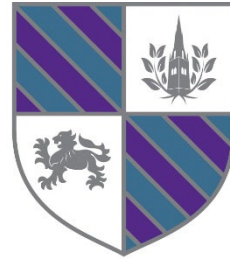


Student Name:



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: June 2026

Year 8

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

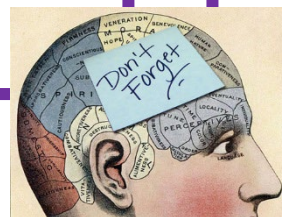
Determination – Integrity – Ambition – Humility – Compassion

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 6 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>Geography</u></p> <p>Atinuke, Feddag, Mouni, 2019 <i>Africa, amazing Africa: country by country</i> Walker Books</p> <p>Lyndon, Dan, 2014 <i>African empires</i> Franklin Watts</p> | <p><u>PSHE</u></p> <p>Hagger-Holt, Sarah, 2024 <i>The fights that make us</i> Usborne</p> <p>Head, Honor, 2017, <i>Understanding sexuality : what it means to be lesbian, gay or bisexual</i> Franklin Watts</p> <p>Lame, Amy, 2017 <i>From prejudice to pride : a history of LGBTQ+ movement</i> Wayland</p> <p>Lapinski, L. D, 2023 <i>Jamie</i>, Orion</p> | <p><u>Science</u></p> <p>Anders, Mason, 2017 <i>DNA, genes, and chromosomes</i> Raintree</p> <p>Claybourne, Anna 2014 <i>The Usborne introduction to genes & DNA</i> Usborne</p> <p>Colson, Mary, 2016 <i>Charles Darwin and Alfred Russel Wallace</i> Franklin Watts</p> |
| <p><u>Computing</u></p> <p>Stowell, Louie, 2017 <i>Coding for beginners using Python</i> Usborne Publishing Ltd.</p> | | <p><u>Dance</u></p> <p>Edwards, Dan 2009 <i>Parkour: the art of free running</i></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>National Rounders Association, 2006 <i>Rounders</i> A C & Black</p> | <p><u>History</u></p> <p>Elgin, Kathy, 2009 <i>Crime and Punishment</i> Cherrytree Books</p> <p>Hubbard, Ben 2018 <i>Crime and Punishment Through the Ages</i> Raintree</p> <p><u>Maths</u></p> <p>Colson, Rob, 2018 <i>What are the chances?: probability, statistics, ratios and proportions</i> Franklin Watts</p> | <p><u>Spanish</u></p> <p>Tyler, Madeline, 2018, <i>Ancient Maya</i> BookLife</p> <p>Tyler, Madeline, 2018 <i>Ancient Incas</i> BookLife</p> <p>Stewart, Paul D, <i>Galapagos: the islands that changed the world</i> BBC</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.

Box 3: Subject Terminology:

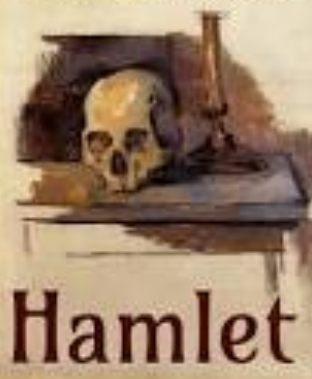
| Term | Definition |
|---------------------------|--|
| Soliloquy | An Act of speaking one’s thought aloud when by oneself or regardless of any hearers. |
| Dialogue | A conversation that takes place between two characters. |
| Monologue | A long speech by one character in a play during a conversation.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

Year 8 — English 'Hamlet': Speech Writing

Box 1: Writing Checklist

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

William Shakespeare



Box 2: Key Themes

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

Box 3: Techniques to use in speech writing

| Term | Definition |
|-----------------------------|---|
| Personal pronouns | Such as 'I' 'you' 'we'. This makes your article personal as though you are speaking directly to the reader. |
| Anaphora | A type of repetition where a word or phrase is repeated at the beginning of successive clauses. It is often used in speech writing to make it memorable and to create a reaction. |
| Imperatives | An imperative sentence gives a direct command. This can stress the importance of a point or sound forceful to your reader. E.g: <i>Give me the money!</i> |
| The Rule of 3 | Three points to support an argument or three words to describe a particular thing. This helps to make your writing memorable. |
| Rhetorical Questions | Rhetorical questions are questions that do not expect an answer. A rhetorical question is a question asked to make a point, rather than get an answer. |
| Hyperbole | This is the use of over exaggeration. Example: <i>The road went on forever.</i> |

Box 4: Transactional Writing

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

| | |
|---------------------------|---|
| T Text Type | What are you being asked to write? Is it an article, letter or speech? |
| A Audience | Who is your writing aimed at? Parents, teenagers etc. |
| P Purpose | What is the purpose of your writing? Persuade, advise, inform or argue. |

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

How to : estimate the mean from a grouped frequency table

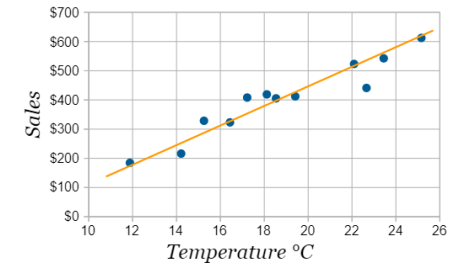
| Cost | Frequency | Midpoint | mp x freq |
|------------------|-----------|----------|------------|
| $0 < c \leq 4$ | 2 | 2 | 4 |
| $4 < c \leq 8$ | 3 | 6 | 18 |
| $8 < c \leq 12$ | 5 | 10 | 50 |
| $12 < c \leq 16$ | 12 | 14 | 168 |
| $16 < c \leq 20$ | 3 | 18 | 54 |
| Totals | 25 | | 294 |

