

ESSENTIAL KNOWLEDGE BOOK

Name:

Form:

Year 8

Booklet One

Contents:

Timetable	p.1
Username/Password Information	p.2
Home School Agreement	p.3
Todmorden High School DNA	p.4
Guide to Knowledge Organisers	p.5
English	p.6
Maths	p.10
Science	p.16
Art	p.21
Computing	p.23
Digital Literacy	p.26
Design Technology	p.27
Drama	p.28
EPR	p.29
Food Technology	p.31
Geography	p.32
History	p.35
Latin	p.38
Music	p.42
PE	p.45
Spanish	p.50

- P**- Write in pen- black ink, in legible handwriting.
- R**- Use a ruler to draw all straight lines and rule off finished work.
- O**- Oops! Draw a neat line through mistakes with a ruler.
- U**- Underline the title and full date.
- D**- Draw in pencil.

BE P.R.O.U.D OF YOUR WORK!

SPaG for Life

1	Use capital letters correctly: at the start of sentences and for proper nouns.
2	Use punctuation accurately. For example: full stops, question marks and exclamation marks.
3	Spell common words correctly.
4	Use homophones correctly. For example: there/their/they're.
5	Use paragraphs to structure your writing.



My Timetable

Username/Password Information

Platform	Username	Password Reminder
School email		
School PC logon		
Class Charts		
GCSE Pod		
Carousel		
Sparx		
Educake		
Isaac Physics		

Todmorden High School Student ARCH agreement

You and your parents have chosen for you to attend our school. Todmorden High school is a three-time Ofsted judged 'Good' high school. We have four values that create the acronym ARCH. You should use these values to guide you in your decisions in school and in your wider life.



If you follow the expectations in the agreement below you will leave Todmorden High School with the skills, qualifications and confidence required to be successful adults who contribute positively to society.

To achieve our value of **Ambition**:

- I will arrive on time to school and attend all lessons on time.
- I will complete all home learning set on time and to the best of my ability.
- I will have high expectations of myself, now and for the future, so I can unlock my unique potential.
- I will join in with some extra-curricular activities throughout the year to expand my experiences.
- I will celebrate my achievements at home.

To achieve our value of **Respect**

- I will wear **the correct school uniform**, including travelling to and from school.
- I will not wear jewellery to school, other than a pair of plain studs and a watch (optional).
- I will bring the correct equipment each day.
- I will attend detentions if they are set.
- I will speak to all staff members with respect following instructions given by staff without argument or delay.

To achieve our value of **Care**

- I will ensure I behave in a considerate manner not only whilst at school but also on the journey to and from school and within the wider community.
- I will move around the school in a calm manner, following the one-way system and walking on the left.
- I will approach lessons silently ready for silent retrieval.
- I will ensure I do not share actions and thoughts out of line with our values.
- I will ensure my mobile phone and smart watch are not seen or heard on the school site and are placed in the bottom of my school bag when before I arrive in school and until I leave the school site at the end of the day.

To achieve our value of **Honesty**

- I will be honest about my actions.
- I will accept personal responsibility for my mistakes.
- I will ensure all members of our school community feel valued, I will not accept discrimination and bullying in school.
- I will make school aware if members of our school community are not upholding our values.

Signed: _____ Date: _____

Todmorden High School

learning DNA



Silent retrieval

You enter lessons in silence and complete a retrieval activity independently, using your knowledge organiser. You put all your equipment on your desk.



Ambitious content

You work through an ambitious and broad curriculum across all of your subjects. You have high expectations of yourself and you do your best in lessons. Teachers direct your activities and outline whether tasks are collaborative and with discussion or silent independent work.



Assessment and Feedback

Your understanding is checked and teachers' planning is based on assessment of your work. Teachers regularly look at your work. All assessments are carefully planned to support your progress.



Skilful questioning

Teachers use "no hands" strategies to check your understanding and learning. You answer questions to the best of your ability so that teachers have an accurate picture of your understanding.



Oracy and literacy

Your oral responses use formal vocabulary and ambitious academic language. Teachers will do this too. You project your voice so all can hear you. You have high standards of written English, you use SPaG for Life codes to identify errors and proof read your work. You are polite and respectful to staff who are here to help you make progress.



Self-regulated ARCH learners

You watch demonstrations from teachers so you have a clear understanding of what is being taught. Over time you effectively **plan, monitor and evaluate** your work. You understand thinking involves effort. You value and use the feedback teachers give you. You complete home learning because it is a key tool used to support long-term learning.



Responsive teaching

You are honest when answering questions so that teachers can adapt their teaching to help you understand or be more ambitious. You sit in seating plans specifically designed by your teachers to support your learning.



ARCH learners and ARCH teachers

In order to promote our core values of ARCH, your actions and words match the values of Ambition, Respect, Care and Honesty. This will support you to unlock your unique potential.



Orderly dismissal

You stand silently behind your desks and, when dismissed, leave in an orderly fashion. Corridors are calm.



A guide to your Knowledge Organiser

What is a knowledge organiser?

A knowledge organiser is a place where your teachers have put all the **core knowledge** that you need to know for a particular topic. They are designed to support you to become self-regulated learners.

It is your first point of reference in lessons to check your understanding. You can use your knowledge organiser to:

- Check your understanding of key vocabulary in a lesson.
- Check your knowledge of a particular topic.
- Self-check quizzing and revision.

A knowledge organiser is **not** everything you are going to learn about a topic; this information will come from your lessons.

How to use your knowledge organiser

In lesson



Unless told otherwise, have your knowledge organiser on the desk, open at the subject you are currently in. This will make it simpler for you to check your understanding of key vocabulary.

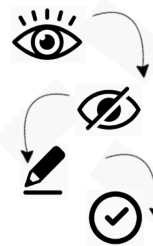


If you are struggling with a knowledge question, refer to your knowledge organiser before asking your teacher. This will also develop your research skills.



When planning your written answers in lessons, refer to your knowledge organiser for that subject to ensure you have correct and detailed knowledge.

As revision



Look-Cover-Write-Check

1. Choose one section of your knowledge organiser.
2. Study it carefully. I find that reading it out works to embed it into memory.
3. Cover the section with a paper, or turn the KO over.
4. Write the sentence/information out from memory.
5. Check it against your KO.

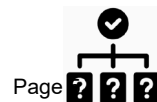


Timeline/diagrams

Use the information from your knowledge organiser and transform it into something else. This can be a timeline, storyboard or diagram.

Self-quizzing

Choose a section of the knowledge organiser you want to learn. Create a set of questions to test yourself with. These can be on flashcards, or even Quizlet. Use the sections of your KO to chunk the knowledge together and make it manageable.



Context

Literary context

The novel follows a literary tradition of gothic novels that typically include isolated houses or castles, hauntings and induce fear in the reader. Susan Hill set out to write a ghost story, inspired by Henry James's novel, *The Turn of the Screw*. She read a range of ghost stories to inspire her and made a list of elements that a ghost story should contain. One of the key features of these stories, as well as the ghost itself, is a 'most unimaginative and straightforward' person who 'most certainly did not believe in such things as ghosts'. We see this character clearly in the rational Arthur Kipps.

Historical context (Edwardian setting (1901 – 1910 but written in early 1980s – a historical novel)

Isolation is key generic convention of Gothic Horror (protagonist often an orphan or without family & rural, isolated settings / old mansions common). Hill is 'playing' with ideas of Gothic horror but changes protagonist to male not than female (gender reversal)
 Women often socially isolated in Edwardian society if not fitting traditional stereotype of 'angel in the house' e.g. Jannet excluded while pregnant / Alice Drablow dismissed as a "rum'un" by Mr Bentley.
 1970 and early 80s, Britain still expected mums to be at home (social isolation).
 Hill suffered emotional isolation with death of 1st fiancé and death of middle daughter
 Hill used real-life settings of marshes around Suffolk coast in 1970s to inspire desolate atmosphere in WIB e.g. the dry rustling of reed beds & moaning wind.

Narrative and events

Narrative exposition

Kipps emotionally isolated at **start of novel**. Christmas Eve: family telling Gothic ghost stories.

Rising action: Kipps more isolated & tension rises ('conspiracy of silence' in village, physical isolation of Eel Marsh House, literally cut-off by tide).

Narrative Climax in 'Whistle & I'll come to You' (ch10)

Epiphany in ch11 on seeing Robin after 12 days – "Now, I appreciated the bird's presence, enjoyed simply watching".

Resolution: isolated again – bleak ending.

Settings

Eel Marsh House ("gloomy old house") – isolated/ cut off by (**Nine Lives Causeway**). Tide comes in & no escape (Gothic horror convention). Eel Marsh sounds slippery/unpleasant (drowning).

Crythin Gifford – rural village, isolated from towns & cities. Kipps travels by train through **Gapemouth Tunnel** then car (Samuel Daily) to reach Gifford Arms. Sense of being trapped in the past / another time (clash of old and new). Hill uses for Crythin Gifford: Samuel Daily tells Kipps of "drowned churchyard" & "swallowed-up village" (foreboding). Physical isolation of settings adds to gloomy feel & foreshadows horror events.

Key characters

Arthur Kipps

The narrator of the story. A character who is emotionally isolated from family. Young Kipps is inexperienced & feels socially isolated/detached from people of Crythin Gifford and from Samuel Daily at first. Ch2 states he had a "**Londoner's sense of superiority in those days**".

Keckwick

The driver of the pony and trap. Withdrawn from social contact (symbolic of boatman to Hades / The Underworld?). Typical mysterious Gothic Horror character (undead horseman).

Mr. Jerome

Jerome character who is afraid of Eel House Marsh and isolates himself from Kipps. He won't speak truth about the woman in black.

Jennet Humpfrye

Is isolated by her family when she falls pregnant. She is cut off and forced to give up her child. As the WIB, she is isolated by anger, bitterness and despair.

Mr. Bentley

Mr Bentley a renowned London solicitor for whom Kipps works. They later become business partners.

Tomes

Mr Bentley's clerk sniffs constantly as if he has a permanent cold. He deals mainly in wills. His name means books – ironic as that is what he spends most of his time working with.

Esme Kipps

Arthur Kipps' second wife – a widow when he married her.

Stella Kipps

Arthur Kipps' fiancé during the time of the events at Crythin and later his first wife.

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.

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

Isolation	Community
Family	Secrets
Appearance and reality	Identity
Social class	Gender
The role of women	Tradition vs modernity

Key vocabulary – add to this list.

Isolation	Alienation
Blasphemy	Redemption
Segregation	Withdrawal
Solitude	Detachment
Remoteness	

Symbolism – add explanations to these key symbols as we read.

 Fog and Mist

 Eel Marsh

 Crythin Gifford

 The woman in black

 Eel Marsh House

 The various characters and settings

Context and Setting

Setting The play takes place in Messina, a Sicilian city, in the 16th century. Much of the action is specifically within Leonato's property, so it has a domestic tone. The setting is a refuge from the war which has been raging – it is an idyllic and peaceful place. There is also an atmosphere of celebration after the recent victory: which helps to set up the matchmaking and revelry that form much of the play.

Philosophy Belief that everyone had his or her place in life. There is a strong social hierarchy within the play, which the audience would have expected and understood – Don Pedro is the most powerful man, with Leonato the second-highest status. It is this hierarchy which causes resentment for Don Pedro. Women are seen as inferior and lower status.

Gender A strong focus of the play is the differences in expectations for men and women. Women were expected to be submissive, sexually pure and meek. It was, however, accepted that men would be sexually experienced. It was also thought that excessive education or wit in women was inappropriate – which is why Beatrice is an unusual and strong character.

Themes

Honour

- The men return from battle with a great sense of honour.
- Don John feels he is not viewed honourably because of his status as a 'bastard'.
- Women were expected to be pure and faithful – thus when Hero's virtue is brought into question, she is dishonoured.

Women

- Women were stereotypically expected to be submissive and chaste.
- Hero is pure and modest, however, Beatrice is strong, feisty and fiercely intelligent.

Love

- The characters present different types of love from traditional and romantic to Beatrice and Benedick's slow realisation of love.

Deception

- Characters 'deceive' each other by pretending to be different people at the masked ball.
- Don Jon deceives Claudio in an attempt to discredit Don Pedro.
- Beatrice and Benedick are deceived by their friends into thinking they have each confessed their love.
- Claudio falsely accuses Hero of deceiving him.
- The Friar advises Hero to deceive Claudio and Don Pedro by pretending to be dead.

Plot

Act 1 Don Pedro arrives in Messina. Claudio falls in love with Hero. Beatrice and Benedick tease each other. Don John plots revenge on his brother.

Act 2 At a masked ball, Claudio becomes engaged to Hero. Don John plots to disgrace Hero. His friends trick Benedick to believe Beatrice is in love with him.

Act 3 Beatrice is tricked to believe Benedick loves her. Don John tells Claudio that Hero is unfaithful. The Watch arrest Conrad and Borachio.

Act 4 Claudio accuses Hero at their wedding - she collapses and is believed dead. Beatrice and Benedick confess their love for each other.

Act 5 Don John's plot is discovered thanks to the Watch. Claudio attends Hero's funeral and discovers she is still alive. They are reunited. Beatrice and Benedick agree to marry.

Key characters

Hero Leonato's daughter. Young, naïve. Falls in love with Claudio and is falsely accused of being unfaithful to him.

Ursula Hero's serving lady and friend.

Don Pedro Prince of Aragon, returned victorious from war.

Antonio Leonato's brother who provides a steadying influence.

Benedick a lord, soldier and friend of Don Pedro. Known for his quick wit. Loves Beatrice but does not know it.

Claudio a lord, soldier and friend of Don Pedro. Young and naïve. Falls in love with Hero.

Don John Don John is the illegitimate brother of Don Pedro, the prince. Because of this, he doesn't have the same power or position as Don Pedro and is bitter.

Leonato Governor of Messina, where the play is set. Old and wise, but easily swayed by the opinion of others – he believes it when Hero is first accused.

Beatrice Leonato's niece. Quick-witted and intelligent. She is in love with Benedick but does not know it.

Margaret Hero's flirtatious serving lady who unwittingly helps trick Claudio into thinking Hero is unfaithful.

Friar Francis The priest who is supposed to marry Claudio and Hero and who advises Hero to pretend to be dead.

Borachio A follower of Don John who helps him in his plot to discredit Hero.

Conrad Conrad is a sidekick to the villain, Don John. Lacks a strong will of his own.

Language and Shakespeare's methods

The title is thought to be a play on the 'noting' – all the characters watch and 'note' each other, often with disastrous consequences.

Beatrice and Benedick revel in word-play; they flirt using language.

The power of language is revealed when Claudio confronts Hero at their wedding – his words and accusations make her physically ill.

Dogberry demonstrates the comedic power of language, by continually confusing words and phrases.

Style: One of the few Shakespeare plays where the majority of the dialogue is written in prose, rather than blank verse. The former is usually used to denote casual speech, while the latter is used for more socially-elevated occasions. Much of the play's humour derives from the wordplay between Beatrice and Benedick, which suits a more relaxed form of speech.

antithesis

metaphor

dramatic irony

personification

iambic pentameter

pun

imagery

Maths

Column method – Set numbers in place value to calculate

Eg.
$$\begin{array}{r} 314 \\ +123 \\ \hline 437 \end{array}$$

Difference – Means subtraction between the two values.

Eg. the difference between 10 and 3 is 7, since $10 - 3 = 7$

Square – Multiply a number itself

Eg. $3^2 = 3 \times 3 = 9$

Square root – Inverse of squaring a number

Eg. $\sqrt{9} = 3$

Prime Numbers – Numbers that only have two factors, 1 and itself.

Eg. An example of some prime numbers: 2, 3, 5, 7, 11, 13, 17....

Lowest Common Multiple – The LCM is the smallest shared multiple of a set of numbers

Eg. The LCM of 4 and 10 is 20.

Highest Common Factor – The HCF is the largest shared factor of a set of numbers

Eg. The HCF of 12 and 30 is 6.

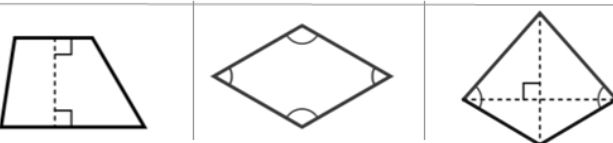
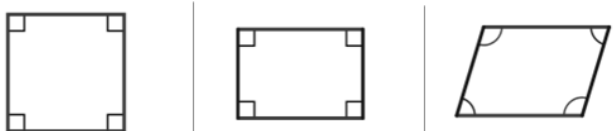
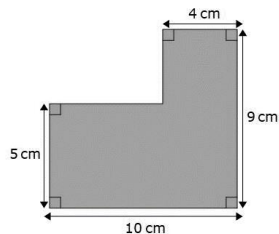
Year 8 – Unit 1 – Number

Integer	A whole number that can be positive, negative or zero.
A number is divisible by	3, if the sum of the digits is divisible by 3 4, if the sum of the digits is divisible by 4 6, if the number is divisible by 2 and 3 8, if the last three digits are divisible by 8 9, if the sum of its digits are divisible by 9
Deposit	Is a sum of money that is part of a full price. It is usually paid to show that you agree to buy something.
Instalment	Is one of several sums of money, paid over an agreed amount of time, until the full payment has been made.
Bank balance	Is the amount of money in a bank account.
Negative bank balance	A negative bank balance (overdraft) is an amount owed to the bank.
Withdrawal	When you take money out of a bank account, it is called a withdrawal.
Cubed	$2^3 = 2 \times 2 \times 2$ 2^3 is '2 cubed' or '2 to the power 3'
Cube Root	Finding the cube root is the inverse of finding the cube number. 3 cubed is 27, so the cube root of 27 is 3. The cube root of 27 is written $\sqrt[3]{27}$
Counter example	Is an example which proves that the statement is wrong.
Index or power	$24 = 2 \times 2 \times 2 \times 2$ The small number is called the index or power and tells you how many 2s to multiply together.
Product	Is the result of multiplying numbers or letters together.
Prime factors	Are factors that are prime numbers. The factors of 36 are 1, 2, 3, 4, 6, 9, 12, 18, 36. The prime factors are 2 and 3.
Prime factor decomposition	All positive integers can be written as a product of prime factors. The product is often written in index form (numbers with powers)
Square Numbers	Make a pattern of square dots. To find the square of a number, you multiply it by itself.
Index	The '2' in 3^2 is called the power or index.
Indices	The plural of index is indices.
Square Root	Finding the square root is the inverse of squaring.

