Knowledge Organiser
Year 8 Summer 1 2025

Create Your Future

"Keep smashing it - Be strong, be brave, be confident"

Jodie Ounsley – 'Fury'

Professional Exeter Chiefs Rugby Player, and new Gladiator. A former England Women's Rugby Seven's player, Brazilian Jiu Jitsu British Champion, she won the title of Deaf Sports Personality of The Year in 2020.

BELPER SCHOOL
and Sixth Form Centre

Name:

Tutor Group:

Contents Page

Science, PE, Art and Technology are on a rotation so have multiple pages in this booklet.
Your teacher will direct you to the appropriate pages when setting work.

Timetable

Week 1	1	2	3	4	5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Week 2	1	2	3	4	5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

In Class Expectations

Create Your Future

BE CURIOUS
BE RESPECTFUL
BE RESILIENT
BE CONFIDENT
BE THE BEST VERSION OF YOURSELF
BE BELPER

Out of Class Expectations

Create Your Future

BE INVOLVED
BE KIND
BE BRAVE
BE PROUD
BE THE BEST VERSION OF YOURSELF
BE BELPER

Being in school and being on time is crucial for success and preparing for the future.
Lost learning can lead to additional anxiety and pressure to catch up work and risks the student falling even further behind.

Attendance

- 90% attendance is half a day missed every week

- 90% attendance in one school year is 4 whole weeks of lessons (100 lessons) missed in that year.

- 90% attendance over 5 years of secondary school is half a year of school missed.

- Evidence suggests that, on average, every 17 days of school missed by a student equates to a drop of 1 GCSE grade.

Punctuality

- 10 minutes late each day = 50 minutes of lessons missed each week

- 10 minutes late each day = 2000 minutes (33.3 hours, 5.5 days) every academic year

- 10000 minutes (166.5 hours, 27.5 days) of missed learning from year 7 to year 11.

"Everyday you show up, you're investing in your future self. Don't underestimate the power of attendance."

Attendance this half term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

Guided Reading Tracker

Date	Title and author	Summary of reading (+interesting or new vocabulary learned)	Signed:	

As part of your library lessons, you are expected to complete **at least 20 minutes** of reading once a fortnight.

To track your reading, you need to complete a row of the table before each library lesson to show details of the book you have read.

Your table also needs to be signed by someone who has witnessed you reading. This will most likely be a parent/guardian but it can alternatively be signed by your tutor, classroom teacher, buddy reader, TA or Sarah in the library.

English: Unit Title – War Reporting

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Tabloid	A newspaper which adopts an informal tone and focuses on less serious news
Broadsheet	A newspaper which adopts a formal tone and focuses on serious news
Sensationalism	A highly emotive style of writing often adopted by tabloid journalists & newspapers
By-line	The name of a journalist on a news report
Lead Story	The main story on a newspaper front cover
Masthead	The title of a newspaper, including its design features

Tier 2 vocabulary	Definition
Pun	A clever and amusing use of a word or phrase with two meanings, or of words with the same sound but different meanings
Alliteration	When several words close together all begin with the same letter or sound.
Bias	A tendency to prefer one person or thing to another
Emotive Language	Using specific word choices to evoke an emotional reaction from the reader.
Metaphor	A figure of speech that, for rhetorical effect, directly refers to one thing by mentioning another
Personification	Attributing human qualities to something non-human / inanimate.

Section 2: New Key Skills/Strategies

Over the course of the unit you will need to use the following strategies to structure your writing:

Structuring a News Story – The Inverted Triangle

Inverted Triangle Format

Essence of the Story
5Ws – Who / What / Where / When / Why

Secondary Information
Quotes from primary sources
Eg. Eye witness / main characters

Explaining story in more detail

Background Information

Secondary Sources

People with relevant or

expert knowledge

News Report Writing Conventions:
- Written in **third person**
- Written in **past tense**
- First person perspectives can be offered through **direct speech**
- Structured using the **Inverted Triangle** format – from most important to least important information
- Level of **formality** depends on the type of publication – tabloid or broadsheet
- Tabloids adopt an **informal** tone
- Broadsheets adopt a **formal** tone
- Include a **headline, by-line & a date**

Section 3: Sample News Report Opening

Using the 5 Ws:

WHEN?   WHO?

Yesterday, a group of armed insurgents detonated three explosive devices at Forward Operating Base Freedom in Basra, Iraq. The attack was thought to be in direct response to the US Army's bombing of a petrol station in the local area.

WHERE?   WHAT?

Key Reporting Phrases:

- It is thought that…
- An eyewitness stated…
- Eyewitnesses report that…
- Reports suggest…
- Sources from…
- An army spokesperson claimed…
- It has been alleged that…

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Protagonist	The main character in a story
Antagonist	The major character or force that opposes the protagonist
Dynamic Character	A character who undergoes a significant, lasting change, usually in his or her outlook on life
Static Character	A character who does not change in the course of a story
Foreshadowing	To hint a something that will happen later in the story
Narrative	Another word for a story
Conflict	A struggle between opposing characters and forces

Tier 2 vocabulary	Definition
Atmosphere / Mood	The main feeling that is created in a story
Character	The fictional persons who carry out the action of a story
Setting	The time and place in which a story is set
Theme	Messages in the story
Novel	A long story with chapters

Section 2: New Key Skills/Strategies CPEAT Writing

Example- How does the writer build tension towards the end of the novel?

C Connective- Firstly, Moreover, In conclusion,

P Point- The writer uses a simile to...

E Example-This is illustrated by '............'

A Analysis- This suggests... This infers...

T Think intention and impact- The writer's intention is... This evokes a sense of ...

Example

Firstly, the writer uses a range of verbs to build tension at the end of the novel, for example 'If he pulled too hard, he feared, he'd cause a cave-in'. The emotive verb 'feared' shows that Stanley must be careful with the chest, otherwise it might fall back into the hole. This evokes tension for the reader because we are in suspense wondering if he will get to see what is inside. Moreover, the use of 'cave-in' reinforces the sense of jeopardy and dramatic intensity.

Section 3: Characters/Key Quotations

CHARACTERS

Stanley Yelnats - The novel's protagonist – convicted of a crime he didn't commit.

Zero - Another boy at Camp Green Lak who becomes friends with Stanley.

X-Ray - Takes charge of the boys at camp and is friendly to Stanley.

Squid - Often taunts Stanley about writing letters to his mother.

Magnet - Earned his nickname by his ability to steal things.

Armpit - Pushes Stanley to the floor when he forgets to call him by his nickname.

Zigzag - Stanley thinks that Zigzag is the weirdest kid at Camp Green Lake.

Warden - The ultimate symbol of cruel authority at Camp Green Lake.

Mr Pendanski - In charge of Tent D – Stanley's tent at Camp Green Lake.

Kate Barlow - The school teacher–turned-outlaw who robbed Stanley's great-great grandfather.

Sam - Sam and Kate were in love 100 years

QUOTES

"A lot of people don't believe in curses. A lot of people don't believe in yellow spotted lizards either, but if one bites you, it doesn't make a difference whether you believe in it or not."

"His muscles and hands weren't the only parts of his body that had toughened over the past several weeks. His heart had hardened as well."

"If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy." 10

English: Around the World in 80 Days

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Protagonist	The main character in a story
Perspective	A person's interpretations of events, people, and places based on their own personal experiences and background.
Antagonist	The major character or force that opposes the protagonist
Dynamic character	A character who undergoes a significant, lasting change, usually in his or her outlook on life
Native	Describing someone by their place of birth.
Meticulous	Someone who shows great attention to detail: very careful and precise.
Taciturn	When a person can be reserved, quiet and says little; uncommunicative.

Tier 2 vocabulary	Definition
Tension	A feeling of worry or anxiety
Novel	A long story with chapters
Atmosphere	The main feeling that is created in a moment of a story.
Symbol	Something (usually an object) that represents a bigger idea or concept.
Dramatic irony	When the audience/reader knows more about the plot than the characters.

Section 2: New Key Skills/Strategies
Writing a CPEAT:

Example- How does the writer present the character Phileas Fogg?

Connective- Initially; Moreover; Overall,

Point- the character _____ is intentionally
 presented as _____ using _____.

Evidence-This is illustrated when '............'

Analysis- The use of _____ suggests... We can infer...

 Think intention and impact- The writer wants to make us think/feel/understand... This would make the audience think/feel/understand ...

Model Answer

Initially, the character Phileas Fogg is intentionally presented as a meticulous character using fronted adverbials. This is illustrated when he's introduced as 'steadily watching a clock' and 'at exactly half-past eleven'. The use of the adverb 'exactly' suggest Fogg is a precise character who likes to keep control over his time, letting us infer that he does not appreciate irregularity or unpredictable occasions. The writer Jules Verne wants to make us to recognise this early on in the novel so we can believe Fogg may have a chance of accomplishing his goals of travelling the world in 80 days. This makes us feel excited to see how Fogg will manage the unpredictable nature of travelling so far.

Section 3: Fogg's Route:

Section 4: The World in the 1870s:

Trains: this time in history welcomed trains and locomotives for transport. Up until this point, the fastest mode of transport was a galloping horse. Now, an express train could reach speeds of 80 miles an hour. The Great Indian Peninsula Railway (later Central Railway) opened, making India far easier to travel through.

Steamers: Steamships, constructed of iron rather than wood, could have much larger hulls than sailing vessels. Thus, they could carry far larger amounts of cargo - and far more passengers, leading to the age of the luxury liners

Industrial Revolution: this was the transition from producing goods and services by hand, and instead using machines to help us. This period spanned from 1760 to 1840, which is just before where our story is set.

Suez Canal: up until 1869, if you wanted to get to India from Britain you had to sail around southern Africa. When the canal was opened in Egypt, it made this journey 4,500 miles shorter and became the reliable method to access Asia.

Imperialism: this was written during the height of the British colonization of the world. Many of the countries Fogg and Fix travel through are British-owned, as a consequence of British forces colonizing them. Today, one country having this kind of control over such a large amount of the world seems impossible – then, though, it was taken as normal.

Maths: Statistical representation and measures

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Measure of central tendency	The statistical measure that identifies a single value as representative of an entire distribution
Measures of Dispersion	Describes the spread of the data.
Discrete	Data that can only take certain values
Continuous	Data that can take any value
Quantitative	Can be counted or measured in numerical values
Qualitative	Non-numeric information

Tier 2 vocabulary	Definition
Mean	Total of the data values divided by how many values there are.
Median	Middle value when the data has been listed in order
Mode / Modal	Most common data value / group.
Range	The spread of the data given.
Grouped	Data given in the form of class interval
Sample	A subset of the data.

Maths watch revision links

Median, mode and range   Mean   Averages form a table

Mean from a table   Bar charts   Pie charts

Section 2: Knowledge/new skills

Averages from a frequency table

60 students took a maths test. Here are their marks out of 10.

Score (out of 10)		Frequency		Working
7	x	13	=	91
8	x	20	=	160
9	x	14	=	126
10	x	13	=	130

Total frequency   Total of all scores

Mean = Total of all scores ÷ total frequency

$$= 507 ÷ 60 = 8.45 \text{ marks}$$

Modal score = 8 (because 8 has the highest frequency)

Median = 8 (because 8 would be the score in the middle if we wrote out the list in full)

Range from a frequency table

Highest score – Lowest score = 10 – 7 = 3

Examples of Discrete Data

Number of people, shoe size, number of tickets sold, score on a test, …..