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

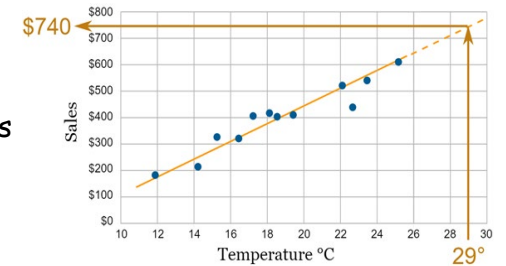
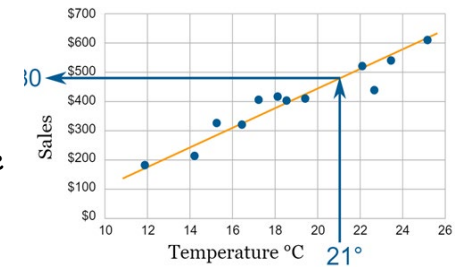
- 1) Find the midpoint (centre) of each group by adding the end points and dividing by 2
- 2) Multiply the midpoints by the frequencies
- 3) Sum the 'frequency' and the 'midpoint x frequency' columns
- 4) Divide the 'midpoint x frequency' total by the 'frequency' total
- 5) Check - does the mean fit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

Scatter graphs

Scatter graphs show the relationship between **bivariate** data (data that has two variables). Here, each point on the scatter graph shows the temperature and the ice cream sales of a different day



We can draw a **line of best fit** on our graph to show the general trend and use that line to **interpolate** (estimate the corresponding value of a value within the range of our data). Interpolation is generally a reliable way to estimate. We can also use a line of best fit to **extrapolate** (estimate the corresponding value of a value outside the range of our data). Extrapolation is less reliable as we can't be sure what happens to the trend outside of our recorded data



How to : calculate averages and the range

13, 6, 3, 100, 3

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

Order of Operations

Inverse Operations

+ ↔ -
 x ↔ ÷
 $\square^2 \leftrightarrow \sqrt{\square}$
 $\square^3 \leftrightarrow \sqrt[3]{\square}$

Square Numbers

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

Cube Numbers

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

Written methods

Multiplication (Grid method)

26×5

| | | |
|----------|-----|----|
| x | 20 | 6 |
| 5 | 100 | 30 |

The 26 is broken into 20 and 6. These numbers are multiplied as shown. The results are then added, $100 + 30 = 130$.

Division (Bus stop)

$186 \div 6$

$$\begin{array}{r} 0 \ 3 \ 1 \\ 6 \overline{) 1 \ 8 \ 6} \\ \underline{6 } \\ 18 \\ \underline{18 } \\ 6 \\ \underline{6} \\ 0 \end{array}$$

6 doesn't divide into 1, so the 1 carries. 6 divides into 18, 3 times. 6 divides into 6, once.

Multiplying Integers

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

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

Column Addition

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

$9+5=14$
 14 is more than 10!

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 Subtraction

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

(10+4=14) 14

Rounding (to different degrees of accuracy)

*** 5 and above rounds up ***

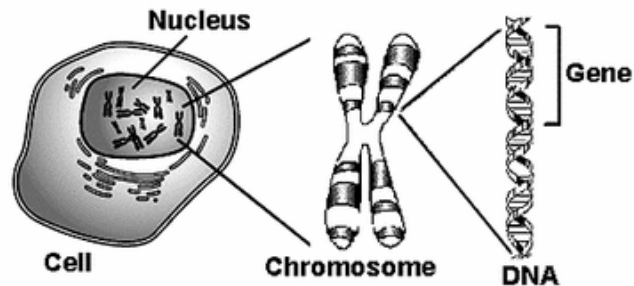
$24 \underline{.} 356$ To the nearest integer (whole number)
 24

$24.3 \underline{.} 56$ To 3 significant figures (starting at first non-zero digit)
 24.4

$24.35 \underline{.} 6$ To 2 decimal places (digits after the decimal point)
 24.36

Draw in your line then check the number to the right

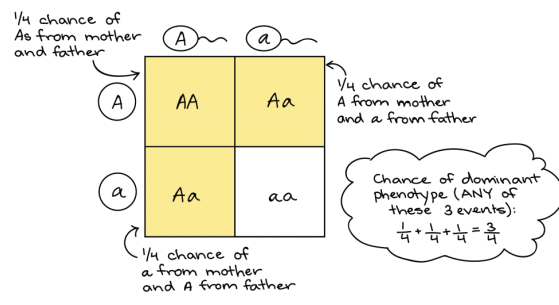
DNA, genes and chromosomes.



Punnett Squares

The Punnett square is a diagram used to make sense out of genetics and inheritance.

The purpose of this diagram is to show the different possible combinations of alleles.



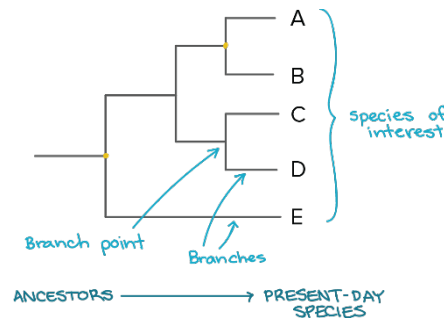
| Key Word | Definition |
|----------------------|---|
| Natural selection | A process by which the best adapted individuals survive and pass on their genes to the next generation. |
| Evolution | A slow process in which a species changes over time in response to their environment. |
| Extinction | When a whole species dies out. |
| Biodiversity | The variety of animals and plants in a given area. |
| Genes | A small section of DNA which is inherited from our parents that provides the code for a particular characteristic or function |
| Inheritance | When living things pass on characteristics to their offspring via their genes. |
| Variation | Difference between individual organisms. |
| Species | A group of organisms which can breed to produce fertile offspring. |
| Genetic modification | A process involving removing a gene from one organisms and inserting it into the DNA of another organisms. |

Evolutionary relationships

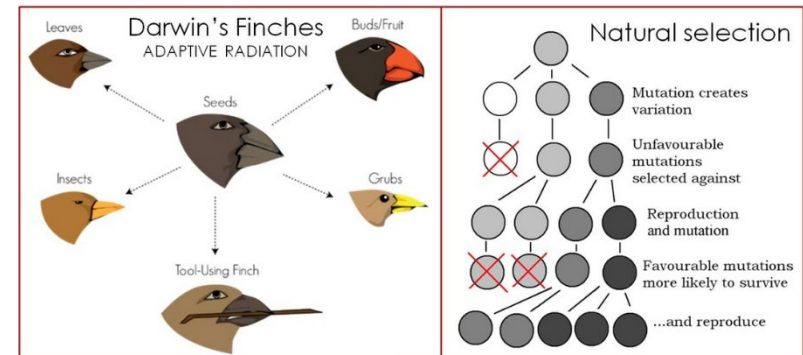
A **phylogenetic tree** is a diagram that represents evolutionary relationships among organisms.

