

The 2022 Knowledge Organisers Pack



Year
8





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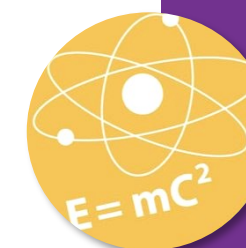
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Romeo and Juliet

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Context – The play was written by William Shakespeare, and was first performed around 1594.

<p>Shakespeare's Time – Shakespeare wrote his plays at the time of two monarchs: <u>Queen Elizabeth I</u> and <u>James I</u>. <i>Romeo and Juliet</i> was written relatively early in Shakespeare's career (the bulk of his tragedies were written in the 17th 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 Pleasure</i> (1567)</p> 	<p>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.</p> 
<p>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'.</p> 	<p>Patriarchal Society – Society throughout the Middle Age 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.</p> 
<p>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').</p> 	<p>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!</p> 

Main Characters – Consider what Shakespeare intended through his characterisation of each of the below...

<p>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!</p> <p>First Scene: Act I Scene II Final Scene: Act V Scene III</p>	<p>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.</p> <p>First Scene: Act I Scene III Final Scene: Act V Scene III</p>
<p>Prince Escalus – The most powerful character in the play, with the authority to govern the other characters and administer sentences. He is also a hinsman to Mercutio and Paris. As the <u>seer</u> of Verona, 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.</p> <p>First Scene: Act I Scene I Final Scene: Act V Scene III</p>	<p>Mercutio – A hinsman to the prince and one of Romeo's closest friends. Mercutio is an extraordinary character in that he has sparring 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.</p> <p>First Scene: Act I Scene IV Final Scene: Act III Scene I</p>
<p>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.</p>	<p>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.</p>



Themes – A theme is an idea or message that runs throughout a text.

<p>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).</p> 	
<p>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.</p>	
<p>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.</p> 	
<p>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.</p>	



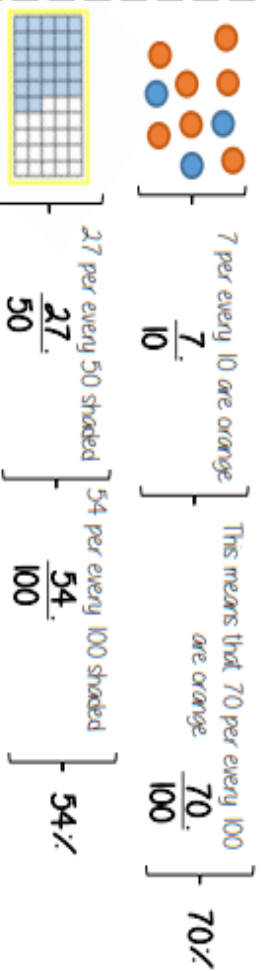
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[illegible]

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	Troglc Hero - A main character cursed by fate and possessed of a troglc flow (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 flow of the troglc hero (his passion and impulsiveness).	
Aside	Juliet secretly hopes for the 'villain' Romeo: <i>Villain and he be many miles asunder God pardon him!</i> A3 S5.	Catharsis - The release of the audience's emotions through empathy with the characters.	
Foreshadowing	Fior 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 flow.	

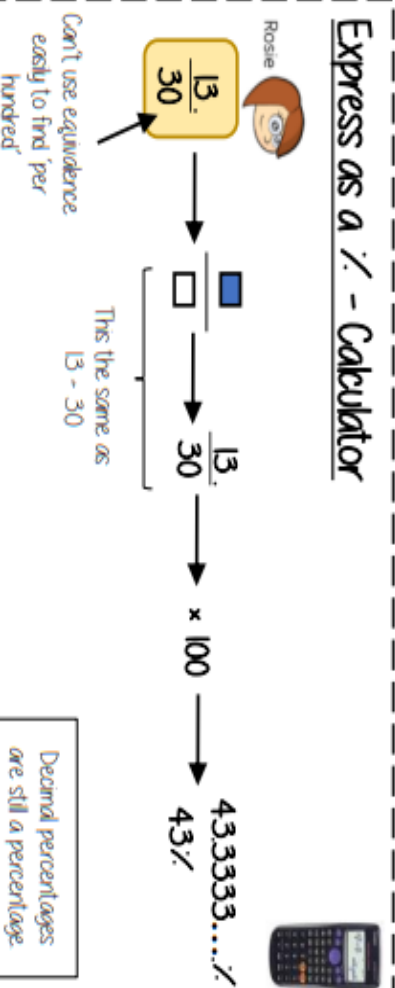
Year 8 - Mathematics ... Milestone Assessment 3

Express as a % - Non-calculator Percent – per hundred

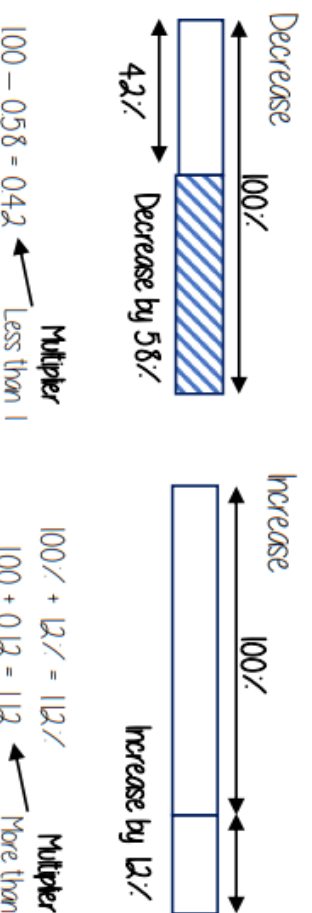


Denominator 100 Equivalent fractions

Express as a % - Calculator



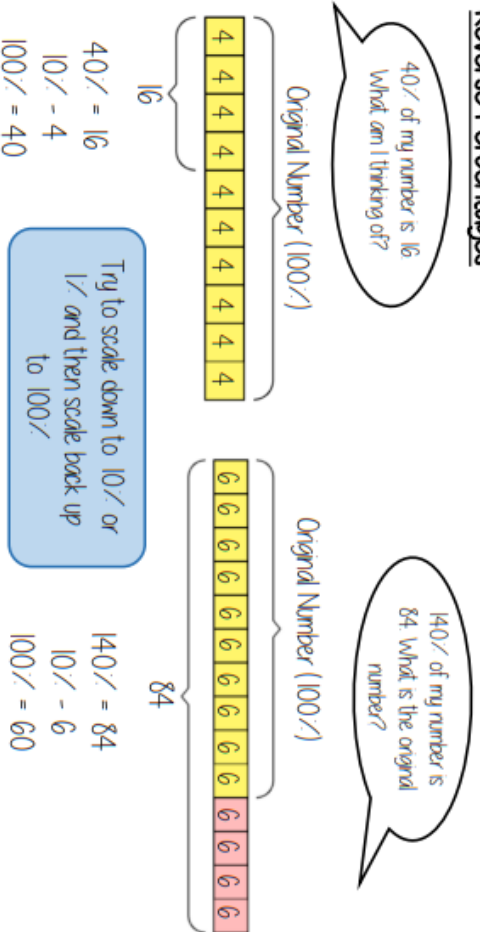
Percentage Increase/ Decrease **R**



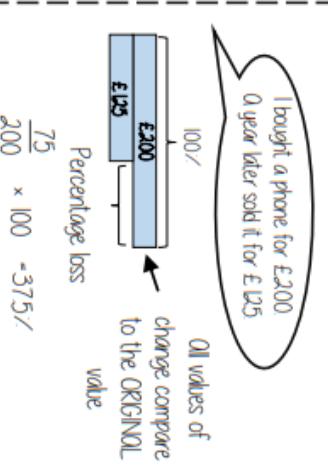
$100 - 0.58 = 0.42$ ← Multiplier Less than 1

$100\% + 12\% = 112\%$ ← Multiplier More than 1
 $100 + 0.12 = 112$

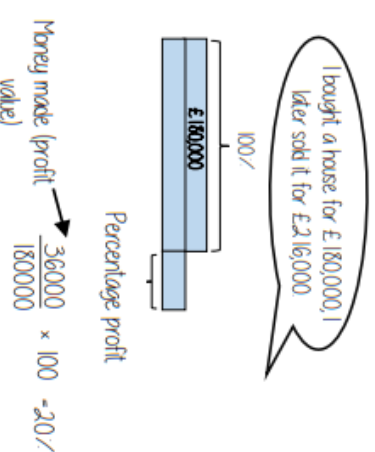
Reverse Percentages



Percentage change **R**

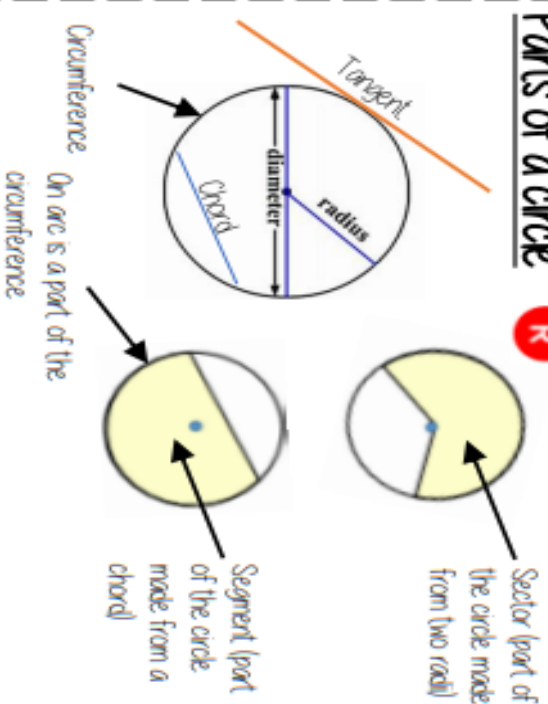


Difference in values
 $\frac{\text{Original value}}{\text{Original value}} \times 100$



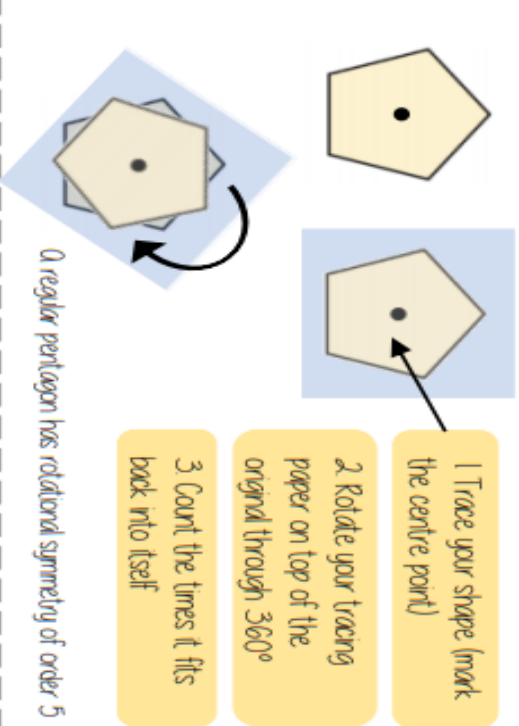
Parts of a circle

R



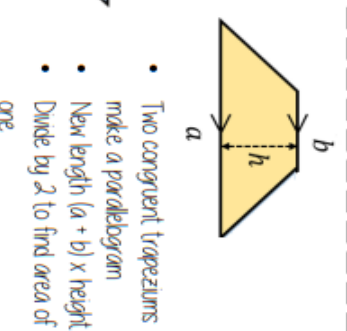
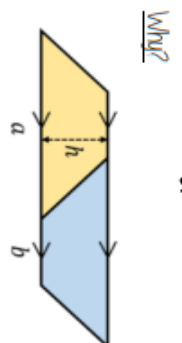
Rotational Symmetry

