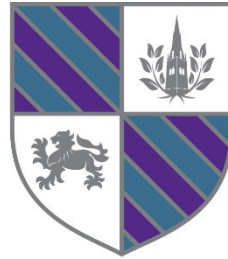


Student Name:



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: September 2025

Year 8

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

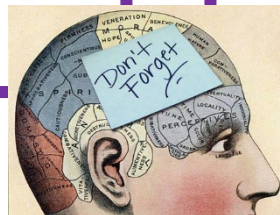
Determination – Integrity – Ambition – Humility – Compassion

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 further reading lists Half Term 1 2025-2026

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>Spanish</u> Brooks, Susie, 2013 <i>Spain unpacked</i> Wayland	<u>Technology</u> Sneddon, Robert, 2001, <i>Materials Technology</i> Heinemann Library	<u>Computing</u> Gifford, Clive, 2017 <i>Super social media and awesome online safety</i> Wayland
<u>Music</u> 2016, <i>50 things you should know about music</i> QED Publishing	<u>Maths</u> Colson, Rob, 2018 <i>What are the chances?: probability, statistics, ratios and proportions</i> Franklin Watts	<u>Science</u> Gray, Leon, 2020 <i>All about forces and motion</i> Raintree
<u>Drama</u> Guillain, Charlotte, 2017 <i>Writing and staging funny plays</i> Raintree Guillian, Charlotte, 2017 <i>Writing and staging adventure plays</i> Raintree	<u>Religious Studies</u> Rosen, Michael, 2018 <i>What is right & wrong? Who decides? Where do values come from? And other big questions,</i> Wayland	<u>PSHE</u> Claybourne, Anna, 2016 <i>Smoking, drugs and alcohol.</i> Franklin Watts Rooney, Anne, 2014 <i>Keeping safe around alcohol, drugs, and cigarettes.</i> Franklin Watts
<u>Geography</u> Connally, Sean, 2010 <i>International Aid and loans</i> Franklin Watts Dickmann, Nancy, 2021 <i>Planet under Pressure</i> Welbeck	<u>History</u> Hatt, Christine, 2007 <i>Slavery: from Africa to the Americas</i> Evans, 2007 Lyndon Dan, 2010 <i>Resistance and abolition</i> Franklin Watts Roxburgh, Ellis, 2015 <i>The British Empire</i> Wayland	<u>English</u> Curtis, Vanessa, 2012 <i>The Haunting of Tabitha Grey</i> Egmont Weston, Danny, 2016 <i>The Haunting of Jessop Rise</i> Anderson Press
<u>P.E</u> Gifford, Clive, 2010 <i>Hockey</i> Franklin Watts Gifford, Clive, 2010 <i>Netball</i> Wayland		

Year 8 Half Term 1 Key Vocabulary

<u>English</u> Sombre Melancholic Threatening Ominous Foreboding Zooming in Zooming out Shift Focus Withholding information	<u>Maths</u>	<u>Science</u> Resultant force Contact force Drag Equilibrium Elastic limit Hooke's law Extension Moment Centre of mass	<u>RE</u> Morals Ethics Guidance Decisions Objective Autonomy Holy law Conscience Individual Secular
<u>History</u> Empire Colony Natural Resources Indigenous Peoples Manufactured Goods Migration Tight Pack Loose Pack Plantation Abolition	<u>Geography</u> Development Quality of Life Gross National Income Poverty Inequality International Aid Bilateral Aid Human Development Index United Nations Non-governmental organisation	<u>Spanish</u> Noun Adjective Verb Connective Opinion verb Infinitive Frequency expression Conjugate Adjectival agreement Wow phrase Exclamation	<u>IT</u>
<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> Space Dynamics Relationships Movement Canon Unison Performance Facial Expression Musicality Timing	<u>Art</u>
<u>Technology</u>	<u>Food</u>	<u>Music</u> Pitch Tempo Dynamics Duration Texture Timbre or Sonority Articulation Silence Notation	<u>PSHE</u> Drug Substance Peer Pressure Medicine Stimulant Depressant Hallucinogen Analgesic Withdrawal Addiction

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

1. Technical Vocabulary:

Term	Definition
Protagonist	The main character.
Antagonist	The villain.
First-person narrator	Tells the story from the protagonist’s perspective.
Gothic Fiction	Narratives which use the conventions of Gothic Literature.
A Convention	A typical feature or theme that appears in examples of the genre.
Symbol	A person, object or place used to represent a wide, deeper meaning.
Pathetic fallacy	In narratives, the weather reflects the emotions of the characters.
Isolation	Loneliness, a lack or absence of other characters.
Suspense	Being worried, excited or uncertain about a situation.
Supernatural	Events or beings that cannot be explained by science.

4. Gothic Literature Genre Conventions:

Term	Definition
The Outsider	Someone who has a clear difference to the other characters.
Death	Either of the main character or innocent characters.
The Damsel	Often of a young woman who is in distress/ needs rescuing.
Fear	Usually of the unknown or of the ‘outsider’.
Revenge	This is usually undertaken by the ‘outsider’ or on guilty characters.
Evil	Shown by the antagonist or a hidden evil inside a protagonist.
Mystery	Unexplained events or actions.
The Supernatural	Ghosts, monsters or creatures.
Darkness	Symbolised through evil or events happening at night or twilight.
Isolation	Usually isolated settings (abandoned castles, graveyards etc.).

2. Key Themes:

Isolation	Set in the middle of nowhere, and near a remote coastal town, Eel Marsh House is separated from both the town and the rest of the world by the fogs and bogs of its tidal causeway. This sense of extreme isolation adds to the feeling of melancholy and despair. Arthur is also isolated by the thoughts of his horrific past.
Revenge	Jennet Humfrye commits her hauntings after death, each time causing the death of a child. She does so in revenge for the death of her own son Nathaniel. Even though his death was an accident, Jennet’s anger at not being allowed to raise her child herself causes her to take revenge on other people’s children.
Mental illness	Witnessing her son’s death, drives Jennet to both mental and physical sickness. Mental illness in the sense that she longs for revenge and becomes obsessed with others suffering the same pain as her (even after death).

3. Mood Vocabulary:

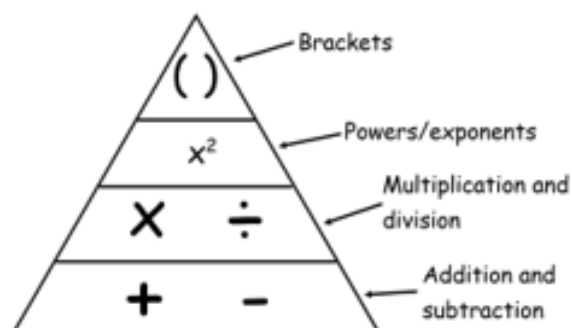
Sombre	Melancholic	Threatening	Ominous	Foreboding	Apprehensive
Hostile	Tense	Haunting	Sinister	Menacing	Malevolent

5. Structural Features:

Term	Definition
Openings	Where writers establish characters and events.
Pace	The feeling of speed within a text.
Temporal references	References of time. Used to speed up or slow down a story.
Sentence Structures	Simple, compound and complex. These help to change the fluency/ speed of a text.
Zooming in	Focusing on small details/ moving closer.
Zooming out	Gaining a wider picture of the action/ at a greater distance.
Shift	Changes in ideas and perspectives.
Focus	The centre of interest / main idea of a paragraph or story.
Withholding information	Clues and hints are given without revealing everything at once.
Dialogue	Speech between characters can add to the pace/ meaning.

