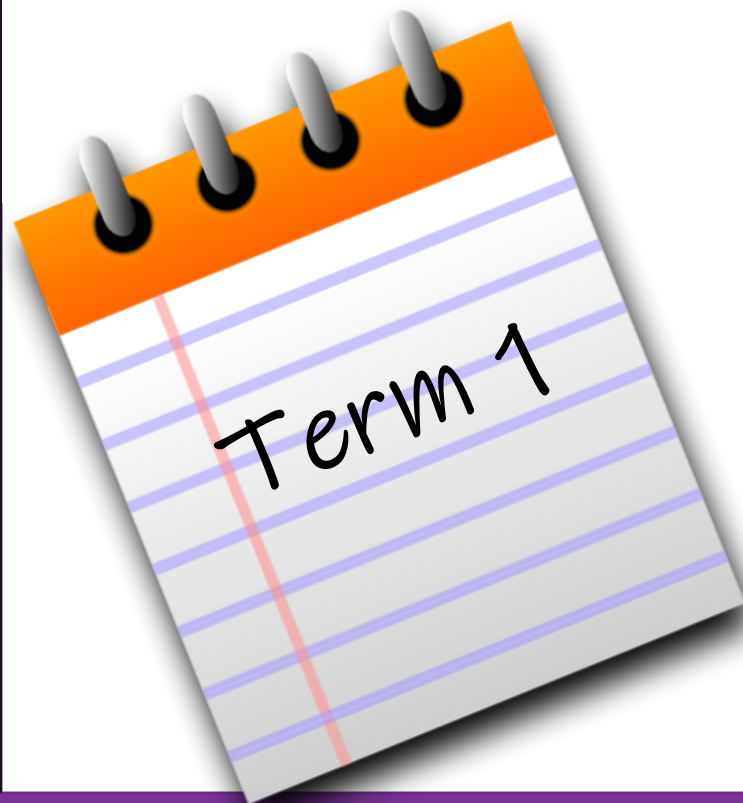


The Knowledge Organisers Pack



Year
8





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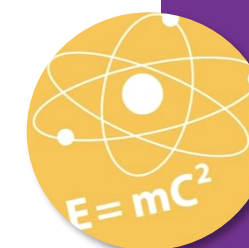
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Key Vocabulary – you must know and understand

Alliteration – repetition of consonant sound to encourage a reader to focus on a particular phrase “

Simile – comparing two things because of an imagined likeness using “as” or “like”

Metaphor – comparing two things saying something is something else: "mind forged manacles

Repetition – repeating a word or phrase to add emphasis to an idea: “marks of weakness, marks of woe

Emotive language—words used to evoke a feeling in the reader: “blood stained in foreign soil” Onomatopoeia – words that sound like their meaning

Personification – giving human qualities to a lifeless object: “iced east winds that knives us”

Semantic field: words connected by a common theme, eg: hailstone, rain, thunder have a semantic field of weather

Imagery – language that paints a picture in the readers mind: “faint half flush that dies along her throat”

Structure—how it’s set out or the order

Stanza - a group of lines forming a paragraph in a poem

Emotive language—words used to evoke a feeling in the reader: “blood stained in foreign soil” Onomatopoeia – words that sound like their meaning

The poems, poet and key vocabulary for each poem

London by William Blake

Manacles, Chartered, Imagery



Vultures by Chinua Achebe

Figurative , Emotionally charged , Compelling , Stereotypical

Kindred, encapsulate, Belsen, charnel house, perpetuity

Blessing by Imitaz Dharker

Blessing, Municipal

Night of the Scorpion by Nissim Ezekiel

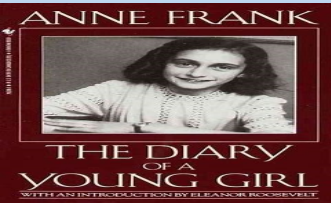
Purify, Sceptical, Rational, Rationalist

Paraffin, Perspective, Poison, Incantation

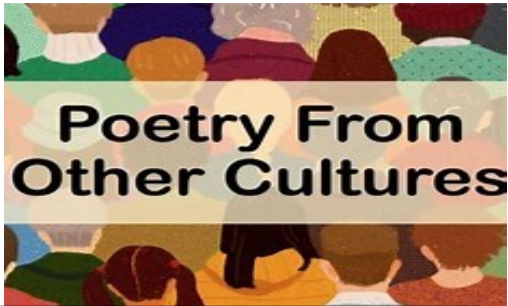
Limbo by Edward Kamau Brathwaite

Limbo, Slavery, Identity, Menial, Prestige, Semantic

Look up and find your own poetry that is about or from another culture!



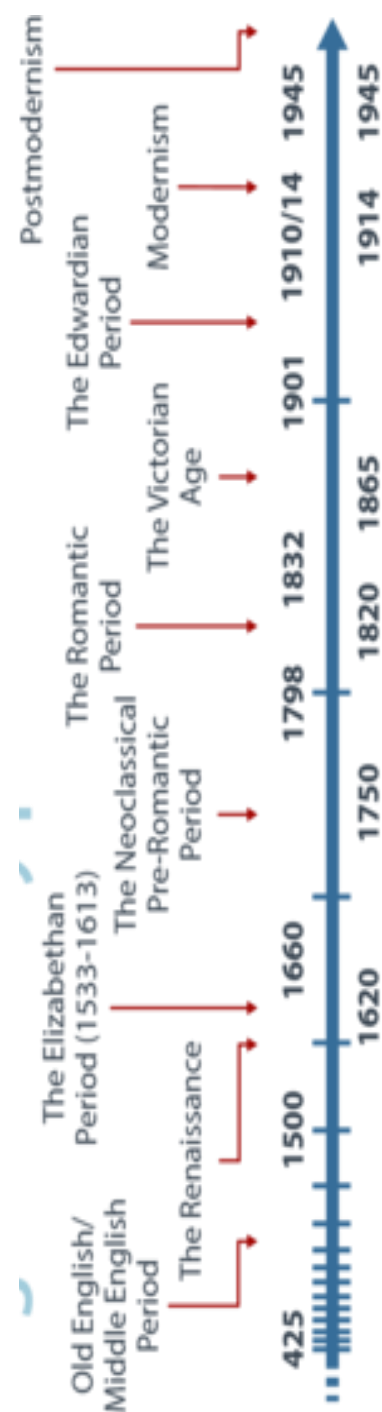
Year 8



Speaker—the person we imagine to be speaking within the poem. The poet isn’t necessarily the speaker—poets often adopt a persona to present an idea within a poem. Even if the poet is writing from their own point of view, they are presenting the voice and ideas they wish you to hear, therefore may not be completely reliable as a narrator.







What you will be learning

- * **About life in London in the past and how the culture in London then was very different to now**
- * **About life in Dharavi, India, a very different country to our own**
- * **About life in different cultures where prayers and superstition replace medicine and doctors**
- * **About the Holocaust and the culture of cruelty to the Jewish community**
- * **About slavery and the strength of the human spirit to overcome adversity**



Y8: Literature Through Time Knowledge Organiser

What texts will we study?

Text	Background and context	Author
The Bible	One of the earliest books on record, filled with stories which have shaped our lives, laws and views.	
Dante's Inferno	1472. The first part of Dante's epic poem The Divine Comedy which depicts the 9 circles of hell.	
Frankenstein	1818. A dark, didactic tale warning of the perils of scientific experimentation. A Romantic era gothic horror but who is the monster?	
The Strange Case of Dr Jekyll and Mr Hyde	1886. A fin de siècle gothic horror which looks more at the monster within exploring the duality of human nature in the wake of Darwin's Theory of Evolution. Can you see the Jekyll and Hyde in yourself?	
Fahrenheit 451	1953. The early sci-fi story of an alternative universe where firemen start fires and books, reading and learning in banned!	
The Hunger Games	2008. The first in a trilogy of books set in a dystopian universe where humans must fight to the death purely for the entertainment of the elite who exercise complete political control.	

Key Vocabulary

Consequence, Morality, Doleful, Torment, Repugnant, Pathetic fallacy, Juxtapose, Personification, Duality, Antagonist, Barbarous, Grotesque, Epigraph, Atmosphere, Anarchy, Oppression

English literature is one of the richest literatures in the world. It has vitality, rich variety and continuity. As literature is the reflection of society, the various changes which have come about in the English society from the earliest to the modern times have left their stamp on English literature. When we study the history of English literature, we find that it has passed through certain definite phases, each having marked characteristics. These phases may be termed as 'Ages' or 'Periods'.

With each Age comes new discoveries, trials and tribulations each of which are interpreted by our artists, writers and musicians.

How have WE changed Literature?

How has Literature changed US?

Animal Welfare (Non-Fiction)

Key vocabulary...

Formal

Informal

Persuasive

Alliteration

**Rhetoric
tive**

Body Language

Gestures

Statistics

Lists

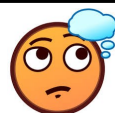
Triples

Declara-



Deeper Learning...

Where can I apply this style?



- ♦ **Letters of complaint/praise/application**
- ♦ **Public speaking to gain support or change opinion**
- ♦ **Writing for a newspaper, magazine or online blog**

Picture Perfect...

Formal Letter

Sender information

Recipient information

Purpose for writing

Main content

Official sign off

Sender information

Recipient information

Purpose for writing

Main content

Official sign off

Yours sincerely,

Article



Eye-catching headline

Usually

emotive or

alliterative

Main content below in declarative style

Always remember...

Formal Letter

- ♦ **Formal professional language**
- ♦ **Formal address and sign off**
- ♦ **No contractions or slang**
- ♦ **Their address top right**
- ♦ **Your address below left**

Speech

- ♦ **Use of rhetoric**
- ♦ **Persuasive devices**
- ♦ **Emotive tone**
- ♦ **Consideration of body language, tone and pauses**

Article

- ♦ **Heading**
- ♦ **Declarative sentence—you are the expert**



The Big Question: Can you use persuasive devices and the art of rhetoric effectively?

Romeo and Juliet KNOWLEDGE ORGANISER



Context – The play was written by William Shakespeare, and was first performed around 1594.	
Shakespeare's Time – Shakespeare wrote his plays at the time of two monarchs: Queen Elizabeth I and James I. <i>Romeo and Juliet</i> was written relatively early in Shakespeare's career (the bulk of his tragedies were written in the 17 th century) yet was extremely popular in his lifetime, as it is now. Shakespeare borrowed heavily from two texts: <i>The Tragical History of Romeo and Juliet</i> (1562) and <i>Palace of Plesasure</i> (1567)	Elizabethan England and Italy – Shakespeare frequently engaged with Italy in his plays, leading many to believe that he travelled there between the late 1580s and early 1590s. Italy was a place that Shakespeare's contemporaries would have had a keen interest in; it was already an advanced and beautiful place for travel. Shakespeare's depictions of many areas of Italian life at the time are deemed largely accurate.
Religion – The heavy religious presence is evident across several parts of <i>Romeo and Juliet</i> . This is reflective of a society across Europe that was deeply religious (predominantly catholic or protestant). Several characters demonstrate their commitment to the church, such as Romeo and Juliet who choose to marry rather than fornicate, and the Capulets, who are quick to contemplate that Juliet is in a better place (heaven) after she is found 'dead.'	Patriarchal Society – Society throughout the Middle Ages and at Shakespeare's time was patriarchal – women were considered inferior to men. This was also the case in much of Europe, including Italy. Women belonged to their fathers (or brothers if their fathers had died) and then their husbands, so Juliet would be expected to obey her father. Women were not permitted to own land or enter most professions. They were instead expected to bear children, be gentle and womanly.
Astrology the Supernatural – At the time of Shakespeare, the belief in both astronomy and the supernatural was far more preeminent than in society today. The reference to 'star-cross'd' lovers demonstrates the large role of horoscopes and planet positions in being used to predict fate. Also, Romeo and Juliet make reference to the fact that they feel they are being guided by a supernatural force (e.g. 'fortune's fool').	Healthcare and Medicine – Healthcare and medicine were not as advanced in Shakespeare's age as they are today – there were numerous ailments and diseases that were not yet understood. This makes it much more believable for both the Capulets and Romeo that Juliet could have died so suddenly and so young. The high death count in the play would seem slightly more common in those days!
Main Characters – Consider what Shakespeare intended through his characterisation of each of the below...	
Romeo – The son and heir of Lord and Lady Montague. Romeo is handsome and intelligent, yet he is also impulsive and extremely sensitive. Romeo is a peaceful character, and is not interested in the violence that goes on around him, choosing instead to focus his energies on love. Although Romeo's love seems fickle (he loves Rosaline at the outset) his commitment can't be debated in the end!	Juliet – The daughter of Capulet and Lady Capulet. Juliet is a beautiful young girl (13 years old at the start of the play). Juliet is caring, compassionate, and at times demonstrates courage (she defies her parents in order to marry Romeo, and drinks the contents of the vial without fully trusting its effects). At times, she shows great intelligence and wit, particularly in conversations with her mother.
First Scene: Act I Scene II Final Scene: Act V Scene III Prince Escalus – The most powerful character in the play, with the authority to govern the other characters and administer sentences. He is also a kinsman to Mercutio and Paris. As the <u>seal of Verona</u> , his main concern throughout most of his appearances are in relation to ensuring that the peace is kept. He is merciful in banishing Romeo for the death of Tybalt, as opposed to sentencing him to death.	First Scene: Act I Scene III Final Scene: Act V Scene III Mercutio – A kinsman to the prince and one of Romeo's closest friends. Mercutio is an extraordinary character in that he has sparkling wit and a vivid imagination. Much of Mercutio's speeches deal in puns and word-play. He appears to see himself as being above the vices of love, choosing instead to view it as misplaced sexual appetite. His hot-headedness is eventually his downfall.
First Scene: Act I Scene I Final Scene: Act V Scene III Montague and Capulet – The patriarchs of the Montague and Capulet families, who have held a long and violent feud with one another from some time before the play begins. Both seem to deeply love their respective child, yet do not always seem appropriately aware of their emotional wellbeing. For example, Romeo chooses to walk the streets in melancholy rather than share his feelings with his father, and Capulet feels the best thing for Juliet would be a marriage with Paris.	First Scene: Act I Scene IV Final Scene: Act III Scene I Friar Laurence and the Nurse – Both Friar Laurence and the Nurse act as guidance counsel for Romeo and Juliet. They appear to be the two people that Romeo and Juliet trust more than any others in the world, as they are the two that they confide in. Friar Laurence is kind and civic-minded (believing the marriage may heal the feud), whilst the Nurse is kind and sentimental (yet at times vulgar). She seems as though she is more of a mother to Juliet than Lady Capulet has ever been.
Themes – A theme is an idea or message that runs throughout a text.	
Love – In Romeo and Juliet, love is an extremely overpowering force that supersedes all other values, emotions, and loyalties. Through their love, Romeo and Juliet conspire to go against the forces of their entire social world. Romeo returns to visit Juliet at points, even though he is well aware of the threat of death. At times, love is presented as fickle (Mercutio's speeches, Romeo + Rosaline).	
Individual vs Society – Romeo and Juliet are forced to undermine the oppressive rules of society at the time. For example, rules of the patriarchal family force Juliet to be subservient to her parents, rules of religion mean that they must marry in haste, and rules of masculinity force Romeo into conflict with Tybalt.	
Violence – Extreme violence takes place sporadically throughout the play. The feud between the two families is so bitter that the mere sight of each other can be the cause of a fight to the death. Unchecked violence is personified through the character of Tybalt. The violence culminates in Act 3 Scene 1, in which both Mercutio and Tybalt are murdered.	
Fate – In the first address to the audience, the Chorus states that Romeo and Juliet are 'star-cross'd' lovers, meaning that fate had intended for their paths to cross, and that fate controls their actions. A series of unfortunate accidents towards the end of the play thwart Friar Laurence's plan and eventually manifest in both Romeo and Juliet committing suicide, thus adding to the sense of fate.	