The pattern of branching in a phylogenetic tree reflects how species or other groups evolved from a series of common ancestors.

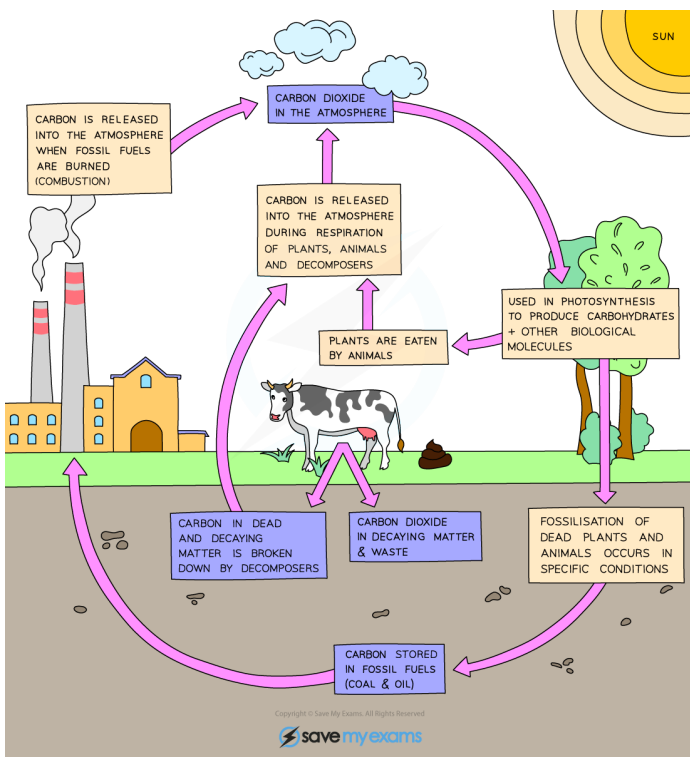
In trees, two species are **more related** if they have a more recent common ancestor and **less related** if they have a less recent common ancestor.



Natural selection

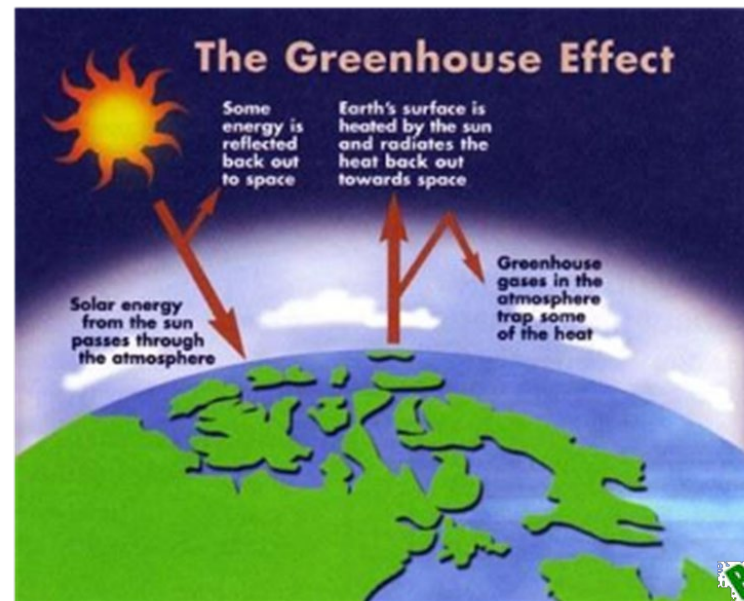


The Carbon Cycle

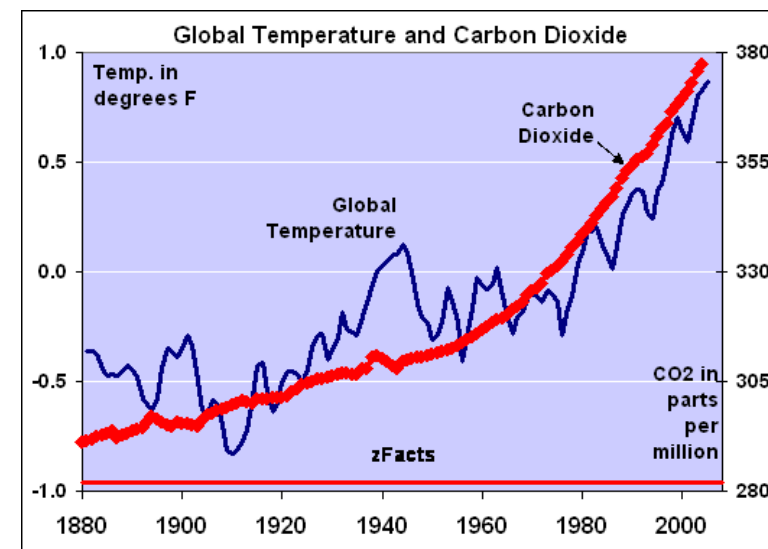


| Subject Terminology | Definition |
|---------------------|--|
| Atmosphere | The layers of gases that surround the Earth. |
| Global warming | The rise in the global average temperature of the Earth's atmosphere. |
| Greenhouse gasses | The gasses responsible for increasing the greenhouse effect; carbon 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
sodium
calcium
magnesium
aluminium
zinc
iron
lead
copper
silver
gold

Please send Charlie's monkeys and zebras in lead cages securely guarded!