Year 8 HT 1 and 2 Character traits: Definitions and examples

1. Curious	Eager to learn or know more about something; showing a strong desire to explore or investigate.	Peering through the keyhole, the curious child discovered a hidden room.
2. Determined	Having a firm decision or strong will to achieve a goal, even in the face of challenges or obstacles.	Boldly and bravely, she tackled the challenge with a determined heart.
3. Logical	Using clear, sound reasoning; making decisions or arguments based on facts and structured thinking.	Logical and precise, his explanation cleared up the confusion instantly.
4. Observant	Quick to notice or perceive things; paying close attention to details in the environment or behaviour.	Often quiet and observant, she noticed details others missed entirely.
5. Professional	Showing competence, skill, and appropriate behaviour in a work or formal setting; adhering to standards of a profession.	Remaining calm and professional, he handled the crisis with grace.
6. Rational	Based on reason or logic rather than emotions; making decisions that are sensible and well thought out.	Thinking rationally and clearly, they avoided a costly mistake.
7. Responsible	Being reliable and accountable for one's actions; able to be trusted to do what is expected or required.	Responsible and mature, she took charge of the group project.
8. Empathetic	Able to understand and share the feelings of others; showing sensitivity to what someone else is experiencing emotionally.	Listening patiently, the empathetic teacher comforted the anxious student.
9. Haunted	Troubled or disturbed by memories, thoughts, or emotions, often from a past experience; can also describe a person who appears visibly affected by worry or sorrow.	Haunted and restless, he wandered the halls at night, searching for peace.
10. Resilient	Able to recover quickly from difficulties, setbacks, or tough situations; showing strength and adaptability in the face of adversity.	Resilient and strong, she rebuilt her life after the storm.
11. Traumatized	Deeply affected or emotionally wounded by a distressing or disturbing experience, often resulting in long-lasting psychological impact.	Still traumatized, he flinched at the sound of sudden footsteps.
12. Grieving	Experiencing intense sorrow or sadness, especially after the loss of someone or something significant, such as a loved one, a relationship, or a way of life.	Grieving quietly, the widow placed fresh flowers on the grave.
13. Reflective	Thoughtful and introspective; often thinking deeply about past experiences, ideas, or emotions.	Reflective and thoughtful, he spent the evening writing in his journal.
14. Naïve	Lacking experience, wisdom, or judgment; often overly trusting or innocent about how the world works.	Naïve but hopeful, she trusted everyone she met on her travels.
15. Sensitive	Easily affected by the feelings or actions of others; can refer to emotional responsiveness or physical sensitivity.	Sensitive and kind-hearted, he took every word to heart.
16. Reserved	Quiet and restrained in behaviour or expression; not openly sharing thoughts or feelings.	Reserved and polite, she rarely shared her true feelings.
17. Vulnerable	Open to being hurt emotionally or physically; in a state where one is exposed to the possibility of harm or criticism.	Vulnerable yet brave, he opened up about his past.
18. Protective	Wanting to keep someone or something safe from harm or danger; showing care by guarding or shielding others.	Protective and fierce, the dog stood between the child and danger.
19. Loyal	Showing firm and constant support or allegiance to someone or something, such as a friend, family member, or cause.	Loyal and dependable, she never once broke a promise.
20. Discreet	Careful and tactful in speech or actions, especially to avoid causing embarrassment or revealing private information.	Discreetly and tactfully, he handled the sensitive information.
21. Trustworthy	Able to be relied on as honest, dependable, and truthful; someone who can be counted on to do the right thing and keep promises or confidences.	Trustworthy and honest, he was the first person they called in a crisis.
22. Reverential	Showing deep respect, admiration, or awe, often in a solemn or serious way; expressing honour or veneration toward someone or something.	Reverential and awed, the visitors entered the ancient temple in silence.

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

$$\begin{array}{r} 5 \quad 64 \\ - 27 \\ \hline 37 \end{array}$$

(10+4=14)

Written methods**Multiplication (Grid method)**

$$26 \times 5$$

\times	20	6
5	100	30

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

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

Division (Bus stop)

$$186 \div 6$$

$$\begin{array}{r} 0 \quad 3 \quad 1 \\ 6 \overline{) 186} \\ \underline{6} \\ 18 \\ \underline{18} \\ 6 \\ \underline{6} \\ 0 \end{array}$$

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

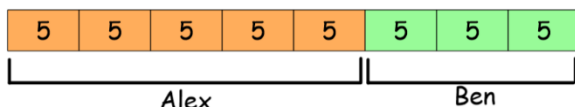
Subject terminology - Ratio

Ratio	A comparison of the size of two or more values
Simplify	Dividing all of the numbers in the ratio by the highest common factor
Share	Splitting or dividing into equal parts or groups
Scale	The ratio of the length in a drawing (or model) to the length on the real thing

Sharing using bar models

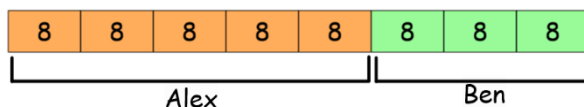
To use a bar model we add the parts of our ratio together, draw that number of boxes and share the amount given into those boxes. **The value in each box must always be the same**

E.g. Alex and Ben share some money in the ratio 5:3. Together they receive £40



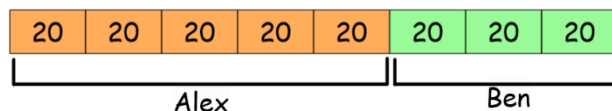
We need to share £40 into the total amount of boxes, so $40 \div 8 = 5$

E.g. Alex and Ben share some money in the ratio 5:3. Alex receives £40



As Alex has received £40 and he has 5 boxes, we calculate $40 \div 5 = 8$

E.g. Alex and Ben share some money in the ratio 5:3. The difference in what they both receive is £40



The difference between the boxes Alex has and the boxes Ben has is $5 - 3 = 2$ so we need to calculate $40 \div 2 = 20$

Subject terminology - Standard Form

Standard form	Numbers written as a number between 1 and 10 multiplied by a power of 10
Ordinary form	Numbers that are not written in standard form
Power/exponent	How many times a number is multiplied by itself
Base	The number that gets multiplied by the power/exponent

Standard form always comes in the form

$$A \times 10^n$$

← exponent
← base

where $1 \leq A < 10$

How to : convert between standard and ordinary form

Ordinary form to standard form

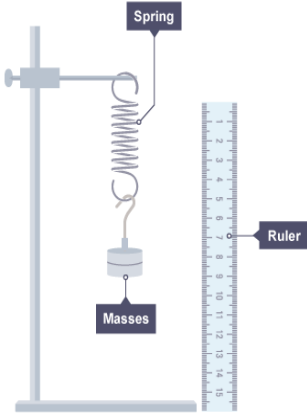
- 1) Find A by putting a decimal point after the first non-zero digit of your number, and writing down the other digits until there are only zeroes left
- 2) Find n by counting how many powers of 10 you have moved the decimal place over

Standard form to ordinary form

- 1) Move the first digit away from the units place value column n steps (for positive n move the digit left, for negative n move the digit right)
- 2) Write all of the other digits in after the first digit
- 3) Fill in the rest of the place value columns with zeroes

$4.3 \times 10^6 = 4300000$ Positive Power = Large Number
 $4.3 \times 10^{-6} = 0.0000043$ Negative Power = Small Number

Hookes Law



Hookes Law: Law describing that the extension of an object or material is directly proportional to the force applied.

Aim: To investigate how adding mass to a spring affects its extension.

Method:

1. Set up the apparatus as in the diagram
2. Add a 10 g mass to the holder and record the spring length.
3. Add another 10 g mass and record the new spring length.
4. Take away the previous spring length from the new length to calculate the extension (the difference).
5. Repeat by adding 10 g masses until 100 g is reached.

Variables:

The **independent** variable is the mass.

The **dependent** variable is the extension.

Controlled variables include using the spring and masses used.

