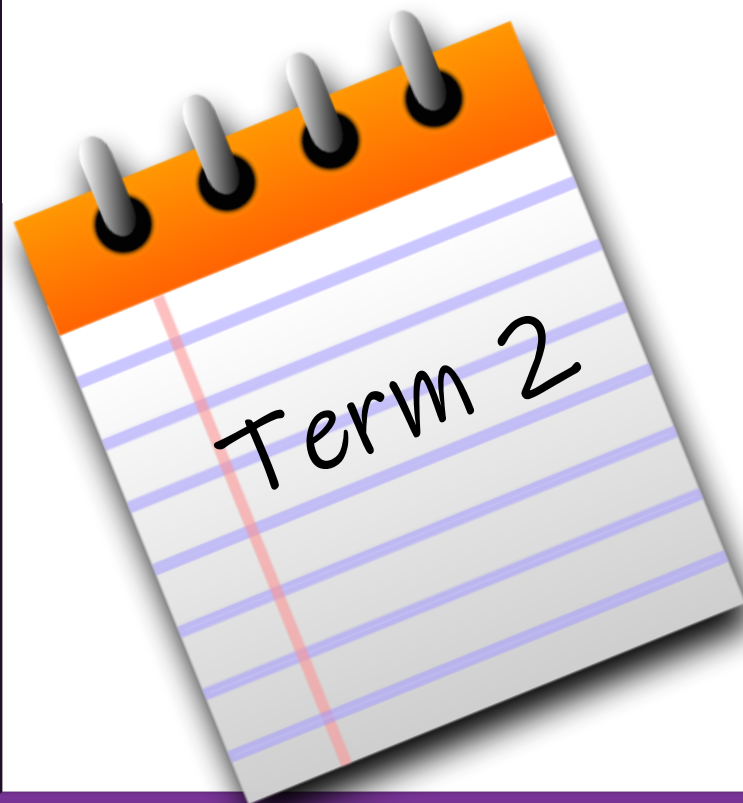


The Knowledge Organisers Pack



Year
8





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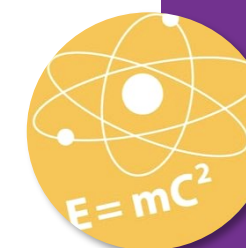
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Romeo and Juliet

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 Pleasure</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 seat 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.	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 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. One fairer than my love? The all-seeing sun Ne'er saw her match since first the world begun. 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. . . . She is the fairies' midwife. . . . If I profane with my unworsted 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. 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, The sovereignty will fall upon Macbeth. Bid her devise! Some means to come to shift this afternoon. And there she shall at Friar Laurence' cell Be shrived and married. 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" "Ask for me tomorrow, and / you shall find me a grave man" O nature, what hast thou to do in hell! When thou didst bow the spirit of a fiend! In moral paradise of such sweet flesh? 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. O me, O me! My child, my only life, Revive, look up, or I will die with thee! Well, Juliet, I will lie with thee tonight. Let's see for means. O mischief, thou art swift 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 1 Scene 1	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.	
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.	
Act 1 Scene 3	Lady Capulet discusses the prospect of Juliet getting married to Paris. She dutifully says that she will look upon him.	
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.	
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.	
Act 2 Prologue	The chorus returns and delivers a sonnet about the new love.	
Act 2 Scene 1	Benvolio and Mercutio search for Romeo, who has escaped them in the hope of re-finding Juliet.	
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.	
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.	
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.	
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.	
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.	
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.	
Act 3 Scenes 3-4	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 5	Romeo reluctantly leaves Juliet. Her mother then tells of the marriage to Paris. She rejects it. Capulet threatens to disown her.	
Act 4 Scenes 1-2	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 Scene 3	Juliet is scared, but drinks the contents of the vial.	
Act 4 Scenes 4-5	The Nurse finds Juliet dead on her wedding morning. The family are distraught, but agree to make the funeral arrangements.	
Act 5 Scene 1	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 2	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 3	Romeo finds Juliet's body and kills himself. She awakens and kills herself. Montague and Capulet commit to resolve.	

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 God pardon him!</i> A3 S5.	Catharsis - The release of the audience's emotions through empathy with the characters.
Foreboding	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.

MMMR and tables

Key vocabulary

Mode - the number which appears most often in a set of data

Median - the middle number when the numbers are placed in numerical order. If there are 2 numbers in the middle you add and halve to find the middle of these numbers.

Mean - a calculated central value which represents a set of data. To calculate the mean; add up all the value and divide by how many numbers there are.

Range - the difference between the largest and smallest value. This shows the spread of the data. The smaller the range the more consistent the data.

Average - the group name given to refer to mode, median and range. Outside of Maths, when a number is stated as the average it generally is referring to the mean.

Assessment style question

In one month, the number of hours of exercise taken by 10 people are

4 7 2 8 6 5 1 82 3 9

Which is the appropriate average to use in this situation?

Tick a box.

Mean ☐

Median ☐

Mode ☐

Give one reason for each of the other two averages as to why they are **not** appropriate.

Reason 1 _____

Reason 2 _____

(Total 2 marks)

The tables show two sets of data.

Set A	
Result	Frequency
2	3
3	7
4	8
5	7
6	9
7	1

Set B	
Result	Frequency
3	3
4	12
5	9
6	8

(a) Liam says,
"Set A has the higher mode."
Is he correct?
You must show your working.

Picture perfect

Mode
The most common number

Median
Middle number when in order

Mean, Median, Mode, & Range

5, 7, 7, 9, 11, 12, 14
Mean = $\frac{\text{Sum}}{n}$ Mode = 7
Range = 14 - 5 Median = 9

Mean
 $\frac{\text{Sum of values}}{\text{Total frequency}}$

Range
Largest value - smallest value

Mode, median and mean are averages, range is the spread of the data

Always remember

mean
The mean is the average or norm.
• Add up all of the values to find a total.
• Divide the total by the number of values you added together.
 $2 + 2 + 3 + 5 + 5 + 7 + 8 = 32$
There are 7 values
Divide the total by 7
 $32 \div 7 = 4.57$
The mean is 4.57

median
The median is the middle value.
• Put all of the values into order.
• The median is the middle value.
• If there are two values in the middle, find the mean of these two.
2, 2, 3, 5, 5, 7, 8
The median is 5

mode
The mode is the most frequent value.
• Count how many of each value appears.
• The mode is the value that appears the most.
• You can have more than one mode.
2, 2, 3, 5, 5, 7, 8
The modes are 2 and 5

range
The range is the difference between the lowest and highest value.
• Find the highest and lowest values.
• Subtract the lowest value from the highest.
2, 2, 3, 5, 5, 7, 8
Lowest Highest
 $8 - 2 = 6$
The range is 6

Calculating the mean from a frequency table

The frequency table shows pupil ages. Find the mean.

Age (x)	Frequency (f)	fx
8	12	$8 \times 12 = 96$
9	25	$9 \times 25 = 225$
10	37	$10 \times 37 = 370$
11	14	$11 \times 14 = 154$

STEP 2: Find the total of fx

Age (x)	Frequency (f)	fx
8	12	$8 \times 12 = 96$
9	25	$9 \times 25 = 225$
10	37	$10 \times 37 = 370$
11	14	$11 \times 14 = 154$
		= 845

STEP 4: Divide the total fx by the total frequency (f)

$845 \div 88 = 9.6$
The mean is 9.6 years

STEP 1: Find fx

Estimating the mean from a table of grouped data

The frequency table shows pupil ages. Find the mean.

Age	Frequency (f)	Midpoint (x)
8-10	12	9
11-13	25	12
14-16	37	15
17-19	14	18

STEP 2: Work out fx

Age	Frequency (f)	Midpoint (x)	fx
8-10	12	9	$12 \times 9 = 108$
11-13	25	12	$25 \times 12 = 300$
14-16	37	15	$37 \times 15 = 555$
17-19	14	18	$14 \times 18 = 252$
			= 1215

STEP 4: Work out the total frequency

Frequency (f)
12
25
37
14
= 88

STEP 5: Divide the total fx by the total frequency (f)

$1215 \div 88 = 13.8$
The mean is 13.8 years

Frequency Tables

These are a useful and clear way of displaying data

E.g. The table below shows the scores out of ten for 20 students

Mark	Tally	Frequency
4		2
5		2
6		4
7		5
8		4
9		2
10		1

Frequency means how often something occurs

This means 5 students scored 7 marks in their test

Grouped Frequency Tables

These contain sorted data in groups called **classes**

E.g. The table below shows the ages of people taking swimming lessons

Class Interval	Frequency
15 – 25	60
25 – 35	35
35 – 45	22
45 – 55	18
55 – 65	15

Total frequency will tell you the total number of people taking swimming lessons

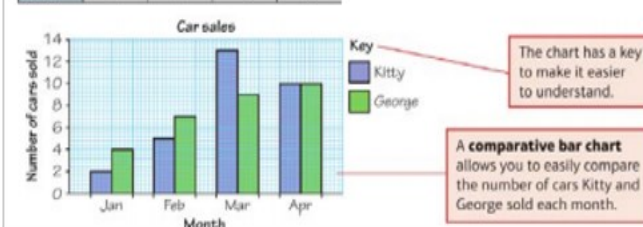
This means 18 people who took swimming lessons were between the ages of 45 and 55

Classes or class widths

Comparative Bar Charts

The table shows the number of cars sold by Kitty and George in the first four months of 2014.

	January	February	March	April
Kitty	2	5	13	10
George	4	7	9	10



Charts

Two-Way Tables

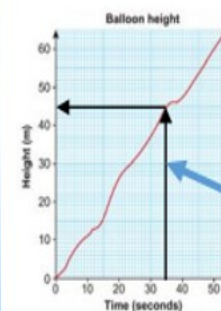
These are used to show how data falls into 2 different categories For example gender and favourite sport to watch

What is your favorite sport to watch on television?			
	Football	Basketball	Baseball
Males	40	22	15
Females	12	16	45
Total	52	38	60

A two-way table divides data into groups in rows going across and columns going down the table

Time-Series Graph

These are used to show how something changes over time. It is a line graph with time plotted along the horizontal axis For example the height of a balloon at different times



You can estimate the height of the balloon at different times using the graph

E.g. the height of the balloon at 35 seconds is approximately 45m as shown by the arrows on the graph

Stem and Leaf Diagrams

This shows numerical data split into a 'stem' and 'leaves'. The leaf is usually the last digit and the stem is the other digits.

