at his factory:

WONKA: Good morning, starry-eyed children, parents with too many worries, and... whatever else you may be.

Welcome, welcome to my humble abode of marvels! Beyond this door lies a world of pure imagination—anything you can dream, I can make real. I've devoted my life to crafting the most incredible, edible creations on Earth, and today, you lucky few get to see it all firsthand!

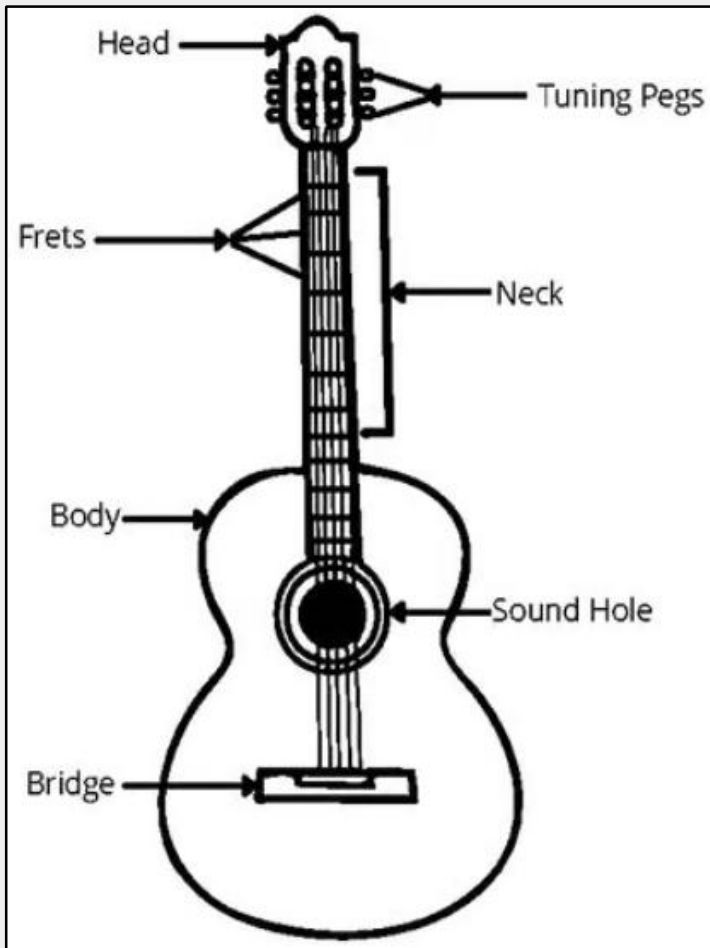
But beware: my factory is a place for the curious, not for the greedy or those without... restraint. Some will leave with their pockets full of sweet memories, others... will just leave. Probably. Well, we'll see, won't we? Follow me! But remember, stay close. Very, very close.



Yr 8 Music Core Knowledge: Guitar Hero – Playing tablature on guitar

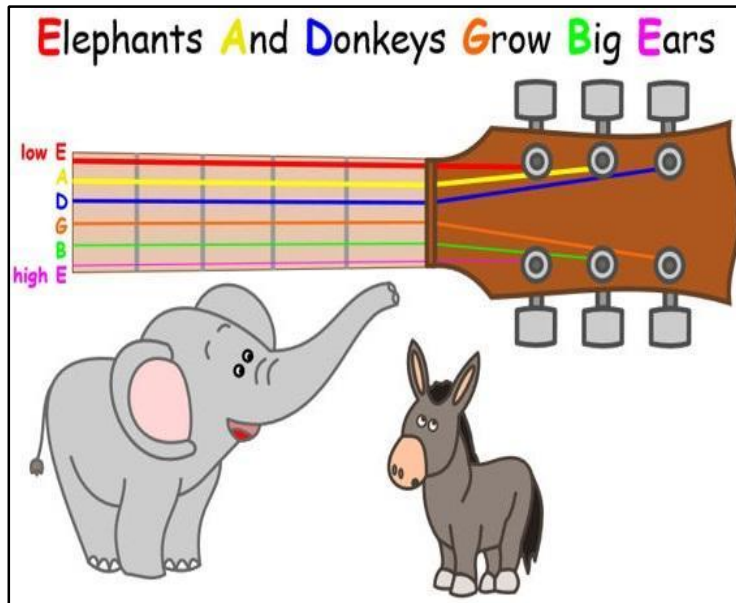
Homework 1

Look at the guitar, say the parts, cover, draw and label the guitar and check



Homework 2

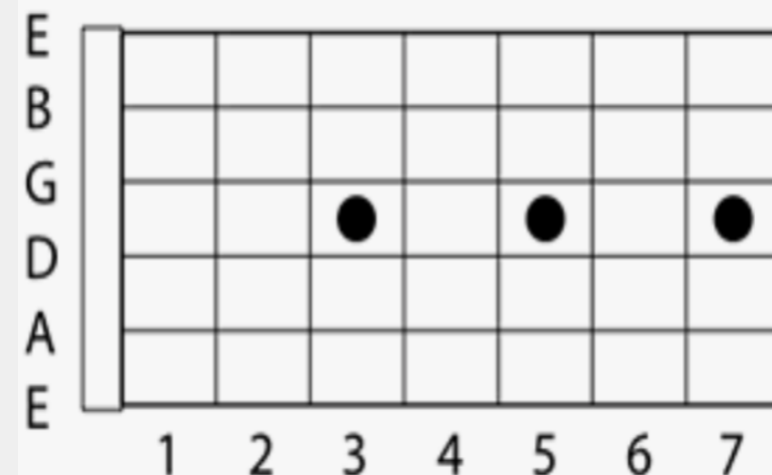
Look, say the string names, cover it and then draw the image below and check



E (Lowest String)
A
D
G
B
E (Highest String)

Homework 3

Look at the fingerboard, say the frets, cover the picture and draw the fretboard and check



Frets

Frets are the spaces between the vertical lines. Each fret has a number. The first fret is Fret No.1

When playing the guitar you place your finger on a string and on a fret.

Think of the fret as having a goal post at either end. If you place your finger between the posts you score a goal!

If you, however, place your finger on a post, then your "ball" hits the post and rolls away...



Yr 8 Music Core Knowledge: Appraisal and theory

Homework 4

Read the sentences, say them, cover, write them and check.

Tempo - How fast or slow music is played



Dynamics - How loud or soft music is played

Dynamics

	Softest Loudest					
Symbol:	<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>
Italian:	Pianissimo	Piano	Mezzo Piano	Mezzo Forte	Forte	Fortissimo
English:	Very Soft	Soft	Medium Soft	Medium Loud	Loud	Very Loud

Harmony - The combination of different notes played or sung at the same time to support the melody and create a fuller sound.

Rhythm - The pattern of long and short sounds and silences in music; how the beats are organised.

Homework 5

Read the sentences, say them, cover, write them and check.

Timbre - The tone or color of a voice or an instrument's sound. It is the sound that distinguishes one instrument or voice from another. It is the reason a flute sounds "airy" while a trumpet sounds "bright," even when they are playing the exact same note.

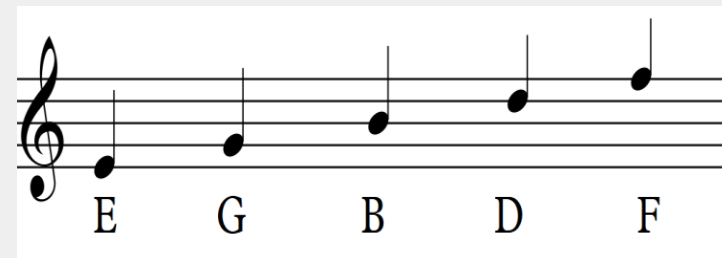
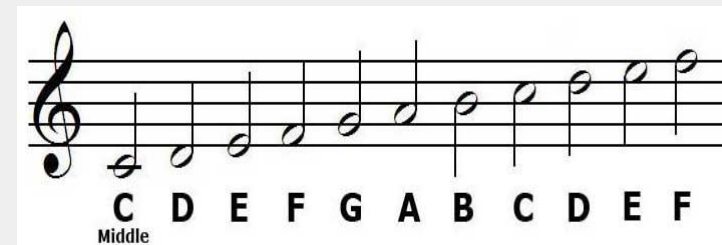
Melody - A group of notes played one after each other (also the tune).

Texture - How many layers of sound are playing

Type	Definition	Diagram
Monophonic	a single, unaccompanied melodic line	
Homophonic	melody with accompaniment	
Polyphonic	more than one melody performed at the same time	

Homework 6

Read the notes, speak out loud, cover the pictures, draw the staves and check.





Yr 8 Design and Technology Engineering - Bike Light

1. The Design Process: The design Brief

A design brief is a document that defines the core details of your upcoming design project, including its goals, scope, and strategy. It needs to define what you, as a designer, need to do, and within what constraints.

How to understand the problem - The name of the process that involves investigating the product by observing its features and possibly taking it apart to find out more about it is called **Product analysis or Product disassembly**

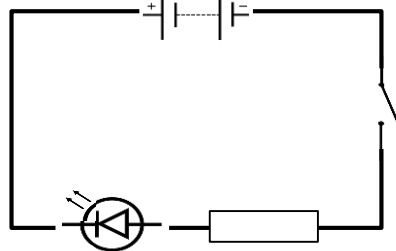
The research from analysing existing products can be collated and used to inform your design specification and ideas. A design specification can also help work out the cost of manufacturing a product, including how much material is needed and what machinery is required.

A product analysis can be broken down into these 3 categories:

- 1. Mechanical** - means anything that is to do with how it is connected or is used to fix /hold it together eg *nut and bolt*
- 2. Electrical** means anything that is electrical/ components / batteries/ connectors/ LED's , e.g. *PCB, battery*
- 3. Material property** means what characteristics does the material have which makes it unique/ suitable for its use.e.g. *Acrylic is a thermoplastic, can be coloured*

2. Understanding electronic symbols, circuits and soldering techniques

A basic series circuit which shows a battery connected to a switch, a resistor and an LED.



A basic electric circuit is made up of an energy source, conductors, switch, and load. The electric power sources can be AC or DC. Conductors are electric wires. The switch opens and closes the electric circuit.

Current flows from positive to negative and electron flows from negative to positive. Current is determined by the number of electrons passing through a cross-section of a conductor in one second. Current is measured in amperes, which is abbreviated "amps"

Key Terms you should know:

PCB	Printed Circuit board	Symbol
Resistor		
555 Chip		
Capacitor		
LED		
Switch		

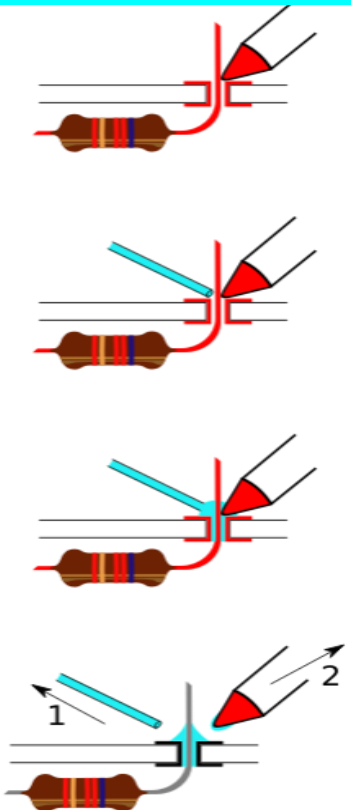
Steps to solder

1.Heat component leg up using iron 3 seconds

2.Add solder to iron and leg 3 secs

3.Remove solder and continue to heat leg 3 sec

4.Remove heat - You have now Soldered your component in place - this should be shiny and be cone shaped



Dry Joint – This occurs when the solder does not bond properly because the wire was not heated enough before applying the solder.
Excess Solder – This happens when too much solder is applied, creating a short circuit by bridging multiple connections or pads together.



