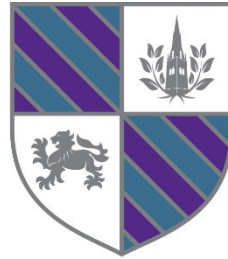


Student Name:



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: November 2024

Year 8

“Wise men and women are always learning, always listening for fresh insights.”
Proverbs 18:15 (The Message)

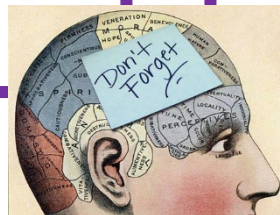
Determination – Integrity – Ambition – Humility – Compassion

Using Your Knowledge Organiser

Your teachers have worked hard to produce this document for you and have selected the most important knowledge that you will need to know to make good progress in their subjects. **You should aim to learn all the information in your knowledge organiser off by heart.**

Try out some of the strategies listed here to help you achieve this.

1. Read the knowledge organiser and ensure you understand it.
Try and make links between the information on it and what you already know and do.
2. Look, Cover, Write, Check – the traditional way of learning spellings!
3. Create a Mnemonic – Using the first letters of keywords create a memorable sentence or phrase.
4. Create an acronym – using the first letters of keywords to create a word to prompt you to remember all of the information.
5. Write it out in full on a blank version of the same format.
6. Write it out in note form, reducing it to key ideas or words. Try the same format but a smaller piece of paper.
7. Recreate the knowledge organiser as a series of images and words
8. Write a set of test questions for yourself using the organiser.
 - Answer these without the organiser the next day.
 - Swap your questions with a friend to increase challenge.
 - Turn your questions in to a game by putting them on cards and playing with friends.
9. Chunk the knowledge into smaller bitesize sections of around 5 pieces of information. Concentrate on mastering a chunk before you start on the next.
10. Try to make connections between the information and people you know. E.g. Visualise yourself trying these strategies with a specific teaching group.
11. Talk about the information on the knowledge organiser with another person. Teaching someone else about it helps us learn it.
12. Say the information out loud – rehearse it like learning lines for a play, or sing it as if you are in a musical!

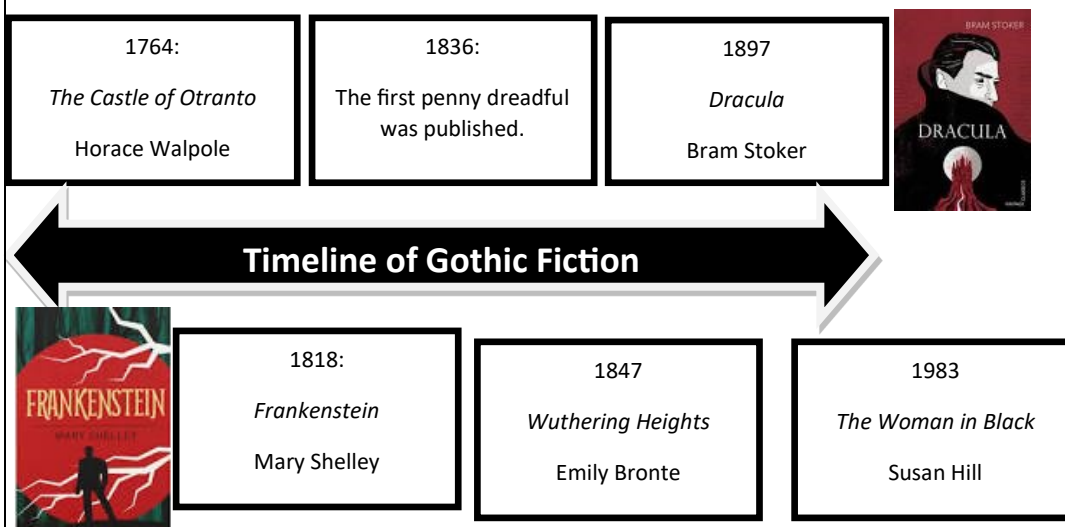


Year 8 Half term two key vocabulary

<u>English</u> Secluded Macabre Dilapidated Repulsive Malevolent Tension Suspense Supernatural Foreshadowing Symbolism	<u>Maths</u> Variable Term Coefficient Simplify Solve Perimeter Area Circumference Radius (r) Diameter (D)	<u>Science</u> Prediction Trend Displacement reaction Particle Atoms Element Molecule Compound Mixture Polymer	<u>RE</u> Allah Iman Ihsan Makkah Omnipotence Shahadah Tawhid Wudu Alms Pilgrimage
<u>History</u> Rotten Borough Reform Electoral Social Reforms Chartists Suffragettes Militant Significant Widespread	<u>Geography</u> Population Birth Rate Death Rate Natural Increase Migration Development Population Distribution Refugees Rural to Urban Migration Urbanisation	<u>Spanish</u> Noun Adjective Verb Connective Opinion verb Infinitive Frequency expression Conjugate Adjectival agreement Wow phrase Exclamation	<u>IT</u> Input Process Output CPU Primary Storage Secondary Storage ROM RAM Cache Hard Disk
<u>PE</u> Outwit Opponents Positions Efficiency Control Tactics Fluency Aesthetic Warm-up Cool-down	<u>Drama</u> Monologue Split scene Status Tension Cultural Social Audience Character Hot seating Contemporary	<u>Dance</u> Dynamics Performance skills Musicality Timing Formations Dance style Movement memory Unison Stylistic quality Dance theme	<u>Art</u> Response Surrealism Analyse Composition Juxtaposition Pattern Review Reflect Develop Collage
<u>Technology</u> Graphic Design Illustration Typography Rendering Scale Negative Space Hierarchy Contrast Framing Grids	<u>Food</u> Aesthetics Cost Customers Environmental impact Texture Sight Taste Beating Locality Seasonality	<u>Music</u> Binary Form Ternary Form Rondo Form Theme Episodes Ostinato Drone Repetition Contrast Phrase	<u>PSHE</u> Discrimination Equality Diversity Prejudice Tolerance Respect Ignorance Peer Pressure Identity Community

Year 8 English Gothic Literature ‘The Woman in Black’, by Susan Hill

1. Origins of the Gothic:



2. Symbolism:

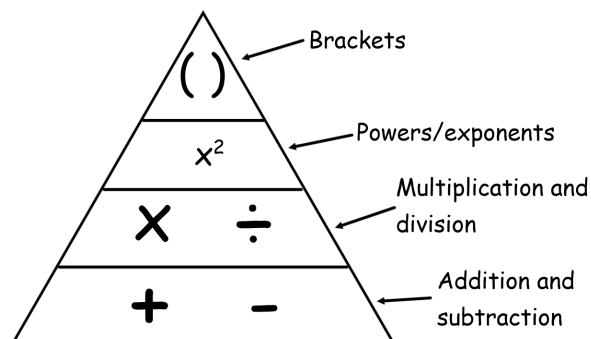
Fog and Mist	Throughout the novel, fog and mist symbolize impending disaster. Anytime fog or mist rolls in throughout the text, it is Hill's way of warning her readers—and perhaps even Arthur himself—that trouble is on the horizon.
Pony Trap	Pony traps, which are small, two-person horse-drawn carriages, symbolize a travelling between—physically, emotionally, or psychologically—the world of the living and the world of the dead.
The Woman in Black	After Jennet's son dies in an accident, she becomes wholly absorbed by her loss. Her grief consumes her, isolating her from everyone around her. After she dies, she continues to seek revenge for the perceived wrong that was committed against her. She becomes a symbol of mourning because she is perpetually dressed in black and seems to be followed by death wherever she goes.

4. Descriptive Vocabulary (for Gothic settings):

Term	Definition
Secluded	Not seen or visited by many people; sheltered and private. <i>Eel Marsh house was secluded.</i>
Macabre	Used to describe something that is very strange and unpleasant because it is connected with death or violence. <i>Dr Frankenstein is interested in the macabre.</i>
Dilapidated	In a state of disrepair or ruin. <i>The dilapidated graveyard didn't have many visitors.</i>
Repulsive	Extremely unpleasant and disgusting. <i>A repulsive smell came through the</i>
Neglected	Not receiving proper attention; disregarded. <i>The old house stood neglected for years.</i>
Malevolent	Having or showing a wish to do evil to others. <i>The Woman in Black is a malevolent spirit.</i>
Ominous	Giving the impression that something bad is going to happen.

4. Key Vocabulary:

Term	Definition
Tension	Mental or emotional strain.
Suspense	A state or feeling of excited or anxious uncertainty about what may happen.
Supernatural	Things which are beyond scientific understanding or the laws of nature.
Foreshadowing	A warning or indication of a future event.
Penny Dreadful	A cheap, sensational comic or storybook.
Sensationalism	The presentation of stories in a way that is intended to provoke public interest or excitement, at the expense of accuracy.
The Uncanny	Strange or mysterious, especially in an unsettling way.
Melancholy	A feeling of pensive sadness, typically with no obvious cause.
Symbolism	An object, person, event or action that has a deeper meaning.

Order of OperationsInverse Operations

$$+ \longleftrightarrow -$$

$$\times \longleftrightarrow \div$$

$$\square^2 \longleftrightarrow \sqrt{\square}$$

$$\square^3 \longleftrightarrow \sqrt[3]{\square}$$

Multiplying Integers

If the signs are the same, the result is positive.

$$+ \times + = + \quad - \times - = +$$

$$+ \times - = - \quad - \times + = -$$

Adding Negative Numbers

+ add +	Add the numbers; end result is a positive E.g. $3 + 5 = 8$
+ add -	Find the difference between the numbers; end result takes the sign of the number with largest magnitude. E.g. $3 + -5 = -2$
- add -	Add the integers; end result is a negative $-3 + -5 = -8$

Square Numbers

$$1 \times 1 \text{ or } 1^2 = 1$$

$$2 \times 2 \text{ or } 2^2 = 4$$

$$3 \times 3 \text{ or } 3^2 = 9$$

$$4 \times 4 \text{ or } 4^2 = 16$$

$$5 \times 5 \text{ or } 5^2 = 25$$

$$6 \times 6 \text{ or } 6^2 = 36$$

$$7 \times 7 \text{ or } 7^2 = 49$$

$$8 \times 8 \text{ or } 8^2 = 64$$

$$9 \times 9 \text{ or } 9^2 = 81$$

$$10 \times 10 \text{ or } 10^2 = 100$$

$$11 \times 11 \text{ or } 11^2 = 121$$

$$12 \times 12 \text{ or } 12^2 = 144$$

Cube Numbers

$$1^3 = 1 \times 1 \times 1 = 1$$

$$2^3 = 2 \times 2 \times 2 = 8$$

$$3^3 = 3 \times 3 \times 3 = 27$$

$$4^3 = 4 \times 4 \times 4 = 64$$

$$5^3 = 5 \times 5 \times 5 = 125$$

Column Addition

$$\begin{array}{r} 1 \\ 29 \\ + 35 \\ \hline 64 \end{array}$$

9+5=14
14 is more than 10!

