Curriculum Companions

Year 8

Term Two

Name:

Tutor Group:

Stmarks ACADEMY

Drama | What skills do I need to be successful in Drama? | Skills Organiser

Drama: Term 2 – Skills Dictionary:

Rank yourself based on your confidence in each skill in week 1 and in week 12
4= Excellent understanding (no areas for development, fully consistent)
3= Good understanding (many strengths and a few areas for development, consistent)
2=Basic understanding (some strengths and some areas for development, mostly consistent)
1=No understanding (few strengths and many areas for development, inconsistent)

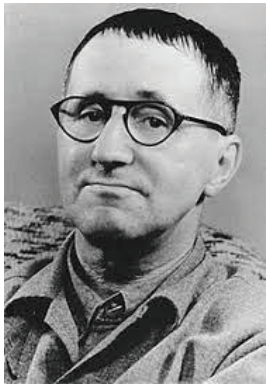
Vocal Skill	Definition	Examples of how to improve	1	12
projection	Using the voice to fill the performance space. E.g: An actor working in the hall will have to project more than an actor performing in the studio. **Projection** is important because the audience need to hear you.	. Diaphragm exercises. Breathing exercises Vocal warm ups.		
articulation	Speaking clearly so the dialogue can be understood.	Vocal Warm Ups Tongue twisters Focus on consonants		
tone	Communicating emotion with the voice	Knowing character and their motivation: Units and objectives Subtext Given Circumstance Opera exercise.		
pace (voice)	How fast or slow you speak.	Recording dialogue. Extreme Slow down Extreme Speed up		
volume	How loud or quiet you are.	Play with volume, Extremely loud/ quiet. Note impact.		
pitch	How high or low the voice is	Scales		

Physical Skill	Definition	Examples of how to improve	1	12
gesture	Using the body to communicate character/ emotion.	Exaggeration Selecting key words Mime		
facial expression	Using the face to communicate character/ emotion.	Facial warm ups – chewing toffee etc Rehearsing with a mirror.		
pace (movement)	How fast or slowly you move	Jacques LeCoq's 7 levels of tension.		
levels	How high or low you are compared to something/someone else	Utilising blocks/chairs etc		
space	The distance between two people or things.	Draw the stage out using masking tape.		

Term 2 | Exploring Practitioner's work | Knowledge Organiser

Brecht

- Bertolt Brecht was born in Germany in 1898 and died aged 58 in 1956. He was a poet, playwright and theatre director.
- Brecht rejected Stanislavski's realism and wanted to use theatre as a social tool – which he utilized to raise awareness and challenge the dictator Hitler



To explore Brecht, we will be using SCRIPTS, IMPROVISATION and DEVISING

Week	What will I learn?
1	Intro to Brecht and Placards
2	Multi role
3	Characterisation
4	Verfrendumseffekt
5	Applying techniques
6	Performance

Half term 1 Key Words: Frankenstein (script)	
Political	Interested in politics – how a country or area is run.
Placards	Information written as a sign for the audience to read.
Characterisation	Making a character
Verfrendumseffekt	An alienation or distancing technique
Fourth Wall	The imaginary wall between the actors and the audience
Activism	Bringing about social change

Term 2 | How can I track my development in Drama? | Knowledge Organiser

	Checkpoint 1	Checkpoint 2	Checkpoint 3
	❑ I lead my ensemble and ensure everyone's ideas are heard. ❑ I am always focused in rehearsal and **encourage others to do so as well.** ❑ I apply a range of Brecht's techniques effectively. ❑ I include physical and vocal skills to enhance the performance. ❑ I interpret the characters with innovation and creativity	❑ I lead my ensemble and ensure everyone's ideas are heard. ❑ I am always focused in rehearsal and **encourage others to do so as well.** ❑ I apply a range of Brecht's techniques effectively. ❑ I include physical and vocal skills to enhance the performance. ❑ I interpret the characters with innovation and creativity	❑ I lead my ensemble and ensure everyone's ideas are heard. ❑ I am always focused in rehearsal and **encourage others to do so as well.** ❑ I apply a range of Brecht's techniques effectively. ❑ I include physical and vocal skills to enhance the performance. ❑ I interpret the characters with innovation and creativity
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Half Term 2 | Exploring Practitioners | Knowledge Organiser

Handspring Puppet Company

- Handspring is a theatre company based in South Africa.
- They are most famous for the play 'War Horse'.
- We will be using the practitioner as an entry point to explore the world of puppetry.

Week	What will I learn?
1	Introduction to puppetry.
2	Finger Puppets
3	Shadow puppets
4	Paper Puppets
5	Applying techniques
6	Performance

To explore the story of Max, we will be using DEVISING and thinking about creating different CHARACTERS

Half term 2 Finding Max (Devising)	
Puppet	almost anything brought to life by a human in front of an audience
Animation	Bringing something to life through movement and action
Shadow puppet	a flat, one-dimensional puppet designed to cast a shadow or form a silhouette on a white screen
Mounting the show	adding the finishing touches-such as scenery, props, and costumes- to a theatrical production.

Term 2 | How can I track my development in Drama? | Knowledge Organiser

	Checkpoint 1	Checkpoint 2	Checkpoint 3
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Knowledge Organiser | C19th Non-Fiction | Spring 1

Context 1: The Victorian Era

- The Victorian age in British history is named after Queen Victoria, who was Britain's queen from 1837 until 1901
- The Industrial Revolution was taking place, bringing machinery, factories and city life to the population

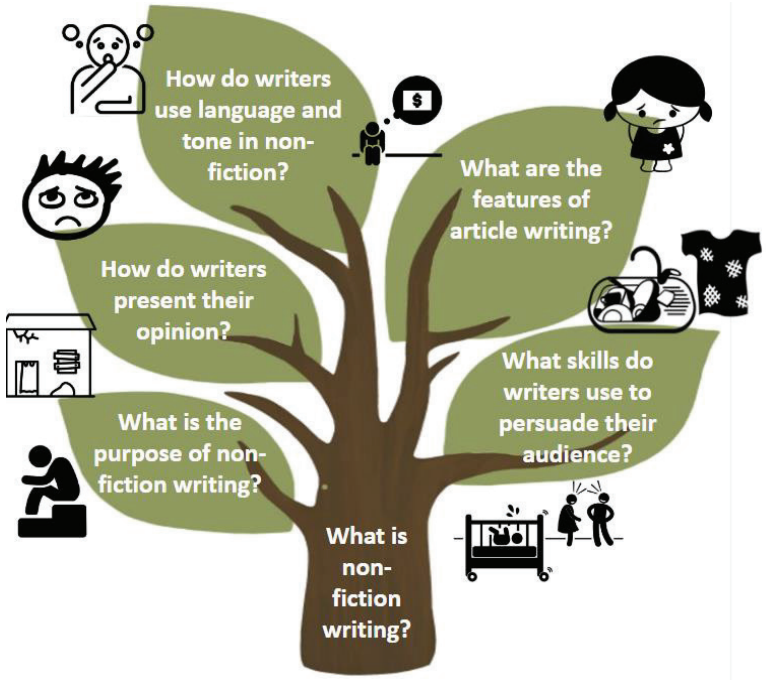
Context 2: Children in the Victorian Era

- Families often had 10 or more children
- Childhood diseases were common
- Education was not compulsory until 1870
- Children often worked dangerous jobs for long hours

Studying non-fiction

When we read non-fiction, it's important that we work out the TAP of the text so we can understand why and how it was written.

- T = Text Type, e.g. article, letter, speech
- A = Audience, e.g. formal or informal
- P = Purpose, e.g. persuasive, informative



Features of Argument Writing:

- A main argument: something you want your audience to know or understand by the end of the piece.
- A strong introduction where you explain your argument.
- Lots of evidence to prove your points.
- An assertive and confident tone.
- Use of persuasive techniques to engage the reader, e.g:
  - Emotive Language
  - Rhetorical Questions
  - Facts and Statistics
  - Anecdotes
  - Expert opinions.

The 1817 Chimney Sweep Report

- While it was illegal for children under 8 to work as chimney sweeps, 'Master Sweeps' still employed children as young as four.
- The sweeps suffered injuries and illnesses due to their work.
- They could not gain an education and had few life chances when they grew too large to climb the chimney.

Dickens' letter on the Ragged Schools

- Ragged Schools educated London's poorest children
- The Ragged Schools relied on charity but had very few resources, so the schools were rundown and overcrowded.
- Dickens wanted those with money to do more to help.

London Labour and the London Poor

- 'Mudlarks' earned money selling items found on the banks of the Thames
- Mayhew describes how dirty the children are and how few clothes they have.
- The children go to a Ragged School in the evening but only to spend time with their friends.

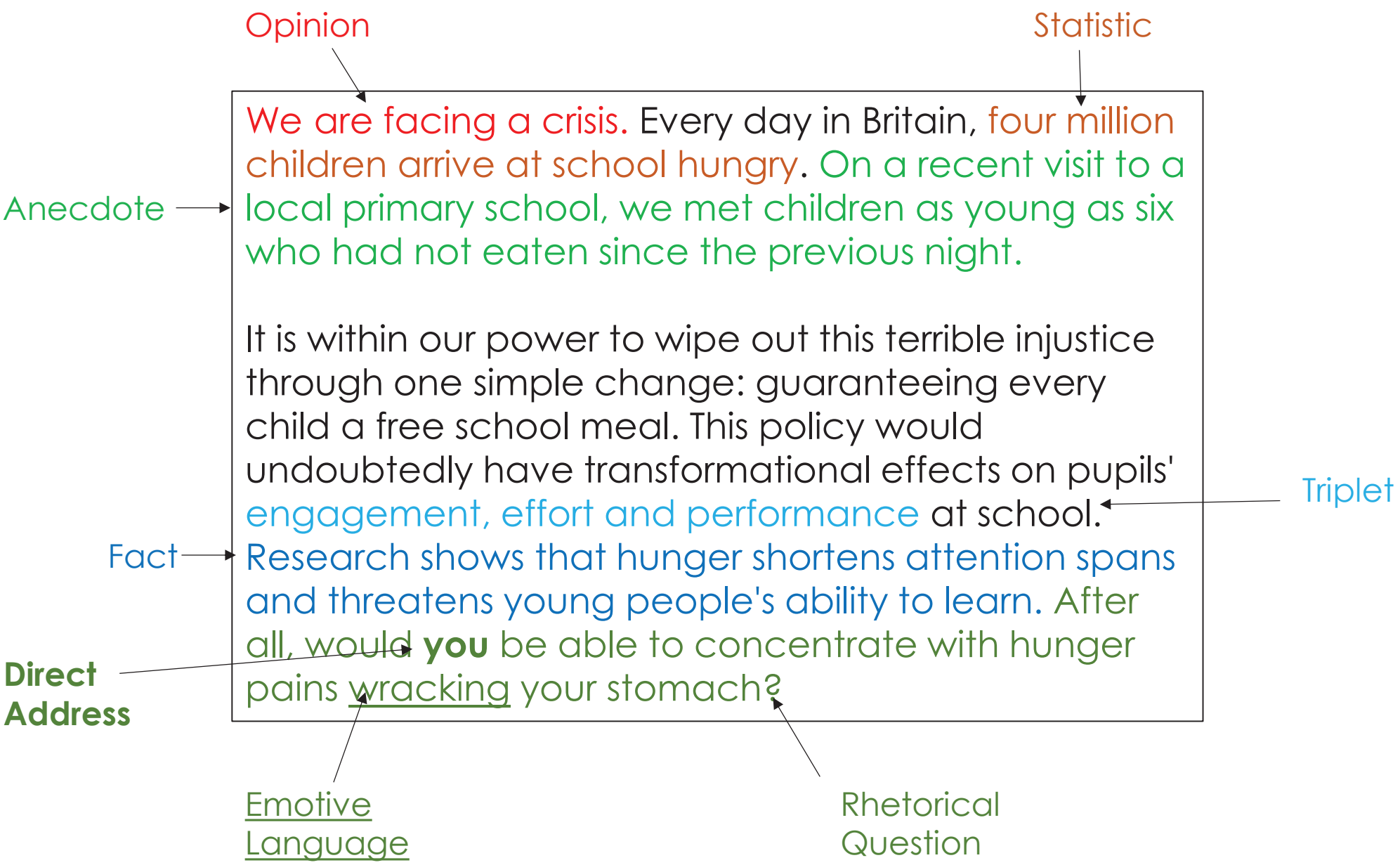
English | C19th Non-Fiction | Topic Dictionary

Image	Word	Definition	In a sentence
	**Degradation**	When something gets worse or falls apart.	*The park's **degradation** was clear when the benches broke and the grass grew tall and messy.*
	**Deplorable**	Really bad or terrible.	*The conditions in the old house were **deplorable**, with broken windows and no running water.*
	**Destitute**	Very poor and without the things you need to live.	*After the flood, many families were **destitute**, with no homes or food.*
	**Forlorn**	Feeling lonely, sad, or hopeless.	*The lost puppy looked **forlorn**, sitting all alone in the rain.*
	**Industrial**	Relating to factories and making things.	*The **industrial a**rea of the city is full of factories where people make cars and clothes.*
	**Lamentable**	Very sad or disappointing.	*It was **lamentable** to see the broken playground equipment that no one had fixed for years.*
	**Neglect**	When you don't take care of something or someone.	*The dog was **neglected**, and its fur was dirty because no one was taking care of it.*
	**Prohibit**	To say that something is not allowed.	*The teacher will **prohibit** students from using phones during class.*
	**Reform**	To make something better by changing it.	*The school wanted to **reform** the lunch menu to give kids healthier food options.*
	**Squalor**	Living in dirty or poor conditions.	*The family lived in **squalor** because their house had no clean water or electricity.*
	**Wretched**	Feeling very sad, miserable, or in a bad condition.	*After walking for hours in the rain, they felt **wretched** and cold.*

English | C19th Non-Fiction | Topic Dictionary: Writer's techniques

Word	Definition	In a sentence
Direct Address	When you talk to someone directly by using their name or a word like "you."	*The writer made me feel like they were speaking directly to me by using **direct address.***
Anecdote	A story about something that happened, usually from someone's own life.	*The teacher told an **anecdote** about her childhood to explain the lesson.*
Facts	Things that are true or can be proven.	*It's a **fact** that the Earth revolves around the Sun.*
Opinion	Something that someone thinks or feels, which might not be true for everyone.	*In my **opinion,** cats are better than dogs.*
Rhetorical Question	A question asked to make a point, not to get an answer.	*I did not need you to answer back – that was a **rhetorical question!***
Emotive Language	Words used to make people feel strong emotions.	*The **emotive language** in the story made everyone feel about the lost puppy.*
Statistics	Numbers that show facts or information about something.	*The **statistics** showed that most students passed the test with good marks.*
Triplet	A list of three or a three-part sentence.	*A **tricolon** is a catchy way to end a persuasive speech.*

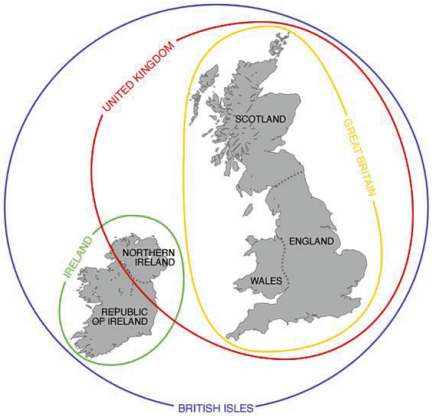
Persuasive Writing Skills Guide



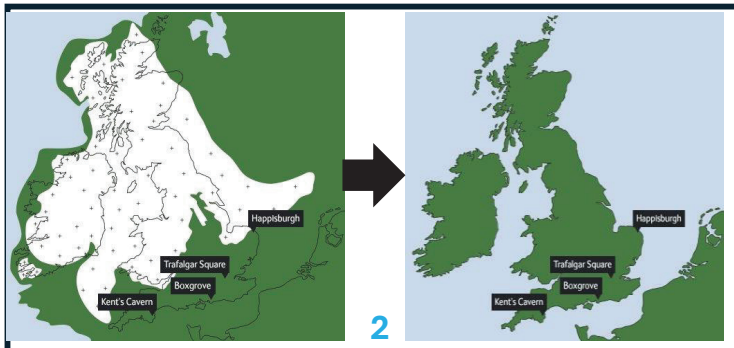
As a Year 8 English student I know:	
The purpose of persuasive writing.	
The definitions various techniques writers use for effect, including DAFOREST techniques.	
Writers have different perspectives and convey these through their language.	
Like many societies, Victorian Britain was a hierarchy where the impoverished had little power.	
Nineteenth-century vocabulary and sentence structures differ from modern English,	

As a Year 8 English student I can:	
Identify a writer's purpose and match my writing to my own purpose effectively.	
Identify and use various techniques, including DAFOREST.	
Identify and analyse how writers use language to convey their perspective.	
Consider how hierarchies such as class affect us and explain my view on the topic.	
Use comprehension strategies to work out the meanings of complex or unfamiliar words and sentence structures.	

Geography | How is the UK changing? | Knowledge Organiser



Great Britain is the island we live on.
The United Kingdom is the country/ nation state we live in. This includes the nations England, Scotland, Wales and Northern Ireland.
The British Isles is a geographical term for all the islands found off northwestern Europe, including the Republic of Ireland which is a separate country. 1



2

From 20,000 years ago to now, the UK's coastline has been altered by the **retreating ice** and **rising sea levels.** The coast will never be static, and will continue to change in between ice ages.

As a Year 8 Geographer, I know…	
1. What the Uk is made up of	
2. How the UK's physical geography has changed.	
3. Who lives in the UK.	
4. Where people in the UK live.	
5. How the economic structure of the UK has changed.	
6. Where our food and energy comes from.	

6

Food security is impacted by...

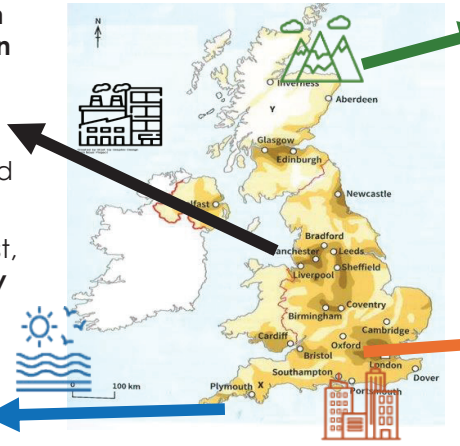
Population growth. As demand for food increases, so will the price

Since Brexit and the UK's exit from the EU, imports and exports are delayed, increasing prices.

Climate change is impacting farmers environmentally and economically.

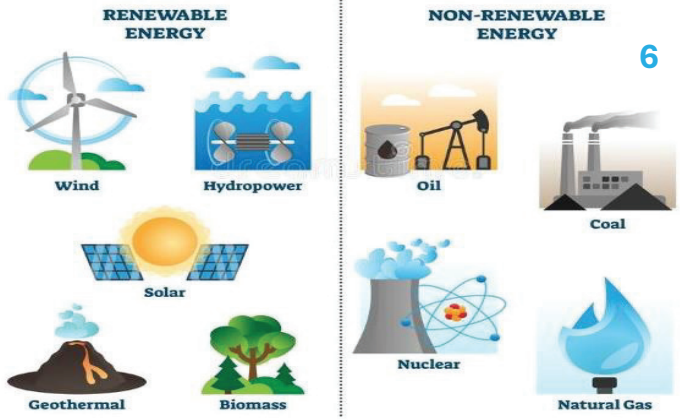
The **Industrial Revolution** led to rapid **urbanisation** in cities with lots of resources. Many cities such as Manchester still remain highly populated today.

In cities along the coast, the closer the **proximity to the coastline**, the larger the population. This is due to attractive environments and job opportunities.



The **topography** of areas such as the Scottish Highlands leads to **low population densities.**

Areas with plenty **job opportunities and leisure** activities, such as London, lead to areas of **high population density.** 4



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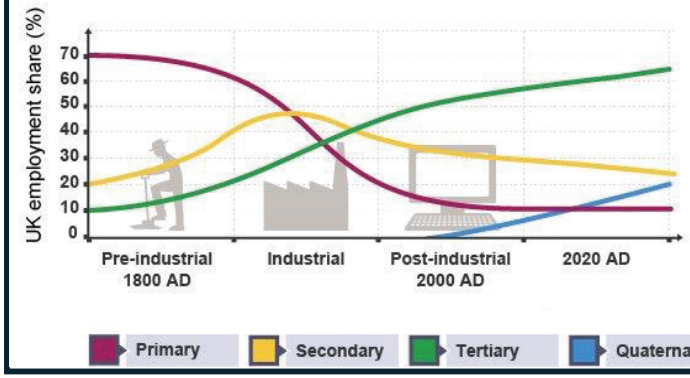


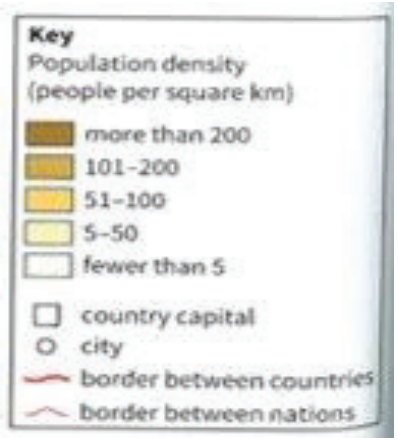
The **employment structure** of the UK has changed overtime, with different types of jobs being popular across British history. 5

Geography | How is the UK changing? | Skills guide

Explaining in Geography

Consequently
As a result of
Therefore
This means that

Expand our points in order to show our geographical ability to explain our points. **CATT statements** will help us do this.



4

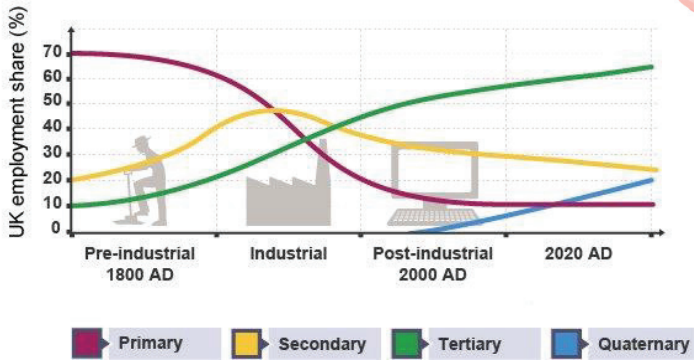
Explain population distribution across the UK. (4 marks)

One reason for the a variation in population densities is that many people chose to live close to the sea in the UK **as a result of** the beautiful natural landscapes in locations such as Plymouth. Many of these areas are **therefore** densely populated. **Consequently** more job opportunities are available here as people open businesses for tourists. **This means that** the number of jobs in tourist industries increase, and there is an economic incentive to live there.

Describing in Geography

To structure your response in relation to **describing a trend** you should follow the steps here.

Trends – give the overall pattern
Examples – specific examples to prove your point.
Anomalies – any countries that do not fit the pattern you expect to see.



5

Describe the changes in primary employment overtime in the UK. (3 marks)

Before the industrial revolution, most jobs in the UK were in the primary sector, for example working as farmers. However, this rapidly decreased during the industrial revolution from 70% to 20% whilst jobs in the secondary sector (just as manufacturing) grew. However, despite an increase in the tertiary (services) and quaternary (tech) job sectors in the modern era, the number of people working in the primary sector has stopped decreasing and has plateaued at 10%. This is due the growing population and demand for food.

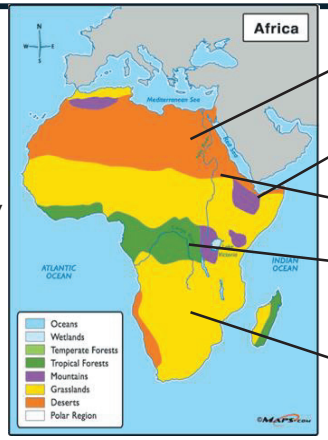
Geography | How is the UK changing? | Topic Dictionary

Image	Key word	Definition	In a sentence
	**carbon neutral**	When the same amount of CO2 is released into the atmosphere as is removed from the atmosphere.	The UK aims to be **carbon neutral** by 2050.
	**densely populated**	An area with a lot of people in it.	London is **densely populated.**
	**food security**	When people have access to enough safe and nutritious food for a healthy life.	Families who do not worry about having enough food are **food secure**. The UK has high levels of **food security.**
	**food insecurity**	When people do not have access to enough food for basic needs.	Families who struggle with **food insecurity** in the UK may use a food bank.
	**fossil fuels**	An energy source formed in the Earth's crust from decayed organic material. Examples are oil, coal and natural gas.	Burning **fossil fuels** emits a large amount of pollution and is therefore bad for the environment.
	**immigration**	Arriving to live permanently in a different country. An **immigrant** is a person who moves permanently to live in a different country.	The UK's **immigration** numbers have reduced since Brexit.
	**nation**	A group of people who share a common identity based on things like history, language, culture, ethnicity, or religion.	England, Scotland, Wales and Northern Ireland are the four **nations** that make up the UK.
	**nation state**	A country with political power over the nation.	The United Kingdom is a **nation state.**
	**population density**	The number of people in a certain area, this is usually in one square kilometre.	The **population density** of London is 5,596 people per square km.
	**population distribution**	The pattern of where people live.	The **population distribution** across the world is uneven.
	**sparsely populated**	An area with not a lot of people in it.	Areas in the countryside are **sparsely populated.**
	**topography**	The forms and features of Earth's surface.	The mountainous **topography** in Scotland results in low population density.
	**urbanisation**	The increase in the number of people living in towns and cities compared to the countryside.	Since the Industrial Revolution, **urbanisation** has seen the growth of many UK cities.

