

Key Skills/Techniques

Catching

Catch the ball using two hands where possible, cup hands by either joining both small fingers if down low or thumbs if up high, watch the ball into the palms of the hands and close the cup, cushion the ball.

Practice catching the ball with one hand, this will mainly happen in the slips

Fielding: *Long barrier:* used to stop the ball that is travelling at pace and in danger of going to the boundary, one knee to the floor, turn side on, make a barrier in case you can't stop with hands.

Chasing the ball: Chase the ball picking up in one movement whilst turning to throw, throw the ball to the wicket keeper

Running between the wickets: Make sure the communication used is yes, no or wait, be clear on the run, place bat down over the line if returning for a second run.

Batting: *Front foot block:* Get the front foot to the pitch of the ball, bring bat angled down, hit the ball towards the floor

Front foot drive: Similar to block but with a bigger back swing and follow through trying to hit the ball hard

Back foot block: Same as the front foot but move backwards onto the back foot, this should be used if the ball is bouncing high.

Back foot drive: Similar to block but with a bigger back swing and follow through trying to hit the ball hard

Bowling: Using the figure of 6 technique bowl the ball over arm, get side on transferring weight from back to front foot

Spin bowling – grip the ball around, turn wrist flicking the hand on release to create either off spin or leg spin.



Key Words

| | |
|--------------|---------------|
| Warm up | Cool Down |
| Batting | positions |
| Bowling | communication |
| Long barrier | tactics |
| Fielding | no ball |
| Out | |

Key Muscles

- Pectoralis major
- posterior deltoid
- Teres minor



Fitness Requirements

- ◆ Stamina - speed
- ◆ Muscular Endurance - reactions
- ◆ Strength

Warm Up & Cool Down

The purpose of a warm up is that your body needs to prepare for exercise, we need to:

- Increase the breathing and heart rate
- Increase blood flow to the muscles to supply them with more oxygen

The purpose of a cool down is that:

- Helps the heart rate and breathing to return towards resting levels
- Helps avoid fainting or dizziness
- Helps to remove waste products from the muscles, such as lactic acid
- Helps prepare the muscles for the next exercise session

Rules & Regulations

- Games comprise of at least one innings where each team will take turns in batting and fielding/bowling.
- The fielding team will have a bowler bowl the ball to the batsman who tries to hit the ball with their bat.
 - The fielding team tries to get the batsmen out by...
- Hitting the wickets with the ball when bowling
- Catching a batsman's shot on the full
- Hitting the batsman's leg in front of the wicket (LBW)
- Or hitting the wickets before the batsmen can run to the other end of the pitch
- The batmen try to score as many runs as possible before getting out by...
- Hitting the ball and running between the wickets and making it to the other end before the fielders can hit the wickets with the ball. Each time you run one full length of the pitch it equals 1 run.
- Hitting the ball to the boundary along the ground is 4 runs.

| | |
|----------|-----------------------------------|
| Bit | The smallest unit of data. 0 or 1 |
| Nibble | 4 bits |
| Byte | 8 bits |
| Kilobyte | 1000 bytes |
| Megabyte | 1000 KB |
| Gigabyte | 1000 MB |
| Terabyte | 1000 GB |
| Petabyte | 1000 GB |

Example

| | |
|---------|--|
| 1 0 1 0 | |
| + 1 1 1 | |
| <hr/> | |
| 1 | |
| <hr/> | |
| 1 0 1 0 | |
| + 1 1 1 | |
| <hr/> | |
| 0 1 | |
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| 1 0 1 0 | |
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| 1 1 | |
| <hr/> | |
| 1 0 1 0 | |
| + 1 1 1 | |
| <hr/> | |
| 1 0 0 0 | |
| <hr/> | |
| 1 1 | |

Key words

Store

To hold data.

Computers use sequences of symbols to represent information.

Process

The execution of program instructions.

Computers represent all data, including numbers, letters, symbols, images, videos and sounds using binary numbers.

Symbols

A symbol is anything that represents something else, either directly or indirectly.

All binary numbers are made up of the digits 0 and 1.

Binary digits

Computers use binary - the digits 0 and 1 - to store data. A binary digit, or bit, is the smallest unit of data in computing. It is represented by a 0 or a 1. Binary numbers are made up of binary digits (bits), e.g. the binary number 1001.

0s and 1s are called binary digits, or bits. All characters are represented using sequences of bits.

Computers only use the two symbols 0 and 1 because all computers are built out of electrical switches which can only be on (1) or off (0).

Digital systems

The term digital system refers to elements such as hardware, software and networks and their use.

Binary digits are like letters; they are the symbols that computers 'write' with.

ASCII

A 7-bit character set consisting of 128 characters.

Denary (also known as decimal)

Representing information

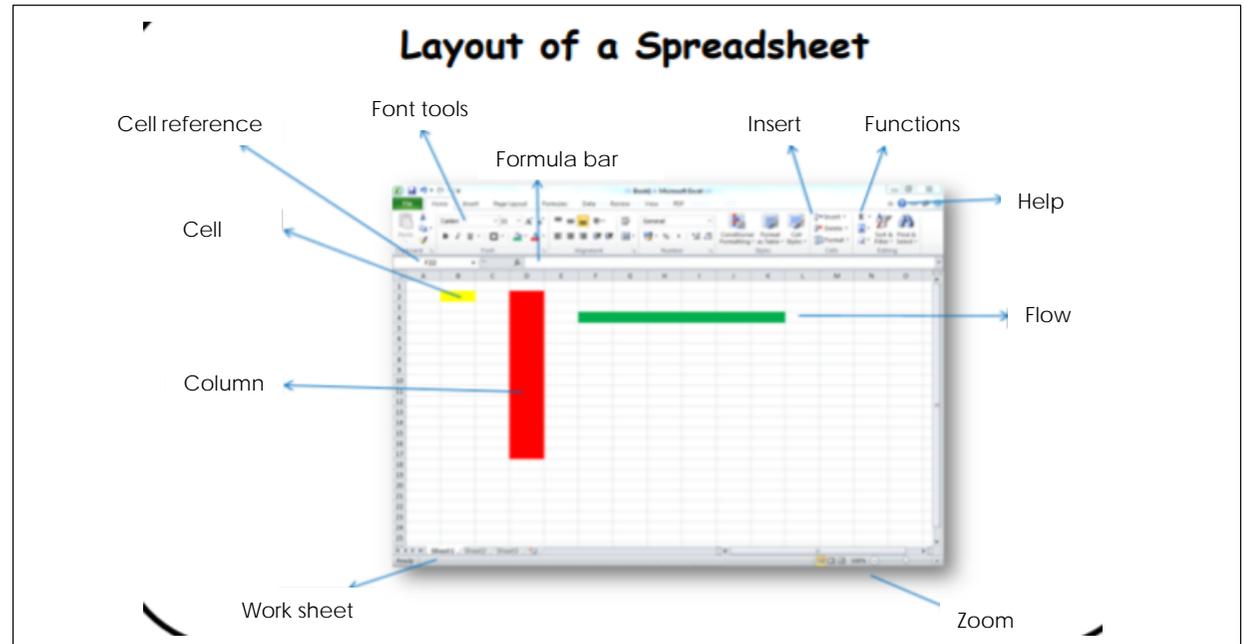
sequences of symbols, is necessary for storing, exchanging and processing information. Information in computers must be represented in a form convenient for processing.

Multipliers or weights are the amount each digit in a sequence is worth; e.g the number 30 contains three 10s and zero 1s . 10 and 1 are the multipliers or weights. Binary numbers use different multipliers or weights To convert from binary to decimal (also known as denary) multiply each binary digit with its multiplier, then add up the products to work out the decimal number. For example in the binary number above, 1 x 16 =16, 4 x1 = 4, 1x2 = 2 and 1x1 = 1. Then 16 + 4 + 2 + 1 = 23.

| Multipliers | 128 | 64 | 32 | 16 | 8 | 4 | 2 | 1 |
|--------------------------|-----|----|----|----|---|---|---|---|
| Example of Binary number | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 |

| KEY VOCABULARY | |
|-----------------------|---|
| Cell | A box in which you can enter a single piece of data. |
| Cell Reference | The name given to a cell to uniquely identify it, for example, A1. |
| Formula | An expression which calculates the value of a cell. |
| Formatting | To change the appearance, layout or organisation of a spreadsheet. |
| Borders | Form an edge along or beside. |
| Rows | The range of cells that go horizontally across the spreadsheet/worksheet. |
| Columns | A vertical series of cells in a chart, table, or spreadsheet. |
| IF statement | The Excel IF Statement tests a given condition and returns one value for a TRUE result and another value for a FALSE result |

Year 8 Computing Spreadsheets



Why do we use spreadsheets? Spreadsheets are used to store information and data. Once we have our information in a spreadsheet, we can run powerful calculations, make graphs and charts and analyse patterns.

