

Knowledge Organiser

Year 8

Cycle One

2026-27



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
7th Sept	A	Week 0 - no homework	16th Nov	A	Week 8
14th Sept	B	Week 1	23rd Nov	B	Week 9
21st Sept	A	Week 2	30th Nov	A	Week 10
28th Sept	B	Week 3	7th Dec	B	Week 11 Assessment week: No Cornell notes. Revise for assessments. Only SPARX Homework due.
5th Oct	A	Week 4	14th Dec	A	Week 12 Super teaching week: No Cornell notes. Only SPARX Homework due.
12th Oct	B	Week 5			
19th Oct	A	Week 6			
9th Nov	B	Week 7			

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

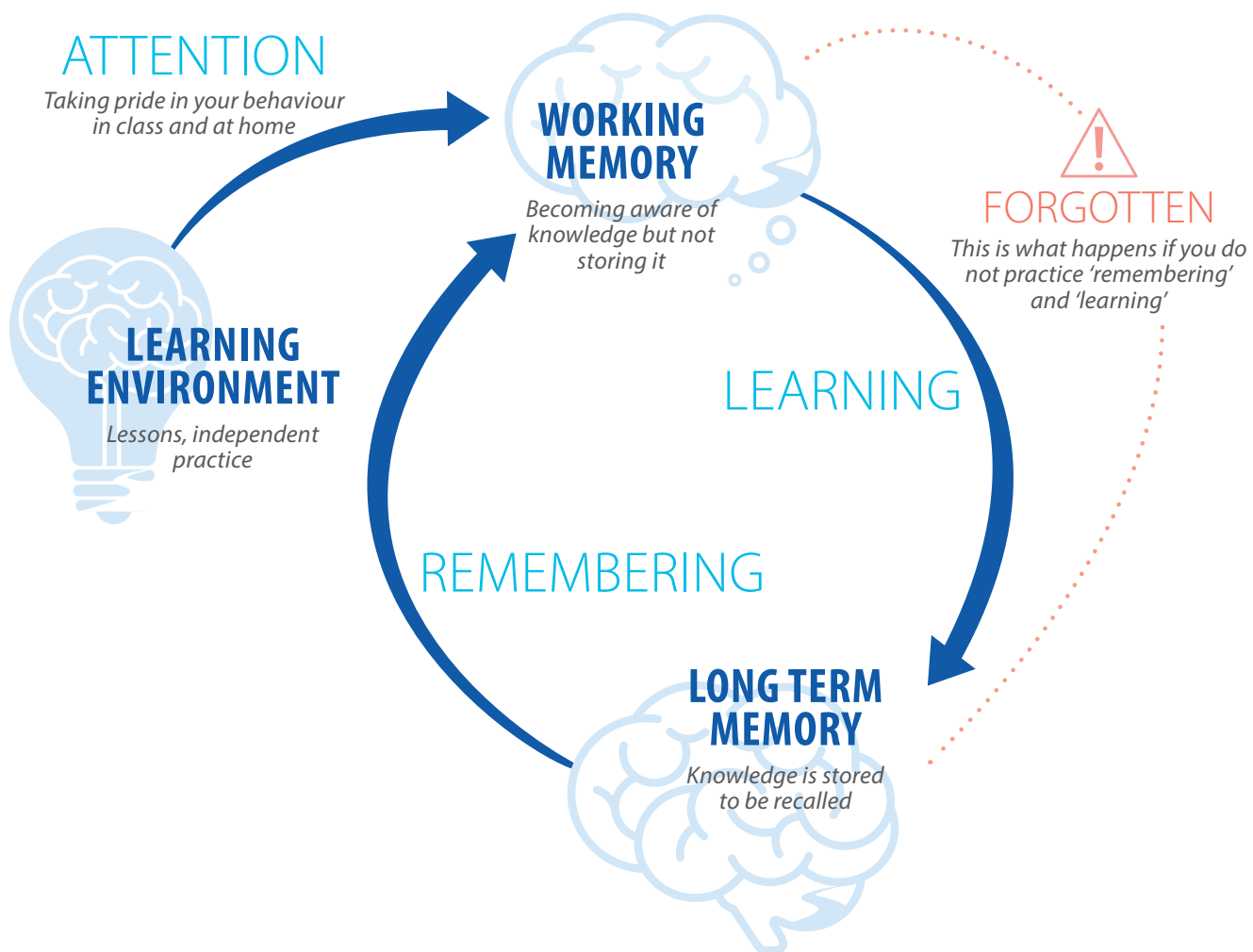
Sparx Homework

- 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**.

- 3) Create 5 Quiz Questions.

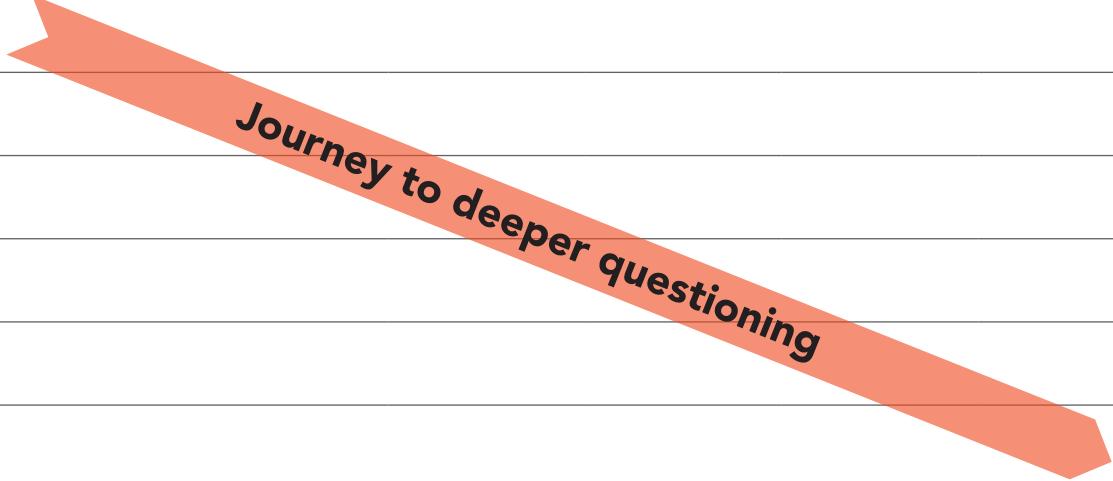
- 4) Answer the five questions in full sentences and then mark and correct with green pen.

- 1) Read your knowledge organiser and then make notes here.

- 2) Summarise notes to three bullet points.

Monday		Week	
Read and make notes	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.			
2.			
3.			
4.			
	Summary		
5.			
Self Quiz			
1.			
2.			
3.			
4.			
5.			

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)						

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 superpower. • 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				
Period 1 9.15 - 10.15					
Period 2 10.15 - 11.15					
11.15 - 11.45	Break 1				
Period 3 11.45 - 12.45					
Period 4 12.45 - 1.45					
1.45 - 2.10	Break 2				
Period 5 2.10 - 3.10					
Enrichment 3.10 - 4.10					

Timetable Week B

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

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.



WEEK 1/2

PROPORTIONS OF THE FACE

The proportions of the head can be divided horizontally into four equal quarters.

The first quarter measures from the top of the head down to the hairline.

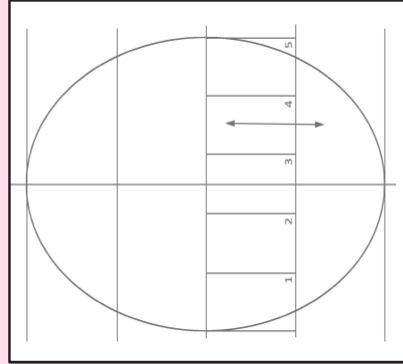
The second quarter measures from the hairline down to the eyes in the middle of the head. The eyes are situated approximately halfway down the head.

The third quarter contains most of the features. At the top of this section the eyes are usually level with the ears, and at the bottom the nose is roughly level with the ear lobes.

The final quarter stretches from the base of the nose to the chin with the mouth positioned just above the halfway mark.

If you view a head from the front, the distance across the eye is similar to the distance between the eyes. The head is about five eyes wide.

The distance between the eyes is similar to the breadth of the nose.



