



Knowledge Organisers

“I have come that they may have life and have it to the full”

John 10: 10

Year 8

You MUST bring this every day for every lesson. It must be placed on your desk at the start of each lesson.



look



say



cover



write



check



Knowledge Organisers at St John Fisher Catholic School

Why do we have Knowledge Organisers?

Knowledge Organisers show you the key information for that particular topic of study. It is the 'key take-aways' of what knowledge you will need to know to be successful in this topic. It will give you an excellent understanding of the topic you are studying and the expectations.

How do I use it?

Your teachers will use your knowledge organisers with you, explained in the section below, but you can also use it to support your understanding of the topic and develop further knowledge. You will have a test at the end of each unit of study and an end of year exam which will cover all that you have learnt therefore it is important that this new knowledge is embedded so that you can recall it later.

Use the Look, Say, Cover, Write, Check system to learn the information on your organisers. Complete any support/challenge tasks outlined. Research tells us that this method of practising is a good way to remember the knowledge. Over time, you will build up this knowledge and be able to recall it.

Use the Knowledge Organiser when completing class and homework especially with key vocabulary.

How will my teachers use it?

Your teachers may set homework to learn parts of the Knowledge Organiser or set tasks from what is on there. You will be expected to complete between 30 minutes – 45 minutes of homework for each subject according to the homework timetable.

Your teachers will use the Knowledge Organiser in the lesson to support the new knowledge being taught so you must always keep this booklet with you and put on your desk at the start of each lesson.

You may be given low stake quizzes in your lessons which will test your recall of the current knowledge but also previous knowledge as the year progresses.

What do I do if I lose it?

All Knowledge Organisers are on the school website. However, you can purchase a copy at student services if you lose this.



The Formal Elements of Art

Line

Line is the path left by a moving point.
For example a pencil or a brush dipped in paint.
A line can take many forms:

Question: What materials could you use to make different types of lines?

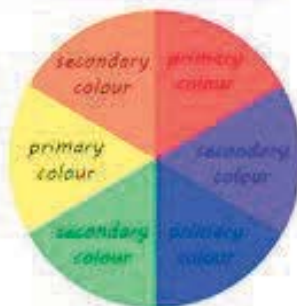


Colour

Red, yellow and blue are primary colours, which means they can't be mixed using any other colours.

Two primary colours mixed together make a secondary colour.

In theory, all other colours can be mixed from these three colours.



Tone

Tone refers to the lightness or darkness of something.

Tone and shading can be used to make 2D look 3D, giving it form.

Question: How can you change the tone of a colour?



Shape

A shape is an area enclosed by a line. It could be just an outline or it could be shaded in.

Shapes can be either geometric, like a circle, square or triangle, or irregular.



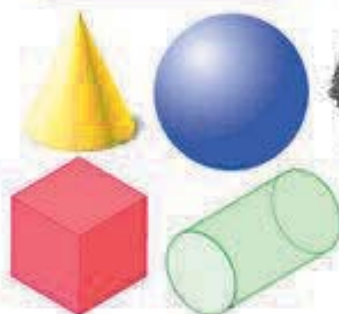
Question: How many 3D shapes can you name?

Form

Form is a three dimensional shape, such as a cube, sphere or cone.

Sculpture and 3D design are about creating forms.

Question: How many 3D shapes can you name? How many can you draw accurately?



Texture

Texture Describes the surface quality of something.

Actual texture really exists.

Visual texture is created using marks to represent texture.



Pattern

Pattern is a design that is created by repeating lines, shapes, tones and colours.

A design which keeps occurring is called a motif.

Notice other patterns in your life: breathing, music, math, P.E, nature, man-made



Seven formal elements

The art elements are line, shape, form, tone, texture, pattern and colour.

They are often used together, and how they are organised in a piece of art determines what the finished piece will look like.

CHECKLIST:

Can you use the formal elements to write / talk about an artists work?

Can you use the formal elements to write / talk about your own work?



Year 8 Social Media

Summary

Social media are useful and fun. They contain lots of information. Social media allow users to find and interact with people with similar interests.

But social media have also been used by online strangers to gain information to impersonate others, to groom younger users and by people as a tool to cyberbully. Social media can contain inappropriate content or be a medium for people to send inappropriate content.

Staying safe on social media

Here are few tips to keep you and your friends & family safe online:

1. Set your profiles to private
2. Think before you post
3. Be cautious and selective when accepting new requests
4. Don't give out personal information.
5. Keep a healthy balance
6. Be respectful
7. Block, delete and report anything suspicious
8. Use strong passwords

Social Media statistics

- More than half of the world now uses social media (58.4%)
- The average daily time spent using social media is 2h 27m
- The average person has 8 social accounts
- India is the Country With the Most Facebook Users
- WhatsApp is the most popular social media messaging app in the world
- Every 6.4 seconds a new account has been created

Websites

Useful website to use:

- <https://www.nspcc.org.uk>
- <https://www.thinkuknow.co.uk/>
- <https://www.childline.org.uk>

Keywords

Cyberbullying	Bullying and harassment using technology. This includes, stalking, grooming or any form of abuse online
Digital footprint	Refers to the trail of data you leave when using the internet. It includes websites you visit, emails you send, and information you submit online
Trolling	An anti-social online behaviour, occurs when someone makes unsolicited comments online that are often controversial and for the purpose of getting a reaction.
Profile	Description of individuals' social characteristics that identify them on social media sites
Post	Content shared on social media through a user's profile
Emoji	A small icon used to represent an emotion, symbol or object.
Hashtags	written with a # symbol—is used to index keywords or topics on social media
Bias	Prejudice toward or against something or someone
Blog	Online Journal where an individual, group, or corporation presents a record of activities, thoughts, or beliefs





Year 8 Spreadsheet

Summary

Spreadsheets are used to store information and data. Once you have your information in a spreadsheet you can run powerful calculations and make charts. A spreadsheet can be used as a modelling tool. The model is controlled by a set of rules introduced by formulae. These rules can be changed easily to vary the model and, for example, provide information about running costs and profit margins.

Common Functions

IF	Return one value if a condition is true and another value if its false	=IF(A2>B2,"Over Budget", "OK") Will check value of A2 with B2, if its more than it will return "Over Budget" otherwise it will return "OK"
COUNT	Counts the number of cells that contain numbers	=COUNT(A2:A7) Counts the number of cells that contain numbers in cells A2 through A7.
COUNTIF	Counts the number of cells within a range that meet the given criteria	=COUNTIF(A2:A5, "apples") Counts the number of cells with apples in cells A2 through A5. The result is 2
Len	Returns the number of characters in a text string	=LEN(B1) Will return the number of characters in B1
SUMIF	Adds the cells in a range that meet multiple criteria	=SUMIF(A2:A5, ">160000") Sum of the property values over 160,000.

Websites

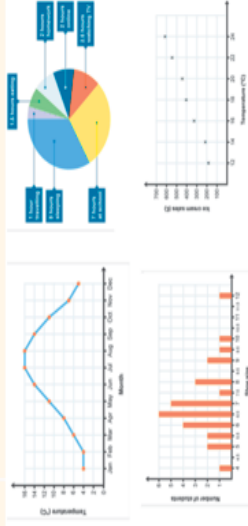
- Learn spreadsheets using these websites:
- www.udemy.com/course/useful-excel-for-beginners/
 - www.w3schools.com/EXCEL/index.php

Keywords

Axis labels	A label for a graph's horizontal or vertical axis that explains what the value relates to.
Computer model	Predicts and investigates how real-life devices or processes might behave in different situations.
Conditional formatting	Allows you to set the rules for the appearance of cells that meet a condition, such as being filled red if it contains a negative number. The spreadsheet will then respond and automatically apply the changes.
Data validation	Allows you to set the rules for what is valid and create an error message if a user attempts to enter incorrect data.
Goal Seek	a function within excel that uses a back-solving approach to reach a desired output
IF statement	Checks whether a condition has been met and returns a value, similar to true/false, e.g. IF a score is greater than 50 display 'pass'

Graphs

Line Graph	To show a change over time.
Pie Chart	To show the individual parts that make up a whole
Bar Chart	To compare things that aren't directly related.
Scatter Graph	To look for a pattern or link between two sets of data.



Key learning in D&T

- Experience of evaluating the success of a product if a student has made something for another person.

- Understanding that some features of a product are desirable, and others are essential

- Critically consider why a product looks and works the way it does.

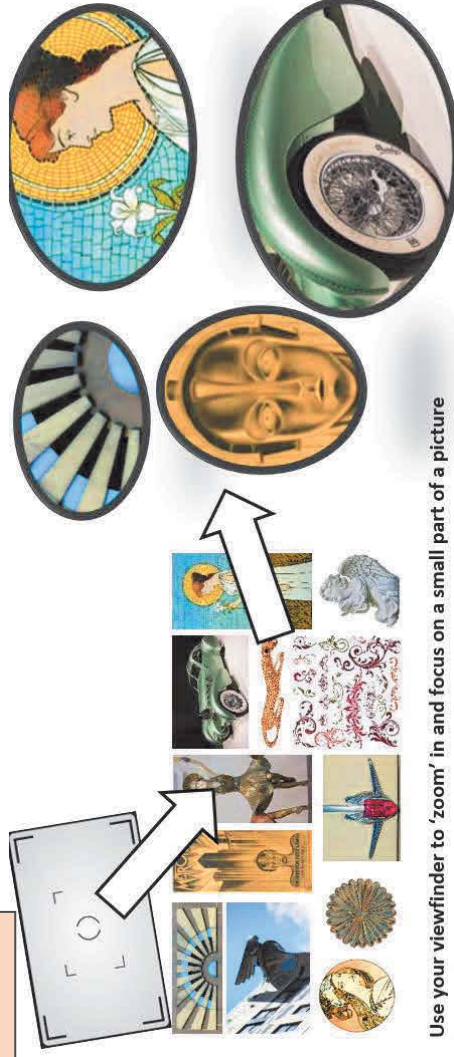
Has the function of the product been the focus over the form, or is this the other way round?

- Generate, develop, model and communicate their ideas through drawings and mock-ups with card and paper once the design specification has been formed.

Inspiration, mood board, mould, former, pewter, casting, design brief, specification, design movement, view finder, laser cutter, hack saw.

- Health and safety in the workshop.
- How to complete a mood board.
- Working with 2D Design to create a mould.
- Working with a variety of tools safely
- To make creative decisions, evaluate and refine your design as needed

The unit of work focuses on casting a solid form using a mould and, in this example, pewter. The example uses jewellery as the context, but other materials can be cast and objects other than jewellery can be designed.



A line drawing of a metal safe. The safe is rectangular with a heavy door. On the front of the door, the word 'FLAMEFAST' is written in large, bold, capital letters. Below it, in smaller letters, is 'FIREPROOF'. There is a handle on the left side of the door and a latch mechanism on the right. The safe appears to be made of thick metal plates.



look



say



cover



write



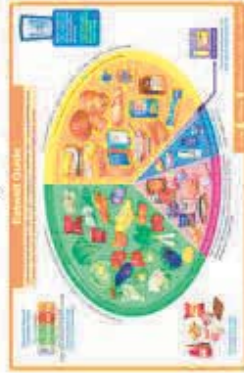
check

You will learn about

Hygiene and safety
Knife skills
Using the hob and the oven
Accurate measuring of ingredients
Healthy eating and nutrition.
The health issues related to dietary excess or deficiency.
Different activities in everyday living, supporting physical, social and mental wellbeing

A balanced diet

A balanced diet is based on the Eat well Guide. An unbalanced diet can lead to dietary related diseases.



