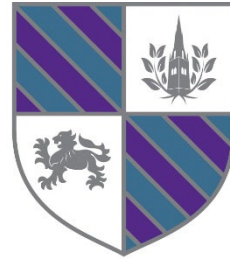


Student Name:



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: April 2026

Year 8

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

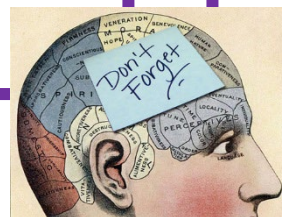
Determination – Integrity – Ambition – Humility – Compassion

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

Year 8 — English ‘Hamlet’, by William Shakespeare

Box 1: Characters

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



Box 2: Key Facts about Hamlet

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

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

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

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

The characters are powerful people with a high status.

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

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

There is something exceptional about the tragic hero.

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

Box 3: Subject Terminology

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

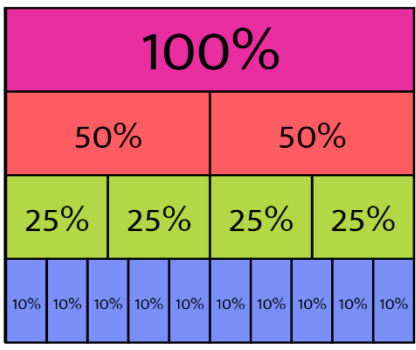
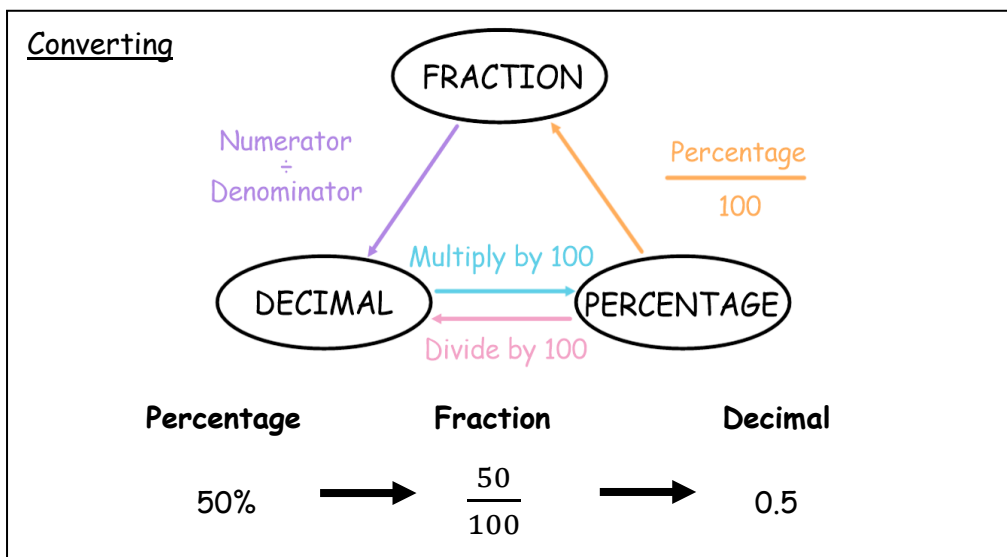
Subject Terminology	
Percentage	Parts per 100. They have fraction and decimal equivalents.
Percentage Increase	How much a percentage has gone up over time.
Percentage Decrease	How much a percentage has reduced over time.
Converting	Changing a value from one form to another.

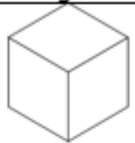
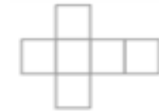



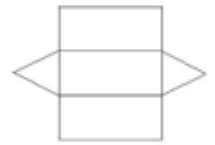

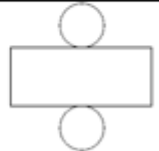
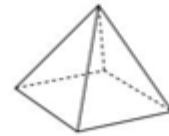

Subject Terminology	
3 dimensional	A solid in all 3 dimensions (length, width, and depth)
Face	A flat side of a 3D shape
Vertex	The corners of the shape
Edge	The lines connecting the vertices
Prism	A solid with a consistent cross section throughout
Surface area	The total area of all faces of a 3D solid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

