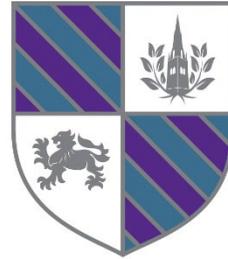


Student Name:



MAGNUS  
CHURCH OF ENGLAND  
ACADEMY

## **Knowledge Organiser: February 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



## Year 8 further reading lists Half Term 4 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.

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

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

## 1. Technical Vocabulary:

Term	Definition
<b>Enlighten</b>	To provide someone with information and understanding. People come to Holmes so that they can be <b>enlightened</b> on a crime.
<b>Deduction</b>	The process of reaching a decision by looking at the facts that are known. Holmes is able to use his skills of <b>deduction</b> to solve crimes.
<b>Scandal</b>	A <b>scandal</b> is something that shocks people because they think it is morally wrong.
<b>Periodical/ Serial</b>	Books, magazines or other entertainment that are released on a regular basis. The Strand Magazine was a <b>periodical</b> that published the Sherlock Holmes stories.
<b>Introspective</b>	When you examine your own thoughts, ideas, and feelings. Sherlock Holmes can be <b>introspective</b> . This makes him a better detective.
<b>Dual Nature</b>	Having two different parts or aspects. Holmes has a <b>dual nature</b> : 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
<b>Sherlock Holmes</b>	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.
<b>John Watson</b>	Holmes’ former flatmate, a doctor and his closest companion. The stories are told from his perspective, working as Holmes’ assistant.
<b>Irene Adler</b>	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:	
<b>1. The seemingly perfect crime.</b>	This is usually a murder or a theft.
<b>2. The wrongly accused suspect at whom circumstantial evidence points.</b>	This is a character who is typically introduced early on within the novel.
<b>3. The bungling of dim-witted police.</b>	In the <i>Sherlock Holmes</i> stories, police officers are often shown as pompous and comic.
<b>4. The greater powers of observation and superior mind of the detective.</b>	Sherlock Holmes uses skills and techniques that are more unique than police methods.
<b>5. The startling and unexpected denouement.</b>	This is when the detective reveals how the identity of the culprit was ascertained.

# Year 8 — English *Sherlock Holmes: Article Writing*

## 1. Technical Vocabulary:

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

## 4. Techniques to use in sensationalist articles:

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



## 2. Structure of an Article:

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

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

**Middle** – making clear and interesting points about the topic.

**End** – a concluding paragraph that draws the points together.

## 3. Transactional Writing:

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

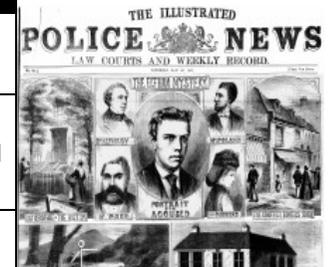
<b>T</b> <b>Text Type</b>	What are you being asked to write? Is it an article, letter or speech?
<b>A</b> <b>Audience</b>	Who is your article aimed at? Parents, teenagers etc.
<b>P</b> <b>Purpose</b>	What is the purpose of your writing? Persuade, advise, inform or argue.
<b>S</b> <b>Style</b>	Is your writing formal or informal? This should match with your intended audience.

## 5. Types of Newspaper:

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

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

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



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

### Upper and Lower Bounds

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

Step 1) Find the size of the interval

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

Step 2) Half the interval

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

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

$$57.7 - 0.05 = 57.65$$

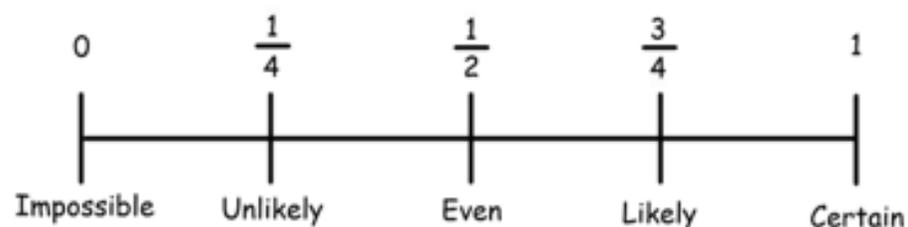
Step 4) Calculate the upper bound by subtracting half of the interval

