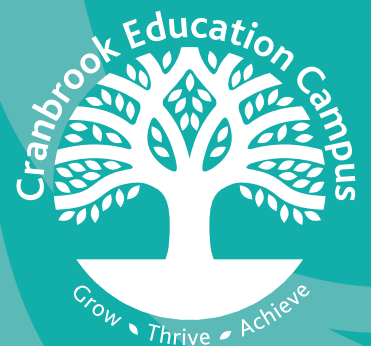


Knowledge Organiser

Year 8

Cycle One



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	



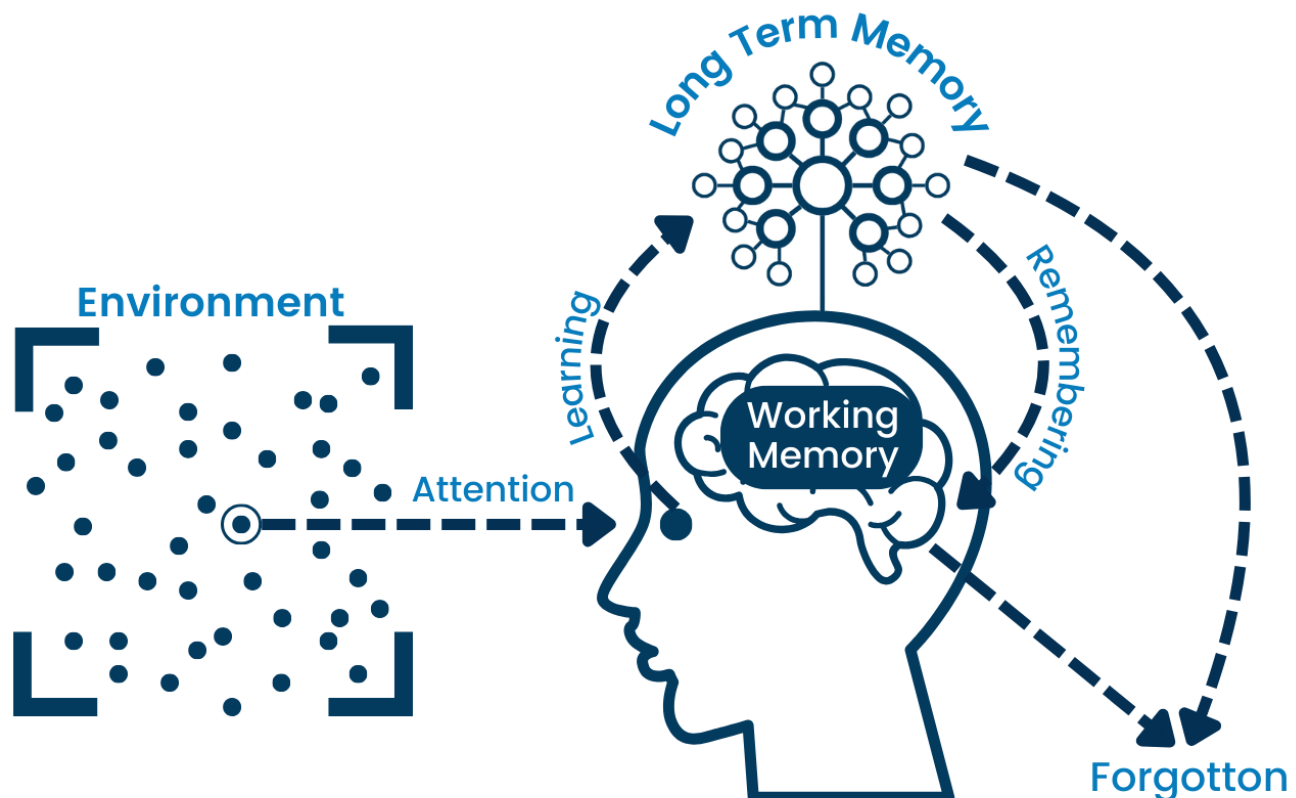
How do we learn?

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** (or **KOs**) 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.

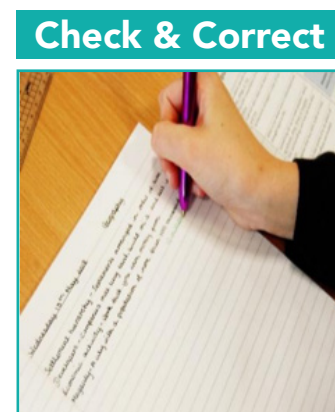
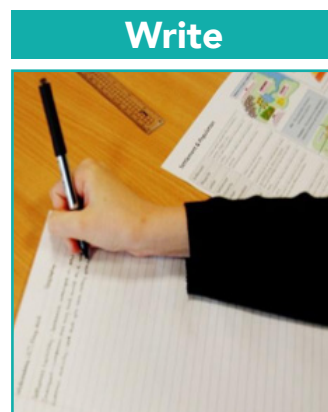
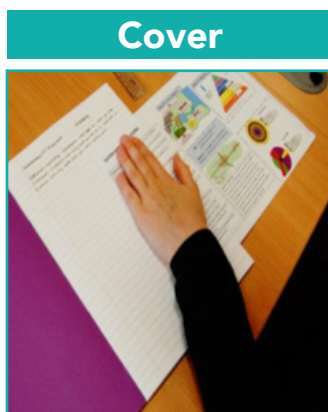
Each week as part of your independent study, you'll be asked to use your knowledge organiser to review this key content, ready for it to be used in class.

How can I use my Knowledge Organiser?

Your knowledge organiser 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.



- » **Self-quizzing questions:** Use the content in your KO to write a series of questions (vary the command words you use - *state, describe, explain, compare* and so on) and then quiz yourself to ensure you can answer them. Save the questions and use them for some spaced practice, or quiz a friend with them.
- » **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: tinyurl.com/34e5p6f6
- » **Draw a mind-map:** jot down everything that you remember from the KO and make links between the ideas. Check for accuracy and repeat.

Independent study schedule

The schedule below shows you what independent study you should be completing each day. This includes your online work such as Sparx, Language nut and Bedrock; and subjects where you should use some of the self-quizzing techniques detailed above in your green **Knowledge Organiser workbook**.

The schedule also shows how long you should spend on each task, the day you are allocated time to complete the task and also the day the task needs to be handed in. Specialist support from your teachers will be available during breaks on the hand in day, but please try to seek help with independent learning as soon as a problem arises.

Work in your KO workbook will be checked in class by your subject teachers. If you have not completed any of your independent study tasks, you will be required to attend a 2 hour non-completion detention after school on the following Monday to catch up and get ahead with your homework.

Year 7 an 8						
	15 min	15 min	15 min	15 min	Specialist support	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

Lined writing area with horizontal dotted lines.









How should I present my work?

At CEC, we are **PROUD** our work and this shows in the presentation of work in books and booklets.

- » Book work and booklet tasks are completed in **blue** or **black** pen only.
- » Work in books is set out in the same way using **DUMTUMS** (Date, Underline, Miss a line, Title or Learning intention, Underline, Miss a line, Start).
- » Work is underlined with a ruler.
- » All tasks are completed neatly and to the highest of standard.
- » There is no doodling, tearing or scribbling in books or booklets – any defacing will be sanctioned.
- » Any mistakes are neatly crossed through with a single line.
- » There are no unintended empty spaces left in books.
- » Response to feedback and self assessment is completed in a **purple** pen.
- » Any incomplete tasks should have a written reason (such as “absent, on school trip”).
- » The full date should be written at the top left hand side of the page.
- » In Mathematics and Science the date should be written in figures.
- » Each calculation must be clearly numbered with a number or letter to distinguish it from working figures.

What are Talk Tactics?

Oracy - the ability to express yourself fluently in speech - is an important skill for all your subjects. Use the Talk Tactics below in class discussions and to help you formulate your verbal responses to questions.

<p>Instigate: </p> <p>Present an idea or open up a new line of inquiry</p> <p>“ I would like to start by saying _ “ I think ____ “ We haven’t yet talked about _</p>	<p>Probe: </p> <p>Dig deeper, ask for evidence or justification of ideas</p> <p>“ Why do you think ___? “ What evidence do you have to support X idea? “ Could you provide an example?</p>	<p>Challenge: </p> <p>Disagree or present an alternative argument</p> <p>“ I disagree because ____ “ To challenge you X, I think ____ “ I understand your point of view, but have you thought about ____?</p>
<p>Clarify: </p> <p>Asking questions to make things clearer and check your understanding</p> <p>“ So are you saying ____? “ Does that mean ____? “ Can you clarify what you mean by ____?</p>	<p>Summarise: </p> <p>Identify and recap the main ideas</p> <p>“ So far we have talked about ____ “ The main points raised today were ____ “ Our discussion focused on ____</p>	<p>Build: </p> <p>Develop, add to or elaborate on an idea</p> <p>“ Building on X’s idea ____ “ I agree and would like to add ____ “ X’s idea made me think ____</p>



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>



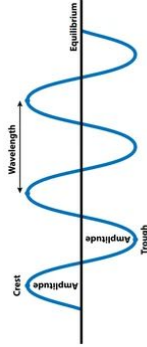
Year 8 - Combined Science - Cycle 1

Key vocabulary/content/ideas

- **Amplitude:** maximum distance of a point on a wave from its rest position.
- **Cell membrane:** a thin barrier surrounding the cell, that controls what enters and leaves.
- **Concentration:** mass of a substance in a given volume.
- **Eukaryote:** An organism composed of cells which contain a true nucleus.
- **Frequency, f:** number of waves passing a point each second, measured in Hertz, Hz.
- **Period:** time taken for a wave to pass a point.
- **Refraction:** A change in direction as a wave moves from one transparent material to another.
- **Reflection:** the change in direction of a wave when it meets a surface.
- **Wavelength:** distance (m) from one point on a wave to the same point on the next wave.

