KNOWLEDGE ORGANISER

Year 8
Half Term 2

UNITY
ACADEMY BLACKPOOL

Name:

Tutor Group:

Academic Year:
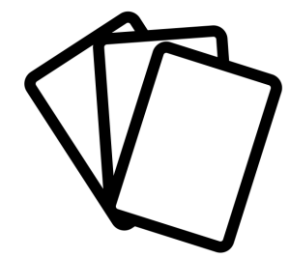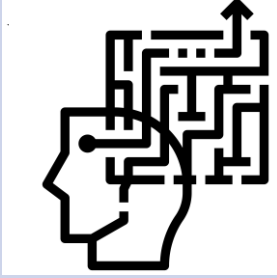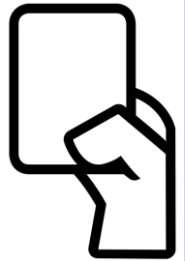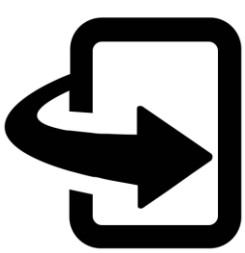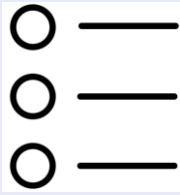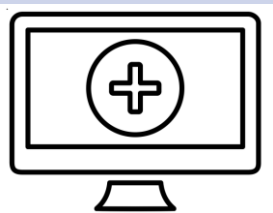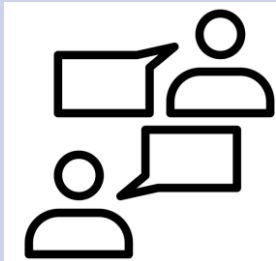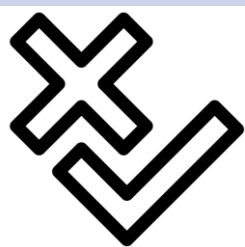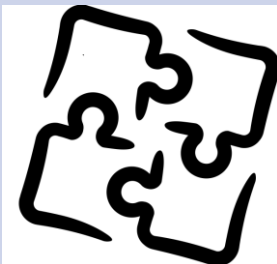
How to use your Knowledge Organiser

The aim of the knowledge organiser is to ensure that **ESSENTIAL KNOWLEDGE** is stored and retrieved over a long period of time.

You need to ensure that you keep your knowledge organiser in your bag, ready for revision, quizzing and to refer to at any time in all of your subjects.

	Look, Cover, Write, Check	Definitions to Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	Look at and study a specific area of your knowledge organiser	Write down the key words and definitions.	Use your knowledge organiser condense and write down key facts and/or information on your flash cards.	Read through a specific area of your knowledge organiser	Create a mind map with all the information that you can remember from your knowledge organiser.	Ask a partner or someone at home to have the quiz questions or flash cards in their hands.
Step 2	Flip the knowledge organiser and write everything you can remember.	Try not to use the solutions to help you.	Add diagrams or pictures if appropriate. Write the solutions on the back of the cards.	Turn over and answer the questions related to that area.	Check your knowledge organiser to correct or improve your mind map.	Ask them to test you by asking questions on the section you have chosen from your knowledge organiser.
Step 3	Check what you have written. Correct mistakes and add extra information. Repeat.	Check your work. Correct using red pen and add more information if appropriate.	Self quiz using the cards or ask some to help by quizzing you.	Turn back over and mark your quiz. Keep quizzing until you get all questions correct.	Try to make connections that links information together.	Either say or write down you answers.

CORE

Working in the Cartesian plane

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:
- Label and identify lines parallel to the axes
- Recognise and use basic straight lines
- Identify positive and negative gradients
- Link linear graphs to sequences
- Plot y = mx + c graphs

Keywords

Quadrant: four quarters of the coordinate plane.
Coordinate: a set of values that show an exact position.
Horizontal: a straight line from left to right (parallel to the x axis)
Vertical: a straight line from top to bottom (parallel to the y axis)
Origin: (0,0) on a graph. The point the two axes cross
Parallel: Lines that never meet
Gradient: The steepness of a line
Intercept: Where lines cross

Coordinates in four quadrants

Coordinate (x, y)   (6, 4)

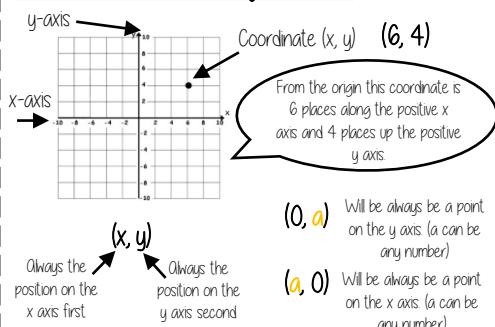From the origin this coordinate is 6 places along the positive x axis and 4 places up the positive y axis.

(x, y)
Always the position on the x axis first
Always the position on the y axis second

(0, *a*) Will be always be a point on the y axis (a can be any number)

(*a*, 0) Will be always be a point on the x axis (a can be any number)

Lines parallel to the axes

All the points on this line have a x coordinate of 10

Intersection points

Lines parallel to the **y axis** take the form **x = a** and are **vertical**

Lines parallel to the **x axis** take the form **y = a** and are **horizontal**

All the points on this line have a y coordinate of -2

'a' can be ANY positive or negative value including 0

e.g (3, -2) (7, -2) (-2, -2) all lay on this line because the y coordinate is -2

Recognise and use the line y=x

This means the x and the y coordinate have the same value

Examples of coordinates on this line: (0, 0) (-3, -3) (8, 8)

The axes **scale is important** – if the scale is the same y = x will be a straight line at 45°

Recognise and use the lines y=kx

The value of **k** changes the steepness of the line

y = 3x   y = x   Note: y =x is the same as y= 1x

y = ½ x

The bigger the value of k the **steeper** the line will be.

The closer to 0 the value of k the closer the line will be to the x axis.

They will **always** go through (0,0)
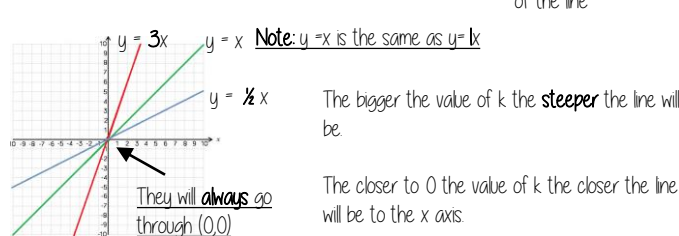
Direct Proportion using y=kx

The line must be straight to be directly proportional – variables increase at the same rate **k**

Direct proportion graphs always start at (0,0) as they are describing relationships between two variables

Lines with negative gradients

Any straight-line graph with a negative x value has a negative gradient.

