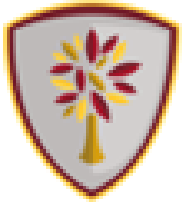


Year 8 Art: Environment

THE LEARNING JOURNEY

- Produce Research on the Theme/ Title
- Produce detailed drawings from images/ photographs
- Focus on The Formal Elements
 - LINE
 - TONE
 - TEXTURE
 - COLOUR
 - SHAPE
 - FORM
 - PATTERN
- Explore different media & techniques
- Look at the featured artist(s)
- Produce evidence of your understanding of the artist's work
- Develop ideas taking influence from the artist
- Evaluate, What can you improve?
- Produce a response to the theme/ artist
- Display

During this project, the environment will be your inspiration. There will be a focus on recording in a range of media from primary and secondary sources, with a three-dimensional final outcome.



FEATURED ARTISTS- pupils will look at one or more of these.



Yellena James



Swapna Namboodiri



Yayoi Kusama



Elin Thomas



Carston Holler

KEY VOCABULARY

line	Path of a moving point
tone	Areas of light and darkness in a drawing or painting
shape	The outline. A 2-dimensional space
form	A 3-dimensional shape or sculpture
colour	One of the formal elements
pattern	A repeated design or motif
texture	The surface quality of something, it can be real or implied
construct	Create or make

MEDIA

Pencil



Painting



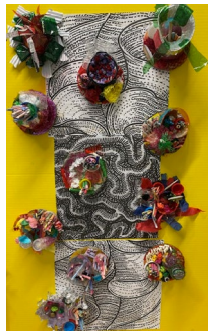
Oil or chalk pastel



3D mixed media



Examples of students work



A03 Record ideas, observations and insights relevant to intentions as work progresses

RECORD INTENTIONS

LINK OBSERVATION
IDEAS PLANNING

PRIMARY RESEARCH

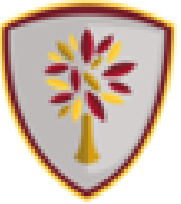
RELEVANT

Year 8 Art: Creatures

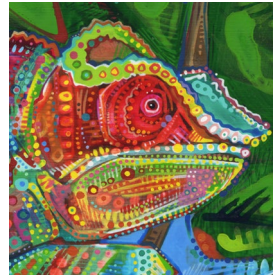
THE LEARNING JOURNEY

- Produce Research on the Theme/ Title
- Produce detailed drawings from images/ photographs
- Focus on The Formal Elements
 - LINE
 - TONE
 - TEXTURE
 - COLOUR
 - SHAPE
 - FORM
 - PATTERN
- Explore different media & techniques
- Look at the featured artist(s)
- Produce evidence of your understanding of the artist's work
- Develop ideas taking influence from the artist
- Evaluate, What can you improve?
- Produce a response to the theme/ artist
- Display

During this project, your inspiration will be creatures. There will be a focus on the exploration of different media which will lead to a collaborative final piece.



FEATURED ARTISTS- pupils will look at one or more of these.



Gwen Seeml



Lilia D



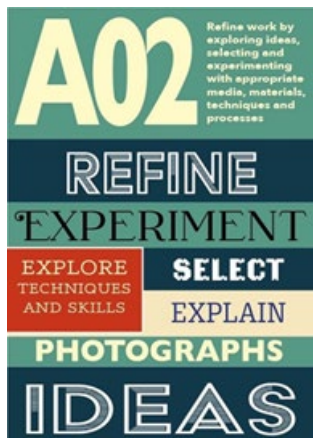
Carolyn Gavin



KEY VOCABULARY

composition	The way an artwork is put together using the formal elements
collaborate	Work jointly on a piece of artwork.
painting	The action of using paint to create an image or decorate a surface
photography	The art or practice of taking and editing photos
colour	One of the formal elements
pattern	A repeated design or motif
texture	The surface quality of something it can be real or implied
illustration	A representation of an image through the eyes of an artist.

Example of students work



MEDIA

Pencil



Watercolours or inks



Digital media or photography



Y8 Drama- Term 1



The Car Trip by Michael Rosen

A page to stage group performance of Michael Rosen's 'The Car Trip' which introduces the skills of mime and vocalisation.

What is mime?

Mime is the theatrical technique of suggesting action, character or emotion without words, using only gesture, expression and movement; to use only gesture and movement to act out a play or role.



What is vocalisation?

An actor uses the voice to build their character with these considerations: pitch, pace, tone, volume, emphasis, intonation, age, dialect, speech pattern, and personality.



Who is Michael Rosen?

One of the best-known figures in the children's book world, he is renowned for his work as a poet, performer, broadcaster and scriptwriter. As an author and by selecting other writers' works for anthologies he has been involved with over 140 books.



Y8 Drama- Term 1



The Car Trip by Michael Rosen

What disciplinary knowledge and key skills do I need to master in this topic?

Disciplinary knowledge	Definition
Vocalisation	Building character through the voice.
Performing	To share a piece of drama with an audience.
Mime	Performing without words

Skills to consider	Additional Links
How am I showing my character?	What is mime?
How am I using body language?	On-stage: voice
What is my character feeling? Do my facial expressions match this?	The Car Trip by Michael Rosen
How do I physically react to others?	Michael Rosen YouTube channel

Take it Further

Lower School Theatrical Society is an extracurricular club dedicated to taking the skills learned in the classroom further. Check the [extracurricular timetable](#).

Y8 Drama- Term 1

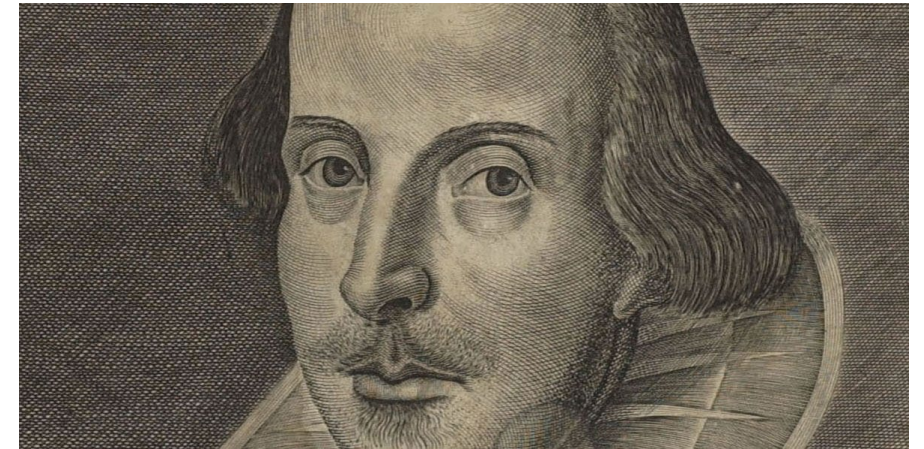


The Seven Ages of Man by William Shakespeare

An ensemble performance of Shakespeare's most famous speech from 'As You Like It', using Vocal Collage and Physical Theatre, working in a group using devising, rehearsing and performing skills.

Who was William Shakespeare?

Shakespeare was a prolific writer during the Elizabethan and Jacobean ages of British theatre (sometimes called the English Renaissance or the Early Modern Period). Shakespeare's plays are perhaps his most enduring legacy, but they are not all he wrote. Shakespeare's poems also remain popular to this day.



What is a vocal collage?

Soundscape, sound collage: the combination of sounds, which may include vocal and instrumental sounds, to create a specific atmosphere or to accompany important moments of a scene.



Y8 Drama- Term 1



The Seven Ages of Man by William Shakespeare

What disciplinary knowledge and key skills will I need to master in this topic?


Disciplinary knowledge	Definition
Devising	Creating a piece of drama. You will use this in a more advanced way than topic 1.
Physical Theatre	Use your body to make an object like a bench or tree.
Performing	To share a piece of drama with an audience.
Vocal collage	Creating a soundscape or feeling out of a combination of sounds.

Skills to consider	Additional Links
How are you using vocal skills? Are you confident?	Shakespeare in a nutshell
How well are you working collaboratively in your group?	Why Shakespeare still matters
How can you change your facial expression to convey mood?	Creating vocal collage
Can I offer constructive criticism to improve the outcomes of my ensemble and others?	Benedict Cumberbatch reads 'The Seven Ages of Man'

Take it Further
Lower School Theatrical Society is an extracurricular club dedicated to taking the skills learned in the classroom further. Check the extracurricular timetable .



Year 8 Crime Writing - Key Learning Outcome: Writing Assessment

Does your detective story opening include:		What might the Detective be like?	Sentence Openers:
An exciting beginning to hook the reader in?		 <p>Ambitious, assertive, calm, composed, daring, dedicated, determined, direct, fearless, intelligent, knowledgeable, perceptive, revise, straight-talking, suspicious, thorough, witty.</p>	After a few moments,
A mysterious setting or surprise event?			Amazed by the discovery,
A buildup to give clues about what is going to happen?			As the light filtered through the small window,
A dilemma?		Word Bank	As the wind howled,
Short, snappy sentences used for effect?		Alibi, dread, inspector, sleuth.	As their heart raced,
Flashbacks to reveal missing information?		Detective, footprints, red herring, villain.	Examining a misplaced ornament,
		Distress, fright, shadows, witness.	Frustrated at the lack of evidence,
Crime Fiction texts studied: Lamb to the Slaughter, Roald Dahl. Nightmare in Yellow, Frederick Brown.		Powerful verbs	In alarm,
		Analysed, bellowed, concealed, creaked, deduced, examined, inquired, investigated, mumbled, pounded, quivered, scrutinised, scuttled, shrieked, shuddered, sneaked, whispered.	Reading through the witness statement,
			Returning to the scene of the crime,
			Revealing the final clue,
			While inspecting the evidence,
			Without hesitation,
			Without warning,

Year 8 Crime Writing Assessment



Key Features	Mystery at the Museum (an extract)	
<p>An exciting beginning to hook the reader in</p>	<p>Detective Inspector Rossi circled the museum. Shards of broken glass littered the floor, reflecting under the glaring, artificial lights. Yellow and black tape cornered the scene of the unbelievable crime, highlighting where the offence had happened. Carefully and attentively, forensic officers dusted for fingerprints and scrutinised the scene for any traces of evidence. The transparent display box was empty. The ancient Egyptian artefact, the renowned, world-famous bust of Queen Nefertiti, had been stolen.</p>	<p>Crime Fiction Texts: Lamb to the Slaughter, Roald Dahl. The Sculptress, Minnette Walters. Nightmare in Yellow, Fredrick Brown. About His Person, Simon Armitage. The Ballad of Charlotte Dymond, Charles Causey. The Whole Town's Sleeping, Ray Bradbury.</p> <div data-bbox="1756 735 1912 858" style="text-align: center;"> </div> <p>Taking it Further: Research the background of one of the crime authors you have studied during this unit – (i.e., Roald Dahl, Fredrick Brown, Sir Arthur Conan Doyle.)</p> <p>Wider Reading: It's proven that reading for pleasure is the single most important indicator of a child's future success. Link to accelerated reader. Link to wider reading list</p>
<p>A mysterious setting or surprise event</p>	<p>The arrival of the bust of Queen Nefertiti had been long-awaited by the British public after spending years displayed in a museum in Berlin. After long negotiations, the bust was transferred to a London museum yesterday evening, to be displayed in an ancient Egyptian exhibition in a world-breaking financial deal. By morning, it had disappeared. While examining the evidence,</p>	
<p>A buildup to give clues about what is going to happen</p>	<p>Detective Inspector Rossi heard a voice behind her.</p>	
<p>Dialogue to advance the action</p>	<p>'We've checked the scene. There was no sign of forced entry, and the CCTV cameras seem to have conveniently stopped working', Constable Graham explained.</p>	
<p>Short, snappy sentences used for effect</p>	<p>Detective Inspector Rossi nodded and sighed. The lack of CCTV footage would be a huge misfortune in terms of their investigation. She contemplated who could have committed this crime. There was no sign of forced entry. The CCTV cameras were not working. The bust had only been in the museum for one night. It has to be someone who worked at the museum ...</p>	
<p>A dilemma</p>		



English Year 8 – Prose Study

Key Term	Definition
Prose	Verbal or written language that follows the natural flow of speech.
Analyse	To study or examine something in detail, to discover or understand more about it.
Evaluate	The process of deciding if something has been done in the best way, and wondering what could be improved.
Context	The circumstances in which a text is written, and the circumstances in which the text is read.
Structure	How written text is organised - the way the story is ordered and shaped.
Symbolism	The use of words or images to symbolise specific concepts, people, objects, or events.
Refugee	A person who has been forced to leave their country to escape war, persecution, or natural disaster.
Asylum	The protection granted by a state to someone who has left their home country as a political refugee.
Displaced	Take over the place, position, or role of.
Persecution	Hostility and ill-treatment, especially because of ethnicity, religion, or sexual orientation or political beliefs.

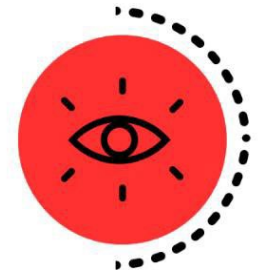
Key Learning Outcome: Reading Assessment

This may take the form of a character study, review, or analysis of a section of the novel, but will look at the writer's craft and choice of language for effect.

LEARNING PROCESS

1 VISIT

- Read the text with your class and teacher.
- Complete comprehension tasks.
- Consider your personal response.



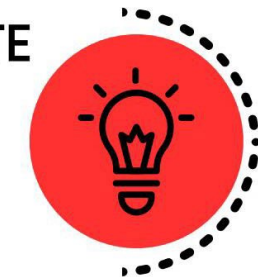
2 ANALYSE

- 'Zoom' in on key quotes.
- Track themes and symbols throughout the text.
- Complete a reading assessment: review, character study or extract question.



3 COLLABORATE

- Discuss your ideas with your peers.
- Create persuasive arguments, both written and verbal.
- Present key ideas to the group.



4 REFLECT

- Complete DIRT task related to your assessment.
- Reflect on key skills covered.
- Consider how this unit can help you in your future learning.





English Year 8 – Prose Study

Key Skills



Creative Tasks:

- Character profile.
- Storyboard.
- Diary entry.
- Newspaper article.



Analytical Tasks:

- 'Exploding' key quotes.
- Tracking key themes.
- Responding to extract questions.



Reflection Tasks:

- Peer and self-assessment.
- Directed Improvement and Reflection Time.

What does the quote mean?



How does this quote affect the reader?

Which word/phrase/image can we 'zoom' in on?

What language devices can you spot? What effect do they have?

Taking it further

Research:

- Research the context of your prose text (i.e., research the sinking of the Wilhelm Gustloff, a German refugee ship fleeing the Soviets in 1945 for Salt to the Sea.)

Wider Reading:

It has been proven that reading for pleasure is the single most important indicator of a child's future success.

[Link to accelerated reader](#)

[Link to wider reading list](#)

Extended Writing:

- Book reviews.
- Film reviews.
- Fictional writing (e.g., a letter to your favourite character.)

Extra-curricular Activities:

- Carnegie Reading Group.
- Book Club.

Learning Checklist:

- I can write in a critical style.
- I can use quotes from the text to support my interpretations.
- I can analyse the use of language and comment on its effect.
- I can examine the structure of a text and its effect on the reader.
- I can sustain depth in my writing.
- I can identify and comment on key themes in a novel.
- I can provide my own personal response to a text.
- I can evaluate the effect of key quotes on the text.

Year 8: Food and Nutrition



Key Vocabulary

High Risk Food	A food that is an ideal medium for the growth of bacteria or microorganisms.
4C of Food Hygiene	Cooking, cleaning, chilling and cross contamination.
Food Poisoning	An illness caused by eating contaminated food.
Food Poisoning Bacteria	Micro-organisms in food which can cause illness.
Personal Hygiene	Covers handwashing, clothing, fitness for work and training
Macronutrients	Are needed in large amounts by the body and are called protein, fats and carbohydrates
Micronutrients	Are needed by the body in smaller amounts and are called vitamins and minerals.
Allergens	Substances or foods that may cause an allergic reaction.

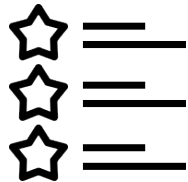
Key Skills



Planning



Making



Evaluating

Making & Skills

- Stir fry- Using a wok/ Stir frying
- Upside Down Cake – Creaming Method.
- Cheesecake –Checking for readiness, layering & setting.
- Scones- Shaping, glazing rubbing in method.
- American Pancakes – Portion control/use of raising agents/batter making
- Whisked Sponge– Use of the oven/electric whisk /presentation
- Bread – dough making
- Tikka Naan –marinading/portion control

Planning

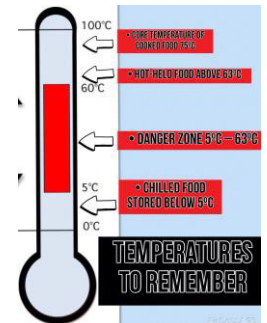
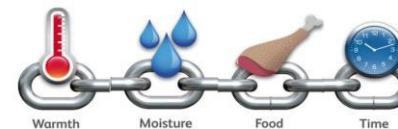
- Food Poisoning – 4 conditions bacteria need to grow: Food, time, warmth and moisture.
- Cross Contamination occurs when bacteria or traces of allergens get into products accidentally.
- Food Storage: to prevent or reduce the speed at which bacteria multiply it is important to keep hot food hot, cold food cold and keep prepared food out of the danger zone.
- Key Temperatures: 100oC boiling point of water, reheat and cook food to 75oC or above, danger zone 5oC- 63oC, fridge temperature 0oC – 5oC and freezer temperature -18oC

Nutrition & Health

- What's on a food label: name of the product; date of durability, instructions for use; origin; manufacturer's name & address; nutrients; storage; net quantity; allergens and ingredients.
- Nutritional Labelling: information on nutrients must be listed in this order: energy; fat; saturates; carbohydrates; sugars; fibre (not required by law); protein, salt; vitamins & minerals.
- Traffic light system fat, saturated fat, salt & sugar are labelled on a food product in either green, amber or red.
- 14 common food allergens: celery, cereals containing gluten (such as wheat, barley and oats), crustaceans, eggs, fish, lupin, milk, molluscs, mustard, peanuts, sesame, soy beans, sulphur dioxide & sulphites and tree nuts.
- Macro Nutrients: needed in large amounts by the body and are called protein, fats and carbohydrates
- Micronutrients: needed by the body in smaller amounts and are called vitamins and minerals.

Food Poisoning Chain

For bacteria to grow they need:

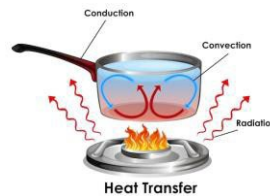
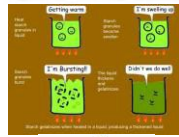
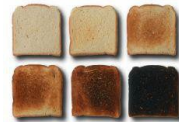




Year 8: Food and Nutrition

Food Science

- Dextrinization: Breaking up of the starch molecules into smaller groups of glucose molecules when exposed to dry heat, e.g. toast
- Gelatinisation: when starches are heated with liquid, they swell and will thicken. This is a key process in sauce making.
- Enzymic Browning: oxidation reaction that takes place in some foods, mostly fruit and vegetables, causing the food to turn brown.
- Maillard reaction: is the process that is responsible for the golden-brown colour and crust that forms on well-grilled meat.
- Heat transfer: heat energy can flow by conduction; convection or radiation. It always flow from a hot source to a cold source.