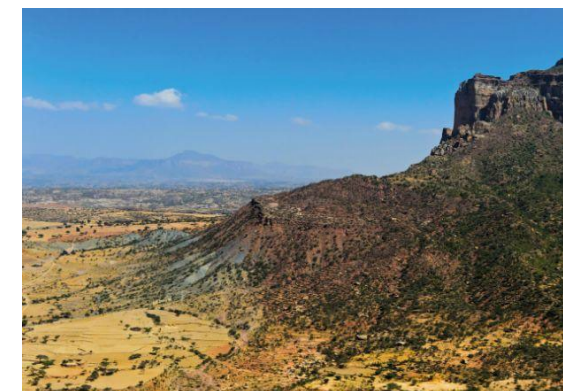




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Mining in Africa: FACTS

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

A **megacity** is a city with a population over 10 million

An **ecosystem** is a community of living organisms, and their connections with the climate and the soil

Colonies are areas controlled by another country

Development is the economic progress of a country and improvements to quality of life

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

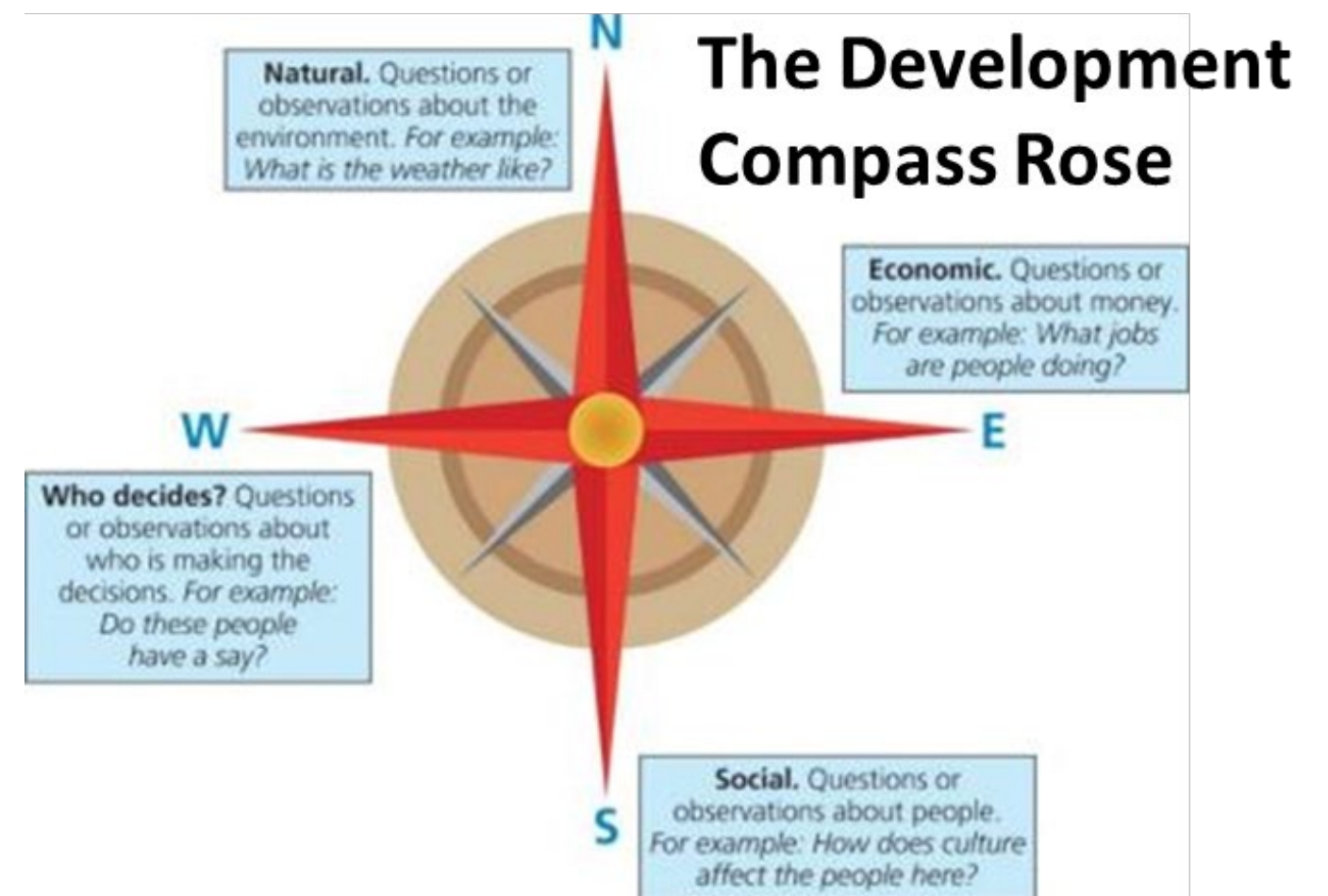
Desertification is the process of land being turned into desert, often through overuse

Drought is a long period of very little or no rain, causing a water shortage

Famine is an extreme shortage of food, which can cause illness and death

Trade is the buying and selling of goods

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



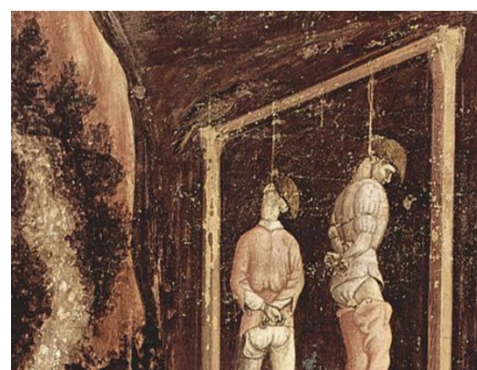
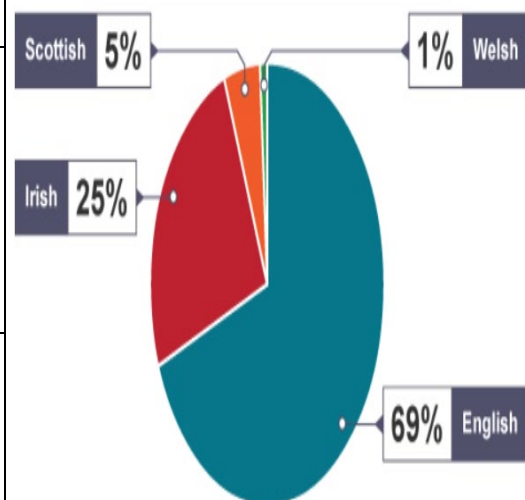
| Medieval (1000-1450) | | |
|---|--|--|
| <u>Crimes</u> | <u>Policing and Trials</u> | <u>Punishment</u> |
| Crimes against the person, e.g., assault / murder | Hue and cry – Community-based Policing: Witnesses / whole village expected to chase suspect. Fines if failed to do so. No organised police force | Early Saxon Blood Feud - where victim's family took revenge. Replaced by following punishments: |
| Crimes against property, e.g., theft | Tithings – Community-based Policing: All males over 12 in a group of 10 – responsible for each other's behaviour. | Capital punishment – hanging 1305 - introduction of 'hung, drawn and quartered' punishment for treason |
| Crimes against authority, e.g. treason | Developments: 1285 Parish Constable introduced Reason for change: to organise hue and cry and link with county Sheriff for more important crimes / crimes outside village boundaries. | <u>Reason for change:</u> retribution / deterrent - hideous punishment to stress enormity of crime |