E.g. y = -2x
y = -x   y + x = 12

Direction of all negative gradients

Lines in the form y = x + a

y = x + 5
y = x
y = x - 6

All the lines are **parallel** because the gradients are the same

y = x + a

This is the line y=x when the y and x coordinate are the same

This shows the translation of that line.
e.g y = x + 5
Is the line y=x moved 5 places up the graph

5 has been added to each of the x coordinates

Plotting y = mx + c graphs

$y = 3x - 1$ →   3 x the x coordinate then – 1

x	-3	0	3
y	-10	-1	8

Draw a table to display this information

This represents a coordinate pair (-3, -10)

You only need two points to form a straight line

Plotting more points helps you decide if your calculations are correct (if they do make a straight line)

Remember to join the points to make a line

Working in the Cartesian plane

Coordinate in four quadrants

Plot the following coordinates on the set of axes below:

(1, 5)   (0, 3)   (-2, 2)   (-4, -3)
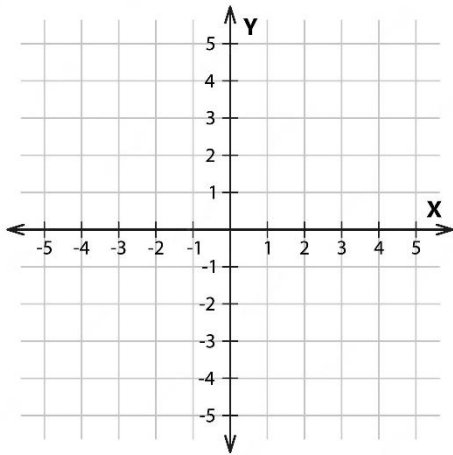
Lines parallel to the axes

Draw the following lines on the set of axes below:

x = 3   y = 1   x = -5   y = -2

Lines in the form y = x + a

Draw the line y = x + 2

Plotting y = mx + c graphs

Calculate the coordinates then plot the line of
y = 2x - 1

x						
y						

The Tempest – Unit 1- Year 8

Context

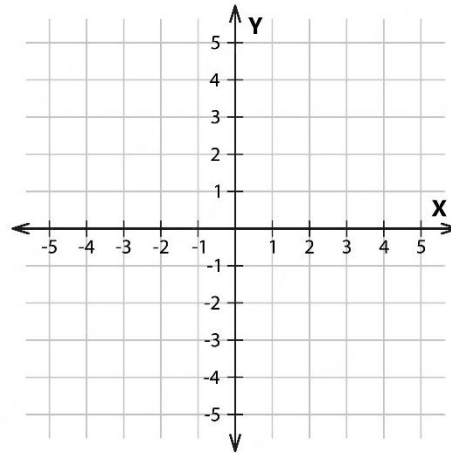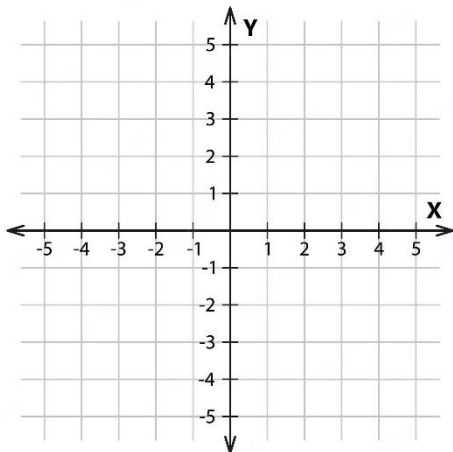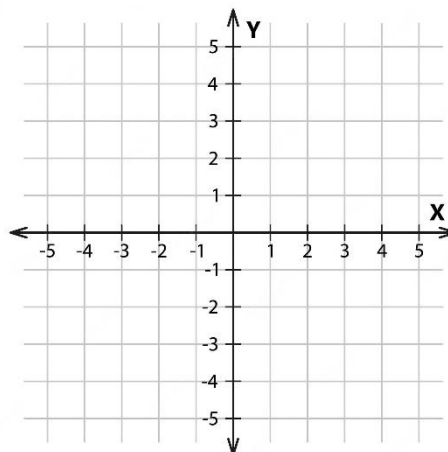| The Supernatural	At the time of Shakespeare, before science and technology were able to answer many of our questions about the world, belief in magic and the supernatural was extremely strong. There is no doubt, therefore, that some of the ideas in the play would have been taken very seriously, such 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	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.

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".
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. 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 other

Transferable Knowledge

Sonnet form	a poem of fourteen lines using any of a number of formal rhyme schemes, in English typically having ten syllables per line.

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	Synesthesia is the term used in literature when one sense is used to describe another.

The Tempest – Unit 1- Year 8

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

Shakespeare's use of Dramatic and Linguistic Devices
Look, cover, re-write and check the definitions below.

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".
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. 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)
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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 other

Transferable Knowledge

Sonnet form	Print off a sonnet by one of the following: Persey Shelley, John Donne, Christina Rossettiz. Stick this in your reflection log and annotate/ analyse. Ask your teacher for a copy if you are unable to print.

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 natures.

Neutralisation	**Acid + Alkali → Salt + Water** *Hydrochloric acid + Sodium hydroxide → Sodium chloride + Water*	Acids contain H^+ ions Alakalis contain OH^- ions	*Catalyst*	A catalyst changes the rate of a chemical reaction but is not used in the reaction.
Chemical Symbols and Formulae			*Enzymes*	These are biological catalysts.
Atomic (proton) number	*The atomic number is the smallest number on the periodic table. This tells us how many protons are in an element. There will always be the same number of electrons as protons.*		*How do they work?*	Catalysts provide a different reaction pathway where reactants do not require as much energy to react when they collide.
Relative atomic mass	*The relative atomic mass is always the larger number on the periodic table. This tells us how heavy the atoms of each element are – this is also the number of protons + neutrons in the nucleus*			
H_2SO_4	*This chemical formula tells us that there are 2 atoms of Hydrogen, 1 atom of Sulfur and 4 atoms of Oxygen in the chemical (sulfuric acid).*			
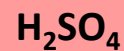
Gas	Test
Hydrogen	Squeaky pop
Oxygen	Relighting a glowing splint
Chlorine	Bleaching litmus paper
Carbon dioxide	Limewater goes milky

Y8 Chemical Reactions

Endothermic	*Energy is taken in from the surroundings so the temperature of the surroundings decreases*	• Thermal decomposition • Sports injury packs	
Exothermic	*Energy is transferred to the surroundings so the temperature of the surroundings increases*	• Combustion • Hand warmers • Neutralisation	

Chemical Bonds	*All atoms want to be stable. All atoms want to have a full outer shell of electrons.*	*The electron shells fill wit a total of 2, 8, 8.*
Ionic Bonding	*Ionic bonds occur between a metal and a non-metal* *The metal transfers its outer electrons to the non-metal and becomes a positively charged ion.* *The non-metal gains electrons and becomes a negatively charged ion.* *There is a force of attraction between the positive and negative ions.*	**Ionic Bond** The force between the positive and negative ions is called an ionic bond.
Covalent Bonding	*Covalent bonds occur between two non-metals.* *Non-metals share pairs of electrons when forming chemical bonds with each other.* *The shared pair of electrons holds the two atoms together.*	**Covalent Bond** The shared pair of electrons is called a covalent bond.

Chemistry Knowledge Organiser
Year 8 Chemical Reactions

Self Quizzing Questions

Red section – Chemical Reactions
1. Which two chemicals react in a neutralisation reaction?

2. Which number tells us the number of protons in an element?

3. Which number tells us the number of electrons in an element?

4. Which number tells us how heavy an atom of an element is?

5. What is a catalyst?

6. Name the ions found in acids.

7. Name the ions found in alkalis.

Orange section – Gas tests
1. Name the gas test for Oxygen.

