

Quest for Knowledge Booklet

Year 8

Cycle Two

2025-2026



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	

Spark Reader	sparkreader.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					



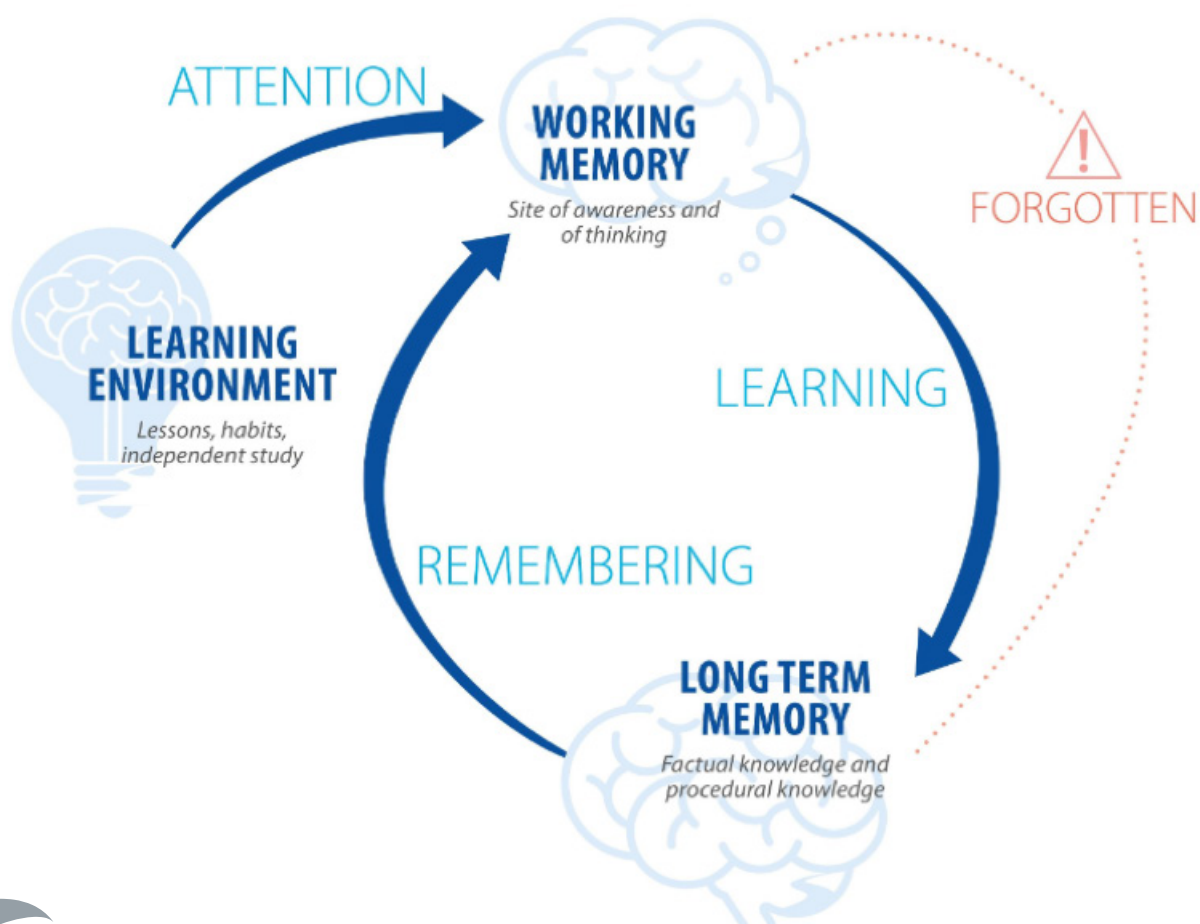
How do we learn?

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!

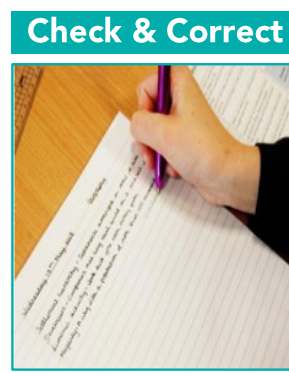
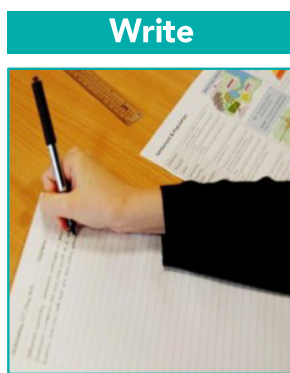


How can I use my Quest for Knowledge Booklet at home

Your knowledge booklet is a great resource for use at any time at home or in school. Being able to **recall** the information it contains from your long term memory will help you have a really **high success rate** in lessons. One of the most effective ways of forming strong long term memories is by quizzing yourself. In fact, research shows that pupils remember 50% more when they test themselves after learning something new. Simply reading through your knowledge organiser is helpful, but there are also far more effective ways to memorise the important content.

How can I self-quiz?

- » **Cover-Write-Check:** Your teacher may direct you to read a specific section or week of your KB. Once you've read the information, **cover** it up and **write** out as much as you can from memory. Next, **check** the (KB) to see if you're right, then **correct** any mistakes in your purple pen. Repeat this process two more times - even if you got 100% correct.



- [illegible]

- » **Draw a mind-map:** jot down everything that you remember from the **KB** and make links between the ideas. Check for accuracy and repeat.

- **Make up mnemonics:** (eg. MRS GREN) to help you remember key facts. Write these out from memory.

- **Make Cornell notes:** This system of note taking makes revision and retrieval practice really easy due to the layout of the notes. Set up a page with the four sections shown in the diagram:

- **Subject** - write the title of your topic;
- **Recall** - this could be questions or keywords;
- **Notes** - write descriptions, explanations and examples from the content you studies here; and
- **Summary** - in one sentence, give an overview of everything in the notes.

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- **Notes** - write descriptions, explanations and examples from the content you studies here; and

- **Summary** - in one sentence, give an overview of everything in the notes.

[illegible]

Once your notes page is complete, you could cover the notes and recall section and see how much of the content you can write down - then check and correct. Alternatively, cover up the notes section and try to answer the questions you wrote in the recall section. Find out more about how to prepare and use Cornell notes here [**https://www.youtube.com/watch?v=WtW9lyE04OQ**](https://www.youtube.com/watch?v=WtW9lyE04OQ).

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!**



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.

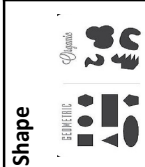


Any form of bullying will not be accepted at HCC.

