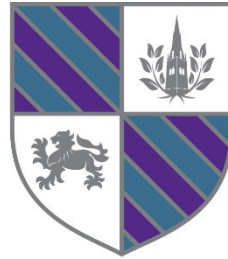


Student Name:



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: February 2025

Year 8

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

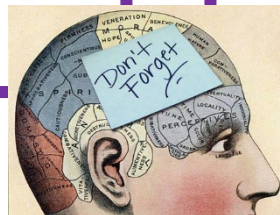
Determination – Integrity – Ambition – Humility – Compassion

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 three key vocabulary

<u>English</u> Enlighten Deduction Scandal Periodical/Serial Introspective Dual nature Patriarchal Convention Dystopia Sensationalism	<u>Maths</u> Probability Likelihood Relative frequency Rounding Significant figures Truncating Degree of accuracy Error Interval	<u>Science</u> Glucose Starch Fermentation Photosynthesis Chloroplast Work done Force Lever Machine Energy	<u>RE</u> War Conflict Peace Jihad Greater Jihad Lesser Jihad Refugees Asylum Seekers Protest Reconciliation
<u>History</u> Treaty of Versailles Weimar Republic Democracy Dictatorship Nazi Hyperinflation Depression Reparations Demilitarised Dikat Wall Street Crash	<u>Geography</u> Monsoon Biome Diverse Transboundary waters Migration Interdependence Squatter settlements Poverty Trade Urbanisation	<u>Spanish</u> Noun Adjective Verb Connective Opinion verb Infinitive Frequency expression Conjugate Adjectival agreement Wow phrase Exclamation	<u>IT</u> World Wide Web Internet Webpage Website Web browser Uniform Resource Locator (URL) HTML Web script Multimedia Hyperlink Hotspot
<u>PE</u> Outwit Opponents Positions Efficiency Control Tactics Fluency Aesthetic Warm-up Cool-down	<u>Drama</u> Monologue Dialogue Stage Directions Protagonist Antagonist Scene Act Conflict Climax Exposition	<u>Dance</u> Choreography Mirroring Canon Performance skills Chorographic intention Relationships Mental skills Spatial awareness Appreciation Dynamics	<u>Art</u> Distortion Portrait Concave Convex Reflection Tone Shape Proportion Analyse Form
<u>Technology</u> Graphic Design Illustration Typography Rendering Scale Negative Space Hierarchy Contrast Framing Grids	<u>Food</u> Cross contamination HACCP Hot holding Danger szone Traffic light system Saturated fats Sodium Calories RDA	<u>Music</u> Click Track Cues Diagetic Leitmotif Mickey Mousing Non-diagetic Syncing / sync point Underscore Purpose Specially composed music	<u>PSHE</u> Mental Wellbeing Emotional Literacy Primary Emotions Mental Illness Stress Depression

Year 8 further reading lists Half Term 4 2024 - 2025

Use this reading list to build your knowledge around some of the topics you are studying this half term. All the books listed are available in the academy library. Speak to Mrs Jackson for more information.

<u>History</u> Brooman, Josh, 2010 <i>Germany 1918-45</i> Pearson Education Ltd Freeman, Charles, 2015 <i>Why did the rise of the Nazis happen?</i> Hodder, Wayland Harris, Nathaniel, 2004 <i>The rise of Hitler</i> Heinemann Kacer, Kathy, 2009 <i>Hiding Edith: a true story</i> A C & Black	<u>Religious Studies</u> Connolly, Sean, 2001, <i>War & Conflict</i> Heinemann Library Nusbacher, Aryeh S, 2003, <i>War and Conflict</i> Heinemann Library Ogden, Charlie 2017 <i>Peace and War</i> Book Life Pipe, Jim, 2017 <i>Hoping for peace in Iran: divided by conflict, wishing for peace</i> Oxford	<u>Science</u> Bright, Michael, 2009 <i>Changing Ecosystems</i> Heinemann Library Howell, Izzi, 2019 <i>Biodiversity</i> Franklin Watts Latham, Donna, 2009 <i>Ecology</i> Raintree Publishing Smith, Alastair, 2006 <i>Energy, Forces & Motion</i> Usborne Publishing Ltd
<u>Geography</u> Colson, Rob, 2023 <i>Asia</i> Chapman, Simon, 2022 <i>Himalayan Mountains</i> Franklin Watts	<u>PSHE</u> Claybourne, Anna, 2017, <i>Self-esteem and mental health</i> Franklin Watts Maddox, Lucy, 2020, <i>What is mental health? Where does it come from? and other big questions</i> Wayland Head, Honor, 2020, <i>12 Hacks to Happiness</i> Franklin Watts Rae, Tina, Dr, 2020 <i>It's ok not to be ok: a guide to wellbeing</i> QED	<u>PE</u> Anthony, Don, 2007 <i>Volleyball</i> A & C Black Hurley, Michael, 2010, <i>Striker, Goalkeeper, Defender, Midfielder</i> Raintree
<u>English</u> Edginton, Ian, 2017 <i>Sign of the Four: A Sherlock Holmes Graphic Novel</i> SelfMadeHero		<u>Maths</u> Colson, Rob, 2018 <i>What are the chances?: probability, statistics, ratios and proportions</i> Franklin Watts

Year 8 — English ‘Sherlock Holmes’, by Sir Arthur Conan Doyle

1. Technical Vocabulary:

Term	Definition
Enlighten	To provide someone with information and understanding. People come to Holmes so that they can be enlightened on a crime.
Deduction	The process of reaching a decision by looking at the facts that are known. Holmes is able to use his skills of deduction to solve crimes.
Scandal	A scandal is something that shocks people because they think it is morally wrong.
Periodical/ Serial	Books, magazines or other entertainment that are released on a regular basis. The Strand Magazine was a periodical that published the Sherlock Holmes stories.
Introspective	When you examine your own thoughts, ideas, and feelings. Sherlock Holmes can be introspective . This makes him a better detective.
Dual Nature	Having two different parts or aspects. Holmes has a dual nature : his quiet introspective side, and his manic detecting side.



2. Context– Arthur Conan Doyle and Victorian London:

Sir Arthur Conan Doyle was the author of the Sherlock Holmes stories.
Before he became a writer, Doyle studied medicine. He based the character of Sherlock Holmes on his real life mentor, Dr Joseph Bell.
Doyle’s short stories were published individually in The Strand Magazine periodical and then collected to form The Adventures of Sherlock Holmes short story collection in 1892 .
The Victorian Era (1837-1901) saw a rapid change in medicine, science, technology and industry that took place during Queen Victoria’s rule.
The Metropolitan Police was formed in 1829 by Robert Peel .
Sir Arthur Conan Doyle has long been credited as an influence to forensic science due to his character’s use of methods such as fingerprints, serology (study of blood serum), ciphers, trace evidence, and footprints long before they were commonly used by actual police forces.

3. Key Characters:

Term	Definition
Sherlock Holmes	A fictional consulting detective created by Arthur Conan Doyle. He is known for his intelligence, introspection and dual nature. He is described as an ‘observing machine’ because of his ability to capture the essence of people with seemingly very little evidence.
John Watson	Holmes’ former flatmate, a doctor and his closest companion. The stories are told from his perspective, working as Holmes’ assistant.
Irene Adler	A famous American opera singer who had a relationship with the future King of Bohemia. To Holmes, she is ‘the woman’ who outsmarted him.

4. Elements of Detective Fiction:

Term	Definition
The detective story is a type of popular literature in which a crime is introduced and investigated and the culprit is revealed. The traditional elements of the detective story are:	
1. The seemingly perfect crime.	This is usually a murder or a theft.
2. The wrongly accused suspect at whom circumstantial evidence points.	This is a character who is typically introduced early on within the novel.
3. The bungling of dim-witted police.	In the <i>Sherlock Holmes</i> stories, police officers are often shown as pompous and comic.
4. The greater powers of observation and superior mind of the detective.	Sherlock Holmes uses skills and techniques that are more unique than police methods.
5. The startling and unexpected denouement.	This is when the detective reveals how the identity of the culprit was ascertained.

Year 8 — English *Sherlock Holmes: Article Writing*

1. Technical Vocabulary:

Term	Definition
Patriarchal	Relating to or denoting a system of society or government controlled by men. In the Victorian era, it was a patriarchal society. Holmes is influenced by this which shapes his views on Irene Adler in the story “A Scandal in Bohemia.”
Convention	A typical feature or theme that appears in examples of the genre. In crime stories, these might include: mystery, foreshadowing of danger, crime, investigation, clues.
Dystopia	An imagined society in which there is great suffering or injustice. Dystopian stories began to become popular in the later part of the Victorian Era.
Sensationalism	The presentation of stories in a way that is intended to provoke public interest or excitement, at the expense of accuracy.
Carbuncle	A carbuncle is any red gemstone, most often a red garnet. Although there is no such thing as a blue carbuncle, Arthur Conan Doyle uses this as the name of his story “The Blue Carbuncle” after the theft of a gemstone.

4. Techniques to use in sensationalist articles:

Term	Definition
Personal pronouns	Such as ‘I’ ‘you’ ‘we’. This makes your article personal as though you are speaking directly to the reader.
Imperatives	An imperative sentence gives a direct command. This can stress the importance of a point or sound forceful to your reader. E.g: <i>Give me the money!</i>
The Rule of 3	Three points to support an argument or three words to describe a particular thing. This helps to make your writing memorable.
Rhetorical Questions	Rhetorical questions are questions that do not expect an answer. A rhetorical question is a question asked to make a point, rather than get an answer.
Hyperbole	This is the use of over exaggeration. Example: <i>The road went on forever.</i>



2. Structure of an Article:

The structure of an article for a newspaper, magazine or website, is usually in three parts:

Introduction – engaging the reader, or outlining the main point of the article.