Tracing paper helps check rotational symmetry



Area of a trapezium

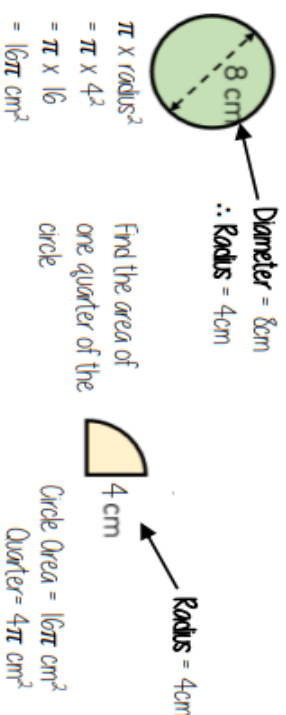
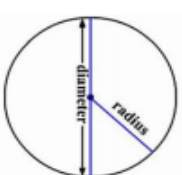
Area of a trapezium
 $\frac{(a+b) \times h}{2}$



Area of a circle (Non-Calculator)

Read the question – leave in terms of π or if $\pi \approx 3$ (provides an estimate for answers)

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

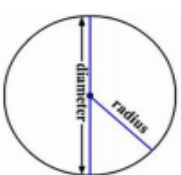


Area of a circle (Calculator)



SHIFT $\times 10^3$

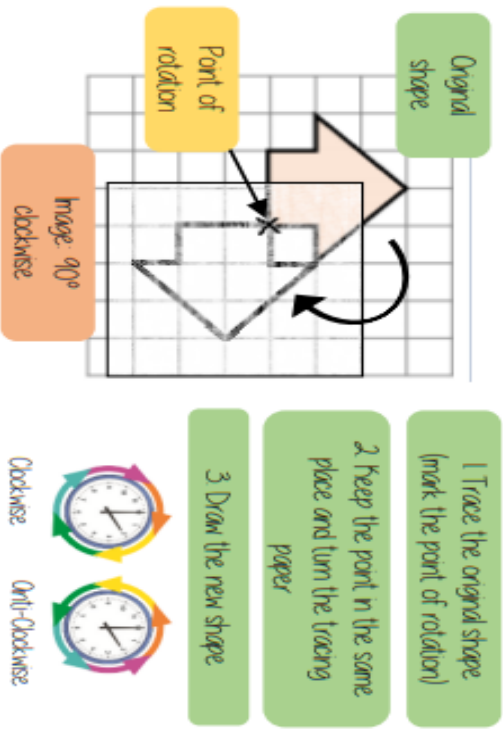
Area of a circle
 $\pi \times \text{radius}^2$



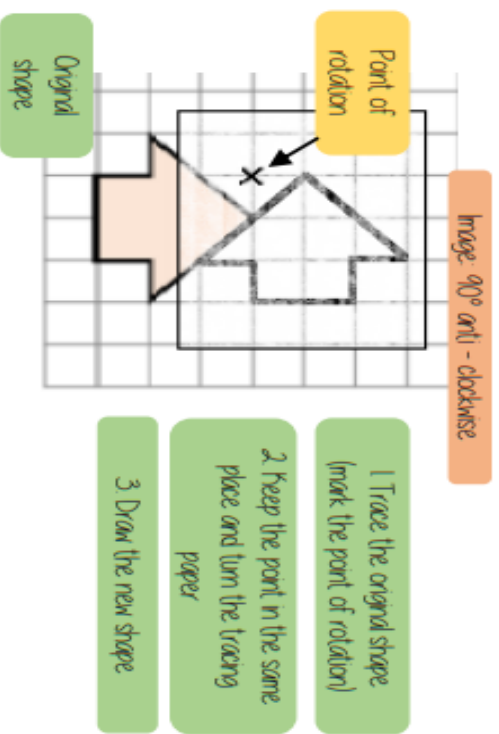
How to get π symbol on the calculator

It is important to round your answer suitably – to significant figures or decimal places. This will give you a decimal solution that will go on forever!

Rotate from a point (in a shape)



Rotate from a point (outside a shape)



Year 8 - Mathematics ...

Milestone

Assessment 4

Algebraic constructs

Expression

A sentence with a minimum of two numbers and one maths operation

Equation

A statement that two things are equal

Term

A single number or variable

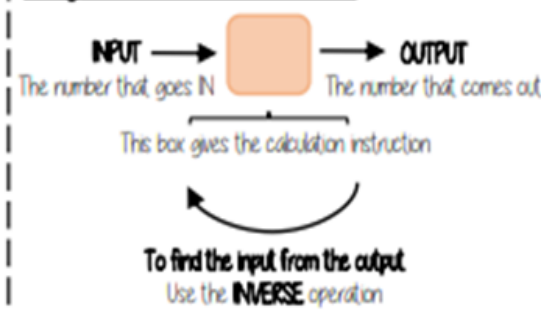
Identity

An equation where both sides have variables that cause the same answer includes \equiv

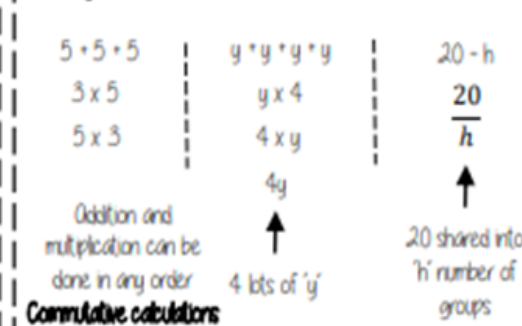
Formula

A rule written with all mathematical symbols eg area of a rectangle $A = b \times h$

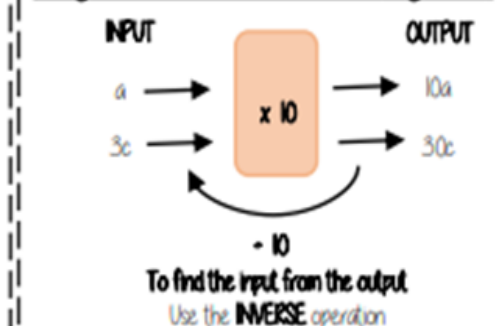
Single function machines



Using letters to represent numbers



Single function machines (algebra)



Form expressions

For unknown variables, a letter is normally used in its place

More than – **ADD**

Less than/ difference – **SUBTRACT**

eg 4 more than $t \rightarrow t + 4$
8 less than $k \rightarrow k - 8$

Only similar terms can be grouped together

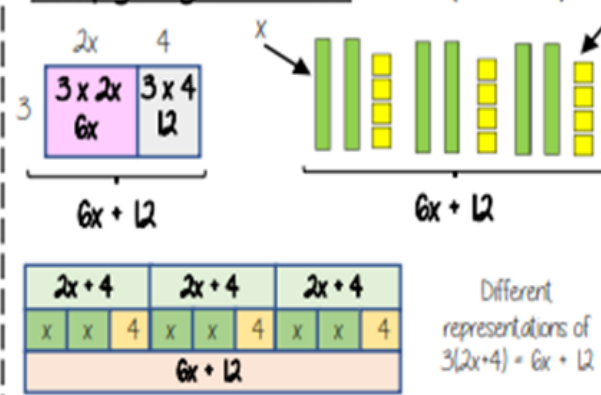
eg Find the perimeter of this shape
(Perimeter = length around outside of shape)
 t $t + 2t + 1 + t + 2t + 1 \rightarrow 6t + 2$

Directed numbers

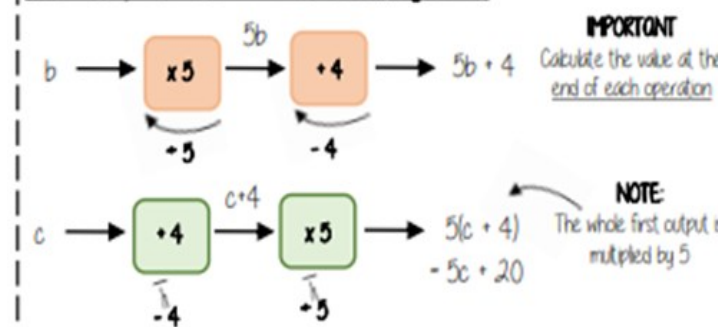


eg $a = -5$ and $b = 2$
 $a^2 = a \times a = -5 \times -5 = 25$
 $b + a = 2 + -5 = -3$

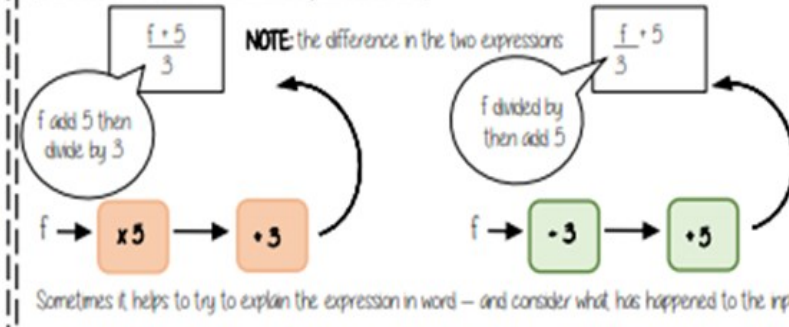
Multiply single brackets



Two step function machines (algebra)



Find functions from expressions



Sum of angles in quadrilaterals

Convex Quadrilateral

Concave Quadrilateral

Interior angles are those that make up the perimeter (outline) of the shape.

Sum of interior angles in a quadrilateral = 360°

Interior Angles

A quadrilateral is made up of two triangles - the sum of interior angles is the same as two triangles: $180^\circ + 180^\circ = 360^\circ$

Equality

$$\begin{array}{c} 2 + 14 = 5 + 5 + 6 \\ \hline 16 \qquad 16 \end{array}$$

"Is equal to"

Saying it out loud sometimes helps you to understand equality.

The sum on the left has the same result as the sum on the right.

Fact Families

Use a bar model to display the relationships between terms and numbers.

13 7

20

13 + 7 = 20
7 + 13 = 20

14 10

24

14 + 10 = 24
10 + 14 = 24

y t t

3t

y + t = 3t
t + t = 3t

Model the information

Fact Family

Solve one step equations (+/-)

There is more to this than just spotting the answer.

$x + 42 = 59$

59

Don't forget you know how to use function machines

$x \xrightarrow{+42} 59$
 $59 \xrightarrow{-42} x$

$x + 42 = 59$
 $42 + x = 59$
 $59 - x = 42$
 $59 - 42 = x$

Solve one step equations (x/+)

$\frac{f}{4} = 5$

f

Don't forget you know how to use function machines

$5 \xrightarrow{\times 4} f$
 $f \xrightarrow{\div 4} 5$

$f \div 4 = 5$
 $f \div 5 = 4$
 $5 \times 4 = f$
 $4 \times 5 = f$

Solve equations with brackets

30

$3(2x + 4) = 30$

30

$6x + 12 = 30$

18

$6x - 18 = -6$

Expand the brackets

Substitute to check your answer. This could be negative or a fraction or decimal.

$x = 3$

Like and unlike terms

Like terms are those whose variables are the same.

