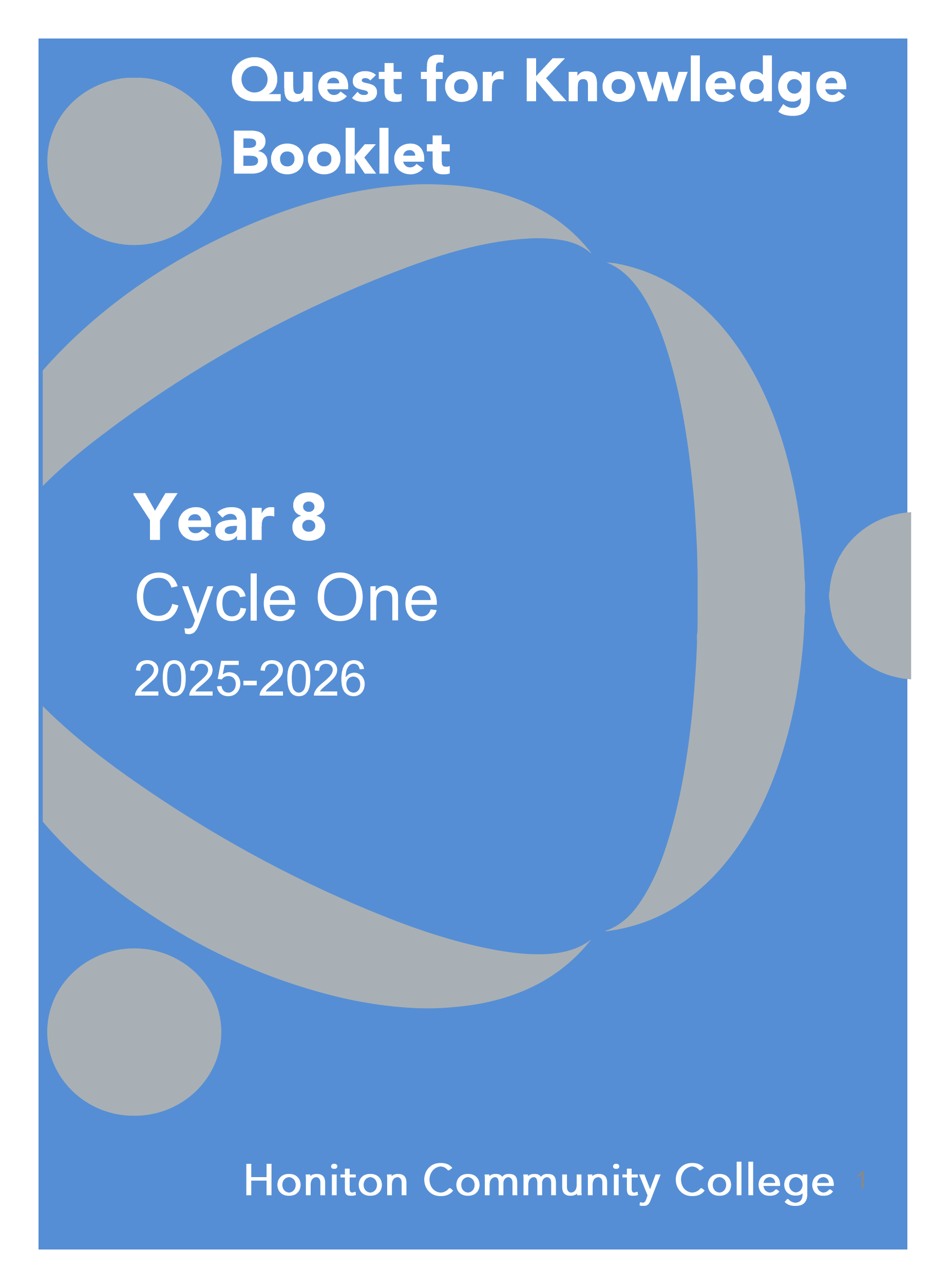




Quest for Knowledge Booklet

Year 8
Cycle One
2025-2026

Honiton Community College 1

Personal details

Name:	
Tutor Group:	Tutor:
House:	
Head of Year:	

Key log in information

My school email:	@honiton.college
My school password:	
Classcharts code:	

Sparx - Maths	sparxmaths.uk
Username:	
Password	

Sparx - Science	sparxscience.com
Username:	
Password	

SparxReader	sparxreader.com
Username:	
Password	

Other	
Username:	
Password	

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
P1					
P2					
P3					
P4					
P5					
After school					
Week B	Monday	Tuesday	Wednesday	Thursday	Friday
P1					
P2					
P3					
P4					
P5					
After school					

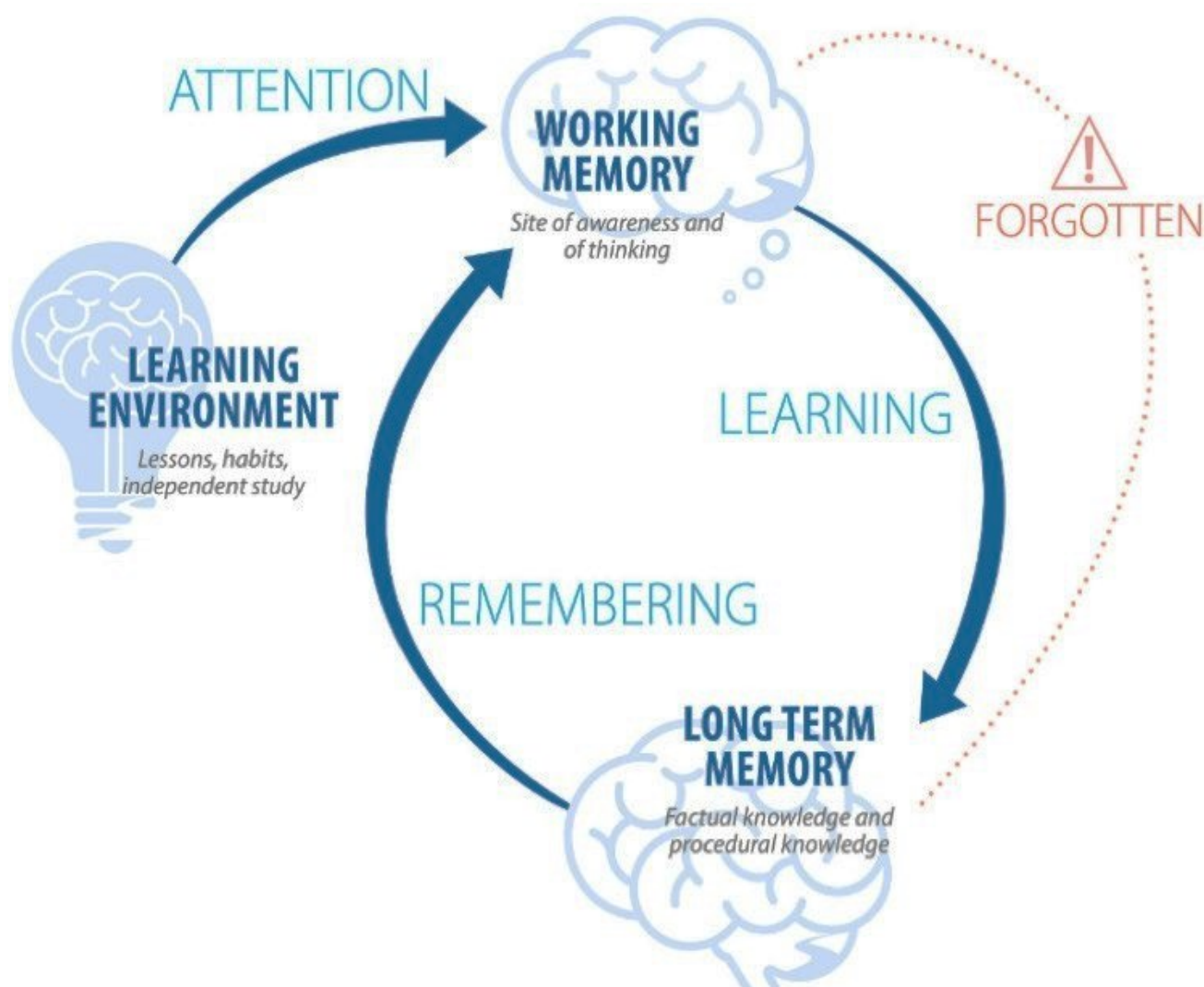
How do we learn?

In your lessons at HCC, teachers plan every minute to ensure the **teaching habits** and strategies they use create a productive learning **environment** and focus your **attention** on the most important content. The information you receive in class is held and dealt with by your **Working Memory** (sometimes called your **short term memory**). Your working memory capacity is limited, meaning you can only deal with a few pieces of new information at a time before you get overloaded - this is called your **Cognitive Load**.

Once in your working memory, new information can be dealt with and transferred to your **Long Term Memory** - this is what learning actually is. Once in your long term memory, the information is organised into schema - you organise new memories and link them to your previous experiences. The information in these **schema** can then be recalled to help you understand new information and importantly, this does not use up the limited slots in your working memory. If information is not effectively **learned** or **encoded** from your working to your long term memory, it will be forgotten.

Retrieval practice will help to make sure your schema are well developed and that you are able to link all the knowledge you will need for your lessons. Retrieval practice is exactly what the name suggests - practising retrieval, and then applying, all of that information stored in your long term memory. Again, if you don't regularly practise remembering this information, it can become **forgotten**.

The model below summarises this process showing how new information moves from your environment (what is in happening in your classroom), eventually forming new and valuable memories.