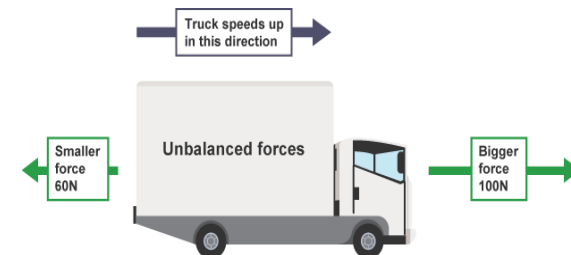
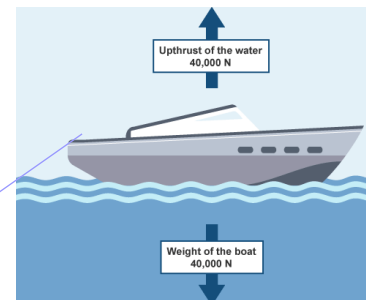
Expected results

Mass used (g)	Force (N)	Spring length (mm)	Extension (mm)
0	0	20	0
10	0.1	25	5 (extension = spring length – original spring length)
20	0.2	30	10
30	0.3	35	15
40	0.4	40	20
50	0.5	46	26

Key Word	Definition
Resultant force	A single force which can replace all the forces acting on an object and have the same effect.
Contact force	A force that acts when the objects are physically touching.
Drag	The force acting on an object moving through air or water that causes it to slow down.
Equilibrium	The state of an object when opposing forces are balanced.
Elastic limit	The point at which an object will not return to its original shape when the forces deforming it are removed.
Hooke's law	A law that states if you double the force on an object, the extension will double.
Extension	Change in length.
Moment	The turning effect of a force.
Centre of mass	The point in an object where all the mass of an object seems to act.

Balanced and Unbalanced Forces

The boat floats

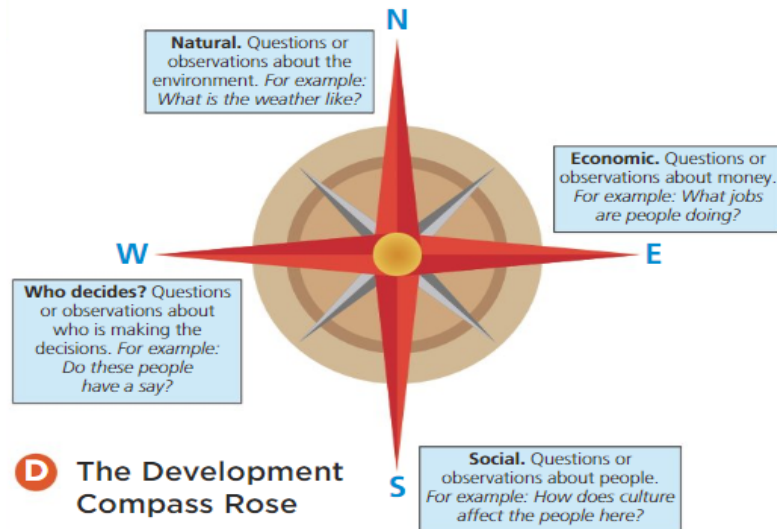


Half Term 1

How can development change over time?

It is important to understand that development is a process that takes time and takes place at different rates in different countries and regions. The Industrial Revolution in Europe led to wide-spread change as people left the countryside for new jobs in growing cities. These changes took place at a relatively slow rate.

Today in some countries such as Brazil, Russia, India, China and South Africa (BRICS) economic development has been rapid. These countries are known as BRICS



Development Indicators

Economic indicators measure development through financial and industrial means.

Examples of economic development indicators include:

- GDP
- GNI
- Economic structure (the % of GDP that comes from different sectors e.g. primary, secondary and tertiary industries)

Social indicators measure development through non-financial and economic means.

Examples of social development indicators include:

- Literacy rate
- Life expectancy
- Birth rate
- People per doctor

Geography: What is Development?

Development	People reaching an acceptable standard of living or quality of life
Development Gap	Difference in level of development between countries
Quality of Life	The general well-being of people, including income, health, education, employment and the environment.
Gross National Income (GNI) per capita	The dollar value of a country's total income in a year divided by its population
Poverty	Lacking access to money and basic resources e.g., clean water, shelter, sanitation, education, healthcare
Gender Inequality	When people are treated differently and given different opportunities based on their gender
Human Development Index (HDI)	A measure of development using living standards, health and education.
International Aid	Help given by rich countries, international agencies and voluntary organisations to poorer countries
Bilateral Aid	Government in one country giving aid to a government of another country.
Short term Aid	Emergency help given after a natural disaster such as an earthquake, flood or hurricane
NGO	Non-governmental organisation - e.g., charities such as Oxfam
United Nations	A set of 192 countries set up in 1945 with the aim of bringing nations together to prevent future conflict
Sustainable Development Goals (SDGs)	A collection of seventeen interlinked objectives designed to serve as a "shared blueprint for peace and prosperity for people and the planet, now and into the future"

Reasons for Ending Slavery

<p>American Civil War The American Civil War in 1860 saw the North of the USA fight the South of the USA. The North of USA believed that slavery was wrong and should be abolished whereas the South supported the idea of slavery. The North of USA won which meant that slavery was abolished in all US states in 1865.</p>	<p>Economic Reasons The economy of the world started to change. People began to realise that production of goods would increase if workers were paid, rather than forced. As a result, profit would increase.</p>	<p>Slave Rebellions During the late 18th and early 19th C, slave revolts grew bigger. Slaves made it clear that if they were not set free they would soon free themselves. There were hundreds of slave revolts. Whenever possible, enslaved African’s ran away. This made slavery less profitable.</p>
<p>Actions of Key Individuals William Wilberforce became the leader against the Slave Trade in Parliament. An ex-slave, Olaudah Equiano wrote the story of his life as a slave. His book dispelled many misconceptions about the perceived inferiority of black people and convinced many that slavery was wrong.</p>	<p>Anti-Slavery campaign Two nationwide anti-slavery petitioning campaigns: 1788 and 1792 which attracted huge support. The Anti-Slavery campaign developed its own striking logo and encouraged creative ways to spread the anti-slavery message. Poems and books were written alongside the logo being presented on pottery, coat buttons, jewellery.</p>	<p>Religious reasons Christian groups, such as the Methodists and the Quakers believed that everyone was ‘<i>equal in the sight of God</i>’. They argued that slavery was immoral and wrote books and articles supporting abolition.</p>



Summary of Empire

By 1901, Britain ruled the largest empire the world had ever known. This included over 450 million people and covered a quarter of the surface of the world.



Summary of Slavery

During the 16th and 19th centuries, European merchants transported an estimated 12.5 million Africans across the Atlantic to work in slavery in the Americas. Unknown millions died as a result.



