

Knowledge Organiser

Year 8

Cycle Two

2024-25



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
6th Jan	A	Week 1	3rd Mar	B	Week 8
13th Jan	B	Week 2	10th Mar	A	Week 9
20th Jan	A	Week 3	17th Mar	B	Week 10: Assessment week: revise for assessments
27th Jan	B	Week 4	25th Mar	A	Superteaching: teachers will set homework based on knowledge gaps identified in assessments
3rd Feb	A	Week 5	31st Mar	B	SPARX only Homework
10th Feb	B	Week 6			
24th Feb	A	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	Computing

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

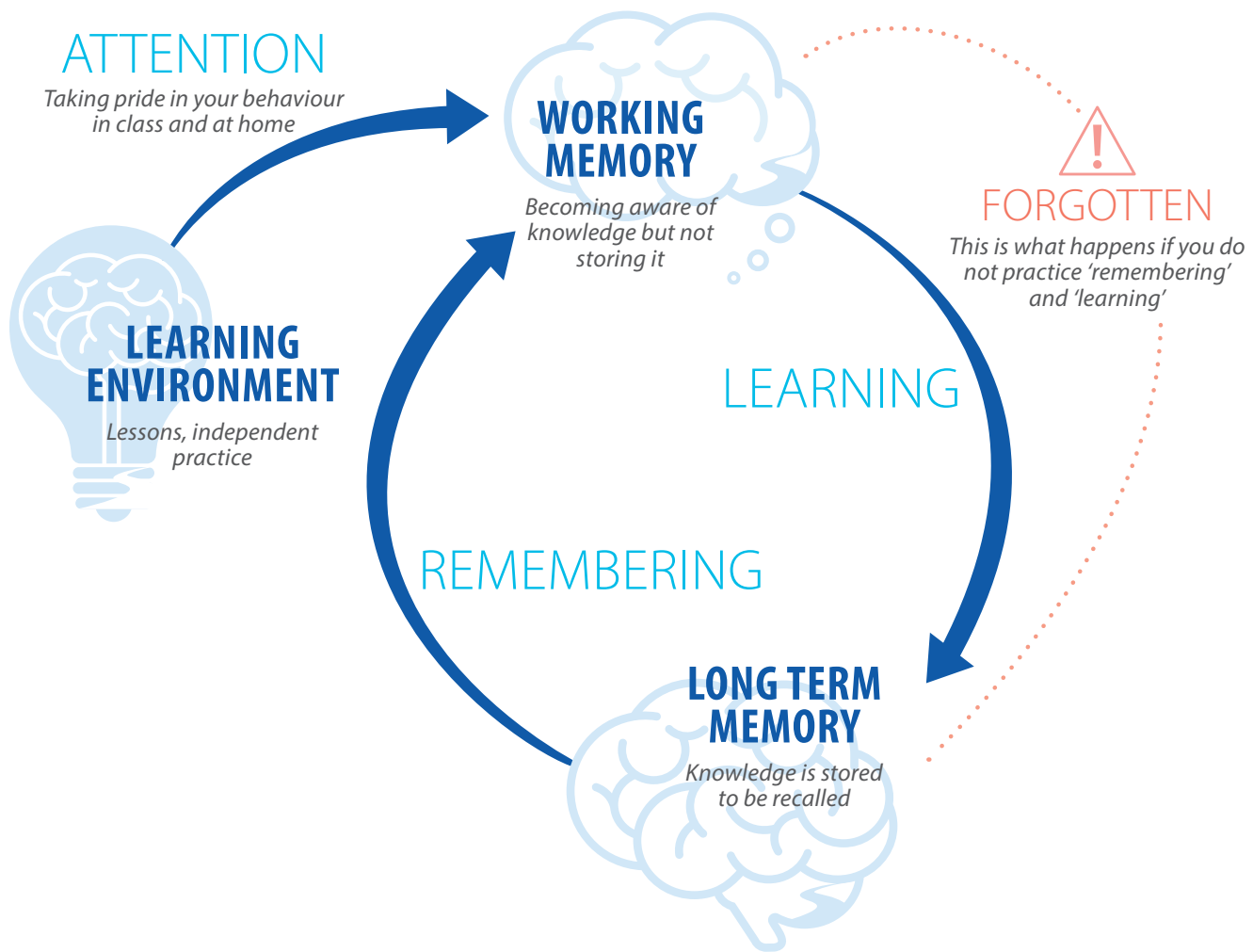
Maths – Sparx Homework

- 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

Homework Merits will be awarded daily on class charts by your tutor.

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**.

Completing Cornell Notes

- 1) Read your knowledge organiser then in the note taking area write bullet points from this week's section of the knowledge organiser. You can copy the points from your knowledge organiser here or you can rewrite your notes in your own words and shorten. You must fill this entire space.
- 2) Summarise all the information in the note taking area into 3 bullet points. It should cover the main points you think need to be remembered from the notes. If definitions, put down the most important ones for you to remember.
- 3) In the cue column, create 5 questions that your bullet points answer. You need at least 5 questions in this column. Example: If in your note taking area you have written "Elizabeth I became Queen in 1559" then your cue column question could be "What year did Elizabeth I become Queen?"
- 4) Answer the five questions in full sentences and then mark and correct with green pen.

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.			

3) Create 5 Quiz Questions.

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

2) Summarise notes to three bullet points.

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

Need more help?

Scan the QR code to access a step by step video of a teacher explaining how Cornell Notes work.

You can also access this on the school website.



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				
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.



Year 8
ART

WEEK 5 / 6

Colour Psychology

Choice of colour and the relationship between colours have a huge influence on how a piece of art or design looks and feels and the emotions it provokes.

Emotion, mood and atmosphere

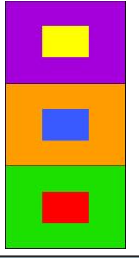
Often when an artist uses colour in a painting they are trying to communicate an emotion, mood or atmosphere. They could either be trying to make a viewer feel a certain way or they are trying to communicate their own feelings.



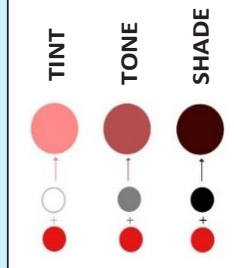
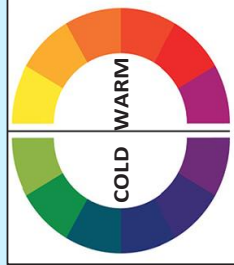
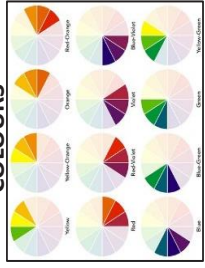
- EXCITING**
- FRIENDLY**
- OPTIMISTIC**
- PEACEFUL**
- DEPENDABLE**
- CREATIVE**
- CALM**