Column Subtraction

$$\begin{array}{r} 5 \cancel{6} 4 \\ - 27 \\ \hline 37 \end{array}$$

(10+4=14)

Written methodsMultiplication (Grid method)

$$26 \times 5$$

\times	20	6
5	100	30

The 26 is broken into 20 and 6. These numbers are multiplied as shown.

The results are then added, $100 + 30 = 130$.

Division (Bus stop)

$$186 \div 6$$

$$\begin{array}{r} 0 \ 3 \ 1 \\ 6 \overline{) 1 \ 8 \ 6} \end{array}$$

6 doesn't divide into 1, so the 1 carries.

6 divides into 18, 3 times.

6 divides into 6, once.

Rounding (to different degrees of accuracy)

*** 5 and above rounds up ***

24.356 To the nearest integer (whole number)

24

24.356 To 3 significant figures (starting at first non-zero digit)

24.4

24.356 To 2 decimal places (digits after the decimal point)

24.36

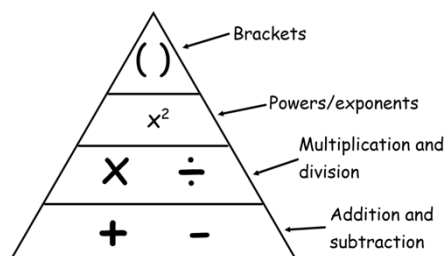
Draw in your line then check the number to the right

Subject Terminology

Term	A term is either a single number or variable, or numbers and variables, multiplied together.
Co-efficient	A number used to multiply a variable.
Simplify	Collect like terms (with same variable) to make an expression, or equation, simpler.
Solve	To find a value (or values) we can put in place of a variable, that makes the equation true.

Subject Terminology

Perimeter	The total distance around the outside of a two dimensional shape.
Area	The amount of space within the perimeter of a two dimensional shape.
Circumference	The distance around the edge of a circle.
Radius (r)	A straight line from the centre to the circumference of a circle or sphere.

Order of OperationsSolving equations

$$\begin{array}{rcl}
 4x + 7 = 31 & & \\
 -7 & \left[\begin{array}{c} \text{ } \end{array} \right] & -7 \\
 \hline
 4x = 24 & & \\
 \div 4 & \left[\begin{array}{c} \text{ } \end{array} \right] & \div 4 \\
 \hline
 x = 6 & &
 \end{array}$$

Expanding and Factorising

$$3(x+2) \begin{array}{c} \xrightarrow{\times} \\ \xleftarrow{\div} \end{array} \begin{array}{|c|c|} \hline x & +2 \\ \hline 3x & +6 \\ \hline \end{array} \begin{array}{c} \xrightarrow{\div} \\ \xleftarrow{\times} \end{array} 3x+6$$

Multiplying Integers

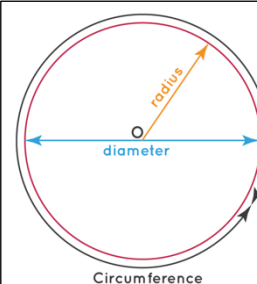
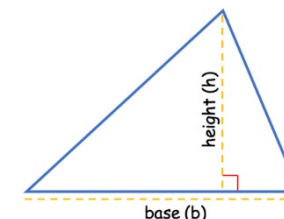
$$\begin{array}{ll}
 + \times + = + & - \times - = + \\
 + \times - = - & - \times + = -
 \end{array}$$

Example:

$$\begin{array}{ll}
 3 \times 2 = 6 & -3 \times -2 = 6 \\
 3 \times -2 = -6 & -3 \times 2 = -6
 \end{array}$$

Area of a Triangle

$$A = \frac{1}{2} \times \text{base} \times \text{height}$$

Area of a Circle

$$A = \pi r^2$$

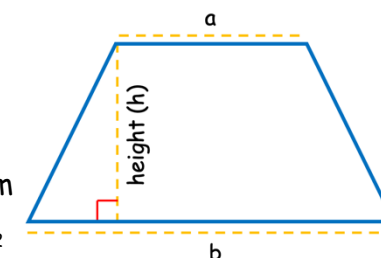
Circumference of a Circle

$$C = 2\pi r \text{ or } C = \pi d$$

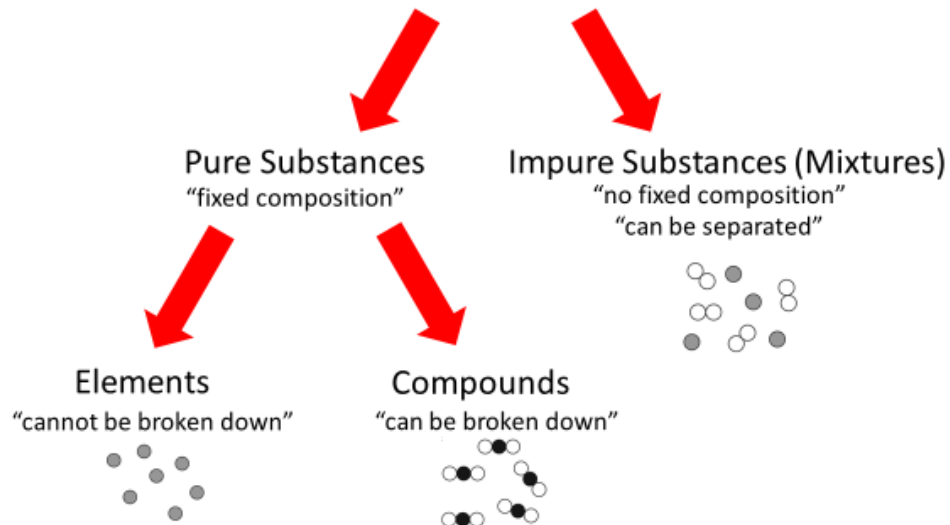
Area of a Trapezium

$$A = \frac{1}{2}(a+b)h$$

Example: If $a = 4\text{cm}$, $b = 6\text{cm}$ and $h = 12\text{cm}$ then, $A = \frac{1}{2} \times (4\text{cm} + 6\text{cm}) \times 12\text{cm} = 36\text{cm}^2$



Matter



The periodic table

Everything on this side is a non metal

PERIODIC TABLE OF THE ELEMENTS

1 H 1.008																	2 He 4.003				
3 Li 6.941	4 Be 9.012															5 B 10.81	6 C 12.01	7 N 14.01	8 O 16.00	9 F 19.00	10 Ne 20.18
11 Na 22.99	12 Mg 24.31															13 Al 26.98	14 Si 28.09	15 P 30.97	16 S 32.07	17 Cl 35.45	18 Ar 39.95
19 K 39.10	20 Ca 40.08	21 Sc 44.96	22 Ti 47.88	23 V 50.94	24 Cr 52.00	25 Mn 54.94	26 Fe 55.85	27 Co 58.93	28 Ni 58.69	29 Cu 63.55	30 Zn 65.39	31 Ga 69.72	32 Ge 72.61	33 As 74.92	34 Se 78.96	35 Br 79.90	36 Kr 83.80				
37 Rb 85.47	38 Sr 87.62	39 Y 88.91	40 Zr 91.22	41 Nb 92.91	42 Mo 95.94	43 Tc 98.91	44 Ru 101.1	45 Rh 102.9	46 Pd 106.4	47 Ag 107.9	48 Cd 112.4	49 In 114.8	50 Sn 118.7	51 Sb 121.8	52 Te 127.6	53 I 126.9	54 Xe 131.3				
55 Cs 132.9	56 Ba 137.3	57 La 138.9	72 Hf 178.5	73 Ta 180.9	74 W 183.8	75 Re 186.2	76 Os 190.2	77 Ir 192.2	78 Pt 195.1	79 Au 197.0	80 Hg 200.6	81 Tl 204.4	82 Pb 207.2	83 Bi 209.0	84 Po (209)	85 At (210)	86 Rn (222)				
87 Fr (223)	88 Ra (226)	89 Ac (227)	104 Rf (261)	105 Db (262)	106 Sg (266)	107 Bh (264)	108 Hs (265)	109 Mt (266)	110 Ds (271)	111 Rg (272)	112 Uub (273)	113 Nh (284)	114 Uuq (285)	115 Uuh (286)	116 Uus (287)	117 Uus (288)	118 Uuo (289)				

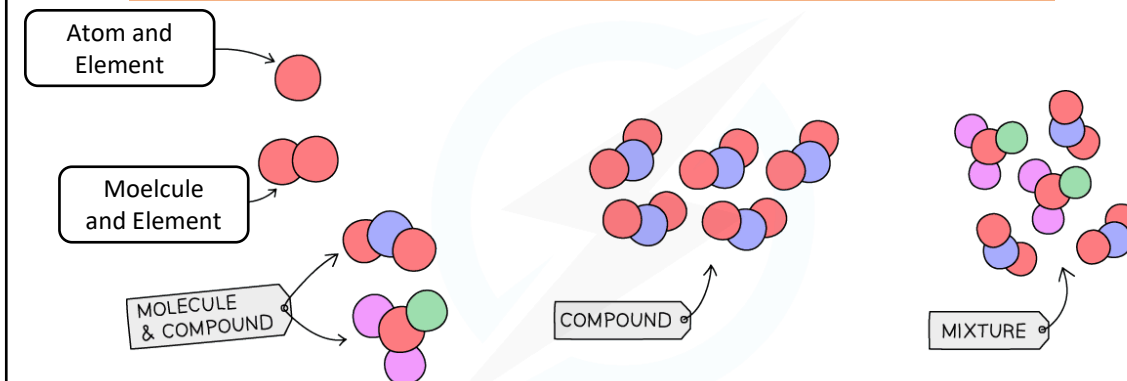
Rows in the Periodic Table are called periods

