



KNOWLEDGE PREP

YEAR 8

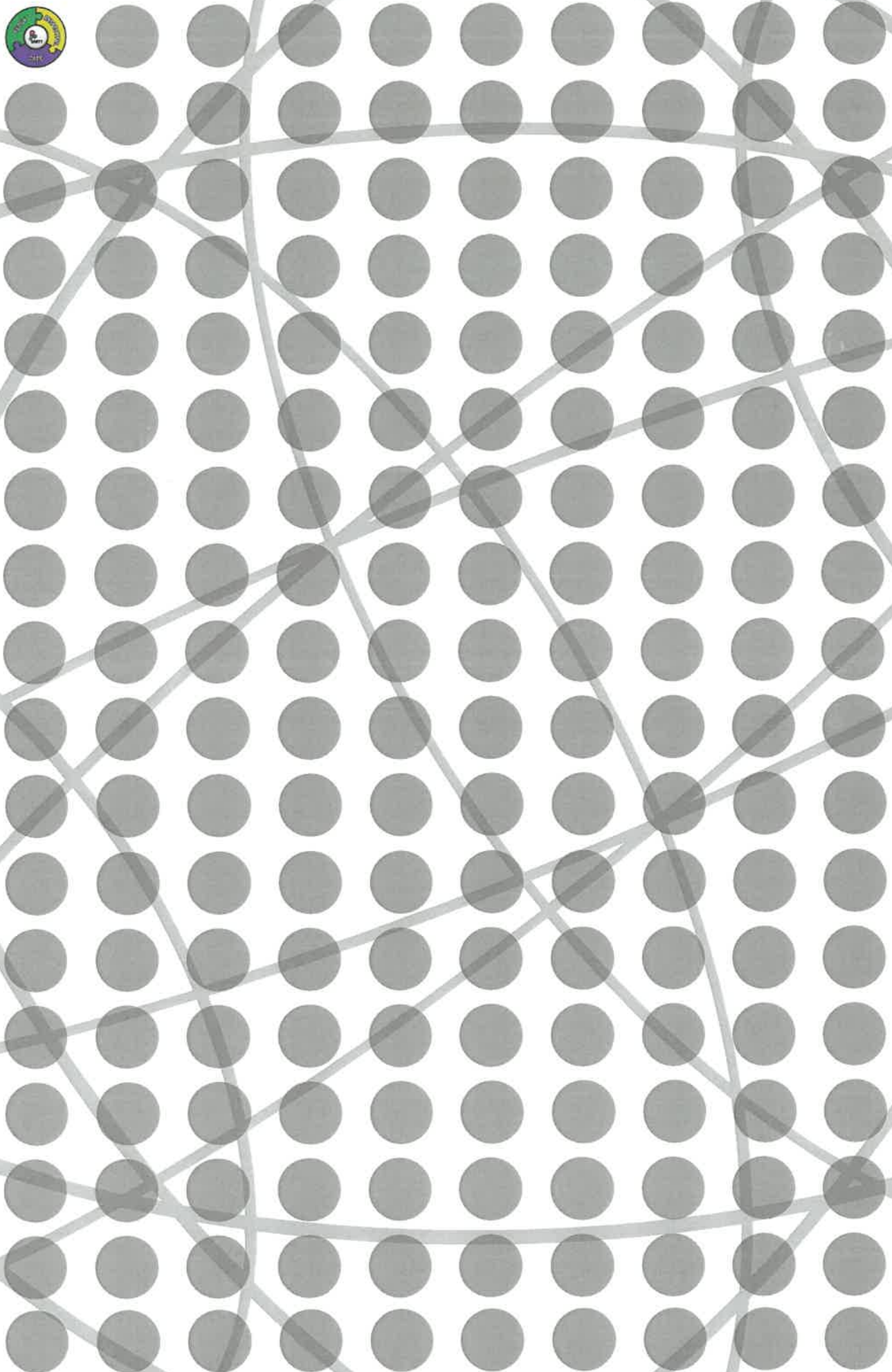
HALF TERM 2

NAME

TUTOR GROUP

ACADEMIC YEAR

RRS STICKERS



Knowledge Organisers and Homestudy

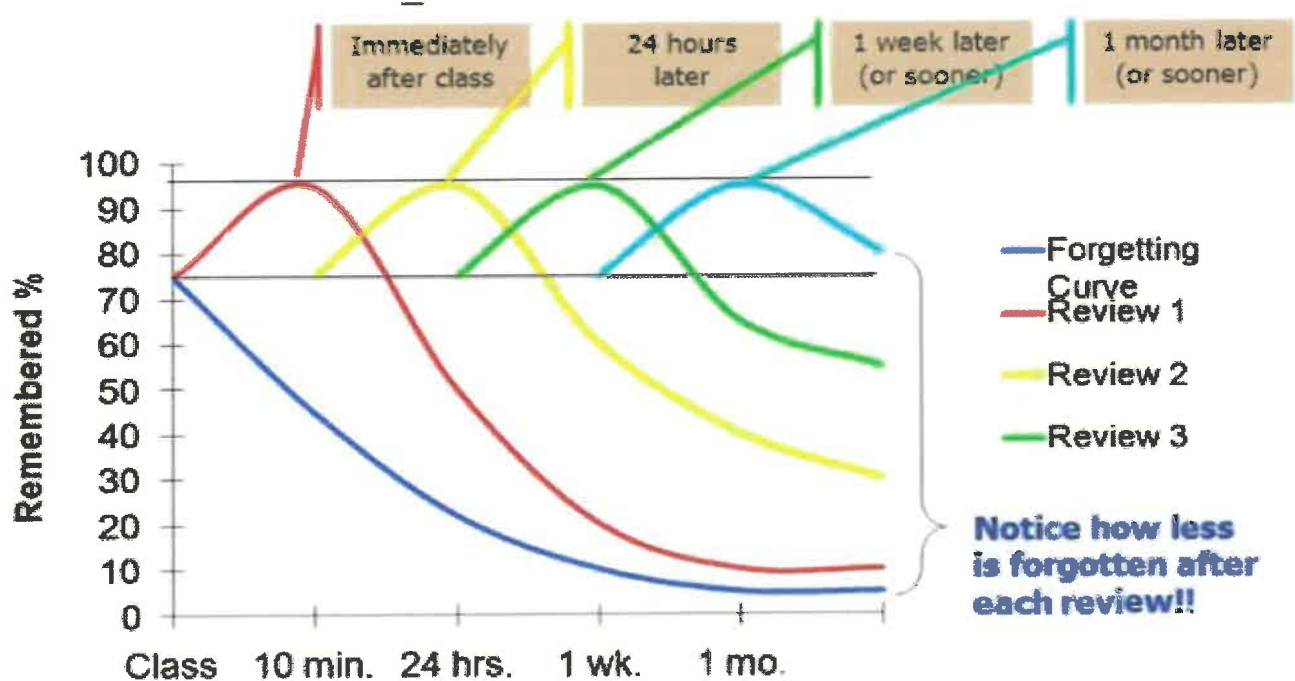
What is a knowledge organiser?

All subjects at Unity Academy produce knowledge organisers for each year group, each half term. A knowledge organiser sets out the Key vocabulary, prior learning links and essential knowledge from a topic on a single page. It is expected that every student will learn and commit this information to memory.

Why do we use knowledge organisers?

The concept of knowledge organisers and retrieval practice is based on vast amounts of scientific research and studies considering how our memory works and how we best learn. They also support in the fact that the curriculum is a knowledge rich curriculum which requires our pupils to gain a wide range of knowledge. When we talk about knowledge, we do not mean knowledge for the purpose of recalling lots of facts but to ensure that learners can retrieve these facts and then apply them to unfamiliar situations or to solve problems.

What does the science say?



The forgetting curve above, is a concept introduced by the German psychologist Hermann Ebbinghaus in the late 19th century. It illustrates the decline of memory retention over time.

If we learn something new, but then make no attempt to relearn that information, we remember less and less of it as the hours, days and weeks go by.

Without regularly reviewing and reinforcing our learning, our ability to retain the information plummets. This decline in memory is not linear, it follows a curve, emphasizing the need for timely reinforcement to counteract the natural fading of memories.

Knowledge Organisers and Prep

How do you ensure that pupils know and remember the essential knowledge?

You will be given a hard copy of the knowledge prep booklet at the start of the half term. You are expected to have this with you as part of your equipment at all times. Staff will likely ask you to use your knowledge organiser within lessons. You will regularly be 'quizzed' on this knowledge in assembly, during lessons through low stakes quizzing, knowledge checks and 'Do Now' tasks.

What does Homework look like for Y8 at Unity Academy?

At Unity Academy, we have an approach to homework (knowledge prep) that is based on knowledge organisers. For knowledge prep, you are expected to learn the information in one or more boxes from the knowledge organiser. You can do this in a variety of ways as shown on the next page. By developing these learning techniques, you are not only learning important information, but developing strategies that will help you with your revision for important examinations. Research shows that the regular completion of quality homework can improve your progress by 5 months ([EEF Research](#)).

Teachers may choose to direct you to complete a particular section of the current knowledge organiser or may even ask you to revise/retrieve information from the previous half terms booklet, so it is important that you keep them safe.

As the purpose of the knowledge prep is for you to develop your own knowledge, teachers may not mark the work you have done. However, teachers will sign to show they have checked that the knowledge prep has been completed. If it has not been completed, parents can be contacted by text. The evidence of learning comes in two forms - low-stakes quizzes in lessons and formal assessments. Students who regularly use the knowledge organisers effectively have a better chance of achieving their target grades.

