



**Bexhill**  
Academy



# **Year 8**

# **KNOWLEDGE**

# **ORGANISER**

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Term One  
2024-2025



### **What is your Knowledge Organiser?**

Your Knowledge Organiser has been designed by your subject teachers. Your Knowledge Organiser contains a summary of the information your subject teachers would like you to know and understand across each Term. You will be issued with a new Knowledge Organiser at the start of each term.

Understanding the information in your Knowledge Organiser and completing all of the subject tasks will help you to get the very best out of every lesson and to make the very best progress that you can.

### **Do I need to bring my Knowledge Organiser to lessons?**

Yes. You are expected to bring your Knowledge Organiser to every lesson and to Tutor Time.

Your subject teachers will ask you to use your Knowledge Organiser to check key facts and ideas, to check the spelling of key words, to help you to complete a task in the lesson and to help you with your homework. Your subject teachers will ask you questions about the information and ideas in your Knowledge Organiser to check your subject knowledge and understanding.

### **How can I use my Knowledge Organiser at home?**













Your Knowledge Organiser will help you to work independently and develop the skills you need to be a successful learner.

**You can use your Knowledge Organiser at home in a number of different ways.**

- Complete all of the subject tasks
- Create mind maps or flashcards for different subjects
- Put the key words into new sentences
- Give yourself a spellings or definitions test
- Draw diagrams of processes
- Carry out some further research on a topic and think about how you might present this information.

# CONTENTS

- Art
- Computer Science
- Drama
- English
- Food & Nutrition
- French
- Geography
- History
- Maths
- Music
- PE
- Science
- Spanish

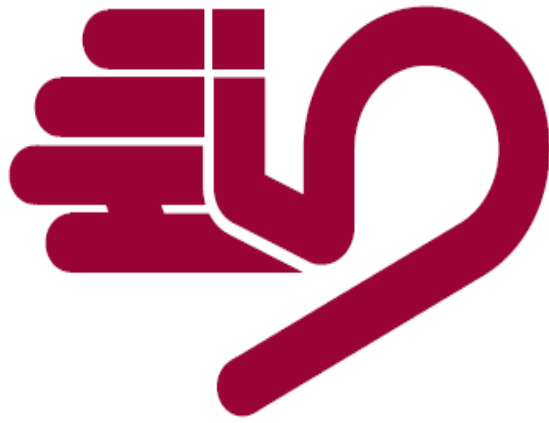
	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	<p>Use your KO to condense and write down key facts or information onto flash cards.</p> 	<p>Use your KO to create a mini quiz. Write down your questions using your KO.</p> 	<p>Create a mind map with all the information you can remember from your KO.</p> 	<p>Ask a friend or family member to have the KO or flash cards in their hands.</p> 
Step 2	<p>Add pictures to help support. Then self quiz using the flash cards. You could write questions on one side, and answers on the other!</p> 	<p>Answer the questions and remember to use full sentences.</p> 	<p>Check your KO to see if there are any mistakes on your mind map.</p> 	<p>They can test you by asking you questions on different sections of your KO.</p> 
Step 3	<p>Ask a friend or family member to quiz you on the knowledge.</p> 	<p>Ask a friend or family member to quiz you using the questions.</p> 	<p>Try to make connections, linking the information together.</p> 	<p>Write down your answers.</p> 

Student Name: \_\_\_\_\_

Week One					
	M	T	W	TH	F
		Tutor	Time		
Lesson 1					
		Break	One		
Lesson 2					
		Break	Two		
Lesson 3					

Week Two					
	M	T	W	TH	F
		Tutor	Time		
Lesson 1					
		Break	One		
Lesson 2					
		Break	Two		
Lesson 3					





Bexhill Academy's

# Reading High Five!

**1.** Activating background knowledge



**2.** Questioning



**3.** Identify



**4.** Visualisation



**5.** Summary



I am reading.....



Summarise what you are currently reading. This could be the plot outline or key points from an article.



As a Tutor Group we are reading and discussing .....



# ART: TERMS 1 & 2 - COLOUR THEORY



**The bigger picture:** Year 8 Art is about teaching our students to **SEE** colour, to describe colours, seeing colours within colours. Gaining confidence to be able to mix and match, recreating colours seen. Humans have always made art—it tells us about ourselves. It expresses who we are and it communicates between people and across time. We need artworks, and the histories and narratives that go with them, in order to be able to think into the future. Art has played a pivotal role in some of the key moments in history, When you think about events as diverse as the French Revolution or the bombing of the Rainbow Warrior in Aotearoa, Art is there. It's representing these events. It's questioning them. In many cases, Art is contributing to, and transforming, the way we understand events—not just documenting but actually adding knowledge to them. Art is not the only tool that can inspire action, but it's definitely part of the process. We need many ways to approach problems that affect us all and so, if the problem is climate change, then we need everyone's tools. We need tools like art history that help us see the problem. Art is all around.

Core Question	Colour	Answers
1.	In Art, what are primary colours, can you list the three?	Primary colours in art cannot be mixed or made, they are Red, Yellow and Blue.
2.	What is a Secondary Colour in Art and can you list the three?	A secondary colour is made by mixing two Primary colours, they are Purple, Green and Orange.
3.	What is a tertiary Colour in Art?	A tertiary colour is a Primary Colour and a secondary colour mixed together.
4.	What phrase/ technique do we use in the application of paint when creating the colour wheel ( Colour Theory)	Dip, Wiggle, Squeeze, Load Roll and Spread.
5.	What is the term used for non-representational colour in Art history?	The term for non-representational colour is Fauvism, taken from ‘les fauves’ or wild beasts.
6.	Name a contemporary artist who has made artworks directly with light, rather than relying on pigments to mix colours?	Ceal Floyer is a famous contemporary artist that uses light to depict colour, other artists include; Olafur Eliasson, Dan Flavin, Keith Sonnier, and teamLab.
Challenge Question	What is a hue in Colour theory?	

# ART: TERMS 1 & 2 – COLOUR THEORY

Mostly in art, colour is descriptive – it shows us the colour of the thing you’re trying to represent. If you see a red vase, you paint it red! And you mix your colours to try to suggest all the different types of ‘red’ there are. But colours also have lots of different cultural connections and resonances. Think about ‘singing the blues’? How about red hot anger? Or green with envy? But these connections aren’t fixed – they are different across cultures and change over time: we don’t recognise all the colour associations in Shakespeare’s plays (though there are still some we do, like ‘lily-livered’).

## MIXING COLOURS

Mixing exactly the right colour is almost an art in itself. Tate has all the sketchbooks left in J.M.W. Turner’s (perhaps the most famous British landscape artist) studio at his death. Pages and pages of these are devoted to him mixing up the correct colours for his compositions. Turner was painting at a time of great technological change for artists! Unlike the ready-made tubes of colour available today, Turner used pure pigment which had to be ground up and mixed with gum arabic to make watercolour paint. In his early works he used organic pigments and mineral pigments made from rocks and plants etc. But during his lifetime, new industrial processes meant new cheaper and brighter colours were available: cobalt blue, chrome yellow and emerald green.



Joseph Mallord William Turner  
Colour Tests  
(c.1799–1807)



Joseph Mallord William Turner  
Colour Trials (1791)



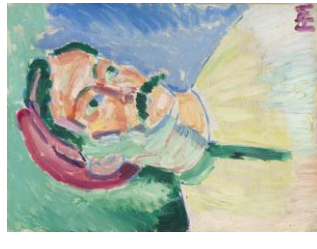
Joseph Mallord William Turner  
Colour Trials (1791)



Joseph Mallord William Turner  
Colour Trials (c.1797)



André Derain  
Henri Matisse  
(1905)



Henri Matisse  
André Derain  
(1905)



André Derain  
The pool of London  
(1906)



Benode Behari Mukherjee  
Conversation  
(c.1960)



Nicola Tyson  
Swimmer  
(1995)



Vanessa Bell  
Mrs St John Hutchinson  
(1915)



Eileen Agar  
Figures in the Garden  
(1979–81)



Norman Adams  
Christ's cross and Adams Tree  
(1989)

In a way, colour is just an illusion. We can only see a portion of the spectrum of light, and some studies have shown we cannot differentiate colours if we don’t have a name for them. Our eyes and our brains are always looking for shortcuts, and colour perception (how we see the colours) can be changed by what those colours are surrounded with. Changing the lighting on a painting can dramatically change its colouring as we see it. Staring deep into one colour can also change what we see afterwards as our brains try to compensate and bring a balance to what we’re seeing.

Lots of artists like Ceal Floyer have made artworks directly with light rather than relying on pigments to mix colours.



Ceal Floyer Double Act  
(2006)

In the early 1900s, some artists started experimenting with non-representational colours. Looking at colour theory and the idea of complementary colours they stopped mixing paint to match what they could see, and started to use it directly from the tube, or with minimal mixing. They wanted to make their colours seem brighter, by putting oranges next to blues and yellows next to violets, and use these striking colours not just to represent the world, but to express emotions.

When the critic Louis Vauxcelles saw the brightly-coloured works of Henri Matisse and Andre Derain in an exhibition in Paris in 1905, he reviewed them as being ‘les fauves’ or wild beasts. The name stuck and we now refer to their style of non-representational colour as Fauvism. Since then in European art, and in other cultures, artists have often used colour that is not related to representing how things appear.



# ART: TERMS 1 & 2

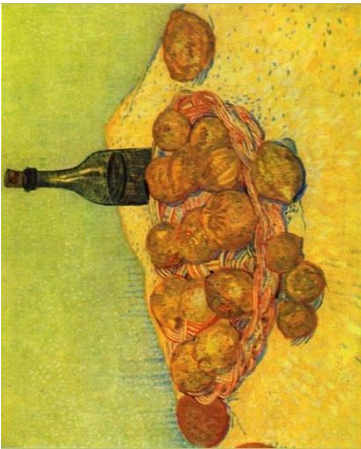
## COLOUR THEORY

**Primary Colours:** these cannot be mixed. **Red, Yellow and Blue.**  
**Secondary Colours:** colours created by mixing any two of the three primary colours. Example: mixing red and blue makes **Purple**.  
**Tertiary Colours:** colours created by mixing a primary colour with a secondary colour. Example: mixing yellow with green creates **Yellow/Green**



**Colour** is in Branding, Packaging, Identity. Colour is in every facet of your everyday life.

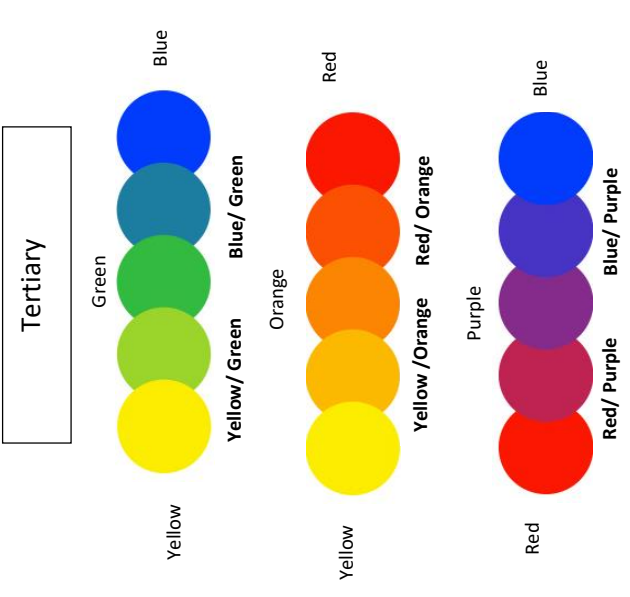
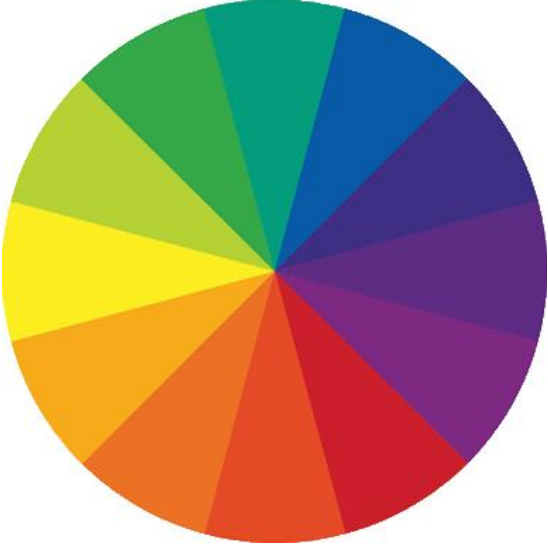
**The bigger picture .....** Year 8 Art is about teaching our students to SEE colour, to describe colours, seeing colours within colours. Gaining confidence to be able to mix and match, recreating colours seen.



When painting, we only use the **Primary colours** of **Red, Blue, and Yellow** and mix them to create **Secondary** and **Tertiary** colours.



Black and White in painting terms or colour theory, are not considered as colours, instead they are defined as **Tint** (white) and **Shade** (black).





# ART: TERMS 1 & 2 – COLOUR THEORY

Galleries and Exhibitions			
Try to go and see art in real life, this will inspire you in your own work.			
Please remember to check with each gallery opening times and charges.			
Towner Art Gallery Eastbourne	Emma Stibbon: Melting Ice; Rising Tides	9 May to 15 September 2024	Free Entry
	Drawing the Unspeakable	5 October 2024 to 27 April 2025	Entry Charge
De La Warr Pavilion Bexhill	MIKE SILVA	Saturday 21 September 2024 – Sunday 19 January 2025	Free entry
	CALLUM HILL	Saturday 21 September 2024 – Sunday 19 January 2025	Free entry
Hastings Contemporary	IMMORTAL APPLES, ETERNAL EGGS	21 September 2024 - 16 March 2025	Entry charge
Tate Britain London	NOW YOU SEE US WOMEN ARTISTS IN BRITAIN 1520–1920	UNTIL 13 OCTOBER 2024	Free entry
Tate Modern London	EXPRESSIONISTS KANDINSKY, MÜNTER AND THE BLUE RIDER	UNTIL 20 OCTOBER 2024	Entry charge
	ZANELE MUHOLI	UNTIL 26 JANUARY 2025	Entry charge
Royal Academy of Arts London	Michael Craig-Martin	21 September - 10 December 2024	Entry charge

## Challenge Tasks:

1. Create and mix a colour wheel replacing the Crimson Red with **Brilliant Red**, Brilliant Blue for **Turquoise Blue**, and finally Lemon Yellow for **Brilliant Yellow**. You will be very surprised at the results that changing the **hue** of the **Primary Colour** will make on your **Secondary** and **Tertiary** Colours.
2. Create a visual Colour wheel, using whatever you want, please take a photograph of this work and send it to your art teacher, examples are below.



## Additional reading - Colour in Art



Windsor & Newton: Artist  
talk about their use of colour



Tate: Guide to Colour in Art

# COMPUTER SCIENCE – Year 8 – Term 1

## The Big Picture:

Encryption has been used to send secret messages for hundreds of years, even before the invention of computers and the internet. Encryption is an essential way of keeping our data secure when we use online technology. In this unit you will learn about some of the different ways that data can be encrypted and will be able to test out your code breaking skills.