Sustainability

Factors affecting food choice

- Budget: the amount of money available to buy food.
- Seasonality: foods that are only available at certain times of the year.
- Sustainability: meets the needs of the present, without making it difficult for future generations to meet their own needs.
- Food Preservation: processes that allow foods to last longer e.g., drying, canning, chilling & freezing

Taking it Further

Macro & Micronutrients video



<https://www.youtube.com/watch?v=zl2XR1a4DU&t=2s>

Food Safety



<https://www.youtube.com/watch?v=flxmB8NKMzE>

Food Labelling



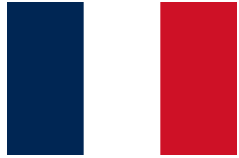
<https://www.youtube.com/watch?v=bLkOAsikD-Q>

Learning Checklist

- I can use a variety of practical skills to make high quality outcomes.
- I can name the four conditions that bacteria need to grow
- I can explain how to prevent cross contamination.
- I can name 5 key temperatures for food storage and cooking.
- I can explain the traffic light food label
- I can name and explain the main functions of the macronutrients
- I can name the two groups of micronutrients and explain the functions of Vitamin A & C, calcium and iron.
- I can explain a range of food science turns.

Year 8 French

All about me



Mon autoportrait • My self-portrait

les animaux (m pl)	animals
les araignées (f pl)	spiders
la capoeira	a Brazilian dance
les chats (m pl)	cats
les chiens (m pl)	dogs
le cinéma	cinema
les consoles de jeux (f pl)	games consoles
la danse	dancing
le foot	football
les gâteaux (m pl)	cakes
le hard rock	hard rock
l'injustice (f)	injustice
les insectes (m pl)	insects
les jeux vidéo (m pl)	video games
les livres (m pl)	books
la musique	music
les mangas (m pl)	mangas
les maths (f pl)	maths
les pizzas (f pl)	pizzas
la poésie	poetry
le racisme	racism
le rap	rap
le reggae	reggae
les reptiles (m pl)	reptiles
le roller	roller-skating
le rugby	rugby
le skate	skateboarding
les spaghettis (m pl)	spaghetti
le sport	sport
la tecktonik	tecktonik (dance)
la télé	TV
le tennis	tennis
le théâtre	theatre, drama
les voyages (m pl)	journeys
la violence	violence

Key Phrases

Je m'appelle	I am called
J'habite à	I live in...
J'ai....	I have
Je suis	I am
C'est	It is
Comment t'appelles tu?	What are you called?

Moi et les autres • Me and other people

je suis	I am
je ne suis pas	I am not
tu es	you are
il/elle s'appelle	he/she is called
il/elle est	he/she is
beau/belle	good-looking
branché(e)	trendy
charmant(e)	charming
cool	cool
curieux/curieuse	curious
de taille moyenne	average height
drôle	funny
généreux/généreuse	generous
gentil(le)	nice
grand(e)	tall
impatient(e)	impatient
intelligent(e)	intelligent
modeste	modest
petit(e)	small
poli(e)	polite

Mots utiles Useful words

parce que	because
mais	but
et	and
aussi	also

Opinions

J'adore	I love
J'aime beaucoup	I like a lot
J'aime	I like
Je n'aime pas	I don't like
Je déteste	I hate
Je préfère	I prefer
A mon avis	In my opinion

Opinions

I love
I like a lot
I like
I don't like
I hate
I prefer
In my opinion

Les mois

janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

Months

January
February
March
April
May
June
July
August
September
October
November
December

Mon anniversaire c'est le deux février

My birthday is the 2nd February

Ça va?

Ça va bien	I am good
Ça va très bien	I am very good
Comme çi	okay
comme ça	
Bof pas mal	not bad
ça va mal	I am bad
merci	thank you
et toi?	and you?

How are you?

I am good
I am very good
okay
not bad
I am bad
thank you
and you?

Bonjour	Hello
Salut	Hi / Bye
Bonsoir	Good evening
Bonne nuit	Goodnight
Au revoir	Goodbye

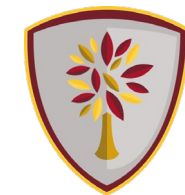
Les nombres

zero	0
un	1
deux	2
trois	3
quatre	4
cinq	5
six	6
sept	7
huit	8
neuf	9
dix	10
onze	11
douze	12
treize	13
quatorze	14
quinze	15
seize	16
dix-sept	17
dix-huit	18
dix-neuf	19
vingt	20
vingt-et-un	21
vingt-deux	22
vingt-trois	23
vingt-quatre	24
vingt-cinq	25
vingt-six	26
vingt-sept	27
vingt-huit	28
vingt-neuf	29
trente	30
trente-et-un	31
Quel âge as-tu ?	How old are you ?
J'ai 12 ans	I am 12 years old

Numbers

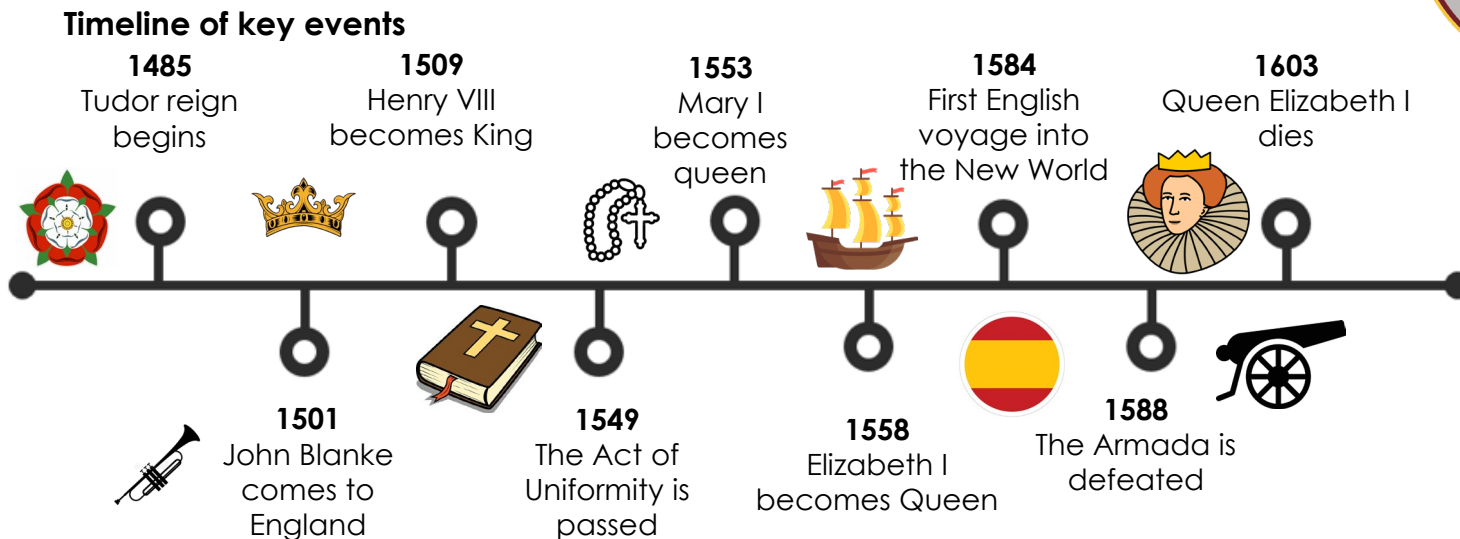
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30
31
How old are you ?
I am 12 years old

History - Year 8 - The Tudors: The Impact of the Reformation



Key Vocabulary

The English Reformation	The C.16 event where the Church of England broke away from the Catholic Church
Pope	The leader of the Catholic Church
Catholicism	The largest and oldest form of Christianity in the world
Protestantism	Created by Martin Luther. A form of Christianity created to reform the Catholic Church.
Monastery	A building, that in C.16 England, was home to Catholic monks. These were shut down by Henry VIII.
Vagrant	A person without a settled home or employment.
Heretic	A person practising religion that goes against the monarch.
Divine Right of Kings	The belief that a king's power comes from God.
Blackamoor	A C.16 term for a black person or dark-skinned person.
Armada	A fleet of warships.



Core knowledge

- In 1485, after the War of the Roses, the Tudor dynasty began in England. This began with Henry VII.
- Henry VIII was the King of England between 1509 and 1547. Beginning in the 1530s, the English Reformation saw the creation of the Church of England.
- The Reformation continued into the reign of Edward VI (1547-1553), where the Act of Uniformity made religious worship consistent.
- The rule of Mary I (1553-1558) led to a rise in heresy and a return to Catholicism.
- Elizabeth I (1558-1603) saw the 'religious settlement', where she tried to seek a balance between Protestants and Catholics.
- In the Tudor period there was a black presence in England. Black people were known to be married, baptised and hold employment. This can be seen in the stories of John Blanke (a royal trumpeter) and Mary Fillis (a seamstress).
- In 1588 England went to war against Spain. Led by Phillip II, the Spanish Armada was defeated. This marked the military power of England and this furthered by the 'Age of Discovery'. The discovery of the Americas opened new lands to explore.

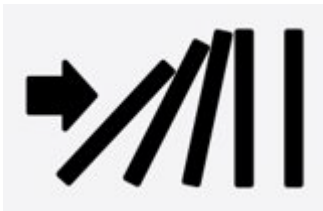
History - Year 8 - The Tudors: The Impact of the Reformation



Key Skills



Chronology



Cause and Consequence



Significance

Curriculum Concepts



Power



War



Empire

Taking it Further



Watch

Why was the Spanish Armada defeated (HistoryHit). [CLICK HERE.](#)



Listen

"Talking Tudors" series by Natalie Grueninger. [CLICK HERE](#)



Read

"Black Tudors: The Untold Story" by Miranda Kauffman. [CLICK HERE](#)

Learning Checklist

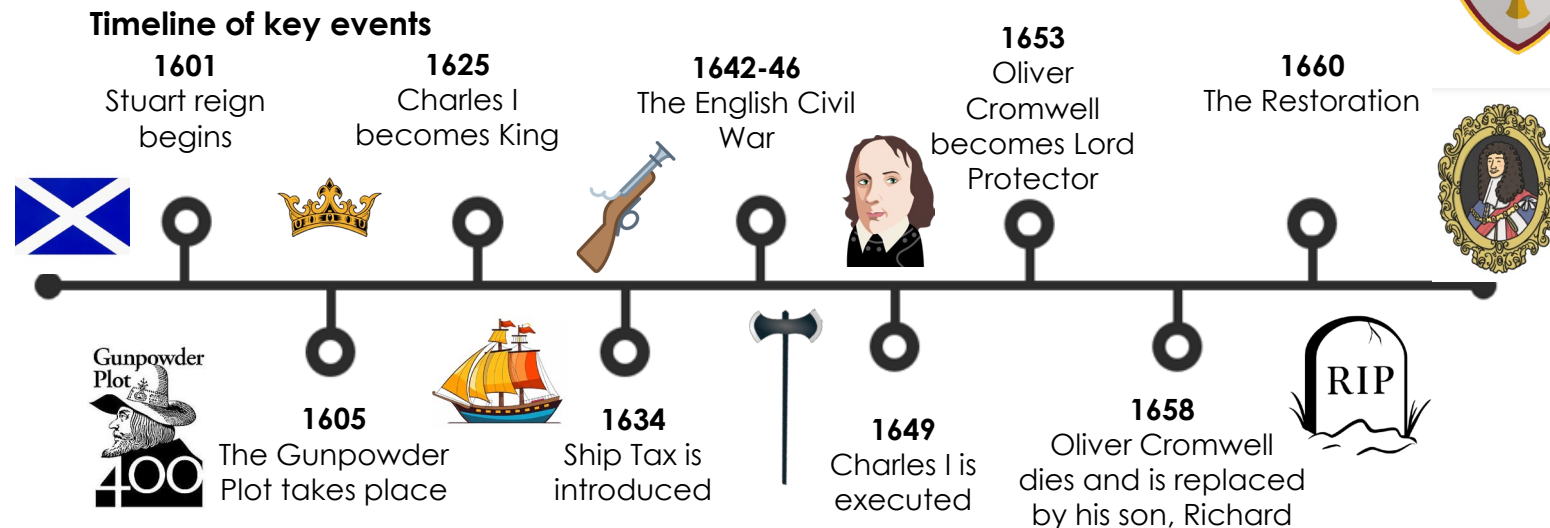
- I can accurately recall the chronology of the Tudor period.
- I can identify the difference between the Catholic and Protestant Churches.
- I can explain the consequences of the Reformation in England.
- I can understand the role that Black Tudors played in England.
- I can explain the nature of naval warfare in Elizabethan England.
- I can evaluate reasons for the defeat of the Spanish Armada.
- I can begin to understand England's role in exploration overseas in the C.16

History - Year 8 - The Stuarts: Conspiracy and Civil War



Key Vocabulary

Treason	The crime of betraying your country, usually by attempting to kill the monarch, government or other 'authority.
Recusants	Catholics who refused to attend Protestant worship in England.
Conspiracy	A secret plot to do something unlawful or harmful.
The English Civil War	When Royalists (supporters of the King) and Parliamentarians (supporters of Parliament) went to war between 1642-1646,
Puritanism	A strict Protestant. Called for the reform of the Protestant Church.
New Model Army	England's first national fighting force.
Oliver Cromwell	Key figure in the New Model Army and Lord Protector in England during the interregnum.
The Battle of Naseby	A key battle of the English Civil War (1645) where Charles I was defeated.
Interregnum	The period where England was ruled without a Monarch.
Restoration	The return back to the monarchy – beginning with Charles II in 1660.



Core knowledge

- The Stuart period begun in 1601, with King James I. Previously known as King James VI in Scotland.
- The Gunpowder Plot of 1605 was an attempt to overthrow James I. Led by Robert Catesby (a Catholic), the plot aimed to kill the King and other members of authority.
- The Gunpowder Plotters were tried and executed for their role in treason.
- Charles I came to the throne in 1625. Due to several unpopular laws and a firm belief in Divine Right of Kings, he was largely to blame for the outbreak of war.
- The English Civil War took place between 1642-1646. Parliament were victorious. Key battles include Edgehill, Marston Moor and Naseby.
- After the war, a serious of failed negotiations took place. Charles I was trialled and executed in January 1649.
- The country was ruled without a King during the Interregnum (1649-1660). Oliver Cromwell was a figurehead during this time, acting as Lord Protector of England.
- The Restoration of 1660 saw the Restoration, where the Stuarts were, once again, the Royal Family. Charles II became King and ruled until 1685.

History - Year 8 - The Stuarts: Conspiracy and Civil War



Key Skills



Chronology



Cause and Consequence



Evidence

Curriculum Concepts



Power



War

Taking it Further



Watch

Exploding the Legend – The Gunpowder Plot. [CLICK HERE](#).



Listen

Charles I, Reconsidered (History Hit). [CLICK HERE](#)



Read

"The English Civil War, Origins, Events and Legacy" by English Heritage. [CLICK HERE](#)

Learning Checklist

- I can accurately recall the chronology of the Stuart period.
- I can identify the reasons Catholics were treated harshly in England.
- I can explain the consequences of the Gunpowder Plot.
- I can understand the role that Charles I played in causing the English Civil War.
- I can explain the nature of warfare in Stuart England.
- I can evaluate reasons for the defeat of Parliament in the English Civil War.
- I can use historical sources to make judgments about the past.

Y8 Citizenship: RSHE - Rotation 1 Reducing risk



Safeguarding	Ensuring safety
Highfields Safeguarding Team	safeguardinghighfields@hswv.co.uk
Signpost & support	Knowing where to go to for appropriate help
Gangs	Social groups
Influencing factors	Things that determine healthy outcomes or risky ones eg staying safe or being exposed to harm
Exit strategies	Ways to prevent, minimise and to step away from negative situations or people
Drug use and risk	Prescribed or recreational drug use and the harms involved
Law	The rules of the country
Sending inappropriate images (sexting/nudes)	Phone use and appropriate use of taking and sending images
Harassment, homophobia, sexual harassment and consent	Intentionally being mean and harmful to others in various way eg comments and actions and consent
Puberty and menopause	Development stages in life

Gangs

Social groups are beneficial to us. However, gangs are harmful and heavily linked with illegal activity. Gangs are ruled with fear and require young people to take serious risks.

Drugs and legality

Drugs are important in society to maintain health. Some people choose to use drugs which leads to harm. We look at risks in taking drugs which have not been recommended by a medic. We learn about the legal system and drugs.

Sending inappropriate images

Phones are how most people communicate today. Sending images is the norm in society. However, it is important to know what is appropriate and inappropriate. We learn what the law says and how to be safe and where to seek help.

Harassment

We learn what is meant by: harassment, bullying, sexual harassment homophobia and transphobia. We consider how laws protect our rights. And we explore what consent is and why it is important in healthy relationships.

Puberty and Menopause

All young people will go through puberty and will learn how the changes will affect them. Menopause is a development stage that all females will go through. Both are important to be aware of.

Key skills

<p>Making Informed Decisions</p> <p>Safety Risk</p>	<p>It's OK to get help</p>		<p>Reflection</p>	<p>What is county lines?</p>	<p>WE CARE. SO SPEAK UP</p>
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Y8 Citizenship: RSHE - Rotation 1 Reducing risk



YGAM

We learn about the potential harm and risks around gaming and gambling. We learn about law and gambling.



Taking it Further

ChildLine <https://www.childline.org.uk/>

NSPCC helpline <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/nspcc-helpline/>

Drug Education

We will use educational websites to realise risks in drug use.



Chathealth 07507 332 631

<https://www.royalwolverhampton.nhs.uk/services/service-directory-a-z/0-19-service/chathealth/>

Childline

We explore Childline in most lessons and learn what sort of help that Childline can offer young people.



Learning Checklist

- I can ask for or seek help when I need to
- I can identify when situations are becoming risky
- I can reflect on mine and others' actions and consider the risks involved
- I can use positive coping strategies to improve my feelings
- I will have a better understanding of the development stages: puberty and menopause
- I can tell my friends and peers where they can get help
- I can contact the safeguarding team if something serious happens

PE – Year 8: Basketball



Key Vocabulary:

Passing	Moving the ball over various distances to a teammate to gain advantage up the court.
Dribbling	Allows you to move the ball around the court, alternating hands to get closer to the basket. Introduce cross overs and ball manipulation.
Outwitting opponents	To get the better of and gain the advantage over an opponent by using tactics and game strategies.
Tactical defending	The team tracking back shows perseverance to quickly get into a defensive zone to defend their basket when possession is lost.
Shooting	Shooting is used to score baskets in basketball. Students to use a range of shots including set shot, jump shot and lay-ups.
Spatial awareness	Spatial awareness is the knowledge of how to use the body to get into space and away from opponents, using skills to evade defenders.

Key knowledge of Technical Skills:



Lay up



Dribbling



Passing



4Rs: Reduce

Dribbling	<ul style="list-style-type: none"> When dribbling you should scan the court, whilst keeping the ball close to your body, use your fingers rather than hitting the ball down with your palm too hard and losing control. Dribble using alternate hands, from Y7 to Y8 students will develop confidence using their right and left hand. Dribble with the ball at waist height for greater consistency.
Shooting (Lay ups)	<ol style="list-style-type: none"> Dribble to the side of basket. Place the non-shooting hand on the side of the ball and shooting hand on top of the ball. The last step before the lay-up jump should ensure that take off foot is opposite to the shooting hand (left foot/right hand). Flex the knee at take-off. Whilst jumping, extend the shooting knee and raise the ball up. Raise the ball up high and aim to place on the backboard with one hand
Individual Defence	<ul style="list-style-type: none"> Stance to be slightly sideways on and basket side of attacker Shuffle feet and do not cross when moving back following attacker. Hand position correct. One hand down to intercept ball, one hand up to block shot and pass.

Year 8 Values: 'Playing your part'



Responsibility

To take ownership and accountability



Compassion

Showing concern and understanding for others



Perseverance

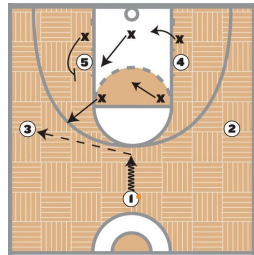
To keep trying despite difficulties or delays in achieving success.



