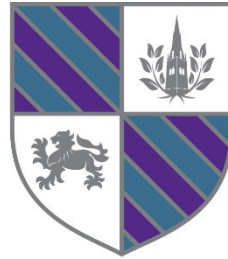


Student Name:



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: April 2025

Year 8

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

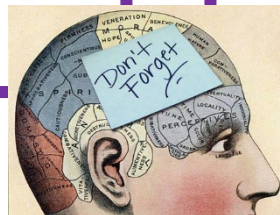
Determination – Integrity – Ambition – Humility – Compassion

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> Soliloquy Dialogue Monologue Dramatic Monologue Duplicity Subservient Regicide Supernatural	<u>Maths</u> Percentage Percentage Increase Percentage Decrease Converting 3 dimensional Face Vertex Edge Prism Surface area Volume	<u>Science</u> Electromagnetic spectrum visible light Transverse wave Longitudinal wave Atmosphere Global warming Greenhouse gasses Natural selection Evolution Extinction	<u>RE</u> Creation Dominion Stewardship Pollution Greenhouse Effect Climate change Sanctity of life Recycle Vivisection Vegetarian Vegan
<u>History</u> Axis Powers Allied Forces Appeasement Lebensraum Blitzkreig Pearl Harbor Operation Overlord Manhattan Project Atomic Bomb Nagasaki and Hiroshima	<u>Geography</u> Continental Crust Continental Drift Lithosphere Mid Ocean Ridge Mountain Building Natural Hazards Natural Disaster Oceanic Crust Ocean Trench Ridge push Slab pull	<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> Devising Audience Hook Style Performance Skills Stylistic Qualities Purposes Inter-relationships Tension	<u>Dance</u> Choreography Stimulus Motif Development Choreographic intention Relationships Transition 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> Beat Metre Time signature Bar Barlines Double barline Simple duple metre Simple triple metre Simple quadruple metre	<u>PSHE</u> E-Safety Digital Citizenship Cyber Bullying Hacking Grooming Digital Footprint Social Media

Year 8 further reading lists Half Term 5 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>English</u> Shakespeare, Willaim <i>Hamlet</i> Various versions available including Manga (see Mrs Jackson)	<u>Drama</u> Underwood, Deborah, 2010 <i>Staging a play</i> Raintree	<u>Maths</u> Colson, Rob, 2016 <i>What are the Chances</i> Franklin Watts
<u>Geography</u> Amson-Bradshaw, Georgia, 2019 <i>Earthquakes</i> Franklin Watts Dwyer, Helen, 2010 <i>Volcanoes</i> Franklin Watts Elkins, Elizabeth, 2018 <i>Investigating earthquakes</i> Raintree Rooney, Anne 2010 <i>Volcanoes</i> , TickTock	<u>PE</u> Amstutz, Lisa J, 2016 <i>The Science behind Athletics</i> Raintree Gifford, Clive 2016 <i>Athletics</i> Franklin Watts Gifford, Clive 2016, <i>Cricket</i> Franklin Watts Hurley, Miachael, 2013 <i>Cricket</i> Raintree	<u>PSHE</u> Gifford, Clive, 2017 <i>Super social media and awesome online safety</i> Wayland Head, Honor, 2020 <i>12 Hacks to beat bullying</i> Franklin Watts Schwartz, Heather E, 2017 <i>Safe social networking</i> Raintree
<u>History</u> Macdonald, Fiona, 2007 <i>Life on the home front WWII</i> Lost Words McCollum, Sean, 2017 <i>Secrets of World War II</i> Raintree Ross, Stewart, 2007 <i>Women's war</i> Evans Senker, Cath 2013 <i>Why did World War II happen?</i> Wayland	<u>Religious Studies</u> Chapman, Amy, 2020, <i>Greta Thunberg and the climate crisis</i> Franklin Watts Claybourne, Anna, 2020 <i>Hot planet : how climate change is harming our world (and what you can do to help)</i> Franklin Watts Howell, Izzi, 2019, <i>Climate change</i> Franklin Watts Howell, Izzi, 2020, <i>Pollution</i> Franklin Watts	<u>Science</u> Anders, Mason, 2017 <i>DNA, genes, and chromosomes</i> Raintree Claybourne, Anna, 2019 <i>All about Sound</i> , Raintree Claybourne, Anna, 2003 <i>Introduction to Genes & DNA</i> Usborne Publishing Limited Claybourne, Anna 2016 <i>The Story of You</i> Wayland Gray, Leon, 2019 <i>All about Light</i> Raintree Howell, Izzi, 2019, 2020 <i>Climate change and Pollution</i> Franklin Watts

Year 8 — English ‘Hamlet’, by William Shakespeare

Box 1: Characters

Hamlet	Prince of Denmark. Wants to avenge his father’s murder. Rejected by Ophelia. Killed by Laertes’s poison.
Gertrude	Queen of Denmark Marries her husband’s murderer and is then killed accidentally by him too.
Old Hamlet	Former King of Denmark The ghost that commands Hamlet avenge his death. Killed Fortinbras—the former King of Norway.
Claudius	King of Denmark Murders his brother, steals his wife and throne and is then murdered by his nephew—Hamlet.
Horatio	Hamlet’s loyal friend.
Marcellus & Barnardo	Soldiers loyal to Hamlet.
Ophelia	Polonius’ daughter. Rejects Hamlet’s love, becomes mentally unstable after her father dies and commits suicide.
Polonius	Claudius’ counsellor, Father of Laertes and Ophelia. Murdered by Hamlet.
Laertes	Ophelia’s brother. Fences with Hamlet to avenge the deaths of his sister and father. Murdered by his own sword.



Box 2: Key Facts about *Hamlet*

The original name of ‘Hamlet’ was: *The Tragedy of Hamlet, Prince of Denmark*. It is set in Denmark during the late middle ages (circa 1200).

The play was written during the **Elizabethan period** between 1599—1601, by William Shakespeare in England. It was first printed and published in 1603.

The play was written during the Renaissance Period (1500-1660). The Renaissance is described as a time of ‘rebirth’ and new ideas. People began writing poetry and drama, composing music, painting, and experimenting with what the arts meant to them.

“Hamlet” is a tragedy. A **tragedy** is a specific kind of play which has certain conventions:

The characters are powerful people with a high status.

The tragic hero acts; they don’t just let things happen to them.

Whatever a tragic hero does, it makes their situation worse.

There is something exceptional about the tragic hero.

Tragedies follow a specific structure of obstacles followed by a crisis, followed by catastrophe.

Box 3: Subject Terminology

Term	Definition
Soliloquy	An Act of speaking one’s thought aloud when by oneself or regardless of any hearers.
Dialogue	A conversation that takes place between two characters.
Monologue	A long speech by one character in a play during a conversation.
Dramatic Monologue	A poem in which an character speaks to a silent listener. The poem is in the form of a speech or narrative in which the speaker unconsciously reveals certain aspects of his or her character.
Duplicity	A lie or deception; when a person is pretending to be someone they are not.
Subservient	To be prepared to obey others unquestioningly. In this case, Ophelia is subservient to the men in her life.
Regicide	The act of killing a king.
Supernatural	Manifestations or events considered to be of supernatural origin (beyond the laws of nature and understanding of science), such as ghosts.

Subject Terminology

Percentage	Parts per 100. They have fraction and decimal equivalents.
Percentage Increase	How much a percentage has gone up over time.
Percentage Decrease	How much a percentage has reduced over time.
Converting	Changing a value from one form to another.

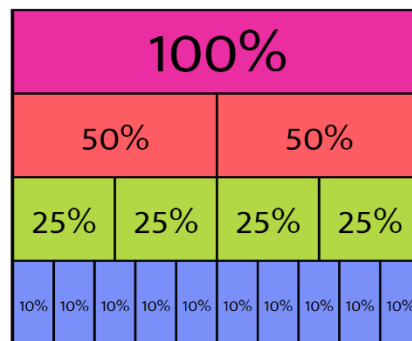
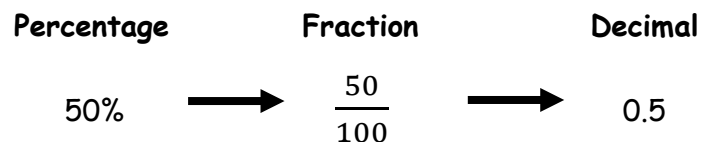
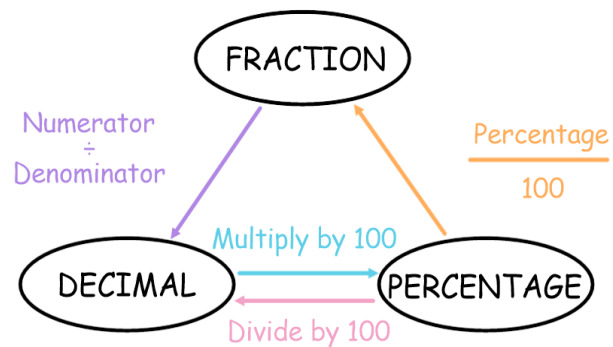
Percentage of an Amount