Your Quest for Knowledge Booklet

This booklet contains key **knowledge** for all your subjects. Each knowledge booklet (**KB**) has the key facts and most powerful information that needs to be **memorised** to help you master your subjects and be successful in lessons. Your teachers have carefully selected the information included to ensure you construct the most effective schema, meaning you can recall the information you need in class to master your subjects.

How Can My Quest for Knowledge Booklet Help Me Remember Information?

Your Quest for Knowledge Booklet is designed to help you remember important facts and concepts by:

1. **Breaking Down Information:** It presents topics in clear, bite-sized chunks that are easier to learn and recall.
2. **Highlighting Key Content:** It shows you exactly what you need to know – focused and to the point.
3. **Supporting Regular Review:** Using it often helps move information into your long-term memory.
4. **Making Revision Easier:** Everything you need is in one place – perfect for quick revision sessions.
5. **Helping You Spot Gaps:** Use it to test yourself and identify areas you still need to work on.
6. **Encouraging Active Recall:** Try remembering information from the booklet without looking – this boosts memory better than just reading.

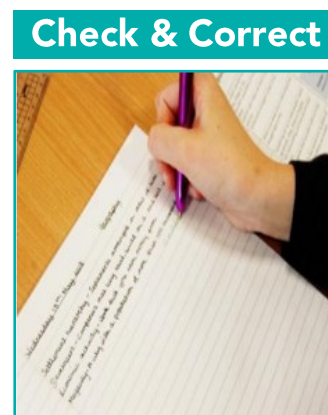
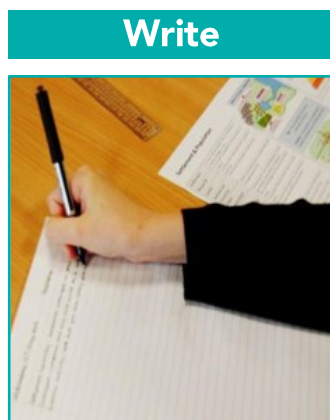
How Can I Use My Quest for Knowledge Booklet in Class?

Your Quest for Knowledge Booklet is a powerful tool! Here's how it can help you succeed in class:

- **Quick Revision:** Use it to quickly remind yourself of key facts before a lesson starts.
- **Stay Focused:** Check it during class if you forget something—it helps you keep up without falling behind.
- **Join In:** Use what you've memorised to take part in class discussions and answer questions with confidence.
- **Better Notes:** Spot what's important faster, so your notes make more sense later.
- **Spot Gaps:** If you don't understand something on your organiser, that's your clue to ask for help!

How can I self-quiz?

-



- | Name | Date |
|---------|--------------|
| Subject | Page # |
| | |
| | |
| | |
| | |
| recall | notes column |
| column | |
| | |
| | |
| | |
| | |
| summary | |

6

Homework

Homework helps you practice what you've learned in class so it sticks in your mind. It gives you a chance to go over things at your own pace and get better at solving problems. Doing homework also helps build important life skills like responsibility, time management, and independence.

Plus, when you come to class with your homework done, you're more prepared to ask questions, take part in discussions, and succeed in tests and assignments.

Why Follow a Schedule?

Following a schedule helps you stay organized and use your time wisely. It makes sure you don't forget important things like homework, projects, or activities. When you stick to a schedule, you're less likely to feel stressed or rushed because you know what to do and when to do it.

A good schedule also helps you find time for fun, rest, and the things you enjoy—so you can balance school and life more easily! An example schedule is below, to help you ensure that your homework is completed ready for the hand in day.

Day	Subject	Homework set	Hand in
Monday	Sparx Reader		Sparx Science
Tuesday	Sparx Science	Sparx Science	Sparx Maths
Wednesday	Sparx Maths	Sparx Maths	Sparx Reader
Thursday	Sparx Reader	Sparx Reader	
Friday	Sparx Maths		

How Can I Do Independent Study?

Independent study helps you take control of your learning and get ahead! Here's how you can do it in each subject:

Science

- Use the **Independent Learning** section in Sparx Science, your booklet or Quest for Knowledge booklet.
- Pick a topic you're unsure about and review the key points.
- Watch a short video, read a summary, or make flashcards to help remember it.

Reader

- Keep **reading regularly**—at least 20 minutes a day if you can.
- Use the **quizzing system** to test your understanding of what you've read.
- Try different types of books to build a strong vocabulary.

Maths

- Complete the **XP Boost** tasks for extra practice and challenge.
- Check your **Target** section and focus on topics you need to improve.
- Use the **Independent Learning** section to help you review tricky areas.

Other Subjects

- Use the information in this Knowledge booklet and strategies to help you remember information to get ahead and prepare for assessments

✓ Tip: Set aside 20–30 minutes a few times a week for independent study. Little and often works best!

Stop

STOP

'They're not bullying you because of you, they're bullying you because of how they are'

Jessie J

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups.

Bullying can take many forms including:

- emotional abuse
- social bullying
- social media
- threatening behaviour
- name calling
- cyberbullying
- sexting

Bullying includes REPEATEDLY:

- people calling you names
- making things up to get you into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from you
- damaging your belongings
- stealing your money
- taking your friends away from you or leaving you out
- posting insulting messages or rumours, in person online
- threats and intimidation
- making silent or abusive phone calls
- sending you offensive texts or messages

Speak

'Blowing out someone else's candles doesn't make yours shine any brighter'

Drake

Speak to someone.

No one has a magic wand, but we always do our best and we do really care.

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.

You're **not** alone

Don't be afraid to tell an adult. **Telling isn't snitching!**



Bullying Update



Support

'You always have to remember that bullies want to bring you down because u have something that they admire'

Zak Efron

What we do at HCC to deal with bullying:

- **Mentoring** is having a named person you can go to for support at school. Tutor/HOY/Refocus/Other
- **Restorative justice** brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.

Any form of bullying will not be accepted at HCC.





YEAR 8

KS3 ART Fantastic Beasts

One/ Two

Hybrid	A hybrid is a mixture of at least 2 different things.
Mark making	Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat. It can apply to any material used on any surface: paint on canvas, ink or pencil on paper, a scratched mark on plaster, a digital paint tool on a screen, a tattooed mark on skin.
Printmaking	using a print matrix to transfer an image in ink onto paper
Relief print	a print made by carving into a material and rolling ink onto the surface (such as woodcut, pressprint, potato print). The areas cut away do not print.

Seven/ Eight

Create a cartoon strip showing the printing process step-by-step. Use the images below to remind you.



Three/Four

Cultural and Artist Knowledge

The oldest form of printmaking, woodcut is a relief process in which knives and other tools are used to carve a design into the surface of a wooden block. The raised areas that remain after the block has been cut are inked and printed, while the recessed areas that are cut away do not retain ink, and will remain blank in the final print.

Five/Six x

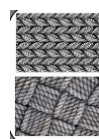
Cultural and Artist Knowledge

The Gutenberg printing press – invented in the 1440s by Johannes Gutenberg in Mainz in Germany – is one of humanity's defining inventions. Gutenberg made metal type fixed it firmly enough to print hundreds of copies of a page, yet flexibly enough that the type could be reused to print a different page. It enabled the mass production of books spread of knowledge throughout Europe. However, the history of printing begins long before Gutenberg in China.



Nine/Ten

Texture



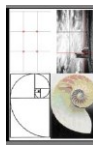
The surface qualities. Texture can be 'tactile' (really textured) or 'visual/optical' (to give the illusion of texture).

Pattern



Pattern is the repetition of shapes, lines, or regular colours. Patterns can be regular or irregular or complex. Motifs, symmetry, asymmetry, geometry, can all be elements of pattern.

Composition

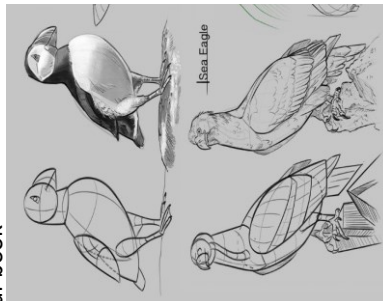


The formal elements (shape, form, tone etc) combine to create a composition. The principles of design are used to arrange elements: Contrast, Balance, Rhythm, Emphasis, Movement, Harmony, Repetition, Proportion, Unity, Variety.

Eleven/ Twelve

Let's creative!

Use simple geometric shapes to copy one of these birds into your book





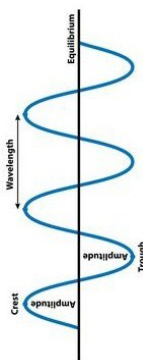
Year 8 - Combined Science - Cycle 1

Key vocabulary/content/ideas

- **Amplitude:** maximum distance of a point on a wave from its rest position.
- **Cell membrane:** a thin barrier surrounding the cell, that controls what enters and leaves.
- **Concentration:** mass of a substance in a given volume.
- **Eukaryote:** An organism composed of cells which contain a true nucleus.
- **Frequency, f:** number of waves passing a point each second, measured in Hertz, Hz.
- **Period:** time taken for a wave to pass a point.
- **Refraction:** A change in direction as a wave moves from one transparent material to another.
- **Reflection:** the change in direction of a wave when it meets a surface.
- **Wavelength:** distance (m) from one point on a wave to the same point on the next wave.

Week 1 - Describing waves

- **Waves** transfer energy without transferring matter. They can be either:
 - **Mechanical** - they need a medium to travel through e.g. sound waves or seismic waves.
 - **Electromagnetic** - disturbances in electric and magnetic fields E.g. Light or X-rays.
- Waves can be described in terms of their **Amplitude, Wavelength, Frequency and Period**.
- **Transverse waves:** the direction of energy transfer is perpendicular (at right angles) to the direction the particles oscillate.
- **Longitudinal waves:** the direction of energy transfer is parallel to (in line with) the direction the particles oscillate.



