Student Name:

MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: January 2026

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

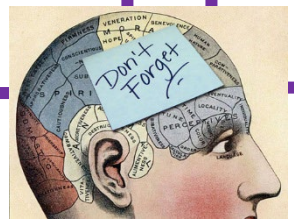
8. Write a set of test questions for yourself using the organiser.
    - Answer these without the organiser the next day.
    - Swap your questions with a friend to increase challenge.
    - Turn your questions in to a game by putting them on cards and playing with friends.

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 3 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.

<table>
<tr>
<td rowspan="2">History

Barber, Nicola, 2012 Living through World War I Raintree

Hunter, Nick, 2018 World War I : the story behind the war that shook the world Bloomsbury

Hunter, Nick 2015 Women in World War I Bloomsbury

McCollum, Sean, 2018, Secrets of World War I Raintree

Steele, Philip, 2017 Did anything good come out of...World War One? Wayland</td>
<td>PSHE

Chambers, Catherine, 2017 Democracy Raintree

Chambers, Catherine, 2017 Individual Liberty Raintree

Chambers, Catherine, 2017 Obeying the law Raintree

Chambers, Catherine, 2017 Respect and tolerance Raintree</td>
<td>English

Edginton, Ian, 2017 Sign of the Four: A Sherlock Holmes Graphic Novel SelfMadeHero

Rundell, Katherine, 2019 The Good Thieves Bloomsbury

Stevens, Robin, 2022 The Ministry of Unladylike Activity Puffin

Stevens, Robin, 2014 Murder Most Unladylike Corgi Books</td>
</tr>
<tr>
<td>Art

Ernst, Bruno, 2007 The Magic Mirror of M.C.Escher Taschen</td>
<td>PE

2007 Rowing A & C Black

Gifford, Clive, 2007 Badminton Watts</td>
</tr>
<tr>
<td>Dance

Serres, Alain, 2010 And Picasso Painted Guernica Allen and Unwin Children’s</td>
<td>Spanish

Aris, Pepita 2008 The Spanish kitchen: explore the ingredients, cooking techniques and culinary traditions of: Spain Southwater</td>
<td rowspan="2">Science

Canavan, Thomas, 2015 Fuelling the body Franklin Watts?

Mason, Paul, 2015 Your breathtaking lungs and rocking respiratory system: find out how your body works! Wayland

Mason, Paul, 2015 Your growling guts and dynamic digestive system: find out how your body works! Wayland</td>
</tr>
<tr>
<td>Religious Studies

Amson-Bradshaw, Georgia 2018 Heroic leaders and activists Wayland

Howell, Izzi, 2020 Stand against prejudice Franklin Watts

Rosen, Michael, 2018 What is right & wrong?: who decides? where do values come from? and other big questions Wayland</td>
<td>Geography

Chapman, Amy 2022 Rivers and Coasts Franklin Watts

Gifford, Clive, 2005 Weathering and erosion Evans

Martin, Claudia, 2022 Weathering and erosion Wayland</td>
</tr>
</table>

Year 8 — English '*Sherlock Holmes'*, by Sir Arthur Conan Doyle

1. Technical Vocabulary

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

2. Context– Arthur Conan Doyle and Victorian London

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

3. Key Characters

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

4. Elements of Detective Fiction

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

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Written methods

Multiplication (Grid method)