100% is one whole. This can be made up of various other percentages, for example:

$$50\% + 50\% = 100\%$$

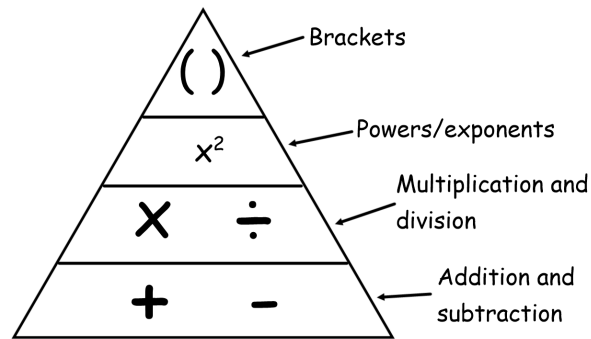
and

$$70\% + 15\% + 10\% + 5\% = 100\%$$

Converting**Subject Terminology**

3 dimensional	A solid in all 3 dimensions (length, width, and depth)
Face	A flat side of a 3D shape
Vertex	The corners of the shape
Edge	The lines connecting the vertices
Prism	A solid with a consistent cross section throughout
Surface area	The total area of all faces of a 3D solid
Volume	The amount of 3D space a solid takes up

Name	Diagram	Net
Cube		
Cuboid		
Triangular Prism		
Cylinder		
Square-based pyramid		

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

+ 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)

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)

$$186 \div 6$$

$$\begin{array}{r} 0 \ 3 \ 1 \\ 6 \overline{) 1 \ 8 \ 6} \\ \underline{6} \\ 12 \\ \underline{12} \\ 0 \end{array}$$

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)

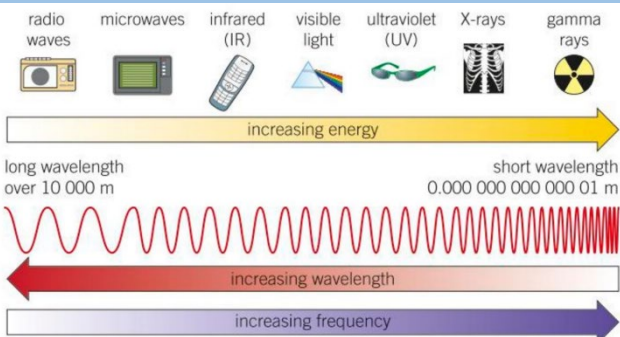
24.4

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

24.36

Draw in your line then check the number to the right

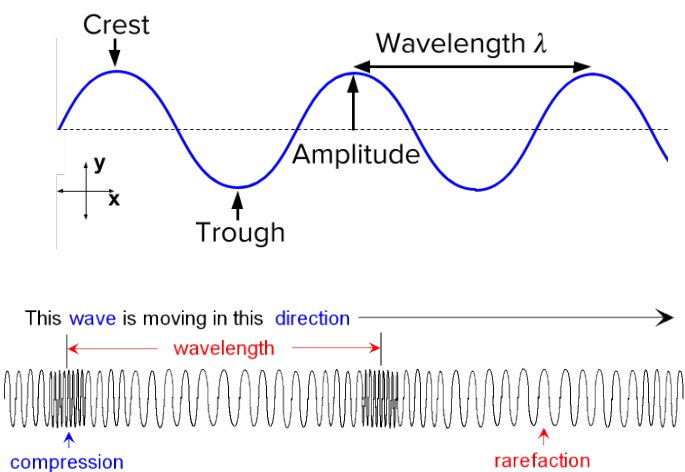
Electromagnetic Spectrum



Wave	Use
Radio	• Communication (radio and TV)
Microwave	• Heating food • Communication (WiFi, mobile phones, satellites)
Infrared	• Remote controls • Fibre optic communication • Thermal imaging (medicine and industry) • Night vision • Heating or cooking things • Motion sensors (for security alarms) • Electrical heaters • Infrared cameras
Visible Light	• Seeing and taking photographs/videos • Fibre optic communications
Ultraviolet	• Security marking (fluorescence) • Fluorescent bulbs (energy efficient lamps) • Getting a suntan
X-Rays	• X-Ray images (medicine, airport security and industry)
Gamma Rays	• Sterilising medical instruments • Treating cancer

Key Word	Definition
Electromagnetic spectrum	A continuous range of different waves, with different properties.
Visible light	The part of the EM spectrum containing light that our eyes can detect.
Transverse wave	A wave in which oscillations are perpendicular to the direction of energy transfer.
Longitudinal wave	A wave in which oscillations are parallel to the direction of energy transfer.
Ultrasound	Sound waves above 20kHz that can be used for cleaning scientific instruments and physiotherapy.
Compression	Region of high pressure in a sound wave.
Rarefaction	Region of low pressure in a sound wave.
Ultra-violet	Shorter wavelength radiation. Part of the EM spectrum our eyes cannot detect.
Infra-red	Longer wavelength radiation. Part of the EM spectrum our eyes cannot detect.
Frequency	The number of waves passing a fixed point every second. Measured in Hz.
Amplitude	The maximum displacement from equilibrium.

Transverse and Longitudinal Waves



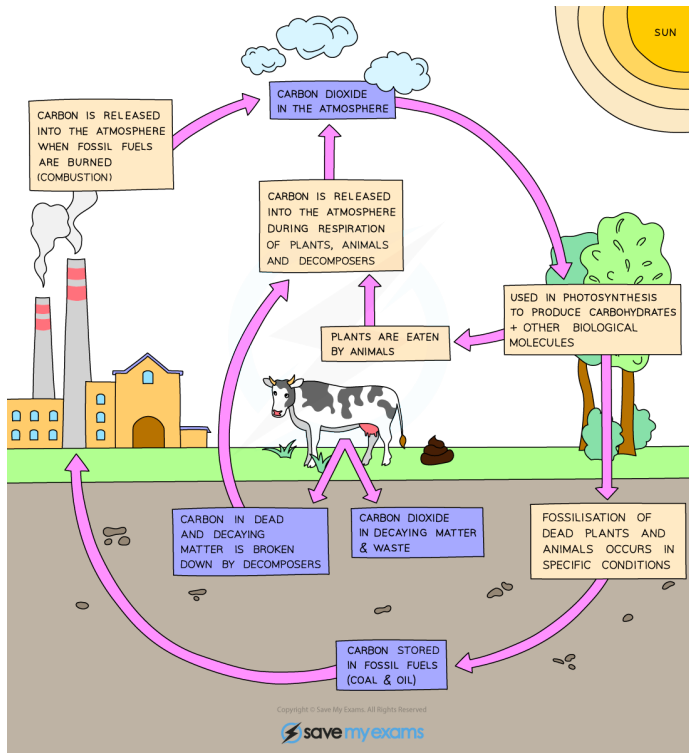
	P – Waves	S-Waves
Type of wave	Longitudinal	Transverse
Relative speed	Faster	Slower
Can travel through	Solids and liquids	Solids only

Properties of Light and Sound Waves

	Light	Sound
Type of wave	Transverse	Longitudinal
Can they travel through matter?	Yes (if transparent or translucent)	Yes
Can they travel through a vacuum?	Yes	No
How are they detected?	Eyes, cameras	Ears, microphones
Can they be reflected refracted and diffracted?	Yes	Yes

Seismic Wave Properties

The Carbon Cycle

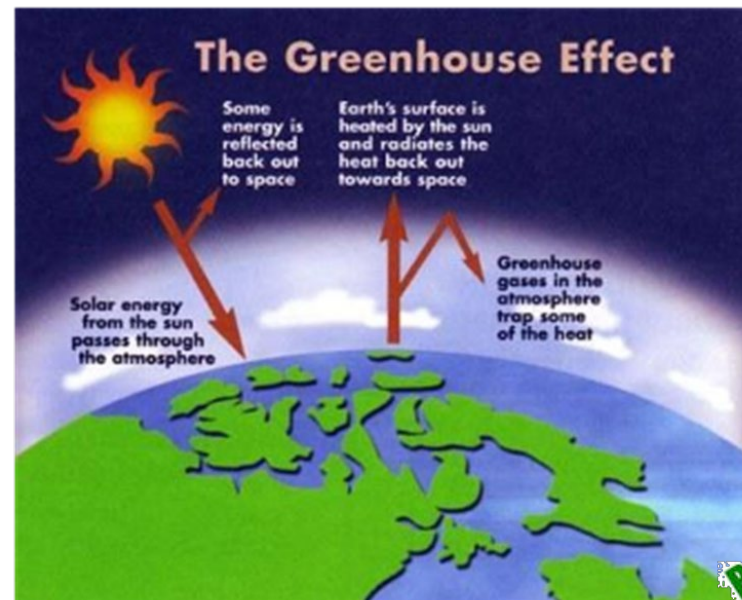


Subject Terminology

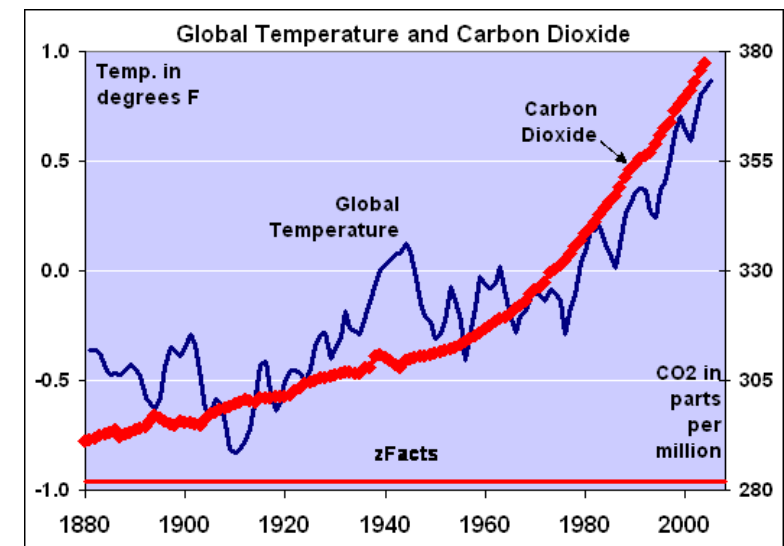
Definition

Atmosphere	The layers of gases that surround the Earth.
Global warming	The rise in the global average temperature of the Earth's atmosphere.
Greenhouse gasses	The gasses responsible for increasing the greenhouse effect; carbon dioxide, methane and water vapour.
Carbon cycle	The processes and events involved in the movement of carbon through the environment.
Respiration	A process living organisms take part in which enables them to make energy and releases carbon dioxide.
Decay	A process which breaks down dead materials and releases carbon dioxide.
Decomposers	Organisms such as bacteria and fungi which conduct decay.
Climate change	Lasting changes to the long term weather patterns of the Earth.
Metal ore	Rocks which contain significant amount of metal compounds that can be extracted for economic benefit.