Yr 8 Design and Technology Engineering - Bike Light

3. Knowing your tools and equipment

Pillar Drill

• Only one person on a machine at all times



- Ensure you are wearing goggles.
- Check the guard is in place and not damaged.
- Check the drill bit is secure in the chuck.
- Report any damage or broken parts.
- Check you know where the emergency stop is fitted.
- Ensure you have long hair tied back and loose fitting garments secure to avoid entanglement in the machine.
- Use the correct speed for work being carried out.
- Isolate machine when finished with.
- Clean down any residue left on machine and surroundings.
- Ensure chuck key is not left in the chuck when finished using the drill.

• Don't talk to a person working on a machine.



• Stay behind the line when someone is machining.





Eye protection must be worn

Helping hands		To hold your PCB when soldering
Wire cutters		To remove the component legs after you have soldered them into the PCB
Soldering Iron		Used to heat solder and solder your components into the PCB
Soldering stand		To hold your soldering iron when not in use

What Is Vacuum Forming?

Vacuum forming is a manufacturing method used to shape plastic materials. During the vacuum forming process, a sheet of plastic is heated and then pulled around a single mold using suction to form a hollow shape which could be used to place a circuit inside.



Pillar Drill



Vacuum former



Yr 8 Design and Technology Engineering - Bike Light

Key Words used in Design and Technology	Meaning:
Design Brief (Noun)	A written description of what a new project or product should do, what is needed to produce it, how long it will take.
Systems (Noun)	A set of things working together as parts of a mechanism or an interconnecting network; a complex whole.
Analyse (Noun)	To study or examine something in detail in order to discover or understand more about it
Function (Noun)	The kind of action or activity proper to a person, thing, or institution; the purpose for which something is designed or exists; role.
Manufacture (Noun)	The making of articles on a large scale using machinery.
Components (Noun)	An electronic component is any basic discrete device or physical entity in an electronic system used to affect electrons or their associated fields.
Prototype (Noun)	the first example of something, such as a machine or other industrial product , from which all later forms are developed .
Modelling (Noun)	The Action of making models in clay, wax etc.
Create (Noun)	To bring something into existence.
Criteria (Noun)	A standard principle for judging, evaluating, or selecting something. Criteria are the ideals or requirements on which a judgement, evaluation or selection is based.

At the end of your module we carry out an **Evaluation**

An important part of the design and technology process is to analyse the problem as well as a similar product. Designers carry out this task with products to test whether the product works well, meets the initial design aims and whether anything could be corrected or improved upon.

A technique that can be used quickly analyse a product could be:

ACCESS FM

SWOT - strengths, Weaknesses, Opportunities and Threats

PMI - positives, minus, interesting points

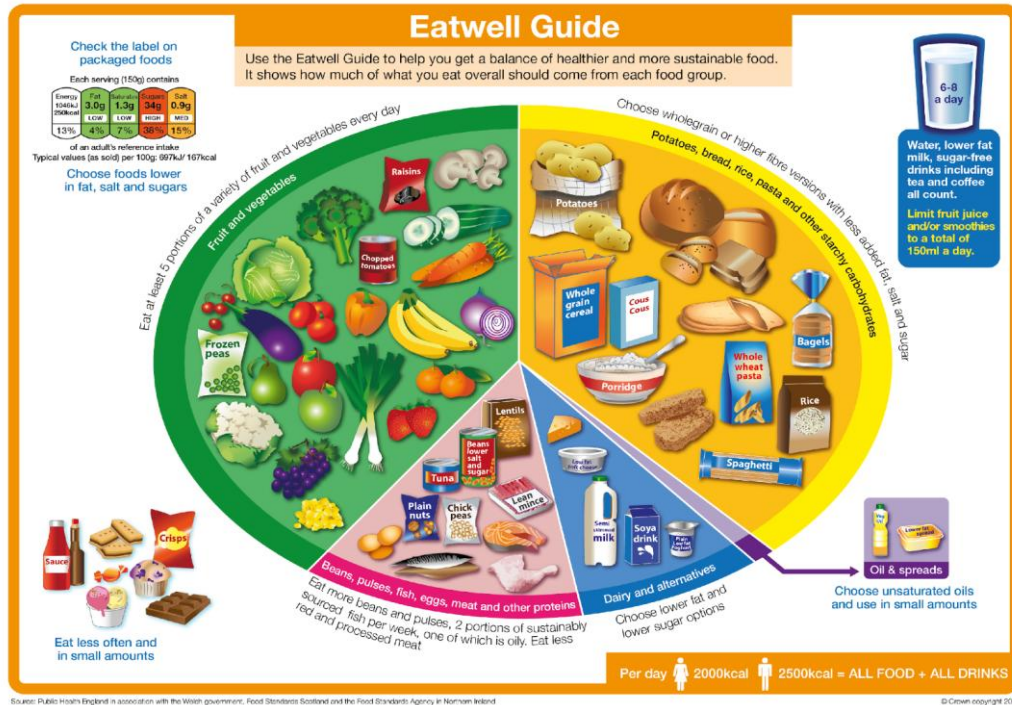
Your exam is based upon all the information shared with you on these sheets - testing usually task place twice a term. Your teacher will set you a mid-term test usually at the end of 6 weeks consisting of 10-20 multiple choice style questions and then set a final assessment at the end of 12 weeks.



Yr 8 Design and Technology Food - Food Detectives

1. Understanding Food topics:

This is the **Eatwell Guide**. It helps inform us about the types of foods we **should be eating** and the **proportion** they should take in our diet.



You should drink 6-8 glasses of water, lower-fat milk, sugar-free drinks including tea and coffee all count.
Limit fruit juice and/or smoothies to a total of 150ml a day.

Condition	Cause/Explanation	Prevention/Notes
Anaemia	Caused by a lack of iron, which is needed to make red blood cells that carry oxygen around the body.	Prevented by eating iron-rich foods like red meat, spinach, or fortified cereals.
Cancer	Many factors contribute to cancer, but a healthy diet plays an important role in reducing the risk.	A balanced diet with plenty of fruits and vegetables may help lower the risk.
Coronary Heart Disease	Caused by narrowing of blood vessels to the heart, reducing blood flow. A complete blockage can cause a heart attack.	80% of CHD and strokes could be prevented through lifestyle changes like healthy eating and regular exercise.
Obesity	Caused by consuming more energy (calories) than the body uses, often due to poor diet and lack of exercise.	Measured using BMI . A BMI over 30 is classed as obese. Balanced diet and physical activity help prevent it.
Bone Health	Calcium and vitamin D are needed for strong bones. Lack of calcium can lead to osteoporosis , where bones become weak and break easily.	Important to build strong bones during childhood and adolescence through diet and sunlight exposure.

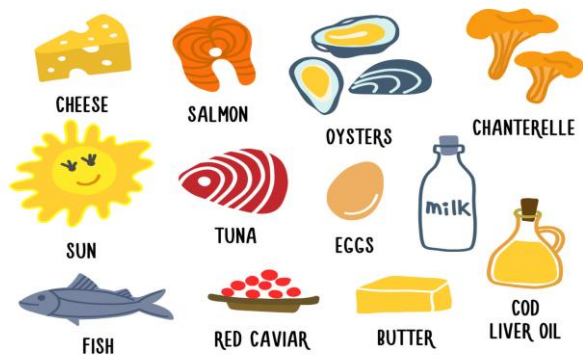


Yr 8 Design and Technology Food - Food Detectives

2. Understanding Food topics continued...

Vitamin D helps our bodies to absorb Calcium. Calcium is needed to help us develop strong bones and teeth.

FOODS HIGH IN VITAMIN D



How is bacteria spread?



From person to person

When raw uncooked food touches /drips onto cooked food

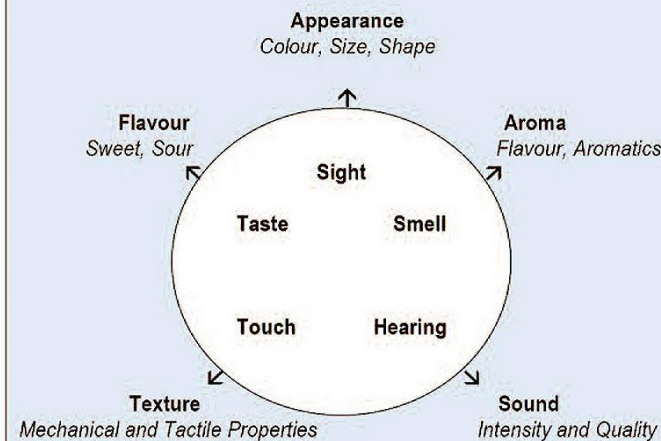


When knives/utensils/ equipment are used on raw uncooked food and then used on cooked food without being washed in between

Exploring food with the 5 senses

Taste receptors in the mouth sense the five basic tastes: **sweetness**, **sourness**, **saltiness**, **bitterness**, and **savoriness** (also known as savory or umami). Scientific experiments have demonstrated that these five tastes exist and are distinct from one another.

Using the Senses in Sensory Analysis



What does bacteria need to grow and multiply?



1. Food

2. Moisture

3. Time

4. Warmth



3. Knowing your methods and processes

Below are some cooking methods used this term

Rubbing in Method



Baking Method



Frying Method



Simmering Method



How to Test if the temperature of food is cooked

- Temperature probe
- Skewer
- Cut open and check colour
- Taste pasta – al dente

3 Stage Breading Process



Breading Variations

Flour	Egg Wash	Coatings	
Wheat Flour	Eggs*	Bread Crumbs	Ground Nuts
Cornstarch	Egg Whites	Panko	Shredded Coconut
Rice Flour	Buttermilk	Corn Meal	Parmesan Cheese
	Yogurt	Cracker Crumbs	Fresh/Dry Herbs
	Dijon Mustard	Matzo Meal Ground	Sesame Seeds
	*Add 1 Tb. Water per Egg	Cereal	Spices



Yr 8 Design and Technology Food - Food Detectives

Key Words used in Design and Technology	Meaning:
Crumble	To break or fall apart into small fragments
Simmering	To cook slowly in a liquid just below the boiling point.
Contamination	Making something dirty or poisonous.
Steaming	A cooking process that places foods above, not in, water that is boiling or hot enough to produce steam that cooks the foods with a moist hot air.
Salmonella	A bacteria found in the gut which causes food poisoning
Hydration	The process of causing something to absorb water
Seasoning	To add flavour using salt, herbs or spices

Foods high in CALCIUM are:

- Milk, cheese, yoghurt products
- white and brown flour
- Green leafy vegetables; cabbage, kale, broccoli
- Baked beans
- fish eaten with the bones, e.g. sardines, tinned salmon and whitebait.