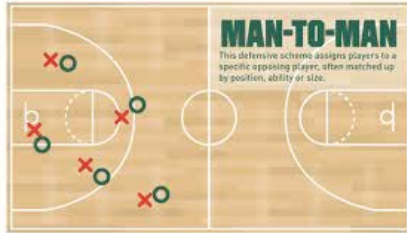
PE – Year 8: Basketball



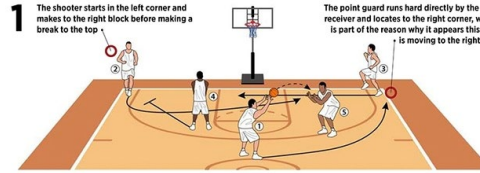
Key knowledge of Tactics and Strategies :



Attacking



Defending



Creating space

Attacking. Outwitting opponents	Use a combination of passing and dribbling to move the ball up the court as quickly/ effectively as possible to outwit opponents. When you do not have the ball, you should be using body faints and decoys (outwitting) to then receive the ball.
Apply advanced Defending.	When defending and your team is out of possession, your team should move back behind the ball as quickly as possible. You should be moving back into a defensive zone (Zonal defence) to protect your basket and try to avoid the other team from scoring points.
Creating space and key movement	Spacing is important to give the player in possession space to attack their marker or give them space to look for a pass. You should move into a position on the court so where defenders are not between you and your teammate, aiming to keep clear of the key

Key knowledge of Rules and Regulations:

Starting a game	The game starts when the referee throws a jump ball. This is when a player from either team has the chance to jump and gain possession for their team.
Double dribble	In basketball, an illegal dribble occurs when a player ends their dribble by catching or causing the ball to come to rest in one or both hands, then dribbles again. In this case, the ball will then be given to the other team.
Travel	In basketball, traveling is a violation that occurs when a player takes too many steps without dribbling the ball. Max 2 steps, if you stop you should pass or shoot.
Foul	A foul is a breach of the rules more serious than a violation. Most fouls occur because of illegal personal contact with an opponent and/or unsportsmanlike behaviour.
Restart of play	An attacking team has 24 seconds from gaining possession of the ball to shoot at the basket. After a team scores a basket, the ball is returned to the opposition to start again.
Scoring	2 points inside the D, 3 points from outside the D. If a team is awarded a technical foul, then they will receive between one and three free shots. Each shot scored will be awarded with one point.

Learning Checklist:

- I can pass the ball to a teammate using a chest, bounce and overhead pass.
- I can control the ball using my dominant and non-dominant hand.
- I can dribble the ball with control.
- I can shoot at the basket using the **BEEF** principle, Balance, Eyes, Elbow, Follow through and apply the **lay-up** shot within a game situation.

Learning Checklist:

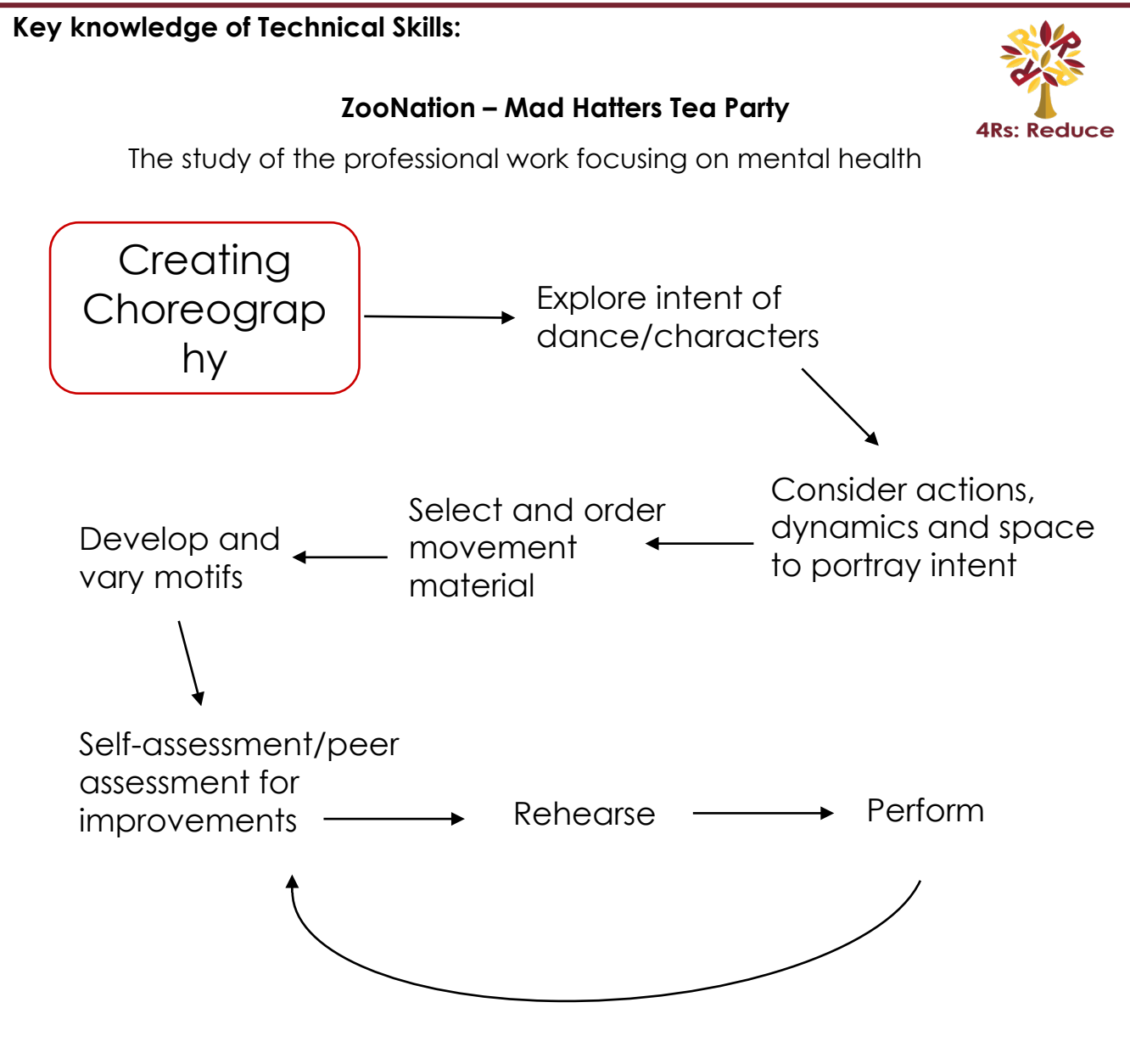
- I can move into space in a game to support my team when in possession of the ball.
- I can apply the key character values of **responsibility, compassion** and **perseverance** in Basketball.
- I can play a small sided basketball match, following the basic rules.

PE – Year 8 Dance



Key Vocabulary:

Professional Work	Original choreography by an individual or company that is recognised nationally or internationally
Choreographic Intention	The aim of the dance
Motif Development	Ways in which a movement phrase can be varied
Characterisation	The creation of a fictional character
Facial Expressions	The use of the face to show mood, character or meaning
Movement memory	The automatic recall of learned movement material
Prop	A portable object that is used in dance
Performance Skills	Acquisition and development of physical and expressive skills



Heart Character Values:

Year 8 Values: 'Playing your part'

Responsibility
To take ownership and accountability

Compassion
Showing concern and understanding for others

Perseverance
To keep trying despite difficulties or delays in achieving success.

PE – Year 8: Dance



Key knowledge of Choreographic Skills:



4Rs: Revisit

Choreographic Devices

Unison

Performing same movement at the same time

Canon

Performing same movement at different time

Repetition

Movement done more than once

Retrograde

Movement or phrase performed in reverse

Motif Development

Dynamics

How the dancer moves

Space

The where of movement including levels, direction and pathways

Fragmentation

The order of the actions

Key knowledge of Health and Safety:

Correct kit	Students must wear Highfields PE kit on. Hair should be tied back, and jewellery must be taken off.
Hydration	Hydration is essential to maintain normal blood circulation because this aids the delivery of nutrients and oxygen to the working muscles in the body.
Nutrition	Eating a balanced diet of complex carbohydrates, proteins, fats and vitamins and minerals
Warm Up	Reduces the chances of an injury by increasing the temperature of your body and prepping your muscles and joints for exercise.
Cool Down	To allow your heart rate and breathing to return to normal, prevent injury and to ease any muscle soreness.

Learning Checklist:

- I can create choreography to portray an intent
- I can link actions, dynamics and spatial content to portray a character
- I can safely and creatively use a prop
- I can use facial expressions within my performance

Learning Checklist:

- I can develop a motif
- I can remember the choreography
- I can provide useful feedback to my peers
- I can apply the key character values of responsibility, compassion and perseverance in dance

PE – Year 8: Football



Key Vocabulary:

Passing	Moving the ball to a teammate in space.
Dribbling	Moving the ball around the pitch using your feet.
Turning	Changing direction in order to create space. This can be with or without the ball.
Shielding	Putting your body in between the defender and the ball in order to protect the ball
Shooting	Using the foot or head to strike the ball towards the goal in order to score
Semi-opposed	The defender puts pressure on the player in a drill however, does not actively try to win the ball.
Movement	Moving into a better position on the pitch when not in possession of the ball
Creating an Angle	Moving to a position so that you, the defender and your teammate are not in a straight line to create space for a pass.

Heart Character Values:

Year 8 Values: 'Playing your part'



Responsibility

To take ownership and accountability



Compassion

Showing concern and understanding for others



Perseverance

To keep trying despite difficulties or delays in achieving success.



Key knowledge of Technical Skills:

Dribbling (semi-opposed)	<ul style="list-style-type: none"> Keep the ball close to your feet for control and have your head up to scan for space/passes Use the inside/outside of your foot to dribble for control Use the laces of your foot to dribble for speed
Shooting	<ul style="list-style-type: none"> Place non-kicking foot at the side of the ball Use the side of the foot for placement and accuracy. Use the laces for power.
Passing (semi-opposed)	<ul style="list-style-type: none"> Use the side of the foot for control, use the instep to generate height on the pass Strike through the ball with a follow through in the direction of the pass to generate power
Control (semi-opposed)	<ul style="list-style-type: none"> Move your body in line with the ball, getting in front of the defender Dependant on the height, use the foot, thigh or chest to cushion the ball.
Turning with the ball	<ul style="list-style-type: none"> Look over shoulder to be aware of space behind Turn away from the defender Use different turns. E.g. Drag back, chop, Cruyff.
Shielding	<ul style="list-style-type: none"> Position body between defender and the ball Have knees bent and feet shoulder width apart to create a strong base Arms and shoulders can be used to keep the defender away from the ball
Defending (Jockeying)	<ul style="list-style-type: none"> Close down the space to the attacker quickly Have a low/side on position leaving a gap between you and the defender Move backwards as player comes forward without crossing legs



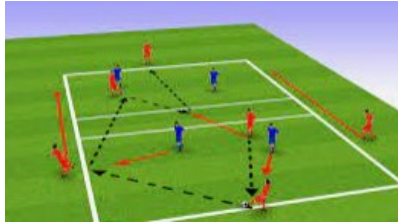
4Rs: Reduce 4Rs: Revisit



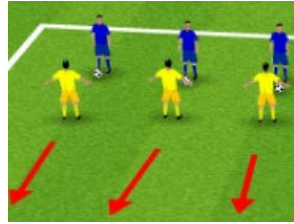
PE – Year 8: Football



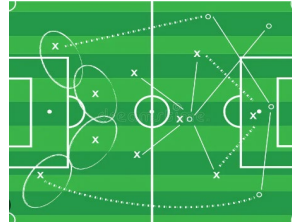
Key knowledge of Tactics and Strategies :



Movement to create an angle for pass



Individual defending (Closing down space)



Movement and Spacing out

Movement to create angle for a pass	When your team is in possession of the ball you should be looking to move into space to support your teammate. You should aim to move away from the person marking you into space (making an angle for the pass)
Individual defending (closing down)	When your team doesn't have the ball, you should quickly close down the space of the person with the ball. If you are not near the person with the ball, you should be 'goal side' of the player you are marking (closer to your goal than they are)
Movement and spacing out	Players should be using more of the space on the pitch. Players should be using width to make the pitch bigger and look to move the ball to teammates in space.

Key knowledge of Rules and Regulations:

Free-kick	• A non-contested pass or shot that is given when an offence is committed. Opposing players need to stand 10 yards from the ball
Throw-in	• This is used to restart play when the ball leaves the pitch at the side. The play must have both feet on the floor and the ball should be thrown with two hands from behind the head.
Goal kick	• Is awarded when a ball passes wholly over the goal line, to either side of the goal, having last touched an attacking team player. The ball is kicked from a stationary position from the 6-yard box.
Corner	• Is awarded when a ball passes wholly over the goal line, to either side of the goal, having last touched a defending team player. The ball is kicked in from the corner spot by the attacking team.
Offside	• When there are not two defending players (1 is usually the goalkeeper) between the goal and the attacker when the ball is passed through.
Indirect free-kick	• When a free-kick must be passed to another player and a shot cannot be taken. This can be awarded for a goalkeeper picking up a back pass.

Learning Checklist:

- I can pass and control the ball accurately in increasingly opposed situations
- I move into space to create an angle for the pass
- I dribble with control in increasingly opposed situations
- I can turn with the ball in order to create space

Learning Checklist:

- I can use individual defensive strategies such as closing down and 'jockeying'
- I can shield the ball in order to maintain possession
- I can shoot the ball effectively in 1v1 situations by creating an angle

PE – Year 8: Netball



Key Vocabulary:

Pivot	Swivel or turn on your landing foot to change direction.
Receiving	Catching a ball that has been thrown to you.
Throw/pass	Propel a ball through the air by a forward motion of the hand and arm for a team mate to catch.
Jump stop	Jumping and landing on both feet at the same time.
Footwork	On receiving the ball, a player lands on one foot and can then pivot using the other foot.
Shooting	From the semi-circle, GS or GA propels the ball up towards the net aiming for a goal.
Defend	Stop the attacking team by marking your player or making it difficult to execute a pass.
Movement	Getting into positions on the court to support your teammates in possession.
Opposition	The team you are playing against.

Heart Character Values:

Year 8 Values: 'Playing your part'

 Responsibility To take ownership and accountability	 Compassion Showing concern and understanding for others	 Perseverance To keep trying despite difficulties or delays in achieving success.
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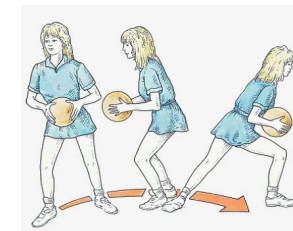
Key knowledge of Technical Skills:



Ball Familiarisation



Footwork



Pivoting



Shooting



Defend



Throwing



Receiving



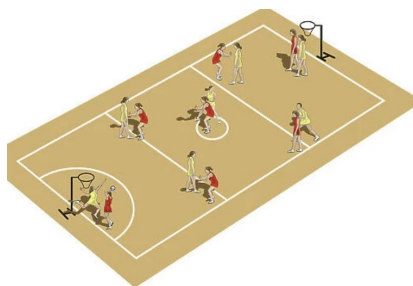
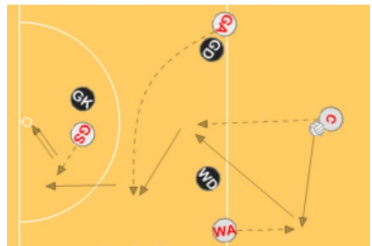
Opposition

Pivoting	<ul style="list-style-type: none"> • Jump and land on the ball of one foot. • Pivot by rotating yourself on the ball of your landing foot. • Use your non landing foot to move you round.
Receiving	<ul style="list-style-type: none"> • Keep your head up and focus on the ball. • Extend your arms towards the ball with hands spread. • Watch the ball all the way into your hands.
Passing/ Throwing	<ul style="list-style-type: none"> • Hold the ball in one or two hands with fingers spread. • Propel or push the ball towards your receiver/player.
Defending	<ul style="list-style-type: none"> • Face your player no closer than a meter. • Try and block their pass with your arms.
Shooting	<ul style="list-style-type: none"> • Feet are shoulder width apart, facing the net. • Place your shooting hand underneath the ball and your non-shooting hand to the side. • Bend your knees and arms. Extend both towards the goal.

PE – Year 8: Netball



Key knowledge of Tactics and Strategies :



Basics of shooting	Only GA and GS can shoot and that must be from inside the semi- circle. The ball is held in both hands. The arc or trajectory of the ball needs to be high in order to be able to drop into the ring. The power comes from your legs and arms.
Basics of defending	This can be done on the court but particularly in the semi -circle when your player is shooting. Face your player. Make yourself tall and use your arms to try and prevent the shot or pass.
Movement and getting free	To get free from your player you will need to change direction with speed and outwit your opponent with your body movements. Move into space on the court ready to receive a pass.

Key knowledge of Rules and Regulations:

Starting a game	<ul style="list-style-type: none"> A game is started with a center pass. All players, other than C must be outside the center third.
Footwork	<ul style="list-style-type: none"> When receiving the ball, jump and land one foot followed by the other. If you lift and put down the landing foot that is footwork. A free pass is awarded.
Out of play	<ul style="list-style-type: none"> When the ball goes off the court it is called 'out of play'.
Obstruction	<ul style="list-style-type: none"> When defending a player with the ball you must stand a meter away. Any closer and that is obstruction. A penalty pass is awarded.
Contact	<ul style="list-style-type: none"> You are not allowed to touch another player in netball. If you do it is called 'contact'. A penalty pass is awarded.
Offside	<ul style="list-style-type: none"> Players in netball are only allowed in certain areas of the court. If a player goes into an area they are not allowed, this is called 'offside'. A free pass is awarded.
Held ball	<ul style="list-style-type: none"> When you have held onto the ball for more than 3 seconds

Learning Checklist:

- I can pass the ball accurately to a teammate (shoulder and chest)
- I can receive a ball whilst moving
- I can shoot from a close range partly defended
- I can land on one foot followed by the other and stop

Learning Checklist:

- I can dodge to lose my player and move into space
- I can apply the key character values of respect, self-management and teamwork in netball
- I can play a small sided netball match, following the basic rules

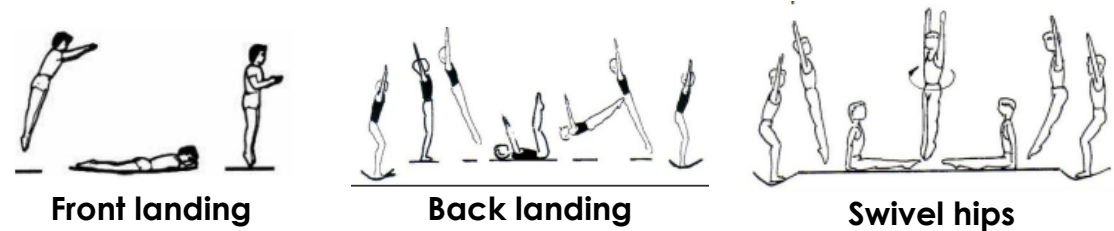
PE – Year 8: Trampolining



Key Vocabulary:

Mount/dismount	Getting on and off the trampoline safely.
Straight jumps	Bouncing straight up in the air. You must bend your knees and straighten them whilst in the air. Toes must be pointed; legs must be together.
Stops/landing	Bend knees and get into a squat position, with your arms out in front for support to stop to stop your bounce dead on the trampoline.
Spotting	Positioning yourself around the trampoline to assist the trampolinist who may fall.
Trampoline bed	The fabric part of the trampoline that is stretched by springs. The thickness and width of the material affect the rebound power of the trampoline.
Routine	Putting together skills taught in a sequence.