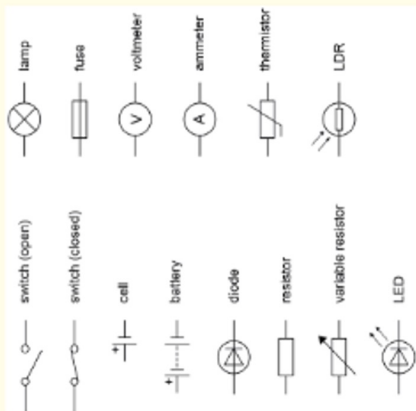


YEAR 8 KS3 ART Curious Creatures

One/Two		Three/Four		Five/Six
Key Terms	Definition	Key Terms	Definition	Cultural and Artist Knowledge
Surrealism	A 20th-century avant-garde movement in art and literature which sought to release the creative potential of the unconscious mind, for example by the irrational juxtaposition of images.	Thumbnail sketches	Thumbnail sketches are quick, abbreviated drawings, usually done very rapidly and with little corrections.	Surrealism – Surrealism aims to revolutionise human experience. It balances a rational vision of life with one that asserts the power of the unconscious and dreams. The movement’s artists find magic and strange beauty in the unexpected and the uncanny, the disregarded and the unconventional. At the core of their work is the willingness to challenge imposed values and norms, and a search for freedom. The word ‘surrealist’ (suggesting ‘beyond reality’) was coined by the French avant-garde poet Guillaume Apollinaire in the preface to a play performed in 1917.
Interpretation	the irrational juxtaposition of images. an explanation or way of explaining.	Sculpture	the art of forming solid objects that represent a thing, person, idea, etc. out of a material such as wood, clay, metal, or stone, or an object made in this way.	
Form	Form is a shape in three dimensions, and, like shapes, can be geometric or organic.	Carving	A shape or pattern cut into wood or stone or the skill of doing this.	
		Malleable/Plastic	Able to be pressed into shape without breaking on cracking	

Seven/Eight			Nine/Ten			Eleven/Twelve		
								
7 Stages Of Clay			Health & Safety in the Art Department			Shape		
Dry Stage			CLAY			Form		
Slip Stage			* AVOID CONTACT WITH EYES & MOUTH * WASH HANDS AT THE END OF YOUR LESSON * DO NOT THROW CLAY * PICK UP LOOSE CLAY FROM THE FLOOR OR TABLE * WASH CLAY TOOLS AFTER USE * RETURN CLAY TOOLS TO THE TROLLEY WHEN INSTRUCTED TO DO SO BY THE TEACHER * WIPE YOUR TABLE WITH A WET CLOTH AFTER USE * DO NOT CREATE CLAY DUST (e.g. don't clap hands together / don't shake cloths into the air / don't sweep clay onto the floor)			Proportion		
Plastic Workable Stage						Shape		
Bisqueware Stage						Form		
Bone dry Stage						Proportion		
Leather Hard Stage						Shape		
Glaze Firing						Form		

Shape		Form		Proportion	
Shape is a two dimensional area that has height and width, not depth. Shapes can be organic or geometric. Negative space is the shapes of the gaps between shapes.		A three dimensional shape that has volume and depth/thickness. Form is created in two dimensional art with tone and perspective.		The visual weight of elements and how they relate to each other in the composition.	

Year 8 - Combined Science - Cycle 2	Week 1 - Circuit principles	Week 2 - Current electricity
Key vocabulary Potential difference: the amount of energy transferred per unit of charge. Measured in Volts (V). Sometimes referred to as Voltage. Power: the rate of energy transfer, measured in Watts. Shown by the letter P in equations. Current: the flow of charge around a circuit. This is measuring the charges that flow around a circuit in a certain amount of time. It is measured in Amps (A) Resistance: the opposition to the flow of electric charge. Measured in Ohms (Ω) and shown with the letter R in equations. Ion: an atom that has an electric charge as it has either lost or gained an electron. Element: contains just one type of atom. Electron: a very tiny subatomic particle that has a negative charge. Ionic bonding: the chemical bond that occurs between two ions when they have opposite charges.	- Rubbing two insulating materials together will cause a build up of a static electric charge as electrons are transferred Components in an electric circuit can be represented using circuit symbols 	- Electrons carry the electric charge in an electric current. - Current through a component can be measured in a circuit using an Ammeter connected in line with a component. - Current is always conserved in a circuit - the current leaving the positive terminal is the same as arrives at the negative terminal. - For a current to flow, the circuit must be complete. Potential difference (pd) across a component in a circuit can be measured using a Voltmeter connected across the component. - The greater the pd across a component, the higher the current through it will be.
Week 3 - Series and Parallel circuits Series circuits: components are arranged one after another - there is only one route for the current to take. - Current is the same through all components. - Pd across the individual components in the circuit adds up to the total pd across the power supply. Parallel circuits: components are arranged on separate branches of the circuit - current flows along different branches when it reaches a junction. - Current through the main circuit is divided across the separate branches. - Pd across each branch is the same as the pd across the supply. Resistance occurs when charges collide with particles which make up the wire.	Week 4 - Ions and Ionic Bonding - An ion is an atom with a positive or negative charge. - Ions form when atoms lose or gain electrons to obtain a full outer shell. Metal atoms lose electrons to form positive ions called cations. For elements in groups 1, 2 and 3 the groups number is the same as the number of electrons lost. Non-metal atoms gain electrons to form negatively charged ions called anions. The ions formed are negatively charged because they have more electrons than protons. - For groups 5, 6 and 7, The number of electrons gained is equal to 8- the group number. - Ionic bonds are strong due to the force of attraction between the oppositely charged ions. - Due to the strong bonds, ionic compounds have high melting points as a lot of energy is needed to overcome the forces.	Week 5 - Electrolysis Electrolysis uses energy transferred by electricity to break down ionic compounds back into their atoms. - When an ionic substance is melted or dissolved in water its ionic bonds break allowing the ions to move freely. - An ionic substance with freely moving ions is called an electrolyte. - Two electrodes are connected to a direct current electricity supply and placed into the electrolyte. - The positive electrode is called the anode. - The negative electrode is called the cathode. - The two types of ions carry opposite charges and so move towards opposite electrodes. Cations are positive ions Anions are negative ions.