The Greenhouse Effect



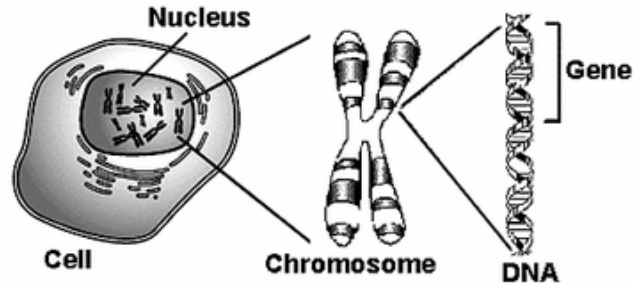
Carbon dioxide levels vs Global Temperature



The Reactivity Series



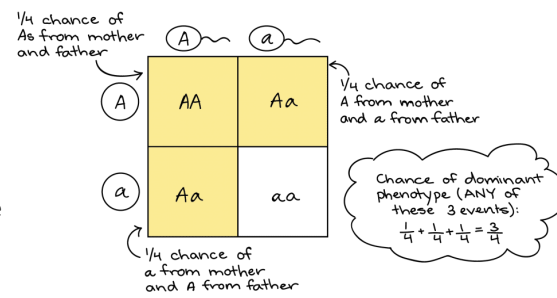
DNA, genes and chromosomes.



Punnett Squares

The Punnett square is a diagram used to make sense out of genetics and inheritance.

The purpose of this diagram is to show the different possible combinations of alleles.



Key Word

Definition

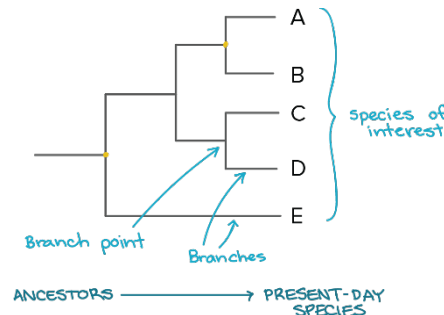
Natural selection	A process by which the best adapted individuals survive and pass on their genes to the next generation.
Evolution	A slow process in which a species changes over time in response to their environment.
Extinction	When a whole species dies out.
Biodiversity	The variety of animals and plants in a given area.
Genes	A small section of DNA which is inherited from our parents that provides the code for a particular characteristic or function
Inheritance	When living things pass on characteristics to their offspring via their genes.
Variation	Difference between individual organisms.
Species	A group of organisms which can breed to produce fertile offspring.
Genetic modification	A process involving removing a gene from one organisms and inserting it into the DNA of another organisms.

Evolutionary relationships

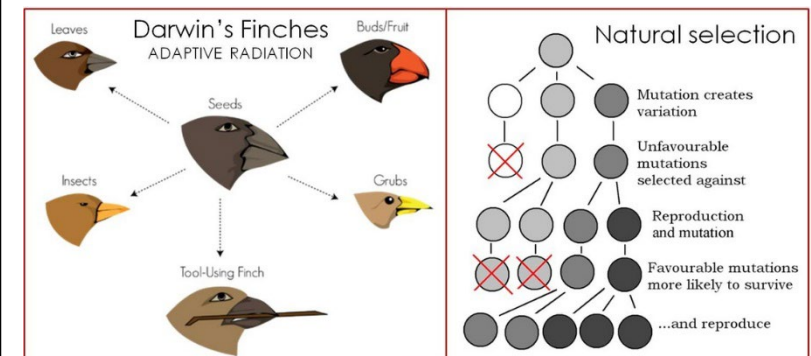
A **phylogenetic tree** is a diagram that represents evolutionary relationships among organisms.

The pattern of branching in a phylogenetic tree reflects how species or other groups evolved from a series of common ancestors.

In trees, two species are **more related** if they have a more recent common ancestor and **less related** if they have a less recent common ancestor.



Natural selection



How does an earthquake occur?

An earthquake is a sudden violent movement of the Earth's surface. It occurs when two plates suddenly move past each other. The area where they slip is called a fault.

Earthquakes occur near the Earth's surface and go to a depth of about 700 km. Below 700 km the rocks become too hot and flexible to break. They just bend very slowly.

The 'power' of an earthquake reduces the further away it is from the focus. The strength of shaking at the surface is much less for earthquakes that happen deeper into the lithosphere. Shallow earthquakes are found at mid-ocean ridges while at subduction zones earthquakes range from shallow to deep.

The theory of plate tectonics

In 1965 the term 'plate tectonics' was first used to explain how the continents and oceans are moving.

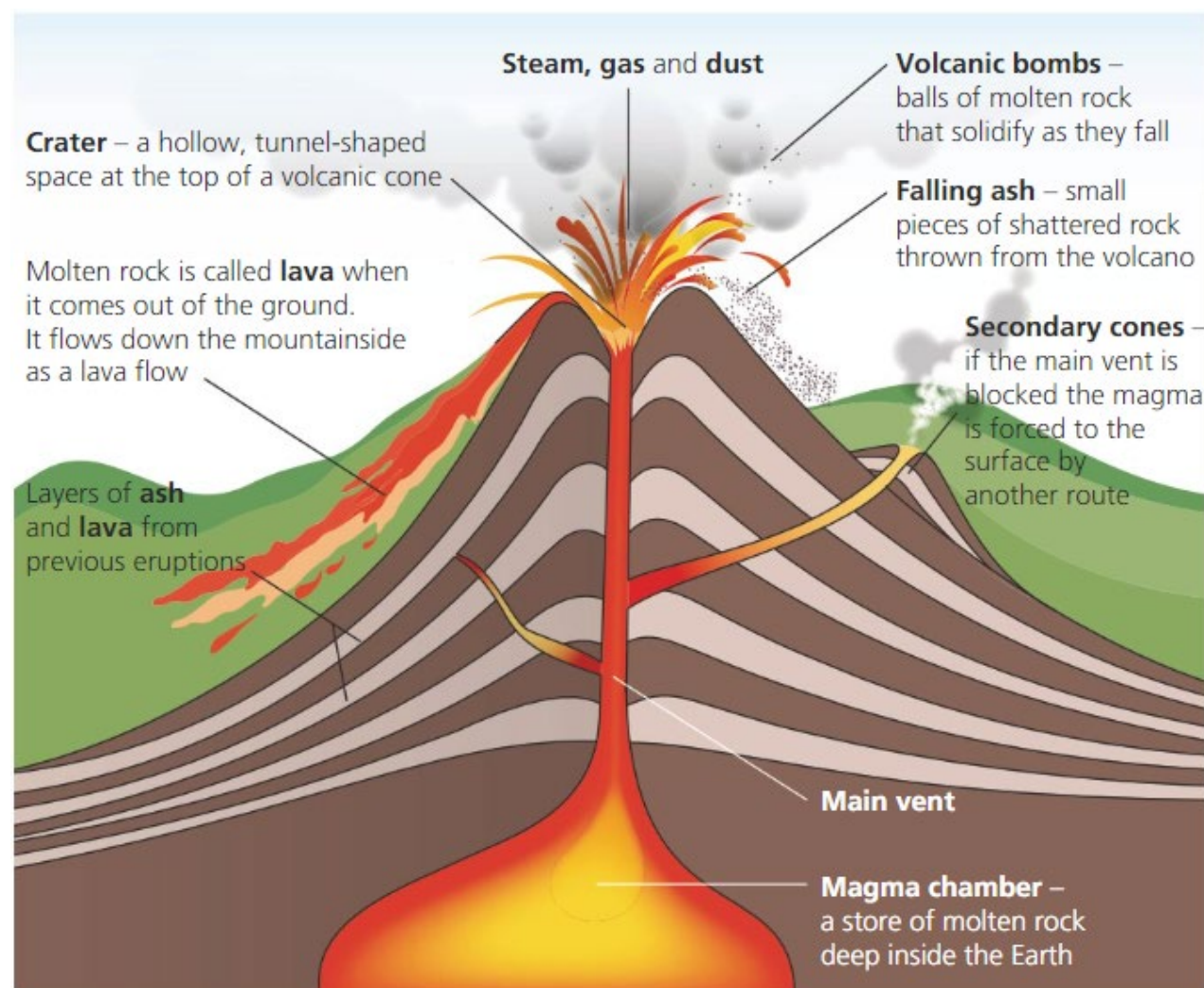
The Earth's brittle outer layer is a patchwork of slabs that sit on top of the mantle. The surface of the Earth is believed to be divided into seven major and eight minor lithospheric plates. Plates are, on average, 125 km thick, reaching maximum thickness below mountain belts.