Middle – making clear and interesting points about the topic.

End – a concluding paragraph that draws the points together.

3. Transactional Writing:

When approached with a writing task, you should apply TAPS before starting:

Text Type

What are you being asked to write? Is it an article, letter or speech?

Audience

Who is your article aimed at? Parents, teenagers etc.

Purpose

What is the purpose of your writing? Persuade, advise, inform or argue.

Style

Is your writing formal or informal? This should match with your intended audience.

5. Types of Newspaper:

Tabloids: These are smaller newspapers which contain sensationalist crime stories, celebrity news and sports.

Broadsheets: These are larger newspapers and commonly perceived to be more intellectual in content than their tabloid counterparts.

The Illustrated Police News was a weekly illustrated newspaper first published in 1864. It was one of the earliest tabloids and featured many sensationalist stories of London crimes.



Subject terminology

Probability	How likely something will happen. The value is expressed from zero to one
Likelihood	How likely something is to happen, always a word. e.g 'evens' 'unlikely'
Relative frequency	The number of times the event occurs divided by the total number of trials
Rounding	Making a number simpler (less accurate but easier to use) but keeping its value close to what is it.
Significant figures	The number of digits that are meaningful and indicative of the overall quantity
Truncating	To shorten a number at a particular place by cutting off all the numbers after the given place
Degree of accuracy	A measure of how close a stated value is to the real value being described
Error Interval	The limits of accuracy when a number has been rounded or truncated (the range of possible values).

Upper and Lower Bounds

57.7 has been rounded to 1 decimal place. Work out the upper and lower bounds of this value

Step 1) Find the size of the interval

$$1 \text{ decimal place} = \text{interval of } 0.1$$

Step 2) Half the interval

$$\frac{0.1}{2} = 0.05$$

Step 3) Calculate the lower bound by subtracting half of the interval

$$57.7 - 0.05 = 57.65$$

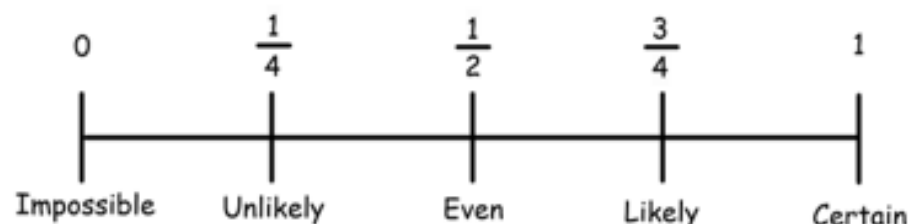
Step 4) Calculate the upper bound by subtracting half of the interval

$$57.7 + 0.05 = 57.75$$

Step 5) Write as an error interval using inequalities

$$57.65 < x < 57.75$$

Probability scale and likelihood



Probabilities can be written as any number that is between 0 and 1.

This number can be either a fraction, decimal, or percentage.

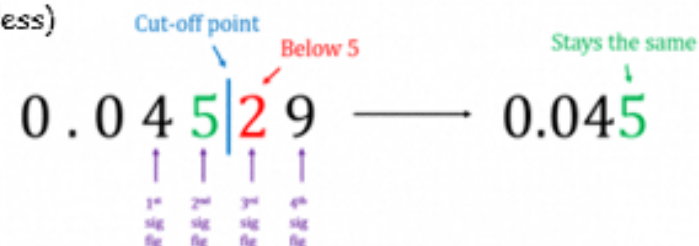
Events are placed on the probability scale to determine their chance of occurring.

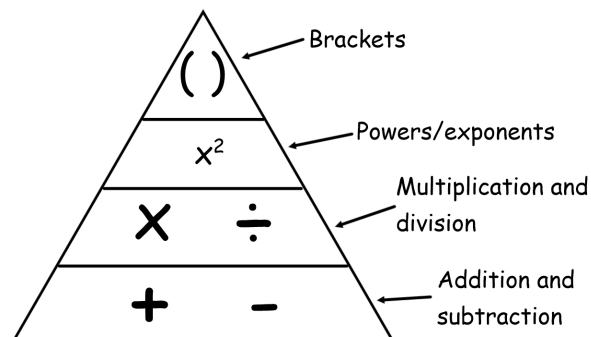
Rounding Significant Figures

Round 0.04529 to 2 significant figures

Step 1) Determine the cut-off point

Step 2) Look at the digit straight after the cut-off point and decide whether the value needs to be rounded up (5 or above) or kept the same (4 or less)



Order of Operations**Inverse 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

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

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

(10+4=14)

Written methods**Multiplication (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

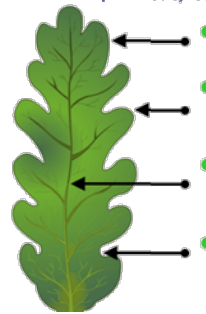
Draw in your line then check the number to the right

Aerobic vs Anaerobic Respiration

	Equation	Rate of reaction	Energy released
Aerobic respiration	Glucose + Oxygen → Carbon dioxide + Water	Slow	More
Anaerobic respiration	Glucose → Lactic acid	Fast	Less

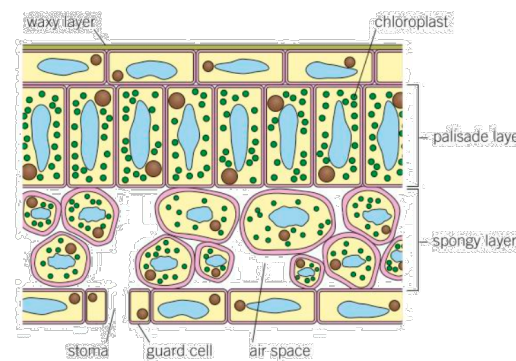
Structure of a leaf

To increase photosynthesis, leaves have certain key features:



- **thin** – this allows gases to reach cells easily
- **wide and flat** – this creates a large surface area to absorb as much light as possible
- **veins** – these carry water to the cells and carry glucose away and also support leaves
- **stomata** – these are pores on the underside of leaves through which gases move in and out.

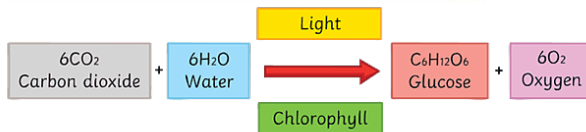
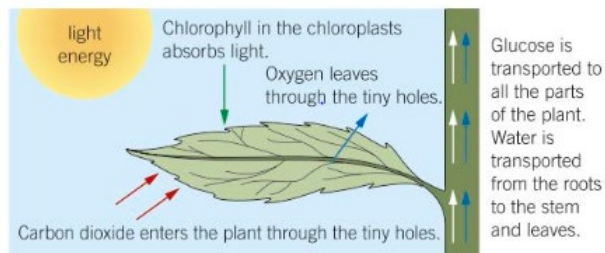
What does the inside of a leaf look like?



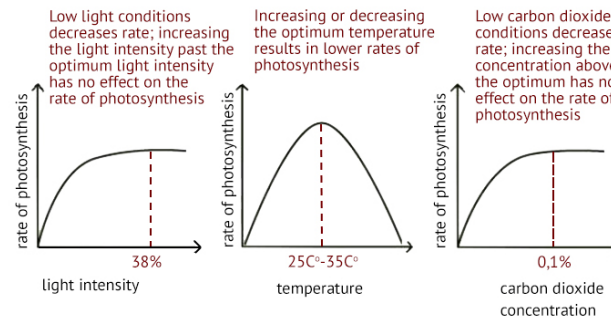
Key Word	Definition
Glucose	A simple sugar used in respiration to release energy
Starch	A carbohydrate that plants use to store chemical energy. Excess glucose is converted into starch.
Fermentation	The chemical breakdown of a substance, such as glucose, by bacteria, yeasts, or other microorganisms.
Photosynthesis	The process by which green plants and some other organisms use sunlight to produce glucose from carbon dioxide and water.
Chloroplast	The organelle containing chlorophyll where photosynthesis takes place.
Chlorophyll	The green pigment contained in the chloroplast that traps the light energy for photosynthesis
Limiting factors	Factors that limit the rate of photosynthesis such as temperature and light intensity.

Photosynthesis

The diagram below represents what happens during photosynthesis.