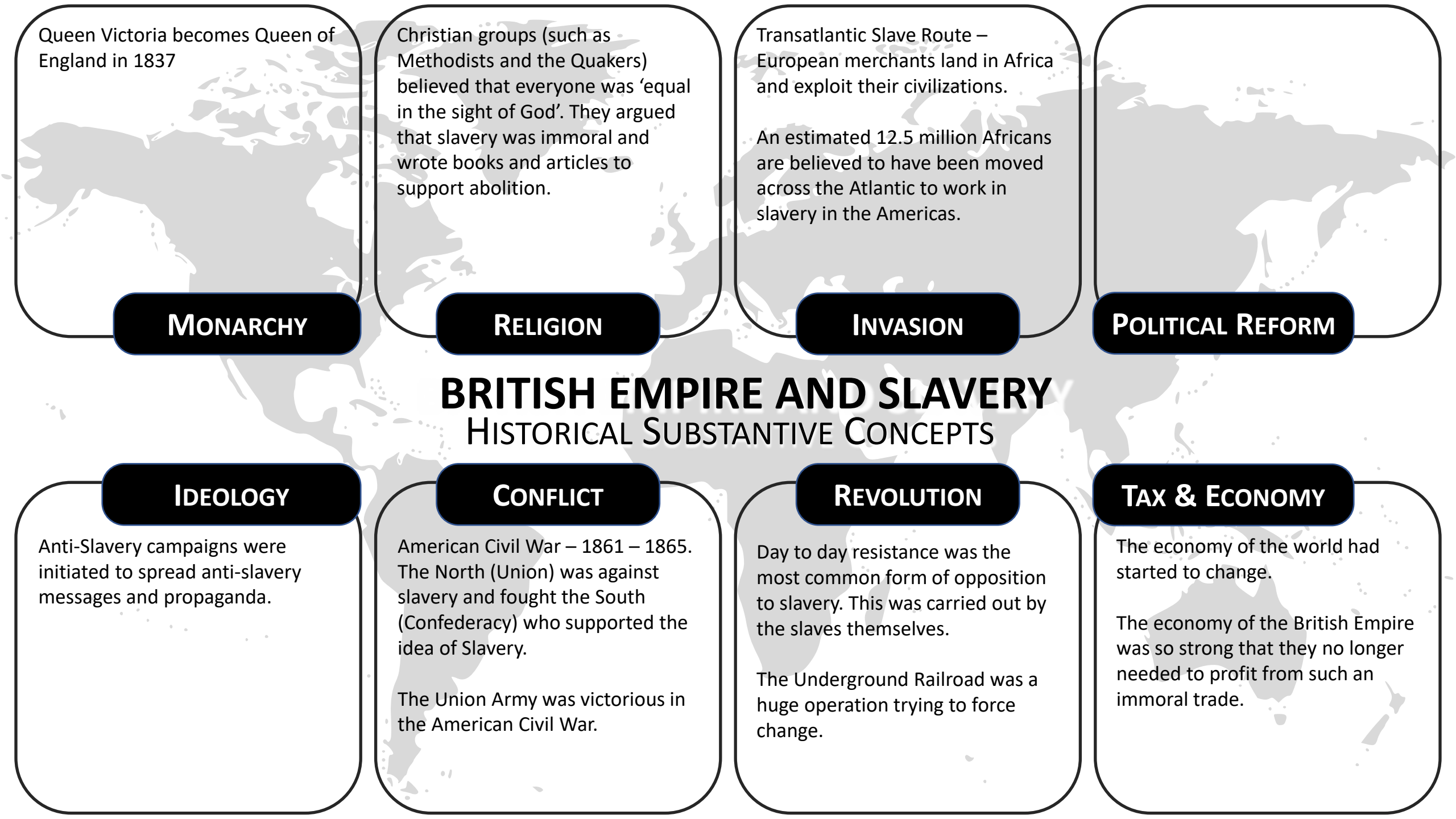
TECHNICAL VOCABULARY

Empire	A large group of countries ruled over by one monarch.
Colony	A country under the political control of another country.
Natural Resources	Produce in its natural form, such as sugar cane, tobacco and cotton.
Indigenous Peoples	The original occupants of a country before European settlers arrived.
Manufactured Goods	Items (goods) that have been made, such as guns, cloth, pots and pans.
Migration	When people move from their homeland to a new country or region.
Tight Pack	How slaves were packed onto a ship so the slavers could get as many as possible on board.
Loose Pack	When slaves were loaded onto the ships with more room to move.
Plantation	The massive farms in America where slaves were forced to work to grow crops
Abolition	Getting rid of a policy or law. In this case “Ending Slavery”.

Slave resistance and Revolts

<p>Forms of Resistance “Day-to-day resistance” was the most common form of opposition to slavery. This was done by;</p> <ul style="list-style-type: none">• Breaking tools,• Feigning illness,• Staging ‘slowdowns’• Committing acts of arson and sabotage.	<p>Underground Railroad The Underground Railroad grew during the 1800’s. ‘Free’ slaves, both those who escaped and those who were set free, joined together to help other slaves escape. It was a dangerous and illegal action, but it offered hope to those who had no other way of escape. The ‘railroad’ was a network of people who would escort escaped slaves to places of safety. The underground Railroad was neither underground nor a railroad, but a secret network of safe houses and antislavery activists – black, white and Native American – who helped slaves escape to freedom.</p>
<p>Rebellions: There were major slave rebellions throughout the 1700 – 1800’s:</p> <p>New York City Slave Rebellion – 1712 25 slaves armed with guns and clubs burned down houses on the edge of New York City and killed nine whites.</p> <p>Nat Turner’s Revolt – August, 1831 Turner, a slave preacher, launched his rebellion by entering his owner’s home and killing the entire family. They moved from one farm to the next killing all slave-owning whites they found.</p>	

<p>Olaudah Equiano Former slave who wrote a book about his experiences.</p>	<p>Harriet Tubman Escaped slave who was part of the “Underground Railroad” and helped many others escape too.</p>	<p>William Wilberforce An English Member of Parliament (MP) who fought for the abolition of slavery in England.</p>	<p>Abraham Lincoln The American President who abolished slavery.</p>
<p>1619 First African slaves arrive and are sold in America</p>	<p>1807 Slave Trade Act in Great Britain meant that slaves couldn’t be transported by ship. This therefore prevented new slaves being brought to England.</p>	<p>1833 “Slavery Abolition Act” was passed in Britain. This made the owning of slaves illegal so slaves were freed.</p>	<p>1863 Emancipation of Slaves in America</p>



Queen Victoria becomes Queen of England in 1837

MONARCHY

Christian groups (such as Methodists and the Quakers) believed that everyone was 'equal in the sight of God'. They argued that slavery was immoral and wrote books and articles to support abolition.

RELIGION

Transatlantic Slave Route – European merchants land in Africa and exploit their civilizations.

An estimated 12.5 million Africans are believed to have been moved across the Atlantic to work in slavery in the Americas.

INVASION

POLITICAL REFORM

BRITISH EMPIRE AND SLAVERY

HISTORICAL SUBSTANTIVE CONCEPTS

IDEOLOGY

Anti-Slavery campaigns were initiated to spread anti-slavery messages and propaganda.

CONFLICT

American Civil War – 1861 – 1865. The North (Union) was against slavery and fought the South (Confederacy) who supported the idea of Slavery.

The Union Army was victorious in the American Civil War.

REVOLUTION

Day to day resistance was the most common form of opposition to slavery. This was carried out by the slaves themselves.

The Underground Railroad was a huge operation trying to force change.

TAX & ECONOMY

The economy of the world had started to change.

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



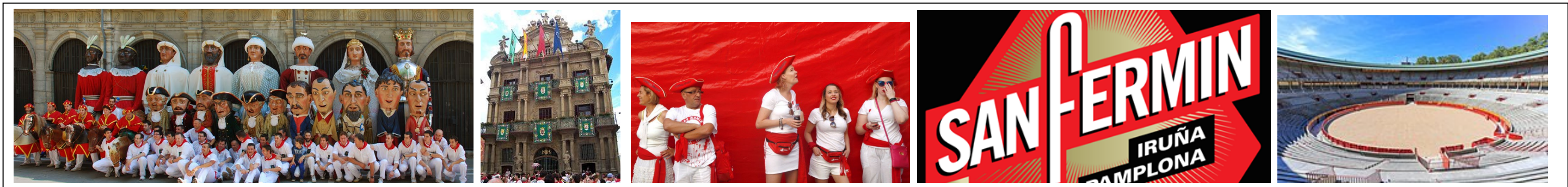
¿Qué opinas de la fiesta de San Fermín? Describe una visita a la fiesta.