26 x 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 ÷ 6

```
   0  3  1
6 | 1 ¹8  6
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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

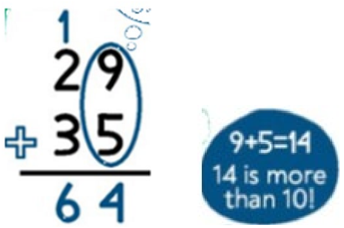
Multiplying Integers

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

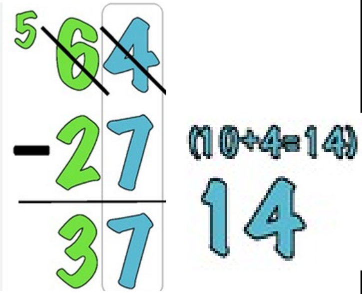
+ x + = +   - x - = +

+ x - = -   - x + = -

Column Addition



Column Subtraction

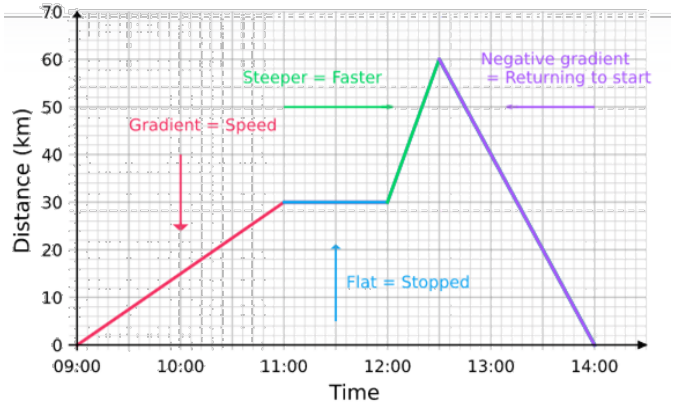


Adding Negative Numbers

+ 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

Subject terminology - Graphing	
Quadrant	The area contained by the x and y axes. There are 4 quadrants on a Cartesian plane
Coordinate	A set of values to show an exact position. e.g. (2, 5) has x value 2, and y value 5
Plot	To place a point on a coordinate plane by using x and y coordinates
Cartesian plane	A grid containing two perpendicular axes (X the horizontal axis, Y the vertical axis), intersecting at (0,0)
y-intercept	The value at which a line passes through the Y axis.
Gradient	The steepness of a line, calculated by: $\frac{change\ in\ y}{change\ in\ x}$
Speed	How fast something is moving.
Velocity	The rate of travel of an object, along with its direction.

Distance-Time graph

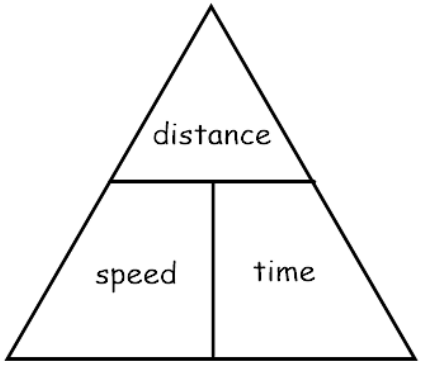


1) The gradient of the line = speed
2) A flat section means no speed (stopped)
3) The steeper the graph the greater the speed
4) Negative gradient = returning to start point (coming back)

Calculating Speed from graph

$$Speed\ (gradient) = \frac{distance\ (y-axis)}{time\ (x-axis)}$$

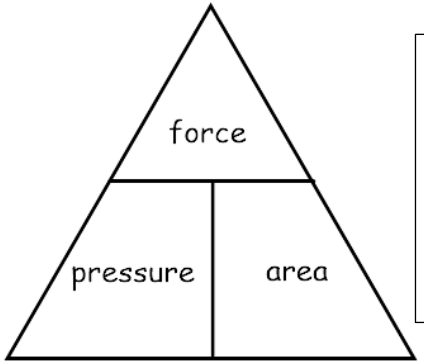
Compound unit triangles



$$s = \frac{d}{t}$$

$$t = \frac{d}{s}$$

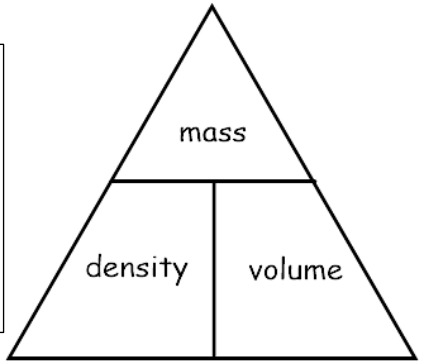
$$d = s \times t$$



$$p = \frac{f}{a}$$

$$a = \frac{f}{p}$$

$$f = p \times a$$



$$d = \frac{m}{v}$$

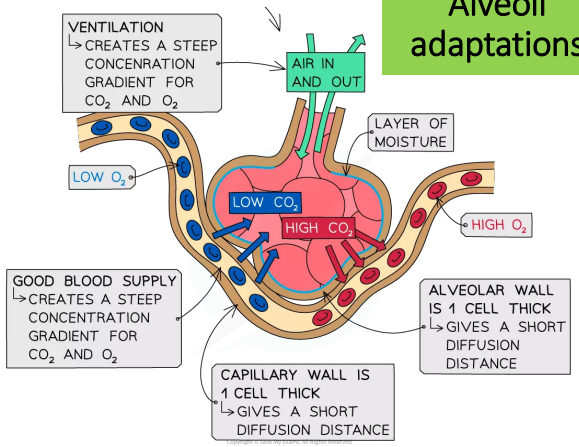
$$v = \frac{m}{d}$$

$$m = d \times v$$

Year 8 Subject: Science - Biology Topic: Organisms

Nutrient	Use in the body	What can happen if you have an imbalance
Carbohydrate	To provide energy	Not much energy
Protein	For growth and repair	Poor growth
Lipids (fats and oils)	To provide energy. Also to store energy in the body and insulate it against the cold.	Too much causes obesity
Minerals	Needed in small amounts to maintain health	Iron deficiency causes anaemia
Vitamins	Needed in small amounts to maintain health	Lack of vitamin c causes scurvy Lack of vitamin A causes blindness Lack of vitamin D causes rickets
Dietary fibre	To provide roughage to help to keep the food moving through the gut	Not enough fibre causes constipation
Water	Needed for cells and body fluids	Dehydration

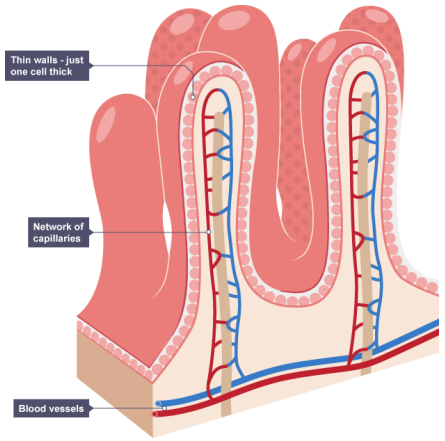
Alveoli adaptations



Villi adaptations

The inner wall of the small intestine has adaptation so that substances pass across it quickly and efficiently:

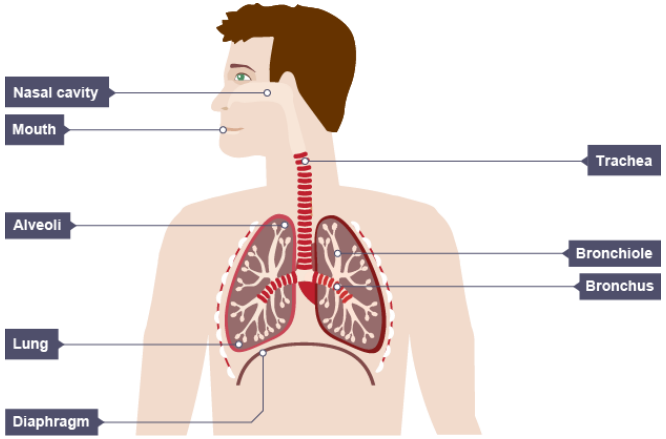
- it has a thin wall, just one cell thick
- it has many tiny **villi** to give a really big **surface area.**
- They also contain blood **capillaries** to carry away the absorbed food molecules.



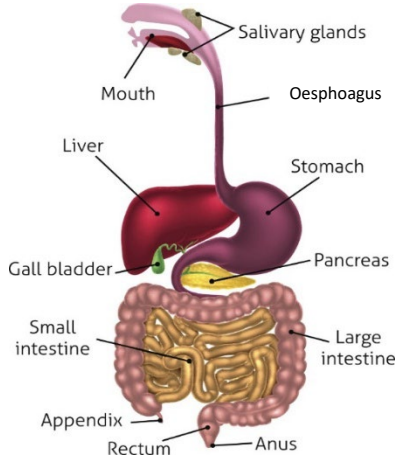
Dangers of Smoking

Nicotine is addictive.
Carbon monoxide is poisonous and takes up space for carrying oxygen in the blood.
Tar is a carcinogen that increase the risk of lung cancer.
Smoking can cause emphysema which make you out of breath easily.

Respiratory System



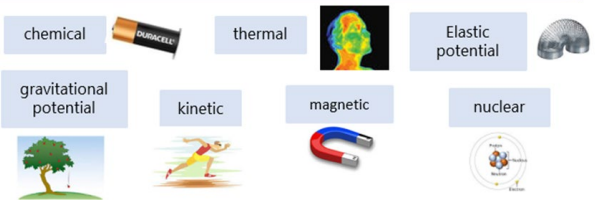
Digestive System



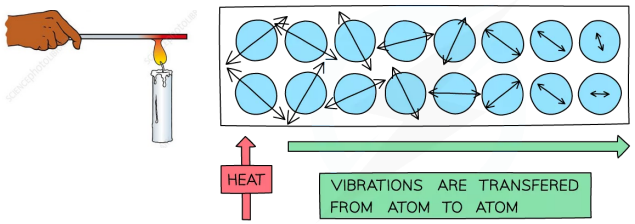
Subject Terminology	Definition
Lungs	Structures within the body adapted for gas exchange.
Breathing	The process of taking air into and expelling it from the lungs also known as ventilation.
Gas exchange	The transfer of oxygen into the blood and carbon dioxide out of the blood in the alveoli within the lungs by diffusion.
Nicotine	An addictive chemical found in cigarettes.
Digestion	The process by which food is broken down into simple chemical compounds that can be absorbed and used or eliminated by the body.
Enzyme	Proteins that act as a catalyst for (speed up) chemical reactions in our cells but don't get used up.

Year 8 Subject: Science – Physics Topic: Energy

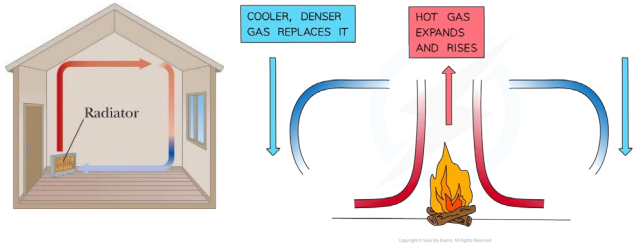
Energy Stores



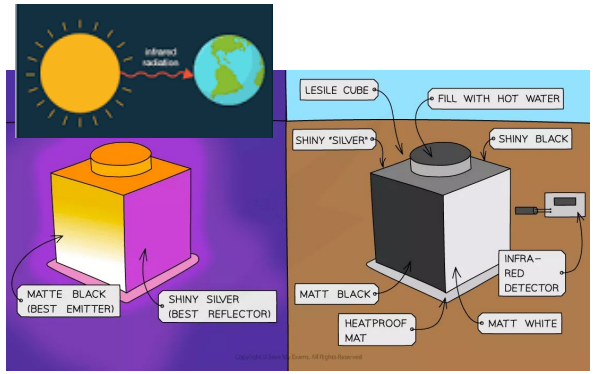
Conduction



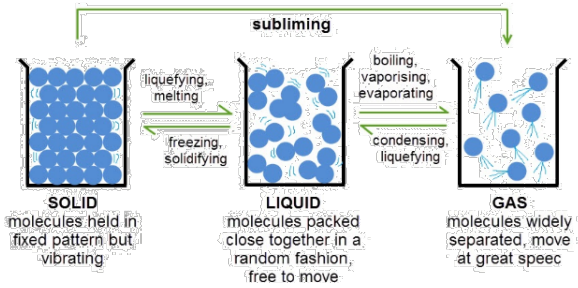
Convection



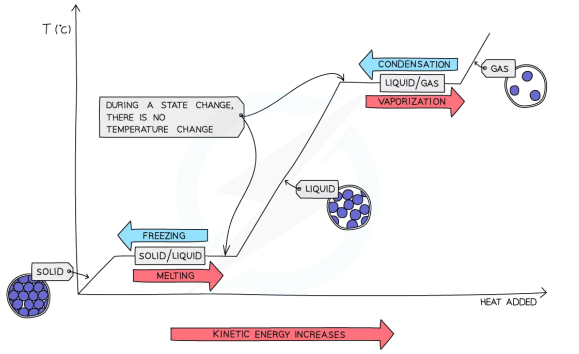
Radiation



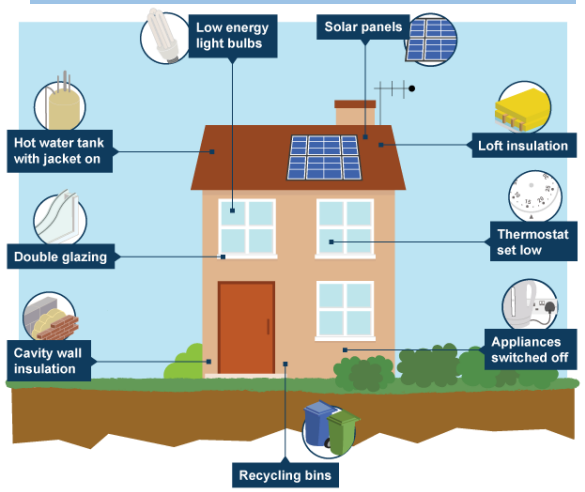
Changing State



Heating Curve



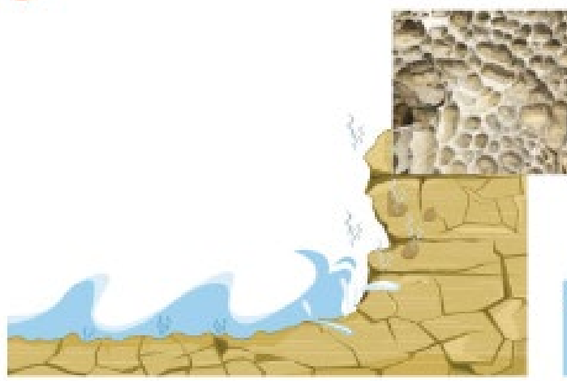
Insulating the Home



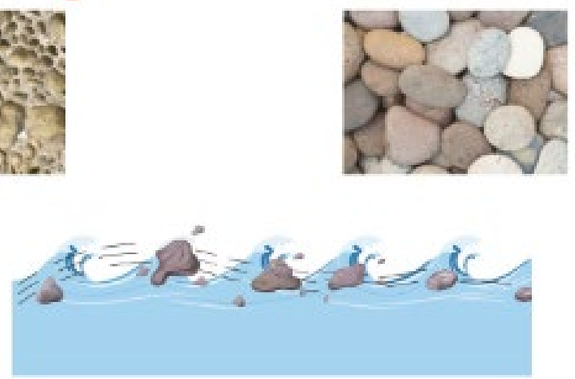
Key Word	Definition
Work done	The amount of work done is a measure of the amount of energy transferred, measured in Joules (J). Work done = force x distance
Force	A push or a pull that acts on an object due to the interaction with another object.
Lever	A lever is a simple machine that acts as a force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

Hydraulic action: the power of the wave forces water and air into cracks in the rock. This pressure forces fractures in rock to split apart. Over time this creates faults and notches which get bigger.

Abrasion: the waves pick up rocks from the sea and throw them against other rocks or cliff faces. Over time this rubs and smooths the rock, like using sandpaper.



Corrosion (solution): salts or chemicals in the water act to dissolve the rocks they touch, for example limestone is dissolved by sea salt.