Percentage of an Amount

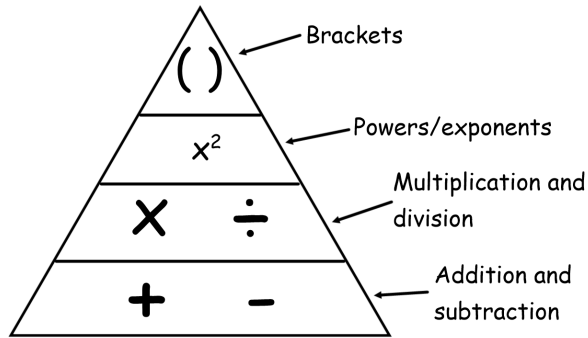
100% is one whole. This can be made up of various other percentages, for example:

$50\% + 50\% = 100\%$
and
 $70\% + 15\% + 10\% + 5\% = 100\%$

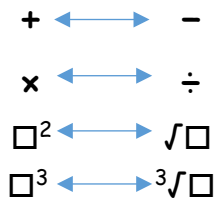



Name	Diagram	Net
Cube		
Cuboid		
Triangular Prism		
Cylinder		
Square-based pyramid		

Order of Operations



Inverse Operations



Square Numbers

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

Cube Numbers

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

Written methods

Multiplication (Grid method)

26×5

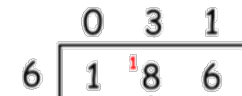
×	20	6
5	100	30

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

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

Division (Bus stop)

$186 \div 6$



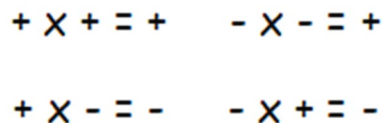
6 doesn't divide into 1, so the 1 carries.

6 divides into 18, 3 times.

6 divides into 6, once.

Multiplying Integers

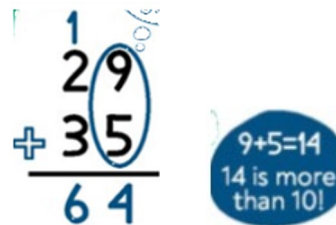
If the signs are the same, the result is positive.



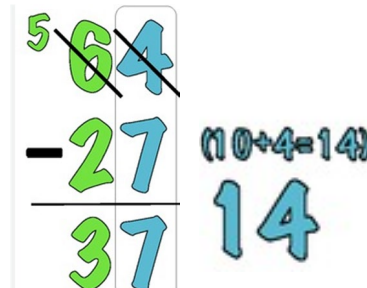
Adding Negative Numbers

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

Column Addition



Column Subtraction



Rounding (to different degrees of accuracy)