Examples of Continuous Data

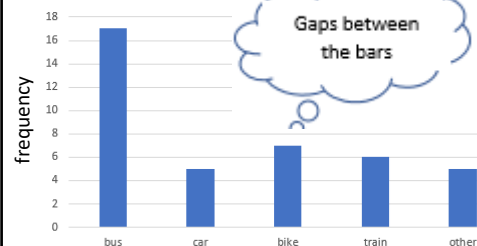Height, length, time, weight, …

Examples of Qualitative Data

Colour, types of pet, favourite team, favourite subject, method of transport to school, ….

Section 3: Skills

Diagrams showing what form of transport 40 people use to get to work.

Method of transport	Frequency
bus	17
car	5
bike	7
train	6
other	5

Bar Chart

Gaps between the bars

Pie Chart

$360÷40 = 9°$ per item

Method of transport	Frequency		Angle
bus	17	x 9 =	153
car	5	x 9 =	45
bike	7	x 9 =	63
train	6	x 9 =	54
other	5	x 9 =	45

Total frequency = 40

Maths: Statistical representation and measures
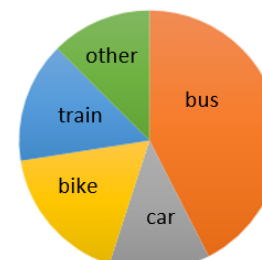
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Scatter diagram	A graph of plotted points that shows the relationship between two variables.
Scatter graph	An alternative name for scatter diagram.
Correlation	The link between two variables
Bivariate data	Data with two variables
Interpolation	Using the line of best fit to make predictions within the range of data collected
Extrapolation	Using the line of best fit to make predictions outside of the range of data collected
Line of best fit	A line through a scatter graph/diagram that best expresses the relationship between those points

Tier 2 vocabulary	Definition
Estimate	Use the trend to make a sensible prediction
Scale	A series of marks at regular intervals
Plot	To place points on a coordinate grid

Maths watch revision links

Scatter graphs

Section 2: Knowledge/new skills

Positive Correlation As one variable increases, so does the other.
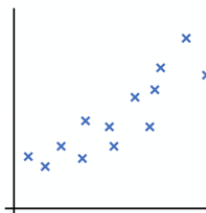
Negative Correlation As one variable decreases, the other increases.
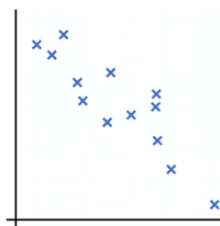
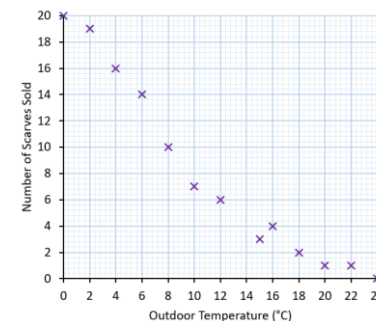**No Correlation** The variables have no link..
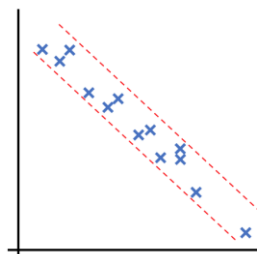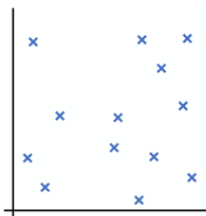
Stronger correlation   Weaker correlation
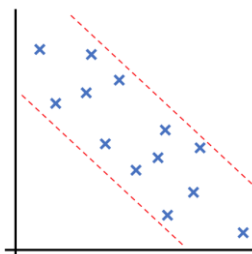
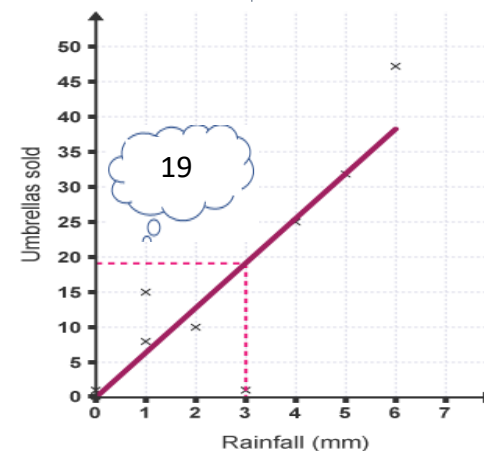## Section 3

Using Scatter Graphs
Describing the relationship shown on a scatter graph requires a sentence and can be written in different ways.

The hotter it is, the less scarves are sold.

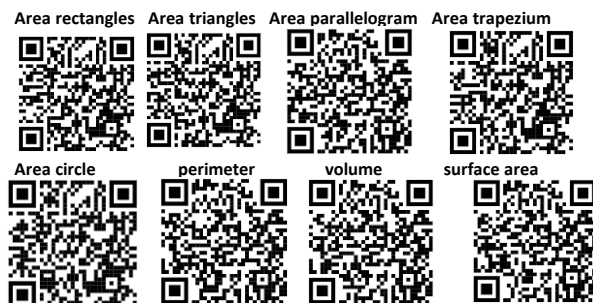The colder is is, the more scarves are sold.

The scatter diagram below shows rainfall plotted with umbrella sales. Use a line of best fit to estimate the number of umbrellas sold when there is 3mm of rain.
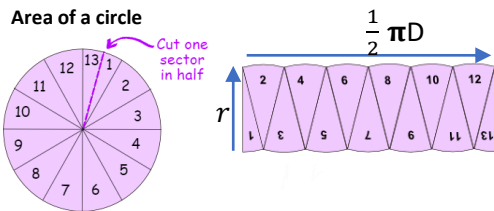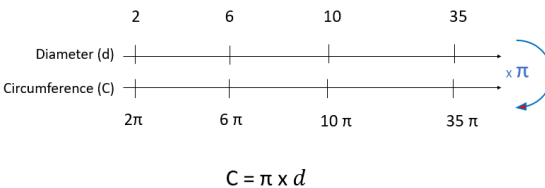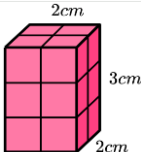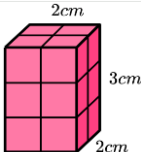

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Maths: Perimeter, Area and Volume

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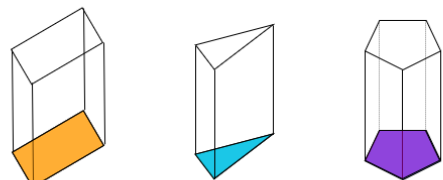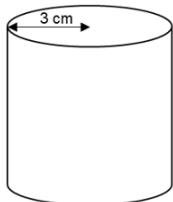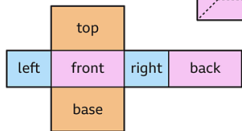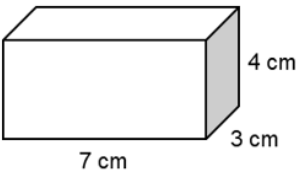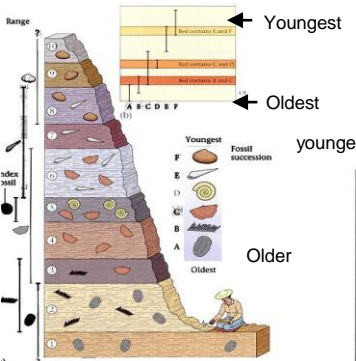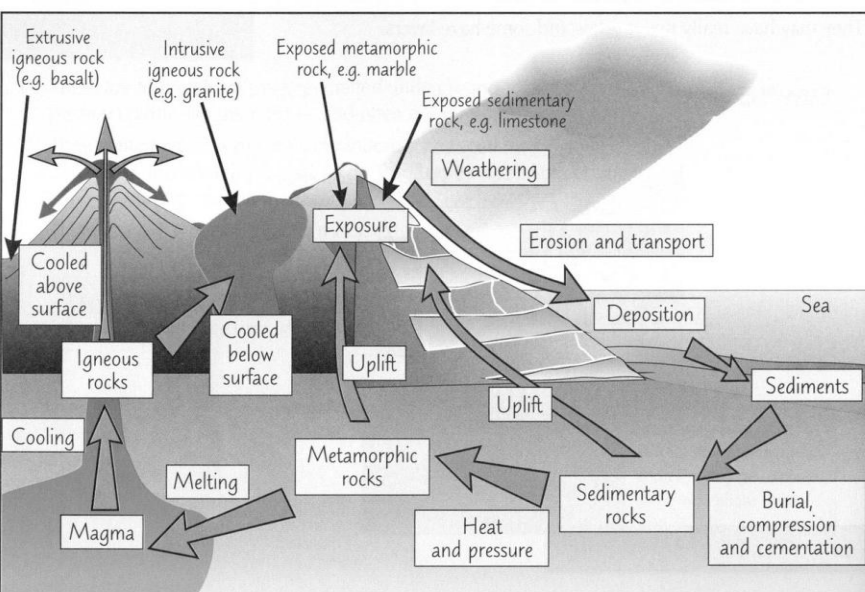
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Rectilinear	Bounded by straight lines. Also called a polygons
Pi (π)	The ratio of the circumference of a circle to its diameter is the constant, pi , symbol: π. It's precise value cannot be written as a fraction or recurring decimal. 3.142 is correct to 3 decimal places.
Cross-section	A two dimensional shape made by slicing through a 3 dimensional shape.
Prism	A prism shape is a 3D shape which has a constant cross-section. Both ends have the same 2D shape, and they're connected by rectangular sides.
Congruent	When two shapes are exactly the same in every way except for their position in space

Tier 2 vocabulary	Definition
Surface Area	The surface area of a 3D figure is a measure of the area covered by all of its surfaces
Perimeter	The distance around the boundary of a 2-dimensional shape
Volume	The amount of space in 3 dimensions that a shape takes up

Revision QR codes

Area rectangles   Area triangles   Area parallelogram   Area trapezium

Area circle   perimeter   volume   surface area

Section 2

Area of a circle

Cut one sector in half

$\frac{1}{2}$ πD

Area of the segments joined together = r x $\frac{1}{2}$πD

So area of a circle = πr²

Example
Work out the area of a circle with radius 3cm
A = π x 3² = 9π cm²

How would you work out the area of a circle with diameter 8cm?