$$57.7 + 0.05 = 57.75$$

Step 5) Write as an error interval using inequalities

$$57.65 < x < 57.75$$

### Probability scale and likelihood



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

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

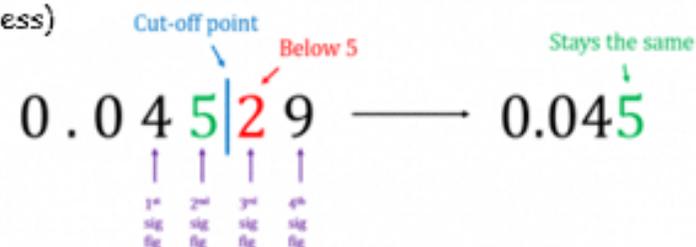
Events are placed on the probability scale to determine their chance of occurring.

### Rounding Significant Figures

Round 0.04529 to 2 significant figures

Step 1) Determine the cut-off point

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



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

**Multiplying Integers**

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

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

**Adding Negative Numbers**

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

**Column Addition**

$$\begin{array}{r} 1 \\ 29 \\ + 35 \\ \hline 64 \end{array}$$

9+5=14  
14 is more than 10!

**Column Subtraction**

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

(10+4=14)  
14

**Written methods**

**Multiplication (Grid method)**

$26 \times 5$

<b>x</b>	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)**

$186 \div 6$

$$\begin{array}{r} 031 \\ 6 \overline{) 186} \\ \underline{6} \phantom{00} \\ 18 \phantom{0} \\ \underline{18} \phantom{0} \\ 06 \\ \underline{06} \\ 0 \end{array}$$

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

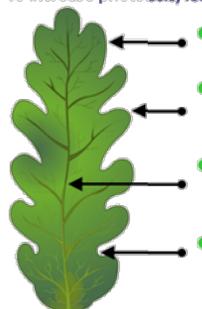
Draw in your line then check the number to the right

### Aerobic vs Anaerobic Respiration

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

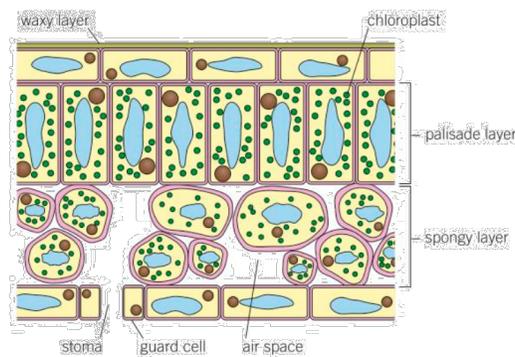
### Structure of a leaf

To increase photosynthesis, leaves have certain key features:



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

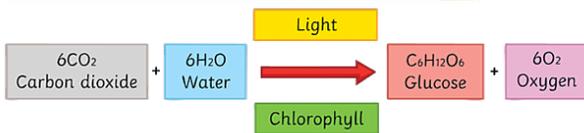
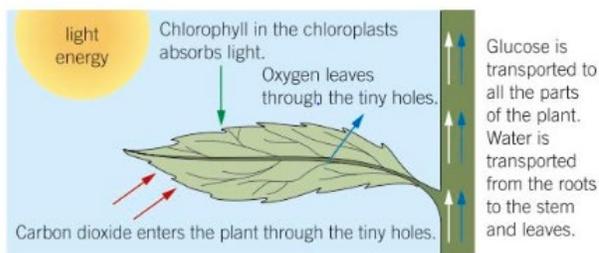
### What does the inside of a leaf look like?



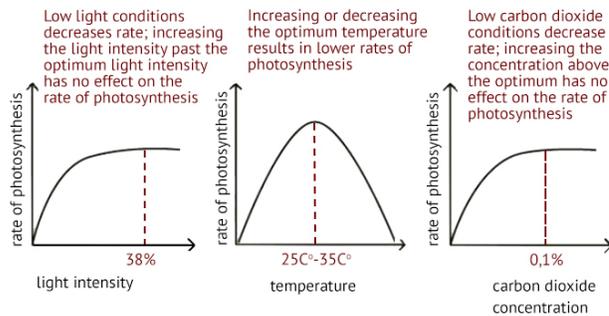
Key Word	Definition
Glucose	A simple sugar used in respiration to release energy
Starch	A carbohydrate that plants use to store chemical energy. Excess glucose is converted into starch.
Fermentation	The chemical breakdown of a substance, such as glucose, by bacteria, yeasts, or other microorganisms.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

### Photosynthesis

The diagram below represents what happens during photosynthesis.



