



Year 8

Knowledge Bank

Spring Term

Name: _____

Class: _____



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How to use your knowledge bank?



The knowledge pages for each subject are the core bits of knowledge needed for this term.
These pages will give you an overview of the knowledge you need to learn by the end of the term.
Use these pages for revision or support with home learning

The home learning pages will follow the core knowledge for each subject
These pages will have specific instruction on how to complete the tasks for each subject
Each subject will be clear on how they want the home learning handed in

Retrieval and flipped learning: Why? How?

Retrieval:

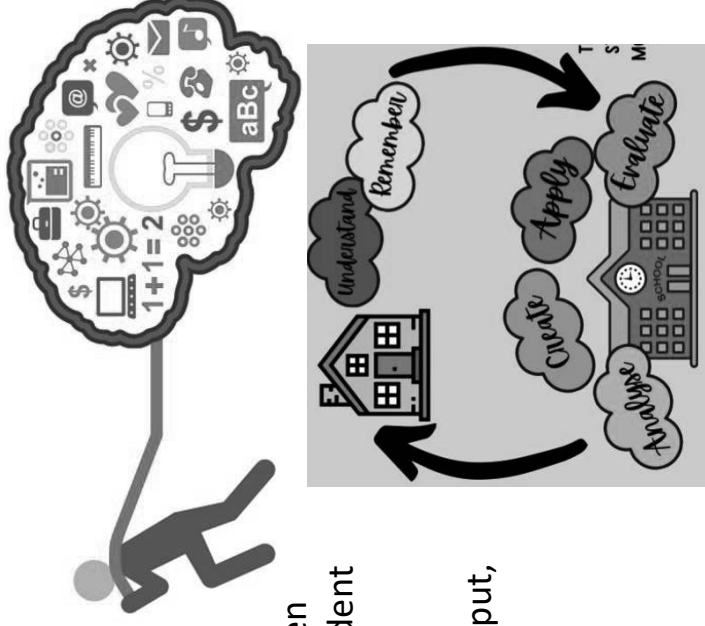
What/why? This is the process of getting information out of your head. This creates links between the long term memory and short/working term memory.

How? This can simply be done by recall three things from that week's learning and linking it to real life situations or other subjects

Flipped Learning:

What/why? This is research or defining content or topics that have not yet been studied. This allows for deeper learning to take place and encourages independent learning.

How? By setting a research project for pupils to learn about without teacher input, the pupils report their findings in an exciting way.



Revision strategies:

As well as trying to encourage retrieval and element of research at home, the academy is dedicated to improve how pupils revise. Each term the pupils will be taught a revision strategy in tutor time and then use that strategy for revision for formal assessment.

Autumn terms revision strategy: Flash cards

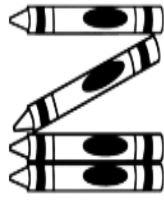
Summary: How to use flash cards



1

Identify knowledge

What are you creating flash cards on?
Do you have your knowledge organiser?
Use your book to look at previous misconceptions from whole class feedback.



2

Colour coding

Use different coloured flash cards for different topics. This helps with organisation NOT recall.



3

Designing

1 Question per flashcard.
Making them concise and clear.
Use a one word prompt, so that you can recall as much as you can.
No extended answer questions.



4

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.
Do not just copy & re-read.
Shuffle the cards each time you use them.
Use the Leitner system to use flash cards everyday.



5

Feedback

How have you performed when you look back at your answers?
Is there anything you need to revisit in more detail?
Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly.



Home Learning – Year 8 Spring Term 2025






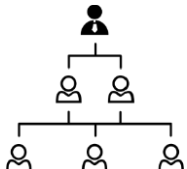



All Year 8 students will have a Knowledge Bank to support their home learning. Home learning for Year 8 will include a range of activities. Home learning for each subject for the Spring Term is outlined in the table below. All home learning will be set on Classcharts on a Monday (except Maths which is Friday to Friday), so that parents can plan their child's home learning for the week. Home learning will be marked in different ways as outlined below. Expectations for home learning in each subject will be made clear to all students. There is a home learning breakfast club from 8am each morning to support students.