At the end of your module we carry out a Practical Assessment

An important part of the design and technology process is to use the skills you have learnt this term and independently adapt one of the recipes you have made.

This means selecting a recipe you have cooked this term and decide how to improve it - this might mean removing an ingredient(s) or substituting an ingredient for another one to make it healthier or to improve its nutritional value. For example you might remove apples and replace with raspberries, black berries and strawberries





Yr 8 Design and Technology Skills - Casting Project

1. The Design Process: Design Specification, Design ideas, Evaluation and Product Analysis

What is the Design Process in DT?

Steps of the technological design process include: identify a problem, research the problem, generate possible solutions, select the best solution, create a model, test the model, refine and retest the model as needed, and communicate the final solution.

ACCESS FM is used to support you understand the problem and to focus your attention to the important areas of a design process. We use this acronym for writing a Design Specification, Idea generation, Evaluations and Product analysis.

A	Aesthetics - what something looks like
C	Cost - how much the item will cost
C	Customer - who is the target market /being aimed at-
E	Environment/Ergonomics - / it is environmentally friendly 6R's/ who does the user use it
S	Safety - what features make it safe to use
S	Size - Length, width and depth
F	Function/Form - what does it do/ what shape does it have
M	Materials/Manufacture - what is it made from/ how could it be made

A **target market** is a group of potential customers that you identify to sell products or services to. Each group can be divided into smaller segments. Segments are typically grouped by age, location, income and lifestyle

2. Understanding CAD and CAM

CAD/CAM refers to the integration of Computer-aided design (CAD) and Computer-aided manufacturing (CAM). CAD/CAM software is used to design and manufacture prototypes, finished products, and production runs of products using a single development tool.



CAD is the use of computers in order to develop, modify and analyse the design.



CAM is the use of computer software in order to handle machine tools used in the manufacturing of modules.

Advantages and disadvantages of using CAD

Advantages

- Can be more accurate than hand-drawn designs - it reduces human error.
- You can save and edit ideas, which makes it easier and cheaper to modify your design as you go along.
- You can modify existing ideas, which saves time.

Disadvantages

- The software itself can be expensive so initial costs are high. There are free software packages though.
- Staff need to be trained how to use the software, which also adds to costs.
- Requires a PC.

Advantages and disadvantages of using CAM

Advantages

- In large-scale production, the results are consistent (always the same).
- Enables very high accuracy levels in large-scale production.
- Usually speeds up production of low-volume products.

Disadvantages

- The software itself is expensive so initial costs are high.
- Can be slower than traditional methods for one-off or low-volume production.
- Staff need to be trained how to use the software and machinery, which adds to costs.



Yr 8 Design and Technology Skills - Casting Project

3. Knowing your materials and equipment

	FERROUS METALS	NON FERROUS METALS
DEFINITION 	Ferrous Metals: • Contain iron • Are more durable • Have a high amount of carbon	Non Ferrous Metals: • Don't contain iron • Are lighter & more malleable • Used where strength is needed
EXAMPLE 	Steel, Carbon Steel, Stainless Steel, Cast iron are some examples of ferrous metals.	Aluminum, Copper, Zinc, Lead, Tin are some examples of nonferrous metals.
USES 	Ferrous metals can be used in pipes, machinery, construction, and engineering.	Non-ferrous metals are lighter & they are ideal for specific industries such as aircraft building.
MAGNETIC PROPERTIES 		
RESISTANCE TO RUST & CORROSION 		
WEIGHT 		
COST 		



Gold ore taken from the earth

The ore is then crushed to produce this

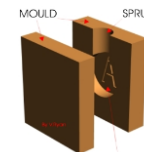


This grit/dust is then heated (smelted) to a high temperature to produce molten metal dust



2D Design is a software programme used in DT to create 2D designs such as a model/ or a mold for casting, which can then be saved as a DXF file and sent to the laser machine for cutting or engraving.

This is the Flamefast casting machine which heats up pewter (non ferrous metal). The mould is then added to the machine and molten pewter is poured into the mould. After casting process - excess metal is cut away, filed, different grades of wet and dry paper used to remove scratches. You then use a polishing machine to make the metal pewter shiny. Finally liquid polish is used for mirror finish





Yr 8 Design and Technology Skills - Casting Project

Key Words used in Design and Technology	Meaning:
Safety (Noun)	The condition of being protected from or unlikely to cause danger, risk or injury.
Specification (Noun)	The act of identifying a precise requirement.
Ferrous (Adjective)	A metal containing or consisting of Iron.
Contour (Noun)	An outline representing or bounding the shape or form of something.
Vector (Noun)	A type of graphical representation using lines to construct the outline of an object.
Computer Aided Design (Noun)	A Piece of software that would allow you to produce 2D and 3D models.
Mould (Noun)	A hollow container used to give shape to molten or hot liquid materials when it cools or hardens.
Refine (Verb)	To remove impurities or unwanted elements through minor changes to improve or clarify something.
Centre Punch (Noun)	A tool which will create an indent into a metallic surface allowing for accurate holes to be created.
Evaluate (Verb)	To form an idea about a product or process.

At the end of your module we carry out an **Evaluation**

An important part of the design and technology process is to evaluate the effectiveness of the end product. Designers evaluate their finished products against their original Design specifications to test whether the product works well, meets the initial design aims and whether anything could be corrected or improved upon.

*A technique that can be used quickly to evaluate your project is to :
Use "self-testing forms" to see if your prototype meets the specification.
Write a WWW and EBI which links to your test.*

Another way is to review the design brief and specification and complete tests for all specification points by explaining in full sentences how you feel you have or have not met each point.

Your exam is based upon all the information shared with you on these sheets - testing usually takes place twice a term. Your teacher will set you a mid-term test usually at the end of 6 weeks consisting of 10-20 multiple choice style questions and then set a final assessment at the end of 12 weeks



Yr 8 RSHE - Respectful Relationships

Homework 1	Homework 2	Homework 3	Homework 4	Homework 5
Revise keywords for respectful relationships	Revise healthy relationship behaviour	Revise the short term and long-term impact of drinking alcohol	Revise the short term and long-term impact of vaping.	Revise the short term and long-term impact of smoking cigarettes.

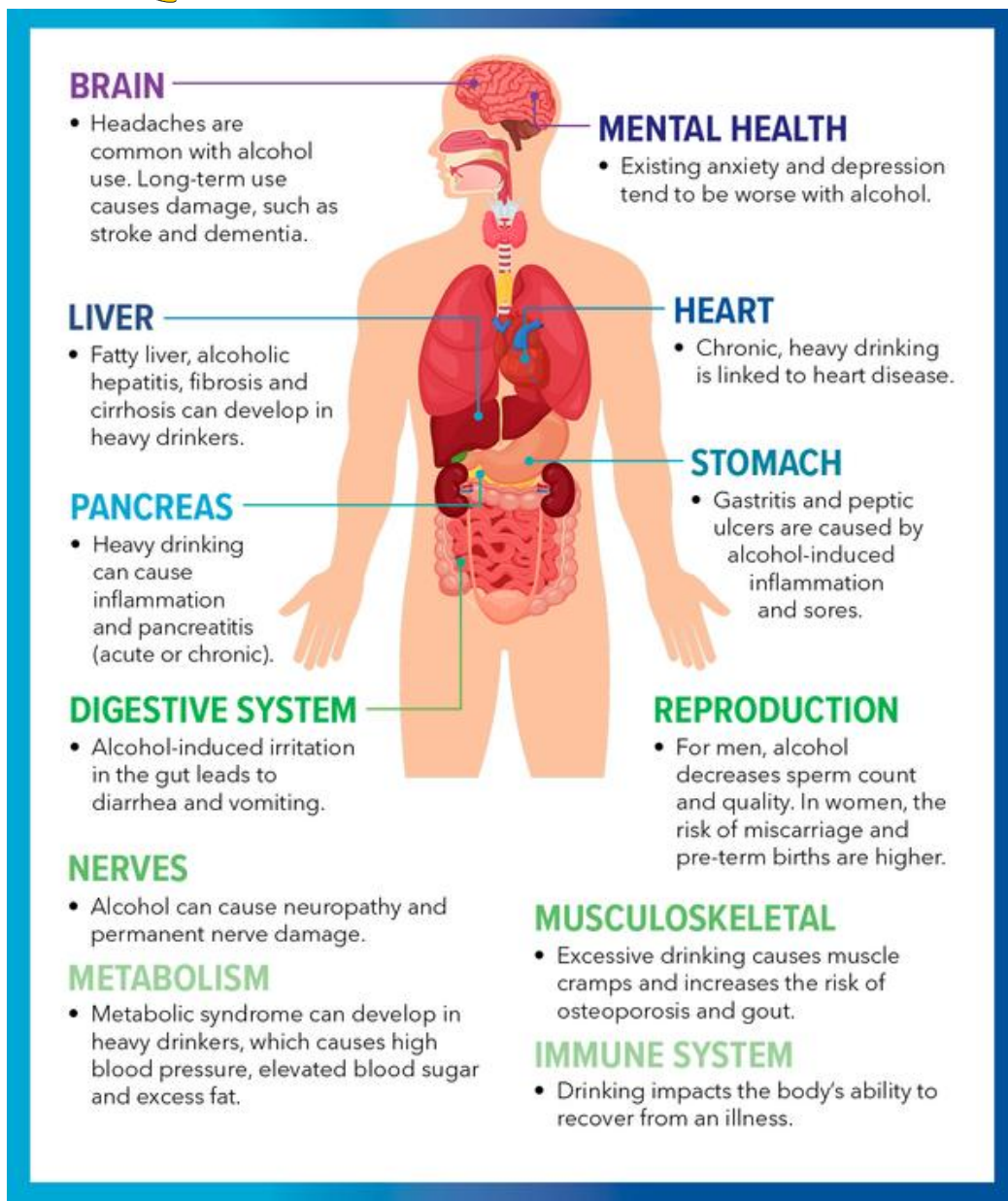
Key Word	Definition
Respect	Valuing others' feelings, rights, and traditions.
Consent	Permission for something to happen; must be freely given, reversible, informed, enthusiastic, and specific.
Boundaries	Personal limits that define what is acceptable in a relationship.
Trust	Confidence in someone's honesty and reliability.
Communication	Open, honest, and respectful sharing of thoughts and feelings.
Empathy	Understanding and sharing another person's feelings.
Equality	Treating each other fairly and without discrimination.
Kindness	Being caring, considerate, and helpful.
Honesty	Being truthful and transparent in your actions and words.
Support	Being there for someone emotionally or practically.
Bullying	Repeated, intentional harm or intimidation of others.
Peer Pressure	Influence from others to behave in a certain way.
Conflict Resolution	Solving disagreements in a peaceful and respectful way.
Healthy Relationship	A relationship based on mutual respect, trust, and support.
Unhealthy Relationship	A relationship that involves control, disrespect, or harm.



A healthy relationship is one where a young person is respected and feels valued for who they are. It's where they can openly share their thoughts and feelings and feel supported and encouraged. Healthy relationships include good communication.