### Limiting Factors of Photosynthesis

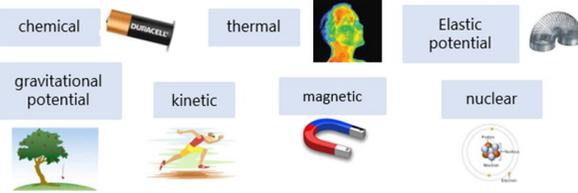


### Testing for Starch

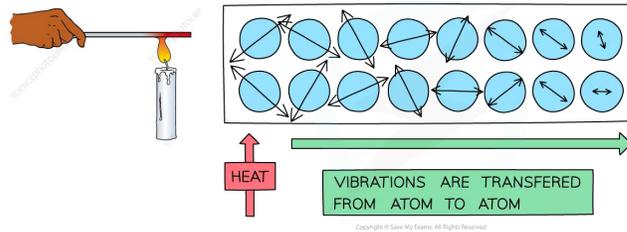


1. Heat a plant leaf in boiling water for 30 seconds (this stops its chemical reactions)
2. Heat it in boiling ethanol for a few minutes (this removes most of its colour)
3. Wash with water and spread onto a white tile
4. Add iodine, the parts that contain starch turn blue-black.

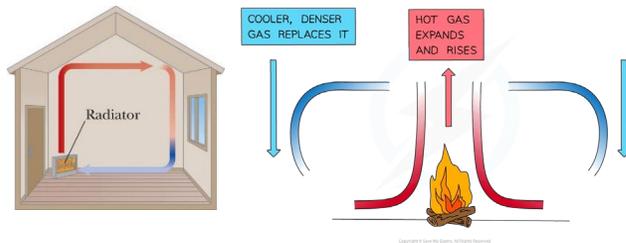
### Energy Stores



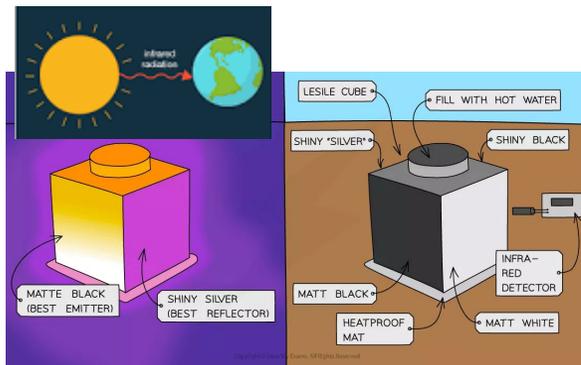
### Conduction



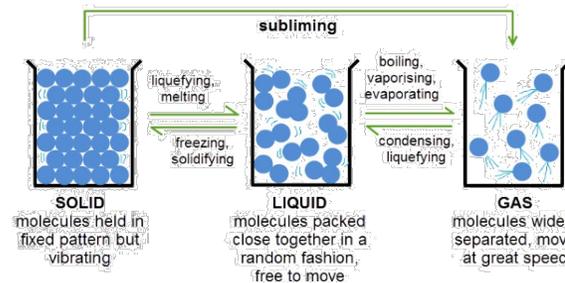
### Convection



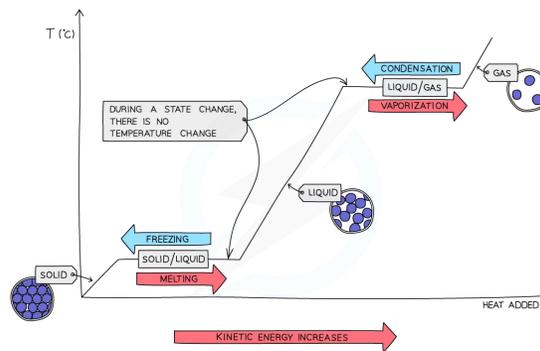