Limiting Factors of Photosynthesis



Testing for Starch



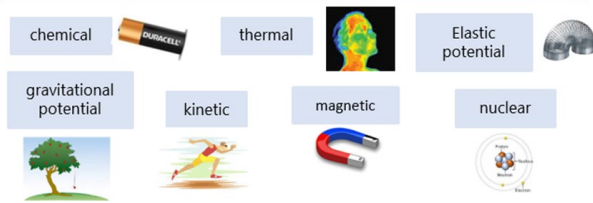
1. Heat a plant leaf in boiling water for 30 seconds (this stops its chemical reactions)

2. Heat it in boiling ethanol for a few minutes (this removes most of its colour)

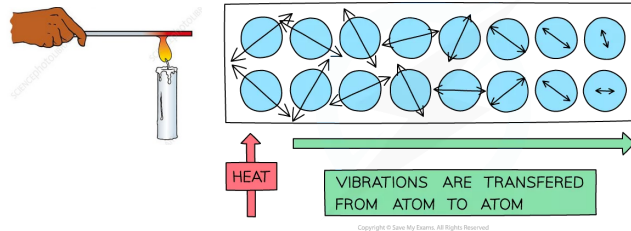
3. Wash with water and spread onto a white tile

4. Add iodine, the parts that contain starch turn blue-black.

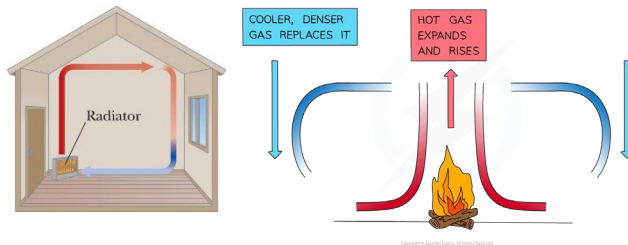
Energy Stores



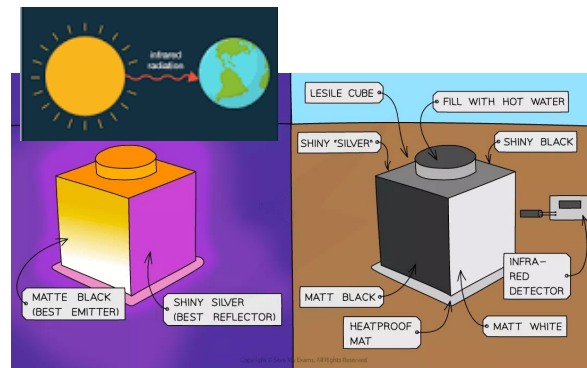
Conduction



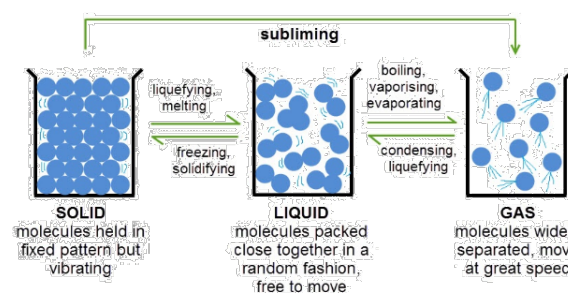
Convection



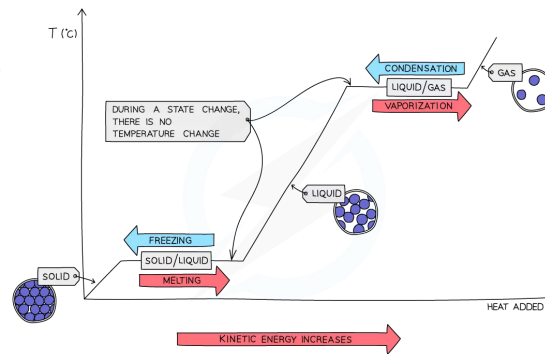
Radiation



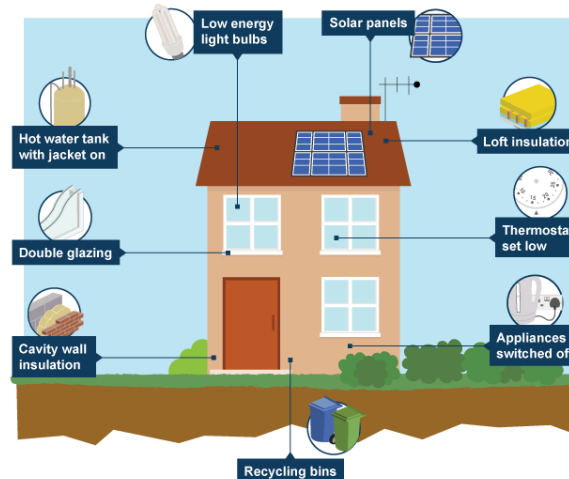
Changing State



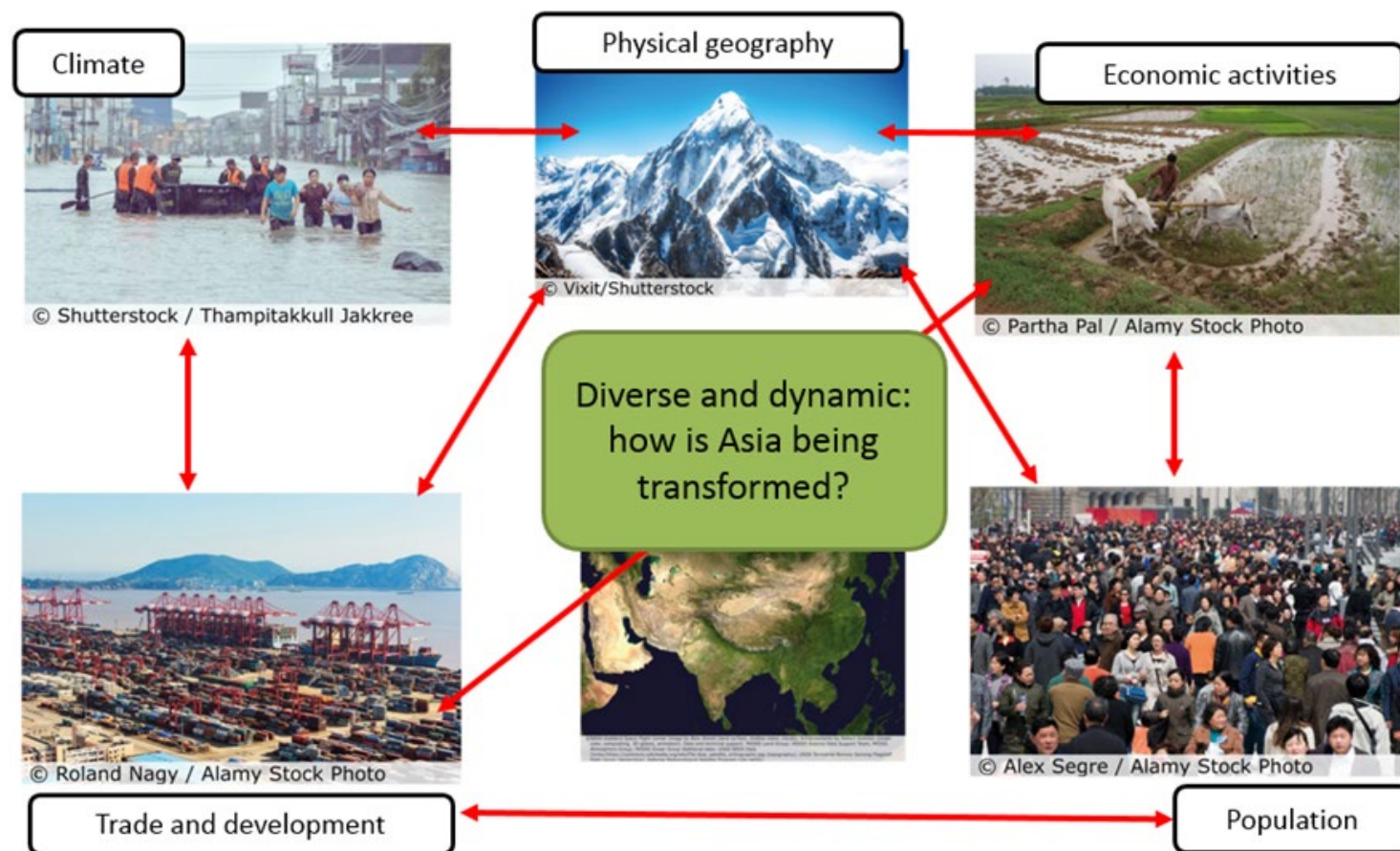
Heating Curve



Insulating the Home



Key Word	Definition
Work done	The amount of work done is a measure of the amount of energy transferred, measured in Joules (J). Work done = force x distance
Force	A push or a pull that acts on an object due to the interaction with another object.
Lever	A lever is a simple machine that acts as a force multiplier.
Machine	A simple machine can reduce the force required to do a job, or it can increase the distance something moves when a force is applied.
Energy	A quantity that is conserved - it cannot be created or destroyed. Energy can be stored and transferred.
Pivot	The point at which a lever balances or rotates.
Law of conservation of energy	Energy cannot be created or destroyed only transferred from one store to another.
Conduction	The mechanism by which thermal energy can transfer through a substance; by the vibrations and collisions of particles.
Temperature	A measure of how hot a substance is, measured in degrees Celsius (°C)
Convection	The mechanisms by which thermal energy can transfer in a liquid or gas; by changes in density caused by the heat.
Radiation	The mechanism by which energy can be transferred without particles, using electromagnetic waves. This is how energy from the sun reaches the Earth.
Power	The amount of energy transferred per second. Measured in Watts, W Power = energy ÷ time



A **monsoon** is the seasonal weather pattern experienced in parts of Asia that brings very heavy rain in the summer

A **biome** is a global ecosystem, such as desert or tropical rainforest

Diverse means to have lots of variety

Transboundary waters are the aquifers and lake and river basins shared by two or more countries

Migration is the process of moving to live somewhere else, either permanently or temporarily