Columns in the Periodic Table are called groups

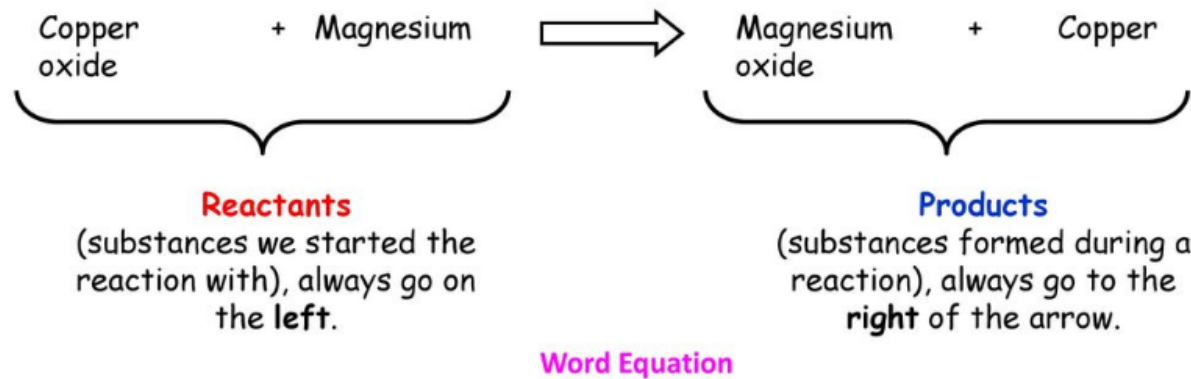
Everything on this side is a metal

Subject Terminology	Definition
Prediction	a statement suggesting what will happen in the future, based on observation, experience or a hypothesis.
Trend	a pattern in properties, such as an increase or decrease
Displacement reaction	a more reactive metal will take the place of a less reactive metal from its compounds.
Particle	An extremely tiny piece of matter.
Atoms	the smallest part of an element that can exist
Element	a substance that consists of only one type of atom and it cannot be broken down into anything simpler.
Molecule	a particle that consists of two or more atoms chemically bonded together.
Compound	a substance that contains two or more different elements that are chemically combined
Mixture	two or more different substances, not chemically joined together.
Polymer	very large molecules made when many identical small molecules join together, end to end
Diatomic	pure gaseous elements that form molecules consisting of two atoms of the same element bonded together

Matter

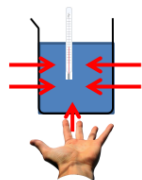
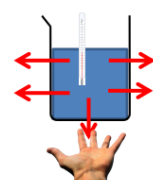
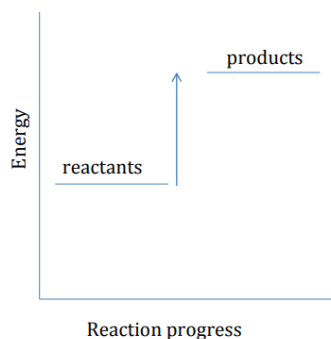
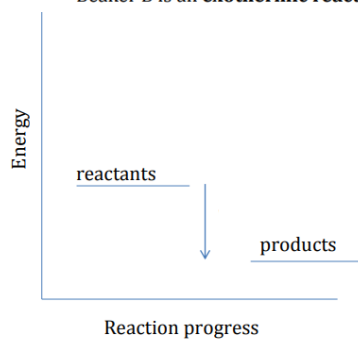


Chemical equations

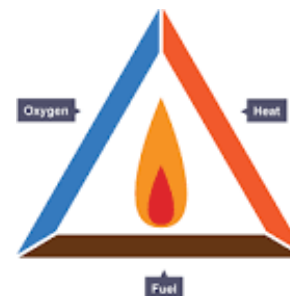


Subject Terminology	Definition
Combustion	A chemical reaction where fuel is heated and reacts with oxygen releasing energy.
Exothermic	A chemical reaction where heat energy moves from the system to the surroundings
Endothermic	A chemical reaction where heat energy moves from the surroundings to the system
Unreactive	Elements that take part in few chemical reactions are unreactive.
Conservation of mass	In a chemical reaction, the total mass of reactants is equal to the total mass of products. This is
Thermal decomposition	A chemical reaction in which a compound breaks down on heating to form more than one product

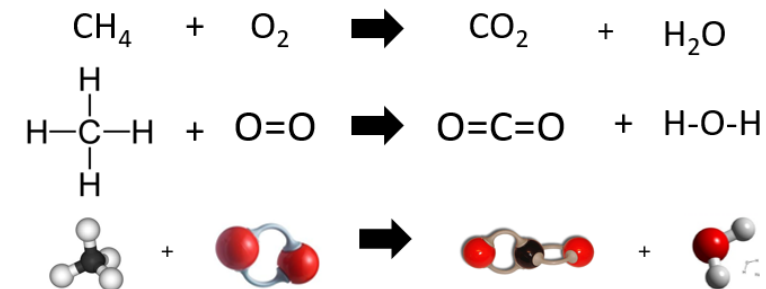
Endothermic and exothermic reactions

Beaker A is an **endothermic reaction**Beaker B is an **exothermic reaction**

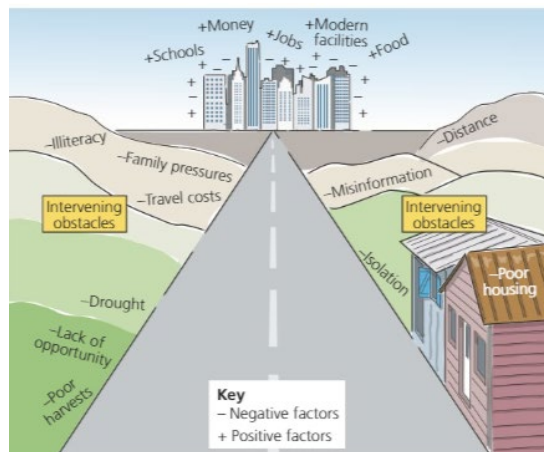
Combustion reactions



Fuel (methane) + oxygen \longrightarrow carbon dioxide + water



Migration push and pull factors



Sustainable Development Goal 11



- In 2018, half of humanity – 3.5 billion people – live in cities.
- By 2030, almost 60 per cent of the world's population will live in urban areas.
- 95 per cent of urban expansion in the next decade will take place in the developing world.
- 828 million people currently live in **slums** and the number keeps rising.
- Rapid urbanisation puts pressure on fresh water supplies, sewage, the living environment, and public health.

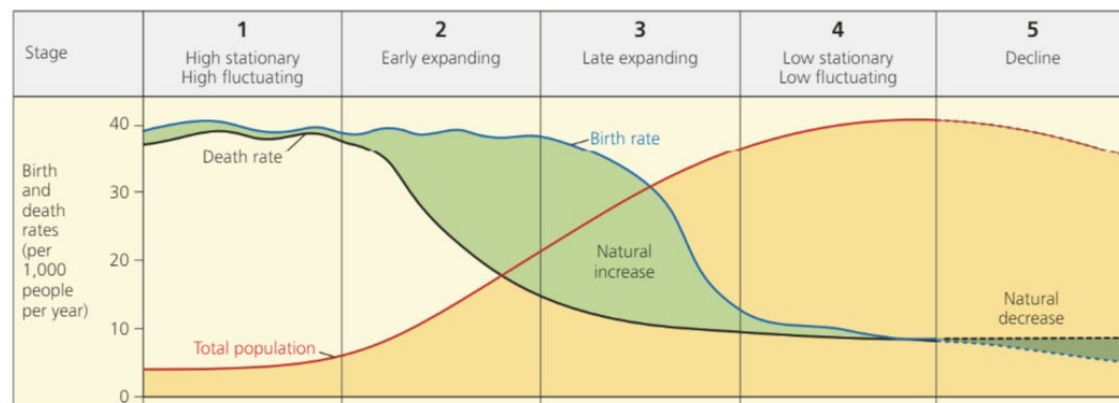
Population	The number of people within a defined area.
Birth Rate	A measurement of the number of live births in a country. Usually given as a figure per 1,000 people per year.
Death Rate	The number of deaths per 1,000 people per year
Natural Increase	When birth rates are higher than death rates and the population increases
Migration	The movement of people from one permanent home to another.
Development	The progress of a country in terms of wealth and human well-being.
Population distribution	The pattern of where people live. World population distribution is uneven. Places which are sparsely populated contain few people. Places which are densely populated contain many people
Refugees	People who have fled war, violence, conflict or persecution and have crossed an international border to find safety in another country.
Rural to urban migration	The movement of people from countryside to city areas.
Urbanisation	The increase in the proportion of people living in towns and cities

Why is global population distribution uneven?

Historically, settlements have built up in areas with natural resources that can support a population, such as water, soil, the ability to grow food, and job opportunities.

When a settlement becomes more developed industries emerge and connections with other settlements via roads, railways and rivers are made. In turn this creates more job opportunities and so an expanding population. Areas that are often sparsely populated tend to have fewer resources and be harder to live in, such as mountainous areas, deserts or isolated places.

Demographic Transition Model



Timeline	
1832	<u>Great Reform Act</u> – Reorganised the electoral areas to get rid of rotten boroughs.
1837	Queen Victoria becomes <u>Queen of England</u> .
1867	<u>Electoral Reform Act</u> – Gave working men the vote, IF they owned land worth £10 a year or paid £10 rent a year.
1870	<u>Married Women’s Property Act</u> – Women no longer had to hand over all of their property and belongings to their husband when they married.
1901	<u>Death of Queen Victoria</u> – Edward VII succeed her as King of England
1913	<u>Cat and Mouse Act</u> – Hunger strikers in prison were released until they were well enough to be returned to prison.
1914	<u>World War One begins</u> .
1918	<u>World War One ends</u> . <u>Representation of the People Act</u> – Women over the age of 30 and who owned property were given the vote. All men over 21 were given the vote.
1928	<u>Equal Franchise Act</u> – All women over 21 years were given the vote.