Geography | Is Africa a changing continent? | Knowledge Organiser

Africa is the second largest continent. It is located in the middle of the world map. 1

Being so large, Africa contains a variety of different **biomes**. 3



- Hot desert
- Mountains
- Semi desert
- Rainforest
- Savanna grasslands

Africa is a young continent. With over 40% of its working age population between ages of 15 and 24, it's the youngest continent in the world. There are almost 200,000,000 youths in Africa. 4

Having a youthful population has pros and cons

Pros	Cons
Increased number of educated citizens	Pressure on local resources and services
More people working, boosting economy	Loss of knowledge and tradition

Within Angola, lots of people are moving from the countryside into the city of Luanda. This is due to a variety of push and pull factors.

Rural area

PUSH

- Poor healthcare in rural areas.
- Little access to drinking water
- Poor education
- Crop failure

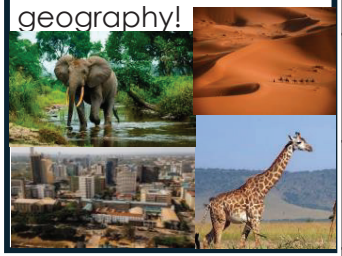
City of Luanda

PULL

- Better hygiene and sanitation.
- More jobs
- Better education
- Access to clean drinking water

5

Africa has a variety of impressive physical and human features, which makes it a great place to study in geography! 2



As a Year 8 Geographer, I know…

1. Where Africa is located.	
2. The key physical and human features of Africa.	
3. The different biomes found in Africa, and their key features.	
4. That Africa's population is changing due to it being a young continent.	
5. Why Luanda is a growing city due to the push and pull factors.	
6. To be critical of whether the dream sold by pull factors are always a reality.	
6. The causes of poverty in Africa today.	
7. Examples of aid provided to Africa.	

Causes of poverty in Africa 6

- War
- Corrupt governments
- Poor healthcare
- Population increase
- Climate
- Poor education

An example of long-term aid being provided to Africa is the Send a Cow project. It has a unique 'pass it on' principle, creating a chain of giving and long-term difference. As a part of this project, a cow is provided to a family in need, who can then use the cow of dairy and manure for growing crops. This creates an income. 7

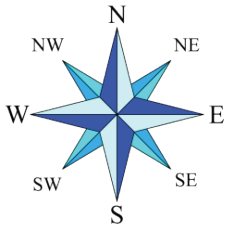
Send a Cow
Change a family's future

Seeds, building materials and stoves are also supplied.

Geography | Is Africa a changing continent? | Skills guide

How to use a compass.

The compass helps you geographically describe where places are on the map.



Angola is a country located in **west** Africa, **north** of Namibia and **west** of Zambia. The capital city of Angola is Luanda found in the **north west** of the country. The **western** side of Luanda is located on Angola's **northern** Atlantic coast.

5

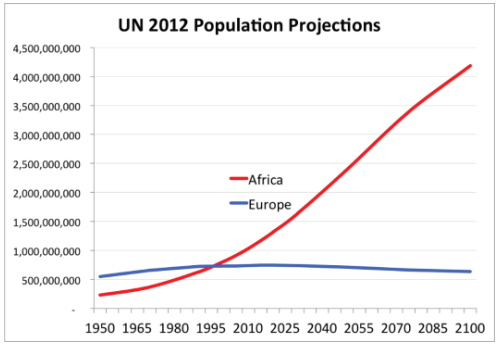
Interpreting a graph

4

If you are asked to explain a pattern on a graph the following structure will help you.

1. Trend – what this the overall pattern of the graph.
2. Examples – pick out examples that support the overall pattern
3. Anomalies – is there any part of the data that doesn't fit the overall trend.

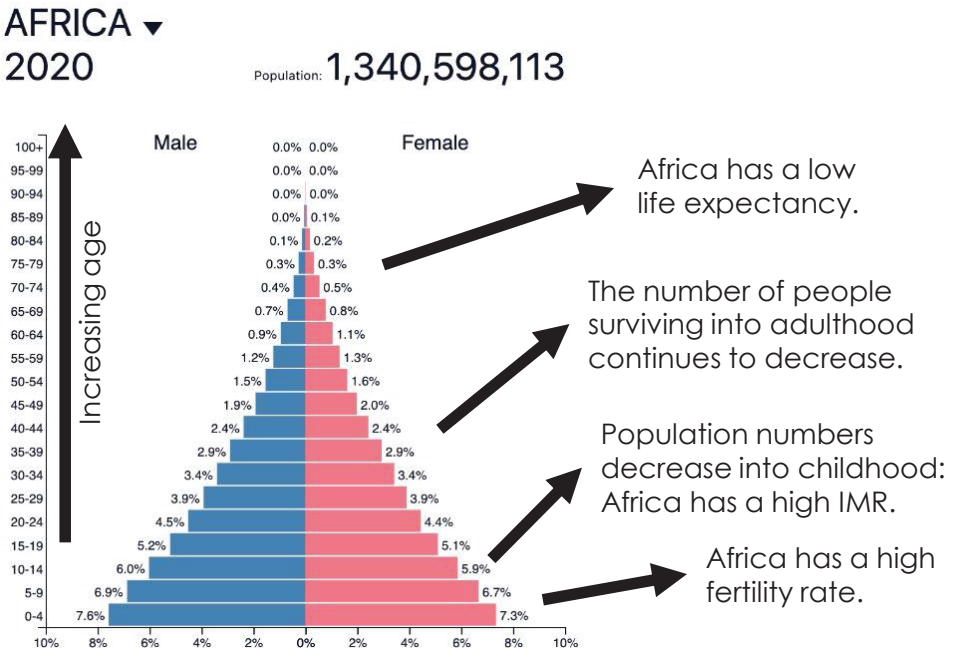
Africa's population has increased rapidly overtime. For example, in the last 40 years, the population of Africa has increased by approximately 500,000,000. However, since 1995, Europe's population has been slowly decreasing.



How to read a population pyramid.

4

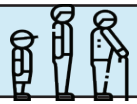
A population pyramid shows the breakdown of a country's population by age and gender. Think of it like a snapshot of all the people living there, from babies to the elderly.
It's like a two-sided story: **Left blue side = males**
Right pink side = females



What the bars show us.

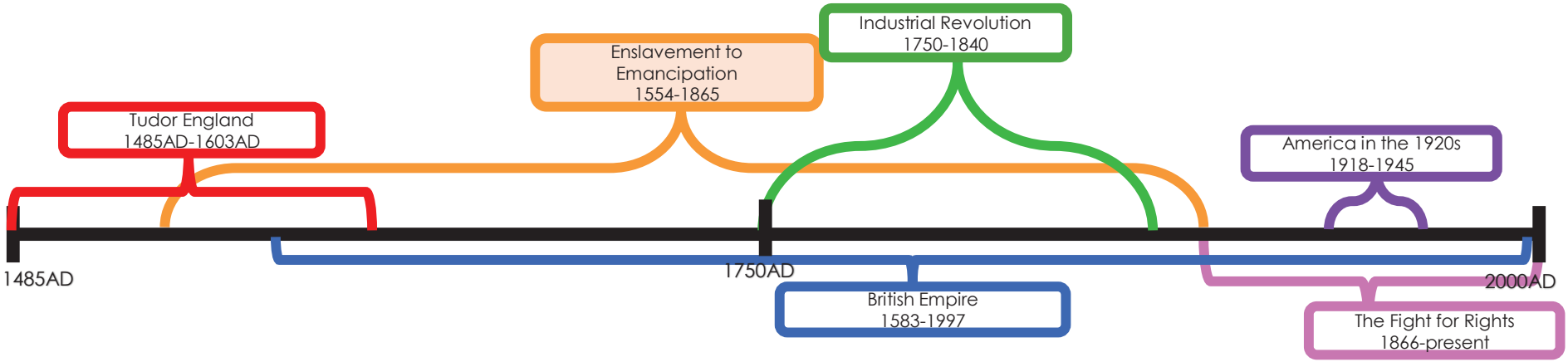
The Bottom (Age 0-4): This is where the youngest people are. A wider base means there are more young people in that country.
The Top (Older Ages): As you move up, you'll see bars representing older age groups. A narrow top suggests a low life expectancy.
The Length of the Bars: The length of each bar shows how many people are in that age group, usually as a percentage of the total population.

Geography | Is Africa a changing continent? | Topic Dictionary

Image	Key word	Definition	In a sentence
	**aid**	Help, typically of a practical nature or through the giving of money.	St Mark's donates food to food banks as a form of **aid** for people who cannot afford food.
	**biome**	A large naturally occurring community of plants and animals occupying a major habitat. A biome is a very large ecosystem.	One **biome** found in Africa is the tropical rainforest, which has a variety of species.
	**corruption**	Dishonest or illegal behaviour by people in positions of power.	**Corruption** in Africa's governments has resulted in poverty in some countries.
	**fertility rate**	The number of babies born per woman.	Taiwan has a **low fertility rate** of 1 child per woman, however Kenya has a **high fertility rate** of 6 children per woman.
	**human feature**	things that have been built by people.	Skyscrapers are examples of **human features.**
	**Infant mortality rate (IMR)**	The number of children that die before reaching the age of 1.	The UK has a low **IMR**: very few babies die before 1.
	**life expectancy**	The average age that people live to in a given country.	Global **life expectancy** is increasing as medicine, hygiene and wealth increase.
	**physical feature**	Physical features are natural. They would be here even if there were no people around.	A mountain is an example of a **physical feature** in nature.
	**poverty**	There are multiple definitions of poverty. The World Bank suggests it can be understood as living on less than $1/day.	The levels of **poverty** are higher in Liverpool than in London.
	**pull factors**	Things which make people want to go to an area.	The promise of a better job, education and healthcare are all **pull factors**, pulling someone to choose to live somewhere else.
	**push factors**	Things which make people want to leave an area.	Bad attributes of an area such as drought, war and poor education are all **push factors**, pushing people to want to leave.
	**Subsistence farming**	Farming to produce enough food to survive rather than to sell and make a profit.	Families who grow their own food in vegetable patches are **subsistence farming.**

History | What was the journey from slavery to emancipation? | Topic Dictionary

Image	Key Word	Definition	In a sentence…
	**abolition**	The act of officially getting rid of stopping something.	Students would be happy with the **abolition** of detentions.
	**civil war**	When a country goes to war with itself	There have been many civil wars throughout history, such as the American **civil war**.
	**enslavement**	To be "owned" by another person, legally classed as property and working for nothing.	The **enslavement** of millions of African peoples occurred from the 16th to 19th centuries.
	**Middle Passage**	Describes African peoples journey aboard British ships from Africa to America	The **middle passage** was a brutal journey to have to endure.
	**plantation**	An estate or farm in which a crop is grown	Cotton **plantations** were common throughout America
	**resistance**	The act of opposing, or fighting back against, something or someone.	My ideas received a lot of **resistance** as they were not liked.
	**Triangular Trade**	The transatlantic trading arrangement, by which African peoples were taken by British ships from Africa to be enslaved in America. The British ships would then take cotton and other goods produced by enslaved peoples back to Britian.	**Triangular trade** was a consequence of the enslavement of African peoples



History | How and why did enslavement take place? | Knowledge Organiser

Triangular trade

Beginning at the end of the 16th century triangular trade had 3 sections:

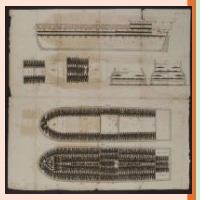
1. Outward passage: British ships carrying weapons, brandy and cloth would set sail from Liverpool, Bristol and other ports. Upon arriving in Africa, £3 of goods would be enough to purchase a human being from a local African tribal ruler

3. Homeward passage: Having sold the enslaved people up to £20, the British ships would return home with cotton, rum and sugar

1

2. The middle passage:

Refers to the transatlantic crossing that enslaved African would be forced to undertake. The enslaved peoples would be forced to lay "spoonwise". This meant that ships like the Brooks (pictured) which sailed in 1808 could take somewhere between the 482 people in the diagram and as many as 740. 15% of people undertaking this journey, would not survive.

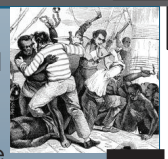


1

Slaves worked on plantations growing sugar, coffee and cotton. these products we're fuelling the British economy. Between 1630 and 1807, Britain's slave merchants made a profit of about £12 million. The bank of England, Barclays and Lloyds (Britain's oldest insurers) also had a role to play. The middle passage was dangerous, merchants needed to cover their losses by getting their ships insured against damages.

3

Passive: such as maintaining African culture through songs known as 'spirituals' (like amazing grace!) or pretending to be deaf or blind
Active: such as burning crops or running away. One of the most famous examples is the Haitian revolution (1791-1804), in which the 700,000 enslaved peoples, led by Toussaint Louverture overthrew the French colonisers



4

Olaudah Equiano (AKA Gustavus Vassa) and The sons of Africa born in the Eboe province in today's Nigeria. He was kidnapped, sold (age 11), brought to the Caribbean and then America. He was given his freedom in 1766 having travelled round the world and settled in London. His book *The interesting narrative of the life of Olaudah Equiano* (1789), alongside **the sons of Africa** movement helped raise awareness, amongst British people, of the horrors of slavery. Helping Britain move towards abolition **1807: The slave TRADE is made illegal. 1833: Slavery is made illegal**

5

Treatment of Enslaved peoples:

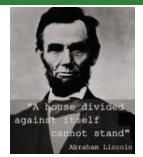
2

- Using tar to cover up whip marks.
- Using hair dye to cover up grey hair.
- Cleaning teeth to try to make slaves appear younger.
- Giving out free alcohol and food to buyers at the auction.
- 2 for 1 deals to entice buyers.
- 'Timed auctions' to put pressure on buyers.

Other opposition: In parliament, the leading abolitionists included William Wilberforce and his friend and famous lawyer Thomas Clackson. Despite 500 petitions with over 390,000 signatures, Wilberforce's initial 1792 abolition bill fails. The quakers, a radical Christian movement, forms the society of friends, which also advocated for the abolition of slavery.

5

As a Y8 Historian, I know…	
1. What triangular trade and was and how it was experienced.	
2. How enslaved people were treated.	
3. What drove the slave trade.	
4. How resistance took place.	
5. How abolition was achieved in Britain and the USA.	



Abraham Lincoln is elected US president in 1860. By 1861, civil war breaks out. The northern states had ended slavery in 1804 whilst the southern states (confederate) continue its use. By 1865, having seen the deaths of 750,000 soldiers, congress passes the 13th amendment, ending slavery.

5

Hidden Heroes: Born on a plantation in Maryland, **Harriet Tubman** had suffered long term health problems including severe headaches, as she stepped in the way of a plantation owner throwing an iron weight at an enslaved person. She was known As the 'Moses of her people'. She helped enslaved people get from Maryland to the free states in the North. Harriet Tubman was a nurse, during the American Civil War and successfully treating soldiers of dysentery- which, at the time, killed thousands of soldiers.

4

History Source Skills Guide

In History you may get shown several sources and be asked 'how useful' they are for an enquiry into a specific environment. The following steps help us to judge this:

Content: What does the source say – or show? What does it tell you about the event or person?
Caption: Where does the source come from (provenance)?
Context: Is the source accurate? Does it match what you already know?
Conclude: Reach a judgement on how useful the sources are.

This makes the source useful as it shows us that the source was written **before** enslaved Africans were set free in 1865. It comes from a newspaper article written in St Louis, Missouri. This is in the agricultural centre of the USA. This means that the enslaved person likely worked on a cotton plantation.

The content is useful as it tells us that slavery involved putting a price on another human being. We can see this in the source with Washington Reed's value being placed at "$200".

This comes from a slaveowner named W. M. Russell who lived in St Louis, Missouri, it was published in a local newspaper in October 1847

The content is also useful as it states "They are making their way to Chicago"

"$200 reward.

Ranaway from the subscriber on Thursday the 30th of September.
5 black slaves

To-wit: One Black man, his wife and three children. The man is a Black, full height, very erect, his face a little thin. He is about 40 years of age and calls himself Washington Reed.. He is probably well dressed, possibly takes with him an ivory headed cane…several of his teeth are gone. Mary, his wife, is about 30 years of age, a bright, mixed-race woman, and quite stout and strong… Washington and Mary have lived with the subscriber for about 15 years. It is supposed that they are making their way to Chicago, and that a white man accompanies them, that they will travel chiefly at night"

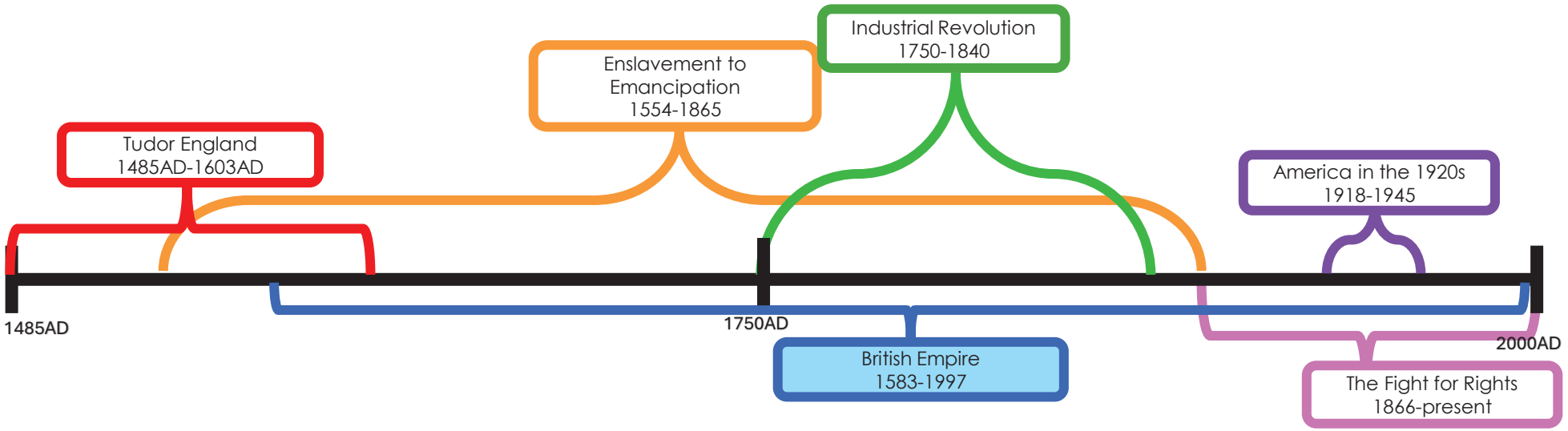
We know that enslavement was a huge source of income building for farmers. Enslaved people could be bought for as little as £20 and forced to work for no pay. This created huge profits.

Chicago is in the north of America, where enslavement had been abolished since 1804. It is therefore accurate as Washington is likely heading to Chicago to live as a free man.

Overall, this source is very useful as it demonstrates that black people were viewed as property by white Americans. It also teaches us that north America, was viewed as a free haven for enslaved people in the southern states. This is why Reed and his family are attempting to escape to there. The source is limited, because, it does not show us is the treatment of enslaved peoples whilst working on plantation. This is likely because the author, a slaveowner, does not want people to know of the horrific treatment.

History | How 'great' was the British Empire? | Topic Dictionary

Image	Key Word	Definition	In a sentence…
	civilise	To improve the social and cultural development of a country	The British saw it as their mission to **civilise** the rest of the world
	colony	A place that is controlled by an empire.	America was one of many countries that was a **colony** of the British empire
	consequence	Something that happened because of something else	A **consequence** of the teacher coming to work is that the pupils get taught.
	empire	A group of places, ruled by a single power.	The British **empire** spanned a quarter of the globe
	imperialism	The strategy of extending a countries power and influence by taking over others/ building an empire.	The British followed a policy of **imperialism** from 1583.
	indigenous	People who originally lived in a place, rather than moved there.	The **indigenous** people of South Africa are called Zulus



History | How great was the British empire? | Knowledge Organiser

The British Empire began in the 1500s and ended in the 1900s. At its height in 1922, it ruled over 400 million people, ¼ of the world. The empire changed significantly over time, and historians are constantly changing their view on the British Empire. It is also a controversial topic that many people have very strong opinions about today... 1

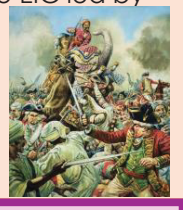
What did the American revolution (1776) change 2

Prior to colonisation, indigenous peoples inhabited America, Europeans brought diseases, like smallpox, that wiped out 50 million First nations Americans. Britain established the Roanoke colony in1585. In 1607, with the help of the native Powhatan people the Jamestown colony was set up. America signs the declaration of independence, proclaiming that it has left the empire. In 1783, Britain signed the treaty of Paris stating that the 13 colonies had become their own country. They did this because:

- Its people hated the tax Britain was forcing America to pay for war with France
- 1776 Thomas Paine's Commonsense argues why tax is unfair and America should be free
- Punishments for not paying the tax were harsh such as the 1770 Boston massacre
- This paved the way for more enslavement (4 million by 1860) and into America's wild west.

Ireland: "the laboratory for Imperial rule" because they were the first to experience it. Henry VIII started taking land from Gaelic tribes and giving it to English '**planters**'. Catholics were treated badly, prevented owning anything more than £5 **1649:** Oliver Cromwell waged war to establish control, murdering 400,000 Irish. **1800**: Ireland becomes part of the UK. **1845**: The harvest fails, and the potato famine leads to 1 million deaths and 1 million emigrating **1916**: A rebellion against English rule known as the Easter rising. 2

India: The Mughal empire was fading by the 1950s, powerful regional rulers, the nawabs were taking control. Bengal was the richest ruled by Siraj-ud-Daulah. **East India Company (EIC)**: founded in 1600, it attempted to find new trade routes, they used armed forces to force locals to trade with them. The EIC's army was made up of **Sepoys**. Siraj-ud-Daulah set rules for the EIC, they had to pay taxes to him and could not expand their base at Fort William. The EIC ignored this leading to a rebellion in 1756 in Kolkata. The EIC led by Robert Clive defeated the Nawab at the **battle of Plassey** (pictured) and installed a new ruler. By 1764, the EIC defeated the Mughal emperor at Buxar leading to the Treaty of Allahabad Giving the EIC total control of Bengal. 2



The Caribbean: British plantation owners negotiated £20 million from the government in exchange for the slaves being freed in **1834**, their "lost property". **800,000** Freed people were made to work as 'apprentices' where they were still paid nothing. It was only after rebellions in 1838 that the apprenticeships system was abolished. However, white people still got the best jobs; freed people had no voting rights; their requests for more land was dismissed by Governor Edward Eyre in 1865; indentured servants, cheap labour from India and China, arrived from 1838 meaning fewer jobs for freed peoples. 2

Australia starts out as a convict settlement with the first prisoners arriving in 1788. The Aboriginal people and Torres Strait Islanders, who originally lived there, fought back for 140 years known as the **frontiers wars**. Some first peoples helped the British colonise as guides and labourers. In Queensland, many were recruited into the police force (pictured). By 1901 the states had settled together to create Australia.

The "Scramble for Africa"

1. it was rich in raw materials such as diamonds, gold as well as rubber and palm oil (drivers of the industrial revolution).
2. Missionaries wanted to spread Christianity in the belief that this would "civilise" African people.
3. Plenty of land for new settler colonies
4. It became a competition between Britain, France, Germany and Belgium to see who could create the largest empire
5. Racism: White Europeans believed they were superior to African and that they had a right to rule Africa

2

The **Berlin conference 1884** would decide which European powers would control which parts of Africa. This led to wars with the African rulers such as the Zulus in southeast Africa, the kingdom of Benin and the Asante.