*** 5 and above rounds up ***

24.356 To the nearest integer (whole number)

24

24.356 To 3 significant figures (starting at first non-zero digit)

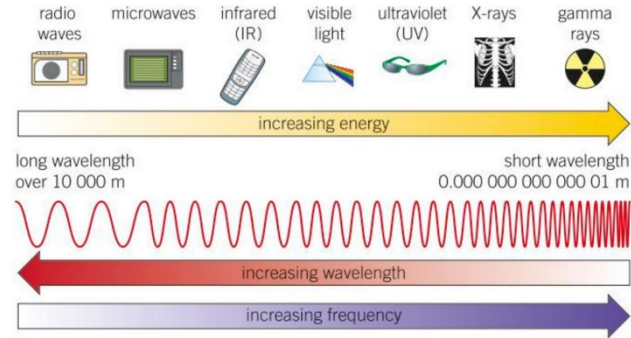
24.4

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

24.36

Draw in your line then check the number to the right

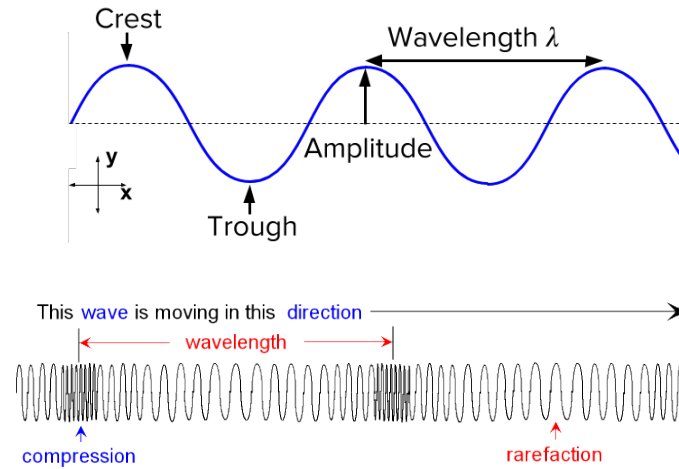
Electromagnetic Spectrum



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

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

Transverse and Longitudinal Waves



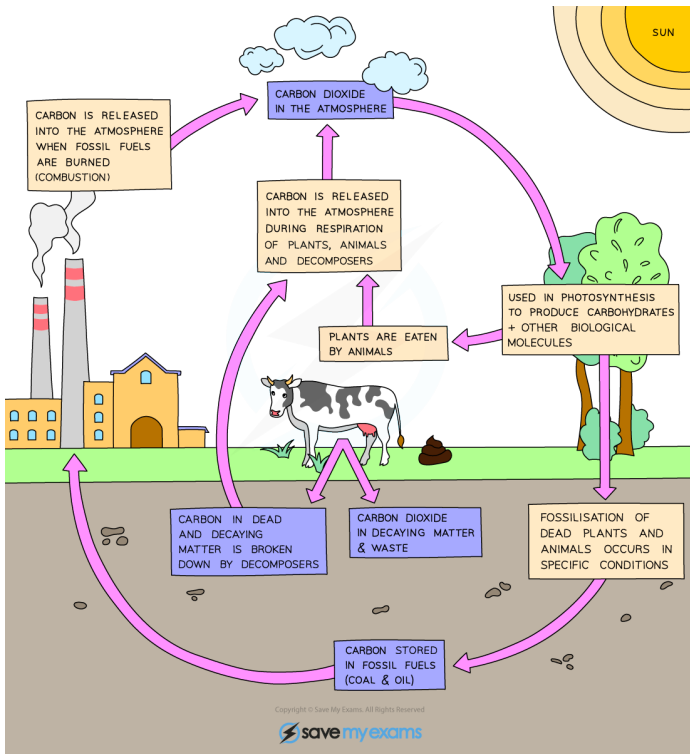
	P – Waves	S-Waves
Type of wave	Longitudinal	Transverse
Relative speed	Faster	Slower
Can travel through	Solids and liquids	Solids only

Seismic Wave Properties

Properties of Light and Sound Waves

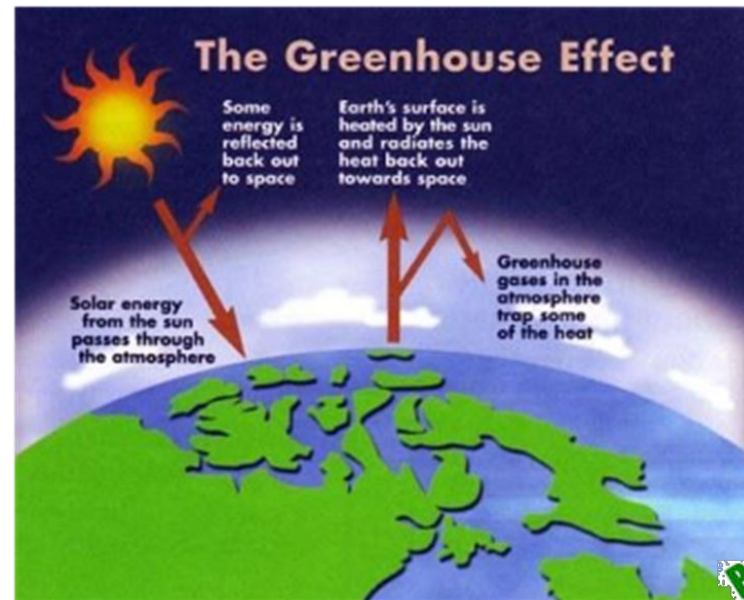
	Light	Sound
Type of wave	Transverse	Longitudinal
Can they travel through matter?	Yes (if transparent or translucent)	Yes
Can they travel through a vacuum?	Yes	No
How are they detected?	Eyes, cameras	Ears, microphones
Can they be reflected refracted and diffracted?	Yes	Yes

