

# Knowledge Organiser

## Year 8

### Cycle Three

2025-26



St LUKE'S  
Church of England School

## Personal Details

Name ..... Tutor ..... Tutor Group .....

School email address ..... School username ..... Password .....

Sparx username ..... Sparx password ..... Classcharts .....

## Homework Guide

You are expected to spend a minimum of one hour on your homework each day. You should spend 30 minutes on each subject. You will be assessed on the knowledge in your knowledge book for every subject throughout each cycle.

## Homework Schedules

Week commencing	Week	Section of KO to work from	Week commencing	Week	Section of KO to work from
Week 1	A	20th April	Week 9	A	22nd June
Week 2	B	27th April	Week 10	B	29th June Assessment week: Revise for assessments
Week 3	A	4th May	Week 11	A	6th July: Superteaching: Teachers will set homework based on knowledge gaps identified in assessments
Week 4	B	11th May	Week 12	B	13th July: No Homework
Week 5	A	18th May			
Week 6	B	1st June			
Week 7	A	8th June			
Week 8	B	15th June			

Week A	Subject 1	Subject 2
Monday	English	MFL
Tuesday	Sparx English	History
Wednesday	Sparx Maths	PE Health and Nutrition
Thursday	Sparx Science	Geography
Friday	Drama	Comp
Week B	Subject 1	Subject 2
Monday	English	MFL
Tuesday	Sparx English	History
Wednesday	Sparx Maths	Life to the Full
Thursday	Sparx Science	Geography
Friday	Art	Music

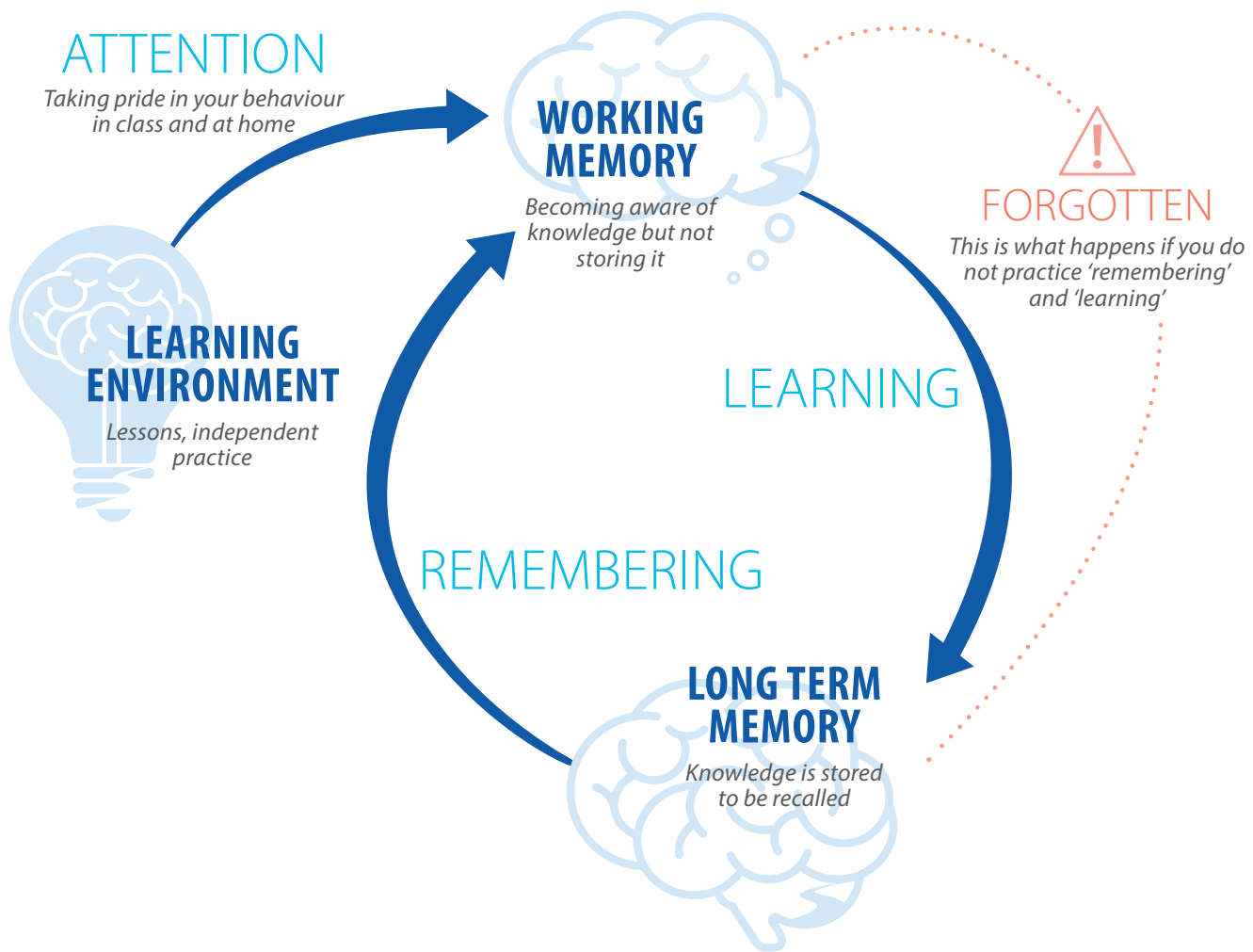
## Sparx Homework

- SPARX maths home learning - <https://sparxmaths.com/>
- Username .....
- Password .....
- Sparx for English, Maths and Science is set a week in advance. English is due on a Tuesday, Maths on Wednesday and Science on Thursday. It is due 8am on the day of deadline.
- There are support sessions in school running Tuesday – Thursday at both break and lunchtime in the Maths corridor.
- Any student who hasn't completed 100% of their Sparx for English, Maths or Science by 8am on deadline day will be expected to attend Sparx homework catch up after school that day. Or get to 100% throughout the day by going to the Maths corridor during break and lunch to catch up.

## Rewards

Early completion rewards are given for English, Maths and Science.

## This is how you learn



## Mastering your Memory and Cornell Notes

- **Learning** is what happens when knowledge moves from your **working memory** to your **long term memory** and can be recalled or retrieved.
- Your **working memory** is like a desktop on your computer. If the information is not 'saved' then it will be **forgotten**.
- Your **long term memory** is like a computer hard drive. **Remembering** is what happens when you access the information in your **long term memory**.
- Cornell notes for homework and do now quiz questions are two of the ways we support you to remember the key content from your lessons.
- Your brain needs to regularly practice retrieving that information for it not to be forgotten.

### Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.



# How can I write the best possible questions for Cornell notes?

?	Is... Are... Was...	Does... Do... Did...	Can (Possibility)	Should (Opinion)	Will (Prediction)	Might (Imagination)
What (Event)						
When (Time)						
Where (Place)						
Who (Person)						
Why (Reason)						
How (Meaning)						

**Journey to deeper questioning**

## This is what your homework should look like:

**Monday**  
Read and make notes

**Week**  
Summarise to 3 bullet points  
Create 5 quiz questions in cue column  
Cover notes and answer questions  
Mark and correct answers

**Geography**

Cue Column	Notes
1. What is a superpower?	• A super power country is one that has a strong military, lots of money, large population & lots of influence.
2. Which countries are super powers?	• At the moment the USA is the main super power. • China, India, Brazil & Russia are all catching up fast.
3. How many countries in the EU?	• EU is also a superpower even though it's 27 countries. • They are rich through trade & globalisation.
4. How did these countries become super powers?	• HIC = High Income country. • NEE = Newly emerging country. • LIC = low income country.
5. What is an HIC?	• Superpower = strong military, ↑ money, ↑ population, ↑ influence. • Examples = (USA), India, China, Russia & EU. • Rich due to trade & globalisation. - HIC/LIC high/low income countries.

**Self Quiz**

1. A super power is a country with a big military, ↑ money & ↑ population. *& lots of money*
2. USA, India, China & Russia are examples. *& Brazil*
3. There are 27 countries in the EU.
4. Globalisation & trade are how they got rich.
5. An HIC is a high income country.

## Timetable Week A

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
<b>Period 1</b> 9.15 - 10.15					
<b>Period 2</b> 10.15 - 11.15					
11.15 - 11.45	Break 1				
<b>Period 3</b> 11.45 - 12.45					
<b>Period 4</b> 12.45 - 1.45					
1.45 - 2.10	Break 2				
<b>Period 5</b> 2.10 - 3.10					
<b>Enrichment</b> 3.10 - 4.10					

## Timetable Week B

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
<b>Period 1</b> 9.15 - 10.15					
<b>Period 2</b> 10.15 - 11.15					
11.15 - 11.45	Break 1				
<b>Period 3</b> 11.45 - 12.45					
<b>Period 4</b> 12.45 - 1.45					
1.45 - 2.10	Break 2				
<b>Period 5</b> 2.10 - 3.10					
<b>Enrichment</b> 3.10 - 4.10					

# Anti-Bullying at St Luke's



**See It.**  
If you see or hear of anyone being bullied you should report it immediately. Be an upstander.

Bullying can impact anyone at anytime. It could happen face to face or online. It is important we are vigilant and look after the people in our school community.

**Bullying can take many forms including:**

- Social media
- Nasty or hurtful messages
- Threatening behaviour
- Name calling
- Sexting
- Cyberbullying
- Pushing, hitting or kicking

**Bullying behaviour can include;**

- People calling you names
- Making things up to get you into trouble
- taking things away from you
- Damaging your belongings
- Sending abusive messages
- Threats and intimidation



**Report It.**  
Bullying, of any kind, has no place at St Luke's. Report bullying as soon as you can.

You can report bullying in a variety of ways. We know it takes courage to do so, but be an Upstander, it's the right thing to do.

You can report bullying to any member of staff, we are all upstanders.

You can also use this email address to report bullying

**[bullyingupstander@stlukescofe.school](mailto:bullyingupstander@stlukescofe.school)**

Bullying can also be reported on the school website via an online form. The form is on the school life tab, then the Anti-bullying ethos page.

Any bullying incidents are reported to the local authority by the school.



**Sort it.**  
We will deal with bullying sensitively and effectively. Everyone has the right to feel safe and happy.



After any bullying incident it is important to ask the following questions:

- 1) Has the bullying stopped?
- 2) Are you happy with the resolution?

if the bullying continues, you must report it again.

As a school community we have a moral duty to challenge bullying and support each other to feel safe and happy, enabling us to live life to the full.





**Year 8 ART**

**WEEK 9/10**

**FORM**

Form refers to three dimensional objects. Forms have height, width and depth.