Key knowledge of Technical Skills:



Seat drop into half twist exit	<ul style="list-style-type: none"> Perform seat drop (year 7) then on exit keep the body upright and straight during the twist. When you are twisting, ensure you have a focus point. Keep arms vertical and straight during flight. Turn the shoulders and look where you are going.
Swivel hips	<ul style="list-style-type: none"> Complete a seat drop (year 7) and when your lower part of the body is in contact with the bed, use hands to push off the bed. When rising from the bed of the trampoline, lift arms up and turn your head under your armpit. By turning your head and arms, your hips and body will follow into the twist.
Front landing	<ul style="list-style-type: none"> Land with your belly button on the cross and legs slightly bent. Your hands will have fingertips meeting in the middle making a diamond shape in front of face. Your eyes should be focussed on the front of the trampoline Push off the trampoline and land back on feet
Back landing	<ul style="list-style-type: none"> Land on your back with arms facing the ceiling. Your legs should be parallel with your arms, with toes pointed. Tuck your head forwards and do not tilt it backwards with your eyes focussed on your toes. Land back on feet

Year 8 Values: 'Playing your part'



Responsibility

To take ownership and accountability



Compassion

Showing concern and understanding for others



Perseverance

To keep trying despite difficulties or delays in achieving success.



PE – Year 8: Trampolining



Further Support and Extended Learning:

Swivel hips further help



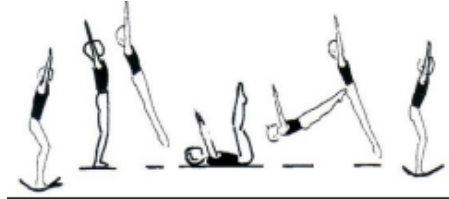
[Click here:](#)

Front landing further help



[Click here:](#)

Back landing further help



[Click here:](#)

Back landing to front landing extended learning



[Click here:](#)

Key knowledge of Health and Safety and Regulations:

Correct Equipment	Students must wear Highfields PE kit with their shoes removed. Hair should be tied back, and jewellery must be taken off.
Spotting	Peers are placed around the trampoline to assist the trampolinist who may fall. It is important you are attentive when spotting.
Mounting/ Dismounting	Getting on and off the trampoline safely.
Warm up	Reduces the chances of an injury by increasing the temperature of your body and preparing your muscles and joints for exercise.
Cool down	To allow your heart rate and breathing to return to normal, prevent injury and to ease any muscle soreness.
Hydration	Hydration is essential to maintain normal blood circulation because this aids the delivery of nutrients and oxygen to the working muscles in the body.

Learning Checklist:

- I can mount and dismount the trampoline safely.
- I can spot my peers with safety and consideration in mind.
- I can perform a seat drop into half twist with the correct technique.
- I can perform swivel hips with the correct technique.

Learning Checklist:

- I can perform some or all stages of front landing with the correct technique
- I can perform some or all stages of back landing with the correct technique.
- I can put the skills that I have been taught into a routine and perform the routine to my teacher and potentially a small group.

PE – Year 8: Table Tennis



Key Vocabulary:

Rally	Rally in table tennis is where both players keep the ball in play.
Serve	The beginning of a point where one player strikes the ball to hit both sides of the table after tossing it.
Alternate shots	During rallies in doubles games, partners must play shots alternately, refraining from hitting consecutive shots.
Topspin	Shot played with either the forehand or backhand to create a higher bounce.
Backspin	Shot played with either the forehand or backhand to slow the revolutions of the ball.
Smash	Attacking shot played when the ball is high to hit powerfully past an opponent.
Drop-shot	A low, softly played shot to bring the opponent to the front of the table.

Equipment:



Indoor Trainers



Indoor PE kit



Bats, balls and tables (in school)

Key knowledge of Technical Skills:



Topspin



Chop



Drop shot



Smash

Topspin	Player glides the bottom side of the paddle, while holding it in a 45-degree angle, over the ball to push it forwards with a full swing.
Chop	Staying away from the table the player uses the top side of the paddle, pushing it downwards at a 45-degree angle while making contact with the bottom half of the ball to achieve backspin.
Drop-shot	Player hits the ball softly with an upwards trajectory to land just over the net. Used when an opponent is behind the table with the aim of the ball bouncing twice.
Smash	The forehand smash is a fast, hard and powerful stroke that aims to force the opponent away from the table or to win a point outright.

Heart Character Values:

Year 8 Values: 'Playing your part'



Responsibility

To take ownership and accountability



Compassion

Showing concern and understanding for others



Perseverance

To keep trying despite difficulties or delays in achieving success.



PE – Year 8: Table Tennis



Key knowledge of Tactics and Strategies :



Moving an opponent



Disguise



Doubles play

Moving an opponent	Directing the ball with drop/length shots to manipulate an opponent into creating space for passing shots.
Disguise	Adding disguise to service and placement shots in order to outwit an opponent into mistakes.
Doubles play	Adapting to the alternate shots rule and working as part of a team to beat an opposing pair.

Learning Checklist:

- I can apply topspin to forehand and backhand shots.
- I can perform a chop shot with both forehand and backhand.
- I understand and can apply doubles rulings to a competitive situation.

Key knowledge of Rules and Regulations:

Doubles play	<ul style="list-style-type: none"> • Players take alternate shots • Serving from the right for even score and left for odd score – must be diagonal. • Each server serves 5 times before swapping.
Advanced rulings	<ul style="list-style-type: none"> • Avoid contact with the table at all times. • Serves must exit the table at the back rather than the sides.
Umpiring	<ul style="list-style-type: none"> • Each player serves 2 points in a row. • Communicating scores correctly after each point. • First to 11 points wins a game. • If the score is tied at 10-10, the game ends when one player leads by 2 points (e.g. 15-13).



Learning Checklist:

- I can add disguise to a variety of shots.
- I can cooperate with a partner when playing alternate shots in doubles.
- I can confidently umpire a game.

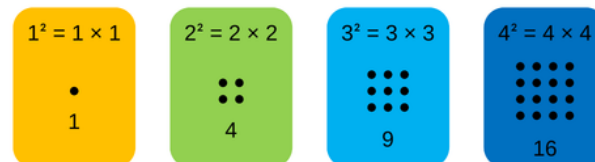
Mathematics – Year 8: Helpful Hints



Key Word	Definition
Factor	A number that divides a given number exactly, leaving no remainder.
Multiple	The result of one number multiplied by another number.
Square Number	The answer when a number has been multiplied by itself.
Cube Number	The answer when a number is multiplied by itself and then by itself again.
Prime Numbers	A whole number that has exactly two factors.

Square Numbers:

1, 4, 9, 16, 25, 36, 49, 64, 81, 100, ...



The pattern of dots gives a clue as to where the name square numbers come from...

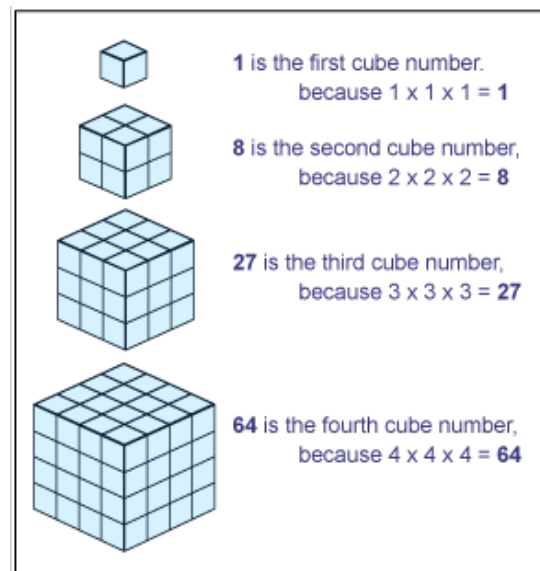
Multiplication Grid:

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Prime Number Grid:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Cube Numbers:



Mathematics – Year 8: Number



Rounding

5, 6, 7, 8, 9 round up, 0, 1, 2, 3, 4 round down

Nearest 10: $6 \mid 5 \rightarrow 70$

Nearest 100: $63 \mid 23 \rightarrow 6300$

Nearest 1000: $9 \mid 763 \rightarrow 10000$

Whole Number/Integer: $478 \mid .4389 \rightarrow 478$

1 Decimal Place: $4.8 \mid 325 \rightarrow 4.8$

2 Decimal Place: $1.89 \mid 7 \rightarrow 1.90$

1 Significant Figure: $5 \mid 87 \rightarrow 600$

1 Significant Figure: $0.006 \mid 488 \rightarrow 0.006$

2 Significant Figures: $75 \mid 68 \rightarrow 7600$

3 Significant Figures: $0.0799 \mid 7 \rightarrow 0.0800$

Multiples:

Multiples of 4: 4, 8, 12, 16, 20, 24, ...

Find the Lowest Common Multiple of 3 and 8:

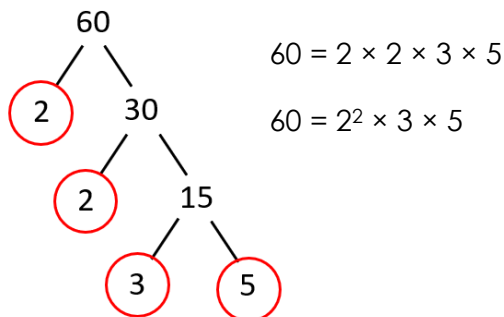
Multiples of 3: 3, 6, 9, 12, 15, 18, 21, 24, 27,

Multiples of 8: 8, 16, 24,

LCM = 24

Product of Prime Factors:

Write 60 as a product of its prime factors



Estimating

Anne spent £5.82 on lunch and £6.47 on dinner. Approximately how much did she spend in total?

$$\approx \pounds 6 + \pounds 6 = \pounds 12$$

$$6.35 \times 7.662 \approx 6 \times 8 = 48$$

$$\frac{2.57+9.45}{0.5236} \approx \frac{3+9}{0.5} = \frac{12}{0.5} = 24$$

$$\frac{\sqrt{861.5}-4.55^2}{24.5+4.91} \approx \frac{\sqrt{900}-5^2}{20+5} = \frac{30-25}{25} = \frac{5}{25} = \frac{1}{5} \text{ or } 0.2$$

Factors:

Factors of 30- write these in multiplication pairs.

1	30
2	15
3	10
5	6

Find the Highest Common Factor of 16 and 20

Find all the factors of both numbers and choose the highest factor that is in both lists.

Factors of 16

1	16
2	8
4	4

Factors of 20

1	20
2	10
4	5

Highest common factor = 4

Fractions, Decimals and Percentages

Important ones to learn:

Fraction	Decimal	Percentage
$\frac{1}{2}$	0.5	50%
$\frac{1}{4}$	0.25	25%
$\frac{1}{5}$	0.2	20%
$\frac{1}{3}$	0.3	33.3%
$\frac{2}{3}$	0.6	66.6%
$\frac{1}{10}$	0.1	10%
$\frac{1}{100}$	0.01	1%

Mathematics – Year 8: Number



Calculations with decimals

Adding Decimals

$$2.24 + 0.6$$

	2	•	2	4	
+	0	•	6	0	
<hr/>					
	2	•	8	4	

Subtracting Decimals

$$0.42 - 0.25$$

			3	1	
	0	•	4	2	
-	0	•	2	5	
<hr/>					
	0	•	1	7	

Multiplying Decimals

$$1.5 \times 1.2 = 1.8$$

$$\begin{array}{r} \times 10 \downarrow \quad \times 10 \downarrow \\ 15 \times 12 = 180 \\ \downarrow \div 10 \\ \downarrow \div 10 \\ 1.8 \end{array}$$

Dividing Decimals

$$4.8 \div 0.6$$

$$\frac{4.8}{0.6} = \frac{48}{6} = 8$$

So $4.8 \div 0.6 = 8$

Calculations with Fractions



Adding Fractions

Fractions must have the same denominator.

$$\begin{array}{c} \times 2 \qquad \qquad \times 5 \\ \frac{1}{5} + \frac{1}{2} = \frac{7}{10} \\ \times 2 \qquad \qquad \times 5 \\ \downarrow \qquad \qquad \downarrow \\ \frac{2}{10} + \frac{5}{10} = \frac{7}{10} \end{array}$$

Subtracting Fractions

Fractions must have the same denominator.

$$\begin{array}{c} \times 5 \qquad \qquad \times 4 \\ \frac{1}{4} - \frac{1}{5} = \frac{1}{20} \\ \times 5 \qquad \qquad \times 4 \\ \downarrow \qquad \qquad \downarrow \\ \frac{5}{20} - \frac{4}{20} = \frac{1}{20} \end{array}$$

Multiplying Fractions

Multiply the numerators and denominators together.

$$\begin{array}{c} (1 \times 2) \\ \frac{1}{3} \times \frac{2}{3} = \frac{2}{9} \\ (3 \times 3) \end{array}$$

Dividing Fractions

Keep it, Change it, Flip it.

$$\begin{array}{c} \text{Change the sign.} \\ \text{Flip the divisor.} \\ \frac{1}{5} \div \frac{1}{3} = \\ \frac{1}{5} \times \frac{3}{1} = \frac{3}{5} \end{array}$$

Mathematics – Year 8: Geometry

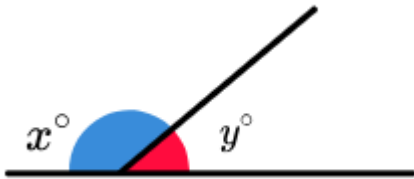


Key Definitions

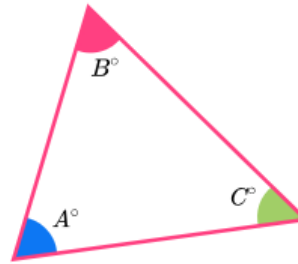
Key Word	Definition
Acute	Less than 90°
Obtuse	Between 90° and 180°
Reflex	More than 180°
Parallel Lines	Two lines that are equal distance from each other that will never meet.

Angle Facts:

Angles on a straight line add to 180°

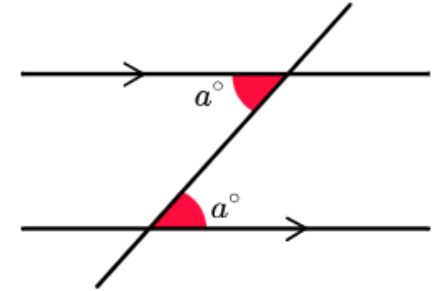


Angles in a triangle add to 180°

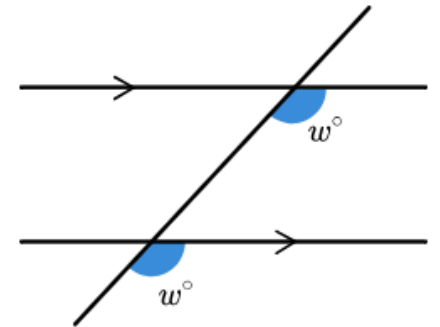


Angles in Parallel Lines

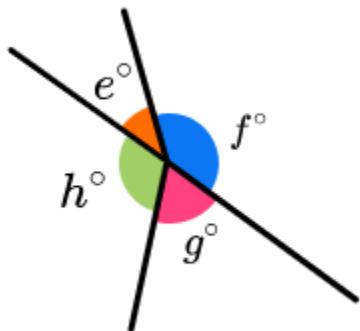
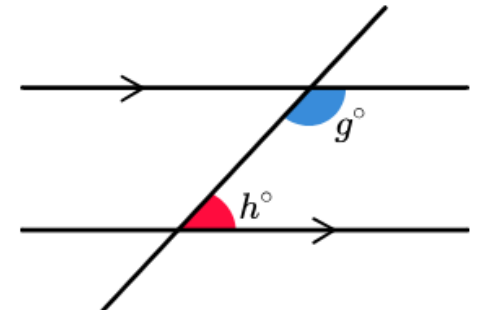
Alternate angles are equal



Corresponding angles are equal

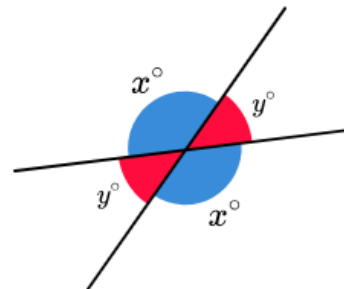


Co-interior angles add to 180°



Angles around a point add to 360°

Vertically opposite angles are equal



Mathematics – Year 8: Algebra



Key Definitions

Key Word	Definition
Simplify	Collecting like terms within an expression.
Expand	Multiply out a bracket.
Factorise	Put brackets into an expression by taking out the highest common factor.
Solve	Replacing variables in an expression with their numerical values.

Topic Vocabulary

Variable	A letter to represent a value. The value can change.
Coefficient	The number attached a variable.
Term	The separate parts of expressions, Or equations
Expression	Any combination of letters & numbers.
Equation	Two equal expressions. They can be solved to find the value of variables.
Formula	Two equal expressions. Values are substituted to evaluate one variable.

Solving Equations

Solve:

$$\begin{array}{r}
 2x + 8 = 18 \\
 \left. \begin{array}{l} -8 \\ \hline \end{array} \right\} -8 \\
 2x = 10 \\
 \left. \begin{array}{l} \div 2 \\ \hline \end{array} \right\} \div 2 \\
 x = 5
 \end{array}$$

How can we check?

$$(2 \times 5) + 8 = 18$$



$$2x + 5$$

Changing the Subject of the Formula

(Rearrange to make it $x = \dots$)

$$2x + 5$$

$$2x + 5$$

$$2x + 5$$

$$2x + 5 = 8$$

$$A = \frac{b \times h}{2}$$

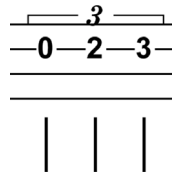
$$\begin{array}{r}
 y = 2x + 5 \\
 \left. \begin{array}{l} -5 \\ \hline \end{array} \right\} -5 \\
 y - 5 = 2x \\
 \left. \begin{array}{l} \div 2 \\ \hline \end{array} \right\} \div 2 \\
 \frac{y - 5}{2} = x
 \end{array}$$



Year 8 – Music: Reggae

Triplets

This is called a **triplet**. A triplet is a rhythmic device where three notes are played in the space of two.



The musical features of reggae.

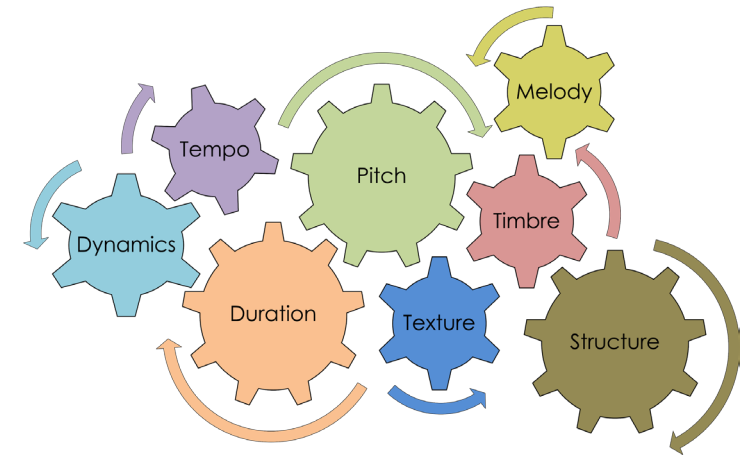
1. Reggae normally sounds **major**, meaning it sounds positive and bright.
2. The **metre** of reggae is 4/4.
3. Reggae makes use of a device called **syncopation**.
4. Reggae features a fusion of pop instruments: piano, electric guitar, and drum kit as well as orchestral instruments: trumpet, trombone and saxophones.

Taking it further

All of Highfields musicians are expected to challenge themselves. They can achieve this by working through the pieces.

Beginner	Intermediate	Advanced
Kingston Town	Bob Marley - Sun Is Shining	Bob Marley - Exodus
Gregory Issacs - Night Nurse	Althea & Donna - Up Town Top Rankin'	Inner Circle - "Sweat (A La La La La Long)"
Lee Perry - Soul Rebel	The Abyssinians - "Satta Massagana"	Dennis Brown - "Money in My Pocket"

The Inter-Related Dimensions of Music



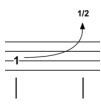
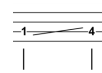
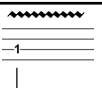
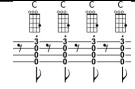


Element	Definition
Duration	How many beats the note is held for.
Pitch	The high or lowness of the tone.
Tempo	The speed of the piece.
Melody	A sequence of single notes that is musically satisfying; a tune
Structure	How the piece is built.
Dynamics	The volume of piece.
Timbre	Quality of a musical sound or voice as distinct from its pitch.
Texture	The layers of a piece.