The Chartist Movement

Many working-class men had campaigned for the 1832 Reform Act. They felt betrayed when it did not give them the vote.

The People’s Charter (1838) demanded:

- A vote for all men 21 or older.
- The secret ballot.
- That any man can become an MP (no need to own property).
- Payment of MPs
- Constituencies with equal numbers of voters
- Parliamentary elections every year.

The Chartists were encouraged in 1848 by a wave of revolutions throughout Europe. The authorities disliked the idea of Chartism because it threatened their power.

TECHNICAL VOCABULARY	
Rotten Borough	An area that could elect several MP’s even though there were very few voters.
Reform	Making changes, to laws in this case.
Electoral	Anything to do with the voting system.
Social Reforms	Changes to people’s living and working conditions
Chartists	Political reformers who wanted better social and industrial conditions for workers.
Suffragists	Peaceful movement that was working for votes for Women.
Suffragettes	Militant movement that was working for votes for Women.
Militant	People who are prepared to take extreme actions in support of their cause.
NUWSS	National Union of Women’s Suffrage Societies. Founded 1897 they believed in peaceful protests, letter writing etc.
WSPU	Women’s Social and Political Union. Founded in 1903 there motto was “Deeds not Words”.

Campaign for Women’s suffrage		
Although there had been some advances in Women’s rights, women were not equal to men in the 19 th century. They did not have the vote in Parliamentary elections.		
Campaign groups: NUWSS & WSPU. Despite all the campaign efforts, women had NOT won the vote by 1914:	However, all this started to change after the First World War ...	
<ul style="list-style-type: none">• Parliament rejected every bill to give women the vote. Male members held strong views about the weakness of women.	During the war women contributed greatly to the war effort and kept the country going while the men were away.	
<ul style="list-style-type: none">• The <u>Women’s National Anti-Suffrage League</u> (1908) campaigned against votes for women.• In 1910, the <u>Men’s National League for Opposing Women’s Franchise</u> merged to form the <u>National League of Opposing Women’s Suffrage</u> ... it said “women were not fit for government”	In 1918, the government passed the Representation of the People Act giving the vote to all men over the age of 21 and women over the age of 30 who were householders or married to a householder.	
<ul style="list-style-type: none">• When the First World War broke out, the Suffragettes and Suffragists stopped most of their campaign and urged women to support the war instead..	The campaign for women’s suffrage finally succeeded in 1928, when women were granted the same voting rights as men.	

<u>Lord Grey</u>	<u>Earl of Derby</u>	<u>William Lovett & Feargus O’ Connor</u>	<u>Millicent Fawcett</u>	<u>Emmeline Pankhurst, Sylvia and Christabel Pankhurst.</u>	<u>Emily Davison</u>	<u>David Lloyd-George</u>
Prime Minister that introduced the Great Reform Act	Prime Minister that introduced the Electoral Reform Acts	Leader’s of the Chartist Movement	Founder of the (peaceful) Suffragist Movement, the NUWSS.	Emmeline was the Leader of the Suffragette movement and her daughters were extreme campaigners with her.	Killed by the King’s Horse (Anmer) at the Derby in 1913 while campaigning for the WSPU	Prime Minister in 1918 when women were given the vote.

- Queen Victoria becomes Queen of England in 1837
- The Monarchy in France was executed in 1793 (King Louis XVI). This caused fear for the British aristocracy.

MONARCHY

RELIGION

INVASION

We begin to see reform in the political system from 1832 as more people begin to be given the right to vote. The first group of people to get the vote were the middle class. After the end of World War One the government passed the 'Representation of the People Act' which gave the vote to all Women over the age of 30 who owned property and all men over the age of 21 were given the vote.

POLITICAL REFORM

POLITICAL REFORM

HISTORICAL SUBSTANTIVE CONCEPTS

IDEOLOGY

Advances in Women's Rights during the 19th Century and by 1928 they were granted the same voting rights as men.

CONFLICT

World War One (1914 – 1918) gave Women the opportunity to show their worth to the government. During the War women contributed greatly to the war effort and kept the country going while the men were away fighting.

REVOLUTION

The Chartist movement was encouraged in 1848 by a wave of revolutions throughout Europe.

The authorities disliked the idea of Chartism as it threatened their power.

The Suffragists and Suffragettes were two groups who were prepared to campaign to get suffrage for Women.

TAX & ECONOMY

The economy of the world had started to change. The economy of the British Empire was so strong that they no longer needed to profit from such an immoral trade.

Week 1

Opinions	Verb	Noun	Connective + verb =	Adjective
Me fastidia (n) = I get annoyed	llegar = to arrive viajar por = to travel on	al aeropuerto Josep Tarradellas = the Josep Tarradellas airport el metro = the underground	because it is	agradable = pleasant desagradable = unpleasant
Me fascina (n) = It fascinates me	ir a = to go to	la Sagrada Familia = the Sagrada Familia la Pedrera (Casa Milà) = La Pedrera	porque es	guay = cool extraño = strange
Me divierto – I have fun	visitar = to visit	el museo Picasso = the Picasso museum el parque de atracciones Tibidabo = the Tibidabo amusement park	dado que es	loco = crazy desordenado = messy
Me decepciona – It disappoints me	ver = to see	Park Güell = Park Güell el Barrio Gótico = the gothic quarter	ya que es	asombroso = amazing extraordinario = extraordinary
Me da igual – I’m not bothered about	asistir a = to attend	la playa en Barceloneta = the beach in Barceloneta el puerto = the port	puesto que es	divertido = fun asqueroso = disgusting
Me disfruto de = I enjoy	sacar fotos de = to take photos of	el mercado de la Boqueria = the Boqueria market el acuario = the aquarium	aunque es =	esplendido = great diferente = different
Vale la pena – it’s worth while	pasear por = to walk along	Las Ramblas = tree line street called La Rambla	although it is	interesante = interesting estupendo = great
Estoy harto de – I’m fed up of	comer = to eat beber = to drink	las tapas = tapas el vino blanco / tinto = white / red wine		emocionante = exciting sucio = dirty
Estoy a favor de – I am in favour of	hablar = to speak	el catalan = catalan		entretenido = entertaining aburrido = boring
Estoy en contra de – I am against	subir = to climb up	el monumento a Colón = the Columbus monument el funicular = cable car		peligroso = dangerous fatigoso = tiring

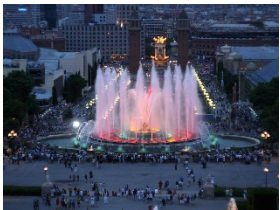
Week 2

Time expression		Verb (IR = to go)	Nouns		In my opinion it was	Adjective
Ayer = Yesterday		fui = I went	al aeropuerto Josep Tarradellas = the Josep Tarradellas airport a la Plaza de Cataluña = the Catalunya Square		A mi modo de ver fue	agradable = pleasant desagradable = unpleasant
El año pasado = Last year		fuiste = (you) went (s)	a la Sagrada Familia = to the Sagrada Familia a la Pedrera (Casa Milà) = to La Pedrera		Desde mi punto de vista fue	guay = cool extraño = strange
Hace dos años = 2 years ago	mi hermano mi familia	fue = (he/she)went	al museo Picasso = to the Picasso museum al parque de atracciones Tibidabo = to the Tibidabo amusement park		A mi juicio fue	estupendo = great loco = crazy
La semana pasada = Last week	mi padre mi amigo		al Park Güell = to Park Güell al Barrio Gótico = to the gothic quarter		Para mí fue	asombroso = amazing extraordinario = extraordinary
El fin de semana pasado = Last weekend	mi novio y yo mi madre y yo	fuimos = (we) went	a la playa en Barceloneta = to the beach in Barceloneta al puerto = to the port		Por mi parte fue	divertido = fun asqueroso = disgusting
El primer día = the first day	mi amigo y yo mi clase y yo		al mercado de la Boqueria = to the Boqueria market al acuario = to the aquarium		Creo que fue	esplendido = great desordenado = messy
Más tarde = later		fuisteis = (you) went (p)	a las Ramblas = to the tree line street called Las Ramblas al estadio Camp Nou = to the Camp Nou stadium		Considero que fue	diferente = different interesante = interesting
El último día = the last day	mis padres mis hermanos mis amigos	fueron = (they) went	a Corte Inglés = to the Corte Inglés department store a la fuente mágica de Montjuic = the magic fountain of Montjuic		Pienso que fue	emocionante = exciting sucio = dirty
Hace dos semanas = 2 weeks ago	mis abuelos mis primos		al zoológico (al zoo) = to the zoo		En mi opinión fue	entretenido = entertaining aburrido = boring
			al monumento a Colón = to the Columbus monument al funicular = to the cable car		A mi parecer fue	peligroso = dangerous fatigoso = tiring