To make graphs: Highlight your data, click the insert tab at the top of Excel and then pick the chart you need.

Autofill: Click on the cell you want to duplicate, grab the black cross in the bottom right-hand corner and drag it down to the remaining cells. This also works if you want to copy the formulas down as well.

Drama

Features of writing:

- Setting
- Characters
- Plot
- Conflict
- Protagonist
- Antagonist
- Prequel
- Sequel
- Duologue
- Dialogue

Acting skills

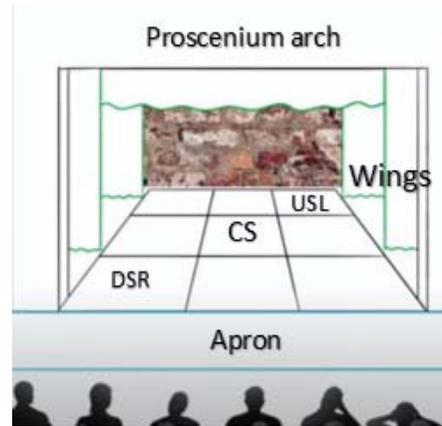
Vocal

- Pace
- Pause
- Tone
- Volume
- Diction
- Projection

Physical

- Facial expression
- Eye contact
- Posture
- Movement/stillness
- Gesture
- Proxemics
- Levels

The Proscenium Arch:



Sound:

- Diegetic:** a sound from within the world of the play
- Directional:** where the sound comes from
- Distortion:** altering the sound
- Underscore:** music played in the background
- Recorded sound:** sound that has been recorded before the performance
- Live sound:** sound that is performed on the night of the show
- Volume:** how loud the sound is

Features of an effective poster:

- Name of the production
- Appropriate design to establish genre

- Where the performance is shown
- When the performance is shown
- Ticket information



Lighting:

| | | |
|---------------------|--------------------------|--------------------------|
| <p>Flood</p> | <p>Spot light</p> | <p>Gobo</p> |
| <p>Gauze</p> | <p>Gels</p> | <p>Projection</p> |

EPR Y8 Judaism

Key terms

Yahweh: The Hebrew name for God.

Adonai: Some Jews prefer to use this term, meaning 'my Lord'.

Monotheism: The belief in ONE indivisible God.

Covenant: An agreement with conditions on both sides.

Promised Land: Jews believe that Israel is the land given to them by God.

Omnipresent: present everywhere at all times.

Shema: a Jewish prayer, affirming belief in the one God, found in the Torah.

Torah: The 5 books of Moses (Genesis, Exodus, Leviticus, Numbers, Deuteronomy) which make up the first part of the Tenakh.

Orthodox Jews: Strict Jews who try to follow all the laws as they came straight from God to Moses.

Reform Jews: believe that the laws and guidance can be adapted for modern times.

Shabbat: weekly holy day, starts at sunset on Friday and lasts until nighttime on Saturday.

Ten Commandments: 10 laws given to Moses by God over 3000 years ago.

Mitzvot: Jewish rules – there are 613 of these.

Shekinah: The divine (holy) presence of God.

Rabbi: A Jewish religious leader and teacher.

Messiah: 'The anointed one' – a leader of the Jews who is expected to live on earth at some time in the future.

Minyan: a group of 10 adults; the minimum required to hold a religious service.

Tallit: a prayer shawl. Ultra Orthodox Jews wear them under their clothes at all times. Others wear them for worship.

Kosher: food that meets the requirements of Jewish law.

Bar/Bat Mitzvah: The Jewish coming-of-age ceremony, which means 'son/daughter of the commandment'.

Key Quotations: Scholars

'Everything that exists depends on G-d, and He does not depend on anything' **Maimonides**

'Once one has decided to cleanse himself from thinking about sinning and other evil thoughts . . . G-d in His mercy will cleanse him' **Maimonides**

'Doing mitzvahs with joy and loving G-d, who gave them to us, is a great form of Divine service.' **Maimonides**

Key Quotations: Religious/ holy texts.

'Hear, O Israel! The Lord our God, the Lord is one. You shall love the Lord your God with all your heart, with all your soul and with all your might.' The Shema – **Deuteronomy**

'You shall not boil the kid in its mother's milk' **Exodus**

'Remember the Sabbath day and keep it holy' **Exodus**

'Blessed are you LORD our God, King of the Universe, who brings forth bread from the earth' **Challah blessing**

'you shall practice self-denial... for on this day atonement shall be made for you... you shall be clean before the Lord' **Leviticus**

History

The Slave Trade



Key people

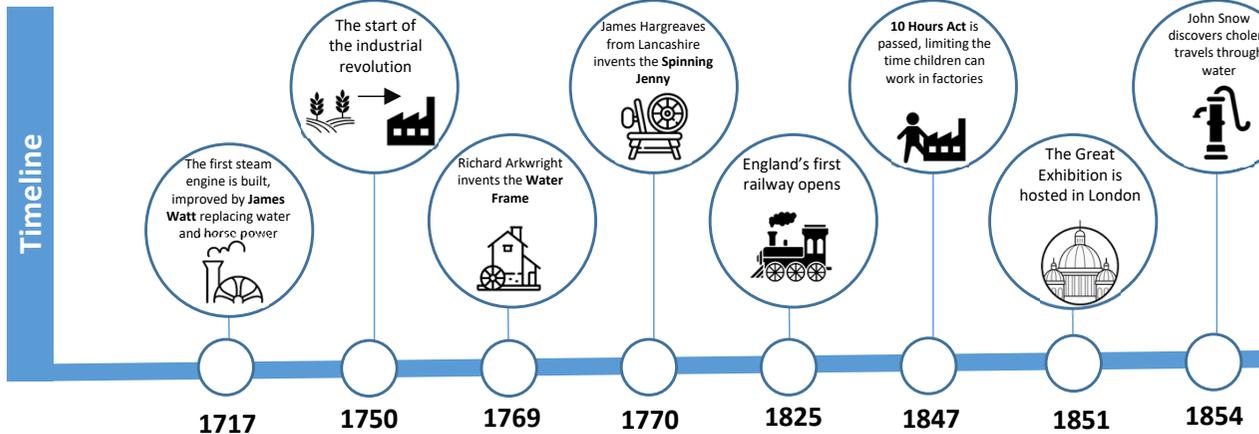
- Social Reformers**
- John Fielden**
Fielden was a wealthy industrialist from Todmorden, responsible for the growth of the town throughout the 19th century. He was responsible for introducing the **10 Hours Act (1847)** which limited the amount of town children could work in factories.
 - Robert Peel**
Peel created and supported the **Factories Act (1844)** which restricted the number of hours that children could work in factories as well as setting safety standards for machinery.
 - Seebhohm Rowntree**
Rowntree was an English sociological researcher. He **researched people living in poverty** and argued that the government needed to do more to help them.
- Inventors**
- Isambard Kingdom Brunel**
One of the most **influential engineers** of the Industrial Revolution. Brunel built railways and ships and opened up Britain to a new network of industry.
 - John Snow**
Snow was an English physician who discovered **that the water in his local area was making everyone ill**. His work led to the discovery of cholera and improved fresh water for thousands.

Key terms

- Industrial revolution**
A time of great change in Britain between 1750 to 1900.
- Population**
The number of people living in a particular place.
- Invention**
Something new which is created, can be an object or an idea.
- Economy**
The system of how money is used within a particular country.
- Agriculture**
The process of producing food, and fibres by farming of certain plants or raising animals.
- Poverty**
The lack of basic human needs such as clean water, nutrition, healthcare, education and shelter.
- Sanitation**
Sanitation is the system that disposes of human waste.
- Industry**
The process of making products by using machines and factories.
- Mass production**
The production of many products in one go e.g. textiles.

