



Be Kind.

Work Hard.



Take
Responsibility.

Need To Know Book

Year 8

Autumn 2023

Name: _____

Form Group: _____

Contents

Page

Content	Page Number
Need to Know Instructions	5
Art	7 - 12
Computing	13 - 18
Design and Technology	21 - 22
• Catering	23 - 26
• Design Tech	
Drama	27 - 30
English	31 - 36
Geography	37 - 44
History	45 - 54
Life Chances	55 - 60
Maths	61 - 68
Modern Foreign Languages	71 - 74
• French	75 - 78
• Spanish	
Music	79 - 82
PE	83 - 92
Religious Education	93 - 96
Science	97 - 106



Knowledge Retrieval Sheet

What are knowledge retrieval sheets?

Here at Little Lever School, we think it is really important that you know what the essential knowledge is for each subject that you study. Learning takes place not only in the classroom, but in all areas of the school building, and at home. These [knowledge retrieval sheets](#) contain all the essential knowledge you will need to help revise and make progress towards achieving your best in all of your subjects.

Work Hard.



Take Responsibility.

By using your [knowledge retrieval sheets](#) each week you will be able to transfer your knowledge from your short-term memory, and make it stick. Within all your lessons, you will be asked to retrieve knowledge from your long-term memory. This might be in the form of quizzes or longer responses. These might require you to use lots of information you have already stored from previous lessons and from your own life experiences. These [Need to Know Books](#) will help you to check how much you can remember.

We have designed your [knowledge retrieval sheets](#) so that they are simple for you to use both in school and at home. You can even get others to help you. Below are some options for how you might use each sheet to make the knowledge stick in your brain so that you will be able to remember it.

Using Knowledge Retrieval Sheets- 5 Top Tips:

1

'Look, Cover, Say, Write, Check'- Look at a fact on your sheet, cover it up with your hand or a piece of paper. Say it out loud, write the fact down without checking and then uncover and check if you were correct.

2

'If this is the answer, what is the question?'- Quiz yourself by covering up facts on your sheet. For example, you could cover up the definition of key vocabulary and try to remember what the key vocabulary means.

3

Independent low-stakes quizzing- Use the questions on the back of each sheet to test yourself. You should write the answers on a separate sheet of paper so that you can use the question sheet again in future.

4

Paired low-stakes quizzing- Give your book or a sheet to someone else. (Could be a friend, teacher or family). They can ask you the questions on the back of any sheet and use the facts on the front to check if you are correct.

5

Flashcard Revision- Make flashcards using your knowledge sheets. Can you summarise the essential knowledge into your own words to put onto a pocket-sized revision card?




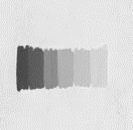





Art

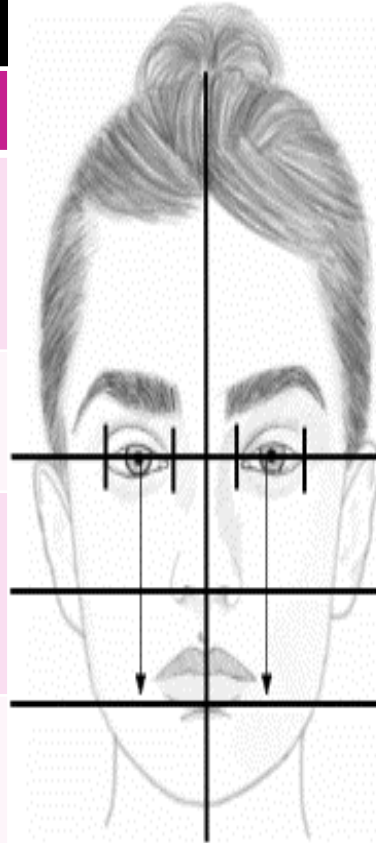


Helping every person achieve things they never thought they could.

Year 8 Art: Portraiture

The Formal Elements of Art

	Line	A line is an identifiable path created by a point moving in space . It is one-dimensional and can vary in width, direction, and length. Lines can be horizontal, vertical, or diagonal, straight or curved, thick or thin.
	Tone	Tone refers to the relative lightness or darkness of a colour. One colour can have an almost infinite number of different tones .
	Colour	Made up of three properties: hue, value, and intensity. Red, yellow and blue are primary colours, which means they can't be mixed using any other colours. Two primary colours mixed make a secondary colour. A primary and a secondary colour mixed make a tertiary 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.
	Texture	Texture refers to the surface quality in a work of art. We associate textures with the way that things look or feel.
	Pattern	Pattern is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements.
	Form	Form is a three-dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms.



Portraiture

A visual representation of a person which can be created in any artistic medium. Portraits of people are often in traditional oil paintings, and more recently photographs. However, sculpture and even mixed media artworks can also be portraits.

Proportions of the human face

Eyes: roughly half way between the top of the head and chin

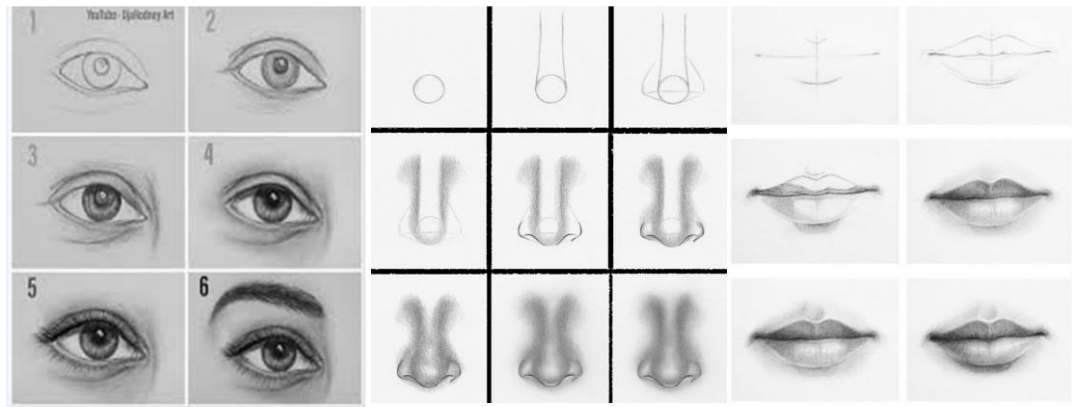
Nose: roughly half way between the eyeline and the chin

Mouth: roughly half way between the bottom of the nose and chin

TIPS:

- Usually, the pupils in the eyes line up roughly with the corners of the mouth
- If you draw five equal sections along the eye line across the width of the face, the eyes sit in sections two and four.
- The tops of the ears usually line up to the eye line

The Facial Features- Step by Step



Year 8 Art: Portraiture

The Formal Elements of Art

What do you know about **line**?

What do you know about **tone**?

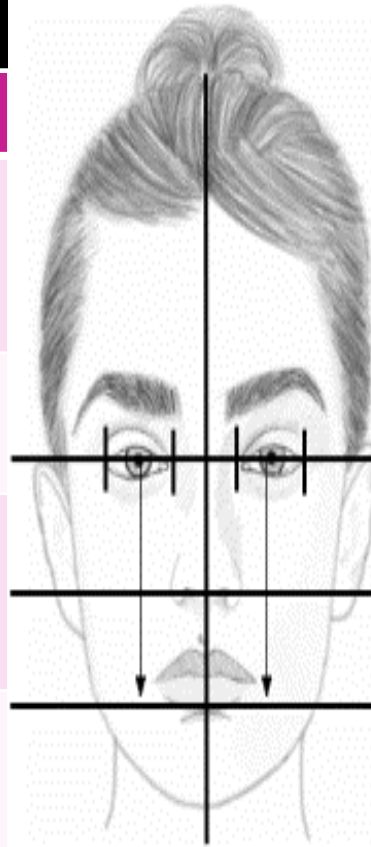
What do you know about **colour**?

What do you know about **shape**?

What do you know about **texture**?

What do you know about **pattern**?

What do you know about **form**?



What is portraiture?

Proportions of the human face

Eyes:

Nose:

Mouth:

TIPS:

- Usually, the pupils in the eyes line up roughly with the corners of the mouth
- If you draw five equal sections along the eye line across the width of the face, the eyes sit in sections two and four.
- The tops of the ears usually line up to the eye line

TASK: Practice drawing out a human face with the guidelines to help you

The Facial Features- Step by Step



TASK: Practice drawing the **eyes** using the step by step guide

TASK: Practice drawing the **nose** using the step by step guide

TASK: Practice drawing the **mouth** using the step by step guide

Year 8 Art: Lettering Project

The Formal Elements of Art

	<p>Line</p>	<p>A line is an identifiable path created by a point moving in space. It is one-dimensional and can vary in width, direction, and length. Lines can be horizontal, vertical, or diagonal, straight or curved, thick or thin.</p>
	<p>Tone</p>	<p>Tone refers to the relative lightness or darkness of a colour. One colour can have an almost infinite number of different tones.</p>
	<p>Colour</p>	<p>Made up of three properties: hue, value, and intensity. Red, yellow and blue are primary colours, which means they can't be mixed using any other colours. Two primary colours mixed make a secondary colour. A primary and a secondary colour mixed make a tertiary colour</p>
	<p>Shape</p>	<p>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.</p>
	<p>Texture</p>	<p>Texture refers to the surface quality in a work of art. We associate textures with the way that things look or feel.</p>
	<p>Pattern</p>	<p>Pattern is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements.</p>
	<p>Form</p>	<p>Form is a three-dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms.</p>

Composition

The composition of an artwork is defined by how the image is depicted and laid out on the canvas. In other words, **the arrangement of elements within a work** of art. The artist uses composition to arrange the subject and object of the image in a way to engage the viewer or provide a visually compelling scene.

Artists aim to compose the subjects and objects of their works in a visually pleasing manner to engage the viewer. The composition can be considered the design or structure of what is depicted—the scaffolding that props up the subject within the image, directing the viewer's eye across the artwork.

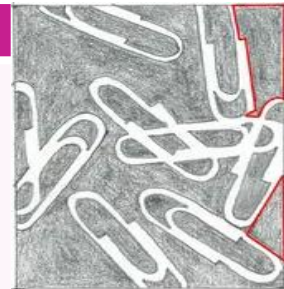
Warm and Cold Colours

The colour wheel can be split into two halves. Yellow, orange and red are warm colours because they remind us of things associated with heat such as the sun, beaches, and fire. Purple, blue and green are called cold colours because they remind us of things with the absence of heat such as water, ice, and grass. Warm colours can be used to evoke stimulating feelings such as energy, while cold colours are more likely to have a calm, relaxing effect.



Negative Space

In art, negative space is the space around and between the subject of the image. The positive space is the subject or object of the image. Negative space is important because it can help us to draw accurately and can help with creating an interesting composition. The negative space is shaded and outlined in red in this drawing of paperclips to the left.



Jasper Johns

Jasper Johns is an American painter, sculptor and printmaker, whose work is associated with Abstract Expressionism and Pop Art. Since the mid-1950s, Johns has focused on everyday icons and emblems, or what the artist famously referred to as “things the mind already knows.” A key motif is the alphabet: Johns has repeatedly used letters, either depicted individually or layered atop one another, to address ideas of perception and knowledge.

Year 8 Art: Lettering Project

The Formal Elements of Art

What do you know about **line**?

What do you know about **tone**?

What do you know about **colour**?

What do you know about **shape**?

What do you know about **texture**?

What do you know about **pattern**?

What do you know about **form**?

Composition

What is composition in art?

What is the aim of the artist when arranging a composition?

THINKING POINT:

Which other subject have you heard the word composition in?

What does it mean in this case?

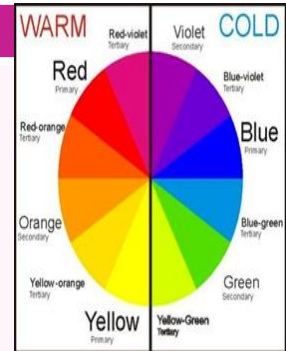
Warm and Cold Colours

Name three warm colours:

Name three cold colours:

What kind of feelings can warm colours evoke?

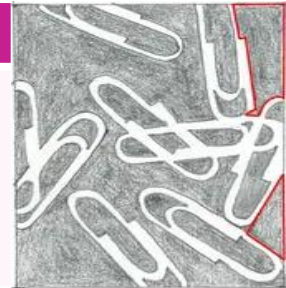
What kind of feelings can cold colours evoke?



Negative Space

What is negative space?

Why is it important?



Jasper Johns

Which art movements is the work of Jasper Johns associated with?

What has been Jasper Johns' focus since the 1950s?

Why has he been focused on this? What are the ideas he is trying to address?

Computing



Year 8 Computing

Definition: Digital Footprint

The information about a particular person that exists on the Internet as a result of their online activity.

Ways you can protect your digital footprint:

1. Search your name online and see what is already out there about you.
2. Consider what you post online before you post it.
3. Check the security settings of the websites you use. Don't post on sites you are not sure about.
4. Deactivate old accounts such as Facebook.

Definition: Online Groomer/ Online Predator

A groomer is someone who tries to build a relationship with a child or vulnerable person, often online, who really intends to exploit them or hurt them in some way.

Warning signs that you may be getting groomed:

- You may be asked to send personal pictures or you may be sent personal pictures.
- There may be inappropriate sexual chat and they may ask you to keep secrets.
- They may say flattering things to you and may have sudden changes in mood.
- They will often want you to chat on your own and request to privately message you.
- They can see you but you can't see them (often saying their webcam is broken).

What is the name of the branch of the police that deals with protecting children and young people from online sexual abuse? **Child Exploitation and Online Protection (CEOP)**



Definition: Phishing

The fraudulent practice of sending emails purporting to be from reputable companies in order to induce individuals to reveal personal information, such as passwords and credit card numbers.

Clues that you have been sent a phishing email:

- Spelling, punctuation and grammar mistakes.
- Links take you to random websites.
- Email address from the sender doesn't look right.
- Urgent content wanting you to act right away.
- Often wants you to update your private details.

What is smartphone addiction?

A person's use of a smartphone can be considered an addiction when it starts to cause problems or have negative consequences. Such as preventing you from socialising with your family or inability to concentrate on anything else.

What is an 'addiction compulsion loop'?

Addiction can cause a compulsion loop. It is when a habit is formed by a person to keep repeating something that gives them pleasure. Such as taking drugs or using a smartphone.

Year 8 Computing

Definition: Digital Footprint

The information about a particular person that exists on the Internet as a result of their online activity.

Ways you can protect your digital footprint:

1. _____
2. _____
3. _____
4. _____

Definition: Online Groomer/ Online Predator

A groomer is someone who tries to build a relationship with a child or vulnerable person, often online, who really intends to exploit them or hurt them in some way.

Warning signs that you may be getting groomed:

- _____
- _____
- _____
- _____
- _____

What is the name of the branch of the police that deals with protecting children and young people from online sexual abuse? **Child Exploitation and Online Protection (CEOP)**



Definition: Phishing

The fraudulent practice of sending emails purporting to be from reputable companies in order to induce individuals to reveal personal information, such as passwords and credit card numbers.

Clues that you have been sent a phishing email:

- _____
- _____
- _____
- _____
- _____

What is smartphone addiction?

A person's use of a smartphone can be considered an addiction when it starts to cause problems or have negative consequences. Such as preventing you from socialising with your family or inability to concentrate on anything else.

What is an 'addiction compulsion loop'?

Year 8 Computing

Computer Systems

Input Devices: send information from the user to the processor.

Examples of Input devices:

- Keyboard
- Webcam
- Scanner
- Graphics tablet
- Microphone

Some computers have **Storage Devices** to save files and programs on.

Examples of storage devices:

- Hard drive
- CD drive
- DVD drive
- Memory card
- Memory stick (USB)



Processors/Central Processing Units (CPU) are the brain of the computer that complete tasks when they receive messages from the inputs, they also send messages to the outputs to tell them what to do.

The central processing unit (CPU) contains:

- Arithmetic/Logic Unit
- Control Unit
- Registers

Arithmetic/Logic unit: The ALU allows arithmetic (add, subtract etc) and logic (AND, OR, NOT etc) operations to be carried out.