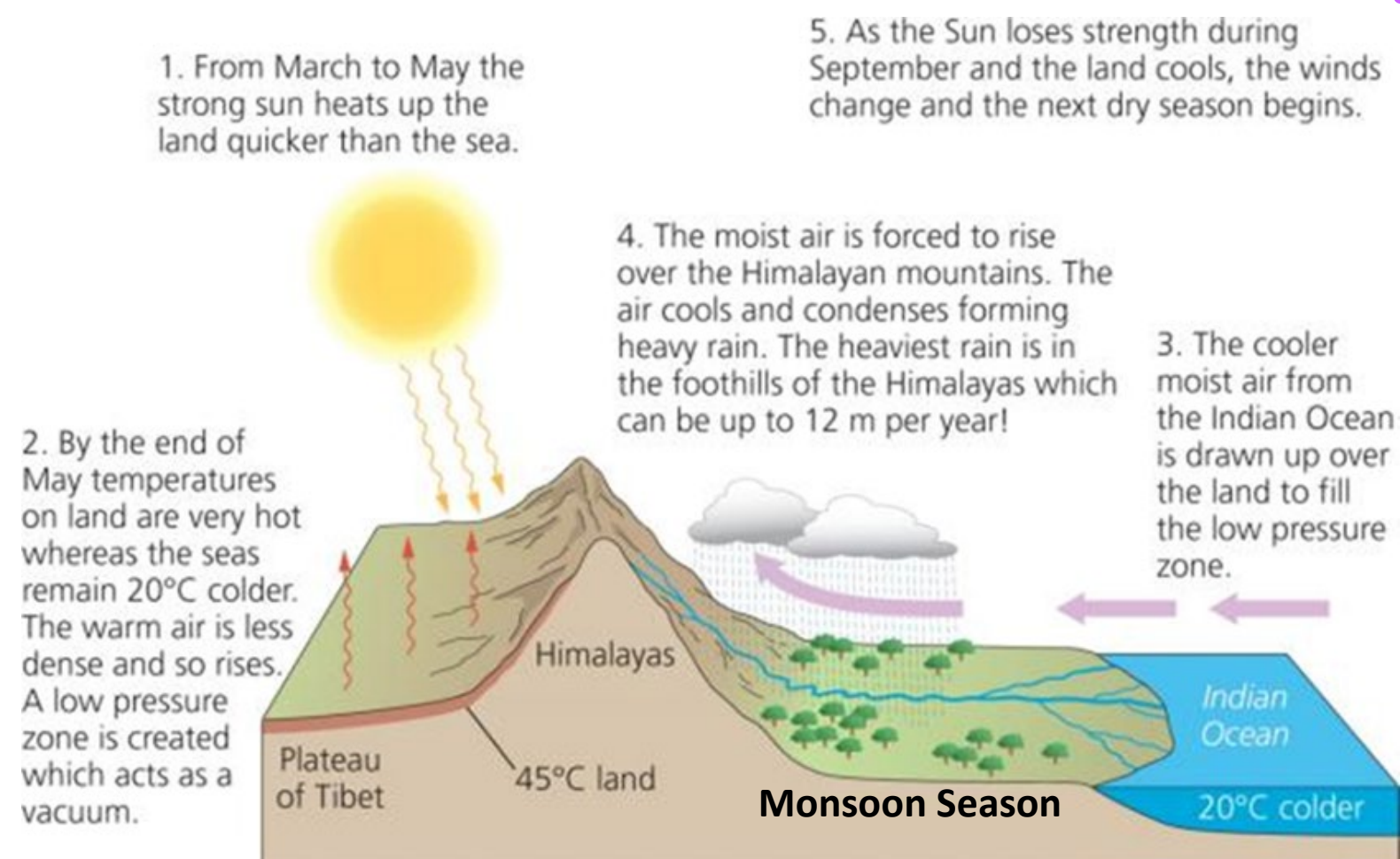
Interdependence between countries means that they are dependent on each other in some way

Squatter settlements are areas of poor-quality housing with no or limited services such as water supply, sewerage, and electricity

Poverty is when someone cannot afford basic needs, such as food, housing, water and healthcare

Trade is the buying and selling of goods

Urbanisation is when an increasing percentage of the population moves to towns and cities



Key Individuals	
Friedrich Ebert	He was the first President of the new German government known as the Weimar Republic. He was forced to sign the Treaty of Versailles and was influential in moulding the future of Germany following the First World War.
Gustav Stresemann	Between August and November 1923 he served as Chancellor of Germany and then afterwards he became Foreign Minister. The reforms and agreements he made brought about the ‘Golden Age’ of the Weimar Republic, restoring pride and prosperity back to Germany.
Paul Von Hindenburg	A former general in the German Army and was well-respected. He was President of Germany from 1925 until his death in 1934. He was responsible for the running of government and appointed Hitler as Chancellor in 1933.
Adolf Hitler	Leader of the Nazi Party from July 1921 until his death in 1945. He was a passionate and skilled speaker who was one of the key reasons for the rise of the Nazi Party.
Josef Goebbels	The head of propaganda in the Nazi Party. He was crucial in developing the Nazi identity. Without him the Nazi’s could not have gained as much public support as they did.
Heinrich Himmler	The leader of the SS. He was key in providing the leadership that allowed the Nazi’s to destroy opposition and carry out their racial policies against minority groups.
Ernst Rohm	The leader of the SA (‘storm troopers’) he was responsible for the Nazi’s own personal army which were used to intimidate people to help gain control of Germany.


TECHNICAL VOCABULARY	
Treaty of Versailles	Signed after World War One ended in 1918. The Treaty set out what punishment Germany should receive for their involvement in the war.
Weimar Republic	New German government system after the Kaiser left.
Democracy	A system of government by the whole population or all the eligible members of a state, typically through elected representatives.
Dictatorship	A country, government, or the form of government in which absolute power is exercised by a dictator.
Nazi	A member of the National Socialist German Worker’s Party.
Hyperinflation	Monetary inflation occurring at a very high rate.
Depression	The financial and industrial slump of 1929 and subsequent years.
Reparations	The money Germany was forced to pay as punishment for “starting” WW1. Set at £6.6 bn to be paid over 42 years.
Demilitarised	Germany was forced to demilitarise the Rhineland (area on Germany/French border). This meant thy had no military there.
Diktat	The idea amongst many Germans that they had peace dictated to them, they had no say.
Wall Street Crash	American economics were destroyed when everyone wanted to sell their shares in business, they had to demand their money back.
Propaganda	Information given in a biased or misleading way.
Fuhrer	German Fuhrer (leader) title used by Adolf Hitler to define his role of absolute authority in Germany’s Third Reich (1933 – 1945).
Fascism	A right-wing form of government in which most of the country’s power is held by one ruler.

Role of Hitler

Hitler was shown as the strong, decisive leader that Germany needed. He was a veteran, worker and appealed to all Germans. Germany propaganda called Hitler ‘our last hope’

Hitler was an excellent orator (speaker) who drew large crowds, he would fly around 6 cities a day, delivering simple but powerful speeches.

In the 1932 Presidential election, Hitler received 11 million votes (30%) which highlighted how the people saw Hitler as a future leader of Germany.



Propaganda

Josef Goebbels used modern technology such as radios, films, and loudspeakers alongside posters and leaflets. They owned 140 newspapers!

They had simple messages like ‘One People, One Nation, One Leader’

Propaganda targeted specific groups; workers, farmers and businessmen.

Goebbels was able to make sure the Nazi message was heard everywhere, locally and nationally. The message was ‘unity’, bringing Germany together again





Propaganda

- Rallies – banners, speeches, marches and parades.
- Public holidays and festivals
- Radio broadcasts
- Books
- Films
- Newspapers
- 1936 Berlin Olympic Games

Terror

- Concentration Camps
- Law Courts
- Gestapo
- The SS
- Informers

Hitler controls all law courts. All political parties are banned and Hitler controls the Church.

<u>Wall Street Crash</u> <u>October 1929</u> The Wall Street Crash in America leads to an Economic Depression throughout the world. The impact is felt harshly in Germany as they are left in financial ruin.	<u>Reichstag Fire</u> <u>February 1933</u> Reichstag (Parliament) building set on fire and destroyed. A Communist is blamed which leads to 4000 Communists getting arrested.	<u>Enabling Act</u> <u>March 1933</u> Hitler passes the Enabling Act through the Reichstag giving the Nazi Party a lot of power. Hitler can pass laws without the Reichstag for 4 years. He bans all other political parties.	<u>Night of the Long Knives</u> <u>June 1934</u> Hitler removed all internal opposition from the Nazi Party. The Nazi’s murdered 400 SA members, along with a number of his opponents.	<u>Der Fuhrer</u> <u>August 1934</u> President Hindenburg dies. This allows Hitler to combine the roles of Chancellor and President into one.	<u>Nuremberg Laws</u> <u>September 1935</u> These laws removed the legal rights of Jewish people in Germany	<u>Kristallnacht</u> <u>November 1938</u> “Night of the Broken Glass” Large-scale anti-Jewish riots are led by members of the Nazi Party.
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MONARCHY

Germany, like the rest of Europe was primarily Christian when the Nazis rose to power.

In 1933 the country had approximately 45 million Protestants, 22 million Catholics, 500,000 Jews and 25,000 Jehovah's Witnesses. Religion was a huge part of people's everyday life and culture.

The Nazis saw religion as a threat to their total power.

RELIGION

Upon achieving power, Hitler broke the nation's democratic institutions and transformed Germany into a war state intent on conquering Europe for the Aryan race.

Hitler's invasion of Poland on September 1 1939 triggered the European phase of WW2.

INVASION

The rise of the Nazi party was the result of a number of issues. The Nazis played on this bitterness which led to rapid growth. Hitler was appointed Chancellor and dominance was ensured following the Enabling Act and Hitler's installation as Fuhrer.

POLITICAL REFORM

Rise of the Nazi Party

HISTORICAL SUBSTANTIVE CONCEPTS

IDEOLOGY

Nazism's ideology was shaped by Hitler's beliefs in German racial superiority, the dangers of communism and antisemitic German nationalism.

It rejected liberalism, democracy, the rule of law and human rights, stressing instead strict obedience to leaders.

