



Year 8 Business Knowledge Organiser

Aim of the unit

The aim of this unit is to provide a foundational knowledge of business. You will learn the basic concepts in business, which will help you in making informed decision when choosing as one of the optional subjects in Year 9.



In this unit, you will be finding out about the concept of business plan and its importance. Also, you will study market research, design a questionnaire that is fit for purpose, and compare questionnaires and interview. You will learn how to promote a product. They will also learn functional areas of a business and their roles, as well as how to apply product differentiation strategies. these topics will be covered in 6 weeks

Team working – work in teams, share ideas, and boost interpersonal skill.

Analytical skill – compare ideas from both sides and use personal opinions to provide constructive criticism.

IT skill – using MS Office to report on findings from research, note-taking

Research skill - making research and provide research findings

Assessment

Assessment is based on class work, and homework, which is set every 2 weeks, as well as end of year test.



Key Vocabulary

Advertisement - process of creating an awareness of a product in order to attract and retain customers.

Business plan – a document that define objective and how the business is run and managed.

Functional Areas – it is various departments that make up a business

Market research – process of obtaining information about market, customers, product or competitors.

Product Differentiation – process of providing unique features of product in order to stand out from competitors.

Support/Challenges

Differentiated work, homework

Product Differentiation		
The process of distinguishing a product or service from others to make it more appealing to a specific target market.		
	Product Differentiation	Features, warranty, durability, performance
	Service Differentiation	Ordering ease, customer training
	Channel Differentiation	Coverage, expertise, performance
	Relationship Differentiation	Competence, courtesy, credibility
	Reputation Differentiation	Perception, advertising, communication
	Price Differentiation	By customer, by quantity, by segment



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Year 8 Game Making

What you are going to learn: You are going to learn about making a game based on client requirements using Scratch

Key Words:

Asset
Resource
Game
Evaluation
Stage
Client Brief
Scratch
Sprite



The Lessons:

Length of Unit:

6 Weeks

Week 1: Introduction to Games Design

Week 2: Game Elements

Week 3: Basic Game Theory

Week 4: Project – Week 1

Week 5: Project – Week 2

Week 6: Project Evaluation

Want to make your sprite move?

Want to change what your sprite looks like?

Want to make noises?

Starting, clicking, broadcasting and receiving

Pause, if/then, repeating

Keys pressed? Touching other sprites?

Maths, comparisons, random numbers

Storing and retrieving information

Motion

Looks

Sound

Events

Control

Sensing

Operators

Variables

Very useful code...



But what does it do?

Support/Challenge

<https://scratch.mit.edu> - access everything online

<https://projects.raspberrypi.org/en/projects?software%5B%5D=scratch> - Coding instructions and challenges

https://en.scratch-wiki.info/wiki/How_to_Make_a_Basic_Platformer - Gravity and Jumping!

Send a message to another sprite



To make that sprite do something



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Year 8 Python

What you are going to learn:

You are going to be taking your programming skills to a new level using Python.

Length of Unit:

6 Weeks

The Lessons:

Week 1: Starting with Python

Week 2: Variables

Week 3: Loops

Week 4: Magic8 Ball

Weeks 5: Functions

Weeks 6: Etch-a-Sketch

```
File Edit Format Run Options Window Help
#ask for the user name and print a welcome message

def get_name():
    '''get name input and return'''
    name = input("Please enter your name: ")
    return name

def print_greeting(name):
    '''prints greeting with name variable'''
    print("Hello {0}, welcome to my greeting program.".format(name))

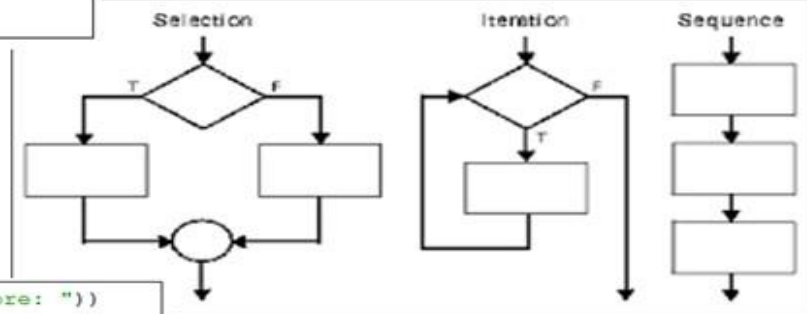
name = get_name()
print_greeting(name)
```

```
def numberLoop():
    """ while loop example"""
    number = 1          # initial value of the variable
    while number <= 10: # the condition to exit the loop
        print(number)
        number +=1      # incrementing the value of the
                        # variable
    numberLoop()
```

```
for x in range(6):
    print(x)
```

```
mark = int(input("Enter test score: "))

if mark <= 49:
    print("Grade D: Please attend resit")
elif mark > 50 and mark <56:
    print("Grade C-needs improvement")
elif mark >=56 and mark <65:
    print("Grade B-good work")
elif mark >=65 and mark <70:
    print("Grade A-well done")
else:
    print("Grade A*- excellent!")
```



Key Words (make sure you know what they mean):

Variable
Constant
Sequence
Selection
Iteration
Function
Parameter

Support/Challenge

<https://www.python.org/>

<https://app.senecalearning.com/classroom/course/b89946c5-cfe7-42d6-ae51-9b4631a07589/section/59c7511b-96c6-4df5-9463-d1e2c04d582b/session>

- there is a python part
Code Academy has a great online learning course for Python.



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Year 8 Spreadsheets

What you are going to learn:

You are going to be learning about how to make a spreadsheet and graphs.