Here are the heights of some students (in cm).
169, 163, 153, 173, 166, 178, 177
Construct a stem and leaf diagram for this data.

15 | 3
16 | 9 3 6
17 | 3 6 7

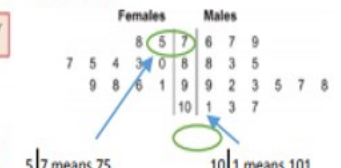
Decide on a stem. Write the numbers in your diagram as you work along the data list.

Put the leaves in your diagram in order.

Key: 15 | 3 means 153 cm

Write a key for your diagram.

A back-to-back stem and leaf diagram compares 2 sets of data. E.g. the ages of males and females



Pie Charts

This is a circle divided into **sectors**. Each sector represents a set of data. Pie charts are excellent for displaying the most/ least popular type of something.

Plotting pie charts example

The table shows the match results of a football team.

Result	Won	Drawn	Lost
Frequency	28	12	20

$$28 + 12 + 20 = 60$$

The total number of games is the total frequency.

$$1 \text{ game} = 360^\circ \div 60 \text{ games} = 6^\circ \text{ per game}$$

$$360^\circ \text{ in a circle}$$

$$28 \text{ games won} = 28 \times 6^\circ = 168^\circ$$

$$12 \text{ games drawn} = 12 \times 6^\circ = 72^\circ$$

$$20 \text{ games lost} = 20 \times 6^\circ = 120^\circ$$

Work out the angle for one game.

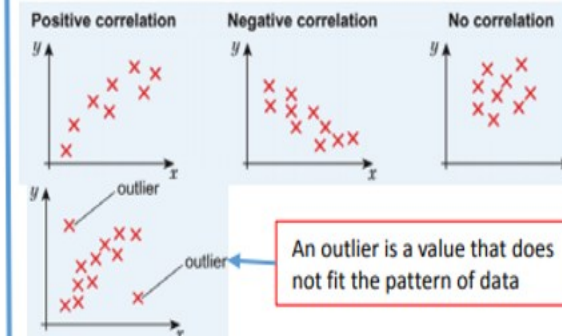
Work out the angle for each result.



Draw the pie chart. Give it a title and a key. Or label each section

Scatter Graphs A scatter graph allows you to see the **relationship** between 2 sets of data. E.g. your height and your stride length.

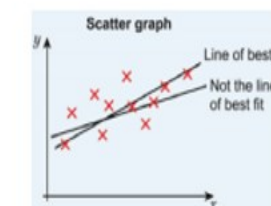
Correlation is used to describe a relationship between 2 **variables**



An outlier is a value that does not fit the pattern of data

A line of best fit

This is a straight line drawn through the middle of the points on a scatter graph. It should pass as near as many points as possible and represents the **trend** of the points.



A line of best fit can be used to predict data values within the range of data given.

This is called **interpolation**

It can also be used to predict data values outside the range of data given.

This is called **extrapolation**.

Transformation

Key vocabulary

Reflection:

A shape is reflected across a line to create a mirror image. The shape is flipped over.

Rotation:

Circular movement about a fixed point which turns a shape.

Translation:

Moves a shape a certain distance in a certain direction.

Enlargement:

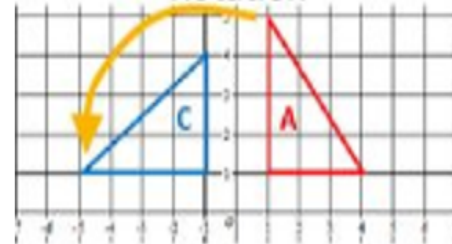
Make a shape larger or smaller by a scale factor with a given centre.

Picture perfect

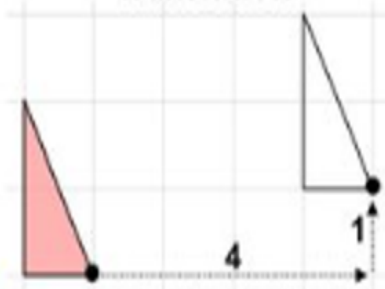
Reflection



Rotation

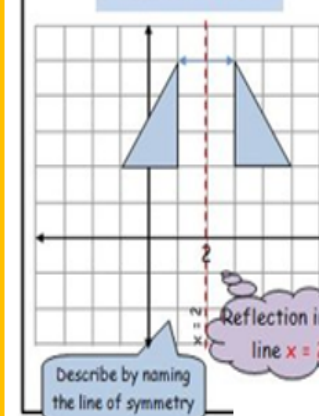


Translation

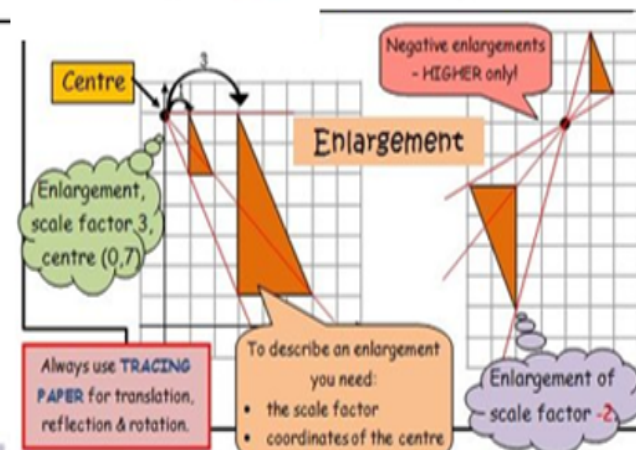
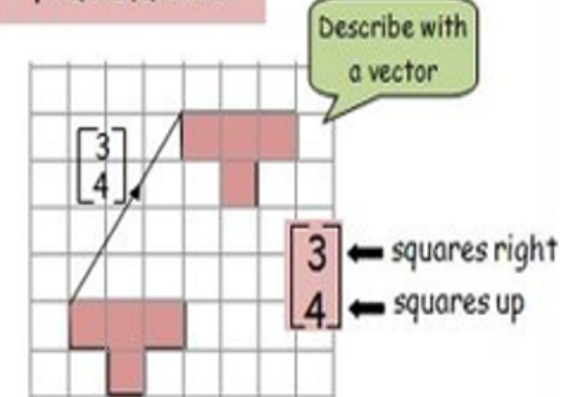


Always remember

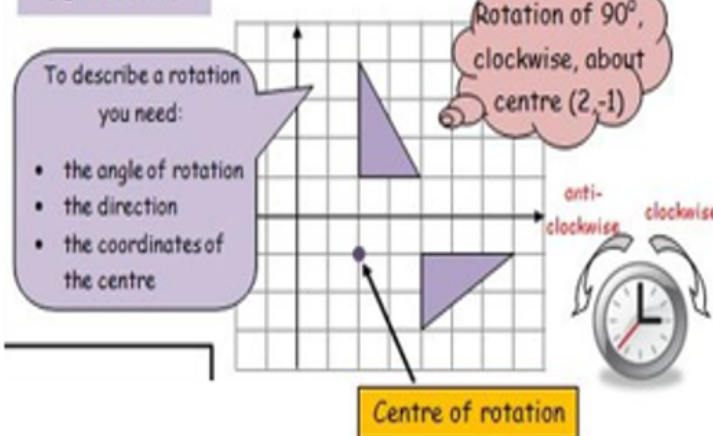
Reflection



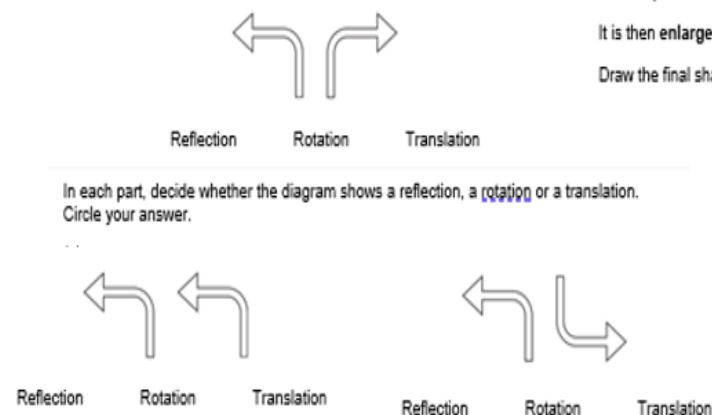
Translation



Rotation

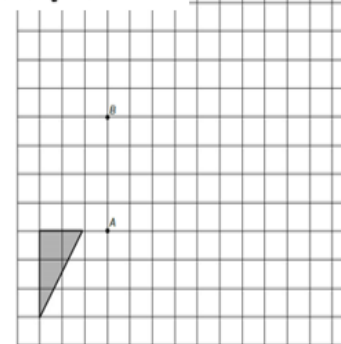


Assessment style question



In each part, decide whether the diagram shows a reflection, a rotation or a translation. Circle your answer.

The shape is rotated 90° clockwise about point A. It is then enlarged by scale factor -2, centre B. Draw the final shape on the diagram.

