



KNOWLEDGE PREP

YEAR 8

HALF TERM 1

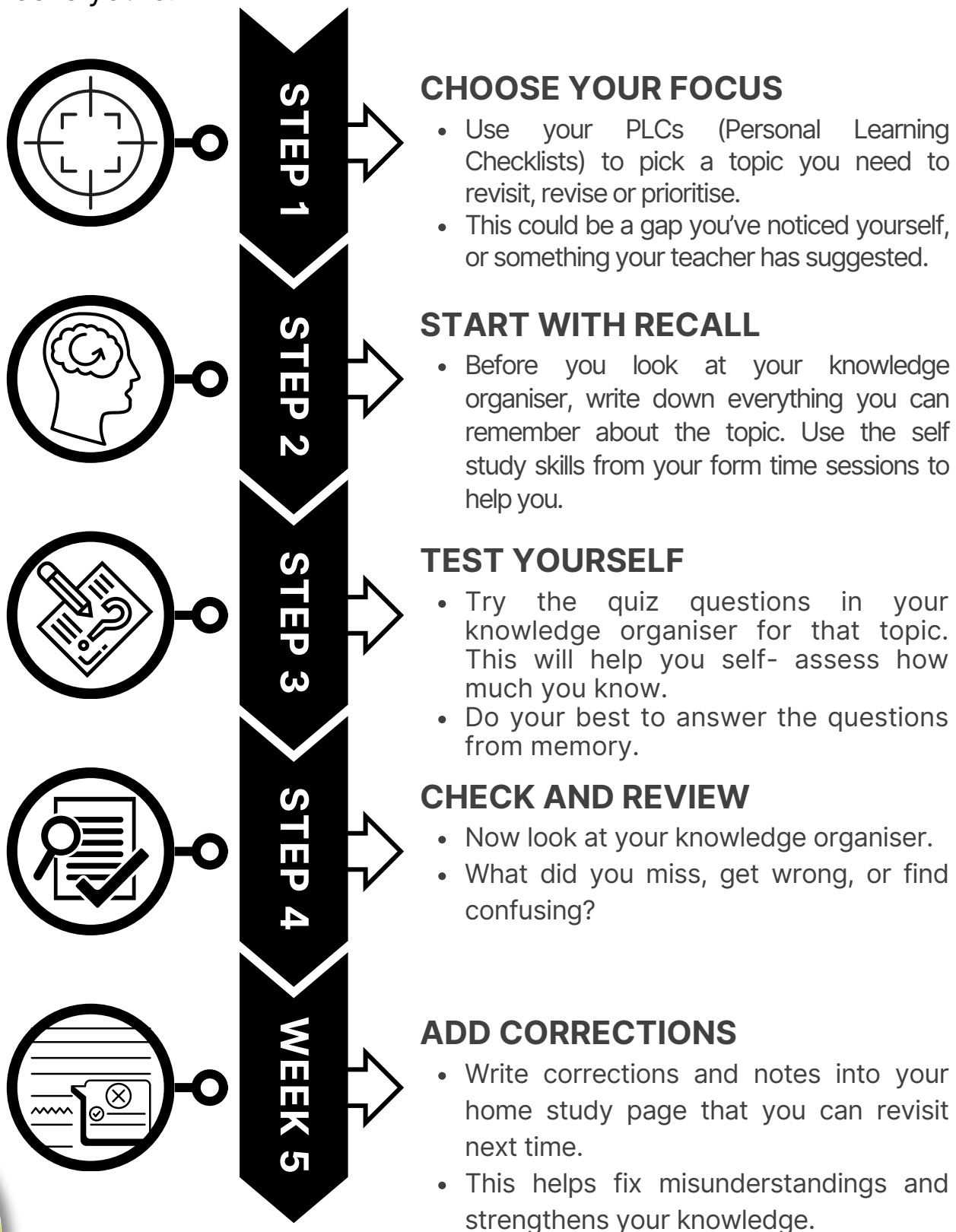
NAME

TUTOR GROUP

ACADEMIC YEAR

HOME STUDY GUIDANCE

You should complete one page of home study each night, following the steps below. You can focus on one subject or multiple subjects – the choice is yours.



FORTNIGHTLY PLANNER

Plan which subject/ areas to study each night over two weeks. Adjust as needed (e.g., to prep for an upcoming quiz or a topic you found difficult in class).

Monday

Tuesday

Wednesday

Thursday

Friday

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CORE

Unit 1: Renaissance to the Romantics – The Tempest

Personal Learning Checklist

	Knowledge	R	A	G
1	Can I understand the influence and journey from the Classical age to the Renaissance?			
1.1	Can I explain the evolution of the theatre?			
1.2	Can I describe key features of the Renaissance?			
1.3	Can I understand individualism; religion versus humanism; emotion			
2	Can I explain Shakespeare's context of production?			
2.1	Can I understand the impact of the British Empire and colonisation?			
2.2	Can I explain the differences between comedy and tragedy?			
2.3	Can I understand the influence of the supernatural in Jacobean times?			
3	Can I show an understanding of the plot and character of The Tempest?			
4	Can I show my understanding of poetic structures? Rhythm, meter, rhyme and form.			
5	Can I explain how Shakespeare uses language to create setting?			
5.1	Can I understand how Shakespeare uses symbolism and motif to create mood?			
6	Can I define the different literary 'themes' in The Tempest? Power, betrayal, power?			
	Skills – Can I craft a thesis statement?			
	Skill - Make a clear point (What)			
	Skills - Choose appropriate evidence (How)			

Unit 1: Renaissance to the Romantics – The Tempest

Personal Learning Checklist

	Skills	R	A	G
	Skill - Identify the correct method the writer uses (How)			
	Skill - Can I infer and deduce meaning from a text? (Why)			
	Skill - Can I analyse the impact of techniques on the reader? (Why)			
	Skill - Can I apply my knowledge of universal themes: power, relationships, supernatural, betrayal and reconciliation in relation to a text?			
	Skill - Can I create a link between context plot, character?			
	Skill - Can I analyse the writer's intent?			
	Skill - Can I form a clear and cohesive argument?			
	Skill - Can I use discourse markers effectively?			
	Skill – Can I use techniques to craft setting?			
	Skill – Can I create a convincing setting?			
	Skill - Use verbs effectively in my creative writing?			

English – Year 8 Unit 1 Tempest

Essential Knowledge

Renaissance
Context of production - British Empire and colonialism; comedy and tragedy
Using pathetic fallacy and natural imagery to create setting
Plot and character of 'The Tempest'
Universal themes: power, relationships, betrayal and reconciliation, magic
Presentation of female characters in literature
Motif
Symbolism

Prior Learning Links

The influence of Greek theatre on Shakespeare (Y7 Term 3 and Term 1)
Year 6 –
Adverbs
Plural nouns
Apostrophes for possession and contraction



Created by Eucalypt from Noun Project

Key Vocabulary Supernatural, colonisation, patriarchal, Renaissance, motif, imagery, personification, soliloquy, aside, pathetic fallacy, synaesthesia, sonnet.

Context

The Supernatural



Created by Ben Weston from Noun Project

At the time of Shakespeare, before science and technology were able to answer many of our questions about the world, belief in magic and the supernatural was extremely strong. There is no doubt, therefore, that some of the ideas in the play would have been taken very seriously, such as the Prospero's ability to develop magical understanding, and the black magic used by the evil witch Sycorax. James I was a believer in witches, leading to many women being burnt on stakes.

Shakespeare and The Tempest



Shakespeare wrote his plays at the time of two monarchs: Queen Elizabeth I and King James I. The Tempest is likely to have been the last play wrote entirely by Shakespeare, and was written and performed in the Jacobean era. Shakespeare frequently set his plays in Italy, leading many to believe that he travelled there between the late 1580s and early 1590s. Italy was already an advanced and beautiful place for travel.

Colonisation



The Colonial Era –At the time that the play was written, Shakespearean audiences would have been interested in the efforts of English (and other European) settlers to colonise distant lands around the world. These ideas are prevalent in the play, as almost every man who sets foot on the island dreams of ruling it. Prospero's belittling of Caliban is similar to the behaviour of settlers to natives.

Patriarchal Society



Created by Emma Weston

Society throughout the Middle Age and at Shakespeare's time was patriarchal –women were often considered inferior to men. Many women were seen as possession, belonging to their fathers (or brothers if their fathers had died) and then their husbands. These ideas can be seen in the way Prospero treats Miranda at points in the play.

Drama of Renaissance England



The Renaissance (French meaning re-birth) 14th –17th century was the period that came directly after the Middle Ages. It was a period of art and culture- characterised by a pursuit knowledge, scholarship and wisdom ; traditional values; discovery and invention; art and literature The drama of Renaissance England was truly remarkable and not just because William Shakespeare wrote during that era. Among his colleagues as dramatists were Christopher Marlowe, Thomas Kyd, Ben Jonson, Thomas Middleton, and John Webster, all of whom wrote plays of lasting greatness. English Renaissance drama grew out of the established Medieval tradition of the mystery and morality plays. Writers were also developing English tragedies for the first time, influenced by Greek and Latin writers.

English – Year 8 Unit 1 Tempest

Essential Knowledge

Renaissance
Context of production - British Empire and colonialism; comedy and tragedy
Using pathetic fallacy and natural imagery to create setting
Plot and character of 'The Tempest'
Universal themes: power, relationships, betrayal and reconciliation, magic
Presentation of female characters in literature
Motif
Symbolism

Key Vocabulary - Supernatural, colonisation, patriarchal, Renaissance, motif, imagery, personification, soliloquy, aside, pathetic fallacy, synaesthesia, sonnet.

Shakespeare's use of Dramatic and Linguistic Devices

Motif	Water and nature are two key motifs in the Tempest. a dominant or recurring idea in an artistic work. "superstition is a recurring motif in the many of Shakespeare's plays".
<i>Imagery</i>	Imagery is a literary device that refers to the use of figurative language to evoke a sensory experience or create a picture with words for a reader. One example of imagery in the play is when Prospero is telling Miranda about how they came to inhabit the island and he says 'To cry, to th'sea, that roared to us; to sigh/To th'winds, whose pity sighing back again/Did us loving wrong.' (Act 1, Scene 2)
Personification	Personification involves giving inanimate items human feeling or attributes. Prospero often uses personification, for example: 'Fortune' (Act 2, Scene 1), Destiny, Time, Mercy, and Patience and the capitalisation of these words suggests their importance and makes them appear human
Soliloquy	An act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.
Aside	A remark or passage in a play that is intended to be heard by the audience but unheard by the others.

Prior Learning Links

The influence of Greek theatre on Shakespeare (Y7 Term 3 and Term 1)
Year 6 –
Adverbs
Plural nouns
Apostrophes for possession and contraction

Romantic Era – Language and form

Popular in the late 18th and early 19th centuries, Romanticism was a literary movement that emphasized nature and the importance of emotion and artistic freedom. In many ways, writers of this era were rebelling against the attempt to explain the world and human nature through science and the lens of the Industrial Revolution. In Romanticism, emotion is much more powerful than rational thought.

Pathetic Fallacy and Natural imagery	Imagery is a literary device that refers to the use of figurative language to evoke a sensory experience or create a picture with words for a reader. Natural imagery focuses on anything linked to the natural world (animals, plants etc.). Pathetic fallacy is a literary device that attributes human qualities and emotions to inanimate objects of nature. The word pathetic in the term is not used in the derogatory sense of being miserable; rather, it stands for "imparting emotions to something else."
Emotive Language	Emotive language is word choice that is used to evoke emotion.
synaesthesia	Synaesthesia is the term used in literature when one sense is used to describe another.
Sonnet form	A poem of fourteen lines using any of a number of formal rhyme schemes, in English typically having ten syllables per line.