	2	6	10	35
Diameter (d)				
Circumference (C)				
	2π	6 π	10 π	35 π

x π

C = π x d

The circumference, and the dimeter of every circle are connected by a functional multiplier, this is the number given the letter π

An answer can be given in terms of pi, eg 2π, or as a decimal approximation 2π = 6.28319 = 6.3 to 1 dp

Units
Volume is measured in cm cubed (units³) because we are counting how many cm cubes fit into the shape. In the shape below there are 12 cm cubes so the volume is 12cm³

2cm
3cm
2cm

Section 3

Volume of a prism = area of cross-section x length*

*length = distance between two ends

Cuboid   Triangular prism   Pentagonal prism

Example
Work out the volume of the cylinder

Area of cross section
Area of a circle= πr²
$A = π \times 3^2 = 9πcm^2$

3 cm

Perpendicular length

8 cm   8cm

Volume
$9π \, cm^2 \times 8cm = 72πcm^3$

Surface area
To work out surface area you work out the area of each 2D shape which makes up the net of the shape and add them together. To the right There is an example of a net.

top
left front right back
base

Example
Find the surface area of the shape below:

Front = 7 x 4 = 28cm²
Back 7 x 4 = 28 cm²
Base 3 x 7 = 21cm²
Top 3 x 7 = 21cm²
Left face 3 x 4 = 12cm²
Right face 3 x 4 = 12cm²

Surface area = 28 + 28 + 21 + 21 + 12 + 12 = 122cm²

4 cm
7 cm
3 cm

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Section 1: Key Vocabulary	
Tier 3 vocabulary	**Definition**
Sedimentary	A rock formed from cemented grains
Igneous	Crystalline rocks formed from cooled molten rocks
Metamorphic	Produced when pressure and/or heat changes rocks
Rock Cycle	The cycle of minerals through different forms
Erosion	Gradual wearing and smoothing of rock fragments during transport
Weathering	Breaking off of large chunks of rock in situ
Transport	Movement of rocks usually with erosion
Deposition	Laying down of grains of rock (sediments)
Compaction	Pressure on sediments leading to cementation
Grains	Small fragments of rock
Crystals	Interlocking minerals
Permeable	(Porous) able to absorb water
Magma	Molten rock below the surface
Lava	Molten rock above the surface
Minerals	An inorganic solid substance with a definite chemical composition, formed from geological processes
Fossil	Remains of living things turned to rock
Tectonic plates	The cracked surface (crust) of the Earth
Continental drift	The gradual movement of tectonic plates due to convection currents in the mantle
Mass extinction	The catastrophic disappearance of many species at once, at a higher rate than usual
Tier 2 vocabulary	**Definition**
Acid Rain	Rain water with a pH below 7
Volcano	Site where Molten rock reaches the surface
Evidence	Data/information used to (dis)prove a theory
Theory	An idea to explain an observation or evidence

Section 2: New Knowledge

Rock Type	Formation	Appearance	Example
Intrusive Igneous	When Magma cools slowly below the surface	Large visible interlocking crystals, various colours	Granite, Gabrro
Extrusive Igneous	When Lava cools quickly above the surface	Small crystals, can be porous, various colours	Basalt, Pumice
Sedimentary	When grains of sediment are laid down, compacted and cemented together	Made of grains, can be various sizes, often shows layers, colour varies depending on where it was deposited, often porous	Limestone, Sandstone, Mudstone
Metamorphic	When other rocks are changed through heat and/or pressure	Huge variety depending on rock formed from, can have layers, crystals, not usually porous	Marble, Slate, Gneiss

Fossil Evidence - Shows the habitat rocks were formed in, evidence of extinctions, evolution and continental drift

Evidence in rocks- Uplifting and Weathering expose older layers of rock.

← Youngest

← Oldest

younger

Older

The Rock Cycle

Types of weathering -
Chemical - Acid rain
Biological - Plant roots
Physical - Waves/water, freeze-thaw, wind, onion-skin

Plate boundaries (often with volcanoes)
Constructive - Where two plates move away from each other.
Destructive - Where two plates move towards each other.

Identifying minerals – Tests

- Hardness (test with fingernail, copper coin, Iron nail then quarts)
- Lustre (How it reflects light, e.g. opaque, transparent, translucent)
- Density=(Mass/Volume)

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Health	State of complete physical, social and mental wellbeing.
Drug	A substance that is taken into the body that affects how the body works.
Deficiency disease.	Disease caused by a lack of a particular nutrient in the body.
Malnutrition	Health problems caused by having too much or too little of a certain nutrient.
Cardiovascular disease	A disease of the heart or circulatory system.
Stent	A small mesh tube used to widen arteries to treat cardiovascular disease.
Pathogen	A microorganism that causes a communicable disease.
Vector	An animal that can transfer a disease to another individual.
Phagocyte	White blood cell that engulfs and destroys pathogens.
Lymphocyte	White blood cells that produce antibodies.
Antigen	Protein on the structure of cells that allows white blood cells to recognise cells.
Antibody	Protein produced by lymphocytes to destroy pathogens.
Lysozyme	Enzyme in tears, saliva and mucus which damages pathogens.
Vaccine	A method of producing immunity to a disease via artificial means.
Antibiotic	Medicine that is used to treat bacterial infection.
Clinical trial	Method of testing new medicines.

Section 2:

Pathogens and disease
Pathogens are microbes that causes disease, there are 4 types.
Bacteria – causes plague and tuberculosis.
Viruses – causes HIV and influenza (Flu)
Fungi – causes thrush and athlete's foot.
Protists – causes malaria.

Spreading disease
Diseases can be spread in many ways for example;
Droplets in the air **(influenza)**, direct contact **(chicken pox),** blood contact **(HIV),** vectors **(malaria),** water **(cholera)** and food **(E.coli) .**

Defences against disease
The body has ways to prevent pathogens from infecting it. If an infection occurs the immune system will fight off the infection.
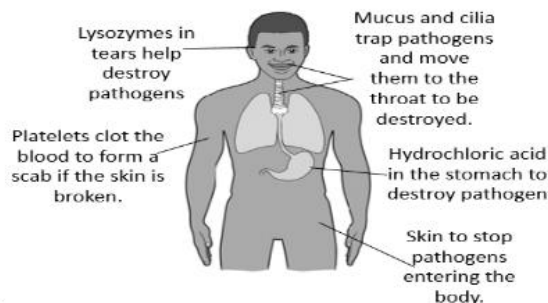
Diagram	Description
	Pathogen enters the body. The antigen on the surface tells the body that it has an infection.
	The body needs to find the correct lymphocyte to match the antigen, this can take up to 10 days. Once the correct one is found it attached to the antigen.
	The correct lymphocyte is copies lots of times.
	The lymphocytes make lots of antibodies. These destroy the pathogen.
	Some lymphocytes remain in the blood as memory lymphocytes to fight future infections.

Section 3:

Vaccines
Vaccines provide immunity to a disease without having to be infected by it. Vaccines make you body produce memory lymphocytes so you can fight the real pathogen if it enters your body and destroy it before it makes you sick.

Antibiotics
Antibiotics are a medicine that kills bacteria, this means they can only be used to treat infections caused by bacteria so not the cold or flu.

Non-communicable
Non communicable diseases – cannot be spread between people. Causes are lifestyle or genetics.
Examples of non-communicable diseases of deficiency diseases caused by not eating the correct nutrients.

Disease	Caused by	Foods that contain this nutrient.
Scurvy		
Rickets		
Kwashiorkor		
Anaemia		

Cardiovascular disease

Cardiovascular disease is caused by fatty deposits building up inside arteries, it can cause a heart attack or stroke.

fat build-up inside artery wall
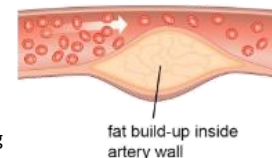
Common risk factors include eating lots of fatty foods and smoking.

Task: some of the treatments for cardiovascular disease are below. Research how each of them treat cardiovascular disease.

Treatment	How it treats cardiovascular disease.
Stent	
Bypass	
Medication (statin)	

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Tier 3 vocabulary	Definition
Deforestation	Cutting down trees.
Employment structure	The jobs that people do in a country. This is divided into four categories. See the diagram on the right.
Labour	The workforce / people who work.
Location	Where a place is found.
Market	Where products are sold.
Mega city	A city with a population over 10 million.
Migration	The movement of people from one place to another.
Monsoon	A seasonal SW prevailing wind in the region of South and SE Asia. Between May and September it brings heavy rain.
Raw materials	The resources used to make products.
Rural-urban migration	People leaving the countryside to live in the city.
Urbanisation	Towns and cities growing in size as the population increases.

Tier 2 vocabulary	Definition
Sustainability	The practice of using natural resources responsibly, so they can support both present and future generations.
Social	Things affecting people and their community.
Economic	Things relating to money.
Environmental	Things relating to our surroundings.

Section 2: New Knowledge

The countries of Asia

Employment Structure

Primary — Jobs involving the extraction of resources eg. mining, farming.

Secondary — Jobs involving making products eg. car manufacturing, toy factory.

Tertiary — Jobs involving services eg. medicine, transport, education, shops, tourism.

Quaternary — Jobs involving the exchange of information eg. Internet, stock exchange, research.
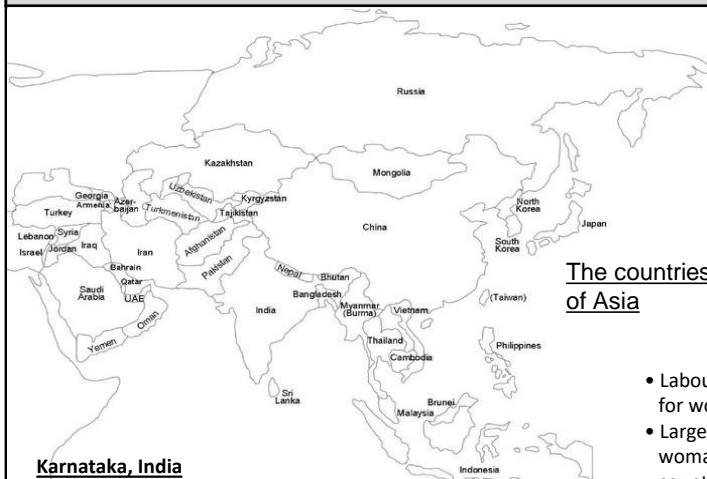
Karnataka, India
• People living below the poverty line: 23.6%
• Infant mortality rate in 2011: 35 per 1000 of the population.
• Percentage of children aged 3 and under, who are underweight or have stunted growth: 40%
• Number of cities with populations of 1 million or more: one.

Bangalore. Improving life in shanty towns • Small scale projects working within the community. • The Urban Ultra Poor Programme (UUPP) set up by a Bangalore mother has helped over 1,500 families so far.

The continents

ASIA
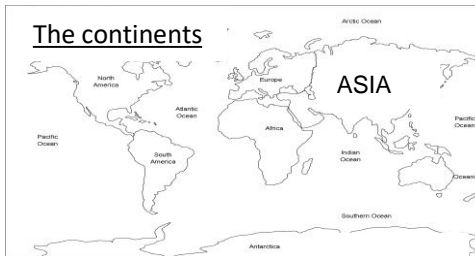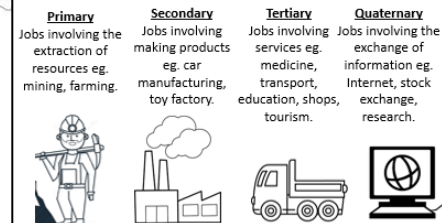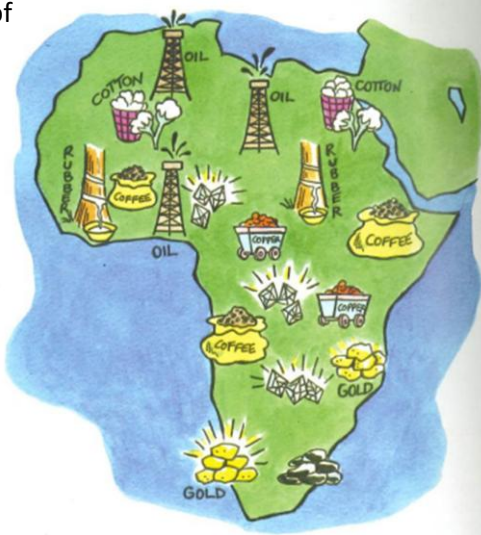
China
• Labour supply – China has a plentiful supply of people available for works.
• Large percentage of female workers – due to the one child policy, woman are not involved in child-raising for as long as most other countries, adding to the already large labour supply.
• Low wages – increases the amount of profit made by industries.
• Natural resources – China has approximately 12% of the world's mineral resources.
• Location – China is located close to the strong economy and market of Japan. It is also near the newly emerging economies of other Asian countries, such as India and South Korea, as well as Russia and the Middle East.
• Poverty reduction – since 1990, 439 million people have been lifted out of poverty, creating a growing market for consumer goods.
• Investment in Infrastructure – the government has built many new roads, rail systems and made rivers navigable (boats can go along them).
• Energy supply – China is the largest producer and consumer of coal in the world and is the world's largest user of coal-fired power stations.
• Political system and strong leadership – the government controls the economy rather than private businesses, they make all the decisions and can plan for the future. They also suppress their population's human rights and only have one political party.
• Cities like Shanghai have seen huge population growth.