Advantages of living near a volcano

- Fertile soil that is good for agriculture.
- The presence of minerals.
- Geothermal energy to produce electricity.
- Tourism: volcanoes attract millions of visitors every year.

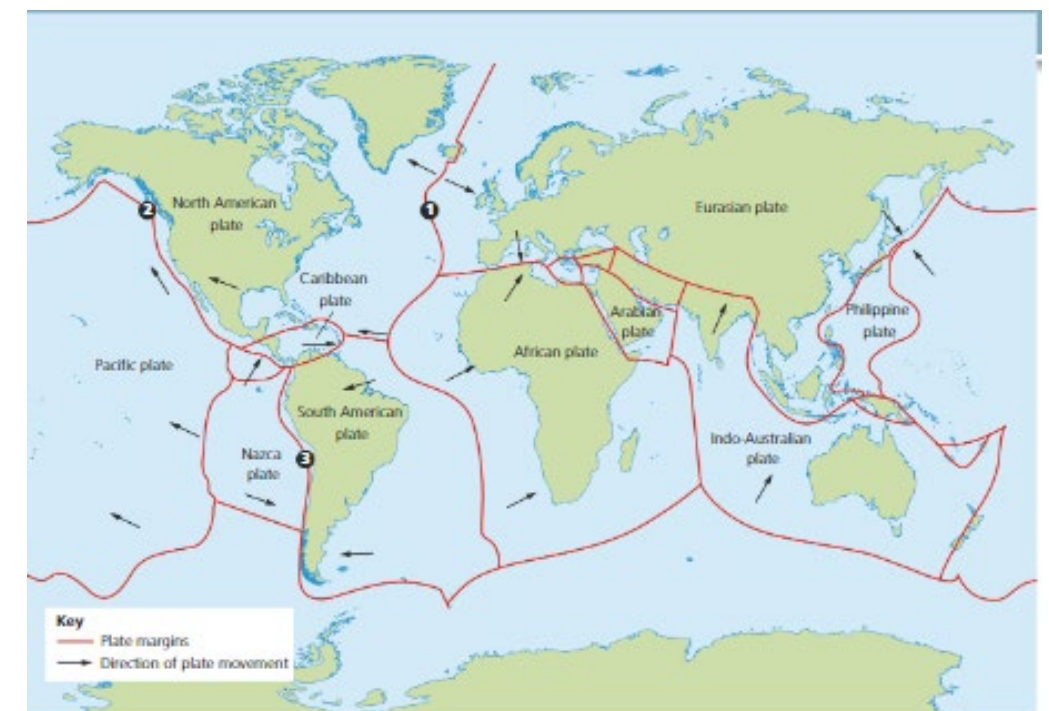
Technical Vocabulary

Continental Crust	A collective term for the crust that forming the continents; it has an average thickness of 35 km but can be up to 70 km under mountain ranges
Continental Drift	The notion that the continents had changed position through geological time.
Lithosphere	The outer cool, rigid and brittle layer of the Earth. It comprises the crust (oceanic or continental) and part of the upper mantle.
Mid Ocean Ridge	The junction between two oceanic plates along a divergent (constructive) plate margin
Mountain Building	The process by which fold mountain belts are formed. These occur at convergent (destructive) plate margins
Natural Hazards	Extreme natural events that can cause loss of life, extreme damage to property and disrupt human activities
Natural Disaster	The negative impact following an actual occurrence of natural hazard if it significantly harms a community
Oceanic Crust	The crust that forms ocean basins. The average thickness is 7 km and it is formed at mid-ocean ridges and subducted at ocean trenches. The oldest oceanic crust is less than 200 million years old.
Ocean Trench	An depression of the ocean floor which runs parallel to a volcanic island arc or mountain belt. Oceanic trenches are the deepest part of the oceans and can be up to 11 km
Ridge push	When gravity causes the mid-ocean ridge to sink and spread out
Slab pull	When the weight of the descending oceanic plate pulls the whole plate along and down



Volcanoes are found in three states:

- An **active** volcano is erupting or has erupted recently and is likely to erupt again.
- A **dormant** volcano is one that has not erupted for 10,000 years but could become active again.
- An **extinct** volcano has not erupted for the last 1,000,000 years and will probably never erupt again.



TIMELINE	
3 rd Sept 1939	Britain and France declare war on Germany, following the invasion of Poland by German armed forces.
10 th July – 31 st Oct 1940	Battle of Britain – British armed forces defend Britain from large-scale attacks conducted by the Luftwaffe (Nazi air force)
22 nd June 1941	Operation Barbarossa – Nazi Germany invade the Soviet Union to gain more territory to attain lebensraum
7 th Dec 1941	The Japanese, who were already waging war against the Chinese, attack the US Pacific Fleet at Pearl Harbor, Hawaii.
8 th Dec 1941	Britain and USA declare war on Japan due to the attack on Pearl Harbor.
23 rd Aug 1942 – 2 nd Feb 1943	The Battle of Stalingrad. Battle between German and Soviet Forces for the industrial city of Stalingrad that resulted in the deaths of almost 2 million people. It was a crucial turning point in the war for the Allied forces.
6 th June 1944	Operation Overlord (D-Day) – Allied forces launch a successful, large-scale invasion of Nazi-occupied Western Europe.
30 th April 1945	The German leader, Hitler, committed suicide in his bombproof shelter
8 th May 1945	Victory in Europe was celebrated
6 th Aug 1945	Atomic bomb dropped on Hiroshima
9 th Aug 1945	Atomic bomb dropped on Nagasaki
14 th Aug 1945	The Japanese unconditionally surrendered to the allies ending the Second World War.



TECHNICAL VOCABULARY	
Axis Powers	The collective term for Germany, Italy and Japan's military alliance during World War
Allied Forces	An alliance during WW2 made up of countries that opposed the aggression of Nazi Germany. Britain, France a, the United States Soviet Union were the most prominent
Appeasement	The British and French policy of conceding to Adolf Hitter's territorial demands prior to the outbreak of the Second World War.
Lebensraum	The territory which a group, state or nation believes is needed for its natural
Blitzkreig	Literally "lighting war" which was the term for Hitler's invasion strategy of attacking a nation suddenly and with overwhelming force.
Pearl Harbor	A major United States naval base in Hawaii that was attacked without warning by the Japanese air force on December 7, 1941 with great loss of American lives and ships.
Operation Overlord	The code name for the Allied Invasion of France via the Normandy coast (D-Day)
Manhattan Project	The code name for the US governments secret program to develop an atomic bomb.
Atomic Bomb	A powerful and destructive bomb that gets its power from the energy released when atoms are split.
Nagasaki and Hiroshima	The Japanese cities which the US detonated two nuclear weapons over.

How did ...	
<u>The Treaty of Versailles cause WWII?</u>	<u>Failure of the League of Nations cause WWII?</u>
<ul style="list-style-type: none">Germans felt the Treaty was unfair (e.g. WW1 began when Austria-Hungary attacked Serbia and was not totally their fault) and so many voted for Hitler to 'right the wrongs of Versailles'.Britain later saw the Treaty as being too harsh and so they didn't always enforce it by stopping Hitler when he broke it.	<ul style="list-style-type: none">Its lack of an army meant it couldn't force nations to do anything. Countries could leave whenever they wanted. USA never joined and countries like Japan and Italy kept attacking other countries and the league could do little to stop them.
	<u>Nazi-Soviet Pact cause WWII?</u>
	<ul style="list-style-type: none">Agreement meant that Germany wouldn't have to fight Russia. This made them feel brave enough to take on Britain and France.Allowed the invasion of Poland to happen which is a direct cause of war!

How did ...	
<u>Appeasement cause WWII?</u>	<u>Hitler's Foreign Policy cause WWII?</u>
<ul style="list-style-type: none">Appeasement meant listening to Hitler's demands and giving in to the reasonable ones.It meant that when Hitler demanded the Sudetenland area of Czechoslovakia, Britain, France and Italy discussed it at the Munich Conference and allowed Hitler to take it.It meant that Hitler was encouraged to demand more and more until he eventually triggered war.	<ul style="list-style-type: none">Hitler followed an aggressive foreign policy with the aim of 'righting the wrongs of Versailles', uniting German speakers and gaining living space (Lebensraum) in the East.This meant that Hitler broke the Treaty of Versailles by building up his armed forces, remilitarising the Rhineland, Anschluss with Austrian and expanding into Czechoslovakia.When Hitler invaded Poland, Britain declared war as his foreign policy aims were unlimited.