SUBJECT	HOME LEARNING TIME (12 weeks)	HOME LEARNING ACTIVITIES	WHERE TO COMPLETE e.g. home learning books, google classroom, subject home learning books	HOW IT WILL BE MARKED
English	30 minutes per week	Retrieval: Pupils will need to retrieve key terminology learnt during lessons. Flipped Learning: Will be researching topics that will come up in future learning.	In the knowledge bank	Praise points given and staff respond to the questions
Maths	30 mins per week	Activities based on knowledge they have learned over the last week and term.	Online resources set through Sparx.	Self-marking online and feedback into classroom planning by the teacher.
Science	30 mins per week	Retrieval: Pupils will need to write down 3 things they have learned each week, how it relates to other subjects or real life, opportunity to ask the teacher a question Flipped Learning: Will be project style research work about a topic they are due to study.	In the Knowledge Bank Online option (this will be clear form staff)	Praise points given and staff respond to the questions

Geography	20-30 mins per fortnight (set on a week B, due in on a week B)	Retrieval: students retrieve 3 points learned over the previous two weeks, relating what they have learned to other subjects or their own lives, and a chance to ask the teacher a question. Flipped learning: students to research a forthcoming topic, independently.	Within the knowledge bank	Praise points for completion (will be looked at during week B lessons) staff to respond to the questions.
History	20-30 Mins per fortnight (Set on a week A, due week A)	Retrieval: Students retrieve key terms from their previous learning. Source Skills - Students use a source to answer comprehension questions. Flipped learning - Students answer a number of research questions to prepare them for upcoming lessons/topics.	In the knowledge bank / independent research online.	Marked in lesson on the due date (first lesson of Week A) and corrected where necessary.
Music	1 Hour per term	Home learning will involve listening and appraisal tasks set online with knowledge retrieval from relevant topics studied and flipped learning research questions	Homework will be set on Class Charts and involve a combination of multiple choice and short answers questions	Marked in lessons and praise points given
French				
Computer Science	20-30 Mins per fortnight (Set on a week A, due week B)	Retrieval: Pupils will need to retrieve key terminology learnt during lessons. Flipped Learning: Will be researching topics that will come up in future learning.	In the Knowledge Bank Online option (this will be clear for staff)	Staff will ask to see this during the lesson and praise points will be given.
Ethics	25 min	Retrieval activities, key terms and revision before each mid and end of cycle assessment.	Instructions set on Classcharts.	Low stake testing, Test results
Drama	3 homeworks per term	Retrieval activity of key terminology used in lessons Flipped learning for future learning Revision activity to consolidate learning	Work will be set on Class Charts and class shared area for submitting work.	It will be marked through questioning in lessons, practical application and quizzes.
Music	2 homeworks per	Online knowledge retrieval and flipped learning	Work set on Class Charts	Home learning will be

	term	tasks with listening activities and appraisal		collected on the deadline by the class teacher, checked and praise points awarded.
Art	1 hour per home learning, 3 hours total.	Home learning will consist of practical tasks focusing on retrieval and flipped knowledge linked to the project theme. Revision strategies will be included in home learning to support assessments.	Home Learning will be set on Classcharts and will need to be completed on paper, work will be added to students' portfolios.	Home learning will be collected on the deadline by the class teacher, checked and praise points awarded.
Food				
PE	1 hour per term, 3 hours in total	Home learning will consist of consolidation of core knowledge relating to values in sport. Flipped learning questions also provided to link to next topics	Home learning will be set on Google Classrooms and submitted via this platform	Students are to submit before or on the deadline, with class teachers to check and provide rewards

Key characters		
The Montagues: Romeo Lord Montague Lady Montague Benvolio	The Capulets: Juliet Lord Capulet Lady Capulet Tybalt Nurse	Royals: The Prince Paris Mercutio