Section 3: Geographical Skills

During this topic you will:
• draw and understand climate graphs and maps for Asia
• use photographs, statistics and maps to investigate the geography of Asia
• consider different points of view and the decisions that people make.

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Section 1: Key Vocabulary	
Tier 3 vocabulary	**Definition**
Empire	A group of states or countries ruled over by a single monarch or country
Colonisation	The process of settling among and establishing control over the indigenous people of an area.
The East India Company	An organisation set up in 1600 to develop England's trade in the East.
Independence	The fact or state of being independent.
The British Raj	The British Raj was the rule of the British Crown on the Indian subcontinent from 1858 to 1947.
The Mughal Empire	A huge area covering most of India starting in 1525
The Endeavour	The ship sailed to Australia by Captain Cook in 1770
Nawab	A ruling prince or a powerful landowner of a region
Tier 2 vocabulary	**Definition**
Rebellion	Taking action against slave holders
Famine	A life threating shortage of food
Transportation	A common punishment in the 1800s which involved sending English criminals to Australia.
Genocide	The deliberate attempt to kill a group or race of people.
Settlers	People who move to a new location to start a new life.
Factors	Events that lead to change.
Legacy	Significance passed from one generation to the next.

Unit Summaries

1. Who was the greatest Mughal Emperor.

Tasks:
1. What do these buildings suggest about the Mughals?

2. Colonisation – The relationship between Africa and Europe

We then look at the 'Scramble for Africa' and the consequences of colonisation on the relationship between Europe and Africa.

Task:
2. What clues does this picture tell us about the 'Scramble for Africa'?

↳ SOURCE A: Africa's rich supply of raw materials.

18

Year 8 — World Views: Why is there suffering? Are there any good solutions?

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition - to be filled in in class
Suffering	The state of undergoing pain, distress, or hardship.
Christian	A person who has received Christian baptism or is a believer in Christianity.
Good	That which is morally right
Evil	Profoundly immoral and wicked.
Attitude	A settled way of thinking or feeling about something.
livelihood	A means of securing the necessities of life
Charity	The voluntary giving of help, typically in the form of money, to those in need
Purpose	The reason for which something is done or created or for which something exists
Selfishness	Concern more with the needs and wishes of others than with one's own.

Tier 2 vocabulary	Definition
Bible	Christian Holy Book
Buddha	A wandering ascetic and religious teacher who lived in South Asia, [h] during the 6th or 5th century BCE
Resurrection	Rising from the dead e.g. Jesus rising after dying on the cross

Section 2: New Knowledge

1. Moral suffering

This is suffering that is caused by humans using their free will (the human ability to make choices) to do something evil. War is a good example of moral evil. Wars cause large amounts of suffering. All wars are caused by the actions of humans who could have chosen to act differently.

2. Natural suffering

This is suffering that has not been caused by humans. Earthquakes, floods, volcanoes, cancers and so on are not caused by humans, but they result in lots of human suffering. However, some suffering which appears to be caused by nature may actually be the result of human evil choices. For example, climate change is caused by humans polluting the atmosphere and results in more extreme weather and natural disasters.

The problem of evil and suffering

Evil and suffering stop some people from believing in God. They think that there should be no evil and suffering in a world created by a good and powerful God. If God is omnipotent (all-powerful), he must be able to remove evil and suffering from the world. And if God is omni-benevolent (all-good), he must want to remove evil and suffering from the world. As there is evil and suffering in the world, either God is not all-good and powerful or he does not exist.

Section 2: New Knowledge

Christian response to evil and suffering Christians respond to the problem of evil and suffering by:
• Accepting the teaching of the Bible that God has a reason for suffering but that humans cannot understand it.
• Accepting the teaching in Psalms that suffering and joy are an essential part of life.
• Claiming that evil and suffering are the fault of humans misusing their free will.
• Claiming that evil and suffering are part of a test to prepare people for heaven.
• Praying for those who suffer • Helping those who suffer

Section 3: Assessment Information

Part D – 15 marks

15 Minutes

Overview: You will be given a statement to discuss.

You need to give supported arguments and reach judgements on how convincing the evidence is that you present.

You should use key terms and sources of wisdom.

Each view on the statement that you give should be backed by two sets of evidence. You should then challenge the view using evidence. You should aim to do this twice.

If you have time you can add a conclusion in which you say which view is the most convincing using words from the original statement. This should be supported with evidence.

French: À loisir

Section 1: Key Vocabulary

Tier 2 vocabulary	Definition
Adjective	A word used to describe a noun or pronoun
Adjectival agreement	Adjectives 'agree' with the subject in gender and number
Negation	Negative expressions go around the first verb (ne/n'…pas/jamais/rien)
Perfect tense	Used to talk about what has happened in the past.
Time phrases	Words that show the tense you need to use
Auxiliary verb	Avoir or être used to form the Perfect tense
Past participle	Expresses completed action

Questions	Translation
1. Quand est-ce que tu regardes la télé ?	When do you watch tv?
2. Avec qui est-ce que tu regardes la télé ?	Who do you watch tv with?
3. Où est-ce que tu regardes la télé ?	Where do you watch tv?
4. Qu'est-ce que tu regardes à la télé ?	What do you watch tv?
5. Comment est-ce que tu regardes la télé ?	How do you watch tv?
6. Qu'est-ce que tu fais en ligne ?	What do you do on line?
7. Quels sont tes loisirs ?	What was your school like?
8. Qu'est-ce que tu as fait ?	What did you do/have done?
9. Qu'est-ce que tu vas faire ?	What are you going to do?

Section 2: Grammar

Adjectives

In French all nouns are masculine or feminine. Adjectives must agree with the subject: masculine or feminine, singular or plural. The main patterns of agreement are as follows:

	masc singular	fem singular	masc plural	fem plural
regular	laid	laide	laids	laides
Ending in -e	égoïste	égoïste	égoïstes	égoïstes
Ending in -eur or-eux	menteur sérieux	menteuse sérieuse	menteurs sérieux	menteuses sérieuses
irregular	gentil nul beau	gentille nulle belle	gentils nuls beaux	gentilles nulles belles

e.g. **la** ville (f) est laid**e** - the town is ugly

Possessive Adjectives

Possessive adjectives like mon/ma/mes (my), ton/ta/tes (your) and son/sa/ses (his/her) change according to the **noun** that follows them.

masculine singular	feminine singular	before a vowel	plural
mon portable	**ma** tablette	**mon** école	**mes** amis
ton portable	**ta** tablette	**ton** école	**tes** amis
son portable (his/her)	**sa** tablette (his/her)	**son** école (his/her)	**ses** amis (his/her)

Section 3: WAGOLL

Normalement, je regarde la télé le weekend seul dans ma chambre. Je regarde aussi des chaînes sur YouTube sur mon smartphone car c'est très facile et ce n'est pas cher. Ma sœur préfère regarder à la demande, sur Netflix. Elle adore les séries policières parce qu'à son avis, elles sont pleines d'action. Quelle Barbe !

Récemment ma sœur a beaucoup apprécié la série française Lupin. Omar Sy (image à droite), c'est l'un de ses acteurs préférés parce qu'il a beaucoup de talent et il fait beaucoup de choses pour de bonnes causes.

À part regarder YouTube, j'aime beaucoup écouter de la musique et de temps en temps je crée des playlists, cependant je ne lis jamais. Je trouve ça complètement ennuyeux.

Le weekend dernier, je suis allé en ville avec mes amis d'abord, on est allés au cinéma où on a vu le nouveau film de James Bond et on a mangé du popcorn. Après, j'ai fait les magasins. J'ai essayé plein de vêtements et j'ai dépensé trop d'argent mais c'était sensass! J'adore mes amis car ils sont vraiment cool .Ce weekend, nous allons faire du sport mais je n'ai pas trop envie car je suis très paresseux. Ça va être hyper fatigant!

A savoir

★ France has a very successful film industry. One of the most famous film festivals in the world takes place every May, in Cannes, in the south of France. France also has its own version of the Oscars called *Les César*

★ Can you find out who Auguste and Louis Lumière were and why they are so important to French cinema?

FRENCH Y8 Word list SUMMER 1.A

travailleur	hard-working (ms)
travailleuse	hard-working (fs)
comme	like/such as
passionnant	exciting
divertissant	entertaining
plein de	full of
gentil	kind (ms)
gentille	kind (fs)
beau	good-looking (ms)
belle	good-looking (fs)

FRENCH Y8 Word list SUMMER 1.B

seul(e)	alone
de temps en temps	from time to time
les documentaires	documentaries
les infos	news
la télé-réalité	reality tv
varié	varied
les jeux	games
les séries	series
les comédies	comedies
les feuilletons	soap operas

FRENCH Y8 Word list SUMMER 1.C

rigoler	to laugh
ça dépend	it depends
À plus	see you later
désolé(e)	sorry
avoir envie de	to really want
une idée	an idea
bonsoir	good evening
le rendez-vous	meeting
je veux bien	I'd like to
bavarder	to chat/chatting

FRENCH Y8 Word list SUMMER 1.D

quelque chose	something
découvrir	to discover/discovering
essayer	to try/trying
eu (pp)	had
prendre	to take/taking
pris (pp)	took/taken
de plus	what's more
le centre commercial	shopping centre
dépenser	to spend (money)
l'argent	money

FRENCH Y8 Word list SUMMER 1.E

cependant	however
alors	so/right
donc	so/right
je joue	I play/playing
j'ai joué	I played/have played
je vais jouer	I am going to play
nager	to swim/swimming
une promenade	a walk
fermé	closed
ouvert	open/opened

*Liaison

This is when you link two words together in French.

It happens when a word ends in a consonant and is followed by a vowel (a,e,i,o,u) or a silent 'h'.

The consonant at the end of the word is usually silent, but in a liaison it is pronounced s... two words flow together.

Scan the QR code to find out more!

Phonics: **è & ê** sound the same	
très	fête
collège	tête
rivière	être

Phonics: **liaison***
mes amis
deux heures
vingt heures
très intéressant

Phonics: **eu**	
cheveux	deux
il pleut	un peu

Phonics: **ou**	
beaucoup	tous
nous	jouer

German: Bleib gesund

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
False Friend	A word that sounds the same in both languages, but has 2 different meanings
Negative indefinite article	Used to mean 'no/not a/not any'
Stem	The part of the verb without the 'en' ending
Irregular verb/Strong verb	A verb where the stem changes in the du/er/sie form
Qualifier	A word that tells you how much an adjective applies, e.g. very, quite, really
Imperative	The form of a verb used to give a command or instruction
2nd person sing (familiar)	Using the 'you' form when speaking to one person
Modal Verb	*e.g. darf, kann, muss* These verbs must be used with another verb and they express possibility or necessity.