Week 2 - Wave speed

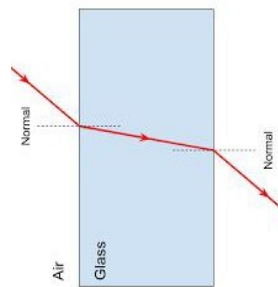
- When waves meet they can combine in a process called **superposition**.
- If the peaks of 2 waves line up, it will produce a wave with a greater amplitude.
- If a peak and trough line up, it will produce a wave with a smaller amplitude.
- Waves will **reflect** off a solid surface. Reflection can be **Specular or Diffuse** depending on the surface.



- Wave speed, v , can be calculated as:
$$v \text{ (m/s)} = \frac{\text{distance travelled by wave (m)}}{\text{time taken (s)}}$$
- $v \text{ (m/s)} = \text{wavelength, } \lambda \text{ (m)} \times \text{frequency, } f \text{ (Hz)}$
- We can investigate the properties of a wave using a **ripple tank**.

Week 4 - Sound waves

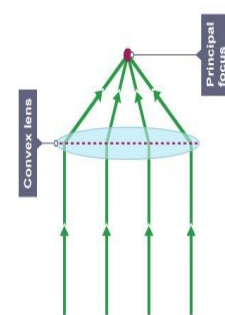
- **Sound waves** are caused by vibrating objects.
- The greater the **amplitude** of a sound wave, the greater **volume** of the sound.
- The greater the **frequency** of a sound wave, the higher the **pitch** of the sound.
- The range of human hearing is 20 Hz to 20 000 Hz. Frequencies above this range are called **Ultrasound**.
- Sound waves travel at different speeds depending on the medium. The **speed of sound** in air is **343 m/s**.
- **Refraction** is a change in direction of the path of a light ray.
- It occurs at the **boundary** between two mediums of different density as waves change speed.



Week 4 - Light waves

- Light is a form of wave that can transfer energy. It travels at **300 million m/s - the speed of light**.
- Light interacts with materials in different ways depending if the surface is:
 - **Transparent** - all light will pass through.
 - **Translucent** - some light will pass through.
 - **Opaque** - no light will pass through.
- **White light** is made up of all the colours of the **visible spectrum**. It can be split using a **prism**.
- Different colours of light have different wavelengths and frequencies.

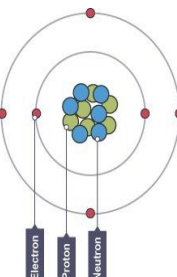
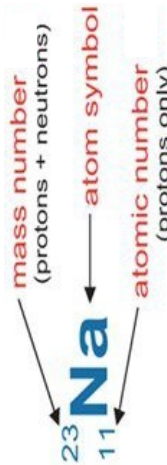
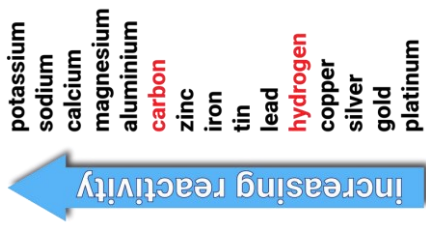
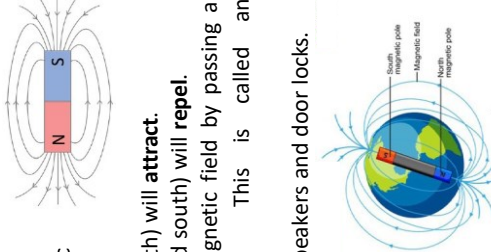
- Light can be focused using lenses, such as those in cameras and your eyes.
- Ray diagrams are used to show the path of light rays.



Week 4 - Cell transport

- Most **Eukaryotic** cells have the same **organelles**: nucleus, cytoplasm, cell membrane, mitochondria and ribosomes. Plant cells also have thick cell walls, chloroplasts and a permanent vacuole.
- Cells have a **partially permeable membrane** that allows some substances through it but not others.
- Dissolved substances move into and out of cells by **diffusion**.
- Substances will diffuse from an area of high concentration to an area of low concentration.
- A difference between two concentrations forms a **concentration gradient**.
- The greater the concentration gradient, the higher the rate of diffusion.
- Water moves in and out of cells by osmosis.
- During **osmosis**, water molecules move from where there are more of them (a higher concentration) to where there are fewer of them (a lower concentration).



Key vocabulary/content/ideas	Week 6 - Atoms, elements and compounds	Week 7 - Atomic structure
Field: An area around an object where it can exert a force on another object. Magnetism: a non-contact force which can affect certain metals. Non-contact force: a force that acts on an object with no physical contact. Nucleus: small, dense region consisting of protons and neutrons at the center of an atom. Particle: the smallest unit of matter that all materials are made up from. Periodic table: a chart in which the elements are arranged in order of increasing atomic number. Physical Property: Melting/boiling point, conductor/insulator, brittle/flexible. Proton: a positively charged particle found in the nucleus of an atom. Reactivity: a measure of how much a substance chemically reacts when it is mixed with another substance.	- All substances are made up of atoms. Different substances are made up of different types of atom. - A substance composed of only one type of atom is known as an element. E.g. oxygen, carbon, iron, gold. - Elements are found on the periodic table of elements and are represented by symbols. E.g. Carbon = C. - A substance made up of 2 or more elements chemically combined is known as a compound. E.g. magnesium oxide is composed of magnesium and oxygen atoms. - Atoms are made up of three smaller parts (called subatomic particles) : protons, neutrons and electrons. 	- You can use a periodic table to find the number of subatomic particles each element has. - The atomic mass number = the number of protons and neutrons. - To find the number of neutrons in an atom subtract the atomic number from the atomic mass. - The atomic number = the number of protons and is also the same as the number of electrons. This is because all atoms have no overall charge.  - Electrons are arranged in shells or orbits around the nucleus. - Each shell can hold a certain number of electrons.
Week 8 - Reactivity Series	Week 9 - Extracting Metals	Week 10 Magnetism
- The reactivity series shows metals in order of their reactivity.  Displacement reactions are when a more reactive element takes the place of a less reactive element in a compound	- Metals can be extracted from ores (compounds) found in the Earth's crust. Depending on their reactivity we can extract them in different ways. - Metals that are less reactive than aluminium are extracted by heating them with carbon as a displacement reaction. This means the metal is removed from the compound and replaced with carbon. - Metals that are more reactive than aluminium cannot be reacted with carbon so are extracted using electrolysis. Unreactive metals are found in the Earth's crust as the uncombined elements. Examples of unreactive metals are silver, gold and platinum. - Different materials are useful due to their properties: Ceramics: Hard-wearing, brittle, heat-resistant. Polymers: Light weight, strong, can be moulded. Composites: Relates to properties of components - High strength, waterproof, light weight	Magnetic materials include iron, cobalt and nickel. - A magnetic field is an invisible force field which surrounds a magnet. - All magnets have a north and south pole. The magnetic field is strongest at the poles of a magnet. - Like poles (E.g. north and north) will attract. - Opposite poles (E.g. north and south) will repel. - It is possible to create a magnetic field by passing a current through a wire. This is called an electromagnet. - Electromagnets are used in speakers and door locks. - The Earth is surrounded by a magnetic field which can be used for Navigation with a compass. 



Compu3ng - Video edi3ng

1: Video Editing – Essential Elements

- 1. Strong Storytelling:** A well-crafted narrative with clear plot structure, character development, and emotional arcs can hook viewers and keep them invested.
- 2. Engaging Characters:** Relatable, multidimensional characters with distinct personalities and motivations can create an emotional connection between the audience and the story.
- 3. Visual Appeal:** High-quality visuals, including cinematography, production design, and special effects, enhance the overall viewing experience and contribute to the show's aesthetic.
- 4. Effective Editing:** Skilful editing helps maintain pacing, build tension, and create a seamless flow between scenes, ensuring that the story remains engaging.
- 5. Compelling Dialogue:** Sharp and meaningful dialogue not only advances the plot but also reveals character traits, relationships, and thematic elements.
- 6. Sound Design and Music:** A well-crafted audio experience, including sound effects and music, can greatly enhance mood, evoke emotions, and intensify key moments.
- 7. Unique Concept or Premise:** A fresh, innovative, or unique concept can capture attention and set the show apart from others in the same genre.
- 8. Consistent Tone and Mood:** Maintaining a consistent tone and mood throughout the show helps establish a coherent atmosphere and enables viewers to immerse themselves in the story.
- 9. Skilled Direction:** Competent direction guides the actors, visuals, and overall execution of the show, ensuring that the intended vision is effectively communicated to the audience.
- 10. Thematic Depth:** Incorporating deeper themes, social commentary, or thought-provoking ideas adds layers to the storytelling and encourages viewers to think beyond the surface. (Source – Chat GPT – An AI – What do you think?)

3: Editing Features

- Edit – to make changes to a video
- Cut, copy, and paste operations
- Trimming – Adjusting length of a clip
- Ripple – Moving clips together
- Track controls – Managing tracks
- Multitrack timeline with thumbnails
- Undo and redo – remembering actions.
- Export - to render a new video file.
- Audio Editing – Changing the sound
- Low resolution proxy editing - to edit using lower definition clips to improve speed of seeking and editing.