♥ and 3♥ are like terms
the variable is the same

★ and 3♥ are unlike terms
the variables are NOT the same

Examples and non-examples

Like terms

y, 7y
2x², x²
ab, 10ba
5, -2

Un-like terms

y, 7x
2x², 2c²
ab, 10a
5, -2t

Note here ab and ba are commutative operations, so are still like terms

Equivalence

Check equivalence by substitution
eg m = 10

$5m$
 5×10
 $= 50$

$2 \times 2m$
 $2 \times (2 \times 10)$
 $= 2 \times 20$
 $= 40$

$7m - 3m$
 $(7 \times 10) - (3 \times 10)$
 $= 70 - 30$
 $= 40$

Equivalent expressions

Repeat this with various values for m to check.

$5m$

$2 \times 2m$

4m

$7m - 3m$

4m

Collecting like terms \equiv symbol

The \equiv symbol means equivalent to. It is used to identify equivalent expressions.

Collecting like terms

Only like terms can be combined

$4x + 5b - 2x + 10b$

$2x + 15b$

Common misconceptions

$2x + 3x^2 + 4x \equiv 6x + 3x^2$

Although they both have the x variable x^2 and x terms are unlike terms so can not be collected

1. Circuit symbols / components

Cell		Battery	
Bulb		Motor	
Switch		Closed switch	
Ammeter		Voltmeter	
Resistor		Variable resistor	

2. Series and parallel circuits

Series circuit	Parallel circuit
Only one loop	More than one loop
If a component breaks, circuit will not work	If component breaks, rest of the circuit will work
Current is the same everywhere in the circuit	Current is shared between the different loops
Potential difference is shared between components in the circuit	Potential difference is the same across all components

3. Power

Power	How much energy is transferred per second, measured in watts (W)
Current	Is the flow of electrons around a circuit, measured in amps (A)
Potential difference	The force that pushes the current around a circuit, measured in volts (V)
Power rating	States how quickly an appliance uses energy
Power can be calculated using these equations	
$\text{Power (W)} = \frac{\text{Energy (J)}}{\text{Time (s)}}$	$\text{Power (W)} = \text{potential difference (V)} \times \text{current (A)}$

4. Generating electricity





Non-renewable energy	Renewable energy
Cannot be replaced in our lifetime	Can be replaced in our lifetime
Examples: fossil fuels (coal, gas, oil) & nuclear resources	Examples: wind, tidal wave, biomass, solar, hydroelectric and geothermal

Generating electricity at a power station

1	Coal	
2	Chimney	
3	Steam	
4	Turbine	
5	Generator	
6	Boiler	
7	Electricity out	
Fuel is burnt underneath water in the boiler		Water is heated and turns into steam
		The steam turns a turbine which turns a generator
		Electricity is generated

5. Magnets

A magnet has two poles, a north and a south pole

North poles	Attracts	South poles
South poles	Attracts	North poles
		
South poles	Repel	South poles
North poles	Repel	North poles
		
Magnets	Attract	Magnetic material
		
Magnets	Have no effect	Non-magnetic material
		

6. Apparatus

Multi-meter	Battery pack
	

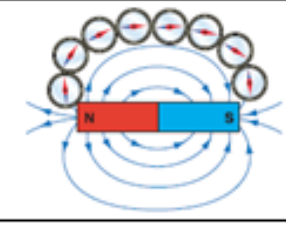

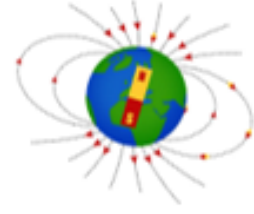
7. Magnetic fields

A **magnetic field** is an area where a magnetic material will experience a force

Magnetic field lines **travel** from the north pole to the south pole

The **closer** the field lines, the **stronger** the magnetic field

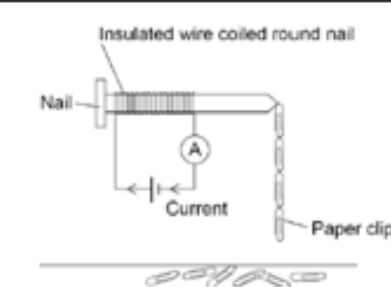
Two ways to plot a magnetic field

Using compasses	Iron filings
	
Using a compass: The Earth has its own magnetic field due to its iron core, this means that a compass can be used to navigate. The compass will point towards the magnetic north of the Earth unless it is near a magnet or magnetic material	

8. Electromagnets

Electromagnets are magnets that can be turned on and off. They are used in everyday items such as door locks, alarm bells and loud speakers

The factors affecting the strength of an electromagnet can be investigated using a simple experiment with an iron nail, a coil of wire, a power source and steel paperclips.
The more paper clips that the electromagnet picks up, the stronger it is.
The number of coils or current in the wire can be changed to see how these changes affect its strength



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

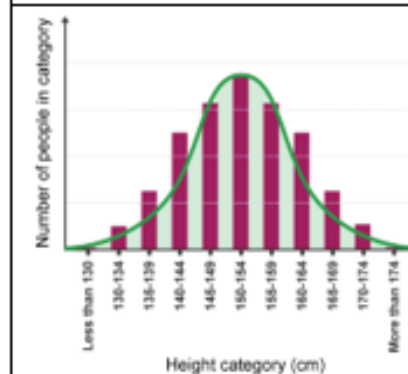
Key words

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. Continuous and discontinuous variation

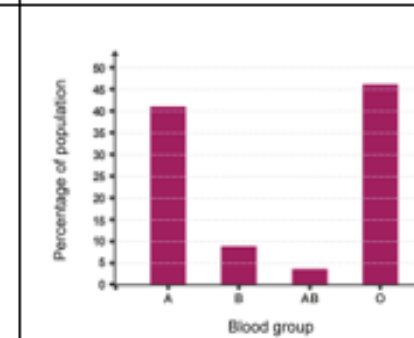
Continuous variation

A characteristic that changes gradually over a range of values



Discrete variation

A characteristic that has a limited number of possible values



3. 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
Gamete	Sex cell such as a sperm or an egg cell

Identical twins

From a single egg fertilised by a single sperm that splits in half before implantation

They have the same DNA code and will be the same sex

Non identical twins

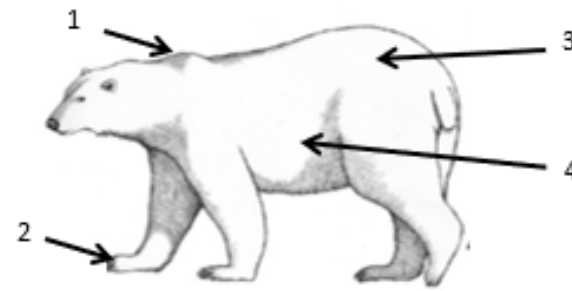
From separate eggs that were released at the same time and fertilised by separate sperm

They have different DNA code so can be different sexes

4. 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 ratio	Reduces heat loss from the skin
4	White fur	Camouflages it against the snow so it can hunt prey



1	Fat store in the hump	Releases water when the fat is broken down
2	Larrge surface area to volume ratio	Long legs and neck provide a bigger surface for heat to be lost from the skin
3	Long eyelashes	Protects the eyes from sand blown on the wind
4	Wide feet	To prevent sinking in the sand



5. Plant reproduction

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



6. Classification

Key Word	Definition
Vertebrate	An animal that contains a backbone
Invertebrate	An animal that does not contain a backbone
The vertebrates can be split into 5 main groups	
Group	Common Features
Mammal	Warm blooded, Feed young with milk Internal fertilisation and Fur covered skin
Reptile	Cold blooded, Hard scaly skin Lays leathery shelled eggs
Fish	Cold blooded, Slimy scales Gills and 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 and Feathers

Key Vocabulary...

Name	Purpose
HTML Hypertext Mark-up language	This language is used to make the structure of a webpage and can be thought of as like a skeleton.
CSS Cascading Style Sheets	Code used to format a webpage and add style to it.
Tags	Instructions that are placed inside the <>. To tell the computer what section this is.
Web browser	Software needed to view webpages. Examples include Microsoft Edge, Google Chrome and Apple Safari.
DIV tags	Code used to split up different parts of the webpage.
Hyperlink	Written code on a webpage that lets a user jump to another page or website.
Lists	Lists can be ordered or unordered on a webpage. These can be used to make nav bars.
Head	The part of the webpage that you don't see which has important information like the title in it. This is important as Google searches here when bringing back results.
Body	The bit of the webpage that you can see content on.
Nav Bar	A row of buttons, usually at the top of the page that gives options to go to different pages.
Cookies	A cookie is a small data file created when you access a website. These can be used to store your personal preferences or log in details, so you don't need to re-enter these details.



Picture This...

```
<!doctype HTML>
<head>
  <title> About Me</title>
</head>
<body>
  <h1> Mr Carroll </h1>
  <hr />
  <h3> Mountain pictures</h3>
  <p> Here is a picture of a mountain</p>
  <img src = "mountain.jpg" height="200px"
width="200px" />
  <br>
  <a href="https://www.w3schools.com">Visit
W3Schools .com!</a>
</body>
</html>
```

The above code will produce this website.
This can be made using a simple text editor.



Useful Tags

Tag	Purpose
<html> </html>	Indicates that you going to write a webpage
<head> </head> >	This holds the title, style tags and metadata about the page.
<title> </title>	This is the title that appears in the browser and search engine results.
<body> </body> >	This defines the main section of the webpage.
<p> </p>	Starts a new paragraph
<h1> </h1>	Heading tags H1 – largest heading H6 – smallest heading
 	This is used to create a new line in the webpage.
	This is used to insert an image into the page.

Questions

- Which tag would be used to create a break in the webpage?
- Which tag would be used to create different sections on a webpage?
- Which language is used to add style to a webpage?
- What is the name of the software that allows you look at website? Name as many examples of these as you can.
- Explain the purpose of both the head and body sections of a webpage.

Deeper Learning...

The internet is a global network of computers that any computer can join. It is a WAN - which is a series of connected LANs.
The internet is leading to more and more people using cloud computing to store files and use web applications online.
Technologies and services available over the internet include:

- web pages – HTML documents that present images, sound and text accessed through a **web browser**.