Key concepts		
	Dramatic irony	Where a character in a play is not aware of something, but the audience is. Throughout the play, the audience know Romeo and Juliet will die, but they do not.
	Elizabethan England	The time that Elizabeth I was on the throne (1558–1603), it was a time of significant progress, stability and national pride.
	Feud	A fight or on-going argument between two or people. In Romeo and Juliet, The Montagues and Capulets have been feuding for years without particularly concrete reason.
	Foreshadowing	Where a text hints early on at what may occur later in the plotline. In Romeo and Juliet, it is foreshadowed throughout that the two will die.
	Friar	A religious man of the Catholic church, a friar is similar to a monk. The Friar in Romeo and Juliet is Romeo's father figure.
	The Great Chain of Being	The great chain of being is a hierarchical structure of all life, thought by medieval Christianity to have been decreed by God. The chain begins with God and descends through angels, humans, animals etc. People listen to the Prince due to the Great Chain of Being
	Hamartia	A person's weakness or fatal flaw. Romeo's hamartia is how impulsive he is.
	Motif	An image or symbol that reoccurs throughout a text
	Tragic hero	Tragic heroes typically have heroic traits that earn them the sympathy of the audience, but also have a fatal flaw (a hamartia) that leads to their downfall. Romeo is the tragic hero of the play.

Key vocabulary		
	Predestined	When the outcome of an event is decided in advance by fate (predestination is the noun)
	Belligerence	The desire to start a fight or argument (belligerent is the adjective)
	Rational	When someone bases their thoughts on logic or reason not emotion. (Verb = rationalising, adverb = rationally)
	Petrarchan lover	A Petrarchan lover is someone who is in love with the idea of being in love. The term comes from Petrarch's sonnets in which the narrator of the poem pines for a woman in extreme ways
	Conventional	A conventional person is one who follows traditional beliefs and behaviours, and does what society considers 'normal'
	Naïve	Someone who is naïve lacks experience, wisdom or judgement. They are innocent and inexperienced. (The noun form is naiveté, naivest = superlative form)
	Impulsive	Doing things suddenly without any planning or considering the effects
	Sagacious	A sagacious person is intelligent and has the ability to make good decisions
	Didactic	If something is didactic it teaches you a lesson.
	Morally ambiguous	A lack of certainty about whether something or someone's behaviour is right or wrong.
	Nihilistic	A belief that life is meaningless.
	Subjugation	To control someone or something by force

Love and Relationships Poetry

Poem	Poet	What the Poem's About
Valentine	Carol Ann Duffy	The poem uses an unconventional approach to traditional Valentine's gifts
I Wouldn't Thank You for a Valentine	Liz Lochhead	The poem appears to be a series of criticisms in regard to expressing affection on Valentine's Day.
Advice to a Teenage Daughter	Isobel Thrilling	A mother addresses her teenage daughter.
To a Daughter Leaving Home	Linda Pastan	The poem explores how hard it is for parents to let their children explore the world on their own.
i love me mudder	Benjamin Zephaniah	The speaker expresses gratitude and love for their mother.
Dad	Elaine Feinstein	The speaker reflects on an recalls memories of their father.
I Wanna Be Yours	John Cooper Clarke	A love poem using unconventional metaphors.

Love and Relationships Poetry

Term	Definition	Example
Simile	Comparison of two things that are unlike using the words 'like or as'	My brother is like a piglet.
Metaphor	Comparison of two things not literally true	My brother is a piglet.
Personification	Gives human feelings/actions to an object or idea	The grass is singing.
Caesura	a pause for a beat in the rhythm of a verse, often indicated by a line break or by punctuation.	And eyes still drank the dark. They trail the night
Enjambment	the continuation of a sentence from one line to another.	The mud and leaves in the mauled lane smelled sweet.
Stanza	a grouping of lines that forms the main unit in a poem.	At lunchtime I bought a huge orange The size of it made us all laugh. I peeled it and shared it with Robert and Dave— They got quarters and I had a half.
Blank Verse	poetry that does not rhyme	Something there is that doesn't love a wall. That sends the frozen-ground-swell under it, And spills the upper boulders in the sun
End Stop	the use of terminal punctuation at the end of a poetic line; the opposite of enjambment.	They got quarters and I had a half.
Speaker	The voice of the poem – like a narrator	

Comparing Poems

Compare:

Both

Similarly

In the same way

As does

Contrast:

However

Alternatively

In contrast

Whereas

On the other hand

Yet

Both:

Furthermore

Additionally

While

English Home Learning Spring terms.