Registers: Registers are high speed storage areas in the CPU. All data must be stored in a register before it can be processed.

Control unit: The control unit controls the operation of the computer's ALU, memory and input/output devices, telling them how to respond to the program instructions it has just read and interpreted from the memory unit.

Data and Data Representation

Output Devices: receive messages from the CPU telling them what to do.

Examples of Output devices:

- Printer
- Monitor
- Speaker
- Buzzer
- Headphones
- LED

Some computers also have **Communication Devices** to communicate with other computers.

Examples of communication devices:

- Modem
- Network card
- Wi-Fi card
- Bluetooth
- Infrared
- Router



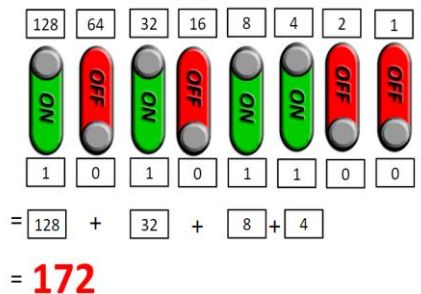
What is Binary?

Binary is a number system that only uses two digits: 1 and 0. All information that is processed by a computer is in the form of a sequence of 1s and 0s. Therefore, all data we want a computer to process needs to be converted into binary.

Define: Denary - Number system that uses ten digits: 0 to 9.

- 0 or 1 = 1 Bit(Binary Digit)
- 8 Bits = 1 Byte
- 1024 Bytes = 1 Kibibyte (KiB)
- 1024 Kibibyte = 1 Mebibyte (MiB)
- 1024 Mebibytes = 1 Gibibyte (GiB)

How Do We Convert Binary to Denary Numbers?



Year 8 Computing

Computer Systems

Input Devices: send information from the user to the processor.

Examples of Input devices:

- _____
- _____
- _____
- _____
- _____
- _____

Some computers have **Storage Devices** to save files and programs on.

Examples of storage devices:

- _____
- _____
- _____
- _____
- _____



Processors/Central Processing Units (CPU) are the brain of the computer that complete tasks when they receive messages from the inputs, they also send messages to the outputs to tell them what to do.

The central processing unit (CPU) contains:

- _____
- _____
- _____

Arithmetic/Logic unit: The ALU allows arithmetic (add, subtract etc) and logic (AND, OR, NOT etc) operations to be carried out.

Registers: _____

Control unit: The control unit controls the operation of the computer's ALU, memory and input/output devices, telling them how to respond to the program instructions it has just read and interpreted from the memory unit.

Data and Data Representation

Output Devices: receive messages from the CPU telling them what to do.

Examples of Output devices:

- _____
- _____
- _____
- _____
- _____
- _____

Some computers also have **Communication Devices** to communicate with other computers.

Examples of communication devices:

- Modem
- Network card
- Wi-Fi card
- Bluetooth
- Infrared
- Router

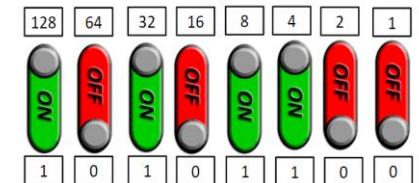


What is Binary?

Define: Denary - Number system that uses ten digits: 0 to 9.

- 0 or 1 = _____
- 8 Bits = _____
- 1024 Bytes = _____
- 1024 Kibibyte = _____
- 1024 Mebibytes = _____

How Do We Convert Binary to Denary Numbers?



$$= 128 + 32 + 8 + 4$$

$$= 172$$

Year 8 Catering

Cuisine:

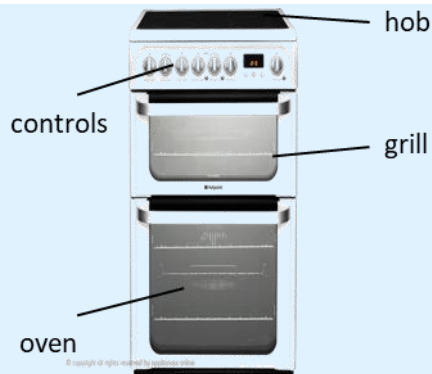
A style of cooking characterised by particular ingredients, methods or dishes. It is often associated with a specific culture or geographical area.

Region:

An area or part of a country or the world which has specific characteristics.

Factors that influence cuisines include:

Land
Religion
Cultures and lifestyles
Economic factors



What is gluten?

Gluten is a protein found in flour which when water is added and the dough is kneading allows it to stretch. For bread a flour with lots of gluten in it is needed.

The **bridge hold** is used to cut many foods such as apples:

- Place the apple onto a chopping board
- Make a bridge with your hand. Your fingers should be on one side and your thumb should be on the other
- Pick up the knife with your other hand and check that the blade is facing downwards

The **claw grip** is used to chop food such as banana or celery onto the chopping board.

- Make a claw with your hand by partly curling your fingers together. Decide how thick you want the slices before you begin.
- Then, pick up the knife with your other hand and check that the blade is facing downwards.

Types of hob:

An induction hob is a flat, glass-topped plate that uses heat created by magnetism to warm pots and pans, rather than direct heat

A gas hob is a cooking device that uses gas as the main source in producing heat or energy in the form of flame onto the gas burners.

A ceramic hob is a cooker that uses a glass-topped heating element powered by electricity.

A solid plate hob has electric heating coils for each ring (or cooking zone) enclosed in a sealed metal plate.

Rolling: Flattening a piece of dough in order to be able to shape it further and add a filling or topping

Shaping: Dough to make it contain a filling or hold a topping,

Sealing dough products means to use a high protein liquid such as beaten egg to “glue” the edges together

Glazing: Means to brush the surface of a pastry or dough product with egg or milk to give it a shiny appearance once cooked

How do you use a probe thermometer?

Insert the stem of a probe thermometer into the thickest part of the food, or in the centre of the food if the food is even in thickness.

Wait at least 15 seconds for the reading to steady and then record the reading.

Hot food should reach at least 75c

What are high risk foods?

Foods are considered high-risk if they support the growth of harmful bacteria and will not undergo/ need cooking or treatment in order to destroy it.

e.g. **raw meat, raw fish, raw eggs, gravies and stocks, cooked rice.**

Food provenance means where ingredients and the foods made from them originally come from. Many consumers want to know where their food originated. Many ingredients and foods we eat are grown, reared or caught in the UK. Others are imported from other countries.

Marinade ‘v’ Marinade

We make a **marinade** (noun) to **marinate** (verb) foods in.

Marinades usually contain an acid (such as vinegar, wine, or citrus), an oil (such as olive oil or sesame oil), and a flavouring agent (such as herbs and spices).

The purpose of marinating is to **add flavour** and **tenderise** meat, chicken and fish.



Year 8 Catering

What is meant by the word cuisine?



List the factors that influence cuisines:

What is gluten?

Explain the **bridge hold** and how to use it.

- -
- -
- -

Explain the **claw grip** and how to use it.

- -
- -

What type of hob do we use in school?

What type of hob do you have at home?

Rolling:

Shaping:

Sealing:

Glazing:

How do you use a probe thermometer?

What are high risk foods? Give 4 examples:

Explain the term food provenance.

What is a **marinade**? Explain the difference between a **marinade** and **marinating**?



Year 8 Design and Technology

Safety Rules in the Workshop

1. Always **listen carefully** to the teacher and follow instructions.

2. **Do not run** in the workshop, you could 'bump' into another pupil and cause an injury

3. Know where the **emergency stop buttons** are positioned in the workshop.

4. Always **wear an apron** as it will protect your clothes and hold loose clothing such as ties in place.

Design Technology Workshop Safety

- **Never touch** any machinery or equipment unless instructed by staff.



- Always **store bags and blazers under benches** or on hooks, **stools stacked** at the front.



- Always wear an **apron**.



- Always wear **safety glasses** when using machinery.



- **Long hair** must be tied back and **ties** tucked safely into shirt.



- Do not use any machinery unless you have been **instructed** how to use it by staff.



- Tell your teacher if you don't know or don't understand **instructions** for safely using equipment.

- **Control dust**, sweep or vacuum from benches directly into a bin.



Vacuum forming and thermoplastic

Vacuum forming is where a sheet of thermoplastic is heated, stretched over a single surface mould, and forced onto the mould using a vacuum.

It uses a thermoplastic sheet which becomes or mouldable at a high temperature and solidifies upon cooling.

Producing Design Ideas

- Consider the examples analysed at the start of the lesson
- Think about how were they made, what materials were used, and how they worked.
- Drawings should be in pencil.
- You must add notes (annotate) to explain the design and materials you intend to

CAD / CAM

Using computers to draw and drive machines is called CAD / CAM or Computer Aided Design and Computer Aided Manufacture.

CAD Drawing

Vectorising an image

Doing this to an images changes the way it is drawn so that it is made of lines not pixels. This means the laser cutter can reproduce the image.

TechSoft Design V3

Contouring an image:

- Select a simple, stencil-like image from the internet and copy and paste into 2D design.
- Click the Contour tool from the tool menu and select your image.
- In the menu select 'graphical path' and 'outside of image' options then set a distance of 1mm.
- Select the new line created and press Ctrl+E to explode the image.
- Delete any unwanted lines

Vectorising an image

- Select a simple, stencil-like image from the internet and copy and paste into 2D design.
- Go to 'Bitmaps' and 'Enable Transparency'.
- Go to 'Bitmaps' and click 'Vectorise Bitmap', then click on the image.
- Select 'Monochrome at the top and change the colour to black so that the laser cutter can engrave the design
- Click on the image and then select fill near the top of the screen. Choose no fill and click OK.

Year 8 Design and Technology

List 4 safety rules for using the workshop

What is meant by the word “annotation”?

What do CAD/CAM stand for?

CAD Drawing- What happens when we vectorise an image?

TechSoft Design V3

Explain the process of contouring an image in Techsoft 3D Design:

Explain the process of vectorising an image in Techsoft 3D Design:

Vacuum forming and thermoplastic

Explain the process of **vacuum forming** and given an example of how it can be used.

What is a **thermoplastic**?

Year 8 Design and Technology

Access FM

This is an acronym to help us to analyse a product. The letters stand for:

- A**esthetics
- C**ost
- C**ustomer
- E**nvironment/ergonomics
- S**afety
- S**ize
- F**unction materials/**M**anufacture

Electronics Equipment



Soldering iron



Soldering iron stand



Wire cutters

Switch

A switch used to turn a circuit on (closed) and off (open).

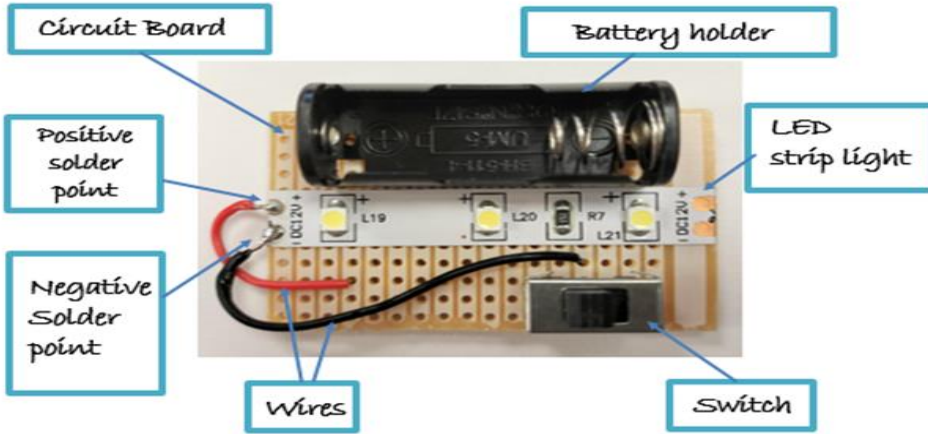


Resistor

A resistor restricts or limits the flow of electrical current



Identifying Electronic Components



Lamp/Bulb



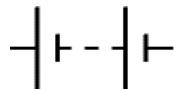
LED Light Emitting Diode



LED strip

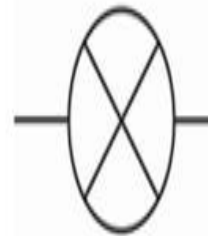
Cell

Supplies electrical energy. The larger line is positive (+). A single cell is often called a battery, but strictly speaking a battery is two or more cells joined together.



Battery

Supplies electrical energy. A battery is more than one cell.



Year 8 Design and Technology

What does Access FM stand for?

A
C
C
E
S
S
F
M

Electronics Equipment



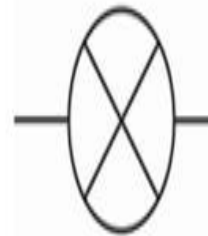
What is a switch used for?



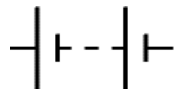
What does a resistor do?



What are the electronic components below?



What does a cell do?

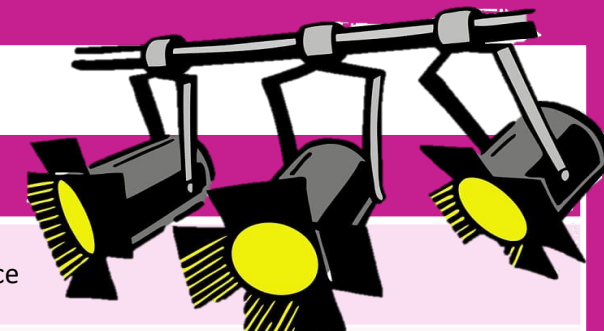


What is a battery?

Drama



Year 8 Drama:



Key Terms	Definitions
Physical Theatre	A style of theatre where the actor uses their body as the primary tool for performance
Body As Prop/Object	The actor creates the shape and form of a prop or object. This replaces the use of set/props and/or physical objects on stage
Soundscape	Using the body to create sounds that establish the environment/atmosphere. This could be vocal delivery (using the mouth to create sounds) or percussive (tapping different parts of the body to create sound eg clapping, clicking fingers, stamping feet)
Mime	A physical performance that uses non-verbal performance skills to communicate meaning to the audience. The actor uses their facial expressions, gestures, body language and movement to communicate meaning – no spoken words are used.
Movement in Unison	All of the actors move in the same way, at the same time.
Ensemble	The term given to a group of actors who work closely together.
Physical Tension	The actor uses their muscles to create physical tension within their body. This gives the performance precision and accuracy for movement and positioning.



Physical Theatre Practitioners:

Physical Skills:

- Stomp!
- DV8
- Frantic Assembly
- Splendid Theatre
- Complicit Push

Facial Expressions: Smile, frown, wincing, furrowed brow

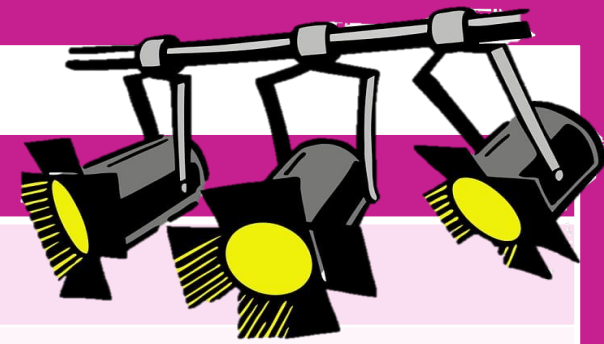
Body Language: Closed, open, tall, withdrawn, imposing

Gestures: Use of hands to create meaning – wave, point, thumbs up

Walk (Gait): Attitude of walk – purposeful, urgent, erratic



Year 8 Drama:



Key Terms	Definitions
Physical Theatre	
Body As Prop/Object	
Soundscape	
Mime	
Movement in Unison	
Ensemble	
Physical Tension	



Physical Theatre Practitioners:

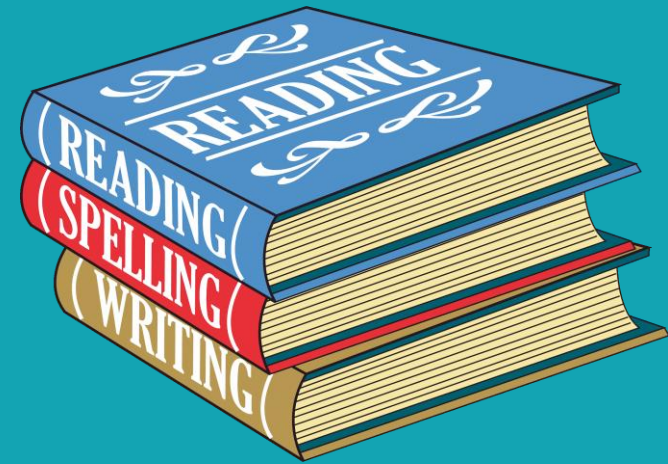
- -
- -
- -
- -
- -

Physical Skills:

- Facial Expressions =
- Body Language =
- Gestures =
- Walk (Gait) =



English



Helping every person achieve things they never thought they could.