English – Year 8 Unit 1 Tempest

Context

The Supernatural	<p>Watch the following video clips and create a page of Cornell Notes based on the information within the clip:</p> <p>https://www.youtube.com/watch?v=TKR8Jr5KMiw&t=113s</p> <p>https://www.youtube.com/watch?v=mx0SfypgPjQ</p>
Shakespeare and The Tempest	<p>https://www.rsc.org.uk/the-tempest/about-the-play/dates-and-sources</p> <p>Read through the above link and create a fact file outlining key information about The Tempest.</p> <p>https://alexandrasorewa.wordpress.com/2015/08/07/influences-on-and-reasons-why-william-shakespeare-wrote-the-tempest/</p> <p>Read through the above and answer the following question: Why did Shakespeare write the Tempest?</p>
Colonisation	<p>Produce a flow chart in your reflection log explaining colonisation. You should record key dates in order. Use this to support you:</p> <p>https://kids.kiddle.co/Colonialism</p> <p>How does colonization link to the Tempest? Answer the question in your reflection log. Use this link to support you: https://www.litcharts.com/lit/the-tempest/themes/colonization</p>
Patriarchal Society	<p>https://shakespearecomesalivefall2016.wordpress.com/gender/</p> <p>Follow the above link and make a page of Cornell notes based on what you read.</p> <p>Answer the following question in your reflection log: How does Shakespeare present female characters in the Tempest?</p>
Drama of Renaissance England	<p>Watch the following link and produce a spider diagram exploring key facts about Literature and drama in Renaissance England:</p> <p>https://www.youtube.com/watch?v=snJpYLV7bYA</p>

Shakespeare's use of Dramatic and Linguistic Devices

Motif, imagery, personification, soliloquy, aside.

For each of the dramatic devices write your own definition.

Romantic Era – Language and form

Research the following romantic writers and create a profile for each (these should be produced on separate occasions):

Mary Shelley
John Keats
Lord Byron
Emily Dickinson

*Where are the songs of spring? Ay, Where are they?
Think not of them, thou hast thy music too, —
While barred clouds bloom the soft-dying day,
And touch the stubble-plains with rosy hue;
Then in a wailful choir the small gnats mourn
Among the river sallows, borne aloft
Or sinking as the light wind lives or dies;
And full-grown lambs loud bleat from hilly bourn;
Hedge-crickets sing; and now with treble soft
The red-breast whistles from a garden-croft;
And gathering swallows twitter in the skies.*

Analyse the above poem by John Keats and annotate how Keats uses nature.

Unit 1 - Ratio

Curriculum-Related Expectations	Sparx Maths Video/Task (Independent Practice Support)	R	A	G
Writing and simplifying ratios	M885			
Converting between ratios, fractions and percentages	M267			
Sharing amounts in a given ratio	M525			

Unit 2 – Proportion and Scale

Curriculum-Related Expectations	Sparx Maths Video/Task (Independent Practice Support)	R	A	G
Solving proportion problems	M478			
Graphs of direct and inverse proportion	M448			
Understanding similarity	M377			
Finding unknown sides in similar shapes	M324			
Converting units of length	M772			
Converting units of mass	M530			
Converting units of volume	M465			
Drawing and interpreting scale diagrams	M112			

Essential knowledge

Understand:

- ratio notation.
- how to simplify a ratio.
- how to share into a ratio (given the whole, part or difference between).
- ratio as a fraction.

Key Vocabulary

Ratio: a statement as to how two or more numbers compare in size.

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

Order: to place a number in a determined sequence

Part: a section of a whole

Equivalent: of equal value

Prior learning links

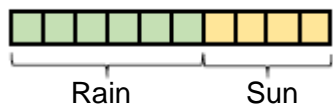
Understand the language of ratio (Y6)

Understand the use of the ratio symbol (Y6)

Representing ratio using bar model (Y6)

Simplifying a Ratio

“For every 6 days of rain, there are 4 days of sun”



6:4

“For every 3 days of rain, there are 2 days of sun”



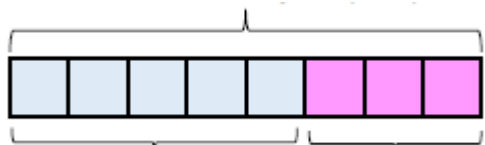
3:2

Ratio bar modelling

5 : 3

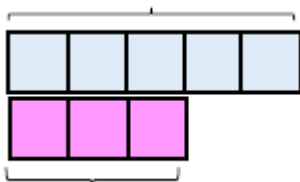
“For every 5 boys there are 3 girls”

This represents the whole – boys and girls together



This represents 5 boys

This represents 3 girls

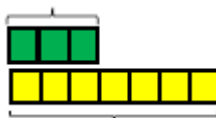


This represents the whole – boys and girls together

This represents 3 girls

Ratio as a Fraction

Trees



Flowers

Trees : Flowers

3 : 7

Fraction Conversion:

$$\frac{\text{Number of parts in one group}}{\text{Total Number of parts}}$$

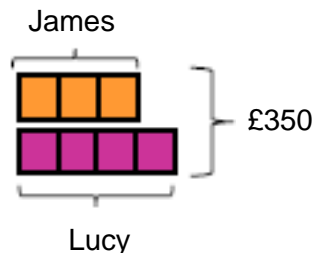
Trees as a fraction = $\frac{3}{10}$

Flowers as a fraction = $\frac{7}{10}$

Sharing Amounts in a Given Ratio

James and Lucy share £350 in the ratio 3:4.

Represent the question as a bar model



Find the value of one part.

Total (£350)

Number of parts = 7

One part = $350 \div 7 = £50$

Put value back into ratio.

James : Lucy

3 : 4

x50

£150 : £200

James has £150 and Lucy has £200.

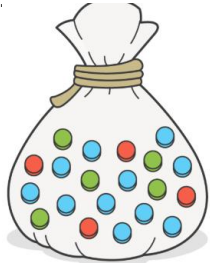
Prior learning links

Express the following statements as a ratio:

“For every 6 dogs, there are 8 cats”

“For every teacher, there are 5 pupils”

Express the following diagram as a ratio of red counters to green to blue:



Key Vocabulary

Define the following key words:

Ratio –

Simplify –

Part –

Whole –

Ratio as a Fraction

1. The ratio of bees to spiders in a garden is 2:7.

What fraction of the insects are spiders?

2. In a youth club, for each child with black hair, there are 3 people with blonde hair and 4 people with brown hair.

- a) What fraction of the children at the youth club have brown hair?
- b) What fraction of the children do not have blonde hair?

Give your answers in their simplest form.

Simplifying a Ratio

Write the following ratios in their simplest form:

5 : 15

8 : 20

24 : 36

48 : 64

15 : 45

6 : 18 : 33

12 : 60 : 36

Ratio bar modelling

State the ratio and draw a bar model to represent the following:

1. For every two oranges there are five bananas.
2. For every house there are five people.
3. For every four buildings there are five sheds.

Sharing Amounts in a Given Ratio

1. Andrew and Mary share 60 sweets in the ratio 2:3. How many sweets does each person receive?
- 2.
3. In a garage, the amount of red cars to the amount of blue cars is in the ratio 5:3. There are 96 cars in the garage. How many of them are blue?
4. John, Francesca and Leopold share £42 in the ratio 5 : 1 : 4. How much money does each person receive?
5. A sandwich shop sells bacon butties, ham sandwiches and cheese rolls in the ratio 2:3:7. 132 sandwiches are sold. How many of them are cheese rolls?

Essential knowledge

Understand:

- Direct Proportion.
- Converting between currencies.
- The relationship between similar shapes.
- Converting metric units.

Key Vocabulary

Direct proportion: describes a relationship between two quantities where the ratio between them remains constant, i.e they increase or decrease at the same rate

Metric units: The most common metric units include metres (kilometres, centimetres and millimetres) for length, grams (kilograms and milligrams) for mass, and litres (centilitres and millilitres) for volume.

Similar shapes: For two shapes to be similar, their corresponding angles must be equal, and their corresponding sides must be in proportion, meaning they have a constant ratio.

Prior learning links

Understand ratio

Use of ratio tables

Understand a linear relationship (Sequences Y7)

Direct Proportion

A shop sells 5 packs of pencils for £13.50

Work out the cost of 1 pack and then 9 packs.



$$\begin{array}{l} \div 5 \quad \left\{ \begin{array}{l} 5 \text{ packs} = \text{£}13.50 \\ 1 \text{ pack} = \text{£}2.70 \end{array} \right. \quad \div 5 \\ \times 9 \quad \left\{ \begin{array}{l} 1 \text{ pack} = \text{£}2.70 \\ 9 \text{ packs} = \text{£}24.30 \end{array} \right. \quad \times 9 \end{array}$$

1 pack of pencils costs £2.70

9 packs of pencils cost £24.30

Similar shapes

Rectangles C and D are similar.

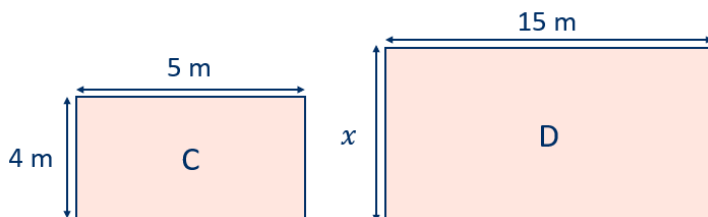


What is the scale factor of enlargement from shape C to shape D?

$$15 \div 5 = 3$$

The scale factor is 3

Rectangles C and D are similar.



Work out the length of the side labelled x.

$$\text{Scale factor} = 15 \div 5 = 3$$

$$x = 4 \times 3 = 12$$

Convert between currencies

$$\text{£}1 = \text{NZ\$}2.25$$

Nijah wants to convert £20 into New Zealand dollars (NZ\$).

How many New Zealand dollars will Nijah have?

$$\begin{array}{l} \times 2.25 \\ \text{£}1 = \text{NZ\$}2.25 \\ \text{£}20 = \text{NZ\$}45 \\ \times 2.25 \end{array}$$

Nijah will have NZ\$45

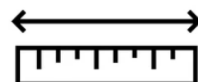
Convert metric units

Length

1 kilometre = 1000 metres

1 metre = 100 centimetres

1 centimetre = 10 millimetres



Weight

1 kilogram = 1000 grams



Volume

1 litre = 1000 millilitres

1 litre = 10 centilitres

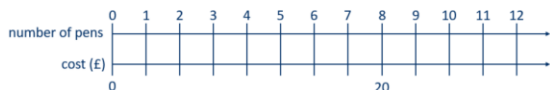


Prior learning links

Bob and Sally share £350 in the ratio 3:4.
How much do they each receive?

Use the following ratio table to calculate the cost of 12 pens.

8 pens cost £20
Work out the cost of 12 pens.



A 7cm square is enlarged by a scale factor of 3. What is the side length of the enlarged square?