## The Core Questions:

Question	Answer
1 What does encryption mean?	Encryption is where data or a message is scrambled using a key so that any unauthorised users (eg hackers) can't access the data/message.
2 Why do we use encryption?	We use encryption to protect important data. An example of this would be our personal data that we don't want others to access such as a credit card.
3 How is encryption used in real life?	Encryption is used almost everywhere that data is being transferred. One example is our social media messages on whatsapp and snapchat, these are encrypted to stop them being intercepted.
4 <b>Challenge Question:</b> Why are some methods of encryption better than others?	

## The History of Encryption

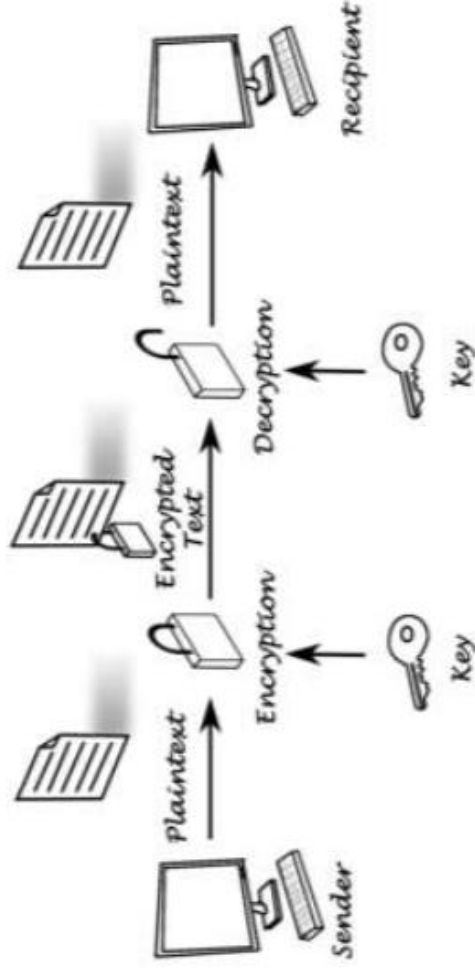
**Encryption** allows a person to hide the meaning of information or messages in such a way that only those who know the secret method may read them. For a very long time, people have had many different reasons for wanting to hide information from others.

The earliest historic examples were for hiding trade secrets, military secrets, and secret correspondences between spies and lovers. These same encryption principles are now used to safeguard your internet communications.

Often we want to be able to send secret information through the internet, for example our credit card information which we use to shop online. This information is encrypted so only the right people can understand it. Without encryption, we would be at risk of people stealing this data.

Encryption involves using a key to scramble the information, which is then decoded when it reaches its destination. If anyone does intercept your information while it is being sent then they wouldn't be able to decode it without the key.

# How Encryption Works over the Internet



## Challenge:

Research how encryption was used in World War II. Present your findings as a poster or powerpoint.

## Task➔

## Guidance➔

Michael runs an online shop that sells sweets. His customers can pay for their orders online using a credit card. Michael uses encryption for some of the information entered by the customer. Explain how encryption would be used in this example.

- Start by giving a definition of encryption
- Describe how the main steps of encryption work
- Next identify which data would be encrypted in this scenario and explain why.
- Evaluate why Michael needs to use encryption on his website – you will need to consider the impact on both him as the manager of the business and the impact on his customers.



# Key Vocabulary

Key Term	Definition
Encryption	The process of converting data into cypher-text so that it can only be understood if you know the key.
Cypher	An algorithm to encrypt and decrypt data
Decryption	The process of converting encrypted data back into plain text

## Learning Summary

Use this checklist to check off the skills that you have developed throughout this unit of work.

- ☐ Describe cypher and encryption processes
- ☐ Independently use the school computers safely and productively
- ☐ Evaluate the effectiveness of encryption methods
- ☐ Competently and safely use the school computer systems to enhance learning.
- ☐ Compare and contrast encryption methods
- ☐ Use the school computer systems safely, confidently and effectively.

## Challenge: GCSE Level Knowledge

### Asymmetric encryption - public and private keys

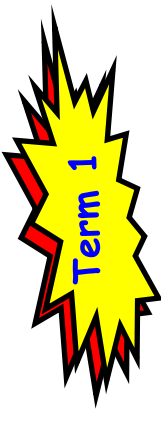
Like all methods of disguise, encryption is of little use if unauthorised users know the key. They can use it to unlock any message that is encrypted with that key.

One way around this issue is to use an algorithm that generates two keys - a public key and a private key. This method is known as asymmetric encryption.

A public key can be given to anyone. Anyone can then use this key to encrypt a message. However, the public key cannot decrypt a message - only the second key (the private key) can do that. So long as the private key is never given out, messages will stay safely encrypted.

Online banking makes use of public and private keys. When a user logs on to their bank, they do so using a public key supplied by the bank. All communication with the bank is encrypted, and only the bank can decrypt the messages using the private key.

# Year 8 Drama



## How to achieve success:

### All:

I can... **attempt to create a character** which is different to myself using facial expressions, voice and physicality. I **attempt to structure my drama** with a beginning, middle and end with some success and I have some **awareness of space and my audience**.

### Most:

I can... make good use of **facial expressions, voice and physicality** to create a character different to myself. My performance is **clearly structured through use of cliff-hanger or narration** with a clear beginning, middle and end. I have **some clearly blocked movements and good projection** which helps the audience to understand what is happening. I am **able to face the audience at appropriate moments**.

### Some:

I can... make excellent use of **multiple performance skills** to create a character which is **very different to myself**- it is **crystal clear what my character's role** is in the performance. I have a **complex structure** with multiple techniques (narration, flashback, cliff-hanger, angel devil) to help create a beginning, middle and end to my performance work. I have an **excellent use of blocked movements** around my space, which is interesting to watch.

## **Topic:** Superheroes

**The bigger picture:** This topic focusses on the genre of Superheroes, looking at how historical theatrical style has helped to shape a modern genre. You will develop your physical and vocal characterisation skills and gain a better understanding of how to structure a performance piece, using dramatic techniques such as narration, cliff-hanger, flashback, angel/devil and mime.



## Rehearsal technique:

### Moulding

In pairs, you physically mould your partner into a statue of their character, manipulating each part of the body into position. The focus is on your use of physicality to portray a character different to yourself.

## Historical influences: MELODRAMA

*The Superhero genre shares many aspects of the **Melodrama** style of theatre (studied in Term 2 of Year 7).*

The *melo*- part of melodrama comes from the Greek *Melos*, which also gives us the word *melody*, and a melodrama was originally a stage play that had an orchestral accompaniment and was interspersed with songs.

**How do Superhero films have similar elements to Melodrama? They often include:**

- **The same character types:** hero, villain, damsel, helper, dispatcher, aged parents, comic sidekick.
- **Musical melodies for each character** which are repeated in different variations and are played each time we see that character on screen.
- **Similar plot lines:** the villain creates a problem the hero has to put right, often putting the damsel in danger and meaning the hero has to rescue him/her in the process of saving the day.
- **Stereotypical characters and exaggerated conflicts and emotions.**



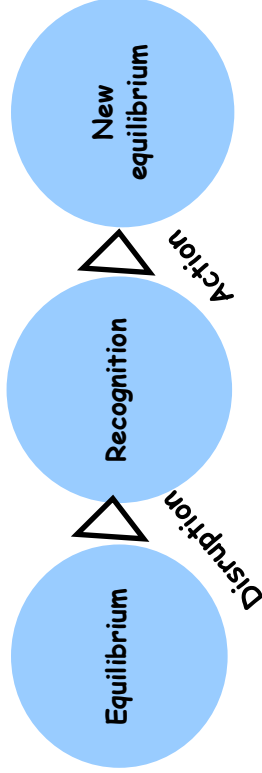
## Narrative structure:

### Linear vs. non linear

Stories have different types of **narrative**. A **linear** narrative, is one which runs in **chronological** order (in the order in which the character experiences them—time order).



GCSE THEORY



An **episodic** narrative, is one which **jumps backwards and forwards** in time and does not follow the chronological order. **Flash-backs/flash forwards** are used.



## HOME LEARNING

Choose a film **TRAILER** with clear hero, villain and damsel characters.

**Using the diagram above to help you, explain how the narrative of your chosen film trailer is linear or episodic.**

- Start by breaking down the trailer's story into bullet pointed parts
- Link each scene to the order of time- when does each plot point happen (before or after the scene before it?)
- Then write a paragraph... **I DO** below:

"In the trailer for *The Lego Movie*, the **narrative is episodic**. The trailer begins with a **flash-forward** with *Batman* talking directly to the camera man about the trailer for *The Lego Movie*. We are then introduced to the hero, *Emmet*, in a **flashback** to the start of his story. He is getting ready for work on an ordinary day, before he meets..."

## Keywords:

### Alter ego:

A secondary or alternative personality—for example, Batman's alter ego is Bruce Wayne.

### Backstory:

A character's history or background.

### Cliff-hanger:

A dramatic and exciting ending to an episode of a serial, leaving the audience in suspense and anxious not to miss the next episode.

### Flash-back/flash-forward:

A scene in a film, novel, play etc. set in a time earlier or later than the main story.

### Foreshadowing:

Earlier in a story there will be a warning or indication of a future significant event.

### Mime:

The theatrical technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement.

### Narrative:

The storyline of a performance.

### Narration:

The action or process of narrating a story. Often, a narrator will stand to one side of the action and 'narrate' the story as it happens.

### Physicality:

The way you use your body to show your character's age, status and emotional state (through body language, facial expressions, posture etc.)



### SUGGESTED TRAILERS:



SCAN ME



SCAN ME



## Superhero STANCE

All great superheroes have a confident **STANCE**.

An actor's STANCE is the way they stand in order to communicate the character's **status**.

### CHALLENGE Q

**Have a look at these superheroes: how would you describe their stance?**



### Additional reading:

Watch this YouTube video interview with Stan Lee on his process at Marvel comics (2018):

Read this extract from an interview in the Big issue with Stan Lee (2016): "Are they the modern equivalent of fairy tales – good versus evil with a clear morality?"

Yes, I would like to think so. They're all morality plays. All these stories are done so the hero is the one that the viewer would want to root for, that a viewer would wish he or she was. It's always the good guy versus the bad guy and we hope the good guy will win.

*Does he **always** have to win?*

If you make it too easy, too obvious, people would get bored. The good guy also has a lot of problems, there has to be a lot of surprises and story twists but in the end it has to be written and it has to be acted so that if a young person were watching, they would rather be the good guy – the hero – than anyone else."



Read this article on the Marvel website, where Stan Lee talks about Spider-man's appeal.



Full article:



### "I DO" - Examples:

*"In every generation, there is a chosen one. She alone shall stand against the vampires, demons, and forces of darkness. She is the Slayer." - Buffy the Vampire Slayer*

*"And so, as Christmas morning began, my journey was at its end. You start with something pure. Something exciting. Then come the mistakes, the compromises. We create our own demons. As promised, I got Pepper sorted out. Took a little tinkering. But then I thought "why stop there?" Of course there are people who say progress is dangerous, but then I bet none of those idiots ever had to live with a chest full of shrapnel. And now, neither will I. Let me tell you: that was the best sleep I'd had in years. So if I were to wrap this up tight with a bow or whatever, I guess I'd say my armour, it was never a distraction or a hobby, it was a cocoon. And now, I'm a changed man. You can take away my house, all my tricks and toys. One thing you can't take away...I am Iron Man." - Iron Man 3*

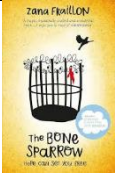

### YOUR TASK:

For the character you have created, write 300 words of narration which would be placed at the start of every episode in your TV series.

Your narration should **foreshadow** the danger caused by the villain, without explicitly telling us what the danger is (in other words- you should drop hints that something bad is going to happen, and hint what the danger might be).

### Top Tips:

- You might want to include your superhero's legend or origin story...
- Use adjectives, similes and regional dialect to help create the tone of your superhero TV series.
- Drop hints about the danger the villain is going to create.

	<h2 style="text-align: center;">Year 8 English</h2> <p style="text-align: center;">What makes us human? Term One and Two: Human Rights</p>	
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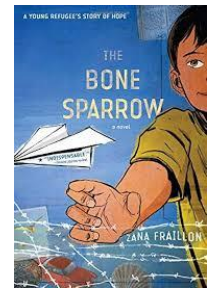
**This term in English we will be:**

- reading the dystopian novel 'The Bone Sparrow' by Zana Fraillon
- reading a selection of 19<sup>th</sup> and 21<sup>st</sup> century non-fiction extracts
- studying how to write an analytical response
- studying the style, format and conventions of a letter, speech and article
- studying a range of literary devices
- studying how to punctuate sentences effectively
- studying how to use semi-colons and dashes effectively
- studying how to use paragraphs effectively

**What is The Bone Sparrow about?**

*The Bone Sparrow* explores themes of identity, belonging, and resilience. The story follows a young boy named Subhi, who was born in an Australian immigration detention center after his parents sought asylum. Subhi, who has never known life outside the camp, finds solace in storytelling and his imagination.

The novel delves into Subhi's experiences and dreams, juxtaposed with the harsh realities of life in the detention center. His world is transformed when he befriends a girl named Jimmie, who brings him hope and a sense of connection to the outside world. Through their friendship, Subhi's story reveals the broader issues faced by asylum seekers and the struggles of living in limbo.



**What were the key themes and ideas during the 19<sup>th</sup> century?**

The 19th century in the UK was a period of dramatic change and development, marked by several key themes and ideas.

- The Industrial Revolution resulted in advancements in technology and economic growth but this also brought about harsh labor conditions, social upheaval, and environmental challenges.
- Social reform including campaigns against class distinctions, for improvements in education, and for improvements in health and welfare
- The expansion of the British Empire with debates on ethics and the impact of colonialism.
- The women's rights movement which began to challenge gender roles and advocate for women's education and employment opportunities.

### How to format a letter

#### Your Address

111 The High Street  
1 Bexhill-on-Sea  
East Sussex  
BN27 TYH

#### Their address

Bexhill Academy  
Gunters Lane  
Bexhill-on-Sea  
East Sussex  
TN39 4BY

#### Date

1<sup>st</sup> September 2024

Dear Sir / Madam, (if you don't know their name)

Introduction – why are you writing?

Point One – what is the first point you want to make?

Point Two – what is the second point you want to make?

Point Three – what is the last point you want to make?

Conclusion – summarise your argument and explain what you would like to happen next.

Yours faithfully, (if you don't know their name)

or Yours sincerely, (if you do know their name)

Your name

### How to format a speech

Introduction - greet the audience and explain why you are speaking to them.

Point One – what is the first point you want to make?

Point Two – what is the second point you want to make?

Point Three – what is the last point you want to make?

Conclusion – summarise your argument, explain what you would like to happen next and thank the audience for listening.

### How to format an article

#### Catchy Title

Introduction – hook the audience and summarise what your article is about.

Point One – what is the first point you want to make?

Point Two – what is the second point you want to make?

Point Three – what is the last point you want to make?

Conclusion – summarise your argument and explain what the reader can do.