Attrition: the sea picks up angular rocks and knocks them into each other. This chips away the corners to make them rounder.

TECHNICAL VOCABULARY	
Coastline	Where the land meets the sea
Erosion	The wearing or breaking down of material
Sediment	Solid material that is moved and deposited in a new location. Sediment can consist of rocks and minerals, as well as the remains of plants and animals. It can be as small as a grain of sand or as large as a boulder. Sediment moves from one place to another through the process of erosion
Transportation	Movement of eroded material along and away from cliffs
Longshore Drift	Transportation of beach material along the beach
Prevailing wind	A wind that blows predominantly from a single general direction
Deposition	Occurs when material being transported by the sea is dropped due to the sea losing energy
Weathering	The process by which rocks, and material are broken down due to biological and weather processes such as rain, wind, ice and plant roots
Subaerial erosion	The weathering and movement at the top of a cliff
Hard engineering	Using concrete or large artificial structures to defend against natural processes
Soft engineering	Managing erosion by working with natural processes to help restore beaches and coastal ecosystems

Types of weathering

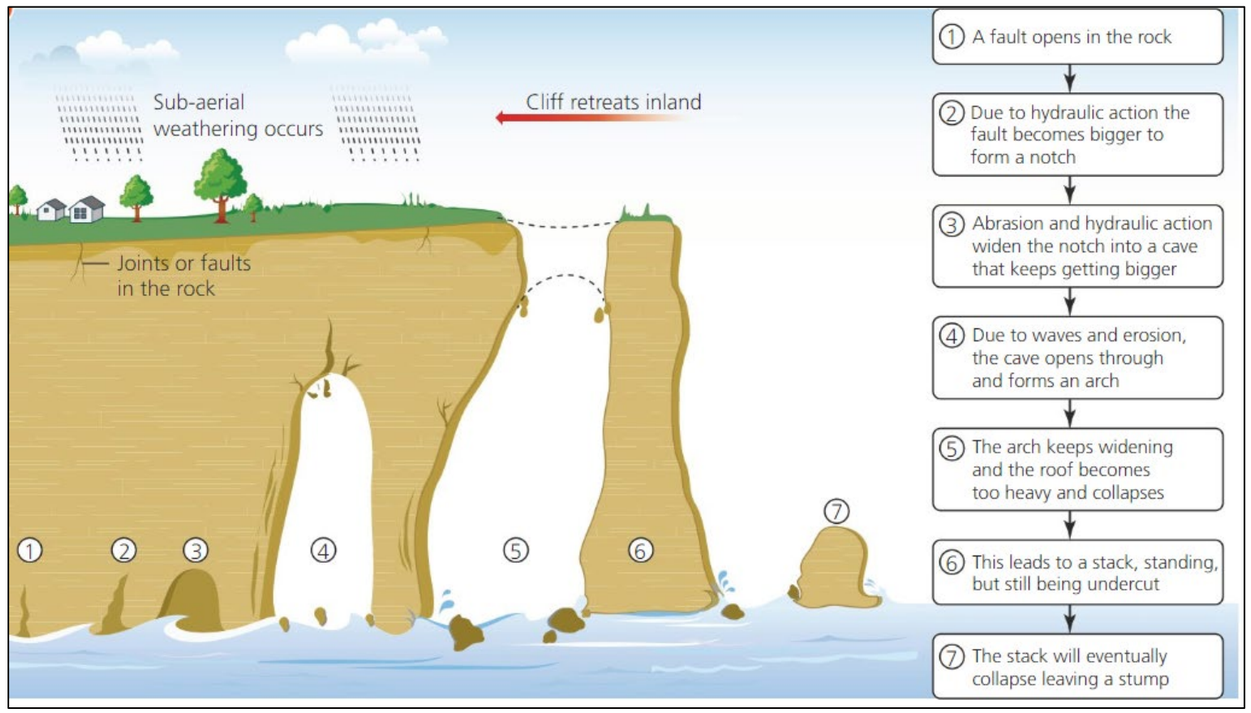
- Mechanical (physical) weathering – the disintegration (breakup) of rocks. Where this happens, piles of rock fragments called scree can be found at the foot of cliffs.
- Chemical weathering – caused by chemical changes. Rainwater, which is slightly acidic, very slowly dissolves certain types of rocks and minerals.
- Biological weathering – due to the actions of flora and fauna. Plant roots grow in cracks in the rocks. Animals such as rabbits burrow into weak rocks such as sands.

Hard Engineering

- Groynes
- Sea wall
- Rock armour
- Gabions

Soft Engineering

- Beach recharge
- Managed retreat



Timeline: Steps to World War One	
28th July 1914	Austria blames the assassination on the Serbian government and uses it as an excuse to attack Serbia
29th July 1914	Russia has promised to protect Serbia against any Austrian attack and begins to prepare its army.
1st August 1914	Germany hears about the Russian preparations and declares war on Russia.
2nd August 1914	Britain mobilises it fleet of warships.
3rd August 1914	Germany declares war on France. This is either because Germany is worried about a French attack or because the Schlieffen Plan says France has to be attacked before Russia.
4th August 1914	German soldiers march into Belgium. Britain and Belgium declare war on Germany.
6th August 1914	Austria declares war on Russia.
12th August 1914	Britain and France declare war on Austria.

TECHNICAL VOCABULARY	
Militarism	Wanting your country to have a strong military (e.g. army and navy).
Alliance	A group of countries that have agreed to work together
Imperialism	The desire to conquer colonies, especially in Africa. This brought the powers into conflict: Germany wanted an empire. France and Britain already had empires.
Nationalism	The belief that your country is better than others. This made nations assertive and aggressive
Triple Entente	The Alliance between Britain, Russia & France
Triple Alliance	The Alliance between Germany, Austria-Hungary and Italy
Trench	A defensive ditch used in WW1.
ANZAC troops	Soldiers from Australia & New Zealand who fought for the allies
Armistice	Agreement to end the fighting made on 11 November 1918
Treaty of Versailles	Agreement of the terms of peace at the end of the war made in Versailles in 1919

Treaty of Versailles

Land – Germany lost the Anschluss and overseas territories.

Army – Limits were set on the size of the German Army. The army was restricted to just 100,000 men and the manufacture of tanks, submarines and aircraft was forbidden.

Money – Reparations – Germany was to pay for the damage caused by the war.

Blame- War Guilt – Germany to accept blame for starting the war.


TREATY SIGNED; WAR OVER

The Evening World. FINAL EDITION

WILSON LEAVES PARIS; SAILS SUNDAY

GERMANS PLEDGED TO ACT IN GOOD FAITH

CITY'S BELLS RING TIDINGS AS PEACE TREATY IS SIGNED; FLEET JOINS IN CELEBRATION

TREATY SEVERE ON GERMANY, SAYS WILSON, BUT IMPOSES NOTHING SHE CANNOT DO

GUNS BOOM, PLANES FILL AIR; FRENCH CROWDS CHEER PEACE

GERMANS PLEDGED TO FAITHFUL TREATY, NO RESERVATION

WILSON STARING FOR HOME BIDS FRANCE GOODSPEED

President in an Address to the American Public Says It Furnishes a Charter for a New Order and Ends Rule of Selfish Groups

Soldiers Break Ranks and Join in the Demonstration of Joy—Chinese Refuse to Attend Ceremony and Gen. Smuts Signs Under Protest.

Causes of World War One

Long Term	Short Term
• **Militarism** – Countries wanted to increase the military strength of their countries by building their navy. This caused competition and tension, particularly between Britain and Germany. • **Alliances** – Countries made alliances to protect themselves. The Triple Entente and The Triple Alliance formed and these became enemies. • **Imperialism** – Countries wanted to grab land overseas. This led to conflict and tension between the two main alliances. • **Nationalism** – Countries wanted to make themselves stronger than other countries. This led to conflict.	The 'short term' **spark** of World War One. Serbian terrorist group known as the Black Hand Gang assassinated Archduke Franz Ferdinand of Austria on 28th June 1914. This caused Austria-Hungary to declare war on Serbia. This caused Russia to declare war on Austria-Hungary and the steps to war followed.