Direct Proportion

5 bananas cost £1.20.
Work out the cost of:

- 10 bananas
- 25 bananas
- 1 banana
- 9 bananas
- 17 bananas

Convert between currencies

The currency of Iceland is the Icelandic króna (kr).

$$£1 = 160 \text{ kr}$$

Convert the amounts into Icelandic Króna:

- £5
- £10
- £15
- £18

Convert the amounts into pounds:

- 1600 kr
- 320 kr
- 80 kr
- 40kr

Key Vocabulary

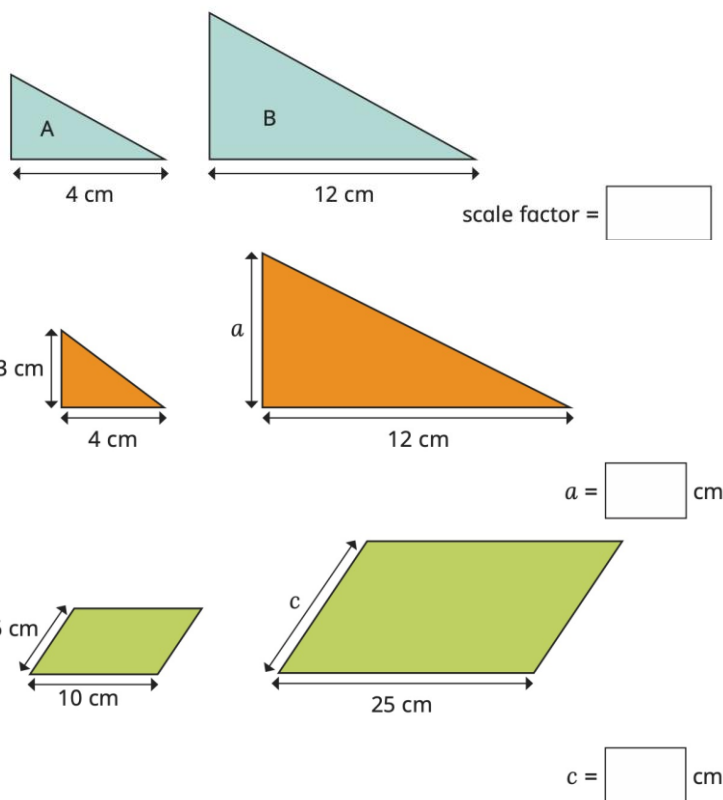
Define the following:

Direct proportion –

Similar shapes –

List the common metric units used for length, mass and volume.

Similar shapes



Convert metric units

- 6 cm = \square mm
- 12 cm = \square mm
- 5.7 m = \square cm
- 5.07 m = \square cm
- 6.5 km = \square m
- 9000 m = \square km
- 0.85 l = \square ml
- 2.375 l = \square ml
- Write 8km in centimetres
- Write 9m in millimetres

Science Essential Knowledge: Atoms and the Periodic Table: PLC

	R	A	G
Atoms make up all matter and can be organised into three states of matter – solids, liquids and gases (Q1, Q2, Q3)			
Matter can move between these three states (Q4, Q5, Q10, Q11)			
Elements are made of one type of atom and compounds are made from different atoms bonded together (Q6, Q7, Q8, Q9)			
Knowledge check 1 score:			
Atoms are made up of three subatomic particles – proton neutrons and electrons (Q1, Q2, Q3, Q4)			
Elements are organised on the Periodic table (Q5, Q6, Q7, Q8, Q9, Q10)			
Knowledge check 2 score:			

Science Essential Knowledge: Cells: PLC

	R	A	G
Cells are the fundamental unit of living organisms (Q4)			
How to observe, interpret and record cell structure using a light microscope (Q7, Q8, Q9)			
The function of the parts of a cell (Q1, Q3, Q5, Q10, Q11)			
The similarities and differences between plant and animal cells (Q6)			
The role of diffusion in the movement of materials in between cells (Q2)			

Essential knowledge

- Cells are the fundamental unit of living organisms
- How to observe, interpret and record cell structure using a light microscope
- The function of the parts of a cell
- The similarities and differences between plant and animal cells
- The role of diffusion in the movement of materials in between cells

Key Vocabulary

- Cell membrane
- Cell Wall
- Cytoplasm
- Nucleus
- Chloroplast
- Vacuole
- Mitochondria
- Diffusion

Prior learning links

All living things need to carry out the following life processes: movement, respiration, sensitivity, growth, reproduction, excretion and nutrition.

Respiration is the process that releases energy in the mitochondria

Sensitivity is where a living thing responds to changes in the environment

Reproduction is where a living thing creates a new life

Excretion is the removal of waste products

Nutrition means to take in the necessary vitamins and minerals needed to be healthy

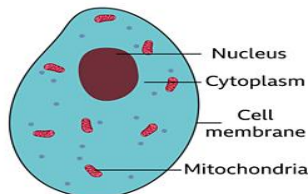
Structure of an animal cell

Nucleus - contains DNA

Cytoplasm – chemical reactions take place

Cell membrane – controls what enters and leaves the cell

Mitochondria – where energy is released through respiration

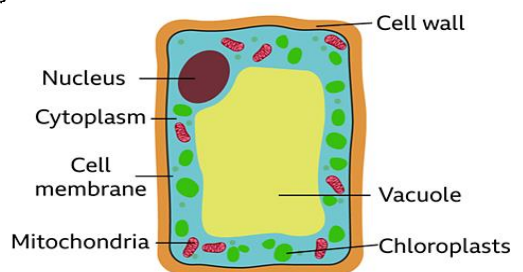


Structure of a plant cell

Cell wall - provides structure

Vacuole – contains cell sap to keep the turgid

Chloroplast- where light is absorbed for photosynthesis

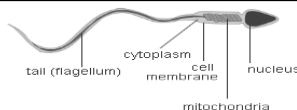


Specialised cells

Sperm cell

Function – to deliver genetic information of the father to the egg

Adaptations – Tail to swim towards the egg and lots of mitochondria to release energy



Red blood cell

Function – to carry oxygen around the body

Adaptations – large surface area for fast diffusion and no nucleus to carry more oxygen



Microscopes

Light microscope	Electron microscope
Can magnify up to x 2000 so can't see smaller organelles	Can magnify up to x 2,000,000 so can see more organelles
Cheap	Expensive
View both live and dead specimens	Views only dead specimens
Small and portable	Large and can't be moved

Essential knowledge

- Cells are the fundamental unit of living organisms
- How to observe, interpret and record cell structure using a light microscope
- The function of the parts of a cell
- The similarities and differences between plant and animal cells
- The role of diffusion in the movement of materials in between cells

Key Vocabulary

Which key word:

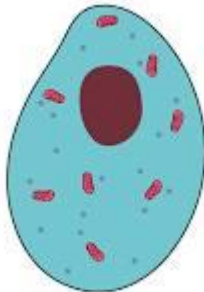
1. Describes the process that releases energy through respiration?
2. Describes the movement of particles from an area of high to low concentration?
3. Is the part that holds genetic information?

Prior learning links

1. State the life processes that all living things need to carry out.
2. State the meaning of respiration.
3. State the meaning of sensitivity.
4. State the meaning of reproduction.
5. State the meaning of excretion.
6. Describe why nutrition is important.

Structure of an animal cell

1. Label the animal cell
2. State the function of the following
 - Nucleus
 - Cytoplasm
 - Cell membrane
 - Mitochondria



Structure of a plant cell

1. Label the plant cell.
2. State the function of the following
 - Cell wall
 - Vacuole
 - Chloroplast



Specialised Cells

1. State two adaptations of a sperm cell
2. State two adaptations of a red blood cell.
3. State the function of a sperm cell.
4. State the function of a red blood cell.
5. Explain why a sperm cell requires lots of mitochondria.
6. Explain why red blood cells require haemoglobin and what might happen if they do not have enough.

Microscopes

1. State the two types of microscopes.
2. State two advantages of a light microscope.
3. State two advantages of an electron microscope.
4. State two disadvantages of a light microscope.
5. State two disadvantages of an electron microscope.
6. State which type of microscope must be used to view living specimens.
7. Explain why not all parts of a cell can be seen under a light microscope.

Essential knowledge

- Atoms make up all matter and can be organised into three states of matter – solids, liquids and gases.
- Matter can move between these three states
- Atoms are made up of three subatomic particles – proton neutrons and electrons
- Elements are made of one type of atom and compounds are made from different atoms bonded together
- Elements are organised on the Periodic table

Key Vocabulary

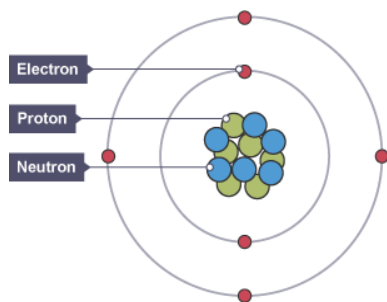
- Atom
- Element
- Compound
- Mendeleev
- Proton
- Neutron
- Electron
- Condensation

Prior learning links

- Materials can be grouped into three categories: solids, liquids and gases
- Solids hold their shape
- Gases can escape from containers
- Water can be a solid, liquid or gas
- When water is solid and we heat it, it melts to form a liquid
- When the liquid water is heated further, it evaporates to turn into a gas
- The higher the temperature, the faster the rate of evaporation
- When water vapour is cooled and turns back to a liquid, this is called condensation

Atomic Structure

Subatomic particle	Location	Mass	Charge
Proton	Nucleus	1	+1
Neutron	Nucleus	1	No charge
Electron	Shells	0 (negligible)	-1



States of Matter

- Solids have particles in a regular arrangement that vibrate on the spot.
- Solids have a fixed shape, cannot be compressed and the particles have less kinetic energy than liquids and gases.
- Liquids have particles in an irregular arrangement that can move over each other.
- Liquids cannot be compressed but they take the shape of their containers.
- Gas particles are spaced out and move randomly in all directions.
- Gas particles have more kinetic energy than solids or liquids, and can be compressed.

Period Table

- The early periodic table was developed by Mendeleev
- He arranged elements with similar chemical properties together and in order of atomic weight
- When an element did not fit his pattern, he left a gap
- The modern periodic table is in order of atomic number
- The columns represent the groups and the rows represent the periods
- The group number tells you how many electrons are in the outer shell of an atom

Alkali Metals

- Alkali metals are found in group 1 of the periodic table
- They include metals such as lithium, sodium and potassium
- Alkali metals are very reactive with water
- Alkali metals form alkaline solutions with water and turn universal indicator purple
- Potassium is more reactive than sodium and lithium
- Alkali metals have low densities so most of them float on water
- Alkali metals are soft and can be cut with a knife
- Alkali metals increase in reactivity as you go down the group

Essential knowledge

- Atoms make up all matter and can be organised into three states of matter – solids, liquids and gases.
- Matter can move between these three states
- Atoms are made up of three subatomic particles – proton neutrons and electrons
- Elements are made of one type of atom and compounds are made from different atoms bonded together
- Elements are organised on the Periodic table

Key Vocabulary

Which key word:

1. Has a positive charge?
2. Is found on the shells in an atom?
3. Is the scientist who developed the early periodic table?
4. Is the process when a gas is cooled and turns back into a liquid?

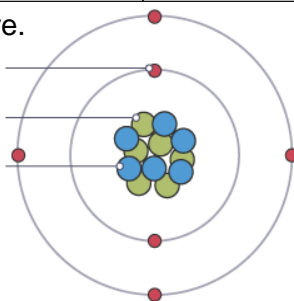
Prior learning links

1. Name the three categories materials can be groups into.
2. Describe the shape of a solid.
3. What can happen to gases in containers?
4. Give an example of a substance that can be a solid, liquid and gas.
5. What happens to solid water when heated?
6. What happens to liquid water when heated?
7. When the temperature is increased, what happens to the rate of evaporation?
8. Describe what happens when water vapour is cooled.

Atomic Structure

Subatomic particle	Location	Mass	Charge
Proton			
Neutron			
Electron			

1. Complete the table above.
2. Label the parts of the atom on the diagram.



States of Matter

1. Describe the particle arrangement in a solid.
2. Can solids be compressed?
3. Describe the energy in a solid.
4. Describe the particle arrangement in a liquid.
5. Can liquids be compressed?
6. What happens to a liquid in a container?
7. Describe the particle arrangement in a gas.
8. Describe the energy in a gas.

Period Table

1. Name the scientist who developed the early periodic table.
2. Describe how he arranged the periodic table.
3. Why did he leave gaps in the periodic table?
4. How is the modern periodic table ordered?
5. What is the name given to the columns?
6. What is the name given to the rows?
7. What does the group number tell you about an atom?

Alkali Metals

1. State the group number of the alkali metals.
2. State three examples of alkali metals.
3. Are alkali metals reactive with water?
4. What do alkali metals form in water and what colour would universal indicator turn?
5. Name an alkali metal more reactive than lithium and sodium.
6. Why do alkali metals float on water?
7. Alkali metals can be cut with a knife – why?
8. Describe the trend in reactivity as you move down group 1.