### Radiation



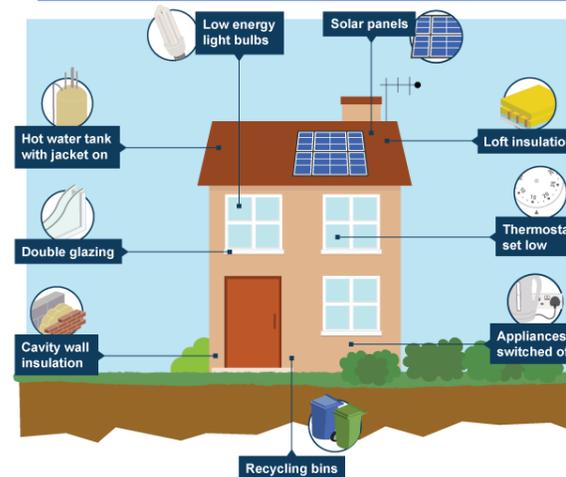
### Changing State



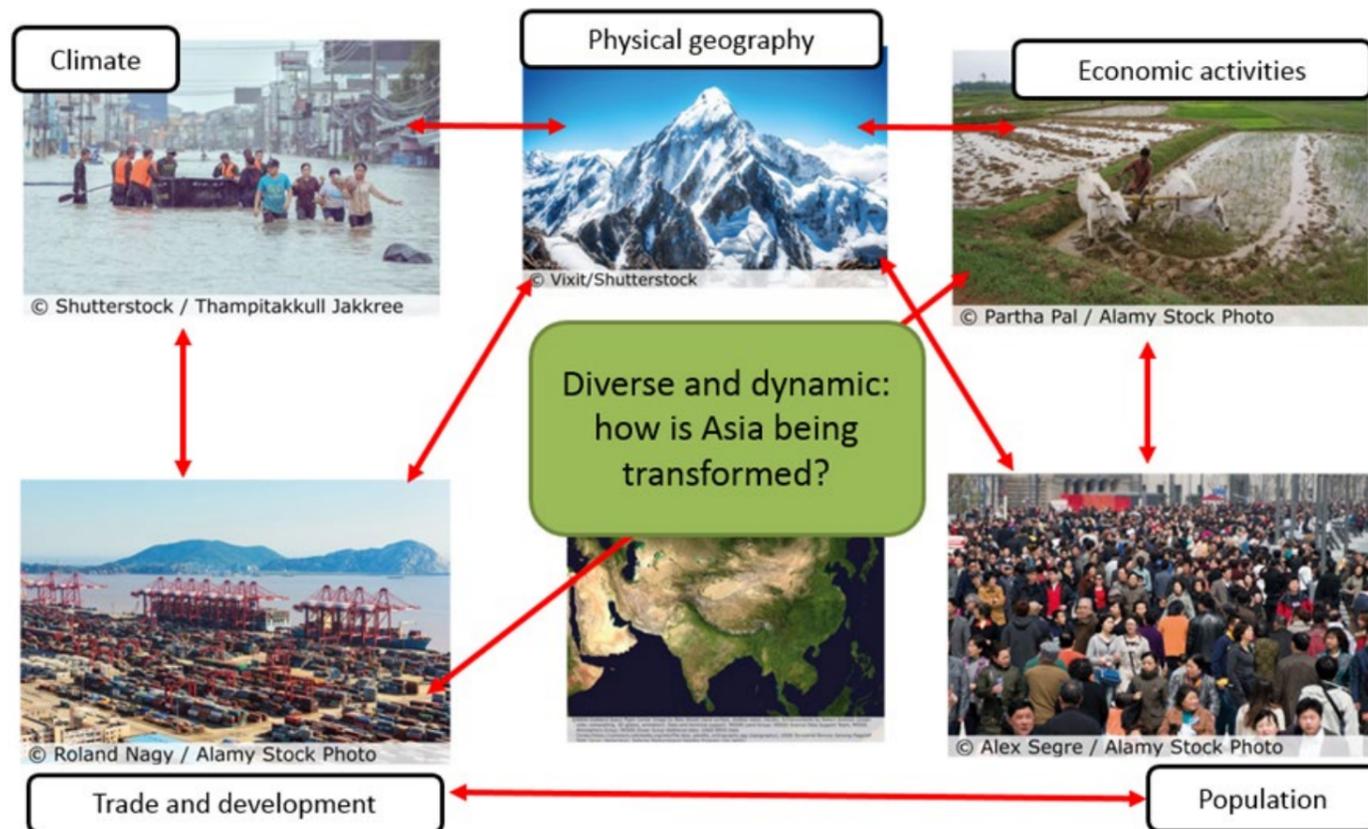
### Heating Curve



### Insulating the Home



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



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

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

**Diverse** means to have lots of variety

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

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

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

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

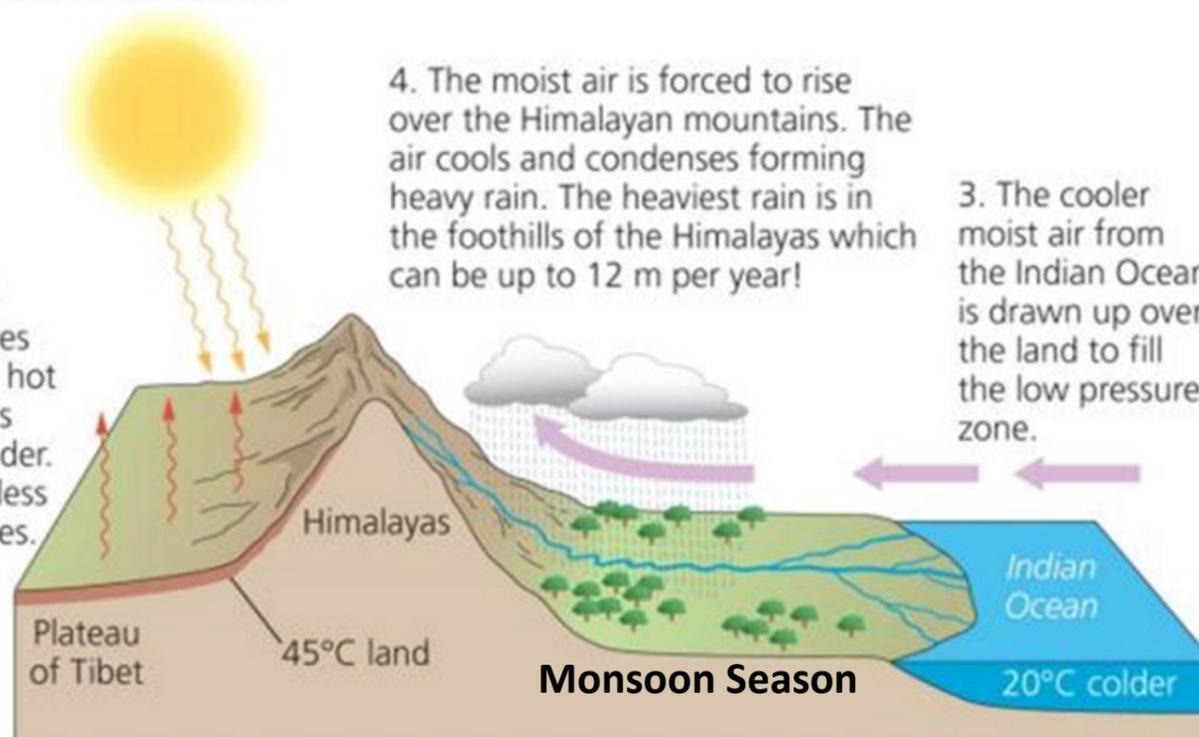
**Poverty** is when someone cannot afford basic needs, such as food, housing, water and healthcare

**Trade** is the buying and selling of goods

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

1. From March to May the strong sun heats up the land quicker than the sea.

2. By the end of May temperatures on land are very hot whereas the seas remain 20°C colder. The warm air is less dense and so rises. A low pressure zone is created which acts as a vacuum.



4. The moist air is forced to rise over the Himalayan mountains. The air cools and condenses forming heavy rain. The heaviest rain is in the foothills of the Himalayas which can be up to 12 m per year!

