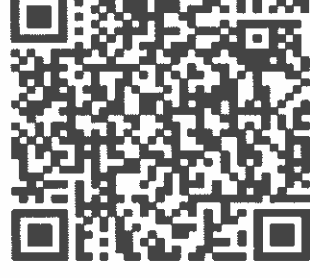
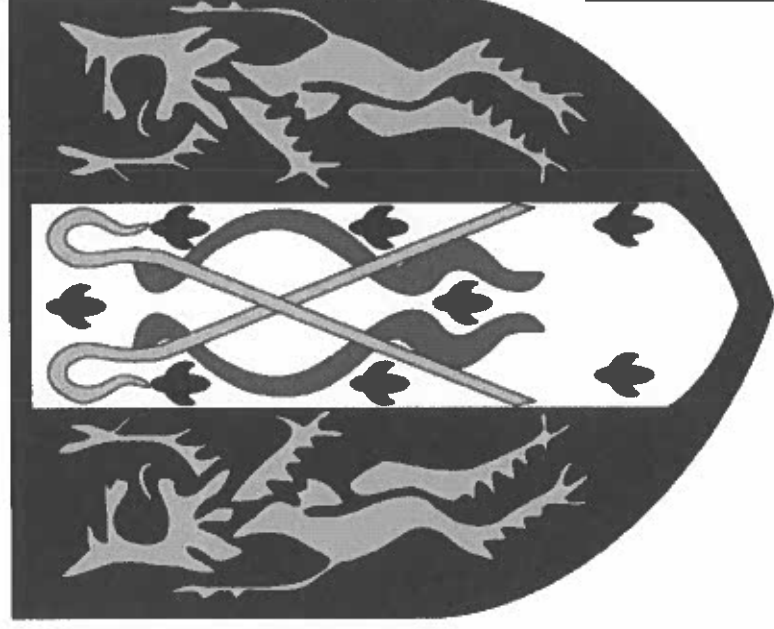


Year 8 Knowledge Organiser

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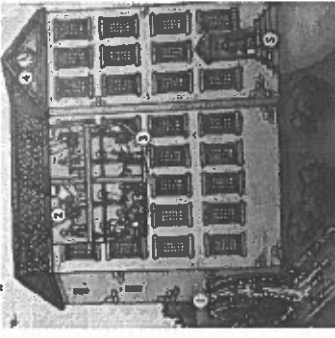
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History

Year 8 HISTORY-Half Term 1.1

Summary- Position in the Curriculum

Yr.8 pupils will begin their course exploring change and continuity in Britain during the period c.1750-1900. This part of the course looks closely at the reasons for the major changes during the Industrial Revolution and the impact it had on the people living in Britain at this time. This will include working and living conditions, city life, changes in housing and jobs, consequences for health and human life. Pupils will weigh factors that explain why the Industrial Revolution happened and come to an informed judgment about the most important reason for this change.

<u>Terminology</u>		<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Industrial Revolution		'Industrial' is another word for 'making goods' and 'revolution' is another word for a dramatic or major change	What was the Industrial Revolution? Huge changes occurred in the way people worked in the 1700s and 1800s. This was the time when the manufacture of goods moved out of people's homes and into the new factories where things were made by machinery. Machines made things in a short period of time, much quicker than if they were made by hand.	Revision and self-study questions are below.
Population		The number of people living in a particular place		
Invention		Something new which is created, can be an object or an idea		
Economy		The system of how money is used within a particular country	Factory working conditions  Long working hours: normal shifts were usually 12-14 hours a day Low wages: a typical wage for male workers was about 15 shillings (75p) a week, women and children were paid much less, (15p). Cruel discipline: there was frequent "strapping" (hitting with a leather strap). Accidents: forcing children to crawl into dangerous, unguarded machinery led to many accidents and deaths.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research. 1. Describe 3 key features of life in Britain before the Industrial Revolution. 2. Identify 6 key changes brought about by the Industrial Revolution. 3 positive, 3 negative.
Agriculture		The process of producing food by farming of certain plants or raising animals		
Poverty		The lack of basic human needs such as clean water, nutrition, healthcare, education and shelter		
Sanitation		Conditions relating to public health, such as clean drinking water and sewage disposal		
The Water Frame- 1769		Richard Arkwright invented a machine, powered by water, to spin cotton into yarn, quickly and easily. His machines did not need skilled operators. This invention allowed factories and mills to be built.		
Britain experienced rapid change in a number of ways...			Living conditions Overcrowding: Poor living conditions due to large numbers of people moving to the cities. Back-to-back housing poorly built. Disease: typhus, typhoid, tuberculosis and cholera were deadly diseases spread by overcrowding, low standard housing and poor-quality water supplies. Lack of fresh water: people could get water from a variety of places, such as streams, wells and standpipes, but this water was often polluted by human waste.	3. Research 3 new jobs that came about because of the Industrial Revolution. What type of work was it, benefits and drawbacks for the person doing the job. 4. Explain 3 reasons why the Industrial Revolution took place. 5. Find 3 famous or unusual inventions of the Industrial Revolution and evaluate their strengths and limitations.
Agriculture: New tools, fertilizers and harvesting techniques were introduced, resulting in increased productivity and agricultural prosperity.	Technology: There were many scientific discoveries and technological inventions that changed society and industry. Changes to sanitation and medical treatment such as the work of John Snow and Edward Jenner improved people's quality of life.	Industry: factories sprung up all over the country creating more efficient ways to produce goods such as wool, cotton and coal. The increase in factories brought thousands of new jobs.	Transport and communications - Thomas Telford built roads and canals in the 1700s and George Stephenson and Isambard Kingdom Brunel oversaw the 'Railway Mania' of the 1800s. There had previously been no very fast way of transporting goods and people around the country.	

Summary- Position in the Curriculum

This unit explores the theme of Empires & decolonisation through the prism of African Kingdoms, including the Kingdom of Mali and individuals such as Mansa Musa, who was at one stage, the richest man in the world during the Middle Ages. You will also get the chance to design and deliver a 'Teach-it' mini lesson about one other African Kingdom to the rest of the class. The unit also includes a study of the British Empire in the 18th and 19th centuries, continuing the work you began in Yr.7, and providing context to the following unit about the Trans-Atlantic slave trade.

Key Words

Definitions

Civilisation: A society that has developed certain features such as economic, military, political, social, artistic and scientific.
Oba: King or Ruler
Legacy: Long term impact.
Benin City: West African Medieval Empire that produced Benin Bronze sculptures and traded with Portugal.
Independence: Freedom from another country.
Culture: A society's arts and customs (way of doing things).
Decolonisation: Colonies becoming independent.
Sankore University: Created under Mansa Musa's reign, this University had 25,000 students and at least 1,000,000 books.
Ghana: Area of West Africa that produced the famous Asante people who came to power by defeating all of their rivals.

THE BRITISH EMPIRE

British Empire Summary

The British Empire was the largest empire in history. For over a century, it was the world's foremost power. The British Empire was first established as early as 1497, however it reached its peak in the years between 1815 and 1914. This time is often referred to as the 'British Century'.

The process through which the British (and other nations of the time) began to spread power beyond its borders is called imperialism. The British Empire was spread as far as New Zealand in the east and Canada in the west. It has hugely influenced societies, cultures, industries and the way that people live across the world.

Developments in the 18th/19th centuries

The first colony was in America (1607, Roanoke, Virginia), followed by more in India and the West Indies. England ruled Ireland.
 The Transatlantic Slave Trade sent slaves to colonies in the Americas. 18th century - Britain seized control of Canada and India from the French.
 Britain raced to capture huge amounts of new territory in the 'Scramble for Africa' (1891-1919).

Motives for Empire

Profit - British merchants grew rich by trading with colonies. Valuable raw materials were sold or used in British factories.
 People in the Empire had to buy British goods.

Glory - Imperialism made Britain the most powerful country in the world. The government told people to be proud of their Empire.

Racist beliefs about racial superiority - the 'white man's burden' to rule and 'civilise' other 'races'.

Missionaries spread Christianity by converting people from other religions.

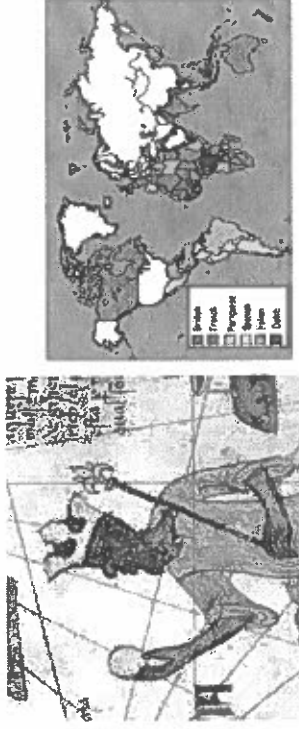


Map showing the approximate extent of the British Empire at its peak. By 1920, the British Empire covered 35,500,000km², around 24% of Earth's land area.

Core Knowledge – The continent of Africa was already well-developed and advanced before European colonisation

African empires: The Kingdom of Mali
Mansa Musa: Mansa means King in Malian. King Musa was the richest man in the Middle Ages, ruled as King in 14th Century Mali and travelled on pilgrimage (religious trip) to Mecca.
Trade in Mali: The Empire had access to raw materials which were in short supply elsewhere in Africa. The gold mines in the Mali Empire produced almost half the gold of Africa, Europe and Asia combined. The gold mines had the richest reserves in the 14th century. It was also reported that he built a mosque every Friday.
Religion in Mali: In 1324 Mansa Musa took part in the Hajj, a pilgrimage to Mecca. He was joined by 60,000 men & 12,000 slaves. Mansa Musa gave away so much gold on the pilgrimage that gold became less valuable for many years.
Learning in Mali: On his return from Mecca, Mansa Musa brought back with him the Muslim poet and architect, Es-Saheli, who built the famous mosques and learning academies of Timbuktu & Gao.
Timbuktu: Located in Mali, this city was a world centre in learning in the 14th century.

Songhai Empire: The empire that invaded (took over) all of Mali by 1492



100 AD: Kingdom of Ghana begins to rise. It lasted until 1100AD
900 AD: Kingdom of Benin began
1100 AD: Great Zimbabwe city founded. The period of prosperity lasted until the mid-15th Century
1312 AD: Mansa Musa becomes ruler of Mali
1324 AD: Mansa Musa's pilgrimage to Mecca
1325 AD: Mosques & Universities are built in Timbuktu
1500's AD: The Atlantic Slave Trade began
1875 AD: Slavery legally ended in West Africa
1881 AD: Scramble for Africa began
1900 AD: Britain ruled over 30% of Africa's population

Timeline of Major Events

Preparing for Assessment

Revision and self-study questions are below.

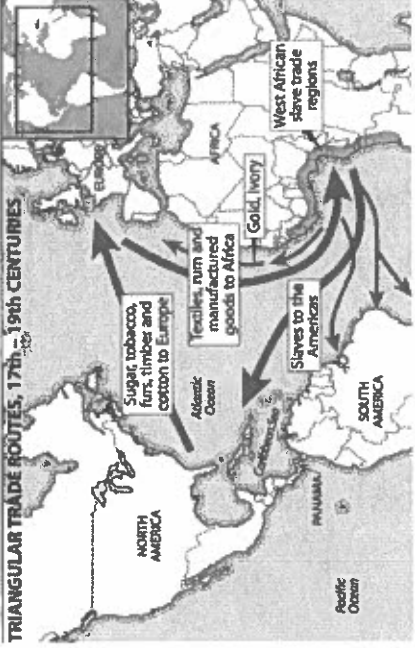
Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.

1. Describe Mansa Musa's Kingdom. Give at least 5 key details.
2. Give 3 reasons why other countries might have wanted to invade Mali in the 14th century?
3. Describe 2 similarities and 2 differences between any of the African Empires you have been learning about.
4. Look at the map to the left. Describe the British Empire by 1920. Include size, number and location.
5. Describe 2 reasons why Britain wanted an empire and 2 methods they used to gain an empire.

Year 8 HISTORY-Half Term 2.1

Summary- Position in the Curriculum

This unit fits into our second historic theme- Empires and decolonisation. Pupils will use their contextual knowledge about the history of empires around the world, and specifically the British empire. They will explore the impact of this empire in relation to the growth and abolition of the Trans-Atlantic slave trade. Pupils will develop their judgment-writing, specifically about cause and consequence, and weigh factors to argue the most important reason why the slave trade was finally brought to an end.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Auctioned	Sold to the highest bidder.	Origins of the Triangular Trade Background: - Slavery and slave trading existed for thousands of years in Africa in various ways. - In Europe, the feudal system kept peasants in a form of slavery called serfdom during the Middle Ages. The Slave Trade 'triangle' - Slaves were captured in West Africa and sent to America and the West Indies to work on plantations. - Money and cash crops (e.g. cotton, sugar, tobacco) returned to Europe. British and European factories made cotton into cloth. They ate the sugar, smoked the tobacco. - European ships took manufactured goods (e.g. cloth, metal goods, guns) to West Africa to exchange for slaves. These ships moved more than 3million people from Africa to the Americas to live, work and die as slaves. Many European merchants profited from every step of the triangle. 	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research. - The slave trade is often referred to as 'triangular trade'. Can you write an explanation for why it has this name? - Compare two ways in which slaves were bought and sold. - Create an information page describing life and conditions on a plantation. - What does the word abolish mean? Extra challenge: design your own medalion campaigning to end slavery. - Write a paragraph about the history of slavery and include all of the following words: - Middle Passage - Auction, overseer - Plantation, branding, rebellion - Abolition, profit, parliament, empire
Plantations	Large farms that usually grew one particular crop such as tobacco or cotton		
Overseer	The manager of a plantation - responsible for disciplining slaves		
Abolition	Officially ending something		
The underground railway	A network of secret routes and safe houses in the United States to help people escape slavery.		
The Middle Passage This was the journey from Africa to the Americas:	In the Americas - life as a slave - Auctioned off, then branded. - Most sent to grow crops on plantations. - Worked from sunrise to sunset in the heat. - Often violently beaten by owners and overseers. - Children could be sold to new owners. This terrible part of British history is now recognised as a crime against humanity.	Abolition - Former slaves like Ottobah Cugoana and Ignatius Sancho earned their freedom and campaigned in Britain against the slave trade. - Olaudah Equiano's book described the horrors of slavery after he was kidnapped from his home in Africa aged 11. - British MPs led by William Wilberforce, and other campaigners such as Thomas Clarkson and Granville Sharp also worked for the abolition of the slave trade, as did thousands of ordinary British people. They asked Parliament to pass a bill banning slavery. - Many British people defended the slave trade as it was so profitable. - Slave revolts and rebellions reduced profits, and threatened violence. In 1807 Parliament banned the slave trade, and banned slavery in the empire in 1833.	
Profits	- Many British and European people grew rich from the trade, and enjoyed its products. - Britain ate 160 million lbs of sugar a year in the 1800s. 60% of Jamaican slaves grew sugar cane. - Ports like Bristol profited from the trade. - British factories made cloth from cotton grown by slaves		

Year 8 HISTORY-Half Term 2.2

Summary- Position in the Curriculum

You will learn about British democracy and how the right to vote has been so hard to achieve. You will learn about key individuals and groups who campaigned for the vote, tactics, successes and challenges. You will explore Women's position in society in the 19th century and reasons why they needed the vote. You will evaluate a range of sources and question how useful they are in an investigation the position of women in Victorian Society and why they needed the vote. You will learn to evaluate these sources by applying a criteria and by questioning the authorship and background of the sources.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Trade unions	Organisations of working men set up to improve wages and working conditions	How does Parliament and law-making work in the UK? The Houses of Parliament are situated in the Palace of Westminster, in London. Parliament is made up of three parts: The House of Commons, The House of Lords and The Monarch. In the UK we are given the opportunity to say how we would like the country to be run. We do this by choosing Members of Parliament (MPs) to share our views in the House of Commons. - The party who gets the most MPs in the House of Commons becomes the Government. The leader of the winning party becomes the Prime Minister. - The reigning monarch invites the leader of the winning political party to be prime minister. - The House of Lords has about 800 members. They are appointed by the King on the advice of the Prime Minister. - The Prime Minister chooses about twenty people from the House of Commons and the House of Lords to be in the Cabinet. - Laws begin life as a bill. MPs debate and vote on the bill in the Commons. In the House of Lords, changes may be made to it. If the MPs do not agree with the bill, the government may have to change or even scrap it. To pass a new law both the House of Commons and the House of Lords must agree to it. Once this happens, the Monarch will sign it into law.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research. 1. Design and label a diagram to explain how parliament works in the UK. 2. Give 3 reasons why women needed the vote at the start of the 20th century. 3. Explain why the election rules in Britain needed changing in 1930. 4. Based on the changes the government made to improve elections and voting rules, do you think it deserves the title f 'Great Reform Act'? 5. Why were women known as 'the angel in the house'? Explain 3 reasons.
Great Reform Act 1832	First change in British voting –only extended the vote to the middle class but was a turning point and further changes were made afterwards.		
patriarchal	A system of government controlled by men.		
Protest	A public expression of objection, disapproval or dissent towards an idea or action, typically a political one.		
ELECTION RULES, 1830 • No man under 21 can vote – and no women at all • Only men who own property worth 40 shillings per year (if they were to rent it out) can vote. • Voting is not secret ... you have to announce who you're voting for. • Each man standing for election is called a candidate. The candidate with most votes becomes the Member of Parliament (MP) for that area ... and you're not paid to do the job. • As an MP, you will probably belong to one of the two main political parties – the Whigs or the Tories. The Whigs feel that some changes are needed to the voting system (and Britain in general), whilst the Tories don't want any changes at all.			
Problems? • Only around 4% of men could vote in 1830. • MPs didn't get paid so only rich men could afford to be Members of Parliament. • Some towns and boroughs didn't have an MP at all, so the opinions of the people who lived there were never counted. • Women were not allowed to vote because they were seen as unstable and incapable of dealing with the pressure of voting.			



The government took this very seriously. In June 1832 the voting system was changed.

The Reform Act

- Gave the right to vote to men who owned, leased or rented property over a certain value
- Increased the number of men who could vote to 8 per cent of the population
- Large cities such as Leeds, Manchester and Bradford got MPs for the first time

But

- Voters still had to own property or land
- Working men could not vote
- Women could not vote
- Voting was still in public so bribery and fear still played a part in elections
- The countryside and south still had more MPs than the north and industrial towns

What were the Victorian expectations of women?

Married Victorian middle and upper-class women depicted as 'the Angel in the House' – the perfect, obedient wife and mother. Working-class women worked in factories, coalmines or as domestic servants. There were some exceptional women who challenged the stereotype. Throughout history in Britain (as in lots of countries) a system of patriarchy was in place, meaning that men held far more rights and power than women. For example, everything a woman owned passed on to her husband when she married. A woman was expected to give up any paid work when she got married. A woman was expected to hide herself away during pregnancy. A woman could be forced to stay in a husband's home against her will.

Year 8 HISTORY-Half Term 3.1				
Summary- Position in the Curriculum You will learn about key individuals and groups who campaigned for the vote, tactics, successes and challenges, including Sophia Duleep Singh. You will evaluate a range of sources and question how useful they are in an investigation about why women finally won the vote. You will learn to evaluate these sources by applying a criteria and by questioning the authorship and background of the sources.				
Terminology	Definitions	Core Knowledge	Preparing for Assessment	
Democracy	A system of government in which citizens choose their representatives by voting.	How did women fight for the vote? There were two main groups in the campaign for votes for women, the Suffragists and the Suffragettes. The dividing line between the two groups were their tactics. The Suffragettes were frustrated by the lack of progress and non-confrontational approach which the Suffragists used so they decided to try civil disobedience and direct action, even if it meant breaking the law. The Pankhurst family led this group of militant Suffragettes. - The word 'suffrage' means having the right to vote in political elections. - The Suffragettes campaigned for women to have this right. - The Suffragist movement was founded by Millicent Fawcett and they only believed in peaceful means of protest such as petitions, leaflets and meetings. The Suffragette movement or the Women's Social and Political Union (WSPU) was led by Emmeline Pankhurst and her daughters Christabel and Sylvia. Their tactics were more violent such as smashing windows and setting post boxes alight. - The WSPU movement adopted the colours of purple, white and green. The motto of the Suffragettes was 'Deeds not words' - In 1914, World War One broke out and many women enter the labour force. The crucial role played by women during the First World War persuaded the Prime Minister to grant female householders over thirty the vote in 1918. - Emmeline and her daughters Christabel and Sylvia were from a wealthy family but women from middle-class and working-class backgrounds were also involved in the fight for the vote. - Many people, including many women, did not believe it was right for women to have the vote. They campaigned against the extension of suffrage. - The Suffragettes were remembered at the 100-year anniversary of achieving the vote and through International Women's Day which takes place on March 8th each year. When did things begin to change for women? 1914-1918: World War 1. Women were called upon to do jobs whilst they were away fighting. By 1915, so many men had gone away to fight that women were needed to do their jobs. As a result, the number of women working in industry increased enormously. The war made it acceptable for women to work in shipyards, collieries (mines) and brickyards. Some of them took on highly- skilled work as engineers and carpenters. Later in the war women made up most of the workforce in government munitions factories. In some of these jobs the women were welcomed. In others they were resented because, with little or no training, they did jobs which men had previously trained hard to do. 1918: The Representation of the People Act gave the vote to all men over 21 and women over 30 who were married and who had property. 1928: Equal Franchise Act gave the vote to all women over 21.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research. 1. Explain 2 ways in which a Suffragist and a Suffragette were similar and different. 2. Whose tactics were more effective? The Suffragettes or Suffragists? Give 2 reasons. 3. Describe 3 jobs or contributions that women made during WW1. 4. What impact did the First World War have on the suffragette movement and the roles of women? 5. Create a timeline showing the 6 most important developments that helped women to gain the vote. Add details, images and labels.	
Franchise/Suffrage	The right to vote in elections.			
Suffragettes	Members of the Women's Social and Political Union (WSPU) who used violent methods to get the vote.			
Suffragists	Members of the National Social and Political Union who campaigned for the vote by non-violent means.			
Reform	Make changes to improve something.			
	Millicent Fawcett (1847-1929) Founder of the National Union of Women's Suffrage Societies (1897). Campaigning peacefully for the vote for women.	 Emmeline Pankhurst (1858-1928) Founder of the Women's Social and Political Union (1903). Favoured the use of violent and extreme methods to achieve their aims quickly.	 Emily Davison (1872-1913) Joined the WSPU in 1906. Was struck by the King's horse at the Epsom Derby and killed in 1913.	
	Sophia Duleep Singh Woman of Indian and German Ethiopian ethnicity who was a prominent British Suffragette. She was a member of the Women's Tax Resistance League, refusing to pay taxes in protest until women were awarded the vote. She was also the Goddaughter of Queen Victoria.			
				

Year 8 HISTORY-Half Term 3.2

This topic links to your study about the Industrial Revolution and the changes that took place between 1700-1900. You will explore the different reasons why people migrated within the UK, and to the UK from other regions of the world.

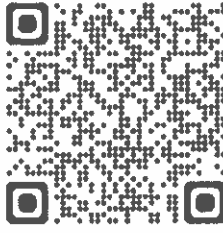
Key term	Background...			Preparing for Assessment
Migrant	Migration is the movement of people from one place, to settle permanently in another. This can be between regions of a land or between countries and continents. Britain has a rich past of immigration and the country has been shaped, even today, by the cultures, traditions and skills that are brought here by migrants. The main reasons for migration to Britain include war, famine and persecution. Throughout history this has not always been the case, when people from other countries came to invade and conquer Britain out of choice.			Answer 1 per week for Self-Stud: 1. Create a factors diagram showing the different reasons why people migrated during this time period. 2. Create a timeline showing the different groups who migrated to Britain, including their reasons for migrating. 3. Describe the experiences of at least one group of people who moved to Britain during this time period. 4. Describe what urban migration is and explain why the Industrial Revolution made this increase. 5. Find out where British people were migrating to during this time period. What were their reasons for leaving the UK?
Immigration:	Coming to live permanently in a country different to the one you were born in			
Emigration:	Leaving the country, you were born in to settle permanently in another			
Persecution:	Hostile or cruel treatment, especially due to race or political or religious beliefs			
Who migrated to Britain in the period 1700-1900?				
Irish immigrants arrived in large numbers during the famine of the 1840s. They were escaping poverty and arrived at a time when Britain was industrializing rapidly e.g. building railway networks and therefore needed labour.				
Jews arrived in Britain throughout the 19th century. In the early 19th century, they tended to be wealthy e.g. bankers like the Rothschilds who saw the opportunities created by the industrial revolution. After 1880 a new wave of poor Jewish immigrants came from eastern Europe. They were victims of religious persecution but also came to Britain to find work and escape poverty. Over 200,000 arrived between 1880 and 1919.				
Italians also arrived throughout the 19th century. In the early 19th century skilled craftsmen came to the UK to make and sell instruments such as barometers. However, in the late 19th century a new wave of poor, uneducated economic migrants arrived. They came to be associated with the food trade - cafes and ice cream parlours.				
How did Britain respond to migration in this period?				
During the industrial period, the experiences of immigrants again varied. Britain had no immigration laws, and the governments operated an "open door" policy. Some politicians saw the many migrants arriving in Britain as evidence of Britain's superiority as a nation. Passports would not become necessary until World War I. However, the government's attitude was not always shared by the public who often complained about migrants working for lower wages and taking their jobs. Immigrants usually settled in the slums of larger cities e.g. the East End and were therefore often blamed for causing crime and spreading disease etc.				
The Irish in the 1840s and 50s faced a lot of hostility. They were poor, Catholic, and in competition for the lowest paid jobs. When cholera broke out in 1848 the Irish, who lived in the poorest most disease-ridden slums, were blamed for spreading the disease. However, they were willing to work hard so they did find it easy to get work at a time when there was a great demand for labour. By the end of the century, they had become more integrated into society.				
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Later in the century the same dislike was directed at East European Jews escaping persecution. Like the Irish, they arrived in huge numbers over relatively short periods. Though some people sympathised with their plight, there was often hostility in the poorer areas in which they settled. Both were accused of working for lower wages and taking jobs from the native inhabitants. They were also not Protestant, and this also marked them out as different and, to some people, suspect.				
The Italians who arrived in the late 19th and early 20th centuries had generally good relations with the native population. There were fewer of them and their cafes and restaurants were not in competition with local people. Their cafes and ice cream parlours were a welcome addition to the high street and became centres of social life in many parts of the country.				

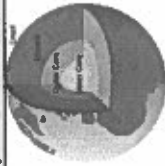
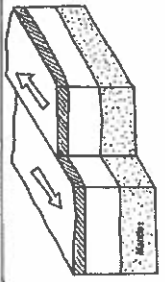
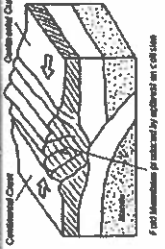
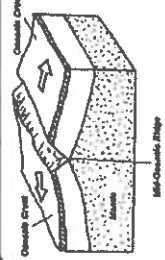
Geography

Geography (KS3) – Tectonic Hazards – Year 8

Summary - Position in the Curriculum

Tectonics Hazards is the first topic of Year 8 Geography. This topic is important as it begins with the basic layers of the Earth structure, tectonic plates and the 4 distinct plate boundaries which you need to learn for your end of unit assessment.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Plate Boundary	The margin or boundary between two tectonic plates.	Learn the main aspects of this topic	Revision and self-study questions are below.
Natural Hazard	A natural hazard is a natural event or process which poses a threat to human life or property.	Use the following statements to help you learn core knowledge for the questions on the right-hand side ↴	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Tectonic Plate	A rigid segment of the Earth's Crust which can 'float' across the heavier, semi-molten rock below. Continental plates are less dense, but thicker than ocean plates.	People live in areas of the world where natural hazards occur due to reasons such as: jobs, family, poverty, resources.	1. Explain the dangers of natural hazards on people & the environment.
Earth Structure	The four distinct layers of the Earth.	Tectonic plates move due to the circular movement of magma in the mantle.	2. Explain how tectonic plates move due to convection cell in the mantle.
Convection Cell	Differences in temperature lead to the formation of areas of high and low pressure; they become linked together by flows of warmer and cooler magma.	Destructive and constructive plate boundaries have two natural hazards: earthquakes and volcanoes.	3. Explain why there are volcanoes and earthquakes in destructive and constructive plate boundaries.
Conservative	Plates slide past each other. Pressure builds up until they move with a 'jerk' causing earthquakes.	Cross-bracing, Shatterproof glass, Dampers, Pendulums, rollers etc.	4. What can build earthquake proof buildings?
Collision	Two plates collide (crash) and are crushed against each other. They are pushed upwards, forming new mountains. Earthquakes happen in this plate boundary when the plates collide.	Earthquake in the Pacific Ocean caused by destructive plate boundary. This caused tsunami which hit Japan in 2011.	5. Explain how the Japan Tsunami and Fukushima nuclear disaster unfolded.
Constructive	The plates are moving apart. Volcanic eruptions occur when magma from the mantle below spreads out and harden, forming new rock. Earthquakes and also occur in this plate boundary. A constructive plate boundary can often be in the bottom of the ocean.		
Destructive	One plate slides beneath another as they collide (crash). The bottom plate crumbles, creating new mountains and volcanoes. The oceanic plate slides beneath the continental plate as it is denser (heavier) because it carries the weight of the water of the ocean on top.		

Layers of the Earth	Conservative plate boundary	Collision plate boundary	Constructive plate boundary	Destructive plate boundary
				

Geography (KS3) – Globalisation – Year 8

Summary - Position in the Curriculum

Globalisation is the 2nd topic studied in the Year 8 Geography curriculum after Natural Hazards. In today's intertwined world, it is vital to grasp the complex field of globalisation and to understand its impacts on our daily lives and the need for international integration. Throughout the topic we will weigh up the advantages and disadvantages of globalisation focusing on a number of TNC's e.g. Apple and the use of sweatshops.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Globalisation	How companies, trade, ideas and lifestyles are spreading more easily around the World	Learn the main aspects of this topic.	Revision and self-study questions are below.
Transnational corporation (TNC)	A company with branches in many countries e.g. Apple, McDonalds.	Use the following statements to help you learn core knowledge for the questions on the right-hand side >.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Outsourcing	Obtaining key products from alternative, cheaper locations – often abroad.	Globalisation plays a big part in your life. It influences what you wear, the foods you eat etc.	1. How globalised are you? List all the links you have across the World e.g. food, fashion, movies, languages, family/friends, phone apps etc
Profit	The money that is left when you subtract the cost of a thing from the price you sold it for.	Jeans are an example of globalisation as they are made in 15 different countries e.g. designed in USA, cotton from Benin, Copper from Namibia, pumice stone from Turkey.	2. Explain how the following items has helped speed up globalisation; -Mobile phones -Computers/Internet -Aeroplanes -Larger shipping containers
Revenue	Money you take in from selling goods and services. Revenue – costs = profit.	McDonaldisation is the idea that McDonald's is slowly covering the World. Founded in 1940 in USA, McDonalds is now found in over 100 countries.	3. Only 1% of the money you spend on a pair of jeans goes to the factory worker – do you think this is fair? Where do you think the rest of the money goes?
Sweatshop	A factory where people work for long hours and low pay usually found in LIC's.	Foxconn is the World's largest electronics factory employing over 300,000 people in China to make Apple products e.g. iPhone.	4. Explain why Nike goods are mainly manufactured in LIC's? What is this an example of?
Low Income Country (LIC)	Countries with a low level of economic development and low quality of life.	The Rana Plaza factory disaster is the World's worst factory disaster since 1984 killing over 1,200 people in Bangladesh.	5. Globalisation brings more advantages than disadvantages? Do you agree or disagree – justify your answer
High Income Country (HIC)	Countries with a high level of economic development and a good quality of life.	Many people in LIC's are forced to work long hours for low pay in sweatshops producing goods for TNC's.	
Trade	Buying and selling things - trade is an important way for countries to make money.	Globalisation had many advantages e.g. jobs and new skills, but also has many disadvantages e.g. sweatshops and pollution.	



Geography (KS3) – Weather– Year 8

Summary - Position in the Curriculum

Weather Hazards is the 3rd topic of the Year 8 Geography curriculum. This topic is important as it begins with what the difference is between weather and climate and then moves onto Tropical Storms which you need to learn for your end of unit assessment.

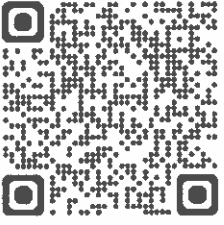
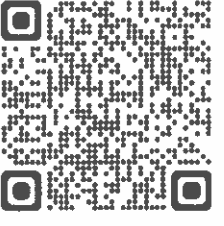
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Tropical Storms	An area of low pressure with winds moving in a spiral around the calm central point called the 'eye' of the storm. Winds are powerful and rainfall is heavy. This includes Hurricanes, Cyclones and Typhoons.	Learn the main aspects of this topic.	Revision and self-study questions are below.
High Pressure	Cool (cold) air from above sinks down towards the ground. This is when there is greater pressure in the air.	Use the following statements to help you learn core knowledge for the questions on the right-hand side of the page.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Low Pressure	Warm (hot) air from below rises up towards the sky. This is when there is less pressure in the air.	Hot air is less dense (lighter). Cold air is denser (heavier).	1. Why does cold air sink and hot air rise?
Weather	Is the hour-to-hour, day-to-day state of the atmosphere. It includes temperature, sunshine, precipitation and wind. It is short-term and is often localised.	Weather is the day-to-day, hour-to-hour state of the atmosphere whilst, climate is the average weather over 30 years.	2. What is the difference between weather and climate?
Extreme Weather	When a weather event is significantly different from the average or usual weather pattern, and is especially severe or unseasonal. E.g. Heatwave in UK.	High levels of insolation create warm rising air, this creates low pressure, evaporation & condensation takes place forming cumulonimbus clouds. Thunder & lightning may occur with heavy rain. An eye is creating when high pressure descends from the above the cloud.	3. Explain how a Tropical Storm forms?
Climate	The average weather conditions for a place taken over a period of time, usually 30 years. It is the expected, rather than the actual, conditions for a place. It is a long-term and is often applied to sizeable parts of the globe.	Severe & significantly unusual weather.	4. What is extreme weather?
Coriolis Effect	The deflection, or bending of the wind due to the rotational spin of the Earth.	Use weather satellites to track Hurricane path. Warn people to move out. Board up windows. Put sandbags out to protect against flooding.	5. How can we protect ourselves from Hurricanes?