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

| Early Modern (1450-1750) | | |
|---|--|---|
| <u>Crimes</u> | <u>Policing and Trials</u> | <u>Punishment</u> |
| Heresy: even more important in the context of the religious Reformation. Heresy particularly linked to Catholic Church. Used by Henry VIII, e.g., Anne Askew. Particularly used by Queen Mary (1553-1558) – 283 Protestants burned in 5 years. | Continued to be community-based e.g., Hue and Cry, Town Constables and Town Watch. Unpaid and Voluntary. | Corporal punishment - stocks, pillory, whipping, maiming Capital punishment – hanging |
| Treason: linked to sense to threat to the state from religious and other opponents. Used by Elizabeth (1558-1603) against Catholic priests and Catholic plotters. Used by James I (1603-1625) against 1605 Gunpowder Plotters. | Professional 'Thief-Takers' | Bridewell / House of Correction (including hard labour) for vagabonds. Transportation – 50-80,000 sent to America |
| Witchcraft: Roughly 1000 executed 1542-1736. • Rise in witchcraft linked to religious, social and political developments. Religious – massive change and division of Reformation; Protestant belief that Devil active in people's lives (including 'familiars'); James I's Demonologie , 1597. Social – growing rich / poor divide; growing hostility to women: from 'wise women' to witches. Political – disorder of Civil War period (esp. 1640s) – the 'world turned upside-down' | Decline in the effectiveness of community-based methods in the growing number of larger towns. People anonymous / lesser sense of close community. | Beginning of the Bloody Code C1688 Purpose: <ul style="list-style-type: none"> • Retribution • Deterrent • Removal • Reform / rehabilitation |

Convicts transported to Australia (1787-1868)



| Industrial (1750-1900) | | |
|---|--|--|
| <u>Crimes</u> | <u>Policing and Trials</u> | <u>Punishment</u> |
| Treason – still most serious crime Vagabondage – Continues to be considered a crime. | Metropolitan Police Act, 1829. Robert Peel, Home Secretary, persuaded parliament it was necessary: rising crime, controls on police powers, fear of radical protestors. | Bloody Code dismantled after c.1810 Large rise in number of capital crimes (from 50 in 1688 to 225 by 1810). Linked to increased social divisions and desire of ruling class to secure life and property. Majority of sentences changed to other punishments – by 1820 only 5% executed. |
| Witchcraft: no longer seen as crime due to growth of influence of science (e.g., 1662 Royal Society) and Enlightenment ideas end wide belief in witches/supernatural. 1716 – last execution; 1735 Witchcraft Act | Initially a small force wearing nonmilitary blue uniform. Limited equipment including whistle and truncheon. Decentralised – each town / county had own force – this stressed it wasn't central government control. Initially some public opinion hostile. | Gaols Act, 1823. Work of Robert Peel (Home Secretary in 1820's) influenced by Howard and Fry. Improved prison conditions; paid warders; separated types of criminals; Christian instruction; visits by Prison Inspectors. (But only applied to 130 biggest prisons and sometimes ignored.) |
| Working class uprisings due to an increase in the working class. "Tolpuddle labourers" formed to campaign for better wages; swore oaths of secrecy. | Developments: 1842 – first detectives. 1856 – towns / counties had to have police force. 1869 first National Crime Records. 1878 CID detectives created. Use of fingerprinting and telegraph communication. | Transportation to Australia, 1787 – 1868: Increasingly used as an alternative to death. 160,000 transported (1/6 women). Initially a strong deterrent due to separation from homeland and a long/dangerous voyage and hard/primitive conditions in Australia. |

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

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

MONARCHY

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

Heresy is the act of belittling religious acts and scripture.

RELIGION

INVASION

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

POLITICAL REFORM

Crime and Punishment

HISTORICAL SUBSTANTIVE CONCEPTS

IDEOLOGY

There are four main theories of punishment:

- Deterrence
- Retribution
- Rehabilitation
- Incapacitation.

Depending on era and country, different views take a difference approach and order of importance.

CONFLICT

REVOLUTION

During the 19th century, attitudes towards punishment began to change. There was an increasing use of prisons and a greater belief in reforming prisoners.

The ideas of retribution and revenge became less important in punishments. This change in attitude can be seen in the reform of the Criminal Code.

TAX & ECONOMY

According to economic theory, crime should decrease as economic growth and opportunity improve.

This is because the incentive to engage in illegal activity decreases as legal opportunities of earning become more fruitful.

Describe una visita a un país hispanoparlante.

Weeks 1 and 2

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



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



Half-Term 2 Subject – Dance – Year 8 – Urban

In this unit of dance, you will develop a piece of choreography based on the movements used in parkour, that you will rehearse and perform in small groups for assessment at the end of the half term.



What is Parkour?

The sport originally termed Art du Deplacement, now also often referred to as Parkour or Freerunning, was founded in France in the 1980s by a group of nine young men. The term 'Parkour' was first introduced in 1998. Parkour comes from the French word Parcours meaning 'route' or 'course'.

Parkour is the primarily non-competitive physical discipline of training to move freely over, under, around and through any terrain using only the abilities of the body, principally through running, jumping, climbing and quadrupedal (using hands and feet) movement. In practice it focuses on developing the fundamental attributes required for such movement, which include functional strength and fitness, balance, spatial awareness, agility, coordination, precision, control and creative vision.