Yr 8 RSHE - Healthy lifestyles



🕒 Short-Term Effects of Alcohol

These effects happen soon after drinking and can vary depending on the amount consumed:

- Slurred speech
- Drowsiness or fatigue
- Vomiting or nausea
- Upset stomach or diarrhoea
- Headaches
- Impaired judgment and coordination
- Distorted vision and hearing
- Blackouts (memory loss)
- Unconsciousness or alcohol poisoning

📅 Long-Term Effects of Alcohol

These effects develop over time with regular or heavy drinking:

- Liver disease (e.g. cirrhosis)
- Heart problems (e.g. high blood pressure, stroke)
- Brain damage and memory issues
- Increased risk of cancer (mouth, throat, liver)
- Addiction and dependency
- Mental health issues (e.g. depression, anxiety)
- Poor academic performance
- Family and relationship problems
- Malnutrition and vitamin deficiencies



Yr 8 RSHE - Healthy lifestyles

⌚ Short-Term Effects of vaping	📅 Long-Term Effects of vaping
These effects happen soon after vaping and can vary depending on the amount consumed:	These effects develop over time with regular or heavy vaping:
• Coughing and throat irritation – caused by inhaling heated chemicals • Dry mouth and dehydration – due to ingredients like propylene glycol • Dizziness or lightheadedness – especially in new users • Increased heart rate and blood pressure – from nicotine stimulation • Nicotine addiction – can begin quickly, even with occasional use • Headaches and nausea – common in early use or with high nicotine levels • Lung injury (EVALI) – linked to certain vape ingredients like vitamin E acetate	• Addiction – nicotine rewires the brain, especially in young people • Lung damage – including conditions like popcorn lung and chronic bronchitis • Heart disease – increased risk of heart attacks and strokes • Brain development issues – especially in teens, affecting memory, attention, and mood • Mental health impacts – linked to increased anxiety, depression, and stress • Exposure to toxic chemicals – including heavy metals and cancer-causing substances • Weakened immune system – making it harder to fight off infections



⌚ Short-Term Effects of Smoking	📅 Long-Term Effects of Smoking
These effects happen soon after smoking and can vary depending on the amount consumed:	These effects develop over time with regular or heavy smoking:
• Bad breath and stained teeth • Coughing and shortness of breath • Increased heart rate and blood pressure • Reduced oxygen in the blood due to carbon monoxide • Dizziness, nausea, and headaches • Irritated eyes and throat • Decreased sense of taste and smell • Fatigue and reduced energy levels	• Lung diseases such as bronchitis, emphysema, and lung cancer • Heart disease and stroke • Addiction due to nicotine • Weakened immune system • Cancer of the mouth, throat, bladder, and other organs • Tooth and gum disease • Premature aging of the skin • Reduced fertility • Damage to nearly every organ in the body



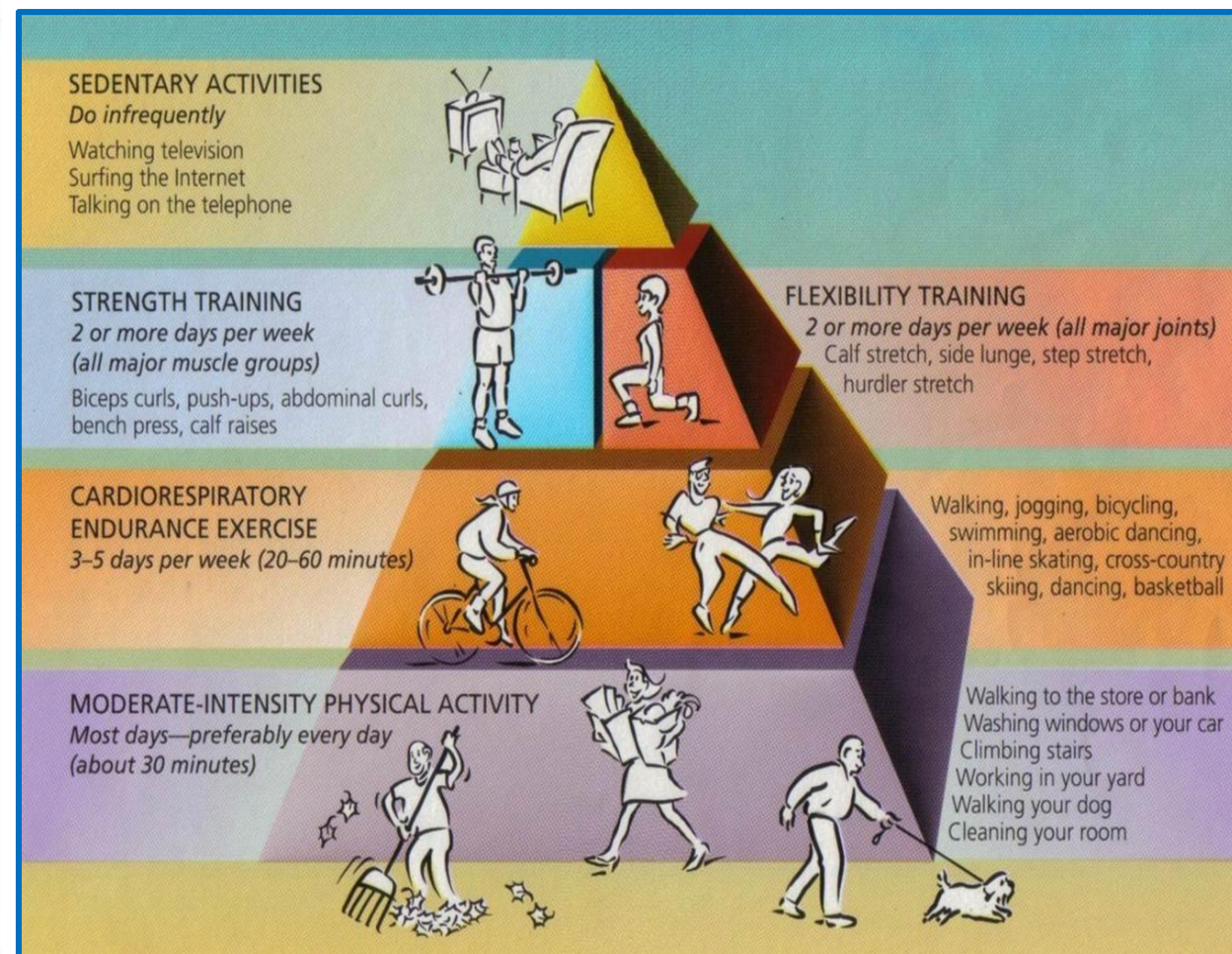
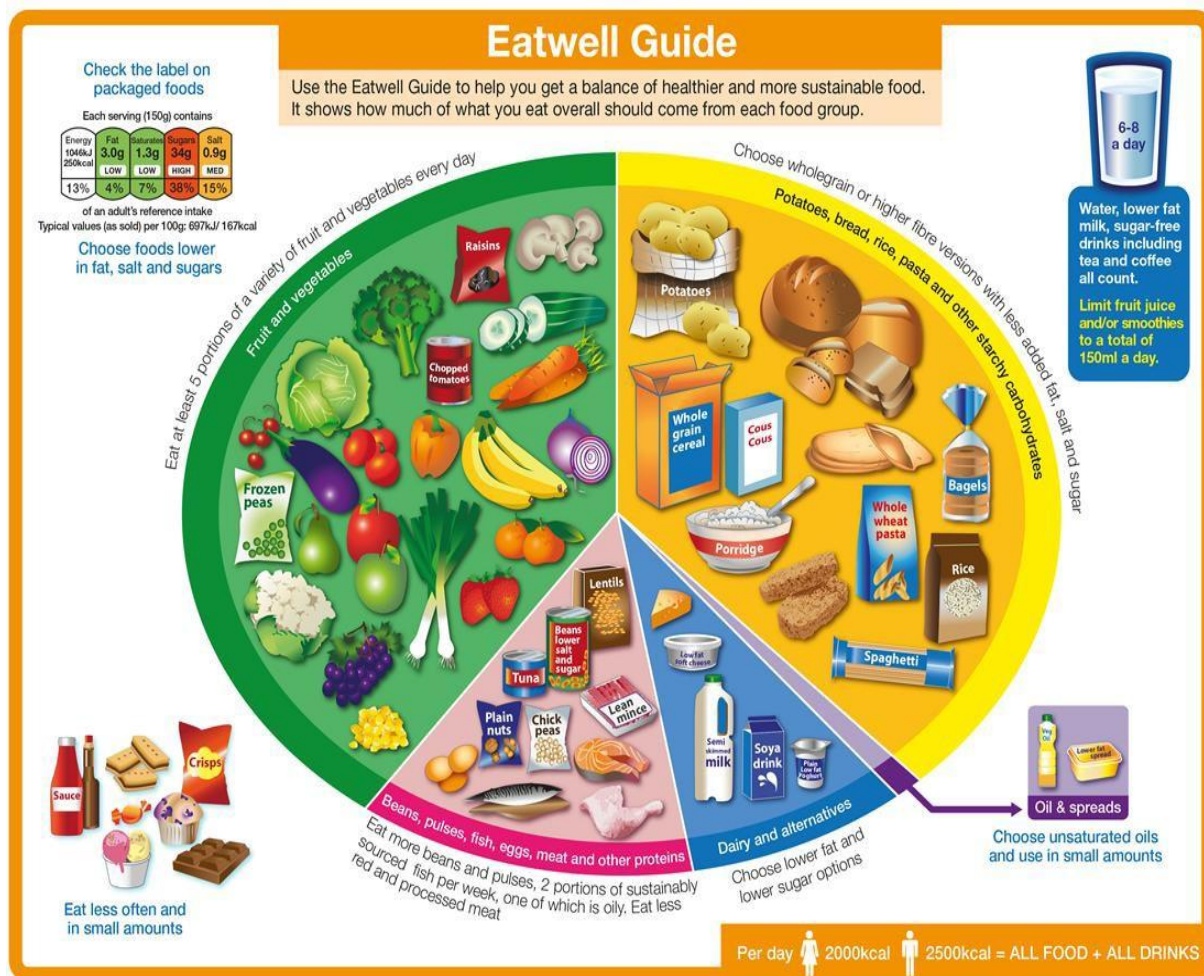
Yr 8 RSHE - Healthy lifestyles

Homework 6

Revise healthy lifestyles – balanced diet and exercise.

Homework 7

Revise for your exam.





Yr 8 PE/Autumn

This term in PE/Games you will be learning and developing your knowledge, technique and tactics of different sports. You will also be exploring the physical and mental capacity required (needed) in order to be successful.

Complete for sports/activities that you are currently learning about in your lessons:

- **HW1:** Revise the rules of the sport/activity and any supporting keywords to develop your knowledge and understanding.
- **HW2:** Revise the Techniques, Skills and Tactics required to be successful.
- **HW3:** Revise the specific skill described to learn the theory in detail so you can practise in class
- **After half term:** You will change to a new sport/activity. This means that the homework cycle will repeat (HW1-3 for your new sport/activity).