[3D = height, width + depth]

Forms that are three dimensional, such as sculptures or buildings are called **real forms**.

Two dimensional work can suggest three dimensional objects by including **implied forms**. This means that lines or shapes are shown in a way that suggests they have depth. This can be done using perspective, or through tone or colour effects.

**Geometric forms** are mathematical objects including cubes, pyramids and spheres. Geometric forms appear man made and can suggest something solid, balanced and permanent.

**Organic forms** look natural. They are irregular and may seem flowing and unpredictable. Some designs may mix elements of organic and geometric forms.

**Forms have mass.** The mass of a form is a result of its size and the material it is made from. The greater the mass the heavier a form is.

**FORM VOCABULARY**

- Rounded Angular Irregular
- Small Fragile Feminine
- Masculine Bold Bulbous
- Sculptural Cylindrical Delicate
- Balanced Organic Geometric
- Abstract Realistic Simplified
- Structure Proportion Spherical
- Square Ovoid Regular Volume

**WEEK 7/8**

**PATTERN**

A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a **motif**. Patterns can be regular or irregular.

The starting point of any pattern is the single element that will be repeated. This is called a **motif**.

**Block repeat** - This is where the motif is repeated in exactly the same way in horizontal and vertical lines.

**Half-Drop** - Patterns are made by dropping every second line of motifs down a half-length height of the motif.

**Mirrored** - A way of creating patterns is to mirror the motif. Motifs can be mirrored horizontally or vertically.

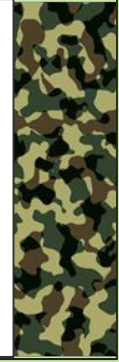
**Irregular pattern** - Is a pattern in which the motif changes or the way it is repeated is unpredictable

**Radiating pattern** - A pattern that is arranged around a central point.

**Natural Patterns**



**Man-Made Patterns**



**WEEK 5/6**

**SHAPE**

A shape is a two-dimensional area. Shapes have height and width but not depth.

[2D = height + width]

Shape is defined by a boundary, such as a line, colour, or texture. It can be geometric, like squares or circles, or organic, like the shapes found in nature

Shape can be positive, meaning it is the actual form, or negative, meaning it is the space around the form.

Artists use shape to create visual interest and composition in their works. They can use shape to create a sense of movement or direction, to emphasize certain elements or objects, or to create a pattern or rhythm.

There are two types of shape:

**Organic** - Organic shapes are ones that can be found in nature. For example fruit, vegetables, flowers and shells all have organic shapes. Organic shapes are **irregular** and **imperfect**. Naturally these shapes will all be slightly different from one another. They are often curved and flowing and can seem unpredictable.

**Geometric** - Geometric shapes are mathematical shapes, such as squares and circles. They are **perfect** and **regular**. They are characterised by straight lines, angles and points.

An exception to this would be a perfect circle as it has no straight lines or points. Other geometric shapes are squares, rectangles, triangles, parallelograms, hexagons etc.

**WEEK 3/4**

**TEXTURE**

Artists and Designers can use actual texture in their work or they can suggest how something feels using techniques that imply texture.

Texture means how something feels. There are two types of texture: **actual texture** and **visual texture**.

**Actual texture** - Actual texture, or physical texture, means the actual physical surface of an artwork or design. It describes the **tactile** feeling you would get if you were able to run your hand over an artwork. This feeling can vary depending on the materials the artist used to create the piece of work. It could be **smooth, bumpy, coarse, rough** or many other textures.

**Visual texture** - Visual texture refers to the artist using their skill to create the illusion of an object's texture. A still life may have a bottle, an orange and a flower. An artist will use their materials and media in a way which will try and make the bottle look smooth, the orange look bumpy and the flower soft, thin and delicate.

**Actual Texture**



**Simulated Texture**



**WEEK 1/2**

**MASKS**

Masks have been a popular subject matter in art for centuries, appearing in various forms in different cultures and styles.

Here are some examples:  
**African masks:** African masks have a long history and are often used in religious and cultural ceremonies. These masks are made from a variety of materials such as wood, metal, and cloth, and are often decorated with vibrant colours and intricate designs.

**Carnival masks:** Carnival masks are a staple of the annual Carnival celebrations in Brazil and other countries. These masks are often colourful and adorned with feathers, beads, and other decorations.

**Venetian masks:** Venetian masks are a type of mask traditionally worn during the Carnival of Venice. These masks are often elaborate and decorated with intricate designs, feathers, and beads.

**Theatre masks:** Theatre masks, also known as comedy and tragedy masks, are a symbol of drama and have been used in theatre productions for centuries. These masks represent the two emotions of the human experience: comedy and tragedy.

Overall, masks have played a significant role in many cultures and have been used in art to represent a variety of themes and ideas.

# Computer Science – Year 8



## Week 1

### Facilities of Languages

CPUs are very impressive but they are actually quite simple when it comes to processing. They can only process **1s** and **0s**.

They do **not** understand how to process high level programming code (e.g. Python).

### Machine Code (Very Low Level Language)

The CPU can only understand one type of code: **Machine Code**  
Made up of Coded Instructions and Data

e.g. **010011100 (binary)**  
**B82.00 (hexadecimal)**

Each piece of machine code is stored as a binary number and then decoded and executed by the CPU's logic circuits.  
**Writing programs in 'Machine Code' is difficult for a human to do**

### Assembly Language (Low Level Language)

To overcome this issue, assembly language was created. This language has a small set of commands which represent certain pieces of machine code

This helped programmers as they didn't have to remember sets of **binary code**, instead they learnt **commands**, e.g. Instead of memorising what **1011** or **1001** meant, they just had to remember commands like **ADD** and **SUB**.

These commands are known as

### Mnemonics.

Assembly language is still quite difficult to learn and use and this is why **High Level Languages were produced**.

(Due to less code, **assembly language** can be **processed by the CPU far more quickly** than high level languages)

### High Level Languages (Python, Java, C++ etc)

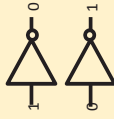
High level code (aka 'source code') is far more easy to write and therefore for humans to understand.  
Its purpose is to be easier to write **AND STILL** be easily translated into machine code.

### Logic

Logic is used to make decisions. There are very few logic operations that a CPU will perform on its inputs.

### Invert or NOT operation

The NOT gate produces an output which is the reverse of the input. If the input is 1 (Logic True) then the output is 0 (Logic False). If the input is 0 (Logic False) then the output is 1 (Logic True)  
The shorthand way of writing this is **Q = NOT A** (where 'A' is the input and 'Q' is the output).



A	Q
1	0
0	1

### The AND operation

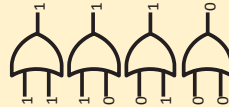
The AND gate takes two inputs, to produce a single output.  
The rule for this gate is that if both A and B are True then the output is also True, otherwise it is False.  
The shorthand for this is **Q = A AND B**



A	B	Q
1	1	1
1	0	0
0	1	0
0	0	0

### The OR operation

The OR gate takes two inputs, to produce a single output.  
The rule for this gate is that if A OR B are True then the output is also True, otherwise it is False.  
The shorthand for this is **Q = A OR B**



A	B	Q
1	1	1
1	0	1
0	1	1
0	0	0

## Week 3

### The Binary Number System

Computers are made up of switches. They are either on (1) or off (0). Computers therefore cannot physically represent any more than 2 numbers (0 and 1).

Any type of data that the computer deals with **HAS** to be converted into a binary number for the computer to process it. The different types of data can be represented by computer systems are:

**Numbers, text, images (inc moving) and sound**

Before it can be processed by the computer the data has to be **converted to numbers**.

### Units of a single binary number:

The basic unit is **0** or **1**.  
This is a **binary digit**, also known as a **bit**  
A bit can store one of **2** numbers (**0** and **1**)  
A group of **8 bits** is known as a...

### Byte

728	64	32	16	8	4	2	1
1	0	0	1	1	1	0	1

A byte can store one of **256** numbers  
A group of **4 bits (1/2 a byte)** is known as a...

### Nibble

8	4	2	1
1	1	0	1

A byte can store one of **16** numbers

### Units of sets/groups of binary numbers

8 bits	1 byte	8 0's / 1's
1024 bytes	1 kilobyte	Roughly 1000 bytes 8192 (0's / 1's)
1024 kilobytes	1 megabyte	Roughly 1 million bytes 8,388,608 (0's / 1's)
1024 megabytes	1 gigabyte	Roughly 1 billion bytes 8,589,934,592 (0's / 1's)
1024 gigabytes	1 terabyte	Roughly 1 trillion bytes 8,796,093,022,208 (0's / 1's)
1024 terabytes	1 petabyte	Roughly 1 quadrillion bytes 9,007,199,254,740,992 (0's / 1's)

## Week 5

### Converting Binary Numbers

Converting from Binary to Denary (easy)  
If you are given a binary number which is to be converted into denary do the following:  
1. Above each bit, write the value of that bit.

128	64	32	16	8	4	2	1
1	0	0	0	0	1	0	1

1. Then simply add the values where there is a 1 underneath.

### Converting from Denary to Binary

Converting from denary to binary is also quite straight forward.  
If we wanted to convert **202** into binary, we would do the following:

1	2	8
1	4	1
1	3	3

Does 128 fit into 202?  
YES! So we add 1 into the column and subtract 128 from 202 (leaving 74)

128	64	32	16	8	4	2	1
1							

Does 64 fit into 74?  
YES! So we add 1 into the column and subtract 64 from 74 (leaving 10)

128	64	32	16	8	4	2	1
1	1						

Does 32 fit into 10?  
NO! So we add a 0 into the column and move on...

128	64	32	16	8	4	2	1
1	1	0					

Does 16 fit into 10?  
NO! So we add a 0 into the column and move on...

128	64	32	16	8	4	2	1
1	1	0	0				

Does 8 fit into 10?  
YES! So we add 1 into the column and subtract 8 from 10 (leaving 2)

128	64	32	16	8	4	2	1
1	1	0	0	1			

Does 2 fit into 2? (we have skipped 4 & 8 as they are 0)

128	64	32	16	8	4	2	1
1	1	0	0	1	0	1	0

# Computer Science - Year 8



## Week 5

### Adding 8-bit binary numbers

Adding binary numbers is much like adding denary numbers (the system we use as humans).