Mobile X – Rays	The Thomas Splint	Blood Transfusion	Antiseptics	Plastic Surgery
X-rays were vital in WW1. They helped surgeons locate the metal fragments that came from shells and bullets and helped to improve sugery.	The splint stretched the leg to stop the ends of broken bone grinding against one another and reduced blood loss. It aso kept the bone still, preventing futher damage.	In 1901, scientists discovered there were different blood groups. In WW1 they found a way to preserve blood so it could be stored in blood banks. This meant that many soldiers could receive blood transfusion quickly and saved many lives.	On the Western Front it was difficut to carry out surgery in clean conditions. Drs found antiseptics such as saline could be used to flush or 'irrigate' wounds.	Many soldiers suffered severe facial injuries on the Western Front. Harold Gillies, a New Zealand surgeon became known as the father of plastic surgery by developing skin grafts of living tissue onto the face.

World War One

Historical Substantive Concepts

Monarchy

Kings and Queens remained as figureheads in some places, however in other places rules abdicated the throne.
Wilhelm II (Kaiser of Germany) ruled from 1888 until the monarchy collapsed under the weight of war in 1918. In Russia the Tsar, Nicholas II albdicated in 1917.

Religion

Invasion

During the "Steps to World War One" numerous countries declared war on each other. These countries were supported by their alliances.

Political Reform

World War One destroyed empires, created numerous new nation-states, encouraged independence movements in Europe's colonies BUT led to Soviet Communism and the rise of Hitler.

Ideology

The most popular ideology during World War One was Militarism, Imperialism and Nationalism
Nationalism had a huge impact on World War One as it was responsible for pushing countries to expand their influence in Europe. This caused tensions which displayed as an arms race and naval race between several European nations in the build up to World War One.

Conflict

World War One pitted the Central Powers – mainly Germany, Austria-Hungary and Turkey – against the Allied Powers – mainly France, Great Britain, Russia, Italy, Japan and from 1917, the United States. Britain and its Empire's entry into the War made this a truly global conflict fought on a geographical scale never seen before.

Revolution

The Serbian terrorist group, the Black Hand Gang, assassinated the Austrian Archduke Franz Ferdinand on 28th June 1914 due to his threat to Serbian independence.

Tax & Economy

Half-Term 3 Subject Spanish Y8 Las Tapas ¿Qué opinas de las tapas? ¿Qué comiste?

Week 1

Week 2

Opinions	Verb	Noun	Connective + verb =	Adjective
Me fastidia = I get annoyed		el gazpacho = cold soup	because it is / they are	delicioso/a/os/as = delicious
Me fascina = It fascinates me		el chorizo = spicy sausage	porque es /son	sabroso/a/os/as = tasty
Me divierto – I have fun	comer = to eat	el jamón ibérico = Spanish ham	dado que es / son	salado /a/os/as = salty
Me decepciona – It disappoints me	beber = to drink	la paella de mariscos = seafood paella	ya que es /son	grasiento /a/os/as = greasy
Me da igual – I'm not bothered about	probar = to try	la tortilla española = spanish omelette	puesto que es / son	asqueroso /a/os/as = disgusting
Me disfruto de = I enjoy	tomar = to have	los churros = churros	aunque es / son =	dulce (s) = sweet
Vale la pena – it's worth while		los calamares = squid	although it is / they are	picante (s) = spicy
Estoy harto de – I'm fed up of		las patatas bravas = fried potatoes in a spicy tomato sauce		sano /a/os/as = healthy
Estoy a favor de – I am in favour of		las aceitunas = olives		malsano /a/os/as = unhealthy
Estoy en contra de – I am against		las gambas al ajillo = prawns in garlic		repugnante (s) = revolting

Weeks 3 and 4

Verb	Noun	Verb	Comparative	Adjective	Comparative	Verb	Noun
	el gazpacho = cold soup			delicioso = delicious			el queso manchego = cheese made with sheep's milk
	el chorizo = spicy sausage		más	sabroso = tasty	que		el pulpo a la gallega = Galician octopus
Comer = Eating	el jamón ibérico = Spanish ham		= more	salado = salty	= than	comer = eating	el salpicón de mariscos = seafood cocktail
Beber = Drinking	la paella de mariscos = seafood paella			grasiento = greasy		beber = drinking	la ensaladilla rusa = Spanish potato salad
Tomar = Having	la tortilla española = spanish omelette		menos	asqueroso = disgusting	que	tomar = having	la fabada asturiana = bean stew
	los churros = churros	es = is	= less	dulce = sweet	= than		los pimientos de padrón = cooked green peppers
	los calamares = squid			picante = spicy			los boquerones en vinagre = anchovies in vinegar
	las patatas bravas = fried potatoes in a spicy tomato sauce		tan	sano = healthy	como		las albóndigas = meatballs
	las aceitunas = olives		= as	malsano = unhealthy	= as		las croquetas de jamón = ham croquettes
	las gambas al ajillo = prawns in garlic			repugnante = revolting			las berenjenas a la miel = aubergine in honey

Time expression	Noun	Verb	Nouns	Connective	Adjective
Ayer = Yesterday	(yo) I	probé = tried tomé = had comí = ate bebí = drank	el gazpacho = cold soup el chorizo = spicy sausage	me gustó porque fue = I liked it because it was	delicioso/a = delicious sabroso/a = tasty