<u>Winston Churchill</u>	<u>Franklin D. Roosevelt</u>	<u>Harry S. Truman</u>	<u>Adolf Hitler</u>	<u>Mussolini</u>	<u>Hermann Goring</u>	<u>Joseph Stalin</u>	<u>Emperor Hirohito</u>
He served as the wartime Prime Minister of Britain from 1940 to 1945. Played a key role in ensuring that Britain stayed invovled in Second World War and advised its military campaigns. Famous for his 'We shall fight them on the beaches' speech.	32 nd US President; implemented economic penalties that angered Japan; requested war declaration after Japanaese attacked Pearl Harbor in December 1941	33rd US President who made the decision to drop the Atomic Bombs on Hiroshima and Nagasaki in August 1945.	Leader of the Nazi Party from July 1921 up 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. Adolf Hitler became Furher of Germany in 1933.	Leader of Italy and good friends with Hitler. His foreign policy aimed to restore the ancient grandeur of the Roman Empire by expanding Italian control.	He was a decorated German war hero from the First World War that became a member of the Nazi party. Goring acted as a key propaganda tool for the Nazi's and played an important role as a leading military general for Nazi Germany during the Second World War.	The Leader of the Soviet Union from 1924 to 1953. He held close contorl over Soviet Military action during the Second World War.	The Japanese emperor who was responsible, and approved the Pearl Harbor attack plan. He made Japan agree to surrender at the end of War.

During WW2, the King and Queen of England made many visits to areas that had been bombed during the Blitz, as well as to serving personnel, to munitions factories, to RAF bases and Royal Naval ships and to troops training for combat in order to raise and keep the British spirits up.

MONARCHY

The Holocaust was the state-sponsored, systematic persecution and murder of Jews by Nazi Germany between 1933-45.

After World War II, Religious groups supported plans for a United Nations and massive aid to rebuild Europe and Asia. They also developed new programs that would revitalize religious faiths around the world. The assumption was that democracy could not survive without a vital religious faith and a strong church.

RELIGION

Hitler's invasion of Poland in September 1939 drove Great Britain and France to declare war on Germany, marking the beginning of World War II. The largest invasion of World War II WAS Operation Barbarossa – when over 3.8 German soldiers invaded the western Soviet Union.

INVASION

Huge political changes occurred after World War II. Western Europe was rebuilt through the American Marshall Plan, whereas Central and Eastern Europe fell under the Soviet sphere of influence.

POLITICAL REFORM

World War Two

HISTORICAL SUBSTANTIVE CONCEPTS

IDEOLOGY

The key ideological battles during World War Two are those between Fascism and Democratic Liberalism, as well as that between Fascism and Communism which was particularly significant after the Nazi-Soviet Pact ended in 1941.

The Nazi government that ruled under Hitler and the Kingdom of Italy that was ruled by Mussolini were examples of Fascist government.

CONFLICT

World War Two would take more lives and destroy more land and property around the globe than any previous war.

In the six years of fighting, an estimated 45-60 million people were killed, including the 6 million Jews murdered in Nazi concentration camps as part of Hitler's "Final Solution".

REVOLUTION

TAX & ECONOMY

Following World War II the European economy was ravaged and devastated. Many people were left homeless as their houses were beyond repair. During the early years after World War II, the establishment of the welfare state, the program of nationalization and Cold War defence in England kept spending at almost wartime levels. It took many years for income tax to fall back to lower rates.

¿Qué opinas de las corridas de toros? Describe una visita a una corrida.



Week 1

Opinion	Infinitive	Nouns
Me fastidia = It annoys me Me fascina = It fascinates me Me divierto = I have fun Me decepciona = It disappoints me Me disfruto de = I enjoy Vale la pena = It's worthwhile Estoy harto de = I'm fed up of Estoy a favor de = I'm in favour of Estoy en contra de = I'm against	ver = to see participar en = to participate in aprender sobre = to learn about enterarme de = to find out about saber de = to know about	la plaza de toros = the bull ring el matador = the bull fighter una corrida = a bullfight el toro = the bull los picadores = bullfighters (on horses) los banderillos = bullfighters (who stick the banderillas in the neck of the bull) el mozo de espada = the sword assistant El paseíllo = the ceremonial entry of the bullfighters El traje de luces = the suit worn by bullfighters El presidente = the president La suerte de capa = the stage in bullfight where passes are made with cape El tercio de muerte = the stage of a bull fight La verónica = the pass with the cape La faena = a set of passes with the cape La estocada = the death blow

Week 2

Connective (because)	In my opinion	I think that	Verb	Quantifier	Adjective
porque ya que puesto que dado que	a mi juicio a mi modo de ver para mí desde mi punto de vista a mi parecer	pienso que creo que opino que considero que me parece que	 es = it is son = they are	 muy = very bastante = quite un poco = a bit a menudo = often a veces = sometimes siempre = always nunca = never	cruel / crueles = cruel peligroso / peligrosos = dangerous apasionante / apasionantes = passionate anticuado / anticuados = old fashioned tonto / tontos = foolish impresionante/ impresionantes = impressive único / únicos = unique espléndido /espléndidos = splendid genial / geniales = great estupendo / estupendos = great



Time phrase	Noun	Verb		Verb	Adjective
Ayer = Yesterday Anteayer = The day before yesterday El verano pasado = Last summer El año pasado = Last year Por la mañana = In the morning Por la tarde = In the afternoon Por la noche = In the evening	(yo) I	fui = I went vi = I saw participé en = I participated in	la plaza de toros = the bull ring el matador = the bull fighter una corrida = a bullfight el toro = the bull los picadores = the bullfighters (on horses) los banderillos = the bullfighters who stick the banderillas in the neck of the bull el mozo de espada = the sword assistant el paseíllo = the ceremonial entry of the bullfighters el traje de luces = the suit worn by bullfighters el presidente = the president la suerte de capa = the stage where passes are made with cape el tercio de muerte = the part of a bullfight la faena = the set of passes with a cape la verónica = the pass with a cape la estocada = death blow	y lo pasé = and I had a ... time	bomba = great fenomenal = great increíble = incredible mal = bad estupendo = great espléndido = splendid
	mi hermano mi hermanastra mi abuela mi madre mi familia mi padre mi prima	fue = he /she went vio = he / she saw participó en = he/she participated in		y lo pasó = and he/she had a ... time	
	mis padres y yo mi madre y yo mi abuelo y yo mi hermano y yo mi padre y yo mi bisabuelo y yo	fuimos = we went vimos = we saw participamos en = we participated in		y lo pasamos = and we had a ... time	
	mis padres mis abuelos mis hermanos mis amigos mis tíos	fueron = they went vieron = they saw participaron en = they participated in		y lo pasaron = and they had a ... time	

I think that	Noun	Verb	Comparative	Adjective	Comparative	Noun
Pienso que Creo que Opino que Considero que Me parece que	la plaza de toros = the bull ring el matador = the bull fighter una corrida = a bullfight el toro = the bull los picadores = bullfighters (on horses) los banderillos = bullfighters (who stick the banderillas in the neck of the bull) el mozo de espada = the sword assistant el paseíllo = the ceremonial entry of the bullfighters el traje de luces = the suit worn by bullfighters el presidente = the president la suerte de capa = the stage in bullfight where passes are made with cape el tercio de muerte = the stage of a bull fight la verónica = the pass with the cape la faena = a set of passes with the cape la estocada = the death blow	es = is son = are	más = more menos = less tan = as	cruel / crueles = cruel peligroso / peligrosos = dangerous apasionante / apasionantes = passionate anticuado / anticuados = old fashioned tonto / tontos = foolish impresionante/ impresionantes = impressive único / únicos = unique espléndido /espléndidos = splendid genial / geniales = great estupendo / estupendos = great	que = than como = as	la plaza de toros = the bull ring el matador = the bull fighter una corrida = a bullfight el toro = the bull los picadores = bullfighters (on horses) los banderillos = bullfighters (who stick the banderillas in the neck of the bull) el mozo de espada = the sword assistant el paseíllo = the ceremonial entry of the bullfighters el traje de luces = the suit worn by bullfighters el presidente = the president la suerte de capa = the stage in bullfight where passes are made with cape el tercio de muerte = the stage of a bull fight la verónica = the pass with the cape la faena = a set of passes with the cape la estocada = the death blow

Dance: Year 8 Guernica

WHAT ARE WE STUDYING IN THIS UNIT OF DANCE?

This unit of dance takes its inspiration from the painting Guernica (1937) by Pablo Picasso. The unit focuses on an emotive, moral issue, and shows how other art forms and historic events can be powerful stimuli for dance.

You will learn how to create movement based on a picture stimuli and learn what a motif is and how to create and develop it. You will also learn how to perform the key positions and set dance accurately showing good dance technique.

WHAT IS GUERNICA?

Guernica is one of the most famous paintings by Pablo Picasso. It depicts the bombing of the undefended civilian town of Guernica in Spain.

Guernica was bombed for over three hours on April 26, 1937, by a German Luftwaffe squadron. In addition to dropping bombs, low-flying fighter planes fired machine guns at the inhabitants who had taken refuge in the fields. The attack was part of the Spanish Civil war but also served as target-practice for the Germans.

The bombing was a test of what it would take to completely destroy a city. This type of attack was repeated in the air-raid bombings of World War II. The Marshall commented “The Spanish Civil War gave me an opportunity to put my young air force to the test, and a means for my men to gain experience.”

The damage to Guernica was enormous: virtually the entire town was destroyed. Guernica burned for three days and 1600 civilians were killed or wounded, many of whom were women and children.

The painting is Picasso’s emotional response to the event; it depicts his interpretation of the chaos, horror, violence and suffering that occurred.