Key vocabulary	Week 6 - Covalent Bonding	Week 7 - DNA structure and function
Atom: the smallest part of an element. Made of protons, neutrons and electrons. Covalent compound: a compound made of two or more atoms sharing pairs of electrons to gain a full outer shell. Outer shell: the external energy level of an atom Chromosome: a thread like structure found in the cell nucleus, made of DNA. DNA: a molecule in cells that is the carrier of genetic information. Gene: sections of DNA that code for the production of proteins and determines our traits. Evolution: theory that animal and plant species living today descended from those that existed in the past Natural selection: the process by which organisms that are more likely to survive pass on their traits.	Covalent bonds are formed when a pair of electrons are shared between two atoms. - It usually occurs between non-metal atoms. - These shared electrons are found in the outer shell of atoms. - Sharing electrons enables the atoms to form full outer shells of electrons and become more stable. Covalent substances typically have: - Low melting points - Low boiling points - Poor conductivity of electricity - Examples of simple covalent structures include: hydrogen, water, methane, oxygen and carbon dioxide.	- The genetic information is carried in the nucleus of your cells. - Inside the nucleus are thread like structures called chromosomes made up of DNA - Each human body cell nucleus contains 46 chromosomes (23 pairs). - A molecule of DNA contains two strands in a shape called a double helix - The strands are joined together by pairs of substances called bases. - There are four bases known as adenine, thymine, cytosine and guanine (A, T, C and G.) - A always pairs with T while C always pairs with G. - These pairing are called complementary base pairs.
Week 8 - Inheritance	Week 9 - Genes and alleles	Week 10 - Evidence for evolution
- When sex cells (gametes) fuse together at fertilisation, they form a single cell called a zygote. - The zygote cell inherits different genetic information from each parent which produces genetic variation between individuals. - Most cells contain a nucleus in which there are chromosomes that contain genetic information. - A gene is a short section of DNA that codes for one specific protein/trait. - Each gene is found at a particular point on a chromosome. - The sex of humans is controlled by one pair of sex chromosomes (XY). XY = male XX = female	- A gene may come in different forms called alleles - Each allele produces a different characteristic, e.g. different eye colours. - For any gene, a person may have the same two alleles which is called being homozygous. - They may also have two different alleles which is called being heterozygous. - Alleles may be either dominant or recessive. - A dominant allele is always expressed even if only one copy is present. - We represent dominant alleles with a capital letter. - A recessive allele is only expressed if the person is homozygous so has two copies of that allele. - Recessive alleles are represented by a lower-case letter.	Fossil remains have been found in rocks of all ages. - Fossils of the simplest organisms are found in the oldest rocks and as the rocks become newer the fossils become more complex. - This is evidence that supports Darwin's theory of evolution which states that simple life forms evolved into more complex life forms over time. - Many living vertebrate animals have the same pentadactyl (five-fingered) limb structure. - Although the pentadactyl bone structure is similar, they have developed in different ways for different purposes. - The similarities in bone structure provides evidence that there has been evolution from a common ancestor.

Knowledge organiser: Web Development

1: Website Building Blocks.

- HTML - Hypertext mark-up language – the building blocks of webpages.
- Tags <>. Come in pairs – One to mark the start – One to Identify the End
- Tags mark-up text to display as a web page
- <h1></h1> This is a heading tag – Size 1
- <h2></h2> This is a heading tag – size 2
- <h3></h3> This is a heading tag – size 3
- This is an emphasis tag - italics
- This is a bold tag
- This is an ordered list/numbered tag
- This is a list item tag
- This is an unordered list /bullets
- <centre></centre> Centres text in between tags
- Adding style tags can change the font and colour.
- <h2 style="color:blue;">Page one</h2>
- HTML is saved is a Text file "index.html"
- "HTML 5" is the latest Standard

2: Words are not enough.

- The saying goes "A picture paints a thousand words."
- Image Tag Structure
![Skydivers leaping from back of aeroplane into the sky](Skydivers.jpg)- <img – starts the image tag
- src = - Is the location and file.name of the image –with file extension.
- width = "50%" – the width of the picture as a % of the page width.
- alt = - Is 'alternative' text to display while downloading the image.
- <!DOCTYPE html> - Declares the documents type.
- <html> - HTML Opening Tag
- <body> - Body Opening Tag
- Your original content here
- </body> - Body Closing Tag
- </html> - HTML Closing Tag

3: Taking shortcuts

- CSS file sets the formatting of your HTML file.
- Create a new text file called "style.css"
- Style Tags to be added like this.

```
body {
  background-color:ivory;
  font-family:verdana;
}
h1 {
  color:blue;
  text-align:center;
}
img {
  border:4px solid blue;
}
```

- Code to add the link to the css file.

```
<link rel="stylesheet" type="text/css" href="style.css">
```

4: Searching the web

- Search engines **use keywords** to categorise the web pages that they find.
- When a user wants to find a useful web page, they **enter these keywords** and the search engine provides hyperlinks so that the user can access them.
- Search engine **crawlers** visit links from one web page to another, recording common keywords that they find and find new links.
- Crawlers finish their journey and **add their findings** to a data structure called an index.
- **The index** records the following about each web page:
 - Frequently used keywords
 - Type of content found, (images, text, etc.)
 - Date of last update
- **Ranking algorithms:** Search engine designers create complex algorithms that attempt to rank the importance of web pages, beyond the frequency that keywords appear.

5:Tightening the web.

- If you want **fewer answers**, you can include more details to narrow your search.
- Adding **And** Reduces your answers
 "Which animals can live in water **AND** can live on land?"
- Adding Or Increases your answers
 "Which animals drink milk as babies **OR** have more than four legs?"
- Adding Not – eliminates groups
 "Which **animals** do **Not** have fewer than 5 legs?"
- Combining parameters - join terms in a question to get a more focused answer.
 "Which animals have wings **AND** are **NOT** cold-blooded?"

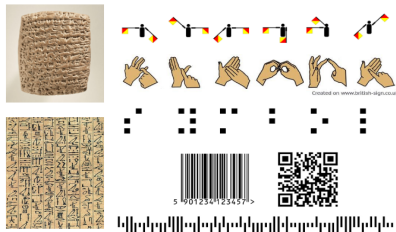
6: The spread of the web.

- **Technological benefits** – It Changes the way we live and work – Makes it easier to share information.
- **Social threats** – Other humans using technology
- **Technological threats** – Don't require human interaction.
- **Malware** – programs that are designed to be malicious/harmful.
- **Virus** – a program that spreads from infected files and damages your files
- **Spyware** – Tracks all your activity without you knowing.
- **Trojan horse** – Malware hidden in a harmless file.
- **Worm** – malware that propagates or self-replicates from one computer to another without human activation after breaching a system
- **Ransomware** – locks your computer until you pay a ransom.

Knowledge organiser: From Clay to Silicon

7: Across time and space

- Writing was used to keep records on taxes; buying and selling; document laws, agreements and even record the calendar
- writing help us store and remember information. Information stored can be processed.
- We humans agree on what symbols mean



8: Lights and Drums

Morse Code - Symbols are formed from a sequence of dots and dashes also called dits and dahs.