Week 1 - Describing waves

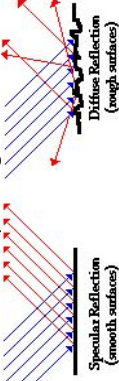
- **Waves** transfer energy without transferring matter. They can be either:
 - **Mechanical** - they need a medium to travel through e.g. sound waves or seismic waves.
 - **Electromagnetic** – disturbances in electric and magnetic fields E.g. Light or X-rays.
- Waves can be described in terms of their **Amplitude, Wavelength, Frequency and Period.**
- **Transverse waves:** the direction of energy transfer is perpendicular (at right angles) to the direction the particles oscillate.
- **Longitudinal waves:** the direction of energy transfer is parallel to (in line with) the direction the particles oscillate.



Week 2 - Wave speed

- When waves meet they can combine in a process called **superposition**.
- If the peaks of 2 waves line up, it will produce a wave with a greater amplitude.
- If a peak and trough line up, it will produce a wave with a smaller amplitude.

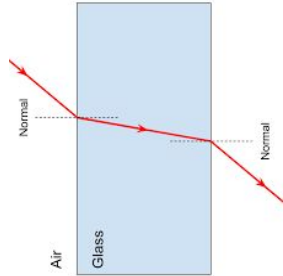
Waves will **reflect** of a solid surface. Reflection can be **Specular or Diffuse** depending on the surface.



- Wave speed, v , can be calculated as:
 $v \text{ (m/s)} = \frac{\text{distance travelled by wave (m)}}{\text{time taken (s)}}$
- **$v \text{ (m/s)} = \text{wavelength, } \lambda \text{ (m)} \times \text{frequency, } f \text{ (Hz)}$**
- We can investigate the properties of a wave using a **ripple tank**.

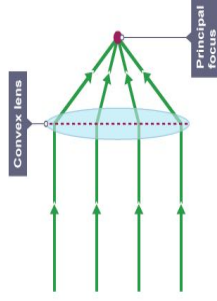
Week 4 - Sound waves

- **Sound waves** are caused by vibrating objects.
- The greater the **amplitude** of a sound **wave**, the greater **volume** of the sound.
- The greater the **frequency** of a sound wave, the higher the **pitch** of the sound.
- The range of human hearing is 20 Hz to 20 000 Hz. Frequencies above this range are called **Ultrasound**.
- Sound waves travel at different speeds depending on the medium. The **speed of sound** in air is **343 m/s**.
- **Refraction** is a change in direction of the path of a light ray.
- It occurs at the **boundary** between two mediums of different density as waves change speed.



Week 4 - Light waves

- Light is a form of wave that can transfer energy. It travels at **300 million m/s - the speed of light**.
- Light interacts with materials in different ways depending if the surface is:
 - **Transparent** - all light will pass through.
 - **Translucent** - some light will pass through.
 - **Opaque** - no light will pass through.
- **White light** is made up of all the colours of the **visible spectrum**. It can be split using a **prism**.
- Different colours of light have different wavelengths and frequencies.
- Light can be focused using lenses, such as those in cameras and your eyes.
- Ray diagrams are used to show the path of light rays.

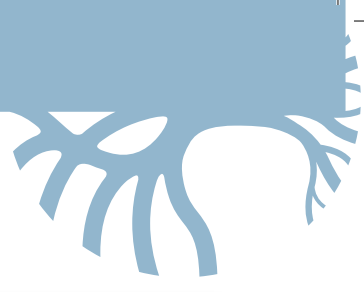


Week 4 - Cell transport

- Most **Eukaryotic** cells have the same **organelles**: nucleus, cytoplasm, cell membrane, mitochondria and ribosomes. Plant cells also have thick cell walls, chloroplasts and a permanent vacuole.
- Cells have a **partially permeable membrane** that allows some substances through it but not others.
- Dissolved substances move into and out of cells by **diffusion**.
- Substances will diffuse from an area of high concentration to an area of low concentration.
- A difference between two concentrations forms a **concentration gradient**.
- The greater the concentration gradient, the higher the rate of diffusion.
- Water moves in and out of cells by osmosis.
- During **osmosis**, water molecules move from where there are more of them (a higher concentration) to where there are fewer of them (a lower concentration).



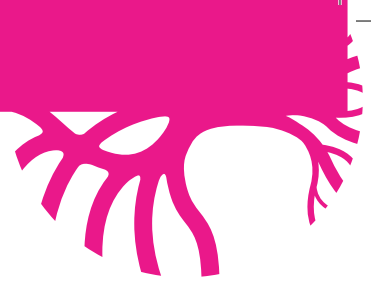
Key vocabulary/content/ideas	Week 6 - Atoms, elements and compounds	Week 7 - Atomic structure
<ul style="list-style-type: none"> Field: An area around an object where it can exert a force on another object. Magnetism: a non-contact force which can affect certain metals. Non-contact force: a force that acts on an object with no physical contact. Nucleus: small, dense region consisting of protons and neutrons at the center of an atom. Particle: the smallest unit of matter that all materials are made up from. Periodic table: a chart in which the elements are arranged in order of increasing atomic number. Physical Property: Melting/boiling point, conductor/insulator, brittle/flexible. Proton: a positively charged particle found in the nucleus of an atom. Reactivity: a measure of how much a substance chemically reacts when it is mixed with another substance. 	<ul style="list-style-type: none"> All substances are made up of atoms. Different substances are made up of different types of atom. A substance composed of only one type of atom is known as an element. E.g. oxygen, carbon, iron, gold. Elements are found on the periodic table of elements and are represented by symbols. E.g. Carbon = C. A substance made up of 2 or more elements chemically combined is known as a compound. E.g. magnesium oxide is composed of magnesium and oxygen atoms. Atoms are made up of three smaller parts (called subatomic particles) : protons, neutrons and electrons. 	<ul style="list-style-type: none"> You can use a periodic table to find the number of subatomic particles each element has. The atomic mass number = the number of protons and neutrons. To find the number of neutrons in an atom subtract the atomic number from the atomic mass. The atomic number = the number of protons and is also the same as the number of electrons. This is because all atoms have no overall charge.  <ul style="list-style-type: none"> Electrons are arranged in shells or orbits around the nucleus. Each shell can hold a certain number of electrons.
Week 8 - Reactivity Series	Week 9 - Extracting Metals	Week 10 Magnetism
<ul style="list-style-type: none"> The reactivity series shows metals in order of their reactivity.  <ul style="list-style-type: none"> Displacement reactions are when a more reactive element takes the place of a less reactive element in a compound 	<ul style="list-style-type: none"> Metals can be extracted from ores (compounds) found in the Earth's crust. Depending on their reactivity we can extract them in different ways. Metals that are less reactive than aluminium are extracted by heating them with carbon as a displacement reaction. This means the metal is removed from the compound and replaced with carbon. Metals that are more reactive than aluminium cannot be reacted with carbon so are extracted using electrolysis. Unreactive metals are found in the Earth's crust as the uncombined elements. Examples of unreactive metals are silver, gold and platinum. Different materials are useful due to their properties: Ceramics: Hard-wearing, brittle, heat-resistant. Polymers: Light weight, strong, can be moulded. Composites: Relates to properties of components - High strength, waterproof, light weight 	<ul style="list-style-type: none"> Magnetic materials include iron, cobalt and nickel. A magnetic field is an invisible force field which surrounds a magnet. All magnets have a north and south pole. The magnetic field is strongest at the poles of a magnet. Like poles (E.g. north and north) will attract. Opposite poles (E.g. north and south) will repel. It is possible to create a magnetic field by passing a current through a wire. This is called an electromagnet. Electromagnets are used in speakers and door locks. The Earth is surrounded by a magnetic field which can be used for navigation with a compass. 