Moderate activity



Vigorous activity



Muscle strengthening activities



Activity recommendations

Pre-schoolers (3 to 4 years): 180 minutes (3 hours) spread throughout the day, including at least 60 minutes of moderate-to-vigorous intensity physical activity
Children and young people (5-18 years): at least 60 minutes of physical activity every day and engage in a variety of types and intensities of physical activity across the week.
Adults (19-64 years): at least 150 minutes each week (moderate intensity), or have 75 minutes of vigorous activity a week and do muscle strengthening activities on two days or more each week.



look



say



cover



write



check

Length of Unit:

12 Weeks

Key terms

Deficiency diseases: Adverse bodily conditions caused by a lack of a nutrient.

Iron deficiency anaemia: A condition caused by insufficient iron in the body. Common symptoms include tiredness and lethargy.

Kwashiorkor: A severe type of protein-energy malnutrition.

Malnutrition: When the diet does not contain the right amount of nutrients.

Marasmus: A severe type of energy malnutrition in all forms, including protein.

Moderate activity: Will raise your heart rate, and make you breathe faster and feel warmer.

Obesity: Extreme overweight. Obese adults have a BMI of 30 or above.

Sedentary behaviour: Requires little energy expenditure and includes sitting or lying down to watch television, use the computer, read, work or study, and sitting when travelling to school or work.

Vigorous activity: Makes you breathe hard and fast.

To find out more, go to:

<https://bit.ly/32BF4FJ>

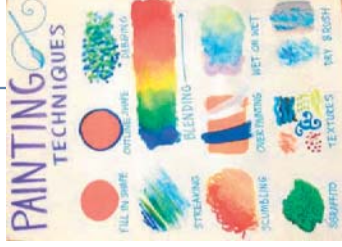
<https://www.bbc.co.uk/bitesize/topics/zir8mp3/articles/zhkbn9q>

The Eatwell Guide - NHS (www.nhs.uk)

Decorative techniques

Preparing papers

Using acrylic and watercolours
Use different techniques to apply the paint to create different textures papers



Collage

The technique of using paper and glue and sticking down the paper, to create an image. Collage is the French word for "to stick"



Felting

Wet felting is a process that transforms wool fibres into felt by using warm soapy water and agitation. The microscopic scales on wool fibres, when softened by water and soap, interlock and bind together, creating a strong and durable fabric.

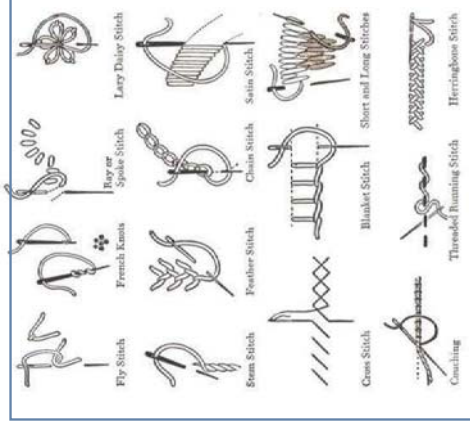


Year 8 Art Textiles Knowledge Organiser

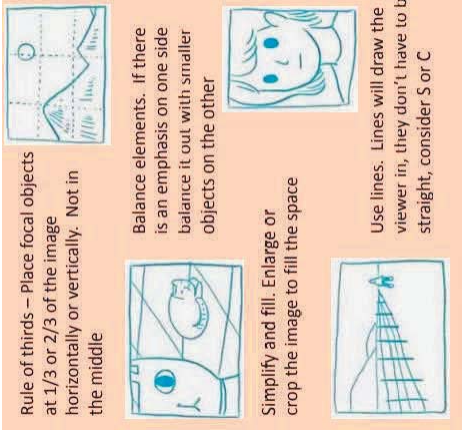
Vocabulary - Formal elements

Shape, form, space	Tone	Pattern and Texture	Line	Colour
- Closed - Open - Distorted - Flat - Organic - Deep - Positive - Negative - Foreground - Background - Composition - Curvaceous - Elongated - Large - Small 2D 3D	- Bright - Dark - Faded - Smooth - Harsh - Contrasting - Intense - Sombre - Grey - Strong - Powerful - Faint - Light - Medium - Dark - Dramatic - Large - Small	- Repeated - Uniform - Geometric - Random - Symmetrical - Soft - Irregular - Coarse - Bold - Uneven - Bumpy - Rough - Smooth - Uneven - Spiky - Broken - Fine - Flat - Grid	- Fluent - Free - Rough - Controlled - Powerful - Strong - Geometric - Angular - Delicate - Flowing - Simple - Thick - Thin - Horizontal - Broken - Interrupted - Rounded - Overlapping - Broken - Faint	- Bright - Primary - Secondary - Tertiary - Radiant - Dull - Vivid - Contrasting - Deep - Monochrome - Harmonious - Complementary - Natural - Earthy - Subtle - Pale - Cool - Warm - Saturated - Luminous - Strong

Stitch techniques



Composition



Textile Artists

Robin Brooks

My artwork comes from my internal response to life as it unfolds around me. Drawing from nature and from the objects I surround myself with is often a starting point for my studio practice. I also love working on a small scale in my sketchbook using paint and other drawing materials. While my artwork veers towards the abstract, you can usually find references to the familiar among the brushstrokes, shapes, and colours in my work.



Jarvine Jacques

A Yorkshire-based felt artist living between Leeds and York, My passion lies in creating felt art that captures the beauty and magic of nature. My felt art evokes memories of cherished landscapes visited, special times in the countryside: feelings of space, freedom, calm and truly being alive in the natural world.



Each felt landscape captures the scenic beauty in a tactile painting to life in a unique, environmentally conscious, sustainable way.



PSHE- Knowledge organiser- Y8 Term 1

Themes	Topics	Key learning points
Health and well being	Mental health	• <u>Health</u>: a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity. • Mental and physical health are closely linked: by promoting their physical health (through exercise, healthy food choices and quality sleep), a person is also promoting their mental health. • <u>Mental health</u> includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. • It is typical for emotional wellbeing to fluctuate throughout the day or over several days. Concerns arise for emotional wellbeing when someone's mood continues to drop over a long period of time. • <u>Resilience</u>: a skill that helps people to recover quickly from difficulties, change or misfortune; to adapt to and overcome risk and adversity; to persevere and 'bounce back'. • <u>Unhealthy coping strategies</u>: behaviours people use to deal with difficult emotions, which have long-term negative consequences. • <u>Healthy coping strategies</u>: behaviours people use to deal with difficult emotions, which have long-term positive consequences.
		

Relationships	Created by God to love and loved by God 	• We are created by God as one whole person, both body and soul. • Each of us are physically, mentally and emotionally unique. • <u>Gender stereotypes</u>: Preconceived ideas whereby females and males are arbitrarily assigned characteristics and roles determined and limited by their gender. • <u>Gender identity</u>: an individual's personal sense of having a particular gender. • <u>Gender dysphoria</u>: a sense of unease that a person may have because of a mismatch between their biological sex and their gender identity. • <u>Transgenderism</u>: relating to a person whose sense of personal identity and gender does not correspond with their birth sex. • Every single person is a child of God, worthy of love and respect. • <u>Puberty</u>: the process of physical changes through which a child's body matures into an adult body capable of sexual reproduction. • Puberty involves physical, emotional and sexual development. • Sexual feelings need to be managed through self-Control, mutual respect and patience. • <u>Pregnancy</u>: the term used to describe the period in which a fetus develops inside a woman's womb or uterus. Pregnancy usually lasts about 40 weeks. • <u>Miscarriage</u>: the spontaneous or unplanned expulsion of a fetus from the womb before it is able to survive independently. • <u>Abortion</u>: the deliberate termination of a human pregnancy, most often performed during the first 28 weeks of pregnancy.
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Remember!

- We will be open and honest, but not discuss directly our own and others personal/ private life.
- Your teacher will not repeat what is said in the room except if she/he is concerned we are at risk.
- It is ok to disagree but we will not judge.
- Taking part is important but we have the right to pass.
- We will not make assumptions and we will listen to others' point of view.
- We know that there are no stupid questions but we will use appropriate language.
- If we need further help or advice, you know you can talk to your teachers, form tutor and SSOs.



PSHE- Knowledge organiser- Y8 Term 2

Skills: Decision making

Living in the wider world	CEIAG	• Motivating factors to choose a career are varied: salary, location, possibility of promotion, wanting to help others or not etc. • GCSE qualifications give students a broad, general knowledge across a range of subjects. • Post-GCSE, students can become increasingly specialised through level 3 qualifications (like A-levels or BTECs), then specialise again through higher level qualifications (like higher diplomas or degrees). • All students have to study English, Maths and Science until they're 16. • If you are unsure of which career path to take, choose a selection of GCSEs that will provide as many skills as possible. • <u>Contract</u>: A written agreement between the employer and employee. Both must follow the law. • <u>Qualification</u>: A document proving that someone has passed exams or completed a course. • <u>Benefits</u>: Extra things given to you by an employer, aside from your salary. E.g. healthcare plan, money towards qualifications. • <u>Job specification</u>: A list of tasks that are part of the job. • <u>Salary</u>: The amount an employee gets paid per year. • <u>Person specification</u>: A list of skills/qualifications needed to get the job. They are often split into essential and desirable. • <u>Graduate position</u>: A job available to someone who has recently earned a degree. • <u>Applicant</u>: The person applying for the job. • <u>Assessment day</u>: A way for an employer to assess if you're right for the job. It may involve group and individual tasks, as well as an interview. • <u>Cover letter</u>: A letter sent to an employer with your CV, explaining why you want the job and why you are suited to it. • <u>Reference</u>: From a previous employer, confirming the applicant worked at one (or more) of their previous jobs.
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PSHE- Knowledge organiser- Y8 Term 3

Living in the wider world	Crime	• <u>Crime</u>: an action that goes against the law. It could be against a person, property, the state or a religious offence. • <u>Laws</u>: MPs discuss bills for new laws which are then sent to the House of Commons where a vote is taken. A committee of MPs then propose amendments and the bill is sent to the House of Commons to be debated. There is then a final vote in the House of Commons. After this, the process is repeated in the House of Lords before finally being handed back for approval to the House of Commons. The person who gives the final approval and signs the bill to become an Act of Parliament is the Monarch • <u>Civil laws</u>: law that deals with disputes between individuals or groups. • <u>Criminal laws</u>: law which deals with individuals who break the law, • <u>Perpetrator/ offender</u>: someone who has committed a crime or nasty action. • <u>Victim</u>: someone who has been hurt by another person's actions or words • <u>Retribution</u>: to make the offender suffer and pay for what they have done. • <u>Deterrence</u>: to discourage the offender (and others) from committing further crimes. • <u>Reform</u>: Punishments aimed at changing the character of the criminal so that they keep the law in future. • <u>Protection</u>: Society must be protected from violent and persistent offenders. • <u>The duties of the police</u>: to protect people and property, maintain public order, prevent and detect crime and arrest criminals and bring them to court. • <u>The ripple effect</u>: one small change can have an enormous impact. • <u>The Crown Court</u>: deals with serious cases - like murder and robbery. • <u>The Magistrates Court</u>: deals with the less serious crimes - like drunk and disorderly, speeding and low value theft. • <u>Youth court</u>: a special type of magistrates court for young people aged 10-17. • Age of criminal responsibility in England is 10. • <u>The Palace of Westminster</u> in London is often called the Houses of Parliament. It is where the UK Parliament meets to discuss, debate and make decisions about how to run the UK. • <u>The Government</u> is responsible for deciding how the UK is run and for managing things on a day-to-day basis. The Government is made up of around 120 MPs from the political party that wins most seats at a general election. • <u>Parliament</u> makes sure that the views and concerns of people across the UK are taken into account. It discusses and debates issues, makes laws, and checks and challenges what the Government is doing. It is made of 3 parts: the house of commons, the house of lords and the monarch. • <u>The House of Commons</u> is made up of 650 people who are Members of Parliament (MPs). MPs are elected by people across the UK. The Government is part of the House of Commons.
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		• <u>The House of Lords</u> is made up of around 800 people who have been appointed (not voted in). • The UK is split up into 650 areas called <u>constituencies</u>. Each constituency has one MP. Most MPs belong to a political party. • <u>The Cabinet</u> is made up of 21 senior members of government, known as Secretaries of State. Each Secretary of State is responsible for a particular department, e.g. defence, health, or education. Secretaries of State are supported in their work by around 100 ministers. • A <u>democracy</u> is when citizens can get involved in and play an important role in the politics of their country. This includes being able to vote in free and fair elections. • The UK is a <u>representative democracy</u>. This means that people vote to choose representatives to work and make decisions on their behalf.
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Remember!