CONFLICT

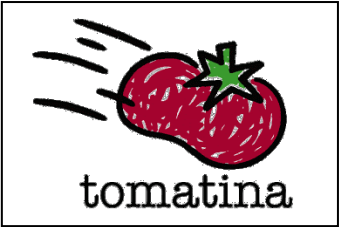
REVOLUTION

TAX & ECONOMY

Like many other Western nations at the time, Germany suffered the economic effects of the Great Depression with unemployment soaring around the Wall Street Crash of 1929.

When Hitler became Chancellor of Germany (1933) he introduced policies aimed at improving the economy. This included privatization of industries and tariffs on imports.

¿Qué opinas de la Tomatina? Describe una visita a la Tomatina.



Week 1

Opinions	Verb	Noun	Connective + verb =	Adjective
Me fastidia (n) = I get annoyed	ir a = to go to	La Tomatina = the tomato festival	because it is	agradable = pleasant desagradable = unpleasant
Me fascina (n) = It fascinates me	visitar = to visit	la batalla de tomates = tomato fight	porque es	guay = cool extraño = strange
Me divierto – I have fun	ver = to see	los fuegos artificiales = fireworks	dado que es	estupendo = great loco = crazy
Me decepciona – It disappoints me	asistir a = to attend	la fiesta = the festival	ya que es	asombroso = amazing extraordinario = extraordinary
Me da igual – I’m not bothered about	sacar fotos de = to take photos of	los desfiles = the parades	puesto que es	divertido = fun asqueroso = disgusting
Me disfruto de = I enjoy	participar en = to participate in tomar parte en = to take part in	la música y el baile = the music and the dancing	aunque es =	esplendido = great desordenado = messy
Vale la pena – it’s worth while	intentar subir = to try to climb	el palo jabón = the greasy pole	although it is	diferente = different interesante = interesting
Estoy harto de – I’m fed up of	comer = to eat	comida típica = typical food		emocionante = exciting sucio = dirty
Estoy a favor de – I am in favour of	tirar / lanzar = to throw aplastar los = to squash	tomates = tomatoes		entretenido = entertaining aburrido = boring
Estoy en contra de – I am against	llevar = wear	gafas acuáticas = goggles ropa blanca = white clothes		peligroso = dangerous fatigoso = tiring

Week 2

Time expression	Verb (IR = to go)	Nouns	Connective	Adjective
Ayer = Yesterday	Fui = I went	a ver La Tomatina = to see the tomato festival	me gustó porque fue = I liked it because it was	agradable = pleasant desagradable = unpleasant
El año pasado = Last year	Fuiste = You went (s)	a ver la fiesta = to see the festival	me encantó porque fue = I loved it because it was	guay = cool extraño = strange
Hace dos años = 2 years ago	Fue = He / she went	a ver los fuegos artificiales = to see the fireworks	me chifló porque fue = I loved it because it was	estupendo = great loco = crazy
La semana pasada = Last week	Fuimos = We went	a ver el palo jabón = to see the greased pole	me moló porque fue = I loved it because it was	asombroso = amazing extraordinario = extraordinary
El fin de semana pasado = Last weekend	Fuisteis = You went (p)	a ver los desfiles = to see the parades		divertido = fun asqueroso = disgusting
El primer día = the first day	Fueron = They went	a ver la música y el baile = to see the music and dancing		esplendido = great desordenado = messy
Más tarde = later		a ver el concurso de paella = to see the paella making contest		diferente = different interesante = interesting
El último día = the last day		a ver la celebración = to see the celebration	no me divertí porque fue = I didn’t have fun because it was	emocionante = exciting sucio = dirty
		a ver la batalla de tomates = to see the tomato fight	no me gustó porque fue = I didn’t like it because it was	entretenido = entertaining aburrido = boring
		a ver los camiones llenos de tomates = to see the lorries full of tomatoes		peligroso = dangerous fatigoso = tiring




Time phrase	Noun	Activity	In my opinion	Verb	Adjective
Por la mañana = In the morning	(yo) I	participé en el palo jabón = I participated in the greased pole probé paella = I tried paella saqué fotos = I took photos llevé gafas acuáticas = I wore goggles tiré/lancé tomates = I threw tomatoes	A mi parecer	fue = it was	agradable = pleasant desagradable = unpleasant guay = cool extraño = strange
Por la tarde = In the afternoon	mi hermano mi hermanastra	participó en la Tomatina = he/she participated in the tomato festival sacó fotos de la batalla = he/she took photos of the fight	A mi modo de ver		estupendo = great loco = crazy asombroso = amazing extraordinario = extraordinary
Por la noche = In the evening	mi madre mi familia	probó la comida típica = he/she tried typical food llevó zapatillas de deporte = he /she wore trainers	Desde mi punto de vista		
Primero = First	mi padre mi prima mi abuela el ganador = the winner	lanzó / tiró tomates = he /she threw tomatoes subió el palo jabón para coger el jamón = climbed the greased pole to get the ham	A mi juicio		
Luego = Next	mis padres y yo mi madre y yo	sacamos fotos = we took photos probamos tapas variadas = we tried tapas	Para mí		divertido = fun asqueroso = disgusting esplendido = great desordenado = messy delicioso = delicious sabroso = tasty emocionante = exciting sucio = dirty
Después = Afterwards	mi abuelo y yo mi hermano y yo	participamos en la batalla de tomates = we participated in the tomato fight llevamos ropa blanca = we wore white clothes	Por mi parte		
Además = furthermore	mi padre y yo mi bisabuelo y yo	tiramos / lanzamos un montón de tomates = we threw loads of tomatoes	Creo que		
En adición = In addition	mis padres mis abuelos mis hermanos	sacaron fotos de la fiesta = they took photos of the festival participaron en la batalla de comida más grande del mundo = they participated in the largest food fight in the world no llevaron sandalias = they didn't wear flip flops	Pienso que		
Finalmente = Finally	mis amigos mis tíos	probaron la paella = they tried paella tiraron / lanzaron muchos tomates = they threw lots of tomatoes	Me parece que		
	los camiones = the lorries los bomberos = the firefighters los ciudadanos = the citizens los buñolenses = the people from Buñol	descargan tomates = unload tomatoes limpiaron las calles con mangueras = cleaned the streets with hoses miraron la batalla desde los balcones = watched the fight from the balconies aplastaron los tomates antes de tirarlos = squashed the tomatoes before throwing them	En mi opinión		entretenido = entertaining aburrido = boring peligroso = dangerous fatigoso = tiring

Year 8 Dance

WHAT ARE WE STUDYING IN THIS UNIT OF DANCE?

Over the next term you will learn about musical theatre and study the professional work from Grease the Musical. You will learn about The Hand Jive, where it originated from and will build on your choreography skills to adapt the hand jive creating your own version. This unit will also look at building and developing performance skills.



Musical Theatre

Musical theatre is different to dramatic theatre in that it combines songs, spoken dialogue, and dance to tell a story. A musical is also different to a play with music, in that it gives as much importance to the songs and music as other elements of the production.

Musical theatre is a genre which means that it’s one set type or category of the many different types of theatre in existence. It’s often quite stylistic and can use a variety of theatrical techniques such as elements of physical theatre, still image and ensemble acting.

1950s: Hand Jive

Born to Hand Jive! Originally created for dancing in crowded spaces, the hand jive uses fast and creative hand movements as a mode of dancing. While the hand jive has not gone much farther than productions of *Grease*, the hand jive carried the 1950s dance era.

SUBJECT TERMINOLOGY	
Choreography	To create your own sequence of movements
Mirroring	Reflecting the actions of another dancer, as if in a mirror image.
Canon	Same action, different time.
Performance skills	Stand ready for performance, not talking, giggling, fidgeting, good posture, focus out to the audience, hold ending position.
Choreographic intention	The aim of the dance; what the choreographer aims to communicate
Relationships	The ways in which dancers interact; the connections between
Mental Skills	These include commitment, concentration, confidence, movement memory, rehearsal discipline, response to feedback and capacity to improve
Spatial Awareness	Consciousness of the surrounding space and its effective use
Appreciation	Recognition and understanding of the qualities of dance
Dynamics	The qualities of movement based upon variations in speed, strength and flow
Formations	Shapes or patterns created in space by dancers
Adapt	To change, to modify.
Timing	Moving to the beat of the music

ACTIONS

ClappingJumpingSlidingContactTurningTappingPartner work

Feedback

What went well? Was I in time with the music? Was I in time with my partner? Did I perform the movements correctly? Did I use performance skills during the performance? How was my movement memory (did I remember the steps)?

What can be improved for next time? Using the feedback from above how can you improve your performance?

Basic Elements of a Play

- **Plot:** The sequence of events and structure of the story.
- **Characters:** Understanding protagonist, antagonist, and supporting roles; creating multidimensional characters.
- **Conflict:** Central to driving the story and creating dramatic tension.
- **Theme:** The underlying message or idea the play explores.
- **Setting:** Time and place where the story unfolds.

Structure of a Play

- **Acts and Scenes:** Plays are divided into acts (major sections) and scenes (smaller divisions).
- **Exposition:** Introducing characters, setting, and background.
- **Rising Action:** Developing the conflict through events.
- **Climax:** The most intense moment or turning point.
- **Falling Action:** Resolving the conflict.
- **Denouement:** The conclusion where loose ends are tied up.

Writing Dialogue

- **Natural Flow:** Dialogue should sound realistic but still purposeful.
- **Character Voice:** Each character should have a unique way of speaking that reflects their personality and background.
- **Subtext:** What is implied but not directly stated in dialogue.
- **Conflict in Dialogue:** Conversations should often

Playwriting Techniques

- **Show, Don't Tell:** Use actions and dialogue to reveal story and character, rather than exposition.
- **Pacing:** Keep the story moving with an appropriate balance of fast-paced and slower moments.
- **Foreshadowing:** Hinting at events to come to create anticipation.
- **Dramatic Irony:** When the audience knows something, the characters do not.

