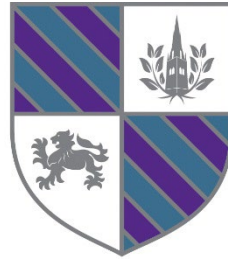# MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: June 2025

Year 8

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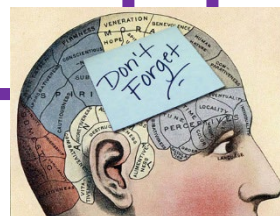*Proverbs 18:15 (The Message)*

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

English	Maths	Science	RE
Soliloquy	Data	Natural Selection	Story
Dialogue	Average	Evolution	Parable
Monologue	Ungrouped data	Extinction	Challenge
Dramatic Monologue	Grouped data	Biodiversity	Symbol
Duplicity	Frequency	Genes	Beatitudes
Subservient	Construct	Inheritance	Principles
Regicide	Interpret	Variation	Dhammapada
Supernatural	Line of best fit	Species	Torah
		Genetic Modification	Corinthians
			Golden Rule

History	Geography	Spanish	IT
Hue and Cry	Megacity	Noun	Constant variable
Tithings	Ecosystem	Adjective	Algorithm
Constable	Colonies	Verb	Programmed
Treason	Development	Connective	Command
Heresy	Migration	Opinion verb	Debug
Corporal Punishment	Desertification	Infinitive	Co-ordinates
Vagabonds	Drought	Frequency expression	Repetition/loop
Bloody Code	Famine	Conjugate	Selection
Retribution	Trade	Adjectival agreement	Flowchart
Transportation	Urbanisation	Wow phrase	Logic
		Exclamation	

PE	Drama	Dance	Art
Outwit	Still Image	Choreography	Still life
Opponents	Thought track	Stimulus	Observational
Positions	Cross-cutting	Motif	Analyse
Efficiency	Split stage	Development	Pop Art
Control	Marking the moment	Choreographic intention	Composition
Tactics	Narration	Relationships	Response
Fluency	Physical Theatre	Transition	Review
Aesthetic	Direct Address	Spatial awareness	Reflect
Warm-up	Slapstick Comedy	Appreciation	Develop
Cool-down	Human Puppetry	Dynamics	Media

Technology	Food	Music	PSHE
Graphic Design	Cross contamination	A cappella	Gender Identity
Illustration	HACCP	Backbeat	Biological Sex
Typography	Hot holding	Bridge	Gender Dysphoria
Rendering	Danger szone	Broken chord	Cisgender
Scale	Traffic light system	Call and response	Sexuality
Negative Space	Saturated fats	Coda	Heterosexual
Hierarchy	Sodium	Distortion	Homosexual
Contrast	Calories	Fill	Bisexual
Framing	RDA	Flanger	
Grids		Glissando	

Year 8 further reading lists Half Term 6 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.

Geography	PSHE	Science
Atinuke, Feddag, Mouni, 2019 *Africa, amazing Africa: country by country* Walker Books Lyndon, Dan, 2014 *African empires* Franklin Watts	Hagger-Holt, Sarah, 2024 The fights that make us Usborne Head, Honor, 2017, *Understanding sexuality : what it means to be lesbian, gay or bisexual* Franklin Watts Lame, Amy, 2017 From prejudice to pride : a history of LGBTQ+ movement Wayland Lapinski, L. D, 2023 *Jamie*, Orion	Anders, Mason, 2017 *DNA, genes, and chromosomes* Raintree Claybourne, Anna 2014 The Usborne introduction to genes & DNA Usborne Colson, Mary, 2016 Charles Darwin and Alfred Russel Wallace Franklin Watts
Computing Stowell, Louie, 2017 **Coding for beginners using Python** Usborne Publishing Ltd.		**Dance** Serres, Alain, 2010 *And Picasso Painted Guerica* Allen and Unwin Children's
PE Amstutz, Lisa J, 2016 **The Science behind Athletics** Raintree Gifford, Clive 2016 **Athletics** Franklin Watts National Rounders Association, 2006 **Rounders** A C & Black	**History** Elgin, Kathy, 2009 **Crime and Punishment** Cherrytree Books Hubbard, Ben 2018 **Crime and Punishment Through the Ages** Raintree	**Spanish** Tyler, Madeline, 2018, **Ancient Maya** BookLife Tyler, Madeline, 2018 **Ancient Incas** BookLife Stewart, Paul D, *Galapagos: the islands that changed the world* BBC
	Maths Colson, Rob, 2018 *What are the chances? : probability, statistics, ratios and proportions* 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 accidently 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 my 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.

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.

Year 8 — English *'Hamlet':* Speech Writing

Box 1: Writing Checklist

⇒ Write in paragraphs.
⇒ Use a range of punctuation: ', . ? ! : ;
⇒ Use capital letters correctly.
⇒ Use ambitious vocabulary (varied verbs and adjectives)
⇒ Use discourse markers.
⇒ Use a tone suitable for the purpose of your speech.
⇒ Use a range of devices: statistics, lists, facts, figures, anecdote, rhetorical questions, repetition, anaphora, hyperbole, the rule of 3.
⇒ Vary your sentence types: when it happened, adverb start, Not only… but also…, It wasn't just… , it was….,triple adjective +: + independent clause, So … So…. So: independent clause.

Box 2: Key Themes

Term	Definition
Revenge	The revenge theme feeds into the religious element of the play as Hamlet is conflicted by his Christian aversion to killing someone and his duty to avenge his father's death.
Religion	Religion has an impact on the actions of the characters in this play. Hamlet's 'to be or not to be' soliloquy outlines his religious thinking on the subject of suicide.
Appearance vs reality	The text of Hamlet is saturated with references to the gap that exists between how things seem to be and how they really are. Very little in this play is really as it seems.
Madness	One of the central questions of Hamlet is whether the main character has lost his mind or is only pretending to be mad.

Box 3: Techniques to use in speech writing

Term	Definition
Personal pronouns	Such as 'I' 'you' 'we'. This makes your article personal as though you are speaking directly to the reader.
Anaphora	A type of repetition where a word or phrase is repeated at the beginning of successive clauses. It is often used in speech writing to make it memorable and to create a reaction.
Imperatives	An imperative sentence gives a direct command. This can stress the importance of a point or sound forceful to your reader. E.g: *Give me the money!*
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: *The road went on forever.*

Box 4: 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 writing aimed at? Parents, teenagers etc.
Purpose	What is the purpose of your writing? Persuade, advise, inform or argue.

Subject terminology - Statistics

Data	Information recorded for statistical purposes
Average	A calculated central value in a set of data, e.g. mean median and mode
Ungrouped data	Data that has not been categorised
Grouped data	Data that has been sorted into categories based on the variable you are interested in
Frequency	The number of times an event or value occurs
Construct	Accurately draw a graph to display given information
Interpret	To retrieve information from a chart of graph
Line of best fit	A line on a scatter graph which shows the general trend

Scatter graphs

Scatter graphs show the relationship between **bivariate** data (data that has two variables). Here, each point on the scatter graph shows the temperature and the ice cream sales of a different day
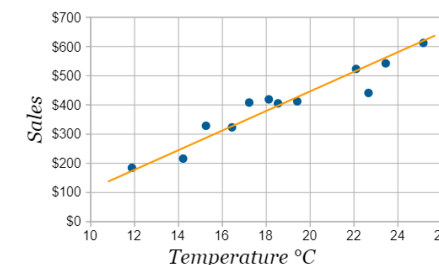
We can draw a **line of best fit** on our graph to show the general trend and use that line to **interpolate** (estimate the corresponding value of a value within the range of our data). Interpolation is generally a reliable way to estimate