Key Words:

Range Check: Makes sure a number is in a set range

Type Check: Data has to be the right data type

Presence Check: Data must be entered

Length Check: Data must be the right number of characters

Lookup Check: Data must be from a list

Length of Unit:

6 Weeks

The Lessons:

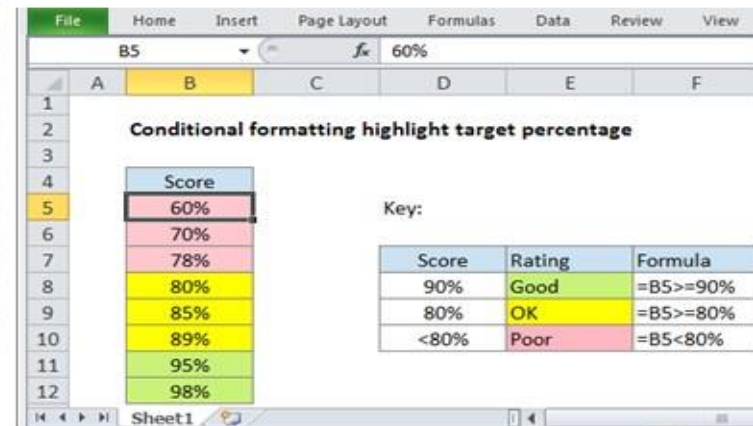
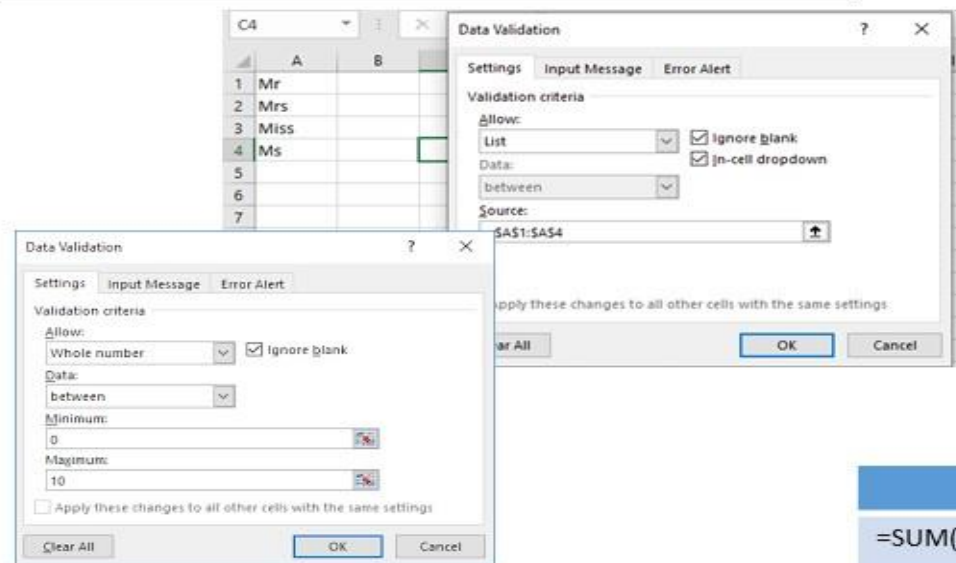
Week 1: Formula Review

Week 2: Function Review

Week 3: Graphs and Chart Review

Week 4: Validation and Conditional Formatting

Weeks 5 and 6: Showing skills in Good Breakfast Task



Support/Challenge

<https://www.bbc.com/bitesize/guides/zdydmp3/revision/1>

Find out definitions of validation and conditional formatting

Functions	
=SUM()	=SUM(A1:A10)
=AVERAGE()	=AVERAGE(A1:A10)
=MIN()	=MIN(A1:A10)
=MAX()	=MAX(A1:A10)

Formula	
Add	=A1+A2
Subtract	=A1-A2
Multiply	=A1*A2
Divide	=A1/A2



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Key beliefs

Christianity is a **monotheistic** religion – they believe in **ONE** God.

Religious experience: An event which gives people direct contact with God.

Design: The belief that the universe appears to have been designed so must have a designer; God.

Revelation

God making himself known to humanity.

Vision:

When God delivers a message in a dream or reality.

Cosmological argument: The belief that God is the First Cause or Prime Mover of the universe. **Miracle:** An event which appears to break the laws of nature so can only be done by God

Arguments for the Existence of God

Reasons for believing in God

Revelation

- Natural revelation - seeing signs of God in the world
- Special revelation - God is revealed in special ways e.g. his words in the Bible
- God's revelation was complete in the incarnation
- God revealed himself completely because his Son is the exact representation of God so nothing more can be revealed.



The Cosmological Argument

We live in a world of 'cause and effect'. Something must have 'caused' our world to have come into existence. The only being powerful enough to do this is God – the 'uncaused cause'.



The Design Argument

Our world is too **complicated** and full of intricate working systems, to have just happened by chance. If we came across a watch, we would assume it has been 'designed' due to its **complexity**. Like the watch, some assume our world had a designer.

Visions

• Abraham's vision - when he was childless, God appeared to Abraham to say he would have a son and as many descendants as the stars in the sky

The Transfiguration - Jesus took Peter, James and John to a mountain where he transformed, and Moses and Elijah appeared

Non-biblical visions include:
Joan of Arc – a French girl had a vision of the Archangel Michael who helped inspire her to lead a rebellion against the English



Creation



Science tells us that our universe is approx. 14bn years old, and our planet is approx. 4bn years old.

An explosion (The Big Bang) led to the creation of all space, time and matter. Humans have evolved over time, through a process of **natural selection**. This is called 'evolution'.

Genesis 1 & 2 says that God created the world in 6 days, and on the 7th He rested. Some Christians take this **LITERALLY** and read this story as **fact (fundamentalist)**. Others see the Genesis story as a **symbolic** story (**Liberal**)

Miracles

Miracles are a major part of Catholic belief as they bring about faith and help it grow

The Church needs to establish that at least two miracles can be linked to a dead Christian before declaring them a saint

The Bible contains many miracles of Jesus e.g. turning water into wine / raising Lazarus from the dead / curing the blind man

Religious experience

Types of religious experiences include:

Visions / miracles: see previous sections

- Conversion: a person has such a powerful experience of God that they change their life or religion to commit themselves to God fully
 - The numinous feeling of God: being filled with an awareness of God, often in a beautiful place such as in nature or a religious building
- Prayer: an awareness of God listening to a person's prayer, or God answering a person's prayer

"FIDES ET RATIO"

Yr8 term 2 Knowledge organiser



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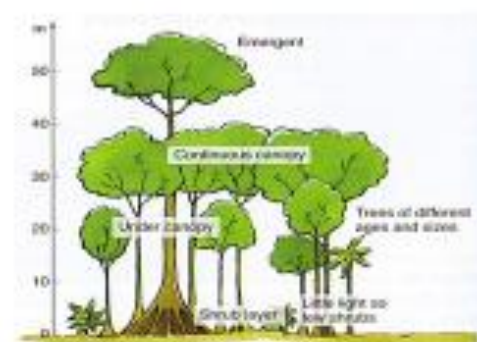
Geography - Year 8 Term 2 – Ecosystems and Brazil

