# Year 8 Computing Knowledge Organiser – History Of Computing

## Cryptography

- Cryptography is derived from the Greek word 'kryptos' which means hidden or secret
- Cryptography is thought to date back to the Egyptians and their use of hieroglyphics.
- Julius Caesar developed the first modern cipher.
- It is known as the 'Caesar cipher'
- Each character in the message is replaced by the character three positions ahead of it in the alphabet

## How Computers were used during WW2

- The Germans developed a computer called **Enigma** to send secret messages between troops
- **Colossus** was the name of a set of computers developed by British code breakers in 1943-1945
- The Colossus computers were used to help decipher intercepted messages that had been encrypted using ENIGMA
- Colossus helped to crack the German coded messages, without this the messages were unreadable

| Key Words | Definition |
|---|---|
| **Cryptography:** | The art of writing or solving codes. |
| **Decipher:** | Convert (a text written in code, or a coded signal) into normal language. |
| **Hardware:** | Parts of a computer system you can physically hold and touch. |
| **Software:** | The programs on a computer you cannot physically hold and touch. |
| **Binary:** | A number system that only uses two digits, 0 or 1. |
| **Input:** | Information (data) put in to a computer. |
| **Process:** | Actions or steps taken to achieve an end result. |
| **Output:** | Information (data) displayed by a computer after it has been through a process. |
| **Computer:** | An electronic device that is capable of receiving data (input), carrying out a process and outputting the required result. |

## How Computers process information


Information (data) put in to a computer.

Actions or steps taken to achieve an end result.

Information (data) displayed by a computer after it has been through a process.

# Year 8 Geography Knowledge Organiser – Exploring Environmental Damage

## What is Climate Change?

Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.

## Natural Greenhouse Effect

The Earth is kept warm by a natural process called the Greenhouse Effect. As solar radiation hits the Earth, some is reflected back into space. However, greenhouse gases help trap the sun's radiation. Without this process, the Earth would be too cold to support life as temperature would average as -18°C instead of +15°C.

## Enhanced Greenhouse Effect

Recently, there has been an increase in humans burning fossil fuels for energy. These fuels (gas, coal and oil) emit extra greenhouse gases. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation but causing less to be reflected. As a result, our Earth is becoming warmer.

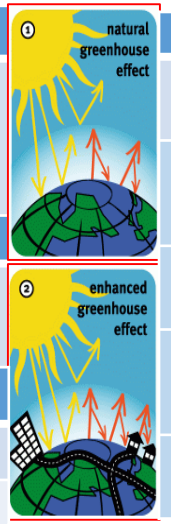
## Global impacts of climate change

The impact of rising temperatures is affecting the world socially, economically and environmentally in several potential problematic ways.

| | |
|---|---|
| **Extreme Weather** | Climate is causing more unpredictable and severe weather events. This includes more frequent and powerful tropical storms; more extreme heatwaves and lasting droughts. E.g. Typhoon Haiyan 2013 |
| **Rising sea levels** | Sea levels have risen by 20 cm since 1901. due to thermal expansion, melting glaciers and ice caps. Some coastal countries are now disappearing such as the Maldives in the Indian Ocean. |
| **Food supply** | Warmer temperatures and changing rainfall will make it harder to produce a reliable source of food to sustain a rising global population. E.g. In 2011, Russia banned crop exports after a incline in yield. |
| **Plants and Animals** | About a quarter of animals and plants on Earth could become extinct. With warmer temperatures and changing rainfall environments will no longer be able to provide for the world's fragile ecosystems. |
| **Disease and Health** | Warmer temperatures will increase the spread of infectious diseases like malaria. In addition, more frequent floods could cause more waterborne disease such as dysentery. |
| **Water Supply** | People need freshwater to drink but with 1 billion people predicted to not have excess to enough water by 2025 due to climate change, this might cause several social, economic and environmental problems. E.g. fishing, irrigation and sanitation. |
| **Climate refugees** | Climate refugees are people who are forced to leave their home due to the impact of climate change. This can be due to sea level rises or extreme weather conditions such as drought. |

## Linking $CO_2$ and Global temperatures

The rate of carbon dioxide and increase in global temperatures is strong. Scientist agree that this increase is cause by human activity.




## Greenhouse Gases

Most greenhouse gases occur naturally. Some greenhouse gases have greater potential to increase global warming than occurs as different gases trap and absorb different amounts of radiation.

| | |
|---|---|
| **Carbon dioxide** | Accounts for 60% of the enhanced greenhouse gases. It is produced by burning fossil fuels through producing electricity, industry, cars and deforestation. |
| **Methane** | Accounts for 15% of the enhanced greenhouse gases. 25x more efficient than Carbon dioxide. Produce from landfills, rice and farm animals. |
| **Halocarbons** | Human made and makes a tidy proportion of all greenhouse gases. 15000x more efficient at trapping radiation than Carbon dioxide. Produced from air-conditioning, refrigerators and aerosols. |
| **Nitrous Oxide** | Accounts for 6% of the enhanced greenhouse effect. 250x more efficient than Carbon dioxide. Produced from fertilisers and car exhausts. |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# India and the British Empire
# Year 8 Knowledge Organiser

**What is the British Empire?**
An **empire** is a group of countries ruled over by a single monarch or ruling power. An empire doesn't need an 'emperor'. The British Empire comprised of Britain, the 'mother country', and the colonies, countries ruled to some degree by and from Britain.
In the 16th century Britain began to establish overseas colonies. By 1783, Britain had built a large empire with colonies in America and the West Indies.

| | |
|---|---|
| **Positive interpretations** | **Interpretations of the British Empire**<br>Interpretations of the British Empire have changed and developed over time. In the 19th and early 20th century, some historians argued that the empire was the deserved result of Britain's technical and moral superiority. They argued that British rule established formal systems of government, law and education as well as the development of infrastructure, like railways. |
| **Negative interpretations** | Many modern historians argue that it is unacceptable to say that colonialized peoples did not have or would not have developed their own entirely valid forms of government, laws, and infrastructures without the influence of the British Empire.<br>Furthermore, many historians argue that you cannot examine the British Empire without examining the more shameful aspects of Britain's past. Britain was heavily involved with the Transatlantic slave trade in the 17th, 18th, and 19th centuries. The British Empire also stripped many colonies and indigenous peoples of their land and vibrant cultures, for example, in India, colonialization resulted in the increase in land taxation and lack of reserve crop, which together with poor weather conditions, caused many deaths due to famine, disease and violence. |

**Robert Clive** was one of the most famous men of the East India Company and helped to gain control over India.
Robert Clive first arrived in India **in 1744** and worked for the East India company buying goods to be exported to England. The East India Company had its own military force in India to protect its trade. **In 1746** the French army attacked the British in Chennai: Robert Clive was captured but escaped and joined the East India Company's Army. Clive was a skilled soldier and **in 1751** was ordered to capture the important town of Arcot. The battle for Arcot (1751) gave him the nickname "Sabut Jung" (the daring in war) and he was praised by the British Prime Minister as a heaven born general. **In 1756,** 122 English settlers suffocated to death in an 18 foot square cell in Calcutta. Calcutta was ruled by the Nawab Siraj ud Daula. **In 1756** Clive arrived in Calcutta for revenge on the Nawab Siraj. He defeated his army of 68,000 French backed soldiers with 3000 men at the Battle of Plassey. In **1760** Clive returned to England and became an MP before being made Baron Clive of Plassey. Clive was criticised when he was an MP because he had become very rich by accepting gifts from Indian leaders.

**Key Vocabulary**

**Colony –** a country controlled by another country.
**Trade –** buying and selling goods.
**Empire–** a group of countries controlled by another country.
**Colonisation –** the process of gaining control over another country
**Rebellion –** resisting a country's control over you
**Civilised –** being very advanced socially and culturally
**Revolution–** very rapid and big change- usually in how a country is run
**Developed –** more advanced
**Sepoy –** Indian soldier
**Mughal –** the name of the Indian empire
**Nawab –** a ruler
**Hindu–** the religion of some of the people in the British Empire
**Raja –** a royal title for an Indian monarch
**Muslim–** the religion of some of the people in the British Empire

# India and the British Empire
# Year 8 Knowledge Organiser

| | |
|---|---|
| **Why did the 1857 Rebellion take place?** | By 1857, the sepoys in the East India Company's army began a rebellion after a rumour spread about a new rifle they would be receiving. To load the rifle soldiers believed they would have to bite off the end of a cartridge which was covered in pigs' and cows' grease. This would have been an insult to both Muslims and Hindus, as it is against the religious beliefs of Muslims to eat pig products and it is against the religious beliefs of Hindus to eat cow products. These events increased the feeling that the British were not respecting Indian values |
| **What happened during the rebellion?** | In March 1857 a sepoy named Mangal Pandey attacked his British officer and was executed. By May, the rebellion spread as tens of thousands of other sepoys turned on their officers, in some cases killing them. Although the sepoys initially had some successes and took some territory, the British defeated the rebellion after 18 months of fighting. In August 1858, the Government of India Act was passed and direct British rule of India began.<br>It is estimated that several thousand British were killed during the rebellion, while the estimates for the Indian death toll are in the hundreds of thousands. Many British and Indian civilians were also killed in the violence, and many lives were also lost to a famine that occurred at the same time as the rebellion. |
| **Why was it significant?** | A significant consequence of this rebellion was that it began the direct rule of the British government over India after a British victory against the sepoys. The East India Company was no longer in control, the British government was. The huge amount of money made from colonising India, as well as the fact that some of the current crown jewels were taken from India, is one of the reasons some historians say the colony became known as the 'jewel in the crown' |

**There was a strong independence movement in India:**

•In 1919, British troops were responsible for a massacre that occurred at a peaceful gathering in Amritsar.

•Mohandas Gandhi led a powerful non-violent movement that refused to obey British laws. For example the Salt March, 1930.

•In 1935, the Government of India Act gave Indians control of everything except foreign policy.