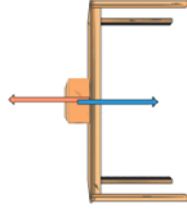
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Science – Year 8 – Term 1 part 1 – Movement

You can't see forces but you can see their effects.

We add force arrows to a diagram to show which forces are acting. The arrows show the direction and the size of the force (the longer the arrow, the bigger the force).

The force arrows should touch the object in the diagram.



Contact Forces

Contact forces act between objects that are physically touching each other.

friction – The force between two surfaces that are sliding, or trying to slide, past each other.

air resistance – The force that acts in the opposite direction to an object's movement as it moves through the air.

reaction – The force that supports an object on a solid surface.

tension – The force transmitted through a rope, string or wire when pulled by forces acting on each end.

upthrust – The upward force exerted by a fluid on an object floating in it.

Non-Contact Forces

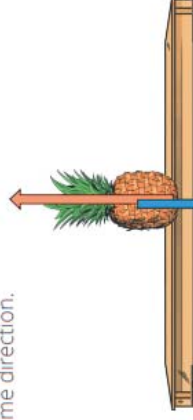
Non-contact forces act between objects without them physically touching each other.

gravitational force – The force acting on an object due to gravity.

magnetic force – The force exerted by a magnetic field on a magnetic material.

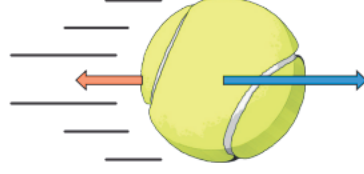
electrostatic force – The force that acts between two charged objects.

When the forces acting on an object are the same size but in opposite directions, we say that the forces are **balanced**. When this happens, the object is in a state of **equilibrium**. There will be no change to the motion of the object: a stationary object will remain stationary and a moving object will continue to move at a constant speed in the same direction.



Unbalanced forces act in opposite directions but are not the same size. One force is greater than the other.

If forces are unbalanced there will be a change in the motion of the object. It may speed up, slow down or change direction.



If the driving force is bigger than the resistive forces acting on an object, the object will speed up (**accelerate**).

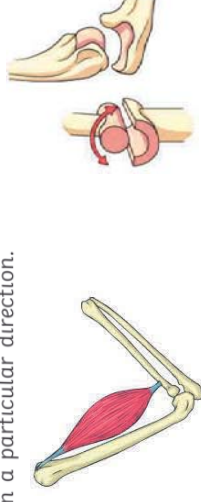
When the driver presses the accelerator in a car, the driving force increases so the car speeds up.



If the resistive forces on an object are larger than the driving force, the object will slow down.

When the person releases their parachute, the force of air resistance is larger than their weight so they will slow down.

Muscles are specialised tissues in the body that are responsible for movement. They are attached to bones via tendons and can contract and relax, allowing body parts to move. Muscles work in pairs, with one muscle contracting and another relaxing, to move in a particular direction.



Joints are the locations where bones come together, and they are responsible for allowing movement in the body. Joints can be divided into three categories: fibrous, cartilaginous, and synovial. Synovial joints are the most common type of joint in the body and are fully movable. Examples of synovial joints include the knee, elbow, and shoulder joints.

Tendons are strong, fibrous connective tissues that attach muscles to bones. They are responsible for transferring the force generated by muscles to the bone, allowing body parts to move.



Ligaments are also strong, fibrous connective tissues, but they connect bones to other bones at joints. Ligaments provide stability to the joint and help to prevent too much movement or dislocation.

Muscles, joints, tendons, and ligaments play important roles in movement. Muscles generate force to move body parts, tendons transmit that force to bones and ligaments provide stability to the joints to prevent excessive movement or dislocation. Without these structures working together, movement in the body would not be possible.

Science – Year 8 – Term 1 part 2 – Light and sound

Waves can be either **transverse** or **longitudinal**.

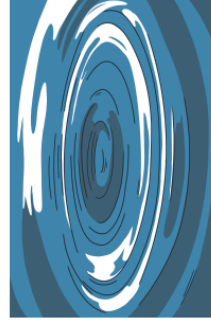
In a **transverse** wave, the vibrations of the particles are **perpendicular** (at right angles) to the direction of energy transfer. The wave has **peaks** (or crests) and **troughs**. Examples of transverse waves include **water waves** and **electromagnetic waves**.



In a **longitudinal** wave, the vibrations of the particles are **parallel** to (in the same direction as) the direction of energy transfer. A longitudinal wave has areas of **compression** and **rarefaction**. **Sound waves** travelling through air are an example of this type of wave.

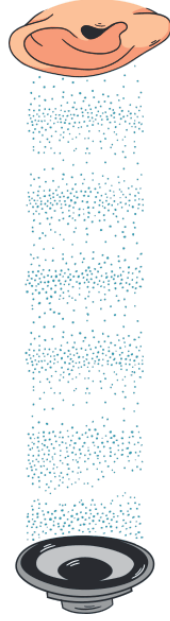


When a wave travels through a medium, energy is transferred by the particles but the matter itself does not move.



This can be shown by placing a cork in a tank of water and generating ripples across the surface. The cork will move up and down on the oscillations of the wave, but it will not travel across the tank.

Similarly, when sound waves move from a speaker towards the ear, the air particles next to the speaker do not move towards the ear; they vibrate around their original position.



The **amplitude** of a wave is the distance from the undisturbed position to the peak or trough of the wave.

The **wavelength** is the distance from a point on one wave to the same point on the next wave, measured in **metres** (m).

The **frequency** of a wave is the number of waves that pass a given point every second, measured in **hertz** (Hz).

The **period** of a wave is the time taken for a full wave to pass a given point, measured in **seconds** (s).

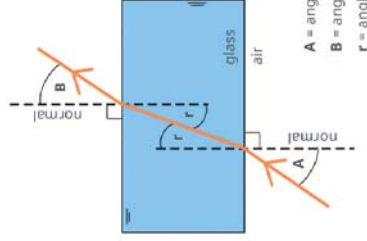
$$\text{period} = \frac{1}{\text{frequency}} \quad \text{or} \quad T = \frac{1}{f}$$

Wave speed is how quickly energy is transferred through a medium (or how quickly the wave travels), measured in **metres per second** (m/s).

$$\text{wave speed} = \text{frequency} \times \text{wavelength} \quad \text{or} \quad v = f\lambda$$

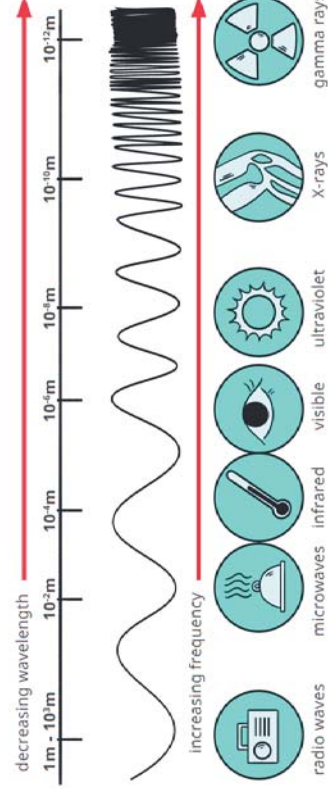
When a wave enters the glass block at an angle to the normal, it bends towards the normal. The angle of refraction is smaller than the angle of incidence. The angle at which the wave leaves the glass block (angle of emergence) is equal to the angle at which it enters the glass block (angle of incidence).

If a wave enters a different medium at 90° (perpendicular) to the boundary, it will not change direction but instead carry on in a straight line.

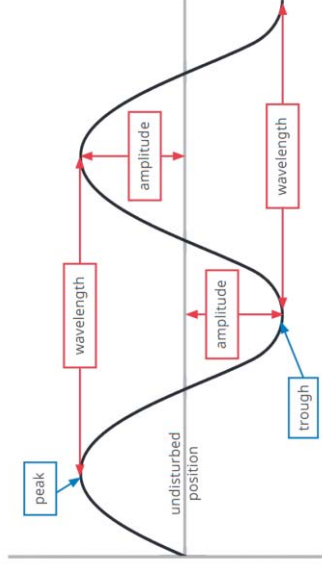


A = angle of incidence
B = angle of emergence
r = angle of refraction

Electromagnetic waves are transverse waves. They transfer energy from a source to an absorber. All electromagnetic waves travel at the same speed through a vacuum or air. They are grouped by their wavelength and frequency to form a continuous spectrum.



Remember: Roman Men Invented Very Unusual X-ray Guns



radio waves	terrestrial television and radio communications
microwaves	satellite communication, satellite television, heating food
infrared	cooking, thermal imaging camera, electric heaters, short-range communications (remote controls)
visible light	vision, fibre optic communication
ultraviolet	energy efficient lamps, sun tanning detecting forged bank notes, sterilising water
X-rays	medical imaging, airport security
gamma rays	sterilising medical equipment, sterilising food, radiotherapy for cancer treatment

Hazards and Risks of Electromagnetic Waves

Ultraviolet waves, X-rays and gamma rays have some risks associated with them.

How dangerous electromagnetic radiation is depends on the type of wave and the dosage.

Radiation dosage is measured in sieverts (Sv) or millisieverts (mSv).

Safe limits of exposure of each type of radiation are known and can be referred to when assessing the risk of using electromagnetic radiation.

YEAR 8 - PROPORTIONAL REASONING...

Ratio and Scale

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Simplify any given ratio
- Share an amount in a given ratio
- Solve ratio problems given a part

Solutions should be modelled, explained and solved

Keywords

Ratio: a statement of how two numbers compare

Equal Parts: all parts in the same proportion, or a whole shared equally

Proportion: a statement that links two ratios

Order: to place a number in a determined sequence

Part: a section of a whole

Equivalent: of equal value

Factors: integers that multiply together to get the original value

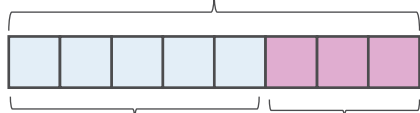
Scale: the comparison of something drawn to its actual size.



Representing a ratio

"For every 5 boys there are 3 girls"

This is the "whole" — boys and girls together



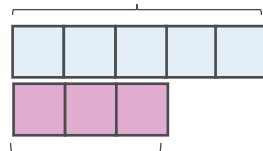
This represents the 5 boys

This represents the 3 girls

5:3

This represents the 5 boys

Double Number Line



This is the "whole" — boys and girls together

This represents the 3 girls

Order is Important

"For every dog there are 2 cats"



Dogs: Cats



1:2

The ratio has to be written in the same order as the information is given

e.g. 2:1 would represent 2 dogs for every 1 cat. ✗

Simplifying a ratio

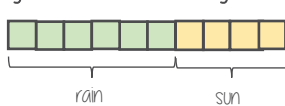
Cancel down the ratio to its lowest form

"For every 6 days of rain there are 4 days of sun"

6:4

+ by 2

3:2



rain

sun



Find the biggest common factor that goes into all parts of the ratio

For 6 and 4 the biggest factor (number that multiplies into them is 2)

"For every 3 days of rain there are 2 days of sun" — when this happens twice the ratio becomes 6:4.