Year 8 – Music: Reggae

Further vocabulary

Symbol	Name	Definition
	Ukulele	A small four-stringed guitar of Hawaiian origin.
	Time Signature	Tells us how many beats are in a bar.
	Bend	You play a bend on your ukulele by grabbing the string and pushing it across the neck. This action increases the tension in the string and therefore raises the pitch
	Slide	Sliding is an ukulele technique that allows articulation of a note by moving from one pitch to another smoothly.
	Vibrato	Vibrato is when you vary of the pitch of a note. This is done on the ukulele by moving the string slightly.
	Syncopation	Syncopation is when the strong accent is placed on what is normally a weak beat.
	Reggae	A style of popular music with a strongly accented subsidiary beat, originating in Jamaica. Reggae evolved in the late 1960s
	TAB	The notation system of strings.
	Melody	The main tune that is plucked.
	Cho	All strings are strummed.

Key skills: Reading TAB, Appraisal skills, Sight reading, Composition skills, Ukulele skills- Strumming & Plucking, Articulation

Learning checklist

I can identify the key elements of reggae music.

I can collaborate with my fellow ensemble members to establish a cohesive and synchronized performance, maintaining consistent timing and tempo.

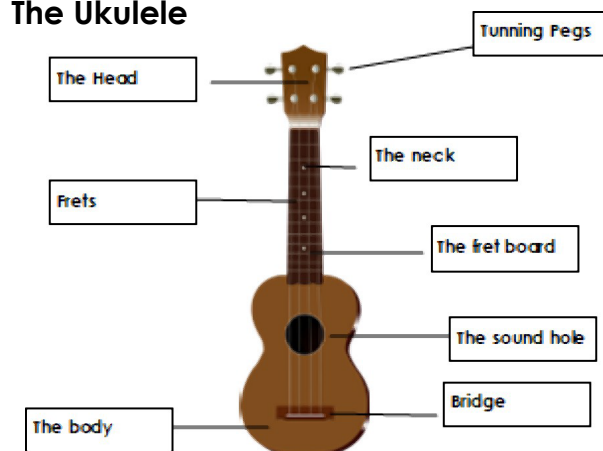
I can use proper fingerpicking or strumming techniques to create the characteristic reggae sound on the ukulele.

I can confidently perform a reggae piece on the ukulele in front of an audience, showcasing my ensemble's collective skills and musical expression.

I can answer questions based on a Reggae performance extract.

I can self-assess my performance.

The Ukulele

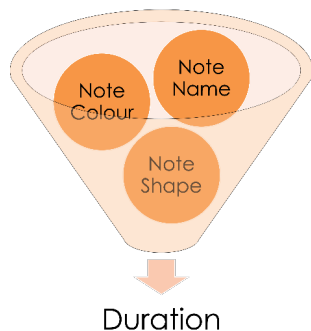




Year 8 – Music: Song Writing

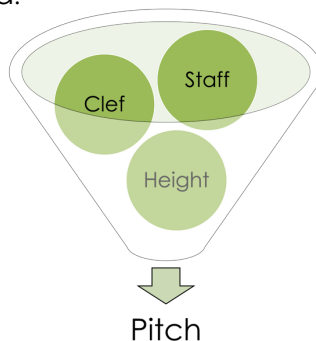
Duration

The duration refers to how long you hold a note for.



Pitch

The pitch is the height or depth of sound.



The most common type of **clef** is the **treble clef**.

The clef tells us which specific notes we must play for each line and space.



Each line and space represent a note, so on the staff above, there are 9 notes.

We can use rhymes to help us work out the note, starting from the bottom of the staff and working our way up.

Line-

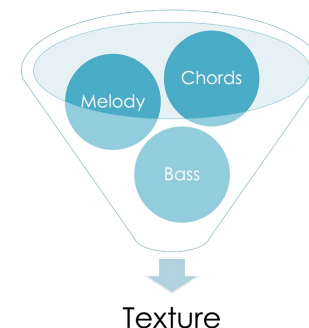
Every Green Buss Drives Fast

Space-

F A C E

Texture

The texture of the music is the layers of sound working together.



The texture of the music is the layers of sound working together.

Texture of composition

Melody

Chords

Base

Note Duration

Image	Name of the duration	Length of the duration
	Semibreve	4
	Minim	2
	Crotchet	1
	Quaver	1/2
	Semiquaver	1/4

Rest durations

Image	Name of the duration	Length of the duration
	Semi breve rest	4
	Minim rest	2
	Crotchet rest	1
	Quaver rest	1/2
	Semi quaver rest	1/4

Composition –

This topics composition task is to create a piece of music on 'Note Flight'.

Below is a link to the 'Note Flight' you tube- this contains videos to assist in using Note Flight. [NoteflightVideo - YouTube](#)



Year 8 – Music: Song Writing

Melody terms

Term	Definition
Conjunct	To join together
Disjunct	Disjointed or jumpy rhythms
Melisma	Group of notes sang to one syllable of text
Syllabic	Lyrics that primarily have one syllable of text per note




Taking it further

[Glossary of musical terms - BBC Bitesize](#)

Students will choose a key signature to write their song in. Below shows the difficulty of each key.

Beginner	Intermediate	Advanced
C Major	D Major	Db Major
G Major	Bb Major	Ab Major
F Major	A Major	E Major

Further Vocabulary

Symbol	Name	Definition
	Staff	Each line and space represents a note.
	Time signature	This indicates how many beats are in a bar.
	Bar	The two line indicate the start and end of a bar.
	Pop Music	Music that is popular.
	Instrumentation	The instruments in a piece.
	Rhythm	The pattern of sound created by note duration.

Lead sheets

[Free Rock and Pop Lead Sheets Sheet Music - 8notes.com](#)

- <https://www.ultimate-guitar.com/>
- <https://www.mychordbook.com/>
- <https://chordseasy.com/>

Learning checklist

I can identify the key elements of a song, including lyrics, melody, harmony, and rhythm.

I can brainstorm and generate creative ideas for song lyrics or themes. I can create a catchy and memorable melody for a song.

I can use appropriate chord progressions to create an accompaniment that complements the melody and lyrics.

I can layer musical lines to thicken the texture i.e. drums, chords, voice.

Key skills

Composing, keyboard skills, Ukulele skills, Articulation, Technical accuracy, Digital music skills

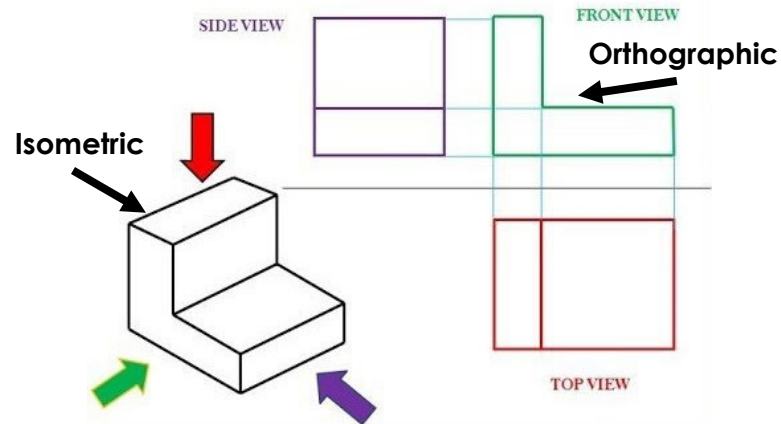
Product Design – Year 8: Arkitainer



Key Vocabulary

Papers and Boards	Wood pulp formed into sheets. Comes in a range of sizes and thicknesses.
Scale	The size of a model compared to the size of the real product.
Architecture	The designing of buildings or structures.
Area	Height x Width, displayed as unit ² . E.g. 400mm ²
Repurpose	To adapt something for a different use
Orthographic Projection	2D drawing showing a Top (plan) View, Front View and Side View
Isometric Drawing	Accurate drawing technique that uses 90° and 30° lines, measurements can be taken directly off them

Reading Drawings



Scale Conversion -

- 1:10 - 10 times smaller than the real product.
- 2:1 - Twice the size of the real product.

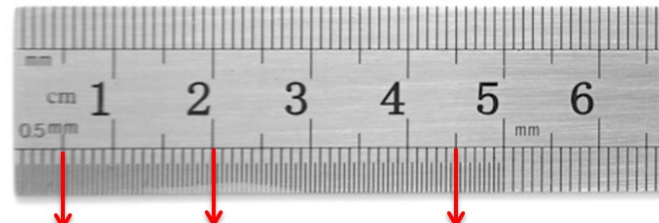
Area -

Square/rectangle - Height x Width

Triangle - (Height x Width) ÷ 2

Circle - (π x radius)²

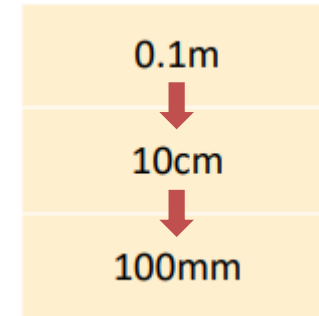
Converting Units



5mm
0.5cm

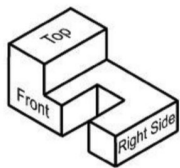
20mm
2cm

45mm
4.5cm

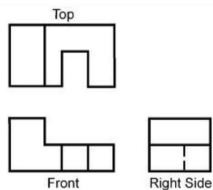


10mm → 1cm → 0.01m
100mm → 10cm → 0.1m
1000mm → 100cm → 1m

Key Skills



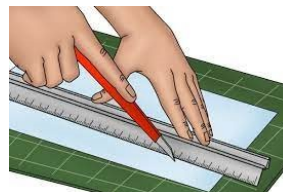
Isometric drawing



Orthographic projection



Measuring and marking out accurately



Cutting (wastage)



Modelling/ Prototyping



Gluing (addition)

Workshop Skills

Product Design – Year 8: Arkitainer



Tools and Equipment



Craft knife



Safety ruler



Straight cutter



Hot glue gun



Compass cutter



Cutting mat



Abrasive paper



Masking tape



Heat resistant gloves

Materials

Foamboard

Thin sheet of polystyrene sandwiched between paper, used for high-quality model making.



Balsa

Lightweight but strong hardwood that can be used for model making.



Wooden Dowel

Cylindrical shaped section of wood. Can be used for reinforcing joints and model making.

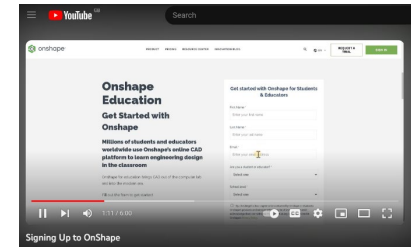


Taking it Further

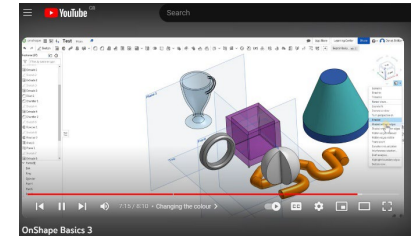
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Signing Up and Getting Started -
<https://www.youtube.com/watch?v=7BJDsbvpTEE>



Onshape Basics 1, 2, 3
<https://www.youtube.com/watch?v=4dTMF2iL0es&list=PLJdgllj816Ryk30CnzWAaX1kbn6LR3F3L&index=1>



D&T Futures - There are plenty of tutorials on the D&T Futures YouTube channel

Learning Checklist

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- I can use an isometric grid to produce presentation design ideas.
- I can explain and understand an orthographic projection.
- I can explain the advantages and disadvantages of using CAD software to design products.



Product Design – Year 8: Desk Tidy

Key Vocabulary

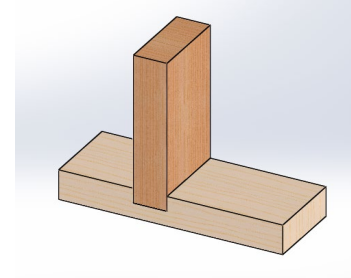
Hardwood	A timber from deciduous trees.
Softwood	A timber from coniferous trees.
Manufactured board	Made from wood layers, chips or fibres compressed with glue.
Thermopolymer	A polymer that can be reshaped using heat.
Thermosetting polymer	A polymer that cannot be reshaped using heat.
Jigs	Used to help do the same thing multiple times. Holds the work in place to complete your task without the need to spend long times setting up.
Templates	Used to help to mark out the same shapes multiple times. Means you don't need to spend as long measuring and marking every time.

Wood Joints



Butt Joint

Simple to make, weak and not aesthetically pleasing.



Housing Joint

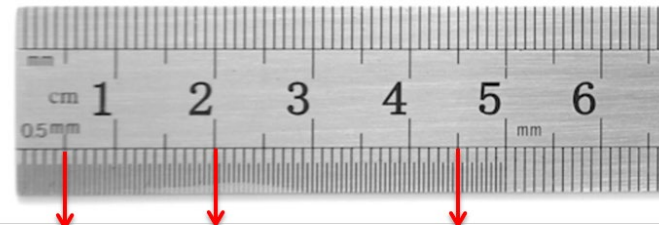
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Mitre Joint

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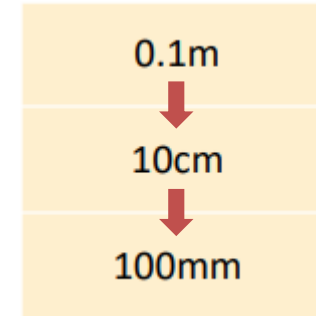
Converting Units



5mm
0.5cm

20mm
2cm

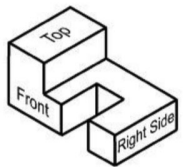
45mm
4.5cm



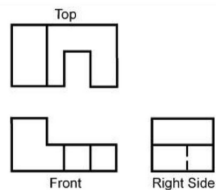
10mm → 1cm → 0.01m
100mm → 10cm → 0.1m
1000mm → 100cm → 1m

Key Skills

Workshop Skills



Isometric drawing



Orthographic projection



Measuring and marking out



Cutting (wastage)



Drilling (wastage)



Sanding (wastage)



Laser cutting (wastage)



Line bending (forming)

Product Design – Year 8: Desk Tidy



Tools and Equipment



Bench vice



Bench hook



Steel ruler



Tenon saw



Try square



Bradawl



Quick clamp



Screwdriver



Hand drill



Pillar drill



Disk sander



Belt sander



Laser cutter



Strip heater



Safety glasses

Materials

Plywood

A man-made board used for construction.



Pine

A durable and cheaper timber used for indoor furniture.



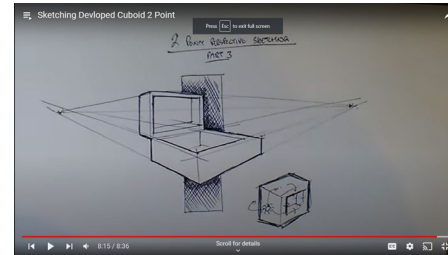
Acrylic (PMMA)

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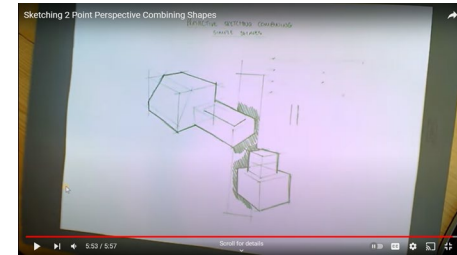


Taking it Further

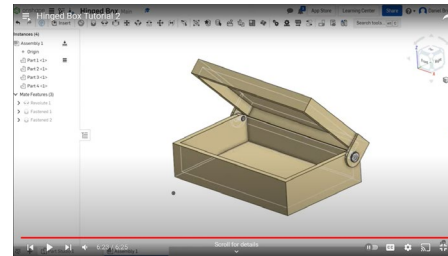
Work through the tutorial videos below to develop your sketching and CAD skills.



[Click Here](#)



[Click Here](#)



[Click Here](#)

Learning Checklist

- I can describe a range of common materials used in Product Design.
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- I can explain a variety of wood joints.
- I can measure and mark out materials accurately.
- I can select the correct tools and equipment and use them safely in the workshop.
- I can use an isometric grid to produce presentation design ideas.
- I can explain and understand an orthographic projection.
- I can explain the advantages and disadvantages of using CAM software to manufacture products.
- I can use a hot wire strip heater to bend and shape acrylic.

Product Design – Year 8: Fantastic Plastic



Key Vocabulary

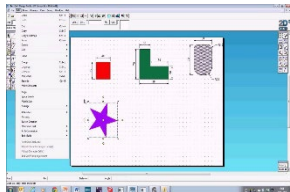
Thermopolymer	A polymer that can be reshaped using heat.
Thermosetting polymer	A polymer that cannot be reshaped using heat.
Sustainability	Meeting the needs of the present without compromising the ability of future generations to meet their own needs.
6 R's of Sustainability	These are all terms related to ways we can lead a more sustainable life and lessen our impact on the environment
Product Lifecycle	The length of time from a product first being introduced to consumers until it is removed from the market.
Carbon footprint	The total amount of greenhouse gases (including carbon dioxide and methane) that are generated by our actions.
Fossil fuels	Fuels are found in Earth's crust and contain carbon and hydrogen, which can be burned for energy such as coal, oil, and natural gas
Microplastics	Small plastic pieces less than five millimetres long which can be harmful to our ocean and aquatic life.

6 R's of Sustainability



Key Skills

Workshop Skills



CAD
(computer aided drawing)



CAM
(computer aided manufacturing)



Measuring and marking out



Drilling (wastage)



Laser cutting (wastage)



Line bending (forming)

Product Design – Year 8: Fantastic Plastic



Tools and Equipment



Bench vice



Quick clamp



Steel ruler



Hand drill



Pillar drill



Laser cutter



Strip heater



Safety glasses

Materials

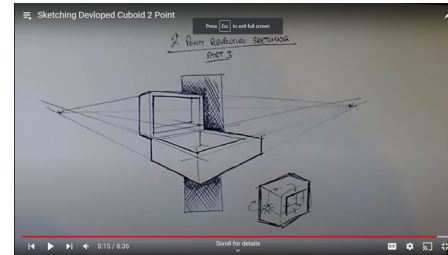
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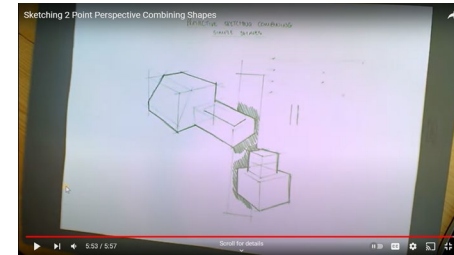


Taking it Further

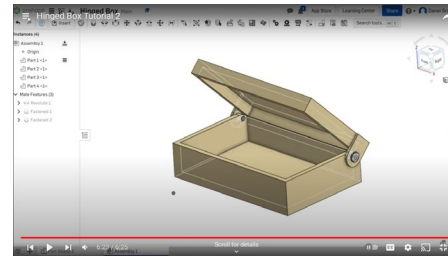
Work through the tutorial videos below to develop your sketching and CAD skills.



[Click Here](#)



[Click Here](#)



[Click Here](#)

Learning Checklist

- I can describe a range of common materials used in Product Design.
- I can explain sustainability and the 6 R's.
- I can measure and mark out materials accurately.
- I can select the correct tools and equipment and use them safely in the workshop.
- I can use various strategies to produce presentation design ideas.
- I can explain the advantages and disadvantages of using CAD and CAM software to manufacture products.
- I can use a hot wire strip heater to bend and shape acrylic .

