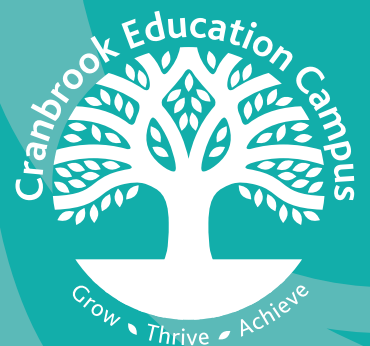


Knowledge Organiser

Year 8

Cycle Three



Personal details

Name:	
Tutor Group:	Tutor:
Head of Year:	House Group:

Key log in information

My school email:	@cranbrook.education
My school password:	
Classcharts code:	

Sparx	sparxmaths.uk	sparxscience.com
Username:		
Password		

Educake	educake.co.uk
Username:	
Password	

Bedrock - literacy	app.bedrock.learning.org
Username:	
Password	

French languagenut	languagenut.com
Username:	
Password	



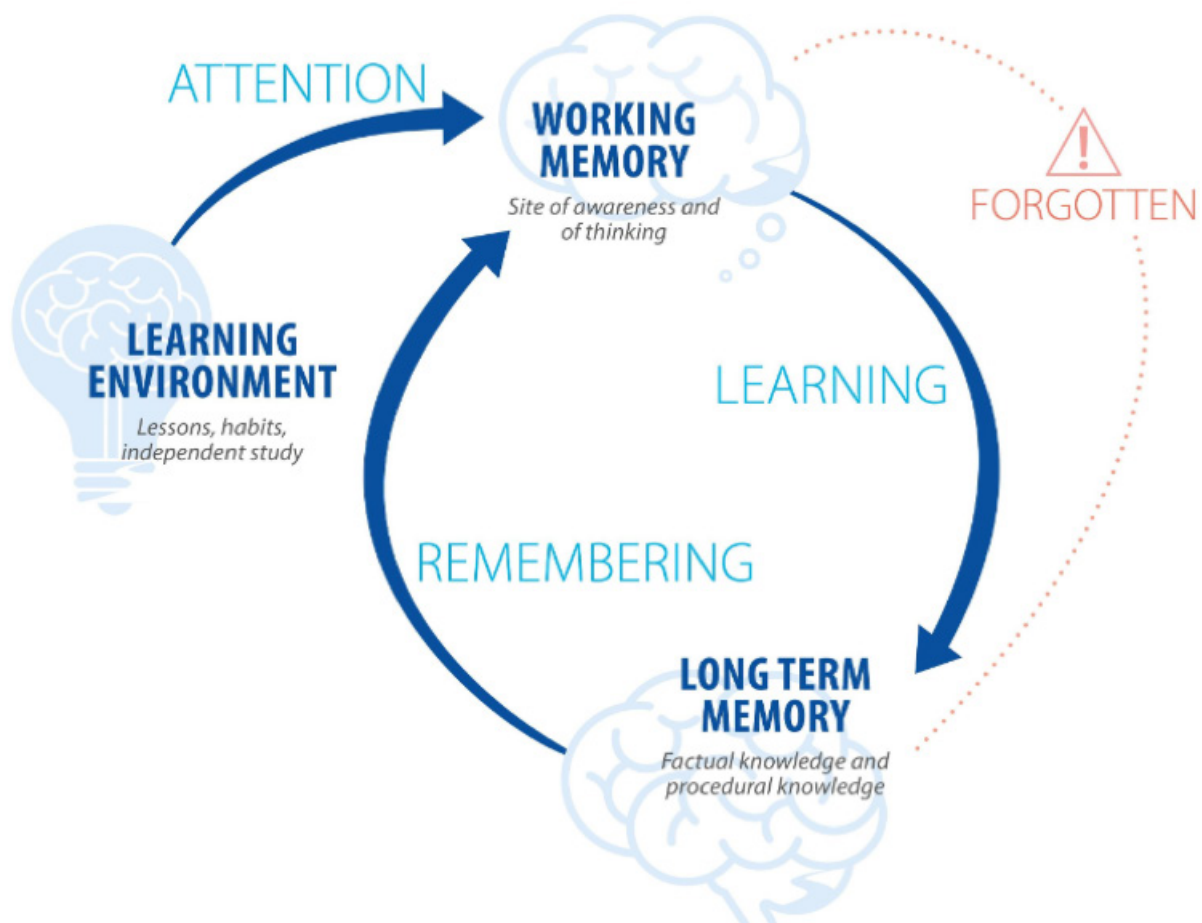
How do we learn?

In your lessons at CEC, teachers plan every minute to ensure the **teaching habits** and strategies they use create a productive learning **environment** and focus your **attention** on the most important content. The information you receive in class is held and dealt with by your **Working Memory** (sometimes called your **short term memory**). Your working memory capacity is limited, meaning you can only deal with a few pieces of new information at a time before you get overloaded - this is called your **Cognitive Load**.

Once in your working memory, new information can be dealt with and transferred to your **Long Term Memory** - this is what learning actually is. Once in your long term memory, the information is organised into **schema** - you organise new memories and link them to your previous experiences. The information in these **schema** can then be recalled to help you understand new information and importantly, this does not use up the limited slots in your working memory. If information is not effectively **learned** or **encoded** from your working to your long term memory, it will be forgotten.

Retrieval practice will help to make sure your schema are well developed and that you are able to link all the knowledge you will need for your lessons. Retrieval practice is exactly what the name suggests - practising retrieval, and then applying, all of that information stored in your long term memory. Again, if you don't regularly practise remembering this information, it can become **forgotten**.

The model below summarises this process showing how new information moves from your environment (what is in happening in your classroom), eventually forming new and valuable memories.



Your Knowledge Organiser

This booklet contains **knowledge organisers** for all your subjects. Each knowledge organiser has the key facts and most powerful information that needs to be **memorised** to help you master your subjects and be successful in lessons. Your teachers have carefully selected the information included to ensure you construct the most effective schema, meaning you can recall the information you need in class to master your subjects.

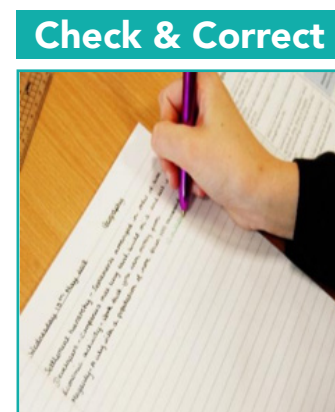
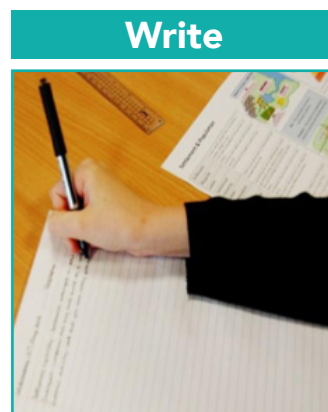
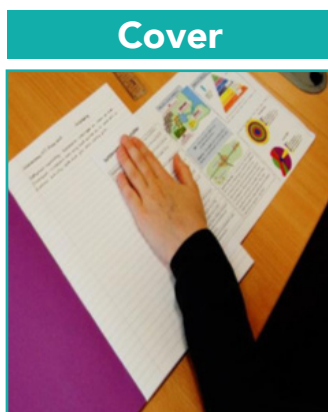
Each week as part of your independent study, you'll be asked to use your knowledge organiser to review this key content, ready for it to be used in class.

How can I use my Knowledge Organiser?

Your knowledge organiser (or **KO**) is a great resource for use at any time at home or in school. Being able to **recall** the information it contains from your long term memory will help you have a really **high success rate** in lessons. One of the most effective ways of forming strong long term memories is by quizzing yourself. In fact, research shows that pupils remember 50% more when they test themselves after learning something new. Simply reading through your knowledge organiser is helpful, but there are also far more effective ways to memorise the important content.

How can I self-quiz?

- » **Cover-Write-Check:** Your teacher may direct you to read a specific section or week of your KO. Once you've read the information, **cover** it up and **write** out as much as you can from memory. Next, **check** the KO to see if you're right, then **correct** any mistakes in your purple pen. Repeat this process two more times - even if you got 100% correct.



- » **Create flashcards:** These could be double-sided with a question on one side and the answer on the other. Alternatively, try a keyword on one side and a definition or diagram on the reverse. These can then be used for self-quizzing. The best way to use flashcards is called the Leitner System - find out more about it here: <https://www.youtube.com/watch?v=C20EvKtdJwQ>
- » **Draw a mind-map:** jot down everything that you remember from the KO and make links between the ideas. Check for accuracy and repeat.

- » **Make up mnemonics:** (eg. MRS GREN) to help you remember key facts. Write these out from memory.
- » **Make Cornell notes:** This system of note taking makes revision and retrieval practice really easy due to the layout of the notes. Set up a page with the four sections shown in the diagram:
 - » **Subject** - write the title of your topic;
 - » **Recall** - this could be questions or keywords;
 - » **Notes** - write descriptions, explanations and examples from the content you studies here; and
 - » **Summary** - in one sentence, give an overview of everything in the notes.