Year 8 - Computing - Cycle 1	Week 1 - Inside The Box	Week 2 - Types of Software
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> • CPU (Central Processing Unit): The "brain" of a computer. It performs calculations, executes instructions, and manages the overall operation of a computer system. • Web Server: A web server is a computer or software that stores, processes, and delivers web pages and other web content to users over the Internet. • Applications: also known as software applications or simply "apps," are programs that we use for everyday activities. • Malware: Any software designed to harm, disrupt, or gain unauthorised access to computer systems or data. It includes viruses, worms, ransomware, and spyware. 	<ul style="list-style-type: none"> • CPU (Central Processing Unit): The "brain" of a computer. It performs calculations, executes instructions, and manages the overall operation of a computer system. • RAM: (Random Access Memory) is used to store data and instructions that are actively being used by the CPU. It allows quick access to information for faster processing. • Volatile: Data that is stored temporarily in a computer's memory and is lost when the power is turned off or the system restarts. RAM is an example of volatile memory. • Secondary Storage: Non-volatile, long-term storage in a computer system. Secondary storage retains data even when the computer is turned off. It provides a larger storage capacity compared to RAM. 	<ul style="list-style-type: none"> • Software: The collective name for programs, data, and instructions that tell a computer what to do. It includes web browsers, word processors, games, and photo editing programs. • Operating System: Specialised software that manages and controls all aspects of the system. Examples of operating systems include Windows, macOS, and Linux. • Utilities: Programs that help maintain and optimise computer systems. They assist in managing files, diagnosing problems, and enhancing system performance. • Applications: also known as software applications or simply "apps," are programs that we use for a range of everyday activities.
Week 3 - Local Area Networks	Week 4 - The Internet	Week 5 - Security Issues
<ul style="list-style-type: none"> • Local Area Network (LAN): A network that connects two or more computers and devices in a small geographic area, such as offices or schools. It allows devices to share resources and communicate together. • Star Topology: A network layout where each device in the network is connected to a central device, such as a switch or hub. All communication flows through the central device. • Mesh Topology: A network layout where every device is directly connected to every other device in the network but there is no central switch or hub. • Bus Topology: A network layout where all devices are connected to a common communication line, called a bus. 	<ul style="list-style-type: none"> • Internet: The Internet is a global network of interconnected computers and devices that allows information and data to be shared across the world. • IP Address: An IP address, short for Internet Protocol address, is a unique number assigned to each device connected to a computer network. • Router: A router is a device that connects multiple computer networks together, such as a home network to the Internet. It directs network traffic between different devices and networks. • Web Server: A web server is a computer or software that stores, processes, and delivers web pages and other web content to users over the Internet. 	<ul style="list-style-type: none"> • Malware: Any software designed to harm, disrupt, or gain unauthorised access to computer systems or data. It includes viruses, worms, ransomware, and spyware. • Hacker: An individual who uses their technical skills and knowledge to gain unauthorised access to computer systems or networks. • Firewall: A program that monitors and filters incoming and outgoing network traffic to catch attacks from hackers and scan for malware coming in to the system. • Updates: Regular releases of improvements, fixes, or new features for software. They fix vulnerabilities that can be exploited by hackers and malware. Therefore you should download them.



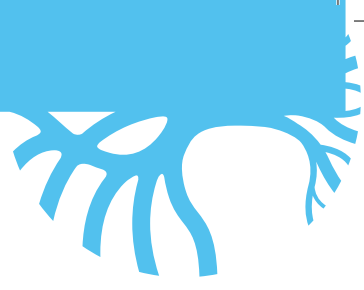
Key vocabulary/content/ideas	Week 6 - Reinroducing Python	Week 7 - Data Types and Casting
<p>Programming Language: A special language that programmers use to write their instructions. It's like a secret code that the computer can understand.</p> <p>Variable: like a container that holds a value or information in a computer program. It has a name and can be changed or updated, for example a variable to hold a username.</p> <p>Selection: Allows a program to make decisions based on certain conditions. It enables the program to choose between different actions or paths based on the outcome of the condition.</p> <p>Syntax: The rules and structure for writing in a programming language.</p>	<ul style="list-style-type: none"> Input: The information or data that you give to a computer program. It's like the things you tell the program to use or work with. Output: The result or answer that a computer program gives you after it has processed an input. Variable: like a container that holds a value or information in a computer program. It has a name and can be changed or updated, for example a variable to hold a username. Assignment: Giving a value to a variable in a computer program. If you write "x = 5" in your program, you are assigning the value 5 to the variable "x". 	<ul style="list-style-type: none"> String: A data type that contains characters such as text, numerals and punctuation. Integer: A data type that contains whole numbers. Floating Point: A data type that contains decimal numbers. Boolean: A data type that contains the values True and False. Casting: This is when data is converted from one type to another. This is necessary for example, when you ask the user to input a number, as the input function only handles string data. Operation: This is when we either add, subtract, multiply or divide.
Week 8 - Additional Operations	Week 9 - String Operations	Week 10 - Pre-assessment Revision
<ul style="list-style-type: none"> Integer Division: This is when one number is divided by another and the answer is returned minus the decimal points. The symbol for this is // Modulus: This is a division operation that returns the remainder. For example $5 \text{ MOD } 2 = 1$. This is because 1 is the remainder of 5 divided by 2. The symbol for Modulus is % Exponentiation: This is multiplying to a power. For example 3 to the power of 2 is 9. The symbol for exponentiation is ** Library Imports: There are many possible commands in python and not all are required for every program you will build. In order to use these additional commands a library file that contains them can be imported imported into your program. 	<ul style="list-style-type: none"> String Index: Each character of a string can be accessed by a number. The index number of the first character is 0 and the index number of the second character is 1. Substring: When a longer string is made up of several words. Each word can be accessed by a range of index numbers. These words within a string are often referred to as substrings. Length Function: The length function returns how many characters are in a string. Strip: The strip function removes any unwanted characters at the end of a string, for example removing a full stop. Concatenation: This is where two strings can be joined together. 	<ul style="list-style-type: none"> CPU (Central Processing Unit): The "brain" of a computer. It performs calculations, executes instructions, and manages the overall operation of a computer system. Software: The collective name for programs, data, and instructions that tell a computer what to do. It includes web browsers, word processors, games, and photo editing programs. Local Area Network (LAN): A network that connects two or more computers and devices in a small geographic area, such as offices or schools. It allows devices to share resources and communicate together. Assignment: Giving a value to a variable in a computer program. If you write "x = 5" in your program, you are assigning the value 5 to the variable "x".



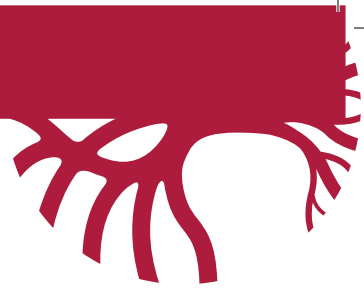
Year 8- Drama- Cycle 1	Week 2 – Creating Comedy	Week 4 – Pantalone and Pedrolino
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> • Commedia Dell’Arte – a genre of theatre linked to being the origins of comedy in theatre. It’s literal translation is “comedy of the arts” and began in Italy in the 1500’s. • Grammelot – speaking in a made up language. This was a technique created by commedia to ensure the travelling troupe of actors didn’t need to rely on language barriers when travelling to different countries • Stock character –characters which had specific personality traits and movements. Usually based on a stereotype. 	<ul style="list-style-type: none"> • Status – the importance or social standing. In commedia, status was a way to create comedy, Perhaps a low status character like a servant might frustrate a high status character like a master. The master/servant relationship was a key way to embed comedy. • Exaggeration – Using large physical skills. You can use the 7 levels of tension, a technique created by Jacques Lecoq where you experience complete relaxation to complete tension in the body. • Cloaking – looking at the audience and making them feel involved in the action. It is a way to develop audience engagement. • Clowing – performers who use acrobatics and comedy situations to build suspense. 	<p>Pantalone is a stock character who has high status (a master). They are typically obsessed with food and money (greedy).</p> <ul style="list-style-type: none"> • Suspicious and looks down on servants • Tight with money and mean • Grumpy and old • Thinks he knows better than everyone else • Hunched over and squawks commands at people (like a chicken) <p>Pedrolino is a stock character who has low status (servant). He typically works for Pantalone and often gets it wrong.</p> <ul style="list-style-type: none"> • Dim, forgetful and doesn’t understand things • Always wanting to please their master • Always given the least enjoyable jobs to do • Walks in straight short lines and hands ‘flap to show nervousness
Week 6 – Harlequin and Columbina	Week 8 – Il Dottore and Capitano	Week 10 - Structure
<p>Harlequin is a stock character who has low status (a servant). He acts like a court jester.</p> <ul style="list-style-type: none"> • Not too bright • Is mischievous and loves to play tricks • Uses acrobatics to get out of sticky situations • Always embellishes moves, why do a handshake when you can add a cartwheel? <p>Columbina is a stock character who has low status (a servant). She is the most intelligent of the servants.</p> <ul style="list-style-type: none"> • The only female servant character • Harlequin’s female opposite • Charming and intelligent, good at manipulation • Has opinions and thoughts about everything • She walks quickly, and has a little flick of the foot when she stops 	<p>Il Dottore is a stock character who has high status (a master). He claims to have travelled the world and thinks a lot of himself.</p> <ul style="list-style-type: none"> • Extremely fat and weathly know-it-all • Likes the sound of his own voice • Has no real common sense and is often wrong • He waddles with his belly leading the way <p>Capitano is a stock character who has high status (a master). He is actually a big scarey cat.</p> <ul style="list-style-type: none"> • He has a huge ego and brags a lot • He is arrogant and likes everyone to think that he is brave and strong in battle • Is in fact a coward, jumps at noises and is scared of everything • He stands with a wide stance, with his hands on his hips and checks people are watching him 	<ul style="list-style-type: none"> • A commedia performance often included short rehearsed scenes called lazzi’s. • A modern equivalent of a lazzi is a sketch within a comedy show. Short scenes which are filled with comedy techniques. • Physical skills (facial expressions, body language, gestures, levels, eye contact, posture, interaction with others) • Vocal skills (pitch, pace, pause, tone, emphasis, volume) <p>Lazzi structure</p> <ul style="list-style-type: none"> • A clear entrance for your character • A problem in the scene • Attempts to fix the problem • Attempts go wrong • Scene ends (might be fixed, might not be fixed) • Ending the scene with an exit