Zulu king Cetshwayo→

After World War II, it was harder for Britain to justify having an empire as troops from colonies had made a huge difference. Britain's major ally, the USA, also hated imperialism.
Continuous resistance: before the organised Indian independence movement led by Gandhi in the 1920s, for example, was the Great Rebellion of 1857, where native troops (sepoys) revolted against British rule. Gradually, colonies claimed their independence. Most became members of the Commonwealth. 3

As a Y8 Historian, I know...	
1. Why the British empire is controversial.	
2. How empire was experienced in the colonies: America, Ireland, India, Australia, Africa and the Caribbean.	
3. Why the British empire ended.	

History Interpretations Skills Guide

How and why do historians' interpretations of empire differ?

An interpretation is anything written after an event happened. This could be a book published by a historian, a film, a painting, podcast, the list goes on. Two examples are below…

Interpretation A: BP Perry *Was the British empire a force for good?*

"Some, such as the West Indians of the 1940s and the Pakistanis, Indians and Bangladeshis of the 1970s were invited to work and settled in Britain, carving out distinctive communities for themselves…Thanks to the empire, Britain today is a multicultural melting-pot, forever changed by wave after wave of immigration... Not everyone is happy about immigration, and they'll tell you all about how unhappy they are over a plate of Chicken Tikka Masala!"

Interpretation B: Sathnam Sanghera, *Empireland: How imperialism has Shaped Modern Britain* (2021)

"It is childish to make imperial history to a matter of 'good' and 'bad'; trying to weigh up the positive and negative in this way is like defending yourself for kicking a random old man in the shins one afternoon by saying you helped an old lady across the road in the morning."

1) How do their views differ and how do you know this This requires us to look at the content and understand the tone and use quotes to show this

Interpretation A believes that without the British Empire, Britain would not have the amazing culture it has today. This is evident in the quote that "Britain today is a multicultural melting-pot".

Interpretation B on the other hand, believes that the positives don't make up for the negative impact on Britain. This is evident in the story it uses describing "kicking a random old man…(because) you helped an old lady cross the road" suggesting that good deeds cannot undo the bad ones

2) Why do their views differ? Here, we need to think about purpose

The two Interpretations differ because they are trying to achieve different aims. Interpretation A, is choosing to only examine the positives. Interpretation B, however, is trying to look at the effect of the empire in Britain today. These two interpretations have also used different sources to come to these conclusions.

3) Which one do YOU agree with more and why? There is not right or wrong answer here, it's all about how you back your points up with your own knowledge

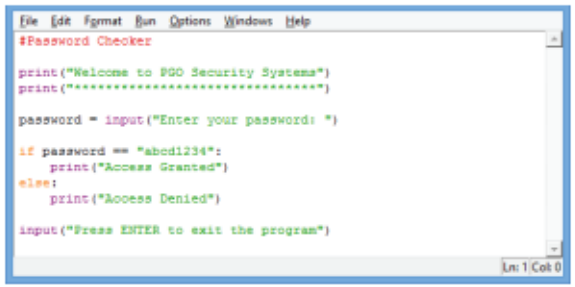
E.g. I agree more with interpretation B. This is because, as Sanghera believes, no amount of good can make up for the instability created by the empire, which still lingers today. For example, civil wars in Africa today can be traced back to the way Africa was divided up between colonial powers at the 1884 Berlin conference.

IT | Python | Topic Dictionary

Keyword	Definition	In a sentence
Algorithms	A set of commands used to perform a particular task	
Arguments	An argument is a value that goes between the brackets after the name of a function.	For print("Hello world"), the argument is "Hello world", because that is the value inside the brackets.
Boolean logic	Operators to evaluate conditions and produce a result of either true or false	If age > 13: pr+int("True")
Camel case	A naming convention where the first word starts with a lowercase, and all words after start with a capital letter.	Examples of camel case are camelCase, timeToTeleport, aLongerCamelCaseName
Command	An instruction that tells the computer to perform a certain action	His command was clear and concise.
Computer Program	A set of instructions that tell the computer what to do. Normally read and performed from top to bottom.	The computer program is crashing.
Data types	The definition of categories of data such as numbers, Boolean, characters, decimals and lists	The data type for gender in the program is Boolean
Debugging	*Debugging is the process of looking for bugs and getting rid of them*	Programmers spend a lot of time **debugging** to ensure their code works as expected.
Dictionaries	a set of word	The programme uses the dictionary technique to store data.
Functions	A function is a command that performs a specific action when called.	Fifa 22 is build with many function.
Loops	A set of related data stored together	The list stores data about the types of drinks available in the corner shop
Modules	Any of a number of independent code but related into which a complex activity may be analysed.	The code is modular.
Sequential programming	Programming in sequence	The structure of the codes is sequenced.
Python	A programming language used to develop software	Python language is used by professional developers to create games.
Strings	A string is a series of characters held between quotation marks " " or ' '	There is an error in the string statement.
Syntax	The set of rules that define the correct combination of symbols and characters in a programming language.	My code is giving me a syntax error.

IT | Python | Knowledge Organiser

Programming with Python



Python's Development Environment

Called IDLE – Integrated Development Environment

Two Modes:

Interactive Mode lets you see your results as you type them.

Script Mode lets you save your program and run it again later.

Writing error-free code

When writing **programs**, **code** should be as legible and error free as possible. **Debugging** helps keep **code** free of **errors** and documenting helps keep **code** clear enough to read.

Syntax errors

Syntax is the spelling and grammar of a **programming language**. In **programming**, a **syntax error** occurs when:

- there is a **spelling mistake.**
- there is a **grammatical mistake.**

Data Types

String - holds alphanumeric data as text
Integer - holds whole numbers
Float - holds numbers with a decimal point
Boolean - holds either 'True' or 'False'

Defining Variable Data Types

Python automatically assigns a data type to a variable. You can override this to manually define or change the data type using:

str() , **int()** or **float()**

Selection

When designing **programs**, there are often points where a **decision** must be made. This **decision** is known as **selection** and is implemented in **programming** using **IF statements**.

Operator	Meaning	Example	Evaluates to
==	equal to	7==7	True
!=	not equal to	6!=7	True
>	Greater than	7>6	True
<	Less than	5<8	True
>=	Greater than or equal to	6>=8	False
<=	Less than or equal to	7<=7	True

Iteration

Algorithms consist of steps that are carried out (performed) one after another. Sometimes an **algorithm** needs to **repeat** certain steps until told to stop or until a particular condition has been met.

Iteration is the process of repeating steps.

Variables

A **variable** is a location in **memory** in which you can temporarily store text or numbers. It is used like an empty box or the Memory function on a calculator. You can choose a name for the box (the "**variable name**") and change its contents in your **program.**

Using a Variable (firstname)

print ("What is your name?")
firstname = input()
print ("Hello,",**firstname**)

Functions

Functions are special keywords that do a specific job. **Functions** appear in purple.

print() and **input()** are examples of functions

```
print ("What is your name?")
firstname = input()
print ("Hello,",firstname)
```

Adding Comments

Comments are useful to help understand your **code.** They will not affect the way a **program** runs. **Comments** appear in red and have a preceding # symbol.

```
#firstname is a variable
print ("What is your name?")
firstname = input()
print ("Hello,",firstname)
```

IT | Python | Knowledge Organiser

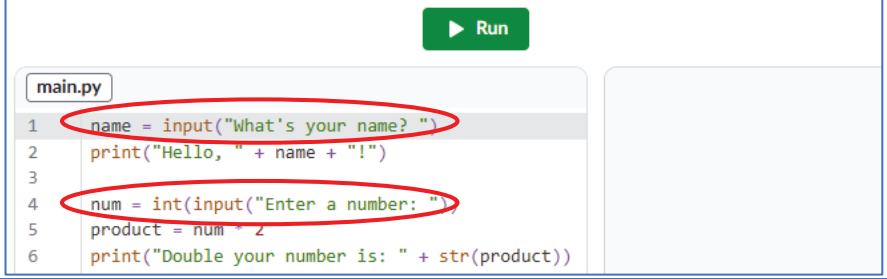
Type casting

The type casting functions convert a value from one data type to another.

function	description	example
`int()`	Converts a numeric value to an integer.	`int("87")`
`float()`	Converts a numeric value to a float.	`float("4.5")`
`str()`	Converts a value to a string.	`str(129)`
`bool()`	Converts a value to a boolean.	`bool(0)`

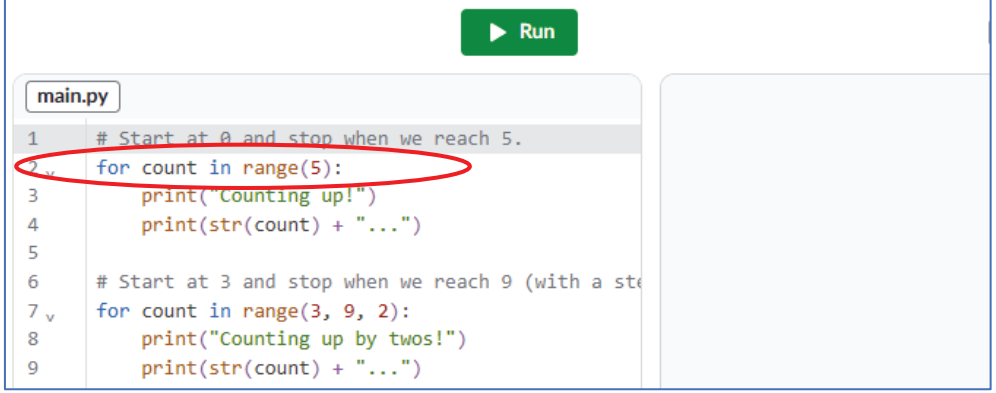
User input

The `input()` function prompts the user to enter a value in the console. It returns the entered value as a string.



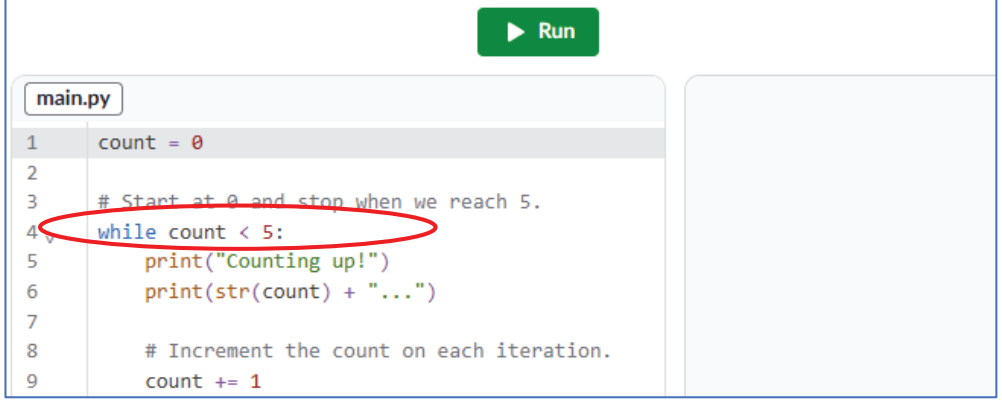
`for` loops

A `for` loop repeats a block of code a specific number of times. The `range()` function defines how we count the iterations.



`while` loops

A `while` loop repeats a block of code as long as its condition evaluates to `True`. We can use any boolean expression as the loop condition.



IT | Python | Skills Guide

Conditionals / Selection

A conditional branches control flow in a program, so that some lines of code only execute some times.

▶ Run

main.py

```
1   # Recommends a movie based on the selected genre
2   genre = input("What genre of movie would you lik
3
4   if genre == "action":
5       print("Check out the 'Spider-Man' movie!")
6   elif genre == "comedy":
7       print("Why not watch 'School of Rock'?")
8   elif genre == "sci-fi":
9       print("How about 'Back to the Future'?")
10  else:
11      print("Explore something new!")
```

Set first condition

Set 2nd/ 3rd.. condition

Last alternative

I can...	
I can use a variable.	
I can join strings and variable	
I can set data types in a program	
I can debug a program with errors	
I can set suitable selection statements(if)	
I can use loop statements (FOR & WHILE)	
I can use functions to make efficient game code	
I can use lists to automate tasks	
I can analyse data with dictionaries	

Function definitions

```
def add_tax(price):
    """Returns the price with the city sales tax added."""
    tax = price * 0.08
    return price + tax
```

Function calls

```
def add_tax(price):
    """Returns the price with the city sales t
    tax = price * 0.08
    return round(price + tax, 2)


print(add_tax(22.01))

receipt = 83.25
with_tax = add_tax(receipt)
print(with_tax)
```

Stewardship: What is Environmental Activism?

Year 8 Spring 1

Big Idea: Community
How do we all live together?

What is Stewardship?	What is Activism?	How can I be an Activist?	What Activist Groups could I Join?	Does Activism Work?	What is Environmental Activism?
Key learning points - Stewardship is the responsibility to look after something - Good stewards are kind, calm, thoughtful and good leaders - Christians have a duty of stewardship - We are all stewards to look after the planet	**Key learning points** - Activism is trying to make change in the world for what you believe in - It involves protest, petitions, voting, letter writing and joining activist organisations - Different activist groups are sometimes opposed to each other	**Key learning points** - Being informed is key to being an activist because it means you know what you're talking about - Greta Thunberg is an excellent example of a famous young activist who has changed the world, even at her age	**Key learning points** - Four activist groups often joined by young people are Amnesty International, Black Lives Matter, the RSPCA and Young Minds. - Joining an activist group is free and often a great way for even young people to get involved in democracy	**Key learning points** - Activism actually fails more often than it succeeds, but that's no reason not to try - Many activist groups use confrontation, a heated and sometimes physical disagreement, to get attention and to make their point, although it's often controversial	**Key learning points** - Environmental activism is taking part in activism in order to protect the environment, and is an example of stewardship - It can be done alone or as part of an activist group, and each one has its own methods of making change
stewardship	activist	informed	protest	confrontation	advocate
					

Lifeology | Stewardship: What is Environmental Activism? | Topic Dictionary

Image	Word*	Definition	In a sentence . . .
	**stewardship**	The responsibility of looking after something.	Now we're in Year 8, we have a duty of **stewardship** to the Year 7s who look to us for guidance and help sometimes.
	activist	Someone who tries to make a change in the world.	Some people use their celebrity or their wealth to help them be an **activist**.
	informed	Knowing what's going on in the world around you.	Education makes sure you're **informed** about your rights, history and community.
	protest	When people get together to show they have a problem with something.	Leading and organising a **protest** is often a good way to get noticed by powerful people.
	confrontation	An angry and sometimes physical disagreement between people or groups.	The key to working out your problems with people is to be polite and avoid **confrontation** to keep them calm.
	advocate	To fight for someone else's rights.	Activists often **advocate** for all of us in society when they demand change.

Key Lifeology words are in **bold*

Skills Guide: Lifeology Assessments

This is your chance to show off **as much of your knowledge as possible** from the **last five lessons**.

1. When the teacher instructs you, use **10 minutes** to **fill in the planning worksheet**. This is your chance to **look back through your book** and gather all the right answers. The sheet is for you to refer to during your assessment, so you don't need to use full sentences. The work only has to make sense to you! Look back at your **last assessment** and check the feedback here!

1. Complete the **assessment**. You will have **15 minutes** to produce a **piece of writing** to answer the question you've been studying for the last five weeks. Write like you're in an English lesson - **full sentences, proper spelling and grammar**, and **paragraphs**. Make sure to mention **as much as you can** from your **planning sheet**. The order you mention it in doesn't matter, **so long as it's all there**.

1. Use a **green pen** to **self-assess** your work. Compare the **assessment** you just did with the **success criteria** on the **feedback sheet**. Remember to **tick your work** wherever you're awarding a mark!

As a Year 8 Lifeology Student, I know...

By the end of Spring 1

1. Whether Christian or not, we all have a duty of stewardship, which means looking after the people and things around us. ☐

2. Activism involves trying to change the world for the better and there are lots of easy ways to do it, like signing a petition. ☐

3. Good activists, like Greta Thunberg, are informed and know what's going on in the world around them. ☐

4. There are many activist groups that young people can join, including BLM, the RSPCA and Young Minds. ☐

5. Activism doesn't always work, so sometimes activist groups use confrontation to get noticed and be listened to. ☐

6. Environmental activism is extremely important and young people can do it too, often without too much effort. ☐

Respectful Relationships: How do I have Good Friendships?

Year 8 Spring 2

Big Idea: Care
How do I keep myself safe?

What's a Healthy Friendship?	When is Conflict actually Bullying?	What are Boundaries?	What's a Healthy Romantic Relationship?	What is Conflict Resolution?	How do I have Good Friendships?
Key learning points - Healthy friendships are respectful, where you treat people with kindness - Toxic friendships negatively impact mental health - If you have a toxic friend you need to communicate with them	**Key learning points** - Conflict is a disagreement and bullying is an imbalance of power - Strategies to respond to bullying include, talking to friends and family, teachers in school	**Key learning points** - Boundaries are clear and fair rules about what you will not do or accept - Boundaries are normal for everyone to have and you can choose your own and do not owe anyone an explanation	**Key learning points** - Healthy romantic relationship are reciprocal and respectful - Reciprocal refers to something that is the same on both sides	**Key learning points** - A method of resolving conflict is compromise which means to give up some of what you want to consider someone else's wishes - This can help you understand different perspectives and decide what you will not give up	**Key learning points** - Good relationships are respectful, and have clear boundaries. If you have a toxic relationship it is best to communicate with them or seek support from others
respectful	imbalance	**boundaries**	reciprocal	compromise	mutual

Lifeology | Respectful Relationships: How do I Have Good Friendships? | Topic Dictionary

Image	Word*	Definition	In a sentence . . .
	respectful	Treating someone with kindness, friendliness and honesty.	I thought it was very **respectful** when he wished me good morning every day.
	imbalance	When two things are not balanced with each other.	There is an **imbalance** of power between a teacher and the principal - the principal has more!
	**boundaries**	Clear and fair rules about what you will not do or accept.	Being open about your **boundaries** is key to having a successful relationship with someone.
	reciprocal	Something that is the same on both sides.	Going into a shop and buying something is **reciprocal** - you give them the money, they give you the thing.
	compromise	Give up some of what you want when you consider someone else's wishes.	If you plan a date, you will need to **compromise** on your interests.
	mutual	A shared feeling and/or behaviour between people.	Friendships are often based on **mutual** interest that you both enjoy doing.

Key Lifeology words are in **bold*

Skills Guide: Lifeology Assessments

This is your chance to show off **as much of your knowledge as possible** from the **last five lessons**.

1. When the teacher instructs you, use **10 minutes** to **fill in the planning worksheet**. This is your chance to **look back through your book** and gather all the right answers. The sheet is for you to refer to during your assessment, so you don't need to use full sentences. The work only has to make sense to you! Look back at your **last assessment** and check the feedback here!

1. Complete the **assessment**. You will have **15 minutes** to produce a **piece of writing** to answer the question you've been studying for the last five weeks. Write like you're in an English lesson - **full sentences, proper spelling and grammar**, and **paragraphs**. Make sure to mention **as much as you can** from your **planning sheet**. The order you mention it in doesn't matter, **so long as it's all there**.

1. Use a **green pen** to **self-assess** your work. Compare the **assessment** you just did with the **success criteria** on the **feedback sheet**. Remember to **tick your work** wherever you're awarding a mark!

As a Year 8 Lifeology Student, I know...

By the end of Spring 2

1. Healthy friendships are based on kindness and communication, which we need to practice when friendships become toxic. ☐

2. When conflicts become bullying, we have strategies to deal with it, like talking to friends, family, and teachers in school. ☐

3. We can choose our own boundaries about what we find acceptable, and we don't owe anyone an explanation. ☐

4. Healthy romantic relationships are respectful and reciprocal - they involve feelings which go both ways. ☐

5. To resolve conflicts, it's important to understand the other person's perspective and whether a compromise is possible. ☐

6. Healthy relationships are respectful and have clear boundaries. Communication is key to avoiding toxic relationships. ☐

Y8 Spring Term 1: Block 1 – Brackets, Equations and Inequalities

Previous Block: Tables and Probability

I can understand inequality notation.

Simple Inequalities

< less than

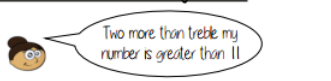
≤ Less than or equal to

> More than

≥ More than or equal to

I can form and solve inequalities.

Form and solve inequalities



Find the possible range of values

Form: x → x3 → +2 → 11

3x + 2 > 11

Solve: x ← -3 ← -2 ← 11

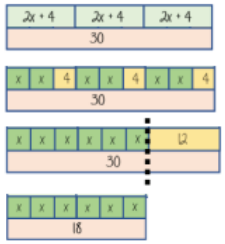
x > 3

Next Block: Sequences

I can solve equations using brackets.

Solve equations with brackets

3 (2x + 4) = 30



3 (2x + 4) = 30

Expand the brackets

6x + 12 = 30

-12 -12

6x = 18

-6 -6

x = 3

Substitute to check your answer. This could be negative or a fraction or decimal

x 3

$4(x-5) = 18$

$4x - 20 = 18$

$4x = 38$

$x = \frac{38}{4}$

$x = 9.5$

$5x - 6 = 3(x-1)$

$5x - 6 = 3x - 3$

$2x - 6 = -3$

$2x = 3$

$x = 1.5$

$3(m-4) = 21$

$3m - 12 = 21$

$3m = 33$

$m = \frac{33}{3}$

I can use directed numbers with the 4 operations.

Directed numbers

+ + → +

- - → +

+ - → -

- + → -

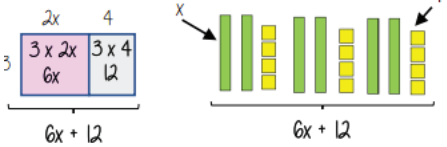
e.g. a = -5 and b = 2

$a^2 = a \times a = -5 \times -5 = 25$

b + a = 2 + -5 = -3

I can multiple out a single bracket.

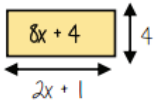
Multiply single brackets 3 (2x + 4)



Different representations of 3(2x+4) = 6x + 12

I can factorise into a single bracket.

Factorise into a single bracket 8x + 4



Try and make this the highest common factor

The two values multiply together (also the area) of the rectangle

8x + 4 ≡ 4 (2x + 1)

Note:
8x + 4 ≡ 2(4x + 2)
This is factorised but the HCF has not been used

Maths| Brackets, Equations and Inequalities |Topic Dictionary

Key Word	Definition	In a sentence
coefficient	A number that multiplies a variable in an algebraic expression.	In the term $3x$, 3 is the **coefficient**.
equation	A mathematical statement that shows two expressions are equal, often with an "equals" sign.	The **equation** 5+x=12 can be solved to find the value of x.
equivalent	Expressions or values that are the same, even if they look different.	2+3 = 5 are **equivalent** because they have the same value.
expression	A combination of numbers, variables, and operations, but without an equals sign.	4x+3 is an **expression** because it has terms and coefficients but no equals sign.
factorise	To rewrite an expression as a product of factors.	To **factorise** 6x+9, we rewrite it as 3(2x+3).
HCF	The largest factor that two or more numbers have in common.	The **HCF** of 12 and 18 is 6 because it's the largest number that divides both evenly.
LCM	The smallest multiple that two or more numbers share.	The **LCM** of 4 and 5 is the smallest number both can divide into.
simplify	To make an expression easier by combining like terms or reducing fractions.	To **simplify** 3x+2x, you combine terms to get 5x.
substitute	To replace a variable with a number to calculate the value of an expression.	If x=3, **substitute** 3 for x in 2x+4 to get 2(3)+4=10.
terms	Parts of an expression separated by + or - signs.	In 4x+5, 4x and 5 are the **terms**.

Maths | Brackets, Equations and Inequalities I Skills Guide

Solve the inequality.

$$21 \leq 2x + 3$$

$-3 \quad -3$

$18 \leq 2x$

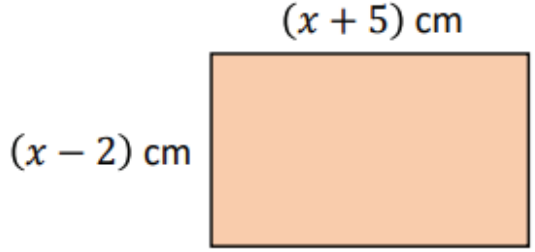
$\div 2 \quad \div 2$

$9 \leq x$

or

$x \geq 9$

Find an expression for the area of this rectangle, giving your answer in the form $ax^2 + bx + c$.