We can also use a line of best fit to **extrapolate** (estimate the corresponding value of a value outside the range of our data). Extrapolation is less reliable as we can't be sure what happens to the trend outside of our recorded data
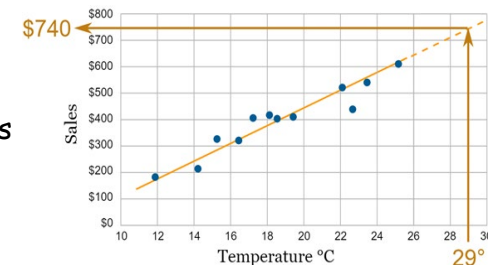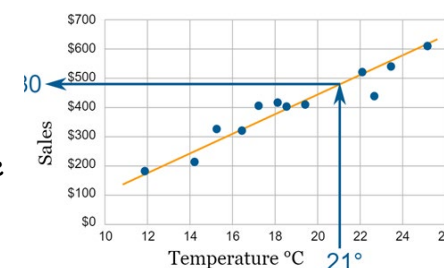
How to : estimate the mean from a grouped frequency table

| Cost	Frequency	Midpoint	mp x freq
$0 < c \leq 4$	2	2	4
$4 < c \leq 8$	3	6	18
$8 < c \leq 12$	5	10	50
$12 < c \leq 16$	12	14	168
$16 < c \leq 20$	3	18	54
Totals	25		294

$$\text{Estimated mean} = \frac{294}{25} = 11.76$$

1) Find the midpoint (centre) of each group by adding the end points and dividing by 2
2) Multiply the midpoints by the frequencies
3) Sum the 'frequency' and the 'midpoint x frequency' columns
4) Divide the 'midpoint x frequency' total by the 'frequency' total
5) Check – does the mean fit within the data range?

How to : calculate averages and the range

		13, 6, 3, 100, 3
Mean	Add up all of the values then divide by how many pieces of data you have	$\frac{3 + 3 + 6 + 13 + 100}{5} = 25$
Median	Middle value when the data set is in size order	3, 3, 6, 13, 100 The median is 6
Mode	Most common value	The mode is 3
Range	Largest value subtract smallest value	$100 - 3 = 97$

Order of Operations

- Brackets
- Powers/exponents
- Multiplication and division
- Addition and subtraction
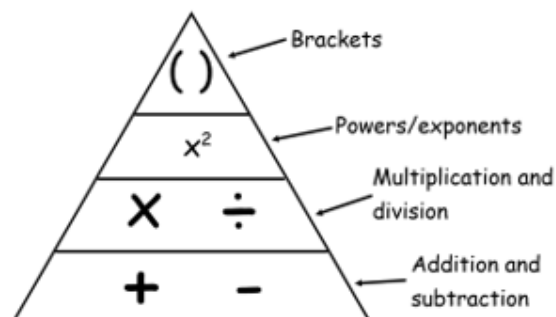
Inverse Operations

$+ \longleftrightarrow -$

$\times \longleftrightarrow \div$

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

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

Square Numbers

1×1 or $1^2 = 1$
2×2 or $2^2 = 4$
3×3 or $3^2 = 9$
4×4 or $4^2 = 16$
5×5 or $5^2 = 25$
6×6 or $6^2 = 36$
7×7 or $7^2 = 49$
8×8 or $8^2 = 64$
9×9 or $9^2 = 81$
10×10 or $10^2 = 100$
11×11 or $11^2 = 121$
12×12 or $12^2 = 144$

Cube Numbers

$1^3 = 1 \times 1 \times 1 = 1$
$2^3 = 2 \times 2 \times 2 = 8$
$3^3 = 3 \times 3 \times 3 = 27$
$4^3 = 4 \times 4 \times 4 = 64$
$5^3 = 5 \times 5 \times 5 = 125$

Written methods

Multiplication (Grid method)

26×5

✖	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)

$186 \div 6$

```
    0  3  1
6 | 1 ¹8  6
```

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

24.3|56 To 3 significant figures (starting at first non-zero digit)

24.4

24.35|6 To 2 decimal places (digits after the decimal point)

24.36

Draw in your line then check the number to the right

Multiplying Integers

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

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

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

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

Column Addition

```
 1
 2 9
+3 5
─────
 6 4
```

9+5=14 14 is more than 10!

Column Subtraction

```
 5
 6̶ 4
−2 7   (10+4=14)
─────
 3 7   14
```

DNA, genes and chromosomes.

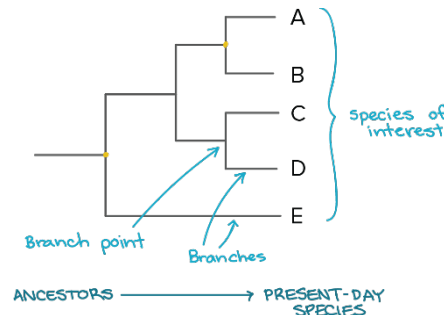

Key Word	Definition
Natural selection	A process by which the best adapted individuals survive and pass on their genes to the next generation.
Evolution	A slow process in which a species changes over time in response to their environment.
Extinction	When a whole species dies out.
Biodiversity	The variety 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.

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.
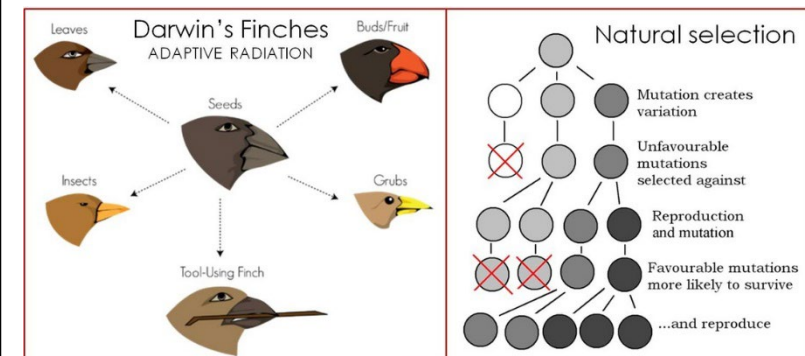

Evolutionary relationships

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

The Sahel map: ALGERIA, MAURITANIA, MALI, NIGER, CHAD, SUDAN, ERITREA, SENEGAL, BURKINA FASO, NIGERIA, ETHIOPIA — The Sahel
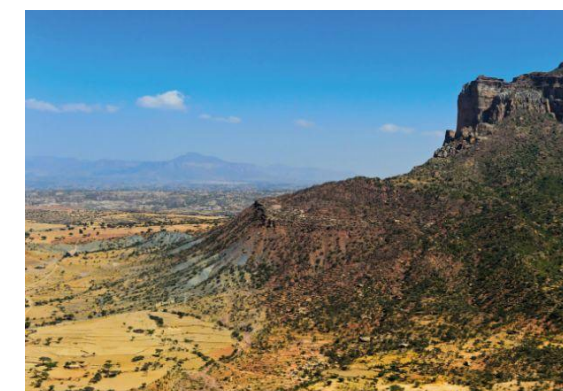
0 400 km

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Mining in Africa: FACTS

- **55%** of the world's diamonds are produced in Africa (led by Botswana and Congo)
- **110** There are over 110 listed mining companies with operations in South Africa
- **22%** of the world's total production of gold – 483 tons of gold – is produced in Africa
- **60%** of the mining in Africa is gold mining
- **30%** of the world's mineral reserve is found in Africa