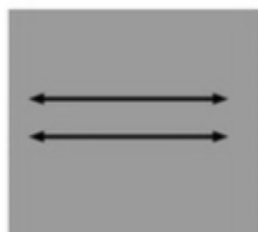
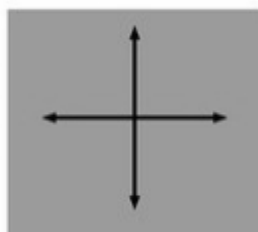
Maths

A **compound shape** is 2 smaller **shapes** joined together.

Substitution is swapping an algebraic letter for its value.

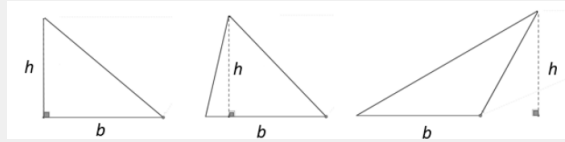
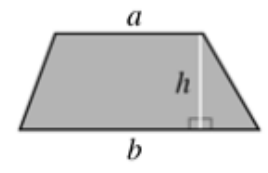



Algebraic expressions can be **collected together** if they are **like** terms. This is done by adding or subtracting.



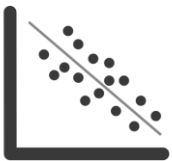
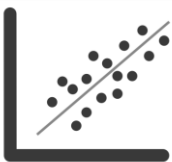
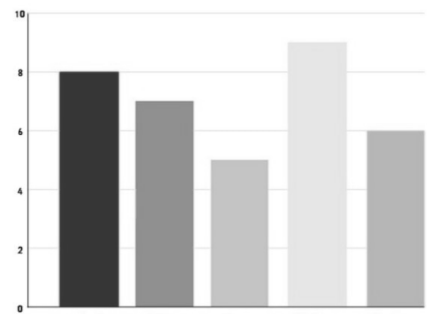
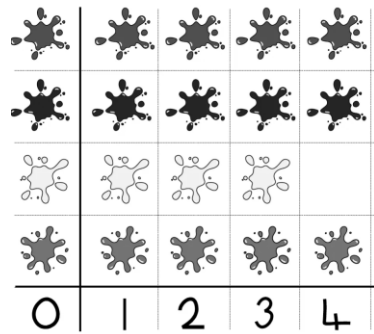
Two figures or objects are congruent if they have the same shape and size but reflected, rotated or translated.

Year 8 – Unit 2 – Area and Volume

Area of a Triangle	$\frac{1}{2} \times \text{Base} \times \text{perpendicular height}$ 
Area of a Parallelogram	Base x perpendicular height (not the slanted height)
Area of a Trapezium	$\frac{1}{2} (a+b) \times h$... where a and b are the parallel sides and h is the perpendicular height 
Faces	The 2D sides which make up a 3D shape.
Edges	The "lines" where faces join on a 3D shape.
Vertices	(Vertex) The corners on a 3D shape.
Net	An unfolded version of a 3D object.
Isometric Drawings	3D drawings of an object drawn onto dotted paper. Lines are drawn vertically or diagonally, but never horizontally. 
Front Elevation	The 2D view of a shape from the front.
Side Elevation	The 2D view of a shape from the side.
Plan Elevation	The 2D view of a shape from above (plan view).
Surface Area	The total area of all of the faces on a 3D shape.

Co-ordinates – The x value is the first number of a co-ordinate, the y value is the second number

A pictogram uses images to show frequencies. Be careful of misleading diagrams.



Pie Chart	A special chart that uses sectors to show relative sizes of data.
Two-way table	Divides data into groups in rows across a table and columns down a table. You can calculate totals across and down.
Stem and Leaf Diagram	Shows numerical data split into a 'stem' and 'leaves'. The key shows you how to read the values.
Inequalities	The relationships between two expressions which are not equal to one another.
Statistics	Are values that represent a set of data. Mean, median, mode and range are all statistics.
Outlier	An extreme value that doesn't fit the pattern of the other values is called an outlier.
Line of best fit	A line of best fit shows the relationship between two sets of data.
Scatter Graph	A scatter graph shows whether there is a relationship between two sets of data. This is represented with correlation.

Index notation is a way of representing numbers (constants) and variables that have been multiplied by themselves a number of times.

Factors are numbers that divide exactly into another number.

To expand a bracket means **to multiply each term in the bracket by the expression outside the bracket.**

$$\begin{aligned} (+) \times (+) &= (+) \\ (-) \times (-) &= (+) \\ (+) \times (-) &= (-) \\ (-) \times (+) &= (-) \end{aligned}$$

Collecting like terms is **a way of simplifying algebraic expressions.** To do this we identify the like terms in an algebraic expression and combine them by adding or subtracting.

$$\begin{aligned} (+) \div (+) &= (+) \\ (-) \div (-) &= (+) \\ (+) \div (-) &= (-) \\ (-) \div (+) &= (-) \end{aligned}$$

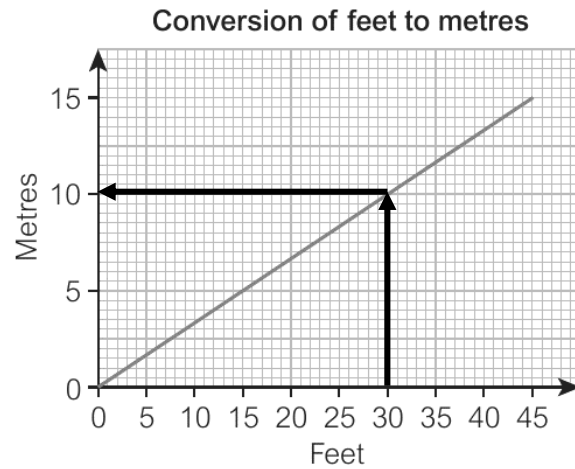
Substitution – replace a variable with a value or another variable.

Expression	An expression uses variables (letters) to stand for numbers.
Formula	Uses variable and an equals sign (=) to show the relationship between variables.
Expanding Brackets	Removes brackets from an expression by multiplying each term inside the bracket by the term outside.
Factorising	Inserts brackets into an expression by finding a common factor of the terms.
Function	Is a rule that changes one number into another number The function +3 adds 3 to a number
Inverse function	Is the reverse or opposite of a function. The inverse function -3 is the reverse of +3
Equation	Contains an unknown number (a letter) and an '=' sign.
Solve	An equation means work out the value of the unknown number.
Solution	Is the value of the unknown
HCF	Highest Common Factor – the largest value which divides into all terms.

Conversion graphs – This graph can be used to convert between metres and feet.

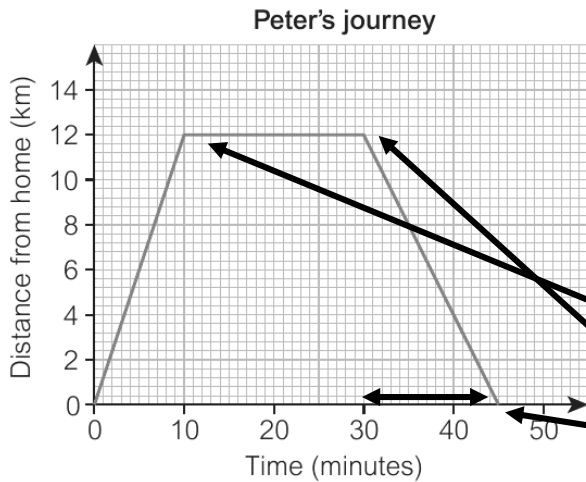
- E.g. Convert 30 feet to metres*
- Using a ruler go up to your line
 - Go across to the other axis

30 feet \approx 10 metres



Distance-time graphs

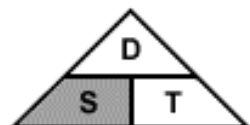
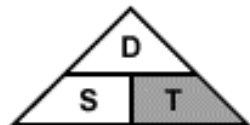
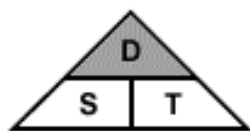
- The vertical axis represents the distance from the starting point.
- The horizontal axis represents the time taken.



- E.g. Peter was ten minutes from home after ten minutes.*
- Peter started his journey back home at 30 minutes.*
- It took Peter 15 minutes to get home.*

Coordinates are always written with the *x* axis first, then the *y* axis.

(*x*, *y*)



Conversion graph	Conversion graphs convert one unit to another For example pounds (£) to dollars (\$).
Distance-time graph	Distance-time graphs show the relationship between distance travelled and the time it took.
Gradient	The gradient is the steepness of a line.
Trend	The trend of data is the general direction of change, ignoring individual ups and downs.
Linear graph	A linear graph is a single straight line.
Non-linear graph	A non-linear graph is not a single straight line.
Interpret	To decide on or explain the meaning of something. (In this unit suggesting the meaning of values on graphs)

Maths

Year 8 – Unit 6 – Decimals and ratio

2 decimal places (2dp) – A number rounded to 2 decimal places has two digits after the decimal point.

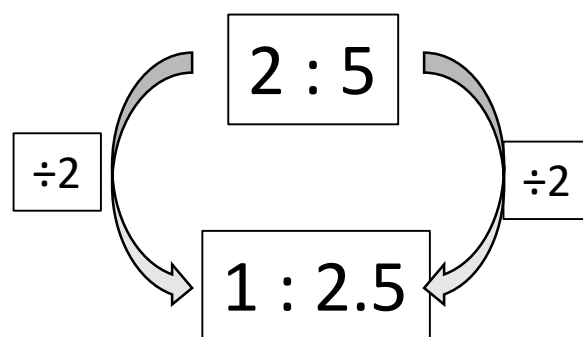
P P Y Y Y B B B B

Ratio – Bar model
Ratios can be represented visually as a bar model.

T	O	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$	$\frac{1}{10\,000}$	$\frac{1}{100\,000}$	$\frac{1}{1\,000\,000}$

Decimal Place	A decimal place is the position of a digit to the right of a decimal point.
Significant figures	Numbers can be rounded to significant figures. The first significant figure is the one with the highest value. It is the first non-zero digit, counting from the left.
Descending	Descending means to move downward or to a lower position.
Ascending	Ascending means to move upward or to a higher position.
Proportion	Proportion is the relationship in number or size of two things or sets of things.
Unit ratio	In a unit ratio, one of the numbers is 1.

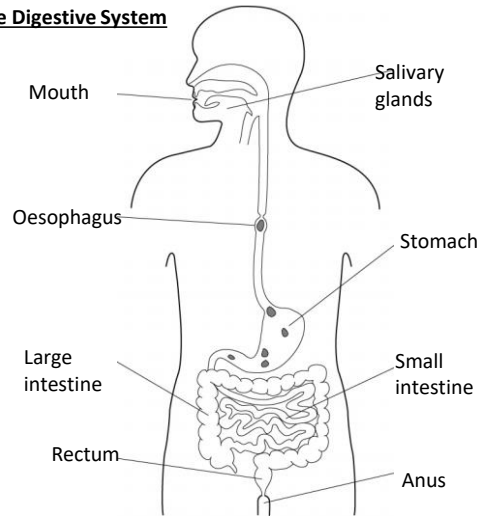
Unit ratio
In a unit ratio, one of the numbers is 1.



Year Topic 8A Food and Nutrition

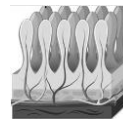
Key Terms / Words	Definition
Diet	The food that you eat.
Fibre	A substance found in food that is not used up by the body. It helps to keep our intestines clean.
Nutrient	A substance needed in the diet to provide raw materials for making new substances and for energy release.
Protein	A nutrient used for growth and repair.
Carbohydrate	A nutrient that is used as the main source of energy.
Fat	A nutrient that is stored to be used for energy in the future. It also acts as a thermal insulator.
Balanced diet	Eating a wide variety of foods to provide all the things the body needs.
Deficiency disease	A disease caused by a lack of a nutrient.
Digestion	A process that breaks food into soluble substances in our bodies.
Enzyme	A substance that can speed up some processes in living things (e.g. breaking down food molecules).
Diffusion	When particles spread and mix with each other without anything moving them.

The Digestive System



To help absorb the digested food, the wall of the small intestine is folded and covered with villi. These features all increase the surface area. The wall of the small intestine is also only one-cell thick, meaning that it is easy for small molecules to diffuse out of the small intestine and into the blood. The digested food molecules are carried in the blood plasma.

Villi cover the intestine wall. They are small finger like projections that increase the surface area, allowing maximum diffusion of nutrients into the blood stream.



Balanced Diet. We need to eat a wide variety of foods to get all the food substances that we need. When we do this, we are said to have a balanced diet. **Carbohydrates, proteins, fats** and oils (lipids), **vitamins** and **minerals** are nutrients, which means that they provide the raw materials for making other substances that the body needs.

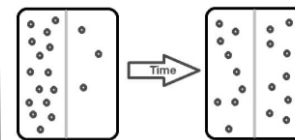
Nutrient deficiencies

Disease	Cause	Symptoms
Scurvy	Lack of vitamin C	Bleeding gums.
Ricketts	Lack of vitamin D	Deformed bones
Anorexia	Lack of nutrients generally	Loss of weight, person may be very underweight.

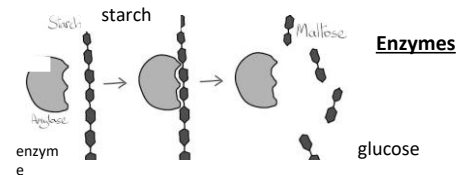
Obesity

Obese is a medical term used to describe a person with a high excess of body fat. An obese person is at greater risk of type-2 diabetes, heart disease and some types of cancer.

Diffusion



Nutrients are transferred across the cell membrane from the small intestine into the blood stream, this happens by diffusion.



Enzymes are released in the digestive system to break down larger food molecules into smaller ones so that they can be absorbed into the blood stream by diffusion.

Food tests



Iodine can be used to test for starch.



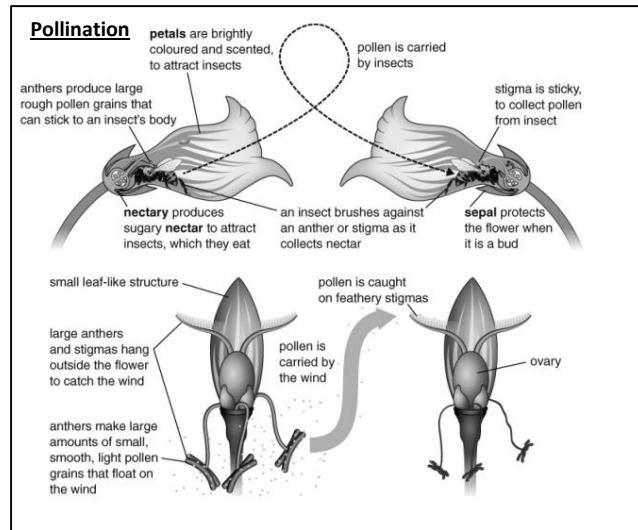
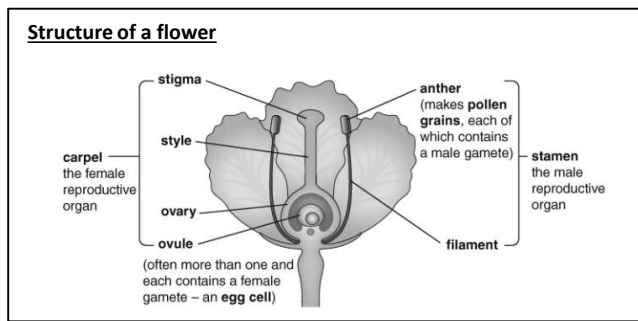
Biuuret can be used to test for protein.



Benedicts can be used to test for sugar.

Biology Topic 8B Plants and their reproduction

Key term	Definition
Biodiversity	The range of different species of organisms in an area.
Classify	To sort things into groups.
Species	A group of organisms that can reproduce with each other to produce fertile offspring.
Genus	A group of similar organisms. The genus name is the first word in the scientific name for a species.
Gamete	A cell used for sexual reproduction.
Hybrid	An organism produced when members of two different species reproduce with each other.
Variation	The differences between organisms.
Pollination	The transfer of pollen from an anther to a stigma.
Fertilisation	Fusing of a male gamete with a female gamete.
Germinate	When a seed starts to grow.
Chloroplast	A green disc containing chlorophyll. Found in plant cells. Where the plant makes food, using photosynthesis.
Photosynthesis is	A process that plants use to make their own food. It needs light to work.
Respiration	A process in which energy is released from substances so it can be used by an organism. All organisms respire.



Sexual reproduction	Asexual reproduction
This type of reproduction needs two parents. Two gametes fuse to produce a zygote. The cells divide to grow into an embryo, which develops into an adult.	This type of reproduction is when one parent plant is able to produce offspring (e.g. by using runners in strawberries or tubers in potatoes).

Core practical: Photosynthesis (examining stomata)

- Use clear nail varnish and sticky tape to create a print of the underside of a leaf.
- Examine underneath a microscope and identify stomata.
- Produce a biological sketch of observations.

Seed dispersal

A part of the flower forms a fruit. This is used for seed dispersal, which stops the new plants competing with the parent plants for water, nutrients, light and space.

- Some fruits are eaten by animals and the seeds come out in their faeces (e.g. apples).
- Some fruits are carried on the fur of animals (e.g. burdock).
- Some fruits are carried by the wind (e.g. dandelion).
- Some fruits explode, scattering the seeds (e.g. lupins).