Students in Y7-9 are expected to complete at least 1 hour of knowledge prep per night across three different subjects (20 minutes each) as outlined below.

Subject teachers will direct you to complete a particular section of the knowledge organiser on the day outlined below. If you do not have that subject on the day outlined, it will be set in the lesson before.

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	English	Art	Maths	English	Maths
Subject 2	Science	Music	Science	History	French
Subject 3	Des Tec	RE	Computer Science	PE	Geography











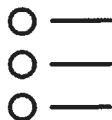



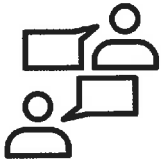



How to use your Knowledge Organiser



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 to 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 link information together. 	Either say or write down your answers. 

A light gray wireframe sphere is centered in the background. It is composed of numerous thin, intersecting lines that form a complex, spherical grid pattern.

CORE

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 Easysp from Noun Project

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

Context

The Supernatural



Created by Ben Jordan 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



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

<p>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</p>	<p>Key Vocabulary - Supernatural, colonisation, patriarchal, Renaissance, motif, imagery, personification, soliloquy, aside, pathetic fallacy, synaesthesia, sonnet.</p>										
<p>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</p>	<p>Shakespeare's use of Dramatic and Linguistic Devices</p> <table> <tr> <td data-bbox="472 349 719 506">Motif</td><td data-bbox="727 349 1495 506">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".</td></tr> <tr> <td data-bbox="472 517 719 808"><i>Imagery</i></td><td data-bbox="727 517 1495 808">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)</td></tr> <tr> <td data-bbox="472 819 719 1043">Personification</td><td data-bbox="727 819 1495 1043">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</td></tr> <tr> <td data-bbox="472 1055 719 1167">Soliloquy</td><td data-bbox="727 1055 1495 1167">An act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.</td></tr> <tr> <td data-bbox="472 1178 719 1279">Aside</td><td data-bbox="727 1178 1495 1279">A remark or passage in a play that is intended to be heard by the audience but unheard by the others.</td></tr> </table>	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.
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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	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 colonisation. 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

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 shallows, 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.

Essential knowledge

- 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

Key Vocabulary

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

Prior learning links

Position and Direction (Y6)

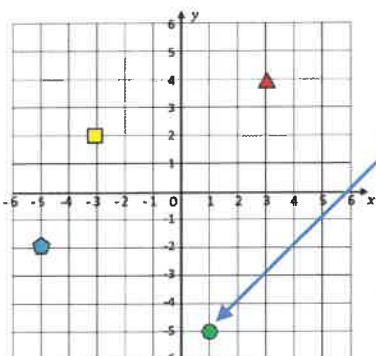
Algebraic Notation and Substitution (Y7)

Co-Ordinates in Four Quadrants

(x, y)

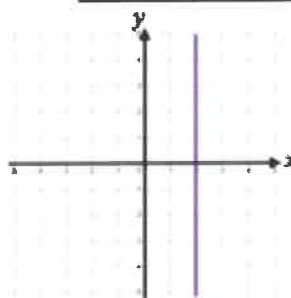
Always position on the x-axis first

Position on the y-axis second



From the origin we moved 1 square in the x axis and negative 5 in the y axis

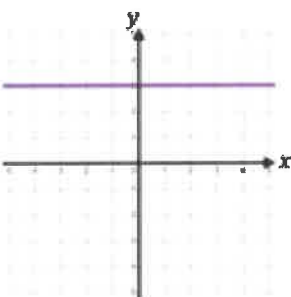
Lines Parallel to the Axes



All lines parallel to the y-axis take the form $x = a$

$$x = 2$$

All points on this line have an x co-ordinate of 2
(2,5), (2,0), (2,-3) etc.



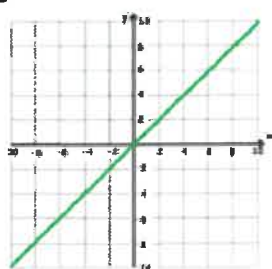
All lines parallel to the x-axis take the form $y = a$

$$y = 3$$

All points on this line have a y co-ordinate of 3
(-4,3), (0,3), (2,3) etc.

Recognise and Use the Line

$$y = x$$



Co-Ordinates on this line:

(3,3)
(20,20)
(0,0)
(-5, -5) etc.

This means that the x co-ordinates and y co-ordinates on this line are always equal.

Plot Lines in the form $y = mx + c$

$$\text{Line Equation: } y = 3x - 1$$

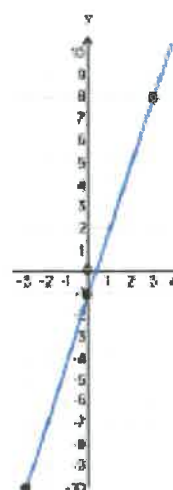
(This means the y co-ordinate can be found by multiplying the x co-ordinate by 3 then subtracting 1)

Generate the co-ordinates in a table

x	-3	0	3
y	-10	-1	8

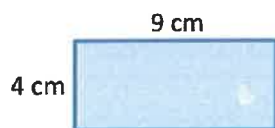
* we need a minimum of 2 co-ordinates but we can be more accurate by generating more

Plot the points and join with a ruler through the graph



Prior learning links

Find the area and perimeter of this shape:



Calculate:

$$0.5 \times 12 \times 8 =$$

$$15^2 =$$

Key Vocabulary

Define the following key words:

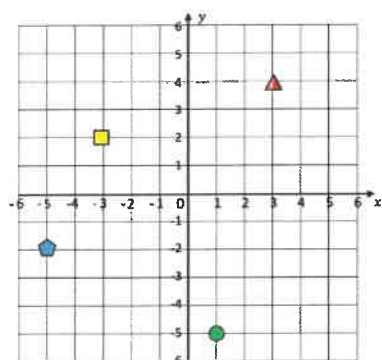
Origin –

Parallel –

Co-Ordinate –

Co-Ordinates in Four Quadrants

What are the four co-ordinates denoted by the shapes on this set of axes?



Triangle:

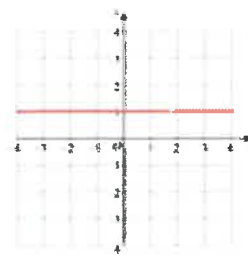
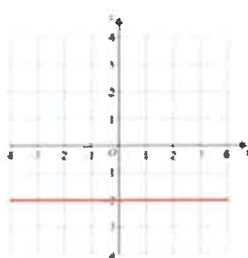
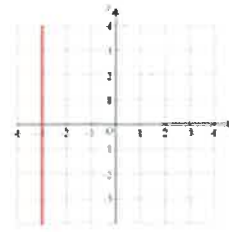
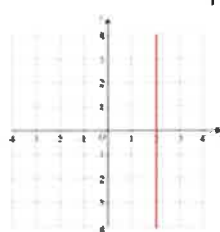
Square:

Circle:

Pentagon:

Lines Parallel to the Axes

Write down the equations of the following graphs



Using the line $y = x$

Decide which of these co-ordinates lies on the line $y = x$

Give reasons for your answer.

(1,1)

(-1,1)

(3,-3)

(4,5)

$(-0.5, \frac{1}{2})$

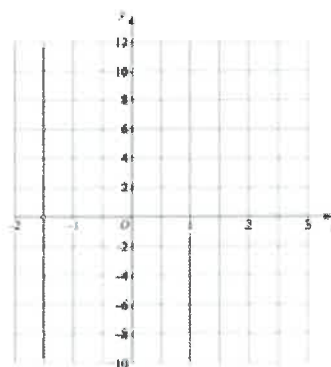
Plotting lines in the form $y = mx + c$

Generate co-ordinates for the line:

$$y = 2x - 4$$

x	-2	-1	0	1	2	3
y						

Plot these points on the graph below.



Working in the Cartesian Plane

Prior Learning Links

- Algebraic Notation
- Substitution

Essential Knowledge

- Label and identify lines parallel to the axes
- Recognise and use basic lines such as $y = x$ and $y = -x$
- Identify positive and negative gradients
- Link linear graphs to sequences
- Plot graphs of the form $y = mx + c$

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)

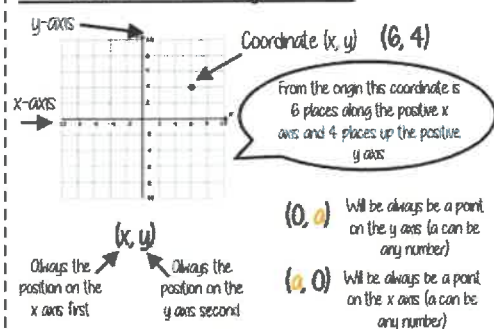
Origin: (0,0) on a graph The point the two axes cross