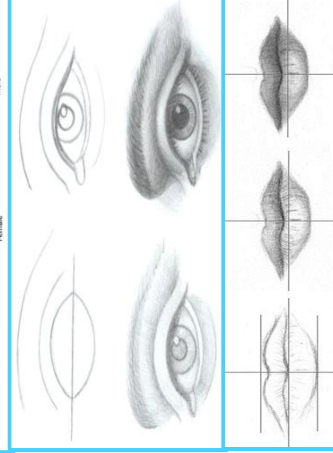
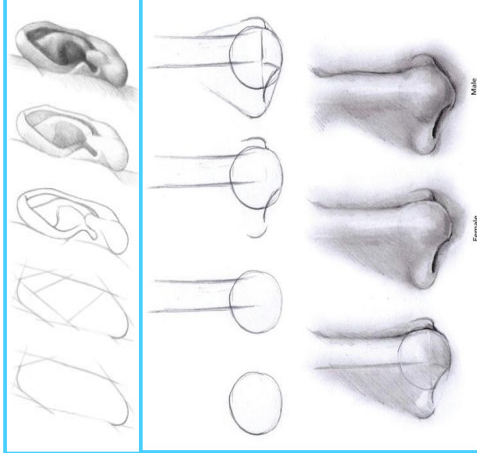
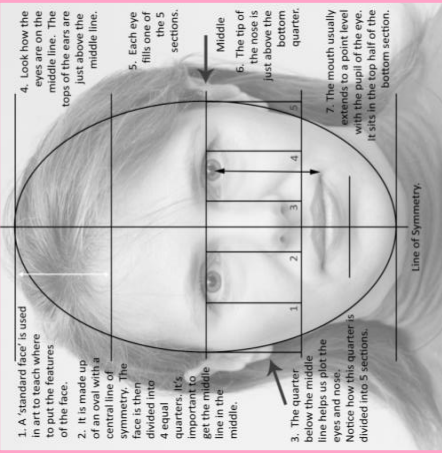
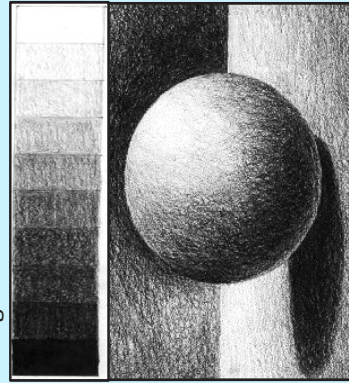
WEEK 3/4

TONE

Refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object.

Using tone in your drawing and painting allows you to create pictorial depth or space. If you apply a colour in one shade only, it can look like a flat graphic surface. Once you begin to add darker shades and highlights to your colours, we can begin to 'read' the flat picture plane as having depth or form.

It just means how dark or light a colour or a shade is. In tonal drawings or paintings, the picture space is made using a range of lighter or darker shades of one colour. You can make a tonal drawing using pencil or charcoal. Build up the darkest shades by pressing harder with your pencil or working layers over another to get a denser shade. You might pick out highlights with an eraser and then put in gradations of mark between the brightest and darkest shades.



Year 8 ART

WEEK 5/6

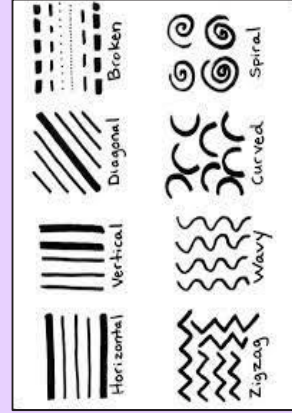
LINE

A line is a mark made on a surface. For example, by a pencil, pen or other art material. It can take many forms: diagonal, horizontal or curved. Line can be used to show many different qualities, for example: Contours, feelings or expressions and movements.

Line is one of the **elements of art**. It is considered by many to be the most basic element of art. In terms of art, line is considered "a moving dot".

A simple way of thinking of a line is to imagine a point that moves. Line has an endless number of uses in the creation of both drawings and paintings.

Lines can also translate from the page to the 3D world of sculpture. Some sculptors use lines in their works. A line can be visible and made into three dimensions in wire or wood. Or it can be invisible, drawn through space by movement.





Year 8 ART

ELEMENTS IN ART

The elements of art are the building blocks used by artists to create a work of art.

LINE / POINT	A line is a mark made on a surface. For example, by a pencil, pen or other art material. It can take many forms: diagonal, horizontal or curved. Line can be used to show many different qualities, for example: Contours, feelings or expressions and movements.
tone	Refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object.
SHAPE	Is a Two-Dimensional area. Shapes can either be geometric, like a circle, square or triangle, or irregular. [2D = height + width]
TEXTURE	Refers to how something feels or how it appears to feel. There are two types of texture; actual texture and simulated texture. <u>Actual Texture</u> : means the actual physical surface of an artwork or design. It describes the tactile feeling you would get if you ran your hand over it. <u>Simulated Texture</u> : refers to the illusion of texture which is created by an artist using various skills.
PATTERN	Refers to a design created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. These motifs can be simple shapes or complex arrangements. Patterns can be man-made, like a design on fabric, or natural, like the markings on animal fur. Patterns can also be regular or irregular

SHAPE VOCABULARY

- Rounded Angular
- Irregular Regular
- Chunky Small Fragile
- Feminine Masculine
- Delicate Balanced
- Organic Geometric
- Abstract Realistic
- Simplified Proportion
- Square Triangle Circle
- Rectangle Pentagon
- Hexagon Ellipse

TONAL VOCABULARY

- Light Dark Shades Harsh Silhouette Tint
- Reflecting Gradient Graphite Grayscale Hatching
- Cross-hatching Shadow Sketch Tonal Solid
- Contrast Dull Shading Highlight Blend Bold Range

LINE VOCABULARY

- Bold Thin Thick Erratic Zig-zag Wavy Broken
- Hatch Cross-hatch Sharp Soft Curved Angular
- Dotted Continuous Straight Horizontal Vertical
- Diagonal Dashed Length Slant Outline Parallel

WEEK 9/10

SHAPE

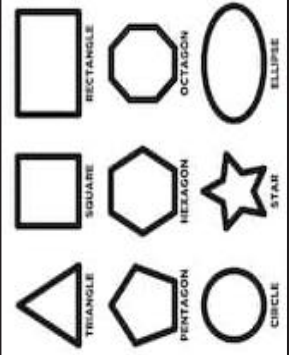
SHAPE is a closed space made when a line connects to itself. A shape is a Two-Dimensional area. Shapes can either be geometric, like a circle, square or triangle, or irregular.
[2D = height + width]
From sharp corners, curved edges and towering sculptures, shape is used throughout art.

Geometric shapes:

Are circles, rectangles, squares, triangles and so on - have the clear edges one achieves when using tools to create them. Most geometric shapes are made by humans, though crystals are also considered to be geometric despite the fact that they are made in nature.

Organic shapes:

Are shapes with a natural look and a flowing and curving appearance. Organic shapes and forms are typically irregular or asymmetrical. Organic shapes are associated with things from the natural world, like plants and animals.



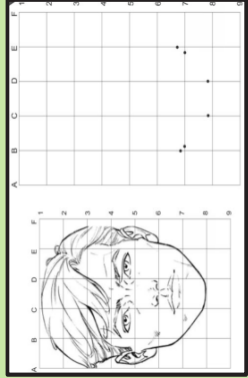
WEEK 7/8

GRID METHOD

The grid method is a method of defining proportion as you create your art. By drawing on a grid, the artist maintains correct proportions of a chosen subject. In a nutshell, the grid method involves placing a grid of squares over a reference photo and placing an identical grid of squares on your drawing paper. You then draw your subject by focusing on one square at a time and replicating what you see in each square.

By using the grid method correctly, every part of the subject will be properly sized and positioned on the paper.

The grid method allows you to get your outline onto your paper without constantly worrying whether you are maintaining proper proportions.



Practical Challenge:

Practice your enlarging skills using the Grid Method.
Copy the empty grid above A-F along the top and 1-9 down the side.
Copy the image on your grid.

Challenge:

You can draw a similar grid on top of your own picture and practice enlarging that.

Year 8 Computing

Week 2

Client requirements

Also known as client brief or client specification

List of instructions for the project.

Can include: Budgets, Timescales, Key Content,

You must meet their requirements otherwise your work will not be fit for purpose

Pre-production

Pre-production is the stage of commercial production that takes place before the project begins. Its can also be described as the planning phase.

It is followed by production (during which the content will be produced) and post-production (where any final changes are applied).

MIND MAPS

Purpose

Used to quickly generate ideas

Shows the relationships / connections between different ideas

Content

- Central node (main theme / idea)
- Sub-nodes (with branches linking them).
- Topics / Ideas (keywords).
- A visual method for showing how ideas link together.