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# Year 9 Half Term 3 Spanish Knowledge Organiser

## Module 5 – Operación verano (Town and summer activities)

| ¿Qué casa prefieres? | *Which house do you prefer?* |
|---|---|
| Esta casa es... | *This house is...* |
| Este piso es... | *This flat is...* |
| amplio, amplia | *spacious* |
| antiguo, antigua | *old* |
| bonito, bonita | *nice* |
| cómodo, cómoda | *comfortable* |
| enorme | *enormous* |
| feo, fea | *ugly* |
| grande | *big* |
| maravilloso, maravillosa | *marvellous* |
| moderno, moderna | *modern* |
| pequeño, pequeña | *small* |
| La casa/El piso está | *The house/The flat is...* |
| cerca de la playa | *near the beach* |
| en el centro | *in the centre* |
| en la montaña | *in the mountains* |
| más... que... | *more... than...* |
| menos... que... | *less... than...* |
| Prefiero... | *I prefer...* |
| porque | *because* |

| Expresiones de tiempo | *Time expressions* |
|---|---|
| ayer | *yesterday* |
| el fin de semana pasado | *last weekend* |
| el verano pasado | *last summer* |
| el año pasado | *last year* |
| hace dos años | *two years ago* |
| hoy | *today* |
| mañana | *tomorrow* |
| este fin de semana | *this weekend* |
| el verano que viene | *next summer* |
| el año que viene | *next year* |

| ¿Qué se puede hacer en...? | *What can you do in...?* |
|---|---|
| Se puede(n)... | *You can...* |
| hacer senderismo | *go hiking* |
| hacer actividades náuticas | *do water sports* |
| hacer artes marciales | *do martial arts* |
| ir a la bolera | *go bowling* |
| ir al cine | *go to the cinema* |
| ir de compras | *go shopping* |
| ir de paseo en bicicleta | *go on a bike ride* |
| ir a la playa | *go to the beach* |
| ir al restaurante | *go to the restaurant* |
| jugar al golf | *play golf* |
| jugar al voleibol | *play volleyball* |
| jugar al tenis | *play tennis* |
| ver la catedral | *see the cathedral* |
| visitar un castillo | *visit a castle* |

| La casa | *The house* |
|---|---|
| Tiene... | *It has...* |
| una cocina | *a kitchen* |
| un comedor | *a dining room* |
| un cuarto de baño | *a bathroom* |
| un dormitorio | *a bedroom* |
| un salón | *a living room* |
| una chimenea | *a fireplace* |
| un jacuzzi | *a hot tub* |
| un jardín | *a garden* |
| una piscina | *a swimming pool* |
| una terraza | *a balcony, a terrace* |
| vistas al mar | *views of the sea* |
| **Opiniones** | ***Opinions*** |
| Me gusta... | *I like...* |
| Me encanta... | *I love...* |
| Me gustaría mucho... | *I would really like...* |
| Me encantaría... | *I would love...* |

| ¿Dónde está...? | *Where is...?* |
|---|---|
| la catedral | *the cathedral* |
| la estación de tren | *the railway station* |
| el minigolf | *the minigolf* |
| el parque acuático | *the water park* |
| el parque de atracciones | *the theme park* |
| la pista de karting | *the go-kart track* |
| el zoo | *the zoo* |
| Sigue todo recto. | *Keep straight on.* |
| Dobla a la derecha. | *Turn right.* |
| Dobla a la izquierda. | *Turn left.* |
| Toma la primera a la derecha. | *Take the first on the right.* |
| Toma la segunda a la izquierda. | *Take the second on the left.* |
| Cruza la plaza | *Cross the square.* |
| Está a la derecha. | *It's on the right.* |
| Está a la izquierda. | *It's on the left.* |

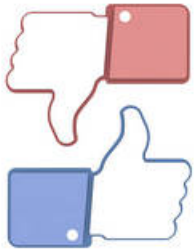
| Palabras muy frecuentes | *High-frequency words* |
|---|---|
| bastante | *quite* |
| donde | *where* |
| esta, este | *this* |
| está | *it is* |
| muy | *very* |
| también | *also, too* |

**To revise this topic**

SCAN ME

**¿Qué cosas te gustan? = What things do you like?**
**¿Qué cosas te encantan / te chiflan / te flipan / te molan? = What things do you love?**

Me gusta (n) = I like
Me encanta (n) = I love
Me chifla (n) = I love
Me flipa (n) = I love
Me mola (n) = I love
No me gusta (n) nada = I really don't like



El baile = dance
El cine = cinema
El deporte = sport
El dibujo = drawing / art
El racismo = racism
El teatro = theatre / drama
La moda = fashion
La música = Music
La naturaleza = nature
La pesca = fishing
La violencia = violence
Los cómics = comics
Los insectos = insects
Los lunes = Mondays
Las artes marciales = martial arts
Las injusticias = injustice
Las taréas domésticas = household chores

**Scan these codes to practise the present and preterite tenses**

**En mi tiempo libre = In my Free Time**

Hago judo = I do judo
Hago natación = I go swimming
Voy al parque = I go to the park
Voy al polideportivo = I go to the sports centre
Voy de pesca = I go fishing
Soy miembro de un club = I'm a member of a club
Soy miembro de un equipo = I'm a member of a team

**Expresiones de frecuencia = Expressions of frequency**

a veces = sometimes
de vez en cuando = from time to time
dos veces a la semana = twice a week
a menudo = often
muy a menudo =very often
todos los días = everyday
casi todos los días = almost every day
todo el tiempo = all the time
siempre = always

**¿Cómo organizas tu semana?**

Bailo Zumba = I dance Zumba
Cocino para mi familia = I cook for my family
Escribo canciones = I write songs
Juego en mi consola = I play on my games console
Leo revistas / libros = I read magazines / books
Monto en bici = I ride my bike
Navego por internet = I surf the internet
Preparo la cena = I prepare dinner
Saco fotos = I take photos
Toco el teclado = I play the keyboard
Veo un partido de fútbol = I watch a football match

**¿Cuándo? = When?**
después del insti =after school
este fin de semana = this weekend
los fines de semana = at the weekends
los lunes / martes = on Mondays / Tuesdays
los jueves por la tarde = on Thursday afternoons
mañana por la mañana = tomorrow morning
mañana por la tarde = tomorrow afternoon

**En el Cine = At the Cinema**

Voy a ver… = I'm going to see…
Una comedia= a comedy
Una película de acción = an action film
Una película de animación = an animation
Una película de aventuras = an adventure film
Una película de ciencia-ficción = a science-fiction film
Una película de fantasía = a fantasy film
Una película de superhéroes = a super-hero film
Una película de terror = a horror film
¿Vas a venir? = Are you going to come?
¿Vamos a ver? = Are we going to see?

**Reacciones = Reactions**
Claro que sí = Of course
De acuerdo = ok
Voy a ir = I'm going to go
No voy a ir = I'm not going to go
No, gracias = No thank you
¿Estás loco/a? = Are you crazy?
¡Ni en sueños! = Not in your dreams
¡Que rollo! = How boring!

**¿Qué tipo de películas te gustan?**
**What type of films do you like?**
Me encantan las comedias = I love comedies
No me gustan las películas de terror = I don't like horror films
Mi película favorita es… = My favourite film is…
¿Qué tipo de película es? = What type of film is it?
Es una comedia =It is a comedy
En mi opinión… = In my opinion…
Creo / Pienso que = I think that

**¿Cómo fue tu cumpleaños? = How was your birthday?**
Celebré mi cumpleaños = I celebrated my family
con mi familia / mis amigos = with my family / friends
¿Qué hiciste? = What did you do?
Fui / Fuimos al parque de atracciones = I went / we went to the theme park
Invité a mis amigos a pasar la noche en mi casa = I invited my friends to sleep over at my house
Bebí / Bebimos refrescos = I/we drank fizzy drinks
Comí / comimos tarta de cumpleaños = I/we ate birthday cake
Recebí muchos regalos = I received lots of presents
Fue alucinante / increíble = It was amazing /incredible

**High Frequency Words**

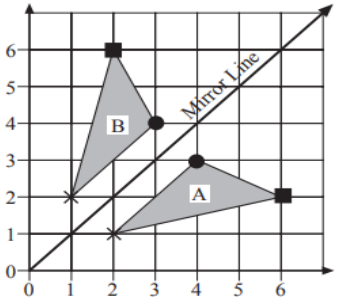
así que = so
casi = nearly / almost
primero = first of all
luego = then
después = afterwards
más tarde = later
o = or
por supuesto = of course
quizás = maybe
también = also

# Year 8 Mathematics Summer Term Knowledge Organiser

## Transformations

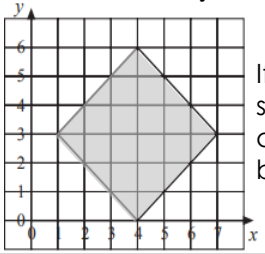
### Reflections

Reflections give shapes which are the same distance to and from a mirror line or line of reflection.
In this diagram A and B are reflections of each other.

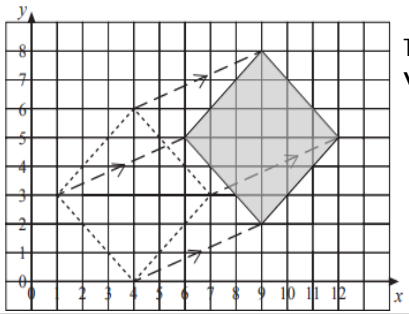



### Translations

A translation is just a movement.