Subject Terminology

Monologue	A long speech by one character in a play, expressing their thoughts aloud or addressing another character or the audience.
Dialogue	The spoken conversation between characters in a play.
Stage Directions	Instructions written in the script that describe the setting, actions, or emotions of characters.
Protagonist	The main character or hero of the play who drives the story forward.
Antagonist	The character or force that opposes the protagonist and creates conflict.
Scene	A division of a play where the action occurs in one location and continuous time.
Act	A larger division of a play, often containing multiple scenes, that organizes the narrative structure.
Conflict	Struggle or problem between opposing forces in the play, driving the plot.
Climax	The moment of highest tension in the play, where the main conflict reaches its peak.
Exposition	The introduction of background information, such as setting, characters, and context, at the beginning of the play.

Types of Plays

- **Tragedy:** Focuses on serious themes with a somber ending.
- **Comedy:** Uses humour and often resolves happily.
- **Drama:** A blend of serious and emotional storytelling.
- **Farce:** Exaggerated, often absurd, comedic situations.
- **Musical:** Combines dialogue, music, and dance.

YEAR 8 – TERM 4 KNOWLEDGE ORGANISER: FILM MUSIC

1. KEY IDEAS & CONCEPTS	
2. Purpose	Music in a film is there to set the scene , enhance the mood , tell the audience things that the visuals cannot, or manipulate their feelings. Sound effects are not music!
3. Specially composed music	Some music is composed specially for a film. Much of this is broadly classical in style.
4. Borrowed music	Some music used in film soundtracks was composed for other (non-film) purposes, but is adopted for use in a film because it fits the film-maker's intentions.
5. Theme song	Sometimes a song, usually a pop song, is used as a theme song for a film. This helps with marketing and publicity .

6. KEY TERMS	
7. Click Track	A click metronome heard by musicians through headphones as they record.
8. Cues	The parts of the film that require music . This is agreed between the director and the composer.
9. Diagetic	Music that is part of the action: the characters in the film can hear it.
10. Leitmotif	A short melody that is associated with a character or idea in a film.
11. Mickey Mousing	When the music fits precisely with a specific part of the action in a film.
12. Non-diagetic	Music that is not part of the action: the characters in the film cannot hear it . It is just for the audience.
13. Syncing / sync point	A precise moment where the timing of the music needs to fit with the action.
14. Underscore	Where music is played at the same time as the action or dialogue.

15. INSTRUMENTS & COMMON ASSOCIATIONS (Musical Cliché's)	
16. Woodwind	Natural sounds such as bird song, animals, rivers
17. Bassoons	Sometimes used for comic effect (e.g. a drunkard)
18. Brass	Soldiers , war, royalty, ceremonial occasions
19. Tuba	Large and slow-moving things
20. Harp	Tenderness , love
21. Glockenspiel	Magic , music boxes, fairy tales
22. Timpani / Drums	War, fighting , thunder
23. Strings	Often used to portray emotions : passion, grief, etc.
24. Tremolo Strings	Tension , fear, drama

25. KEY COMPOSERS
26. Bernard Herrmann
27. John Williams
28. John Barry
29. Jerry Goldsmith
30. Hans Zimmer
31. James Horner
32. Danny Elfman
33. Alan Silvestri
34. Howard Shore

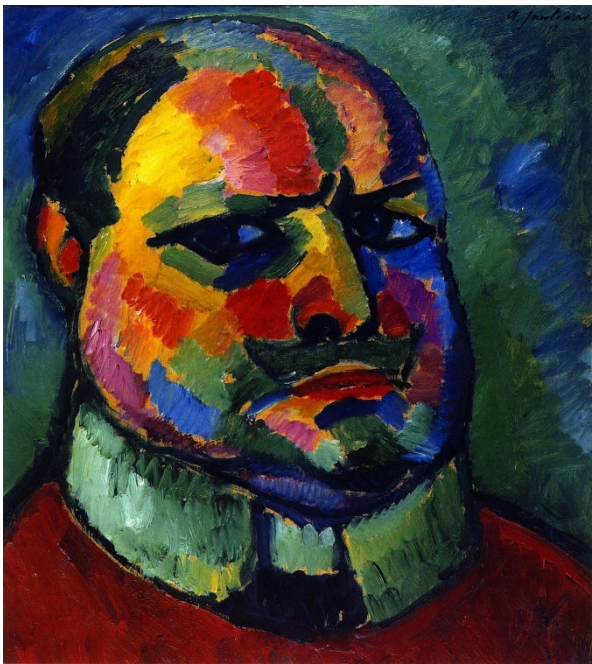
35. MUSICAL ELEMENTS & COMMON ASSOCIATIONS (Musical Cliché's)		
36. Tempo	Fast	Excitement , action or fast-moving things (e.g. a chase scene)
	Slow	Contemplation , rest or slow-moving things (e.g. a funeral procession)
37. Melody	Ascending	Upward movement, or a feeling of hope (e.g. climbing a mountain)
	Descending	Downward movement, or feeling of despair (e.g. movement down a hill)
	Large Leaps	Distorted or grotesque things (e.g. a monster)
39. Harmony	Major	Happiness, optimism , success
	Minor	Sadness, seriousness (e.g. a character learns of a loved one's death)
	Dissonant	Scarieness , pain, mental anguish (e.g. a murderer appears)
40. Rhythm & Metre	Strong sense of pulse	Purposefulness , action (e.g. preparations for a battle)
	Dance-like rhythms	Playfulness , dancing, partying (e.g. a medieval feast)
	Irregular rhythms	Excitement, unpredictability (e.g. a fast-moving fight)
	Rhythmic ostinato	Menace , tension (e.g. the countdown to an invasion)
41. Dynamics	Loud	Surprise , power, large things (e.g. a vast panorama)
	Soft	Gentleness , weakness, intimacy, small things (e.g. a new-born lamb)
	Crescendo / Diminuendo	Objects or events getting closer / objects getting further away

TECHNICAL VOCABULARY	
Distortion	Pulled or twisted out of shape
Portrait	A picture of a face
Expressionism	A style of art that expresses the inner emotion
Personal	Belonging to or affecting a particular person
Reflection	An identical duplication in reverse
Tone	How light or dark something is
Shape	A series of lines that form the outline
Proportion	The relationship between things in size
Analyse	Examine in detail
Form	3D Shape

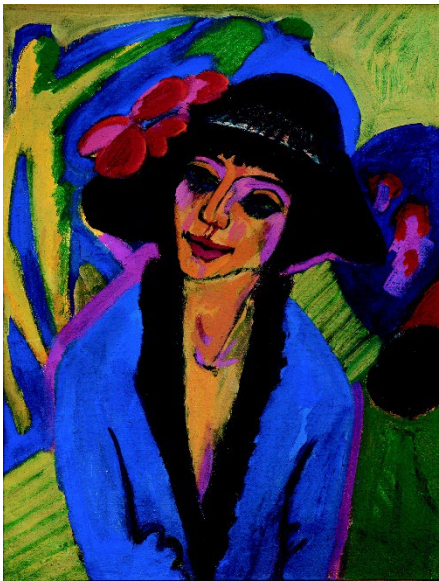
1.



2.



German expressionism was an early twentieth century German art movement that emphasized the artist's inner feelings or ideas over replicating reality, and was characterised by simplified shapes, bright colours and gestural marks or brushstrokes

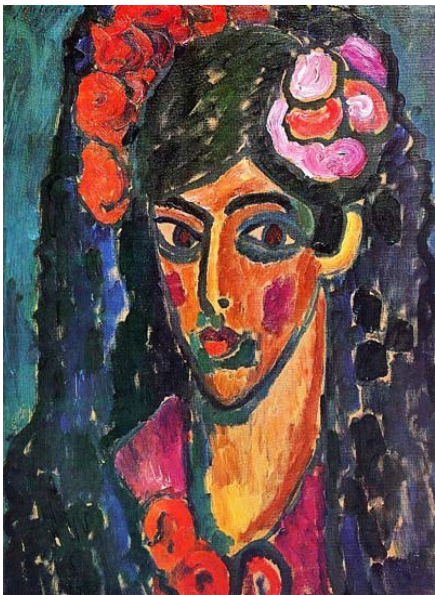


3.

How do you know these portraits are German Expressionism; what makes them different to a more realistic painting?

Choose one of the pictures and explain what emotion you think it shows and how they have done this?

Why did they paint in this way?



4.

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.

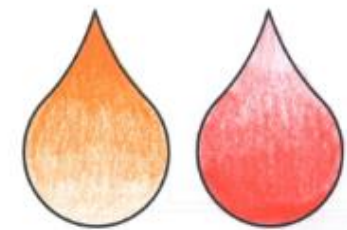


Colour application

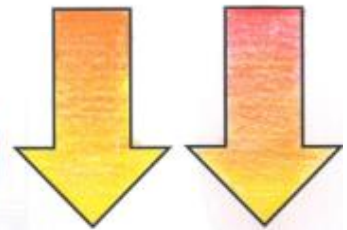
Edge Colour



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.