Ratio 1:n (or n:1)

This is asking you to cancel down until the part indicated represents 1

Show the ratio 4:20 in the ratio of 1:n

The question states that this part has to be 1 unit. Therefore Divide by 4

4:20
1:5

This side has to be divided by 4 too — to keep in proportion

*The n part does not have to be an integer for this type of question

Units are important:

When using a ratio — all parts should be in the same units

Useful Conversions



Sharing a whole into a given ratio

James and Lucy share £350 in the ratio 3:4. Work out how much each person earns

Model the Question

James: Lucy

3:4

James



Lucy

£350 ÷ 7 = £50

□ = one part = £50

Find the value of one part

Whole: £350

7 parts to share between (3 James, 4 Lucy)

Put back into the question

James: Lucy

(x 50) 3:4 (x 50)
£150:£200

James = 3 x £50 = £150



Lucy = 4 x £50 = £200

Finding a value given 1:n (or n:1)

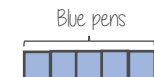
Inside a box are blue and red pens in the ratio 5:1. If there are 10 red pens how many blue pens are there?

Model the Question

Blue: Red

5:1

□ = one part = 10 pens



Blue pens



Red pens

One unit = 10 pens

Put back into the question

Blue: Red

(x 10) 5:1 (x 10)
50:10

Blue pens = 5 x 10 = 50 pens



Red pens = 1 x 10 = 10 pens

There are 50 Blue Pens

Ratio as a fraction



Trees: Flowers

3:7



Ratio

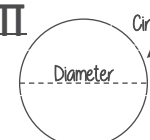
There are 3 parts for trees

Number of parts of in group
Total number of parts

Fraction of trees
3/10

Tree parts 3 + Flower parts 7 = 10

Π



Circumference

The ratio of a circles circumference to its diameter

YEAR 9 — REASONING WITH ALGEBRA...

Straight Line Graphs

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Compare gradients
- Compare intercepts
- Understand and use $y = mx + c$
- Find the equation of a line from a graph
- Interpret gradient and intercepts of real-life graphs

Keywords

Gradient: the steepness of a line

Intercept: where two lines cross. The y-intercept: where the line meets the y-axis.

Parallel: two lines that never meet with the same gradient

Co-ordinate: a set of values that show an exact position on a graph

Linear: linear graphs (straight line) — linear common difference by addition/ subtraction

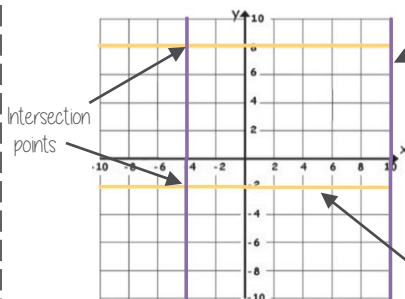
Asymptote: a straight line that a graph will never meet

Reciprocal: a pair of numbers that multiply together to give 1

Perpendicular: two lines that meet at a right angle.

Lines parallel to the axes

R



All the points on this line have a x coordinate of 10

Lines parallel to the y axis take the form $x = a$ and are vertical

Lines parallel to the x axis take the form $y = a$ and are horizontal

All the points on this line have a y coordinate of -2

e.g (3, -2) (7, -2) (-2, -2) all lay on this line because the y coordinate is -2

'a' can be ANY positive or negative value including 0

Plotting $y = mx + c$ graphs

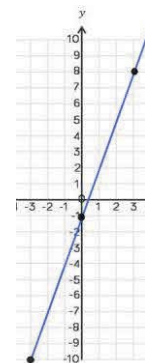
R

$y = 3x - 1$ → 3 x the x coordinate then - 1

x	-3	0	3
y	-10	-1	8

Draw a table to display this information

This represents a coordinate pair (-3, -10)



You only need two points to form a straight line

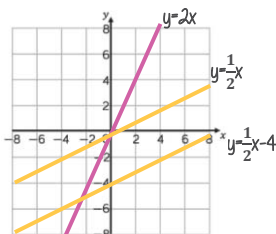
Plotting more points helps you decide if your calculations are correct (if they do make a straight line)

Remember to join the points to make a line

Compare Gradients

$$y = mx + c$$

The coefficient of x (the number in front of x) tells us the gradient of the line



The greater the gradient — the steeper the line

Parallel lines have the same gradient

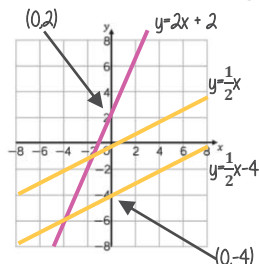
Positive gradients

Negative gradients

Compare Intercepts

$$y = mx + c$$

The value of c is the point at which the line crosses the y-axis. Y intercept



The coordinate of a y intercept will always be (0,c)

Lines with the same y-intercept cross in the same place

$$y = mx + c$$

The coefficient of x (the number in front of x) tells us the gradient of the line

$$y = mx + c$$

y and x are coordinates

The value of c is the point at which the line crosses the y-axis. Y intercept

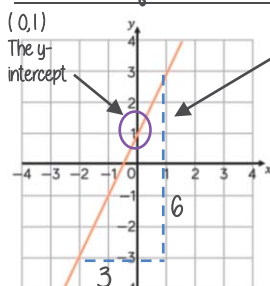
The equation of a line can be rearranged. Eg:

$$y = c + mx$$

$$c = y - mx$$

Identify which coefficient you are identifying or comparing

Find the equation from a graph



The Gradient $\frac{6}{3} = 2$

$$y = 2x + 1$$

The direction of the line indicates a positive gradient

Positive gradients

Negative gradients

Real life graphs

A plumber charges a £25 callout fee, and then £12.50 for every hour. Complete the table of values to show the cost of hiring the plumber.

Time (h)	0	1	2	3	8
Cost (£)	£25				£125

In real life graphs like this values will always be positive because they measure distances or objects which cannot be negative.

Direct Proportion graphs

To represent direct proportion the graph must start at the origin

A box of pens costs £2.30

Complete the table of values to show the cost of buying boxes of pens.

Boxes	0	1	2	3	8
Cost (£)		£2.30			

When you have 0 pens this has 0 cost. The gradient shows the price per pen.

The y-intercept shows the minimum charge. The gradient represents the price per mile

YEAR 9 — CONSTRUCTING IN 2D/3D...

3D Shapes

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Name 2D & 3D shapes
- Recognise Prisms
- Sketch and recognise nets
- Draw plans and elevations
- Find areas of 2D shapes
- Find Surface area for cubes, cuboids, triangular prisms and cylinders
- Find the volume of 3D shapes

Keywords

2D: two dimensions to the shape e.g. length and width

3D: three dimensions to the shape e.g. length, width and height

Vertex: a point where two or more line segments meet

Edge: a line on the boundary joining two vertex

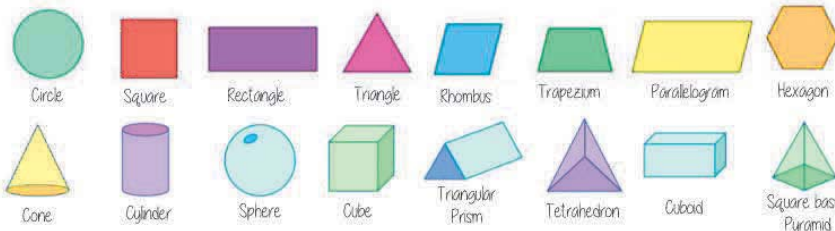
Face: a flat surface on a solid object

Cross-section: a view inside a solid shape made by cutting through it

Plan: a drawing of something when drawn from above (sometimes birds eye view)

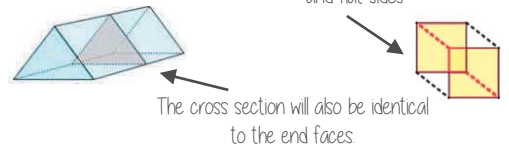
Perspective: a way to give illustration of a 3D shape when drawn on a flat surface.

Name 2D & 3D shapes



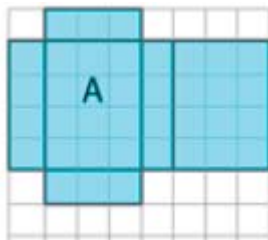
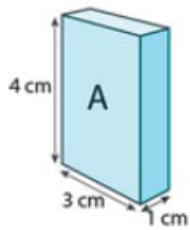
Recognise prisms

A solid object with two identical ends and flat sides



A cylinder although with very similar properties does not have flat faces so is not categorised as a prism

Nets of cuboids



1cm grids help to draw accurately

Visualise the folding of the net. Will it make the cuboid with all sides touching

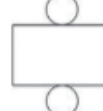
Sketch and recognise nets



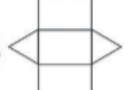
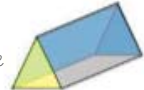
Do they have the same number of faces?



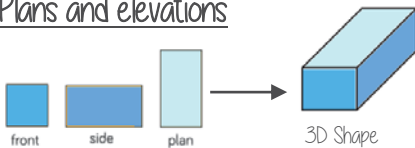
Where do the edges join?



Are the shapes of the faces correct?



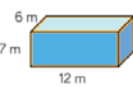
Plans and elevations



The direction you are considering the shape from determines the front and side views

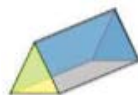
Surface area

Sketching nets first helps you visualise all the sides that will form the overall surface area



For cubes and cuboids you can also find one of each face and double it

Sides	6×7	Sum of all sides is surface area
	6×7	
Front and back	12×7	
	12×7	
Top and Bottom	12×6	
	12×6	



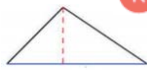
For other shapes - not all the sides are the same, so calculate the individually

Area of 2D shapes

Rectangle
Base x Height



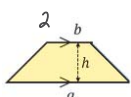
Triangle
 $\frac{1}{2} \times \text{Base} \times \text{Perpendicular height}$



Parallelogram/ Rhombus
Base x Perpendicular height



Area of a trapezium
 $\frac{(a+b) \times h}{2}$



Area of a circle
 $\pi \times \text{radius}^2$



Surface area - cylinders



The area of the circle
 $\pi \times \text{radius}^2$

The width of this face is the same as the circumference
 $\pi \times \text{diameter} \times \text{height}$

$$2 \times \pi \times \text{radius}^2 + \pi \times \text{diameter} \times \text{height}$$

Volumes

Volume is the 3D space it takes up - also known as capacity if using liquids to fill the space



Counting cubes

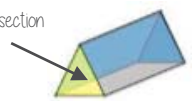
Some 3D shape volumes can be calculated by counting the number of cubes that fit inside the shape.

$$\text{Cubes/ Cuboids} = \text{base} \times \text{width} \times \text{height}$$

Remember multiplication is commutative



Cross section



Cross section

$$\text{Prisms and cylinders} = \text{area cross section} \times \text{height}$$

Height can also be described as depth

Areas - square units
Volumes - cube units

Areas and volumes can be left in terms of π

YEAR 7 — REASONING WITH NUMBER

@whisto_maths

Prime numbers and Proof

What do I need to be able to do?

By the end of this unit you should be able to:

- Find and use multiples
- Identify factors of numbers and expressions
- Recognise and identify prime numbers
- Recognise square and triangular numbers
- Find common factors including HCF
- Find common multiples including LCM

Keywords

Multiples: found by multiplying any number by positive integers

Factor: integers that multiply together to get another number.

Prime: an integer with only 2 factors.

Conjecture: a statement that might be true (based on reasoning) but is not proven.

Counterexample: a special type of example that disproves a statement.

Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

HCF: highest common factor (biggest factor two or more numbers share)

LCM: lowest common multiple (the first time the times table of two or more numbers match)

Multiples

The "times table" of a given number

All the numbers in this lists below are multiples of 3.

3, 6, 9, 12, 15...