The logo consists of a wireframe globe made of thin, intersecting grey lines. A solid dark grey horizontal bar is superimposed across the center of the globe.

EBACC

Geography PLC: 8.1 Investigating weather and climate

	I can...	R	A	G
8.1.1 How are weather forecasts made? 8.1.2 How can we measure the weather?	define weather and climate			
	explain why weather forecasts are used by different types of people			
	Different weather instruments are used in forecasting the weather			
	Weather is linked to air pressure			
		R	A	G
8.1.3 How can we investigate the weather? 8.1.4 Data collection and presentation. 8.1.5 Conclusion and evaluation.	name the stages of a geographical investigation			
	define what a microclimate is			
	describe how we carried out our microclimate investigation			
	use my fieldwork data to create a conclusion and evaluation			
		R	A	G
8.1.6 What causes the weather? 8.1.7 How does it rain? 8.1.8 How does air pressure affect the weather? 8.1.9 Impacts of high pressure weather in the UK.	Which type of weather low pressure brings			
	Which type of weather high pressure brings			
	How air pressure creates rainfall			
	How air pressure creates heatwaves			
	The impacts of heatwaves			
		R	A	G
8.1.10 What impacts do air masses have on our weather? 8.1.11 Beast from the East	What is an air mass			
	Where do air masses come from in relation to the UK			
	How are air masses named			
	When was the Beast from the East and its location.			
	Name a causes/impact/responses of the storm			
		R	A	G
8.1.12 What is an extreme weather event? 8.1.13 What is the most extreme weather event? 8.1.14 What is the monsoon climate like? 8.1.15 What impact did the 2022 monsoon have on Pakistan?	Define extreme weather			
	Name an extreme weather event			
	Understand how severe weather events can be and rank them			
	Define a monsoon			
	Locate Pakistan			
	Understand how climate graphs are created and their usage			
	Name the cause/impact/response to the 2022 Pakistan Monsoon			

Year 8 Geography Term 1a

Investigating weather and climate

Essential knowledge

Different types of rainfall.

How air pressure affects weather and climate.

The sources of an air mass

Name a UK weather event and describe its effects and responses

Key vocabulary

Condensing Turning from a gas into a liquid usually due to cooling.

Relief The shape and height of the land.

Evaporating Turning from a liquid into a gas usually due to heating.

Temperature Measurement of heat in the atmosphere.

Air mass A large volume of air, uniform in temperature, moisture and pressure.

Water vapour Water in the form of a gas.

Prior learning links

7.2 Our Planets Past - When the planet's climate changed over time.

7.4 Rivers and flooding - The water cycle

Types of rain

For it to rain moist air has to rise and cool to form clouds.

In all cases: warm, rising air cools so the water vapour condenses. Clouds form and eventually it rains.

Convictional rainfall

Heat radiating from the Earth warms the air making it **less dense so it rises**.

Relief rainfall

Air moving in from the sea is forced to **rise over hills or mountains**.

Frontal rainfall

When two air masses meet the air doesn't mix. The warmer, less dense air **rises over the denser, colder air**.

Air pressure

High and low pressure bring different types of weather.

Low pressure weather

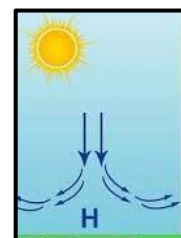
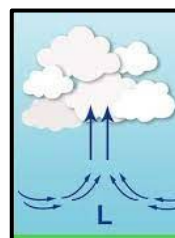
Clouds, rain, strong winds and sometimes thunderstorms and hail.

Clouds form as the air is rising. Winds result from air moving in to fill the gap.

High pressure weather

Clear skies, no rain and no wind. Mornings may have mist, fog, dew or frost.

There are no clouds and no wind because the air is sinking. The air cools overnight so water vapour condenses near the ground creating mist, fog, dew and frost.



Air masses

The source of an air mass affects the weather it brings to the UK.

Over the seas and oceans:

Clouds and rain. *Because the air collects lots of water vapour.*

Over continents:

Clear skies and no rain. *Because very little water vapour is collected.*

From the north:

Colder temperatures. *Because it travels from the Arctic which is very cold.*

From the south:

Warmer temperatures. *Because it travels from northern Africa which is warmer.*

Note: From the east is warm in summer but cold in winter.

Year 8 Geography Term 1a

Investigating weather and climate

Prior learning links

1. What type of air pressure brings rain?
2. What type of air pressure brings calm weather?
3. When water changes from a liquid to a gas is called what?
4. Name an input in the hydrological cycle.

Key vocabulary

1. What is condensing?
2. What is relief?
3. What is evaporating?
4. What is temperature?
5. What is an air mass?
6. What is water vapour?

Types of rain

1. How many types of rain are there?
2. What has to happen for it to rain?
3. Draw a diagram to show what has to happen for it to rain.
4. Name the three types of rain.
5. With convectional rainfall, why does the air rise?
6. With relief rainfall, why does the air rise?
7. With frontal rainfall, why does the air rise?
8. Use an annotated diagram to describe each type of rainfall. Add these labels to each diagram:
 - Warm air rises
 - Rising air cools
 - Water vapour condenses to form clouds
 - Eventually it rains


Air pressure

1. What impact does air pressure have on the UK?
2. What type of weather does low pressure weather bring?
3. What type of weather does high pressure weather bring?
4. Why does low pressure weather result in cloudy skies?
5. Why does low pressure weather result in strong winds?
6. Why does high pressure weather result in clear skies?
7. Why does high pressure weather bring calm weather (no wind)?
8. Why does high pressure weather result in dew?

Air masses

1. What affects the type of weather an air mass moving over the UK brings?
2. What type of weather do air masses which travel over seas and oceans bring? Why?
3. What type of weather do air masses which travel over continents bring? Why?
4. What type of weather do air masses which travel to the UK from the north bring? Why?
5. What type of weather do air masses which travel to the UK from the south bring? Why?
6. What type of weather do air masses which travel to Britain from the east bring?
7. Draw a sketch map to illustrate how air masses affect the UK.

Year 8 Personal Learning Checklist:
Unit 1a Animal Rights

	Knowledge	R	A	G
1.1a	Can I understand the meaning of Ethics?	<div></div>		
1.2a	Can I understand the meaning of Stewardship and Dominion?	<div></div>		
1.3a	Can I understand there are animal rights laws?	<div></div>		
1.4a	Can I explain religious views on animal welfare?	<div></div>		
1.5a	Can I understand types of animal rights activism?	<div></div>		

Year 8 – Animal Rights

Essential knowledge

- Understand the meaning of Ethics
- Understand there are animal rights laws
- Understand the concept of Evolution theory
- Understand the meaning of stewardship and dominion
- Understand types of animal rights activism

Prior learning links

This topics links to the core beliefs of each of the major world religions that students will have studied in Year 7. This unit also links to the work Year 8 students have done in the Personal Meaning and Peaceful World units, as students will have already studied topics such as Halal and Haram and some of the definitions of peace.

Jainism

Jainism is a religion that originates in India. It is similar to both Buddhism and Hinduism in many ways, but has different views on certain matters.

Jain lifestyle is marked by vegetarianism and the avoidance of all harm to humans and animals. It is the strictest religion as regards avoiding harm to animals. This means that Jain monks will sweep the path in front of them to avoid accidentally stepping on insects. They will also only eat food knowing that it will not have a negative impact on animal life if it is eaten.

This way of life stems from the belief in Ahimsa, which is non-violence towards all living things.

Key vocabulary

Medical testing, Peta, Stewardship, Dominion, Ahimsa, Jainism, Genesis, Equality, Ethical, Ascetics, Medical Science, Gurdwara

Religious views on animal rights

Many religious people believe in a God who created the world. God created it, and gave it as his gift, so it needs to be looked after. Many believe humans are the caretakers of the world, for example, Christians, Muslims and Jewish people believe they were given an instruction by God to be 'stewards of the world'. This belief is called Stewardship.

Other religions believe the world should be looked after because the essence of God is within all of nature. Many believe caring for the world is an act of worship and they will receive reward in the afterlife for doing so.

Some religious groups believe that although we have a duty to protect all of God's living things, there are circumstances which humans take precedent. This is due to some religions believe that we are created in the image of God and therefore we are the most important of all of God's creations. This is called Dominion.

Animal rights groups

There are many animal rights groups who claim their views align with that of religion. One example of this is PETA (People for the Ethical Treatment of Animals) that have on their website a list of the different religions and their views on animal rights. This is done almost to justify their actions and link them to religious views.

However, some animal rights groups take more drastic action in terms of ensuring animal rights are guaranteed. This can include protesting and potentially even attacking organisations that they believe pose a threat to animal rights. Religions do not support this action as although they believe animals should be cared for and looked after, they also don't believe in violence.

Animal testing

There are lots of different views regarding animal testing. Some religions completely oppose it whereas others allow it as long as there is no cruelty involved and the animal does not suffer in any way.

Buddhist oppose animal testing, as they believe that all life is sacred and caring for animals improves human life. This is a view that is shared by Hindus as well. Christians believe that animals are valuable to God. However they do allow limited testing if there is no harm caused to the animal. Muslims believe that cruelty to animals is forbidden, but like Christians using animals to find cures is allowed only if there is no suffering. This view is shared in Judaism, however animal testing must be allowed to help advance Medical science. Sikhs believe that God is present in everything and there is no excuse for mistreating animals. However animal testing must be allowed to help advance Medical science.

Uses of animals

Religions are against animal cruelty and the use of fur is widely condemned by each of the major world religions. Some religions believe that animals are sacred and therefore we should not harm them for any reason whatsoever.

This also means that some religions are completely vegetarian. An example of this is in Sikhism, in which the meals provided at a Gurdwara are always vegetarian, as it means that everyone can eat it regardless of their personal or religious views on meat.

Year 8 – Animal Rights

Prior learning links

1. What specific types of food are Muslims not allowed to eat?
2. Why do Buddhists not eat meat?
3. Which day of the week to Christians traditionally not eat meat on? (They tend to eat Fish).

Key vocabulary

Write the definitions of the following vocabulary:

1. Stewardship
2. Dominion
3. Animal testing
4. Equality
5. Gurdwara
6. Ahimsa
7. Ethical
8. Medical science

Jainism

1. What two religions have very similar beliefs to Jainism?
2. What does Ahimsa mean?
3. To avoid harming insects, what might Jains whilst they are walking?
4. Which country does Jainism originate from?
5. What type of food will Jains eat?
6. What are the main challenges Jains face in a modern society? Explain your answer.
7. Do you think Jains are too extreme in their beliefs about animal rights and not harming animals? Explain your answer.

Religious views on animal rights

1. Which religion believes in Stewardship and Dominion?
2. Where do these beliefs stem from?
3. What is the difference between Stewardship and Dominion?
4. Which major world religions believe in the idea of Stewardship?
5. Which religion believes there is Halal and Haram food?

Animal rights groups

1. Give an example of an animal rights group
2. Why might religious people support animal rights groups?
3. What might animal rights groups do that means religions may not support them?
4. What does PETA stand for?
5. How does PETA outline its beliefs about why religious groups should support it?
6. What do the following sections of animal rights group logos belong to:



GREEN



Animal testing

1. Which religion completely opposes animal testing?
2. What are the Christian beliefs about animal testing?
3. What are the Muslim beliefs about animal testing?
4. What are the Sikhs beliefs about animal testing?
5. Which religion shares its belief about animal testing with Buddhism?

Uses of animals

1. Which type of meal is served at a Gurdwara?
2. Why is this type of meal served at a Gurdwara?
3. What do some religions believe about how humans use and treat animals?

UNITY Modern Foreign Languages DEPARTMENT



Personal Learning Checklist

Year 8 Autumn Term



Scheme for Learning: Where I live *Ma zone*

How do you rate your learning success?	Evidence/ Example			
I can name places /buildings in a town.				
I know how to say what 'there is' or 'there is not' in a town.				
I can say where I live and give my opinion about it.				
I can use the verb <i>aller</i> to say where I go.				
I can say I want and I can, in French.				
I can name some prepositions and give directions.				
I can write a short paragraph about my town, in French				

Prior Learning Links





Look at the list opposite.
Put a tick next to the French you
already know.