Year 8 English: 'Of Mice and Men' and Transactional Writing

When talking about a writer, we always use their **surname** – not their first name (e.g. Steinbeck, Austen).

Characterisation is the way a writer designs a character. It is usually done on purpose to make the reader think or feel something.

Zoomorphism is where an object or person is described to have the characteristics of an animal.

Symbolism is where an object, character or event represents something else, in the text or in real life.

Foreshadowing is where a writer hints at something that will happen later in the text

Texts can be written in a **cyclical structure**. This is where the text starts and ends in the same way.

Knowledge for Reading

Writing about Literature

- P** Point *Answer the question*
- E** Evidence *Include a quote*
- A** Analyse *Explain the inferences behind the quote in detail*
- Z** Zoom *Explain what a powerful word or technique suggests*
- E** Effect *Explain what the writer wants us to feel or think*
- L** Link *Explain how these ideas link to the real world*

Knowledge for Writing

When we are writing to persuade someone to agree with our view, we can use persuasive techniques to help us do that. The first letter of each technique spells out **DAVE FORESTER**

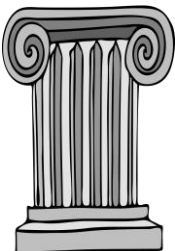
Language Technique	Definition
Direct Address	Speak to the audience directly (pronouns you/your)
Adjectives	Powerful adjectives
Vocabulary	Powerful words
Exaggeration (hyperbole)	Making something sound more extreme than it is
Facts	True information
Opinions	People's views/beliefs
Rhetorical Questions	A question making people think
Emotive Language	Words that make the audience feel an emotion
Statistics	Researched information in percentages
Tripartite Structure	List of 3 (facts, adjectives, reasons etc)
Expert Evidence	The views of people who know a lot about the topic
Repetition	Important words/phrases use more than once



'Of Mice and Men' is set in the USA, during The Great Depression.

The Great Depression was an economic (money related) issue, that began in the USA and spread across the world. Many people were out of work, hungry or homeless.

It started with The Wall Street Crash in 1929, where the stock markets crashed and people's shares in businesses were worth nearly nothing. People lost all of their savings as a result. This was made worse by very dry weather, known as The Dust Bowl, which meant crops didn't grow.



Year 8 English: 'Of Mice and Men' and Transactional Writing

How should we refer to writers when we write about them?

What is **characterisation**?

What is **zoomorphism**?

What is **symbolism**?

What is **foreshadowing**?

What is a **cyclical structure**?

Knowledge for Reading

Writing about Literature

- P** Point _____
- E** Evidence _____
- A** Analyse _____
- Z** Zoom _____
- E** Effect _____
- L** Link _____

Knowledge for Writing



When we are writing to persuade someone to agree with our view, we can use persuasive techniques to help us do that. The first letter of each technique spells out **DAVE FORESTER**

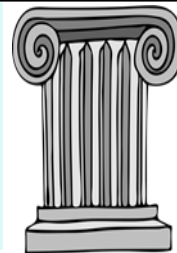
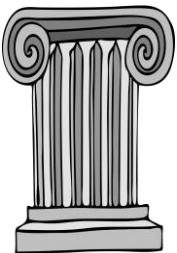
Language Technique	Definition
D	
A	
V	
E (hyperbole)	
F	
O	
R	
E	
S	
T	
E	
R	

'Of Mice and Men' is set in the USA, during The Great Depression.

How did The Great Depression affect people in America?

How did The Wall Street Crash cause poverty?

Why did the Dust Bowl make things worse?



Year 8 English:

Vocabulary	Definition	Example
1. Novella	A short novel.	<i>Steinbeck wrote his novella about The Great Depression.</i>
2. Patriarchal	Describes a society where men are considered to be more powerful and important.	<i>1930s California was a patriarchal society.</i>
3. Poverty	Where a person is poor and is struggling to afford the essentials they need to live.	<i>The Great Depression caused lots of people to be living in poverty.</i>
4. Prejudiced	A way of describing an unfair opinion or dislike you have for someone because of race, gender, religion, disability etc.	<i>Candy, Lennie, Crooks and Curley's Wife all suffer in the novella because people have prejudiced views towards them.</i>
5. Rivalry	A competition between two people to have the most power.	<i>Curley and Slim have a rivalry on the ranch.</i>
6. Innocent	Has two meanings. It can mean that someone is not guilty of a crime. It can also describe a person who has no knowledge of evil or unpleasant things in the world.	<i>The police thought the prisoner was innocent.</i> <i>Lennie is innocent like a child.</i>
7. Segregated	When people are separated or divided from each other.	<i>On the ranch, Crooks is segregated from the other ranchers.</i>
8. Loyal	Describes someone who can be trusted to be supportive and committed to someone or something else.	<i>George and Lennie are loyal friends.</i>
9. Status	Someone's rank or importance in a group	<i>On the ranch, the boss has the highest status.</i>
10. Desperate	Describes someone who needs something so much they are suffering.	<i>Curley's Wife is desperate for attention.</i>

Grammar

11. Interrogatives

Questions

What time is it please?

12. Imperatives

Commands

Come over here!

13. Declaratives

Statements

The novel is set in America.

14. Past Tense

Refers to events that have already happened

Lennie found a mouse

15. Present Tense

Refers to events that are happening now

Lennie is finding a mouse.

16. Future Tense

Refers to events that will happen but haven't yet

Lennie will find a mouse.

Punctuation

17. **Ellipsis ...**

Used to create a dramatic pause

Then he saw it... the terrifying shadow.

18. **Brackets ()**

Add parenthesis (extra information) to a sentence

19. **Comma ,**

Separate a main clause and a subordinate clause

When they got to the ranch, George and Lennie went to speak to the boss.

Year 8 English:

Vocabulary	Definition	Example
1. Novella		<i>Steinbeck wrote his novella about The Great Depression.</i>
2. Patriarchal		<i>1930s California was a patriarchal society.</i>
3. Poverty		<i>The Great Depression caused lots of people to be living in poverty.</i>
4. Prejudiced		<i>Candy, Lennie, Crooks and Curley's Wife all suffer in the novella because people have prejudiced views towards them.</i>
5. Rivalry		<i>Curley and Slim have a rivalry on the ranch.</i>
6. Innocent		<i>The police thought the prisoner was innocent. Lennie is innocent like a child.</i>
7. Segregated		<i>On the ranch, Crooks is segregated from the other ranchers.</i>
8. Loyal		<i>George and Lennie are loyal friends.</i>
9. Status		<i>On the ranch, the boss has the highest status.</i>
10. Desperate		<i>Curley's Wife is desperate for attention.</i>

Punctuation

17. _____ ...

Used to create a dramatic pause

Then he saw it... the terrifying shadow.

18. _____ ()

Add parenthesis (extra information) to a sentence

19. _____ ,
Separate a main clause and a subordinate clause

When they got to the ranch, George and Lennie went to speak to the boss.

Grammar

11.

Questions

What time is it please?

12.

Commands

Come over here!

13.

Statements

The novel is set in America.

14.

Refers to events that have already happened

Lennie found a mouse

15.

Refers to events that are happening now

Lennie is finding a mouse.

16.

Refers to events that will happen but haven't yet

Lennie will find a mouse.

Geography



Year 8 Geography: Ecosystems



Key Vocabulary

1	Biome	An ecosystem on a larger or global scale e.g. tropical rainforest
2	Consumer	Eats herbivores and/or plants
3	Decomposer	Breaks down dead organic matter and returns nutrients to the soil
4	Ecosystem	A biological community of living and non living organisms.
5	Food Chain	Connections between different organisms that rely on one another for food
6	Food web	A complex hierarchy of plants and animals relying on each other for food.
7	Producer	Produces its own energy by absorbing carbon dioxide and solar radiation in the process of photosynthesis.
8	Adaptation	How plants and animals change their bodies to survive in different locations.
9	Precipitation	Moisture that falls from the sky (rain, hail, sleet or snow)

Tropical Rainforests

Use the map to describe the distribution of tropical rainforests

Tropical rainforests are found on and near to the equator where the climate is warm and wet.

They can be found in coastal regions and inland.

They are located in...

- Northern South America (Brazil, Peru)
- Central Africa (DRC, Gabon, Equatorial Guinea)
- South East Asia (Indonesia)

10



Key Vocabulary

11 **What are the characteristics of a desert biome?**

- Days are extremely hot.
- Precipitation is less than 10 inches per year.
- Home to cacti, bunch grasses, and shrubs.
- Snakes, lizards, scorpions and insects live here.

12 **What are the characteristics of a tropical rainforest biome?**

- Mostly located around the equator.
- Hot all year round with 80-100 inches of precipitation every year.
- High biodiversity
- Home to reptiles, monkeys, birds, and in some places even elephants.

13 **What are the characteristics of a deciduous forest biome?**

- Mild summers and cold winters.
- Large variety of trees including oak, beech, maple.
- Home to deer, small mammals, and insects.

14 **What are the characteristics of a savanna/ grassland biome?**

- Largely located in central and southern Africa.
- Tall grasses and shrubs but limited trees.
- Home to elephants, zebras, ostrich.

15 **What are the characteristics of a tundra biome?**

- Cold climate, little rainfall.
- Permafrost (a layer of frozen soil)
- Small short plants with a short growing season.
- Animals such as the Arctic fox, mountain goats, and snowy owls.

Year 8 Geography: Ecosystems



Key Vocabulary

- 1 What is a biome?
- 2 What is a consumer?
- 3 What is a decomposer?
- 4 What is an ecosystem?
- 5 What is a food chain?
- 6 What is a food web?
- 7 What is a producer?
- 8 What is adaptation?
- 9 What is precipitation?

Key Vocabulary

11 What are the characteristics of a desert biome?

12 What are the characteristics of a tropical rainforest biome?

13 What are the characteristics of a deciduous forest biome?

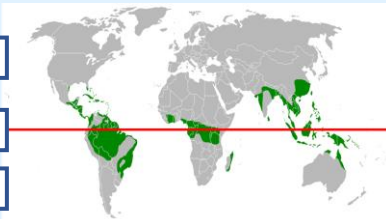
14 What are the characteristics of a savanna/ grassland biome?

15 What are the characteristics of a tundra biome?

Tropical Rainforests

Use the map to label the distribution of tropical rainforests

10



Tropical rainforests are found on and near to the _____.

They can be found in _____.

They are located in...

- _____
- _____
- _____

Year 8 Geography: Ecosystems

Cold Environments

16 Name the characteristics of a tundra environment

- There is a layer of permanently frozen soil called permafrost
- Very cold winters and very brief winters
- Vegetation includes mosses, grasses, and low shrubs
- Tundra is found at high altitudes (above 60 degrees north)



Hot Deserts

17 How do camels adapt to the hot desert environment?

- Thick eye lashes** - Prevents sand from getting into the eyes.
- Hump** - Stores fat as a source of energy.
- Tolerant to high temperatures** - Does not need to sweat to keep cool, so conserving water.
- Thick tough lips** - Enables it to eat a range of spiky plants.
- Large feet** - To help prevent sinking into the sand.
- Sandy coloured** - Camouflage.

18 How do cacti adapt to the hot desert environment?

- Long, wide roots** - To reach out further, near the surface to collect more water.
- Taproots** - These act as anchors and grow deep into the soil to reach water.
- Spines (spikes)** - They reduce the surface area, reducing the amount of water lost from evaporation. The spines also protect the plant from being eaten by predators.
- A large, fleshy stem** - This is a good store of water. The cactus expands or contracts depending on how much water it holds.

Small Ecosystems

19

What is interdependence?

Each part of the ecosystem relies on another part. Living things depend on each other for growth and survival.

20

What is the difference between a food chain and a food web?

A food chain outlines who eats whom. A food web is all of the food chains in an ecosystem

21

Who are the producers, primary consumers and secondary consumer in the pond food web?

In a pond ecosystem an example of a producer is **algae**.

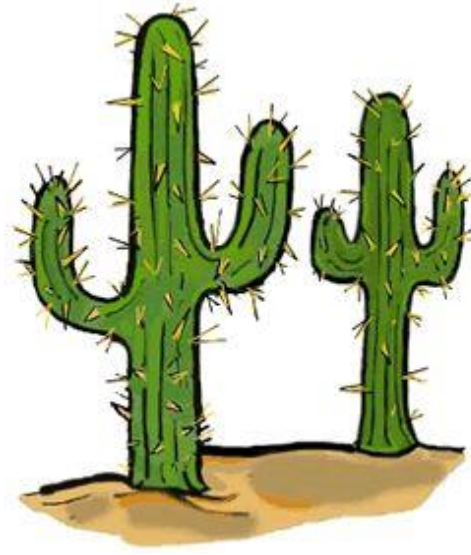
In a pond ecosystem an example of a primary consumer is a **mayfly**.

In a pond ecosystem an example of a secondary consumer is a **fish**.

Year 8 Geography: Ecosystems

Cold Environments

16 Name the characteristics of a tundra environment



Hot Deserts

17 How do camels adapt to the hot desert environment?

18 How do cacti adapt to the hot desert environment?

Small Ecosystems

19 What is interdependence?

20 What is the difference between a food chain and a food web?

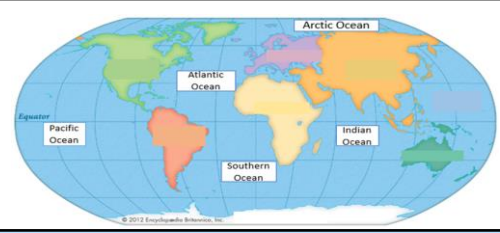
21 Who are the producers, primary consumers and secondary consumer in the pond food web?

Year 8 Geography: Oceans

Key vocabulary:

1	Ocean	The ocean is a body of salt-water that are a continuous space, divided into 5 parts.
2	Threat	The possibility of trouble, danger, or ruin.
3	Greenwashing	Disinformation presented to the public to make a company appear environmentally friendly.
4	Import	Bringing goods or services into a country
5	Export	Sending goods or services out of a country.
6	Seas	Seas are large bodies of mainly salt-water, smaller than an ocean but flows or feeds into the oceans.
7	Pollution	The presence in or introduction into the environment of a substance which is harmful.
8	Overfishing	To catch too many fish so that there are not enough remaining
9	Habitat	A natural environment an animal lives in.

Where are the oceans?

10	Where are the 5 oceans of the world?	
11	What are the five ocean zones and how deep are they?	<p>Sunlit zone - 0 - 200 metres</p> <p>Twilight zone - 200 - 1000 metres</p> <p>Midnight zone - 1000 - 4000 metres</p> <p>The abyss - 4000 - 6000 metres</p> <p>The trenches - 6000 metres and lower</p>

How do we use the ocean?

12	How do we use the ocean for fishing?	More than 1 million people rely on fish as their primary source of <i>protein</i> . Between 0.97 and 2.7 trillion fish are caught every year. <i>Tuna</i> is the most popular fish and the Pacific Ocean's greatest asset is its fish.
13	How do we use the ocean for renewable energy?	Offshore <i>wind energy</i> is wind turbines in oceans and seas. They are vital in combating climate change. The vast majority of <i>wind turbines</i> are currently in the Atlantic ocean but more are planned, especially in the Pacific.
14	How do we use the ocean for imports and exports?	80% of the world's goods are transported by sea. In the last 20 years the average size of a container ship has doubled. A container ship can now carry up to 24,000 containers.
15	How is the ocean used as a habitat?	Many plants and animals live in the ocean. The number of species is currently unknown. Scientists believe <i>91% of ocean species have yet to be classified</i> .
16	How do we use the ocean for leisure?	Popular activities in the ocean include <i>swimming, snorkelling, scuba diving, sailing, fishing and surfing</i> .
17	What is carbon storage and how do we use the ocean for it?	Scientists have found oceans a good location to store (sequester) carbon. Oceans currently take up to <i>a third of carbon emitted by human activity</i> . This is roughly 2 billion metric tonnes every year.