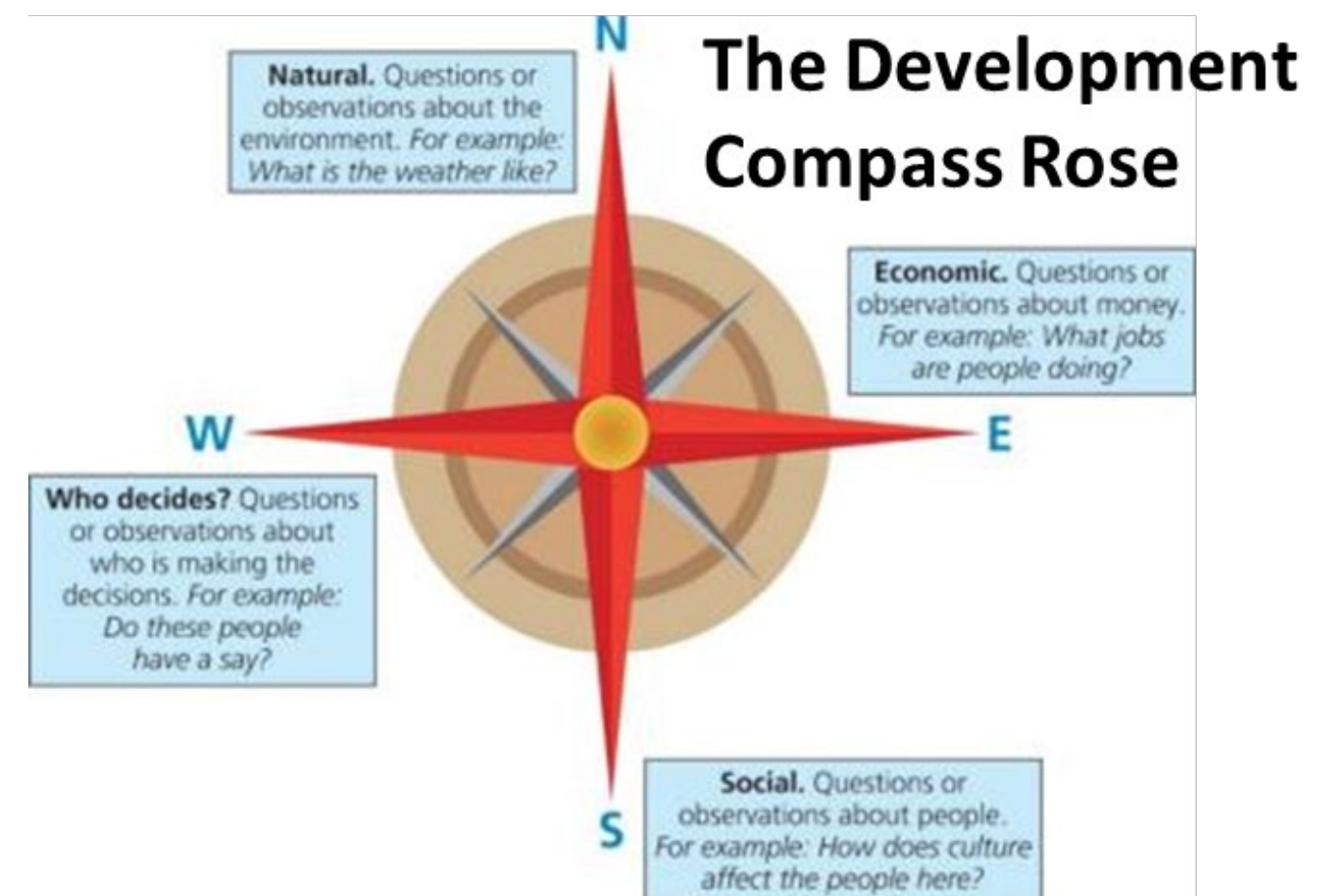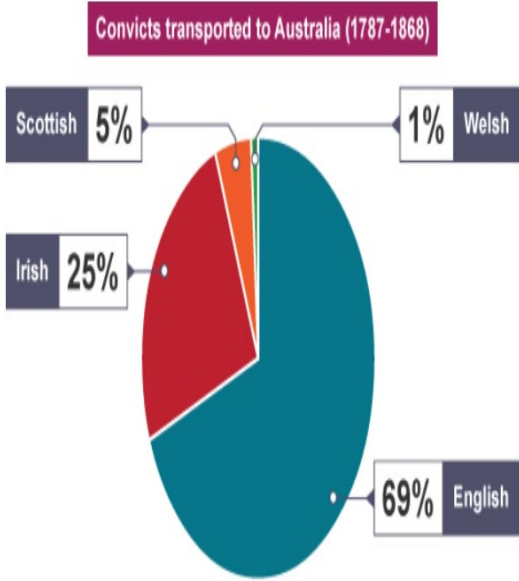|	
A **megacity** is a city with a population over 10 million	
An **ecosystem** is a community of living organisms, and their connections with the climate and the soil	
Colonies are areas controlled by another country	
Development is the economic progress of a country and improvements to quality of life	
Migration is the process of moving to live somewhere else, either permanently or temporarily	
Desertification is the process of land being turned into desert, often through overuse	
Drought is a long period of very little or no rain, causing a water shortage	
Famine is an extreme shortage of food, which can cause illness and death	
Trade is the buying and selling of goods	
Urbanisation is when an increasing percentage of the population moves to towns and cities	

The Development Compass Rose

Natural. Questions or observations about the environment. For example: What is the weather like?

Economic. Questions or observations about money. For example: What jobs are people doing?

Who decides? Questions or observations about who is making the decisions. For example: Do these people have a say?

Social. Questions or observations about people. For example: How does culture affect the people here?

N, W, E, S

Medieval (1000-1450)

Crimes	Policing and Trials	Punishment
Crimes against the person, e.g., assault / murder	**Hue and cry** – Community-based Policing: Witnesses / whole village expected to chase suspect. Fines if failed to do so. No organised police force	Early Saxon **Blood Feud** - where victim's family took revenge. Replaced by following punishments:
Crimes against property, e.g., theft	**Tithings** – Community-based Policing: All males over 12 in a group of 10 – responsible for each other's behaviour.	Capital punishment – **hanging** 1305 - introduction of '**hung, drawn and quartered**' punishment for treason
Crimes against authority, e.g. treason	**Developments:** **1285** Parish Constable introduced Reason for change: to organise hue and cry and link with county Sheriff for more important crimes / crimes outside village boundaries.	Reason for change: retribution / deterrent - hideous punishment to stress enormity of crime

TECHNICAL VOCABULARY

Hue and Cry	A law that states that the public shout cry out if they see a crime committed.
Tithings	a group of ten householders who lived close together and were collectively responsible for each other's behaviour.
Constable	A police officer.
Treason	A crime against the king, government or country.
Heresy	A crime against religion.
Corporal Punishment	physical punishment, such as caning or flogging.
Vagabonds	a person who wanders from place to place without a home or job.
Bloody Code	The death penalty imposed for over 200 crimes in 1723.
Retribution	Punishment against someone as an act of revenge.
Transportation	A punishment that meant being sent to live in America or Australia and work really hard.

Early Modern (1450-1750)

Crimes	Policing and Trials	Punishment
Heresy: even more important in the context of the religious Reformation. Heresy particularly linked to Catholic Church. Used by Henry VIII, e.g., Anne Askew. Particularly used by Queen Mary (1553-1558) – 283 Protestants burned in 5 years.	Continued to be **community-based** e.g., Hue and Cry, Town Constables and Town Watch. Unpaid and Voluntary.	**Corporal punishment** - stocks, pillory, whipping, maiming **Capital punishment** – hanging
Treason: linked to sense to threat to the state from religious and other opponents. Used by Elizabeth (1558-1603) against Catholic priests and Catholic plotters. Used by James I (1603-1625) against 1605 Gunpowder Plotters.	Professional 'Thief-Takers'	**Bridewell / House of Correction** (including hard labour) for vagabonds. **Transportation** – 50-80,000 sent to America
Witchcraft: Roughly 1000 executed 1542-1736. • Rise in witchcraft linked to religious, social and political developments. Religious – massive change and division of Reformation; Protestant belief that Devil active in people's lives (including 'familiars'); James I's **Demonologie**, 1597. Social – growing rich / poor divide; growing hostility to women: from 'wise women' to witches. Political – disorder of Civil War period (esp.1640s) – the 'world turned upside-down'	Decline in the effectiveness of community-based methods in the growing number of larger towns. People anonymous / lesser sense of close community.	Beginning of the Bloody Code C1688 **Purpose:** • Retribution • Deterrent • Removal • Reform / rehabilitation