**Things to remember:**

Keep your numbers in the correct columns									
0 + 0 = 0	0 + 1 = 1	1 + 0 = 1	1 + 1 = 11 in binary						

128	64	32	16	8	4	2	1		
0	0	1	1	0	0	1	1		
1	0	0	0	1	1	1	1		
								0	

1+1 = 0 carry 1

128	64	32	16	8	4	2	1		
0	0	1	1	0	0	1	1		
1	0	0	0	1	1	1	1		
								1	0

(don't forget the carried 1) 1+1+1=1 carry 1

128	64	32	16	8	4	2	1		
0	0	1	1	0	0	1	1		
1	0	0	0	1	1	1	1		
								0	1

(don't forget the carried 1) 0+1+1=0 carry 1

128	64	32	16	8	4	2	1		
1	0	1	1	0	0	1	1		
1	0	0	0	1	1	1	1		
								0	0

(Skipped in-between steps) 0+0+1=1

128	64	32	16	8	4	2	1		
1	0	1	1	0	0	1	1		
1	0	0	0	1	1	1	1		
								0	1

1+1=0 carry 1 (NOTE: not enough bits to carry 1)

If the result of the addition has a 1 in the 9th bit then Result can not be held in 1 byte (8 bits) so will need to have a 2nd Byte.

This is an **OVERFLOW ERROR**.

## Week 7

### Hexadecimal Number System

A fairly small number like 258 (3 digits long) becomes the massive binary number of 10000010 (9 digits).

**Hexadecimal** (base 16) is a number system to deal with base two numbers (binary) but without the long string of digits!

the denary number system has the place values:

100	10	1			
1	0	1			

= 101

...and the binary number system has the place values:

4	2	1			
1	0	1			

= 5

The hexadecimal number system has the place values:

256	16	1			
1	0	1			

= 257

Because the second column is 16, we count to 15 in the 1s column before we can place a 1 in the 16's column

16	1				
0	15				

In all number systems, placing two digits in one column is not allowed.

So in the Hexadecimal Number System we have to use new symbols to represent 11, 12, 13, 14 and 15. So we use letters!

Base 10	Base 2	Base 16
0	0	0
1	1	1
2	10	2
3	11	3
4	100	4
5	101	5
6	110	6
7	111	7
8	1000	8
9	1001	9
10	1010	A
11	1011	B
12	1100	C
13	1101	D
14	1110	E
15	1111	F

### Character Sets

is used to describe the possible characters that can be represented in a computer system. e.g. A a, 123, @, !, £, emoji's

### Ascii (American Standard Code for Information Interchange)

- Each character is given a binary code
- Uses 7 Bits this gives 128 possible characters
- Extended Ascii used 8 bits – 256 characters – enough for the English language
- Some codes are reserved for control characters (eg TAB, Carriage Return)

### Unicode

- Unicode has a much larger character set
- can represent many more characters/characters from all alphabets
- Uses 16 bits
- It uses 2 bytes that give us 2<sup>16</sup> (65,536 Characters).
- This is used universally to represent many more languages than our own

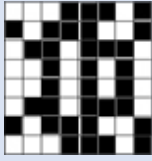
### A sample of the ASCII Character set table:

32	Space	48	0	64	@	80	P	96	.
33	!	49	1	65	A	81	Q	97	,
34	"	50	2	66	B	82	R	98	-
35	#	51	3	67	C	83	S	99	=
36	\$	52	4	68	D	84	T	100	+
37	%	53	5	69	E	85	U	101	*
38	&	54	6	70	F	86	V	102	^
39	'	55	7	71	G	87	W	103	_
40	(	56	8	72	H	88	X	104	~
41	)	57	9	73	I	89	Y	105	!
42	*	58	:	74	J	90	Z	106	"
43	+	59	=	75	K	91	[	107	{
44	,	60	>	76	L	92	\	108	
45	-	61	@	77	M	93	]	109	~
46	.	62	^	78	N	94	^	110	~
47	/	63	~	79	O	95	~	111	~

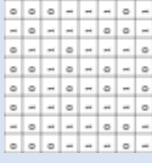
## Week 9

### Images

Bitmap images are made up of rows of "dots" called "pixels" (picture elements).



Each pixel is represented by a binary number.



Behind the scenes, this 1bit image (with each colour represented by a bit) is in fact a series of numbers.

- Stored as Bitmap file as pixels
- Each Pixel of image is made up of a 1 or 0.
- Following information about image is stored in file:
  - Width of the picture in pixels.
  - Number of bits used for each pixel
  - Colour of each pixel.
- Image Resolution = The concentration of pixels in an image
- Higher Resolution = More Pixels = Larger File Size
- Lower Resolution = Less Pixels = Smaller File Size.

Metadata: data about data - Certain information must be defined for the bitmap image. E.g. width, height, pixels, colours,






Colour depth: How many bits will be used to store the colour for each pixel in the grid. E.g. 8 bit (1011001) allows 256 different colours.

The greater the colour depth: The more realistic colours, The more data needs to be stored and the larger the file size on disk

To calculate the size of an image file based on its colour depth and resolution an image which has 10x10 pixels and a 4 bit colour depth can be worked out as follows.

(10 pixels \* 10 pixels) = 100 bits  
 100 \* 4 colour depth = 400 bits  
 400 bits / 8 = 50 bytes (8bits in a byte)

# Year 8 Drama – Lovers and Gangsters – Shakespeare Modernised - MSND

Week One - Two	Week Three - Four	Week Five-Six	Week Seven-Eight	Week Nine-Ten
<p><b>Vocal Skills</b></p> <p><b>Accent</b> A distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class.</p> <p><b>Diction</b> Speaking clearly being sure to pronounce all the consonants of each word so that you can be understood.</p> <p><b>Pace</b> How quickly or slowly you speak.</p> <p><b>Pause</b> A temporary stop when you are speaking.</p> <p><b>Pitch</b> How high or low your voice is when you are speaking.</p> <p><b>Projection</b> Exaggerating your voice in order to "send" it to an audience.</p> <p><b>Tone</b> This is how you communicate emotion and atmosphere when you speak.</p> <p><b>Volume</b> How loud or quiet your voice is when you are speaking.</p> 	 <p><b>Physical Skills</b></p> <p><b>Actions</b> The physical movements made by actors on stage.</p> <p><b>Balance</b> An even distribution of weight enabling the performer to remain stable.</p> <p><b>Body language</b> How you use your body to show something - e.g. standing tall to show pride or confidence</p> <p><b>Facial expressions</b> How you use your face to communicate an emotion - e.g. smiling to show happiness</p> <p><b>Gestures</b> How you use your hands and therefore body to communicate - An Action with meaning.</p> <p><b>Levels</b> Using different heights to communicate a message.</p> <p><b>Movement</b> Travelling creatively around the space or moving position.</p>	<p><b>Thought-tracking</b></p> <p><b>This technique</b> - helps to tell an audience about a character. It is when:</p> <ul style="list-style-type: none"> <li>a character speaks out loud about his/her inner thoughts at a particular moment in the drama</li> <li>a character speaks out loud about his/her inner thoughts during a freeze frame/still-image</li> </ul> <p><b>Why give a thought-track? What does it add to a drama?</b></p> <p>Sometimes in daily life we would like to know what someone thinks at important moments. In drama, too, when we know more of what a character thinks or feels, the drama is deepened, and the audience becomes more involved.</p> 	<p><b>The Story of Pyramus and Thisbe</b></p> <p>Pyramus and Thisbe are a couple of young Babylonians in love. Unfortunately, their families don't get along with each other. The star-crossed lovers whisper sweet nothings through a crack in the wall that separates their houses, until they eventually can't take it anymore and decide to elope.</p> <p>But when Thisbe arrives under the mulberry tree where they're supposed to meet, a bloody-jawed lioness is prowling there. Thisbe screams and runs, leaving her shawl behind.</p> <p>Pyramus arrives a little while later and finds the bloody lioness ripping apart the shawl. Uh oh—we can see where this is headed.</p> <p>Assuming Thisbe has been devoured, he stabs himself with his sword. Later, Thisbe returns, figures out the horrible thing that's happened, and stabs herself with Pyramus's sword, too.</p> <p>To this day, the formerly white berries of the mulberry tree are stained red with the blood of these tragic lovers.</p> 	<p><b>Performing Skills</b></p> <p><b>Physicality:</b> How the actor creates meaning with the body. <b>Gesture:</b> An Action with Meaning - A movement made with the hand/arm/head that means a particular thing. E.g. thumbs up. <b>Facial Expression:</b> The expression on the face.</p> <p><b>Vocal Expression:</b> How the actor creates meaning with the voice not just words. <b>Pitch</b> (high or low voice); <b>Pace</b> (Speed of voice); <b>Projection</b> (Volume of voice) &amp; Emphasis (Stressed words). <b>Tone:</b> A general description of the voice. E.g. a sarcastic tone of voice.</p> <p><b>Storytelling</b> describes the social and cultural activity of sharing stories, sometimes with improvisation, theatrics or embellishment. Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values.</p> <p><b>Reaction:</b> How the character reacts to others (especially when not speaking).</p> <p><b>Performance Energy:</b> the amount of effort put into the performance.</p> 