Parallel: Lines that never meet

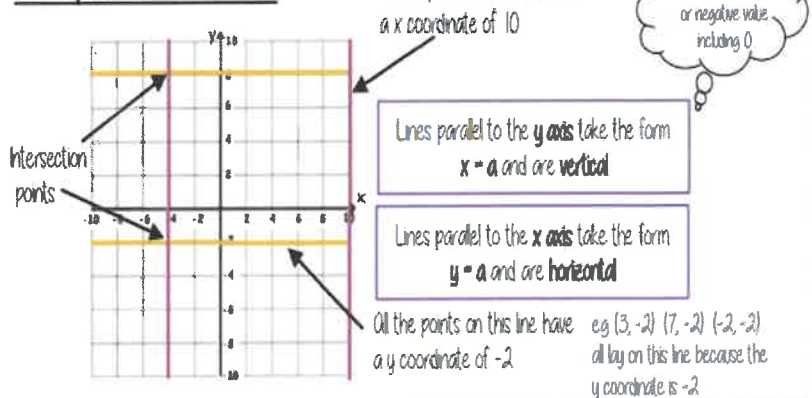
Gradient: The steepness of a line

Intercept: Where lines cross

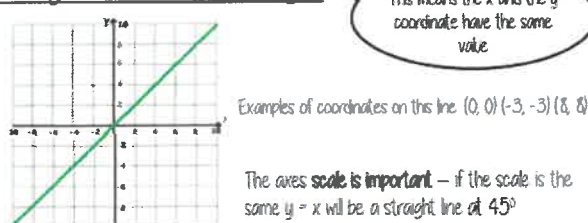
Coordinates in four quadrants



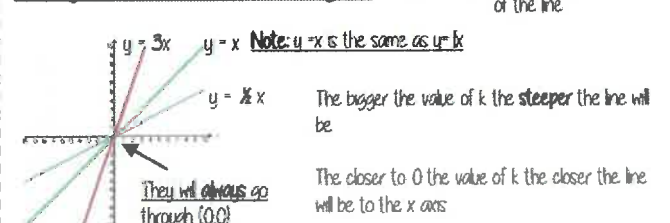
Lines parallel to the axes



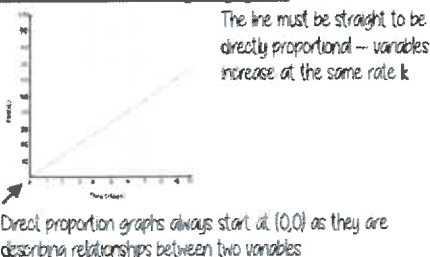
Recognise and use the line $y = x$



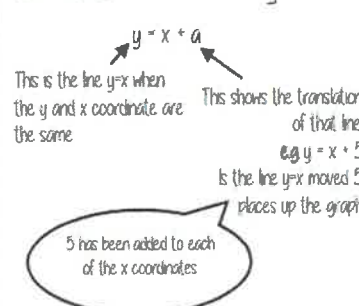
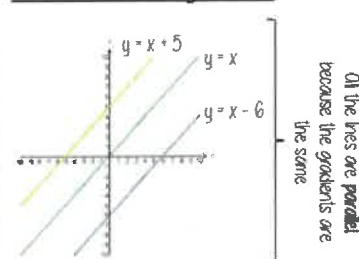
Recognise and use the lines $y = kx$



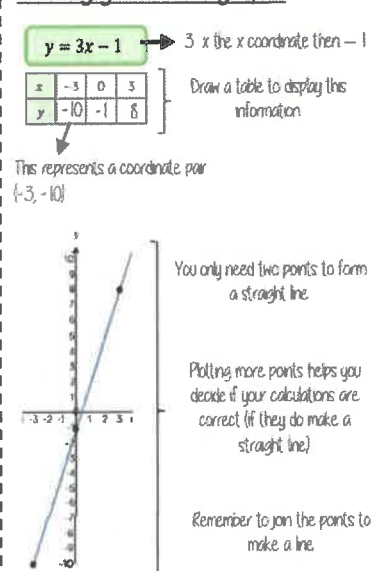
Direct Proportion using $y = kx$



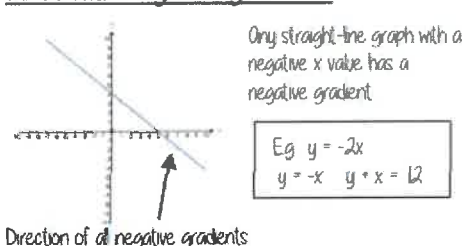
Lines in the form $y = x + a$



Plotting $y = mx + c$ graphs



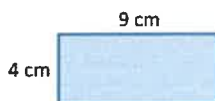
Lines with negative gradients



Working in the Cartesian Plane

Prior Learning Links

1 Find the area and perimeter of this shape.



2 Calculate

(a) $0.5 \times 12 \times 8 =$

(b) $15^2 =$

Key Vocabulary

1 Define the following key words:

(a) Origin

(b) Parallel

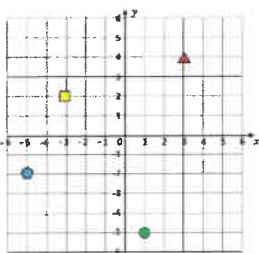
(c) Co-ordinate

(d) Quadrant

(e) Horizontal

Coordinates in four quadrants

1 What are the co-ordinates denoted by the shapes on this set of axes?



(a) Triangle

(b) Square

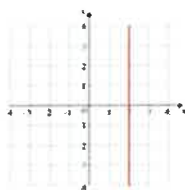
(c) Circle

(d) Pentagon

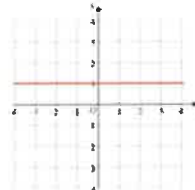
Lines parallel to the Axes

1 Write down the equations of the following graphs

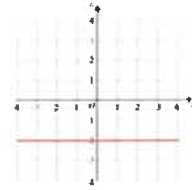
(a)



(b)



(c)



Using the line $y = x$

1 Decide which of these co-ordinates are on the line $y = x$

(a) $(1, 1)$

(b) $(-1, 1)$

(c) $(3, -3)$

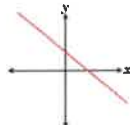
(d) $(4, 5)$

(e) $(0.5, \frac{1}{2})$

Gradient of a line

1 Decide whether the gradient is negative or positive?

(a)



(b)



(c)



Plotting lines in the form $y = mx + c$

1 Generate co-ordinates for both of the lines:

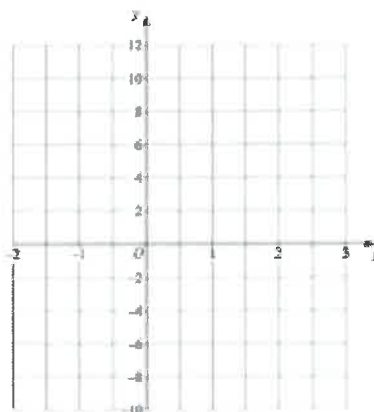
(a) $y = 2x - 4$

(b) $y = 3x + 2$

x	-2	-1	0	1	2	3
y						

x	-2	-1	0	1	2	3
y						

2 Plot both these lines on the graph below.



Direct Proportion Graphs

1 The cost of 4 bananas is 60p. Find the cost of:

(a) 1 banana

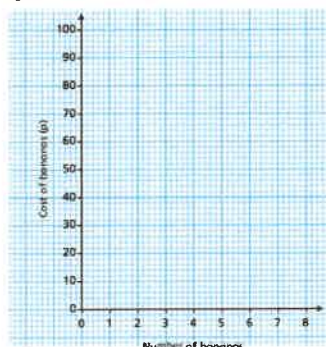
(b) 7 bananas

(c) x bananas

2 Complete the table below showing the cost of the bananas

Number of bananas (x)	1	2	3	4	5	6
Cost of bananas (y)				60p		

3 Plot a graph to show the cost of the bananas



Essential knowledge

- Define correlation and difference between that and relationship
- Define discrete and continuous data
- Write probability as fraction, decimal or percentage
- List outcomes for one or more event

Key Vocabulary

Variable: a quantity that may change within the context of the problem.

Relationship: the link between two variables (items). E.g. Between sunny days and ice cream sales

Correlation: the mathematical definition for the type of relationship.

Continuous: quantitative data that has an infinite number of possible values within its range.

Discrete: quantitative or qualitative data that only takes certain values.

Frequency: the number of times a particular value occurs.

Prior learning links

Fraction, Decimal, Percentage Conversion (Y7)

Probability (Y7)

Discrete and Continuous Data

Discrete Data – Data that can only have specific values e.g. shoe sizes, prices. If there is a large spread of values, we can put the values in groups.

Number of siblings	Frequency
0	2
1	3
2	4
3	2
4	1

Cost of TV (£)	Tally	Frequency
101 - 150		7
151 - 200		11
201 - 250		5
251 - 300		3

Continuous Data –

Data that can be measured using any value e.g. height, weight, distance.

x (Weight)	Frequency
$40 < x \leq 50$	1
$50 < x \leq 60$	3
$60 < x \leq 70$	5

The groups have inequalities because the values could be anything between those parameters

Probability as Fraction, Decimal or Percentage

The probability of flipping a coin and landing a head:

$$\frac{\text{Head}}{\text{Head or Tail}} = \frac{1}{2}$$

This can only be described in decimal terms:

$$\frac{1}{2} = \frac{5}{10} = 0.5 \text{ (5 tenths).}$$

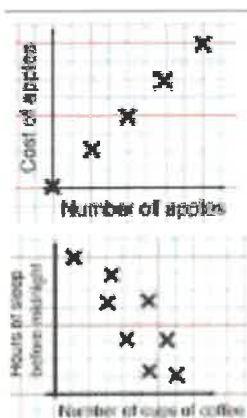
It can also be described in percentage terms:

$$\frac{1}{2} = \frac{50}{100} = 50\% \text{ chance}$$

Correlation and Relationships

We often describe the relationship between two sets of data.

Mathematically we can describe the types of relationships using **correlation**.



Positive Correlation –

As one variable increases, the other variable increases

Negative Correlation –

As one variable increases, the other variable decreases

Probability

Probability measures how likely an event is to happen.

This is usually expressed in a fraction:

e.g. There are 6 possibilities when we roll a fair dice.

The probability of rolling the number 5 is $\frac{1}{6}$ (there is only one way this can happen out of 6 outcomes).