Name		Date
Subject		Page #
recall column	notes column	
summary		

Once your notes page is complete, you could cover the notes and recall section and see how much of the content you can write down - then check and correct. Alternatively, cover up the notes section and try to answer the questions you wrote in the recall section. Find out more about how to prepare and use Cornell notes here <https://www.youtube.com/watch?v=WtW9lyE04OQ>.

What are the independent study expectations?

During your independent learning, you may be asked to show you've used your Knowledge Organiser in various ways. For some subjects, such as Science, Geography and History, you may be asked to review your KO and then complete an online quiz. In other subjects, such as Art and Drama, you may be asked to complete Cover-write-check or Cornell notes. No matter how you are asked to use it, the aim is the same - to build strong long term memories that you then recall and use in class.

When completing any written work from your KO, you should complete it in your green **Knowledge Organiser workbook**. You must:

- » Check your schedule to see which subject you should be working on each day
- » Write the date and subject heading for each piece of work
- » Complete one full page for each subject on the schedule in your workbook
- » Make sure you always use your knowledge organiser after you have finished to mark, evaluate and correct your own work in your purple pen.

For Sparx tasks, assignments must be completed to 100% in both maths and science. For Sparx Reader, a total of 300 points must be achieved for each assignment. For languagenut, all tasks must be completed to a minimum of 70% average score.



Independent study schedule

All your independent learning for the week is **set at 9 am on Friday** morning, and is due to be completed by **8 am on the hand in day**. This includes your online work such as Sparx, Languagenut and Bedrock; and subjects where you should use some of the self-quizzing techniques (such as flash cards or Cornell notes) in your green **Knowledge Organiser workbook**.

The schedule below shows how long you should spend on each task, and the day you are allocated time to complete the task, although you may choose to complete tasks at different times to fit around your other activities and social events. **Specialist support** from your teachers will be available during breaks on the designated day, but please try to seek help with independent learning as soon as a problem arises. Work in your KO workbook will be checked by your tutor on the morning of hand in day.

If you have not completed any of your independent study tasks by 8 am on Friday, you will be required to attend a **2 hour SLT detention** the following Monday to catch up. If you manage to catch up on outstanding work before the start of the SLT detention, you should still attend at 3 pm when your subject teacher will check your tasks and cancel your detention. For incomplete KO tasks, you will be given a same-day redcard break detention.

Year 7, 8 and 9						
	15 min	15 min	15 min	15 min	Specialist support / hand in	Non-completion detention
Monday	Sparx maths				MFL Languagenut	Monday afterschool 3-5pm You will not need to attend the detention if all homework is completed by 3pm on Monday
Tuesday	Sparx reader				Sparx Maths	
Wednesday	Sparx Science			History KO	Sparx Reader	
Thursday	Bedrock			Geography KO	Sparx Science and History	
Friday	MFL Languagenut				Bedrock and Geography	

Who can help with my independent study?

There are lots of people who can help with your independent study. **Independent Study club** runs everyday in the library from **3:00 - 4:00**. There is a quiet space to work, computers to use for online tasks and members of staff available to help. It's a great place to complete all your tasks for the day, leaving your evening free to enjoy your other interests.

If you need help with a particular task, your **subject teachers** will be available at break and lunchtime to help with any issues - just make sure **you** see them before the hand-in day and they will be happy to help.

By using the schedule above, we hope you can plan to complete your independent study as well as still enjoying all your other interests, family and friends each day. If you do have any issues, please tell your **tutor or head of year** straight away.

Other useful information

A series of horizontal dotted lines for writing notes.





Stop



'They're not bullying you because of you, they're bullying you because of how they are'

Jessie J

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups.

Bullying can take many forms including:

- emotional abuse
- social bullying
- social media
- threatening behaviour
- name calling
- cyberbullying
- sexting

Bullying includes REPEATEDLY:

- people calling you names
- making things up to get you into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from you
- damaging your belongings
- stealing your money
- taking your friends away from you or leaving you out
- posting insulting messages or rumours, in person online
- threats and intimidation
- making silent or abusive phone calls
- sending you offensive texts or messages

Speak



'Blowing out someone else's candles doesn't make yours shine any brighter'

Drake

Speak to someone.

No one has a magic wand, but we always do our best and we do really care.

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.



You're **not** alone

Don't be afraid to tell an adult. **Telling isn't snitching!**



Support



'You always have to remember that bullies want to bring you down because u have something that they admire'

Zak Efron





What we do at Cranbrook to deal with bullying:

- **Mentoring** is having a named person you can go to for support at school. Tutor/HOY/Refocus/Other
- **Restorative justice** brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.

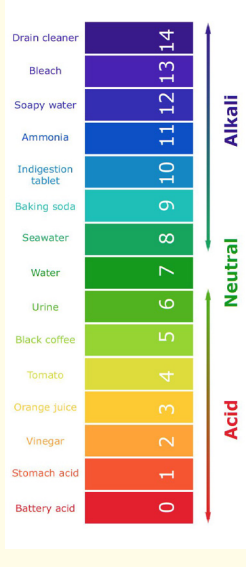
! Any form of bullying will not be accepted at Cranbrook.





Year 8 - Art- Cycle 3	Week 1	Week 3
<p>Key vocabulary/content/ideas</p> <p>Key Vocabulary: Printmaking, relief print, carving, cutting, additive, subtractive, registration, design</p> <p>Content: Within this project you will learn the skills to design, carve out and print your own animal themed lino print. This may well be the first time you've encountered lino printing, so it will be important to be patient whilst you learn the skill of carving out lino with specialist tools. You will also develop your analytical skills and subject specific vocabulary by analysing famous 20th Century artworks.</p> <p>Ideas: What separates printmaking from painting? What types of printmaking are there?</p>	<p>Key Vocabulary: Linoleum, lino, transfer, carve, cut, gouge</p> <p>Key content: Printmaking is making art by printing pictures, normally on paper. The advantage of printmaking is that lots of the same picture can be printed.</p> <p>Lino: Linoleum, commonly shortened to lino, is a floor covering made from materials such as solidified linseed oil and pine resin. Pigments are often added to the materials to create the desired colour finish.</p> 	<p>Key Content: German expressionism was an early twentieth century German art movement that emphasized the artist's inner feelings or ideas over replicating reality, and was characterised by simplified shapes, bright colours and gestural marks or brushstrokes.</p> <p>German Expressionist group Die Brucke (1905-1913) strived to create a bridge between the traditional, representational art of Europe, with the depiction of one's inner emotions, nature, and influences of Primitive art (it is worth noting that this term is problematic and does not represent accurate art history but is an outdated, eurocentric mindset of 'African art').</p>
<p>Week 5</p> <p>Key Vocabulary: Artist Analysis and deconstruction of an artwork plays and integral part of the creative process. We use other artists work to inform our own artwork production. We look at artists and we try to break down their work into manageable parts. We focus on the formal elements of art used such as colour, perspective, shape, texture, tone and many others. We try to understand the physical process that the artist has undertaken to produce the work, such as his mark making or the use of materials. We consider what the meaning of the work is and if the artist has a narrative in their work and we also analyse the mood of the artwork.</p>	<p>Week 7</p> <p>Key content: Monoprinting is a form of printmaking that allows you to create unique, freeform printed images every time. Unlike the more common relief printing, which uses a block stamp to reproduce the same image over and over again, monoprinting allows the freedom to create each image anew. This will allow you to produce abstract compositions, more complex details, and traced contour images.</p>  	<p>Week 9</p> <p>Key vocabulary: Mono printing methods There are two methods to create a monoprint: Additive Draw patterns, shapes and designs directly onto an inked surface, usually an acrylic sheet. Gently lay a piece of paper on top of the inked surface to pick up the design. Subtractive Apply the paper, face down, directly to the inked acrylic surface and draw out your design on the back of the piece of paper whilst it is in position. The pressure will lift ink from the acrylic sheet to leave an image of what you have drawn on your paper.</p>