Convicts transported to Australia (1787-1868)

Scottish 5% — 1% Welsh — Irish 25% — 69% English

Industrial (1750-1900)

Crimes	Policing and Trials	Punishment
Treason – still most serious crime **Vagabondage** – Continues to be considered a crime.	**Metropolitan Police Act, 1829**. Robert Peel, Home Secretary, persuaded parliament it was necessary: rising crime, controls on police powers, fear of radical protestors.	**Bloody Code dismantled after c.1810** Large rise in number of capital crimes (from 50 in 1688 to 225 by 1810). Linked to increased social divisions and desire of ruling class to secure life and property. Majority of sentences changed to other punishments – by 1820 only 5% executed.
Witchcraft: no longer seen as crime due to growth of influence of science (e.g., 1662 Royal Society) and Enlightenment ideas end wide belief in witches/supernatural. 1716 – last execution; 1735 Witchcraft Act	Initially a small force wearing nonmilitary blue uniform. Limited equipment including whistle and truncheon. Decentralised – each town / county had own force – this stressed it wasn't central government control. **Initially some public opinion hostile.**	**Gaols Act, 1823**. Work of Robert Peel (Home Secretary in 1820's) influenced by Howard and Fry. Improved prison conditions; paid warders; separated types of criminals; Christian instruction; visits by Prison Inspectors. (But only applied to 130 biggest prisons and sometimes ignored.)
Working class uprisings due to an increase in the working class. "Tolpuddle labourers" formed to campaign for better wages; swore oaths of secrecy.	**Developments:** 1842 – first detectives. 1856 – towns / counties had to have police force. 1869 first National Crime Records. 1878 CID detectives created. Use of fingerprinting and telegraph communication.	**Transportation to Australia, 1787 – 1868:** Increasingly used as an alternative to death. 160,000 transported (1/6 women). Initially a strong deterrent due to separation from homeland and a long/dangerous voyage and hard/primitive conditions in Australia.

Crime and Punishment
HISTORICAL SUBSTANTIVE CONCEPTS

MONARCHY

Regicide is the purposeful killing of a monarch and is often associated with the usurpation of power.

Treason is the act of going against the monarch to extreme circumstances.

RELIGION

It is common for religions to have value frameworks regarding personal behavior meant to guide adherents in determining between right and wrong.

Heresy is the act of belittling religious acts and scripture.

INVASION

POLITICAL REFORM

In the 20th century, laws, legal institutions and prison facilities seemed to be characterized by a constant process of reform. Prisons now aimed to rehabilitate criminals rather than harshly punish them.

IDEOLOGY

There are four main theories of punishment:
Deterrence
Retribution
Rehabilitation
Incapacitation.
Depending on era and country, different views take a difference approach and order of importance.

CONFLICT

REVOLUTION

During the 19th century, attitudes towards punishment began to change. There was an increasing use of prisons and a greater belief in reforming prisoners.
The ideas of retribution and revenge became less important in punishments. This change in attitude can be seen in the reform of the Criminal Code.

TAX & ECONOMY

According to economic theory, crime should decrease as economic growth and opportunity improve.
This is because the incentive to engage in illegal activity decreases as legal opportunities of earing become more fruitful.

Half-Term 5   Subject Spanish Y8   La tauromaquía   Threshold Concept Link(s): Giving opinions, describing past events

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

Week 1

Opinion	Infinitive	Nouns
Me fastidia = It annoys me	ver = to see	la plaza de toros = the bull ring
Me fascina = It fascinates me		el matador = the bull fighter
Me divierto = I have fun	participar en = to participate in	una corrida = a bullfight
		el toro = the bull
Me decepciona = It disappoints me	aprender sobre = to learn about	los picadores = bullfighters (on horses)
Me disfruto de = I enjoy		los banderillos = bullfighters (who stick the banderillas in the neck of the bull)
		el mozo de espada = the sword assistant
Vale la pena = It's worthwhile	enterarme de = to find out about	El paseíllo = the ceremonial entry of the bullfighters
		El traje de luces = the suit worn by bullfighters
Estoy harto de = I'm fed up of	saber de = to know about	El presidente = the president
Estoy a favor de = I'm in favour of		La suerte de capa = the stage in bullfight where passes are made with cape
		El tercio de muerte = the stage of a bull fight
Estoy en contra de = I'm against		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
	a mi juicio	pienso que			cruel / crueles = cruel
porque				muy = very	peligroso / peligrosos = dangerous
	a mi modo de ver	creo que	es = it is	bastante = quite	apasionante / apasionantes = passionate
ya que				un poco = a bit	anticuado / anticuados = old fashioned
	para mí	opino que		a menudo = often	tonto / tontos = foolish
puesto que				a veces = sometimes	impresionante/ impresionantes = impressive
	desde mi punto de vista	considero que		siempre = always	único / únicos = unique
dado que			son = they are	nunca = never	espléndido /espléndidos = splendid
	a mi parecer	me parece que			genial / geniales = great
					estupendo / estupendos = great

Week 3

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

Week 4

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

Half-Term 6   Subject Spanish Y8   Los países hispanoparlantes   Threshold Concept Link(s): Giving opinions, describing past events

Describe una visita a un país hispanoparlante.

Weeks 1 and 2

Connective	Person	Verb	Noun		Infinitive	Noun
El año pasado = Last year	(yo) = I	fui a = went to visité = visited	Argentina			los sitios arqueológicos de los Incas = the ancient Inca sites
			Bolivia		ver = see	los pirámides aztecas = the Aztec pyramids
Anteayer = The day before yesterday	mi madre. mi padre mi hermano / a mis hermana / a mi abuelo / a mi tío /a	fue a = went to visitó = visited	Colombia			los templos mayos = the Mayan temples
La semana pasada = Last week			Chile	para = (in order)to	montar = climb	las playas caribenas = the Caribbean beaches
Hace dos años = 2 years ago			Cuba			las costas pacíficas = the Pacific coasts
La primavera pasada = Last spring			Ecuador		ir = go	los bailes argentines = the Argentine dances
El verano pasado = Last summer	mi madre y yo mi padre y yo mis padres y yo		El Salvador		probar = try	las montañas chilenas = the Chilean mountains
El otoño pasado = Last autumn	mis hermanos y yo mis abuelos y yo mis tíos y yo mis sobrinos y yo mis amigos y yo	fuimos a = went to visitamos = visited	Guatemala			las islas galápagos = the Galapagos Islands
El invierno pasado = Last winter			Panamá		comer = eat	los gauchos paraguayos = the Paraguayan horsemen
Anoche = Last night			Paraguay			los lagos bolivianos = the Bolivian lakes
El fin de semana pasado = Last weekend	mis padres mis abuelos		Peru			los vinos uruguayos = the Uruguayan wines
		fueron a = went to visitaron = visited	Uruguay			

Connectives	Verbs	Infinitive	Noun	Opinion	Adjective
A diario = Daily			las ruinas de Machu Picchu = the ruins of Machu Picchu	Lo pasé = I had a … time	aburrido = boring
A eso de las dos = At about 2pm	quise = I wanted				agradable = pleasant
A fines del día = At the end of the day	quiso = he /she wanted		la cascada de Los Angeles = the waterfall of Los Angeles		divertido = fun
	quisimos = we wanted				encantador = lovely
A mediados del día = In the middle of the day	quisieron = they wanted	ver = to see / seeing	el glaciar Perito Moreno = the Perito Moreno glacier		espléndido = splendid
A menudo = Often		visitar = to visit / visiting	el desierto de Atacama = the Atacama Desert	Lo pasó = He/she had a … time	fenomenal = great
A veces = Sometimes		explorer = to explore / exploring			genial = great
Al mismo tiempo = At the same time	soñé con = I dreamt about		la selva amazónica = the Amazon rainforest		horroroso = dreadful
	sonó con = he /she dreamt about		las islas galápagos = the Galapagos Islands	Lo pasamos = We had a … time	impresionante = impressive
Por la mañana = In the morning	soñamos con = we dreamt about				increíble = incredible
Por la tarde = In the afternoon	soñaron con = they dreamt about		el salar de Uyuni = the Uyuni salt flat		maravilloso = wonderful
Por la noche = In the evening				Lo pasaron = They had a … time	raro = strange
De vez en cuando = Sometimes			la zona arqueológica de Chichén Itzá = the ancient Mayan ciy of Chichén Itzá		tranquilo = peaceful
Mientras tanto = In the meantime					útil = useful
Por lo general = Generally				Qué = How	
Siempre = Always					

Dance: Year 8 Guernica

WHAT ARE WE STUDYING IN THIS UNIT OF DANCE?