We can list all outcomes using a sample space diagram

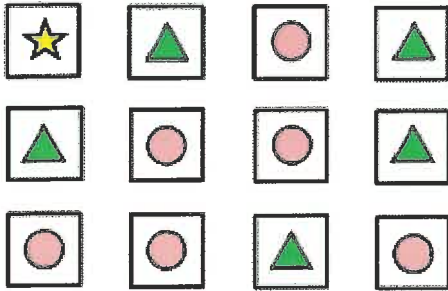
Outcomes of rolling a dice

Outcomes of flipping a coin

	1	2	3	4	5	6
H	1H	2H	3H	4H	5H	6H
T	1T	2T	3T	4T	5T	6T

Set = { 1H, 2H, 3H, 4H, 5H, 6H, 1T, 2T, 3T, 4T, 5T, 6T }

Prior learning links



A card is picked at random.
What is the probability that I pick:
(a) A star?
(b) Not a circle?

Discrete and Continuous Data

Decide whether the following data sets would be discrete or continuous:

Distance between Cities

Number of Siblings

Price of Cakes in a Shop

Age of People in a Shop

Heights of a Group of Year 8s

Are there any that are harder to categorise?

Converting Fractions, Decimals and Percentages

Convert the following fractions to decimals

- (a) $\frac{1}{2}$
- (b) $\frac{3}{5}$
- (c) $\frac{5}{8}$
- (d) $\frac{3}{4}$

Convert the following decimals to percentages

- (a) 0.5
- (b) 0.35
- (c) 0.7
- (d) 0.1

Key Vocabulary

Define the following key words:

Discrete Data –

Probability –

Correlation –

Correlation

Decide whether the following pairs of data sets have positive correlation, negative correlation or no correlation.

Temperature in Blackpool, and the amount of woolly hats sold in Blackpool.

A person's house number, and their marks in a test.

Number of people in a household, and how much water is used in that household.

Probability and Outcomes

Lucy has two four-sided fair spinners, each number 1 to 4. She spins both spinners, the add their scores together.

	1	2	3	4
1				
2				
3				
4				

- (a) Complete the sample space.
- (b) What is the probability of the total being a multiple of 3?
- (c) What is the probability of the total being greater than 5?

Representing Data & Tables & Probability

Prior Learning Links

- Fraction, Decimal and percentage conversion
- Probability

Essential Knowledge

- Define correlation and explain relationships between two variables
- Define discrete and continuous data
- Express probability as a fraction, decimal or percentage
- List outcomes for one or more events

Keywords

Outcomes: the result of an event that depends on probability
Probability: the chance that something will happen
Set: a collection of objects
Chance: the likelihood of a particular outcome
Event: the outcome of a probability — a set of possible outcomes
Biased: a built in error that makes all values wrong by a certain amount
Union Notation 'U': meaning the set made by comparing the elements of two sets
Correlation: the mathematical definition for the type of relationship
Continuous: quantitative data that has an infinite number of possible values within its range
Discrete: quantitative or qualitative data that only takes certain values

Construct sample space diagrams



Sample space diagrams provide a systematic way to display outcomes from events

The possible outcomes from tossing a coin

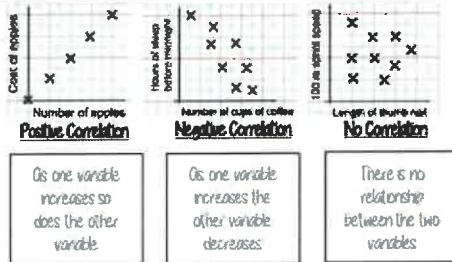
The possible outcomes from rolling a dice

	1	2	3	4	5	6
H	H1	H2	H3	H4	H5	H6
T	T1	T2	T3	T4	T5	T6

This is the set notation to list the outcomes $S = \{1, 2, 3, 4, 5, 6\}$

In between the { } are the possible outcomes

Linear Correlation



Probability from sample space

The possible outcomes from rolling a dice

	1	2	3	4	5	6
H	H1	H2	H3	H4	H5	H6
T	T1	T2	T3	T4	T5	T6

The possible outcomes from tossing a coin

What is the probability that an outcome has an even number and a tail?

There are three even numbers with tails

Numerator: the event

This is the set notation that represents the question P

In between the { } is the event asked for

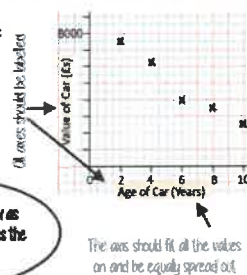
$P(\text{Even number and Tails}) = \frac{3}{12}$

Denominator: the total number of outcomes possible outcomes

Draw and interpret a scatter graph

Age of Car (Years)	2	4	6	8	10
Value of Car (£)	7500	6250	4000	3500	2500

- This data may not be given in size order
- The data forms information pairs for the scatter graph
- Not all data has a relationship



"This scatter graph shows as the age of a car increases the value decreases"

The link between the data can be explained verbally

The axes should fit all the values on and be equally spread out

Probability from two-way tables

	Car	Bus	Walk	Total
Boys	15	24	14	53
Girls	6	20	21	47
Total	21	44	35	100

$P(\text{Girl walk to school}) = \frac{21}{100}$

The event

The total in the set

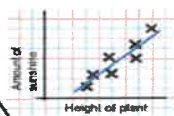
The total number of items

The line of best fit

The Line of best fit is used to make estimates about the information in your scatter graph

Things to know

- The line of best fit **DOES NOT** need to go through the origin (the point the axes cross)
- There should be approximately the same number of points above and below the line (it may not go through any points)
- The line extends across the whole graph



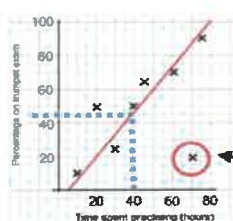
It is only an estimate because the line is designed to be an average representation of the data

It is always a **straight line**

Using a line of best fit

Interpolation: using the line of best fit to estimate values inside our data point

eg. 40 hours revising predicts a percentage of 45



Extrapolation: is where we use our line of best fit to predict information outside of our data

"This is not always useful — in this example you cannot score more than 100% So revising for longer cannot be estimated"

This point is an **'outlier'** It is an outlier because it doesn't fit this model and stands apart from the data

Representing data in two-way tables

Two-way tables represent discrete information in a visual way that allows you to make conclusions, find probability or find totals of sub groups

There are 2 green squares

There are 5 green shapes

	Squares	Circles	Total
Green	2	3	5
Red	2	1	3
Total	4	4	8

Using your two-way table

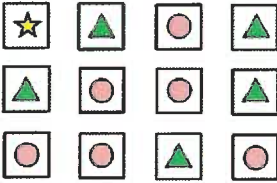
To find a fraction eg. What fraction of the items are red? **3 red items** but **8 items in total** = $\frac{3}{8}$

Hinting: use your fraction, decimal percentage equivalence knowledge

Representing Data & Tables & Probability

Prior Learning Links

1 A card is picked at random. What is the probability that I pick:

- (a) A star 
- (b) A Triangle
- (c) A pink shape
- (d) Not a circle?

Key Vocabulary

1 Define the following key words:

- (a) Discrete Data
- (b) Probability
- (c) Correlation
- (d) N
- (e) R

Discrete and Continuous Data

1 Decide whether the following data sets would be discrete or continuous:

- (a) Distance between cities
- (b) Number of siblings
- (c) Price of cakes in shops
- (d) Age of people in a supermarket

Correlation

1 Decide whether the following pairs of data sets have positive correlation, negative correlation or no correlation

- (a) Temperature in Blackpool and the amount of woolly hats sold in Blackpool
- (b) A persons house number and their marks in a test
- (c) Number of people in a household and how much water is used in that household

Converting Fractions, Decimals and Percentages

1 Convert the following fractions to decimals:

- (a) $\frac{1}{2}$ (b) $\frac{3}{5}$ (c) $\frac{5}{8}$ (d) $\frac{3}{4}$

2 Convert the following decimals to percentages

- (a) 0.5 (b) 0.35 (c) 0.7 (d) 0.1

3. Convert the following percentages to fractions in their simplest form

- (a) 75% (b) 80% (c) 15% (d) 14%

Probability and Outcomes

1 Lucy has two four-sided fair spinners, each numbered 1 to 4. She spins both spinners then adds their scores together

	1	2	3	4
1				
2				
3				
4				

- (a) Complete the sample space diagram
- (b) What is the probability of the total being a multiple of 3?
- (c) What is the probability of the total being greater than 5?

Representing data in two-way tables

1 The table shows information about 200 people who were in a gym at a particular time.

	60 years old or younger	Over 60 years old	Total
Males	22	45	
Females	19		
Total			

- (a) Complete the table
- (b) How many males over 60 years were in the gym?
- (c) How many males in total were in the gym?
- (d) How many females were in the gym?
- (e) How many females over 60 years were in the gym?

Probabilities from Two-way tables

1 120 students were asked if they play sport and if they play an instrument.

(a) Complete the table

	Plays an instrument	Does not play an instrument	Total
Plays sport			72
Does not play sport	28		
Total		45	

A student is selected at random

- (A) What is the probability that the student plays a sport and an instrument?
- (B) What is the probability that the student plays sport and does not play an instrument?

Essential knowledge

- In reactions, atoms rearrange to make new substances.
- Equations, using words and formulae are used to represent chemical reactions.
- The main types of chemical reaction are: combustion, thermal decomposition, oxidation and displacement.
- Metals and acids react to produce a salt plus hydrogen.
- In thermal decomposition reactions, heat breaks down one substance to make new ones.