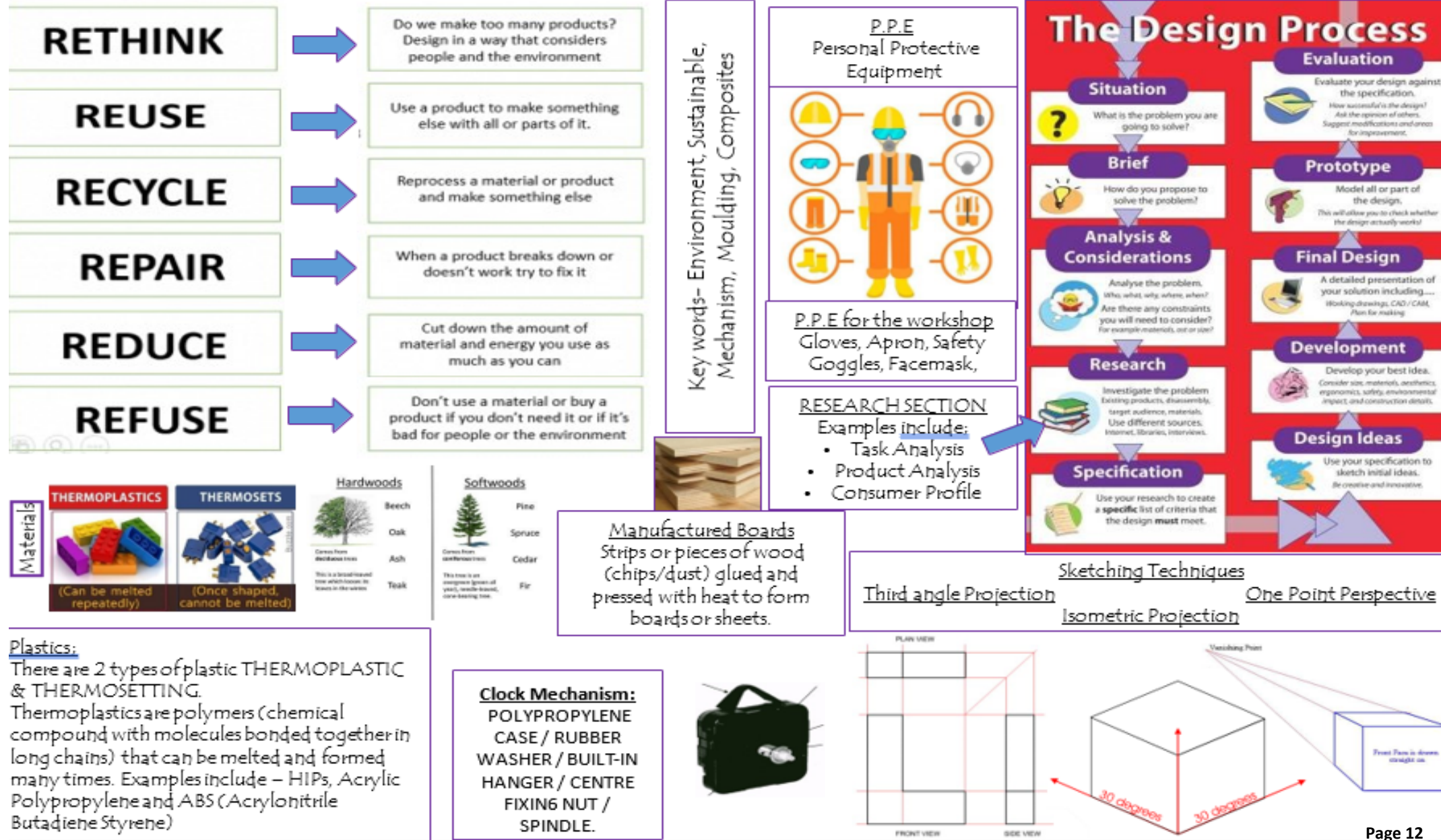


Activity: Create a visualisation diagram on your favourite website. You must include drawings and annotations.

Page 11

Design & Technology Department Schemes of Work Knowledge Organiser:

Design Brief: A clock manufacturer would like you design and make your own version of a clock from sustainable materials you can obtain yourself. It is important that you make sure that the final design meets all the requirements that you identify for such a product. For instance, if you decide to design the clock that is for a young child, it should meet all of the criteria for this type of user.



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?

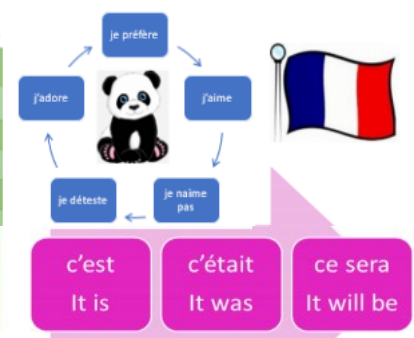
Quantifiers			
très	very	pas très	not very
assez	quite	complètement	completely
un peu	a bit	sérieusement	seriously
tellement	really	extremement	extremely
vraiment	really	certainement	certainly
raiment	really	plutôt	rarely

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

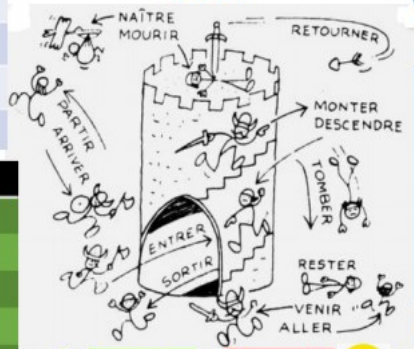
Connectives			
et	and	surtout	especially
mais	but	cependant	however
ou	or	d'abord	firstly
où	where	puis	then
aussi	also	ensuite	next
par exemple	for example	après	after
heureusement	luckily	alors	then/so
malheureusement	unfortunately	finalement	finally
par contre	on the other hand	pendant que	while

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			

avec (with)	ma famille (my family)	mon père (my dad)	ma mère (my mum)	Tom et Jane
	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)

Take the infinitive - ER/IR/RE + Add the endings = Present tense

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

Take the present tense of Être / Avoir + Past participle = Passé composé

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	

Present tense nous form of the verb - Remove -ons + Add endings = Imparfait

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

PRÉSENT	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...

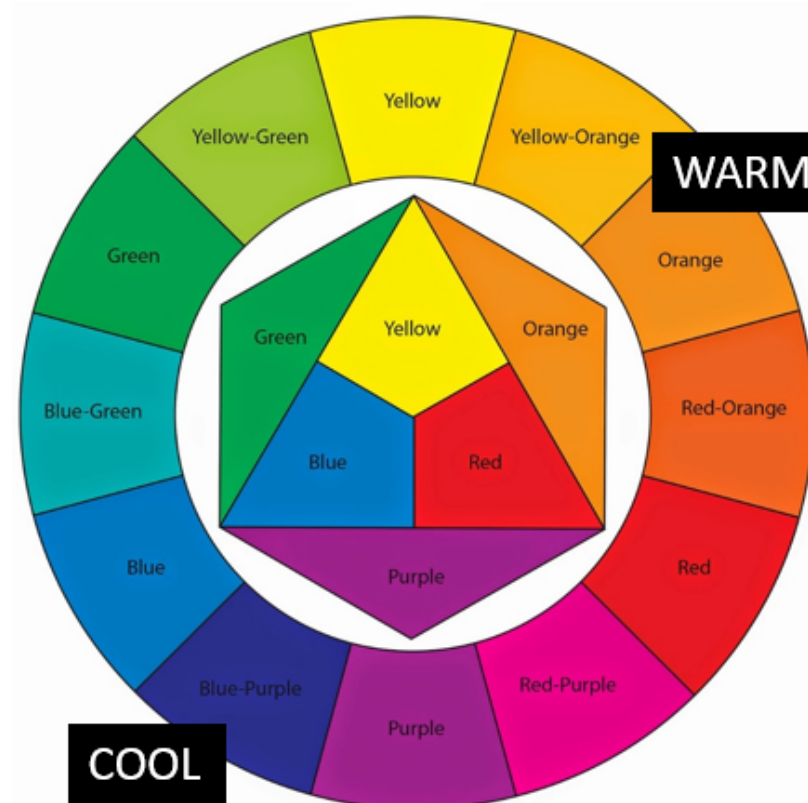
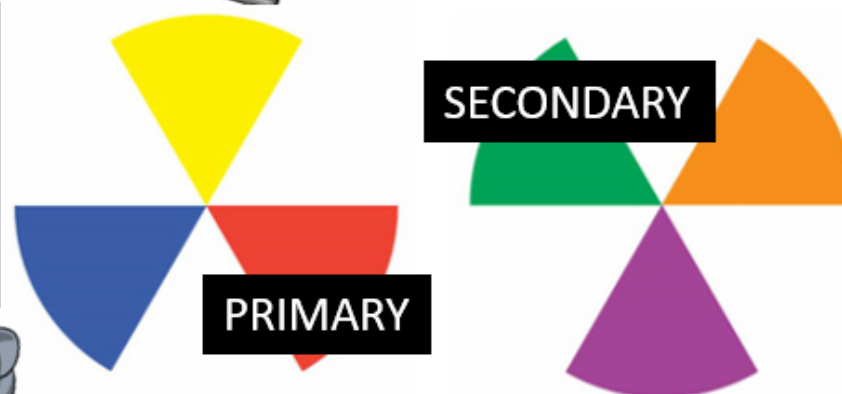
PRIMARY	A group of colours from which all other colours can be obtained by mixing.
SECONDARY	The result of mixing two primary colours together.
TERTIARY	The result of mixing one primary colour and one secondary colour together.

Always remember...

MONOCHROMATIC	One colour and its values (lighter and darker).
COMPLEMENTARY	Colours that are opposite on the colour wheel. i.e. blue and orange.
WARM	Orange, red and yellow. Colours that make you feel warm when you see them.
COOL	Blue, purple and green. Colours that make you feel cold when you see them.
SHADE	One colour added to black.
TINT	One colour added to white.
HARMONIOUS	One colour and its neighbour on the colour wheel.



Picture This...



Deeper Learning...



WHAT IS COLOUR THEORY?

Colour theory is both the science and art of using **colour**. It explains how humans perceive **colour**; and the visual effects of how **colours** mix, match or contrast with each **other**.

In **colour theory**, **colours** are arranged on a **colour wheel**. Since the origination of the colour wheel by Newton, it has become one of the most powerful tools available to artists.

The three primary colours are red, blue and yellow. The three secondary colours are green, orange and purple.

The Big Question...

NEXT STEPS:

Does mixing the primary colours work for every media?

Which media do you think will mix well and which do you think will not mix as well?

Activity: Try mixing primary colours together using different media i.e. pencil crayons, acrylic paints, watercolours, pastels and wax crayons. Try adding more of one primary colour than the other. i.e. more red than yellow. What will happen to the colour?

Key Vocabulary...

PRIMARY	A group of colours from which all other colours can be obtained by mixing.
SECONDARY	The result of mixing two primary colours together.
TERTIARY	The result of mixing one primary colour and one secondary colour together.

Always remember...

ABSTRACT ART	art that does not attempt to represent reality, but seeks to achieve its effect using shapes, forms, colours, and textures.
BLENDING COLOURS	the action of combining colours together by effectively creating a subtle transition between colours. Harmonious colours blend the most successfully.
SHADING	the use of dark areas in a drawing or a painting to represent a shadow or curvature.
ACRYLIC PAINT	a water-based fast-drying paint widely used by artists since the 1960s.
WATERCOLOURS	a pigment of colour with decreased intensity when diluted with water.



Picture This...



Deeper Learning...



WASSILY KANDINSKY

Kandinsky is generally credited as the pioneer of abstract art. Born in Moscow in 1866, **Kandinsky** spent his childhood in Odessa (today Ukraine), where he graduated at Grekov Odessa Art school.

One of the pioneers of **abstract** modern art, Kandinsky exploited the **links** between **colour** and form to create an aesthetic experience.

In the 1930s, Kandinsky moved from Russia to Germany and later to Paris due to World War II.

On December 13, 1944, Wassily Kandinsky died in France at age of 77.

Some of his famous works include Composition VII, On White II, Fugue, and Contrasting Sounds.

Much of his works in Russia did not survive, unlike his paintings in Germany.

Kandinsky was **not the first abstract artist** of his time but his art style and essays have since influenced other artists.

Activity: listen to your favourite piece of music and see if you can use movement and colour that links to the music. Create movement by using your arms to replicate the music.

Weighing and measuring

Ingredients are usually measured in **grams (g)** or **kilograms (Kg)**

There are 1000g in 1 Kg

Liquids are usually measured in **millilitres (ml)** or **litres (l)**. They can be measured in pints (pt) and fluid ounces (fl.oz). There are 20 fl.oz in 1 pt.