Normally the first document produced during a project

Week 4

Target Audience

A way of using categories that split up the population into different groups.

Income – How much money does the target audience have to spend?

Age – How old are they? How does this affect the product?

Gender – Is the product suitable for their gender?

Location – Can they access the product from their location?

Accessibility – Can they use / access the product?

Ethnicity/ Culture – Have you taken into consideration other cultures/ Ethnicities with your product?

Research

A primary source provides direct or first-hand evidence about an event, object, person, or work of art. Primary sources include historical and legal documents, eyewitness accounts, results of experiments, statistical data, pieces of creative writing, audio and video recordings, speeches, and art objects.

In contrast, a secondary source provides information that is indirect or that was created later by someone who did not experience first-hand or participate in the events or conditions, secondary sources are generally scholarly books and articles

SCRIPTS

Purpose

Provide lines for characters, also details about expression and actions

Provide stage directions for actors, directors and production crews

Content

- Scene header Location / Set (INT / EXT)
- Action line (what happening)
- Character names (centred)
- Dialogue between characters
- Sound and sound effects
- Shot type & Camera movement

STORYBOARDS

Purpose

Mock version of how a moving scene will play out

Shows timings and the flow of a scene

Content

- Scene sketches (content, characters, scenery)
- Camera shots (close up, mid, long)
- Camera movement (pan, tilt, zoom)
- Camera angles (over the shoulder, low / high angle)

Week 6

Work Plans

A structured list of all the tasks and associated activities for the project.

Includes the timescales for each project and the resources required to complete each task.

Can be turned into a Gantt chart to better visualise the timescales required for the project.

Tasks

The key steps required to complete the project. Can be further broken down into activities

Activities

Individual steps that are required to complete tasks.

Milestones

When key points in the project are completed.

Timescales

How long the project will take broken down into tasks. Can be in hours, days weeks, months or years, depending on how long the project lasts.

Resources

What will be required to complete the project. Can be software, hardware or other resources

Contingencies

Additional time that has been built into the work plan in case any of the tasks run over time. Think of it as a backup time in case anything goes wrong.

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Variables, Data Types

A **variable** is a named memory location which temporarily stores data that can change while the program is running.

A **constant** is a named memory location which temporarily stores data that remains the same throughout the execution of the program.

Assigning Data to Variables / Constants

When variables are declared they are usually given an initial value, like the value 14 in the example above. It is also possible to assign values to variables when a program is running.

score = 5 #Initially sets the variable score to 5
score = score + 1 #Increments the variable score by 1

The code above is an example of assignment. The programmer has assigned a new value to the score variable. In this case, they have added 1 onto the score. As the score started at 5 it would now be 6. The value in memory would change from 5 to 6.

Data Types

Data is stored in Variables and Constants differently depending on its type.

Numbers are stored as integers or real numbers, text as string or characters. Lists of the same type of data can be stored in an array.

Data type	Description	Sample data
INTEGER	Stores positive or negative whole numbers	17
REAL/FLOAT	Stores numbers that contain decimal places/values and can also store integers	17.65
CHARACTER	Stores a single character which can be a letter, number or symbol	"\$, 1, "A"
STRING	Stores alphanumeric combinations and text. String is really a group of characters stored together as one. Numbers to be used for calculations should not be stored as string data even though they can be. They should be stored as INTEGER or REAL	"Hello World"
BOOLEAN	Stores True or False only. This is sometimes taught as 1 or 0 only where 1 is true and 0 false	True

Conversion / Casting

Conversion / Casting is used to transform the data types of the contents of a variable using int(), str(), float(), bool(). Casting between any allowable data types is permitted. However you may lose data e.g. casting from a float to an integer (7.5) -> (7)
When using the **input** command in python you MUST cast numeric input to INT or FLOAT as the default data type is string. e.g. if the user entered the number 14 in the following code. The program would store the string(word) "14" not the number.

```
Age = input("Enter Age")
To store the number you would need to cast to an integer
Age = int(input("Enter Age"))
```

Operators & Programming Constructs

There are three types of operator that programmers use: Arithmetic operators, Relational/ logical operators and Boolean operators.

Arithmetic Operator	Operation	Relational Operator	Operator meaning	Boolean Operator
/	Division	==	Equal to	and
*	Multiplication	!=	Not equal to	or
**	Exponentiation	>	Greater than	not
+	Addition	>=	Greater than or equal to	
-	Subtraction	<	Less than	
//	Integer division	<=	Less than or equal to	
%	Modulus			

Arithmetic operator example : **ans=4/2** (4 divided by 2 would result in the answer to the calculation 2 being assigned to the variable ans)

Relational operator example : **if a==b:** (if a is equal to b then perform a block of code)

Boolean operator example : **if a==b and c>d:** (if a is equal to b and c is greater than or equal to d then perform a block of code)

Programming Constructs

Assignment

Assignment is used to set or change the value of a variable

```
<variable identifier> = <value>
Age = 14
<variable identifier> = <expression>
Name = "Bill" + " " + "Smith"
```

Sequence

Every instruction comes one after the other, from the top of the file to the bottom of the file.

```
Name = input( "Enter Name" )
print( "Hello" , Name )
```

Selection

When designing programs, there are often points where a decision must be made. This decision is known as selection, and is implemented in programming using IF statements.

if <expression>:

<command>

elif <expression>:

<command>

else

<command>

if <expression> is true, then first

<command> is executed, otherwise

second <expression> test is checked . if

true, then second <command> is

executed.

Supports multiple instances of 'elif'

The 'else' is not required with the 'elif'

if <expression>:

<command>

If <expression> is true, then <command> is executed

if age > 18:

print("You can enter")

if <expression>:

<command>

else:

<command>

If <expression> is true, then first <command> is executed, otherwise second <command> is executed.

if age > 18:

print("You can enter")

Else:

print("Too young!, Go Home!")

Year 8 DRAMA: DARKWOOD MANOR

Week 1/2

Tension- Used to raise a piece of drama to a climax or anti-climax and to engage an audience. Can be created with sound, silence or the way the characters on stage act/react (Think about a scary film where someone goes towards a door, the audience might feel nervous of what is behind the door due to the music/silence and way the actor is acting/reacting).



Genre- the style of the piece of drama (eg; horror, comedy, musical theatre, melodrama)

Conventions- the absolute 'must have' of a genre (eg; horror must try to be scary, a musical must have song and dance)

Characteristics of genre- the things that it 'might have' (eg; a horror could be scary in lots of ways; ghosts, zombies, clowns, a maniac with a mask- but it won't have all of them!)

Group improv/TIR (teacher in role) - Everyone is involved in an improvised scene. Everyone must focus, stay in role, listen and react in character to what is going on. It can be used to explore a new theme/story and to initiate ideas for devising.

Tasks: Research your own ghost story. Bring it into next lesson. Use it to plan a Ghost story picture book through Drama! Include images, narration and meaningful transitions write down your ideas. See accompanying sheet for an example.

Week 3/4

Multi-role- Playing more than one character within a piece of drama. It must be made clear that you have changed role through the use of clear characterisation.

Characterisation- the way we portray the character we are playing eg; Body language, posture, gesture, facial expressions, use of voice (pitch, pace, pause, tone, emphasis, volume) We must consider their personality and stay in role.

Non-naturalistic- a piece of drama that does not follow the conventions of normal life. This means it can freeze, use thought track, multi-role, jump time, mime, etc- things that don't happen in normal life. The opposite is naturalistic and would include things like the soaps (eg, Coronation Street)

Split scene/Cross cutting- more than one scene on stage at once. The others must freeze whilst one scene is working so as not to distract the audience.



Conscience alley - other students vocalise what is going on in your character's head. This rehearsal technique will help you think about how they might feel in a situation/dilemma.

Tasks: Write down what 5 Objects would you take with you to Darkwood Manor? Note down a Plan of Still pictures to Examine the History of the house. Recreate 3 Events, which might have left the Manor haunted

Week 5/6

Mime-acting with no words. You need clear gestures, body language and facial expressions. Movement is slow and exaggerated.

Music/sound effects and Soundscape/ Sound Collage - are used to enhance the atmosphere of a piece of drama. Soundscape is a collection of sounds either made by the actors or recorded.



Freeze frame/tableau/still image- the actors stand still in an image depicting a moment in the piece of drama. This can be used in with things like thought track or to help a split scene.