This unit of dance tasks 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

What are the types of stimulus?

Historic Event- Historical refers to an authentic event that once occurred at some point in history, and is fact and/or evidence-based. For instance, the Diary of Anne Frank is a historical text (while World War II is both a historical and historic event)

Instrumental music- Instrumental music involves just instruments — no singing. This could be from a film score, Classical Music, Electronic dance mix.

News article- News articles are written to inform and educate readers on current affairs/events. They are used to provide readers with information they need/want to know about the world around them.

Painting- Paintings are a form of visual art that captures the expression of ideas and emotions on a two-dimensional surface. Artists use the elements of shape, colours, line, tones, and textures in unique ways to produce paintings that convey sensations of movement, volume, space, and light – traditionally on a flat surface.

Person/people- This could be a famous person in the public eye, a historical figure, a person who had influence on society.

Photograph- This stimulus could show a picture of an event occurring in time that captures an emotion, or educates on something.

Poem- a piece of writing in which the expression of feelings and ideas is given intensity by particular attention to diction (sometimes involving rhyme), rhythm, and imagery

Prose Prose is ordinary language that follows regular grammatical conventions and does not contain a formal metrical structure. This definition of prose is an example of prose writing, as is most human conversation, textbooks, lectures, novels, short stories, fairy tales, newspaper articles, and essays

Sculpture- sculpture, an artistic form in which hard or plastic materials are worked into three-dimensional art objects. The designs may be embodied in freestanding objects, in reliefs on surfaces, or in environments ranging from tableaux to contexts that envelop the spectator.

Song- A song is a musical composition intended to be performed by the human voice. This is often done at distinct and fixed pitches using patterns of sound and silence. Songs contain various forms, such as those including the repetition and variation of sections.

Subject Vocabulary

Still Image	Actors freeze in positions on stage
Thought track	Telling the audience your character's inner thoughts while the other actors freeze
Cross-cutting	Cutting forward or back in time to a different scene. E.g flashback or forward
Split stage	Two different scenes happen on stage simultaneously, cut between them
Marking the moment	emphasizing or highlighting a specific significant moment. This can be done using: exaggerated physicality, ensemble movements,
Narration	Performers speak directly to the audience to tell a story, give information or comment on the action
Physical Theatre	Convey ideas, stories, and emotions non verbally
Direct Address	Actors 'break the fourth wall' and speak to or interact with the audience
Slapstick Comedy	Exaggerated physicality & gestures, falls & collisions, absurd situations
Human Puppetry	Performers manipulating and controlling bodies to resemble puppetry
Verbatim	Using real people's words, taken from recorded interviews
Transitions	The ways in which actors move between still images or scenes
Silent Movie	No spoken dialogue, exaggerated acting, title cards, stock characters: villain, hero, damsel in distress

How to Devise in a Group

- Start with a STIMULUS- what ideas does it inspire?
- Explore a story, issue, historical event or characters that fascinate you
- Focus on the devising task. Don't allow yourself to get distracted
- 'Playing around with ideas' is great!
- Listen to others ideas- try to develop them further
- Be eager to give your ideas, but also compromise with others
- **Be your fabulous, creative self!**
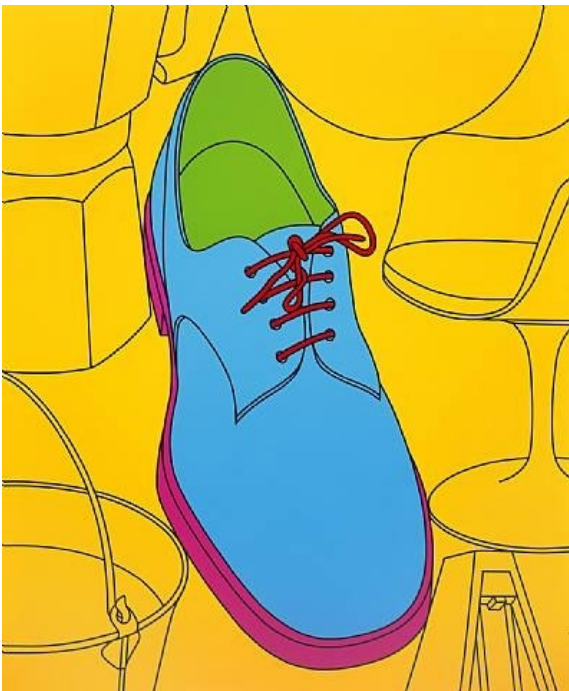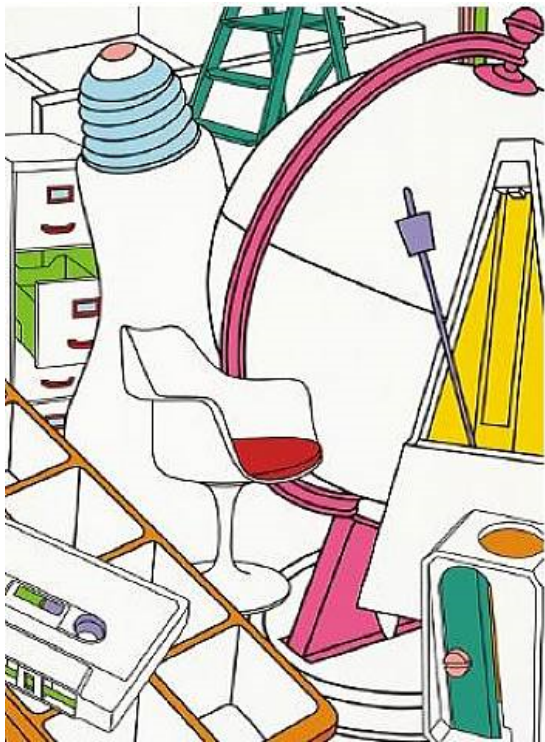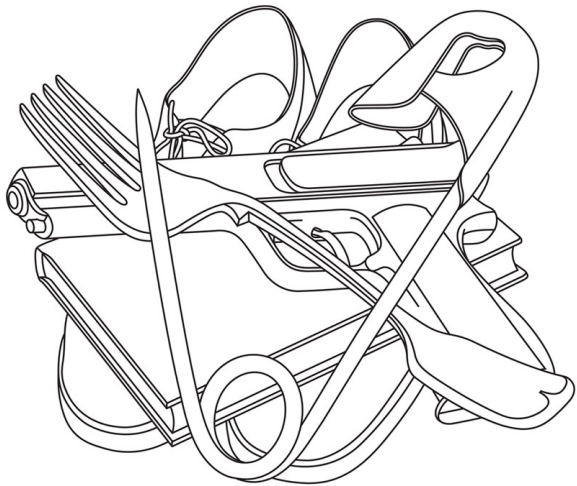
What is a stimulus?