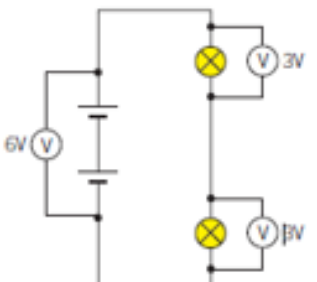
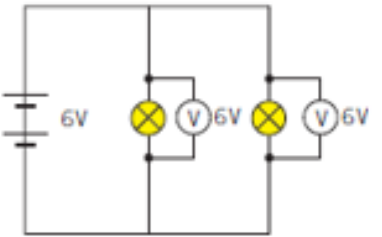


(Total 3 marks)

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
	

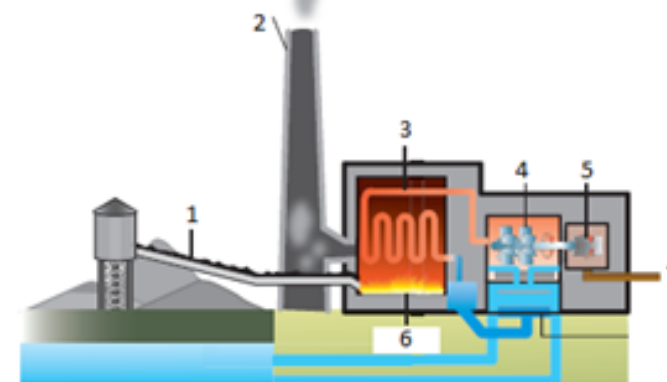
3. Power

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	
Power (W) = $\frac{\text{Energy (J)}}{\text{Time (s)}}$	Power (W) = potential difference (V) x 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
		

Challenge Questions

1	Describe why we should increase our use of renewable energy sources.
2	You have 3 pieces of metal, aluminium, iron and magnet. How could you work out which metal each one was?
3	Which would be more expensive, using an 1800W hair dryer for 20 minutes or a 2800W iron for 10 minutes? Use calculations to justify your answer
4	Sarah sets up a circuit and it does not work, only one part of the circuit is faulty. How can she problem solve to work out which piece of equipment of faulty.

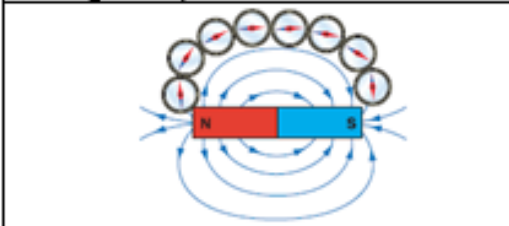

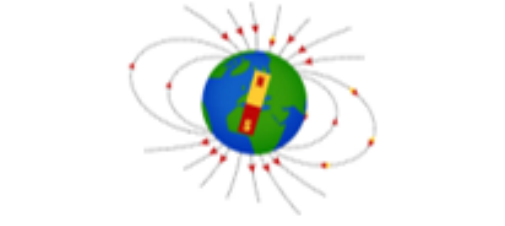
6. Magnetic fields

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

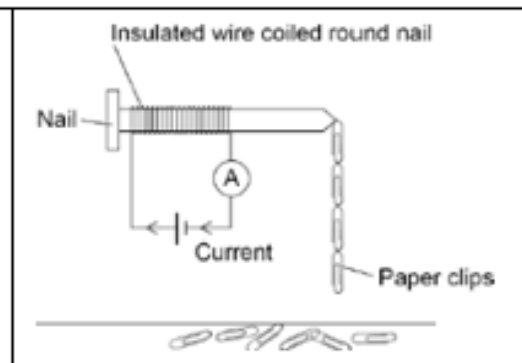
Using compasses	Iron filings
	
Using a compass: The Earth has <u>its</u> own magnetic field due to its iron core, this means that a compass can be used to navigate. The compass will point towards the magnetic north of the Earth unless it is near a magnets or magnetic material	

7. 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.


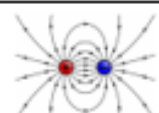
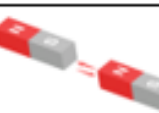
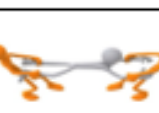




The more paper clips that the electromagnet picks up, the stronger it is.
The number of coils or current in the wire can be changed to see how these changes affect its strength



1. Energy stores

Energy is in different energy stores and is measured in Joules (J).

Energy is needed to do 'work'.

Chemical	Stored in food, <u>fuel</u> and batteries	
Electrostatic	Stored when particles have charge	
Magnetic	Stored when magnetic poles come together	
Elastic potential	Stored when a material is stretched or squashed	
Nuclear	Stored in the nucleus of an atom, and the Sun	
Thermal	Stored in objects that are warm	
Kinetic	Stored in objects that are moving	
Gravitational potential	Stored in objects that have height	

Energy can be transferred between stores in different ways

- By heating
- Mechanically
- Electrically
- By radiation

2. Conservation of energy

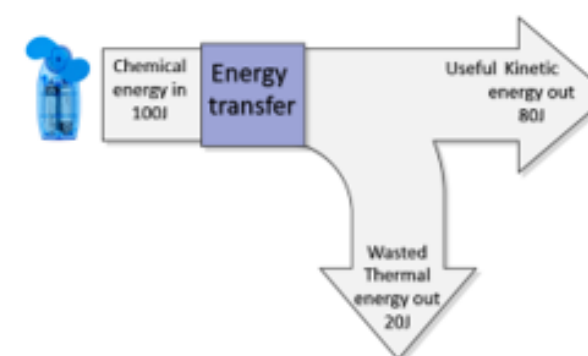
Energy cannot be created or destroyed, only transferred from one store to another.

Total energy in = Total energy out

Wasted energy is not useful so is lost to the surroundings. It **dissipates**

Efficiency measures how much energy is used in a useful way

The less energy that is wasted, the more efficient the machine

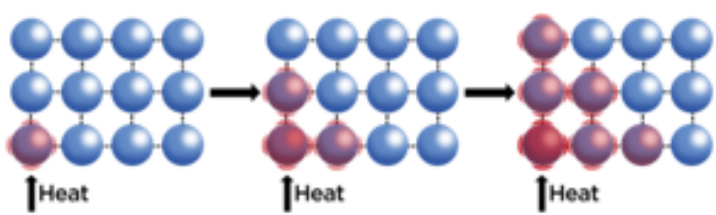


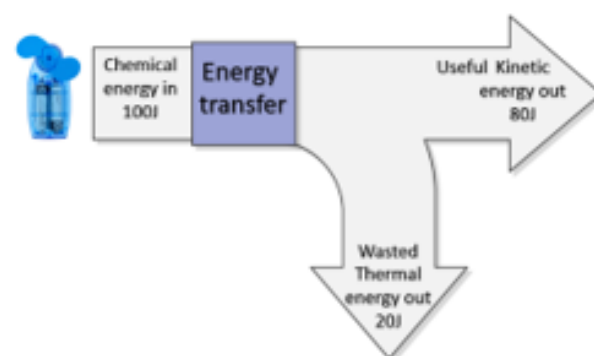
$$\text{efficiency} = \frac{\text{useful energy output}}{\text{total energy input}}$$

3. Heat and temperature

Heat	A store of thermal energy, measured in Joules (J)
Temperature	A measure of how much thermal energy a substance has
Thermometer	Used to measure temperature
Degrees Celsius °C	The units for measuring temperature

4. Heat transfer - conduction

Conduction	The transfer of thermal energy by vibration of particles
Conductor	A material that easily transfers thermal energy through vibrating particles
Insulator	A material that does not easily transfer thermal energy through vibrating particles
As energy is added, particles collide, transferring that energy to the surrounding particles	



Challenge Questions

1	What energy transfer would take place when a hairdryer is switched on?
2	Calculate the efficiency of the fan in the diagram
3	Why do solar panels have a black outer layer?
4	Explain how a radiator warms a room in the winter

5. Heat transfer - convection

As particles near the heat source are heated, they spread out and become less dense, so they rise.

Cooler, more dense particles will take their place at the bottom.

This creates a constant flow of particles.

This is known as a **convection current**



6. Heat transfer - radiation

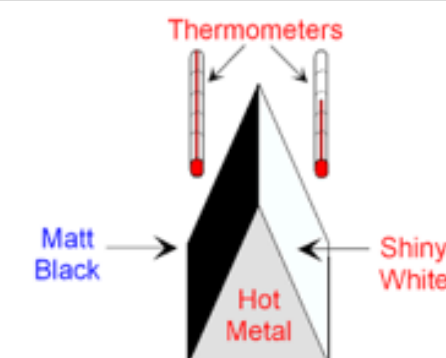
Radiation is method of transferring energy without the need for particles.

Thermal energy is transferred from the Sun to the Earth in this way as there are no particles in space. This is known as **infrared radiation** and it travels as an energy wave. The hotter an object, the more infrared radiation it will **emit**.

The surface of objects affects the amount of infrared radiation it can **emit, absorb and reflect**.

Matt black is the best surface for **emitting and absorbing** infrared radiation

Shiny white surfaces are the best at **reflecting** infrared radiation



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 a 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
Web browser	Software needed to view webpages. Examples include Microsoft Edge, Google Chrome and Apple Safari.
DIVs	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.



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.



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 – Using a simple text editor such as Notepad ++ or online software such as repl.IT, create a webpage which has colour, images and text on it.

Key Vocabulary...

Name	Purpose
Computational Thinking	Designing and planning out a solution in an organised way.
Abstraction	Removing all of the unnecessary information from a problem to make it easier to solve.
Decomposition	Breaking a difficult problem down into easy to manage steps.
Bit	A binary unit – 0 or 1.
Binary	A 2-digit number system used by computers which uses the digits 0 and 1.
Denary	A 10-digit number system used by humans which uses the digits 0,1,2,3,4,5,6,7,8,9.
Hexadecimal	A 16-digit number system used by humans which uses the digits 0,1,2,3,4,5,6,7,8,9 and the letters A, B, C, D, E, F
Overflow error	An error when the computer tries put a bigger number in a smaller number of bits.
Character	A single letter, number or a punctuation such as !, ? .
Character set	A group of characters such as ASCII, extended ASCII and Unicode.



Picture This...

Converting a Hexadecimal number to a denary number. 0x56

Step 1: Place the hex number above the nibbles.

5				6			
8	4	2	1	8	4	2	1
0	1	0	1	0	1	1	0

Step 2: Put the nibbles together to make a byte.