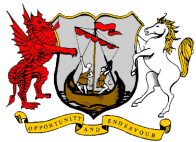
Exam Information

PE Assessments will take place during the last lesson of each block of work. Students will have the opportunity to show all the skills they have developed over the unit during an extended performance opportunity. Teachers will grade the performance using criteria from the 'what I am trying to achieve' information for the relevant activity based on work during the unit along with the final performance.



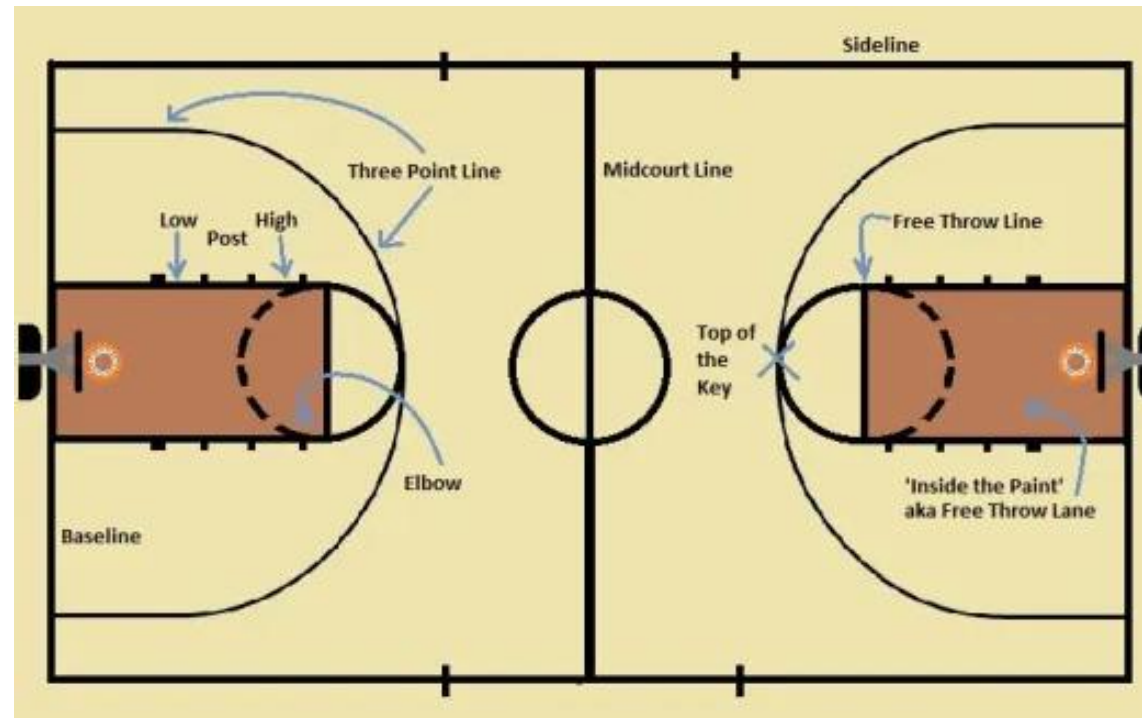
Contents:

- 77-78 - Basketball
- 79-80 - Football
- 81-82 - Hockey
- 83-84 - Netball
- 85-86 - Rugby
- 87 - Badminton
- 88 - Trampolining
- 89 - Fitness
- 90 - Dance



Yr 8 PE/Autumn- Basketball

Aim of the game	Basketball is played between two teams of 5 players. The aim is to score more points than the other team by shooting the ball through the opponent's basket.
Rules:	- Dribbling - Players must bounce the ball while moving. - Once a player stops dribbling, they cannot start dribbling again (double dribble). - Travelling - Players cannot take more than two steps without dribbling the ball. - Passing - The ball can be passed between teammates using chest, bounce or overhead passes. - Possession - The team in possession tries to score while the other team defends.
Match	A competitive game is four 12 minute quarters but can last longer due to timeouts and fouls..



Fouls	- No pushing, holding, tripping or hitting opponents. - Excessive contact results in a personal foul. - Fouled players may be awarded free throws depending on the situation.
Violations	- Double dribble – Dribbling, stopping, then dribbling again. - Travelling – Moving without dribbling. - Out of bounds – The ball or player with the ball goes outside the court lines. - Backcourt violation – Returning the ball to the defensive half after crossing the halfway line.
Restarting play	- The game begins with a jump ball or possession rule. - After a basket, the opposing team throws the ball in from the baseline. - After violations or fouls, play restarts with a throw-in or free throws.
Scoring	2 points – A successful shot from inside the three-point line. 3 points – A successful shot from outside the three-point line. 1 point – A successful free throw after a foul has been committed.



Yr 8 PE/Autumn- Basketball

Guarding	Guarding in basketball requires staying between your opponent and the basket while maintaining a low, wide stance.
On-Ball Defense (Guarding the Dribbler)	• The Stance: Keep your feet wider than shoulder-width, bend your knees, push your hips back like sitting in a chair, and keep your chest up. • Footwork: Take short, choppy steps. Never cross your feet when moving laterally, as this makes you vulnerable to being crossed up. • The "Stick Stance": When the offensive player picks up their dribble, land in a balanced ready stance and raise your arms to contest the shot. Stay vertical to avoid defensive fouls. • Contact: Don't reach! Instead, use your chest to physically bump the driver and disrupt their intended path.
Off-Ball Defense (Guarding a Cutter/Shooter)	• Keep Your Head on a Swivel: Always look back and forth between your man and the ball. • Deny or Help: Based on your coach's system, either deny the pass by playing tight on the passing line, or drop back to help a teammate if they get beat.



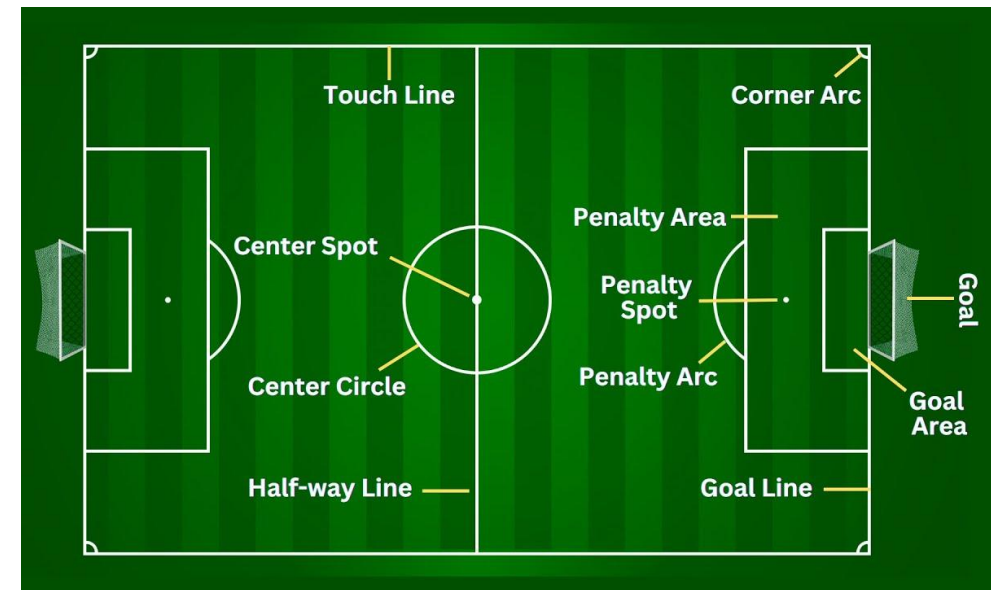
How to box out and rebound	Boxing out and rebounding are all about leverage and positioning. When a shot goes up, find your opponent, make contact, and turn with your back to the basket. Back them away from the hoop, get low, and explode upwards with two hands at the peak of the ball's trajectory
Box out	• When a shot is taken, turn and place your body between your opponent and the basket. Keep your feet wide, knees bent, and arms out to stop them getting to the ball.
Rebound	• Watch the ball after a shot, jump up to catch it with two hands, and bring it down securely.

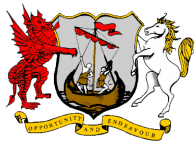
Skills and tactics	Possession	Having control of the ball.
	Turnover	Losing possession to the opposition.
	Offensive Rebound	Winning the ball after your team's missed shot.
	Defensive Rebound	Winning the ball after the opposition's missed shot.
	Free Throw	An unopposed shot worth one point after a foul.
	Court Awareness	Understanding where players, teammates and space are on the court.
	Dribbling	Moving with the ball by bouncing it with one hand.
	Passing	Throwing the ball to a teammate.
	Chest Pass	A direct pass from the chest to a teammate.
	Bounce Pass	A pass that bounces once before reaching a teammate.
	Overhead Pass	A pass thrown from above the head.
	Shooting	Attempting to score by putting the ball through the basket.
	Rebounding	Gaining possession of the ball after a missed shot.
	Defending	Preventing an opponent from scoring or passing.
	Pivoting	Turning on one foot while keeping the other foot planted.
	Give-and-Go	Passing the ball and moving into space to receive it back.
	Fast Break	Quickly attacking after gaining possession.
	Creating Space	Moving away from defenders to become available for a pass or shot.
	Screening	Legally blocking a defender's path to help a teammate.
	Man-to-Man Marking	Each defender is responsible for one attacker.
	Blocking Out	Positioning yourself between an opponent and the basket for a rebound.
	Interception	Anticipating and stopping an opponent's pass.



Yr 8 PE/Autumn- Football

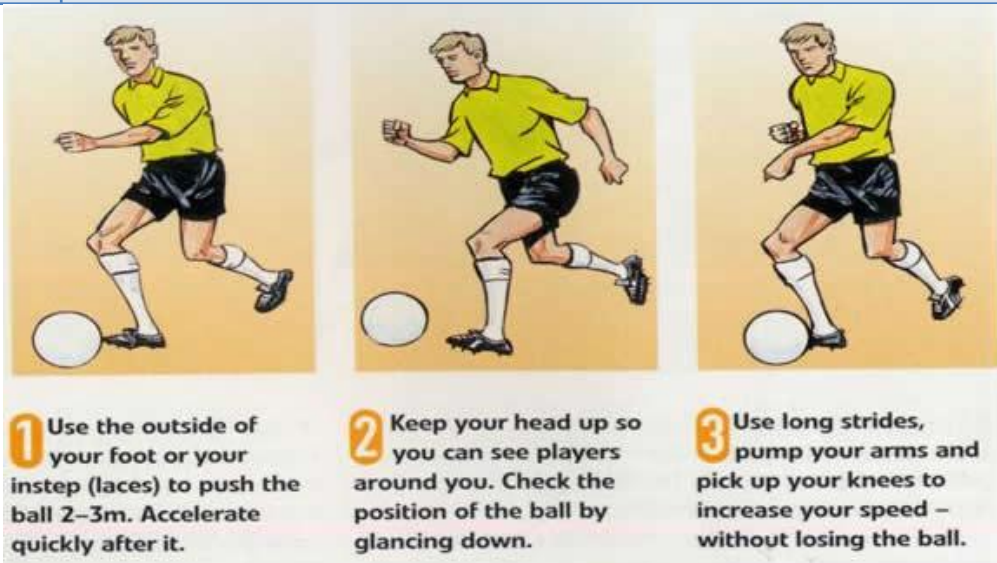
Aim of the game	Score more goals than the opposing team by getting the ball into their goal.
Rules:	Kick-Off Used to start the game and restart after a goal is scored. Ball In Play The ball remains in play until it completely crosses a touchline or goal line, or the referee stops play. Throw-In Awarded when the ball crosses the touchline. The opposing team restarts with a two-handed throw from behind the head. Goal Kick Awarded when the attacking team last touches the ball before it crosses the defending team's goal line. Corner Kick Awarded when the defending team last touches the ball before it crosses their own goal line. Offside An attacking player cannot be nearer to the opponent's goal line than both the ball and the second-last defender when receiving a pass. Free Kick Awarded after a foul. Can be direct (shot allowed) or indirect (another player must touch the ball first). Penalty Kick Awarded for a foul committed by the defending team inside their own penalty area. Fouls Includes kicking, tripping, pushing, holding, handball, or dangerous play. Yellow Card A warning given for unsporting behaviour or repeated fouls. Red Card A player is sent off and cannot continue playing. Their team plays with one fewer player. Goalkeeper The goalkeeper may use their hands inside their own penalty area.
Match	A competitive match is 90 minutes (two 45 minute halves)
Team	Each team has 11 players on the pitch, including 1 goalkeeper. Smaller-sided games may use fewer players.