Key events

- A time of great change**
- Agriculture** – New tools, fertilizers and harvesting techniques were introduced, resulting in increased productivity and agricultural prosperity.
 - Industry** – Factories sprung up all over the country creating more efficient ways to produce goods such as wool, cotton and coal. This brought thousands of new jobs.
 - Transport and communications** - Thomas Telford built roads and canals in the 1700s and George Stephenson and Isambard Kingdom Brunel oversaw the 'Railway Mania' of the 1800s. There had previously been no very fast way of transporting goods and people around the country.
 - Technology** – Many scientific discoveries and technological inventions that changed society and industry. Changes to sanitation and medical treatment such as the work of John Snow and Edward Jenner improved people's quality of life.
- Working in a factory**
- Long working hours:** normal shifts were usually 12-14 hours a day, with extra time required during busy periods.
 - Low wages:** a typical wage for male workers was about 15 shillings (75p) a week, but women and children were paid less, with children three shillings (15p). For this reason, employers preferred to employ women and children.
 - Cruel discipline:** Frequent "strapping" (hitting with a leather strap), nailing children's ears to the table, and dowsing them in water butts to keep them awake.
 - Accidents:** forcing children to crawl into dangerous, unguarded machinery led to many accidents and deaths.
 - Health:** The air was full of dust, which led to chest and lung diseases and loud noise made by machines damaged workers' hearing.
- Living conditions**
- Overcrowding:** due to large numbers of people moving to the cities, there were not enough houses for these people to live in.
 - Disease:** typhus, typhoid, tuberculosis and cholera all existed in the cities of England. Overcrowding, low standard housing and poor quality water supplies all helped spread disease.
 - Waste disposal:** gutters were filled with litter. Human waste went directly into the sewers, which flowed straight into rivers.
 - Poor quality housing:** houses were built very close together so there was little light or fresh air inside them. They did not have running water and people found it difficult to keep clean.
 - Lack of fresh water:** people could get water from a variety of places, such as streams, wells and stand pipes, but this water was often polluted by human waste.



Context

Pre-1964 (before the setting of the novel)

1865 – slavery abolished in the USA

From late 19th Century, until 1964 racial segregation and the infamous “Jim Crow” laws that disenfranchise and remove political and economic gains made by black people, following the abolition of slavery.

1963 – assassination of JF Kennedy

1964

The novel is set in South Carolina (USA) in the immediate aftermath of the Civil Rights Movement

Civil Rights Act of 1964, was intended to provide protection for black men from discrimination based upon race and was expanded to protect women from discrimination as well. Abolition of the ‘Jim Crow’ laws.

Racial prejudice

Many whites were angered by **Civil Rights Act** and continued to treat African-Americans cruelly. racial tensions mounted. Racism persists as a deep root in American society, despite political movements and social change.

American politics in 1960s

The escalation of and subsequent protests against the Vietnam War; the continuation of the Cold War with Russia; the race to conquer space; and the changes in popular culture: see below...

Social change and popular culture in 1960s USA

Rock and roll, the sexual revolution and the overall antiestablishment atmosphere—contributed to this volatile period.

Plot

The Secret Life of Bees is the story of Lily Owens, a girl who has shaped her life around one devastating memory—the afternoon her mother died when Lily was four. Besides her harsh and unfeeling father, Lily’s only real companion is Rosaleen, a tender, but fierce-hearted black woman who cooks, cleans and acts as her "stand-in mother."

Set in 1964 in South Carolina, a place and time of seething racial divides, violence explodes one summer afternoon, and Rosaleen is arrested. Lily is desperate, not only to save Rosaleen, but to flee from a life she can no longer endure. Calling upon her lively personality and youthful daring, she breaks Rosaleen out of jail and the two escape, into what quickly becomes Lily’s quest for the truth about her mother’s life.

Key characters

Lily Owens

The flawed, relatable protagonist who runs away from home primarily to discover the hidden past of her late mother, but also to escape her abusive father and help her surrogate mother Rosaleen evade racial persecution.

Rosaleen

Rosaleen becomes the Owens family’s housekeeper after Lily’s mother dies. She is a large, African-American woman who is not certain of her age. Rosaleen becomes like a mother to Lily.

August Boatwright

August is a beekeeper who lives in a bright pink house in Tiburon, SC. She is an African-American woman and sells Black Madonna Honey. She and her sisters, May and June, let Lily and Rosaleen stay with them.

May Boatwright

May is August’s very emotional sister. May’s twin sister, April, killed herself when she was fifteen years old. Since then, May is prone to emotional break-downs and spends a lot of time at her “wailing wall.”

June Boatwright

June is August’s other sister. She is a teacher who is not entirely happy Lily staying in their house. June is often rude to Lily.

Zach

Zach works for August. He is young African American man and Lily develops a crush on him.

Literary techniques

| | |
|----------------------------|--|
| Simile | Comparing two things using like or as. |
| Metaphor | Stating one thing as though it is something else |
| Personification | Giving human features/characteristics to a non-human object. |
| Repetition | Where an idea is repeated multiple times throughout a text often to strengthen the idea presented. |
| Unreliable narrator | A sense that the narrator is not telling/is not able to tell the whole truth. |
| Imperative verb | A command verb such as 'put' or 'don't'. |
| Pathetic fallacy | A type of personification where emotions are given to a setting, an object or the weather. |
| Onomatopoeia | Words that sound a little like they mean. |
| Emotive Language | Language intended to create an emotional response. |
| Symbolism | Using images, ideas, motifs, objects, characters...to represent something else. |
| Bildungsroman | Coming of age narrative |

Key vocabulary – add to this list

| | |
|----------------|----------------|
| Abolition | Alienation |
| Catholicism | Blasphemy |
| Discrimination | Disenfranchise |
| Empowerment | Hierarchy |
| Incrimination | Persecution |
| Prejudice | Racism |
| Redemption | Segregation |

Themes – create a tally chart for each time these themes occur

| | |
|------------------------|-----------|
| Isolation | Community |
| Family | Secrets |
| Appearance and reality | Identity |
| Class | Gender |
| The role of women | Race |
| Age | Prejudice |

Symbolism – add explanations to these key symbols as we read

 Bees

 The beehive

 Our lady in chains

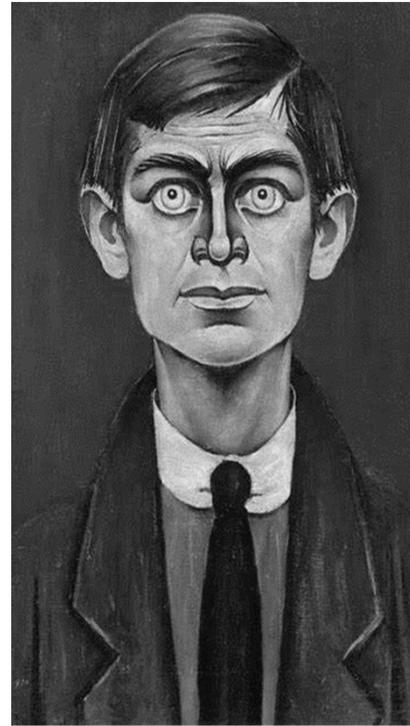
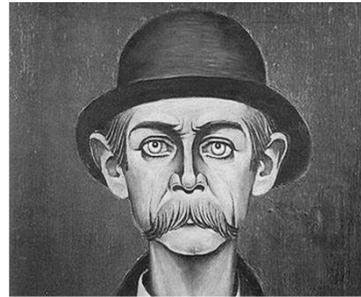
 The whale pin

Year 8 – Holocaust

During this topic you will be learning about the Holocaust and how Jews were photographed by Nazi officers on their entrance into concentration camps. Students will create an observation of one of these portraits, developing their skills of proportion and scale within portraiture. We will then link this to the portraiture style of LS Lowry where students will create an accurate copy of a piece of his work. Eventually, students will create a self-portrait in the style of Lowry but also tying in aspects of the Holocaust photographs.

Aesthetic similarities in Lowry portraits

- Large eyes
- Heavy shading
- No facial expression
- Head and shoulders
- Central composition
- Plain background
- Graphic outlining



Important Vocabulary

Sketch - to press down lightly with your pencil.

Tone - how light or dark an area is.

Proportion - The size of something in comparison to something else.

Scale - the relative size or extent of something:

Weight of line - thickness or thinness of a line

Cross Hatching - A shading technique where lines are over lapped to create the illusion of tone.

Hatching - Shading with closely drawn parallel lines.

Composition - Where something is placed on a page, layout.

Graphic – clear and vividly explicit definition.

Holocaust – a time in which Hitler declared Jewish people be put into concentration camps.

Concentration camp - a place in which large numbers of people, are deliberately imprisoned in a relatively small area.

Aesthetic – The way something looks or is portrayed.

Portraiture – A piece of work that shows a representation of a person.

Refine – to neaten up your work, to add the finishes touches.