Romeo and Juliet

KNOWLEDGE ORGANISER

Scene-by-Scene Summary – Take note of the key quotations from each scene.		
Prologue	The Chorus speaks of an ancient grudge between two households, from which two 'star-crossed lovers' appear. A street brawl breaks out between the Montagues and Capulets. The Prince intervenes. He threatens the death sentence for anyone who breaks the peace again.	From forth the fatal loins of these two foes A pair of star-crossed lovers take their life. . . To old Free-town, our common judgment-place. Once more, on pain of death, all men depart.
Act 1 Scene 2	Paris speaks of his desire to marry Juliet to Capulet. They arrange a masquerade ball so that he can begin to woo her. Peter accidentally invites Romeo and Benvolio.	One fairer than my love? The all-seeing sun Ne'er saw her match since first the world begun.
Act 1 Scene 3	Lady Capulet discusses the prospect of Juliet getting married to Paris. She dutifully says that she will look upon him.	I'll look to like if looking liking move! But no more deep will I endart mine eye! Than your consent gives strength to make it fly. O, then I see Queen Mab has been with you. . . .
Act 1 Scene 4	Before the ball, Mercutio mocks Romeo. He gives his 'Queen Mab' speech. Romeo fears the night will set fate in motion.	She is the fairies' midwife. . . . If I profane with my unworthiest hand This holy shrine, the gentle sin is this: My lips, two blushing pilgrims, ready stand To smooth that rough touch with a tender kiss.
Act 1 Scene 5	Romeo and Juliet meet at the ball. They immediately fall for each other – Romeo uses metaphors to compare her to a pilgrim. Tybalt spots Romeo and wants to kill him, but Capulet stops him. Romeo and Juliet learn that they are from warring families.	But passion lends them power, time means, to meet, Go then, for 'tis in vain To seek him here that means not to be found. If that thy bent of love be honorable, Thy purpose marriage, send me word tomorrow, By one that I'll procure to come to thee, Thy love did read by rote that could not spell. But come, young waverer, come go with me.
Act 2 Prologue	The chorus returns and delivers a sonnet about the new love.	The sovereignty will fall upon Macbeth.
Act 2 Scene 1	Benvolio and Mercutio search for Romeo, who has escaped them in the hope of re-finding Juliet.	Bid her devise! Some means to come to shrift this afternoon. And there she shall at Friar Lawrence' cell Be shrived and married.
Act 2 Scene 2	The famous 'balcony scene.' Romeo decides that he cannot go home without seeing Juliet again. He trespasses into her garden, where she appears at a window. They decide that they will wed.	But come what sorrow can, / It cannot countervail the exchange of joy! That one short minute gives me in her sight. "A plague o' both your houses!" O nature, what hast thou to do in hell! When thou dost bow the spirit of a fiend! In moral paradise of such sweet flesh?
Act 2 Scene 3	Romeo visits Friar Laurence to ask if he will wed him to Juliet. Whilst shocked at how fickle Romeo's love is, he agrees.	There is no world without Verona walls But purgatory, torture, hell itself. Hence "banished" is banished from the world, Hang thee, young baggage! Disobedient wretch! I tell thee what: get thee to church o' Thursday, Take thou this vial, being then in bed, And this distilled liquor drink thou off, Romeo, Romeo, Romeo! Here's drink. I drink to thee.
Act 2 Scene 4	Romeo arrives to meet Mercutio and Benvolio. The Nurse and Peter then arrive, and Mercutio makes fun of the Nurse. When Mercutio leaves, Romeo arranges with the Nurse for Juliet to meet him at Friar Laurence's chamber.	O me, O me! My child, my only life, Revive, look up, or I will die with thee!
Act 2 Scenes 5-6	The Nurse sends Juliet to Friar Laurence's cell, where they are married. The Friar warns them to love moderately.	Well, Juliet, I will lie with thee tonight. Let's see for means. O mischief, thou art swift
Act 3 Scene 1	Tybalt duels Mercutio. Romeo tries to make peace, but Tybalt stabs Mercutio dead under Romeo's arm. In rage, Romeo kills Tybalt. The Prince arrives and exiles Romeo.	Unhappy fortune! By my brotherhood The letter was not nice but full of charge, For never was a story of more woe Than this of Juliet and her Romeo.
Act 3 Scene 2	The Nurse tells Juliet of the fight. Juliet is traumatised by the idea of an exiled Romeo. The Nurse says she knows where he is hiding. Romeo despairs at hearing of being banished. The Friar makes a plan for him to visit Juliet before leaving. Elsewhere, Capulet contacts Paris and arranges for Juliet to marry him.	
Act 3 Scene 3-4	Romeo reluctantly leaves Juliet. Her mother then tells of the marriage to Paris. She rejects it. Capulet threatens to disown her.	
Act 3 Scene 5	Juliet meets Friar Laurence, saying that she would rather kill herself than marry Paris. Friar Laurence proposes the sleeping potion plan. She agrees, returns to her parents, and repents.	
Act 4 Scenes 1-2	Juliet is scared, but drinks the contents of the vial.	
Act 4 Scene 3	The Nurse finds Juliet dead on her wedding morning. The family are distraught, but agree to make the funeral arrangements.	
Act 4 Scenes 4-5	Romeo is told of the death by Balthasar. Romeo decides that he will return to Verona to kill himself. Before doing so, he purchases poison from an apothecary.	
Act 5 Scene 1	Friar Laurence learns that Romeo has not received his letter informing him of the plan, and is worried. He doesn't know that Romeo now thinks that Juliet is dead.	
Act 5 Scene 2	Romeo finds Juliet's body and kills himself. She awakens and kills herself. Montague and Capulet commit to resolve.	
Act 5 Scene 3		

Dramatic Devices in Romeo and Juliet		Features of a Tragedy in Romeo and Juliet
Dramatic Irony	Mercutio and Benvolio think Romeo is still pining over Rosaline, but the audience knows he has moved on to Juliet. A2 S1	Tragic Hero - A main character cursed by fate and possessed of a tragic flaw (Romeo, and to an extent Juliet). 
Soliloquy	Juliet's opening speech in A3 S2 in which she pours her heart out over her love for Romeo.	Hamartia - The fatal character flaw of the tragic hero (his passion and impulsiveness).
Aside	Juliet secretly hopes for the 'villain' Romeo: <i>Villain and he be many miles asunder</i> God pardon him! A3 S5.	Catharsis - The release of the audience's emotions through empathy with the characters. 
Foreshadowing	Friar Laurence: <i>These violent delights have violent ends, And in their triumph die, like fire and powder.</i> A2 S6	Internal Conflict - The struggle the hero engages in with his/her fatal flaw.

Ratio

Key vocabulary

Ratio -Ratio compares the size of **one part** to **another part**.

Proportion -Proportion compares the size of **one part** to the size of the **whole**.

Proportional - a change in one is always accompanied by a change in the other.

Simplifying - Divide each part of the ratio by a common factor

Equivalent- Ratios are equivalent if they have the same simplest form.

Picture perfect

Share £20 in the ratio **2:5:3**

1) Find the **total number of parts**

$$2 + 5 + 3 = 10$$

2) Divide the **amount** by the **total number of parts**

$$£20 \div 10 = £2 = 1 \text{ part}$$

3) Multiply each number in the **ratio** by the value of **1 part**

$$\begin{array}{ccc} 2 & 5 & 3 \\ \times £2 & \times £2 & \times £2 \\ \hline £4 & £10 & £6 \end{array}$$

Find Two Equivalent Ratios

5:20

Multiply

$$\begin{array}{l} 5:20 \rightarrow \frac{5}{20} \\ \frac{5}{20} \cdot \frac{2}{2} = \frac{5 \cdot 2}{20 \cdot 2} = \frac{10}{40} \\ \frac{10}{40} \rightarrow \boxed{10:40} \end{array}$$

Divide

$$\begin{array}{l} 5:20 \rightarrow \frac{5}{20} \\ \frac{5}{20} \div \frac{5}{5} = \frac{5 \div 5}{20 \div 5} = \frac{1}{4} \\ \frac{1}{4} \rightarrow \boxed{1:4} \end{array}$$

Always remember

Ratios

A ratio is a way of comparing two or more quantities.

Purple paint is made by mixing **blue** and **red** paint in the ratio of **2 to 3**.



2:3

To make mortar, **sand** and **cement** are mixed together in the ratio of **5 to 2**.



5:2

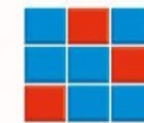
Lilly, Jack and Jo have shared the money in the ratio of **2 to 6 to 3**.



2:6:3

A ratio must be written in the correct order, with the **quantity mentioned first written first**.

Ratios are easier to work out when they are in their simplest form. To simplify ratios, both numbers must be **divided by their highest common factor**.



The ratio of **blue** to **red** tiles is **6 to 3** but this can be simplified.

$$\begin{array}{c} 6:3 \\ \div 3 \quad \div 3 \\ \hline 2:1 \end{array}$$

3 is the highest common factor of 6 and 3, so divide both numbers by 3.

Dividing in a Ratio

Sometimes an amount needs to be divided according to a particular ratio. **Ava, Isla and Freya** made **£315** selling balloons at a fayre. They agreed to split the money in the ratio of **3:2:4**. How much money does each person get?

1 Add the numbers in the ratio to calculate the total number of parts. **3 + 2 + 4 = 9**

2 Find the value of **1 part** by dividing the total amount by the total number of parts, 9. **315 ÷ 9 = 35**
1 part = **35**

3 Multiply the value of **1 part**, **35**, by the numbers in the ratio to calculate how much money each person gets. **3 × 35 = 105**
2 × 35 = 70
4 × 35 = 140

4 **315** divided in the ratio of **3:2:4** is **105:70:140**. Check your answer by adding together the values. **Ava £105 Isla £70 Freya £140**
105 + 70 + 140 = 315

Assessment style question

Shannon is revising for her summer exams. The table below shows the number of minutes Shannon spends revising on each of 5 evenings. It also shows the number of minutes Shannon spends relaxing on the 5 evenings.

	Monday	Tuesday	Wednesday	Thursday	Friday
Number of minutes revising	88	198	150	133	160
Number of minutes relaxing	20	40	28	25	34

Sophie is making 400 scones. She uses butter, sugar and flour in the ratio 2:1:9. Here are the costs of those ingredients.

Butter	£2.20 per 500g
Sugar	£1.60 per kilogram
Flour	60p per 1.5kg

The total mass of the butter, sugar and flour in each scone is 30g

Work out the total cost of these ingredients for the 400 scones.

Mrs Chambers is organising a school trip to a museum for year 7 and year 8. She needs to work out the total cost of the museum tickets and bus hire. The table below shows the museum ticket prices.

