

# Curriculum Companions

Year 8









Term One

Name:

Tutor Group:



# Art | Botanical Art | Topic Dictionary

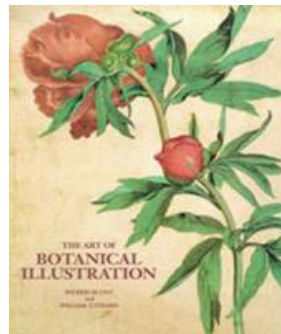
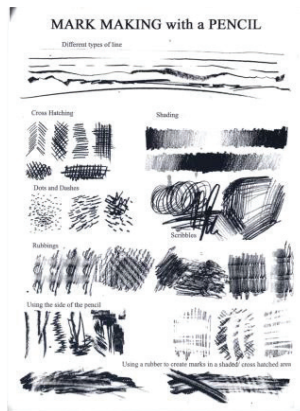
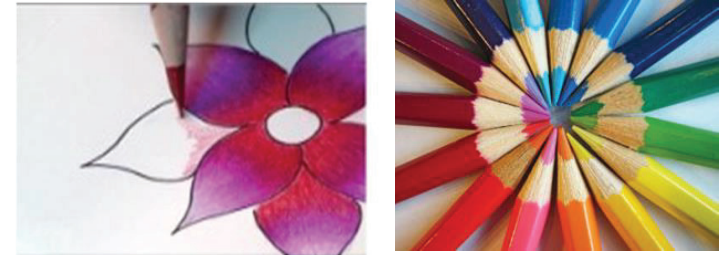
Image	Word	Definition	In a sentence...
	<b>botanical art</b>	A representation of a plant or fungi or lichen, which is scientifically and botanically correct but not necessarily 'complete' as a scientific recording.	<b>Botanical</b> artists at Kew Gardens work faithfully with the scientists to draw a true likeness of plants and flowers, connecting science and art.
	<b>complementary colours</b>	Colours that sit across from each other on the colour wheel. These are often referred to as <b>opposite colours</b> and even <b>contrasting colours</b> . 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 <b>complementary colours</b> used in Van Gogh's botanical art are vivid and contrasting. He uses colour schemes of blues and oranges.
	<b>composition</b>	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 <b>composition</b> that is balanced with symmetry.
	<b>form</b>	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 <b>form</b> in a 2D drawing.
	<b>mood</b>	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 <b>mood</b> .
	<b>scale</b>	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 <b>scale</b> of the central white flower draws your eye into the botanical illustration.
	<b>tint</b>	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 Fitch's botanical illustration he uses pink <b>tints</b> in the background flowers that have sculptural forms.
	<b>white</b>	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 <b>white</b> flower reflects tone and colour back into it.

# Knowledge Organiser | Year 8 Botanical Art

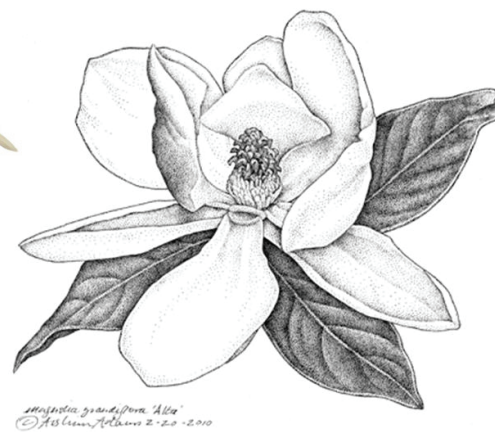
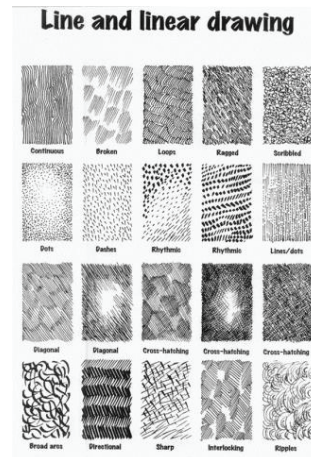


## AO2: EXPERIMENTS WITH MEDIA

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



## What is Botanical Art?

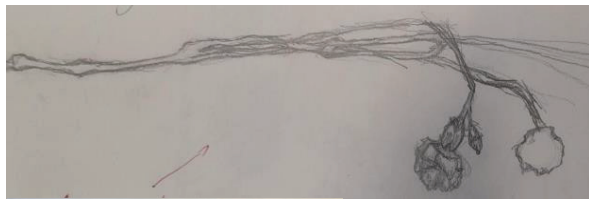


## AO1: RESEARCH (ARTISTS & IMAGE)

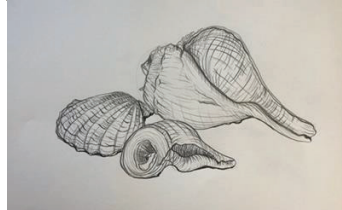
Fitch's illustration of the white and pink flowers of *Victoria Amazonica*  
What can we learn about colour and mood from Fitch?



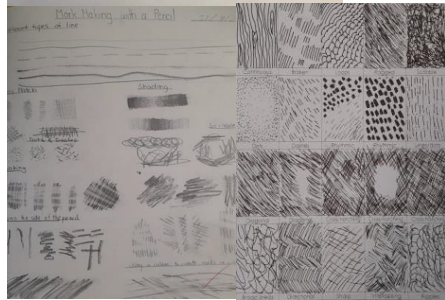
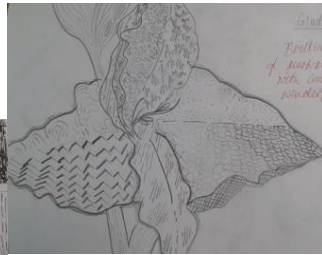
# Skills Guide: AO3 Recording Observations/ AO2 Experiments with Media: Exemplars



Shape and form with controlled tonal range



Delicate line defined shape

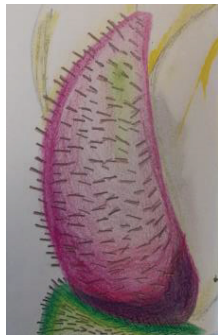
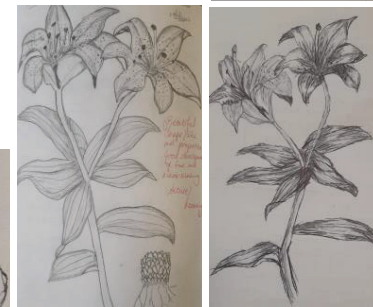


Accurate recording of mark-making.

- LINE
- tone
- TEXTURE
- SHAPE
- PATTERN
- COLOUR
- FORM



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



Colour blends

Proportion and symmetry mark-making

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.

I can visually adapt and improve my work combining and organising ideas showing outstanding recording with a high level of observation.

I can observe with attention to detail and skill with adequate effect and annotation that records insights with ideas fully explained.

I can observe and record from life/resources with some skill and annotate in my own words with clear explanations.

I can record limited ideas and annotate in my own words, showing some confidence emerging with observations.

I can record to a basic level from resources with some key-terms.

## AO2: EXPERIMENTS WITH MEDIA (Refine)

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

I can explore ideas and investigate using materials, techniques and processes with outstanding confidence and control.

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 show increasing control of the different processes and techniques shown to me, with some personal ideas emerging.

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 show limited control of the formal elements in my artwork and the artwork of others.

### 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	

# Skills Guide: Personal Annotation

## Think about:

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

Key Questions	Sentence Starters
<p><b>What: have I done? Introduce your work</b></p> <p><b>What: materials/medium have I used?</b> Paint, pencil, oil pastels, collage, mixed media...</p> <p><b>Is it your own work or a copy of someone else's?</b></p>	<p>In this piece I have....</p> <p>This is a first-hand observation of.....using.....</p> <p>I drew a ..... and recorded the light, medium and dark tones using a pencil.</p> <p>I have used the following materials.....</p> <p>This piece contains the following characteristics.....</p> <p>The artist:..... has influenced my design in their use of.....</p> <p>I was inspired by ..... When creating this piece of work.</p> <p>Here I have shown..... In the style of.....</p>
<p><b>Why: have I done it? What have I learned?</b></p> <ul style="list-style-type: none"> <li>• Have you learned about a new artist?</li> <li>• What new skills/ techniques have you used?</li> <li>• Are you trying to improve using a material?</li> <li>• How does your work connect to your theme?</li> </ul>	<p>I have shown varied tone in the style of.....</p> <p>The Artist..... has influenced the piece because.....</p> <p>I have worked in the style of.....</p> <p>I explored different tonal values of.....by producing tones of dark to light.</p>
<p><b>How: have I done it? Try to describe how you have done your work step by step.</b></p> <p><b>Include all KEY points</b></p> <ul style="list-style-type: none"> <li>• How have you made it?</li> <li>• What materials/ medium have you used?</li> <li>• What steps did you create to do this?</li> <li>• What techniques have you used?</li> </ul>	<p>I drew it using...</p> <p>From first-hand observation of a ..... I drew out.....using different types of line, both thicker, bolder lines to make the.....</p> <p>The materials I have used for this piece are....</p> <p>The process I undertook was to....</p> <p>I used ..... technique</p> <p>Through working in this way, I have learnt how to.....</p>
<p><b>Quality: How good is it?</b></p> <ul style="list-style-type: none"> <li>• What are you pleased with?</li> <li>• What could you improve?</li> </ul>	<p>I am pleased with the way I.....</p> <p>One good element of this work is.....</p> <p>The best feature of this work is.....</p> <p>I wish that I had.....one area that I could improve is.....</p> <p>This piece could have been improved by including.....</p> <p>To improve this piece, I could have.....</p> <p>I could have made greater use of.....</p> <p>In this piece I have used too much/ not enough .....</p>
<p><b>Learning: What did you learn?</b></p> <ul style="list-style-type: none"> <li>• What have you found out?</li> <li>• What are your next steps?</li> </ul>	<p>I improved my skills in....</p> <p>I got better at working in the style of.....</p> <p>I feel more confident about.....</p>

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

## Drama: Term 1 – 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
<b>projection</b>	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. <b>Projection</b> is important because the audience need to hear you.	. Diaphragm exercises. Breathing exercises Vocal warm ups.		
<b>articulation</b>	Speaking clearly so the dialogue can be understood.	Vocal Warm Ups Tongue twisters Focus on consonants		
<b>tone</b>	Communicating emotion with the voice	Knowing character and their motivation: Units and objectives Subtext Given Circumstance Opera exercise.		
<b>pace (voice)</b>	How fast or slow you speak.	Recording dialogue. Extreme Slow down Extreme Speed up		
<b>volume</b>	How loud or quiet you are.	Play with volume, Extremely loud/ quiet. Note impact.		
<b>pitch</b>	How high or low the voice is	Scales		

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

## Half Term 1 | How will I explore the story of Frankenstein? | Knowledge Organiser

# Frankenstein

- Frankenstein is a novel by the Victorian writer Mary Shelley.
- Shelley created the character of Dr Victor Frankenstein, who, obsessed by the power of electricity, decides to reanimate a man he has built from body parts.
- When confronted with his creation, the CREATURE, Frankenstein turns his back on him, leaving the Creature to fend for themselves and face the cruel realities of the world alone.



To explore the Frankenstein, we will be using **SCRIPTS** and thinking about creating different **CHARACTERS**

Week	What will I learn?
1	Captain Walton's monologue
2	Dr Frankenstein reveals what he is doing to Clerval.
3	Physical theatre – 'animating' the Creature
4	The Creature searches for a friend.
5	The Creature asks Frankenstein to build him a Bride
6	Frankenstein betrays the Creature.

Half term 1 Key Words: Frankenstein (script)	
<b>stage directions</b>	Instructions for the actor to inform performance choices.
<b>abstract</b>	Conceptual – representing emotions and situations instead of trying to create something realistic
<b>group narration</b>	Telling the story to the audience as a group.
<b>empathy</b>	The ability to understand the feelings of another,
<b>dilemma</b>	A difficult choice
<b>climax</b>	The moment of maximum intensity in a play

## Half Term 2 | What is the story of Finding Max? | Knowledge Organiser

# Finding Max

- Max is a teenager from Tooting who has gone missing.
- Each week we learn a little more about his story.
- The story of Max is a **STIMULS** for creating our own drama – without scripts, where YOU decide what the characters say and what happens to them



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

Week	What will I learn?
1	A newspaper article explaining Max's disappearance
2	A media plea from Max's family
3	Max's back pack is found with something unexpected inside.
4	The phone in Max's back pack is unlocked to reveal something shocking
5	Planning your devised ending to the story
6	Performing your devised ending to the story

Half term 2 Finding Max (Devising)	
<b>devising</b>	Creating a performance from scratch.
<b>still image</b>	A frozen scene.
<b>thought track</b>	Telling the audience what your character is thinking.
<b>role play</b>	Performing a scene in character.
<b>soundscape</b>	Using the voice and body to create atmosphere.
<b>stimulus</b>	A starting point



## Half term 1 | How can I track my development in Drama? | Knowledge Organiser

	Checkpoint 1	Checkpoint 2	Checkpoint 3
	<ul style="list-style-type: none"> <li><input type="checkbox"/> I lead my ensemble and ensure everyone's ideas are heard.</li> <li><input type="checkbox"/> I am always focused in rehearsal and <b>encourage others to do so as well.</b></li> <li><input type="checkbox"/> I work creatively and use a <b>range</b> of vocal skills.</li> <li><input type="checkbox"/> I include physical skills to enhance the performance.</li> <li><input type="checkbox"/> I interpret the characters with innovation and creativity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I lead my ensemble and ensure everyone's ideas are heard.</li> <li><input type="checkbox"/> I am always focused in rehearsal and <b>encourage others to do so as well.</b></li> <li><input type="checkbox"/> I work creatively and use a <b>range</b> of vocal skills.</li> <li><input type="checkbox"/> I include physical skills to enhance the performance.</li> <li><input type="checkbox"/> I interpret the characters with innovation and creativity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I lead my ensemble and ensure everyone's ideas are heard.</li> <li><input type="checkbox"/> I am always focused in rehearsal and <b>encourage others to do so as well.</b></li> <li><input type="checkbox"/> I work creatively and use a <b>range</b> of vocal skills.</li> <li><input type="checkbox"/> I include physical skills to enhance the performance.</li> <li><input type="checkbox"/> I interpret the characters with innovation and creativity</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> I contribute ideas to my ensemble and encourage others to share their ideas.</li> <li><input type="checkbox"/> I am <b>always</b> focused in rehearsal.</li> <li><input type="checkbox"/> I use voice creatively in performance.</li> <li><input type="checkbox"/> I use physical skills creatively to communicate with the audience.</li> <li><input type="checkbox"/> I face the audience during my performance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I contribute ideas to my ensemble and encourage others to share their ideas.</li> <li><input type="checkbox"/> I am <b>always</b> focused in rehearsal.</li> <li><input type="checkbox"/> I use voice creatively in performance.</li> <li><input type="checkbox"/> I use physical skills creatively to communicate with the audience.</li> <li><input type="checkbox"/> I face the audience during my performance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I contribute ideas to my ensemble and encourage others to share their ideas.</li> <li><input type="checkbox"/> I am <b>always</b> focused in rehearsal.</li> <li><input type="checkbox"/> I use voice creatively in performance.</li> <li><input type="checkbox"/> I use physical skills creatively to communicate with the audience.</li> <li><input type="checkbox"/> I face the audience during my performance.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> I contribute ideas to my ensemble.</li> <li><input type="checkbox"/> I am <b>mostly</b> focused in rehearsal.</li> <li><input type="checkbox"/> I use voice to enhance performance.</li> <li><input type="checkbox"/> I use physical skills to communicate with the audience.</li> <li><input type="checkbox"/> I mostly face the audience during my performance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I contribute ideas to my ensemble.</li> <li><input type="checkbox"/> I am <b>mostly</b> focused in rehearsal.</li> <li><input type="checkbox"/> I use voice to enhance performance.</li> <li><input type="checkbox"/> I use physical skills to communicate with the audience.</li> <li><input type="checkbox"/> I mostly face the audience during my performance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I contribute ideas to my ensemble.</li> <li><input type="checkbox"/> I am <b>mostly</b> focused in rehearsal.</li> <li><input type="checkbox"/> I use voice to enhance performance.</li> <li><input type="checkbox"/> I use physical skills to communicate with the audience.</li> <li><input type="checkbox"/> I mostly face the audience during my performance.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> I attempt to work effectively as an ensemble member.</li> <li><input type="checkbox"/> I <b>attempt</b> to stay focused in rehearsal.</li> <li><input type="checkbox"/> I attempt to use voice to enhance performance.</li> <li><input type="checkbox"/> I use physical skills to communicate with the audience.</li> <li><input type="checkbox"/> I attempt to face the audience during my performance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I attempt to work effectively as an ensemble member.</li> <li><input type="checkbox"/> I <b>attempt</b> to stay focused in rehearsal.</li> <li><input type="checkbox"/> I attempt to use voice to enhance performance.</li> <li><input type="checkbox"/> I use physical skills to communicate with the audience.</li> <li><input type="checkbox"/> I attempt to face the audience during my performance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I attempt to work effectively as an ensemble member.</li> <li><input type="checkbox"/> I <b>attempt</b> to stay focused in rehearsal.</li> <li><input type="checkbox"/> I attempt to use voice to enhance performance.</li> <li><input type="checkbox"/> I use physical skills to communicate with the audience.</li> <li><input type="checkbox"/> I attempt to face the audience during my performance.</li> </ul>

## Half term 2 | How can I track my development in Drama? | Knowledge Organiser

	Checkpoint 1	Checkpoint 2	Checkpoint 3
	<ul style="list-style-type: none"> <li><input type="checkbox"/> I lead my ensemble and ensure everyone's ideas are heard.</li> <li><input type="checkbox"/> I am always focused in rehearsal and <b>encourage others to do so as well.</b></li> <li><input type="checkbox"/> I work creatively and use a <b>range</b> of vocal skills.</li> <li><input type="checkbox"/> I include physical skills to enhance the performance.</li> <li><input type="checkbox"/> I interpret the characters with innovation and creativity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I lead my ensemble and ensure everyone's ideas are heard.</li> <li><input type="checkbox"/> I am always focused in rehearsal and <b>encourage others to do so as well.</b></li> <li><input type="checkbox"/> I work creatively and use a <b>range</b> of vocal skills.</li> <li><input type="checkbox"/> I include physical skills to enhance the performance.</li> <li><input type="checkbox"/> I interpret the characters with innovation and creativity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I lead my ensemble and ensure everyone's ideas are heard.</li> <li><input type="checkbox"/> I am always focused in rehearsal and <b>encourage others to do so as well.</b></li> <li><input type="checkbox"/> I work creatively and use a <b>range</b> of vocal skills.</li> <li><input type="checkbox"/> I include physical skills to enhance the performance.</li> <li><input type="checkbox"/> I interpret the characters with innovation and creativity</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> I contribute ideas to my ensemble and encourage others to share their ideas.</li> <li><input type="checkbox"/> I am <b>always</b> focused in rehearsal.</li> <li><input type="checkbox"/> I use voice creatively in performance.</li> <li><input type="checkbox"/> I use physical skills creatively to communicate with the audience.</li> <li><input type="checkbox"/> I face the audience during my performance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I contribute ideas to my ensemble and encourage others to share their ideas.</li> <li><input type="checkbox"/> I am <b>always</b> focused in rehearsal.</li> <li><input type="checkbox"/> I use voice creatively in performance.</li> <li><input type="checkbox"/> I use physical skills creatively to communicate with the audience.</li> <li><input type="checkbox"/> I face the audience during my performance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I contribute ideas to my ensemble and encourage others to share their ideas.</li> <li><input type="checkbox"/> I am <b>always</b> focused in rehearsal.</li> <li><input type="checkbox"/> I use voice creatively in performance.</li> <li><input type="checkbox"/> I use physical skills creatively to communicate with the audience.</li> <li><input type="checkbox"/> I face the audience during my performance.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> I contribute ideas to my ensemble.</li> <li><input type="checkbox"/> I am <b>mostly</b> focused in rehearsal.</li> <li><input type="checkbox"/> I use voice to enhance performance.</li> <li><input type="checkbox"/> I use physical skills to communicate with the audience.</li> <li><input type="checkbox"/> I mostly face the audience during my performance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I contribute ideas to my ensemble.</li> <li><input type="checkbox"/> I am <b>mostly</b> focused in rehearsal.</li> <li><input type="checkbox"/> I use voice to enhance performance.</li> <li><input type="checkbox"/> I use physical skills to communicate with the audience.</li> <li><input type="checkbox"/> I mostly face the audience during my performance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I contribute ideas to my ensemble.</li> <li><input type="checkbox"/> I am <b>mostly</b> focused in rehearsal.</li> <li><input type="checkbox"/> I use voice to enhance performance.</li> <li><input type="checkbox"/> I use physical skills to communicate with the audience.</li> <li><input type="checkbox"/> I mostly face the audience during my performance.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> I attempt to work effectively as an ensemble member.</li> <li><input type="checkbox"/> I <b>attempt</b> to stay focused in rehearsal.</li> <li><input type="checkbox"/> I attempt to use voice to enhance performance.</li> <li><input type="checkbox"/> I use physical skills to communicate with the audience.</li> <li><input type="checkbox"/> I attempt to face the audience during my performance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I attempt to work effectively as an ensemble member.</li> <li><input type="checkbox"/> I <b>attempt</b> to stay focused in rehearsal.</li> <li><input type="checkbox"/> I attempt to use voice to enhance performance.</li> <li><input type="checkbox"/> I use physical skills to communicate with the audience.</li> <li><input type="checkbox"/> I attempt to face the audience during my performance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I attempt to work effectively as an ensemble member.</li> <li><input type="checkbox"/> I <b>attempt</b> to stay focused in rehearsal.</li> <li><input type="checkbox"/> I attempt to use voice to enhance performance.</li> <li><input type="checkbox"/> I use physical skills to communicate with the audience.</li> <li><input type="checkbox"/> I attempt to face the audience during my performance.</li> </ul>

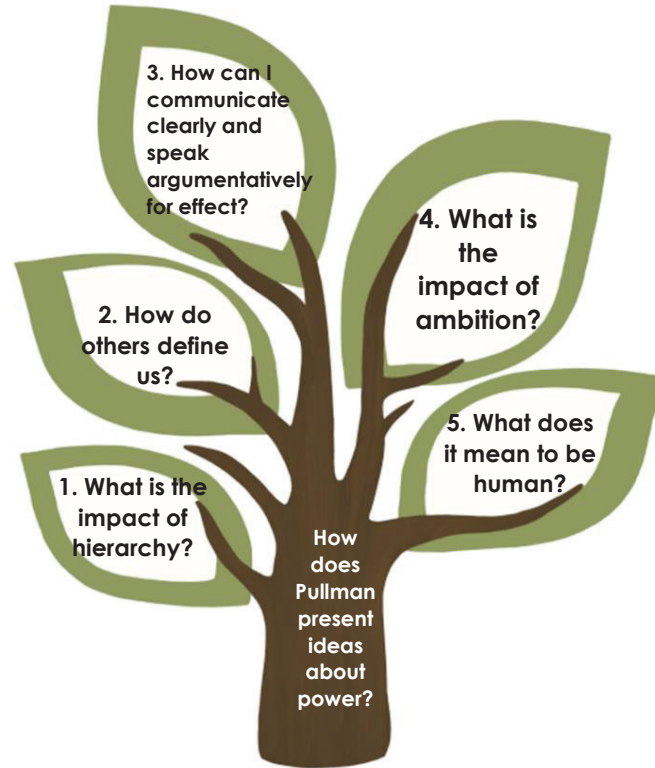
**Romanticism and the Scientific Revolution:**

- This was a movement during the late 1700s through to the mid-1800s.
- Romantics are passionate about the **beauty of nature** and celebrate **creativity and discovery**.
- Walton and Frankenstein are **ambitious geniuses**; both engage in works of ground-breaking creativity by pushing the limits of geography and science.
- The **strength** and **beauty** of the **natural world** are the backdrop for the play's dramatic events.
- The monster comes into the world without any knowledge of social norms or behavioural expectations. Romanticism questions whether human nature is shaped by society and culture.

You might use this knowledge in these discussions:

- ❖ Are some people entitled to more power than others?
- ❖ We are defined by the way we look
- ❖ Felix was right to attack the Monster
- ❖ Should Frankenstein be held responsible for the murders?

**Knowledge Organiser | Frankenstein**



**Science vs Religion:**

- Large parts of Europe were incredibly **religious**
- Events that could not be explained were viewed as an **act of God** or from a supernatural force.
- **Science was beginning to break down these barriers.**
- Some people thought the **progress** of science was **dangerous**.
- Christians believe **creation is an act of God**; therefore, to tamper with this process, as Frankenstein does in creating his monster, was to play God.
- Mutilating and dissecting corpses for experimentation spread fear amongst Christians as medical study required better knowledge of anatomy and the possibility of experimental procedures.
- In 'Frankenstein', the reckless pursuit of scientific discovery leads to **chaos, tragedy, and despair** for all the characters.

You might use this knowledge in these discussions:

- ❖ Frankenstein's ambition has morally corrupted him
- ❖ The monster shows greater humanity than Frankenstein
- ❖ Should Frankenstein be held responsible for the murders?
- ❖ Frankenstein shows prejudice and discrimination towards the Monster

**Studying a play:**

This is a play adapted from the novel 'Frankenstein' by Mary Shelley.

- In a play, the narrative is broken down into **Acts**, as opposed to chapters.
- Each Act is separated into **Scenes**.
- The play begins with a **Prologue** and ends with the **Epilogue**.
- The **Stage Directions** are instructions that tell the actors how and when to move/speak. They also contain information about the scenery, lighting and props.












**As a Year 8 English student I know:**

1. <b>Hierarchies</b> can be used to gain power and control. Hierarchies can also negatively impact characters.	
2. Authors create and use <b>characters</b> to criticise the way society defines those viewed as 'different' or 'other'.	
3. I can learn to <b>communicate</b> clearly and effectively through reading texts.	
4. <b>Ambition</b> can have both negative and positive outcomes.	
5. Authors create characters and stories to question what it truly means to be human and have <b>humanity</b> .	

**As a Year 8 English student I can:**

1. Share my own <b>opinion</b> and <b>perspective</b> .	
2. Use <b>examples</b> and <b>evidence</b> to support my ideas.	
3. <b>Build on</b> or develop other people's points and ideas.	
4. <b>Ask questions</b> respectfully to challenge other people's ideas and opinions.	
5. <b>Challenge: Move a discussion forward</b> to reach a conclusion or solution.	