Week 3



Time phrase	Noun	Verb		Noun
Por la mañana = In the morning Por la tarde = In the afternoon Por la noche = In the evening	(yo) I	llegué = arrived visité = visited paseé por = walked along disfruté de = enjoyed comí = ate subí = climbed up descubrí = discovered vi = saw	viajé por = travelled by saqué fotos de = took photos of hablé = spoke probé = tried bebí = drank asistí a = attended fui a = went to	al aeropuerto Josep Tarradellas = the Josep Tarradellas airport el metro = the underground la Sagrada Familia = the Sagrada Familia la Pedrera (Casa Milà) = La Pedrera el museo Picasso = the Picasso museum el Park Güell = Park Güell el Barrio Gótico = the gothic quarter la playa en Barceloneta = the beach in Barceloneta
Primero = First Luego = Next Después = Afterwards	mi hermano mi hermanastra mi madre mi familia mi padre mi prima la gente = the people	llegó = arrived visitó = visited paseó por = walked along disfrutó de = enjoyed comió = ate subió = climbed up descubrió = discovered vio = saw	viajó por = travelled by sacó fotos de = took photos of habló = spoke probó = tried bebió = drank asistió a = attended fue a = went to	el puerto = the port el mercado de la Boqueria = the Boqueria market el acuario = the aquarium el parque de atracciones Tibidabo = the Tibidabo amusement park las tapas = tapas el vino blanco / tinto = white / red wine Las Ramblas = tree line street called La Rambla el catalan = catalan el monumento a Colón = the Columbus monument el funicular = cable car
Además = furthermore En adición = In addition Finalmente = Final y	mis padres y yo mi madre y yo mi padre y yo mi bisabuelo y yo mi abuelo y yo mi hermano y yo	llegamos = arrived visitamos = visited paseamos por = walked along disfrutamos de = enjoyed comimos = ate subimos = climbed up descubrimos = discovered vimos = saw	viajamos por = travelled by sacamos fotos de = took photos of hablamos = spoke probamos = tried bebimos = drank asistimos a = attended fuimos a = went to	<u>AR</u> é aste ó amos asteis aron
	mis padres mis abuelos mis hermanos mis amigos mis tíos muchas personas = lots of people	llegaron = arrived visitaron = visited pasearon por = walked along disfrutaron de = enjoyed comieron = ate subieron = climbed up descubrieron = discovered vieron = saw	viajaron por = travelled by sacaron fotos de = took photos of hablaron = spoke probaron = tried bebieron = drank asistieron a = attended fueron a = went to	<u>ER / IR</u> í iste ió imos isteis ieron



Half-Term 2 Subject – Dance – Year 8 – Dangerous Michael Jackson

Michael Jackson's style of dance is a fusion of Jazz, hip hop, popping and locking. He is well known for his fast footwork, floor spins and popularising the moonwalk. This unit is all about learning performance skills.



Dangerous – Michael Jackson

Jackson's live performance of Dangerous were influenced by Judy Garland's song-and-dance number "Get Happy" from the 1950 movie musical *Summer Stock*. Jackson and his dancers are wearing suits and fedoras as a nod to Garland's costume, and Jackson's introduction mirrors Garland's from the film scene. The lyrics about the strange woman with a mouth smoother than oil was taken from Proverbs 5:3-5 in the Bible. The passage warns against allowing a seductive woman to lead you down the wrong path, which Jackson seems all too happy to do. "But I loved it," he sings of her touch, "'Cause it's dangerous."

Travis Payne is the choreographer of the Dangerous dance.

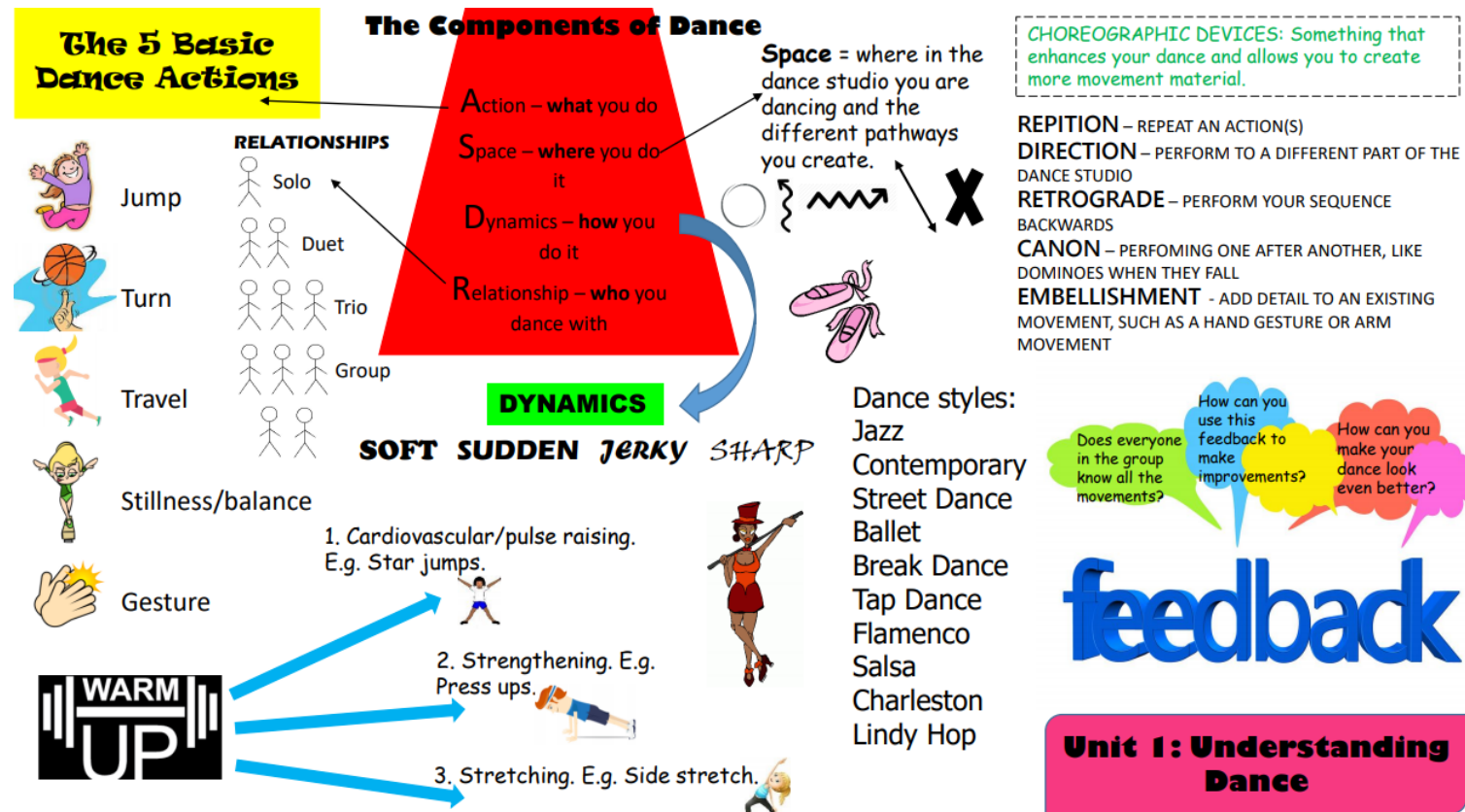
Key features of Jazz dance include:

Isolations: a dancer isolates one specific part of the body, such as the rib cage or wrist.

Grounded movement: dancers keep a low centre of gravity, and often bend their knees.

Syncopation: accenting an offbeat or note of the musical accompaniment that surprises the audience.

Contractions: motivated by the breath, a dancer will make a C-shape with the core.



SUBJECT TERMINOLOGY	
Elements of Dance	They make up the foundation for every dance style. Action, Space, Dynamics, Relationships.
Action	The movement which is performed by the dancer.
Space	Where the dancer moves e.g. pathways, levels, directions, size of movements, patterns.
Dynamics	How the dancer moves e.g. fast/slow, smooth/sharp.
Relationships	Who the dancer with and the way they move together e.g. lead and follow, mirroring, in formation, complement and contrast.
Movement memory	Is remembering the choreography in the correct order.
Canon	When a dance action is performed one after another.
Unison	Is to perform the same movement at the same time.
Choreography	To create your own sequence of movements.
Performance skills	Is being ready to perform in your starting position, not fidgeting, giggling, talking during the performance and holding your ending position after you have performed.
Facial Expression	Use of the face to show mood, feeling or character.
Musicality	Is being in time with the music.
Timing	Is being in time with other dancers.

5 KEY DANCE ACTIONS

JUMP: It is very rare for a dance to be completed all on one level and jumping allows the performer to create flight and dynamic movement into the sequence.

TURN: All dances require different types of turns, on different levels and sometimes around different axes.

TRAVEL: This can involve the stationary movement of body weight from one part of the body to another or the travelling movement of a person or group from one area to another.

STILLNESS: By holding a specific pose, the performer or group are creating a shape that reflects the music or genre of the sequence.

GESTURE: It is when you move a part or the whole of your body but not using your weight, e.g. stretching, bending and twisting.

REFUGEE BOY – The Story

- Alem's mother is from Eritrea, a country in Africa, and Alem's father is from Ethiopia, the country just over the border. When a war breaks out between these two countries, neither place is safe for Alem and his parents. Alem is just 14, and is in real danger.
- With hatred and war all around them, Alem's dad does something very brave. He brings Alem to Britain and leaves him here, so he won't die in the fighting back at home. Britain isn't Alem's home so he must become a refugee here, and that life is hard. Full of shocks and new experiences, appearing in court in front of judges, having his fingerprints taken, and questions. Questions all the time. And then there's new lessons at the new school. New people, new music. Even the diet is new. Meat and two veg, and gravy just to keep the food wet. But Alem does get a new foster family.
- Alem is never forgetting everything he has left behind. Alem missed seeing animals that weren't just pets. He missed the sounds of home, he missed the smell of its earth, the smell of its people and even the smell of its cities. But the home Alem loves is a war zone. Alem discovers his new home, Britain, may be about to send him back there.
- Alem is honest and brave. He fights to stay alive. He fights back



Contemporary staging of the play

‘Incorporating elements of poetry and dance, this vibrant and energetic adaptation of Benjamin Zephaniah’s seminal novel had a tremendous impact on me. I left the theatre physically exhausted from the emotional journey undertaken’. (Leeds Book Club, 2013)

From the very first performance, the play has had a significant impact on audiences. Refugee Boy has been performed and staged in a variety of different ways. The original production used a complex but effective set that illustrated the themes and different locations and accommodated the different styles incorporated within the play, e.g. the more naturalistic scenes, but also allowed for extensive use of physical theatre and dance.

In 2017, Chickenshed Theatre (an industry leader in inclusive theatre) staged the play. Their set design placed the audience on both sides. They were poised above the action almost as if they were reporters, looking in on the action but keeping their distance. A playground roundabout was the set’s centrepiece and stood as a metaphor for the plight of refugees; they are forever going round and round just waiting to get off and be still. The music used were songs from the 90s, which highlighted that although the music had dated, the plight of refugees remains contemporary. The original production used just six actors multi-roling, whereas Chickenshed used a cast of 15.