Anoche = last night			el jamón ibérico = Spanish ham el queso manchego = cheese made with sheep's milk	me encantó porque fue = I loved it because it was	salado/a = salty grasiento/a = greasy
Anteayer = the day before yesterday	mi hermana mi hermanastro mi tío	probó = tried tomó = had	el pulpo a la gallega = Galician octopus el pisto cordobés = ratatouille	me chifló porque fue = I loved it because it was	asqueroso /a = disgusting
La semana pasada = Last week	mi madre mi familia mi bisabuelo	comió = ate bebió = drank	el salpicón de mariscos = seafood cocktail	me moló porque fue = I loved it because it was	dulce = sweet picante = spicy
El fin de semana pasado = Last weekend	mi padre mi primo mi abuela		la paella de mariscos = seafood paella la tortilla española = spanish omelette	me apeteció ya que fue = it interested me because it was	sano/a = healthy
El primer día = the first day			la ensaladilla rusa = Spanish potato salad	no me gustó porque fue = I didn't like it because it was	malsano /a = unhealthy
Más tarde = later			la fabada asturiana = bean stew		repugnante = revolting
El último día = the last day			los churros = churros	me gustaron porque fueron = I liked them because they were	deliciosos /as = delicious sabrosos /as = tasty
El año pasado = Last year	mis padres y yo mi madre y yo	probamos = tried tomamos = had	los calamares = squid	me encantaron dado que fueron = I loved them because they were	salados /as = salty
Hace dos años = 2 years ago	mi abuelo y yo mi hermano y yo	comimos= ate bebimos= drank	los pimientos de padrón = cooked green peppers		asquerosos /as = disgusting
Por la mañana = In the morning	mi padre y yo mi bisabuelo y yo		los boquerones en vinagre = anchovies in vinegar	me chiflaron ya que fueron = I loved them because they were	dulces = sweet picantes = spicy
Por la tarde = In the afternoon			los callos de ternera = beef stew		sanos /as = healthy
Por la noche = In the evening			las patatas bravas = fried potatoes in a spicy tomato sauce	me molaron porque fueron = I loved them because they were	malsanos /as = unhealthy
Primero = First	mis padres mis abuelos mis hermanos	probaron = tried tomaron = had	las aceitunas = olives		repugnantes = revolting
Luego = Next		comieron= ate bebieron= drank	las gambas al ajillo = prawns in garlic	me apetecieron ya que fueron = they interested me because they were	
Después = Afterwards	mis amigos mis tíos		las albóndigas = meatballs	no me gustaron puesto que fueron = I didn't like them because they were	grasientos /as = greasy
Además = furthermore			las croquetas de jamón = ham croquettes		
En adición = In addition			las berenjenas a la miel = aubergine in honey		
Finalmente = Finally			las pavías de bacalao = fried cod in batter		

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

Year 8 Subject: Drama Topic: Verbatim Theatre

Articulation

Articulation is the way of saying things more clearly. Good articulation in acting is when you say your words clearly and that they can be understood by the audience. Good articulation uses clear precise pronunciation not just raising the volume!

Monologue

A monologue is a speech presented by a single character.
Mark Wheeller states, 'The monologues need movement (together with use of voice) to help tell the story. These speeches must not become stand still (or even sit down), point to the audience, lectures. Equally the movement must not be such that it distracts from the power of the verbatim words which is also a danger. The whole thing is a tightrope act and needs thorough exploration and experimentation with various ways of presenting it before decisions are made as to how to go forward. It is all too easy to accept the first response and say "we've done it."'

Inflection

Inflection is used by an actor to help express the text to the audience. It adds drama and passion, it helps bring the text to life

Vocal Colour

Applying vocal colour is when the actors make the word sound like what it describes. The actor needs to feel what they are saying. It is tempting to just add power or volume but exploring tone and breath will also help you add vocal colour.
Try saying the words "tiny" or "exhausted" with vocal colour

Emphasis

Emphasis is when an actor uses their voice to stress a given word or words when speaking to indicate particular importance.

SUBJECT VOCABULARY

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

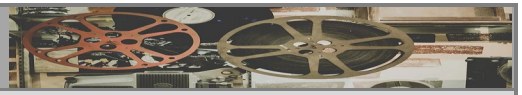
Documentary Theatre and Verbatim Plays

Documentary theatre is theatre that uses pre-existing documentary material, e.g. newspapers, interviews, journals and correspondences, as source material for stories about real events and people, frequently without altering the text in performance

YEAR 8 – TERM 3 KNOWLEDGE ORGANISER: FILM MUSIC

SOUNDTRACKS

Exploring Film Music



A. The Purpose of Music in Film

Film Music is a type of **DESCRIPTIVE MUSIC** that represents a **MOOD, STORY, SCENE** or **CHARACTER** through music, it is designed to **SUPPORT THE ACTION AND EMOTIONS OF THE FILM ON SCREEN**. Film Music can be used to:

- Create or enhance a mood (though the **ELEMENTS OF MUSIC**) ->
- Function as a **LEITMOTIF** (see D)
- To emphasise a gesture (**MICKEY-MOUSING –** when the music fits precisely with a specific part of the action in a film e.g. cartoons)
- Provide unexpected juxtaposition/irony (using music the listener wouldn't expect to hear giving a sense of uneasiness or humour!)