2. Name the gas test for Hydrogen.

3. Which gas turns limewater milky?

4. Which gas bleaches litmus paper white?

Blue section – Exothermic and Endothermic reactions
1. Give 2 examples of endothermic reactions.

2. Give 3 examples of endothermic reactions.

3. Which type of reaction gives off heat?

4. Which type of reaction takes in heat?

Purple section – Bonding
1. Which type of bonding occurs between two non-metals?

2. Which type of bonding occurs between a metal and a non-metal?

3. Do metals or non-metals form positive ions?

4. Do metals or non-metals form negative ions?

Further opportunities:
Try heading to BBC bitesize KS3 Science – Chemistry and check out the '*Types of reaction*' pages:
https://www.bbc.co.uk/bitesize/guides/zqd2mp3/revision/1

KS3

Types of reaction

Atoms are rearranged during chemical reactions, and are not lost or gained. Chemical reactions can be represented using equations. Catalysts speed up reactions without being used up.

Part of **Chemistry** | **Chemical reactions and tests**

EBACC

Prior Knowledge

Avoir	To have
J'ai	I have
Tu as	You have
Il a	He has
Elle a	She has
On a	We have
Nous avons	We have
Vous avez	You have
Ils ont	They have
Elles ont	They have

Être	to be
Je suis	I am
Tu es	You are
Il est	He is
Elle est	She is
On est	We are
Nous sommes	We are
Vous êtes	You have
Ils sont	They are
Elles sont	They are
C'est	It is
Il y a	There is

Les opinions & raisons	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
Parce que	because
Car	because
C'est	it is
Ils sont	the are

'er'verbs au présent	Present tense 'er' verbs
Je regarde	I watch
Tu regardes	You watch
Il regarde	He watches
Elle regarde	She watches
On regarde	We watch
Nous regardons	We watch
Vous regardez	You watch
Ils regardent	They watch
Elles regardent	They watch

Conjonctions	Connectives
et	and
mais	but
parce que	because
car	because
aussi	also

Dans ma ville

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 /there aren't

e.g. Il y a **un** parc — There is a park

Il n'y a pas **de** park — There isn't a park

Il y a combien de lions?

Il y a six lions

Les opinions

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

Les verbes

Aller	to go
Je vais	I go
Tu vas	You go
Il/Elle/On va	He/She/We go
Nous allons	We go
Vous allez	You go
Ils/Elles vont	They go

Pouvoir	to be able to (can)
Je peux	I am able
Tu peux	You are able
Il/Elle/On peut	He/she/ we are able
Je peux faire	I am able to do
Je peux avoir	am able to have
Je peux aller	I am able to go

Vouloir	to wish/want
Je veux	I want
Tu veux	You want
Il/Elle/On veut	He/she/we want
Je veux faire	I want to do
Je veux gagner	I want to win
Je veux aller	I want to go
Je voudrais aller	I would like too

Devoir	to have to
Je dois	I have to
Tu dois	You have to
Il/Elle/On doit	He/she/we have to
Je dois faire	I have to do
Je dois gagner	I have to win
Je dois aller	I have to go

Write a short paragraph describing what there is and is not, in Blackpool.
Use your vocabulary booklet to help you.
Try to also include conjunctions, opinions and reasons.
e.g. Dans ma ville, il y a…………

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.

Choose the correct verb, then translate the sentences into English.
Example: **1** Elle va à la piscine. – She goes/is going to the swimming pool.
1 Elle vais/va à la piscine.
2 Six personnes va/vont au stade.
3 Je vas/vais souvent au cinéma.
4 Tu vas/va à la patinoire.
5 Elles allons/vont tous les jours au centre commercial.
6 Vous allez/allons au centre de loisirs?
7 Il va/vont au café avec son frère.
8 On va/vais tous les weekends au parc.
9 Nous allez/allons au chât…

Translate the following sentences into French.
Example : I think that Blackpool is great!
Je pense que Blackpool est chouette!

1. In my opinion, Blackpool is nice.
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.

Read the text below and say whether the sentence in English are true (vrai) or false (faux).
Salut Nadia!
Je vais déménager demain! Je vais habiter maintenant dans une petite maison, dans une grande ville. C'est une maison de six pièces. Dans la ville il y a un grand parc, un stade de foot mais il n'y a pas de piscine.

J'aime ma nouvelle maison, mais je voudrais habiter dans un vieux château avec un très grand jardin où on peut jouer au tennis. **Yasmine**

1. Yasmine is going to live in a small house in town.
2. There are seven rooms in the house.
3. In the town there is a swimming pool
4. She would like to live in an old castle.
5. She would like to have a garden where she can play tennis.

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Ancient religions

Ancient Egypt

The Ancient Egyptians believed that if a person had lived a righteous life they would move onto the afterlife, known as Aaru.

When a person died they would undergo a process called mummification, in which a person would be embalmed and wrapped in linen bandages. The body would be then placed in a tomb, with everything a person would need in order to pass on to Aaru, a paradise reached by only those who were good in life.. These tombs were very simple for the everyday person, but the wealthier you were the better and more secure your tomb would be. The largest tombs found are Pyramids, which were built by some Pharoahs, the ancient rulers of Egypt.

The first mummification took place in mythology, with the God Osiris being the first mummy. After his death his with, Iset, prepared his body for the afterlife. Ancient Egyptians believed that a person brought to the afterlife by Anubis, before being judgedby Osiris, determining their path to the afterlife

Ancient Greece

Ancient Greeks also believed in numerous gods (polytheism) and believed there were different places a person could end up after they passed away. If they had lived a good life and were remembered by the living they could enjoy the sunny pleasures of Elysium; if they were wicked then they fell into the darker pits of Tartarus while, if they were forgotten, they wandered eternally in the bleakness of the land of the god Hades.

Norse afterlife beliefs

In Norse tradition, there were different places a person could move onto after death, depending on their role in life. It was believed that Viking warriors would move on to Valhalla, The people who reside in Valhalla are known collectively as the Einherjar, and they prepare for Ragnorok, the norse belief similar to the Abrahamic belief of the Apocalyse. The god Odin, was said to have ruled over Valhalla.

The other half of the fallen in battled go to live with the goddess Freyja in Fólkvangr, a beautiful and peaceful place, but if died of old age or illness you went to Hellheim, ruled over by the goddess Hel, daughter of Loki.

Modern religions

The Abrahamic Faiths

The Abrahamic Faiths consist of Christianity, Islam and Judaism. In terms of the afterlife each of these religions believe that after a person dies they move on to Heaven (Paradise in Islam) or Hell, depending on the way they have lived their lives. Each of these religions have funeral rituals which include burial and cremation. These services are not only a time of remembrance but also an opportunity to pay respects to those who have moved on. In Christianity, those who are buried may have a grave to mark the location of their burial, so family members and loved ones can pay their respects in the years after the person has passed on.

When a person dies, each of these faiths believe that they have a form of judgement day. This is where a person has died and has the good and the bad they have done in their life judge, and their place in heaven or hell determined. In Christianity and Islam, some denominations believe in the concept of purgatory, which is the state in which a soul is cleansed after a person has died, so that they are ready for heaven.