Holocaust context - In 1933, the Jewish population of Europe stood at over nine million.

Most European Jews lived in countries that Nazi Germany would occupy or influence during World War II. By 1945, the Germans had killed nearly two out of every three Jews as part of the "Final Solution". The Nazis considered Jews to be the main danger to Germany. Jews were rounded up and set to concentration camps where they were starved, tortured and consequently executed in mass gas chambers. Before they were murdered the Jewish people were photographed and logged so the Nazis could keep track of how many people passed through the camps.

These portraits are what we are going to be studying and link to the work of LS Lowry due to the similarities in facial expressions.



Drama Year 8



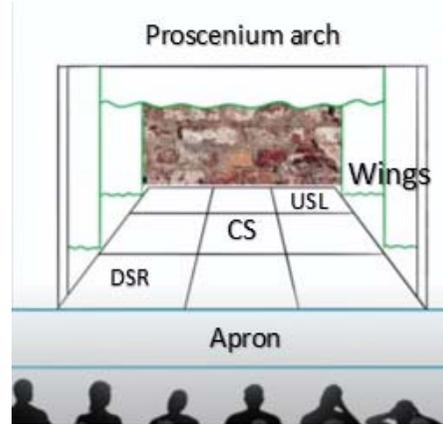
Features of writing:

- Setting
- Characters
- Plot
- Conflict
- Protagonist
- Antagonist
- Prequel
- Sequel
- Duologue
- Dialogue

Acting skills

- Vocal**
 - Pace
 - Pause
 - Tone
 - Volume
 - Diction
 - Projection
- Physical**
 - Facial expression
 - Eye contact
 - Posture
 - Movement/stillness
 - Gesture
 - Proxemics
 - Levels

The Proscenium Arch:



Sound:

- Diegetic:** a sound from within the world of the play.
- Directional:** where the sound comes from.
- Distortion:** altering the sound.
- Underscore:** music played in the background.

Features of an effective poster:

- Name of the production
- Appropriate design to establish genre
- Where the performance is shown
- When the performance is shown
- Ticket information



Lighting:



Floodlight



Spotlight



Gobo



Gauze



Gels

- Terminology
- Hygiene
- Cross-contamination
- Food poisoning
- Core temperature
- Function
- Fermentation
- Nutrition
- Nutrient
- Structure
- Micro-nutrient
- Macro-nutrient
- Health

Meat handling

- Wash hands before and after handling raw meat.
- Use separate colour-coded equipment for meat preparation.
- Keep raw meat separate from other ingredients.
- Store raw meat between 0-5 degrees Celsius in the fridge.
- Ensure the core temperature of cooked meat reaches 75 degrees.
- Sanitise work surfaces after meat preparation.

Eatwell guide
 Government guidance on how to eat well and be healthy based on the major food groups.



Function of bread ingredients

| | |
|--------------|---|
| Strong Flour | Provides the structure of bread and is a source of nutrients. |
| Water | Binds the ingredients together, activates the yeast. |
| Yeast | Using fermentation, gives off CO2 allowing the bread to rise during proving and baking. |
| Salt | Flavours the bread dough. |
| Sugar | Encourages fermentation with the yeast. |

Nutrition

The study of the key nutrients in food, how they are vital for good health and how they work together.

Macro-nutrients: fat, protein and carbohydrate.
 Micro-nutrients: vitamins and minerals.

Year 8 Geography: Africa

Physical World of Africa

| | |
|--------------------------------|--|
| Mount Kilimanjaro | A dormant (sleeping) volcano in Tanzania, East Africa. It is the highest mountain in Africa, at 5895m tall. |
| Namib | A coastal desert in Namibia, West Africa. It is 2000km long. |
| Serengeti National Park | A protected region of Northern Tanzania, through which thousands of wild animals, such as zebra and wild cats, pass each year. |
| Sahara | The worlds largest hot desert, which covers 11 different countries in Africa. |
| Big Game | Game are land mammals and birds. The 'Big 5' are the lion, leopard, rhino, elephant and buffalo. |
| Endangered | A species that is at serious risk of extinction. |
| Conservation | Protecting plants and animals from harm. |

People in Africa

| | |
|-----------------------|--|
| Kalenjin | A tribe from the Rift Valley in Kenya, East Africa. They are well known for the excellent running ability. |
| Colonisation | Taking control of another country, its people and resources. |
| Apartheid | A law which separated white people and black people in the country of South Africa. |
| Nelson Mandela | Former president of South Africa. Famous for ending apartheid. |
| HIC | High Income Country |
| LIC | Low Income Country |
| Development | Using economic growth (money) and technology to improve quality of life. |

Resources in Africa

| | |
|---------------------|--|
| Water Crisis | Millions of people in Africa lack safe drinking water. Crops may fail and people get sick from drinking dirty water. |
| Surplus | Having more than enough of something. |
| Deficit | Not having enough of something. |
| Famine | Extreme lack of food, causing lots of people to starve. |
| LHWP | Lesotho Highlands Water Project |





Vocabulary

| | |
|------------------|---------------------|
| <i>adest</i> | is here |
| <i>adsunt</i> | are here |
| <i>agricola</i> | farmers |
| <i>audit</i> | hears |
| <i>clāmor</i> | shout/uproar |
| <i>contendit</i> | hurries |
| <i>currit</i> | runs |
| <i>fābula</i> | play/story |
| <i>fēmina</i> | woman |
| <i>hodiē</i> | today |
| <i>iuvenis</i> | young man |
| <i>meus</i> | my/mine |
| <i>multus</i> | much |
| <i>multi</i> | many |
| <i>optimus</i> | very good/excellent |
| <i>petit</i> | makes for/attacks |
| <i>plaudit</i> | applauds |
| <i>puella</i> | girl |
| <i>senex</i> | old man |
| <i>spectat</i> | watches |
| <i>stat</i> | stands |
| <i>turba</i> | crowd |
| <i>ubi?</i> | where? |
| <i>urbs</i> | city |
| <i>venit</i> | comes |

Word order

Sentences which refer to **more than one** person or thing require a different form of the word.

| Singular | Plural |
|-------------------------|----------------------------|
| <i>servus laborat.</i> | <i>servi laborant.</i> |
| <i>puella ridet.</i> | <i>puellae rident.</i> |
| <i>mercator dormit.</i> | <i>mercatores dormiunt</i> |

Noun changes to plural Verb changes to plural

Nouns

The person/place/thing has to change from singular to plural in the sentence. Each of the three declensions have specific endings.

| | 1 st declension (-a) | 2 nd declension (-us) | 3 rd declension |
|----------|---|--------------------------------------|--|
| Singular | <i>puella ancilla femina</i> | <i>servus amicus dominus</i> | <i>mercator canis leo</i> |
| Plural | <i>puellae ancillae feminae</i> | <i>servi amici domini</i> | <i>mercatores canes loenes</i> |

Verbs

In your sentence the verbs (doing words) have to be pluralised too. These words end in **-t** if they are singular, and **-nt** if plural.

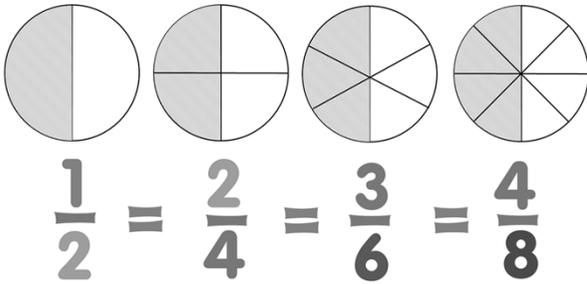
| Singular | Plural |
|----------------|-----------------|
| <i>sedet</i> | <i>sedent</i> |
| <i>dormit</i> | <i>dormiunt</i> |
| <i>ambulat</i> | <i>ambulant</i> |

Ancient Civilisation – The Theatre

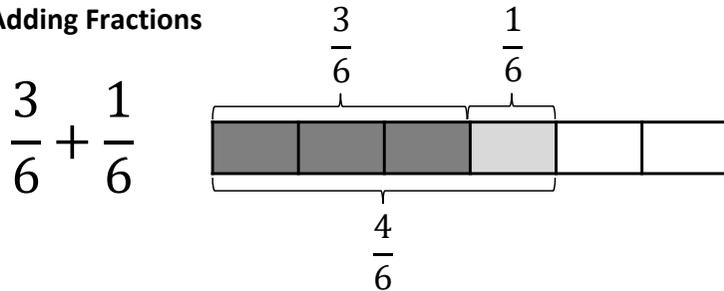
- Plays were not performed every day in Pompeii but only at special festivals. This meant there was lots of excitement about plays coming to the town.
- On the day of the play, all of Pompeii would shut down for the day; shops would close and no business took place as everyone went to watch.
- Although most people hurried to the theatre to secure seats, wealthy and important citizens had their seats reserved, right at the front of the theatre where the best seats were.
- Admission to the theatre was free as wealthy citizens often funded performances to gain popularity which would be useful in local elections.
- Most of the performance was pantomime and used masks and costumes.