## English | Frankenstein | Topic Dictionary

Image	Word	Definition	In a sentence
	<b>ambition</b>	If you have an <b>ambition</b> to do something, you very much want to <b>achieve</b> it.	Frankenstein's <b>ambition</b> to create life has serious consequences.
	<b>benevolent</b>	To be kind or fair.	By offering comfort and kindness to others, Elizabeth shows she is a <b>benevolent</b> character.
	<b>corrupt</b>	Someone who is <b>corrupt</b> behaves in a way that is morally wrong and dishonest in exchange for something they want, for example, power.	Frankenstein's obsession with creating life ultimately leads to a <b>corrupt</b> actions.
	<b>discrimination</b>	The practice of treating one person or group of people less fairly or less well than other people or groups.	The monster faces <b>discrimination</b> when the De Lacey family attacks him in fear and revulsion after he reveals himself, despite his gentle approach.
	<b>humane/inhumane</b>	<b>Humane</b> people act in a kind, sympathetic way towards others and try to do them as little harm as possible. If you are <b>inhumane</b> , you do not show these qualities and are extremely cruel	The monster may be more <b>humane</b> than Frankenstein as he exhibits compassion and longing for companionship, while Frankenstein's actions are driven by selfish ambition and disregard for the consequences.
	<b>integrate</b>	To mix with and join society or a group of people, often changing to suit their way of life, habits, and customs.	The monster struggles to <b>integrate</b> into society due to his frightening appearance, leading to fear and rejection from people.
	<b>malevolent</b>	To deliberately try and cause harm or evil.	Killing Frankenstein's brother was <b>malevolent</b> act.
	<b>moral/immoral</b>	A <b>moral</b> person behaves in a way that is believed by most people to be good and right. If you are <b>immoral</b> , you disregard right and wrong.	The <b>immoral</b> act of bringing the dead back to life leads to death and destruction for Frankenstein.
	<b>patriarchy</b>	A system in which men have all or most of the power and importance in a society or group.	During the 19th century, England was deeply <b>patriarchal</b> society, where men held important roles in both the family and public life, limiting opportunities and freedoms for women.
	<b>prejudice</b>	An unreasonable dislike of a particular group of people or things, or a preference for one group of people or things over another.	The creature faces harsh <b>prejudice</b> from society due to his monstrous appearance.
	<b>vengeance</b>	The act of killing, injuring, or harming someone because they have harmed you.	The creature seeks <b>vengeance</b> against Victor by killing his loved ones after being abandoned and mistreated.

## English | Frankenstein | Topic Dictionary: writer's techniques

Word	Definition	In a sentence
<b>argument</b>	An <b>argument</b> is the presentation of an idea you feel strongly about, supported by evidence.	<i>The student's <b>argument</b> was very convincing, they changed everybody's minds.</i>
<b>authority</b>	If you speak with <b>authority</b> , you are confident as you know a lot about the subject.	<i>The Y8 student spoke with great <b>authority</b> when he gave the reasons for why all humans should be treated with respect.</i>
<b>counter argument</b>	A <b>counter argument</b> is a set of ideas put forward to oppose an idea or theory developed by someone else.	<i>The students listened carefully so they could make a convincing <b>counter argument</b>.</i>
<b>debate</b>	A <b>debate</b> is a formal discussion in which opposing arguments are put forward.	<i>The teacher rearranged the table and chairs so that the students could <b>debate</b> across the room.</i>
<b>discourse marker</b>	A <b>discourse marker</b> is word or phrase that organises a piece of writing or speech. They are usually used at the start of a topic sentence or new paragraph.	<i>The teacher told the students that the clearest work uses <b>discourse markers</b>.</i>
<b>gothic</b>	The <b>gothic</b> is a genre and style of writing that has elements of fear, horror, death and gloom.	<i>The girl liked to scare herself, so read a lot of <b>gothic</b> stories.</i>
<b>tone</b>	The <b>tone</b> is the overall attitude or emotion of a piece of writing or speech.	<i>The story had a gloomy <b>tone</b>.</i>
<b>topic sentence</b>	A <b>topic sentence</b> is a sentence in a paragraph that expresses the main idea or point of the whole paragraph.	<i>To improve the structure of their speech, the students were asked to give clear <b>topic sentences</b> for each paragraph.</i>

# English | Frankenstein | Discussion Skills Guide

## How to build an argument

1. Explain your perspective in a statement



2. Find examples from the text that supports your opinion



3. Include a quotation to add extra detail to your argument.



4. Ask a question that challenges someone else's perspective



5. Move a discussion forward to reach a conclusion or solution

## Discussion sentence stems

### Sharing your own opinion or perspective:

- I do agree with \_\_\_\_\_ because...
- I do not agree with \_\_\_\_\_ because....
- I have this opinion because in the text it says.....

### Building on points:

- That's interesting. I agree with you because it also says....
- To link to what X said, I think.....
- In addition to that, you could say that.....

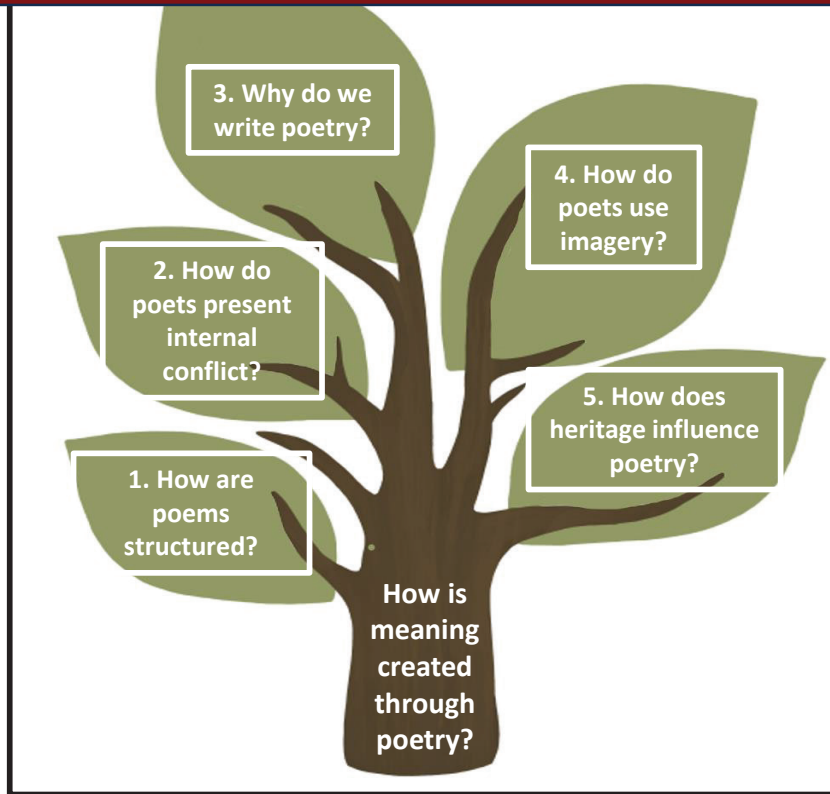
### Asking questions or challenging peers:

- X, what do you think?
- X, do you agree?
- I understand your point, but what about where it says.....?
- I disagree with you because....

### Moving on discussion:

- Okay, so we agree that.....?
- Have we decided whether we think.....?

## English | World Poetry | Knowledge Organiser



### 7. *Two Scavengers* – Lawrence Ferlinghetti

In this poem, **vehicles** are used as **symbols** to **represent** people of different social status.

Ferlinghetti also uses **stanzas** to **physically represent** the distance between social classes on the page.

### 8. *Nothing's Changed* – Tatamkhulu Afrika

Afrika uses two **restaurants** to **symbolize** the divide between the way people in South Africa live.

He also **repeats** certain phrases throughout the **stanzas** to emphasise the poem's central message.

### 5. *Valentine* – Carol Ann Duffy

Duffy uses the **symbol** of an **onion** to represent an unusual gift, given to the speaker's lover.

The onion's strong smell and ability to make the lover cry **represent** the dark side of love.

### 6. *Presents from my Aunts in Pakistan* – Moniza Alvi

Alvi uses clothes as a **symbol** of culture in this poem. The speaker switches between clothes from different cultures, and this **represents** the speaker caught in a conflict between the cultures she belongs to.

### 1. *Island Man* – Grace Nichols

*Island Man* contains lots of vivid **imagery**. Below are some examples:

- “blue surf”
- “breaking and wombing”
- “emerald island”
- “surge of wheels”
- “north circular roar”
- “crumpled pillow waves”

### 2. *Search For My Tongue* – Sujata Bhatt

*Search for My Tongue* has lots of examples of **symbolism**. Bhatt uses the symbols of a **tongue** and **shoots of plants** to represent the loss and re-growth of her languages.

### 3. *Blessing* – Imtiaz Dharker

In *Blessing*, **imagery** of water and utensils to carry water are employed to highlight the importance of essential resources to a community.







- “drip” / “splash”
- “pipe bursts”
- “pots, brass, copper, aluminum, plastic buckets, frantic hands”

### 4. *Limericks*

Limericks employ a specific structure to create a humorous tone. Limericks always have:

- 5 lines
- AABBA rhyme scheme
- 7-10 syllables in lines 1,2 and 5
- 5-7 syllables in lines 3 and 4

## English | World Poetry | Topic Dictionary: Tier 2 words

Image	Word	Definition	In a sentence
	<b>conflict</b>	A problem or disagreement.	In the poem Presents from my Aunts in Pakistan, the speaker is in <b>conflict</b> with herself as she is torn between her two cultures,
	<b>lethal</b>	If something is lethal, it can cause death.	In Valentine, love is <b>lethal</b> .
	<b>marginalisation</b>	To marginalise a group of people means to make them feel isolated and unimportant.	The speaker in Search for My Tongue feels <b>marginalised</b> by the loss of their language.
	<b>oppression</b>	Cruel and unfair treatment of a group of people.	During Apartheid, thousands of South African people were <b>oppressed</b> .
	<b>perspective</b>	A person's point of view or opinion on something.	We learn the speaker's <b>perspective</b> on living abroad in Island Man.
	<b>stereotype</b>	Characteristics that a lot of people believe represents a particular group.	In Two Scavengers, <b>stereotypes</b> cause social division.



## English | World Poetry | Topic Dictionary: Poetic techniques

Word	Definition	In a sentence
<b>alliteration</b>	Words placed together that start with the same sound e.g. "she sells seashells on the sea shore".	The poet used lots of <b>alliteration</b> and it made the poem difficult to read!
<b>assonance</b>	The repetition of vowel sounds e.g. "go slow over the road".	Students reading the poem noticed the <b>assonance</b> used throughout.
<b>caesura</b>	A pause in the middle of a line of poetry.	Using a comma in the middle of a line is <b>caesura</b> and makes the reader pause their reading.
<b>enjambment</b>	When the idea in a line of poetry continues into the next line without a pause.	The use of <b>enjambment</b> suggested the speaker could not contain their feelings – they were spilling from one line to another!
<b>extended metaphor</b>	The same metaphor used throughout a poem to build a bigger idea.	The use of the <b>extended metaphor</b> of childhood gave the poem a nostalgic tone.
<b>imagery</b>	Language that creates a clear and vivid image in the reader's mind.	The poem contains <b>imagery</b> of water throughout.
<b>onomatopoeia</b>	Words that sound like what they are.	<b>Onomatopoeia</b> featured regularly in the poem and helped the reader to imagine the sounds around the speaker.
<b>sibilance</b>	A repeated "s", "sh" or "z" sound.	The poem was about a snake so the poet used <b>sibilance</b> to mimic the snake's hissing noise.
<b>stanza</b>	A group of lines organised together in a poem.	The poem had four <b>stanzas</b> .
<b>structure</b>	The way a poem is organised and put together.	Poets use <b>structure</b> to organise their ideas.
<b>symbolism</b>	When an object, colour, animal, place, etc., represents something.	The poet used the <b>symbol</b> of a lion throughout her poem to suggest the speaker is brave.

# English | World Poetry | Skills Guide

When you are writing about poems, each of your ideas must be written into a paragraph with the following structure:

## **What is the poet saying about the question?**

- How could I reuse the words in the question to give myself a topic sentence?

## **How does the writer convey/ present/ develop this?:**

- What quotation proves your idea?
- What tone is the quotation spoken in?
- Why did the writer choose this tone?
- Which are the powerful words or techniques that convey the most meaning?
- What different connotations do these words have? What do they make you imagine, think about or feel?

## **Why does the writer write it? What is their purpose?**

- What attitudes or feelings are revealed by the quotation?
- What was happening at the time that is mirrored in the poem?
- Is the writer trying to create shock or sympathy/ to expose or criticise/ to warn or or raise awareness?

## **As a Year 8 English student I know:**

1. Poems are structured in various ways to convey meaning.

2. Poets use specific language and structural techniques to present conflict.

3. Poets use their poems to convey different meanings.

4. Poets use imagery to convey their ideas.

5. Poems and poets are influenced by, and influence, cultural identity and heritage.

# English | World Poetry | Annotated Exemplar

**In *Island Man* by Grace Nichols, how is the experience of living abroad presented?**

**What  
How**

In *Island Man* by Grace Nichols, the experience of living abroad is presented painful and tiring. This is seen in the quote "island man heaves himself". This quote shows that the island man is tired of life in London because he has to force himself out of bed everyday, as opposed to how easily he "wakes up" when he lived back on the Island. The verb "heaves" highlights how life in London is painful and tiring for the island man because it takes him great amounts of effort to get up and go about his everyday life. This makes the reader understand how the island man feels run down by the busy city life. Grace Nichols could be raising awareness of the Windrush that occurred in 1948 and showing her readers the suffering of those migrants.

**Why**

The first sentence explains what **I think** the experience of living abroad is.











I then **prove how** I know what the speaker's experience is by including **a quotation**.

I then explain **the overall effect** of that quotation on the reader.








I prove how I know the speaker is tired by selecting a **powerful word** and explaining its **deeper meaning**.

Finally, I finish my paragraph by explaining why I think Grace Nichols has chosen to present her speaker's experience of living abroad as **tiring and painful**. I have linked the poem to what was happening in real life **at the time**.

## French | Lifestyle and Wellbeing | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	faire du patin à glace	do ice skating	J'aime <b>faire du patin à glace</b> avec mes amis.
	faire de la cuisine	do cooking	Je déteste <b>faire de la cuisine</b> .
	faire de la danse	do dancing	Normalement je préfère <b>faire de la danse</b> .
	faire de la gymnastique	do gymnastics	Je n'aime pas <b>faire de la gymnastique</b> .
	faire de l'athlétisme	do athletics	J'adore <b>faire de l'athlétisme</b> pendant le week-end.
	faire de l'équitation	do horseriding	J'adore <b>faire de l'équitation</b> pour s'amuser.
	faire des randonnées	do hiking	Je préfère <b>faire des randonnées</b> comme l'exercice.
	faire du ski	do skiing	J'aime <b>faire du ski</b> avec ma famille.
	faire du vélo	do cycling	Chaque semaine j'aime <b>faire du vélo</b> .
	faire du théâtre	do drama	Tous les jours j'adore <b>faire du théâtre</b> .

## French | Lifestyle and Wellbeing | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	<b>jouer au basket</b>	do basketball	Dans ma temps libre, j'aime <b>jouer au basket</b> .
	<b>jouer au foot</b>	play football	J'adore <b>jouer au foot</b> avec ma meilleure amie.
	<b>jouer au hockey</b>	play hockey	Le soir, j'adore <b>jouer au hockey</b> .
	<b>jouer au rugby</b>	play rugby	J'aime <b>jouer au rugby</b> parce que c'est facile.
	<b>jouer au tennis</b>	play tennis	J'adore <b>jouer au tennis</b> mais c'est difficile.
	<b>jouer aux cartes</b>	play cards	Tous les jours, ma mère aime <b>jouer aux cartes</b> .
	<b>jouer aux échecs</b>	play chess	Tous les soirs, mon frère aime <b>jouer aux échecs</b> .

# French | Lifestyle and Wellbeing | Knowledge Organiser

## Check for knowledge:

- I can say what I and others do (step 1)
- I can describe my daily routine (Step 2)
- I can give opinions on different hobbies and activities (step 3)
- I can use future tense (step 4)

## Step 1: Saying what hobbies you do

<b>j'envoie des sms</b>	<i>I send texts</i>	<b>je fais de la danse</b>	<i>I dance</i>
<b>je fais du sport</b>	<i>I do sport</i>	<b>je fais de l'athlétisme</b>	<i>I do athletics</i>
<b>je reste chez moi</b>	<i>I rest at home</i>	<b>je prends des photos</b>	<i>I take photos</i>
<b>je regarde des films</b>	<i>I watch films</i>	<b>j'écoute de la musique</b>	<i>I listen to music</i>
<b>je joue au tennis</b>	<i>I play tennis</i>	<b>tous les jours</b>	<i>Every day</i>
<b>je joue a l'ordinateur</b>	<i>I play on the computer</i>	<b>chaque semaine</b>	<i>Every week</i>
<b>je joue au rugby</b>	<i>I play rugby</i>	<b>de temps en temps</b>	<i>From time to time</i>

## Step 3: Describing your daily routine

<b>Je me réveille</b>	<i>I get up</i>	<b>Je mange le petit-déjeuner</b>	<i>I eat breakfast</i>
<b>Je me douche</b>	<i>I shower</i>	<b>Je fais mes devoirs</b>	<i>I do my HW</i>
<b>Je m'habille</b>	<i>I get dressed</i>	<b>Je vais à l'école</b>	<i>I go to school</i>
<b>Je me brosse les dents</b>	<i>I brush my teeth</i>	<b>Je mange le dîner</b>	<i>I eat dinner</i>
<b>Le matin</b>	<i>In the morning</i>	<b>À une heure</b>	<i>At 1 o'clock</i>
<b>L'après-midi</b>	<i>In the afternoon</i>	<b>À deux heures</b>	<i>At 2 o'clock</i>
<b>Le soir</b>	<i>In the evening</i>	<b>À trois heures</b>	<i>At 3 o'clock</i>

## Step 2: Giving opinions on hobbies

<b>Je pense que</b>	<i>I think that</i>		
<b>Je dirais que</b>	<i>I would say that</i>		
<b>À mon avis</b>	<i>In my opinion</i>		
<b>c'est</b>	<i>it is...</i>		
<b>divertissant</b>	<i>entertaining</i>	<b>intéressant</b>	<i>interesting</i>
<b>ennuyeux</b>	<i>boring</i>	<b>barbant</b>	<i>boring</i>
<b>amusant</b>	<i>fun</i>	<b>passionant</b>	<i>exciting</i>
<b>relaxant</b>	<i>relaxing</i>	<b>fantastique</b>	<i>fantastic</i>
<b>affreux</b>	<i>awful</i>	<b>nul</b>	<i>rubbish</i>
<b>difficile</b>	<i>difficult</i>	<b>palpitant</b>	<i>exciting</i>

## Step 4: Describing future plans

<b>La semaine prochaine</b>	<i>Next week</i>
<b>Le lendemain</b>	<i>Tomorrow</i>
<b>L'année prochaine</b>	<i>Next year</i>
<b>je vais + infinitive</b>	<i>I'm going to...</i>
<b>on va + infinitive</b>	<i>we're going to...</i>
<b>sortir avec mes amis</b>	<i>go out with friends</i>
<b>aller au cinéma</b>	<i>go to the cinema</i>
<b>avoir une soirée</b>	<i>have a party</i>
<b>faire de la natation</b>	<i>go swimming</i>

# French | Lifestyle and Wellbeing | Skills Guide

## Have you used...

A time marker?	A verb?	An activity?	A connective?	A opinion phrase?	An intensifier?	A reason?
<p><b>Normalement</b> (Normally)</p> <p><b>Une fois par semaine</b> (Once a week)</p> <p><b>Deux fois par semaine</b> (Twice a week)</p> <p><b>Tous les jours</b> (Every day)</p> <p><b>Tous les matins</b> (Every morning)</p> <p><b>Tous les après-midis</b> (Every afternoon)</p> <p><b>Tous les soirs</b> (Every evening)</p> <p><b>Toujours</b> (Always)</p> <p><b>Souvent</b> (Often)</p> <p><b>De temps en temps</b> (From time to time)</p>	<p><b>je fais</b> (I do)</p> <p><b>il / elle fait</b> (he/she does)</p> <p><b>ils / elles font</b> (they do)</p>	<p><b>de l'équitation</b> (horse-riding)  <b>de l'athlétisme</b> (athletics)  <b>de la natation</b> (swimming)  <b>de la voile</b> (sailing)  <b>de la gymnastique</b> (gymnastics)  <b>du ski</b> (ski)  <b>du ballet</b> (ballet)  <b>du cyclisme</b> (cycling)  <b>du patin</b> (skating)  <b>du yoga</b> (yoga)  <b>du judo</b> (judo)  <b>du surf</b> (surfing)</p>	<p><b>parce que</b> (because)</p> <p><b>car</b> (because)</p> <p><b>mais</b> (but)</p> <p><b>cependant</b> (however)</p> <p><b>et</b> (and)</p>	<p><b>selon moi</b> (in my opinion)  <b>selon lui / elle</b> (in his / her opinion)  <b>selon eux / elles</b> (in their opinion)  <b>je pense que</b> (I think that)  <b>il / elle pense que</b> (he/she thinks that)  <b>ils / elles pensent que</b> (they think that)  <b>je trouve que</b> (I think that)  <b>il / elle trouve que</b> (he/she thinks that)  <b>ils / elles trouvent que</b> (they think that)  <b>je dirais que</b> (I would say that)  <b>il / elle dirait que</b> (he / she would say that)</p> <p><b>c'est</b> (it is)  <b>ce n'est pas</b> (it isn't)</p>	<p><b>très</b> (very)</p> <p><b>un peu</b> (a bit)</p> <p><b>assez</b> (quite)</p> <p><b>trop</b> (too)</p> <p><b>vraiment</b> (really)</p>	<p><b>facile</b> (easy)  <b>intéressant</b> (interesting)  <b>génial</b> (great)  <b>amusant</b> (fun)  <b>relaxant</b> (relaxing)  <b>palpitant</b> (exciting)  <b>mauvais</b> (bad)  <b>difficile</b> (difficult)  <b>barbant</b> (boring)  <b>dangereux</b> (dangerous)  <b>fatigant</b> (tiring)</p>
	<p><b>je joue</b> (I play)</p> <p><b>il / elle joue</b> (he/she plays)</p> <p><b>ils / elles jouent</b> (they play)</p>	<p><b>au football</b> (football)  <b>au volley</b> (volleyball)  <b>au golf</b> (golf)  <b>au basket</b> (basketball)  <b>au cricket</b> (cricket)  <b>au tennis</b> (tennis)  <b>au badminton</b> (badminton)  <b>au hockey</b> (hockey)  <b>au rugby</b> (rugby)</p>				<p><b>Example:</b> Normalement, je fais de l'équitation car selon moi c'est vraiment génial.  (Normally, I do horse-riding because according to me it is really great.)</p>

# French | Lifestyle and Wellbeing | Skills Guide

## Success Criteria:

Have you **introduced yourself**?

- Can you describe **what** you like?
- Why** do you like the sport?
- Can you describe your **dislikes**? Have you used a variety of **adjectives**? Could you add an **intensifier**?
- Can you describe **your friend's hobbies**? Have you included a range of **opinion phrases**?
- Can you include where you **would like** to do next weekend? Have you used any **complex structures**?

## Simple answer:

Je m'appelle Léo. Je joue au volleyball et je fais de l'athlétisme. J'adore aussi les arts martiaux et tous les weekends, j'aime faire du judo avec mes amis.

**Connectives**  
used to link  
ideas

## Extended answer:

Je m'appelle Léo. Je suis assez sportif! En hiver, j'adore faire du ski, mais je n'aime pas faire du patin à glace parce que c'est trop difficile. J'ai une amie qui s'appelle Valentine. Elle joue souvent aux échecs et elle adore télécharger des chansons, surtout le hard rock! Cependant, elle déteste regarder la télé parce que selon elle c'est assez ennuyeux.











Variety of  
**adjectives**

**Intensifiers**  
used to add  
detail

**Fancy phrase** used to  
upgrade answer.



## French | Studying and my future | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	l'anglais	English	J'étudie l' <b>anglais</b> et c'est intéressant.
	le dessin	Art	Je pense que <b>le dessin</b> est ennuyeux.
	l'espagnol	Spanish	À mon avis, <b>l'espagnol</b> est très important.
	l'eps	PE	J'étudie l' <b>eps</b> tous les jours.
	le français	French	J'étudie <b>le français</b> avec ma famille.
	la géographie	Geography	Je pense que <b>la géographie</b> est difficile.
	l'histoire	History	J'étudie l' <b>histoire</b> et c'est assez barbant.
	les maths	Maths	Je dirais que <b>les maths</b> est difficile.
	la musique	Music	Je pense que <b>la musique</b> est facile.
	les sciences	Science	J'étudies <b>les sciences</b> chaque semaine.

# French | Studying and my future | 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 school and my teachers (step 4)

## Step 1: Saying what subjects you study

<b>J'étudie</b>	I study	<b>Je n'étudie pas</b>	I don't study
<b>J'aime étudier</b>	I like to study	<b>Ma matière préférée est</b>	My favourite subject is
<b>l'anglais</b>	English	<b>le dessin</b>	Art
<b>les maths</b>	Maths	<b>les sciences</b>	Science
<b>le théâtre</b>	Drama	<b>le français</b>	French
<b>l'espagnol</b>	Spanish	<b>l'EPS</b>	PE
<b>l'informatique</b>	ICT/IT	<b>l'histoire</b>	History
<b>amusant</b>	fun	<b>barbant</b>	boring
<b>facile</b>	easy	<b>difficile</b>	difficult
<b>intéressant</b>	interesting	<b>inutile</b>	useless

## Step 3: Describing the school rules

<b>On doit</b>	one must	<b>On ne doit pas</b>	one must not
<b>être à l'heure</b>	be on time	<b>porter des bijoux</b>	wear jewellery
<b>respecter les autres</b>	respect others	<b>manquer les cours</b>	skip lessons
<b>porter l'uniforme scolaire</b>	wear school uniform	<b>utiliser son portable</b>	use your phone
<b>apporter son matériel</b>	bring your school equipment	<b>manger en classe</b>	eat in class
<b>travailler dur</b>	work hard	<b>dire des gros mots</b>	swear

## Step 2: Describing your school uniform

<b>Je porte</b>	I wear		
<b>l'uniforme scolaire</b>	School uniform		
<b>une cravate</b>	a tie	<b>blanc(he)(s)</b>	white
<b>un tee-shirt</b>	a t-shirt	<b>rouge</b>	red
<b>un pantalon</b>	trousers	<b>vert(e)</b>	green
<b>une jupe</b>	a skirt	<b>bleu(e)</b>	blue
<b>une chemise</b>	a shirt	<b>jaune</b>	yellow
<b>un pull</b>	a jumper	<b>noir(e)(s)</b>	black
<b>des chausseurs</b>	shoes	<b>marron</b>	brown
<b>une veste</b>	a blazer	<b>gris(e)(s)</b>	grey

## Step 4: Describing your teachers

<b>Je m'entends bien avec</b>	I get on well with
<b>Je ne m'entends pas bien avec</b>	I don't get on well with
<b>J'aime bien</b>	I really like
<b>les professeurs sont</b>	the teachers are
<b>mon professeur est</b>	my male teacher is
<b>ma professeure est</b>	my female teacher is
<b>grincheux(grincheuse)</b>	grumpy
<b>sympa</b>	kind/nice
<b>patient(e)/impatiernt(e)</b>	patient/impatient
<b>travailleur/se</b>	hard-working

# French | Studying and my future | Skills Guide

Have you used...