# Year 8 English – Noughts and Crosses and Non-Fiction



Week 1	Week 2	Week 3	Week 4	Week 5
<ul style="list-style-type: none"> <li>Malorie Blackman was born in 1962 in London. Her parents are from Barbados. She qualified in Computer Science and followed a successful career in computing, before becoming a writer at the age of 28.</li> <li>She has since written 60 books for children and young adults. Her best-known books for young adults are the multi-award-winning <i>Noughts &amp; Crosses</i> series.</li> <li>With <i>Noughts and Crosses</i>, Blackman addresses racial issues, depicting a world in which black people, or 'Crosses', are the ruling elite and white people, or 'noughts', are confined to minority status, denied legal rights and work in menial jobs.</li> <li>She has been awarded numerous prizes and in 2008 she received an OBE for her services to children's literature.</li> <li>Malorie Blackman was the Children's Laureate 2013–15.</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li><b>racism</b> (Unfair treatment of people based on the opinion that one race, typically the race with more wealth and power, is better than another race or races.)</li> <li><b>prejudice</b> (An opinion that is formed without knowing or considering all the facts; hatred or unfair treatment toward a person or group without reason.)</li> <li><b>interracial</b> (Involving two races, e.g. an interracial marriage)</li> <li><b>discrimination</b> (The act of treating some people unfairly because of prejudice.)</li> <li><b>segregation</b> (The practice of separating people according to groups, especially racial groups.)</li> <li><b>oppression</b> (The act of being treated in a way that is cruel or unfair.)</li> <li><b>repression</b> (The action of subduing, or overpowering someone by force)</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li><b>dystopia</b> (An imagined state or society in which injustice, oppression are the norm.)</li> <li><b>rebellious</b> (Someone who is difficult to control and does not follow the rules.)</li> <li><b>betrayal</b> (To not be loyal to your country or a person, often by doing something harmful such as helping their enemies.)</li> <li><b>liberation</b> (An occasion when something or someone is released or made free.)</li> <li><b>militia</b> (A military force whose members are not soldiers in a permanent army.)</li> <li><b>terrorism</b> (The use of violence or fear by a political group as a way of forcing others to meet its demands.)</li> <li><b>extremism</b> (Someone having beliefs that most people think are unreasonable and unacceptable.)</li> <li><b>dominant</b> (Being more important, strong, or successful than anything else of the same type.)</li> </ul>	<p><b>Context</b></p> <p>The play is in the <b>dystopian genre</b>, (relating to an imagined state or society where there is great suffering or injustice). However, it has taken inspiration from real historical events and societies.</p> <p><b>Apartheid (South Africa)</b> was a system for keeping white people and non-whites separated in South Africa. It lasted from about 1950 to the early 1990s. The population of South Africa is mainly non-white but the white government leaders established laws to keep racial groups separate and discriminated against the non-white majority.</p> <p><b>Jim Crow Laws (USA)</b> were laws in the South based on race. They enforced segregation between white people and black people in public places such as schools, transportation, restrooms, and restaurants. They also made it difficult for black people to vote.</p> <p><b>The Black Panthers (USA)</b> were a political group of around 2000 African Americans who believed in fighting for their civil rights. They were seen by some as an army as they clashed violently with the police many times. Others saw them as freedom fighters as they set up charities to help black Americans.</p>	<p><b>Key Quotations – Callum</b></p> <p>'I may be a nought, but I'm worth more than nothing. I'm not a Blanker. A waste of time and space. A zero. A nothing.'</p> <p>'Being in and being accepted are two different things.'</p> <p>'Why couldn't I live in a house like Sephy's?'</p> <p>'Noughts and Crosses should be equal... I support anyone who tries to bring that about.'</p> <p>'They'd murdered my dad... Something inside me had died as well.'</p> <p>'I want to smash you and every other Dagger who crosses my path. I hate you so much it scares me.'</p> <p>'Love doesn't exist – friendship doesn't exist between a Nought and a Cross.'</p>





# Year 8 English – Noughts and Crosses and Non-Fiction



Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Key Quotations - Sephy</b>                      'This place isn't so bad, is it?'                      'Us noughts and you Crosses. It makes it sound like... like I'm in one world and you're in another.'                      'Shouting, like an angry wave, rolled towards me.'                      'YOU'RE ALL BEHAVING LIKE ANIMALS... WORSE THAN ANIMALS! LIKE BLANKERS!'                      'The news lies all the time... the majority of Noughts are decent, hard working people.'                      'You're a Nought and I'm a Cross and there's no way we could ever be together.'                      'I love you. And you love me, I think.'  <b>WITHOUT WITHOUT SENTENCE</b>                      . Repetition of without                      Feeling/emotion (abstract noun)                      Commas for separating sub-clauses/phrases                      Main clause with verb + adverb linking action to state                      Optional participle phrase                      Without any understanding, without any support from society, these issues are only are only going to get worse.</p>	<p><b>Learn These Key Quotations – Other characters</b>                      ***  <b>Jude:</b> 'I'm the only one...who knows what he is and is proud of it.'                      ***  <b>Mr Corsa:</b> 'Get back to your own table – NOW!'  <b>Joanne:</b> 'Everyone knows they're all muggers and they hang around in gangs and knife people'                      ***  <b>Kamal:</b> 'This government does not allow itself to be whitemailed by illegal terrorist groups.'  <b>Kamal:</b> 'cowardly, barbaric act of terrorism.'  <b>THE WRITER'S ASIDE</b>                      Embedded clause in sentence                      Direct address to the reader 'you'                      Dashes used to embed clause and intensify tone                      However- and this is where you come in- we can and must change things for the better.</p>	<p><b>Meggie:</b> 'You killed – you murdered all those people.'  <b>Ryan:</b> 'They were legitimate targets.'  <b>Ryan:</b> 'Long live the liberation militia!'                      ***  <b>Jasmine:</b> 'Oh, Persephone. Grow up. It's about time you stopped behaving like a child!'  <b>Jasmine:</b> 'One day you'll realise that you can't always do what you want in this life.'  <b>THE MORE, MORE, LESS/ LESS, LESS, MORE</b>                      Repetition of 'the more'/less                      Commas for separating sub-clauses/phrases                      Main clause with verb                      The more we question, the more we challenge, the more we voice our concerns, the less people seem to listen</p>	<p><b>Dramaturgy</b></p> <ul style="list-style-type: none"> <li>• <b>Stage Directions</b> - an instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting.</li> <li>• <b>Narrator</b> – one of the performers who speaks directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.</li> <li>• <b>Entrances and exits</b> – when and how characters enter and exit the stage.</li> <li>• <b>Character construct</b> – the deliberate crafting of a character by a writer as a symbol of something.</li> <li>• <b>Foreshadowing</b> - a writer gives an advance hint of what is to come later in the story.</li> <li>• <b>Dramatic Irony</b> – when the audience knows something that the characters don't.</li> <li>• <b>Tension and Tone</b> – when the writer creates a tense atmosphere or tone in the play.</li> <li>• <b>Props and symbolism</b> – items and objects used by characters in the play which represent wider ideas. on the stage</li> </ul>	<p>Revise all of the key quotations from <b>Week 5, Week 6, Week 7 and Week 8</b> ready to use them in Assessment Week.</p>

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# Due Tuesday 8am



# Year 8 French



## Week 1: En vacances

**Key ideas:** On holiday

**Key vocabulary:**

J'ai	I have
Une semaine de vacances	One week of holiday
Deux semaines de vacances	Two weeks of holiday
En janvier, février...	In January, February...
C'est pour Noël	It's for Christmas
C'est pour Pâques	It's for Easter
C'est pour les grandes vacances	It's for the summer holidays
Tu es où en vacances?	Where are you on holiday?
Je suis en vacances...	I am on holiday...
Au bord de la mer	By the sea
À la montagne	In the mountains
À la campagne	In the countryside
Chez mes grands-parents	At my grandparents' house

## Week 2: Les opinions

**Key ideas:** Giving simple opinions about our holidays

**Key vocabulary:**

C'est amusant	It's fun
C'est ennuyeux	It's boring
C'est intéressant	It's interesting
C'est sympa	It's nice
C'est nul	It's rubbish
C'est génial	It's great
Un peu	A bit
Assez	Quite
Très	Very
Complètement	Completely

## Week 3: J'ai visité

**Key ideas:** Introducing the past tense

**Key vocabulary:**

Qu'est-ce que tu as visité?	What did you visit?
J'ai visité le château	I visited the castle
J'ai visité le lac	I visited the lake
J'ai visité le musée	I visited the museum
J'ai visité le parc	I visited the park
J'ai visité le stade	I visited the stadium
J'ai visité la cathédrale	I visited the cathedral
J'ai visité la mosquée	I visited the mosque
J'ai visité la chocolaterie	I visited the chocolate shop

## Week 4: D'abord...

**Key ideas:** Time phrases

**Key vocabulary:**

D'abord	First
Ensuite	Next
Puis	Then
Après	Afterwards
Finalelement	Finally

Avec	With
Avec ma famille	With my family
Avec mes amis	With my friends
Avec mes copains	With my mates
Avec mon frère	With my brother
Avec ma soeur	With my sister
Avec mes parents	With my parents

## Week 5: C'était comment?

**Key ideas:** What was it like?

**Key vocabulary:**

C'était comment?	What was it like?
C'était amusant	It was fun
C'était cool	It was cool
C'était génial	It was great
C'était ennuyeux	It was boring
C'était intéressant	It was interesting
C'était sympa	It was nice
C'était moderne	It was modern
C'était nul	It was rubbish



# Year 8 French



Week 6: Pendant les vacances		Week 7: Qu'est-ce que tu as fait?		Week 8: Tu es allé(e) où?		Week 9: Mes vacances préférées		Week 10: Use this week to revise the content from previous weeks in preparation for your assessment.	
Key ideas: What we did on holiday		Key ideas: More on what we did on holiday		Key ideas: Using the past tense to say where we went		Key ideas: Describing a favourite holiday			
Qu'est-ce que tu as fait pendant les vacances?	What did you do during the holidays?	J'ai visité un parc d'attractions	I visited a theme park	Tu es allé(e) où en vacances?	Where did you go on holiday?	<p>Revise the previous vocab from this topic and make sure you are clear on how to pronounce these words out loud in preparation for our speaking practice.</p> <p>Learn your answers to these questions:</p> <ol style="list-style-type: none"> <li>Tu es allé(e) où en vacances? Where did you go on holiday?</li> <li>Avec qui? Who did you go with?</li> <li>Tu as voyagé comment? How did you travel?</li> <li>Qu'est-ce que tu as fait pendant les vacances? What did you do on your holiday?</li> <li>C'était comment? How was it?</li> </ol>			
Pendant les vacances	During the holidays	J'ai bu un coca	I drank a coke	Je suis allé(e) en Espagne	I went to Spain				
J'ai joué au tennis	I played tennis	J'ai vu un spectacle	I saw a show	Je suis allé(e) en Grèce	I went to Greece				
J'ai joué au foot	I played football	J'ai vu mes personnages préférés	I saw my favourite characters	Je suis allé(e) au Maroc	I went to Morocco				
J'ai mangé des glaces	I ate ice cream	J'ai fait une balade en bateau	I went on a boat ride	Je suis allé(e) aux États Unis	I went to the US				
J'ai mangé une pizza	I ate a pizza	J'ai fait les manèges	I went on the rides	Tu as voyagé comment?	How did you travel?				
J'ai écouté de la musique	I listened to music	J'ai pris des photos	I took photos	J'ai voyagé en avion	I travelled by plane				
J'ai acheté des baskets	I bought some trainers	Je n'ai pas mangé de glaces	I didn't eat any ice cream	J'ai voyagé en bateau	I travelled by boat				
J'ai acheté un tee-shirt	I bought a T shirt	Je n'ai pas acheté des souvenirs	I didn't buy any souvenirs	J'ai voyagé en car	I travelled by coach				
J'ai acheté des BD	I bought some comics	J'ai dormi	I slept	J'ai voyagé en train	I travelled by train				

Year 8 - Geography- Cycle 3

Key Vocabulary

- Processes of Erosion;
- Abrasion:** Material carried by the river hits the sides and bed breaking bits off.
  - Attrition:** Rocks and stones bang against each other chipping bits off.
  - Hydraulic action:** The force of water pushing into cracks in the rock, breaking bits off.
  - Corrosion/Solution:** Rocks dissolving in the water.
- Rivers then transport this material through;
- Suspension:** water carrying fine particles.
  - Solution:** Dissolved material being carried in water.
  - Traction:** Boulders and rocks rolling along the bed.
  - Saltation:** Small pebbles and stones bouncing along.