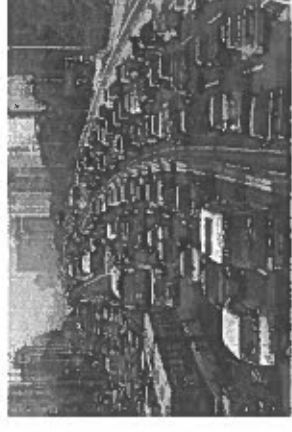
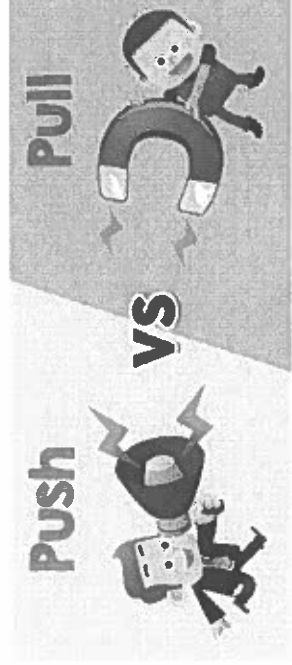
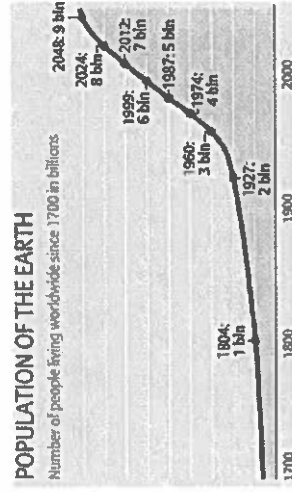
Structure of Tropical Storm	High Pressure Vs Low Pressure	Extreme Weather	Scan QR Code for Further Learning

Geography (KS3) – Urbanisation and Population – Year 8 (1 of 2)

Summary - Position in the Curriculum

Urbanisation and Population is the 4th topic of the Year 8 Geography curriculum. This topic is important as it begins with investigating the growth of World's cities which has led to the formation of many megacities before focussing on the sustainable development of urban areas which you need to learn for your end of unit assessment.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Urbanisation	Is the rise in the percentage of people living in urban areas, in comparison with rural area.	<i>Learn the main aspects of this topic.</i>	<i>Revision and self-study questions are below.</i>
Migration	When people move from one area to another.	<i>Use the following statements to help you learn core knowledge for the questions on the right-hand side.</i>	<i>Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.</i>
Rural-Urban Migration	People move from countryside areas (rural) to main towns and cities (urban).	Urbanisation is happening all over the world but in LICs and NEEs rates are much faster than HICs.	1. Explain why urbanisation is currently faster in LICs (low-income countries) and NEEs (newly emerging economies).
Natural Increase	Birth rate minus the death rate of a population.	Rural-urban migration is caused by push and pull factors. People leave the countryside because there are few doctors or hospitals (PUSH). People are attracted to the city as there are more well-paid jobs (PULL).	2. Identify and explain 5 push factors and 5 pull factors for rural to urban migration.
Push Factor	Factors that force a person to move e.g. drought, famine, war.	More than two thirds of current megacities are located in either NEEs (Brazil) and LICs (Nigeria).	3. Identify a megacity on each of the following continents: North America, South America, Europe, Asia and Africa.
Pull Factor	Factors that encourage a person to move e.g. better jobs, better education.	Food, housing, crime, education, pollution, jobs etc.	4. What are the challenges facing the world in terms of a growing population?
Mega City	An urban area with a total population of more than 10 million people.	Cities should utilise space wisely, recycle more, housing should be energy efficient. Public transport should be easily accessible.	5. How can cities become more eco-friendly?
Sustainability	Actions that meet the needs of the present without reducing the ability of future generations to meet their needs.		
Traffic Congestion	When there is too great a volume of traffic for roads to cope with and traffic slows to a crawl.		

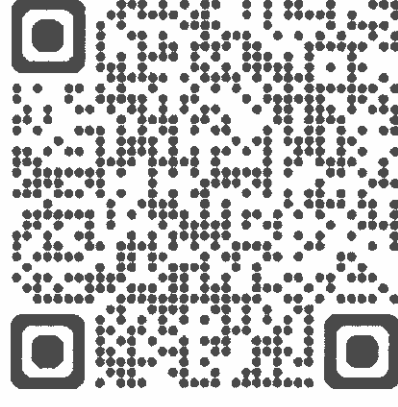
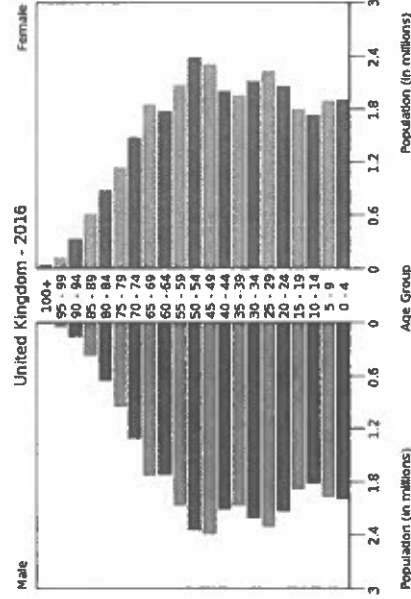
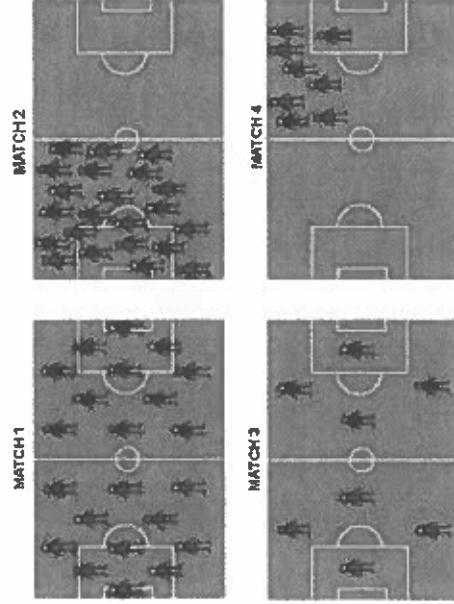


Geography (KS3) – Urbanisation and Population – Year 8 (2 of 2)

Summary - Position in the Curriculum

Population is the 5th topic of the Year 8 Geography curriculum. This topic is important as it begins with investigating the growth of World's cities which has led to the formation of many megacities before focussing on the sustainable development of urban areas which you need to learn for your end of unit assessment.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Population Pyramid	A population pyramid (age structure diagram) or "age-gender pyramid" is a graphical illustration of the distribution of a population by age groups and gender.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Sparsely populated	Few people living in one area.	Use the following statements to help you learn core knowledge for the questions on the right-hand side ➤.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Densely populated	Lots of people living in one area.	A visual representation of both male and female population in the shape of a pyramid by age category.	1. Explain what a population pyramid is?
Natural Increase	Birth rate minus the death rate of a population.	When people move from the countryside into the cities and towns. E.g., A person moving from the Indian city of Mumbai from the Indian countryside.	2. Explain what is meant by Rural-urban migration?
Rural-urban migration	When people move from the countryside into the cities and towns.	Even distribution: People are equally spread out.	3. What is the difference between Even distribution and uneven distribution?
Uneven Distribution	People are unequally spread out.	War, natural hazards, lack of food, job opportunities etc.	4. What factors can increase or decrease a country's population?
Even Distribution	People are equally spread out.	Sparsely populated: Few people living in one area. Densely populated: Lots of people living in one area.	5. What is the difference between sparsely and densely populated?

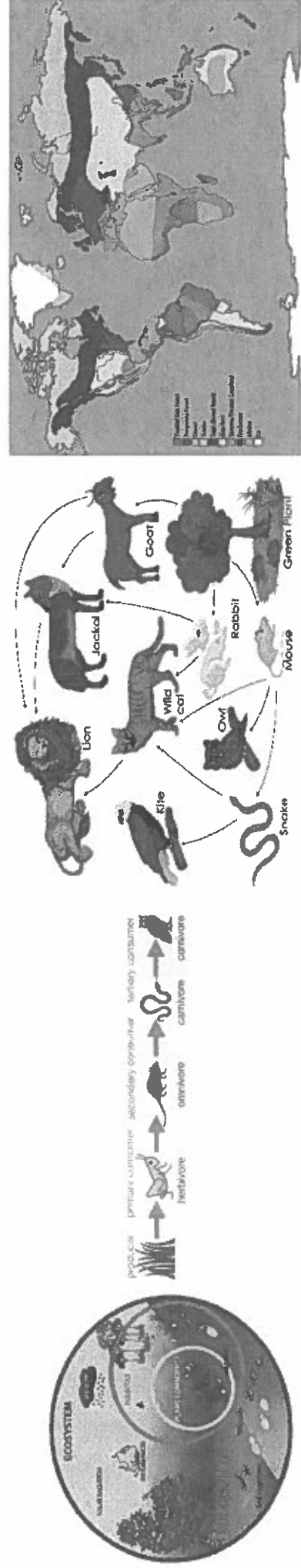


Geography (KS3) – Ecosystems – Year 8

Summary - Position in the Curriculum

Ecosystems is the 5th topic of the Year 8 Geography curriculum. This topic is important as it begins with identifying the key features of small-scale ecosystems before focusing on the characteristics of global ecosystems which you need to learn for your end of unit assessment.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Ecosystem	A community of plants and animals that interact with each other and their physical environment.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Producers	An organism or plant that is able to absorb energy from the sun through photosynthesis.	Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Consumers	Organism that eats herbivores and/or plant matter.	A community of plants and animals that interact with each other and their physical environment.	1. Explain the term 'Ecosystem'.
Decomposers	Organisms such as bacteria or fungi break down plant and animal matter.	Parts of the ecosystem which are living organisms. Components of the ecosystem which are non-living.	2. What is the difference between 'biotic' and 'abiotic'?
Food chain	Connections between different organisms (plants and animals) that rely upon one another as their source of food.	The most productive biomes – which have the greatest biomass- grow in climates that are hot and wet.	3. Describe the global distribution of tropical rainforests, tundra and desert ecosystems.
Food web	A complex hierarchy of plants and animals relying on each other for food	High levels of solar radiation create the perfect atmospheric conditions for tropical rainforests to occur in specific parts of the world.	4. Explain why tropical rainforests are located in the tropics?
Biome	A large geographical area of distinctive plant and animal groups, which are adapted to that particular environment e.g. tropical rainforest, tundra.	Nutrients are taken up when animals eat plants and then returned to the soil when animals die and the body is broken down by decomposers.	5. Explain why tropical rainforests have a high rate of decomposition and a large biomass?
Biotic	Parts of the ecosystem which are living organisms. E.g. Producers (plants), Decomposers (bacteria) etc.		
Abiotic	Components of the ecosystem which are non-living. E.g. Soil, Sunlight Precipitation (rainfall).		



MFL

French-Year 8 Knowledge Organiser			Module 1: Vive les vacances !		Half Term: 1
Summary- Position in the Curriculum: In module 1, pupils are introduced to the perfect tense with regular verbs and start to talk about the summer they have just had. This builds on their knowledge of sequencers covered in HT4 in year 7. This will prepare pupils to explore this topic in more depth in module 3 in Y10. Pupils further expand their transactional language in context of buying food at a market. This allows them to revise the present and near future tenses covered in module 4 and 5 in year 7.					
Key Vocabulary		Key Phrases		Key verbs	
les vacances holidays en Algerie to Algeria aux États-Unis to the USA avec mes amis. with my friends en avion by plane en bateau. by boat. en bus by bus en car. by coach. en train by train en voiture. by car. une semaine de a week of un mois a month deux jours two days au bord de la mer. at the seaside. à la montagne. in the mountains. à la campagne. in the countryside. en colonie de vacances. at a holiday camp un spectacle a show une fête a celebration		Je suis allé(e) au Maroc. Nous sommes allé(e)s ... je suis resté(e) J'ai passé J'ai réservé J'ai voyagé en avion. Avec mes parents Pendant les vacances J'ai visité un parc d'attractions. J'ai fait une balade en bateau. J'ai fait les manèges. J'ai pris des photos. J'ai nagé dans la mer. j'ai bu j'ai vu Je n'ai pas mangé de glaces. c'était..... Dans le futur, je voudrais visiter Ce serait.....		Passer (to spend) Réserver (to book) Aller (to go) Voyager (to travel) Louer (to rent) Visiter (to visit) Faire (to do) Tenses : Passé composé The passé composé is a past tense formed by combining the present tense of avoir (to have) or être (to be) as an auxiliary verb with a past participle. A. <u>Passé composé with avoir</u> Subject + avoir + past participle J'ai voyagé en avion B. <u>Passé composé with être.</u> Subject + être + past participle Je suis allé(e) en France (Dr. Mrs. Vandertramp) er changes to é ir changes to i vister choisir visité choisi Re changes to u vendre vendu Irregular past participles: Voir (vu) - Lire(lu) - Faire (fait)- dire (dit) Prendre (pris) apprendre (appris) Boire (bu) vouloir (voulu)	
High Frequency words: et – and mais – but parce que – because car – because / as très – very trop – too assez – quite vraiment – truly / really first of all next then after(wards) last of all d'abord ensuite puis après finalement assez-vraiment-trop-un peu avec-pendant-jour-semaine-mois-été-hiver-donc/alors					
Expressing opinions and reasons: A mon avis Je pense que Je dirais que Je crois que C'était amusant. C'était cool C'était génial. C'était ennuyeux. C'était intéressant. C'était sympa. C'était moderne. C'était nul. C'était inoubliable. C'était horrible.					
					
				Décris la photo. Follow-on questions. Q1. Est-ce que tu aimes voyager en avion? Q2. Que penses-tu des vacances au bord de la mer? Writing : o Write a blog about your summer holidays for the website of your twinned school in France.	
				Tricky Pronunciation and Phonics s-liaison: nous avons é, ai: J'ai écouté nasal sounds en, an : en vacances u : bu, vu ou : tous, beaucoup	

Summary- Position in the Curriculum: Moving to module 2, pupils build on their knowledge about their favourite celebrations covered in Y7 (module 1) and expand on that. They learn about festivals and celebrations in the Francophone world and they are introduced to traditional French or Spanish cuisine. This will prepare pupils to explore the topics more depth in module 3 in Y10. Pupils further expand their transactional language in context of buying food at a market

Key Vocabulary		Key Phrases		Key verbs		Key Questions for self-study	
la fête Noël Pâques le 14 juillet le Nouvel An la Chandeleur l'Aïd (Eid) mon anniversaire la fête de la musique un repas une crêpe un gâteau les légumes du fromage de la glace un cadeau une tranche le déjeuner	celebration/Party Christmas Easter Bastille Day New Year Pancake Day (Eid) my birthday the music a meal a pancake a cake vegetables cheese ice cream a gift a slice of lunch	• manger du chocolat. • acheter des cadeaux. • faire une soirée pyjama. • aller chez mes cousins Ma fête préférée, c'est le carnaval. Je regarde la parade. je mange de la glace. je retrouve mes copains C'est un plat typique ... C'est une spécialité ... du nord de la France. Il / Elle porte un déguisement. Il / Elle porte un masque. Je vais visiter le marché de Noël. Je regarde la parade. Je vais manger je vais fêter je vais faire la fête	fêter (to celebrate) manger (to eat) inviter (to invite) chanter (to sing) The immediate future Subject+ aller + infinitive "aller" in the present tense + an infinitive (a verb ending in "ER", "IR" or "RE"). Je vais porter une robe porter Tu vas fêter Il, Elle, On va faire Nous allons manger Vous allez finir Ils, Elles vont visiter THE PARTITIVE ARTICLE In a negative sentence, du, de la, des and de l' always change to de or d'. je ne mange pas de viande	acheter (to buy) boire (to drink) aller (to go) 	1. Quelle est ta fête préférée? 2. Qu'est-ce que tu vas porter pour la fête? 3. Qu'est-ce que tu vas manger pour la fête? 4. Qu'est-ce que tu vas faire? 5. Comment as-tu fêté ton anniversaire ? c'était comment ? 6.	Photo description (PALMs) People-Location-Activities Décris la photo  Follow-on questions: Q1. J'aime fêter Noël avec ma famille et mes amis? Et toi? Q2. Que penses-tu du nouvel an? Writing: Write an article for a French school website about how did you celebrate your birthday last year.	
High Frequency words: le matin l'après-midi le soir dans le futur à l'avenir chaque année aussi puis ensuite en plus étant donné vu que Expressing opinions and reasons: Je n'aime pas tellement je n'aime pas du tout je pense que – I think that... à mon avis – in my opinion je trouve que – I find that..... il fait beau/il fait mauvais/ il fait chaud/ il fait froid C'est très bon. It is very good. C'est délicieux. It is delicious. C'est savoureux. It is tasty. C'est un plat typique It's a typical dish c'est sain it's healthy C'est trop commercial. It's too commercialised		Tricky Pronunciation and Phonics silent final consonant (t, p, x) marrant, tout, beaucoup, cadeaux silent final -ent: elles marchent open eu : euros œu : œufs closed o : kilo eau : morceau soft c : morceau		Practice online 			

French-Year 8 Knowledge Organiser			Module 3: À loisir		Half Term: 3	
Summary- Position in the Curriculum: In Module 3, pupils build on giving opinions and sports learnt in Y7 to talk about TV programmes, actors and actresses and digital technology. They develop knowledge of forming and answering questions and spotting verbs in the perfect tense (regular –er verbs, irregular verbs, verbs which take être).						
Key Vocabulary		Key Phrases		Key verbs	Key Questions for self-study	
les comédies. comedies. les dessins animés. cartoons. les feuilletons. soaps. les infos. the news. les jeux (télévisés). gameshows. les émissions de cuisine. cookery programmes. les émissions de musique. music programmes les émissions de sport. sports programmes. les émissions de science-fiction. science fiction programmes les émissions de télé-réalité. reality programme sur ma tablette on my tablet un film d'animation. an animated film. un film d'action. an action film. un film d'horreur. a horror film. un film de super-héros. a superhero film		Mon émission préférée, c'est ... Je déteste les comédies. parce qu'elle n'est pas drôle Je regarde (les feuilletons) sur Netflix. Je télécharge Je joue sur ma Xbox. Je ne peux pas ce soir. Je tchatte. Elle écoute de la musique sur sa tablette. Je ne regarde jamais Netflix Je vais aller au cinéma ce soir. Je vais voir un film d'animation Ce sera chez mes amis seul(e) avec ma famille avec mes copains Hier, j'ai regardé une émission de sport. J'ai vu une comédie. Je suis allé(e) au centre commercial C'était		regarder (to watch) voir (to see) aller (to go) télécharger (to download) jouer (to play) Possessive adjectives mon/ma/mesmy ton/ta/tesyour son/sa/ses his/her Negatives ne ... pasnot ne ... jamaisnever ne ... riennothing Je joue à des jeux vidéo Je ne joue jamais à des jeux vidéo. I never play video games. Je ne fais rien en ligne. I don't do anything online. Je n'ai pas de portable Il n'est jamais paresseux	1. Quels sont tes loisirs? 2. Qu'est-ce que tu aimes à la télé? 3. Qui est ton acteur préféré? 4. Qu'est-ce que tu as regardé à la télé hier? 5. Qu'est-ce que tu aimes voir au cinéma? Photo description (PALMIS) People-Location-Activities Décris la photo Follow-on questions : Q1. Qu'est-ce que tu fais en ligne? Q2. Qu'est-ce que tu as fait hier?	
High Frequency words: un peu assez très trop le matin le soir le week-end a bit quite very too in the morning in the evening on the weekend		Writing: Write to a French pupil in your partner school, telling them how you spend your free time.				
Expressing opinions and reasons: J'adore / J'aime ... parce qu'il/elle est drôle- beau- belle- bon-triste-doué-mauvais-creatif-gentil-travailleur-sympa nul-ennuyeux-amusant-éducatif-important-utile-inutile		Tricky Pronunciation and Phonics é : télé qu: musique i : science -tion : fiction -euille: feuillets				
					 Practice online	

French-Year 8 Knowledge Organiser			Module 4: Le monde est petit		Half Term: 4
Summary- Position in the Curriculum: Pupils build on the vocabulary related to house and places in town which they learned in Y7 (Module 5). They begin to talk about the activities someone can do in their town and what they do to help at home. They will be introduced the modal verbs and their conjugation in the present tense. In KS4 Module 8, pupils will build on what they have learned in KS3 to discuss problems in their region (KS4 Readiness – Theme 3 and 6).					
Key Vocabulary	Key Phrases	Key verbs: Modal verbs		Key Questions for self-study	
un appartement a flat un bâtiment a building un champ a field un jardin public a park un lac a lake un magasin a shop une forêt forest une montagne a mountain une plage a beach une rivière a river un(e) touriste a tourist une piscine a swimming pool un marché a market une gare a station un parc a park	On peut manger des crêpes eat pancakes. visiter des grottes. visit caves. aller au cinéma. go to the cinema. aller à la plage. go to the beach. aller en ville. go to town. faire les magasins. go shopping. faire du canoë-kayak. go canoeing. faire des randonnées. go for walks. faire du ski. go skiing Je dois ... I must ... garder ma sœur=look after my sister. garder mon frère =look after my brother. ranger ma chambre=tidy my room. laver la voiture=wash the car. faire la cuisine=do the cooking. faire la vaisselle=do the washing-up. faire la lessive=do the washing. nourrir les animaux=feed the animals aider dans le jardin= help in the garden	The verb 'pouvoir' (to be able to/can) pouvoir is an irregular modal verb. It is usually followed by an infinitive. o je peux I can o tu peux you (singular) can o il/elle/on peut he/she/we can o nous pouvons we (people) can o vous pouvez you can o ils/elles peuvent they can ne...pas around pouvoir makes it negative: Je ne peux pas aller à l'école. I can't go to school. devoir (to have to/must) is an irregular modal verb. It is usually followed by an infinitive. o je dois I must o tu dois you must (singular) o il/elle/on doit he/she/we (people) must o nous devons we must o vous devez you must ((plural or polite) o ils/elles doivent they must Je dois faire la vaisselle. I must do the washing up. Ils doivent aider à la maison They must help at home.		1. Elle est comment, ta région? 2. Qu'est-ce qu'on peut faire dans ta région? 3. Qu'est-ce que tu as fait le weekend dernier? 4. Qu'est-ce qu'on doit faire pour aider à la maison? 5. Où voudrais-tu habiter dans le futur et pourquoi?	
High Frequency words: o peu de little, not many trop de too much / o beaucoup de lots of plein de plenty of o vraiment really trop very o Étant donné que Given that un peu a bit		Useful Grammatical Structures : Modal verb + infinitive Tricky Pronunciation and Phonics A is a bit like the a of father. Never like fate or hate. Au, aux, eau, eux make a Q sound When a word ends in a French S and comes before certain words that start with a vowel, it turns into a "Z" sound.		Photo description (PALMs) 	
Expressing opinions and reasons: o Je pense que ... A mon avis ... Je crois que ... o génial-amusant-nul-marrant -sympa - ennuyeux-intéressant- passionnant - paresseux - magnifique - important -fatigant. o propre - sale -animé				Follow-on questions: • Q1. Elle est comment, ta maison? • Q2. Qu'est-ce que tu vas faire le weekend prochain? Writing: Write an email to your Moroccan penpal about Dagenham.	
				Practice online 	

Summary- Position in the Curriculum: Pupils build on knowledge of sports and leisure vocabulary to give opinions about sports using the comparative (plusque) (moinsque)

Key Vocabulary	Key Phrases	Key verbs:	Key Questions for Self-Study
faire de la gymnastique. faire de la musculation. faire de la natation. faire de la voile. faire de l'athlétisme. faire de l'équitation. jouer au billard. jouer au foot(ball). jouer au handball. jouer au rugby. jouer au tennis amusant(e). interesting. compliqué(e). complicated fatigant(e). tiring intéressant(e). interesting passionnant(e). exciting. relaxant(e). relaxing. facile. easy difficile difficult violent(e) violent un terrain de foot a football pitch une piscine a swimming pool une patinoire an ice rink	Je suis (assez) sportif/sportive. Je ne suis pas (très) sportif/sportive Je suis membre d'un club. il y a ... beaucoup de possibilités sportives. peu de possibilités sportives. une salle de fitness Je m'entraîne deux fois par semaine. Mon héros sportif ... Mon héroïne sportive est ... Mon héros sportif est Mon joueur préféré est..... Il/Elle a gagné. Il/Elle a marqué un but. Je vais à la salle de fitness. Il faut travailler très dur. J'ai gagné une médaille aux J.O. Qu'est-ce que tu fais tous les jours? Qu'est-ce que tu vas faire à l'avenir?	jouer á to play faire to do pratiquer to practice trouver to find penser to think participer to take part Using the comparative: To form regular comparative sentences in French, sandwich your adjectives between the following words: plus....que (more....than/___er than) for superior comparisons. moins....que (less....than) for inferior comparisons plus...que – more....than moins...que – less....than aussi....que – as....as Je trouve le ski plus difficile que le cyclisme. Je trouve la gymnastique plus facile que le footing	1. Tu es sportif/sportive? 2. Tu fais quels sports? 3. Quelle est ton opinion sur le sport á Eastbrook ? 4. Qu'est-ce que tu as fait récemment? 5. Qu'est-ce qu'il faut faire pour être champion(ne)?
High Frequency words: puis – then ensuite – next soudain – suddenly toujours - always souvent – often avec – with sans – without si - if pour donc/alors parfois en ce moment en été for so/therefore sometimes at the moment in summer		Photo description (PALMs)  Décris la photo Follow-on questions : Q1. Qu'est-ce que tu n'aimes pas comme sports? Q2. Est-ce que tu aimes le billard? Writing: Write to your Penpal in Guadeloupe about which sports you can do in Dagenham and sports you have done recently.	
Expressing opinions and reasons: Je trouve le tennis ... Je trouve le ski plus difficile Je pense que le footing est plus facile que la natation. Je dirais que la voile est moins amusante que le ski.		Tricky Pronunciation and Phonics -eille: oreille -œil : œil u vs. ou: rhume, douleur h: hockey u : judo a : handball y : rugby	

Practice online



Summary- Position in the Curriculum: Pupils learn about injuries and illness (Physical wellbeing) and tak part in a conversation with the doctor using il faut + infinitive and the near future tense

Key Vocabulary	Key Phrases	Key verbs:	Key Questions for self-study
tête (f) head main (f) hand activité (f) activity yeux (mpl) eyes corps (m) body cœur (m) heart piéd (m) foot santé (f) health énergie (f) energy médecin (mf) doctor danger (m) danger maladie (f) illness malade ill physique physical bras (m) arm exercice (m) exercise hôpital (m) hospital bouche (f) mouth oreille (f) ear doigt (m) finger médicament medicine jambe (f) leg nez (m) nose handicapé disabled gorge (f) throat lunettes (fpf) glasses	Je me suis blessé(e) au dos. J'ai un rhume. J'ai la grippe. J'ai de la fièvre. Je suis malade il/elle est malade Depuis quand? Depuis trois jours / une semaine Il faut boire beaucoup d'eau.] Bonjour, docteur. Vous allez bien? Ça ne va pas. D'accord. Il faut ... Merci. À bientôt. Il faut boire beaucoup d'eau. Il faut rester au lit. Il faut prendre des antidouleurs. Il faut travailler dur manger des fruits et des légumes boire beaucoup d'eau être déterminé(e) Il ne faut pas fumer il ne faut pas	avoir être prendre rester boire boire manger dormir voir faire To say you're ill or something hurts, you use the expression: J'ai mal à (+the part of the body) e.g. J'ai mal au dos – I've got backache Remember! When à comes in front of le, la, l' or les, the following rules apply: • à + le = au J'ai mal au bras • à + la = à la J'ai mal à la jambe • à + l' = à l' J'ai mal à l'oreille • à + les = aux J'ai mal aux épaules J'ai comes from the verb avoir (to have). If you want to talk about someone other than yourself, you need to change j'ai for the correct part of avoir. e.g. il a mal au dos – he has backache Using the imperative (vous form) L'impératif is the tense used when giving orders, advice, instructions, or expressing wishes. Mangez les légumes – (tu) Mangez les légumes – (vous) Using il faut and il ne faut pas + infinitive Expressing necessity and obligation in French use Il faut + infinitive = to need to [do something] OR must (do something)	1. Qu'est-ce que tu fais comme sport? 2. Est-ce que tu as participé à une compétition récemment? 3. Qu'est-ce que tu vas faire à l'avenir? 4. Qu'est-ce qu'il faut faire pour être champion(ne) 5. Qu'est-ce qu'il faut faire pour rester en forme ? Photo description (PALMs) Sur la photo, je peux voir..... Ils sont dans..... À mon avis, il  Décris la photo Follow – on questions: Q1- Décris moi une visite récente chez le docteur. Q2- Qu'est-ce que tu vas faire pour rester en forme? Writing: Create your own dialogue in the doctor's office. Practice online 
High Frequency words: depuis since jour day semaine week beaucoup de a lot of	quand when	Tricky Pronunciation and Phonics -eille: oreille u vs. ou : rhume, douleur qu : est-ce que nasal sounds am, an, en: champion, manges, récemment	
Expressing opinions and reasons: c'est bon pour la santé c'est sain c'est dangereux c'est important c'est mal	c'est mauvais pour la santé c'est malsain c'est mauvais c'est utile ce n'est pas mal		

French-Year 8 (HT1)			Knowledge Organiser		Module 1: Mis vacaciones		
Summary- Position in the Curriculum							
Building on the vocabulary related to town and house learnt in Module 5 in Y7, and the vocabulary related spare time pupils will describe where they went on holiday and the activities, they did during these holidays using the past tense. They will be introduced on how to give opinion in the past.							
Key Vocabulary		Key Phrases		Key verbs: Modal verbs			
Bailé = I danced Compré una camiseta = I bought a t-shirt Descansé en la playa = I relaxed on the beach Mandé SMS = I sent texts Monté en bicicleta = I rode my bike Nadé en el mar = I swam in the sea Saqué fotos = I took photos Tomé el sol = I sunbathed Visité monumentos = I visited monuments Bebí una limonada = I drank a lemonade Comí paella = I ate Paella Conocí a un chico/a guapo/a = I met a good-looking boy/girl Escribí SMS = I wrote texts Salí con mi hermano/a = I went out with my brother / sister Vi un castillo interesante = I saw an interesting castle		El año/el verano pasado = last year/summer Fui a = I went to Escocia = Scotland España = Spain Francia = France Gales = Wales Grecia = Greece Inglaterra = England Irlanda = Ireland Italia = Italy No fui de vacaciones = I didn't go on holiday con mis amigos / as = with my friends con mi clase = with my class con mi familia = with my family con mis padres = with my parents Fui / fuimos en = I went / we went by autocar = coach avión = plane barco= boat/ferry coche = car tren = train		You use the preterite (simple past tense) to talk about completed events in the past. The two key verbs of this module, ser and ir, are irregular and they are identical in the preterite. SER and IR in the preterite: - o fui I was // I went - o fuiste you (singular) were // You went - o fue he/she was //he/she went - o fuimos we were // we went - o fuisteis you (plural) were // you (pl.) went - o fueron they were // they went Example: Mi padre fue a Francia. Fue genial. – My father went to France. It was great. In the preterite, regular -ar verbs follow this pattern: visitar (to visit) visité – I visited visitamos – we visited visitaste – You visited visitasteis – you (pl) visited visitó – he/she visited visitaron – they visited And regular -er/-ir verbs follow the same pattern: comer (to eat) comí – I ate comimos – we ate comiste – You ate comisteis – you (pl) ate comió – he/she ate comieron – they ate		1. ¿Adónde fuiste de vacaciones? 2. ¿Con quién fuiste? 3. ¿Qué hiciste? 4. ¿Cómo fuiste? 5. ¿Cómo te fue? ¿Por qué? ¿Cómo? = How? ¿Dónde? = Where? ¿Adónde? = To where? ¿Con quién? = With who?	
High Frequency words: a / al / a las = to (the) en = by además = also / in addition luego = then más tarde = later después = afterwards con = with mi / mis = my pero = but también = also / as well		Useful Grammatical Structures for past tense (pt): Time marker + verb (pt) + on / in (pt) + reason (pt) Tricky Pronunciation When a word contains two vowels together, pronounce each one separately: Fui a Grecia. In Spanish, r and rr are different sounds: r : touch your tongue against the back of your teeth to get a Spanish r rr : sounds like an engine revving!		Exclamations! ¡Qué bien! = How great! ¡Qué guay! = How cool! ¡Qué bonito! = How nice! ¡Qué rico! = How tasty! ¡Qué divertido! = How fun / funny! ¡Qué suerte! = How lucky! / What luck! ¡Qué aburrido! = How boring! ¡Qué horror! = How awful! ¡Qué lástima! = What a shame! ¡Qué mal! = How bad! ¡Qué rollo! = How annoying!			
Expressing opinions and reasons: Fue divertido = It was fun / funny Fue fenomenal = It was fantastic Fue genial = It was great. Fue regular = It was OK Fue horrible = It was terrible Me gustó = I liked it Porque = because Comí algo malo y vomité = I ate something bad and was sick Llovió = It rained Perdí mi móvil = I lost my mobile		Practice online https://www.memrise.com					
							

Spanish-Year 8 (HT2)		Knowledge Organiser		Module 4: Todo sobre mi vida																									
Summary- Position in the Curriculum																													
Building on the vocabulary related to free time activities learnt in Module 2 in Y7, pupils will describe the activities they do using expression of frequency.																													
Key Vocabulary		Key Phrases		Key verbs																									
El rap = rap El RnB = RnB La música clásica = classical music La música electrónica = electronic music La música pop = pop music Un programa de música = a music programme Un programa de deportes = a sports programme Un concurso = a game show Un documental = a documentary Un reality = a reality TV show Una comedia = a comedy Una serie policiaca = a police series Una telenovela = a soap opera El telediario = the news		Chateo con mis amigos = I chat with my friends Comparto mis videos favoritos = I share my favourite videos Descargo melodías o aplicaciones = I download ringtones or apps Hablo por Skype = I talk on skype Juego = I play Leo mis SMS = I read my texts Mando SMS = I send texts Saco fotos = I take photos Veo videos o películas = I watch videos or films		You use the present tense to talk about what usually happens. There are three groups of regular verbs: <table><tr><th>-ar verbs</th><th>-er verbs</th><th>-ir verbs</th></tr><tr><td>Hablar – to talk</td><td>Leer – to read</td><td>Compartir – to share</td></tr><tr><td>hablo</td><td>leo</td><td>comparto</td></tr><tr><td>hablas</td><td> lees</td><td>compartes</td></tr><tr><td>habla</td><td> lee</td><td>comparte</td></tr><tr><td>hablamos</td><td> leemos</td><td>compartimos</td></tr><tr><td>habláis</td><td> leéis</td><td>compartís</td></tr><tr><td>hablan</td><td> leen</td><td>comparten</td></tr></table> The preterite is used to talk about past events. The verb hacer (to do/to make) is irregular. Here is the preterite form of the verb hacer: - o hice – I did - o hiciste – You did - o hizo – He/She did - o hicimos – we did - o hicisteis – you (plural) did - o hicieron – they did Useful grammatical structure: When you want to compare two things, you use the comparative. - o más + adjective + que... - more ... than The adjective must agree with the noun. e.g: Los realitys son <u>más</u> aburridos <u>que</u> los concursos. <i>Reality shows are <u>more</u> boring <u>than</u> game shows.</i>		-ar verbs	-er verbs	-ir verbs	Hablar – to talk	Leer – to read	Compartir – to share	hablo	leo	comparto	hablas	lees	compartes	habla	lee	comparte	hablamos	leemos	compartimos	habláis	leéis	compartís	hablan	leen	comparten
-ar verbs	-er verbs	-ir verbs																											
Hablar – to talk	Leer – to read	Compartir – to share																											
hablo	leo	comparto																											
hablas	lees	compartes																											
habla	lee	comparte																											
hablamos	leemos	compartimos																											
habláis	leéis	compartís																											
hablan	leen	comparten																											
High Frequency words: o = or porque = because también = also / too y = and así que = so (that) más ... que = more ... than mi / mis = my su / sus = his / her no = no / not Ayer = yesterday Luego = then Un poco más tarde = a bit later Expressions of frequency (to say how often you do something): normalmente = normally todos los días = every day nunca = never dos o tres veces a la semana = 2/3 times a week a veces = sometimes de vez en cuando = from time to time																													
Expressing opinions and reasons: Me gusta(n) = I like Me gusta(n) mucho = I really like Me encanta(n) = I love No me gusta(n) = I don't like No me gusta(n) nada = I really don't like Me gusta la música de ... = I like ...'s music Mi cantante favorito /a = my favourite singer Mi grupo favorito = my favourite band En mi opinión = in my opinion																													
				porque es/son = because it is / they are divertido /a = funny informativo/a = informative interesante = interesting aburrido /a = boring emocionante = exciting guay = cool triste = sad horrible = terrible Ticky Pronunciation The letter c has as soft sound ('theeee') when it comes before e and i. e.g.: hace natación .																									
				El preterite Bailé en mi cuarto = I danced in my room Fui al cine = I went to the cinema Hablé por Skype = I talked on Skype Hice gimnasia = I did gymnastics Hice kárate = I did karate Jugué en línea con mis amigos /as = I played online with my friends Jugué tres horas = I played for three hours Monté en bici = I rode my bike Vi una película = I watched a film Salí con mis amigos/as = I went out with my friends No hice los deberes = I didn't do my homework																									
																													
				Practice online https://www.memrise.com																									

Spanish-Year 8 (HT3)			Knowledge Organiser			Module 3: ¡A comer!														
Summary- Position in the Curriculum: Giving opinions about foods and drinks, using negatives and three tenses (present, preterite and near future tense) together.																				
Key Vocabulary			Key Phrases			Key verbs and grammar														
el agua – water el arroz – rice la carne – meat el pollo - chicken los caramelos – sweets a fruta – fruit las hamburguesas - hamburgers los huevos – eggs la leche – milk el marisco - seafood/shellfish el pescado - fish el queso – cheese las verduras – vegetables el café - coffee los cereales – cereal los churros – churros el té – tea la tostadas – toast el yogur - yogurt el zumo de naranja – orange juice paella			Desayuno- for breakfast I have No como – I don't eat No como nunca – I never eat No desayuno nada – I never eat breakfast Como a las siete – I eat at 7 o'clock Ceno – for dinner I have Voy a tomar – I'll have De primero plato - as a starter De segundo plato – for main course De postre – for dessert Tengo hambre – I am hungry Tengo sed – I am thirsty Nada más, gracias – nothing else, thanks. La cuenta, por favor – the bill, please ¡Qué asco! – How disgusting! ¡Qué rico! – How delicious! ¡No, gracias! – No, thanks! favorito/a - favourite bastante – quite que viene - next pasado/a - last lugar - place			<table><tr><th>Present</th><th>Preterite</th><th>Future</th></tr><tr><td>como</td><td>comí</td><td>Voy a comer</td></tr><tr><td>bebo</td><td>bebí</td><td>Voy a beber</td></tr><tr><td>tomo</td><td>tomé</td><td>Voy a tomar</td></tr></table>			Present	Preterite	Future	como	comí	Voy a comer	bebo	bebí	Voy a beber	tomo	tomé	Voy a tomar
Present	Preterite	Future																		
como	comí	Voy a comer																		
bebo	bebí	Voy a beber																		
tomo	tomé	Voy a tomar																		
High Frequency words: a las - at... o'clock hora - time por ejemplo - for example pasado/a - last lugar - place			Negatives: To make a sentence negative, put <i>no</i> before the verb: <i>No</i> bebo leche. <i>I don't drink milk.</i> - <i>Nunca</i> means never. It usually comes <i>before the verb</i> : Nunca bebo café. <i>I never drink coffee</i> - <i>No... nada</i> means nothing or not anything. It makes a 'sandwich' around the verb: No ceno nada. <i>I don't eat anything for dinner</i>			Key Questions for Self-Study 1. ¿Qué te gusta comer y beber? 2. ¿Qué desayunas / comes/cenas? 3. ¿A qué hora desayunas/comes/cenas? 4. ¿Qué opinas de la comida española? 5. ¿Qué vas a comer/ beber este fin de semana?														
Expressing opinions and reasons: Me gusta(n) mucho - I really like Me encanta(n)- I love... No me gusta(n) nada - I don't like... at all. Odio - I hate			Familiar / polite 'you': tú / usted / ustedes: "Tú" is used for informal, familiar situations (friends, family), while "usted" is formal and polite (for strangers or authority figures). "Ustedes" is the plural form for both formal and informal situations in Latin America			Photo Task 														
			Me gusta(n) + definite article: Used to express liking for a singular or plural noun, where "me gusta" is followed by a definite article ("el," "la," "los," "las") and the noun. Examples:- - Me gustan los caramelos. (I like sweets). - Me gusta el queso. (I like cheese).			Fill in the gaps: En la foto hay _____ personas. Hay _____ chicos y _____ chicas. Los chicos llevan bigote y una chica lleva gafas. Están en _____. En el fondo hay muchos globos de varios colores. _____ de la mesa hay una tarta. También hay _____ y _____. Creo que es una fiesta de _____.														
			Tricky Pronunciation - Pronunciation of 'j' and 'll': Jamón (ham) – The 'j' is pronounced like an English "h," so it sounds like "ha-mon."			Writing: Describe what you did at a party last weekend. (Use the preterite tense – comí / bebí / bailé / vi / Fue).														