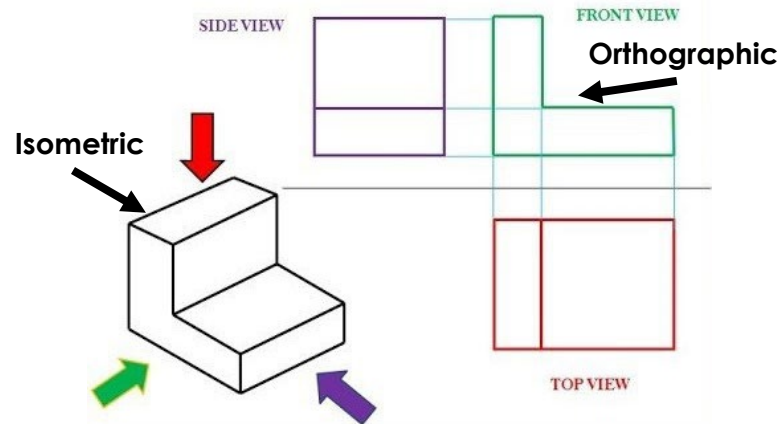
Product Design – Year 8: Arkitainer



Key Vocabulary

Papers and Boards	Wood pulp formed into sheets. Comes in a range of sizes and thicknesses.
Scale	The size of a model compared to the size of the real product.
Architecture	The designing of buildings or structures.
Area	Height x Width, displayed as unit ² . E.g. 400mm ²
Repurpose	To adapt something for a different use
Orthographic Projection	2D drawing showing a Top (plan) View, Front View and Side View
Isometric Drawing	Accurate drawing technique that uses 90° and 30° lines, measurements can be taken directly off them

Reading Drawings



Scale Conversion -

- 1:10 - 10 times smaller than the real product.
- 2:1 - Twice the size of the real product.

Area -

Square/rectangle - Height x Width

Triangle - (Height x Width) ÷ 2

Circle - (π x radius)²

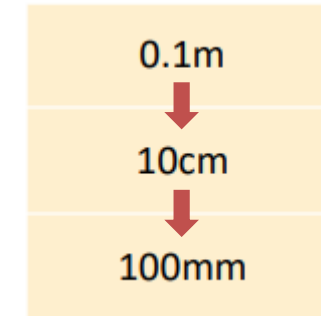
Converting Units



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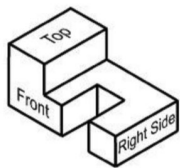
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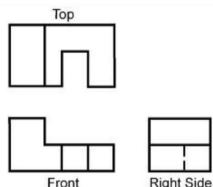


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Key Skills



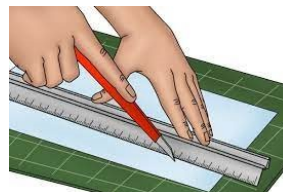
Isometric drawing



Orthographic projection



Measuring and marking out accurately



Cutting (wastage)



Modelling/ Prototyping



Gluing (addition)

Workshop Skills

Product Design – Year 8: Arkitainer



Tools and Equipment



Craft knife



Safety ruler



Straight cutter



Hot glue gun



Compass cutter



Cutting mat



Abrasive paper



Masking tape



Heat resistant gloves

Materials

Foamboard

Thin sheet of polystyrene sandwiched between paper, used for high-quality model making.



Balsa

Lightweight but strong hardwood that can be used for model making.



Wooden Dowel

Cylindrical shaped section of wood. Can be used for reinforcing joints and model making.



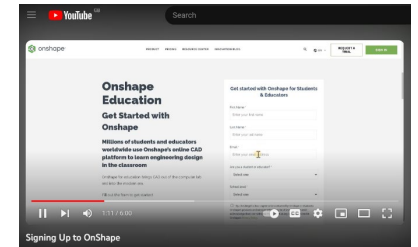
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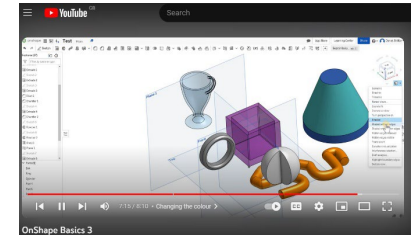
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Product Design – Year 8: Desk Tidy

Key Vocabulary

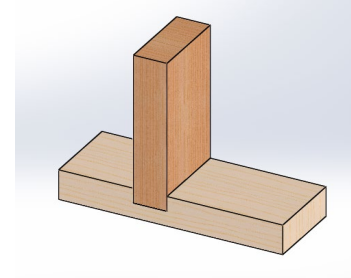
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Wood Joints



Butt Joint

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Housing Joint

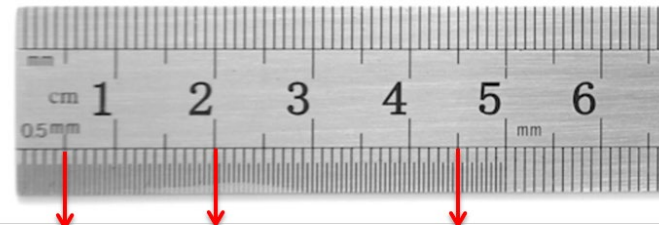
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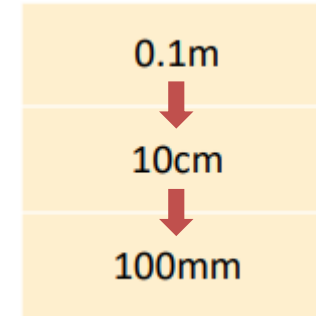
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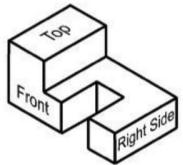
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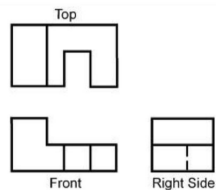
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Key Skills

Workshop Skills



Isometric drawing



Orthographic projection



Measuring and marking out



Cutting (wastage)



Drilling (wastage)



Sanding (wastage)



Laser cutting (wastage)



Line bending (forming)

Product Design – Year 8: Desk Tidy



Tools and Equipment



Bench vice



Bench hook



Steel ruler



Tenon saw



Try square



Bradawl



Quick clamp



Screwdriver



Hand drill



Pillar drill



Disk sander



Belt sander



Laser cutter



Strip heater



Safety glasses

Materials

Plywood

A man-made board used for construction.



Pine

A durable and cheaper timber used for indoor furniture.



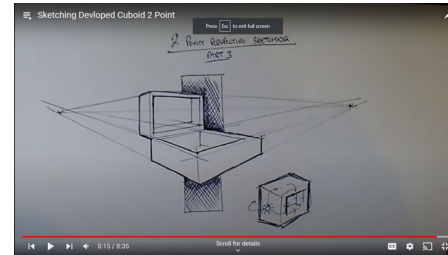
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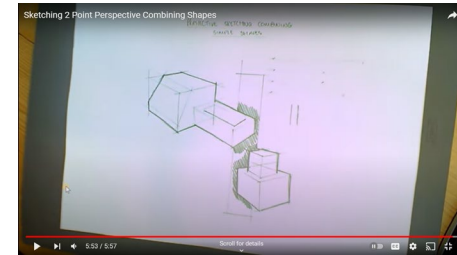


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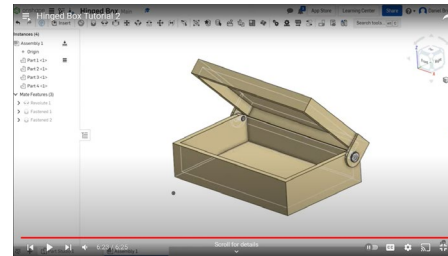
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[Click Here](#)



[Click Here](#)



[Click Here](#)

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Religious Education – Year 8: Topic 1 ‘Creation’

Key Vocabulary

Fact (Non-Fiction)	A true story telling of actual events
Myth (Fiction)	A made-up story to entertain or try to explain how something happened.
Legend	Based on a factual story but has been added to and exaggerated.
Parable	A story with a meaning or moral message.
Creation Story	The religious explanation of how the world was created.
Cosmology	The scientific study of the origins of the universe.
Big Bang	The accepted scientific theory of how the Universe was created.
Evolution	The scientific theory about the origins of life on Earth.
Genesis	The First book of the Bible which tells the story of how the world was created.
Rig Veda	The Hindu Holy book that contains the story of creation.
Theology	The study of beliefs about God.
Creationist	A person who accepts the religious explanation for the creation of the universe.
Stewardship	The belief that God created the world and put Humans in charge of it, to care for it.
Dominion	The belief that God created the world for Humanity to use however it wants.



The ultimate questions upon which we will be reflecting

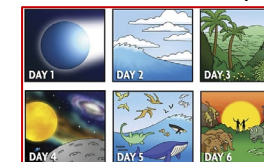
- What do the different World Religions believe?
- How did the world Religions Begin (Founders)?
- Why are we here?
- Is there a God ?
- Why do people suffer?
- Do we have a soul?
- Is there an afterlife ?
- What is the meaning of life ?
- What does it mean to be spiritual?
- How was the world created?

Religious Education Key Skills we will be developing in Year 8

- A – Knowledge and understanding of the key events of the stories of Creation.
- B – Awareness of the influence that beliefs in the creation of the universe have on people today.
- C – Comparison of similarities and differences in and between the various creation stories.
- D – Sense of personal identity and community. To reflect on the concept of Stewardship as a focus for caring for the Environment.
- E – Reflection and evaluation To reflect on the creation stories and decide on which they find the most convincing and why?

Creation Stories studied in Year 8

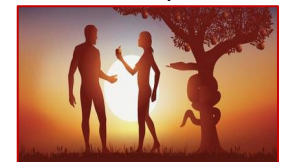
The Six Days of Creation Story



The Hindu Creation Story



The Adam and Eve Story



The Big Bang and Evolution Theories





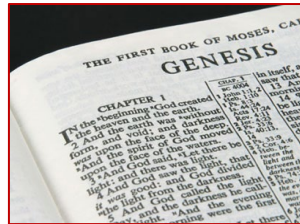
Religious Education – Year 8: Topic 1 ‘Creation’

Key Concepts to be examined in the Founders Topic

The Six Days of Creation – Genesis Ch1



- God made the world from nothing.
- God made the world in six days.
- Humans are made in God’s Image
- Stewardship.



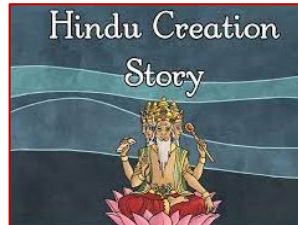
The Story of Adam and Eve – Genesis Ch2.



- Humanity is made in God’s Image.
- Temptation.
- Sin.
- Good and Evil.
- Salvation.



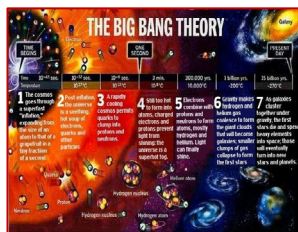
The Hindu Creation Story.



- Rig Veda
- Brahma the Creator
- Vishnu the Preserver
- Shiva as Judge.
- Lotus Flower
- Reincarnation



The Big Bang and Evolution.



- Cosmology
- Evidence
- Stephen Hawking
- Charles Darwin
- Evolution
- Theory



Taking it Further – YouTube Introductions

You can watch these videos as an introduction to Creation Stories.

C is for creation [Click Here](#)

Christian Creation [Click Here](#)

Hindu Creation [Click Here](#)

The Big Bang [Click Here](#)

D is for Darwin [Click Here](#)



Taking it Further – BBC Bitesize

You can use these links to find out more about the Creation Stories.

Christian Creation [Click Here](#)

Hindu Creation [Click Here](#)

Big Bang [Click Here](#)

Evolution [Click Here](#)



Learning Checklist

- I can define the words, Fact, Myth, Parable and Legend.
- I know the Six days of Creation story. (Genesis Ch1)
- I know the Adam and Eve Story. (Genesis Ch1)
- I know the Hindu Story of Creation (Rig Veda)
- I understand the Scientific Theories of the Big Bang and Evolution.
- I understand the concepts of Stewardship and Dominion.
- I am able to reflect on my own understanding of how the Universe was created and the evidence that supports my view.



Religious Education – Year 8: Topic 2 ‘Festivals’

Key Vocabulary

Easter	Christian festival celebrating Jesus' resurrection. 21 st March – 25 th April.
Resurrection	Raising from the dead.
Paschal Candle	Large candle lit and blessed during Holy Week of Easter and put on a church altar.
Vaisakhi	Sikh Harvest festival celebrated on 13 th /14 th of April.
Diwali	Festival of Light - Hindus and Sikhs celebrate good overcoming evil.
Pesach	Passover – Jewish festival remembering the escape from slavery in Egypt.
Seder	Traditional meal eaten on the first evening of Passover in Judaism.
Eid-al-Fitr	Muslim festival which marks the end of fasting and Ramadan.
Eid-al-Adha	Muslim festival which marks the end of the annual pilgrimage to Mecca.
Ramadan	Muslim month of fasting.
Crucifixion	Jesus was executed nailed to a cross.
Sacrifice	Giving something up.
Hajj	Muslim pilgrimage to Mecca.
Reflection	Serious thought or consideration.
Meditation	Focusing on something to clear the mind. For example, a religious truth.



The ultimate questions upon which we will be reflecting

- What do the different World Religions believe?
- How did the world Religions Begin (Founders)?
- Why are we here?
- Is there a God ?
- Why do people suffer?
- Do we have a soul?
- Is there an afterlife ?
- What is the meaning of life ?
- What does it mean to belong (Festivals)?
- How was the world created?

Religious Education Key Skills we will be developing in Year 8!

- A – Knowledge and understanding of the key events which started the festivals.
- B – Awareness of the influence of the celebrations and traditions of the festivals on followers of the religions today.
- C – Comparison of similarities and differences in and between festivals.
- D – Sense of personal identity and community found within the festivals.
- E – Reflection and evaluation of what are the meanings of the festivals as an inspiration for people today?

Religious Festivals studied in Year 8

Easter/Holy Week



Pesach / Seder meal



Eid-al-Fitr / Eid-al-Adha



Vaisakhi/ Diwali



Religious Education – Year 8: Topic 2 ‘Festivals’



Key Concepts to be examined in the Festivals Topic

Easter and Holy Week



- Last week of Jesus' life
- Light Paschal Candle
- Jesus' trial, crucifixion and resurrection
- Easter Vigil and reflection



Vaisakhi and Diwali



- Start of the Khalsa
- Guru Gobind Singh
- Good overcoming Evil
- Release of Guru Har Gobind from prison
- Fireworks and candles



Pesach / Passover.



- Escape from Egypt
- Seder Meal
- Cleaning / Chametz
- Matzah bread
- Shabbat



Ramadan, Eid-al-Fitr and Eid-al-Adha.



- Ramadan
- Fasting
- Quran
- Sacrifice
- 5 Pillars
- Hajj



Taking it Further – YouTube Introductions

You can watch these videos as an introduction to Festivals.

Easter Story

[Click Here](#)

Easter Celebration

[Click Here](#)

Vaisakhi Celebration

[Click Here](#)

Ramadan & Eid

[Click Here](#)

Pesach (Passover)

[Click Here](#)



Taking it Further – BBC Bitesize

You can use these links to find out more about the Festivals.

Easter

[Click Here](#)

Eid-ul-Adha & Eid-ul-Fitr

[Click Here](#)

Vaisakhi

[Click Here](#)

Pesach (Passover)

[Click Here](#)



Learning Checklist

- I can name the Festivals of Christianity, Sikhism, Judaism and Islam.
- I know the story or event behind each Festival studied.
- I know the main ways each Festival is celebrated by followers.
- I understand the meaning of the Festivals for believers today.
- I understand the concepts of Fasting and Sacrifice.
- I am able to reflect on the main reasons that make each of the Festivals relevant to believers today.



Year 8 Physics

Keyword List

Permanent magnet – a object with a permanent magnetic field
Magnetic field – region around a magnet showing magnetism force
Longitudinal wave – a wave vibrating in a direction if motion
Transverse wave – a wave where the medium vibrates at right angels
Amplitude – how high one wave is
Frequency – number of waves per second
Crest – peak or top point of a transverse wave
Trough – bottom point of a transverse wave
Electromagnet – a magnet made using current/power source
Reflection – the bounce back of light without absorption
Refraction – change in direction of wave through a medium
Incidence ray – the ray of light coming into an object
Reflected ray – the ray coming off an object

Physics term 1 checklist



To understand properties of a permanent magnet	<input type="checkbox"/>
Name magnetic materials	<input type="checkbox"/>
State that magnets have both north and south poles	<input type="checkbox"/>
Be able to draw a magnetic field around a magnet	<input type="checkbox"/>
Describe how to make an electromagnet	<input type="checkbox"/>
State ways we can increase the strength of an electromagnet	<input type="checkbox"/>
State how sound travels	<input type="checkbox"/>
Label a transverse wave	<input type="checkbox"/>
Describe how to show reflection using a ray diagram	<input type="checkbox"/>
Describe how refraction works using a ray diagram	<input type="checkbox"/>
Be able to show the composition of white light using a glass prism and ray box	<input type="checkbox"/>

Physics – Magnets

Magnets

Magnetic materials (Not all metals). Only three metals (**Iron, Cobalt, Nickel**) can be used in making magnets and be attracted by a magnet. Alloys containing iron are also magnetic (**Steel**).

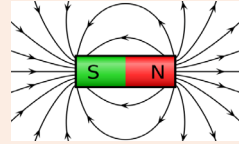
Magnets have two ends called the **North** and **South Poles**. Magnets also produce a force field which means they can produce a force on something without touching it. Called a non-contact force



North + North = Repel
South + North = Attract

Magnetic fields and the Earth

Magnetic field lines show where magnetic forces act as well as the strength of the field. It always goes from **North to South** and strongest where the lines are closest.



The **Earth** is a giant magnet with a core made of **Iron** and **Nickel** with north and south pole opposite that of the geographic north and south.

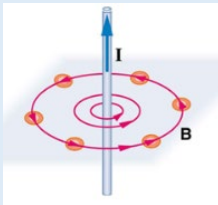


Magnetic field lines can be produced using **plotting compasses** or **iron fillings**



Electromagnets

When current passes through a wire it creates a magnetic field which can be detected using a plotting compass.

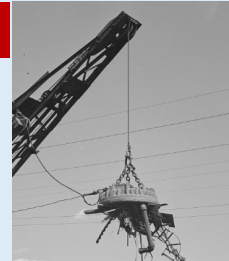


The strength of the electromagnet depend on a number of factors:

- the **number of turns** of the coil
- The **magnetic material** in the coil
- The **amount of current** flowing through the wire

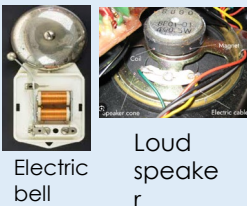
Uses of Electromagnets

Electromagnets have found many uses in industry and our homes. It has been used in **scrap yards** to pick engines and vehicles and bit of iron.



When the wire is made into a coil, it can increase the strength of the magnetic field produced. If a soft iron is placed in the middle of the coil and current passed through

the wire, an **electromagnet** is made which can be turned on or off to attract magnetic materials such as nails or not.



Electric bell

Loud speaker

It's also found applications in electric / magnetic doors, loud speakers, microphones and electric bells.

Physics – Waves



The Speed of Light

Light travels fastest in a vacuum – a vacuum doesn't contain anything.

Speed of light = **3×10^8 m/s**

White light

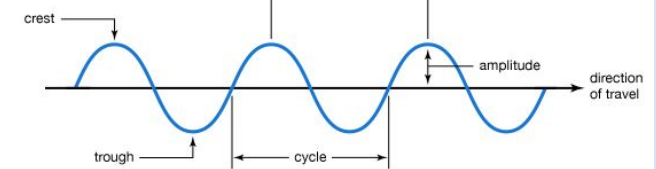


Rainbow spectrum

Longitudinal waves



Transverse waves



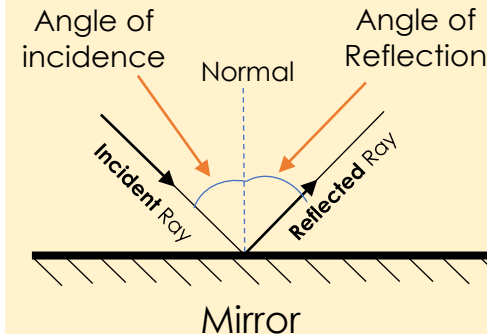
© Encyclopædia Britannica, Inc.