Date due: 20/01/2025

Part 1	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes learning how to spell and the definitions of the following words:</p> <p>Prologue</p> <p>Dignity</p> <p>Mutiny</p> <p>Grudge</p> <p>Ethos</p> <p>Logos</p> <p>Pathos</p> <p>Patriarchy</p> <p>Impulsive</p>	<p>Notes:</p>

Date due: 03/02/2025

Part 2	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: How are the male characters in Romeo and Juliet presented? You could make notes on what they do, what they say and how they act.</p> <p>Romeo</p> <p>Lord Capulet</p> <p>Friar Laurence</p> <p>Benvolio</p> <p>Tybalt</p> <p>Prince Escalus</p>	<p>Notes:</p>

Date due: 24/02/2025

Part 3	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p><u>Research the poets</u></p> <p>Carol Ann Duffy</p> <p>John Cooper Clarke</p>	<p>Notes:</p>

Date due: 10/03/2025

Part 4	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>George Orwell</p> <p>Russian Revolution</p>	<p>Notes:</p>

Date due: 24/03/2025

Part 5	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes learning how to spell and the definitions of the following words:</p> <p>Tyrant</p> <p>Rebellion</p> <p>Commandment</p> <p>Allegory</p> <p>Corrupt</p> <p>Propaganda</p> <p>Cult of personality</p> <p>Treacherous</p>	<p>Notes:</p>

Date due: 22/04/2025

Part 6	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Self-evaluation: Minimum 20 minutes reflecting on your work this term.</p>	<p>Notes:</p>

Year 8 knowledge bank



For Maths, all students use Sparx for homework. However, it also uses codes (see third column) which give help videos to support the students at home.

For the topics we study in any lesson (column 2), there are help videos linked. This will explain the essential knowledge (this is often called core knowledge in schools).

To access the help videos, type the code into the independent learning section of Sparx.

Spring Term

Brackets, equations, and inequalities
 Use directed number with algebra.
 Multiply out a single bracket.
 Factorise into a single bracket.

Linked Sparx Clips:

Algebraic techniques: sequences

Generate sequences given a rule in words.
 Generate sequences given a simple algebraic rule.

Linked Sparx Clips:

Algebraic techniques: indices

Using the addition law for indices
 Adding and subtracting expressions with indices

Linked Sparx Clips:

Fractions and percentages

Convert fluently between key fractions, decimals and percentages (Basic).
 Calculate key fractions, decimals, and percentages of an amount without a calculator * (Basics)
 Calculate fractions, decimals, and percentages of an amount.
 Calculate percentage increase and decrease.
 Express one number as fraction or a percentage of another without calculator
 Choose appropriate methods to solve percentage problems.

Linked Sparx Clips:

Standard index form

Investigate positive powers of 10.
 Investigate negative powers of 10
 Work with numbers greater than 1 in standard form
 Use a calculator to work with numbers in standard form.
 Work with numbers between 0 and 1 in standard form

Linked Sparx Clips:

Developing number sense

Round numbers to powers of 10, and 1 significant figure (R)
 Round numbers to a given number of decimal places.
 Estimate the answer to a calculation.
 Calculate using the order of operations (R)

Linked Sparx Clips:

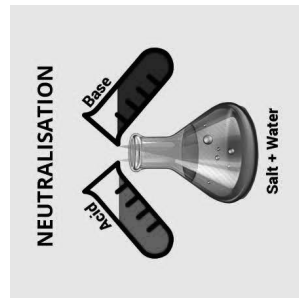
Year 8 Science Knowledge Bank - Spring Term (Chemistry)



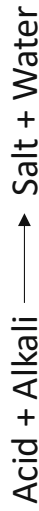
- What do you see**
- Temp change
 - Gas
 - Colour change
 - Precipitate forms

Chemical – Permanent, involves formation of new compounds – rearranging atoms.