To weigh accurately, always make sure that you set your scales to zero before you start.

Remember if you put your bowl on the scales, you could be weighing the bowl, NOT the food. So put your bowl onto the scales but then set the reading to 0 before you start.

Make sure that you are using g as the unit on the scales

What to use



Key vocabulary

Weigh	Chop
Plastic spoon	Simmer
Grams (g)	Cool
Measure	Golden brown
Peel	Breadcrumbs
Core	Rubbing in
Fats	Bake
sweeten	tablespoon

Deeper learning



The Rubbing-in Method

1. Weigh your flour and put into a mixing bowl.
2. Weigh your fat (butter or margarine).
3. Put the butter into the bowl with the flour.
4. Start with a table knife and chop the fat into small pieces.
5. Once the fat is well chopped, rub the mixture using your fingertips until it turns yellow and looks like breadcrumbs.
6. Keep the mixture cool to stop it sticking together and to keep a crumbly texture.

Equipment



Mixing bowl



peeler 1



peeler 2



Saucepan



table knife



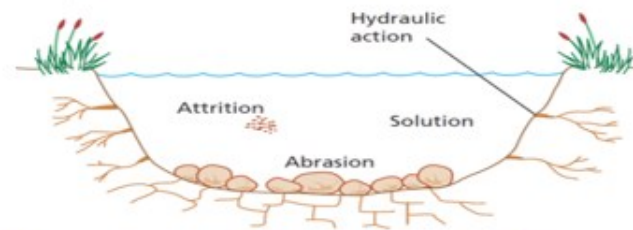
weighing scales

Key Vocabulary...

River	A river is a natural flowing watercourse, usually freshwater, flowing towards an ocean, sea, lake or another river
Long Profile	The shape of the river and it's gradient from the source to the mouth.
Erosion	Erosion is the process that breaks things down.
Transportation	The process of carrying or moving sediment downstream.
Deposition	Dropping or settling of sediment
Flood	Flooding occurs when the river bursts its banks overflowing onto the area surrounding the channel.
Flood Defences	Management strategies used to protect people and land from flooding

4 Processes of Erosion

Hydraulic action	This is when the force of water erodes softer rock.
Abrasion	This is when large pieces of bedload material wear away the river banks and bed.
Attrition	This is when the bed load itself is eroded when sediment particles knock against the bed or each other and break, becoming more rounded and smaller.
Solution	This is when finer sediment is dissolved and eroded by the minerals in the water.



Flood Defences...

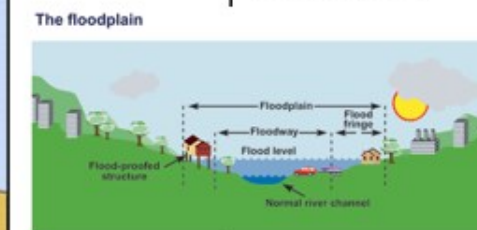
Hard engineering

Using man-made structures to change the course of the river in order to prevent it flooding. For example: **Dams, Levees, Channel Straightening**

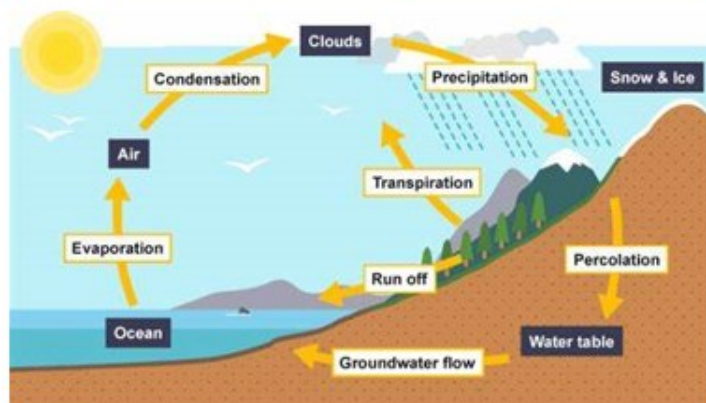


Soft engineering

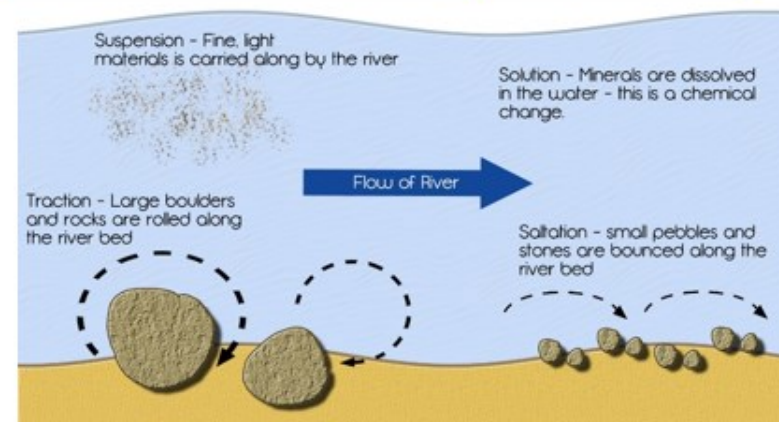
Returning a river to its natural form in order to protect places from flooding. For example: **Flood Plain zoning, river restoration**



Water Cycle

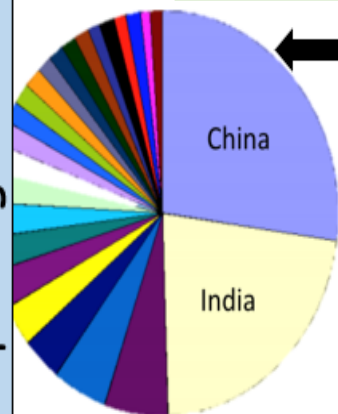


4 Processes of Transportation

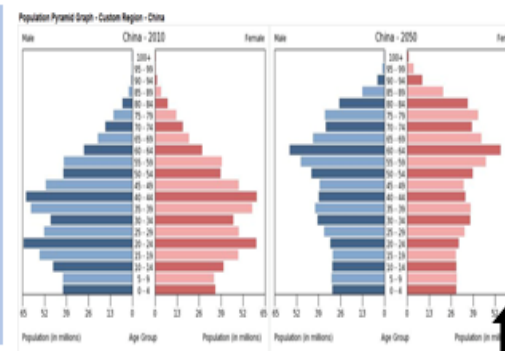


Activity: Preparing for a flood is vital to protect people. Create an information leaflet describing the best way for people to prepare for a flood. Why is it more important than ever for people to have this knowledge?

China is located in the South East Asia. With 14 land borders it is also home to both the Gobi desert and the Himalayan mountains. Its capital is Beijing but also has other large cities such as Shanghai and Hong Kong.



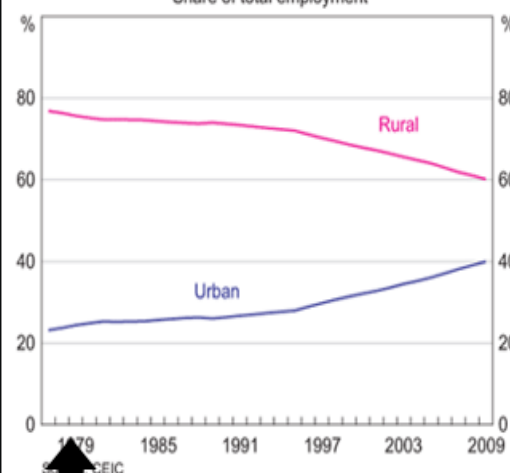
China is home to over a quarter of the world's population, this means one in four living people were born in China. This creates huge challenges and opportunities for the country.



Population pyramids show the following information: age; gender. China has an ageing population, meaning that it has a limited number of young people and a growing number of elderly people. This is because of lower birth rates and better health care.



China - Employment
Share of total employment



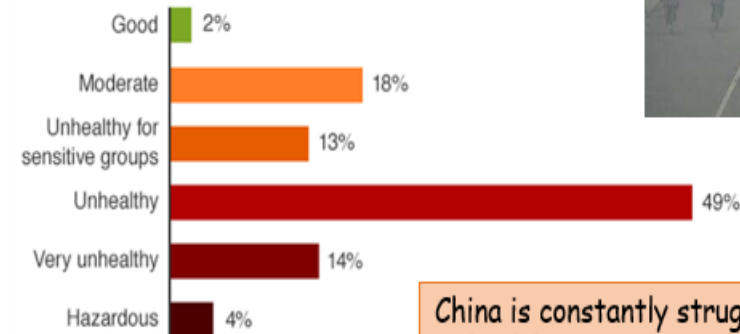
China is experiencing high levels of rural to urban migration. This is when people leave the countryside and move to the city. This is caused by higher wages and a better quality of life in urban areas (cities)



Key Term	Definition
Population	The number of people living in a certain area.
Desert	An area that receives less than 5cm of rainfall per year.
Mountain	A <u>land form</u> that has an altitude of more than 2000 ft.
Fertility Rate	The average number of births per woman.
Life expectancy	The average number of years a person lives for in a certain area.
Rural	An area with a low population often referred to as the countryside.
Urban	An area with a high population often referred to as a city.

Beijing air quality 2008-2015

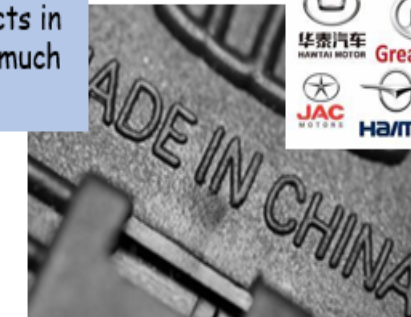
Daily average air quality index (AQI*) at US embassy, based on PM2.5 concentration readings



China's tourism industry is rapidly expanding. People visit China to experience the culture, architecture, food and natural landscape. People in China



China's large population, access to natural resources and fewer restrictions means it is very cheap to manufacture products there. TNCs create a lot of products in China in order to create as much profit as possible.



China is constantly struggling with poor quality air. Unhealthy air quality was recorded in Beijing 49% of the time, with hazardous air recorded 4% of the time. Over population and fewer restrictions on factory emissions results in China's air pollution.







[China's competition for living space | DW Documentary - YouTube](#)







Task...

1. Describe the location of China.
2. Describe why people visit China.
3. What is the size of China's population. Explain the issues this causes.
4. Explain why someone would migrate from rural China to Urban China. What was their life like? What is it like now?

Question: Assess the geographical issues faced by China.

1. BUG the question by boxing the command word and underlining the content you need to write about.
2. List the key vocabulary you will use.
3. Create a plan of what you would write in each paragraph.
4. Practice writing your answer from memory.