Visitor Age	Price
0 - 3	free
4 - 12	£4.50
13 - 17	£6.50
18+	£11.50

Each bus has 51 seats and costs £125

Altogether 300 students want to go on the trip. The ratio of the number of students to the number of teachers is 25:1. The ratio of the number of students in year 7 to the number of students in year 8 is 8:7

At the time of the trip, all of the students in year 7 are 11 or 12 years old. Of year 8 students, the ratio of number of 12 year olds to 13 year olds is 2:3. Work out the total price of the school trip.

Similar Shapes

Key vocabulary

Similar - Two shapes are mathematically similar if one is an enlargement of the other.

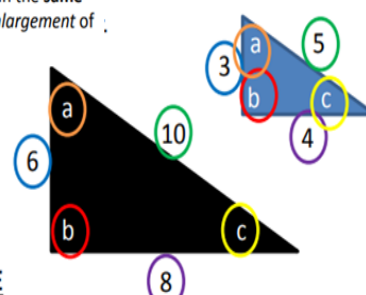
Congruent - These shapes are the same shape and same size but can be in any orientation.

Scale Factor - What to multiply the lengths of the original shape by to find the lengths on the enlarged shape.

Picture perfect

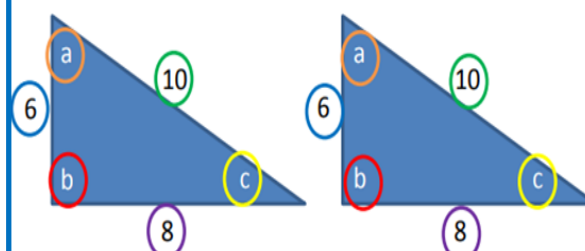
SIMILARITY

When shapes look the same but are different sizes, they are mathematically **similar**. This means their **corresponding** ("matching") **angles are equal**, and their **corresponding sides are in the same ratio**. One shape is an **enlargement** of the other.



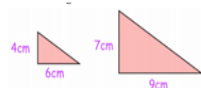
CONGRUENCE

When shapes are identical, they are **congruent**. All **corresponding** lengths and angles are **equal** - you could fit one perfectly on top of the other.



Assessment style question

Triangles A and B are congruent. Tick the correct boxes.



Finley says "the two triangles are similar because 3cm has been added to both the height and base of the smaller triangle."

Explain why Finley is incorrect.

If Triangle A is isosceles, Triangle B has to be isosceles.

Triangles A and B have different size angles

Triangle A has a larger area than Triangle B

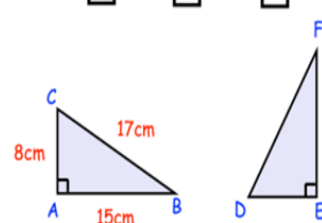
Triangles ABC and DEF are congruent.

(a) Write down the length of DF

(b) Write down the length of AC

(c) Write down the length of DE

True False Maybe



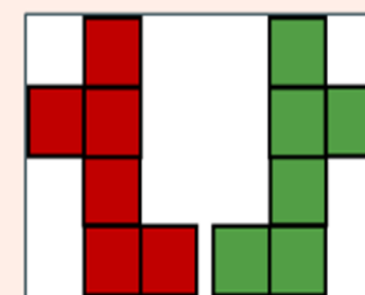
Always remember

Congruence

Congruent shapes are just **exact replicas** of the original

The angles and side lengths **remain the same**

The shapes may well be orientated differently



The two shapes are **congruent**. They are **reflections** of each other.

Similarity in 1D

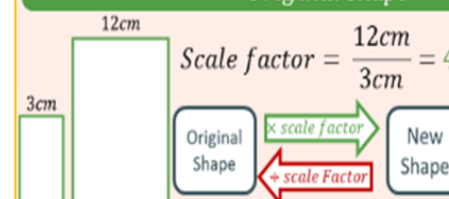
Similar shapes are just **enlargements** of the original

The angles remain the same but the **lengths** have been **scaled up or down**

This **scale factor** needs to be calculated in order to solve problems involving similar shapes.

Find two comparative lengths.

$$\text{Scale factor} = \frac{\text{New shape}}{\text{Original shape}}$$



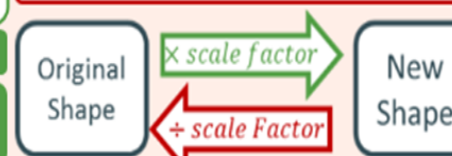
$$\text{Scale factor} = \frac{12\text{cm}}{3\text{cm}} = 4$$

Similarity in more than 1D

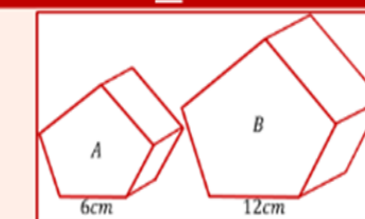
Area and Volume scale factors will need to be calculated

$$\text{Area scale factor} = \text{Scale factor}^2$$

$$\text{Volume scale factor} = \text{Scale factor}^3$$



Work out all scale factors first



$$\text{Scale factor} = 2$$

$$\text{Area scale factor} = (2)^2 = 4$$

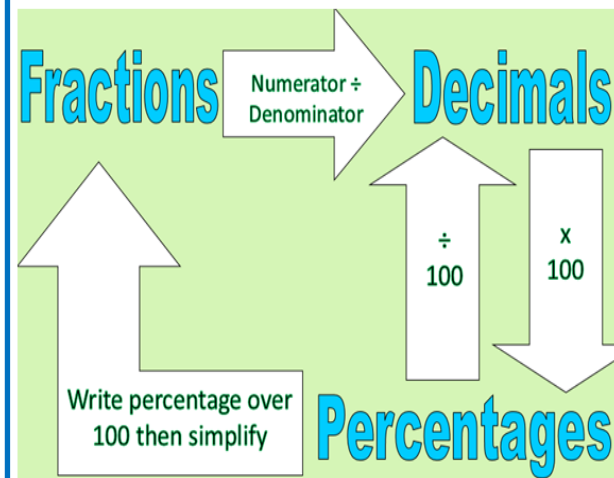
$$\text{Volume scale factor} = (2)^3 = 8$$

FDP

Key vocabulary

Fraction
Numerator
Denominator
Improper fraction
Proper fraction
Top-heavy fraction
Tenth
Hundredth
Thousandth
Per cent
Percentage
Decimal
Equivalent

Picture perfect

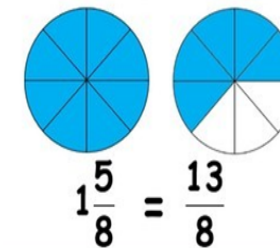


Always remember

Fraction	Decimal	Percentage
$\frac{1}{10}$	0.1	10%
$\frac{1}{5}$	0.2	20%
$\frac{1}{4}$	0.25	25%
$\frac{1}{2}$	0.5	50%
$\frac{1}{3}$	$0.\dot{3}$	$33.\dot{3}\%$

$$\frac{3}{5} \times \frac{2}{2} = \frac{6}{10} = \frac{06}{10}$$

Mixed Numbers & Improper Fractions



$$\frac{3}{5} = 0.6$$

Assessment style question

Write these numbers in order of size.
Start with the smallest number.

$\frac{1}{4}$ 30% $\frac{3}{8}$ 0.2 0.17



Is Sophia correct?
Explain your answer.

.....

.....

.....

(1)

$$\begin{array}{r} 0.75 \\ 4 \overline{) 3.00} \\ \underline{-28} \\ 20 \\ \underline{-20} \\ 0 \end{array}$$

$$\frac{3}{4} = 0.75$$

Real life Graphs

Key vocabulary

Coordinates - a set of value that show an exact position on a coordinate grid

Linear equation - an equation, when plotted, makes a straight line

Gradient - the steepness of the line of a linear equation

y-intercept - where the linear equation cuts the y-axis

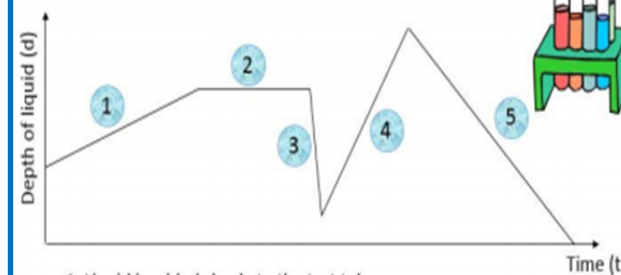
Substitution - when you replace an unknown for a given value

Picture perfect

Graphs can be used to represent a number of real life situations. It is important to read the labels on both axes to determine the meaning of the graph.

Example:

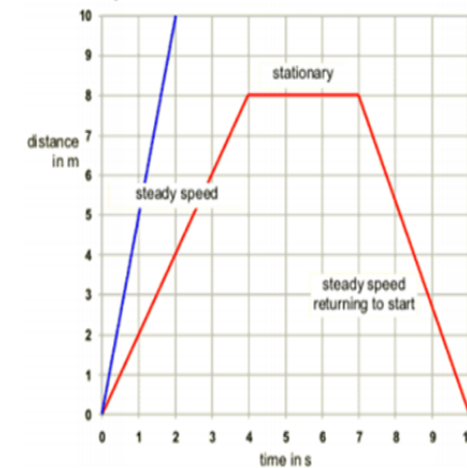
A test tube containing a chemical liquid is used in an experiment. During the experiment the **depth d** of the liquid changes with **time t**. Match the different parts of the graph to the statements below.



1. Liquid is added slowly to the test tube.
2. The level of the liquid remains constant.
3. Some liquid is poured out quickly.
4. Some liquid is poured in quite quickly
5. The test tube is emptied.

Always remember Distance-time graphs

Distance time graphs show distance away from a point. When an object is stationary, the line on the graph is horizontal. When an object is moving at a steady speed, the line on the graph is straight, but sloped. The **steeper** the line, the greater the **speed** of the object.

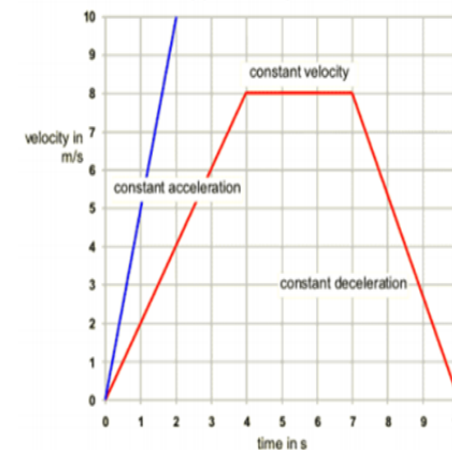


Speed-time graphs

A speed-time graph tells us

changes over time. When the object is travelling at a constant speed, the line on the graph is horizontal. When an object is accelerating or decelerating, the line on the graph is sloped.

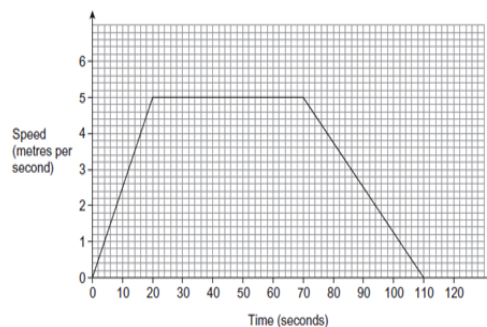
The **steeper** the gradient of the line, the greater the **acceleration** (a bigger change in speed in the same time).



Assessment style question

The distance around a cycle track is 400 metres.

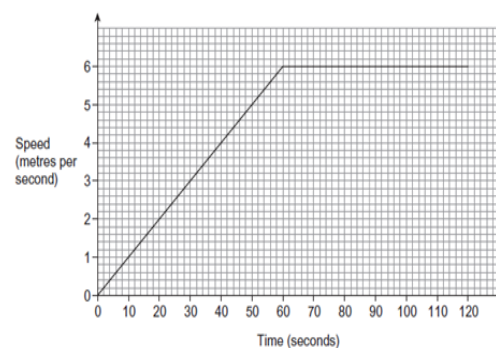
Robin cycles on the track.
Here is his speed-time graph.



(a) Show that Robin cycles **exactly** once around the track in 110 seconds.

(b) Sanjay cycles on the same track.

Here is his speed-time graph.



Does Sanjay cycle the first 400 metres in a quicker time than Robin?
You **must** show your working.

(2)

(3)

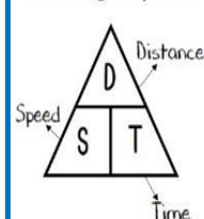
Compound measures

Key vocabulary

Compound
Measure
Unit
Speed
Distance
Time
Mass
Density
Volume
Pressure
Force
Area

Picture perfect

Average Speed

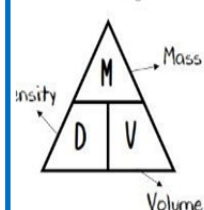


$$\text{Speed} = \text{Distance} \div \text{Time}$$

$$\text{Distance} = \text{Speed} \times \text{Time}$$

$$\text{Time} = \text{Distance} \div \text{Speed}$$

Density

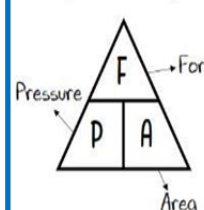


$$\text{Density} = \text{Mass} \div \text{Volume}$$

$$\text{Mass} = \text{Density} \times \text{Volume}$$

$$\text{Volume} = \text{Mass} \div \text{Density}$$

Pressure



$$\text{Pressure} = \text{Force} \div \text{Area}$$

$$\text{Force} = \text{Pressure} \times \text{Area}$$

$$\text{Area} = \text{Force} \div \text{Pressure}$$

Assessment style question

Question 1: Convert the times from hours/minutes into hours, without a calculator.

e.g. 1 45 minutes = 0.75 hours

e.g. 2 1 hour 30 minutes = 1.5 hours

- | | | |
|-----------------------|------------------------|------------------------|
| (a) 15 minutes | (b) 30 minutes | (c) 45 minutes |
| (d) 20 minutes | (e) 40 minutes | (f) 2 hours 30 minutes |
| (g) 1 hour 15 minutes | (h) 3 hours 45 minutes | (i) 2 hours 40 minutes |

David cycles at 20mph for $1\frac{1}{4}$ hours, then at 16mph for 2 hours and then 12mph for 45 minutes.