Week 3 / 4

COMPLEMENTARY OR OPPOSITE COLOURS



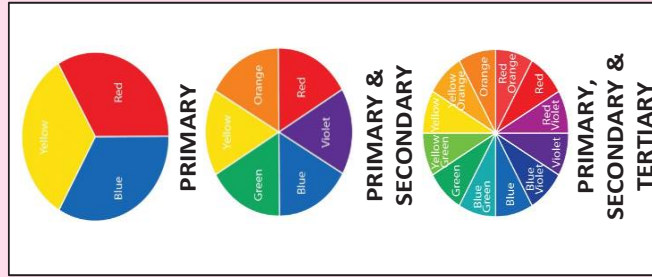
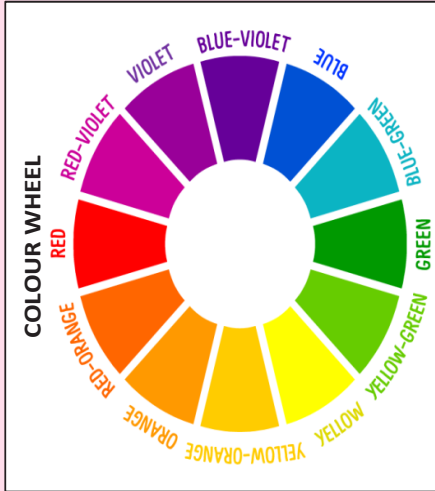
HARMONIOUS COLOURS



Complementary Colour	They are opposite each other on the colour wheel. Appear brighter when placed next to each other.
Harmonious Colours	Colours that are next to each other on the colour wheel and are pleasing to the eye.
Warm Colours	Are shades of orange, yellow and red.
Cold Colours	Are shades of green, blue and purple.
Tint/Shade	A tonal range from light to dark.
Neutralized Colour	A colour that has been "greyed" or reduced in intensity by mixture with a complementary colour.
Objective Colour	The colour of an object as seen by the eye. (green grass, blue sky, red fire, etc.)
Subjective Colour	Colours chosen by the artist without regard to the natural appearance of the object shown.

Week 1 / 2

Colour



Colour	The impression of colour is produced in the brain by response of the eyes to different wavelengths of reflective light. Colour has three properties: <i>hue</i> , <i>value</i> , and <i>intensity</i> .
Hue	The name of a colour – red blue, yellow, etc.
Value	The lightness or darkness of a colour.
Intensity	Brightness of a colour.
Primary Colour	A colour that cannot be made by mixing other colours together. RED, BLUE & YELLOW
Secondary Colour	Made by mixing two primary colours together. GREEN, ORANGE & VIOLET
Tertiary Colour	Made by mixing a primary and a secondary colour together.



Year 8
ART



Further reading

Elements in Art are the buildings blocks used by artists to create a work of art

LINE / POINT
-tone / VALUE
TEXTURE
SHAPE
COLOUR
FORM
SPACE / COMPOSITION

The Principles of Art & Design are tools used to plan and organise artwork

BALANCE
CONTRAST
EMPHASIS
UNITY
MOVEMENT
RHYTHM
SCALE
HARMONY
VARIETY
PATTERN

Week 9/10

Composition

Composition means "putting together". Composition in art is the way in which different elements of an artwork are combined.

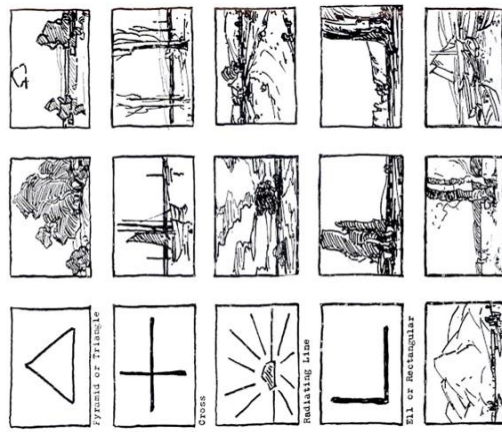
In general, this refers to the key subjects of the artwork and how they are arranged in relation to each other.

It can be thought of as the organization of the elements of art according to the principles of art & Design.

Composition can apply to any work of art, from music through writing and into photography, that is arranged using conscious thought.

In the visual arts, composition is often used interchangeably with various terms such as *design, form, visual ordering, or formal structure*, depending on the context.









An artist arranges the different elements of an artwork so as to bring them into a relationship acceptable to them and, it is hoped, the viewer.



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.

Motif	The starting point of any pattern is the single element that will be repeated.	
Geometric	Geometric patterns can also be categorized as abstract patterns, a pattern of repeated shapes and sizes with no relationship to natural objects. Examples of geometric patterns include geometric shapes and plaids.	
Organic	Patterns inspired by all things natural and organic. These are more realistic patterns are repeats of natural objects while Stylized are simpler repeats of natural objects.	
Mirrored	A way of creating patterns is to mirror the motif. This then creates symmetry. Motifs can be mirrored horizontally or vertically.	
Irregular	Is a pattern in which the motif changes or the way it is repeated is unpredictable.	
Radiating	A pattern that is arranged around a central point.	
Stripes	A stripe is a line or band that differs in colour or tone from an adjacent area. Stripe patterns are multiples or groups of such lines.	
Polka Dot	A polka dot pattern uses repeating equally spaced dots, usually the same size. Pop art pattern	



Year 8 Computing

Week 2

Cyberbullying

There are many ways of bullying someone online and for some it can take shape in more ways than one. Some of the types of cyber bullying are:

Harassment - This is the act of sending offensive, rude, and insulting messages and being abusive.

Denigration – This is when someone may send information about another person that is fake, damaging and untrue.

Flaming – This is when someone is purposely using really extreme and offensive language and getting into online arguments and fights.

Impersonation – This is when someone will hack into someone's account and use the person's online identity to send or post vicious or embarrassing material to/about others.

Outing and Trickery – This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others.

Cyber Stalking – This is the act of repeatedly sending messages that include threats of harm, harassment and intimidating messages,

Exclusion – This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement.

Week 4

Sexting

Some of the risks of sexting or sending and sharing nudes for children and young people are:

losing control of the images, videos or messages and how they're shared.

Once something's shared online it's public and can be saved or copied by others.

The moment something leaves your phone/ computer its out of your control.

Blackmail, bullying and harm.

Young people can have their photos, messages or videos shared without their consent or be bullied about them.

This can lead to them feeling difficult emotions like distress or embarrassment and shame.

The law says that creating or sharing sexual images or videos of a child under 18 is illegal, even if the person doing it is a child.

What is Data?

Data is raw facts and figures

Data becomes information when it is given context and meaning.

Data has become incredibly valuable to big companies. They can use it to form an idea about you as an individual and then market things to you with greater accuracy.

Types of data that can be collected:

- Personal info : Name, date of birth
- Content: Images, status updates, emojis created
- User behaviour: What pages you visited, groups you are a member of, what you have 'liked'
- Data you have on others: Names of your friends and their numbers

Laws that exist to protect your data:

- Data Protection Act 2018
- General Data Protection Regulation (GDPR)

Week 6

Social Engineering

Social engineering is a set of methods used by cybercriminals to deceive individuals into handing over information that they can use for fraudulent purposes.

Human error arguably creates the largest risk of the data being compromised.

Phishing: A phishing attack is an attack in which the victim receives an email disguised to look as if it has come from a reputable source, in order to trick them into giving up valuable data.

Blagging : An attack in which the perpetrator invents a scenario in order to convince the victim to give them data or money.

Name Generator attacks: These are attacks in which the victim is asked in an app or a social media post to combine a few pieces of information or complete a short quiz to produce a name.

Shouldering: Is an attack designed to steal a victim's password or other sensitive data. It involves the attacker watching the victim while they provide sensitive information.

Year 8 Computing



Week 6

Hacking

Hacking is: Gaining unauthorised access to or control of a computer system

People Hack for a number of reasons:

- To steal data
- To disrupt services
- For financial gain
- For political reasons (espionage and activism)
- For fun (planting the flag)
- For ethical reasons

DOS: This is a cyber attack when a criminal makes a computer system unusable for other people, by spamming it with requests until it crashes.