Area of Rectangle = B x H

$(x+5)(x-2)$

$x^2 - 2x + 5x - 10$

$x^2 + 3x + 10$

Y8 Spring Term 1: Block 2 – Sequences

Previous Block: Brackets, Equations and Inequalities

I can understand complex algebraic rules.

Misconceptions and comparisons

$2n^2$

2 times whatever n squared is

e.g
1st term = $2 \times 1^2 = 2$
2nd term = $2 \times 2^2 = 8$
100th term = $2 \times 100^2 = 2000$

$(2n)^2$

2 times n then square the answer

e.g
1st term = $(2 \times 1)^2 = 4$
2nd term = $(2 \times 2)^2 = 16$
100th term = $(2 \times 100)^2 = 40000$

$n(n + 5)$

e.g
1st term = $1(1 + 5) = 6$
2nd term = $2(2 + 5) = 14$
100th term = $100(100 + 5) = 10500$

You don't need to expand the expression

Next Block: Indices

I can find the nth term rule.

H Finding the algebraic rule

This is the 4 times table → 4, 8, 12, 16, 20....

$4n$

7, 11, 15, 19, 22 ← This has the same constant difference – but is 3 more than the original sequence

$4n + 3$

$4n + 3$

This is the constant difference between the terms in the sequence

This is the comparison (difference) between the original and new sequence

I can understand the difference between linear and non-linear sequences.

Linear Sequences – increase by addition or subtraction and the same amount each time

Non-linear Sequences – do not increase by a constant amount – quadratic, geometric and Fibonacci

- Do not plot as straight lines when modelled graphically
- The differences between terms can be found by addition, subtraction, multiplication or division

Fibonacci Sequence – look out for this type of sequence

0 1 1 2 3 5 8 ...

Each term is the sum of the previous two terms

I can create sequences from algebraic rules.

Sequences from algebraic rules

This is substitution!

$3n + 7$

This will be linear - note the single power of n. The values increase at a constant rate

$3n^2 + 7$

This is not linear as there is a power for n

$2n - 5$ → Substitute the number of the term you are looking for in place of 'n'

e.g
1st term = $2(1) - 5 = -3$
2nd term = $2(2) - 5 = -1$
100th term = $2(100) - 5 = 195$

Checking for a term in a sequence

Form an equation

Is 201 in the sequence $3n - 4$?

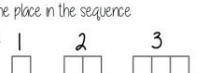
$3n - 4 = 201$ ← Term to check

Algebraic rule

Solving this will find the position of the term in the sequence. ONLY an integer solution can be in the sequence.

I can understand sequences both in a table and graphically.

Position: the place in the sequence



3 5 7

Term: the number or variable (the number of squares in each image)

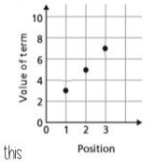
"The term in position 3 has 7 squares"

In a table

Position	1	2	3
Term	3	5	7

+2 +2

Graphically



Because the terms increase by the same addition each time this is **linear** – as seen in the graph

Maths| Sequences |Topic Dictionary

Key Word	Definition	In a sentence
constant	A fixed value that does not change.	In the expression 3x+7, the number 7 is a **constant** because it doesn't change.
fibonacci	A sequence where each number is the sum of the two previous numbers.	The **fibonacci** sequence appears in nature, like in the arrangement of leaves and the spiral of shells.
geometric	A type of sequence where each term is found by multiplying the previous term by a constant.	In the **geometric** sequence 2, 4, 8, 16, each term is multiplied by 2.
linear	A sequence where each term increases or decreases by the same amount, forming a straight line when graphed.	The sequence 3, 5, 7, 9 is **linear** because it increases by 2 each time.
rule	A guideline or formula for finding terms in a sequence.	The **rule** for the sequence 2, 4, 6, 8 is "add 2" each time
sequence	An ordered list of numbers that follow a certain pattern or rule.	5, 10, 15, 20 is a **sequence** because each term follows the rule of adding 5.
substitute	To replace a variable with a number to calculate the value of an expression.	The question asked me to **substitute** into the expression n=3.
term-to-term	A method of finding the next term in a sequence by using the previous term and a specific rule.	In a **term-to-term** rule like "add 3," each term is found by adding 3 to the previous one.

Maths | Sequences | Skills Guide

A sequence is given by the rule $4n - 5$

What is the 10^{th} term in the sequence?

$4(10)-5$ 35

What is the 20^{th} term in the sequence?

$4(20)-5$ 75

Find rules for the nth term of each sequence.

6, 11, 16, 21, 26, …

1 6, 11, 16, 21

-5 +5 +5 +5

↳ 5n + 1

Write the first three terms of the sequence $n^2 + 3$

$n = 1$

$(1)^2 + 3 = 4$

$n = 2$

$(2)^2 + 3 = 7$

$n = 3$

$(3)^2 + 3 = 12$

Work out the missing terms in each sequence.

A 16, 12, 8, 4, 0, … (-4 each)

B 5, 10, 20, 40, 80, … (×2 each time)

Y8 Spring Term 1: Block 3 – Indices

Previous Block: Sequences

Next Block: Fractions and Percentages

I can divide expressions with indices.

Divide expressions with indices

$\frac{24}{36} \rightarrow \frac{2 \times 2 \times 2 \times 3}{2 \times 3 \times 2 \times 3} \rightarrow \frac{2}{3}$

$\frac{5a^3b^2}{15ab^6} \rightarrow \frac{5 \times a \times a \times a \times b \times b}{3 \times 5 \times a \times b \times b \times b \times b \times b} \rightarrow \frac{a^2}{3b^4}$

Cross cancelling factors shows cancels the expression

$\frac{23a^7y^2}{5db^6}$ This expression cannot be divided (cancelled down) because there are no common factors or similar terms

I can multiply expressions with indices.

Multiply expressions with indices

$4b \times 3a$
$\equiv 4 \times b \times 3 \times a$
$\equiv 4 \times 3 \times b \times a$
$\equiv 12ab$

$5t \times 9t$
$\equiv 5 \times t \times 9 \times t$
$\equiv 5 \times 9 \times t \times t$
$\equiv 45t^2$

$2b^4 \times 3b^2$
$\equiv 2 \times b \times b \times b \times b \times 3 \times b \times b$
$\equiv 2 \times 3 \times b \times b \times b \times b \times b \times b$
$\equiv 6b^6$

There are often misconceptions with this calculation but break down the powers

I can use terms such as co-efficient, power, term and expression.

Coefficient, Power

$5x^2 + 4x^4$

Term, Term

Expression

Each square represents x^2 and each cube represents x^4

Only similar terms can be simplified If they have different powers, they are unlike terms

I can use the addition law when working with indices.

$3^5 \times 3^2 = (3 \times 3 \times 3 \times 3 \times 3) \times (3 \times 3) \rightarrow 3^7$

The base number is all the same so the terms can be simplified

Addition law for indices

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

I can use the subtraction law when working with indices.

$3^5 \div 3^2 \rightarrow 3^3$

$\frac{3 \times 3 \times 3 \times 3 \times 3}{3 \times 3} \rightarrow \frac{3^3}{3^0} \rightarrow \frac{3^3}{1}$

Subtraction law for indices

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

Maths| Indices| Topic Dictionary

Key Word	Definition	In a sentence
base	In a power, the base is the number that is multiplied by itself.	In 3 to the power of 4, 3 is the **base** because it's the number being multiplied.
denominator	The bottom part of a fraction, showing how many equal parts the whole is divided into.	In the fraction 3/5, 5 is the **denominator**, meaning the whole is divided into 5 parts.
exponent	The small raised number in a power that shows how many times the base is multiplied by itself.	In 2 to the power of 5, 5 is the **exponent**, which means 222 is multiplied by itself 5 times.
expand	To multiply out parts of an expression, removing brackets.	When you **expand** 2(x+3), you get 2x+6.
factor	A number that divides exactly into another number without leaving a remainder.	**Factors** of 12 include 1, 2, 3, 4, 6, and 12.
indices	Another word for exponents, indicating how many times a base is multiplied by itself.	In 5 to the power of 3, is an **index**, showing that 5 is used three times in multiplication.
numerator	The top part of a fraction, showing the number of parts being considered.	In the fraction 3/5, 3 is the **numerator**, representing the parts we have out of 5.
powers	A way of expressing repeated multiplication of the same number. Written with a base and an exponent.	4 to the **power** of 2 means 4 x 4.
product	The result of multiplying two or more numbers together.	The **product** of 6 and 4 is 24.
simplify	To reduce an expression to its simplest form by combining like terms or reducing fractions.	To **simplify** 4/8, we can reduce it to 1/2.

Maths | Indices | Skills Guide

Show that $(2y^3)^3 \equiv 8y^9$

$(2y^3)^3 = 2y^3 \times 2y^3 \times 2y^3$

$= 2 \times 2 \times 2 \times y^3 \times y^3 \times y^3$

$= 8y^9$

Simplify the expressions.

$3x^2 + 5x^2 \equiv$ $8x^2$

$7y^3 - 2y^3 + 6y^3 \equiv$ $11y^3$

$2d^2 + 7d^3 - 4d^3 + 2d^2 \equiv$ $4d^2 + 3d^3$

Like terms

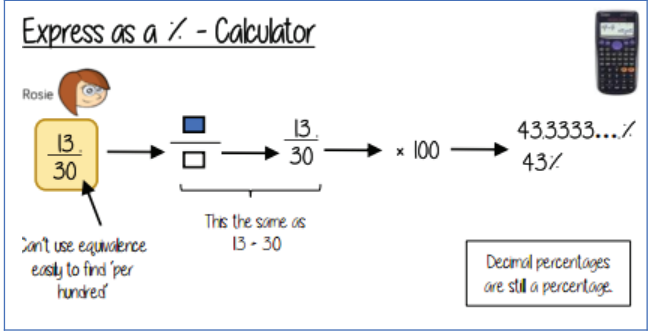
✓Same power

✓Same variable

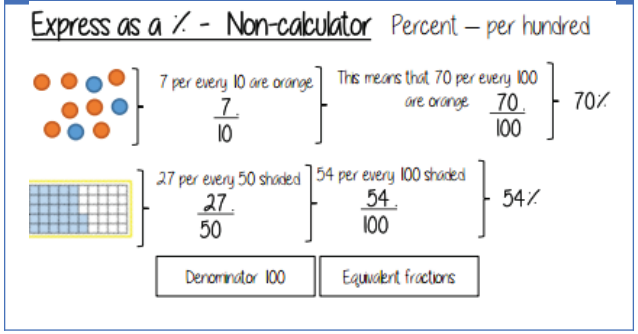
Y8 Spring Term 2: Block 4 – Fractions and Percentages

Previous Block: Indices

I can express percentages using a calculator.

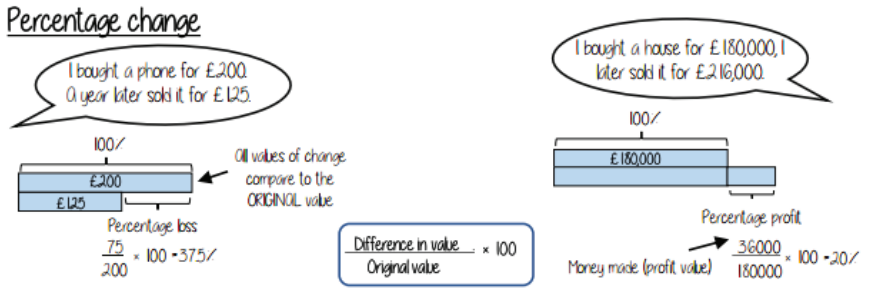


I can express percentages.

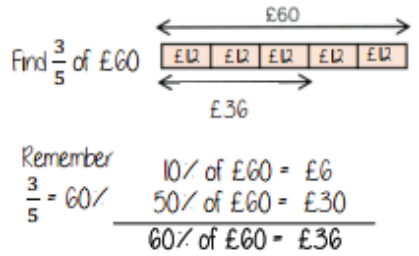


Next Block: Standard Index form

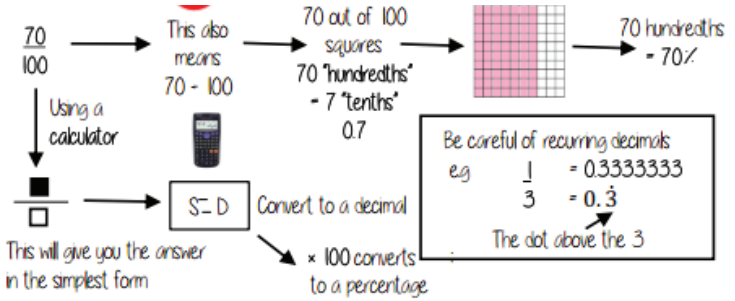
I can calculate percentage change.



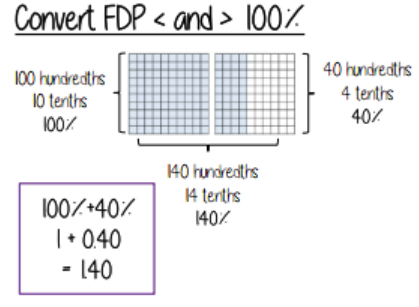
I can find fractions of amounts.



I can convert between decimals, fractions and percentages.



I can convert between decimals, fractions and percentages which are bigger than 100%.



Maths | Fractions and Percentages | Topic Dictionary

Key Word	Definition	In a sentence
conversion	The process of changing a number from one form to another, like from a fraction to a decimal.	The **conversion** of 1/4 to a decimal is 0.25.
decimal	A number that includes a decimal point, showing values smaller than one.	The fraction 1/2 is equivalent to the **decimal** 0.5.
equivalent	Having the same value, even if it looks different.	1/2, 0.5 and 50% are all **equivalent**.
estimating	Finding an answer that is close to the exact amount, usually by rounding numbers.	When **estimating** 47 + 32, you might round to 50 + 30 to get an answer of 80.
fraction	A way to show parts of a whole, written with a numerator and a denominator.	In the **fraction** 3/4, 3 is the numerator and 4 is the denominator.
interest	The amount of money earned or paid for borrowing or investing money, usually given as a percentage.	If you invest £100 at 5% **interest**, you'll earn £5 over a year.
invest	To put money into something, like a bank account, in the hope of making a profit or earning interest.	He decided to **invest** his savings in stocks to grow his money over time.
multiplier	A number used to multiply another to increase its value by a certain factor.	To find 20% of a number, you can use the **multiplier** 0.2.
percentage	A way to express a number as a part of 100, using the % symbol.	A **percentage** is out of 100.

Maths | Fractions and Percentages | Skills Guide

Dexter makes 20 cookies.
He eats 6 of the cookies and takes the rest to school.
What percentage of the cookies does he take to school?

20 - 6 = 14 takes

$\frac{14}{20} = \frac{70}{100} = 70\%$

In a sale, the price of a bike is reduced by 40%
The sale price of the bike is £192
How much did the bike cost before the sale?

60% = 192 ↓ ÷6
10% = 32 ↓ ×10
100% = £320

There are 40 students in a class.
60% of the students are boys.
25% of the boys have brown hair.

How many boys have brown hair?

60% of 40
= 10% of 40 = 4 ↓ ×6
= 60% of 40 = 24

25% of 24
↳ ¼ of 24
= 6

Y8 Spring Term 2: Block 5 – Standard Index Form

Previous Block: Fractions and Percentages

Next Block: Number Sense

I can add and subtract numbers in standard form.

Addition and Subtraction

Tip: Convert into ordinary numbers first and back to standard form at the end.

$6 \times 10^5 + 8 \times 10^5$

Method 1
- 600000 + 800000
- 1400000
- 1.4×10^5

More robust method
Less room for misconceptions
Easier to do calculations with negative indices
Can use for different powers

Method 2
- $(6 + 8) \times 10^5$
- 14×10^5
- $1.4 \times 10^1 \times 10^5$
- 1.4×10^5

This is not the final answer

Only works if the powers are the same

I can multiply and divide numbers in standard form.

Multiplication and division

$\frac{1.5 \times 10^5}{0.3 \times 10^3}$ ← Division questions can look like this

For multiplication and division you can look at the values for A and the powers of 10 as two separate calculations

$(1.5 \times 10^5) \div (0.3 \times 10^3)$

$1.5 \div 0.3 \times 10^5 \div 10^3$

Revise addition and subtraction laws for indices – they are needed for the calculations

$= 5 \times 10^2$

Addition law for indices: $a^m \times a^n = a^{m+n}$

Subtraction law for indices: $a^m \div a^n = a^{m-n}$

I can order numbers in standard form.

Order numbers in standard form

10^2	10^1	10^0	10^{-1}	10^{-2}	10^{-3}	10^{-4}

6.4×10^{-2} 2.4×10^2 3.3×10^0 1.3×10^{-1}

0.064 240 1 0.13

Look at the power first
will the number be = > or < than 1

Use a place value grid to compare the numbers for ordering

I can write small numbers in standard form.

Numbers between 0 and 1

0.054
$= 5.4 \times 10^{-2}$

1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
10^0	10^{-1}	10^{-2}	10^{-3}
0	0	5	4

A negative power does not mean a negative answer – it means a number closer to 0

I can use powers of 10.

0.001
$1 \times \frac{1}{1000}$
1×10^{-3}

10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
10^1	10^0	10^{-1}	10^{-2}	10^{-3}
0	0	0	0	1

Any value to the power 0 always = 1

Negative powers do not indicate negative solutions

I can use the addition and subtraction law for indices.

Positive powers of 10

1 billion – 1 000 000 000

$10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 = 10^9$

Addition rule for indices $10^a \times 10^b = 10^{a+b}$

Subtraction rule for indices $10^a \div 10^b = 10^{a-b}$

I can write large numbers in standard form.

Any number between 1 and less than 10 → $A \times 10^n$ ← Any integer

Example

3.2×10^4
$= 3.2 \times 10 \times 10 \times 10 \times 10$
$= 32000$

Non-example

0.8×10^4

$5.3 \times 10^{0.7}$

Maths | Standard Index Form | Topic Dictionary

Key Word	Definition	In a sentence
base	In a power, the base is the number that is multiplied by itself according to the exponent.	In 5 to the power of 3, 5 is the **base**, meaning 5 is multiplied by itself 3 times.
commutative	A property of addition and multiplication where the order of numbers does not change the result.	Addition is **commutative** because 3+4 is the same as 4+3.
exponent	The small raised number in a power that shows how many times the base is multiplied by itself.	In 2 to the power of 4, the **exponent** is 4, meaning 2 x 2 x 2 x 2.
indices	Another word for exponents or powers, showing repeated multiplication of a base number.	The expression 3 to the power of 2 has an **index** of 2.
place value	The value of a digit depending on its position in a number.	In the number 543, the digit 5 is in giving it a **place value** of 500.
reciprocal	The result of swapping the numerator and denominator; when multiplied with the original number, it equals 1.	The **reciprocal** of 2/3 is 3/2.
scientific notation	A way to write very large or very small numbers using powers of 10, often used in science.	In **scientific notation**, 300,000 can be written as 3×10 to the power of 5.

Maths | Standard Index Form | Skills Guide

Put these cards in ascending order.

8^{-2} $\quad -8^{2}$ $\quad 8^{\frac{1}{3}}$ $\quad 8^{-\frac{1}{3}}$

$8^{-2} = 0.015625$ ②

$-8^{2} = -64$ ①

$8^{1/3} = 2$ ④

$8^{-1/3} = 0.5$ ③

$-8^{2}, 8^{-2}, 8^{-1/3}, 8^{1/3}$

In a search engine, 40 000 searches are done every minute.
How many searches are done in an hour?
Write your answer in standard index form.

40000×60

$= 2400000$

$= 2.4 \times 10^{6}$

Jack calculates $3 \times 10^{2} + 2 \times 10^{3} = 5 \times 10^{5}$

Explain Jack's mistake, and write in the correct answer in standard index form.

$300 + 2000 = 2300$

which $\neq 500000$

Y8 Spring Term 1: Block 6 – Number Sense

Previous Block: Standard index form

I can use the correct unit of measurement

Metric measures of length

Kilo = 1000 x meter Centi - $\frac{1}{100}$ x meter

Milli - $\frac{1}{1000}$ x meter

Units of weight/ capacity

Weight = g, kg, t

Capacity (volume of liquid) = ml, L

I can do problems with time

Time and the calendar

1 Year – the amount of time it takes Earth to go around the sun 365 (and a quarter) days

Leap Year – 366 days (every 4 years)

12 Months = one year = 52 weeks

31 days – Jan, March, May, July, Aug, Oct, Dec

30 days – April, June, Sept, Nov

28 days – Feb (29 leap year)

1 week – 7 days

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

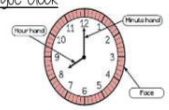
1 day – 24 hours

1 hour – 60 minutes

1 minute – 60 seconds

Use a number line for time calculations!

Analogue Clock



12-hour clock

- Use am (morning) and pm (afternoon)
- Only use hour times up to 12

Digital Clock (24-hour times)

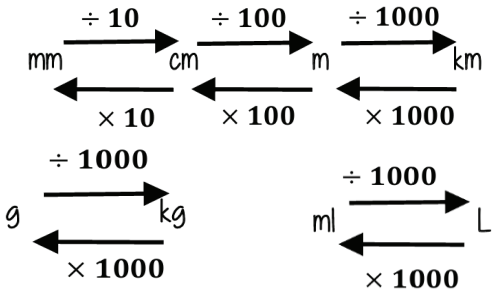
24-hour clock

- 0-11 (morning hours)
- 12-23 (afternoon hour

Next Block: Angles in parallel lines

I can do useful conversion

Useful Conversions



I can solve calculation with money

Calculations with money

Debit - You have £0 or more in an account

Credit - You have less than £0 in an account

Money calculations are to 2dp

Using a calculator – ensure you are working in the correct units

£1.30 + 50p = 130 + 50 (in pence)

= 1.30 + 0.50 (in pounds)

£1 = 100p

I can use order of operations to solve problems

Order of operations

R

Brackets Operations in brackets are calculated first

Other operations e.g. powers, roots,

Multiplication/ Division

They are carried out in the order from left to right in the question

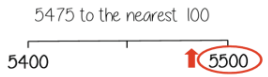
Addition/ Subtraction

They are carried out in the order from left to right in the question

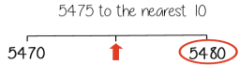
I can round to powers of 10 and 1 significant figure

If the number is halfway between we "round up"

5475 to the nearest 100



5475 to the nearest 10



370 to 1 significant figure is 400

37 to 1 significant figure is 40

3.7 to 1 significant figure is 4

0.37 to 1 significant figure is 0.4

0.00037 to 1 significant figure is 0.0004

Round to the first non-zero number

I can round to decimal places

Round to decimal places

2.46192 ← Focus on the numbers **after** the decimal point

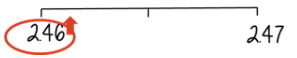
"To 1dp" – to one number after the decimal

"To 2dp" – to two numbers after the decimal

2.46192 (to 1dp) - Is this closer to 2.4 or 2.5

2.4 6192 This shows the number is closer to 2.5

2.46192 (to 2dp) - Is this closer to 2.46 or 2.47



2.46 192 This shows the number is closer to 2.46

I can estimate by rounding

Estimate the calculation

Round to 1 significant figure to estimate

4.2 + 6.7 ≈ 4 + 7 ≈ 11 This is an **overestimate** because the 6.7 was rounded up more

The equal sign changes to show it is an estimation

21.4 x 3.1 ≈ 20 x 3 ≈ 60 This is an **underestimate** because both values were rounded down

It is good to check all calculations with an estimate in all aspects of maths – it helps you identify calculation errors.

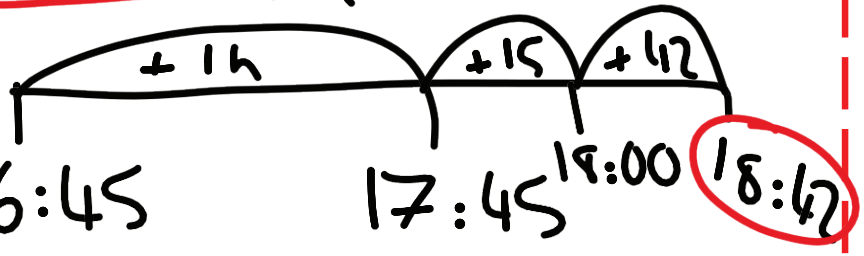
Maths| Number Sense |Topic Dictionary

Key Word	Definition	In a sentence
significant	A value or figure that has importance in determining the precision or accuracy of a number.	The number 2.45 has three **significant** figures.
round	Simplifying a number to make it easier to use, while keeping it as close as possible to its original value.	If you **round** 12.7 to the nearest whole number, you get 13.
decimal	A point that separates the whole part of a number from its fractional part in base-10 notation.	The number 3.14 has a **decimal** after the 3, separating the whole part from the fractional part.
overestimate	To calculate or assume a value higher than the exact or correct one.	If you **overestimate** the cost as $20 but it's actually $15, you'll spend less than expected.
underestimate	To calculate or assume a value lower than the exact or correct one.	She **underestimated** the time needed for the project and finished later than planned.
metric	A standard unit of measurement based on the decimal system.	In the **metric** system, distances are measured in meters and kilometres.
balance	The amount of money available in an account at a specific time.	My bank account **balance** is £500 after I deposited my pay cheque.
deposit	To put money into a bank account or savings account.	She made a $100 **deposit** into her savings account.