The Carbon Cycle

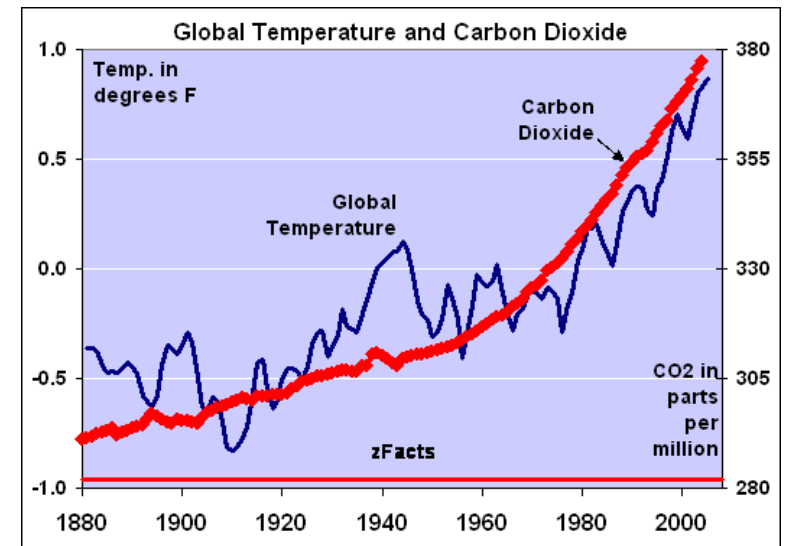


Subject Terminology	Definition
Atmosphere	The layers of gases that surround the Earth.
Global warming	The rise in the global average temperature of the Earth's atmosphere.
Greenhouse gasses	The gasses responsible for increasing the greenhouse effect; carbon dioxide, methane and water vapour.
Carbon cycle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

The Greenhouse Effect



Carbon dioxide levels vs Global Temperature



The Reactivity Series

Increasing reactivity ↑

potassium	Please
sodium	send
calcium	Charlie's
magnesium	monkeys
aluminium	and
zinc	zebras
iron	in
lead	lead
copper	cages
silver	securely
gold	guarded!

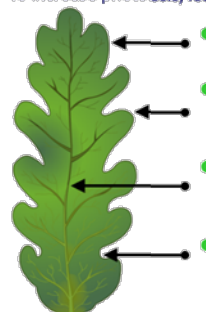


Aerobic vs Anaerobic Respiration

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

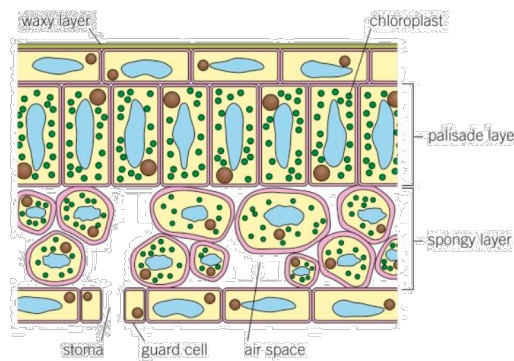
Structure of a leaf

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.

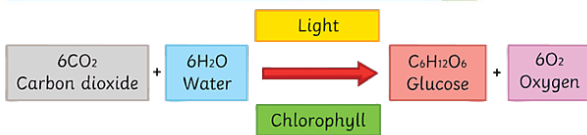
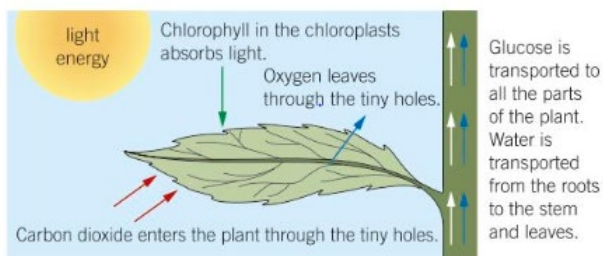
What does the inside of a leaf look like?



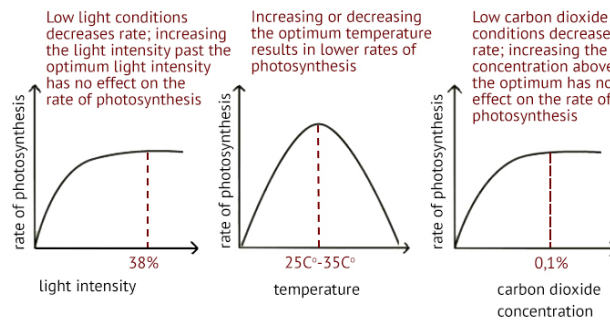
Key Word	Definition
Glucose	A simple sugar used in respiration to release energy
Starch	A carbohydrate that plants use to store chemical energy. Excess glucose is converted into starch.
Fermentation	The chemical breakdown of a substance, such as glucose, by bacteria, yeasts, or other microorganisms.
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.