Physical – change of state, Liquid to a solid.



Neutralisation



Metals and Acids

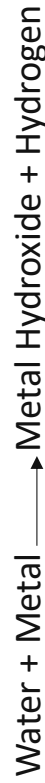


Acid	Salt
Hydrochloric	Chloride
Sulfuric	Sulfate
Nitric	Nitrate

Metals and Oxygen

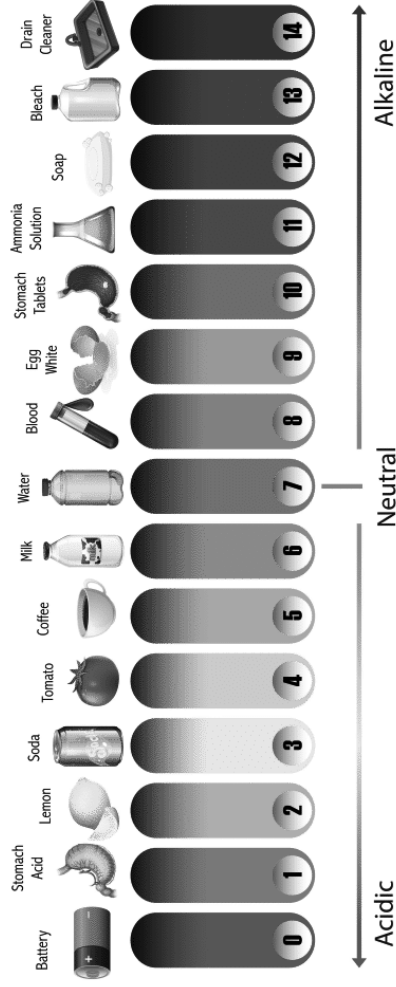


Metals and Water



pH Scale

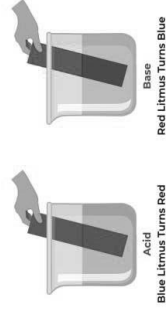
A scale which shows you how acidic or alkaline something is.



Indicators

Highlight whether a substance is acidic or alkaline

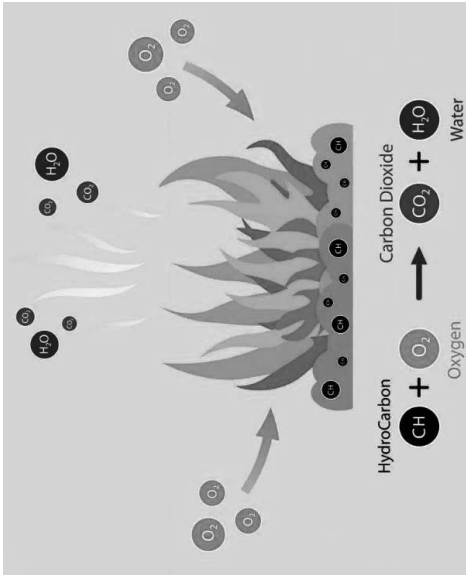
Litmus



Red Cabbage Universal Indicator



Year 8 Science Knowledge Bank - Spring Term (Chemistry)