An opinion?	A noun?	A subject?	A connective?	A reason?	An intensifier?	An adjective?	A complex reason?
<p><b>J'adore</b> (I love)</p> <p>J'aime bien (I really like)</p> <p>J'aime (I like)</p> <p>Je n'aime pas (I don't like)</p> <p>Je m'entends bien avec (I get on well with)</p> <p>Je ne m'entends pas bien avec (I don't get on very well with)</p>	<p>♂</p> <p><b>Mon prof</b> (my male teacher)</p> <p>Ma prof (my female teacher)</p> <p>♀</p>	<p><b>d'anglais</b> (English)</p> <p>d'histoire (History)</p> <p>d'espagnol (Spanish)</p> <p>d'EPS (PE)</p> <p>de géographie (Geography)</p> <p>de technologie (DT)</p> <p>de sciences (Science)</p>	<p><b>car</b></p> <p>parce que</p> <p>puisque</p> <p>(because)</p>	<p><b>il est</b> (he is)</p> <p>elle est (she is)</p> <p>il peut être (he can be)</p> <p>elle peut être (she can be)</p>	<p><b>très</b> (very)</p> <p>un peu (a little)</p> <p>assez (quite)</p> <p>vraiment (really)</p>	<p>sympa (nice)</p> <p>sévère (strict)</p> <p><b>travailleur/travailleuse</b> (hardworking)</p> <p>intelligente/intelligente (intelligent)</p> <p>patient/patiente (patient)</p> <p>paresseux/paresseuse (lazy)</p> <p>grincheux/grincheuse (grumpy)</p> <p>barbant/barbante (boring)</p>	<p>il/elle est toujours souriant (he/she is always smiling)</p> <p>nous donne beaucoup de devoirs (he/she gives us a lot of homework)</p> <p>il /elle me fait rire (he/she makes me laugh)</p>

**Example:** J'adore mon prof d'anglais car il est très travailleur.  
(I love my English teacher because he is hardworking.)

# French | Studying and my future | Skills Guide

## Success Criteria:

- Can you describe **what** you study?
- Why** do you like the subject?
- Can you describe your **dislikes**? Have you used a variety of **adjectives**? Could you add an **intensifier**?
- Can you describe **your favourite subject**? Have you included a range of **opinion phrases**?
- Can you include where you **would like** to study next year? Have you used any **complex structures**?

## Simple answer:

Je m'appelle Pierre et j'adore le collège. J'étudie les maths et les sciences. J'aime le français parce que c'est utile. Aussi, j'adore l'histoire car c'est intéressant.

**Connectives**  
used to link ideas

## Extended answer:

Au collège, j'étudie les maths et j'étudie aussi la géographie. J'adore les maths, parce que pour moi c'est facile, mais je n'aime pas la géographie car à mon avis, c'est très difficile. Mon prof de géographie est assez sévère et il nous donne beaucoup de devoirs.

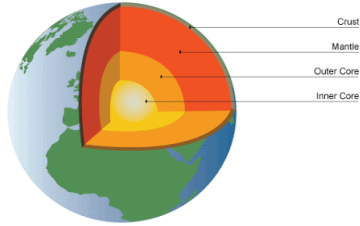
Variety of  
**adjectives**

**Intensifiers**  
used to add detail

**Fancy phrase** used to upgrade answer.

# Geography | Is living on a plate boundary a good idea? | Knowledge Organiser

There are 4 layers of the Earth:  
**Crust:** The outer layer we live on.  
**Mantle:** Semi molten layer.  
**Outer core:** Liquid layer.  
**Inner core:** Solid core of the Earth.

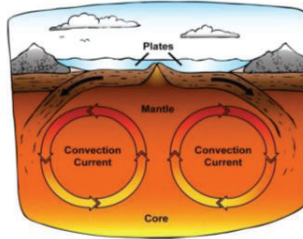


1

### Convection currents:

The part of the mantle closer to the Earth's core, is hotter than the upper mantle. This creates convection currents in the mantle, with magma rising towards the surface. This in turn moves the tectonic plates in the crust.

2

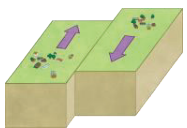


### Continental drift:

- The gradual movement of the continents across the earth's surface through time
- The theory of continental drift was proposed in 1912 by German scientist Alfred Wegener
- This explains why similar fossils can be found in South America and Africa.

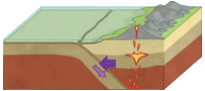


3



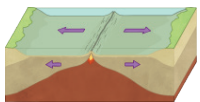
### Conservative plate boundary:

- Plates slide past each other
- Earthquakes can happen at this boundary.



### Destructive plate boundary:

- Plates move towards each other
- Earthquakes and volcanoes can form at the boundary



### Constructive plate boundary:

- Plates move apart from each other
- Volcanoes can form at this boundary.

5

### Fact File: Turkey Earthquake 2023

The city of Diyarbakir, Turkey, 6/2/23  
 7.8 on the Richter Scale Earthquake

The magnitude of the earthquake caused destruction and loss of life over a wide area of Turkey and Syria. After just one week the impacts included:

- A death toll of 35,000
- 26 million affected, many left homeless
- Damage to homes and infrastructure

7

### As a Year 8 Geographer, I know...

1. The different layers of the Earth.	
2. How tectonic plates move.	
3. The theory of continental drift.	
4. What causes the tectonic plates to move.	
5. The different natural hazards that occur at plate boundaries.	
6 That humans all over the world live on fault lines.	
7. Case study knowledge of an earthquake.	
8. How to adapt buildings to withstand the force of earthquakes.	

### Tectonic plate boundaries



6

### Adapting to Earthquakes



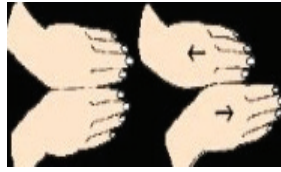
Flexible foundations can help absorb the seismic waves from an earthquake



Building earthquake proof buildings reduces the risk of them falling

8

# Geography | Is living on a plate boundary a good idea? | Skills guide



Conservative boundaries are plates **sliding** past each other



Destructive boundaries are plates pushing together.



Constructive boundaries are plates **pulling away**.

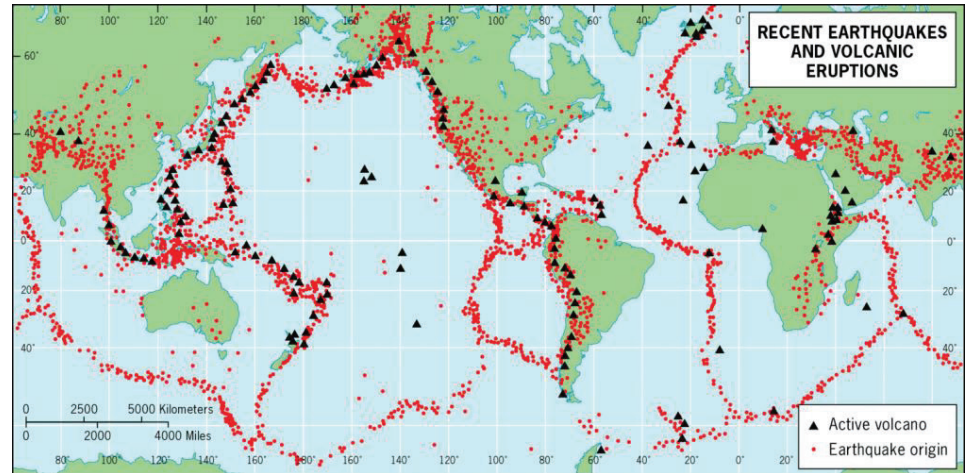
## Distribution – how something is spread over an area.

To structure your response in relation to a map you should follow the steps here.

**Trends** – give the overall pattern

**Examples** – specific place examples to prove your point.

**Anomalies** – any countries that do not fit the pattern you expect to see.















The image above shows the distribution of active volcanoes and earthquakes.

Using your knowledge of plate boundaries describe the distribution of volcanoes and earthquakes globally.

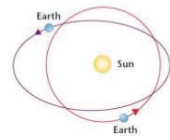
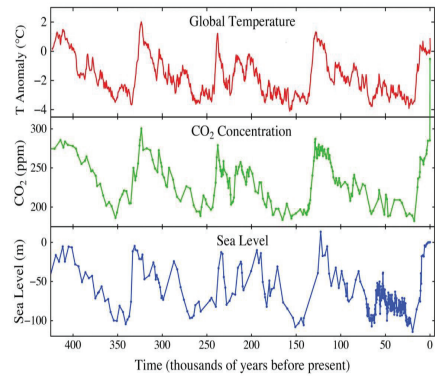
Earthquakes and volcanoes are generally found along plate boundaries. An example of this can be seen in the Atlantic ocean, There is a high concentration of earthquakes along the mid-Atlantic ridge. An anomaly to this pattern is that there are some volcanoes that appear further away from tectonic plate boundaries, for example there are some volcanoes in the middle of the Pacific Ocean.

## Geography | Is living on a plate boundary a good idea? | Topic Dictionary

Image	Key word	Definition	In a sentence
	<b>continental crust</b>	The thick, buoyant upper layer of Earth's crust.	<b>Continental crust</b> is less dense than oceanic crust.
	<b>continental drift</b>	The hypothesis that the continents were once joined together and have slowly drifted apart over millions of years.	The same fossils are found all over the planet because of <b>continental drift</b> .
	<b>epicenter</b>	The point on the surface of the Earth directly above the focus of an earthquake.	The <b>epicenter</b> of the earthquake was close to a nearby farm.
	<b>fossil</b>	The preserved remains of a dead organism or its traces.	Micah found a <b>fossil</b> on the beach.
	<b>focus</b>	The point within Earth where an earthquake or volcanic eruption originates.	The <b>focus</b> of the earthquake was below the city.
	<b>immediate response</b>	The actions taken in the first few hours or days after a disaster to save lives and alleviate suffering.	After the volcano erupted people were <b>evacuated</b> to safe shelters in the <b>immediate response</b> .
	<b>long term response</b>	The actions taken over months or years to rebuild communities and infrastructure after a disaster.	After Haiti was destroyed by an earthquake they had to rebuild whole towns as part of the <b>long term response</b> .
	<b>oceanic crust</b>	The thin, dense layer of Earth's crust that forms the ocean floor.	<b>Oceanic crust</b> is often found beneath oceans.
	<b>primary impacts</b>	Impacts that are caused by a natural disaster.	The <b>primary impact</b> of the earthquake was the building shook.
	<b>secondary impacts</b>	Impacts that are caused indirectly by a natural disaster.	The <b>secondary impact</b> of the earthquake was that the trains had to stop running due to damaged train lines.
	<b>seismic wave</b>	A vibration that travels through Earth's rocks because of an earthquake, volcanic eruption, or other sudden movement.	When the earthquake happened the <b>seismic waves</b> were felt 5 miles away.
	<b>tectonic plate</b>	A large section of the Earth's crust.	Tectonic plates float on the <b>mantle</b> .

# Geography | Should we be worried about climate change? | Knowledge Organiser

## Changes over the past 400,000 years. 1



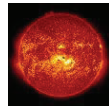
### Orbital changes :

- The way the Earth moves around the sun changes the temperature on Earth.
- Circular orbit, Elliptical orbit.



### Volcanism:

- When volcanoes erupt they fill the atmosphere with ash.
- The ash mixes with water to form aerosols that absorb the suns energy, leading to a cooling effect.



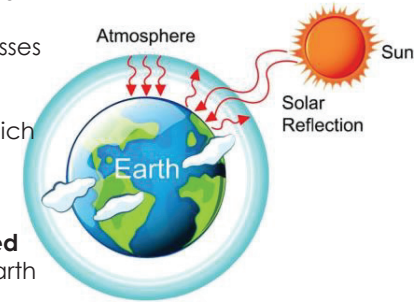
### Sunspots:

- The more sun spots the hotter the Earth is.

Heat energy from the sun beams down on earth. Some of it passes through the **blanket of gasses** in the **atmosphere**.

Some of the heat energy passes back into the atmosphere. **Greenhouse gases** form a **blanket** around the Earth which **traps the heat energy** in the atmosphere. The energy which does not escape into space is **reflected back to Earth**, heating the Earth up.

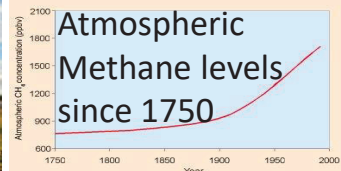
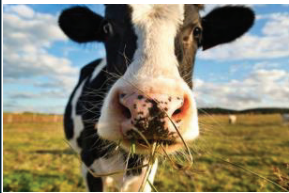
## The Greenhouse Effect



3

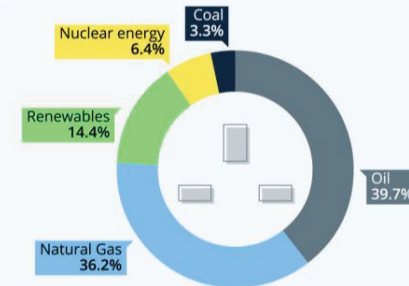
### Meat production:

- Cow produce 208g of carbon dioxide per 1g of meat.
- Methane is a greenhouse gas.
- As the population increases the demand for meat increases.
- The more methane in the atmosphere the hotter the planet.



## The UK's Energy Mix

Primary energy consumption of the UK in 2019, by fuel type



Primary energy comprises commercially traded fuels, including modern renewables used to generate electricity.

7

## As a Year 8 Geographer, I know...

1. Data that shows the climate change over the last 400,000 years.
2. The natural causes of climate change.
3. The impact of the greenhouse effect.
4. How meat production contributes to climate change.
5. How energy production contributes to climate change.
6. How global warming impacts the weather in summer.
7. How global warming impacts the weather in spring and autumn.
8. How global warming will impact the weather in winter.

### More heatwaves: 6

Climate change brings more hot days in a row, making daily life difficult and affecting people's health.



### Increase in blizzards:

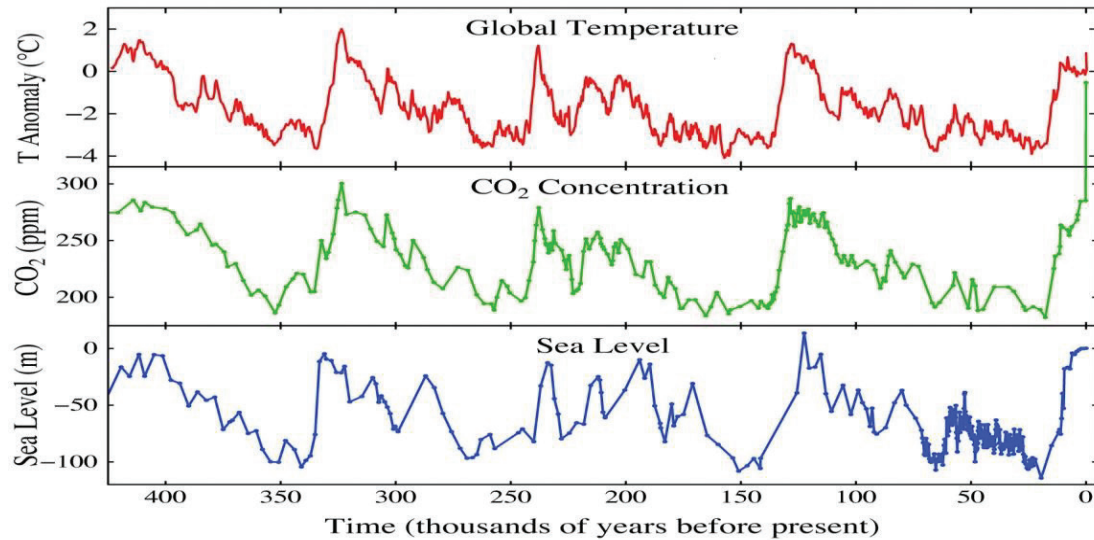
- A warmer air holds more moisture.
- This moisture eventually falls as precipitation—either as rain (when temperatures are warm) or snow (when temperatures are below freezing).
- This leads to more frequent and intense storms.



8



# Geography | Should we be worried about climate change? | Skills guide



## Interpreting a graph

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.



## Using your knowledge of climate change interpret the graph shown above.














Ensure that you describe all three graphs in your answer.

The temperature and sea level fluctuates every 150,000 years.




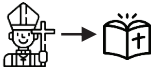




An example of this can be seen 150,000 years before present the sea level was -100m below the current sea level. An anomaly to this data is that the current level of carbon dioxide are rising faster than they have ever done before.

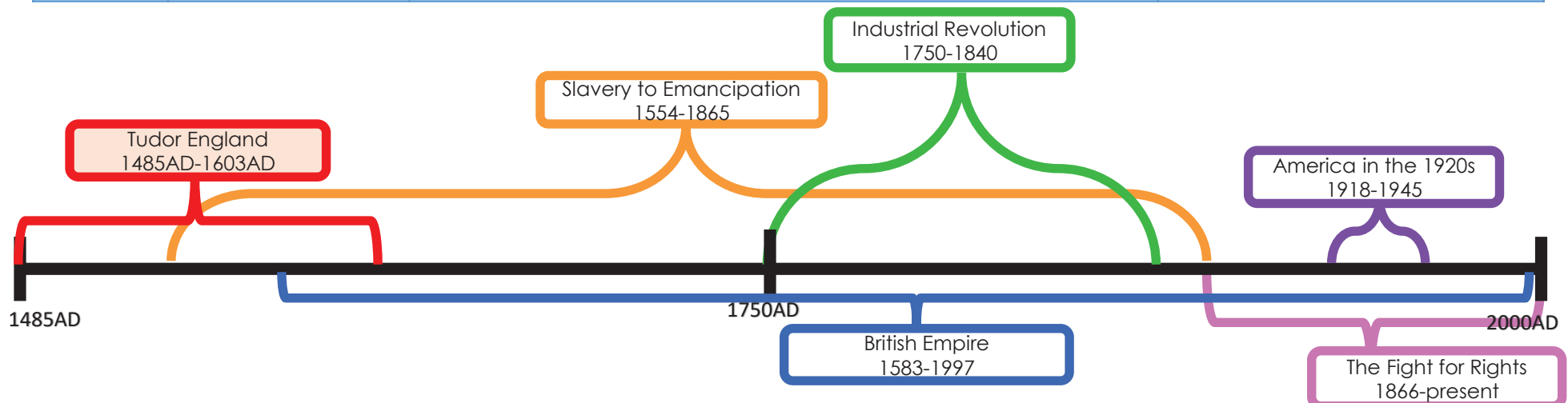
Fluctuate – To rise and fall.

## Geography | Should we be worried about climate change? | Topic Dictionary

Image	Key word	Definition	In a sentence
	<b>adaptation</b>	Adjusting to a new environment (climate change).	The building were <b>adapted</b> by being built on stilts to protect them from sea level rise
	<b>blizzard</b>	Very snowy winter storm with strong winds.	There was a <b>blizzard</b> in winter.
	<b>climate Change</b>	Long-term shift in weather patterns (warming, wetter, drier).	<b>Climate change</b> means that the UK is hotter in summer.
	<b>frost</b>	Ice crystals forming on cold surfaces.	The field was covered in <b>frost</b> .
	<b>fossil fuel</b>	Non-renewable energy source from ancient plants/animals (coal, oil, gas).	Shell is a company that extracts <b>fossil fuels</b> .
	<b>greenhouse effect</b>	The trapping of heat in the Earth's atmosphere by greenhouse gasses.	The <b>green house effect</b> explains why the planet s warming.
	<b>growing season</b>	Favourable period for plant growth (warm, wet).	The UK's <b>growing season</b> is in spring.
	<b>mitigation</b>	Reducing severity of climate change (limiting greenhouse gases).	The suitability club helped <b>mitigate</b> the school's environmental impact.
	<b>natural cause</b>	Events in nature that influence climate (volcanoes, solar changes).	There are 3 main <b>natural causes</b> of climate change.
	<b>permafrost</b>	Permanently frozen ground in very cold climates	In some parts of northern Russia the <b>permafrost</b> is melting.
	<b>renewable</b>	A natural resource that can be replenished quickly (solar, wind)	Wind power is a <b>renewable</b> energy.
	<b>season</b>	A division of a year based on weather patterns (spring, summer, autumn, winter).	There are 4 <b>seasons</b> in a year.
	<b>tropical storm</b>	Rotating storm with strong winds over warm ocean waters	The <b>tropical storm</b> destroyed the holiday resort.

# History | How did the Tudors change our local area? | Topic Dictionary

Image	Key Word	Definition	In a sentence
	Catholic	(noun/adjective) a member of the denomination (branch) of Christianity led by the Pope	The Pope leads the <b>Catholic</b> church.
	compromise	(noun/verb) a way of reaching an agreement in which both sides give and get something	My sister and I found a <b>compromise</b> on what to have for dinner.
	dissolution	(noun) the act of formally ending an organisation; dissolving it	The <b>dissolution</b> of the monasteries affected everyone.
	English Reformation	(noun) when England's official religion was changed by Henry VIII from Catholic to Protestant	King Henry VIII began the <b>English Reformation</b> to divorce his wife, Catherine of Aragon.
	Golden Age	(noun) a time of peace, well-being and happiness, often when an activity is at its peak	Elizabethan England was a <b>Golden Age</b> .
	priory	(noun) a building where a small community of monks or nuns live	The ruins of Merton <b>Priory</b> remain.
	Protestant	(noun/adjective) a member of the denomination (branch) of Christianity formed in protest to the Catholic church	The Church of England is a <b>Protestant</b> church.
	reform	(verb) to make changes to something in order to improve it	Year 8 campaigned to <b>reform</b> the homework policy.

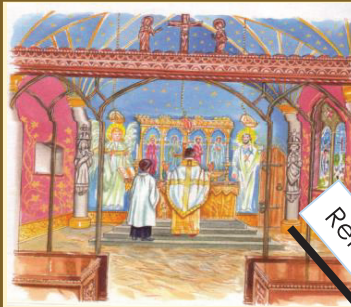


**Henry VIII** became king in **1509**. He married **Catherine of Aragon**, a Spanish princess. **He wanted a son as a male heir.**



Catherine gave birth to six children, but only one survived; **Mary**. By **1527**, **Henry wanted a divorce**. He thought Catherine was too old to have any more children, and he wanted to marry **Anne Boleyn**. He asked the **Pope** for a divorce, but the Pope said nope! Henry hated the power the Pope had over him, **so he made a new church, the Church of England**, and made himself Head of it. In **1533**, Henry gave himself a divorce, and married Anne Boleyn. She gave birth to **Elizabeth** in September 1533. Because some monks didn't support the new church, **Henry shut down the monasteries**, which also meant he could claim their **wealth**.

1.

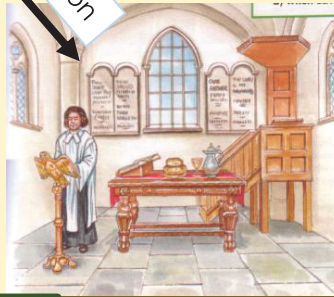


**Catholic**  
Richly decorated  
Statues and artwork  
Priests wore rich garments  
Service is in Latin

Reformation

**Protestant**  
Plain and simple  
No statues or art  
Priests wore plain garments  
Services in English  
Formed in protest of Catholicism

2.

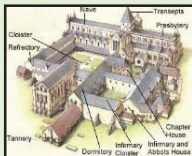


**As a Y8 Historian, I know...**

1. who Henry VIII was, and why he caused the English Reformation.
2. what Protestantism is, and how it differs from Catholicism.
3. what Merton Priory was, and why it was significant.
4. what happened to Merton Priory.
5. who Edward VI and Mary I were, and how they changed England.
6. about religion, culture and education under Elizabeth I.

**Merton Priory** was built in 1114 by Gilbert Norman. It housed monks, men who devoted their lives to God. Monks...

- ...spread **religious teachings**
- ...**cared** for the sick and elderly
- ...**educated** boys
- ...kept **animals** and grew **crops**



Famous visitors came to the priory to learn and pray.

**Thomas Becket** studied there before he became an ill-fated Archbishop of Canterbury.

**King John** stayed at the priory in June 1215 to escape the barons who were plotting against him in London. Shortly after, he was made to sign the Magna Carta!

**King Henry III** loved staying at the priory as a boy, and often spent Christmas relaxing there.

**Nicholas Breakspear** was educated at Merton Priory around 1125... and it must have been quite a good education, since he became Pope Adrian IV in 1154!

3.

Merton Priory was dissolved because...

4.

- Monks are loyal to the **Pope**, not the king
- The church owned a lot of **land** and **wealth** the king could claim
- Some members of the church were accused of **misconduct**
- Henry wanted a divorce!



5.

**Edward VI (1547-1553)**

- Very Protestant (made the churches more Protestant)
- Very young (king at 9)
- Very sick (died at 15 of TB)

**Mary I (1553-1558)**

- Very Catholic (changed the religion back to Catholicism)
- Very bloody (burned 300 Protestants to death)



Elizabeth's Middle Way was a *compromise*. Elizabeth made herself Governor of the C of E, and replaced Edward's prayer book.

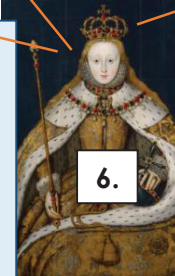
However, bishops were allowed to keep their jobs, priests could get married, and Catholics who missed church services (recusants) were allowed to pay fines instead of attending.

Culture

Religion

Education

England experienced a Golden Age because of a new class- the gentry- who made money in trade, and stealing from Spanish ships.



6.

Schooling was strict and cost money. Mostly for boys; girls learned until 9. Bring your own Bible, learn Latin and Greek!

Developments in fashion (ruffs and wigs), architecture (symmetry) and theatre (The Globe opens 1599).

Records of hundreds of Black Tudors who lived normal lives as tradespeople, entertainers and servants.

## History | How did the Tudors change our local area? | Utility Skills Guide

### How useful is this source for an enquiry into why the monasteries were dissolved?

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 is a report on a monastery in Lincoln, written in 1518. The report was ordered by the Bishop of Lincoln.**

The prior is frequently drunk. [...] The brothers of the monastery, especially the older ones, play dice and other games for money.










The content of the source suggests that the prior was "frequently drunk", and the monks played "games for money". This is useful as it tells us that one of the reasons the monasteries were dissolved was a failure of the monks to act in a holy way. This also suggests it was all the residents of the priory, not only the prior.