4: Video Effects

- Video wipe transitions: Changes between video assets. (bar, barn door, box, clock (radial))
- Colour correction – Changing the colour of the video clips.
- Fade in/out audio – Changing from low to high volume the sound being used.
- Video Filters – digital way of changing a video clips
- Chroma Key/Green Screen – Changing the background so you can see underlying tracks.
- Crop – Changing the size of a video clip – removing unwanted areas of the image
- Text Filters – Adding text to a video file

5: Shotcut Keyboard shortcuts

File Save	Ctrl+S
File Export	Ctrl+E
Edit > Undo	Ctrl+Z
View > Fullscreen	F11
Play	L
Rewind	J
Cut	Ctrl+X
Copy	Ctrl + C
Close	Ctrl + W
Split	S
Trim	I
Zoom In	=
Zoom Out	-

6: Video File Formats

Format	Filename Extension	Owner or creator
MPEG-4 Part 14 (MP4)	.mp4, .m4v	MPEG
QuickTime File Format (QTFF)	.mov, .qt	Apple Inc.
Advanced Systems Format (ASF)	.asf, .wmv	Microsoft
Audio Video Interleave (AVI)	.avi	Microsoft



Compu3ng – Computer Systems

7: Get in Gear

- **Antikythera Mechanism** – Ancient computational machine to predict solar eclipses and moon positions
- **Stepped reckoner** – Calculation Machine
- **Automate** the process – follow a program.
- Babbage's **Analytical Engine** – (1837) programmable machine using punched cards
- **Alan Turing** – Published a description of the turing machine – 1st General Purpose Computer
- The purpose of a **general-purpose computer** is to execute programs that operate on data – Each program **changes the task** the computer can do.



8: Under the hood

- **Computer Architecture** – The structure of the hardware
- The **physical components** of a computing system are called **hardware**.
- The **programs** of a computing system are called **software**.
- **Specification** - A table of hardware components and technical characteristics
- **Storage (Secondary Memory)** – set of components that stores programs and data when the power is off. Hard Drive/SSD
- **Main Memory (RAM)** – Stores data a program that is currently in use (Open/Loaded/Running)
- **The Processor (CPU)** – executes program instructions.
- **Fetch** – Decode – Execute – A cycle for processing instructions.
- **Input and Output** – User and surrounding Interactions.

9: Orchestra Conductor - The Fetch, Decode, Execute Cycle

Fetch, Decode, Execute Cycle – Is the Basic operational cycle of a computer system.

Fetch – An instruction or data is loaded from RAM into the CPU

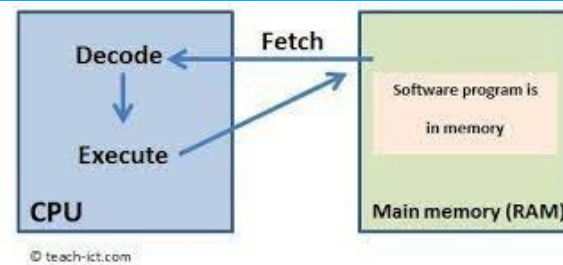
Decode: The CPU sets up the operation required

Execute: The operation is carried out in the CPU

Cores: Multiple CPUs within one chip

Operating System: Software to manage the computer.

System Monitoring: Tracking Computer Performance.



11: IT's Only Logical!!!

George Boole – Published the Laws of thought (1854) – represent logic and reasoning as mathematical operations.

Ture or False – The statements that logic operates on.

Logics Operations

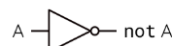
And (conjunction)

Or (disjunction)

Not (inversion)

Logic Circuit – Electronic switches used to represent Logic.

Logic Gates – Diagram to represent logic circuit.



12: Thinking Machines

Artificial Intelligence (AI): Any machine that performs tasks that typically require intelligence in humans

General AI: Human like intelligence

Machine Learning: Description of how a machine can learn.

Explicit Instruction – Every step is programmed

Supervised Learning – Computer is provided with examples which it learns from.



YEAR 8

Cycle 1 ENGLISH: Dystopia - Short Stories

Week 1 – Introduction and key terms

The word 'dystopia' is a Greek word. The prefix 'dys' means 'bad' and the term 'topia' means place, so it translates as 'bad place'. A dystopian text can be described as 'a dark vision of the future'. Dystopias are frequently written as warnings or as satires and they often explore current social trends or issues in a nightmarish way. In contrast, a **utopia** is considered an ideal, perfect place (especially socially, politically and morally). The idea is derived from a book that describes an imaginary ideal society free from poverty and suffering. 'Utopia' literally means 'no place' which conveys the idea that no such perfect place can actually ever exist.

Totalitarian	A government with total control
Apocalyptic	Relating to total destruction (e.g. of the world)
Post-apocalyptic	The time after a disastrous event

Week 4 – Learn key terms and spellings

Authoritarian	A type of government that enforces strict obedience at the expense of personal freedom.
Regime	A set of strict rules that dictate how things are run.
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Surveillance	Close monitoring of behaviour and actions.
Oppressive	Unjust, harsh treatment of people by those in power.
Dehumanising	To deprive someone of positive and unique human qualities like independent thought or empathy.

Week 2 – Conventions of dystopian fiction

Characters:

- Ordinary people in extraordinary places.
- Rulers with immense power who are feared or worshipped.
- Heroes or heroines who fight against those in power.

Settings:

- Worlds close to destruction or after destruction.
- Places and people under surveillance (being watched).
- Places controlled by technology (e.g. robots).

Common themes:

- Fear
- Control (political, corporate or religious)
- Surveillance
- Power
- Survival
- Trust in technology and science

Week 5 - Recap and revise techniques 1

Anthropomorphism	the showing or treating of animals, gods, and objects as if they are human in appearance, character, or behaviour (e.g. a rabbit who can talk – Bugs Bunny).
Alliteration	Deliberate repetition of sounds at the beginning of words (e.g. gorgeous green grass).
Hyperbole	Exaggeration for emphasis or dramatic effect.
Foreshadowing	Giving hints or clues about what will happen later in a story.
Personification	giving human characteristics to nonhuman things or inanimate objects.

Week 3 – Learn character types and spellings

The Protagonist	The main character.
The Rebel	A person who is against the ruling system and leads others to try to change it.
Leader The Antihero	A main character who may lack conventional heroic qualities such as courage and morality.
The Villain	Evil; maintains control through fear, manipulation, pain.
The Love Interest	The romantic partner of the main character.
The Mentor	A guide/advisor who is usually experienced and wise.
The Sidekick	Someone who supports the protagonist morally and emotionally.
The Traitor	Betrays the main character or heroic group in some way.

Week 6 – Recap and revise techniques 2

Anaphora	Deliberate repetition of a word or phrase at the beginning of successive clauses.
Onomatopoeia	The use of words that imitate the sounds associated with the objects or actions they refer to.
Oxymoron	Contradictory words or terms used together for emphasis or to create an effect (e.g. 'deafening silence' or 'controlled chaos').
Imagery	The use of words and phrases that appeal to the five senses



YEAR 8

Week 7 – Learn and memorise BTEAZL

TECHNIQUE

below to help you develop your descriptive detail.

prepositional phrase.

more than one) for impact and sentence variety.

Week 8 – Revising Personification

Personification is the giving of human characteristics, thoughts and/or feelings to something that is not human.
For example:
*The **angry**, black clouds grew*
*The **hopeful** stars appeared.*

Adding an adjective that describes a human feeling to something not human creates personification. For example:
*The **unhappy** door closed once again.*
***Agitated**, the brambles scratched at my skin.*

Adding an adjective that describes a human trait to something not human also creates personification. For example:
*The **selfish** door closed once again.*
*The **malicious** brambles scratched at my skin.*

Week 11 – Recap and Revise W5 techniques. Now write your own dystopian examples.

Anthropomorphism	the showing or treating of animals, gods, and objects as if they are human in appearance, character, or behaviour (e.g. a rabbit who can talk – Bugs Bunny).
Alliteration	Deliberate repetition of sounds at the beginning of words (e.g. gorgeous green grass).
Hyperbole	Exaggeration for emphasis or dramatic effect.
Foreshadowing	Giving hints or clues about what will happen later in a story.
Personification	giving human characteristics to nonhuman things or inanimate objects.

Week 9 – Revising Prepositions

A preposition is a word that shows the position of something. It can indicate a position in terms of place or time, e.g. *'Dinosaurs lived **in** the Mesozoic era' or 'Dinosaurs lived **on** the Earth'.*

There are many common prepositions:
of, in, to, for, with, on, at, from, by, about, as, into, through, after, over, between, out, against, during, without, before, under, around, among, beneath...

A prepositional phrase needs a comma if it is positioned before the main clause. For example:
The curtains billowed in the wind.
In the wind, the curtains billowed.

If the prepositional phrase is embedded between the subject and the verb of a clause, it needs a pair of commas. For example: *Harry, in his rocket pyjamas, knew that he could fly.*

Week 12 - Recap and revise W6 techniques. Now write your own dystopian examples.

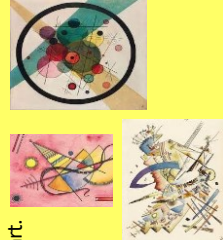
Anaphora	Deliberate repetition of a word or phrase at the beginning of successive clauses.
Onomatopoeia	The use of words that imitate the sounds associated with the objects or actions they refer to.
Oxymoron	Contradictory words or terms used together for emphasis or to create an effect (e.g. 'deafening silence' or 'controlled chaos').
Imagery	The use of words and phrases that appeal to the five senses.