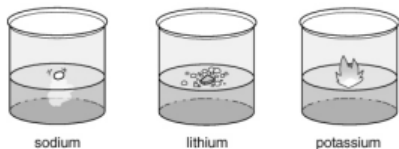
Fertilisation

Once on the stigma, a pollen grain grows a pollen tube, which enters the ovule containing an egg cell. The nucleus from the male gamete inside the pollen grain joins with the nucleus inside the egg cell to form a zygote.

Photosynthesis takes place in the chloroplasts in the leaves. The glucose from photosynthesis is turned into starch to be stored. A growing plant needs light, air, water, warmth and nutrients called mineral salts.

Year 8G Metals and their Uses

Key Concepts.	Definition
Oxidation	The reaction of metals with oxygen form metal oxides: metal + oxygen → metal oxide calcium + oxygen → calcium oxide $2Ca + O_2 \rightarrow 2CaO$
Reactivity series.	The reactions of metals with oxygen, water and acids allows us to put the metals in order of reactivity. Potassium is the most reactive, sodium less so. Gold is the least reactive.
Metal and acid reactions.	When metals react with acids, they produce a salt and hydrogen. The name of the salt formed depends on the name of the acid. E.g. magnesium + hydrochloric acid → magnesium chloride + hydrogen. $Mg + 2HCl \rightarrow MgCl_2 + H_2$
Uses of metals based on their properties.	Metals have many uses depending on their different properties. For example, copper is used in electrical wires as it is flexible and a good conductor of electricity. It is also used for roof sheets as it is malleable and doesn't react quickly with water.
Rusting	The corrosion of iron is called rusting. Water and oxygen must be present for iron to rust. iron + water + oxygen → iron hydroxide Coating the iron with paint, plastic, etc. acts as a barrier to oxygen and water and stops iron rusting.

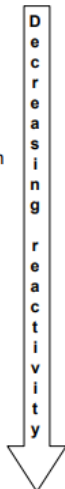


Some metals are very reactive with water. Potassium is very reactive and will explode into flames. Sodium is less reactive and fizzes a little.
Potassium + water → potassium hydroxide + hydrogen

Reactivity series

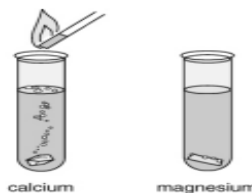
The reactions of metals with oxygen, water and acids allows us to put the metals in order of reactivity:

- Potassium
- Sodium
- Lithium
- Calcium
- Magnesium
- Aluminium
- Zinc
- Iron
- Tin
- Lead
- Copper
- Mercury
- Silver
- Gold



The reactivity of metals can be linked to their uses.

For example, metals used for building need to have a low reactivity, otherwise they will corrode away.



The test for hydrogen is, insert a lit splint into the gas. Hydrogen will burn with a squeaky pop.

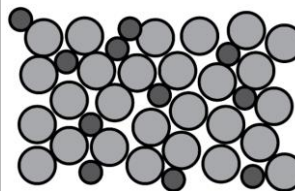
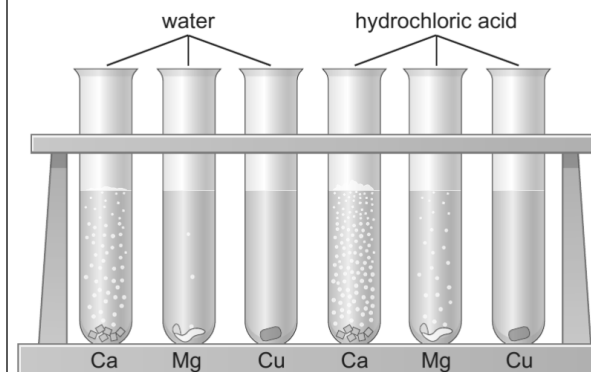


Diagram of an alloy with 2 different elements. This can increase its strength.

Alloy	Main metal	Added elements	Improved properties
solder	lead	tin	lower melting point than lead
duralumin	aluminium	copper and magnesium	lighter and stronger than aluminium
stainless steel	iron	carbon, chromium, nickel, etc.	stronger and more resistant to corrosion than iron

Core practical



This experiment shows that metals react faster with acids than water.

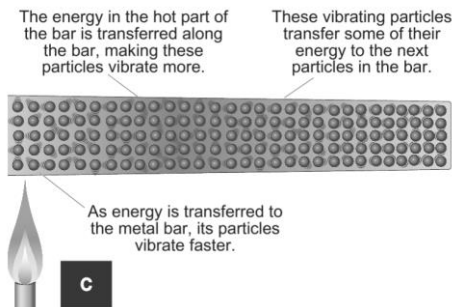
Key word	Definition
Alloy	A metal with one or more other elements added to improve its properties.
Catalyst	A substance that speeds up a reaction, without itself being used up.
Corrosion	When something, such as stone or metal, reacts with chemicals in the air or water and gets worn away.
Malleable	Able to be beaten and bent into shape.

Properties of Metals.	Properties of Non-metals
Good conductors of heat.	Poor conductors of heat.
Good conductors of electricity.	Poor conductors of heat.
High melting point.	Low melting point.
Malleable	Brittle.

8K - Energy Knowledge Organiser

Key Word	Definition
Temperature	A measure of the average kinetic energy of the particles in a substance measured in degrees Celsius (°C).
Internal energy	The sum of the kinetic and potential energy of the particles in a substance.
Thermal energy	Another term for heat energy, measured in joules, (J).
Conduction	The way energy is transferred through solids by heating. Vibrations are passed from one particle to the adjacent (next) particles.
Convection	The way energy is transferred by heating in fluids.
Density	The mass per unit volume, measured in kg/m ³ or g/cm ³ . Density = mass / volume.
Emit	To give out.
Infrared radiation	A way of transferring energy by heating that does not need a medium (material). Infrared radiation can travel through transparent things and a vacuum (no particles).
Power	The amount of energy in Joules (J) transferred per second. It is measured in Watts (W). $P = \frac{E}{t}$
Sankey diagram	A diagram showing energy transfers, where the width of each arrow is proportional to the amount of energy is represents.
Efficiency	The ratio of useful energy transferred to total energy used. $Eff = \frac{UE_{out}}{Total\ E_{in}}$

Conduction



Energy can be transferred through many solid materials by conduction. When a solid is heated, the particles gain kinetic energy and vibrate more.

Convection

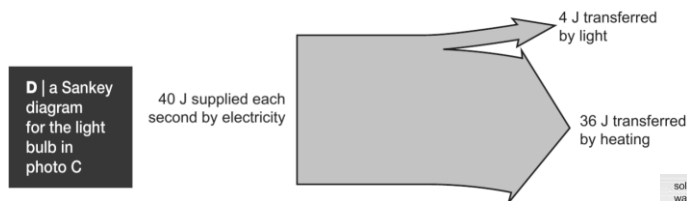


Energy is transferred through fluids (liquids and gases).

Radiation

Energy is transferred to hot objects by radiation. All things emit infrared radiation. The hotter the object is, the more it emits. When radiation hits something, it can be absorbed or reflected.

Sankey diagrams



Energy cannot be created or destroyed, so the total amount of energy supplied must be equal to the total amount transferred or stored.

We can calculate efficiency using the following formula:

$$\text{efficiency} = \frac{\text{useful energy transferred}}{\text{total energy supplied}} \times 100\%$$

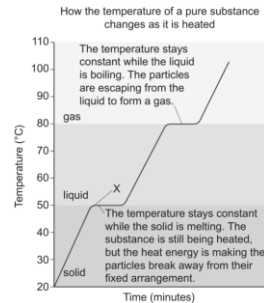


Todmorden High Science K.O.

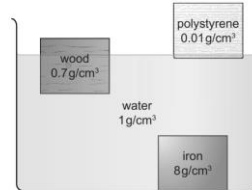
Year 8 Topic 8| Fluids

Key term	Definition
Brownian motion	An erratic movement of small specks of matter caused by being hit by the moving particles that make up liquids or gases.
Compress	To squeeze into a smaller volume.
Diffusion	The movement of particles from an area of higher concentration to an area of lower concentration.
Particle theory	A theory used to explain the different properties and observations of solids, liquids and gases.
Boiling point	The temperature at which a liquid boils
Chemical change	A change which forms one or more new substances.
Physical change	An easily reversible change in which no new substances are formed (e.g. changes of state).
Pressure	Force per unit area, measured in newtons per square metre (N/m ²) or pascals (Pa). $P = \frac{F}{A}$
Air resistance	A force that opposes motion through air. It is caused by friction and by the object pushing the air out of the way.
Streamlined	Something that has a smooth surface and is shaped to reduce the air resistance or water resistance.

The Big Ideas and Must Know Facts



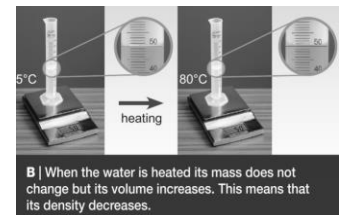
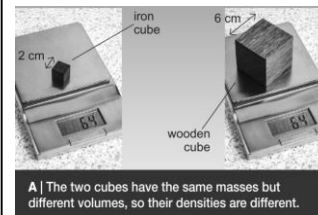
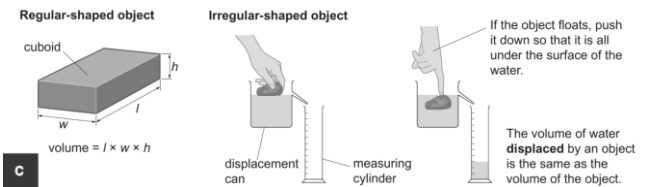
The particles in **fluids** (liquids and gases) are moving around in all directions. As they move they bump into each other and any surfaces they come into contact with. The force of the particles hitting things causes **pressure**. Pressure in liquids and gases comes from all directions.



C | Objects less dense than water float in water. The lower an object's density, the higher out of the water it floats.

State	Forces	Spacing	Movement
 solid	strong	close	vibrate in fixed positions
 liquid	fairly strong	close	move around within the liquid
 gas	weak	far apart	move about fast in all directions

Practical



$$\text{Density} = \frac{\text{mass}}{\text{Volume}}$$

Melting and **freezing** are changes of state. Some materials (including ice in some conditions) can change directly from a solid to a gas. This is called **sublimation**.

Changes such as combustion and neutralisation are **chemical changes**, because the atoms within substances become combined in different ways to form new substances. Changes of state are **physical changes**, because the chemicals in the substances do not change.

ART: YEAR 8 - TERM 1
MECHANICAL OBJECTS & JIM DINE

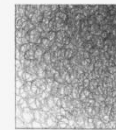
During this term you will be learning about the art work of Jim Dine who creates bold pieces of work around the subject of tools and mechanical objects. You will learn how to create an accurate drawing from a reference image and experiment with materials like fine liner, oil pastel and charcoal. You will then create a final piece of a tool and adding a vibrant background using coloured inks.



Hatching



Cross-hatching



Circularism



Contouring

SHADING TECHNIQUES

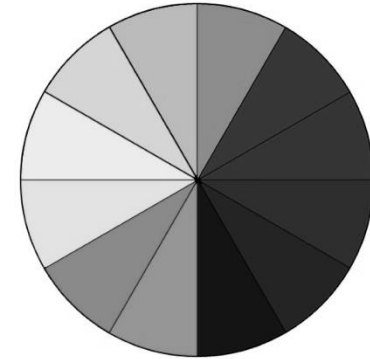
Shading or tone helps to add depth to our work and make things look three dimensional. There are different ways you can apply tone using shading techniques called **HATCHING, CROSS HATCHING AND CONTOUR HATCHING.**



Blend out these shading techniques by spacing out the lines and applying less pressure.

REFERENCE IMAGE

A reference image is the picture we use to create a piece of work from. You should always fold a reference image into sections and then section your drawing page in the same way. We do this because we can then draw box by box and concentrate on smaller sections. It also helps with accuracy and proportion of our drawing.



COLOUR THEORY

Colour theory helps us use colour more effectively. We use a colour wheel to help us with this. You can find out how to mix a colour by looking at the colours either side of it on a colour wheel.

PRIMARY COLOURS – The base colours that cannot be mixed are RED, BLUE and YELLOW.

SECONDARY COLOURS – Created when mixing two primary colours together are ORANGE, GREEN and PURPLE.

COMPLIMENTARY COLOURS – Opposite each other on the colour wheel and work well together in artwork.

HARMONIOUS COLOURS – Next to each other on the colour wheel and blend easily together.

KEY WORDS

COMPOSITION – The layout of a piece of work.

PROPORTION – The size of parts of something compared to other parts.

SKETCH– Creating light lines when starting out a drawing.

tone – Adding areas of shadow or dark to an image, another word for shading.

SCALE – The size or level of something.

REFINE– Last finishing touches to a piece of work to improve it.

MONOCHROME – Black and white or many shades of the same colour.

ELEMENTS OF ART

The elements of art are the key terms that a piece of work will always link to. A piece may not link to all but will always link to some of these.

LINE – Sketching or creating any outline in our work.

SPACE – Creating the sense of an area in our work like a landscape.

FORM – Three dimensional shapes.

SHAPE – Two dimensional shapes

tone – Any area of shading

COLOUR – Adding of pigment

TEXTURE – How something feels like fur or scales

ART: YEAR 8 - TERM 2
NATURAL WORLD & GEORGIA O'KEEFFE



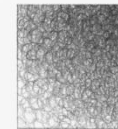
During this term you will be learning about the art work of Georgia O'Keefe who created large scale impressionist paintings of nature. You will be learning how to apply water colour accurately and how to create seamless colour blends. For a final piece you will be using a photograph of a flower to create an accurate drawing with an O'Keefe inspired painted background.



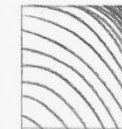
Hatching



Cross-hatching



Circulism



Contouring

SHADING TECHNIQUES

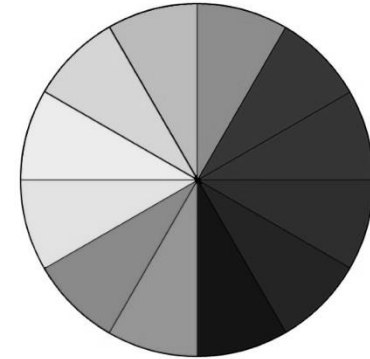
Shading or tone helps to add depth to our work and make things look three dimensional. There are different ways you can apply tone using shading techniques called **HATCHING, CROSS HATCHING AND CONTOUR HATCHING.**



Blend out these shading techniques by spacing out the lines and applying less pressure.

REFERENCE IMAGE

A reference image is the picture we use to create a piece of work from. You should always fold a reference image into sections and then section your drawing page in the same way. We do this because we can then draw box by box and concentrate on smaller sections. It also helps with accuracy and proportion of our drawing.



COLOUR THEORY

Colour theory helps us use colour more effectively. We use a colour wheel to help us with this. You can find out how to mix a colour by looking at the colours either side of it on a colour wheel.

PRIMARY COLOURS – The base colours that cannot be mixed are RED, BLUE and YELLOW.

SECONDARY COLOURS – Created when mixing two primary colours together are ORANGE, GREEN and PURPLE.

COMPLIMENTARY COLOURS – Opposite each other on the colour wheel and work well together in artwork.

HARMONIOUS COLOURS – Next to each other on the colour wheel and blend easily together.

KEY WORDS

COMPOSITION – The layout of a piece of work.

PROPORTION – The size of parts of something compared to other parts.

SKETCH– Creating light lines when starting out a drawing.

tone – Adding areas of shadow or dark to an image, another word for shading.

SCALE – The size or level of something.

REFINE– Last finishing touches to a piece of work to improve it.

MONOCHROME – Black and white or many shades of the same colour.

ELEMENTS OF ART

The elements of art are the key terms that a piece of work will always link to. A piece may not link to all but will always link to some of these.

LINE – Sketching or creating any outline in our work.

SPACE – Creating the sense of an area in our work like a landscape.

FORM – Three dimensional shapes.

SHAPE – Two dimensional shapes

tone – Any area of shading

COLOUR – Adding of pigment

TEXTURE – How something feels like fur or scales

Protocols for an email The '@' sign must be used. The email address must be unique.

Benefits of a network Sharing devices such as printers saves money. Site (software) licences are likely to be cheaper than buying several standalone licences. Files can easily be shared between users. Network users can communicate by email and instant messenger. Security is good - users cannot see other users' files unlike on stand-alone machines. Data is easy to backup as all the data is stored on the file server.

Dis-advantages of a network Purchasing the network cabling and file servers can be expensive. Managing a large network is complicated, requires training and a network manager usually needs to be employed. If the file server breaks down the files on the file server become inaccessible. Email might still work if it is on a separate server. The computers can still be used but are isolated. Viruses can spread to other computers throughout a computer network. There is a danger of hacking, particularly with wide area networks. Security procedures such as a firewall are needed to prevent such abuse.

Key words

- Protocol** Set of rules to follow
- Computer network** A computer network is when two or more computers are connected together to allow them to communicate.
- Hub** A device for connecting computers another network capable devices together to form a network.
- Server** A server is a computer that manages and stores files, or one that provides services to other computers on the network. They control the network and allow other computers to share and communicate.
- Router** Routers are one of the most commonly used connection devices. They are used to send data signals across the internet. Home routers usually contain a hub and a WAP, enabling a small peer-to-peer network to be formed. They also contain a modem, which allows users to connect to the internet.
- Wired data transmission** Wired networks send data along cables.
- Wireless data transmission** Wireless networks send data through the air using radio waves.
- Download** The computer is receiving data.
- Upload** Your computer is sending data to the internet.
- Buffering** Data is arriving at your device at a rate that is slower than it is being processed.
- The internet** The internet is a worldwide network of computers.
- Ethernet** It is the physical hardware, i.e. the cables, the routers, and other pieces of hardware used to connect devices together.