Threats to our oceans

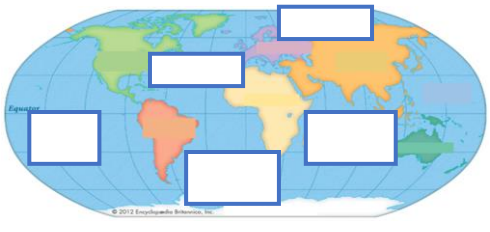
20	What is coral bleaching?	<p>Stress caused by changes in temperature and pollution can cause coral bleaching.</p> <ol style="list-style-type: none"> 1. Coral and algae depend on each other to survive. 2. If stressed, algae leaves the coral. 3. Coral is left bleached and vulnerable.
21	What is overfishing?	Overfishing is when too many fish are taken out of the oceans. This happens because many people rely on fish as a source of protein. High demand and larger fishing vessels means there are now fewer fish in the oceans than ever before.
22	What are oil spills?	An oil spill is when oil is leaked into a body of water, like an ocean. Oil spills are very dangerous as they kill plants and animals and destroy habitats.

Year 8 Geography: Oceans

Key vocabulary:

1	What is an ocean?	
2	What is a threat?	
3	What is greenwashing?	
4	What is an import?	
5	What is an export?	
6	What are seas?	
7	What is pollution?	
8	What is overfishing?	
9	What is a habitat?	

Where are the oceans?

10	Where are the 5 oceans of the world?	
11	What are the five ocean zones and how deep are they?	

How do we use the ocean?

12	How do we use the ocean for fishing?	
13	How do we use the ocean for renewable energy?	
14	How do we use the ocean for imports and exports?	
15	How is the ocean used as a habitat?	
16	How do we use the ocean for leisure?	
17	What is carbon storage and how do we use the ocean for it?	

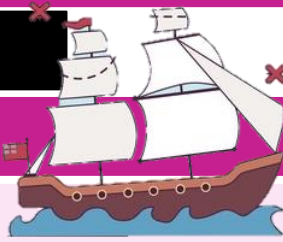
Threats to our oceans

20	What is coral bleaching?	
21	What is overfishing?	
22	What are oil spills?	

History

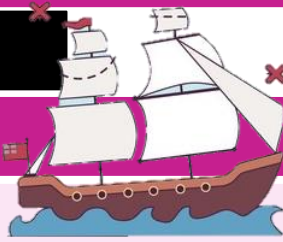


Year 8 History:



Topic	Question	Answer	
Empire - proud or ashamed?	1	What is an empire?	Group of countries ruled by a single monarch or ruling power
	2	What was the second British Empire based upon?	British sea power, India and huge conquests in Africa
	3	What did the Maori tribesmen exchange with the British?	The whole of New Zealand for guns and alcohol
	4	By 1865, how many British people were living in Canada?	3 million
	5	In 1920, what percentage of the worlds population was part of the British Empire?	23%
East India Company	6	What did the East India Company hope to achieve?	To become rich through the trade of silk, spices and jewels
	7	How did the Mughal emperors react to the East India Company?	Protected them at first as they were impressed with their trade
	8	Why did the East India Company hire soldiers?	To keep the peace and protect trade from local disputes
	9	Why has there been arguments about the Koh-i-Noor diamond?	Some say it was a gift to the East India Company but some say it was stolen
India - Robert Clive	10	Why was it dangerous to travel to India in the 18th century?	50% would die of disease
	11	How did Robert Clive become well known in India?	He captured an important city despite being attacked by elephants in armour
	12	In 1756, what became known as the Black Hole of Calcutta?	122 English settlers suffocated to death in an 18 foot square prison cell
	13	Why was the Battle of Plassey so important?	It was the East India Company's first victory in India

Year 8 History:



Topic	Question	Answer
Empire - proud or ashamed?	1 What is an empire?	
	2 What was the second British Empire based upon?	
	3 What did the Maori tribesmen exchange with the British?	
	4 By 1865, how many British people were living in Canada?	
	5 In 1920, what percentage of the worlds population was part of the British Empire?	
East India Company	6 What did the East India Company hope to achieve?	
	7 How did the Mughal emperors react to the East India Company?	
	8 Why did the East India Company hire soldiers?	
	9 Why has there been arguments about the Koh-i-Noor diamond?	
India - Robert Clive	10 Why was it dangerous to travel to India in the 18th century?	
	11 How did Robert Clive become well known in India?	
	12 In 1756, what became known as the Black Hole of Calcutta?	
	13 Why was the Battle of Plassey so important?	

Year 8 History:



Topic	Question	Answer	
India - British rule	14	What is the 'British Raj'?	Period of British rule in India between 1858 and 1947
	15	How did the British improve transportation in India?	Canals, roads and railways were quickly built
	16	What caused the Indian Mutiny of 1857?	Indian troops did not want to use ammunition that was greased in pig and cow fat
	17	Who was made Empress of India in 1876?	Queen Victoria
	18	Why did Indians not benefit from the taxes that were introduced by the British?	Most of the money went back to Britain and was not invested in India
India - Gandhi and Independence	19	What power did the Rowlatt Act give the British?	Could arrest and imprison any Indian they suspected of plotting against them
	20	What happened at Jallianwala Bagh park in 1919?	British opened fire on a crowd killing over 1000 in 10 minutes
	21	Why did Gandhi encourage passive resistance?	Believed that acts of violence against the British only provoked a negative reaction
	22	What was Gandhi's Salt March?	A protest against the British who would not let the Indians produce their own salt

Year 8 History:



Topic	Question	Answer
India - British rule	14	What is the 'British Raj?'
	15	How did the British improve transportation in India?
	16	What caused the Indian Mutiny of 1857?
	17	Who was made Empress of India in 1876?
	18	Why did Indians not benefit from the taxes that were introduced by the British?
India - Gandhi and Independence	19	What power did the Rowlatt Act give the British?
	20	What happened at Jallianwala Bagh park in 1919?
	21	Why did Gandhi encourage passive resistance?
	22	What was Gandhi's Salt March?



Topic	Question	Answer	
Australia - Transportation	23	What was transportation?	Criminals were taken to another country and forced to do hard labour
	24	Why did the British introduce transportation?	Growing population meant more petty crime and prisons were overcrowded
	25	What was meant by hard labour?	Digging ditches, building roads and houses and planting crops
	26	How were convicts punished?	By flogging - sometimes up to 100 lashes
	27	Why did many convicts stay in Australia after they had completed their sentence?	It was too expensive to return back to Great Britain
Australia - Colonisation	28	Who lived in Australia before the Europeans arrived?	The Aboriginal people
	29	What did Captain James Cook do in 1770?	Explored the east coast of Australia and claimed it for Britain
	30	What impact did the arrival of the British have on the Aboriginal people?	Many died because they had no immunity to European diseases
	31	Why did the British clash with the Aboriginal people?	They cut down forests and put up wire fences
	32	How did the British claim the land for themselves?	The British said the Aborigines had no right to the land as they had no permanent housing



Topic	Question	Answer	
Australia - Transportation	23	What was transportation?	
	24	Why did the British introduce transportation?	
	25	What was meant by hard labour?	
	26	How were convicts punished?	
	27	Why did many convicts stay in Australia after they had completed their sentence?	
Australia - Colonisation	28	Who lived in Australia before the Europeans arrived?	
	29	What did Captain James Cook do in 1770?	
	30	What impact did the arrival of the British have on the Aborigines?	
	31	Why did the British clash with the Aborigines?	
	32	How did the British claim the land for themselves?	

Year 8 History:

Topic

Question

Answer

Scramble for Africa

Africa - Zulu Wars

Africa - Boer War

33

What was the main activity of the British on the West African coast?

The slave trade

34

How did the ownership of Africa change between 1870 and 1900?

European countries increased their ownership from 10% to 90%

35

Who was the famous missionary explorer that spoke out against the slave trade?

David Livingstone

36

What were the 3 'C's that were supposed to be needed to liberate Africa?

Commerce, Christianity and Civilisation

37

What was discovered in Africa in 1869?

Diamonds

38

Who were the Zulus?

Tribal nation from the southern part of Africa

39

Why were the Zulus a threat to the British?

They were a fierce army of 50,000 warriors that destroyed other tribes and took land

40

What happened at the Battle of Isandlwana in 1879?

The Zulu army massacred the British and their African helpers

41

Why did the British newspapers focus on the later battle at Rorke's Drift?

The British soldiers were heroically able to defend their position despite being outnumbered

42

How did the war come to an end?

The Zulus were defeated and their king was captured

43

Who were the Boers?

Descendants of Dutch settlers who had emigrated to South Africa in the 1600's

44

What were the two new colonies set up by the Boers in South Africa?

The Transvaal and the Orange Free State

45

Who was the Commander of the British Army in South Africa?

Lord Horatio Kitchener



Year 8 History:

Topic

Question

Answer

Scramble for Africa

Africa - Zulu Wars

Africa - Boer War

33

What was the main activity of the British on the West African coast?

34

How did the ownership of Africa change between 1870 and 1900?

35

Who was the famous missionary explorer that spoke out against the slave trade?

36

What were the 3 'C's that were supposed to be needed to liberate Africa?

37

What was discovered in Africa in 1869?

38

Who were the Zulus?

39

Why were the Zulus a threat to the British?

40

What happened at the Battle of Isandlwana in 1879?

41

Why did the British newspapers focus on the later battle at Rorke's Drift?

42

How did the war come to an end?

43

Who were the Boers?

44

What were the two new colonies set up by the Boers in South Africa?

45

Who was the Commander of the British Army in South Africa?



Life Chances



Helping every person achieve things they never thought they could.

Year 8 Life Chances: CEIAG (careers)

Soft skills are general skills that most **employers** look for when recruiting and are **needed for most** jobs. They are sometimes called **transferable skills** or **employability skills** by employers.

Hard skills are skills needed to do a specific job, generally gained through **work**, **learning** or **training**.

What is a job sector?

A job sector is a term used to classify a broad group of jobs that are related by what they do

Media and Creative	Education	Retail	Science
Healthcare	Engineering	IT	Construction
Law	Agriculture	Sport	Finance

Employment Skills

Transferable skills can make you really stand out to employers, even if you don't have specific experience in their industry.

These can include:

- Team work
- Flexibility
- Problem solving
- Time management
- Positivity
- Creativity
- Flexibility



Your Journey Through Education...

Institution	Age	Year Group	Qualification	Level	Status
Primary School	4-11 years	Reception – Year 6	SATs (In year 6)	N/A	Compulsory
Secondary School	11-16 years	Year 7 – Year 11	GCSEs (taken in year 11)	Level 2	Compulsory
Further Education (College/Sixth Form)	16+	Year 12 – Year 13	A Levels / T Levels / BTECs / Apprenticeships	Level 3	Compulsory
Higher Education (University/College)	18+	Undergraduate	Degree / Foundation degree / Degree apprenticeships	Level 4 - 6	Optional

Year 8 Life Chances: CEIAG (careers)

What are soft skills?

What are hard skills?

What is a job sector? (Provide examples)

• -	• -	• -	• -
• -	• -	• -	• -
• -	• -	• -	• -

What are transferable skills- provide examples:



Complete Your Journey Through Education...

Institution	Age	Year Group	Qualification	Level	Status
	4-11 years	Reception – Year 6		N/A	
	11-16 years	Year 7 – Year 11		Level 2	
	16+	Year 12 – Year 13		Level 3	
	18+	Undergraduate		Level 4 - 6	

Year 8 Life Chances: CEIAG

Your GCSEs will have an impact on a lot of the decisions you make after you leave school – for example the sixth form/college you attend, the subjects you can study at Level 3, the subjects you can study at higher education and university, and the career you can go into

Rights	Responsibilities
<p>A RIGHT is a privilege granted by a governing body that is written into law. A right is protected, such as the right to education, religion and freedom of speech.</p>	<p>RESPONSIBILITIES are duties or something an individual should do such as following the law and rules.</p>



But what options are available to you after you leave school?

A Levels	T Levels	Apprenticeships
<p>Description:</p> <p>Carry on studying subjects you took for GCSE to a higher level, or pick new ones you may not have done before like economics, law or psychology.</p>	<p>Description:</p> <p>Designed in partnership with employers to give you the skills and knowledge to get on in the workplace. You'll combine classroom learning with real work placements. 1 T Level is the equivalent of 3 A levels.</p>	<p>Description:</p> <p>Apprenticeships combine practical on-the-job skills training with off-the-job learning. You'll get training that is relevant to your job and be paid a salary.</p>
<p>Duration:</p> <p>2 years</p>	<p>Duration:</p> <p>2 years</p>	<p>Duration:</p> <p>A minimum of 1 year</p>
<p>Assessment:</p> <p>Mostly exams at the end of the course</p>	<p>Assessment:</p> <p>Exams, projects and practical assignments</p>	<p>Location:</p> <p>You'll spend 80% of your time in the workplace and 20% off-the-job with some study in a college, training centre or Institute of Technology (IoT)</p>
<p>Entry Requirements:</p> <p>Typically 5 GCSEs Grade 9-4 (usually including English and maths) and at least grade 6 in the specific subject(s) you want to study.</p>	<p>Entry Requirements:</p> <p>Course dependent</p> <p>Work experience: At least 45 days on industry placement</p>	<p>Entry Requirements:</p> <p>Will be dependent on the industry, job role and apprenticeship level</p>

Year 8 Life Chances: CEIAG

Why are your GCSEs important?

But what options are available to you after you leave school? Complete below.

What are rights?

What are responsibilities?