PARKOUR MOVEMENTS

The roll - This is what you'll need to master if you're going to take up parkour. When you're jumping between objects you need to know how to land safely. The roll helps to disperse the impact. You should aim to roll diagonally using your shoulder so that you're not rolling on your spine.

Quadrupedal movement - Your basic motion is running on all fours, which helps with coordination and conditioning. What's good about it is you can practise pretty much anywhere, on flat ground or on a ledge. It's about getting your body low to the ground and using both hands and feet.

Balance - Freerunners need to have good balance to do parkour moves successfully. Balance is as much about concentration as it is your body movement. The best way to improve is to start small, like walking along a curb and building up confidence to walk along a railing or ledge.

Precision jumping - Parkour involves a lot of jumping between objects, which means you've got to master the technique of landing in the right spot. If you're jumping between two rails any slip and you'll be off balance. Practice with two cracks in the pavement and landing in the right spot on the balls of your feet, to give yourself most control.

Safety vault - This is using one hand and one leg on an object. It's simple and anyone can do it. Find a ledge that's low enough for you to put a single hand on and jump up onto it with one leg, usually the opposite leg to arm. Practising that motion will build your coordination.

Wall running - This is very easy and you don't have to pretending to be a superhero to practise. Run towards a wall and put your foot up on the wall and push off. You can do this in all different directions to get you into the next move. As you get more confident you can add in two or three steps along the wall before you land back on the ground.

Turn vault - The basic move is doing the vault over a handrail, usually in a situation to get down off a drop, and turning yourself as you do it. You don't want to put too much weight on the centre of the turn, reach your arms out so you're spreading your bodyweight and not putting it all on one area.

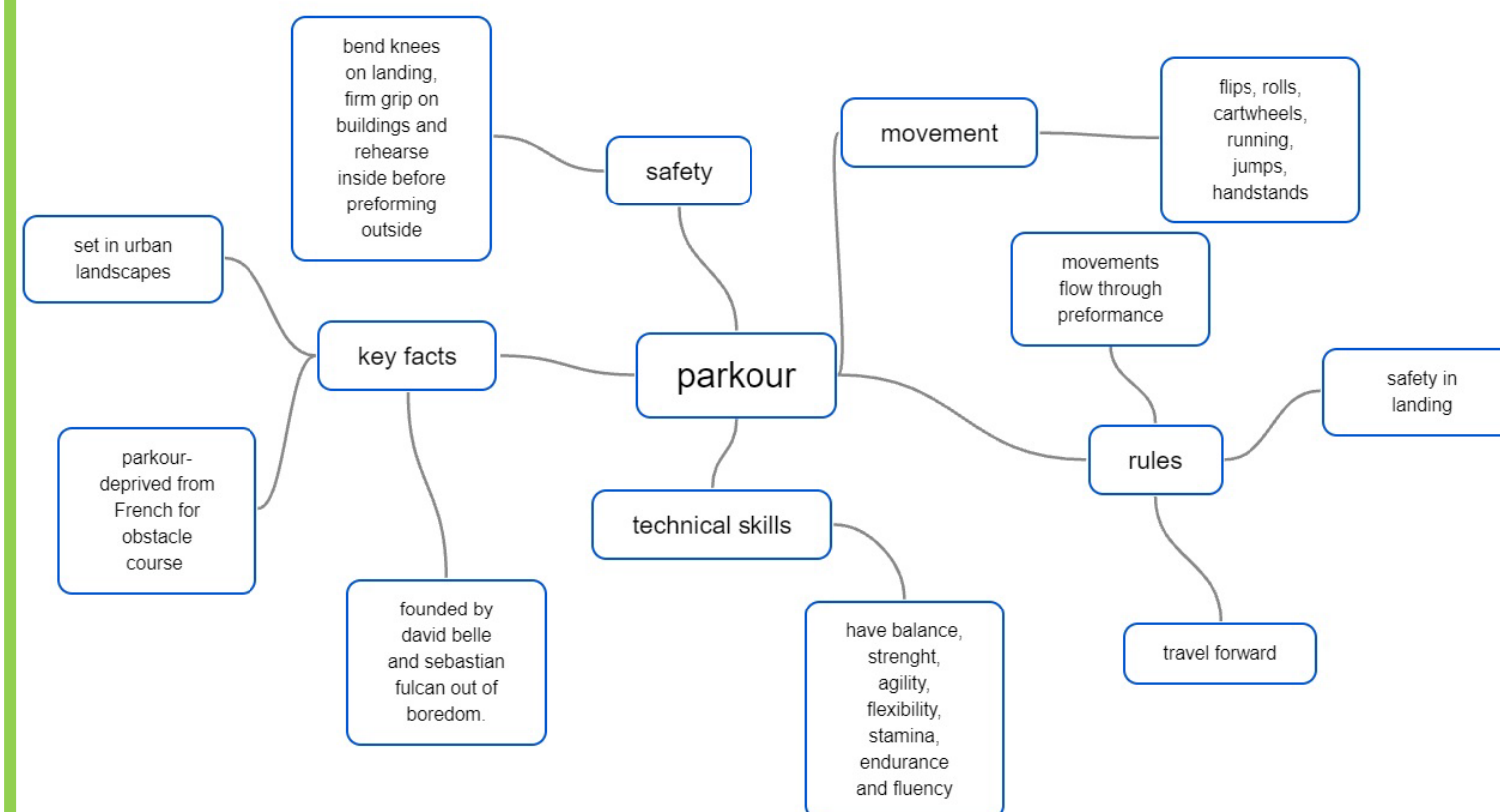
Jump spin - If you get dizzy easily you should start by practising jumping on flat ground with a 90-degree turn. In the air, turn your arms and hips and the rest of the body will follow as you land. Build up from 90 to 720-degree.

Bar swing - For this exercise you need to be able to hold your own bodyweight on a bar or ledge. You want to build momentum by swinging your feet out and then bringing your knees up as you're about to swing away from the bar. The more you do this the further you can swing and jump from the bar.

SUBJECT TERMINOLOGY

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

Key Features of Parkour movement that can be used when creating dance.



What are the types of stimulus?