This list continues and doesn't end

$3x, 6x, 9x \dots$

x could take any value and as the variable is a multiple of 3 the answer will also be a multiple of 3

Non example of a multiple

4.5 is not a multiple of 3 because it is 3×1.5

Not an integer

Factors

Arrays can help represent factors

5×2 or 2×5

Factors of 10
1, 2, 5, 10

10×1 or 1×10

The number itself is always a factor

Factors and expressions

$6x \times 1$ OR $6 \times x$

Factors of $6x$

$6, x, 1, 6x, 2x, 3, 3x, 2$

$2x \times 3$

$3x \times 2$

Prime numbers

- Integer
- Only has 2 factors
- and itself

The first prime number
The only even prime number

2

Learn or how-to quick recall...

2, 3, 5, 7, 11, 13, 17, 19, 23, 29...

Square and triangular numbers

Square numbers

odd even odd

Representations are useful to understand a square number n^2

1, 4, 9, 16, 25, 36, 49, 64 ...

Triangular numbers

Representations are useful — an extra counter is added to each new row

Add two consecutive triangular numbers and get a square number

1, 3, 6, 10, 15, 21, 28, 36, 45...

Common factors and HCF

Common factors are factors two or more numbers share

HCF — Highest common factor

HCF of 18 and 30

18: 1, 2, 3, 6, 9, 18

30: 1, 2, 3, 5, 6, 10, 15, 30

Common factors
(factors of both numbers)

1, 2, 3, 6

HCF = 6

6 is the biggest factor they share

Common multiples and LCM

Common multiples are multiples two or more numbers share

LCM — Lowest common multiple

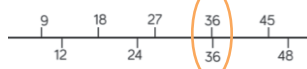
LCM of 9 and 12

9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60

LCM = 36

The first time their multiples match



Comparing fractions

$\frac{3}{5}$ and $\frac{7}{10}$

Compare fractions using a LCM denominator

$\frac{6}{10}$ and $\frac{7}{10}$

Conjectures and counterexamples

Conjecture

1, 2, 4, ...
The numbers in the sequence are doubling each time.

A pattern that is noticed for many cases

Counterexamples

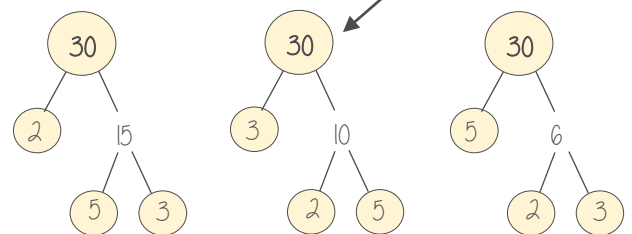


This sequence isn't doubling it is adding 2 each time

Only one counterexample is needed to disprove a conjecture

Product of prime factors

Multiplication part-whole models



All three prime factor trees represent the same decomposition

Multiplication is commutative

$$30 = 2 \times 3 \times 5$$

Multiplication of prime factors

Using prime factors for predictions

eg 60: 30×2 or $2 \times 3 \times 5 \times 2$
150: 30×5 or $2 \times 3 \times 5 \times 5$

YEAR 8 - REASONING WITH DATA...

The data handling cycle

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Set up a statistical enquiry
- Design and criticise questionnaires
- Draw and interpret multiple bar charts
- Draw and interpret line graphs
- Represent and interpret grouped quantitative data
- Find and interpret the range
- Compare distributions

Keywords

Hypothesis: an idea or question you want to test

Sampling: the group of things you want to use to check your hypothesis

Primary Data: data you collect yourself

Secondary Data: data you source from elsewhere e.g. the internet/ newspapers/ local statistics

Discrete Data: numerical data that can only take set values

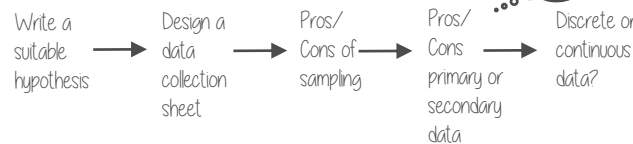
Continuous Data: numerical data that has an infinite number of values (often seen with height, distance, time)

Spread: the distance/ how spread out/ variation of data

Average: a measure of central tendency — or the typical value of all the data together

Proportion: numerical relationship that compares two things

Set up a statistical enquiry



Features of a data collection sheet

Data Title	Tally	Frequency
Grouped or ungrouped categories		Total number of that group observed

Design and criticise a questionnaire

The Question - be clear with the question - don't be too leading/ judgemental

e.g. How much pocket money do you get a week?

Responses - do you want closed or open responses? - do any options overlap? - Have you an option for all responses?

Zero option: ☐ £0 ☐ £0.01 - £2 ☐ £2.01 - £4 ☐ more than £4 ☐ More option

NOTE: For responses about continuous data include inequalities $< x \leq$

Pictograms, bar and line charts

Pictogram

Language	
French	●●●●●
Spanish	●●●●●
German	●●●●●

● = 4 people

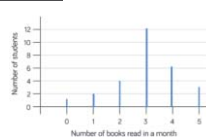
- Need to remember a key
- Visually able to identify mode

Bar Chart



- Gaps between the bars
- Clearly labelled axes
- Scale for the axes
- Title for the bar chart
- Discrete Data

Line Chart

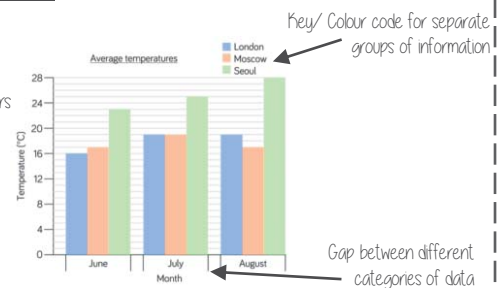


- Gaps between the lines
- Clearly labelled axes
- Scale for the axes
- Discrete Data

Multiple Bar chart

Compares multiple groups of data

- Clearly labelled axes
- Scale for axes
- Comparable data bars drawn next to each other



Draw and interpret Pie Charts

Remember a circle has 360°

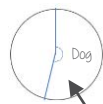
Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

There were 60 people asked in this survey (Total frequency)

$\frac{32}{60}$ "32 out of 60 people had a dog"

This fraction of the 360 degrees represents dogs

$\frac{32}{60} \times 360 = 192^\circ$



Use a protractor to draw This is 192°

Multiple method
As 60 goes into 360 — 6 times
Each frequency can be multiplied by 6 to find the degrees (proportion of 360)

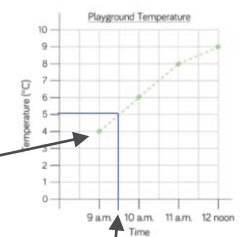
Represents quantitative, discrete data

Draw and interpret line graphs

- Commonly used to show changing over time
- The points are the recorded information and the lines join the points

Line graphs do not need to start from 0

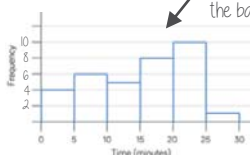
More than one piece of data can be plotted on the same graph to compare data



It is possible to make estimates from the line e.g. temperature at 9.30am is 5°C

Grouped quantitative data

Time (minutes)	Frequency
$0 \leq t < 5$	4
$5 \leq t < 10$	6
$10 \leq t < 15$	5
$15 \leq t < 20$	8
$20 \leq t < 25$	10
$25 \leq t < 30$	1



This is a frequency diagram There are no gaps between the bars

Grouping the data is useful if there is a large spread of data to begin with

"More than or equal to 25 and less than 30 minutes"

The use of inequalities shows that this will be a frequency diagram

Find and interpret the range

The range is a measure of spread

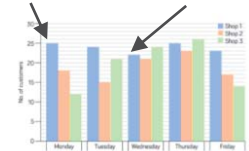
A smaller range means there is less variation in the results — it is more consistent data

A range of 0 means all the data is the same value

Shop 1 has the smallest range — this indicates it has a more consistent flow of customers each week

Difference between the biggest and smallest values

Shop 1 highest value Shop 1 lowest value



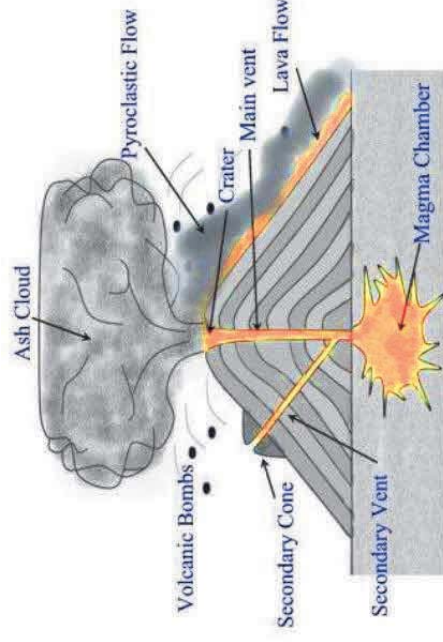
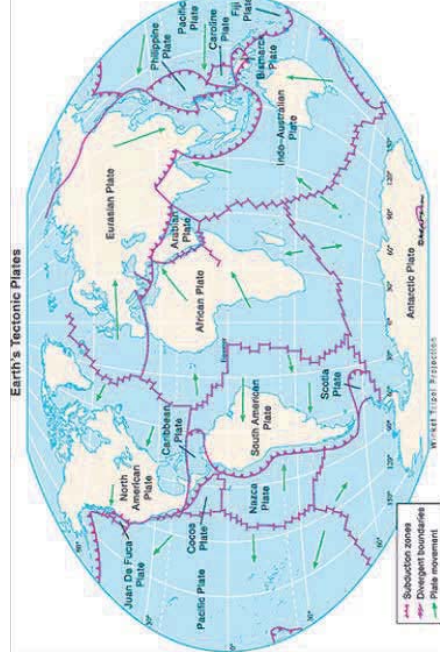
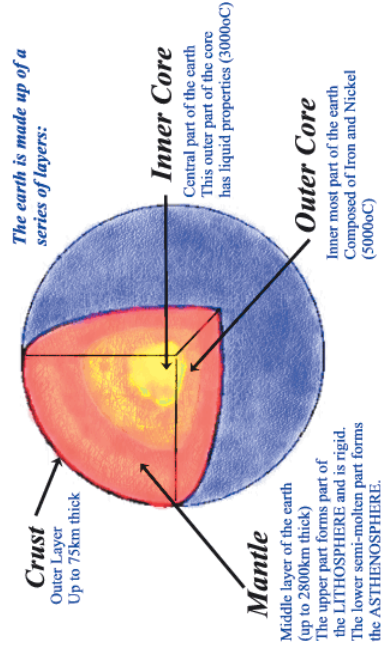
Range of customers = $25 - 22 = 3$ (Shop 1)

Geography - Year 8 Term 1 – Volcanoes and Earthquakes

Key Terms

Active	A term used to describe a volcano that has erupted recently.
Dormant	A term used to describe a volcano that has erupted in the last 2000 years but not recently.
Extinct	A term used to describe a volcano that has not erupted in the last 2000 years and is not expected to erupt again.
Hazard	A natural danger to people, their property and way of life.
Epicentre	The point on the Earth's surface immediately above the centre of an earthquake.
Focus	The origin point of an earthquake. This is usually some distance below the Earth's surface.
Magma	Molten rock beneath the Earth's surface.
Geothermal Energy	The use of the heat of the Earth in volcanic regions to convert water into steam and turn turbines to generate clean electricity.
Richter Scale	A scale used to measure the strength of an earthquake.
Plate Margin	The boundary between two sections of the Earth's crust, they can be destructive, constructive or conservative.
Plates	Separate and large sections of the Earth's crust on which the continents and oceans are located.
Tsunami	A very large wave created by an earthquake under the ocean bed.