Key Vocabulary

- Acid
- Chemical change
- Combustion
- Endothermic & Exothermic
- Hydrocarbons
- Molecular formula
- Salt
- Thermal decomposition

Prior learning links

- Dissolving, mixing and changes of state are examples of reversible or physical changes.
- No new substances are produced during physical / reversible changes, e.g. salt and water makes salt solution.
- Chemical changes that produce new materials, are not usually reversible.
- One chemical change is burning: a fuel reacts with oxygen to make carbon dioxide and water, we often see a flame and sometimes ash is made too.
- Another chemical change is when an acid reacts with bicarbonate of soda (baking powder). We see bubbles of carbon dioxide being produced.

Identifying chemical reactions

- During chemical reactions, the substances at the start are called reactants, and the new substances at the end are called products.
- The reactants and products contain the same atoms, they are just combined differently.
- Observations that could indicate a chemical change has happened are: bubbling, colour change, solids appearing or disappearing, temperature change, smoke, flame or a change in pH.
- Combustion is when Hydrocarbons burn, to produce carbon dioxide and water
- Oxidation is when oxygen is added to another element.

Reactions of acids and gas tests

- Acids react with metals to produce a salt and Hydrogen gas.
- Thermal energy is also released, this is called an exothermic reaction.
- The test for Hydrogen gas is to place a flaming splint into the gas, and it makes a squeaky pop.
- Acids react with metal carbonates to produce a salt, carbon dioxide gas and water.
- The test for carbon dioxide gas is to bubble it into limewater, which goes cloudy.
- When Hydrogen peroxide decomposes, it produces water and oxygen gas.
- The test for oxygen gas is to place a glowing splint into the gas, and it relights the splint.

Word equations

- Equations are used to summarise chemical reactions.
- The reactants are on the left of the arrow, the product are on the right.
- Hydrochloric acid produces Chloride salts
- Nitric acid produces Nitrate salts
- Sulfuric acid produces Sulfate salts

Examples:

Zinc + sulfuric acid → Zinc sulfate + hydrogen
 Zinc + hydrochloric → Zinc chloride + hydrogen
 Zinc + nitric acid → zinc nitrate + hydrogen

Reactivity series & displacement reactions

How to remember the Reactivity Series?

Please	Potassium	Most reactive
Stop	Sodium	
Calling	Calcium	
Me	Magnesium	
A	Aluminium	
Careless	(Carbon)	
Zebra	Zinc	
Instead	Iron	
Try	Tin	
Learning	Lead	
How	(Hydrogen)	
Copper	Copper	
Saves	Silver	
Gold	Gold	Least reactive

- Metals can be placed in order of reactivity in the 'reactivity series'.
- Displacement is when a more reactive metal takes the place of a less reactive metal from its compound.
- e.g. Zinc displaces Lead in Lead Sulfate to produce Zinc Sulfate + Lead.
- We use the reactivity series to predict if reactions will occur.

Essential knowledge

- In reactions, atoms rearrange to make new substances.
- Equations, using words and formulae are used to represent chemical reactions.
- The main types of chemical reaction are: combustion, thermal decomposition, oxidation and displacement.
- Metals and acids react to produce a salt plus hydrogen.
- In Thermal decomposition reactions, heat breaks down one substance to make new ones.

Key Vocabulary

Which key word:

1. Describes a reaction that happens when fuels burn?
2. Describes a reaction that absorbs energy from the surroundings?
3. Describes a combination of chemical symbols and numbers?
4. Is produced when acids react?

Prior learning links

1. State 3 reversible / physical changes.
2. Describe how you would quickly, make salt solution.
3. Which two substances are in a sample of salt solution?
4. What do you observe when wood burns?
5. Explain how you know that burning is a chemical / irreversible reaction.
6. What do you observe when an acid such as vinegar reacts with bicarbonate of soda. (baking powder)?
7. Explain how you know that vinegar and baking powder is a chemical / irreversible reaction?

Chemical reactions

Copper + Oxygen → Copper oxide

1. State the reactants in the above reaction
2. State the product in the above reaction
3. What type of reaction is the above reaction?
4. How do you know what type of reaction it is?
5. What observations might be made that indicates that it is a chemical change?

Methane is a hydrocarbon which burns e.g.

Methane + oxygen → Carbon dioxide + water

6. What type of reaction is this called?
7. What observations might be made that indicates that it is a chemical change?
8. State the reactants in this reaction
9. State the products in this reaction

Reactions of acids and gas tests

1. When acids react with metals which products are made?
2. What is meant by an exothermic reaction?
3. What observations might be made that indicates that it is a chemical change?
4. What is a positive test for hydrogen gas?
5. When acids react with metal carbonates which products are made?
6. What observations might be made that indicates that it is a chemical change?
7. What is a positive test for carbon dioxide gas?
8. When hydrogen peroxide decomposes, what are the products?
9. What is a positive test for oxygen gas?

Equations

1. Why are equations used in chemistry?
2. Where are the reactants in an equation?
3. Where are the products in an equation?

Complete these equations:

Zinc + sulfuric acid →

Zinc + hydrochloric →

Zinc + nitric acid →

Reactivity series & displacement reactions

1. What does the reactivity series show us?
 2. Which metal is the most reactive: zinc or iron?
 3. What is a displacement reaction?
 4. Will a displacement reaction occur if lead metal is put into a test tube of zinc chloride solution?
 5. Explain for your answer to question 4.
 6. State the products of the reaction, when Calcium is put into blue copper sulfate solution.
 7. What observations might be made that indicates that it is a chemical change?
- Hydrochloric acid is Hydrogen chloride solution**
8. Explain why copper does not react with Hydrochloric acid.

The logo consists of a light gray wireframe globe centered on the page. A solid dark gray horizontal bar is superimposed across the middle of the globe. The acronym "EBACC" is written in white, bold, sans-serif capital letters on this bar.

EBACC

Year 8 – The Afterlife

Essential knowledge

- Understand the Eastern belief of reincarnation
- Understand the Abrahamic belief about the Afterlife
- Identify the difference between cultural and religious beliefs
- Understand the concept of a Judgement Day
- Understand the idea of preparing a person for the afterlife
- Understand the idea that concept of the afterlife has changed throughout time/in different civilisations
- Identify the different reasons why people may go to different forms of the afterlife
- Understand the concepts of polytheism and monotheism

Prior learning links

Students will have studied each of the major world religions during year 7 and therefore have a basic understanding of modern views on the afterlife. Ideas gained by students through this in topics covered later on through the school such as Ethics and Philosophy.

Cultural celebrations

One example of a cultural celebration that links to religious beliefs is the Dia de Muertos 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. Traditions connected with the holiday include honoring the deceased using calaveras and marigold flowers and building home altars called Ofrendas.

Key vocabulary

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

Ancient beliefs

In Ancient Egypt, 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 Pharaohs, the ancient rulers of Egypt.

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

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.

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 Ragnarok, the Norse belief similar to the Abrahamic belief of the Apocalypse. The god Odin, was said to have ruled over Valhalla. The other half of the fallen in battle 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 Helheim, ruled over by the goddess Hel, daughter of Loki.

Modern beliefs

In the Abrahamic faiths, each of the 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.

In the Eastern key belief surrounding the afterlife in terms of Hinduism and Sikhism is the concept of reincarnation. 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. This is similar to a judgment day in the Abrahamic Faiths.

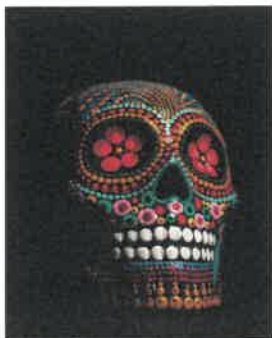
Year 8 – The Afterlife

Prior learning links

1. What is the Eastern faiths belief about the afterlife?
2. What is the Abrahamic belief about the afterlife?

Cultural celebrations

1. The Dia de los Muertos is celebrated in which country?
2. When is the festival celebrated?
3. What other western festival are these dates similar to?
4. What is Dia de los Muertos centered around?
5. What traditions are linked to the Dia de los Muertos?
6. What Disney film is centered around Dia de los Muertos?
7. What items are brightly decorated and may include flowers and dotted patterns around them?



Key vocabulary

Write the definitions of the following vocabulary:

1. Polytheism
2. Monotheism
3. Hades
4. Osiris
5. Moksha
6. Mummification
7. Purgatory
8. Heaven

Ancient beliefs

1. Which ancient civilisation carried out mummification?
2. In ancient Egypt where would a body be laid to rest?
3. The pyramids were built for which Ancient Egyptian rulers?
4. Who was the first mummy?
5. Who was Iset?
6. In Ancient Egypt, which God brought a person to the afterlife?
7. What was the name of the Ancient Egyptian afterlife?
8. Who is the ruler of the Ancient Greek underworld?
9. The underworld in Ancient Greece was also known as what?
10. Where would you go if you lived a good life in Ancient Greece?
11. In Norse mythology, where would Viking warrior go after they had died?
12. Name one other place a person could go in the afterlife in Norse belief.
13. Which Gods ruled over the different types of afterlife in Norse belief?

Modern beliefs

1. Where do the Abrahamic faiths believe a person passes onto after they die?
2. Which religion believes in Paradise?
3. What types of funeral rites take place in the Abrahamic faiths?
4. What might Christians use to mark a resting place of a relative or loved one?
5. What is the eventual goal of reincarnation?
6. Which religions believe in reincarnation?
7. What happens if a person in the Eastern faiths commits evil in their lives?
8. What other belief does reincarnation link to?
9. The belief in what day is the same for all of the major world religions?
10. What determines what a person is reborn as during reincarnation?