ASCII (7-bit)

The American Standard Code for Information Interchange (ASCII).

- A scheme for representing text and numbers in electronic devices
- A 7-bit code used to represent characters on electronic devices.
- Uses binary digits 0 and 1, with each character corresponding to 7 bits.

Transmission

- Communication at a distance
- Agreement between both sides called communication protocol
- Communication equipment

9: Binary Digit

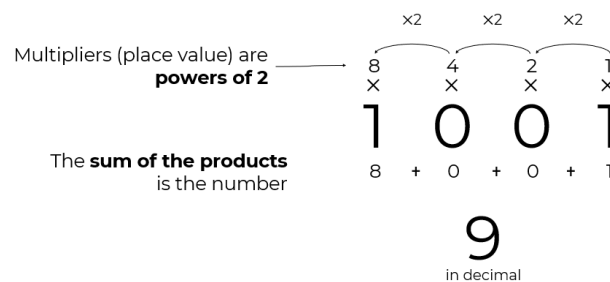
- These symbols are called **letters**!!
a b c d e f g h i j k l m n o p q r s t u v w x y z
- These symbols are called **digits**
0 1 2 3 4 5 6 7 8 9
- These symbols are called **binary digits** - 0 1
- Common abbreviation: **-binary digit = bit**
- With an 8-bit (a byte) coding scheme, there can be **256** different characters. (128×2)
- Electronic devices are built using circuits of interconnected **switches** that control the flow of **electricity**.
 - Relay switches (c. 1840)
 - Vacuum tubes or valves (c. 1940)
 - Transistors (c. 1950)
- Now, the circuits of silicon-based switches are packaged

10: Numbers in Binary

1-bit sequences – 2 – 0 or 1

2-bit sequence – 4 – 00 or 01 or 10 or 11

3 bit sequence – 8 - 000 or 001, 010, 011, 100, 101, 110, 111



When a binary digit equals 1, its multiplier is included in the sum.
There are **10** kinds of people in this world:
those who understand binary and those who don't.

11: Large Quantities

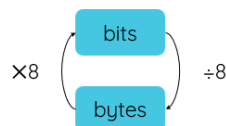
A group of eight binary digits is called a **byte**.

Here are 8 binary digits: - 00101101 – 1 byte

"B" = byte

"b" = bit

To convert bits to bytes:
divide the number of bits by 8



= Data Unit =

Unit	Definition	Storage space size
Bit	0 or 1	Yes/No
1 Byte	8 bit	Alphabets and one number
1 kilobyte (KB)	1,024 Byte	A few paragraphs
1 megabyte (MB)	1,024 KB	One minute-long MP3 song
1 gigabyte (GB)	1,024 MB	30 minute-long HD movie
1 terabyte (TB)	1,024 GB	About 200 FHD movies

12: Turings Mugs

Binary Digits – Different Sequences

Number of Bits	Calculation	Answer
1	2	2
2	$2 \times 2 = 2^2$	4
3	$2 \times 2 \times 2 = 2^3$	8
4	$2 \times 2 \times 2 \times 2 = 2^4$	16
5	$2 \times 2 \times 2 \times 2 \times 2 = 2^5$	32
6	$2 \times 2 \times 2 \times 2 \times 2 \times 2 = 2^6$	64
7	$2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2 = 2^7$	128
8	$2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2 = 2^8$	256

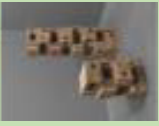
Challenge Question – What is the largest binary integer for each number of bits?

Humans use sequences of symbols to **store process** and **transmit** information.

Alan Turing's mug – He chained it to the radiator at Bletchley park– can you break the code!!

Cryptanalysis is a process of finding weaknesses in cryptographic algorithms and using these weaknesses to **decipher** the ciphertext without knowing the secret key

Year 8 Design and Technology/3D Design

One	Two	Three	Four	Five	Six
Artist Analysis - Barbara Hepworth was a famous sculpture born in 1903. Here work became abstract in that it did not attempt to be realistic. The artist used materials such as wood, stone and bronze to create her work. Hepworth spent a number of years living in Cornwall and some of her most famous work was influenced by this landscape. Hepworth said her work was a way of 'holding a beautiful thought'.    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.	Artist Analysis – Henry Moore was a famous sculpture, born in 1898. Like Hepworth, his work became abstract. The artist used materials such as stone and bronze to create his work. Moore was inspired by nature, he took inspiration from interesting stones, animal bones and tree roots. He was inspired by the human form and he took all these different elements and created his famous 'lumpy bumpy sculptures' as some call them.    Negative Space - Negative space is the space around and between the subject of an image or shape. Negative spaces are actual shapes that share edges with the positive shape	CARVING Carving is a sculptural technique that involves using tools to shape a form by cutting or scraping away from a solid material such as stone, wood, ivory or bone.   CASTING Casting involves making a mould and then pouring a liquid material, such as molten metal, plastic, rubber or fibreglass into the mould. A cast is a form made by this process. Many sculptures are produced by the artist modelling a form (normally in clay, wax or plaster). This is then used to create a mould to cast from. A mould can be cast more than once, allowing artists to create <i>editions of an artwork</i>. 	MODELLING Modelling is an additive process. This means a soft material is worked by the artist to build up a shape or form (rather than scraping or material away as in carving). Also unlike carving, soft materials such as clay and wax can be changed and reworked. Modelling a maquette can also often be the first step in the creation of a finished sculpture   	CONSTRUCTING AND ASSEMBLING In the twentieth century a new way of making sculpture emerged with the constructivists of Russia so. These were still life subjects made from scrap (found) materials glued together. Constructed sculpture in various forms became a major stream in modern art, including in movements such as constructivism or techniques like assemblage. Artists have used techniques including bending, folding, stitching, welding, bolting, tying, weaving, and balancing to construct sculptures from a wide variety of materials and found objects.  	Artist Analysis - Alberto Giacometti - Alberto Giacometti was a Swiss sculptor, painter, draftsman and printmaker. Beginning in 1922, he lived and worked mainly in Paris but regularly visited his hometown Borgonovo to see his family and work on his art. Giacometti was one of the most important sculptors of the 20th century. His work was particularly influenced by artistic styles such as Cubism and Surrealism. After World War II, Giacometti created his most famous sculptures: his extremely tall and slender figurines. These sculptures were subject to his individual viewing experience – between an imaginary yet real, a tangible yet inaccessible space 