- Link one scene to another providing continuity
- Influence the pacing of a scene making it appear faster/slower
- Give added commercial impetus (released as a **SOUNDTRACK**) – sometimes a song, usually a pop song is used as a **THEME SONG** for a film.
- Illustrate the geographic location (using instruments associated with a particular country) or historical period (using music 'of the time').

D. Leitmotifs

LEITMOTIF – A frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation which can be used directly or indirectly to remind us of one not actually present on screen. Leitmotifs can be changed through **SEQUENCING, REPETITION** or **MODULATION** giving a hint as to what may happen later in the film or may be heard in the background giving a "subtle hint" to the listener *e.g. the "Jaws" Leitmotif*

B. How the Elements of Music are used in Film Music

PITCH AND MELODY – **RISING MELODIES** are often used for increasing tension, **FALLING MELODIES** for defeat. Westerns often feature a **BIG THEME**. **Q&A PHRASES** can represent good versus evil. The **INTERVAL OF A FIFTH** is often used to represent outer space with its sparse sound.
DYNAMICS – **FORTE (LOUD)** dynamics to represent power; **PIANO (SOFT)** dynamics to represent weakness/calm/resolve. **CRESCENDOS** used for increasing threat, triumph or proximity and **DECRESCENDOS** or **DIMINUENDOS** used for things going away into the distance. Horro Film soundtracks often use **EXTREME DYNAMICS** or **SUDDEN DYNAMIC CHANGES** to 'shock the listener'.
HARMONY – **MAJOR** – happy; **MINOR** – sad. **CONSONANT HARMONY OR CHORDS** for "good" and **DISSONANT HARMONY OR CHARDS** for "evil". **SEVENTH CHORDS** often used in Westerns soundtracks.
DURATION – **LONG** notes often used in Westerns to describe vast open spaces and in Sci-Fi soundtracks to depict outer space; **SHORT** notes often used to depict busy, chaotic or hectic scenes. **PEDAL NOTES** – long held notes in the **BASS LINE** used to create tension and suspense.
TEXTURE – **THIN/SPARE** textures used for bleak or lonely scenes; **THICK/FULL** textures used for active scenes or battles.
ARTICULATION – LEGATO for flowing or happy scenes, **STACCATO** for 'frozen' or 'icy' wintery scenes. **ACCENTS (>)** for violence or shock.
RHYTHM & METRE – 2/4 or 4/4 for Marches (battles), 3/4 for Waltzes, 4/4 for "Big Themes" in Westerns. **IRREGULAR TIME SIGNATURES** used for tension. **OSTINATO** rhythms for repeated sounds *e.g. horses.*

C. Film Music Key Words

SOUNDTRACK – The music and sound recorded on a motion-picture film. The word can also mean a commercial recording of a collection of music and songs from a film sold individually as a CD or collection for digital download.
MUSIC SPOTTING – A meeting/session where the composer meets with the director and decides when and where music and sound effects are to feature in the finished film.
STORYBOARD – A graphic organiser in the form of illustrations and images displayed in sequence to help the composer plan their soundtrack.
CUESHEET – A detailed listing of **MUSICAL CUES** matching the visual action of a film so that composers can time their music accurately.
CLICK TRACKS – An electronic **METRONOME** which helps film composers accurately time their music to on-screen action through a series of 'clicks' (often heard through headphones) – used extensively in cartoons and animated films.
DIEGETIC FILM MUSIC – Music within the film for both the characters and audience to hear *e.g. a car radio, a band in a nightclub or sound effects.*
NON-DIEGETIC FILM MUSIC – Music which is put "over the top" of the action of a film for the audience's benefit and which the characters within a film can't hear – also known as **UNDERSCORE** or **INCIDENTAL MUSIC**.

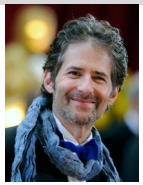
E. History of Film Music

Early films had no soundtrack **("SILENT CINEMA")** and music was provided live, usually **IMPROVISED** by a pianist or organist. The first **SOUNDTRACKS** appeared in the 1920's and used existing music **(BORROWED MUSIC –** music composed for other (non-film) purposes) from composers such as Wagner and Verdi's operas and ballets. In the 1930's and 1940's Hollywood hired composers to write huge Romantic-style soundtracks. **JAZZ** and **EXPERIEMENTAL MUSIC** was sometimes used in the 1960's and 1970's. Today, film music often blends **POPULAR, ELECTRONIC** and **CLASSICAL** music together in a flexible way that suits the needs of a particular film.

F. Film Music Composers and their Soundtracks

Jerry Goldsmith
Planet of the Apes
Star Trek: The Motion Picture
The Omen
Alien

John Williams
Star Wars
Jaws
Harry Potter
Indiana Jones
Superman, E.T.



James Horner
Titanic
Apollo 13
Braveheart
Star Trek II
Aliens

Ennio Morricone
The Good, The Bad and The Ugly
For a Few Dollars More
The Mission

Danny Elfman
Mission Impossible
Batman Returns
Men in Black
Spider Man

Hans Zimmer
The Lion King
Gladiator
Dunkirk
Blade Runner 2049
No Time to Die

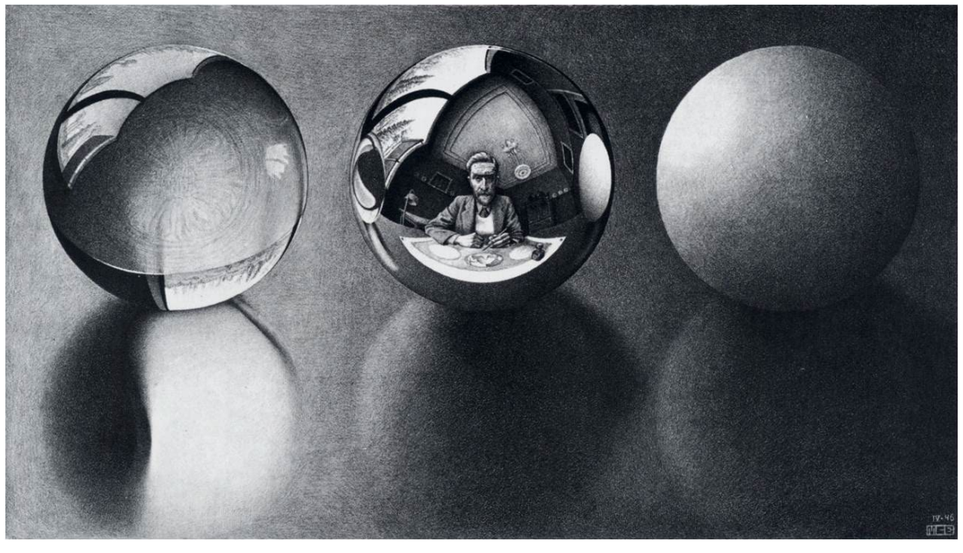
Bernard Hermann
Psycho
Vertigo
Taxi Driver

Half-Term: HT3

Y8 Subject: Art Threshold Concept Link(s): Draw from observation accurately, use a range of contrasting tone to create form and analyse and write critically demonstrating understanding.

TECHNICAL VOCABULARY	
Distortion	Pulled or twisted out of shape
Portrait	A picture of a face
Concave	A surface that curves inward