Spanish-Year 8 (HT4)			Knowledge Organiser		Module 4 : ¿Qué hacemos?												
Summary- Position in the Curriculum																	
Making plans to go out, using reflexive verbs with sequencers and time frequency words and talking about clothes.																	
Key Vocabulary		Key Phrases	Key verbs	Key Questions for Self-Study													
- a la bolero - to the bowling alley - a la cafetería - to the café - al centro commercial - to the shopping centre - al museo - to the museum - al parque - to the park - a la pista de hielo - to the ice rink - al polideportivo – to the sports centre - al lado de - next to - delante de - in front of - detrás de - behind the - enfrente de - opposite - en tu casa - at your house		¿Te gustaría ir...? - Would you like to go...? - De acuerdo. - All right. - Vale.- OK. - Muy bien.Very good. ¡Genial! - Great! - Si, me gustaría mucho. - Yes, I'd like that very much. - Por supuesto - of course Excuses ¡Ni hablar! - No way! ¡Ni en sueños! - Not a chance! - Not a chance! /Not in your wildest dreams! - No tengo ganas.- I don't feel like (it). ¡Qué aburrido! - How boring! - No quiero - I don't want to. - No tengo dinero. - I don't have any money. - No puede salir. - He/She can't go out. - Normalmente los fines de semana llevo - At weekends I normally wear... Time phrases - A veces – sometimes - Siempre – always - Nunca – never - Primero – firstly - Luego – then - Después - after - Finalmente – finally - Ayer fui a – yesterday I went - Cuando salgo de fiesta – when I go to a party	Reflexive verbs include a reflexive pronouns. They often describe an action that you do to yourself. - Me baño. - I have a bath. - Me ducho.- I have a shower. - Me lavo la cara.- I wash my face. - Me lavo los dientes.- I brush my teeth. - Me visto.- I get dressed. - Me maquillo.- I put on make-up. - Me peino. - I comb my hair. - Me aliso el pelo. - I straighten my hair. - Me pongo gomina.- I put gel on my hair. Tengo que + infinitive - I have to... - cuidar a mi hermano - look after my brother - hacer los deberes - do my homework - lavarme el pelo- wash my hair - ordenar mi dormitorio - tidy my room - pasear al perro - walk the dog - salir con mis padres - go out with my parents Adjective endings: Colour adjectives generally follow the usual pattern of adjectival agreement. They come after the noun they describe. - una camiseta roja - un jersey morado - unos zapatos amarillos The word for 'this' or 'these' changes according to whether the noun described is masculine or feminine and singular or plural. <table><tr><td>Singular</td><td></td><td>plural</td></tr><tr><td>masculine</td><td>feminine</td><td>masculine</td></tr><tr><td>este</td><td>esta</td><td>estos</td></tr><tr><td>Este jersey</td><td>Esta falda</td><td>Estos zapatos</td></tr></table>	Singular		plural	masculine	feminine	masculine	este	esta	estos	Este jersey	Esta falda	Estos zapatos	¿Te gustaría ir al cine? ¿Dónde quedamos? ¿A qué hora? ¿Cómo te preparas cuando sales de fiesta? ¿Qué llevas normalmente los fines de semana? ¿Qué vas a llevar a la fiesta? (use the near future tense)	
Singular		plural															
masculine	feminine	masculine															
este	esta	estos															
Este jersey	Esta falda	Estos zapatos															
Clothes		Translation Translate the message into Spanish for your friend. No, I don't want to go to the party. In addition, I can't go out because I have to do my homework then I have to tidy my bedroom. How boring! Can you go out tomorrow? Lee el texto y contesta a las preguntas en inglés. Paula: ¿Te gustaría ir al concierto de Bad Bunny? Tengo dos entradas, pero no puedo ir porque tengo que salir con mis padres. ¡Qué rollo! - How many concert tickets does Paula have? - Why is she giving them away? - How does she feel about this?															
Time																	
- a las - at... - seis - six o'clock - seis y cuarto - quarter past six - seis y media - half past six - siete menos cuarto - quarter to - siete menos diez- ten to seven																	



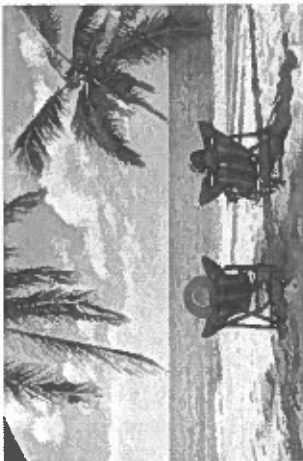
Spanish-Year 8 (HT5)

Knowledge Organiser

Module 5: Operación verano 1/2

Summary- Position in the Curriculum:

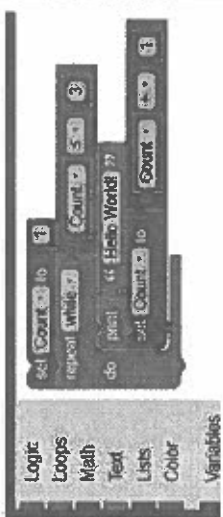
Describing holiday homes, using the superlative and comparative; asking and giving directions using the imperative; talking about past and future holidays.

Key Vocabulary	Key Phrases		Key Questions for Self-Study
- Esta casa es - <i>This house is</i> - Este piso es - <i>This flat is</i> - amplio/a - <i>spacious</i> - antiguo/a - <i>old</i> - bonito/a - <i>nice, pretty</i> - cómodo/a - <i>comfortable</i> - enorme - <i>enormous</i> - feo/a - <i>ugly</i> - grande - <i>big</i> - maravilloso/a - <i>marvellous</i> - pequeño/a - <i>small</i> - La casa/El piso está - <i>The house/The flat is -</i> - cerca de la playa - <i>near the beach</i> - en el centro - <i>in the centre</i> - en la montaña - <i>in the mountains</i> - Tiene - <i>it has</i> - una cocina - <i>a kitchen</i> - un comedor - <i>a dining room</i> - un cuarto de baño - <i>a bathroom</i> - un dormitorio - <i>a bedroom</i> - un salón - <i>a living room</i> - una chimenea - <i>a fireplace</i> - un jacuzzi - <i>a hot tub</i> - un jardín - <i>a garden</i> - una piscina - <i>a swimming pool</i> - una terraza - <i>a balcony, a terrace</i> - vistas al mar - <i>views of the sea</i> - hacer actividades náuticas - <i>do water sports</i> - hacer artes marciales - <i>do martial arts</i> - hacer senderismo - <i>go hiking</i> - ir a la bolera - <i>go bowling</i> - ir al cine - <i>go to the cinema</i>	- ir de compras - <i>go shopping</i> - ir de paseo en bicicleta - <i>go on a bike ride</i> - ir a la playa - <i>go to the beach</i> - ir al restaurante - <i>go to the restaurant</i> - jugar al golf/ voleibol/ tenis - <i>play golf</i> - ver la catedral - <i>see the cathedral</i> - visitar un castillo - <i>visit a castle</i> - la catedral - <i>the cathedral</i> - la estación de tren - <i>the train station</i> - el minigolf - <i>the minigolf</i> - el parque de atracciones - <i>the theme park</i> - el parque acuático - <i>the water park</i> - la pista de karting - <i>the go - kart track</i> - el zoo - <i>the zoo</i> - Sigue todo recto. - <i>Keep straight on.</i> - Dobla a la derecha. - <i>Turn right.</i> - Dobla a la izquierda. - <i>Turn left.</i> - Toma la primera a la derecha. - <i>Take the first right</i> - Toma la segunda a la izquierda. - <i>Take the second left.</i> - Cruza la plaza. - <i>Cross the square.</i> - Está a la derecha / izquierda. - <i>It's on the right / left.</i>	There are two verbs for 'to be' in Spanish: - For descriptions, use ser (to be): Es muy grande (it is very big) - For location, use estar (to be): Está en la montaña (it is in the mountains) The accent on the word está changes the meaning and the way you say it: - Esta casa está en el centro. (This house is in the centre) Se puede and se pueden mean 'you can'. They are usually followed by an infinitive. Use se puede with singular nouns: - Se puede ver la catedral. (You can see the cathedral). Use se pueden with plural nouns: - Se pueden hacer actividades náuticas. (You can do water sports) The comparative is used to say that something is 'more modern' or 'bigger' and so in, than something else. Remember, the adjective must agree with the noun. - más + adjective + que -> more ... than - menos + adjective + que -> less ... than Por ejemplo: Este piso es más moderno que los otros. (This flat is more modern than the others) Esta casa es más limpia que las otras. (This house is more clean than the others).	- Describe tu casa de vacaciones. (Use the comparative) ¿Qué puedes hacer en Mallorca? (Use the superlative) ¿Dónde está la estación de tren? (Use the imperative to give directions) ¿Qué campamento de verano vas a escoger? ¿Porqué? ¿Qué hiciste el verano pasado? Photo Task Describe esta foto. (5 sentences minimum) Remember PALMA when writing your description. 

Spanish-Year 8 (HT6)		Knowledge Organiser		Module 5: Operación verano 2/2																																														
Summary- Position in the Curriculum: Describing holiday homes, using the superlative and comparative; asking and giving directions using the imperative; talking about past and future holidays.																																																		
Key Vocabulary		Key verbs		Key Questions for Self-Study																																														
Me gusta – I like Me encanta – I love Me gustaría mucho – I would really like Me encantaría – I would love <u>Expresiones de tiempo</u> Ayer – yesterday el fin de semana pasado – last weekend el verano pasado – last summer el año pasado – last year hace dos años - two years ago Hoy – today mañana - tomorrow Por la mañana - in the morning este fin de semana – this weekend el verano que viene – next summer el año que viene – nex year <u>Filler words</u> Pues – well A ver – let's see Bueno – well No sé - I don't know Depende- it depends <u>High Frequency words:</u> Bastante- quite Donde- where Esta/este - this está - it is Muy- very También - also Además - also Pero – but Sin embargo - however		The superlative is used to say 'the smallest', 'the most comfortable, and so on. <table><tr><th>Definite article +</th><th>noun +</th><th>más +</th><th>adjective</th><th>Translation</th></tr><tr><td>el</td><td>parque</td><td>más</td><td>grande</td><td></td></tr><tr><td>la</td><td>playa</td><td>más</td><td>hermosa</td><td></td></tr><tr><td>los</td><td>tiburones</td><td>más</td><td>feroces</td><td></td></tr><tr><td>las</td><td>cuevas</td><td>más</td><td>famosas</td><td></td></tr></table> The imperative is used to tell someone what to do. Take the 'tú' form on the verb in the present tense and take off the 's'. - Doblas (you turn) -> ¡Dobla! (turn!) - Tomas (you take) -> ¡Toma! (take!) Using different time frames To reach a higher level, you need to show that you can use verbs in the present, the preterite and the near future tense. To do this, you need to be able to form verbs correctly. <table><tr><th>verbs</th><th>infinitive</th><th>present</th><th>preterite</th><th>near future</th></tr><tr><td>regular</td><td>visitar comer escribir</td><td>visito como escribo</td><td>visité comí escribí</td><td>voy a visitar voy a comer Voy a escribir</td></tr><tr><td>stem – changing</td><td>jugar</td><td>juego</td><td>jugué</td><td>voy a jugar</td></tr><tr><td>irregular</td><td>hacer ir ver</td><td>hago voy veo</td><td>hice fui vi</td><td>voy a hacer voy a ir voy a ver</td></tr></table>		Definite article +	noun +	más +	adjective	Translation	el	parque	más	grande		la	playa	más	hermosa		los	tiburones	más	feroces		las	cuevas	más	famosas		verbs	infinitive	present	preterite	near future	regular	visitar comer escribir	visito como escribo	visité comí escribí	voy a visitar voy a comer Voy a escribir	stem – changing	jugar	juego	jugué	voy a jugar	irregular	hacer ir ver	hago voy veo	hice fui vi	voy a hacer voy a ir voy a ver	1. Complete the translation section on the superlative table (on the left). 2. What is the superlative and how do we form it? Give examples with your explanation. 3. How do we form the imperative ('tú' form)? Give examples with your explanation. 4. List 5 past tense time phrases. Write a sentence for each. 5. List 3 future tense time phrases. Write a sentence for each.	
Definite article +	noun +	más +	adjective	Translation																																														
el	parque	más	grande																																															
la	playa	más	hermosa																																															
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verbs	infinitive	present	preterite	near future																																														
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irregular	hacer ir ver	hago voy veo	hice fui vi	voy a hacer voy a ir voy a ver																																														
		Exam style questions Speaking: 1. ¿Qué haces durante los fines de semana? 2. ¿Qué vas a hacer el verano que viene? ¿Porqué? 3. ¿Qué hiciste el verano pasado? Writing: Elige un destino turístico. ¿Qué se puede hacer allí? You must: - Describe your chosen destination, using superlatives. - Compare it to another location. - Say what you can AND can't do there.																																																
Tricky Pronunciation The trema over the u (ü) changes the sound to 'w'. - Piragüismo -> pi – ra – gwis – mo - Lingüística -> lin – gwis – ti – ca		More Tricky Pronunciation Z is pronounced 'th' in Spanish. Practice the following: - ¿Dónde está el zoo? - Cruza la plaza. Está a la izquierda.																																																

Computing/IT

Computer Science		Term 1	8.1 Python																
Summary- Position in the Curriculum																			
It is an introduction to Python, a powerful but easy-to-use high-level programming language. Although Python is an object-oriented language, at this level the object-oriented features of the language are barely in evidence and do not need to be discussed. The focus is on getting pupils to understand the process of developing programs, the importance of writing correct syntax, being able to formulate algorithms for simple programs and debugging their programs. The pupils' final programs are put into a learning portfolio with evidence of correct running, for assessment purposes. National Curriculum link/strand: Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem. Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.																			
Terminology	Definitions	Core Knowledge	Preparing for Assessment																
Variable - A named location in memory used to store data that can be changed during program execution.		Programming is giving a set of instructions to a computer to execute.	1. Write pseudocode to outline the steps in an algorithm using IF statements prior to coding.																
String (str) - A sequence of characters enclosed in quotation marks, used to represent text.		String- What It Is: A string is a type of data used for text. It's made up of characters like letters, numbers, and symbols, and it's always written inside quotation marks. Example: "Hello", "123", "Happy Birthday!"	2. What is the difference between the four key data types: string, integer, float and Boolean?																
Boolean - A data type with only two possible values: True or False.		Integer - What It Is: An integer is a whole number without any decimal point. It can be positive, negative, or zero. Example: 5, -3, 0	3. Write examples of the correct method used to assign variables data values, using both assignment statements and arithmetic operators?																
List - An ordered collection of items, which can be of different data types, enclosed in square brackets.		Float What It Is: A float is a number that has a decimal point. It's used for more precise values, especially when you need to represent fractions. Example: 3.14, 0.5, -2.0	4. Distinguish between syntax and logic errors and be able to find and correct both types of error.																
Integer - an integer (int) is a data type used to represent whole numbers without any fractional or decimal parts. Integers can be positive, negative, or zero.		Boolean: What It Is: A Boolean is a type of data that can only be one of two values: True or False. It's often used to make decisions in programs. Example: True, False	5. Use relational operators to control the order in which program statements are executed and in what order (if and while statements).																
Float - a float (short for "floating point number") is a data type used to represent real numbers that have a fractional part		Syntax Error - An error in the code caused by violating the rules of the programming language, making it impossible to parse																	
If Statement - Condition: The "if" statement checks if something is true or false.	<table><tr><th colspan="4">Comparison Operators</th></tr><tr><td>==</td><td>Equal to</td><td>!=</td><td>Not equal to</td></tr><tr><td>></td><td>Greater than</td><td>>=</td><td>Greater than or equal to</td></tr><tr><td><</td><td>Less than</td><td><=</td><td>Less than or equal to</td></tr></table>			Comparison Operators				==	Equal to	!=	Not equal to	>	Greater than	>=	Greater than or equal to	<	Less than	<=	Less than or equal to
Comparison Operators																			
==	Equal to	!=	Not equal to																
>	Greater than	>=	Greater than or equal to																
<	Less than	<=	Less than or equal to																
While loop - A "while" loop is like a set of instructions that the computer repeats over and over again as long as a certain condition is true.																			

Computer Science		Term 2	8.2 Mobile App
Summary- Position in the Curriculum			
Today, there's an app for every possible need. With this unit learners walk through the entire process of creating their own mobile app, using App Lab from code.org. Building on the programming concepts learners used in previous units, they will work to perform user research, design their app, write the code for it, before finally evaluating and publishing it for the world to use. National Curriculum link/strand: - Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. - Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures (for example, lists, tables, or arrays); design and develop modular programs that use procedures or functions. - Understand several key algorithms that reflect computational thinking; use logical reasoning to compare the utility of alternative algorithms for the same problem. - Create, reuse, revise, and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Asset: A piece of digital content, like an image, icon, or logo, used in an app or project.		Digital Assets and Graphics: Assets are digital components used in apps, and they can be repurposed to meet specific needs. PNG files are commonly used as they support transparency, essential for creating visually appealing graphics like logos and icons.	1. What is a PNG file, and why is it useful when creating graphics for apps?
PNG: A type of image file that supports clear backgrounds, great for making logos and icons.		App Structure and Navigation: Apps consist of multiple screens, including landing pages and menus, that are designed to ensure intuitive navigation. Wireframe designs help visualise the structure before development.	2. Explain what a landing page is and why it's important in an app. Can you design a wireframe for your own landing page?
Landing Page: The first screen you see when you open an app, showing an introduction or options.		Event-Driven Programming: Event-driven programming allows users to interact with apps through elements like buttons and hotspots. This technique is crucial for linking app screens and creating dynamic experiences.	3. What is event-driven programming? Give an example of how it can be used to link two screens in an app.
Navigation: How you move between different screens or pages in an app or website.		Selection and Logic in Apps: Selection refers to programming logic where conditions determine outcomes. This is demonstrated in features like login systems, which verify user credentials and provide feedback based on inputs.	4. Why is navigation important in an app, and how can you make sure your screens link together smoothly?
Event-Driven Programming: A way to make apps respond to actions, like clicking a button or touching a screen.			5. What is the purpose of a login system in an app? How does a condition help check if the login details are correct?
Login System: A feature where you type a username and password to enter an app.		App Development Tools: Tools like Thinkable enable students to create, design, and test apps on various devices. Students use these tools to incorporate graphics, link screens, and build functional applications.	
Wireframe: A simple sketch showing the layout of an app's screens before they're made.			
Condition: A rule in programming that decides what happens, like checking if a password is correct.		Project-Based Learning: App development combines creativity and problem-solving. Students work through a project brief, integrating graphics and programming skills to create a complete, functional app that meets user requirements.	
Algorithm: A set of instructions or steps to solve a problem or complete a task.			

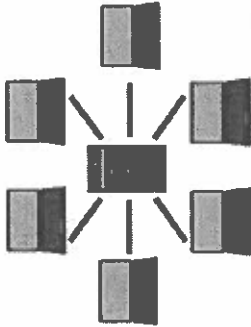
Computer Science		Term 3	8.3 HTML
Summary- Position in the Curriculum			
Pupils will learn the basics of HTML and CSS, and how to create a responsive design which adapts to any size of screen for viewing on, say, a mobile phone or a PC. They will learn how to create text styles and add content, including text and graphics, in a specified position on a page, as well as navigation links to other pages on their website and to external websites. National Curriculum link/strand: Designing, Using, and Evaluating Computational Artifacts and Understanding and Applying the Principles of Computer Science			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
HTML – Hyper Text Markup Language: The scripting language used to create webpages.	HTML is used to structure web pages with tags that define elements like headings, paragraphs, images, and links, while CSS is used to style and format these elements.		1. Explain what the World Wide Web is and how it differs from the Internet.
Tags – most tags have an open and closing tag to inform the browser when to deal with the text	Responsive design ensures that websites adapt to different screen sizes, providing an optimal viewing experience on devices such as mobile phones, tablets, and PCs.		2. Explain how the <h1> and <p> tags are used in HTML, and write an example of when you might use each.
Style – used to determine the formatting of the webpage and can be used to set the colours of fonts and backgrounds as well as text size and fonts.	Consistent web design is achieved using templates, <div> tags for structure, and a navigation system linking multiple pages within a website.		3. Explain what an HTML element is, and identify three examples of elements used in class, explaining their purpose.
CSS –Cascading Style Sheet, used in web pages to link styles to multiple pages.	Web forms collect user data through <form> tags, and the data is processed by a web server or simulated locally for demonstration purposes.		4. Explain why the file extension .html is essential for creating web pages, and what happens if the extension is missing or incorrect.
Hyperlink – a clickable link to open another webpage. Can be placed on text or images.	Cascading Style Sheets (CSS) allow styles to be applied at different levels, with inline styles overridden by embedded styles, which are in turn overridden by external styles for greater flexibility.		5. Explain what the <head> section of an HTML document is for, and list two examples of what might be included in it.
Responsive design – This is when the layout of the page automatically adjusts to suit the size of the devices' screen.	Good web design follows principles like using a limited colour palette, ensuring clear navigation, and balancing functionality with aesthetic appeal.		

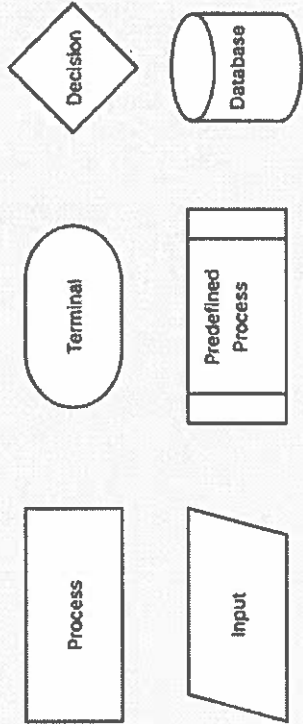


Google
Chrome



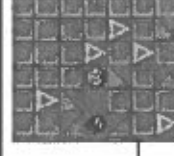
Microsoft
Internet
Explorer

Computer Science		Term 4	Networks	
Summary- Position in the Curriculum				
This unit covers local and wide area network basics. Pupils learn that the World Wide Web is part of the Internet, how web addresses become IP addresses using DNS, and data transmission. They plan a local area network, study client-server and peer-to-peer networks, cloud computing, data security, and encryption.				
National Curriculum link/strand: Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems				
Terminology	Definitions	Core Knowledge	Preparing for Assessment	
Internet: A global network connecting millions of computers, allowing them to communicate and share information.	The Internet is a wide area network (WAN); the World Wide Web is part of the Internet.		1. Define the meaning of the terms "domain name", http protocol	
World Wide Web: A part of the Internet that contains websites and web pages, which can be accessed using a web browser.	A domain name is a website's address; HTTP protocol is used to transfer web pages.		2. Give examples of LANs and WANs and State three different network topologies	
URL (Uniform Resource Locator): The address used to access a specific website or web page on the World Wide Web.	Packet switching breaks data into packets sent independently and reassembled at the destination.		3. Describe what is meant by a client-server network and state some of its advantages	
IP Address: A unique string of numbers that identifies each computer connected to the Internet.	LAN: Home Wi-Fi network. WAN: The Internet.		4. Design a network layout for their school, using icons to represent server, hub, switch, router, Internet, workstation, printer	
Protocol: A set of rules that determine how data is transmitted over the Internet.	There are 3 network topologies: Star, Bus, and Ring Networks		5. Describe the concept of cloud computing and some of the benefits it brings to individuals and organisations	
Wide Area Network (WAN): A network that covers a large geographical area, like a city, country, or even the world.	A client-server network has servers providing resources to clients. Advantages: Centralised control, easier management.			
Local Area Network (LAN): A network that covers a small area, like a home, school, or office.	Transmissions are encrypted for security. Example: Simple substitution cipher.			
Data Packets: Small pieces of data sent over a network, which are reassembled at the destination to form the complete message.	Bandwidth is the amount of data transferred per second; higher bandwidth means faster data transfer.			
Packet Switching: A method of sending data in small packets over a network, where each packet can take a different path to the destination.	Buffering temporarily stores data to ensure smooth playback during streaming.			
Domain Name: A human-readable address for a website, like www.example.com , which is easier to remember than an IP address.				
Client-Server Network: A network structure where servers provide resources and services to client computers.				
Encryption: The process of converting data into a code to prevent unauthorised access, ensuring the data remains secure.				

Computer Science		Term 5	Algorithms with Scratch
Summary- Position in the Curriculum			
This unit introduces fundamental computing concepts. Students will learn to design algorithms, use variables to store and manage data, and apply basic coding techniques such as sequencing, loops, and conditionals. The unit also covers annotating code with comments for clarity, using operators for calculations and comparisons, and applying Boolean logic for decision-making. This foundation helps students build essential problem-solving and programming skills. National Curriculum link/strand: Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Algorithm: A process or set of rules to be followed in order.		An algorithm is a set of step-by-step instructions to solve a problem. To create one, define the problem, break it into steps, list these steps in order, and test to make sure it works.	1. What is an algorithm?
Annotate: Add a note giving an explanation or comment.		A variable is a storage spot for data that can change. To use one, declare it with a name, assign it a value, and then use it in your code to store and update data.	2. What is a variable?
Boolean: An expression used in computer programming that can result in either true or false.		Basic coding techniques include sequencing (ordering instructions), loops (repeating instructions), and conditionals (making decisions with <code>if</code> statements).	3. What are the co-ordinates of the centre point of the stage area?
Code: Program instructions.		Annotating code means adding comments to explain what each part does. This helps make the code easier to understand and maintain.	4. Explain how a loop works
Condition: Also known as IF-THEN. For example, IF the dragon sprite touches the key sprite THEN add 1 point to the score.		Operators are symbols that perform operations, such as + for addition, - for subtraction, and == for equality checks.	5. Why do we annotate code?
Coordinates: Used to identify a specific point on the stage area using X (left to right) and Y (up and down). The centre point is written as (0,0).		Boolean equations use true or false values with logical operators: <code>and</code> (both conditions must be true), <code>or</code> (at least one condition must be true), and <code>not</code> (inverts the value).	
Loop: Repeats a specific sequence of programmed instructions.			
Operators: Symbols used to represent actions, such as (>) greater than, (<) less than, (=) equal to.			
Sprite: An animated object, separate from the background of the game.			
Variable: A value that can change depending on conditions in the program. For example, the score is a variable and will increase when a condition, such as the dragon sprite touching a key sprite, is met.			
			

Computer Science		Term 6	Code.org – Express Course Part 2	
Summary- Position in the Curriculum				
This is a multi-year unit that students will do in term 6 of year 7 and year 8. The Express Course (2023) on Code.org is a beginner-friendly introduction to computer science, designed to make learning accessible and engaging for newcomers. It offers a structured series of lessons that cover fundamental programming concepts and computational thinking through interactive activities and projects. The course features a mix of block-based and text-based coding to build foundational skills, and includes quizzes and immediate feedback to support learning. Aimed at demystifying technology, it provides an intuitive interface and a supportive environment to help learners from diverse backgrounds develop essential digital literacy and problem-solving skills. National Curriculum link/strand: Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem. Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.				
Terminology	Definitions	Core Knowledge	Preparing for Assessment	
Code: The written instructions in a programming language that tell the computer what to do. Understanding how to write and interpret code is essential for developing software. Function: A reusable piece of code that performs a specific task. Functions help to make programs more modular and easier to manage.		There are key programming principles such as sequencing (arranging commands in order), loops (repeating actions), conditionals (making decisions based on conditions), and events (actions triggered by user interactions).	1 How would you use a variable to track the score in a game?	
		Debugging Skills allows designers to identify and resolving errors in code, which includes checking for mistakes, correcting issues, and refining programs to ensure they function as intended.	2 If you were designing a game where a player collects items to increase their score, how would you decompose this problem into smaller tasks?	
Iteration: The process of repeating a set of instructions or steps until a desired outcome is achieved. Iteration is often used in loops and repetitive tasks in programming. Variables: Named storage locations in code that hold data values. Variables are used to store and manipulate information within a program.		Familiarity with both block-based and text-based coding syntax and logic enables a person to write and understand simple code, regardless of the programming environment. This foundational knowledge is essential for creating functional programmes and for transitioning between different types of programming languages and tools.	3 Compare how a simple loop would be written in a block-based language versus a text-based language. Provide examples for both.	
		Computational thinking equips individuals with a systematic approach to problem-solving, helping them to analyse problems effectively, leverage patterns for solutions, and develop efficient and robust solutions.	4 How would you implement an event-driven approach to start a game when a button is clicked?	
Conditionals: Statements that perform different actions based on whether a condition is true or false. Conditionals (like if-else statements) are used to control the flow of a program. Event-Driven Programming: A programming paradigm where the flow of the program is determined by events such as user interactions or system-generated events.		Functions allows for the effective organisation and reuse of code, leading to cleaner, more maintainable, and efficient programs. Functions facilitate modularity, reduce redundancy, and improve overall code management.	5 Describe how you would apply project-based learning to develop a complete interactive story.	
		Variables involves defining them, updating their values, and employing them effectively within a program. Variables facilitate data storage, manipulation, and reuse, making them crucial for creating dynamic and functional software.		





RS

Year 8 – Philosophy and Ethics - Term 1 – A Hero's Journey

Summary- Position in the Curriculum

This unit explores the Hero's Journey, a common narrative structure found in myths, religious stories, and even our own lives. We'll analyse the key stages – the Call to Adventure, challenges faced, and the hero's transformation – across different traditions. We'll then delve deeper into religious heroes, examining their struggles, mentors, and the significance of their journeys for their communities. Finally, by creating presentations and comparing hero narratives, we'll explore how these heroes inspire, teach, and leave a lasting impact on the world.

Key Words	
Hero's Journey	A narrative structure outlining the stages a hero typically experiences, including a Call to Adventure, challenges, transformation, and a return with the reward. (Campbell's Monomyth)
Myth	A traditional story that explains a belief or practice, often involving supernatural elements.
Religious Narrative	A story found in a religious text that conveys religious teachings and values.
Threshold	A point of transition in the Hero's Journey, marking the hero's departure from the ordinary world.
Transformation:	A significant change experienced by the hero during the journey, often involving personal growth or development of new skills
	Mentor
	Challenges
	Significance
	Impact
	Comparative Analysis
	A wise and trusted advisor who guides and supports the hero on their journey.
	Trial and obstacles the hero must overcome on their journey.
	The importance or meaning of the hero's journey for themselves and their community.
	The influence or effect the hero's actions have on their community and the world.
	Examining similarities and differences between different examples.