If we translate this square 5 units right and 2 units up, it becomes…

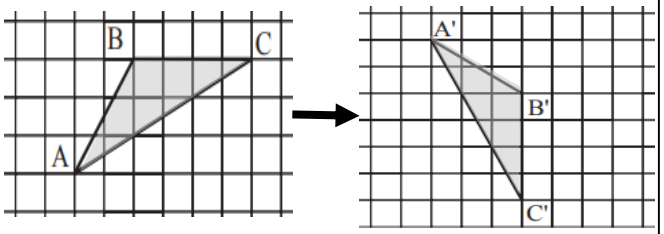


The **translation vector** for this is…

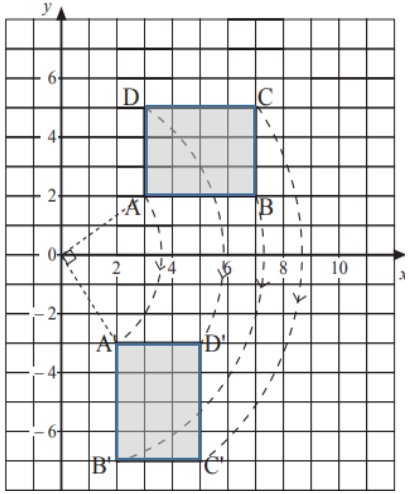
$$\begin{pmatrix} 5 \\ 2 \end{pmatrix}$$

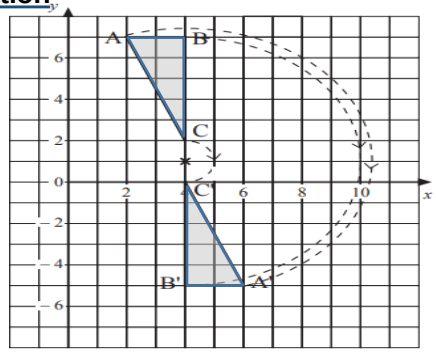
### Rotations

A rotation is a turn.
I the diagram on the right, Triangle ABC is rotated clockwise through $90^0$ to give Triangle $A^IB^IC^I$




### Rotation – Using a Centre of Rotation

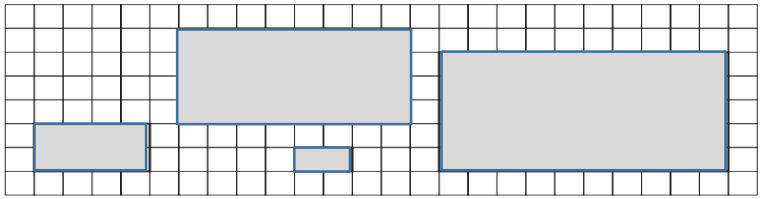



We can also rotate shapes using a centre of rotation. Tracing paper is very useful for these types of question, as you can turn the tracing paper whilst holding your pencil on the centre of rotation.

### Enlargements

An enlargement changes the size of a shape.

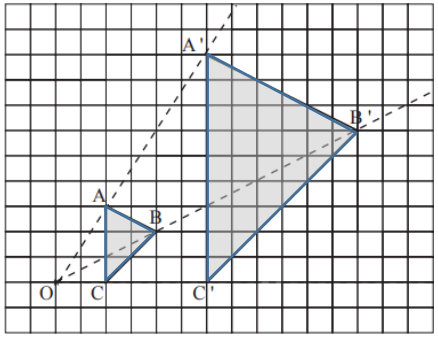


The number of times bigger or smaller a shape becomes is called a scale factor.

#### Using a centre of enlargement:

A shape can be englarges using a centre, so that it gives a new enlarged shape in a specific place. We use enlargement lines to do this.

Example: triangle ABC enlarged by a scale factor 3, centre O




### Describing transformations

When describing transformations, the information must be specific:

**Reflections** must include:
reflection and the name of the line of reflection.

**Translations** must say include:
translation and the column vector. $\begin{pmatrix} 5 \\ 2 \end{pmatrix}$

**Rotations** must include:
rotation, direction of rotation, rotation in degrees and centre of rotation

**Enlargements** must include:
Enlargement, scale factor and centre of enlargement

# Year 8 Mathematics Summer Term Knowledge Organiser

## Graphs and Equations

### Solving One Step Equations

Finding the value of an unknown, by identifying operations performed and doing the inverse operation:

$x + 6 = 8$

$x = 2$

+ 6 | - 6

### Solving Two Step Equations

Finding the value of an unknown, by identifying operations performed and doing the inverse operation:

$2x + 1 = 9$

$2x = 8$

$x = 4$

+ 1 | - 1

× 2 | ÷ 2

### Solving Equations involving fractions

Finding the value of an unknown. To eliminate a denominator, multiply every term by the denominator:

$\frac{x+3}{2} = 4$

$x + 3 = 8$

$x = 5$

÷ 2 | × 2

+3 | −3

### Solving Equations with unknowns on both sides

Add/subtract the smallest algebraic term from both sides:

$3a - 4 = 7a + 8$

$-4 = 4a + 8$

$-12 = 4a$

$-3 = a$

-3a | -3a

-8 | -8

÷4 | ÷4

### Drawing Linear Graphs

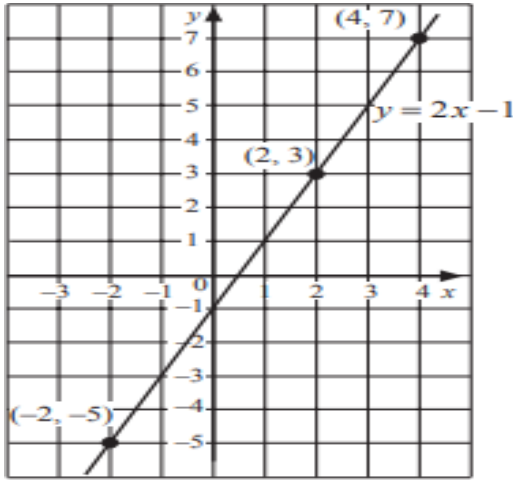
- To draw the graph y=2x-1 using a table

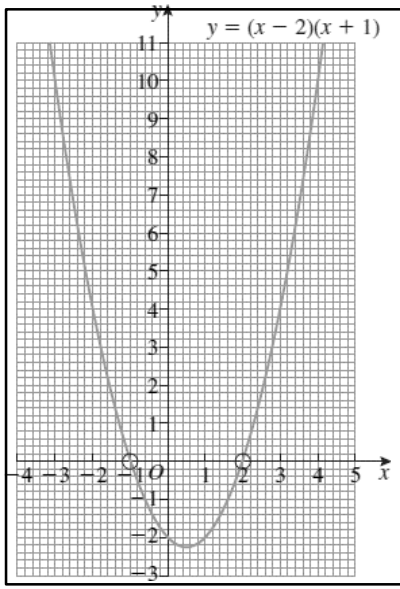
This rule tells us the y-coordinate is the x- coordinate x 2 then -1.

The coordinate can also be calculated in a table: This also gives us:

(4, 7) (2,3) and (-2,-5)

| x | -2 | 2 | 4 |
|---|---|---|---|
| y | -5 | 3 | 7 |




### Quadratic Graphs – Drawing and Finding Solutions.

To draw a quadratic graph, use a table (see below)
Write down your steps, as you can see for x=-1 and x=1

**$y = x^2 - x - 2$**

| | 0 | -2 |
|---|---|---|
| $x^2$ | = 1 | = 1 |
| − x | = 1 | = -1 |
| - 2 | =-2 | =-2 |

| x | −3 | −2 | −1 | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|
| y | 10 | 4 | | −2 | | 0 | 4 | 10 |

1+1-2=0 1-1-2=-2

The Solutions or Roots are where y=0, at the points (-1,0) and (2,0)

### Intercept and Gradient

We can see from the graphs of y=2x-1, that the y-intercept is -1, and the gradient (steepness) is 2.

For a graph of the form y=mx+c

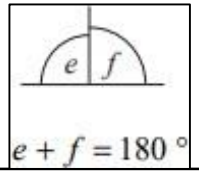
- The 'm' will be the gradient
- The 'c' will be the y-intercept.

# Year 8 Mathematics Summer Term Knowledge Organiser

## Angles

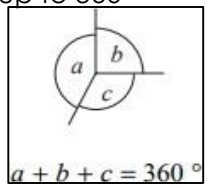
### Angles On a Straight Line

Always add up to $180^0$



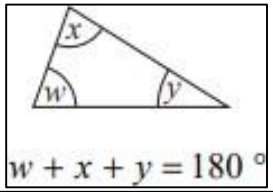

### Angles Around a Point

Always add up to $360^0$



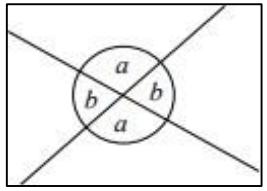

### Angles in a Triangle

Always add up to $360^0$



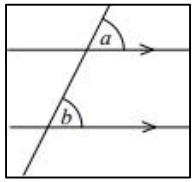

### Vertically Opposite

Vertically opposite angles are equal.



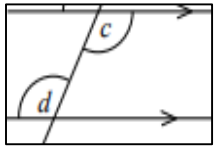

### Corresponding

Corresponding angles are equal, a = b.




### Alternate

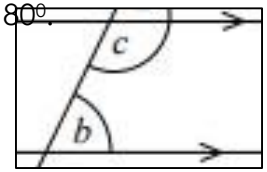
Alternate angles are equal, c = d.



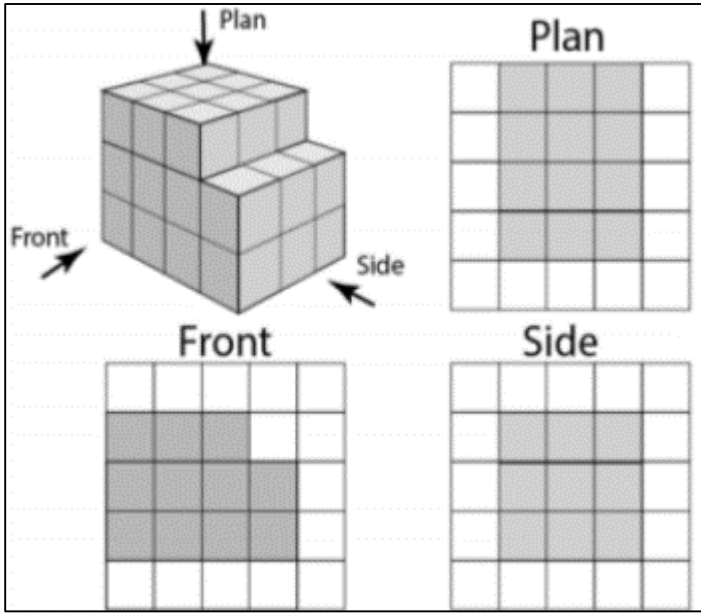

### Co-Interior

Co-interior angles add up to 180.