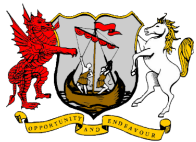


Yr 8 PE/Autumn- Football

Dribbling	
1. Body Positioning	Good dribbling is built on balance, not speed. Keep your knees slightly bent and your chest over the ball to maintain a stable, low center of gravity. This posture enables you to twist and turn in any direction without falling over or losing control.
2. The Right Touch	- Instead of kicking the ball and chasing it, practice taking soft, frequent touches. The sweet spot for ball placement is about one step away from your body. This keeps the ball close enough to evade a tackle, but far enough that you don't trip over it. - Inside and Laces: Best for changing angles and precise close control in tight spaces. - Outside of the foot: Perfect for accelerating, as it aligns naturally with a running stride
Beating Defenders	- The Change of Pace- Dribble slowly at a defender with soft touches to lure them in, then sharply increase your speed and push the ball into open space before they can react. - Using Feints (Body Drops) - Tricking a defender doesn't always require a complicated trick. Simply lowering your shoulder, dropping your knee, or making a quick feint with your head can make a defender shift their weight in the wrong direction. Once the defender is off balance, use the outside of your foot to push the ball past them.

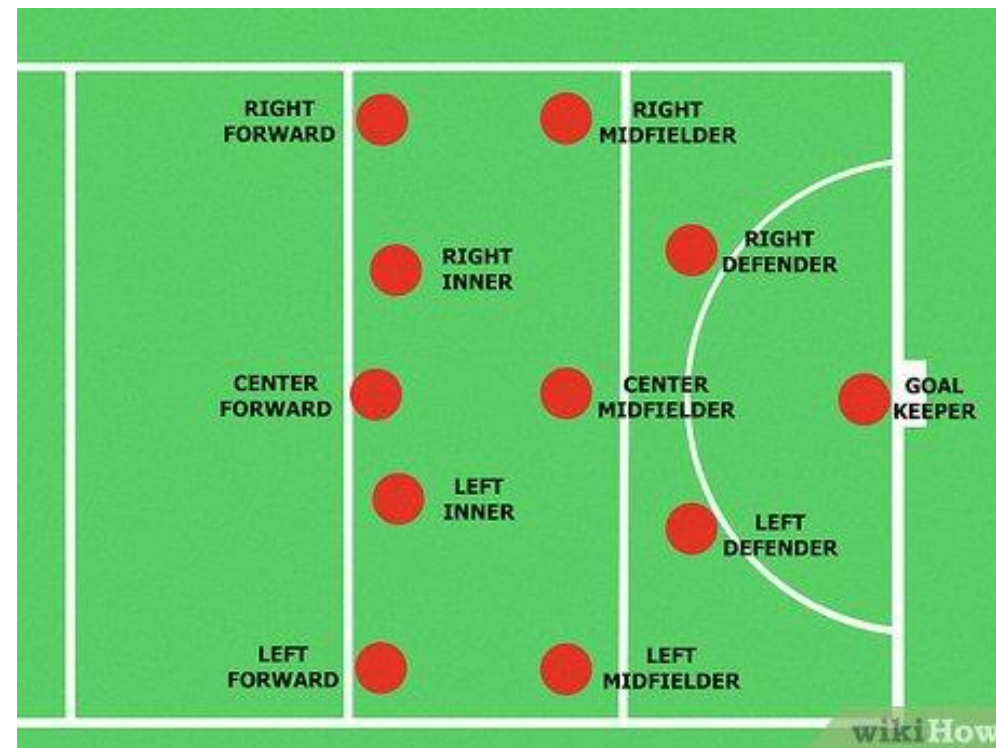


Skills and tactics	Possession	Having control of the ball.
	Attack	Trying to create chances and score goals.
	Defence	Preventing the opposition from scoring.
	Formation	The arrangement of players on the pitch.
	Transition	The change from attack to defence or defence to attack.
	Marking	Staying close to an opponent to prevent them receiving the ball.
	Support	Providing passing options for a teammate.
	Dribbling	Moving with the ball under control.
	Shooting	Striking the ball towards goal to score.
	Heading	Using the head to play the ball.
	First Touch	The first contact a player makes with the ball.
	Tackling	Attempting to win the ball from an opponent.
	Intercepting	Anticipating and cutting out a pass.
	Goalkeeping	Saving shots and protecting the goal.
	Creating Space	Moving into open areas away from defenders.
	Give-and-Go (One-Two)	Passing to a teammate and immediately moving to receive the ball back.
	Width	Spreading attacking players across the pitch.
	Support Play	Moving into positions to help the player with the ball.
	Counter-Attack	Quickly attacking after winning possession.
	Man-to-Man Marking	Defending a specific opponent.
	Zonal	Defending a designated area of the pitch.
	Pressing	Applying pressure to opponents when they have the ball.
	Covering	Providing defensive support behind a teammate.



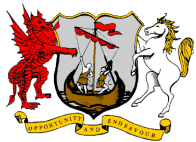
Yr 8 PE/Autumn- Hockey

Aim of the game	Score more goals than the opposing team by hitting or pushing the ball into the opponent's goal.
Rules:	- Stick Use - Players must use the flat side of the hockey stick to play the ball. - Using the rounded side is a foul. - Feet and Body - Outfield players must not use their feet, legs, or body to control the ball. - Only the goalkeeper can use their body to stop the ball inside the shooting circle. - Scoring - Goals can only be scored from inside the shooting circle (the D). A shot taken from outside the circle cannot score. - No Dangerous Play - Players must not swing their stick dangerously. - The ball should not be lifted in a way that puts others at risk. - Tackling - Players can tackle by taking the ball away with their stick. - They must not hit another player's stick, body, or feet. - Obstruction - A player cannot use their body to shield the ball unfairly from an opponent. - Free Hits - Awarded after a foul. - Opponents must stand at least 5 metres away until the ball is played. - Long Corner and Penalty Corner - Long Corner: Awarded when the defence puts the ball over the back line unintentionally. - Penalty Corner: Awarded for certain defensive fouls inside the circle or intentional fouls in the defending 23-metre area. - Penalty Stroke - Awarded when a defender prevents a probable goal through an illegal action. - A single player takes a shot against the goalkeeper.
Match	A competitive game is usually 60 minutes, in two halves.
Team	There are two teams, which both consists of 11 players including a goalkeeper. The teams also consist of forwards, midfielders, defenders and may have a sweeper, depending on the formation chosen.



Common Fouls:

- Hitting the ball off another player with the intent of causing harm.
- Deliberately using the body to assist in moving or stopping the ball.
- Hitting the ball with the rounded side of the hockey stick.
- The stick being raised above waist height.
- Striking the opponent with the stick (or striking their stick, if deemed excessive force)



Yr 8 PE/Autumn- Hockey

Dribbling	
Straight Dribble (Basic Grip)	This is the most common technique used to advance forward while keeping the ball glued to the stick. Keep your stick slightly to the right of your body and run while maintaining a visual awareness of your teammates.
The Indian Dribble:	This is a highly effective technique for beating opponents by continuously moving the ball from left to right in a zig-zag pattern. Rotate your left hand 180 degrees to switch from the forehand to the reverse, pushing the ball flat side to side while maintaining a loose right hand for control
The Loose Dribble:	Used when you need to cover open ground quickly. Instead of keeping the ball stuck to your blade, you continually tap it a short distance ahead of you as you sprint.
The Pull-Back Dribble:	If you are closely marked by a defender, rotate your stick to the front of the ball and pull it backward to shield it from tackles before pushing it forward again.

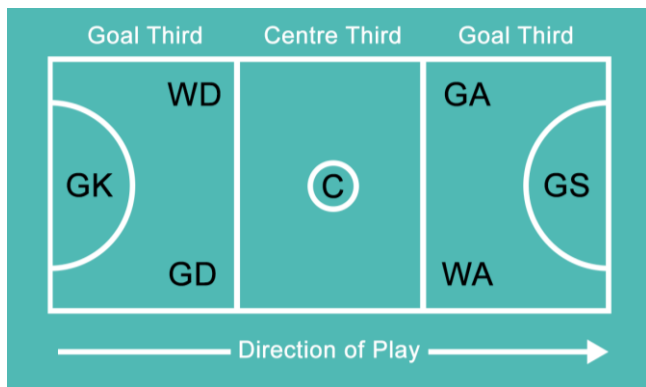


Skills and tactics	Dribbling	Moving the ball under control using the stick while travelling across the pitch.
	Push Pass	A controlled pass where the ball is pushed along the ground to a teammate.
	Hit	Striking the ball with power to pass over longer distances or shoot at goal.
	Slap	A powerful sweeping action used to pass or shoot with speed and accuracy.
	Receiving	Controlling the ball safely when it is passed by a teammate.
	Shooting	Attempting to score a goal by directing the ball into the goal from inside the circle.
	Block Tackle	Using the stick to stop an opponent's progress and win possession.
	Jab Tackle	A quick poke of the stick used to knock the ball away from an opponent.
	Intercepting	Anticipating and cutting out an opponent's pass.
	Passing	Moving the ball accurately to teammates to maintain possession.
	Dodging	Changing direction or speed to get past an opponent.
	Pressing	Applying pressure to opponents to force mistakes and regain possession.
	Switching Play	Moving the ball from one side of the pitch to the other to exploit space.
	Marking	Staying close to an opponent to reduce their attacking influence.
	Zone Defence	Defending specific areas of the pitch rather than marking individual players.
	Player-to-Player Marking	Each defender is responsible for marking a particular opponent.