The Eastern Faiths

The Eastern Faiths consist of Sikhism, Buddhism and Hindusim. The key belief surrounding the afterlife in terms of Hinduism and Sikhism is the concept of reincartnation. This is essentially the idea that once a person has died they are reborn again. Depending on whether a person is good or bad determines what they are reborn as - with people who have committed evil in a past life being born as animals. This links to the concept of Karma. The eventual goal of reincarnation is to break the cycle and achieve, what is known as in Hinduism, Moksha. This is where you are able to move on into eternal energy. Buddhists also believe that this takes place after a person dies, following the life cycle known as Samsara. This is similar to a judgment day in the Abrahmaic Faiths, as if you have done bad things during your life, you are reincarnated as a result.

Cultural celebrations

One example of a cultural celebration that links to religious beliefs is the Dia de Muertos (Day of the Dead) in Mexico. Celebrated from October 31-November 2nd. These dates are similar to Halloween that some people may celebrate in western cultures, however the Dia de Muertos is centred around remembering family members and loved ones that have passed on.

This multi-day holiday involves family and friends gathering to pay respects and to remember friends and family members who have died. These celebrations can take a humorous tone, as celebrants remember funny events and anecdotes about the departed. Traditions connected with the holiday include honoring the deceased using calaveras and marigold flowers, building home altars called ofrendas with the favorite foods and beverages of the departed, and visiting graves with these items as gifts for the deceased
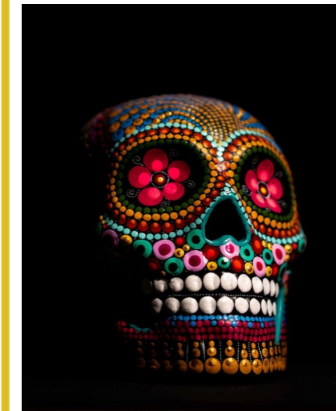
KEY VOCABULARY/TERMS

Afterlife, Heaven, Hell, Aaru, Osiris, Iset, Mummification, Anubis, Hieroglyphics, Hades, Temple, Valhalla, Funeral Pyre, Odin, Purgatory, Reincarnation, Moksha, Monotheism, Polytheism

RE Knowledge Organiser
The Afterlife

Quiz questions

What is the cycle of life called in Buddhism?	
Where is Dia De Muertos celebrated?	
What are the people who passed on to Valhalla called in Norse mythology?	
What were the two names for the afterlife in Ancient Greece?	
Who was the first Mummy?	
What is Purgatory?	
Give an example of a type of tomb in Ancient Egypt	
What are the two names for the afterlife in the Abrahamic faiths?	
Give two types of funeral ritual that takes place in the Abrahamic faiths	
What is the Dia De Muertos celebration centred around?	
Which god was believed to have ruled over the underworld in Ancient Greece?	
Who is Hel in Norse mythology?	
When is the Dia De Muertos celebrated?	
What is the goal of reincarnation?	
If a person was to live a bad life, what might they be reincarnated as?	
Who led Ancient Eygptians to the afterlife?	
What are the Abrahamic Faiths?	
What does Polytheism mean?	

Causes of restoration of the monarchy

1. The rule of the Army was unpopular, people were fed up with harsh punishments
2. People did not want the harsh religious policies
3. Republican leaders were divided
4. There was lots of corruption in Government
5. There was a risk the country might become lawless and fall into another Civil War.

Life under Puritan Cromwell

- Cromwell ruled England on his own like a King between 1653 and 1658
- banned Christmas and Easter celebrations
- removed decorations and stained glass windows in Churches
- allowed Jews to live in England for the first time in 300 years
- refused to listen to the Levellers' demands for every man to have the right to vote and equal legal rights.
- banned playing sport on Sundays
- banned pubs, theatre and dancing
- banned Catholic practises

Life under party King Charles II

- ruled England as King from 1660 until his death in 1685.
- Allowed people to celebrate festivals again, like Christmas and Easter
- Reinstated the playing of most sports, dancing and theatre
- Held lots of parties himself and encouraged drinking alcohol
- Lots of new fashions were developed during his rule.
- all faiths were tolerated, including Catholicism
- The harsh punishments imposed by Cromwell were lifted, meaning people were no longer scared of execution

Key Dates

Date	Event	Description
1649	Charles Executed	England becomes a Republic under Oliver Cromwell and Parliament.
1649	Irish Massacre	Cromwell massacred thousands of people in Ireland.
1653	Cromwell became Lord Protector	He acted like a King and had complete control.
1658	Cromwell Dies	His son Richard becomes Lord Protector
1660	Monarchy Restored	Charles II becomes King after parliament ask him back.
1665	Great Plague	The great plague kills 100,000 mainly in London
1666	Great Fire of London	Fire of London destroys ¼ of the city.

The Great Plague

Who	Great plague took place in in England in London. It killed an estimated 100,000 people.
What	A disease caused by bubonic/pneumonic plague. It was carried by fleas on rats and humans.
Where	London. Many rich people fled London to try and avoid the plague, which meant it spread to the countryside.
When	The outbreak took place over 18 months in 1665. This was the last major outbreak in England.
Why	Medicine was limited, and (most people thought that bad smells caused illness. Doctors were too expensive.

Key Vocabulary

Commonwealth	Lord Protector	Periwig	Republic
Political structure in England after Charles I was executed.	Ruler of England. Acted like a King.	Type of wig, worn in 17 and 18th centuries.	Country that is not ran by a monarch.

Quiz questions

Question	
1. Why was the rule of the army unpopular?	
2. What celebrations did the Puritans ban?	
3. Which group did Cromwell allow to live in England again?	
4. When did Cromwell rule England?	
5. How did Cromwell change churches?	
6. Which two events happened in 1649?	
7. What title did Oliver Cromwell take?	
8. In what year was the monarchy restored?	
9. What years did Charles II rule?	
10. How did Charles II change the church?	
11. What did Charles do to Cromwell's punishments?	
12. Give one thing Charles was well known for.	
13. When was the Great Plague?	
14. What did people believe caused the plague?	
15. How many people did this plague kill?	
16. When was the Great Fire of London?	
17. What was the Commonwealth?	
18. What is a republic?	

1 - Beast from the East

This was an extreme weather event in the winter in the UK.

Where and when:
1st March 2018, eastern parts of UK, spreading to the west.

Cause:
A Polar Continental air mass travelled across the North Sea.

It was very cold and picked up lots of water vapour which caused snow.

Impacts:
8000 road accidents

9 deaths

Roads blocked

empty shelves in shops.

Responses:
'Red' weather warning issued

Trains and flights cancelled

Roads cleared by highways agency

Locals brought food and blankets to those trapped in cars.

2 - Heatwave

This was another extreme weather event in the UK. They are expected to become more common due to climate change.

Where and when:
South East England, from 25th July 2019

Cause:
A high pressure system from northern Africa which stayed stationary for a number of days.

Impacts:
Thunderstorms and flash flooding

900 extra deaths

fires and damage to railway tracks and cables.

Responses:
Level two alert from Public Health and the Met Office

Advice to stay indoors and check on elderly neighbours

Buying fans and finding ways to stay cool.

3 - Monsoon

This is an annual weather event in parts of Asia due to prolonged periods of heavy rain which cause widespread flooding.

Where and when:
Every year between May and September in Pakistan, India and Bangladesh.

Cause:
A seasonal shift in wind patterns, with moist air from the Indian Ocean moving northwards to areas of low pressure over land.