Key Terms

Adaptation	The process of change by which a species becomes more suited to its environment.
Equatorial Climate	Places near to the Equator that are very hot and wet throughout the year.
Canopy	An almost unbroken top layer of trees that acts like a roof over the tropical rainforest.
Conservation	The protection of resources and the environment.
Development	Involves changes that usually bring improvement and growth – often a measure of how rich or poor a country is.
Ecosystem	A community of plants, animals and their non-living environment that exist together as a community.
Exports	Goods produced in one country but sold in another.
Interdependence	When countries work together and rely on each other for help.
Slash and Burn	A type of farming in the tropical rainforest where farmers cut down and burn just enough trees to farm.
Favela	A area of low quality shanty town type housing found on the outskirts of Brazilian cities.
Sustainable Development	A way of improving people's standard of living and quality of life without harming the environment or wasting resources.



Structure of the rainforest



Elephants have a thick layer of skin, about 1 inch, which helps protect them from the heat of the sun, predators, and their environment.

Big ears to keep cool, because it is very hot, and there is little shade.



The tail is used for swatting away bugs, and the elephants babies hold on to the tail.

Elephants drink about 50 gallons of water a day, to help them stay hydrated.

The African Bush Elephant has such big feet, because it needs a big foundation.

These tusks are used for digging and for protection against predators.

The elephants tusk is great for picking up things, swelling, and touching things.



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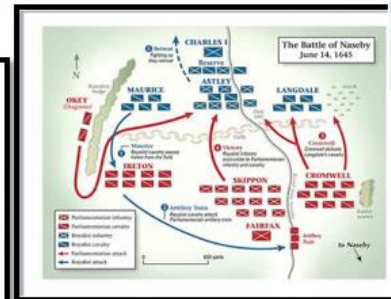
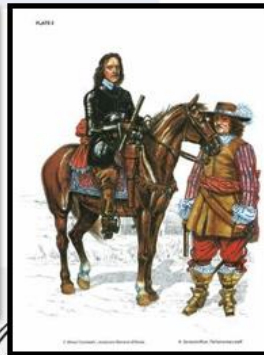
Year 8 history knowledge organiser half term 3: causes of the

Keywords and definitions		Civil War and Oliver Cromwell	Keywords and definitions	
Monarchy	A form of government where the monarch rules	The English Civil War was a series of civil wars and political disagreements between Parliamentarians ("Roundheads") and Royalists ("Cavaliers") over the way King Charles ruled England	Puritan	Christians who wanted to "purify," or simplify, the Church of England
Parliament	Responsible for making laws, deciding taxes and checking the government is doing its job properly.		Oliver Cromwell	English general and statesman who led the Parliament of England's armies against King Charles I during the English Civil War and ruled the British Isles as Lord Protector from 1653 until his death in 1658.
King Charles I	King of the three kingdoms of England, Scotland, and Ireland from 27 March 1625 until his execution in 164		Roundhead	Supporters of the Parliament of England during the English Civil War (1641–1652).
Dissolution	Dissolution is the official term for the end of a Parliament		Cavalier	Supporters of King Charles I in the English Civil War.



Charles

Oliver Cromwell



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Year 8 history knowledge organiser half term 4: Plague, fire and monarchs in their place

Keywords and definitions	
Plague	Plague is an infectious disease caused by the bacterium <i>Yersinia pestis</i> .
The Stuart Royal Family	Monarchs of Britain and Ireland and its growing empire until the death of Queen Anne in 1714, except for the period of the Commonwealth between 1649 and 1660.
The Hanover Royal Family	A German royal house that ruled Hanover, Great Britain, and Ireland at various times during the 17th through 20th centuries

The Great Plague of London began in 1665. Only the the Great Fire of London in Puddling Lane in September 1666, stopped it. The power of the monarchs after 1660 started to change and they gradually began to lose power.

Keywords and definitions	
Puritan	Christians who wanted to "purify," or simplify, the Church of England
Oliver Cromwell	
Roundhead	Supporters of the Parliament of England during the English Civil War (1641–1652).
Cavalier	Supporters of King Charles I in the English Civil War.



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ABLE TO COMPARE OWN AND OTHERS' WORK AND CAN STATE THE DIFFERENCES. USE THIS INFORMATION TO ATTEMPT TO IMPROVE OWN PERFORMANCE.

I HAVE PUSHED MY BODY AND CHALLENGED MYSELF TO IMPROVE ACROSS A RANGE OF ATHLETIC EVENTS.

PERFORMS WELL IN ALL FITNESS TEST IN DIFFERENT COMPONENTS



Year 8 Fitness



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- 1 Cardiovascular Endurance
- 2 Muscular Endurance
- 3 Strength
- 4 Flexibility
- 5 Body Composition

- 6 Power
- 7 Speed
- 8 Agility
- 9 Coordination
- 10 Balance
- 11 Reaction Time



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HEAD

UNDERSTAND THE BASIC AND SOME MORE ADVANCED RULES SURROUNDING THE GAME

TO USE THIS INFORMATION TO ATTEMPT TO IMPROVE OWN PERFORMANCE.

DEMONSTRATE A STRONG ABILITY TO REFLECT ON OWN LEARNING

CAN USE AN IMPROVING RANGE OF SKILLS AND TECHNIQUES TOGETHER WITH CONTROL AND ACCURACY TO OUTWIT AN OPPOSITION.

HEART (RESILIENCE)

I HAVE WORKED INDIVIDUALLY AND AS A PAIR IN SINGLES AND DOUBLES MATCHES THIS TERM

I HAVE SHOWED GOOD RESILIENCE WHEN I HAVE BEEN LOSING IN A MATCH

I HAVE SHOWN RESILIENCE WHEN WORKING WITH MY PARTNER IN DOUBLES THIS TERM

I HAVE SHOWN GOOD RESILIENCE WHEN I HAVE PLAYED SINGLES MATCHES THIS TERM

HANDS

REPLICATION OF CORE SKILLS (FOREHAND, BACKHAND, SERVE, SLICE, DROP SHOT)

FOREHAND AND BACKHAND SHOTS ARE PERFORMED LOWER OVER THE NET AND WITH PURPOSEFUL DIRECTION

DEMONSTRATE MORE ADVANCED VARIATIONS OF THE CORE SKILLS

USES MAINLY THE FOREHAND SHOTS BUT CAN VARYING THE ANGLE AND DEPTH OF THE BALL.