How does an earthquake occur?

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

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

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

The theory of plate tectonics

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

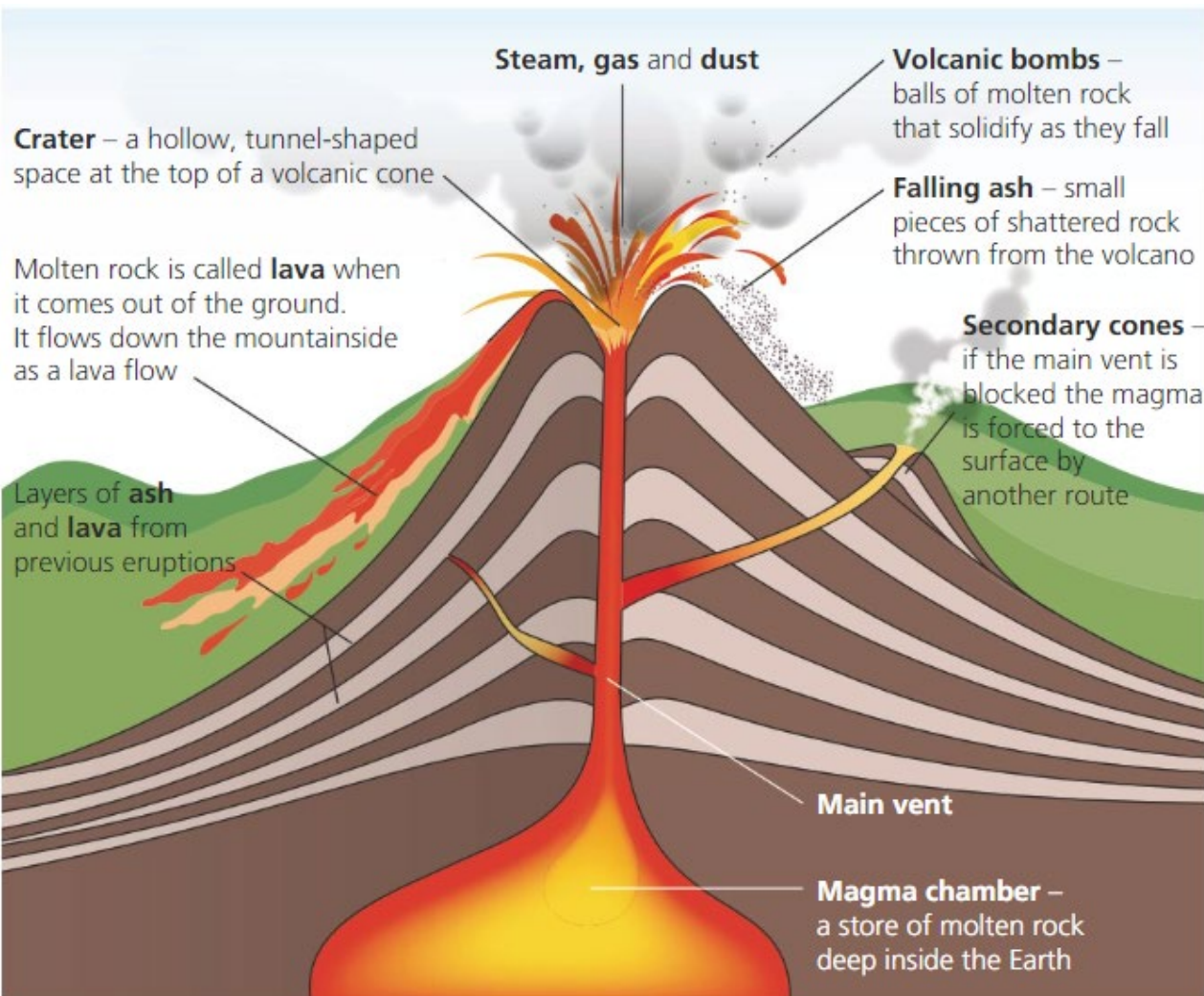
The Earth's brittle outer layer is a patchwork of slabs that sit on top of the mantle. The surface of the Earth is believed to be divided into seven major and eight minor lithospheric plates. Plates are, on average, 125 km thick, reaching maximum thickness below mountain belts.