3. The cooler moist air from the Indian Ocean is drawn up over the land to fill the low pressure zone.

5. As the Sun loses strength during September and the land cools, the winds change and the next dry season begins.



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

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

**Role of Hitler**

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



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

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

**Propaganda**

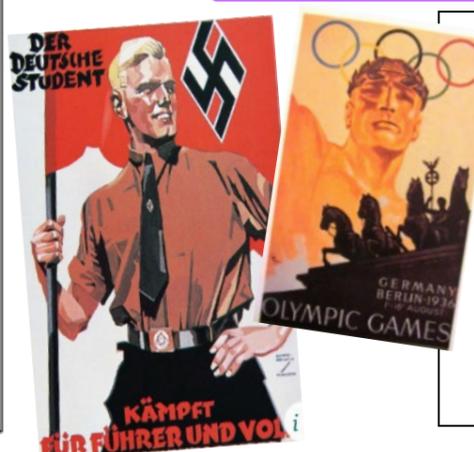
Josef Goebbels used modern technology such as radios, films, and loudspeakers alongside posters and leaflets. They owned 140 newspapers!



They had simple messages like 'One People, One Nation, One Leader'

Propaganda targeted specific groups; workers, farmers and businessmen.

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



**Propaganda**

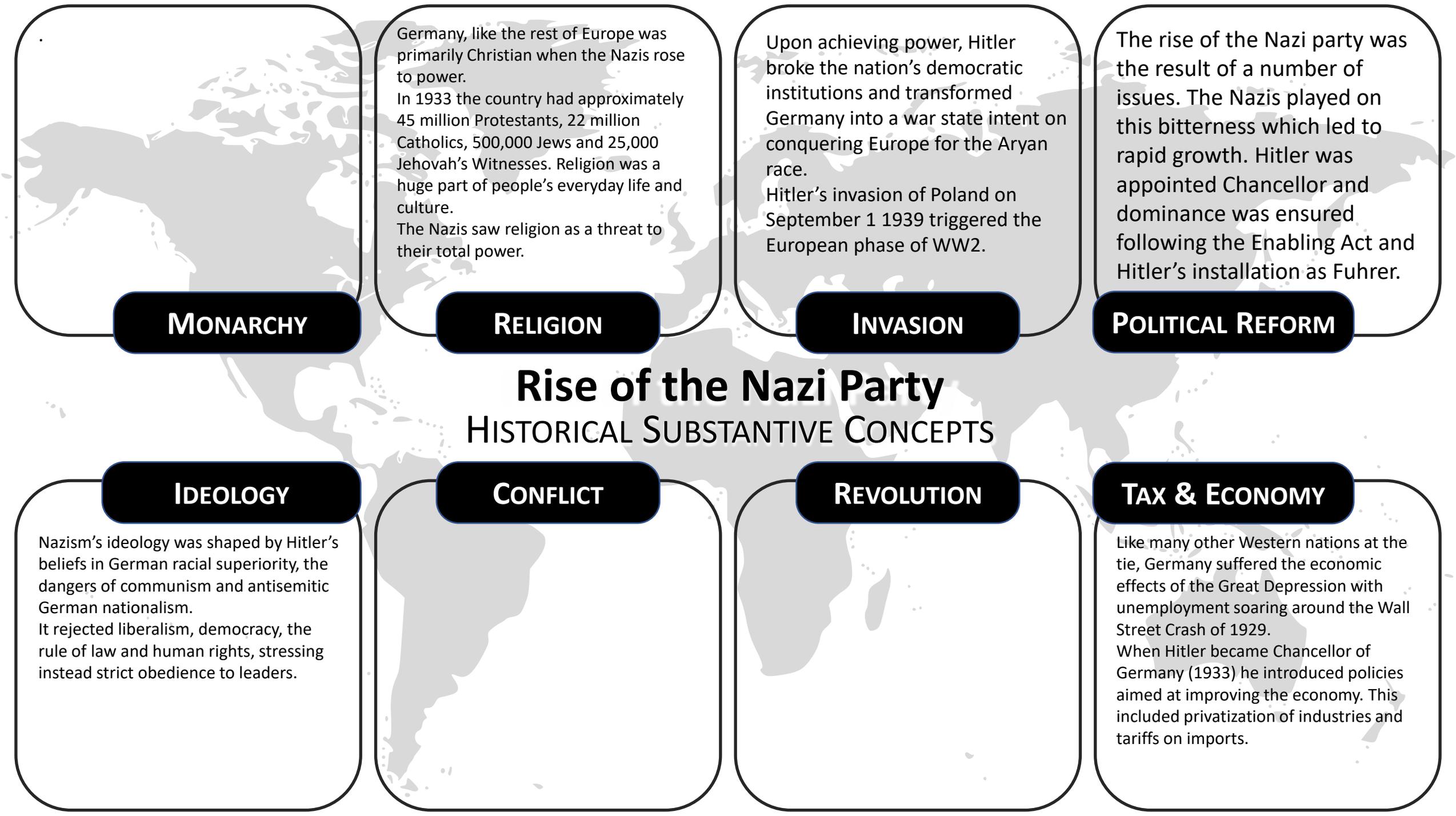
- Rallies – banners, speeches, marches and parades.
- Public holidays and festivals
- Radio broadcasts
- Books
- Films
- Newspapers
- 1936 Berlin Olympic Games