Questions	Translation
1. Was isst du?	What do you eat/What are you eating?
2. Was trinkst du?	What do you drink/What are you drinking?
3. Was hast du gegessen?	What did you eat/What have you eaten?
4. Was hast du getrunken?	What did you drink/What have you drunk?
5. Was nimmst du?	What are you having?
6. Was muss man machen?	What do you have to do?
7. Was wirst du nächstes Jahr machen	What will you do next year?

Section 2: Grammar

Key grammar

'Essen' - 'to eat'

Ich esse - I eat
Du **i**sst - you eat (singular, familiar)
Er/sie isst - he/she eats
Wir essen - we eat
Ihr esst - you eat (plural)
Sie essen - you eat (polite/formal)
Sie essen - they eat

Use of 'kein' for negatives when followed by a noun.

Ich esse **kein** Frühstück - I don't eat breakfast
Ich trinke kein**en** Kaffee - I don't drink coffee
Ich habe kein**e** Zeit - I don't have time

'Nehmen' - 'to take'

Ich nehme - I take
Du nimmst - You take (familiar)
Er/sie nimmt - He/she takes
Wir nehmen - We take
Ihr nehmt - You take (plural)
Sie nehmen - You take (polite/formal)
sie nehmen - They take

Imperative (command form) examples

Stell! - Put!
Nimm! - Take

The modal verb 'müssen' (to have to)

Ich muss - I have to/must
Du musst - You have to/must
Er/sie muss - He/she has to/must
Wir müssen - we have to/must
Ihr müsst - You (plural) have to/must
Sie müssen You (formal/polite) have to/must
sie müssen - They have to/must

Section 3: Other subject specific things

WAGOLL

Heute habe ich mein normales Frühstück gegessen: vier Brötchen mit Schinken, Käse, Butter und Marmelade. Heute Morgen habe ich auch noch einen Joghurt gegessen und drei Tassen Kaffee getrunken. Dann bin ich in die Stadt gegangen und habe einen Film gesehen. Im Kino habe ich ein Schokoladeneis gegessen und eine Cola getrunken. Das habe ich köstlich gefunden aber ich muss weniger Fett und Zucker essen und mehr Wasser trinken, anstatt so viele süβe Getränke.

Nach dem Film bin ich in eine Imbissstube gegangen, wo ich eine Currywurst mit Pommes gegessen habe. Am Abend habe ich eine Stunde geschlafen und danach ferngesehen. Mein Lebensstil ist nicht gesund - Ich muss besser werden! Ich muss früher ins Bett gehen und zweimal pro Woche joggen oder trainieren. Nächstes Jahr werde ich fünf Stück Obst pro Tag essen!

Gut zu wissen

Miam, miam! - Yum, yum!
Igitt! - Yuck!
Ich liebe - I love Ich hasse - I hate
Ich esse lieber - I prefer to eat
Ich trinke am liebsten - My favourite drink is…
Das ist gesund - That's healthy
Das ist ungesund - That's unhealthy
Ich werde morgen/ab nachste Woche gesünder essen.
Tomorrow/from next week I will eat more healthily

GERMAN Y8 Word list Summer 1.A

	German	English
	das Frühstück	breakfast
	zum Frühstück	for breakfast
	Eier	eggs
	der Käse	cheese
	der Schinken	ham
	das Obst	fruit
	ich esse gern	I like eating/to eat
	isst du	do you eat/are you eating
	er/sie isst	he/she eats/is eating
	lecker	tasty

GERMAN Y8 Word list Summer 1.B

	German	English
	Erbsen	peas
	Gemüsesuppe	vegetable soup
	Brötchen	roll/cob
	Hähnchen	chicken
	Kartoffeln	potatoes
	scharf	spicy/hot
	salzig	salty
	ich nehme	I'll have (I take/am taking)
	er/sie nimmt	he/she will have (he/she takes/is taking)
	ich habe...genommen	I had (I took/have taken)

GERMAN Y8 Word list Summer 1.C

	German	English
	die Vorspeise	the starter
	die Hauptspeise	the main course
	die Nachspeise	the dessert/pudding
	bequem	comfortable
	altmodisch	old-fashioned
	die Stimmung	the atmosphere
	die Unterhaltung	the entertainment
	wärmer als	warmer than
	kälter als	colder than
	nichts	nothing

GERMAN Y8 Word list Summer1.D

	German	English
	ich will	I want
	ich will nicht	I don't want
	du willst	you want
	er/sie will	he/she wants
	wir wollen	we want
	sie wollen	they want
	ich sollte	I should, ought to
	ich sollte nicht	I shoudn't
	er/sie sollte	he/she should, ought to
	wir sollten	we should, ought to

GERMAN Y8 Word list Summer 1.E

	German	English
	mischen	(to) mix
	schneiden	(to) cut
	rühren	(to) stir
	stellen	(to) put
	streichen	(to) spread
	sofort	immediately/straight away
	500 Gramm Zucker	500g of sugar
	eine Scheibe Brot	a slice of bread
	die Zwiebel	the onion
	komisch	odd/funny/strange

GERMAN Y8 Word list Summer 1.F

	German	English
	schlafen	(to) sleep
	wenig	not much
	weniger	less/fewer
	früh	early
	spät	late
	trainieren	(to) train
	ich muss	I must/have to
	er/sie muss	he/she must/has to
	wir müssen	we must/have to
	Eiweiß	protein

Phonics: **eu**

Fr**eu**nd	Flugz**eu**g
t**eu**er	**Eu**le
n**eu**n	F**eu**er
L**eu**te	h**eu**te

Phonics: **s** (before vowel)

gele**s**en	**s**ie
Rei**s**ebus	lang**s**am
Hau**s**e	ge**s**ehen
Sommer	Ho**s**e

Computing: Spreadsheets

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Data Validation	Ensuring the correct type of data goes into the corresponding place.
IF Statement	A function in a spreadsheet used to return values which meet a specific criteria.
Absolute Cell References	An absolute cell reference is a formula which is used to reference one particular cell on a spreadsheet.
Charts	A graphical representation of a set of data. This could be a Pie, Bar, Scatter or Line Chart.
Formula	This is a feature in a spreadsheet that can be written to work out the total value of combined cells.
VLOOKUP	A function in a spreadsheet used to look up another value from another part of a spreadsheet.
Data Sort	This is a tool used to sort data in a spreadsheet into a particular order. This could be alphabetically or in a descending or ascending order if it is numerical.
Text Wrap	This is a tool in a spreadsheet to put the contents of a cell into one place.
Cell Reference	This is the technical name given to a particular cell in a spreadsheet.

Tier 2 vocabulary	Definition
Check	To identify any issues and errors with work.
Calculate	To work out the value of a calculation.
Obtain	To look/gather and use information.
Repeat	To copy a similar action from before.
Sort	To put into an order.

Section 2: New Knowledge

Formulas are like simple Computer Programs

A formula is an instruction to the computer to process data held in specific cells.
A formula always starts with an equals sign (=).
Simple formulas contain normal maths symbols like +, -, * (for multiply) and / (for divide).
Spreadsheets also have built-in formulas called functions. You can type functions in, or choose them for a list.

See the list opposite in Section 3 – Useful Subject Information

VLOOKUP Finds and Displays Data

The VLOOKUP function displays data from a table in another part of a spreadsheet. The example below shows the price of order number 3019 from another sheet in the spreadsheet displayed in the price column.

Charts and Graphs

Charts and Graphs can be created in spreadsheets. Charts and Graphs are a visual display of data.

In Spreadsheets we can create these 4 main charts and graphs.
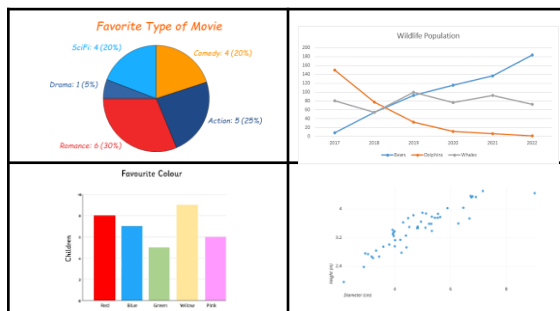
Section 3: Useful Subject Information

Useful Formulas and Functions for this topic:

Formula	Description
=B2-C9	Subtracts values in the two cells
=D8*A3	Multiplies the numbers in the two cells
=A1/A3	Divides value in A1 by the value in A3
=MAX(C27:C34)	Calculates the largest number in a range
=MIN(A1:A8)	Calculates the smallest number in a range
=SUM	Calculates the sum of a group of values
=AVERAGE	Calculates the mean of a group of values
=IF	Tests for a true or false condition

Did You Know?..

Excel was originally released on Mac.

Mr Spreadsheet and Master Plan were the considered as potential names before Excel was chosen.

Excel was the first application to use a toolbar.

You cant save an Excel worksheet as "History". This is because Excel creates a helper worksheet called History in the background.

Every worksheet is made up of 1,048,576 rows and 16,384 columns which translates into 17, 179, 869,184 cells!
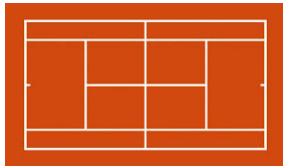
PE: Tennis

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Volley	Playing the ball before it bounces when you are close to the net.
Half-volley	Playing the ball low down just after it has bounced.
Service	Starting the rally with a shot from behind the baseline.
Service box	The box near the net where the service needs to land.
Baseline	The line at the back of the court.
Tramlines	The lines down the side of the court used for singles and doubles.
Drive	Hitting the ball hard and low across the net.
Lob	Hitting the ball over your opponent if they are close to the net.
Drop-shot	Hitting the ball softly over the net when your opponent is at the back of the court.

Section 2: New Knowledge/Skills

In tennis in year 8, you will improve your range of shots and start to use some basic tactics to try to outwit your opponent. You will start to use the proper scoring system and play games on a full size court.

On the court below, can you recognise the following lines?
baseline - service box - service line - tramlines
singles sideline - doubles sideline - centre service line

Scoring in Tennis:
Which of these numbers are used?

10 15 20 30 35 40 45 50

PE: Striking and Fielding

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Half- rounder	How many ways can you think of that will lead to half a rounder being scored?
No-ball	When the ball does not arrive at the batter between knee height and the top of the head, on the hitting side of the body.
Run-out	When the field touch the post or the stumps with the ball before the batter arrives.
Obstruction	In rounders, when a fielder gets in the way of the batter.
Forward defensive	The most important shot in cricket to help prevent the ball hitting the stumps.
Drive	The most important attacking shot in cricket - hitting the ball along the floor.
Grip	To throw or bowl the ball in rounders and cricket, use a two fingers grip.
Overarm throw	An important skill for fielders to return the ball to the wicketkeeper/base fielders.
Long barrier	Getting down on one knee to make a barrier to stop the ball

Section 2: New Knowledge/Skills

In striking and fielding activities, you will continue working on rounders, cricket and softball, particularly developing your understanding of the rules and of some of the important techniques.

What are the key points of technique shown in the pictures below?