Advantages of living near a volcano

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

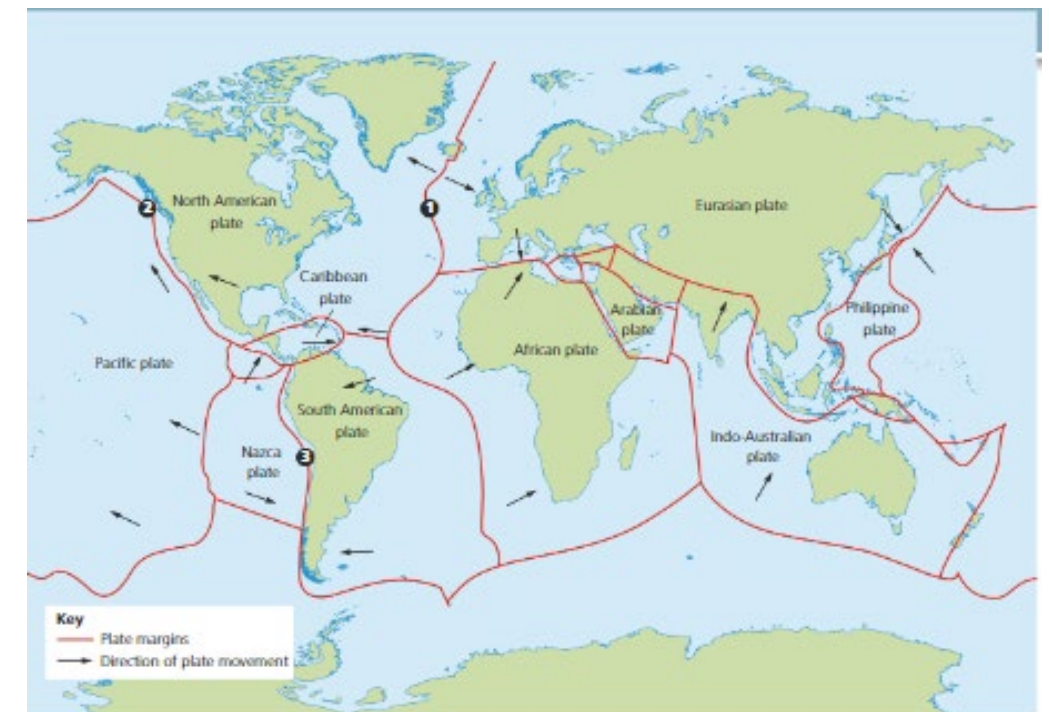
Technical Vocabulary

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



Volcanoes are found in three states:

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



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



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

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

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

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

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

MONARCHY

The Holocaust was the state-sponsored, systematic persecution and murder of Jews by Nazi Germany between 1933-45. After World War II, religious groups supported plans for a United Nations and massive aid to rebuild Europe and Asia. They also developed new programs that would revitalize religious faiths around the world. The assumption was that democracy could not survive without a vital religious faith and a strong church.

RELIGION

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

INVASION

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

POLITICAL REFORM

World War Two

HISTORICAL SUBSTANTIVE CONCEPTS

IDEOLOGY

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

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

CONFLICT

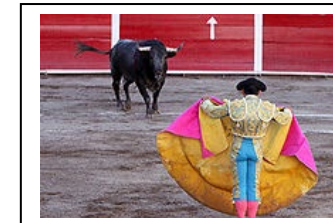
World War Two would take more lives and destroy more land and property around the globe than any previous war. In the six years of fighting, an estimated 45-60 million people were killed, including the 6 million Jews murdered in Nazi concentration camps as part of Hitler's "Final Solution".

REVOLUTION

TAX & ECONOMY

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

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

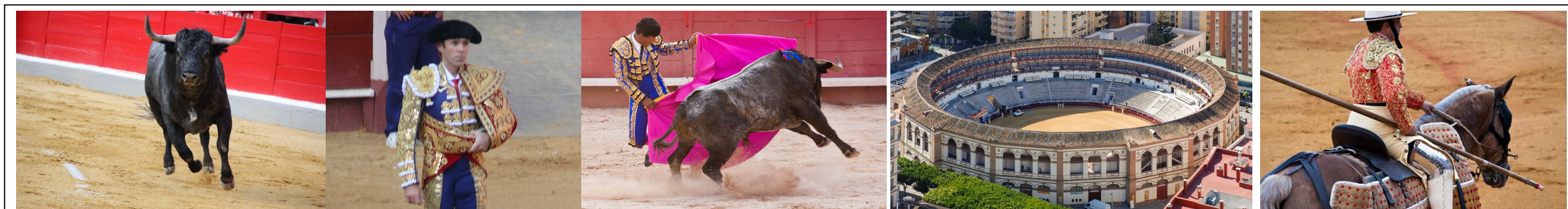


Week 1

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

Week 2

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



Week 3

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

Week 4

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

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.