The original production ran the performance without a break, whereas Chickenshed chose to have a break, dividing the play into a long first half with a shorter second one. Although the style of production may vary, the themes and issues of the play remain the same, and the plight of Alem and his family make the play even more relevant today.

Subject Vocabulary

Monologue	A one person speech.
Status	Status in drama is the level in society a character is. For instance, a king would have very high status while a peasant would have very low status.
Tension	A growing sense of expectation within the drama , a feeling that the story is building up towards something exciting happening. Without tension in a scene it is hard to keep the audience engaged with what is happening so the work may be flat and dull.
Split scene	In drama and theatre the term is used to describe two or more scenes which are performed on stage at the same time.

Key characters		Key themes & Characters	
Alem	The protagonist of the novel. He is not safe in either Ethiopia or Eritrea because he is mixed race. He has to seek asylum in England.	War and Conflict	Alem is forced to become a refugee due to the war between Eritrea and Ethiopia. Whilst living in England, he encounters conflict every day and compares it to the war in Africa.
Mr Kelo	Alem’s father. He is Ethiopian.	Love	Alem’s parents love him and Mr Kelo leaves Alem in England to protect him from the dangers of war. Alem’s friends and family also love him and protest against the decision to send him back to Ethiopia or Eritrea.
Mrs Kelo	Alem’s mother. She is Eritrean.	Hope	Alem continuously has hopes that peace will be declared between Ethiopia and Eritrea and that he will be able to return safely to Africa to live with his parents.
Mr and Mrs Fitzgerald	Alem’s foster parents.	Injustice	Alem is not welcome in either Ethiopia or Eritrea because he is mixed race and is threatened at gun point by soldiers who tell his family has to leave. However, a judge (who has never been to either country) decides that it is safe for Alem to return. This leads to Alem’s friends protesting against the decision.
Ruth	Mr and Mrs Fitzgerald’s daughter.	Isolation	Alem is left alone in England at the beginning of the novel. Throughout the book, Alem is faced with isolation and loneliness and there are many barriers which make him feel like an outsider.

Form and Structure

Exploring Musical Structures



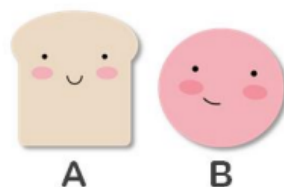
A. Question and Answer Phrases

Two short sections in a piece of music. The first **QUESTION PHRASE** is followed by the **ANSWER PHRASE** which in some way copies or answers the first – like a ‘musical conversation’. The **MELODY** below shows the opening of “Twinkle Twinkle Little Star” – notice how the **QUESTION PHRASE** rises in **PITCH** and the **ANSWER PHRASE** descends in **PITCH**.



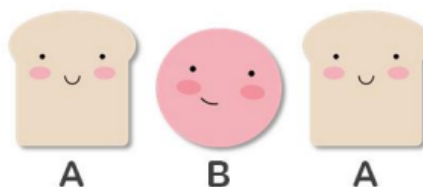
B. Binary Form

BINARY FORM (AB) describes music in two sections. The first section can be labelled “A” and the second section “B” (either or both sections may be repeated). The “B” section **contrasts** musically in some way to the first “A” section.



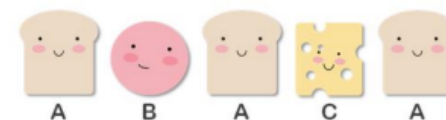
C. Ternary Form

TERNARY FORM (ABA) describes music in three sections. The first section can be labelled “A” and the second section “B”. The “B” section **contrasts** in some way to the first “A” section which is then **repeated** after the “B” section again.



D. Rondo Form

RONDO FORM (ABACADA...) describes music where a main **theme** or **melody** “A” keeps returning between different contrasting sections “B, C, D...” (called **episodes**).

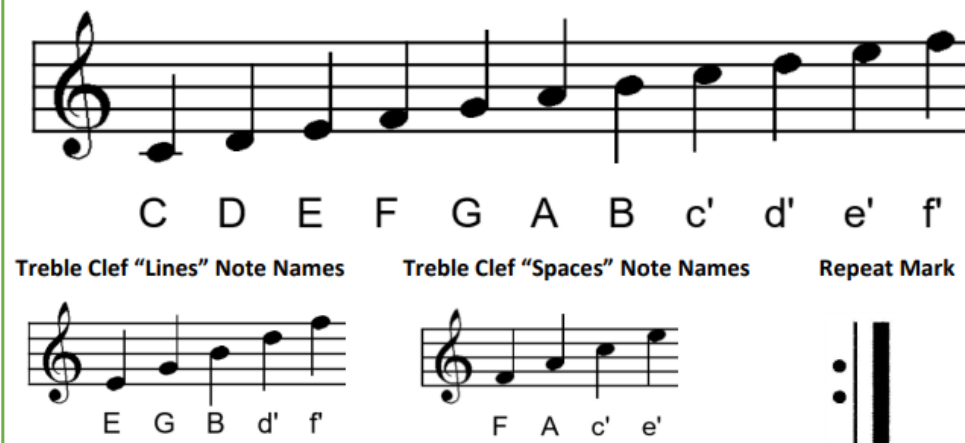


E. Key Words

- 1. FORM/STRUCTURE** – How a piece of music is organised into different sections or parts.
- 2. PHRASE** – A short section of music, like a “musical sentence”.
- 3. PITCH** – The **highness** or **lowness** of a sound or musical note.
- 4. MELODY/THEME** – The main **tune** of a piece of music. The melody or theme often varies in **pitch** and “good melodies” have an organised and recognisable shape.
- 5. HARMONY** – Playing two or more notes at the same time. The “harmony part” in music is different to the melody part.
- 6. DRONE** – A repeated note or notes of **long duration** played through the music. When two notes are used, they are often **five** notes apart (a **fifth**).
- 7. OSTINATO** – A repeated musical pattern. An ostinato can be a repeated rhythm or a repeated melody and are usually short.

F. Music Theory

Treble Clef Pitch Notation





Threshold Concept Link(s): Develop ideas in response to an artist and through different media.

Copy

Response

TECHNICAL VOCABULARY

Response	A reaction (to the work of an artist)
Surrealism	An Art style where the images could never happen in real life
Analyse	To examine in detail
Composition	How objects, shapes and patterns are arranged
Juxtaposition	Placing two contrasting items next to each other
Pattern	A series of repeated shapes
Review	Evaluate
Reflect	Reconsider and modify
Develop	To evolve, grow and improve
Collage	The technique of sticking paper to 2D work

Technology : Graphics Knowledge Organiser

Technical Vocabulary

Graphic Design	The art or skill of combining text and pictures in advertisements, magazines, or books
Illustration	A hand or digitally create image which explains, visually represents or merely decorates a product or publication
Typography	The design of lettering and the layout of type on printed or digitally publish media
Line	Defines shape, outer edge of an object and help direct the eyes, create emphasis and give a sense of movement
Shape	Shape is a flat area surrounded by edges or an outline. Artists use all kinds of shapes. Geometric shapes are precise and regular, like squares, rectangles, and triangles. They are often found in human-made things, like building and machines while biomorphic shapes are found in nature.
Colour	Colour plays a huge part in design, the colour wheel can be used to influence ideas. Colours represent different ideas in different cultures and this is something to have in mind when designing.
Rendering	To add colour, pattern or texture to the surface of a drawing or object.
Scale	draws attention to and from different elements to create emphasis and drama
Repetition	helps to tie lots of individual elements together
Negative space	space can create clever images and draw the eye to detail
Texture	gives tactility and depth to designs
Balance	allows all images to carry a weight and adjusts your images for composition
Hierarchy	helps the eye navigate your design, signals importance of elements and uses scale, line and colour.
Contrast	is light vs dark, thick vs thin. It helps to create emphasis and makes designs pop.
Framing	highlights design elements and can give clarity to clutter
Grids	help to draw and align design elements
Movement	brings to life a design
Depth	gives dimension to 2d drawings
Composition	is the arrangement of elements and uses scale, depth and hierarchy

Colour

Basic Colour Theory

The **colour wheel** is used by designers and artists to help them work with colours when using paint/ink.

The **Primary** colours (red, blue and yellow) can't be made by mixing any other colours together.



Secondary colours are made by mixing two of the primary colors together. If you mix a secondary and primary colour you get a **tertiary** colour.



Complementary or contrasting colours are opposite each other on the colour wheel. They are more intense and vibrant when placed next to each other and compete for attention.



Analogous colours are near to each other on the colour wheel. They are often found in nature and appear to be **harmonious** with each other.



Typography

Lettering plays an important part in our everyday lives. Different **typefaces** can express a wide variety of feelings and emotions.

Font styles fall into 4 main categories:



Anatomy of type

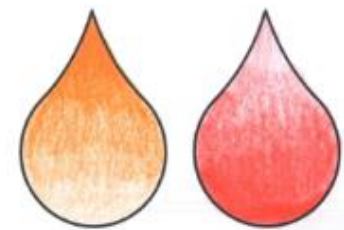


Colour application

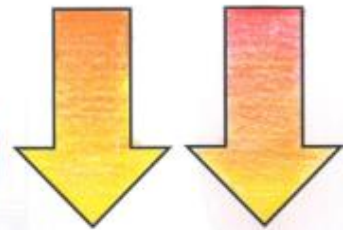
Edge Colour



Shading



Blending



Graphic designers & illustrators



Jon Burgerman is a British illustrator, author, and Graphic designer who was born in the UK in 1979, but now lives and works in NYC. He has created work for Pepsi, Nike, Puma, Nintendo, MTV, Miss Sixty, Sony, and Sky among many other companies. Most of his work is based on the simple doodle.



JBs style is taking everyday objects and injecting a sense of fun into them. Bold colours, black outlines and comical features. JB never draws the same thing twice and drawings are quick and impulsive.