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

Step 3: Add the placeholder values up where there is a 1.

$$64 + 16 + 4 + 2 = 86$$

$$0x56 = 86$$

Questions

- Which number system is used by a computer. Explain why this is?
- What is it called when a computer tries to put a bigger number into a smaller space?
- What is it called when you break a problem down into smaller steps?
- Why do we use hexadecimal numbers?
- Convert the following hex numbers to binary. 0c56, 0x7e, 0x6d, 0x3e, 0xA9, 0xBB, 0xCF, 0xFF
- Convert the following hex numbers to denary. 0xe3, 0xd4, 0xe2, 0xfd, 0x2d

Always Remember...

Binary	Hex	Decimal
0000	0	0
0001	1	1
0010	2	2
0011	3	3
0100	4	4
0101	5	5
0110	6	6
0111	7	7
1000	8	8
1001	9	9
1010	A	10
1011	B	11
1100	C	12
1101	D	13
1110	E	14
1111	F	15

Use this table to help with your conversions.



Deeper Learning...






Character sets are made up of binary numbers which represents a letter or number. Below is a table which shows the binary code (what the computer uses) for some letters.





Char	Binary	Hex	Denary
B	01000010	42	66
b	01100010	62	98
3	00110011	33	51






Activity – Write out your name in using binary code, then convert that code to Hex.

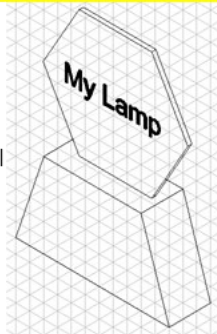
Key Vocabulary...	
Aesthetics	How something looks including shape and colour.
Accuracy	The quality or state of being correct or precise. Free from errors.
Thermoplastic	A type of plastic that can be re heated and shaped to make new products.
Thermosetting	A thermosetting plastic is a plastic which becomes 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.

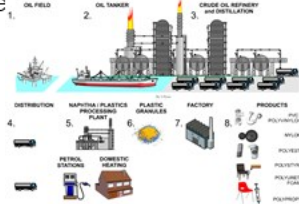
Picture This...		
LED		A light emitting diode provides a source of light. It is energy efficient, small, available in different colours and brightness and has a long lifespan.
SWITCH		A component that joins and breaks part of a circuit to connect or isolate the supply of electricity.
RESISTOR		A fixed 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...	
<p>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.</p>	
	

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.
--

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?

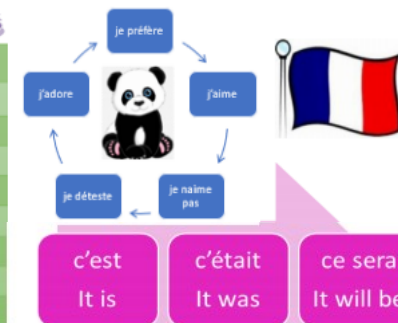
Quantifiers			
très	very	pas très	not very
assez	quite	complètement	completely
un peu	a bit	sérieusement	seriously
tellement	really	extremement	extremely
vraiment	really	certainement	certainly
ralement	really	plutôt	rarely

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

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			

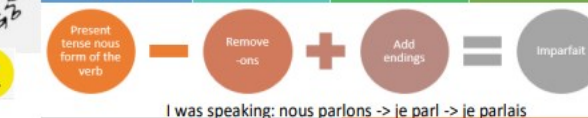
ma famille (my family)	mon père (my dad)	ma mère (my mum)	Tom et Jane
mes parents (my parents)	mes amis (my friends)	mes copains (my friends)	
avec (with)			



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

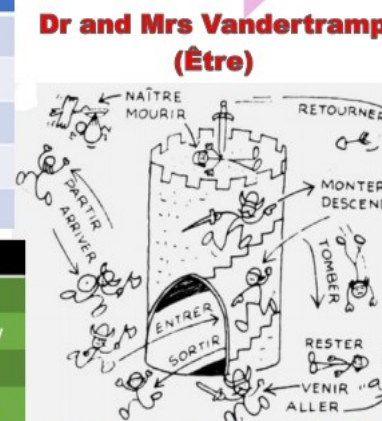


Passé composé	AVOIR (present)	ÊTRE (present)	
j'ai or je	j'ai	je suis	-ER - é
tu	as	es	-IR - i
il/elle	a	est	-RE - u
nous	avons	sommes	
vous	avez	êtes	
ils / elles	ont	sont	



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



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)

Key Vocabulary...

GEORGIA O'KEEFFE	an American artist.
CHARACTERISTICS	a feature or quality belonging typically to a person, place, or thing and serving to identify them.
EXPERIMENTAL	(of art or an artistic technique) involving a radically new and innovative style. Trying something new.

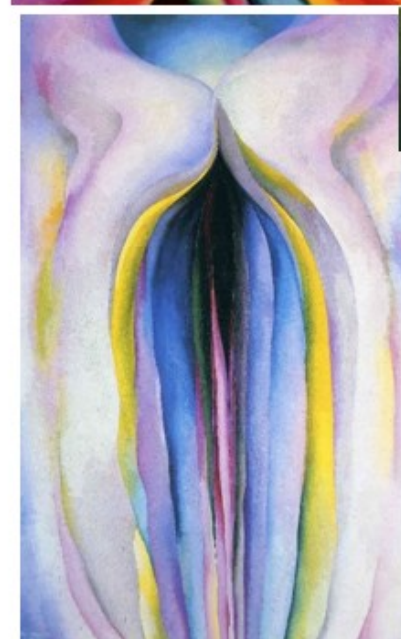
Always remember...



NATURAL FORMS	<p>Natural form is an object in nature in its original form.</p> <p>Examples:- leaves, flowers, pinecones, seaweed, shells, bones, insects, stones, fossils, crystals, feathers, birds, fish, animals – in fact anything you can find in nature.</p> <p>Not something that is manmade.</p>
OBSERVATIONAL DRAWING	Drawing from an object that is placed in front of you and only drawing what you can see.
COLOUR	The process of changing the colour of something by painting, dyeing or shading it.
TEXTURE	the feel, appearance, or consistency of a surface or substance.



Picture This...



Deeper Learning...



Georgia Totto O'Keeffe (November 15, 1887 – March 6, 1986) was an American artist who painted nature in a way that showed how it made her feel. She is best known for her paintings of flowers.

She played an important part in the development of modern art in America, becoming the first female painter to gain respect in New York's art world in the 1920s. Her unique and new way of painting nature, simplifying its shapes and forms meant that she was called a pioneer.

Georgia knew from the age of 12 that she wanted to be an artist. She went to art school but what she was taught there didn't seem relevant to the way she wanted to paint. Then in 1912 she discovered the revolutionary ideas of an artist and designer called Arthur Wesley Dow. He emphasised the importance of composition – which means how you arrange shapes and colours.

The Big Question...

How can we use shape and colour to represent Natural Forms?

Activity: Go into the outdoors and find a variety of natural forms then look closely at their textures and patterns. Can you paint and print with them?

YEAR 8 KNOWLEDGE ORGANISER 4

Biscuits

There are different ways to make biscuits and different types of coatings and fillings. Biscuits are often used as a sweet treat but there are also types of savoury biscuits which can be used for snacks eg crackers oatcakes. Sweet biscuits contain sugar but savoury types do not, they make be flavoured with herbs or cheese.

Sustainability ingredients



Oats are a sustainable food which means that producing them doesn't harm the environment. Oats are grown in a field and when they are harvested, the soil is turned and new seeds are planted for next years crops. Oats are grown in Scotland because they grow ell in a cooler climate with lots of rain. They also need lots of space to grow and there is a lot of farmland in Scotland.

Nutrition - The eatwell plate



In this project, we make some healthier types of biscuits. All biscuits contain sugar and butter but these ingredients can be swapped for healthy options which include brown sugar and margarine. We can also add other healthy ingredients as flavours eg nuts and raisins or other types of fruit. Fillings and toppings for biscuits are frequently unhealthy eg chocolate, cream fillings are high in sugar so plain biscuits are a healthier choice. In this section we use oats which are a good source of protein, dietary fibre and vitamins as well as carbohydrate.

Key vocabulary

Mixture	Creaming
Dough	Sweeten
Knead	Roll
Weigh	Texture
Baking	Essence
tray	Protein
Oats	Fats
Plain flour	Carbohydrate
Energy	Fatigue
Bulk	

Biscuit types

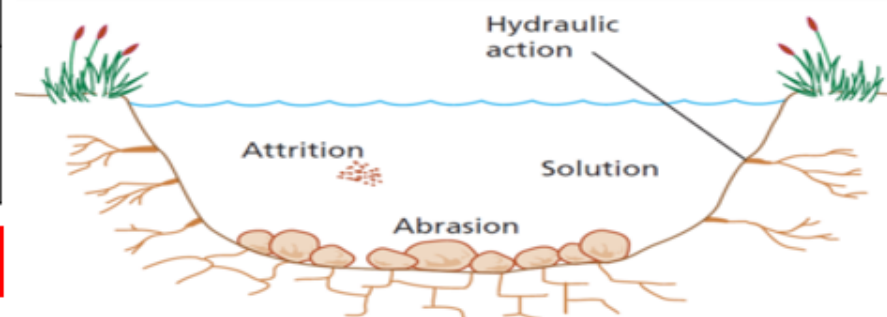


Key Vocabulary...	
River	A river is a natural flowing watercourse, usually freshwater, flowing towards an ocean, sea, lake or another river
Glacier	A glacier is a huge mass of ice that moves slowly over land.
Erosion	Erosion is the process that breaks things down.
Weathering	Weathering describes the breaking down or dissolving of rocks and minerals on the surface of the Earth.
Flood	Flooding occurs when the river bursts its banks overflowing onto the area surrounding the channel.
Tourism	Tourism means people travelling for fun. It includes activities such as sightseeing and camping. People who travel for fun are called "tourists"

Boscastle Flood 2004

An estimated 440million gallons of water swept through the picturesque town on 16 August 2004, after heavy rainfall led to the bursting of banks and the convergence of three rivers. A total of 58 properties were flooded while four others were completely destroyed. Around 100 people had to be plucked to safety by emergency teams, after mounting their roofs to escape the rising waters. The town suffered millions of pounds worth of damage but as residents will also say of that day – it was astounding that nobody died.