Structure of the Earth



Main Features of a Volcano

Richter Magnitude	Earthquake effects
0-2	Not felt by people
2-3	Felt little by people
3-4	Ceiling lights swing
4-5	Walls crack
5-6	Furniture moves
6-7	Some buildings collapse
7-8	Many buildings destroyed
8-Up	Total destruction of buildings, bridges and roads



Year 8 Drama



Autumn Term

Silent Movies and Sam's Story



Silent Movies

Silent Movies were black and white films that didn't have any sound. They were popular in the 1920s and people would go to the cinema to view them. There would usually be a live pianist accompanying the film on screen.

Charlie Chaplin

Charlie Chaplin was the most famous Silent Movie actor. He starred in various movies over the years. We will be looking at examples of his work.

Useful Silent Movie skills to look out for:

- Emotional Snap-slide—a dramatic change in emotion in relation to an event
- Comedy Chase—a chase, usually between a villain and a police officer.
- Domino Effect—when the characters fall over like dominoes; this usually takes place at the end of a comedy chase.
- Placards—dialogue written on signs that can't be communicated through mime.

Foley Sound

Foley sound effects are custom sounds made in post-production. Every sound made in movies, TV shows, and even some video games — from zipping jackets to setting down coffee mugs — was likely created exactly for that specific moment in post-production. These tailor-made sounds are called Foley sound effects.

Useful Dramatic Terminology:

Improvisation—making a scene up on the spot with little to no prior preparation.

Mime—scenes that have no dialogue in

Flashback—when a story transitions to a scene that has occurred in the past.

Tableaux—a series of images that are frozen onstage.

Split-stage—This is where you utilise the stage for two different locations. These two scenes take place at the same time on different sides of the stage.

Emotional Snap-slide—a dramatic change in emotion.

Domino Effect—when the characters fall over like dominoes.

Placards

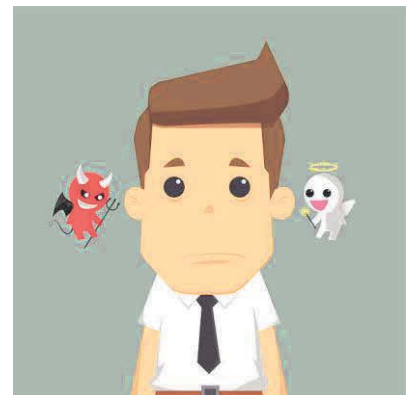
Comedy Chase—a chase that is exaggerated in physicality

Body Language—using your body to communicate how your character is feeling.

Facial Expression—using your face to communicate how your character is feeling.

Sam's Story

You will explore the story of Sam, a teenage boy who decides to steal a game station from his friend over the Christmas period. Assessment is through devising and performing in groups to show how the story of Sam develops.



Theatrical techniques we will be exploring:

- Angel vs Devil
- Improvisation
- Mime
- Narration
- Use of music in a performance
- Flashback
- Split-stage



look



say



cover



write



check

HEAD

I CAN IDENTIFY STRENGTHS AND WEAKNESSES IN MY OWN AND MY PEER PERFORMANCES AND SUGGEST WAYS TO IMPROVE IT

I CAN CREATE SET PLAYS FROM A BACK LINE PASS AND SUCCESSFULLY IMPLEMENT IT IN A GAME

I CAN IDENTIFY WHAT POSITION I SHOULD PLAY ON COURT BASED ON MY STRENGTHS

I WILL BE ABLE TO IDENTIFY BASIC RULE INFRINGEMENTS AND WITH SUPPORT UMPIRE SMALL SIDED GAMES

HEART ()

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

I CAN APPLY A RANGE OF PASSES TO A GAME SITUATION TAKING INTO ACCOUNT TIME AND SPACE

I CAN DEMONSTRATE DIFFERENT WAYS OF INTERCEPTING THE BALL

I CAN DEMONSTRATE FOOTWORK MOST OF THE TIME DURING A GAME

I CAN DEMONSTRATE A NUMBER OF WAYS TO GET FREE FROM AN OPPONENT DURING A GAME SITUATION

Netball Positions: (and who they mark)

Goal Shooter- allowed in the shooting third only (GK)

Goal attack- allowed in the shooting and centre third (GD)

Wing attack- allowed in the centre and shooting third but not the circle(WD)

Centre- allowed everywhere except the 2 circles (C)

Wing defence - allowed in the centre and defending third but not the circle (WA)

Goal defence- allowed in the defending third and the centre third (GA)

Goal keeper- allowed in the defending third only. (GS)

Netball Key skills

Footwork: When you receive the ball from another player you will land with your feet using '1,2' the first foot is your landing foot the second foot is your pivoting foot.

Pivoting: You may move around on a pivot by keeping foot number 1 on the floor, but not lifting it up, your foot number 2 can help you by moving around in a circle.

Year 8 Netball

Rules of The Game

Contact: You can't touch or push any player during the game as it is a non-contact sport, this will result in a penalty pass or if they contact you whilst you are in the shooting circle, you will get a penalty shot.

Footwork: If the player moves the landing foot or takes 3 steps with the ball, the other team gets a free pass.

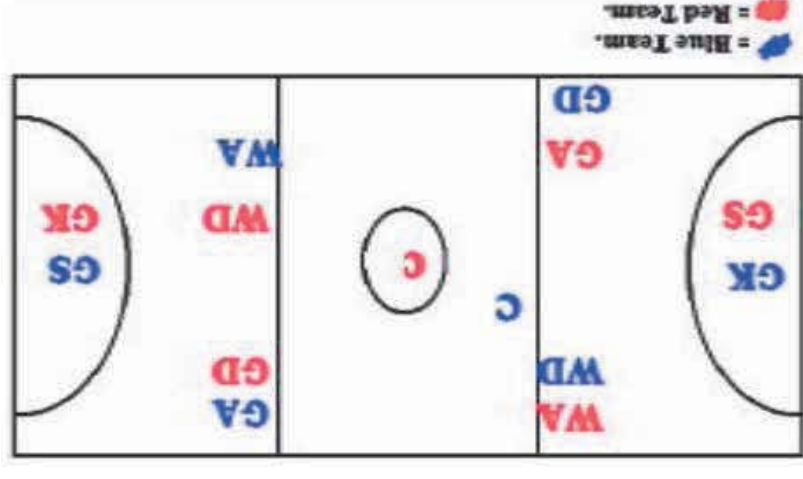
Obstruction: You must be 1 metre away from the player you are marking before your arms go up and over the ball. If your defender is obstructing you before you shoot, you get a penalty shot.

3 seconds: You can only hold the ball for 3 seconds before you pass or shoot.

Centre pass: To start a game and after a goal is scored you go back to the centre pass and players must receive in the centre third.

Repossession: If a player drops the ball or bounces the ball and picks it back up again the other team gets a free pass.

Offside: If you go into a third that you are not allowed in or if any other player than GS GA GK GD go into the shooting circle the other team gets a free pass.



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.

Key vocabulary

- Shuttlecock
- Racket
- Sweet-spot
- In / out
- Court
- V Grip
- Ready position
- Service line
- Service box
- Forehand
- Backhand
- Drop shot
- Smash
- Overarm clear
- Underarm clear

Year 8 Badminton

Smash

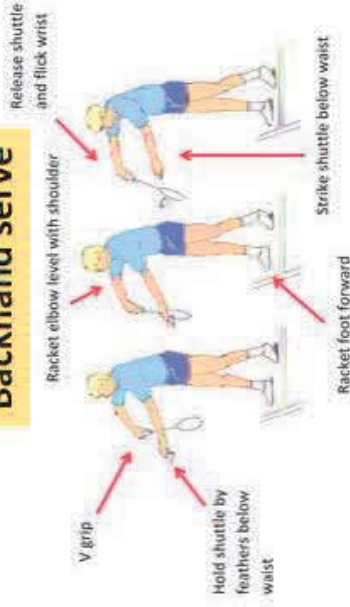


Clear

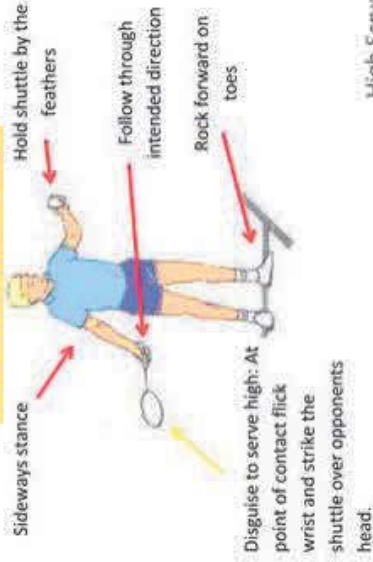


Service is the most important shot in badminton.

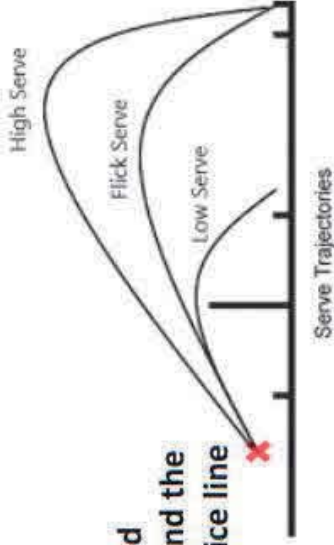
Backhand serve



Forehand serve



Stand behind the service line



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 HAND 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.

Keywords

- | | |
|-----------------|-----------------|
| • Dribble | • Penalty throw |
| • Shoulder pass | • Team work |
| • Chest pass | • Communication |
| • Bounce Pass | • Coordination |
| • Jump shot | • Speed |
| • Defence | • Agility |
| • Attack | • Power |

Year 8 Handball



Jump shot



Blocking

Handball Rules

- 7 players per team with 1 nominated goalkeeper
- Substitutes may enter the game at any time through own substitution area as long as the player they are replacing has left the court.
- It is illegal to keep the ball in a team's possession without making a recognisable attempt to attack and to try to score. In other words, a team cannot slow down (free-throw awarded to the other team).
- No player except the GK is allowed in the goal area (unless both feet are off the floor)



A player is allowed

- To run 3 steps with the ball
- To hold the ball for 3 seconds
- Perform unlimited dribble with 3 steps before and after dribbling (NO DOUBLE DRIBBLE)

A player is not allowed:

- ✓ To endanger an opponent with the ball.
- ✓ To pull, hit or punch the ball out of the hands of an opponent.
- ✓ To go inside the goal area – penalty throw awarded
- ✓ To dive on the floor for a rolling or stationary ball.

Skills, Techniques and Tactics

Chest pass: This is a short and powerful pass, you have your hands in a W shape and push to extend your arms, you also step forward to give more power.

Shoulder pass: This is a long and powerful shot, you start with the ball in your strong hand next to your shoulder, you extend your arm and follow through with your body.

Bounce pass: This is a pass which is low to the ground, you use the same position as a chest pass but aim in $\frac{3}{4}$ of the way between you and the person you are bouncing to.

Overhead pass: This is a double handed throw, similar to a football throw in. This is for long distances and to get the ball over someone if they are trying to block.

Dribbling: Players may dribble the ball as in basketball but are allowed three steps before and after the dribble. You need to keep the ball close to your body to help

Shooting



HEAD

To understand the importance of width in order to attack

To demonstrate an understanding of the basic rules

To be able to make decisions about how best to advance on opposition.

To understand the rules regarding the pass and catching the ball (i.e. backwards pass and knock-on)

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

To be able to perform fundamental rugby handling skills

To maintain ball possession & outwit opponents

To replicate basic passing & receiving skills

To perform and accurately replicate the correct techniques for front and side tackles

The Principles of Play

Rugby is an invasion and evasion game.

Once possession has been gained, the objective is to move the ball forward (by carrying or kicking) into opposition territory and ultimately score points.

It is important for everyone to understand the fundamental principles of play and how they relate to the skills required to play the game.

→	Scoring System: Try - touching the ball down in the in goal area. 5 points
→	Conversion - taken after a try 2 points
→	Penalty kick 3 points .
→	Drop Goal 3 Points
→	Most points at the end wins

→	Tactics: Draw players to create spaces for others.
→	Run direct and look for gaps in the defence.
→	Straight defensive line.
→	Uses different running lines and moves to create scoring opportunities.