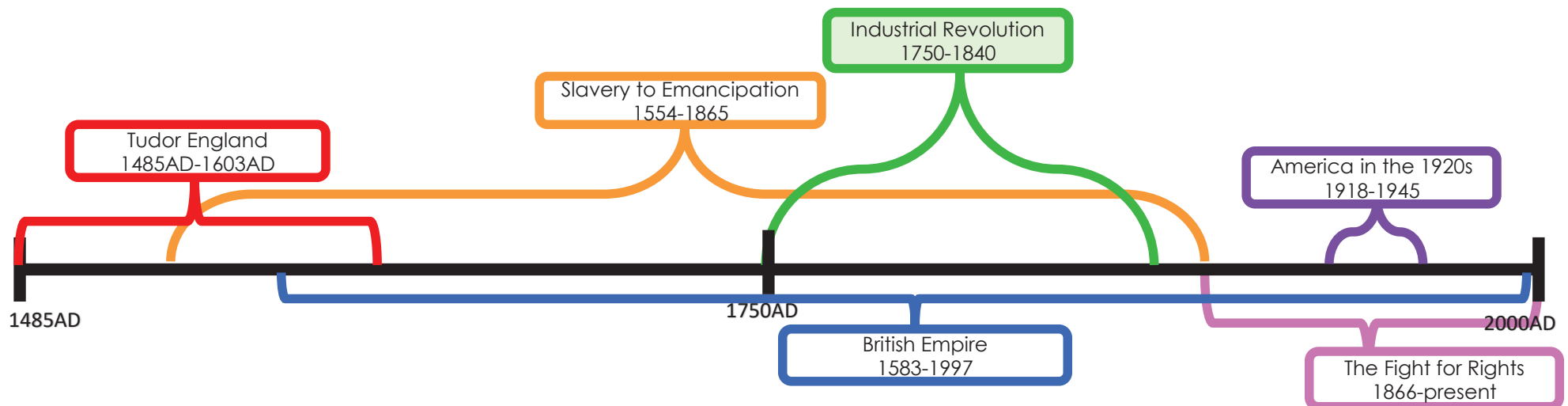
The provenance makes the source useful because it is an official report. An official report to the Bishop would have come from multiple sources, and the Bishop would have used it as evidence to punish those involved, perhaps in court. It is unlikely the Bishop would have reported poor behaviour that was not there in an official capacity.

This extract is useful because it is accurate. I know from my own knowledge that there were many similar reports that wrote about "pregnant nuns", and abbots profiting from piracy, at this time. This makes the extract useful because it shows it was a widespread issue across multiple monasteries. This report is further useful because I know that protestants had been complaining about corruption in the monasteries, for example Martin Luther in Germany.

Overall, this source is quite useful as it suggests one reason that the monasteries were dissolved; they failed to fulfil their role as places of aid, learning, and spiritual leadership. It also implies that this involved everyone in the monasteries. It is also useful as it is likely to be a reliable source because it comes from an official report to the Bishop. However, a historian looking for a full picture of why the monasteries were dissolved should also look for evidence of Henry VIII's own disagreements with the Pope, how wealthy monasteries were, and the king's relationship with his first wife, Catherine of Aragon.

# History | How did the Industrial Revolution shape Britain? | Topic Dictionary

Image	Key Word	Definition	In a sentence
	black gold	(noun) coal; called "black gold" because of how valuable it was	Coal, also known as " <b>black gold</b> ", was used to power factory machines reliably.
	canal	(noun) a waterway made to transport goods	Boats on the <b>canal</b> transported coal.
	factory	(noun) a building where goods are made or assembled	People in the <b>factory</b> worked long shifts.
	industrial	(adjective) related to processing raw materials or making items	There were <b>industrial</b> changes throughout.
	locomotive	(noun) steam engines that move wheels along rails; trains	Richard Trevithick invented the first <b>locomotive</b> .
	pauper apprentice	(noun) orphans sent to work in factories for food and shelter	<b>Pauper apprentices</b> were not paid any money for their dangerous work.
	reform	(verb) to make changes to something in order to improve it	The working conditions needed <b>reform</b> .
	revolution	(noun) a dramatic and wide-ranging change	We have seen a digital <b>revolution</b> .
	steam engine	(noun) a new machine that used coal to boil water, and used the generated steam to turn a wheel, reliably powering machines	<b>Steam engines</b> were more reliable than waterwheels.



## History | How did the Industrial Revolution shape Britain? | Knowledge Organiser



- Farmers **produced more food** by changing how we farm
- Hospitals provided **maternity beds** and **midwives**
- People started to get married **younger**, so had more time to have children
- **Cotton replaced wool**- it was easier to wash and therefore killed off more **germs**
- **Edward Jenner** discovered how to vaccinate against **smallpox** in **1796**
- After 1800, **cheap soap** was more available
- After the 1860s, councils began to **clean up water supplies** and **housing** for towns
- Some people had more children to **send them to work** and earn money
- The **1751 gin tax** made the alcohol harder to afford, so alcoholism decreased
- After **1870**, **schools improved literacy**, which meant people could read books about health, diet, cleaning, childcare and caring for the sick.
- After 1870, doctors started to use **antiseptics** and **anaesthetics**, which meant fewer patients died.



**Before 1700, most items were produced at home.** This was called the **domestic system**. Then, machines were invented that sped up the process. The **Flying Shuttle** (1733) and the **Spinning Jenny** (1764) made cloth and thread more quickly, and could fit in a home. In **1769, Richard Arkwright** invented the **Spinning Frame**, a machine that could produce thread very quickly. It was too large to operate by hand, and had to be powered by a waterwheel, so **Arkwright built the first factory in 1771**. As the new factories were built, factory owners built houses for their workers to rent, and people set up shops, inns, churches, schools, and transport networks. **Places that had once been tiny villages became large towns- and towns became huge cities.**

2



### Working conditions were dangerous in factories and mines.

3

#### Factories

- Dangerous **machinery** killed and maimed children
- **Dust** and **chemicals** were inhaled
- **Fines** for lateness and talking
- **Beatings** and whippings- some had nails hammered through their ears
- **12 hour shifts**, day or night
- Pauper apprentices paid **no money**

#### Mines

- Long **shifts** in **darkness**
- **Coal dust** was inhaled
- Children opened **trapdoors** and pushed **coal carts**
- Physically **exhausting**
- Risk of mine **collapse, flooding, explosion**
- **Low wages**- could owe boss

**Alexander Graham Bell** invented the **telephone** in **1876**, and worked all his life on making **electrical hearing aids** for deaf people- his wife was deaf.



**Ada Lovelace** invented the world's first **computer program** in the **1840s**, after she designed a way for Charles Babbage's "calculating machine" to be programmed with a code to calculate numbers.



### As a Y8 Historian, I know...

1. why the population exploded after 1750.
2. how factories began, and how they shaped towns.
3. what conditions were like for workers in factories and mines.
4. why coal and iron were important to the Industrial Revolution.
5. how to describe some significant inventions.

4

**Coal** is a black rock that is burned as fuel. As the population increased, more machines were powered by steam engines, the demand for coal rose. Some made so much money from coal, they called it "Black Gold"!

4

**Iron** is a metal that has been used in Britain since the Roman times, but in the 1700s it was used to make cannons, ships, iron beams and machines, engines, tools, trains, rail tracks, stoves, and pans.

5

### Inventions of the Industrial Revolution

**James Watt** designed a **steam engine** in **1781** that could turn a wheel, and therefore drive machinery. This changed how things are made forever.



**Michael Faraday** discovered how to **generate electricity** in 1831.



# History | How did the Industrial Revolution shape Britain? | Causation Skills Guide

Historians use the term 'causes' – or reasons – to describe the **things that made events happen**. When historians try to work out **different causes** of historical events, they need to be able to **justify** why they think **one cause (or reason) is more important than another**.



**“The population increase was the main cause of the growth of towns and cities.” How far do you agree?**

## 1. Plan

Study the statement. Do you agree or disagree with it? What do you know about the topic? What other causes led to the event?

## 2. Judge

Decide which cause you think was **the most important one**. List the reasons for your choice.

## 3. Answer

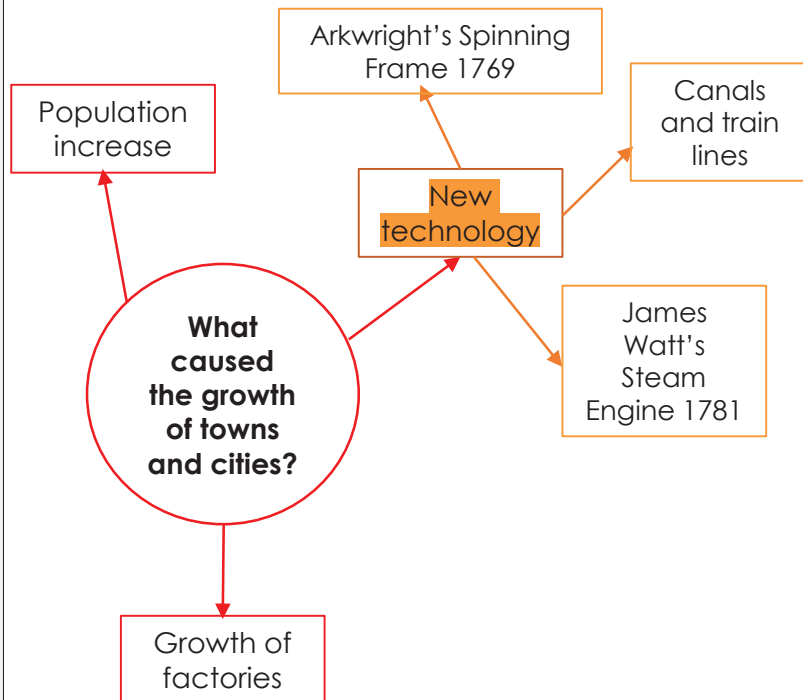
Make sure you **respond directly to the statement** – do you disagree, slightly agree, or strongly agree?

## 4. Explain

Add details to support your response and explain your view. Use your plan to help you add detail, and refer to the other causes. You might even be able to link them!

## 5. Conclude

Write a **concluding sentence**, stating your overall view clearly.



I disagree with the statement because I believe new technology was the main cause of the growth of towns and cities.

For example, Richard Arkwright invented the Spinning Frame in 1769, which could spin good quality thread quickly. This led to a change in industrial production, from the domestic system to the factory system. James Watt's Steam Engine in 1781 also led to the growth of towns and cities, because it meant the steam engine could power machinery more reliably than a waterwheel, and led to Britain becoming a world power through its ability to produce goods. Because these inventions offered employment, but had to be housed in factories, towns and cities grew. Canals and train lines were built to transport goods and people.

Some people might argue that the growth of factories was the main cause, and while I agree it led to more people moving to cities for work, these factories could not have developed without new technology. The population also increased in part because of these inventions; because children could earn money in factories and mines, families often deliberately had more. Growth of neither population nor factories would have happened without new technology.

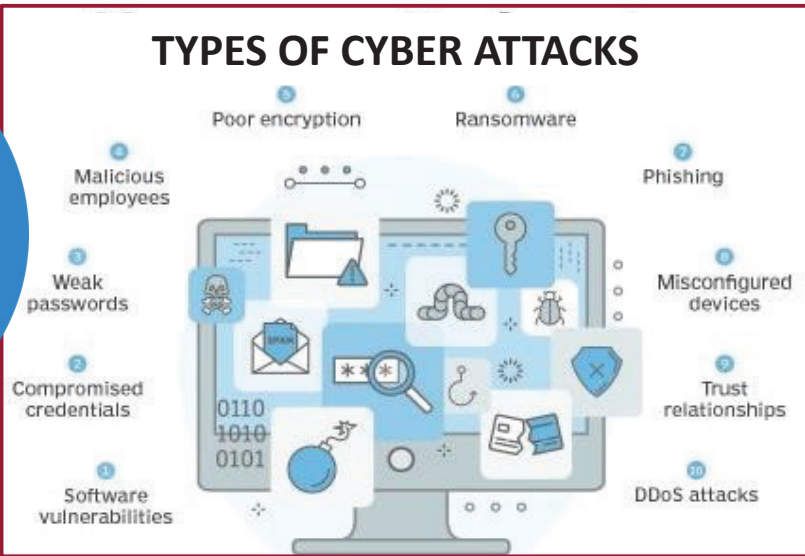
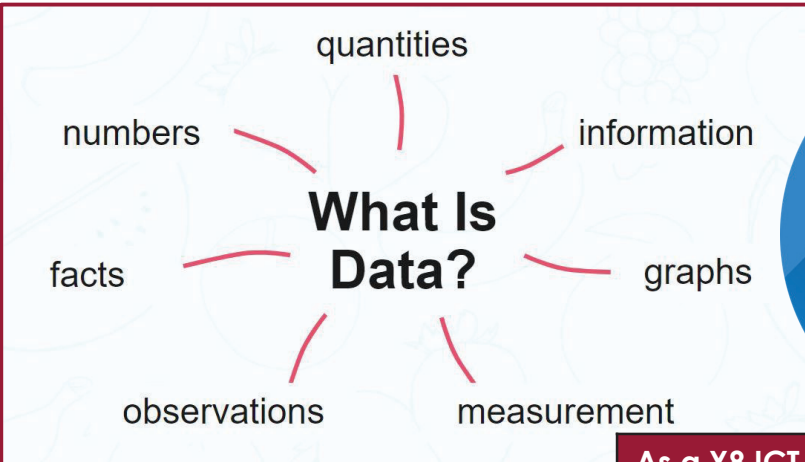
Overall, I disagree with the statement, as new technology was the main cause of the growth of towns and cities, because it led to the factory system and enabled transport networks to develop.



# IT | Cyber Security | Topic Dictionary

Word	Definition	In a sentence
<b>blagging</b>	(also known as pretexting) is an attack in which the perpetrator invents a scenario in order to convince the victim to give them data or money	<b>Blagging</b> is an offence under the Data Protection Act.
<b>brute force</b>	This is a form of attack that makes multiple attempts to discover something (such as a password).	To conduct a <b>brute-force</b> attack, an attacker may use a tool to attempt every combination of letters and numbers, expecting to eventually guess the password.
<b>Computer Misuse Act</b>	Act passed in parliament to protect against unauthorised access of computer systems	The company breeched the <b>Computer Misuse Act</b> .
<b>denial of service attacks (DoS)</b>	a cyberattack flooding a targeted machine or website with lots of requests to overload the system.	The school was a victim of a <b>DOS</b> attack.
<b>ethical hacking</b>	Ethical hackers use the same tools and techniques as criminal hackers, but they do so with permission from the owner of the system being tested.	He is an <b>ethical hacker</b> for the bank.
<b>name generator attack</b>	Victims are asked in an app or a social media post to combine a few pieces of information or complete a short quiz to produce a name.	I can use a <b>name generator</b> to find out key pieces of information about an individual
<b>unethical hacking</b>	A unethical hacking is one that is targets systems, to steal data, money or cause damage with viruses.	He was convicted as an <b>unethical hacker</b> .
<b>phishing</b>	Victims receives an email disguised to look as if it has come from a reputable source, to trick them into giving up valuable data.	The detailed information could be used in future <b>phishing</b> attacks.
<b>shouldering</b>	"looking at someone's information over their shoulder, for example looking at someone enter their PIN"	Juliet was a victim of <b>shouldering</b> for her pin number.
<b>social engineering</b>	Manipulating or deceiving a victim to gain control over a computer system or steal personal and financial information.	Are you aware of the range of <b>social engineering</b> tactics on the internet?
<b>script kiddie</b>	Hackers use tools (digital) to hack with little technical knowledge.	Joe differs from the <b>script kiddie</b> because he has usually completed IT training.

# IT | Cyber Security | Knowledge Organiser

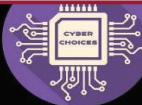


- ### PROTECTING AGAINST CYBER ATTACKS
- FIREWALLS**
  - ANTI MALWARE/ANTIVIRUS**
  - SOFTWARE UPDATES**
  - USER AUTHENTICATION**
    - CAPTCHA
    - Biometrics
    - Two-factor authentication (2FA)

### As a Y8 ICT student I can...

Describe what data is.	
Explain shouldering	
Explain phishing	
Explain blagging	
Explain name generator attack	
Ethical & unethical hacking	
Script Kiddies	
Denial of service attacks	
Brute force	
I know the purpose of Computer Misuse	
I know how to protect against cyber attacks	

## THE COMPUTER MISUSE ACT 1990



### SECTION 1

Unauthorised access to computer material

### SECTION 2

Unauthorised access with intent to commit or facilitate commission of further offences.

### SECTION 3

Unauthorised acts with intent to impair, or with recklessness as to impairing, operation of a computer.

### SECTION 3ZA

Unauthorised acts causing or creating risk of serious damage.

### SECTION 3A

Making, supplying or obtaining articles for use in offence under section 1, 3 or 3ZA.

# IT | Cyber Security | Skills Guide

## Privacy setting on SnapChat

The image shows a sequence of three screenshots from the Snapchat app illustrating how to set privacy settings for 'Contact Me'.

- Profile Screen:** Shows the profile for 'Jon Fisher' (username: jonfisher91, 11,153 friends). The 'Add Friends' button is highlighted with a red box. A red arrow points from the gear icon in the top right corner to the 'Settings' screen.
- Settings Screen:** Shows the 'Settings' menu. Under the 'WHO CAN...' section, 'Contact Me' is set to 'My Friends' and is highlighted with a red box. Other options include 'View My Story' (Custom), 'See My Location' (My Friends), and 'See Me in Quick Add'.
- Contact Me Screen:** Shows the 'Contact Me' settings. The question is 'Who can contact you directly with Snaps, Chats, calls, etc.?'. The option 'My Friends' is selected with a green checkmark and is highlighted with a red box. Other options are 'Everyone' and 'My Friends'.

# Lifeology | Discrimination and Prejudice: What are my Human Rights? | Knowledge Organiser

**Year 8  
Autumn 1**

**Big Idea: Community**  
How do we all live together?  


Where do my human rights come from?

**Key learning points**

- Key human rights are freedom of speech, being able to marry anyone, getting an education
- The modern concept of human rights comes from the United Nations in the 1940s

rights  


Who has fought for my rights?

**Key learning points**

- Two examples of individuals who have fought for our rights are Martin Luther King and Emmeline Pankhurst
- One person's rights are everyone's rights
- Every time we stand up for our rights or someone else's, we make everyone's rights stronger

activism  


What are the five British Values?

**Key learning points**


- The Five British Values are Democracy, Rule of Law, Respect and Tolerance, and Individual Liberty
- Introduced as a response to terrorist attacks
- These values promote equality and diversity

responsibilities  


Are my rights in danger?

**Key learning points**

- Our rights are under threat from racism, sexism, Islamophobia and homophobia
- A lot of homophobic bullying has been normalised, particularly in schools
- It must be challenged whenever and wherever it happens

homophobia  


How can I protect my rights?

**Key learning points**

- We can stand up for our rights by protesting and demanding change from the government
- Standing up for your rights is a key part of democracy
- We only have our rights because people stood up for them

democracy  








What are my Human Rights?

**Key learning points**

- Our human rights are born from conflict, but now help to maintain peace
- Nowadays, a key threat to them is racism in all its forms
- We can and must stand up for them by promoting our values, as others have before

racism  


Lifeology | Discrimination and Prejudice: What are my Human Rights? | Topic Dictionary

<u>Image</u>	<u>Word*</u>	<u>Definition</u>	<u>In a sentence . . .</u>
	activism	Working to improve things for yourself, or for someone else.	Taking part in <b>activism</b> is an important part of being a citizen.
	democracy	A way of running a country where people vote on what should happen.	Having a <b>democracy</b> where we can vote helps us to protect our rights.
	homophobia	Fear or hatred of people who are gay.	Clubs including QPR, Spurs and Sheffield United are all taking part in campaigns to get rid of <b>homophobia</b> in football.
	racism	To treat someone badly because of their race.	If you see signs of <b>racism</b> in school, you should tell a teacher and help the person it's happening to.
	responsibilities	Things that you have to do.	Everyone has <b>responsibilities</b> in life, from children to the people who run the country
	rights	Something that you are allowed to do or have, according to the law.	When you turn eighteen, you gain a lot more <b>rights</b> , like being able to vote.

*\*Key Lifeology words are in **bold***

# Lifeology | Growing up in Merton: How do I stay safe online? | Knowledge Organiser

Year 8  
Autumn 2

**Big Idea: Character**

How do I grow as a person?



How should I behave online?

**Key learning points**

- Online behaviour should be safe and respectful
- Being anonymous means to conceal your identity in order to stay safe
- Some people behave negatively while being anonymous to get away with it

anonymous



What are the risks of being online?

**Key learning points**

- The risks of being online can include your identity or personal information being leaked and targeted
- If something goes wrong online, you can contact support from family, school and the police

risk



How should people treat each other online?

**Key learning points**

- Cyberbullying is the repetitive actions of an individual or group who intend to cause harm online
- Cyberbullying differs from bullying in person as it takes place virtually, and respectful behaviour can reduce cyberbullying

cyberbullying



What should I share online?

**Key learning points**

- Sharing likes, interest and hobbies is appropriate
- Sharing too much information can make you vulnerable
- Personal information can be used to identify you

digital footprint



What are the risks of social media?

**Key learning points**

- Social media is a website or app that lets users create, share and react to content
- You can connect with others, but it can be a platform for cyber bullying or misinformation

social media



How do I stay safe online?







**Key learning points**

- Consuming online content in a passive way can cause boredom and short attention span
- Online usage can be harmful in engaging with misinformation, cyberbullying, and oversharing personal identifying

passive



## Lifeology | Growing up in Merton: How do I Stay Safe Online? | Topic Dictionary

<u>Image</u>	<u>Word*</u>	<u>Definition</u>	<u>In a sentence . . .</u>
	anonymous	Not revealing who you are.	When you complete a survey, you can ask to be <b>anonymous</b> so people don't know what you've said.
	cyberbullying	The repetitive actions of an individual or group who intend to cause harm online.	Many people don't realise that <b>cyberbullying</b> can actually be worse than bullying in real life.
	digital footprint	Information that can be found about a person online.	Celebrities with lots of followers have a massive <b>digital footprint</b> .
	passive	Just scrolling through stuff, not engaging with anything properly.	Most people use technology in <b>passive</b> ways where they don't really think about what they're doing.
	<b>risk</b>	Something that can go wrong.	Not completing your class work means you <b>risk</b> dropping marks in the end of term assessment.
	social media	A website or app that lets users create, share and react to content.	<b>Social media</b> sites allow users to communicate quickly with a huge number of people.

*\*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!
2. 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**.
3. 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 Autumn 1

1. The key human rights, like education and freedom of speech, and their origins in the 1948 UN Declaration of Human Rights.
2. Individuals like Emmeline Pankhurst and Martin Luther King have shown us that standing up for our rights is absolutely vital.
3. The five Fundamental British Values were introduced to keep us safe and free, and to promote equality and diversity.
4. Our rights are sometimes under threat from homophobia and xenophobia, so we must protect them at all times.
5. Standing up for our rights is a key part of democracy, and we can do it by protesting and demanding change from government.
6. Nowadays, a key threat to human rights is racism in all its forms, so we must stand up to it by promoting our values.

### By the end of Autumn 2

1. People think that being anonymous online means they can behave badly, but actually we should always be respectful.
2. The risks of being online can involve personal information being leaked or shared without you wanting or knowing.
3. Cyberbullying occurs online and can be even worse than real life bullying because victims find it harder to escape from.
4. You should never share personal or identifying information online, unless you're prepared for everyone to know it.
5. Social media is excellent for connecting with other people, but it comes with risks like cyberbullying and inappropriate content.
6. Consuming online content in a passive way can cause boredom and shorten your attention span, so try to avoid it.



# Maths Yr8 Autumn Term 1 | Block 1 – Ratio and Scale

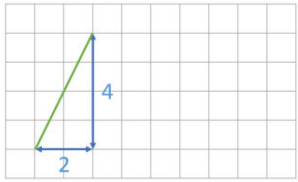
**Previous Block:**  
Prime Numbers and Proofs

**Previous Block:**  
Multiplicative Change

**Stretch**

(6) I can apply ratios to other area of mathematics.

Work out the gradient of the line.



For every 2 across, it goes 4 up.  
For every 1 across, it goes 2 up.  
The gradient of the line is 2

(5) I can write ratios in their simplest form.

Simplify the ratio.

15 : 5

÷ 5      ÷ 5

:

(4) I can solve ratio problems when the total is known.

Dani and Whitney share £20 in the ratio 2:3

Dani   = £8

Whitney    = £12

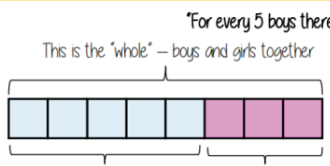
How much money do they each receive?

Total parts = 2 + 3 = 5  
1 part = £20 ÷ 5 = £4

(1) I can represent ratios in a variety of forms.

"For every 5 boys there are 3 girls"

This is the "whole" – boys and girls together



(2) I can link ratios and fractions

Trees: Flowers  
3 : 7

There are 3 parts for trees

Fraction of trees

Number of parts of in group      3

Total number of parts      10

(3) I can solve ratio problems when one of the shares is known.

Aisha

Brett

How much money does Aisha get?

£20 + £20 + £20 = £60

Start here →

# Maths | Ratio and Scale | Topic Dictionary

Key Word	Definition	In a sentence
ascending order	Ascending means to arrange a list of numbers from smallest to largest.	Write the numbers 4, -1, -5, -6 in <b>ascending order</b> .
descending order	Descending means to arrange a list of numbers from largest to smallest.	Write the numbers -3, -7, 0, 6 in <b>descending order</b> .
equal parts	All parts in the same proportion, or a whole shared equally.	The denominator of a fraction always represents the number of <b>equal parts</b> a whole is divided into.
equivalent	Of equal value.	Fractions are <b>equivalent</b> to one another when they represent the same ratio or value.
factors	Integers that multiply together to get the original value.	Write down all the <b>factors</b> of 16.
order	To place a list of numbers in ascending or descending order.	Write the numbers 2, -3, -5, 0 in ascending <b>order</b> of size.
part	A section of a whole.	Dividing a quantity into a ratio can help us find how much the value of one or each <b>part</b> of a ratio is worth.
proportion	A statement that links two ratios	Water covers a large <b>proportion</b> of the earth's surface.
ratio	A statement of how two numbers compare.	The <b>ratio</b> of sharpened pencils to blunt pencils is 4:1.
scale	The comparison of something drawn to its actual size.	A map has a <b>scale</b> of 1 cm : 3 miles.

# Maths | Ratio and Scale | Skills Guide

Rafael and Roger played tennis against each other 30 times.  
Each of the times they played, either Rafael won or Roger won.  
The ratio of the number of times Rafael won to the number of times Roger won is 7:3

(a) Work out the number of times Rafael won.

Ra : Ro	TOTAL	
7    3	10	
	$\frac{30}{10} = 3$	(B1)
	→	$7 \times 3 = \underline{\underline{21}}$
		-----
		21 (A1)
		(2)

In a school, there are 75 girls in the tennis squad.  
The ratio of the number of boys in the tennis squad to the number of girls in the tennis squad is 4:3

(b) Work out the number of boys in the tennis squad.

B : G	TOTAL	
4 : 3	7	
	$\frac{75}{3} = 25$	(B1)
	→	$25 \times 4 = \underline{\underline{100}}$
		-----
		100 (A1)
		(2)

# Maths Yr8 Autumn Term 1 | Block 2 – Multiplicative Change

Previous Block:  
Ratios

Next Block:  
Fractions

## Stretch

(7) I can solve problems involving indirect proportion.