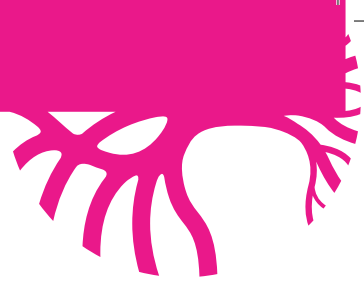
Year 8 - Combined Science - Cycle 2	Week 1 - Density	Week 2 - Electrical resistance
<p>Key vocabulary</p> <ul style="list-style-type: none"> Potential difference: the amount of energy transferred per unit of charge. Measured in Volts, V. Shown by the letter <i>V</i> in equations.. Sometimes referred to as Voltage. Power: the rate of energy transfer, measured in Watts, W. Shown by the letter <i>P</i> in equations. Current: the flow of charge around a circuit. This is measuring the charges that flow around a circuit in a certain amount of time. It is measured in Amps, A. Shown by the letter <i>I</i> in equations. Resistance: the opposition to the flow of electric charge. Measured in Ohms, Ω. Shown with the letter <i>R</i> in equations. Density: a substance's mass per unit of volume. It is measured in kilograms per metre³ (kg/m³) and shown by ρ in equations. Resistor: any component in a circuit which opposes the flow of electrical charge. 	<p>Almost all substances are most dense when they are solids and least dense when they are gases.</p> <p>Investigating density:</p> <p><i>Method A - regular shaped object</i></p> <ol style="list-style-type: none"> 1. Measure the mass of the object using a top pan balance. 2. Measure the length, width and height of an object and calculate its volume: $l \times w \times h$. <p>Density can be calculated as:</p> $\text{Density (kg/m}^3\text{)} = \frac{\text{mass (kg)}}{\text{volume (m}^3\text{)}}$ <p><i>Method B - irregular shaped object</i></p> <ol style="list-style-type: none"> 1. Measure the mass of the object using a top pan balance. 2. Add a known volume of water to a measuring cylinder. 3. Submerge the object totally and record the volume of water displaced by the object. 4. Calculate density as above. 	<ul style="list-style-type: none"> ● Resistance occurs when charges collide with particles which make up the wire. ● Metal ions of the wire gain kinetic energy, vibrate more and the wire heats up. <p>Investigating resistance:</p> <ol style="list-style-type: none"> 1. Connect up a series circuit of a power supply, an ammeter and a 1 m length of resistance wire closing a gap between two crocodile clips. 2. Connect a voltmeter in parallel across the resistance wire. 3. Switch on the circuit and record the readings of current and potential difference. 4. Repeat steps 1-3 for a range of lengths of resistance wire between 1m and 0.1 m. 5. Calculate the resistance in the wire at each length using: Resistance (Ω) = potential difference (V) / current (A) 6. Use your calculated values of resistance to plot a graph of length of wire vs. resistance.
<p>Week 3 - Electrical power and safety</p> <ul style="list-style-type: none"> ● Current/Potential difference (<i>I/V</i>) graphs show the characteristic relationship between current and pd values for different components: ● Fixed resistor: <i>I</i> is directly proportional to <i>V</i> - straight line through the origin. ● Filament lamp: resistance increases as the bulb gets hotter. ● Diode: Very low resistance if current flows in one direction, very high resistance if current flows in opposite direction. ● The higher the power of an appliance, the more quickly it can transfer energy. ● Power, <i>P</i>, is calculated as: Power (W) = Energy transferred (J) / time (s) ● Electrical devices use fuses, circuit breakers and the earth wire as safety features. 	<p>Week 4 - Acids and alkalis</p> <ul style="list-style-type: none"> ● Chemicals can be either acidic, alkaline or neutral. ● The acidity or alkalinity of a solution can be measured on the pH scale. Most solutions lie between 0 and 14 on the scale. ● Solutions with a pH of 7 are neutral. Acidic solutions have pH values less than 7 and alkalis have a pH greater than 7. ● The pH of a solution can be found using indicators which change colour depending on the pH. 	<p>Week 5 - Neutralisation</p> <ul style="list-style-type: none"> ● Acids produce an excess of hydrogen ions (H^+) when they dissolve in water. ● Alkalis produce excess hydroxide ions (OH^-) in water. ● A chemical reaction (called neutralisation) happens when you mix together an acid and a base. ● In the reaction an acid and a base react to produce a salt and water only. Acid + base \rightarrow Salt + water ● The water (H_2O) is produced from the H^+ ions from the acid reacting with the OH^- ions from the alkali. ● A neutral solution is made if you add just the right amount of acid and a base together. ● The salt produced in a neutralisation reaction depends upon the acid and base used: <ul style="list-style-type: none"> ● Hydrochloric acid produces a chloride. ● Sulfuric acid produces a sulfate. ● Nitric acid produces a nitrate.



Key vocabulary	Week 6 - Making soluble salts	Week 7 -Health and disease
<ul style="list-style-type: none"> ● Communicable diseases: Diseases that can spread from one person to another, such as the flu or a cold. ● Non-communicable diseases: Diseases that cannot be spread from person to person and are usually caused by lifestyle factors, such as heart disease or diabetes. ● STI: Sexually transmitted infections are diseases that are passed from one person to another through sexual contact. ● Filtration: A process where a mixture is passed through a filter to separate insoluble, solid particles from a solution.. ● Crystallization: The process of separating soluble particles from a solution, removing water and forming solid crystals. ● Physical barrier: a structure which stops something from entering a certain area e.g. stopping a pathogen from entering the body. ● Chemical defence: The use of a chemical compound to defend against attacks from a pathogen. 	<ul style="list-style-type: none"> ● A base is any substance that reacts with an acid to form water and salt only in a neutralisation reaction.E.g. copper oxide + sulfuric acid copper sulfate + water ● When carrying out a reaction to form a soluble salt: <ol style="list-style-type: none"> 1. The acid is gently warmed so the reaction occurs faster. 2. The solid reactant is added in excess to ensure all of the acid reacts. 3. The excess solid is them filtered using a filter funnel and filter paper. 4. The filtrate is the liquid which passes through the filter funnel to remove any remaining solids.. 5. The filtrate is poured into an evaporating basin to be heated to evaporate the water.. 6. The evaporating basin is heated over a beaker half full of water – to prevent spitting. 7. The salt crystals produced are allowed to air dry. 	<ul style="list-style-type: none"> ● Health is “the state of complete physical, mental and social well being”. ● Disease can be caused by lifestyle risk factors such as: <ul style="list-style-type: none"> ● Diet. ● Smoking. ● Levels of exercise. ● Drug and alcohol misuse. ● These risk factors can lead to non-communicable such as cancer and diabetes. ● Communicable diseases include food poisoning, AIDS, COVID-19, Flu and chalara ash dieback (in trees). ● Microorganisms that cause communicable diseases are called pathogens. These can be: <ul style="list-style-type: none"> ● Bacteria.e.g. salmonella ● Viruses e.g. coronavirus ● Fungi e.g. <i>candida</i> that causes Athlete’s foot. ● Protists. E.g <i>Plasmodium</i> that causes Malaria ● Different types of disease may interact. This can mean that the presence of one disease can lead to a higher chance of developing another disease.
Week 8 - Defence against disease	Week 9 - The immune system	Week 10 - Solar system
<ul style="list-style-type: none"> ● Pathogens can spread between hosts in a number of ways: <ul style="list-style-type: none"> ● Physical contact or transfer of body fluids, such as STIs, e.g. HIV which causes AIDS. ● Waterborne, such as the bacteria which causes cholera. ● Airbourne, such as coronavirus which causes COVID-19. ● Animal vectors, such as mosquitos that carry the protist which causes malaria. ● Our bodies defend against disease using: <ul style="list-style-type: none"> ● Physical barriers including our skin, mucus and ciliated epithelial cells in our respiratory system ● Chemical defences such lysozymes in our tears, saliva and stomach acid. ● If pathogens get past the body’s natural defences they will cause an infection which causes an immune response. 	<ul style="list-style-type: none"> ● Your immune system includes white blood cells, one type of which are called lymphocytes. ● Lymphocytes recognise proteins on the surface of pathogens called antigens. ● Once they detect foreign antigens, Lymphocytes will: <ul style="list-style-type: none"> ● Ingest and destroy pathogens. ● Produce antibodies which attach to the bacterial antigens, signalling their presence. ● Produce antitoxins which neutralise harmful chemicals produced by pathogens. ● Once exposed to a pathogen, your immune system produces memory lymphocytes which are able to respond more quickly if you are exposed to a pathogen again. ● Immunisation uses dead pathogens, small numbers of pathogens or small parts of pathogens to be produce an immune response without exposing you to the actual disease. 	<ul style="list-style-type: none"> ● The Solar System consists of the Sun and the objects that orbit it, including planets, dwarf planets, asteroids and comets. ● Planets: Mercury, Venus, Earth Mar, Jupiter, Saturn, Uranus, Neptune. ● Light Years (distance light travels in 1 year) are used to measure distances in space. 1 LY = 9.5 trillion Km. ● The Earth orbits the Sun once every 365.25 days - once each year. ● Day and night on Earth result from the Earth rotating on its axis once every 24 hours. ● Seasons on Earth result from the Earth tilting on its axis. It is summer in the UK when the Northern hemisphere tilts towards the sun and vice versa. ● Gravity on different planets varies due to the mass of the planet. The more massive the planet, the greater the force of gravity ● The force of gravity on Earth is 9.8 N/kg.