A Levels

T Levels

Apprenticeships

Description:

Description:

Description:

Duration:

Duration:

Duration:

Assessment:

Assessment:

Location:

Entry Requirements:

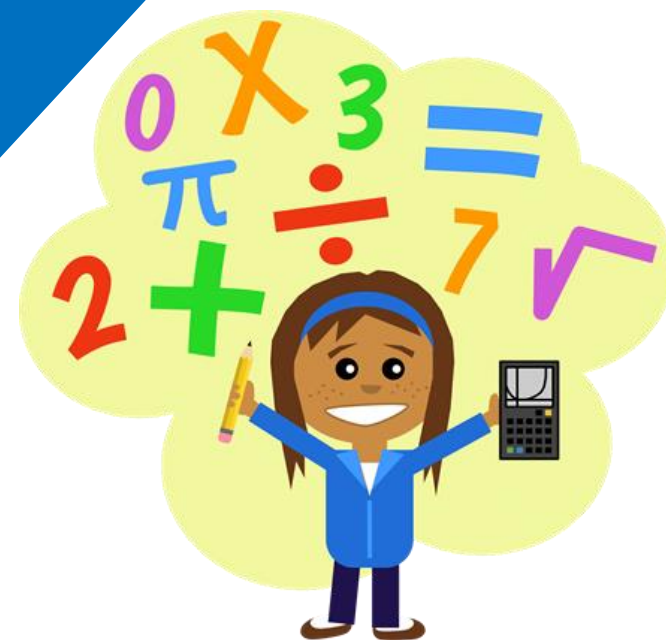
Entry Requirements:

Entry Requirements:

Work experience:



Maths

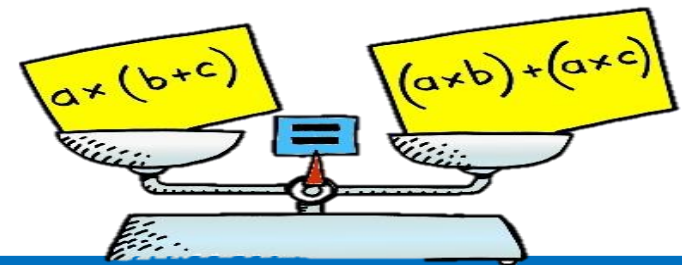


Year 8 Maths:

1	Algebra	<ul style="list-style-type: none"> Uses letters (like $x, y, a,$ or b) or other symbols in place of values 	$3x + 4y$ $a + 4 = 2$ $3r(r - 4)$						
2	Term	<ul style="list-style-type: none"> A number, variable or combination of both 	$5x$ ab 8						
3	Algebraic Expression	<ul style="list-style-type: none"> Terms that may be separated by operations 	$5x + 3y$ $8a$ $y^2 - 9y$						
4	Simplify	<ul style="list-style-type: none"> To make expressions look simpler by collecting like terms. 	$2 \times 5x = 10x$ $8a + 3a = 11a$						
5	Coefficient	<ul style="list-style-type: none"> The number in front of the letter 	$5x$ means 5 is multiplied by x . 5 is the coefficient.						
6	Equation	<ul style="list-style-type: none"> A mathematical statement that says that two things are equal 	$5x = 10$ $8a + 3 = 11$ $8(2a + 3) = 11a - 6$						
7	Inverse	<ul style="list-style-type: none"> Means the opposite of another operation 	<table border="0"> <tr> <td>Operation</td> <td>Inverse</td> </tr> <tr> <td>$+/-$</td> <td>$-/+$</td> </tr> <tr> <td>\times/\div</td> <td>\div/\times</td> </tr> </table>	Operation	Inverse	$+/-$	$-/+$	\times/\div	\div/\times
Operation	Inverse								
$+/-$	$-/+$								
\times/\div	\div/\times								
8	Probability	<ul style="list-style-type: none"> The likelihood that something will happen, measured on a scale from 0 to 1 Probability can be written as a percentages, decimal or fraction. 	The probability it will rain today is 50% (or 0.5 or $\frac{1}{2}$). Usually written as $P(\text{Rain}) = 50\%$						
9	Fair	<ul style="list-style-type: none"> All outcomes are equally likely 	Rolling a fair die: $P(2) = \frac{1}{6}$						



Key Facts		
10	Simplify $2y^2 - 9y + 3y^2 + 2y$	$2y^2 - 9y + 3y^2 + 2y$ $2y^2 + 3y^2 = 5y^2$ $-9y + 2y = -7y$ Answer: $5y^2 - 7y$
11	Solve $3x - 4 = 11$	$3x - 4 = 11$ $+4 \quad +4$ $3x = 15$ $\div 3 \quad \div 3$ $x = 5$
12	Probability has a sum of 1	The probability a biased coin lands on tails is 0.3. The probability it lands on heads is $1 - 0.3 = 0.7$
13	A survey of 60 cars in a car park is taken, 27 of them are white. What is the probability of a white car in the car park?	$\frac{27}{60}$
14	Find the probability of throwing an even number on a fair sided die	There are 6 numbers on a die, so the denominator is 6 and there are 3 even numbers (2, 4 & 6) so the numerator is 3. $= \frac{3}{6}$



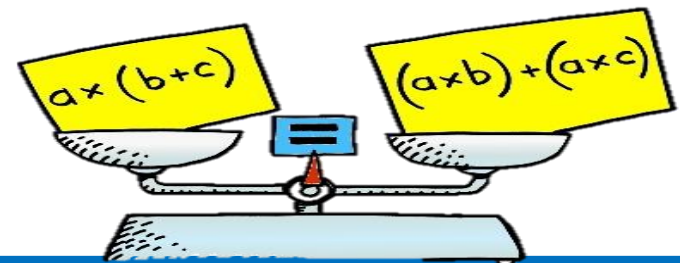
Year 8 Maths:

1	What is algebra ?	
2	Write down some examples of mathematical terms :	
3	What is an algebraic expression ?	
4	How do you simplify an algebraic expression?	
5	What is a coefficient ?	
6	What is an equation ?	
7	What is the definition of inverse ?	
8	What is meant by probability ?	
9	What is the meaning of the term fair ?	



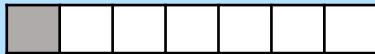


Key Facts

10	Simplify $4y^2 - 2y - 2y^2 + 7y$	
11	Solve $2x + 5 = 11$	
12	What is the sum of the probabilities of all possible outcomes of an event occurring?	
13	A survey of 80 cars in a car park is taken, 35 of them are white. What is the probability of a white car in the car park?	
14	Find the probability of throwing an odd number on a fair sided die.	



Year 8 Maths:

Key Vocabulary

1	Approximation	<ul style="list-style-type: none"> Anything that is similar but exactly equal to something else We use \approx to mean "is approximately equal to" 	$33 \approx 30$ $1.8 \approx 2$
2	Rounding	<ul style="list-style-type: none"> Making a number simpler, but close to what it was 	Rounding to the nearest: Ten: $27 \approx 30$ Hundred $163 \approx 200$
3	Decimal Place	<ul style="list-style-type: none"> When rounding, the result will have that number of digits after the decimal point. 	$1.375 \approx 1.38$ (2 dp) $21.14 \approx 21.1$ (1 dp)
4	Significant Figures	<ul style="list-style-type: none"> The greater the number of significant figures, the more accurate the result. Zeros at the start of a number are not counted as significant 	e.g. 273.658 To 1 sf is 300, 2 sf is 270, 3sf is 274, 4 sf is 273.7 e.g. 0.462 To 1 sf is 0.5, 2 sf 0.46
5	Estimation	<ul style="list-style-type: none"> To approximate calculations Rounding the number to one significant figure before calculating. 	$303 \approx 300$ $18 \approx 20$ $303 \times 18 \approx 300 \times 20 = 6000$
6	Fraction	<ul style="list-style-type: none"> Has a numerator (top number, the number of parts we have) and a denominator (bottom number, the equal number of parts something has been split into) 	$\frac{1}{7}$ 
7	Improper Fraction	<ul style="list-style-type: none"> Where the numerator is greater than the denominator e.g. $\frac{7}{5}$ 	 



Year 8 Maths:

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

$$\frac{1}{2}$$

$$\frac{3}{4}$$

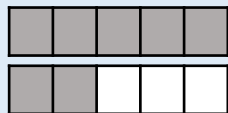
Key Vocabulary

- | | |
|---|--|
| 1 | When would you use approximation ? |
| 2 | When would you use rounding ? |
| 3 | What is the definition for decimal place ? |
| 4 | When would you use rounding to a significant figure ? |
| 5 | Define the meaning of the word estimation |
| 6 | What do we call the top number and bottom number of a fraction respectively? |
| 7 | What makes a fraction an improper fraction ? |

Key Vocabulary

1 Mixed Number

- When whole numbers and fractions are written together e.g. $1\frac{2}{5}$



2 Equivalent

- Equal in value
- Fractions that are written differently but represent the same amount

Equivalent fractions:

$$\frac{1}{2} = \frac{2}{4} = \frac{25}{50}$$



Key Facts

10

To find **equivalent fractions** multiply the numerator and denominator by the same number.

11

Simplifying a fraction means to reduce a fraction to its lowest term by dividing the numerator and the denominator by a common factor.

12

To **convert mixed numbers to improper fractions** multiply the whole part by the denominator then add this to the numerator.

$$3\frac{3}{4} = \frac{15}{4}$$

13

To **convert improper fractions to mixed numbers** divide the numerator by the denominator. Write down the whole part. The remainder becomes the new numerator.

$$\frac{11}{2} = 5\frac{1}{2}$$

14

To **multiply fractions** multiply the numerators and then multiply the denominators.

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

15

To **divide fractions**, multiply the first fraction by reciprocal of the second fraction.

$$\frac{3}{5} \div \frac{1}{3} = \frac{3}{5} \times \frac{3}{1} = \frac{9}{5} = 1\frac{4}{5}$$

Year 8 Maths:

Key Vocabulary

1 What is a **mixed number**?

2 What is the definition of **equivalent numbers**?



Key Facts

10

Describe how to find **equivalent fractions**:

11

Describe how to **simplify fractions**:

12

How do you **convert mixed numbers to improper fractions**?

13

How do you **convert improper fractions to mixed numbers**?

14

Explain how to **multiply fractions**.

15

Describe how to **divide fractions**.

Modern Foreign Languages



Year 8 French:

Grammar Explanation

Using 'there is'

In French you use the article after *il y a* (there is) when describing what there is in your house or town.

However when you say that there is **not** something, you remove the article (i.e. you remove the un or une).

For example:

Il y a un parc - there **is** a park

Il n'y a pas de parc - there **is not** a park

Grammar Explanation

To say that you are going to do something,

You can use '*je vais*' (I am going) plus an infinitive verb. For example:

je vais+habiter = *je vais habiter* = I am going to live.



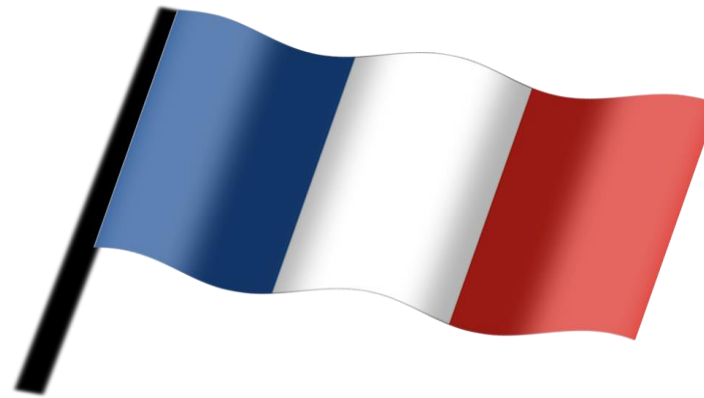
Grammar Explanation

Saying you are going to OR would like to do something

To say you would like to do something, you can use '*je voudrais*' (I would like) or '*on voudrait*' (we would like) plus an infinitive verb. For example:

Je voudrais+habiter = *je voudrais habiter* = I would like to live.

On voudrait+habiter = *on voudrait habiter* = we would like to live



High-Frequency Infinitives

Aller	To go
Visiter	To visit
Jouer	To play
Regarder	To watch
Faire	To do
Monter	To ride
Être	To be
Avoir	To have

Infinitive Verbs

Infinitive verbs in French are the most basic form of verbs.

You can recognize them because they end in

-er, -ir, or -re.

When we use an infinitive verb, we're referring to the action in general.

For example, when we say "*parler*" (to speak), we're not talking about a specific person speaking, but simply mentioning the action of 'to speak'.

Year 8 French:

Grammar Explanation

Using 'there is'

In French you use the article after *il y a* (there is) when describing what there is in your house or town.

However when you say that there is **not** something, you remove the article (i.e. you remove the un or une).

For example:

_____ - there **is** a park

_____ - there **is not** a park

Grammar Explanation

To say that you are going to do something,

You can use '*je vais*' (I am going) plus an infinitive verb. For example:

_____ + _____ = _____ = I am going to live.



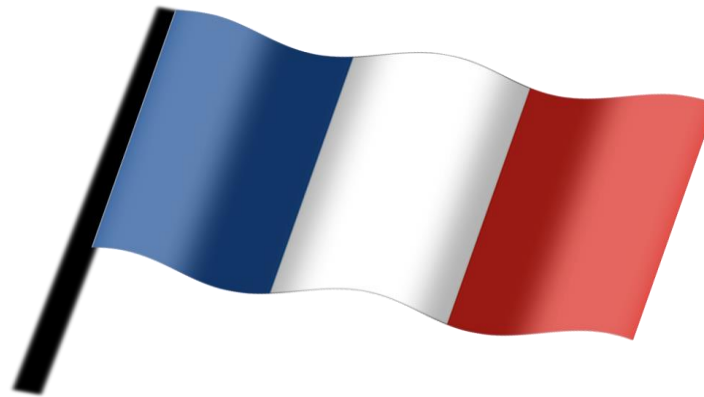
Grammar Explanation

Saying you are going to OR would like to do something

To say you would like to do something, you can use '*je voudrais*' (I would like) or '*on voudrait*' (we would like) plus an infinitive verb. For example:

_____ + _____ = _____ = I would like to live.

_____ + _____ = _____ = we would like to live



Complete the high-frequency Infinitives below

_____	To go
_____	To visit
_____	To play
_____	To watch
_____	To do
_____	To ride
_____	To be
_____	To have

Infinitive Verbs

Infinitive verbs in French are the most basic form of verbs.

You can recognize them because they end in

_____.

When we use an infinitive verb, we're referring to the action in general.

For example, when we say "*parler*" (to speak), we're not talking about a specific person speaking, but simply mentioning the action of 'to speak'.

Year 8 French:

												To live... (Verb)			
														Habiter	To live
														J'habite	I live...
														Tu habites	You live...
														Il habite	He lives...
														Elle habite	She lives...
														On habite	One lives (We live)
														Nous habitons	We live...
														Vous habitez	You live <i>(formal/plural)</i>
														Ils habitent	They live <i>(mixed/masculine)</i>
														Elles habitent	They live <i>(feminine)</i>

Dans ma ville
In my city/town

Dans mon quartier
In my neighbourhood

A l'avenir
In the future

Ce weekend
This weekend

Quand je serai plus âgé
When I am older

Je voudrais
I would like

On voudrait
We would like

Je ne voudrais pas
I wouldn't like

On ne voudrait pas
We wouldn't like

Monter mon vélo
To ride my bike

Aller au restaurant
To go to the restaurant

Aller à la plage
To go to the beach

Visiter le château
To visit the castle

Jouer au golf
To play golf

Voir la cathédrale
To see the cathedral

Faire de la randonnée
To do hiking

Car
Parce que
Puisque

Because / as / since

Ce serait
it will be

Divertissant
Entertaining

Fascinant
Fascinating

Cool
Cool

Passionnant
Exciting

Ennuyeux
Boring

Fatigant
Tiring

Mal
Bad

Difficile
Difficult

Clothes/Shoes

Hat = Un Chapeau

A suit = Un costume

A top = Un haut

Jeans = Un jean

A coat = Un manteaux

Trousers = Un pantalon

A jumper = Un pull

Shorts = Un short

A uniform = Un uniforme

A T-shirt = Un tee-shirt

A cap = Une casquette

A shirt = Une chemise

A tie = Une cravate

A scarf = Une écharpe

A skirt = Une jupe

A watch = Une montre

A dress = Une robe

A jacket = Une veste

Trainers = Des baskets

Socks = Des chaussettes

Shoes = Des chaussures

Boots = Des bottes

Flip flips = Des tong

Year 8 French:

<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
In my city/town	In the future	I would like	To ride my bike	<u> </u>	<u> </u>	Entertaining
<u> </u>	<u> </u>	<u> </u>	To go to the restaurant	<u> </u>	<u> </u>	Fascinating
In my neighbourhood	This weekend	We would like	To go to the beach	<u> </u>	<u> </u>	Cool
<u> </u>	<u> </u>	<u> </u>	To visit the castle	<u> </u>	<u> </u>	Exciting
When I am older	When I am older	I wouldn't like	To play golf	Because / as / since	it will be	Boring
<u> </u>	<u> </u>	<u> </u>	To see the cathedral	<u> </u>	<u> </u>	Tiring
<u> </u>	<u> </u>	We wouldn't like	To do hiking	<u> </u>	<u> </u>	Bad
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	Difficult

To live... (Verb) Complete below:	
<u> </u>	To live
<u> </u>	I live...
<u> </u>	You live...
<u> </u>	He lives...
<u> </u>	She lives...
<u> </u>	One lives (We live)
<u> </u>	We live...
<u> </u>	You live <i>(formal/plural)</i>
<u> </u>	They live <i>(mixed/masculine)</i>
<u> </u>	They live <i>(feminine)</i>

Clothes/Shoes

Hat =
A suit =
A top =
Jeans =
A coat =

Trousers =
A jumper =
Shorts =
A uniform =
A T-shirt =

A cap =
A shirt =
A tie =
A scarf =

A skirt =
A watch =
A dress =
A jacket =

Trainers =
Socks =
Shoes =

Boots =
Flip flips =

Year 8 Spanish:

Grammar Explanation

How to form the immediate future tense:

To say what you are going to do, you can use the near immediate future tense. This is formed by using the correct part of the verb **ir** (to go), plus the **infinitive** of another verb.