Year 8 Geography Term 1a

Fieldwork

Essential knowledge

Name the types of data used in a geographical enquiry.

Know that fieldwork enquiries have a specific structure

What are the different sampling techniques

Describe the different fieldwork methods

Key vocabulary

Quantitative data Factual information that can be counted and used in fieldwork. Example: Number of pet owners in each class.

Qualitative data Opinion-based, but is still useful for geographical investigations. Example: Personal judgement of environmental quality.

Primary data Information that you collect yourself. Example: measurements of temperatures around the school grounds.

Secondary data Information that someone else has previously collected and made available. Example: Information from a UK Census on employment in Blackpool.

Prior learning links

Fieldwork studies that have been carried out in KS2.

7.5 Investigating settlements - Poulton land use survey and an introduction to carrying out a geographical enquiry.

8.1 Investigation weather and climate - How microclimate can affect the climate at different locations around school.

Types of data

Quantitative data - Factual information that can be counted and used in fieldwork. Example: Number of pet owners in each class.

Qualitative data - Opinion-based, but is still useful for geographical investigations. Example: Personal judgement of environmental quality.

Primary data - Information that you collect yourself. Example: measurements of temperatures around the school grounds.

Secondary data - Information that someone else has previously collected and made available. Example: Information from a UK Census on employment in Blackpool.

Enquiry sequence

1: Introduction and planning

A question to be answered. Description of methods. Selection of suitable location. Completion of risk assessment.

2: Fieldwork

Completion of primary data collection. Secondary research.

3: Data presentation

Data collation. Data presentation.

4: Data Analysis

Description and explanation of patterns found.

5: Conclusions

Reach a conclusion which answers the question.

6: Evaluation

Evaluation of the methods, data and conclusions.

Sampling Techniques

Bias

Holding an opinion which unfairly supports one opinion or idea over another.

Random sampling

Selecting a person to interview or site to measure, at random. Random sampling is unbiased as particular people or places are not specifically selected.

Systematic sampling

Collecting data in an ordered or regular way, eg every 5 metres or every fifth person.

Stratified sampling

Dividing sampling into groups, eg three sites from each section of coastline, or five people from each age range.

Prior learning links

1. What is a questionnaire?
2. What do field sketches and photographs provide?
3. What do photographs and field sketches help us do?
4. What do maps allow us to see?

Key vocabulary

1. What is quantitative data?
2. What is qualitative data?
3. What is primary data?
4. What is secondary data?

Types of Data

1. What does fieldwork involve?
2. Name the four types of data
3. What is quantitative data?
4. What is qualitative data?
5. What is primary data?
6. What is secondary data?
7. Give an example of quantitative data
8. Give an example of qualitative data
9. Give an example of primary data
10. Give an example of secondary data.
11. How are quantitative and qualitative data different?
12. How are primary and secondary data different?

Enquiry sequence

1. What do fieldwork enquiries have?
2. How many stages are there?
3. What is the first stage? What is done at this stage?
4. What is the second stage? What is done at this stage?
5. What is the third stage? What is done at this stage?
6. What is the fourth stage? What is done at this stage?
7. What is the fifth stage? What is done at this stage?
8. What is the sixth stage? What is done at this stage?
9. Why is it important to carry out a risk assessment?

Sampling techniques

1. What does a good enquiry require?
2. What does good data look like?
3. What is bias?
4. What are the three sampling techniques?
5. What is random sampling?
6. What is systematic sampling?
7. What is stratified sampling?
8. Give an example of random sampling.
9. Give an example of systematic sampling.
10. Give an example of stratified sampling.

Year 8 Geography Term 1b

Weather Hazards

Essential knowledge

What is the Beast from the East?

Causes, impacts and responses of the Beast from the East.

What is a heatwave and name an example.

What is a Monsoon and name an example.

Key vocabulary

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.

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

Prior learning links

7.2 Our Planets Past - How weather affected the planet when it was first created and how this has an impact on our weather today.

8.1 Investigating weather and Climate - How air masses and air pressure creates extremes of weather.

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.

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.

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.

Year 8 Geography Term 1b

Weather hazards

Prior learning links

What type of air pressure brings sun and calm weather?

What type of air pressure brings rain and windy conditions?

What is a Polar Continental air mass?

What is a Maritime air mass?

What is an equatorial air mass?

Key vocabulary

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?

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?

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?

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?

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

Conjugating 'er' verbs

In the infinitive (how you would find it in a dictionary), these verbs end with 'er' e.g. **aimer** (to like). When using them in the present tense the end of the verb will change depending on who is doing the action. These endings apply to ALL -er- verbs.

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

Other examples of 'er' verbs are;
adorer, danser, écouter, visiter

*Remember to show off!

Use the conditional tense every chance you get.

Je voudrais I would like
Je préférerais I would prefer
Ça serait It would be

Key vocabulary

Aller

Je vais
Tu vas
Il/Elle/On va
Nous allons
Vous allez
Ils/Elles vont

to go

I go
You go
He/She/We go
We go
You go
They go

Pouvoir

Je peux
Tu peux
Il/Elle/On peut
Je peux faire
Je peux avoir
Je peux aller

to be able to (can)

I can
You can
He/she/we can
I can do
I can have
I can go

Vouloir

Je veux
Tu veux
Il/Elle/On veut
Je veux faire
Je veux gagner
Je veux aller

to wish/want

I want
You want
He/she/we want
I want to do
I want to win
I want to go

Je voudrais aller

I would like to go

J'adore

I love

J'aime

I like

Je n'aime pas

I don't like

Je déteste

I hate

Je préfère

I prefer

parce que

because

car

because

c'est

it is

il y a

there is/ there are

Il n'y a pas de

*there isn't a /
there aren't any*

*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.

1 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 **vas/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 château.

Read the the email below that Yasmine has sent to Nadia.

Look at the English sentences 1 to 6 and decide if they 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.

Translate these sentences into French. Use the vocabulary page to help you complete this task.

1. I go to the cinema.
2. He goes to the stadium.
3. I can listen to music.
4. She can visit the museum.
5. I want a pizza.
6. He wants to win Lotto!
7. I want to do rollerblading.

Can you answer the following questions?

Practise them at home.

Ask someone at home to test you on your ability to respond confidently!

1. Qu'est-ce qu'il y a dans ta ville?
2. Tu aimes aller en ville?
3. Pourquoi?
4. Qu'est-ce que tu voudrais dans la ville au futur?
5. Quel magasin préfères-tu?
6. Fais-moi un description de ta ville idéale.
7. Où voudrais-tu habiter et pourquoi?

Year 8 - Puritan to party King

Essential knowledge

How the country was run during the republic.
Why the monarchy was restored.
How power begins to shift from the monarchy to parliament.
Life in restoration England including the impact of plague and fire.

Key vocabulary

Regicide, execution, Causes, cures, beliefs, plague, treatments, similarities, differences, Periwig, eye witness, Puritan, republic, interregnum, Cromwell, Lord Protector, Commonwealth, restoration

Prior learning links

Students have already learnt about the English Civil War and its consequences. They have studied how power changed and the monarchy was abolished. They have learnt the term Puritan and discovered about the religious tensions that were present in England.

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

Date	Event	Description
1649	Charles Executed	England becomes a Republic under Oliver Cromwell and Parliament.
1653	Cromwell is 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.

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.

The Great Plague

Great plague took place in in England in London. It killed an estimated 100,000 people. A disease caused by bubonic/pneumonic plague. It was carried by fleas on rats and humans. London. Many rich people fled London to try and avoid the plague, which meant it spread to the countryside. The outbreak took place over 18 months in 1665. This was the last major outbreak in England. Medicine was limited and people did not know the cause. Most people thought that bad smells caused illness, God, Cats and dogs.

Year 8 - Puritan to party King

Prior Learning

What were the two sides of the English Civil War?
 What happened to Charles I?
 What do you know about Oliver Cromwell?
 What do you know about Puritans?
 What religious differences were there in England?

Key vocabulary

Write a definition for each:
 Regicide
 execution
 Periwig
 interregnum

Life under Puritan Cromwell

1. Who was in charge of England?
2. What was banned? List 5 things.
3. How were Jewish people treated?
4. How did people feel about the changes to England?
5. How were churches changed?

Life under party King Charles II

1. When did Charles II rule England?
2. How did Charles II change England?
3. What did he bring back that Cromwell had banned?
4. What did Charles II himself enjoy?
5. How did Charles II treat religion?

Date	Event	Description
1649		
1653		
1658		
1660		
1665		
1666		

Causes of restoration of the monarchy

Why was the monarchy restored? Explain the four main reasons.

- 1.
- 2.
- 3.
- 4.

The Great Plague

1. Where did the plague take place?
2. How many people did the plague kill?
3. How was it really spread?
4. How did the rich avoid the plague?
5. Why did the plague spread easily?



CREATIVE

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.
- To understand what a mosaic is.

Links to Prior Learning:

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

Mixed Media Techniques

- **Pencil Drawing** - A pencil drawing is commonly called a pencil sketch or simply a sketch. A pencil sketch is a drawing created using pencils, which are thin sticks of graphite encased in wood.
- **Painting** - Painting is a visual art, which is characterized by the practice of applying paint, pigment, color or other medium to a solid surface. The medium is commonly applied to the base with a brush, but other implements, such as knives, sponges, and airbrushes, may be used. Some examples of different types of paint are: Watercolours, oil paints, acrylic paints, block paints, ready mixed paints, spray paints and many more.
- **Oil Pastels** - An oil pastel is a painting and drawing medium formed into a stick which consists of pigment mixed with a binder mixture of non-drying oil and wax. Oil pastel is a type of pastel. They differ from other pastel sticks which are made with a gum or methyl cellulose binder, and from wax crayons which are made without oil.