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.



Tourism in the Lake District

The Lake District is a region and national park in Cumbria in northwest England. A popular vacation destination, it's known for its glacial ribbon lakes, rugged fell mountains and historic literary associations. Market towns such as Kendal, Ambleside and Keswick on scenic Derwentwater are bases for exploring the area and home to traditional inns, galleries of local art and outdoor equipment shops. Current surveys show that 15.8 million visitors come to the Lake District each year. Most come to enjoy the scenery, peace and quiet and walking but many others visit specific attractions or take part in an outdoor activity.



Picture this...

Waterfall	
Corrie	

The BIG questions..

1. Label a diagram of the step by step process explaining the process of the formation of a waterfall.
2. Explain the process of how a corrie is formed.

Deeper Learning...

Much of Britain was covered by ice during several "Ice Ages" over the last 500,000 years. The most recent one ended only 10,000 years ago. Glaciers and ice sheets scoured the landscape, wearing away the rocks to form glacial landscapes in the Scottish Highlands, Lake District and North Wales. In the coldest periods, the ice would have been hundreds of metres thick, and reached as far south as London. Material eroded by the ice was left behind as the glaciers retreated, forming Boulder Clay (till) deposits that cover many parts of eastern England.

Activity: Create a holiday brochure (leaflet) encouraging tourists to visit the Lake District – it should be well detail and have appropriate/important information- useful for a tourist wanting to visit the area.

Yr 8 Knowledge Organiser- Amazing Asia



Vocabulary Key terms and definitions

Biome	A major regional group of distinctive plant and animal communities best adapted to the region's physical natural environment, latitude, altitude and terrain factor.
Coniferous	Trees which bear cones (eg pine trees) and stay green all year round.
Deciduous	Trees which lose their leaves in winter.
Permafrost	Permafrost is frozen ground that remains at or below 0°C for two or more years. It releases large amounts of greenhouse gases and can cause buildings to subside when it thaws.
Siberia	An enormous Russian province. It consists of tundra, coniferous forest and mountain ranges, such as the Altai and Verkhoyansk.
Steppe	Grassland with few trees, and generally fertile soil.
Taiga	Region of coniferous forest that lies between the tundra and the steppes. Also known as boreal forest .
Temperate	A mild climate: not too hot or cold. A temperate forest contains both deciduous and coniferous trees.
Tundra	The coldest of all the biomes renowned for its extremely low temperatures, little precipitation, poor nutrients and short growing seasons.



Asia - Overview, the world's largest and most [diverse continent](#). It occupies the eastern four-fifths of the giant Eurasian landmass. Asia is more a geographic term than a [homogeneous](#) continent, and the use of the term to describe such a vast area always carries the potential of obscuring the enormous [diversity](#) among the regions it [encompasses](#). Asia has both the highest and the lowest points on the surface of [Earth](#), has the longest coastline of any continent, is subject overall to the world's widest climatic extremes, and, consequently, produces the most varied forms of vegetation and animal life on Earth. In addition, the peoples of Asia have established the broadest variety of human [adaptation](#) found on any of the continents.

Peoples Republic of China: Overview





Size: The world's 3rd largest country – 9.6 million sq km.
Time zones: It has 11 time zones.
Population: 1.42 Billion people – It has the largest population in the world.
Politics: It is run by the Communist Party, with the leadership of the country decided internally by the party, rather than by democratic elections. It has state run media and many websites are not allowed to be accessed from the country. It even limits the number of western films released every year.
Landscapes: China has a varied landscape, from alluvial plains to mountains and lakes. It is also has some of the largest rivers in the world.
History: China is rich in history and culture. From the Great Wall of China to the Terracotta Army, China is a country filled with history and culture.

Russia: Overview

Size: The world's largest country - 17.1 million sq km. That's about 70 times bigger than the UK. It is in two continents: Asia and Europe.
Time zones: It has 11 time zones.
Population: 144 million people – only about 2.3 times more than the UK. The capital is Moscow (12 million people).
Empty in places: Huge areas of Russia are empty. You can't reach them by road or rail.
Landscapes: Frozen tundra, vast forests, grassy plains, sunny beaches, mountains, volcanoes, and long [long rivers](#). Russia has it all!
Natural wealth: Russia is rich in natural resources: oil, gas, coal, timber, metals, and diamonds. It depends heavily on exporting oil and gas.

Homework Project – Country focus. For a country in Asia, put together a project looking at its human and physical geography. Include size, population, history, physical features, cities, rivers coast and any other significant features. Make sure you include lots of information, facts and detail. Try and find some amazing facts that not many people know.

History: Year 8 The Civil Rights Movement


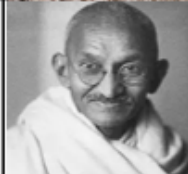


Key Vocabulary...		Key individuals...		Picture this...
Civil Rights	The rights of all citizens to political and social freedom and equality	Martin Luther King Jnr		Martin Luther King Jr. was an American Baptist minister and activist who became the most visible spokesperson and leader in the civil rights 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			
Early timeline for racial equality		Always Remember...		
1863	Emancipation Proclamation made by President Lincoln	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.		
1865	Civil Rights Act of 1866 guaranteed equal rights under law for all people who lived within the jurisdiction of the United States	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.		
1868	Fourteenth Amendment to the U.S. Constitution granted citizenship to all people born or naturalized in the United States			
1870	Fifteenth Amendment to the U.S. Constitution granted African American men the right to vote			
1875	Civil Rights Act of 1875 guaranteed African Americans equal treatment in public accommodations, public transportation, and prohibited their exclusion from jury service			

Key Vocabulary...	
Colony	A land controlled by another nation.
Imperialism	The policy of extending a country's power by expanding their empire.
Colonization	Occurs when one nation takes control of another, conquering its population and exploiting it, often while forcing its own language and cultural values upon its people.
Commerce	The exchange of goods and services, especially on a large scale
Empire	A group of countries ruled by a single person, government, or country
Exploration	The period beginning during Tudor times when Britain looked for new places to take over.

The Scramble for Africa

In 1880 the continent of Africa was largely unexplored by Europeans. Explorers and missionaries began mapping the interior of Africa. Adventurers like Henry Stanley revealed that Africa was full of raw materials that could be exploited to fuel the industrial revolution. They saw it as a new place to invest the money made in industry.

By 1910, through a process of invasion, occupation, colonization and annexation only Liberia and Ethiopia remained unconquered by them. The rest - 10 million square miles with 110 million people - had been carved up by five European powers in the name of Commerce, Christianity, 'Civilization' and Conquest.

Key individuals...		
Queen Victoria 1819 – 1901		Queen of the United Kingdom of Great Britain and Ireland. On 1 May 1876, she adopted the additional title of Empress of India.
Mohandas (Mahatma) Gandhi		An Indian lawyer and anti-colonial nationalist, who used non violent resistance to lead the successful campaign for India's independence from British Rule.
Cecil Rhodes		Rhodes was an imperialist, businessman and politician who founded the colonies of Southern and Northern Rhodesia in southern Africa in the late 19th Century.
Robert Clive		East India Company's military commander-in-chief in India. Fought in the Battle of Plassey and secured control of Bengal for the British.

The East India Company

The East India Company was formed in 1600. It was established to exploit trade from India and South East Asia. The company went on to become the largest commercial venture in the world. It traded independently until its nationalisation in 1858. As the East India Company's trade grew it came to dominate large areas of India and South East Asia. The East India Company is seen by some as a ruthless exploitative force who plundered India in particular. However others saw it a force for good with its role in creating the Jewel in the Crown and the enormous wealth gained from British trade across the region.

Picture this...	
Flag of the East India Trading Company	
Advert using Empire to sell biscuits	
Countries in the empire 1900 (red)	

The BIG questions..





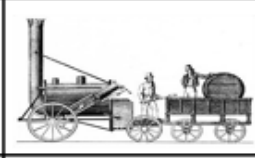
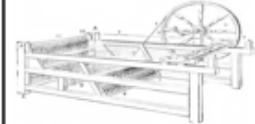


1. The main reason for the expansion of the British empire was to spread religion. How far do you agree with this statement
2. Explain what is meant by the term 'the Empire on which the Sun never sets'?

Deeper Learning...

Britain believed that Christianity was the superior religion and that British culture and government were the superior forms of life and rule. These ideas were important in directing the policies of British businesses, churches and the government in pushing forward the expansion of the British Empire in Asia and Africa.

Activity – Research and create a biography (a profile and facts about) on at least one of the key individuals associated with the British Empire .