- (a) Work out the total distance travelled.
(b) Work out the average speed for the entire journey.

Find the pressure exerted by a force of 180 newtons on an area of 50cm^2 .
Give your answer in newtons/ m^2

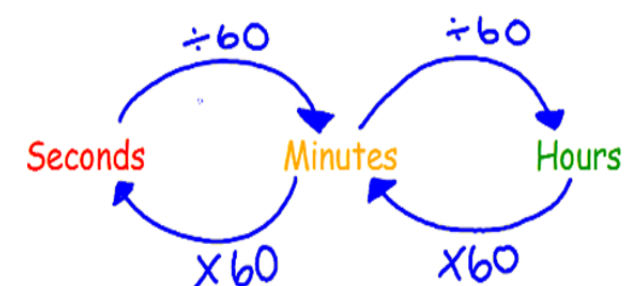
A bus travels 222 miles in 6 hours.
What was the average speed of the bus?

A cube of ice has side length of 5cm.
The mass of the cube of ice is 114.5g.

Find the density of ice.
Give your answer in g/cm^3

Always remember

To convert time



When completing a mass or density question you first may need to calculate the volume of a shape.

Shown is a solid cylinder made from carbon.
The density of carbon is $1.95\text{g}/\text{cm}^3$

Find the mass of the cylinder.



When completing a pressure question you may need to calculate an area first.

A cylinder is placed on a table.
The cylinder has a weight of 400N and has a diameter of 10cm.

Work out the pressure on the table in newtons/ cm^2

Science: Periodic Table

1. Key words

Element	A substance that cannot be broken down into other substances.
Compound	A substance made up of atoms of two or more elements, strongly joined together.
Atom	The smallest part of an element that can exist.
Molecule	A group of two or more atoms, strongly joined together.
Chemical symbol	A one- or two-letter code for an element that is used by scientists in all countries.

2. Elements and compounds

Name	Hydrogen	Oxygen	Water
Element or compound	Element	Element	Compound
Properties	Gas at room temperature.	Gas at room temperature.	Liquid at room temperature.
Formula	H ₂	O ₂	H ₂ O
Description	2 Hydrogen atoms joined together	2 Oxygen atoms joined together	2 Hydrogen atoms joined to 1 Oxygen atom

3. Properties of metals and non-metals

Metals	Non-metals
Shiny	Dull
High melting points	Low melting points
Good conductors of electricity	Poor conductors of electricity
Good conductors of heat	Poor conductors of heat
High density	Low density
Malleable and ductile	Brittle

4. Basic periodic table structure

1	2											3	4	5	6	7	0	
		H																He
Li	Be											B	C	N	O	F	Ne	
Na	Mg											Al	Si	P	S	Cl	Ar	
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr	
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe	
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn	
Fr	Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg	Cn	Nh	Fl	Mc	Lv	Ts	Og	

Red	Metals
Yellow	Non-metals
Groups	Columns in the Periodic Table, they go downwards
Periods	Rows in the Periodic Table, they go sideways
Discovery	The modern periodic table is based on the model proposed by Dmitri Mendeleev at the end of the 19 th century

5. Element Symbols

Element symbols are used so that people in any country can understand which chemicals are used in a reaction

Element	Symbol	Element	Symbol
Hydrogen	H	Oxygen	O
Magnesium	Mg	Copper	Cu
Zinc	Zn	Sodium	Na
Aluminium	Al	Carbon	C

Science: Periodic Table

6. Word Equations

Word equations represent the formation of compounds during a reaction

Burning magnesium in air:

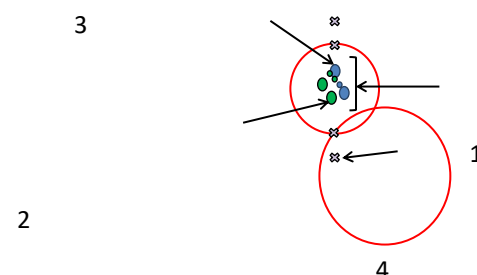
Magnesium + Oxygen → Magnesium oxide

Reacting hydrochloric acid and magnesium

Magnesium + hydrochloric acid → Magnesium chloride + Hydrogen

7. Structure of the atom

	Key word	Definition
1	Nucleus	The center of an atom. Contains protons and neutrons
2	Proton	A positively charged particle found in the nucleus
3	Neutron	A neutral particle found in the nucleus. Has no charge
4	Electron	A negatively charged particle found in energy levels (shells) around the nucleus



8. Group 1 elements – Alkali Metals

Elements	Physical properties	Chemical properties	Patterns
Li, Na, K, Rb, Cs, Fr	Lower density than other metals Softer than other metals	Very Reactive	Reactivity increases down the group Melting and boiling point decreases down the group

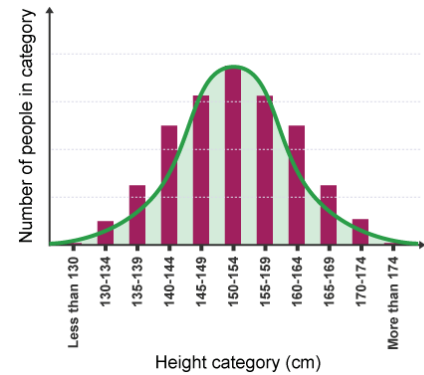
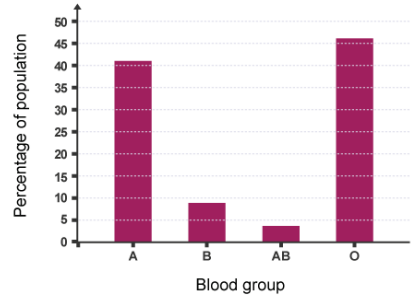
9. Group 7 elements – Halogens

Elements	Physical properties	Chemical properties	Patterns
F, Cl, I, Br	Does not conduct electricity	Very Reactive A more reactive halogen will take the place of a less reactive halogen in a compound.	Reactivity decreases down the group Melting and boiling point increases down the group

Challenge Questions

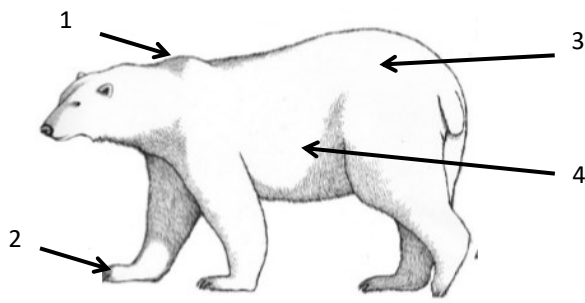
1	Which elements have the chemical symbols of Ca, Cl, Li and He?
2	Gold is not very reactive. Describe why gold is sometimes used in electronics, but is not used to build bridges
3	Why was Mendeleev's model of the periodic table accepted by scientists?
4	Explain why the reactivity of alkali metals increases down the group

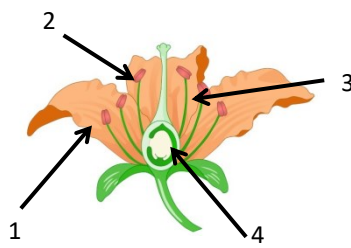
Science: Inheritance and Classification

1. Variation	
Organisms within a species have variations.	
Inherited variation	Environmental variation
Variations caused by genes gained from parents	Variations caused by surroundings
Examples	Examples
Eye colour	Scars
Blood group	Accent
Sex	Length of hair
Some variations are both inherited and environmental ; height, weight, skin tone, intelligence	
Key words	
Variation	The differences in characteristics between living things
Species	A group of organisms that are very similar to each other and can produce fertile offspring
Characteristics	The individual differences between organisms
2. Challenge Questions	
1	Why do you think animals and plants are sorted into groups?
2	Describe why identical twins are only genetically identical
3	Explain the adaptations of organisms to prevent being eaten
4	Why do you think climate change is affecting the population numbers of polar bears?
3. Continuous and discontinuous variation	
Continuous variation	Discontinuous variation
A characteristic that changes gradually over a range of values	A characteristic that has a limited number of possible values
	
4. Genes	
Key words	
DNA	Genetic information. It has all the instructions a living organism needs to grow, reproduce and function
Gene	A small section of DNA that has the genetic code for a specific characteristic
Identical twins	Non identical twins
From a single egg fertilised by a single sperm that splits in half before implantation	From separate eggs that were released at the same time and fertilised by separate sperm
They have the same DNA code and will be the same sex	They have different DNA code so can be different sexes

Science: Inheritance and Classification

Adaptations		
Organisms have special features that make them suited to their environment		
	Adaptation	How it helps it to survive
1	Waterproof fur	Prevents the cold water toughing the skin
2	Large wide feet	Prevents sinking in the snow
3	Small surface area to volume ration	Reduces heat loss from the skin
4	White fur	Camouflages it against the snow so it can hunt prey



Plant reproduction			
1	Petal	Attracts insects for pollination	
2	Anther	Covered in pollen	
4	Stigma	Captures pollen from other plants	
5	Ovary	Where fertilisation takes place	

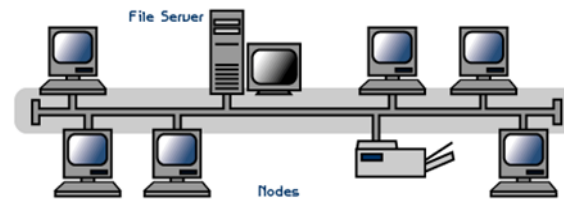
Classification	
Key Word	Definition
Vertebrate	An animal that contains a back bone
Invertebrate	An animal that does not contain a back bone
The vertebrates can be split into 5 main groups	
Group	Common Features
Mammal	Warm blooded Feed young with milk Internal fertilisation Fur covered skin
Reptile	Cold blooded Hard scaly skin Lays leathery shelled eggs
Fish	Cold blooded Slimy scales Gills External fertilisation of soft jelly eggs
Amphibian	Cold blooded Slimy skin External fertilisation of jelly like eggs
Bird	Warm blooded Lays hard shelled eggs Wings Feathers

Key Vocabulary...

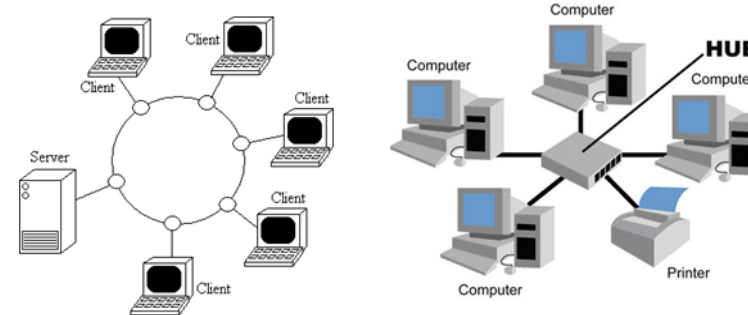
Name	Purpose
Network	A collection of PCs joined either by cable or wirelessly.
LAN- Local Area Network	Devices connected over a small geographical area such as a school.
WAN – Wide Area Network	Devices connected over a wider geographical area such as the internet.
WPAN – Wireless Private Area network	Used to connect devices to your PC without wires. Bluetooth is a good example of this.
Server	Stores all user data in a network in a central location. This means that you can log on any computer in the network and get your files.
Switch	Connects the individual computers (workstations) with the server.
Router	Responsible for connecting different networks together. Routers will connect LANs to the internet.
Topology	How the network has been designed to be connected.
Network interface card	A piece of hardware in your device that lets you connect to the internet.
Ethernet	A cable that connect devices together on a LAN.
Data packet	Bits of data that are split up and sent along a network.

Picture This...

Three types of computer networks.



Bus Network - data packets are sent in both directions along a central cable.



Ring Network - data packets are sent in one direction around the circle.

Network Attacks & Security

Networks can be attacked by the following:

Malware: Malicious software designed to harm your computer.

Virus – copies itself on your computer and can steal data and slow your computer down.

Trojan – a piece of software that pretends to be something else but has a virus in it. Usefully spread by email attachments and torrent sites.

Spyware – software that records your actions on the internet.

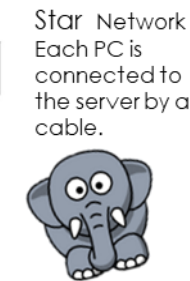
Network security:

The following can help to protect a network.

Anti-virus software – scans your computer and removes any viruses.

Firewall – prevents unauthorised access to your network.

Encryption software – scrambles data so hackers can't read it



Questions

1. What is the difference between a LAN and a WAN?
2. What is the difference between a RING and a BUS network?
3. Name two ways that your network might get attacked?
4. Which hardware device is used to connect networks together?
5. Which device is responsible for connecting individual computers to a network?

Deeper Learning...