Year 8 Food and Nutrition

One	Two	Three	Four	Five	Seven
Food Safety and high risk foods: Micro-organisms: Micro-organisms need conditions to survive and reproduce these can include: • temperature; • moisture; • food; • time; • oxygen and pH level. Temperature Bacteria need warm conditions to grow and multiply. • Bacteria are destroyed at temperatures above 75°C. • Bacterial growth danger zone is 5°C - 63°C. • Fridge temperature should be 0-5deg C • Freezer temperature should be -18DegC At very cold temperatures, bacteria become dormant – they do not die, but they cannot grow or multiply. 	Key Terms: Gluten: A protein found in wheat flours, that make doughs elastic.  Yeast: A microorganism that can spoil food but is used as a raising agent in baking. Requires food, warmth, time and moisture to release carbon dioxide.  Kneading: Stretching the dough to develop the gluten and create an elastic dough. Proving The dough is left to rise to allow the yeast to ferment.  Fermentation: The process of fermentation is where yeast is given food, time, warmth and moisture to grow and produce carbon dioxide gas.	 Knocking back: When you knock back a dough you are creating a evenly textured dough by releasing some gas before leaving to prove again.  Baking: During baking the heat sets the gluten and stops the yeast from working which allows the bread to set and hold its shape.  Dough Making: Students will create a simple bread dough as well as an enriched dough for Chelsea buns Shaping: Shaping of dough through rolling, spiralling or shaping rolls into individual shapes.	Raising agents: Raising agents include anything that causes rising within foods, and are usually used in baked goods. Raising agents can be: • biological, e.g. yeast; • chemical, e.g. baking powder; • mechanical, e.g. adding air through beating or folding. Bridge and Claw: Make a bridge over the vegetable or fruit with your hand. Fingers should be on one side and thumb on the other. Make a claw with your hand by partly curling your fingers together Rubbing in: Using your fingertips, rub the flour and butter together until the mixture resembles breadcrumbs. Stops gluten from forming to make crumbly pastry 	Type of pastry: Shortcrust pastry: Bakewell tart, Lemon meringue pie, quiche Crumbly texture, pale in colour Ratio -fat to flour 1:2 Choux pastry : Profiteroles, eclairs, choux buns Darker in colour, liquid turns steam when baked, light and airy. Can be filled. Ratio– fat to flour 2:3. Filo pastry: Spring rolls, apple crisp, Filo parcels Very thin, crispy, delicate. Rough puff pastry: Sausage rolls, savoury tarts, pies, Flaky pastry: high quantity of fat ratio fat:flour—3:4. Hot water crust: Pork pie. Dark in colour, made using boiled fat and water mixed with flour.	Ingredients in pastry: Flour- Flour forms the structure of the pastry. Soft plain flour (low gluten content) used in shortcrust to give a short crumb. Strong plain flour (high gluten content) used in flaky/rough puff pastry to give the pastry its elasticity. Fat—In shortcrust pastry the fat coats the flour granules resulting in a crumbly texture. Fat traps air between the layers in flaky/rough puff pastry Adds colour and flavour Water- Binds the dry ingredients together.
				Six Food Bacteria need a source of food to grow and multiply, these food are usually high in moisture, fat and protein, and may be ready to eat. Food where bacteria rapidly multiply in is called a high risk food. For example: • meat, meat products and poultry; • milk and dairy products;	Eight Baking blind: When making tarts, quiches and flans you often bake the pastry 'blind'. This is when you line the raw pastry with greaseproof paper and baking beans to prevent the pastry from rising. After 15 minutes you remove the paper and beans and cook the pastry case for 5 – 10 minutes more until it is golden brown.

Week 1		Week 2	
el paso	step	ir	to go / going
atrás	backward	voy	I go / am going
adelante	forward	vas	you go / are going
la pena	sadness	va	s/he goes / is going
el apoyo	support	vamos	we go / are going
la risa	laughter	porque	because
la intención	intention	¿por qué?	why?
la alegría	happiness, joy	parte	part
la izquierda	left	el mundo	world
la derecha	right	mañana	tomorrow
el ánimo	encouragement	descubrir	to discover / discovering
la vergüenza	embarrassment		
la tristeza	sadness	extranjero	abroad
la rabia	anger	visitar	to visit / visiting
la traducción	translation	divertido	fun (m)
así que	so	divertida	fun (f)
Week 3		Week 4	
para	for, in order to	más	more
van	they go / are going	dice	s/he says / it says
un país	country	la vida	life
tomar	to take/drink	mejor	better
presentar	to present/presenting	mil	thousand
el tema	topic, issue	ganar	to win, to earn
pronto	soon	crecer	to grow / growing
próximo	next (m)	desaparecer	to disappear/ disappearing
próxima	next (f)		
enseñar	to teach/teaching	suficiente	enough, sufficient
la costa	coast	la altura	altitude
una compra	purchase	la lluvia	rain
una copa	glass, drink	seco	dry (m)
un paseo	stroll, outing	seca	dry (f)
una tapa	lid, cover	la frontera	border
Week 5		el clima	climate
Revision of Cycle 1 Vocabulary		el paisaje	landscape
Week 6		Week 7	
poco	little, few	ya	already
dejar	to leave / leaving	pasar	to pass, to spend
el lado	side	conocer	to (get to) know
crear	to create / creating	conozco	I (get to) know
publicar	to publish / publishing	ofrecer	to offer / offering
un comentario	comment	ofrezco	I offer
ayer	yesterday	la cultura	culture
enviar	to send / sending	apenas	hardly, barely
la red	network	sufrir	to suffer / suffering
una foto	photo	romper	to break / breaking
encima	above	los Estados Unidos	United States
		un accidente	accident

Week 8		Week 9	
casi	almost	me	myself
traer	to bring / bringing	te	yourself
traigo	I bring / am bring	poner	to put on / putting on
olvidar	to forget / forgetting	llamar	to call / calling
la salud	health	presentar	to present, introduce
cuidar	to care / caring	levantar	to get up / getting up
un novio	boyfriend	demasiado	too much, too many
una novia	girlfriend	despertar	to wake up / waking up
un cumpleaños	birthday	un espejo	mirror
		un vestido	dress
		un pantalón	trousers
Week 10		desayunar	to have breakfast / having breakfast
Revision of Cycle 2 Vocabulary			

	Spanish	English
Week 1	¿Quieres compartir la comida? La comida da alegría.	Do you want to share the food? Food gives happiness.
Week 2	Voy a viajar en barco porque es bastante barato.	I am going to travel by boat because it is quite cheap.
Week 3	Vamos a ir de paseo. Primero, ¡necesito tomar un café!	We are going to go for a walk. First, I need a coffee!
Week 4	Cada estudiante quiere tener éxito en la escuela.	Every student wants to be successful at school.
Week 5	Si hacemos algo malo, decimos la verdad a la profesora. Es mejor así.	If we do something bad, we tell the truth to the teacher. It's better like that.
Week 6	¿Por qué siempre paso mucho tiempo en las redes sociales?	Why do I always spend a lot of time on social networks?
Week 7	El primer día yo decidí ir de compras.	On the first day I decided to go shopping.
Week 8	Monté en bicicleta porque es bueno para el planeta.	I rode a bike because it is good for the planet.
Week 9	Tienes sueño, así que es mejor no escribir mensajes a tus amigos.	You're sleepy so it's better not to send messages to your friends.
Week 10	Antes de desayunar me miro en el espejo.	Before having breakfast I look at myself in the mirror.