Cycle 1 ENGLISH: Dystopia - Short Stories



YEAR 8

KS3 Design and Technology/ 3D Design

One	Two	Three	Four	Five	Seven
Artist Analysis - Wassily Kandinsky (1866-1944) was a Russian painter and art theorist who's considered the progenitor of abstract art. He is an influential figure in modern art, and his own work employed elements of fauvist, abstract, expressionist and constructivist art. Kandinsky thought that different colours affected the mood of a painting. He viewed yellow as a warm colour that moves towards the viewer from the picture. Conversely, he thought blue receded from the spectator, and described it as the 'typical heavenly colour'. Kandinsky's theories on colour are based on years of observing his work and analysing how the colours convey feeling. His belief that colours have a 'soul' was central to his work and teaching, and it was this idea that influenced much of modern art. 	Abstract art is art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect. Strictly speaking, the word abstract means to separate or withdraw something from something else. The term can be applied to art that is based on an object, figure or landscape, where forms have been simplified or schematised. It is also applied to art that uses forms, such as geometric shapes or gestural marks, which have no source at all in an external visual reality. Some artists of this 'pure' abstraction have preferred terms such as <u>concrete art</u> or <u>non-objective art</u>, but in practice the word abstract is used across the board and the distinction between the two is not always obvious. Abstract art is often seen as carrying a moral dimension, in that it can be seen to stand for virtues such as order, purity, simplicity and spirituality. Since the early 1900s, abstract art has formed a central stream of modern art. 	Plastics - Plastics are made from natural materials such as cellulose, coal, natural gas, salt and crude oil through a polymerisation or polycondensation process. Plastic can either be 'synthetic' or 'biobased'. Synthetic plastics are derived from crude oil, natural gas or coal. Whilst biobased plastics come from renewable products such as carbohydrates, starch, vegetable fats and oils, bacteria and other biological substances. The vast majority of plastic in use today is synthetic because of the ease of manufacturing methods involved in the processing of crude oil. However, the growing demand for limited oil-reserves is driving a need for newer plastics from renewable resources such as waste biomass or animal-waste products from the industry.  All plastics are essentially polymers, but not all the polymers are plastics. The term polymer and monomer are derived from Greek words: where 'poly' means 'many', 'mer' means 'repeating unit' and the word 'mono' means 'one'.	Thermoplastics - These plastics can be re-heated and re-shaped in various ways. They become mouldable after reheating as they do not undergo significant chemical change. Reheating and shaping can be repeated. The bond between the molecules is weak and becomes weaker when reheated, allowing reshaping. These types of plastics can be recycled.  Thermo-setting Plastics - Once heated and moulded, these plastics cannot be reheated and remoulded. The molecules of these plastics are cross linked in three dimensions and this is why they cannot be reshaped or recycled. The bond between the molecules is very strong. They are often used for electrical plugs and sockets, because they can be cast and are an excellent insulator. 	Acrylic. (Known also as PERSPEX) is a thermoplastic. This is the most common plastic in a school workshop. Purchased in the form of sheets and comes in a range of colours. It can be translucent (e.g. smoked), transparent or opaque. It is resistant to most acids and weather conditions. Easy to cut shape. Polishes well. Baths, safety glasses, signs  HDPE - High Density Polythene is a thermoplastic which is rigid and hard. It is less flexible than LDPE - Low Density Polythene. Machine parts, bowls and crates are generally made from high density polystyrene. It can be moulded into almost any form. Flexible, comes in range of colours. We have used HDPE2 to recycle and make things in school using bottle tops. 	Artist Analysis - Veronika Richterova (born 1964 in Czech Republic) is an environmentally conscious artist who has devoted herself to systematically working with recycled bottles. "When I found out by chance, that plastic bottles could be deformed by heat I decided to create a sculpture from this material. Immediately, I had the idea that it could be called PET-art however, I took it only as one of my visual experimentations. I didn't anticipate that plastic bottles would become such an obsession for me for many years. Since 2004 I have used thousands of bottles and have created hundreds of objects. In doing this work, I have developed many specific methods of technological 



• Week 1: The Eatwell Guide & Healthy Eating

- **Key Knowledge:**
 - The Eatwell Guide shows the 5 main food groups for a balanced diet:
 1. Fruit & Vegetables
 2. Carbohydrates (e.g. potatoes, rice, bread)
 3. Proteins (e.g. meat, eggs, beans)
 4. Dairy & Alternatives
 5. Oils & Spreads
 - Importance of hydration
 - Aim for wholegrain options to increase fibre intake
- **Consolidation Exercises:**
 - Label a meal using the Eatwell Guide
 - Match drinks with their health benefits

• Week 2: Practical – Cheesy Scones

- **Key Knowledge:**
 - Skill focus: Rubbing in method, weighing ingredients, dough forming
 - Wholemeal flour increases fibre
 - Avoid over-kneading to keep scones light
- **Consolidation Exercises:**
 - Reflect: What went well in your scone practical? What could be improved?
 - What is the 'rubbing in method' and why is it used?
 - How does this dish reflect principles of healthy eating?

Week 3: Nutrients & Their Functions

- **Key Knowledge:**
 - Macronutrients: Carbs, Proteins, Fats
 - Micronutrients: Vitamins (A, C) and Minerals (Iron, Calcium)
 - Role of water and fibre in digestion
 - Sources and functions of different nutrients
- **Consolidation Exercises:**
 - Match nutrients to their sources and functions
 - Think about: Should athletes cut carbs?

Week 4 – Pizza and applying nutrient knowledge

- **Key Knowledge:**
 - Skill focus: Kneading, dough shaping, topping selection
 - Apply knowledge of nutrients through ingredient choice
- **Consolidation Exercises:**
 - Create your own balanced pizza – explain your ingredient choices
 - What nutrients are found in your pizza?

Week 5: Food Energy & Energy Balance

- **Key Knowledge:**
 - Energy measured in kcal or kJ
 - Positive energy balance = weight gain
 - Negative energy balance = weight loss
 - Energy needs depend on age, gender, activity
- **Consolidation Exercises:**
 - List lifestyle factors that affect energy needs
 - Discuss: Why does a 16-year-old need more energy than a 75-year-old?

Week 6: Practical – Jam Tarts

- **Key Knowledge:**
 - Skill focus: Shortcrust pastry, rubbing in, precision in filling
 - Sweet foods contribute high energy in small portions
 - Learn moderation and portion control
- **Consolidation Exercises:**
 - Reflect: How did your jam tart turn out?
 - What nutrient values are high in sweet treats?



Year 8 - Geography- Cycle 1		Week 1 – Water Cycle	Week 2 - Rainfall
Key vocabulary Weather: the day to day conditions of the atmosphere (e.g. temperature, wind, rainfall). Climate: the average weather conditions over time, usually over a 30-year period. Water cycle: the cycle of water between the oceans, atmosphere and land. Precipitation: water droplets in clouds are too heavy and fall as rain, sleet, snow, hail. Condensation: water vapour is cooled and turns back to water droplets. Evaporation: water changing from a liquid into a gas (water vapour). Transpiration: water released from plant leaves into the atmosphere.		The Hydrological Cycle (Water Cycle)	Relief rainfall: warm moist air forced to rise over mountains, cools and condenses to form clouds and rain. Convective rainfall: Sun heats the land, creating pockets of rapidly rising warm air. It starts to cool and condense to form clouds. This can produce thunderstorms. Frontal rainfall: Occurs when a warm front meets a cold front. Heavier air sinks to the ground and warm air rises above it. Air masses: a large body of air that travels from one area to another. Altitude: Measure of the land's height above sea level. Temperature decreases with 1°C every 100m in height. Latitude: parallel lines on an atlas map drawn north and south of the equator.
Week 3 - Air Pressure Air pressure: the weight of air pushing down on the Earth. Depression: A low-pressure system which forms when warm air rises above surrounding cold air which leads to unsettled weather. Cold front: the boundary of an advancing mass of cold air, the trailing edge of the warm sector in a low-pressure system. Warm front: the boundary of an advancing mass of warm air, the leading edge of the warm sector of a low-pressure system. Warm sector: the wedge of air between the warm and cold fronts of a depression. Occluded front: weather pattern in which a cold front overtakes a warm front; associated with the formation of cyclones.		Week 4 -Anticyclones Anticyclones: high pressure systems in the atmosphere associated with dry, settled periods of weather. Winter anticyclones: Cold, dry days with light winds. Temperatures can decrease quickly at night due to clear skies. Fog can form. Summer anticyclones: Long, sunny cloudless days and warm temperatures. Normally dry, although hot temperatures can cause convective rainfall.	Week 5 – Extreme Weather Storm Desmond (2015) - Cumbria / NW England 342.4mm rainfall in 24 hours 1800 people evacuated - Estimated cost of £500m 5200 homes affected by flooding - One person died in Cumbria and 40 schools closed. - Malham Cove waterfall briefly flowed again for the first time in living memory. UK Heatwave (2018) 2018 became the joint hottest year since 1960. 38.5°C was recorded in Faversham, Kent on 25 July 2018. - Record number of A&E admissions from heat-related illnesses. 700 more deaths than average - Wildfires over moorland - Lavender grew well.