Yr 8 PE/Autumn- Netball

Aim of the game	Score more goals than the opposing team by passing the ball down the court and shooting through the hoop.
Rules:	- No Running with the Ball - Once a player catches the ball, they may take one step to stop. - They must then keep one foot grounded (pivot foot) while passing or shooting. 3-Second Rule - Players must pass or shoot the ball within 3 seconds of catching it. - No Contact - Players cannot push, hold, hit, or interfere with opponents. - Defenders must stand at least 0.9 metres (3 feet) away when marking a player with the ball. - Footwork - Players cannot drag, hop, or lift and replace their pivot foot before releasing the ball. - Breaking this rule results in a free pass to the other team. - Offside - Each position is restricted to certain areas of the court. - Entering an area not allowed for that position is called offside.
Scoring Goals	- Only the Goal Shooter (GS) and Goal Attack (GA) can score. - Goals can only be scored from inside the shooting circle. - Each successful goal scores 1 point.
Starting and Restarting Play	- The match starts with a centre pass. - Centre passes alternate between teams after each goal.
Court Areas	- The court is divided into thirds. - Different players are allowed in different sections depending on their position.
Match	Each match is 60 minutes long and is split into 4 quarters of 15 minutes

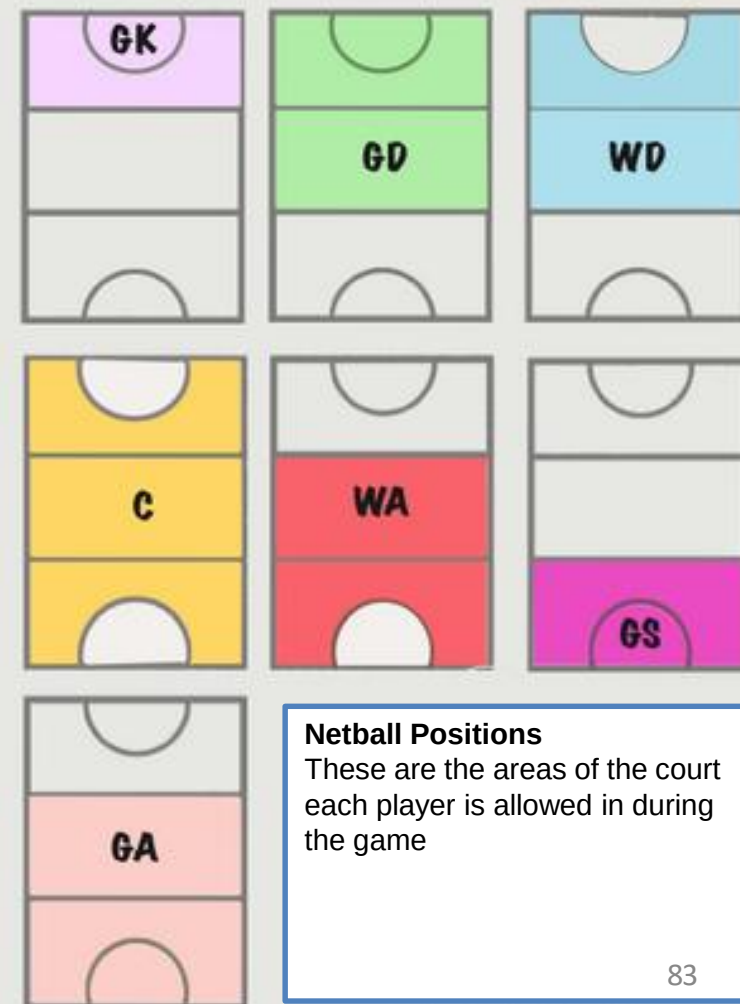


Netball Positions

There are 7 players on each team and these are the starting positions when the game restarts after a goal

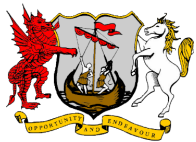
- GS (Goal Shooter)
- GA (Goal Attack)
- WA (Wing Attack)
- C (Centre)
- WD (Wing Defence)
- GD (Goal Defence)
- GK (Goal Keeper)

NETBALL COURT POSITIONS



Netball Positions

These are the areas of the court each player is allowed in during the game



Yr 8 PE/Autumn- Netball

Defending	
1. Master the Defensive Stance and Footwork	- Body Position: Stand side-on to your attacker with one shoulder facing the player and the other facing the ball. This allows you to use split vision to track both simultaneously. - Low & Ready: Keep your feet shoulder-width apart, knees bent, and weight on the balls of your feet so you can explode in any direction. - Shadowing: Use quick, small steps to mirror your opponent's movement. Avoid crossing your feet, which can cause you to lose balance.
2 Defending a Player WITH the Ball	- The 3-Foot Rule: You must stand at least 0.9 meters (3 ft) away from the player with the ball. Measure this from their landing foot. - Challenging the Pass: Once the distance is correct, you can raise your arms to block, impede, or intercept the pass. - Defending the Shot: If you are defending a shooter inside the circle, lean over the ball from the hips while keeping an upright, stable core, holding this pressure for up to 3 seconds.
3. Defending a Player WITHOUT the Ball	- One-on-One Marking: Position your body directly in the path of your attacker's drive. Your goal is to dictate where they can move and prevent them from receiving a clean pass. - Arms and Vision: Keep your arms down and close to your sides while moving with the player to avoid accidental contact penalties, while keeping your head up and eyes locked on the ball's movement.



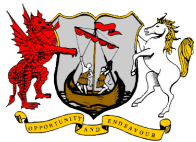
Skills and tactics	Chest Pass	A two-handed pass thrown from the chest directly to a teammate. Used for quick, accurate passing over short distances.
	Shoulder	A one-handed pass thrown from shoulder height, often used for longer distances.
	Bounce Pass	A pass that bounces once on the court before reaching a teammate. Useful for passing around defenders.
	Overhead Pass	A two-handed pass thrown from above the head to cover longer distances.
	Pivoting	Rotating on one foot while keeping the other foot grounded to find passing options.
	Landing	Stopping safely after catching the ball without breaking the footwork rule.
	Marking	Defending an opponent by staying close and attempting to intercept passes while remaining 0.9m away when they have the ball.
	Intercepting	Anticipating and cutting out an opponent's pass to gain possession.
	Dodging	A quick change of direction or speed to lose a defender and get into space.
	Defending	Preventing the opposition from receiving passes, moving freely, or shooting.
	Screening	Using body position legally to slow a defender and create space for a teammate.
	Zone Defence	Defenders cover specific areas of the court instead of marking individual players.
	Player-to-Player Marking	Each defender is responsible for marking a specific opponent.
	Centre Pass	Planned movement patterns used to maintain possession from a centre pass.



Yr 8 PE/Autumn- Rugby

Aim of the game	The aim of rugby is to score more points than the opposing team by carrying, passing, kicking, and grounding the ball according to the rules.
Rules:	- The ball can be passed sideways or backwards, but not forwards. - Players can run forward with the ball and kick it forward. - The rugby game is broken down into two 40-minute halves with a 10-minute rest period in between. - The time during a game can be stopped for an incident. Therefore, the game stops on exactly 80 minutes. - The game must have one referee and two touch judges. - The game is stopped if a player is fouled and there is no subsequent advantage. Unlike most sports, a referee can wait to see how an incident unfolds before deciding whether the attacking had an advantage. - A tackle cannot be made above shoulder height or by tripping a player with your feet. - A lineout is called if the ball travels past the sideline. - A lineout consists of up to seven players and players can be lifted in order to catch the ball. - At a lineout, both teams can compete to win the ball. - To successfully convert a kick, the ball must travel the top section of the goal. - If a ball, when kicked, hits the post and bounces in field, then play can continue. - In order to stay onside in rugby, the attacking players must remain behind the ball of the player passing to them. - A referee may award a foul if they believe an unfair act is committed by a player. A foul contravenes the laws of the game and can be for a range of offences (kicking the player, offside, dropping the ball). - In cases of foul play, a referee can award players with either a yellow or red card. A yellow card provides a player with a warning about their conduct (sin binned for 10 minutes) and a red card requires them to leave the pitch immediately.

Positions - Loosehead Prop - Hooker - Tighthead Prop - Second Row - Second Row - Blindsid Flanker - Openside Flanker - Number 8 - Scrum Half - Fly Half - Left Wing - Inside Centre - Outside Centre - Right Wing - Full Back	
Scoring	Try (5 points): Touching the ball down in the opponent's in-goal area. Conversion (2 points): A kick at goal after scoring a try. Penalty kick (3 points): A successful kick at goal following certain infringements by the opposition. Drop goal (3 points): Kicking the ball through the goalposts during open play after dropping it onto the ground.



Yr 8 PE/Autumn- Rugby

Rucking	
1. The Ball Carrier (Go Forward and Present)	• Drive into contact: Keep your knees bent, lower your center of gravity, and take the contact on your shoulders—not your chest. • Present the ball: When tackled to the ground, twist your body instantly and place the ball clearly on your side of the field (towards your own team) so your teammates can reach it.
2. The Support Player (Clear Out)	• Get low and attach: Arrive quickly, drop your hips ("squat" position), and bind onto the opposition defender. Never lead with your head; drive with your shoulder and chest. • Chase your feet: Keep your feet moving after contact to drive the defender past the ball. • Never use hands: You must use your body to push defenders away. You cannot use your hands on the ground to rake or kick the ball out of the ruck.
3. Secure (The "Jackal")	Lock the ball: Once the ruck is formed, a secondary support player should lock their position over the ball, creating a barrier so the opposing team cannot pick it up.
Rules of the ruck	The Offside Line: Once the ruck forms, an offside line is created at the back foot of the ruck. No player from either team can cross this line. Stay on Your Feet: You cannot collapse a ruck deliberately, nor can you dive onto players already on the ground
	

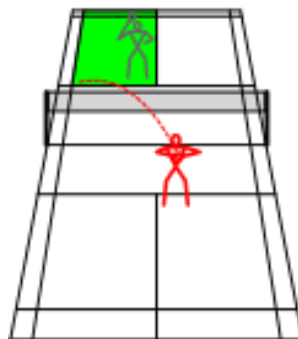
Skills and tactics	Passing	Used to move the ball down the pitch. There are a variety of passes which can be used depending on position, game situation and area of the pitch.
	Handling	A vital skill involved in passing and running with the ball Two hands in contact with the ball will help with passing the ball and making sure it is secure.
	Tackling	Trying to stop an opponent who has the ball by bringing them to the ground. A variety of tackles can be used, for example a side-on tackle, front on tackle, smother tackle or tap tackle.
	Carrying	The act of carrying the ball around the pitch. Players can use a variety of techniques to avoid being tackled, for example a side step, swerve or spin.
	Rucking	A ruck is a phase of play where one or more players from each team, who are on their feet, close around the ball on the ground to prevent the opposition from gaining possession after a tackle has been made
	Mauling	A maul forms when several players from the same team come together to help move the ball towards the try line. Several players from the opposing team may then come together to prevent this. A maul is different to a ruck, as the ball is not on the ground but in hand.
	Forward pass	If the ball is panned in the direction of the try line the scrum is awarded.
	Knock on	If the ball is dropped forwards a scrum is awarded
	High table	If contact is made above the centre of the chest a penalty is awarded.
	Offside	If a player is in front of a ruck they are out of the game and may not take part until they refine. If they do a, a penalty is awarded.
	Advantage	The referee will allow play to continue following a violation to see if there is advantage to be gained
	Line out	Take from where crossed the touch line, perpendicular to the line. Players can complete to catch the ball