Word Class	Definition	Example
<b>Noun</b>	A person, place or thing	Cat, school, book and sky
<b>Proper Noun</b>	A specific person, place or thing that needs a capital letter.	<b>B</b> exhill <b>A</b> cademy, <b>M</b> rs <b>B</b> rown and <b>E</b> ast <b>S</b> ussex
<b>Adjective</b>	Describes a noun	The <b>brilliant</b> book. The <b>beautiful</b> sky. The <b>black</b> cat.
<b>Verb</b>	A state of doing, being or having.	I <b>am</b> here. The cat <b>jumped</b> . The sky <b>was</b> blue.
<b>Adverb</b>	Describes a verb.	The cat jumped <b>suddenly</b> . The dog barked <b>loudly</b> .

Sentence Type	Example
<b>Simple sentence</b> = an independent clause that has a subject and a verb.	I enjoy reading.
<b>Compound sentence</b> = two or more independent clauses that are joined through a connective (for, and, nor, but, yet, and so).	I enjoy reading <b>and</b> I like going to English lessons.
<b>Complex sentence</b> = contains a main independent clause and an additional subordinate clause which gives further details on the main clause.	I enjoy reading <b>because</b> I like learning about other worlds.

### How to know when to start a new paragraph



### What is a semi-colon?

#### Semicolon



A punctuation mark that connects two separate but related independent clauses

I missed the bus; I guess I'm walking to school.

### What is an em-dash?

#### Em Dash



A punctuation mark that interrupts a sentence to add information or show emphasis

My sister — who doesn't speak French — is moving to France.

### Key Vocabulary

- **Victimised:** Subjected to unfair treatment, harm, or suffering.
- **Authoritative:** Commanding respect or obedience due to one's perceived knowledge, experience, or position of power.
- **Inferior:** Lower in quality, status, or rank compared to something or someone else; perceived as less important or less competent.
- **Inevitable:** Certain to happen and unable to be avoided or prevented; a situation or outcome that is unavoidable.
- **Fragility:** The quality of being easily broken, damaged, or affected; a state of vulnerability or delicacy.
- **Regression:** The process of returning to an earlier or less advanced state.
- **Refugee:** A person who has been forced to flee their country due to war, persecution, or natural disaster, seeking safety and asylum in another country.
- **Agency:** The capacity or ability to act or make choices independently; in social contexts, it refers to the power and autonomy individuals have to make decisions and effect change in their lives.
- **Unreliable:** Not consistently dependable or trustworthy; prone to fail or not deliver as expected.
- **Dehumanised:** The process of treating people as less than human, stripping them of their dignity and individual identity, often leading to exploitation or abuse.
- **Community:** A group of people living in the same area or having a common interest or characteristic.
- **Prejudice:** Preconceived opinion or judgment about individuals or groups, often based on stereotypes or insufficient knowledge, leading to unfair treatment or discrimination.

### Literary Devices

- **Imagery:** Descriptive language that appeals to the senses and creates vivid mental pictures for the reader, enhancing their experience and understanding of the text.
- **Metaphor:** A figure of speech that describes one thing in terms of another, implying a comparison without using "like" or "as," to suggest that they are alike in some way (e.g., "Time is a thief").
- **Oxymoron:** A figure of speech in which contradictory terms appear together to create a paradoxical effect (e.g., "bittersweet," "deafening silence").
- **Symbolism:** The use of symbols—objects, characters, or actions—to represent abstract ideas or concepts beyond their literal meaning (e.g., a dove representing peace).
- **Personification:** A literary device where human qualities are attributed to animals, inanimate objects, or abstract concepts, making them more relatable or vivid (e.g., "The wind whispered through the trees").
- **Frame narrative:** a story within a story, where an outer narrative sets the stage for one or more inner stories.





## Year Eight Food Preparation and Nutrition

### The bigger picture:

Over the 4 terms the students will be studying **Food Preparation and Nutrition** we will cover a number of important aspects regarding the health of individuals and how food contributes to this. All students are expected to understand the importance of **food safety** when preparing foods including the 4Cs and how to avoid cross contamination, the function and sources of the 3 **macro** nutrients and 2 **micro nutrients** and how they can be included in a **balanced meal**.

	Core Question Nutrition	Answers
1	What are amino acids?	Amino acids are the building blocks that join together to make protein molecules
2	What are Essential Amino acids	Amino acids that the body cannot make by itself and must get them from the food that we eat
3	What is saturated Fat?	Saturated fatty acids found mainly in solid fats, e.g. butter and lard, block vegetable fat and ghee, the fat in meat, coconut oil, palm oil and chocolate
4	What is unsaturated fat?	Fatty acids found mainly in liquid oils e.g. sunflower, rapeseed, sesame, corn, olive and almond
5	What are Monosaccharides?	Group of sugars that are made of one sugar molecule for example Glucose - ripe fruit and vegetables e.g. apples, onions and parsnips Fructose - Fruit, Vegetables and Honey Galactose - Milk from mammals
6	What are disaccharides?	Group of sugars that are made from 2 sugar molecules Maltose; Cereals such as barley added to breakfast cereals Lactose - Milk from mammals and products made from it (e.g. yoghurt, evaporated milk, cheese
7	What are polysaccharides?	Polysaccharides are complex carbohydrates a group of carbohydrates that are made from many sugars Starch - cereals, starchy vegetables, seeds, quinoa Dietary Fibre - Non starch polysaccharides (NSP) Fruit and veg with skin left on
8	Which Vitamins are water soluble	Water soluble vitamins are found in foods with a high water content The water soluble vitamins are vitamin B and C
9	Which Vitamins are fat soluble?	Fat soluble vitamins that are found in foods containing fats. The fat soluble vitamins are Vitamin A,D,E and K
10	What is the roll of calcium in the body?	Calcium is the main mineral in the body it is laid down in teeth and strong bones. Vitamin D which comes from sunlight enables the body to absorb calcium.
11	What is the roll of iron in the body?	Iron is needed to make haemoglobin in red blood cells to carry oxygen to all body cells. Vitamin C is needed to enable iron to be absorbed from food during digestion



## Macronutrients

### Macronutrients

Macronutrients provide energy.  
The macronutrients are:

- Carbohydrate;
- Protein;
- Fat.

Macronutrients are measured in grams (g).

### Fat

#### Sources:

**Saturated fat:** fatty cuts of meat; skin of poultry; butter; hard cheese; biscuits, cakes and pastries; chocolate.

**Monounsaturated fat:** edible oils especially olive oil; avocados; nuts.

**Polyunsaturated fatty acids:** edible oils especially sunflower oil; seeds; margarine; spreadable fats made from vegetable oils and oily fish.

•

### Carbohydrate

All types of carbohydrate are compounds of carbon, hydrogen and oxygen. They can be divided into three main groups according to the size of the molecule.

These three types are:

- monosaccharides (e.g. glucose);
- disaccharides (e.g. lactose);
- polysaccharide (e.g. sucrose).

### Protein

- Made up of building blocks called amino acids.
- There are 20 amino acids found in protein.
- Eight amino acids have to be provided by the diet (called essential amino acids).

The essential amino acids (EAAs) are isoleucine, leucine, lysine, methionine, phenylalanine, threonine, tryptophan and valine. In young children, additional amino acids, e.g. histidine and tyrosine, are sometimes considered to be essential (or 'conditionally essential') because they may be unable to make enough to meet their needs.

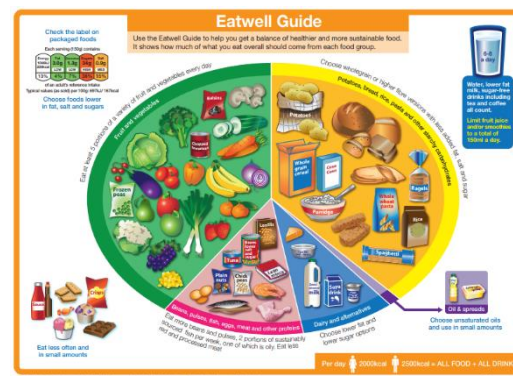
#### Recommendations

- 0.75g/kg bodyweight/day in adults.

Sources:

**Animal sources:** meat; poultry; fish; eggs; milk; dairy food.

**Plant sources:** soya; nuts; seeds; Pulses, e.g. beans, lentils; mycoprotein.



### Fat

Sources of fat include:

- saturated fat;
- monounsaturated fat;
- polyunsaturated fat.

Fats can be saturated, when they have no double bonds, monounsaturated, when they have one double bond, or polyunsaturated, when they have more than one double bond.

#### Recommendations

- <35% energy, Saturated fat <11% energy.

A high saturated fat intake is linked with high blood cholesterol levels.

The two types main of carbohydrate that provide dietary energy are starch and sugars. Dietary fibre is also a type of carbohydrate.

Starchy carbohydrate is an important source of energy.

Starchy foods - we should be choosing wholegrain versions of starchy foods where possible.

#### Recommendations

- Total carbohydrate - around 50% of daily food energy.
- Free sugars include all sugars added to foods plus sugars naturally present in honey, syrups and unsweetened fruit juice (<5% daily food energy).
- Fibre is a term used for plant-based carbohydrates that are not digested in the small intestine (30g/day for adults).



## Micronutrients- Vitamins

	Vitamins	Function	Sources
Fat soluble	Vitamin A	Helps the immune system to work as it should. It also helps with vision and helps keep skin and the linings of some parts of the body, such as the nose, function normally.	Liver, cheese, eggs, dark green leafy vegetables and orange-coloured fruits and vegetables (e.g. carrot, sweet potato, butternut squash, cantaloupe melon and papaya).
	Vitamin D	Helps the body to absorb calcium and helps to keep bones strong. It also helps muscles to function normally and the immune system to work as it should.	Oily fish, eggs, fortified breakfast cereals and fat spreads. In summer, the majority of people will get most of their vitamin D through the action of sunlight on the skin.
	Vitamin E	Helps to protect the cells in our bodies against damage.	Vegetable and seed oils (e.g. olive, rapeseed, sunflower, peanut oils) nuts and seeds (e.g. sunflower seeds and almonds), avocados and olives.
	Vitamin K	Needed for the normal clotting of blood and is required for normal bone structure.	Green vegetables (including leafy greens, broccoli, green beans and peas) and some oils (e.g. rapeseed, olive and soya oil).
Water soluble	Thiamin (vitamin B <sub>1</sub> )	Helps to release energy from food. It also helps our nervous system and heart function normally.	Bread, fortified breakfast cereals, nuts and seeds, meat (especially pork), beans and peas.
	Vitamin C	Helps to protect cells from damage. Helps with the formation of collagen, which is important for normal bones, gums, teeth and skin. It also helps the immune system work as it should and the nervous system to function normally.	Fruit (especially citrus fruits, blackcurrants, strawberries, papaya and kiwi), green vegetables, peppers and tomatoes.

## Micronutrients Minerals

Mineral	Function	Sources
Calcium	Helps to build and maintain strong bones and teeth, as well as the normal functioning of nerves and muscles. It also helps blood clot normally.	Milk, cheese, yogurt, fromage frais, some green leafy vegetables (such as kale), calcium-fortified dairy-alternatives, canned fish (where soft bones are eaten) and breads (white, brown and wholegrain).
Iron	Helps to make red blood cells, which carry oxygen around the body. It also helps the immune system to work as it should and helps the brain to function normally.	Offal, red meat, beans, pulses, nuts and seeds, fish (e.g. canned sardines, cockles and mussels), quinoa, wholemeal bread and dried fruit.

## Vitamins

**Challenge Task** – On a blank piece of paper, write down all the vitamins you can remember. For each of these write down one function and one food source for each food.



## Carbohydrates Knowledge check

1. Name the three groups of carbohydrates.
2. Which type of carbohydrates should we eat less of and why?
3. What happens if excess (too much carbohydrate is eaten?
4. How much fibre should adults eat each day?

### Challenge Question

Find out the daily amount of fibre needed for children of different ages.



## Fats and Oils Knowledge check

1. Describe the difference between fat and oils
2. Name the three functions of fat
3. Name three sources of vegetable fat?
4. Which type of fats are linked to an increase in heart disease?

### Challenge question

Find out how a low fat diet may help to prevent type 2 diabetes and or heart disease.

## Protein Knowledge Check

1. What is protein?
2. Give two reasons why some people need more protein than others
3. What are the building blocks of protein called?
4. Why do children need more amino acids than adults?

### Challenge Question

Make a list of 10 snacks which contain protein foods that would appeal to adults, name the protein food in the snack



## Fibre

- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and, seeds.

Dietary fibre helps to:

- reduce the risk of heart disease, diabetes and some cancers;
- prevent constipation.

## Energy from food

- Energy intake is measured in joules (J) or kilojoules (kJ), but many people are more familiar with Calories (kcal).
- Different macronutrients, and alcohol, provide different amounts of energy.

	Energy per gram
Carbohydrate	16kJ (3.75 kcals)
Protein	17kJ (4 kcals)
Fat	37kJ (9 kcals)

## Hydration

- Aim to drink 6-8 glasses of fluid every day.
- Water, lower fat milk and sugar-free drinks including tea and coffee all count.
- Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.





**The Bigger Picture:**

This term we will look at how to talk about present and future holidays, say what activities we are going to do and give our opinion. We will be developing our speaking, listening, reading and writing skills. We will also learn some idiomatic expressions so we can really show off our French!



<u>Questions essentielles</u> (Core questions)	<u>Réponses</u> (Answers)
1. <b>Où</b> vas-tu en vacances normalement? (Where do you normally go on holiday?)	Normalement je vais en vacances en <u>France</u> . (Normally I go on holiday to France)
2. Avec <b>qui</b> vas-tu? (Who do you go with?)	Je vais avec ma <u>mère</u> . (I go with my mum)
3. <b>Comment</b> vas-tu? (How do you get there?)	Je vais en <u>voiture</u> . (I go by car)
4. <b>Que</b> fais-tu? (What do you do?)	Je vais <u>à la plage</u> et je prends le soleil. (I go to the beach and sunbathe)
5. C'est <b>comment</b> ? (How is it?)	C'est <u>génial</u> . (It's great)

<u>Questions essentielles</u>	<u>Réponses</u>
1. <b>Où</b> vas-tu aller en vacances? (Where are you going to go on holiday?)	Cet été je vais aller en <u>Espagne</u> . (Next summer I'm going to go to Spain)
2. Avec <b>qui</b> vas-tu aller? (Who are you going to go with?)	Je vais aller avec <u>ma famille</u> . (I'm going to go with my family)
3. <b>Comment</b> vas-tu aller? (How are you going to travel?)	Je vais aller en <u>bateau</u> . (I'm going to go by boat)
4. <b>Que</b> vas-tu faire? (What are you going to do?)	Je vais aller <u>à la plage</u> et je vais prendre le soleil. (I'm going to go to the beach and I'm going to sunbathe)
5. Ça va être <b>comment</b> ? (How's it going to be?)	Ça va être <u>génial</u> . (It's going to be great)

## Parallel Text:

Normalement je vais en vacances en <u>France</u> avec ma <u>famille</u> .	Normally I go on holiday to France with my family.
Souvent je vais en <u>avion</u> mais parfois je vais en <u>voiture</u> .	Often I go by plane but sometimes I go by car.
Généralement, <u>je vais à la plage</u> et après <u>je fais du tourisme</u> .	Generally I go to the beach and after I do tourism.
Je pense que c'est <u>génial</u> .	I think it is great.
L'année prochaine je vais aller en vacances en <u>Écosse</u> avec <u>mes amis</u> .	Next year I am going to go on holiday to Scotland with my friends.
Je vais aller en <u>train</u> et de plus je vais <u>me reposer</u> et je vais faire du vélo.	I'm going to go by train and furthermore, I am going to rest and I'm going to ride a bike.
<u>Tous les après-midi</u> je vais <u>jouer avec mes amis</u> et puis je vais <u>faire du tourisme</u> .	Every afternoon I am going to play with my friends and then I am going to do tourism.
Tous les soirs, <u>je vais nager dans la mer</u> .	Every evening I am going to swim in the sea.
Je pense que ça va être <u>top</u> .	I think it is going to be awesome.