Year 8 English- Cycle 3	Week 1 - The Prologue and Hyper masculinity	Week 2 - Romeo: The Petrarchan Lover
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> Prologue: An introduction to a text or a play Hyper-masculinity: stereotypical and exaggerated male behaviours. Archetype: typical of a certain kind of person or thing Oxymoron: a figure of speech contain two apparently contradictory terms Patriarchy: a system of society where men hold the power Infatuation: an intense but short-lived passion or admiration for someone or something. Virtuous: having or showing high moral standards. Dramatic irony: A literary device where the audience knows something that the characters are unaware of. 	<p>Key Ideas</p> <ul style="list-style-type: none"> Shakespeare tells us the ending of the play in the prologue to we stay intrigued and watch HOW and WHY the characters ended up taking their lives hyper-masculinity and shows the audience the damage that it causes. <p>Key Context</p> <ul style="list-style-type: none"> Men were typically hyper-masculine in Shakespeare's time. This meant they got involved with fights a lot. There was a lot of pressure on men to act 'manly'. The patriarchy is when men are in charge – this meant that women had little power. Everyone went to watch plays – they had to be very entertaining to keep audiences returning, so they often contained violence and excitement. <p>Key Quotation</p> <ul style="list-style-type: none"> “draw they swords, if you be men.” “I will cut of the women's heads” 	<p>Key Ideas</p> <ul style="list-style-type: none"> Shakespeare presents Romeo as an archetypal Petrarchan lover in love with Rosaline who doesn't love him back. Perhaps Shakespeare uses this presentation to explore the conflicting nature of love. <p>Key Context</p> <ul style="list-style-type: none"> Although love was expected to grow in marriage, the Elizabethans considered it foolish to marry for love. Marriage – especially among the nobility (higher class families) – was seen more as a business arrangement and daughters were often treated like possessions. A Petrarchan lover is one who is over the top with their affections and suffers as a result of unrequited love <p>Key Quotation</p> <ul style="list-style-type: none"> “O brawling love, o loving hate” “She hath Dian's wit”
Week 3 - Marriage and Family	Week 4 - Love and Relationships	Week 5 - Attitudes towards Love
<p>Key Ideas</p> <ul style="list-style-type: none"> Shakespeare presents Lord Capulet as a classic patriarchal figure. He is not however, in a hurry to marry off his only daughter, even to the noble Paris. Shakespeare presents Romeo as infatuated and intense. Clearly, he feels love at first sight when he sees Juliet at the Capulet feast. <p>Key Context</p> <ul style="list-style-type: none"> Prosperous parents arranged their children's marriage. Thirteen-year-old girls were married and had children Courtly love was a form of love popularised during the medieval era where love is viewed as perfect and spiritual, NOT physical. However, by the time Shakespeare was writing, (16th Century) courtly love was seen as comic and over-dramatic.. <p>Key Quotations</p> <ul style="list-style-type: none"> “The earth hath swallow'd all my hopes but she, She is the hopeful lady of my earth.” Lord Capulet (about his daughter) “She doth teach the torches to burn bright!” Romeo, Act 1, Scene 5) 	<p>Key Ideas</p> <ul style="list-style-type: none"> Shakespeare presents the meeting of Romeo and Juliet as intense and deeply moving. These young characters fall in love immediately and deeply. Shakespeare uses religious imagery and the sonnet form to present a romanticised relationship. We are reminded however, that as members of rival families, tragedy awaits them. <p>Key Context</p> <ul style="list-style-type: none"> being holy and virtuous were important traits for Elizabethans. When Romeo and Juliet meet, she is described a saint and Romeo as a pilgrim who wishes to erase his sin. A sonnet is a type of poem that Shakespeare became famous for and developed the form. They present a stereotypical image of love. <p>Key Quotations</p> <ul style="list-style-type: none"> “My lips, two blushing pilgrims, ready stand To smooth that rough touch with a tender kiss.” (Romeo Act 1, Scene 5) “My only love sprung from my only hate” (Juliet Act 1, Scene 5) 	<p>Key Ideas</p> <ul style="list-style-type: none"> Shakespeare presents Juliet as very practical in her attitudes to love and more mature than Romeo. Romeo and Juliet's struggle for love could be symbolic of the battle between the desires and wants of the individual and the responsibilities and duties set by society that Elizabethans experienced. <p>Key Context</p> <ul style="list-style-type: none"> being holy and virtuous were important traits for Elizabethans. When Romeo and Juliet meet, she is described a saint and Romeo as a pilgrim who wishes to erase his sin. A sonnet is a type of poem that Shakespeare became famous for and developed the form. They present a stereotypical image of love. <p>Key Quotations</p> <ul style="list-style-type: none"> “My lips, two blushing pilgrims, ready stand To smooth that rough touch with a tender kiss.” (Romeo Act 1, Scene 5) “My only love sprung from my only hate” (Juliet Act 1, Scene 5)



<p>Key vocabulary</p> <ul style="list-style-type: none"> Devotion: to worship or have a deep love of someone or something Semantic Field: a group of words in a section of text that link back to the same theme or idea Portend: a sign or warning of something Symbolism: the use of an image or object to represent a deeper meaning Effeminate: being woman-like; 'unmanly' Emasculate: to be made weaker; less masculine. Proto-feminist: being a feminist before the concept existed. Internal conflict: experiencing contradictory emotions. Fate: people's lives are destined to end up at a certain place in a certain way. Natural order: social order created by God where everybody has a correct place/role in the social hierarchy. 	<p>Week 6 - Romeo and Juliet's Marriage: The individual versus Society</p> <p>Key Ideas</p> <ul style="list-style-type: none"> Shakespeare presents love as a forceful emotion that can cause others to ignore their roles in society. Shakespeare links love and violence throughout the play, suggesting love can cause chaos when it breaks the rules of society. <p>Key Context</p> <ul style="list-style-type: none"> During the Elizabethan era, women were expected to obey their fathers and later their husbands. Juliet's plight is exaggerated by this tension between loyalty to her family following Tybalt's death and her loyalty to her new husband. Romeo and Juliet follow Elizabethan Christian teachings by getting married before spending the night together. <p>Key Quotation</p> <ul style="list-style-type: none"> "It was the nightingale, and not the lark," "I would the fool were married to her grave" 	<p>Week 7 - Mercutio and Tybalt duel: masculine norms and expectations.</p> <p>Key Ideas</p> <ul style="list-style-type: none"> Shakespeare presents the masculine pressures placed upon men in order to show the damage a patriarchal society can cause. Shakespeare demonstrates the conflict between loyalty towards friends, family and love perhaps in order to show the damaging nature of romantic love. <p>Key Context</p> <ul style="list-style-type: none"> In the Elizabethan period, a 'Gentleman's Conflict' could be resolved legally through a duel – a sword fight to the death. If another man has wronged you in a way, you could legitimately challenge them to a duel and kill them without any risk of punishment from the authorities. Dueling was seen as a show of your strength and masculinity and it was very shameful and cowardly to refuse. <p>Key Quotation</p> <ul style="list-style-type: none"> "The prince of cats" "O calm, dishonourable, vile submission"
<p>Week 8 - Tybalt's death and Romeo's banishment: a reversal of gender norms.</p> <p>Key Ideas</p> <ul style="list-style-type: none"> Shakespeare contrasts Juliet to Romeo in order to establish a reversal of traditional gender norms. Romeo's reaction to his banishment emasculates him whereas Juliet logically works through her emotions from a position of strength. <p>Key Context</p> <ul style="list-style-type: none"> Queen Elizabeth was an independent, well educated and fearsome Queen who refused marriage. In crafting Juliet to be strong, logical and in control of her emotions, Shakespeare could be voicing his proto-feminist beliefs in support of Queen Elizabeth. Juliet experiences great internal conflict when it comes to choosing family honour/loyalty and her role as a wife to Romeo. These two Elizabethan expectations clash. <p>Key Quotation</p> <ul style="list-style-type: none"> "Back, foolish tears, back to your native spring" "O Serpent heart hid with a flowering face" 	<p>Week 9 - Romeo and Juliet's Deaths</p> <p>Key Ideas</p> <ul style="list-style-type: none"> Shakespeare's believed that everyone made choices themselves that lead to their fate. Shakespeare utilises the natural order to emphasise characters who go against it <p>Key Context</p> <ul style="list-style-type: none"> Most Elizabethans believed in the ideas of fate and astrology; rich people often paid for horoscopes for their children, and before major decisions such as marriage or travel, one would often consult an astrologer to see if the stars favoured it. The Elizabethan period believed absolutely in the 'Natural Order' and to go against God, was unnatural. <p>Key Quotation</p> <ul style="list-style-type: none"> "O, in this love, you love your child so ill" "A glooming peace this morning with it brings. The sun for sorrow will not show his head" 	<p>Week 10 - Revision of all</p>