History: Year 8 The Industrial Revolution

Key Vocabulary...		Key individuals...		Picture this...
Domestic System	System in place before the Industrial Revolution where people would produce cloth in their own homes.	George Stephenson		A pioneering railway engineer and inventor of the 'Rocket', the most famous early railway locomotive.
Industrial Revolution	Period in British history in which society moved to a focus on machines, factories, and industry. Large factories and machines were built to do things people used to do by hand. Therefore many people moved from rural areas to urban areas seeking work.	Isambard Kingdom Brunel		One of the 19th-century engineering giants. He built dockyards, Railways, steamships and numerous important bridges and tunnels. His designs revolutionised public transport and modern engineering.
Tenements	A new kind of cheap housing that was constructed. Here, dozens of families resided under one roof.	James Hargreaves		James Hargreaves was a weaver and inventor who lived in Lancashire, England. He is credited with inventing the spinning jenny in 1764.
Cholera	A disease which is caused by bacterial infection of the intestines, and can kill within hours. It spreads through drinking water, which is infected with the bacteria or with sewage.	Sir Humphrey Davy		He invented the Davy lamp used by miners to help detect gas and improve safety.
Social Reformers	People who wanted to improve public health, social conditions and the lives of the poor.	Child Labour		
Workhouse	A place where poor people who wanted help from the government could go to get accommodation and employment.	<p>Children sometimes worked up to 19 hours a day, with a one-hour total break. This was the extreme, but it was not uncommon for children who worked in factories to work 12-14 hours with minimal breaks.</p> <p>Not only were these children subject to long hours, but also, they were in horrible conditions. It was very common for children to be using or working near large, heavy, and dangerous equipment. Many accidents occurred, injuring or killing children on the job.</p> <p>Not until the Factory Act of 1833 did things improve. Children were paid only a fraction of what an adult would get, and sometimes factory owners would get away with paying them nothing.</p> <p>Orphans suffered even more, factory owners justified this by saying that they gave the orphans food, shelter, and clothing, all of which were poor quality.</p>		
Black Gold		<p>Coal was needed in vast quantities for the Industrial Revolution. Before 1700 coal came from mines that were near to the surface and was relatively easy to get to. The development of factories further increased demand for coal. As a result, coal mines got deeper and deeper and coal mining became more and more dangerous.</p>		
		<p>Stephenson's Rocket</p>  <p>Spinning Jenny</p>  <p>Child labour coal mining</p>  <p>Inside a Victorian workhouse</p> 		
		The BIG questions..		
		<p>1. How far do you agree with the statement that "the railway was the most important invention of the industrial period?"</p> <p>2. Explain why the Industrial revolution changed some area more dramatically than others</p>		
		Deeper Learning...		
		<p>In 1750, only about 15% of the population lived in towns. By 1900 it was 85%. This meant that there were far more people around to work in new industries but also caused problems because many more people needed foods and homes. This meant that poverty was increasing.</p>		
<p>Activity – Create a timeline from 1700 to 1900 to show all the major developments of the industrial revolution in the UK. There should be at least one event for every 20 years.</p>				

Key Vocabulary...

Human Rights	A right which belongs to every person. The Universal Declaration of Human Rights was issued in 1948 - it set out basic rights that every human being was entitled to such as FREEDOM, SHELTER, SAFETY, NOT TO BE A SLAVE and EDUCATION.
Social Justice	A fair distribution of wealth and opportunities such as housing and education.
Wealth	Financial assets (things) that can be used in a transaction (bought and sold). These can include property, raw materials and money.
Poverty	The state of being extremely poor and not having enough basic things that a person needs (This can include education)
Prejudice	Feeling towards another person or group that is not based on evidence but pre-conceived (ideas and thoughts that are already there) feelings.
Discrimination	Unfair treatment of people or groups based on gender, sexuality, race, religion and skin colour.

What is a 'Living Wage'?

Living wage refers to a wage level that allows an individual to afford adequate shelter, food and the other necessities. A living wage should be substantial enough to ensure that no more than 30% of it gets spent on housing. **Finland** has started paying a basic income of €560 a month to randomly selected unemployed people. Finland has become the first country in Europe to pay its unemployed citizens a monthly wage, in a social experiment that will be watched around the world amid gathering interest in the idea of a universal (for everyone in the world) basic income.

In the Parable of the **Good Samaritan**, Jesus uses the example of the Jew and the Samaritan, who would not ordinarily have been friendly towards each other. However, out of all those who could have helped the Jew, only the Samaritan did. Jesus tells of a man who was travelling from Jerusalem to Jericho and was attacked by robbers on the way. He was badly beaten and left for dead.

- The first person to pass the injured man was a priest, who crossed the road and continued walking.
- The second person to pass the injured man was a Levite, a priest's assistant. He also crossed the road and continued walking without helping the man.
- The third person to come by was a Samaritan, a person from Samaria. The Samaritans were hated by the Jews. When the Samaritan saw the man, he took pity on him. He bandaged him and cleaned his wounds. He then put him on the back of his donkey and took him to an innkeeper, whom he paid to look after him.

The parable ends with Jesus giving a commandment to go out and do the same as the Samaritan had done. The key message was that you should **'Love thy Neighbour'**. Jesus defined any other person as a neighbour.

Key People



One of the best-known Christian leaders who fought against racial prejudice and discrimination was **Martin Luther King Jr.**, an American clergyman, activist, and leader in the African-American Civil Rights Movement.

'Love your enemies and pray for those who persecute you.' (Matthew 5:44)

Nelson Mandela was a tireless campaigner for equality and justice who spent 27 years in prison for his beliefs. In 1994 he became the first president of South Africa to be elected by all the people, black as well as white. He worked to take end the old racist system (apartheid) of government and to make South Africa a fairer society for all its citizens.



Mother Teresa was a Roman Catholic nun who believed God called her to work with the poor and dying in Calcutta (the capital of the Indian state of West Bengal). Her example helps people experience God's love and care for the poor and encourages others to do the same.

Always Remember...

When we look at Christian Ethics we are looking at how Christian values such as **PEACE, LOVE and RESPECT** are applied in the 'real world'

UNCHR + UNCRC

UNCHR

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages.



UNCRC

The United Nations Convention on the Rights of the Child (commonly abbreviated as the CRC or **UNCRC**) is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children.

Activity - Everybody in the U.K should be given a living wage of £12,000 a year. (a person in work would have their wage added to this but there would be no benefit system). How far do you agree with this statement? Write an essay arguing FOR and AGAINST this statement with your own conclusion at the end.

Shahada

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



Salat

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



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.



Sawm

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

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.


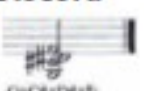




Activity - Produce a guide to a mosque. This guide could be a labelled diagram (inside and outside) or a booklet which identifies the key features of a mosque and why it is important to Muslims.

Key Terms 1—Film Music

Specially Composed Music	Some music is composed specially for a film. Much of this is broadly classical in style.
Borrowed Music	Some music used in film soundtracks was composed for other purposes but is adopted for use in a film because it fits the film-maker's intentions.
Cue Sheet	A detailed listing of musical cues matching the visual action of a film so that composers can time their music accurately to match the visual images.
Diagetic	Music that is part of the action: the characters in the film can hear it.
Non-Diagetic	Music that is not part of the action: the characters in the film cannot hear it. It is just for the audience.
Leitmotif	A short melody that is associated with a character or idea in a film. E.g., James Bond has his own leitmotif.
Sound-track	The word "soundtrack" can often mean a commercial recording of a collection of music and songs from a film sold individually as an audio CD.
Theme Song	Sometimes a song, usually a pop song, is used as a theme song for a film. This helps with marketing and publicity.
Under Score	Where music is played at the same time as the action or dialogue.

Key Terms 2—Music Theory

Bass Clef 	A musical symbol indicating to performers to perform the notes and a certain (low) pitch
Chord	A series of notes played together at the same time e.g. the James Bond Leitmotif
Concord	A chord where the notes sound 'comfortable' or 'happy' with each other e.g. chord of C major
Discord 	A chord where the notes sound like they 'clash' together – often producing a 'tense' feel
Crescendo	Gradually getting louder 
Pitch	Horror movie composers often use extremes of high and low pitch when creating musical soundtracks to create a feeling of 'tension' and 'suspense'
Repeat Marks 	A musical symbol made up of two dots and two bar lines, telling the performer to go back to the beginning (or to the previous repeat marks) and repeat the music

Year 8 HT 4 – Film Music Knowledge Organiser



John Williams Hans Zimmer Danny Elfman

Key Terms 3—Music Technology

Syncing/ Sync Point	A precise moment where the timing of the music needs to fit with the action.
Timecode	A time synchronisation tool that every film maker must use to make sure that the visuals, dialogue and music are all in time.
MIDI (Musical Instrument Digital Interface)	MIDI connects devices that make and control sound — such as synthesizers, samplers, and computers — so that they can communicate with each other.
DAW (Digital Audio Workstation)	A comprehensive piece of software that allows your computer to record, edit, mix and produce music. Ableton live is a popular DAW.

You could listen to some music written by the three composers above whilst doing your homework

Structure – The order that things happen in.

First... then... this is followed by... at the end.

Binary Form - Music in two parts

Section A and Section B.



Section B contrasts Section A in some way. Usually both sections are repeated.

Rondo Form – The opening section keeps returning, with contrasting sections in between.

Section A, Section B, Section A, Section C, Section A.



* The contrasting sections are called 'episodes'.

STRUCTURE

Ternary Form - Music in three parts

Section A, Section B, Section A.



The 2nd Section A can be an exact repeat of the 1st Section A, or a slightly altered version.

Song Form

Intro Verse Chorus Middle 8 Bridge Outro

Strophic Form - Same music repeated each section.

Section A, Section A, Section A.



All verses have the same music.

e.g. Hymns, Folk Songs...

Minuet & Trio – Dance founded in 17th-18th Century Europe. In Triple time and moderato. Both are in binary form. Trio is like a second Minuet but contrasting in some way.

Minuet		Trio		Minuet	
Section A (Repeated)	Section B (Repeated)	Section A (Repeated)	Section B (Repeated)	Section A (No Repeat)	Section B (No Repeat)
In tonic key. Ends with key change.	In related key. Ends with change back to tonic key.	More contrast – new key or change of instruments. Ends with key change.	In related key. Ends with key change back to starting key of trio.	Keys are same as first time playing Minuet.	

Variation Form – A theme / section is then followed by other sections (variations), changing and developing the first theme / section in different and imaginative ways.

Theme	Variation 1	Variation 2	Variation 3
The original idea / section	There are many ways you can transform the theme: Change the instrumentation, tempo, key, harmony, metre, rhythm... Use imitation, inversion, sequence, diminution, augmentation... Developing harmonies without the tune... Introducing new tunes... Varying the style...		

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...

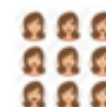
- Do you consistently take an active role in the development of your drama?
- Do you create and perform work including all the key features of techniques?
- Do you develop an appropriate atmosphere for each task?
- Can you demonstrate appropriate reaction for each of your characters?