## Memory Hooks

We don't learn a new language 'by accident'. We have to do it on purpose and sometimes we need to give our brains some help. A hook, to remember a new or difficult word. Which words from the parallel text are tricky to remember? How many will you need to concentrate on? What memory hooks will you use?

Here is an example:

**Je vais:** Imagine saying to yourself "Je vais I'm on my way"

Now think of your own:

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## Verbs in the present tense:

I go: Je vais

I do: Je fais

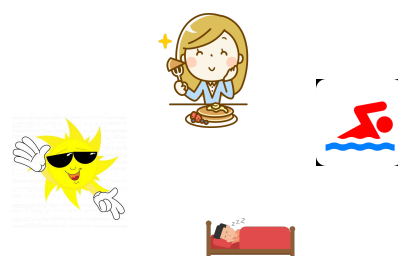
I eat: Je mange

I swim: Je nage

I sunbathe: Je prends le soleil

I sleep: Je dors

I rest: Je me repose



## Sentence Builder 1 (Present tense)

Pendant les vacances (During the holidays) Normalement (Normally) Généralement (Generally) Souvent (Often) Parfois (Sometimes) Jamais (Never)	je vais en France (I go to France) je vais en Écosse (I go to Scotland) je vais en Espagne (I go to Spain) je vais en Italie (I go to Italy)	en avion (by plane) en voiture (by car) en bateau (by boat) en train (by train) en car (by coach)	avec ma famille (with my family) avec mes amis (with my friends) avec ma classe (with my class)
je mange et je dors (I eat and sleep) j'achète des cadeaux (I buy presents) je me repose (I rest) je fais de la natation (I go swimming) je fais du tourisme (I go sightseeing) je vais à la plage (I go to the beach) je joue avec des amis (I play with friends) je fais du vélo (I ride a bike) je nage dans la mer (I swim in the sea) je prends le soleil (I sunbathe)	tous les matins (every morning) tous les après-midi (every afternoon) tous les soirs (every night) tous les jours (every day)	c'est amusant (it is fun) c'est formidable (it is great) c'est top (it is awesome) c'est génial (it is great)	

[ A: GAPFILL ] Fill each gap in the French with one word only:

- 1) During the holidays I go to France by coach with my family = Pendant les vacances je vais en \_\_\_\_\_ en car avec ma famille
- 2) Generally I go to Italy by train with my family = Généralement je vais \_\_\_\_\_ Italie en train avec ma famille
- 3) Never I go to Italy by train with my class = Jamais je vais en Italie en train avec ma \_\_\_\_\_
- 4) Generally I go sightseeing every day = \_\_\_\_\_ je fais du tourisme tous les jours
- 5) During the holidays I eat and sleep it is fun = Pendant les vacances je mange et \_\_\_\_\_ dors c'est amusant
- 6) Often I rest it is awesome = \_\_\_\_\_ je me repose c'est top

## Sentence Builder 2 (Future tense)

Pendant les vacances (During the holidays) Demain (Tomorrow) L'année prochaine (Next year) Le mois prochain (Next month) En août (In August) Cet été (This summer)	je vais aller en France (I'm going to go to France)	en avion (by plane)	avec ma famille (with my family)
	je vais aller en Écosse (I'm going to go to Scotland)	en voiture (by car)	avec mes amis (with my friends)
	je vais aller en Espagne (I'm going to go to Spain)	en bateau (by boat)	avec ma classe (with my class)
	je vais aller en Italie (I'm going to go to Italy)	en train (by train)	
		en car (by coach)	
		manger et dormir (to eat and sleep)	tous les matins (every morning)
		acheter des cadeaux (to buy presents)	tous les après-midi (every afternoon)
		me / se / nous reposer (to rest)	tous les soirs (every night)
		faire de la natation (to go swimming)	tous les jours (every day)
		faire du tourisme (to go sightseeing)	
		aller à la plage (to go to the beach)	
		jouer avec des amis (to play with friends)	
		faire du vélo (to ride a bike)	ça va être amusant (it's going to be fun)
		nager dans la mer (to swim in the sea)	ça va être formidable (it's going to be great)
		prendre le soleil (sunbathe)	ça va être top (it's going to be awesome)
			ça va être génial (it's going to be great)

	<u>Year 8 Skills Grid. Bronze</u>	<u>Silver</u>	<u>Gold</u>
8.2	<input type="checkbox"/> predict pronunciation of new words.	<input type="checkbox"/> read aloud with confidence.	<input type="checkbox"/> read aloud with fluency.
8.4	<input type="checkbox"/> understand and use present and near future tense in familiar chunks.	<input type="checkbox"/> understand and use present and near future tenses using a range of verbs.	<input type="checkbox"/> understand and use present and near future tenses in familiar chunks using a range of pronouns.
8.6	<input type="checkbox"/> understand and use sequencers and time phrases effectively.	<input type="checkbox"/> use a range of sequencers, time indicators and connectives in two time frames.	<input type="checkbox"/> use idiomatic phrases requiring conjugation and complex grammatical structures in three tenses.



## Year Eight Geography - An introduction to Development Term One

### The bigger picture:

Why are some countries very wealthy and others much poorer? How does this happen? How does this shape how people live their lives on a daily basis? Should the governments of wealthier countries help and support the governments of poorer countries? How do we even assess how rich or poor a country is? This term we will investigate what Geographers mean when they discuss "Development". How do we know if a country is rich or poor? Why are some countries richer than others? How does this impact on a person's quality of life?

Core Question	Development	Answers
1	What does Development mean?	In Geography the word <b>Development</b> has a very specific meaning. It refers to how wealthy or <b>developed</b> a country is. Where standards of living and quality of life are good the country is <b>developed</b> . Where standards of living and quality of life are less good the country is <b>developing</b> .
2	What are HICs and LICs?	<b>HICs</b> are High Income Countries. The world's wealthier countries. <b>LICs</b> are Low Income Countries. The world's poorer countries.
3	What are Development Indicators?	<b>Development Indicators</b> are the evidence and data that Geographers collect in order to assess levels of development within a country. For example, <b>average life expectancy</b> in a country tells us a great deal about wealth and development in a country.
4	What is Gross Domestic Product (GDP)?	This is the most popular <b>development indicator</b> . It is very complicated to work out but it refers to average wealth, per person, per country. It is worked out every year, for every country in the world and for every country in the world the figure is given in US dollars.
5	What is the Brandt Line?	This is a line drawn onto a world map. It shows the location of the world's HICs and LICs. It led to the use of the terms " <b>rich north</b> " and " <b>poor south</b> " and most of the world's HICs are north of the line and most of the world's LICs are south of the line.
6	What is the Development Gap?	The <b>Development Gap</b> refers to the difference in quality of life, standards of living and access to basic resources between HICs and LICs.
7	Why do some countries use tourism as a "close the gap" strategy?	Tourism is seen as a fast way to develop jobs and " <b>grow</b> " the <b>economy of a country</b> . If you can promote your country as a tourist destination this will lead to the development of many different jobs within the country.
8	What is Fair Trade and how does it link people in HICs and LICs together?	<b>Fair Trade</b> is a group of <b>charities</b> that believe farmers and workers in LICs do not always get treated well or get a fair price for the products they grow and make. The charities work with farmers and producers to ensure they get a better deal and a better quality of life.
9	What is Aid? What are the main types of Aid?	<b>Aid</b> refers to a country or organisation helping other people or another country through the money, resources and expertise they may provide. Aid can be <b>bi-lateral</b> . Aid can be <b>charitable</b> .
10	How are job types changing in LICs?	Agriculture is no longer the main job type in many LICs. People are moving into <b>secondary jobs</b> in factory production. Jobs in " <b>fast fashion</b> " are becoming popular in some LICs but workers are not always treated well or work in safe conditions.
<b>Challenge Question</b>	Is the Brandt Line still relevant today?	
<b>Challenge Question</b>	Why is there debate about how effective it is to give long term Aid to LICs?	

### Key words and phrases:

**Development:** This refers to the wealth of a country and the quality of life experienced by people living in the country.

**The Brandt Line:** An imaginary line on a world map, dividing the world into the "rich north" and the "poor south".

**Charitable Aid:** Donations made by members of the public to organisation that set out to help other people.

**Fair Trade:** An organisation working with producers and farmers to ensure fair pay and good working conditions.

**Gross Domestic Product:** Average wealth per person, per country, per year. The figure is always given in US dollars (**why do you think this is?**)

**Government Aid:** Goods, services and expertise provided by one government to help out another.

**Human Development Index:** A list produced once a year by the United Nations. It lists the wealthiest country down to the poorest country.

**Literacy Rate:** The percentage of adults in a country who can read and write to a functional standard (good enough to function in society).

**NGOs:** Non-Government Organisations. Charities that often have their headquarters in HICs and work throughout LICs.

**Trade:** The movement of goods and services between countries, for profit.

**Urban:** Larger settlements such as cities and megacities.

**What are HICs? Give two examples.**

**What are LICs? Give two examples.**

**What are NEEs? Give two examples.**



## United Nations World Food Programme

### What is the Nobel Peace Prize?

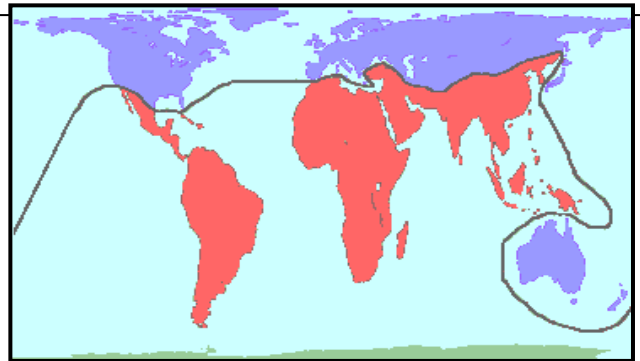
The 2020 winner was announced in October 2020.

The United Nations World Food Programme won.

What is the World Food Programme?

Who does it help?

Why did the World Food Programme win this prestigious prize?



**Does the Brandt Line work?**

**Is it out-of-date?**

**What would you replace the Brandt Line with?**

**For the United Kingdom, find out the current:**

GDP:

HDI:

Literacy Rate:

### What is Development?

What does the world map tell us about global levels of wealth and development?

Which areas of the world are wealthy?

Which areas of the world are significantly poorer?

Does this pattern surprise you?

### How do we measure Development?

Geographers use **Development Indicators**. This is data that tells us important information about a country.

#### Gross Domestic Product:

Average wealth per person per country. The figure is always written in US dollars \$

#### Life Expectancy:

The average number of years a person can expect to live, when born into a particular country.

#### Adult Literacy Rate:

The percentage of adults in a country who can read and write well.

### Choose two countries at different levels of development.

Collect and comment on their development data.

What does this data tell us about levels of wealth within countries and differences between countries?

Country 1	Country 2



### A picture tells a thousand words.

The image on the left is very well known. It was taken in Sudan, in 1993, by a photographer called Kevin Carter. As a result of famine the boy is starving and very close to death. The vulture is simply waiting for the boy to die.

The photographer never once helped and says "it haunts him to this day".

Why didn't the photographer help this young boy?

Was it acceptable for the photographer to take this image and then offer no help?

### What is Fair Trade?

Fair Trade is a charitable organisation that works to help farmers and producers in LICs gain a fair price for the products they grow or produce.

Fair Trade products such as tea, coffee and chocolate are becoming increasingly popular in HICs. They cost more money because the **Fair Trade Premium** is added to the price, but this additional money is given back to farmers and communities to develop their local facilities.

**What Fair Trade products are available in your local supermarket? Do you buy Fair Trade products? Could you be persuaded to buy Fair Trade products?**





### Should we shop at Primark?

Primark owns 370 shops across twelve countries.

They sell low cost affordable fashion clothing.

They are part of a growing trend for “fast fashion”. Wearing an item just a few times before discarding it and buying more because the price is so low.

Primark has been criticised for the treatment of its workers in factories in LICs. In April 2013 Primark was linked to the collapse of a factory in Dhaka, Bangladesh. 1,127 people died. Primark items of clothing have been found to have the message “SOS” stitched into them, deliberately left there by factory workers. **(What does SOS mean?)**

### YOUR OPINION:

Can companies like Primark help to reduce the Development Gap, by providing considerable numbers of jobs in LICs or do they create more problems than they solve?

Arifa started working in Bangladesh's garment factories when she was 10 years old. She grew up in a town outside the capital city, Dhaka, and had to find a job when her father could no longer work. She has worked in the sector for 20 years.

When she first started working, Arifa was a helper and earned only 100 taka a month. She has gradually worked her way up to sewing machine operator, and now earns 2200 taka a month, working an average of 13-14 hours per day. After 20 years as a garment worker Arifa earns more than Bangladesh's minimum wage, but still less than a living wage.

Arifa lives with her family near the factory. She is married and has three children: two sons and one daughter. Her eldest son works abroad in Saudi Arabia, and the other two children go to school. She thinks that her daughter, who is only four, will complete her education.

Arifa's family spends approximately 5000 taka on food, rent and health each month. More than they earn. They also send money to their families. Arifa's eldest son sends money home to the family, allowing them to make ends meet. She is very concerned about the unsafe conditions in her home, where she lives in a slum.

Arifa would like to leave her job. The work is exhausting and hard on her body, causing frequent pain, especially in the back. She works sitting down, but the chair provided is very unsupportive. However, through working in the garment sector, she feels 100% independent. She fights for women's rights in the factory and at home. She is proud of her work and women's rights participation.

Arifa does not feel safe in the factory because of security issues. She is scared of the building collapsing, the risk of fire and the poor working conditions: not enough light, no ventilation, dirty and unhygienic.

### Knowledge

**Identify** and give definitions for a range of development indicators.

**Explain** why countries exist at different levels of development.

**Explain** how Fair Trade works in both HICs and LICs.

**Explain** why the UK is an example of a HIC.

### Understanding

**Explain** why the usefulness of development indicators changes over time.

**Explain** why factors impacting on levels of development are inter-related.

**Critique** the current approach to fast fashion in place at Primark.

### Application

**Suggest** three potential future developments indicators and explain your thoughts.

**Evaluate** which factors impacting on development are the most significant.

**Research** the role of the charity “War on Want” and explain what support they offer.



# Year Eight History

## What was the British Empire and its role in the Slave Trade?

### How should the British Empire be remembered?

#### The bigger picture:

Over many thousands of years, there have been many different empires. There are some very famous ones - like the Roman, Inca and Aztec Empires - but lots of other civilisations and nations have had empires at one time or another. Britain may have started out in the 1600s with a rather small empire: however, by 1900, land nearly 40 times the size of Britain itself belonged to the British Empire. Britain ruled over 450 million people living in 56 different places. But how did the Empire begin? Why did it grow? And what role did it have to play in the unforgivable slave trade?