Year 8 Table Tennis



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RULES OF TABLE TENNIS

- ▶ If the ball touches the table top then is deemed as in.
- ▶ If the ball touches the side of the table then is deemed as out.
- ▶ A player is not allowed to strike the ball in volley, unless the opponent's ball leaves the table and I strike the ball in a volley behind the table, in which case the point would be awarded to me.
- ▶ The ball rests freely on the open palm of your hand when serving.
- ▶ The hand holding the ball must be above the level of the table in the serve.
- ▶ The ball should be projected upwards in the serve.
- ▶ When serving the ball should be struck when it is falling and from behind the table.
- ▶ When serving, the ball must bounce on your side of the court and then again on your opponent's side of the court.



TABLE TENNIS Four key techniques to success in Olympic table tennis matches.

TECHNIQUE

Backhand sidespin serve - increases chance of weak return

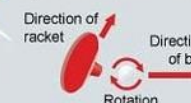


Forehand flick return - used to attack short balls

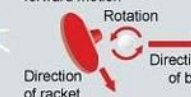


HOW TO ADD SPIN

Topspin
Start your stroke below and behind the ball in an upward and forward motion.



Backspin
Start your stroke above and behind the ball in a downward and forward motion



look



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HEAD

TO DEVELOP AN UNDERSTANDING ABOUT ATTACKING PRINCIPLES RELATED TO HANDBALL

TO UNDERSTAND HOW TO PASS THE BALL AROUND OPPONENTS WHILE UNDER PRESSURE IN A GAME SITUATION

TO DEVELOP KNOWLEDGE & UNDERSTANDING OF BASIC STRATEGIES TO OUTWIT DEFENDERS

TO REFINE TACTICS BASED ON OPPONENTS WEAKNESSES.

HEART (TEAM WORK)

I HAVE SUCCESSFULLY WORKED HARD IN MY LESSONS WORKING WITH PEOPLE WHO I DON'T USUALLY WORK WITH

I HAVE LED A PART OF A WARM UP AT THE START OF THE LESSON WHICH MY TEAM HAS TAKEN PART IN

I HAVE SUCCESSFULLY SET UP A DRILL WITH MY TEAM WHICH WE HAVE USED WITHIN THE LESSON

I HAVE TAKEN PART IN VARIOUS ROLES WITHIN A GAME SITUATION TO BENEFIT MY TEAM

HANDS

SHOW A VARIETY OF PASSES WITH GOOD SPEED AND TIMING.

CAN RECEIVE A VARIETY OF PASSES WITH 1 HAND CONSISTENTLY.

IS ABLE TO DRIBBLE WELL WITH CONTROL IN A GAME SITUATION

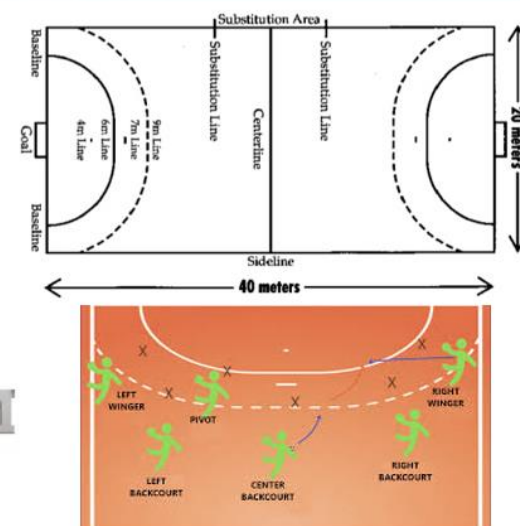
ABLE TO SHOOT WHILE BEING MARKED CLOSELY, ATTEMPT A VARIETY OF SHOTS.



Year 8 Handball



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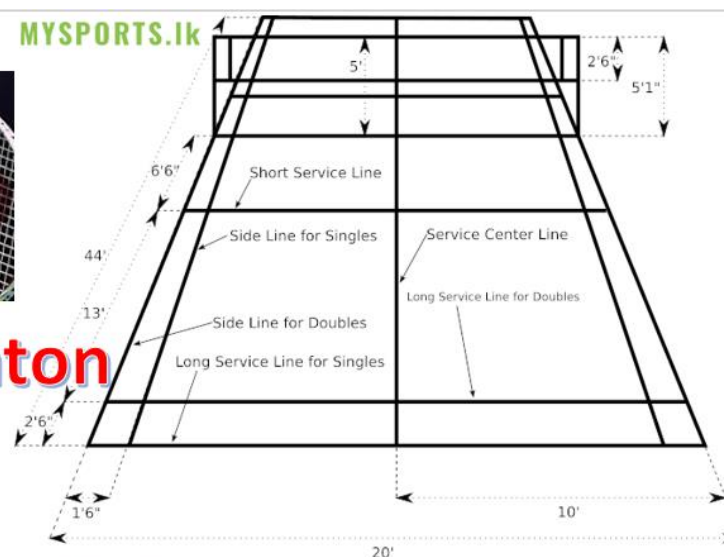
HEAD
I CAN DEMONSTRATE KNOWLEDGE OF THE RULES AND TACTICS.
I CAN ANALYSE MY OWN AND OTHERS PERFORMANCE' GIVING STRENGTHS AND AREAS FOR IMPROVEMENT.
I AM INDEPENDENTLY EXPLORING AND EXPERIMENTING WITH DIFFERENT WAYS OF IMPROVING
I CAN PLAN, ORGANISE AND LEAD A PRACTICE WHICH DEMONSTRATES COMPETENT KNOWLEDGE IN BADMINTON
HEART (COMMITMENT)
TO COME TO LESSON WITH CORRECT EQUIPMENT AND PE KIT
TO BE PREPARED TO TRY MY BEST IN EVERY LESSON THIS TERM
TO BE COMMITTED TO TAKING ON BOARD VERBAL FEEDBACK FROM BOTH STUDENTS AND TEACHER
TO BE COMMITTED TO UPHOLDING THE VALUES OF SPORT IN LESSONS AND PLATY WITH SPORTSMANSHIP
HANDS
I CAN MAINTAIN A RALLY USING FOREHAND AND BACKHAND STROKES
I OFTEN VARY THE ANGLE AND DISTANCE OF MY SHOTS
I CAN SUCCESSFULLY PERFORM SMASH AND DROP SHOTS AT THE CORRECT TIME
I CAN PERFORM HIGH AND LOW SERVES AND HAVE STARTED TO SELECT SHOTS WHICH PUT MY OPPONENT UNDER PRESSURE.