Impacts:
Flooding which damages homes, infrastructure and farmland.

Landslides in hilly and mountainous regions.

People are displaced from their homes.

Responses:
Early warning systems alert

Evacuations take place

Emergency aid is provided

Dams and levees are built

Education campaigns introduced

4 - Key terms

Extreme weather A weather event is significantly different from the average or usual weather pattern.

Polar continental air mass originating over the snow fields of Eastern Europe and Russia.

Heatwave A period of at least three consecutive days with maximum temperatures meeting or exceeding the threshold. The threshold varies from 26 - 28°C depending on the UK county.

Met Office the national meteorological service for the UK.

Monsoon A seasonal wind which brings heavy rain over a period of months to countries around the Indian Ocean.

1 - Beast from the East

1. What type of weather event was the Beast from the East?
2. When did the Beast from the East strike?
3. Which parts of the UK were affected?
4. What caused the Beast from the East?
5. Which two features of the air mass resulted in snow?
6. How many road accidents were there?
7. How many people died?
8. What impacts did the Beast from the East have?
9. What was done to warn people about the storm?
10. How did people respond to cope with this extreme weather event?

2 - Heatwave

1. Why will heatwaves in the UK become more common?
2. When did this heatwave take place?
3. What parts of the Uk were affected?
4. What caused the heat wave?
5. Why was the air so hot and dry?
6. How many people died as a result of the heat wave?
7. What were the impacts of the heatwave?
8. What were people advised to do?
9. What was done to warn people?
10. How did people respond to cope with this event?

3 - Monsoon

1. How often do monsoons take place?
2. Where do monsoons occur?
3. When do monsoons occur?
4. What causes the monsoon?
5. What type of weather is experienced?
6. What gets damaged by floodwater?
7. What are the impacts?
8. What is done to try and prevent loss of life?
9. What do you think is included in 'emergency aid'?
10. What is done to reduce damage?
11. Why might there be food shortages?
12. Why do people choose to live in areas affected by monsoons every year?

4 - Key terms

1. What is extreme weather?
2. What is a polar continental air mass?
3. What is a heatwave?
4. How long does the period of extreme heat have to last for it to be termed a heatwave?
5. What is the Met Office?
6. What is a monsoon?
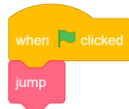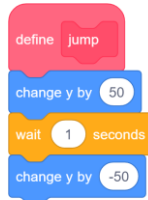7. Over what period of time do monsoons take place?

Scratch lists

The following blocks can be used to program lists:

- `add thing to list ▾` — Adds an item to the end of a list

- `delete 1 of list ▾` — Deletes the item of a list with a given number, decreasing the numbers of later items by 1

- `delete all of list ▾` — Deletes all items of a list

- `insert thing at 1 of list ▾` — Inserts an item at a chosen point in a list, increasing the numbers of later items by 1

- `replace item 1 of list ▾ with thing` — Replaces an item in a list with a new item

- `list` — A reporter block with few uses; however, this can be used as a Stage Monitor

- `item 1 of list ▾` — A reporter block that reports the value of an item in a list

- `item # of thing in list ▾` — Reports the index in a list where a value first appears, or reports 0 if no list item has the value

- `length of list ▾` — A reporter block that reports how many items a list contains

- `list ▾ contains thing ?` — A boolean block that checks whether a list contains a given value

- `show list list ▾` — Shows the specified list's stage monitor

- `hide list list ▾` — Hides the specified list's stage monitor

Subroutines

Subroutines can be called whenever you need them, and in any order you want.
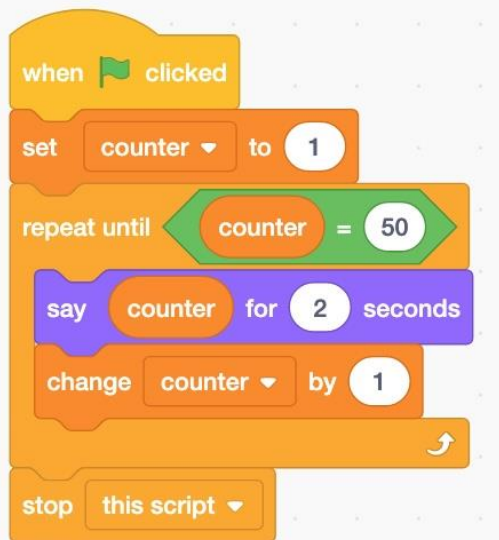
Once a **subroutine** is written and working, the instructions inside become less important.

Subroutines help break down a problem into small manageable chunks. This in known as decomposition.

```
define jump
change y by 50
wait 1 seconds
change y by -50
```

```
when 🚩 clicked
jump
```

Condition-controlled iteration

This is a simple example of **condition-controlled iteration**. When the script is run the **sprite** counts from one to 50, then stops.

```
when 🚩 clicked
set counter ▾ to 1
repeat until counter = 50
    say counter for 2 seconds
    change counter ▾ by 1
stop this script ▾
```

Key Terms

Decomposition	Breaking down a problem into smaller chunks.
Subroutine	In computer programming, a **subroutine** is a sequence of instructions that perform a specific task.
Condition-controlled iteration	**Condition-controlled iteration** will execute a command until the condition you set is met.
Lists	A **list** (called an array in other programming languages) is a tool that can be used to store multiple pieces of information.
Iteration	Repeatedly executing instructions.
If block	Allows you to check a **condition** and perform an operation if the condition evaluates to true.
Repeat	The **block** that makes an instruction happen more than once.
Extension	A way of expanding the capabilities of a program

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What I need to know:

Do you understand key terms?

Can you explain why decomposition is useful? Give an example to explain your answer.
What are subroutines used for?
Explain the difference between the two blocks created when you create a "My Block"
What is the difference between count-controlled iteration and condition-controlled iteration?
What are the three blocks used to create loops in scratch? Give an example of when you would use each one.
What is the main difference between a variable and a list?
Give two example of why lists are useful in Scratch.
What does decomposition mean in computer programming?
Give two examples of how you would use an If Block in Scratch.
Give two examples of how you could use a Repeat block in a script.
What is an extension in scratch?
What are the three programming constructs?

Can you create your own scripts?

Write a script to calculate a times table for any number.
Create a 60 second timer that says "game over" when the time runs out.
Create a script to roll a 6 sided dice.