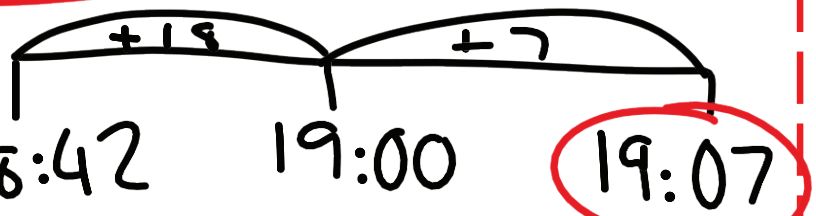
Maths | Number Sense | Skills Guide

Mo has tickets for a film that starts at 16:45
He has also booked a table at a restaurant for 19:30
The film lasts 1 hour 57 minutes.
It takes 25 minutes walk from the cinema to the restaurant.
Will he make it to the restaurant in time?
Show your working.

Film: 1h57

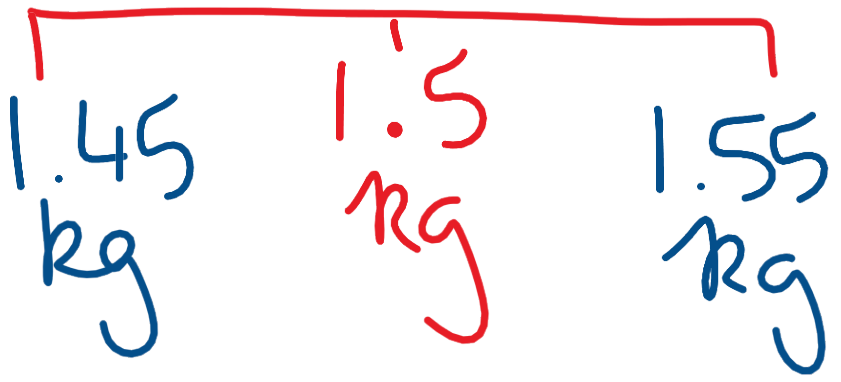


Walk: 25 mins



Statement: Yes

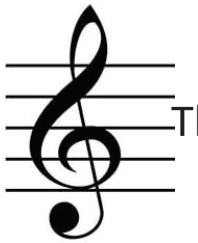
A bag of oranges weighs 1.5 kg to the nearest 100 g.
Complete the error interval, where x is the weight of the oranges.



$1.45 \leq x < 1.55$

Classical Music | Knowledge Organiser |

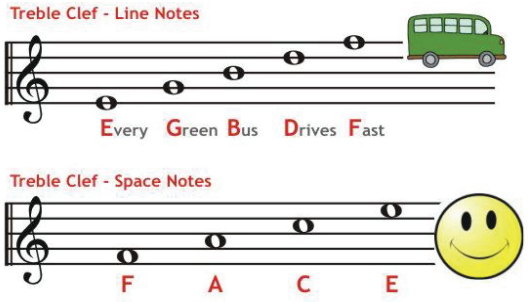
1



The Treble Clef

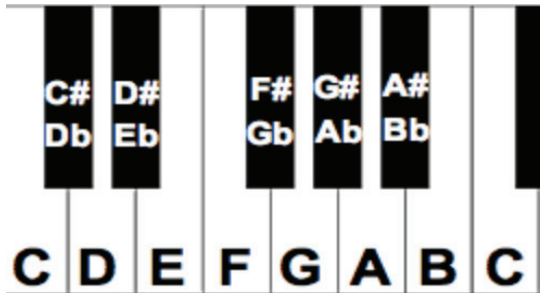
2

Notes of the Treble Clef



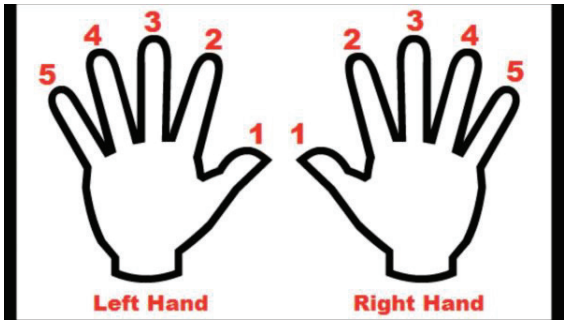
3

Finding ♯(sharps) and ♭(flats) on the keyboard.



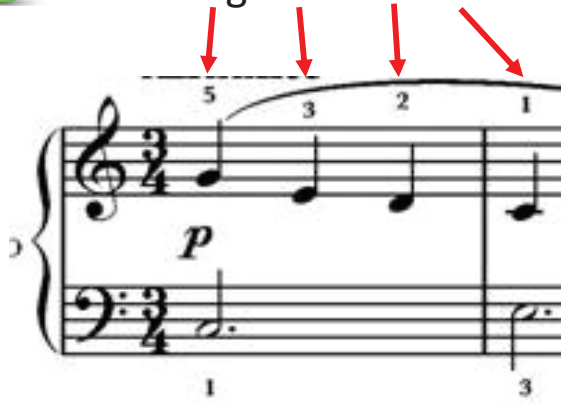
4

To play the Piano, sometimes we need to use specific fingers. Our fingers are numbered 1-5. (1 is the thumb, 5 is the pinky.



5

These numbers show use what fingers to use!



Our Classical Composers

Chevalier de Saint Georges1745-1799

Ludwig Van Beethoven 1770-1827

Edvard Grieg 1843-1907

Skills Guide | What will I be assessed on in Music?

Practising and Performing

This is your opportunity to show that you can **sing/play** a simple theme that you have learnt in front of your teacher and peers on the keyboard. You will need to think carefully about what makes a successful and convincing performance! Below are some things to consider:

Performing skills: You will learn to perform as
- A whole class
- In groups
- As a soloist

You should try to perform with:
- Accuracy
- Fluency
- Expression (Dynamics, articulation,
- phrasing, sense of ensemble)
- A sense of style

Rehearsing skills: You will learn to
- Work independently
- Set up your equipment and space swiftly and safely
- Organise your time effectively
- Listen to and support your peers.
- Respond to feedback, setting goals for improvement
- Evaluate yours and others' work using key words

Composing and arranging

Composing means **creating** music from scratch. You will be creating a remix using a piece of classical music. You will need use BandLab samples and original music to create a remix.

Composing and arranging skills: You will learn to create a remix of a piece of classical music. Your aim will be to modernize a piece of music from the 1800s!

BandLab skills:
- Choosing the key of your piece.
- Using the filter function to find samples.
- Using the splice function.
- Using the drum machine.
- Using the MIDI keyboards.

Key things to think about:
- What type of music do you enjoy listening to?
- How can you make your remix similar to music you enjoy?

Listening to and identifying music

You need to listen to classical music and decide what types of classical music you enjoy and who your favourite composers are. You will need to identify key elements of music such as tempo, dynamics and texture.

Listening skills: You will learn to use your listening skills during independent practice to monitor your strengths and areas for development. Your ears are your most important tool and you will need to listen critically every time you play your instrument.

Is your Keyboard-playing in time and are you playing each note with an even tone so that all the keys go down together at the same time?

Are you playing your piece at the same speed all the way through?

Are you playing the correct rhythms?

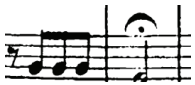
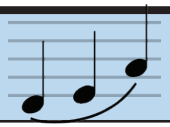
Exploring your **thinking**

Learning about classical music is important because it helps us understand the history of music. We can also see how music has changed since the time of classical music.

Exploring and researching skills: You will explore a range of classical music. You will explore the composers Ludwig Beethoven, Edvard Grieg and Chevalier de Saint Georges. You will be tested on your ability to describe what you hear using words from the glossary. Examples are:

5th Symphony and Fur Elise by Ludwig Beethoven
Morning by Edvard Grieg
Symphony in G Major by Chevalier de Saint Georges.

Classical Music | |Topic Dictionary

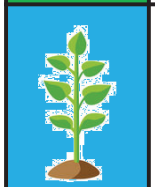
Image	Key term	Definition	In a sentence…
	**Accompaniment**	The supporting musical part	Our school orchestra accompanied the famous singer
	**Classical Composers**	Composers who lived in the time period 1730-1820	I love exploring the work of **classical composers**
	**Symphony**	The work written for an orchestra, typically in four movements.	Mozart's 'Jupiter' **Symphony** is my favourite
	**Motif**	A small musical idea-melodic or rhythmic	Beethoven constructed his symphonies from small **motifs**
	**Legato**	A smooth technique to playing a line	The right hand line of the piano part was l**egato**
	**Remix**	A piece of music that has been altered from the original piece by adding, removing or changing parts of the music.	The Titanic **remix** had a stronger beat and faster tempo than the original.
	**Splicing**	To split a music sample into sections.	The sample was too long, so the pupils spliced it to make it shorter.
	**Samples**	A premade piece of music.	To make the music more interesting, the pupils added **samples.**

Music | Classical | Assessing Progress

Developing my skills in Music

- ❑ I can play the classical pieces CONFIDENTLY and with EXPRESSION on my instrument
- ❑ I can compose a remix using drumbeats, counter melodies and samples in the correct key on BandLab

- ❑ I can play the classical pieces with some accuracy and fluency on my instrument
- ❑ I can compose a remix using drumbeats and samples in the correct key on BandLab.



- ❑ I can play the classical pieces on my instrument
- ❑ I can compose a remix using samples in the correct key on BandLab.
- ❑ I am gaining confidence but are not fluent yet

- ❑ I can play the classical pieces with some help
- ❑ I can compose a very simple remix using the drum machine on BandLab.
- ❑ I need help to get started

This is where you and your teacher can agree on a personalised target. This could include:

- ❑ Performing a solo in front of the class
- ❑ Composing an extended piece using music software

As a year 9 musician I know how to:	
Perform an entire theme using notation/from memory	DATE
Work independently on computers to compose a remix.	DATE
Recognise all the notes of the keyboard	DATE
Identify BandLab techniques such as the filter function, splicing and samples.	DATE
Evaluate own and others' work and respond to feedback positively	DATE

PE | Anatomy and Physiology | Topic Dictionary

Key word	Definition	Question
abduction	Movement away from the midline of the body	When would you perform **abduction** at the shoulder in sport?
adduction	Movement towards the midline of the body	When would you perform **adduction** at the shoulder in sport?
dorsi-flexion	Raising of the toes towards the tibia	When would you perform **dorsi-flexion** in sport?
plantar-flexion	The action of pointing the toes in a downwards motion	When would you perform **plantar-flexion** in sport?
agonist	Muscle or muscle group responsible for the movement	Which muscle is the **agonist** when performing flexion at the knee?
antagonist	Acts to produce the opposite action to the agonist	Which muscle is the **antagonist** when performing flexion at the knee?
cardiac output	The amount of blood ejected from the heart in one minute?	How can you calculate **cardiac output**?

Health Related Exercise Knowledge Organiser

Heart rate (measured in beats per minute, or BPM)
Maximal heart rate = 220 – age
Aerobic training zone = 60-80% of maximal heart rate
Anaerobic training zone = 80-90% of maximal heart rate

As a year 8 sports person, I should….	
1. Know the difference between aerobic and anaerobic training zones	
2. Know the difference between continuous and interval training	
3. Know the difference between weight and plyometric training	
4. Understand how a circuit training session can be applied to different sportspeople	

Training type	Description	Considerations
Circuit training	Involves various exercises that are repeated at different stations in a circuit	Space and equipment available Work:rest ratio Number of repititions
Continuous training	Sustained exercise at a constant rate without rests	Time to train – minimum 20 minutes per session
Fartlek training	Uses varying speeds and terrains (hills, flats, trails)	Work:rest ratio
Interval training	Periods of high intensity exercise interspersed with breaks	Work:rest ratio
Static stretching	Stretching to increase flexibility	Correct techniques must be held throughout
Weight training	Involves lifting a weight (bodyweight, free weights or resistance machines)	Need for spotters Choice of weight and exercise depends on fitness aim
Plyometric training	Use of bodyweight and gravity to work muscles	Safety precautions must be followed to prevent injury

Basketball Knowledge Organiser

Triple threat position

3 different threats from this position:
1. Can pass
2. Can dribble
3. Can shoot

As a year 8 sports person, I should….	
1. K now the importance of the triple threat position	
2. Understand the backcourt violation in basketball	
3. Be able to give feedback to a partner about their performance of different skills in basketball	
4. Be able to apply a 3 man weave into a basketball game	

Defensive stance

Key points:
1. Wide stance
2. Low centre of mass
3. Arms outspread

Set shot

Key points:
B – balance
E – elbow
E – eyes
F - flick

Skills Guide

DEFINE

I am able to:

- Define 5 key words from my dictionary, such as:
- Abduction
- Adduction
- Plantar-flexion
- Dorsi-flexion
- Cardiac output

APPLY

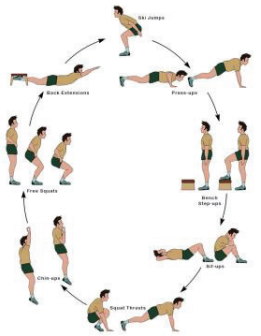
I am able to:

- Describe how key words from my dictionary relate to the chosen sport, for example, what type of movement occurs at the elbow when shooting in basketball
- Describe which joint is being used at the shoulder when a basketball player performs a chest pass

EVALUATE

I am able to:

- Explain why a basketball player would need to be able to perform all types of movements to perform a wide range of skills in basketball
- Explain which joint is the most important for a basketball player



Challenge:
How can longer bones benefit a basketball players performance

RE| Hindu Dharma|Topic Dictionary

Image	Key Word	Definition	In a sentence
	**Ascetic**	Self-imposed poverty and simple living typical of Buddhism and Hinduism	"He chose an ***ascetic*** life of prayer, fasting, and manual labour"
	**Dharma**	The duties a Hindu should follow in their life	I will follow my ***dharma*** and see where it takes me.
	**Free Will**	The duties a Hindu should follow in their life	A person deciding to become a doctor instead of a lawyer is exercising ***free will*** by making a choice about their future based on their interests and desires.
	**Guru**	A Hindu spiritual teacher	He has been a ***guru*** to many young writers
	**Karma**	The sum of a person's actions in this and previous states of existence, viewed as deciding their fate in future existences.	I'm a great believer in ***karma*** - whatever happens will happen.
	**Mandir**	A Hindu temple.	Hundreds of people visit this ***mandir*** every day.
	**Moksha**	The freedom from the eternal cycle of life, death, and rebirth	I reached Nirvana, achieved **moksha**, united with Shiva, whatever idea of heaven you want to call it.
	**Murti**	Murti, in Hinduism, a sacred image or depiction of a deity. In Sanskrit the word murti means anything that has a definite shape or form, and in a ritual context the term means an embodiment or sacred image of a deity.	At the left and right side of the deity there are some other ***murti***.
	**Reincarnation**	Reincarnation, also known as rebirth or transmigration, is the philosophical or religious concept that the non-physical essence of a living being begins a new life in a different physical form or body after biological death.	He is said to be a ***reincarnation*** of the Hindu god Vishnu

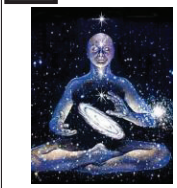
RE| Hindu Dharma|Topic Dictionary

Image	Key Word	Definition	In a sentence
	**Santana Dharma**	Sanatan Dharma in Sanskrit means "eternal religion", something that is ancient and never dies. It is a way of life based on the Vedas of Bharatvarsha written by the great Rishis	**Sanatana Dharma** also includes many stories and teachings from ancient books like the Vedas and the Bhagavad Gita, which guide people on how to live a peaceful and meaningful lif
	**Shrines**	A place regarded as holy because of its associations with a divinity or a sacred person or relic, marked by a building or other construction.	In Hinduism, a ***shrine*** is a place where gods or goddesses are worshipped.
	**Smriti**	Smriti is the other part of Vedic literature and is derived from Shruti. In Sanskrit, the word means 'what is remembered'.	Some of the other examples of ***Smriti*** texts are Bhagvat Gita(a philosophy of life) and Puranas
	**Sruti**	That which is heard" and refers to the body of most authoritative, ancient religious texts	***Sruti*** works are considered to have been heard and transmitted by earthly sages
	**Trimurti**	The word 'trimurti' means 'three forms'. In the trimurti, Brahma is the creator, Vishnu is the preserver and Shiva is the destroyer	There's a rather self-conscious passage early in the book in which Karun lectures Sarita on the ***Trimurti***
	**The Vedas**	Any of the four collections forming the earliest body of Indian scripture, consisting of the Rig Veda, Sama Veda, Yajur Veda, and Atharva Veda, which codified the ideas and practices of Vedic religion and laid down the basis of classical Hinduism.	***The Vedas*** contains devotional hymns

As a Year 8 theologian I can explain a range of Hindu beliefs and practices

As a Year 8 RE student, I know …	
How to explain Hindu beliefs about God and the universe	1
How to explain the Hindu views on life, death and rebirth	2
How Hindus worship in the Mandir and at home	3
The importance of pilgrimage for Hindus	4
Importance of different Hindu stories	5

1



The Brahman is the One Absolute God or Supreme Spirit of Hindus. Brahman is beyond compare and has no limits. Brahman is everywhere and part of everything

Different denominations of the religion worship different Gods. Three commonly worshiped God's are the Trimurti.

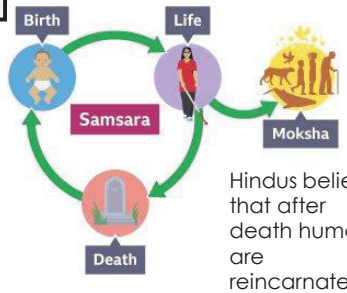
The Trimurti:
Brahma is the Creator, **Vishnu** the Preserver and **Shiva** the Destroyer.

Is this a monotheistic or polytheistic religion?

Yes! There are hundreds of deities in the Hindu religion. One reason for this is the importance of choosing a God that can guide someone to achieve a fulfilling life.

Maybe not? According to Hindu teaching all comes from Brahman. Although the Brahman is not worshipped as God they have the same qualities.

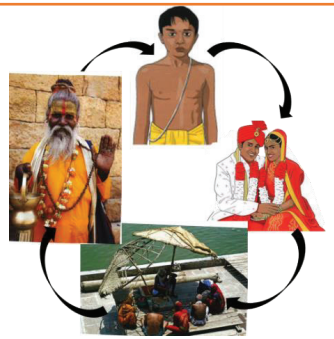
2



Hindus believe that after death humans are reincarnated.

Four Stages of Life
1.Student Stage
2.Householder Stage
3.Retirement Stage
4.Sannyasa (Ascetic) Stage

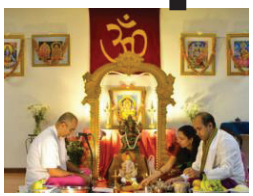
Some Hindus believe that everyone must achieve all four stages, often over many lifetimes to reach Moksha.

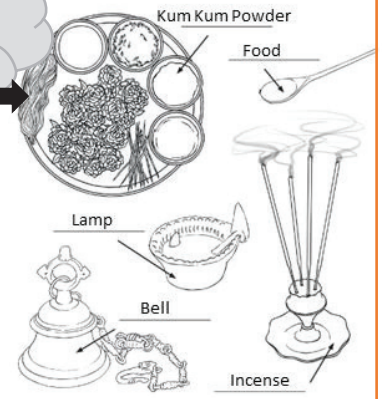


3

A Hindu temple is called a **Mandir**. It is a **sacred** place for Hindu (Hindi) worship. There are hundreds of mandirs in the UK. In India, most cities and towns contain many temples, and there are temples in almost every village.
Temples contain **murtis** of Gods and Goddesses. They often honour the Gods and Goddesses with beautiful decoration, sculpture and lighting. Hindu (Hindi) worship can also happen in open-air **shrines**, which are more common in India than in the UK.

A puja tray is used during worship at home



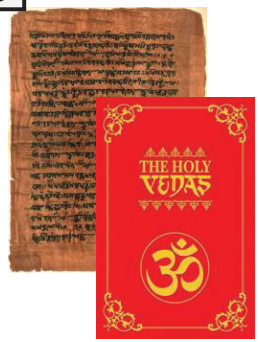


For daily devotion, many Hindu families have a home **shrine**, often in a corner of the best room in the house. It is a way of **honouring** the Gods and Goddesses. Worship at the shrine may involve the whole family, or sometimes it is done alone.

4

Hindus have many different important sites of pilgrimage associated with stories of Gods and Goddesses. Most of them are in India. The river Ganga, and especially the city of Varanasi, is an important site where pilgrims can be found all year round.

5



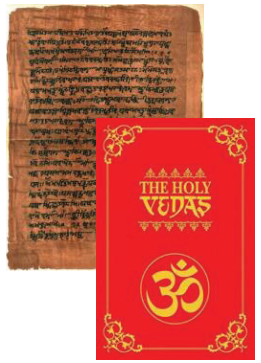
There is no central text in the religion. Some Hindu (Hindi) holy books date back almost 5,000 years. They are grouped into two categories:
Sruti (heard and seen)
Smriti (remembered)

Skills – Scriptural Literacy

Hindu Scripture

Sruti	**Sruti** are scriptures that were **'heard and seen'.** Many Hindus believe that wise men, called **sages**, received the words of the sruti directly from Brahman. They were shared through speaking and later written down and unchanged. They are books of authority, offering spiritual knowledge.
Smriti	**Smriti** are scriptures that were '**remembered**' – they were what people were *told* about God. They were remembered and written down by people.

The sruti contain the oldest Hindu (Hindi) sacred texts, the Vedas. The Upanishads are part of the Vedas and contain the central ideas and beliefs in Hinduism.



Great stories to give religious teachings include the Ramayana, the Puranas, the Mahabharata and the Laws of Manu. These stories help Hindus understand the sruti better.

What are we looking for?	When reading, ask yourself:
Literary Form	*How is this story written?* *Does the story have a specific genre?* *What meaning can we get from this story?*
Author and Audience	*Who was the text written by?* *Why did the author write this story?* *Who was it written for?*
Setting	*What is the world this story is set in?* *What places, roles, people and customs are mentioned?*
Meaning	*What do you think the author is trying to say with this story?* *What is this story about: morals, humanity, religion, God?*
Our World Today	*What can this story teach us about our world today?*

Model paragraph:

What does the story of Prahlad and Holika teach Hindus?

There are many versions of the story of Prahlad and Holika as it has been passed down orally over many generations. It is an example of smriti scripture meant to teach Hindus about their relationship to God. In this story Prahlad refuses to worship a demon king, named Hiranyakashyapu. Despite the demon king trying to threaten and trick Prahlad he ends up unharmed. When Holika tried to kill Prahlad by burning him the God Vishnu protected Prahlad. From this Hindus can learn that God will protect those who are loyal to him. Furthermore, Hindus who are struggling to keep faith in God may be inspired to keep their faith as this story teaches them that God will protect them from harm.