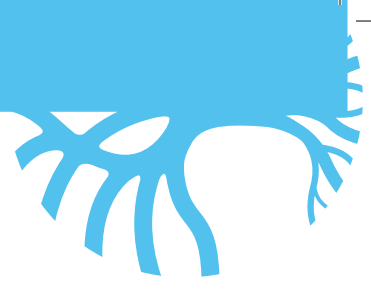
Year 8 - Creative Technologies - Cycle 3	Week 1-2 - Types of Wood	Week 3-4 - Design and Specification
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> • Timber: Natural wood that has not been re-processed by humans. • Design Specification: A detailed document outlining the requirements, features, and characteristics of a product or system. • Coping Saw: A small saw with a thin, pointed blade used for intricate cuts in woodworking, especially for coping joints. • Success Criteria: Clear and measurable conditions or standards that measure the success of a project or product. 	<ul style="list-style-type: none"> • Timber: Natural wood that has not been re-processed by humans. • Hardwoods: These come from deciduous trees, those that drop their leaves in the Autumn • Softwoods: These come from coniferous trees, those that have needles and keep them all year round. • Grain: How porous a type of wood is. For example softwood has a rougher grain. • Manufactured board: This is from sawmill scraps, recycled wood, low grade timbers and even sawdust bonded together with resin • Preservative: A substance used to preserve wood from water and moisture damage (usually paint or oil based). 	<ul style="list-style-type: none"> • Design Specification: A detailed document outlining the requirements, features, and characteristics of a product or system. • User Requirements: Descriptions of what end-users expect and need from the product, focusing on usability and user experience. • Constraints: Limitations or restrictions that impact the design process, such as budget, time, or available resources. • Safety Requirements: Specifications detailing the safety standards and features the product must adhere to. • Visualisation Diagram: A diagram that represents how the finished product will look, along with important details.
<p>Week 5-6 - Workshop Tools</p> <ul style="list-style-type: none"> • Coping Saw: A small saw with a thin, pointed blade used for intricate cuts in woodworking, especially for coping joints. • File: A tool with a roughened surface or surfaces for smoothing, shaping, or reducing the thickness of materials. • Vice: A mechanical device with two jaws for holding and securing workpieces during various operations, such as sawing or filing. • Sandpaper: Abrasive paper used for smoothing surfaces, shaping materials, and removing imperfections. • Hand Drill: A manual tool for drilling holes in materials, typically consisting of a rotating crank, a chuck, and a bit. 	<p>Week 7-8 - Workshop Health and Safety</p> <ul style="list-style-type: none"> • Wearing Personal Protective Equipment (PPE): All individuals in the workshop must wear appropriate PPE, such as safety goggles, gloves, and hearing protection, based on the nature of the task. • No Running: Students must not run in the workshop to avoid accidents, collisions, or tripping hazards. A calm and controlled pace is essential for safety. • Teacher Presence for Tool Usage: Students are only permitted to use tools and machinery when a qualified teacher is present in the workshop. This ensures proper supervision and guidance. 	<p>Week 9-10 - Evaluation and Success Criteria</p> <ul style="list-style-type: none"> • Success Criteria: Clear and measurable conditions or standards that measure the success of a project, or product. • SMART Criteria: Specific, Measurable, Achievable, Relevant, and Time-bound conditions that help set realistic and effective success criteria. • User Feedback: Input and comments from users regarding their experiences with the product. • Qualitative: User feedback that presents how the users feel about the product. • Quantitative: Collating how many users gave particular responses about their views on the product.



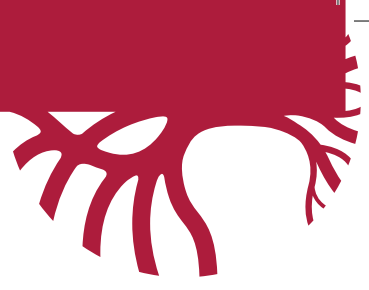
Year 8 – Drama - Cycle 3	Week 1	Week 3
<p>Key vocabulary</p> <ul style="list-style-type: none"> ● Tone - refers to the quality or character of sound, especially as it relates to music, voice, or writing. It conveys the mood or emotion behind the expression. ● Pitch - perceived frequency of a sound. It is the highness or lowness of a tone and is often associated with musical notes. ● Exaggeration - representing something in an amplified or overstated manner, emphasizing certain features or characteristics for effect ● Improvisation - is the spontaneous creation of scenes, dialogue, or music without a predetermined script ● Audience interaction - Audience interaction involves engaging with the people watching a performance. 	<p>Hand Puppetry - Hand puppets are small puppets that fit over a puppeteer's hand. They are controlled by the puppeteer's fingers and hand movements. This style is versatile and commonly used in both traditional and contemporary puppetry.</p> <p>Shadow Puppetry - Shadow puppetry involves manipulating flat puppets against a lit screen to create shadows. The puppeteers, positioned behind the screen, use light to cast the shadows, resulting in visually striking and often intricate performances.</p> <p>Rod Puppetry - Rod puppets are controlled by rods attached to their limbs or body. Puppeteers manipulate these rods to create movements. This style is common in both traditional and contemporary puppet theatre and allows for expressive and dynamic performances.</p> <p>Object Puppetry - Object puppetry involves using everyday objects as puppets. This style encourages creativity and experimentation, turning ordinary items into characters with unique movements and personalities</p>	<p>Places where puppet theatre originated:</p> <p>Bunraku Puppetry - Originating in Japan, Bunraku involves large, intricate puppets manipulated by multiple puppeteers. The puppeteers are visible on stage and work in unison to bring the puppet to life. Bunraku is known for its detailed craftsmanship and emotional storytelling</p> <p>Czech Black Theater - This style utilizes black curtains, a dark stage, and UV lighting to create visually stunning illusions. Puppeteers dressed in black manipulate fluorescent puppets, making them seem to float or move independently in the darkness.</p> <p>Water Puppetry - Originating in Vietnam, water puppetry is performed on the surface of water. Puppets are controlled by puppeteers hidden behind a bamboo screen, and the water adds an extra dimension to the performance, creating a sense of fluidity and grace.</p>
<p>Week 5</p> <p>The story of Everyman</p> <p>Everyman who represents all of humanity. One day, Everyman is visited by a messenger from God who tells him that he needs to go on a journey to give an account of his life. Everyman is initially focused on his wealth and possessions, but as he travels, he realizes that these things can't go with him. Everyman asks different characters like Fellowship, Goods, and Beauty to accompany him, but they all decline. Only Good Deeds agrees to go with him. As Everyman faces challenges, his worldly friends leave him, but Good Deeds stays by his side. In the end, Good Deeds helps Everyman present his life to God, and Everyman learns that the only things that matter are the good deeds and kindness he showed to others during his life.</p>	<p>Week 7</p> <p>Everyman - Everyman is a character who represents all people.</p> <p>God - God is the all-powerful and loving creator in the story. He sends a messenger to talk to Everyman and guide him on his journey.</p> <p>Fellowship - Fellowship is a friend of Everyman. Kids can think of Fellowship as a buddy who likes to have fun and hang out.</p> <p>Good Deeds - Good Deeds is a helpful and kind character. We see Good Deeds as a friend who always supports Everyman, especially when things get tough</p> <p>Beauty - Beauty is a character who represents all things attractive and pleasant.</p> <p>Messenger/Death - The Messenger is like a special delivery person from God. This character tells Everyman about the important journey he needs to go on.</p>	<p>Week 9</p> <p>How to make a newspaper puppet</p> <p>Step 1: Gather Materials You will need plastic bags, news paper, Sellotape and scissors</p> <p>Step 2: Create the Body Frame Crumple up several sheets of newspaper to create a ball for the head. Secure it with masking tape. Attach a long piece of scrunched-up newspaper to form the torso. Use more tape to keep the body frame secure.</p> <p>Step 3: Shape the Arms and Legs Extend two arms and two legs from the torso, securing them with more newspaper and tape.</p> <p>Step 4: Cover the Frame Wrap the entire body frame with additional sheets of newspaper, securing them with tape.</p> <p>Step 5: Strengthen Joints To make the puppet more durable, you can reinforce joints by wrapping them with additional layers of newspaper and tape</p>