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

YEAR 8

Cycle 2 HISTORY: What was the impact of Britain's growing industry and Empire?

Week 1

Industrialisation	The development of industries in a country or region on a wide scale.
Revolution	Sudden and significant changes in the structure and nature of society.

- **Agriculture** – New tools, fertilizers and harvesting techniques were introduced, resulting in increased productivity and agricultural prosperity. There was selective breeding, crop rotation and new machinery such as the seed drill and hoe.
- **Industry** – factories sprung up all over the country creating more efficient ways to produce goods such as wool, cotton and coal. The increase in factories brought thousands of new jobs.
- **Transport and communications** - Thomas Telford built roads and canals in the 1700s and George Stephenson and Isambard Kingdom Brunel oversaw the 'Railway Mania' of the 1800s. There had previously been no very fast way of transporting goods and people around the country.
- **Technology** - There were also many scientific discoveries and technological inventions that changed society and industry. Changes to sanitation and medical treatment such as the work of John Snow and Edward Jenner improved people's quality of life.

Create an acrostic about the Industrial Revolution (I = Invention)

Week 4

Innovation	The action or process of making a new method, idea, or product.
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Living conditions

- Overcrowding: due to large numbers of people moving to the cities, there were not enough houses for all these people to live in.
- Disease: typhus, typhoid, tuberculosis and cholera all existed in the cities of England. Overcrowding, low standard housing and poor quality water supplies all helped spread disease.
- Waste disposal: gutters were filled with litter. Human waste was discharged directly into the sewers, which flowed straight into rivers.
- Poor quality housing: houses were built very close together so there was little light or fresh air inside them. They did not have running water and people found it difficult to keep clean. Lack of fresh water: people could get water from a variety of places, such as streams, wells and stand pipes, but this water was often polluted by human waste

Describe how the Industrial Revolution impacted the living conditions of the working class

Week 6

Revisit weeks 1-5. Create your own descriptive sentences about the Industrial Revolution and the changes it brought. You should aim to use all the key vocabulary.

Week 2

Mining	The process of extracting useful materials from the earth. Some examples of substances that are mined include coal, gold, or iron ore.
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Change to working life

- The changes in British manufacturing spread across Europe and America, replacing traditional rural lifestyles as people migrated to cities in search of work. Men, women and children worked in the new factories operating machines that spun and wove cloth, or made pottery, paper and glass.
- The Industrial Revolution's impact was strongest and most immediate in the textile industry, as factories sprang up all over Britain to produce goods of cotton, wool, flax, silk and lace for sale in Britain and its overseas colonies. Factories could run up to 24 hours a day, six days a week, and a typical shift was 10 to 14 hours.
- Although most of the factories in the Industrial Revolution produced textiles, some produced other products like glass, paper or pottery, and iron works produced iron. Since steam engines demanded a constant supply of coal, there were many jobs in the coal mines.

Describe how the Industrial Revolution changed the world of work?

Week 5

Prosperity	A situation in which people are successful and have the opportunity and freedom to thrive.
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Inventions of the Industrial Revolution - The Industrial Revolution introduced many new inventions that would change the world forever.

Spinning Jenny - an engine for spinning wool or cotton

Newcomen steam engine - used predominantly to pump water out from coal mines

The locomotive - first recorded steam railway journey took place on 21 February 1804

Telegraph communications - On 25 July 1837 Sir William Fothergill Cooke and Charles Wheatstone successfully demonstrated the first electrical telegraph

The Photograph - In 1826, French inventor Joseph Nicéphore Niépce created the first permanent photograph from a camera image.

Dynamite - Prior to its invention, gunpowder was used to shatter rocks and fortifications. Dynamite, however, proved stronger and safer, quickly gaining widespread use.

If you can research one of the inventions in more detail. Make some notes. If not, explain why new technology was so important to the Industrial Revolution.

Week 3

Factory	A building or group of buildings where goods are manufactured or assembled chiefly by machine
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Working conditions

- Long working hours: normal shifts were usually 12-14 hours a day, with extra time required during busy periods.
- Low wages: a typical wage for male workers was about 15 shillings (75p) a week, but women and children were paid much less, with children three shillings (15p). For this reason, employers preferred to employ women and children.
- Cruel discipline: there was frequent "strapping" (hitting with a leather strap). Other punishments included nailing children's ears to the table, and dowsing them in water butts to keep them awake.
- Accidents: forcing children to crawl into dangerous, unguarded machinery led to many accidents and deaths.
- Health: The air was full of dust, which led to chest and lung diseases and loud noise made by machines damaged workers' hearing.

Use the information above to write a diary entry of a worker during the Industrial Revolution

YEAR 8

Cycle 2 HISTORY: What was the impact of Britain’s growing industry and Empire?

Week 7

Empire	An extensive group of states or countries ruled over by a single monarch or country.
Imperialism	Increasing a country's power and status by expanding an Empire.

Why Britain wanted an Empire

The 16th Century is often referred to as the 'Age of Discovery' – new thinking about the world and better shipbuilding led to more exploration and the discovery of new lands. Britain wanted more land overseas where it could build new communities, known as colonies. These colonies would provide England with valuable materials, like metals, sugar and tobacco, which they could also sell to other countries. The colonies also offered money-making opportunities for wealthy Englishmen and provided England's poor and unemployed with new places to live and new jobs. Building an empire also allowed Britain, and other countries, to project an image of power and control. Imperial competition was a key factor in how nations saw one another in the nineteenth and twentieth centuries. Finally, empires offered countries a chance to spread ideas, notably religions and systems of government. Empires often came with missionaries, sent to spread their faith

Why did countries want empires?

Week 10

Commonwealth	An international association consisting of the UK, together with states that were previously part of the British Empire.
Independence	Freedom from being governed or ruled by another country.

British Empire in Africa

For centuries, European powers had been interested in Africa. However, this interest extended little beyond coastal settlements and the trade in enslaved people. By the nineteenth century, however, Britain and others saw Africa as a place to expand their empires. This may have been as a result of seeking greater economic benefits through the extraction of valuable minerals from Africa. Alternatively, it could have been more about spreading their ideas and religions and drawing lines on a map of a continent that they considered to be “unexplored”. The way in which European powers divided up Africa at the Berlin Conference of 1884-1885 suggests that the latter was certainly a factor, with almost all of the continent divided up between European powers without a single African country being invited to the negotiations.