RE | The Sacraments | Topic Dictionary

Image	Key Word	Definition	In a sentence
	**Anointing of the sick**	(In the Roman Catholic Church) the sacramental anointing of the ill or infirm with blessed oil; unction	Clancy in her hospital room while she was still unconscious and delivered the sacrament of ***anointing of the sick***
	**Atonement**	Reparation or expiation for sin	An annual ceremony of confession and ***atonement*** for sin
	**Baptism**	The Christian religious rite of sprinkling water on to a person's forehead or of immersing them in water, symbolizing purification or regeneration and admission to the Christian Church.	"For Christians, **baptism** can be seen as necessary for the forgiveness of sins"
	**Confirmation**	The rite at which a baptized person, especially one baptized as an infant, affirms Christian belief and is admitted as a full member of the Church.	"But he has not yet received ***confirmation*** of his place in the 12-hour race."
	**Consubstantiation**	The doctrine, especially in Lutheran belief, that the substance of the bread and wine coexists with the body and blood of Christ in the Eucharist.	St. Anthony of Padua, after exhausting the strength of the Catholic arguments in favour of ***consubstantiation***,
	**Covenant**	A covenant is a formal agreement between God and a religious community or humanity	***Covenants*** are important because they establish the basis of a relationship
	**Eucharist (Holy Communion)**	The Christian service, ceremony, or sacrament commemorating the Last Supper, in which bread and wine are consecrated and consumed.	we went to an early morning ***Eucharist***"
	**Holy orders**	Holy orders are the ordained ministries of bishop, priest (presbyter), and deacon, and the sacrament or rite by which candidates are ordained to those orders.	He took ***holy orders*** and served the church from 1909 to 1922.
	**Marriage**	The legally or formally recognized union of two people as partners in a personal relationship (historically and in some jurisdictions specifically a union between a man and a woman).	A couple's wartime romance led to 60 years of ***marriage***

RE | The Sacraments | Topic Dictionary

Image	Key Word	Definition	In a sentence
	**Prophecy**	A prediction of what will happen in the future.	A bleak ***prophecy*** of war and ruin
	**Reconciliation**	A Christian sacrament and a process of bringing people together	The process of **reconciliation** between North and South is ongoing
	**Resurrected**	Revive or revitalize (something that is inactive, disused, or forgotten).	He queried whether Jesus was indeed ***resurrected***
	**Sacrament**	A religious ceremony or ritual regarded as imparting divine grace, such as baptism, the Eucharist and (in the Roman Catholic and many Orthodox Churches) penance and the anointing of the sick.	He heard Mass and received the ***sacrament***
	**The Last Supper**	The Last Supper was a Passover meal that Jesus shared with his disciples the night before his death. It took place on the eve of Hebrew Passover, which commemorates the Israelites' exodus from Egypt. A symbolic sacrifice	This piece is inspired by Leonardo da Vinci's iconic, ***The Last Supper.***
	**Transubstantiation**	The conversion of the substance of the Eucharistic elements into the body and blood of Christ at consecration, only the appearances of bread and wine still remaining.	The Catholic Church uses the term "***transubstantiation***" to describe a miracle, the mystery of the Eucharist. Explanation

As a Year 8 theologian I can explain the sacraments

1

The Seven Sacraments

1. Baptism.
2. Eucharist.
3. Confirmation.
4. Reconciliation.
5. Anointing of the sick.
6. Marriage.
7. Holy orders

Catholic and Orthodox Christians believe in the Seven Sacraments.
Most Protestants believe in the importance of some of them but they are not as widely recognised.

to 'Go therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit...' (Matthew 27:19)

Christians interpret the acts which bring them closer to grace by reading the Bible. For example, Matthew 27:19 encourages baptism.

As a Year 8 RE theologian, I know …	
I can explain the importance of different sacraments	1
What happens during a baptism and confirmation	2
How different denominations of Christianity celebrate the Eucharist	3
How the sacrament if marriage is celebrated	4
How the sacrament of reconciliation is practiced	5

1 3

Eucharist (Holy Communion)

The Last Supper (Mark 14:12-26)

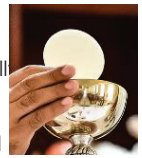
"This is my blood of the covenant, which is poured out for many," he said to them.

Different denominations of Christianity celebrate the Last Supper according to their own beliefs.

Catholic and Orthodox Christians believe in…

Transubstantiation
As both believe the bread and wine become the body and blood they hold traditional Eucharist services. This means they regularly attend church to take part in worship and veneration of the Eucharist.

Protestants believe in…



Consubstantiation
The bread and wine only spiritually Represent Jesus' sacrifice. Eucharist services are held but not as frequently. Methodists will also use non-alcoholic wine for their services.

Salvation Army and Quakers believe in…

None
These denominations do not celebrate the Eucharist. They believe that Jesus' message was to love one another therefore they will prioritise charity over religious rituals.

Infant Baptism

Some Christians believe baptism makes a Christian a member of God's family. For Orthodox Christians, infant baptism involves total immersion. However, other denominations make the sign of the cross on the baby's head using oil and use holy water on the forehead.

Believers Baptism

Baptists and Pentecostals believe baptism should occur once somebody is an adult. It is done using total immersion, where the person being baptised walks down into a pool and is fully submerged three times before walking out into their new life.

1 2

Confirmation

The sacrament of confirmation typically takes place in early teenage years, when a child starts to be seen as an adult member of the Church. This is because they are now considered old enough to renew and confirm for themselves vows that were made on their behalf when they were baptised. However, there is no set age for the confirmation rite, and people are often confirmed as adults.

No one can enter the kingdom of God unless they are born of water and the Spirit. ***(John 3:5)***

1 4

Marriage

That is why a man leaves his father and mother and is united to his wife, and they become one flesh **(Genesis 2:24)**

Many people see marriage as having two key purposes:

1, Uniting two people together in a life-long bond
2. Providing a secure environment for the birth and upbringing of children

The ceremony takes place in a church where the couple are married by a priest who reads a homily(moralising lecture) The priest asks three questions about the responsibilities of marriage and the couple make vows to each other. Their rings are blessed and exchanged The priest declares that they have agreed to marry before God and blesses the marriage The couple sign the marriage register (a civil part of the ceremony)

1 5

Reconciliation

Reconciliation is usually first received at the age of seven or eight as preparation for the First Holy Communion. When the sacrament is received, the priest, who is acting on behalf of God, will forgive the sins that have been confessed. A penance will then be given which may consist of: Prayers, an act of kindness, reparation.

Catholics believe a priest in an intermediary between humans and God. They will speak to a priest about their sins and receive penance from the priest.

Protestants believe that reconciliation happens directly between man and God, without a priest being present. Christians today atone for their sins to seek forgiveness and salvation from God.

Skills – Explaining Religious Practices

1 Practice

What key words link to this practice

Sacrament	Baptism
Sacred	Marriage
Transubstantiation	Reconciliation
Consubstantiation	

What does this practice involve

Answer the following questions about this practice:

Does it happen once in a lifetime or is this practice repeated?

When does this practice happen?

What religious artefacts does the practice involve?

2 Importance

Influence

How does this practice make a Christian feel?
What actions does this practice require of Christians i.e. Christians confess before the Eucharist

Impact

How does this practice change a Christians life?
The practice leads Christians closer to:
- *God*
- *Salvation*
- *God's Grace*
- *Atonement*
- *Love / Agape*

3 Religious diversity

What differences are there between the denominations

Fundamentalist Christians

What do fundamentalist Christians such as Catholics and Eastern Orthodox Christians believe?

What sources of authority do they have

Liberal Christians

What do liberal Christians such as some protestants, Anglicans and Quakers.

What sources of authority do they have?

What cultural differences may there be in different parts of the world?

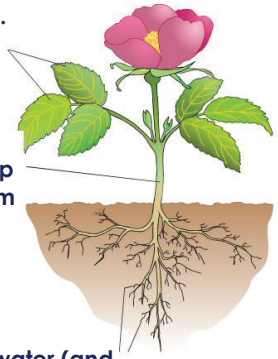
Model Paragraph: "Explain which sacrament is most important for Christians today"

1. Marriage is a sacrament in the Christian Church, and it is recognised by most denominations from Catholics to Anglicans and Quakers. This is a once in a lifetime celebration of love between two people often thought of as them creating a family. The vows (promises) are exchanged by the couple in a church with family and friends there to witness the occasion. More importantly the vows are made in front of God, to show that the promises are lifelong. Gold rings are exchanged as a symbol of infinite love and strength of love.

2. During the marriage ceremony the couple are celebrating the start of a new chapter. Many Christians believe that marrying and procreating is a religious duty as in Genesis God tells Adam and Eve, the first humans to "Be fruitful and multiply" (Genesis 1:28). The marriage ceremony leads to the couple being able to do this bringing them closer to God's grace. The ceremony also allows the family to show love to the married couple.

3. Although Christians denominations all acknowledge the importance of marriage they have different views about divorce. For Fundamentalist Christians such as Catholics the wedding vows cannot be broken. Therefore, Catholic Christians are unable to divorce. More liberal Christians, however, would argue that in some cases a divorce may be the right choice. For example, if someone's spouse does not respect the wedding vows and commits adultery why should they stay married to them? In such cases the Church of England would allow for divorce and remarriage at a later time.

Science | Photosynthesis| Knowledge Organiser



Leaves – absorb sunlight. Where photosynthesis occurs

Stem – transports water up from the roots in the xylem vessels

Roots – absorbs water (and minerals) from the soil

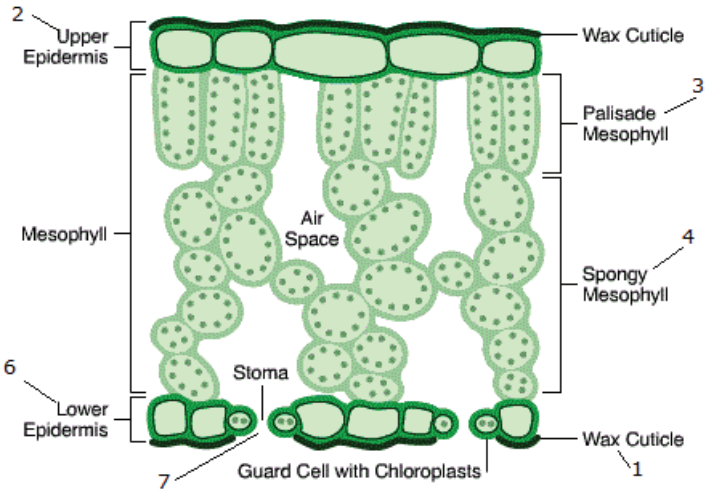
Upper epidermis	Covers the surface of the leaf (waxy), stopping evaporation of water
Palisade mesophyll	Contains many palisade cells, to absorb sunlight for photosynthesis
Spongy mesophyll	Contains many air spaces for diffusion of gases, CO_2 in, O_2 out
Vascular bundle	Contains xylem and phloem vessels
Stomata and guard cells	Stomata, tiny pores at the bottom of the leaf, allowing gases to move in and out. Guard cell, open and close the stomata

Testing for starch:

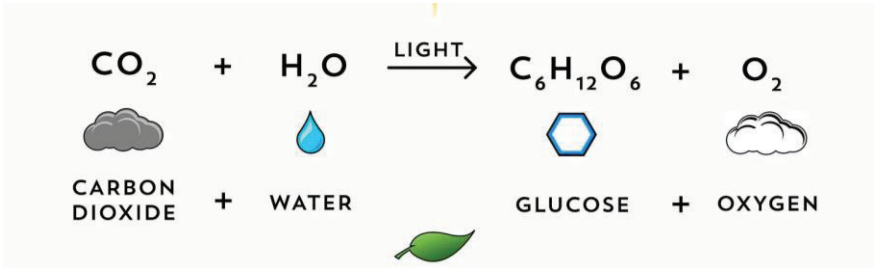
(1) Boil the leaf in water for 5 minutes.
(2) place the leaf in ethanol to destroy chlorophyll.
(3) rinse leaf and place on white tile.
(4) add a few drops of iodine and observe.

Uses of glucose:

1. To release energy for reactions
2. To make more cell walls
3. To make proteins to grow
4. To make fats/oils
5. To store in the cell as starch



Blue/black = starch is present.
Yellow/brown = no starch present



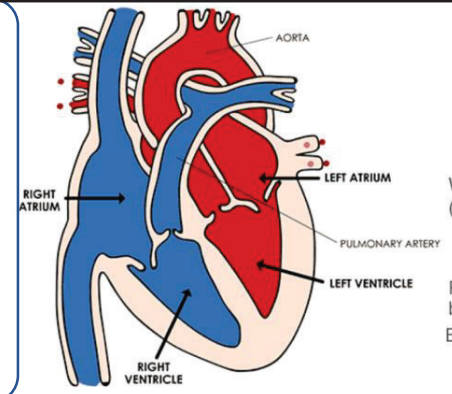
Science | Respiration | Knowledge Organiser

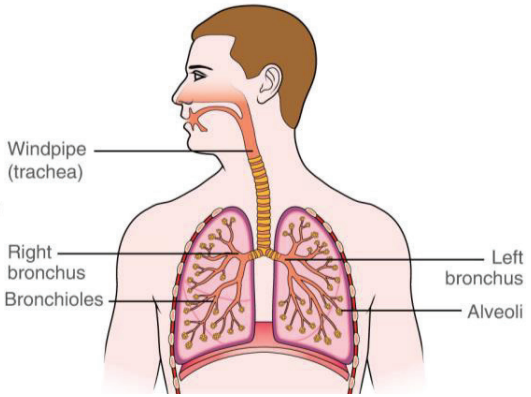
Aerobic respiration:
Occurs in the mitochondria of the cell.
Releasing energy when glucose is broken down with oxygen

GLUCOSE + OXYGEN ⟶ CARBON DIOXIDE + WATER

Anaerobic respiration:
Occurs in the cytoplasm of the cell.
Releasing energy when glucose is broken down without oxygen. Releases less energy than aerobic respiration.

GLUCOSE ⟶ LACTIC ACID

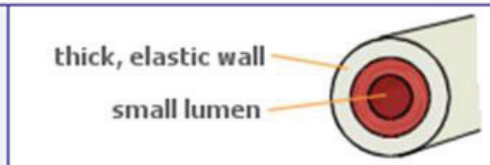
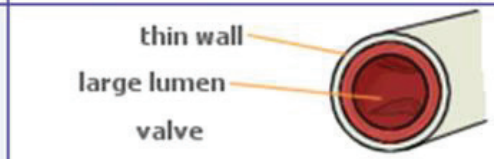




Response to exercise:

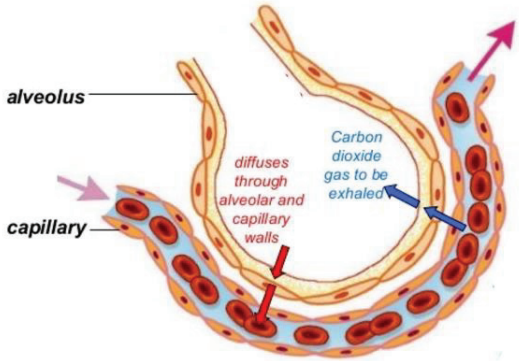
(1) Heart rate increases – to pump more blood around the body. (2) breathing rate and depth increases – to bring more oxygen in, to get rid of carbon dioxide. (3) skin starts to sweat – to cool down the body. (4) Blood diverted to muscles – to take more oxygen to working muscles.

Blood Vessels

Artery		Take blood away from the heart. Small lumen. Thick walls, made of muscle. Blood under high pressure
Vein		Take blood to the heart. Large lumen. Thin walls. Contain valves. Blood under low pressure.
Capillary		Where materials are exchange. Walls are thin, to enable fast rate of diffusion.

Alveoli

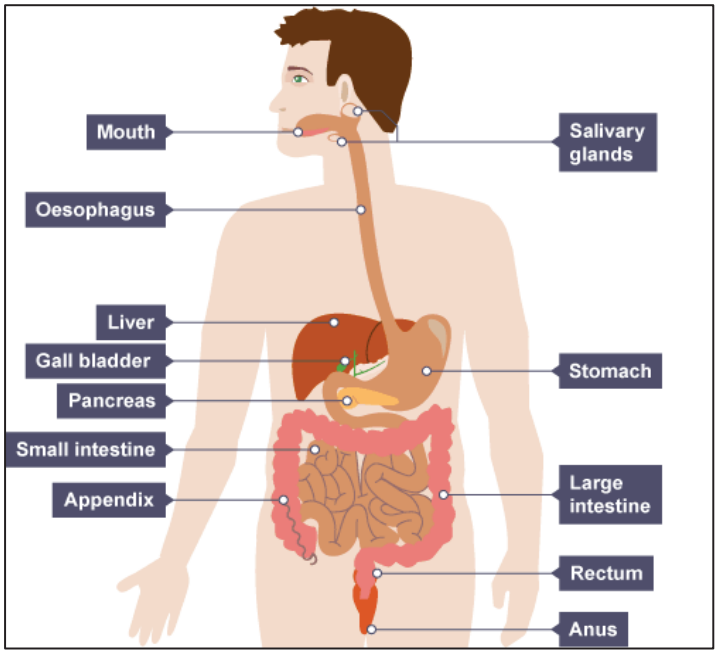
- Efficient blood supply (lots of capillaries)
- Large SA, to allow fast rate of diffusion
- Thin cell membrane, to able fast rate of diffusion
- Well ventilated, to maintain concentration gradient



Science | Photosynthesis and respiration | Topic Dictionary

Word	Definition	In a sentence…
Photosynthesis	A chemical reaction that occurs in the chloroplasts of plants in which the energy in light is stored in glucose.	**Photosynthesis** is how plants turn sunlight into energy, helping them grow and giving us oxygen to breathe.
stomata	The outer layers of leaves and some stems have small openings called stomata, or stomas, that allow gas exchange and regulate water loss.	From observation, the scientist realised that carbon dioxide diffused into the leaf via the **stomata.**
Diffusion	The movement of particles from an area of high concentration to an area of low concentration.	When my mother bakes, the reason I ca smell it upstairs from my bedroom I because of **diffusion.**
Alveoli	Alveoli are the tiny air sacs found at the end of bronchioles in your lungs.	When we breathe in, oxygen moves from the air into the **alveoli**, and then into the blood.
Aerobic respiration	Aerobic respiration occurs with oxygen and releases more energy but more slowly.	Our cells make energy in the presence of oxygen by a process called **aerobic respiration.**
Capillaries	Capillaries are the smallest blood vessels in the body, and their function is to exchange oxygen, nutrients, and waste products between the blood and body cells	When you are cold, your **capillaries** constrict to preserve heat energy.

Science | Nutrition and Digestion | Knowledge Organiser



Diet and Exercise

- Obesity can increase an individual's chance of developing Type 2 diabetes, high blood pressure and heart disease.
- Those who exercise more have a healthier heart and lungs, as well as lowering their blood cholesterol levels, reducing their risk of developing cardiovascular disease.

Coronary heart disease (CHD)

- Coronary artery supplies the heart with O_2
- CHD occurs when this artery becomes blocked with fatty material
- This stops blood (O_2 and glucose) from reaching the cardiac tissue
- Causing the heart to respire anaerobically

Smoking

- Cigarettes contain tar, nicotine and carbon monoxide
- Nicotine is addictive.
- Tar accumulates in the lungs and damages the alveoli.
- Carbon monoxide is carried in the red blood cells instead of oxygen.
- Can cause cancer and heart disease.

Drugs

- Chemical substances that affect the way your body works.
- Medicines are used by people who suffer from diseases and benefit our health, e.g. paracetamol, penicillin
- Recreational drugs are used by people for pleasure, e.g. alcohol, caffeine, cannabis, nicotine

Diseases

- Can be infectious and are transferred by **pathogens** (disease causing micro-organisms), e.g. Flu, Measles, Salmonella
- Can be due to lifestyle factors or inherited, e.g. cancer, diabetes, CHD.
- Can be prevented by good hygiene, vaccinations and healthy lifestyles.

Alcohol

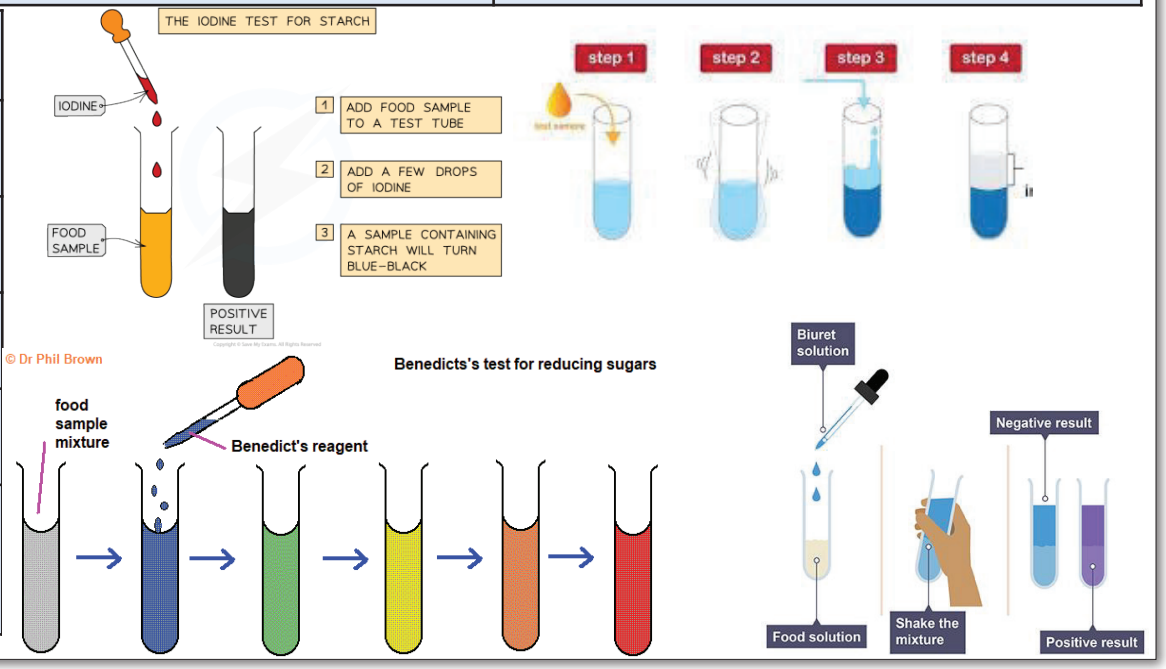
- Slows down reactions and thought processes, can make someone more relaxed.
- In excess can damage the liver and brain.
- If a pregnant woman drinks alcohol, it passes across the placenta into the developing baby. Can cause miscarriage, stillbirths, premature births, and low birthweight, as well as foetal alcohol syndrome.

Science | Nutrition and Digestion | Knowledge Organiser

Nutrients	Sources	Uses
Lipids (fats)	Oils, butter, cheese, cream	Insulation, energy,
Carbohydrates	Bread, potatoes, rice and pasta	Energy
Proteins	Meat, fish, pulses, eggs and cheese	Growth and repair,
Fibre	Whole grains, nuts, brown rice	Aids digestion
Vitamins and Minerals	Fruits and vegetables	Needed for body to function properly

Food tests

Nutrient	Reagent	Starting colour	Indicator colour
Starch	Iodine	Orange	Blue/black
Glucose	Benedict's	Blue	Brick red
Protein	Biuret	Blue	Purple
Lipids	Ethanol	Clear	Cloudy layer on top



Science | Nutrition and Digestion | Topic Dictionary

Word	Definition	In a sentence…
Enzymes:	Substances that speed up the chemical reactions of digestion.	**Enzymes** are special proteins that help speed up chemical reactions in the body, like breaking down food during digestion.
Fibre:	Parts of plants that cannot be digested, which helps the body eliminate waste.	Vegetables are a good source of **fibre.**
Carbohydrates:	A nutrient that provides energy. There are two types: simple (sugars) and complex (starch).	Bread is a good source of **carbohydrates.**
Lipids (fats and oils):	Nutrients that provide a store of energy and insulate the body. Found in butter, milk, eggs, nuts.	Pizza and chips are sources of **lipids.**
Protein:	Nutrient your body uses to build new tissue for growth and repair. Sources are meat, fish, eggs, dairy products, beans, nuts and seeds.	Fish is a good source of **protein.**
Stomach:	An organ where food is mixed with acidic juices to start the digestion of protein and kill microorganisms.	When we eat, our food goes to our stomach where it is broken down.
Small intestine:	An organ where small digested molecules are absorbed into the bloodstream	Ou **small intestine** is important because this is where nutrients form the food we eat is absorbed.
Large intestine:	An organ where water is absorbed and where faeces (undigested food) are formed.	Our **large intestine** absorbs the water from the food we ingest.

Science | Energy Changes| Knowledge Organiser

Exothermic Reactions

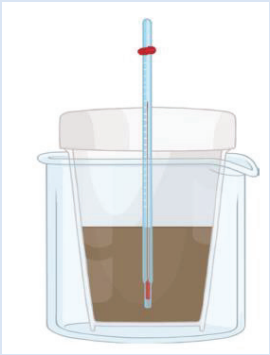
- An exothermic reaction is one that **transfers energy** to the surroundings so the **temperature** of the surroundings **increases**.
- Exothermic reactions include combustion, many oxidation reactions and neutralisation.
- **Uses:** self-heating cans and hand warmers.