Year 8 Badminton



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BADMINTON A male athlete prepares to use his racket to serve the shuttlecock in an Olympic badminton match.

THE SERVE
The racket head must be below the hand & the shuttle must be hit below the hip.

THE COURT
Service line
Centre line
Net height 1.55m
Singles 5.18m
Doubles 6.1m

RACKET
Length 68cm
Width 23cm
Head length 29cm
Lightweight, one-piece graphite frame construction

JUDGES
Each game has 10 line judges & a referee positioned as shown

SPEEDS
Fastest ever recorded 212mph
Shuttlecock 156mph
Tennis serve 172mph
Squash ball

Service areas
Singles
Doubles

Referee



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HEAD

BEGIN TO UNDERSTAND IMPORTANCE OF STRATEGY AND TACTICS

DEMONSTRATE A BASIC KNOWLEDGE OF GAME RULES AND RECOGNISES ERRORS DURING A GAME.

SHOW A DEVELOPING ABILITY TO READ THE GAME AND MOVE INTO THE NECESSARY SPACE TO REPLICATE A CHOSEN SKILL

CAN RESPOND TO CHANGING SITUATIONS BY CHANGING AND REFINING SHOT SELECTION

HEART (COMMITMENT)

I SHOW DEDICATION AND COMMITMENT EVERY LESSON TO IMPROVE MY SKILLS IN VOLLEYBALL.

I STAY COMMITTED TO SEE THINGS THROUGH TO THE END OF GAMES WITHOUT GIVING UP.

I SHOW GOOD COMMITMENT TO HAVE HIGH STANDARDS IN EVERY PE LESSON.

I HAVE SHOWN GOOD COMMITMENT WHEN PLAYING IN MATCHES WHEN WINNING OR LOSING.

HANDS

DEMONSTRATE ABILITY TO PLAY THE SET (VOLLEY) IN A GAME SITUATION TO OUTWIT THE OPPOSITION.

I CAN USE A VARIETY OF SERVES (OVERARM AND UNDERARM) TO OUTWIT AN OPPONENT IN A GAME SITUATION.

DEMONSTRATE ACCURACY AND POWER WHEN PERFORMING THE SPIKE TO WIN A POINT.

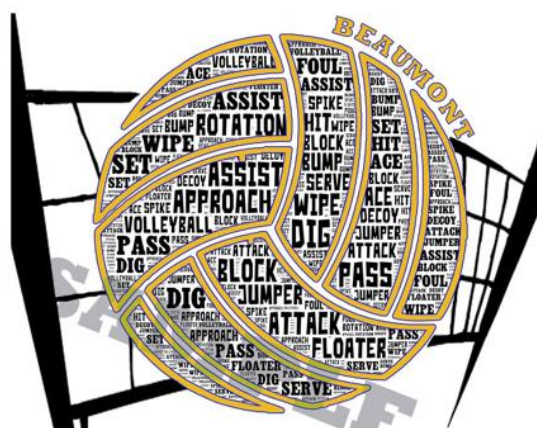
I CAN PERFORM THE DIG WITH CONTROL AND ACCURACY IN A COMPETITIVE SITUATIONS.



Year 8 Volleyball



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POSITIONS

There are 6 players on the court in the game of volleyball. (2 lines of 3 players)

1. Outside hitters: spike the ball
2. Middle blockers: best at blocking the net.
3. Setters: pass it off to the middle or outside for a spike



Net		
Opposite	Middle Blocker	Outside Hitter
4	3	2
Outside Hitter	MB/Libero	Setter
5	6	1

Skills

There are 5 main skills in volleyball:
Digging, setting, spiking, serving and blocking

THE DIG

- Face incoming ball
- Knees bent with the weight on the balls of your feet
- Keep your arms/forearms straight
- Wrist together to create a flat platform for the ball to bounce off
- Angle your arms towards the target
- Keep the ball in front of you
- The ball should bounce off your forearms

THE SPIKE & THE SERVE

- Always keep the ball in front of you
- Have both hands up in the air
- Draw your hitting hand back like a bow and arrow
- Swing at the ball with a extended arm
- Have spread fingers hitting the ball with the palm of your hand
- Follow through the ball with a firm wrist

THE SET

- Have your hands up early with fingers spread in the shape of a ball
- Keep your hands symmetrical
- Track the ball until you are underneath it
- Ensure the ball lands in your hands above your forehead (you should be able to see the ball through the diamond shaped window made by your thumbs and forefingers)
- Push the ball out in the direction you wish keeping your hands symmetrical

THE BLOCK

- Watch the spiker and resist the urge to look at the ball
- Line up in front of the spiker as they run in
- Jump straight up with two feet
- Spread your fingers and hands to make them as big as possible
- Reach over the net as far as possible
- Don't touch the ball until after the spiker



look



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HEAD

TO UNDERSTAND AND APPRECIATE THE NEED TO MAKE DECISIONS ABOUT CHOICE OF MOVEMENTS AND REFINING IDEAS WHEN UNSUCCESSFUL.

UNDERSTAND THE PRINCIPLE OF UNISON AND CANNON DURING GROUP PERFORMANCES.

TO DEVELOP HOW TO RECOGNIZE GOOD PERFORMANCE IN SIMPLE DANCE ROUTINES ROUTINES

NAME THE KEY FEATURES OF URBAN DANCE WITH REFERENCE TO THE KEY TERMS E.G. UNISON, CANNON, BATTLE, REPETITION.

JULIA L. 2019

HEART (RESILIENCE)

I HAVE WORKED INDIVIDUALLY AND AS PART OF A GROUP THIS TERM.