**Source A: World War One patriotic postcard, following in the footsteps of the Dear Old Dad, 1915**

**Your Task:** What can you infer from this source about what Britain thought about themselves and their empire?

#### Your Task:

What questions could you ask about this reward poster from 1856? **Source B**

Why is the reward for this women's capture set at £1,030,589.40 in today's money?



Key Question	Answer
What is an Empire?	A group of countries, people or land ruled by one single country referred to as the 'mother country'.
Why did countries want Empires?	Countries wanted empires for many reasons. These included power, trade, religion, ambition, adventure and the acquisition of ports.
How did countries get Empires?	The 'mother' country used many methods to increase their empire. These included taking colonies through war, by establishing new settlements, by explorers discovering new lands and claiming them and through the expansion of trade.
What was a slave?	A slave is a person who is owned by another person. Slaves are forced to work and are not paid.
What was the Triangular Slave Trade?	The trade triangle was made up of three voyages. Voyage 1 from Britain to West Africa, voyage 2 from West Africa to the West Indies and voyage 3 from the West Indies back to Britain.
What was the Middle Passage?	Voyage two of the slave trade triangle carrying slaves from West Africa to the West Indies across the Atlantic Ocean.
How were slaves treated?	Slaves were treated as property, not as human beings. They could be bought, sold, beaten or chained up. Punishments were severe.
How did slaves rebel?	Some slaves rebelled by escaping with the help of the Underground Railway. Others refused to work or learned to read and write. The Haitian rebellion was a mass slave revolt led by Toussaint L'Ouverture.
When was slavery abolished?	Slavery was abolished in Britain in 1807, in the British Empire in 1833 and in America in 1863.
Challenge: Should Britain make up for its role in slavery?	

### Key words Empire:

**Empire** - A group of countries, people or land ruled by one single country referred to as the 'mother country'.

**Colony** - A country that is part of an empire.

**Jewel in the crown** - The largest and richest part of Britain's Empire.

**Commonwealth** - A group of countries that were once part of Britain's Empire.

**Imperialism** - The act of building an empire.

**Nationalism** - Wanting you country to be the best or to be free from someone's empire.

**Britannia** - A female figure used to symbolise the British Empire.

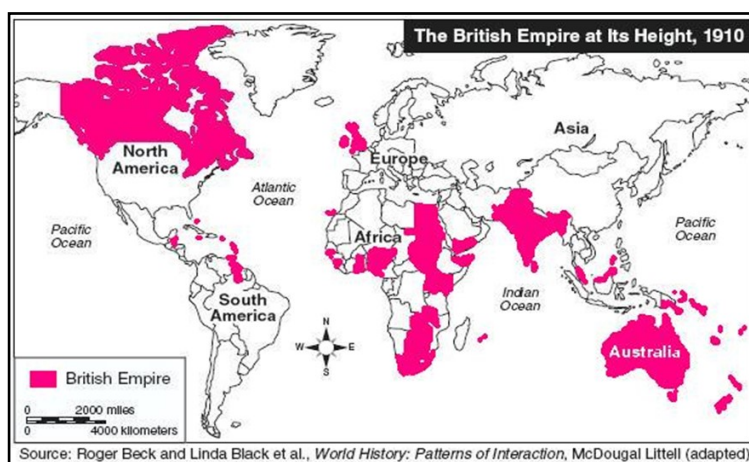
**Dominion** - A dominion was one of the semi-independent countries under the British Crown that constituted the British Empire such as Canada.

### How does the slave trade link to the British Empire?

In 1619 the first African slaves arrived in the British colony in Virginia, America to help work on the farms. Britain was certainly not the only European nation involved in slavery however, they did make some of the largest profits from it. It is estimated that three million African slaves were brought and sold between 1630 and 1807 generating profits of about £12 million (£1 billion today)!

### What was the Slave Trade?

The slave trade refers to the transatlantic trading patterns, which were established as early as the mid-17<sup>th</sup> century. Those who supported the slave trade argued that it made important contributions to the country's economy however by the end of the eighteenth century many had finally started to campaign against the barbaric idea of slavery.



**Source C: A map of the British Empire at its height in 1910.**

### Your task:

Can you name at least five counties in the British Empire?

Is there one that we have studied in class that is not on this map in 1910? Why is this?

Can you name three countries on this map that are now part of the British Commonwealth?

### British Empire key dates:

**1496** - The British Empire began when Henry VII sent out an Italian explorer to claim new land for England.

**1584** - Sir Walter Raleigh organised a small settlement in America named Virginia in honour of Elizabeth I.

**1612** - East India Company set up trading posts for Britain in India.

**1620** - The Mayflower ship set sail for America with the first permanent English colonisers called the Pilgrim Fathers.

**1770** - Captain Cook claimed Australia for Britain.

**1775 - 1783** - Britain was defeated in the American War of Independence and lost its 14 colonies. Remembered in America on the 4<sup>th</sup> July.

**1788** - Areas of Australia used to send convicts to by the British.

**1801** - Ireland became part of the United Kingdom.

**1839** - Britain took control of Afghanistan.

**1840** - The Maori chiefs (head of the Maori tribes) signed over New Zealand to Queen Victoria.

**1841** - Britain forced to leave Afghanistan.

**1876** - Queen Victoria declared Empress of India.

**1916** - The Easter rising in Ireland.

**1847** - India gains independence from Britain.

### Keywords on The Slave Trade:

**Slavery** - A slave is a person who is owned by another person. Slaver are forces to work and are not paid.

**Grab and Go slave auction** - All people who wanted to buy a slave would pay the auctioneer a set amount of money. The slave pen would be opened. Buyers would rush in and grab the slave or slaves they wanted.

**The Slave Trade Triangle** - The trade triangle was made up of three voyages. Voyage 1 from Britain to West Africa, voyage two from West Africa to the West Indies and voyage three from the West Indies back to Britain.

**Middle Passage** - Voyage two of the slave trade triangle from West Africa to the West Indies.

**Plantation** - A type of farm which has many field where one cash crop (i.e. a crop that cannot be eaten) was grown.

**Abolition** - The action of abolishing a system, practice, or institution.





### The Triangular Slave Trade:

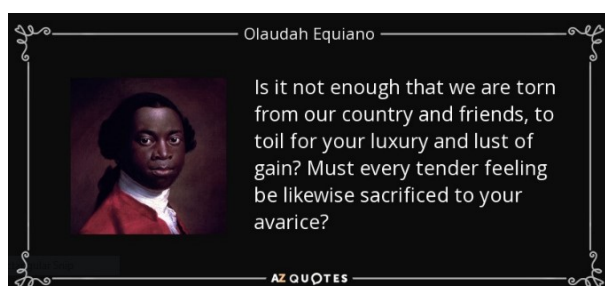
#### Your Task:

Can you remember which part of the slave trade triangle was referred to as the Middle Passage?

Can you label it on your map? What was the experience of this part of the passage like?

### The Slave Trade key dates:

- 1582 - First English Slavery voyage to Africa.
- 1787 - Thomas Clarkson set up the Abolition of Slavery Committee.
- 1789 - Olaudah Equiano published autobiography.
- 1797 - 12 devout Christian men, led by William Wilberforce, formed a group to fight for the abolition of slavery.
- 1791 - The slave rebellion on St Domingue.
- 1804 - The slaves on St Domingue won the rebellion and re name the island Haiti.
- 1807 - The Slave Trade is abolished in Britain.
- 1831 - The first mention of the Underground Railroad.
- 1831 - 'The History of Mary Prince a Slave' published in Britain.
- 1833 - Slavery is abolished in the British Empire.
- 1849 - Harriet Tubman uses the Underground Railroad to



#### Source C

A quotation from Olaudah Equiano



**Your Task:** Can you explain why the lady from the wanted poster on the first page of your knowledge organiser for History is going to be placed on a American bank note in 2028?

### Key Figures:

**Thomas Clarkson** - Clarkson founded 'The Society for Effecting the Abolition of the Slave Trade'. This helped to persuade MP's to pass the Slave Trade Act of 1807, which abolished British trade in slaves.

**Olaudah Equiano** - An Ex-Slave who moved to England and wrote a book about being a slave. Many people became aware of how terrible slavery was.

**Toussaint L'Ouverture** - In 1791 there was a slave rebellion on St Domingue. He was the leader and eventually won and abolished slavery there in 1804.

**Granville Sharp** - Sharp campaigned to improve the position of black slaves and former slaves in Britain. He campaigned to allow former slaves to settle in Sierra Leone, West Africa.

**Josiah Wedgwood** - Wedgwood was a prominent abolitionist, and pottery manufacturer from Stoke on Trent. He is remembered for his "Am I Not a Man And a Brother?" Anti-slavery medal-lion (see top corner of this box).

**William Wilberforce** - British MP who campaigned for the abolition of slavery in Parliament. (See time line 1807 and 1833). Wilberforce died three days after the final bill abolishing slavery was passed.

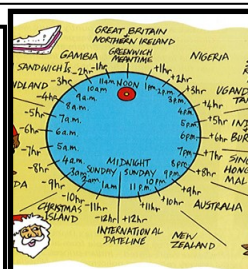
**Frederick Douglass** - A former slave that became an activist and writer and was so influential that he became an advisor to American presidents.

**Harriet Tubman** - Famous as an Underground Railroad conductor. She led nineteen different escapes from the slave states in the south of America and helped around 300 slaves to escape.



**Source D: An image from a school textbook showing how the sun never sets on the British Empire.**

**Your Task:** In your own words, using both sources B and C and what we have covered in class, can you explain why you think the British Empire was labelled 'the Empire upon which the Sun never sets'?



**Fact:** The word empire comes from the Roman word 'imperium', which was a legal title meaning that a person was in charge of something.

**Your task:**

How useful is source E about the life of a slave on a plantation?

(4 marks)

What does the source say?

Does this link to your own knowledge?

Is there more you know about life on a plantation?

What about the provenance (who created it, when and why)?

*'The time came when I must go to work on the plantation. I was less than seven years old. On the plantation of Colonel Lloyd I was left to the tender mercies of Aunt Katy, a slavewoman who, ill-tempered and cruel, was often guilty of starving me and the other children.'*

**Source E:** By Frederick Douglass, *Narrative of the Life of Frederick Douglass* (1845)

**Your Task:** There has been much debate about the English rugby chant lately as its original links are to slavery.

Can you find out what the lyrics mean and how it links to the Underground Railroad?

*Swing low, sweet chariot*

*Coming for to carry me home*

*If you get there before I do*

*Coming for to carry me home.*

*Tell all my friends I'm coming too*

*Coming for to carry me home.*



Further reading: <https://www.independent.co.uk/sport/rugby/rugby-union/international/swing-low-sweet-chariot-meaning-lyrics-racist-slavery-song-england-rugby-history-origin-a9574881.html>

### **Should Britain make up for its role in Slavery?**

In September 2001 a World conference was held in South Africa to discuss the topic of racism. One of the topics discussed was the slave trade - in particular, whether nations who had used slaves in their colonies many years ago should apologise for doing so?

The British government refused to apologise for Britain's role however instead saying that they 'expressed regret about the slave trade!' They also refused to pay compensation to the African nations involved.

**Your Task:** Explain from what we have studied in lesson what you think Britain's response should have been?



**Source F:** Photograph from June 2020 of the toppling of a slave traders statue, Edward Colston in Bristol UK.

**Your Task:** Why do you think people wanted this statue taken down? Was this the right way to do things? Explain your answer.

### **Assessment Objective 1 Knowledge**

**Identify** the reasons countries wanted an Empire.

**Describe** two features of the British Empire.

**Describe two features** of the Middle Passage.

**Describe two features** of slave uprisings.

Create a poster comparing the two arguments about how the Empire should be remembered.

### **Assessment Objective 2 Explain**

**Explain** why countries wanted on Empire.

**Explain** how Britain built up their Empire.

**Explain** using sources and contextual knowledge the experience of slaves during the Middle Passage.

Olaudah Equiano was the most influential person leading to the abolition of slavery. **How far do you agree?**

Create a speech explaining how you think the British Empire should be remembered.

### **Assessment Objective 3 Sources**

#### **Sources**

**Look at Sources A–F. For each**

- Describe what you can see.
- What can you infer about the person or event?
- When was it produced and who by?
- Why might it have been produced?
- How useful is it to find out about the Empire and slavery? Explain your answer.



## 8.1 Ratio and Scale, 8.2 Multiplicative Change, 8.3 Representing Data

The Bigger Picture

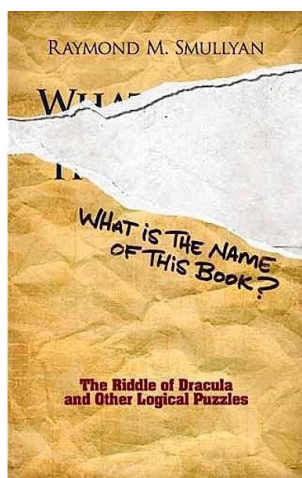
Ratios occur frequently in daily life and help to simplify many of our interactions by putting numbers into perspective. Ratios allow us to measure and express quantities by making them easier to understand.

Examples of ratios in life:

- The car was traveling 60 miles per hour, or 60 miles in 1 hour.
- You have a 1 in 28,000,000 chance of winning the lottery. Out of every possible scenario, only 1 out of 28,000,000 of them has you winning the lottery.
- There were enough cookies for every student to have two, or 2 cookies per 78 students.
- The children outnumbered the adults 3:1, or there were three times as many children as there were adults

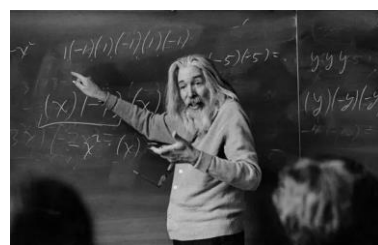
Core Questions

Core Questions	Development	Answers
1	What is the difference between a fraction and a ratio?	A fraction compares a part to a whole. A ratio compares a part to a part.
2	Why would you simplify a ratio to write in the format 1:n?	Simplifying to 1:n allows you see compare one whole part to another. This is useful to scaling up or down parts.
3	Why is recognising a correlation an important skill in data analysis?	Correlation helps to understand the direction and shape of data. This then helps from a relationship between the variables.
4	What is the difference between qualitative and quantitative data?	Qualitative data is non-numerical data (words) and quantitative data is numerical data.
5	What is the purpose of constructing a line of best fit?	A line of best fit helps to analyse correlations and relationships between variables
Challenge Question	Suggest a reason for outliers within a data set	

Extended Reading

What is the name of this book? By Raymond M. Smullyan

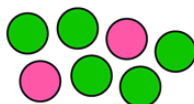
If you're intrigued by puzzles and paradoxes, these 200 mind-bending logic puzzles, riddles, and diversions will thrill you with challenges to your powers of reason and common sense. Raymond M. Smullyan — a celebrated mathematician, logician, magician, and author — presents a logical labyrinth of more than 200 increasingly complex problems



## 8.1 Ratio and Scale

The first thing we will do this unit is look at how we write and represent ratios

green to pink 5 : 2  
pink to green 2 : 5



sparx

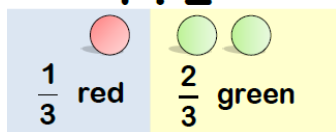


### Upcoming Sparx Homework

**Week 1 -**  
Writing and simplifying ratios (M885)

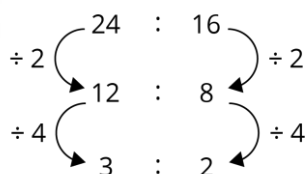
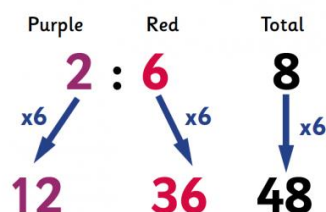
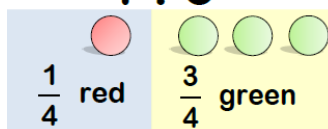
**Week 2 -** Using equivalent ratios to find unknown amount (M801)

1 : 2



We will then look at the relationship between ratio and fractions

1 : 3



We will also be solving problems using equivalent ratios

Initially you will be drawing ratios to show how you can represent them.