Key Vocabulary		Key Vocabulary	Picture This
Empire	A group of countries ruled over by a single monarch or head of state.	Military	The armed forces of a country.
Imperialism	Extending a country's power through taking land often done by military/armed force.	Trade	Buying and selling of goods.
Colony	A country under the rule/control of another country.	Raw materials	The basic/natural materials from which goods are made.
Colonialisation	The process of settling among and taking control of native/indigenous people.	Royal society	The oldest and most prestigious scientific society in Britain. It was formed by followers of Francis Bacon to promote scientific discussion especially in the physical sciences and received its charter (official royal backing) from Charles II in 1662.
Indigenous	Originating from a certain place.	Empirical	Based on evidence, observation and experience rather than theory.
Economic	Relating to the production, distribution, and consumption of goods and services.	Exploitation	The action or fact of treating someone unfairly in order to benefit from their work.
Key points <ul style="list-style-type: none"> The British Empire began in the late 1500s under Queen Elizabeth I. By 1913 the empire had grown to rule over 400 million people, making it the largest empire in history. British government and society benefitted economically from the empire. The people colonised by the British had British laws and customs imposed upon them, lost their ability to rule themselves and were, in many cases, violently oppressed. Why did Britain build an empire? Britain decided to build an empire for several reasons. These included: <ul style="list-style-type: none"> To gain more money To gain more power To spread Christianity and British ways of life. 		 <p>The British Empire in the 1920's</p>	
		Jewel in the Crown: With a population over 300 million, raw materials such as tea which Britain could sell and a strong army India became the richest part of the Empire for Britain. 	
		East India Company: From 1757 onwards, the British East India Company began to control much of India. The money the British made by exploiting local rulers and workers funded the continuing progress of the Industrial Revolution. In 1858, India became an official colony of the British Empire. 	
		The Scramble for Africa: In the 1880s the 'Scramble for Africa' took place (a competition between powerful European countries to gain land in Africa) and Britain came to control 30 per cent of the African population, with several African kingdoms destroyed in the process. 	
		Can you name any of the countries in red?	

Key individuals			Deeper Learning	Tasks
Queen Victoria		Was queen of the United Kingdom of Great Britain and Ireland (1837-1901) and empress of India (1876-1901).	<p>Consequences of the British Empire:</p> <p>Positive:</p> <ul style="list-style-type: none"> •Infrastructure - Britain gave its colonies developments such as roads and railways. •Language - Through the Empire, the English language spread, allowing people to communicate using one language. •Culture - The Empire made Britain more diverse. •Democracy - Britain brought the idea of democracy to its colonies. •Commonwealth - The Commonwealth provided the old colonies with help and support after the Empire ended. •Law and Order - The Empire brought their legal system to the colonies. •Education - The British Empire brought their education system to the colonies. •Science - The Empire increased scientific knowledge through the resources gained from and communication with colonies. <p>Negative:</p> <ul style="list-style-type: none"> •Culture - British culture was forced on the colonists, while the original culture was eroded. •Economics - The colonies' economy was falling because most of the profit went back to Britain. •Soldiers - The colonies had to provide soldiers who fought and died for Britain, including WWI and WWII. •Religion - The Empire forced Christianity onto the colonists, stopping the practice of other religions. •Disease - The British brought with them new diseases which killed lots of people. •Theft - The Empire took land and resources from the colonies. •Slavery - African slaves were taken to America to be sold 	<p>Red:</p> <p>State five countries which made up the British Empire.</p> <p>State five items Britain gained from the Empire.</p>
Robert Clive		Robert Clive paved the way for British rule in India, fighting several key battles with the French for control of trade in India. This helped cement the economic power that allowed the British Empire to grow, as well as forging the strong connections between India and Britain that still exist today.		<p>Amber:</p> <p>What is meant by the term 'jewel in the crown'?</p>
Mahatma Gandhi		Mahatma Gandhi has come to be known as the Father of Indian independence and a beacon of light in the last decades of British colonial rule, promoting non-violence, justice and harmony between people of all faiths.		<p>Green:</p> <p>Explain how the empire led to the development of science.</p>
Isaac Newton		Sir Isaac Newton was an English mathematician, physicist, astronomer, alchemist, theologian, and author widely recognised as one of the greatest mathematicians and physicists of all time and among the most influential scientists.		<p>Purple:</p> <p>Spreading Christianity was the main reason for Britain wanting an empire. Evaluate.</p> <p>Spreading Christianity was an important reason for the spread of the British Empire because...</p> <p>However, there were other reasons why Britain wanted an empire such as...</p> <p>Overall, I agree/disagree with the statement because...</p>
Charles Darwin		Charles Robert Darwin FRS FRGS FLS FZS was an English naturalist, geologist and biologist, best known for his theory of evolution.		
Francis Bacon		Francis Bacon argued for the possibility of scientific knowledge based on reasoning and careful observation of events in nature. He was the inspiration for the Royal Society		

Shahada

Shahada is the declaration of belief in the oneness of God (Allah) and the acceptance of Muhammad as his messenger.



The Five Pillars of Islam are an important part of Muslim life. The Five Pillars are five things that all Muslims must do so that they can live a good and responsible life.



Hajj

Hajj is the annual pilgrimage to Makkah/Mecca in Saudi Arabia. All Muslims who are able to travel must make this trip at least once in their lifetime.



Sawm

During the Islamic month of Ramadan, Muslims are expected to abstain from food and drink between dawn and nightfall.



Salat

Muslims must perform ritual prayers five times every day, facing the holy city of Makkah/Mecca.



Zakat

Muslims are expected to give a portion of their income to charity.



Always Remember...



- Islam is the religion
- Muslims are the followers of Islam.
- Muslims believe in one true God (Allah)
- Allah is the Arabic word for God.
- There are nearly 2 billion Muslims in the world today and 3 million in the UK

Key Beliefs

Islam was founded by the **Prophet Muhammad**. For over twenty years Prophet Muhammad received special messages from Allah. These messages were brought to him by the archangel Jibril. These messages were written down by the Prophet's companions (friends), and together they form the **Qur'an/Koran, the Islamic holy text**.



Mosque/Worship

Muslims prepare themselves for worship through **wudu** which is a method of washing their body. This prepares them physically and mentally for their time of worship to Allah. Muslims worship in a building called a **mosque**. Prayers are led by a priest called an **imam**, who is an important part of the Muslim community. Muslims can also perform their daily prayers away from the mosque if it is more convenient. However, it is essential that the environment they pray in is suitable for showing respect to Allah, for example that it is clean and tidy, and free from distractions.




Denominations:

When Prophet Muhammed died, there was a disagreement about who should lead the religion. This disagreement led to the split of Islam into Sunni and Shia Muslims.


Prophets	
Muhammad	Muhammad he was the last prophet of Islam because Muslims believe he was given Allah's final guidance for Muslims. The guidance was written in the holy book the Qur'an and is suitable for all Muslims as it teaches them how to be good and please Allah.
Adam	Adam was the first man, who was created by Allah in his own image. Adam is seen as the father of the human race. He is also seen as Allah's khalifah, and the angels were expected to serve him.
Ibrahim	Ibrahim was brought up in a polytheistic culture. However, he believed in one only god, which is a monotheistic belief. He had two sons, named Ishaq (Isaac) and Isma'il (Ishmael). He was also an ancestor of Muhammad. Ibrahim is considered to be one of the greatest prophets.

Angels	
Jibril	In Islam, the Angel Jibril is the chief link between God and humans. He is the bringer of good news and is mentioned in both the Qur'an and the Hadith. Jibril revealed Allah's words in the form of the Qur'an to Muhammad on the Night of Power.
Mika'il	The Angel Mika'il, known as the Angel Michael in Judaism and Christianity, is a friend to humanity. He is known as the giver of rain (to water the land) and food for people. He is believed to guard places of worship and reward people's good deeds. As the Angel of Mercy, he asks Allah to forgive people's sins. Muslims believe that both the Angel Jibril and the Angel Mika'il will be present on the Day of Judgement.
Israfil	It is believed that the Angel Israfil will blow a trumpet to announce the Day of Judgement.


Green: Explain why Hajj is so significant to Muslims.




Red: State three things you would find in a mosque.




Amber: Describe four things Muslims must do whilst (or before) using the Qur'an




Purple: Evaluate which of the Five Pillars you consider to be the most important and explain why?




Always remember: In Islam, the direction of prayer is known as the qibla, and this direction is towards the Sacred Mosque of Mecca.

Key Vocabulary...		Always remember...		Listening Profiles... 	
CHORD	A chord is 3 or more notes played at the same time.	MELODY	The TUNE made up of different HIGH and LOW pitches.	RIFF	The White Stripes – Seven Nation Army. Deep Purple – Smoke on the water. AC/DC: Back in Black
MAJOR/MINOR	Major means positive. Minor means negative. To create a major chord; 4 steps then 3. To create a minor; 3 steps then 4.	RHYTHM	How LONG or SHORT the notes.		
CHORD SEQUENCE	A chord sequence is when multiple different chords are played one after the other.	SONORITY	The different INSTRUMENT sounds.		
BASSLINE	A bass line has a low pitch and is the lowest part of the music. It creates rhythm, as well as harmony with the chords. This adds to the texture of the music.	DYNAMICS	How LOUD or QUIET the music is.		
KEY SIGNATURE	Sharps or flats (or none if in C major/A minor), placed immediately after the clef, related to the key (scale) of the piece.	METRE	HOW MANY beats in a bar.	BASSLINE	Queen - Another One Bites The Dust. The Beatles- Come together.
SCALE	An organised set of notes (pitches) in a particular order. A melody moving by step is called scalar.	HARMONY	MORE THAN ONE note at a time.		
CONJUNCT	A semi-tone or tone above/below. Moving by step.	ARTICULATION	How the instrument is being played. Is it SMOOTH or DETACHED.	OSTINATO	Queen – We will rock you.
DISJUNCT	Moving by leap. A note with a wider interval.	TONALITY	The MOOD of the music.		
HOOK	In music, the word "hook" refers to that part of a song that catches the ear of the listener. In other words, it's a lyrical line or melodic phrase that makes the song memorable.	TEXTURE	The LAYERS of the music. How many instruments can you hear. Is it thick or thin?	HOOK	P!nk: So What Pharrell Williams: Happy
RIFF	A series of notes, chord pattern or musical phrase that is repeated is called a "riff." Often, a riff is used as an introduction to a song, such as a guitar riff. Musical riffs are often found in genres like popular music, rock, and jazz.	TEMPO	The SPEED of the music. Is the music fast or slow?		
OSTINATO	Peated (usually short) rhythmic pattern.	STRUCTURE	The ORDER of the different sections of music.		
		SILENCE	The ABSENCE of sound.		



BEING A MUSICIAN...



The Big Question...

NEXT STEPS:

How does an artist or band use the elements of music to create a song.

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YEAR 8- TERM TWO- KNOWLEDGE ORGANISER

Vocabulary	
Term	Definition
Recall	To bring something back into your mind, to remember
Spoken Thoughts	The inner feelings of a character said out loud to the audience
Characteristics	A collection of features used by an actor to create a character different from themselves
Duologues	A performance by two actors
Contrast	When two or more things are very different from each other
Stimulus	Something which causes a response and inspires you to create something
Chair Duets	Using a variety of improvised moves, as pairs, based on two chairs to convey a message
Marking the Moment	When a dramatic technique is used to highlight a key moment
Tension	A certain atmosphere created by the actors through their performance skills
Reaction	To use a variety of expressions to show how you feel about something




Deeper Learning




Before you develop a character whether it be from a script or one you have built yourself you should always think about what you want the audience to understand and possibly learn from your performance. Once you know this you can develop your character accordingly. If you don't know what message you want to deliver to your audience then how can you create and perform the right character with the right characteristics? Always think about your aim first.



Check your progress...



- Do you consistently take an active role in the development of your drama?
- Do you create and perform work including all the key features of techniques?
- Do you develop an appropriate atmosphere for each task?
- Can you demonstrate appropriate reaction for each of your characters?

Always Remember

Never perform with your back to the audience  Your expressions and your emotions must match!  Your work can always be improved 

 Make sure your voice is loud and clear  A spoken thought is always what the character is thinking not a comment on the action  Focus, focus, focus!