Voy (I am going)

Vas (you are going)

Va (he/she is going)

Vamos a (we are going)

Van a (we are going)

Voy a ir al cine

I am going to go to the cinema

Va a jugar al fútbol

He is going to play football



Grammar Explanation

How to form the conditional tense:

The easiest way to form the conditional tense is to use the conditional form of '**gustarse**' + **an infinitive verb**

Me gustaría (I would like)

Le gustaría (He/she would like)

Nos gustaría (We would like)



High-Frequency Infinitives

Ir	To go
Visitar	To visit
Jugar	To play
Ver	To see
Hacer	To do
Montar	To ride
Ser	To be
Tener	To have

Infinitive Verbs

Infinitive verbs in Spanish are the most basic form of verbs.

You can recognize them because they end in

-ar, -er, or -ir

When we use an infinitive verb, we're referring to the action in general. For example, when we say "**hablar**" (to speak), we're not talking about a specific person speaking, but simply mentioning the action of 'to speak'

Year 8 Spanish:

Grammar Explanation

How do you form the immediate future tense?

- _____ (I am going)
- _____ (you are going)
- _____ (he/she is going)
- _____ (we are going)
- _____ (we are going)

 I am going to go to the cinema

 He is going to play football



Grammar Explanation

How do you form the conditional tense?

Me gustaría (I would like)
Le gustaría (He/she would like)
Nos gustaría (We would like)



High-Frequency Infinitives

	To go
	To visit
	To play
	To see
	To do
	To ride
	To be
	To have

Infinitive Verbs

Infinitive verbs in Spanish are the most basic form of verbs.

You can recognize them because they end in

When we use an infinitive verb, we're referring to the action in general. For example, when we say "**hablar**" (to speak), we're not talking about a specific person speaking, but simply mentioning the action of 'to speak'

Year 8 Spanish:



El fin de semana
 (On the weekend)

Este fin de semana
 (This weekend)

El fin de semana que viene
 (Next weekend)

Voy a llevar
 (I am going to wear)

Clothes/Shoes		Colours	
<ul style="list-style-type: none"> A coat = Un abrigo A swimsuit = Un bañador A tracksuit = Un chándal A jumper = Un jersey 	<ul style="list-style-type: none"> A hat = Un sombrero A suit = Un traje A uniform = Un uniforme A dress = Un vestido 	Rojo (red) Azul (blue) Amarillo (yellow) Rosa (pink) Negro (black) Gris (grey)	Verde (green) Naranja (orange) Morado (purple) Marrón (brown) Blanco (white)
<ul style="list-style-type: none"> A scarf = Una bufanda A shirt = Una camisa A T-shirt = Una camiseta 	<ul style="list-style-type: none"> A tie = Una corbata A skirt = Una falda A cap = Una gorra 	Roja (red) Azul (blue) Amarilla (yellow) Rosa (pink) Negra (black) Gris (grey)	Verde (green) Naranja (orange) Morada (purple) Marrón (brown) Blanca (white)
<ul style="list-style-type: none"> Socks = Calcetines Gloves = Guantes Trousers = Pantalones 	<ul style="list-style-type: none"> Shorts = Pantalones cortos Jeans = Vaqueros Shoes = Zapatos 	Rojos (red) Azules (blue) Amarillos (yellow) Rosas (pink) Negros (black) Grises (grey)	Verdes (green) Naranjas (orange) Morados (purple) Marrónes (brown) Blancos (white)
<ul style="list-style-type: none"> Boots = Botas Flip flops = Chanclas Slippers = Pantuflos 	<ul style="list-style-type: none"> Sandals = Sandalias Trainers = Zapatillas de deporte 	Rojas (red) Azules (blue) Amarillas (yellow) Rosas (pink) Negras (black) Grises (grey)	Verdes (green) Naranjas (orange) Moradas (purple) Marrónes (brown) Blancas (white)

Year 8 Spanish:



(On the weekend)

(This weekend)

(Next weekend)

(I am going to wear)

Clothes/Shoes		Colours	
<ul style="list-style-type: none"> • A coat = • A swimsuit = • A tracksuit = • A jumper = 	<ul style="list-style-type: none"> • A hat = • A suit = • A uniform = • A dress = 	Rojo (red) Azul (blue) Amarillo (yellow) _____ (pink) Negro (black) Gris (grey)	_____ (green) Naranja (orange) Morado (purple) Marrón (brown) Blanco (white)
<ul style="list-style-type: none"> • A scarf = • A shirt = • A T-shirt = 	<ul style="list-style-type: none"> • A tie = • A skirt = • A cap = 	_____ (red) Azul (blue) _____ (yellow) Rosa (pink) _____ (black) Gris (grey)	Verde (green) Naranja (orange) _____ (purple) Marrón (brown) Blanca (white)
<ul style="list-style-type: none"> • Socks = • Gloves = • Trousers = 	<ul style="list-style-type: none"> • Shorts = • Jeans = • Shoes = 	_____ (red) Azules (blue) _____ (yellow) Rosas (pink) _____ (black) Grises (grey)	Verdes (green) Naranjas (orange) _____ (purple) Marrónes (brown) Blancos (white)
<ul style="list-style-type: none"> • Boots = • Flip flops = • Slippers = 	<ul style="list-style-type: none"> • Sandals = • Trainers = 	_____ (red) Azules (blue) _____ (yellow) Rosas (pink) _____ (black) Grises (grey)	Verdes (green) Naranjas (orange) _____ (purple) Marrónes (brown) Blancas (white)

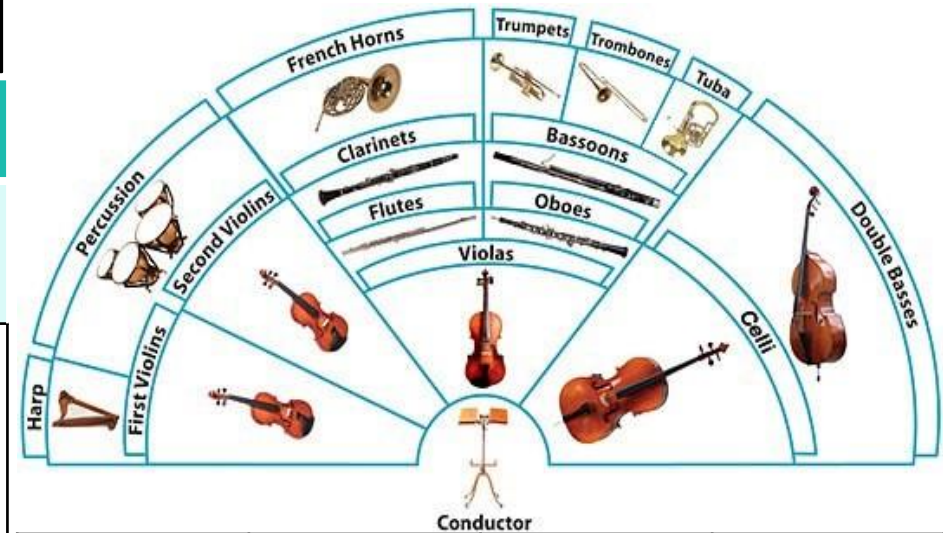
Music



Year 8 Music:

Orchestral Instruments

Strings	Woodwind	Brass	Percussion (Tuned)	Percussion (Untuned)
Violin	Piccolo	Trumpet	Piano	Bass Drum
Viola	Flute	French Horn	Xylophone	Snare Drum
Cello	Oboe	Trombone	Glockenspiel	Triangle
Double Bass	Clarinet	Tuba	Timpani	Gong
	Cor Anglais			Cymbals
	Bassoon			



Time	Name of period	Section of orchestra developed	Composer
1600 - 1750	Baroque	Strings	J.S Bach
1750 - 1830	Classical	Woodwind	Mozart
1830 - 1900	Romantic	Brass	Tchaikovsky
1900 -	Modern	Percussion	Stravinsky

The Families

Conductor: Stands at the front of the orchestra and *directs* it. They will indicate the main beats in the music using a '*baton*'. All musicians look at the conductor whilst playing as they are *ultimately in control of the whole piece*.

Strings: Made from wood and have strings. They are usually played with a bow but can also be *plucked (called pizzicato)*

Woodwind: A selection of instruments divided into 2 subfamilies: *flutes* and *reeds*. *Flutes* create sound by air passing over a small hole. It creates a light breathy tone. *Reed* instruments use a piece of bamboo reed to create a **vibration**.

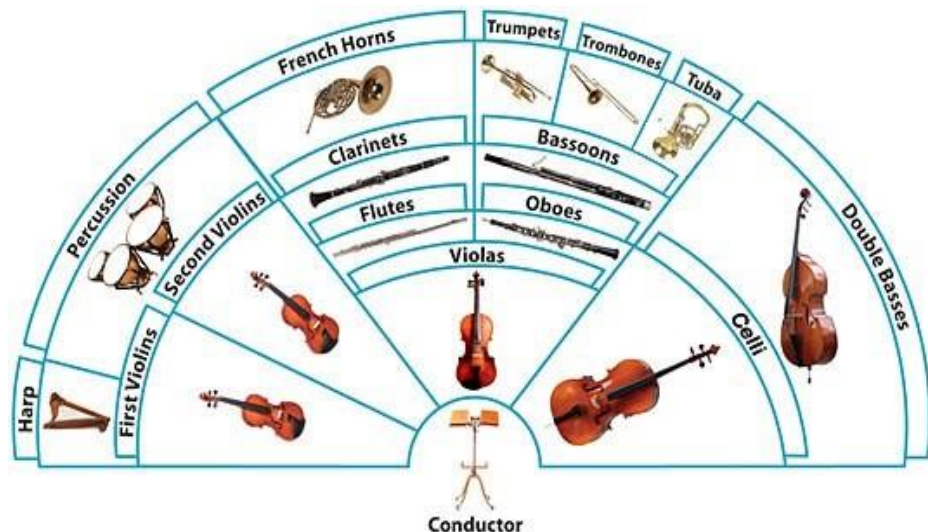
Brass: Made out of *metal*. The sound vibrations are *created by the player's lips*.

Percussion: Instruments which are *hit*. These fall into 2 subfamilies: *tuned* (able to play different pitch) and *untuned* (e.g. drums)

Year 8 Music:

Orchestral Instruments

Strings	Woodwind	Brass	Percussion (Tuned)	Percussion (Untuned)



Time	Name of period	Section of orchestra developed	Composer
1600 - 1750			
1750 - 1830			
1830 - 1900			
1900 -			

The Families

Conductor:

Strings:

Woodwind:

Brass:

Percussion:

PE



Helping every person achieve things they never thought they could.

Year 8 PE: Football

Rules, Strategies and Tactics

Motor Competence

Passing	Accuracy, weight of pass
Receiving	Get in line, cushion
Dribbling	Little touches
Possession	Back foot
Outwitting an opponent	1v1, one - two
Defending	Jockeying, touch tight
Shooting	Placement
Game play	Basic rules



A goal kick

Occurs when the attacking team has the last touch before the ball goes behind the goal line. Any player can then pass the ball from the six yard box.

A corner kick

Occurs when the defending team has the last touch before the ball goes behind the goal line. Any player can then pass the ball from the corner of the goal and side line. The corner ball must be placed in the quadrant.

Restarting

The game after a goal is scored from the halfway line.

Free kick

When a player makes contact or handles the ball a foul is committed and the ball will be restarted with a free kick. A goalkeeper can only handle the ball in their penalty area.

Throw in

If the ball goes over the side lines of the pitch, the team who touches the ball last will give away a throw in to the other team. The throw in must be taken from the point it goes out of play.

Healthy Participation

Muscles

Gluteal, hamstrings, quadriceps, gastrocnemius

Fitness components

Foot eye coordination, pace, speed, stamina.

Key Terms:

- 1.Spatial awareness
- 2.Team work
- 3.Cooperation
- 4.Communication
- 5.Fair play
- 6.Sportsmanship
- 7.Etiquette
- 8.Leadership
- 9.Gamesmanship
- 11.Values
- 12.Teamwork

Year 8 PE: Football

Rules, Strategies and Tactics

What are the key ideas linked to each motor competence? Complete below.



Passing	
Receiving	
Dribbling	
Possession	
Outwitting an opponent	
Defending	
Shooting	
Game play	



What is a goal kick? →

What is a corner kick? →

What happens when a match is 'restarting'? →

What is a free kick? →

What is a throw in? →

Healthy Participation

Which **muscles** are used in football?

What are the **fitness components** of football?

Key Terms:

1. Spatial awareness
2. Team work
3. Cooperation
4. Communication
5. Fair play
6. Sportsmanship
7. Etiquette
8. Leadership
9. Gamesmanship
11. Values
12. Teamwork



Year 8 PE: Netball

Rules, Strategies and Tactics



Motor Competence

Passing	As soon as a player receives the ball they pass the ball straight away. Pass without looking for a player who is free to pass to.
Chest Pass	Ball held in front of the chest, elbows tucked in. Push the ball from your chest aiming at the chest of the person you are passing the ball to.
Bounce Pass	Ball held in front of the chest, elbows tucked in. Push the ball from your chest down to the floor, aiming your body towards the person you are passing the ball to.
Overhead Pass	Place the ball above your head. Step forwards with your dominant foot and push the ball through transferring your weight to push the ball forwards.
Shoulder Pass	Hands positioned behind the ball with fingers spread. Step forwards with the opposite leg to your throwing arm and transfer your body weight forwards. Ensure the pass is flat and direct to the player you are passing to. Fully extended the arm and fingers to where you want the ball to finish.



Held ball

Once gaining possession of a ball a player must release the ball within 3 seconds.

Sanction

Free pass to the opposing team where the player caught the ball.

Short pass

A pass of the ball between teammates too close together to allow an opponent to get between them.

Possession

A player may gain possession of the ball by catching the ball either from another player or rebounding off the goalpost or rolling the ball to oneself.

Contact

Occurs when a player's actions interfere with an opponent's play whether these are accidental or deliberate.

Free pass

A player with or without the ball cannot move into an area of the court that isn't designated for their position and if this happens the opposite team will receive a free pass.

Healthy Participation

Muscles

Glutes, hamstrings, quadriceps, gastrocnemius.

Fitness components

Hand eye coordination, power, speed, balance.





Motor Competence

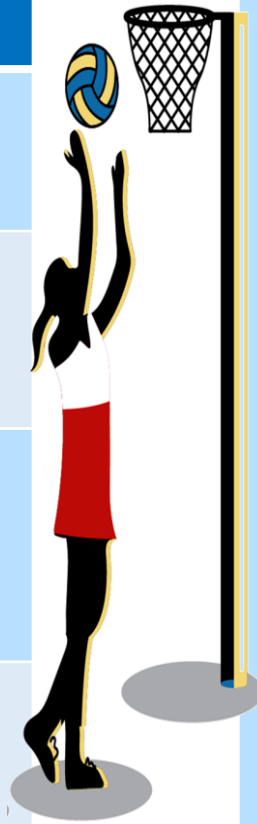
Passing

Chest Pass

Bounce Pass

Overhead Pass

Shoulder Pass



What is a held ball? →

What is a sanction? →

What is a short pass? →

What is possession? →

What is contact? →

What is a free pass? →

Healthy Participation

Which **muscles** are used in netball?

What are the **fitness components** of netball?