DDOS: The same concept as DOS, except its many computers attacking rather than one.

Brute Force attack: This is a form of attack that makes multiple attempts guess a users account information.

There are three different classes of hacking known as 'hats'

White hat: White hat hackers choose to use their powers for good rather than evil.

Black hat: Use their knowledge of hacking to break the law, for personal gain or just for fun.

Grey hat: Grey hat hackers are a blend of both black hat and white hat activities.

Week 8

Protecting yourself from cyberattacks

You can protect yourself from Cyberattacks with a variety of methods;

Firewalls: A firewall checks incoming and outgoing network traffic. It scans the data to make sure it doesn't contain anything malicious and that it follows the rules set by the network.

Anti-malware: Anti-malware is software that scans any file that is able to execute code. The anti-malware will have a list of definitions of sequences of code that they are aware are malicious.

Auto-Updates: Auto-updates refers to software that automatically checks for available updates for the software you have on your computer.

User authentication: Having users enter usernames and passwords to prevent unauthorised access.

Malware

Malicious software or Malware, is software that is designed to gain access to your computer with malicious intent.

Malicious intent includes:

- Disabling hardware
- Data theft
- Forced advertising
- Sending email spam
- Extorting money
- Malware

Categories of malware include:

- Viruses
- Trojans
- Worms
- Adware
- Spyware
- Ransomware

Bots

Bots are automated programs that perform tasks repeatedly.

Bots are a crucial part of the internet's infrastructure and perform useful tasks

Week 10

The Law

Data Protection Act 2018

All organisations and people using and storing personal data must abide by the following principles. Data must be:

- Find out how your data is being used (by an organisation)
- Access the data that an organisation has about you
- Update your data
- Have your data deleted
- Stop an organisation from processing your data
- Transfer your data to a different organisation

As a **data subject**, you have the right to find out what information the government and other organisations store about you.

- Find out how your data is being used (by an organisation)
- Access the data that an organisation has about you
- Update your data
- Have your data deleted
- Stop an organisation from processing your data
- Transfer your data to a different organisation

Data Protection Act 2018 (Cont)

You also have rights when an organisation is using your personal data for:

- Automated **decision-making** processes without human involvement (for example, when a computer decides if you should be approved for a loan)
- **Profiling**, for example to predict your behaviour or interests

The Computer Misuse Act (1990)
This was passed by Parliament and established three new offences:

- Section 1: Unauthorised access to computer material
- Section 2: Unauthorised access with intent to commit or facilitate the commission of further offences
- Section 3: Unauthorised acts with intent to impair, or with recklessness as to impairing, the operation of a computer

Copyright

An original piece of work is covered by copyright. It could be a piece of music, a play, a novel, photos or a piece of software. Copyright can be enforced by law. It is against the law to copy and distribute copyrighted material without the copyright owner's permission.

Year 8 – Drama - Commedia Del Arte Al Improvviso

Week 1 and 2

INTRODUCTION TO COMMEDIA

Commedia Del Arte is an improvised theatrical style that originated in Italy in the 16th century, flourishing until the early 18th century and influenced modern theatre in many important ways.

Touring troupes of actors brought "Commedia" to the place of performance (theatre, public square, banquet hall).

The plays were comical and each actor played a particular masked stock character.

The performance was more or less improvised on a skeleton plot (scenario) in the presence of the spectators. The performance included physical theatre, slapstick and acrobatic displays.

Commedia del arte al improvviso meaning "The Art Of Improvised Comedy", was an early form of professional theatre, originating from Italy, that was popular in Europe from the 16th to the 18th century.

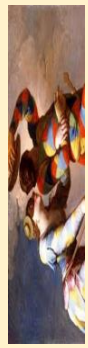
Commedia dell'arte was formerly called Italian comedy in English and is also known as commedia alla maschera, commedia improvviso, and commedia dell'arte all'improvviso.

Commedia is a form of theatre characterised by masked "types" which began in Italy in the 16th century and was responsible for the advent of actresses (Isabella Andreini) and improvised performances based on sketches or scenarios.

A commedia, such as The Tooth Puller, is both scripted and improvised.

Characters' entrances and exits are scripted. A special characteristic of commedia dell'arte are the lazzi.

A lazzo is a joke or "something foolish or witty", usually well known to the performers and to some extent a scripted routine. Another characteristic of commedia dell'arte is pantomime, which is mostly used by the character Arlecchino (Harlequin).



Week 3 and 4

COMMEDIA EXPLORED

The characters of the commedia usually represent fixed social types and stock characters, such as foolish old men, devoted servants, or military officers full of false bravado.

The characters are exaggerated "real characters", such as a know-it-all doctor called Il Dottore, a greedy old man called Pantalone, or a perfect relationship like the Innamorati.

Many troupes were formed to perform *commedia dell'arte*.

Commedia dell'arte was often performed outside on platforms or in popular areas such as a piazza (Town Square/Village Green).

The form of the theatre originated in Italy, but travelled throughout Europe and even to Moscow.

The beginnings of *commedia* may be related to carnival in Venice.

The connection to carnival (the period between Epiphany and Ash Wednesday) would suggest that masking was a convention of carnival and was applied at some point.

The tradition in Northern Italy is centered in Mantua, Florence, and Venice, where the major companies came under the authority of the various dukes.

At the same time, a Neapolitan tradition emerged in the south and featured the prominent stage figure Pulcinella.

Pulcinella has been long associated with Naples, and derived into various types elsewhere—the most famous as the puppet character Punch (of the eponymous Punch and Judy shows) in England.

Week 5 and 6

COMMEDIA FURTHER EXPLORED

A 'Commedia' troupe often consisted of ten performers of familiar masked and unmasked types, and included women.

The companies would employ carpenters, props masters, servants, nurses, and prompters, all of whom would travel with the company.

They would travel in large carts laden with supplies necessary for their nomadic style of performance, enabling them to move from place to place without having to worry about the difficulties of relocation.

This nomadic nature, though influenced by persecution, was also largely due in part to the troupes requiring new (and paying) audiences.

They would take advantage of public fairs and celebrations, most often in wealthier towns where financial success was more probable.

Companies would also find themselves summoned by high-ranking officials, who would offer patronage in return for performing in their land for a certain amount of time.

Companies in fact preferred to not stay in any one place too long, mostly out of a fear of the act becoming "stale."

They would move on to the next location while their popularity was still active, ensuring the towns and people were sad to see them leave, and would be more likely to either invite them back or pay to watch performances again should the troupe ever return.

Prices were dependent on the troupe's decision, which could vary depending on the wealth of the location, the length of stay, and the regulations governments had in place for dramatic performances.



Week 7 and 8

COMMEDIA - PLOT AND STRUCTURE

Dialogue - While rehearsed, dialogue was improvised and could differ from on performance to the next

Plots - Storylines were often risqué and bawdy (a bit rude)

Scripts - Scripts only consisted of scene descriptors called scenarios



COMMEDIA - ACTING TECHNIQUES

Comedic qualities - Singing, dancing, acrobatics and tumbling used to make the audience laugh.

Comic timing - The use of rhythm, tempo, and pausing to enhance comedy and humour.

Dialogue - The exchange of spoken words between two or more characters in a book, play, or other written work.

Exaggerated gestures - Making movements (usually with the hands) which are over the top

Fast-paced action - The events of the play happen quickly

Improvisation - A piece of drama which is created spontaneously or without preparation.