Week 1

Opinions	Verb	Noun	Connective + verb =	Adjective
Me fastidia (n) = I get annoyed	ir a = to go to	la fiesta de San Fermín = to the San Fermin festival los sanfermines en Pamplona = to the San Fermin festival una verbena = an open air dance	because it is	agradable = pleasant desagradable = unpleasant
Me fascina (n) = It fascinates me	visitar = to visit	el encierro = the bull run la plaza de toros = the bull ring	porque es	guay = cool extraño = strange
Me divierto – I have fun	ver = to see	los fuegos artificiales = fireworks el chupinazo = the start of the festival los cabezudos = the carnival figures with large heads	dado que es	estupendo = great loco = crazy desordenado = messy
Me decepciona – It disappoints me	asistir a = to attend	la fiesta = the festival la corrida de toros = the bull fight	ya que es	asombroso = amazing extraordinario = extraordinary
Me da igual – I’m not bothered about	sacar fotos de = to take photos of	los desfiles = the parades las procesiones religiosas = religious processions	puesto que es	divertido = fun asqueroso = disgusting
Me disfruto de = I enjoy	participar en = to participate in tomar parte en = to take part in	la música y el baile = the music and the dancing	aunque es =	esplendido = great diferente = different
Vale la pena – it’s worth while	tirar = to throw	harina y huevos = flour and eggs	although it is	interesante = interesting
Estoy harto de – I’m fed up of	comer = to eat beber = to drink	comida típica = typical food miles de botellas de champán = 1000s of bottles of champagne		emocionante = exciting sucio = dirty
Estoy a favor de – I am in favour of	celebrar = to celebrate cantar y bailar = to sing and dance	el comienzo de las fiestas = the start of the festival jotas = typical San Fermin songs		entretenido = entertaining aburrido = boring
Estoy en contra de – I am against	vestirse= wear correr = to run	de blanco y rojo = white and red delante de los toros por la calle = in front of the bulls through the street		peligroso = dangerous fatigoso = tiring

Week 2

Time expression	Verb (IR = to go)	Nouns	Connective	Adjective
Ayer = Yesterday	Fui = I went	a ver La fiesta de San Fermín = to see the San Fermin festival a ver la fiesta en Pamplona= to see the festival in Pamplona	me gustó porque fue = I liked it because it was	agradable = pleasant desagradable = unpleasant
El año pasado = Last year	Fuiste = You went (s)	a ver los fuegos artificiales = to see the fireworks a ver el chupinazo = to see the start of the festival	me encantó porque fue = I loved it because it was	guay = cool extraño = strange
Hace dos años = 2 years ago	Fue = He / she went	a ver el encierro = to see the bull run a ver los toros = to see the bulls	me chifló porque fue = I loved it because it was	estupendo = great loco = crazy
La semana pasada = Last week	Fuimos = We went	a ver la corrida de toros = to see the bull fight a ver una feria = to see a fair	me moló porque fue = I loved it because it was	asombroso = amazing extraordinario = extraordinary
El fin de semana pasado = Last weekend	Fuisteis = You went (p)	a ver los desfiles = to see the parades a ver las procesiones = to see the processions		divertido = fun asqueroso = disgusting
El primer día = the first day	Fueron = They went	a ver la música y el baile = to see the music and dancing		esplendido = great desordenado = messy
Más tarde = later		a ver la celebración = to see the celebration a ver una verbena = to see an open air dance		diferente = different interesante = interesting
El último día = the last day		a ver las actuaciones en las calles = to watch some performances in the street	no me divertí porque fue = I didn’t have fun because it was	emocionante = exciting sucio = dirty
		a ver los conciertos gratuitos por las noches = to watch free concerts in the evenings	no me gustó porque fue = I didn’t like it because it was	entretenido = entertaining aburrido = boring
		a ver los gigantes = to see the giants		peligroso = dangerous fatigoso = tiring



Week 3

Week 4

Time phrase	Noun	Activity		In my opinion	Verb	Adjective
Por la mañana = In the morning	(yo) I	participé en the bull run = I participated in the bull run probé paella = I tried paella saqué fotos = I took photos llevé un pañuelo rojo = I wore a red scarf vi las actuaciones en las calles = I watched some performances in the street celebré con mis amigos = celebrated with my friends		A mi parecer	fue = it was	agradable = pleasant desagradable = unpleasant guay = cool extraño = strange famoso = famous
Por la tarde = In the afternoon	mi hermano mi hermanastra	participó en los concursos = he/she participated in the competitions sacó fotos de los toros = he/she took photos of the bulls		A mi modo de ver		estupendo = great loco = crazy
Por la noche = In the evening	mi madre mi familia mi padre mi prima	probó la comida típica = he/she tried typical food llevó una boina roja = he /she wore a red beret fue al ayuntamiento = went to the town hall corrió delante de los toros en el encierro = he /she ran in front of the bulls in the bull run celebró en la fiesta = celebrated at the festival		Desde mi punto de vista		asombroso = amazing extraordinario = extraordinary
Primero = First	la gente = the people	brindó con champán = toasted with champagne		A mi juicio		agresivo = aggressive
Luego = Next	mis padres y yo mi madre y yo	sacamos fotos de las procesiones= we took photos of the processions		Para mí		divertido = fun
Después = Afterwards	mi abuelo y yo mi hermano y yo	probamos tapas variadas = we tried tapas participamos en la fiesta= we participated in the festival nos vestimos de blanco y rojo = we wore white and red fuimos al ayuntamiento = we went to the town hall vimos el chupinazo = we saw the start of the festival		Por mi parte		asqueroso = disgusting esplendido = great desordenado = messy
Además = furthermore	mi padre y yo mi bisabuelo y yo	tiramos harina y huevos = we threw flour and eggs llevamos boinas y pañuelos = rojos = we wore red berets and scarves		Creo que		delicioso = delicious sabroso = tasty
En adición = In addition	mis padres mis abuelos mis hermanos	sacaron fotos de la fiesta = they took photos of the festival participaron en la corrida de toros = they participated in the bull fight llevaron un periódico = they carried a newspaper		Pienso que		emocionante = exciting popular = popular
Finalmente = Finally	mis amigos mis tíos	probaron la paella = they tried paella vieron una corrida de toros en la plaza de toros= they saw a bull fight in the bull ring celebraron en la verbena = they celebrated in the open air dance		Me parece que		entretenido = entertaining aburrido = boring
	los chavales = the young people miles de jóvenes = thousands of young people muchas personas = lots of people los cabezudos = the carnival figures with big heads	corrieron delante de los toros = ran in front of the bulls arriesgaron sus vidas = risked their lives tiraron harina y huevos = threw flour and eggs pegaron a los niños = hit the children		En mi opinión		peligroso = dangerous fatigoso = tiring

Half-Term 1 Subject – Dance – Year 8 – Thriller Michael Jackson

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



Thriller – Michael Jackson

Having already worked with **Michael Jackson** on the hit *Beat It*, **Michael Peters** was hired to choreograph the *Thriller* dance. The zombies' legendary moves were created collaboratively by the choreographer and singer. **Michael Jackson** confessed that the greatest obstacle was bringing the living dead to life: *“How can you make zombies and monsters dance without it looking comical? I teamed up with Michael Peters, and we imagined how zombies move around by grimacing in the mirror. I sometimes used to come to rehearsals in monster makeup, and I loved doing that.”* Jazzy steps, a jerky walk, and abrupt movements mixed with the pro accuracy of **Michael Jackson**, his 18 professional dancers, and 4 pop-lock dancers... *Thriller* has surprised generations and continues to fascinate fans of modern dance.