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- Opinions: *J'adore*
- Reasons: *car c'est...*
- Identifying cognates:
- Present tense
- Understanding and recognising masculine and feminine nouns: *le / la, un / une*
- Adjectival agreements: *+e, +s, +es*
- Giving descriptions: *grand, petit, intéressant*




My Vocabulary Quiz Scores		My End of Unit Assessment Results	
<div> <div></div> <div>  </div> </div>	<div> <div></div> <div>  </div> </div>	<div> <div> <div><u>L</u></div> <div><u>R</u></div> <div><u>W</u></div> </div> <div>  </div> </div>	<div> <div></div> <div>  </div> </div>
IN UNITY WE SUCCEED ACADEMY BLACKPOOL		IN UNITY WE SUCCEED ACADEMY BLACKPOOL	

UNITY MFL DÉPARTEMENT

Prior knowledge Autumn Term

Year 8

Scheme for Learning: Ma zone

How confident do you feel about the statements below?			
I know the meaning of 'Il y a...' and 'Il n'y a pas de...'			
I can say where I live and give my opinion about it.			
I can use aller and other verbs to describe what I do.			
I can say I want/I can in French.			
I can name some prepositions and give some simple directions.			
I can write a short paragraph on a topic in French			

What key skills do you want to develop in this unit of work?	
How do you think you can achieve success in this unit?	

What do you feel confident about
going into this unit of work?

Essential knowledge

- Naming the various places and buildings in a town.
- Saying what is in your town
- Using *il y a*
- Looking at French towns
- Giving opinions.
- Supporting opinions with reasons.

Prior learning links

- Opinions
- Reasons
- Identifying cognates
- Present tense
- Understanding masculine and feminine nouns
- Adjectival agreements
- Giving descriptions

Conjugating 'er' verbs

Most verbs in French are ER verbs. This means they end with the letters ER. These are verbs in the infinitive form. In English they translate using 'to' at the start of them. **aimer** is the verb 'to like'.

When using them in the present tense, the end of the verb will change depending on who is doing the action.

e.g. *J'aime* I like
Tu aimes You like
Il aime He likes

Other examples of 'er' verbs are;

adorer - to love *J'adore*
danse - to dance *Je danse*
écouter - to listen *J'écoute*
habiter - to live *J'habite à*

Key vocabulary

Dans ma ville... In my town..

Using 'there is/is not, there are/are not'

Il y a There is /there are

Il n'y a pas de

There isn't a /there aren't

Il y a un parc There is a park

Il n'y a pas de parc

There isn't a park

Opinions + reasons

J'adore I love

J'aime I like

Je n'aime pas I don't like

Je déteste I hate

Je préfère I prefer

Je voudrais I would like

Je préférerais I would prefer

Ça serait It would be

parce que because

car because

c'est it's

mais but

cependant however

et and

aussi also /too

avec with

Les opinions ambitieux

Je pense que I think that

À mon avis In my opinion

Dans mon opinion In my opinion

Je veux I want

Formidable Amazing

Merveilleux Marvellous

Chouette Great

Joli Pretty

Sympa Nice

Tu es d'accord? Do you agree?

Je suis d'accord I agree.

*Remember to give reasons when you give opinions. Use a variety of adjectives to make your writing more interesting.

Qu'est-ce qu'il y a dans ta ville?
What is there in your town?

Dans ma ville il y a un cinéma, une piscine et mon collège aussi, mais il n'y a pas de patinoire.

J'aime ma ville car c'est tranquille et intéressant. À mon avis c'est génial!

In my town there is a cinema, a swimming pool and my school as well, but there isn't an ice rink. I like my town because it's quiet and interesting. In my opinion it's great.

un café a cafe

un centre commercial

a shopping centre

un centre de loisirs

a leisure centre

un château a castle

un cinéma a cinema

une église a church

un hôtel a hotel

un marché a market

un parc a parc

un restaurant a restaurant

un stade a stadium

une patinoire an ice-rink

une piscine a swimming pool

des magasins some shops

des musées some museums

Using Je voudrais...

Je voudrais means I would like. When we use this expression we are using the future conditional tense.

This is impressive language!!!

Je voudrais habiter à New York car je pense que ça serait très cool et formidable.
I would like to live in New York because I think it would be very cool and amazing.

Year 8 French: Ma zone - Half term 1a

Using the vocabulary on the previous page to help you, write a short paragraph in FRENCH describing what there is and is not in Blackpool.

Try to also include conjunctions, opinions and reasons.

Dans ma ville, il y a.....

Now, can you translate what you've written into ENGLISH?

Translate the following sentences into French.

Example : I think that Blackpool is great!

Je pense que Blackpool est génial!

1. In my opinion, Blackpool is interesting..
2. In my opinion, Blackpool is rubbish.
3. I think that Blackpool is marvellous.
4. I think that Blackpool is pretty.
5. In my opinion, Blackpool is amazing. Do you agree?
6. I agree, I don't like Blackpool because it is rubbish.

Qu'est-ce qu'il y a dans la photo? Écris 4 phrases en français.

What is in the photograph? Write 4 sentences in French.









Can you answer the following questions?

1. **Qu'est-ce qu'il y a dans ta ville?** (What's in your town?)
2. **Tu aimes aller en ville?** (Do you like your town?)
3. **Pourquoi?** (Why?)
4. **Qu'est-ce que tu voudrais dans la ville au futur?** (What would you like in your town, in the future?)
5. **Quel magasin préfères-tu?** (Which shop do you prefer? Say why.)
6. **Fais-moi un description de ta ville idéale.** (Give me a description of your perfect/ ideal town.)

Essential Knowledge Checklist

Year 8 - Here come the Stuarts

Essential Knowledge		Developing 	Secure  	Extended   
The Stuart Kings	<i>Why did the Stuarts become Monarchs of England?</i>			
	<i>List one Stuart monarch?</i>			
	<i>What was 'divine right'?</i>			
	<i>Why was he known as the 'scuffy' King?</i>			
Causes of the Civil War	<i>How did Charles try and raise money?</i>			
	<i>How did Parliament frustrate Charles?</i>			
	<i>Why did Parliament not like Charles wife?</i>			
	<i>When did the Civil War begin?</i>			
Impact of the Civil War	<i>Who were the two sides of the Civil War?</i>			
	<i>How did life change during the Civil War?</i>			
	<i>Why was Oliver Cromwell important?</i>			
	<i>Name two battles from the Civil War?</i>			
	<i>Who won the Civil War?</i>			
	<i>Why was Charles I executed?</i>			
Substantive Concepts	<i>Revolution</i>			
	<i>Power</i>			
	<i>Propaganda</i>			

What essential knowledge do I need to develop?

1 -

2 -

Essential knowledge

Who the Stuart monarchs were and how they came to inherit the throne.

Monarchy - how were their reigns different to previous monarchs

Causes of the Civil War

Impact of the Civil War on England, including Charles' execution.

Key vocabulary

Monarch, divine right, religious, economic, political, House of Commons, House of Lords, Divine Right, Puritan, Catholic, Protestant, Ship Money, Royalist, Cavalier, Roundhead, Parliamentarians, mystery, parliament, traditional, plot, treason, tortured, hung, drawn, quartered.

Prior learning links

Students have already covered the Tudor period and examined some of the religious challenges and debates between Catholics and Protestants. They have examined how power shifted between the Monarch, Church and people during the Middle Ages. They have looked at the role and power of Parliament.

Causes of the Civil War

Power	Money	Religion
<ul style="list-style-type: none"> Parliament had become more powerful under the Tudors and did not want to lose that. Parliament tried to cut Charles' power during the first 3 years of his reign. 1629 Charles decided to rule without Parliament when it would not give him money. 1642 Charles forced his way into the Commons and tried to arrest 5 MP's but failed. 	<ul style="list-style-type: none"> Charles wanted more money. 1629 Charles decided to rule without parliament when it would not give him the taxes he wanted. 1635 Charles used Ship Money to raise money without parliament. 1641 Parliament did not give Charles any money to fight in Ireland. 	<ul style="list-style-type: none"> Charles believed in the divine right of kings, that he had been appointed by God and could not be wrong. Charles married a French Catholic princess. Charles allowed Archbishop Laud to introduce a new prayer book which led to a Scottish attack.

Gunpowder Plot

Who	A group of Catholics led by Guy Fawkes and including Robert Catesby, Thomas Winter.
What	A plot to kill the King of England James 1st by blowing parliament up.
Where	A cellar under the house of Lords, Parliament in London.
When	5th November 1605, when the Kings, Lords and Commons would all be present in the Lords chamber.
Why	5th November 1605 this was state opening day, when the Kings, Lords and Commons would all be present in the Lords chamber.

Key People

Charles I - Became King in 1625. Closed down Parliament after they would not do as he wanted or give him money. Believed in Divine Right. His conflicts with parliament led to the Civil War and his execution.

Oliver Cromwell - Cromwell was a Puritan. During the Civil War he fought for Parliament. Created the New Model Army, the first professional army. Cromwell helped trial Charles in 1649 and sentenced him to death.

Prior Learning

What does Monarchy mean?
 Who were the Tudor monarchs?
 How did religion change in England under Henry VIII?
 What is power?
 How did power change between monarchs, the church and the people in the Middle Ages?

Key vocabulary

Use the reading to find the definitions of these words:
 Divine Right
 Royalist
 Roundhead
 Plot
 Treason

Causes of the Civil War

Power	Money	Religion
<ul style="list-style-type: none"> What had become more powerful under the Tudors? Whose power did parliament try to cut? What year did Charles I close parliament? How many MPs did Charles try and arrest? 	<ul style="list-style-type: none"> Who wanted more money? What did Parliament refuse to give Charles? How did Charles raise money without Parliament? Where did Charles want money to fight? 	<ul style="list-style-type: none"> What did Charles believe in? What was the Divine Right of Kings? What religion was Charles I wife? What did Archbishop Laud introduce?

Causes of the English Civil War

Consider the following questions:
 Which cause was most important?
 Could the Civil War have been avoided?
 Who was most to blame for starting the Civil War?

Gunpowder Plot

Write a sentence for each of the following:
 Who was important?
 What was the plot?
 Where did the plot take place?
 When did the plotters plan to attack?
 Why did the plotters want to attack the King?

Create a mind map about the gunpowder plot.

Key People

Write a description for each of the key people.
 Who were they?
 What did they do that made them important?



CREATIVE

RAG yourself against the unit's learning intentions. I can demonstrate an understanding of advanced badminton skills, court positioning, and rules for both singles and doubles play.	R	A	G
Stage 1: Core Knowledge & Vocabulary			
I can define key vocabulary: footwork, coordination, and serve.			
I understand how the serve must travel diagonally across the court.			
I know where different shots (clear, drop, smash) should land on the court.			
I can identify differences between singles and doubles play.			
Stage 2: Rules and Court Awareness			
I know the basic rules of doubles play in badminton.			
I understand where to serve from and how court boundaries change in doubles.			
I know how to score and when to rotate serve in doubles games.			
I can follow the rules when playing a full court doubles match.			
Stage 3: Advanced Skill Techniques			
I can perform a high clear shot using correct grip, stance, and follow-through.			
I can perform a drop shot with controlled power and correct contact point.			
I understand how the high clear and drop shot link together in play.			
I can hit the shuttle above my head using both power and control.			
Stage 4: Movement and Footwork			
I stay on the balls of my feet with knees bent during rallies.			
I can move quickly into position to play shots effectively.			
I can return to a balanced stance after playing a shot.			
I use my feet to get under the shuttle for overhead shots.			