PE: Track

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Sprint start	A crouched position giving a sprinter the best chance of a fast start.
Staggered start	For events, which go round curves on the track, different start positions are needed.
Lap time	Comparing an athlete's time for each lap they complete.
Split time	An athlete's time at a certain point in a race.
Changeover box	A 20m section marked out on the track inside which the baton must be exchanged.
Down sweep	The quickest way to carry out a baton pass by placing the baton down into the outgoing runner's hand.
Incoming/ outgoing runner	The two runners involved in a relay changeover are the incoming and the out-going runners.
Sprint technique	Paying attention to what each part of the body is doing to maximise speed.
Stride pattern	Taking a set number of strides between each hurdle.

Section 2: New Knowledge/Skills

In year 8 you will continue to experience a range of track events, trying to improve your performance in each.
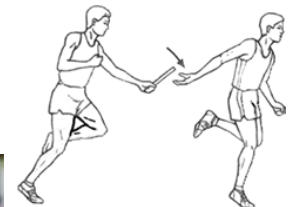
Can you describe some of the key points for the sprint start and the down-sweep baton hand-over?

PE: Field (Jumping)

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Straddle technique	An alternative technique to the scissors using the foot nearer to the bar to take-off.
Fosbury flop	The most advanced high jump technique involving a backwards dive over the bar.
Hang technique	A basic long jump technique where the back is arched and the hands are up during flight.
Acceleration	Speeding up to maximum during the run-up is essential in long jump and triple jump.
Leg shoot	Pushing the legs out in front when landing in long jump to maximise the distance jumped.
No-jump	The phrase used when the jumper breaks a rule and the jump doesn't count.

Section 2: New Knowledge/Skills

In year 8 jumping activities, you will explore techniques to increase your jumping performances. Examples include:


The 'hang' technique for long jump.
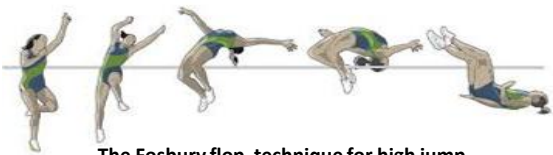
The Fosbury flop technique for high jump.

PE: Field (Throwing)

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Approach	A run-up or footwork routine to get extra power into the throwing action.
Side-step	A simple technique for the shot-put approach.
Glide	A more advanced approach for the shot-put using a backwards hop.
3 step approach	The basic javelin approach needs to be limited to L…R,L for a right hander and R…L,R for a left hander.
Angle of release	In throwing events, approximately 45 degrees is required to allow the implement to fly furthest.
Speed at release	The thrower must try to produce maximum speed of the arm to release the implement.
Trajectory	The flight path of the implement which will be determined by the angle of release.
No-throw	The phrase used when the thrower breaks the rules, most commonly by overstepping the line.

Section 2: New Knowledge/Skills

We will continue to develop our throwing technique in shot, discus and javelin, including adding an approach.
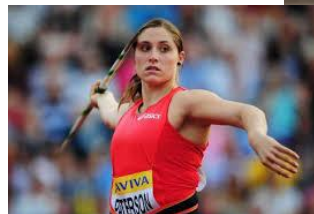
Which important points of technique can you recognise in these pictures?

PE: Running

New knowledge/Skills

You will continue to develop your **endurance** in running this year with further **target setting** to help you towards achieving a **personal best** in your timed runs.

We will look at how we can use **lap times** and **split times** to help break down a performance and help us to achieve a target.

We will consider some of the **mental** aspects of running which can be used to **motivate** ourselves and therefore improve performance, for example, **positive self-talk**.

PE: Health and Fitness

New knowledge/Skills

Through the various activities in Year 8 we will consider the **effects of exercise** on the body and the science behind them, including:
• Redness of the skin
• Changes to our breathing
• Increased heart rate
• Sweating

We will link these effects to the importance of the **warm-up** and we will introduce the idea of having a **cool down** after an intense exercise session.

PE: Leadership

New knowledge/Skills

To develop our leadership abilities in Year 9, you will be challenged to use your PE knowledge at times to lead a warm-up or a skill practice for a group of classmates.

We will discuss and try to develop some of the key **personal qualities** which can help you become a good leader such as: **communication, initiative, responsibility, knowledge, reliability, confidence, body language**.

You may be ask to take on various leadership **roles** such as **coach, captain, referee, scorekeeper.**

Art: Sweet Treats

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Realism	Is the attempt to represent a subject matter truthfully, maintaining a lifelike outcome that tends to look photographic in quality.
Branding	Branding is the process of creating a distinct identity for a business, product, or service in the minds of the target audience, encompassing elements like name, logo, visual identity, mission, values, and tone of voice.
Aesthetic	A set of principles underlying the work of a particular artist or artistic movement.

Tier 2 vocabulary	Definition
Font	A font is the specific style of text printed on a page or displayed on a computer screen
Reflection	Is seen by light bouncing off a shiny surface. It can also include an image seen in a mirror or the shiny surface.
Colour blending	A process of layering two or more colour pencils together to create new colours and transitions of colour.
Burnishing	A colour pencil technique that is achieved by layering with more and more pressure until there's no sign of paper underneath and a sheen is created from the pencil wax.
Complementary colours	Colours that are opposite each other on the colour wheel, creating high contrast. (Red/Green, Yellow/Purple, Orange/Blue)
Highlight	Is an area of a subject that is bright reflecting the light from its source.

Section 2: Artists & Techniques

Marie-Noëlle Erasmus is a UK based emerging artist she focuses on realism using a wide range of materials she manages to capture the objects she draws and paints in a life-like realistic way. Instagram; @marie_noelle_erasmus_art

1. Draw the basic outline of a sweet or chocolate in a wrapper. Break it down into key shapes to help.
2. Add in detail like lettering and creases in the wrapper.
3. Using coloured pencils start by building up areas of shadow using cooler colours
4. Build accurate colours over the top using your colour blending skills. Make sure you leave the highlights as bright as possible.

CJ Hendry is a hyper realistic artist that in this series of work focused on 50 meals requested by death row inmates as a last meal. She deliberately draws them on ornately designed plates creating a strong juxtaposition in her work. Many inmates picked sweat treats for their final meal.

1. The technique used in this series of work is called stippling (a process of using dots to create tone.
2. Draw the outline of your sweet treat on a plate from a birds eye view.
3. Using a fineliner pen add dots in a repetitive motion to build tone. The more condensed the dots the darker it goes.

Section 2: Artists

Matthew Midgley

From single ingredients to entire meals, UK-based illustrator Matthew Midgley uses drawing to celebrate and tell stories about food and the culture around it. Some of his work has also featured on the great British bake-off.

Visit matthewmidgley.com

Wayne Thiebaud

Wayne Thiebaud was an American painter known for his colourful works depicting foods such as pies, cakes, ice cream cones, pastries and more . Thiebaud is regarded as one of the United States' most beloved and recognisable artists.

Joël Penkman

Originally from New Zealand Joël Penkman is a UK based artist that creates semi-photorealistic paintings of food, predominantly biscuits. Penkman uses egg tempera, a paint that is made by mixing egg yolk with powdered pigment and a little water, Combining food into his work.
joelpenkman.com

Drama: Commedia dell'arte characters

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Lazzi	A short, comical physical routine inserted in the story.
Mime	The theatrical technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement.
Pantalone	*Pantalon de' Bisognosi*, Italian for 'Pantalone of the Needy', is one of the most important principal characters found in commedia dell'arte. With his exceptional greed and status at the top of the social order, Pantalone is "money" in the commedia world.
Commedia Dell'arte	Commedia dell'arte is a form of improvisational theatre that began in Italy in the 16th century. It continued to be popular during the 17th century and is still popular today. The title is difficult to translate. A close translation is "comedy of craft".
Slapstick	A form of comedy used in Commedia still widely used today involving great physical comedy, eg clumsy actions.

| Tier 2 vocabulary	Definition
Improvised performances	Actors worked off a base narrative and made up their lines accordingly.
Stock characters	Characters were always the same, only the situations changed.
Themes	There were familiar bases to every scenario, such as love, money or food.
Mask	The mask defined the features of the characters, such as long noses and defined eyebrows.

Section 2: Commedia Characters

'As long as there is life, my dear friends, laughter will be the weapon of we who mock it even as we struggle to understand it.'

Commedia dell'arte used a wide range of stock characters in their performances

The most popular character in Commedia was Pulcinella, a character with a big nose, squeaky voice and clownish manner, a charlatan and a lazy-bones.

Most characters wear masks, but the persona of the character is treated as a mask. In Commedia, the characteristics of a character such as walk or gesture make up a huge part of the character, just like wearing a mask.
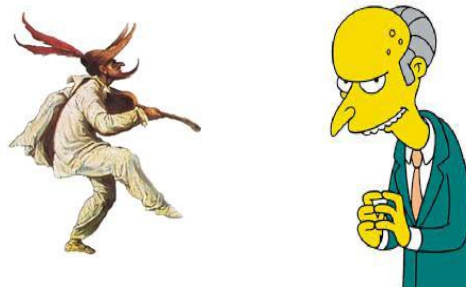
Can you spot any links to how stock characters are used in modern media and tv?

Section 3: Exploring Character Hierarchy

The Hierarchy of Commedia Characters
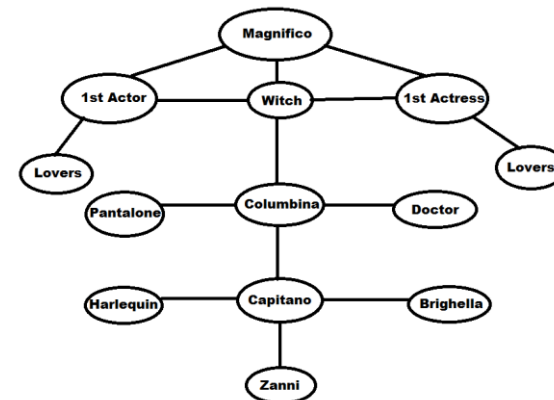
Characters in Commedia follow this strict hierarchy and never stray from it: the comedy mainly revolves around relationship between masters and servants.

Commedia characters fall into one of three categories: Servants (eg Arlecchino; Columbina) , Masters (Pantalone), and Lovers (Isabella, Flavio).

The Masters are usually greedy old men, the Servants are usually hungry and mischievous and the Lovers are always happy and in love.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Chord	Multiple notes played simultaneously.
Verse	The section of the songs that tells the story. In each verse the melody will remain the same, whilst the words change.
Chorus	The repeated part of a song that delivers the main message.
Harmony	The chords used within a song.
Triad	A chord of three notes
Cut it Out	A lyric writing technique that involves taking existing text and rearranging into new material.
Lotus Diagram	A structured mind mapping tool.

Tier 2 vocabulary	Definition
Accompaniment	Music that accompanies/ plays alongside the melody
Lyrics	The words of a song
Oral Tradition	Word of Mouth

Section 2: New Knowledge/Skills

Hip Hop
Hip Hop and rap music originated in America in the early 1970s. It was develop by African-Americans and immigrants from the Caribbean, and the music reflects the social and political reality of their lives.

A major aspect of Hip Hop music is rapping, or MCing. This is a spoken rhythmic delivery of wordplay and rhymes over a beat.

Song Writing
The songs of hip-hop and rap tell the stories of the people and communities and reflect their life.

Songs will often be in **verse and chorus** structure. The verses will tell the story, whilst the repeated chorus delivers the main message.