What is the following block of code being used for?

```
when [flag] clicked
forever
  set x to 280
  next costume
  repeat until  x position < -220
    change x by -10
```

Can you explain the purpose of this 'if else' script?

```
if  answer = 5  then
  say Correct! for 2 seconds
else
  play sound failed task until done
stop all
```

What calculation does this subroutine perform?

```
when [flag] clicked
maths pro

define maths pro
ask input a number and wait
set number to answer
set number to number * number
say number
```

Can you explain why lists are useful in Scratch?

shopping_list
1 bread
2 milk
3 coffee

+ length 3 =

This script is designed to sum the fractions 1/2+1/3+1/4+ … +1/100. Can you debug the script and explain why it doesn't work?

```
set n to 100
set total to 0
repeat until  n < 1
  change n by -1
  change total by 1 / n
```

INNOVATION

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OBSERVATION STUDIES

	Michael English	Andy Warhol
	Michael English was a British artist known for poster designs and several series of hyper realist paintings. His career started in 1966, painting murals and posters for concerts. In the 1970s, his style developed towards a Hyper Realist style, producing highly detailed and realistic paintings of everyday objects. Posters of his images from this period sold in the millions.	Andy Warhol was an American artist, director and producer who was a leading figure in the visual art movement known as Pop Art. His works explore the relationship between artistic expression, celebrity culture, and advertising. His work became very well known in the 1960's and included such images as the Campbell's Soup Cans (1962) and Marilyn Monroe (1962),.
	He used an airbrush to produce his detailed paintings. He enjoyed using colour and creating paintings that made people look again at objects that they usually took for granted. This was also a method used by the American Pop artists of the 1960's and 1970's. His attention to detail and the use of light, dark and colour make his images look so realistic. To produce his work he copied from photographs as well as real life, often producing pencil drawings before starting the final airbrushed picture.	His work was completed in a variety of media, including painting, silk-screening, photography, film, and sculpture. Some of his best known works include the silkscreen paintings of repeated images, where he would change the colours of each picture to give a different feeling whilst using exactly the same image.
	1941 - 2009	1928 -1987

KEY VOCABULARY

Primary Source – Looking at an actual object in front of you.

Secondary Source – Looking at a picture of an object.

Pop Art – An Art movement from the 1960's whose work was inspired by everyday items.

ASSESSMENT CRITERIA

Creativity - How you use and experiment with a range of materials to produce images.

Critical Understanding - How you have used the ideas of artists to develop your own work.

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Write 3 relevant facts about each artist

Michael English:

Andy Warhol:

Write about your likes/dislikes of the different artist's work

Michael English:

Andy Warhol:

Write the definitions for these words

Primary Source – Looking at an actual object in front of you.

Secondary Source –
Pop Art –

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Key Vocabulary Learn the spelling and meaning of each word.	
Appliqué	A method where shapes are cut from fabric and sewn by hand or by machine onto a background to create an image or picture.
Transfer paint	– a special paint that is used to paint a design onto paper and then transferred onto fabric using the heat press.
Hand Embroidery	The art of working raised and ornamental designs on fabric with a needle.
Heat press	Large metal plates that lock together and are used instead of an iron to transfer the design from paper to fabric.
Fabric pens	Like felt tip pens but can be used on fabric.
Resist dyeing	A resist is something added to the fabric to stop it from absorbing the dye. Wax is used in batik, while string or rubber bands are used in the tie-dye process.
Machine embroidery	To use the sewing machine to create decorative stitching.
Free machine embroidery	To use the sewing machine to draw designs freehand.
Embellish	To add other decoration to the fabric.

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Key Vocabulary Write out the definition of the keywords.	
Appliqué	
Transfer paint	
Hand Embroidery	
Heat press	
Fabric pens	
Resist dyeing	
Machine embroidery	
Free machine embroidery	
Embellish	

blue + yellow = green

yellow + red = orange

red + blue = violet
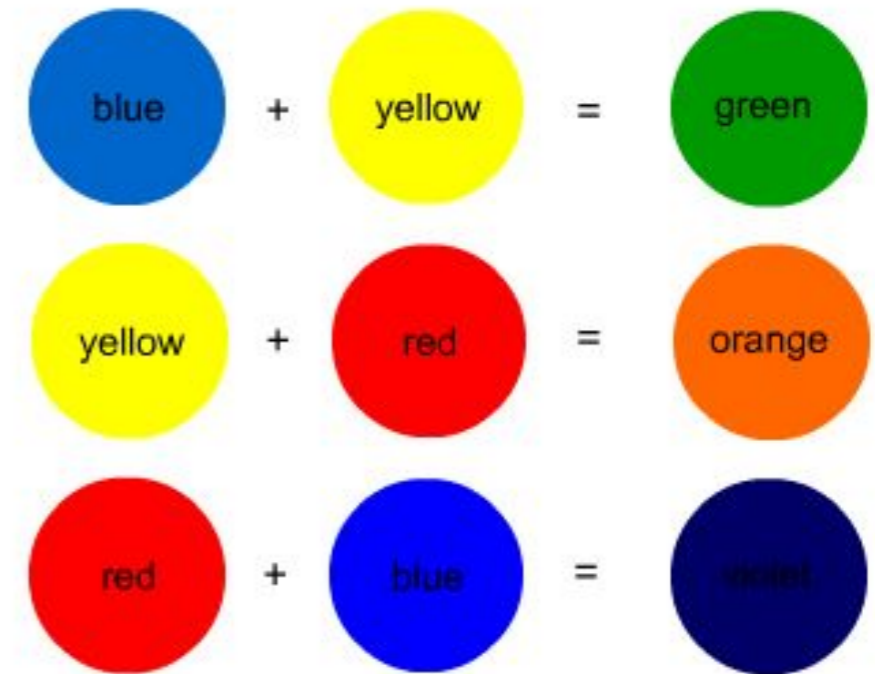
You will dye your fabric using two primary colours.
Your final colour will be green, orange or purple.

Which colour will you pick?

Fibre – essential but <u>not</u> a nutrient.

Provided by – fruit, vegetables and cereals.
Function – prevents constipation, helps the passage of food through the digestive system (transit time).
Lack of – causes constipation, diverticulitis.
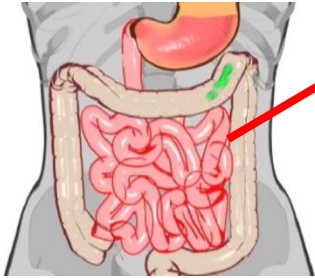
Diverticulitis is caused when **undigested** food or faecal matter gets stuck in the pouches, which in turn causes discomfort. This stops the circulation of blood to this particular section making the area vulnerable to an invasion by bacteria. This affects the bowels capacity to remove waste which results in constipation, diarrhoea, and cramps.

Water - essential but <u>not</u> a nutrient.

Provided by – fruit, vegetables and drinks.
Needed for – it helps get rid of waste and regulates temperature.
Lack of – dehydration, chapped lips.

Dehydration is a condition that occurs when the loss of body fluids, mostly water, is greater than the amount that is taken in. With dehydration, more water is moving out of our cells and then out of our bodies than the amount of water we take in through drinking.

Year 8 Food Knowledge Organiser
Nutrition: Fibre and Water

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Use the information to answer the questions in your reflection log.
Use full sentences.

1. What foods provide fibre in the diet?

2. What is the function of fibre in the diet?

3. What happens if you do not get enough fibre in the diet?

4. Along with constipation and cramps, what other symptoms may you have if you are suffering from diverticulitis?

5. Why is water important in the diet?

6. What foods provide water?

7. State two functions of water in the diet.

8. What happens if you do not have enough water?

9. Explain what dehydration is.

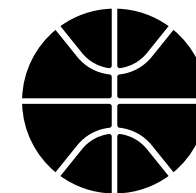**KEY VOCABULARY/ TERMS**
Learn the spelling of each word and look up any you do not know.

Fibre	Function	Constipation	Diverticular
Hydrated	Regulate	Dehydration	Fluid

Fibre

KS3 | BASKETBALL BASIC RULES

Big picture: To develop knowledge and understanding of the basic rules and skills in basketball

Basic Rules of a game of basketball

Players per team

A basketball team can have a maximum of five players on the court.