5 workers can dig a well in 6 hours.  
How long does it take 2 people?  
 $y = \text{time}$

①  $y = \frac{k}{x}$

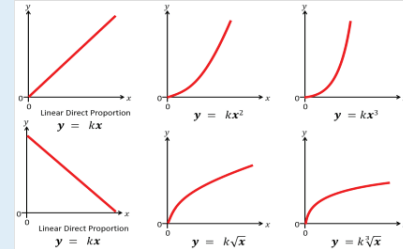
②  $6 = \frac{k}{5}$  (hours)  $\swarrow$   $\searrow$  (workers)

③  $y = \frac{k}{x}$   
 $y = \frac{30}{2}$   
 $y = 15$  hours

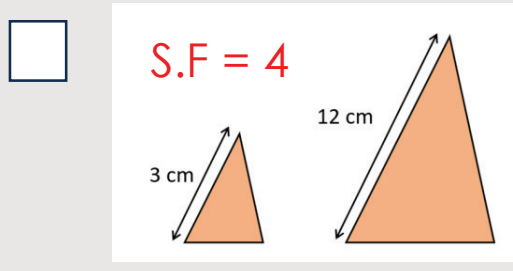
30 = k  
worker-hours

## Stretch

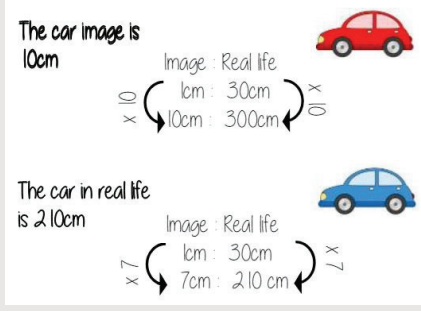
(8) I can understand direct proportion graphs.



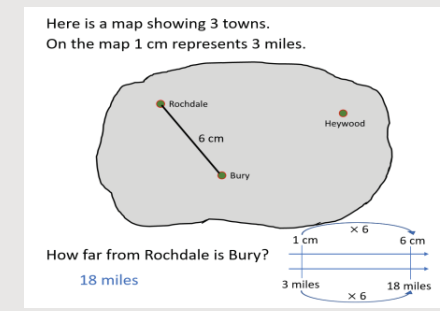
(6) I can explore relationships between similar shapes.



(5) I can draw and interpret scale diagrams.



(4) I can interpret maps using scale factors and ratios.



(1) I can solve problems involving direct proportion.

**Direct Proportion** As one variable changes the other changes at the same rate.

This is a multiplicative change

4 cans of pop = £2.40

4 cans of pop = £2.40  $\times 3$  = 12 cans of pop = £7.20

2 cans of pop = £1.20  $\times 5$  = 10 cans of pop = £6.00

Sometimes this is easiest if you work out how much one unit is worth first e.g. 1 can of pop = £0.60

This multiplier is the same in the same way that this would be for ratio

(2) I can convert between currencies.

Kim wants to exchange ¥40 Chinese Yuan into British Pounds.

The exchange rate is

$\times 8$

£1 = ¥8

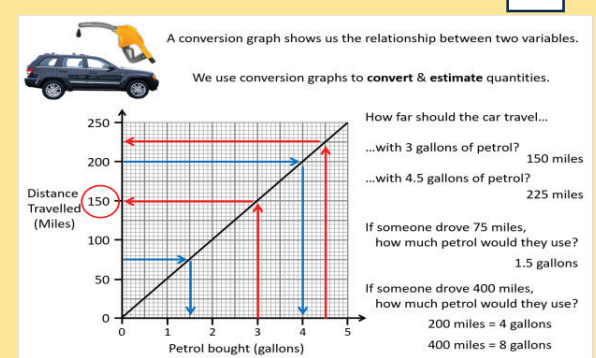
$\div 8$

How many British Pounds does she get?

$40 \div 8 = 5$

£ 5

(3) I can interpret conversion graphs.



Start here

# Maths | Multiplicative Change | Topic Dictionary

Key Word	Definition	In a sentence...
approximation	An estimate for a value .	We used an <b>approximation</b> to guess the number of jellybeans in the jar since we couldn't count them all.
axes	The two lines on a graph that show where the values are measured.	On the graph, the horizontal and vertical lines are called the <b>x-axis</b> and <b>y-axis</b> .
conversion	The process of changing one variable to another.	We used a <b>conversion</b> chart to change inches to centimetres for our maths project.
currency	The system of money used in a particular country.	The <b>currency</b> in Japan is the yen, while in the United States, it is the dollar.
proportion	A part or amount of something in relation to the whole.	In the recipe, the <b>proportion</b> of sugar to flour is 1:2, which means for every cup of sugar, you need two cups of flour.
scale	The comparison of something drawn to its actual size.	The map uses a <b>scale</b> of 1 inch to 1 mile, meaning every inch on the map represents one mile in the real world.
scale factor	The multiple that increases/ decreases a shape in size.	When we enlarged the picture, we used a <b>scale factor</b> of 2 to make it twice as big.

# Maths | Multiplicative Change | Skills Guide



A recipe for **10 cupcakes:**

100 g of butter  
60 g of sugar  
80 g of flour  
2 eggs

÷ 2

**5 cupcakes:**

50 g of butter  
30 g of sugar  
40 g of flour  
1 egg

× 3

**15 cupcakes:**

150 g of butter  
90 g of sugar  
120 g of flour  
3 eggs

× 5

**25 cupcakes:**

250 g of butter  
150 g of sugar  
200 g of flour  
5 eggs

Jack finds a recipe for **10** cupcakes.

Complete calculations to find the ingredients he needs to make **15** or **25** cupcakes.

- ① Write an equation of proportionality.
- ② Substitute  $x$  &  $y$  to find  $k$ .
- ③ Rewrite the equation using  $k$  and substitute  $x$  to find  $y$ .



①  $y = kx$

Over 2 days a herd of cows eat 16 kg of feed.

How much feed does the herd eat over 3 days?

②  $16 = k \times 2$   
 $8 = k$   
8 kg per day

③  $y = 8x$   
 $y = 8 \times 3$   
 $y = 24$  kg

$a$  is directly proportional to  $b$   
When  $a = 7$ ,  $b = 28$   
Find the value of  $b$  when  $a = 5$

$$a = kb$$

$$7 = k(28)$$

$$k = \frac{7}{28}$$

$$= \frac{1}{4}$$

$$\therefore a = \frac{1}{4}b$$

$$a = 5$$

$$5 = \frac{1}{4}b$$

$$b = 20$$

# Maths | Yr8 Autumn Term 1: Block 3 – Multiplying and Dividing Fractions

Previous Block:  
Multiplicative Change

Next Block:  
Cartesian Plane

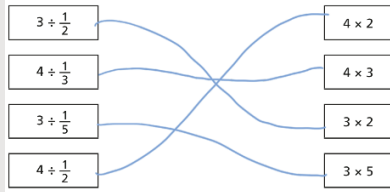
**Stretch**   
(7) Multiply and Divide Improper and Mixed Fractions

$$2\frac{2}{3} \times \frac{1}{3} = \frac{8}{9}$$

**Stretch**   
(8) Multiply and Divide Algebraic Fractions

$$\frac{a}{5} \div \frac{b}{3} = \frac{3a}{5b}$$

(6) Divide an integer by a fraction

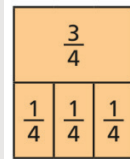


(5) Divide a fraction by a unit fraction

$$\frac{1}{3} \div \frac{1}{6} = \frac{1}{3} \times \frac{6}{1} = \frac{6}{3} = 2$$

“Keep Change Flip”

$$\frac{3}{4} \div \frac{1}{4} = 3$$



(4) Understand and use the reciprocal

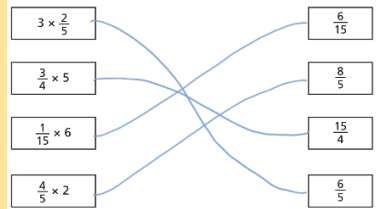
$$1 \div \frac{1}{5} = 5$$

$$1 \times 5 = 5$$

$$3 \div \frac{1}{5} = 15$$

$$3 \times 5 = 15$$

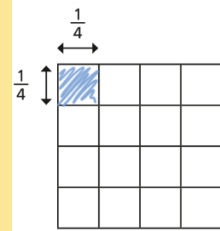
(1) Multiplying fractions by integers



(2) Find a product of unit fractions

$$\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$$

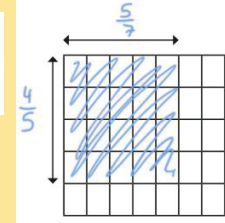
$$\left(\frac{1}{4}\right)^2 = \frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$$



(3) Find a product of any pair of fractions

$$\frac{4}{5} \times \frac{5}{7} = \frac{20}{35} \text{ (or } \frac{4}{7})$$

$$\frac{7}{9} \times 0.1 = \frac{7}{90}$$



Start here

# Maths | Multiplying & Dividing Fractions | Topic Dictionary

Key Word	Definition	In a sentence...
commutative	An operation is commutative if changing the order does not change the result.	Multiplying is <b>commutative</b> because $3 \times 2 = 2 \times 3$ .
denominator	The number below the line on a fraction. The number represent the total number of parts.	The <b>denominator</b> of $1/2$ is 2.
dividend	The amount you want to divide up.	For $1/2$ , 1 is the <b>dividend</b> .
divisor	The number that divides another number.	For $1/2$ , 2 is the <b>divisor</b> .
non-unit fraction	A fraction where the numerator is larger than one.	$2/3$ is <b>non-unit fraction</b> .
numerator	The number above the line on a fraction. Represents how many parts are taken.	The <b>numerator</b> of $1/2$ is 1.
quotient	The answer after we divide one number by another. e.g. $\text{dividend} \div \text{divisor} = \text{quotient}$	The <b>quotient</b> of $1/2$ is 0.5.
reciprocal	A pair of numbers that multiply together to give 1.	$1/5$ is the <b>reciprocal</b> of 5.
unit fraction	A fraction where the numerator is one and denominator a positive integer.	$1/2$ is a <b>unit fraction</b> .
whole	A positive number including zero without any decimal or fractional parts.	1 is a <b>whole</b> number but 1.2 is not a whole number.



# Maths | Multiplying & Dividing Fractions | Skills Guide

Show that

$$2\frac{1}{3} \times 3\frac{3}{4} = 8\frac{3}{4}$$

$$\frac{7}{3} \times \frac{15}{4} = \frac{7 \times \overset{5}{\cancel{15}}}{\cancel{1} \times 4} = \frac{7 \times 5}{1 \times 4}$$

$$= \frac{35}{4} = 8\frac{3}{4}$$

Work out  $1\frac{1}{5} \div \frac{3}{4}$

Give your answer as a mixed number in its simplest form.

$$\frac{6}{5} \times \frac{4}{3} = \frac{6 \times 4}{5 \times 3} = \frac{24}{15} = 1\frac{9}{15}$$

$$1\frac{3}{5}$$

# Maths | Yr8 Autumn Term 2 | Block 4 - Working in the Cartesian plane

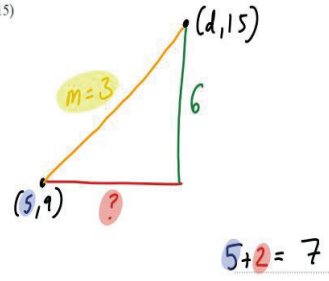
**Previous Block:**  
Multiplying & dividing fractions

**Stretch -** I can apply the gradient formula to find a missing coordinate

A is the point with coordinates (5, 9)  
B is the point with coordinates (d, 15)

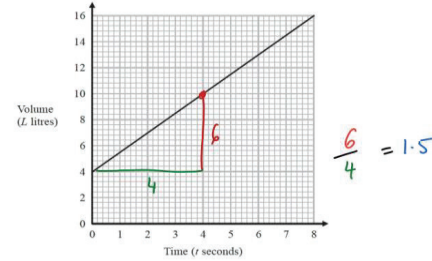
The gradient of the line AB is 3

Work out the value of d.



**Stretch -** I can interpret gradient as rate of change

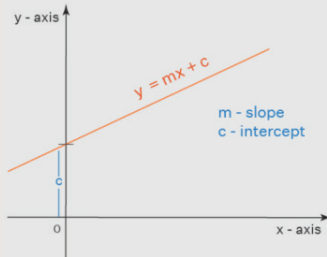
The graph shows the volume of liquid (L litres) in a container at time  $t$  seconds.



Explain what this gradient represents.  
The rate that the container is filling by every second.  
It is filling at 1.5 litres per second

**Next Block:**  
Representing data

**(6)** I can recognise and use the line  $y = mx + c$



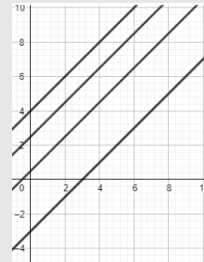
**(5)** I can recognise and use the line  $y = x + a$

$y = x + 4$

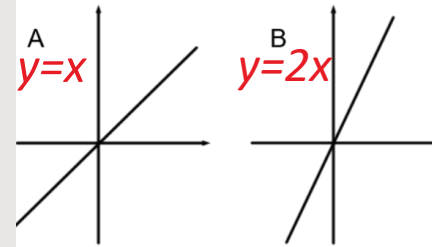
$y = 2.5 + x$

$y = x - 3$

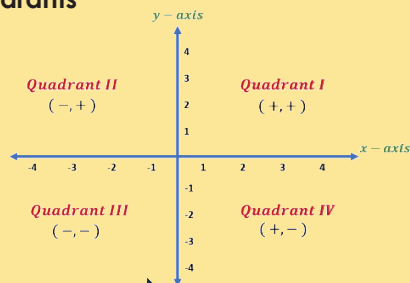
$x + \frac{1}{2} = y$



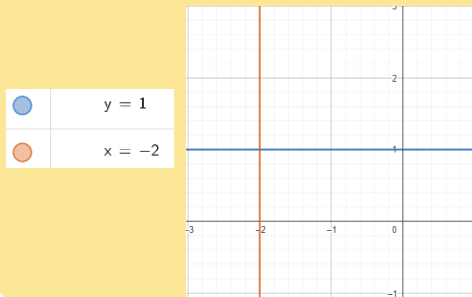
**(4)** I can recognise and use the line  $y = kx$



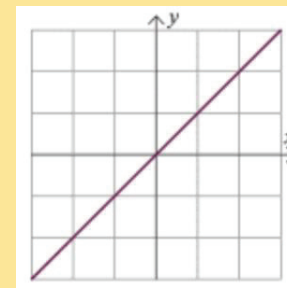
**(1)** I can plot coordinates in all four quadrants



**(2)** I can draw lines parallel the axis



**(3)** I can recognise and use the line  $y = x$

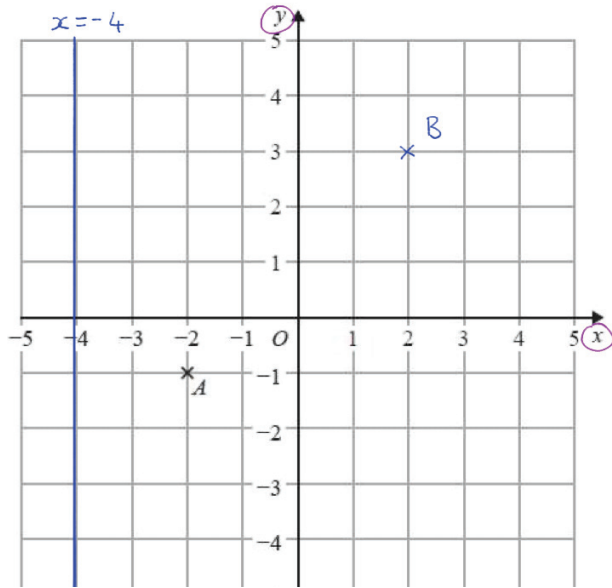


Start here

# Maths | Cartesian plane | Topic Dictionary

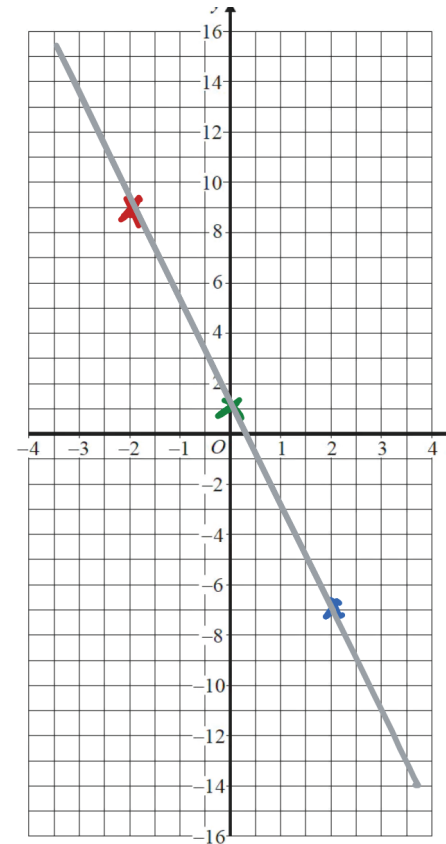
Key Word	Definition	In a sentence
coordinate	A set of values that show an exact position.	On a <b>coordinate</b> plane, each point is defined by its coordinates, which are like its address.
gradient	The steepness of a line	A steeper line has a higher <b>gradient</b> , while a flatter line has a lower gradient, or even a zero gradient if it's completely flat.
horizontal	A straight line from left to right (parallel to the x axis).	<b>Horizontal</b> lines run parallel to the floor
intercept	Where two or more lines cross.	Imagine a graph where two lines cross each other. The point where they meet is called an <b>intercept</b> . It's like the intersection of two roads.
origin	The point at which the two axes intercept. The coordinate of the origin is (0,0).	The <b>origin</b> acts as a reference point for locating other points on the plane.
parallel	Parallel lines have the same gradient.	Track tracks are <b>parallel</b> so that trains do not fall off the track
quadrant	The coordinate plane is divided into four sections called quadrants. We use them to locate points based on their positive or negative x and y values.	In the first <b>quadrant</b> both the x and y coordinates are positive.
vertical	A line parallel to the y axis	We always stand <b>vertical</b> when measuring our height

# Maths | Cartesian plane | Skills Guide



On the grid below, draw the graph of  $y = 1 - 4x$  for values of  $x$  from  $-3$  to  $3$

$x$	$-2$	$0$	$2$
$y$	$9$	$1$	$-7$



(a) Write down the coordinates of point A.

$x$   $y$   
(.....-2....., .....-1.....)

(b) On the grid, mark with a cross (X) the point (2, 3)  
Label this point B.

$x$   $y$

(c) On the grid, draw the line with equation  $x = -4$

vertical line

# Maths | Yr8 Autumn Term 1: Block 5 – Representing Data

**Previous Block:**  
Working in the cartesian plane

**Next Block:**  
Tables and probability

### (4) I know how to represent data in two-way tables

Complete the two-way table.

- First
- Second
- Third

	blue eyes	brown eyes	green eyes	total
boys	5	3	4	12
girls	6	7	5	18
total	11	10	9	30

Handwritten calculations:  $18-7-5$ ,  $5+6$ ,  $3+7$ ,  $12-4-5$ ,  $9-4$ ,  $30-12$

### (3) I know how to read and interpret grouped and ungrouped frequency tables

Students counted how many pencils they have in their pencil case. They recorded the information in a table.

Number of pencils	Frequency	Total frequency
0	2	0
1	15	15
2	3	6
3	5	15
4	0	0
5	2	10

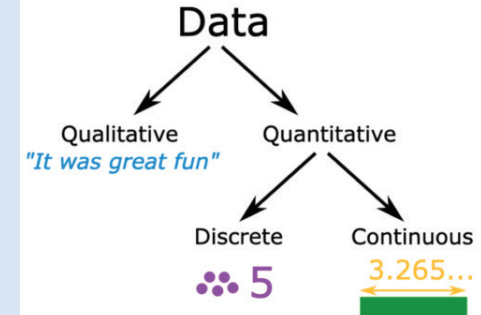
- a) Complete the sentences.
- The most number of pencils someone has is **5**.
  - No one has **4** pencils.
  - Most people have **1** pencil.
- b) Find the total number of pencils the students have. **46**

The table shows the time of the first goal in 100 football matches.

Time of first goal, $t$ (minutes)	Number of matches
$0 < t \leq 15$	3
$15 < t \leq 30$	15
$30 < t \leq 45$	27
$45 < t \leq 60$	32
$60 < t \leq 75$	14
$75 < t \leq 90$	9

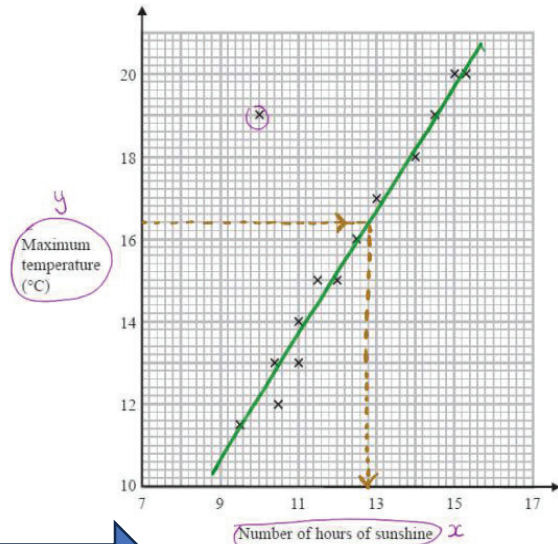
- a) In how many matches was the first goal scored between 15 and 30 minutes, including 30 minutes? **15**
- b) The first goal in one of these matches was scored after exactly 75 minutes. Which interval does this goal appear in?  **$60 < t \leq 75$**
- c) In how many matches was the first goal scored in less than or equal to 45 minutes? **45**

### (2) I know about the different types of data



### (1) I know how to draw and interpret a scatter graphs

The scatter graph shows the maximum temperature and the number of hours of sunshine in fourteen British towns on one day.



- (a) One of the points is an outlier. Write down the coordinates of this point.

$(\frac{10}{x}, \frac{19}{y})$  (1)

- (b) For all the other points write down the type of correlation.

positive, negative, or none?

Positive (1)

On the same day, in another British town, the maximum temperature was  $16.4^{\circ}\text{C}$ .

- (c) Estimate the number of hours of sunshine in this town on this day.

Draw a "line of best fit" using a pencil and ruler

12.8 hours (2)

A weatherman says "Temperatures are higher on days when there is more sunshine."

- (d) Does the scatter graph support what the weatherman says? Give a reason for your answer.

Yes there is a positive correlation between temperature and hours of sunshine, generally. (1)

Start here

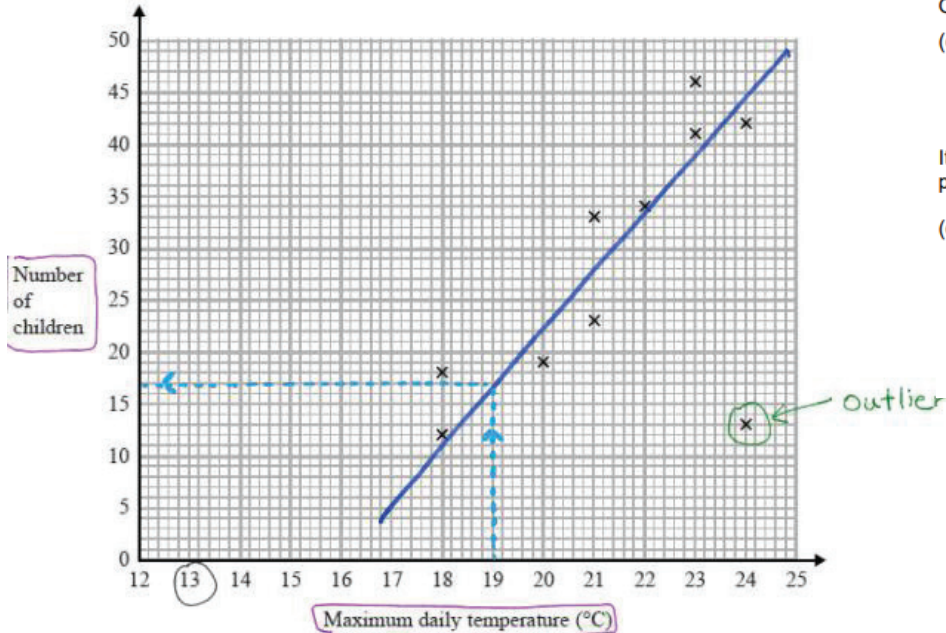
# Maths | Representing Data | Topic Dictionary

Key Word	Definition	In a sentence...
continuous	Data that is measured	Height is a type of <b>continuous</b> data .
correlation	The mathematical definition for the type of relationship	There is a <b>correlation</b> between sunny days and ice cream sales.
discrete	Quantitative or qualitative data that only takes certain values.	The number of students in a room is <b>discrete</b> data.
frequency	The number of times a particular data value occurs.	The mode in a table is the data point with the highest <b>frequency</b> .
line of best fit	A straight line on a graph that represents the data on a scatter graph.	When asked to do an estimation from a scatter graph we need to draw a <b>line of best fit</b> .
origin	Where two axes meet on a graph.	A line of best does not have to start at the <b>origin</b> .
outlier	A point that lies outside the trend of graph	In an exam you could be asked to write down the coordinates (x ,y) of an <b>outlier</b> .
qualitative	Data that describes characteristics	The colour of your hair is a <b>qualitative</b> variable.
quantitative	Dumerical data	The number of students in your maths class is a <b>quantitative</b> variable.
relationship	The link between two variables (items).	There ia a <b>relationship</b> between sunny days and ice cream sales.
variable	A quantity that may change within the context of the problem	In the expression $5b + 4$ , b is a <b>variable</b> .

# Maths | Representing Data | Skills Guide

Jean records the maximum daily temperature each day for 10 days. She also records the number of children going to a paddling pool for each of these days.

She draws this scatter graph for her information.



Jean's information for one of these days is an outlier on the scatter graph.

(a) Give a possible reason for this.

The paddling pool may have been closed for part of the day.

(1)

(b) What type of correlation does the scatter graph show?

Positive, negative or none.

Positive

(1)

On the 11th day, the maximum daily temperature was 19°C.

(c) Write down an estimate for the number of children going to the paddling pool on the 11th day.

Draw a line of best fit using a pencil and ruler

17

(1)

It would not be sensible to use the scatter graph to predict the number of children going to the paddling pool on a day when the maximum daily temperature was 13°C.

(d) Give a reason why.

13°C is not in the data range of the plotted points. The line of best fit is based on 18°C to 24°C

(1)

(Total for question = 4 marks)

Emma has 45 rabbits.

30 of the rabbits are male.

8 of the female rabbits have short hair.

12 of the rabbits with long hair are male.

Use the information to complete the two-way table.

	Male	Female	Total
Long hair	12	7	19
Short hair	8	8	26
Total	30	15	45

Handwritten calculations: 15-8=7, 30-12=18, 45-30=15, 12+7=19, 45-19=26.

(Total for question is 3 marks)

# Maths | Yr8 Autumn Term 1: Block 6 – Tables and Probability

**Previous Block:**  
Representing Data

**Next Block:**  
Brackets, equations and inequalities

(4) I know how to use the product rule to find the total number of possible outcome

A café owner sells 10 different types of sandwich.  
Hassan buys a different type of sandwich on Monday, on Tuesday and on Wednesday.

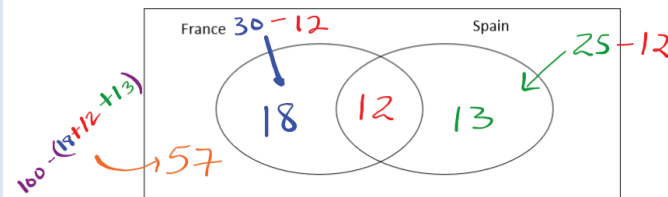
In how many ways can he do this?