Cut it out technique
This song writing technique involves taking existing writings (poetry, stories, newspaper articles etc) and 'cutting' out words and phrases that are then used in a new way to tell a new story

Lotus Diagram
This song writing technique involves taking a starting topic/theme and creating a bank of words associated with it.; like a mind map. These are then used to tell a new story.
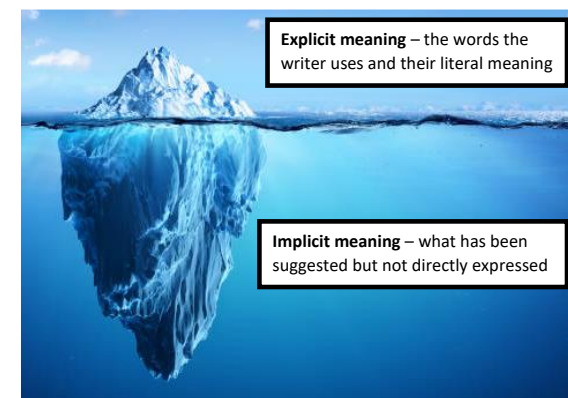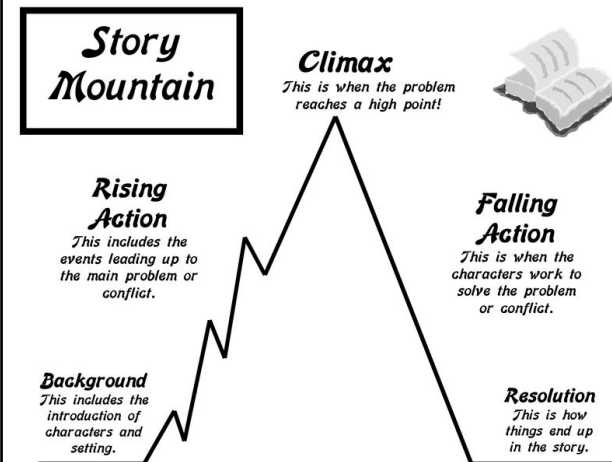
Frankenstein
We will be using the story of Frankenstein as our stimulus for this project.

"Beware; for I am fearless, and therefore powerful" – Mary Shelley, Frankenstein.

Section 3

Frankenstein – Play Script
Can you remember the story of Frankenstein?
Can you remember the themes within the story?
Can you retell the story in your own words?

Story Mountain

Climax *This is when the problem reaches a high point!*

Rising Action *This includes the events leading up to the main problem or conflict.*

Falling Action *This is when the characters work to solve the problem or conflict.*

Background *This includes the introduction of characters and setting.*

Resolution *This is how things end up in the story.*

Explicit meaning – the words the writer uses and their literal meaning

Implicit meaning – what has been suggested but not directly expressed

Links to prior learning: **How to Build A Song, I've Got Rhythm. Let's Keep Singin**

D&T: Food Booklet 2

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Provenance	Where something comes from
Sensory Analysis	Analysing products based on the 5 senses
Umami	Savoury flavour e.g. from cooked mushrooms / onions
Kosher	Foods that are prepared according to Jewish dietary laws
Halal	Meat that is prepared in accordance with the Muslim faith
Protected Designation of Origin	Traditional foods that are registered as PDOs can only be made in certain areas by law. E.g. Melton Mowbray pork pie
Al dente	"To the bite" - not overcooked, food still has a firm (rather than soggy) texture. Usually used to describe pasta or vegetables.

Tier 2 vocabulary	Definition
Recipe development	Changing /adapting recipes to improve them or make them more appropriate for different needs
Filo pastry	Very thin pastry used to make spring rolls & samosas
Creaming method	Cake making method used for Victoria Sandwich cake, margarine & sugar are mixed until they look creamy, then eggs are added and flour is folded in
Seasoning	The addition of salt, pepper, herbs and spices to give a dish flavour
Tradition	Customs / beliefs / habits passed from generation to generation
Bland	Lacking in flavour
Intense or concentrated flavour	Strongly flavoured

Section 2: New Knowledge/Skills

Religion	Pork	Beef	Lamb	Chicken	Fish
Islam	✘	Halal only	Halal only	Halal only	✔
Hinduism	✘	✘	✔	✔	✔
Judaism	✘	Kosher only	Kosher only	Kosher only	✔
Sikhism	✘	✘	✔	✔	✔
Buddhism (strict)	✘	✘	✘	✘	✘
Seventh-day Adventist Church	✘	✘	✔	✔	✔
Rastafari movement	✘	✘	✘	✘	✘

Descriptive words
Colourful
Heavy
Dense
Fluffy
Moist
Soft
Hot
Sloppy
Consistency
Attractive
Garnished
Contrasting
Delicate
Subtle

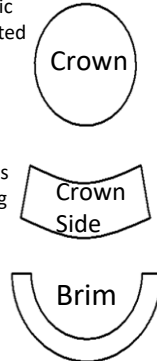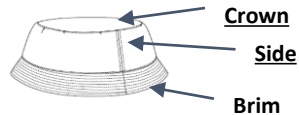## Section 3: To do

	Parts of the plant used to add flavour
Chilli	
Coriander	
Turmeric	
Saffron	
Cinnamon	
Ginger	
Cardamom	
Mustard	
Basil	
Parsley	
Horseradish	

Homework 1 - Sensory Analysis
Complete a star diagram and results chart analysing the Bombay Potatoes or Chilli Con Carne which you made. Use the descriptive words from this knowledge organiser to help you. Then complete the evaluation on Google Classroom (ask your teacher for a paper copy if needed).

Taster's Name	Appearance	Taste	Texture
1.			
2.			
3.			

Homework 2 - British Food Traditions
Complete the homework page from your school booklet. (Finding out about British traditions and matching the food to the are that it is linked with on the map.)

D&T TEXTILES: Hats off!

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Top Stitching	A line of stitching that is decorative on the outside of a garment.
Stay Stitching	A row of stitching that helps to keep fabric in the correct shape. Stops it distorting or ripping.
Lining	A layer of different material covering the inside surface of something.
Interfacing	An extra layer of material that is applied to the facing of a garment to add support.
Crown	The top of a hat. Usually circular.
Brim	The part of the hat that sticks out at the bottom to provide shade whilst it is being worn.

Tier 2 vocabulary	Definition
Recycle	To convert waste into a useable material
Reuse	To use something more than once
Reduce	To make a smaller amount of waste
Refuse	Turning down the use of materials and processes that can harm the environment
Repair	Can the product be mended so that it have a longer life?
Rethink	Looking for alternatives to products that are less damaging to the environment

Section 2: Skills

Sewing Patterns

A sewing pattern is a set of shapes that have been DRAFTED to use as templates to cut fabric out. These shapes have been planned and tested to ensure that when you sew them together they will form the GARMENT you want to make!

Sewing patterns are GRADED, this means that the templates are adjusted to fit different sizes of people. For example the hat you are making comes in a range of sizes SMALL, MEDIUM etc

The size of the hat you chose to make will be based on the circumference of your head.

Crown

Crown Side

Brim

Manufacturing Process for the Hat

1. Sew the BRIM to the CROWN SIDE, repeat 4 times
2. Match the outside hat sides together, right sides together
3. Repeat for the lining pieces.
4. Sew each together down the sides.
5. Stay stitch around the top of both hats.
6. Snip into the top of the hat at 1cm intervals. Make sure not to cut through the stay stitching. Repeat for both hats.
7. Pin the outside CROWN onto the top of the outside hat. Repeat for the lining of the hat.
8. Machine around the top of the hat for both the lining and outside.
9. Put the hats together RIGHT SIDES TOGETHER. Match up the edges and pin in place.
10. Sew around the brim, leaving a gap big enough for your hand to get in!
11. Turn the hat right sides out through the gap you left.
12. Top stitch around the edge of the brim, also sewing up the gap.

Crown
Side
Brim

Section 3: Knowledge

Textiles and the Environment

Of all industries textiles is the second most pollutant. As designers and consumers we have a responsibility to be aware of the impact it has.

As designers we should consider the environment when picking the materials we will use to make our designs. For example considering using recycled materials, or sustainably produced fabrics.

FAST FASHION has led to a huge increase in the amount of textiles that end up in landfill. There is also the impact of the MANUFACTURE and CARE of the garments during their life. As consumers we have a responsibility to consider the impact our purchases have on the environment.

Some facts to consider:

*2,700l of water is needed to produce 1 t-shirt. This is equivalent to enough drinking water for one person for 2.5 years.

*10% of all greenhouse gases are produced by textile production.

*0.5million tonnes of MICROFIBRES are released into the oceans each year as a result of washing SYNTHETIC textiles.

The 6 R's

Whilst we are all quite familiar with the idea of recycling materials there actually 6 different 'R' words that we can use to consider our impact on the environment.
This is a list of 6 different guidelines that people can use to help them reduce their impact on the environment. These words can be applied by the designer when the they are creating new products or the consider who is looking to decide what to do with a ripped t-shirt!

REDUCE
RECYCLE
REFUSE
RETHINK
REUSE
REPAIR

This is the MOBIUS loop
It is the recognised symbol of recycling.

D&T:- Desk Light - Maze

BELPER SCHOOL and Sixth Form Centre

Section 1: - Key Vocabulary
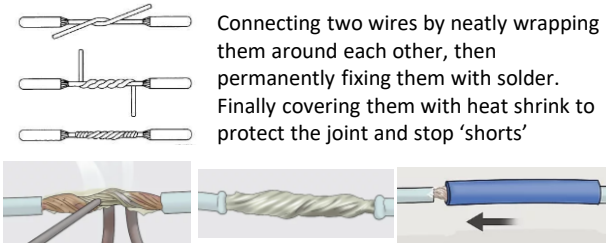
Tier 3 Vocabulary

Light Emitting Diode	Electronic device used to give off a small amount of light when electricity passes thought it in the correct direct
Solder	Metal with a low melting point, used to act as a 'conductive glue' to fix two metal wires together
Resistor	An electronic component used to slow the flow of electricity by converting some of it to heat
Image Contour	Technique used on 2D design to create an outline of an image
Laser Cutter	Machine used to accuracy cut and engrave wood and some types of plastic

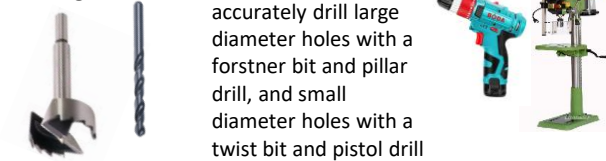### Tier 2 Vocabulary

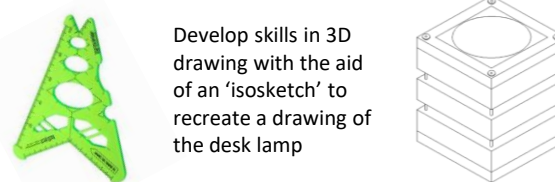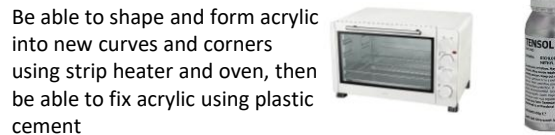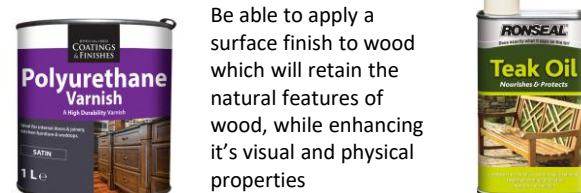|	
Pine	A softwood (evergreen, growing all year round), which have needle shaped leaf's and seen are in pine cones. Fast growing, and grown in temperate climates (Scotland/Scandinavia). Often from managed FSC forests. Contains knots, light yellow colour.
Acrylic	Oil based thermoplastic. Can be reheated and reshaped many times
Plywood	Thin layers of wood glued together to form a board
Pillar Drill	Machine used to cut holes into wood, metal and plastics
Polishing Machine	Machine used to smooth and polish the edge and surface metal and plastic
Laser	Light Amplification by Simulated Emissions of Radiation – Can be used as to cut none reflective materials