Remaining inside the court

During gameplay, the player with possession of the ball must stay within the designated inbounds lines marked on the court. If a player steps out of bounds or touches this line with their foot while holding the ball, the referee will award possession to the opposing team

Inbounding the ball

After the attacking team scores a basket, the opposing team receives possession of the ball. One of their players has to inbound the ball from a designated spot on the sidelines of the court to resume gameplay. The player has five seconds to pass the ball to another player on his team, or else the team loses possession.

Double Dribble

Basketball players may only advance the ball by passing or dribbling (bouncing the ball on the floor) as they move up and down the court. If a player stops dribbling, they may not resume; instead, they must pass the ball or shoot it. If an offensive player with possession of the ball stops then continues dribbling before passing or shooting, the referee will call a "double dribble," and the opposing team gets the ball.

Travelling

Players may only advance the ball by dribbling it. If they run while holding the ball, they are traveling. Referees will issue a traveling call, and possession of the ball will go to the opposing team.

Restarting after scoring

After a team scores a basket, the ball is returned back to the opposition to start again.

How to perform these skills in badminton

Passing (chest/bounce/overhead)

How to perform a chest pass

- Fingers spread (W shape)
- Elbows tucked in
- Transfer weight forward
- Push the ball
- Extend and follow through
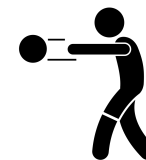
Dribbling

- Head up
- Extend arm and snap wrists
- Use fingers to control the ball
- Don't dribble to high
- Shield the ball with the other arm.

Rebounding

- Underneath the basket
- Eyes on the basket
- Box out
- Jump high and catch at the top of jump
- Bring into chest to secure the ball.

Shooting

- Balance your body and feet
- Eyes on the target
- Elow at 90degrees
- Follow through with wrist

Attacking/Defending

There are two basic types of defence: man-to-man defence, and zone defence.

A basic attacking strategy is a fast break where attempts to move the ball forward as quickly as possible

Linking skills

Can you link these skills in a controlled practice and competitive environment?

HOMEWORK | SUPPORT | UNDERSTANDING

These questions, key terms and links can all be used for homework/ home learning on this topic

Key Questions

1. How many players are on a basketball team?

2. Explain the how a player must remain in the court.

3. Explain the double dribble rule.

4. How many seconds does the player have inbound the ball?
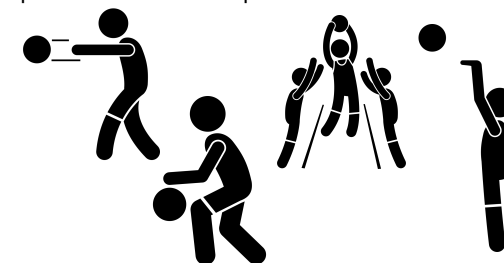
5. Explain the travelling rule.

6. Draw and label a basketball court.

7. Explain how to perform a chest pass

8. Explain how to perform the dribble in basketball.

9. Explain how to perform a rebound in basketball.

10. Explain how to perform the shooting technique.

Key Terms

Rules - one of a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity.

Court - a quadrangular area, either open or covered, marked out for ball games such as tennis or squash

Double dribble - an illegal action that happens when a player dribbles the ball with two hands at the same time or starts to dribble again after stopping.

Travelling - the action of taking more than the allowed number of steps (typically two) while holding the ball without dribbling it, treated as a violation.

Inbound - throw (the ball) from out of bounds, putting it into play.

Baseline - the line marking each end of a court.

Sideline - either of the two lines bounding the longer sides of a , basketball court or similar playing area.

Skill development - the process of (1) identifying your skill gaps, and (2) developing and honing these skills.

Youtube Links

The Rules of Basketball - EXPLAINED! - Ninh Ly
https://www.youtube.com/watch?v=wYjp2zoqQrs

Basketball Positions and Roles | Basketball- Sikana English
https://youtu.be/4_4CymXARWQ

Traveling | Basketball - Sikana English
https://youtu.be/cGXFXEJUEpI

Basketball Violations | Basketball - Sikana English
https://youtu.be/-I7hpepS5e4

Dribbling: Stopping and Driving | Basketball- Sikana English
https://youtu.be/FlDeOlcq278

How to Dribble | Basketball - Sikana English
https://youtu.be/7oIruC7gva8

How to Shoot | Basketball - Sikana English
https://youtu.be/SyvuSxCyfi0

The Jump Shot | Basketball- Sikana English
https://youtu.be/qhgs5ZODc4A

Catching an Opponent's Rebound | Basketball - Sikana English
https://youtu.be/xytOab81wFc

KS3 | LEADERSHIP HEART

Big picture: I can design and lead drills and warm-ups.

Expectations

Objective of Leadership
Leading group tasks including a warm up to build confidence.

3 Stage warm-up

Pulse Raiser
This is light exercise that slowly increases the heart rate and gradually increases body temperature. For example, jogging, skipping, cycling.

Stretch
Muscles is deliberately flexed or stretched in order to improve the muscle's felt elasticity and achieve comfortable muscle tone. The result is a feeling of increased muscle control, flexibility, and range of motion.

Sports Specific
This will allow you to simulate at low intensity the movements you are about to perform at higher intensity during your chosen activity.

3 Stage Warm-ups

1 Pulse raiser
Light exercises e.g. Jog

2 Stretches
Dynamic e.g. High knee, arm rotations etc.

3 Sport/Activity Specific
Exercise that are specific to the activity.

How to lead

1 Organising your group
Organise your group into the coloured bibs

2 Group leader(s)
One or two people to take the lead.

3 Leading activities
Start to lead basic drills.

The drill

1 Organising equipment
Organise your group into the coloured bibs.
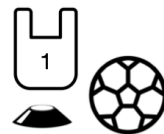
2 Set up
Set up the drill.

3 Run the drill
Performed the drill wit your group.

How to lead a DRILL

1 Organising equipment
Organise your group into the coloured bibs.

2 Set up
Set up the drill.

3 Run the drill
Performed your drill with your group.

4 Discuss/Feedback
Receive or give feedback to improve performance.
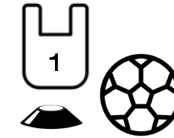
Progressing a drill

This is a simple shooting drill with no pressure.

Adding a defender could be a progression in this drill to make it more difficult.

HOMEWORK | SUPPORT | UNDERSTANDING

These questions, key terms and links can all be used for homework/home learning on this topic

Key Questions

- What are the 3 components of a warm up?
- What activities are involved in a pulse raiser?
- What dynamic stretches can be performed during the 2nd stage?
- What does sports/activity specific mean?
- Why is it important to warm up correctly?
- What is a scenario?
- How can I lead once given a drill?
- What skills do I need to lead a group?
- Is my practice the same as the scenario?
- How can you be successful as a group?
- What does the drill look like?
- How can you lead your group in the specific drill?
- What are the qualities of a leader?
- Do all the people in your group have a role to play?
- Can you create a progression in your drill?

Key Terms

Warm-Up - *noun*
A period or act of preparation for a match, performance, or exercise session, involving gentle exercise or practice.