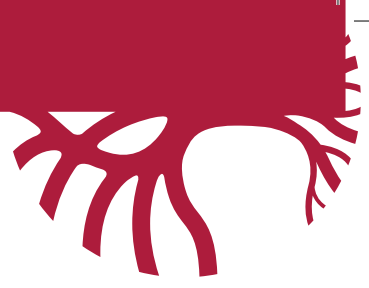
Year 8 - English - Cycle 3		Week 1 - Literature Timeline		Week 2 - Excellent Epitaphs			
Key vocabulary		<p>The Novel</p> <p>Originating in the late 17th century and linked to The Enlightenment, the novel has become the preeminent literary form in all subsequent literary periods. In this unit, students will get a firm grounding of the novels' conception and early development, but also chart its growth, both stylistically and thematically, throughout the eighteenth century.</p> <p>      </p>		<p>     </p>		<p>Epitaphs: something by which a person, time, or event will be remembered.</p> <p>Appositives: Appositives are nouns or noun phrases that follow or come before a noun, and give more information about it.</p> <p>Excellent Epitaphs</p>	
Word	Definition			Pip Philip Pirrip	Hypocritical (adj):		
Apprehensive (adj) Latin: <i>hendere</i> 'to seize' or 'take hold'	Uncertain or nervous. See apprehend (v) – to take hold of physically as well as to understand mentally.			innocent (adj):	romantic (adj):		
Innovation (n) Latin: <i>nova</i> – new +	A new idea or thought, can also mean a new gadget or thing.			pure and without guile or cunning	having an idealised, unrealistic view of others		
Benefactor (n) Latin: <i>bene</i> 'good, well' + <i>facere</i> 'to do'	A person who give money or support to another person or a cause			innocence (n)	romance (n)		
Inscrutable (adj)	Not easily understood, mysterious.				behaving in a way that suggests one has higher standards or more noble beliefs than is the case		
Magnanimous (adj)	Generous and forgiving				hypocrisy (n)		
Week 3 - Excellent Epitaphs and Subject Terminology		Week 4 - Excellent Epitaphs and Subject Terminology		Week 5 - Excellent Epitaphs and Subject Terminology			
Excellent Epitaphs		Excellent Epitaphs		Excellent Epitaphs			
Estella	heartless (adj):	ferocious (adj):	determined (adj):	Miss Havisham	indifferent (adj)		
Appositives: Miss Havisham's ward, orphan, victim	cynical (adj):	savagely fierce or violent ferocity (n)	resolved to continue a chosen path despite setbacks	Appositives: spinster, jilted bride, recluse	bitter (adj)		
displaying a complete lack of feeling or consideration	concerned only with your own interests; believing the worst of others		determination	unconventional and strangely behaved	feeling or showing anger, hurt, or resentment.		
free from pretence or deceit; proceeding from genuine feelings	credulity (n)			eccentricity (n)	having no particular interest or sympathy; unconcerned		
sincerity (n)					indifference		
Subject Terminology		Subject Terminology		Subject Terminology			
Allegory	A narrative technique in which characters represent things or abstract concepts to convey a message.	Bildungsroman: German: bildung (education) + roman (novel)		Colloquial			
Narrative Perspective	The point of view that a story is told from	A novel which follows a protagonist's formative years		Language used in ordinary or familiar conversation: not formal language			
		Conventions		Realism			
		A common or 'traditional' ingredient often used in novels.		to describe story elements without using elaborate imagery, or figurative language.			



Key vocabulary		Week 6 - Excellent Epitaphs and Subject Terminology				Week 7 - Creative Writing and subject terminology			
Word	Definition	Excellent Epitaphs				Excellent Epitaphs			
Contemporary (n) Latin: <i>con</i> 'with' + <i>tempus</i> 'time'	living or occurring at the same time. "the event was recorded by a contemporary historian"	Mr Jaggers	forbidding (adj):	successful (adj):	inscrutable (adj):	Joe Gargery	protective (adj):	loyal (adj):	magnanimous (adj):
Lucrative (adj) Latin: <i>lucrum</i> riches/wealth	Makes money, profitable. Selling potatoes is not very lucrative	Appositives: lawyer, Pip's warden	unfriendly or threatening in appearance forbiddance (n)	having achieved fame, wealth, or social status success (n)	impossible to understand or interpret inscrutability (n)	Appositives: village blacksmith, Pip's brother-in-law	having or showing a strong wish to protect someone or something protectiveness	giving or showing firm and constant support or allegiance to a person loyalty (n)	generous or forgiving magnanimity (n)
Malign (v) (adj) Latin: <i>mal</i> 'bad' + <i>ginere</i> 'to be'	To criticise or badmouth; to be bad or evil 'He was a malign influence.'	Subject Terminology				Subject Terminology			
Morality (n)	Conforming to rules of 'right' conduct: being moral or virtuous	Satire The use of humour, irony, exaggeration and ridicule to criticise particular people or groups of people				Satire The use of humour, irony, exaggeration and ridicule to criticise particular people or groups of people			
Postcolonialism (adj)	Relation to the period following a state of colonialism	Foreshadowing an advance sign or warning of what is to come in the future				Foreshadowing an advance sign or warning of what is to come in the future			
Week 8 Subject terminology - Character/perspective		Week 9 - Subject terminology - Structure				Week 10 - Writing practice			
Subject Terminology		Subject Terminology				Write a description of Miss Havisham.			
Narrative Perspective: The point of view that a story is told from		Plot: The direction of the main events in the story and how they relate to each other.				1. Present participle start			
First-person narrator: The person telling the story as if it is happening to them		Exposition: Explanation, scene setting at the start of a story				2. As if Pivot			
Omniscient Narrator: A narrator who is all-knowing and therefore, knows more than the characters		Rising Action: The parts of a story which build towards the climax				3. As if avalanche			
Third-person omniscient narrator: The person telling the story who knows more than the characters and watches them 'from above'.		Climax: The most exciting or important point in the novel's story				4. Less. Less, Less			
Character: A person in a novel		Falling Action: The part of the story which takes place immediately after the climax				5. Semi-colon split			
Characterisation: The creation or construction of a fictional character		Resolution: The point of a story in which the conflict is solved				Model			
Protagonist: The leading character or one of the major characters in a story.						<i>Shrinking back in horror, I confronted the old woman in front of me. Her face was seamed with wrinkles, as if she were apple left to dry in sunlight for too long. It was as if a mummy had come slowly and hesitantly to life, rasping for breath, smiling a sickly smile, gazing at me greedily. The less happy I looked, the less confident I felt, the less human Miss Havisham appeared. Her tattered white dress added to the impression that she was a corpse come to life; it looked like a death shroud.</i>			
Antagonist: The main character who comes into conflict with the protagonist.									

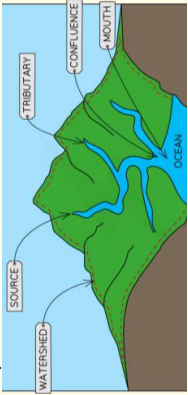
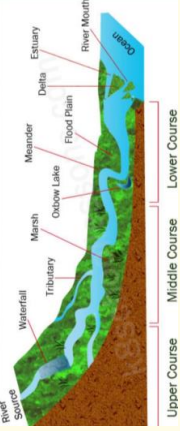
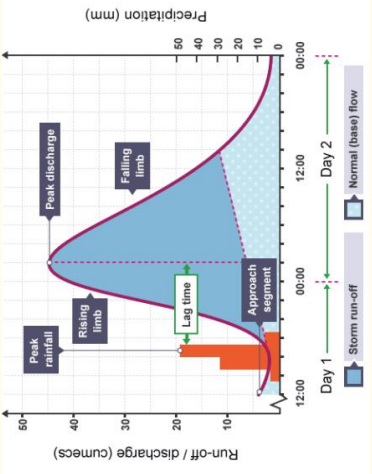


Year 8 - French- Cycle 3		Week 1 – key vocabulary and content		Week 2 - key vocabulary and content	
Classroom interaction language		choisir	to choose	l'école primaire	primary school
• Salut - Hi		donner	to give	redoubler	to retake
• Ça va? – How are you? (How is it going?)		un mot	a word	l'université	kind
• Ça va bien – I am well (it is going well)		un lycée	a sixth form	un bateau	happy (m/f)
• Ça ne va pas – I am not well (it's not going well)		des notes	grades	l'eau	clever (m/f)
• Merci – Thank you		remplir	to fill in	le cadeau	ill
• Et toi? – And you?		réussir	to succeed	L'examen	The exam
• Comment dit-on...en français? – How do you say...in French?		comprendre	to understand	seul	alone
• On va... - We are going to...		je choisis	I choose	sans	without
• On va parler – we are going to talk		nous choisissons	we choose	S'il te plait	Please (informal)
• On va jouer – we are going to play		définir	To define	S'il vous plaît	Please (formal)
• On va écouter – we are going to listen		Le blanc	Gap		
• Trois, deux, un – Three, two, one		Le cahier	Exercise book		
• Regardez-moi – Look at me					
Week 3 - key vocabulary and content		Week 4 - key vocabulary and content			
Le travail	Work	Finir	To finish	L'oiseau	The bird
Demain	Tomorrow	Nourrir	To feed	Les oiseaux	The birds
La semaine	Week	Le chat	The cat	Le jeu	Le game
L'année	Year	Le dimanche	Sunday	Les jeux	The games
Prochaine	Next	Le lundi	Monday	Un frontière	A border
plus	More	Le mardi	Tuesday	Le feu	A fire
moins	Less	Le mercredi	Wednesday	Les feux	Fires
aussi	Also, as	Le jeudi	Thursday	L'hôpital	The hospital
que	Than, that, what?	Le vendredi	Friday	Les hôpitaux	Hospitals
		Le samedi	Saturday	Le réseau	The network
		L'heure	hour	Le journal	The newspaper
				Le cheval	The horse