Bandwidth Bandwidth is the amount of data that can be moved from one point to another in a given time. Higher bandwidth = more data per second. The concept is similar to the volume of water flowing through a pipe. This depends on the size and thickness of the pipe. More bandwidth DOES NOT increase the speed.

Advantages/ disadvantages of wired connection

Advantages	Disadvantages
Faster connections (little or no interference)	Cables can be a trip hazard and look unpleasant
Higher bandwidth	More expensive and time consuming to ass devices as each device needs cables
Better security	Devices are in fixed positions(no portability)

Advantages/ disadvantages of wireless connection

Advantages	Disadvantages
No trailing wires/trip hazards	Lower Bandwidth
It is quick and cheap to connect new devices	Wireless connections can be weakened by walls and ceilings
Allows portability	Less secure

Key words

Different types of selection Use selection (IF and ELSE) to control the flow of a program.

Data types Data is what the program will use to decide on the sequence and output.

Integer/float: In Computing we have a special name for these numbers (integer and float). Integers are whole numbers and Float is a decimal.

String: A simple way to understand strings is to think of them as a string of letters.

Boolean: Boolean is simply true or false.

While loop A while loop allows for a segment or block of code to be revisited repeatedly. until a condition changes from true to false, at which point the loop stops.

Program A program is simply a sequence of instructions to tell the computer what to do.

Debugging Fixing errors.

Variable A variable is a named piece of memory that holds a value. The value held in a variable can - and usually does - change as the program is running.

Input Allows the user to input information.

Algorithm A sequence of instructions that are followed by the computer.

Iteration Repeat a sequence of instructions.

Syntax The way that code has to be written so that the computer can understand it.

Python A high level programming language.

Sequence	Instruction 1 Instruction 2 Instruction 3
Selection	If elif else
Iteration	while



Operator	Meaning	Example
==	Equal to	2==2
!=	Not equal to	3!=7
>	Greater than	7>6
<	Less than	5<8
>=	Greater than or equal to	8>=6
<=	Less than or equal to	7<=7

Input and selection

```
Variable
Weather=input("what is the weather like")
Print("the weather is", weather)
Variable
```

Selection using IF and ELSE

```
Weather=input("What is the weather like?")
If weather=="sunny":
    print("Go outside")
Else:
    print ("stay in")
```

Key words

Adobe Animate Animate is a professional animation software used by animation companies all over the world

How to add a new layer

Click the new layer button at the bottom of the timeline.
 Select Insert > Timeline > Layer.
 Right-click (Windows), a layer name in the timeline and select Insert Layer from the context menu

How to add a key frame

To insert a new frame, select Insert > Timeline > Frame (F5). To create a keyframe, select Insert > Timeline > Keyframe (F6), or right-click (Windows) the frame where you want to place a keyframe, and select Insert Keyframe from the context menu

Canvas	The name given to the blank document you create an animation on, once the animation process starts this is called The Stage
Frames	A frame in animation is each individual drawing on the time line, which when played in sequences gives the illusion of movement. There are three types of frames used in Adobe Animate, Key Frames, Frames and Blank Key Frames.
Key Frame	A key Frame is a Frame on the timeline which has an object or drawing on it.
Blank Key Frame	Blank Key Frames is a frame, which has nothing on it, so you will use this to create a news scene, a blank key Frame allows you have a break in action or change of scene.
layers	Layers are used so that an animator can have greater control over their animation; by separating different images or parts of the animation onto separate levels,
Frame by Frame Animation	Frame-by-Frame animation is when the image on the stage changes in every frame, it is used for detailed animation where movements should appear to happen seamlessly. Frame-by-Frame animation is the most time consuming, due to the number of drawings needed to make a single second of animation.
Onionskin	Onionskin is a tool used in digital animation which allows you to see multiple frames at once
Inbetweening	Inbetweening is a way of animating where the key frames are plotted out first, after which the frames in between are added to create a smooth transition and the illusion of movement.
Still Motion Animation	Still motion is another way of animating most commonly used in advertising and music videos that rely on a fast-paced movement of images. Still motion animation is similar to stop motion; however, instead of making small changes to each frame, every frame is a completely different image.
Motion Tweening	Motion tweening is a way of computer generating the path an object moves on

Organising Layers

Where a layer is positioned on the project timeline determines how that object or drawing is seen on the animating stage, as the layers are literally layered over the top of each another. The higher a layer appear on the project timeline the closer it will be to the front of the animating stage.

Using the Onionskin tool

There are two types of onion skins Onionskin and Onionskin Outline they are situated at the bottom of the Adobe animate interface next to the playback controls

To customize the colour of the onion skin frames, select the Onion skin frame in the Timeline bar. Select Edit>Preferences. In the Onion Skin Color option, select the color swatch buttons to customize and set colors for the Past, Present, and Future frames

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

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.

Y7 Textiles Key Words

Stitch	Thread passes through fabric to keep it together.
Needle	A thin piece of metal with a point at one end and an 'eye' at the other for thread to attach – then used to sew.
Pins	A thin piece of metal with a flat and pointed end to temporarily join things together.
Thread	A piece of spun polyester or cotton to sew with.
Seam	Where two pieces of fabric join together by stitching.
Seam allowance	The distance from the edge of the fabric to where you sew the fabric together.
Embroidery	Stitches that create a pattern/design on the surface of fabric – by hand or machine.

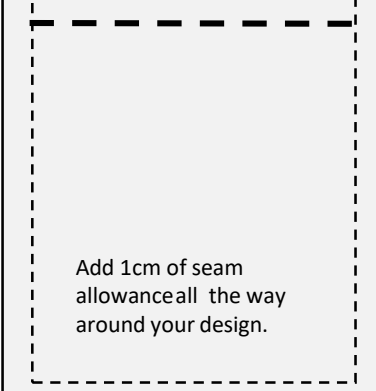
The Design Process

Design Brief	A statement outlining what is to be designed and made.
Specification	A list of design criteria.
Research	Sourcing information and inspiration to help with design work.
Ideas	A range of potential solutions to the problem.
Development	Further improving an idea.
Final idea	A presentation drawing of chosen idea.
Manufacture	Making the final outcome.
Evaluation	Reviewing strengths and weaknesses of final product and design work.

Seam Allowance

A seam allowance is the space between a seam and the edge of the fabric. Sewing a seam right against the edge of two pieces of fabric can lead to fraying and may not hold. It is important to include a seam allowance that ensures that the seam will be sturdy and not come away from the raw edge of the fabric.

Fold over twice



SEWING MACHINE

An electrical machine for sewing or stitching fabric.
JANOME 2522LE



NATURAL Fibres



COTTON- picked from a cotton plant either by hand or by a machine. It is then spun into a yarn



SILK- Collected from a silkworms cocoon and is spun into a yarn

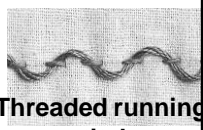


WOOL- Sheered from a sheep. It is combed then cleaned and spun into a yarn

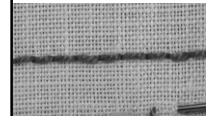
Hand stitches



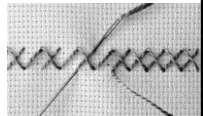
Straight stitch



Threaded running stitch



Back stitch



Cross stitch

Drama

Features of writing:

- Setting:** location
- Characters:** people
- Plot:** story
- Conflict:** characters having different objectives
- Protagonist:** leading character
- Antagonist:** character's rival
- Prequel:** events that precede original work
- Sequel:** events that come after original work
- Duologue:** two actors in a scene
- Dialogue:** conversation/what they are saying

Acting skills

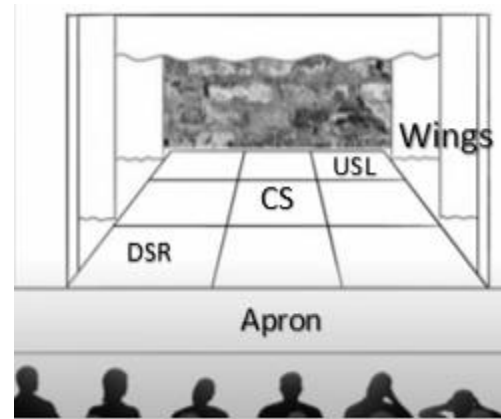
Vocal

- Pace:** speed
- Pause:** temporarily stopping
- Tone:** emotion
- Volume:** loud/quiet
- Diction:** clarity
- Projection:** being heard

Physical

- Facial expression:** use of eyes/eyebrows/mouth
- Eye contact:** looking into someone's eyes
- Posture:** positioning of spine
- Gesture:** use of hands/head to communicate an idea
- Proxemics:** meaningful use of space
- Levels:** being at different heights e.g. led on floor, sat on chair, stood etc.

The Proscenium Arch:



Role of the playwright

- Research themes/ time period
- Write play including dialogue and stage directions
- Re-draft
- Get work published

Role of the director

- Has the vision for the show
- Holds auditions and casts the show
- Runs rehearsals and directs the scenes
- Gives notes

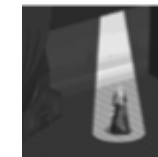
Sound:

- 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

Lighting:



Floodlight



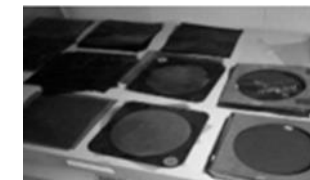
Spotlight



Gobo



Gauze



Gels

Key terms

Medium	A person who claims they can speak to the dead.
Ouija Board	A board that people use to communicate with spirits (souls of the dead).
Pseudoscience	A theory that seems scientific, but it is not accepted by most scientists.
Paranormal	A supernatural event that science can't explain.
Ghosts	A presence of a person thought to have died.
Dualist	A person who thinks that humans have a body that dies, but a soul that goes on.
Out of Body Experience	An experience where your soul leaves your body.
Reincarnation	Where you are born again into a new body.
Soul	The spiritual, immortal part of a person.
Resurrection	Where the body is raised back to life.
Hell Journey	When a person momentarily dies, goes to hell and returns.
Afterlife	The belief that there is another life after you die.
Ineffable	An experience that is too difficult to put into words.
Materialist	A person who thinks you have one life, one body and that you don't exist when it ends.
Empirical	Evidence you can see/weigh/measure.

Key teachings

Paranormal

These inexplicable events suggest the soul might exist and include, ghosts, Ouija boards, ghost footage, child reincarnation and out of body experiences.

Ghost footage

Footage of ghosts (souls of the dead) can be captured on CCTV. If there is no reason that can explain it, it suggests the soul may be able to survive death. However, some people think the footage could be edited or practical effects used.

Child reincarnation

Some children claim to have lived before and from the moment they can speak, claim they have had a past life. One example is Cameron from *The Boy Who Lived Before*. He could say where he lived in Barra and how you could get to the island even though he had never been there. He must have known this from his past life.

Mediums

These people claim to speak to the dead/ the dead speak through them. They are able to give messages that only the client and the dead should know. This suggests the soul can continue after the body dies.

Out of Body Experience

This is where a person's soul leaves their body and they can see it from above (they can hear and see what is being said/ done around it). One example is the singer Pam Reynolds who's soul left her body during brain surgery. She was clinically dead, but could describe the surgical tools and the conversations the doctors were having. It must have been her soul that witnessed this.

Hell Experience

Some people claim to have had experiences of hell which show there is an afterlife. Carl Knighton overdosed and his soul was taken to hell where there was 'fire' and 'screaming souls.' St Theresa of Avila also had one in the 16th Century where she has a vision of hell. She described it as being a place full of 'fire and pain.'

Biblical evidence

God 'breathed life into man (Genesis). The Greek word for this 'life' is anima. God breathed a soul into man that 'animated' the body, so there is a soul.

Philosophical evidence

Descartes doubted everything existed but could not doubt that he was doubting (thinking). As he doubted his body, the only thing that could be thinking was the soul. This means it exists.

Key Quotes

Evidence against the soul/ afterlife

'There are usually scientific explanations for these kind of things' **Dr Susan Blackmore**

'We are dealing with false memories' **Dr Chris French**

'A wise man bases his belief on the evidence' **David Hume**

The Bible was made in a 'barbaric age' **Richard Dawkins**

Evidence for the soul/ afterlife

'The planes used to land on the beach' **Cameron The Boy Who Lived Before**

It was a place full of 'fire' and 'torment' **Carl Knighton**

'Why has my rest been disturbed' **Prophet Samuel to King Saul**

'I think therefore I am' **Descartes**

Key terms

The God of Classical Theism	The Classical idea of what God is like
Omnipotent	God is all powerful
Wrath	God's anger
Hebrews	The ancient people who would end up as members of the Jewish religion
Omniscient	God is all knowing
Omnibenevolent	God is all-loving
Just/ Judge	God is fair & is a fair judge
Evil	Something that causes pain and suffering
Genesis	The first book of the Bible. It contains the creation of the world
Exodus	The second book of the Bible. It contains the story of Moses and the Hebrews in Egypt
Abraham	The Father of Judaism known for being told to sacrifice his own son
Moses	Responsible for the Ten Commandments, the Ten Plagues on Egypt and the parting of the Red Sea
Job	A perfect follower of God who was tested by the Devil in a bet
Deluge	The name for the flood at the time of Noah
Noah	Responsible for building the ark to save the animals
Old Testament	The first half of the Bible detailing the story of the Jewish People
Bible	A collection of 66 books made up of the Old Testament and the New Testament
Covenant	A contract with God that had conditions for God and his people.

Key teachings

The God of Classical Theism

The 'classical' idea of God where he is all powerful, all loving and all knowing. This idea of God is shown through the stories of the Old Testament. Some people think that God is not TGOCT and use the Bible to counter this.

Adam, Eve and Creation (for)

In the book of Genesis, God created the world in '7 days' from nothing. He also made Adam from the 'dust of the ground' and Eve from Adam's rib. This shows he is omniscient.

Adam, Eve and Creation (against)

If God was all powerful, it should not have taken 7 days, it should have been instant. He should not have needed dirt to make Adam either, it should have been from nothing. Also, he should have known Adam and Eve would sin and eat from the tree. He should have stopped it, but maybe he didn't know, so he is not omniscient.

Noah (for)

God flooded the Earth for '40 days and nights' showing his omnipotence. He told Noah and his family to build the Ark to save them. This shows his omnibenevolence.

Noah Against

When God speaks to Noah, the Bible says God 'regretted making man.' This would suggest he made a mistake, so he is not all knowing or he would have made mankind better. Additionally, the flood will have killed innocents and only Noah was saved. God should not have favourites. He is clearly not all loving.

Abraham (for)

God gave Abraham a son to his wife Sarah even though they were infertile. This shows he is benevolent and omnipotent. He also made a covenant with him to keep him safe. Again, this shows love.

Abraham (against)

God made Abraham wait for a son, then asked him to sacrifice the child (Isaac) to prove his faith. If God was omniscient, he would know Abraham would pass the test. This shows he is not loving or all-knowing.

Moses (For)

God showed his power through the Ten Plagues and through parting the Red Sea. He also saved the Hebrews and made a covenant with them to keep them safe so was all loving.

Moses (against)

The Ten Plagues would have killed innocents and the Angel of Death specifically targeted children. This shows God is not omnibenevolent.

Job

Job was a faithful servant of God. The devil had a bet with God that if he made him suffer, Job would give up his faith and reject God.

Key Quotes

Genesis

God made Earth in '7 days'

Genesis

God made Adam from the 'dirt of the ground' and Eve from 'Adam's rib'

Genesis

God said you 'must not eat the fruit from that tree'

Genesis

The Lord God 'banished them from Eden'

Genesis

'God flooded the world for '40 days and 40 nights'

Genesis

God said to Abraham 'I will give you as many descendants as stars in the sky'

Genesis

God said to Abraham 'Sacrifice your son 'Isaac to me'

Genesis

Exodus

And God 'remembered his promise to the Hebrews'

Exodus

God sent a 'plague of darkness'

Exodus

God sent the 'Angel of Death'

Exodus

Moses lifted his staff and parted the Red Sea'

Exodus

Moses was given the Ten Commandments including 'do not steal' as part of the covenant

Exodus

Job

God said 'where were you when I made the foundations of the Earth?'

Job

Psalms

God knows the 'number of hairs on your head'

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.

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.

Eatwell guide

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



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 - Why can I see squirrels and oak trees?

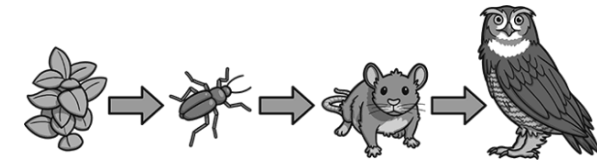
School Grounds Investigation

Ecosystem	The environment created by the interaction of all living and non-living things.
Flora	The technical term for vegetation.
Fauna	The technical term for all animal life.
Fundamental Elements of Existence	The unique set of ingredients required for life to occur. For example, sunlight and water.
Biotic	Living things.
Abiotic	Non-living things.
Interconnected	The way in which all life is linked together.
Organism	Any living thing, such as an animal, a plant, a bacterium, or a fungus.
Aspect	The compass direction something faces.
Soil types	Loam – contains the most nutrients and fast-draining. Clay – stores plenty of water and is nutrient-poor.

Ecological Terms

Producer	Converts sunlight into energy through photosynthesis.
Consumer	Feeds on producer or another consumer.
Decomposer	Breaks down dead, organic material.
Predator	An animal that naturally preys on others.
Apex Predator	A predator at the top of a food chain that is not preyed upon by any other animal.
Prey	An animal that is caught and killed by another for food.
Food chain	Shows how energy moves through an ecosystem.
Food web	Complex balance of food chains in an ecosystem.
Trophic pyramid	A diagram that shows the amount of biomass and flow of energy in an ecosystem.