Pulse Raiser - *noun*
This is light exercise that slowly increases the heart rate and gradually increases body temperature

Stretching - *noun*
Stretching is a form of physical exercise in which a specific muscle or tendon (or muscle group) is deliberately flexed or stretched in order to improve the muscle's felt elasticity and achieve comfortable muscle tone. The result is a feeling of increased muscle control, flexibility, and range of motion.

Dynamic Stretching - *noun*
Dynamic stretching involves making active movements that stretch the muscles to their full range of motion.

Static Stretching- *noun*
Static stretching is probably the most familiar type of stretching. This involves stretching a muscle to near its furthest point and then holding that position for at least 15 or 20 seconds.

Heart Rate- *noun*
The speed at which the heart beats.

Youtube Links

https://youtu.be/HH32ZM0qm2s- LINK

https://youtu.be/ejiuZsEVhrw LINK

https://youtu.be/tZg3H3y7sOg LINK

KS3 | HANDBALL SKILLS/TACTICS

Big picture: To develop knowledge and understanding of attacking and defending play in handball

Defensive in handball

Defending

Defending in handball is strategically preventing the opposition gaining a clear sight on goal and denying goal scoring opportunities. Individual defending techniques include blocking and tackling, while this should be progressed into defending in units and as a team.

Blocking

Blocking with the arms is used to stop an attackers shot at goal or to support the goalkeeper by covering a part of the goal.

Man to Man

In a man-to-man defence, those defenders are generally teammates staying close to their own assigned offensive player, and thus are often not in a good position to offer help should a weaker defender be eluded by the offensive player he is trying to guard.
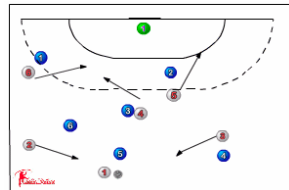
6-0 defence

The 6-0 defence is the simplest form of defence for new beginners. All the players are standing just outside the goal line and the principle is, that no one is allowed to run behind the defending players.
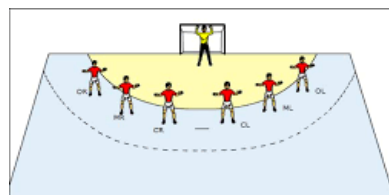
Attacking in handball

Attacking

Attacking players aim to score by throwing the ball into the opposing goal. In possession of the ball..

- … a player may take a maximum of 3 consecutive steps and may bounce the ball as much as desired. If the player catches the ball, they can not bounce it again and must take a maximum 3 further steps, pass or shoot.

- … a player is not permitted to enter the goal area. Players may jump towards it (e.g. to shoot) providing the ball is released prior to landing inside the 6-metre line.

Body feints

Body feints are performed mainly by using the trunk and legs and involve a shift of balance and weight. This can take place with or without the ball. Body feints are used to free the player from the opponent and to get a better position for receiving or passing the ball.

Fast Breaks

A fast break is a swift attack from a defensive position in handball. Fast break should become a starting point for every attack in modern handball. Fast break can begin from the intercepted ball, after a free-throw, side-throw, referee's throw-in or goalkeepers-throw which occur as a result of different mistakes of the attackers, after a blocked shot or a ball won and after a successful goalkeeper's defence.
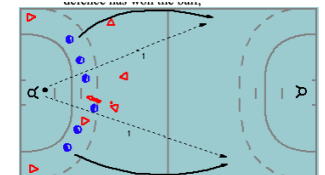
HOMEWORK | SUPPORT | UNDERSTANDING

These questions, key terms and links can all be used for homework/ home learning on this topic

Key Questions

1. What are you preventing when defending in handball?

2. What is a technique that can be used to defend in handball?

3. Explain the man to man strategy in handball.

4. Explain the 6-0 defence in handball.

5. Draw a picture of the 6-0 defence in handball.

6. What is the aim of attacking in handball?

7. Explain the dribbling and the jump shot rule.

8. When can body feints be used?

9. Why are body feints used?

10. What are fast breaks and how are these started?

Key Terms

Defending -Defending in handball is strategically preventing the opposition gaining a clear sight on goal and denying goal scoring opportunities.

Attacking - making a forceful attempt to score or otherwise gain an advantage.

Man to man strategy - Man-to-man defence, or man defence, is a type of defensive technique used team sports in which each player is assigned to defend and follow the movements of a single player on offence

6-0 defence - All the players are standing just outside the goal line and the principle is, that no one is allowed to run behind the defending players.

Dribbling- take (the ball) forwards past opponents (in handball) by continuous bouncing.

Jump shot - a shot made while jumping.

Body feints - making the opponent think you are going to move in one direction so that you can quickly move the other way.

Fast breaks - a swift attack from a defensive position in handball.

Graphic Design Knowledge Organiser
Year 8

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Components of Graphic design

Colour - According to the way our natural senses function Colour is the most influential, followed by Shapes, Symbols, and finally Words. It can attract your attention, change your mood and plays a major part in how we see and define things. Colour has the power of persuasion. Graphic designers use the colour wheel to create colour schemes that work successfully.

The colour wheel is set out into primary colours, secondary colours and tertiary colours. A colour scheme based on related colours
Related colours are any three colours which are side by side on a 12 part colour wheel, such as yellow-green, yellow, and yellow-orange. Usually one of the three colours is the most dominant.
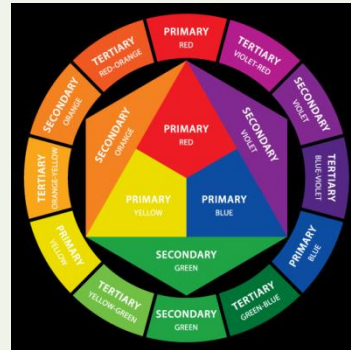
A colour scheme based on complementary colours
 Complementary colours are any two colours which are directly opposite each other, such as red and green and red-purple and yellow-green. In the illustration above, there are several variations of yellow-green in the leaves and several variations of red-purple in the orchid. These opposing colours create maximum contrast and maximum stability.

Tone -This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears.
Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called **highlights** and the darker areas are called **shadows**. There will a range of tones in between the highlights and shadows

Contrast –is the amount of difference between the lightest and darkest tones. It should be combined with a range of mid tones. Contrast in tones can help create a dramatic artwork.

Line - is used to add style, enhance comprehension, create forms, and divide space by being a border around other design elements or divider between them. ... Whatever the line is made up, be it curved, dotted, zigzag or straight, it can effectively define elements in graphic design.

Composition - is the area of graphic design where all the separate elements come together to form a whole. When all of your type, your images, your graphics and colours, come together to form one cohesive design.
A successful composition means that you have arranged, distributed, aligned and compiled your design in a way that not only looks good but is also highly functional and effective

KEY VOCABULARY

Colour, tone, contrast, line, composition

ASSESSMENT CRITERIA

Competence - How you complete and improve your work using the project activities.

Technical ability – experiment with all of the different components of graphic designing explaining every aspect in detail.

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Components of graphic design

Why is colour important in graphic design?
....
....
....

In the boxes below create a colour scheme that uses colours that work well together.

Explain why the colours you used work well.
....
....
Why is tone and contrast important in graphic design?
....
....
....
....
....
In the box below created a shaded area that blends from dark to light.

Why is line important in graphic design?
....
....
....
Why is composition important in graphic design?
....
....
....
In the box below sketch out the design for a business card that will advertise a hand crafted furniture company called 'Bespoke'. Be sure to focus on colour, tone , line and composition.

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