Always Remember

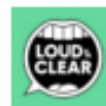
Never perform with your back to the audience



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

Badminton – Rules, Scoring & Officials

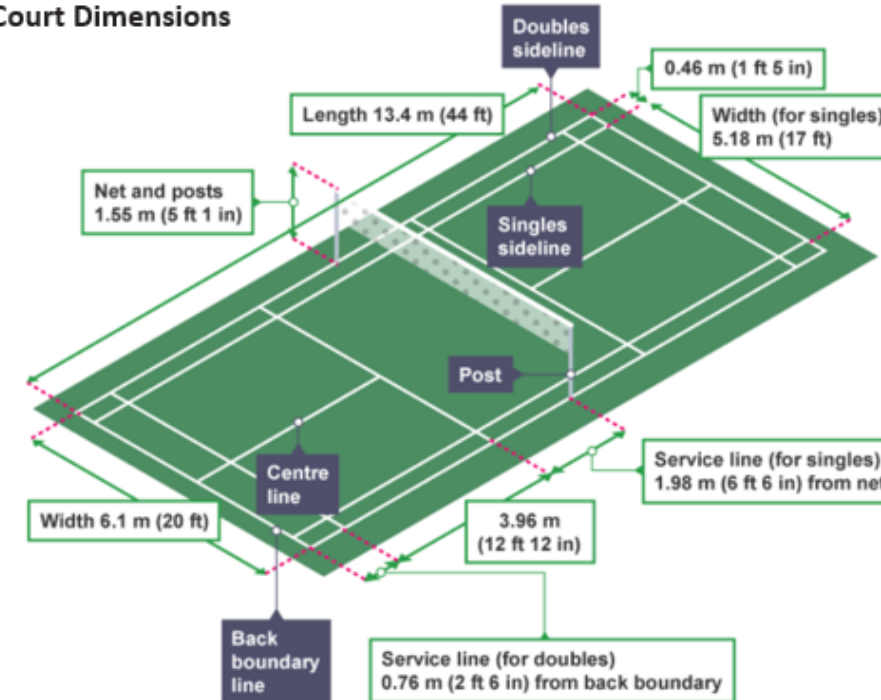
Rules

- ☐ 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

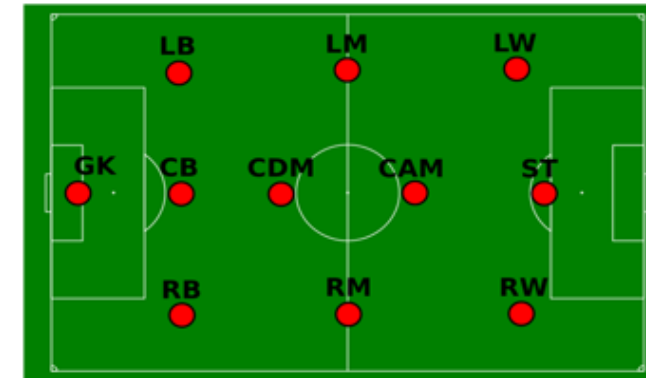
Football – Rules, Player Positions & Pitch Dimensions

Rules

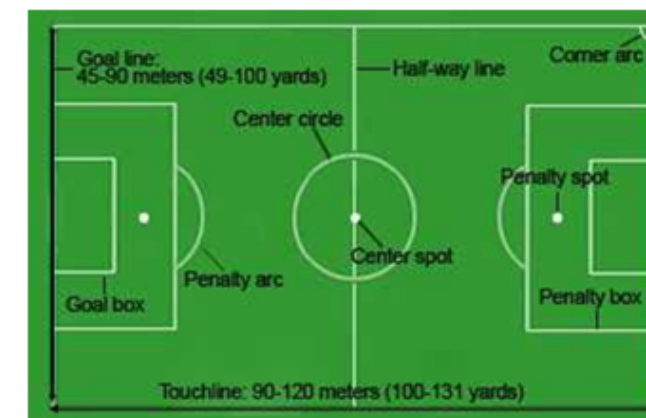
- ☐ A senior football match consists of two 45-minute halves and must have a 15-minute break in the middle.
- ☐ A team can start with a maximum of 11 players, of which one is the designated goalkeeper.
- ☐ To continue a match, a team must have a minimum of 7 players on the field.
- ☐ A team is able to 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.

Subject Knowledge Organiser

Gymnastics - Key Components of Fitness, Key Terms & Chronology

Key Components of Fitness for Gymnasts

A gymnast requires **flexibility** at the joints to allow for a larger range of motion around a joint.

A gymnast requires **muscular strength** to be able to balance on certain body parts. This is exerting their body against a given force.

A gymnast requires **power** in their arms and legs, which is speed x strength.

A gymnast requires **agility** to change direction at speed.

A gymnast requires **muscular endurance** to keep using the same muscle groups over and over again when performing a skill such as a forward roll.

A gymnast requires a certain levels of **speed** as they slow down their speed and increase their speed depending on the sequence they are performing.

Gymnastics Key Terms

Apparatus The equipment used in gymnastics.

Balance Position A static position, holding a distinct shape.

Dismount To leave an apparatus at the end of a routine.

Equilateral Triangle A triangle in which all three sides have equal length.

Jeté A move where the gymnast springs from one foot to the other.

Pike Body position where the body is bent forward 90 degrees at the waist with the legs kept straight.

Pivot A turn on the ball of the foot.

Plié Feet angled at 90 degrees.

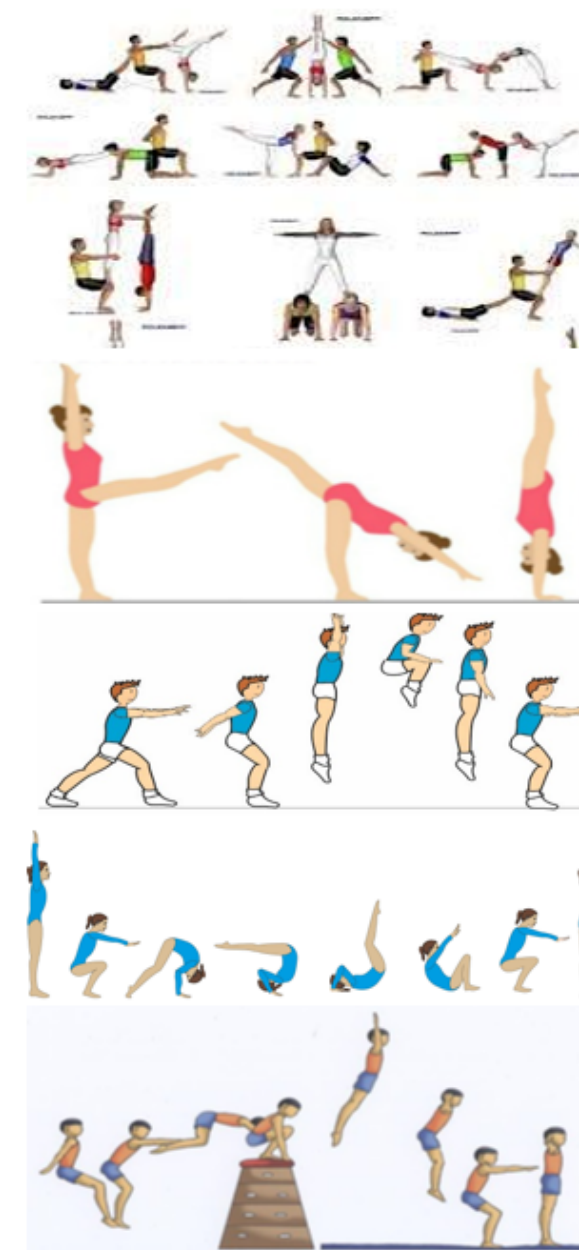
Routine A combination of moves and sequences performed on one apparatus.

Spotting Spotting a landing before take off.

Supporting When a second person assists the gymnast through a move and prepares to cushion them to avoid injury in the event of a fall.

Tuck A position where the knees are bent into the chest, with the body folded at the waist.

Walkovers A move where a gymnast transfers from a standing position to a handstand to a standing position.



Subject Knowledge Organiser

Gymnastics – Travelling, Jump, Roll, Weight on Hands, Balance & Vault

Travelling

Travelling in floor gymnastics is being able to move around the mat using different movements such as rolls, steps, turns, jumps, cartwheels, walkovers, handsprings, and being as creative as possible.

Standing Upward Jump

Bending your legs slightly, jump up while raising your arms forwards and upwards above your head. Keep your arms slightly in front of your body. As you land, it is important to keep your arms raised above your head, and place your feet slightly apart in the 'plie' position at an angle of 45 degrees, with your knees bent. As you make contact with the floor continue to bend the knees to absorb the downward force of landing. Bring your arms down sideways to stabilise the landing, without taking a step.

Forward Roll

From standing, crouch down. Place your hands on the floor in front of you, shoulder-width apart with your fingers facing forwards, while simultaneously placing your chin on your chest. This will ensure your hips are raised high enough and your spine is rounded so you can roll on to your back. Bend your arms as you place your neck on the floor, slightly extending the legs and pushing on the floor with your feet until the roll commences and you roll on to your back. Try to keep your legs straight as you commence the roll forwards. In the last part of the roll, bend your legs tightly so that your heels are close to your bottom. At the point where your feet contact the floor, stretch forwards with your arms so that your head and chest move over your feet. Once your body weight is in a position of balance you will be able to stand.

Cartwheel

Raise your hands above your head and place your leading leg forward. Reach forward to place the first hand (the hand on the same side as the leading leg) on the floor by bending your front leg and bending at the waist. When the first hand contacts the floor, straighten your front leg while kicking upward with your back leg over your head. Continue the movement by rocking over from your first to your second hand (which is still extended above your head). To do this, push strongly against the floor with your first hand, keeping your arms stretched up over your head. As your body rocks over your second hand, bring your second leg down to the ground and place it close to your second hand.