Yr 8 HT2 Subject RE **How do Muslims live a good life?**

1	How do Muslims believe Allah was revealed to them?	Through the prophets, starting with Adam and finishing with Muhammad.
2	What does Islam mean	Surrender or peace
3	What type of religion is Islam?	Monotheistic (belief in one God)
4	What are not allowed of Allah?	Images as they are thought to limit God’s greatness.
5	What do Muslim’s believe Allah has created?	Everything
6	Name two beliefs that show Muslims believe God is supreme.	<ul style="list-style-type: none">• They believe everything that happens is by God and must be for a reason.• They believe God has good intentions for everyone.
7	Name two ways Muslims show they believe Allah is	<ul style="list-style-type: none">• Idols are forbidden• Muhammad must be respected as the final prophet
8	What does Allahu Akbar mean?	God is greatest
9	Name two other qualities of Allah	Omnipotent, Compassionate
10	How many names are mentioned for Allah in the Quran and Hadith?	99
11	Name two different types of Muslims	Sunni, Shia, Sufi
12	Why are there so many names for God in the Quran?	They help Muslims to understand something of God’s nature.
13	Where and when was Muhammad born?	Mecca, around 570 CE
14	Where did the Angel Jibril reveal the Quran	Mt Hira
15	How long did this revelation take?	About 20 years
16	What did Muhammad speak out against in Mecca?	Cheating, gambling, drunkenness
17	When did Muhammad flee to Madinah	622CE
18	What is this journey called?	Hijah
19	Where can Muslims read the laws Muhammad set up?	Hadith
20	For what do Muslims now use these laws?	Shariah Law

1	What are the Five Pillars of Islam	<ul style="list-style-type: none">• Shahadah – declaration of faith• Salah – Prayer• Zakah – Charity• Sawm – Fasting• Hajj - Pilgrimage
2	Name two parts of the body a Muslim will wash during Wudu	<ul style="list-style-type: none">• Any two of Head, ears, nose, hands, arms, feet
3	What percentage do Muslims have to give for Zakat	<ul style="list-style-type: none">• 2.5%
4	Shia Muslims are expected to give 20% of their savings, what is this called?	<ul style="list-style-type: none">• Khums
5	Name two other things Muslims are not supposed to do during Ramadan.	<ul style="list-style-type: none">• Smoke, swear
6	What is the name of the object Muslims walk around on Hajj	<ul style="list-style-type: none">• Kabba
7	What are the Six Articles of Faith?	<ol style="list-style-type: none">1. Belief in God2. Belief in the Prophets3. Belief in the holy books4. Belief in the existence of angels5. Belief in life after death6. Belief in God’s divine plan

Key Word	Meaning
Allah	The Arabic word for God.
Islam	1. The name of the religion followed by Muslims. 2. To submit to the will of God. 3. Peace.
Iman	Believing in Islam from the heart and following the six articles of faith.
Ihsan	The creation of an inner sense of God within yourself and your actions.
Jibril	Jibril is the most important of the angels and spoke with many of the prophets of Allah. Jibril dictated the Qur’an to Muhammad. On Judgement Day he will assist with the weighing of a person’s deeds.
Makkah	The city where Muhammad was born. The spiritual centre of Islam, it is in Saudi Arabia.
Muhammad	The last and greatest of the prophets of Allah. He received the Qur’an and his Sunnah and Hadiths are also important sources of authority.
the Night of Power	The name for the night on which Muhammad received the first revelations of the Qur’an.
omnipotence	One of the 99 Beautiful Names of Allah. It refers to Allah’s ability to do anything.
the Qur’an	The Holy Book revealed to the Prophet Muhammad by the angel Jibril. Allah’s final revelation to humankind.
The Shahadah	Muslim declaration of faith. It is a statement of faith in Allah as the only God and in Muhammad as Allah’s prophet. The 1st of the Five Pillars for Sunni Muslims.
Tawhid	The oneness and unity of Allah. Islam is a monotheistic religion.
The Five Pillars	The five most important duties for all Muslims.
Pillar	A structure that supports something
Compulsory	Something that has to be done.
Wudu	The ritual washing Muslims perform before prayer
Alms	Another words used for charitable giving
Ramadan	The 9 th month in the Muslim calendar, a time of reflection and spiritual growth
Pilgrimage	A journey with a religious significance
Mecca	The birthplace of the Prophet Muhammad and the focal place for the Hajj

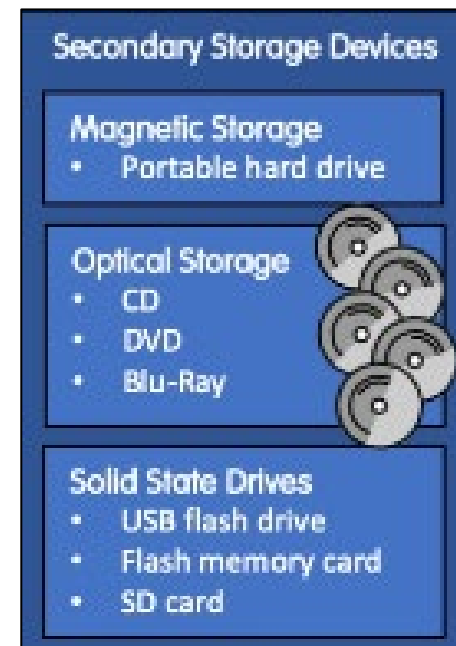


Box 1

PRIMARY MEMORY			
TYPE	VOLATILE?	DYNAMIC?	RELATIVE SPEED
Cache	YES	YES	Very Fast
RAM	YES	YES	Fast
ROM	NO	NO	Slow
Flash	NO	YES	Slow
Virtual	YES	YES	Very Slow

KEY VOCABULARY	
Secondary Storage	Primary storage is RAM. Secondary storage refers to long term, non-volatile data storage.
Non-volatile	Memory which can retain its data when the power is turned off
Magnetic	Data is stored by altering the magnetic charge (+ or -) to represent binary information
Optical	A reflective layer or dye is marked to either reflect or not reflect a laser beam. The computer reads the reflections as binary data
Solid State	Also known as <i>Flash Memory</i> , the data is stored by forcing (or flashing) electrons through a barrier into a storage layer. Here it is read as binary information

SECONDARY STORAGE SPECS		
TYPE	CAPACITY	SPEED
Magnetic HDD	Terabytes	50-120 MB/s
CD	700 mb	0.146 MB/s
DVD	4.7 gb	1.32 MB/s
Blu-Ray	128 gb	72 MB/s
SD Cards	4-32 gb	50-120 MB/s
USB Drive	Up to 1 tb	45-90 MB/s
Solid State Drive (SSD)	Up to 4 tb but very expensive	200-550 MB/s



Box 2

Technical Vocabulary	
Input	Computer receives some information
Process	Computer does 'something' with the information.
Output	Computer outputs information.
CPU	Central Processing Unit, sometimes referred to simply as the central processor, but more commonly called processor, the CPU is the brains of the computer where most calculations take place
Primary Storage	Main memory or primary storage which holds data, programs, and instructions currently in use. This is located on the motherboard and CPU and includes RAM, ROM, Flash memory and cache memory.
Secondary Storage	Forms of storage which is connected to the computer either by attaching to the motherboard internally or externally, e.g., CDs, USB memory sticks, hard disc drives, SSD's and SD cards
ROM	ROM is "built-in" computer memory containing data that normally can only be read, not written to. ROM contains the programming that allows your computer to be "booted up" or regenerated each time you turn it on
RAM	Random Access Memory is the place in a computing device where the operating system (OS), application programs and data in current use are kept so they can be quickly reached by the device's processor
Cache	Is a high-speed data storage layer that stores data temporarily, so that future requests for that data can be served faster. This is commonly located on the CPU
Hard Disk	A rigid non-removable magnetic disk with a large data storage capacity which can be either internal or externally connected.
Non-Volatile memory	Memory that retains all data when it loses power eg ROM
Volatile memory	Memory that loses all data when it loses power eg RAM

Box 3

Device	Definition
Online Storage	Storing data on a remote location online. Eg cloud- sent to a server connected to the internet. Files can be downloaded and uploaded when required.
Local Storage	A device that is physically present and stores data. Popular local storage (portable) includes USB Flash drive external hard drive.
Primary Storage	(main memory) component of the computer (inside) that holds data, programs and instructions that are currently in use (internal) EG ROM, RAM, Cache memory

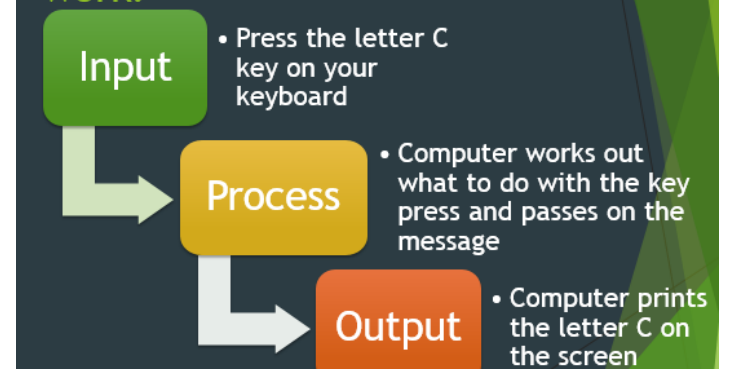
Box 4

Input
Computer receives some information

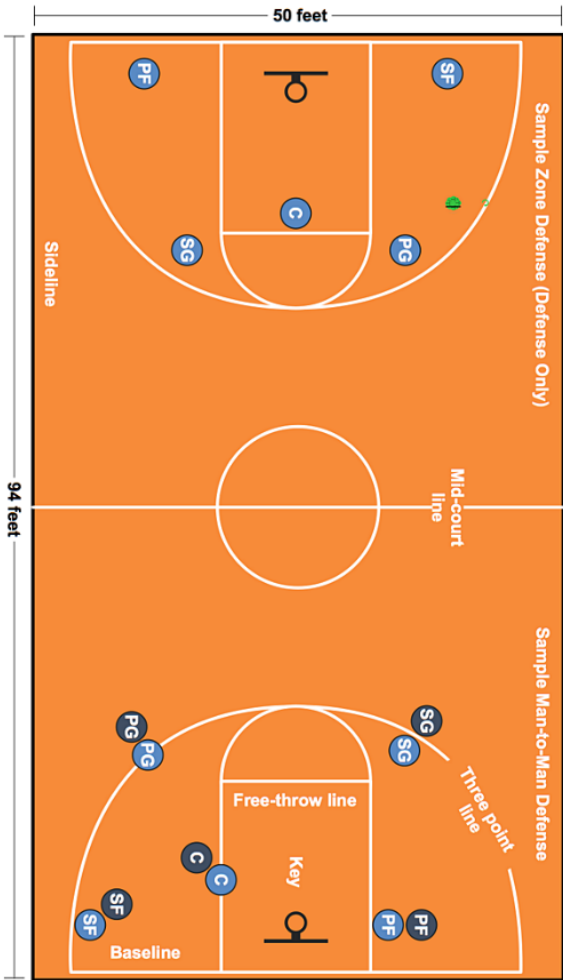
Process
Computer does 'something' with the information

Output
Computer outputs information

So how does a computer work?