I HAVE SHOWED GOOD RESILIENCE IN DEVELOPING MY UNDERSTANDING OF DIFFERENT CULTURES WITHIN DANCE.

I HAVE SHOWN GOOD RESILIENCE WHEN WORKING INDIVIDUALLY AND AS A PART OF A GROUP TO DEVISE IDEAS AND ROUTINES FOR DANCE PERFORMANCES.

I HAVE PUSHED MY BODY AND CHALLENGED MYSELF TO IMPROVE ACROSS A RANGE OF DANCE ACTIVITIES.

HANDS

TO BE ABLE TO PERFORM THE CORRECT MOVEMENTS AND TECHNIQUES IN TIMING WITH THE MUSIC. (MUSICALITY)

TO BE ABLE TO USE LEVELS, UNISON, CANNON AND FORMATIONS IN MY DANCE ROUTINES.

TO COMPOSE A DANCE ROUTINE AS PART OF AN URBAN DANCE PERFORMANCE.

MY DANCE PERFORMANCES DEMONSTRATE A VARIETY OF LEVELS, TRAVEL, DIRECTIONS AND DYNAMIC QUALITIES.



Year 8 Dance



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DYNAMICS

A quality of movement with reference to time, weight, flow and space (eg space & tension)

MUSICALITY

Sensitive awareness to musical phrasing, timing, style and mood. Being able to accent beats in the music with your movement

BATTLE

An informal competition where two or more people oppose each other.

REPETITION

Repetition means to repeat. A combination of movement and steps are performed the same exact way

CANON

Repetition of movements between dancers, one after another or with each repeat overlapping with the previous one.



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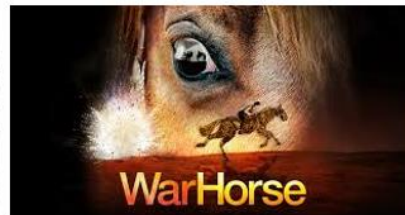


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Sound effects

- A sound effect is a recorded sound other than speech or music which is added to the soundtrack to enhance the narrative or make a creative statement.
- A person who records sound effects is called a **Foley artist** or **sound designer**.



For the Fallen

They shall grow not old, as we that are
left grow old:
Age shall not weary them, nor the
years condemn.
At the going down of the sun and
in the morning
We will remember them.

Year 8 Drama



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How it's made

- Foley artist
 - "During the filming of a movie, the location sound recordist tries to capture only the dialogue and they leave all of other sounds to the post-production crew," says C5, Inc. Foley Artist Marko Costanzo. "What the sound editors cannot produce digitally falls to us."

Foley

Definition: Sound effects recorded in synchronization to edited picture in post-production. Named after Jack Foley, who was the head of the sound effects department at Universal Studios for many years. Contrary to popular myth, he did not invent the process.

As you will see in the next examples, it's ironic that the definition of foley sound is to create something authentic, yet their methods of creation have little to do with reality.

Definition

Mime is a form of acting using only your body and no vocal.



Mime is known to be one of the earliest forms of self expression. Before there were languages mime was used to communicate. When spoken language was used and discovered, mime became a form of entertainment.



look



say



cover



write



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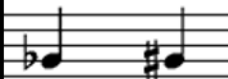
Year 8 Music

Keywords:

Acoustic
Electric
Chord
Tempo
Dynamics
Ensemble
Pulse
Rhythm
Articulation
Lyrics
Freestyle
Diction
Composition
Variation

Musical Symbols/Pictures:

Name	Symbol	Rest
Semibreve		4
Minim		2
Crotchet		1
Quaver		1/2
Semiquaver		1/4



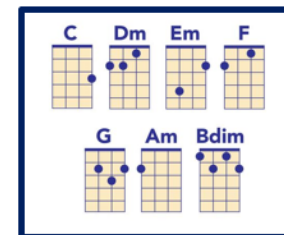
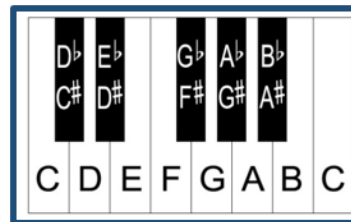
Flat Sharp

Music Resources you can use at home:

Soundtrap
Soundation
Staff Wars Game
Kahoot Quizzes
Quizlet Quizzes
Practice using YouTube



When you listen to a song or hear music on the radio, try to describe it using the elements of music we learnt in Year 7!



Want to learn an instrument? We do instrumental lessons and clubs at SJF! Ask Mrs Harmson for more information

Don't forget about our choir, band and ukulele clubs on at lunchtimes!

In Year 8 Term 2, you will be learning about how to play the ukulele and keyboards to play a variety of songs, and also about rap music and how to write good lyrics



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Year 8 2:1 Power of Words

Key Vocabulary

Idiolect
Sociolect
Youth talk
Accent
Dialect
Pronunciation
Received
Jargon
Profession
Occupation
Stereotypes
Estuary
Americanism



Key Writing skills

Proper and Common
Nouns
Coordinating and
Subordinating
conjunctions
Adjectives
Adverbs
Connectives
Determiners
Prepositions
Synonyms

What you can do?

- Learn the spellings using: Look Say Cover Write Say
- Be observant and listen to how people talk
- Research and practise the writing skills: <https://www.bbc.co.uk/bitesize/topics/zr6bxyc>

Determiners – quantifiers modify a noun

Any
All
Many
Much
Most
One, two, three, four..
A few
Some

Prepositions

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd>

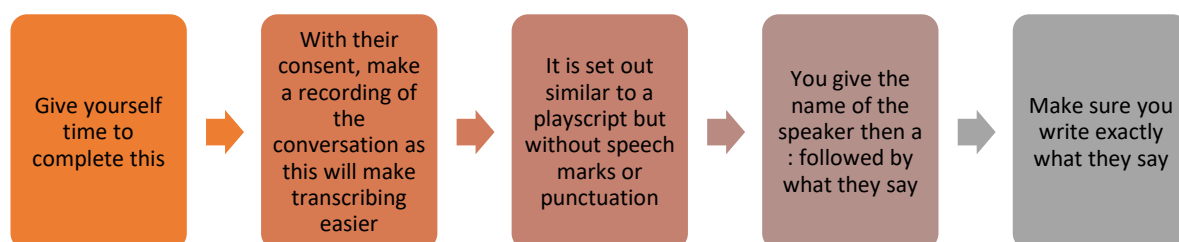
Tells you where or when something is in relation to something else.