Key motifs within the picture of the Guernica painting include:

- Open Mouths, suggesting unheard screams
- The horse, suggesting people and animals drowning in chaos
- Outstretched hands, suggesting a cry for help
- The fleeing women, suggesting people running for their lives
- Teeth-like flames, suggesting the burning of the town
- A weeping mother with child, suggesting innocent victims
- Dead and broken bodies, suggesting the dead and wounded
- The lamp, suggesting democracy and hope
- The bull, suggesting brutality, defiance and the Spanish emblem
- The eye/lightbulb, suggest the bomb being dropped

SUBJECT TERMINOLOGY

Choreography	To create your own sequence of movements
Stimulus	An idea or starting point for a dance piece
Motif	A short phrase of movement that reflects a stimulus
Development	The way in which movement material is manipulated
Choreographic Intention	The aim of the dance; what the choreographer aims to communicate
Relationships	The ways in which dancers interact; the connections between dancers.
Transition	The links between movements, phrases, sequences and sections of the dance
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
Improvisation	Exploration or generation of movements without planning

GUERNICA by Picasso 1937



Key Knowledge:

Devised theatre - frequently called collective creation -

- Is a method of theatre-making in which the script or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble.
- The ensemble is typically made up of actors, but other categories of theatre practitioner may also be central to this process of generative collaboration, such as visual artists, composers, and choreographers.
- This process is similar to that of commedia dell'arte and street theatre. It also shares some common principles with improvisational theatre; however, in devising, improvisation is typically confined to the creation process: by the time a devised piece is presented to the public, it usually has a fixed, or partly fixed form.



TECHNICAL VOCABULARY	
Devising	is a method of theatre -making in which the script or (if it is a predominantly physical work) performance score originates from collaborative, often improvisatory work by a performing ensemble.
Audience	An audience is a group of people who participate in a show or encounter a work of theatre.
Hook	used at the beginning of a play to engage an audiences curiosity
Style	Indicates a specific way of performing.
Performance	The act of presenting a play or a piece of music or other entertainment to an audience.
Skills	The elements needed to create or achieve something.
Stylistic Qualities	The qualities of the piece that make at a certain style. E.g. Naturalism
Purposes	The reason for which something is created. E.g. ‘The purpose of the play is to teach.’
Inter-relationships	The way in which two or more things are related to each other.
Tension	As the audience anticipates certain outcomes in the plot, the tension builds . An obvious example of rising tension is in a mystery or whodunit.

Key Skills:

- Analysis
- Collaboration
- Communication
- Imagination
- Improvisation
- Rehearsal
- Team Work

Test out
your ideas
before
dismissing
them.

Structure of a
devised play

Make the transitions
interesting.

Use Theatrical
technique to
punctuate it:

- Freeze,
- repetition,
- gesture,
- characterisation,
- movement, slow
motion, titles,
- thought tracking

Target audience- What effect
do you want to have?

Divide into bite sized
chunks

Dance Music

Exploring Rhythm, Chords and Metre in Music for Dance

The **RHYTHMS** of dance music always match the **STEPS** of the dance: the two are inter-related. Dance music is based on **CHORD PATTERNS**: mainly **PRIMARY CHORDS** (I, IV & V(7)) and has a clear **MELODY** with an **ACCOMPANIMENT** (**HOMOPHONIC TEXTURE**). Different dances and their music use different **METRES/TIME SIGNATURES**.



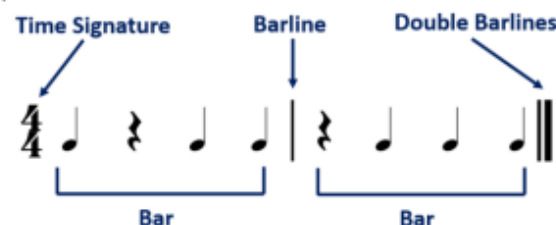
A. Pulse, Time and Metre in Dance Music

The **BEAT** or **PULSE** of dance music is always **REGULAR**. Here is a regular crotchet pulse of 12 beats:



A single **BEAT** is a basic unit of musical time. In dance music, beats are grouped together to make a repeating pattern – normally made up of either twos, threes or fours.

The repeating pattern of beats gives us the **METRE** or the **TIME** of the music, shown by the **TIME SIGNATURE** at the start of a piece of music. Each repetition of the beat-pattern is called a **BAR** and bars are separated by vertical lines called **BARLINES**. A **DOUBLE BARLINE** always comes at the end of a piece of music or section of music.



The **TOP NUMBER** of a time signature tells you how many beats there are in each bar. The **BOTTOM NUMBER** tells you what types or note values these beats are (as divisions of a semibreve = 1):

- 1 = Semibreve
- 2 = Minim
- 4 = Crotchet
- 8 = Quaver
- 16 = Semiquaver

4/4 can also be shown by a "C" meaning COMMON TIME



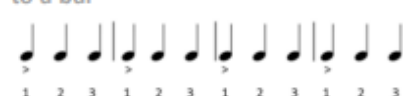
B. Simple Time in Dance Music

SIMPLE DUPLER METRE: Two beats to a bar



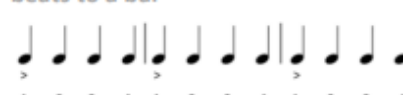
Dance music such as **MARCHES**, the **TANGO** and **IRISH REEL** often use simple duple metre.

SIMPLE TRIPLE METRE: Three beats to a bar



Dance music such as **WALTZES** and the **MINUET**, **COURANTE** and **SARABANDE** from the Baroque Dance Suite often use simple triple metre.

SIMPLE QUADRUPLE METRE: Four beats to a bar



Dance music such as the **TANGO**, the **IRISH REEL**, the **ALLEMANDE** from The Baroque Dance Suite, **AMERICAN LINE DANCE MUSIC** (Country and Western), **DISCO** and **CLUB DANCE** often use simple quadruple metre.

C. Simple and Compound Time

	Simple Time Signatures	Compound Time Signatures
Duple Metre	$\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$	$\frac{6}{8}$, $\frac{9}{8}$, $\frac{12}{8}$
Triple Metre	$\frac{3}{4}$, $\frac{3}{8}$, $\frac{3}{16}$	$\frac{9}{8}$, $\frac{9}{4}$, $\frac{9}{16}$
Quadruple Metre	$\frac{4}{4}$, $\frac{4}{8}$, $\frac{4}{16}$	$\frac{12}{8}$, $\frac{12}{4}$, $\frac{12}{16}$

Dance music such as the **IRISH JIG** and the **GIGUE** from the Baroque Dance Suite often use compound duple metre (6/8) with a "ONE and a TWO and a" feel to the music.

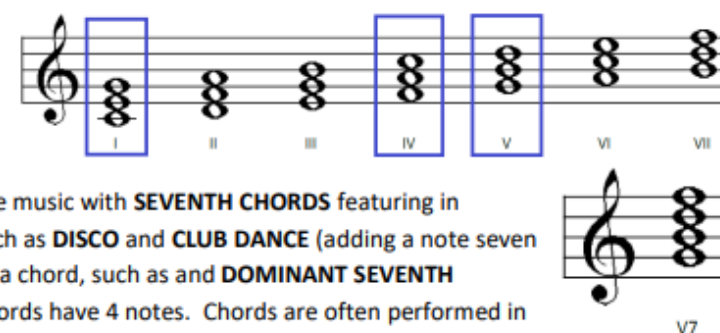
D. Chords in Dance Music

Dance music is based on **CHORD PATTERNS**.

PRIMARY CHORDS:

CHORD I, **CHORD IV** and **CHORD V** are most

commonly used in dance music with **SEVENTH CHORDS** featuring in popular dance music such as **DISCO** and **CLUB DANCE** (adding a note seven notes above the root of a chord, such as and **DOMINANT SEVENTH CHORD**). All seventh chords have 4 notes. Chords are often performed in different ways as an **ACCOMPANIMENT** in dance music.



E. Characteristic Rhythms in Dance Music

The **MARCH** has a strong **LEFT**, right, **LEFT**, right rhythm:



The **TANGO** has several rhythms:



The **WALTZ** has a strong **OOM-cha-cha**, **OOM-cha-cha** rhythm:



FOUR-ON-THE-FLOOR is a common rhythm in **DISCO** and more modern dance music:

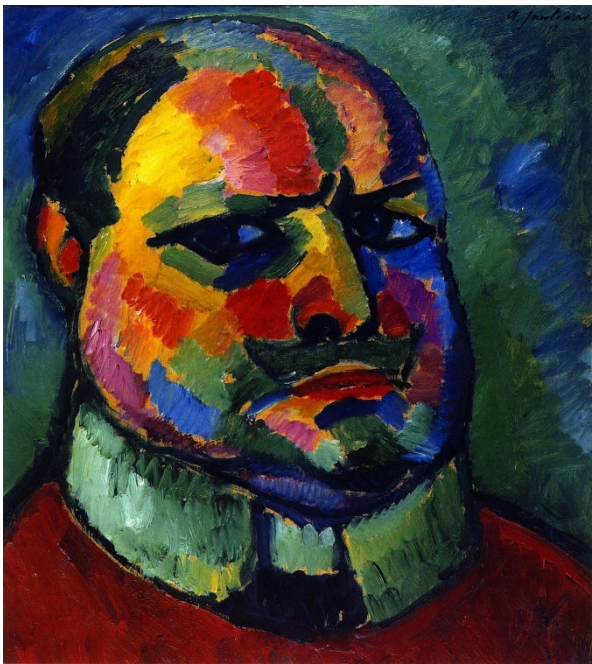
Count	1	and a	2	and a	3	and a	4	and a
Bass								
Drums	●		●		●		●	
Snare Drum or Hand Claps			●				●	
Hi-Hat								
Cymbal		●		●		●		●

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

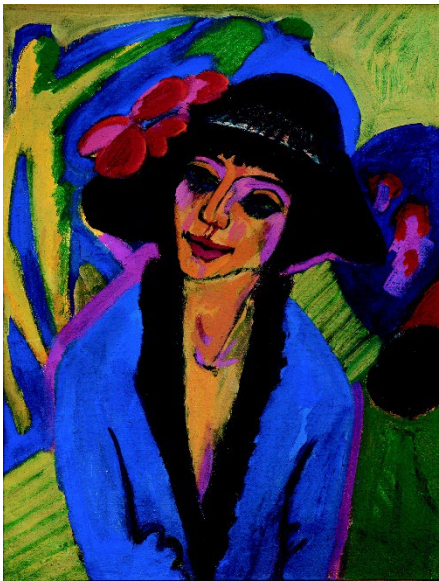
1.