Key Ideas		Assessment Questions	
The Hero's Journey	The Call to Adventure: This is the spark that ignites the hero's journey. It could be a message from a wise figure, a threat to their world, or a discovery that disrupts their ordinary life. The Call pushes the hero to step outside their comfort zone and embark on an adventure. Challenges and Tests: The hero's path is rarely smooth. They'll face numerous challenges and tests, both physical and emotional. These might involve battling monsters, solving puzzles, or overcoming self-doubt. It's through these challenges that the hero develops their skills and discovers their true potential. Transformation: As the hero overcomes obstacles, they transform. They learn new skills, gain wisdom, and face their fears. This transformation can be internal, like a change in perspective, or external, like acquiring a new weapon or power. The Return: The hero eventually makes it back home, forever changed by their journey. They bring back the knowledge and skills they gained, ready to use them for good. The "return" isn't always physical; it can also be about sharing their experiences and inspiring others.	Many religious narratives feature heroes on epic journeys that embody these very stages. Here's how to spot them: The Call: Look for a moment when the chosen hero receives a divine message, a prophetic vision, or a mission that disrupts their ordinary life. Challenges and Tests: These heroes often face trials and tribulations testing their faith, courage, and resilience. Think of Moses parting the Red Sea or Jesus facing temptation in the desert. Transformation: The hero undergoes a significant spiritual transformation. They might receive divine wisdom, gain miraculous abilities, or experience a deeper connection to their faith. The Return: The hero returns to their community, often bringing back knowledge, teachings, or a message of hope that transforms their world. Prophetic figures like Muhammad or the Buddha returning to share their enlightenment are good examples.	Choose a myth or religious narrative and identify the key stages of the Hero's Journey within the story. Explain the significance of each stage for the hero's development.
	Religious Heroes	Thresholds: Crossing the Ordinary: The hero's journey often begins with a threshold that marks their departure from the ordinary world. This could be a divine calling (Moses encountering the burning bush), a vision (Joan of Arc hearing voices), or a challenge to the established order (Siddhartha Gautama leaving his palace). Trials and Tribulations: The hero's path is fraught with trials. These can be physical challenges – think of David facing Goliath – or internal struggles like doubt and temptation (Jesus in the desert). Often, these trials test the hero's faith and commitment to their mission. Mentors and Helpers: Religious heroes rarely face their journeys alone. They often have mentors, wise figures who offer guidance and support. Moses had his brother Aaron, Buddha received teachings from various gurus, and Muhammad had the angel Gabriel as a guide. Additionally, helpers might come in the form of companions or supernatural beings, aiding the hero in their tasks. Transformation: More Than Just Skills: The hero's transformation goes beyond acquiring new skills or overcoming physical obstacles. Religious journeys are about spiritual growth. The hero might experience a deeper understanding of their faith, gain enlightenment, or develop compassion and wisdom. Think of Moses receiving the Ten Commandments on Mount Sinai or the Buddha achieving enlightenment.	Examples: Moses: Called by God to free the Israelites from Egypt, Moses faces trials like parting the Red Sea and receiving the Ten Commandments. He transforms from a shepherd into a prophet and leader. Jesus: Jesus' journey begins with his baptism and leads him to face temptation, heal the sick, and ultimately sacrifice himself. He transforms from a man into a divine figure. Buddha: Leaving his sheltered life, Siddhartha Gautama seeks enlightenment. Through meditation and facing challenges, he transforms into the Buddha, the "Awakened One."

Impact of Heroes	<u>Sharing Knowledge:</u> Religious heroes often become teachers and leaders, sharing the insights and wisdom gained on their journeys. This can be done through: • Sacred Texts: Heroes like prophets or founders of religions might record their experiences and teachings in scriptures, shaping religious doctrines and practices for future generations. (e.g., Moses and the Ten Commandments) • Oral Traditions: Stories of heroes' journeys and teachings might be passed down orally, becoming foundational myths or parables within a religious tradition. • Acts of Example: Heroes' lives themselves become a model for others to follow, demonstrating the values and practices of their faith.	<u>Broader Impact on Communities:</u> The influence of religious heroes extends far beyond simply sharing knowledge. They can: • Inspire Social Change: Heroes who fight for justice or advocate for the oppressed can inspire movements for social reform within their communities. (e.g., figures like Martin Luther King Jr. who drew inspiration from religious principles) • Strengthen Faith and Identity: The stories and teachings of heroes can solidify a community's faith and sense of identity, providing shared values and a source of inspiration. • Offer Hope and Comfort: Religious heroes often embody overcoming challenges and finding meaning. Their stories offer hope and comfort to those facing difficulties in their own lives.	<u>Impact on the World:</u> The influence of religious heroes can extend beyond their immediate communities and have a lasting impact on the world: • Spreading Religious Teachings: The journeys of heroes can lead to the spread of religious teachings and practices to new regions, influencing entire cultures and civilizations. (e.g., the missionary journeys of early Christians) • Promoting Interfaith Dialogue: Heroes from different faiths who embody values like compassion and tolerance can inspire interfaith dialogue and understanding. • Shaping Ethical Codes: The stories and teachings of religious heroes can contribute to the development of ethical codes and moral principles that influence societies as a whole.	<i>Select a religious hero and discuss the impact their journey had on their community.</i> <i>How did they share their knowledge and experiences?</i>
Comparative Analysis	<u>Key Points for Comparison:</u> • Call to Adventure: How is the hero disrupted from their ordinary life? Is it a divine calling, a threat to their world, or a personal quest for knowledge? • Challenges and Trials: What obstacles does the hero face? Are they physical battles, internal struggles, or tests of faith and morality? • Helpers and Mentors: Who guides and supports the hero on their journey? Are there wise figures, magical beings, or even unexpected companions? • Transformations: How does the hero change throughout their journey? Is it a gain in skills, a deeper understanding of their faith, or a transformation of character? • The Return and Impact: How does the hero's experience influence their community and the world? Do they share knowledge, inspire change, or leave behind a lasting legacy?	<u>Examples for Comparison:</u> • Moses (Judaism): Called by God to free the Israelites from Egypt, Moses faces trials like parting the Red Sea and receiving the Ten Commandments. He transforms from a shepherd into a prophet and leader. • Siddhartha Gautama (Buddhism): Leaving his sheltered life, Siddhartha Gautama seeks enlightenment. Through meditation and facing challenges, he transforms into the Buddha, the "Awakened One." • Jesus (Christianity): Jesus' journey begins with his baptism and leads him to face temptation, heal the sick, and ultimately sacrifice himself. He transforms from a man into a divine figure.	<u>Common Themes:</u> • The Importance of Facing Challenges: All heroes must overcome obstacles to achieve their goals. These challenges test their strength, courage, and faith. • Transformation and Growth: The hero's journey is not just about external adventures; it's about internal growth. Heroes learn, mature, and gain a deeper understanding of themselves and the world. • The Power of Mentorship and Guidance: Wise figures and helpers play a crucial role in supporting the hero on their journey. They offer guidance, protection, and encouragement. • Serving a Larger Purpose: Heroes rarely embark on their journeys for personal gain. They are driven by a desire to help others, fight for justice, or make the world a better place. • Leaving a Legacy: The impact of a hero extends beyond their personal journey. Their actions and teachings inspire future generations and shape the world.	<i>Compare and contrast the journeys of two heroes from different religious traditions. Identify similarities and differences in their Calls to Adventure, challenges faced, and the lessons learned.</i> <i>Consider your own life experiences.</i> <i>Can you identify elements of the Hero's Journey in your own personal growth?</i>

Year 8 – Philosophy and Ethics - Term 2 – Evil and Suffering

Summary- Position in the Curriculum			
This unit tackles why bad things happen. We'll explore how religions view evil and suffering, from both human choices and the world itself. We'll also look at theodicy, the idea of a good God despite suffering. Next, we'll see how our own choices and free will can play a role. We'll analyse how religions encourage good choices and offer ways to cope with pain. Finally, we'll critically examine how religions offer hope, inspire action to help others, and guide us through challenges using our own beliefs.			
Evil Suffering Theodicy Human Choice Agency	Key Words		
	A force or concept representing immorality, wickedness, and causing suffering. Physical or emotional pain or distress.	Free Will	The ability to choose one's course of action without being predetermined.
	An attempt to explain the existence of evil and suffering in a world created by a good God.	Vicious Suffering	Experiencing empathy or compassion so strongly that you feel another's pain as your own.
	The ability to make decisions and act freely.	Hope	A feeling of expectation and desire for a positive future or a better outcome.
	The capacity to act independently and make your own choices.	Resilience	The ability to recover from difficult experiences and adapt to change.
Understanding Evil and Suffering	Key Ideas		
	Explaining the Why: Each religion offers its own explanation for the existence of evil and suffering. Some common themes include:	Theodicy: A Balancing Act: Theodicy attempts to reconcile the existence of a good and omnipotent God with the presence of evil and suffering. Here are some common approaches:	Beyond Explanations: While explanations offer some comfort, religions also focus on how to navigate a world with evil and suffering:
	Human Nature: Many religions view human flaws like selfishness and free will as a source of evil and its resulting suffering. External Forces: Some traditions posit external forces like demons or a fallen entity as the root cause of evil. Imperfect World: The world itself might be inherently flawed, leading to natural disasters and hardships.	Free Will Defence: God grants humans free will, even if it allows for choices that lead to evil. Mystery Defence: Human limitations prevent us from fully understanding God's plan, and suffering might serve a greater purpose beyond our comprehension. Greater Good Defence: Suffering might be a necessary catalyst for growth, learning, or appreciating the good in life.	Moral Guidance: Religious teachings provide guidance on distinguishing right from wrong, encouraging actions that promote good and minimize suffering. Coping Mechanisms: Religious practices like prayer, meditation, and rituals can offer solace and strength in the face of hardship. Hope for the Future: Many religions offer hope for a better future, either in this life or an afterlife, where suffering is overcome.
	Free Will and Choice: Many religions believe humans possess free will, the ability to make independent decisions. This freedom allows for choices that promote good, but also choices that lead to evil and suffering. The Power of Choice: Religious teachings often emphasize the power of individual choices. Choosing compassion, forgiveness, and helping others can create ripples of good that counter evil. Conversely, choices driven by greed, hatred, or violence can inflict suffering.	Overcoming Evil Through Action: Religions don't simply tell us about evil; they offer ways to combat it. Here are some approaches: Living by Moral Codes: Most religions provide ethical guidelines that encourage actions promoting good and discouraging those leading to harm. Importance of Forgiveness: Holding onto anger and resentment only perpetuates suffering. Forgiveness, even when difficult, can be a powerful tool for healing and overcoming evil's hold. Social Justice: Many religions emphasize the importance of working towards a more just and equitable world. This can involve advocating for the poor, oppressed, and marginalized, actively reducing suffering caused by societal structures.	Beyond Personal Actions: While individual choices matter, religions also recognize the interconnectedness of humanity. Collective Responsibility: We all have a role to play in creating a better world. Religious teachings might encourage acts of charity, community service, or promoting peace to collectively reduce suffering.
	Human Role and Responsibility		<i>Discuss the concept of free will and how it relates to human responsibility for suffering, according to a specific religious perspective.</i>
Assessment Questions			

Coping with Suffering	• Understanding Suffering: Religions acknowledge the reality of suffering and its emotional toll. They offer frameworks that help individuals understand suffering as part of a larger journey or test of faith. • Vicarious Suffering: Some religious concepts go beyond personal suffering. Vicarious suffering refers to experiencing empathy or compassion so deeply that you feel another's pain as your own. This can be a source of both burden and connection, motivating acts of kindness and support for those in need. • Community and Support: Religion often fosters strong communities that provide social support during times of suffering. Sharing experiences, offering prayers, and practical help from fellow believers can provide strength and solace.	Religious Practices as Coping Mechanisms: Many religions offer practices specifically designed to help individuals cope with suffering, including: • Prayer: Prayer can be a way to express emotions, seek solace, and find strength from a higher power. • Meditation and Mindfulness: These practices cultivate inner peace, acceptance, and a sense of calm in the midst of struggle. • Rituals: Participating in religious rituals can provide a sense of community, structure, and comfort during difficult times. • Sacred Texts: Religious scriptures often offer stories of hardship overcome, words of wisdom, and promises of hope, providing comfort and strength.	<i>Analyse a specific religious practice and explain how it helps individuals cope with suffering.</i>
Hope and Action	Hope Beyond Suffering: While acknowledging suffering's reality, religions offer hope for a future where suffering is diminished or even overcome. This hope can take various forms: • Afterlife: Belief in an afterlife where suffering is absent can offer comfort and a sense of purpose in facing current struggles. • Transformation: Hope for personal transformation and a more just world motivates individuals to work towards a better future. • Divine Intervention: Some religions offer hope for a future where a divine being intervenes to establish a perfect world.	Practices Fostering Hope and Resilience: Religious practices aren't just about coping; they can actively cultivate hope and resilience: • Gratitude Practices: Focusing on blessings and expressing gratitude can shift perspective and foster a sense of optimism. • Community and Shared Values: Religious communities provide a sense of belonging and support, fostering hope through shared faith and resilience. • Hopeful Narratives: Religious stories and myths often depict overcoming challenges and achieving a better future, offering inspiration and hope.	Compassion and Action: Hope isn't passive; it fuels action. Religious teachings often inspire compassion and a desire to alleviate suffering: • Golden Rule: Many religions emphasize treating others as you wish to be treated, fostering compassion and encouraging actions that help others. • Social Justice Work: Religious teachings may inspire movements for social justice, aiming to create a world where suffering is reduced through shared responsibility and action. • Acts of Charity and Service: Religions often encourage acts of charity and service to those in need, fostering compassion and alleviating suffering in a practical way. <i>How does a particular religion offer hope for a better future, and how does this inspire action to confront evil and suffering?</i>
Personal Reflection	• Values and Challenges: Reflect on the core values of your faith tradition (e.g., compassion, forgiveness, honesty). How do these values guide you in making decisions and facing challenges? • Practices and Habits: Think about the specific religious practices you engage in (e.g., prayer, meditation, attending services). How do these practices influence your thoughts, emotions, and actions? • Impact on Your Community: Consider how your religious beliefs inspire you to contribute positively to your community. Do you volunteer? Advocate for causes you care about? Treat others with kindness based on your faith?	Remember, this reflection is personal. • If you are religious: Explore how your faith tradition equips you to face challenges, make ethical choices, and contribute to a better world. • If you are not religious: Consider the values and principles that guide your life. Where do these come from? How do they influence your choices and actions?	<i>Consider a time you faced a challenge. How did your religious beliefs or practices, if any, help you overcome it?</i>

Year 8 – Philosophy and Ethics - Term 3 – Sacred Places and Spaces

Summary- Position in the Curriculum This unit explores sacred spaces, places set apart for religious purposes. We'll see how different religions use architecture, symbols, and rituals to create awe and a sense of holiness within these spaces. We'll delve deeper into pilgrimages, journeys to sacred sites, and explore how nature itself can be considered sacred in some traditions. Finally, we'll learn to appreciate the importance of respecting diverse sacred spaces and fostering interfaith understanding, recognizing the value of these spaces for individuals and communities.			
Sacred Space Architecture Symbol Ritual Pilgrimage	Key Words Sacred Natural Space Interfaith Understanding Respect Awe Holiness		
	Key Ideas Architecture: Religious structures are often designed to inspire awe and reverence. High ceilings, soaring columns, and intricate details can create a sense of being in a special place set apart from the ordinary. Think of Gothic cathedrals with their stained-glass windows or towering mosques with their expansive prayer halls. Symbols: Sacred spaces are filled with symbols that carry deep religious meanings. These symbols can be visual, like statues, paintings, or specific geometric shapes, or even auditory, like the chanting of monks or the ringing of bells. These symbols connect believers to their faith and create a sense of shared understanding within the religious community.		
	Assessment Questions Explain how two different religions utilize architecture and symbols to create a sacred space.		
	Rituals: Specific actions and practices transform a space from ordinary to sacred. Rituals like prayer, meditation, chanting, or the washing of hands can create a sense of focus and detachment from the everyday world. These rituals connect believers to the divine and reinforce the sacred nature of the space.		
Understanding Sacred Spaces	Pilgrimage and Sacred Nature	Respecting Diversity	Assessment Questions Discuss the personal and communal significance of pilgrimage in a specific religion. Analyse how a particular religion views a natural space as sacred and integrates practices within that setting.
Architecture: Religious structures are often designed to inspire awe and reverence. High ceilings, soaring columns, and intricate details can create a sense of being in a special place set apart from the ordinary. Think of Gothic cathedrals with their stained-glass windows or towering mosques with their expansive prayer halls.	Pilgrimage: A Journey of Faith: Pilgrimage is a journey undertaken for religious reasons, often to a specific sacred site. Here's why pilgrimage is significant: - Deepening Faith: The act of pilgrimage can be a transformative experience, strengthening faith and personal connection to the divine. - Connecting with Community: Pilgrimages often involve large groups, fostering a sense of shared purpose and belonging within the religious community. - Commemorating the Past: Many pilgrimage sites hold historical or religious significance, allowing participants to connect with the history and traditions of their faith. Think of the Hajj to Mecca in Islam or the Camino de Santiago in Christianity.	The world is rich with diverse religions, each with its own traditions and sacred spaces. This unit emphasizes the importance of respecting these differences: - Understanding the Value: Sacred spaces hold deep meaning and significance for believers. Respecting these spaces demonstrates sensitivity to their faith and practices. - Importance of Symbols: Symbols within sacred spaces carry religious meaning. Being mindful of appropriate behaviour avoids causing offense or disrespect. - Maintaining Reverence: Even if you don't share the same beliefs, respectful behaviour like maintaining silence or dressing modestly shows respect for the sacredness of the space.	Nature's Sanctuary: The Sacred in the Natural World: Some religions view nature itself as inherently sacred or imbued with the divine presence. Here's how nature becomes a sacred space: - Natural Features as Symbols: Mountains, rivers, trees, and other natural elements can hold symbolic meaning, representing aspects of the divine or creation stories. - Integration of Practices: Religious practices like meditation, prayer, or offerings might be specifically designed to take place within natural settings, connecting believers to the sacredness of nature. Think of Buddhist Forest monasteries or Native American rituals performed in sacred landscapes.
A place designated for religious purposes, imbued with a sense of holiness and awe. The design and construction of buildings, which can be used to create specific religious atmospheres.	A journey to a sacred place undertaken for religious reasons.	Respecting diversity goes beyond simply avoiding disruption. It's about fostering understanding and appreciation: - Learning About Others: By studying different religions and their practices, we can gain a deeper appreciation for the concept of sacred space itself. - Openness to Dialogue: Respectful dialogue about sacred spaces can promote interfaith understanding and collaboration within communities.	A place in nature considered holy or imbued with religious significance. Mutual respect and understanding between people of different religions.
An object, image, or action that represents something else and carries religious meaning.	A set of formal actions or practices with religious significance.	Showing due regard for something or someone, including sacred spaces and practices.	A feeling of overwhelming wonder or reverence.
A journey to a sacred place undertaken for religious reasons.	A place designated for religious purposes, imbued with a sense of holiness and awe. The design and construction of buildings, which can be used to create specific religious atmospheres.	Showing due regard for something or someone, including sacred spaces and practices.	A feeling of overwhelming wonder or reverence.

Fostering Interfaith Understanding	In a world with diverse religious traditions, understanding sacred spaces can be a powerful tool for fostering interfaith dialogue and collaboration. Here's how: • Shared Human Experience: The concept of sacred space transcends specific religions. Studying how different faiths create and utilize these spaces reveals a shared human desire for connection with the divine and the transcendent. • Appreciating Differences: By exploring the architecture, symbols, and rituals of various sacred spaces, we gain a deeper appreciation for the rich tapestry of religious practices and beliefs. • Common Ground: Despite differences, studying sacred spaces can reveal surprising commonalities. The desire for awe, a sense of community, and connection with something larger than oneself is often present across religions.	This understanding can fuel positive change: • Interfaith Dialogue: Learning about sacred spaces can be a springboard for respectful conversations between people of different faiths. Sharing experiences and perspectives can foster empathy and understanding. • Collaboration for Good: Appreciating the importance of sacred spaces for different communities can lead to collaborative efforts. Religious groups might work together to preserve sacred sites or advocate for religious freedom.	<i>Why is it important to respect the sacred spaces and practices of religions different from your own?</i>
Personal Reflection	• Exploring Your Needs: What kind of environment fosters reflection and connection for you? Is it a quiet corner in your room, a dedicated space outdoors, or simply a specific object you use for meditation? • Creating Meaning: Think about how you can imbue this space with personal meaning. This might involve using objects that represent your values, beliefs, or cultural heritage. • Respecting Others: While creating your space, remember the importance of respecting practices of other religions. Avoid using symbols or objects considered sacred in another faith tradition unless you have a deep understanding of their significance.	Remember, this is a personal space. There's no right or wrong way to create it. • If you are religious: Consider how your faith tradition's practices or symbols can be incorporated into your personal space for reflection. • If you are not religious: Focus on creating a space that fosters peace, mindfulness, and connection with something larger than yourself.	<i>Describe how you might create a dedicated space for reflection in your own home, considering the concept of sacred space.</i>

Year 8 – Philosophy and Ethics - Term 3 – Good and Righteousness

Summary- Position in the Curriculum This unit explores how religions define right and wrong. We'll see how different faiths set ethical codes through texts and traditions. We'll delve into how religions promote good actions and social justice. Then, we'll tackle real-world complexities, where applying ethical principles can be messy, and good intentions can lead to unintended harm. Forgiveness and navigating faith alongside reason in ethics will also be explored. Finally, we'll get personal. Considering religious influences and your conscience, you'll develop your own moral compass, create a plan to live ethically, and navigate a world with diverse ethical views.		
Ethical Conduct: Social Justice Religious Texts Moral Principles Ethical Dilemma	Key Words Rituals Forgiveness Reconciliation Conscience Pluralistic Society	
	Behaving in a way that is considered morally good and right. Working for a fair and just society where everyone has equal rights and opportunities.	Formal religious practices often performed with symbolic meaning. The act of pardoning someone who has wronged you.
	Sacred writings that are considered to be divinely inspired or hold central importance in a religion.	The process of restoring broken relationships or creating peace after conflict.
	Fundamental beliefs about right and wrong that guide behaviour. A situation where a difficult choice has to be made between two or more morally correct options.	One's inner sense of what is right and wrong. A society with a diversity of religions, beliefs, and cultures.
Key Ideas Religions play a significant role in shaping our ideas of right and wrong. This unit explores how different faiths establish ethical codes:		
Foundations of Ethics.	Moral Principles: Many religions have core moral principles outlined in sacred texts or teachings. These principles often emphasize values like compassion, honesty, fairness, and respect for life. Common Ground: Despite diverse traditions, many religions share core ethical values. Think of principles like "do unto others as you would have them do unto you" appearing across religions in various forms. Religious Texts: Sacred writings like the Bible, Quran, or Hindu scriptures often provide guidance on ethical conduct, offering stories, parables, and commandments that illustrate moral principles.	Religions go beyond simply outlining right and wrong; they also promote good actions: Rituals: Religious rituals can serve as a training ground for ethical behaviour. Practices like prayer, meditation, or charity can cultivate qualities like compassion, self-discipline, and generosity. Social Justice: Many religions emphasize the importance of working towards a just society. This might involve advocating for the poor, oppressed, and marginalized, promoting social responsibility, and challenging unjust structures.
	Knowing what's right isn't always easy. This unit explores the complexities of applying ethical principles in real-life situations: Beyond the Basics: Religious teachings provide a foundation, but real-world choices can be messy. Ethical dilemmas arise when two seemingly good principles conflict, or the consequences of following one ethical path are unclear. Good Intentions, Unintended Harm: Sometimes, even actions motivated by good intentions can lead to negative consequences. Understanding this complexity helps us approach ethical decisions with greater caution and foresight. Forgiveness and Reconciliation: Ethical failures happen. This unit explores the role of forgiveness in healing relationships and moving forward after someone has done wrong. It also examines the concept of reconciliation, the process of rebuilding trust and fostering peace after conflict.	Developing critical thinking skills is essential for navigating these complexities. Here's how: Analysing Different Perspectives: Consider all sides of an issue, recognizing that different ethical frameworks might lead to different conclusions. Weighing Consequences: Think about the potential outcomes of each choice, considering both the short-term and long-term impacts. The Role of Reason: While faith plays a role, reason is also important. Analysing situations logically helps us make informed ethical decisions.
	Applying Ethics.	<i>Describe a real-world situation where applying religious ethics can be challenging. How might faith and reason be used to navigate this situation?</i>
Assessment Questions		
		<i>Explain how two different religions approach a specific ethical dilemma.</i>

Personal Development	• Influences on Morality: Religious teachings, cultural values, and personal experiences all shape our understanding of right and wrong. Identify how these influences have shaped your own moral compass. • The Role of Conscience: Your conscience is your inner voice guiding you towards what you believe is right. Understanding your conscience allows you to make ethical decisions aligned with your core values.	• Defining Your Values: What ethical principles are most important to you? Are they honesty, fairness, compassion, or something else entirely? Articulating your core values provides a foundation for your ethical decision-making. • Creating an Action Plan: Knowing what's right isn't enough. Develop a plan to translate your values into action. How will you integrate these values into your daily life and decision-making processes?	<i>Analyse how a specific religion addresses social issues through the lens of social justice principles.</i>
Navigating Diversity	The world is a tapestry of diverse religions, each with its own ethical framework. This unit explores how religious ethics function within a pluralistic society: • Respecting Differences: A core principle is respecting the ethical viewpoints of others, even if they differ from your own. Understanding diverse perspectives fosters tolerance and peaceful coexistence. • Finding Common Ground: While differences exist, many religions share core ethical values like compassion, fairness, and respect for life. Identifying these commonalities creates a foundation for interfaith dialogue and collaboration. • Ethical Dilemmas in a Pluralistic World: In a diverse society, ethical dilemmas can arise when different faith-based values clash. Learning to navigate these situations requires open communication, empathy, and a willingness to find solutions that respect everyone's viewpoints.	Living ethically in a pluralistic society requires a balance: • Holding True to Your Beliefs: Knowing your own values and ethical principles allows you to make informed decisions and live authentically. • Openness to Learning: Be open to learning about other ethical frameworks. This fosters mutual understanding and enriches your own perspective. • Working Together: Despite differences, religious groups can collaborate on issues of common concern, like promoting social justice or environmental protection. Finding common ground on ethical issues can lead to positive change for the greater good.	<i>Discuss how your religious background, personal values, and conscience influence your understanding of right and wrong.</i>
			<i>Create an action plan outlining how you will embody ethical values in your daily life, considering the context of a pluralistic society.</i>

Year 8 – Philosophy and Ethics - Term 5 - Rituals and Pilgrimages

Summary- Position in the Curriculum		Key Words	
This unit explores rituals (symbolic practices) and pilgrimages (journeys to sacred sites) in various religions. We'll see how rituals mark daily life and major events, and how pilgrimages offer personal growth and strengthen faith. Rituals and pilgrimages foster a sense of community and connect individuals to something larger than themselves. We'll explore how these practices evolve over time, facing challenges and opportunities in the modern world. Technology's role and adapting traditions will be discussed to ensure these practices remain meaningful in our ever-changing world.		Ritual: A set of formal actions or practices with religious significance and symbolic meaning. A journey undertaken for religious reasons, often to a specific sacred site. Symbolism: The use of symbols to represent ideas or concepts. (In rituals, specific objects, actions, or words can hold deeper meaning.) Lifecycle Rituals: Rituals performed at significant stages in life, such as birth, marriage, or death. Personal Growth: The process of developing one's skills, knowledge, and character.	
Understanding Rituals and Pilgrimages		Key Ideas	
Rituals: Connection to the Divine: Rituals create a bridge between the believer and the divine, fostering a sense of closeness and reverence. Guidance and Morality: Rituals can serve as a moral compass, reinforcing ethical principles and guiding behaviour. Community Building: Shared rituals strengthen bonds within a religious community, fostering a sense of belonging and shared identity. Personal Growth: Rituals can promote personal development, offering a space for reflection, meditation, and spiritual growth. Types: Daily Practices: Prayers, meditations, blessings, dietary restrictions. Life Cycle Rituals: Birth ceremonies, weddings, funeral rites. Seasonal Celebrations: Holidays, festivals, commemorating religious figures or events. Sacrifices and Offerings: Symbolic acts of devotion or appeasement. Rituals Beyond the Action: Rituals are more than just the physical actions. We'll explore how symbols, woven into rituals through objects, actions, and even words, carry deeper meaning that connects believers to their faith. For example, analysing the symbolism of water in a baptism or fire in a purification ceremony.	Haji: - Islamic pilgrimage to Mecca, Saudi Arabia. - Honours Abraham's sacrifice and promotes Muslim unity. - Pilgrims wear white garments symbolizing equality before God. - Rituals include circling the Kaaba, a sacred structure. - A chance for spiritual renewal and connection to God.	Rituals: Connection to the Divine: Rituals create a bridge between the believer and the divine, fostering a sense of closeness and reverence. Guidance and Morality: Rituals can serve as a moral compass, reinforcing ethical principles and guiding behaviour. Community Building: Shared rituals strengthen bonds within a religious community, fostering a sense of belonging and shared identity. Personal Growth: Rituals can promote personal development, offering a space for reflection, meditation, and spiritual growth. Types: Daily Practices: Prayers, meditations, blessings, dietary restrictions. Life Cycle Rituals: Birth ceremonies, weddings, funeral rites. Seasonal Celebrations: Holidays, festivals, commemorating religious figures or events. Sacrifices and Offerings: Symbolic acts of devotion or appeasement. Rituals Beyond the Action: Rituals are more than just the physical actions. We'll explore how symbols, woven into rituals through objects, actions, and even words, carry deeper meaning that connects believers to their faith. For example, analysing the symbolism of water in a baptism or fire in a purification ceremony.	Pilgrimages: Purpose: Deepening Faith: Pilgrimages can be transformative experiences, strengthening faith and personal connection to the divine. Following in the Footsteps of Faith: Journeys to sacred sites allow believers to connect with the history and traditions of their religion. Seeking Spiritual Renewal: Pilgrimages can provide a space for reflection, repentance, and a chance to seek spiritual renewal. Strengthening Community: The shared experience of a pilgrimage can fosters a sense of solidarity and connection within a religious community.
	Camino de Santiago: - Christian pilgrimage routes leading to Santiago de Compostela, Spain. - Believed to be the burial site of St. James the Apostle. - Attracts people seeking spiritual growth, forgiveness, or connection. - Often a physically challenging journey with beautiful scenery. - Fosters camaraderie and a transformative experience.	The Call to Pilgrimage: What compels people to embark on pilgrimages? We'll delve into the motivations of pilgrims, exploring the desire for: Deepening Faith: A pilgrimage can be a transformative experience, strengthening one's connection to the divine and religious identity. Spiritual Renewal: The journey can provide a space for reflection, repentance, and a chance to seek spiritual growth. Connecting with History: Pilgrimages often lead to sacred sites, allowing believers to connect with the history and traditions of their religion. The Pilgrim's Experience: We'll explore the diverse experiences of pilgrims, from the physical challenges of the journey to the profound emotional and spiritual impact. This might involve interviews with pilgrims or analysing personal accounts from different faith traditions.	Assessment Questions <i>Explain a specific ritual from two different religions, highlighting the purpose, symbolism, and significance for each faith.</i> <i>Describe a lifecycle ritual from your own religious background (or a religion you've studied) and explain its symbolic meaning and impact on individuals within that community.</i>

Impact on Individuals and Communities	• Personal Development: Rituals can be powerful tools for personal growth. Regular practices like prayer or meditation can cultivate qualities like discipline, self-reflection, and inner peace. They can also provide a structure for self-exploration and lead to a deeper understanding of oneself. • Spiritual Growth: Many rituals are designed to connect individuals to something larger than themselves. They can foster a sense of awe, reverence, and spiritual connection. Pilgrimages, with their focus on sacred sites and reflection, can further deepen this spiritual connection. • Belonging and Community: Shared rituals create a sense of belonging and solidarity within a religious community. Participating in rituals together reinforces shared values, traditions, and strengthens the bonds between members. • Strengthening Faith: Rituals and pilgrimages reaffirm core beliefs and values, acting as anchors for one's faith. Successfully completing a pilgrimage can be a deeply personal validation of faith and a source of strength. • Religious Identity: Participation in rituals and pilgrimages is a way of expressing and solidifying one's religious identity. They provide opportunities to connect with a larger faith tradition and feel part of something bigger than oneself.	Real-life examples of individuals finding meaning through rituals • Morning Mantra: A busy doctor starts her day with a silent mantra meditation. This daily ritual provides a moment of quiet reflection, grounding her before the chaos of the hospital and allowing her to approach her work with focus and compassion. • Sunday Soup Kitchen: A retired teacher volunteers at a weekly soup kitchen. This ritual of serving food to those in need connects her to her faith's emphasis on social justice and provides a sense of purpose and connection to her community. • Shabbat Dinner: A young artist lights candles and enjoys a traditional meal with family every Friday night. This ritual creates a sense of belonging and strengthens family bonds, offering a welcome break from the fast pace of her artistic career. • Rosary Beads: A student carries a rosary in their pocket and prays a decade throughout the day. Fiddling with the beads becomes a calming mechanism, offering a sense of comfort and reminding them of their faith in stressful moments. • Tea Ceremony: A businessman practices the traditional Japanese tea ceremony. The slow, deliberate movements and focus on the present moment provide a mindful escape from the pressures of work, promoting inner peace and a sense of renewal. <i>Discuss the potential benefits of a pilgrimage for an individual's spiritual growth and connection to their faith.</i> <i>Explain how a specific religious ritual might be challenged by the modern world. Propose solutions or adaptations that could help maintain the practice's significance.</i>
Adapting to Change.	• Evolving Traditions: Rituals are not static. As societies and cultures change, so too do the ways rituals are practiced. Shifts in social norms, technology, and even geographic location can influence how rituals evolve. • Challenges of the Modern World: Maintaining traditional rituals in a fast-paced, modern world presents challenges. Busy schedules, changing demographics, and secularization (decline in religious importance) can lead to declining participation or a disconnect from the meaning behind rituals. • Opportunities for Adaptation: Change doesn't have to be a threat. Rituals can adapt to remain relevant without losing their core meaning. For example, online platforms might be used to facilitate prayer groups or virtual tours of sacred sites. • Technology's Influence: Technology can be a double-edged sword. Social media can connect individuals across geographic boundaries for shared rituals, while distractions from technology can hinder focused participation.	The modern world presents both hurdles and openings for maintaining religious practices. Here's a breakdown of the key points: Challenges: • Fast-Paced Life: Busy schedules and competing priorities can make regular participation in rituals difficult. • Changing Demographics: Modern societies are increasingly diverse, with individuals potentially feeling less connected to traditional rituals. • Secularization: The decline in religious importance in some societies can lead to a decline in ritual participation and a disconnect from their meaning. Opportunities: • Adaptation: Rituals can evolve to remain relevant. Online platforms can facilitate prayer groups or virtual tours of sacred sites. • Inclusion: Adaptations can ensure rituals are inclusive and welcoming to diverse communities. Technology, social media can connect geographically dispersed individuals for shared rituals, fostering a sense of community. • Technology: social media can connect geographically dispersed individuals for shared rituals, fostering a sense of community. <i>Discuss how your religious background, personal values, and conscience influence your understanding of right and wrong.</i> <i>Can technology enhance religious rituals? Discuss the potential benefits and drawbacks of incorporating technology into religious practices.</i>

Year 8 – Philosophy and Ethics - Term 6 - Humanism and Atheism

Summary- Position in the Curriculum

This unit dives into Humanism and Atheism, exploring their relationship with religion. We'll differentiate between the two: Humanism as a philosophy emphasizing reason, ethics, and human potential, and Atheism as the lack of belief in God(s). We'll trace Humanism's history and core values, clearing up misconceptions about both Humanism and Atheism. We'll then delve deeper into Humanist philosophy, examining how they find meaning through reason, nature, and community, creating a fulfilling life without religion. Finally, we'll explore the challenges faced by non-religious individuals and promote interfaith dialogue and promote interfaith dialogue. We'll discuss the importance of mutual respect in a diverse society, and how Humanists, Atheists, and religious individuals can collaborate on social issues for a more inclusive world.