Above	Against	Along
Across	Among	Around
At	Before	Below
From	Into	Near

Some symbols for transcript

Length of any pauses:
(1), (2)
Interruption: //
Stressed words: bold
New speaker = new line
If a word is difficult to
understand = inaudible
Give any non-verbal
acts = (laughing), (claps
hands)

How to write a transcript



Year 8 2:2 Power of Poetry

Key Vocabulary

Discrimination
Prejudice
Slavery
Unconscious bias
Satire
Equality
Racism
Refugee
Stereotype



Key Writing skills

Connectives
Active and Passive Voice
Sentences: Declarative, Interrogative, Imperative, Exclamatory (DIE), Simple, Compound, Complex (SCC)
Tenses – past, present, future

What you can do?

- Learn the spellings using: Look Say Cover Write Say
- Keep up with the news – there is usually something happening linked to this topic
- Research the poets and the poems
- Research and practise the writing skills: <https://www.bbc.co.uk/bitesize/topics/zr6bxyc>

Forms of Poetry

Ballad
Narrative
Monologue
Blank Verse
Free Verse
Epic
Sonnet
Elegy
Ode
Villanelle

Poems you will study

Ballad of Birmingham by Randall
Refugee Blues by Auden
Whatever you say, say nothing by Heaney
You will hearing from us shortly by Fanthorpe
Telephone Conversation by Soyinka

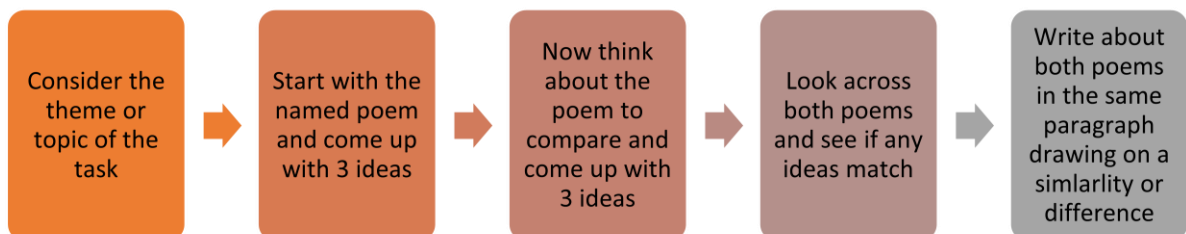
Poetry terms

Enjambment
Rhyming Scheme
Assonance
Caesura
Iambic Pentameter
Rhythm
Stanza
Alliteration
Anaphora

Connective for comparison

Whereas, Also, Similarly, Contrastingly, Both, Likewise, However, Additionally, Alternatively

How to write a comparative essay



VOCABULAIRE ANNÉE 8**T2A: Aider à la maison**

<u>Les tâches ménagères</u>	<u>Household chores</u>
à la maison	at home
je dois	I have to
je ne dois pas	I don't have to
je vais	I go / I'm going to
je ne vais pas	I don't go / I'm not going to
aider à la maison	help at home
faire la vaisselle	wash the dishes
ranger [ma] chambre	tidy [my] room
tondre la pelouse	mow the lawn
laver la voiture	wash the car
faire les courses	do the shopping
garder mon petit frère	look after my little brother
garder ma petite sœur	look after my little sister
faire du baby-sitting	babysit
sortir la poubelle	take the bin out
mettre la table	lay the table
débarrasser la table	clear the table
étendre le linge	put the washing on the line
faire le ménage	do the cleaning/dusting
passer l'aspirateur	hoover

<u>Les verbes au présent</u>	<u>Key verbs in the present tense</u>
j'aide	I help
je fais	I do
je range	I tidy up
je tonds	I mow
je lave	I wash
je garde	I look after
je sors	I take out
je mets	I put / I lay
je débarrasse	I clear
j'étends	I put out
je passe	I spend

<u>Expressions de fréquence</u>	<u>Frequency expressions</u>
tous les jours	every day
tous les soirs	every night
tous les matins	every morning



look



say



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write



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deux fois par semaine	twice (two times) per week
<u>Les opinions</u>	<u>Opinions</u>
j'aime le faire	I like to do it
j'adore le faire	I love to do it
je n'aime pas le faire	I don't like to do it
je déteste le faire	I hate to do it
parce que	because
c'est	it is
ce n'est pas	it is not
intéressant	interesting
barbant	boring
relaxant	relaxing
plaisant	pleasant
agréable	enjoyable
utile	useful
sympa	nice
fatigant	tiring
répétitif	repetitive
monotone	monotonous
dégoûtant	disgusting
amusant	fun
mais	but
ça aide ma mère	it helps my mum
ça aide mes parents	it helps my parents
ce n'est pas juste	it's not fair

Je dois aider à la maison <u>tous les jours</u> . <u>Tous les soirs</u> , je <u>sors la poubelle</u> . Je pense que c'est <u>dégoûtant</u> .	I have to help at home <u>every day</u> . <u>Every night</u> , I <u>take the bin out</u> . I think that it is <u>disgusting</u> .
En revanche, je ne dois pas <u>mettre la table</u> et je trouve que c'est <u>génial</u> .	However, I don't have to <u>lay the table</u> and I find that it is <u>great</u> .
La semaine prochaine, je vais <u>laver la voiture de mon père</u> et aussi je vais <u>ranger ma chambre</u> . Ça va être <u>barbant</u> mais ça aide <u>mes parents</u> .	Next week, I'm going to <u>wash the car of my dad</u> and also, I'm going to <u>tidy my bedroom</u> . It's going to be <u>boring</u> , but it helps <u>my parents</u> .
Cependant, je ne vais pas <u>passer l'aspirateur</u> parce que selon moi, c'est <u>fatigant</u> et <u>répétitif</u> .	However, I'm not going to <u>hoover</u> because according to me, it's <u>tiring</u> and <u>repetitive</u> .



look



say



cover



write



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VOCABULAIRE ANNÉE 8**T2B: Mes dernières vacances**