Monday 10 options  
Tuesday 9 options  
Wednesday 8 options

$$10 \times 9 \times 8 = 720$$

(3) I know how to find probabilities from Venn diagrams

100 people were surveyed about countries they had visited. 30 had visited France, 25 had visited Spain and 12 had visited both France and Spain. Use a Venn diagram to show this information.



One person is chosen from the survey to win a prize. Find the probability the winner had visited neither France nor Spain.  $\frac{57}{100}$

(1) I know how to construct a sample space diagram for one or more events

A spinner is spun and a fair die is rolled at the same time. Complete the table listing all the possible outcomes.

	1	2	3	4	5	6
R	1R	2R	3R	4R	5R	6R
G	1G	2G	3G	4G	5G	6G
B	1B	2B	3B	4B	5B	6B
Y	1Y	2Y	3Y	4Y	5Y	6Y



(2) I know how to find probabilities from two-way tables

The following table shows how 200 children travelled to school.

	Car	Bus	Walk	Total
Boys	36	46	21	103
Girls	44	29	24	97
Total	80	75	45	200

Work out the probability that a child travels to school by car.  $\frac{80}{200}$

Calculate the probability that a girl walks to school.  $\frac{24}{97}$

Start here



# Maths | Tables and Probability | Topic Dictionary

Key Word	Definition	In a sentence...
biased	A built in error that makes all values wrong by a certain amount.	If a coin is <b>biased</b> the total probability is still one.
chance	The likelihood of a particular outcome.	The <b>chance</b> of getting a 6 on a 6-sided die is a quarter.
event	An event is a set of outcomes of an experiment (a subset of the sample space) to which a probability is assigned.	Let an <b>event</b> , E, be defined as getting an even number on the die. Then $E = \{2, 4, 6\}$ .
outcomes	The result of an event that depends on probability.	On a fair 6-sided die, there are six possible <b>outcomes</b> .
probability	The chance that something will happen.	On a fair 6-sided die, the <b>probability</b> of getting an even number is one half.
set	A collection of objects.	The number 2 is the only even number that is a part of the <b>set</b> of prime and even numbers.
union	The union of two sets is a set containing all elements that are in A or in B (or both).	The <b>union</b> of two sets A and B is represented by writing the symbol "U" between the two set.

# Maths | Tables and Probability | Skills Guide

In a restaurant there are

- 9 starter dishes
- 15 main dishes
- 8 dessert dishes

Janet is going to choose one of the following combinations for her meal.

- a starter dish and a main dish
- or a main dish and a dessert dish
- or a starter dish, a main dish and a dessert dish

Show that there are 1335 different ways to choose the meal.

$$9 \times 15 = 135$$

$$15 \times 8 = 120$$

$$9 \times 15 \times 8 = 1080$$

$$1080 + 135 + 120 = 1335$$

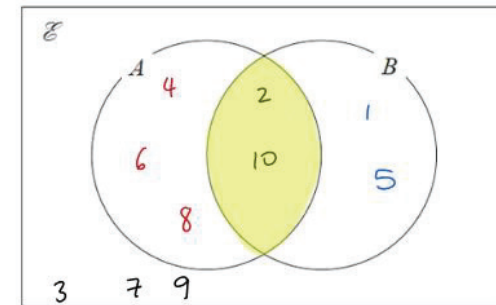
(Total for question is 3 marks)

$$\mathcal{E} = \{1, 2, 3, 4, 5, 6, 7, 8, 9, 10\}$$

$$A = \{\text{even numbers}\} = \{2, 4, 6, 8, 10\}$$

$$B = \{\text{factors of 10}\} = \{1, 2, 5, 10\}$$

(a) Complete the Venn diagram for this information.



(3)

A number is chosen at random from the universal set,  $\mathcal{E}$

(b) Find the probability that this number is in the set  $A \cap B$

$$\frac{2}{10}$$

(2)

Emma has 45 rabbits.

30 of the rabbits are male.

8 of the female rabbits have short hair.

12 of the rabbits with long hair are male.

(a) Use the information to complete the two-way table.

	Male	Female	Total
Long hair	12	7	19
Short hair	18	8	26
Total	30	15	45

(3)

One of Emma's rabbits is chosen at random.

(b) Write down the probability that this rabbit is a female with short hair.

$$\frac{8}{45}$$

(1)



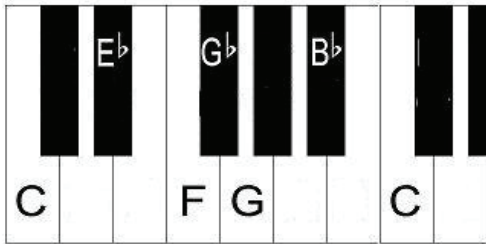
# The Blues | Knowledge Organiser

Here is a guide to all you need to know when learning about the Blues!

1

## Blues Scale

The blues scale is a certain selection of notes that have been put together to sound 'bluesy'. The scale is often used to create an **improvisation**. To play the Blues scale, try the fingering 1, 3, 1 2 1 3 4 in your right hand! You can play around with these notes in any order!



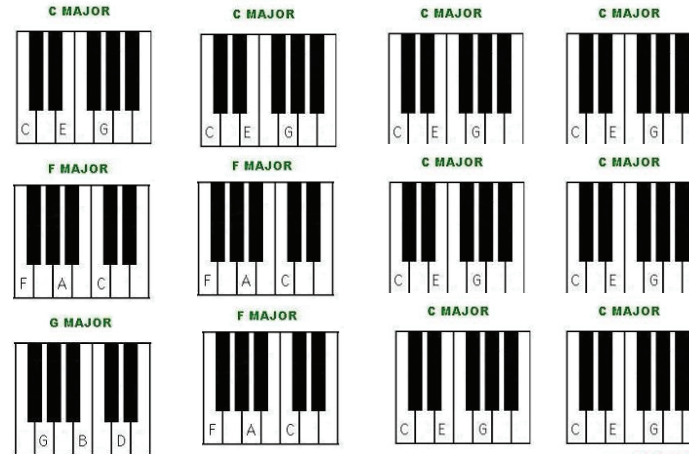
2

## Chords and hand position

A chord is 2 or more notes played together at the same time. A major or minor 3-note chord is also called a **triad**. Blues music only uses 3 chords which are played at the start of every bar. The chords below are formed by playing a note, missing a note, playing a note missing a note, playing a note. You can play a **triad** with fingers 1, 3 and 5 in the right hand. Look at the picture below of famous Blues and Jazz pianist Oscar Peterson. Notice straight back and curved fingers!



3



## Blues in C



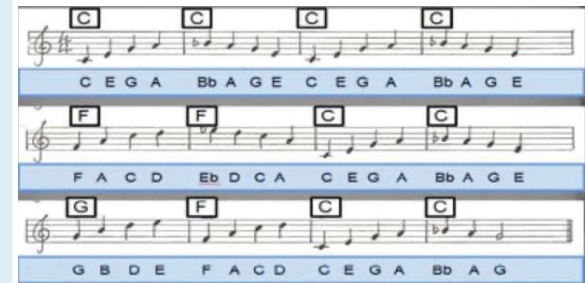
4

Another way of writing the 12-bar blues is in **notation**. Here you can see the chords written out with their roman numerals I, IV and V

5

## Walking Bass

The walking bass is a key part of any Blues song. This is usually played by the bass guitar or double bass. The tempo of the bass line should be steady, which is why it is called the "walking" bass.



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



## Practising and Performing

This is your opportunity to show that you can **perform** a **12-bar Blues** progression in time with your peers. You will learn about **performing** with **expression** as well as **accuracy** and will be able to keep your part going by listening to the beat!

- 1) You will learn to play **chords C, F and G** on the **keyboard** using three fingers in the right hand
- 2) You will build your keyboard **playing** skills by adding a **left hand** part as a **root** note or **Walking Bass line**
- 3) You will learn how to play the **Blues Scale** up and down the keyboard (ascending and descending)
- 4) You will demonstrate an excellent level of **focus** when playing as a soloist or **ensemble**
- 5) You will perform **syncopated** and swung rhythms in keeping with **Blues, Ragtime** and **Swing** styles as well as **performing** skills!



## Composing and improvising

**Composing** means **creating** music from scratch (we visited this word in year 7). **Improvising** means making something up on the spot. **Improvisation** is found all the time in Blues and Jazz and is an essential skill for musicians

- 1) You will **improvise** short **melodies** around the Blues scale
- 2) You will **compose** your own arrangement of a simple keyboard piece/song using the following elements:  
12 Bar –Blues chords  
Root-notes  
Walking bass-line  
Melody based on the Blues Scale
- 3) You will be able to record a chord progression on BandLab, together with a simple beat
- 4) You will compose a verse of **Blues** lyrics in an AAB structure



## Listening to and identifying music

You need to concentrate when listening to music and describe what you hear using key words and phrases. You can greatly improve your listening skills by trying to spot key features of a song on Spotify at home or by going to useful websites: [What is the blues? A look at the history of blues music, musicians and emotion.](#) ([youtube.com](#))

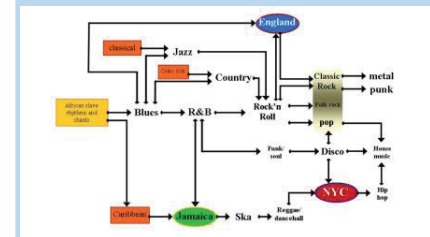
- 1) You will **listen** to a range of **Blues** music from artists such as Muddy Waters, BB King, Bessie Smith and Louis Armstrong and identify the use of musical elements, including:  
**Pitch: Melodies** using the **Blues scale**  
**Rhythm:** Use of **Syncopation** and **Swung rhythms**  
**Dynamics:** Mainly **loud (forte)** due to recording techniques at the time  
**Texture:** Usually **Melody plus Accompaniment** but with **Call and Response** sections  
**Timbre:** Rough sounding sound quality due to early recording techniques and poor quality instruments eg **Honky Tonk piano**  
**Instrumentation:** Guitar, Piano, Drums, Double Bass, Trumpet, Trombone, Saxophone, Voice  
**Articulation:** **Pizzicato Double Bass**  
**Structure:** **12-Bar Blues/Verse-Chorus**  
**Production:** Early Gramophone recording techniques used











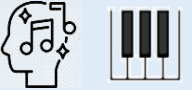


## Exploring your thinking

The Blues was an incredibly important genre in the History of Music and is considered to be the great, great grandparent of Popular music. Blues music later developed into Ragtime, Jazz, Swing, Gospel, Hip-Hop, Soul, Disco, Rock and Roll and much, much more.

- 1) You will learn how and why the Blues became popular in America and throughout the world.
- 3) You will consider the importance of this music, which developed into multiple genres:



## Music | Blues | Topic Dictionary

Image	Key Word	Definition	Key word in a sentence.
	<b>12 bar blues</b>	A repeated pattern of chords following a twelve-bar structure.	The <b>12-bar blues</b> consists of only three chords and is found in all Blues Music.
	<b>blues music</b>	A style of music originating in the Southern States of America in the early 20 <sup>th</sup> century.	<b>Blues music</b> was originally about the hardship faced by African American people living in the South.
	<b>blue-note</b>	A flattened note found in Blues Music.	<b>Blue-notes</b> give the music a bluesy quality on the keyboard because they mimic the sound of a guitar sliding between the notes.
	<b>blues scale</b>	A pattern of ascending and descending step-wise notes, containing blue-notes.	Blues musicians often improvise around the <b>blues scale</b> .
	<b>C major chord</b>	Three notes played at the same time, starting on C.	A <b>C chord</b> uses the notes C, E and G.
	<b>F major chord</b>	Three notes played at the same time, starting on F.	An <b>F chord</b> uses the notes F, A and C.
	<b>flat</b>	A note that is lowered one half-step (semitone).	To find B $\flat$ ( <b>flat</b> ) on the keyboard go one half-step (semitone) to the left (down).
	<b>G major chord</b>	Three notes played at the same time, starting on G.	A <b>G chord</b> uses the notes G, B and D.
	<b>improvisation</b>	A section of music that is made up on the spot, usually containing notes of the Blues scale.	Blues music often contains passages that are <b>improvised</b> .
	<b>sharp</b>	A note that is raised one half-step (semitone).	To find F $\sharp$ ( <b>sharp</b> ) on the keyboard go one half-step (semitone) to the right (up).
	<b>walking bass</b>	A busy bass pattern used in the Blues to create a sense of rhythm.	The double bass often plays the <b>walking bass</b> line while the piano or guitar play the chords.

# Music | Blues | Assessing Progress

## Developing my skills in Music



- I am ALWAYS focused during the task and can explain WHY we are learning each topic
- I can DESCRIBE the key features of the BLUES using FULL SENTENCES and plenty of KEY WORDS
- I can play the 12 -bar chord sequence CONFIDENTLY and IN TIME with BOTH HANDS
- I can take a leading/solo role in front of my group
- I can use the Auto-Accompaniment button on the Keyboard CONFIDENTLY



- I am ALWAYS focused during the task.
- I can play the ROOT note of each chord in my LEFT HAND
- I can play the 12-bar Blues with ACCURACY in my RIGHT HAND
- I can describe the main features of BLUES music and talk about the history of the BLUES, describing different techniques and instruments used



- I am almost ALWAYS focused during the task.
- I can sign the 12-Bar Blues sequence
- I can work out the ROOT note of each chord
- I can play the 12-bar Blues with SOME ACCURACY
- I can describe the main features of BLUES music and talk about the history of the BLUES



- I am MOSTLY focused during the task.
- I can play the 12-Bar blues Bass line with a beat
- I can work out the notes of chords C, F, G
- I can play the Keyboard with SOME ACCURACY
- I can list the main features of the BLUES

**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
- Presenting some research on the Blues in class

## As a year 8 musician I know how to:

1. Perform the 12 bar blues chord progression on the keyboard in time with a beat with the correct fingers and hand position (Right Hand)

2. Add a root note (Left Hand)

3. Perform a Walking Bass line with either hand using C E G A Bb notes ascending and descending





4. Compose or improvise around the Blues scale using at least three notes

5. Listen to a range of Blues music and identify key features such as 12-Bar Blues, Blues scales, Blue-notes and instrumentation as well as musical elements such as Pitch, Rhythm, Tempo, Dynamics, Structure, Timbre, Texture, Harmony

6. Explore and describe the history of the Blues and its important contribution of African American musicians to popular culture across the world

# Music | Elements of Music | Assessing Progress

## Developing my skills in Music

	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am ALWAYS focused during the task and can explain WHY we are learning each topic</li> <li><input type="checkbox"/> I can list all the musical elements confidently and describe them using FULL SENTENCES and plenty of KEY WORDS</li> <li><input type="checkbox"/> I can read ALL notes from notation</li> <li><input type="checkbox"/> I can play my Keyboard piece CONFIDENTLY and IN TIME</li> <li><input type="checkbox"/> I can sing with CONFIDENCE and EXPRESSION</li> <li><input type="checkbox"/> I can take a leading/solo role in front of my group</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am ALWAYS focused during the task.</li> <li><input type="checkbox"/> I can list all the musical elements and describe them using FULL SENTENCES</li> <li><input type="checkbox"/> I can read ALL notes from notation using the help sheet</li> <li><input type="checkbox"/> I can play MOST of my Keyboard piece with ACCURACY</li> <li><input type="checkbox"/> I can sing with SOME CONFIDENCE</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am almost ALWAYS focused during the task.</li> <li><input type="checkbox"/> I can list all the musical elements without the help sheet</li> <li><input type="checkbox"/> I can read MOST notes from notation using the help sheet</li> <li><input type="checkbox"/> I can play SOME of my Keyboard piece with ACCURACY</li> <li><input type="checkbox"/> I can sing IN TUNE AND IN TIME</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am MOSTLY focused during the task.</li> <li><input type="checkbox"/> I can list all the musical elements using the help sheet</li> <li><input type="checkbox"/> I can read SOME notes from notation</li> <li><input type="checkbox"/> I can play the Keyboard with SOME ACCURACY</li> <li><input type="checkbox"/> I can sing with SOME ACCURACY</li> </ul>
<p><b>This is where you and your teacher can agree on a personalised target. This could include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Performing a solo in front of the class</li> <li><input type="checkbox"/> Composing an extended piece using music software</li> <li><input type="checkbox"/> Presenting some research on the Blues in class</li> </ul>	

### As a year 7 musician I know how to:

Perform in front of someone as a soloist or in pairs	
Compose a short piece of music on my instrument/voice	
Label notes of the treble clef	
Identify the elements of the music	
Identify the instruments of the orchestra and their orchestral families.	
Rehearse/Explore/ideas as a class/in pairs/in small groups.	

# PE | Anatomy and Physiology | Topic Dictionary

Key word	Definition	Using the key word in a question...
<b>ball and socket joint</b>	Joint that allows many movement-flexion and extension; abduction and adduction and rotation	Name a <b>ball and socket joint</b> in the body?
<b>extension</b>	Movement where angle between bones increase	Give a sporting example of when <b>extension</b> occurs in the body?
<b>flexion</b>	Movement where angle between bones reduces	Give a sporting example of when <b>flexion</b> occurs in the body?
<b>hinge joint</b>	Joint that allows flexion and extension	Name a <b>hinge joint</b> in the body?
<b>joint</b>	Places where two or more bones meet	Name 2 <b>joints</b> in the body?
<b>movement</b>	Muscles contract to pull the bones of the skeleton	Name 5 types of <b>movements</b> that can occur?
<b>protection</b>	Some bones surround and protect vital organs	Give a sporting example of how bones <b>protect</b> your vital organs?



# Badminton Knowledge Organiser

**BACKHAND & FOREHAND CLEAR** — A shot used to force your opponent to the back of the court.

**SMASH** —This is the most attacking shot in badminton.

**DRIVE** — The drive shot is hit hard on a horizontal or slightly downward path.

**BLOCK SHOT** —This shot is used in defence of an opponent's smash.

As a year 8 sports person, I should....

- |  |  |
|--|--|
| 1. Know the different types of serves                        |  |
| 2. Know when to use a drop shot                              |  |
| 3. Be able to move my opponent and create space on the court |  |
| 4. Identify the service line                                 |  |
| 5. Be able to perform a wide range of shots                  |  |
| 6. Know the rules and regulations of the game                |  |

## Key words & Coaching points



short service line

The low serve is the common most serve that results in the shuttle just passing the line

serve

There are 4 types of serves. High, Low, flick and drive

drop shot

Aim is to give impression of a clear then land the shuttle close to the net

let

The rally stops and is replayed, without changing the score or serving positions.

# Gymnastics Knowledge Organiser

- **Flight** - Where a gymnast leaves the floor and lands again
- **Jumping** - The main form of flight, jumping can take many different forms e.g. tuck, straddle, pike, half turn
- **Squat through** - Performed over a box or horse
- **Turn** - A change of direction when combined with a jump is called a half turn jump



pike



tuck



straddle



As a year 8 sports person, I should....

1. Be able to show the different types of balances in a sequence.

2. Be able to explain what flight is and use it in a routine.

3. Be able to show fluency in all movements.

4. Be able to ensure any routine made is aesthetically pleasing.

5. Be able to give feedback to others based on their movement/routine

## Useful information

- **A gymnast performs flight with grace and elegance**
- **Knees should always be bent on landing for safety**
- **A run up is needed and usually a springboard or trampette is used**

# PE | Anatomy and Physiology Skills Guide

## DEFINE

### I am able to:

- Define 5 key words from my dictionary, such as:
- Protection
- Movement
- Flexion
- Extension
- Joint

## 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 serving in badminton
- Describe what joint is being used at the shoulder when a badminton player performs a smash shot

## EVALUATE

### I am able to:

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



### Challenge:

How can longer bones benefit a badminton player's performance?

## RE | What is the Value of Creation? | Topic Dictionary

Image	Key Word	Definition	In a sentence
	<b>animal rights</b>	Beliefs about to what extent animals should be protected against harm.	<b>Animal rights</b> protect the well-being of non-human creatures.
	<b>argument</b>	A persuasive way of writing which explains a point of view and reasons to believe it.	The <b>argument</b> was based on a range of religious and scientific evidence.
	<b>Creation story</b>	The 7 Day Creation story found in Genesis. Describes God creating the world in 6 days.	The <b>creation story</b> describes the world's origins.
	<b>dominion</b>	A belief that God left the world to humans to enjoy as they please.	Humanity has <b>dominion</b> over the Earth's resources such as animals, fossil fuels, and plants.
	<b>extrinsic value</b>	Value decided because of the utility or pleasure something brings.	<b>Extrinsic value</b> of a farm animal depends on its' utility for the farmer.
	<b>Genesis</b>	First book of the Bible. Contains the Creation Story.	<b>Genesis</b> comes from the Greek word which means beginning.
	<b>intrinsic value</b>	The value given to something considered priceless. Value which cannot be taken away.	Every human being has <b>intrinsic value</b> so we must work together to protect human life.
	<b>quality of life</b>	What a person or animal's life is like and whether or not it is a life worth living.	A high <b>quality of life</b> is essential for happiness and well-being.
	<b>rebuttal</b>	Acknowledging a different point of view and arguing against it.	The <b>rebuttal</b> effectively countered the opposing argument.
	<b>responsibility</b>	Having a duty to deal with something or having control over someone.	<b>Responsibility</b> for the environment falls on everyone.
	<b>sanctity of life</b>	The belief that life is a gift from God.	<b>The sanctity of life</b> should be respected at all times.
	<b>speciesism</b>	Discrimination against someone due to their animal species.	<b>Speciesism</b> is controversial as humans rely on animals in their daily lives.
	<b>stewardship</b>	A belief that God left the world to humans to enjoy and take care of.	<b>Stewardship</b> of our planet is the shared responsibility of all humans.
	<b>utility</b>	The use of an object or animals.	This plastic cup has lost its <b>utility</b> as there is now a hole in it.





# RE | What is the Value of Creation? | Knowledge Organiser

As a Year 8 RE student I know ...




How to explain the Christian Creation Story	1
Biblical teachings on the value of creation including Stewardship and Dominion.	2
What intrinsic value means and why this idea is important for Christians.	3
What stewardship looks like in practice for Christians.	4
What instrumental value means and why this idea is important when talking about animal rights.	5

**1**

**Value of Creation**

**Genesis**  
The first book of the Bible contains the 7 Day Creation story.

**2**

**Stewardship- a belief that God left the world to humans to enjoy and take care of**

The LORD God took the man and put him in the Garden of Eden to work it and take care of it. **Genesis (2:15)**

**Dominion- a belief that God left the world to humans to enjoy as they please**

*Let Us make man in Our image, according to Our likeness; and let them **rule** over the fish of the sea and over the birds of the sky and over the cattle and over all the earth, and over every creeping thing that creeps on the earth." **Genesis (1:26)***

## Intrinsic Value

**3**

Some argue that the planet has intrinsic value as it is the place all people live on

**Who is responsible for the planet?**

Climate Change is the change in the global temperatures. Currently, due to human activity global temperatures are rising.



Human life has intrinsic value as it is a gift from God

Protecting human life is always the right choice, so it must have intrinsic value

**The belief in Stewardship teaches Christians that they have to take care of the world. This means many Christians fight against climate change.**

**4**

A minority of Christians who believe in dominion argue that humans should enjoy the earth's resources as they please and ignore the negative effects of climate change.



What does a good Steward do?

- Plant trees
- Recycle
- Keep the planet tidy
- Avoid fossil fuels
- Preserve water
- Protect endangered animals
- Make environmentally conscious decisions



**5**

**What rights should animals have?**



**Christians believe in Stewardship but there are many interpretations about the relationship humans should have with animals.**

## Instrumental Value

Friendship (Companionship)- Some animals are used to keep humans company. Animals like dogs, cats and rabbits are some of the most common pets.

Work (Labour)- Some animals, often called working animals are used to make people's jobs easier.

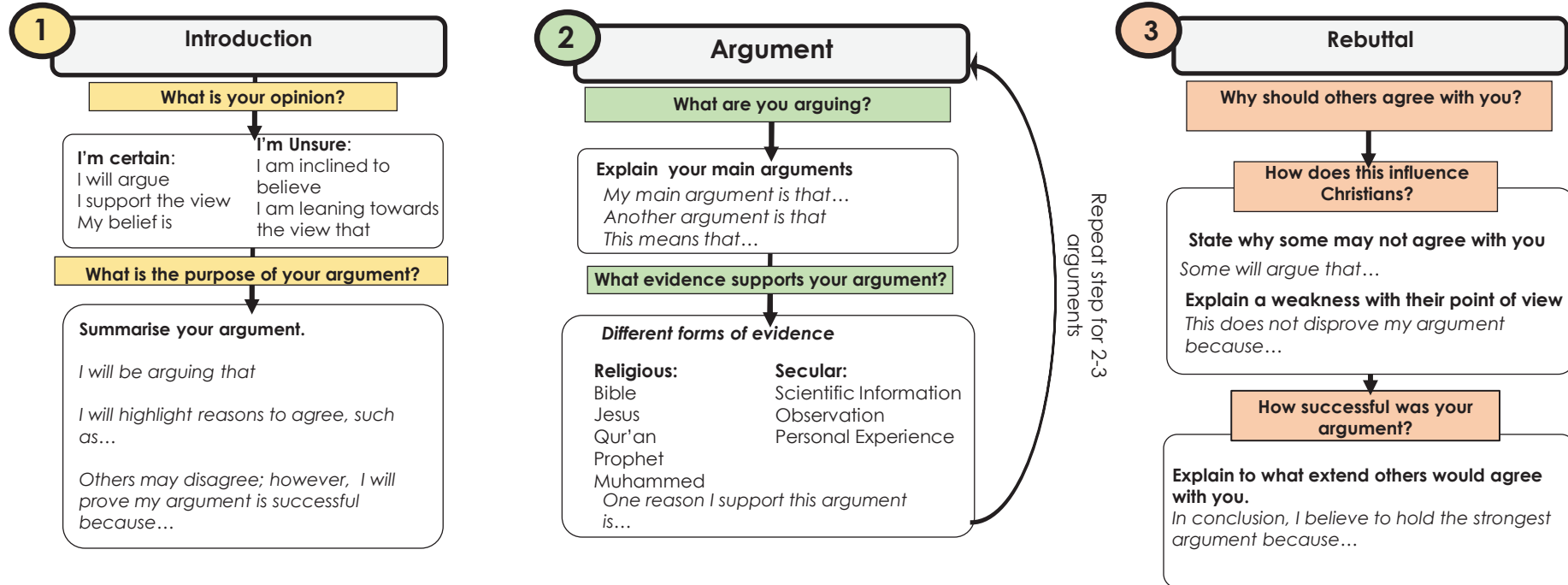
Animal products- Animal products are any part of an animal or anything from an animal that humans use. For example meat, eggs and dairy come from chickens, pigs or cows.

"We need to focus on plastic pollution not speciesism"

Humans have always eaten animals and I don't think that continuing to do it will hurt us.

Before we eat meat we have to ask ourselves "Can animals feel pain?"