Always listen to the ideas of others as well as voicing your own  You can use music as well as drama techniques to mark a moment  Feedback must always be helpful 

 Your movement during your chair duet must always be based on or around the chairs  When you react to another character, always make sure it is the character's reaction and not your personal one

Dual Coding

MARKING THE MOMENT  Music
 Pause
 Repetition
 Freeze Frame
 Slow Motion
 Spoken Thoughts
 Eye Contact

STIMULUS  Music
 Pictures
 News Stories
 Historical Events
 Traditional Stories
 Song Lyrics
 Personal Experiences

CHARACTERISTICS  Accent
 Volume
 Tone
 Reaction
 Facial ex/ Physicality
 Mannerisms
 Status

Script Work

The name of the character speaking the lines is usually above the speech or in bold at the side.

If there is more than one dot after the speech it means the next character interrupts.

Stage directions are usually in brackets or italics and could be at the start of a scene or in between speeches.

Specific directions for a specific actor are usually found above or below that character's speech.

Subject Knowledge Organiser

Football – Rules, Player Positions & Pitch Dimensions

Rules

- ☐ A senior football match consists of two 45-minute halves and must have a 15-minute break in the middle.
- ☐ A team can start with a maximum of 11 players, of which one is the designated goalkeeper.
- ☐ To continue a match, a team must have a minimum of 7 players on the field.
- ☐ A team is able to make substitutions at any time of the match and are able to make a maximum of three changes.
- ☐ A competitive game must be officiated by a referee and two assistant referees, also known as linesmen.
- ☐ The whole ball must cross the goal line for it to constitute a goal.
- ☐ 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 given for a range of offences (for example, kicking the player, pushing, handball etc.).
- ☐ Fouls are punished by the award of a free kick (direct or indirect, depending on the offence) or penalty kick to the opposing team if it is committed in the penalty box.
- ☐ In cases of foul play, a referee can penalise players with either a yellow or red card. A yellow card gives a player a warning about their conduct and a red card requires them to leave the pitch.
- ☐ In the event that a player receives two yellow cards, the referee will automatically show a red card.
- ☐ A throw-in is awarded to a team if the opposition kicks the ball over the side-lines.
- ☐ A corner kick is awarded to a team if the opposition kicks the ball over the goal line and either side of the goal posts.
- ☐ A player is deemed offside if they are in front of the last defender when a teammate passes the ball through to them.

Key Words: Passing, dribbling, close control, knee, chest, thigh, head, attacking header, defensive header, block tackle, slide tackle, lofted pass, chipped pass, side foot pass, jockeying, corner, throw-in, centre circle, corner flag, penalty, agility, balance, co-ordination, power, reaction time, speed, muscular endurance, cardiovascular fitness, flexibility.

Player Positions



Pitch Dimensions



Always remember:

When tackling an opponent always keep your eyes on the ball, do not dive in as this may lead to a foul being committed

Subject Knowledge Organiser

Football – Short/Long Pass, Control, Block Tackle, Throw In & Heading

Short pass

A short side foot pass enables a team to quickly pass a ball and help maintain possession. It is used for accuracy.

- ☐ Move parallel to the ball and place your non-kicking foot to the side of the ball.
- ☐ Keep your eye on the ball until you have it under your control.
- ☐ Look up to see where is the best place to pass it.
- ☐ On selection of your pass, maintain a strong body position.
- ☐ Swing your kicking foot through and strike the ball with the inside of your foot.
- ☐ Aim to hit the middle of the ball to ensure it stays close to the ground.
- ☐ Keep looking at your target.
- ☐ Follow your kicking leg through towards the intended target.
- ☐ The speed of the kicking leg will direct how hard you kick the ball.

Long pass

A long pass is an attacking skill that allows players to switch the direction of the attack very quickly to create space, find a teammate or to catch out the opposition.

- ☐ Move parallel to the ball and place your non-kicking foot to the side of the ball.
- ☐ Keep your eye on the ball until you have it under your control.
- ☐ Look up to see where is the best place to pass the ball.
- ☐ On selection of your pass, maintain a strong body position.
- ☐ Explosively bring your kicking foot through and strike the ball with laces of your football boot.
- ☐ Aim to hit the middle of the ball to ensure it stays close to the ground or the lower half of the ball if you want to lift it over opposition players.
- ☐ Keep looking at your target.
- ☐ Follow your kicking leg through towards the intended target and your body over the ball.
- ☐ The speed of the kicking leg will direct how hard you kick the ball.

Control

Good control of the football is an essential skill to maintain possession of the ball from the opposition and, if done accurately, gives the player more time to make the correct next decision.

- ☐ Keep your eye on the ball at all times.
- ☐ On contact with the ball, withdraw the foot slightly to take the momentum out of the ball (this is known as "cushioning").
- ☐ Aim to contact the middle of the ball to ensure that it stays close to the ground and does not bounce up.
- ☐ Once under control, move the ball out of your feet to allow the next decision to be made.

Block tackle

The block tackle is an essential skill for winning the ball back in football. It is mainly used when confronting an opponent head on and it is important to complete it with good timing and technique to prevent injury or fouls.

- ☐ Close down your opponent quickly but do not rush uncontrolled at them.
- ☐ Try to reduce any space around you and monitor for passing options.
- ☐ Stay on the balls of your feet, arms slightly out to jockey your opponent.
- ☐ Keep your eye on the ball and wait for a clear view of the ball.
- ☐ When you can see most of the ball, transfer your weight from your back to front foot and move the inside of your foot towards the ball.
- ☐ Maintain a strong body position.

Throw-in

The throw-in is the legal way to restart the game if the ball has gone out of play from either of the side-lines.

- ☐ Hold the ball with both hands and ensure that the thumbs are behind the ball and fingers are spread.
- ☐ Hold the ball behind the head with relaxed arms and elbows bent.
- ☐ Keep your feet shoulder-width apart.
- ☐ Face your target.
- ☐ Lean back with both feet in contact with the ground.
- ☐ Slightly bend your knees and arch your head, neck, shoulders and trunk.
- ☐ When ready, propel yourself forward and release the ball just as it passes your head.
- ☐ Once the ball is released, bring your strongest leg forward and out in front of you for balance.

Heading

The header can be an attacking or defensive skill and is used to try and win the ball when it is in the air.

- ☐ Keep your eyes on the ball.
- ☐ Use your forehead to make contact with the bottom of the ball for a defensive header or the top of the ball for an attacking header.
- ☐ For a defensive header it is important to get good height and distance but for an attacking header you need power and accuracy.
- ☐ You can also use flick headers to pass to a team mate.

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

Subject Knowledge Organiser

Handball – Laws, Player Positions & Pitch Dimensions

Players roles in Handball

Goal Keeper – The goalkeeper defends the goal with every part of the body. They are the only player who can touch the ball with their feet. The goalkeeper can leave the 6 yard/ metre box if they do not have contact with the ball.

Left/Right Wingers – These are the fastest players on the court and patrol the sides of the court. They counter the opposition wingers in attack in order to create openings for their team mates. They can also shoot from tighter angles.

Left/Right Backs – These are the largest players on the court. When attacking they are responsible for driving at the defence and long range shooting. However, when defending they are used to block opposition shots.

Pivot – The pivot is the creative force in attack. They are expected to stand among the defenders on the 6m line to create space for their team mates or themselves to shoot. When defending, they either play right or left inside defender. Their roles are to ensure there are no spaces in the centre of the defence and that the opposition centre and pivot cannot create chances.

Centre Back – The centre back is a creative handball player also known as the 'playmaker'. They are responsible for setting up the play tactics. When defending they either play right or left inside defender. Their roles are to ensure there are no spaces in the centre of the defence and that the opposition centre and pivot cannot create chances.

Rules of Handball

Attackers

Can: Take three steps with the ball then must pass or shoot

Can't: Dribble with the ball

Must: Shoot within 30 seconds. Only use their hands to play the ball.

Defenders

Can: regain possession of the ball by intercepting a pass or blocking a shot

Can't: Snatch the ball from an attacker's hands.

Goalkeepers

Can: Block the ball with any part of their body in the goal area. Leave the goal area and join the attack.

Can't: Leave the goal area in possession of the ball

Fouls

Any foul will lead to a free pass for the opposition team.

The offending team must retreat three meters at a free pass.

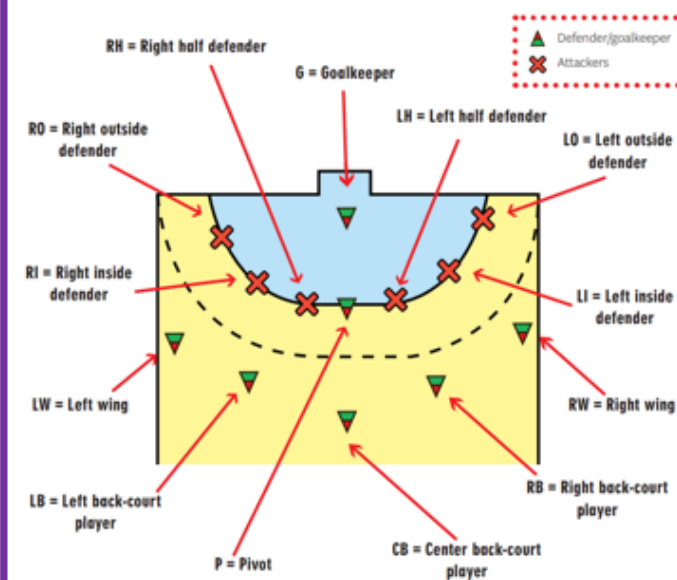
Penalty

A penalty is a free throw from one meter outside the goal area. All players apart from the goalkeeper must be behind the penalty taker.

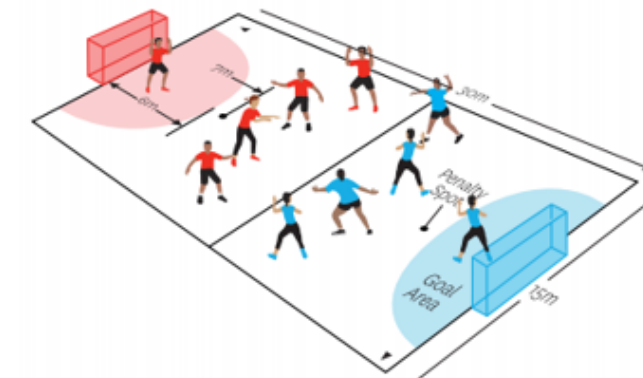
It is awarded if:

- A defender enters the goal area
- A foul prevents a goal scoring opportunity

Player Positions on court



Pitch Layout



Subject Knowledge Organiser

Handball – Dribbling, shooting, catching, throwing

Dribbling

1. Touch the ball with your fingertips, not your palm
2. Bend your knees and get in a low stance
3. Push down firmly onto the ball and release
4. Use your wrist to control the bounce of the ball and power within the bounce
5. Keep your head up and look for team mates, space and opposition players
6. Move on the balls of your feet Use your agility, dribbling skills and speed to get past defenders.

Throwing

1. Weight always on front foot
2. The ball is gripped in your fingers and thumb, never your palm
3. The arm is raised, with the throwing elbow above the shoulder
4. Throw forward your arm and release the ball
5. Remember to aim at your partner's W

Always Remember: Defenders are not allowed to step into the goal area as this will result in a penalty shot to the opposition team.

Shooting

1. Receive the ball on the move 2.
2. Attack open space using your three steps
3. Raise the throwing arm backwards, the ball should be above your head and elbow above your shoulder
4. Transfer your weight onto your front foot
5. Aim at your target, and follow through your throwing arm and release the ball.