Week 1 – Drainage Basin

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.



Week 2 - Upper Course

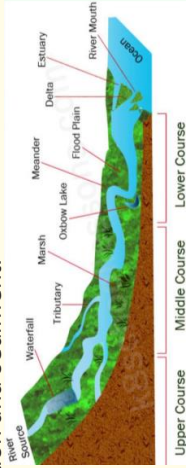
Most rivers share similar characteristics in gradient (steepness) and shape and are split into three sections; **Upper, middle** and **lower course**.

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**.

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.

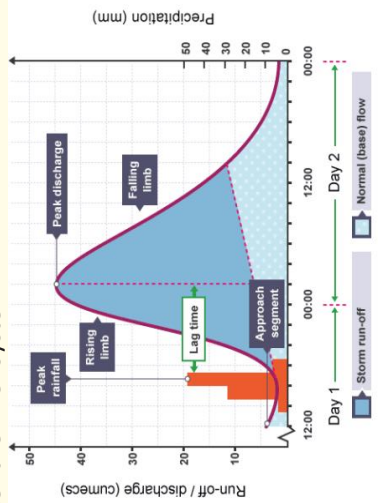
Week 3 – Middle - Lower Course

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.



Week 4 – Hydrographs

**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.



Week 5 – Flooding

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.

Physical causes of flooding: heavy rainfall, long periods of rain, snowmelt, steep slopes, **impermeable** rock (doesn't allow water through), very wet, saturated soils.

Human factors increasing flood risk: **Urbanisation** - because towns and cities have more **impermeable** surfaces and drains that take the water to the river quickly. **Deforestation** - because removing trees reduces the amount of water **intercepted** and increases **runoff**.



Key Vocabulary	Week 6 – Boscastle	Week 7 – Bangladesh
<p><b>Fair Trade:</b> Fairtrade means that the producer (farmer in the LIC) receives a better price for their product regardless of the price on the world market.</p> <p><b>Sustainable:</b> Good for the environment and the people. Fair Trade is sustainable.</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 10px;"> <p>ETHIOPIA</p>  </div> </div> <p><b>FAIRTRADE</b></p>	<p><b>Boscastle</b> is a small coastal settlement in the south west of England. It flooded in August <b>2004</b>, washing cars and buildings into the sea and putting peoples' lives in danger.</p> <p><b>Causes:</b> 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. <b>Responses:</b> £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><b>Bangladesh</b> (LIC) in Asia and it is frequently affected by flooding. In <b>2007</b>, flooding made 9 million people homeless &amp; approximately 1,000 people died from drowning and diseases. <b>Causes:</b> Cyclones cause coastal flooding, low-lying land, melt water from the Himalayas, deforestation, monsoon rains and increasing urbanisation. <b>Immediate responses:</b> Food aid from the Government and other countries, water purification tablets, repairing embankments, rescuing people, seeds given to farmer whose crops were destroyed. <b>Long-term responses:</b> Building embankments, building raised flood shelters, flood warning systems, emergency planning, dams planned and deforestation reduced.</p>
Week 8 – Ethiopia	Week 9 – The Blue Nile	Week 10 – Fair Trade
<p>Population: <b>111 million people</b> (2021)</p> <p>Capital: <b>Addis Ababa</b> with 5 million inhabitants.</p> <p>The country is located on the African continent in a central and eastern position on the <b>Horn of Africa</b>. Ethiopia is a <b>landlocked</b> country and its six neighbouring countries.</p> <p>The country entirely lies within the tropical latitudes, thus the lowlands have <b>tropical savannah</b> or <b>desert climate</b> while the higher mountain plateau experiences a more temperate climate.</p> <p>The lowest point in Ethiopia is the <b>Danakil Depression</b> which is 125 m/ 410 ft below sea level. This is the hottest place on our planet, considering the average annual temperature!</p>	<p>Ethiopia's longest river is the <b>Blue Nile</b>.</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 <b>Lake Tana</b>.</p> <p>Ethiopia has built the <b>Grand Ethiopian Renaissance dam</b> (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>Ethiopia is one of the poorest countries in the world.</p> <p>The economy in Ethiopia is mainly driven by <b>agriculture</b> 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 <b>Fairtrade</b> coffee producer in Ethiopia, was founded in 1999.</p> <p>They are dedicated to promoting <b>environmental stewardship</b> and <b>social justice</b> in their communities. Women hold prominent positions throughout the organisation and all six varieties of OCFCU's award-winning coffee are produced with <b>organic</b> techniques in bird-friendly conditions.</p>



# Year 8 History



Week 1	Week 2	Week 3	Week 4	Week 5
<p><b>The Causes of the First World War</b></p> <p><b>Alliances</b> In 1914 the six most powerful countries in Europe were divided into two opposing alliances: The Triple <b>Alliance</b> (Germany, Austria-Hungary and Italy). Triple <b>Entente</b> (Britain, France and Russia).</p> <p><b>Kaiser Wilhelm II</b> He was the leader of Germany and a very determined man. He was jealous of Britain's army and navy. He introduced the Naval Laws to increase the size of Germany's navy.</p> <p><b>The Arms Race</b> Britain and Germany competed to have the strongest armed forces. The British built the HMS Dreadnought, the most powerful ship at the time. Germany wanted to compete with this and a ship-building competition began. By 1911, Germany had 97 ships and Britain had 185. However, Germany had 2.2 million troops (soldiers) and Britain had 711,000.</p> <p><b>France v. Germany</b> In 1871 during a war between France and Germany, Germany took the region of <b>Alsace Lorraine</b> from France. It was an important industrial area.</p>	<p><b>The Assassination of Franz Ferdinand and the Outbreak of War</b></p> <p>Archduke Franz Ferdinand was assassinated on 28<sup>th</sup> June 1914. He was the heir to the Austrian throne.</p> <p>He was on a visit to Sarajevo, in Bosnia, which was part of the Austro-Hungarian Empire. His driver took a wrong turn and the Archduke and his wife (Sophie) were shot while the car turned round outside Schillers' Café.</p> <p>He was assassinated by Gavrilo Princip, who was a member of the Black Hand Gang.</p> <p>The Black Hand Gang were a Serbian group who wanted Serbia to be independent from the Austro-Hungarian Empire.</p> <p>Austria-Hungary blamed Serbia for Franz Ferdinand's death and attacked Serbia.</p> <p>Russia supported Serbia and Germany supported Austria-Hungary.</p> <p>In August 1914, Germany invaded Belgium and Britain and France declared war on Germany.</p>	<p><b>Trench Warfare</b></p> <p>Trenches were dug across Belgium and North/East France. They got extremely muddy and wet in the winter.</p> <p>Diseases such as trench foot and dysentery were common. Many soldiers' clothes were infested with lice.</p> <p>As the war went on the British army had to ration food. Bully beef and stale biscuits were common.</p> <p>Rats were common due to the poor conditions. Sometimes soldiers killed and cooked them.</p> <p>Soldiers had rifles with a bayonet (a type of knife) attached to the end.</p> <p>Other weapons including machine guns and tanks were used for the first time on a large scale.</p> <p>Mustard and Chlorine gas attacks were common. They led to many deaths and casualties, including blindness and damage to soldiers' sight and breathing. Daily life could be quite boring. Soldiers did tasks such as cleaning equipment and fixing trenches.</p>	<p><b>Key words</b></p> <p><b>Independent</b> = When a country is free to govern itself.</p> <p><b>Alliance</b> = When 2 or more countries make an agreement.</p> <p><b>Arms (Armaments)</b> = Weapons.</p> <p><b>Propaganda</b> = Information that is misleading and persuasive to try and convince people of a certain point of view.</p> <p><b>Censorship</b> = When news, letters, books etc. are checked by the government for anything that is seen as unacceptable and then edited or banned.</p> <p><b>Patriotism</b> = Love for your country.</p> <p><b>The Western Front</b> = The term for the area where fighting took place in France and Belgium.</p> <p><b>The Home Front</b> = The term for all aspects of life in Britain during the war.</p> <p><b>Economic</b> = To do with money and finances.</p> <p><b>Rearm</b> = When a country builds up their supply of weapons and armed forces.</p>	<p><b>The Treaty of Versailles</b></p> <p><b>Guilt Clause - Article 231</b> War guilt clause – Germany and her allies had to take full responsibility for the war.</p> <p><b>Armed forces</b> •The German army was limited to 100,000 men. •Conscription banned. •The navy was limited to 6 large battleships. •No tanks, submarines or an air force. •The Rhineland was demilitarised.</p> <p><b>Reparations</b> •Figure was agreed at £6.6 billion. •It was estimated it would take until 1988 to pay back.</p> <p><b>German land</b> •Lost 10% of land, including Alsace Lorraine back to France. •The Saar, an important industrial area, put under French control (on behalf of League of Nations) for 15 years. •Lost all colonies. •Anschluss (union) was banned with Austria.</p> <p><b>League of Nations</b> •Set up to keep peace, but Germany was not allowed to join, neither was Russia (the USSR), as they were communist.</p>

# Year 8 History

**Week 6**

**The Great Depression**

In October 1929, the Wall Street Crash happened in the USA.

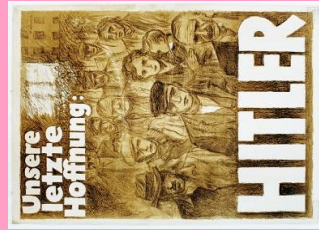
This led to banks and businesses collapsing, unemployment and poverty. There was also less trade between countries.

The USA recalled their loans from Germany, which meant that the German economy also collapsed.

Many German people blamed their government (called the Weimar Republic) and turned to extremist and fascist parties, such as the Nazis.

Hitler and the Nazis promised to provide jobs and food for people, to fix the German economy and to build a new German empire.

Many people voted for the Nazis and Hitler was invited to become Chancellor in 1933.



**Week 7**

**Hitler's actions 1933-1939**

**Hitler's aims:**

Reunite all German speakers

Undo the Treaty of Versailles

Destroy Communism

Expand German living space (Lebensraum)

**Key dates**

1933 - Hitler became **Chancellor** of Germany.

1935 - '**Freedom to Rearm Rally**' showed that the Nazis were rearming.