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
-
- **Drawing with a pen** - There's no need to sharpen when you use a pen. You can always rely on a crisp line, whether it's super fine or very bold, depending on the pen you choose. Rather than a careful, light gray pencil line, you're drawing with a contrasting pen line—which will eventually make you draw with more confidence.
 - **Charcoal** - Charcoal is a lightweight black carbon residue produced by strongly heating wood in minimal oxygen to remove all water and volatile constituents.
 - **Monoprinting** - A monoprint is a form of printmaking in which an image is made from a smooth surface or 'plate' coated in printing ink such as a sheet of glass or metal. In contrast with other printing techniques, only one final image is made, making the technique closer to drawing or painting than other print processes.
 - **Sellotape Printing** - This transfer creates an image on clear tape with one sticky side, basically a sticker, which is great to make Mason jars or pots labels. This is also great for layering different images together.

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 is the definition of mixed media?
3	Name 3 different media that could be used in a mixed media piece.
4	What is the difference between an oil pastel and a wax crayon?
5	Find the mistake in the following sentence and re-write the sentence correctly... <i>"A pencil sketch is a doodle created using pencils."</i>

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

- Collage

- Mixed media

- Media

- Combination

- Creative

- Background

- Layered



6	What is a pencil made from?
7	What are some benefits of drawing with a pen?
8	In the subject of Art, what does the term "layered" mean?
9	Name some different types of paint. Which ones do we have in school?
10	Other than a paintbrush, what could you use to apply paint to your work. Which do you think would be the hardest to add detail with.

Year 8 Textiles - Tie Dye Cushion Project

Decorative Techniques

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 researched the theme and created inspirational mood boards.

Key Vocabulary

Hydrophobic - hydrophobic fabrics repel water and so are hard to dye. They do not absorb liquid.

Cotton - a fabric made from natural fibres and it absorbs dye well. A good fabric for tie dyeing.

Polyester - a man made (synthetic) fabric that is hydrophobic so difficult to dye. Not suitable for tie dye.

Embellish - to make something more beautiful by the addition of detail or decoration.

Decorative Techniques and Equipment

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 decorative stitching in a particular design on fabric using a needle and embroidery thread.
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 with pre programmed settings.
Free machine embroidery	To use the sewing machine to draw designs freehand.
Embellish	To add other decoration to the fabric.

Year 8 Textiles- Tie Dye Cushion Project

Decorative Techniques

Prior Learning

How will you use the theme of the Day of the
How will you use stitches in your projects?

Which stitch could you use to join two fabrics together?

What will help you cut out an accurate shape from your fabric?

Key Vocabulary

Cover, look, write, check the definitions of the following:

-Hydrophobic

-Cotton

-Polyester

-Embellish

Decorative Techniques and Equipment - Answer the questions.

Appliqué	What is applique?
Transfer paint	What piece of equipment is needed to transfer the image from paper to the fabric?
Hand Embroidery	What type of stitching is hand embroidery? What pieces of equipment do I need to use for hand embroidery?
What is the name of the piece of equipment needed for transfer printing?	Large metal plates that lock together and are used instead of an iron to transfer the design from paper to fabric.
Fabric pens	Describe fabric pens..
Resist dyeing	What is resist dyeing? Explain the process.
Machine embroidery	What is machine embroidery?
Free machine embroidery	How do I use the sewing machine to create this technique?
Embellish	What does embellish mean?

Independent research task: Research natural dyes.
What plants/flowers and ingredients could I use to dye cotton fabric?

Why would I not use Polyester fabric?

Essential Knowledge

- Understanding the importance of prototyping.
- Understand the properties of plastic and cardboard.

Prototyping and prototyping materials

A prototype is an **early version of a product** that designers make.

It is often not as detailed as the final product.

A prototype can be a **fully working model** of the product, a version where **only part of it works**, or a **non-working model to see if the size and shape are right**.

Designers make prototypes so they can try out ideas to see if they will work or not.

Making a prototype is an important part of the design process and will **help a designer to see their new product in real life and test how it works**. This will show which parts of their design work well and which don't.

Prototypes can also be **shown to the people who might use the product to see if they like the design**.

Designers use the information they find out from a prototype to develop their designs further.

Sometimes designers will make **many** prototypes before creating the final product.



Designers can make physical or *virtual* prototypes to test their design ideas.

Physical prototypes

Designers might use **3D modelling**. This means making a physical model of the product. It is a good way to check a product's size, shape and appearance.

Sometimes the model might be made using the designer's planned dimensions and materials, but sometimes to save money and time, it might be made smaller or with cheaper materials (such as cardboard).

Designers will often create **working model prototypes** that function and can be used in the same way as the final product. This will allow them to test to see if the product works well, especially if there are any moving parts to test.

Key Vocabulary

Prototype	Function
Model	Physical
Size	Virtual
Product	C.A.D
	Cardboard

Prior Knowledge

Understanding of the importance of selecting sustainable materials when creating a product.

Understand how the shape and structure can be designed to help the environment.

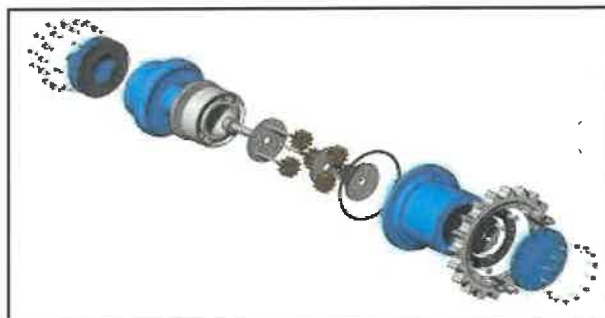
Properties of plastics.

Virtual prototypes

Designers can make realistic virtual prototypes on a computer using **Computer Aided Design (CAD)** programs.

This is often done because it is a quick way to make a prototype. It allows **changes** to be made **quickly and easily**. The changes can then be seen instantly on a screen.

These prototype models can also be easily shared with other people online.



Prototyping materials

There are many materials you can use to prototype your product. They all have two things in common, they are cheap and easy to use. Examples of prototyping materials are:

- Cardboards
- Styrofoam
- Balsa wood
- Polymorph

The materials we will use are types of cardboards called Grey board and corrugated white board because they are:

- Cheap
- Easy to laser cut
- Relatively thick and strong



Year 8: Environmental issues in design

Prior Knowledge

When considering the environment, why is using a flat pack structure for your product a good idea?

What are the 6 R's?

What are the main properties of Acrylic?

Key Vocabulary

Prototype

Model

Size

Product

Function

Physical

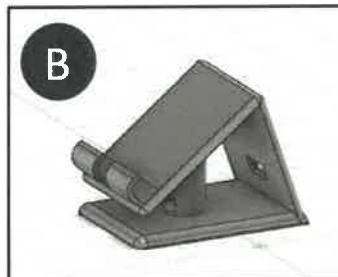
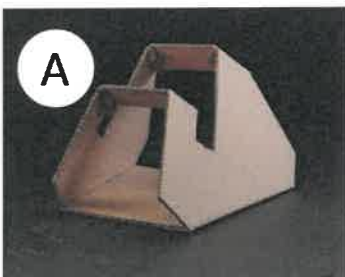
Virtual

C.A.D

Cardboard

What is a prototype?

Which image shows a physical prototype model? Tick the correct answer.



Why are prototypes created by designers?

What is a product?

What computer aided design programs can you use to create virtual prototypes? Research three examples.

-
-
-

Write next to each CAD example if the software is free or it has to be paid for.

What are the positives of making a physical prototype?

-
-
-

What are the positives of creating a virtual prototype?

-
-
-

What two things do prototyping materials have in common?

-
-

What are the main prototyping materials?

-
-
-
-

Name two types of cardboard you could use to make a prototype of your product.

-
-

What are the properties of the two cardboard materials you will use?

-
-
-

Will you add colour to your prototype? If so why? If not, why not?

Year 8 Food – Knowledge Organiser

1.2 Nutrition - Fibre and water

Essential knowledge

To understand the important role fibre and water play within our diets.

Key Vocabulary

Fibre- is mainly a carbohydrate. The main role of fibre is to keep the digestive system healthy.

Hydration- this means drinking liquids or eating watery foods to add back the water the human body loses through breathing, sweating, and eliminating waste.

Constipation- is when you find it hard to poo or you go to the toilet less often than usual.

Prior learning links

The students have previously learnt the importance of micronutrients and macronutrients.

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

Water - essential but not 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.

Fibre – essential but not 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.

Prior learning links

What are micronutrients?

What are macronutrients?

What is the main function of carbohydrates within the body?

What is the function of protein within the body?

Key Vocabulary

Fibre-

Hydration-

Constipation-

How many glasses of water should you aim to drink a day?

Do tea and coffee also count toward your daily intake of water?

What drinks also count but should be limited to how much you drink?

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

Use full sentences.

Why is water important in the diet?

What foods provide water?

State two functions of water in the diet.

What happens if you do not have enough water?

Explain what dehydration is.

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

Use full sentences.

What foods provide fibre in the diet?

What is the function of fibre in the diet?

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

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

Year 8 - Video Game Music

Essential knowledge

Major vs minor **tonality**.
How to **structure** a 16-bar piece of music.
How **timbre** is defined through choice of instruments to create appropriate mood
How **melody** can be used in different ways to create melodic motion.