Convex	A surface that curves outward
Reflection	An identical duplication in reverse
Tone	How light or dark something is
Shape	A series of lines that form the outline
Proportion	The relationship between things in size
Analyse	Examine in detail
Form	3D Shape

Maurits Cornelis Escher was born in the Netherlands on 17th June 1898. He is well known for his impossible and distorted images and tessellating patterns. Almost all his work is in black and white.

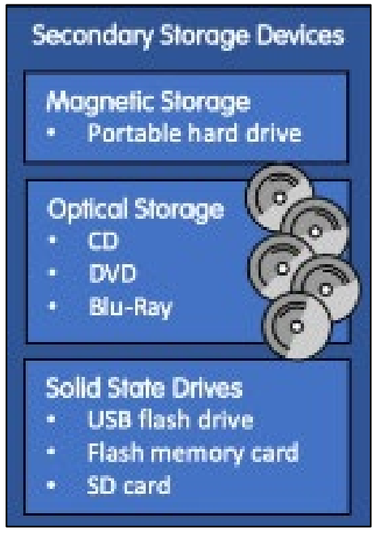


Box 1

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

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

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



Box 2

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

Box 3

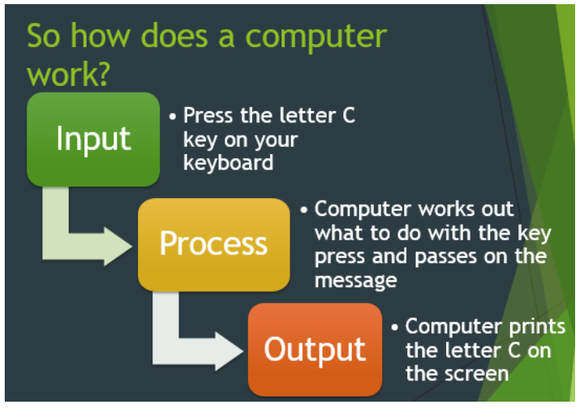
Device	Definition
Online Storage	Storing data on a remote location online. Eg cloud- sent to a server connected to the internet. Files can be downloaded and uploaded when required.
Local Storage	A device that is physically present and stores data. Popular local storage (portable) includes USB Flash drive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

Box 4

Input
Computer receives some information

Process
Computer does ‘something’ with the information

Output
Computer outputs information



Y8 - Religion in Action

Mo Salah

Mo Salah's religion is an integral part of his identity. For example, when he scores goals, he performs sujood, the Islamic prostration performed during prayer. This is a voluntary act of devotion, thanking God for a perceived blessing. Salah isn't the only Muslim player to perform the gesture, but his many goals playing makes it conspicuous by its frequency.

TECHNICAL VOCABULARY AND QUOTES	
Human Rights	the basic freedoms to which all human beings should be entitled
Responsibility	a duty to care for, or having control over, something or someone.
Equality	the state of being equal, especially in status, rights and responsibility
Social Justice	ensuring that society treats people fairly whether they are poor or wealthy and protects human rights
Freedom of religious expression	the right to worship, preach and practice one's faith in whatever way one chooses, within the law
Islamophobia	Fear of / hatred of Muslims and Islam
Prejudice	unfairly judging someone before the facts are known, holding biased opinions about an individual or group
Discrimination	actions or behaviour that result from prejudice
Racism	showing prejudice against someone because of their ethnic group or nationality
Positive discrimination	treating people more favourably because they have been discriminated against in the past.

Stormzy has initiated anti-racist projects including these:

- Providing scholarships for young black men to study at the University of Cambridge
- Speaking out publicly and politically about the Grenfell fire: ethnic minorities suffered disproportionately. 72 died: over 40 were from ethnic minority groups., 18 were children.
- Setting up a £10m trust fund to work for racial equality over the next ten years

christian aid

Knowledge: Dr King won the Nobel Peace Prize in 1964 after leading Civil Rights activists from all over the USA to Washington to see the law changed to make anti-black segregation illegal. He was part of the **Civil Rights Movement.** He was murdered in Memphis aged 39 in 1969. His powerful speeches could move crowds of many thousands. He learned non-violence from Gandhi.

Khalsa aid – know how Sikhs have helped in the community through Langars, charity and helping those in need

Sikhs helped people during COVID with oxygen Langars and how their faith promotes selfless love and respect,

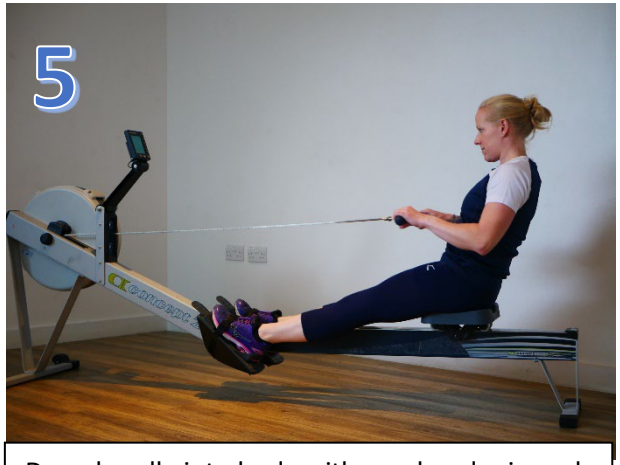
Half-Term 3: Subject – PE – Year 8 – Rowing

Draw handle into body with overhand grip and hands to the edge of the handles.

Straighten arms to move handle away from body. Keeping your legs straight, bend your body forward from your hips.

Keeping your body still, bend your knees and slide up towards your heels.

Push back with your legs keeping your body still by engaging your core.



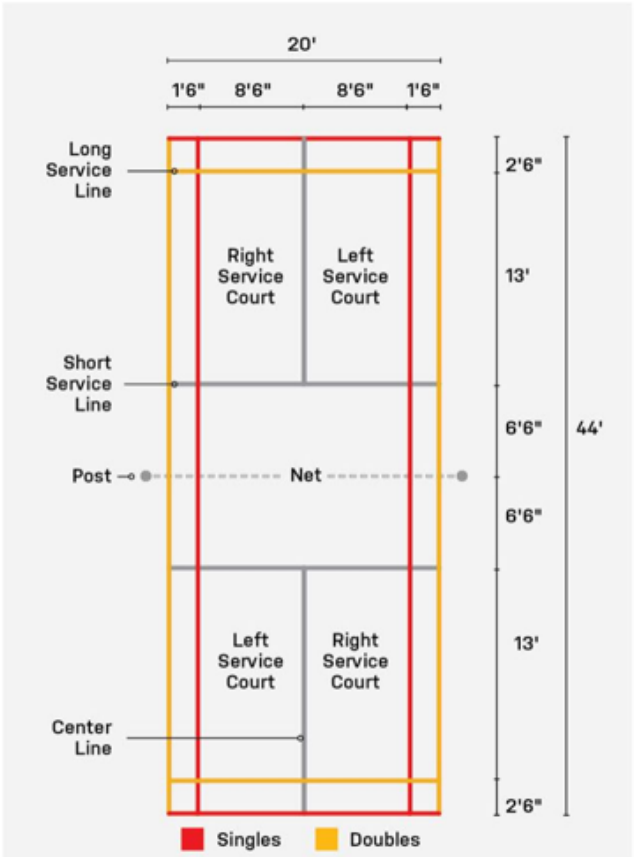
Draw handle into body with overhand grip and hands to the edge of the handles.

Stroke	One cycle of position 1 to position 5
Stroke rate	Number of strokes you complete per minute
Back Stops	The position where the rower sits back with their legs straight and the handles (oars) into their body
Bow	Front of the boat
Stern	Back of the boat
Cox	Person who steers the boat.
Ergometer	Indoor rowing machine

Warm-up	Components of fitness	Methods of training
Warming up is to gradually get your whole body prepared for work and should minimise the risk of injury. Stage 1: Whole body exercise to raise heart rate and body temperature. Stage 2: Stretching (Dynamic: on the move/Static: still) to prepare muscles, ligaments and joints. Stage 3: Practising skills and techniques to be used in the session. Cool-down • Light exercise to help remove carbon dioxide, lactic acid and other waste products. • Gentle stretching to prevent muscle soreness and stiffness later.	Physical Components of Fitness Aerobic Endurance- The ability for the cardiorespiratory system to work efficiently, providing oxygen and nutrients to the working muscles during sustained physical activity. Muscular Strength- The maximum amount of force that can be produced from one muscular contraction. Muscular Endurance Body Composition Flexibility. Speed Skill Related Components of Fitness Agility Balance Coordination Power Reaction Time Benefits to exercise • Controls Weight. • Combats Health Conditions and Diseases. • Exercise Improves Mood • Boosts Energy. • Exercise Promotes Better Sleep.	