A stimulus is a starting point to generate ideas. It may be a picture, song, poem, short story, object, or even just a word! It is meant to be explored, discussed and used to create an original piece of drama.
The final piece of drama does NOT need to resemble any starting stimulus – the stimulus is simply the starting point in order to generate ideas to explore.
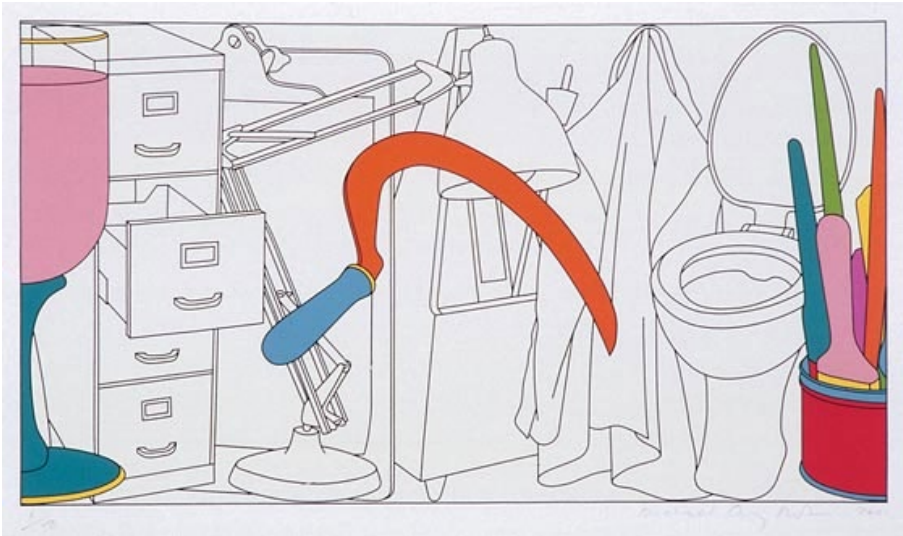
Year 8 — Term 6: *Pop Music* Knowledge Organiser

Key ingredients of a pop song		Key terms	
1. Layers: melody, chords, bassline & beat	The melody is the main tune, usually sung by the **lead singer**. The **lead guitar** may also play melodies. Chords are played by the **rhythm guitar**, or perhaps added on a piano or synthesiser, or even sung by backing singers. The bassline is usually played by a **bass guitar**. The beat is usually played on a **drum kit**.	**1. A cappella**	Voices, without instrumental accompaniment.
2. Optional layers	There may be **countermelodies** played by the lead guitar, sung by backing singers, or put in on extra instruments such as synth, strings or anything else.	**2. Backbeat**	Emphasis on second and fourth beats of the bar.
3. Structure	**Verse-chorus** structure is the most common. There is likely to be an **intro**, a **coda**, and a **middle eight** or **instrumental break**.	**3. Bridge**	A section that links the verse and chorus. Sometimes called a **pre-chorus**.
4. Other ingredients	The bassline or guitar part might feature **riffs**. There may be a particularly catchy part: this is the **hook**. Some songs also have a **modulation.**	**4. Broken chord**	Each note played separately. On guitar, usually done with **finger-picking**.
Instruments/voices and what they might do		**5. Call and response**	Often used between the lead vocalist and the backing singers, who repeat or answer what the lead singer has sung.
Singers	1. **Vibrato,** where the note wobbles in pitch slightly. Makes the note sound warmer and more expressive.	**6. Coda**	The end section of a song.
	2. **Portamento** is a slide between notes.	**7. Distortion**	An effect used on guitars: a dirty, fuzzy sound.
	3. **Falsetto** is when a man sings very high. Michael Jackson, Sam Smith and Freddie Mercury all sing falsetto some of the time.	**8. Fill**	At the end of a phrase, the drummer plays a more complex part to fill in.
	4. **Rubato**, expressive speeding up and slowing down.	**9. Flanger**	A guitar effect that makes a whooshing sound.
	5. **A cappella** - singing with no instrumental accompaniment.	**10. Glissando**	A slide between two notes.
	6. **Scat** is when singers sing nonsense syllables such as 'doo'.	**11. Harmonic pace**	How often the chords change, i.e. one chord per bar, two chords per bar, etc.
	7. **Riffing** is when a singer ornaments the melody with a lot of extra notes, usually at the end of a phrase. Mariah Carey does this, for example.	**12. Hook**	The catchy part of the song, often in the chorus.
	8. Vocals may be **multi-tracked**, or may have effects such as **autotune** or **vocoder** applied to them.	**13. Instrumental break**	A section where the singing stops and there is a solo on an instrument.
Guitars	1. The **lead guitar** plays melodies. These might be **solos** or **riffs,** or perhaps **countermelodies** over the singer's tune. Sometimes effects such as **distortion, chorus** or **flanger** are used.	**14. Looping**	Technology-based method of repeating a short musical idea.
		15. Melisma (melismatic)	Lots of notes sung to a single syllable.
		16. Middle eight	The section of a song where there is a new, different tune.
	2. **Rhythm guitar** can be acoustic or electric, and plays **chords.** These might be **strummed** or **picked** (to make broken chords).	**17. Modulation**	A key change.
	3. **Bass guitar** plays the bassline - the lowest notes. Bass guitar does not play chords. Sometimes adds **glissandos.**	**18. Multitracking**	Nearly all pop songs are recorded like this: each part is recorded separately and then put together.
Drum kit	1. A drum kit is made up of **snare, hi-hat, bass (or kick) drum, tom-toms** and **ride and crash** cymbals.	**19. Panning**	Putting more or less sound through each speaker, so that a sound comes from the left or right.
	2. Often the snare emphasises the **backbeat.**	**20. Picking (fingerpicking)**	On guitar, playing one note at a time (as opposed to strumming).
	3. At the end of the phrase, the kit may play **fills.**	**21. Portamento**	When a singer slides between notes.
	4. **Drum pads** or **drum machines** are digital alternatives to an acoustic kit.	**22. Reverb**	Adds a sense of space to a sound.
Keyboards	1. **Piano** or **synthesisers** are the main kinds of keyboards and found in pop, although **electric organs** may be used too.	**23. Riff**	A repeating melodic or rhythmic idea.
		24. Riffing	Highly decorated singing.
	2. **Piano** is often used in **ballads**. It can play **chords, basslines** and **melodies**. Some artists, e.g. Elton John, make a real feature of the piano part.	**25. Rubato**	Expressive slight changes of tempo.
		26. Sampling	When a short extract of another recording (a sample) is used in a song.
	3. **Synthesisers (synths)** are electronic keyboards capable of playing any kind of sound. Because of this they are very adaptable, and can imitate the sound of anything else or make unique timbres.	**27. Strumming**	Playing all the strings of a guitar at once to play chords.
		28. Syllabic	Each syllable is sung with one single note.
		29. Unison	Everyone singing/playing the same notes.

Michael Craig Martin

Michael Craig-Martin, *Eye of the Storm*, 2003, Acrylic on Canvas, 335.3 x 279.4 cm, Collection Irish Museum of Modern Art, Purchase

Untitled, 2009

History 3, 2001

TECHNICAL VOCABULARY	
Still Life	A group of inanimate objects that are grouped together to be drawn or painted
Observational	The subject is in front of you while you draw it
Analyse	To examine in detail
Pop Art	A style that takes everyday items and turns them into pieces of art
Composition	How objects, shapes and patterns are arranged
Response	A reaction (to the work of an artist)
Review	Evaluate
Reflect	Reconsider and modify
Develop	To evolve, grow and improve
Media	Different art materials; pencil, paint pastels etc.

Michael Craig-Martin RA (born Dublin, 28 August 1941) is a contemporary artist.