Monologue/Soliloquy- a moment when a character talks at length on their own. Monologues are in front of/heard by other characters, soliloquys are said without others hearing.

Thought tracking- The audience hears what a character is thinking. This might be different to what they are saying on the outside.

Direct address- when a character or actor talks directly to the audience. This is non-naturalistic as they are breaking the 4th wall (the front of the stage)

Task: Write down some ideas for a 'Sound Collage'. What sounds are heard in Darkwood Manor the evening the people stay over?

Week 7/8

Devising- to make up your own piece of drama and not use an existing play/script. It is based on a stimulus and is the opposite of improvisation as it is rehearsed and learnt.

Stimulus- something used to help inspire ideas for your piece of drama. A stimulus could be anything eg, an object, poem, painting or event; our stimulus has been a 'theme' (a 'haunted' house, rumours and gossip)

Marking the Moment- a moment which you want to stand out. You can do this with sound, lighting, a freeze, slow motion, etc. Often helps to build tension and raise a piece to a climax.



Flash forward/back- A jump forward or backward in time in a story. The audience must understand this has happened (eg with a freeze. Also, you might become someone else or your character becomes older/younger)

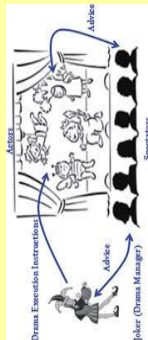
News report- Helps further a plot by giving information and can mark the passing of time. Often done as a direct address or as a report that the characters are watching.

Task: *Should we stay or should we go?* You are A or B. You will have been told which. Learn the thoughts of your character from the next sheet and prepare how you are going to do the role play.

Week 9/10

Rehearsal- practice in order to develop your piece. Early stages of rehearsal include improvising and creating, later stages focus on improving and polishing.

Forum theatre - a rehearsal technique where the audience help edit the piece of work. They will stop you as you perform to make suggestions of ways to improve your work.



Props/scenery/costume/ lights/sound- Things you add to enhance your piece of drama. Some pieces have none, some have many, you have to judge what is right. Too much can be as bad as too little.

Dress rehearsal - the last time through a piece before you perform it. Should include all extra bits (eg, lighting and sound) Helps to identify any last issues you need to iron out.

Performance skills - what you should use to create an engaging performance. Eg; focus, characterisation, actions/reactions, energy, tension, staying in role, projection, no backs to audience, everyone knows their lines/what they are doing throughout.



Y8 Cycle 1 – Animal Farm

Week 1 - Background Information, Introducing Characters, Rhetoric	Week 2 - Communism, Socialism, Propaganda	Week 3 - Power and Control	Week 4 - Fear
Allegory (N) - a story with a hidden meaning. <i>Animal Farm</i> is an <i>allegory</i> for the <i>Russian Revolution/ Soviet Union's early years</i>. Association (N) - ideas linked to a word. Connotation (N) - an idea or feeling which a word invokes for a person in addition to its literal or primary meaning. Inference (N) - a conclusion based on evidence Anthropomorphism (N) - the attribution of human characteristics or behaviour to a god, animal, or object. "Old Major... was so highly regarded on the farm" "No animal in England is free. The life of an animal is misery and slavery" Despite being a socialist, George Orwell did not consider the Soviet Union a positive representation of the possibilities of socialist society The Soviet Union arose in Russia when workers and peasants rebelled against the wealthy/ powerful capitalists/ aristocrats. The new regime took land and industry from private control and put them under government supervision.	Propaganda (N) - biased information promoting a political view. Communism (N) - most property and economic resources are owned and controlled by the state (rather than individual citizens). Socialism (N) - all citizens share equally in economic resources as allocated by a democratically-elected government Comrade (N) - a colleague or a fellow member of an organisation. Satire (N) - the use of humour, irony, or exaggeration, to expose/ criticise people's stupidity or vices (particularly in politics). "All animals are equal" "Whatever goes upon two legs is an enemy" "Whatever goes upon four legs, or has wings, is a friend" Under communism, most property and economic resources are owned and controlled by the state (rather than individual citizens); whereas under socialism, all citizens share equally in economic resources as allocated by a democratically-elected government	Hierarchy (N) - a system in which people or things are arranged according to their importance. (already seen in OMAM). Democracy (N) - a form of government where the people share in deciding how things are run. Dictatorship (N) - a form of government where the leader has total power. Animalism (N) - a philosophical and ethical stance that emphasizes the value of sentient beings. Intelligentsia (N) - highly educated group of people. "The pigs did not actually work but directed and supervised the others." "It was always the pigs who put forward the resolutions. The other animals understood how to vote but could never think of any resolutions of their own." "Four legs good, two legs bad." In a democracy the government has less control over how people spend their time and what they believe. People are free to join clubs, political parties and other groups. In a dictatorship there's just one leader who has total control over the party and the country.	Outlawed (Adj) - ban or make illegal. Oppress (V) - to control or subject someone to hardship (already seen in OMAM). Megalomaniac (N) - a person with an obsessive desire for power. Ostracise (V) - exclusion from a society or group. Indoctrinate (V) - teach (a person or group) to accept a set of beliefs uncritically. "No one believes more firmly than Comrade Napoleon that all animals are equal." "At this . . . nine enormous dogs wearing brass-studded collars came bounding into the barn. They dashed straight for Snowball" As the Soviet government's economic planning failed, Russia suffered under a surge of violence, fear, and starvation. Soviet citizens often did not have access to basic needs, such as clothing or shoes. The KGB was the primary security agency for the Soviet Union. They worked as both an intelligence agency and a force of 'secret police'.



Y8 Cycle 1 – Animal Farm

Week 5 – Inequality, Powerful Lies	Week 6 – Totalitarian Regime	Week 7 – Betrayal and Exploitation	Week 8 – The End
Inequality (N) - difference in size, degree, circumstances, etc.; lack of equality. Domineer (V) - to bully or intimidate someone in an arrogant way (already seen in OMAM). Corruption (N) - dishonest behaviour of those in power. Totalitarian Regime (N) - government which is overly controlling and requires all citizens to obey. Adversary (N) – an opponent. "No animal shall sleep in a bed with sheets" "Do you know the enemy who has come in the night and overthrown our windmill? SNOWBALL!" "All that year the animals worked like slaves."	Tyrannical (Adj) - exercising power in a cruel way. Purge (V) - remove (a group of people considered undesirable) from an organisation or place in an abrupt or violent way. Idealisation (N) - the action of regarding or representing something as perfect or better than in reality. "There was no thought of rebellion or disobedience in her mind" "Napoleon now called upon them to confess their crimes." "There were times when it seemed to the animals that they worked longer hours and fed no better than they had done in Jones's day" "Napoleon was now never spoken of simply as "Napoleon." He was always referred to in formal style as "our Leader, Comrade Napoleon," The leader of Communist Russia, Joseph Stalin, was paranoid of opposition. It was this paranoia that led to the Great Purge where millions of people were executed or sent to labour camps in Siberia. Despite these violent purges, Stalin was idealised. He was worshipped as a great man. Forms of media such as newspapers, posters, statues and radio were used to amplify the successes of the Communist Party and of Stalin.	Proletariat (N) - Russian working class. Bourgeoisie (Adj) - belonging to or characteristic of the middle class, with reference to its perceived materialistic values. Sacrifice (V) - give up something valued. Exploitation (N) - taking advantage of others. "They knew that life nowadays was harsh and bare, that they were often hungry and often cold" "Boxer worked harder than ever. Indeed, all the animals worked like slaves that year." Squealer: "a foolish and wicked rumour had been circulated at the time of Boxer's removal" During the period of time before the Russian Revolution, life for the Proletariat was very difficult. They worked for little pay, often went without food, and were exposed to dangerous working conditions. The Russian Revolution arose in Russia when workers and peasants rebelled against the wealthy/ powerful capitalists/ aristocrats. The new regime took land and industry from private control and put them under government supervision.	Rebellion (N) - armed resistance against a leader. Utopia (N) - an imagined place or state of things in which everything is perfect. Dystopia (N) - an imagined state or society in which there is great suffering or injustice. Thinly veiled criticism - a criticism of something that is not direct and obvious but easily understood and only partially hidden. "If you have your lower animals to contend with ... we have our lower classes!" "The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which." The Soviet Union ended in 1991. As the Soviet government's economic planning failed, Russia suffered under a surge of violence, fear, and starvation. Orwell, unlike many Socialists, was not hooked on the Soviet Union and its policies, nor did he consider the Soviet Union a positive representation of the possibilities of socialist society. He could not turn a blind eye to the cruelties of Soviet Communist Party.