**Terror**

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

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

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

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

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

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

## RELIGION

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

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

## INVASION

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

## POLITICAL REFORM

# Rise of the Nazi Party

## HISTORICAL SUBSTANTIVE CONCEPTS

## IDEOLOGY

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

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

## CONFLICT

## REVOLUTION

## TAX & ECONOMY

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

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

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

Week 1

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

Week 2

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

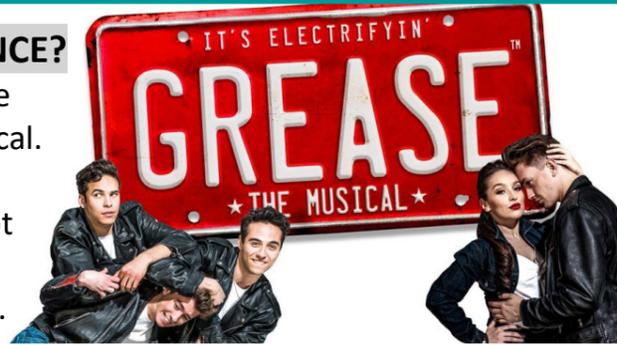


Time phrase	Noun	Activity	In my opinion	Verb	Adjective		
Por la mañana = <b>In the morning</b>	(yo) I	participé en el palo jabón = <b>I participated in the greased pole</b> probé paella = <b>I tried paella</b> saqué fotos = <b>I took photos</b> llevé gafas acuáticas = <b>I wore goggles</b> tiré/lancé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

## Year 8 Dance

### WHAT ARE WE STUDYING IN THIS UNIT OF DANCE?

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



### SUBJECT TERMINOLOGY

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

### Musical Theatre

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

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

### 1950s: Hand Jive

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

### ACTIONS

Clapping      Jumping      Sliding      Contact      Turning      Tapping      Partner work

### Feedback

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

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

### Production in Theatre

Producing theatres have creative teams which develop new productions from existing or new works. This includes directors, musical directors and choreographers, as well as designers of sets, props, costume, lighting and audio-visual media. They might be freelance or based at the venue, with additional specialists being brought on as required. Often these theatres will also have craft departments to make or install the design elements chosen for the production.

**Costume:** Costume informs the audience about a character, their social position, personality, and contributes to the creation of the world of a play.

For many actors, putting on their costume is an important part of getting into character before going on stage. It can affect their posture and how they move. Sometimes they will change costume several times during a show, demonstrating the passage of time, a transformation of their character, or to become different characters.

the costume.



**Make up and hair:** Hair and makeup allow actors to truly transform into complete characters using prosthetics, paint, wigs, and more. Roles and responsibilities can vary hugely, but in general, this department deals with the designing of hair and makeup and the process of achieving these designs. This can range hugely from simple styled hair and naturalistic makeup to gory SFX wounds and huge statement wigs.

### Subject Terminology

<b>Naturalistic</b>	A form of theatre designed to create the illusion of reality for an audience. Originated in the late 19th century.
<b>Symbolic</b>	A symbol can represent an abstract idea, eg the colour red representing romance or a dove representing peace.
<b>Prosthetics</b>	An aspect of make-up design where synthetic materials are used to alter a human's physical appearance.
<b>Costume</b>	What a performer wears on stage.
<b>Pyrotechnics (pyro)</b>	The use of fireworks within theatre to create effects, eg explosions
<b>Flying</b>	Involves a manual or electric system that lifts performers off the stage, allowing for stunts and aerial sequences
<b>Set Dressing</b>	Smaller items that add details to a set, such as <b>stage furniture</b> , to help establish setting and era.