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

RAG yourself against the unit's learning intentions I can demonstrate an understanding of advanced badminton skills, court positioning, and rules for both singles and doubles play..	R	A	G
Stage 5: Linking Skills & Tactical Play			
I can play in both singles and doubles formats using correct rules.			
I can perform a clear shot followed by a drop shot in a rally or drill.			
I understand how to position myself and communicate with a partner in doubles.			
I can apply tactics to outwit an opponent by varying shuttle placement.			
I can participate in umpired doubles games and follow scoring protocols.			
Stage 6: Game Play and Application			
I can apply all advanced badminton skills during full games.			
I can work with a partner to play a successful doubles match.			
I can adapt my play based on the opponent's strengths and weaknesses.			
I follow rules, show sportsmanship, and use tactics to improve performance.			

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

Essential knowledge

- Development of more advanced shots.
- Where the different type of shots should land.
- Doubles rules for serving in badminton.

Key Vocabulary

Footwork - The ability to coordinate your feet into the right position when playing a shot.

Serve - The serve must be hit from behind the service line and travel diagonally from one side of the court into the opposite service box.

Coordination - The ability to move two or more body parts under control, smoothly and efficiently.

Prior learning links

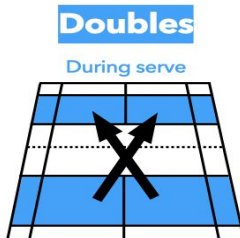
Rackets sports in primary (tennis)

Court familiarisation (using the lines in invasion games)

Basic Rules

Doubles

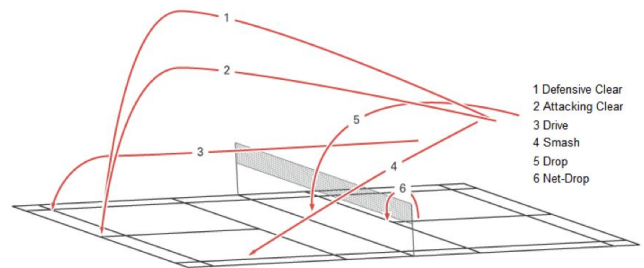
4 players on the court
Service (back lines out)
Open play (all in)



Skill Progression

High-clear into a drop shot

Pupils progress to performing a high clear into a drop shot



Skill

High Clear

- Feet in a balanced position
- Racket back
- Keep your eyes on the shuttle
- Contact the shuttle above the head
- Follow through with power, the racket ending up behind you

Drop Shot

- The same set up and contact point as the high clear.
- Contact the shuttle above the head
- Withdraw power, so the shuttle drops just on the other side of the net.

Linking Skills

Doubles



Pupils should learn basic skills to play half court singles and a full court singles game of badminton.

Pupils should attempt a doubles game with an umpire.

The pupils should try and outwit their opponent by hitting the shuttle long or short to get it to land on their opponents side.

Drop Shot



A good drill to start with is attempting to hit the shuttle into the back tramlines and your partner then perform a drop shot.

Key Vocabulary

What is the key vocabulary?

Can you define the key vocabulary?

Prior learning links

What are the different areas of the court?

How are they different for singles/doubles

Basic Rules

What are the rules for playing doubles?

Skills

How do you perform the high clear?

How do you perform the drop shot

Skill progression

Identify the areas where the shuttle should be landing for the high clear and drop shot?

Linking skills

What drills can help you with linking skills?

Draw a drill to help with linking these skills.

Why would you use these skills in a game situation?

RAG yourself against the unit's learning intentions. I can demonstrate an understanding of how to adapt fitness circuits, perform exercises safely and effectively, and improve intensity and technique.	R	A	G
Stage 1: Core Knowledge and Vocabulary			
I can define the key vocabulary: adapt and intensity.			
I understand how these terms apply to fitness training.			
I can explain how vocabulary like "intensity" relates to training for a sport.			
I know what a circuit is and how it can be modified for different goals.			
Stage 2: Rules and Safety			
I understand the rules for circuit training, including rest and work periods.			
I know how long each exercise should be completed for and how long to rest.			
I know why warm-ups and cool-downs are important.			
I can identify safety precautions when using equipment or weights.			
Stage 3: Fitness Skills and Techniques			
I can perform basic fitness skills such as press-ups, squats, lunges, and planks.			
I understand how correct technique improves performance and prevents injury.			
I can explain how to use coaching points for proper form.			
I know how long a beginner fitness station should last.			
Stage 4: Skill Progression			
I can adapt a circuit to target specific fitness components (e.g. strength, cardio).			
I can work at a higher intensity and complete more repetitions.			
I can explain the individual techniques for multiple fitness exercises.			
I understand how circuit training improves aerobic and anaerobic fitness.			
I can support and encourage others during circuit training.			

RAG yourself against the unit's learning intentions. I can demonstrate an understanding of how to adapt fitness circuits, perform exercises safely and effectively, and improve intensity and technique.	R	A	G
Stage 5: Linking Skills and Planning			
I can set up my own circuit with a variety of stations.			
I can adapt my session to make it easier or more difficult.			
I can explain how different exercises affect different parts of the body.			
I can design a balanced six-station circuit that includes a range of fitness skills.			
I can describe how heart rate is affected by different types of training.			
Stage 6: Application and Evaluation			
I can apply my knowledge to complete a full circuit training session.			
I can adjust my intensity and technique during a session.			
I can evaluate my own performance and suggest improvements.			
I can support others by encouraging good form and safe practice.			

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

Essential knowledge

- To understand how to adapt a circuit to develop specific areas of the body and components of fitness.
- New fitness techniques

Key Vocabulary

- Adapt - to make (something) suitable for a new use or purpose
- Intensity - how hard your body is working during physical activity.

Prior learning links

- Can you remember three key vocabulary points from circuit training in Year 7?

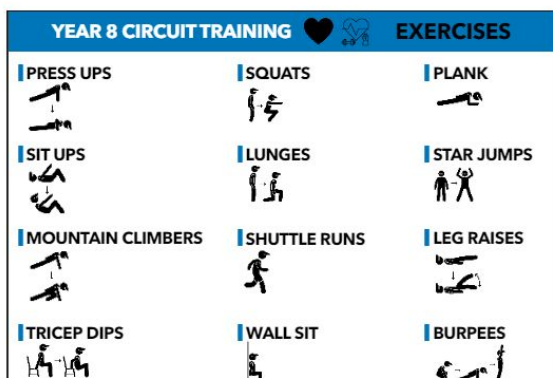
Basic Rules

- Working for a period of time continuously.
- Rest time after each station.
- Using the correct technique.
- Warm up and cool downs must be complete to avoid injuries.

Skill progression

- Being able to adapt your circuit.
- Using the correct technique when performing each skill.
- Working at a higher intensity and completing more reps.
- Explain how the exercise have different effects on parts of the body.

Skills



The Set up

- Can you draw your own circuit?
- How would your circuit differ to focus on specific areas of the body?
- How can you adapt your session o make it easier or harder?
- How long do we work for?
- How long is the rest period?

Key Vocabulary

1. What is the key vocabulary?
2. Can you give a definition of the key vocabulary?
3. Can you use the key vocabulary and link how the terms will benefit training for a sport?

Prior learning links

1. What is a healthy diet?
2. What is circuit training?

Basic Rules

1. What is the correct technique?
2. How long do we work for?
3. What is the rest period?
4. What safety precautions should you take when using weights in a circuit training session?

Skills

1. What are the basic skills in fitness?
2. How does the correct technique improve performance?
3. How long should each exercise station last in a beginner circuit training session?
4. Why is it important to use the coaching points when focusing on technique?

Skill progression

1. How do you perform the correct technique?
2. What are the individual techniques?
3. Explain how circuit training can improve both aerobic and anaerobic fitness?
4. Why is working at higher intensity and completing more reps beneficial?

Linking skills

1. How do you set up a circuit?
2. What is heart rate?
3. Explain the how to perform the different types of skills?
4. How can you modify a circuit training session if you find it too difficult?
5. Describe an example of a balanced circuit training session with six stations.

RAG yourself against the unit's learning intentions. I can demonstrate an understanding of advanced netball skills including marking, shooting, and applying tactics in game play.	R	A	G
Stage 1: Core Knowledge and Vocabulary			
I can define key vocabulary: shooting, dodge, and marking.			
I understand the difference between marking the player and marking the ball.			
I can explain how to shoot accurately using correct technique.			
I know the importance of dodging to get into space during a game.			
Stage 2: Rules and Gameplay Understanding			
I understand the footwork rule and what happens when it's broken.			
I can explain what is meant by "held ball" and "breaking."			
I know the correct 1-meter defending distance and when it applies.			
I can explain the rules for possession, centre passes, and offside.			
Stage 3: Skill Development			
I can demonstrate the correct technique for shooting with support and flicking the wrists.			
I can mark a player and the ball using correct hand and body positioning.			
I can jump to intercept high passes and maintain defending distance.			
I can show basic to advanced passing and footwork control.			
Stage 4: Defending and Movement			
I understand the difference between marking the player and the ball.			
I can use marking techniques in different scenarios (e.g., bounce pass vs overhead).			
I use dodging to move away from a defender and create space.			
I can defend with balance and awareness without contact.			

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

RAG yourself against the unit's learning intentions. I can demonstrate an understanding of advanced netball skills including marking, shooting, and applying tactics in game play.	R	A	G
Stage 5: Linking Skills			
I can link passing, movement, and shooting in small-sided games.			
I can use effective landing and footwork when receiving a pass.			
I understand how pivoting supports passing and shooting options.			
I can perform defending and attacking drills using marking and dodging techniques.			
Stage 6: Game Play and Strategy			
I can apply all learned skills in a competitive netball game.			
I can make decisions based on positioning, movement, and team strategy.			
I understand the role of each position and how to support my team.			
I play fairly and follow the rules while using tactics to improve performance.			

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

Netball Year 8 Knowledge Organiser Rules and Skills

Essential knowledge

- Attacking
- Defending
- Shooting
- Dodge
- Marking
- Centre pass

Key Vocabulary

Shooting - One hand under the ball and the other supporting the side of the ball. Both knees bent and flick wrists as you release the ball.

Dodge - Moving in different directions to avoid a player and get into a space on court.

Marking - Marking the ball or player to stop the other player from receiving the ball. 1 meter distance must be adhered to.

Prior learning links

Year 7 netball lessons. Recap on basic passing techniques, rules and pivoting with the ball.

Basic Rules

Footwork - no moving with the ball. Keep one foot landed at all times.

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

Distance - You should always check that you are 1 meter apart before marking the player or the ball.

Held ball - 3 seconds to pass the ball

Offside/breaking - Going out of the zoned area or stepping into the centre third during a centre pass.

Skills

Basic marking the player with the ball demonstrating the reach and where the arms should be positioned when marking the player.



Skill progression

Marking:

Marking the player means standing 1 meter distance apart from the opposing team player. You should raise both hands high and lean forward avoiding falling forwards. You should jump high if you think the player is going to use the overhead pass.

Marking the ball is slightly different. The player should put one hand up high and the other out to the side monitoring the ball in case of a bounce pass.. The distance of 1 meter is the same and the player should jump if they feel there is going to be an overhead pass.

Learning links

These mini games/practices will help players improve and link skills in netball. There are many skills that can be demonstrated in these drills including, **attacking, defending, pivoting, marking, dodging** and more.



Netball Year 8 Knowledge Organiser Rules and Skills

Key Vocabulary

What is the key vocabulary?
Can you define the key vocabulary?
How do you shoot accurately step by step?
What is meant by the term marking the player?
What is meant by the term marking the ball?

Prior learning links

What is the marking the player technique?

Basic Rules

What is footwork?

What happens if you break the footwork rule?

What is the distance you should stand when defending?

What is meant by the term "held ball"?

What is meant by the term "breaking"?

Skills

What are the basic marking techniques used in netball?

What are the two styles of marking?