Key Words		Assessment Questions	
Humanism Atheism Secular Ethics Interfaith Dialogue	A philosophical and ethical system that emphasizes reason, logic, and human potential over religious dogma.	Pluralistic Society	A society with a diversity of religious beliefs.
	The lack of belief in God(s) or deities.	Misconceptions	False or inaccurate ideas.
	Not connected with religion or religious matters.	Awe and Wonder	A feeling of deep respect mixed with wonder or fear.
	Moral principles that govern behaviour.	Meaning and Purpose	The significance and reason for existence.
Communication and interaction between people of different religions.		Collaboration	Working together to achieve a common goal.
Key Ideas			
Understanding Humanism and Atheism	Humanism vs. Atheism - While often linked, these terms have different meanings.	Clearing Up Misconceptions:	
	Humanism: A philosophical and ethical system emphasizing reason, logic, and human potential for morality and happiness. It's not inherently tied to a belief or disbelief in God. Atheism: Simply the lack of belief in God(s) or deities. Atheists can hold a wide range of views on other philosophical or ethical questions. Humanism's Roots: Humanism has a rich history, flourishing during the Renaissance. It emphasized a return to classical Greek and Roman ideals, focusing on human reason and potential over religious dogma.	Humanism isn't anti-religion: Many Humanists respect religious traditions while holding different beliefs. Atheism isn't about anger or rebellion: It's simply the lack of belief in God(s). Humanism offers a fulfilling life: Humanists find meaning and purpose through reason, ethics, and contributing to society.	
	Core Values of Humanism - Humanists generally value: Reason and Logic: Using critical thinking to solve problems and make decisions. Ethics and Compassion: Living a moral life that contributes to the greater good. Human Potential: Believing in human capability for creativity, problem-solving, and progress. Secularism: Keeping religion separate from government and public institutions. The Spectrum of Belief: Belief in God(s) exists on a spectrum. Atheism represents one end, while theism (belief in one God) is the other. There are many positions in between, such as agnosticism (the view that the existence of God is unknowable).	<i>Create a table comparing and contrasting core values of Humanism and a specific religion (e.g., Christianity, Islam).</i> <i>Describe how a Humanist might approach finding meaning and purpose in life, drawing on specific Humanist values.</i>	
Humanistic Values and Meaning.	The Core of Humanism: Humanist values emphasize reason and logic as guiding forces. They believe in using critical thinking to solve problems, make ethical decisions, and contribute positively to society. Ethics as a Cornerstone: Humanism places great importance on ethics. Humanists strive to live moral lives, guided by principles like compassion, fairness, and justice. Meaning in the Natural World: Humanists find meaning and wonder in the natural world. They appreciate the beauty and complexity of the universe and derive a sense of purpose from understanding our place within it. Awe and Wonder: Humanists experience awe and wonder not through a religious lens, but through a deep appreciation for the natural world and the vastness of existence. The Importance of Community: While non-religious, Humanists still value community and belonging. They build communities based on shared values, providing support and connection for like-minded individuals.	<i>Humanists navigate life's big questions through finding meaning and purpose through:</i> Intellectual pursuits: The quest for knowledge and understanding. Creative endeavours: Expressing oneself through art, music, or writing. Social justice: Working to create a more just and equitable world. Building strong relationships: Finding connection and support within their communities.	
	The importance of community and belonging for non-religious individuals: Human Need for Connection: Just like everyone else, non-religious individuals crave connection and belonging. Community as Support: Humanist communities offer social support, friendship, and a sense of shared identity. Shared Values: These communities provide a space to connect with others who share ethical and philosophical beliefs. Celebrating Life Events: Humanist communities can offer alternative ways to celebrate life milestones without religious connotations. Combating Isolation: Belonging to a community can counteract feelings of isolation that sometimes come with being non-religious in a religious world.	<i>Discuss the challenges faced by individuals who are non-religious in a society dominated by religion. Propose solutions or strategies for overcoming these challenges.</i>	

Interfaith Dialogue and Collaboration.	The importance of communication and cooperation between people of diverse beliefs: • Understanding Beliefs: Religious individuals hold a variety of arguments for their faith, often based on scripture, personal experiences, or the search for meaning. Non-religious individuals might use reason, logic, or scientific evidence to support their positions. • Dialogue, Not Debate: Interfaith dialogue isn't about winning arguments. It's about fostering mutual respect and understanding different perspectives on faith and life's big questions. • Respect in a Pluralistic Society: In today's world, people hold a wide range of beliefs. Mutual respect is essential for peaceful coexistence in a pluralistic society. • Collaboration for Good: Despite differences, there's common ground. Humanists, Atheists, and religious individuals can collaborate on social issues like poverty, environmental protection, or human rights. • Benefits of Diversity: A society that embraces diverse worldviews benefits from a richer tapestry of ideas, approaches to problem-solving, and a stronger sense of community.	Discuss the importance of interfaith dialogue and mutual respect in a pluralistic society: • Respectful Understanding: Interfaith dialogue fosters understanding between people of different faiths and beliefs, promoting peaceful coexistence. • Pluralistic Reality: Today's society thrives on a diversity of viewpoints. Mutual respect for these differences is crucial for a harmonious society. • Beyond Debate: Interfaith dialogue isn't about "winning" arguments. It's about open communication and appreciating the richness of various perspectives on life's big questions. • Building Bridges: Through dialogue, we build bridges of respect and understanding across religious and non-religious divides, strengthening the fabric of our communities.	<i>Imagine you are organizing an interfaith dialogue event. Describe the purpose, potential participants, and topics for discussion.</i>
	Potential collaboration between Humanists, Atheists, and religious individuals on social issues can be achieved by the following: • Shared Values, Common Goals: Despite differences in faith, common ground exists on social issues. Compassion, justice, and helping others can unite Humanists, Atheists, and religious folks. • Collaboration for Impact: Working together strengthens efforts. Each group brings unique resources and perspectives to the table. • Social Issues Addressed: Poverty, environmental protection, and human rights are examples where collaboration can create positive change. • Building a Better World: By working together, a more just and equitable world can be created, benefiting everyone.	The benefits of a society that embraces diverse worldviews can be seen as: • Richer Tapestry of Ideas: A society embracing diverse worldviews benefits from a wider range of thoughts and approaches to problem-solving, leading to more creative and innovative solutions. • Stronger Communities: When individuals feel respected and valued regardless of belief, communities become more cohesive and supportive. • Compassionate Worldview: By understanding different perspectives, we can foster a society built on empathy, tolerance, and acceptance. • Fuelling Progress: Embracing diverse worldviews encourages open discussions and challenges the status quo, leading to positive social change and progress.	<i>Give an example of a social issue where Humanists, Atheists, and religious individuals could collaborate for positive change. Explain how their different perspectives could contribute to a successful outcome.</i>

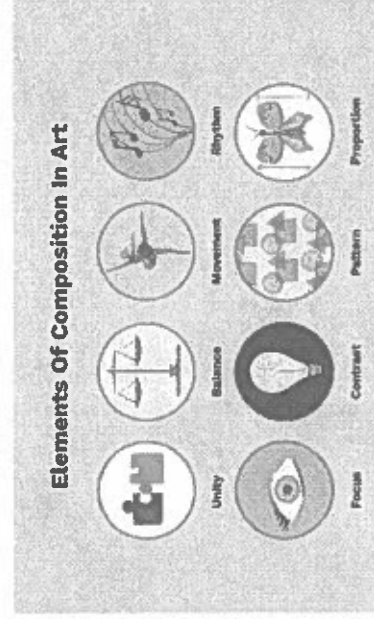
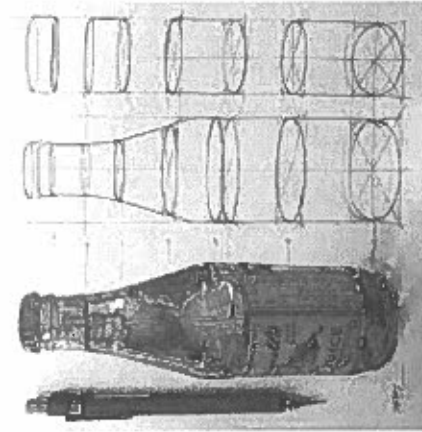
visual Arts

KS3 Art & Design - Year 8 Half Term 1

Summary - Position in the Curriculum

Year 8 students will explore the theme of Still Life. They will develop knowledge skill and understanding of a range of artists who have been inspired by Still Life in many forms. This will include developing skills in a range of techniques, including technical drawing in a range of materials, watercolour paints and printing.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
OBSERVATIONAL DRAWING	Drawing what you SEE in front on you.	OBSERVATION DRAWING means drawing what you see. Observation Drawing or Drawing from Observation comes in many forms, from a simple SKETCH of something in front of you to the surrounding LANDSCAPES or even a reference image from ONLINE SOURCES.	Revision and self-study activities are below.
COMPOSITION	Where you PLACE the object/s on the page.	COMPOSITION in art is the way in which different ELEMENTS of an artwork are combined. In general, this refers to the key SUBJECTS of the artwork and how they are ARRANGED in relation to each other.	Choose 1 per week to practice techniques and improve your skill levels.
PROPORTION	How the SIZES of different parts of an OBJECT RELATE to each other.	PROPORTION refers to the DIMENSIONS of a COMPOSITION and relationships between HEIGHT, WIDTH and DEPTH. How PROPORTION is used will affect how REALISTIC or STYLISED something seems. PROPORTION also describes how the sizes of different parts of a piece of art or design relate to each other.	1. REVISE the definitions and spelling of the Still life terminology.
tone	How LIGHT or DARK something is.	In painting, TONE refers to the RELATIVE LIGHTNESS or DARKNESS of a COLOUR. One COLOUR can have an almost infinite number of different TONES. TONE can also mean the COLOUR itself.	2. PRACTICE the full range of technical drawing, via activities set by your teacher.
SCALE	The physical SIZE of a work of art or object in the artwork.	SCALE refers to the overall physical size of an artwork or objects in the artwork. We always relate SCALE to the size of the human body - how big or small the piece is in RELATION to us. An artist may decide to use a SCALE which is different from life-sized and this will have an impact on how it feels.	3. RESEARCH the artist JANET FISH and her use of ELLIPSES.
PERSPECTIVE	PERSPECTIVE in art usually refers to the REPRESENTATION of THREE-DIMENSIONAL OBJECTS or SPACES in TWO DIMENSIONAL artworks.	In art, there are three types of PERSPECTIVE: one-point, two-point, and three-point. These are used by artists to show THREE-DIMENSIONAL SPACE, particularly when depicting LANDSCAPES and ARCHITECTURAL spaces.	4. Create a TONAL BAR using a range of 2B → 6B pencils.
ELLIPSES	An ELLIPSE in art is an OVAL, but the term generally refers to an OVAL used to represent a TITLED CIRCLE that adds to the impression of DEPTH and PERSPECTIVE.	In GEOMETRY, an ELLIPSE is a two-dimensional shape, that is defined along its AXIS. An ELLIPSE is formed when a cone is INTERSECTED by a plane at an ANGLE with respect to its BASE. It has two focal points. The sum of the two distances to the FOCAL POINT, for all the points in CURVE, is always CONSTANT. Artists use ELLIPSES to depict CIRCULAR objects at an ANGLE in THREE-DIMENSIONS.	5. Explore PERSPECTIVE in art through https://www.tate.org.uk/art/art-terms

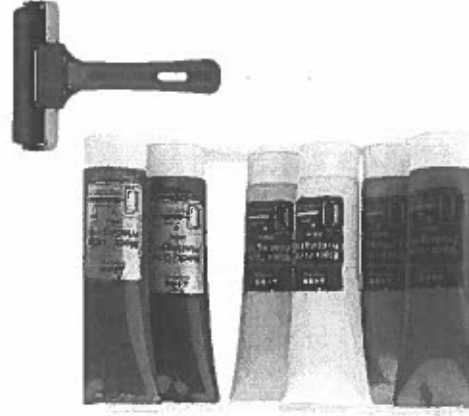
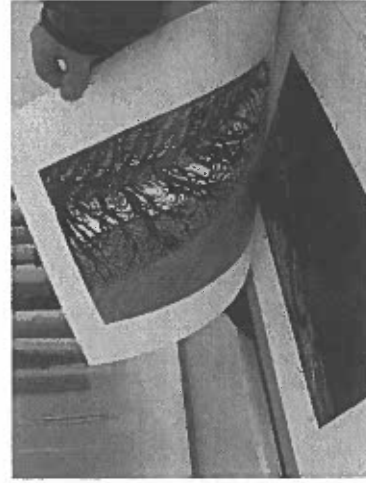
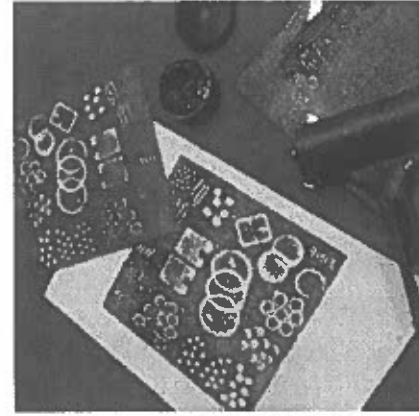


KS3 Art & Design - Year 8 Half Term 2

Summary - Position in the Curriculum

Year 8 students will explore the theme Still Life. They will develop knowledge skill and understanding of a range of artists who have been inspired by Still Life in many forms. This will include developing skills in a range of techniques including technical drawing in a range of materials, watercolour paints and printing.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
POP ART	POP ART is an ART MOVEMENT that emerged in the 1950s and flourished in the 1960s in America and Britain.	Drawing INSPIRATION from SOURCES in POPULAR and COMMERCIAL CULTURE: Different cultures and countries contributed to the movement during the 1960s and '70s.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
ART MOVEMENT	An ART MOVEMENT refers to a group of artworks or artists that all share something in COMMON.	This could be a PARTICULAR METHOD OF CREATION, a STYLE, an IDEA or PHILOSOPHY, or simply that they all exist around the same TIME. There are many different ART MOVEMENTS including Impressionism; Fauvism; Cubism; Futurism; Expressionism; Dada; Surrealism; Abstract Expressionism; and Pop Art.	1. Learn how to create a poly block print. https://www.youtube.com/watch?v=R33WQuc4V0g
POLY TILE	POLYSTYRENE TILES that you can DRAW into SURFACE of using a pencil to create RELIEF AREAS.	Pick up your TILE and carefully place INK / face down onto your PAPER. Rub the back of the tile firmly until your print TRANSFERS clearly. Slowly peel the paper off one corner first checking it has transferred before fully removing it. If it hasn't keep rubbing it.	2. CREATE a Still Life of ELLIPTICAL OBJECTS using a RANGE of TONAL VALUES in any medium.
PRINTING INK	A special kind of INK for PRINTING.	TRADITIONAL printmaking TECHNIQUES include WOODCUT, ETCHING, ENGRAVING, and LITHOGRAPHY, while modern artists have expanded available techniques to include SCREEN PRINTING.	3. WATCH video on Andy Warhol https://www.youtube.com/watch?v=DJ5P_67AGgY
ROLLER	There are two types of ROLLERS: LEATHER rollers and SYNTHETIC rubber rollers	These are used to ROLL out INK ready for PRINTING. They must be kept upright so that ink does not accidentally TRANSFER onto the table or work.	4. Draw a CAN of food from your kitchen, in the style of Andy Warhol.
INK TRAY	Plastic tray	The tray is used to hold the INK.	5. RESEARCH PRINTING techniques: https://www.bbc.co.uk/bitesize/guides/z38s6vc/revision/1
WATERCOLOUR	WATERCOLOUR PAINT consists of fine PIGMENT particles suspended in a water-soluble BINDER.	There are two fundamental TECHNIQUES in WATERCOLOUR PAINTING. WET-on-WET and WET-on-DRY.	

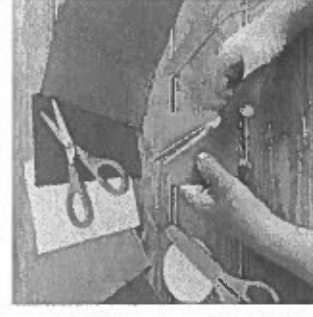
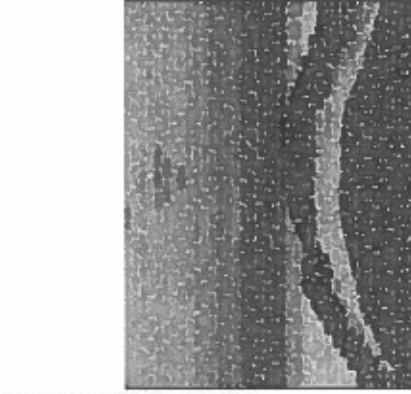


KS3 Art & Design - Year 8 Half Term 3

Summary - Position in the Curriculum

Year 8 students study Abstraction, skill and understanding of Abstract art through artists such as Alma Thomas. They will also expand their IT skills by producing a PowerPoint demonstrating critical understanding of an artist. They will explore collage mosaics, experiment with pattern and explore colour.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
POWERPOINT	A SOFTWARE package designed to create electronic PRESENTATIONS consisting of a series of separate pages or SLIDES.	Develop KNOWLEDGE and SKILL in the use of PowerPoint to create eye-catching PRESENTATION on an Artist or Movement.	Revision and self-study activities are below.
CONTEXT	What INFLUENCED the Artist to create the Artwork?	Questions: What can you SEE in the art work? When was it CREATED? What was HAPPENING in the world at the TIME that might have INFLUENCED the Artwork? How does this AFFECT the Artwork?	Choose 1 per week to practice techniques and improve your skill levels.
PROCESS	How the Artwork was PRODUCED/made.	Questions: What MEDIA/ MEDIUM? What TECHNIQUES have been used? What SIZE is the Artwork? What IMPACT does this have on the VIEWER? Is the image REALISTIC or ABSTRACT?	1. REVISE the terminology and definitions in this unit, including correct spelling.
MOOD	To describe the ATMOSPHERE and the EMOTION the Artwork evokes in the viewer feel.	Questions: Does the Artwork capture a MOOD, FEELING or EMOTION? Describe the mood of the image. How has this been ACHIEVED?	2. PRACTICE the full range of techniques in this unit, via activities set by your teacher.
CONTENT	What you SEE in the Artwork.	DESCRIBE the Artwork as though you were explaining it to someone who cannot see it. EXPLAIN WHY the Artist has created the Artwork.	3. Set up a STILL LIFE as home. RECORD line, ellipses and detail. Apply tone with graphite.
REALISM	The term is also generally used to describe artworks painted in a REALISTIC almost PHOTOGRAPHIC way.	There are many types of realism in Art including PHOTOREALISM and HYPERREALISM. Photorealism REJECTED the PAINTERLY qualities by which individual artists could be recognised, and instead strove to create pictures that looked PHOTOGRAPHIC. HYPERREALISM is a genre of painting and sculpture resembling a HIGH-RESOLUTION photograph.	4. Set up a still-life at home. Produce a painting or colour pencil drawing.
ABSTRACT	ABSTRACT Art is Art that does NOT attempt to represent an accurate depiction of a visual REALITY but instead uses SHAPES, COLOURS, FORMS and GESTURAL MARKS to achieve its EFFECT.	ABSTRACT artists use a variety of TECHNIQUES to create their work, mixing TRADITIONAL means with more EXPERIMENTAL ideas. Abstract Art includes the MOVEMENTS of SURREALISM, DADAISM, CUBISM, and FAUVISM.	5. RESEARCH an artist who was influenced by Alma Thomas.
POLY TILE	POLYSTYRENE tiles that you can DRAW into surface of using a pencil to create RELIEF AREAS.	Pick up your TILE and carefully place INK / face down onto your PAPER. Rub the back of the tile firmly until your PRINT TRANSFERS clearly. Slowly peel the paper off one corner first checking it has TRANSFERRED before fully removing it. If it hasn't keep rubbing it.	



KS3 Art & Design - Year 8 Half Term 4

Summary - Position in the Curriculum

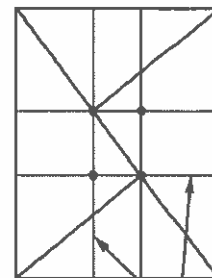
Year 8 students study ABSTRACTION. Developing knowledge, skill and understanding of Abstract art through artists such as Alma Thomas. They will also expand their IT skills by producing a PowerPoint demonstrating critical understanding of an artist. They will explore collage mosaics, experiment with pattern and explore colour.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
COMPOSITION	COMPOSITION is the way in which different ELEMENTS of an artwork are COMBINED. This refers to the key SUBJECTS of the artwork and how they are ARRANGED in RELATION to each other.	The ELEMENTS of COMPOSITION in Art: VALUE, FORM, LINE, SHAPE, TEXTURE, SPACE and COLOUR. There are rules we use in Art to help with COMPOSITION this include RULE of THIRDS, The GOLDEN MEAN, and the GOLDEN TRIANGLE.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
POSTER PAINT	Ready mixed WATER-BASED paint.	POSTER PAINT is an opaque WATER-BASED paint. Like water-colour, it can be softened with water once dry.	1. CREATE a Collage in a range of papers including magazines and newspapers.
COLLAGE	COLLAGE describes both the TECHNIQUE and the resulting work of art in which pieces of paper, photographs, fabric are ARRANGED and STUCK DOWN onto a SUPPORTING SURFACE.	There are different types of COLLAGES in Art: PAPER Collages. These are images created with cut out shapes; DIGITAL Collages. This kind is made using computers; MIXED MEDIA Collages. These use a RANGE of different ELEMENTS; PHOTOMONTAGE Collages. These use PHOTOS as the main ELEMENT.	2. WATCH how to make a Collage at home inspired by Alma Thomas. https://www.youtube.com/watch?v=EE8lw0_8XCg
PVA GLUE	PVA GLUE is a vinyl polymer and is a type of thermoplastic.	It has a rubbery CONSISTENCY and is an adhesive, meaning it can STICK to porous materials like wood and paper. It's often white and dries TRANSPARENT.	3. RESEARCH an artist who uses Collage in their ART in their work.
SUGAR PAPER	CONSTRUCTION paper, also known as sugar paper, is coloured CARDSTOCK paper.	The TEXTURE is slightly rough, and the surface is UNFINISHED. Due to the SOURCE MATERIAL, mainly wood pulp, small particles are visible on the paper's surface. It is used for PROJECTS or CRAFTS.	4. Copy the 'BEGINNERS GUIDE TO COMPOSITION' diagrams below.
			5. FIND three paintings that use the GOLDEN TRIANGLE in their COMPOSITION.

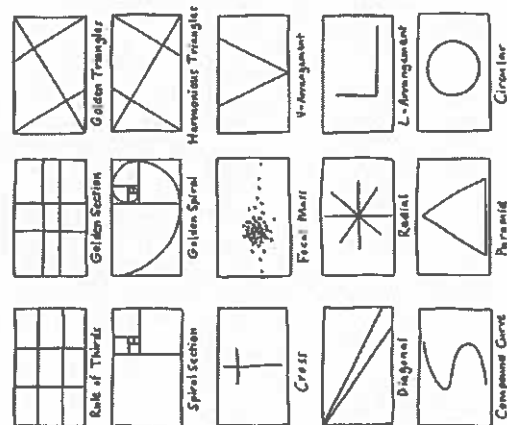


GOLDEN TRIANGLE

Golden Section guides



A BEGINNERS GUIDE TO COMPOSITION

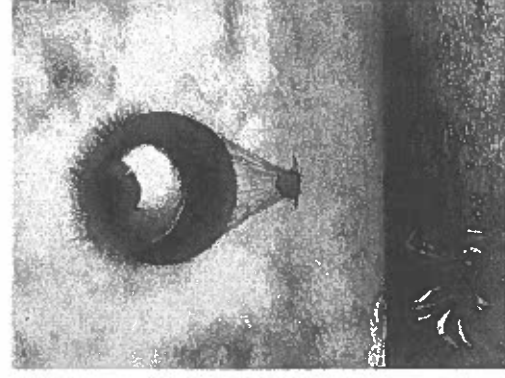
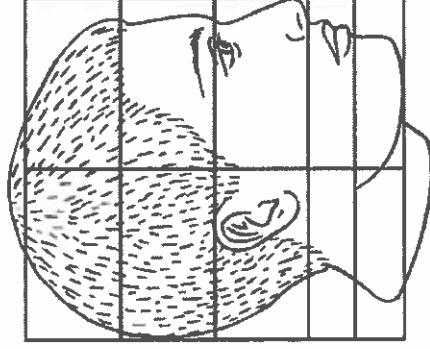
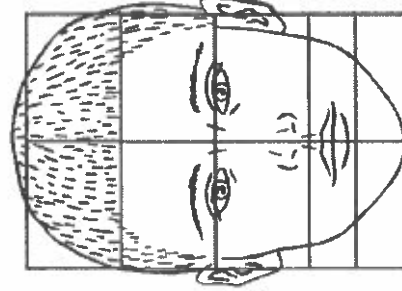


KS3 Art & Design - Year 8 Half Term 5

Summary - Position in the Curriculum

Year 8 students return to portrait studies, as part of our spiral curriculum, studying artists such as Frida Kahlo. They will develop their knowledge and skill in drawing facial features and facial proportions. They will develop knowledge and understanding of Portrait artists. They will experiment with a range of media including graphite, colouring pencil, painting and printing, whilst exploring themes around **IDENTITY & SYMBOLISM**.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
PASTICHE	PASTICHE art uses the DISTINCT imagery or STYLE of ANOTHER ARTWORK, while still INFUSING the artist's OWN STYLE.	This allows artists to CELEBRATE the great artists in ART HISTORY. Gaining INSPIRATION from the artists STYLE/ TECHNIQUE while improving own Art skills.	Revision and self-study activities are below.
PROPORTION	How the SIZE of different PARTS of an OBJECT RELATE to each other.	PROPORTION refers to the DIMENSIONS of a COMPOSITION and RELATIONSHIPS between HEIGHT, WIDTH and DEPTH. How PROPORTION is used will affect how REALISTIC or STYLISTIC something seems.	Choose 1 per week to practice techniques and improve your skill levels.
FACIAL GUIDELINES	The LINES we use to help MEASURE out facial PROPORTIONS.	Drawing GUIDELINES is about using fundamental & basic GEOMETRICAL SHAPES. Like CUBES, CIRCLES or LINES, to facilitate drawing different POSES & SHAPES. You can also use GRIDING TECHNIQUE.	1. REVISE the terminology and definitions in this unit, including correct spelling.
FACIAL FEATURES	PARTS of the FACE e.g., eyes, nose, mouth and eyebrows.	The face is divided into: the UPPER THIRD, which runs from your hairline to your brows; the MIDDLE THIRD, which extends from the brow to your nose tip; the LOWER THIRD, which runs from the nose tip to the narrowest part of your chin.	2. PRACTICE the full range of techniques in Portraits via activities set by your teacher.
BLENDING	The TECHNIQUE of gently FADING two or more COLOURS or TONES.	BLENDING is the PROCESS of FUSING two colours together so that the paint TRANSITIONS from one colour to another, or COMBINES to create a new colour or shade.	3. Watch video on Frida Kahlo: https://www.youtube.com/watch?v=S9Vz9xdMNuA
-tone	How LIGHT or DARK something is.	tone could refer to BLACK, WHITE and the GREY TONES between. It could refer to how LIGHT or DARK a COLOUR appears. In real life TONE is created by the way LIGHT falls on an object.	4. Collect PORTRAITURE extension work from your teacher.
SYMBOLISM	The REPRESENTATION of SUBJECTS or IDEAS by use of a DEVICE or MOTIF to create underlying MEANING.	A LITERARY and ARTISTIC MOVEMENT that originated in FRANCE and spread through much of Europe in the LATE NINETEENTH CENTURY.	5. RESEARCH another artist who features their IDENTITY in their work.
IDENTITY	To explore the CHARACTERISTICS that determine our PERSONAL and SOCIAL construct.	They construct a SENSE of who we are as INDIVIDUALS, as a SOCIETY, or as a NATION. They question STEREOTYPES and CONVENTIONS while EXPLORING ATTRIBUTES such as GENDER, SEXUALITY, RACE, NATIONALITY and HERITAGE.	

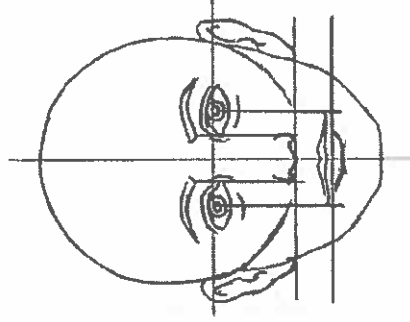
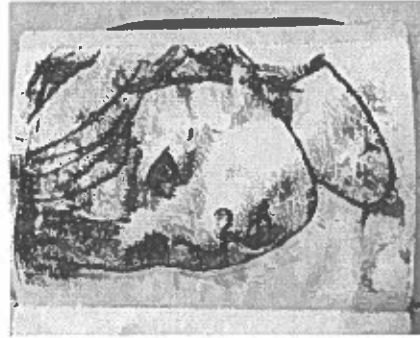


KS3 Art & Design - Year 8 Half Term 6

Summary - Position in the Curriculum

Year 8 students return to portrait studies, as part of our spiral curriculum, studying artists such as Frida Kahlo. They will develop their knowledge and skill in drawing facial features and facial proportions. They will develop knowledge and understanding of Portrait artists. They will experiment with a range of media including graphite, colouring pencil, painting and printing, whilst exploring themes around **IDENTITY & SYMBOLISM**.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
PORTRAIT	A piece of artwork REPRESENTING a person's FACE.	A portrait is a representation of a particular person. A self-portrait is a portrait of the artist by the artist.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
COMPOSITION	Where you PLACE the OBJECTS on the PAGE.	Refer to PRIOR KNOWLEDGE on this. In SYMBOLISM, COMPOSITION is a means for an artist to convey specific EMOTIONS, STORIES, or MEANING within a singular ARRANGEMENT.	1. WATCH how to produce Mono Prints: 2. https://www.youtube.com/watch?v=disyn_sNvGc
MONO PRINTING	A form of PRINTMAKING where the IMAGE can only be made ONCE.	A MONOPRINT is a form of printmaking in which an IMAGE is made from a smooth surface or 'PLATE' coated in PRINTING INK such as a SHEET of glass or metal.	3. RESEARCH an artist who creates Portraits.
STRUCTURE	Relating to COMPOSITION, STRUCTURE describes how the SHAPES of an IMAGE or ARTWORK are CONNECTED.	Understanding the STRUCTURE of an OBJECT or PORTRAIT for example will improve your COMPOSITION.	4. CREATE a PORTRAIT using a RANGE of TONAL VALUES in any medium.
			5. EXPLORE the theme of SYMBOLISM: https://www.tate.org.uk/art/art-terms/symbolism
			6. Copy the STRUCTURAL portrait below.



Performing Arts

Drama - Half Term 1 -TOPIC Terry Dumpton

Summary- Position in the Curriculum

Following on from Year 7 students will develop their physical and vocal skills through the use of different stimuli and develop their understanding of different situations that they can relate to from their own experience. Through HT1 students will apply and develop techniques and strategies through exploring, creating and developing an individual and group interpretation of a range of drama texts to demonstrate the key features of the three styles of theatre, Naturalism and the basic theory behind the style, abstract theatre and epic theatre. They will be able to show and apply their knowledge of these styles by using critical and creative thinking skills; through using the drama techniques and different drama strategies to help them show each style when adopting a role/character; through the style being used when devising their own scripts as well as working off a play text to explore and present ideas through the different styles of theatre. In HT1 they will explore the text 'The terrible Fate of Humpty Dumpty' using the drama techniques of still images, forum theatre, monologue, hot seating and role play.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment Revision through to do question</u>
Still images	A frozen picture that tells the story	Still images are pictures that tell a story to an audience using space, levels, facial expressions, body language and gestures. They can show an important event from the story and be used to spotlight.	1. <i>What are the rules of a successful still image?</i>
Forum Theatre	The audience moves from being a 'spectator to 'spec-actor'	The actors act out a scene and the audience stop the actors by saying 'freeze' and the audience gives feedback to the actors in how they can develop their character or scene further.	2. <i>What is the role of the audience for the role of forum theatre and how can they make an impact?</i>
Monologue	A speech delivered by 1 character giving a 1-2-minute delivery to the audience about their thoughts and feelings.	Monologues are where actors speak to the audience on their own by sharing their thoughts and feelings about how they feel and about others which will last for 1 – 2 minutes. When performing the monologues, the actors act using their physical and vocal skills.	3. <i>What a makes a successful monologue and how long should it be?</i>
Hot Seating	The audience asks the character questions based on their situation in order to gain information.	Hot seating is where the audience ask questions to the actors who are in character about their backstory and this helps to highlight more information about the character, we as the audience did not know.	4. <i>Why do we use hot seating?</i>
Role Play	To take on another character in a set scene.	Role play is to be pretend to be a particular character and to behave and react in the way the character would. They imitate someone else who is different from themselves.	5. <i>What are the key performance skills an actor needs to consider for role play?</i>

Still Images	Forum Theatre	Monologue	Hot Seating	Role Play
				

Drama - Half Term 2-TOPIC Terry Dumpton

Summary- Position in the Curriculum

Following on from Year 7 students will develop their physical and vocal skills through the use of different stimuli and develop their understanding of different situations that they can relate to from their own experience. Through HT1 students will apply and develop techniques and strategies through exploring, creating and developing an individual and group interpretation of a range of drama texts to demonstrate the key features of the three styles of theatre, Naturalism and the basic theory behind the style, abstract theatre and epic theatre. They will be able to show and apply their knowledge of these styles by using critical and creative thinking skills; through using the drama techniques and different strategies to help them show each style when adopting a role/character; through the style being used when devising their own scripts as well as working off a play text to explore and present ideas through the different styles of theatre. In HT1 they have explored the text 'The terrible Fate of Humpty Dumpty' using the drama techniques of still images, forum theatre, monologue, hot seating and role play. In HT2 they will continue to explore the different issues and problems that are faced within the play and develop their own understanding of how each issue and situation in the play can be resolved using their own experience and be able to relate it to themselves and the world they live in. The use of flashbacks are applied which is used throughout the play.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment Revision through to do question</u>
Flashback	A scene that is set in a time earlier than the main story.	A transition in the story to show an earlier time that interrupts the normal chronological order of events. A flashback is memories of past events.	1. Why are flashbacks used?
Forum Theatre	The audience moves from being a 'spectator' to 'spec-actor'	The actors act out a scene and the audience stop the actors by saying 'freeze' and the audience gives feedback to the actors in how they can develop their character or scene further.	2. What did we learn about Terry when we used the drama technique of forum theatre?
Monologue	A speech delivered by 1 character giving a 1-2-minute delivery to the audience about their thoughts and feelings.	Monologues are where actors speak to the audience on their own by sharing their thoughts and feelings about how they feel and about others which will last for 1 – 2 minutes. When performing the monologues, the actors act using their physical and vocal skills.	3. What did you learn from the monologue of the parents?
Hot Seating	The audience asks the character questions based on their situation in order to gain information.	Hot seating is where the audience ask questions to the actors who are in character about their backstory and this helps to highlight more information about the character, we as the audience did not know.	4. When being interviewed by the police using the drama technique of hot seating, what information did you use to develop your character?
The Terrible Fate of Humpty Dumpty	Written by David Calcutt The play is written through flashbacks and these flashbacks show us the events that took place before Terry's death.	The story starts with the death of Terry and the repercussions of those involved and the story shows flashbacks leading up to his death.	5. When exploring the script, what were your first reaction to the beginning of the play and the gang members?