Equivalent fractions



Adding Fractions



Multiplying Fractions

$$\frac{3}{6} \times \frac{1}{2} = \frac{3 \times 1}{6 \times 2} = \frac{3}{12} = \frac{1}{4}$$

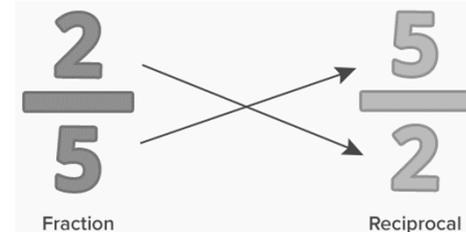
Dividing Fractions

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

Keep Change Flip

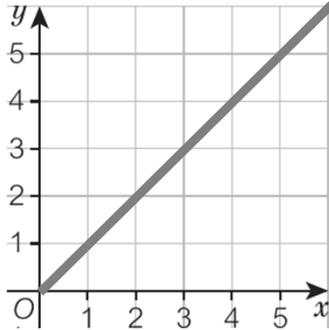
| | |
|----------------------|---|
| Common denominator | Fractions with the same denominator can be described as having a common denominator . |
| Equivalent fractions | Two or more fractions that have the same value, even though they have different numerators and denominators. |
| Improper fraction | An improper fraction is where the numerator is larger than the denominator. |
| Mixed number | A mixed number is made up of a whole number and a fraction. |
| Integer | A whole number (can be negative or positive). |
| Reciprocal | A number multiplied by it's reciprocal is always 1. 'An upside down fraction'. The reciprocal of $\frac{4}{10}$ is $\frac{10}{4}$ |

Reciprocal Fraction



Direct Proportion

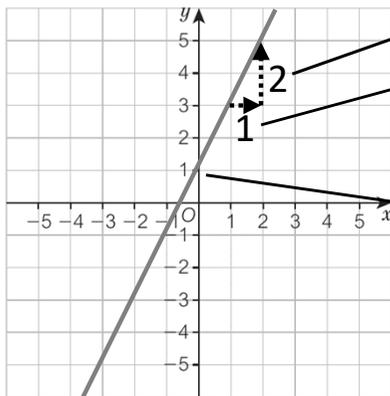
Always gives a straight line through (0, 0).
 When one variable is zero so is the other one.
 When one variable doubles, so does the other.



Equation of a straight line

Gradient
 \swarrow
 $y = mx + c$
 \nwarrow
 y-intercept

Find equation from a graph



Gradient (m)

Change in y

 Change in x = $\frac{2}{1} = 2$

y-intercept (c)

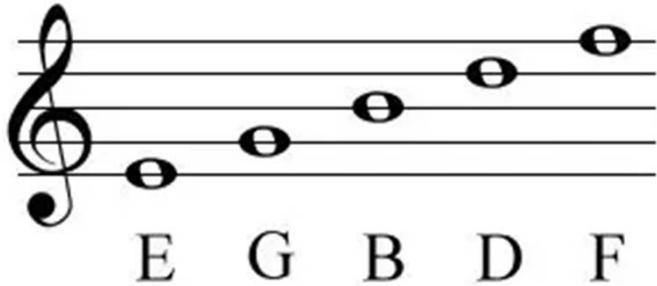
+ 1

$y = mx + c \rightarrow y = 2x + 1$

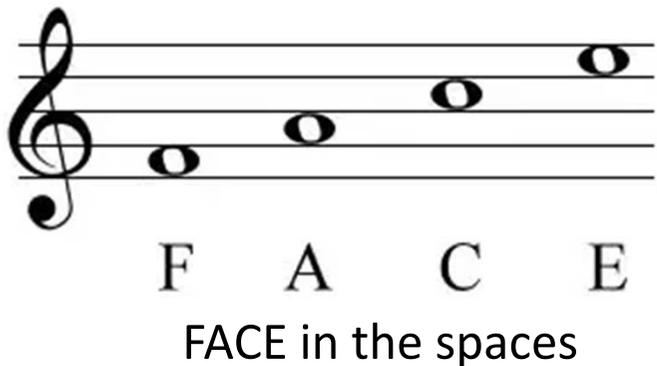
| | |
|-------------------|--|
| Gradient | The steepness of a line |
| Intercept | Where two lines cross. The y-intercept: Where the line meets the y-axis. |
| Parallel | Two lines that never meet with the same gradient. |
| Co-ordinate | A set of values that show an exact position on a graph. |
| Linear | Linear graphs are straight lines. |
| Direct proportion | As one amount increases, another amount increases at the same rate. |
| Origin | The origin on a coordinate grid is the point (0, 0). |

Year 8 Music

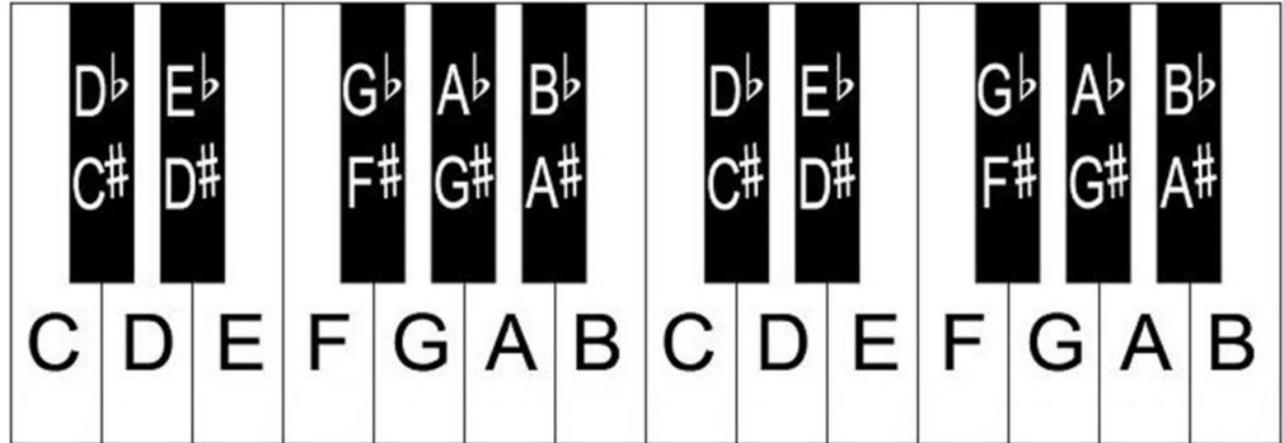
Stave Notation - Treble Clef



Every Green Bus Drives Fast



Fur Elise



Terminology

Notation
Bar
Stave
Melody
Phrasing
Pitch
Rhythm
Time signature
Accidentals
Structure
Broken chords
Style
Solo
Accuracy
Fluency
Expression

How to build a chord

Use the 1st, 3rd and 5th notes of the scale to build a basic chord.

Example: **A B C D E F G**

A minor chord = A C E

Ludwig Van Beethoven

German composer, baptised in 1770. Died 1827.

One of the most admired and well known composers in the history of western music. His repertoire spans both the Classical and Romantic period.