$b + c = 180^0$




## Plans and Elevations




**Key terms:**

Plan: the view from above the solid.

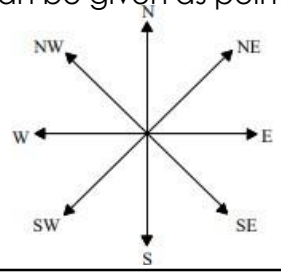
Front Elevation: the view from the front of the solid.

Side Elevation: the view from the side of the solid.

## Bearings

### Points of the Compass

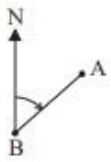
Bearings can be given as points of the compass.

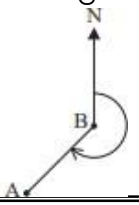



### Bearings

Accurate bearing are measured clockwise from North, and written using three figures.

Bearing of A from B = $050^0$



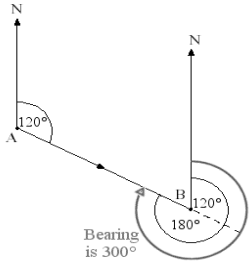




Bearing od A from B = $210^0$

### Return Bearings

The bearing of B from A is $120^0$

The return bearing (of A from B) Is $300^0$



# Year 8 Summer Term Knowledge Organiser Music

## The Elements of Music

| Element | Definition |
|---|---|
| Melody | The main tune or musical theme |
| Articulation | How the notes are played |
| Dynamics | How loud and quiet the volume is |
| Instruments | The apparatus used to make and play the music |
| Structure | How the sections of music are organised |
| Harmony | The supporting chords used with the melody |
| Rhythm | The patterns of notes used and their durations |
| Tempo | How fast or slow the speed of the music is |
| Texture | How the layers of music fit together |

## Dynamics: Key Terms

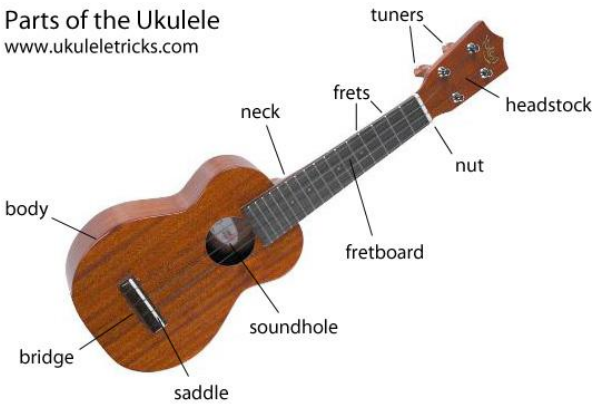
| Dynamic symbol | Italian Term | Defintion |
|---|---|---|
|  | Crescendo | Getting Louder |
|  | Decrescendo | Getting Quieter |
|  | Fortissimo | Very loud |
|  | Forte | Loud |
|  | Piano | Quiet |
|  | Pianissimo | Very Quiet |

| Key Term | Definition |
|---|---|
| Ostinato | A repeating rhythm or pattern |
| Sequence | The repetition of a melody at a different pitch |
| Countermelody | An extra tune or melody on top of the main melody or musical theme |
| Retrograde | The melody is played backwards |
| Theme | The main melodic idea |
| Rhythmic Diminution | Halving the note values of the main theme doubling the tempo |
| Rhythmic Augmentation | Doubling the note values of the original theme making them twice as long |

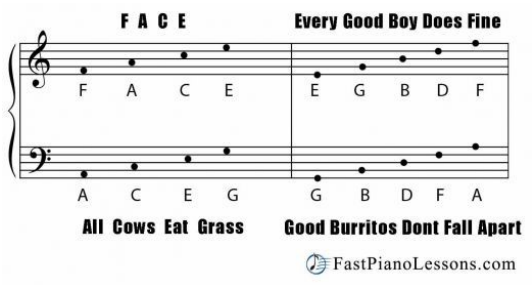
# Year 8 Summer Term Knowledge Organiser Music

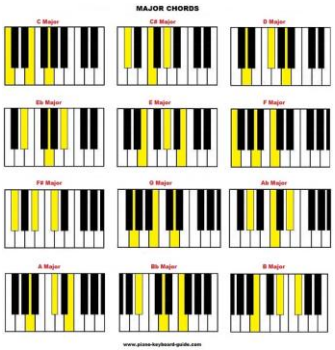
## Textures: Key Terms

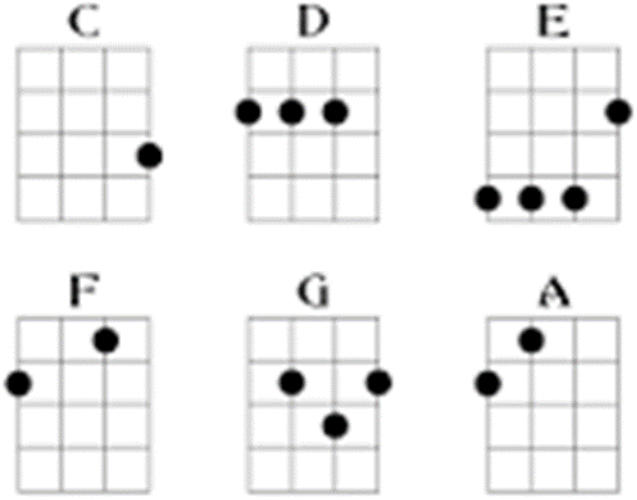
| Key Term | Definition |
|---|---|
| Unison | All instruments playing the same melody at the same time. |
| Polyphonic | Different melodies played together. |
| Call and Response | A melodic question and answer made by different instruments. |
| Canon | The same melody line is played at different points by different instruments. |

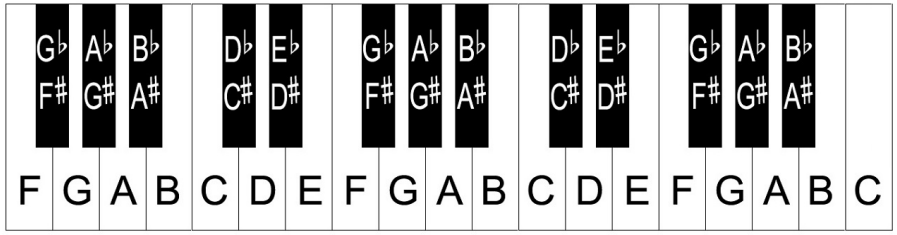



## Ukulele chords



# Year 8 RS Knowledge Organiser – Moral Decision Making

## Glossary

**Abortion**: Premature ending of a pregnancy. Also known as termination.

**Assisted suicide**: Deliberately assisting or encouraging another person to take their own life.

**Euthanasia**: *gentle death*, the deliberate ending of someone's life for compassionate reasons.

**Quality of life**: The standard of health, comfort, and happiness experienced by an individual or group.

**Sanctity of life**: life is sacred and given by God; for atheists it means that life is special, as we are all unique and important.

**Voluntary euthanasia**: where a person makes a conscious decision to die and asks for help to die

**Non-voluntary euthanasia** – where a person is unable to give their consent (for example, because they're in a coma) and another person takes the decision on their behalf.

## Abortion – the law:

An abortion is a procedure to **end a pregnancy**. The pregnancy is ended either by taking **medicines** or having a **surgical procedure**. **Two doctors** must agree having the baby would pose a greater risk to the physical or mental health of the woman than an abortion.

Most abortions in England, Wales & Scotland are carried out **before 24 weeks** of pregnancy.

Abortions after 24 weeks are **allowed only if**:

- the woman's life is in danger
- there is a severe foetal abnormality
- the woman is at risk of grave physical and mental injury

## Abortion – case study:

The 2011 Indian census showed a serious **decline in the number of girls** under the age of seven. Activists feared that **eight million female foetuses** may have been aborted from **2001-2011**.

All this has occurred regardless of the **Pre-Natal Determination Test (PNDT) Act of 1994**, which **outlawed** sex-selective abortion, and which was amended in 2004 to include gender selection even at the pre-conception stage.

## Euthanasia - the law:

Both **euthanasia** and **assisted suicide** are **illegal** under English law.

In England, Wales and Northern Ireland, assisting a suicide is a crime. Those convicted could face up to **14 years** in prison.

## Euthanasia – case study:

Tony Nicklinson, a man with a condition called **locked-in syndrome**, who fought for the right to legally end his life, died on 22 August 2012.

The 58-year-old was **paralysed** from the neck down after suffering a stroke in 2005 and described his life as a 'living nightmare'. In the week before his death, Mr Nicklinson lost his High Court case to allow doctors to end his life. From that point he **refused food**.

Mr Nicklinson had said he was heartbroken by the High Court decision that he could not end his life at a time of his choosing with the help of a new doctor. He had thought that his legal argument would succeed but conceded that he had forgotten about the emotional component to what he was asking.

# Year 8 Art and Design Summer Term 3 Knowledge Organiser

## Keywords

1. Formal Elements of Art
2. Line
3. Shape
4. Tone and Form
5. Texture
6. Colour Theory
7. The Colour Wheel
8. Pattern

## The Formal Elements of Art

The formal elements of art are used to make a piece of artwork. The art elements are line, shape, form, tone, texture, pattern, colour and composition. They are often used together, and how they are organised in a piece of art determines what the finished piece will look like.

## Mark Making

Mark making describes the different lines, dots, marks, patterns and textures we create in an artwork. Artists use gesture to express their feeling and emotions in response to something seen or something felt .

| | |
|---|---|
| **Line** | A Line is a mark or link between two points. |
| **Shape** | Shape is a flat, enclosed area such as a square or triangle. |
| **Tone** | Tone refers to the light and dark values of an object when drawing. There are three different types of tone: shadows, mid tones and high lights. |
| **Form** | A form can refer to a three-dimensional composition or object. |
| **Texture** | The texture stimulates two different senses: sight and touch. |
| **Colour** | Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. Harmonious colours sit beside each other on the colour wheel. |
| **Pattern** | A repeated decorative design. |

## Colour Wheel

A colour wheel is an illustrative organisation of colour hues around a circle, which shows the relationships between primary colours, secondary colours and tertiary colours.