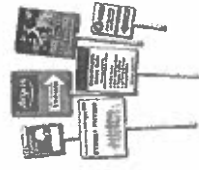
Flashback		Forum Theatre		Monologue		Hot Seating		The Terrible Fate of Humpty Dumpty	
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Drama - Half Term 3 -TOPIC Epic Theatre

Summary- Position in the Curriculum

Following on from Year 7 students will develop their physical and vocal skills through the use of different stimuli and develop their understanding of different situations that they can relate to from their own experience. Through HT1 students will apply and develop techniques and strategies through exploring, creating and developing an individual and group interpretation of a range of drama texts to demonstrate the key features of the three styles of theatre, Naturalism and the basic theory behind the style, abstract theatre and epic theatre. They will be able to show and apply their knowledge of these styles by using critical and creative thinking skills; through using the drama techniques and different strategies to help them show each style when adopting a role/character; through the style being used when devising their own scripts as well as working off a play text to explore and present ideas through the different styles of theatre. In HT1 and HT2 they have explored the text 'The terrible Fate of Humpty Dumpty' using the drama techniques of still images, forum theatre, monologue, hot seating and role play. Whilst exploring the different issues and problems that are faced within the play and develop their own understanding of how each issue and situation in the play can be resolved using their own experience and be able to relate it to themselves and the world, they live in. The use of flashbacks is applied which is used throughout the play. In HT3 they will now explore the style of Epic theatre and the drama techniques used for this style which is different to the style of naturalism. The drama techniques used for this style will be gestus, narration still images, breaking the 4th wall, multi-role, placards, stage directions and titles. They will explore the style using these Epic drama techniques through devised performances.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment Revision through to do question</u>
Epic Theatre	The audience consider the message behind the performance rather than feel emotion towards the storyline or characters.	In an Epic theatre performance, the actors would break the fourth wall through speaking directly to the audience by narration, monologue, audience address, multi-rolling as well the actors playing the role and not becoming the character. The story can start at any point within the story as Epic Theatre is non-linear and each scene is episodic which means that each section is an episode. Placards can be used as well as music, ensemble or chorus.	1. <i>What is the relationship between the actors and the audience?</i>
Gestus	Gestus is an acting technique developed by the German theatre practitioner Bertolt Brecht	Gestus, another Brechtian technique, is a clear character gesture or movement used by the actor that captures a moment or attitude rather than delving into emotion.	2. <i>What is gestus and how is it used in an Epic performance?</i>
Breaking the fourth wall	An actor might break the fourth wall by addressing the audience directly	Epic theatre (Brechtian theatre) breaks the fourth wall, the imaginary wall between the actors and audience which keeps them as observers.	3. <i>How does an actor break the fourth wall?</i>
Multi-Role	Multi-rolling is when an actor plays more than one character onstage	Multi-rolling is when an actor plays more than one character onstage. The differences in character are marked by changing voice, movement, gesture and body language	4. <i>How many characters does an actor need to play to demonstrate multi-role?</i>
Placards	A poster or a board with information on to highlight an issue of some kind	A placard is a sign or additional piece of written information presented onstage. Using placards might be as simple as holding up a card or banner.	5. <i>What is a placard and how is it used in an Epic theatre performance?</i>

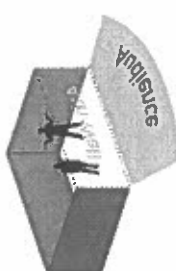
<u>Epic Theatre</u>	<u>Gestus</u>	<u>Breaking the fourth wall</u>	<u>Multi-Role</u>	<u>Placards</u>
				

Drama - Half Term 4 -TOPIC Epic Theatre

Summary- Position in the Curriculum

Following on from Year 7 students will develop their physical and vocal skills through the use of different stimuli and develop their understanding of different situations that they can relate to from their own experience. Through HT1 students will apply and develop techniques and strategies through exploring, creating and developing an individual and group interpretation of a range of drama texts to demonstrate the key features of the three styles of theatre, Naturalism and the basic theory behind the style, abstract theatre and epic theatre. They will be able to show and apply their knowledge of these styles by using critical and creative thinking skills; through using the drama techniques and different strategies to help them show each style when adopting a role/character; through the style being used when devising their own scripts as well as working off a play text to explore and present ideas through the different styles of theatre. In HT1 and HT2 they have explored the text 'The terrible Fate of Humpty Dumpty' using the drama techniques of still images, forum theatre, monologue, hot seating and role play. Whilst exploring the different issues and problems that are faced within the play and develop their own understanding of how each issue and situation in the play can be resolved using their own experience and be able to relate it to themselves and the world, they live in. The use of flashbacks is applied which is used throughout the play. In HT3 they will now explore the style of Epic theatre and the drama techniques used for this style which is different to the style of naturalism. The drama techniques used for this style will be gestus, narration still images, breaking the 4th wall, multi-role, placards, stage directions and titles. They will explore the style using these Epic drama techniques through devised performances.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment Revision through to do question</u>
Stage Direction	Speaking the stage directions help to distant the actors from the character they are playing.	The narrator in a Epic performance reads the stage directions to alienate the audience so that they know the actors are demonstrating and not becoming the characters.	1. <i>Why does the narrator speak the stage directions and how does it impact and alienate the audience?</i>
Titles	Titles are given to the characters so that the audience does not relate and feel emotion to the character.	The title can be given to establish a role / occupation rather than be given a set name within the performance. This can alienate the audience from a naturalistic character to an actor demonstrating a role.	2. <i>Why do we use titles instead of names in Epic theatre?</i>
Breaking the fourth wall	An actor might break the fourth wall by addressing the audience directly	Epic theatre (Brechtian theatre) breaks the fourth wall, the imaginary wall between the actors and audience which keeps them as observers.	3. <i>What does the character have to do to break the fourth wall?</i>
Multi-Role	Multi-rolling is when an actor plays more than one character onstage	Multi-rolling is when an actor plays more than one character onstage. The differences in character are marked by changing voice, movement, gesture and body language	4. <i>What do you need to do in order to change your character when multi-rolling?</i>
Placards	A poster or a board with information on to highlight an issue of some kind	A placard is a sign or additional piece of written information presented onstage. Using placards might be as simple as holding up a card or banner.	5. <i>What information needs to be on a placard?</i>

Stage Directions	Titles Doctor	Breaking the fourth wall	Multi-Role	Placards
				

Drama - Half Term 5 -TOPIC Abstract – Mime, Physical Theatre and Mask

Summary- Position in the Curriculum

Following on from Year 7 students will develop their physical and vocal skills through the use of different stimuli and develop their understanding of different situations that they can relate to from their own experience. Through HT1 students will apply and develop techniques and strategies through exploring, creating and developing an individual and group interpretation of a range of drama texts to demonstrate the key features of the three styles of theatre, Naturalism and the basic theory behind the style, abstract theatre and epic theatre. They will be able to show and apply their knowledge of these styles by using critical and creative thinking skills; through using the drama techniques and different drama strategies to help them show each style when adopting a role/character; through the style being used when devising their own scripts as well as working off a play text to explore and present ideas through the different styles of theatre. In HT1 and HT2 they have explored the text 'The terrible Fate of Humpty Dumpty' using the drama techniques. In HT3 they explored the style of Epic theatre and the drama techniques used for this style. They explored the style using the Epic drama techniques through devised performances. In HT5 they will explore abstract theatre which includes mime, physical theatre, movement sequences, energy and mask work. When exploring mime they will develop their physical expression to tell a story as well using body language, and gestures to create a physical text.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Mime	An acting technique that uses facial expressions body language, gesture and movement to show an action, character, emotion or story without words.	Mime is used by a performer using clear exaggerated use of facial expressions, body movements gestures to communicate to their audience instead of the words spoken.	1. Why do you have to be clear and concise when miming an activity?
Physical Theatre	The story is told through the physical storytelling by using movement, mime gesture and dance.	Physical Theatre tells the story of the characters through the use of the physical body as well as dialogue. The actors create a story through movement, mime, gestures and dance to not only tell a story, but can also become the objects used within the performance instead of props.	2. What is physical theatre, and how is it used?
Movement Sequences	A combination of movement skills to enable the body to move in response to a stimulus.	A sequence of movements can be choreographed or created which fits a character scene, or emotion. It is a type of performance where physical movement in the primary method of storytelling. A movement sequence can be a set of dance movements	3. What is a movement sequence and how can you use it in a performance?
Energy	Energy is necessary when acting to show enthusiasm.	Energy is needed when creating abstract theatre. For example, you need energy when performing mime, physical theatre, movement sequences and mask.	4. If energy is not used in a performance, what will the performance look like?
Mask Work	Masks are a tool for develop characters and can mimic popular archetypes that encourage a specific way of moving.	The 5 rules of mask – Never put a mask on in front an audience. Don't touch the mask. Never speak or make a sound when wearing the mask as it destroys the illusion. Always remain in character whilst in mask.	5. What are the 5 rules of performing in a mask?

Mime	Physical Theatre	Movement Sequence	Energy	Mask Work
				

Drama - Half Term 6 -TOPIC Abstract – Mime, Physical Theatre and Mask

Summary- Position in the Curriculum

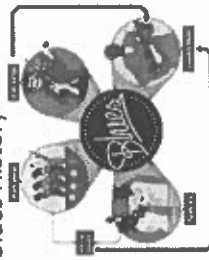
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<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment Revision through to do question</u>
Mime	An acting technique that uses facial expressions body language, gesture and movement to show an action, character, emotion or story without words.	Mime is used by a performer using clear exaggerated use of facial expressions, body movements gestures to communicate to their audience instead of the words spoken.	1. In your performance how clear and accurate was your use of facial expressions, body language and gestures to tell your story?
Physical Theatre	The story is told through the physical storytelling by using movement, mime gesture and dance.	Physical Theatre tells the story of the characters through the use of the physical body as well as dialogue. The actors create a story through movement, mime, gestures and dance to not only tell a story, but can also become the objects used within the performance instead of props.	2. What elements of physical theatre did you apply and why?
Movement Sequences	A combination of movement skills to enable the body to move in response to a stimulus.	A sequence of movements can be choreographed or created which fits a character scene, or emotion. It is a type of performance where physical movement in the primary method of storytelling. A movement sequence can be a set of dance movements	3. When looking back at the work you did on sequencing, how can you improve next time when you use this way of movement?
Energy	Energy is necessary when acting to show enthusiasm.	Energy is needed when creating abstract theatre. For example, you need energy when performing mime, physical theatre, movement sequences and mask.	4. Why is energy important when performing?
Mask Work	Masks are a tool for develop characters and can mimic popular archetypes that encourage a specific way of moving.	The 5 rules of mask – Never put a mask on in front an audience. Don't touch the mask. Never speak or make a sound when wearing the mask as it destroys the illusion. Always remain in character whilst in mask.	5. Describe how you used mask in one of your performances?

Mime	Physical Theatre	Movement Sequence	Energy	Mask Work
				

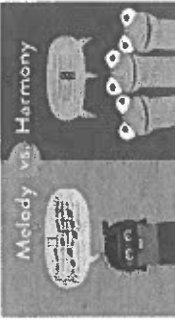
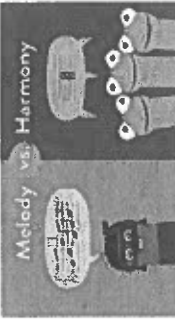
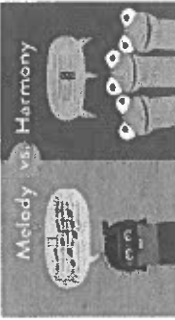
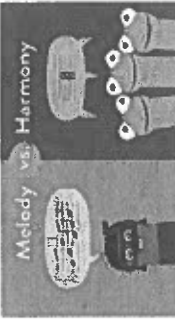
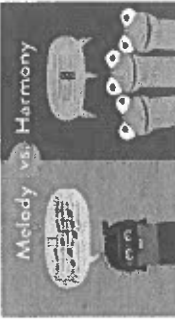
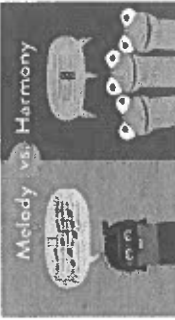
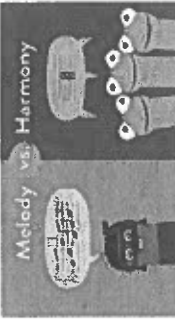
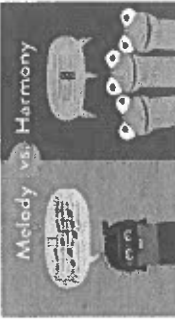
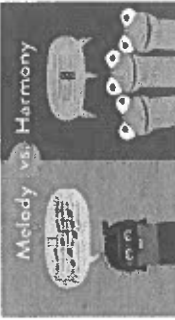
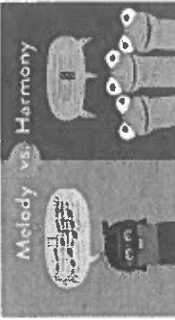
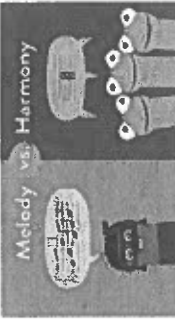
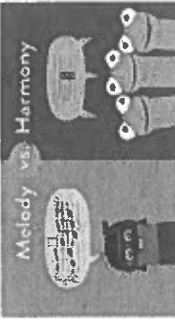
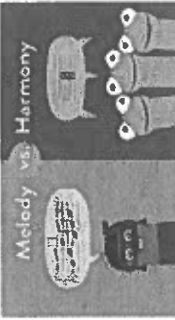
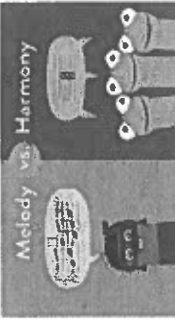
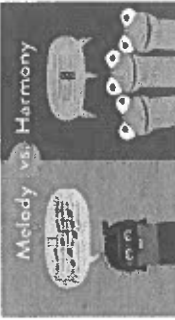
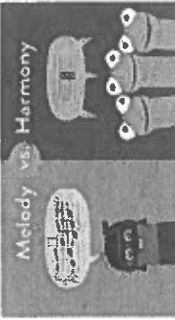
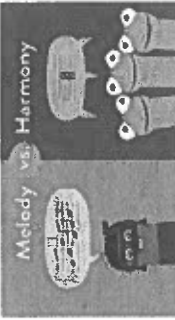
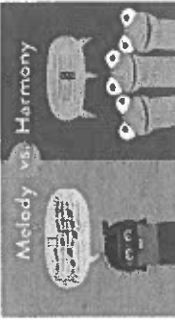
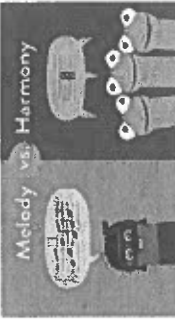
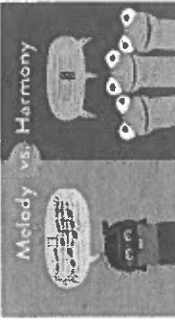
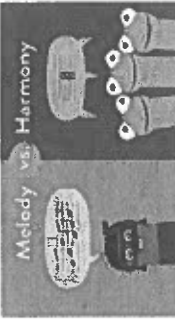
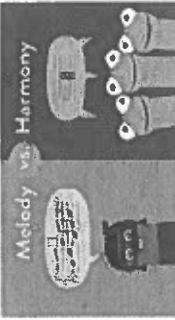
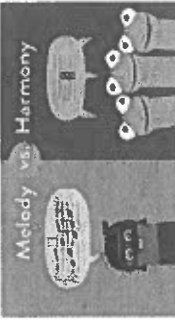
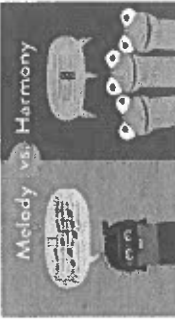
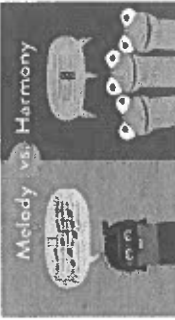
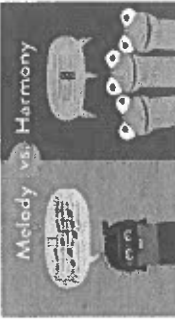
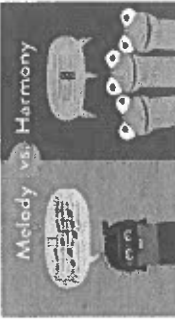
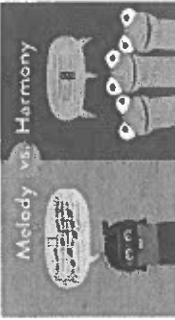
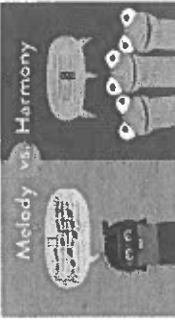
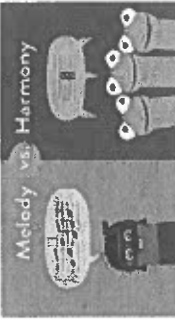
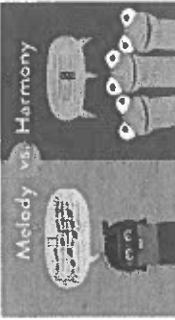
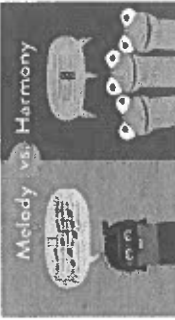
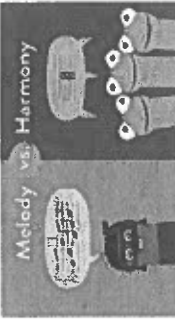
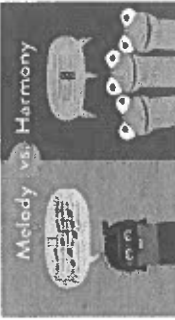
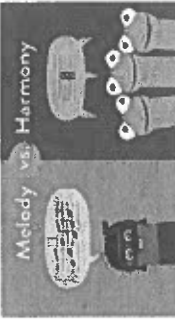
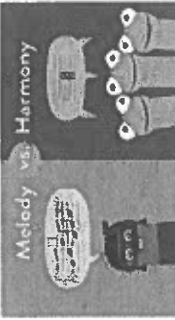
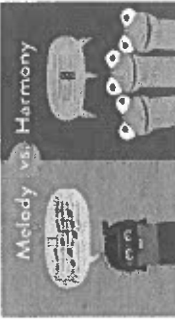
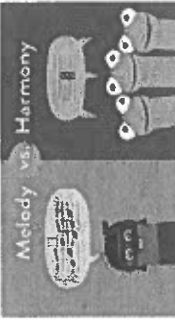
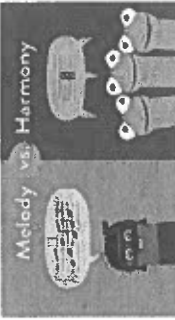
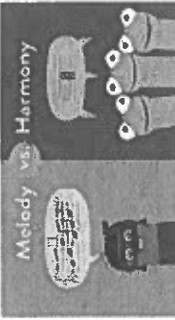
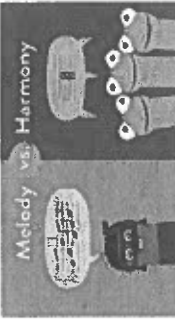
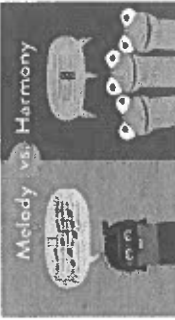
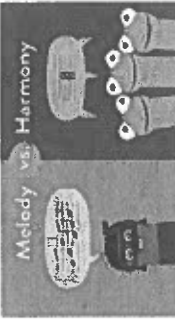
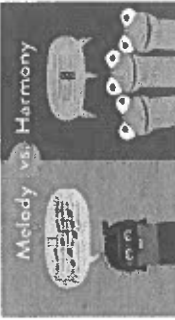
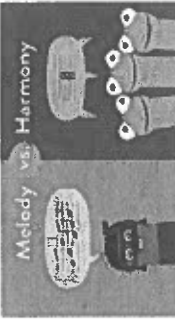
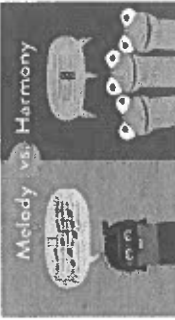
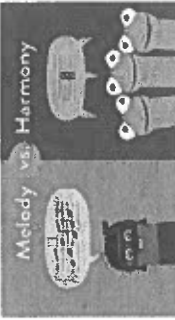
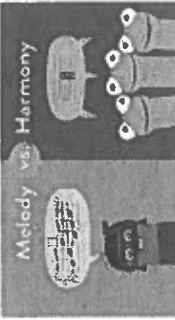
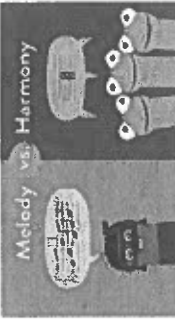
Music - Half Term 1- The Blues and Rock n Roll

Having explored in year 7 world music through listening, apprising, singing, performing and composing, using various pieces from music around the world as well as building and developing their musical knowledge and technique to help in their progression into year 9 and then key stage 4. 'In HT1 the students will study the 12-bar blues and explore and understand where the style originated from and how music has evolved exploring the 12-bar blues and Rock n' Roll. Through this they will develop improvisation skills, using structure and dynamics, by adapting musical material riffs and bass lines as well as using the Blues scale, chords – inversions and extensions, similarities and differences between the Blues and Rock n' Roll. The students will focus and develop further their reading of notation, playing an instrument, composing melodies and singing as a class. They will continue to develop their listening skills through identifying the use of musical elements and to develop understanding of the meaning and purpose of music being listened to. Composition: The students will also perform through playing both with the right hand the 12-bar chord progression as well as the walking bass with their left hand on as well as singing both the Blues and Rock N' Roll.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Blues History	The blues evolved in the southern states of the USA from the late 19th century; it has lots of musical influences from Africa.	African enslaved people brought their musical traditions with them when they were transported to work in the North American colonies. Early types of African American music included spirituals (religious songs using vocal harmony) and work songs. The early style of blues was known as country blues and was usually a solo singer accompanied on guitar or piano sometimes with added harmonica or drums.	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. What was the early style of Blues known as?
12 bar Blues	The 12-bar blues is known as the term "12-bar" refers to the number of measures, or musical bars, used to express the theme of a typical blues song. Nearly all blues music is played to a 4/4-time signature, which means that there are four beats in every bar.	The Blues have four beats in a bar and are built on the 12-bar blues form use three four-bar phrases. It features a short instrumental break (solo) They have lyrics that are raw and full of emotion, dwelling on love and loneliness. They tell of injustice and hopelessness, and the longing for a better life.	2. What are the key features of the 12-bar blues?
Elements of Music	Elements of music are the building blocks a composer uses to create his piece it is the tool box for creating music.	Elements of music include, timbre, texture, rhythm, melody, beat, harmony, structure, tempo, pitch and dynamics. The musical elements are the "composer's toolbox" as it helps the composer know what instruments are to be used, the tempo, and melody of the piece as well as the other element will be used.	3. Why is using the elements of music important when creating a piece of music?
Rock N' Roll	Rock n' Roll (1950's) has its roots in the Blues. A most famous Rock N' roll performer and musician is Elvis Presley	The blues and Rock N' Roll has many similarities, including the often used "12BB" chord sequence. Elvis is one of the most famous Rock n Roll musicians. Today we changed the tempo and rhythmic patterns of our Blues to make it sound more like Rock n' Roll	4. What is the differences between the 12 bar Blues and Rock N' Roll?
Chords	A Chord is a group of (typically three or more) notes sounded together, as a basis of harmony	The Chords for the 12 bar Blues which are played together are: CEG, FAC GBD	5. What is a chord and what chords are played in the 12 bar Blues?
Blues History		 Elements of Music	Rock N'roll  Chords 

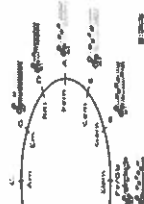
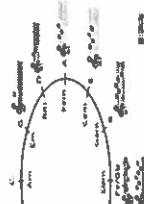
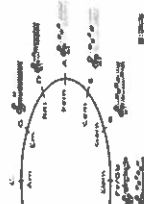
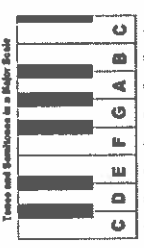
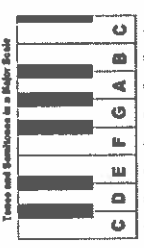
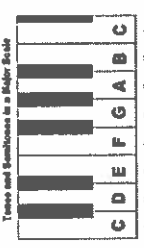
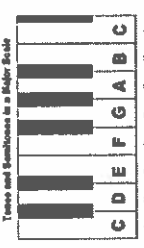
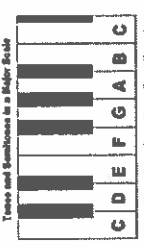
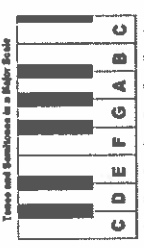
Music - Half Term 2- Popular Music, Elements of Music and Music Theory

Having explored in year 7 world music through listening, appraising, singing, performing and composing, using various pieces from music around the world as well as building and developing their musical knowledge and technique to help in their progression into year 9 and then key stage 4. In HT1 the students studied the 12-bar blues and explored where the style originated from and how music has evolved exploring the 12-bar blues and Rock n' Roll. They developed improvisation skills, using structure and dynamics, by adapting musical material riffs and bass lines and lyrics as well as using the Blues scale, chords – inversions and extensions, similarities and differences between the Blues and Rock n' Roll. The students continued to develop their reading of notation, playing an instrument, composing melodies and singing as a class. They continued to develop their listening skills through identifying the use of musical elements and developing their understanding of the meaning and purpose of music being listened to. The students performed the 12-bar chord progression as well as the walking bass and singing both the Blues and Rock n' Roll songs. In HT2 student will explore through listening, performing different types of popular music as well as singing these songs as a class. They will explore how popular music evolved and also the work of the Beatles. And artists of present day.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Popular Music	Popular music only refers to music that is trending at the time, usually the music played on modern music radio stations.	Rock & Roll dominated the 50s and 60s, this was the popular music of that time, and Elvis Presley is one of the most recognizable artists of the era. The Beatles were a popular Brit pop band with a wide appeal in the 1960's. The present-day popular music scene is made up of many artists which perform and sing in many styles and genres.	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. Name some of your favourite music you listen to and what do you like about them? 2. What is the normal tempo of a piece popular music? Give an example of one 3. What is the normal structure of a pop song and what instruments are used to create the song give an example of a pop song you are writing about? 4. Choose a pop song you know, how is the melody used in the pop song? 5. Choose a pop song you know well how many layers are there, what instruments are being played?
Rhythm and Tempo	Tempo is how fast or slow a piece of music is performed, while rhythm is the placement of sounds in time, in a regular and repeated pattern.	The effect created by combining a variety of notes with different durations. The speed of the music for example, fast (Allegro), Moderate (Andante), & slow (Lento / Largo). Tempo generally is measured as the number of beats per minute, where the beat is the basic measure of time in music.	
Structure and Instrumentation	Structure is the overall plan of a piece of music Instrumentation is what instruments are used	The structure of a song or piece of music for example, Ternary ABA and Rondo ABACAD, verse/chorus. Instrumentation the instruments that are to be used which can be a combination of instruments that are used, consider articulation and timbre. Example staccato, legato, pizzicato.	
Melody and Harmony	Melody is the effect created by combining a variety of notes of different pitches. Harmony is how notes are combined to build up chords. Consider concords and discords.	Melody is the consideration of the movement example the steps, skips, leaps of the music Metre – The number of beats in a bar example 4/4, melody in pop music is the part the singer performs. The melodies are single notes, and small, short phrases, using the exact same pitches. Often different sections will use the same musical ideas, and exactly the same melody, just with different lyrics.	
Texture, Timbre and Tonality	Texture is the different layers in a piece of Music how thick, thin the sound is. Timbre is the tone quality of the music. Tonality is the key of a piece of music	Texture – The different layers in a piece of Music example polyphonic, having two or more parts each having a melody and monophonic having a single melody line. Timbre the tone quality of the music, the different sounds made by the instruments used.	
Popular Music			
	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
	Texture, Timbre and Tonality	Melody and Harmony	Melody and Harmony
			
	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
	Texture, Timbre and Tonality	Melody and Harmony	Melody and Harmony
			
	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
	Texture, Timbre and Tonality	Melody and Harmony	Melody and Harmony
			
	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
	Texture, Timbre and Tonality	Melody and Harmony	Melody and Harmony
			
	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
	Texture, Timbre and Tonality	Melody and Harmony	Melody and Harmony
			
	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
	Texture, Timbre and Tonality	Melody and Harmony	Melody and Harmony
			
	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
	Texture, Timbre and Tonality	Melody and Harmony	Melody and Harmony
			
	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
	Texture, Timbre and Tonality	Melody and Harmony	Melody and Harmony
			
	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
	Texture, Timbre and Tonality	Melody and Harmony	Melody and Harmony
			
	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
	Texture, Timbre and Tonality	Melody and Harmony	Melody and Harmony
			
	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
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	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
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	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
	Texture, Timbre and Tonality	Melody and Harmony	Melody and Harmony
			
	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
	Texture, Timbre and Tonality	Melody and Harmony	Melody and Harmony
			
	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
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	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
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	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
	Texture, Timbre and Tonality	Melody and Harmony	Melody and Harmony
			
	Rhythm and Tempo	Structure and Instrumentation	Melody and Harmony
			
	Texture, Timbre and Tonality	Melody and Harmony	Melody and Harmony
			
	Rhythm and Tempo	Structure and Instrumentation	Melody

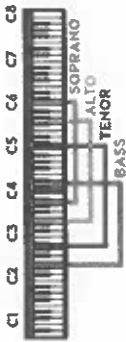
Music - Half Term 3 Musical Theory and Performing

Having explored in year 7 world music through listening, appraising, singing, performing and composing, using various pieces from music around the world as well as building and developing their musical knowledge and technique to help in their progression into year 9 and then key stage 4. 'In HT1 and HT2 the students studied the 12-bar blues and explored where the style originated from and how music has evolved exploring the 12-bar blues and Rock n' Roll. They developed improvisation skills, using structure and dynamics, by adapting musical material riffs and bass lines and lyrics as well as using the Blues scale, chords – inversions and extensions, similarities and differences between the Blues and Rock n' Roll. The students continued to develop their reading of notation, playing an instrument, composing melodies and singing as a class. They continued to develop their listening skills through identifying the use of musical elements and developing their understanding of the meaning and purpose of music being listened to. The students performed the 12-bar chord progression as well as the walking bass and singing both the Blues and Rock n' Roll songs. They then explored through listening, performing different types of popular music as well as singing these songs as a class. They explored how popular music evolved and also the work of the Beatles. And artists of present day. In HT 3 the students will continue to understand and apply musical theory of using circle of fifths to work out time signatures, writing a chord sequence, developing their vocal ranges and harmony when singing and through understanding of vocal exercise, tones and Semi tones, turning chords into an accompaniment.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Circle of fifths	The circle of fifths is a way of organizing pitches as a sequence of perfect fifths. Starting on a C, and using the standard system of tuning for Western music.	The circle of fifths organizes pitches in a sequence of perfect fifths, shown as a circle with the pitches (and their corresponding keys) in clockwise order. It can be viewed in a counter clockwise direction as a circle of fourths.	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. What is the Circle of fifth in music and how does it help you work out the key signature? 2. What notes do you need to form the F Major Scale? 3. What are the notes in the F major scale and how is it different from the C major scale?
Order of tones and semitones to form a major scale.	A semitone is a half-step distance moving to the nearest note i.e. E to F. A tone is a whole step moving two half steps i.e. C to D	All major scales have the order as: Tone, Tone, Semitone, Tone, Tone, Tone Semitone. E.g. C D E F G A B C	4. What is a Chord Sequence?
C Major, G major and F major scale	There are 8 notes in each of the scales. C Major scale has C, D, E, F, G, A, B and the higher C. G Major scale has G, A, B, C, D, E, F#, A and the higher G. F Major scale has F, G, A, Bb, C, D, E, and the higher F	The G major scale will use the exact same fingering as C major. The only difference is the one black key, F sharp, that's added when going from C major to G major. Another important difference is that G major starts on the note G while C major starts on the note C.	5. What phrase do you have for the lines and spaces of the bass and treble clef?
Chord Sequence	A sequence is where a passage of music is repeated at a higher or lower level of pitch.	The I-V-vi-IV progression is the most common chord progression. In C major, the chords you'll play are C-G-Am-F. These are the first four chords they're everywhere in pop music	
Staff Notation	It tells the musician what to play and how to play the piece of music	Treble Clef: Lines – Every Good Boy Deserves Football Spaces: F A C E Bass Clef Lines – Great Big Dogs Frighten Amy Spaces: All Cows Eat Grass	
Circle of Fifths			
Semi-tone and Tone			
Chord Sequence			

Music - Half Term 4 When Chords Meet Vocals Performing

Having explored in year 7 world music through listening, appraising, singing, performing and composing, using various pieces from music around the world as well as building and developing their musical knowledge and technique to help in their progression into year 9 and then key stage 4. 'In HT1 and HT2 the students studied the 12-bar blues and explored where the style originated from and how music has evolved exploring the 12-bar blues and Rock n' Roll. They developed improvisation skills, using structure and dynamics, by adapting musical material riffs and bass lines and lyrics as well as using the Blues scale, chords – inversions and extensions, similarities and differences between the Blues and Rock n' Roll. The students continued to develop their reading of notation, playing an instrument, composing melodies and singing as a class. They continued to develop their listening skills through identifying the use of musical elements and developing their understanding of the meaning and purpose of music being listened to. The students performed the 12-bar chord progression as well as the walking bass and singing both the Blues and Rock n' Roll songs. They then explored through listening, performing different types of popular music as well as singing these songs as a class. They explored how popular music evolved and also the work of the Beatles. And artists of present day. In HT 3 the students applied musical theory of using circle of fifths to work out time signatures, writing a chord sequence, developing their vocal ranges and harmony when singing and through understanding of vocal exercise, tones and Semi tones, turning chords into an accompaniment. In HT4 the students will practice and perform different songs in various styles and work as an ensemble creating and developing different harmonies as well as singing both with instrumental music and singing A capella

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Vocal range	Vocal range is the range of pitches that a human voice produces when they sing. There are seven main vocal ranges. Three in the female voice and four in the male voice.	The female vocal ranges are: Soprano a high female voice, mezzo soprano and contralto to the low female voice. The male vocal range is: counter tenor a high male voice, tenor, baritone and Bass a low male voice. In general, both male and females have an average range of two octaves	Revision and self-study questions are below. Answer 1 per week for Self-Study, 1. List the three vocal ranges of the female voice and four of the male voice.
Ensemble singing/Choir	An ensemble is a group of people singing together; however, an ensemble can also be in the form of a duet, trio, quartet and quintet. When the number is bigger it is also known as a choir.	An ensemble and a choir are a collective group of people singing together. Ensemble singing describes how a choir of many voices blends together to sound like one big voice. When you sing as a choir, you are part of a team. This means everyone has to work together to make a great sound.	2. What is the difference between an ensemble and a choir?
Breathing exercises and maintaining the voice	Breathing is the fundamental element of singing as it supports the voice so that there is power when singing as well as being able to hold a note or phrase of a song.	Breathing exercises helps in maintaining a healthy voice and helps to stop tension and damage to the vocal cords. Breath control plays an important part in the role when singing as it serves as a bridge between the body and the voice and enables the singers to support their sound with enough air supply.	3. Why should a singer warm up their voice and why is it important to have enough air when singing?
Acapella	Singing without an instrumental accompaniment	A capella music is music where the voice is the instrument. Some groups use their voices to emulate instruments and it can also be used more traditionally by focusing on harmonizing and using their voices to create the music. Acapella originated in Europe around the late 15 th Century and is connected to the church because it developed from chapel music.	4. What is Acapella and where does it come from?
Harmonies	A harmony is multiple notes played at once, this involves two or more notes or chords, three notes played at the same time is a triad.	Harmony consists of two or more notes being heard in unison and the sound is beautiful to the listener.	5. How many notes need to be played to make a harmony?
Vocal range			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			
			