1936 - Hitler **remilitarised the Rhineland**. This made France feel threatened and encouraged Hitler that Britain and France would not stand up to him.

March 1938 - Hitler marched into Austria and united Germany and Austria - called **Anschluss**.

Sept 1938 - The leaders of Britain, France, Italy and Germany met at Munich, in Germany. They agreed to give Hitler the Sudetenland. This was known as the **Munich Agreement**.

Aug 1939 - **The Nazi-Soviet Pact**. Germany and the USSR agreed to not invade each other and split Poland between them

**Week 8**

**The Second World War – Key events part 1:**

**The Evacuation of Dunkirk (May/June 1940)**

The German army had advanced through Europe and pushed back British, French and Belgian troops, before surrounding them at Dunkirk, in France. British naval ships and civilian boats were able to evacuate around 340,000 troops. The successful evacuation helped boost British morale.

**Battle of Britain (July-October 1940)**

After Dunkirk, Hitler tried to gain control of the air over southern Britain in preparation for an invasion. The Royal Air Force fought to defend Britain from the German Luftwaffe, and were successful, despite having far fewer aircraft. Hitler postponed his planned invasion.

**Operation Barbarossa (June 1941)**

This was the codename for the German invasion of the Soviet Union (Russia). Despite initial successes, the invasion ultimately failed due to the size of the Soviet army and the German army not being prepared for the freezing conditions.

**Week 9**

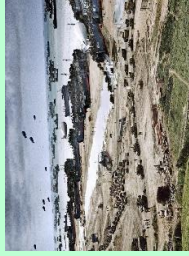
**The Second World War – Key events part 2:**

**Pearl Harbour (7 December 1941)**

Japan launched a surprise attack on the American naval base at Pearl Harbour, destroying planes and ships and killing over 2,000 people. This led to the Americans declaring war on Japan and joining the Allies.

**D-Day (6 June 1944)**

The Normandy landings were when Allied troops landed on beaches in Normandy, north western France, with the ultimate aim of pushing back the German army and forcing them to surrender. It was the largest seaborne operation in history.



**The dropping of the atomic bombs (August 1945)**

After the Japanese army refused to surrender, the USA dropped 2 atomic bombs on Japan; the first on Hiroshima, killing 70,000 people, and the second on Nagasaki, killing 36,000. Radiation poisoning affected people for years afterwards. Japan surrendered on 15 August.



**Week 10**

**The Second World War – Key people:**

Neville Chamberlain: Prime Minister of Britain 1937 – 1940.

Winston Churchill: Prime Minister of Britain 1940 – 1945.



Adolf Hitler: Leader of the German Nazi Party and dictator of Germany 1933 – 1945.

Joseph Stalin: Dictator of the Soviet Union (Russia) 1928 – 1953.

Franklin D. Roosevelt: President of the USA 1933 – April 1945.

Harry Truman: President of the USA April 1945 – 1953.

Dwight Eisenhower: American Army General who became Supreme Commander of the Allied Expeditionary force in Europe.

Bernard Montgomery: British General who was in command of all Allied ground forces on D-Day.



# Year 8 - Life To The Full - Cycle 3



Week 1		Week 3	Week 5	Week 7	Week 9
Key words for our 'Jesus' topic:	Temptation	<p><b>The story of the Prodigal son, which was told by Jesus:</b></p> <p>Jesus told the Prodigal Son story in response to the Pharisees' complaint: "This man welcomes sinners and eats with them" (Luke 15:2). He wanted his followers to know why he chose to associate with sinners.</p> <p>The story begins with a man who has two sons. The younger son asks his father for his portion of the family estate as an early inheritance. Once received, the son promptly sets off on a long journey to a distant land and begins to waste his fortune on wild living. When the money runs out, a severe famine hits the country and the son finds himself in dire circumstances. He takes a job feeding pigs. Eventually, he grows so destitute that he even longs to eat the food assigned to the pigs.</p> <p>The young man finally comes to his senses, remembering his father. In humility, he recognizes his foolishness and decides to return to his father and ask for forgiveness and mercy. The father who has been watching and waiting, receives his son back with open arms of compassion. He is overjoyed by the return of his lost son. Immediately the father turns to his servants and asks them to prepare an enormous feast in celebration of his son's return. Meanwhile, the older son boils in anger when he comes in from working the fields to discover a party with music and dancing to celebrate his younger brother's return.</p> <p>The father tries to dissuade the older brother from his jealous rage explaining, "Look, dear son, you have always stayed by me, and everything I have is yours. We had to celebrate this happy day. For your brother was dead and has come back to life! He was lost, but now he is found!" (Luke 15:31-32). With the return of his son, the father finds the precious treasure for which he had hunted. What love, compassion, and forgiveness he shows! Bitterness and resentment keep the older son from forgiving his younger brother. It blinds him to the treasure he freely enjoys, through constant relationship with the father.</p>	<p><b>The story of the lost sheep, which was told by Jesus:</b></p> <p>Jesus was speaking to a group of tax collectors, sinners and teachers of the law. He asked them to imagine having a hundred sheep and one of them strayed from the fold. A shepherd would leave his ninety-nine sheep and search for the lost one until he found it. Then he said that when the shepherd found the sheep, with joy in his heart, he would put it on his shoulders, take it home, and tell his friends and neighbours to rejoice with him, because he had found his lost sheep.</p> <p>Jesus concluded by telling them there will be more rejoicing in heaven over one sinner who repents and asks for forgiveness than over ninety-nine righteous people who do not need to repent.</p> <p>Jesus taught this lesson to try to demonstrate that Christians believe that God deeply loves and cares personally for each person as individuals. Individuals are valuable to him and Jesus is trying to say that God will seek far and wide to bring humans back home to him. When the one who was lost returns, the Good Shepherd receives him back with joy, and he does not rejoice alone. Sheep have an instinctive tendency to wander. If the shepherd did not go out and seek this lost creature, it would not have found its way back on its own.</p> <p>Jesus calls himself the Good Shepherd in John 10:11-18, who not only searches for lost sheep (sinners) but who lays down his life for them, hence why this is a key parable that Jesus told.</p>	<p><b>The Incarnation</b></p> <p>In Christianity, the incarnation is the belief that God became human. Christians believe that Jesus was God in the flesh.</p> <p><b>Baptism of Jesus and Temptation in the desert</b></p> <p>Jesus was baptised by John the Baptist in the Jordan River. When he came up out of the water the Bible records that a voice came from heaven saying 'this is my son, with whom I am well pleased.'</p> <p>After his baptism Jesus was led by the Spirit into the desert for 40 days where the Bible records that he was tempted by Satan. Satan tempted Jesus to worship him instead of God and Jesus responded with verses of scripture, from the Old Testament.</p> <p><b>Jesus' Ministry (Acts of service to God and others)</b></p> <p>Jesus spent time with people who were seen as 'sinners' and often mistreated by others in society. He often ate with them. The Bible records that he travelled to towns around Lake Galilee and Judea, teaching people and performing miracles such as healing people and casting out demons.</p>	<p><b>Holy Week</b></p> <p>The Final week of Jesus' life is remembered by many Christians as Holy Week.</p> <p>Palm Sunday is the day that Jesus entered Jerusalem, riding on a donkey. Crowds of people laid their cloaks on the floor and praised him.</p> <p>Before he was arrested, Jesus shared a final meal with his disciples. He shared bread and wine, which he said represented his body and blood. He instructed the disciples to share this meal in the future to remember him. Many Christians today take bread and wine as part of Mass, Holy Communion or the Eucharist.</p> <p>Good Friday commemorates the day that Jesus was crucified. After being arrested he was put on trial by the Romans. Some Jewish leaders wanted him to be crucified as they believed he was blaspheming (speaking against God). Jesus died after being crucified on a cross b Roman soldiers.</p> <p>Easter Sunday celebrates Jesus' resurrection from the dead. Some of his female followers were the first to discover that his tomb was empty and he appeared to Mary. He then appeared to the other disciples.</p>
	Apostles				
Baptism	<p>Symbolic act to publicly show your faith in Jesus</p>	<p>The story begins with a man who has two sons. The younger son asks his father for his portion of the family estate as an early inheritance. Once received, the son promptly sets off on a long journey to a distant land and begins to waste his fortune on wild living. When the money runs out, a severe famine hits the country and the son finds himself in dire circumstances. He takes a job feeding pigs. Eventually, he grows so destitute that he even longs to eat the food assigned to the pigs.</p>	<p><b>Baptism of Jesus and Temptation in the desert</b></p> <p>Jesus was baptised by John the Baptist in the Jordan River. When he came up out of the water the Bible records that a voice came from heaven saying 'this is my son, with whom I am well pleased.'</p>	<p><b>The Incarnation</b></p> <p>In Christianity, the incarnation is the belief that God became human. Christians believe that Jesus was God in the flesh.</p>	<p>The Final week of Jesus' life is remembered by many Christians as Holy Week.</p>
Prejudice	<p>An unfair opinion about someone else made without knowing enough about them</p>	<p>The young man finally comes to his senses, remembering his father. In humility, he recognizes his foolishness and decides to return to his father and ask for forgiveness and mercy. The father who has been watching and waiting, receives his son back with open arms of compassion. He is overjoyed by the return of his lost son. Immediately the father turns to his servants and asks them to prepare an enormous feast in celebration of his son's return. Meanwhile, the older son boils in anger when he comes in from working the fields to discover a party with music and dancing to celebrate his younger brother's return.</p>	<p>Jesus concluded by telling them there will be more rejoicing in heaven over one sinner who repents and asks for forgiveness than over ninety-nine righteous people who do not need to repent.</p>	<p><b>The Incarnation</b></p> <p>In Christianity, the incarnation is the belief that God became human. Christians believe that Jesus was God in the flesh.</p>	<p>The Final week of Jesus' life is remembered by many Christians as Holy Week.</p>
Blasphemy	<p>Great disrespect shown to God or to something holy</p>	<p>The young man finally comes to his senses, remembering his father. In humility, he recognizes his foolishness and decides to return to his father and ask for forgiveness and mercy. The father who has been watching and waiting, receives his son back with open arms of compassion. He is overjoyed by the return of his lost son. Immediately the father turns to his servants and asks them to prepare an enormous feast in celebration of his son's return. Meanwhile, the older son boils in anger when he comes in from working the fields to discover a party with music and dancing to celebrate his younger brother's return.</p>	<p>Jesus concluded by telling them there will be more rejoicing in heaven over one sinner who repents and asks for forgiveness than over ninety-nine righteous people who do not need to repent.</p>	<p><b>The Incarnation</b></p> <p>In Christianity, the incarnation is the belief that God became human. Christians believe that Jesus was God in the flesh.</p>	<p>The Final week of Jesus' life is remembered by many Christians as Holy Week.</p>
Prophet	<p>A human who's given a message from God</p>	<p>The young man finally comes to his senses, remembering his father. In humility, he recognizes his foolishness and decides to return to his father and ask for forgiveness and mercy. The father who has been watching and waiting, receives his son back with open arms of compassion. He is overjoyed by the return of his lost son. Immediately the father turns to his servants and asks them to prepare an enormous feast in celebration of his son's return. Meanwhile, the older son boils in anger when he comes in from working the fields to discover a party with music and dancing to celebrate his younger brother's return.</p>	<p>Jesus concluded by telling them there will be more rejoicing in heaven over one sinner who repents and asks for forgiveness than over ninety-nine righteous people who do not need to repent.</p>	<p><b>The Incarnation</b></p> <p>In Christianity, the incarnation is the belief that God became human. Christians believe that Jesus was God in the flesh.</p>	<p>The Final week of Jesus' life is remembered by many Christians as Holy Week.</p>
Parable	<p>A simple story that demonstrates a moral or spiritual lesson</p>	<p>The young man finally comes to his senses, remembering his father. In humility, he recognizes his foolishness and decides to return to his father and ask for forgiveness and mercy. The father who has been watching and waiting, receives his son back with open arms of compassion. He is overjoyed by the return of his lost son. Immediately the father turns to his servants and asks them to prepare an enormous feast in celebration of his son's return. Meanwhile, the older son boils in anger when he comes in from working the fields to discover a party with music and dancing to celebrate his younger brother's return.</p>	<p>Jesus concluded by telling them there will be more rejoicing in heaven over one sinner who repents and asks for forgiveness than over ninety-nine righteous people who do not need to repent.</p>	<p><b>The Incarnation</b></p> <p>In Christianity, the incarnation is the belief that God became human. Christians believe that Jesus was God in the flesh.</p>	<p>The Final week of Jesus' life is remembered by many Christians as Holy Week.</p>
Trinity	<p>The Christian belief in God the father, God the son and God the Holy Spirit</p>	<p>The young man finally comes to his senses, remembering his father. In humility, he recognizes his foolishness and decides to return to his father and ask for forgiveness and mercy. The father who has been watching and waiting, receives his son back with open arms of compassion. He is overjoyed by the return of his lost son. Immediately the father turns to his servants and asks them to prepare an enormous feast in celebration of his son's return. Meanwhile, the older son boils in anger when he comes in from working the fields to discover a party with music and dancing to celebrate his younger brother's return.</p>	<p>Jesus concluded by telling them there will be more rejoicing in heaven over one sinner who repents and asks for forgiveness than over ninety-nine righteous people who do not need to repent.</p>	<p><b>The Incarnation</b></p> <p>In Christianity, the incarnation is the belief that God became human. Christians believe that Jesus was God in the flesh.</p>	<p>The Final week of Jesus' life is remembered by many Christians as Holy Week.</p>
Gospels	<p>The four books written about Jesus and his life in the New Testament of the Bible. Written by Matthew, Mark, Luke and John. The word originally meant "good news/good story".</p>	<p>The young man finally comes to his senses, remembering his father. In humility, he recognizes his foolishness and decides to return to his father and ask for forgiveness and mercy. The father who has been watching and waiting, receives his son back with open arms of compassion. He is overjoyed by the return of his lost son. Immediately the father turns to his servants and asks them to prepare an enormous feast in celebration of his son's return. Meanwhile, the older son boils in anger when he comes in from working the fields to discover a party with music and dancing to celebrate his younger brother's return.</p>	<p>Jesus concluded by telling them there will be more rejoicing in heaven over one sinner who repents and asks for forgiveness than over ninety-nine righteous people who do not need to repent.</p>	<p><b>The Incarnation</b></p> <p>In Christianity, the incarnation is the belief that God became human. Christians believe that Jesus was God in the flesh.</p>	<p>The Final week of Jesus' life is remembered by many Christians as Holy Week.</p>