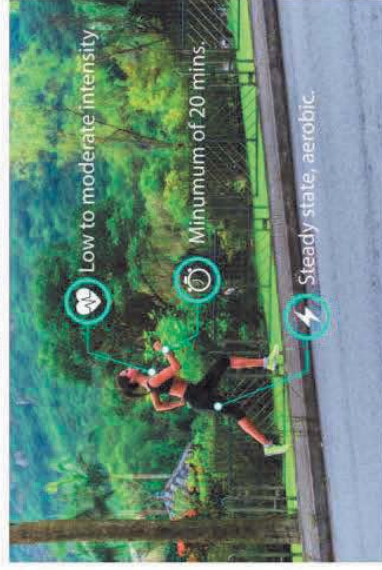
Recap passing and handling skills	Passing the ball from one team mate to another, and how the team mate catches or receives the ball when it reaches them. Demonstrating more confidence and performing at speed with less errors.
4 vs 2 Overload	4 Attacking players working against 2 defenders in an overload situation, the attackers draw in the defender for a tackle.
Tackling	This is how the defender tackles the ball carrier to win possession back. Showing greater consistency and adapt the tackle to be successful.
Ruck	A method of recycling the ball after play has broken down, the ball has been taken to the ground due to the tackle.
Maul	A method of recycling the ball after play has broken down, the ball has been held up as the tackle hasn't gone to ground
Attacking/outwitting an opponent	The tactics used to gain an advantage over the opposition. Applying new tactics and adapt to try to score against the opposition or gain an advantage.

KEY QUESTIONS

- How do you set up an effective ruck situation?
- How do you set up an effective maul situation?
- Where should you position yourself in a game to be of benefit to the team?
- How can you attack well as a team to beat the opposition?
- How can you set up as a team to defend the try line effectively?

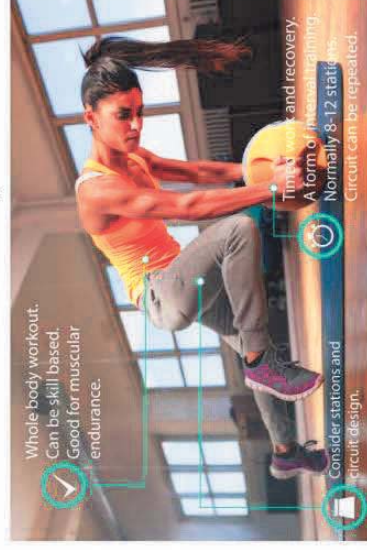
Year 8 Fitness

Continuous Training



- Simple
- Cheap
- Intensity accuracy
- All age groups
- Essential
- Monotonous
- Time-consuming
- Weight-bearing
- Overuse injuries
- Can decrease speed

Circuit Training



- Versatile
- Can cater for large numbers
- Basic equipment
- Can target skill and fitness
- Few records
- Loading

Method of Training	Fitness Improved	Description (Key words)	Sports people that would use this training.
Continuous training	Cardiovascular endurance Muscular endurance	20 minutes or more No rest Steady pace – constant rate	Marathon runners 
Fartlek training	Speed Cardiovascular endurance Muscular endurance	Changes in intensity (speed) Changes in terrain (ground/incline)	Games players 
Interval training (HIT)	Speed Strength Cardiovascular endurance	Periods of high intensity exercise Periods of defined rest (stopping)	Sprinters 
Static Stretching (flexibility training)	Flexibility	Holding a stretch still Up to 30 seconds	Gymnasts 
Weight training (resistance training)	Strength Power Muscular endurance	Different weights e.g. body weight, machines, free weights, functional equipment. Strength – High weight (kg) 70-100% of 1RM. low repetitions (4-8) Muscular endurance – Low weight (kg) 55-70% of 1RM. High repetitions (12-15).	Weight lifters 
Plyometrics	Power	Jumping, skipping, hopping, bounding movements. Maximal muscle contraction (force) Eccentric contraction to concentric contraction.	Long jumper 
Circuit training	Muscular endurance Can be adapted to most fitness. Can be skills based.	8-12 stations. Stations can be fitness or skill related. Circuit can be repeated. Timed exercise and timed rest.	Games players 

HEAD

I CAN NAME DIFFERENT METHODS OF TRAINING.

I CAN APPLY METHODS OF TRAINING TO DIFFERENT SPORTS.

I UNDERSTAND THE DIFFERENT BENEFITS THAT THE DIFFERENT METHODS OF TRAINING CAN HAVE.

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

HEART (RESILIENCE)

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

I HAVE SHOWN GOOD RESILIENCE IN A RANGE OF ATHLETIC ACTIVITIES, INCLUDING BOTH TRACK AND FIELD EVENTS.

I HAVE SHOWN GOOD RESILIENCE WHEN WORKING INDIVIDUALLY AND AS A PART OF A TEAM ACROSS A RANGE OF FIELD AND TRACK EVENTS THIS TERM.

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

HANDS

PUSH BODY TO CHALLENGE PHYSICAL CAPACITY IN LESSONS

SHOW A GOOD REPLICATION OF SKILLS ACROSS MOST FITNESS DISCIPLINES

APPLY BASIC PRINCIPLES OF WARM UP AND COOL DOWN, USING EXERCISES APPROPRIATE FOR THE EVENT

SHOW A GOOD LEVEL OF FITNESS ACROSS DIFFERENT METHODS OF TRAINING.

Samba is a musical genre and dance style with its roots in Africa via the West African slave trade and African religious traditions. Samba is an expression of Brazilian cultural expression and is a symbol of carnival. Samba schools formed and compete bringing people together.



SAMBA

A. Key Words and Terms in Samba Music

CALL AND RESPONSE – one person plays or sings a musical phrase, then another person/group responds with a different phrase or copies the first one.

CYCLIC RHYTHM – a rhythm that is repeated over and over again.

IMPROVISATION – making up music as you go along, without preparation.

OSTINATO – a repeated pattern. Can be rhythmic or melodic; usually short.

PERCUSSION – Instruments that are mostly hit, scraped or shaken to produce sound. Samba uses many percussion instruments which together are called a **BATERIA**.

POLYRHYTHM – the use of several rhythms performed simultaneously, often overlapping each other to create a thick texture.

PULSE – a regular beat that is felt throughout music

RHYTHM – a series of notes of different lengths that create a pattern. Usually fits with a regular beat or pulse.

SYNCPATION – accenting or emphasising the weaker beats of the bar (often a half beat (quaver) followed by a full beat (crotchet)) giving the rhythm an **OFFBEAT** feel.

SAMBISTA – the leader of a Samba band or ensemble, often signalling cues to the rest of the band of when to change sections within the music with an **APITO** (Samba whistle)

B. Form and Structure of Samba

Samba music often starts with an **INTRODUCTION** often featuring **CALL AND RESPONSE RHYTHMS** between the Samba Leader and ensemble. The main Ostinato rhythm of Samba is called the **GROOVE** when all the instruments of the Samba Band play their respective rhythms over and over again (**CYCLIC RHYTHMS**) forming the main body of the piece. The **GROOVE** is broken up by **BREAKS** - 4 or 8 beat rhythms providing contrast and **MID SECTIONS** – one or two instruments change the rhythm of their ostinato and the others stay the same or stop. Sometimes **BREAKS** and **MID SECTIONS** feature a **SOLOIST** who “shows off” their rhythms. The **SAMBISTA** must signal to the group when to change to a different section which is normally done with an **APITO** (Samba Whistle – loud!). A piece of Samba can end (this section is called the **CODA**) with either a **CALL AND RESPONSE** pattern or a pre-rehearsed ending phrase of rhythm. The **FORM AND STRUCTURE** of a piece of Samba may look like the following:

Intro	Groove	Break	Groove	Mid-Section	Groove	Mid-Section	Groove	Break	Groove	Coda
-------	--------	-------	--------	-------------	--------	-------------	--------	-------	--------	------

C. Texture of Samba Music

Texture varies in Samba music, often **MONOPHONIC** where a single rhythm is heard as in **CALL AND RESPONSE** sections, sometimes **POLYPHONIC** where sections of the Samba band play different rhythms (**OSTINATOS**) creating **CROSS-RHYTHMS** (when two rhythmic patterns that “conflict” with each other occur simultaneously) creating a thick texture of interweaving and interlocking rhythms – a **POLYRHYTHM** or a **POLYRHYTHMIC TEXTURE**.

D. Dynamics of Samba Music

The dynamics of Samba music are normally **VERY LOUD** – it is music designed to be performed outdoors at carnivals and is played by large numbers of instrumentalists and to accompany dancers and processions with large audiences watching and listening. Sometimes, a **CRESCENDO** is used at the end of a piece of Samba music for dramatic effect.

E. Tempo of Samba Music

Samba music is generally **FAST** at around 104 bpm and keeps a constant tempo to assist the dancers or processional nature of the music. Sometimes the **SAMBISTA** (Samba leader) uses **(TEMPO) RUBATO** – tiny fluctuations in tempo for expressive effect.

F. Instruments, Timbres and Sonorities of Samba

SURDO	REPINIQUE	TAMBORIM	CHOCOLO	RECO-RECO	APITO	AGOGO BELLS	CAIXA DE GUERRO
							

CHAPTER 1:

CREATION AND COVENANT
Knowledge organiser

Key vocabulary	
the Fall	The story in Genesis 3 when humans commit the first sin and fall away from God's grace.
original sin	The state of sin in which all humans are born, meaning they inherit the consequences of Adam and Eve's first sin.
concupiscence	The natural temptation to sin that all humans have, following the Fall.
Sinai covenant	The covenant Moses made with God at Mount Sinai, and when he was given the Ten Commandments as part of the Law.
the Decalogue	The ten 'words' or sayings of God that guided the Jewish people to live as God wanted; also called the Ten Commandments.
freedom	The power or right a person has to act, speak or think as they want; being able to choose their own destiny, independent of influence from anyone or anything else.
responsibility	Having control or power over something, which leads to a duty or moral obligation to behave correctly.
conscience	An intuitive knowledge of right and wrong, which leads to an instinctive desire to do right and to avoid wrong.
baptism	The Sacrament of initiation that welcomes new members into the Catholic Church and washes a person clean of the original sin all humans inherit following the first sin by Adam and Eve.

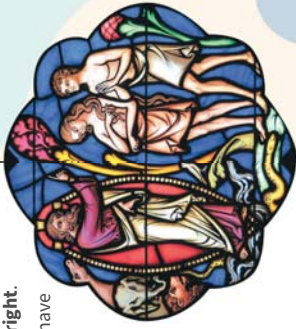
OPTIONS

Ethical	Christians believe it is important to show love of neighbour , which Jesus taught is the greatest commandment and which he illustrated through the story of The Good Samaritan . Pope Francis' encyclical Fratelli Tutti also reminds Christians that all people are connected to each other just like a family.
Artistic expression	Artists have depicted the moment of Moses receiving the Ten Commandments because it is such an important part of the Christian faith. David Courlander's Moses Delivering His Ten Commandments shows Moses coming down from the mountain holding two stone tablets, surrounded by the Jewish people. The icon Moses Receiving the Law shows Moses receiving the commandments from God at the top of Mount Sinai.
Lived religion	Conscientious objectors do not participate in certain actions or processes because of their personal beliefs. Sophie Scholl refused to participate in the activities of the Nazi Party and, through the White Rose movement, spoke out against the Nazi regime.

The Fall and human sin

The story of **the Fall in Genesis 3** helps Christians to understand why there is sin in the world.