Reflection

Light rays reflect of different surfaces:

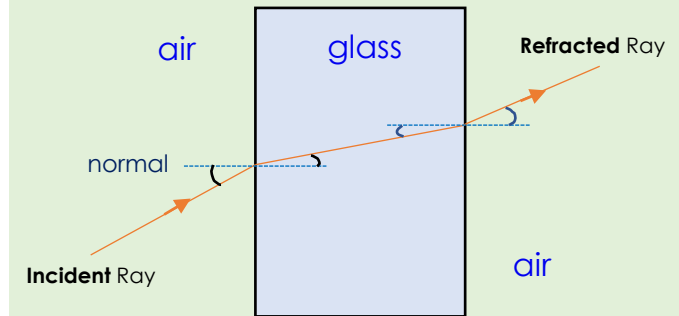
Angle of incidence = Angle of reflection

We use a protractor to measure angles.



Refraction

REFRACTION – when a wave changes direction (bends) as it crosses a boundary between one medium and another.



Light travels through transparent materials e.g. glass

Year 8 Chemistry



Keyword List

Malleable – the ability to bend a material into shape

Conductor/insulator – to be able to/no be able to transfer heat or electricity

Sonorous – an object which makes a ringing sound when hit

Acid - a substance which has a pH ranging from 0-6

Base – a substance which can neutralise an acid

Alkali – are bases which can dissolve in water

Neutral/ Neutralisation – a substance which has a pH of 7

Concentrated – a substance which has more water particles then solute

Dilute – a substance which has less water particles then solute

pH – ranges from 0-14 to show if a substance is an acid, alkali or neutral

Indicator – a substance to show the pH of another substance

Chemical change – a reaction which cannot be reversed

Physical change – a reaction which can be reversed

Conservation of Mass – the law that the mass of a reaction is the same at the start and at the end

Exothermic – a reaction which releases energy

Endothermic – a reaction which takes energy in

Combustion – a reaction which burns fuel with oxygen to give carbon dioxide and water

Oxidation – a reaction where oxygen is added

Decomposition – when a substance breaks down into smaller substances

Thermal decomposition - when a substance breaks down into smaller substances using heat

Chemistry term 1 checklist



Position of metals and non-metals on the periodic table

Properties of metal and non-metal elements

Describe the reactivity of Group 1 alkali metals

Describe the reactivity of Group 7 the halogens

Describe the properties of oxides

State the difference between an acid, alkali and base

Understand parts of the pH scale and give some examples of items

Define a neutralisation reaction

Name different salts

Describe the differences between chemical and physical changes

Be able to write equations for acid reactions

Define the terms exothermic and endothermic reaction

State what is meant by conservation of mass

Describe reactions for thermal decomposition, oxidation and combustion

Chemistry – Metals and non-metals

Most elements in the periodic table are metals and these are found on the left-hand side of the periodic table

Property	Metals	Non-metals
Appearance	Shiny	Mostly dull
Melting/boiling point	High (solid at room temp. except mercury)	Generally low (about half are gases)
Density	High	Low
Strength	Strong and malleable (can bend)	Weak and brittle (shatter when hit)
Conduction	Good conductors of heat and electricity	Poor conductors (good insulators) except carbon
Sound when hit	Ringing sound (sonorous)	Non-sonorous

Metal oxides are bases. Group 1 – alkali metals Soft, shiny, low density (some float on water) and very reactive.

More reactive as you move down the group. React with water to form metal hydroxides.

Non-metal oxides are often gases and make acidic solutions.

Group 7 – the halogens.

Less reactive as you move down the group. Low melting and boiling points.

Chemistry – Acids and Alkalis



What are acids and bases?

Acid – Corrosive substance with a pH lower than 7.

Base – A substance that reacts with an acid to neutralise it and produce a salt.

Alkali – A base that dissolves in water.

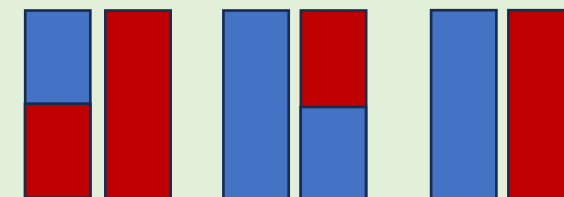
Neutral – A substance that is not acid or alkaline.

Acids	Alkalis	Neutral
Vinegar	Soap	Water
Fruit Juice	Oven Cleaner	Cooking oil

Indicators

Indicators – A substance that will **change colour** depending on if a substance is **acid** or **alkali**.

Litmus paper can be red or blue.



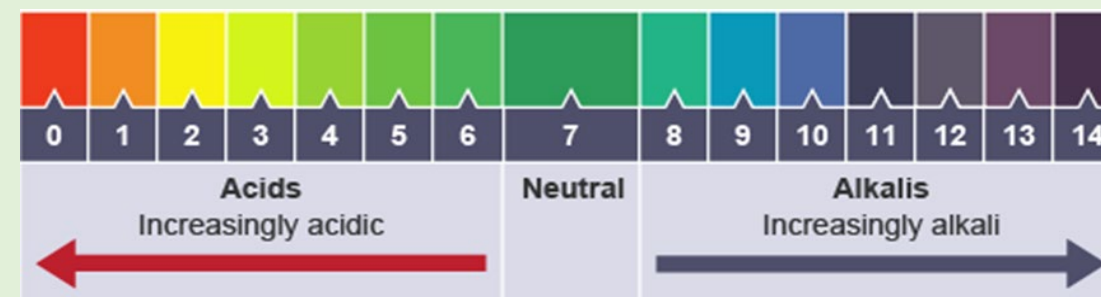
Acid Alkali Neutral

Blue litmus turns red in acid

Red litmus turns blue in alkali

pH Scale and Universal Indicator

Universal indicator solution show what colour a certain pH is:



pH Scale – number scale from 0-14 telling us how acid or alkaline a substance is. Neutral substances are exactly pH 7 | Acids have a pH of less than 7 | Alkalis have a pH of more than 7. The further from 7 the stronger the acid or alkali.

Chemistry – Acids and Alkalis

Chemistry – Types of Reaction



Rules for Naming Salts

Salts always have **two** names.
First name – metal taken from the **base**.

*E.g. Salts made with **sodium** hydroxide will always start with **sodium**.*

Second name – comes from the type of **acid** used.

*Hydrochloric acid – chloride
Sulfuric acid – sulfate
Nitric acid – nitrate*

Neutralisation Reactions

If you mix an acid and base together a **neutralisation** reaction occurs.
A **neutral** solution is made.

Acid + Base → Salt + Water

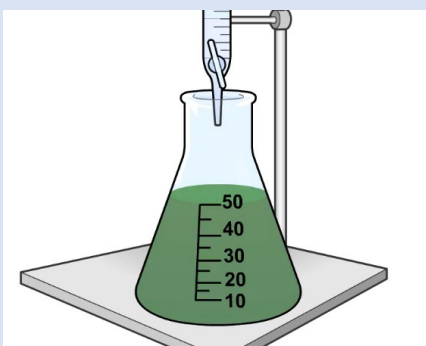
Acid + Metal → Salt + Hydrogen

Acid + Carbonate → Salt Water + Carbon dioxide

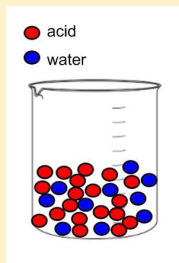
Making a Neutral Solution

To make a neutral solution you need to mix together **exactly** the right amount of acid and alkali.

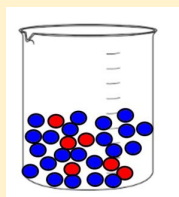
An indicator is needed to know when we have added the right amount.
Universal indicator will turn **green**.



Concentrated and Dilute



Concentrated
Many acid particles to few water particles.
Often corrosive



Dilute
Many water particles to few acid particles.
Often irritant

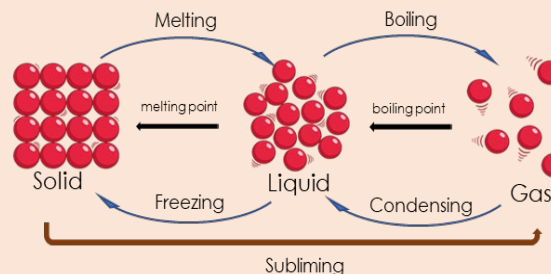


Chemical and Physical Reactions

Physical Changes

In a physical reaction the atoms are simply moved or their pattern is rearranged.
They are reversible changes.

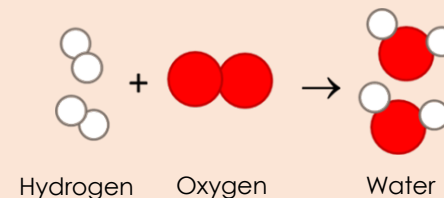
Example:
State changes



Chemical Changes

In a chemical reaction, the bonds between the atoms are broken and the atoms put back together differently.
This produces something new.
This is not easily reversible.

Example:



Conservation of Mass

CONSERVATION – something is being saved and is not lost

Conservation of Mass

We cannot create mass and we cannot lose mass, so whatever we start with must be there at the end.

This is called Conservation of Mass.

Example:
Iron + Oxygen → Iron oxide
0.52g + 1.14g → 1.66g

Thermal Decomposition

DECOMPOSITION – when something is broken down into smaller pieces

Thermal Decomposition

Thermal decomposition reactions are when a compound is broken down using heat.

You start with a compound and end with 2 or more products.

When a metal carbonate decomposes under heat, it produces a metal oxide and carbon dioxide.

Metal carbonate → Metal oxide + carbon dioxide

Chemistry – Types of Reaction

Biology – Key terms and Checklist



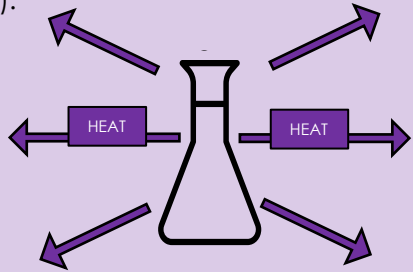
Exothermic and Endothermic Reactions

EXOTHERMIC REACTIONS

Reactions that release energy are called exothermic.

Exo = give out, exit
 -thermic = heat, heat energy

Therefore, exothermic reactions feel like they get hotter (their temperature increases).



Example:

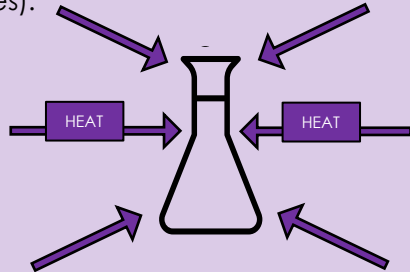
- Camp fire
- Rusting
- Respiration

ENDOTHERMIC REACTIONS

Reactions that need to take in energy are called endothermic.

Endo = inside
 -thermic = heat, heat energy

Therefore, endothermic reactions feel like they get cooler (their temperature decreases).



Example:

- Photosynthesis
- Cooking an egg
- Baking bread

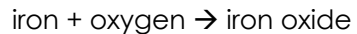
Oxidation and Combustion

Oxidation

Oxidation is the addition of oxygen.

Example:

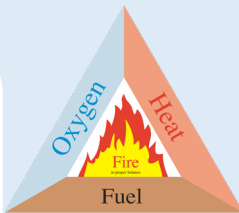
Rusting is an example of an oxidation reaction.



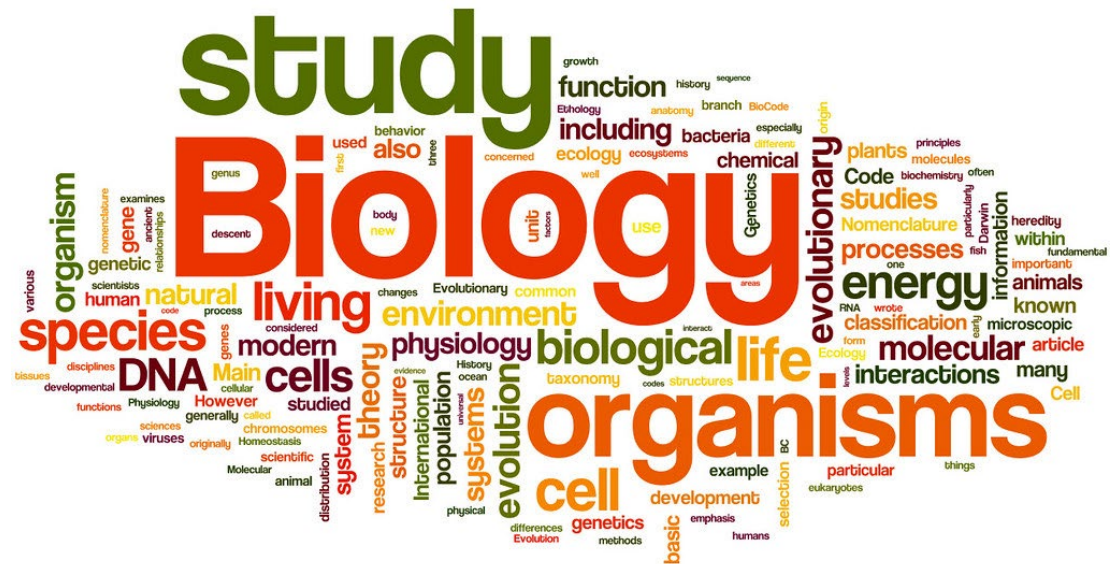
Combustion

When a fuel combusts (burns), it combines with oxygen from the air and makes a new substance.

The general word equation for this reaction is:
 Fuel + oxygen → carbon dioxide + water



Biology term 1 checklist	
Understand what is meant by a healthy diet	<input type="checkbox"/>
State the purpose of different diet food categories	<input type="checkbox"/>
Understand the pathway of food in the digestive systems	<input type="checkbox"/>
Describe the function of organs in digestion	<input type="checkbox"/>
Understand the parts of the body involved in movement	<input type="checkbox"/>
Name parts of the human skeleton	<input type="checkbox"/>
Describe the purpose of muscles in movement	<input type="checkbox"/>



Year 8 Biology

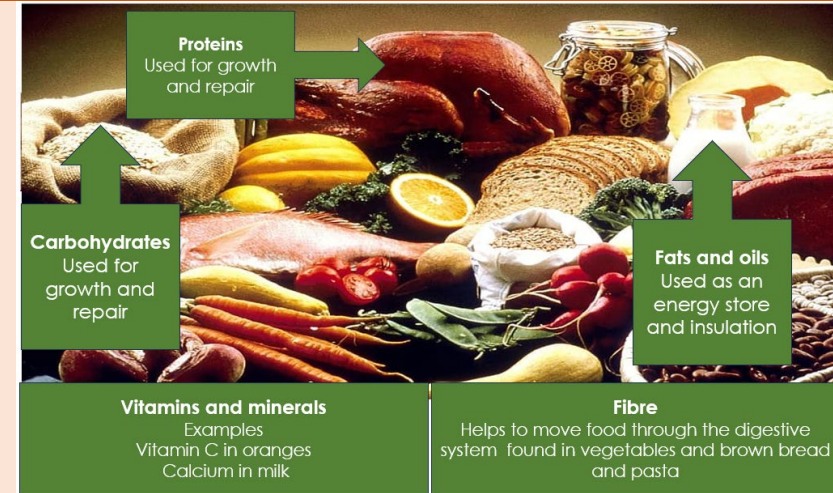
Keyword List

- Diet** – the combination of food and drink an organism consumes
- Protein** – a biological molecule which help growth and repair
- Fats** - a biological molecule which is used as an energy store
- Carbohydrates** - a biological molecule used for energy, growth and repair
- Vitamins** – nutrients which help overall health
- Minerals** - nutrients which help overall health
- Fiber** – helps the digestive system
- Digestive system/Digestion** – the process of breaking down food
- Oesophagus** – the organ which carries food to the stomach
- Liver** – organ responsible for break down substances and storing glucose
- Pancreas** – organ responsible to control sugar
- Small intestine** - organ responsible for absorbing nutrients from food
- Skelton** – the basic unit which makes up most living organisms
- Muscle** – cover the skeleton and function to contract and relax
- Ligaments** – connect one bone to another bone
- Femur** – a human thigh bone
- Pelvis** – bone which makes up the hip
- Ulna** – lower arm bone
- Humerus** – upper arm bone
- Rib cage** – bones which protect the heart and lungs
- Tendons** – connect bones to muscle

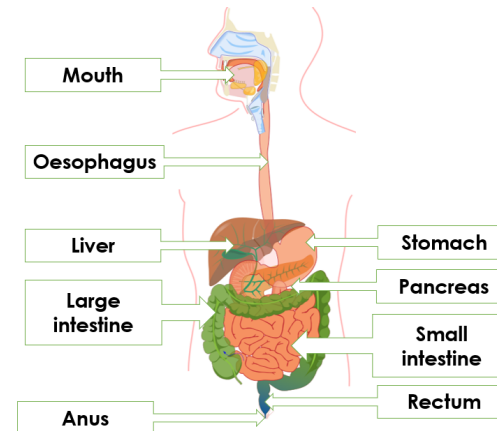
Biology – Digestion



Healthy diet and food groups

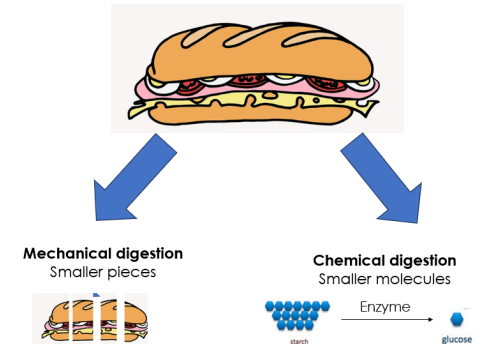


The digestive system



Digestion

Food is broken down (digested) by two actions



Journey of food

Mouth → oesophagus → stomach → small intestine → large intestine → rectum → anus

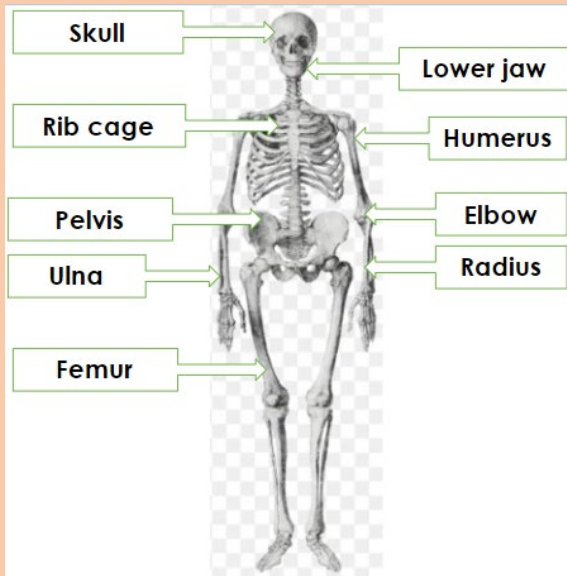
Biology – Movement

The skeleton

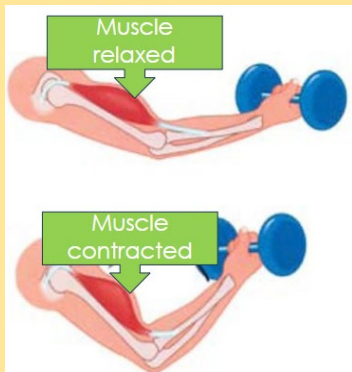
The skeleton has 4 main functions:

- Support
- Protection of the organs
- Movement
- Making blood cells

Where bones meet there are joints such as **hinge joints**, **ball and socket joints** and **fused joints**.