**Warm colours:**
red, orange, yellow

**Cold colours:**
blue, purple, green


## Colour Theory

**Primary:**
red, yellow, blue

**Secondary:**
orange, green, purple

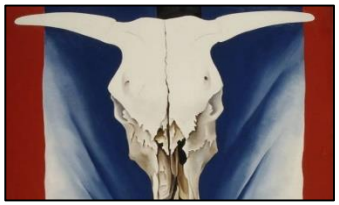
**Tertiary:**
Secondary + Primary

**Shades:** add black

**Tint:** add white

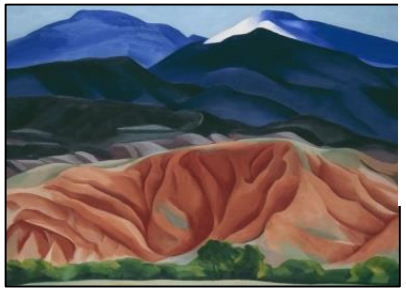
# Year 8 Art and Design Summer Term 3 Knowledge Organiser

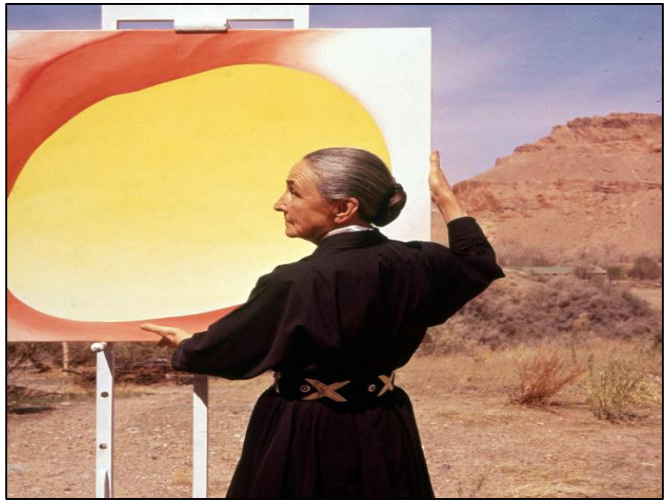
| | |
|---|---|
| **Modernism** | Modernism is the name given to an art movement that took place in the late 19th and early 20th centuries.<br><br>Modernism rejected the traditional way of doing things. In art, painters replaced the traditions of the past with experimentation and new ways of presenting things.<br><br>Modernism allowed artists to present their own individual view of ideas, including unique imagery, and adopting light, colour, form and atmosphere to reach their own vision. |
| **Georgia O'Keeffe** | Georgia O'Keeffe was an American artist, who is often considered the mother of modernism.<br><br>She painted nature in a way that showed her feelings. She particularly enjoyed painting flowers and desert landscapers.<br><br>She was the first female painter to gain respect in New York's art world in the 1920s.<br><br>She created a unique way of painting nature, simplifying shapes and forms. This led many to call her a 'pioneer' of modern art. |



**Key Terms**

Natural and Manmade Forms





# Year 8 Art and Design Summer Term 3 Knowledge Organiser

## Sculpture

Sculpture is a type of visual art that operates in three dimensions (as opposed to 2-D art - paintings).

Sculpting used to always consist of carving into stone, metals, ceramics and wood, but since the Modernism era in the 19th/20th centuries, there is now more freedom in materials used and the process.

Modern sculptures can use almost any material, and can involve assembling, welding, casting and modelling.

## Earth Art

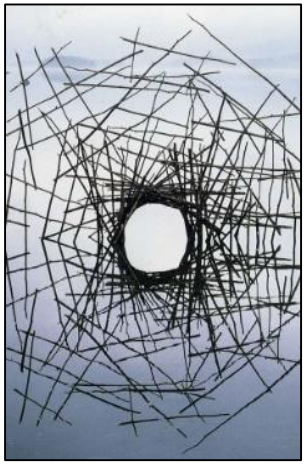
Earth art is also known as land art or Earthworks.

It is an art movement that began in the 1960s and 1970s, mainly taking place in the UK and the USA.

This type of art uses the materials of the earth for building sculptures.

Examples of materials used could be rocks, soils, plants, water, and vegetation.

Due to the rural (and sometimes inaccessible) setting of Earth art, many sculptors choose to take photographs of their work to use in art galleries.



## Key Terms

Materials

Media

Andy Goldsworthy is a British sculptor, photographer and environmentalist.

He likes to create works in a natural landscape, using natural materials.

The materials used in his art often include brightly coloured flowers, icicles, leaves, mud, pinecones, snow, stone, twigs, and thorns.

# Year 8 Design Technology Summer Term 3 Knowledge Organiser

**Mechanisms:** Mechanisms are the parts that make something work.

## Sliders and Levers

Mechanisms are all around us! Most objects that help us in our lives are made up of different mechanisms.

Sliders and Levers are mechanisms that make things move.

Sliders help to move things from side to side and up and down.

Levers are slightly more complex. They use a fulcrum (a fixed point around which the lever can pivot) to make things move in arc (curve).

## Designing

Effective sliders and levers should move smoothly and should create a movement that is appropriate to the subject matter.

**Sliders** ⟷

Consider where you will place the slot, and how long it will be. This will change how far your slider can slide! You also need to consider where to put your guide, so that the slider only moves where you want it to.

**Levers**

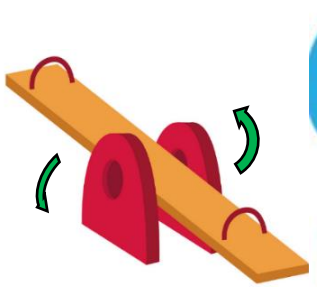
Consider where you will position the fulcrum. The further it is from the object, the more that the subject at the end of your lever can move!

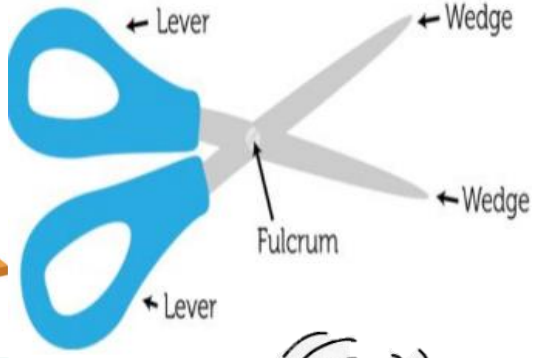
## Example Mechanisms

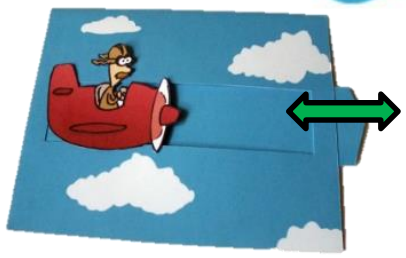
A seesaw is one example of a lever mechanism. Seesaws are a narrow board supported by a fulcrum in the middle point between the two ends. As one end goes up, the other comes down!

Scissors are another example of a lever mechanism. Scissors have two levers fixed. Handles are squeezed at one end of the levers, the blades come together at the other end.

Some children's books contain slider mechanisms. As the slider is pushed/ pulled, characters/objects move up and down or side to side in the book. Drawers also work on a slider mechanism. As you pull/push the handle, drawers slide along a slider track inside the cabinet.





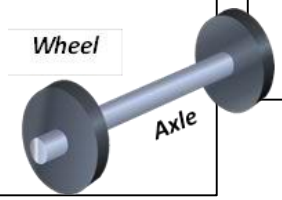



# Year 8 Design Technology Summer Term 2 Knowledge Organiser

## Key Vocabulary

### Mechanisms

Motion
Slider
Slot
Pivot
Linear Motion
Rotary Motion
Reciprocating Motion
Oscillating Motion
Guide/Bridge
Gear
Gear Train
Driver Gear
Rack and Pinion
Linkage
Lever
Fulcrum
Input
Output
Force
Design
Make




## Making

Sliders and levers can be made using card, lollipop sticks, or another thin, firm material.

**Sliders**

Use a hole punch to as the starting point for your slot. Instead of a slot, you could attach a card strip to the back of your product.

**Guides** can be made using strips of card fixed with masking tape.

**Levers**

To create the hole for the fulcrum, place the card backdrop over a piece of Blu Tack and pressing a pencil through. The fulcrum can be attached using a paper fastener.

## Evaluating

- How well does your mechanism work?
- Does it move smoothly?
- Does it meet its purpose?
- Who would use your mechanism? What would they like about it?
- Where did you position the fulcrum/ bridge?
- How did this affect the mechanism?
- What else could you do to improve your mechanism?

## Health and Safety

**Follow the teacher's instructions carefully.**

**Remove any jewellery and tie back long hair.**

**Wear an apron and roll up your sleeves.**

**Walk safely and calmly around the classroom/ workshop.**

**Keep your work area and floor area clear.**

**Make sure that you are wearing the correct equipment for tasks.**

**Report all spillages and clean up properly after yourself.**

# Year 8 Food and Nutrition Summer Term 3 Knowledge Organiser

**In order to stay healthy, it is important that we eat a balanced diet of foods from each of the five food groups.**

## The Eatwell Guide

Covers 5 main food groups and is suitable for most people over 2 years of age. The guide shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet. The guide shows proportions representative of food eaten over a day or more.

We should aim to eat 5 portions of fruit and veg per day.

To build strong bones and muscles, we should eat enough proteins and dairy.

Try to avoid eating too many fatty or sugary foods. They can make you unhealthy and can damage your teeth.

## There are five main food groups:

Fruit and vegetables: For example, apples, tomatoes, lettuce. They contain vitamins and minerals.

Carbohydrates: For example, starchy foods like bread and pasta. They give us lots of energy!

Proteins: For example, beans, fish, eggs, meat. They help us to build muscle.

Dairy: For example, milk, butter, cheese. They contain calcium for our bones.

Fats and Sugars: Add fat storage for energy.