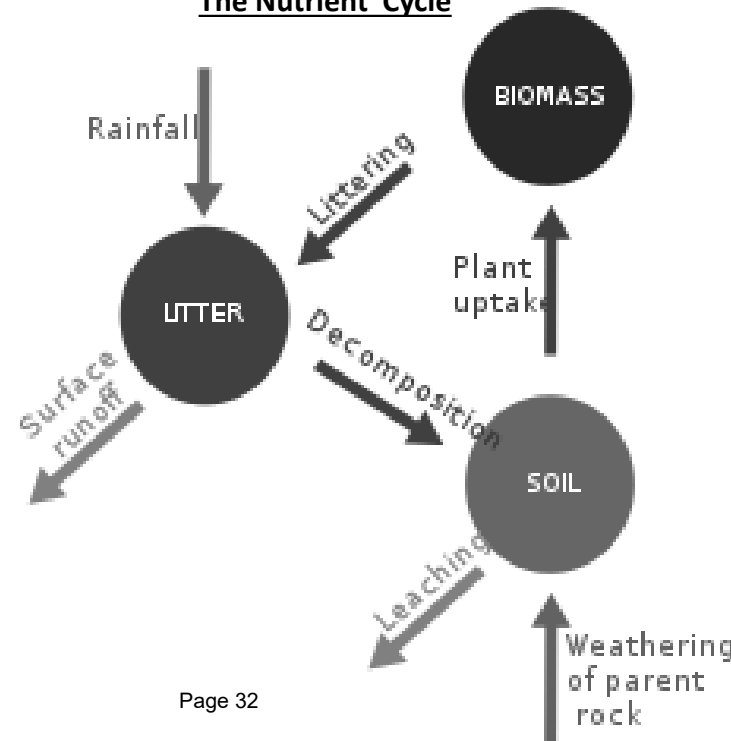
Food Chain



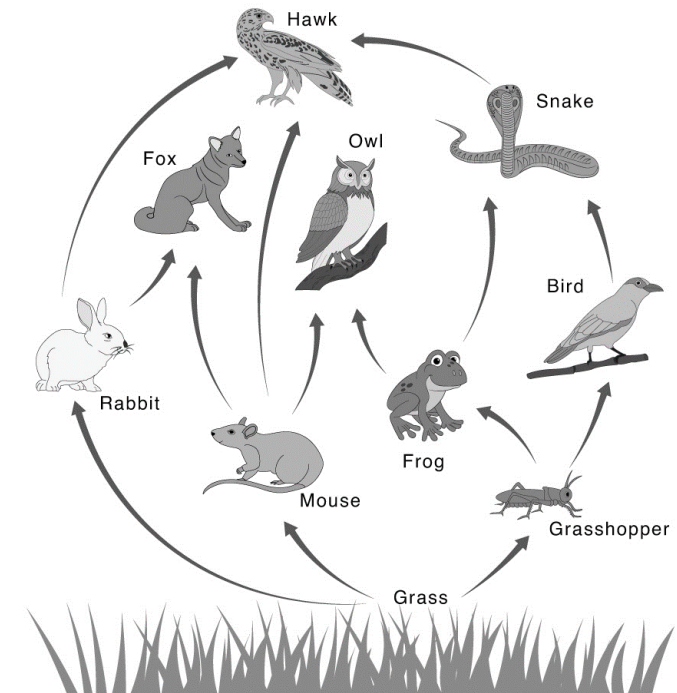
Nutrient Cycle

Nutrient cycle	Nutrients moving from dead decomposed animals and plants into soil ready to be used again.
Biomass	The total amount or weight of organisms in a given area.
Litter	Dead plant material found on the soil surface.
Compression	Stress applied to something causing it to become smaller.
Leaching	Nutrients drained from soil by flow of water.
Parent Rock	Also known as bedrock which is broken down, eventually forming soil.
Weathering	The breakdown of material in situ.
Decomposition	The breakdown of dead, organic material.

The Nutrient Cycle



Food Web



Year 8 Geography - Why has evolution created a biodiverse planet?

Where does life begin?

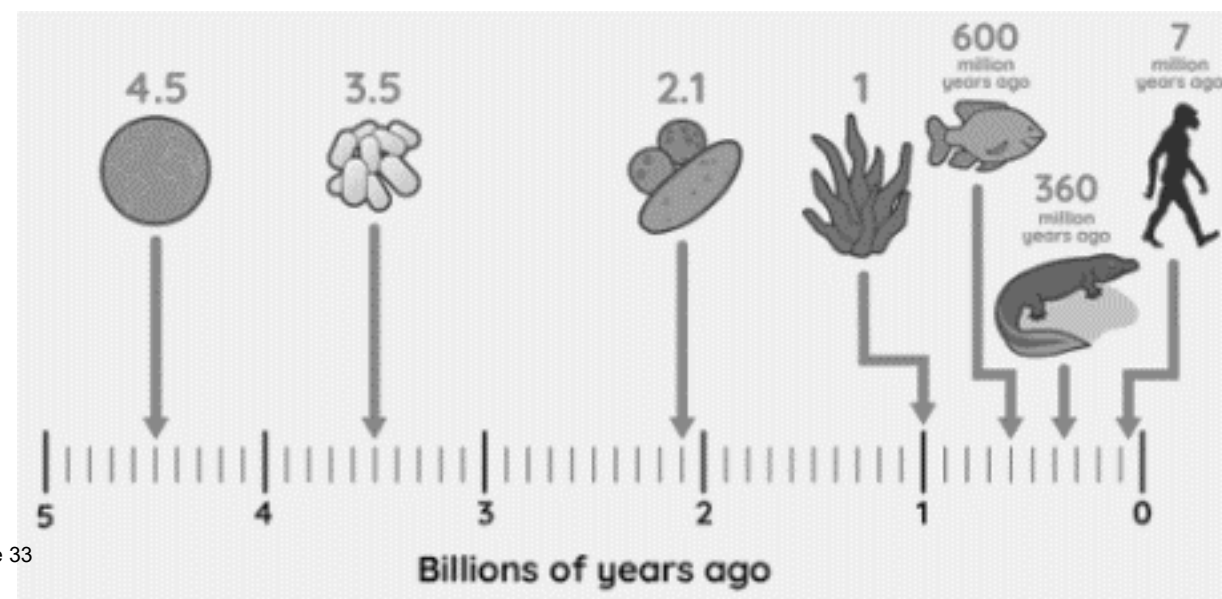
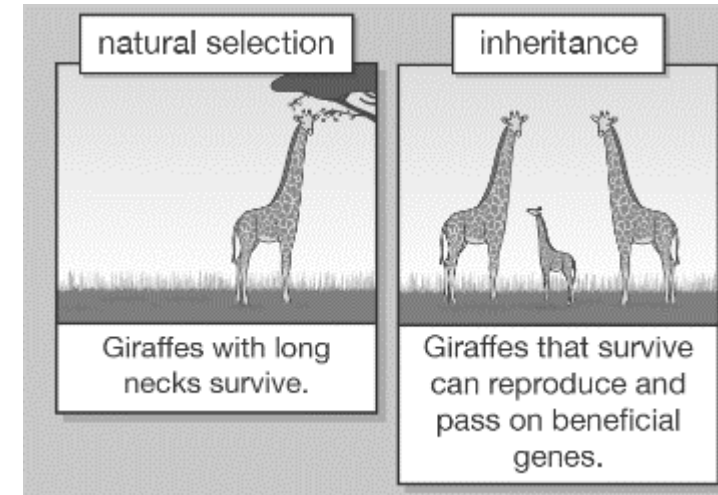
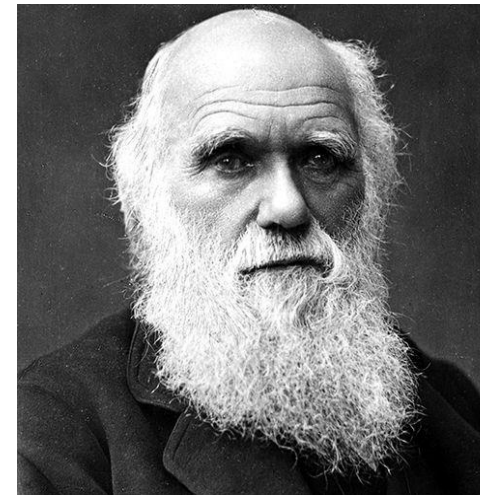
- Panspermia theory** Life on Earth began elsewhere and started as micro-organisms.
- Heterotrophic theory** Life on Earth began as a result of a lightening strike creating amino acids (proteins) to make DNA.
- Hydrothermal theory** Life of Earth began deep in the ocean from under water volcanoes creating amino acids (proteins) to make DNA.
- Earth** The third planet from the sun which formed 4.5 billion years ago.

How do species change over time?

- LUCA** Stands for Last Universal Common Ancestor – most recent ancestor that all organisms now living on Earth share common descent.
- DNA** The molecule inside cells that contains a species genetic information. It is passed on to offspring during reproduction.
- Evolution** The way in which living things change and develop over long periods of time.
- Natural selection** A process where organisms that are better adapted to an environment will survive and reproduce.
- Charles Darwin** A British naturalist who proposed the theory of biological evolution by natural selection.
- Adaption** The process of change by which an organism or species becomes better suited to its environment.
- Mutation** When a gene changes causing an altered form that may be passed onto future generations.
- Vertebrates** Any animal with a backbone/spinal column.
- Amoebas** A single-celled organism that moves by changing its shape.
- Biodiversity** The variety of plant and animal life within a particular area.

Why can't all species get along?

- Mutualism** When two organisms of different species benefit by 'working together'.
- Parasitism** When one organism lives on or inside another species causing harm.
- Organism** A living thing, such as an animal, a plant, a bacterium, or a fungus.
- Moral dilemma/Ethical dilemma.** A situation where an individual or group has to make a decision and there is no favourable outcome – someone will not like the decision you make.
- Mangroves** A tree or shrub which grows in sea water, mainly in tropical areas and has tangled roots that grow above ground.



Year 8 Geography – Why are people wrong about Africa?

What is in Africa?

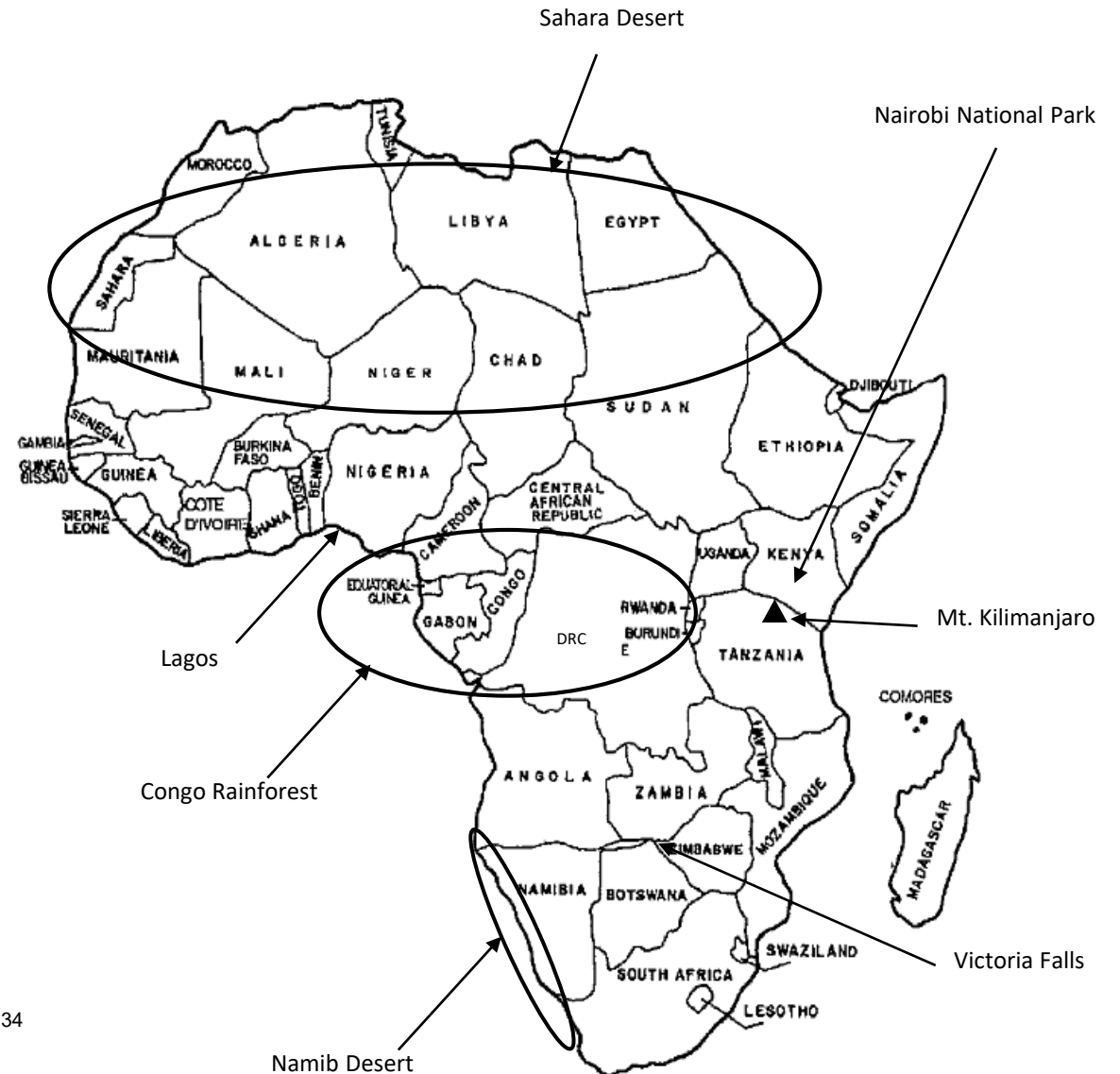
GNI	Stands for Gross National Income – the total amount of money made by people and businesses.
Stereotype	An oversimplified image or idea of a particular type of person or thing.
Climate	The long-term weather pattern of a region or area.
Lagos	The fastest growing city in the world (85 people move there every hour).
Nairobi National Park	An area in Kenya where Big Game hunting has been banned since 1977 because of trophy hunting.

How does Africa reduce inequality?

Push factor	Something that makes people want to leave a place or escape from a particular situation.
Pull factor	Something that attracts people to a place.
Rural to urban migration	Using economic growth (money) and technology to improve quality of life.
Development	Using economic growth (money) and technology to improve quality of life.
Development gap	The difference in levels of development between the richest and poorest countries in the world.
HIC	High Income Country.
LIC	Low Income Country.
Aid	Assistance given from one country to another.
Trade	The exchange of goods or services, usually for money.
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.

How has the past affected Africa?

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.
Famine	Extreme lack of hunger.
Surplus	More than what is needed or used.
Deficit	Less than what is needed.
Sustainable Development Goals (SDGs)	These are 17 goals which were set in 2015 to promote sustainable development by 2030.



Year 8 History

Half term 1: Elizabethan England

Source skills

Content What can be seen in the source.
Provenance Who created the source and why?

Key people

Reigning monarch
Elizabeth I (1533—1603)
 The second daughter of Henry VIII. She became Queen of England in 1558 until her death in 1601. She never married and had no heir. She claimed she was 'married to England'.

Explorers
Sir Francis Drake (1540—1596)
 Drake was a ship's captain, slave trader, and explorer. He was the first Englishman to circumnavigate the globe by sea.

John Hawkins (1532—1595)
 Hawkins was a sea captain, slave trader and commander of the Royal Navy. He was the first English captain to make money from selling African slaves to the Americas.

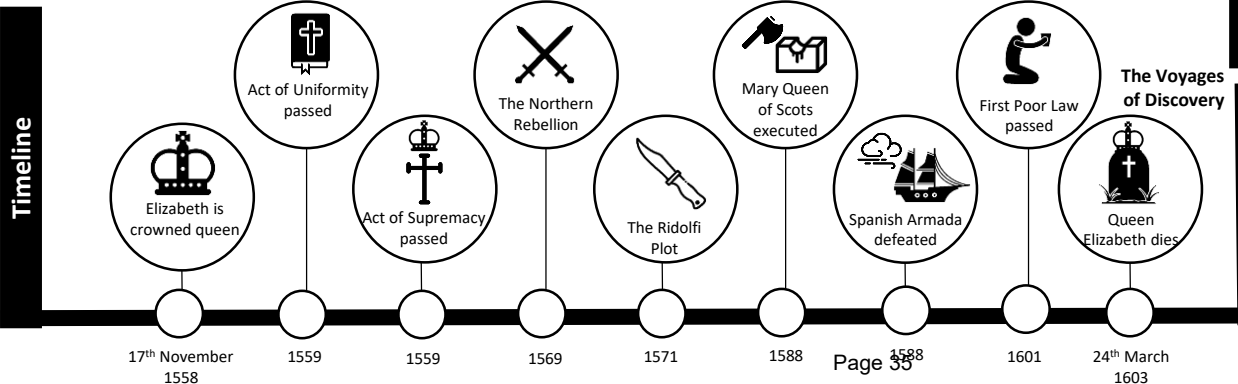
Religious threats
Mary Stuart, Mary Queen of Scots (1542—1588)
 Elizabeth's Catholic cousin, and heir, who was involved in multiple plots against Elizabeth. She was executed in 1588.

Key terms

Circumnavigate To travel around the globe, usually by sea.
Gentry A group of people who are part of the upper class, who normally own a lot of land.
Golden Age A period of time which is considered a period of peace, prosperity and happiness.
Middle Way This is a policy which tries to suit everybody's ideas, and doesn't support extreme views.
Nobility A group of wealthy landowners who inherited their land and titles.
Poverty Being extremely poor.
Privateer A private boat, rented in the Queen's name, that raided foreign ships: state-sponsored piracy.
Prosperity Wealth and riches, either of an individual or a country.
Rebellion The action of a group to overthrow the government or monarch.
Succession Who will take the throne upon the monarch's death.
Vagabond/vagrant A poor person who has no set home, wandering from town to town.
Voyage A long journey involving travel by sea.