Greenhouse Effect		Week 7 – Human Causes of Climate Change
Greenhouse Effect: Natural warming of the atmosphere as heat given off from the Earth is absorbed by liquids and gases, such as carbon dioxide. The Greenhouse Effect	Climate change: a long-term change in the Earth's climate, especially a change due to an increase in the average atmospheric temperature. Natural causes of climate change Milankovitch cycles: Sometimes the Earth's orbit is more elliptical than circular, the Earth's tilt on its axis changes or the Earth wobbles on its axis, all influencing its global temperature. Sunspots: The sun's output is not constant. Temperatures are greatest when there are more sunspots radiating more heat. Volcanic eruptions: Eruptions produce ash and sulphur dioxide which can enter the upper atmosphere. Sunlight can be reflected off this blanket of ash and gas, cooling the planet.	Human Causes of Climate Change Gases such as chlorofluorocarbons (CFCs) and hydrofluorocarbons (HFCs) are human-made. Human activity is increasing the natural levels of these gases and making the greenhouse 'blanket' thicker. As the world's population has grown and countries have developed, they need energy to fuel industry, transport and cities. Power stations, factories, homes and cars burn fossil fuels such as oil or gas. These have to be extracted, or mined, from the ground, releasing carbon dioxide into our atmosphere. The world's forests naturally absorb greenhouse gases, but people are cutting down forests and often burning them, which releases further carbon dioxide.
Week 8 – Impacts of Climate Change		Week 9 – Impacts of Climate Change
UK impacts of climate change The UK's ten warmest years on record have all occurred since 2002. Heatwaves are now 30 times more likely to happen. Parts of the UK would be in danger of flooding with low-lying and coastal cities at risk. There are 240,000 homes currently in flood risk areas. Hotter weather may make growing some crops easier or allow us to grow new ones, such as oranges. Climate change likely to increase the likelihood of new diseases such as malaria.	Worldwide impacts of climate change Small islands in the Pacific are losing ground to erosion. Half of the Great Barrier Reef – one of the biosphere's brightest jewels - is dying due to coral bleaching. In 2019, Greenland lost 600 billion tonnes of ice raising sea levels by 2mm in two months. Bangladesh could lose 20% of its land, leaving 40 million people homeless. Climate change will worsen the uneven distribution of water resources in China. It would cost \$12 billion to defend the Netherlands from sea level rise.	Mitigation: Reducing emissions of and stabilising the levels of heat-trapping greenhouse gases in the atmosphere. Adaptation: Adapting to the climate change already in the pipeline; adjusting to actual or expected future climate. International agreements: Paris agreement in 2015, first legally-binding agreement signed by 190 parties. Goal to keep an increase in global average temperature below 2°C. Carbon capture: removal of CO₂ from power stations and storing it underground. Water supply: water transfer schemes could be used to take water from an area of surplus to an area of shortage. Reducing risk from sea level rise: areas at risk may need sea defences to protect valuable land from increased coastal erosion.
Week 10 – Managing Climate Change		

Week 1

Renaissance	The historical period from c.1450 to c.1700 marking the transition from the Middle Ages to modernity.
Revolution	Sudden and significant changes in the structure and nature of society.

The Renaissance was one of Europe's most significant historical periods, and is often characterised by the magnificent outpouring of art, literature, and scientific developments witnessed between the 15th and 17th centuries.

During this time new ideas spread across the continent, focused on the possibilities of mankind, the achievements of the individual, and the teachings of the ancient world – pushing Europe out of the 'Dark Ages' and towards a more enlightened and modern society.

Both Renaissance was born out of the realisation that the 'old' Medieval order was no longer sustainable, and scientific discoveries and technological innovations were some of the elements that made it clear just how inadequate the old structures were.

Create a mind map of the ideas of the Renaissance. If you can research one of the key figures of the Renaissance, like Leonardo Da Vinci

Week 2

Civil war	A war fought between different groups of people living in the same country.
Divine Right	The belief that the king was chosen by God to rule over a country and his authority was absolute.
Constitutional monarchy	A form of government in which a monarch acts as head of state but who follows the wishes of a Parliament.

Crown Vs Parliament.

The English Civil War had two distinct opposing sides. On one side was the Stuart King, Charles I, and his followers, known as the Royalists. On the other side were the men of Parliament and their followers, known as Parliamentarians. For many years, Parliament had worked with the monarch by helping to make laws and raise taxes. The Stuart kings thought that Divine Right meant that Parliament was there to serve them but Parliament started to argue the opposite – that the monarch was there to serve their country and people. The argument ended in war.

How does the power of our Parliament and monarch today compare with this description of both in the 17th century?

Week 3

Cavalry	Soldiers who fought on horseback.
New Model Army	A standing army formed in 1645 by the Parliamentarians.

The English Civil War.

In 1642, King Charles I and Parliament went to war. In the beginning, both sides were relatively well matched, it was even hard to tell both sides apart on the battlefield and soldiers had to distinguish themselves using different coloured sashes. Each army had pikemen, cavalry and musketeers.

Charles' army had more trained cavalry men, led by the King's nephew, Prince Rupert. They gained control of the Midlands, Wales, the southwest and northern England. The Parliamentarians, did not have an extensive cavalry but they managed to secure control of London, many areas of the southeast and many of England's major ports, preventing Royalists from receiving foreign support. One of the rising leaders of Parliament's forces was an MP called Oliver Cromwell. In 1644 he took control of Parliament's army and developed the highly trained 'New Model Army'.

Who do you think was in the better fighting position? Why?

Week 4

Enlightenment	A European intellectual movement of the late 17th and 18th centuries emphasising reason and individualism rather than tradition.
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The Enlightenment.

The period from the late 17th century to into the 18th century was known as the Age of Enlightenment due to the growth in new ideas and discovery of new facts. This was an exciting time for people who believed these new ideas and new ways of thinking would illuminate and enlighten the world.

Enlightenment thinkers were interested in the new knowledge that came out of the scientific revolution. Science showed how reason and experimentation could be used together to discover new truths. Previously people had turned to the bible for answers, but more people were starting to question how accurate it was. New knowledge like Isaac Newton's laws of motion (1687) and the creation of the microscope (1609) were important. They wanted to use reason to find the answers to questions about how society should behave and be organised.

Create an acrostic about the Enlightenment (e.g. E = Evolution)

Week 5

Independence	The condition of a nation whereby they are free to exercise self-governance, and are not controlled by another country.
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The American Revolution - The American Revolution was the war in which Great Britain's 13 American colonies won their independence. The colonies became a new country, the United States. The revolution began in 1775 and ended in 1783.

The Declaration of Independence - In 1775, representatives from all of the Thirteen Colonies met in Philadelphia at the Continental Congress, where they discussed what the Continental Army was trying to achieve from the war against the British. A committee put together a Declaration of Independence which stated that the Thirteen Colonies, currently at war with Britain, no longer regarded themselves as under British Rule.

The Constitution - In 1783, the war formally ended and as a result, the United States was instated as an officially recognised nation. This prompted the creation of a written constitution which was based on authority derived from the people (rather than from a monarch or emperor).

Write a short news report of the 3 stages of the American Independence

Week 6

Revisit weeks 1-5. Create descriptive sentences about the Renaissance, Enlightenment, English Civil War and American Revolution. You should aim to use all the key vocabulary.





YEAR 8

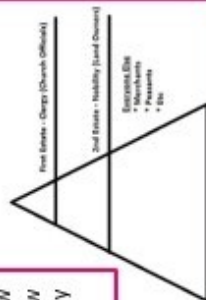
Cycle 1 HISTORY: Why do transformative ideas ignite conflict and disorder?

Week 7

Absolute monarch	A king or queen who holds unlimited power and has no restrictions on how they rule.
Protest	A strong complaint, expressing disagreement, disapproval or opposition.

Causes of the French Revolution.

The French revolution began as a result of growing anger at the inequality between rich and poor, high taxes and a new wave of free-thinking, caused by the 'Era of Enlightenment.' France was ruled by an absolute monarch - Louis XVI - who ruled from his palace in Versailles and had very little understanding of how ordinary people lived and how challenging life had become, particularly with food shortages.



Draw a diagram of the 'Three Estates' and label key features of each segment.

Week 8

Republic	A state in which political power rests with the public and their representatives, and which has an elected leader.
Liberty	The state of being free within society, without restrictions being imposed on way of life, behaviour or political views.

Consequences of the French Revolution.

On 21st January 1793, Louis XVI was publicly beheaded. It took years for the situation to settle in France but various constitutional changes were brought in. For instance, all French men became equal and everyone paid taxes according to how much land and property they owned. For the first time, the majority of men could also vote in elections. One consequence of the Revolution was also the freeing of around 10,000 enslaved African people.

One of the main ringleaders of the Revolution was Maximilien de Robespierre but he was eventually overthrown. In 1799, Napoleon Bonaparte seized power. Napoleon did lots to continue the process of building a new France, but he also took steps to ensure he held absolute authority.

What surprises you about the roles taken on by Robespierre and Bonaparte?

Week 9

Tsar	The title given to emperors of Russia before 1917 (also spelt 'Czar').
Abdicate	To give up the position of being king, queen or emperor.

**The revolution in Russia, February 1917.**

The common people of Russia had few rights under the tsars. They protested this situation in 1905.

Afterward, Tsar Nicholas II created a law-making body called the Duma. This was supposed to give some of the citizens a say in the government. However, the tsar held most of the power.

By 1917, Russia faced several challenges. The country was fighting Germany in World War I. Russia was also short of food and fuel for the cold winter. In the capital city of Petrograd (now Saint Petersburg), angry people protested the hard conditions. The army joined the protesters instead of stopping them. Tsar Nicholas II had to give up all power.

Why was there a revolution in Russia in February 1917?

Week 10

Government	The group of people with the authority to govern a country or state.
Soviet	An elected council that represented workers, soldiers and other ordinary citizens.

The second revolution in Russia, October 1917.

A committee of the Duma appointed a temporary government to replace the Tsar but they were unable to solve Russia's problems. A group of workers and soldiers called the Petrograd Soviet rose to challenge the government. Other soviets soon appeared in other cities. As the government grew weaker, the soviets grew stronger. Several different political parties fought for control of the soviets.

Eventually, the Bolshevik party led by Vladimir Lenin came out on top. Their slogan of "peace, land, and bread" made them popular. In October 1917 they took over the government with very little bloodshed. The Bolsheviks believed in Communism and thought that all the common working people should share in the wealth of the country.

Why was there a second revolution in Russia only months after the first one?

Week 12 – Meanwhile, Elsewhere

Rebellion	An act of armed resistance against an authority, control or convention.
Legislation	The process of making or enacting laws.