Can you work out which of these diagrams correctly represent the ratio 'for every 3 blue there are 4 green'.



Understanding what ratios mean is extremely important.

The below question tests your understanding of ratios.

The ratio of men to women at a football match is 5 : 2  
Are these statements true or false? Circle your answer.

There are more men than women. T F

There are 7 people at the football match. T F

For every 2 women, there are 5 men. T F

If one more woman arrives, the ratio will change to 5 : 3 T F

Answers  
True, False, True, False

### ONE STAR



To be able to simplify ratios  
To be able to write ratios in the form 1:n or n:1  
To be able to divide a quantity into a given ratio

### TWO STARS



To be able to solve problems using ratios in the form 1:n or n:1  
To be able to explain the links between ratios and fractions

### THREE STARS



To be able to simplify algebraic ratios  
To be able to compare ratios and their related fractions  
To be able to explain fluently how to solve complex ratio problems

## 8.2 Multiplicative Change

Below shows three examples of multiplicative change. It involves problem solving from a given number fact.

A recipe for 6 pancakes uses 300 ml of milk.

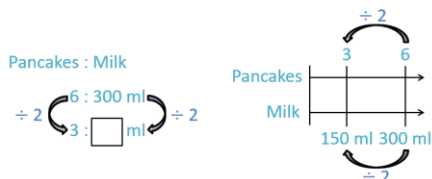
How much milk is needed to make 3 pancakes?

For every 6 pancakes there is 300 ml of milk.

$\div 2$

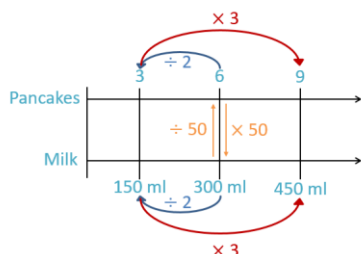
$\div 2$

For every 3 pancakes there is 150 ml of milk.



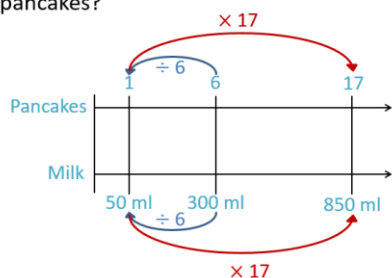
A recipe for 6 pancakes uses 300 ml of milk.

How much milk is needed to make 9 pancakes?



A recipe for 6 pancakes uses 300 ml of milk.

How much milk is needed to make 17 pancakes?



Recipe problems are a common question in multiplicative change.

See if you can fill in the gaps for the three recipes

Here is a recipe for 8 cupcakes.

Cupcakes (makes 8)

100 g butter  
100 g sugar  
2 eggs  
1 tsp vanilla extract  
120 g flour  
4 tbsp milk

a) Complete these recipe cards.

Cupcakes (makes 4)

butter  
sugar  
eggs  
vanilla extract  
flour  
milk

Cupcakes (makes 24)

butter  
sugar  
eggs  
vanilla extract  
flour  
milk

Cupcakes (makes )

butter  
sugar  
16 eggs  
vanilla extract  
960 g flour  
milk

2  
60  
0.5  
1  
50  
50  
Makes 4

12  
360  
3  
9  
300  
300  
Makes 24

32  
8  
800  
800  
Makes 64

sparx



Upcoming Sparx Homework

Week 3 -  
Sharing amounts  
in a given ratio  
(M525)

Week 4 -  
Consolidation of  
Ratio (Sparx  
produces question  
for you)

Multiplicative change can also be written in tables

	$\div 2$	$\times 2$	
x	5	10	20
y	3	6	12
	$\div 2$	$\times 2$	

	$\times 2$	
x	10	20
y	3	6

a	15	30	
b		14	28
			$\times 2$

ONE STAR



To be able to multiply and divide with decimals  
To be able to construct simple scale drawings  
To be able to use conversion graphs

TWO STARS



To be able to draw and use conversion graphs to solve problems  
To be able to use proportion to solve recipe problems  
To be able to create a detailed scale drawing

THREE STARS



To be able to create a detailed scale drawing and justify the scales which you have used.  
To be able to explain what the gradient in a direct proportion graph represents.

## 8.3 Representing Data



### Positive correlation

As one variable increases so does the other variable.



### Negative correlation

As one variable increases the other variable decreases.



### No correlation

There is no relationship between the two variables.

This unit involves interpreting and understanding correlations.

Correlations are used to identify relationships with variables hence helping us to understand the data

sparx



### Upcoming Sparx Homework

**Week 5 -**  
Reading and plotting coordinates  
(M618) Plotting horizontal and vertical lines  
(M797)  
**Week 6 -**  
Plotting scatter graphs (M769)

#### Scatter Graphs

Ms Wilson records the temperature each day and the amount of ice cream she sells in her shop.

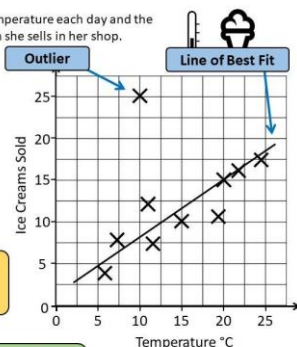
She plots each day on a graph.

Temperature (x)	Ice Creams Sold (y)
20	15
15	10
23	16

Can we expect a pattern in the data?  
Ms Wilson plots more points.

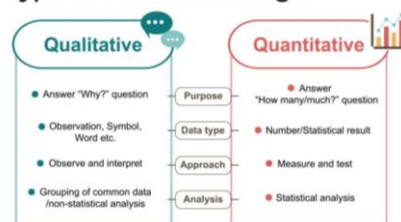
A **scatter graph** compares two variables to analyse whether there is a **relationship** between them.

We can see more ice creams are sold on hotter days.  
As one variable increases so does the other:  
there is a **positive correlation** between the variables.

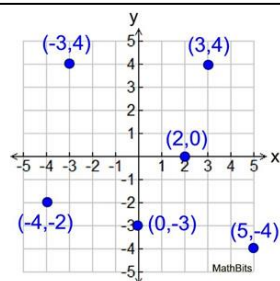


You will be plotting and interpreting scatter graphs this unit

#### Type of research design

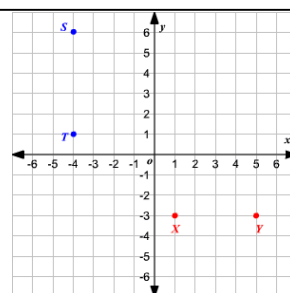


You will also be look at qualitative and quantitative data



The example on the left shows how to read coordinates (x,y).

Can you state each coordinate on the graph on the right.



### ONE STAR



To be able to construct scatter graphs.  
To be able to recognise different correlations.  
To be able to classify data as discrete or continuous  
To understand what the term frequency means

### TWO STARS



To be able to draw and use a line of best fit  
To be able to recognise outliers and suggest reasons for them.  
To be able to justify and explain class boundaries

### THREE STARS



To be able to justify the line of best fit and explain it's limitations  
To be able to describe correlation in context  
I can justify and explain class boundaries for continuous data

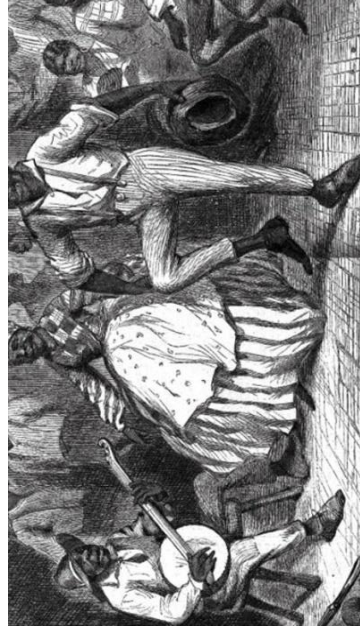
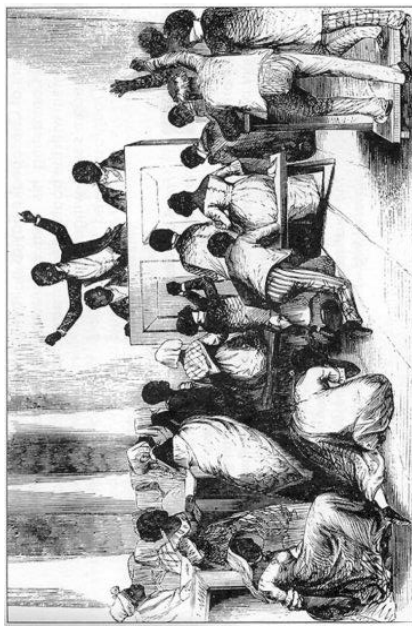
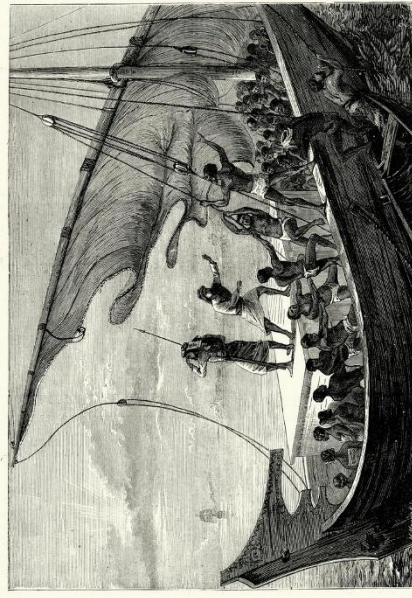


**The bigger picture:** Music is history in action. The music you hear today has been through an evolutionary journey! 'Popular music' is in fact a *fusion* of musical devices and ideas from a breadth of different styles and genres. It comes from a fusion of styles from all around the world. For example, the music we listen to today includes features from Baroque (17<sup>th</sup> Century) and Classical (19<sup>th</sup> Century) music from Europe, all the way to Blues, Soul, Jazz and Folk song from Africa and the Americas. Essentially, music is recycled. It is important to understand where our collective musical influences come from. This term you will be studying music of Blues and Jazz – the ultimate influences of popular music styles from the 1950s onwards. Afterall, *"the blues echoes right through into soul, R&B, and Hip-Hop. It is part of the make-up of modern music. You can't turn your back on the blues"*. Ronnie Wood (The Rolling Stones).

## What is the Story?

Look at the images below. You will notice they are all linked to an important historical global event that has shaped our lives today.

Can you order and sequence together these pictures below to 'tell a story'?



Core Questions

1. **From where does Blues music originate?**  
It originates from the southern states of the USA but is heavily influenced by African traditions of people affected by the Slave trade.
2. **What are primary chords?**  
They are the 3 most significant chords in a key and are always chords I, IV and V.
3. **How is Blues music typically structured?**  
Blues music typically follows a 12 bar blues chord structure, as well as an AAB structure of melody and lyrics.
4. **What are typical sonorities (instrumentations) used?**  
Acoustic instruments were typical, including drum sets, acoustic guitar, double bass, piano, trumpets, trombones, saxophones and vocals
5. **How do musicians create the blues 'sound' through melody?**  
They altered major scales (traditional western scale) and flattened notes to create a blues scale. This was then particularly used in improvisation and melodies.
6. **How do musicians create the blues 'sound' through harmony?**  
They altered the primary chords and included at least one extra note to create extended chords. The most common is the seventh chord (which has a 'flattened' sound).

Challenge Questions

1. **What are the typical musical features/devices from African and Western musical traditions that fuse together to make the Blues 'sound'?**
2. **How is blues music relevant to all popular music today?**

Blues & Jazz Keywords

- **Blue Notes** - additional or extra sharpened or flattened notes in a melody.
- **Blues Scale** - a specific scale (order of pitches) used in blues music that is often used in **instrumental solos**.
- **Chord** - Two or more notes played together which thus create harmony.
- **Improvisation** - music created 'on the spot' (previously unprepared performance).
- **Modal Scale** - a scale that has origins in **folk music**. These scales follow certain patterns of tones and semitones and sound different to the more frequent major and minor scales used.
- **Primary Chords** - chords I, IV and V in a key (e.g., C, F, G in the key of C major).
- **Riff/Ostinato** - Short, repeated musical patterns often used in **instrumental solos**.
- **Seventh Chord** - a **triad** (root, third and fifth) with a fourth note added which is seven notes about the root/tonic.  
(e.g., C7 = C, E, G (triad) + B flat).
- **Swing/Swing Rhythm** - performing a regular 'straight' rhythm with a 'lilt' in a "ONE and A, TWO and A" style (using TRIPLETS) common in swing music.
- **Twelve Bar Blues** - a structure of chords (chord progression) used in blues music that last 12 bars.
- **Walking Bass** - a pattern in the bass where notes of the chords/triads are used. It 'walks up and down' (ascends/goes up and then descends/goes down) in pitch.



Your task – practice and rehearse the following features of the blues:

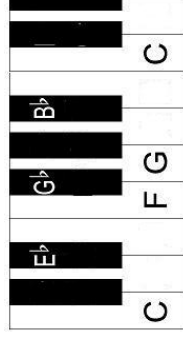
### The Twelve Bar Blues in C Major

<b>C (I)</b>	<b>C (I)</b>	<b>C (I)</b>	<b>C (I)</b>
<b>F (IV)</b>	<b>F (IV)</b>	<b>C (I)</b>	<b>C (I)</b>
<b>G (V)</b>	<b>F (IV)</b>	<b>C (I)</b>	<b>C (I)</b>

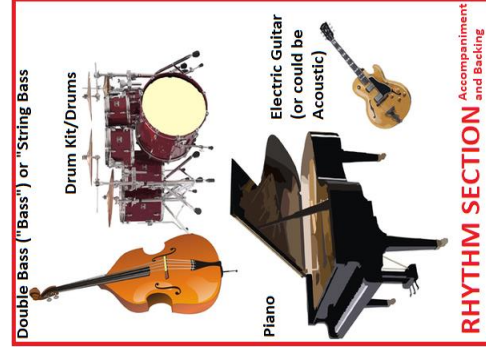
### The Twelve Bar Blues using 7<sup>th</sup> Chords

<b>C7</b>	<b>C7</b>	<b>C7</b>	<b>C7</b>
<b>F7</b>	<b>F7</b>	<b>C7</b>	<b>C7</b>
<b>G7</b>	<b>F7</b>	<b>C7</b>	<b>C7</b>

### The Blues Scale in C Major



### Instruments of Blues and Jazz



### Your Challenge Task – Critical Engagement (Listening to and Analysing Music)



Listen to a recording of Scott Joplin playing his famous piece of Ragtime Music "The Entertainer" and answer the questions below as you listen.