Key vocabulary

	Balanced phrases		Tied notes		Triplets	
Tempo	Dynamics		Timbre		Rhythm	
	Melody		Harmony		Tonality	
Major	Minor	Pedal	Triad	Glissando		

Prior learning links

In year 7 we looked at timbre through the instruments of the orchestra, tonality and structure while learning how to compose in D Major. So far in year 8 we have looked at rhythmic and melodic riffs and ostinatos. We will build on this knowledge by analysing video game music and use this knowledge to compose our own.

Early Video Game music

The first video games didn't have any sound. 'Pong' was the first video game to have sound effects, but 'Pacman' was the first to have original music. Everything changed when 'Super Mario bros' used different music for each level and changed the elements of music (melody, harmony, tonality, timbre, tempo...) to reflect the mood of each level and enhance the story. All this was done with 8-bit sound and synthesisers - electronic music.

Modern Video Game music

As technology advanced, games were able to hold more information on them, this meant that audio files could be bigger and recorded music could be used. Games such as 'Grand Theft Auto' embedded a lot of existing songs as well as background music for the storyboards. Modern games feature extensive musical soundscapes often recorded by orchestras, choirs and bands creating immersive environments.

Character in Video Game Music

Characters in video games now often have their own themes using the elements of music (timbre, sonority, tonality, pitch and rhythm) to reflect what type of character they are and their situation in the game.

For the music to be effective, it needs to reflect the character, both the type of person (hero/villain); the way they move/behaviour; the world which the game is set in; as well as what is happening in the story (exploring/fighting/boss level/victory scene).

Rhythm and Melody

Written music notes have specific 'values' (how many beats the note lasts for). A semibreve lasts for 4 beats; a dotted minim for 3 beats; a minim lasts for 2 beats; a crotchet lasts for 1 beat; a quaver lasts for 1/2 a beat.

A slur  - joins notes to last for the beats of both.

A triplet  - three notes fit into the beats of two.

The higher the note is written on the staff, the higher the **Pitch**.

Tonality and Harmony

Tonality refers to which notes are used to form the music. There are two main types we will look at:-

Major which creates a more positive mood, the notes in the C major scale are C D E F G A B C

Minor which creates more negative or sad mood, the notes in the C minor scale are C D E b F G A b B C.

Harmony is the chords in music, as well as other devices like a **Pedal** (single repeating note) or a **Drone** (long sustained note). Harmony supports the melody, highlights the tonality and creates mood.

Timbre and Structure

Timbre refers to the families of instruments - Strings, Woodwind, Brass, Percussion and Vocals. Timbre in video game music helps describe the setting of the game or nature of the characters.

Structure in music is how different sections of the music are organised. In video game music, you will often have a new section of music start when you reach a certain point in the game e.g. Boss Level.

Year 8 - Video Game Music

Prior learning links

In year 7 we looked at timbre through the instruments of the orchestra, tonality and structure while learning how to compose in D Major. So far in year 8 we have looked at rhythmic and melodic riffs and ostinatos. We will build on this knowledge by analysing video game music and use this knowledge to compose our own.

Key vocabulary

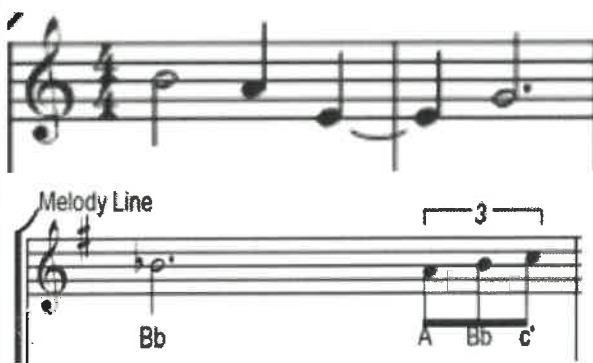
	Balanced phrases		Tied notes		Triplets
Tempo	Dynamics		Timbre		Rhythm
	Melody		Harmony		Tonality
Major	Minor	Pedal	Triad	Glissando	

Early Video Game music

- 1.) Did the first video games have sound?
- 2.) What type of sound did 'Pong' have?
- 3.) Which was the first game to have original music?
- 4.) Which game changed everything by having different music for different levels?
- 5.) Why did the composer write different music for different levels?
- 6.) How was the music produced for early video games, what instruments were involved?

Rhythm and Melody

Copy the bars of music below into your books. Circle and label a **slur** and a **triplet**.



Modern Video Game music

- 1.) What allowed video games to have more music on them?
- 2.) How was this music different from music in early video games?
- 3.) Was all this new music written specifically for each game? Give an example of a game to explain your answer.
- 4.) What type of musical ensembles are currently used to record the music for video games?

Tonality and Harmony

- 1.) Which two notes are different in the C major and C minor scales?
- 2.) Copy the music below, label which one is a **drone**, and which is a **pedal**.



Character in VGM

- 1.) What is reflected in the music for a character? What does it tell us?
- 2.) What does the music need to tell us to be effective in a video game? Give three examples.
- 3.) Choose a character from a video game, and list some characteristics which might inform the music used as their theme. For example, Mario is a hero, he jumps a lot, and he travels between different landscapes.

Timbre and Structure

Unscramble the names of the five instrument families, can you name some instruments in each one?

dondowwi bsars croesusnip
ascvol girnsst

When in video games will you have a new section of music?

How many examples can you think of?

Essential knowledge

- I can demonstrate the basic skills to be successful in a competitive situation

Key Vocabulary

- Shooting - players are aiming to shoot a basket by getting the ball into the hoop using different shooting methods.
- Court - a quadrangular area, either open or covered, marked out for ball games such as tennis or squash.
- Sideline - either of the two lines bounding the longer sides of a basketball court or similar playing area.

Prior learning links

- Master the dribbling technique.
- Using different passing techniques

Basic Rules

- Restarting after scoring - after a team scores a basket, the ball is returned back to the opposition to start again.
- 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.

Skill progression

- Shooting: balance your body and feet, eye on the target, elbow at 90 degrees and follow through with your wrists.
- Dribbling - head up, extend arm and snap wrists, use fingers to control the ball, do not dribble too high and shield the ball from others.
- Passing - fingers spread (W shaped), elbows tucked in, push the ball and extend and follow through

Skills

- Shooting
- Passing and receiving
- Shielding the ball
- Dribbling
- Zonal and man to man marking
- Intercepting the ball

Linking skills

- Dribbling - dribbling in and out of cones and changing direction.
- 1 v 1 dribbling past an opponent.
- Small sided games and scoring points by moving into different zones.
- Ball control - catching the ball with two or one hands.
- Shooting - attempting to complete a lay up or shoot from the three point line.

Key Vocabulary

- What are the teaching points for shooting?
- Explain the process of getting into the shooting position?
- Where the sidelines located on a basketball court?

Prior learning links

- How does having a basic understanding of of dribbling help you to improve?

Basic Rules

- How many players are on a basketball team?
- Explain the how a player must remain in the court.
- Explain the double dribble rule.
- How many seconds does the player have inbound the ball?
- Explain the travelling rule

Skills

- Explain how to perform a chest pass. Can you draw a diagram to help you?
- Explain how to perform the dribble in basketball.
- Explain how to perform a rebound in basketball.
- Explain how to perform the shooting technique. Can you draw a diagram to help you?

Skill progression

- How can you progress from basic to advanced dribbling?
- What steps improve passing accuracy?
- How do you enhance your control of the ball when dribbling?
- What techniques increase shooting accuracy?
- How can you develop better intercepting skills?

Linking skills

- What is a good drill for improving Dribbling?
- How can you practice accurate passing?
- What exercise helps with ball control?
- How can you improve your shooting technique?
- What is an effective way to practice marking?
- Can you identify what type of tactical defending suits you and your team?

Year 8 Handball Knowledge Organiser | Rules and Skills

Essential knowledge

- Objective of Handball
- Passing technique
- Linking skills
- Dribbling

Key Vocabulary

Throw off - Taken at the start of the match, and to begin the second half (teams either throw-off the match, or the second half, and then the other team does the opposite). Is also taken after each goal score.

Free Throw - When one of the teams commits a minor foul or rule violation. Also called "3-meter-throw". The team which did not commit the foul, gets a Free-Throw

Prior learning links

Handball year 7
Passing and receiving technique

Basic Rules

1. Each team consists of seven players.
2. Goals are scored by throwing the ball into the opponent's goal.
3. Players are allowed to take up to three steps while holding the ball.
4. Dribbling is also permitted, but players must dribble using one hand and may take three additional steps after each dribble.
5. Only the goalkeeper is allowed to enter and remain inside the goal area.

Skill progression

Zonal marking in handball involves defenders covering specific zones on the court, with variations such as the 6-0 defence where all defenders guard specific areas, the 5-1 defence where one player aggressively marks an opponent while others cover zones.



Skills

Three steps while holding the ball
7 players on the team
Only GK is allowed to enter and remain in the goal area.

Cross curricular - basketball/football



Linking skills

These mini games/practices will help players improve and link skills in handball. There are many skills that can be demonstrated in these drills including, zonal marking, **passing**, **receiving**, **three steps rule**, **dodging**, and more.

Year 8 Handball Knowledge Organiser | Rules and Skills

Key Vocabulary

What is the key vocabulary?

Can you define the key vocabulary?

Prior learning links

What is the passing and receiving technique?

Basic Rules

What types of passes can be used in handball?

Describe the dribbling technique?
What other sports link to handball and why?

Describe how and why we use the jump shot.

Recall as many rules as you can remember.

Skill progression

What is meant by Zonal Marking?

Linking skills

What drills can help you with linking skills?

Draw a drill to help with linking these skills.

Skills

What are the basic skills in Handball?