# RE | What is the Value of Creation? | Skills Guide – Debating in RE



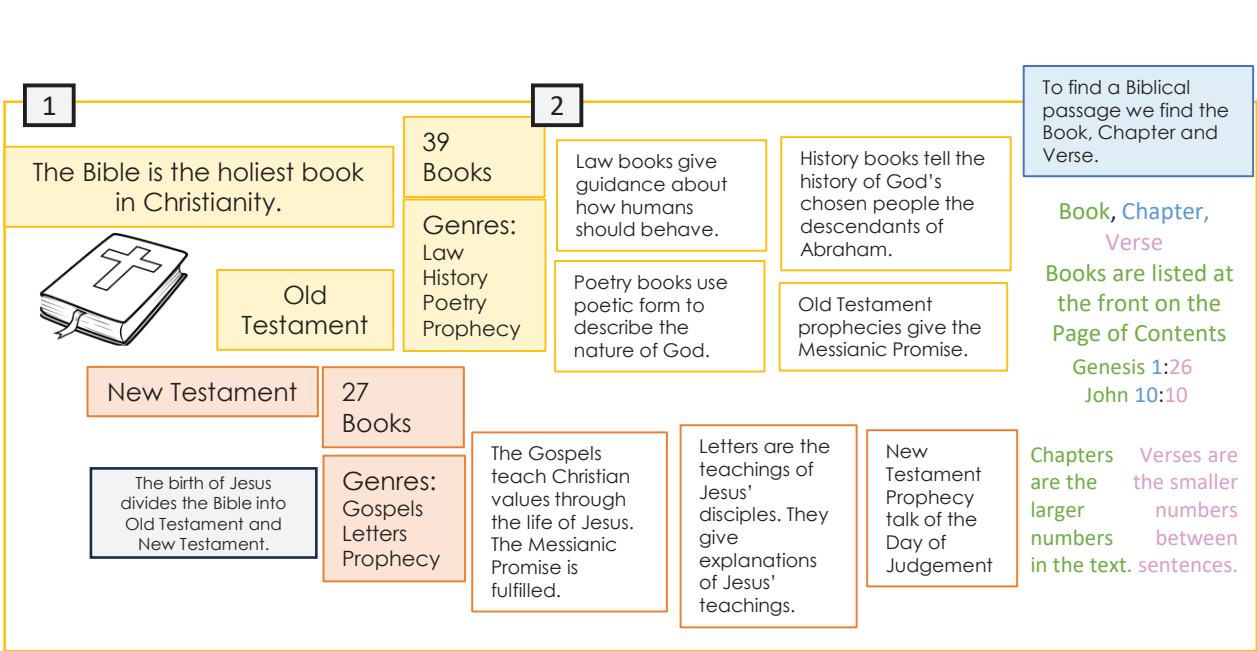
## Model Paragraph: "Speciesism is a serious concern for Christians"

- 1** My belief is that speciesism is not serious concern for Christians. Speciesism is the belief that animals are being discriminated against because of their species. I will be arguing that animals have some, but not all, of the same rights as humans. I will highlight reasons to agree, such as scripture which teaches humans about the idea of dominion. Others may disagree; however, I will prove my argument is successful because holding the belief that speciesism is a serious concern goes against Christian teachings.
- 2** My main argument is that by reading the Bible Christians can learn that they should not be concerned with speciesism. One argument I support this argument is the Biblical passage: *and let [humans] rule over the fish of the sea and over the birds of the sky and over the cattle and over all the earth, and over every creeping thing that creeps on the earth." Genesis (1:26). This clearly teaches humans they have additional authority over animals. Therefore, giving animals equal rights to humans would be wrong.*
- 3** Some will argue that humans and animals should be treated as equal as they also have feelings. This does not disprove my argument because there is not enough scientific information on how animals feel emotions. Furthermore, from observation we can learn that humans can still take good care of animals without giving them equal rights.
- In conclusion I believe to hold the strongest argument because I can use Biblical teaching to explain the Christian view on speciesism.





## RE | The Bible | Topic Dictionary

Image	Key Word	Definition	In a sentence
	<b>audience</b>	The intended reader of a piece of writing.	Jesus' disciples kept their <b>audience</b> in mind when writing letters and made sure to explain Jesus' teachings in detail.
	<b>authorship</b>	The author or authors of a piece of writing.	<b>Authorship</b> of biblical books varies and it is believed the Bible has different authors.
	<b>covenant</b>	A promise between God and humanity.	The <b>covenant</b> symbolizes God's promise to humanity.
	<b>fundamentalist</b>	A literal way of reading. Believing that the Bible contains scientific and spiritual truths.	A <b>fundamentalist</b> reads the Bible literally and believes God created the world in 6 days.
	<b>genre</b>	A form of writing.	Each <b>genre</b> of the Bible has unique features which help Christians understand God.
	<b>gospel</b>	Greek for 'Good News'. The story of Jesus' life.	The <b>gospel</b> shares the life of Jesus from his birth to ascension.
	<b>history</b>	A genre of writing which is a narrative story of a person or community.	<b>History</b> in the Bible narrates past events from the story of Adam and Eve to Abraham's descendants.
	<b>interpretation</b>	A way of reading. Looking for specific types of knowledge in a piece of writing.	<b>Interpretation</b> of scripture can vary greatly as some are fundamentalists and some are liberal.
	<b>law</b>	A genre of writing which explains how God set out rules to be followed by humans.	The <b>law</b> provides moral guidelines for humans to follow to show their devotion to God.
	<b>letters</b>	A genre of writings. Jesus' first disciples used letters to spread the teachings of Christianity.	<b>Letters</b> in the New Testament offer guidance to Christians of the past, present, and future.
	<b>liberal</b>	A way of reading that believes some stories in the Bible are metaphors. Believing that a text contains spiritual truths but may not be completely accurate.	A <b>liberal</b> approach seeks metaphorical meanings and believes God created the world by causing the Big Bang.
	<b>New Testament</b>	The second part of the Bible. It contains the story of Jesus and the acts of his first disciples.	The <b>New Testament</b> focuses on Jesus Christ's life and his teachings.
	<b>Old Testament</b>	The first part of the Bible. It contains laws and histories of covenants between God and humans.	The <b>Old Testament</b> has 39 books in it.
	<b>poetry</b>	A genre of writing which uses imaginative language to describe something.	Biblical <b>poetry</b> often expresses deep emotions of awe and wonder.
	<b>prophecy</b>	A message from God spoken through a prophet.	<b>Prophecy</b> reveals future divine plans such as the coming of a Messiah

# RE | The Bible | Knowledge Organiser

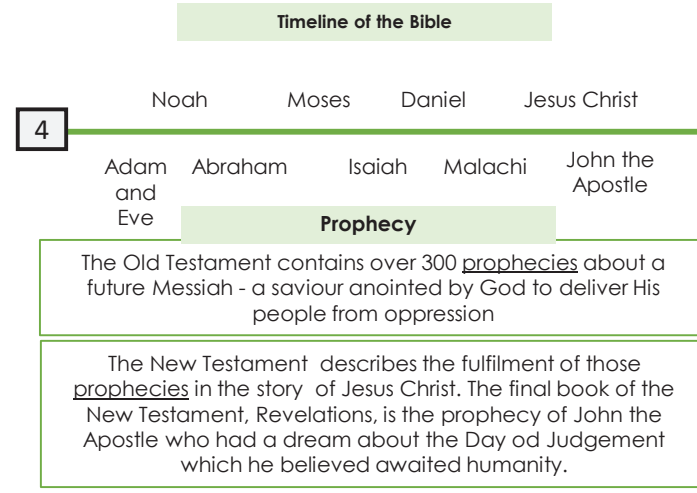


**3**

Bible Reference	Who is the Covenant Between	Symbol of the Covenant
Genesis 2:15-17	Adam, Eve and God	
Genesis 9:9-17	Noah and his sons, and God	
Genesis 17:1-14	Abraham and his future descendants, and God	
Exodus 34:10-28	Moses, The Israelites, and God	
Matthew 26:17-30	Jesus (the Son of God) and humanity	

**As a Year 8 RE theologian, I know ...**


The structure of the Bible, including the Old Testament and New Testament.	<b>1</b>
How to describe a piece of writing found in the Bible.	<b>2</b>
The Covenants found in the Bible and their importance	<b>3</b>
Prophecy in the Bible	<b>4</b>
Different Interpretations of the Bible	<b>5</b>



**5**

**Fundamentalist Christians:**

Christians who believe that the statements in The Bible are literally true and believe there are certain basic beliefs that are essential to the Christian faith. They would believe that God literally created the world in 6 24 hour days, that the world is 6,000 years old and that we are all blood descendants of Adam and Eve




"The Bible contains literal truth"

**5**

**Liberal Christians:**

Christians who believe that the Bible's authors were guided by God, but that not everything they wrote is a literal account of what actually happened. They look for a spiritual truth rather than focusing on factual truth. For example the story of the tortoise and the hare (not in the Bible) did not happen but still contains truth.



"The Bible contains spiritual truth"



## RE | The Bible | Skills Guide – Biblical Literacy

### Old Testament Covenants: Adam and Eve, Noah, Abraham, Moses



<b>Literary Form (Genre)</b>	All these covenants are found in the Old Testament, in the books of Genesis and Exodus. These are books of Law, where God teaches humans what laws humans have to follow.
<b>Author and Audience</b>	Moses is believed to be the author of Genesis, alongside the next four books of the Old Testament. The book of Genesis was first written for the Jewish people. These stories are shared by Judaism, Christianity and Islam but the details of the story vary between the three faiths.
<b>Setting</b>	All the stories are set a long time ago in lands that may now have different names. The story of Adam and Eve is set in the Garden of Eden (paradise). The story of Abraham is set in the land of Canaan. The story of Moses is set in Egypt.
<b>Meaning</b>	Each covenant has a unique story that shows the relationship between God and humanity. In the story of Adam and Eve God punished them for breaking their covenant. Later in the stories of Noah, Abraham and Moses God is shown to reward humans for their loyalty. God also helps the Israelites escape enslavement in Egypt as a part of the covenant God had with the Israelites (descendants of Abraham).
<b>Our World Today</b>	Covenants teach Christians that God will always want to have a relationship with them, even if they stray away from him. Each covenant includes a test which allows humans to prove that they also want to have a relationship with God.

Model paragraph:

#### How does Adam and Eve's Covenant influence Christians today?

In **Genesis 2:15-17**, we can see God's promise to Adam and Eve of paradise in the Garden of Eden. God gives Adam and Eve a law to follow "you may surely eat of every tree in the garden, but of the tree of knowledge of good and evil you shall not eat, for in the day you eat of it you shall surely die". This verse explains how the tree of knowledge of good and evil leads to death, this is because if someone is aware of good and bad, they have unlimited decisions in life, and sometimes they make the wrong ones. This leads to sin and sin leads to hell which influences people reading it to behave according to God's commands. This covenant is important for Christians, as it teaches them about the human imperfection.

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

### New Testament Covenant: Jesus



<b>Literary Form (Genre)</b>	This covenant is found in the New Testament in the books of Matthew, Mark, Luke and John. These are called the Four 'Gospels' which means 'Good News' in Ancient Greek.
<b>Author and Audience</b>	Christians believe that the Gospels were stories of Jesus' life given by the four disciples Matthew, Mark, Luke and John. Each of the books was written to share the gospel of salvation to different communities. Luke's gospel was written for a gentile (non-Jewish) audience whereas the other gospels focused on writing for a Jewish audience.
<b>Setting</b>	All the stories are set about 2,000 years ago during the life of Jesus. Two of the gospels begin with a story of Jesus' birth. The New Covenant is made by Jesus during the Last Supper. There, during a Passover meal with his disciples Jesus tells them about his sacrifice and the gift of salvation.
<b>Meaning</b>	By sharing bread and wine with his disciples Jesus teaches them that through his death Jesus is going to atone for the sins of humanity.
<b>Our World Today</b>	This covenant is celebrated by Christians today as it is believed this covenant between Jesus and humanity allows everyone the gift of salvation.

# Science | Skills Guide | Graphs

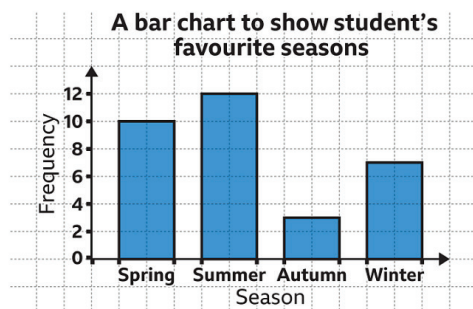
## Bar graphs

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



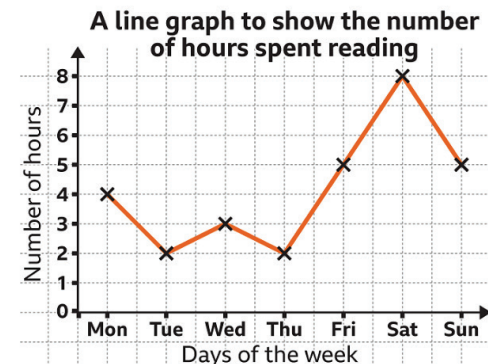
## Line Graphs

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



## Science | 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

$V = ?$   
 $R = 12\Omega$   
 $I = 0.2 \text{ A}$

$$V = IR$$

$$V = 0.2 \times 12$$

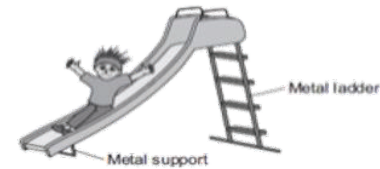
$$V = 2.4V$$

### 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.  
 $G = 10 \text{ n/kg}$

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.

$$E_p = m \times g \times h$$

$$E_p = ?$$

$$m = 30\text{kg}$$

$$g = 10 \text{ N/Kg}$$

$$h = 3\text{m}$$

$$E_p = m \times g \times h$$

$$E_p = 30 \times 10 \times 3$$

$$E_p = 900 \text{ J}$$

## Science | Skills Guide | Practicals

### 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








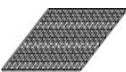


Big question









'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.

# Science | Working Scientifically | Knowledge Organiser

Apparatus	Name	What is it used for?
	<b>test tube</b>	Used to hold and mix liquids
	<b>boiling tube</b>	Used to heat substances when using a Bunsen burner
	<b>measuring beaker</b>	Used to hold, mix and heat liquids
	<b>conical flask</b>	Used to hold and mix chemicals. Small neck is to help mixing without spilling
	<b>funnel</b>	Used to transfer liquids into containers with small openings. Also, used for filtration.
	<b>measuring cylinder</b>	Used to measure precise volumes of liquid
	<b>tripod</b>	Used to support or hold flasks and beakers during experiments
	<b>gauze</b>	Used to support a container, such as a beaker on a tripod
	<b>bunsen burner</b>	Used to heat, sterilise and combust chemicals
	<b>heat proof mat</b>	Used to prevent damage to the table when using a Bunsen burner

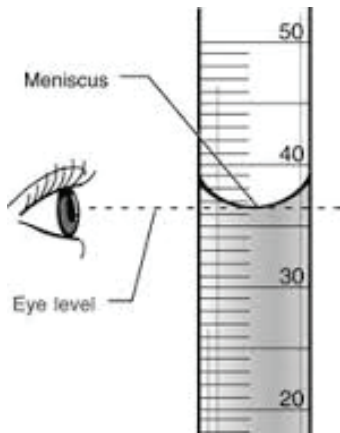
Hazard Symbols	
	harmful or irritant
	corrosive
	flammable
	toxic
	radioactive
	explosive
	biohazard
	wear goggles

## Safety Rules in Science

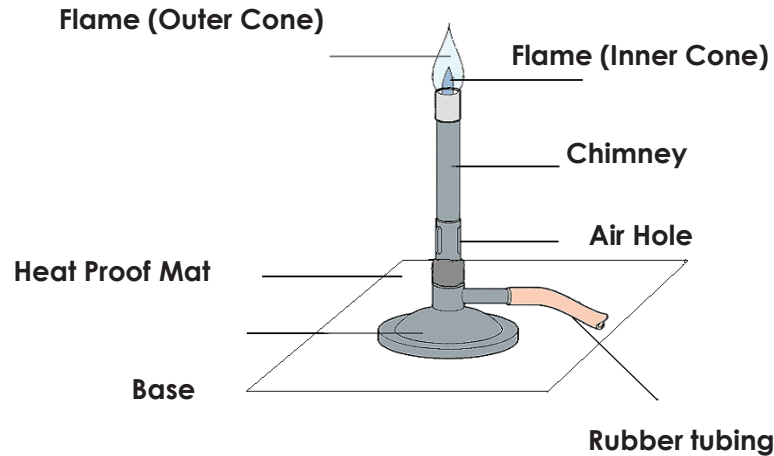
1. Do not enter a lab unless a teacher is present.
2. No eating or drinking.
3. Keep long hair tied back.
4. Wear safety goggles.
5. Be quiet and sensible during lab work.
6. Do not run in the lab.
7. Do not touch **apparatus** until told.
8. Report any breakages or spillages immediately.
9. Do not sit down whilst carrying out a practical
10. Listen to the teacher
11. Read the instructions

# Science | Working Scientifically | Knowledge Organiser

## Measuring Liquids



## Bunsen Burners



## As a Year 8 Scientist I can...

Identify common hazard symbols

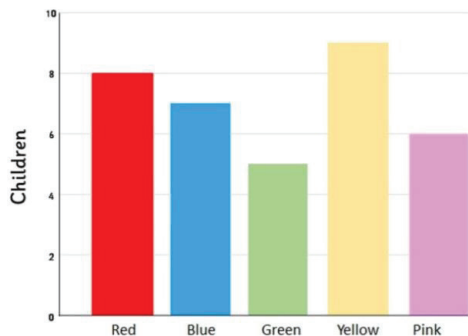
Work safely in a science lab

Create a graph of my data

Identify variables

## Bar Charts

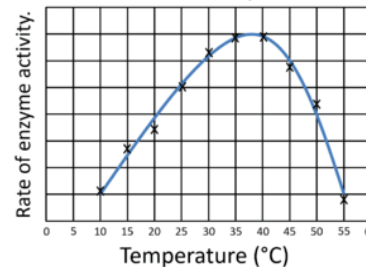
Favourite Colour



- Used to show **categoric** data, e.g. colours, months.
- Axes** need to be labelled.
- Bars need to be plotted with rulers.

## Line Graphs

- Used to show **continuous** data, e.g. numbers
- Axis need to be labelled.
- Points show be plotted with Xs



## Variables

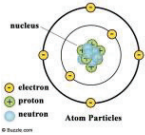
- Independent variable:** the thing you change
- Dependent variable:** the thing you measure
- Control variable:** the things you keep the same to make it a fair test.

# Science | Working Scientifically | Topic Dictionary

Word	Definition	In a sentence...
<b>accuracy</b>	A result that is close to the true value.	<b>Accuracy</b> is important in science experiments because it ensures that the results are reliable and can be trusted.
<b>anomaly</b>	A result that does not fit the trend. (An outlier)	The scientist noticed an <b>anomaly</b> in the data, which showed a sudden spike in temperature that didn't match the rest of the measurements.
<b>hazard</b>	Something that causes harm.	The construction site was marked with signs to warn people about the potential <b>hazard</b> of falling debris.
<b>hypothesis</b>	A prediction backed up with a scientific reason saying why you think the prediction is correct.	In science, we made a <b>hypothesis</b> that plants will grow faster if they receive more sunlight.
<b>precision</b>	Data that gives you similar results if you repeat the measurement.	The scientist used <b>precision</b> when measuring the chemicals to ensure the experiment was accurate and successful
<b>trend</b>	The pattern or relationship of data.	The <b>trend</b> in fashion this year is all about bright colours and bold patterns.

# Science | Elements & Compounds | Knowledge Organiser

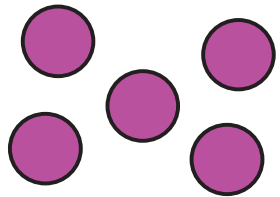
## Atom



All substances are made up of **atoms**. The atom is the **smallest part of an element** that can exist.

There are over 100 **elements** which are shown in the **periodic table**. The **atoms of each element are represented by a different chemical symbol**, e.g. sodium=Na / carbon =C

## Element



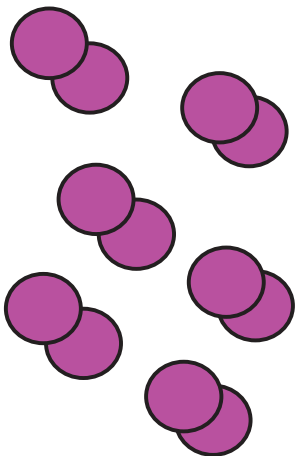
**Elements** are made up of **one type of atom**

## Compound



These contains **two or more elements**, which are **chemically combined** in fixed proportions.

## Molecule



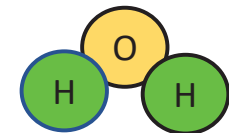
A molecule is particle of **several atoms** that are **bonded together**.

**Molecules** are formed by two atoms of the **same element**.

**Compounds** are represented by a combination of numbers and chemical symbols called “chemical formula”

**Scientist use chemical formulae to show:**

- the different elements in a compound
- how many atoms of each element one molecule of the compound contains.



water  $H_2O$  contains  
2 hydrogen (H) atoms and  
1 oxygen (O) atom

## Composites

A **composite** is any material made of at least two other materials.

Example:  
winter coat



## Ceramics

A ceramic is any of the various **hard, brittle, heat-resistant** and **corrosion-resistant** materials made by shaping and then firing material, such as clay, at a high temperature







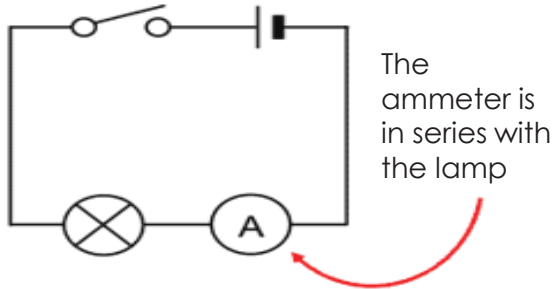
## Science | Elements & Compounds | Topic Dictionary

Word	Definition	In a sentence...
<b>atom</b>	The smallest particle of an element	An <b>atom</b> consists of protons, neutrons and electrons
<b>chemical formula</b>	Shows elements present in a compound and their relative proportions.	The <b>chemical formula</b> of ammonia is NH <sub>3</sub> .
<b>compound</b>	Pure substances made up of two or more elements strongly joined together.	Methane is a <b>compound</b> made from one carbon atom and four hydrogen atoms per molecule.
<b>elements</b>	What all substances are made up of, and which contain only one type of atom.	Joseph Priestly discovered the <b>element</b> "oxygen" in 1774
<b>group</b>	Columns of the periodic table.	Chlorine is in <b>group 7</b> of the periodic table.
<b>molecules</b>	Two to thousands of atoms joined together. Most non-metals exist as either as small or giant molecules.	The release of carbon dioxide <b>molecules</b> is a cause of climate change.
<b>metal</b>	These are elements found to the left of the periodic table.	The <b>metal</b> elements include lead, gold and lithium.
<b>non-metal</b>	These are elements found to the right of the periodic table.	The <b>non-metal</b> elements include carbon and nitrogen.
<b>period</b>	Rows of the periodic table.	Magnesium is in <b>group 3</b> of the periodic table.
<b>periodic table</b>	Shows all the elements arranged in rows and columns.	The modern <b>periodic table</b> was created with gaps in where scientist predicted that elements would be discovered.

# Science | Electric Circuits | Knowledge Organiser

## Electric Circuits

These are often represented by circuit diagrams.



The ammeter is in series with the lamp

## Circuits

In a **parallel circuit**, the **components** are connected side by side. This gives the **current** several different paths for it to flow around. If one bulb blows, the others will remain lit as the **circuit** is still complete.

In a **series circuit**, the **components** are connected end to end in a loop. If one bulb breaks, the whole **circuit** will go out and none of the bulbs will light as the circuit is no longer **complete**.

**Ammeters** are always connected in **series** to measure the **current** of a **circuit**. **Voltmeters** are always connected in **parallel** to measure the **voltage** of the **circuit**.

## Current

**Current** is the **flow of charge** around a **circuit**. The more **charge** which passes a point each second, the higher the **current**.

**Current** is measured in **amps (A)**, using an **ammeter**.

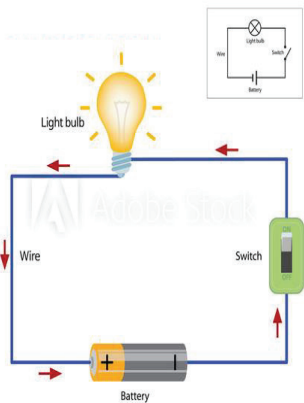
The **current** is the same everywhere in **series circuit**. It does not matter where you put the **ammeter**, it will always give the same reading. The more cells you add, the greater the **current** will be. **Current** does not get used up as it goes around a **circuit**.

## Resistance

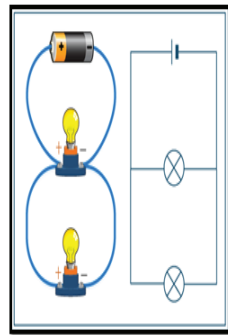
**Resistance** is a **measure** of how easy it is for **current** to flow around a **circuit**.

The higher the **resistance**, the lower the **current** in the **circuit**. To increase the **current** in a **circuit** you will need to decrease the **resistance** of a **circuit**.

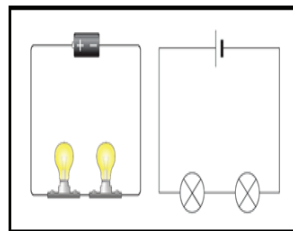
The **unit** of **resistance** is **ohms. ( $\Omega$ )**



Simple Circuit



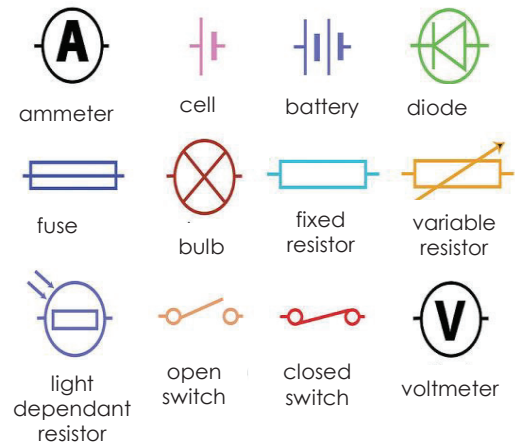
Parallel Circuit



Series Circuit

## Circuit Symbols

You will need to know the following circuit symbols.



## As a Year 8 Scientist I can...

- Identify series and parallel circuits
- Use circuit symbols to construct circuit diagrams
- Describe how current flow around different circuits

# Science | Electric Circuits | Topic Dictionary

Word	Definition	In a sentence...
<b>charge</b> <i>(measured in Coulombs, C)</i>	A property of some particles. Electrons have a negative charge; protons have a positive charge.	A sodium ion has a positive <b>charge</b> .
<b>component</b>	A piece of an electrical circuit, for example, a light bulb or a resistor.	The student used four different <b>components</b> when building their circuit.
<b>current</b> <i>(Measured in Amps, A)</i>	The rate of flow of charge past a certain point. A current of 2 amps means that 2 coulombs of charge flows past a point each second	Closing a switch in the circuit allowed the <b>current</b> to flow.
<b>parallel circuit</b>	A circuit with multiple 'loops' or 'paths' for the current to take	Christmas lights are connected in <b>parallel</b> so that they continue to shine even if a bulb breaks.
<b>potential difference</b> <i>(Measured in Volts, V)</i>	The work done by one coulomb of charge as it passes through a component	The torch bulb had 3 volts of <b>potential difference</b> across it.
<b>resistance</b> <i>(measured in Ohms, <math>\Omega</math>)</i>	How hard it is for a current to pass through a component	Increasing the <b>resistance</b> of the circuit decreased the current of the circuit.
<b>series circuit</b>	A circuit with only one 'loop' or 'path' for the current to take	The light bulbs were connected in <b>series</b> so they could all be controlled by a single switch.