- "The Entertainer" begins with an INTRODUCTION, before the main melody begins.
- The introduction is based on a short repeated musical pattern, called an ostinato in "classical" music, but what is the other musical term for this, used in jazz and popular music?
- In the introduction, how many times is this short musical pattern repeated?
- Does the pitch of this repeated musical pattern go up or down on each repetition?
- What solo instrument can you hear playing?
- Which of the pianist's hands is playing the MELODY line part?
- Which of the pianist's hands is playing the BASS line part?
- The BASS LINE part uses notes of a chord played in a distinct "separate" way to an oom-cha rhythm, common in ragtime music. What is the name given to this way of playing chords?
- How would you describe the tempo of the music? Can you give a correct Italian musical term for this?
- The RHYTHM of the MELODY line uses an "off-beat" rhythm, emphasising the weaker beats of the bar. What is the musical term for this?
- Is the HARMONY of the music major or minor?
- "The Entertainer" is written in the key of C but uses "extra" black notes as well as the white notes. What is the name of these "extra" notes used in the melody line, often known as sharps and flats?
- Write down THREE of your OWN words that describe the MOOD of the music and explain why you made that choice (no right or wrong answers here – just your suggestions!)

# Year 8 Physical Education

## The bigger picture:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## Our aim at Bexhill academy:

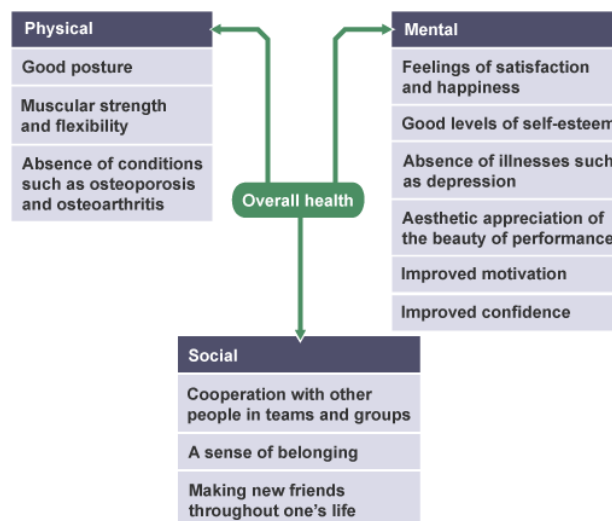
For every student to find a sport or physical activity that they enjoy, and learn how to lead healthy, active lives.

## Health, fitness and exercise:

### Health:

Health can be defined as 'complete physical, mental and social wellbeing and not only the absence of illness and infirmity'

The components for health are:



### Fitness:

*Fitness* can be defined as 'the ability to meet the demands of the environment' and relates to how physically demanding life is. Therefore, a person doing an office job requires lower levels of physical fitness than an Olympic athlete.

### Exercise:

*Exercise* can be defined as 'a form of physical exercise done to improve health or fitness or both'. It is recommended that adults and children follow different activity routines in order to maintain good health and fitness.

## How much physical activity should children and young people aged 5 to 18 do to keep healthy?

Children and young people need to do 2 types of physical activity each week:

- Aerobic exercise
- Exercises to strengthen their muscles and bones

### Children and young people aged 5 to 18 should:

- Aim for an average of at least 60 minutes of moderate or vigorous intensity physical activity a day across the week
- Take part in the variety of types and intensities of physical activity across the week to develop movement skills, muscles and bones
- Reduce the time spent sitting or lying down and break up long periods of not moving with some activity. Aim to spread activity throughout the day.



## Sedentary lifestyles

### What is a sedentary lifestyle?

A sedentary lifestyle is one with no or irregular physical activity and an excessive amount of daily sitting.

In addition to the recommended levels of physical activity, people also need to reduce **sedentary behaviours**. Being sedentary means sitting or lying down for extended periods when awake.

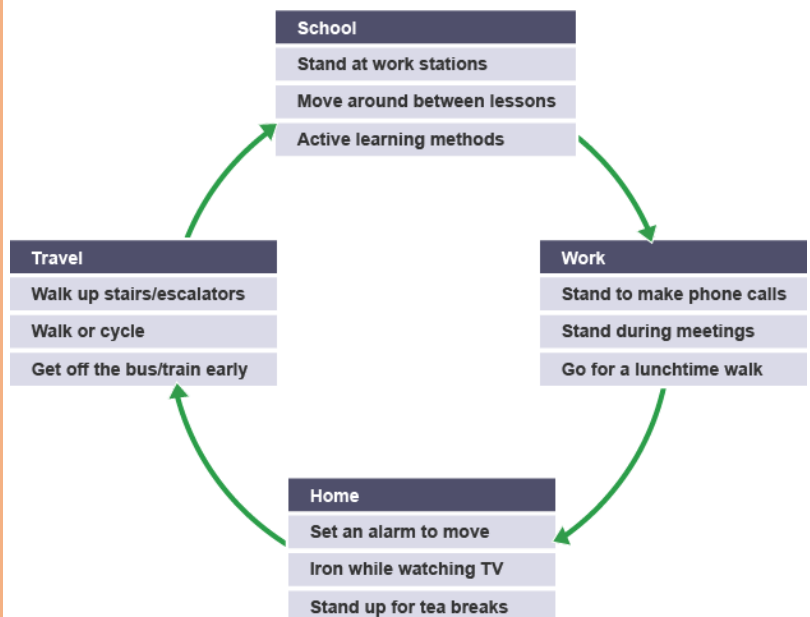
### Characteristics of a sedentary lifestyle:

- Not participating (much) in physical activity or too passive in their life
- Too much time watching TV, playing video games or on the computer (and not enough activity)
- Driving or using public transportation a lot and rarely walking or cycling
- Spending a lot of time sitting at work, school, college or at home
- Not having hobbies or interests with a physically active element, such as sports or outdoor pursuits

### Risks of a sedentary lifestyle:



### Solutions to prevent a sedentary lifestyle:



Create a poster that teaches year 6 children how to lead a healthy, active life and why it is important?

### Challenge:

- List some of the ways you could become more active?
- What effects could a sedentary lifestyle have on an individual's mental health?
- Why is our mental health as important as our physical health?

## YOU ARE WHAT YOU EAT!

Why should we eat a healthy, balanced diet?

How do we achieve a healthy, balanced diet?

### Eating a balanced diet

Diet is the variety of foods that are eaten over a period of time. As no single food provides all of the body's required nutrients, an individual's diet should be balanced across a variety of foods. Individual foods are not necessarily healthy or unhealthy. Healthy eating requires a **balanced diet**.

### Effects of an unhealthy diet

- Obesity
- Increased risk of acne or skin issues
- Increased risk of chronic diseases
- Increased risk of poor mental health

### Eatwell plate:

A balanced diet includes different foods from each of the **five main food groups**. The NHS *eatwell plate* shows these food groups and the proportions in which they should be eaten. The foods in the smallest group - high in fat and/or sugar - are not required as part of a healthy diet.

### Importance of a healthy, balanced diet

Eating a healthy, balanced diet is a lot more important than you might think to maintain good health throughout childhood and adulthood.

### Benefits of a healthy, balanced diet:

- Lowers risk of chronic health conditions, such as heart disease, type 2 diabetes and some cancers
- Support immune system function
- Help the digestive system function
- Help maintain a healthy weight
- Keeps your bones and teeth strong and healthy
- Repair and strengthen muscles
- Improve energy levels
- Supports brain function and brain health
- Boosts mood and self-esteem
- Support healthy growth and development in children
- Help with sleeping patterns

## The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Create yourself a one week meal plan using the eatwell plate. Ensure it is balanced and healthy.

## Fitness

### Components of fitness

Fitness for sport and physical activity can be broken down into 10 components. All performers need a good level of all 10 components of fitness, but different sports have different requirements.

#### Components of fitness - Key words and phrases:

\_\_\_\_\_ = The ability to move and change direction quickly (at speed) whilst maintaining control.

----- = The maintenance of the centre of mass over the base of support. Can be both static and dynamic.

\_\_\_\_\_ = The ability of the heart and lungs to supply oxygen to the working muscles.

\_\_\_\_\_ = The ability to use different (two or more) parts of the body together, smoothly and efficiently.

----- = The range of movements possible at a joint.

----- = Ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue.

----- = The product of strength and speed, ie strength x speed.

----- = The ability to overcome a resistance.

----- = Maximum rate at which an individual is able to perform a movement/ cover a distance in a period of time.

----- = The time taken to initiate a response to a stimulus.

Sport	Most important components	Explain why?
Basketball		
Gymnastics		
Javelin		

# Year 8 Science- Term 1- Biology: Breathing and digestion

## The bigger picture:

Investigate a claim linking height to lung volume. Evaluate how well a model represents key features of the digestive system. How does your body exchange gases with environment? How can drugs affect your body? How does the body break down the foods you eat.

The systems in our bodies are always working hard, whether that be digesting food or our lungs inhaling oxygen. However, our bodies need to be respected. Can we ensure we remain disease free and live a long and healthy life? Studying this topic will allow you to understand how your body works and to give you an understanding of how you can help yourself.



## Question:

What questions could you ask about this image?  
What are the consequences of an unhealthy set of lungs?  
Could this have been prevented?

Nutrient	Example of food	Function
Carbohydrates		
Fats		
Proteins		

## Key vocab

- Breathing:** The movement of air in and out of the lungs  
**Trachea:** Carries air from the mouth and nose to the lungs  
**Bronchi:** Two tubes which carry air to the lungs  
**Bronchiole:** Small tubes in the lungs  
**Alveoli:** Small air sacs found at the end of each bronchiole  
**Ribs:** Bones which surround the lungs to form the ribcage  
**Diaphragm:** A sheet of muscle found underneath the lungs  
**Enzymes:** Substances that speed up reactions  
**Carbohydrates:** Body's main source of energy. There are two types- simple and complex  
**Lipids:** A source of energy- found in butter, milk and eggs.  
**Protein:** Builds new tissue for growth and repair.  
**Stomach:** A sac where food is mixed with acidic juices  
**Small intestine:** Upper part of the intestine where digestion is completed and nutrients absorbed by the blood  
**Large intestine:** Water is absorbed here and where faeces are formed.

Key knowledge	Apply your knowledge	Skills
Describe process of inhaling and exhaling	Explain how exercise and smoking affect gas exchange	Carry out a food test
Differences between medicinal and recreational drugs	Observe breathing rate and volume	Calculate food requirements for healthy diet
Describe components of a healthy diet	Describe effects of unhealthy diet	
How do these affect the body?	How digestive organs have adapted to their role	
How do food tests work?		

## Challenge:

Design a diet for a person with specific dietary needs  
Evaluate a possible treatment for lung disease  
Predict how a change in the gas exchange system can affect other body processes

Food Test	Colour of reagent	Positive test result	Negative test result
Iodine for starch	orange-brown	blue-black	orange-brown (no change)
Benedict's for sugar	light blue	green to brick-red	light blue (no change)
Ethanol for lipid	colourless	cloudy emulsion	colourless (no change)
Biuret for protein	blue	lilac-purple	blue (no change)



# Year 8 Science- Term 1- Chemistry: Periodic table and elements

## The bigger picture:

Sort elements using chemical data and relate this to their position in the periodic table. What are atoms and elements? What are the patterns in the properties of elements? How can we use the Periodic Table to predict element properties?

The periodic table has evolved considerably throughout time. We are going to look at the scientists who developed the different periodic tables throughout history and look at the properties of the elements that make up the periodic table. How are they similar? How are they different?

## Key vocab

**Periodic table:** Shows all the elements arranged in rows and columns

**Physical properties:** Features of a substance that can be observed without changing the substance itself

**Chemical properties:** Features of the way a substance reacts with other substances

**Groups:** Columns of the periodic table

**Periods:** Rows of the periodic table

**Atom:** Smallest particle of an element

**Element:** Made up of one type of atom

**Molecules:** Two to thousands of atoms joined together

**Chemical formula:** Shows the elements present in a compound

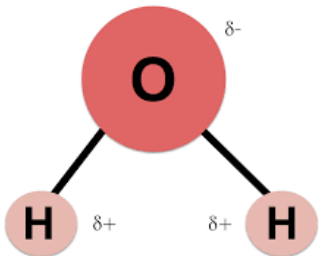
**Compound:** Pure substances made up of two or more elements strongly joined together

# PERIODIC TABLE OF ELEMENTS

Chemical Group Block

1 1.008																2 2.0038															
1 H Hydrogen																2 He Helium															
3 3 7.0 4 9.012183																5 5 10.81 6 12.011 7 14.007 8 15.999 9 18.9984															
Li Lithium Be Beryllium																B Boron C Carbon N Nitrogen O Oxygen F Fluorine Ne Neon															
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Cl Chlorine																Al Aluminium Si Silicon P Phosphorus S Sulfur Cl Chlorine Ar Argon															
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Key knowledge	Apply your knowledge	Skills
State what an element is	Use data to describe a trend in physical properties	Observe chemical reactions
Describe how to use the periodic table and identify elements	Describe the reactions of group 1 and 7 elements	Learn the correct prefixes for compounds
Classify substances into elements, mixtures and compounds	Name compounds using their chemical formulae	Use particle diagrams to identify
Understand what properties group 1, 7 and 0 have	Represent elements using particle diagrams	






**Question:** What is this molecule?

**Question:** What happens to the reactivity as you move down this group? 

### Challenge:

Predict the position of an element in the periodic table based on information about its physical and chemical properties

Use data about elements to find similarities, patterns and anomalies

Group 1 element	Electronic structure	Diagram of atom
Lithium	2,1	
Sodium	2,8,1	
Potassium	2,8,8,1	

# Year 8 Science- Term 1- Physics: Contact forces and pressure

## The bigger picture:

Investigate factors that affect the size of frictional or drag forces. Investigate how pressure from your foot onto the ground varies with different footwear. Why is there so little friction on some surfaces, like ice, but not on others like wood. Why do you get put on weighing scales before you do a bungee jump. Why don't earthmovers sink?

Most things we do involve forces- from pushing forces helping us run or jump to friction which slows us down. It is important to understand how these forces interact with our daily movements.