Todmorden High Science K.O. Year 8 Topic Microbes and Disease

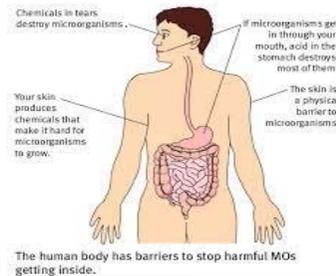
| Key term | Definition |
|-----------------------|---|
| Unicellular | An organism made of one cell. |
| Multicellular | An organism made of many cells |
| Bacterium | A type of prokaryote organism. Plural is bacteria. |
| Fungus | A member of the fungus kingdom. A fungus can be multicellular or unicellular but does not make its own food. Plural is fungi. |
| Virus | A non-living particle that can change how a living cell functions when it enters a cell. Inside a cell, a virus often causes the cell to make copies of the virus |
| Vaccine | A dead or altered form of a disease which brings about an immune response and immunity to the disease. |
| Microorganism | An organism too small to be seen with the naked eye. |
| Antibiotic | A medicine (such as penicillin or its derivatives) that inhibits the growth of or destroys microorganisms. Originally derived from microscopic fungi. |
| Anaerobic Respiration | A type of respiration that does not need oxygen. |
| Fermentation | Anaerobic respiration occurring in microorganisms. |
| Aseptic | To avoid contaminating with microbes |

The Big Ideas and Must Know Facts

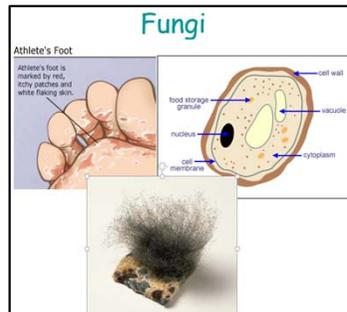
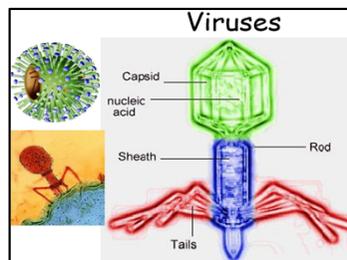
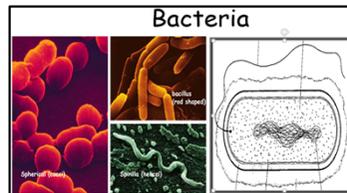
Vaccines

One means of assisting our immune system is through **vaccinations**. A **vaccine**, used to prevent illness, is made from weak or inactive versions of the same microbes that make us ill. In some cases, the vaccines are made from cells which are similar to, but not exact copies of, the microbe cells that make us ill. When the vaccine is introduced into the body the immune system attacks it as if harmful microbes were attacking the body. The **white blood cells** create lots of **antibodies** to attach to the **antigens** on the surface of the vaccine. Because the vaccine is an extremely weakened version of the microbe the WBC successfully eliminate all the microbial cells in the vaccine and the vaccine will not make you ill.

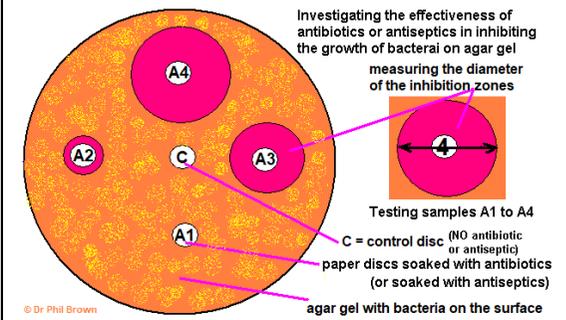
The body's protection



3 types of microbes



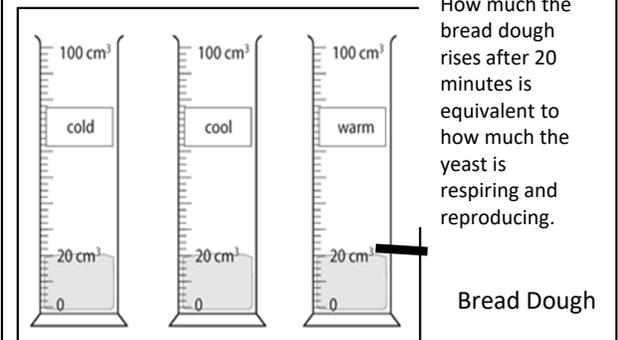
Required Practicals.



The majority of the time the immune system defeats any harmful microbes entering the body, however, in some cases the immune system needs help. **Antibiotics** are special medicines used by doctors to kill harmful **bacteria**. Some antibiotics stop the bacteria reproducing and others kill the bacteria. Antibiotics treat infectious diseases caused by bacteria, such as meningitis, tuberculosis and pneumonia. They do **not** harm viruses, so antibiotics cannot treat diseases such as colds and flu, which are caused by viruses. Examples of antibiotics are penicillin, erythromycin and tetracycline.

What variables affect the speed at which dough rises?

Bread dough can be made by mixing together 5g of sugar, 3.5g of yeast, 100g of bread flour and 65cm³ of water. When kept in a warm place, the bread dough rises.



Todmorden High Science K.O.

Year 8F Periodic Table

| Key term | Definition |
|-------------------|--|
| Atom | Atoms are small particles from which all substances are made. |
| Element | A simple substance, made up of only one type of atom. |
| Compound | A substance that contains, atoms of two or more elements joined together. |
| Group | A vertical column of elements in the periodic table. Elements in the same group generally have similar properties. |
| Period | A horizontal row in the periodic table. |
| Reactivity | A description of how quickly or vigorously something reacts. |
| Malleable | Able to be beaten and bent into shape. |
| Halogens | An element in group 7 of the periodic table, such as fluorine and chlorine. |
| Noble gases | Group of very unreactive non-metal gases. Found in group 0 of the periodic table. |
| Alkali metals | A group of very reactive metals. Found in group 1 of the periodic table. |
| Transition metals | One of a central group of elements in the periodic table |
| Oxide | A compound of a metal or non-metal with oxygen, such as magnesium oxide or carbon dioxide. |

Dalton's atomic theory:

Dalton's theory stated that:

- All matter is made up of tiny particles called atoms.
- Atoms are indestructible, and cannot be created, or destroyed.
- The atoms in an element are all identical.
- In compounds, each atom of an element is always joined to a fixed number of atoms of the other elements.
- During chemical reactions, atoms rearrange, to make new substances.

Elements and their symbols.

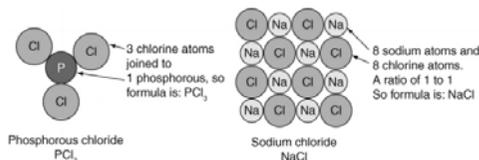
The symbols for the elements used today have been agreed by scientists in all countries. They are either a single or double letter. The first letter is always a capital letter.

Examples:

nitrogen = **N** lithium = **Li**
 sulfur = **S** copper = **Cu**
 chlorine = **Cl** iron = **Fe**

Chemical formula

The chemical formula of a substance tells you the number of atoms of each element that are joined in its molecules, or the ratio of atoms of each element in the compound.



Properties

The properties of a substance are what it looks like or what it does.

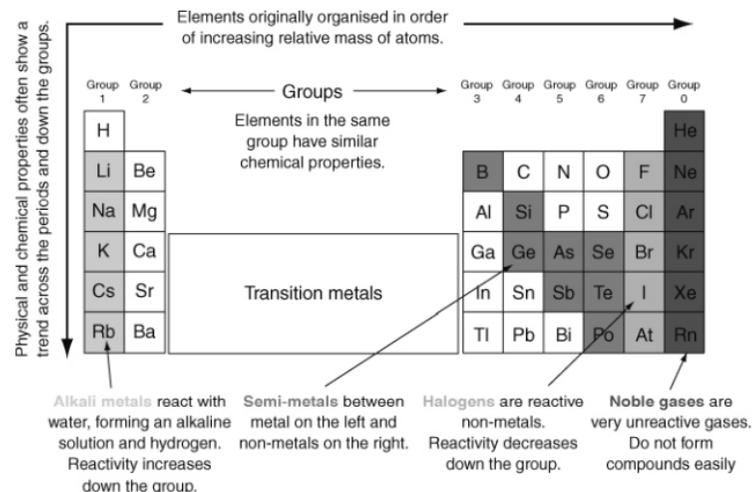
There are two types of properties:

Chemical properties (e.g. flammability, pH, reaction with acid)

Physical properties (e.g. melting point, boiling point, density).