Music - Half Term 5 Introducing Disco

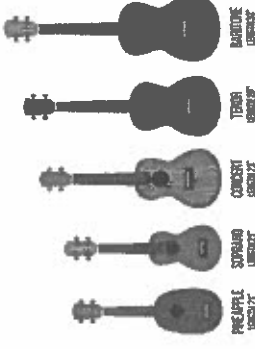
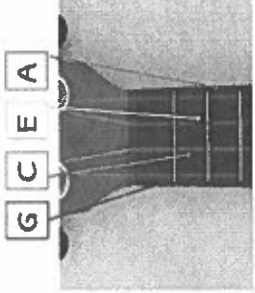
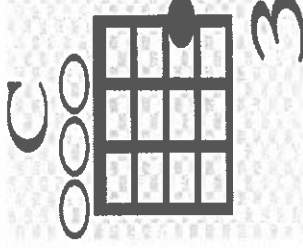
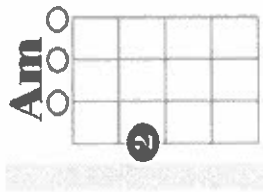
Having explored in year 7 world music through listening, appraising, singing, performing and composing, using various pieces from music around the world as well as building and developing their musical knowledge and technique to help in their progression into year 9 and then key stage 4. 'In HT1 and HT2 the students studied the 12-bar blues and explored where the style originated from and how music has evolved exploring the 12-bar blues and Rock n' Roll. They developed Improvisation skills, using structure and dynamics, by adapting musical material riffs and bass lines and lyrics as well as using the Blues scale, chords – inversions and extensions, similarities and differences between the Blues and Rock n' Roll. The students continued to develop their reading of notation, playing an instrument, composing melodies and singing as a class. They continued to develop their listening skills through identifying the use of musical elements and developing their understanding of the meaning and purpose of music being listened to. The students performed the 12-bar chord progression as well as the walking bass and singing both the Blues and Rock n' Roll songs. They then explored through listening, performing different types of popular music as well as singing these songs as a class. They explored how popular music evolved and the work of the Beatles and artists of present day. In HT 3 and HT4 the students applied musical theory of fifths to work out time signatures, writing a chord sequence, developing their vocal ranges and harmony when singing and through understanding of vocal exercise, tones and Semi tones, turning chords into an accompaniment and the students practised and performed different songs in various styles working as an ensemble creating and developing different harmonies as well as singing both with instrumental music and singing A cappella. In HT5 the students are introduced to the world of disco and the influences of Disco through the exploration and application of knowledge and understanding of the style of music through listening and analysing different disco songs created, revisiting the elements of music and how disco music is constructed.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
The Origins of Disco	Disco started out around 1974 as the music that was played in private "underground" clubs in New York.	Discotheques played vinyl records on improved and powerful sound systems with amplifiers, turntables and loudspeakers. DJ's took over from live band leaders – and were much cheaper than hiring live bands!	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. Where did disco originate from?
Influences of Disco	Disco has its musical roots in JAZZ, SOUL (called "Philly Soul") and FUNK and was influenced by the GROOVE-BASED RHYTHMS	The main features of most disco songs are based on Popular Song Form. Using INTRODUCTION, VERSE, CHORUS, BRIDGE/MIDDLE 8/GROOVE – long sections with the same rhythm parts repeated for dancing – and energetic guitar parts of FUNK and the orchestral arrangements of SOUL music.	2. What is the main structure of a disco or pop song?
Disco Rhythm Drums	Most disco songs have a steady four on the floor beat set by a bass drum	The basic tempo of a disco song is 120 beats per minute in which the bass and the snare drum alternate in the steady four beat and the cymbals filling in the gaps between the beats.	3. What is the basic tempo of a disco song and how is the drums played?
5 Characteristics of Disco	Disco is a genre of dance	The five characteristics are a four-on-the-floor beats, syncopated basslines, strings sections, brass and horns, electric piano, synthesizers, and electric rhythm guitars	4. What are the 5 characteristics of Disco Music?
Disco songs	The most famous artists are Bee Gees, I will survive Gloria Gaynor, Donna Summer	Abba, The Jackson five, Earth Wind and fire, Kool and the gang, Chaka Khan, Sister sledge, Diana Ross and Bony M	5. Name 5 disco artists and 5 of their songs?
Disco	   	   	   

Music - Half Term 6 Developing Further Ukulele Skills and Theory

Having explored in year 7 world music through listening, appraising, singing, performing and composing, using various pieces from music around the world as well as building and developing their musical knowledge and technique to help in their progression into year 9 and then key stage 4. 'In HT1 and HT2 the students studied the 12-bar blues and explored where the style originated from and how music has evolved exploring the 12-bar blues and Rock n' Roll. They developed improvisation skills, using structure and dynamics, by adapting musical material riffs and bass lines and lyrics as well as using the Blues scale, chords – inversions and extensions, similarities and differences between the Blues and Rock n' Roll. The students continued to develop their reading of notation, playing an instrument, composing melodies and singing as a class. They continued to develop their listening skills through identifying the use of musical elements and developing their understanding of the meaning and purpose of music being listened to. The students performed the 12-bar chord progression as well as the walking bass and singing both the Blues and Rock n' Roll songs. They then explored through listening, performing different types of popular music as well as singing these songs as a class. They explored how popular music evolved and also the work of the Beatles and artists of present day. In HT 3 and HT4 the students applied musical theory of using circle of fifths to work out time signatures, writing a chord sequence, developing their vocal ranges and harmony when singing and through understanding of vocal exercise, tones and Semi tones, turning chords into an accompaniment and the students practised and performed different songs in various styles working as an ensemble creating and developing different harmonies as well as singing both with instrumental music and singing A cappella. In HT5 students learnt how to play pop songs on the Ukulele and improved their knowledge of music theory. In HT6 students will continue to develop their Ukulele skills and knowledge of music theory.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
The Origins of the Ukulele	The Ukulele which comes from the guitar family is popular in both traditional and pop music.	The ukulele has a rich history and tradition. While this instrument first appeared in Hawaii in the eighteenth century, its roots are found in Portugal.	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. When did the ukulele appear? 2. What are the different Ukuleles available? 3. What are the open strings of the Ukulele starting from the fourth to the first? 4. How do you play the C chord on the ukulele? 5. How do you play the A minor Chord on the Ukulele?
Ukuleles are in different sizes	The ukulele is available in four different sizes with different pitches, tones and fretboards.	The different sized ukuleles from the smallest to largest are: Soprano/pineapple, concert, tenor and baritone	
Open strings of the Ukulele	Open Strings are those that are not held down on the fret board of a stringed instrument.	An easy way to remember the name of the open strings of the Ukulele from the fourth to the first string are: Greedy Cats Eat Anything (GCEA)	
C Chord on the Ukulele	This consists of the notes C E & G	It is played by pressing the third finger on the 3 rd fret on the A string.	
A minor Chord on the Ukulele	This consists of the notes A C & E	It is played by pressing the second finger on the 2 nd fret on the G string.	

The Origins of the Ukulele	Ukulele in different sizes	Open Strings of the Ukulele	C Chord of the Ukulele	A Minor Chord of the Ukulele
				

PE

Yr 8 Theoretical Understanding- Term 2

Benefits of Warming up and Cooling Down

Throughout all practical lessons alongside learning, developing knowledge, understanding and improving ability in a range of sports, students will develop their theoretical understanding of the importance of warming up and cooling down. Students will be able to identify the 4 stages to an effective warm up and why each stage prepares a performer for their activity. Alongside warming up students will understand why it is important to cool down. Students will then be able to show leadership qualities in leading their group through a warm up prior to their lesson

Terminology	Definition	Core Knowledge	Preparing for Assessment
Warming up- 1. Pulse Raise	Activity to increase oxygen to the working muscles	Activity can consist of walking, light jogging to get the heart rate increased to increase the amount of oxygen getting to the working muscles. This will provide a performer with energy to perform. Through stretching this will increase the elasticity of the muscles which will help in injury prevention. It will increase flexibility to improve performance. Through performing in skill based activities this will make performers familiar with the environmental surroundings ready to perform. Mental preparation is key to focus and believe that you can be successful in what a performer is about to take part in. Cooling down helps recovery and allows the body to prepare quicker for the next sporting activity. Through maintaining an increased heart rate this will get rid of the carbon dioxide out of our body which will prevent muscle soreness.	At the end of term 1 students will sit an assessment that combines the theoretical content that has been learnt within the practical environment with their understanding of the sports that they have participated in their PE lessons. Students will be expected to learn the core knowledge linking it back to the definition and key term. The assessment will be in the form of multiple choice and short answered questions.
2. Stretching	Static stretching of muscles to increase elasticity		
3. Skill Based Activity	Familiarisation with replication of activity skills.		
4. Mental preparation	Getting focused for the upcoming activity		
Cooling Down- 1. Gradual reduction in intensity	Maintain elevated breathing rate to get oxygen around the body aiding recovery		
2. Static stretching	Prevention of muscle soreness.		



Summary- Position in the Curriculum

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Terminology	Definition	Core Knowledge	Preparing for Assessment
Rebounding	Rebounding in basketball is the act of retrieving the ball after a missed shot, requiring positioning, timing, and determination to secure possession for one's team.	- Boxing out: Establishing position between the opponent and the basket to gain rebounding advantage. - Timing: Jumping at the right moment to grab the ball at its highest point. - Secure the ball with two hands and pivot away from defenders. - Outlet pass to start the fast break.	How do players secure rebounds in basketball?
Player Positions	Understanding player positions in basketball helps in organizing offensive and defensive strategies, with each position having specific roles and responsibilities on the court.	- Point Guard (PG): Typically the team's primary ball-handler and playmaker, responsible for running the offense and facilitating ball movement. - Shooting Guard (SG): Often a scoring threat and perimeter shooter, who also contributes to ball-handling and defence.	What are the main responsibilities of each player position in basketball?
Dribbling and passing	Dribbling involves bouncing the ball repeatedly with one hand while moving around the court. Passing in basketball involves transferring the ball to a teammate using various techniques such as chest pass, bounce pass, and overhead pass.	Dribbling and passing are core skills in basketball. Dribbling involves bouncing the ball with one hand while moving, allowing players to advance and create scoring opportunities. Passing is about transferring the ball between players to set up shots and move the ball around the court. Both skills require accuracy, timing, and awareness to execute effectively and contribute to offensive strategy.	List and describe three types of passes used in basketball.
Shooting	Shooting in basketball is the act of propelling the ball towards the hoop with the intention of scoring points, requiring proper technique, accuracy, and focus.	- Shooting stance: Feet shoulder-width apart, knees bent, and body facing the hoop. - Shooting technique: Using one hand to release the ball with a flick of the wrist and follow-through. - Aim for the back of the rim or the square on the backboard. - Practice shooting from different spots on the court.	What are the key components of shooting technique in basketball?
Defense	Defense in basketball involves preventing the opposing team from scoring by guarding players, contesting shots, stealing the ball, and disrupting passing lanes, requiring teamwork and communication.	- Defensive stance: Bend knees, stay low, and keep hands active to deflect passes and shots. - Anticipate opponent's moves and position to cut off driving lanes. - Close out on shooters to contest shots without fouling. - Communicate with teammates to switch and help defensively.	Describe the role of a defender in basketball.
Shooting (BEEF)	Balance Elbow Eyes Follow through	Balance: Refers to the player's stability and control while shooting. Elbow: The position and alignment of the shooting arm's elbow. Eyes: Players should keep their eyes focused on the target (the rim) throughout the shooting motion. Follow through: After releasing the ball, the shooter's arm should extend fully towards the target, with the wrist snapping downward.	What does the acronym BEEF stand for in basketball shooting technique,

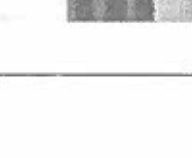















1A NETBALL – YEAR 8 - Term

Summary- Position in the Curriculum

Be equipped to use more complex principles of attack and defence to plan strategies and tactics in competitive games. This scheme of work will be an extension to the scheme of work undertaken in Year 7. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby, tennis and volleyball. Students will develop their technique and improve their performance in other competitive sports for example, athletics and trampolining. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Passing and Footwork	Chest pass, shoulder pass, bounce pass. Footwork rule: Correct placement and movement of feet to avoid moving the landing foot while holding the ball	Teaching points – step into the pass, hands out ready to receive, weight transfer, communication and change of direction. Correctly pivot on the landing foot. Maintain balance and control. Adhere to the rule of not moving the landing foot before passing or shooting. Avoid penalties by following footwork regulations.	Describe three different types of passes used in netball and explain when each type might be most effectively used during a game
Defending	To be able to mark an opponent and intercept passes sent towards them.	Apply defending principles when devising game plans. To be able to outwit opponents using learnt defending skills and techniques including describing the rules and begin to umpire a game of netball.	What techniques can a Goal Keeper (GK) use to effectively defend against an opposing shooter in netball?
Players on the court	7 players on the court per team restricted to certain areas	Goal Keeper Allowed in the defensive goal third and shooting circle Goal Defence Allowed in the defensive and centre thirds, and the shooting circle Wing Defence Allowed in the defensive and centre thirds, but not the shooting circle Centre Allowed in all thirds, but not in either shooting circle Wing Attack Allowed in the attacking and centre thirds, but not the shooting circle Goal Attack Allowed in the attacking and centre thirds, and the shooting circle Goal Shooter Allowed in the attacking goal third and shooting circle	What are the main responsibilities of a Wing Attack (WA) player on the court in netball?
Dodging	Feint dodge and the drive	A feint dodge in netball is a deceptive move where a player initially fakes a step or lean in one direction to trick the defender, then quickly changes direction to lose the defender and create space for a pass. A drive is a fast, direct movement toward the ball or an open space, used to break away from a defender and provide a clear passing option. Both techniques are crucial for maintaining possession and creating opportunities in the game.	Describe how using body feints can make dodging more effective.
Attacking - Timing of passes	Tactically thinking about the timing of passes when attempting to outwit and opponent.	To move accurately into a space to receive a well timed pass	How might the player without the ball assist the team mate in possession of the ball?
Shooting	Shooting is the act of aiming and throwing the ball into the opponents netball hoop to score points	Aim for accuracy and precision. Utilise proper shooting technique. (hand positioning and follow through), assess distance and adjust power accordingly. Anticipate defensive pressure. Maintain focus and composure.	If a penalty pass or shot is awarded in the semi circle, what has happened?

The Feint Dodge



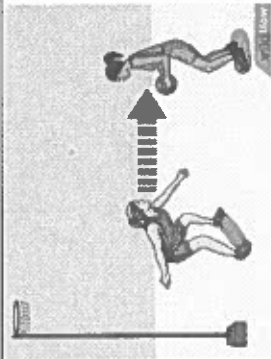
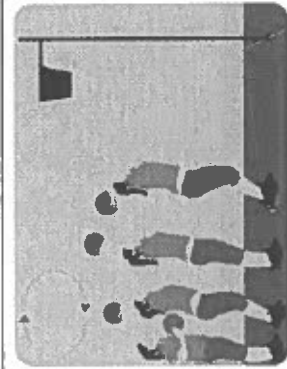
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Execution: Drops shoulder, pretending to go one way then accelerates in the opposite direction.



Follow-through: Revolve ball in space, head balanced on your outside foot.



The Drive



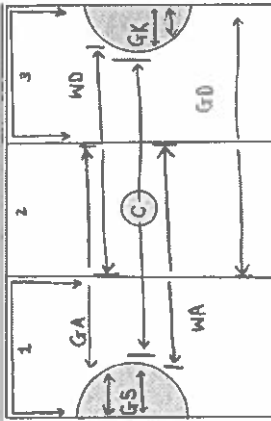
Prepares On test, aware and ready.



Execution: Head and shoulders into space.

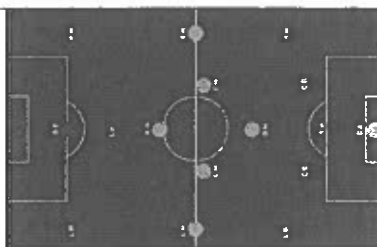
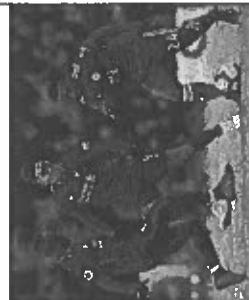
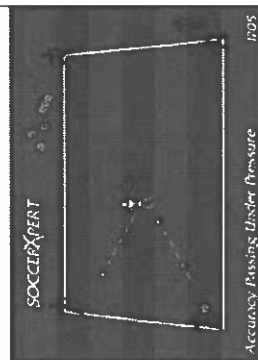
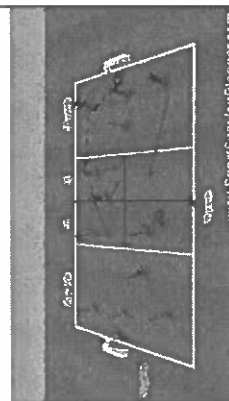
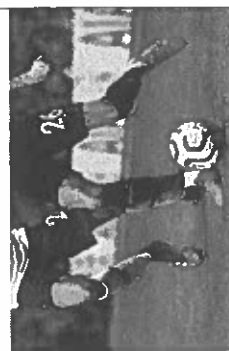


Follow-through: Revolve ball in space, head balanced on your outside foot.



FOOTBALL – YEAR 8

Summary- Position in the Curriculum Be equipped to use more complex principles of attack and defence to plan strategies and tactics in competitive games. This scheme of work will be an extension to the scheme of work undertaken in Year 7. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, basketball, football, handball, netball, rounders, rugby, tennis and volleyball. Students will develop their technique and improve their performance in other competitive sports for example, athletics and trampolining. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Dribbling and Passing	Dribbling is the ability to travel with the ball, maintaining control. Passing involves transferring the ball between teammates using various passing techniques.	Securing knowledge learnt in year 7, including, the importance of dribbling, and how to maintain control when dribbling, inside/outside of foot and keeping ball close to body. Passing - moving into space to receive or pass the ball. Successfully combining passing and dribbling during lesson to show level of understanding.	How can we pass accurately to gain advantage?
Ball Control	Refers to the ability to receive, trap, and manipulate the ball effectively.	- Control the ball with various surfaces of the foot, sole, and outside. - Cushion the ball upon receiving to absorb its momentum. - building on knowledge learnt in year 7, to allow for students to control the ball and then pass to another teammate, ensuring they react under the fast pace of the game.	Why is control important in football?
Shooting	Shooting in football is the act of kicking the ball towards the opponent's goal with the intention of scoring points.	Plant non-kicking foot beside the ball, body facing target. - Keep balanced with eyes on the ball. Shooting Technique: - Use instep for power and accuracy. - Lean forward for low shots, back for high shots. Tactical Awareness: - Positioning and decision-making. - Choose appropriate shot type based on situation	How can we increase the likelihood of scoring a goal?
Defending	Defending in football involves preventing the opposing team from scoring by intercepting passes, blocking shots and marking.	Defensive Stance: - Bend knees, stay low, keep body between opponent and goal. - Anticipate opponent's movements and cut off passing lanes. Defensive Techniques: - Tackling: Use proper timing and technique to dispossess opponents. - Interception: Read the game to intercept passes. Blocking: Position body to block shots and passes. Ball Protection: - Shielding: Use body positioning to shield the ball from defenders	How can we use our body to defend in football?
Space and Positioning	Space and positioning involve using the field effectively to create and exploit space, maintain team shape, and support both defense and attack.	-Awareness: Understand spacing to avoid overcrowding. - Movement: Make runs into space to receive passes. - Support: Position to support teammates, both in defense and attack. - Shape: Maintain team shape to balance defense and attack.	Describe the importance of spacing on the field?
Tactics and gameplay	Tactics and gameplay involve strategic planning and execution during matches to outmaneuver opponents and achieve objectives.	Formations: Understand common formations and their purposes. - Strategy: Implement team tactics like pressing, counter-attacking, and possession play. - Roles: Understand specific player roles within tactics. - Adaptation: Adjust tactics based on game flow and opponent's strategies.	Explain different formations and their uses. - Describe team tactics and how they influence gameplay. - Analyze a match to identify tactical decisions.



PE – Trampolining Year 8

Summary- Position in the Curriculum – Year 8 Trampolining

Students will focus on the accurately replicating and recapping the core skills and movements individually and in combination focusing on the control and aesthetics. Pupils will show creativity and fluency in developed sequences. Student will further develop an ability to evaluate and assess movements and sequences to produced refined outcomes. Will demonstrate basic safety around the trampoline.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Swivel hips	To be able to accurately replicate the swivel hips technique. To understand the importance of the use of arms, legs & aesthetics during the movement. To know and be able to describe the correct technique and peer evaluate other pupils swivel hips. To be able to refine and adapt the seat drop movement into a small routine.	What are the steps to learning a swivel hips? What are some of the common errors? How might you use/adapt these core skills to create a sequence?
Front drop	To be able to replicate front drop technique with controlled landing. To develop the ability to adapt and refine skills when unsuccessful. To combine skills into and out of front drop. To develop creative thinking and decision making when composing larger routines.	Explain the teaching points for a front drop? Can you peer/self assess? How can this routine be improved? What does video or feedback provide that can be of some assistance to overall performance?
Front drop development and routine	To be able to replicate front drop technique in combination with other movements. To demonstrate a clear understanding of the importance of body extension and aesthetics. To develop precision, control and fluency over selected moves.	What moves can be linked or added before or after a front drop? How did you adapt different moves into your sequence?
Back drop and routine	To be able to replicate back drop technique with controlled landing. To develop the ability to combine skills into and out of a back drop landing. To evaluate own performance based on perfect model. To develop creative thinking and decision making when composing own routine.	Explain the teaching points for a back drop. Can you peer/self-assess? What does video or feedback provide that could help overall performance?
Routine Development	To accurately replicate learnt skills & to create a simple routine. To develop creative thinking and decision making when composing own 10 bounce sequence. To develop an appreciation of performance and suggest ways to improve.	How might pupils have improved overall sequence if performed again? What does the video playback highlight to you?
Routine Assessment	To perform simple created routine including one drop. To develop an appreciation of performance and suggest ways to improve to other pupils.	What went Well in your assessment. If you are to repeat what would you do differently?

OAA- Year 8

Summary- Position in the Curriculum – Year 8 OAA

Introducing outdoor and adventurous activities to Year 8 students specifically has several educational, developmental, and social benefits that are particularly relevant at this stage of their schooling. Outdoor activities provide a platform for students to bond with their peers and teachers in a less formal setting, helping to build friendships and a sense of community. These activities encourage the development of essential life skills such as teamwork, leadership, problem-solving, and resilience. Year 8 students are at an age where these skills can be cultivated effectively and can have a lasting impact on their personal and academic lives. Outdoor activities promote physical fitness and a healthy lifestyle. Introducing these activities in Year 8 helps establish positive habits early on, encouraging students to value and maintain physical activity. Being in nature and engaging in physical activities can reduce stress and anxiety, which is particularly beneficial during the potentially stressful transition to secondary school. These activities enrich the curriculum by providing varied and dynamic learning experiences. They can spark interest in new hobbies and subjects, contributing to a well-rounded education. By focusing on Year 8, schools aim to set a positive tone for the students' secondary education journey, ensuring they are well-equipped to face future challenges both inside and outside the classroom.

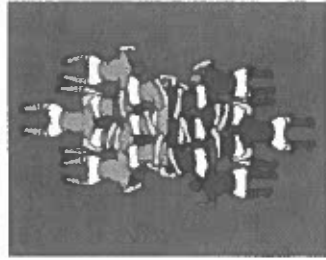
<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Understanding of OAA	Introducing students to concept of OAA, Where is OAA present? Problem solving activities, Students thinking creatively. Archery Safety talk. Arrows must always be aimed at target only. If you are not holding the bow you must be in safety area behind the participant. Demo how to hold the bow. Pupils get to practice, with out bows. Recap shown how to load the bows. Pupil take in turns to aim the arrow towards the target area. Archery aiming on target, In pairs pupils take in turns to aim towards the archery target. Practicing their archery technique and ready position, teacher demonstration is key. As pupils progress the distance will increase.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Partnership Work and use of Communication	Trust exercises, Effectiveness of communication, adapting communication to make it individual, extending problem solving activities Pupils will be able to identify key features on a map and set up small courses. They will further develop their skills of map reading, orientating the map, compass work, taking a bearing, problem solving, and orientating themselves and a partner. They will also be able to develop the fitness components that impact on sport.	1. How do you hold a bow correctly
Group activities – Leadership	Using simple resources to create a problem (benches), Role of the leader; necessary skills, Importance of teamwork, Leading group of individuals to solve tasks Pupils will be able to effectively analyse their own and others performances, based upon strengths and weaknesses. They will evaluate their performance based on set criteria, which they are given.	2. How do we find north using a map and compass
Application of Planning	How effective is solving tasks without planning, Improvements through planning, Elements to planning, Implementing planning	3. Why is OAA important for living a healthy active lifestyle
Combined Problem Solving and Introduction to Ropes	Knowing and fulfilling role within group Understanding importance of literacy and numeracy across curriculum Rope techniques	4. Name characteristics that make a good leader

RUGBY – YEAR 8

Summary- Position in the Curriculum

This unit will embed the fundamental skills that were taught in year 7 and develop different aspects of game play within rugby building the students confidence to participate in contact rugby. The unit will start by recapping the core skills learnt from tag rugby showing an understanding of the key principles of successful game play. It will introduce kicking and the key role this plays in rugby from an attacking and defensive point of view.

Terminology	Definition	Core Knowledge	Preparing for Assessment
Lesson 1: Recap of fundamental tag rugby skills	A game of evasion running and supporting teammates through passing to score tries.	In rugby only backward passes can be made. It is vital to run forwards to gain territory to get nearer to the try line. In a defensive line teams should be in a straight line compared to a diagonal line when attacking.	Recall 5 rules of TAG rugby.
Lesson 2: Kicking	Kicking in rugby involves using various techniques such as punt, grubber kick, and drop goal to gain territory, maintain possession, or score points, providing a strategic dimension to the game.	- Punt kick: Kick the ball high and long downfield to gain territory or relieve pressure. - Grubber kick: Kick the ball along the ground to bypass defenders and regain possession. - Drop goal: Kick the ball over the crossbar to score points from open play. - Practice kicking technique to develop accuracy, distance, and control under pressure situations.	What are the different types of kicks used in rugby and when are they employed?
Lesson 3: Passing	The act of transferring the ball to a teammate using various techniques to maintain possession and advance towards the opposition's goal line.	Basic pass: Execute short, accurate passes to keep possession and create attacking opportunities. - Spin pass: Use a spin pass for greater distance and speed, enabling rapid ball movement across the field. - Timing: Develop an understanding of when to pass and the importance of timing to avoid interceptions.	What are the different types of passes in rugby and their importance in gameplay?
Lesson 4: Tackling	The act of bringing an opponent carrying the ball to the ground to stop their advance and regain possession.	Tackle technique: Focus on safe and effective tackling techniques, including body position, head placement, and follow-through. - Low tackle: Use a low tackle to target the legs and bring the opponent down quickly. - High tackle: Employ a high tackle to wrap up the opponent's upper body, useful in certain defensive situations.	Describe and demonstrate proper tackling techniques in rugby
Lesson 5: Defensive Tactics	The organisation and structure of the team when defending against an opponent's attack.	Defensive line: Understand the importance of maintaining a flat and coordinated defensive line to prevent gaps. - Tackling technique: Practice safe and effective tackles to halt the opposition's progress.	What are key defensive tactics in rugby and how do they contribute to team defense?
Lesson 6: Game Strategy	A structured approach to playing a match considering both offensive and defensive tactics.	Game planning: Develop a game plan that includes both attacking and defensive strategies. - Set plays: Learn and practice specific set plays for scrums, line-outs, and open play. Adaptability: Understand how to adjust the game plan based on the opponent's strengths and weaknesses. Practice: Simulate match conditions to apply the game plan and make in-game decisions.	How do you develop and implement a game plan in rugby?



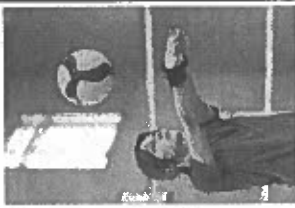
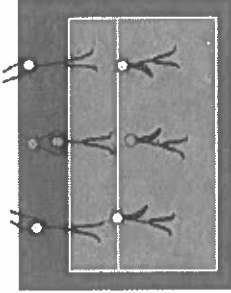
2a TABLE TENNIS

This unit will refine skills learnt in year 7 and introduce advance skills within isolated practices. Learners will start to explore ways to develop decision making to be successful when placed in challenging situations. It continues to build on game understanding for GCSE moderation sports. It allows students to develop the skills to successfully maximise their game and performance understanding. Through refining and development of advanced skills, students will look to make the correct decisions when to implement these into conditioned/ competitive practices

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Refining of previously learnt skills	Students will know how the bat face controls the direction of the ball; how to move to hit the ball; the correct technique for the forehand and backhand shots. Students will apply their understanding to activities to promote good technique for the forehand, backhand and serve in practice and game situations. Warm up activities working on grip and bat control. Modified games using different skills to encourage footwork around the table. Games – aiming to reinforce correct rules and points system learnt from year 7.	1. Identification of key skills used in table tennis identifying key teaching points.
Serve and receive	Students will develop their ability to apply the correct technique for a serve. Students will develop their control, using effective technique to develop power and spin in their play. Warm up activities through speed (First to two winner stay on). Activities to recall serving technique focusing on short, long and spin - teacher reinforce correct serve technique. Practices to include differentiation for more able to work on power/placement in the serve and application of spin. When receiving a serve students will be focused towards reading the spin. Court games - games using serve to start will allow students to develop technique under pressure of competition. Using table tennis scoring and variety of roles	2. Review and explain the different variation of serves that can be used.
Consistency	Students will work on the consistency of their performance. Refining the drive and push shots students will identify the importance of control, consistency and avoiding unforced errors. Warm up be a zonal game hitting the ball to targeted areas of the table. Activities will focus on short/ long ball awareness maintain rallies. For differentiated the application of power and height of hitting the ball will be used. Conditioned games will take place to encourage a focused rally before attempting to win the point.	3. Analyse an elite level game of table tennis and analyse how many points are won compared to unforced errors.
Spin Introduction	Students will be introduced to spin in game play, understanding how the use of spin can benefit performance within a game situation. The application of topspin and backspin will be used through isolated practices. Identification of reading spin will be demonstrated and discussion of counter acting spin will be implemented. Warm up - Around the table to focus on movement of feet. Range of activities led by teacher to work on application of spin.	4. Research the use of spin when playing shots and how this can be counteracted.
Lob Shot	Students will be able to identify the correct technique for the forehand and backhand lob. Students will apply their understanding to activities to promote good technique for the forehand, backhand lob in practice and game situations. Warm up activities recap footwork around the table. Recall forehand technique and practice in pairs. Teacher introduce backhand technique to those ready to move on. Offer differentiated practices for more able to use backhand technique to develop play. Initiate game play through a feed then lob shot first.	5. Identify whether the lob shot is an attacking or defensive shot and when would it be best used.
Gameplay	Students will apply their techniques and the rules of the game, particularly the scoring system. Warm up activities to recall techniques. Games used to allow students to apply their skills in competition. Using table tennis scoring system, roles of official.	6. Flipped Learning- Identify the differences between singles and doubles table tennis.

VOLLEYBALL – YEAR 8

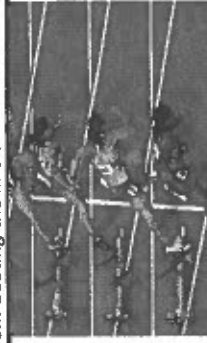
In year 8 Volleyball is introduced to the curriculum building upon key skills learnt from other team games taught in year 7. Students will need to perform individual skills but work as a team through communication and teamwork to gain success. Co-ordination is vital, and refining of the key skills (serve, set, dig and spike) is essential to improving game play. Students will learn a new skill each lesson demonstrating sequencing with the purpose to apply in a game situation successfully.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>		
Lesson 1: Serving	Serving in volleyball involves initiating play by sending the ball over the net to the opposing team's court, utilising various techniques such as underhand serves.	Underhand serve: Start with a closed fist or open hand below waist level, swing arm forward, and contact the ball with a firm but controlled motion. Aim for specific areas of the opposing court to disrupt their reception and defense.	Describe the techniques and strategies involved in serving in volleyball.		
Lesson 2: Passing	Passing in volleyball involves transferring the ball between teammates using different techniques.	Forearm pass: Angle arms together to create a platform, contact the ball with forearms, and direct it towards the target. - Underhand pass: Use open hands to lift the ball upwards for setters or hitters to attack.	Explain the different types of passing techniques used in volleyball.		
Lesson 3: Hitting	Hitting in volleyball involves attacking the ball over the net with force and accuracy to score points.	- Spike: Jump into the air, approach the ball with an arm swing, and contact it forcefully with an overhead motion to send it downwards into the opponent's court.	What are the key components of hitting technique in volleyball?		
Lesson 4: Blocking	Blocking in volleyball involves defending against the opponent's attacks by jumping at the net and intercepting the ball at the point of contact, requiring timing, positioning, and anticipation to succeed.	- Blocking technique: Jump vertically at the net with arms extended above the head, forming a wall to block the opponent's attack. - Positioning: Move laterally along the net to cover the most likely hitting angles and block zones effectively. - Timing: Jump at the right moment to reach the peak height and intercept the ball at its highest point.	How do players execute effective blocking techniques in volleyball?		
Lesson 5: Digging	Digging in volleyball involves defending against hard-driven balls by using forearm pass (dig) to control the ball from scoring points.	- Digging technique: Get low with knees bent and arms outstretched, contact the ball with forearms to absorb the impact and direct it towards teammates. Communication: Signal teammates to assist in covering the court and transitioning into offensive plays.	How do players execute effective digging techniques in volleyball?		
Lesson 6: Rotation	Rotation in volleyball involves players moving clockwise around the court and assuming specific positions after each point.	- Rotation rules: Understand the sequence of player positions (setter, right front, middle front, left front, right back, middle back, left back) and the corresponding court areas. - Substitutions: Coordinate substitutions effectively to maintain team cohesion and adapt to match situations.	How do teams manage player rotations and position changes effectively in volleyball?		
					

Yr 8 Theoretical Understanding- Term 2 Components of Fitness

Throughout all practical lessons alongside learning, developing knowledge, understanding and improving ability in a range of sports, students will develop their theoretical understanding and justification for the use of different components of fitness in sports. There are 10 different components of fitness which students will be able to recall and apply to different sporting situations. Students will be able to justify the need for certain components of fitness in varying sporting situations with some students being able to define each component of fitness.

Terminology	Definition	Core Knowledge	Preparing for Assessment
Agility	The ability to move and change direction quickly (at speed) Whilst maintaining control.	Agility is vital in game sports which requires beating an opponent such as dribbling past a player in football.	At the end of term 2 students will sit an assessment that combines the theoretical content that has been learnt within the practical environment with their understanding of the sports that they have participated in their PE lessons. Students will be expected to learn the core knowledge justifying how a component of fitness is needed in specific sports. The assessment will be in the form of multiple choice and short answered questions.
Balance	Maintaining the centre of mass over the base of support	Balance is important in trampolining ensuring that each bounce remains on the cross in the middle of the trampolining bed.	
Cardiovascular Endurance	The ability of the heart and lungs to supply oxygen to the working muscles	Cardiovascular endurance is vital for long distance events such as running and cycling ensuring oxygen creates energy to keep going.	
Co-ordination	The ability to use different parts of the body together smoothly and efficiently.	Co-ordination is used in racket sports making sure contact is made when striking the ball.	
Flexibility	The range of movement possible at a joint.	Flexibility is vital in all sports to reduce the risk of injury.	
Muscular Endurance	Ability of a muscle or muscle group to undergo repeated contractions avoiding fatigue	Muscular endurance is needed in sports where repeated actions take place for example rowing.	
Power	The product of strength and speed, i.e. strength x speed	Power is essential in sports that require an explosive movement. An example would be punching in boxing.	
Reaction Time	The time taken to initiate a response to a stimulus.	Reaction time is essential in sprinting ensuring that a good start is made reacting to the start gun.	
Speed	The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time. Distance divided by time.	Speed is essential in many sports getting from one place to another quicker than their opponent.	
Strength	The ability to overcome a resistance.	Strength would be vital in rugby when tackling to prevent the opposition from beating the line of defence.	