## Key Vocab:

**Equilibrium:** state of an object when opposing forces are balanced

**Deformation:** Changing shape due to a force

**Linear relationship:** When two variables are graphed to show a straight line

**Newton:** Unit for measuring forces (N)

**Resultant force:** Single force which can replace all the forces acting on an object

**Friction:** Force opposing motion which is caused by the interaction of surfaces moving over one another. It is called drag if one is a fluid

**Tension:** Force extending or pulling apart

**Compression:** Force squashing or pushing together

**Contact force:** One that acts by direct contact

**Fluid:** A substance with no fixed shape- gas or liquid

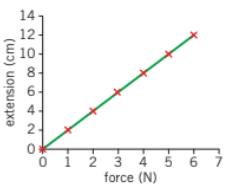
**Pressure:** Ratio of force to surface area

**Upthrust:** The upward force that a liquid or gas exerts on the body floating in it

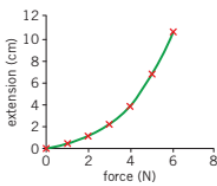
**Atmospheric pressure:** The pressure caused by the weight of the air above a surface

### Hooke's law

- Some objects, like springs, can be stretched, the amount that they stretch is known as their **extension**
- A force needs to be applied to the spring for it to be stretched, we can achieve this by adding masses which exert the force weight
- A spring will continue to stretch until it passes its **elastic limit**
- If an object obeys **Hooke's law** it will have a **linear relationship**: if the force applied to the spring is doubled, the extension will double too
- If an object does not obey Hooke's law, it will not have a linear relationship



This graph shows how the extension of a spring changes as you pull it



This graph shows the relationship between force and extension

## Question task:

Name the different contact and non-contact forces

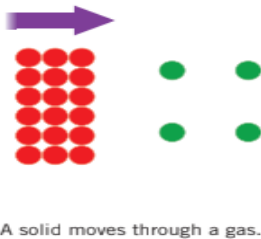
What is Hooke's Law and how do you calculate it?

## Challenge:

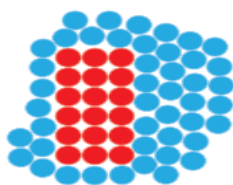
- 1) Evaluate how well sports vehicle technology reduces frictional forces
- 2) Using force and extension data compare the behaviours of different materials
- 3) Use the idea of pressure changing with depth to explain underwater effects
- 4) Use the idea of stress to deduce potential damage to one solid object by another

### Friction and drag

- Friction** is a force which will slow down a moving object due to two surfaces rubbing on one another
- The greater the friction, the faster an object will slow down, or the greater the force it will need to overcome the force of friction. For example, it is easier to push a block on ice than on concrete, as the ice is smoother and causes less friction
- When an object is moving through a fluid, either liquid or gas, the force which slows it down is known as **drag**
- The fluid particles will collide with the moving object and slow it down, meaning that more force is needed to overcome this
- Both drag and friction are **contact forces** as the two surfaces in friction, and the object and fluid particles in drag, come into contact with one another
- Both drag and friction are forces so they are measured in **Newtons (N)**



A solid moves through a gas.



A solid moves through a liquid.

Key knowledge	Apply your knowledge	Skills
State the difference between contact and non contact forces	Apply Hooke's law. Explain what is meant but a linear relationship	Calculate Hooke's Law
Describe how forces deforms objects	Use diagrams to explain observations of fluids inn terms of unequal pressure	Calculate a moment of stress
Describe how fluids exert a pressure in all directions	Use situations to calculate fluid pressure	Use stress models

The Bigger Picture:

This term we will look at how to talk about present and future holidays, say what activities we are going to do and give our opinion. We will be developing our speaking, listening, reading and writing skills. We will also learn some idiomatic expressions so we can really show off our Spanish!



<u>Preguntas indispensables</u> (Core questions)	<u>Respuestas</u> (Answers)
1. ¿ <b>Adónde</b> vas de vacaciones normalmente? (Where do you normally go on holiday?)	Normalmente voy de vacaciones a <u>Francia</u> . (Normally I go on holiday to France)
2. ¿Con <b>quién</b> vas? (Who do you go with?)	Voy con mi <u>madre</u> . (I go with my mum)
3. ¿ <b>Cómo</b> vas? (How do you travel?)	Voy en <u>coche</u> . (I go by car)
4. ¿ <b>Qué</b> haces? (What do you do?)	Voy <u>a la playa</u> y tomo el sol. (I go to the beach and sunbathe)
5. ¿ <b>Cómo</b> es? (How is it?)	Es <u>la leche</u> . (It's great)

<u>Preguntas indispensables</u>	<u>Respuestas</u>
1. ¿ <b>Adónde</b> vas a ir de vacaciones? (Where are you going to go on holiday?)	El verano próximo voy a ir a <u>España</u> . (Next summer I'm going to go to Spain)
2. ¿Con <b>quién</b> vas a ir? (Who are you going to go with?)	Voy a ir con <u>mi familia</u> . (I'm going to go with my family)
3. ¿ <b>Cómo</b> vas a ir? (How are you going to travel?)	Voy a ir en <u>barco</u> . (I'm going to go by boat)
4. ¿ <b>Qué</b> vas a hacer? (What are you going to do?)	Voy a ir <u>a la playa</u> y voy a tomar el sol. (I'm going to go to the beach and I'm going to sunbathe)
5. ¿ <b>Cómo</b> va a ser? (How's it going to be?)	Va a ser <u>la leche</u> . (It's going to be great)

## Parallel Text:

Normalmente voy de vacaciones a <u>Francia</u> con mi <u>familia</u> .	Normally I go on holiday to France with my family.
A menudo voy en <u>avión</u> pero a veces voy en coche.	Often I go by plane but sometimes I go by car.
Generalmente, <u>voy a la playa</u> y después <u>hago turismo</u> .	Generally I go to the beach and after I do tourism.
Pienso que es <u>genial</u> .	I think it is great.
El año que viene voy a ir de vacaciones a <u>Escocia</u> con <u>mis amigos</u> .	Next year I am going to go on holiday to Scotland with my friends.
Voy a ir en <u>tren</u> y además voy a <u>descansar</u> y voy a montar en bici.	I'm going to go by train and furthermore, I am going to rest and I'm going to ride a bike.
<u>Cada tarde</u> voy a <u>jugar con mis amigos</u> y entonces voy a <u>hacer turismo</u> .	Every afternoon I am going to play with my friends and then I am going to do tourism.
Cada noche, <u>voy a nadar en el mar</u> .	Every evening I am going to swim in the sea.
Pienso que va a ser <u>la bomba</u> .	I think it is going to be awesome.

## Memory Hooks

We don't learn a new language 'by accident'. We have to do it on purpose and sometimes we need to give our brains some help. A hook, to remember a new or difficult word. Which words from the parallel text are tricky to remember? How many will you need to concentrate on? What memory hooks will you use?

Here is an example:

**Como:** Imagine your parents saying to you "Come over here to eat"

Now think of your own:

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## Verbs in the present tense:

I go: Voy

I do: Hago

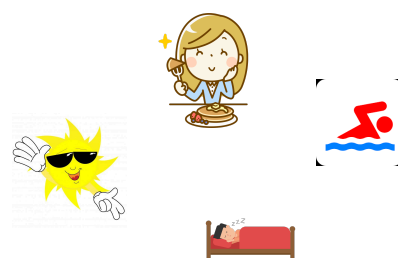
I eat: Como

I swim: Nado

I sunbathe: Tomo el sol

I sleep: Duermo

I rest: Descanso





## Sentence Builder 1 (Present tense)

<p>Durante las vacaciones (During the holidays)</p> <p>Normalmente (Normally)</p> <p>Generalmente (Generally)</p> <p>A menudo (Often)</p> <p>A veces (Sometimes)</p> <p>Nunca (Never)</p>	<p>voy a Francia (I go to France)</p> <p>voy a Escocia (I go to Scotland)</p> <p>voy a España (I go to Spain)</p> <p>voy a Italia (I go to Italy)</p>	<p>en avión (by plane)</p> <p>en coche (by car)</p> <p>en barco (by boat)</p> <p>en tren (by train)</p> <p>en autocar (by coach)</p>	<p>con mi familia (with my family)</p> <p>con mis amigos (with my friends)</p> <p>con mi clase (with my class)</p>
	<p>como y duermo (I eat and sleep)</p> <p>compro regalos (I buy presents)</p> <p>descanso (I rest)</p> <p>hago natación (I go swimming)</p> <p>hago turismo (I go sightseeing)</p> <p>voy a la playa (I go to the beach)</p> <p>juego con amigos (I play with friends)</p> <p>monto en bici (I ride a bike)</p> <p>nado en el mar (I swim in the sea)</p> <p>tomo el sol (I sunbathe)</p>		<p>cada mañana (every morning)</p> <p>cada tarde (every afternoon)</p> <p>cada noche (every night)</p> <p>todos los días (every day)</p>
			<p>es divertido (it is fun)</p> <p>es la leche (it is great)</p> <p>es la bomba (it is awesome)</p> <p>es genial (it is great)</p>

[ A: GAPFILL ] Fill each gap in the Spanish with one word only:

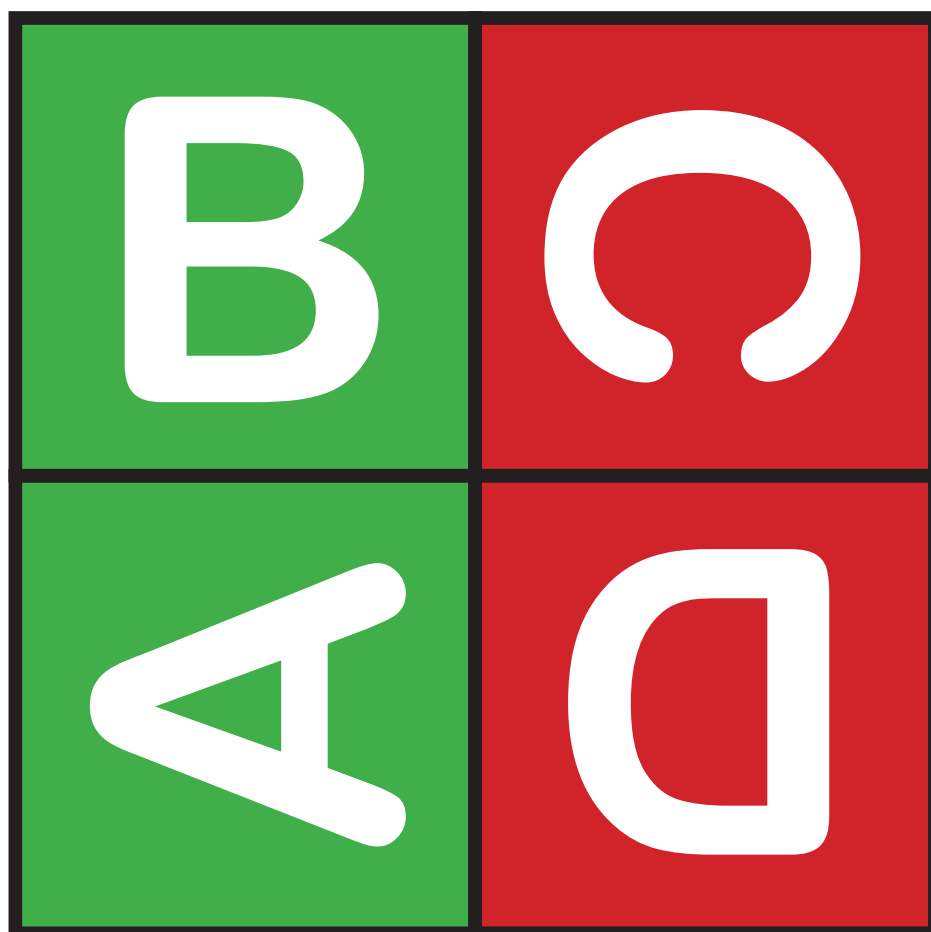
- 1) During the holidays I go to Spain by train with my friends = \_\_\_\_\_ las vacaciones voy a España en tren con mis amigos
- 2) Often I go to Italy by car with my family = A menudo voy a Italia en coche con mi \_\_\_\_\_
- 3) Never I go to Spain by coach with my class = Nunca voy a España en autocar con mi \_\_\_\_\_
- 4) Generally I swim in the sea every night = Generalmente nado \_\_\_\_\_ el mar cada noche
- 5) Generally I go sightseeing it is fun = Generalmente \_\_\_\_\_ turismo es divertido
- 6) Generally I sunbathe it is great = \_\_\_\_\_ tomo el sol es genial

## Sentence Builder 2 (Future tense)

<p>voy a ir a Francia (I'm going to go to France)</p> <p>voy a ir a Escocia (I'm going to go to Scotland)</p> <p>voy a ir a España (I'm going to go to Spain)</p> <p>voy a ir a Italia (I'm going to go to Italy)</p>	<p>en avión (by plane)</p> <p>en coche (by car)</p> <p>en barco (by boat)</p> <p>en tren (by train)</p> <p>en autocar (by coach)</p>	<p>con mi familia (with my family)</p> <p>con mis amigos (with my friends)</p> <p>con mi clase (with my class)</p>	<p>cada mañana (every morning)</p> <p>cada tarde (every afternoon)</p> <p>cada noche (every night)</p> <p>todos los días (every day)</p>	<p>va a ser divertido (it's going to be fun)</p> <p>va a ser la leche (it's going to be great)</p> <p>va a ser la bomba (it's going to be awesome)</p> <p>va a ser genial (it's going to be great)</p>
<p>Durante las vacaciones (During the holidays)</p> <p>Mañana (Tomorrow)</p> <p>El año que viene (Next year)</p> <p>El mes que viene (Next month)</p> <p>En agosto (In August)</p> <p>Este verano (This summer)</p>	<p>comer y dormir (to eat and sleep)</p> <p>comprar regalos (to buy presents)</p> <p>descansar (to rest)</p> <p>hacer natación (to go swimming)</p> <p>hacer turismo (to go sightseeing)</p> <p>ir a la playa (to go to the beach)</p> <p>jugar con amigos (to play with friends)</p> <p>montar en bici (to ride a bike)</p> <p>nadar en el mar (to swim in the sea)</p> <p>tomar el sol (sunbathe)</p>			
<p>voy a (I am going to)</p> <p>va a (s/he is going to)</p> <p>vamos a (we are going to)</p>	<p>me gustaría (I would like to)</p> <p>nos gustaría (we would like to)</p>			

	Year 8 Skills Grid. Bronze	Silver	Gold
8.2	<p>predict pronunciation of new words.</p>	<p>read aloud with confidence.</p>	<p>read aloud with fluency.</p>
8.4	<p>understand and use present and near future tense in familiar chunks.</p>	<p>understand and use present and near future tenses using a range of verbs.</p>	<p>understand and use present and near future tenses in familiar chunks using a range of pronouns.</p>
8.6	<p>understand and use sequencers and time phrases effectively.</p>	<p>use a range of sequencers, time indicators and connectives in two time frames.</p>	<p>use idiomatic phrases requiring conjugation and complex grammatical structures in three tenses.</p>





## DAILY TIMETABLE

	Start	Finish
<b>Tutor Time</b>	<b>08.30</b>	<b>09.00</b>
<b>Lesson 1</b>	<b>9.00</b>	<b>10.40</b>
<b>Break</b>	<b>10.40</b>	<b>11.10</b>
<b>Lesson 2</b>	<b>11.10</b>	<b>12.50</b>
<b>Break</b>	<b>12.50</b>	<b>1.20</b>
<b>Lesson 3</b>	<b>1.20</b>	<b>3.00 KS3 3.05 KS4</b>