Key events

- Religion in Elizabethan England**
- Elizabeth was a Protestant Queen but at the start of her reign she was somewhat accepting of Catholicism. In 1559 she passed a series of religious laws to suit everybody; also known as the 'Middle Way'.
 - After numerous plots against her throughout her reign, Elizabeth began to pass new laws against Catholics. In 1593 she passed a law stopping Catholics travelling more than five miles from their home and imposing huge fines for those who did not attend Protestant mass.
- Wealth and Prosperity**
- Throughout her reign, the gentry began to increase in wealth and power. It was customary to display your wealth.
 - The gentry created large houses, like Hardwick Hall, which had symmetrical glass. This was a sign of prosperity.
- The Poor in Elizabethan England**
- Poverty increased massively during Elizabeth's reign. The number of vagabonds rose and the public become concerned that the poor threatened law and order.
 - There was some attempt to help; in 1601 the Poor Law established a tax on the wealthy to care for the poor. Instead of punishing the poor, they were helped to find jobs and given somewhere to live in workhouses
 - Those that refused to work were placed in a House of Correction where they were punished.
- The Voyages of Discovery**
- This became a time of discovery and wealth for privateers. Francis Drake attacked Spanish ports in South America and stole £7 million of gold; he was knighted by Elizabeth.
 - Hawkins started the slave trade, by selling slaves from Africa to South America.



Year 8 History

Half term 2: The English Civil War

Source skills

Content What can be seen in the source.
Provenance Who created the source and why?

Key people

Royalists

King Charles I

Charles I was king of England between 1625-1649. He believed devoutly in the Divine Right of Kings, often acting without consulting Parliament. His actions led to the start of the English Civil War, which he lost in 1649, resulting in his execution.

Parliamentarians

John Pym

John Pym was a parliamentarian and fierce enemy of Charles I. He often criticised Charles, producing pamphlets opposing the king. He was one of 5 MPs who Charles tried to arrest in 1642.

Oliver Cromwell

Oliver Cromwell was an English leader and Parliamentarian. He led Parliament during the English Civil War, reorganising the army into the New Model Army. He served as Lord Protector of the Commonwealth after Charles' execution from 1653-1658

Richard Cromwell

Son of Oliver Cromwell, he served as Lord Protector after Oliver's death. He only served 9 months before giving up power to make way for the restoration of Charles II to the throne.

Key terms

Cavalier

A supporter of King Charles I during the English Civil War

Civil War

A war fought between inhabitants of the same country i.e. Englishmen vs. Englishmen

Commonwealth

This is the name of England, Ireland, Scotland and Wales from 1649 to 1660 when they were controlled by Cromwell, Lord Protector

Divine Right of Kings

The belief that God chooses a king therefore no man can challenge/question a king's word.

Lord Protector

The title Oliver Cromwell took after the execution of Charles I. He had all the powers of a king, without the crown

New Model Army

Cromwell's well-trained, disciplined army that proved effective in battle, beating royalist forces.

Parliament

A group in the UK elected by the people. They hold the power to pass laws.

Roundhead

A supporter of Parliament during the English Civil War

Ship Money

A tax traditionally collected from coastal towns. Charles demanded 'Ship Tax' from everyone.

Key events

Causes of the Civil War

Religion:

- Charles was married to a Catholic and people feared his children were being brought up as Catholics.
- Puritans dominated Parliament.
- They did not like the Catholic changes to churches by Archbishop Laud.
- The Scots opposed the introduction of a new prayer book and went to war against Charles.

Money:

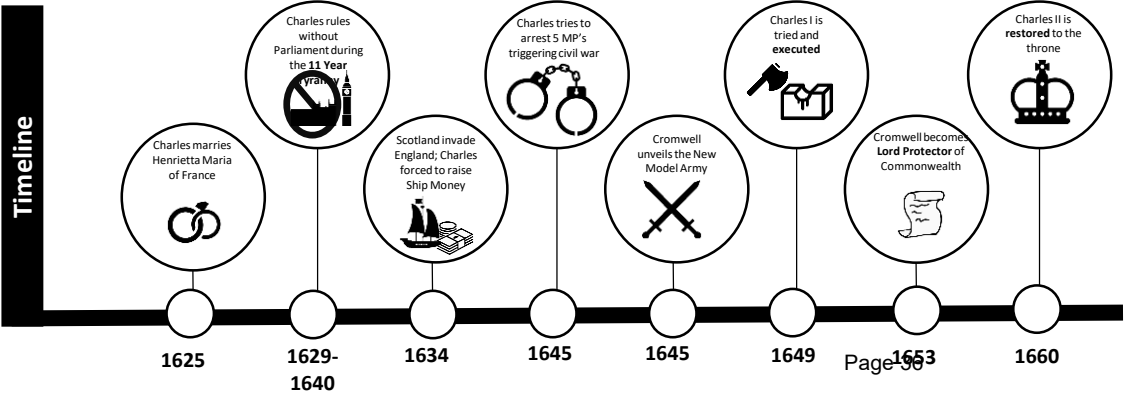
- Charles ruled without Parliament for eleven years and raised taxes without Parliament's permission.
- Charles introduced ship tax to pay for his failed war against Scotland.
- Charles was forced to pay compensation to the Scots but had limited funds.

Power:

- Charles believed in the Divine Right of Kings – he was appointed by God.
- Charles preferred the advice of his favourite ministers to consulting with Parliament.
- Charles attempted to arrest 5 leading members of Parliament. After this failed, he fled to Nottingham to wage war against them.

Why did Parliament win?

- The New Model Army was introduced in 1645. Soldiers were paid and trained well and all obeyed the '*Laws of the Model Army*'.
- Parliament controlled more resources; they controlled the ports and the south of England which was richer in resources.
- Charles' army was led by his nephew Prince Rupert. Though Rupert was an excellent military leader, his soldiers were unruly and did not follow rules.



Year 8 History

Key people

Enlightenment thinkers

John Locke

Argues that governments should have limits and people are born with certain liberties (life, health, possessions) that cannot be taken away.

Voltaire

Respect individual liberty and ensure people are given the freedom of speech.

George Washington

Leader of American forces in the War of Independence and first President of the United States.

Thomas Paine

Influential writer who wrote 'Common Sense' and 'Rights of Man' arguing for freedom and liberty.

King Louis XVI

French king who ruled an absolute monarchy. He was seen as a weak leader who was indecisive.

Queen Marie Antoinette

Queen consort of France, Marie Antoinette was criticised for her luxurious and frivolous lifestyle. She was, however, a skilled politician.

Toussaint L'Ouverture

Former enslaved person on the island of Haiti. Leader of the Haitian Revolution who fought against French control of the island.

American Revolution

French Revolution

Haitian Revolution

Half term 3: Age of Revolutions

Key terms

Absolute monarchy

The king or queen rules with absolute power.

Age of Enlightenment

During this period, there was a growth in new ideas and new facts were discovered.

Aristocracy

The upper classes of society who are both wealthy and own land.

Bourgeoisie

A wealthy and intellectual 'middle-class'.

Colony

An overseas area controlled by a foreign power.

Constitution

A set of rules and laws that govern how a society is run.

Constitutional monarchy

A state where a king rules alongside a parliament.

Liberty

A person's right that they observe as a member of a society.

Plantation

Slave colony that relies on the work of enslaved workers.

Reason

Thinking critically about information before forming a belief.

Republic

A country without a monarch.

Revolution

Upheaval of the traditional system, generally through violent protest.

Key events

The Age of Enlightenment

- An increase in new ideas spread amongst the intellectual classes, based around the ideas and notions of science.
- Using the theory of **reason** to answer real life questions, mostly around liberty and the rights of people. Ideas of fair government become common during this period.

The American Revolution

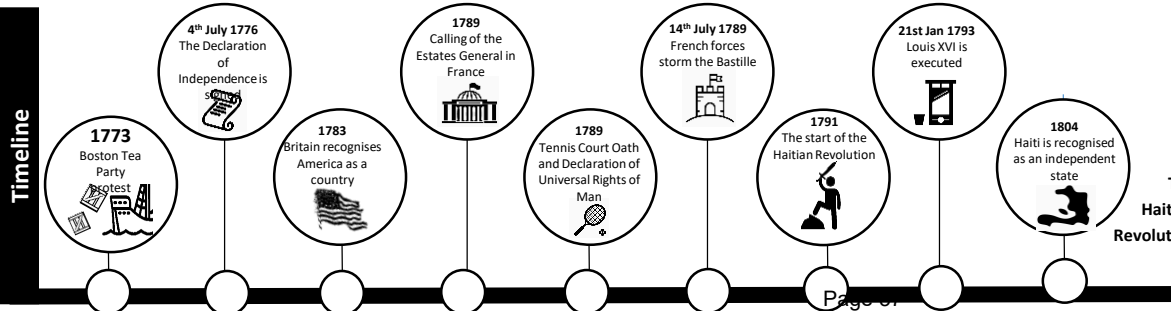
- The 13 American Colonies were part of the British Empire. The British could govern the American colonies however they saw fit, whereas the colonies began wanting a say in their running.
- The Colonies were particularly angry at the huge taxes that the British charged on things like paper and tea. They began to refuse to pay taxes, chanting "**no taxation without representation**".
- On 4th July 1776 the 13 American Colonies signed the Declaration of Independence and began fighting the British crown for their freedom.

The French Revolution

- Inspired by the American Revolution, the people of France began demanding reform and change.
- France was governed by an **Autocratic** ruler, Louis XVI who was seen by many to be a weak leader. His wife, Marie Antoinette, lived a luxurious and expensive lifestyle. The people of France were angry at increased taxes, which was made worse by poor harvests.
- Louis XVI called a meeting of the Estates General but failed to make any real changes and lost much of his support. The Third Estate Deputies (the peasants and workers) met, making the **Tennis Court Oath** where they demanded change.
- The people of Paris stormed the Bastille and revolution spread through France.

The Haitian Revolution

- Successful revolution by self-liberated enslaved people and led by former enslaved person **Toussaint L'Ouverture**. Ending in 1804 with the colony's independence, it is a vital moment in world history; it is the only slave revolution to end with the creation of a state. Influenced by the French Revolution, the people of Haiti wanted freedom from slavery.



Source skills

Content











What can be seen in the source.

Provenance

Who created the source and why?

Year 8 Latin

Stage 1

	<i>canis</i>	dog
	<i>coquus</i>	cook
	<i>est</i>	is
	<i>filius</i>	son
	<i>hortus</i>	garden
	<i>laborat</i>	works/is working
	<i>mater</i>	mother
	<i>pater</i>	father
	<i>sedet</i>	sits/is sitting
	<i>servus</i>	slave
	<i>via</i>	street

Word order:

Unlike English, in Latin the verb comes at the end of the sentence. When translating to English, we have to switch verb and place.

Person Place Verb
"Caecilius in horto sedet"
 "Caecilius is sitting in the garden"












"Metella in atrio sedet" - Metella is sitting in the main room

"Grumio in culina coquit" – Grumio is cooking in the kitchen

"Clemens in horto laborat" – Clemens is working in the garden

Stages 1-3

Stage 2

	<i>amicus</i>	friend
	<i>ancilla</i>	slave girl
	<i>cena</i>	dinner
	<i>cibus</i>	food
	<i>dominus</i>	master
	<i>dormit</i>	sleeps/is sleeping
	<i>intrat</i>	enters
	<i>laetus</i>	happy
	<i>laudat</i>	praises
	<i>mercator</i>	merchant
	<i>quoque</i>	also
	<i>salutat</i>	greet

Nominative and Accusative




















In Latin, the word ending changes based on whether the person/object is doing the action, or having the action done to them.

Nominative Does the action	Caecilius	Metella	Grumio
Accusative Has action done to it	Caecilium	Metellam	Grumionem

"amicus Metallam salutat." - The friend greets Metella.
 Page 38

"Caecilius Grumionem laudat." – Caecilius praises Grumio.

Stage 3

	<i>ad</i>	to
	<i>bibit</i>	drinks
	<i>circumspectat</i>	looks around
	<i>clamat</i>	shouts
	<i>ecce!</i>	look!
	<i>et</i>	and
	<i>expectat</i>	waits for
	<i>ianua</i>	door
	<i>iratus</i>	angry
	<i>leo</i>	lion
	<i>magnus</i>	big
	<i>navis</i>	ship
	<i>non</i>	not
	<i>portat</i>	carries
	<i>respondet</i>	replies
	<i>ridet</i>	smiles/laughs
	<i>salve!</i>	hello!
	<i>surgit</i>	gets/stands up
	<i>taberna</i>	shop
	<i>videt</i>	sees
	<i>vinum</i>	wine





Vocabulary

<i>agit</i>	does
<i>ānulus</i>	ring
<i>coquit</i>	cooks
<i>cur?</i>	why?
<i>ē</i>	from, out of
<i>ego</i>	I
<i>ēheu!</i>	Oh dear! Oh no!
<i>habet</i>	has
<i>inquit</i>	says
<i>iūdex</i>	judge
<i>mendax</i>	liar
<i>pecūnia</i>	money
<i>perterritus</i>	terrified
<i>poēta</i>	poet
<i>quaerit</i>	looks for/searches
<i>quis?</i>	who?
<i>reddit</i>	gives back
<i>satis</i>	enough
<i>sed</i>	but
<i>signum</i>	sign, seal
<i>tū</i>	you

Word order

I do, you do, he/she/it does

In Latin, it is very easy to determine who is doing an action based on the letter at the end of the verb (doing word).

	I do (<i>ego</i>) [verb]-o	You do (<i>tu</i>) [verb]-s	He/she/it does [verb]-t
Walk (<i>ambul-</i>)	<i>ambulo</i>	<i>ambulas</i>	<i>ambulat</i>
Sit (<i>sede-</i>)	<i>sedeo</i>	<i>sedes</i>	<i>sedet</i>
Work (<i>labor-</i>)	<i>laboro</i>	<i>laboras</i>	<i>Laborat</i>
Watch (<i>spect-</i>)	<i>specto</i>	<i>spectas</i>	<i>spectat</i>
Run (<i>curr-</i>)	<i>curro</i>	<i>curris</i>	<i>currit</i>

ego in foro ambulo.
tu in foro ambulas.
Caecilius in foro ambulat.

ego in horto sedeo.
tu in horto sedes.
Metella in horto sedet.

ego in tablino scribo.
tu in tablino scribis.
mercator in tablino scribit.

It is not always necessary to include 'ego' and 'tu' in the sentence because it is clear from the word ending who is doing the action.

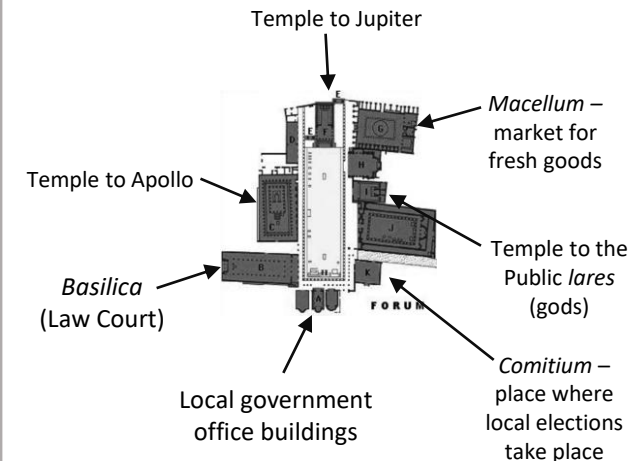
in foro ambulo. foro circumspicias.

Ancient Civilisation – The Forum

- The forum is the heart of the town of Pompeii. It was used for commercial, religious and governmental purposes.



- In an age before newspapers or social media, the forum is also where Pompeiians would receive their news and announcements. Notice boards would also be used for citizens to make complaints, spread gossip and draw graffiti.
- Some of the most important buildings in Pompeii are located in the forum.





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>multī</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>puella ridet.</i> <i>mercator dormit.</i>	<i>servi laborant.</i> <i>puellae rident.</i> <i>mercatores dormiunt</i>
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> ↓ Noun changes to plural </div> <div style="text-align: center;"> ↓ Verb changes to plural </div> </div>

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</i> <i>ancilla</i> <i>femina</i>	<i>servus</i> <i>amicus</i> <i>dominus</i>	<i>mercator</i> <i>canis</i> <i>leo</i>
Plural	<i>puellae</i> <i>ancillae</i> <i>feminae</i>	<i>servi</i> <i>amici</i> <i>domini</i>	<i>mercatores</i> <i>canes</i> <i>loenes</i>

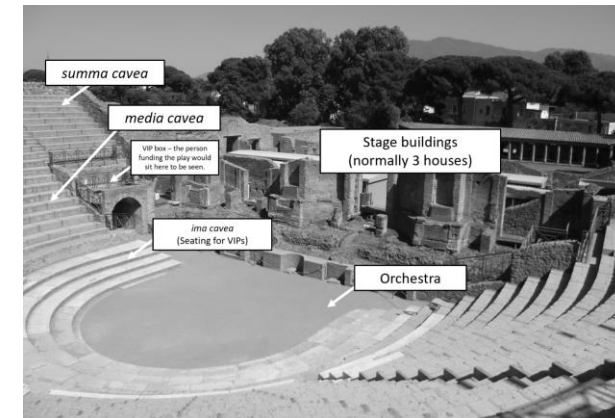
Verbs

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>dormit</i> <i>ambulat</i>	<i>sedent</i> <i>dormiunt</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.