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



Practical knowledge DOUGH LO3 (3.1)	
Bread Dough (Carbohydrate-energy) <ul style="list-style-type: none">• Uses yeast as a raising agent• Strong flour to enable bread to rise and holds its structure• Warm water to activate the yeast• Salt to flavour the dough• Kneading to activate the gluten to make it elastic and create gluten strands• Proving the dough in a warm place and fermentation will occur• Shaping the dough and proving again• Baking to seal in the air CO₂ and steam which makes the bread rise Enriched dough- Chelsea buns and pastries <ul style="list-style-type: none">• Fat is rubbed into flour• Egg and milk used as well as water• This adds moisture• Flavour and colour• Also lengthens shelf life as fat is a preservative and traps in moisture	Pasta (fresh) (Carbohydrate- energy) <ul style="list-style-type: none">• Made with strong flour or plain flour• Can be made with eggs• Dough requires kneading for the gluten to become activated• Requires resting in the fridge• Very short cooking time• Dries out very quickly• Has a short shelf life Bought pasta <ul style="list-style-type: none">• Has a long shelf life• Can be gluten free• Should be cooked in plenty of boiling water• Drain as soon as it's cooked• Requires refreshing if not eaten immediately• Comes in a variety of shapes and flavours

TECHNICAL VOCABULARY	
Cross contamination	When cooked and raw foods come into contact with each other and spread bacteria causing food poisoning
HACCP	Hazard analysis critical control point. Steps taken to avoid food poisoning incidents
Hot holding	Food kept warm during service like the school canteen- Temperature 63c minimum
Danger zone	The temperature in which bacteria multiply most between 5c- 63c
Traffic light system	A simple and easy way to understand the nutritional value as part of your RDA at a glance on the front of packaging
Saturated fats	Fats which come from animals and are not as healthy as unsaturated fats from vegetables
Sodium	The amount of salt in the food, this can come from ingredients other than salt itself such as cheese, pepperoni
Calories	Calories are the energy which comes from food, some have more than others. Fat 9kcal per gram, Carbohydrates 4kcal per gram, protein 4kcal per gram
RDA	Recommended daily allowance of kcal. Average 2000 kcal for women and 2500kcal for men

Food Technology

HT 1

Food safety – (HACCP) LO4 (4.3)	Health and safety- Food Quality
Purchasing <ul style="list-style-type: none">• Make sure high risk food is from reputable supplier• Check the use by date• Do a visual check, packaging should be intact• If it's supposed to be chilled it should be in the fridge 5c• Frozen food should be -18/-20 Storage <ul style="list-style-type: none">• Raw foods separate from cooked• Raw meats well covered at the bottom of the fridge• First in first out rule FIFO use oldest product first Preparation <ul style="list-style-type: none">• Use separate boards for raw and cooked foods• Make sure hands are washed between handling raw and cooked foods• Keep chilled foods in the fridge until they're required Serving- Cooked temperature should be 75c	To avoid personal harm during preparation and cooking <ul style="list-style-type: none">• Knife safety- Bridge and claw grip• Wear an apron to avoid hot spills burning• No jewellery- gets hot can catch on equipment• Floor clear and dry• Use oven gloves whenever you use the oven• Pan handles not sticking out• Good work flow so minimum moving around and less accidents Food quality <ul style="list-style-type: none">• Food should be the same size to cook at the same time• To be more visually appealing• To make portion control easier and fairer• Correct measurements• Correct cooking temperature and times• To reduce food waste

Function of Packaging (4.3)	
Protection <ul style="list-style-type: none">• To prevent the product being damaged• Makes it easier to stack in super market• Keeps the product together Preservation <ul style="list-style-type: none">• Gives it a longer shelf life• Stops people touching the food• Prevents contamination from other foods Transportation (consider eggs) <ul style="list-style-type: none">• Foods would not be easily shipped without packaging• Can transport easily in bulk• Keeps food separate and in portions• Easier for the shopper to get the food home in one piece	Information Food labelling Regulations 2006. <ul style="list-style-type: none">• Use by date- Food is eaten at its optimum quality• Cooking instructions- so we don't cause illness• Storage instructions- food has optimum shelf life• Manufacturers details- place to complain• Ingredients list in descending order• Allergy advice- Avoid allergic reaction• Nutritional content- how healthy it is• Weight- make comparison with like products• Name of food and brief description, so you know exactly what you are buying

1.	What are some of the causes of conflict?	Greed – for resources, money, land, power over people Self-defence – to protect from attack, or defend an ally from attack. Retaliation – to fight against a wrong that has been committed.
2	Who is the Prophet Muhammad?	In Islam, the final prophet of Allah (God) was Muhammad, to whom the Qur'an (Holy Book) was revealed. A prophet is a special human messenger.
3	How did the prophet Muhammad make peace in his lifetime?	<ul style="list-style-type: none">• He preached peace, ended wars swiftly, was magnanimous in victory, encouraged personal reconciliation and taught Allah that loves peace, forgiveness and mercy.
4	List two conditions for a just war	<ul style="list-style-type: none">• Has to be called by a proper authority• Has to be fought using accepted weapons
5	List two ways a war can be fought in a just way.	<ul style="list-style-type: none">• Innocent civilians are protected• It is fought in a way that doesn't use weapons of mass destruction
6	List two conditions for lesser jihad	<ul style="list-style-type: none">• It starts for a good reason• The war aims to restore peace
7	List two conditions for how lesser jihad can be fought	<ul style="list-style-type: none">• Enemies have to be treated with justice• Innocent people should not be killed
8	List two non-combatant (non-fighting) jobs a pacifist may do.	<ul style="list-style-type: none">• Fireman,• doctor

Quotes

Islam

“For the white to lord it over the black, the Arab over the non-Arab, the rich over the poor, the strong over the weak or men over women is out of place and wrong” Hadith of Ibn Majah

“Those who act kindly will have kindness” Qur'an 39:10

Christianity:

“But to you who are listening I say: Love your enemies, do good to those who hate you, bless those who curse you, pray for those who mistreat you.” Luke 7: 27-28

“There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.” Galatians 3:28,

TECHNICAL VOCABULARY AND QUOTES

War	A state of armed conflict between different countries or groups.
Conflict	A serious disagreement or argument.
Peace	A state of happiness and harmony, an absence of war.
Jihad	An Arabic word meaning to struggle
Greater Jihad	The personal, inner struggle to be a good Muslim and to improve spiritually.
Lesser Jihad	Defending Islam from threat
Refugees	A person who has been forced to leave their country in order to escape harm.
Asylum Seekers	A person who has left their country as a refugee and is seeking safety
Protest	A public expression of disapproval, often in a big group, can be peaceful or violent
Reconciliation	The restoration of friendly relations
Pacifist	The belief that war and violence are wrong and that conflicts should be resolved peacefully.

Protests and Terrorism



Protests

The right to gather together and protest is a fundamental democratic **freedom**. UK law allows for peaceful public protest but sometimes protests can turn violent and become a **riot**. Christians often **protest unjust laws** or for other forms of justice but would rarely advocate the use of violence in protest.

Terrorism

Examples of terrorism include suicide bombing, mass shootings or using vehicles to injure pedestrians. The aim of terrorism is to make society aware of a cause or issue and to make people frightened to go about their business. Christians don't promote political violence + believe terrorism is wrong as it targets innocent people.

Pacifism and Christian Responses to War

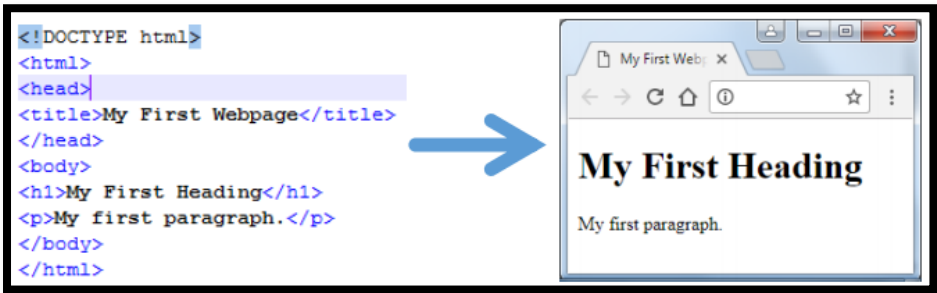


Pacifism is the idea that **all forms of violence are wrong**. Pacifists such as Quakers refuse to take part in war and often choose to be a **conscientious objector** (someone who doesn't go to war for moral reasons) or to assist in medical tasks like ambulance driving. Christians try to follow Jesus' teaching that "blessed are the peacemakers"

Christians try to show **mercy** and **agape** to victims of war and provide them with assistance. This can be through charity or through welcoming them into their churches. It can be victims in their own country or **refugees** such as people fleeing from Syria or Yemen. This is an example of 'love your neighbour' in action.