Masks - Every mask goes with a specific character based on the way it looks. The Commedia masks must show emotion and intelligence as they are covering the face which is the main place emotion can be seen on someone.

Physical comedy - A comedic performance relying mostly on the use of the body to convey humour.

Projection - The strength of speaking or singing whereby the voice is used loudly and clearly.

Slapstick - A physical kind of comedy based around mild comic violence — snacks in the head, pokes in the eyes, people falling down, etc.

Week 9 and 10

COMMEDIA - CHARACTERS - GENERAL

Caricatured - imitation of a person in which certain striking characteristics are exaggerated in order to create a comic or grotesque effect.

Satirical - used to expose and criticize foolishness and corruption of an individual or a society, by using humor, irony, exaggeration, or ridicule.

Stereotypical - an action or a characterization that is oversimplified, widely imitated, or handed down by tradition

COMMEDIA - THE CHARACTERS

Pantalone - He is old and very mean. His half mask has narrow eyes and a big nose. He is very greedy. He pretends that he is a very fragile with old age, but can actually move very fast.

Pierrot - His half mask would normally be white with a tear — sometimes he would just wear face paint . Very kind and very caring. He loves everyone and everything!

El Capitano - He pretends he is very brave and he loves to show off in front of the ladies! (Struts like a peacock!). However, he is actually a coward.

Il Dottore - The 'Quack' doctor will make up and exaggerate illnesses. He is not qualified—but he pretends he knows everything about medicine.

Columbina - Pretty and intelligent — but extremely vain! She loves to look at herself in the mirror! Dainty steps.

Harlequin - Moves very quickly, like a Sprite/ Elf. He is very light on his feet. Cheeky, likes to play funny jokes on people.

Pulcinella (Mr Punch) - He seems to be jolly but is actually extremely mean and nasty underneath.

Year 8 English – Romeo and Juliet



Week 1

Key Ideas: Theme of Fate

- Shakespeare tells us the ending of the play in the prologue so we stay intrigued and watch HOW and WHY the characters ended up taking their lives
- The prologue also ties in to the theme of fate and destiny by suggesting that Romeo and Juliet's death is **inescapable**.

Key Context

- In the Elizabethan era, many people believed in the idea of fate and destiny.
- They believed that there was a higher power, perhaps God, who was making the decisions for us – a little like a puppet master pulling the strings and controlling our actions.
- Essentially, they believed that your fate was inescapable.
- There was a great fear that if you tried to go against the natural order, you would be going against God and therefore would be punished!

Key Quotations

"A pair of star crossed lovers take their life"

"death mark'd love"

Key Vocabulary

Context: historical information that helps us to understand the text better.

Natural order: The belief that everyone has their place in society and that place is chosen by God.

Week 2

Key Ideas: Hypermasculinity

- Shakespeare arguably criticises displays of hypermasculine behaviour by associating this with servants.
- The servants, Sampson and Gregory, are made to look silly perhaps reflecting how Shakespeare was against male aggression.

Key Context

- Men were seen as more powerful than women.
- The head of the household was the father or husband. He had a duty to protect his family.
- It was the mark of a weak man if he couldn't control his wife or household.
- Traits such as physical aggression were often linked to a man's courage, bravery and loyalty.
- Men often sexualised and **objectified** women.

Key Quotations

"I will be cruel with the maids, and cut off their heads."

"therefore women, being the weaker vessels, are ever thrust to the wall"

Key Vocabulary

Hypermasculinity: masculine behaviour that can be damaging to both the self and others.

Objectified: reducing someone's importance by treating them like an object rather than a person.

Week 3

Key Ideas: Love and Hypermasculinity

- Shakespeare **contrasts** Romeo's romantic, love sick and depressed mood to the previous fight scene. The fact Romeo hasn't been involved in the fight but instead wandering around love sick, presents him as a more feminine character. Shakespeare explores here what it means to be a man in Elizabethan society.

Key Context

- Elizabethans considered it foolish to marry for love.
- The medieval tradition of '**courtly love**' would have been well known and ridiculed.
- Courtly love was a way of 'wooing' (seducing) a lady in medieval times – the man worshipped her from afar, writing poetry and songs about how amazing she was.
- The Elizabethans viewed this type of love as **impractical** and overly dramatic.

Key Quotations

"O brawling love! O loving hate!"

"This love feel I, that feel no love in this. Dost thou laugh?"

Key Vocabulary

Unrequited: When a feeling (especially love) is not felt or returned by the other person.

Courtly love: seducing a lady by writing poetry and songs about how amazing she was.

Week 4

Key Ideas: Love and Marriage

- Shakespeare explores different views upon love and marriage.
- He **subverts** expectations by presenting Capulet as a father who doesn't wish to marry his daughter right away.
- He further subverts expectations by presenting Juliet as not dreaming of marriage; an unusual choice for a woman of this period.

Key Context

- Parents arranged their children's marriage.
- These marriages were often to help families gain higher social status (rather than being driven by love)
- It was the sign of a good father who chose a good match for his daughter.
- Children had limited choice on this match – especially as it wasn't marriage for love!
- Society was **patriarchal**. Men have absolute power.
- Daughters went from being the possessions of their fathers to their husbands.

Key Quotations

"My child is yet a stranger in the world"

"It is an honour I dream not of"

Key Vocabulary

Patriarchal: A society where men have the most power.

Subvert: to challenge or go against something.

Week 5

Key Ideas: Love and Fate

- Shakespeare's use of the **sonnet** form, which Romeo and Juliet create together when they first meet, is used to represent how pure their love is and how they were always destined to meet and fall in love.
- However, he also shows how their relationship is doomed to end in death

Key Context

- Shakespeare's tragedies (his plays that end in death) often have main characters who go against the natural order and are punished as a result.
- We can see Romeo and Juliet's love as going against the natural order in two ways.
 - Firstly, the pair **idolise** each other by giving one another a God-like status. According to the natural order, only God can be at the top!
 - Secondly, the pair disobey their parents and society again going against the natural order.

Key Quotations

"This holy shrine"

"My lips, two blushing pilgrims, ready stand"

Key Vocabulary

Idolatry: to worship someone as if they were a God.

Tragedy: a play that ends in death

Year 8 English – Romeo and Juliet



Week 6

Key Ideas Masculinity

1. We have already seen how Romeo does not fit Elizabethan expectations of masculine behaviour.
2. He we see him as effeminate. Instead of fighting alongside his friends and defending his honour, he instead refuses to duel.

Key Context

- In the Elizabethan period, a 'Gentlemen's Conflict' could be resolved legally through a **duel** if another man had wronged you in a way, you could legitimately challenge them to a duel and kill them without any risk of punishment from the authorities.
- Refusing to duel could be seen as cowardly and a betrayal of your family honour.

Key Quotations

- "O calm, dishonourable, vile submission!"
- "Thy beauty hath made me effeminate and in my temper soften'd valour's steel!"

Key Vocabulary

Effeminate: a man behaving in ways traditionally associated with women

Duel: a sword fight to the death.

Week 7

Key Ideas: Gender

1. Shakespeare contrasts the two lover's reaction to news of Tybalt's death and Romeo's **banishment**.
2. Juliet is presented as far more rational and in control of her emotions.

Key Context

- Elizabethan women were expected to be submissive and **subservient**.
- They obeyed their fathers and their husbands.
- There was a sense that women were weaker and needed protecting.
- We see Juliet wrestle with her emotions: on one hand, she grieves her cousin's death, on the other, she understands her duty to be a loyal wife to Romeo.
- Friar Lawrence **reprimands** Romeo for being emotional about his banishment and thinks he is behaving in a feminine way.