The Fall	Sin
- God gives humans the freedom to choose between right and wrong. In the story of the Fall, Adam and Eve use this free will to disobey God and commit sin. - When Adam and Eve sin, they spoil their relationship with God, with each other and with nature. - Catholics believe all humans are marked with original sin from Adam and Eve's sin. This means humans are more tempted to sin. - Catholics believe that the story of the Fall is figurative: it uses metaphors to explain why we have sin in the world. - The story of the Fall emphasises God's goodness: God shows people how to avoid sin and promises that evil will be overcome.	Christians believe a sin is an act against the will of God or when someone goes against what their conscience tells them is right. Personal sin is the sin we have chosen to do ourselves. Original sin is the state that all humans are born into, inheriting the consequences of Adam and Eve's sin.



Covenants and God's commands

Covenants are **agreements between two or more people**. God made covenants with humanity.



- In the **Sinai covenant**, **God gave the Ten Commandments to Moses**. These commandments **teach humans how to love God and others**.
- Jesus taught humans that the **greatest commandment** is to love God with all your heart, soul and mind, and to love your neighbour as yourself.
- By keeping God's commands, Christians **express their love for God and stay committed to the covenant**.

Conscience

Catholics believe that conscience is **God's law written on their heart**, and that God guides people through their conscience to **do good and avoid evil**.

Catholics believe that:

- People have an **intuitive knowledge of right and wrong** because they are created *imago Dei*.
- They need to **inform their conscience** (for example by reading the Bible and praying) so that they grow in faith and keep God's word at the centre of their lives.
- They should always **obey their conscience**, but it must be well informed.

Baptism

Baptism is a **Sacrament of Initiation** that **welcomes a person into the Church**.



- Baptism **cleanses a person of their original sin and personal sins**.
- The idea of **water washing away sin** is found in Numbers in the Old Testament.
- In the New Testament, **John the Baptist** baptised Jesus and others. Jesus then instructed his disciples to **baptise all new Christians**.
- Most Catholics are baptised as babies or young children (**infant baptism**).
- St Augustine** taught that infant baptism is important to ensure that a person is **cleansed of original sin** and able to live a Christian life as soon as possible.
- Some Christians believe that baptism should only be celebrated by people who are old enough to decide to be baptised (**believers' baptism**).
- They say that Jesus himself was baptised as an adult, and that the promises made in baptism are personal and life-changing, so people should be old enough to understand how important they are.

CHAPTER 2:

PROPHECY AND PROMISE

Knowledge organiser

Key vocabulary	
prophet	A person anointed by God and inspired by God through the Holy Spirit to share God's messages.
priest	A person anointed by God to make thanksgiving offerings on behalf of the people; today, it also refers to an ordained minister of the Catholic Church, who celebrates the sacraments in which all Catholics participate.
king	An anointed person who has authority, power and responsibility for people in their care; also a ruler of a country.
messianic	Relating to the Messiah.
Advent	The first season in the liturgical year, in which Christians prepare and wait for both the birth of Jesus and the Second Coming of Christ.
Amos	An early Hebrew prophet who called people back to God and warned of divine judgement on people who sinned.
Elijah	An Old Testament prophet who foretells the coming of the Messiah in the books 1 Kings and 2 Kings.
John the Baptist	A New Testament prophet who prophesied and prepared the way for Jesus as the Messiah; also the cousin of Jesus.

OPTIONS	
Ethical	Superstition is when a person places faith in magic or luck in the belief that they can influence or control events. It has existed for thousands of years and can be found all over the world. The Catholic Church teaches that superstition takes Christians away from God and directs their faith towards false 'powers'.
Artistic expression	Christmas carols are hymns on the theme of Christmas. The lyrics of many carols are connected to prophecies in the Old Testament and are sung as a way of preparing to celebrate the birth of Christ. 'O Come, O Come, Emmanuel' is an example of this.
Lived religion	St Óscar Romero was a priest from El Salvador who spoke out against the military dictatorship and violence in the country. He preached sermons about the preferential love for the poor, which gave people hope. His prophetic voice inspires Christians today to speak out against injustice.

What are prophetic texts?

Prophets are called by God to be **God's spokespeople on earth**. They are **inspired by the Holy Spirit** to share **God's warnings, encouragements or predictions** with people.

- Prophetic texts all follow the same pattern: **call, message and fulfilment**.
- They have **many different themes**, for example Amos gives warnings to people from God while Jeremiah focuses on social justice. **Jeremiah** was called by God to try to convince people to end the corrupt practices happening in Israel at the time.
- Some prophetic texts use **images and parables** to help people understand God's messages. Amos uses the image of a **plumb line** to show the standard of living that God wants people to follow.
- Some prophetic texts are **messianic**: they explain what the Messiah will be like and what he will do. An example is Isaiah predicting the coming of a '**suffering servant**'.
- Christians believe these predictions in the Old Testament are **fulfilled in the New Testament**, showing that God's promises are kept. Christians believe Isaiah's prediction of the suffering servant was fulfilled in Jesus.
- Some prophetic texts connect to Advent and the **Advent wreath**, which is a devotion used to wait and prepare for the birth of Jesus and the Second Coming of Christ.



The prophet Amos

Amos was a Hebrew prophet who was called by God in a vision. He:

- Called for people to **repent their sinful ways** by hating evil and turning to righteousness.
- Called for wealthy people to **care for those in poverty**, or risk punishment from God.
- Criticised **external religion**, as people were taking part in religious ceremonies but not acting in a loving and compassionate way.
- Warned people that **God was unhappy** with the way they were living, to try to help them understand that what they were doing was damaging their relationship with God.
- Shared God's **promise** that people who follow God will be rewarded and enjoy God's forgiveness and blessings.
- Talked about God's **remnant**: the faithful few who do as God wants. God wants to build a relationship with this remnant as they are God's chosen people.
- Showed God to be a **judge of all nations** who will fairly judge everyone on their actions.



The prophet John the Baptist

- John the Baptist is a New Testament prophet who shares the **same pattern of call, message, and fulfilment** that the Old Testament prophets did.
- He is connected to the prophet Elijah, who begins the **cycle of prophecy** that John concludes.
- John is **called from the moment of his conception**, and his father is told that he will **prepare people for the coming of the Messiah**.
- Christians believe his **message is fulfilled in Jesus**, whom John baptises in the River Jordan.



How lay people are called to be witnesses of Christ

Christians believe that Jesus carries out the roles of **priest, prophet and king**. Christians believe they too are called to be priest, prophet, and king through Baptism.

- Christians are called to be **priests** by participating in the sacraments, showing devotion to God and supporting others to do the same.
- Christians are called to be **prophets** by helping others to come to know God.
- Christians are called to be **kings** by acting as Jesus would and leading by example.

Year 8 Term 1 Romeo and Juliet

Dramatic Devices in Romeo and Juliet		Features of a Tragedy in Romeo and Juliet
Dramatic Irony	Mercutio and Benvolio think Romeo is still pining over Rosaline, but the audience knows he has moved on to Juliet. A2 S1	Tragic Hero - A main character cursed by fate and possessed of a tragic flaw (Romeo, and to an extent Juliet). 
Soliloquy	Juliet's opening speech in A3 S2 in which she pours her heart out over her love for Romeo.	Hamartia - The fatal character flaw of the tragic hero (his passion and impulsiveness).
Aside	Juliet secretly hopes for the 'villain' Romeo: <i>Villain and he be many miles asunder God pardon him!</i> A3 S5.	Catharsis - The release of the audience's emotions through empathy with the characters. 
Foreshadowing	Friar Laurence: <i>These violent delights have violent ends, And in their triumph die, like fire and powder.</i> A2 S6	Internal Conflict - The struggle the hero engages in with his/her fatal flaw.

Themes - A theme is an idea or message that runs throughout a text.

Love - In Romeo and Juliet, love is an extremely overpowering force that supersedes all other values, emotions, and loyalties. Through their love, Romeo and Juliet conspire to go against the forces of their entire social world. Romeo returns to visit Juliet at points, even though he is well aware of the threat of death. At times, love is presented as fickle (Mercutio's speeches, Romeo + Rosaline). 

Individual vs Society - Romeo and Juliet are forced to undermine the oppressive rules of society at the time. For example, rules of the patriarchal family force Juliet to be subservient to her parents, rules of religion mean that they must marry in haste, and rules of masculinity force Romeo into conflict with Tybalt.

Violence - Extreme violence takes place sporadically throughout the play. The feud between the two families is so bitter that the mere sight of each other can be the cause of a fight to the death. Unchecked violence is personified through the character of Tybalt. The violence culminates in Act 3 Scene 1, in which both Mercutio and Tybalt are murdered. 

Fate - In the first address to the audience, the Chorus states that Romeo and Juliet are 'star-cross'd' lovers, meaning that fate had intended for their paths to cross, and that fate controls their actions. A series of unfortunate accidents towards the end of the play thwart Friar Laurence's plan and eventually manifest in both Romeo and Juliet committing suicide, thus adding to the sense of fate.

Language key terms:

Figurative language:

The use of metaphors, similes and personification to establish mood, atmosphere or character.

Mood:

Influencing how the reader feels when reading the text.

Pathetic fallacy:

Using the weather and setting to help establish or suggest a mood.

Juxtaposition:

Creating a contrast between two characters, settings or images.

Evocative vocabulary:

Words which are chosen to have a specific emotional effect on the reader.

Personification:

The attribution of a human characteristic to something non human.

Onomatopoeia:

Using words which sound like the event they describe - 'smash' or 'clash'.

Sensory language:

Appealing to the five senses within description.

Sibilance:

Using repeated 's' sounds to either create a soothing or threatening tone

Assessment

Term 1:2 How is love/conflict presented in the extract and elsewhere in the play?

Consider why Shakespeare includes this in his play - contextual factors about the time and the impact he wants to have on the audience

Pick out language and structure features in the quotes

Link these ideas to elsewhere in the play adding a quotation if you can

Look at the extract and identify 3 quotes which link to your viewpoint

Read the question carefully and consider your viewpoint

How to answer the question

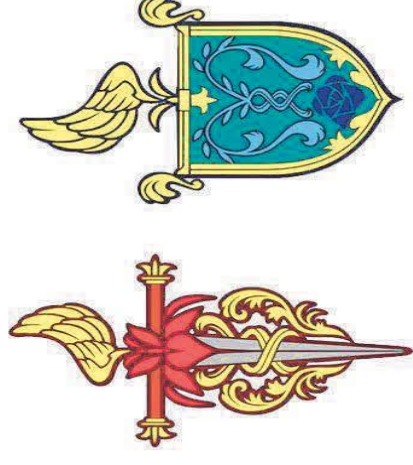
Year 8 Term 1 Romeo and Juliet

7 ingredients to a blog

1. Catchy headline like 'X ways to ...'
2. Impeccable opening paragraph – blogs are short and snappy so the opening needs to have impact and make a promise which is delivered. Should be about 2-3 sentences which sums up the blog.
3. Make a Point – your blog should make your readers feel something whether that be happy, sad, anger etc...
4. A Proper Structure (use connectives):
 - Select the keyword phrase to target – this is the main topic of your blog post and should be 2-5 words.
 - Write an engaging headline (include the keyword phrase.)
 - Write 3-5 subheadings (include the keyword phrase when possible) so that your post is easy to read for readers. Online readers LOVE to skim.
 - Write the introductory paragraph. Remember, this is the promise of what's to come.
 - Write 2-3 paragraphs under each subheading. This makes your blog post easier to read on smaller devices and also makes it easy to digest.
 - Write the conclusion (1-3 sentences.) Remind your readers of the key points of the article and I also recommend that you add 3-5 links to articles that they should read next.
5. Make it unique – you should have a different point or viewpoint to what others have written before you.
6. Share your experience – blogs should be anecdotal
7. Add Relevant Resources – for example facts, statistics, expert opinions

Key Writing skills

Brackets/Parenthesis
Semi-Colon
Ellipses
Direct Speech
Connectives
Colon



Term 1.1 Write a travel blog about travelling to Verona during one of the families' clashes.