Network topologies (how networks are connected) will be revisited in more detail in Year 10. If you would like to know more about the topic now type the following weblinks into a search engine.





<https://bbc.in/383747H>






Activity – Complete some further reading on the internet to create a learning resource explaining threats to a network and the security that would help.


Key Vocabulary...	
Aesthetics	How something looks including shape and colour.
Accuracy	The quality or state of being correct or precise. Free from errors.
Thermoplastic	A type of plastic that can be re heated and shaped to make new products.
Thermosetting	A thermosetting plastic is a plastic which becomes irreversibly hardened when heated and moulded into shape. Can not be recycled.
JIG	A jig is used to make sure that parts are made exactly the same, without the need for marking out. For example, when drilling through a block of wood with two holes in, it will make sure that the holes are drilled in the same place in each component.
Target Market	To whom the product is aimed at or designed for.

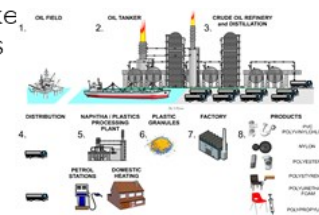
Picture This...		
LED		A light emitting diode provides a source of light. It is energy efficient, small, available in different colours and brightness and has a long lifespan.
SWITCH		A component that joins and breaks part of a circuit to connect or isolate the supply of electricity.
RESISTOR		A fixed value component that reduces the amount of electricity able to pass through part of the circuit. Made from a mixture of carbon (to conduct) and ceramic (to isolate).
PCB		A printed circuit board mechanically supports and connects electrical components using conductive tracks.
USB LEAD		A USB lead (Universal Serial Bus) are used mostly to connect computers to peripheral devices such as cameras and printers, in our case, your lamp.

Tools & Equipment	
Vacuum Former	
Pillar Drill	
Strip Heater	
Soldering Iron	

The BIG question..	
How might thermosetting plastics, be bad for the environment?	

CAD/CAM	
Computer Aided Design – In school we use 2D Design, in the industry they use AutoCAD, we also use sketch Up for virtual model making.	
Computer Aided Manufacture – In school we manufacture products using a laser cutter and 3D printer. They also use laser cutters and 3D printers in industry but on a larger scale. They also use CNC milling machines and other computer controlled devices to manufacture different products.	
	 

Always Remember...	
Isometric Drawings are 3D drawing. They show three sides, all in dimensional proportion, but none are shown as a true shape with 90 degree corners. All the vertical lines are drawn vertically but all the horizontal lines are drawn at 30 degrees to the base line. Isometric is an easy method of drawing 3D images.	

Deeper Learning...	
Plastics are made from oil which is a fossil fuel. We have to drill deep into the earth to extract the oil and this can cause disruption to wildlife, sea life and their habitats. The burning of crude oil to make plastic products, produces CO2 emissions, which pollutes the earth's atmosphere.	
	

Activity – Take some isometric grid paper home with you and practice drawing objects, that you can find around the house. Remember to bring your designs in to show your class mates.
--

Page 16

Time phrases

Present		Past		Future	
normalement	normally	hier	yesterday	demain	tomorrow
d'habitude	usually	Avant-hier	the day before yesterday	cet après-midi	this afternoon
tous les jours	every day	Ce matin	this morning	ce soir	tonight
de temps en temps	from time to time	hier soir	last night	le weekend prochain	next weekend
parfois / quelquefois	sometimes	la semaine dernière	last week	la semaine prochaine	next week
toutes les semaines	every week	le mois dernière	last month	le mois prochain	next month
tous les mois	every month	l'année dernière	last year	l'année prochaine	next year
chaque année	every year	samedi dernier	last Saturday	dans quelques années	In a few years
toujours	always	le weekend dernier	last weekend		
souvent	often	il y a longtemps	a long time ago		
jamais	never				

Question	
Quoi? Qu'est-ce que?	What?
Où?	Where?
Quand?	When?
Combien?	How much / How many?
Comment?	How?

Quantifiers			
très	very	pas très	not very
assez	quite	complètement	completely
un peu	a bit	sérieusement	seriously
tellement	really	extremement	extremely
vraiment	really	certainement	certainly
ratelement	really	plutôt	rarely

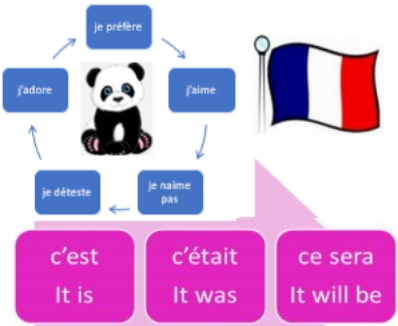
JUSTIFICATIONS	
parce que	because
car	because
comme	as
puisque	since
étant donné que	given that
ayant dit cela	having said that

Connectives

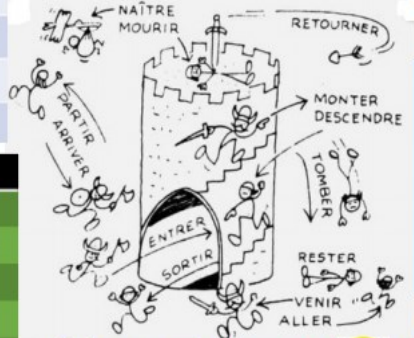
et	and	surtout	especially
mais	but	cependant	however
ou	or	d'abord	firstly
où	where	puis	then
aussi	also	ensuite	next
par exemple	for example	après	after
heureusement	luckily	alors	then/so
malheureusement	unfortunately	finalement	finally
par contre	on the other hand	pendant que	while

à (at)	à la piscine	à la maison	à la plage	à la campagne	à la montagne
au (at)	au collège	au bord de la mer	au centre sportif	au centre commercial	au cinéma
chez (in/to)	chez moi	chez mon ami	chez mes grandparents	chez mes copains	
dans (in)	dans le parc	dans le jardin			
en (in)	en Paris	en Madrid			

mon père (my dad)	ma mère (my mum)	Tom et Jane
ma famille (my family)		
mes parents (my parents)		
mes amis (my friends)		
mes copains (my friends)		



Dr and Mrs Vandertramp (Être)



Positive	Negative
génial (great)	difficile (difficult)
amusant (funny)	ennuyeux (boring)
facile (easy)	bête (stupid)
intéressant (interesting)	nul (rubbish)
agréable (pleasant)	fatigant (tiring)
sympa (nice)	désagréable (unpleasant)
utile (useful)	affreux (awful)
passionnant (exciting)	mauvais (bad)



Present tense	ER	IR	RE
je	e	is	s
tu	es	is	s
il/elle	e	it	-
nous	ons	issons	ons
vous	ez	issez	ez
ils / elles	ent	issent	ent



Passé composé	AVOIR (present)	ÊTRE (present)	
j'ai or je	j'ai	je suis	-ER - é
tu	as	es	-IR - i
il / elle	a	est	-RE - u
nous	avons	sommes	
vous	avez	êtes	
ils / elles	ont	sont	



Imparfait	ER / IR / RE
je	ais
tu	ais
il/elle	ait
nous	ions
vous	iez
ils / elles	aient

PRESENT	PAST	FUTURE
je joue	j'ai joué	je vais jouer
je regarde	j'ai regardé	je vais regarder
je visite	j'ai visité	je vais visiter
je mange	j'ai mangé	je vais manger
j'écoute	j'ai écouté	je vais écouter
je fais	j'ai fait	je vais faire
je vais	je suis allé / allée	je vais aller

Key Vocabulary...

ARCHITECTURE	A term to describe buildings and other structures. The art and style of design and method of construction of buildings and other physical structures.
ST. BASIL'S CATHEDRAL	is a church in Red Square in Moscow, Russia and is regarded as a symbol of the country.

Always remember...

NARROW WINDOWS	Another element very often seen in Russian buildings, narrow windows in this instance are also quite tall.
DISTINCTIVE BRICKWORK AND DECORATIVE FACADES	For some years, in 19th century, brick architecture became linked with Russian style architecture.
MULTIPLE ARCHES	Arches are everywhere in Russian architecture, from windows to doors and the ceiling to look like the sky from inside the building.
STAINED-GLASS WINDOWS	Stained-glass windows in which small pieces of glass are arranged to form patterns or visual imagery, held together (traditionally) by strips of lead and supported by a frame and painted to enhance details.

Picture This...



St. Basil's Cathedral




Deeper Learning...

WHAT IS RUSSIAN ARCHITECTURE?

Russian architecture has long been known for its distinctive style. While most of the country's iconic buildings as we know them were constructed in the 1870s-1890s, there are some later outstanding examples, too.

Wood was probably the most popular construction material in traditional Russian architecture. Building in huge territories surrounded by forests, this was the best choice for houses, churches, and town walls. The material was often carved into different shapes and coloured to add decorative elements to the buildings.

The Big Question...

NEXT STEPS:

How could you create your own piece of architecture?

What material could you use to recreate the grandeur of St. Basil's Cathedral?

Activity:

Make a list of what you think the dome or Terem roof looks like? Think about everyday objects i.e. sweets?

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YEAR 8 KNOWLEDGE ORGANISER



Food safety is essential in the kitchen to prevent food poisoning, therefore one must never forget the Four C's - cleaning, cooking, chilling and cross contamination to protect your family against deadly germs.

When food is cooked well properly, germs which cause food poisoning are killed. It is a must to cook meat poultry, fish and eggs very well. Incorrect food storage and unclean dishes are also a common cause of food poisoning

DEEPER LEARNING



"Rice field" or paddy fields are used to grow rice and are flooded parcels of arable land used for rice and is found in countries which have large amounts of rainfall due to monsoon conditions so the fields can flood easily.

All forms of paddy rice have been cultivated from wild rice that first occurred 8,200–13,500 years ago South of the Yangtze River in China. Paddy fields are the typical feature of rice farming in east, south and southeast Asia. Fields can be built into steep hillsides as terraces and adjacent to depressed or steeply sloped features such as rivers or marshes. They can require a great deal of labour and materials to create, and need large quantities of water for irrigation. Oxen and water buffalo, adapted for life in wetlands, are important working animals used extensively in paddy field farming. Rice is a sustainable crop.

When is frying healthy?



KEY VOCABULARY

Heat transfer
Conduction
Convection
Radiation
Dough
Raising agent
Leavened
Wholemeal
Culture
Sensory properties
Sustainability
Added sugar

STAPLE FOODS - BREAD



Bread is made from flour, salt, water and if yeast is used the bread will be risen and soft. Bread is often made from wheat flour, but other grains, such as corn and rye can also be used. Originally, flour was made by crushing wheat grains between stones but now machines are used. Wholemeal bread is healthy and uses the whole grain. Different countries from around the world eat different types of bread

SENSORY TESTING



KEY VOCABULARY

Aesthetic
Texture
Aroma
Flavour
Sweet
Savoury
Evaluate

YEAR 8 KNOWLEDGE ORGANISER

Week 7
shopping



Week 1 Write a list of safety points used in a kitchen to avoid food poisoning

Week 2 Name 4 of bread and explain where each originates







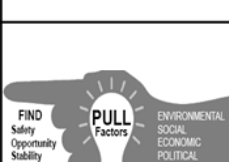

Week 3 Find out what the 3R's are. How do they relate to food packaging

Week 4 Use a recipe book to find 6 rice dishes 2 must be sweet and 4 can be savoury

Week 5 Find the definition of a healthy diet the find out 5 main nutrients Explain why protein is essential for our bodies

Week 6 Write a paragraph which includes what has gone well in Food Technology and explain why. Suggest an area where you could improve and explain how you could do this

Week 7 Visit a supermarket and find 10 foods which are stored in the fridge section

Key Vocabulary...		Key concepts...		Picture this...
Urbanisation	Urbanisation is the increase in the proportion of people living in towns and cities.	Urban area	 An urban area is a city or town. Urban areas are very developed, meaning there is a density of human structures such as houses, commercial buildings, roads, bridges, and railways.	Dhavari-Slum in Mumbai, India 
Migration	The movement of humans from one place to another. This can be locally or globally	Rural area	 A rural area is an open swath of land that has few homes or other buildings, and not very many people. A rural areas population density is very low. Usually the countryside.	Wealth Inequality - Rio De Janeiro, Brazil 
Refugee	Refugees are people who must leave their home area for their own safety or survival.	Push factor	 Push factors are those that force the individual to move voluntarily, and in many cases, they are forced because the individual risk something if they stay. Push factors may include conflict, drought, famine, or extreme religious activity.	Refugee camp, Syria 
Slum	Slums refer to informal settlements in urban areas that are densely populated	Pull factor	 Pull factors are those factors in the destination country that attract the individual or group to leave their home.	The BIG questions.. 1. List push and pull factors for the area you think in. 2. Explain what challenges governments will have in the future with populations rising.
Sustainable	Sustainable means that a process or state can be maintained/stays the same or at a certain level for as long as is wanted.	Into the future...		
Future generations	Future generations are the generations of people to come in the future, after the currently living generations of humans.	By 2050 the world's population is expected to reach 9.8 billion. Nearly 70 percent of this booming population, (6.7 billion people) are projected to live in urban areas. National geography state there are 10 key ideas to think about to keep our growing population sustainable for future generations.		
Tudor Entertainment				
Industrialisation in the 1800's in Britain caused cities to grow because, factories began to be built and needed workers. People then wanted to live close to their work place and this caused cities and towns to grow rapidly. Liverpool and Manchester were two of these cities.		Deeper Learning... Counter urbanisation is when large numbers of people move from urban areas into surrounding countryside or rural areas.		