Skill Progression

1. How can you progress from basic to advanced passing?
2. What steps improve passing accuracy?
3. How do you improve your footwork?
4. What techniques increase shooting accuracy?
5. How can you develop better defending skills?

Learning Links

1. What are the key points for effective passing?
2. How do you correctly land using the footwork technique?
3. What is defending in a game situation?
4. How do you shoot accurately?
5. What is a pivoting and how can this be used in a game to advance the teams performance?

RAG yourself against the unit's learning intentions. I can demonstrate an understanding of complex rugby rules, rucking, offloads, and how to apply these skills in game situations.	R	A	G
Stage 1: Key Knowledge and Vocabulary			
I can define the terms ruck and offside and explain how they apply in a match.			
I understand the purpose and benefit of unopposed activities in rugby training.			
I can explain how rucking works and why it's important for possession.			
I can describe how overload drills develop decision-making and ball retention.			
Stage 2: Rules and Game Understanding			
I understand the basic and further rules of rugby, including offside and rucking.			
I know what happens when a player is offside during play.			
I can describe why rucking is used and how players must stay on their feet.			
I can identify when to use a 2v2 situation in training or gameplay.			
Stage 3: Skills – Offload and 2v2			
I can explain what an offload is and how it helps maintain momentum.			
I can perform an effective offload before or during contact.			
I can demonstrate the correct timing and technique for offloads.			
I understand the importance of 2v2 scenarios and can participate in them effectively.			
Stage 4: Unopposed Activities			
I understand what an unopposed activity is and how it benefits training.			
I can focus on movement patterns, decision-making, and technique without opposition.			
I can describe drills that develop game-related skills without defensive pressure.			
I can explain how unopposed activities help me prepare for match situations.			

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

RAG yourself against the unit's learning intentions. I can demonstrate an understanding of complex rugby rules, rucking, offloads, and how to apply these skills in game situations.	R	A	G
Stage 5: Overload Drills			
I can take part in overload drills to support passing during contact.			
I can work with teammates to practise timing and positioning in offload situations.			
I understand my role as a ball carrier and a support player in overload scenarios.			
I can identify techniques that improve accuracy and speed of decision-making.			
Stage 6: Application in Game Play			
I can use offloads, support play, and communication in small-sided games.			
I can apply rucking and understand when to commit to a contest.			
I can use unopposed and overload training knowledge in match play.			
I can follow all rules and demonstrate teamwork under pressure.			

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

Essential knowledge

- Linking complex skills
- Further rules of rugby

Key Vocabulary

Offside - Offside in rugby occurs when a player is positioned ahead of the ball or ahead of a teammate who last played the ball.

Rucking - A ruck in rugby is a phase of play where one or more players from each team, who are on their feet, close around the ball on the ground, and compete for possession by driving over it.

Prior learning links

- Objective of rugby
- A try
- Passing technique
- Linking skills

Further rules

Rucking is a phase of play in rugby where players compete for the ball on the ground after a tackle, using their feet to push the ball back to their side while staying on their feet.

In rugby, the offside rule dictates that players must stay behind the ball carrier or behind the ball when it's played by a teammate. Being offside results in penalties.

Unopposed activity

An unopposed activity in rugby is a drill or practice session where players perform skills or exercises without direct opposition from an opposing team.

This allows players to focus on technique, movement patterns, and decision-making without the pressure of defensive opposition. It's often used in training to develop specific aspects of gameplay effectively.

Skills

Offloads in rugby refer to passing the ball to a teammate before or during a tackle, allowing the attacking team to maintain possession and continue their advance.

2v2 situations: In rugby, a 2v2 situation means two players from each team are directly involved in a specific play or contest, such as a tackle or a chase for the ball.

Overloads

An offload drill in rugby focuses on practicing the skill of passing the ball to a teammate before or during a tackle, thereby keeping possession alive and maintaining attacking momentum. Typically, players are set up in pairs or small groups, with one player acting as the ball carrier and the other as the support runner. The drill involves scenarios where the ball carrier initiates contact with a defender (often represented by a pad or a tackling bag), and just before or as contact is made, they offload the ball to their support runner.



Key Vocabulary

Use look, cover write, check to:

Define a ruck:

Define a offside:

Prior learning links

- What are your prior learning links?

Further rules

What are the basic rules of rugby?

What is the objective of rugby?

Describe rucking and why a team needs to perform effective rucking in a match?

Explain the offside rule in rugby.

Skills

What is an offload in rugby?

What does an offload help your team to do?

How would you perform an effective offload?

Why is a 2v2 situation important?

When would you use a 2v2 situation?

What is an unopposed activity in rugby and how does it benefit players?

Why do coaches/teachers use unopposed activities in rugby training sessions?

How does participating in unopposed activities help players improve their skills?

What are some examples of skills that can be developed during unopposed activities in rugby?

In what ways does the absence of defensive opposition impact player development during unopposed activities?

Overloads

How does an offload drill in rugby contribute to maintaining attacking momentum during a game?

What are the key roles of players in an offload drill setup?

Why is timing crucial in executing successful offloads during the drill?

How does practicing offload drills enhance a team's ability to keep possession under defensive pressure?

What are some techniques players can develop through offload drills to improve their passing accuracy and decision-making?



YEAR 8 BLACKPOOL COLLAGE PLC

TOPIC OUTLINE				
<p>Within this project pupils will create a collage inspired by their surroundings and the work of Robert Rauschenberg. To create this personal response pupils will develop skills in collage and mosaicing, cello tape transfer, charcoal, monoprinting, painting and oil pastels. Students will also look at the art and history of mosaic and create their own mosaic based on local surroundings.</p>				
TASK	SUCCESS CRITERIA			
Creative Mindmap <i>Exploring the theme of Blackpool with as many ideas and relating words, themes and topics relevant to the theme.</i>	Use a full page with as many different words, topics, techniques and information that relate to your theme as possible.			
	Creative title 'Blackpool' and background			
	Relevant illustrations and decorations			
What is collage Research Page <i>1x Double Page Spread</i> <i>Create a research page on collage art listing some facts and information on collage, the definition of collage, image examples and artists who use collage in their work.</i>	Presented creatively			
	Relevant background and title			
	Photo Examples of Collage (minimum of 4)			
	Listed collage Artists Including Rauschenberg (Minimum of 4)			
	Definition of 'Collage'			
	Information and facts to do with collage art.			
Mosaic Experimenting and Testing <i>Experiment with and test different ways to create neat and accurate mosaic style collages.</i>	To understand what mosaic is and where it comes from			
	To understand that smaller pieces create finer details in mosaic			
	Be able to create basic shapes and follow lines using ripped/cut coloured paper			
Blackpool Mosaic Collage <i>Use ripper/cut paper to create a mosaic of an image from your local town/surrounding area. Mosaic is to be made of small pieces of coloured paper taken from magazines and newspapers.</i>	Understand the history of mosaic and the technique			
	Choosing the correct colours by scanning through magazines and selecting colours that match the reference image			
	Demonstrate mosaic through the Neat and accurate sticking of coloured paper			
	Mosaic should resemble reference image as closely as possible by making mosaic as neat as possible			
Introduction to Rauschenberg - Pen Drawing <i>Complete a pen drawing using only one coloured pen. Use mark making such as cross hatching, stippling and other shading techniques to create texture and depth</i>	Understand who Robert Rauschenberg is and the key features of his work.			
	Understand different methods of mark making with a pen			
	Understand how to create tone using only a pen.			
	Create a drawing relevant to Blackpool and the surrounding area using only one colour of pen.			

Rauschenberg - Oil Pastel Monoprinting <i>To create an image using a variation of monoprinting technique using oil pastel relevant to the theme of Blackpool and its surrounding area.</i>	Understand the monoprinting process			
	Understand how colour and pressure effect the outcome			
	To have created a neat and accurate monoprint			
Rauschenberg - Pencil Crayon Drawing <i>To have used only one coloured pencil crayon to create an image of blackpool/surrounding area. To have used shading and blending techniques to create depth and texture using only one colour similarly to the artist's work.</i>	Understand how to create tone using one colour of pencil crayon			
	To have created a pencil crayon drawing using only one colour			
	To have drawn an accurate image relating to the theme of Blackpool/local area.			
Rauschenberg - Final Collage <i>Using the different artworks you have worked on in the previous lessons create a Robert Rauschenberg style collage themed around Blackpool and the surrounding areas.</i>	Stick to a colour theme			
	To have thought about layout inspired by Rauschenberg			
	To have layered images			
	To have taken up all space on the page			
Rauschenberg - Sellotape Image Transfer <i>To have layered a sellotape image transfer over the top of your collage creating a stencil . Think about your layout, you will need to leave a space free on your page for this task.</i>	To understand how to Sellotape image transfer			
	To have completed a clear image transfer with no paper left behind			
	To have layered sellotape image transfer over collage			
	To create a colour wash background with 3 colours or tones blending together.			

Essential Knowledge

- Learn how to create a creative mindmap and explore ideas.
- Understand what a collage is.
- Develop understanding of the work of Robert Rauschenberg.
- Create various artworks relating to the theme of Blackpool.
- Create a collage of your own in the style of an artist.

Links to Prior Learning:

- Observational drawing skills
- Use of different materials
- Printing techniques
- Working in the style of an artist

Robert Rauschenberg Information

- Born 1925, Died 2009
- Rauschenberg was an American artist who was a member of the Pop Art movement. Initially he knew little about art, until he visited an art museum during World War II while serving in the U.S. Navy.
- He studied painting at the Kansas City Art Institute in 1946–47, changed his name from Milton to Robert because it sounded more artistic, and studied briefly in Europe.
- From the late 1950s Rauschenberg experimented with the use of newspaper and magazine photographs in his paintings, devising a process using solvent to transfer images directly onto the canvas. About 1962 he used the silk-screen stencil technique for applying photographic images onto a large canvas, painting in between these pictures with broad strokes of paint.
- These works were based on themes from modern American history and popular culture

Key Vocabulary

- **Collage** - a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
- **Mixed media** - a variety of media used in an entertainment or work of art.
- **Media** - the materials or technique a piece of work is made from
- **Combination** - An arrangement of objects where the order in which the objects are selected does not matter
- **Creative** - Using the imagination or original ideas to create something new.
- **Background** - the part of a picture, scene, or design that forms a setting for the main figures or objects, or appears furthest away.
- **Layered** - something that is complicated and interesting because it has many different levels or features



Questions on Prior Learning:

Please write the questions out and answer the questions or complete the tasks accordingly.

1	What does the term 'observational' mean?
2	Which of your senses do you use for observational drawing?
3	Name a method of printmaking and explain it.
4	Name 3 different medias you have used last year.
5	What are some ways in which you can create work in the style of an artist?



Please write the questions out and answer the questions or complete the tasks accordingly.

1	Name 2 pieces of essential knowledge you will learn this project.
2	What year was Rauschenberg born?
3	What country was Rauschenberg born?
4	What is the definition of a Collage?
5	What type of media did Rauschenberg use? Give 3 examples...
6	What would it mean if you were to layer one image over another?

Use 'Cover-Look-Write-Check' to check the following Definitions:

- **Collage:**

- **Mixed media:**

- **Media:**

- **Combination:**

- **Creative:**

- **Background:**

- **Layered:**

7

Describe how to successfully create a creative mindmap for the subject of "Blackpool".

8

Find the mistake in the following sentence and re-write the sentence correctly...

"Rauschenberg was a German artist who was a member of the Pop Art movement."

9

In the subject of Art, what does the term "media" mean?

10

Which country's history was Rauschenberg's work based on?

Essential knowledge and skills checklist.

Essential knowledge			
To understand the function and source of different nutrients.			
Understand the nutrients provided by each section of the eatwell guide			
Understand what nutrients are provided in the dishes we cook.			
Understand how to prevent cross contamination of food when preparing and cooking raw meat.			
Understand the causes of food poisoning and knowing the core temperature of cooked food.			
To know how to carry out sensory testing.			