His later work is known as Neo Pop or Post Pop Art. This style is like the Pop Art of the 60's that took everyday items and turned them into pieces of Art and made them more accessible to everyone.

What different objects can you see in the pictures?

How would you describe the composition?

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:

Aa Serif **Aa** Sans Serif **Aa** Script **A** Decorative

Anatomy of type

uppercase character (cap)   lowercase character
ascender line   bar   bowl   shoulder   ascender
x-height
baseline   counter   bracket
descender line   terminal   serif   loop   stem   descender
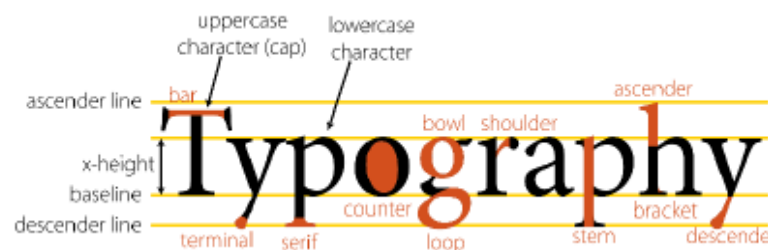
Colour application

Edge Colour
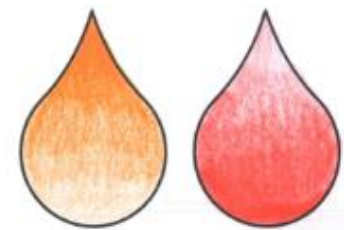
Shading   Blending
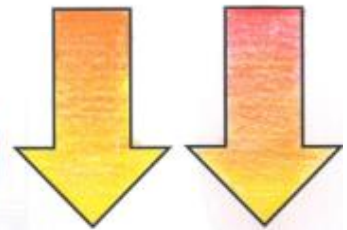
Graphic designers & illustrators

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)

- 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

- 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)

- 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

- 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

Food Technology

HT 1

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 safety – (HACCP) LO4 (4.3)   Health and safety- Food Quality

Purchasing

- 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

- 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

- 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

- 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

- 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

- To prevent the product being damaged
- Makes it easier to stack in super market
- Keeps the product together

Preservation

- Gives it a longer shelf life
- Stops people touching the food
- Prevents contamination from other foods

Transportation (consider eggs)

- 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.

- 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

Box 1

Programming

input
Allows user to enter data

```
>>> name = input("What is your name? ")
What is your name? Daniel

>>> print(name)
Daniel
```

Print
Displays content on screen

```
>>> print("Hello World")
Hello World
```

Variables
Place to store data in a program

```
>>> text = "Hello"
>>> name = "Mia"
>>> print(text, name)
Hello Mia

>>> print(text, "your name is", name)
Hello your name is Mia
```

Changing variable types (casting):
int() - integer – *whole number*
float() – floating point (real) – *decimal* point
str() - string – a series of characters (text)

Example code turns variable into integer:
age = int(age)

```
user_age = int(input("Enter your age: "))
```

Selection
Gives a choice in programs

```
if totalCost >= 20 :
    postage = 0
elif totalCost >= 10:
    postage = 1.5
else :
    postage = 2.95
```

- CONDITION
- EXECUTED WHEN CONDITION IS TRUE
- 2nd CONDITION (OPTIONAL)
- EXECUTED WHEN ALL CONDITIONS ARE FALSE

Box 2

TECHNICAL VOCABULARY

Constant variable	A variable that has been set to a given value and does not change
Algorithm	Steps to solving a problem.
Command	Instruction given by a user telling a computer something, such as run a program.
Debug	A process of correcting errors in your code
Co-ordinates	The position within a grid usually denoted with x and y in 2d and x,y,z in 3d
Repetition/loop	Allows us to repeat certain code a certain number of times or even forever. The following are some common loops are FOR, While and Nested loops.
Selection	A decision or choice. Depending on the answer, the program will follow a choice and ignore others. Commonly referred to as a conditional statement.
Flowchart	A Diagram that represents a process
Logic	A particular way of thinking. This is usually reasonable and based on good judgement.
Variable	Used to store information. This can be changed or adapted
Sequence	Arranged in a particular order otherwise referred to as a list.
Programmed	Providing a computer with coded instructions
Process	Series of steps taken in a particular way
Data	Pieces of information
Decomposition	The process of breaking a complex problem down into simpler to solve problems
Abstraction	The removal of irrelevant and unnecessary information.
Pattern Recognition	

Box 3

4. Common Arithmetic Operators			5. Common Comparison Operators	
+	Addition		==	Is equal to
-	Subtraction		!=	Is not equal to
*	Multiplication		<	Is lesser than
/	Division		>	Is greater than
^	Exponentiation		<=	Is lesser than or equal to
MOD	Modulus		>=	Is greater than or equal to

2. Correct Use of Data Types

Integer	A positive or negative whole number used when arithmetic will be required
Real / Float	A positive or negative decimal number
Character	A single alphanumeric
String	Multiple characters joined together [n.b. use this for credit card numbers]
Others	Some languages have others, e.g. date, picture…

Box 4

Selection allows us to include more than one path through an algorithm.

Iteration in programming means repeating steps, or instructions, repeatedly. This is often called a 'loop'.

Sequencing is the specific order in which instructions are performed in an algorithm.
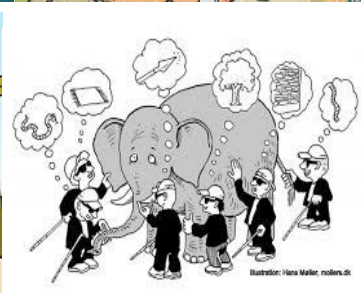
Parables/Stories to study	
What is the challenge in the Good Samaritan?	The challenge is to help everyone that you can no matter who they are.
What is the challenge in the Prodigal Son?	The challenge is to forgive those who make mistakes.
What is the challenge in the House Builders?	The challenge is to build your life on solid foundations.
Why is 1 Corinthians 13 so important?	St Paul was reminding people that all the gifts and things we have are meaningless if we don't have love.
What story helps us to handle grief?	The story of Kisa Gotami told by Buddha.
What do the god and goddess Vishnu and Shiva represent?	Vishnu represents preservation; protection; goodness and mercy. Lakshmi represents light; beauty; good fortune and wealth.
What do we learn from the story 'Where is God?'	In the story where is God? We learn that God is present with us at all times especially when we are suffering.
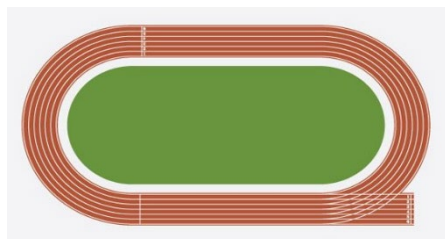
How do religious leaders get their messages understood?	
Why do all faith communities have stories?	Stories weave together the beliefs, values and purposes of a group.
What can stories help give people?	Stories can help a group form their identity.
What do stories help us do?	Stories help us understand, they make abstract ideas concrete.
Why did Jesus teach The Beatitudes?	Jesus taught the Beatitudes as it turned the values of this world upside down by describing the spiritual values that really matter.
Why did Jesus use word pictures to describe himself?	To help people understand him Jesus explained himself using 7 word 'pictures' that people would understand as these 'pictures' were taken from everyday life.
What did Buddha make people imagine to make people understand that we all only see a limited amount of truth.	Buddha used a story of six blind men discovering parts of an elephant and the conclusions they each make as they do not have a full picture.