Jump Shot

1. Follow the first three steps from the technique above
2. When attacking the open space, jump past the 6M line through the space into the
3. Before landing throw forward the throwing arm and release ball

Catching

1. Create a W with your hands
2. Fingers spread wide and elbows bent
3. Weight on the front foot and knees slightly bent

Key words: passing, dribbling, high catch, low catch, passing on the move, shooting, jump shot, goal area, penalty line, half way line, catching, throwing, three steps.

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

Subject Knowledge Organiser

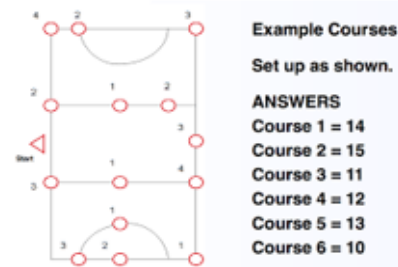
Orienteering- Orienteate, observe, navigate, team work, communication

Key Skills:

1. The first thing you must do when map reading is to orientate your map (move it around) so it is the correct way around to where you are facing.
2. You then need to observe the surroundings before looking for the markings on the map. Once you have identified where you are standing you then find your starting point
3. You need to double check you are at the correct marker before starting because the only way you will successfully complete the course is by getting all answers correct.
4. Team work is key when completing an orienteering course as you will be working in pairs. You must communicate and discuss every decision before moving and navigating to the next cone. Mistakes can easily be made through poor communication.
5. As orienteering involves running, cardiovascular fitness is key as you will be running for a long period of time. To train for this, continuous training is useful as well as fartlek training (over different terrains at different speeds)



	M16	4,1 km	120 m
1	40	↘	⊗
2	53	↘	⊗
3	46	↘	⊗
4	57	↘	⊗
5	32	↘	⊗
6	58	↘	⊗
7	47	↘	⊗
8	48	↘	⊗
9	49	↘	⊗
10	100	↘	⊗



Rules and tactics:

Orienteering requires physical fitness, skill in map reading, mental alertness and decisiveness. Orienteering teaches you to assess, understand and "read" the school site you are working in

The main aim of orienteering is to complete the course(s) correctly in the shortest amount of time, although it is based on map reading it is also a test of your physical fitness. You must find all the points that are placed on the map and record them on your sheet. Consider the ground you are moving over ensuring your safety at all times.

A major tactic is to use is your pace. As you are competing with the other people in your group. You must make sure you don't sprint off too quickly so that you are too tired to keep the pace up. If you take it steady the whole way- a jog and not walk- this tactic will help you to be successful

Always remember: The main aim of orienteering is to complete the course in the shortest amount of time, however good team work and planning of you route is vital to success.

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

Key Words: Navigation; decision making; communication; cardiovascular fitness; speed; co-operation, orientation; map reading; observation; pace judgement; team work; safety and mental alertness

Subject Knowledge Organiser

Volleyball – Rules, Scoring, Officials, Court Dimensions & Player Positions

Rules

- ❑ An official volleyball court is 18 m × 9 m.
- ❑ To start a point, the server can serve from anywhere behind the end line, either overarm or underarm, into the opposing team's side of the court.
- ❑ The opposing team is allowed a maximum of three touches on their side of the court before sending the ball back over the net.
- ❑ A player is not allowed to touch the ball twice in a row. However, they could hit the ball on the first and third contact.
- ❑ The ball must be hit - not caught.
- ❑ In side out scoring, the serving team scores a point when the opponents fail to return the ball over the net, hit the ball out of bounds or commit an infraction.
- ❑ Whichever team wins the point then goes on to serve.
- ❑ Every time a team wins the serve from the other team, the players rotate their position on court clockwise so that everyone gets a chance to serve.

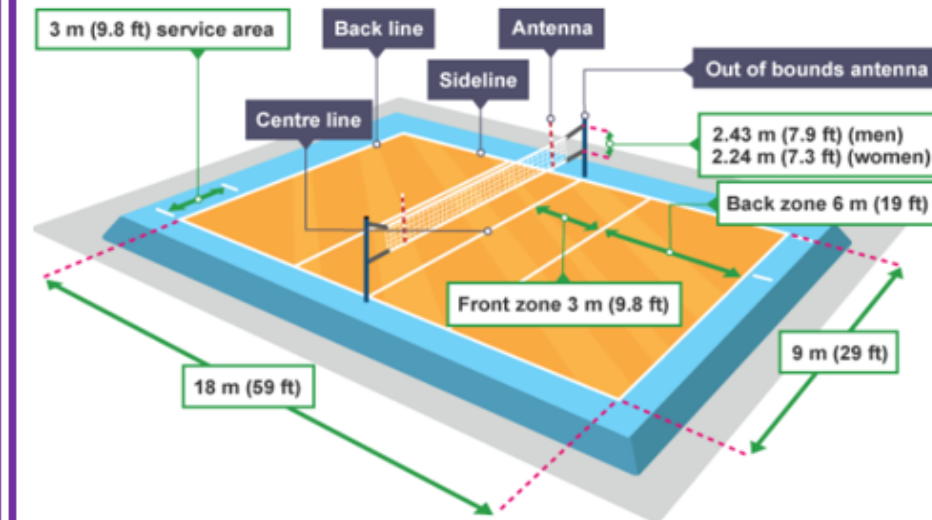
Scoring

In competitive adult matches all games are played to a best of five sets. Volleyball is very different to most sports as the first four sets are played to 25 points, but if the match goes to a fifth set this game is only played to 15 points. In order to win a set, a team must win by two clear points.

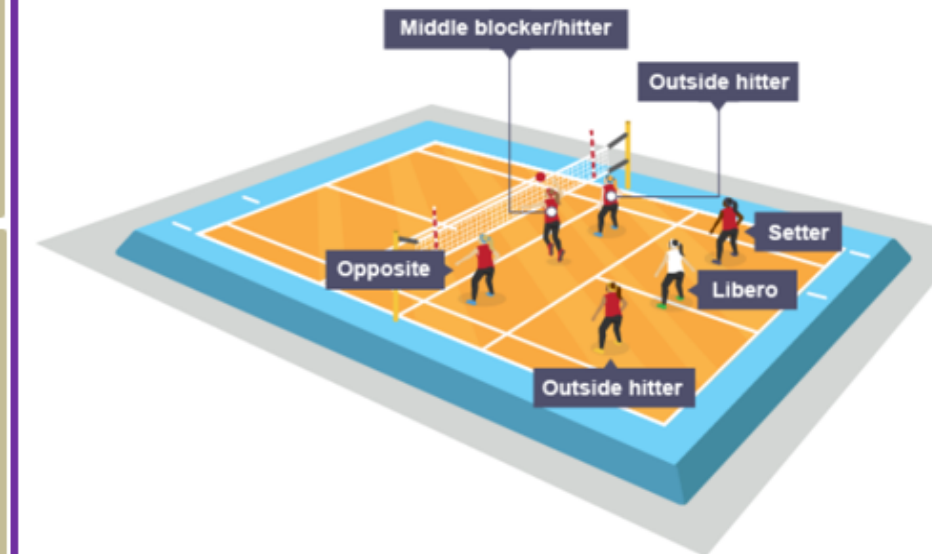
Officials

A first (or main) referee, second referee, a scorer and two line judges are required to umpire an official game of volleyball. Just like most sports, the main referee upholds the rules throughout the whole game and their decision is final. However, unlike football, a volleyball team is allowed to make a formal protest with the scorer. The second referee stands opposite the main referee and is responsible for all substitutions, timeouts and the actions of the scorer's table.

Court Dimensions



Player Positions



Subject Knowledge Organiser

Volleyball Key words – Serve, Dig, Set, Block, net

Serve

A volleyball serve can be hit either overarm or underarm. A player is allowed to travel with the ball and jump whilst serving, and providing it reaches the opponent's court, it is deemed legal.

Stage one

Stand in position on the balls of your feet, with knees slightly flexed. Face forwards with your chest facing towards the target. Hold the ball in front of your body with left hand, right hand held back. Body weight should be on the back foot.

Stage two

Throw the ball gently into the air, swing the straight arm forward to strike underneath the ball with the heel of the hand, with your fingers clenched. Transfer bodyweight from back to front foot.

Stage three

Follow through with the fist pointing towards the intended target or the sky.

Dig

The dig shot requires players to get low and to stop the ball touching the ground. When completed successfully the shot provides accurate and consistent passing, which is essential to create a multiple attack.

Stage one

Stand in position on the balls of both feet, with knees slightly flexed. Drive off from legs to get towards the path of the ball.

Stage two

Keep both eyes on the ball. Place the back of the right hand on top of the palm of the left hand. Bring both thumbs together and place them side by side. Keep fingers and thumbs close together. Lock your elbows together. Hold arms out straight in front.

Stage three

Hands start low in front of the body and swing up to strike the ball upwards. Strike the ball with the lower forearms. Follow through with the hands pointing towards the intended target or the sky.

Set

The set shot is a delicate attacking shot that is an important part of the pass-set-spike sequence required for a successful attack.

Stage one

Stand in position on the balls of your feet, with knees slightly flexed. Drive off from legs to get towards the path of the ball. Call for the ball. Get in line with the ball's path. Keep your eyes on the ball at all times.

Stage two

Move towards the ball. Extend your elbows so that your arms are out in front of you at head height. Slightly flex your elbows. Have your palms facing up and fingers spread. Keep your eyes on the ball.

Stage three

Watch the ball. Face the ball in ready position with knees slightly flexed. Hands are held above the head, palms up. Move body underneath the ball and push the ball into the air with your fingertips. Extend knees to help with the push into the air. Follow through with fingers pointing at the sky.

Block

The block is not technically a maintaining possession shot, but a well-timed and effective block diffuses an offensive attack.

Stage one

Stand in position on the balls of your feet, with knees slightly flexed. Drive off from legs to get towards the path of the ball. Get in line with the ball's path. Keep your eyes on the ball at all times.

Stage two

Move towards the ball. Extend arms up above head. Have your palms facing forward and fingers spread. Keep your eyes on the ball.

Stage three

Upon contact, try to angle the ball downwards. Begin to land move arms outwards for balance. Flex knees to help cushion landing. Get back into position to regain formation.

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

Key Words: set, dig, volley, spike, tennis serve, overhead serve, block, baseline, rotate, finger tips, forearm, control, height, time.

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.		

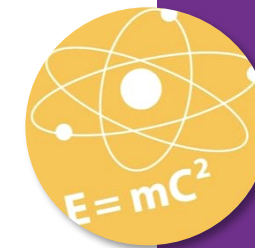
The Big Idea

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.

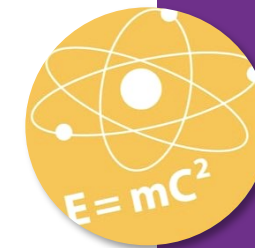
Without these rights and freedoms there would be nothing to stop us being put on trial or in prison for voicing an unpopular opinion, and nothing to stop a dictator such as Adolf Hitler or Josef Stalin taking over the government, and making laws which are cruel and ruin people's lives. These rights and 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.

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.

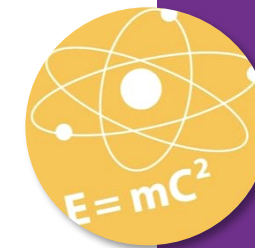
Notes



Notes



Notes



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