# Year 8 Food and Nutrition Summer Term 3 Knowledge Organiser

**In order to stay healthy, it is important that we eat a balanced diet of foods from each of the five food groups.**

## Hydration

- Aim to drink 6-8 glasses of fluid every day
- Water, lower fat milk and sugar-free drinks including tea and coffee all count
- Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.

## Fibre

- Dietary fibre is a type of carbohydrate found in plant foods
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and, seeds
- Dietary fibre helps to: reduce the risk of heart disease, diabetes and some cancers; help weight control; bulk up stools; prevent constipation; improve gut health
- The recommended average intake for dietary fibre is 30g per day for adults.

## Food Sources

A food source is the place where a food comes from. Food comes from plants and animals. It is important to know exactly where our food comes from!

## From Source to Plate

For us to get food, we need to grow it, raise it, or catch it.

✓ Grow it

✓ Raise it

✓ Catch it

Farms up and down the country grow fruit and vegetables and raise animals for meat and dairy.

Wild plant and animal food can be found in the countryside.

## Food from Around the World

The foods we eat can come from all over the world.

**India:** Herbs and Spices

## Key terms

**The Eatwell Guide**: A healthy eating model showing the types and proportions of foods needed in the diet.
**Hydration:** The process of replacing water in the body.
**Dietary fibre**: A type of carbohydrate found in plant foods.
**Composite/combination food**: Food made with ingredients from more than one food group.

# Year 8 Food and Nutrition Summer Term 3 Knowledge Organiser

## Key Vocabulary

Food

Nutrition

Eatwell Guide

Carbohydrates

Proteins

Fat

Hydration

Fibre

Equipment

Ingredients

Recipe

Mixing

Weighing

Baking

Grilling

## Health and Safety

**Remove any jewellery and tie back long hair.**

**Wear an apron and roll up your sleeves.**

**Wash your hands with hot water and antibacterial soap.**

**Use different chopping boards and knives for raw meat and other foods.**

**Check that food is cooked right the way through.**

**Make sure that you clean up properly after yourself.**

## Preparing Processes

Preparing processes are the different ways that we get food ready to be eaten.

Mixing: to blend ingredients together, using a spoon, blender, or whisk.

Weighing/measuring: to get the right amount of an ingredient, using scales, tablespoons, or teaspoons.

Knife Skills: Bridge and claw methods.

## Cooking Processes

Cooking processes are the different ways that we heat food before it is eaten.

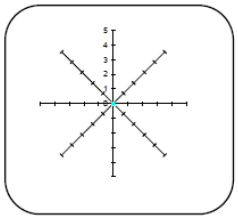
Baking: to cook food in a heated oven. Make sure that you select the right temperature!

Grilling: to cook food by putting it under a hot grill (like a radiator in a cooker).

**Washing your hands should be done before, during and after preparing food.**

## Evaluating

Use a range of sensory words to explain and comment on your product.



Comment on the aroma, appearance, taste and texture of your Food product.

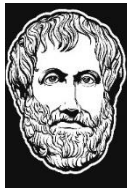
What changes/adaptations could you make to improve your dish?

**Follow the teacher's instructions carefully.**

# Rhetoric Knowledge Organiser Year 9

*Rhetorical language is how we form our arguments, views and put across our ideas in a convincing way. This unit will explore several great figures in history and consider the different ways rhetoric has influenced our world today.*

## The Aristoltian Triad

Aristotle outlined that an effective persuasive argument must contain these three elements to be successful.

## What is rhetoric often used within and for what purpose?

| | | | |
|---|---|---|---|
| **Speech** | Speaking formally to an audience. A speech will open using a powerful image, anecdote or pose a question to the audience. The most effective speeches end with a powerful message. | **Action** | The purpose of a piece of writing could be to demand that action be taken to change or stop something happening. |
| **Poem** | Poems are a form of literature that can be used to share ideas or opinions about society. Polemic poetry is poetry used to create a debate or highlight problem. | **Injustice** | If something feels unjust, it means it is unfair or undeserved. It ay be that a person has chosen to use rhetoric to highlight the poor treatment of a particular group of people. |
| **Article** | A news article discuss current or recent news. This can be general news that will appeal to most readers, or on a specific topic for a particular audience. | **Motivation** | Motivating people is to make them feel enthusiastic or driven to believe an idea, or to take action. It may be that the speaker or writer is trying to give people hope or an optimistic outlook. |
| **Letter** | A written form of communication, this are usually a formal way of outlining and issue, applying for a job or writing in response to share your opinion. | **Change** | Sometimes, speakers or writers are highlighting key issues in such a way that they provide ways in which these issues could be resolved. They will provide a range of ways that people can solve the problem within the speech, letter, article or poem. |

## Key Vocabulary:

| | | | | | |
|---|---|---|---|---|---|
| **Alliteration** | Repeating the same sound at the start of consecutive words. | **Emotive language** | Words or phrases that encourage the reader or audience to feel a particular emotion. | **Pathos** | Pathos is the emotional influence of the speaker on the audience. Its goal is to make the audience feel something. |
| **Anecdote** | A short amusing or interesting story about a real incident or person. | **Ethos** | Credibility. "You should believe my argument because you believe *me.*" or perhaps "...believe *in me. "* | **Polemic** | A written debate or dispute. |
| **Anaphora** | Starting each sentence with the same words. | **Hyperbole** | Exaggeration to emphasise a point or idea. | **Proof** | Evidence to support your ideas or opinions. |
| **Antithesis** | Direct opposites . | **Hypophora** | A question followed by the answer. | **Purpose** | The reason the writer is writing. |
| **Dialysis** | 'Don't do this, do that.' Presenting an alternative argument. | **Injustice** | If something is unfair. | **Rhetorical question** | A question that doesn't require an answer, but is instead used to make a point. |
| **Direct address** | Use of a proper noun (you) to address the audience. | **Logos** | Using logic and reasoning as your appeal: facts and figures. | **Tricolon** | Use of a list of three, or repetition of something three times, to emphasise a point. |

## Key rhetoric speakers throughout history

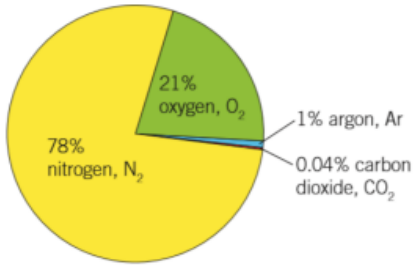
| Aristotle: The original expert of rhetoric. | Aspasia | Cicero | Elizabeth I | Sojourner Truth | Emmeline Pankhurst | Winston Churchill | Gandhi | Martin Luther King | Malala Yousafzai | Michelle Obama | Barack Obama | Emma Watson |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

# Earth's atmosphere and resources

# Year 8 Science Knowledge Organiser

## The Atmosphere

The air around us is called the **atmosphere**. The atmosphere is a mixture of gases that surrounds the Earth. It is mainly two elements, nitrogen and oxygen. There are smaller amounts of other substances, including carbon dioxide and argon.




▲ The most common substances in the Earth's atmosphere, by volume.

## Fossil Fuels

Coal, oil, and gas are **energy resources** that were formed millions of years ago. That is why they are called **fossil fuels**. Oil and gas are made from the fossilised remains of sea creatures. Coal is the fossilised remains of trees.

Coal, oil, and gas are **non-renewable**. That doesn't mean that you can't use them again. It means that you cannot easily get more of them when we have used them up.

## Metal Ores

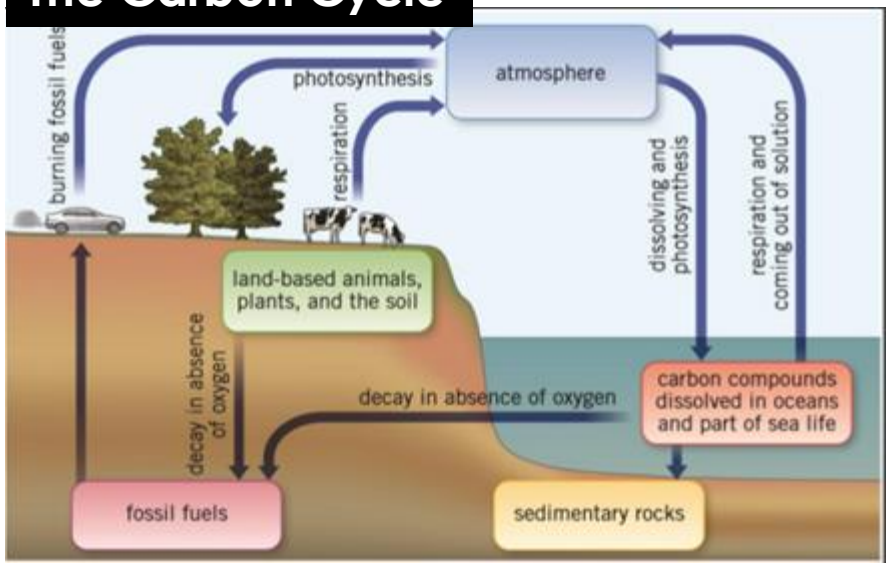
Metals are found in the Earth's crust. Most metals are combined chemically with other chemical elements, often with oxygen or sulfur. This means that the metal must be chemically separated from its compounds before it can be used.

When there is enough of a metal or metal compound in a rock to make it worth extracting the metal, the rock is called a **metal ore**.