What does the way Africa was carved up by European empires tell us about their attitudes?

Week 12

Revisit weeks 7-11. Create your own descriptive sentences about the growth and impact of the British Empire. You should aim to use all the key vocabulary.

Week 8

Colony	A country or area under the full or partial political control of another country.
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British Empire in India

From this point roughly 300 million Indians were governed by c.20,000 British officials and soldiers. Indian troops helped control the empire and played a key role in fighting for Britain until the 20th century.

The British officials and soldiers also brought over British forms of medicine, railways, irrigation, and India's economy grew as a result. The British mistook the economic success and lack of organised revolt as a sign that India was happy under control of the crown.

India was considered the 'jewel in the crown' for the British Empire due to India's resources and location. Moreover, during the Industrial Revolution, Britain needed raw material and new markets, which India had. They traded Indian pepper, cotton, Chinese silk, porcelain, fine spices, tea, coffee, and much more.

Why did the British want India in their Empire?

How do you think the Indian people would have reacted to being part of the British Empire?

Week 11

Legacy	Something transmitted by or received from the past (or an ancestor/predecessor).
Modernity	The quality or state of being or becoming more modern

A Huge Impact on the World

The British Empire has had a huge impact on the world in which we live. A brief look at an atlas from before WW1 will show over 100 colonies that were then part of the Empire but now are part of or wholly sovereign states. Within these states much remains of the commercial, industrial, political and cultural apparatus set up by the British.

The legacy of the British has been varied and complex but in recent years much attention has been on making value judgements about whether the Empire was a good or bad thing.

No student should leave school at the age 18 without having studied the British Empire - how it came to be, how it operated, why it existed and including the role of violence, the impact on indigenous people and the legacy to the world.

Why is it important to study the British Empire from a 'Warts and All' perspective?

Week 9

Missionaries	Involves sending individuals and groups across boundaries to spread Christianity to new converts
Aboriginal	Inhabiting or existing in a land from the earliest times or from before the arrival of colonists.

British Empire in Australia

The Aboriginals had lived in Australia for 1000s of years and led a nomadic way of life and killed wild animals in order to survive. In 1770 there were 500,000 Aboriginals which were divided into c.200 nations with c.200 languages. By 1900 however, there were only 90,000 Aboriginals.

The largest group, or nation, of Aboriginal Australians living near to where the first British colony was set up in 1788 was the Darug people. Within three years of white settlement, about 90% of the whole nation had been killed, mainly due to diseases brought over by the settlers. One of the diseases that killed so many was smallpox.

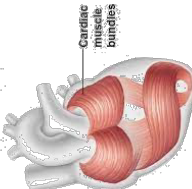
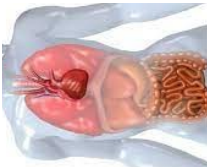
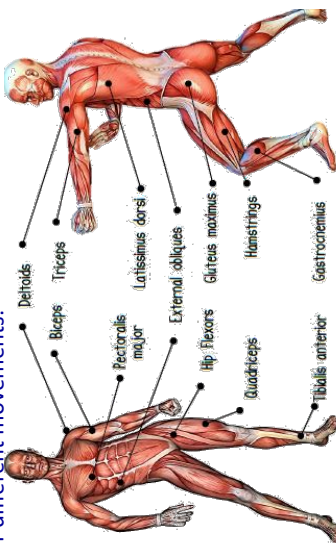
On Thursday the 26th of January, Australians celebrate Australia day. This is the day the British first arrived in Australia.

Would all Australians celebrate the arrival of the British?

Year 8 – Music – Cycle 2				
Music Through Time - Key vocabulary				
Rhythm Metre/Tempo	The arrangement of musical sounds and silences over time, creating a pattern of beats and accents. Beats in a bar/ Duration of notes/ Use of syncopation/ Speed. Adagio - Slow / Andante - Walking Pace / Allegretto - Quite Lively / Allegro - Fast / Presto - Very Fast The variations in volume or loudness of a piece. Forte - Loud Mezzo Forte - Medium loud Piano - Quiet Piano - Mezzo piano - Medium quiet Crescendo - gradually get louder Diminuendo - gradually get quieter The arrangement of different sections within a piece, creating a shape and balance. A B - Binary, A B A - Ternary, A B A C A - Rondo, Theme and Variations, Verse / Chorus Ground Bass - a repeating melody in the bass			
Dynamics				
Structure				
Note values	Note values represent the duration a note is played for. Seminibre (4 beats), Minim (2 beats), Crotchet (1 beat), Quaver (1/2 beat), Semi Quaver (1/4 beat)			
Major scale				
Minor scale				
Modes				
Aeolian	a scale, all white notes from A to A			
Dorian	a scale, all white notes from D to D			
Phrygian	a scale, all white notes from E to E			
Week 5 and 6 content				
	Task: Write yellow words in your Purple books with meanings Rhythm – Adagio, Allegretto, Andante, Allegro LISTENING (click on links to listen and watch) Canon in D – Pachelbel https://www.youtube.com/watch?v=lvnQLU1_HQ0&list=R_DVNQLU1_HQ0&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 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) Zadok the Priest – Handel https://www.youtube.com/watch?v=5xWheVLQY&list=R_D5xWheVLQY&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 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) Eine Kleine Nachtmusik – Mozart https://www.youtube.com/watch?v=r_oK8dKIBYc&list=R_Dr_oK8dKIBYc&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) Toccata and Fugue in D Minor – J S Bach https://www.youtube.com/watch?v=erG9vnn-Gi&list=RDerG9vnn-Gi&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. 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/			
 Request for Peripatetic Instrumental Lessons at Honiton Community College https://forms.office.com/e/n8AIsdJ5yb (fee's apply)				
Extra Curricular Music Please come along and join in! House Band – (any instruments, including singers) - Monday lunchtime in He5 Balalaika Group - (Tuesday breaktime in He5) Song Writing Group - (using computer software to write songs) - Tuesday lunchtime in He6 Singing Group - Tuesday lunchtime in He5 Rockschool - (guitar/bass/keyboard/voice) - Wednesday lunchtime in He5 Japanese Taiko Drumming - Friday lunchtime in He6/Black Box Practice Rooms can be booked at break/lunch through Mr Turner!				