Vocabulary

<i>abest</i>	is out/is absent
<i>aberat</i>	was out/was absent
<i>cubiculum</i>	bedroom
<i>emit</i>	buys
<i>ferōciter</i>	fiercely
<i>festīnat</i>	hurries
<i>fortis</i>	brave
<i>fūr</i>	thief
<i>intentē</i>	intently/carefully
<i>libertus</i>	freedman/ex-slave
<i>ōlim</i>	once/some time ago
<i>parvus</i>	small
<i>per</i>	through
<i>postquam</i>	after
<i>pulsat</i>	hits/thumps
<i>quod</i>	because
<i>rēs</i>	thing
<i>scrībit</i>	writes
<i>subitō</i>	suddenly
<i>superat</i>	overcomes/overpowers
<i>tum</i>	then
<i>tuus</i>	your/yours
<i>vēndit</i>	sells
<i>vituperat</i>	blames/curses

Word order

The Past Tense

When thinking about the past tense, there are two types of words; **perfect** and **imperfect**.

Perfect tense – a completed action that takes place in the past. (e.g. *Caecilius opened the door*)

Imperfect tense – an action that takes place over a period of time. (e.g. *Metella was sitting in the garden*)

In Latin, these two tenses need to be accounted for.

	Singular	Plural
Present	<i>portat sedet audit</i>	<i>portant sedent audiunt</i>
Past tense (imperfect)	<i>portābat sedebat audibat</i>	<i>portābant sedebant audibant</i>
Past tense (perfect)	<i>portāvit sedevit audvit</i>	<i>portāverunt sedeverunt Audverunt</i>

Present: *Caecilius hortum intrat.*

Caecilius enters the garden.

Past (perf.): *Caecilius hortum intravit.*

Caecilius entered the garden.

Present: *servi vinum portant.*

The slaves carry the wine.

Past (imp.): *servi vinum portabant.*

The slaves carried the wine.

Past (perf.): *servi vinum portaverunt.*

The slaves were carrying the wine.

Present: *senex in theatrum sedet.*

The old man is sat in the theatre.

Past (imp.): *senex in theatrum sedebat.*

The old man sat in the theatre.

Past (perf.): *senex in theatrum sedevit.*

The old man was sitting in the theatre.

Ancient Civilisation – Slavery in Ancient Rome

- Slavery was completely accepted as part of life in Ancient Rome – these slaves were not free to make their own decisions or classed as citizens in Rome.
- They did not live separately from freed people; frequently slaves lived alongside their masters in the same home.
- People usually became slaves by being captured by during war, or by pirates. Children of slaves were automatically born into slavery. Slaves came from across the Roman empire and slavery was not based on race.
- Some masters were brutal and harsh, others were kind and humane. Slaves who could read and write were valuable to their master.

Freeing a slave

- Some slaves were freed by their masters as a sign of friendship, respect or as a reward. Freedom was also commonly given after a master's death.
- The law set out certain limits; a slave could not be freed before the age of 30, no more than 100 slaves could be freed in a will.
- The act of freeing a slave was called **manūmissiō** – meaning sending from the hand.
- An ex-slave became a **libertus** but they did not receive the same rights as a man born free. They were still expected to pay respects to their former master and work for them for a set number of days a year.

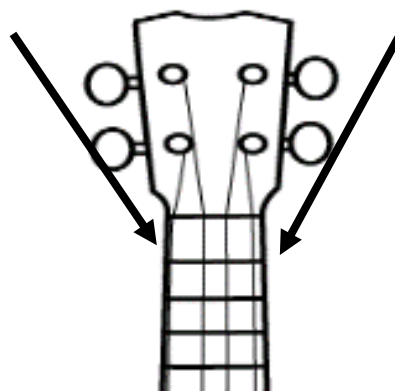
Year 8 Music

Ukulele Skills

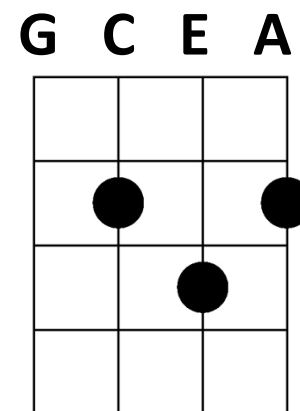
Terminology	
Frets	How the neck of the ukulele is divided up into sections.
Pluck	Using your fingers to play one string.
Strum	Using your hand to play all four strings at the same time.
Chord	A collection of notes played together. A ukulele chord would be strummed.
Ensemble	Playing and performing as a group.
TAB notation	A way to write guitar and ukulele music down, using numbers.
Rhythm	The variety of long and short sounds, that create patterns within music.

Ukulele Strings

Green Cats Eat Ants



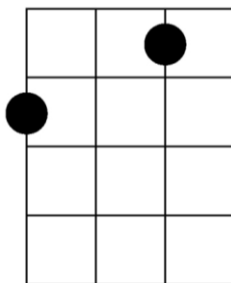
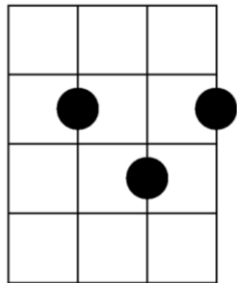
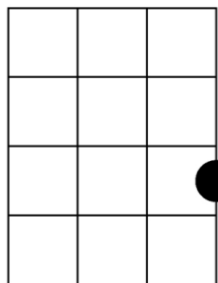
How to read a chord diagram



C

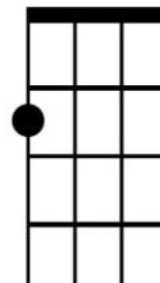
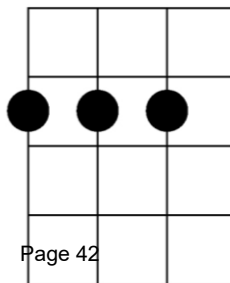
G

F



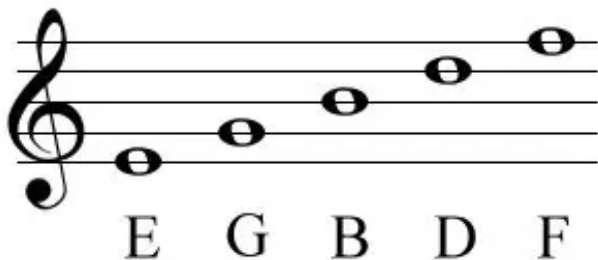
D

Am

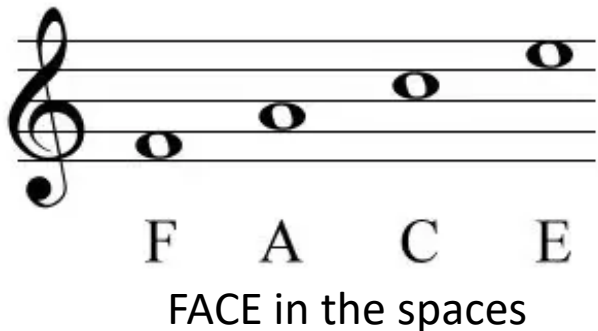


Year 8 Music

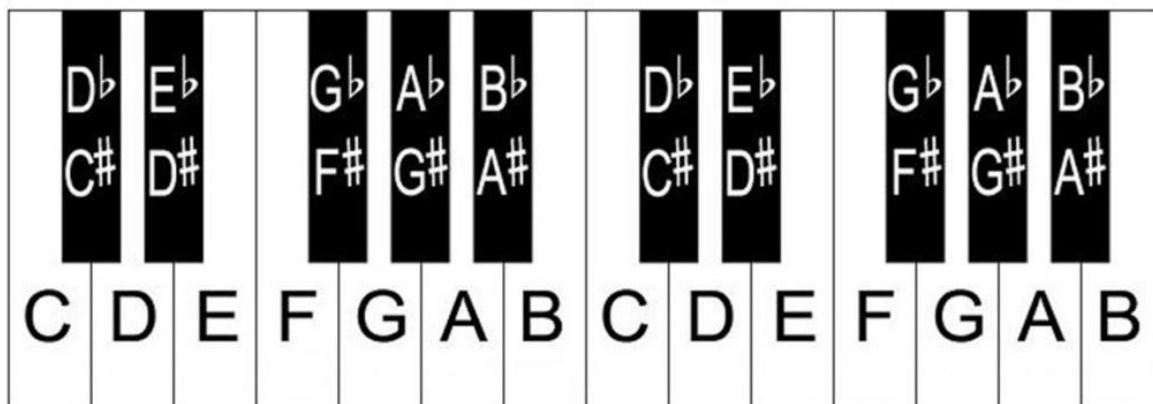
Stave Notation - Treble Clef



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







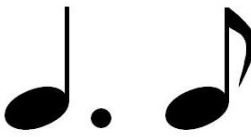

Ludwig Van Beethoven

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.

Year 8 Music

Film Music

Notation – Rhythms

	ta		ti-ka-ti
	ti ti		tika tika
	ta-a		Rest
	Tum ti		Syn – co – pa

Terminology

Bar & bar lines
Score
Notation
Stave
Articulation
Accuracy
Fluency
Expression
Tempo
Style
Genre
Instrumentation
Melody
Phrasing
Rhythm
Time signature

Film Music Composers

John Williams: Star Wars, Jaws, Harry Potter, ET, Jurassic Park, Indiana Jones.

Danny Elfman: Edward Scissorhands, The Simpsons, Alice in Wonderland.

Hans Zimmer: Pirates of the Caribbean, Gladiator, The Lion King.

Rules

- A basketball team can have a maximum of five players on the court.
- Player substitutions can be made at any time and there is no restriction on the number of substitutions made.
- A ball can travel through dribbling or passing.
- A player is no longer able to dribble with the ball once the player puts two hands on the ball. At this point, a player must either pass or shoot.
- If a team wins possession back in their own half, they have ten seconds to get it into their opponent's end or a foul will be called.
- An attacking team has 24 seconds from gaining possession of the ball to shoot
- After the shot is taken, the clock is restarted for another 24 seconds.
- After a team scores a basket, the ball is returned back to the opposition to start again.
- All fouls that are committed throughout a game are to be accumulated and when a certain number is reached, the umpire will award a free throw.
- Depending on where a technical foul is committed, the umpire may award a number of free throws a player will receive.
- Violations can be awarded by the officials in basketball for player handling errors. These include travelling, double dribble, goal-tending and back court violation.

Officials

During a competitive game of basketball there are two referees, a scorekeeper, timekeeper and a shot clock operator. To ensure that everybody is aware of a decision made, the referees perform a series of hand and arm signals.

Scoring

In a game of basketball there are three clear ways to score points. If a shot is successfully scored from outside of the three-point line, three points are awarded. If a shot is successfully scored from inside of the three-point line, two points are awarded. If a team is awarded a technical foul then they will receive between one and three free shots. Each shot scored will be awarded with one point.

Bounce Pass

A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to intercept.

Stage one

Feet shoulder width apart in opposition, with knees bent. Place hands each side and slightly behind the ball, with the fingers comfortably spread. Hold the ball at waist level, with elbows tucked in.

Stage two

Step in the direction of the pass, through extending your legs, back and arms. The wrist and fingers should be forced through the ball releasing it off the first and second fingers of both hands. Follow through with the arms fully extended, fingers pointing at the target and thumbs pointing to the floor.

Chest Pass

A chest pass is a very fast and flat pass. This enables a team to move quickly up a court in a precise and accurate fashion.

Stage one

Stand with feet shoulder width apart, on the balls of your feet with back straight and knees slightly bent. Place hands on the sides of the ball with the thumbs directly behind the ball and fingers comfortably spread. The ball should be held in front of the chest with the elbows tucked in.

Stage two

Step in the direction of the pass by extending your legs, back and arms. Push the ball from the chest with both arms (not from one shoulder). Fingers are rotated behind the ball and the thumbs are turned down. The back of the hands face one another with the thumbs straight down.

Stage three

Make sure the ball is released off the first and second fingers of both hands. Follow through to finish up with the arms fully extended, fingers pointing at the target and thumbs pointing to the floor.

Jump shot

The purpose of the jump shot is to allow the shooter to take aim from a higher position and therefore prevent a defender from blocking it.

Stage one

Place feet shoulder width apart, toes pointing straight ahead, and knees bent. Place non-shooting hand on the side of the ball and the shooting hand at the back of the ball, with the elbow tucked in. Hold the ball at chest height.

Stage two

Extend the legs/ankles by jumping straight up. Whilst in flight, extend back, shoulders and elbow. Flex the wrist and fingers forwards and release the ball at the highest point. After release, fingers should be pointed at the target, with the palm facing down.

Lay-up

A lay-up provides a player with the opportunity to drive at the opponent's basket, jump close to the target and release the ball safely at the backboard.

Stage one

Dribble to the side of net. When a few metres away from the basket, hold the ball with both hands on the shooting hands side of the body. Place the non-shooting hand on the side of the ball, and shooting hand on top of the ball.

Stage two

The last step before the lay-up jump should ensure that take off foot is opposite to the shooting hand (left foot/right hand). Flex the knee at take-off.

Stage three

Whilst jumping, extend the shooting knee and raise the ball up. Bring the ball between the shoulder and ear. Direct the wrist and fingers straight at the basket and release the ball at the highest point. Complete the follow through with the arm up and palm facing down, and hold until the ball has reached the basket.

Key terms

Backhand

Doubles

Forehand

Grip

Rally

Ready position Serve

Singles Shuttle

Rules and regulations

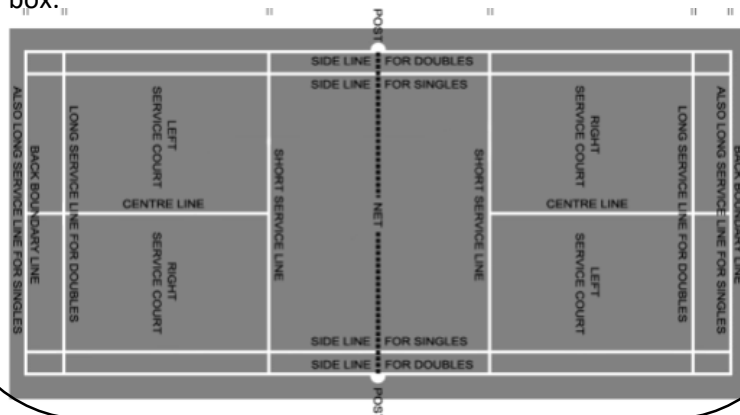
- A game always starts at love all (0-0).
- A game is played up to 21 points; the game must be won by two clear points.
- A game always starts with a serve from the right hand box (Even).
- The serve must land beyond your opponents service line.
- All serves must be hit into the diagonal service box.
- Whoever wins the point serves next.
- You cannot hit the net with your racket or body.

Serving/ court area

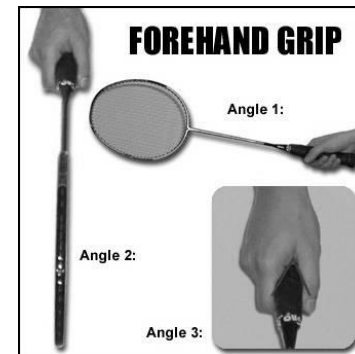
There are three types of serve: Short/backhand, long, flick.

Court area: *long and thin* for singles, *short and wide* for doubles.

Determining where to serve from: If the score is even you serve in the right box, if the score is odd you serve in the left box.



Types of grip



Attacking shots

- Smash shot
- Drop shot
- Net shot

Defensive shots

- **Overhead clear** (played to the back of your opponents court)

Exit routes:

Todmorden Badminton Club
 Todmorden
 Leisure Centre
 Ewood Lane
 OL14 7DF

Brunlea Badminton Club
 St Peter's Centre
 Burnley
 BB11 1NG

Year 8 PE

Football

Short pass

A short side foot pass enables a team to quickly pass a ball and help maintain possession. It is used for accuracy.

- Move parallel to the ball and place your non-kicking foot to the side of the ball.
- Keep your eye on the ball until you have it under your control.
- Look up to see where is the best place to pass it.
- On selection of your pass, maintain a strong body position.
- Swing your kicking foot through and strike the ball with the inside of your foot.
- Aim to hit the middle of the ball to ensure it stays close to the ground.
- Keep looking at your target.
- Follow your kicking leg through towards the intended target.
- The speed of the kicking leg will direct how hard you kick the ball.

Long pass

A long pass is an attacking skill that allows players to switch the direction of the attack very quickly to create space, find a teammate or to catch out the opposition.

- Move parallel to the ball and place your non-kicking foot to the side of the ball.
- Keep your eye on the ball until you have it under your control.
- Look up to see where is the best place to pass the ball.
- On selection of your pass, maintain a strong body position.
- Explosively bring your kicking foot through and strike the ball with laces of your football boot.
- Aim to hit the middle of the ball to ensure it stays close to the ground or the lower half of the ball if you want to lift it over opposition players.
- Keep looking at your target.
- Follow your kicking leg through towards the intended target and your body over the ball.
- The speed of the kicking leg will direct how hard you kick the ball.

Control

Good control of the football is an essential skill to maintain possession of the ball from the opposition and, if done accurately, gives the player more time to make the correct next decision.

- Keep your eye on the ball at all times.
- On contact with the ball, withdraw the foot slightly to take the momentum out of the ball (this is known as "cushioning").
- Aim to make contact with the middle of the ball to ensure that it stays close to the ground and does not bounce up.
- Once under control, move the ball out of your feet to allow the next decision to be made.

Block tackle

The block tackle is an essential skill for winning the ball back in football. It is mainly used when confronting an opponent head on and it is important to complete it with good timing and technique to prevent injury or fouls.

- Close down your opponent quickly but do not rush uncontrolled at them.
- Try to reduce any space around you and monitor for passing options.
- Stay on the balls of your feet, arms slightly out to jockey your opponent.
- Keep your eye on the ball and wait for a clear view of the ball.
- When you can see most of the ball, transfer your weight from your back to front foot and move the inside of your foot towards the ball.
- Maintain a strong body position.

Throw-in

The throw-in is the legal way to restart the game if the ball has gone out of play from either of the side-lines.

- Hold the ball with both hands and ensure that the thumbs are behind the ball and fingers are spread.
- Hold the ball behind the head with relaxed arms and elbows bent.
- Keep your feet shoulder-width apart.
- Face your target.
- Lean back with both feet in contact with the ground.
- Slightly bend your knees and arch your head, neck, shoulders and trunk.
- When ready, propel yourself forward and release the ball just as it passes your head.
- Once the ball is released, bring your strongest leg forward and out in front of you for balance.