Circuit training involves performing a series of exercises in a special order called a circuit. Each activity takes place at a 'station'. It can be designed to improve speed, agility, coordination, balance and muscular endurance. Continuous training involves working for a sustained period of time without rest. It improves cardio-vascular fitness. Fartlek training or 'speed play' training involves varying your speed and the type of terrain over which you run, walk, cycle or ski. It improves aerobic and anaerobic fitness. Interval training involves alternating between periods of hard exercise and rest. It improves speed and muscular endurance. 
How hard are you working? 		

Half-Term 1/2/3: Subject – PE – Year 8 –Fitness

Half-Term 1/2/3: Subject – PE – Year 8 – Badminton

Rules of the game	The court	Key Terms
A game can take place with either two (singles) or four (doubles) players. A serve must be hit underarm and below the server's waist. No overarm serves are allowed. To score a point the shuttlecock must land within the parameters of the opponent's court. If the shuttlecock hits the net or lands out, then a point is awarded to your opponent. Badminton is played using a long and thin handled racket and a shuttlecock.  	 When playing singles, the court is long and thin. When playing doubles, the court is short and fat.	**Backhand Serve** This is a short serve with the back of your hand facing your opponent. You would play this serve if your opponent is positioned further towards the back of the court, so you place your serve to the front of the court where there is the most space. **Forehand Serve** This is a longer serve with the palm of your hand facing your opponent. You would play this serve if your opponent is positioned further towards the front of the court and aim for the back of the court where there is more space. **Clear** This is a shot that is played above your head with your arm fully extended. You would play this shot when your opponent has played a long and high shot that is over your head height. You would aim this shot towards the back of the court over your opponent to give yourself as much time as possible to reset before they return the shuttlecock. **Lift** Like a clear, this would be aimed towards the back of the court to give yourself time but would be performed when the shuttlecock is played in front of you and is dropping towards the ground. **Drop Shot** This is a more deceptive shot, where you would begin to perform the technique required for a clear or a lift, but rather than aiming the shot towards the back of the court, you stop your movement and drop the shuttlecock just over the net. **Smash** This is a shot performed at the front of the court where you use power to smash the shuttlecock down into the ground.

The United Nations:

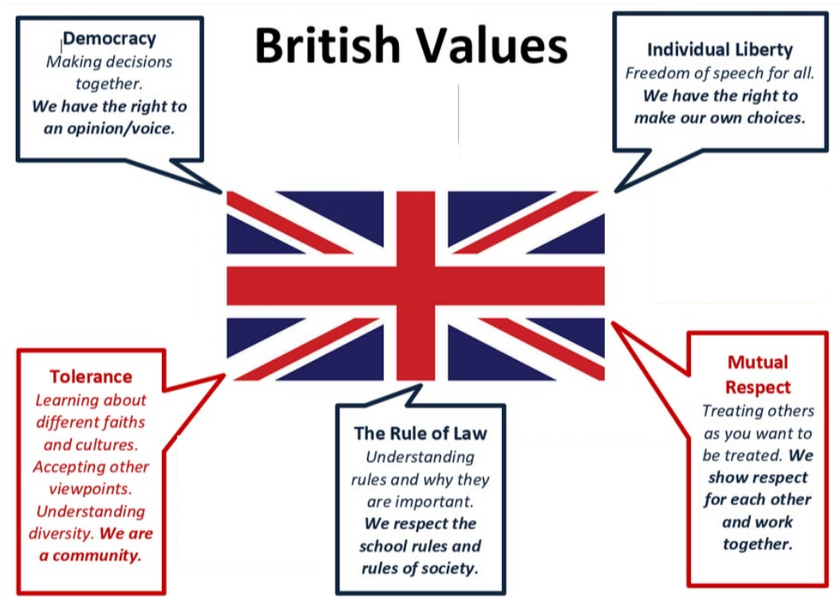
The United Nations (UN) is an organisation which was set up in 1945 (after World War Two) to stop conflict (war) ever happening again.
193 countries around the world have signed up to the UN and must abide (obey) by all their rules.

This includes **The Universal Declaration of Human Rights** which is a list of rights and freedoms that all Governments must agree to for their citizens (people who live in their country).

The UN also introduced 'The UN Convention on the Rights of the Child'. This is similar to the Universal Declaration of Human Rights, but it is for ALL children, anyone under the age of 18. It gives children special protections so that they can reach their full potential and are safe from abuse.

Facts:

There are 2.2 billion children in the world.
640 million children do not have adequate (basic) shelter – 270 million children have no access to health care services – 140 million children have never been to school – 400 million children do not have access to clean water.
Child labourers can work up to 16 hours a day and earn as little as 5p a day. This means that in a year they could earn about £16



Define:	
Democracy	A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.
Rule of Law	The need for rules to make a happy, safe and secure environment to live and work.
Individual Liberty	Protection of your rights and the right of others you work with.
Mutual Respect and tolerance	Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of other whilst not imposing our own on others.
Want	Something you would like to make life easier
Need	Something essential to survive and achieve your full potential
Rights	Something you have the power to have or to do

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.
GOV.UK	The government website which aims to promote fundamental British values in Schools.
https://www.youngcitizens.org/resources/citizenship/British-values	A website aimed at teaching young people about the British Values and why they are so important.
https://www.parliament.uk/	A website to check and challenge the work of Government and keep up to date on the decision on the big issues of the day.
https://www.educateagainsthate.com/	Government advice and trusted resources to help safeguard students from radicalisation, build resilience to all types of extremism and promote shared values.