Year 8 - French- Cycle 1		Week 1 – key vocabulary and content		Week 2 - key vocabulary and content			
Classroom interaction language		<ul style="list-style-type: none"> Ça va? – How are you? (How is it going?) Ça va bien – I am well (it is going well) Ça ne va pas – I am not well (it's not going well) Merci – Thank you Et toi? – And you? Comment dit-on...en français? – How do you say...in French? On va écouter – we are going to listen Trois, deux, un – Three, two, one Regardez-moi – Look at me un stylo violet – a purple pen un stylo noir – a black pen J'ai gagné – I (have) won Tu as perdu – You (have) lost On a fini – We have finished 		<p>devoir</p> <p>je dois</p> <p>tu dois</p> <p>il doit</p> <p>elle doit</p> <p>vouloir</p> <p>je veux</p> <p>tu veux</p> <p>il veut</p> <p>elle veut</p> <p>visiter</p> <p>le billet</p>		<p>pouvoir</p> <p>je peux</p> <p>tu peux</p> <p>il peut</p> <p>elle peut</p> <p>savoir</p> <p>je sais</p> <p>tu sais</p> <p>il sait</p> <p>elle sait</p> <p>peut-être</p> <p>le projet</p>	
		<p>must, to have to, having to</p> <p>I must/have to</p> <p>you must/have to</p> <p>he must/has to</p> <p>she must/has to</p> <p>to want, wanting</p> <p>I want</p> <p>you want</p> <p>he wants</p> <p>she wants</p> <p>to visit, visiting</p> <p>the ticket</p>		<p>Week 1 sentence:</p> <p>Je veux voyager en France mais je dois rester en Angleterre.</p> <p>I want to travel in France but I have to stay in England.</p>		<p>Week 2 sentences:</p> <p>Il veut regarder un film mais elle veut manger au restaurant.</p> <p>He wants to watch a film but she wants to eat in a restaurant.</p> <p>Je peux écouter mais je ne veux pas travailler.</p> <p>I can listen but I don't want to work.</p>	
Week 3 - key vocabulary and content		Week 4 - key vocabulary and content		Week 5 - key vocabulary and content			
<ul style="list-style-type: none"> noir(e) blanc/blanche le cœur si le temps frapper à frapper ressembler à pour 		<p>un avocat</p> <p>une avocate</p> <p>le bureau</p> <p>le directeur</p> <p>la directrice</p> <p>l'emploi</p> <p>le serveur</p> <p>la secrétaire</p> <p>le secrétaire</p>		<p>ambitieux</p> <p>ambitieuse</p> <p>Prudent(e)</p> <p>travailleur</p> <p>travailleuse</p> <p>assez</p>		<p>célébrer</p> <p>préférer</p> <p>on</p> <p>La date</p> <p>L'évènement</p> <p>février</p> <p>janvier</p> <p>mars</p> <p>mai</p> <p>la tradition</p>	
<p>black (m/f)</p> <p>white (m/f)</p> <p>the heart</p> <p>if</p> <p>the time</p> <p>to knock, knocking on</p> <p>to knock</p> <p>to look like, looking like</p> <p>for, in order to</p>		<p>a lawyer (m)</p> <p>a lawyer (f)</p> <p>a desk, an office</p> <p>the headteacher (m)</p> <p>the headteacher (f)</p> <p>the job</p> <p>the waiter</p> <p>the secretary (f)</p> <p>the secretary (m)</p>		<p>ambitieux (m)</p> <p>ambitieuse (f)</p> <p>careful (m,f)</p> <p>hardworking (m)</p> <p>hardworking (f)</p> <p>quite</p>		<p>to celebrate</p> <p>to prefer</p> <p>one, we</p> <p>the date</p> <p>the event</p> <p>February</p> <p>January</p> <p>March</p> <p>May</p> <p>the tradition</p>	
<p>Week 3 sentence:</p> <p>Je sais parler en français mais je ne sais pas parler en italien.</p> <p>I know how to speak in French but I don't know how to speak in Italian.</p>		<p>Week 4 sentences:</p> <p>Tu veux dormir. You want to sleep.</p> <p>Veux-tu dormir? Do you want to sleep?</p>		<p>Week 5 sentences:</p> <p>Elle a une directrice gentille. She has a nice Headteacher (f)</p> <p>Il veut être directeur. He wants to be a Headteacher (m)</p>			