Key Quotations

- "Thy tears are womanish."
- "Back, foolish tears, back to your native spring"

Key Vocabulary

Submissive: obedient, shy, ready to take orders from others.

Subservient: willing to do what others want and having less power than someone else.

Week 8

Key Ideas: Marriage/ Love

1. Shakespeare encourages his audience to consider whether Capulet is a good father for arranging a brilliant marriage match in his daughter's time of need OR
2. Whether is his **Machiavellian** in his actions – forcing his daughter to marry to regain some status and power.

Key Context

- During the Elizabethan era, a man's duty was to protect and control his household.
- Tybalt's death would have brought shame upon Capulet as it shows he was unable to prevent his family members from fighting and protect them from harm.
- It was the mark of a good father to see their daughter married.
- Lord Capulet's outrage at Juliet's unwillingness to obey him was as a result of the potential shame this disobedience could bring upon his family.

Key Quotations

- "Hang thee, young baggage! disobedient wretch!"
- "Or I will drag thee on a hurdle thither."

Key Vocabulary

Machiavellian – When someone acts in cunning and scheming ways often to gain power.

Week 9

Key Ideas: Fate

Shakespeare's view differed a little from most of society; he believed that people ended up in a certain place and time by predestination, but he believed that they made choices themselves that lead to their fate.

Shakespeare presents the idea that people have free will and these lead to consequences in life, an idea that Romeo's character does not seem to understand.

Key Context

- Fate is the idea that people's lives are destined to end up at a certain place in a certain way, all according to the stars and how they are aligned at birth.
- Zodiac signs, based on one's birth date, supposedly played a large part in how your life was planned by the higher powers (such as God).
- Most Elizabethans believed in the ideas of fate and **astrology**.

Key Quotations

- "I defy you, stars"
- "A pair of star-cross'd lovers take their life"
- "O, I am fortune's fool"

Key Vocabulary

Predetermined – When an outcome or course of events are decided in advance and there's nothing you can do to change it.

Week 10

Revision:

1. Learn all the key vocabulary covered this term.
2. Learn all the key quotes from this term.



Year 8 French



Week 1: Tu aimes le portable?		Week 2: Digital activities		Week 3: La musique		Week 4: La télé		Week 5: Key ideas: Revision of key verbs and essential words so far	
J'adore	I love	Je regarde sur ma tablette	I watch on my tablet	Quelle musique écoutes-tu?	What music do you listen to?	Je regarde	I watch	J'écoute	I listen to
J'aime	I like	Je regarde à la demande	I watch on demand	J'écoute	I listen to	Les actualités	The news	J'aime	I like
J'aime assez	I quite like	Je regarde sur Netflix	I watch on Netflix	Je n'écoute pas	I don't listen to	Les dessins animés	Cartoons	Je regarde	I watch
Je n'aime pas	I don't like	J'écoute de la musique en streaming	I stream music	Je préfère écouter	I prefer to listen to	Les documentaires	Documentaries	J'adore	I love
Je déteste	I hate	Je télécharge des chansons	I download songs	De la musique classique	Classical music	Les émissions	Programmes	Je déteste	I hate
Qu'est-ce que tu penses de ...?	What do you think of ...?	Je crée des playlists	I create playlists	De la musique rap	Rap music	Les jeux télévisés	Game shows	J'ai	I have
Ma matière préférée	My favourite subject	J'écoute la musique de...	I listen to the music of ...	De la musique RnB	RnB	Les téléfilms	TV dramas	Je mange	I eat
Personnellement, j'adore mon portable	Personally, I love my phone	Je joue sur ma Xbox	I play on my Xbox	De la musique pop/rock	Pop/rock music	Les télé-réalités	Reality shows	et	and
Moi perso, je n'aime pas les jeux vidéos	Me personally, I don't like videogames	Je joue contre mon frère	I play against my brother	De la musique electro	Electronic music	Les séries américaines	American series	mais	but
C'est ennuyeux	It's boring	Mon jeu préféré c'est...	My favourite game is ...	Un chanson	A song	Les téléfilms policiers	Police dramas	parce que	because
C'est créatif	It's creative	Le matin	In the morning	Un baladeur MP3	An MP3 player	Les émissions de sport	Sports programmes	très	very
Télécharger de la musique	To download music	Le soir	In the evening	De la musique	Pop/rock music	Les films	Films	trop	too
Regarder les films	To watch films	Le weekend	At the weekend	De la musique	Classical music	Les films d'amour	Romantic films	vraiment	really
						Les films d'horreur	Horror films	Qu'est-ce que tu....?	What do you....?



Year 8 French



Week 10:
Use this week to revise the content from previous weeks in preparation for your assessment.

Week 9: La nourriture du monde francophone	
Le couscous	Couscous
Les dattes	Dates
L'agneau	Lamb
Les pois chiches	Chick peas
Croque monsieur	Toasted ham and cheese sandwich
Bouillabaisse	Fish soup
Boeuf bourguignon	Beef burgundy
Les patates dauphinoises	Dauphinoise potatoes
Quiche Lorraine	Bacon or ham quiche
Ratatouille	Ratatouille (stewed vegetables in tomato sauce)
Pain au chocolat	Chocolate pastry
Les escargots	Snails

Week 8: Au restaurant	
Je suis végétarien	I am vegetarian
La nourriture épicée	Spicy food
Mon plat préféré	My favourite dish
La cuisine chinoise	Chinese food
Je vais manger	I am going to eat
Je vais boire	I am going to drink
Je veux manger	I want to eat
Je veux boire	I want to drink
Je peux manger	I can eat
Je ne peux pas manger de porc	I cannot eat pork
C'était délicieux	It was delicious
C'était im mangeable	It was inedible

Week 7: Au café	
Tu veux aller au café?	Do you want to go to the café?
Je voudrais	I would like
Un Orangina	An Orangina
Un diabololo menthe	A mint cordial
Une grenadine à l'eau	A pomegranate cordial
Un café	A coffee
Un chocolat chaud	A hot chocolate
Un thé	A tea
Un jus d'orange	An orange juice
Un coca (light)	A (Diet) Coke
Une eau minérale	A mineral water
Merci	Thank you
Pour moi...	For me...

Week 6: La nourriture	
Une tablette de chocolat	A bar of chocolate
Un kilo de pommes	A kilo of apples
Un gâteau	A cake
Un litre de lait	A litre of milk
Un paquet de chips	A packet of crisps
Un paquet de bonbons	A bag of sweets
Une bouteille de coca	A bottle of coke
Une bouteille de l'eau	A bottle of water
Un paquet de biscuits	A packet of biscuits
Un litre de jus d'orange	A litre of orange juice
Des oeufs	Some eggs
Du poulet	Some chicken
Du fromage	Some cheese
Du pain	Some bread
J'aime manger	I like to eat
J'aime boire	I like to drink