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

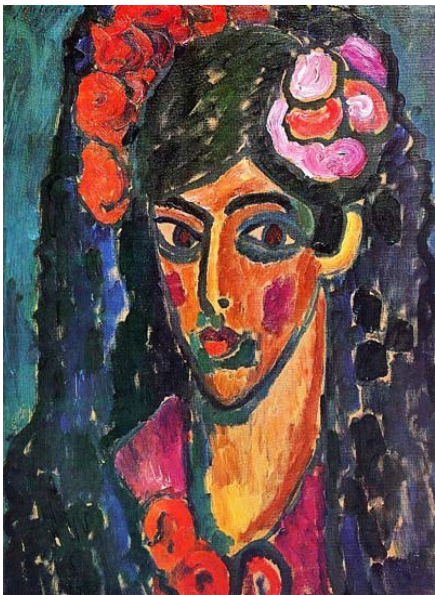


3.

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.



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

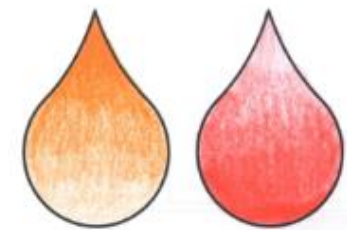


Colour application

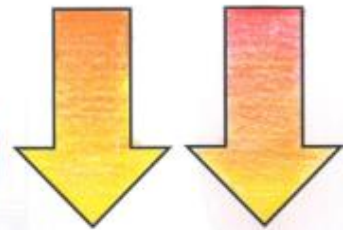
Edge Colour



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.



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

Year 8 HT5 Enquiry Question: How should we treat the environment and animals?

Subject: Religious Studies

Christian views and teachings	
In which book of the Bible is the Christian version of creation?	Genesis
What two things does the belief that humans have been given stewardship mean?	Humans must look after the earth and pass it on to their descendants better than they received it.
Give two reasons why Christians believe this.	The Bible teaches that all of creation should be respected, Jesus' Parable of the Talents says humans should use resources wisely.
Why do some Christians think they can still use the planet's resources?	The Bible says the world was created for them to use, humans are more important than animals
Name two forms of pollution	Acid Rain, Human Waste, Radioactive pollution
What is the solution to acid rain?	Burn less fossil fuels, use public transport more.
What is the solution to human waste?	Recycle more, Don't use as much.
Why do religious people think animals should be treated with respect?	They are part of God's creation.
Name two arguments for the use of animals in experiments by humans.	It is done for the benefit of humans, it can help develop medical knowledge including surgery and drugs
Name two arguments against the use of animals in experiments by humans	Modern science has developed alternatives, there is a difference between animals and humans so some experiments are pointless.
What do some Christians see as the relationship between the Bible and science?	Science says how and religion says why and who
What is the name for the idea that all life is holy and belongs to God	Sanctity of life

Animals:

How should we treat animals?

Are we above animals, or equals?

Is being a vegan morally better than being a carnivore or vegetarian?

Is it morally acceptable to test on animals?

Should we use animals for entertainment purposes? Are zoos immoral?



The environment:

How should we treat the world?

How can religion help us understand how we should treat the world?

What can we do to make a difference to the environment?

Do we have a moral duty to recycle and be a good steward?

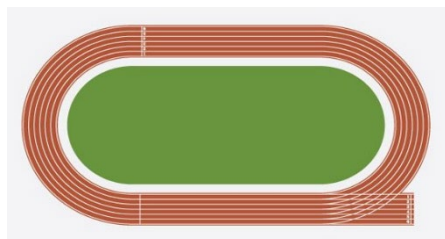



Subject Terminology



Creation	The world that is created or the act of creating
Dominion	To have authority over something
Stewardship	To have responsibility for caring for something
Pollution	To introduce something into the environment that damages it
Greenhouse Effect	The trapping of gasses in the lower atmosphere which raises the temperature
Climate change	The long term shift in temperature and weather patterns
Sanctity of life	The idea that life is holy and belongs to God
Recycle	To convert waste into reusable material
Vivisection	Testing done on animals
Vegetarian	The practise of not eating meat
Vegan	To not eat or use anything that comes from an animal
Natural Resources	Materials found in nature (oil and trees) that can be used by people
Deforestation	The cutting down of large amounts of forest
Responsibility	A duty to care for, or having control over, someone or something
Renewable energy	Energy that comes from a source that does not run out (wind, the sun)
Abuse	Misuse of something, usually for a bad purpose i.e. the world, animals



Half-Term 5/6: Subject – PE – Year 8 – Athletics

Key skills			Track events	Field events																									
<table><tr><th>Skill</th><th>Description</th></tr><tr><td>Sprinting</td><td>An action to move quickly with the correct technique using arms and legs as effectively as possible (any distance up to 400m)</td></tr><tr><td>Distance (junior level)</td><td>Using cardiovascular endurance to run at a steady pace over longer distances (800m, 1500m or longer)</td></tr><tr><td>Throwing</td><td>The ability to propel an object through the air as far as possible (shot putt, javelin, discus)</td></tr><tr><td>Jumping</td><td>The technique to propel the body into the air to either cover distance, height, or both (long jump, triple jump, high jump)</td></tr></table>			Skill	Description	Sprinting	An action to move quickly with the correct technique using arms and legs as effectively as possible (any distance up to 400m)	Distance (junior level)	Using cardiovascular endurance to run at a steady pace over longer distances (800m, 1500m or longer)	Throwing	The ability to propel an object through the air as far as possible (shot putt, javelin, discus)	Jumping	The technique to propel the body into the air to either cover distance, height, or both (long jump, triple jump, high jump)	<div></div> <p>-The track is usually 400m in circumference (300m at school) -The area consists of an oval-shaped running track which has a grass field in the middle where throwing and jumping events can take place.</p> <p>The following track events (which we perform at school) are:</p> <ul style="list-style-type: none">• 100m• 200m• 300m (female only)• 400m (male only)• 800m• 1500m• 4 x 100m relay• 60m hurdles	<table><tr><th>Event</th><th>Description</th></tr><tr><td>Shot putt</td><td>A metal ball which has to be pushed from the neck/shoulder as far as possible Females- 2.72kg Males- 3kg</td></tr><tr><td>Javelin</td><td>A long metal stick with a metal point. It has to be thrown with one hand (similar technique to a tennis ball throw) Females- 400g Males- 400g</td></tr><tr><td>Discus</td><td>A round disc-shaped object (usually made of rubber). It has to be thrown one-handed sideways (similar to a goalkeeper throw) Females- 0.75kg Males- 1kg</td></tr><tr><td>Long jump</td><td>The athlete sprints as fast as they can to the jump line and takes off on one foot and tries to cover as much distance as possible in the air, to land as far as they can in the sand pit</td></tr><tr><td>Triple jump</td><td>The athlete sprints as fast as they can up to the take-off board then has to perform a hop, step and jump, landing in the sand pit with two feet</td></tr><tr><td>High jump</td><td>The athlete takes a curved run up from either side of the pole and takes off one-footed to try and jump over the bar (using scissors technique or the fosbury flop). They land on a thick, padded mat and if successful, the bar is raised a few cm. You get three attempts to clear the height and the winner is the person who can jump the highest.</td></tr></table>		Event	Description	Shot putt	A metal ball which has to be pushed from the neck/shoulder as far as possible Females- 2.72kg Males- 3kg	Javelin	A long metal stick with a metal point. It has to be thrown with one hand (similar technique to a tennis ball throw) Females- 400g Males- 400g	Discus	A round disc-shaped object (usually made of rubber). It has to be thrown one-handed sideways (similar to a goalkeeper throw) Females- 0.75kg Males- 1kg	Long jump	The athlete sprints as fast as they can to the jump line and takes off on one foot and tries to cover as much distance as possible in the air, to land as far as they can in the sand pit	Triple jump	The athlete sprints as fast as they can up to the take-off board then has to perform a hop, step and jump, landing in the sand pit with two feet	High jump	The athlete takes a curved run up from either side of the pole and takes off one-footed to try and jump over the bar (using scissors technique or the fosbury flop). They land on a thick, padded mat and if successful, the bar is raised a few cm. You get three attempts to clear the height and the winner is the person who can jump the highest.
Skill	Description																												
Sprinting	An action to move quickly with the correct technique using arms and legs as effectively as possible (any distance up to 400m)																												
Distance (junior level)	Using cardiovascular endurance to run at a steady pace over longer distances (800m, 1500m or longer)																												
Throwing	The ability to propel an object through the air as far as possible (shot putt, javelin, discus)																												
Jumping	The technique to propel the body into the air to either cover distance, height, or both (long jump, triple jump, high jump)																												
Event	Description																												
Shot putt	A metal ball which has to be pushed from the neck/shoulder as far as possible Females- 2.72kg Males- 3kg																												
Javelin	A long metal stick with a metal point. It has to be thrown with one hand (similar technique to a tennis ball throw) Females- 400g Males- 400g																												
Discus	A round disc-shaped object (usually made of rubber). It has to be thrown one-handed sideways (similar to a goalkeeper throw) Females- 0.75kg Males- 1kg																												
Long jump	The athlete sprints as fast as they can to the jump line and takes off on one foot and tries to cover as much distance as possible in the air, to land as far as they can in the sand pit																												
Triple jump	The athlete sprints as fast as they can up to the take-off board then has to perform a hop, step and jump, landing in the sand pit with two feet																												
High jump	The athlete takes a curved run up from either side of the pole and takes off one-footed to try and jump over the bar (using scissors technique or the fosbury flop). They land on a thick, padded mat and if successful, the bar is raised a few cm. You get three attempts to clear the height and the winner is the person who can jump the highest.																												
<table><tr><th>Common errors</th><th>Scoring</th><th>Tactical skill</th></tr><tr><td>-False start -Crossing lanes -Stepping over throw/jump line -Knocking the bar off in high jump -A no-throw -Dropping the baton</td><td>Timed: running, relays and hurdles Measured: jumps and throws</td><td>-Decision making -Team work in relays -Order in relay and tug of war -Pacing</td></tr></table>			Common errors	Scoring	Tactical skill	-False start -Crossing lanes -Stepping over throw/jump line -Knocking the bar off in high jump -A no-throw -Dropping the baton	Timed: running, relays and hurdles Measured: jumps and throws	-Decision making -Team work in relays -Order in relay and tug of war -Pacing	<div><p>Components of fitness</p><p>Cardiovascular endurance- used for the longer endurance events e.g. 1500m. it enables the athlete to keep their pace throughout.</p><p>Muscular endurance- useful for sprinting, long distance running and events like hurdles when muscles are being used repetitively.</p><p>Strength- good for events which require force to be applied e.g. throwing events, tug of war.</p><p>Flexibility- good for events where the athlete changes body position e.g. hurdles, all jumping events</p><p>Power- important for all athletic events</p><p>Coordination- used to move different body parts effectively e.g. throwing events, jumping events, hurdles</p><p>Reaction time- most important for events where a fast start is required e.g. sprinting</p></div>																				
Common errors	Scoring	Tactical skill																											
-False start -Crossing lanes -Stepping over throw/jump line -Knocking the bar off in high jump -A no-throw -Dropping the baton	Timed: running, relays and hurdles Measured: jumps and throws	-Decision making -Team work in relays -Order in relay and tug of war -Pacing																											
<div></div>																													