Activity: Design your own sustainable city of the future. Draw and label the features of your 2D or 3D model and explain how it will help keep the people and environment safe for future generations.

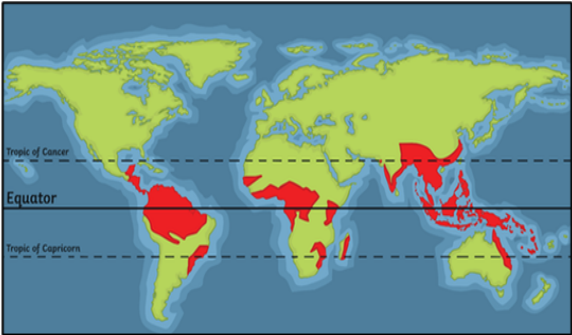
Key Vocabulary...	
Ecosystem	An ecosystem is a system in which organisms interact with each other and with their environment.
Afforestation	The planting of new trees and forests
Deforestation	The cutting down of trees and forests
Food Web	A complex system showing how plants and animals depend on each other for survival
Abiotic	Anything that is not alive e.g. Sunlight, Oxygen
Biotic	Anything that is alive e.g. plants, animals, fungi
Adaptation	A change that enables better survival in an environment

Rainforest nutrient cycle

The **hot, damp conditions** on the forest floor allow for the **rapid decomposition** of dead plant material. This provides plentiful nutrients that are easily absorbed by plant roots. However, as these nutrients are in high demand from the many fast-growing plants, they do not remain in the soil for long and stay close to the surface. If vegetation is removed, the soils quickly become **infertile**.

Food Web and Chains

Simple **food chains** are useful in explaining the basic principles behind ecosystems. They show only one species at a particular trophic level. **Food webs** however consists of a network of many food chains interconnected together.

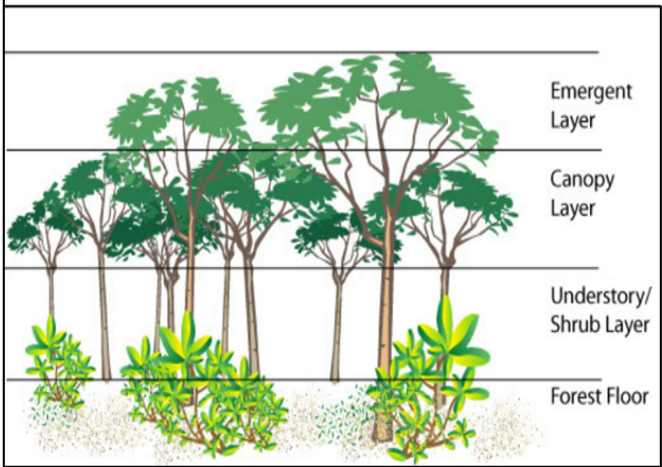
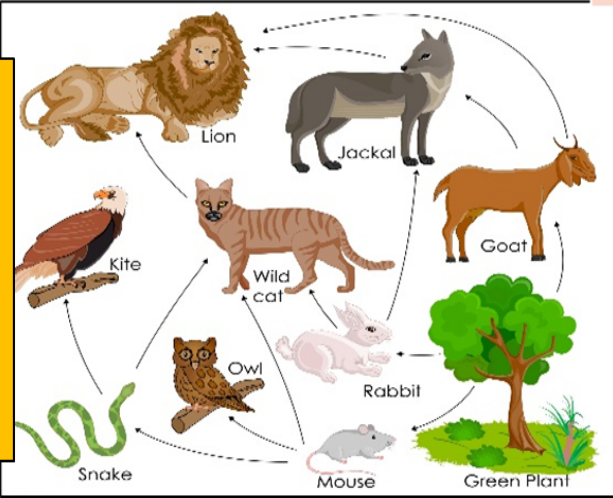


Tropical Rainforest Biome
Tropical rainforest cover about 2 per cent of the Earth's surface yet they are home to over half of the world's plant and animals .
Climate of Tropical Rainforests
<ul style="list-style-type: none"> Evening temperatures rarely fall below 22°C. Due to the presence of clouds, temperatures rarely rise above 32°C. Most afternoons have heavy showers. At night with no clouds insulating, temperature drops.
Interdependence in the rainforest
A rainforest works through interdependence . This is where the plants and animals depend on each other for survival. If one component changes, there can be serious knock-up effects for the entire ecosystem.








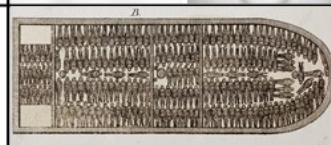
What are the causes of deforestation?





Logging	Agriculture
<ul style="list-style-type: none"> Most widely reported cause of destructions to biodiversity. Timber is harvested to create commercial items such as furniture and paper. 	<ul style="list-style-type: none"> Large scale 'slash and burn' of land for ranches & palm oil. Increases carbon emission. River saltation and soil erosion increasing due to the large areas of exposed land. Increase in palm oil is making the soil infertile.
Mineral Extraction	Tourism
<ul style="list-style-type: none"> Precious metals are found in the rainforest. Areas mined can experience soil and water contamination. Indigenous people are becoming displaced from their land due to roads being built to transport products. 	<ul style="list-style-type: none"> Mass tourism is resulting in the building of hotels in extremely vulnerable areas. Lead to negative relationship between the government and indigenous tribes Tourism has exposed animals to human diseases.
Energy Development	Road Building
<ul style="list-style-type: none"> The high rainfall creates ideal conditions for hydro-electric power (HEP). The Bakun Dam in Malaysia is key for creating energy in this developing country, however, both people and environment have suffered. 	<ul style="list-style-type: none"> Roads are needed to bring supplies and provide access to new mining areas, settlements and energy projects.

Homework Project: Research and create a model of the rainforest. Show the layers, plants and animals that live in it. You can make this out of anything you have at home- rubbish, cardboard, lego – whatever you have at home.



Layers of the Rainforest	
Emergent	Highest layer with trees reaching 50 metres .
Canopy	80% of life is found here as It receives most of the sunlight and rainfall .
Understory	Consists of trees that reach 20 metres high .
Shrub Layer	Lowest layer with small trees that have adapted to living in the shade .

Key Vocabulary...		Key individuals...		Picture this...		
Slave	A person who is the legal property of another and is forced to obey them.	William Wilberforce		William Wilberforce was a British politician, philanthropist, and a leader of the movement to abolish the slave trade.	Liverpool Docks	
Middle Passage	The middle part of the trade triangle where slaves were transported from Africa to the New World (mainly America and the Caribbean)	Olaudah Equiano		An enslaved man who bought his freedom and wrote compellingly about his experiences.	Cat o' nine tails	
Auction	Process of buying or selling goods, usually to the highest bidder.	Abraham Lincoln		Lincoln was an American statesman and lawyer who served as the 16th president of the United States from 1861 until his assassination in April 1865.	Slave chains	
Plantation	An estate on which crops such as coffee, sugar, and tobacco are grown	Toussaint Louverture		Louverture was a former Haitian slave who led the only successful slave revolt in modern history. He fought to end slavery and gain Haiti's independence from France and Spain.	Plan of a slave ship	
Abolition	The act of ending a system or practise for ever	The Middle Passage...		The BIG questions..		
Petition	A list of signatures to show how many people agree or disagree with something.	The voyage from Africa the Americas was called the Middle Passage. Slave ships usually took between six and eleven weeks to complete the voyage. Slave ships made large profits by carrying as many slaves as possible across the Atlantic to sell at auction. There were two methods of loading the ship:		1. What impact did Abraham Lincoln have the abolition of slavery? 2. Explain why slave traders wanted to get as many slaves as possible onto each ship?		
Life in Pre Slavery Africa		The Middle Passage...		Deeper Learning...		
White Europeans thought that Africa was 'uncivilised' and thought that African people were no better than animals. It was this very basic thinking that made them think Africans could be exploited and taken into slavery. The reality is that just because white Europeans didn't understand Africa and its people didn't mean they were uneducated. They had their own language, were able to build structures such as houses and canoes. They were excellent hunters and fishermen and had their own strong culture of art, textile and pottery. They also had a very strong trade with North Africa and what is today the Middle East.		The voyage from Africa the Americas was called the Middle Passage. Slave ships usually took between six and eleven weeks to complete the voyage. Slave ships made large profits by carrying as many slaves as possible across the Atlantic to sell at auction. There were two methods of loading the ship:		Southern and Northern states in the US disagreed about the role of slavery in society, which ultimately led to the civil war. As more people from both the North and the South were moving west, the issue of slavery started to create problems. Settlers from the South wanted to move to the West and take their slaves with them, whilst Northerners wanted to stop the spread of slavery		
Activity – Create a poster advertising a slave auction. Remember to choose a type of auction, create a price list for the types of slaves for sale and include anything else that might be auctioned that day.						

Key Vocabulary...		Key individuals...		Picture this...
Civil Rights	The rights of all citizens to political and social freedom and equality	Martin Luther King Jr		Martin Luther King Jr. was an American Baptist minister and activist who became the most visible spokesperson and leader in the civil rights movement from 1955 until his assassination in 1968
Abolition	The act of ending a system or practise	Rosa Parks		Rosa Parks was an American activist in the civil rights movement best known for her pivotal role in the Montgomery bus boycott.
Emancipation	The process of giving people social or political freedom and rights	Malcolm X		African American leader and prominent figure in the Nation of Islam who articulated concepts of race pride and black nationalism in the early 1960s.
NAACP	National Association for the Advancement of Coloured People	Barack Obama		44 th and first black president of the United States from 2009 - 2017.
Jim Crow Laws	The system of racial segregation in the South, separated blacks from whites in all aspects of public life	Always Remember...		
Early timeline for racial equality		Religious groups, student organizations and labour unions all took part in massive protests to raise awareness and to accelerate the momentum for federal civil rights legislation. The March on Washington for Jobs and Freedom was the largest civil rights protest in US history, and contributed to the successful implementation of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Mass direct action was highly effective, particularly due to widespread news media coverage of nonviolent protestors being harassed and physically beaten by law enforcement officers.		
1863	Emancipation Proclamation made by President Lincoln	The BIG questions..		
1865	Civil Rights Act of 1866 guaranteed equal rights under law for all people who lived within the jurisdiction of the United States	1. Rosa Parks is the most significant person in the 20 th century civil rights movement. How far do you agree with this statement.		
1868	Fourteenth Amendment to the U.S. Constitution granted citizenship to all people born or naturalized in the United States	2. Which of the strategies employed by civil rights activists do you think was most effective?		
1870	Fifteenth Amendment to the U.S. Constitution granted African American men the right to vote	Deeper Learning...		
1875	Civil Rights Act of 1875 guaranteed African Americans equal treatment in public accommodations, public transportation, and prohibited their exclusion from jury service	An increasing number of African Americans, particularly young men and women believed that the non violence strategy did not go far enough. The Black Power movement argued they should focus on creating economic, social and political power of their own and did not discount the use of violence		

Activity – Research and create a biography on Malcolm X (a profile and facts about). Include his religious beliefs, the organisation he was linked to and how he tried to achieve his aims.

Key Vocabulary...	
Christian	A person who has received Christian baptism or is a believer in Christianity
Belief	An acceptance that something exists or is true, especially one without proof.
Value	Principles or standards of behaviour; one's judgement of what is important in life
Holy Spirit	The third person of the Trinity; God as spiritually active in the world.
Forgiveness	The action or process of forgiving or being forgiven.

Natural v Moral Evil?



Natural evil - evil not caused by humans

Moral evil - evil caused by human activity



Forgiveness

Forgiveness is a key Christian value. It is a very subjective (based on individual opinion and feelings) topic. When you fall out with friend and they/you say 'sorry' then forgiveness is often given. However, for some people there are some situations which are difficult to forgive. Below are some reasons that argue FOR and AGAINST forgiveness. Can you work out which ones they are?

"Forgive us this day our sins, as we forgive the sins of others" Lord's Prayer - Matthew 6:12, on why we must forgive others if we are to be forgiven ourselves

"I cannot harbour anger, as it was anger and hatred that killed my son" Gee Walker on why she forgave her son's killers.

"I hope he is treated with the same brutality he showed his victims, and that his life is a living Hell" - Sally Dowler explains how she hopes her daughter's killer is treated.

"Show no pity: life for life, eye for eye, tooth for tooth" Deuteronomy 19:21 - The punishment must fit the crime.

"Father forgive them, for they know not what they are doing" Luke 23:34 - Jesus on the cross.

"Let you who is without sin cast the first stone" John 8:7 - Jesus to a crowd about to stone a woman to death for adultery (cheating on her husband). The idea is that everyone commits sin and needs forgiveness.

Always Remember...



Christians believe in one God who is understood in three parts or persons: God the Father, Jesus the son and the Holy Spirit. This is called **The Trinity**.

Sanctity of Life



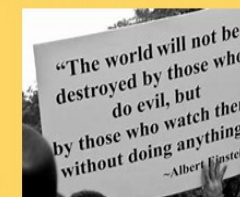
Sanctity of life: The belief that life is sacred and belongs to God.