Classroom interaction language	Week 6 - key vocabulary and content	Week 7 - key vocabulary and content																																																					
<ul style="list-style-type: none"> • un stylo violet – a purple pen • un stylo noir – a black pen • Est-ce que je peux...? – Can I...? • Est-ce que je peux avoir...? – Can I have...? • Est-ce que je peux faire...? – Can I do...? • Est-ce que je peux faire les points? – Can I do the points? • Est-ce que je peux aller aux toilettes? – Can I go to the toilet? • C'est vrai – it is true • C'est faux – it is false • C'est correct – it is correct • C'est juste – it is fair • A mon avis – In my opinion • Je pense que – I think that 	<table border="1"> <tr><td>Heureux</td><td>Happy (m)</td><td>Beau / belle</td><td>Beautiful</td></tr> <tr><td>Heureuse</td><td>Happy (f)</td><td>Vieux / vieille</td><td>Old</td></tr> <tr><td>Heureux</td><td>Happy (m + p)</td><td>Mauvais / mauvaise</td><td>Bad</td></tr> <tr><td>Heureuses</td><td>Happy (f + p)</td><td>Plusieurs</td><td>Several</td></tr> <tr><td>Local</td><td>Local (m)</td><td>Autre</td><td>Other / another</td></tr> <tr><td>Locale</td><td>Local (f)</td><td>Même</td><td>same</td></tr> <tr><td>locaux</td><td>Local (m + p)</td><td></td><td></td></tr> <tr><td>Locales</td><td>Local (f + p)</td><td></td><td></td></tr> </table>	Heureux	Happy (m)	Beau / belle	Beautiful	Heureuse	Happy (f)	Vieux / vieille	Old	Heureux	Happy (m + p)	Mauvais / mauvaise	Bad	Heureuses	Happy (f + p)	Plusieurs	Several	Local	Local (m)	Autre	Other / another	Locale	Local (f)	Même	same	locaux	Local (m + p)			Locales	Local (f + p)																								
	Heureux	Happy (m)	Beau / belle	Beautiful																																																			
	Heureuse	Happy (f)	Vieux / vieille	Old																																																			
	Heureux	Happy (m + p)	Mauvais / mauvaise	Bad																																																			
	Heureuses	Happy (f + p)	Plusieurs	Several																																																			
	Local	Local (m)	Autre	Other / another																																																			
	Locale	Local (f)	Même	same																																																			
	locaux	Local (m + p)																																																					
	Locales	Local (f + p)																																																					
	<p>Week 8 - key vocabulary and content</p> <table border="1"> <tr><td>dangereux</td><td>Dangerous (m)</td><td colspan="2" rowspan="13">Revision of all previous vocabulary/structures</td></tr> <tr><td>dangereuse</td><td>Dangerous (f)</td></tr> <tr><td>gentil</td><td>Kind (m)</td></tr> <tr><td>gentille</td><td>Kind (f)</td></tr> <tr><td>Meilleur</td><td>better</td></tr> <tr><td>pire</td><td>worse</td></tr> <tr><td>Sûr</td><td>Safe (m)</td></tr> <tr><td>sûre</td><td>Safe (f)</td></tr> <tr><td>plus</td><td>More</td></tr> <tr><td>moins</td><td>Less</td></tr> <tr><td>aussi</td><td>Also, as</td></tr> <tr><td>que</td><td>Than, that, what?</td></tr> </table>	dangereux	Dangerous (m)	Revision of all previous vocabulary/structures		dangereuse	Dangerous (f)	gentil	Kind (m)	gentille	Kind (f)	Meilleur	better	pire	worse	Sûr	Safe (m)	sûre	Safe (f)	plus	More	moins	Less	aussi	Also, as	que	Than, that, what?	<p>Week 9 - key vocabulary and content</p> <table border="1"> <tr><td>Les États-Unis</td><td>The USA</td></tr> <tr><td>Étranger</td><td>Foreign</td></tr> <tr><td>La caisse</td><td>The till</td></tr> <tr><td>Aller</td><td>To go</td></tr> <tr><td>Ne...pas</td><td>Not</td></tr> <tr><td>facilement</td><td>easily</td></tr> <tr><td>lentement</td><td>slowly</td></tr> <tr><td>mal</td><td>badly</td></tr> <tr><td>mieux</td><td>better</td></tr> <tr><td>vite</td><td>quickly</td></tr> <tr><td>rapidement</td><td>quickly</td></tr> <tr><td>Le soin</td><td>care</td></tr> <tr><td>Un bâtiment</td><td>a building</td></tr> </table>	Les États-Unis	The USA	Étranger	Foreign	La caisse	The till	Aller	To go	Ne...pas	Not	facilement	easily	lentement	slowly	mal	badly	mieux	better	vite	quickly	rapidement	quickly	Le soin	care	Un bâtiment	a building	
	dangereux	Dangerous (m)	Revision of all previous vocabulary/structures																																																				
	dangereuse	Dangerous (f)																																																					
	gentil	Kind (m)																																																					
gentille	Kind (f)																																																						
Meilleur	better																																																						
pire	worse																																																						
Sûr	Safe (m)																																																						
sûre	Safe (f)																																																						
plus	More																																																						
moins	Less																																																						
aussi	Also, as																																																						
que	Than, that, what?																																																						
Les États-Unis	The USA																																																						
Étranger	Foreign																																																						
La caisse	The till																																																						
Aller	To go																																																						
Ne...pas	Not																																																						
facilement	easily																																																						
lentement	slowly																																																						
mal	badly																																																						
mieux	better																																																						
vite	quickly																																																						
rapidement	quickly																																																						
Le soin	care																																																						
Un bâtiment	a building																																																						
<p>Week 8 - key vocabulary and content</p>																																																							



Year 8 - Geography- Cycle 3	Week 1 – Drainage Basin	Week 2 - Upper Course
<p>Key Vocabulary</p> <p>Processes of Erosion;</p> <p>Abrasion: Material carried by the river hits the sides and bed breaking bits off.</p> <p>Attrition: Rocks and stones bang against each other chipping bits off.</p> <p>Hydraulic action: The force of water pushing into cracks in the rock, breaking bits off.</p> <p>Corrosion/Solution: Rocks dissolving in the water.</p> <p>Rivers then transport this material through;</p> <p>Suspension: water carrying fine particles.</p> <p>Solution: Dissolved material being carried in water.</p> <p>Traction: Boulders and rocks rolling along the bed.</p> <p>Saltation: Small pebbles and stones bouncing along.</p>	<p>A river is water flowing downhill in a channel. Much of the landscape has been shaped by rivers. A drainage basin is an area of land which feeds a river. All of the precipitation that falls in this area will into the river system. Within the drainage basin you find the following features; Watershed: the outer edge of the drainage basin. Channel: A landform that contains a river at the bottom of a valley. Source: The start of the river. Tributary: A small river that joins a larger river. Confluence: The point where two rivers join. Mouth: The point where the river enters the ocean.</p> 	<p>Most rivers share similar characteristics in gradient (steepness) and shape and are split into three sections; Upper, middle and lower course.</p> <p>The upper course is usually steep with the water having a lot of energy. This causes vertical erosion resulting in steep valley sides and a narrow valley floor. This is called a V-shaped valley. The river winds its way through the hills but does not have the power to cut through them so leaves bit of land sticking from the valley sides. These are called interlocking spurs.</p> <p>Another feature of the upper course are waterfalls which form where there is hard and soft rock. Soft rock is eroded more easily, leaving an overhang of hard rock. As the soft rock erodes further a plunge pool is created.</p>
<p>Week 3 – Middle - Lower Course</p> <p>In the middle course the river has more energy and a high volume of water. The gradient here is gentle and lateral erosion has widened the river channel. The river channel has also deepened. Meanders form and slowly move across the landscape due to lateral erosion. Eventually the channel cuts through leaving an ox-bow lake. In the lower course, the river channel is now deep and wide and the landscape around it is flat. The energy of the water is low so lots of deposition takes place and floodplains, areas that regularly flood and estuaries form. In the lower course, the velocity of the water is the fastest due to less friction and sediment.</p> 	<p>Week 4 – Hydrographs</p> <p>Discharge: The amount of water flowing through a river. A hydrograph shows two graphs - a bar chart showing rainfall, usually from a storm and a line graph showing discharge from before, during and after the rain storm. A hydrograph shows how a river is affected by a storm and how long it takes rainwater to enter the river system.</p> 	<p>Week 5 – Flooding</p> <p>A river floods when the water normally flowing in the channel overflows its banks and spreads out onto the surrounding land. This causes major problems for people living close to the river.</p> <p>Physical causes of flooding: heavy rainfall, long periods of rain, snowmelt, steep slopes, impermeable rock (doesn't allow water through), very wet, saturated soils, compacted or dry soil.</p> <p>Human factors increasing flood risk:</p> <p>Urbanisation - because towns and cities have more impermeable surfaces.</p> <p>Deforestation - because removing trees reduces the amount of water intercepted and increases runoff.</p>