Section 2: Skills

Introduction to soldering

Connecting two wires by neatly wrapping them around each other, then permanently fixing them with solder. Finally covering them with heat shrink to protect the joint and stop 'shorts'

Drilling

Be able to safely and accurately drill large diameter holes with a forstner bit and pillar drill, and small diameter holes with a twist bit and pistol drill

Isometric Drawing

Develop skills in 3D drawing with the aid of an 'isosketch' to recreate a drawing of the desk lamp

Acrylic Shaping

Be able to shape and form acrylic into new curves and corners using strip heater and oven, then be able to fix acrylic using plastic cement

Surface Finish

Be able to apply a surface finish to wood which will retain the natural features of wood, while enhancing it's visual and physical properties
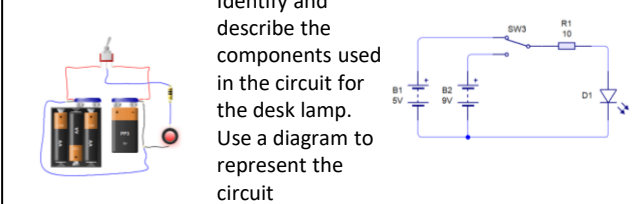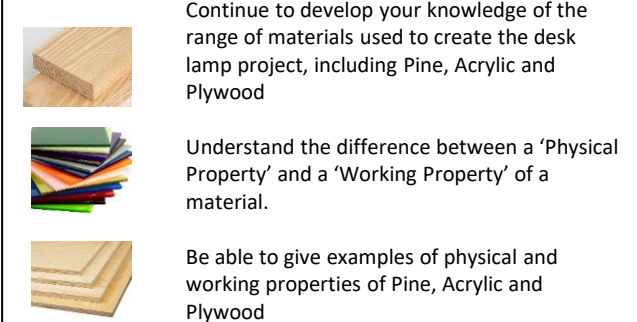
Section 3:- New Knowledge

Evaluation

Product design often happens as a result of a problem arising. Be able to analyse a problem, then write a design brief which will guide the develop if ideas to solve the problem

Electronics

Identify and describe the components used in the circuit for the desk lamp. Use a diagram to represent the circuit

Materials

Continue to develop your knowledge of the range of materials used to create the desk lamp project, including Pine, Acrylic and Plywood

Understand the difference between a 'Physical Property' and a 'Working Property' of a material.

Be able to give examples of physical and working properties of Pine, Acrylic and Plywood

2 CAD Software - Contouring

Using CAD software to convert a Black and white JPG image into a outline DXF image which a laser cutter can then engrave

Section 4:- WAGOLL

Section 1: Key Vocabulary

Tier 2 vocabulary	Definition
Equality	The state of being equal, especially in status, rights, or opportunities
Diversity	the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
Slavery	The practice of forced labour and restricted liberty
Racism	When a person is treated worse, excluded, disadvantaged, harassed, bullied, humiliated or degraded because of their race or ethnicity
Gender	Refers to the characteristics of women, men, girls and boys that are socially constructed
Misconceptions	A view or opinion that is incorrect because based on faulty thinking or understanding.
Barriers	A circumstance or obstacle that keeps people or things apart or prevents communication or progress
Tier 3 vocabulary	Definition
Legislation	The process of making or enacting laws
Ableism	Discrimination and social prejudice against physically or mentally disabled people
Colonisation	The action or process of settling among and establishing control over the indigenous people of an area
Disability	A physical or mental condition that limits a person's movements, senses, or activities
Equal society	All are considered equal, regardless of gender, race, religion, or age

Section 2: Key Themes:

The Equality Act: To learn what equality means and why it is important, what the Equality Act is and the challenges it has faced through history, how the Equalities Act has been applied to different cases.

LGBTQ+ & gender equality: Understanding the acronym LGBTQ+ and what this represents, Explore LGBTQ+ role models in society, understand stereotypes around sex, sexual orientation and gender and how this can lead to unfair treatment and prejudice, challenges and persecution faced by this group in society.

Disability diversity: An understanding of what classes as a disability, learn what ableism is and why it is a problem, to deep dive language which is ableist, to learn how to challenge ableism and be an ally.

Racism and a brief history of slavery: Understand key terms such as 'colonisation', 'slavery' and 'persecution', learn the history of slavery and how it still leads to conflict and racism today, to link modern day events to slavery and how history is presented in the UK.

Removing barriers for an equal society - Belper values: Understand the term 'barriers to employment', consider what barriers people might face when seeking employment, learn how legislation supports a more equal society, link to Be Belper values and how they support and create an equal and fair society.

Section 3: Key concepts:

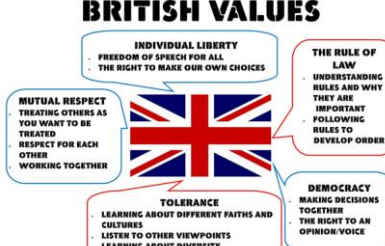**Summer 1: Extra – Curricular Timetable**

Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime Clubs: 12.20 – 1.00				
Football **Year 7** With James 3G	**Duolingo Club** **All Years** With Sarah Knappett Languages Block	**Technical Theatre Club** **All Years (max 10 students)** With Sarah Holme A7	**Digital Skills Drop In** **Yr10-13** With Jody A2	**Chess** **All Years** With Carlos M2
Table Tennis **Year 10/11** With Tom GYM	**Badminton (week 1)** **Year 8/9** With Tom Sports Hall	**Football** **Year 11/12/13** With Matt and Tom 3G	**Football** **All Years Girls** With Leanne Sports Hall/3G	**Football** **Year 8** With Tom 3G
Book Group **Year 9** With Sarah Phillips Library	**Football** **Year 9/10** With James/Matt 3G	**Belper Band** **All Years** **Woodwind, Brass and Strings** With Anna MU1	**Music Club** **All Years** With Phil MU2	**Games Club** **Years 7, 8** With Emma Library 12.20 – 1.00
Art Club **All Years** With Lucy A4	**Ultimate Frisbee (week 2)** **Year 7/8/9** With James Sports Hall	**Handball** **Year 8/9** With Tom Sports Hall	**Knitting and Crochet Club** **All Years** With Emma T5	**Multisports Club** **Year 7 (Yr10 Sports Leaders)** With Rebecca and Matt Sports Hall & Gym
Wargaming Hobby Painting Club **All years** With Richard A3			**Scalextric Racing/ Model Railways** **All Years (Max 15 students)** With Phill T1	
			Foreign Language Spelling/ Translation Bee practice **Years 7, 8, 9** With Sarah Knappett Languages Block	
			Belper Choir **All Years** With Anna MU1	

Summer 1: Extra – Curricular Timetable

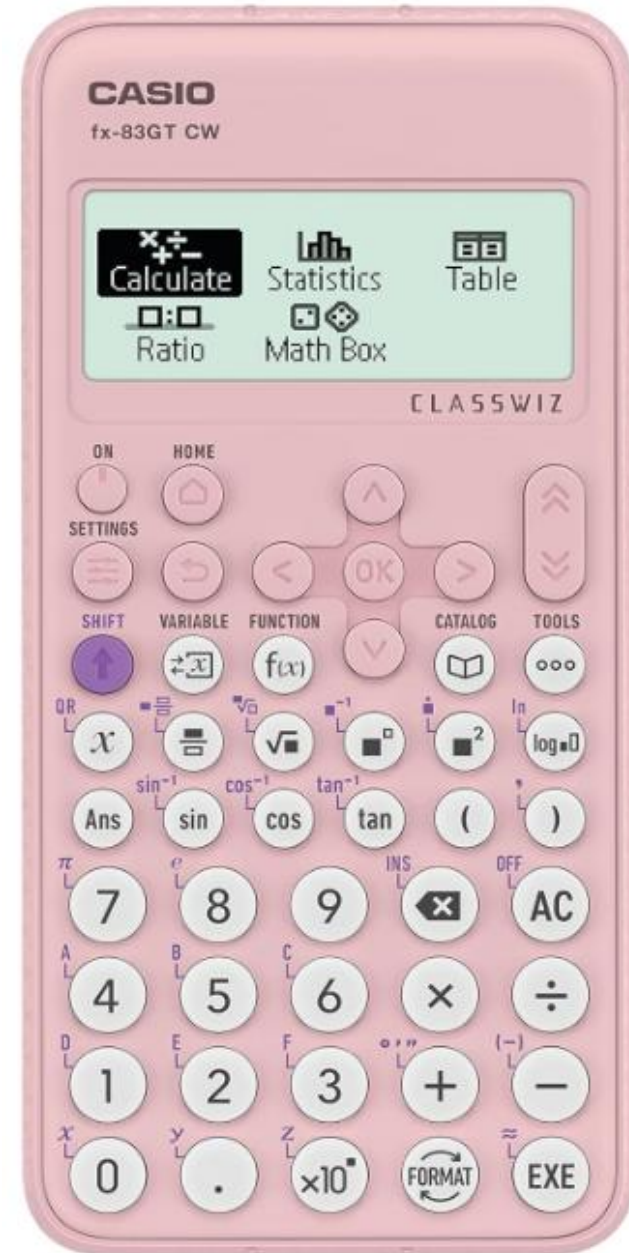|	Monday	Tuesday	Wednesday	Thursday	Friday
After School Clubs					
	Gardening **All Years** With Marc and Tony Rosie's Garden 3.05 – 4.00 **More Than Robots** **Years 8, 9, 10, 11** With Sarah Speight T1 3.05 – 4.00 **Music Producers Club** **Years 9, 10, 11** With Phil MU2/Recording Studio 3.05 – 4.00 **Football** **Year 8** With Tom Field 3.05 – 4.00 **Sports Leadership Events** **Year 9/10/12** with Rebecca, Matt & AVSSP 3.05-4.00	**Netball** **Years 7/8** With Rebecca Sports Hall 3.05 – 4.00	**Litter Picking** **All Years** With Marc P2 3.05 – 4.00 **Scalextric Racing/ Model Railways** **All Years (Max 15 students)** With Phill T1 3.05 – 4.00 **Circuit Training** **Year 7/8/9** With James Gym 3.05 – 4.00 **'Your Time' Leadership** **Year 9 Girls with Rebecca and Matt** **Sports Hall** 3.05-4.00 (week 1) **A level PE Revision** **Year 13 with** **Rebecca/Tom/Matt** 3.05-4.00 **Sports Studies/GCSE Sports Club** **Year 10/11** **With Tom** 3.05-4.00 (week 2)		**Friday Night Sports Club** **Year 10/11/12/13/staff** With Matt, Leanne, Tom & James 3G/Sports Hall

2 Black/Blue Pens and 1 Coloured Pen

2 Pencils

Eraser

HI·POLYMER
ERASER
Pentel

Pencil Sharpener

Scientific Calculator

CASIO
fx-83GT CW

Calculate Statistics Table
Ratio Math Box
CLASSWIZ

Knowledge Organiser

Ruler

Helix®   Shatter Resistant