TECHNICAL VOCABULARY	
Story	An account of imaginary or real people.
Parable	A story told by Jesus to teach an important spiritual lesson.
Challenge	A call to someone to participate in a competitive situation; engage in a contest.
Symbol	Something that represents or stands for something else.
Beatitudes	The sayings of Jesus about those people who are truly happy.
Principles	Morally correct behaviour and attitude.
Dhammapada	The Buddha's path of wisdom.
Torah	The Torah is holy scripture for Jewish people, it is the first five books of the Christian Bible.
Corinthians	Corinthians is a book in the Bible and contains a passage describing what love is and what love is not.
Golden Rule	A rule in Christianity that says we should treat others as we would wish to be treated.
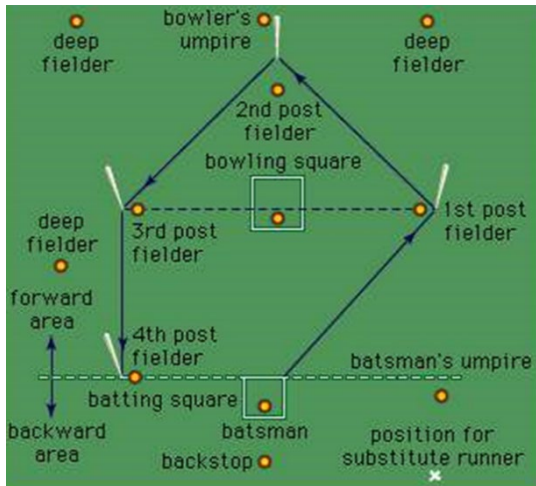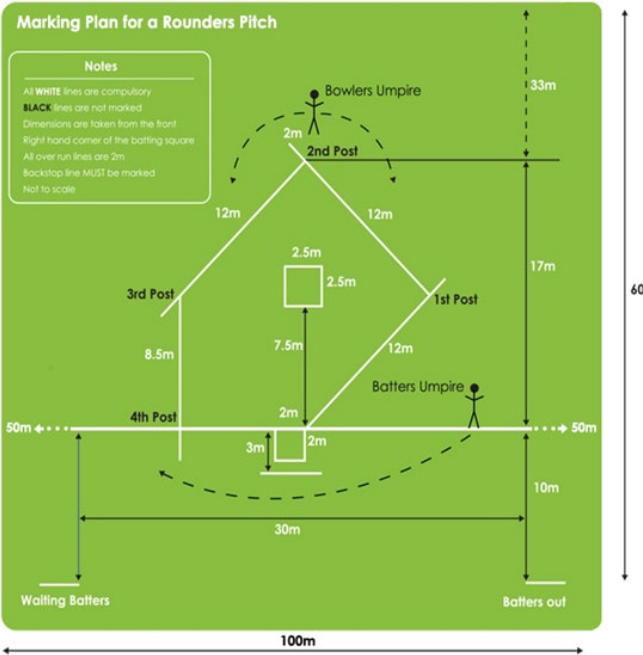
Which writings are the pictures from?

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

Key skills	Track events	Field events

Key skills

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)

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

Track events

-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.

The following track events (which we perform at school) are:
- 100m
- 200m
- 300m (female only)
- 400m (male only)
- 800m
- 1500m
- 4 x 100m relay
- 60m hurdles

_____
Components of fitness
Cardiovascular endurance- used for the longer endurance events e.g. 1500m. it enables the athlete to keep their pace throughout.
Muscular endurance- useful for sprinting, long distance running and events like hurdles when muscles are being used repetitively.
Strength- good for events which require force to be applied e.g. throwing events, tug of war.
Flexibility- good for events where the athlete changes body position e.g. hurdles, all jumping events
Power- important for all athletic events
Coordination- used to move different body parts effectively e.g. throwing events, jumping events, hurdles
Reaction time- most important for events where a fast start is required e.g. sprinting

Field events

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.

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

Rules of the game	Positions	Key Terms
A player becomes 'out' of the innings when: • The ball is caught. • A batter runs on the inside of the posts or they deliberately throw the bat. • The post the batter is running to gets stumped or you overtake a previous batter on the field. • The batter misses or hits the ball and their foot is over the front or back line of the batting square. **You can achieve scoring in Rounders by:** • If the batter reaches the 2nd or 3rd post in one hit, he scores half a rounder. • Batter reaching the 4th post in one hit scores a full rounder. • Runner reaching the 4th post on a no ball scores 1 rounder. • If the batter fails to hit the ball and reaches the fourth post, a half-rounder is scored.	 **Bowler**: The bowler aims to bowl the ball underarm to their backstop through the batting square between the batter's head and their knee. The bowler doesn't want to give the batter an easy hit though to limit their score. **Backstop**: The backstop receives the bowl from the bowler if the batter fails to hit it and then throws the ball to the appropriate position to get a baserunner out. They can also get the batter out if they catch the ball directly after a hit. **Post fielders**: The post fielders can still get a batter out by catching the ball directly after a hit but they must remain on the inside of the post they are fielding so they don't obstruct the batters run. If they receive the ball they can get a runner out by stumping the post with the ball before the runner reaches them. **Deep fielders**: The deep fielders are further out in the field to catch any longer hits from the batting team. They must also retrieve the ball and throw it back to a post fielder or bowler to stop the batting team. **Batter**: The batter must hit the ball into space from the batter's box after the bowler has bowled the ball and then aim to run around as many posts as they can to try and score a rounder.	**Backstop** - The role of the backstop is guiding the bowlers throw to the batter. Back stop's cup their hands in the appropriate ending space for the ball. That means the backstop's hands become a target for the bowler. **Backward Area** - In Rounders, the backward area gets represented by an area of ground behind the front line of the batting zone. **Backward Hit** - Making a backward hit means the ball got struck directly behind and into the backward area. **Side Out** - In Rounders vocabulary, 'side out' means there is no batter waiting to bat and all the running batters are out.

Important legal changes that have affected LGBTQ+ people in the UK.
▪ **2000**: Government lifts the ban on lesbians and gay men serving in the Armed Forces.
▪ **2001**: Age of consent for gay/bi men is lowered to 16.
▪ **2002**: Equal rights are granted to same-sex couples applying for adoption.
▪ **2003**: Repeal of Section 28 – Section 28 was a law that made it illegal to talk positively about homosexuality in schools.
▪ **2003**: A new law comes into force protecting LGBT people from discrimination at work. Until 2003 employers could discriminate against LGBT people by not hiring them or not promoting them, just because of their sexual orientation or gender identity.
▪ **2004**: Civil Partnership Act is passed.
▪ **2004**: Gender Recognition Act is passed – this Act allowed trans people to change their legal gender. This means that they can get a new birth certificate that reflects who they really are, which helps for future legal processes like marriage.
▪ **2007**: It becomes illegal to discriminate against people because of their sexual orientation or gender identity when providing them with goods or services.
▪ **2008**: The Criminal Justice and Immigration Act makes 'incitement to homophobic hatred' a crime.
▪ **2009**: A new law gives better legal recognition to same-sex parents.
▪ **2013**: The Marriage (Same-Sex Couples) Act is passed.

Subject specific vocabulary	
Gender Identity	Gender identity is a way to describe how you feel about your gender. You might identify your gender as a boy or a girl or something different. This is different from your sex, which is related to your physical body and biology.
Biological Sex	The physical anatomy and gendered hormones one is born with
Gender Dysphoria	Where a person experiences distress due to a mismatch of their biological sex and their gender identity.
Cisgender	A description for a person whose gender identity, gender expression and biological sex all align.
Sexuality	A person's sexual preference or orientation. Who they are attracted to.
Heterosexual	A medical definition for a person who is attracted to someone with the other gender.
Homosexual	A medical definition for a person who is attracted to someone with the same gender.
Bisexual	A person who experiences sexual, romantic, physical and/or spiritual attraction to people of their own gender as well as another gender.

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.
Parents and trusted family members	Teachers and School Staff including School Nurse and Wellbeing Team. **Mr Meir and the Pride Group**
Young Stonewall	https://www.youngstonewall.org.uk
The Proud Trust – Local support groups:	https://www.theproudtrut.org
Friends and Family of Lesbians and Gays.	https://www.fflag.org.uk