The periodic table

The periodic table arranges the elements so that elements with similar properties are in the same vertical group. The periodic table also allows us to spot trends and patterns.



| Metals | Non-metals |
|--|--|
| <ul style="list-style-type: none"> High melting points. Strong, flexible and malleable. Shiny (when polished) Good conductors of heat and electricity. | <ul style="list-style-type: none"> Low melting points Brittle (when solid) Dull Poor conductors of heat and electricity. |
| Some elements have properties in between those of metals and non-metals. These are sometimes called semi-metals . | |

Metal and non-metal oxides

Many elements burn in air/oxygen to form oxides; e.g.:

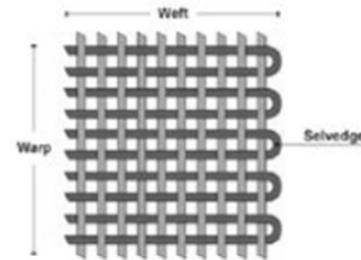
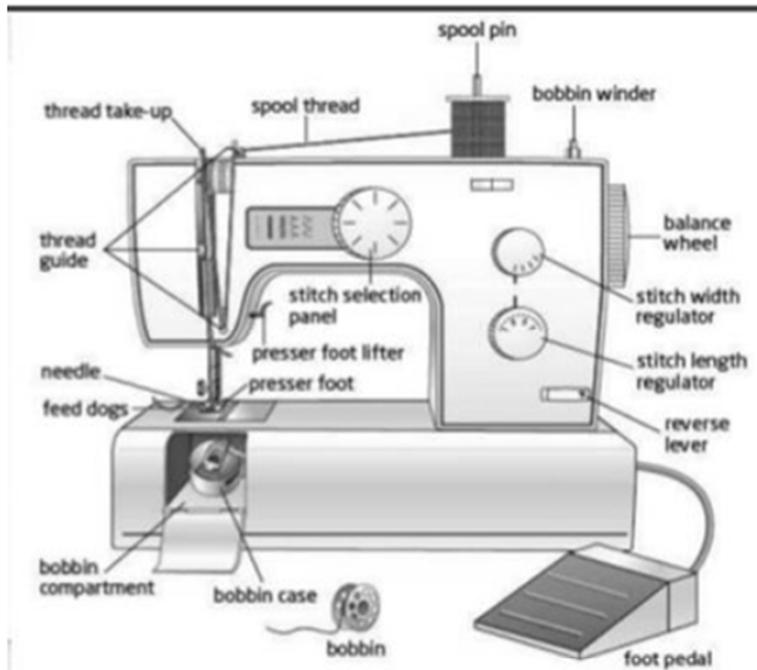
- calcium + oxygen → calcium oxide
- carbon + oxygen → carbon dioxide
- metal oxides tend to form alkaline solutions.
- non-metal oxides tend to form acidic solutions.

| Year 8 Spanish Mis Vacaciones | |
|--|---|
| De vacaciones <i>On holiday</i> | ¿Qué hiciste? <i>What did you do?</i> |
| ¿Adónde fuiste de vacaciones? <i>Where did you go on holiday?</i> | ¿Qué hiciste en tus vacaciones de verano? <i>What did you do on your summer holiday?</i> |
| el año pasado <i>last year</i> | Bailé <i>I danced</i> |
| el verano pasado <i>last summer</i> | Compré una camiseta <i>I bought a T-shirt</i> |
| Fui a... <i>I went to...</i> | Descansé en la playa <i>I relaxed on the beach</i> |
| Escocia <i>Scotland</i> | Mandé SMS <i>I sent texts</i> |
| España <i>Spain</i> | Monté en bicicleta <i>I rode my bike</i> |
| Francia <i>France</i> | Nadé en el mar <i>I swam in the sea</i> |
| Gales <i>Wales</i> | Saqué fotos <i>I took photos</i> |
| Grecia <i>Greece</i> | Tomé el sol <i>I sunbathed</i> |
| Inglaterra <i>England</i> | Visité monumentos <i>I visited monuments</i> |
| Irlanda <i>Ireland</i> | No nadé en el mar <i>I didn't swim in the sea</i> |
| Italia <i>Italy</i> | El último día de tus vacaciones, ¿qué hiciste? <i>What did you do on the last day of your holiday?</i> |
| ¿Con quién fuiste? <i>Who did you go with?</i> | Bebí una limonada <i>I drank a lemonade</i> |
| Fui con... <i>I went with...</i> | Comí paella <i>I ate paella</i> |
| mis amigos/as <i>my friends</i> | Conoci a un chico guapo <i>I met a cute boy</i> |
| mi clase <i>my class</i> | Conoci a una chica guapa <i>I met a cute girl</i> |
| mi familia <i>my family</i> | Escribí SMS <i>I wrote texts</i> |
| mis padres <i>my parents</i> | Salí con mi hermano/a <i>I went out with my brother/sister</i> |
| ¿Cómo fuiste? <i>How did you get there?</i> | Vi un castillo interesante <i>I saw an interesting castle</i> |
| Fui en, Fuimos en... <i>I went by, We went by...</i> | luego <i>then</i> |
| autocar <i>coach</i> | más tarde <i>later</i> |
| avión <i>plane</i> | después <i>afterwards</i> |
| barco <i>boat, ferry</i> | el primer día <i>on the first day</i> |
| coche <i>car</i> | el último día <i>on the last day</i> |
| tren <i>train</i> | por la mañana <i>in the morning</i> |
| No fui de vacaciones <i>I didn't go on holiday.</i> | por la tarde <i>in the afternoon</i> |
| ¡Qué bien! <i>How great!</i> | |
| ¡Qué bonito! <i>How nice!</i> | |
| ¡Qué divertido! <i>What fun!</i> | |
| ¡Qué guay! <i>How cool!</i> | |
| ¡Qué rico! <i>How tasty!</i> | |
| ¡Qué suerte! <i>How lucky!</i> | |
| ¡Qué aburrido! <i>How boring!</i> | |
| ¡Qué horror! <i>How dreadful!</i> | |
| ¡Qué lástima! <i>What a shame!</i> | |
| ¡Que mal! <i>How bad!</i> | |
| ¡Qué rollo! <i>How annoying!</i> | |

| Exemplar sentences | |
|--|---|
| Spanish | English |
| 1) El año pasado fui a Gales con mi familia. Fuimos en coche. ¡Qué aburrido! | Last year I went to Wales with my family. We went by car. How boring! |
| 2) Fui a Irlanda con mis amigos en avión y coche. Fue divertido porque monté en bicicleta y saqué muchas fotos. ¡Qué chulo! | I went to Ireland with my friends by plane and car. It was fun because I rode a bike and took lots of photos. How cool! |
| 3) El verano pasado fui a Italia con mis padres y mi hermana. Fuimos en avión, fue fenomenal ya que descansé en la playa con mi madre y tomé sol. Pero no nadé en el mar. ¡Qué lastima! | Last summer I went to Italy with my parents and my sister. We went by plane, it was fantastic because I relaxed on the beach with my mum and sunbathed. But I didn't swim in the sea. What a shame! |
| 4) Primero visité monumentos y saqué muchos fotos. Vi un castillo interesante. ¡Qué guay! Aunque más tarde comí algo mal y vomité. ¡Qué desastre! | First I visited monuments and took lots of photos. I saw an interesting castle. How cool! Although later I ate something bad and I was sick. What a disaster! |
| 5) El último día de mis vacaciones salí con mi hermano porque hizo calor y hizo sol. Fuimos de compras y compré una camiseta blanca. ¡Qué suerte! | The last day of my holidays I went out with my brother because it was hot and sunny. We went shopping and I bought a white t-shirt. How lucky! |
| 6) El primer día, fui a la playa con mi hermano y tomé el sol, pero no nadé en el mar ya que lo odio, hizo mucho frío. ¡Qué rollo! | On the first day, I went to the beach with my brother and I sunbathed, but I didn't swim in the sea because I hate it, it was very cold. How annoying! |
| CHALLENGE 7) Fue un desastre ya que perdí mi móvil. Más tarde fue interesante porque aprendí a hacer vela y comí muchos helados. Al día siguiente nadé en el mar y tomé el sol con mi madre. ¡Qué divertido! | It was a disaster because I lost my phone. Later it was interesting because I learnt to sail and I ate lots of ice cream. The following day I swam in the sea and sunbathed with my mum. How fun! |
| GENIUS 8) El verano pasado, mis amigos y yo fuimos a Grecia de vacaciones. Fue inolvidable ya que monté a caballo con mi mejor amiga. ¡Qué suerte! | Last summer, my friends and I went to Greece on holiday. It was unforgettable because I rode a horse with my best friend. How lucky! |
| What does a 'good' paragraph look like? | |
| <p>El julio pasado fui al sur de Francia con mi familia; mi madre, mi padre y mi hermana menor. Fuimos en coche y barco y fue aburrido. El primer día visité monumentos con mi padre, saqué fotos y vi un castillo interesante. ¡Qué guay! Por la tarde, fuimos al restaurante. Comí paella y bebí una limonada.</p> <p>El día siguiente, fue un desastre. Primero, compré recuerdos y perdí mi móvil. ¡Qué horror! Luego, comí muchos helados y vomité. ¡Qué lastima! Finalmente fuimos a un restaurante italiano y perdí mi pasaporte. Fue un horroroso.</p> <p>El último día salí con mi hermana y fuimos a la playa, tomé el sol y descansé, pero no nadé en el mar porque hubo tormentas, y fuimos al hotel.</p> | |