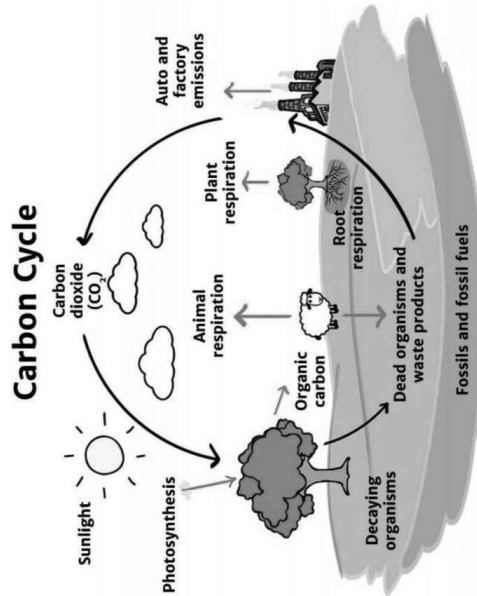


Combustion

In **complete combustion**, fuel combines with **oxygen** to form **water** and **carbon dioxide**. In **incomplete combustion**, fuel mixes with a small amount of **oxygen** to create **carbon monoxide**, **water** and **Particulates**. Remember **no atoms are created or lost** in this process, they are **rearranged**

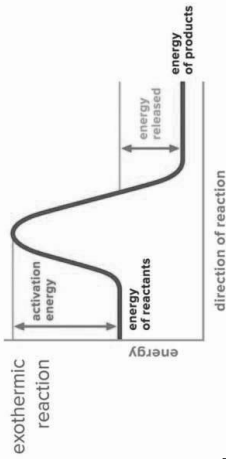
Carbon Cycle

The carbon cycle is nature's way of **reusing carbon atoms**, which travel from the **atmosphere into organisms** in the **Earth** and then back into the **atmosphere** over and over again



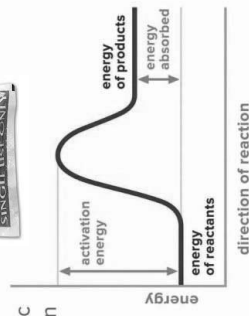
Exothermic reactions release energy to the surroundings (Usually feel hot)

Exothermic reactions Chemical reactions which release energy to the surroundings (Usually feel hot)

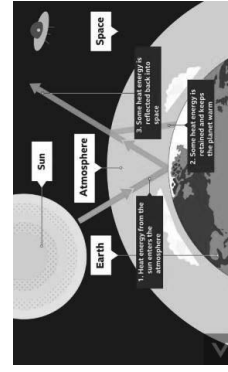


exothermic reaction

Endothermic reactions Absorb energy from the surroundings (Usually feel cold)



Climate Change - Is the changes in earths temperature, these happen over time but scientists think that our behaviour is increasing the greenhouse gases in the environment causing more rapid changes to the climate



SCIENCE HOMEWORK, YEAR 8 spring 1 : Acids & Alkali's

WHAT? This time you will be learning about reactions between acids & Alkalis

WHY? Acids & alkali's are in everyday life; they can cause reactions that are not pleasant in our bodies, e.g heart burn or being stung by a bee. Studying this will give some knowledge on how to counteract those reactions.

WHEN? The project will be completed over 6 weeks and is broken into 3 pieces of work. Due in 10th February 2025

SCROLL DOWN FOR WORK; please ensure you fill in both the retrieval & flipped learning sections

PART 1, COMPLETED IN WEEKS 1:

Retrieval: Complete retrieval in table below

Flipped Learning: Research which common household items have which pH. Create a table to show the item, their pH and their colour on the pH scale.

PART 2, COMPLETED IN WEEKS 2-3:

Retrieval: Complete retrieval in table below

Flipped Learning: Research and record how or what substance you can counteract a bee sting, a jelly fish sting and a wasp sting. Make sure you include whether they are acid or alkali. E.g a sting is acidic and you can counteract it with an alkali.

PART 3, COMPLETED IN WEEKS 4-5:

Retrieval: Complete retrieval in table below

Flipped Learning: Use the 3 pieces of universal indicator paper given to you by your teachers to test 3 substances at home. Place your universal indicator paper into the substance (liquid) and see what colour it goes. Stick the universal indicator paper into your knowledge bank book and label which substance it was, with its pH, and whether it is acid, alkali or neutral.

If you are at all unsure on what to do, ask your teacher. We will be only too happy to explain things further and will give you tips and advice. If you need any materials please come and see us

You can work together with a friend but both of you will need to hand in your own project.