Classroom interaction language		Week 6 - key vocabulary and content		Week 7 - key vocabulary and content																																																
<ul style="list-style-type: none"> • 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 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 • Ce n'est pas juste – it is not fair • A mon avis – In my opinion • Je pense que – I think that • Selon moi – According to me • Je suis d'accord – I agree • Je ne suis pas d'accord – I don't agree 	<p>Week 6 sentence: En juillet, je fais des pique-niques. In July I have (do) picnics En août, je joue à la plage. In August, I play at the beach.</p> <table border="1"> <tr> <td>organiser</td> <td>to organise / organising</td> </tr> <tr> <td>chacun</td> <td>each person</td> </tr> <tr> <td>l'anniversaire</td> <td>birthday</td> </tr> <tr> <td>août (m)</td> <td>August</td> </tr> <tr> <td>décembre (m)</td> <td>December</td> </tr> <tr> <td>juillet (m)</td> <td>July</td> </tr> <tr> <td>septembre</td> <td>September</td> </tr> <tr> <td>octobre</td> <td>October</td> </tr> <tr> <td>général (e)</td> <td>general</td> </tr> <tr> <td>national (e)</td> <td>national</td> </tr> <tr> <td>partout</td> <td>everywhere</td> </tr> </table>	organiser	to organise / organising	chacun	each person	l'anniversaire	birthday	août (m)	August	décembre (m)	December	juillet (m)	July	septembre	September	octobre	October	général (e)	general	national (e)	national	partout	everywhere	<p>Week 7 sentence: Normalement je fais les points mais hier Tom a fait les points. Normally I do the points but yesterday, Tom did the points. J'ai dit la vérité mais Tom a triché. I told (said) the truth but Tom cheated.</p> <table border="1"> <tr> <td>apporter</td> <td>to bring / bringing</td> </tr> <tr> <td>dit</td> <td>said (pp.)</td> </tr> <tr> <td>fait</td> <td>did, made (pp.)</td> </tr> <tr> <td>envoyer</td> <td>to send / sending</td> </tr> <tr> <td>utiliser</td> <td>to use / using</td> </tr> <tr> <td>maintenant</td> <td>now</td> </tr> <tr> <td>hier</td> <td>yesterday</td> </tr> <tr> <td>l'appartement (m)</td> <td>apartment / flat</td> </tr> <tr> <td>la banque</td> <td>bank</td> </tr> <tr> <td>le marché</td> <td>market</td> </tr> <tr> <td>le passé</td> <td>past</td> </tr> </table>	apporter	to bring / bringing	dit	said (pp.)	fait	did, made (pp.)	envoyer	to send / sending	utiliser	to use / using	maintenant	now	hier	yesterday	l'appartement (m)	apartment / flat	la banque	bank	le marché	market	le passé	past						
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<p>Week 8 sentence: Le père de Nicolas a envoyé une carte-postale. Nicolas's dad (has) sent a post-card. Elle a bien travaillé en classe. She worked well in class.</p> <table border="1"> <tr> <td>l'automne (m)</td> <td>autumn</td> </tr> <tr> <td>l'été (m)</td> <td>summer</td> </tr> <tr> <td>l'hiver (m)</td> <td>winter</td> </tr> <tr> <td>le printemps (m)</td> <td>spring</td> </tr> <tr> <td>le musée</td> <td>museum</td> </tr> <tr> <td>la place</td> <td>(town) square</td> </tr> <tr> <td>la saison</td> <td>season</td> </tr> <tr> <td>belge</td> <td>Belgian (m/f)</td> </tr> <tr> <td>dernier</td> <td>last (m)</td> </tr> <tr> <td>dernière</td> <td>last (f)</td> </tr> <tr> <td>pendant</td> <td>during</td> </tr> <tr> <td>la Belgique</td> <td>Belgium</td> </tr> <tr> <td>Bruxelles</td> <td>Brussels</td> </tr> </table>	l'automne (m)	autumn	l'été (m)	summer	l'hiver (m)	winter	le printemps (m)	spring	le musée	museum	la place	(town) square	la saison	season	belge	Belgian (m/f)	dernier	last (m)	dernière	last (f)	pendant	during	la Belgique	Belgium	Bruxelles	Brussels	<p>Week 9 sentence: En ce moment je joue à la montagne mais hier, j'ai joué à la forêt. At the moment, I am playing in the mountains, but yesterday I played in the forest. Maintenant, il y a un problème Now, there is a problem. Hier, il y avait un problème. Yesterday, there was a problem.</p> <table border="1"> <tr> <td>emporter</td> <td>to take with / taking with</td> </tr> <tr> <td>proposer</td> <td>to suggest (doing)</td> </tr> <tr> <td>voyager</td> <td>to travel / travelling</td> </tr> <tr> <td>traverser</td> <td>to cross / crossing</td> </tr> <tr> <td>la frontière</td> <td>border</td> </tr> <tr> <td>la forêt</td> <td>forest</td> </tr> <tr> <td>la montagne</td> <td>mountain</td> </tr> <tr> <td>la vue</td> <td>view</td> </tr> <tr> <td>suisse</td> <td>Swiss (m/f)</td> </tr> <tr> <td>la Suisse</td> <td>Switzerland</td> </tr> <tr> <td>Genève</td> <td>Geneva</td> </tr> <tr> <td>il y avait</td> <td>there was / were</td> </tr> </table>	emporter	to take with / taking with	proposer	to suggest (doing)	voyager	to travel / travelling	traverser	to cross / crossing	la frontière	border	la forêt	forest	la montagne	mountain	la vue	view	suisse	Swiss (m/f)	la Suisse	Switzerland	Genève	Geneva	il y avait	there was / were	<p>Week 10: Revision of all previous vocabulary and sentences.</p>
l'automne (m)	autumn																																																			
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Year 8 - Geography- Cycle 1	Week 1 – Water Cycle	Week 2 - Rainfall
<p>Key vocabulary</p> <ul style="list-style-type: none"> Weather: the day to day conditions of the atmosphere (e.g. temperature, wind, rainfall). Climate: the average weather conditions over time, usually over a 30-year period. Water cycle: the cycle of water between the oceans, atmosphere and land. Precipitation: water droplets in clouds are too heavy and fall as rain, sleet, snow, hail. Condensation: water vapour is cooled and turns back to water droplets . Evaporation: water changing from a liquid into a gas (water vapour). Transpiration: water released from plant leaves into the atmosphere. 	<p>The Hydrological Cycle (Water Cycle)</p>	<p>Relief rainfall: warm moist air forced to rise over mountains, cools and condenses to form clouds and rain.</p> <p>Convective rainfall: Sun heats the land, creating pockets of rapidly rising warm air. It starts to cool and condense to form clouds. This can produce thunderstorms.</p> <p>Frontal rainfall: Occurs when a warm front meets a cold front. Heavier air sinks to the ground and warm air rises above it.</p> <p>Air masses: a large body of air that travels from one area to another.</p> <p>Altitude: Measure of the land's height above sea level. Temperature decreases with 1 °C every 100m in height.</p> <p>Latitude: parallel lines on an atlas map drawn north and south of the equator.</p>
Week 3 - Air Pressure	Week 4 -Anticyclones	Week 5 – Extreme Weather
<p>Air pressure: the weight of air pushing down on the Earth.</p> <p>Depression: A low-pressure system which forms when warm air rises above surrounding cold air which leads to unsettled weather.</p> <p>Cold front: the boundary of an advancing mass of cold air, the trailing edge of the warm sector in a low-pressure system.</p> <p>Warm front: the boundary of an advancing mass of warm air, the leading edge of the warm sector of a low-pressure system.</p> <p>Warm sector: the wedge of air between the warm and cold fronts of a depression.</p> <p>Occluded front: weather pattern in which a cold front overtakes a warm front; associated with the formation of cyclones.</p>	<p>Anticyclones: high pressure systems in the atmosphere associated with dry, settled periods of weather.</p> <p>Winter anticyclones: Cold, dry days with light winds. Temperatures can decrease quickly at night due to clear skies. Fog can form.</p> <p>Summer anticyclones: Long, sunny cloudless days and warm temperatures. Normally dry, although hot temperatures can cause convective rainfall.</p>	<p>Storm Desmond (2015)</p> <ul style="list-style-type: none"> Cumbria / NW England 342.4mm rainfall in 24 hours 1800 people evacuated Estimated cost of £500m 5200 homes affected by flooding One person died in Cumbria and 40 schools closed. Malham Cove waterfall briefly flowed again for the first time in living memory. <p>UK Heatwave (2018)</p> <ul style="list-style-type: none"> 2018 became the joint hottest year since 1960. 38.5 °C was recorded in Faversham, Kent on 25 July 2018. Record number of A&E admissions from heat-related illnesses. 700 more deaths than average Wildfires over moorland Lavender grew well.



Greenhouse Effect	Week 6 – Natural Causes of Climate Change	Week 7 – Human Causes of Climate Change
<p>Greenhouse Effect: Natural warming of the atmosphere as heat given off from the Earth is absorbed by liquids and gases, such as carbon dioxide.</p>  <p>The Greenhouse Effect</p> <p>Some solar radiation is reflected by the Earth and the atmosphere.</p> <p>Some of the infrared radiation passes through the atmosphere. Some is absorbed and re-emitted in all directions by greenhouse gas molecules. The effect of this is to warm the Earth's surface and the lower atmosphere.</p> <p>Most radiation is absorbed by the Earth's surface and warms it.</p> <p>Infrared radiation is emitted by the Earth's surface.</p>	<p>Climate change: a long-term change in the Earth's climate, especially a change due to an increase in the average atmospheric temperature.</p> <p>Natural causes of climate change</p> <p>Milankovitch cycles: Sometimes the Earth's orbit is more elliptical than circular, the Earth's tilt on its axis changes or the Earth wobbles on its axis, all influencing its global temperature.</p> <p>Sunspots: The sun's output is not constant. Temperatures are greatest when there are more sunspots radiating more heat.</p> <p>Volcanic eruptions: Eruptions produce ash and sulphur dioxide which can enter the upper atmosphere. Sunlight can be reflected off this blanket of ash and gas, cooling the planet.</p>	<p>Human Causes of Climate Change</p> <p>Gases such as chlorofluorocarbons (CFCs) and hydrofluorocarbons (HFCs) are human-made. Human activity is increasing the natural levels of these gases and making the greenhouse 'blanket' thicker.</p> <p>As the world's population has grown and countries have developed, they need energy to fuel industry, transport and cities. Power stations, factories, homes and cars burn fossil fuels such as oil or gas. These have to be extracted, or mined, from the ground, releasing carbon dioxide into our atmosphere.</p> <p>The world's forests naturally absorb greenhouse gases, but people are cutting down forests and often burning them, which releases further carbon dioxide.</p>
Week 8 – Impacts of Climate Change	Week 9 – Impacts of Climate Change	Week 10 – Managing Climate Change
<p>UK impacts of climate change</p> <p>The UK's ten warmest years on record have all occurred since 2002.</p> <p>Heatwaves are now 30 times more likely to happen. Parts of the UK would be in danger of flooding with low-lying and coastal cities at risk.</p> <p>There are 240,000 homes currently in flood risk areas. Hotter weather may make growing some crops easier or allow us to grow new ones, such as oranges.</p> <p>Climate change likely to increase the likelihood of new diseases such as malaria.</p>	<p>Worldwide impacts of climate change</p> <p>Small islands in the Pacific are losing ground to erosion.</p> <p>Half of the Great Barrier Reef – one of the biosphere's brightest jewels - is dying due to coral bleaching.</p> <p>In 2019, Greenland lost 600 billion tonnes of ice raising sea levels by 2mm in two months.</p> <p>Bangladesh could lose 20% of its land, leaving 40 million people homeless.</p> <p>Climate change will worsen the uneven distribution of water resources in China.</p> <p>It would cost \$12 billion to defend the Netherlands from sea level rise.</p>	<p>Mitigation: Reducing emissions of and stabilising the levels of heat-trapping greenhouse gases in the atmosphere.</p> <p>Adaptation: Adapting to the climate change already in the pipeline; adjusting to actual or expected future climate.</p> <p>International agreements: Paris agreement in 2015, first legally-binding agreement signed by 190 parties. Goal to keep an increase in global average temperature below 2°C. Carbon capture: removal of CO₂ from power stations and storing it underground.</p> <p>Water supply: water transfer schemes could be used to take water from an area of surplus to an area of shortage. Reducing risk from sea level rise: areas at risk may need sea defences to protect valuable land from increased coastal erosion.</p>