YEAR 7 CYCLE 2 GEOGRAPHY – Development & Resources Knowledge Organiser

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
<p>Development: the process of change by which people reach an acceptable standard of living or quality of life.</p> <p>Gross National Income (GNI): the total value of goods and services in a country as well as income earned from investments overseas.</p> <p>Birth and death rate: the number of people who are born/die in a year per 1000 people</p> <p>In 2016, the richest 20% consumed 80% of the world's resources.</p>	<p>Causes of uneven development around the world can be physical and human.</p> <p>Physical factors: climate, natural disasters, mountainous land, being landlocked (means not having a coastline which has prevented trade), quality of soils, available natural resource</p> <p>Human factors: colonial past (governed by other countries e.g. British Empire), education, political unrest, poor governance, war and conflict, disease and debt.</p>	<p>Quality of life: the general wellbeing of people which includes income, health, education, employment and the environment.</p> <p>North-South divide: refers to the economic and social differences between Southern England and the rest of Great Britain. The divide cuts through the Midlands.</p> <p>In the north, life expectancy is lower, there is more unemployment and you are less likely to achieve high grades at school.</p>	<p>Employment structure: dividing businesses and industries into sectors</p> <p>Primary industries: involve collecting raw materials such as farming, mining & fishing</p> <p>Secondary industries: making the raw material into a product e.g. factory worker</p> <p>Tertiary industries: providing a service e.g. teacher, policeman</p> <p>Quaternary industries: information and technology e.g. space science, pharmaceuticals</p>	<p>Sustainable Development Goals (SDGs): 17 goals defined by the UN in 2015. These goals call for action by all countries and aim to end poverty, fight inequality and injustice and tackle climate change by 2030.</p> <p>Send a Cow: a charity which started in 1988 by sending cows from the UK to parts of Africa including Kenya and Uganda. They now teach farming techniques such as water harvesting, vegetable growing and tree planting.</p>
WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<p>Natural resources: substances found in nature which can be used by humans e.g. wood, minerals and water.</p> <p>Non-renewable: substances which are limited and so will run out one day or cannot be replaced during our lifetime e.g. oil.</p> <p>Water scarcity: a lack of freshwater resources available to meet the demands of water use in an area.</p> <p>Fossil fuel: a natural hydrocarbon fuel such as petroleum, coal or gas formed from the fossilised remains of ancient plants and animals.</p>	<p>Crude oil: naturally occurring and unrefined petroleum that can be refined into diesel, petrol, gasoline, kerosene and other petrochemicals.</p> <p>The Middle East region holds 48% of the world's oil reserves and 43% of the world's natural gas.</p> <p>It has experienced 570 million years of uninterrupted sedimentation, an ideal setting for the creation of hydrocarbons.</p> <p>Oil was discovered in 1908 in what is now Iran.</p>	<p>Russia produces 20% of the world's natural gas and is the world's leading producer of oil. Russia exports steel and aluminium.</p> <p>About 20% of the world's forests lie in Russia, supplying much of the world's timber including pine and cedar.</p> <p>In 2007, Russian explorers carried out scientific research on the ocean floor, 4200 m below the North Pole. Two mini submarines planted a one-metre high titanium Russia flag on the underwater Lomonosov ridge.</p>	<p>Iceland has the highest percentage of renewable energy contributing to its energy mix of any country in the world.</p> <p>Renewable sources provide 100% of Iceland's electricity and heat. 80% of electricity is generated from hydropower and 20% comes from geothermal power. Water heated geothermally is used in the majority of Iceland's homes. Iceland uses non-renewable fossil fuels for cars, other transport and some industry. This means CO₂ per person is still high.</p>	<p>Malthusian theory: examines the relationship between population and food production. While population grows geometrically (1, 2, 4, 8, 16 etc), food production increases arithmetically (1, 2, 3, 4, 5 etc). Eventually, population will outstrip food production.</p> <p>Boserupian theory: came in 1965. Suggests population growth is positive and we invent new methods to obtain food when supplies begin to run out e.g. genetically modified crops.</p>

Year 8 History



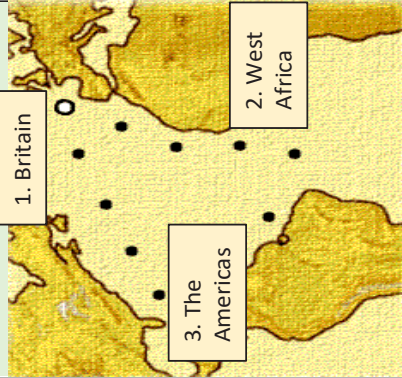
Week 1 Key words in History

- 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.
- 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 man-made e.g. cotton or coal.

Week 2 Why did Britain want an empire?

- 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.
- 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.
- 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.
- 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.

Week 3 The Triangular Slave Trade



- Ships left Britain and Europe for West Africa. They took cheap goods with them such as cloth and iron.
- The ships landed in West Africa and exchanged their cheap goods for enslaved people with local tribes.
- Enslaved people were transported in boats to the Americas. This was known as the Middle Passage. They endured terrible conditions on the slave boats.
- Enslaved people were sold at auction and sent to work on plantations (large farms) in the Americas.
- The ships returned to Britain. They took cotton, tobacco and sugar with them.

Week 4 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 to America. In total, that was about 2 million people.

Week 5 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. Oluadah 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.

Year 8 History



Week 6	Week 7	Week 8	Week 9	Week 10
<p>Key words</p> <p>Empire = a group of countries ruled over by a monarch or ruling power.</p> <p>Colony = An area or country that is part of an empire.</p> <p>Trade = The exchange of goods (buying and selling).</p> <p>The Middle Passage = The journey slaves went on across the Atlantic Ocean from West Africa to the Americas.</p> <p>Slave Auctions = Events where slaves were sold to the highest bidder.</p> <p>Dehumanisation = Treating someone like they are not human.</p> <p>Plantations = Large farms where slaves worked, growing crops such as cotton, sugar and tobacco.</p> <p>Overseer = A person who kept slaves in line while they were working.</p> <p>Abolition = To get rid of something.</p> <p>William Wilberforce = An MP who was an important leader of the Anti-Slavery Movement.</p> <p>Oluadah Equiano = A slave who won his freedom and became a leader in the Anti-slavery movement.</p> <p>The Slavery Abolition Act 1833 = The law that made slavery illegal throughout the British Empire.</p>	<p>The Long Term Causes of WWI</p> <p>France v Germany</p> <p>In 1871 during a war between France and Germany, Germany took the region of Alsace Lorraine from France. It was an important industrial area.</p> <p>The Alliance System</p> <p>In 1914 the six most powerful countries in Europe were divided into two opposing alliances:</p> <p>The Triple Alliance (Germany, Austria-Hungary and Italy).</p> <p>Triple Entente (Britain, France and Russia).</p> <p>Kaiser Wilhelm II</p> <p>He was the leader of Germany and a very determined man. He was jealous of Britain's army and navy.</p> <p>The Arms Race</p> <p>Britain and Germany were competing to have the strongest armed forces. The British built the HMS Dreadnought, the most powerful ship at the time. Germany introduced the Navy Laws to increase the size of their navy.</p>	<p>The Assassination of Franz Ferdinand and the Outbreak of War</p> <p>Archduke Franz Ferdinand was assassinated on 28th June 1914.</p> <p>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.</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>Key words</p> <p>Independent = When a country is free to govern itself.</p> <p>Alliance = When 2 or more countries make an agreement.</p> <p>Arms (Armaments) = Weapons.</p> <p>Propaganda = Information that is misleading and persuasive to try and convince people of a certain point of view.</p> <p>Censorship = When news, letters, books etc. are checked by the government for anything that is seen as unacceptable and then edited or banned.</p> <p>Patriotism = Love for your country.</p> <p>The Western Front = The term for the area where fighting took place in France and Belgium.</p> <p>The Home Front = The term for all aspects of life in Britain during the war.</p>	<p>Trench Warfare</p> <p>Trenches were dug across Belgium and North/East France.</p> <p>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.</p> <p>Daily life could be quite boring. Soldiers did tasks such as cleaning equipment and fixing trenches.</p>