Box 1

Html tag	Description
<html>	Root of a HTML document
<body>	Contents of the page
<head>	Information about a page
<title>	Tab title / defines title
<h1>, <h2>, <h3>	Headings
<p>	Paragraph
	Image



Box 3

File Type		Image
Bitmap	.JPG (bitmap)	
	.TIFF (bitmap)	
	.GIF (bitmap)	
	.PNG (bitmap)	
	.BMP (bitmap)	
Vector	.PDF (vector)	
	.EPS (vector)	
	.AI (vector)	

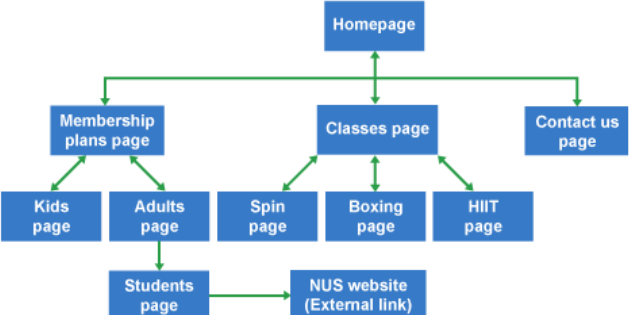
Useful Copyright free website material:

- Pixabay
 - Unsplash
 - Pixels
 - Stock snap
- iStock
 - CreateHER stock
 - Snappy goat
 - Open clipart

Box 2

Subject Terminology	
World Wide Web	Collection of webpages connected by hyperlinks, using the Internet (usually shortened to WWW).
Internet	A global network of computers all connected.
Webpage	A hypertext document connected to the World Wide Web.
Website	A collection of webpages with information on a particular subject.
Web browser	The software which displays a webpage or website on a computer.
Uniform Resource Locator (URL)	An address that identifies a particular file or webpage on the Internet.
HTML	Hyper Text Markup Language - describes and defines the content of a webpage.
Web script	A type of computer programming language used to add dynamic features to a webpage.
Multimedia	Content that uses a combination of different types of media - for example, text, audio, images.
Hyperlink	A link from a hypertext document to another location, activated by clicking on a highlighted word or image.
Hotspot	An area on a computer screen which can be clicked to activate a function, especially an image or piece of text acting as a hyperlink.
Navigation	The elements of a website that allows the user to move around the website. This is usually in the form of a menu or hyperlinked text or buttons.
JPG	The main file type used for images on the World Wide Web - uses lossy compression.
PNG	Another type of image file used on the World Wide Web - supports transparency and uses lossless compression.

Website Navigation

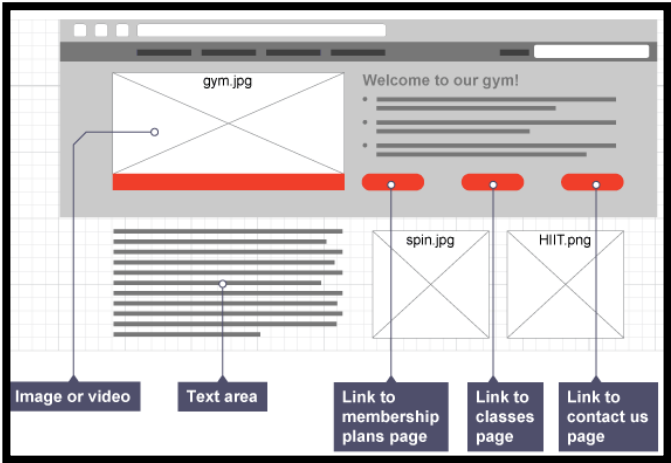


Hierarchical
Pages are accessed dependent upon their position in the hierarchy.







Linear
The website user moves from one page of the site to another in a sequence.

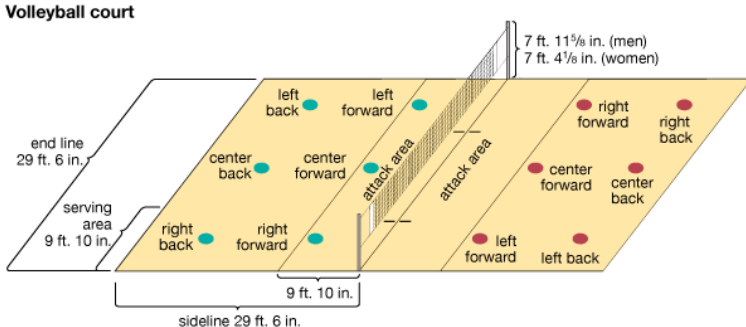




Box 4




Half-Term 4: Subject – PE – Year 8 – Football

Rules of the game	Positions	Key Terms
<p>Start of play The game starts with 11 players on either team (10 outfielders and 1 goalkeeper), positioned within their own half of the field. There is a coin toss to decide who starts and on the sound of the referee's whistle, the starting team take the kick off from the centre spot.</p> <p>Scoring a goal If the ball crosses the goal line in between the goalposts and underneath the cross bar, then a goal is awarded to the attacking team.</p> <p>Goal Kicks If the attacking team kick the ball behind the opposite goal line, then a goal kick is awarded. This must be taken from anywhere inside the six-yard box and the opposition must be outside the penalty area until the ball is kicked.</p> <p>Hand Ball When a player other than the goalkeeper touches the ball with his arm or hand.</p> 	 <p>Goalkeeper: The most important role of the goalkeeper is to prevent the opposing team from getting the ball into the goal. This requires agility, vigilance, bravery, and lightning-quick reactions (only player allowed to handle the ball within the 18-yard box).</p> <p>Left back & right back: A full-back helps to keep opposing players away from the goal by protecting against attacks from the wings. They must be able to tackle effectively and accurately, so that they win the ball without committing any fouls.</p> <p>Centre back: A central defender will take charge of defending against attacks that are coming from the centre of the field. They may run between the right-back and the left-back to provide support where needed.</p> <p>Left & right midfield: These players need speed and stamina to allow them to create plays from the wings. Wingers need to have great ball control skills and they should be able to pick out strikers accurately when they cross the ball.</p> <p>Centre midfield: Central midfielders tend to be the busiest players on the pitch, as they are expected to cover most of the pitch. Good central midfielders will be able to provide reliable support to both the defenders and the strikers.</p> <p>Centre Forward: A striker's main job is to get the ball into the back of the opposing team's net they need a mixture of pace, strength, and power.</p>	<p>Passing Playing the ball to a teammate in a controlled manner.</p> <p>Receiving Controlling the ball after a teammate has passed it to you.</p> <p>Dribbling Using different parts of your feet to dribble into space away from opponents, using skill to outwit them.</p> <p>Shooting Attempting a shot to score a goal.</p> <p>Defending Using your body position to stop the opponent from scoring.</p>  

Half-Term 4: Subject – PE – Year 8 –Volleyball

Rules of the game	Court/ Positions/Tactics	Key Skills
<ul style="list-style-type: none"> Maximum of three hits per side. Player may not hit the ball twice in succession. The ball may be played off the net during a rally point, but not from a serve. A ball hitting a boundary line is in. A ball is out if it hits the floor completely outside the court It is illegal to catch, hold, or throw the ball. A player must not block or attack a serve. <p>Rotations</p> <ul style="list-style-type: none"> Teams rotate every time they win the serve back. Players rotate clockwise The serve is taken by the player at the back right hand side of the court. 	<p>Volleyball court</p>  <p>Tactics</p> <ul style="list-style-type: none"> Hitting into space Keep the opposition moving around the court. Targeting opponent's weaknesses Trying to make it look like you are going to play a particular shot but then play a different shot to fool an opponent, e.g. a dink. Setting up teammates who are in better positions to win the point. 	<p>Underarm serve a player must serve from behind the line until after contact.</p>  <p>Set shot is a delicate attacking shot.</p>  <p>Dig shot requires players to get low and to stop the ball touching the ground.</p>  <p>Attacking - is the strategy used to send the ball over the net to the opponent in such a manner that ball is not returnable.</p> <p>Defending- consists of both blocking and backcourt digging or contacting the ball.</p>

Signs of Good Mental Wellbeing	Signs of Poor Mental Wellbeing
Feeling relatively confident in yourself and have positive self-esteem	Erratic changes in mood and behaviour
Feeling and express a range of emotions	Distancing from friends and family
Building and maintaining good relationships with others	Loss of interest in things that they used to be interested in
Feel engaged in the world around you	Excessive sleeping or not sleeping
Live and work productively	Increased alcohol consumption
Cope with the stresses of daily life	Poor concentration and being easily distracted
Adapt and manage in times of change and uncertainty	Finding it hard to make decisions
	Feeling overwhelmed by things and tearfulness
	Finding it difficult to control your emotions
	Irritability and short temper or aggression.

Things that can affect our mental wellbeing

Everyone is different and what affects someone's mental wellbeing won't necessarily affect others in the same way. Everyone will have times when they have low mental wellbeing, where they feel stressed, upset or find it difficult to cope.

Common life events that can affect your mental wellbeing include:

- Loss or bereavement – Loneliness – Relationship problems – Issues at work – Worry about money.

The importance of Self Care

At times people may feel guilty for spending time on themselves. But it is essential for mental wellbeing and can help people to be more resilient.

Some self care techniques include:

- Mindfulness – Doing something you enjoy – Relaxation techniques – Getting outdoors and fresh air – Exercise.

If someone is living with a mental health problem, taking steps to look after their mental health can help you improve your wellbeing. Strategies can include:

- Talking to someone – Knowing triggers and warning signs – Keeping a mood diary – Building your self esteem.

Define:	
Mental Wellbeing	Describes your mental state – how you are feeling and how well you can cope with day-to-day life. Our mental wellbeing is dynamic. It can change from moment to moment, day to day, month to month or year to year.
Emotional Literacy	The ability to understand and express feelings. Emotional literacy involves having self-awareness and recognition of one's own feelings and knowing how to manage them.
Primary Emotions	There are 5 primary emotions but over 600 words in the English language for different emotions. The primary emotion groups are: Joy. Anger. Sadness. Disgust. Fear
Mental Illness	Comprise of a broad range of problems, with different symptoms. However, they are generally characterised by some combination of abnormal thoughts, emotions, behaviour and relationships with others. They can only be diagnosed by a Dr or Mental Health Professional.
Stress	A state of mental or emotional strain or tension resulting from adverse or demanding circumstances.
Depression	People experience low mood, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, low energy and poor concentration.

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 report bullying.
MIND – http://www.mind.org.uk	Helpline – 0300 123 3393 open 9am to 7pm, Monday to Friday or text: 86463
Young Minds – https://youngminds.org.uk	Text: 85258 or Parents Helpline: 0808 802 5544
Stem4 – https://stem4.org.uk/	