<p>Key Vocabulary</p> <p>Fair Trade: Fairtrade means that the producer receives a guaranteed and equitable price for their product regardless of the price on the world market.</p> <p>Sustainable: To meet the needs of the present without compromising future generations meeting their own needs.</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 10px;"> <p>FAIRTRADE</p> </div> </div> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;">   </div>	<p>Week 6 – Boscastle</p> <p>Boscastle is a small coastal settlement in the south west of England. It flooded in August 2004, washing cars and buildings into the sea and putting peoples' lives in danger.</p> <p>Causes: Heavy localised rainfall - 89 mm of rain fell in an hour and saturated ground from previous rainfall. The landscape upstream of Boscastle, a steep-sided valley, acted as a funnel directing vast volumes of water into the village. Narrow river channels in the village itself. Responses: £4.5 million has been spent on a flood defence scheme and includes better drainage, sewerage and land regrading. The car park has been raised in height and acts as a barrier. The river channel has been made deeper and wider so it can hold more water.</p>	<p>Week 7 – Bangladesh</p> <p>Bangladesh (LIC) in Asia and it is frequently affected by flooding. In 2007, flooding made 9 million people homeless & approximately 1,000 people died from drowning and diseases. Causes: Cyclones cause coastal flooding, low-lying land, melt water from the Himalayas, deforestation, monsoon rains and increasing urbanisation. Immediate responses: Food aid from the Government and other countries, water purification tablets, repairing embankments, rescuing people, seeds given to farmer whose crops were destroyed. Long-term responses: Building embankments, building raised flood shelters, flood warning systems, emergency planning, dams planned and deforestation reduced.</p>
<p>Week 8 – Ethiopia</p> <p>Population: 111 million people (2021)</p> <p>Capital: Addis Ababa with 5 million inhabitants.</p> <p>The country is located on the African continent in a central and eastern position on the Horn of Africa. Ethiopia is a landlocked country and its six neighbouring countries.</p> <p>The country entirely lies within the tropical latitudes, thus the lowlands have tropical savannah or desert climate while the higher mountain plateau experiences a more temperate climate.</p> <p>The lowest point in Ethiopia is the Danakil Depression which is 125 m/ 410 ft below sea level. This is the hottest place on our planet, considering the average annual temperature!</p>	<p>Week 9 – The Blue Nile</p> <p>Ethiopia's longest river is the Blue Nile.</p> <p>The river has a length of 2,574 m or 8,444 ft and originates in Lake Tana.</p> <p>Ethiopia's largest inland lake is Lake Tana.</p> <p>Ethiopia has built the Grand Ethiopian Renaissance dam (GERD), a \$4.5bn (£3.6bn) mega-project on the Blue Nile river that runs from Lake Tana in Ethiopia to meet the White Nile in Khartoum, flowing north into Egypt.</p> 	<p>Week 10 – Fair Trade</p> <p>Ethiopia is one of the poorest countries in the world.</p> <p>The economy in Ethiopia is mainly driven by agriculture and fisheries due to the favourable climate in many regions and the many rivers of the country. Coffee is the biggest export product of Ethiopia.</p> <p>Oromia Coffee Farmers Co-operative Union (OCFCU), the largest Fairtrade coffee producer in Ethiopia, was founded in 1999.</p> <p>They are dedicated to promoting environmental stewardship and social justice in their communities. Women hold prominent positions throughout the organisation and all six varieties of OCFCU's award-winning coffee are produced with organic techniques in bird-friendly conditions.</p>

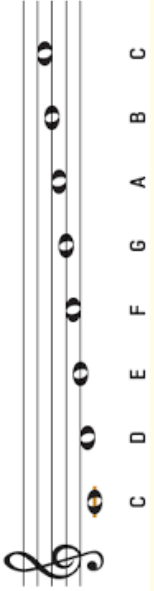
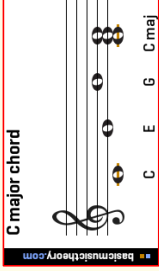
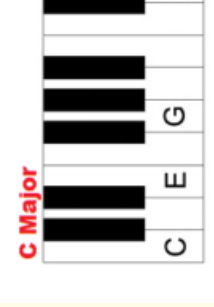
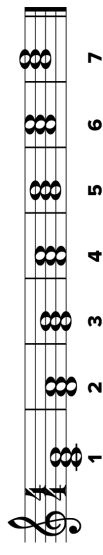


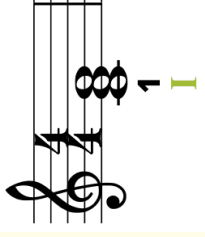


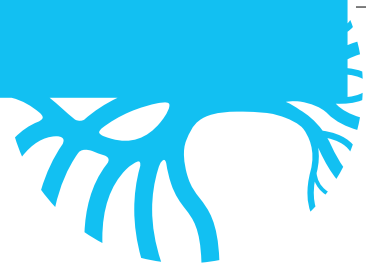
Year 8 - History Cycle 3	Week 1 – Key dates	Week 2 –Triangle Trade Part 1
<p>Key vocabulary</p> <p>Industrial- Manufacturing things on a large scale.</p> <p>Parliament- Elected officials who make laws and decisions for a country.</p> <p>Revolt- Rebelling against authority.</p> <p>Abolished- Ending a law.</p> <p>Trade- Buying and selling goods.</p>	<p>1562 – The first British slave ship made its journey across the Middle Passage</p> <p>1787 – The Abolition committee is founded in Britain</p> <p>1789 - Olaudah Equiano published autobiography</p> <p>1804 – Haiti gains its independence after a slave revolt</p> <p>1807 – Parliament passed an act that abolished Britain’s role in the trading of slaves</p> <p>1831-32 – There was a major slave revolt in Jamaica</p> <p>1833 – Parliament passed an act that abolished slavery in the British Empire.</p>	<p>Britain had industrial goods, but wanted sugar and tobacco. America had sugar and tobacco, but wanted workers. Africa had people, but wanted industrial goods.</p> <p>The Triangle Trade meant that all of these goods were traded between the nations in a cycle. Britain would trade to West Africa, which would trade to the Americas, which would cycle back to trading to Britain.</p>
Week 3 – Triangle Trade Part 2	Week 4 – Key Words	Week 5 – Key Words 2
	<p>Abolition - literally to bring to an end; in this context the campaign to end the slave trade and slavery</p> <p>Colonisation a process of one country taking over another in order to exploit it</p> <p>Enslaved Person a servant devoid of freedom and personal rights, one who is the property of another whether by capture, purchase or birth</p> <p>Gold Coast the name given to an area of the West African coast by early European traders who traded for gold</p> <p>Middle Passage the second stage in the transatlantic slave trade, on which ships carried enslaved Africans from Africa to either the Caribbean islands or the Americas</p>	<p>New World term given by Europeans to the Americas and the Caribbean Islands, in contrast to the 'Old World' of Europe, Asia and Africa; when they landed in the Americas Europeans considered them to be new lands, ignoring those that already lived there.</p> <p>Overseer person on a plantation paid a wage to organise work of slaves</p> <p>Plantation a large area of farmland, or estate, planted with particular crops</p> <p>Rebellion organized armed resistance against established government or authority</p> <p>Segregation separation of people, especially in the use of public facilities, employment, education, and housing; usually with a denial of political rights for the excluded group</p> <p>Shackles metal hoops and chains put round the necks, wrists and ankles of (usually male) enslaved people to restrain them</p>