# Mathematics

# sparx Homework

### How to login:

1. Go to 'www.sparx.co.uk'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for 'St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'

### Complete your compulsory Sparx homework as follows:

- ✓ Write the bookwork code
- ✓ You must show your working and your answer.
- ✓ Mark your answer.
- ✓ If you are struggling, watch the video.
- ✓ Your homework is only complete when you have answered every question correctly.

Homework Thursday 1<sup>st</sup> June 2017

<p><u>Task 1</u></p> <p>D40 <math>12 + 13 = \underline{25}</math> ✓</p> <p>E50 <math>4 \times 3 + 2 \times 5 =</math> <math>12 + 10 = \underline{22}</math> ✓</p> <p>F60 <math>\left(\frac{12}{5} : \frac{18}{5}\right) \div 6</math> <math>\frac{2}{5} : \frac{3}{5}</math> ✓</p> <p>H70 <math>\frac{1}{14} + \frac{1}{7} = \frac{1}{21}</math> ✗</p> <p>J90 <math>\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}</math> <math>= \frac{3}{8}</math> ✓</p> <p>A01 <math>\begin{array}{r} +493 \\ 162 \\ \hline 655 \end{array}</math> ✓</p>	<p>E41 <math>P(\text{yellow}) = \frac{3}{6}</math> ✗</p> <p>F51 <math>P(\text{black}) = \frac{4}{8}</math> <math>= \frac{1}{2}</math> ✓</p> <p><u>Task 2</u></p> <p>G61 All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓</p> <p>H71 <math>P(\text{odd}) = \frac{3}{5}</math> ✓</p> <p><u>Task 3</u></p> <p>J22 <u>False</u> ✓</p>
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Your book work should look like this. You can earn merits for good book work, as well as completing your compulsory, XP boost and target homework tasks.

**What if I need help?**  
Speak to your Maths teacher about the Sparx help clubs.



# Need to know formulae

## Areas

Rectangle =  $l \times w$

Parallelogram =  $b \times h$

Triangle =  $\frac{1}{2} \times b \times h$

Trapezium =  $\frac{1}{2}(a + b)h$

## Circles

Circumference =  $\pi \times \text{diameter} = \pi d$   
 $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle =  $\pi \times \text{radius squared} = \pi r^2$

## Right-angled triangles

Pythagoras' Theorem  
 For a right-angled triangle  
 $a^2 + b^2 = c^2$

Trigonometric ratios (new to F)  
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$ ,  $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$ ,  $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

## Volumes

Cuboid =  $l \times w \times h$

Prism =  $\text{area of cross section} \times \text{length}$

Cylinder =  $\pi r^2 h$

## Compound measures

Speed =  $\frac{\text{distance}}{\text{time}}$

Density =  $\frac{\text{mass}}{\text{volume}}$

Pressure =  $\frac{\text{force}}{\text{area}}$

## Angles formed by parallel lines

ALTERNATE, CORRESPONDING, INTERIOR

## Constructing Pie Charts

The angle to draw for each sector is

$$\text{Angle} = \frac{\text{frequency}}{\text{total}} \times 360^\circ$$

## Angles in Polygons

Sum of Interior Angles =  $(n - 2) \times 180^\circ$   
 Where n is the number of sides of the shape

Exterior Angles add up to  $360^\circ$

One exterior angle in a REGULAR polygon =  $\frac{360^\circ}{n}$

Interior + Exterior =  $180^\circ$

## Other useful formulae

$$\text{gradient} = \frac{\text{change in } y}{\text{change in } x}$$

$$\% \text{ change} = \frac{\text{difference}}{\text{original}} \times 100$$

## Types of numbers

### SQUARE NUMBERS

→ 1, 4, 9, 16, 25, 36, 49, 64, 81, 100 etc  
(1x1)(2x2)(3x3)(4x4)(5x5)(6x6)(7x7)(8x8)(9x9)

### CUBE NUMBERS

→ 1, 8, 27, 64, 125 etc  
(1x1x1)(2x2x2)(3x3x3)(4x4x4)(5x5x5)

### PRIME NUMBERS

→ 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 etc

## Foundation Formula Quiz

## Higher Formula Quiz

### Areas

Parallelogram =  $b \times h$

Triangle =  $\frac{1}{2} \times b \times h$

Trapezium =  $\frac{1}{2}(a + b)h$

### Circles

Circumference =  $\pi \times \text{diameter} = \pi d$   
 OR  $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle =  $\pi \times \text{radius squared} = \pi r^2$

Area of a Sector  
 $A = \frac{\theta}{360^\circ} \times \pi r^2$

Length of an Arc  
 $A = \frac{\theta}{360^\circ} \times \pi d$

### Volumes

Prism =  $\text{area of cross section} \times \text{length}$

Cylinder =  $\pi r^2 h$

Volume of pyramid =  $\frac{1}{3} \times \text{area of base} \times h$

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### Angles formed by parallel lines

ALTERNATE, CORRESPONDING, INTERIOR

### Quadratic equations

The Quadratic Equation  
 To solve a quadratic equation is the form:

$$ax^2 + bx + c = 0$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

### Indices and surds

$$a^0 = 1 \quad a^1 = \sqrt{a}$$

$$a^{-n} = \frac{1}{a^n} \quad a^n = \sqrt[n]{a}$$

$$\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$$

$$\frac{\sqrt{a}}{\sqrt{b}} = \sqrt{\frac{a}{b}}$$

### Straight lines

gradient =  $\frac{\text{change in } y}{\text{change in } x}$

Given a gradient of a line m, the gradient of the line perpendicular to it is  $-\frac{1}{m}$

Perpendicular gradients multiply to give -1.

### Trigonometric formulae

Sine Rule  $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule  $a^2 = b^2 + c^2 - 2bc \cos A$

Area of triangle =  $\frac{1}{2} ab \sin C$



x	0°	30°	45°	60°	90°
sine	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
cos	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
tan	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (infinite)

# Year 8 Music



## Week 1 - 2

### The Elements of Music

**The elements of music are the individual components that, when combined, make music.**

**Melody** : A sequence of single notes. The 'tune'.

**Rhythm** : Notes have different lengths, some long, some short. When we combine long and short sounds, it creates a pattern, which is a rhythm.

**Tempo** : Tempo means the speed of the music. Music can change tempo within a piece.

**Dynamics** : Dynamics means the volume of the music. Music can change dynamics within a piece.

**Pitch** : How high or low of a sound is.

**Structure** : Music is divided into sections. The order of these sections creates a structure. Song structure includes Chorus, Verse, Instrumental etc.