## Keywords

| | |
|---|---|
| Greenhouse effect | a natural process that warms the Earth's surface. |
| Greenhouse gas | A gas that absorbs long wavelength infrared radiation given off by the Earth but does not absorb the suns radiation. |
| Global warming | An increase in the temperature of the Earths surface. |
| Climate change | describes a **change** in the average conditions — such as temperature and rainfall — in a region over a long period of time |

## The Carbon Cycle




**Effects of climate change:**

- Rising sea levels
- Droughts
- Extreme weather events
- Changes in wildlife distribution

**Why do some people deny humans cause climate change????**

Difficult to model.
Models are simplified.
Media can be biased.
MUST check the evidence is PEER REVIEWED

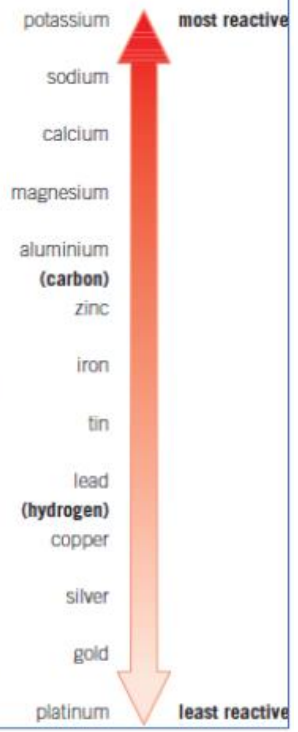
## The Reactivity Series

Whether it is worth extracting a particular metal depends on:

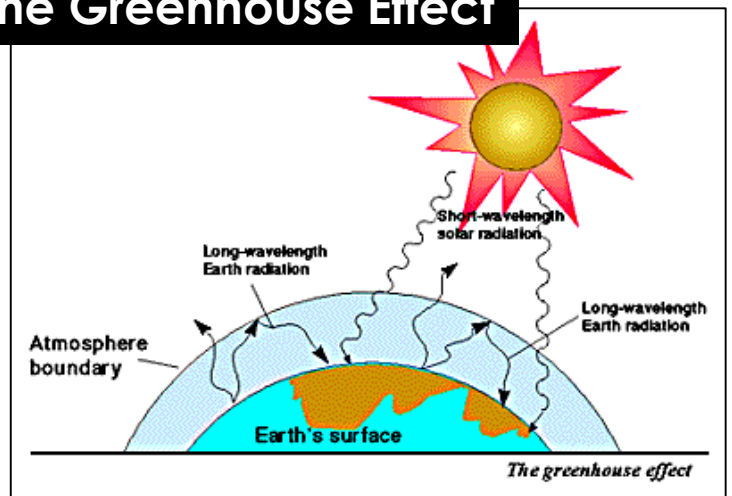
- how easy it is to extract it from its ore
- how much metal the ore contains
- the changing demands for a particular metal.

These factors can change over time. For example, a new, cheaper method might be discovered for extracting a metal. You might also discover a new way to extract a metal efficiently from rock which contains only small amounts of a metal ore. An ore that was once thought of as 'low grade' could then become an economic source of a metal.

A few metals, such as gold and silver, are so unreactive that they are found in the Earth as the metals (elements) themselves. They exist in their native state.




## The Greenhouse Effect



# Year 8 Science Knowledge Organiser

## Energy

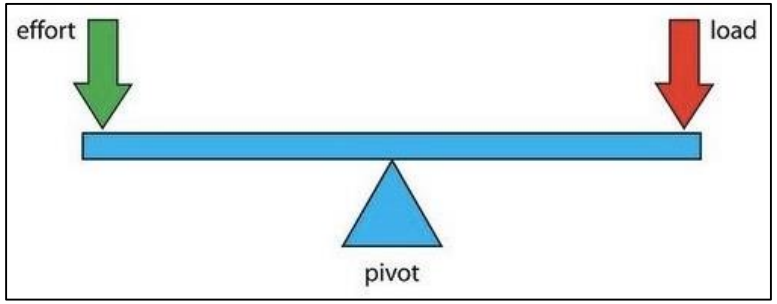
## Work done

Work is the energy transferred when a force moves and object.
The bigger the force/ distance the greater the work.
Machines make the work easier by reducing the force needed.eg Levers and pivots.

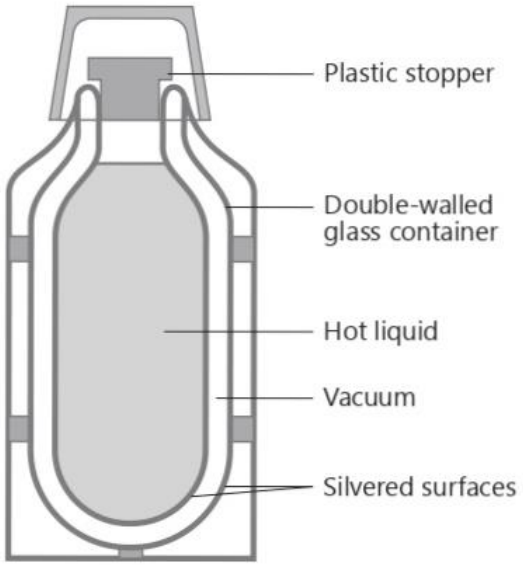
Work done (J) = force (N) x distance (M)

| Key Terms | Definitions |
|---|---|
| Temperature | The measure of the average amount of kinetic energy of all the particles in a substance. |
| Heat | The energy stored in substances thanks to the energy of their particles. Also called thermal energy. |
| Conduction | One way that thermal energy can be transferred. Objects that are touching can transfer thermal energy, from the hotter object to the cooler one. |
| Radiation | Another way that thermal energy can be transferred. All objects give out **infra red radiation**. Hotter objects give out (emit) infra red radiation that is absorbed by cooler objects. |
| Infra red radiation | A form of light that we cannot see; infra red radiation transfers thermal energy from one object to other objects or the surroundings. |
| Emit | To give out. |
| Absorb | To take in. |

## Lever diagram

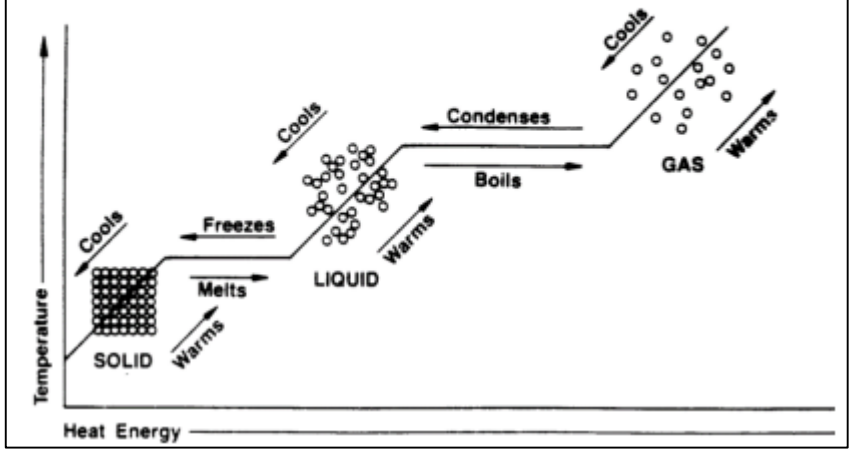



## Vacuum flask




**Interpreting the Energy-Temperature Graph**

During the change of state, **the temperature will stay the same until the change of state has been completed**, i.e. all liquid has turned into gas, all liquid has frozen into solid, etc.




**Temperature and Heat**

Temperature and heat are linked, but are not the same thing. The heat of a material depends on the **potential energy** of the particles AND the **kinetic energy** of the particles is it made from. What this does mean is that the more heat (thermal energy) a substance stores, the higher its temperature will be. You can increase the heat stored in a substance without increasing its temperature though: just get more of it. This means you have more particles, so there is more thermal energy all together in the substance.

**But do not get confused**, a cup of tea at 80°C has a higher temperature than a swimming pool at 30°C but because there are many more water particles in the swimming pool so the energy is higher.

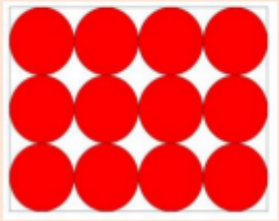
# Year 8 Science Knowledge Organiser

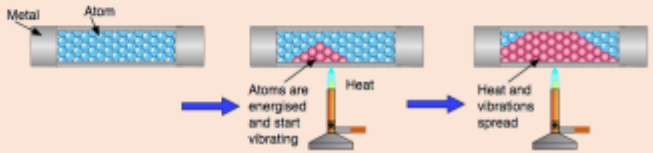
## Energy

## Conduction:

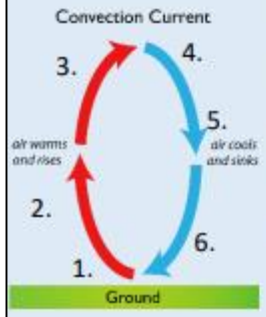
Solids are the best **conductors** because the particles are closest together. This means energy is transferred quickly when they vibrate.

| Conductor | Insulator |
|---|---|
| Copper | Polystyrene |
| Iron | Rubber |
| Gold | Wood |

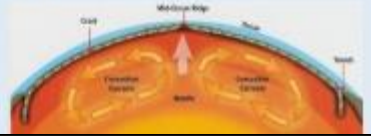





## Convection:




1) The particles at the bottom get hotter so start to move more
2) The particles begin to move apart so air becomes less dense
3) The less dense air rises (floats up)
4) It then begins to cool
5) The particles move less and get closer together
6) Air sinks
7) Cycle repeats

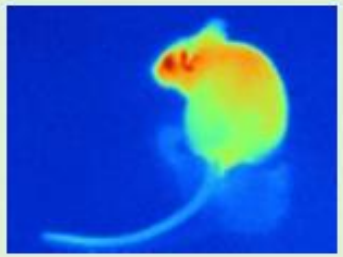


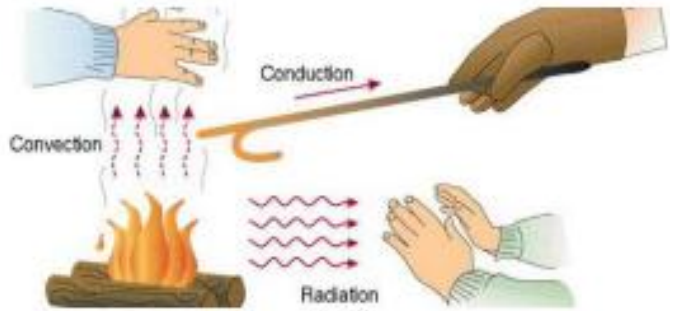
## Radiation:

- You don't need particles to transfer energy by **radiation**.
- Infrared radiation is also know as 'heat waves'
- All objects **emit** radiation

The hotter the object the more infrared **radiation** it **emits**.