<u>AVOIR</u>	<u>To have</u>
j'ai	I have
tu as	you have
il a	he has
elle a	she has
nous avons	we have (formal)
vous avez	you have
ils ont	they (boys) have
elles ont	they (girls) have

<u>Quelques verbes au passé composé</u>	<u>Some useful verbs in the perfect</u>
j'ai acheté	I bought
j'ai passé	I spent
j'ai visité	I visited
j'ai joué	I played
j'ai mangé	I ate
j'ai voyagé	I travelled
j'ai admiré	I admired
j'ai regardé	I watched
j'ai rencontré	I met
j'ai vu	I saw
j'ai pris	I took
j'ai fait	I did
j'ai bu	I drank

<u>Être</u>	<u>To be</u>
Je suis	I am
Tu es	You are (referring to 1 person)
Il est	He is
Elle est	She is
Nous sommes	We are
Vous êtes	You are (referring to a group of people)
Ils sont	They (boys) are
Elles sont	They (girls) are

<u>Quelques verbes au passé composé</u>	<u>Some useful verbs in the perfect</u>
je suis allé(e)	I went
je suis parti(e)	I left
je suis arrivé(e)	I arrived
je suis rentré(e)	I went back / I returned
je suis resté(e)	I stayed



look



say



cover



write



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<u>Opinions</u>	<u>Opinions</u>
c'était / ce n'était pas [+adj]	it was / it was not [+adj]
j'ai trouvé ça [+adj]	I found it / that [+adj]
très	very
assez	quite
un peu	a little bit
trop	too
carrément	completely
vachement	really
vraiment	truly
génial	great
intéressant	interesting
amusant / rigolo / marrant	funny
sympa	nice
chouette	fab
horrible	horrible
débile	stupid
barbant / rasoir / ennuyeux	boring
bizarre	weird
nul	rubbish
un désastre	a disaster

<u>Mots de liaison</u>	<u>Sequencers</u>
tout d'abord	first of all
ensuite	then
puis	then
après ça	after that
enfin	finally

<u>Expressions temporelles</u>	<u>Time phrases</u>
le matin	in the morning
l'après-midi	in the afternoon
le soir	in the evening
samedi après-midi	on Saturday afternoon
dimanche matin	on Sunday morning
hier	yesterday
avant-hier	the day before yesterday
samedi dernier	last Saturday
dimanche dernier	last Sunday
le weekend dernier	last weekend
le mois dernier	last month
l'année dernière	last year



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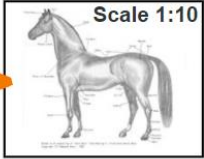

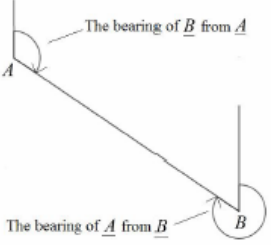
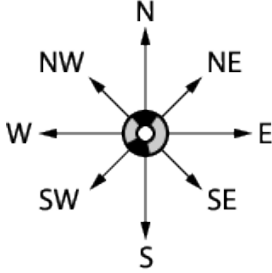
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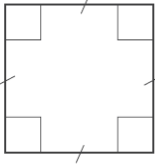
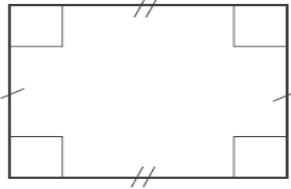
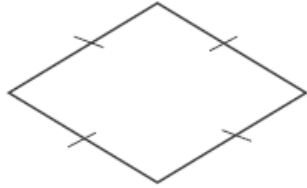
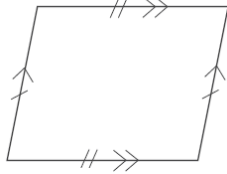
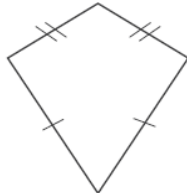
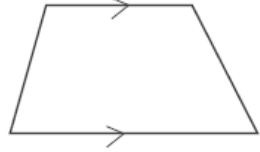
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Topic/Skill	Definition/Tips	Example
1. Scale	The ratio of the length in a model to the length of the real thing.	   <p>Real Horse 1500 mm high 2000 mm long</p> <p>Drawn Horse 150 mm high 200 mm long</p>
2. Scale (Map)	The ratio of a distance on the map to the actual distance in real life .	<p>1 in. = 250 mi 1 cm = 160 km</p>  <p>0 200 400 Kilometers</p>
3. Bearings	<ol style="list-style-type: none"> Measure from North (draw a North line) Measure clockwise Your answer must have 3 digits (eg. 047°) <p>Look out for where the bearing is measured <u>from</u>.</p>	
4. Compass Directions	<p>You can use an acronym such as 'Never Eat Shredded Wheat' to remember the order of the compass directions in a clockwise direction.</p> <p>Bearings: $NE = 045^\circ$, $W = 270^\circ$ etc.</p>	



Topic/Skill	Definition/Tips	Example
1. Square	<ul style="list-style-type: none"> • Four equal sides • Four right angles • Opposite sides parallel • Diagonals bisect each other at right angles • Four lines of symmetry • Rotational symmetry of order four 	
2. Rectangle	<ul style="list-style-type: none"> • Two pairs of equal sides • Four right angles • Opposite sides parallel • Diagonals bisect each other, not at right angles • Two lines of symmetry • Rotational symmetry of order two 	
3. Rhombus	<ul style="list-style-type: none"> • Four equal sides • Diagonally opposite angles are equal • Opposite sides parallel • Diagonals bisect each other at right angles • Two lines of symmetry • Rotational symmetry of order two 	
4. Parallelogram	<ul style="list-style-type: none"> • Two pairs of equal sides • Diagonally opposite angles are equal • Opposite sides parallel • Diagonals bisect each other, not at right angles • No lines of symmetry • Rotational symmetry of order two 	
5. Kite	<ul style="list-style-type: none"> • Two pairs of adjacent sides of equal length • One pair of diagonally opposite angles are equal (where different length sides meet) • Diagonals intersect at right angles, but do not bisect • One line of symmetry • No rotational symmetry 	
6. Trapezium	<ul style="list-style-type: none"> • One pair of parallel sides • No lines of symmetry • No rotational symmetry <p>Special Case: Isosceles Trapeziums have one line of symmetry.</p>	



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