The 1798 Irish Rebellion - In 1798, an underground republican group known as the Society of United Irishmen instigated a major uprising against British rule in Ireland. They aimed to sever the connection with Great Britain and establish a republic based on the principles of the French Revolution.

Although the revolt ended in total defeat for the rebels, it marked a significant watershed in Irish history. A major consequence of their actions was the abolishment of the Irish Parliament. The country became a formal part of the United Kingdom of Great Britain and Ireland in 1801. Despite the failure of the rebels it still marked a significant turning point in Irish history, inspiring many nationalists and radicals. Liberal ideas were evident in numerous reform campaigns that followed and the existence of secret organisations pioneering violent tactics of insurgency grew in number.

Why might commemoration of this rebellion be contentious?

Week 11

Revisit weeks 7-10. Create your own sentences about the revolutions in France and Russia. How were their causes different? You should aim to use all the key vocabulary.



Year 8 – Music – Cycle 1			
Key vocabulary			
Broken Chord Playing a chord one note at a time. Similar to an arpeggio. Chord Progression The order of the chords used in a piece of music. Chorus The part of the lyrics that repeats exactly the same each time, often containing song title. Conjunct Moving up or down by one note. Moving in steps. Disjunct Moving by leaps. Inversion Rearrangement of notes in a chord. Melody A sequence of single notes. The 'tune'. Root The root of the chord is always the note that is the basis for the chord. Verse The part of the lyrics that changes content but reuses the musical structure. Triad In music, a triad is a set of three notes that can be stacked vertically in thirds. A triad is a type of chord and it is very common.			
 Week 5 and 6 content Task: Write yellow words in your Purple books with meanings PITCH – Melody, Disjunct, Conjunct LISTENING (click on links to listen and watch) Each and Everyone – Everything but the Girl https://www.youtube.com/watch?v=z8C4tQVMUkI I don't feel like dancing – Scissor Sisters https://www.youtube.com/watch?v=4H5I6y1Qvz0 MUSIC THEORY – (optional) Practice reading music notation at least twice a week for 5 minutes through this link. Change the setting in top right to include Bass Clef as well as Treble Clef https://www.musictheory.net/exercises/note PRACTICE – (optional) Log into Charanga and choose the assigned YuStudio 'Pop Project'. Do a little bit each week and it will help you write a great song! https://charanga.com/site/log-in/			
 Week 7 and 8 content Task: Write yellow words in your Purple books with meanings TONALITY – Major, Minor, Modal, Atonal LISTENING (click on links to listen and watch) Running Up That Hill – Kate Bush https://www.youtube.com/watch?v=wp43OdtAAkM 9 to 5 – Dolly Parton https://www.youtube.com/watch?v=UbxUSsFXyo4 MUSIC THEORY – (optional) Practice reading music notation at least twice a week for 5 minutes through this link. Change the setting in top right to include Bass Clef as well as Treble Clef https://www.musictheory.net/exercises/note PRACTICE – (optional) Log into Charanga and choose the assigned YuStudio 'Pop Project'. Do a little bit each week and it will help you write a great song! https://charanga.com/site/log-in/			
 Week 9 content Task: Write yellow words in your Purple books with meanings TIMBRE – Strings, Woodwind, Brass, Percussion LISTENING (click on links to listen and watch) Knockin' on Heaven's Door – Bob Dylan https://www.youtube.com/watch?v=cJqB_AEzf6U Time Won't Wait – Jamiroquai https://www.youtube.com/watch?v=c2R8f41NTFs&list=RDc2R8f41NTFs&start_radio=1 MUSIC THEORY – (optional) Practice reading music notation at least twice a week for 5 minutes through this link. Change the setting in top right to include Bass Clef as well as Treble Clef https://www.musictheory.net/exercises/note PRACTICE – (optional) Log into Charanga and choose the assigned YuStudio 'Pop Project'. Do a little bit each week and it will help you write a great song! https://charanga.com/site/log-in/			
 Week 3 and 4 content Task: Write yellow words in your Purple books with meanings DYNAMICS – Piano, Mezzo Piano, Mezzo Forte, Forte LISTENING (click on links to listen and watch) Fast Car – Tracy Chapman https://www.youtube.com/watch?v=AIOAiaACuw4 Both Sides Now – Joni Mitchell https://www.youtube.com/watch?v=7eBf0aIE9Yc MUSIC THEORY – (optional) Practice reading music notation at least twice a week for 5 minutes through this link. Change the setting in top right to include Bass Clef as well as Treble Clef. Also use Duolingo Music. https://www.musictheory.net/exercises/note PRACTICE – (optional) Log into Charanga and choose the assigned YuStudio Pop Project. Do a little bit each week and it will help you write a great song! https://charanga.com/site/log-in/			
 Week 1 and 2 content Task: Write yellow words in your Purple books with meanings TEMPO – Adagio, Andante, Allegretto, Allegro, Presto LISTENING (click on links to listen and watch) Mean – Taylor Swift https://www.youtube.com/watch?v=Va1e11hpDE My Future – Billie Eilish https://www.youtube.com/watch?v=Dm9Zf1WYQ_A MUSIC THEORY – (optional) Practice reading music notation at least twice a week for 5 minutes through this link. Change the setting in top right to include Bass Clef as well as Treble Clef. Also use Duolingo Music. https://www.musictheory.net/exercises/note PRACTICE – (optional) Log into Charanga and choose the assigned YuStudio Pop Project. Do a little bit each week and it will help you write a great song! https://charanga.com/site/log-in/			
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<https://forms.office.com/e/n8AJsdJSyb>
(fee's apply)

Extra Curricular Music

Please come along and join in!

House Band - (any instruments, including singers) - Monday lunchtime in Mu1

Balalaika Group - (Tuesday breaktime in Mu1)

Singing Group - Tuesday lunchtime in Mu1

Rockschool - (guitar/bass/keyboard/voice) - Wednesday lunchtime in Mu1

Song Writing Group - (using computer software to write songs) - Thursday lunchtime in Mu2

Japanese Taiko Drumming - Friday lunchtime in Mu1

Practice Rooms can be booked at break/lunch through Mr Turner!

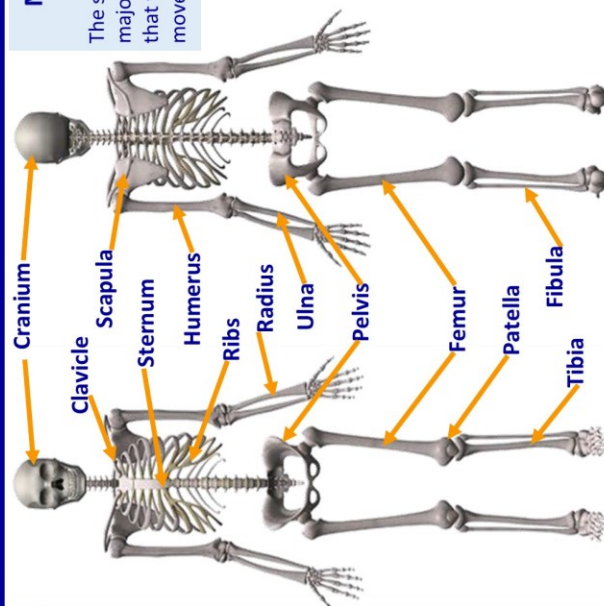


Year 8 – Personal Development – Cycle 1		Week 2 - PSHE	Week 4 - PSHE
Key vocabulary/content/ideas		Peer pressure - influence from members of one's peer group Risk taking – young people may take more risks because they feel pressure or intrigue to explore dangerous situations Coercion - the practice of persuading someone to do something by using force or threats Consent - permission for something to happen or agreement to do something Underage drinking – it is for someone under 18: For someone to buy you alcohol To buy or try to buy alcohol For an adult to buy or try to buy alcohol for you To drink alcohol in a licensed premises without a meal.	Cigarettes and vapes are illegal to purchase under the age of 18. Drugs: You can be arrested for: - Possession of a controlled drug. - Possession with intent to supply another person. - Production, cultivation or manufacture of controlled drugs. - Supplying another person - Offering to supply another person - Allowing buildings you occupy or manage to be used for the consumption of certain controlled drugs. County lines - criminal activity in which drug dealers in major cities establish networks for the supply and sale of drugs to users in towns and rural areas, using other people to store and move drugs
PSHE		Discussion and debate – PSHE is centred around hearing facts and sharing opinions. Illegal – something you are not allowed to have/do and can be arrested if you are caught doing this.	
RPE		Ethics - the decision-making process for determining right and wrong Morals - a code of behaviour usually based on religious tenets, which often inform our ethical decisions Global issues – Issues that affect people from all around the world	
Week 6 - PSHE		Week 8 - RPE	Week 10 - RPE
Sexting - the action or practice of sending sexually explicit photographs or messages via mobile phone Passive - To allow others to do what they want without resistance. Aggressive - Ready or likely to attack or confront others. Assertiveness - respect yourself because you're willing to stand up for your interests and express your thoughts and feelings CPR - lifesaving technique that's useful in many emergencies, such as a heart attack or near drowning, in which someone's breathing or heartbeat has stopped Primary survey – checking a situation if safe to give first aid.		At its simplest, ethics is a system of moral principles. They affect how people make decisions and lead their lives. Ethics is concerned with what is good for individuals and society and is also described as moral philosophy. The term is derived from the Greek word <i>ethos</i> which can mean custom, habit, character or disposition. Ethics covers the following dilemmas: - how to live a good life - our rights and responsibilities - the language of right and wrong - moral decisions - what is good and bad? - Our concepts of ethics have been derived from religions, philosophies and cultures. They infuse debates on topics like abortion, human rights and professional conduct.	Types of ethical dilemmas – Animal rights, environmental changes, genetic engineering, poverty, social responsibility, corporate responsibility, theological responsibility (stewardship) Value - how much something or someone is worth/how important it is. Moral - Doing the right/good thing. Immoral - Doing the wrong/bad thing. Amoral - A situation which is neither moral or immoral. Absolute morality - The belief that some actions are always right or wrong, regardless. Relative morality - The belief that the outcome of an action determines whether it is right or wrong.