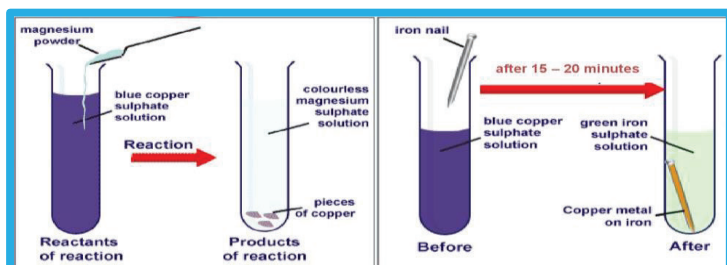
# Science | Reactants & Products | Knowledge Organiser

## Displacement Reactions

Zinc displaces copper from copper sulfate solution:



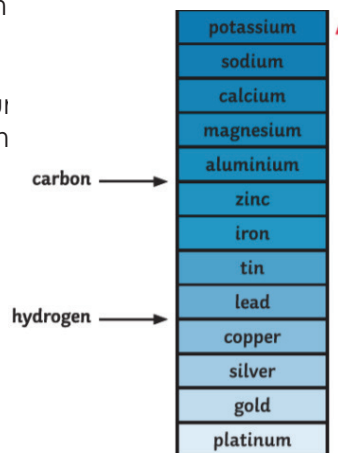
Iron displaces copper from copper (II) sulfate solution:



## The Reactivity Series of Metals

Here is a mnemonic to help you learn the order:

purple potassium  
 slime sodium  
 can calcium  
 make magnesium  
 a aluminium  
 careless carbon  
 zebra zinc  
 insane iron  
 try tin  
 learning lead  
 how hydrogen  
 camels copper  
 surprise silver  
 gorillas gold



The reactivity series is a league table for metals. The **more reactive metals are near the top** of the table with the **least reactive near the bottom**.

**In chemical reactions, a more reactive metal will displace a less reactive metal.**

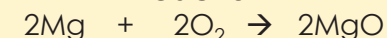
## Equations

### Chemical Equations

#### A word equation

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

#### A symbol equation for the reaction



### Balancing Chemical Equations

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

## Salts

### Salts from metals

metal + acid → salt + hydrogen  
 e.g  $\text{Zn} + 2\text{HCl} \rightarrow \text{ZnCl}_2 + \text{H}_2$

### Salts from insoluble bases

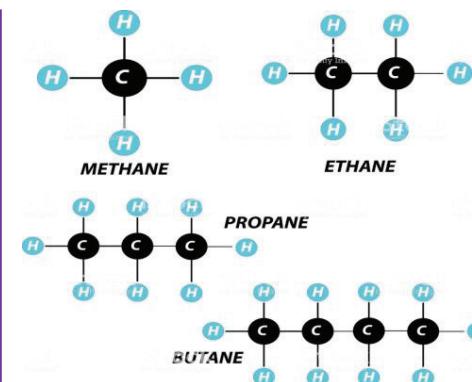
base + acid → salt + water  
 e.g  $\text{CaO} + 2\text{HCl} \rightarrow \text{CaCl}_2 + \text{H}_2\text{O}$

### Salts from metal carbonate

Metal carbonate + acid → salt + carbon dioxide + water  
 e.g  $\text{Na}_2\text{CO}_3 + \text{H}_2\text{SO}_4 \rightarrow \text{Na}_2\text{SO}_4 + \text{CO}_2 + \text{H}_2\text{O}$

## Hydrocarbons

**Hydrocarbon fuels** can undergo complete combustion or incomplete combustion, depending on the amount of oxygen available.

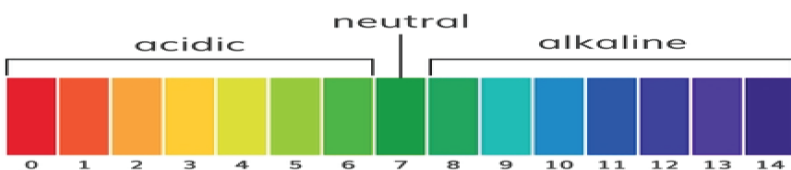


# Science | Reactants and Products | Knowledge Organiser

## pH Scale

Acids produce H<sup>+</sup> ions  
Alkalis produce OH<sup>-</sup> ions

Neutral solutions are pH 7 and are neither acids or alkalis.



Neutralisation takes place when an acid and alkali react. The equation:



### As a Year 8 Scientist I can...

Identify reactants and products in a reaction

Predict if a reaction will occur based on where reactants are in the reactivity series

Name common salts

Some compounds break down when heated, forming two or more products from one reactant. This type of reaction is called **thermal decomposition**. Copper carbonate is green and copper oxide is black. You can see a colour change from green to black during the reaction.



## Neutralisation Reactions of Acids

### Reaction of Alkali with Acid



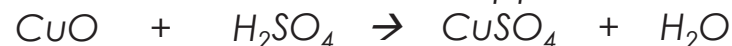
*Sodium hydroxide + sulfuric acid → sodium sulfate + water*



### Reaction of Insoluble Base with Acid



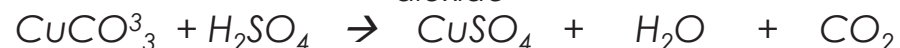
*copper oxide + sulfuric acid → copper sulfate + water*



### Reactions of Carbonate with Acid



*copper carbonate + sulfuric acid → copper sulfate + water + carbon dioxide*



# Science | Reactants & Products | Topic Dictionary








Word	Definition	In a sentence...
<b>acids</b>	When dissolved in water, the pH is less than 7	We learned that <b>acids</b> are substances that have a pH less than 7 and can react with bases to form salts and water
<b>alkalis</b>	Its solution has a pH value more than 7	An <b>alkali</b> is a type of chemical that can neutralize acids and is usually found in cleaning products.
<b>base</b>	The oxide, hydroxide or carbonate of a metal that reacts with an acid forming salt as one of the products.	We learned that a <b>base</b> is a substance that can neutralize an acid, often producing water and a salt in the process.
<b>catalyst</b>	A catalyst is a substance that speeds up reactions.	The scientist added a <b>catalyst</b> to the reaction mixture to speed up the chemical reaction.
<b>chemical reaction</b>	Chemical changes happen when chemical reactions occur. They involve the formation of new chemical elements or compounds	When you mix baking soda and vinegar, a <b>chemical reaction</b> occurs, producing bubbles of carbon dioxide gas.
<b>combustion</b>	This is the burning of a substance particularly a fuel in the presence of oxygen.	we explored how <b>combustion</b> is the chemical process where a substance reacts rapidly with oxygen, often producing heat and light as in the burning of fuels like wood or gasoline.
<b>decomposition</b>	In decomposition reactions, a compound breaks down into simpler compounds or elements.	During our KS3 Science experiment, we observed the <b>decomposition</b> of hydrogen peroxide into water and oxygen gas when a catalyst was added.
<b>displacement reaction</b>	A reaction where one substance replaces another substance	When zinc metal is added to a solution of copper sulfate, a <b>displacement reaction</b> occurs, with zinc displacing copper from the compound, resulting in the formation of zinc sulfate and copper metal.
<b>fossil fuel</b>	Fossil fuels are hydrocarbons, primarily coal, fuel oil or natural gas, formed from the remains of dead plants and animals.	<b>Fossil fuels</b> such as coal, oil, and natural gas are non-renewable resources formed over millions of years from decayed organic matter.
<b>fuel</b>	A compound that can be made to react with other substances so that it releases energy as heat energy.	<b>Fuel</b> is essential for powering vehicles and machinery, providing energy for their operation.
<b>hydrocarbon</b>	A compound containing hydrogen and carbon atoms only.	A <b>hydrocarbon</b> is a molecule composed exclusively of hydrogen and carbon atoms, such as those found in gasoline or natural gas.

# Science | Reactants & Products | Topic Dictionary








Word	Definition	In a sentence...
<b>neutralisation</b>	The chemical reaction of an acid with a base in which salt and water are formed. In the case of carbonates, carbon dioxide is also formed	We studied how <b>neutralisation</b> is the reaction between an acid and a base to form water and a salt.
<b>non-renewable</b>	Energy resources cannot be replaced – once they are used up.	<b>Non-renewable</b> resources like coal and oil are finite and cannot be replaced once they are used up.
<b>oxidation</b>	This is a chemical reaction in which oxygen is added to a reactant.	<b>oxidation</b> is explained as the chemical reaction where a substance loses electrons, often resulting in the formation of oxides
<b>pH scale</b>	A number which shows how strongly acidic or alkaline a solution is	We use the pH scale to measure how acidic or alkaline a substance is, with 7 being neutral, values below 7 being acidic, and values above 7 being alkaline.
<b>physical change</b>	Physical changes do not lead to new chemical substances forming.	When water freezes into ice, it undergoes a <b>physical change</b> because its state changes from liquid to solid, but its chemical composition remains the same.
<b>reactivity series</b>	A list of elements in order of their reactivity	The <b>reactivity series</b> helps us understand the relative tendencies of metals to react with acids and water, guiding us to predict which metals will displace others in chemical reactions.
<b>reversible reaction</b>	The products can react to produce the original reactants.	When water breaks down into hydrogen and oxygen gas, this is an example of a <b>reversible reaction</b> because the hydrogen and oxygen can combine again to form water
<b>salt</b>	A compound formed when some or all of the hydrogen in the acid is replaced by a metal	In chemistry class, we learned that table <b>salt</b> , or sodium chloride, is formed through the reaction of sodium hydroxide with hydrochloric acid.
<b>thermal decomposition</b>	This is when a substance breaks down on heating.	<b>Thermal decomposition</b> occurs when calcium carbonate is heated, producing calcium oxide and carbon dioxide gas as products.
<b>universal indicator</b>	A substance that changes colour in acid, neutral and alkali substances.	we used a <b>universal indicator</b> to determine the pH of various solutions by observing the colour changes.



## Spanish | Lifestyle and Wellbeing | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	<b>bailar</b>	do dancing	Normalmente prefiero <b>bailar</b> .
	<b>cocinar</b>	do cooking	Odio <b>cocinar</b> porque es aburrido.
	<b>esquiar</b>	do skiing	Me gusta <b>esquiar</b> con mi familia.
	<b>hacer atletismo</b>	do athletics	Me encanta <b>hacer</b> atletismo durante los fines de semana.
	<b>hacer ciclismo</b>	do cycling	Cada semana me gusta <b>hacer ciclismo</b> .
	<b>hacer la gimnasia</b>	do gymnastics	No me gusta <b>hacer la gimnasia</b> .
	<b>hacer senderismo</b>	do hiking	Prefiero <b>hacer senderismo</b> porque es bueno para la salud.
	<b>hacer teatro</b>	do drama	Todos los días, me encanta <b>hacer teatro</b> .
	<b>montar al caballo</b>	do horseriding	Me encanta <b>montar al caballo</b> porque es divertido.
	<b>patinar sobre hielo</b>	do ice skating	Me gusta <b>patinar sobre hielo</b> con mis amigos.

## Spanish | Lifestyle and Wellbeing | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	jugar al baloncesto	do basketball	En mi tiempo libre, me gusta <b>jugar al baloncesto</b> .
	jugar al fútbol	play football	Me encanta <b>jugar al fútbol</b> con mi mejor amigo.
	jugar al hockey	play hockey	Por la tarde, me encanta <b>jugar al hockey</b> .
	jugar al rugby	play rugby	Me gusta <b>jugar al rugby</b> porque es fácil.
	jugar al tenis	play tennis	Me encanta <b>jugar al tenis</b> pero es difícil.
	jugar las cartas	play cards	Todos los días, mi madre le gusta <b>jugar las cartas</b> .
	jugar al ajedrez	play chess	Cada noche, mi hermano le gusta <b>jugar al ajedrez</b> .

# Spanish | Lifestyle and Wellbeing | Knowledge Organiser

## Check for knowledge:

- I can say what I and others do (step 1)
- I can describe my daily routine (step 2)
- I can give opinions on different hobbies and activities (step 3)
- I can use future tense (step 4)

## Step 1: Saying what hobbies you do

Hago deporte	<i>I do sport</i>	Bailo	<i>I dance</i>
Hago atletismo	<i>I do athletics</i>	Juego a los videojuegos	<i>I play videogames</i>
Juego al tenis	<i>I play tennis</i>	Juego al rugby	<i>I play rugby</i>
Veo películas	<i>I watch films</i>	Escucho música	<i>I listen to music</i>
Saco fotos	<i>I take photos</i>	Todos los días	<i>Every day</i>
Descargo música	<i>I download music</i>	Cada semana	<i>Every week</i>
Hago ciclismo	<i>I do cycling</i>	De vez en cuando	<i>From time to time</i>

## Step 2: Giving opinions on hobbies

Pienso que	<i>I think that</i>		
Diría que	<i>I would say that</i>		
En mi opinión	<i>In my opinion</i>		
Es	<i>It is...</i>		
entretenido	<i>entertaining</i>	maravilloso	<i>marvellous</i>
aburrido	<i>boring</i>	ridículo	<i>ridiculous</i>
guay	<i>cool</i>	emocionante	<i>exciting</i>
relajante	<i>relaxing</i>	increíble	<i>incredible</i>
fatal	<i>awful</i>	decepcionante	<i>disappointing</i>
difícil	<i>difficult</i>	estupendo	<i>fantastic</i>

## Step 3: Describing your daily routine

Me levanto	<i>I get up</i>	Como el desayuno	<i>I eat breakfast</i>
Me ducho	<i>I shower</i>	Hago mis deberes	<i>I do my HW</i>
Me visto	<i>I get dressed</i>	Voy al colegio	<i>I go to school</i>
Me lavo los dientes	<i>I brush my teeth</i>	Como la cena	<i>I eat dinner</i>
Por la mañana	<i>In the morning</i>	A la una	<i>At 1 o'clock</i>
Por la tarde	<i>In the afternoon</i>	A las dos	<i>At 2 o'clock</i>
Por la noche	<i>In the evening</i>	A las tres	<i>At 3 o'clock</i>

## Step 4: Describing future plans

La semana que viene	<i>Next week</i>
Mañana	<i>Tomorrow</i>
El año que viene	<i>Next year</i>
voy a + infinitive	<i>I'm going to...</i>
vamos a + infinitive	<i>we're going to...</i>
salir con amigos	<i>go out with friends</i>
ir al cine	<i>go to the cinema</i>
tener una fiesta	<i>have a party</i>
hacer la natación	<i>go swimming</i>

# Spanish | Lifestyle and Wellbeing | Skills Guide

## Have you used...

A time marker?	A verb?	An activity?	A connective?	A opinion phrase?	An intensifier?	A reason?
<p><b>Normalmente</b> (Normally)</p> <p><b>Una vez a la semana</b> (Once a week)</p> <p><b>Dos veces a la semana</b> (Twice a week)</p> <p><b>Siempre</b> (Always)</p> <p><b>A menudo</b> (Often)</p> <p><b>De vez en cuando</b> (From time to time)</p> <p><b>Todos los días</b> (Every day)</p> <p><b>Cada mañana</b> (Every morning)</p> <p><b>Cada tarde</b> (Every afternoon / evening)</p> <p><b>Cada noche</b> (Every night)</p>	<p><b>hago</b> (I do)</p> <p><b>hace</b> (he/she does)</p> <p><b>hacen</b> (they do)</p> <p><b>juego</b> (I play)</p> <p><b>juega</b> (he/she plays)</p> <p><b>juegan</b> (they play)</p>	<p><b>equitación</b> (f) (horse-riding)</p> <p><b>natación</b> (f) (swimming)</p> <p><b>vela</b> (f) (sailing)</p> <p><b>gimnasia</b> (f) (gymnastics)</p> <p><b>esquí</b> (m) (ski)</p> <p><b>atletismo</b> (m) (athletics)</p> <p><b>ballet</b> (m) (ballet)</p> <p><b>ciclismo</b> (m) (cycling)</p> <p><b>patinaje</b> (m) (skating)</p> <p><b>yoga</b> (m) (yoga)</p> <p><b>judo</b> (m) (judo)</p> <p><b>surf</b> (m) (surfing)</p> <p><b>al fútbol</b> (football)</p> <p><b>al voleibol</b> (volleyball)</p> <p><b>al golf</b> (golf)</p> <p><b>al baloncesto</b> (basketball)</p> <p><b>al críquet</b> (cricket)</p> <p><b>al tenis</b> (tennis)</p> <p><b>al bádminton</b> (bádminton)</p> <p><b>al hockey</b> (hockey)</p> <p><b>al rugby</b> (rugby)</p>	<p><b>porque</b> (because)</p> <p><b>dado que</b> (because)</p> <p><b>pero</b> (but)</p> <p><b>sin embargo</b> (however)</p> <p><b>y</b> (and)</p>	<p><b>en mi opinión</b> (in my opinión)</p> <p><b>en su opinión</b> (in his / her opinión)</p> <p><b>en su opinión</b> (in their opinión)</p> <p><b>pienso que</b> (I think that)</p> <p><b>piensa que</b> (he/she thinks that)</p> <p><b>piensan que</b> (they think that)</p> <p><b>creo que</b> (I think that)</p> <p><b>cree que</b> (he/she thinks that)</p> <p><b>diría que</b> (I would say that/(he / she would say that)</p> <p><b>es</b> (it is)</p> <p><b>no es</b> (it isn't)</p>	<p><b>muy</b> (very)</p> <p><b>un poco</b> (a bit)</p> <p><b>bastante</b> (quite)</p> <p><b>demasiado</b> (too)</p>	<p><b>fácil</b> (easy)</p> <p><b>interesante</b> (interesting)</p> <p><b>genial</b> (great)</p> <p><b>divertido / a</b> (fun)</p> <p><b>relajante</b> (relaxing)</p> <p><b>emocionante</b> (exciting)</p> <p><b>malo / a</b> (bad)</p> <p><b>difícil</b> (difficult)</p> <p><b>aburrido / a</b> (boring)</p> <p><b>peligroso / a</b> (dangerous)</p> <p><b>agotador / a</b> (tiring)</p>
<p><b>Example:</b> Una vez a la semana, hago equitación porque en mi opinión es muy emocionante.</p> <p>(Once a week, I do horseriding because in my opinion it is very exciting)</p>						

# Spanish | Lifestyle and Wellbeing | Skills Guide

## Success Criteria:

Have you **introduced yourself**?

- Can you describe **what** you like?
- Why** do you like the sport?
- Can you describe your **dislikes**? Have you used a variety of **adjectives**? Could you add an **intensifier**?
- Can you describe **your friend's hobbies**? Have you included a range of **opinion phrases**?
- Can you include where you **would like** to do next weekend? Have you used any **complex structures**?

## Simple answer:

Me llamo Pablo. Juego al voleibol y hago atletismo. También, me encantan los deportes y cada fin de semana, me gusta jugar al baloncesto con mis amigos.

**Connectives**  
used to link  
ideas

## Extended answer:











Variety of  
**adjectives**

Me llamo Paula. Soy bastante deportivo! En el invierno, me encanta esquiar, pero no me gusta patinar sobre hielo porque es muy difícil. Tengo un amigo que se llama Luíz. Usualmente, juega al ajedrez y le encanta descargar música, especialmente la música pop. Sin embargo, no le gusta ver la tele porque según él, es bastante aburrido.

**Intensifiers**  
used to add  
detail

**Fancy phrase** used to  
upgrade answer.

## Spanish | Studying and my future | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	el inglés	English	Pienso que <b>el inglés</b> es interesante.
	el dibujo	Art	Pienso que <b>el dibujo</b> es aburrido.
	el español	Spanish	En mi opinión <b>el español</b> es el mejor.
	la educación física	PE	Estudio <b>la educación física</b> todos los días.
	el francés	French	Estudio <b>el francés</b> con mi familia
	la geografía	Geography	Pienso que <b>la geografía</b> es difícil
	la historia	History	Estudio <b>la historia</b> y es interesante.
	las matemáticas	Maths	Diría que <b>las matemáticas</b> son importantes.
	la música	Music	Pienso que <b>la música</b> es interesante.
	las ciencias	Science	Estudio <b>las ciencias</b> porque son útiles.

# Spanish | Studying and my future | 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 school and my teachers (step 4)

### Step 1: Saying what subjects you study

<b>Estudio</b>	<i>I study</i>	<b>No estudio</b>	<i>I don't study</i>
<b>Me gusta estudiar</b>	<i>I like to study</i>	<b>Mi asignatura favorita es</b>	<i>My favourite subject is</i>
<b>el inglés</b>	<i>English</i>	<b>el dibujo</b>	<i>Art</i>
<b>las matemáticas</b>	<i>Maths</i>	<b>las ciencias</b>	<i>Science</i>
<b>el teatro</b>	<i>Drama</i>	<b>el francés</b>	<i>French</i>
<b>el español</b>	<i>Spanish</i>	<b>la educación física</b>	<i>PE</i>
<b>la informática</b>	<i>ICT/IT</i>	<b>la historia</b>	<i>History</i>
<b>divertido/a(s)</b>	<i>fun</i>	<b>aburrido/a(s)</b>	<i>boring</i>
<b>fácil(es)</b>	<i>easy</i>	<b>difícil(es)</b>	<i>difficult</i>
<b>interesante(s)</b>	<i>interesting</i>	<b>inútil(es)</b>	<i>useless</i>

### Step 2: Describing your school uniform

<b>Llevo</b>	<i>I wear</i>		
<b>uniforme escolar</b>	<i>school uniform</i>		
<b>una corbata</b>	<i>a tie</i>	<b>blanco/a(s)</b>	<i>white</i>
<b>una camiseta</b>	<i>a t-shirt</i>	<b>rojo/a(s)</b>	<i>red</i>
<b>unos pantalones</b>	<i>trousers</i>	<b>verde(s)</b>	<i>green</i>
<b>una falda</b>	<i>a skirt</i>	<b>azúl(es)</b>	<i>blue</i>
<b>una camisa</b>	<i>a shirt</i>	<b>amarillo(a)(s)</b>	<i>yellow</i>
<b>un jersey</b>	<i>a jumper</i>	<b>negro(a)(s)</b>	<i>black</i>
<b>los zapatos</b>	<i>shoes</i>	<b>marrón(es)</b>	<i>brown</i>
<b>una chaqueta</b>	<i>a jacket</i>	<b>gris(es)</b>	<i>grey</i>

### Step 3: Describing the school rules

<b>Se debe</b>	<i>One must</i>	<b>No se debe</b>	<i>One must not</i>
<b>llegar al tiempo</b>	<i>be on time</i>	<b>llevar joyas</b>	<i>wear jewellery</i>
<b>respetar los otros</b>	<i>respect others</i>	<b>saltar las clases</b>	<i>skip lessons</i>
<b>llevar uniforme escolar</b>	<i>wear school uniform</i>	<b>usar el móvil</b>	<i>use your phone</i>
<b>llevar materia</b>	<i>bring your school equipment</i>	<b>comer en clase</b>	<i>eat in class</i>
<b>trabajar duro</b>	<i>work hard</i>	<b>decir palabrotas</b>	<i>swear</i>

### Step 4: Describing your teachers

<b>Me llevo bien con</b>	<i>I get on well with</i>
<b>No me llevo bien con</b>	<i>I don't get on well with</i>
<b>Me gusta mucho</b>	<i>I really like</i>
<b>los profesores son</b>	<i>the teachers are</i>
<b>mi profesor es</b>	<i>my male teacher is</i>
<b>mi profesora es</b>	<i>my female teacher is</i>
<b>gruñón/gruñona</b>	<i>grumpy</i>
<b>simpático(a)</b>	<i>kind/nice</i>
<b>paciente/impaciente</b>	<i>patient/impatient</i>

# Spanish | Studying and my future | Skills Guide

Have you used...

An opinion?	A noun?	A subject?	A connective?	A reason?	An intensifier?	An adjective?	A complex reason?
<p><b>Me encanta</b> (I love)</p> <p>Me gusta mucho (I really like)</p> <p>Me gusta (I like)</p> <p>No me gusta (I don't like)</p> <p>No me gusta nada (I really don't like)</p> <p>Me llevo bien con (I get on well with)</p> <p>No me llevo muy bien con (I don't get on very well with)</p>	<p>♂</p> <p><b>mi profesor de</b> (my teacher of)</p> <p>♀</p> <p>mi profesora de (my teacher of)</p>	<p><b>inglés</b> (English)</p> <p>español (Spanish)</p> <p>francés (French)</p> <p>geografía (Geography)</p> <p>historia (history)</p> <p>tecnología (DT)</p> <p>educación física (PE)</p> <p>ciencias (Science)</p>	<p><b>porque</b> (because)</p> <p>dado que (given that)</p> <p>pero (but)</p> <p>y (and)</p>	<p><b>es</b> (he/she is)</p> <p>puede ser (he/she can be)</p>	<p><b>bastante</b> (quite)</p> <p>un poco (a little)</p> <p>muy (very)</p>	<p>simpático (nice)</p> <p>estricto/estricta (strict)</p> <p><b>trabajador</b>/trabajadora (hardworking)</p> <p>inteligente (intelligent)</p> <p>paciente (patient)</p> <p>gruñón (grumpy)</p> <p>perezosa / perezosa (lazy)</p> <p>aburrido/aburrida (boring)</p>	<p>nos da muchos deberes (he/she gives us a lot of homework)</p> <p>siempre me hace reír (he/she always makes me laugh)</p> <p>está sonriendo todo el tiempo (he/she is smiling all the time)</p>
<p><b>Example:</b> Me encanta mi profesor de inglés porque es bastante trabajador. (I love my English teacher because he is hardworking.)</p>							



# Spanish | Studying and my future | Skills Guide

## Success Criteria:

- Can you describe **what** you study?
- Why** do you like the subject?
- Can you describe your **dislikes**? Have you used a variety of **adjectives**? Could you add an **intensifier**?
- Can you describe **your favourite subject**? Have you included a range of **opinion phrases**?
- Can you include where you **would like** to study next year? Have you used any **complex structures**?

## Simple answer:

Me llamo Pablo y me encanta el insti. Estudio las matemáticas y las ciencias. Me gusta el francés porque es útil. También, me encanta la historia porque es interesante.

Variety of **adjectives**

## Extended answer:

En el insti, estudio la geografía y también la música. Me encantan las ciencias, porque para mi son fáciles, pero no me gusta nada la geografía porque en mi opinión es muy difícil. Mi profesor de geografía es bastante estricto y nos da muchos deberes.

**Connectives**  
used to link ideas

**Intensifiers**  
used to add detail

**Fancy phrase** used to upgrade answer.

**anthem**