Endothermic Reactions

- An endothermic reaction is one that **takes in energy** from the surroundings, so the **temperature** of the surroundings **decreases.**
- Endothermic reactions include thermal decompositions and the reaction of citric acid and sodium hydrogencarbonate.
- **Uses:** sports injury packs

Required Practical – Energy Changes

Types of reactions: acid + metals, acid + carbonates, neutralisations, displacement of metals



For a neutralisation reaction

1. Measure the solutions
2. Measure the initial temperature
3. Add the solutions and STIR
4. Measure the final temperature

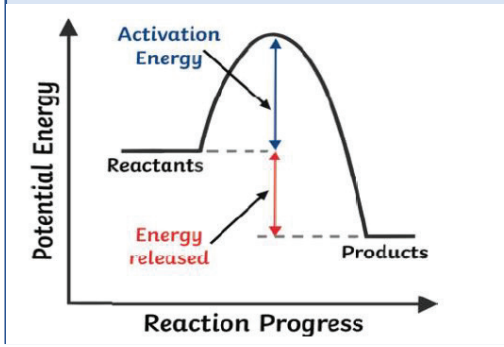
To improve the accuracy

1. Stir to ensure temperature is consistent.
2. Use a lid to reduce heat loss.
3. Use an insulated cup (polystyrene) to reduce heat loss.
4. If adding a metal, ensure the same mass and shape.

Exothermic Reaction Profile

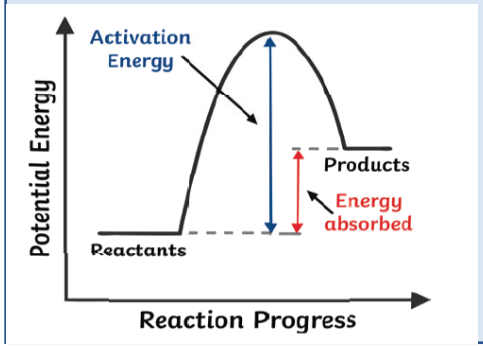
- If a reaction transfers energy **to** the surroundings the product molecules must have less energy than the reactants, by the amount transferred.

IMPORTANT NOTE: The activation energy starts in line with the reactants.



Endothermic Reaction Profile

- If a reaction transfers energy **from** the surroundings, the product molecules must have more energy than the reactants, by the amount transferred.
- **Activation energy** is the amount of energy required for a reaction to take place.



Combustion Reactions

- The combustion of hydrocarbon fuels releases energy. During combustion, the carbon and hydrogen in the fuels are oxidised. The complete combustion of a hydrocarbon produces **carbon dioxide** and **water.**
- Methane + oxygen → carbon dioxide and water
- *Blue Bunsen flame is complete combustion*

Incomplete Combustion Reactions

- When there is **insufficient** oxygen, incomplete combustion occurs.
- The products are **carbon (soot)** and **carbon monoxide** and **water.**
- *Yellow Bunsen flame is incomplete combustion*

Science | Energy Changes| Knowledge Organiser

The Law of Conservation of Mass

The law of conservation of mass states that no atoms are lost or made during a chemical reaction, so the mass of the products equals the mass of the reactants.

This means that chemical reactions can be represented by symbol equations which are balanced in terms of the numbers of atoms of each element involved on both sides of the equation.

Balancing Chemical Equations

Equations need to be **balanced** to have the same number of atoms on each side.

In a balanced chemical equation, the sum of the relative formula masses of the reactants in the quantities shown equals the sum of the relative formula masses of the products in the quantities shown.

Writing Ionic Formulas

Ionic Compounds

An **ion** is a charged particle formed when an **atom**, or a group of atoms, loses or gains **electrons**. The number and sign of its electrical charges are shown in **superscript** text.

The formula of an **ionic compound** can be predicted using the formulae of its ions. The numbers of ions in a formula must give an equal number of positive and negative charges.

Chemical Formulas

A chemical **formula** can be used to represent a compound. The formula shows:
- the symbols for each element in the compound
- the number of **atoms** of each element in a unit of the compound

For example, magnesium oxide is made up of two elements, magnesium and oxygen. Its formula is MgO. This shows that it has one atom of magnesium for every one atom of oxygen.

Name of compound	Formula	Name of compound	Formula
Sodium chloride	NaCl	Sulfur trioxide	SO_3
Potassium bromide	KBr	Water	H_2O
Magnesium iodide	MgI_2	Ammonia	NH_3
Carbon dioxide	CO_2	Methane	CH_4
Carbon monoxide	CO		

Relative Formula Mass

The relative formula mass (Mr) of a compound is the sum of the relative atomic masses of the atoms in the numbers shown in the formula.

Relative Atomic Mass (Ar)
The mass number of an atom
A_r of He is 4

Relative Formula Mass (Mr)
The mass of all the atoms of a molecule added together
Mr of H2O is (2x1) + 16 = 18

Science | Energy Changes| Knowledge Organiser

Name of ion	Formula of ion	Electrical charge (s)
sodium	Na^+	One positive
magnesium	Mg^{2+}	Two positive
chloride	Cl^-	One negative
oxide	O^{2-}	Two negative

Name of compound	Formula	Electrical charges
Sodium chloride	NaCl	One positive, one negative
Sodium oxide	Na_2O	Two positive, two negative
Magnesium oxide	MgO	Two positive, two negative
Magnesium chloride	$MgCl_2$	Two positive, two negative

Chemical Equations

A **word equation**

magnesium + oxygen → magnesium oxide
(reactant) (products)

A **symbol equation**

$2Mg + 2O_2 \rightarrow 2MgO$

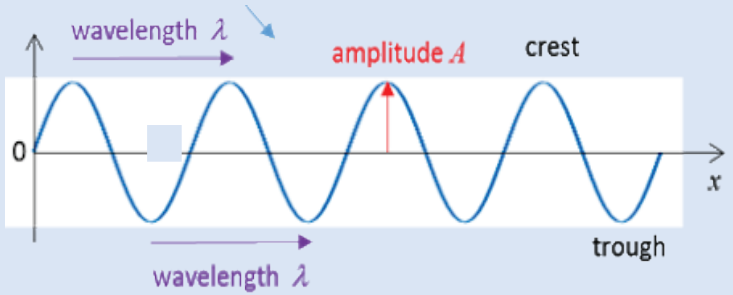
Step	Result
Check to see if there are an equal number of atoms of each element on both sides. There aren't.	$N_2 + H_2 \rightarrow NH_3$
There are two nitrogen atoms on the left but only one on the right, so put a big 2 on the left of the NH_3.	$N_2 + H_2 \rightarrow 2NH_3$
Check again. There are two hydrogen atoms on the left but (2 × 3) = 6 on the right, so put a big 3 in front of the H_2.	$N_2 + 3H_2 \rightarrow 2NH_3$
Check again to see if there are equal numbers of each element on both sides. There are.	(Two nitrogen atoms and six hydrogen atoms)
Add the state symbols if asked to do so.	$N_2(g) + 3H_2(g) \rightarrow 2NH_3(g)$

Science | Energy changes | Topic Dictionary

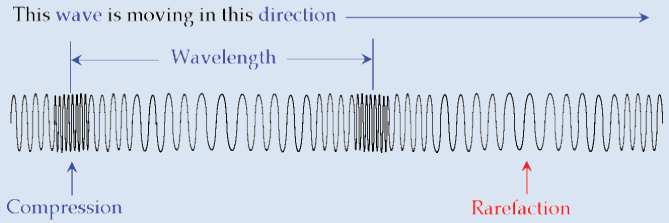
Word	Definition	In a sentence…
Exothermic reaction	In an exothermic reaction, thermal energy is given out to the surroundings, therefore there is a temperature increase	The temperature in the reactor rises due to heat released from the **exothermic reactions**.
Endothermic reaction	Endothermic chemical reaction - is a type of reaction in which energy from the surroundings is transferred to the products	When the inner bag of water is broken by squeezing the package, it is allowed to dissolve the solid in an **endothermic reaction**.
Solid	In a solid, the particles pack together tightly in a neat and ordered arrangement.	An ice cube is an example of a **solid.**
Liquid	A liquid is a state of matter that can flow and takes the shape of its container, meaning it has no fixed shape but does maintain a constant volume	Orange juice is an example of a **liquid.**
Gas	In a gas, particles are widely spaced apart and move quickly and random directions	When we breath in our lungs get filled with **gas**.

Science | Sound and Light| Knowledge Organiser

Transverse wave:



Longitudinal wave:



Key equations and numbers

$$Time\ period\ (s) = \frac{1}{frequency\ (Hz)}$$

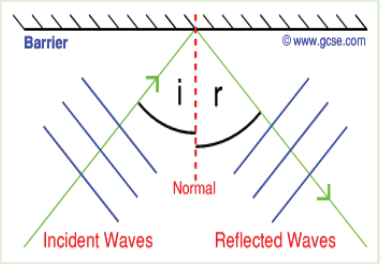
$$wave\ speed\left(^{m}/_{s}\right) = frequency(Hz) \times wavelength(m)$$

$$speed\ of\ light\ in\ a\ vacuum = 3 \times 10^{8}\ ^{m}/_{s}$$

$$human\ hearing\ range = 20Hz\ - 20{,}000\ Hz$$

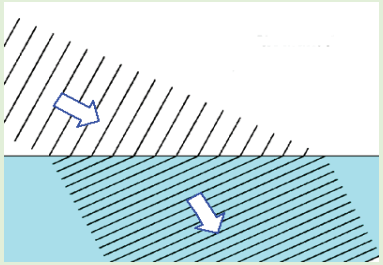
Reflection:

Reflection can be modelled using a ripple tank and a flat barrier. If the wave hits the barrier at a non-zero angle then the wave will be reflected at the same angle it hit at.



Refraction:

Refraction is the apparent bending of a wave resulting from the wave hitting a boundary at an angle and being slowed, for example, light entering a glass block.



Sound:

Sound is a longitudinal wave made up of high and low pressure waves in the air/other medium.
A higher frequency sound wave will have a higher pitch and a low frequency sound wave will have a low pitch.

Ultrasound:

Ultrasound is any sound with a frequency above 20,000 Hz. It can be used to image inside the human body, e.g. to see an unborn baby, without risking exposure to ionising radiation such as X-rays.

Science |Sound and light | Topic Dictionary

Word	Definition	In a sentence…
Longitudinal wave	Where the direction of vibration is the same as that of the wave.	A **longitudinal wave** is a type of wave where the particles of the medium move in the same direction as the wave, like how sound travels through the air.
Pitch	How low or high a sound is. A low (high) pitch sound has a low (high) frequency.	She sings at such a high **pitch.**
Amplitude	The maximum amount of vibration, measured from the middle position of the wave, in metres.	**Amplitude** helps determine how much energy a wave carries.
Wavelength	Distance between two corresponding points on a wave, in metres.	When we do wave diagrams you can use a ruler to measure the **wavelength** of the wave.
Incident ray	The ray coming from a source of light.	The light shining from the bulb to mirror is what we call the incident ray.
Reflected ray	The outgoing ray. The ray that is reflected from a surface.	When the light bounces of the mirror we call this the **Reflected ray.**
Transparent	A see through material that allows all light to pass through it.	The bag was **transparent**, so you could see everything she was carrying.

Skills guide - Graphs

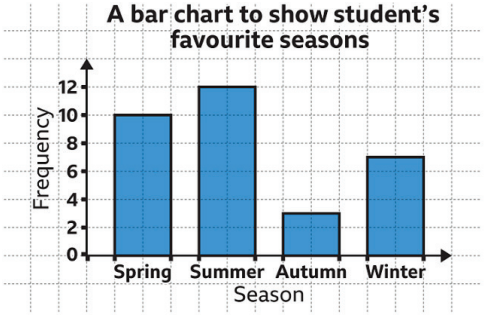
Bar graphs

Discrete data (**categorical**) can be plotted on a bar graph.

To create a bar chart:

1. Look for the largest frequency in your table.
2. Draw a **vertical axis** on your square paper or graph paper – remember to do this in pencil.
3. Choose an appropriate **scale** for this axis and label your axis up to the largest frequency.
4. Look at how many categories are needed for the horizontal axis.
5. Draw and label the **horizontal axis**, remembering to leave spaces for the gaps between the bars.
6. Draw each bar the correct height, based on the frequencies.
7. Check you have labelled each axis correctly and give your bar chart a title. 'A bar chart to show…'

Season	Spring	Summer	Autumn	Winter
Frequency	10	12	3	7



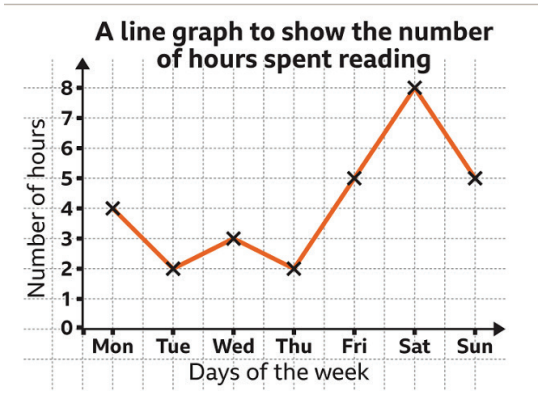
Line Graphs

Most data you meet in science is **continuous** and will require a line graph to represent.

To create a line graph:

1. Look for the largest frequency in your table.
2. Draw a **vertical axis** on your square paper or graph paper.
3. my **independent data** goes onto my x-axis and my **dependant data** goes on my y-axis.
4. Choose an appropriate scale for this axis and label your axis up to the largest frequency.
5. Draw and label the horizontal axis.
6. Plot each data point, based on the frequencies and time intervals.
7. Join each data point to the next, using straight lines.
8. Check you have labelled each axis correctly, and give your line graph a title. ' A line graph to show…'

Season	Spring	Summer	Autumn	Winter
Frequency	10	12	3	7



Skills guide - Calculations

Single step calculation – **GUESS**

G: given – identify the information you are given in the question

U: unknown – what is the unknown that you have been asked to calculate?

E: Equation – given the information given and that you have been asked to find, recall an equation which links them all.

S: substitute – substitute your information into the equation

S: solve – rearrange your equation if necessary and then use your calculator to solve

Example layout

V= ?
R= 12Ω
I = 0.2 A

$$V = IR$$

$$V = 0.2 \times 12$$

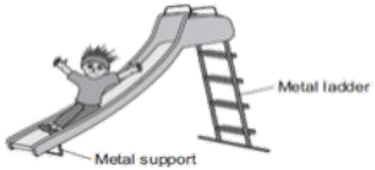
$$V = 2.4V$$

Worked example

In following the **GUESS** method, you may find that you do not have enough values to solve the equation. Typically, this means you need to do an additional calculation.

Example:

The figure below shows a slide in a children's playground.



Sergio has a mass of 30kg and goes down the slide.
G = 10 n/kg

The vertical distance from the top to the bottom of the slide is 3m.

Calculate the gravitational potential energy that Sergio has when at the top of the slide.

$E_p = m \times g \times h$

Ep = ?
m = 30kg
g = 10 N/Kg
h = 3m

Ep = m x g x h
Ep = 30 x 10 x 3
Ep = 900 J

Skills guide - Practical work

Plan

Hypothesis - an idea about how something works that can be tested using experiments.

Scientists ask questions to find out more about the world, like 'how can we get more energy from the sun?' and 'how can we cure diseases?'. To answer these questions scientists do experiments.
Three important types of variables are:

- **Independent variables** – the variable that is being changed during the experiment
- **Dependent variables** – the variable being tested or measured during the experiment In an experiment.
- **Control variables** – the variables kept the same to ensure a fair test.

Worked example

Example 1

Big question 'How does water availability affect plant growth?'
Adding different amounts of water to a plant could affect its growth.

To investigate this, plant some seeds and water each plant with different amount over time.

- The **independent variable** is the volume of water given to each plant.
- The **dependent variable** is how high the plant grows.
- **Control variables** include the size of pots, the type of soil and the position in a room.

Example 2

Big question
'How does the height a ball is dropped affect how high it bounces?'

- The **independent variable** is the height of the drop.
- The **dependent variable** is how high the ball bounces.
- **Control variables** include the type of ball, the surface that it is dropped onto and the size of the ball.

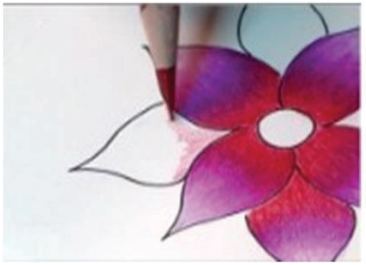
Art | Botanical Art |Topic Dictionary

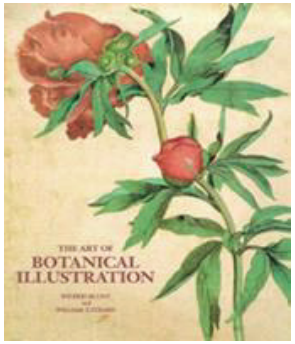
Image	Word	Definition	In a sentence...
	**botanical art**	A representation of a plant or fungi or lichen, which is scientifically and botanically correct but not necessarily 'complete' as a scientific recording.	**Botanical** artists at Kew Gardens work faithfully with the scientists to draw a true likeness of plants and flowers, connecting science and art.
	**complementary colours**	Colours that sit across from each other on the colour wheel. These are often referred to as **opposite colours** and even **contrasting colours**. The three different names all mean the same thing. When complementary colours are placed next to each other, a very strong contrast is created. The colours appear more vivid and brighter.	The **complementary colours** used in Van Gogh's botanical art are vivid and contrasting. He uses colour schemes of blues and oranges.
	**composition**	Composition is the sum of how you place all the parts within an image: the use of the edges of the frame, use of shapes within the frame, the prominence of any foreground or background details, the position of the subject within the frame, even the shape of the frame itself.	Fitch draws our eye to the central feature of a large oversized flower, framed by cropped elements of pond life, in a **composition** that is balanced with symmetry.
	**form**	In relation to art the term form has two meanings: it can refer to the overall form taken by the work – its physical nature; or within a work of art it can refer to the element of shape among the various elements that make up a work.	In my botanical tonal drawing, I have shown a range of tone from dark to light tones to create a 3D **form** in a 2D drawing.
	**mood**	The atmosphere in a painting, or the feeling expressed. Is the art tranquil, or is it dark and disturbing? Tone refers to the lightness or darkness of colours used, which can help to create a sense of depth or distance in art. Artists use light and dark colours to convey a mood or an emotion.	The tranquil setting that Fitch's white flower occupies creates a peaceful, calming **mood.**
	**scale**	the overall physical size of an artwork or objects in the artwork. We always relate scale to the size of the human body - how big or small the piece is in relation to us. An artist may decide to use a scale which is different from life-sized and this will have an impact on how it feels.	The size and **scale** of the central white flower draws your eye into the botanical illustration.
	**tint**	Where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink. Pink is a tint created by adding white to red.	In Fitches botanical illustration he uses pink **tints** in the background flowers that have sculptural forms.
	**white**	A colour associated with purity, innocence, and simplicity in art. It can evoke feelings of cleanliness, brightness, and calmness, and is used to create space and balance or to enhance other colours' brightness.	Fitch's **white** flower reflects tone and colour back into it.

Knowledge Organiser | Year 8 Botanical Art

AO2: EXPERIMENTS WITH MEDIA

What is the relationship between Art and Science? And how do the Formal Elements of Art support this practice?

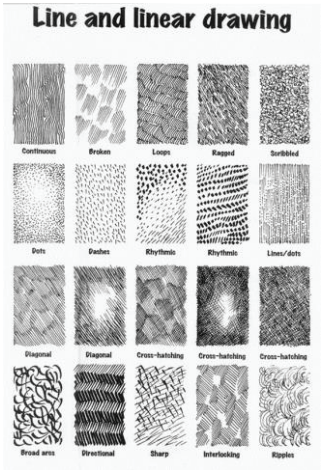


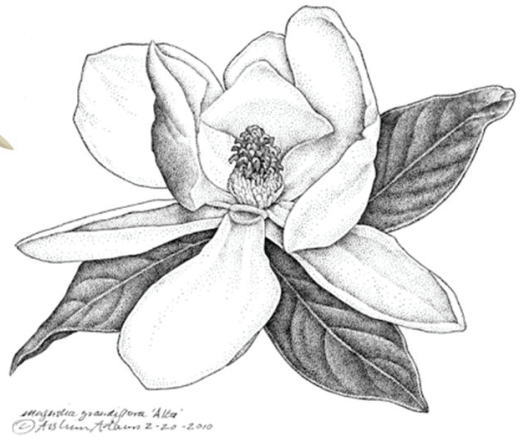


What is Botanical Art?

AO1: RESEARCH (ARTISTS & IMAGE)

Fitch's illustration of the white and pink flowers of Victoria Amazonica
What can we learn about colour and mood from Fitch?.





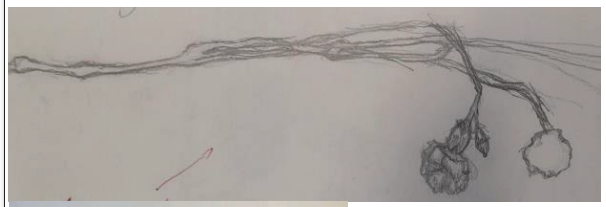
Skills Guide: Personal Annotation

Think about:

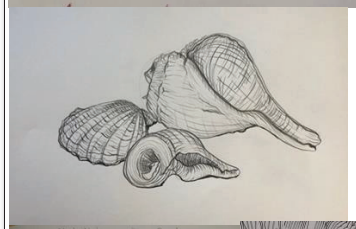
line, tone, form, texture, shape, colour, pattern, composition, subject matter and your theme

Key Questions	Sentence Starters
What: have I done? Introduce your work **What: materials/medium have I used?** Paint, pencil, oil pastels, collage, mixed media… **Is it your own work or a copy of someone else's?**	In this piece I have…. This is a first-hand observation of……using……. I drew a ……. and recorded the light, medium and dark tones using a pencil. I have used the following materials…….. This piece contains the following characteristics…… The artist:…… has influenced my design in their use of…….. I was inspired by …… When creating this piece of work. Here I have shown…… In the style of……
Why: have I done it? What have I learned? • Have you learned about a new artist? • What new skills/ techniques have you used? • Are you trying to improve using a material? • How does you work connect to your theme?	I have shown varied tone in the style of…….. The Artist……. has influenced the piece because……. I have worked in the style of……. I explored different tonal values of……..by producing tones of dark to light.
How: have I done it? Try to describe how you have done your work step by step. **Include all KEY points** • How have you made it? • What materials/ medium have you used? • What steps did you create to do this? • What techniques have you used?	I drew it using… From first-hand observation of a …… I drew out……using different types of line, both thicker, bolder lines to make the…….. The materials I have used for this piece are…. The process I undertook was to…. I used …… technique Through working in this way, I have learnt how to……
Quality: How good is it? • What are you pleased with? • What could you improve?	I am pleased with the way I…… One good element of this work is…… The best feature of this work is….. I wish that I had…..one area that I could improve is……. This piece could have been improved by including…… To improve this piece, I could have…… I could have made greater use of…… In this piece I have used too much/ not enough ……..
Learning: What did you learn? • What have you found out? • What are your next steps?	I improved my skills in…. I got better at working in the style of……. I feel more confident about……..

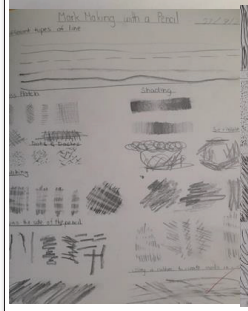
Skills Guide: AO3 Recording Observations/ AO2 Experiments with Media: Exemplars

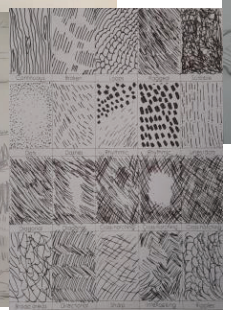


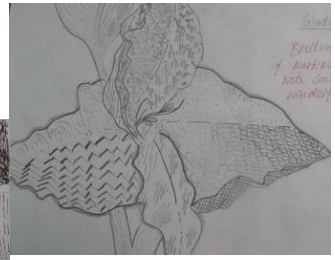
Shape and form with controlled tonal range



Delicate line defined shape

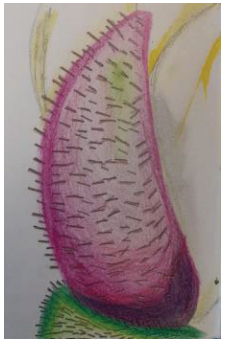






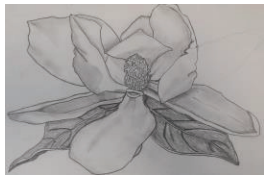
Accurate recording of mark-making.