WEEK 1 RPE KEY VOCABULARY Samsara The cycle of birth, death and rebirth in Hinduism. Ignorance Lack of knowledge or information. Enlightenment The action of attaining spiritual insight. Change To make or become different. Suffering Undergoing pain, distress or hardship.	WEEK 2 PSHE VOCABULARY Career - An occupation undertaken for a significant period of a person's life and with opportunities for progress. Debt - A sum of money that is owed or due. Healthy - In a good physical or mental condition; in good health. Substance misuse - An intoxicating, stimulating, or narcotic chemical or drug, especially an illegal one. Medicine - A drug or other preparation for the treatment or prevention of disease.	WEEK 3 The Birth of the Buddha - He was born around 500CE in Lumbini in southern Nepal (India). Siddhartha (later known as the Buddha) was born a prince. His father was King Suddhodana and his mother was Queen Maya Devi Tharu. One night Queen Maya had a dream where a white elephant came down from heaven and entered her womb. The elephant told her that she would give birth to a holy child. When Queen Maya gave birth immediately it was reported that her son could walk and talk without any support. He walked seven steps and after each a lotus flower appeared where he had stood. He said "no further rebirths have I to endure for this is my last body".	WEEK 4 Budgeting - it is important to consider your incoming and outgoing to ensure you don't end up in debt. Credit cards - these can give you temporary money in the form of credit, but they are not forever and often are linked with high interest rates. Interest rates - this is the percentage of money you have to pay back ON TOP of the original amount. For example, if you borrow £1000 with a 10% interest rate you will end up owing £1100.	WEEK 5 Siddhartha's sights. Before becoming Buddha, Siddhartha had different "sights" that he had not witnessed before First sight - seeing an old man (no one old was allowed in the palace. Second sight - illness. The palace was so clean and extravagant that there was not any germs there. Third sight - death. Siddhartha had never seen a dead body before. Fourth sight - A Holy man. Siddhartha was very impressed that amongst all this chaos and suffering the man could be that calm.	WEEK 6 Many people across the world live on \$1.25 per day or less (about 95p or 1 Euro) 1bn children worldwide live in poverty. UNICEF says 22,000 children die each day owing to poverty. In 2011, 165 million children under the age 5 were stunted owing to chronic malnutrition. 1/4 of all humans live without electricity - approximately 1.6 billion people. 80% of the world population lives on less than \$10 a day. Oxfam estimates that it would take \$60 billion annually to end extreme global poverty that's less than a quarter of the income of the top 100 richest billionaires.	WEEK 7 Living as an ascetic - After he left the palace Siddhartha wanted to become an ascetic. This was a religious person or truth seeker who lived a simple life without having lots of things. He had seen the peace that the man he had seen had felt and wanted to feel the same. He thought having this peace would allow him to find the truth. The Middle way - Being the richest man as a king had not worked. Suffering and being the poorest man had not worked. Siddhartha knew he had to live between the two extremes "the middle way". This meant that he wasn't going to live with too much or too little.	WEEK 8 Drug possession is the crime of having one or more illegal drugs in your possession, either for personal use, distribution, sale or otherwise. Misuse of Drugs Act can include: • Possession of a controlled drug. • Possession with intent to supply another person. • Production, cultivation or manufacture of controlled drugs. • Supplying another person with a controlled drug. • Offering to supply another person with a controlled drug. • Allowing buildings you occupy or manage to be used for the consumption of certain controlled drugs.	WEEK 9 ENLIGHTENMENT - The gaining of true knowledge about God, the self or the nature of reality usually through meditation or self discipline. In Buddhism this also means becoming free from Samsara (the cycle of birth, death and rebirth). The Three Universal truths Dukkha - Everything leads to suffering - all people suffer. Anicca - Impermanence - everything constantly changes Anatta - People do not have a fixed soul which never changes.	WEEK 10 County Lines' is a term used to describe drug gangs from big cities who expand their operations to smaller towns. They often use violence to drive out local dealers and exploit children and vulnerable people to sell drugs. The dealers will frequently target children and adults - often with mental health or addiction problems - to act as drug runners' or to move cash so that the main figures within the gangs themselves can stay under the radar of the police. These dealers will often use dedicated mobile phone lines - known as 'deal lines' to take orders from drug users.
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The Muscular System

WEEK 1		WEEK 2		WEEK 3																										
Muscle types You may think there is only one type of muscle. However, muscle comes in three main types and different characteristics Voluntary muscle: - Under conscious control - Used for movement - All the major muscle groups of the body are under voluntary control - Can become fatigued - Can be fast twitch or slow twitch Role in sport: Responsible for moving the body in order to perform skills 		Cardiac Muscle: - Found in the heart - Not under conscious control - Allows the heart to beat with a continuous rhythm - Allows blood to be pumped around the body as we sleep - Very resistant to fatigue - High number of mitochondria - Very good blood supply Role in sport: Ensures that the oxygen demand of the body can be met 		Involuntary muscle: - Not under conscious control - Control our internal organs - Important for bodily functions - Assist digestion and breathing - Allow vital processes to occur at night when you are asleep Role in sport: Responsible for breathing in order to assist exercise 																										
WEEK 4		WEEK 5		WEEK 6																										
Major Muscles of the Human Body The voluntary muscles' main role is to allow movement by working with the skeleton. Each muscle is responsible for different movements. 		Antagonistic Pairs Muscles work together in pairs in order to <table><tr><th>Joint</th><th>Movement</th><th>Agonist</th><th>Antagonist</th></tr><tr><td rowspan="2">Hip</td><td>Flexion</td><td>Hip flexors</td><td>Gluteus maximus</td></tr><tr><td>Extension</td><td>Gluteus maximus</td><td>Hip flexors</td></tr><tr><td rowspan="2">Knee</td><td>Flexion</td><td>Hamstrings</td><td>Quadriceps</td></tr><tr><td>Extension</td><td>Quadriceps</td><td>Hamstrings</td></tr><tr><td rowspan="2">Ankle</td><td>Plantar flexion</td><td>Gastrocnemius</td><td>Tibialis anterior</td></tr><tr><td>Dorsiflexion</td><td>Tibialis anterior</td><td>Gastrocnemius</td></tr></table>		Joint	Movement	Agonist	Antagonist	Hip	Flexion	Hip flexors	Gluteus maximus	Extension	Gluteus maximus	Hip flexors	Knee	Flexion	Hamstrings	Quadriceps	Extension	Quadriceps	Hamstrings	Ankle	Plantar flexion	Gastrocnemius	Tibialis anterior	Dorsiflexion	Tibialis anterior	Gastrocnemius	The Agonist This is the muscle that contracts and shortens to allow movement by pulling on the bone. The Antagonist This muscle works in the opposite manner and lengthens and relaxes to allow the joint to be moved.	
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