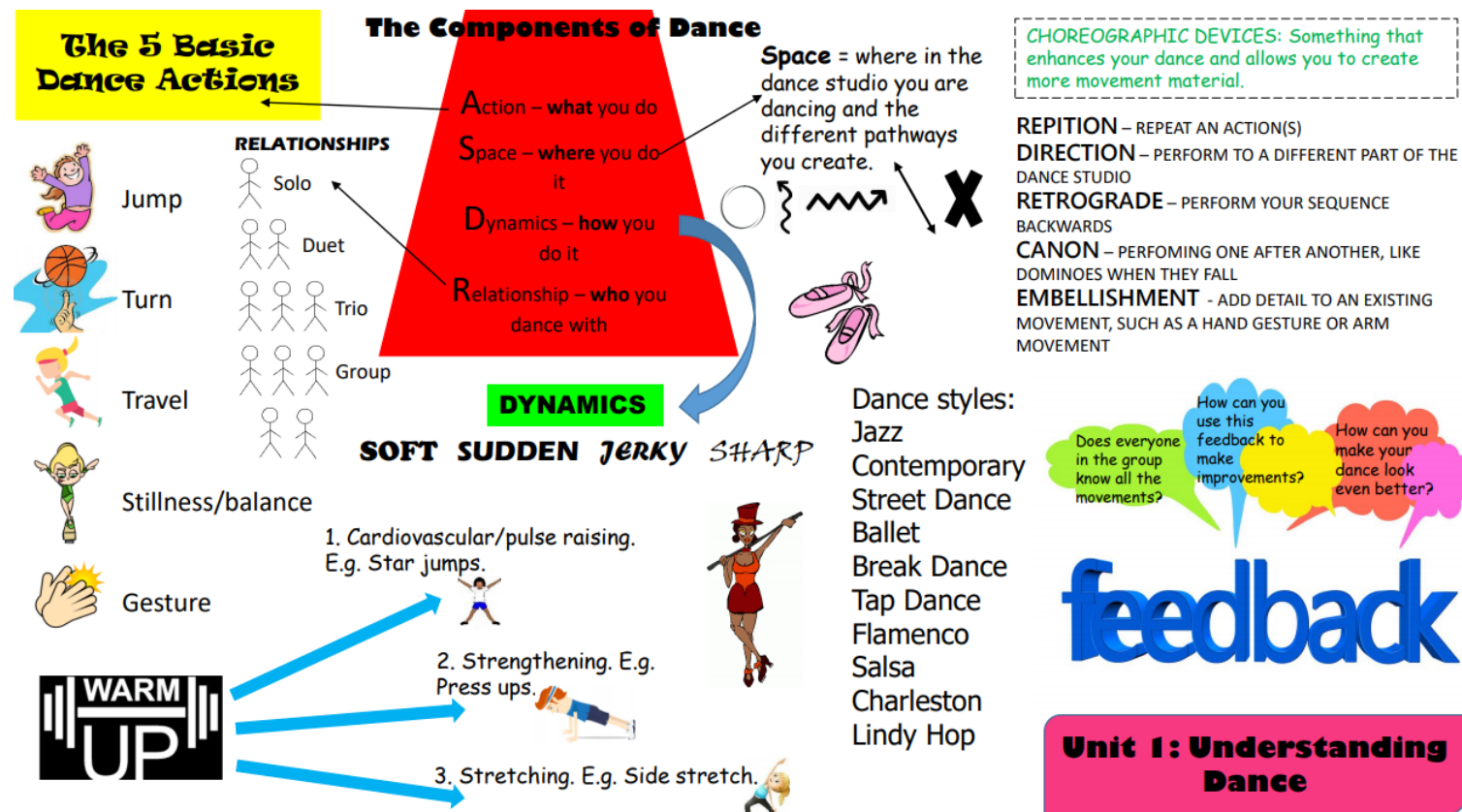
Key features of Jazz dance include:

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

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

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

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



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

5 KEY DANCE ACTIONS

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

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

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

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

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

Key elements of the Horror Genre:

- Suspense
- Tension
- Atmosphere
- Music
- Sound effects
- Character
- Plot
- Unknown
- Fear
- Scared
- Frighten
- Narration

**TECHNICAL VOCABULARY**

Genre	Different styles of theatre.
Body language	How you move/hold your body to show attitude and feelings.
Victorian Melodrama	1800s plot- big vocal and physical actions. It includes stock characters of Heroes and Villains.
Horror	Theatre that attempts to scare and build suspense.
Naturalism	Theatre that tries to look like real life.
Elizabethan Theatre	English theatre in the reign of Elizabeth I.
Slapstick	Big physical and visual humour
Epic	Political theatre from the early 1920s and 1930s.
Verbatim	Documentary style of theatre. Uses interviews and real life events.

What is Slapstick?

‘Slapstick is a style of humour involving exaggerated physical activity which exceeds the boundaries of common sense’

Examples:

- Lots of violence which is funny because nobody gets hurt
- Chases
- Things going wrong

[Buster keaton](#)

Melodrama: typical plot.

The **hero** is young and handsome and from a ‘good’ family. He is in love with the **heroine**— a beautiful young girl whose family relies on his charity. The **villain** accuses the **hero** of some crime and through his treachery forces the **hero** to flee. The **villain** threatens the **heroine** and her **aged parents** and will only be satisfied if the **heroine** agrees to marry him.

She resists as far as possible. Her only friend is a local **loveable rogue**. Just as the **heroine** is about to give into the **villain’s** evil demands, the **hero** reappears having cleared his name. The **hero** fights the **villain** and wins. The **hero** declares his underlying love for the **heroine** and everyone lives happily ever after except for the **villain** who is sent to jail.

Form and Structure

Exploring Musical Structures



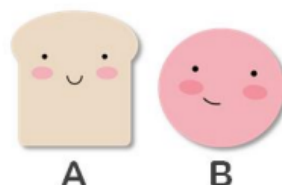
A. Question and Answer Phrases

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



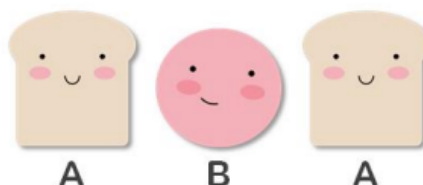
B. Binary Form

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



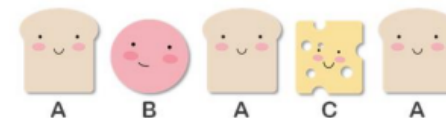
C. Ternary Form

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



D. Rondo Form

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



E. Key Words

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

F. Music Theory

Treble Clef Pitch Notation



Treble Clef “Lines” Note Names

Treble Clef “Spaces” Note Names

Repeat Mark



Georgia Fiennes



Cowboy Katie



Ampers and hippo



Cow in white light



Ampers and zebra

Georgia Fiennes is a British artist born in London in 1979. She is well known for creating amusing images where she places animals in strange places or dresses them in shoes or jewellery.

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

Answer the following questions;

1. Why do you think these pictures might be described as surreal?
2. Why do you think these pictures might be described as funny?
3. How would you describe these pictures and which one is your favourite and why?

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

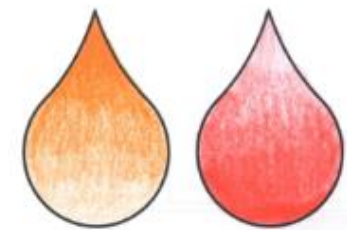


Colour application

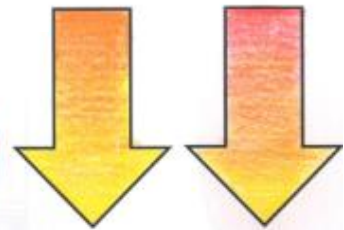
Edge Colour



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.