Half-Term 5 & 6: Subject – PE – Year 8 – Cricket

Rules of the game	Equipment and Pitch Markings	Key Terms
<ul style="list-style-type: none"> Two teams, both with 11 players, take it in turns to bat and bowl. When one team is batting, they try and score as many runs as they can by hitting the ball around an oval field. The other team must get them out by bowling the ball overarm at the stumps, which are at either end of a 22-yard area called a wicket. The bowling team can get the batsmen out by hitting the stumps or catching the ball. Once the batting team is all out, the teams swap over, and they then become the bowling side. Each time a team bats it is known as their innings. Whoever scores the most runs wins. But a cricket match can be drawn too. Two umpires officiate the game on the field of play, but at international level there is also a third umpire on the side-lines and a match referee. 	<ul style="list-style-type: none"> Helmet, Leg pads, Gloves for batsmen only, wicket-keeper's gloves, usually includes webbing between the thumb and index fingers. Ball with a cork base. A wooden bat, the bat cannot be more than 38 inches (96.5 cm) long and 4.25 inches (10.8 cm) wide. The bat has a long handle and one side has a smooth face. Stumps – three upright wooden poles that, together with the bails, form the wicket. Bails – two crosspieces made of wood, placed on top of the stumps. Boundary – A rope demarcating the perimeter of the field known as the boundary.  <p>Scoring</p> <ul style="list-style-type: none"> One run is scored each time the batsmen cross and reach the set of stumps at the other end of the pitch. Four runs can be scored if the ball reaches the perimeter of the field Six runs if crosses the perimeter without bouncing. 	<p>Striker – A batsman facing the bowler is called striker and the opposite end is called non-striker.</p> <p>Run – It is the basic unit of scoring in cricket. It is scored when a striking batsman hits the ball bowled and runs between the stumps along with non-striker. It is usually scored in ones, twos, and threes.</p> <p>No-ball – If a bowler's foot crosses the popping crease while delivering the ball then, it is called a no-ball. The ball bowled that is directed above waist of the batsman without pitching on the ground is a no-ball too.</p> <p>Wide – A ball that is bowled away from the batsman and moves wide of the return crease on the off-side at the batting end is called wide. Another definition is ball bowled that bounces over the head of the batsman after pitching is also called wide.</p> <p>Bowled – It is a way of getting out where the batsman misses the ball bowled and the stumps behind are disturbed.</p>  <p>Caught – A batsman is declared out when the fielder catches the ball on full that is hit by the batsman. If it is caught by the wicketkeeper then, it is called caught behind.</p> <p>LBW – LBW stands for leg-before wicket. A batsman is declared out as lbw when he tries to play the ball with the body that is directed on to stumps.</p> <p>Run-out – If a fielder disturbs the stumps with ball in hand while the batsman is not in the crease after playing a shot, then the batsman is declared run-out.</p> <p>Stumped – A batsman moves out of crease to play a ball and misses; the keeper gathers the ball and hits the stumps with ball in hand. Then, the batsman is declared out as stumped.</p> <p>A "Bye" – is where a ball that is not a no ball or wide passes the striking batsman and runs are scored without the batsman hitting the ball.</p>



10 strategies for staying safe online	Digital Footprints and Online Behaviour	Top tips for staying safe on Social media
<ol style="list-style-type: none"> 1. Don't post any personal information online – like your address, email address or mobile number. 2. Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore. 3. Keep your privacy settings as high as possible. 4. Never give out your passwords. 5. Don't befriend people you don't know. 6. Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do. 7. Remember that not everyone online is who they say they are 8. Think carefully about what you say before you post something online. 9. Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude. 10. If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately. 	<p>A person's digital footprint cannot be deleted and can be accessed at any time through a simple social media or search engine search.</p> <p>To promote a positive digital footprint there are 5 simple rules:</p> <ol style="list-style-type: none"> 1. Would you want your grandmother to see it? Is that photo/video/comment appropriate for the wider public audience? Would you want a future partner or employer to see it? Once something is online it stays forever. 2. Do you really think that is private? Just because your privacy settings are high doesn't mean that someone else can't repost or screenshot what you have posted. 3. Would you say it to someone's face? If you wouldn't say it to someone face, don't say it online. Portray yourself in a positive way as this may be seen by future friends, partners or employers. 4. Is this your work to publish/use? Reposting or using someone else's work is fine if you credit the original owner/creator. If you don't it is plagiarism. 5. Would you want someone to do it to you? How would you feel if someone posted a picture of you or made a comment about you that you didn't like or want online? 	<ol style="list-style-type: none"> 1. Use a strong password. The longer it is, the more secure it will be. 2. Use a different password for each of your social media accounts. 3. If you have social media apps on your phone, be sure to password protect your device. 4. Be selective with friend requests. If you don't know the person, don't accept their request. It could be a fake account. 5. Click links with caution. Social media accounts are regularly hacked. 6. Be careful about what you share. Don't reveal sensitive personal information i.e: home address, financial information, phone number. 7. Become familiar with the privacy policies of the social media channels you use and customize your privacy settings to control who sees what. 8. Remember to log off when you're done. 9. Report any inappropriate behavior to the site.

Define:	
E-Safety	Strategies and systems to help people stay safe online.
Digital Citizenship	Accepted ways on behaving whilst engaging in online activity.
Cyber Bullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
Hacking	Gaining access to systems and computer which you do not have permission to access. Can be for malicious purposes.
Grooming	When someone uses the internet to trick, force or pressure a young person into doing something they wouldn't normally do. This could be sexual behaviour or radical beliefs.
Digital Footprint	The information about a particular person that exists on the internet as a result of their online activity. It can not be deleted.
Social Media	Websites and applications that enable users to create and share content or to participate in social networking.



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.
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 show up on the bill.
NSPCC https://www.nspcc.org.uk	Specialise in child protection and dedicated to protecting children today to prevent abuse tomorrow.
CEOPS https://www.ceop.police.uk/safety-centre/	The Child Exploitation and Online Protection Centre – work with safeguarding and child protection partners across the UK and overseas.