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

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

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

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

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

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

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

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

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

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

Subject Vocabulary

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

How to Devise in a Group

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

What is a stimulus?

A stimulus is a starting point to generate ideas. It may be a picture, song, poem, short story, object, or even just a word! It is meant to be explored, discussed and used to create an original piece of drama.

The final piece of drama does NOT need to resemble any starting stimulus – the stimulus is simply the starting point in order to generate ideas to explore.



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

HT6 YEAR 8 Subject RE What can we learn from stories and writings?

| Parables/Stories to study | |
|---|---|
| What is the challenge in the Good Samaritan? | The challenge is to help everyone that you can no matter who they are. |
| What is the challenge in the Prodigal Son? | The challenge is to forgive those who make mistakes. |
| What is the challenge in the House Builders? | The challenge is to build your life on solid foundations. |
| Why is 1 Corinthians 13 so important? | St Paul was reminding people that all the gifts and things we have are meaningless if we don't have love. |
| What story helps us to handle grief? | The story of Kisa Gotami told by Buddha. |
| What do the god and goddess Vishnu and Shiva represent? | Vishnu represents preservation; protection; goodness and mercy. Lakshmi represents light; beauty; good fortune and wealth. |
| What do we learn from the story 'Where is God?' | In the story where is God? We learn that God is present with us at all times especially when we are suffering. |

| How do religious leaders get their messages understood? | |
|---|---|
| Why do all faith communities have stories? | Stories weave together the beliefs, values and purposes of a group. |
| What can stories help give people? | Stories can help a group form their identity. |
| What do stories help us do? | Stories help us understand, they make abstract ideas concrete. |
| Why did Jesus teach The Beatitudes? | Jesus taught the Beatitudes as it turned the values of this world upside down by describing the spiritual values that really matter. |
| Why did Jesus use word pictures to describe himself? | To help people understand him Jesus explained himself using 7 word 'pictures' that people would understand as these 'pictures' were taken from everyday life. |
| What did Buddha make people imagine to make people understand that we all only see a limited amount of truth. | Buddha used a story of six blind men discovering parts of an elephant and the conclusions they each make as they do not have a full picture. |

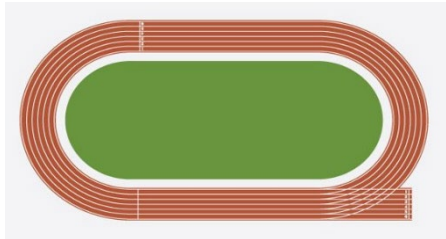

TECHNICAL VOCABULARY

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

Which writings are the pictures from?