THE SKELETAL SYSTEM

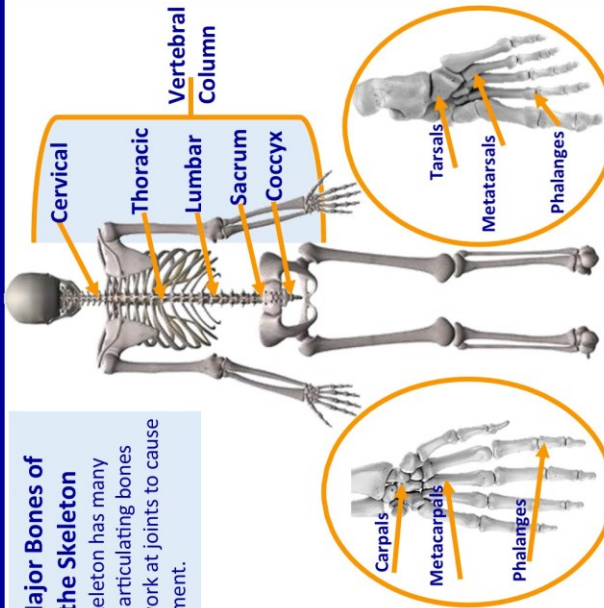
WEEK 1



Major Bones of the Skeleton

The skeleton has many major articulating bones that work at joints to cause movement.

WEEK 2



WEEK 3



Protection

Bones protect internal organs from injury, e.g. during contact sports such as rugby the ribs and cranium protect the heart, lungs and brain from injury in the tackle.



Mineral storage

Bones store minerals, such as calcium and phosphorus, which are important for growth and development, e.g. the storage of calcium is important for bone density and can reduce the risk of bone injuries in contact sports such as American football.

Structural shape

A combination of fused and unfused bones allows the body to be stable while also moving at particular joints, e.g. a rugby player in a scrum can push using their shoulders while also moving their arms to maintain balance.

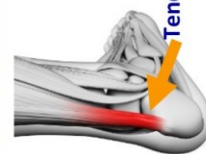
WEEK 4

Muscle attachment

Bones provide a surface for muscles to attach via tendons, e.g. the biceps attach to the radius and ulna and pull the lower arm towards the upper arm when they contract.

Tendons

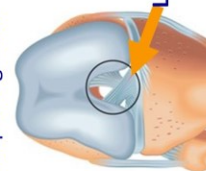
Tendons are connective tissues that join **muscle to bone**. When the muscle contracts the tendon pulls the bone to allow movement.



Tendons

Ligaments

Ligaments are connective tissues that join **bone to bone**. Their main role is to **stabilise the joint** and keep it together.



Ligaments

WEEK 5

Blood cell production

Bones produce:

- Red blood cells which have a function of carrying oxygen to our working muscles.
- White blood cells which fight infections.
- Platelets which perform the role of blood clotting.

Blood is important during sport as the red blood cells provide the muscles with oxygen to produce energy and the platelets prevent major blood loss when an athlete cuts themselves in a sporting accident.

Joints for movement

The structure and type of different bones determine the movement at a point where they meet (a joint), e.g. the ball-and-socket joints at the shoulder and hips enable a greater range of movement than the hinge joints at the knee and elbow.

WEEK 6

Classification of bones

Bones aren't all one shape and come in many different sizes. Below are the different types of bones and an outline of their role.

Long Bones

(e.g. bones of arms and legs) These bones are primarily used for **leverage**. Muscles pull on these bones when they contract allowing movement to occur.

Short Bones

(e.g. bones of the ankles and wrists) These bones support us in physical activity, by **bearing weight**.

Short Bones

(e.g. bones of the ankles and wrists) These bones support us in physical activity, by **bearing weight**.

Irregular Bones

(e.g. the vertebral column) These bones vary in shape, but have a role in **protection** and **muscle attachment**.



Week 1		Week 2			
poco	little, not much	por	around, because of		
quedar	to meet up/meeting up	un año	year		
antes	before	hasta	as far as, up to		
sin embargo	however	tomar	to take/taking		
negro	black (m)	además	besides, as well		
negra	black (f)	ganar	to win/winning		
ayudar	to help/helping	intentar	to try (to)/trying (to)		
libre	free	cantar	to sing/singing		
la pared	wall	una canción	song		
aprovechar	to make the most of/ making the most of	coger	to take/taking		
		cojo	I take/am taking		
pasado	past, last (m)	un premio	prize		
pasada	past, last (f)	un concierto	concert		
el máximo	maximum	el autobús	bus		
el verano	summer				
pintar	to paint/painting				
Week 3		Week 4			
así	like this/that	que	that		
ahora	now	sobre	about		
la gente	people	creer	to believe/believing		
según	according to	poner	to put/putting		
igual	same, equal	pongo	I put/am putting		
quizás	maybe	entender	to understand/ understanding		
malo/a	bad, ill (m/f)				
seguro/a	sure, safe (m/f)	la realidad	reality		
triste	sad	la sociedad	society		
generalmente	generally	vender	to sell/selling		
listo/a	ready, intelligent (m/f)	una página	page		
limpio/a	clean (m/f)	una noticia	news item		
precioso/a	beautiful (m/f)	esconder	to hide/hiding		
sucio/a	dirty (m/f)	el/la periodista	journalist		
contento/a	happy (m/f)	una entrevista	interview		
Week 5		Week 6		Week 7	
él	he	decir	to say/saying	permitir	to allow/ allowing
ellos	they (m)	ver	to see/seeing		
yo	I	empezar	to start/starting	incluso (si)	even (if)
ella	she	empiezo	I start/am starting	decidir	to decide/ deciding
ellas	they (f)				
mientras (que)	while (whereas)	la verdad	truth	un juego	game
nosotros/as	we (m/f)	un ejemplo	example	fuerte	strong, loud
tú	you	todo	all, everything	cubrir	to cover/ covering
un cambio	change	un minuto	minute		
un viaje	trip, journey	una opinión	opinion	una fiesta	party
un esfuerzo	effort	el alemán	German	dividir	to divide/ dividing
un gesto	gesture	el estudiante	student (m)		
el ruido	noise	la estudiante	student (f)	el costo	cost
genial	great			repartir	to hand out/ handing out
gracioso/a	funny (m/f)				
entonces	so			una bebida	drink
Each week you will need to practise and learn your Sentence of the Week as well as your Vocabulary of the Week . For your Vocabulary of the Week also pay attention to which type of words they are:				Verbs are in VIOLET	
				Feminine nouns are in PINK	
				Masculine nouns are in BLUE	
				Adjectives are in AMBER	



Week 8		Week 9	
mismo/a	same (m/f)	pues	well
primero/a	first (m/f)	salir	to go out/going out
propio/a	own (m/f)	salgo	I go out/am going out
último/a	last (m/f)	el fin	end
segundo/a	second (m/f)	perder	to lose/losing
largo/a	long (m/f)	pierdo	I lose/am losing
tercero/a	third (m/f)	una semana	week
elegir	to choose/choosing	un partido	match
elijo	I choose/am choosing	un pie	foot
compartir	to share/sharing	subir	to go up/going up
finalmente	finally	un inglés	English person (m)
corto/a	short (m/f)	una inglesa	English person (f)
describir	to describe/describing	una entrada	ticket (for venue)
un diálogo	dialogue	recoger	to pick up/picking up
imprimir	to print/printing	recojo	I pick up/am picking up
		el cine	cinema
		un jugador	player (m/f)
		el fútbol	football
		un billete	ticket (for bus)
Week 10			
en cambio	however, on the other hand	cerrado/a	closed (m/f)
una razón	reason	trece	thirteen
el sueño	sleepiness	catorce	fourteen
el miedo	fear	quince	fifteen
abierto/a	open (m/f)	dieciseis	sixteen
el éxito	success	diecisiete	seventeen
la suerte	luck	dieciocho	eighteen
el calor	heat	diecinueve	nineteen
		veinte	twenty
	Spanish	English	
Week 1	Quiero pintar la pared en verano antes de ayudar.	I want to paint the wall in the summer before helping.	
Week 2	Cojo el autobús y intento cantar una canción al concierto.	I take the bus and I try to sing a song at the concert.	
Week 3	Según la gente, estamos generalmente listos y contentos.	According to the people, we are generally intelligent & happy.	
Week 4	Soy periodista y pongo una noticia en la página sobre la entrevista.	I am a journalist and I am putting a news item on the page about the interview.	
Week 5	Él puede entender el gesto mientras que ella puede aprovechar el viaje.	He can understand the gesture whereas she can make the most of the trip/journey.	
Week 6	Empiezo decir mi opinión y el estudiante empieza ver la verdad.	I start to say my opinion and the student starts to see the truth.	
Week 7	Voy a repartir las bebidas en la fiesta y vamos a dividir el costo.	I am going to hand out the drinks at the party and we are going to divide the cost.	
Week 8	Elijo el mismo juego y finalmente describo el último diálogo.	I choose the same game and finally I describe the last dialogue.	
Week 9	Salgo al partido de fútbol a pie y recojo la entrada.	I am going out to the football match on foot and I am picking up the ticket.	
Week 10	El jugador quince tiene éxito, pero el jugador veinte tiene sueño.	Player 15 is successful, but player 20 is sleepy.	

Other useful information

[illegible]