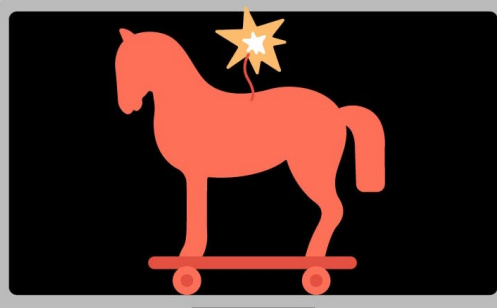



Box 1 - Subject terminology

Internet	The Internet is the physical connection between each online device (PC, mobile phone, tablet, laptop, game consoles etc.) making up a global interconnected network (Inter-Net)
World Wide Web	The World Wide Web (WWW) is a service provided by the internet, it is the non-physical software which incorporates every website and web page to one another in a global network of websites.
E-Safety	e-Safety can also be called 'internet safety', 'online safety' or 'web safety'. e-Safety is often defined as the safe and responsible use of technology. This includes the use of the internet and other means of communication using electronic media (e.g., text messages, gaming devices, email etc.).
Username	A Username is a special name given to a person to uniquely identify them on a computer network. Also called account names, login IDs, or user IDs, usernames are given to a person by the network administrator, or they are selected by the user.
Password	A word, phrase, or series of letters, numbers, and symbols a user chooses and keeps secret from others to be able to access their own information or account. Commonly passwords are used for a variety of activities like logging onto school computers and pupils email accounts. Never give out your password to people you don't know.
Cyberbullying	Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else.
Malicious Software	Malware, or malicious software, is any program or file that is intentionally harmful to a computer, network, or server.
Social Engineering	An umbrella term used to define a variety of methods which cybercriminals use to deceive their victims to lowering their guard. In doing so cybercriminals manage to gain private and confidential information from their victims commonly referred to as scamming.
Phishing	Phishing is a fraudulent practice in which an attacker masquerades as a reputable entity or person in an email or other form of communication.
Pharming	Pharming is a term used to describe a type of cyber-attack that redirects users to fraudulent websites or manipulates their computer systems to collect sensitive information.
Online abuse	Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones.

Box 3 – Username & Passwords

 <p>A strong password:</p> <ul style="list-style-type: none"> at least eight characters long a mixture of numbers, uppercase and lowercase letters and other symbols, eg !@#£\$ not a real word impossible to guess <p>A weak password:</p> <ul style="list-style-type: none"> the word 'password' your favourite colour/favourite football team/pet's name a single letter 	<p>Username and Password safety:</p> <p>It is important that when creating a password it is unique to the user and memorable.</p> <p>It's equally important not to provide your password or username to anyone you do not trust or know as they can use the information for a variety of uses e.g.</p> <ul style="list-style-type: none"> Access private information The placing of malicious software The illegal access of banking information To damage the computer system or files
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Box 2 – Malicious Software

 <p>Virus - A computer virus is a type of malware that attaches to another program (like a document), which can replicate and spread after a person first runs it on their system.</p>	 <p>Trojan - A trojan is a computer program that gets access to a computer or system by appearing to be harmless but is designed to do something damaging.</p>	 <p>Spyware - Spyware is defined as malicious software designed to enter your computer device, gather data about you, and forward it to a third-party without your consent.</p>
 <p>Worm - A computer worm is a type of malware that spreads copies of itself from computer to computer. It can replicate itself without any human interaction and does not need to attach itself to a software program.</p>	 <p>Ransomware - Ransomware is a type of malware which prevents you from accessing your device and the data stored on it, usually by encrypting your files.</p>	

Box 4 – Web Browser/Internet Service Providers/Search Engine

Web Browser		A web browser is a software which allows a user to view websites which are located on the world wide web.
Internet service providers		An internet service provider (ISP) provides users with a direct connection to the internet where they can access the world wide web and other services.
Search Engine		A search engine allows a user to seek out and find information relating to the query/question they pose i.e. what is the internet?

Half-Term 1 Subject RE Threshold Concept Link(s) **How do we live a good life?**

Religious 'rules'		
Christianity: The Ten Commandments	Buddhism: The Five Precepts	Islam: the Five Pillars and basic beliefs
<div>1. Worship God.</div> <div>2. Do not make false idols or worship idols.</div> <div>3. Do not misuse God's name.</div> <div>4. Keep the Sabbath day holy.</div> <div>5. Respect your parents.</div> <div>6. Do not murder.</div> <div>7. Do not commit adultery.</div> <div>8. Do not steal.</div> <div>9. Do not falsely accuse anyone.</div> <div>10. Do not desire something that belongs to somebody else.</div> <div></div>	<div>1. Do not take life from any living thing.</div> <div>2. Do not take what is not given – no stealing.</div> <div>3. Do not misuse the senses.</div> <div>4. Refrain from wrong speech.</div> <div>5. Refrain from intoxicants that cloud the mind.</div> <div></div>	<div>The Five Pillars</div> <div>1. Shahadah – profession of faith.</div> <div>2. Salat – prayer.</div> <div>3. Zakat – alms-giving.</div> <div>4. Sawm – fasting.</div> <div>5. Hajj – pilgrimage.</div> <div>Basic beliefs</div> <div>1. The oneness of God.</div> <div>2. Angels.</div> <div>3. Revelation.</div> <div>4. Prophets.</div> <div>5. Day of Judgement.</div> <div>6. Predeterminism.</div> <div>7. Resurrection.</div> <div></div>

SUBJECT TERMINOLOGY	
Morals	Standards of behaviour; principle of right and wrong.
Ethics	The branch of knowledge that deals with moral principle.
Guidance	Advice or information given.
Decisions	The action or process of deciding something/making a choice.
Objective	Not influenced by personal choice or opinions.
Autonomy	The right to make your own decisions/choices.
Holy law	Religious rules/expectations from a religious authority or a God figure.
Conscience	A person's sense of right and wrong, a guide to your behaviour.
Individual	Single, for one particular person.
Secular	Not connected with religious or spiritual matters.





Moral decisions- where are they from?	
What can we use to make moral decisions?	Holy books; conscience; humanist ethics; holy laws; culture; religious leaders; egoism; Buddhist ethics.
Who is the only universal lawgiver according to the moral argument?	God.
Name 3 groups of Christians that may interpret the Bible differently.	Fundamentalist; Conservative; Liberal.
What do holy books often include?	Holy laws; Narratives about particular people; Advice/teachings from religious leaders.
What is a strength to following ethical guidance from holy books?	They remain the same over time.
Theistic communities tend to have religious leaders- give 4 examples.	Vicars; Rabbis; Imams; Brahmins.
Which religious leader is seen as having a special relationship with God?	The Pope.
What is a key role of most religious leaders?	To teach followers of the religion about beliefs and practices.
What are many religious leaders considered to be?	Role models.

Conscience and decision making	
What do some people think conscience is?	A moral guide; voice of society; soul; voice of law; Holy Spirit; voice of God; voice of parents.
For some Christians who does God speak through as their conscience?	The Holy Spirit.
Which religion is guided by Shar'iah law?	Islam.
What religion does not have God as a law giver?	Buddhism.
What do Buddhists believe in that can guide decision making?	Karma.
Who can be seen as a viable alternative to God as a law giver?	The enlightened Buddha.
What is the golden rule?	Treat others as you wish to be treated.
What would a humanist use when making a decision?	Empathy; reason; compassion; respect; dignity; potential consequences.