Heading

The header can be an attacking or defensive skill and is used to try and win the ball when it is in the air.

- Keep your eyes on the ball.
- Use your forehead to make contact with the bottom of the ball for a defensive header or the top of the ball for an attacking header.
- For a defensive header, it is important to get good height and distance but for an attacking header you need power and accuracy.
- You can also use flick headers to pass to a team mate.

Year 8 PE

Health, Fitness and Exercise

Health can be defined as 'complete physical, mental and social wellbeing and not only the absence of illness or infirmity'. Fitness can be defined as 'the ability to meet the demands of the environment'. Exercise can be defined as 'a form of physical exercise done to improve health or fitness or both'. *Adults* - five sessions of thirty minutes activity per week. The activity should be physical enough to cause the adult to breathe more deeply and to begin to sweat. *Children and young people* - seven sessions of sixty minutes per week. At least two of these sessions should be of high intensity exercise such as running, jumping or cardiovascular based sports.

Consequences of a sedentary lifestyle

If a person does not take part in regular physical activity, exercise or sport then they are at risk of a number of illnesses and negative effects such as weight gain or obesity; heart disease; hypertension (high blood pressure); diabetes; depression; increased risk of osteoporosis and loss of muscle tone.

Lifestyle choices

Other lifestyle choices can affect a person's health in either a positive or negative way. For example, eating a balanced diet means a person is less likely to become ill or put on excess body fat; getting enough sleep is important for the body to rest and brain to function optimally; not smoking as this causes illnesses such as bronchitis and lung cancer and not taking recreational drugs such as alcohol as in the short term it can lead to disorientation and poor decision-making and in the long term can lead to disease.

Health related exercise

	Definition	Example
Body composition	The percentage of body weight which is fat, muscle and bone.	The gymnast has a lean body composition to allow them to propel themselves through the air when performing on the asymmetrical bars.
Cardiovascular fitness	The ability of the heart, lungs and blood to transport oxygen.	Completing a half marathon with consistent split times across all parts of the run.
Flexibility	The range of motion (ROM) at a joint.	A gymnast training to increase hip mobility to improve the quality of their split leap on the beam.
Muscular endurance	The ability to use voluntary muscles repeatedly without tiring.	A rower repeatedly pulling their oar against the water to propel the boat towards the line.
Strength	The amount of force a muscle can exert against a resistance.	Pushing with all one's force in a rugby scrum against the resistance of the opposite pack.
Agility	The ability to change the position of the body quickly and control the movement.	A badminton player moving around the court from back to front and side to side at high speed and efficiency.
Balance	The ability to maintain the body's centre of mass above the base of support.	A sprinter holds a perfectly still sprint start position and is ready to go into action as soon as the gun sounds.
Coordination	The ability to use two or more body parts together.	A trampolinist timing their arm and leg movements to perform the perfect tuck somersault.
Power	The ability to perform strength performances quickly.	A javelin thrower applies great force to the spear while moving their arm rapidly forwards.
Reaction time	The time taken to respond to a stimulus.	A boxer perceives a punch from their left and rapidly moves their head to avoid being struck.
Speed	The ability to put body parts into motion quickly.	A tennis player moving forwards from the baseline quickly to reach a drop shot close to the net.

Rules

- Players are not allowed to travel with the ball.
- A team can have up to 12 players but only seven are allowed to play on court.
- Defending players are unable to snatch or hit the ball out of another player's hands.
- A defending player is only allowed to stand beside the player with the ball until it has left their hands.
- A defending player must stand three feet away from the person with the ball.
- An attacking player is unable to hold the ball for more than three seconds.
- Players must remain within their designated zones.
- The team retaining possession after the ball goes out of play have three seconds at the side-line to get the ball back into play.

Officials

During a competitive game of netball there are two referees and up to two scorekeepers and timekeepers officiating.

Scoring

In a game of netball there are two clear ways to score points:

1. In open play, if a shot is successfully scored from inside the goal circle, the team gains one point.
2. If the team is awarded a technical foul then they will receive a free shot at the net. A successful shot will be awarded with one point.

Bounce Pass

A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.

Stage one

Feet shoulder-width apart in opposition, with knees bent. Place hands each side and slightly behind the ball, with the fingers comfortably spread. Hold the ball at waist level, with elbows tucked in.

Stage two

Step in the direction of the pass, extending the legs, back and arms. The wrist and fingers should be forced through the ball, releasing it off the first and second fingers of both hands. Follow through with the arms fully extended, fingers pointing at the target and thumbs pointing to the floor.

Chest Pass

A chest pass is a very fast and flat pass which enables a team to move quickly up a court in a precise and accurate fashion.

Stage one

Stand with feet shoulder width apart and on the balls of your feet, with back straight and knees slightly bent. Place hands on the sides of the ball with the thumbs directly behind the ball and fingers comfortably spread.

Stage two

The ball should be held in front of the chest with the elbows tucked in. Step in the direction of the pass, by extending the legs, back, and arms. Push the ball from the chest with both arms (not from one shoulder). Fingers are rotated behind the ball and the thumbs are turned down.

Stage three

The back of the hands face one another with the thumbs straight down. Make sure the ball is released off the first and second fingers of both hands. Follow through to finish up with the arms fully extended, fingers pointing at the target and thumbs pointing to the floor.

Shoulder Pass

A shoulder pass is a very dynamic, fast and long pass which enables a team to switch positions on court very quickly to either find a player in space or break defensive screens.

Stage one

Player's feet should be shoulder width apart in opposition. Opposite foot forward to throwing arm. Stand on balls of feet with toes pointing toward target, and knees slightly bent. Hold the ball at head height, slightly behind the head. Elbow should be at a 90° angle and fingers spread behind the ball.

Stage two

Step in the direction of the pass by transferring the body weight from back foot to front foot. Pull the arm through with the elbow leading. To follow through, fully extend your arm and wrist. Point the fingers in the same direction as the pass, with palms facing down.

Pivoting

The pivoting action is a swivel movement that allows the player to move on a fixed axis to either pass or shoot.

Stage one

Run towards the ball and jump by extending the legs and ankles. Keep the eyes firmly fixed on the ball. Bring the hands out in front of the body at chest height with fingers spread open and pointing up.

Stage two

In the air catch the ball with thumbs an inch or two apart making a 'W' shape. Land on the ball of one foot on the ground. Flex the knee and ankle as the foot hits the floor.

Stage three

Stand with knees slightly bent and the feet shoulder width apart. Bring the ball into the body to protect it. Pivot by rotating on the ball of the landing foot. Keep the upper body straight and head up. Make sure the hip of the pivoting leg is pointing in the direction the player is aiming to pass the ball in. The player can move or step with the other foot any number of times. The player is not allowed to lift the foot they are pivoting on before they release the ball.

Year 8 Spanish Units 11&12 – Talking about food Likes/dislikes and why Parts

Singular			
Me encanta [I love] Me gusta mucho [I like a lot] Me gusta [I like] Me gusta un poco [I like a bit] No me gusta [I don't like] Odio [I hate] Prefiero [I prefer]	el agua [water] el arroz [rice] el café [coffee] la carne [meat] el chocolate [chocolate] la ensalada verde [green salad] la fruta [fruit] la leche [milk] la miel [honey] el pan [bread] el pescado [fish] el pollo asado [roast chicken] el queso [cheese] el zumo de fruta [fruit juice]	porque es [because it is]	asqueroso/a [disgusting] delicioso /a [delicious] dulce [sweet] duro /a [tough] grasiento/a [oily, greasy] malsano/a [unhealthy] picante [spicy] refrescante [refreshing] rico/a [delicious] sabroso/a [tasty] sano/a [healthy]
Plural			
Me encantan [I love] Me gustan mucho [I like a lot] Me gustan [I like] Me gustan un poco [I like a bit] No me gustan [I don't like] Odio [I hate] Prefiero [I prefer]	los chocolates [chocolates] las gambas [prawns] las hamburguesas [burgers] los huevos [eggs] las manzanas [apples] las naranjas [oranges] los plátanos [bananas] los tomates [tomatoes] las verduras [vegetables]	porque son [because they are]	asquerosos/as [disgusting] deliciosos/as [delicious] dulces [sweet] duros/as [tough] grasientos/as [oily, greasy] malsanos/as [unhealthy] picantes [spicy] refrescantes [refreshing] ricos/as [delicious] sabrosos/as [tasty] sanos/as [healthy]

REMEMBER:

- the adjectives above ending in 'o' change to 'a' with **feminine nouns**. Ex. Me gusta la carne porque es grasienta
- however, the adjectives ending in 'e' **never change** when in used in the plural, all the adjectives above add an 's'. Ex.: Me gustan las verduras porque son grasientas

Meals Desayuno [At breakfast I eat] Almuerzo [At lunch I eat] Meriendo [At tea time I eat] Ceno [At dinner I eat] Bebo [I drink]	el agua [water] el arroz [rice] el atún [tuna fish] el café [coffee] la carne [meat] el chocolate [chocolate] la ensalada verde [green salad] la fruta [fruit] la leche [milk] la miel [honey] la paella [paella] el pescado [fish] el pollo asado [roast chicken] el queso [cheese] el salmón [salmon] el zumo de fruta [fruit juice]	porque es [because it is]	asqueroso/a [disgusting] agrio/a [acidic , sour] amargo/a [bitter] delicioso/a [delicious] dulce [sweet] duro/a [tough] grasiento/a [oily, greasy] ligero/a [light] jugoso/a [juicy] malsano/a [unhealthy] picante [spicy] refrescante [refreshing] rico/a en vitaminas [rich in vitamins] sabroso/a [tasty] sano/a [healthy] soso/a [bland]
What I like/dislike Me encantan [I love] Me gustan mucho [I like a lot] Me gustan [I like] Me gustan un poco [I like a bit] No me gustan [I don't like] Odio [I hate] Prefiero [I prefer]	los bocadillos de queso [cheese sandwiches] los calamares [squid] las gambas [prawns] las hamburguesas [burgers] las manzanas [apples] los melocotones [peaches] las naranjas [oranges] los plátanos [bananas] las salchichas [sausages] los tomates [tomatoes] las verduras [vegetables]	porque son [because they are]	asquerosos/as [disgusting] agrios/as [acidic , sour] amargos/as [bitter] deliciosos/as [delicious] dulces [sweet] duros/as [tough] grasientos/as [oily, greasy] ligeros/as [light] jugosos/as [juicy] malsanos/as [unhealthy] picantes [spicy] refrescantes [refreshing] ricos/as en vitaminas [rich in vitamins] sabrosos/as [tasty] sanos/as [healthy] sosos/as [bland]

Year 8 Spanish Units 13&14

-Talking about clothes Likes/dislikes and why Parts

- Saying what I (and others) do in our free time

<p>Por lo general [usually]</p> <p>Cuando hace calor [when it is hot]</p> <p>Cuando hace frío [when it is cold]</p> <p>Cuando salgo con mi novio/novia [when I go out with my boyfriend/girlfriend]</p> <p>Cuando salgo con mis padres [when I go out with my parents]</p> <p>Cuando salgo con mis amigos [when I go out with my friends]</p> <p>Cuando juego al fútbol [when I play football]</p> <p>En casa [at home] En el colegio [at school]</p> <p>En la discoteca [at the nightclub]</p> <p>En el gimnasio [at the gym]</p> <p>En la playa [at the beach]</p> <p>Nunca [never]</p> <p>Siempre [always]</p>	<p>llevo [I wear]</p> <p>lleva [he/she wears]</p>	<p>Singular Feminine</p> <p>una bufanda [a scarf] una camisa [a shirt]</p> <p>una camiseta [a shirt]</p> <p>una camisetas sin mangas [tank top / vest]</p> <p>una chaqueta [a jacket]</p> <p>una chaqueta deportiva [a sports jacket]</p> <p>una corbata [a tie] una falda [a skirt]</p> <p>una gorra [a baseball cap]</p>	<p>azul [blue] blanca [white] gris [grey]</p> <p>amarilla [yellow] marrón [brown]</p> <p>naranja [orange] negra [black] roja [red]</p> <p>verde [green]</p>
		<p>Singular Masculine</p> <p>un abrigo [a coat] un bañador [a swimsuit]</p> <p>un chaleco [a waistcoat] un chándal [a tracksuit]</p> <p>un cinturón [a belt] un collar [a necklace]</p> <p>un jersey [jumper] un reloj [a watch]</p> <p>un sombrero [a hat] un top [a top] un traje [a suit]</p> <p>un uniforme [a uniform] un vestido [a dress]</p>	<p>azul [blue] blanco [white] gris [grey]</p> <p>amarillo [yellow] marrón [brown]</p> <p>naranja [orange] negro [black] rojo [red]</p> <p>verde [green]</p>
		<p>Plural Feminine</p> <p>botas [boots] pantufilas [slippers]</p> <p>sandalias [sandals]</p> <p>zapatillas de deporte [sports shoes]</p>	<p>azules [blue] blancas/os [white]</p> <p>grises [grey] amarillas/os [yellow]</p> <p>marrones [brown] naranjas [orange]</p>
		<p>Plural Masculine</p> <p>calcetines [socks] pantalones [trousers]</p> <p>pantalones cortos [shorts] pendientes [earrings]</p> <p>vaqueros [jeans] zapatos [shoes]</p> <p>zapatos de tacón [high heel shoes]</p>	<p>negras/os [black] rojas/os [red]</p> <p>verdes [green]</p>

<p>juego [I play]</p>	<p>al ajedrez [chess] al baloncesto [basketball] a las cartas [cards] al fútbol [football]</p> <p>al tenis [tennis] con mis amigos [with my friends]</p>	<p>a menudo [often] a veces [sometimes]</p> <p>casi nunca [hardly ever]</p> <p>cuando hace mal tiempo [when the weather is bad]</p> <p>cuando hace buen tiempo [when the weather is good]</p> <p>dos veces por semana [twice a week] raramente [rarely]</p> <p>todos los días [every day]</p>
<p>hago [I do]</p>	<p>ciclismo [cycling] deporte [sport] equitación [horse riding] escalada [rock climbing]</p> <p>esquí [skiing] footing [jogging] natación [swimming] los deberes [homework]</p> <p>pesas [weights] senderismo [hiking]</p>	
<p>voy [I go]</p>	<p>a casa de mi amigo/a [to my friend's house] a la montaña [to the mountain]</p> <p>a la piscina [to the pool] a la playa [to the beach] al gimnasio [to the gym]</p> <p>al parque [to the park] al polideportivo [to the sports centre] de marcha [clubbing]</p> <p>de pesca [fishing] en bici [on a bike ride]</p>	

Year 8 Spanish Units 15&16

-Talking about weather and free time

- Talking about my daily routine

<p>Cuando tengo tiempo [when I have time] Cuando está despejado calor [when the sky is clear] Cuando está nublado [when the sky is cloudy] Cuando hace buen tiempo [When the weather is good] Cuando hace mal tiempo [When the weather is bad] Cuando hace calor [when it is hot] Cuando hace frío [when it is cold] Cuando hace sol [when it is sunny] Cuando hace viento [when it is windy] Cuando hay niebla [when it is foggy] Cuando hay tormentas [when there are storms] Cuando llueve [when it rains] Cuando nieva [when it snows] A veces [sometimes] Los días de semana [on weekdays] Los fines de semana [at the weekends]</p>	<p>juego [I play] mi amiga María juega [my friend Maria plays]</p>	<p>al ajedrez [chess] a las cartas [cards] al baloncesto [basketball] al fútbol [football] al tenis [tennis] con mis amigos [with my friends] con sus amigos [with his/her friends]</p>
	<p>hago [I do] mi amigo Lionel hace [my friend Lionel does]</p>	<p>ciclismo [cycling] deporte [sport] equitación [horse riding] escalada [rock climbing] esquí [skiing] footing [jogging] natación [swimming] los deberes [homework] pesas [weights] senderismo [hiking]</p>
	<p>voy [I go] mi amiga Vero va [my friend Vero goes]</p>	<p>a casa de mi amigo [to my friend's house] a casa de su amigo [to her friend's house] al campo [to the countryside] al centro comercial [to the mall] al gimnasio [to the gym] a la montaña [to the mountain] al parque [to the park] a la piscina [to the pool] a la playa [to the beach] al polideportivo [to the sports centre] de marcha [clubbing] de pesca [fishing] en bici [on a bike ride]</p>
	<p>me quedo [I stay] mi amigo Felipe se queda [my friend Felipe stays]</p>	<p>en mi casa [at my home] en mi habitación [in my room] en su casa [at his home] en su habitación [in his room]</p>

<p>A eso de... [around...] ...las cinco [5] ...las seis [6] ...las siete [7] ...las ocho y cinco [8.05] ...las ocho y diez [8.10] ...las ocho y cuarto [8.15] ...las ocho y veinte [8.20] ...las ocho y veinticinco [8.25] ...las ocho y media [8.30] ...las ocho y treinta y cinco [8.35] ...las nueve menos veinte [8.40] ...las nueve menos cuarto [8.45] ...las nueve menos diez [8.50] ...las nueve menos cinco [8.55] A mediodía [12 pm] A medianoche [12 am]</p>

<p>de la mañana [in the morning] de la tarde [in the evening] de la noche [at night]</p>

<p>almuerzo [I have lunch] ceno [I have dinner] desayuno [I have breakfast] descanso [I rest] hago mis deberes [I do my homework] juego en el ordenador [I play on the computer] me acuesto [I go to bed] me lavo los dientes [I brush my teeth] me levanto [I get up] me visto [I get dressed] salgo de casa [I leave my house] voy al colegio en autobús [I go to school by bus] veo la tele [I watch the telly] vuelvo a casa [I go back home]</p>
--

<p>luego... [then] después... [after] finalmente... [finally]</p>
--