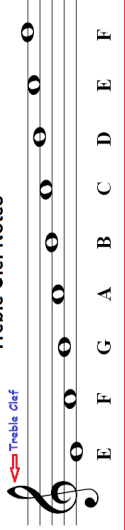

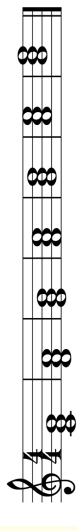
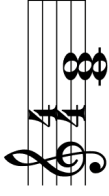


Year 8 - History- Cycle 1	Week 1 – Key Vocabulary	Week 2 – Key Vocabulary
<p data-bbox="269 1799 298 1923">Visual Aid</p>  <p data-bbox="606 1587 785 2128">The Silk Road extended approximately 6,437 kilometres (4,000 miles) across some of the world's most formidable landscapes, including the Gobi Desert and the Pamir Mountains.</p>	<ul data-bbox="269 964 896 1540" style="list-style-type: none"> ● Knight - A man of high social position trained to fight as a soldier on a horse. ● Lord - A person of the highest social group. ● Shrines - A place for worship that is holy. ● Mosque - A building for Islamic religious worship. ● Government - A group of people who control a country. ● Trade - The activity of buying and selling goods. ● Bazaars - An area of small shops selling goods. 	<ul data-bbox="269 352 896 929" style="list-style-type: none"> ● Convalesce - To rest in order to get better after an illness. ● Merchant - A person whose job is buy and sell products. ● Brocades - Heavy cloth with a raised design often of gold or silver thread. ● Missionary - A person sent to another country to teach religion to the people. ● Terracotta - A hard, baked reddish-brown clay. ● Archaeologist - a person who studies the buildings and objects of people from the past Pious Strongly believing in religion. ● Ivory - A hard yellowish-white substance from the tusks of animals used to make objects
<p data-bbox="947 1705 976 2010">Week 3 – Key Vocabulary</p> <ul data-bbox="1016 1575 1494 2152" style="list-style-type: none"> ● Barons - A low-ranking member of nobility. ● Enslaved person - A person who is legally owned by someone else. ● Bureaucracy - A system for controlling or managing a country. ● Scribes - A person who wrote copies of documents. ● Diplomats - A person who represent one country in another. ● Guilds - An organisation of people who do the same job. ● Dynasty - A series of rules or leaders who are from the same family. ● Sultan - A Muslim ruler in the past. ● Refuge - A place that provides protection 	<p data-bbox="947 1140 976 1352">Week 4 - Timeline</p> <ul data-bbox="1016 964 1366 1540" style="list-style-type: none"> ● 4500BC - London is first inhabited. ● 1st Century - The Romans build the settlement of London with a population of 60,000. ● 300- 800AD - The Sogdian people travel along the Silk Road to China spreading Buddhism. 366AD Dunhuang Cave created by Buddhist Monks. ● 600- 800AD - Tang Dynasty in China opens China to foreign influence. 	<p data-bbox="947 529 976 740">Week 5 - Timeline</p> <ul data-bbox="1016 352 1494 929" style="list-style-type: none"> ● 5th Century - Nestorian Christians travel from Greece, Syria and Persia to China. ● 8th Century - Baghdad is founded. ● 9th Century - A university is created at the Great Palace of Constantinople. China makes paper money ● 10th Century: <ul data-bbox="1340 364 1494 917" style="list-style-type: none"> ● Baghdad becomes the biggest city in the world. ● This is known as the Golden Age for the city. ● Tang Dynasty ends and China is fragmented. ● The Barmakids from Afghanistan travelled to the Abbasid capital of Baghdad.



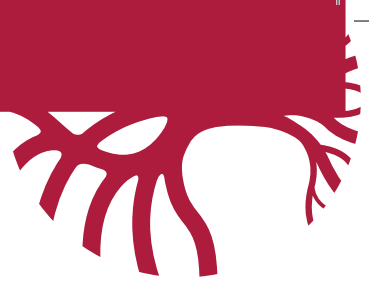
Goods taken across the Silk Road	Week 6 - Timeline	Week 7 – Ancient Baghdad
<ul style="list-style-type: none"> An abundance of goods travelled along the Silk Road. Merchants carried silk from China to Europe, where it dressed royalty and wealthy patrons. Other favourite commodities from Asia included jade and other precious stones, porcelain, tea, and spices. In exchange, horses, glassware, textiles, and manufactured goods travelled eastward. 	<ul style="list-style-type: none"> 11th Century - Mongol tribes are united under Genghis Khan. The Mongol Empire begins. The trade routes on the Silk Road are temporarily disrupted. 12th Century - London has a population of 100,000. 1346- 1353 - The Black Death sweeps across Asia and Europe killing 30-40% of the population. 1350- 1423 - Richard Whittington, a London merchant, makes a fortune exporting English cloth to Europe. He brings back luxury silk and velvets to England. 	<ul style="list-style-type: none"> An estimated population of 1,200,000. The city was built in the shape of a circle with parks and gardens in the middle. At the centre lay the mosque. It was a hub for learning with four great libraries and The House of Wisdom dedicated to translation of Greek, Middle Persian and Syriac works. The city had ‘sprawling markets’ and rich bazaars. Streets were in blocks controlled by an overseer that looked after cleanliness and sanitation.
Week 8 – Ancient Constantinople	Week 9 – The Mongols	Week 10 – The Mongols
<ul style="list-style-type: none"> An estimated population of 800,000. Constantinople was unlike any other location along the Silk Road. This city connected the East and West, and functioned as a place where people and goods from these places could mingle. Its own culture, religion, and rulers were very influential and played an important role in the city’s success. The Silk Road would have been dramatically different if Constantinople did not exist to influence change along this route. 	<ul style="list-style-type: none"> The empire was founded in 1206 and was led by Chinggis Khan (styled as “Genghis Khan” in the West and meaning “universal ruler”). Mongolia’s nomadic farmers relied on the land to sustain them. Their flocks of goats, sheep, horses, and other animals were dependent on abundant grass and water, and Mongols had to travel frequently to sustain them. Khan united many tribes, collected taxes and brought in a form of feudal government. He used modern equipment, such as stirrups, composite bows, leather armour, and gunpowder. 	<ul style="list-style-type: none"> At the empire’s peak, Mongols controlled up to 12 million square miles. Despite its reputation for brutal warfare, the Mongol Empire briefly enabled peace, stability, trade, and protected travel. But Genghis Khan’s death in 1227 ultimately doomed the empire he founded. Disputes among his successors eventually split the empire into four. Khan’s Mongol empire is estimated to have cost 40 million lives, but significantly progressed the trading routes on the Silk Roads.



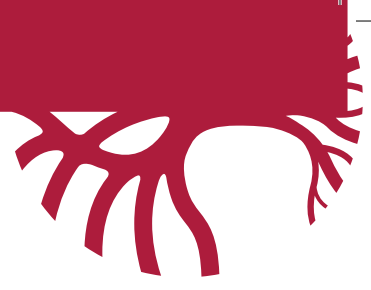
Year 8 - Music - Cycle 1	Week 1 + 2 - content	Week 3 + 4 - content
<p>Playlist</p> <ol style="list-style-type: none"> Someone You Loved Lewis Capaldi I'm Yours Jason Mraz Where Is The Love Black Eyed Peas Take on Me a-ha Save Me BTS Girls Like You Maroon 5 ft. Cardi B Edge Of Glory Lady Gaga So Lonely The Police It's My Life Bon Jovi Little Talks Of Monsters and Men 	<ul style="list-style-type: none"> Key Words <p>Chord Progression The order of chords in a piece of music.</p> <ul style="list-style-type: none"> Music Theory <p>This is a treble clef. We use the treble clef for specific instruments. It will commonly be used for melodies.</p> <div data-bbox="474 983 765 1524" style="border: 1px solid red; padding: 5px;"> <p>Treble Clef Notes</p>  <p>Line Notes E G B D F</p> <p>Space Notes F A C E</p> </div> <ul style="list-style-type: none"> Practice (optional week 1-5) Week 1 – 4 we will be learning the pop song 'I'm Yours' on the piano. You can either practise at home if you have a keyboard or come to the music classroom at break or lunch. 	<ul style="list-style-type: none"> Key words <p>Conjunct The order of chords in a piece of music.</p> <ul style="list-style-type: none"> Music Theory <p>A major scale is a specific pattern of notes. Below is C major scale.</p> <div data-bbox="497 425 809 931" style="border: 1px solid black; padding: 5px;"> <p>C major scale</p>  <p>C D E F G A B C</p> <p>Each one of these notes has it's own triad.</p>  </div>
<p>Week 5 + 6 - content</p> <ul style="list-style-type: none"> Key words <p>Disjunct Moving up or down in intervals. Moving by leaps.</p> <ul style="list-style-type: none"> Music Theory <p>A triad is a stack of thirds together.</p> <div data-bbox="1226 1665 1351 2119" style="border: 1px solid black; padding: 5px;">  <p>G - Fifth E – Major third C - Root</p> </div> <ul style="list-style-type: none"> Practice (optional week 6-10) Week 6 – 10 you will be working in groups to create a mash up of some four chord songs. You can come to the music room at break or lunch. 	<p>Week 7 + 8 - content</p> <ul style="list-style-type: none"> Key words <p>Root The root of the chord is always the note that is the basis for the chord, regardless of its inversion. In root position the lowest note is the root (hence the name), but other notes are the lowest in other inversions of the chord. For example, take a C</p> <ul style="list-style-type: none"> Music Theory <p>In a major scale, each degree of the scale has it's own triad. These are all diatonic chords.</p> <p>Major chords The major chords are chords I (1), IV (4) and V (5). These are all major chords.</p>	<p>Week 9 + 10 - content</p> <ul style="list-style-type: none"> Key words <p>Inversion Rearrangement of notes in a chord.</p> <ul style="list-style-type: none"> Music Theory <p>In a major scale, each degree of the scale has it's own triad. These are all diatonic chords.</p> <p>Minor chords The minor chords are chords ii (2), iii (3), vi (6) and vii (7). Chords ii, iii, and vi are minor chords.</p>