**Texture** : A single part creates a thin sound. Adding more parts/layers creates a bigger sound. These layers can interact with each other.

**Tonality**: The overall sound of the music. Tonality usually falls into two categories which are major and minor.

## Week 3 - 4

### Musical Vocab One

**Conjunct**: Moving up or down by one note. Moving in steps.

**Disjunct**: Moving by leaps.

**Improvisation**: Music made up by a musician in mid performance.

**Pulse**: The beat of the music. Every piece of music has a 'heartbeat'. It doesn't need to be played by drums - you can 'feel' the beat.

**Metre**: Metre is the grouping of beats into regular measures, or bars.

**Off beat**: Playing rhythms that are in-between the main beats of the music.

**Riff**: Repeated short melodic or rhythmic figure.

**Scale**: In music theory, a scale is any set of musical notes ordered by a set pattern. For example, all major scales will have the same pattern. A scale ordered by increasing pitch is an ascending scale, and a scale ordered by decreasing pitch is a descending scale.

**Syncoption**: Accents which are note on the beat, or rhythms that emphasise unusual parts of the beat.

## Week 5 - 6

### Music Vocab Three

**Inversion**: Rearrangement of notes in a chord.

**Major Chord**: In music theory, a major chord is a chord that has a root, major third, and perfect fifth. When a chord has these three notes alone, it is called a major triad.

**Minor Chord**: In music theory, a minor chord is a chord that has a root, minor third, and perfect fifth. When a chord has these three notes alone, it is called a minor triad.

**Imitation**: repetition of a melody.

**Clef**: a sign placed at the start of a musical staff which determines the pitch of notes.

**Sample**: An extract of music which is taken from a song/track that already exists.

**Sampling**: When a producer uses a sample. A recorded sound that is then played back.

**Skank**: Chords are played on beats two and four of the bar.

**Rim Shot**: The drumstick strikes the rim of the snare drum.

**Drum Fill**: Extra percussion often to lead into a new section.

## Week 7 - 8

### Bass Clef

Please study and revise the notes of the bass clef. They are not the same as the treble clef.

To remember the notes of the bass clef creating a mnemonic will help you remember the note positions.

For the notes on the spaces I use:

**All Cows Eat Grass**

For the notes on the lines I use:

**Great Bulls Dashing Fiercely Around**

Instruments that use bass clef include the tuba, double bass, bass guitar and many more.

## Week 9 - 10

A typical rock ballad in verse-chorus form could follow the pattern:

- Intro
- Verse 1
- Chorus
- Verse 2
- Chorus
- MiddleEight
- Chorus • Outro

### The Structure of a Pop or Rock Song

**INTRO**: short opening section, usually instrumental.

**VERSE**: same music but different lyrics each time.

**CHORUS**: repeated with the same lyrics each time (refrain).

**MIDDLE EIGHT**: a link section, often eight bars, with different musical ideas.

**BRIDGE**: a link/transition between two sections.

**OUTRO**: an ending to finish the song (coda). \*You may also hear a pre-chorus, instrumental interlude or instrumental solo.

# Year 8 Core PE



<p><b>Week 1 / 2</b></p>	<p><b>Week 3 / 4</b></p>	<p><b>Week 5 / 6</b></p>	<p><b>Week 7 / 8</b></p>	<p><b>Week 9 / 10</b></p>
<p><u>What is Puberty?</u></p> <ul style="list-style-type: none"> <li>• Puberty is the stage of life where a child's body changes into an adult body.</li> <li>• Changes are caused by hormones (chemical messengers in the body).</li> <li>• Puberty happens at different times and speeds for everyone.</li> <li>• Physical activity is important during puberty for health, confidence, and wellbeing.</li> </ul> <p><u>Physical Changes</u></p> <ul style="list-style-type: none"> <li>• Growth spurts</li> <li>• Increased body hair</li> <li>• Voice changes</li> <li>• Development of breasts/testes</li> <li>• Increased sweat and body odour</li> </ul> <p><u>Emotional Changes</u></p> <ul style="list-style-type: none"> <li>• Mood swings</li> <li>• Increased self-consciousness</li> <li>• Changing friendships</li> </ul> <p><b>Puberty and Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Exercise helps manage stress and mood changes.</li> <li>• Stretching and warm-ups help during growth spurts.</li> </ul>	<p><b>Female Puberty &amp; Introduction to the Menstrual Cycle</b></p> <ul style="list-style-type: none"> <li>• The menstrual cycle is part of female puberty.</li> <li>• It prepares the body for a possible pregnancy.</li> <li>• Periods (menstruation) are normal and healthy.</li> </ul> <p><u>What is a Period?</u></p> <ul style="list-style-type: none"> <li>• The lining of the uterus sheds if pregnancy does not occur.</li> <li>• Blood leaves the body through the vagina.</li> <li>• Usually lasts 3-7 days.</li> </ul> <p><u>The Menstrual Cycle and Physical Activity</u></p> <ul style="list-style-type: none"> <li>• Girls can take part in PE and sport during their period.</li> <li>• Adjustments can be made if needed.</li> </ul> <p><u>Common Misconceptions</u></p> <ul style="list-style-type: none"> <li>• "You can't exercise on your period." ❌</li> <li>• Exercise is proven to release endorphins that reduce cramps, boost mood and fight fatigue.</li> </ul>	<p><b>The Menstrual Cycle &amp; Hormones</b></p> <ul style="list-style-type: none"> <li>• The average menstrual cycle is about 28 days (but this varies).</li> <li>• Hormone levels change throughout the cycle.</li> </ul> <p><u>The Four Phases</u></p> <ul style="list-style-type: none"> <li>• <b>Menstruation</b> – Period begins</li> <li>• <b>Follicular phase</b> – Energy may increase</li> <li>• <b>Ovulation</b> – Egg released</li> <li>• <b>Luteal phase</b> – Energy may decrease</li> </ul> <p><u>The Menstrual Cycle and Physical Activity</u></p> <ul style="list-style-type: none"> <li>• Energy levels may change across the cycle.</li> <li>• Listening to your body is important.</li> </ul> <p><u>How to be Supportive</u></p> <ul style="list-style-type: none"> <li>• Use respectful language at all times</li> <li>• Avoid jokes or comments about bodies or periods</li> <li>• Support teammates if activities are adapted</li> <li>• Respect privacy and personal boundaries</li> </ul>	<p><b>Menstrual Cycle, Performance &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Some people experience symptoms such as cramps, headaches, or fatigue.</li> <li>• Symptoms vary from person to person.</li> </ul> <p><u>Managing Symptoms</u></p> <ul style="list-style-type: none"> <li>• Light exercise and stretching</li> <li>• Hydration</li> <li>• Appropriate kit and hygiene products</li> <li>• Talking to a trusted adult or teacher</li> </ul> <p><u>The Menstrual Cycle and Physical Activity</u></p> <ul style="list-style-type: none"> <li>• Exercise can reduce cramps and improve mood.</li> <li>• Modified activities may be helpful. You can speak to your PE teacher if you feel you need to adapt your PE lesson.</li> </ul> <p><u>Common Misconceptions</u></p> <ul style="list-style-type: none"> <li>• "Periods should stop you doing PE." ❌</li> <li>• Exercise is proven to release endorphins that reduce cramps, boost mood and fight fatigue.</li> </ul>	<p><b>Inclusion, Respect &amp; Positive PE Culture</b></p> <ul style="list-style-type: none"> <li>• Everyone has the right to feel safe and respected in PE.</li> <li>• Understanding body changes builds empathy and teamwork.</li> <li>• Puberty and menstruation should never be used for teasing or exclusion.</li> </ul> <p><u>Positive Behaviours in PE</u></p> <ul style="list-style-type: none"> <li>• Respectful language</li> <li>• Supporting teammates</li> <li>• Allowing privacy</li> <li>• Challenging myths and stereotypes</li> </ul> <p><u>Healthy Choices for Everyone</u></p> <ul style="list-style-type: none"> <li>• Regular physical activity</li> <li>• Balanced diet</li> <li>• Hydration</li> <li>• Sleep</li> <li>• Positive body image</li> </ul> <p><u>Key Takeaways for All Students</u></p> <ul style="list-style-type: none"> <li>• Puberty affects everyone differently.</li> <li>• The menstrual cycle is a normal biological process.</li> <li>• Understanding others improves PE, sport, and teamwork.</li> <li>• Physical activity supports lifelong health.</li> </ul>



# Science

# sparx Homework

## How to login:

1. Go to 'www.sparxscience.com'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for 'St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'
6. Complete the homework task assigned for the week

You can also access SPARX Science from your SPARX Maths home page

## Complete your compulsory Sparx homework as follows:

- ✓ Complete 100% of the questions
- ✓ If you are struggling, use the help "I don't know" button in the bottom left corner. Write down the hint you are given and use it to answer the follow up question.
- ✓ Your homework is only complete when you have answered every question correctly.

Set	Due (8am)
Thursday 4pm	Thursday

## What if I need help?

- Sparx club Wednesday after school
- There are catch up sessions every Thursday both break 1 and 2





# Year 8 Spanish



Week 6: El último día Key ideas: More past tense activities		Week 7: ¿Cómo te fue? Key ideas: How was it?		Week 8: Un desastre Key ideas: Disastrous holidays		Week 9: Mis vacaciones favoritas Key ideas: Describing a favourite holiday		Week 10: Use this week to revise the content from previous weeks in preparation for your assessment.	
El último día de tus vacaciones, ¿qué hiciste?	On the last day of your holidays, what did you do?	Fue	It was	Me gustó	I liked it				
Bebí una limonada	I drank lemonade	Fue divertido	It was fun	Me encantó	I loved it				
Comí paella	I ate paella	Fue estupendo	It was brilliant	¿Por qué?	Why?				
Conocí a un chico/a guapo/a	I met a cute boy/girl	Fue fenomenal	It was fantastic	porque...	Because...				
Escribí SMS	I wrote texts	Fue flipante	It was awesome	Hizo buen tiempo	It was good weather				
Salí con mi hermano/a	I went out with my brother / sister	Fue genial	It was great	Comí algo malo y vomité	I ate something bad and vomited				
Vi un castillo interesante	I saw an interesting castle	Fue regular	It was OK	Llovió	It rained				
Además	Moreover	Fue un desastre	It was a disaster	Perdí mi pasaporte	I lost my passport				
Pero	But	Fue horrible	It was horrible	Perdí mi móvil	I lost my mobile phone				
		Fue horroroso	It was terrible						
		Fue raro	It was weird						









**St LUKE'S**  
Church of England School