Key Terms	Week 6 – Key People	Week 7 – Life of an enslaved person
<p>Campaigner- A person that fights for a cause.</p> <p>Committee- A group of people agreed on a single cause.</p> <p>Plantation- The giant farms that enslaved people would work on to grow crops like tobacco and sugar.</p> <p>Abolished- Ending a law.</p> <p>Abolitionist- A person that fought for the ending of slavery.</p>	<p>Ignatius Sancho - Well known 18th century black Briton, and the first to vote in an election</p> <p>William Grenville Prime Minister of Britain from 1806-1807 who signed the act to abolish slave trade</p> <p>Olaudah Equiano Freed slave who lived in London as a prominent antislavery campaigner</p> <p>Thomas Clarkson Leading campaigner against slavery and the slave trade</p> <p>Toussaint L'Ouverture Leader of the rebellion on St Domingue, later Haiti</p> <p>Granville Sharp – Chairman of the committee to abolish the Slave Trade</p>	<p>Domestic Vs Plantation - slaves fell into these two different types. Domestic slaves were butlers, cooks and maids, who had to look after the plantation owner, his family and his house. Plantation slaves were those who worked 18 hour days on the plantations growing cotton and tobacco. Domestic slaves were usually treated better than plantation slaves,</p> <p>Accommodation – slaves lived in wooden shacks with mud floors, with up to as many as 15 people sharing 1 room. There was no furniture and old rags would be used to make beds.</p> <p>Family – Slaves had no legal protection, therefore marriages and families could be broken up lawfully by their owners. Many used this as a threat to control slave behaviour. 32% of slave marriages were dissolved by masters selling slaves away from the family home.</p>
Week 8 – William Wilberforce	Week 9 – Abolition in Britain Part 1	Week 10 – Abolition in Britain Part 2
<p>-Famous abolitionist (fought to abolish slavery)</p> <p>-born on 24th August 1759.</p> <p>-In 1780 Wilberforce became Member of Parliament</p> <p>-He joined a religious group called the Clapham Sect and he became increasingly interested in social issues and reform.</p> <p>-William Wilberforce was partly responsible for Slave Trade Act (1807), which made the slave trade illegal.</p> <p>-The Slave Trade Act of 1807 didn't free those individuals who were enslaved before 1807. Freedom was granted to all of the slaves in the British Empire in 1833, following the Slavery Abolition Act.</p>	<p>Britain was one of the first countries to abolish slavery. It introduced the Slavery Abolition Act in 1833. This abolished slavery throughout the British Empire. An anti-slavery law remains in force to this day. These factors all helped the abolition of slavery</p> <p>Politics – Granville Sharp used the law courts to try and give slaves their freedom. He fought many court cases, e.g. the Zong ship. Slavery was becoming legally unacceptable. Slaves in Britain went to court to get their freedom. By the early 1800s most judges set these slaves free. The law of the land was turning against the idea of slavery</p> <p>Economics – Sugar plantations were closing as cheap sugar could be bought from Brazil and Cuba. People argued that slaves would work harder if they were freed and paid.</p>	<p>Religion – Christian groups, such as the Quakers, thought that slavery was a sin against God and religion</p> <p>Beliefs and Ideas - The Society for the Abolition of the Slave Trade was set up in 1787. Anti-slavery petitions were signed in British towns</p> <p>Media – Thomas Clarkson collected evidence against slavery. He spread his message all over the country by publishing posters, pamphlets and making public speeches. Hannah More was a member of the Abolition Society. She wrote poems and books about the horrors of the slave trade, and convinced many of the need to ban it</p>



Year 8 - Music - Cycle 3	Week 1 - content	Week 3 - content
<p>Key vocabulary</p> <ol style="list-style-type: none"> Broken Chord – Playing a chord one note at a time. Similar to an arpeggio. Chord Progression - The order of the chords used in a piece of music Chorus – The part of the lyrics that repeats exactly the same each time, often contains song title. Conjunct - Moving up or down by one note. Moving in steps Disjunct - Moving by leaps. Inversion- Rearrangement of notes in a chord. Melody - A sequence of single notes. The 'tune'. Root - The root of the chord is always the note that is the basis for the chord. Verse - The part of the lyrics that changes content but reuses the musical structure Triad - In music, a triad is a set of three notes that can be stacked vertically in thirds. A triad is a type of chord and it is very common. 	<ul style="list-style-type: none"> Listening 1. Mean Taylor Swift Does the chord progression repeat through the song? 2. My Future Billie Eilish How many different chords can you hear in the chorus? Music Theory (optional) Draw a treble clef and write out a C major scale. Use the lines in your book to write this.  <p>C D E F G A B C</p> <ul style="list-style-type: none"> Practice (optional week 1-6) Week 1 – 6 we will be creating your own song. If you have a instrument try playing the song your band are composing. You are welcome to come at break/lunch. Listen to other songwriters for ideas. 	<ul style="list-style-type: none"> Listening 1. Fast Car Tracy Chapman Which instrument is playing the chords? 2. Both Sides Now Joni Mitchell What instruments can you hear? Music Theory (optional) Copy the treble clef into your booklet and copy the C major chord <p>Add each chord of C major to your scale. Each note of the scale has it's own note, like the C chord in this example.</p>  <p>C major chord</p>  <p>C Major C E G</p> <p>The root in the chord is C.</p>
<p>Week 5 – content</p> <ul style="list-style-type: none"> Listening 1. Perfect Ed Sheeran Does the chorus use repetition in the melody? 2. All Of Me John Legend Describe how the piano is played in the chorus? Music Theory (optional) Copy the treble clef into your booklet with the C major scale. Label each chord with the notes like in week 5. 	<p>Week 7 - content</p> <ul style="list-style-type: none"> Listening 1. Running Up That Hill Kate Bush What instruments can you hear in the verse? 2. Jolene Dolly Parton Does the melody use repetition in the chorus? Music Theory (optional) Look at your C major scale with chords from week 5. Label each chord with the notes like in week 5. Example, G major is GBD.  <p>G B D</p>  <p>G Major G B D</p>	<p>Week 9 - content</p> <ul style="list-style-type: none"> Listening 1. Knocking on Heavens Door Bob Dylan What instruments can you hear? 2. I'm not the Only One Sam Smith Does the chord progression repeat during the chorus? Music Theory (optional) Label each chord with the number it is in the scale and the roman numeral. Use your C major scale with chords which you drew in week 5.  <p>1 I</p>



Year 8 – Personal Development - Cycle 3	Week 2 - PSHE	Week 4 - PSHE
<p>Week 2 PSHE Key vocabulary/content/ideas</p> <p>Equality Act – legally protects people from discrimination in the workplace and in wider society.</p> <p>Work/life balance - the division of one's time and focus between working and family or leisure activities.</p> <p>Netiquette – the correct or acceptable way of using the internet.</p> <p>Transferable skills - an ability or expertise which may be used in a variety of situations, roles or occupations.</p> <p>Enterprise - the activity of taking on financial risks in order to make a profit</p>	<p>The law protects you against discrimination at work, including:</p> <ul style="list-style-type: none"> • Dismissal • Employment terms and conditions • Pay and benefits • Promotion and transfer opportunities • Training • Recruitment • Redundancy <p>Impact of money and stress triggers - debt, family strain, relationship strain, friendships breaking down, addiction, loss of job.</p> <p>Digital literacy – having the skills you need to live, learn, and work in a society where communication and access to information is increasingly through digital technologies like internet platforms, social media, and mobile devices.</p>	<p>Young Enterprise is a national charity. We motivate young people to succeed in the changing world of work by equipping them with the work skills, knowledge and confidence they need to succeed.</p> <p>Examples of enterprise businesses: Arts and crafts, Car washing, Jewellery design</p> <p>Greeting cards, Upcycling, Keyrings, Knitting items, food.</p> <p>Social responsibility – creating a product that Sustainably - meeting our own needs without compromising the ability of future generations to meet their own needs</p> <p>Pitch – taking your product to investors and “selling” your idea so they can invest money into the business.</p>
<p>Week 6 RPE Key vocabulary/content/ideas</p> <p>Guru - Teacher; in Sikhism there are 10 gurus</p> <p>Sewa - Selfless service. Sikhs believe they must undertake Sewa to help others.</p> <p>Vaisakhi - Festival of Sikh New Year</p> <p>Khalsa - An initiated Sikh</p> <p>Gurdwara - Sikh Holy Temple. The Gurdwara is the Sikh house of worship. Sikhs attend here to pray and show respect to God.</p> <p>Sikhism was founded in the region of Punjab</p> <p>There are around 20 million Sikhs in the world. The Sikh name for God is Waheguru</p>	<p>Week 8 - RPE</p> <p>The 5 Ks are the five artefacts of faith worn by all baptised Sikhs.</p> <ol style="list-style-type: none"> 1. Kesh - uncut hair. Sikhs believe that hair is a gift from God, therefore it remains uncut. 2. Kanga - a wooden comb. Not used for combing the hair but for keeping it in place under the turban. 3. Kara - an iron bracelet. Serves as a reminder for Sikhs to follow the morals of their faith. 4. Kachera - a specific style of cotton underwear. Reminds Sikhs of the Guru's message regarding self control and sexual purity. 5. Kirpan - a strapped curved sword. Symbolises the safety of all and the carrier's personal duty and responsibility as a Sikh in the message of peace. 	<p>Week 10 - RPE</p> <p>Guru Nanak – The first Guru of Sikhism.</p> <p>10 Gurus – Guru Nanak was the first of 10 Gurus that shaped Sikhism. The last Guru was a holy scripture where all the key teachings were written down.</p> <p>Guru Granth Sahib – The 10th Guru known as the everlasting Guru as it is the holy scripture of Sikhism.</p> <p>Sikhs believe that they must, as part of Vand Chhakna, help others. “Vand Chhakna” is the act of giving to charity and sharing your earnings.</p> <p>Vaisakhi occurs on the 13th or 14th of April every year, it is a Sikh festival that celebrates the start of the Khalsa.</p>