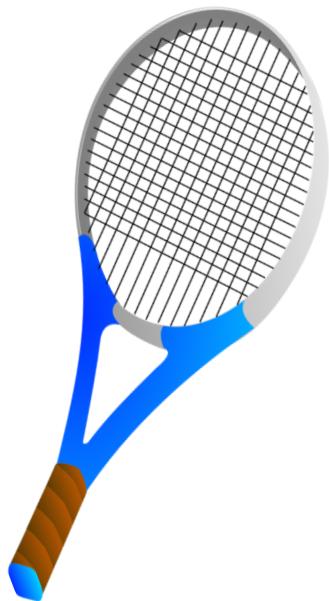




Motor Competence

Serve	Holding the shuttle, High Serve, Low Serve, disguising your serve
Outwitting an opponent	Attacking Shots - Smash, Drop Shot, Jump Smash, Net Shot
Defensive shots	Net Lift
Gameplay in singles	Select the correct shot to play
Gameplay in doubles	Choosing the correct shot to play, understanding positioning when attacking and defending

Healthy Participation

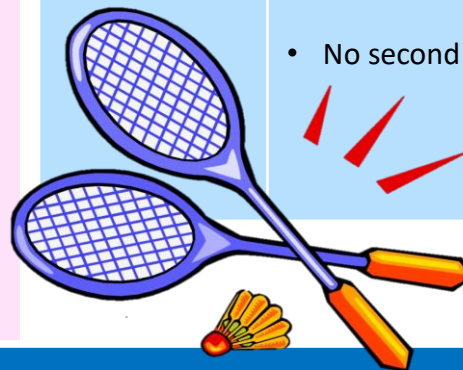


Muscles commonly used:

Gluteal, hamstrings, quadriceps, gastrocnemius, biceps, triceps, deltoids.

Fitness components:

Hand-eye coordination, agility, speed, reaction time, balance.



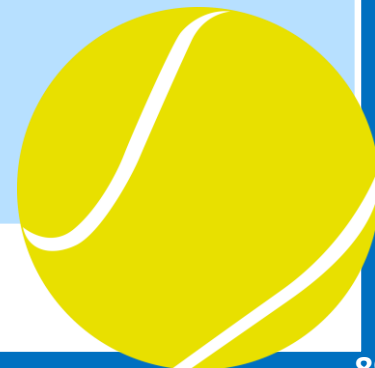
Rules, Strategies and Tactics

Points

- A point is scored if the shuttlecock lands in the opponent's court.
- If you touch the net, it is a foul and your opponent wins the point
- A player cannot hit the shuttlecock twice
- A match consists of the best of 3 games of 21 points.
- At 20-all, the player/pair which reaches 2 clear points wins the game

Service

- The shuttlecocks have to fall within the corresponding service areas and this is different in singles (long and narrow) and doubles (short and fat).
- At the start of the rally, the server and receiver stand in diagonally opposite service courts.
- Serves must be hit diagonally
- Serves must be underarm
- No second serves



Year 8 PE: Racket Sports

Rules, Strategies and Tactics

Motor Competence

Serve	
Outwitting an opponent	
Defensive shots	
Gameplay in singles	
Gameplay in doubles	

Healthy Participation

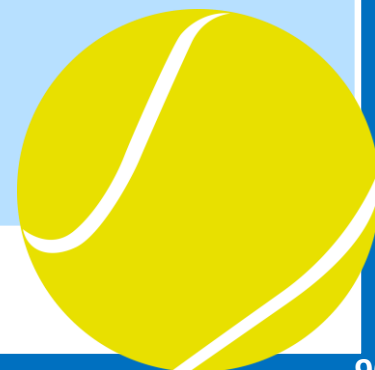
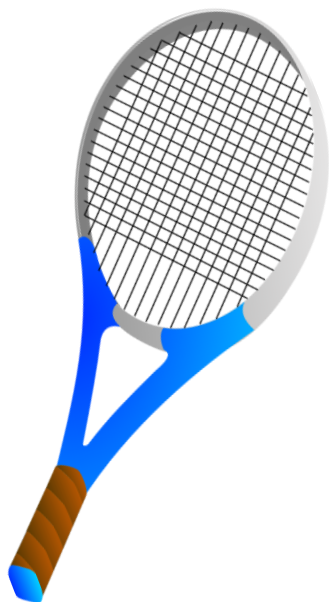
Muscles commonly used:

Fitness components:

Points

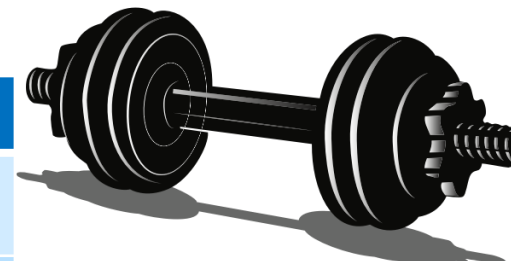
- -
- -
- -
- -
- -
- -
- -
- -
- -

Service



Motor Competence

Muscular strength	The amount of force you can put out or the amount of weight you can lift.
Muscular Endurance	Perform exercises to failure so that you improve your muscular endurance.
Speed	Moving your body fast as possible
Agility	Changing direction rapidly, whilst maintaining speed and precision.
Flexibility	A joint or series of joints to move through an unrestricted, pain free range of motion.
Balance	Even distribution of weight enabling someone or something to remain upright and steady.
Coordination	Throw with one hand, catch with the other.
Reaction time	How fast an athlete is able to respond to a stimulus.
Cardiovascular Fitness	To exercise the whole body for long periods



Healthy Participation

Muscles commonly used in the lesson:

- Gluteal
- Hamstrings
- Quadriceps
- Gastrocnemius
- Abdominals



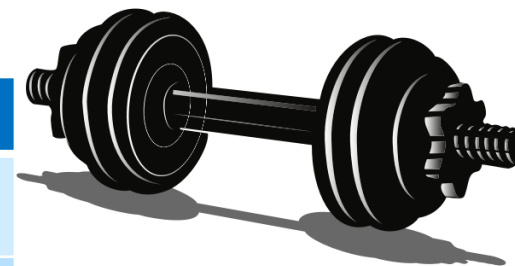
Rules, Strategies and Tactics

All of the movements completed to improve agility and speed must use the **correct technique** as this would stop any injuries or muscular injuries occurring.

All participants must have **warmed up** their muscles before completing flexibility and balance skills as if not muscles can easily be torn or damaged.

Motor Competence

Muscular strength	The amount of force you can put out or the amount of weight you can lift.
Muscular Endurance	Perform exercises to failure so that you improve your muscular endurance.
Speed	Moving your body fast as possible
Agility	Changing direction rapidly, whilst maintaining speed and precision.
Flexibility	A joint or series of joints to move through an unrestricted, pain free range of motion.
Balance	Even distribution of weight enabling someone or something to remain upright and steady.
Coordination	Throw with one hand, catch with the other.
Reaction time	How fast an athlete is able to respond to a stimulus.
Cardiovascular Fitness	To exercise the whole body for long periods



Healthy Participation

Muscles commonly used in the lesson:

- _____
- _____
- _____
- _____
- _____



Rules, Strategies and Tactics

All of the movements completed to improve agility and speed must use the _____ as this would stop any injuries or muscular injuries occurring.

All participants must have _____ their muscles before completing flexibility and balance skills as if not muscles can easily be torn or damaged.

Religious Education



Year 8 RE: : Hinduism

Hinduism is the religion and way of life of Hindus. The religion originally started in North-West India, but the exact date of origin is unknown. Today, it is a major world religion and has **about 700 million believers** and is **one of the oldest religions in the world.**

Hinduism has **more than one holy** book and has no specific founder.



During worship, Hindus use many items, which are kept on a puja tray.

Item	What it represents	Item	What it represents
A bell	To wake the God or Goddess	Spoon	Used to offer the water to the God
A pot of water	To wash the statue	Incense	Cleans the air and brings a nice smell
Diva lamp	A symbol of God's presence	Kum kum powder	To put a red mark on the forehead of the God as a sign of respect and devotion to the God.

Key learning / concepts

Reincarnation	Atman	Puja
Belief that a soul is reborn	The soul in everything	Worship of a God or Goddess

Key word meanings

Brahman	God
Pluralism	The idea that we can think of God in different ways.
Ahimsa	Non - violence
Trimurti	'The three gods' Brahma, Vishnu, Shiva
Mantra	Short sacred text or prayer
Shrine	Holy place



During **puja**, worshippers will offer food to the deities (gods) and chant mantras.

Year 8 RE: : Hinduism

Where did Hinduism originally begin?

How many believers of Hinduism currently exist?

Write down 1 more fact about Hinduism:



During worship, Hindus use many items, which are kept on a puja tray.

Item	What does it represent?	Item	What does it represent?
A bell		Spoon	
A pot of water		Incense	
Divya lamp		Kum kum powder	

Key learning / concepts- define below:

Reincarnation	Atman	Puja

What do each of the key words mean?

Brahman	
Pluralism	
Ahimsa	
Trimurti	
Mantra	
Shrine	



During **puja**, worshippers will...

Science



Year 8 Science: Food and Diet

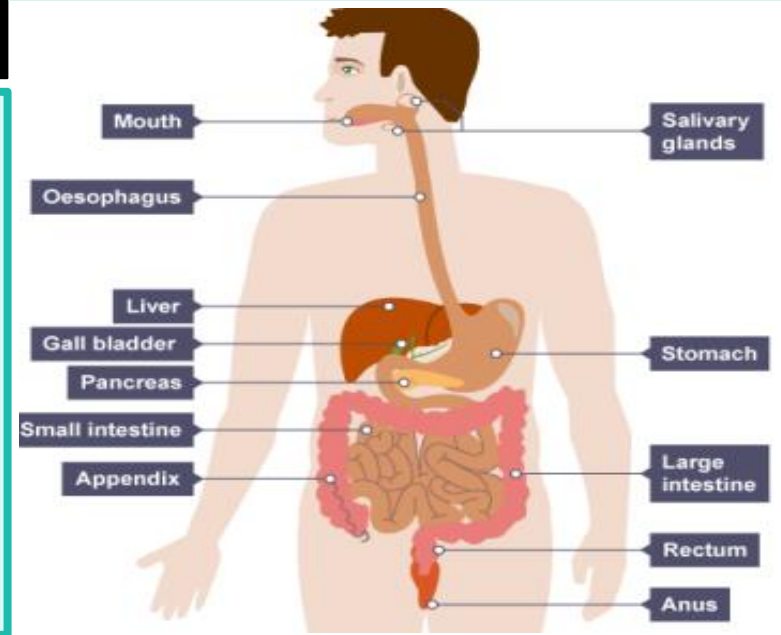
Food groups	Water
Carbohydrates	Vitamins
Proteins	Minerals
Fats	Fibre

An unbalanced diet can lead to:

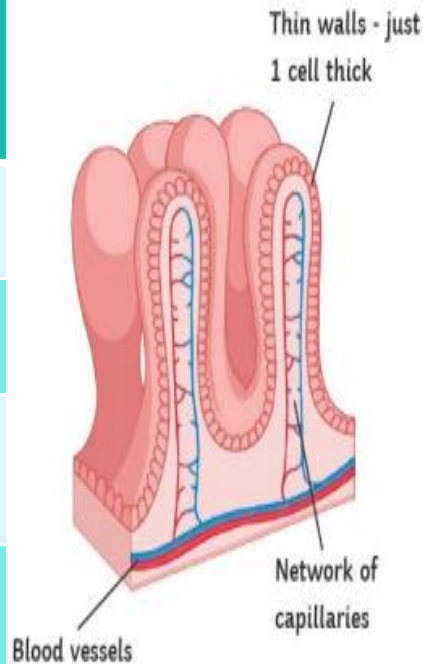
- Starvation
- Obesity
- Mineral deficiency
- Vitamin deficiency

As well as:

- Heart disease
- Diabetes
- Tooth decay



What are you testing for?	What indicator do you use?	What does a positive result look like?
Carbohydrates	Iodine	Iodine turns blue/black
Proteins	Biuret solution	Biuret turns purple
Fats	Sudan III/ Ethanol	Sudan III forms a fat layer/ Forms a cloudy precipitate
Sugar	Benedict's solution	Benedict's turns green/orange/red



Food Group	Role in the body
Carbohydrate	To provide energy
Protein	Growth and repair
Lipids	Provide energy and energy store. Insulates the body against the cold
Fibre	Helps food move through the intestines

Year 8 Science: Food and Diet

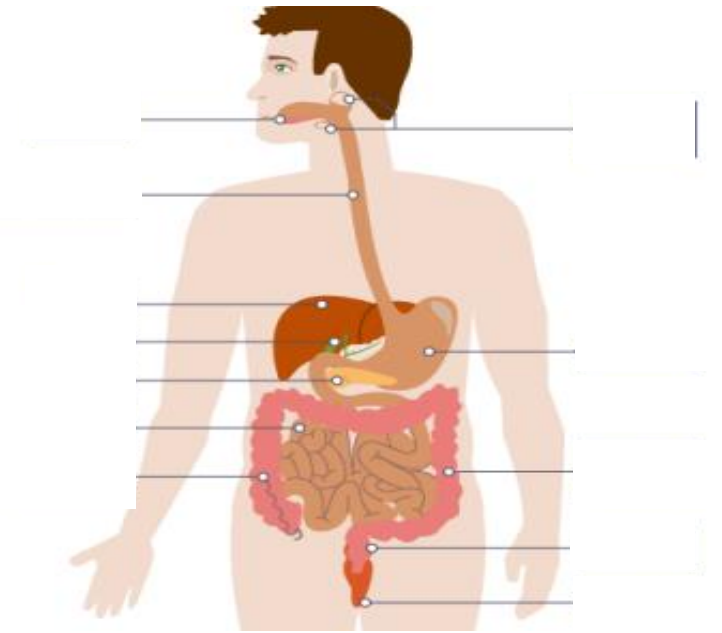
What are the food groups?	

An unbalanced diet can lead to:

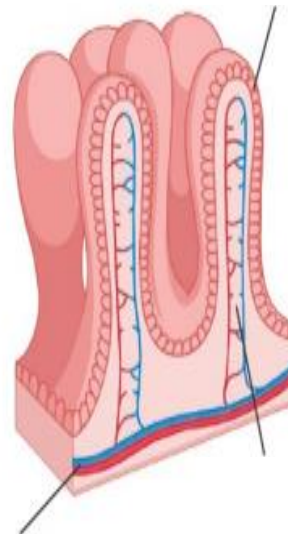
- _____
- _____
- _____
- _____

As well as:

- _____
- _____
- _____



What are you testing for?	What indicator do you use?	What does a positive result look like?
Carbohydrates		
Proteins		
Fats		
Sugar		



Food Group	Role in the body
Carbohydrate	
Protein	
Lipids	
Fibre	

Year 8 Science: Food and Diet

Part of the gas exchange system		Function
1	Trachea	This is also called the windpipe. This tube runs from the mouth, down the throat towards the lungs. It is lined with rings of cartilage which keep it open at all times.
2	Bronchus	The trachea splits into a left and right bronchus (plural: bronchi), each leads to a lung.
3	Bronchiole	Each bronchus splits again and again into thousands of smaller tubes called bronchioles which take the air deeper into the lungs.
4	Alveoli	At the ends of bronchioles are tiny air sacs called alveoli. Here oxygen moves into the blood and carbon dioxide moves out, both by diffusion.
5	Intercostal muscles	These muscles run between the ribs and form the chest wall. They contract and relax with the diaphragm when a person breathes.
6	Diaphragm	The diaphragm is a dome-shaped, flat sheet of muscle under the lungs. It contracts and relaxes with the intercostal muscles during breathing

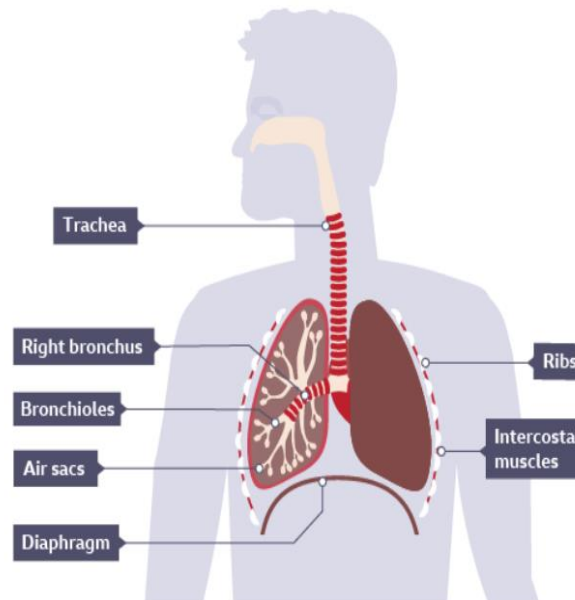
How does exercise affect the gas exchange system?