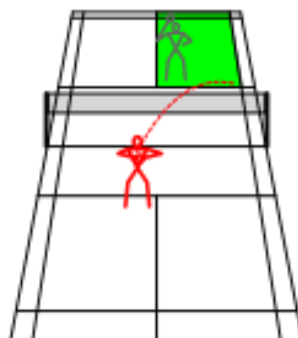
Yr 8 PE/Autumn- Badminton

BADMINTON - Knowledge Required

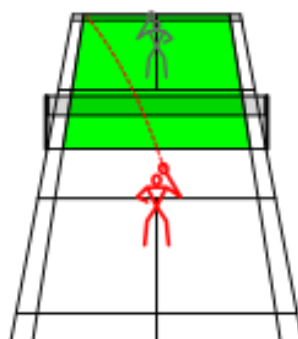
Aim of the game	- Badminton is a racket sport played by either: - Singles (1 player vs 1 player) - Doubles (2 players vs 2 players) - The aim is to hit the shuttlecock (shuttle) over the net and land it in your opponent's court, making it difficult for them to return.
Equipment	- Racket – lightweight with strings for striking the shuttle - Shuttlecock – made from feathers or synthetic materials - Net – divides the court into two halves - Badminton court – marked with different lines for singles and doubles - Court is long and thin for doubles, short and wide for singles
Rules:	- Rally Scoring: A point is scored on every single rally, regardless of who served - Winning a Game: The first player or pair to score 21 points wins the game (must be by 2 clear points)
Serving	- Underarm Serve: A serve must be hit underarm, with the racket head and shaft angled downwards at the moment of contact, and struck below the server's waist. - Diagonal Direction: The serve must be hit diagonally across the net and land inside the opponent's designated service box. - No Bounce: In badminton, the shuttlecock cannot be hit after it bounces. It must be struck in the air before it touches the ground. - Server's Position: You start the serve on the right side of the court if your score is an even number, and on the left side if your score is odd.



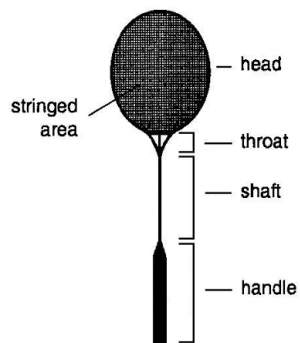
Singles serve (server's score is even)



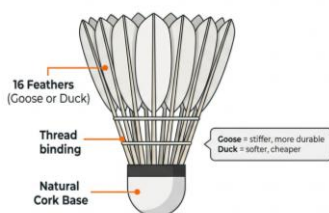
Singles serve (server's score is odd)



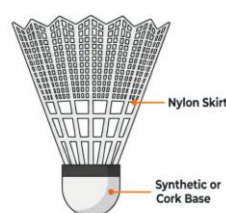
Singles normal play (after a serve)



Feather Shuttlecock

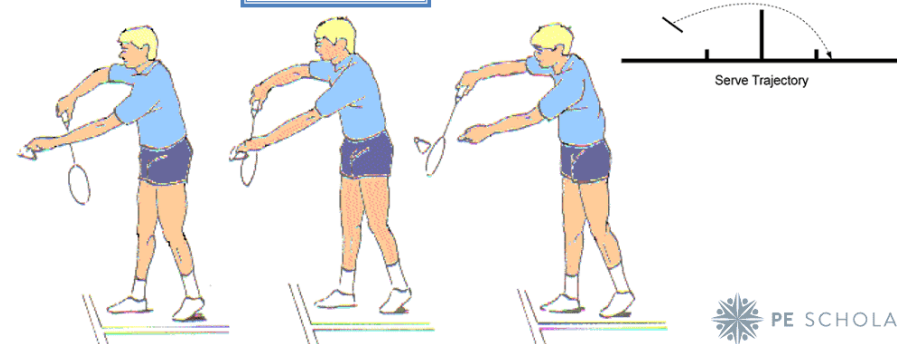
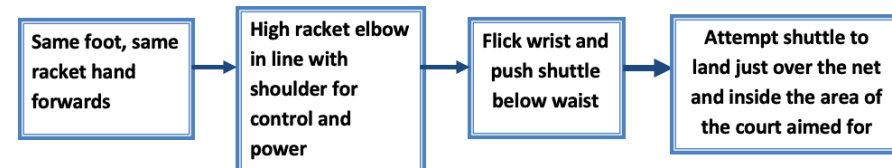


Nylon Shuttlecock



General play and faults	• One Hit Per Side: Each side is allowed only one clean hit to return the shuttlecock over the net. • Net Fouls: Players cannot touch the net or its supports with their racket or body while the shuttle is in play. • Reaching Over: You cannot reach over the net to hit the shuttlecock on the opponent's side. Your racket can only follow through across the net after making contact with the shuttlecock on your side. • In-Bounds Lines: A shuttlecock that lands on any of the boundary lines is considered "in".	
Skills and tactics	Dropshot	Delicate shot played just over the net into the space. Gets your opposition out of position to attempts a smash or clear.
	Smash	Most attacking shot. Hitting the shuttle cock at its highest point with power, trying to get the shuttlecock to hit the floor on the opponent's side as quickly as possible.
	Clear serve	Serve typically played in singles. Aim is to get the shuttles as high as you can towards the backline. Gets you opposition to the back of the court from the start so you can dictate the rally
	Tactics	Hitting into space Targeting opponents weakness Shot selection

The Short Backhand Serve



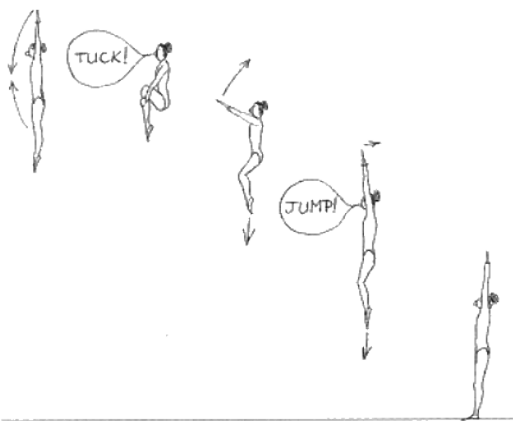


Yr 8 PE/Autumn- Trampolining

Shaped Jumps

Tuck Jump:

Bring knees to stomach
Chest high
Tuck below knee
Shape should hit at top of jump
Eyes looking towards mat
Pointed toes



Straddle Jump:

Bend to the hip and bring legs up
Keep chest up
Eyes looking at the end of mat
Shape should hit top of jump
Reach down and touch legs below knee



Pike Jump:

Bend at hips and bring legs to chest
Keep chest high
Straight legs and pointed toes
Reach down and touch legs below knee



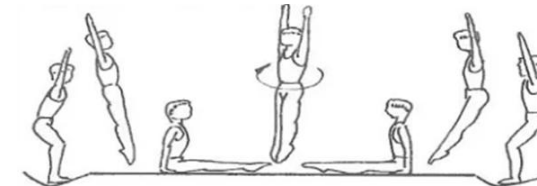
Seat Landing

Hands flat and fingers pointing at toes
Knees straight, toes pointed
Back straight, chest forward, eyes towards mat



Swivel Hips

Bounce 1 – Seat Landing
Bounce 2 – ½ turn to seat landing
Bounce 3 – ½ turn to feet



The Front Landing Position

The hands and arms are positioned in front of the face, forming a diamond shape on the trampoline bed.
The entire forearm and hand are in contact with the bed.
The stomach and thighs are in full contact with the bed.
The knees are bent so that the lower legs form an angle of approximately 90° with the thighs.

Vision: Focus on the bed throughout the skill.

The centre of mass (approximately at waist level) should be positioned over the centre cross of the trampoline.

Rotation: The rotation into the front landing is created by driving the feet backwards while the trunk and arms move forwards during take-off. The rotation back to the feet is initiated by pushing through the hands and flicking the feet downwards towards the bed.

The Back Landing Position

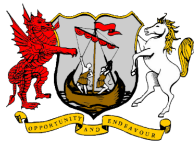
From hips to head are flat on the bed, with the arms and legs vertical at maximum depression.
Vision: Focus on the roof while in contact with the bed.

The centre of mass (approximately at waist level) should be positioned over the centre cross of the trampoline.

The take off: Hips are pressed forwards and upwards, causing the feet to press backwards and downwards into the bed, creating the backward rotation.

The flight: Body remains straight after take-off showing backward rotation, until just before landing when the hips pike for landing. Focus on the frame as long as possible.

Return to feet: Knees bend slightly and the feet are pushed upwards and slightly forwards to push the shoulders and head back into the bed and so create the forward rotation to feet.



Yr 8 PE/Autumn- Dance

Great dancers create, perform and evaluate. They use action, space, relationships and dynamics to communicate ideas clearly and confidently.

Performance	Successful dance performance demonstrates good posture, focus, musicality, coordination and extension, allowing movements to be performed with control, accuracy and expression.
Choreography	Successful choreography demonstrates creativity and originality, using unique ideas and movements. It includes a range of movement, effective use of space and direction, and varied levels (high, medium and low) to create interest and impact.
Appreciation	Successful appreciation in dance involves understanding key concepts and techniques, observing performance features, using appropriate dance terminology, and evaluating strengths and areas for improvement in both your own and others' work.



Mirroring



Canon

Keyword	Definition
Choreography	The process of creating and arranging dance movements into a sequence or routine.
Composition	Putting dance movements together to create a structured dance performance.
Symmetry	When movements or shapes are balanced and identical on both sides of the body or stage.
Canon	A choreographic device where dancers perform the same movement sequence one after another, creating a ripple effect.
Mirroring	Copying another dancer's movements as if reflected in a mirror.
Matching	Performing the same movements at the same time, with the same speed, timing and quality.
Symmetry	When movements or shapes are balanced and identical on both sides of the body or stage.
Fluency	The ability to perform movements confidently, accurately and seamlessly, showing control throughout a dance sequence.
Motif	A short movement phrase that can be repeated, developed or varied.
Dynamics	The quality, energy or force of movement, such as sharp, smooth, fast or slow.
Relationship	How dancers interact and connect with each other in a performance.
Formation	The arrangement or positioning of dancers within the performance space.
Musicality	The ability to respond appropriately to the rhythm, tempo and mood of music.
Performance Quality	How effectively a dancer performs, including posture, focus, expression, confidence and control.



Yr 8 PE Autumn Term - Fitness

Key Vocabulary	
Resistance	Training that involves working against some sort of force that 'resists' the movement.
Muscular endurance	The ability for muscles to sustain repeated muscular contractions.
Power	The exertion of rapid muscular strength. Speed X Time.
Plyometric	Repeated exercises such as bounding, hopping and jumping which are designed to create fast, powerful movements.
Reps – Repetitions	This is a particular movement that can be repeated. E.G. A press up done 5 times is '5 reps'.
Sets	A 'Set' is a pre determined number of repetitions that can also be repeated. E.G. I will be doing press ups for 3 'sets of 5 reps. This is 15 reps in total but the 'Sets' allow for recovery.
Training types	
Circuit	A series of exercises performed at work stations with periods of work and rest
Skills Circuit	Exercises where the focus is on developing skills
Body weight circuit	Exercises where the only resistance is the participants body.