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Due Tuesday 8am

Year 8 French

Week 1: Dans ma ville il y a		Week 2: le weekend, je vais...		Week 3: Tu veux aller?		Week 4: Using the Future tense		Week 5:	
Key vocabulary:		Key vocabulary:		Key vocabulary:		Key vocabulary:		Key verbs:	
Dans ma ville il y a	In my town there is	Où vas-tu le weekend?	Where do you go at the weekend?	Tu veux...?	Do you want to...?	Qu'est-ce que tu vas faire à Paris?	What are you going to do in Paris?	aller	To go
Un centre de loisirs	A leisure centre	Je vais au bowling	I go to the bowling alley	Tu veux aller?	Do you want to go?	Je vais visiter	I'm going to visit	Je vais	I go
Un centre commercial	A shopping centre	Je vais au cinéma	I go to the cinema	Tu veux venir?	Do you want to come?	Je vais aller	I'm going to go	Tu vas	You go
Un château	A castle	Je vais au parc	I go to the park	Oui, je veux bien	Yes, I want to	Je vais prendre des photos	I'm going to take photos	Il/elle va On va	He/she goes We go
Un marché	A market	Je vais au stade	I go to the stadium	Non, je ne veux pas	No, I don't want to	Je vais acheter	I'm going to buy	Nous allons	We go
Une mosquée	A mosque	Je vais à la piscine	I go to the swimming pool	D'accord	OK	Je vais faire un pique-nique	I'm going to go on a picnic	Vous allez	You all go
Une patinoire	An ice rink	Je vais à la plage	I go to the beach	Non, merci	No, thank you	Je vais faire une balade	I'm going to go on a trip	Ils/ells vont	They go
Une piscine	A swimming pool	Je vais à l'église	I go to church	Désolé/e	Sorry	Je vais jouer	I'm going to play	We use the verb 'to go' to build the future tense in French, just like in English, to say what we are GOING TO DO:	
Des magasins	Some shops	Je vais aux magasins	I go to the shops	Tu rigoles!	You're joking!	Je vais manger	I'm going to eat		
Il n'y a pas de	There is no	Le samedi matin	On Saturday morning	Aujourd'hui	Today	Je vais boire	I'm going to drink		
Il n'y a pas d'église	There is no church	Le samedi après-midi	On Saturday afternoon	Ce matin	This morning	Le weekend prochain	Next weekend		
Il n'y a pas de magasins	There are no shops	Le samedi soir	On Saturday evening	Ce soir	This evening	Samedi prochain	Next Saturday		
Le prix	The price			Ce weekend	This weekend			Je vais jouer au foot	I'm going to play football
								Il va visiter le Tour Eiffel	He is going to visit the Eiffel Tower
								On va manger une pizza	We are going to eat a pizza
								Vous allez prendre des photos	You are all going to take photos
								Elles vont faire un pique-nique	They are going to have a picnic



Year 8 French



Week 10:

Use this week to revise the content from previous weeks in preparation for your assessment.

Week 6: Ordering drinks in a		Week 7: Ordering food		Week 8: Emergencies		Week 9: Treatment	
Key vocabulary:		Key vocabulary:		Key vocabulary:		Key vocabulary:	
Un coca	A Coke	Un gateau	A cake	Aidez-moi!	Help me!	Tu dois	You have to
Un orangina	An Orangina	Un croissant	A croissant	La police, s'il vous plaît	Police, please	Tu dois prendre ces comprimés	You have to take these tablets
Une limonade	A lemonade	Des pommes frites	Some chips	Ambulance, s'il vous plaît	Ambulance, please	Tu dois mettre cette crème	You have to put this cream on
Une bouteille d'eau	A bottle of water	Une pizza	A pizza	J'ai mal à	... hurts	Tu dois prendre ces cachets	You have to take these pills
Un jus de pomme	An apple juice	Du pain	Some bread	J'ai mal à la tête	My head hurts	Tu dois prendre ce sirop	You have to take this syrup
Un jus d'orange	An orange juice	Du fromage	Some cheese	J'ai mal au dos	My back hurts	Tu dois te reposer	You have to rest
Un milk-shake au chocolat	A chocolate milkshake	Des oeufs au plat	Fried eggs	J'ai mal à la main	My hand hurts	Tu dois appeler le docteur	You have to call the doctor
Un milk-shake à la fraise	A strawberry milkshake	Du poulet	Chicken	J'ai mal à la jambe	My leg hurts	Tu dois boire beaucoup d'eau	You have to drink a lot of water
Un café	A coffee	Une glace	An ice cream	J'ai mal au pied	My foot hurts	Je me suis cassé le/la...	I have broken
Un thé	A tea	Un sandwich	A sandwich	J'ai mal à l'estomac	My stomach hurts	Je me suis coupé	I have cut
Au lait	With milk	Du fruit	Some fruit	J'ai mal à la gorge	My throat hurts	Je me suis brûlé le/la...	I have burnt...
S'il vous plaît	Please	Des légumes	Some vegetables	J'ai mal aux yeux	My eyes hurt		
		Du pain grillé	Some toast	J'ai mal à l'oreille	My ear hurts		
				J'ai mal à la bouche	My mouth hurts		

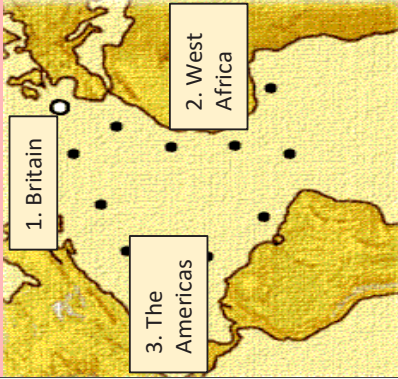


YEAR 8 CYCLE 1 GEOGRAPHY – Weather and Climate Change Knowledge Organiser

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
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. Evaporation: water changing from a liquid into a gas (water vapour) Condensation: water vapour is cooled and turns back to water droplets. Precipitation: water droplets in clouds are too heavy and fall as rain, sleet, snow, hail. Run-off and Rivers: how the water that has fallen as precipitation returns to the sea to complete the water cycle.	Relief rainfall: warm moist air forced to rise over mountains, cools and condenses to form clouds and rain Convictional 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. Frontal rainfall: Occurs when a warm front meets a cold front. Heavier air sinks to the ground and warm air rises above it. Air masses: a large body of air that travels from one area to another. Altitude: Measure of the land's height above sea level. Temperature decreases with 1°C every 100m in height. Latitude: how far from the equator a place is. Closer to the Equator usually means hotter!	Air pressure: the weight of air pushing down on the Earth Low Pressure: means the air is rising leading to clouds, rain and wind High Pressure: means air is falling so there is no condensation, no clouds and no rain. Depression: A low-pressure system which forms when warm air rises above surrounding cold air which leads to most of our rain in the UK. Cold front: the boundary of an advancing mass of cold air, the trailing edge of the warm sector in a low-pressure system. Warm front: the boundary of an advancing mass of warm air, the leading edge of the warm sector of a low-pressure system.	Anticyclones: high pressure systems in the atmosphere associated with dry, settled periods of weather. An anticyclone means cloudless skies (NO RAIN)! This causes nice warm days in the summer, and cloudless but cold days in the winter. Winter anticyclones: Cold, dry days with light winds. Temperatures can decrease quickly at night due to clear skies. Fog can form. Summer anticyclones: Long, sunny cloudless days and warm temperatures. Normally dry, although hot temperatures can cause convectional rainfall. Droughts: a long period with little rain; these can be caused by anticyclones. Heatwaves: extreme heat caused by anticyclones in the summer.	Storm Desmond (2015) 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. UK Heatwave (2018) 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.
WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Climate change: a long-term change in the Earth's climate. Currently the climate is warming due to human actions, and we know this as global warming. Greenhouse effect: natural warming of the atmosphere as heat is trapped in the atmosphere by CO2 and methane. Enhanced greenhouse effect: human caused warming of the atmosphere as humans are adding CO² and methane in huge quantities. Humans contribute to this through driving cars and planes, creating electricity in coal fuelled power stations and manufacturing goods in factories using coal and oil.	Natural causes of climate change Sunspots: The sun's output is not constant. Temperatures are greatest when there are more sunspots radiating more heat. Volcanic eruptions: Eruptions produce ash and sulphur dioxide. Sunlight can be reflected off this blanket of ash and gas, cooling the planet. Human causes of climate change Burning Fossil Fuels: gives off CO2 Deforestation: less trees to take in the CO2 so more in the atmosphere Cattle Farming: cows and other livestock fart and burp methane which is a strong greenhouse gas	UK impacts of climate change The UK's 15 warmest years on record have all occurred since 2002. Heatwaves are now 30 times more likely to happen. Ice is melting which causes the sea level to rise which can flood coastal areas. Parts of the UK would be in danger of flooding with low-lying and coastal cities at risk. 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.	Worldwide impacts of climate change Small islands in the Pacific are losing ground to erosion: the country of Tuvalu is being evacuated already. Half of the Great Barrier Reef – one of the biosphere's brightest jewels – is dying due to coral bleaching. In 2019, Greenland lost 600 billion tonnes of ice raising sea levels by 2mm in two months. Bangladesh could lose 20% of its land, leaving 40 million people homeless. Climate change will worsen droughts, make tropical storms stronger It would cost \$12 billion to defend the Netherlands from sea level rise.	Mitigation: reducing CO2 and Methane so the climate stops warming so fast. 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. Adaptation: dealing with the consequences of climate change. Sea Walls: protect the coast from rising sea levels. Houses on Stilts: protect houses from rising sea levels.