A thermal imaging camera **absorbs radiation** and turns it into an image!




| Key word | Definition |
|---|---|
| **Conduction** | How energy is transferred when particles collide with each other (Most often in solids) |
| **Conductor** | A material which transfers energy or electrical charge well |
| **Insulator** | A material which does not transfer energy or electrical charge well |
| **Convection** | The transfer of energy by the movement of liquids or gases |
| **Convection current** | The movement of heated liquids or gases |
| **Radiation** | The transfer of energy as a wave |
| **Emit** | To give out |
| **Absorb** | To take in |
| **Reflect** | Bounce off |
| **Thermal Equilibrium** | When 2 substances in contact with each other exchange no heat energy i.e. They are at the same temperature |

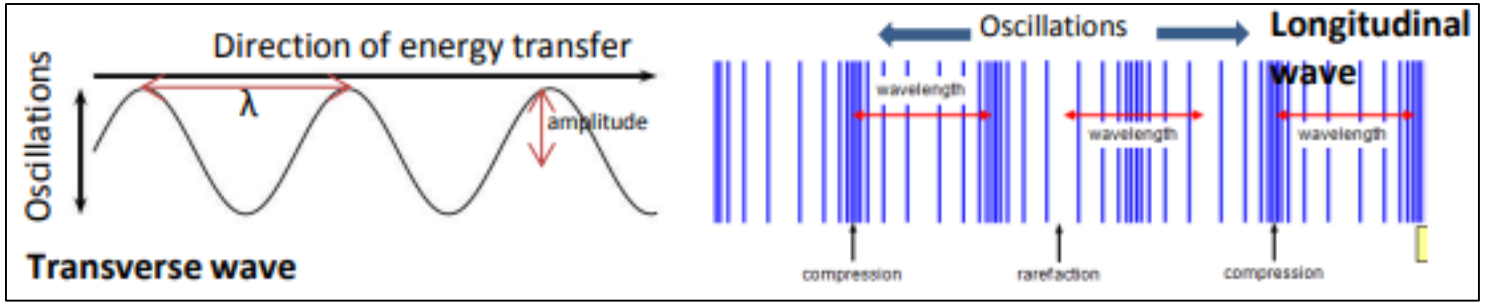
# Year 8 Science Knowledge Organiser

## Waves

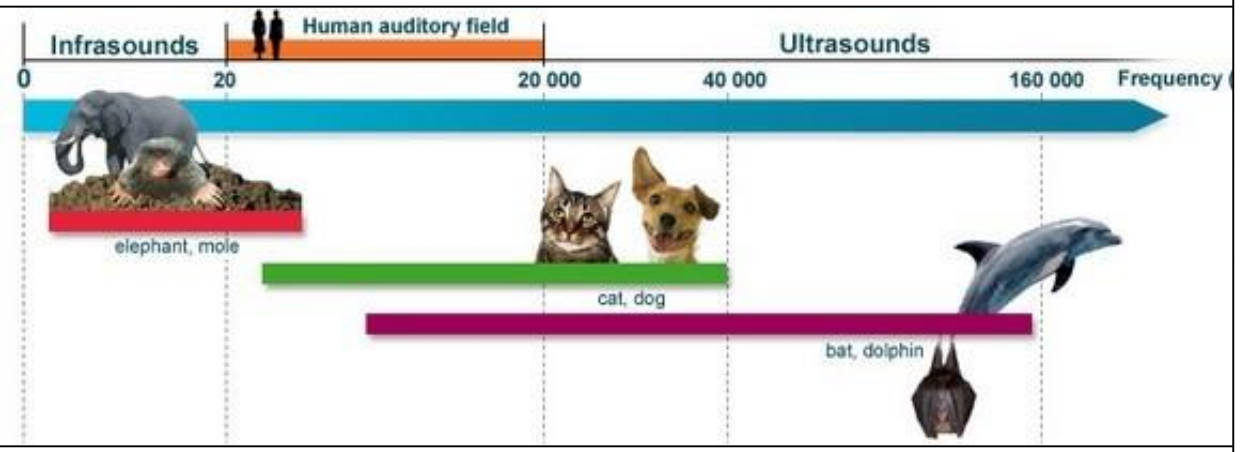
## Types of wave

The other way of defining types of wave is whether they are **longitudinal** or **transverse**. Which one they are depends on the direction of the oscillations compared to the direction of energy transfer by the wave.

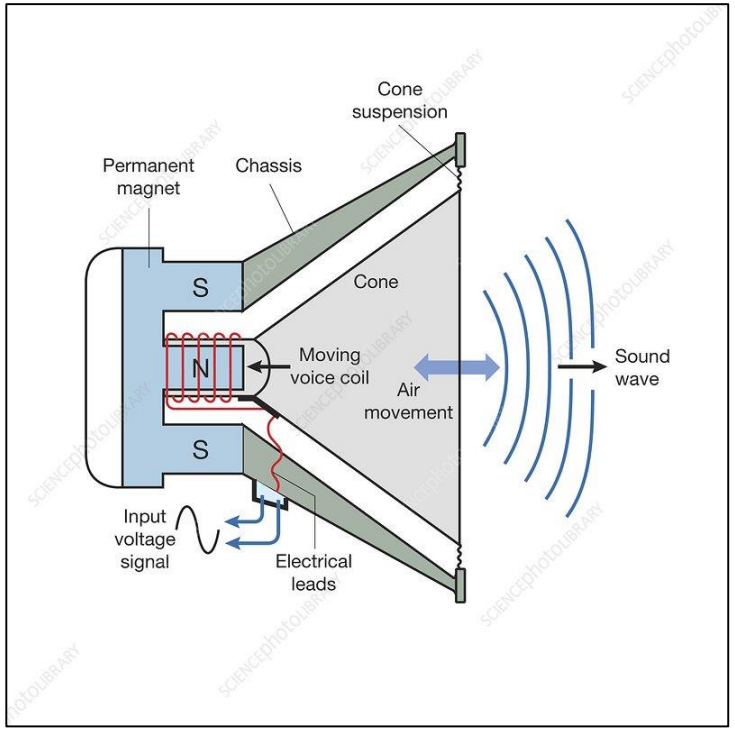
- In **transverse waves**, the oscillations are **perpendicular** to the direction of energy transfer.
- In **longitudinal waves**, the oscillations are **parallel** to the direction of energy transfer. They show areas of compression and rarefaction – see diagram.




Wave speed (m/s) = frequency (Hz) x wavelength (m)

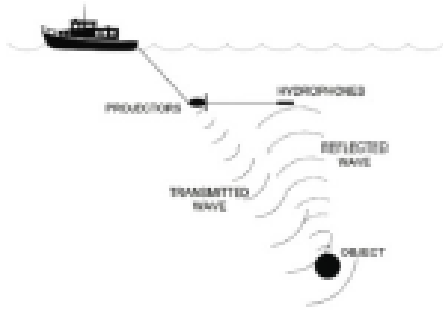



## Loudspeaker




## Uses of ultra sound

- Medical ultrasounds use the same technique as SONAR.
- Ultrasonic pulses (high pressure, high frequency sound waves) are projected through your body. More than 1000 pulses per second penetrate your skin.
- As they encounter different tissues with different densities, they echo in different ways.
- The computer builds these up as areas of different brightness.
- Because of the speed of the imaging, you can build up a real time image.



# Year 8 Drama Summer Term Knowledge Organiser

## Professional Performance Review

| Key Vocabulary | Definitions & Explanations | *Examples* |
|---|---|---|
| **Creative Intentions** | What was the director/ writer/ creator thinking about? Themes / issues / response to stimulus / style/genre / contextual influences / collaboration with other practitioners / influences by other practitioners. | *FUP – look at your creative intentions sheet – have you been able to complete all the boxes?* |
| **Purpose** | Why was it made? to educate / to inform / to entertain to provoke/ to challenge viewpoints / to raise awareness / to celebrate… | *This is not a complete list – what other purposes can you think of?* |
| **Practitioners' roles, responsibilities and skills** | **Performance roles e.g. actor / dancer / singer/ puppeteer, etc & Non-performance roles e.g: choreographer /set designer / director / writer etc.** *Responsibilities: rehearsing /performing /contributing to the creation and development of performance material, e.g. devising, designing, choreographing, directing, writing / refining performance material / managing self and others*. **Skills: physical, vocal and music skills, managing and directing skills, communication skills used to liaise, direct and perform, creative skills, such as designing set, costume, lighting or sound, writing scripts and composing songs, organisational skills used to put on a performance by a director or choreographer.** | *You will be expected to research a number of roles within the Performing Arts business, and explore how they work with each other to create a piece, e.g. How does the musical director of Kneehigh work with the director/ writer/ actors when creating a piece like FUP? Music is integral to the piece – look at how their creative process unfolds – it's all on the website.*<br>*How do roles differ, depending on the company and the performance piece itself?* |

# Year 8 Drama Summer Term Knowledge Organiser

## Professional Performance Review

| Key Vocabulary | Definitions & Explanations | *Examples* |
|---|---|---|
| **Processes used in development, rehearsal and performance** | Responding to stimulus to generate ideas for performance material / exploring and developing ideas to develop material / discussion with performers / setting tasks for performers / sharing ideas and intentions / teaching material to performers / developing performance material / organising and running rehearsals / refining and adjusting material to make improvements / providing notes and/or feedback on improvements. | *What does a good rehearsal look like? Can you use your rehearsal time productively? How do you do this? Do you assign roles? Do you keep track of decisions made? Are you asking other people to feedback their opinions?* |
| **Techniques and approaches used in performance** | Rehearsal / production / technical rehearsal / dress rehearsal / performance / post-performance evaluation/review. | *You need to track your progress from first ideas right through to post-performance evaluation. How have you made progress?* |
| **Evidence** | As your qualification is based on continual assessment, rather than a terminal exam, you will be able to present your information in a number of ways: *extended writing, a blog , a PowerPoint® presentation, teacher observations, recordings of workshops, recordings of performances.* | *You can be creative in the way in which you present your information. You will be given a template, but as long as you include all the relevant points, you can use any kind of presentation you want – posters, video interviews, etc.* |