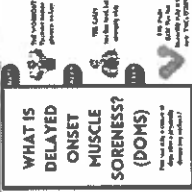


Yr 8 Theoretical Understanding- Term 3

The immediate, short and Long term Benefits of exercise.

Throughout all practical lessons alongside learning, developing knowledge, understanding and improving ability in a range of sports, students will develop their theoretical understanding of the immediate, short and long term effects of exercise. Through the PE practical lessons students will be able to identify what is happening immediately to their body as they are carrying out their PE activities. Students will be able to identify the short term effects and by taking part in PE lessons students will start to experience the long term benefits.

Terminology	Definition	Core Knowledge	Preparing for Assessment
Immediate effects of exercise	When a performer begins to exercise, the body has to supply extra oxygen to the working muscles. This occurs through- Increase in heart rate Breathing rate increases Body temperature increases	Immediate- There is an increase in heart rate as the working muscles require more oxygen to create the energy needed to carry out the sporting activity. -Breathing rate increases to ensure more oxygen gets into the body also allowing for more Carbon dioxide to leave the body. -The body temperature increases as the muscles contract which generates heat. We then may sweat to cool down Short term- Fatigue (Extreme tiredness) will occur due to working the muscles hard during exercise. The muscles will be sore up to two days. Nausea- The feeling of sickness due to over-working during exercise. DOMS- delayed onset muscle soreness- Tiny tears in muscles due to exercise. Leads to swelling but then repairs stronger. Cramps- May occur due to dehydration.	At the end of term 2 students will sit an assessment that combines the theoretical content that has been learnt within the practical environment with their understanding of the sports that they have participated in their PE lessons. Students will be expected to learn the core knowledge justifying how a component of fitness is needed in specific sports. The assessment will be in the form of multiple choice and short answered questions.
Short Term effects of exercise (0-36 hours)	Following exercise the body will be effected in several ways up to 36 hours after the activity has taken place. These will often be negative. Effects would be – Experience of fatigue Dizziness and light headedness Nausea DOMS Cramps	Long term- Through exercising regularly and eating well the body may change shape losing weight. Hypertrophy- Muscles will increase in size and become stronger. Resting Heart rate becomes lower- The heart is a muscle and can increase in size. These means it is more efficient and therefore does not have to contract as many times in a minute. Increased Cardiac output- As the heart is bigger it is able to pump as much blood with less beats increasing the cardiac output. Overtime through training performers will see a positive change in components of fitness such as their power, speed, strength etc.	
Long term effects of exercise	Effects of regular training start to take shape after several months. These generally mean that the body starts to work more efficiently. The effects are- Body weight loss Increase in muscle size (Hypertrophy) Resting Heart rate becomes lower (Bradycardia) Increased cardiac output Increase in components of fitness		

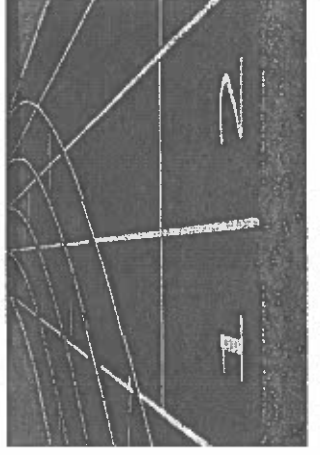
					
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Athletics- Year 8

Summary- Position in the Curriculum – Year 8 Athletics

This unit will focus on personal best and resilience aiming to progress from what each individual achieved in year 7. Techniques will be recapped, refined and developed to push each student to their limits to maximise their times, distances and height. Students will deepen their understanding of how applying the correct technique can achieve greater success. Students will understand and develop their knowledge of the rules and what it takes to be an elite performer.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Sprinting 100m/200m	To be able to perform the basic technique for an effective sprint race. To replicate the correct posture, arm action and leg action. To evaluate performance of self and others and suggest ways technique may be improved. To understand components of fitness for sprint races.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Middle Distance	Introduce pace running – 800m To accurately replicate basic technique for an effective paced race. To perform an 800m race refining ability to pace the performance to sustain 2 laps. To understand components of fitness involved in longer distance races.	1. At what stages of a middle distance race would you potentially sprint?
Jumping	To accurately replicate the technique for an effective high jump. To understand the rules regarding take off and perform a legal jump. To record and analyse the height achieved. To understand the components of fitness involved in high jump. Students will develop their ability to perform in the long jump and show the correct technique for the triple jump.	2. In triple jump, what are the 3 parts called?
Throwing	To accurately replicate the technique for an effective shot putt. To perform and record distance achieved. To understand the rules regarding throwing and ball landing. To understand the fitness needs of throwing events. To accurately replicate the technique for an effective javelin throw. To perform the event and record distance achieved. To understand the rules regarding the throw and landing. To develop the ability to evaluate technique after each throw.	3. What is the long jump world record?
Relay	To accurately replicate sprinting technique and demonstrate knowledge of change over skills. To understand rules regarding sprint relay and adhere to them. To make decisions about pupils strengths and placement in the relay teams legs	4. What does pacing mean?

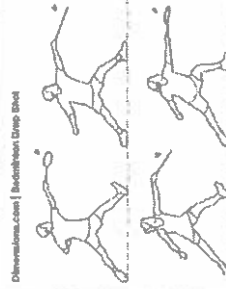
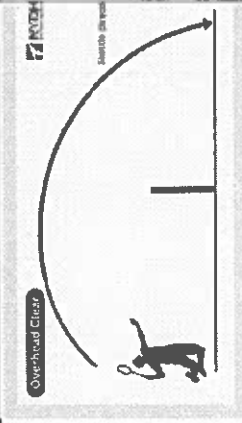


BADMINTON – YEAR 8

Summary- Position in the Curriculum

Be equipped to build on the fundamental skills required during Year 7 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Lesson 1: service	The badminton serve is the shot selected to begin the point. The serve must be hit from behind the service line and travel diagonally from one side of the court into the opposite service box.	The badminton backhand serve starts with the weight on the back foot and shifting towards the front foot during the process of serving, this is to generate momentum and a more consistent flow for a better quality backhand serve.	<i>How can you make a backhand serve reach the back of the court?</i>
Lesson 2: over head clear	The forehand clear shot enables players to move their opponent to the back of the court. This will create space in the mid and front court to exploit the space	Have racket ready in backswing position. Extend racket toward sky and contact shuttle at highest point. The racket face should be open. Snap wrist forward on contact. Shuttle should fly to your opponent's backcourt.	<i>Why is over head clear a good defensive shot?</i>
Lesson 3: drop shot	The drop shot is played from above the head in the same way as the clear except the drop shot is hit with a lot less power	Use the forehand grip on your racket. Stand sideways, with your side without the racket facing the net. Move your weight to your back foot. Prepare to swing by bending your elbow and locking your wrist. Raise the hand without the racket, pointing at the shuttlecock to help you balance.	<i>If player is at back of the court why would it be best to use a drop shot?</i>
Lesson 4: Rally	Keeping the shuttle in the air to practice and refine all the shots.	Keep putting the shuttle back and close to your partner so can practice a variety of shots ready for game play. Rally can get more challenging by gradually hitting the shuttle away from your opponent.	<i>When doing a rally why is it important at first to keep the shuttle in the air?</i>
Lesson 5: Rules and Tactics	Understanding rules is a crucial part of being able to play a successful game and tactics involves planning and executing strategies to outsmart the opposition.	Rules – basic rules of BADMINTON. Aim of the game is to make contact with the ground using the shuttle on the opponents side of the net. Points are scored on every point. Basic tactics include push opponent to the back then play a drop shot, or drop shot then play an over head clear to win the point.	<i>How do you score a point in badminton</i>
Lesson 6: Game Play	Badminton is a racquet sport played using racquets to hit a shuttlecock across a net, most common forms of the game are "singles and "doubles"	In badminton, a match is played best of 2 of 3 games, with each game played up to 21 points. The lightness of the shuttlecock and of badminton racquets allows badminton players to make use of the wrist and fingers badminton players can generate power from a short racquet swing: for some strokes such as net kills, an elite player's swing may be less than 5 centimetres	<i>How do players apply their skills and tactics in a competitive badminton match?</i>



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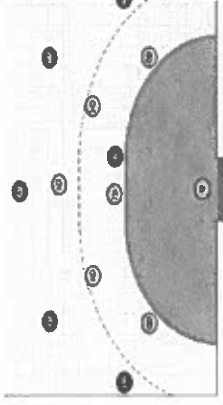
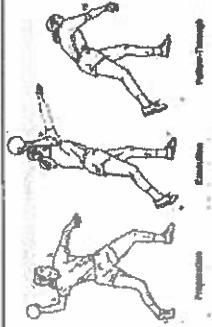
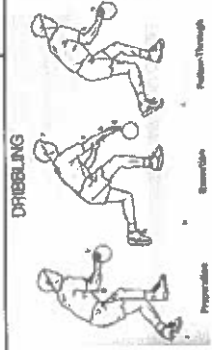


HANDBALL – YEAR 8

Summary- Position in the Curriculum

Having been introduced to handball in year 7, this unit will continue to build and develop students' technical ability of core skills applying them to conditioned and competitive situations. Students will learn more advanced skills and build their understanding of the game of handball. Tactics and principles of play will be transferrable from basketball and other team games.

Terminology	Definition	Core Knowledge	Preparing for Assessment
Travelling and dribbling with the ball	Dribbling in handball involves the player bouncing the ball on the ground repeatedly while moving, allowing them to maintain possession and advance towards the opponent's goal. It is a fundamental skill used to evade defenders and create scoring opportunities	dribbling is a fundamental skill where players bounce the ball on the ground using one hand while moving. This technique allows players to maintain control of the ball while navigating through defenders, creating space, and advancing towards the opponent's goal. Effective dribbling requires coordination, agility, and awareness of the surrounding players and game situation	Describe the proper technique for dribbling the ball in handball, including hand placement, ball control, and footwork
Passing	Passing in handball involves transferring the ball between teammates using various techniques such as chest pass, bounce pass, and overhead pass, facilitating ball movement and team play.	passing is vital for maintaining possession, creating scoring chances, and breaking down the opponent's defence. Players utilize various passing techniques to swiftly move the ball between teammates, requiring accuracy, timing, and communication to exploit gaps in the defence and create scoring opportunities.	Discuss the importance of maintaining composure and making accurate passes under pressure from defenders in handball.
Shooting with jump and spin shots	Shooting in handball is the act of attempting to score goals by throwing the ball into the opponent's net, requiring accuracy, power, and timing to outwit the goalkeeper and secure points for the team.	Shooting requires accuracy, power, and timing, with various shooting techniques such as jump shots, spin shots, and jump shots with a spin, allowing players to outwit the goalkeeper and find the back of the net. Effective shooting is essential for converting scoring opportunities and securing victory for the team.	Describe two different shooting techniques used in handball and explain when each technique might be most effectively employed during a match
Defence	Defence in handball is crucial for preventing the opposing team from scoring goals and disrupting their attacking plays.	Players employ various defensive strategies such as man-to-man marking, zone defence, and pressing to block shots, intercept passes, and regain possession of the ball. Effective defensive skills include footwork, agility, timing, and communication among teammates to anticipate the opponent's movements and close down space. Additionally, defenders must adhere to the rules to avoid penalties while applying pressure on the attackers. Overall, strong defence is essential for maintaining control of the game and securing victory for the team.	How does effective communication among defenders contribute to the success of the defensive unit in handball
Attacking	Attacking in handball involves coordinated movements and strategic plays to create scoring opportunities and penetrate the opponent's defense.	Players use passing, dribbling, and shooting techniques to advance the ball towards the opponent's goal while seeking to exploit gaps and weaknesses in the defense. Key elements of effective attacking include quick ball movement, off-the-ball movement to create space, and precise execution of passes and shots. Additionally, attackers must demonstrate good decision-making, creativity, and teamwork to outmaneuver defenders and capitalize on scoring chances. Overall, attacking in handball requires a combination of skill, strategy, and teamwork to break down the opposing defense and score goals.	How can teams effectively transition from defense to attack and capitalize on counterattack opportunities in handball matches
Jump Shots	Jump shots in handball are a dynamic and effective shooting technique where players leap into the air before releasing the ball towards the goal.	Jump shots allow players to generate additional power and accuracy, making it more challenging for the goalkeeper to block the shot. Jump shots are often utilized when players are in close proximity to the goal or when defenders are applying pressure, providing an advantage in shooting over defenders' arms. Mastering jump shots requires proper timing, coordination, and technique, making it a valuable skill for scoring goals in handball.	Discuss the importance of training for jump shots in handball

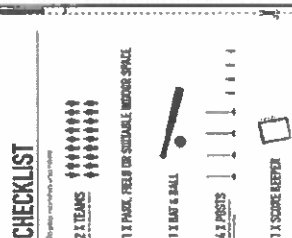
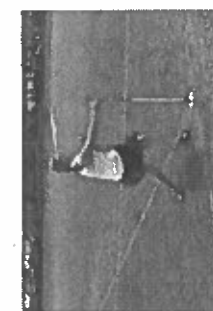
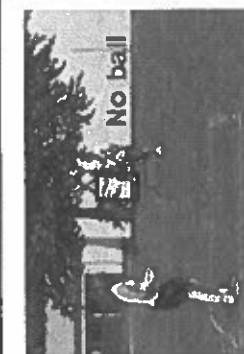


3BROUNDERS – YEAR 8

Summary- Position in the Curriculum

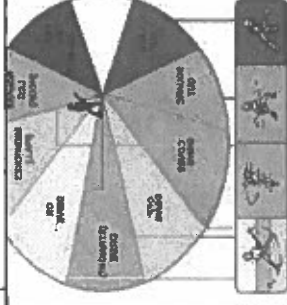
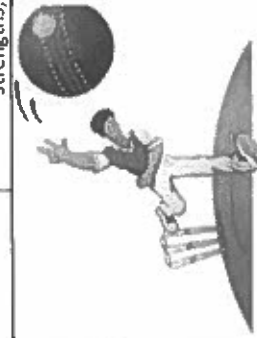
Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Lesson 1: Batting	Batting - hitting the ball with a rounders bat to score runs while overcoming opposition fielders to maximise scoring opportunities.	Recap Batting stance: Stand with feet shoulder width apart and knees slightly bent, holding the bat comfortably in hand. Grip: Hold the bat with hands close together and control the bat effectively. Challenge task- attempt a back hand hit	Describe the 3 places on the rounder pitch best to place the ball when batting
Lesson 2: Bowling	Bowling in rounders involves delivering the ball towards the batter with the aim of limiting scoring opportunities.	Bowling technique: Grip the ball securely and deliver it underarm towards the batter with a smooth action. Aim to bowl accurately, get the between players head and knees. Fielding positions: Understand the placement of fielders and coordinate fielding plays to support the bowler.	What are the key components of bowling technique and strategy in rounders?
Lesson 3: Fielding	Fielding in rounders involves stopping the ball, preventing runs, and dismissing batters through catches, tags, or direct hits on the base, requiring agility, coordination, and teamwork.	Fielding positions: Learn the roles and responsibilities of fielders in different positions, including deep fielders, basemen, and backstop. Catching: Position yourself correctly to take catches safely and confidently, using hands.	How do players perform fielding duties effectively in rounders?
Lesson 4: Base Running	Base running in rounders involves advancing between bases safely and efficiently to score runs.	- Running: Run decisively between bases, taking efficient routes and reacting to fielding plays. Judgement: Assess fielding plays and make quick decisions to advance or hold position based on the likelihood of scoring runs or being dismissed.	How do players execute base running effectively in rounders?
Lesson 5: Rules and Tactics	Understanding rules is a crucial part of being able to play a successful game and tactics involves planning and executing strategies to outsmart the opposition.	Rules – basic rules of rounders, how to score, two teams – rounders and fielders Fielding strategy: Set field placements, bowling changes. Adaptability: Adjust tactics in response to changing match conditions and opposition tactics to gain a competitive advantage.	What is a basic rule of rounders?
Lesson 6: Game Play	Game play in rounders involves applying skills, tactics, and teamwork in a competitive match setting.	Review team strategies. Focus on individual roles and responsibilities. Communicate with teammates, assess fielding placements, and adapt tactics based on match situation. Sportsmanship: Respect opponents, officials, and teammates, and play the game with fairness and integrity.	How do players apply their skills and tactics in a competitive rounders match?



3B CRICKET – YEAR 8

Summary- Position in the Curriculum			
Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.			
Terminology	Definition	Core Knowledge	Preparing for Assessment
Lesson 1: Bowling	Bowling in cricket involves delivering the ball towards the batsman with the intention of dismissing them, utilizing various techniques such as fast bowling, swing bowling, and spin bowling.	- Spin bowling: Use finger or wrist spin to impart spin on the ball and deceive the batsman. - Aim to hit specific areas on the pitch to create pressure and induce mistakes from the batsman.	Describe why the spin bowl is good to use in cricket
Lesson 2: Batting	Batting in cricket involves scoring runs by hitting the ball with the bat while defending the stumps to prevent dismissal, requiring proper stance, grip, and shot selection to succeed at the crease.	Shot selection: Choose appropriate shots based on the line, length, and pace of the delivery to score runs and protect the wicket. - Footwork: Move decisively towards or back depending on the delivery to adjust the position for shot execution.	What is LBW?
Lesson 3: Fielding	Fielding in cricket involves stopping the ball, preventing runs, and taking catches to dismiss batsmen, requiring agility, anticipation, and teamwork to excel in the field.	- Fielding positions: Understand the placement of fielders around the field, including close-catching positions, boundary riders, and infield positions. - Ground fielding: Stop the ball with correct technique, using body position and hands to prevent runs and create run-out opportunities. - Throwing: Develop accuracy and strength in throwing to hit the stumps and create run-out chances.	How do players perform a catch correctly ?
Lesson 4: Wicketkeeping	Wicketkeeping in cricket involves the role of the wicketkeeper in standing behind the stumps, collecting deliveries from bowlers, and attempting to dismiss batsmen through catches and stumpings.	- Wicketkeeping stance: Crouch behind the stumps with knees bent and hands ready to react to deliveries. Stumpings: Effectively remove the balls from the stumps when batsmen are out of their crease to secure dismissals.	What happens if wicketkeeper removes the balls from stumps before the player in in their crease?
Lesson 5: Scoring	Scoring in cricket involves recording runs, wickets, and other statistical information during a match, ensuring accurate documentation of the game's progress and outcome.	- Runs: Understand the different ways runs are scored, including boundaries (4 or 6 runs) and runs between the wickets. - Wickets: Record dismissals of batsmen, including caught, bowled, lbw, and run-out. - Extras: Document additional runs scored through no-balls, wides, and byes.	How do scorers maintain accurate records during a cricket match?
Lesson 6: Strategy	Strategy in cricket involves planning and executing tactics to gain a competitive advantage over the opposition, considering factors such as pitch conditions, player strengths, and match situation.	- Batting strategy: Determine the approach to building partnerships, rotating strike, and accelerating the scoring rate based on the match context. - Bowling strategy: Set field placements, bowling changes, and variations to apply pressure and take wickets effectively. -	How do teams develop and implement strategic plans during a cricket match?



DT

DT-Half Term 1 Sustainability project

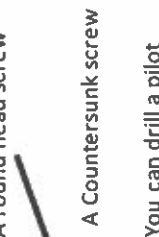
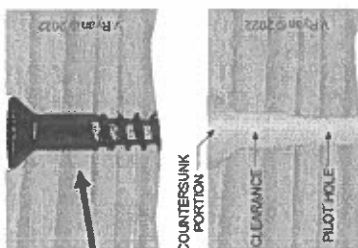
Summary- Position in the Curriculum			
Design and technology is taught on a carousel, with students rotating through three areas over the year. Consequently, you may be taught this unit of work during the Autumn, Spring or Summer terms. You will be reminded of workshop safety and introduced to the topic of sustainable design. You will be given a task of designing a product from reclaimed materials			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Sustainability	This means meeting our needs without compromising the needs of future generations	If something is sustainable, it can be carried on for a long period of time. Being sustainable means doing little or no harm to the environment .	Revision and self-study questions are below.
Upcycling	This is when you take an old product and make it into something new.	Products can affect the environment in many ways: - The materials that are needed to make them might use up natural resources. - The processes needed to make them may need energy. - The way they are used may affect the environment, for example electrical items need energy. - When they are no longer needed disposing of them may cause pollution.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research. <i>Explain why it is important to design and make products sustainably.</i> <i>Give an example of how a plastic drinks bottle could be upcycled into a different product.</i> <i>State four ways in which a product can affect the environment.</i> <i>Which of the 6Rs means considering using alternative materials which are more sustainable.</i> <i>Why are more biodegradable polymers being used to manufacture items?</i>
Refuse	Is the product necessary?		
Rethink	Are alternative materials or design options that are more sustainable?		
Reduce	Can the product be made from fewer materials? Can the number of unsustainable materials be reduced?	Designers must consider the impact their products will have on the environment. One way to do this is to use the 6Rs of sustainability. The 6Rs are reduce, refuse, rethink, reuse, recycle and repair.	
Reuse	Can products be reused in a different product or way?	Most polymers are non-biodegradable and made from non-renewable materials (materials that cannot be quickly replaced and will eventually run out). More manufacturers are developing plant-based polymers which can biodegrade such as Biopol.	
Recycle	Can the product be recycled? Is the product made from recycled materials?	Some biodegradable polymers will only decompose under specific conditions.	
Repair	Can the product be repaired instead of being thrown away if it breaks down?		
Biodegradable	A material that can be broken down into harmless particles by bacteria and other micro-organisms.		

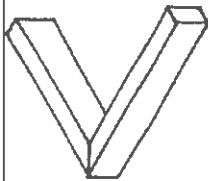
Recycle logo	An upcycled case	Biodegradable plastic bags	Some symbols which show timber comes from a sustainable source
			 FSC www.fsc.org FSC® A000067 The mark of responsible forestry  Promoting Sustainable Forest Management www.pefc.co.uk PEFC® 16-37-2457

DT-Half Term 2 Sustainability project

Summary- Position in the Curriculum

You will carry out practical work where you use reclaimed softwoods and manufactured boards, building on the knowledge gained in the previous half term. You will demonstrate that you can design and make a small storage item using reclaimed materials. You will be given more freedom to choose how you construct your storage item. You will learn how to join timber to polymers using adhesives. You will also learn about joining materials with screws and wood joints.

Terminology	Definitions	Core Knowledge & skills	Preparing for Assessment
Contact adhesive	This is a fast-drying glue that is either applied to one or both surfaces that need to be joined.	Contact adhesive can be used to join timber to polymers. You put a thin coating on both surfaces and then wait 5 to 10 minutes until the adhesive is tough dry. You then press both surfaces together.	Revision and self-study questions are below.
Countersunk screw	These are screws which sit level (flush) with a surface when used.	Screws are temporary fixings so can be taken out easily. They provide greater mechanical strength than nails.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Raised head screw	This is a screw crews whose head sits above the surface of a material	 A round head screw  A Countersunk screw You can drill a pilot hole in the top pieces of timber and a clearance hole in the bottom piece before joining two pieces of timber so that the is less likely to split.  hole wood the timer	1. Name an adhesive that can be used to glue wood onto plastic and describe how you would use it.
Countersink	This is a drill bit that is used to make dent so that a countersunk screw can fit flush with a surface.		2. Describe two reasons why are screws often used instead of nails.
Flush	This means to be level with a surface.		3. Butt joints are very weak. Describe one method of strengthening them.
Varnish	This is a clear or coloured hard coating that protects and enhances the appearance of wood.	Varnish is often used on natural timber because it improves the appearance of the wood grain. Timber needs to be sanded using fine glass paper before it is varnished.	4. Explain two reasons why wooden furniture is often coated with varnish.
Comb joint	This is a joint that has interlocking pieces providing good contact for gluing which makes it strong.	Comb joints are often used on the corners of boxes. They can be a decorative feature as well as being strong.	5. Why is a comb joint stronger than a butt joint.

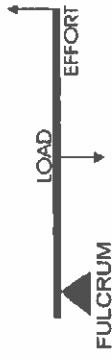
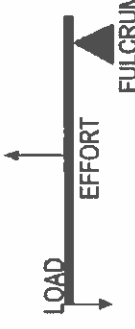
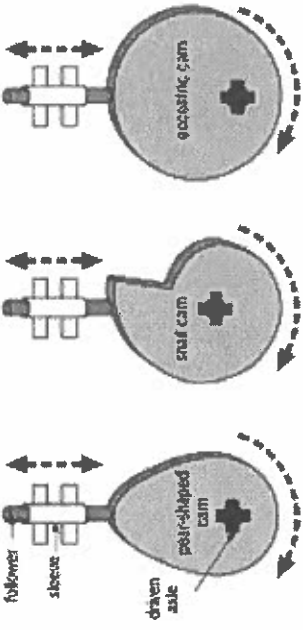
Contact adhesive	Comb joint	Countersunk wood screw	Countersink	Mitre joint
				

DT-Half Term 1 Mechanism project

Summary- Position in the Curriculum

Design and technology is taught on a carousel, with students rotating through three areas over the year. Consequently, students may be taught this unit of work during the Autumn, Spring or Summer terms. Students are reminded of workshop safety and introduced to the topic of mechanisms. They also build on work done year 7 on polymers.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Mechanisms	Devices that can change one form of force into another.	A lever is a rigid beam that can rotate about a fixed point called the fulcrum. An effort applied to one end of the beam will cause a load to be moved at the other. By moving the fulcrum nearer to the load, you can lift a large load with only a little effort. (This is called mechanical advantage).	Revision and self-study questions are below.
Mechanical advantage	This is the amount of help you get using a lever in comparison to doing something with just human effort.		Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Linear motion	Movement in a straight line	There are three classes of lever, and they differ by the positions of the load, effort and fulcrum.	1. What is the difference between reciprocating and oscillating motion?
Rotary motion	Movement in a circle	Mechanical advantage is measured by dividing the load by the effort applied to moving it. Both measured in Newtons (N) Mechanical Advantage = Load (N) ÷ Effort (N)	2. How does a class one lever differ from a class two lever.
Reciprocating motion	Movement that goes back and forth in a straight line.	Example A person using a lever to lift a load of 200 N but only using 100 N of effort: The mechanical advantage = $200 \div 100 = 2$ This means it is twice as easy to lift the load if you use a lever.	3. What types of motion do a pendulum and screwdriver make?
Oscillating motion	Movement that goes back and forth in an arc.		4. Which type of cam will cause the follower to rise slowly and then drop rapidly with each rotation?
Lever	A fixed rigid beam that uses a fulcrum load and effort to provide mechanical advantage		
Cam and follower	A mechanism that changes rotary motion into reciprocating motion.	There are different shaped cams. An eccentric (Circular) cam produces symmetrical rise and fall. With a snail cam, the follower rises slowly then drops rapidly.	5. Calculate the mechanical advantage of a lever if the load is 15N and the effort 3N.

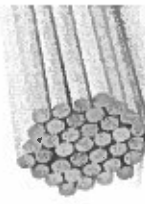
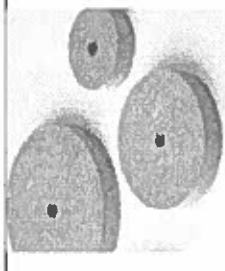
Class 1 lever	Class 2 lever	Class 3 lever	Cams and followers
			

DT-Half Term 2 Mechanism project

Summary- Position in the Curriculum

You will carry out practical work where you will design and make a mechanical product, using the knowledge gained in the previous half term. You will also look at the design process in more detail with an emphasis on testing and evaluating.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge and skills</u>	<u>Preparing for Assessment</u>
Iterative design	A design strategy that follows a cyclic make-test-evaluate approach.	A design specification lists all the criteria that the finished product must meet. It should be referred to throughout the design process and should enable a designer to use it to design an effective product.	Revision and self-study questions are below.
Physical model	A model of a design made using real materials.	Design ideas must be compared to the design specification and modified if they do not meet its requirements.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Prototype	Prototypes are full sized first versions or working examples of a product.	Testing and modelling is essential when making mechanical devices as the location parts will often have to be moved before you get the product working correctly.	1. <i>What is the purpose of a design specification?</i>
Dowel rod	Wooden rods that are round in cross section	Coping saws can be used to cut out the curved parts of your design and round and half round files can be used to file curves and enlarge holes. If a round file gets stuck in a hole and cannot be easily removed, you must ask your teacher to remove it for you. Files are hard but brittle so can snap easily.	2. <i>Explain why it is useful to make a model before making a final product.</i>
Half round file	A file that is flat on one side and curved on the other. It can be used for internal curves.		3. <i>Explain what is meant by a prototype.</i>
Evaluation	Where a designer reflects on the design of a product, looks at what went well during testing and identifies ways that the product be improved.	Glass paper is used to get a fine finish on wooden parts of a product. Wet and dry paper is used to get a fine finish on polymers. As the name suggest it can be used wet or dry.	4. <i>Explain how you could slightly widen a hole that had been drilled.</i>
Round file	A file of circular cross-section used for filing round holes.	Accurate holes have to be drilled to ensure the dowel rods fit correctly in holes.	5. <i>State two factors that should be considered when writing an evaluation for a product.</i>

Corless hand drill	Different shaped files	Dowel rod	MDF wheels	Band facer
	 FLAT  TRIANGULAR  ROUND  HALF ROUND			

DT-Half Term 1 Year 8 Food & Nutrition

Summary- Position in the Curriculum			
You will develop a greater understanding of healthy eating by looking at how energy and nutritional requirements change through life. This will build on work you did on the Eatwell guide in year 7. You will also look at food labelling requirements and how to reduce food waste.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Boiling	Cooking a liquid at boiling point (100 degrees).	Eatwell Guide Groups - potatoes, bread, rice, pasta and other starchy carbohydrate foods: 38 % - fruit and vegetables: 40 % - dairy and alternatives: 8% - beans, pulses, fish, eggs, meat and other protein: 12 % - oils and spreads: 1% Eating a variety of foods from the 5 major food groups provides a range of nutrients to the body, promotes good health and can help reduce the risk of disease - as well as keeping your diet interesting.	Revision and self-study questions are below.
Simmering	Cooking just below the boiling point.		Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Balanced diet	A diet that contains all the nutrients in the correct amounts.	The six essential nutrients are vitamins, minerals, protein, fats, water, and carbohydrates.	1. Describe the five Eatwell guide food groups.
Nutrition	Nutrition is about eating a healthy and balanced diet.	The effect of eating too many sugary foods Eating too much sugar can contribute to people having too many calories, which can lead to weight gain. Being overweight increases your risk of health problems such as heart disease, some cancers and type 2 diabetes.	2. Why should you eat a variety of foods from each food group?
Traffic light food label	A colour coded food label which helps you choose healthy food.		3. Describe how sugary drinks and snacks can affect your health.
Energy needs	The average amount of food energy needed by individuals, usually measured in kilocalories (kcal)	The main purposes of food packaging are to protect food products from outside influences and damage, to contain the food, and to provide consumers with ingredient and nutritional information. Packaging must not only protect the food from external contaminants such as bacteria, heat, moisture, and light, it must also preserve its freshness and quality, and it must be convenient and user-friendly for customers	4. Describe the functions of food packaging.
Target groups	The group you are planning meals for.	There are a number of features which are mandatory (required by law) on food packaging. These include the name of the food, use by date/best before date, nutritional information, the quantity of the food and allergy warnings.	5. Name the three features that must be on a food package and explain why they are needed.
Rubbing in	A technique in which fat is rubbed into flour and traps air in the mixture.		

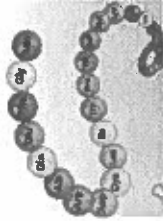
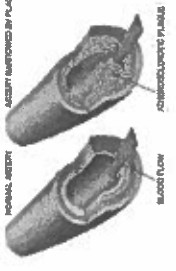
Spicy rice	Rubbing in method	Food label traffic lights	Carrot cake	Fruit scones																
		Each 1/2 pack serving contains <table><tr><td>MED</td><td>LOW</td><td>MED</td><td>MED</td></tr><tr><td>Calories</td><td>Sugar</td><td>Fat</td><td>Sat Fat</td></tr><tr><td>353</td><td>0.9g</td><td>20.3g</td><td>10.8g</td></tr><tr><td>18%</td><td>1%</td><td>29%</td><td>18%</td></tr></table> of your guideline daily amount Source: Food Standards Agency	MED	LOW	MED	MED	Calories	Sugar	Fat	Sat Fat	353	0.9g	20.3g	10.8g	18%	1%	29%	18%		
MED	LOW	MED	MED																	
Calories	Sugar	Fat	Sat Fat																	
353	0.9g	20.3g	10.8g																	
18%	1%	29%	18%																	

DT-Half Term 2 Year 8 Food & Nutrition

Summary- Position in the Curriculum

You will develop a greater understanding of nutrients by studying the sources and functions of macronutrients and micronutrients. you will continue to develop practical skills by making pizza and tuna pasta bake.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Macronutrients	Nutrients needed by the body in large amounts -protein, fat and carbohydrates.	Protein is needed by the body for growth repair, maintenance and energy. Some people need more protein than other. For example, a pregnant woman would need more for growth. Foods high in protein include meat, fish and eggs.	Revision and self-study questions are below.
Micronutrients	Nutrients needed by the body in smaller amounts- vitamins and minerals.	Fats are needed to keep the body warm, provide energy, cushion internal organs by covering them with fat and provide fat soluble vitamins. If we eat too much fat it can lead to obesity, type 2 diabetes and heart disease (as fat builds up in arteries).	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Starch	A complex sugar (e.g. potatoes, rice and bread are high in starch).	Carbohydrates are divided into 3 groups: Sugar Starch Dietary fibre- found in the cell walls of fruit, vegetables and cereals. Fibre keeps our digestive systems healthy. Eating too little causes constipation	1. <i>Explain the difference between macronutrients and micronutrients</i>
Saturated fats	Usually from animal sources, can be harmful to health.	Nutrient Vitamin A Vitamin B Vitamin C	2. <i>Why is fibre important in our diets?</i>
Unsaturated fats	Usually from plant sources, can be good for health.	Some food sources Liver, carrots, milk Bread, fish, broccoli Oranges, blackcurrants	3. <i>Explain why we need protein in our diets.</i>
Amino acids	The building blocks of protein.	Main functions Healthy eyes & skin Releases energy Helps body absorb iron and healthy connective tissues	4. <i>Explain what the adverse effects of could be eating too much fat.</i>
Type 2 diabetes	A condition where the bodies sugar levels cannot be controlled properly.	Vitamin D Calcium Iron	5. <i>Explain why we need vitamin A and name 3 foods that contain it.</i>
Fat-soluble vitamins	These are vitamins A, D, E and K	Sodium (salt) Milk, oily fish Yoghurt, milk Dark green vegetables Cheese, salted nuts Strong bones & teeth Strong bones & teeth Healthy red blood cells Keeps water balance in the body correct.	

Kneading dough	A chain of amino acids	Tuna pasta bake	Sieve	Fat deposits building up in arteries
				

Notes

	Monday	Tuesday	Wednesday	Thursday	Friday
Form					
P1					
P2					
P3					
P4					
P5					