Year 8 History



Week 1	Week 2	Week 3	Week 4	Week 5
What is History? History is the study of the past. It involves investigating important events, people and developments in the past to find out what happened and why things happened. It also involves looking at different historians' views and developing important skills. Why do we study History? At St Luke's we study History in order to become informed about the past, develop the skill of being inquisitive and to become inspired by the past to make a difference to the world today. This is part of living life to the full. Key words in History Chronological = in time order Century = 100 years Decade = 10 years Source = anything that gives us information about the past. Primary source = a source created by someone who was there at the time. Secondary source = a source created by someone who wasn't there at the time.	Key words in History Evidence = facts or information that support a point. Significant = important. Cause = a reason for an event or development. Consequence = the result or effect of an event or development. Interpretation = someone's point of view about something or someone. Empire = a group of countries ruled over by a monarch or ruling power. Colony = An area or country that is part of an empire. Trade = The exchange of goods (buying and selling). Merchants = People who trade goods. Raw materials = Natural resources that are not made e.g. cotton or coal.	Why did Britain want an empire? 1. To buy Merchants made money by selling foreign goods in Britain. They bought luxury goods cheaply (like silks, spices and gold) in places like the East Indies and India. They sold these goods for a high price in Britain. 2. To gain raw materials Factories needed more raw cotton and other raw materials. The factory owners wanted to buy these as cheaply as possible to make more money. We did not have the natural resources or the climate to be able to grow or collect the resources in Britain 3. To sell Britain had lots of new factories to make these goods in, however most colonies did not. This meant that merchants could make a lot of money by selling lots of the finished products back to the colonies. 4. To gain power Britain was competing with other European countries such as France and Belgium for the colonies. These countries realised that you could get more money and become more powerful through controlling colonies.	How did Britain gain an empire? 1. Discovery and Settlers In many cases, the British discovered lands where they had not been before and people went to settle in these new colonies. In the 17th Century, people left Britain and settled on the east coast of America. In 1770 Captain James Cook claimed Australia for Britain. At first the British government saw Australia as a place to send convicts. People then began to emigrate to Australia in large numbers after about 1852. 2. War Britain also increased its empire by winning wars. France was Britain's main European and colonial rival after 1750 and Britain fought France throughout the 18th Century. For example, Britain won and took Canada after the Seven Years' War (1756-1763) and Britain also took the West Indies from France. 3. Trade Many parts of the Empire were conquered to help British trade. The British government slowly took over areas where companies (businesses) went to trade. The Royal Africa Company, which was set up in 1672, dealt with West Africa. The East India Company, which was set up in 1600, ruled a large part on India. In 1882 the British took over Egypt to make sure they took over the Suez Canal. The Canal cut down the journey from India to Britain and was a major boost in Britain's trade.	The Triangular Slave Trade  1. Ships left Britain and Europe for West Africa. They took cheap goods with them such as cloth and iron. 2. The ships landed in West Africa and exchanged their cheap goods for enslaved people with local tribes. 3. Enslaved people were transported in boats to the Americas. This was known as the Middle Passage. They endured terrible conditions on the slave boats. 4. Enslaved people were sold at auction and sent to work on plantations (large farms) in the Americas. 5. The ships returned to Britain. They took cotton, tobacco and sugar with them.

Year 8 History

Week 6

The Middle Passage

- Enslaved people were packed below deck, chained together.
- They would get two basic meals a day, such as beans or porridge.
- They would be 'danced' on deck so that they were fit to be sold.
- During storms the African people were forced to remain below deck all day and night.
- Although there were some successful slave mutinies along the Middle Passage, most Africans who attempted to revolt were killed in the process and put out of their misery.

- Some enslaved people took their own lives by jumping over the side of the boat. Many ships had nets fitted around the boat to avoid losing people.
- It is estimated that about 15% of people who were enslaved died on the journey to America. In total, that was about 2 million people.

Week 7

Life on Plantations

Work

Many enslaved people worked in fields, completing farming jobs. Some worked in houses as maids and servants. Enslaved people worked very long hours in very hard conditions. Children would work from 6 years of age.

Punishments

Enslaved people were kept in line at work by an 'overseer' by being threatened with the whip, sometimes known as 'flogging'. Other punishments included walking the treadmill. The average life span of an enslaved person on a sugar plantation was 7 years.

Resistance

There were 2 main types of resistance: passive (non-violent) and violent. Some people resisted by stealing or running away. Resistance was 'put down' by violence – people were often tortured to show other slaves not to resist.

Culture

Enslaved people were given a monthly allowance of corn and salt herrings (cheap fish) to eat. Enslaved people sang songs such as 'Swing Low Sweet Chariot' to keep spirits up.

Week 8

The Abolition of Slavery in the British Empire

The campaign to abolish slavery began to grow in the 1780s. Abolitionists believed that all people were equal and black Africans should not be made to suffer as slaves.

The Society for the Abolition of the Slave Trade had its first meeting in London in 1787. They campaigned through methods including petitions, books, posters, memorabilia, boycotts of sugar produced on slave plantations and speeches.

William Wilberforce was an MP who led the campaign in parliament. Thomas Clarkson wrote essays and leaflets to convince people that slavery should be abolished. Olaudah Equiano escaped slavery and wrote about his experiences in his autobiography. Josiah Wedgwood created this badge:



In 1807 parliament passed a law to abolish the Transatlantic Slave Trade. In 1833 they passed a law that made slavery illegal in the British Empire.

Week 9

The Black Civil Rights Movement in the USA – Key dates part 1:

1863: Abraham Lincoln's Emancipation Proclamation announced freedom for all enslaved African Americans.

1896: The Plessey v Ferguson court case upheld segregation between black and white Americans.



1909: The NAACP (the National Association for the Advancement of Coloured People) was founded.

1954: The court case Brown v Topeka Board of Education ruled against segregation in schools.

1955 – 56: The Montgomery Bus Boycott was triggered by Rosa Parks refusing to give up her seat for a white man.



Week 10

The Black Civil Rights Movement in the USA – Key dates part 2:

1963: The March on Washington. Martin Luther King gave his 'I have a dream' speech.



1965: The Voting Rights Act removed the unfair literacy tests that prevented many black Americans from registering to vote.

1965: Black marchers were brutally attacked by the police in Selma, Alabama.

2008: Barack Obama was elected as the first African American President of the USA.



2020: The killing of George Floyd sparked widespread protests as part of the Black Lives Matter movement.