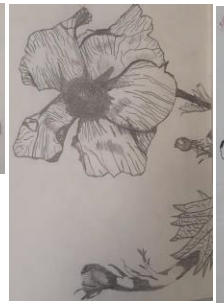
- LINE
- TONE
- TEXTURE
- SHAPE
- PATTERN
- COLOUR
- FORM



Colour blends

Proportion and symmetry mark-making





Proportion, shape and form in media experimentation of pen/pencil

As a Year 8 Artist I can…

I can use pencil and pen to show shade with control.	
I can use a soft use of line to show a well-defined shape with proportion.	
I can use a range colour pencil and create colour blends from light to dark.	
I can observe shape and form so my drawing looks 3D.	
I can describe an artist's work with a clear description.	
I can reflect and annotate my own work	

Coloured pencils: are **partially transparent** (semi-opaque). Apply a light layer, gradually build up your colour creating more vibrancy. Shading through the layering of different colours, is called **glazing.**

AO3: RECORDING OBSERVATIONS (Evidence) Record ideas, observations and insights relevant to intentions as work progresses.	AO2: EXPERIMENTS WITH MEDIA (Refine) Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
I can visually adapt and improve my work combining and organising ideas showing outstanding recording with a high level of observation.	I can explore ideas and investigate using materials, techniques and processes with outstanding confidence and control.
I can observe with attention to detail and skill with adequate effect and annotation that records insights with ideas fully explained.	I can explore the use of other's artwork to influence my personal style when I work, showing control and refinement with media/techniques.
I can observe and record from life/ resources with some skill and annotate in my own words with clear explanations.	I can show increasing control of the different processes and techniques shown to me, with some personal ideas emerging.
I can record limited ideas and annotate in my own words, showing some confidence emerging with observations.	I can explore the formal elements within different media/processes in the making of my artwork and that of others with some control.
I can record to a basic level from resources with some key-terms.	I can show limited control of the formal elements in my artwork and the artwork of others.

French | Healthy living | Topic Dictionary

Key Word	Definition	In a Sentence
La tête	Head	J'ai mal à la tête
Le ventre	Stomach	J'ai très mal au ventre
Le genou	knee	J'ai mal au genou
Les yeux	Mouth	J'ai mal aux yeux
La gorge	Throat	J'ai mal à la gorge
Le dos	Back	J'ai mal au dos
La jambe	Leg	J'ai mal à la jambe
Le bras	Arm	J'ai mal au bras
Le pied	foot	J'ai mal aux pieds
Je tousse	I cough	Je tousse beaucoup
J'ai de la fièvre	I have a fever	J'ai de la fièvre tous les soirs
J'ai un rhume	I have a cold	J'ai un rhume depuis hier
Restez au lit	Stay in bed	Restez au lit toute la semaine
Prenez du sirop/ de l'aspirine	Take syrup/aspirine	Prenez du sirop pendant trois jours

French | Restaurant | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	**Une table pour …?**	a table for…	**Vous avez une table pour quatre ?**
	**On peut voir le menu …**	Can we see the menu?	**On peut voir le menu** s'il vous plait?
	**Qu'est -ce que vous allez prendre?**	What can I get you?	**Qu'est -ce que vous allez prendre** comme entrée?
	**Je voudrais…**	Can I have…	**Je voudrais** une salade comme entrée.
	**Je prendrais…**	I would like	**Je prendrais** du poulet frites comme plat principal.
	**Je vais manger**	I am going to have…	**Je vais manger** du poisson
	**C'est délicieux!**	It's tasty!	**La** viande est **délicieuse**!
	**Il y a …….dans ce plat?**	Does this dish have… in it?	**Il y a** du sel **dans ce plat?**
	Et comme dessert?	And for desert?	Une glace **comme dessert**
	**L'addition**	the bill	**L'addition** s'il vous plait!
	**Par carte …..**	By card	**Par carte** s'il vous plait!

French | Food and drink| KO

Check for knowledge:

- ❑ I can say what I study (step 1)
- ❑ I can describe what I wear to school (step 2)
- ❑ I can describe school rules (step 3)
- ❑ I can give opinions on my teachers (step 4)

Step 1: Saying what you eat and drink

Je mange	I eat	**Je bois**	I drink
Je prends	I have	**Je ne prends pas de**	I don't have
(du) pain grillé	toast	**(du)Jus d'orange**	orange juice
Le matin	In the morning	**du poulet**	chicken
À midi	At lunchtime	**du poisson**	fish
Le soir	In the evening	**de la salade**	salad
Je déteste le lait	I hate milk	**des légumes**	vegetables
Je préfère le thé	*I prefer tea*	**Comme dessert**	*For desert*
Je ne mange rien	*I don't eat anything*		

Step 2: Using time markers in your descriptions

Le matin	In the morning	***A sept heures***	*at seven o'clock*
À midi	At lunchtime	**d'abord**	*first*
Le soir	In the evening	**ensuite**	*then*
D'habitude	habitually	**après**	after
Normalement	Normally	**quelquefois**	sometimes
Tous les matins	Every morning	**de temps en temps**	From time to time
Chaque soir	Each evening		

Step 3: giving opinions about food and drink

délicieux	*delicious*	**dégoûtant**	*disgusting*
sucré	*sweet*	**amer**	*bitter*
salé	*salty*		
La confiture c'est trop sucré	*Jam is too sweet*	**Les frites sont très salées**	*Chips are very salty*
Le thé est assez amer	*Tea is quite bitter*		

Step 4: Discuss your diet

Bon pour la santé	*healthy*
Mauvais pour la santé	*unhealthy*
équilibré	*balanced*
Je mange beaucoup de	*I eat a lot of*
Trop de	*Too much of*
Moins de	*Less of*
Riche en fibres/ vitamines	*Rich in fibre/vitamins*
Un régime	*A diet*
Beaucoup de matières grasses	*Lots of fat*
Ça me donne de l'énergie	*It gives me energy*

French | Lifestyle and Wellbeing | Skills Guide

Success Criteria:

Have you **introduced yourself**?

- ❑ Can you describe **your diet?**
- ❑ **What** does a healthy diet look like?
- ❑ Can you describe what food you **don't like?** Have you used a variety of **adjectives?** Could you add an **intensifier**?
- ❑ Do you ever get **ill or injured?** What about your **family?**
- ❑ Can you include what you **would like** to change about your lifestyle? Have you used any **complex structures?**

Simple answer:

Je m'appelle Corine. Je mange des sandwichs tous les jours. J'aime manger des frites. Je n'aime pas les burgers. Il est important de manger sain. Quelquefois j'ai mal au bras.

Variety of **adjectives**

Connectives. Use to link ideas

Extended answer:

Je m'appelle Corine. J'aime beaucoup manger. Mon plat préféré c'est le poulet car c'est sain et délicieux. Aussi, j'aime les crêpes parce que parfois elles sont très sucrées. Même si je déteste les légumes je dirais qu'ils sont vraiment importants pour avoir un régime sain,. Donc **j'aimerais manger plus** de légumes verts dans le futur. J'ai souvent mal aux jambes car je fais trop de sport.

Intensifiers, use to add details

French | Relationships | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	je m'entends bien	I get on well	**Je m'entends bien** avec ma soeur parce qu'elle est sympa.
	je me dispute	I argue	Quelquefois **je me dispute** avec mon frère parce qu'il est énervant.
	je me chamaille	I bicker	De temps en temps **je me chamaille** avec mes parents.
	je m'amuse	I have fun	Tous les weekends, **je m'amuse** avec mes amis.
	il / elle me fait rire	He/She makes me laugh	J'adore mon meilleur ami parce qu'**il me fait rire**.
	il / elle écoute mes problèmes	He/She listens to my problems	Ma mère **écoute** toujours **mes problèmes**.
	il / elle croit en moi	He/She believes in me	Ma grand-mère **croit en moi**.
	il / elle aide tout le monde	He/She helps everyone	J'admire Michelle Obama parce qu'**elle aide tout le monde.**

French | My family & friends | Knowledge Organiser

Check for knowledge:

- ❑ I can describe my appearance & personaity (Steps 1+2)
- ❑ I can describe others' appearance and personality (Steps 1+2)
- ❑ I can say what makes a good friend (Step 3)
- ❑ I can say who my role model is (Step 4)

Step 1: Describe your own and others' appearance

J'ai	*I have*
Ma mère / Mon père / Mon ami(e) a	*My mum / dad / friend has*
les yeux bleus / verts / marron	*blue / green / brown eyes*
les cheveux bruns / blonds / noirs	*brown / blond / black hair*
les cheveux frisés / raides / ondulés	*curly / straight / wavy hair*
les cheveux longs / courts	*long / short hair*
Je suis	*I am*
Ma mère / Mon père / Mon ami(e) est	*My mum / dad / friend is*
grand(e) / petit(e)	*tall / short*
gros(se) / mince	*fat / thin*
fort(e) / faible	*strong / weak*

Step 2: Describing your own and others' personality

Je suis	*I am*
Ma mère / Mon père / Mon ami(e) est	*My mum / dad / friend is*
Je m'entends bien avec ma mère / ma soeur parce qu'elle est…	*I get on well with my mum / sister because she is…*
Je me dispute avec mon père / mon frère parce qu'il est…	*I argue with my dad / brother because he is…*

sympa	*nice*	**méchant(e)**	*mean*
gentil(le)	*kind*	**sévère**	*strict*
Drôle/amusant	*funny*	**têtu(e)**	*stubborn*
patiente(e)	*patient*	**impatient(e)**	*impatient*
généreux/se	*generous*	**énervant(e)**	*annoying*

Step 3: Saying what makes a good friend

Un bon ami(e)…	*A good friend…*
Aide tout le monde	*Helps everyone*
Écoute mes problèmes	*Listens to my problems*
Croit en moi	*Believes in me*
Accepte mes imperfections	*Accepts my imperfections*
Prend soin de moi	*Takes care of me*
Me donne des conseils	*Gives me advice*
Me fait rire	*Makes me laugh*
Respecte mes opinions	*Respects my opinions*

Step 4: Say who your role model is

Mon modèle à suivre est…	*My role model is*
J'admire…	*I admire…*
il/elle a beaucoup de talent	*he/she has a lot of talent*
il/elle a beaucoup de succès	*he/she has a lot of success*
il/elle a beaucoup de détermination	*he/she has a lot of determination*
il/elle lutte contre la pauvreté	*he/she fights against poverty*
il/elle lutte pour les droits humains	he/she fights for human rights
il/elle utilise leur celebrité pour aider les autres	he/she uses their fame to help others

French | My family & friends | Skills Guide

Have you used..

1. a verb?	2. a noun?	3. a connective?	4. An opinion phrase?	5. a verb?	6. an intensifier?	7. an adjective?
Je m'entends bien avec (I get on well with) **Je me dispute avec** (I argue with) **Je me chamaille avec** (I bicker with) **Je m'amuse avec** (I have fun with)	**ma mère** (mum) **ma soeur** (sister) **mon (meilleure) amie** (best friend - f) **ma grand-mère** (grandmother) **mon père** (father) **mon frère** (brother) **mon (meileur) ami** (best friend – m) **mon grand-père** (grandfather) **mon/ma prof** (my teacher)	**parce que** (because) **mais** (but) **et** (and) **cependant** (however)	**je pense que / je crois que** (I think that) **je dirais que** (I would say that) **selon moi** (according to me) **à mon avis** (in my opinion) **je trouve que** (I find that)	**elle est** (she is) **il est** (he is)	**très** (very) **assez** (quite) **vraiment** (really) **un peu** (a bit)	**sympa** (nice) **gentil(le)** (kind) **drôle** (funny) **patient(e)** (patient) **généreux/se** (generous) **méchant(e)** (mean) **sévère**(strict) **têtu(e)** (stubborn) **énervant(e)** (annoying) **impatient(e)** (impatient)

Mon modèle à suivre est... My role model is… **J'admire...** I admire…	**ma mère / ma soeur / mon (meilleure) amie / ma grand-mère / ma prof** **mon père / mon frère / mon (meileur) ami / mon grand-père / mon prof**	**parce que** (because) **car** (because) **et** (and)	**je pense que / je crois que** (I think that) **je dirais que** (I would say that) **selon moi** (according to me) **à mon avis** (in my opinion) **je trouve que** (I find that)	**il/elle a beaucoup de talent / succès / determination** (he/she has a lot of talent / success / determination) **il/elle lutte contre la pauvreté / pour les droits humains** (he/she fights against poverty / for human rights) **il/elle utilise leur celebrité pour aider les autres** (he/she uses their fame to help others)

Example:

Je m'entends bien avec mon père parce que selon moi il est très gentil.

(I get on well with my dad because according to me he is very kind)

French | My family and friends | Skills Guide

Success Criteria:

Have you **introduced yourself**?

- ❑ Can you describe **your family and friends' personalities?**
- ❑ **What** makes a good friend?
- ❑ Can you describe what **activities** you do with your friends? Have you used a variety of **adjectives?** Could you add an **intensifier**?
- ❑ Do you have any **role models**? Have you used any **complex structures?**

Simple answer:

Je m'appelle Jeanne. Ma famille est grande. Mon père est sympa et ma mère est amusante. Un bon ami t'écoute toujours. J'aime sortir avec mes amis. Je veux être comme mon père dans le futur.

Extended answer:

Variety of adjectives

Connectives used to link ideas

Je m'appelle Jeanne. Je dirais que ma mère est très amusante mais que mon père est assez stricte. Je pense que mes amis sont un peu barbants, Cependant, j'adore sortir avec eux. Selon moi, un bon ami donne toujours des conseils et t'accepte comme tu es. Mon modèle c'est ma mère car elle me fait souvent rire. Donc j'aimerais être comme elle dans le futur.

Intensifiers used to add details

Fancy phrase used to upgrade answer.

Spanish | Healthy living | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	**La cabeza**	Head	Me duele **la cabeza**
	**El estómago**	Stomach	Tengo dolor de **estómago**
	**La nariz**	Nose	**La nariz** me está sangrando
	**La boca**	Mouth	Me duela **la boca** un montón
	**La garganta**	Throat	Tengo dolor de **garganta**
	**La espalda**	Back	Me duele mucho **la espalda**
	**Las piernas**	Legs	Me duelen **las piernas**
	**Los brazos**	Arms	Se me cortó **el brazo**
	**Los dientes**	Teeth	Me duelen **los dientes**
	**El pecho**	Chest	Me duele **el pecho**

Spanish | Restaurant | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	**¿Tienen una mesa para…?**	Do you have a table for…	**¿Tienen una mesa para** cuatro**?**
	**¿Podemos ver la carta, por favor?**	Can we see the menu, please?	**¿Podemos ver la carta, por favor?**
	**¿Me da…?**	Can I have…	**¿Me da** una hamburguesa, por favor**?**
	**¿Me pone…?**	Can I have…	**¿Me pone** unas patatas fritas, por favor**?**
	**¿Me regala…?**	Can I have…	**¿Me regala** dos tacos, por favor**?**
	**¿Me trae…?**	Can I have…	**¿Me trae** un bocadillo, por favor**?**
	**Sabe rico!**	It's tasty!	El pollo **sabe rico!**
	**¿Este plato lleva…?**	Does this dish have… in it?	**¿Este plato lleva** cebolla**?**
	**¿Nos trae la cuenta, por favor?**	Can we have the bill, please?	**¿Nos trae la cuenta, por favor?**
	**Con tarjeta, por favor.**	By card, please.	**Con tarjeta, por favor.**

Spanish | Food and Drink | Skills Guide

Have you used...

A time marker?	A verb?	An activity?	A connective?	An opinion phrase?	An intensifier?	A reason?
Normalmente (Normally) **Una vez a la semana** (Once a week) **Dos veces a la semana** (Twice a week) **Siempre** (Always) **A menudo** (Often) **De vez en cuando** (From time to time) **Todos los días** (Every day) **Cada mañana** (Every morning) **Cada tarde** (Every afternoon / evening) **Cada noche** (Every night) **Nunca** (never)	**como** (I eat) **bebo** (I drink) **tomo** (I drink)	**verduras** (vegetables) **frutas** (fruit) **carne** (meat) **res** (beef) **pollo** (chicken) **pescado** (fish) **bocadillos** (sandwiches) **hamburguesas** (burgers) **patatas fritas** (chips) **ensaladas** (salads) **agua** (water) **leche** (milk) **jugo** (juice) **zumo** (juice) **refrescos** (fizzy drinks)	**porque** (because) **dado que** (because) **pero** (but) **sin embargo** (however) **y** (and)	**en mi opinión** (in my opinión) **en su opinión** (in his / her opinión) **en su opinión** (in their opinión) **pienso que** (I think that) **piensa que** (he/she thinks that) **piensan que** (they think that) **creo que** (I think that) **cree que** (he/she thinks that) **diría que** (I would say that/(he / she would say that) **es** (it is) **no es** (it isn't) **son** (they are)	**muy** (very) **un poco** (a bit) **bastante** (quite) **demasiado** (too)	**dulce** (sweet) **crujiente** (crunchy) **delicioso/a** (delicious) **sabroso/a** (tasty) **amargo/a** (bitter) **agrio/a** (sour) **picante** (spicy) **seco/a** (dry) **asqueroso/a** (disgusting) **saludable** (healthy)

Example: Una vez a la semana, como verduras porque en mi opinión son muy sabrosas.

(Once a week, I eat vegetables because in my opinion they are very tasty)

Spanish | Food and Drink | KO

Check for knowledge:

- ❑ I can say what I like to eat(step 1)
- ❑ i can describe my favourite foods (step 2)
- ❑ I can use time markers (step 3)
- ❑ i can discuss my diet (step 4)

Step 1: Saying what you like to eat and drink

Como	*I eat*	**No como**	*I don't eat*
Me gusta comer/beber	*I like to eat/drink*	**Mi comida favorita es**	*My favourite food is*
Bebo	*I drink*	**No bebo**	*I don't drink*
Los bocadillos	*sandwiches*	**El queso**	*cheese*
Las hamburguesas	*burgers*	**El agua**	*water*
Las verduras	*vegetables*	**La leche**	*milk*
Las frutas	*fruit*	**El jugo**	*juice*
Las patatas fritas	*chips*	**El zumo**	*juice*
La carne	*meat*	**El pollo**	*chicken*
El pescado	*fish*	**Los huevos**	*eggs*

Step 2: Describing your favourite foods

mi comida favorita es		*my favourite food is*	
pienso que es		*I think it's*	
grasiento/a	*greasy*	**picante**	*spicy*
dulce	*sweet*	**seco/a**	*dry*
crujiente	*crunchy*	***asqueroso/a***	*disgusting*
delicioso/a	*delicious*	***saludable***	*healthy*
sabroso/a	*tasty*	***ácido/a***	*sour*
rico/a	*yummy*	***sano/a***	*healthy*
amargo/a	*bitter*	***salado/a***	*salty*
agrio/a	*sour*	***cremoso/a***	*creamy*

Step 3: Using time markers

Por la mañana	In the mornings	**Primero**	Firstly
A la hora de comer	At lunchtime	**Luego**	Then
A la hora de cenar	At dinnertime	**Después**	After
Normalmente	Normally	**A veces**	Sometimes
Usualmente	Usually	**De vez en cuando**	From time to time
Cada mañana	Every morning	**Todos los días**	Everyday

Step 4: Discussing your diet

Como mucho	*I eat a lot of*
Como demasiado	*I eat too much of*
Menos	*Less*
Más	*More*
Rico en vitaminas	*High in vitamins*
Una dieta	*A diet*
Lleva mucha grasa	*High in fat*
Me da energía	It gives me energy
Llevar una vida sana	To lead a healthy lifestyle

Spanish | Lifestyle and Wellbeing | Skills Guide

Success Criteria:

Have you **introduced yourself**?

- ❑ Can you describe **your diet?**
- ❑ **What** does a healthy diet look like?
- ❑ Can you describe what food you **don't like?** Have you used a variety of **adjectives?** Could you add an **intensifier**?
- ❑ Do you ever get **ill or injured?** What about your **family?**
- ❑ Can you include what you **would like** to change about your lifestyle? Have you used any **complex structures?**

Simple answer:

Me llamo Carlos. Como los bocadillos todos los días. Me gusta comer las patatas fritas. No me gustan las hamburguesas. Es importante comer sano. A veces me duele el brazo.

Connectives used to link ideas

Extended answer:

Variety of **adjectives**

Me llamo Carlos. Me gusta mucho comer. Mi comida favorita es el pollo porque es muy sabroso y saludable. También me encantan los tacos porque a veces son bastante picantes. Aunque odio las verduras, diría que son muy importantes para llevar una vida sana. Por eso, me gustaría comer más verduras en el futuro. A menudo me duele la pierna porque hago demasiados deportes.

Intensifiers used to add detail

Fancy phrase used to upgrade answer.

Spanish | Relationships | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	me llevo bien	I get on well	**Me llevo bien** con mi hermana porque es simpática.
	discuto	I argue	A veces **discuto** con mi hermano porque es molesto.
	me peleo	I bicker	De vez en cuando **me peleo** con mis padres.
	me divierto	I have fun	Los fines de semana, **me divierto** con mis amigos.
	me hace reír	He/She makes me laugh	Me encanta mi mejor amigo porque **me hace reír.**
	escucha mis problemas	He/She listens to my problems	Mi madre siempre **escucha mis problemas**.
	cree en mí	He/She believes in me	Mi abuela **cree en mí.**.
	ayuda a todos	He/She helps everyone	Admiro a Michelle Obama porque **ayuda a todos.**

Spanish | My family & friends | Skills Guide

Have you used..

1. a verb?	2. a noun?	3. a connective?	4. An opinion phrase?	5. a verb?	6. an intensifier?	7. an adjective?
Me llevo bien con (I get on well with) **Discuto con** (I argue with) **Me peleo con** (I bicker with) **Me divierto con** (I have fun with)	**Mi madre** (mum) **Mi hermana** (sister) **Mi (mejor) amiga (**best friend - f) **Mi abuela** (grandmother) **Mi profesora** (my teacher -f) **Mi padre**(father) **Mi hermano** (brother) **mi (mejor) amigo** (best friend – m) **Mi abuelo** (grandfather) **Mi profesor** (my teacher - m)	**porque** (because) **pero** (but) **y** (and) **sin embargo** (however)	**pienso que / creo que** (I think that) **diría que** (I would say that) **según yo** (according to me) **a mi modo de ver** (in my opinion) **encuentro que** (I find that)	**es** (he/she is)	**muy** (very) **bastante** (quite) **realmente** (really) **un poco** (a bit)	**simpático/a** (nice) **amable** (kind) **gracioso/a** (funny) **paciente** (patient) **generoso/a** (generous) **antipático/a** (mean) **estricto/a** (strict) **terco** (stubborn)

Mi modelo a seguir es… My role model is… **Admiro a…** I admire…	**Mi madre / mi hermana / mi (mejor) amigo / mi abuela** **Mi padre / mi hermano/ mi (mejor) amigo / mi abuelo**	**porque** (because) **ya que** (because) **y** (and)	**pienso que / creo que** (I think that) **diría que** (I would say that) **según yo** (according to me) **a mi modo de ver** (in my opinion) **encuentro que** (I find that)	**tiene mucho talento / éxito** (he/she has a lot of talent / success) **tiene mucha determinación** (he/she has a lot of determination) **lucha contra la pobreza / por los derechos humanos** (he/she fights against poverty / for human rights) **usa su fama para ayudar a otros** (he/she uses their fame to help others)	**Example:** Me llevo bien con mi padre porque según yo es muy amable. (I get on well with my dad because according to me he is very kind)

Spanish | My family and friends | Skills Guide

Success Criteria:

Have you **introduced yourself**?

- ❑ Can you describe **your family and friends' personalities?**
- ❑ **What** makes a good friend?
- ❑ Can you describe what **activities** you do with your friends? Have you used a variety of **adjectives?** Could you add an **intensifier**?
- ❑ Do you have any **role models**? Have you used any **complex structures?**

Simple answer:

Me llamo Alejandro. Mi familia es grande. Mi padre es simpático y mi madre es graciosa. Un buen amigo te escucha. Me gusta salir con mis amigos. Quiero ser como mi padre en el futuro.

Connectives used to link ideas

Extended answer:

Me llamo Alejandro. Diría que mi madre es muy graciosa pero mi padre es bastante grosero. Creo que mis amigos son un poco aburridos, sin embargo me encanta salir con ellos. A mi modo de ver, un buen amigo siempre cree en ti y te acepta cómo eres. Mi modelo a seguir es mi madre porque a menudo me hace reír y, por eso, me gustaría ser como ella en el futuro.

Variety of **adjectives**

Intensifiers used to add detail

Fancy phrase used to upgrade answer.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