| Viva 2: Module 1: Mis Vacaciones Vocabulary | | Translations – Spanish to English | |
|--|---|---|--|
| ¿Cómo te fue? <i>How was it?</i> | CHALLENGE GCSE | a) El julio pasado fui a Gales con mi familia. Fuimos en coche porque es fácil. Hizo mal tiempo ya que hizo frío y llovió. Sin embargo, fue genial dado que monté en bicicleta en las montañas. | |
| Fue divertido <i>It was fun</i> | VOCABULARY | b) El otoño pasado mi hermana y yo fuimos a Escocia, a Edimburgo. Hice turismo y saqué muchas fotos de los monumentos. Vi un castillo enorme e interesante. Fue fenomenal. | |
| Fue estupendo <i>It was brilliant</i> | primero <i>first</i> | c) El año pasado fui a Francia, fui con mi familia. Me gustó ya que conocí a un chico guapo aunque fue un desastre dado que perdí mi móvil, mi pasaporte y mis gafas de sol. ¡Qué lastima! | |
| Fue fenomenal <i>It was fantastic</i> | finalmente <i>finally</i> | d) El agosto pasado fui a Irlanda con mis abuelos. Fuimos en coche y en barco y fue aburrido. Muy aburrido. Visité monumentos con mi abuelo y saqué fotos, luego fui de compras con mi abuela. ¡Qué horror! | |
| Fue flipante <i>It was awesome</i> | Por eso <i>Therefore</i> | e) La primavera pasada fui a España, a Barcelona con mi mejor amiga. Fuimos en avión porque es rápido. Lo pasé fenomenal ya que hizo calor y hizo sol. Un día aprendí a hacer vela y hice turismo en autobús. ¡Qué chulo! | |
| Fue genial <i>It was great</i> | El primer / último día... <i>(On) the first / last day...</i> | f) Hace dos años, mi familia y yo fuimos a Italia. Fue horroroso ya que el primer día perdí mi móvil y mis gafas de sol. ¡Qué desastre! Un día hice turismo en la ciudad pero no saqué fotos ya que no tenía mi móvil. | |
| Fue guay <i>It was cool</i> | Al día siguiente... <i>On the following day...</i> | g) El invierno pasado fui a Grecia con mi hermana menor. Fuimos en avión pero tuve un retraso y fue muy aburrido. Un día hice turismo y fuimos a la playa donde tomé el sol y descansé. ¡Qué divertido! | |
| Fue regular <i>It was OK</i> | aprendí a hacer vela <i>I learned to sail</i> | Translations – English to Spanish | |
| Fue un desastre <i>It was a disaster</i> | comí muchos helados <i>I ate lots of ice creams</i> | H) Last year I went to France by car. I went with my parents, and the weather was good. It was fantastic because I met a cute boy and I sunbathed on the beach. How lucky! | |
| Fue horrible <i>It was horrible</i> | compré recuerdos <i>I bought souvenirs</i> | I) Last summer I went to Spain with my friends. We went by boat and by car, it was horrible. We went to the beach and I sunbathed, I swam in the sea, but I lost my phone and my passport. What a disaster! | |
| Fue horroroso <i>It was terrible</i> | descansé <i>I rested</i> | J) Last year my holiday was horrible. I went to Wales with my family and we went by car. It rained and it snowed. I didn't swim in the sea and I didn't sunbathe. However, I lost my phone. It was a disaster! | |
| Fue raro <i>It was weird</i> | hice esquí/turismo/windsurf <i>I went skiing/sightseeing/windsurfing</i> | K) Last July, I didn't go on holiday. However, I went out with my brother and my sister, I went shopping with my sister and I bought a t-shirt then I went to the beach with my brother and I ate ice cream. | |
| Me gustó <i>I liked it</i> | tuve un retraso/una avería <i>I had a delay/a breakdown</i> | L) Last December I went to France with my dad. It was ok. We went to the mountains and I went skiing, however I didn't relax. I don't like skiing (to ski), because it is very difficult. | |
| Me encantó <i>I loved it</i> | saqué fotos <i>I took photos</i> | M) In my opinion, holidays are very important. Last spring, I went to Portugal with my mum. We went by plane and it was awesome. The weather was good; it was hot and it was sunny. Therefore we went to the beach every day. I sunbathed, I swam in the sea, and I also relaxed. How great! | |
| porque <i>because</i> | tomé el sol <i>I sunbathed</i> | N) Last winter I went to Italy with my family. It was cold, it was windy and it snowed. However, it was unforgettable because I went skiing and I went sightseeing. How cool! | |
| Hizo buen/mal tiempo <i>The weather was good/bad</i> | Lo pasé fenomenal/fatal <i>I had a great / awful time</i> | O) Last week, I went to Scotland with my sister. We went by car and my train. On the first day I went sightseeing and I saw an interesting castle. However there was a delay in the castle. How boring! | |
| Hizo sol/frío/calor/viento <i>It was sunny/cold/hot/windy</i> | Lo pasé bien/mal <i>I had a good / bad time</i> | | |
| Comí algo malo y vomité <i>I ate something bad and vomited</i> | En mi opinión / Creo que... <i>In my opinion / I think that...</i> | | |
| Llovió <i>it rained</i> | Fue inolvidable/interesante/flipante/horroroso <i>It was unforgettable/interesting/awesome/awful</i> | | |
| Negó <i>it snowed</i> | ¡Qué aburrido/miedo/guay! <i>How boring / scary / cool!</i> | | |
| Perdí mi pasaporte/móvil/mis gafas de sol <i>I lost my passport/mobile/sunglasses</i> | ¡Qué desastre! <i>What a disaster!</i> | | |
| Había un retraso <i>There was a delay</i> | conocí a mucha gente <i>I met lots of people</i> | | |
| Palabras muy frecuentes <i>High-frequency words</i> | fui a una fiesta <i>I went to a festival / party</i> | | |
| a, al, a la <i>to the</i> | visité el pueblo <i>I visited town</i> | | |
| en <i>by</i> | El verano <i>summer</i> | | |
| con <i>with</i> | El invierno <i>winter</i> | | |
| mi, mis <i>my</i> | La primavera <i>spring</i> | | |
| además <i>also</i> | El otoño <i>autumn</i> | | |
| pero <i>but</i> | | | |
| sin embargo <i>however</i> | | | |
| aunque <i>although</i> | | | |
| ya que/dado que <i>because</i> | | | |

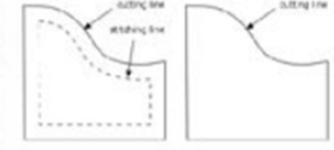
Year 8 Textiles Knowledge Organiser



Embroidery



Applique



Seam Allowance

Key skills:

- Hand sewing techniques
- Running stitch
- Blanket stitch
- How to thread the machines
- How to use the machines safely and correctly

Equipment:

- Stitch unpick
- Iron
- Tailors chalk
- Heat press
- Needle
- Pins
- Fabric and paper scissors
- Bobbin and bobbin case
- Tape measure
- Thread

Key words

- Embroidery
- Applique
- Fleece
- Felt
- Cotton
- Fastener
- Zip
- Stitch
- Natural fibre
- Seam allowance

Natural fibres from plants



Cotton



Linen

Natural fibres from animals



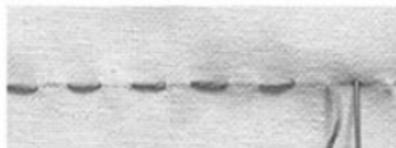
Silk



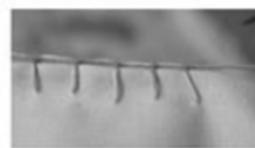
Wool

Synthetic fibres are man made

Synthetic, such as nylon and polyester, are produced entirely from chemicals.



Running Stitch



Blanket Stitch



Back Stitch

RETHINK

Ask whether we can sustain our current way of life and the way we design and make.

REUSE

Take an existing product that's become waste, and use the material or parts for another purpose, without processing it.

RECYCLE

Take an existing product that has become waste and reprocess the material to use in a new product.

REPAIR

When a product breaks down or doesn't function properly, try to fix it.

REDUCE

Minimise the amount of material and energy you use.

REFUSE

Don't use a material or buy a product if you think you don't need it or if it's unsustainable.



[Recycling]

IF YOU CAN'T REUSE IT, REFUSE IT