### The purpose of set design

The set helps show where and when the story of a play takes place, while also conveying meaning to the audience.

**Conveying setting-** The most essential aspect of set design is to show the audience where the action takes place.

**Conveying period-** As well as conveying the setting, the set design should suggest the **period** of the play. For example, a play set in a living room in the 1970s could feature yellow and browns within the patterned walls and floors and large retro furniture associated with the era.

**Communicating themes or symbols -** The set design can also communicate abstract concepts, such as **themes** and **symbols**. As an example, a design could include a large, dead tree to suggest the themes of death and decay.

# YEAR 8 – TERM 4 KNOWLEDGE ORGANISER: FILM MUSIC

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

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

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

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

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

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

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

<p><b>Protests and Terrorism</b></p> 	<p><b>Protests</b></p> <p>The right to gather together and protest is a fundamental democratic <b>freedom</b>. UK law allows for peaceful public protest but sometimes protests can turn violent and become a <b>riot</b>. Christians often <b>protest unjust laws</b> or for other forms of justice but would rarely advocate the use of violence in protest.</p>	<p><b>Terrorism</b></p> <p>Examples of terrorism include suicide bombing, mass shootings or using vehicles to injure pedestrians. The aim of terrorism is to make society aware of a cause or issue and to make people frightened to go about their business. Christians don’t promote political violence + believe terrorism is wrong as it targets innocent people.</p>
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<p><b>Pacifism and Christian Responses to War</b></p> 	<p><b>Pacifism</b> is the idea that <b>all forms of violence are wrong</b>. Pacifists such as Quakers refuse to take part in war and often choose to be a <b>conscientious objector</b> (someone who doesn’t go to war for moral reasons) or to assist in medical tasks like ambulance driving. Christians try to follow Jesus’ teaching that “blessed are the peacemakers”</p>	<p>Christians try to show <b>mercy</b> and <b>agape</b> to victims of war and provide them with assistance. This can be through charity or through welcoming them into their churches. It can be victims in their own country or <b>refugees</b> such as people fleeing from Syria or Yemen. This is an example of ‘love your neighbour’ in action.</p>
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Quotes

**Islam**

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

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

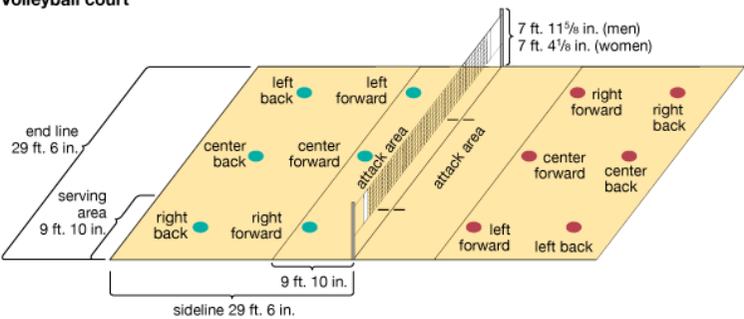
**Christianity:**

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

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



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

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

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

### Things that can affect our mental wellbeing

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

Common life events that can affect your mental wellbeing include:

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

### The importance of Self Care

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

Some self care techniques include:

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

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

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

### Define:

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

### Further sources of information and advice.

<a href="mailto:concern@magnusacademy.co.uk">concern@magnusacademy.co.uk</a>	This email address can be used if you have any concerns about a student at the academy and can also be used to report bullying.
MIND – <a href="http://www.mind.org.uk">http://www.mind.org.uk</a>	Helpline – 0300 123 3393 open 9am to 7pm, Monday to Friday or text: 86463
Young Minds – <a href="https://youngminds.org.uk">https://youngminds.org.uk</a>	Text: 85258 or Parents Helpline: 0808 802 5544
Stem4 – <a href="https://stem4.org.uk/">https://stem4.org.uk/</a>	