Year 8 – Personal Development – Cycle 1	Week 2 - PSHE	Week 4 - PSHE
<p>Key vocabulary/content/ideas</p> <p>PSHE</p> <ul style="list-style-type: none"> • Discussion and debate – PSHE is centred around hearing facts and sharing opinions. • Illegal – something you are not allowed to have/do and can be arrested if you are caught doing this. <p>RPE</p> <ul style="list-style-type: none"> • Ethics - the decision-making process for determining right and wrong • Morals - a code of behaviour usually based on religious tenets, which often inform our ethical decisions • Global issues – Issues that affect people from all around the world 	<ul style="list-style-type: none"> • Peer pressure - influence from members of one's peer group • Risk taking – young people may take more risks because they feel pressure or intrigue to explore dangerous situations • Coercion - the practice of persuading someone to do something by using force or threats • Consent - permission for something to happen or agreement to do something • Underage drinking – it is for someone under 18: For someone to buy you alcohol To buy or try to buy alcohol For an adult to buy or try to buy alcohol for you To drink alcohol in a licensed premises without a meal. 	<p>Cigarettes and vapes are illegal to purchase under the age of 18.</p> <p>Drugs: You can be arrested for:</p> <ul style="list-style-type: none"> • Possession of a controlled drug. • Possession with intent to supply another person. • Production, cultivation or manufacture of controlled drugs. • Supplying another person • Offering to supply another person • Allowing buildings you occupy or manage to be used for the consumption of certain controlled drugs. <p>County lines - criminal activity in which drug dealers in major cities establish networks for the supply and sale of drugs to users in towns and rural areas, using other people to store and move drugs</p>
<p>Week 6 - PSHE</p> <ul style="list-style-type: none"> • Sexting - the action or practice of sending sexually explicit photographs or messages via mobile phone • Passive - To allow others to do what they want without resistance. • Aggressive - Ready or likely to attack or confront others. • Assertiveness - respect yourself because you're willing to stand up for your interests and express your thoughts and feelings • CPR - lifesaving technique that's useful in many emergencies, such as a heart attack or near drowning, in which someone's breathing or heartbeat has stopped • Primary survey – checking a situation if safe to give first aid. 	<p>Week 8 - RPE</p> <p>At its simplest, ethics is a system of moral principles. They affect how people make decisions and lead their lives. Ethics is concerned with what is good for individuals and society and is also described as moral philosophy. The term is derived from the Greek word <i>ethos</i> which can mean custom, habit, character or disposition.</p> <p>Ethics covers the following dilemmas:</p> <ul style="list-style-type: none"> • how to live a good life • our rights and responsibilities • the language of right and wrong • moral decisions - what is good and bad? • Our concepts of ethics have been derived from religions, philosophies and cultures. They infuse debates on topics like abortion, human rights and professional conduct. 	<p>Week 10 - RPE</p> <ul style="list-style-type: none"> • Types of ethical dilemmas – Animal rights, environmental changes, genetic engineering, poverty, social responsibility, corporate responsibility, theological responsibility (stewardship) • Value - how much something or someone is worth/how important it is. • Moral - Doing the right/good thing. • Immoral - Doing the wrong/bad thing. • Amoral - A situation which is neither moral or immoral. • Absolute morality - The belief that some actions are always right or wrong, regardless. • Relative morality - The belief that the outcome of an action determines whether it is right or wrong.



Year 8 - Spanish Cycle 1		Week 1 – key vocabulary and content		Week 2 - key vocabulary and content	
Classroom Interaction Language					
Hola – Hello ¿Qué tal? – How are you? Estoy muy bien – I am very well Estoy bien – I am well Estoy regular – I am ok Estoy mal – I am bad Gracias – Thank you Por Favor – Please ¿Y tú? – And you? ¿Cómo se dice... en español? – How do you say ... in Spanish? Vamos a... - We are going to... Vamos a hablar – We are going to speak Vamos a leer – We are going to read Vamos a jugar – We are going to play					
aprovechar quedar pintar ayudar el verano el máximo la pared libre pasado negro (un) poco antes sin embargo		to make the most of to meet up meeting up to paint painting to help helping summer maximum wall free past last black (a) little before however		cantar tomar coger intentar ganar el concierto el premio el año el autobús la canción hasta además por	
to sing singing to take taking to take taking to try (to) trying (to) to win winning concert prize year bus song as far as, up to besides as well around because of					
Week 3 - key vocabulary and content		Week 4 - key vocabulary and content		Week 5 - key vocabulary and content	
ser soy eres es somos son		estar estoy estás está estamos están		yo tú él ella Nosotros/as ellos / ellas hacemos hacen	
I am you are s/he/it is we are they are		to sell selling to understand understanding to believe to think to hide hiding to put putting news item journalist (m/f) interview page reality society that about		I you he she we they we do/make they do/make change noise effort trip/journey	
la gente malo sucio limpio listo precioso contento		seguro igual quizás ahora listo precioso contento		el gesto genial mientras mientras que el móvil la llave la calle el niño perdido mi, mis tu, tus completamente	
people bad ill dirty clean ready intelligent precious content happy		sure safe same equal maybe now like this, like that según		gesture great while Whereas mobile phone key street boy lost my your completely	



Classroom Interaction Language	Week 6 - key vocabulary and content	Week 7 - key vocabulary and content	
<p>¿Puedo...? – Can I...? ¿Puedo marcar los puntos? – Can I do the points? ¿Puedo ir al baño? – Can I go to the toilet? ¿Puedo tener...? – Can I have...? Necesito... – I need... Un bolígrafo negro – a black pen Un bolígrafo violeta – a purple pen ¿Por qué? – Why? Porque soy... – Because I am... Me encanta(n)... = I love... Me gusta(n)... = I like... Odio... = I hate Es correcto – It is correct. No es correcto – It is not correct. Diría que es... – I would say that it is.... Creo que es... - I believe that it is...</p>	<p>podemos we are able to we can debemos we have to we must empezar to start starting terminar to finish finishing decir to say saying ver to see seeing todo all (adj) everything (pron) el minuto minute el ejemplo example la opinión opinion la verdad truth el/la estudiante student (m/f) el alemán German (language)</p>	<p>permitir to allow allowing decidir to decide deciding dividir to divide dividing cubrir to cover covering repartir to share out to hand out la fiesta party la canción song la bebida drink el costo* cost el juego game incluso even fuerte strong loud</p>	
	Week 8 - key vocabulary and content	Week 9 - key vocabulary and content	Week 10 - key vocabulary and content
	<p>elegir to choose choosing elijo I choose describir to describe describing compartir to share sharing imprimir to print printing mismo same primero first segundo second tercero third propio own último last corto short largo long finalmente finally</p>	<p>salir to go out going out subir to go up going up perder to lose losing recoger to pick up picking up el partido match el fútbol football la entrada ticket (event) el billete ticket (transport) el fin end la semana week el inglés, la inglesa English person (m/f) el jugador, la jugadora player (m/f) (a) pie (on) foot pues well</p>	<p>13 trece 14 catorce 15 quince 16 dieciséis 17 diecisiete 18 dieciocho 19 diecinueve 20 veinte el cine cinema el calor heat el miedo (de) fear (of) la razón reason la suerte luck el éxito success el sueño sleepiness cerrado closed abierto open en cambio on the other hand</p>