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

| Key skills | | Track events | Field events | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|----------------|---|--|--|---|---|---------|---|--|--|-------|-------------|-----------|---|---------|--|--------|--|-----------|---|-------------|--|-----------|--|
| <table border="1"> <thead> <tr> <th>Skill</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Sprinting</td> <td>An action to move quickly with the correct technique using arms and legs as effectively as possible (any distance up to 400m)</td> </tr> <tr> <td>Distance (junior level)</td> <td>Using cardiovascular endurance to run at a steady pace over longer distances (800m, 1500m or longer)</td> </tr> <tr> <td>Throwing</td> <td>The ability to propel an object through the air as far as possible (shot putt, javelin, discus)</td> </tr> <tr> <td>Jumping</td> <td>The technique to propel the body into the air to either cover distance, height, or both (long jump, triple jump, high jump)</td> </tr> </tbody> </table> | Skill | Description | Sprinting | An action to move quickly with the correct technique using arms and legs as effectively as possible (any distance up to 400m) | Distance (junior level) | Using cardiovascular endurance to run at a steady pace over longer distances (800m, 1500m or longer) | Throwing | The ability to propel an object through the air as far as possible (shot putt, javelin, discus) | Jumping | The technique to propel the body into the air to either cover distance, height, or both (long jump, triple jump, high jump) |  <p>-The track is usually 400m in circumference (300m at school) -The area consists of an oval-shaped running track which has a grass field in the middle where throwing and jumping events can take place.</p> <p>The following track events (which we perform at school) are:</p> <ul style="list-style-type: none"> • 100m • 200m • 300m (female only) • 400m (male only) • 800m • 1500m • 4 x 100m relay • 60m hurdles | <table border="1"> <thead> <tr> <th>Event</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Shot putt</td> <td>A metal ball which has to be pushed from the neck/shoulder as far as possible Females- 2.72kg Males- 3kg</td> </tr> <tr> <td>Javelin</td> <td>A long metal stick with a metal point. It has to be thrown with one hand (similar technique to a tennis ball throw) Females- 400g Males- 400g</td> </tr> <tr> <td>Discus</td> <td>A round disc-shaped object (usually made of rubber). It has to be thrown one-handed sideways (similar to a goalkeeper throw) Females- 0.75kg Males- 1kg</td> </tr> <tr> <td>Long jump</td> <td>The athlete sprints as fast as they can to the jump line and takes off on one foot and tries to cover as much distance as possible in the air, to land as far as they can in the sand pit</td> </tr> <tr> <td>Triple jump</td> <td>The athlete sprints as fast as they can up to the take-off board then has to perform a hop, step and jump, landing in the sand pit with two feet</td> </tr> <tr> <td>High jump</td> <td>The athlete takes a curved run up from either side of the pole and takes off one-footed to try and jump over the bar (using scissors technique or the fosbury flop). They land on a thick, padded mat and if successful, the bar is raised a few cm. You get three attempts to clear the height and the winner is the person who can jump the highest.</td> </tr> </tbody> </table> | Event | Description | Shot putt | A metal ball which has to be pushed from the neck/shoulder as far as possible Females- 2.72kg Males- 3kg | Javelin | A long metal stick with a metal point. It has to be thrown with one hand (similar technique to a tennis ball throw) Females- 400g Males- 400g | Discus | A round disc-shaped object (usually made of rubber). It has to be thrown one-handed sideways (similar to a goalkeeper throw) Females- 0.75kg Males- 1kg | Long jump | The athlete sprints as fast as they can to the jump line and takes off on one foot and tries to cover as much distance as possible in the air, to land as far as they can in the sand pit | Triple jump | The athlete sprints as fast as they can up to the take-off board then has to perform a hop, step and jump, landing in the sand pit with two feet | High jump | The athlete takes a curved run up from either side of the pole and takes off one-footed to try and jump over the bar (using scissors technique or the fosbury flop). They land on a thick, padded mat and if successful, the bar is raised a few cm. You get three attempts to clear the height and the winner is the person who can jump the highest. |
| Skill | Description | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sprinting | An action to move quickly with the correct technique using arms and legs as effectively as possible (any distance up to 400m) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Distance (junior level) | Using cardiovascular endurance to run at a steady pace over longer distances (800m, 1500m or longer) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Throwing | The ability to propel an object through the air as far as possible (shot putt, javelin, discus) | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Event | Description | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shot putt | A metal ball which has to be pushed from the neck/shoulder as far as possible Females- 2.72kg Males- 3kg | | | | | | | | | | | | | | | | | | | | | | | | | |
| Javelin | A long metal stick with a metal point. It has to be thrown with one hand (similar technique to a tennis ball throw) Females- 400g Males- 400g | | | | | | | | | | | | | | | | | | | | | | | | | |
| Discus | A round disc-shaped object (usually made of rubber). It has to be thrown one-handed sideways (similar to a goalkeeper throw) Females- 0.75kg Males- 1kg | | | | | | | | | | | | | | | | | | | | | | | | | |
| Long jump | The athlete sprints as fast as they can to the jump line and takes off on one foot and tries to cover as much distance as possible in the air, to land as far as they can in the sand pit | | | | | | | | | | | | | | | | | | | | | | | | | |
| Triple jump | The athlete sprints as fast as they can up to the take-off board then has to perform a hop, step and jump, landing in the sand pit with two feet | | | | | | | | | | | | | | | | | | | | | | | | | |
| High jump | The athlete takes a curved run up from either side of the pole and takes off one-footed to try and jump over the bar (using scissors technique or the fosbury flop). They land on a thick, padded mat and if successful, the bar is raised a few cm. You get three attempts to clear the height and the winner is the person who can jump the highest. | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Common errors</th> <th>Scoring</th> <th>Tactical skill</th> </tr> </thead> <tbody> <tr> <td>-False start -Crossing lanes -Stepping over throw/jump line -Knocking the bar off in high jump -A no-throw -Dropping the baton</td> <td>Timed: running, relays and hurdles Measured: jumps and throws</td> <td>-Decision making -Team work in relays -Order in relay and tug of war -Pacing</td> </tr> </tbody> </table> | Common errors | Scoring | Tactical skill | -False start -Crossing lanes -Stepping over throw/jump line -Knocking the bar off in high jump -A no-throw -Dropping the baton | Timed: running, relays and hurdles Measured: jumps and throws | -Decision making -Team work in relays -Order in relay and tug of war -Pacing | <p>Components of fitness</p> <p>Cardiovascular endurance- used for the longer endurance events e.g. 1500m. it enables the athlete to keep their pace throughout.</p> <p>Muscular endurance- useful for sprinting, long distance running and events like hurdles when muscles are being used repetitively.</p> <p>Strength- good for events which require force to be applied e.g. throwing events, tug of war.</p> <p>Flexibility- good for events where the athlete changes body position e.g. hurdles, all jumping events</p> <p>Power- important for all athletic events</p> <p>Coordination- used to move different body parts effectively e.g. throwing events, jumping events, hurdles</p> <p>Reaction time- most important for events where a fast start is required e.g. sprinting</p> | | | | | | | | | | | | | | | | | | | |
| Common errors | Scoring | Tactical skill | | | | | | | | | | | | | | | | | | | | | | | | |
| -False start -Crossing lanes -Stepping over throw/jump line -Knocking the bar off in high jump -A no-throw -Dropping the baton | Timed: running, relays and hurdles Measured: jumps and throws | -Decision making -Team work in relays -Order in relay and tug of war -Pacing | | | | | | | | | | | | | | | | | | | | | | | | |
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| Important legal changes that have affected LGBTQ+ people in the UK. |
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| <ul style="list-style-type: none"> ▪ 2000: Government lifts the ban on lesbians and gay men serving in the Armed Forces. |
| <ul style="list-style-type: none"> ▪ 2001: Age of consent for gay/bi men is lowered to 16. |
| <ul style="list-style-type: none"> ▪ 2002: Equal rights are granted to same-sex couples applying for adoption. |
| <ul style="list-style-type: none"> ▪ 2003: Repeal of Section 28 – Section 28 was a law that made it illegal to talk positively about homosexuality in schools. |
| <ul style="list-style-type: none"> ▪ 2003: A new law comes into force protecting LGBT people from discrimination at work. Until 2003 employers could discriminate against LGBT people by not hiring them or not promoting them, just because of their sexual orientation or gender identity. |
| <ul style="list-style-type: none"> ▪ 2004: Civil Partnership Act is passed. |
| <ul style="list-style-type: none"> ▪ 2004: Gender Recognition Act is passed – this Act allowed trans people to change their legal gender. This means that they can get a new birth certificate that reflects who they really are, which helps for future legal processes like marriage. |
| <ul style="list-style-type: none"> ▪ 2007: It becomes illegal to discriminate against people because of their sexual orientation or gender identity when providing them with goods or services. |
| <ul style="list-style-type: none"> ▪ 2008: The Criminal Justice and Immigration Act makes ‘incitement to homophobic hatred’ a crime. |
| <ul style="list-style-type: none"> ▪ 2009: A new law gives better legal recognition to same-sex parents. |
| <ul style="list-style-type: none"> ▪ 2013: The Marriage (Same-Sex Couples) Act is passed. |

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

| Further sources of information and advice. | |
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| concern@magnusacademy.co.uk | This email address can be used if you have any concerns about a student at the academy and can also be used to report bullying. |
| Parents and trusted family members | Teachers and School Staff including School Nurse and Wellbeing Team. Mr Meir and the Pride Group |
| Young Stonewall | https://www.youngstonewall.org.uk |
| The Proud Trust – Local support groups: | https://www.theproudtrut.org |
| Friends and Family of Lesbians and Gays. | https://www.fflag.org.uk |