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.

SUBJECT TERMINOLOGY

Choreography	To create your own sequence of movements
Mirroring	Reflecting the actions of another dancer, as if in a mirror image.
Canon	Same action, different time.
Performance skills	Stand ready for performance, not talking, giggling, fidgeting, good posture, focus out to the audience, hold ending position.
Choreographic intention	The aim of the dance; what the choreographer aims to communicate
Relationships	The ways in which dancers interact; the connections between
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
Adapt	To change, to modify.
Timing	Moving to the beat of the music

ACTIONS

Clapping Jumping Sliding Contact Turning Tapping Partner work

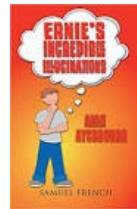
Feedback

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?

Name of Play	Ernie's Incredible Illucinations
Name of Writer	Alan Ayckbourn
Date Play was written	The short play, conceived with performance by schools in mind, was written in 1969 and continues to be popular to this day.
Alan Ayckbourn says of the play	I tried to write a play which a large class of children could perform – a play that everyone could take part in. I also wanted to write something that would draw on the imagination of children and cause them possibly to explore other 'Ernie' situations of their own."

Alan Ayckbourn's Ernie's Incredible Illucinations is a bright comedy based on the extraordinary powers of Ernie Fraser, a day-dreamer with a difference. Like all schoolboys Ernie has a vivid imagination, but Ernie's thoughts have a disturbing habit of turning into reality. After a number of embarrassing episodes, Ernie's parents decide to consult a doctor, who is sceptical. Several of Ernie's adventures arc acted out for us in flashback, but when Ernie fails to produce a Brass Band on demand, the doctor diagnoses group hallucination and recommends a visit to a specialist. However, 'Ernie's incredible illucinations' aren't to be dismissed quite so lightly, as you will see...



Audience awareness

This means, being aware of where your audience is positioned and making sure your drama is presented towards them so they can appreciate it. Often, we encourage actors to face the audience (although sometimes it can be effective to decide to have your back to the audience).

The aim of performing is to ensure that the **playwright's** intentions can be communicated to an audience. Knowing what these intentions are will help a performer choose how to perform. It is a performer's job to interpret and perform a character as appropriate to the demands of the performance. Creating this character is known as **characterisation**. This has to be held or sustained throughout the performance.

Flashback

This is a scene within a scene where the action jumps back in time and we get to see what happened earlier in the story. Flashback can be a useful way of building tension in a storyline and can let the audience know more about the characters.

Subject Terminology

Dialogue	Where two or more people are speaking with each other
Monologue	A speech made by just one character.
Prologue	A speech made to introduce a play. It often reveals just enough of the story so that the audience is intrigued and encouraged to stay and watch the events unfold.
Form	Is the way that the story is told, the way the characters play their parts, and/or the way the themes are explored.
Sight-read	Performing while reading the play without having learned the lines
Accent	The distinctive way of pronouncing language so that it is associated with a particular place or social class.
Stage Directions	An instruction in the play text indicating how the actor should perform.
Staging	The space the play is performed in- proscenium arch, traverse, in the round, promenade.



Perform using a character using vocal technique.

Perform using a character using physical technique.

Use of Voice	
Tone	Does your voice sounds appropriate - perhaps harsh or soft, angry or happy? Is it suitable for the character you're playing?
Volume	Have you got the loudness or quietness of your character right?
Pitch	Does your character speak with a high or low pitched voice? If you were playing a hanging judge, would a squeaky voice sound right?
Pace	How quickly do you say your lines? Too fast, and the audience won't keep up, too slow and they might get bored. Can you change the pace according to what's happening in the play?
Articulation	Have you practiced speaking very, very clearly? It's crucial!



Movement	
Dynamics	There are moments where tension and atmosphere build, moments of activity, stillness, pauses and sections of higher and lower energy.
Body language	How you move/ hold your body to show attitude and feelings.
Facial expression	How you move/ hold your face to show attitude and feelings.
Emotions	How your character moves to show the emotions they are feeling.
Eye contact	Do you need to have eye contact with another character or is your character shy?
Character	The person you are acting.
Posture	How your character stands to show their age, confidence, disability, etc.
Gesture	A movement of part of the body, especially a hand or a head, to express an idea or meaning.