The Bible contains many passages that show that life is sacred:

Bible Verse:	Passage:
Psalms 139: 13 - 16	God has a plan for every human life
Genesis 1: 27	Life is God given
Luke 12: 6-7	Human life is precious
1 Corinthians 3: 16 - 17	Life should not be destroyed
Exodus 20: 13	All life deserves respect

Stewardship - is when you look after the planet and respect everything on it to protect animals, plants and the future of humans. Key Christian beliefs about stewardship:

- God created the universe
- Everything created belongs to God, not us
- God gave human beings the responsibility to care for it
- When we meet God in the afterlife, we will be asked to account for how well we have looked after this gift.



When I stand before God at the end of my life, I would hope that I would not have a single bit of talent left and could say, I used everything you gave me.
-Erma Bombeck

Activity - Produce a leaflet about the importance of stewardship. This leaflet should be a guide on how people can be 'good stewards'. What should people do to protect the planet? What will happen if people are/are not good stewards?

Key Vocabulary	
Term	Definition
12 bar blues	The chord sequence used in order to play authentic blues music. Comprises of 3 chords: Chord I Chord IV and Chord V
Improvisation	Making up something on the spot
Call and Response	A conversation between two musical instruments.
Riffing	Adding an idea onto the end of a phrase.
Structure	The layout of music.
Effects	Adapting/Manipulating a frequency to change the sound.
Remixing	Changing an original song/piece of music into something new.


Deeper Learning
<p>Blues Music was created by African slaves working in America. It was influenced by plainsong. This type of song was sung by slaves working in the fields.</p> <p>Remixing music has been happening for hundreds of years – remember theme and variation in year 7? The use of technology has developed how music can be remixed.</p>

ACTIVITY
<p>List 3 reasons why African slaves would sing through their day.</p> <p>Why has remixing music become so popular? Does remixing music take more talent than creating?</p>

Always Remember




Composing is a continuous process. Your first idea can always be refined.



Your music must match the brief that you have set!

GET THE BRIEF




Make sure you have headphones in when using the



Always listen to the ideas of others as well as voicing your own



Focus, focus, focus!



Meta Cognition

COMPOSITION
The process followed to create a piece of music.

PERFORMING
Improvisation or Deviced

LINKING IMAGES
How can these images represent a musical feature?

CHARACTER BUILDING
Composing, Performing and collaborative work.

FEEDBACK
Positive and Developmental
"I liked their use of..."
"They could improve their work by..."

YEAR 8- TERM ONE- KNOWLEDGE ORGANISER

Always Remember

KEY DEFINITIONS

Recall – To bring something back into your mind, to remember.

Consistency – Something that stays the same.

Constructive – Something that is useful and intended to improve.

Essence Machine – The repetition of a key phrase and action three times.

System of Movement – Four actions repeated four times in four different positions on stage.

SHAKESPEARIAN DICTIONARY

Alas – An exclamation of sadness or regret.

Barn – A child.

Cross – A piece of money or coin.

Don – To put on.

Forsooth – In truth or fact.

Forbode – Forbidden or not allowed.

Knave – A young boy.

Ninny – A fool.

Thee/Thou – Forms of ‘your’.

Yonder – An indicated place.

SHAKESPEARE

Born 23rd April 1564

Died 23rd April 1616

Wrote 37 plays and over 150 poems in his lifetime

It is said he introduced around 3000 words into the English dictionary

He was part of a theatre company called Lord Chamberlain’s Men

The three categories of his plays were Tragedy, Comedy and History

PROGRESS CHECK

I can focus on my work and cooperate effectively with others.

I can include relevant techniques in my work to convey correct intentions.

I can experiment with Shakespearian language using my vocal expressions.

I understand the intentions of Shakespeare’s work and use this to influence the way I create and develop my own drama.

Never perform with your back to the audience



Make sure your voice is loud and clear



Always listen to the ideas of others as well as voicing

Feedback must always be helpful

Your expressions and your emotions must match!



Your work can always be improved

An Essence Machine must be consistent to be effective



In a System of Movement your actions must match the topic



Experiment as much as you can!

In the summer months actors would take plays on



All actors were male



A flying flag above the stage signalled a show on that day



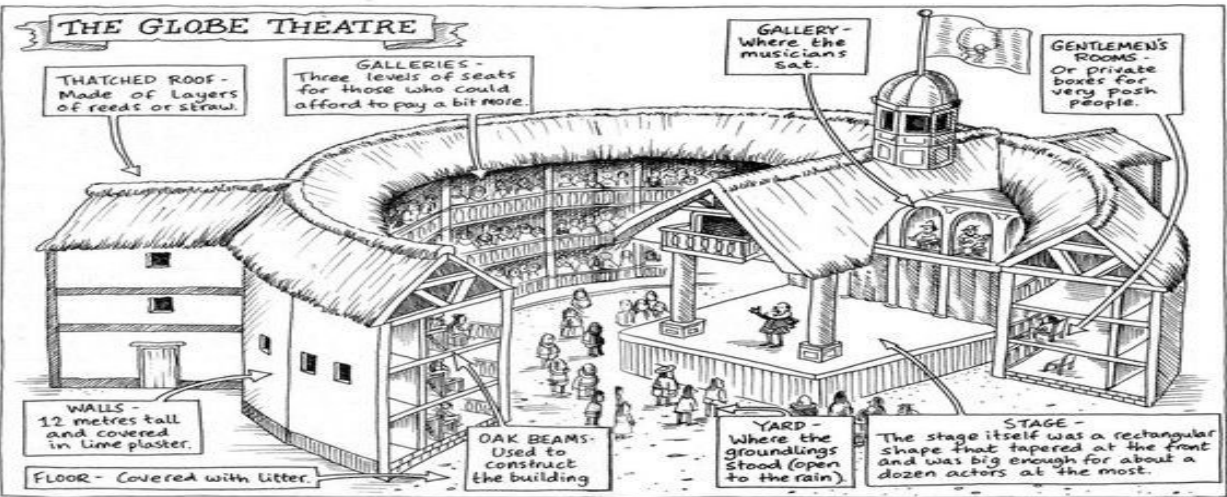
Only the rich spectators could afford to sit down



Elizabethan theatres were all open air



Famous Elizabethan theatres include The Globe, The Swan and The Fortune



Subject Knowledge Organiser

Badminton – Rules, Scoring & Officials

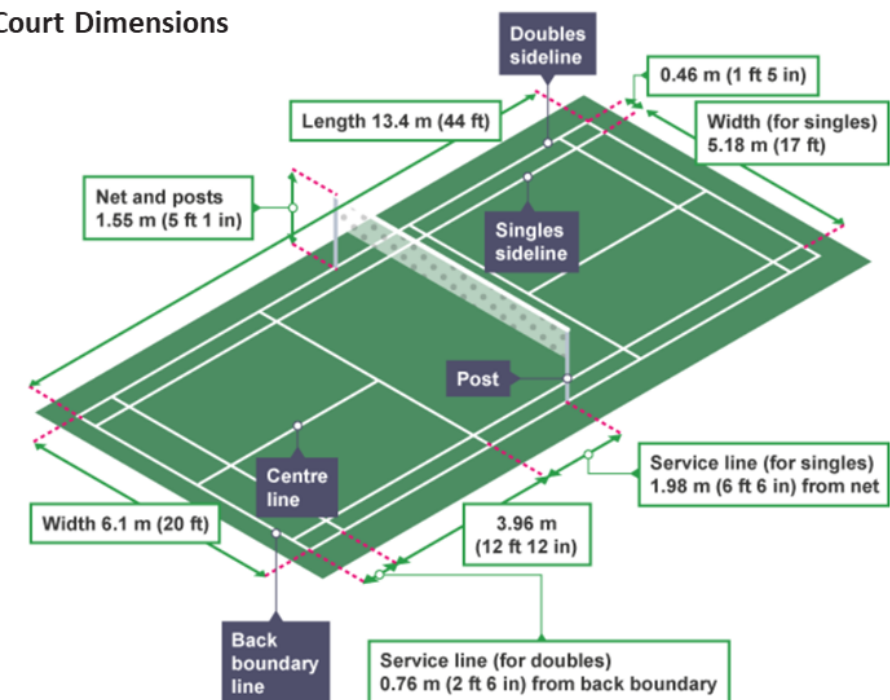
Rules

- ☐ A match consists of the best of three games of 21 points.
- ☐ The player/pair winning a rally adds a point to its score.
- ☐ At 20-all, the player/pair which first gains a 2-point lead wins that game.
- ☐ At 29-all, the side scoring the 30th point wins that game.
- ☐ The player/pair winning a game serves first in the next game.
- ☐ A badminton match can be played by two opposing players (singles) or four opposing players (doubles).
- ☐ A competitive match must be played indoors utilising the official court dimensions.
- ☐ A point is scored when the shuttlecock lands inside the opponent's court or if a returned shuttlecock hits the net or lands outside of the court the player will lose the point.
- ☐ At the start of the rally, the server and receiver stand in diagonally opposite service courts.
- ☐ A legal serve must be hit diagonally over the net and across the court.
- ☐ A badminton serve must be hit underarm and below the server's waist height with the racquet shaft pointing downwards, the shuttlecock is not allowed to bounce. After a point is won, the players will move to the opposite serving stations for the next point.
- ☐ The rules do not allow second serves.
- ☐ During a point a player can return the shuttlecock from inside and outside of the court.
- ☐ A player is not able to touch the net with any part of their body or racket.
- ☐ A player must not deliberately distract their opponent.
- ☐ A player is not able to hit the shuttlecock twice.
- ☐ A 'let' may be called by the referee if an unforeseen or accidental issue arises.
- ☐ A game must include two rest periods. These are a 90-second rest after the first game and a 5-minute rest after the second game.

Always remember: If yours or your opponents score is even you serve/receive from the right hand side, if it is odd you serve/receive from the left.

Always remember: serve, return, clear, flick, serve, drop shot, smash shot, drive shot, backhand, forehand, service line, tram lines, base line, net, umpire.

Court Dimensions



Scoring

In recent years, badminton has changed how players can score a point. In 2006, the rules were changed to a rally point system and this now allows both players to score a point during a rally, regardless of who served.

In competitive adult matches, all games are played to a best of three games. To win a game, a player must reach 21 points. However, if the game is tied at 20-20 (or 20-all) then you are required to win by two clear points. Unlike most sports, however, if the score becomes 29-29 (or 29-all), the player or team to score the 30th point will win the game.

Progress Vocabulary: *Identify, Define, describe, explain, compare and contrast, sporting links, analyse, evaluate*

Subject Knowledge Organiser

Badminton – Forehand Clear, Forehand Drop Shot & Forehand Smash

Forehand Clear

The forehand clear shot enables players to move their opponent to the back of the court, creating space in the mid and front court to exploit.

Stage one

Stand in position on the balls of your feet, with knees slightly bent. Turn sideways with your left foot pointing towards the target and your right foot parallel to the baseline. The left shoulder and fully extended elbow will be pointing towards the shuttlecock. The racket elbow should be extended backwards behind the head at 90° with the face of the racket above head height. Transfer weight onto the back foot.

Stage two

Keep your eyes on the shuttlecock. Flex your wrist and elbow backward until the racket is parallel with the floor. Rotate your body and step forward towards the shuttle with your racket leg, transferring your weight through the shot. Extend your racket elbow upwards into a throwing position.

Stage three

Keep your eyes on the shuttlecock. Extend your racket elbow quickly towards the shuttlecock, with the non-racket arm rotating backwards. Make contact with the shuttlecock as high as possible in front of your body. Extend your elbow and flex your wrist on contact, to allow for a 'whip' action. Drive the shuttlecock with a high trajectory towards the back of the court.

Stage four

Your body should have fully rotated with your racket foot now bearing all the weight and facing towards the target. The racket will follow through finishing to the left hand side of your body. Return back to ready position for the next shot.

Forehand Drop Shot

The forehand drop shot enables players to move their opponent to the front court to either win a point or create space in the mid and back court to exploit.

Stage one

As the shuttlecock is returned, stand in position on the balls of your feet, with knees slightly bent. Turn sideways with your left foot pointing towards the target and your right foot parallel to the baseline. The left shoulder and fully extended elbow will be pointing towards the shuttlecock. The racket elbow should be extended backwards behind the head at 90° with the face of the racket above head height. Transfer weight onto the back foot.

Stage two

Keep your eyes on the shuttlecock. Flex your wrist and elbow backward until the racket is parallel with the floor. Rotate your body and step forward towards the shuttlecock with your racket leg, transferring your weight through the shot. Extend your racket elbow upwards into a throwing position.

Stage three

Keep your eyes on the shuttlecock. Extend your racket elbow towards the shuttlecock, with non-racket shoulder rotating backwards. Make contact with the shuttlecock as high as possible in front of your body. Extend your elbow and flex your wrist on contact. Slice across the shuttlecock with the face of the racket slightly open, or just before contact, slow the speed of the racket down, tapping the shuttle gently over the net. Hit the shuttlecock at a flat trajectory, allowing it to drop just over the net.

Stage four

Your body should have fully rotated with your racket foot now bearing all the weight and facing towards the target. The racket will follow through, finishing to the left hand side of your body. Return back to ready position.

Forehand Smash

The forehand smash shot is hit with power and speed downward into the opponent's court. The angle/steepness of the shuttlecock's trajectory make it hard for the opponent to return.

Stage one

As the shuttlecock is returned, stand in position on the balls of your feet, with knees slightly bent. Turn sideways with your left foot pointing towards the target and your right foot parallel to the baseline. Left shoulder and fully extended elbow will be pointing towards the shuttlecock. The racket elbow should be extended backwards behind the head at 90° with the face of the racket above head height. Transfer weight onto the back foot.