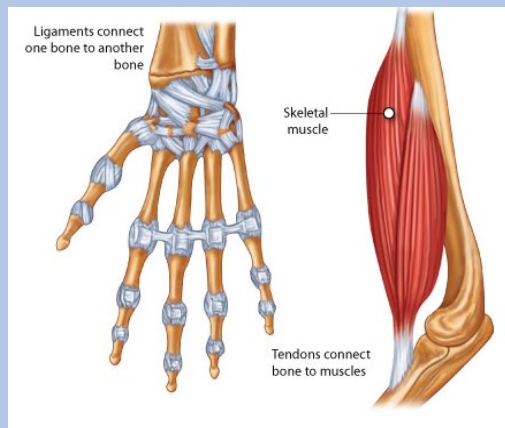


Muscles



Muscles move the bones in the skeleton by contracting and relaxing

Ligaments and tendons



4 R's And Scientific Vocabulary

Revision is a very important part of education and here at Highfields we break it down into the 4 R's:

1. **Revisit** – after a set time, come back to review past content
2. **Reduce** – summarise content learnt into smaller pieces e.g. mind map, flashcards, abbreviation and acronyms
3. **Rehearse** – practice learning the information
4. **Retrieve** – bringing back and remembering content learnt in the past

Key scientific vocabulary which is important throughout all years of Science and during practical work:

- **Independent variable:** variable which is purposely changed in an experiment.
- **Dependent variable:** variable which is measured in an experiment.
- **Control variable:** variables which are kept the same throughout an experiment.
- **Reliability:** how trustworthy the results are. We increase this by repeating an experiment.
- **Accuracy:** how close a result is to its true value.
- **Validity:** How suited the method used in an experiment is for the purpose.
- **Average:** adding up the values and dividing the value by how many they are
- **Anomaly:** an odd result, which does not fit the pattern of results.
- **Data:** the results from an experiment



4Rs: Rehearse



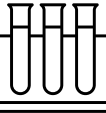
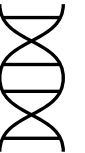
4Rs: Revisit



4Rs: Reduce



4Rs: Retrieve





Year 8 – Computer Science: Python




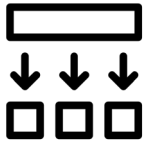

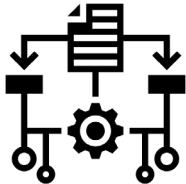
Specification:

“Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.”

“Use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables, or arrays]; design and develop modular programs that use procedures or functions.”

“Understand simple Boolean logic [for example, and, or and not]”

Key Information:

<p>Algorithm</p> 	<p>An algorithm is a plan, a set of step-by-step instructions to resolve a problem.</p>	<p>Remember that in Scratch you are creating an algorithm whenever you start a new project.</p>
<p>Decomposition</p> 	<p>Decomposition helps by breaking down complex problems into more manageable parts.</p>	<p>When you create your quiz in Scratch you will be breaking down that problem into smaller steps.</p>
<p>Variable</p> 	<p>A variable is a storage location that can change.</p>	<pre>age = 21 subject = "Computer Science"</pre>
<p>Casting</p> 	<p>Converting a variable from one data type to another is called casting.</p>	<pre>age = "21" age = int(age) age = 18 age = str(age)</pre>



Year 8 – Computer Science: Python



Assessment:

Midpoint low stakes assessment on Microsoft Forms.
Python programming practical standard assessment at the end of the unit.

Take it Further:

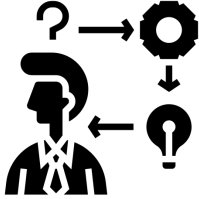
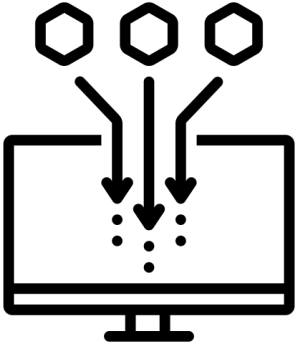
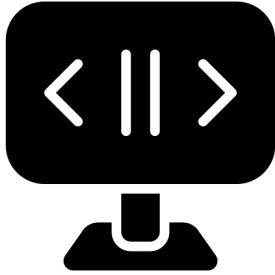
<https://www.101computing.net/category/python-beginner/>

Support:

<https://www.csnewbs.com/keystage3>

<https://www.w3schools.com/python/>



<p>Sequence</p> 	<p>When designing algorithms, it is important to make sure that all the steps are presented in the correct order. This is known as sequencing and can be displayed in pseudocode or flowcharts.</p>	<pre>def ticketprice(adultTicket, childTicket): adult = 19.99 child = 8.99 totalAdult = adultTicket * adult totalChild = childTicket * child total = totalAdult + totalChild + 2.50 return total print(ticketprice(6,10))</pre>
<p>Selection</p> 	<p>Selection is a decision or question.</p> <p>At some point in an algorithm there may need to be a question because the algorithm has reached a step where one or more options are available. Depending on the answer given, the algorithm will follow certain steps and ignore others.</p>	<pre>age = 18 if age == 18: print("You are 18") else: print("You are not 18")</pre>
<p>Data Types</p> 	<ul style="list-style-type: none"> • String – A sequence of alphanumeric characters (e.g. "Hello!" or "Toy Story 4" or "Boeing 747") • Integer – A whole number (e.g. 1470 or 0 or -34) • Float (also called Real) – A decimal number (e.g. -32.12 or 3.14) • Boolean – A logical operation (True or False) 	<pre>film = "Toy Story" year = 2023 pi = 3.14</pre>



Year 8 – Computer Science: Scratch



Specification:


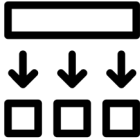


“Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.”

“Use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables, or arrays]; design and develop modular programs that use procedures or functions.”

“Understand simple Boolean logic [for example, and, or and not]”

“Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability.

Key Information:

<p>Algorithm</p> 	<p>An algorithm is a plan, a set of step-by-step instructions to resolve a problem.</p>	<p>Remember that in Scratch you are creating an algorithm whenever you start a new project.</p>
<p>Decomposition</p> 	<p>Decomposition helps by breaking down complex problems into more manageable parts.</p>	<p>When you create your quiz in Scratch you will be breaking down that problem into smaller steps.</p>
<p>Variable</p> 	<p>A variable is a storage location that can change.</p>	



Year 8 – Computer Science: Scratch



Assessment:

- Midpoint low stakes assessment on Microsoft Forms /10
- Written standard assessment at the end of the unit /20

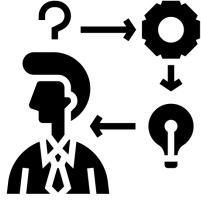

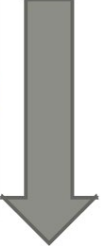
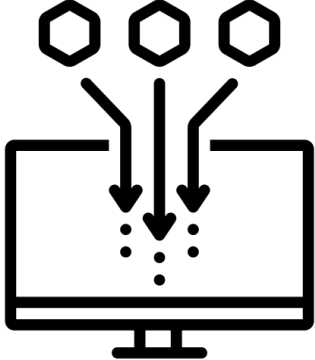
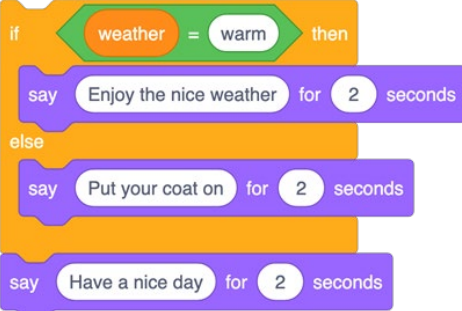


Take it Further:

- <https://thepixelgang.co.uk/free/index.php>
- <https://www.codewizardshq.com/scratch-tutorial-for-kids/>

Support:

- <https://www.bbc.co.uk/bitesize/topics/z7d634j>
- <https://scratch.mit.edu/>
- <https://classroom.thenational.academy/units/programming-essentials-in-scratch-part-i-b4aa>
- <https://classroom.thenational.academy/units/programming-essentials-in-scratch-part-ii-02a3>



<p>Sequence</p> 	<p>When designing algorithms, it is important to make sure that all the steps are presented in the correct order. This is known as sequencing and can be displayed in pseudocode or flowcharts.</p>	 
<p>Selection</p> 	<p>Selection is a decision or question.</p> <p>At some point in an algorithm there may need to be a question because the algorithm has reached a step where one or more options are available. Depending on the answer given, the algorithm will follow certain steps and ignore others.</p>	
<p>Iteration</p> 	<p>Iteration in programming means repeating steps, or instructions, repeatedly. This is often called a 'loop'.</p>	

Year 8 - Viva 2 Module 2: Todo sobre mi vida (All about my life)



¿Qué haces con tu móvil?	What do you do with your mobile?
Chateo con mis amigos	I chat with my friends
Comparto mis vídeos favoritos	I share my favourite videos
Descargo melodías o aplicaciones	I download ringtones or apps
Hablo por Skype	I talk on Skype
Juego	I play
Leo mis SMS	I read my texts
Mando SMS	I send texts
Saco fotos	I take photos
Veo vídeos o películas	I watch videos or films

¿Qué tipo de música te gusta?	What type of music do you like?
El rap	Rap
El R'n'B	R'n'B
El rock	Rock
La música clásica	Classical music
La música electrónica	Electronic music
La música pop	Pop music
¿Qué tipo de música te gusta?	What type of music do you like?
Escucho rap	I listen to rap
Escucho la música de Adele	I listen to Adele's music
Escucho de todo	I listen to everything

Me gustan las comedias	I like comedies
Un programa de música	a music programme
Un programa de deportes	a sports programme
Un concurso	a game show
Un documental	a documentary
Un reality	a reality show
Una comedia	a comedy
Una serie policíaca	a police series
Una telenovela	a soap opera
El telediario	The news
Los concursos	Gameshows
Más... que...	More...than...
Divertido	Funny
Informativo / informativa	Informative
Interesante	Interesting
Aburrido / aburrida	Boring
Emocionante	Exciting
Entretenido / entretenida	entertaining
Una pérdida de tiempo	A waste of time
Es	it is
Son	They are

¿Con qué frecuencia?	How often?
Todos los días	Everyday
Dos o tres veces a la semana	Twice or three times a week
A veces	Sometimes
De vez en cuando	From time to time
Nunca	never

Palabras muy frecuentes	Frequently used words
Así que	So (that)
Más... que	More... than...
mi / mis	my
Su / sus	His / her
Normalmente	Normally
No	No, not
Nunca	Never
O	Or
Porque / dado que	Because
También / además	Also, furthermore
sin embargo	however

Year 8 - Viva 2 Module 2: Todo sobre mi vida (All about my life)



Gramática

When you want to compare two things, you use the comparative.

más + adjective + que...
more... than...

The adjective must agree with the noun.

Los realitys son **más divertidos** que los concursos.
Reality shows are funnier than game shows.

Las series policíacas son **más aburridas** que las telenovelas.
Police series are more boring than soap operas.

>> p46

¿Qué hiciste ayer?	What did you do yesterday?
Bailé en mi cuarto	I danced in my bedroom
Fui al cine	I went to the cinema
Hablé por Skype	I talked on Skype
Mandé SMS	I sent texts
Monté en bici	I rode my bike
Hice gimnasia	I did gymnastics
Hice karate	I did karate
Jugué en línea con mis amigos	I played online with my friends
Jugué tres horas.	I played (for) three hours
Vi una película	I watched a film
Bebí una limonada	I drank a lemonade
Comí paella	I ate paella
Salí con mis amigos	I went out with my friends
No hice mis deberes	I did not do my homework
Ayer	Yesterday
Luego	Then
Por la mañana	In the morning
Por la tarde	In the afternoon
Un poco más tarde	a little later

Opiniones	Opinions
Me gusta(n)	I like
Me gusta(n) mucho...	I really like...
Me encanta(n)	I love...
No me gusta(n)...	I don't like
No me gusta(n) nada	I really don't like...
La letra	the lyrics
La melodía	the tune
El ritmo	the rhythm
porque es ...	Because it is ...
Guay	Cool
Triste	Sad
Horrible	Horrible
¿Te gusta la música de One Direction?	Do you like the music of 1D?
Mi canción favorita	My favourite song
Mi cantante favorito/a	My favourite singer
Mi grupo favorito	My favourite group
En mi opinión	In my opinion

Year 8 - Viva 2 Module 2: Todo sobre mi vida (All about my life)



Gramática

Preferir (to prefer) is a stem-changing verb. Some people call these 'boot' verbs.

prefiero	I prefer	preferimos	we prefer
prefieres	you prefer	preferís	you (plural) prefer
prefiere	he/she prefers	prefieren	they prefer

Present tense regular verbs

To conjugate / change the verb from Infinitive (ending in -ar, -er, -ir)...

You need to take off the "-ar, -er, -ir" of the verb and then add the relevant endings depending on who you are talking about.

AR	adivinar	ER	creer	IR	discutir
en inglés	to guess	en inglés	to believe	en inglés	to discuss
I	adivino	I	creo	I	discuto
You (sing)	adivinas	You (sing)	crees	You (sing)	discutes
He/She/It	adivina	He/She/It	cree	He/She/It	discute
We	adivinamos	We	creemos	We	discutimos
You (lot)	adivináis	You (lot)	creéis	You (lot)	discutís
They	adivinan	They	creen	They	discuten

Module 2 Complete Blooket link
<https://dashboard.blooket.com/session/629f02c92c35ab87743d08e6>

Module 2 Complete Quizlet link



Grade Criteria

- 1 Understand and produce a few short sentences with support and using **frequently used** verbs.
- 2 Understand and produce several short, linked sentences (**pero, también, y**) including giving **opinions**.
- 3 Understand and produce short texts referring to **two-time frames**. These should include **justified opinions**.
- 4 Understand and produce short texts referring to **Past, Present and Future**. Link work with connectives and include **justified opinions**
- 5 Understand and produce coherent longer texts including **lots of** personal opinions and justification in **at least three tenses**. Link sentences and paragraphs with **a range of connectives**.



YEAR 8 TERM 1 GEOGRAPHY: BQ1 – Is our world unequal?

What is development?

Development: Development in geography is the continued improvement in **quality of life**.

Measuring Development

Access to safe water The percentage of people who have access to safe, clean water.

Birth rate The number of live births per 1,000 people. Birth rates are often high in a less developed country.

Death rate The number of deaths per 1,000 people. High death rates can indicate a less developed country.

GNI per capita Gross national income per person. The value of a country's income, divided by the number of people in that country.

Infant mortality rate The number of babies who don't survive to the age of 1 per 1,000 live births.

Life expectancy The average age that a person may live to.

Literacy rate The percentage of adults who can read and write.

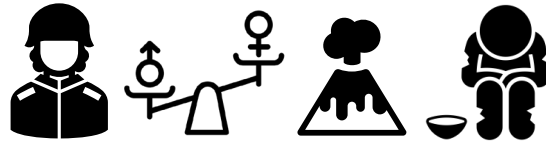
People per doctor A ratio to show the number of people per doctor. A lower ratio can indicate a richer country.

Human Development Index (HDI) A better measure of development using 3 elements living standards, health and education.

KEYWORDS

HIC	High Income Country
LIC	Low-income Country
NEE	Newly emerging economy
Quality of Life	the wellbeing of individuals or groups of people
Aid	when a country, organisation or individual gives resources to another country
Trade	The action of buying and selling goods and services.
Migration	The movement of a person or people from one country, locality, place of residence
Sustainable development goals	universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.
Refugee	a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
Malnourishment	A state of poor nutrition
Poverty	The state of not having enough money to meet basic needs including food, clothing and shelter.

What causes poverty?



- Location.
- Politics
- War
- Gender Inequality
- Climate
- Natural hazards
- A lack of Access to education and healthcare

Common misconception

Countries are either rich or poor – There are inequalities within countries even within HICs.

Inequalities do not exist in the UK – The UK is no exception. There are people living in relative poverty in the UK.

READ THIS

<https://www.bbc.co.uk/bitesize/topics/zvwt/bk/article/zbcqjsg>

YEAR 8 TERM 1 GEOGRAPHY: BQ2 – Why is Planet Earth so restless?



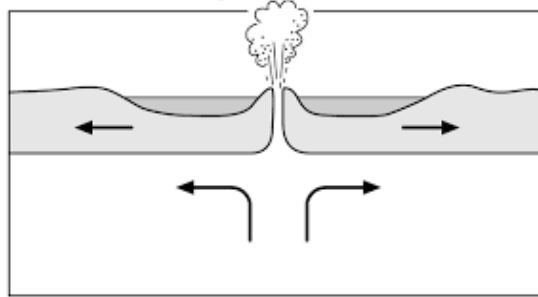
The layers of the Earth

The Earth is made up of 4 main layers; **inner core; outer core; mantle and then crust**. There are 2 types of crust, continental and oceanic.

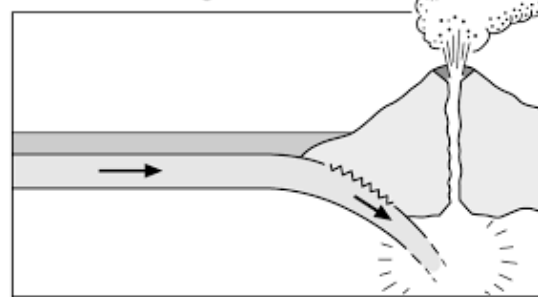
KEYWORDS

Tectonic Plate	These are pieces of the rocky outer layer of the Earth known as the crust.
Continental Drift	The gradual movement of the continents across the earth's surface through geological time.
Convection Current	The rising, spread, and sinking of gas, liquid, or molten material caused by the application of heat
Primary Effect	These occur in the minutes and hours after the natural disaster.
Secondary Effect	Happen because of the primary effect. These occur in the days, weeks and months after the natural disaster.
Earthquake	A sudden violent movement of the Earth's surface.
Focus	The location that the earthquake starts.
Epicentre	The point directly above the focus.
Seismic waves	The waves of energy caused by the earthquake.
Volcano	Openings or cracks in the lithosphere where magma from inside the Earth can escape onto the surface.
Tsunami	A long, high sea wave caused by an earthquake or other disturbance.
Wildfire	Wildfires are uncontrolled fires that occur in nature

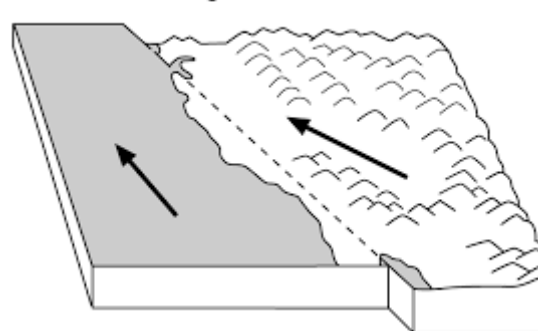
Constructive margin



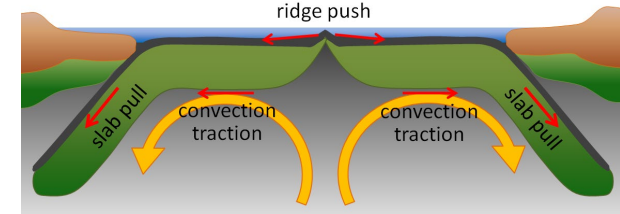
Destructive margin



Conservative margin



Why do plates move?



Convection currents are a current of warmer material; when soft rock is heated from below, the warmer material rises in a convection current

Common misconception

- Earthquakes can be predicted – Currently there are no ways to predict when an earthquake will happen.
- Volcanoes are always explosive. Some volcanoes only erupt lava which can be controlled by digging trenches.
- Natural hazards do not cause damage in HICs – Hazards mainly cause economic damage to HICs, but some can still cause social problems.

READ THIS

<https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/zc4rcmn?course=zgrmtrd>

<https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/z9k496f?course=zgrmtrd>