Year 8 - Life To The Full - Cycle 1



Week 2		Week 4		Week 6		Week 10		Week 8																			
There are two main types of Muslims which are called Sunni and Shi'a. Prophet Muhammad was the last prophet of Allah. Muslims believe the Qur'an was passed to Muhammad by the angel Jibril. Sunni Muslims follow the five pillars. Shi'a Muslims follow the ten obligatory acts.		Key quotes "There is no God but Allah and Muhammad is his messenger" Shia's add: "and Ali is the friend of God" "Know that whatever you acquire, a fifth of it is for Allah." (Surah 8) "Be steadfast in prayer and regular charity" (Surah 2:43). "Fasting is prescribed to you so you may learn self-restraint." (2:183) "And proclaim that the people shall observe Hajj pilgrimage." Shi'a Muslims differ in their views to Sunni Muslims on who should have been the leader of Islam after Prophet Muhammad died. Shi'as believed it should have been Ali, Muhammad's cousin who should take over. Sunnis believe it should have been Prophet Muhammad's close friend, Abu Bakr. Because of this difference, there was a schism in the religion and Islam split into two main denominations. Sunni Muslims follow the five pillars to know how to live. Shi'a Muslims follow something called the ten obligatory acts but four of the five pillars are included in these ten acts; salah, zakah, sawm and hajj.		Key words to memorise: <table><tr><td>Qur'an</td><td>The holy book for Muslims</td></tr><tr><td>Surah</td><td>A chapter in the Qur'an</td></tr><tr><td>Hadith</td><td>A book describing the teachings and actions of a key religious figure</td></tr><tr><td>Caliph</td><td>A person who is both the religious and political leader of a country</td></tr><tr><td>Mosque</td><td>The Muslim place of worship</td></tr><tr><td>Ka'ba</td><td>The holiest place on earth for Muslims</td></tr><tr><td>Hijab</td><td>Veil worn by some Muslim women</td></tr><tr><td>Wudu</td><td>A ritual wash before prayer</td></tr><tr><td>Mecca</td><td>The city that Muslims pray towards and go on pilgrimage to</td></tr></table>		Qur'an	The holy book for Muslims	Surah	A chapter in the Qur'an	Hadith	A book describing the teachings and actions of a key religious figure	Caliph	A person who is both the religious and political leader of a country	Mosque	The Muslim place of worship	Ka'ba	The holiest place on earth for Muslims	Hijab	Veil worn by some Muslim women	Wudu	A ritual wash before prayer	Mecca	The city that Muslims pray towards and go on pilgrimage to	Moral issues Morality refers to whether something is right or wrong. A moral act is something that is considered to be right. An immoral act is something that is considered to be wrong. The Environment Stewardship is the idea that we are all stewards of the Earth. We have been given the responsibility to take care of our planet by God. The Bible says in Genesis 1:28: 'God blessed them and said to them, 'Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground'. Knife Crime In the UK, it is illegal to buy a knife until you are 18 and illegal to carry one in public without good reason. It is not normal to carry a knife - 99% of 10-29 year olds do not carry a knife. Carrying a knife (even without using it) can be punished with a 4 year prison sentence. About 35% of people who carry a knife end up being hurt by their own knife.		Moral issues Genetic Engineering is the deliberate alteration of a person by manipulating their genetic framework in order to cure or prevent diseases and disabilities in human beings. A clone is an exact copy of something. Reproductive cloning is a technology that is used to create an animal or plant with an identical genetic make up - where a foetus is created from one person's or mammal's cells rather than two. Stem cells are the 'building blocks of life' and can be used to create (clone) new organs or cells to replace diseased ones. Animal testing has helped to develop vaccines against diseases like measles, rabies and mumps. Drugs to fight the effects of HIV and cancer rely on animal tests to find new treatments. Operations on animals have helped to develop organ transplant and open-heart surgery techniques. In the UK laws protect all lab animals from cruelty during testing and all labs are inspected regularly to make sure that the tests are being carried out properly. However, campaigners against animal testing say these controls have not stopped some scientists from abusing animals. PETA and Animal Liberation Front are 2 groups that campaign for animal rights.	
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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 1st June 2017

Task 1

D40 $12 + 13 = \underline{25}$ ✓

E50 $4 \times 3 + 2 \times 5 =$
 $12 + 10 = \underline{22}$ ✓

F60 $\begin{array}{r} 12 : 18 \\ \downarrow \div 6 \\ 2 : 3 \end{array}$ ✓

H70 $\frac{1}{14} + \frac{1}{7} = \frac{1}{\underline{21}}$ ✗

J90 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$
 $= \frac{3}{8}$ ✓

A01 $\begin{array}{r} +495 \\ 162 \\ \hline 655 \end{array}$ ✓

F41 $P(\text{yellow}) = \frac{3}{\underline{6}}$ ✗

F51 $P(\text{black}) = \frac{4}{8}$
 $= \frac{1}{\underline{2}}$ ✓

Task 2

G61 All the marbles are green
 The probability of
 choosing a purple marble
 is impossible ✓

H71 $P(\text{odd}) = \frac{3}{\underline{5}}$ ✓

Task 3

J22 False ✓

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: SAME

CORRESPONDING: SAME

INTERIOR: ADD TO 180°

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°

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

Interior + Exterior = 180°

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)(10x10)

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: SAME

CORRESPONDING: SAME

INTERIOR: ADD TO 180°

Quadratic equations

The Quadratic Equation
 To solve a quadratic equation
 in the form:
 $ax^2 + bx + c = 0$

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

Indices and surds

$$a^0 = 1 \quad a^{\frac{1}{2}} = \sqrt{a}$$

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

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

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

Straight lines

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

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
COSINE	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
TANGENT	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (asymptote)

Year 8 Music



Week 1 - 2

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: The emphasis being on the second and fourth beats

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.

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

Week 3 - 4

Musical Vocab Two

Chord: 2 or more notes played at the same time.

Walking Bassline: specific to the blues, a bassline that goes up and down.

12 Bar Blues: Traditional style of music, using 3 chords (C, F, G) over a 12 bar cycle.

Song Structure: A typical pop song consists of verse-chorus-verse-chorus-middle 8-chorus-instrumental-chorus.

Accidental: The black notes on the keyboard. When written on the staff they are represented by the Sharp or Flat symbol.

Accompaniment: This is the background music that supports the melody, and is usually made up of chords. In pop music the chords are often played by piano, guitar or ukulele.

12 Bar Blues Structure

Below is the chord sequence for the 12 bar blues.

C	C	C	C
F	F	C	C
G	F	C	C

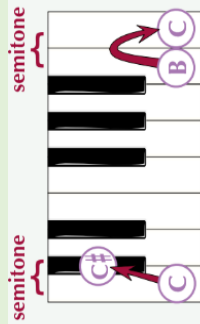
C = CEG F = FAC G = GBD

Week 7 - 8

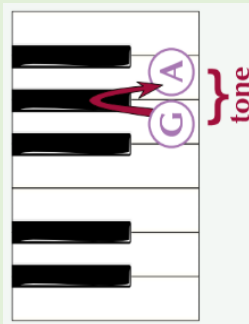
Tones and Semitones

Tones and semitones are the gaps between notes.

One a piano, a **semitone** is the gap between any key, black or white, and it's immediate neighbour.



The gap from any key to a key two **semitone** steps above or below is called a **tone**.

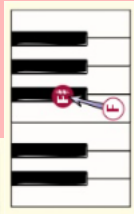


The distance from one note to another is called an interval.

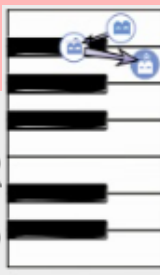
Week 9 - 10

Sharps and Flats

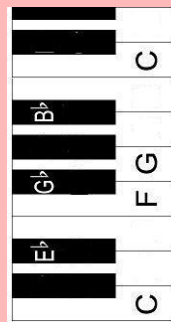
A **sharp** sign next to a note tells you to play it one **semitone** higher.



A **flat** symbol next to a note means you must play one **semitone** lower.



Below is the blues scale we have been using. It has 3 flats.



British note names	Note symbols	Note value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		1/2 of a beat
Semiquaver		1/4 of a beat

You have already seen the table above. Please make sure you have memorised the note values.

You have also learnt how to identify note pitch when on the treble clef staff. You now need to learn the bass clef staff.