Half-Term 1: Subject – PE – Year 8 – Hockey

Rules of the game	Positions	Key Skills
<p>Game the aim of the game is to score goals past the opposition's goalkeeper. A competitive game is usually 70 minutes, in two halves. The team with the most goals wins the game.</p> <p>Start of play the game begins with a pass from the centre, on the halfway line. Defenders must be five yards away from the ball. This also happens after half time and when a goal is scored.</p> <p>Scoring a goal when a player hits the ball in between the goalposts and over the line from within the shooting circle.</p> <p>Footwork you must not touch the ball with your feet.</p> <p>Tackling only 1 person to tackle a player at a time</p> <p>Free hit is given if the ball touches your feet, you use the wrong side of your stick, ball is lifted too high or if there is a stick tackle You must be 5 meters away from someone taking a free hit or side-line</p> <p>Common Fouls:</p> <ul style="list-style-type: none"> Hitting the ball off another player with the intent of causing harm. Deliberately using the body to assist in moving or stopping the ball. Hitting the ball with the rounded side of the hockey stick. The stick being raised above waist height. Striking the opponent with the stick (or striking their stick, if deemed excessive force). 	<div data-bbox="808 233 1384 590"> </div> <div data-bbox="752 628 994 692"> <p>HOLDING A HOCKEY STICK</p> </div> <div data-bbox="752 740 1034 839"> <p>Place the hockey stick flat on the ground, with the toe pointing up.</p> </div> <div data-bbox="752 884 1048 1021"> <p>Lay both hands on top of the stick with the right hand lower on the grip than the left hand.</p> </div> <div data-bbox="752 1066 1039 1203"> <p>Ensure the palms are facing down and fingers are touching the ground next to the stick.</p> </div> <div data-bbox="752 1248 1034 1315"> <p>Pick up the stick using a handshake technique.</p> </div> <div data-bbox="1102 596 1429 871"> <p>There are two teams, which both consists of 11 players including a goalkeeper. The teams also consist of forwards, midfielders, defenders and may have a sweeper, depending on the formation chosen.</p> </div> <div data-bbox="1167 877 1397 1158"> </div> <div data-bbox="1102 1193 1447 1366"> <p>Strategies and tactics are the methods that performers use to maximise their chances of winning and outwit their opponents.</p> </div>	<p>Controlling the ball a variety of skills to control the ball including dribbling, stopping and striking.</p> <p>Dribbling Straight Dribble allows you to control the ball best. The ball never leaves your stick, allowing you to protect it from your opponents. Loose Dribble you continually tap it forward while sprinting. This allows to move up the field quicker.</p> <div data-bbox="1713 549 1944 737"> </div> <p>Striking Hit Striking or 'slapping' the ball using a swinging movement of the stick. Push moving the ball along the ground using a pushing movement of the stick. Long Pass is an attacking skill.</p> <p>Shot at goal is the action of an attacker attempting to score by playing the ball towards the goal from within the circle.</p> <p>Attacking includes dribbling or passing the ball in order to create the opportunity to score.</p> <p>Defending includes preventing the opponents from passing, dribbling or scoring.</p> <div data-bbox="1774 1286 1886 1382"> </div>

Half-Term 1: Subject – PE – Year 8 – Netball

Rules of the game	Positions	Key Skills
<p>Start of play The attacking C has the ball with at least one foot in the centre circle. When the whistle is blown the centre pass must be caught within the centre third.</p> <p>Out of Court if it makes contact with the ground or any object/person in contact with the ground outside the court.</p> <p>Scoring a goal only GA and GS can score a goal in the shooting D.</p> <p>Offside if any part of their body makes contact with the ground in an area that they are not allowed to enter.</p> <p>Footwork The landing foot is the first foot to make contact with the ground. If a player already has one foot in contact with the ground when catching the ball this is their landing foot. If the player lands simultaneously with both feet, then whichever foot is not moved is their landing foot.</p> <p>Held Ball if you hold the ball longer than 3 seconds</p> <p>Over a Third the ball must be caught or touched by a player in each third of the court.</p> <p>Obstruction a player may not defend a player with a ball if they are within 3 feet of the landing foot.</p> <p>Contact Netball is a contact-contest sport. When playing netball players may come into contact with other players however if contact is made either accidentally or deliberately, then the umpire will call for a penalty pass.</p>	 <p>Goal Shooter (GS): Works in and around the semi-circle with the GA to score goals</p> <p>Goal Attack (GA): Works with GS to score goals</p> <p>Wing Attack (WA): Flanks the offensive players giving them shooting opportunities</p> <p>Centre (C): Links the defence and the attack</p> <p>Wing Defence: Prevents WA from passing and to look for interceptions</p> <p>Goal Defence: Intercepts the ball and prevent passes to the GA</p> <p>Goal Keeper: Prevents the GA/GS from scoring goals within the semi-circle and works with GD</p> <p>Strategies and tactics are the methods that performers use to maximise their chances of winning and outwit their opponents. They are most obvious in games e.g. agreeing who receives the centre pass in netball.</p>	<p>Passing Chest Pass is a short sharp pass.</p>  <p>Bounce Pass is a short pass that enables the player to find a teammate in a crowded area.</p>  <p>Shoulder Pass is a long pass.</p>  <p>Shooting the Goal Shooter (GS) and the Goal Attacker (GA) can shoot directly at the ring. Shooters must be inside the opponents' goal circle before they shoot.</p> <p>Marking used by both teams to prevent the opposing team from gaining possession of the ball by closely monitoring each player.</p> <p>Interception of the ball is when a player regains possession of the ball during a pass by the opposition.</p> <p>Dodging is a sudden deceptive move often used to avoid the opponent. You can move from side to side to confuse the opponent before sprinting off to catch the ball.</p> <p>Footwork in netball applies when a player is stepping, landing and pivoting.</p> <p>Receiving is when both feet grounded or jump to catch the ball and land on two feet simultaneously. You may then take a step in any direction with one foot (but not both) and pivot on the spot with the other foot.</p>

A **drug** is a **medicine** or other substance which has a physiological effect when ingested or otherwise introduced into the body. Some drugs are medicinal and can be prescribed by a doctor, such as antibiotics. Even drugs prescribed by a doctor can be dangerous if misused – you should never take medicines which are prescribed for someone else, and you should always use the correct dosage.

Some drugs, such as caffeine can be found in products which we may consume regularly. Illegal drugs can be extremely dangerous. They are broken in to three classes, Class A, Class B and Class C, with Class A being considered the most dangerous.



Despite them being dangerous, some people still choose to misuse drugs and alcohol. Reasons for this include **addiction** and **peer pressure**.

Addiction is where you don't have control over taking something to the point where it could be harmful to you.

Peer pressure is when you feel pressured in to doing something which you may not want to do in order to fit in or to impress people.

Some substances, such as alcohol, are considered safe to use in some circumstances. As an adult, it is considered safe to consume 1-2 units of alcohol per day, however it affects your judgement. You should not drive if you have consumed alcohol.

Unlike alcohol, there are no circumstances where smoking cigarettes can be low risk. Cigarettes carry very significant health risks, regardless of age. Because of the impact cigarettes have on your circulation, smoking cigarettes put you at greater risk of suffering from a heart attack or stroke. Cigarettes are responsible for 84% of deaths from lung cancer and for 93% of throat cancer cases.



As well as serious health conditions and even death, misusing drugs and alcohol can have other serious consequences.

Being caught in possession of illegal drugs can result in up to 14 years in prison and an unlimited fine.

Having a criminal record would affect the careers you were able to pursue and affect your ability to travel to other countries such as the USA.

The consumption of alcohol and the use of many drugs can affect a person's judgement and their awareness of the surroundings.

Define:

Drug	Drugs are chemicals that alter, block, or mimic chemical reactions in the brain. This causes alterations of the body's normal process's causing physical or mental change.
Medicine	A drug or other preparation for the treatment or prevention of disease.
Stimulant	A drug which cause a person to feel like they have more energy or more awake
Depressant	A drug which cause a person to feel calmer or lethargic
Hallucinogen	A drug which cause a person to experience sensations that are not really there. This could be visual, auditory or physical.
Analgesic	A drug which reduces the feeling of pain.
Withdrawal	A predictable group of signs and symptoms that result from either the sudden removal of, or abrupt decrease in the regular dosage of a drug.
Addiction	The feeling of needing a drug in order to get through the day.

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.
Rise Above: https://riseabove.org.uk/tag/drinking-smoking-drugs/	Rise Above is a government backed website which has a wealth of resources and information about smoking, alcohol and drugs and staying safe.
NSH Smoke Free https://www.nhs.uk/smokefree/help-and-advice/local-support-services-helpline	A website to provide help and support for stopping smoking.
Talk to Frank: 0300 123 6600 https://www.talktofrank.com/drug/alcohol	This website provides an overview of the effects and risks of each drugs along with information about each of them.
NHS Live Well: https://www.nhs.uk/live-well/alcohol-support	This website provides you with information and advice on having a healthy lifestyle.
https://www.nhs.uk/live-well/quit-smoking/quitting-smoking-under-18s-guide/	This website is specifically designed to support under 18s to successfully quit smoking.