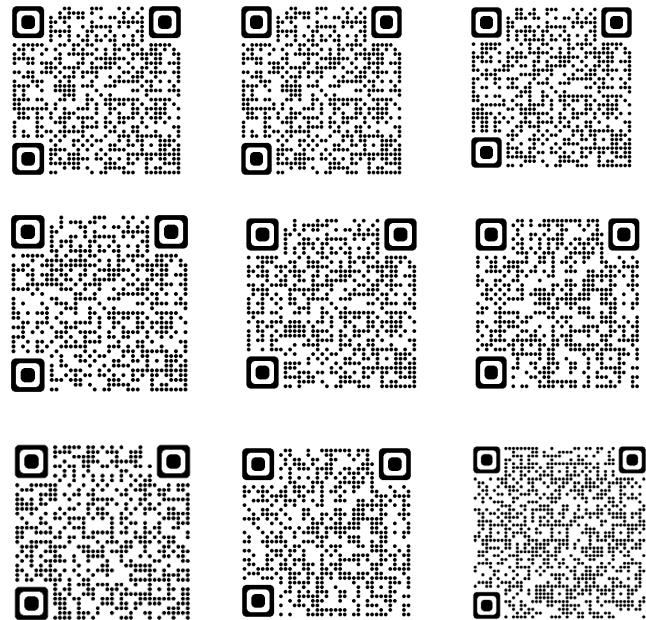



Half-Term 2: Subject – PE – Year 8 – Basketball

Rules of the game	The Court and Positions	Key Terms
<p>Played with two teams of five.</p> <p>Score by shooting through a hoop.</p> <p>A side-line ball is taken from the opposite team who touched it last.</p> <p>A successful shot from outside the 3-point arc is worth 3 points. From inside this line, it is worth 2 points.</p> <p>Once the offense has brought the ball across the mid-court line, they cannot go back across the line during possession.</p> <p>Personal fouls include hitting, pushing and holding.</p> <p>Players cannot travel with the ball (run without bouncing the ball) or double dribble (dribbling, stopping, and then dribbling again).</p> <p>Players cannot hold the ball for longer than 5 seconds.</p>	 <p>C - Centre PG - Point Guard PF - Power Forward SF - Small Forward SG - Shooting Guard</p>	<p>Chest Pass W grip, step, chest to chest, follow through, short distance.</p> <p>Bounce Pass W grip, step, chest to chest, follow through, bounce before player, short distance.</p> <p>Overhead Pass Ball over head, step, pass over opposition, further distance.</p> <p>Dribbling Head up, spread fingers and fingertips, waist height.</p> <p>Set Shot Knees bent, dominant foot slightly in front of other, strong hand at bottom, supporting hand on side, and elbow at 90 degrees.</p> <p>Lay-up Strong hand at bottom, supporting hand on side, keep it high. Right hand dribble: step right, jump left aim for top right-hand corner of box. Left hand dribble: step left, jump right, aim for top left corner of box.</p> <p>Attacking Dribble into space, screen defenders, dribble out wide and quick inward passes, drive towards ball to receive pass losing defender.</p> <p>Defending Man to man, knees bent, back straight, head up, arms out, watch opponent's bellybutton.</p> <p>Triple Threat Being in a position where you can pass, dribble, or shoot when you receive the ball.</p>

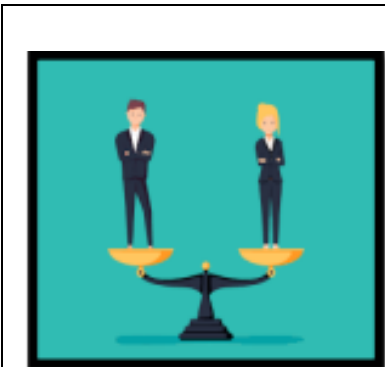


Half-Term 2: Subject – PE – Year 8 – Gymnastics

Key skills	Evaluating and improving	Performance skills
<p><u>Rolls</u> Forward- forward roll, shoulder roll Backward- backwards roll, shoulder roll, Sideways- egg roll, pencil roll, teddy bear roll</p> <p><u>Balances</u> Individual Pair/group Counterbalance/tension.</p> <p><u>Shapes/jumps/leaps/twists</u> Tuck Straddle/Star Pike Stag Split Half/Full</p> <p><u>Tumbling skills</u> Cartwheel Round-off Walkover Headspring Handspring</p> <p><u>Vaulting</u> Run up Take-off Flight Landing</p> <p><u>Dance</u> Hand gestures Facial expression</p>	<p>QR codes for Proficiency awards from 1-8. Award 1 is the most difficult and achieving this would help you achieve BAND A.</p>  <p>As well as looking at the difficulty of the moves being performed, you should be able to assess performance of strengths and weaknesses.</p> <p>This could be by watching your partner perform and telling them something that was good e.g. you had pointed toes throughout. To provide more detailed feedback, you could give them an idea about what to improve e.g. your toes were pointed throughout, however your legs were not always straight.</p> <p><u>Choreography</u>- this is being able to make up routines and sequences. If you are good at this, it can also help you to achieve a high band.</p>	<p><u>Aesthetics</u> In gymnastics you are judged by how aesthetically pleasing your performance is (how nice it looks). You can achieve this by doing the following things:</p> <p><u>Pointed toes/Straight limbs</u>- doing this helps to keep good tension of your muscles and good posture, which looks neat and tidy when performing.</p> <p><u>Musicality</u>- if you are doing a floor routine to music, your movements should fit in with the music e.g. if it is fast music, your movements should be quicker and more explosive.</p> <p><u>Timing</u>- An elite gymnast is allowed up to 90 seconds for both a floor and beam routine. They will have marks deducted if they go over the time limit. Also, if they don't have good timing on the floor apparatus, it will affect the aesthetics, and they will lose marks.</p> <p><u>Height</u>- To score the highest marks, gymnasts need to perform really difficult moves. Speed and power builds momentum in the run up and this can be converted to height which allows the gymnast more time in the air to perform more difficult skills.</p> <p>https://youtu.be/4ic7RNS4Dfo</p> 

Your identity is what makes you, you. It can be made up of lots of characteristics, such as interest, family, friends, hobbies, sexuality and ethnicity.

Diversity means having lots of differences and not all being the same. The UK is a diverse country and has been for a long time. People have been arriving and leaving for centuries. For example, in the 5th century the Saxons invaded from the Netherlands, Germany and Denmark, between the 8th and 10th centuries the Vikings raided and settled from Scandinavia. In 1066 the Normans invaded and fundamentally changed the social structure of Britain. In the 20th century the Windrush generation migrated to Britain to help with the staffing of institutions such as the NHS.



Discrimination is where someone is treated differently or unfavourable due to something out of their control.

In the UK, the law is used to protect the rights of individuals and to prevent this from happening.

In the past, individual laws were passed to protect individual characteristics such as the Equal Pay Act, the Race Relations Act and the Disability Discrimination Act.

In 2010 The Equality Act was pass. This law incorporated previous legislation and aims to “provide Britain with a discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.”

A community can mean many different things and doesn’t necessarily mean just the people you live near. The definition of community is “sharing or having certain attitudes and interests in common.”

One way which can help a community to work well together is to have a community agreement – a list of rules or expectations which everyone is expected to follow.

The Universal Declaration of Human Rights is like an international community agreement. It states that everyone has the right to various things, such as being born free and the right to seek asylum in other countries to avoid persecution.



A stereotype is when you generalise a group of people and assume that they are all the same. Some people associate certain jobs with certain genders. Stereotypes can be really damaging, as they can make people feel like they can’t access certain careers and limit their aspirations.

Characteristics such as gender, religion and ethnicity should not affect your career choices.

Things such as your passions, aspirations and talents should.

Define:	
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex or disability.
Equality	The state of being equal, especially in status, rights or opportunities.
Diversity	Diversity is the range of human differences including but not limited to race, ethnicity, gender, gender identity, social class, physical ability or attributes.
Prejudice	A favouring or dislike of something without good reason. Unfriendly feelings directed against an individual, a group or a race.
Tolerance	Willingness to accept behaviour and beliefs that are different from your own although you may not agree or approve of them.
Respect	A way of treating or thinking about something or someone.
Ignorance	The state of being ignorant is a lack of knowledge, education or awareness about something.
Peer Pressure	Feeling like you have to do something because people around you want you to or expect you to.

Further sources of information and advice.	
concern@magnusacademy.co.uk	This email address can be used if you have any concerns about a student at the academy and can also be used to
Childline.org.uk 0800 1111	Child Line is a service you can use if you are worried or need to talk to someone about pretty much anything. You can chat online, or on the phone. Phone calls are free and don’t
https://www.nspcc.org.uk/keeping-children-safe/online-safety/	The NSPCC website has lots of information for your parents and carers to support them in keeping you safe online.
https://www.childline.org.uk/	The Childline website provides young people with lots of ways to access support – either via phone call, web chat or email.
https://www.equalityhumanrights.com/en/equality-act-2010/what-equality-act	The equality and human rights commission has more information about the Equality Act of 2010.
https://www.bbc.co.uk/newsround/43793769	This article on Newsround has lots of information about the Windrush generation.