When a person exercises more, the body grows more new **capillaries** a process called **capillarisation**.

Capillarisation takes place at the alveoli in the lungs and in the skeletal muscles. This has the effect of increasing the amount of oxygen that can be transferred to the working muscles as well as increasing the amount of carbon dioxide that can be removed.

Regular exercise also has some additional effects, including an increase in the:

- Strength of the diaphragm and intercostal muscles
- Vital lung capacity; the volume of air that can be forcibly exhaled after inhaling fully.



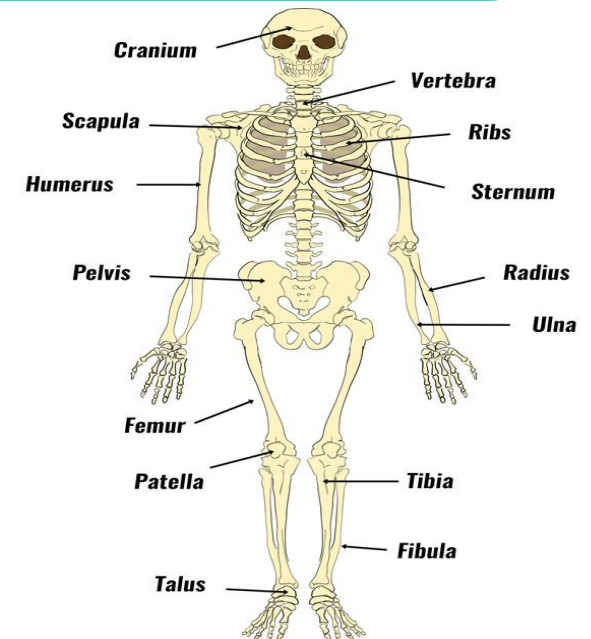
Muscles

Your muscles are made of bundles of muscle cells forming muscle tissue. There are three different types of muscle:

- **Cardiac muscle cells contract and relax to pump blood around our bodies.**
- **Smooth muscle cells make up thin sheets of muscle, such as the stomach lining.**
- **Skeletal muscle is joined to bones. Its cells contract to make bones move and joints bend.**

Antagonistic Muscles

Muscles can only contract. This means for skeletal muscles, they can only pull on bones. They cannot push them back. This would mean that if your joints were moved by one muscle, then you would be able to move them once and not return them to their original position. We can move our joints backwards and forwards because our skeletal muscles come in pairs, called antagonistic pairs



Year 8 Science: Food and Diet

Part of the gas exchange system		Function
1	Trachea	
2	Bronchus	
3	Bronchiole	
4	Alveoli	
5	Intercostal muscles	
6	Diaphragm	

How does exercise affect the gas exchange system?

When a person exercises more, the body grows more new **capillaries** a process called _____.

Capillarisation takes place at the alveoli in the lungs and in the skeletal muscles. This has the effect of increasing the amount of oxygen that can be transferred to the working muscles as well as increasing the amount of _____ that can be removed.

Regular exercise also has some additional effects, including an increase in the:

- _____
- _____

Muscles

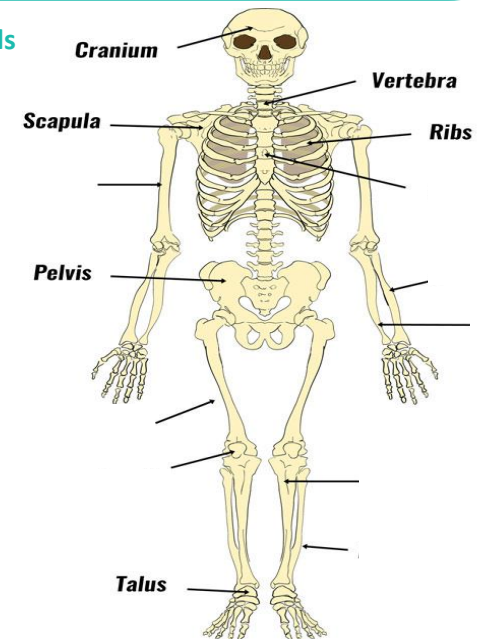
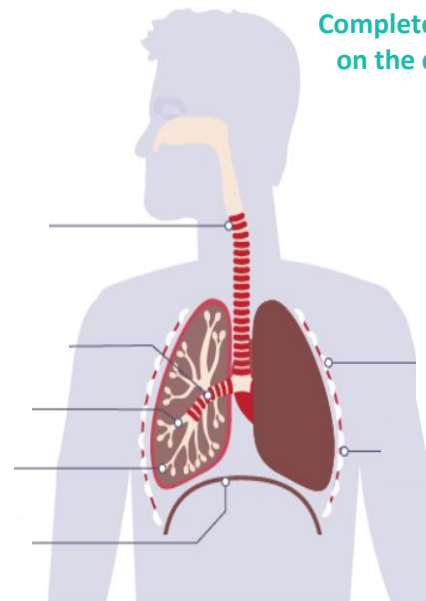
Your muscles are made of bundles of muscle cells forming muscle tissue. There are three different types of muscle:

- _____ muscle cells contract and relax to pump blood around our bodies.
- Smooth muscle cells make up thin sheets of muscle, such as the _____ lining.
- Skeletal muscle is joined to bones. Its cells contract to make bones move and joints _____.

Antagonistic Muscles

Muscles can only _____. This means for skeletal muscles, they can only pull on bones. They cannot push them back. This would mean that if your joints were moved by one muscle, then you would be able to move them once and not return them to their original position. We can move our joints backwards and forwards because our _____ muscles come in pairs, called antagonistic pairs

Complete the labels on the diagrams:



Year 8 Science: Chemical Reactions

Reactions can be physical or chemical:

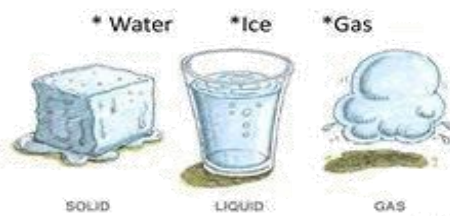
Physical Reactions	These do not involve new chemicals being produced and are usually easy to reverse – for example ice melting
Chemical Reactions	These involve new chemicals being produced. They normally require a chemical reaction to reverse or change them – for example iron rusting

What happens when chemicals react?

Chemical reactions usually show at least one of the following:

- A temperature change
- A colour change
- A solid being formed
- A gas given off

There are three states of water:



Endothermic and exothermic reactions

When chemicals react they take in energy to break bonds and give out energy when new bonds are formed

If more energy is given out than taken in then the reaction is **exothermic**
If more energy is taken in than given out then the reaction is **endothermic**

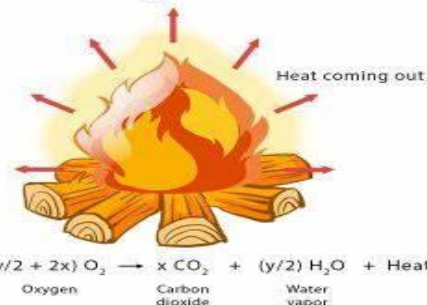
Exothermic reactions cause the temperature of the surroundings to increase
Endothermic reactions cause the temperature of the surroundings to decrease

*Most reactions are exothermic, for example burning.
A few reactions are endothermic for example photosynthesis
Ice packs use endothermic reactions.*

When the ice pack is used it makes 2 chemicals react to take in energy

Exothermic Reaction

Burning of wood



Catalysts

Catalysts change the rate of a chemical reaction without being used in the reaction

They do this by lowering the amount of energy that needs to be taken in in order for the chemicals to react

Modern cars that use petrol or diesel have a catalytic converter. This makes nitrogen oxides formed in the engine turn back into nitrogen and oxygen. They never have to be replaced as the catalyst is never used up.

Combustion is any reaction involving something burning. It is a quick chemical reaction with oxygen for example wood burning

Oxidation is a chemical reaction where a substance reacts with oxygen to form an oxide. Oxidation can happen quickly or slowly for example rusting is a slow oxidation process

Thermal decomposition is a chemical reaction where thermal energy causes a chemical to break down into 2 or more chemicals

Writing word equations for chemical reactions

When chemical reactions happen we can show this as a word equation. We write it as:

Reactants \longrightarrow Products

For example

Iron + oxygen \longrightarrow Iron oxide

Methane + Oxygen \longrightarrow Carbon dioxide + water

Calcium carbonate \longrightarrow Calcium oxide + carbon dioxide

Year 8 Science: Chemical Reactions

Reactions can be physical or chemical:

These do not involve new chemicals being produced and are usually easy to reverse – for example ice melting

These involve new chemicals being produced. They normally require a chemical reaction to reverse or change them – for example iron rusting

What happens when chemicals react?

Chemical reactions usually show at least one of the following:

- A _____ change
- A _____ change
- A _____ being formed
- A _____ given off

There are three states of water:



Endothermic and exothermic reactions

When chemicals react they take in energy to break bonds and give out energy when new bonds are formed

If more energy is given out than taken in then the reaction is _____

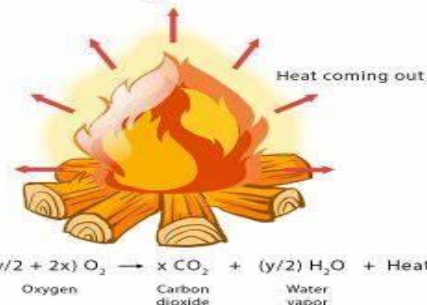
If more energy is taken in than given out then the reaction is _____

Exothermic reactions cause the temperature of the surroundings to increase
Endothermic reactions cause the temperature of the surroundings to decrease

*Most reactions are exothermic, for example burning.
A few reactions are endothermic for example photosynthesis
Ice packs use endothermic reactions.
When the ice pack is used it makes 2 chemicals react to take in energy*

Exothermic Reaction

Burning of wood



Catalysts

Catalysts change the rate of a chemical reaction without being used in the reaction

They do this by _____ the amount of energy that needs to be taken in in order for the chemicals to react

Modern cars that use petrol or diesel have a catalytic converter. This makes _____ formed in the engine turn back into nitrogen and oxygen. They never have to be replaced as the catalyst is never used up.

_____ is any reaction involving something burning. It is a quick chemical reaction with oxygen for example wood burning

_____ is a chemical reaction where a substance reacts with oxygen to form an oxide. Oxidation can happen quickly or slowly for example rusting is a slow oxidation process

_____ is a chemical reaction where thermal energy causes a chemical to break down into 2 or more chemicals

Writing word equations for chemical reactions

When chemical reactions happen we can show this as a word equation. We write it as:

_____ → _____

For example

Iron + oxygen → _____

Methane + Oxygen → _____

Calcium carbonate → _____

Year 8 Science: PH and Neutralisation

Acids and alkalis

Acids are a chemical group that are commonly found in foods, everyday items and also in scientific laboratories.

Alkalis are the chemical opposite of acids.

Examples of acids are citric acid found in some fruits, ethanoic acid which is vinegar.

In the laboratory we use hydrochloric acid, sulfuric acid and nitric acid.

Examples of alkalis are toothpaste, bleach, indigestion tablets.

In the laboratory we use sodium hydroxide and ammonium hydroxide

Are acids and alkalis dangerous?

Many acids and alkalis are not dangerous
Some are irritants and strong acids and alkalis can be corrosive

Can we tell whether something is an acid or an alkali by using indicators?

Yes.

Indicators change colour when they are added to an acid or an alkali.

Universal indicator is the most common one that we use in the school laboratory. It changes from green to red in a strong acid and from green to purple in a strong alkali

We can tell how strong an acid or an alkali is using the PH scale

The PH scale ranges from 1 to 14 (although the PH scale actually starts at 0 we do not use acids in school below 1)

The closer an acid gets to PH7 the weaker it is. PH 7 is neutral, neither an acid or an alkali

The closer an alkali gets to PH7 the weaker it is.

Neutralisation

When an acid and alkali react together they form a neutral solution

The general formula for this is:

Acid + Alkali Salt + water

An example of this is:

Hydrochloric acid + Sodium hydroxide
Sodium chloride + water

When acids react to form salts they always form the same ones

Hydrochloric acid forms **chlorides**
Sulfuric acid forms **sulphates**
Nitric acid forms **nitrates**

Making an indicator: We can make an indicator from some plants. Simply crush up the plant add a neutral substance to make it liquid and it should change colour when added to an acid or an alkali. Red cabbage is a good vegetable to use.

pH Examples of solutions

pH	Examples of solutions
0	Battery acid, strong hydrofluoric acid
1	Hydrochloric acid secreted by stomach lining
2	Lemon juice, gastric acid, vinegar
3	Grapefruit juice, orange juice, soda
4	Tomato juice, acid rain
5	Soft drinking water, black coffee
6	Urine, saliva
7	"Pure" water
8	Sea water
9	Baking soda
10	Great Salt Lake, milk of magnesia
11	Ammonia solution
12	Soapy water
13	Bleach, oven cleaner
14	Liquid drain cleaner

Reactions of metals and acids

Some metals will react with acids. They react at different rates. We can place them in order and this forms the reactivity series.

Potassium is the most reactive metal that we use in the school laboratory (it is too reactive to mix with acid)
Platinum is the least reactive.

The general formula for a metal reacting with an acid is:

Metal + acid → salt + water

For example

Magnesium + hydrochloric acid



Magnesium chloride + hydrogen

Year 8 Science: PH and Neutralisation

Acids and alkalis

Acids are a chemical group that are commonly found in foods, everyday items and also in scientific laboratories.

Alkalis are the _____ of acids.

Examples of acids are citric acid found in some fruits, ethanoic acid which is vinegar.

In the laboratory we use _____, sulfuric acid and nitric acid.

Examples of alkalis are toothpaste, bleach, indigestion tablets.

In the laboratory we use _____ and ammonium hydroxide

Are acids and alkalis dangerous?

Many acids and alkalis are not dangerous
Some are irritants and strong acids and alkalis can be _____.

Can we tell whether something is an acid or an alkali by using indicators?

Yes.

Indicators _____ when they are added to an acid or an alkali.

Universal indicator is the most common one that we use in the school laboratory. It changes from green to red in a strong acid and from green to purple in a strong alkali

We can tell how strong an acid or an alkali is using the _____.

The PH scale ranges from 1 to 14 (although the PH scale actually starts at 0 we do not use acids in school below 1)

The closer an acid gets to ____ the weaker it is.
PH 7 is neutral, neither an acid or an alkali

The closer an alkali gets to PH7 the weaker it is.

Neutralisation

When an acid and alkali react together they form a neutral solution

The general formula for this is:

Acid + Alkali Salt + water

An example of this is:

Hydrochloric acid + Sodium hydroxide

Sodium chloride + water

When acids react to form salts they always form the same ones

Hydrochloric acid forms _____

Sulfuric acid forms _____

Nitric acid forms _____

Making an indicator: We can make an indicator from some plants. Simply crush up the plant add a neutral substance to make it liquid and it should change colour when added to an acid or an alkali. Red cabbage is a good vegetable to use.

PH Examples of solutions

PH	Examples of solutions
0	Battery acid, strong hydrofluoric acid
1	Hydrochloric acid secreted by stomach lining
2	Lemon juice, gastric acid, vinegar
3	Grapefruit juice, orange juice, soda
4	Tomato juice, acid rain
5	Soft drinking water, black coffee
6	Urine, saliva
7	"Pure" water
8	Sea water
9	Baking soda
10	Great Salt Lake, milk of magnesia
11	Ammonia solution
12	Soapy water
13	Bleach, oven cleaner
14	Liquid drain cleaner

Reactions of metals and acids

Some metals will react with acids. They react at different rates. We can place them in order and this forms the reactivity series.

Potassium is the most reactive metal that we use in the school laboratory (it is too reactive to mix with acid)

Platinum is the least reactive.

The general formula for a metal reacting with an acid is:

Metal + acid → salt + water

For example

Magnesium + hydrochloric acid



Magnesium _____ + _____