Year 8 - Life To The Full - Cycle 2



Week 2		Week 4		Week 6		Week 8		Week 10	
Key words to memorise for last half term on 'Careers'		Key words to memorise:		Key words to memorise for RSE		Key words to memorise for RSE		Key words to memorise for RSE	
C.V (short for the Latin phrase curriculum vitae, which means "course of life")	This is a detailed document highlighting your professional and academic history, you need to submit this every time you apply for a job	Qur'an	The holy book for Muslims	Gender	Our characteristics and behaviours	Pornography	Visual material of another person to create sexual stimulus for the viewer	Consent	Permission for something to happen
Employer	The person you work for	Surah	A chapter in the Qur'an	Sex	Biological differences, chromosomes, hormones, sexual organs	Contraception	The deliberate use of artificial methods or other techniques to prevent a pregnancy	Contraception	The deliberate use of artificial methods or other techniques to prevent a pregnancy
Higher Education	Education after College, post 18 years old	Hadith	A book describing the teachings and actions of a key religious figure	Gender identity	The gender the person identifies with	Circumcision	Removing the foreskin from the penis	Circumcision	Removing the foreskin from the penis
Ambitious	Desire to achieve or do something	Caliph	A person who is both the religious and political leader of a country	Gender expression	The gender expressed externally through names, pronouns, looks and behaviour	Abortion	The termination of a pregnancy	Abortion	The termination of a pregnancy
Considerate	Thinking of others	Mosque	The Muslim place of worship	Transgender	An umbrella term for people whose gender identity and gender expression is different to what they were assigned at birth	FGM (Female Genital Mutilation)	The procedure where females genitals are deliberately cut, injured or changed	FGM (Female Genital Mutilation)	The procedure where females genitals are deliberately cut, injured or changed
Constructive	Being useful/ positive/clear	Ka'ba	The holiest place on earth for Muslims	Cisgender	People whose gender identity and gender expression match the sexual organs they were born with	Heterosexual	A person who is attracted to someone of the opposite sex	Heterosexual	A person who is attracted to someone of the opposite sex
Initiative	Can get things done on their own	Hijab	Veil worn by some Muslim women	Physical attraction	Being attracted to someone physically and wanting to be around them	Homosexual/ Same-sex couple	A person who is attracted to someone of the same sex	Homosexual/ Same-sex couple	A person who is attracted to someone of the same sex
Communication	Sending or receiving information	Wudu	A ritual wash before prayer	Love	An intense feeling of deep affection	Bisexual	A person who is attracted to males and females	Bisexual	A person who is attracted to males and females
University	A place to complete a three year course which will earn you a qualification called a 'degree'	Mecca	The city that Muslims pray towards and go on pilgrimage to						
Apprenticeship	A qualification where you are trained in a specific profession while you are working in the job for two years								
		Allah	Arabic word for God						
		Prophet	A human who's given a message from God						
		Salah	Prayer - Muslims should say five prayers each day						
		Zakah	2.5% of all surplus wealth should be given to charity each year						
		Sawm	The act of fasting during the month of Ramadan						
		Hajj	The pilgrimage to Mecca						



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

<p><u>Task 1</u></p> <p>D40 $12 + 13 = \underline{25}$ ✓</p> <p>E50 $4 \times 3 + 2 \times 5 =$ $12 + 10 = \underline{22}$ ✓</p> <p>F60 $\begin{matrix} 12 : 18 \\ \div 6 \\ \hline 2 : 3 \end{matrix}$ ✓</p> <p>H70 $\frac{1}{14} + \frac{1}{7} = \frac{1}{21}$ ✗</p> <p>J90 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$ $= \frac{3}{8}$ ✓</p> <p>A01 $\begin{array}{r} + 493 \\ 162 \\ \hline 655 \end{array}$ ✓</p>	<p>E41 $P(\text{yellow}) = \frac{3}{6}$ ✗</p> <p>F51 $P(\text{black}) = \frac{4}{8}$ $= \frac{1}{2}$ ✓</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 $P(\text{odd}) = \frac{3}{5}$ ✓</p> <p><u>Task 3</u></p> <p>J22 <u>Luera</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°

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)

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
 $s = \frac{\theta}{360^\circ} \times 2\pi r$

Volumes

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

Cylinder = $\pi r^2 h$

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

Angles in Polygons

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Where n is the number of sides of the shape

Exterior Angles add up to 360°

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 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

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

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

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

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

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

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 x	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
cos x	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
tan x	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 as a whole 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: 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 5 - 6 The Roots of Rock & Roll

The rock music of the 1960s and 1970s originates from the American Rock 'n' Roll music of the 1950s.

Rock and roll was a mixture of rhythm 'n' blues and country and western music.

Most of these early songs were based on a faster version of the 12 bar blues.

This music may seem old fashioned today but caused a lot of trouble when it first emerged. Parents thought it was immoral or even evil.

Rock 'n' Roll music was usually up-tempo (fast) with a very clear beat, usually four beats in a bar.

The strong beat made the music ideal for dancing.

The lyrics of this music appealed to teenagers because they were about teenage issues , such as love, school, cars and summer holidays.

The songs structure was usually very simple using a verse/chorus structure.

Dynamic Terms

These are all words that we would use to describe the volume of a piece of music. When you see the word soft think quiet.

Pianissimo: Very, very soft; the softest common dynamic marking. Written as *pp*.

Pianissimo: Very soft. Written as *pp* in music notation.

Piano: Soft. Written as *p* in music notation.

Week 7 - 8 Instruments of Rock

The instruments below are those that are most commonly used in Rock music of the 60s and 70s.

Lead Guitar : this is an electric guitar that plays melodies

Rhythm Guitar: this is a guitar that plays chords

Bass Guitar: this instrument plays the bass line (the lowest pitched part of the music)

Drums: this instrument sets the tempo and plays rhythms to fit the style of the music.

The main instruments of a drum kit are :

Snare drum, Bass drum, Hi-hat, Tom-toms and Cymbals.

Piano/keyboard: these instruments can play the melody or chords to fill out the harmony

Synthesizers: they can play any part as they can make the sound of any instrument you want.

Having learnt all of those you should also expect the unexpected. The more bands experiment the stranger the instruments used can become. One band used a stick of celery.

Dynamic Terms 2

Mezzo-piano: Moderately soft. Written as *mp* in music notation.

Mezzo-forte: Moderately loud. Written as *mf* in music notation.

Fortissimo: Loud. Written as *f* in music notation.

Week 9 - 10

Rock Genres

Hard Rock:

Loud and aggressive, dominated by a distorted electric guitar.

Bands include Led Zeppelin and the Who.

Heavy Metal:

Harder and more distorted than hard rock, with even longer guitar solos.

Bands include Black Sabbath and Iron Maiden.

Glam Rock:

This is easier to listen to than the hard rock, it feels more like rock and roll and is theatrical and glitzy.

Artists include David Bowie and Kiss.

Punk Rock:

Harsh and angry music from the 70s – it's all about anarchy and rebellion. Lyrics are often shouted.

Artists include the Ramones and Blondie.

Progressive Rock:

Songs were experimental and complicated, with albums usually having a theme. These usually had long instrumental solos or breaks.

Artists include Yes and Pink Floyd.

Psychedelic Rock

The music uses lots of guitar effects and unusual electronic instruments and effects. Lyrics can be weird and dream like.