Stage two

Keep your eyes on the shuttlecock. Flex your wrist and elbow backward until the racket is parallel with the floor. Rotate your body and step forward towards the shuttle with your racket leg, transferring your weight through the shot. Extend your racket elbow upwards into a throwing position.

Stage three

Keep your eyes on the shuttlecock. Extend your racket elbow quickly towards the shuttlecock, with the non-racket elbow extended and shoulder rotating backwards. Make contact with the shuttlecock as high as possible in front of your body. Extend your elbow and flex your wrist on contact, to allow for a 'whip' action. Drive the shuttlecock downwards towards the floor of your opponent's court with a low trajectory.

Stage four

Your body should have fully rotated with your racket foot now bearing all the weight and facing towards the target. The racket will follow through, finishing to the left hand side of your body. Return back to ready position for the next shot.

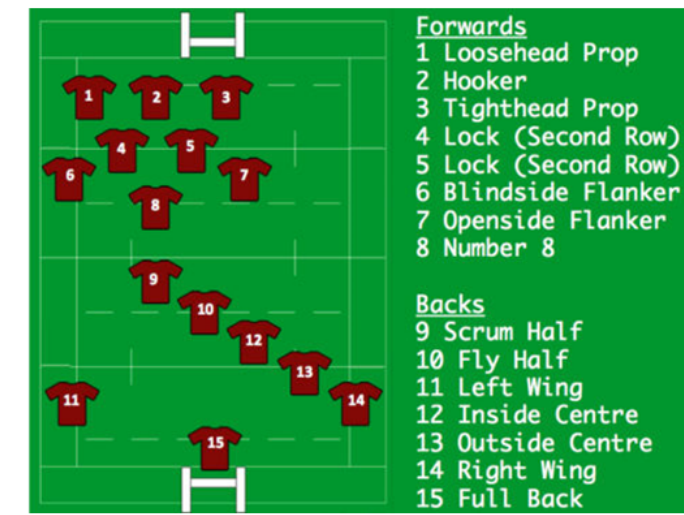
Subject Knowledge Organiser

Rugby – Laws, Player Positions & Pitch Dimensions

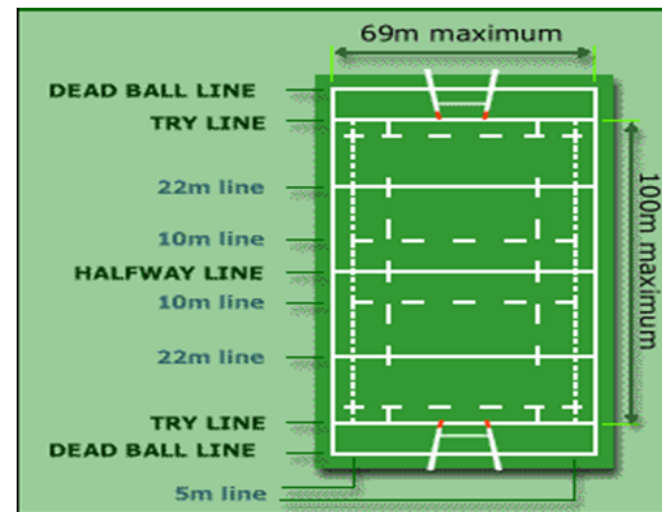
Laws

- ☐ The rugby game is broken down into two 40-minute halves with a 10-minute rest period in between.
- ☐ The time during a game can be stopped for an incident. Therefore, the game stops on exactly 80 minutes.
- ☐ The game must have one referee and two touch judges.
- ☐ The game is stopped if a player is fouled and there is no subsequent advantage. Unlike most sports, a referee can wait to see how an incident unfolds before deciding whether the attacking had an advantage.
- ☐ A tackle cannot be made above the nipple line or by tripping a player with your feet.
- ☐ A lineout is called if the ball travels past the side-line.
- ☐ A lineout consists of up to seven players and players can be lifted in order to catch the ball.
- ☐ At a lineout, both teams can compete to win the ball.
- ☐ To successfully convert a kick, the ball must travel the top section of the goal.
- ☐ If a ball, when kicked, hits the post and bounces in field, then play can continue.
- ☐ In order to stay onside in rugby, the attacking players must remain behind the ball of the player passing to them.
- ☐ A referee may award a foul if they believe an unfair act is committed by a player. A foul contravenes the laws of the game and can be for a range of offences (kicking the player, offside, dropping the ball).
- ☐ In cases of foul play, a referee can award players with either a yellow or red card. A yellow card provides a player with a warning about their conduct (sin binned for 10 minutes) and a red card requires them to leave the pitch immediately.

Player Positions



Pitch Dimensions



Progress Vocabulary: *Identify, Define, describe, explain, compare and contrast, sporting links, analyse, evaluate*

Subject Knowledge Organiser

Rugby – Tackle, Grubber Kick, Spin Pass & High Ball Catch

Tackle

- ☐ The tackle is an essential skill for winning the ball back in rugby or stopping an attacking player. It is very important to complete it with good timing and technique to prevent injury or accidents.
- ☐ Position your body to the opponent's right-hand side (safe side).
- ☐ Position your left foot forward into a slight opposition.
- ☐ Make contact by putting your right shoulder into the opponent's mid-right thigh.
- ☐ Make sure your head is on the other side of the ball carrier so their body is between your shoulder and head.
- ☐ Bring your arms up and wrap them around the ball carrier, just above their knees (do not lock your hands together).
- ☐ Squeeze your arms and pull the ball carrier into your body.
- ☐ As you squeeze, push your shoulder into the ball carrier, as though you are trying to push him away with your head.
- ☐ Continue pushing until both you and the ball carrier fall to the ground.
- ☐ Keep your head as close as you can to their thigh throughout.

Grubber Kick

- ☐ The grubber kick is a simple low kick that aims to move the ball past defences for attacking players to try and retrieve. It is very good at breaking defensive positions and forces defenders to turn around and chase.
- ☐ Stand in opposition on the balls of your feet, with the non-kicking foot in front.
- ☐ Lean forward so the head and chest should be comfortably over the ball.
- ☐ Hold the ball vertically at waist height, with hands either side of the ball.
- ☐ Extend arms fully so the ball is half a metre out in front.
- ☐ Drop the ball and point toes towards the ground.
- ☐ Keep the knee bent and over the ball.
- ☐ Strike the upper half of the ball with the laces, just before it bounces.
- ☐ Extend the leg through so it is straight, with toes pointing at the target.

Key Words: pop pass, pocket pass, spin pass, grubber, spiral, tackle, bind, maul, ruck, scrum, hooker, prop, scrum half, line out, thigh, drive, squeeze, knock on, forward pass, high tackle.

Spin pass

- ☐ A spin pass enables a team to quickly pass a ball and help maintain possession.
- ☐ Stand on balls of feet in opposition (left foot forward), knees slightly bent with body facing forward.
- ☐ Hold the ball out in front of you with extended arms.
- ☐ Put the right hand on the bottom half of the right hand side of the ball.
- ☐ Point the thumb up along the seam of the ball and spread the fingers around the side of the ball.
- ☐ Put the left hand on the top half of the left hand side of the ball.
- ☐ Point the thumb up along the seam of the ball and spread the fingers around the side of the ball.
- ☐ Bring the ball in towards your waist and flex your elbows at a 90° angle.
- ☐ Rotate your shoulders round until your left shoulder is pointing forward.
- ☐ Draw the ball back across to the right hip, keeping your elbows slightly bent.
- ☐ Sweep the ball across your body, keeping the elbows close to your body and shift your weight from your back leg to your front foot.
- ☐ Release the ball when arms are nearly fully extended with a flick of the wrists and fingers.
- ☐ Follow through with your fingers pointing to the target.

High ball catch

- ☐ A high ball catch is an attacking and defending skill. It is useful for attackers when completing an up and under kick or as a defender to stop an attacking team's momentum by safely winning possession back.
- ☐ Call for the ball.
- ☐ Get in line with the ball's path and keep your eyes on the ball at all times.
- ☐ Move towards the ball and extend your arms out in front of you at chest height.
- ☐ Slightly bend your elbows and have your palms facing up and fingers spread.
- ☐ Jump up off one foot.
- ☐ As you are about to catch the ball, turn slightly to one side, so the side of the body is pointing downfield.
- ☐ Raise the other knee up towards the waist to generate additional upward momentum.
- ☐ Catch the ball with the hands at or above eye level.
- ☐ Bring the ball into your body.
- ☐ Secure the ball against your body as you land on the ground.

Always Remember: When tackling, bind your arms around your opponents knees, shoulder to thigh, cheek to cheek. squeeze and drive with your shoulder.

Subject Knowledge Organiser - Dance

Keywords

Canon- This is where a group of performers repeats the same action one after another. A good example of this is the Mexican wave.

Choreography- Being able to create a dance or set of dance moves.

Control- The power to direct your body and body parts to master dance moves.

Co-ordination- Being able to move different body parts at the same time.

Dynamics- Being able to change the way your body moves- fast, slow, jerky, smooth etc.

Expression- Being able to show a story or a feeling through the medium of dance, also, being able to use your face to show the meaning of the dance.

Extension- To be able to stretch parts of the body to their upper limits, usually your arms, legs and fingers.

Flexibility- The ability of your joints to move through a full range of motion. Having flexibility in your muscles allows for more movement around a joint.

Isolation- Moving one body part on its own whilst the rest of the body is still.

Mirroring- This is where a pair or group of people complete the same movement but the opposite side of the body- as if they were looking in a mirror.

Dual Coding



Styles of Dance

Ballet- This dance style is over 500 years old and it is all about telling a story through dance and music. A famous ballet move is going onto pointe toes, this is where the shoes allow dancers to go onto the very tip of their toes which creates a sense of light and airiness.

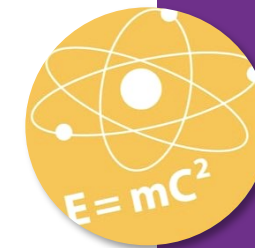
Street/Hip-hop- This is a very quick style of dance which requires music with a heavy beat, dancers move around quickly creating moves on the floor and tricks such as head spins and flips. This style has derived from a variety of other dance styles yet only became popular in the early 90's.

Modern- This is dance that follows no rules and is focused on expressing inner feelings through music and movement. This style of dance was created in a rebellion against classical ballet due to the limitations. Modern dance became famous in the 1900's. Modern dancers usually dance barefooted and wear costumes that reveal a story.

Cultural- Cultural dances are those that originate from a certain country, culture or religion and these are very famous within that culture. For example, Irish dancing originates from Ireland, Bollywood originates from India and Rock n Roll originates from America.

Key Vocabulary...		The British Values and Some Other Rights	
Laws	Rules which are set by the government that every single person must follow.	Democracy	The idea that the people should be able to collectively choose their leaders.
Election	The event at which people vote to choose the government.	The Rule of Law	The idea that all people should follow the law and be treated equally by the law.
Respect	Giving consideration to the feelings, wishes, needs or abilities of another person.	Individual Liberty	The idea that people should be free to choose their own path in life.
Racism	Prejudice or discrimination based on someone's skin colour or place of origin.	Mutual Respect and Tolerance	The idea that no one should be mistreated based on their race, gender, religion, disability or any other difference.
Sexism	Prejudice or discrimination based on someone's gender or biological sex.	Freedom of Speech	The idea that people should be free to express themselves and their views without fear of punishment.
Prejudice	Making judgements about someone based on their gender, race, sexual orientation or religion.	The Right to Protest	Within certain rules, UK citizens are legally allowed to protest against treatment or rules that they deem unfair.
Discrimination	Mistreatment of someone based on their gender, race, sexual orientation or religion.	unfair Treatment	
Protest	A public demonstration of dissatisfaction with the rules.	Human Rights	The basic rights which are considered to be common to all people rather than having to be earned.
Liberty	Freedom, the right to make decisions about one's own life.		
The Big Idea			
<p>In many countries the rights and freedoms of the people are not guaranteed and protected by law. We are very lucky in Britain to be living in a country which protects us in this way and allows us to live our lives as we choose, as long as we don't have a negative affect on others. It has been a long journey through history to gain these rights and freedoms. Democracy, for example, has developed over more than 800 years, beginning with King John being forced by his barons to grant them some basic rights in a document which we now call Magna Carta, signed in the year 1215. Over this period, there have been many people who have fought for the rights of the British people, brave campaigners such as Annie Besant and William Wilberforce, who both worked hard to make sure that eventually all British people would be free and have a say in how the country is governed.</p> <p>Without these rights and freedoms there would be nothing to stop us being put on trial or in prison for voicing an unpopular opinion, and nothing to stop a dictator such as Adolf Hitler or Josef Stalin taking over the government, and making laws which are cruel and ruin people's lives. These rights and freedoms essentially give us the chance to lead a happy life. They don't guarantee a happy life, they just give us the opportunity, as there are many more ingredients to leading a happy life and these will be different for each person. However they give us the opportunity to have an education, to learn all that we can about the world and try to find our place in it, and they give us the freedom to campaign for change in our society, where we see injustice such as racism or gender discrimination. These rights and freedoms give us the opportunity to choose our own path and attempt to follow it.</p>			
Activity - Research the five key British Values of democracy, the rule of law, individual liberty, mutual respect and freedom of speech. Create a fact-file explaining how these rights and values are protected in Britain.			

Notes



Notes