Essential skills			
Bridge hold			
Claw grip			
Use a grate			
Use an oven/ hob			
Rubbing in method			

Essential knowledge

To understand what a macronutrient and Micronutrient are.
To know the different functions of all micro and macro nutrients within the body.

Key Vocabulary

Nutrient- A chemical compound contained in foods. These compounds are used by the body to function and grow
Micronutrient- are vitamins and minerals needed by the body in very small amounts.
Macronutrient- are the nutrients we need in larger quantities that provide us with energy

Prior learning links

The students have previously learnt the different sections of the Eatwell guide and how they help us to have a healthy diet.

What are Nutrients?

Nutrients are the building blocks that make up food and have specific and important roles to play in the body. Some nutrients provide energy while others are essential for growth and maintenance of the body.

What are Macronutrients and Micronutrients?

Macronutrients – are the nutrients we need in larger quantities that provide us with energy: in other words, fat, protein and carbohydrate.

Micronutrients - are vitamins and minerals needed by the body in very small amounts. However, their impact on a body's health are critical, and deficiency in any of them can cause severe and even life-threatening conditions.

Micronutrients

Minerals- Help to keep our immune system high and help our body to stay healthy. Vitamins and minerals are Micronutrients.

Calcium-Important for strong teeth and bones. It also helps with blood clotting. Found in milk, yoghurt, soya, dark green leafy vegetables

Iron-Needed for red blood cells which help to transport oxygen around the body. Found in nuts, whole grains, dark green leafy vegetables, meat, liver

Vitamins -Help to keep our immune system up and help our body to stay healthy – they are important for body maintenance.

Vitamin A - Helps to keep the eyes healthy and strengthen the immune system. Found in dark green leafy vegetables, carrots, liver.

Vitamin B - Helps to release the energy from the food we eat. Found in Bread, milk, cereals, fish, meat

Vitamin C -Helps with skin healing and healthy skin. Helps with the absorption of Iron. Found in Fresh fruit, broccoli, tomatoes

Vitamin D - Important for absorbing calcium and help with healthy bone structure. Found in Oily fish, eggs, butter, Action of sunlight on the skin. (Sunshine)

Macronutrients

Carbohydrates - The main source of energy for the body. Found in Bread, rice, pasta, potatoes

Protein-Provides the body with growth and repair. Found in Meat, poultry, beans, eggs, lentils, tofu, fish.

Fat- Provides the body with insulation and a small amount protects vital organs. Provides essential fatty acids for the body. Found in Butter, oil, cheese, cream, nuts, oily fish, crisps

Prior Learning Links

What is contained within the carbohydrate section of the Eatwell guide?
How many glasses of water should you drink a day?

Nutrients

What is food made up of?
What do nutrients provide for the body?

Key Vocabulary

Nutrient-
Micronutrient-
Macronutrient-

Macronutrients and Micronutrients

Design a leaflet that explains what Macronutrient and Micronutrients are.
It needs to have drawings of foods that contain Macronutrients and Micronutrients

Micronutrients

Why are Minerals important for the body?

Which mineral is needed for red blood cells and helps transport oxygen around the body?

In which foods do you find iron?

Which Mineral gives us strong teeth and bones?

Why are vitamins important to our body?

Which vitamin can the body get from the action of sunlight on the skin?

What foods need to be eaten to get vitamin C?

Which mineral does vitamin C help the body to absorb?

Which body part does vitamin A help keep healthy?

Which food can vitamin A be found in?

Vitamin B helps to releases what from our food?

Name a vitamin that is found in milk?

Macronutrients

What is the role of carbohydrate in the body?

What food provide the body with carbohydrate?

What is the role of protein in the diet?
What foods provide protein?

What nutrient provides essential fatty acids to the body?

What nutrient is provided by butter, oil, cheese, cream, nuts, oily fish and crisps?

Year 8 MUSIC
Repeating Patterns PLC

	Essential Knowledge	R	A	G
Metre	Variety of Metre including 3/4 and 4/4 Time			
Rhythm	Rhythmic Ostinato Dotted Rhythms Habanera Rhythm			
Melody	Riff/Ostinato Octave interval Pentatonic Scale Broken Chords/Arpeggios			
Texture	Melody and Accompaniment Polyphonic			
Harmony	Static Harmony - chords rarely change Drones			
Style/Genre	Features of minimalism <ul style="list-style-type: none"> ● Repetition ● Limited musical material ● Gradual Process - things change slowly over time e.g. dynamics Composers <ul style="list-style-type: none"> ● Steve Reich ● Philip Glass ● John Adams ● Arvo Pärt 			

Year 8

Repeating patterns

Essential knowledge

- A great deal of different types of music is based on repeated musical patterns.
- These repeating patterns get the listeners attention.
- Depending on the style of music we can give these patterns different names.

Key vocabulary

- Hook – a ‘musical hook’ is usually the ‘catchy bit’ of the song that you will remember. It is often short and repeated in different places through the piece. Hooks can either be melodic, rhythm or verbal.
- Riff – a short, repeated pattern often used in the introduction or instrumental breaks in a song or piece of music. Riffs can also be melodic, rhythmic or verbal.
- Ostinato – a repeated pattern known as an ostinato in Classical and some world music.

Prior learning links

We finished Year 7 learning about Samba music. We spent a number of lessons learning to play in a percussion ensemble. Every instrument has its own repeating rhythm, this is known as an ostinato.

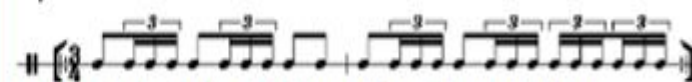
- **Repeat sign** - a musical symbol used in staff notation, consisting of two vertical dotted followed by a double bar line.
- **Treble clef** - this symbol shows that notes are to be performed at a higher pitch.
- **Bass clef** - this symbol shows that notes are to be performed at a lower pitch.



Vocal and Melodic Hook from "We Will Rock You" – Queen



Rhythmic Ostinato from "Bolero" - Ravel



Bass Line Ostinato from "Habanera" from 'Carmen' - Bizet



Music based on Repeated Music Patterns to listen to

Music from the 'Western Classical Tradition'	Popular Music	World Music
'Bolero' by Ravel	'Sweet Dreams' by The Eurythmics	'Yiri' by Koko (African)
'Habanera' from 'Carmen' by Bizet	'We Will Rock You' by Queen	'Raga Behag' (Indian)
2nd Movement from Symphony No.101 'The Clock' by Haydn	'Another One Bites the Dust' by Queen	Samba Batacuda (Latin American Samba)
'Carillon' from L'Arlessienne Suite No.1 by Bizet	'Word Up' by Cameo	African Burundi Drum Music (African Drumming)
'Praeludium' by Jarnefelt	'Smoke on the Water' by 'Deep Purple'	'Valio La Pena' by Marc Anthony (Latin American Salsa)

Year 8

Repeating patterns

Prior learning links

- Can you explain how a samba ensemble works together to create a performance?
- Can you use any terms specific to samba instrumentation and types of rhythms?

Key vocabulary Look, cover, write, check

- Hook –
- Riff –
- Ostinato –

Research

Give three examples of your own songs that use a hook, riff or ostinato (that are NOT listed on your knowledge organiser).

Symbols

Copy each symbol. Write it's name and what it is used for.



Appraise

Listen to at least three pieces of music from the suggested listening list. You can find these pieces of music on Youtube and Spotify. Try to listen to one Western Classical Tradition, one Popular music and one World music.

Type	Piece	Instrument playing ostinato/riff	How many notes are in the repeated pattern
Western Classical Tradition			
Popular Music			
World Music			

If a musical pattern was to simply be repeated over and over again, it would become boring. Can you think of musical ways you could change or vary a repeated musical pattern to prevent it becoming “boring”?

Can you think of any examples within a film where a film soundtrack which uses an Ostinato to enhance the onscreen action?

Year 8 HT1
Textiles: Day of the Dead Cushion Project PLC

Essential knowledge	R	A	G
To know key facts about the Mexican Day of the Dead festival.			
To understand how to produce different decorative techniques and evaluate their success. This could include: Tie dye Fabric marker pens Transfer paints			
To understand the characteristics of polyester and cotton fabrics and which fabric to use for each decorative technique.			
To know how to produce a well defined pattern when creating a piece of tie dyed fabric.			
How to generate and annotate design ideas from research.			
Know how to use equipment safely.			
Understand what the term “embellish” means in relation to textiles.			

Essential knowledge

How to generate and communicate design ideas in textiles.

The influence of the Mexican Day of the Dead Festival on design work.

Prior learning links

Students have previously learned how to embellish fabric with a range of hand embroidery stitches. They have followed a design and make process and used an inspirational theme to produce design work and then join pieces of fabric into a finished, decorated product.

Key Vocabulary

Transfer paint – a special paint that is used to paint a design onto paper and then transferred onto fabric using the heat press.

Tie dye – fabric is tied up using elastic bands and then placed in a bucket of dye. When untied it will have produced a pattern.

Cotton – a natural fibre grown on a cotton plant is woven to produce cotton fabric. It absorbs dye very well.

Resist pattern – patterns that are created using a barrier such as elastic bands or wax to form a shield from the dye.

Heat press – used instead of an iron to transfer the design from paper to fabric.

Polyester – a synthetic (manmade) fabric that is used for transfer printing. Produces bright colours when used for transfer printing.

Inspirational theme: Mexican Day of the Dead

The Day of the Dead is not Halloween. The Day of the Dead and Halloween are celebrated at the same time of year, but they are very different.

The Day of the Dead is celebrated on November 1st and 2nd.

The Day of the Dead is not a sad tradition. It is a festive time to remember and honour family and friends who have died.

The Day of the Dead is a Mexican celebration. The Day of the Dead originated in Mexico. It is also celebrated in parts of Latin America and the United States.

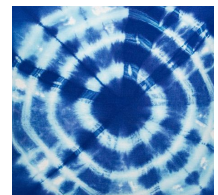
As a part of the Day of the Dead celebration, families build altars in their homes for loved ones who have died.

Day of the Dead altars have many traditional elements. A few the essential elements are candles, marigolds, a photo, sugar skulls, water, food and cut paper decorations.

Brightly coloured skulls are used to decorate Day of the Dead altars. They are made of sugar or pottery.

The Day of the Dead is sometimes celebrated in graveyards. In some areas, families decorate the graves of their loved ones. They stay up all night celebrating and telling stories about the people who have died.

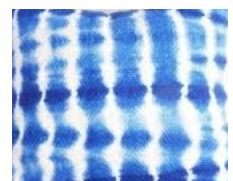
Tie Dye Patterns



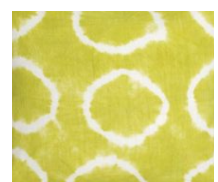
Circles



Random



Lines



Small circles

Year 8 Textiles- Tie Dye Cushion Project.

Essential knowledge

How to generate and communicate design ideas in textiles.

The influence of the Mexican Day of the Dead Festival on design work.

Prior learning links

- What is embellishment?
- Why is it important to tie a knot at the end of your thread when carrying out hand embroidery?
- Name a stitch that could be used to fill a gap.
- Name a stitch that could be used to outline a shape.

Key Vocabulary

Transfer paint –

Tie dye –

Cotton –

Resist pattern –

Heat press –

Polyester –

Answer the following questions using the information on the Day of the Dead.

What do we celebrate in the UK at the same time of year?

What dates is the Day of the Dead celebrated?

What is being celebrated during the Day of the Dead festival?

Where did the festival originate?

What do families build to remember their loved ones?

Name some of the traditional elements that families leave as offerings.

What brightly coloured items are made from sugar and clay and are traditionally associated with the Day of the Dead?

Where do families go to celebrate the Day of the Dead?

Create a research page about tie dye.

1. What materials do you need to create a piece of tie dye?
2. What patterns can be created?
3. How do you create a piece of tie dye?
4. What must you remember when tying your fabric?
5. Why is cotton a good fabric to use to dye with?