Artists include the Beatles and the Doors.

Dynamic Terms

Fortissimo: Very loud. Written as *ff* in music notation.

Fortissimo: Very, very loud. Written as *fff* in music notation. The loudest common dynamic marking.

Diminuendo: Gradually getting softer.

Crescendo: Gradually getting louder.

Year 8 Core PE

Week 1 / 2

Mechanics of Breathing

This is how our body moves air in and out of our lungs:

Breathing IN:

- Intercostal muscles (between the ribs) contract, pulling the ribcage up and out.
- Diaphragm muscle contracts, moving downwards and flattening, increasing the size of the chest
- The lungs increase in size, so the pressure inside them falls. This causes the air to rush in through the nose or mouth.

Breathing OUT

- Intercostal muscles (between the ribs) relax, pulling the ribcage in and down.
- Diaphragm muscle relaxes and bulges up, reducing there size of the chest
- The lungs increase in size, so the pressure inside them falls. This causes the air to rush in through the nose or mouth.

Week 3 / 4

Measuring of Breathing

Tidal volume
Is the amount you breathe in and out in one normal breath.

Vital capacity

Is the maximum volume of air you can breathe out after breathing in as much as you can.

Residual volume

Is the amount of air left in your lungs after you have breathed out as hard as you can.

Inspiratory reserve volume

The volume of air forcibly inspired during normal breathing.

Expiratory reserve volume

The volume of air forcibly expired during normal breathing.

Total lung capacity

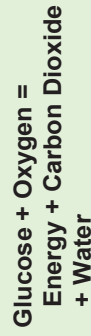
The maximum amount of air the lungs can hold measured in litres.

Week 5 / 6

Aerobic respiration

Can be done for long periods of time and lasts minutes or hours in duration.

- When you exercise at a steady, comfortable rate, the cardiovascular system is able to supply the muscles with all the oxygen they need.
- Under these conditions, aerobic respiration takes place.
- Aerobic respiration equation:



- Aerobic exercise can be maintained for long periods without the performer getting breathless or suffering muscle cramps.
- Moderate activities like walking, jogging, cycling and swimming use aerobic respiration.

Week 7 / 8

Anaerobic Respiration

Can only be done for a short period and lasts seconds in duration.

- When you exercise at a high intensity, the cardiovascular system cannot supply enough oxygen to the muscles.
- Under these conditions, anaerobic respiration takes place.
- Anaerobic respiration equation



- With no oxygen available, glucose is burned to produce energy and lactic acid.
- Lactic acid is a mild poison. As it builds up, it causes muscle pain and eventually cramp.
- Short, intense activities like sprinting, weightlifting, jumping and throwing use anaerobic respiration.

Week 9 / 10

Gaseous Exchange

- This is the process we get oxygen into the blood and we remove waste carbon dioxide from the blood to the air.
- This movement of gases is called gas exchange. In the lungs the alveoli are adapted to make gas exchange occur easily and efficiently.
- Capillaries wrap around the alveoli to take the oxygenated blood to diffuse into the alveoli.
- Oxygen diffuses from the air in the alveoli into the blood.
- Carbon dioxide diffuses from the blood into the air in the alveoli.
- This movement of gas is called diffusion in which they move from an area of high concentration to an area of low concentration.

Vocabulary:

Diffusion = moving of a gas from high pressure to low pressure
Alveoli = small sacks within the lungs that fill with air when we breathe in



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 1: Revising opinions		Week 2: Mi móvil		Week 3: ¿Qué tipo de música te gusta?		Week 4: Me gustan las comedias		Week 5: Key ideas: Revision of key verbs so far	
Me gusta	I like	Saco fotos	I take photos	Escucho	I listen to	Me gustan los programas de música	I like music programmes	juego	I play
Me gusta mucho	I really like/like a lot	Hablo por Skype	I talk on Skype	Mi cantante favorito	My favourite singer	Me encantan los programas de deportes	I love sports programmes	leo	I read
No me gusta	I don't like	Mando SMS	I send texts	Mi canción favorita	My favourite song	No me gustan los reality	I don't like reality shows	mando	I send
No me gusta nada	I really don't like	Juego	I play	Me encanta la letra	I love the lyrics	Me gustan mucho las telenovelas	I really like soap operas		
Me encanta	I love	Leo mis SMS	I read my texts	Me gusta el ritmo	I like the rhythm	No me gustan nada los documentales	I really don't like documentaries	escribo	I write
Detesto	I detest	Descargo melodías	I download ring tones	Mi grupo favorito	My favourite group	Odio el telediario	I hate the news	hablo	I talk
Odio	I hate	Descargo aplicaciones	I download apps	Escucho RnB	I listen to RnB	Prefiero las series policíacas	I prefer police series	descargo	I download
¿Qué piensas de...?	What do you think of...?	Chateo con mis amigos	I chat online with my friends	Me gusta el rap	I like rap	Porque son aburridos/as	Because they are boring		
Pienso que	I think that	Comparto mis vídeos favoritos	I share my favourite videos	No me gusta la música electrónica	I don't like electronic music	Porque son divertidos/as	Because they are fun	Chateo	I chat online
Creo que	I believe that	Veo vídeos	I watch videos			Porque son emocionantes	Because they are exciting	Comparto	I share
A mi modo de ver	From my way of seeing it	Veo películas	I watch films			Porque son interesantes	Because they are interesting	Veo	I watch
Me gusta sacar fotos	I like to take photos	Todos los días	Every day			Porque son informativos/as	Because they are informative		
Me encanta descargar música	I love to download music	Dos o tres veces a la semana	2 or 3 times a week						
Es divertido	It's fun	A veces	Sometimes						
Es aburrido	It's boring	De vez en cuando	From time to time						
Es guay	It's cool	Nunca	Never						



Year 8 Spanish



Week 10:
Use this week to revise the content from previous weeks in preparation for your assessment.

Week 9: La comida del mundo hispanohablante
Most of these foods don't have an English translation – often we use the same word. Look them up online and see which would be your favourite! We will be learning about them in class.

Tapas	
Empanadas	
Churros	
Tacos	
Enchiladas	
Paella	
Fajitas	
Patatas bravas	
Huevos rancheros	
Gazpacho	
Leche frita	

Week 8: En el restaurante

De primero	For starters
De segundo	For the main course
De postre	For pudding
Para mí	For me
Voy a tomar	I'm going to have
Una chuleta de cerdo	Pork chop
El bacalao	Cod
El cordero	Lamb
Los guisantes	Peas
Las judías	Beans
La cebolla	Onion
Al ajillo	Cooked with garlic
El melocotón	Peach
El plátano	Banana

Week 7: El desayuno

Los cereales	Cereal
Leche	Milk
Fruta	Fruit
Tostadas	Toast
Huevos	Eggs
Yogur	Yoghurt
Café	Coffee
Té	Tea
Zumo	Juice
Mermelada	Jam
Mantequilla	Butter
Pan	Bread
Tocino	Bacon
No desayuno nada	I don't eat anything for breakfast

Week 6: Comer y beber

Quiero	I want
Quiero comer	I want to eat
Quiero beber	I want to drink
Un bocadillo	A sandwich
Una botella de agua	A bottle of water
Una tortilla	An omelette
Un vaso de leche	A glass of milk
Manzanas	Apples
Queso	Cheese
Jamón	Ham
Pollo	Chicken
Tomates	Tomatoes
Una barra de pan	A loaf of bread
La ensalada	Salad
La sopa	Soup



St LUKE'S
Church of England School