Headstand

Crouch down and place your hands and forehand on the floor to form an equilateral triangle. Your head should be approximately 30cm in front of your hands and your arms bent at an angle of 90 degrees. Extend your legs so that your pointed toes are resting on the floor. By pressing with your hands, slowly move your bottom over your forehead into a balanced position. Maintain the equilibrium by continually pressing with your hands. By exerting more pressure you will reach a point at which you can lift your feet from the floor. Continue to raise your legs above your head by pressing constantly against the floor with your hands. Make sure that your back is kept straight at all times by tightening your bottom and stomach muscles.

Headspring

To obtain the necessary height and rotation, a fast but controlled approached run is required. On take-off, drive your arms upwards and extend the body. Think of the lower body rotating over the upper body. You must still be moving upwards at the point when your hands strike the vault. In the strike phase, the angle of the body and the vault should be between 60 and 80 degrees to the vertical. Your hands should leave the box just before your body reaches the vertical. To achieve this the strike phase must be short and extremely powerful. During post-flight, keep the body as straight as possible. Just before landing, bend the knees.

Always remember: You need to make sure you show aesthetic appreciation when performing making sure arms and legs are kept as straight as possible where possible and your moves are controlled, smooth and balanced.

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.

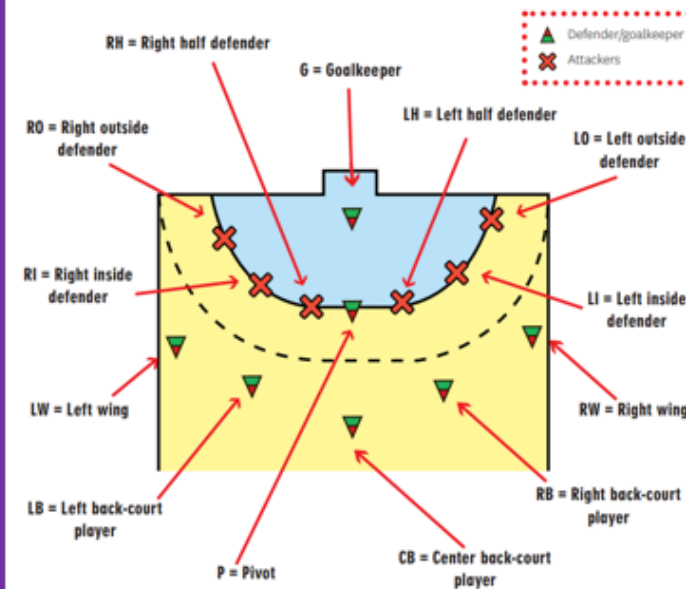
Penalty

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.

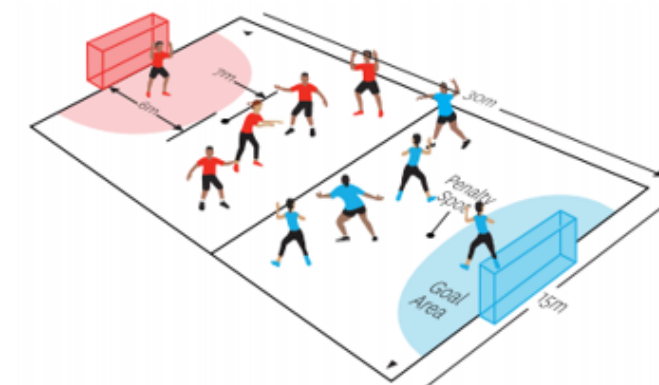
It is awarded if:

- 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

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

Rules

- ☐ Players are not allowed to travel with the ball.
- ☐ A team can have up to 12 players but only seven are allowed to play on court.
- ☐ Defending players are unable to snatch or hit the ball out of another player's hands.
- ☐ A defending player is only allowed to stand beside the player with the ball until it has left their hands.
- ☐ A defending player must stand three feet away from the person with the ball.
- ☐ An attacking player is unable to hold the ball for more than three seconds.
- ☐ Players must remain within their designated zones.
- ☐ The team retaining possession after the ball goes out of play have three seconds at the side-line to get the ball back into play.

Officials

During a competitive game of netball there are two referees and up to two scorekeepers and timekeepers officiating.

Scoring

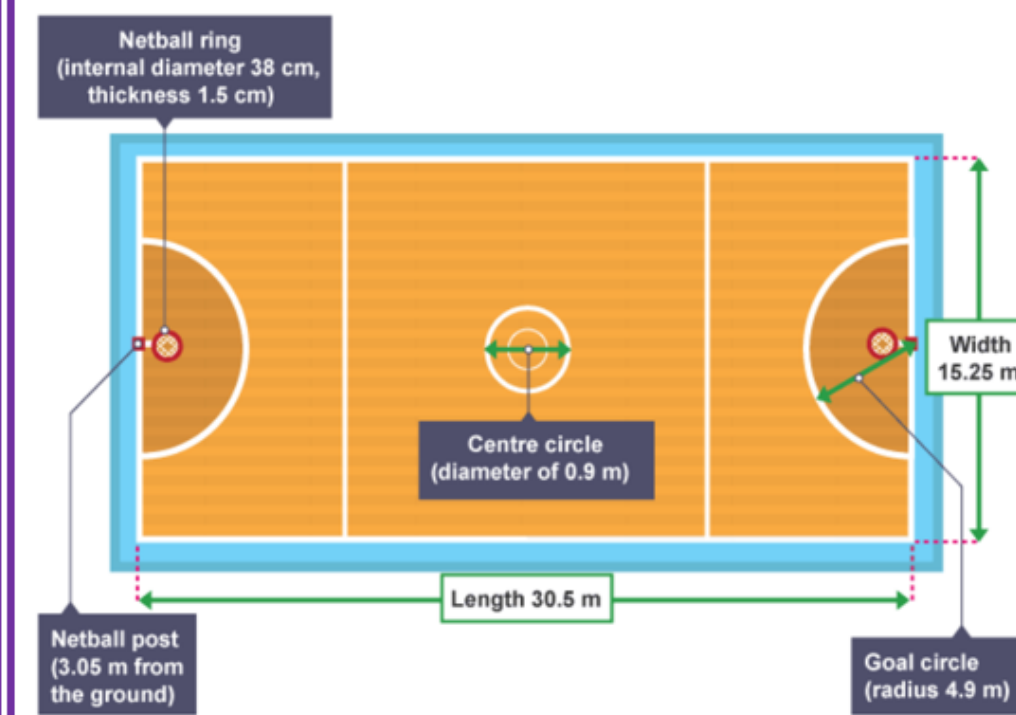
In a game of netball there are two clear ways to score points:

1. In open play, if a shot is successfully scored from inside the goal circle, the team gains one point.
2. If the team is awarded a technical foul then they will receive a free shot at the net. A successful shot will be awarded with one point.

Player Positions



Court Dimensions



Subject Knowledge Organiser

Netball – Bounce Pass, Chest Pass, Shoulder Pass & Pivoting

Bounce Pass

A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.

Stage one

Feet shoulder-width apart in opposition, with knees bent. Place hands each side and slightly behind the ball, with the fingers comfortably spread. Hold the ball at waist level, with elbows tucked in.

Stage two

Step in the direction of the pass, through extending your legs, back and arms. The wrist and fingers should be forced through the ball releasing it off the first and second fingers of both hands. Follow through with the arms fully extended, fingers pointing at the target and thumbs pointing to the floor.

Chest Pass

A chest pass is a very fast and flat pass which enables a team to move quickly up a court in a precise and accurate fashion.

Stage one

Stand with feet shoulder width apart and on the balls of your feet, with back straight and knees slightly bent. Place hands on the sides of the ball with the thumbs directly behind the ball and fingers comfortably spread.

Stage two

The ball should be held in front of the chest with the elbows tucked in. Step in the direction of the pass, by extending their legs, back, and arms. Push the ball from the chest with both arms (not from one shoulder). Fingers are rotated behind the ball and the thumbs are turned down.

Stage three

The back of the hands face one another with the thumbs straight down. Make sure the ball is released off the first and second fingers of both hands. Follow through to finish up with the arms fully extended, fingers pointing at the target and thumbs pointing to the floor.

Shoulder Pass

A shoulder pass is a very dynamic, fast and long pass which enables a team to switch positions on court very quickly to either find a player in space or break defensive screens.

Stage one

Player's feet should be shoulder width apart in opposition. Opposite foot forward to throwing arm. Stand on balls of feet with toes pointing toward target, and knees slightly bent. Hold the ball at head height, slightly behind your head. Elbow should be at a 90° angle. Fingers spread behind the ball.

Stage two

Step in the direction of the pass by transferring your body weight from back foot to front foot. Pull the arm through with the elbow leading. To follow through, fully extend your arm and wrist. Point your fingers in the same direction as the pass, with palms facing down.

Pivoting

The pivoting action is a swivel movement that allows the player to move on a fixed axis to either pass or shoot.

Stage one

Run towards the ball and jump by extending the legs and ankles. Keep your eyes firmly fixed on the ball. Bring your hands out in front of your body at chest height with fingers spread open and pointing up.

Stage two

In the air catch the ball with thumbs an inch or two apart making a 'W' shape. Land on the ball of one foot on the ground. Flex your knee and ankle as your foot hits the floor.

Stage three

Stand with knees slightly bent and your feet shoulder width apart. Bring the ball into your body to protect it. Pivot by rotating yourself on the ball of your landing foot. Keep your upper body straight and head up. Make sure the hip of your pivoting leg is pointing in the direction you are aiming to pass the ball in. You can move or step with the other foot any number of times. You are not allowed to lift the foot you are pivoting on before you release the ball.

Always remember: When you land after catching the ball you must stick one foot that cannot move, your other foot is allowed to move/pivot.

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

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.

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.

Dual Coding



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

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Dual Coding



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 <u>dissatisfaction</u> 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