TECHNICAL VOCABULARY

Monologue	One person speech in a play.
Body language	How you move/hold your body to show attitude and feelings.
Facial expression	How you move/hold your face to show attitude and feelings.
Use of voice	How you use your voice in performance to show character.
Rehearse	Practice the performance
Character	The person you are playing from the script
Blocking	Working out the movement in a performance.
Duologue	A <u>two person</u> performance of a play
Gesture	A movement of part of the body, especially a hand or a head, to express an idea or meaning.

Use of voice- revision

V	The loudness and quietness of your speech
P	How quickly you say your lines.
T	How you show the emotion in your voice.
A	How clearly you speak in performance.

Use of movement- revision

P	How your character holds their body to show their age, etc.
C	The person you are playing.
D	The moments of tension and atmosphere build up.
G	A movement of part of the body, especially a hand or a head, to express an idea or meaning.

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

Subject: Religious Studies

Christian views and teachings

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

Animals:

How should we treat animals?

Are we above animals, or equals?

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

Is it morally acceptable to test on animals?

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



The environment:

How should we treat the world?

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

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

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

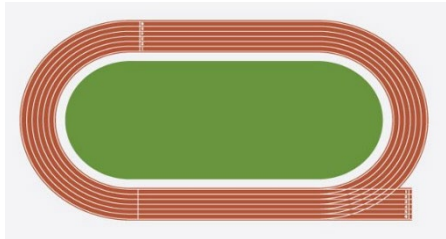



Subject Terminology




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



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

Key skills		Track events	Field events																							
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Half-Term 5 & 6: Subject – PE – Year 8 – Cricket

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

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

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



Further sources of information and advice.	
concern@magnusacademy.co.uk	This email address can be used if you have any concerns about a student at the academy and can also be used to report bullying.
Childline.org.uk 0800 1111	Child Line is a service you can use if you are worried or need to talk to someone about pretty much anything. You can chat online, or on the phone. Phone calls are free and don't show up on the bill.
NSPCC https://www.nspcc.org.uk	Specialise in child protection and dedicated to protecting children today to prevent abuse tomorrow.
CEOPS https://www.ceop.police.uk/safety-centr/	The Child Exploitation and Online Protection Centre – work with safeguarding and child protection partners across the UK and overseas.

TECHNICAL VOCABULARY

Still Life	A group of inanimate objects that are grouped together to be drawn or painted
Genre	A category in art
Proportion	The relationship between things in size
Measurement	The size of something
Tone	How light or dark something is
Contrast	A big difference (between tones)
Accuracy	Correct
Observational	The subject is in front of you while you draw it
Form	3 dimensional shape
Shape	The outline of something



Add highlights to provide contrast

Make sure toes lift up

Add a small dark shadow under the shoe

Measure shoe to the actual size

Add contrasting tones to create form and make the shoe look more 3D

Categories of wood	
Hard wood	Oak used for high end furniture Ash used for sports equipment Beech used in children's toys Mahogany used for outdoor furniture
Soft wood	Spruce used in construction Parana pine used for high end furniture Red Cedar used for outdoor cladding Scots pine used for
Manufactured board	MDF used for flat packed furniture Chip board used for kitchen work tops Plywood used for making boats

Finishes that can be applied on wood	
Danish oil	Kitchen work tops
Clear Varnish	Outdoor and indoor Furniture
Stain	Outdoor fencing and sheds
Paint	Doors and frames
Wax	Indoor furniture

Components	
Nut and bolt	<ul style="list-style-type: none"> Needs a clearance hole to fit in. Used to connect two or more objects together (any material).
Round headed screw	<ul style="list-style-type: none">
Counter sunk screw	



ACCESS FM – Design considerations	
Aesthetics	Describing its appearance.
Cost	How much to make and sell it for?
Client	Who is the product aimed at?
Environment	Where will it live?
Sustainability	Is it made from materials that are easily replace?
Safety	Sharp corners? Loose components? Unstable? Comes apart easily? Nontoxic materials!
Function	How will it work?
Materials & Manufacture	What will it be made from? What equipment is needed to make it?

Specification	A detailed list of requirements that describes what the product
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