Notes in the spaces



Notes on the lines



Year 8 Core PE



Week 1 / 2		Week 3 / 4		Week 5 / 6		Week 7 / 8		Week 9 / 10																																						
<u>Intent of PE</u> To create positive relationships with movement and physical activity . <u>What is Health?</u> A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity. <u>Core PE</u> In Core PE we have four pillars that make up our curriculum to allow students to learn and develop: Move: developing techniques and physical capabilities to improve ability in a wide range of sports. Think: developing decision making, knowledge of rules and evaluation skills. Connect: developing communication, leadership and social skills. Feel: developing and understanding how physical activity makes you feel and what it can develop.		<u>Benefits Of Physical Activity</u> <u>Physical Health Benefits:</u> <table><tr><th>Physical Benefit</th><th>Life Effect</th></tr><tr><td>Improves heart function</td><td>Decrease risk of heart disease</td></tr><tr><td>Improves efficiency of the body systems</td><td>Allows you to live your life to the full & reduced risk of illness</td></tr><tr><td>Reduces the risk of some illness</td><td>Potential to live a happier, longer life</td></tr><tr><td>Able to do everyday tasks easily</td><td>Reduce fatigue and allows you to be active</td></tr><tr><td>Avoid obesity.</td><td>Decrease change of type 2 diabetes</td></tr><tr><td>Improved muscular strength/ endurance</td><td>Allows you to move without fatigue</td></tr></table>		Physical Benefit	Life Effect	Improves heart function	Decrease risk of heart disease	Improves efficiency of the body systems	Allows you to live your life to the full & reduced risk of illness	Reduces the risk of some illness	Potential to live a happier, longer life	Able to do everyday tasks easily	Reduce fatigue and allows you to be active	Avoid obesity.	Decrease change of type 2 diabetes	Improved muscular strength/ endurance	Allows you to move without fatigue	<u>Benefits Of Physical Activity</u> <u>Mental Health Benefits:</u> <table><tr><th>Mental Benefit</th><th>Life Effect</th></tr><tr><td>Helps reduce levels of stress & anxiety</td><td>Being active releases endorphins</td></tr><tr><td>Helps regulate your mood</td><td>Being active releases serotonin</td></tr><tr><td>Enhances self-esteem & confidence</td><td>Can improve body image and help achieve goals</td></tr><tr><td>Improves cognitive function</td><td>Can improve concentration & grow new brain cells</td></tr><tr><td colspan="2">Endorphins: mood boosting chemicals in the brain Serotonin: hormone that helps regulate your mood, sleep and digestion</td></tr></table>		Mental Benefit	Life Effect	Helps reduce levels of stress & anxiety	Being active releases endorphins	Helps regulate your mood	Being active releases serotonin	Enhances self-esteem & confidence	Can improve body image and help achieve goals	Improves cognitive function	Can improve concentration & grow new brain cells	Endorphins: mood boosting chemicals in the brain Serotonin: hormone that helps regulate your mood, sleep and digestion		<u>Benefits Of Physical Activity</u> <u>Social Health Benefits:</u> <table><tr><th>Social Benefit</th><th>Life Effect</th></tr><tr><td>Develop social skills</td><td>Increase ability to recognize social cues</td></tr><tr><td>Friendship & Community</td><td>Develop new friends and a sense of belonging to a group</td></tr><tr><td>Increase motivation</td><td>By going with friends, you can increase desire to be physically active</td></tr><tr><td>Increase self-confidence</td><td>Improving physical competence can increase self-confidence</td></tr><tr><td>Develop teamwork</td><td>Improve communication and working with others</td></tr></table>		Social Benefit	Life Effect	Develop social skills	Increase ability to recognize social cues	Friendship & Community	Develop new friends and a sense of belonging to a group	Increase motivation	By going with friends, you can increase desire to be physically active	Increase self-confidence	Improving physical competence can increase self-confidence	Develop teamwork	Improve communication and working with others	<u>Tips to Enjoy Physical Activity outside of PE Lessons</u> Choose an activities you enjoy: - Explore different activities to find out what you find most engaging - Try new things and see what sparks interest - Join a group to make it more enjoyable and where you have support Start slowly & gradually: - Start with short sessions and build up the intensity and duration - Don't push yourself to hard at the start and this will could decrease your enjoyment Build physical activity into your daily life: - Could you walk or cycle to school instead of getting a lift in a car? - Opt to take the stairs over elavators/ escalators - Use break times to be physically active.
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Science

sparx

Homework

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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?

- Homework club runs every day after school
- Sparx Science catch up sessions every Thursday both break 1 and 2

Year 8 Spanish

Week 1: Mi ciudad		Week 2: Telling the time		Week 3: Activities in town		Week 4: Using the Future tense		Week 5:	
Key vocabulary:		Key vocabulary:		Key vocabulary:		Key vocabulary:		Key verbs:	
En mi ciudad hay	In my city there is	Son las ...	It is ... o'clock	Salgo con mis amigos	I go out with my friends	Voy a salir con mis amigos	I'm going to go out with my friends	Ir	To go
Un castillo	A castle	Son las ocho	It is 8 o'clock	Voy al cine	I go to the cinema	Voy a ver la televisión	I'm going to watch tv	Voy	I go
Un centro comercial	A shopping centre	Son las once	It is 11 o'clock	Voy al parque	I go to the park	Voy a ir de paseo	I'm going to go for a walk	Vas	You go
Un estadio	A stadium	Son las cuatro y media	It is half past 4					Va	s/he goes
Un mercado	A market	Son las nueve y media	It is half past 9	Voy a la cafetería	I go to the café	Vamos a jugar al voleibol	S/he is going to play volleyball	Vamos	We go
Un polideportivo	A sports centre	Son las cinco y cuarto	It is quarter past 5	Voy a la bolera	I go to the bowling alley	Vamos a chatear	We are going to chat	Vais	You all go
Un cine	A cinema	Son las siete y cuarto	It is quarter past 7					Van	They go
Una piscina	A swimming pool	Son las diez y cuarto	It is quarter past 10					We use the verb 'to go' to build the future tense in Spanish, just like in English, to say what we are GOING TO DO:	
Una bolera	A bowling alley	Son las tres y cuarto	It is quarter past 3	Voy a la playa	I go to the beach	Van a hacer los deberes	They are going to do their homework		
Unos museos	Some museums	A las	At ... o'clock			Primero	First	Voy a bailar	I am going to dance
Una tienda	Some shops	A las doce y cinco	At five past 12	Voy de paseo con mi familia	I go for a walk with my family	Luego	Then	Vas a cantar	You are going to sing
Mi ciudad es	My city is	A las seis y veinte	At twenty past 6			Finalmente	Finally	Va a escuchar música	S/he is going to listen to music
Tranquila/ ruidosa	Quiet/ noisy	A las ocho y media	At ten to 8	Voy de compras	I go shopping			Vamos a jugar al rugby	We are going to play rugby
Aburrida	Boring	A las doce y media	At twelve to 12			Por la mañana	In the morning	Vais a ir a la playa	You are all going to go to the beach
Pequeña/ grande	Small/ big			No hago nada	I don't do anything	Por la tarde	In the afternoon	Van a ir al parque	They are going to go to the park
Bonita/ fea	Pretty/ ugly								

Year 8 Spanish

Week 6: Ordering drinks in a café	
Key vocabulary:	
Una coca	A Coke
Una Fanta naranja	A Fanta orange
Una Fanta limón	A Fanta lemon
Una botella de agua	A bottle of water
Una limonada	A lemonade
Un zumo de manzana	An apple juice
Un zumo de naranja	An orange juice
Un batido de chocolate	A chocolate milkshake
Un batido de fresa	A strawberry milkshake
Un café	A coffee
Un té	A tea
Con leche	With milk
Por favor	Please

Week 7: Ordering food	
Key vocabulary:	
Un pastel	A cake
Una rosquilla	A donut
Unas patatas fritas	Some chips
Una pizza	A pizza
Una tortilla	An omelette
Pan	Bread
Huevos fritos	Fried eggs
Pollo	Chicken
Ensalada	Salad
Verduras	Vegetables
Fruta	fruit
Helado	Ice cream
Cereales con leche	Cereal with milk
Tostadas	Toast
Un bocadillo	A sandwich

Week 8: Emergencies	
Key vocabulary:	
¡Ayuda! ¡Socorro!	Help!
La policía, por favor	Police, please
Ambulancia, por favor	Ambulance, please
Me duele...	... hurts
Me duele la cabeza	My head hurts
Me duele la espalda	My back hurts
Me duele la mano	My hand hurts
Me duele la pierna	My leg hurts
Me duele el pie	My foot hurts
Me duele el estómago	My stomach hurts
Me duele la garganta	My throat hurts
Me duele el ojo	My eye hurts
Me duele la oreja	My ear hurts
Me duele la boca	My mouth hurts

Week 9: Treatment	
Key vocabulary:	
Hay que	You have to
Hay que tomar estos comprimidos	You have to take these tablets
Hay que ponerte esta crema	You have to put this cream on
Hay que tomar estas pastillas	You have to take these pills
Hay que tomar este jarabe	You have to take this syrup
Hay que descansar	You have to rest
Hay que llamar al médico	You have to call the doctor
Hay que beber mucha agua	You have to drink a lot of water
Me he roto...	I have broken
Me he cortado...	I have cut
Me he quemado...	I have burnt...

Week 10:

Use this week to revise the content from previous weeks in preparation for your assessment.









St LUKE'S
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