Date due: 13-01-25

C4: Types of reactions	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p style="text-align: center;">Acids & alkali's</p> <p>Research which common household items have which pH. Create a table to show the item, their pH and their colour on the pH scale.</p>	<p>Notes:</p>

Date due: 27-01-25

C4: Types of reactions	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Acid's & alkali's in life</p> <p>Research and record how or what substance you can counteract a bee sting, a jelly fish sting and a wasp sting. Make sure you include whether they are acid or alkali. E.g a sting is acidic and you can counteract it with an alkali</p>	<p>Notes:</p>

Date due: 10-02-25

C4: Types of reactions	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p style="text-align: center;">Investigating Acids & Alkali's</p> <p>Place your universal indicator paper into the substance (liquid) and see what colour it goes. Stick the universal indicator paper into your knowledge bank book and label which substance it was, with its pH, and whether it is acid, alkali or neutral.</p>	<p>Notes:</p>

SCIENCE HOMEWORK, YEAR 8 Spring 2 : Chemical reactions

WHAT? This time you will be learning about Elements of the periodic table

WHY? Elements are used in everyday life to create things we use, this is your opportunity to research elements that we don't always look at in school

WHEN? The project will be completed over 6 weeks and is broken into 3 pieces of work. Due in 31st March 2025

SCROLL DOWN FOR WORK; please ensure you fill in both the retrieval & flipped learning sections

PART 1, COMPLETED IN WEEKS 1:

Retrieval: Complete retrieval in table below

Flipped Learning: Research the different types of reactions that can take place. Produce a poster of all the types of reactions

PART 2, COMPLETED IN WEEKS 2-3:

Retrieval: Complete retrieval in table below

Flipped Learning: Research how fireworks are created and work, draw a poster showing this. Be sure to include which chemicals are used.

PART 3, COMPLETED IN WEEKS 4-5:

Retrieval: Complete retrieval in table below

Flipped Learning: We would like you to have a go at a chemical reaction at home, your going to investigate how the amount of baking powder affects the strength of reaction with vinegar.

You need to take a cup pour in roughly 3 cm of vinegar and add 1 teaspoon of baking powder to you experiment, record how long the reactions lasts

You need to repeat the above but this time with 2 teaspoons of baking powder and then 3 teaspoons of baking powder, again recording how long the reactions last for.

Take a photo of your experiment and email it to your teacher

If you are at all unsure on what to do, ask your teacher. We will be only too happy to explain things further and will give you tips and advice. If you need any materials please come and see us

You can work together with a friend but both of you will need to hand in your own project.

Date due: 03-03-25

C5: Earth's Resources	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Types of reactions</p> <p>Research the different types of reactions that can take place. Produce a poster of all the types of reactions</p>	<p>Notes:</p>

Date due: 17-03-25

C5: Earth's Resources	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Reactions in fireworks</p> <p>Research how fireworks are created and work, draw a poster showing this. Be sure to include which chemicals are used</p>	<p>Notes:</p>

Date due: 31-03-25

C5: Earth's Resources	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Exothermic & Endothermic reactions</p> <p>We would like you to have a go at a chemical reaction at home, your going to investigate how the amount of baking powder affects the strength of reaction with vinegar. Take a photo of your experiment and email it to your teacher</p>	<p>Notes:</p> <p>You need to take a cup pour in roughly 3 cm of vinegar and add 1 teaspoon of baking powder to you experiment, record how long the reactions lasts</p> <p>You need to repeat the above but this time with 2 teaspoons of baking powder and then 3 teaspoons of baking powder, again recording how long the reactions last for.</p>

PROGRAMMING TECHNIQUES

DATA TYPES

Data Type	Definition
String	Text eg: "Hello"
Integer	Whole number eg: 32
Float/Real	Decimal number eg: 1.2
Boolean	Two values eg: true or false
Character	A single character eg: b

Casting is when you want to change between data types. Eg - if you want to use an integer in a sentence you would need to convert it to a string.

VARIABLES AND CONSTANTS

- Variable - A value which may change while the program is running.
- Variables can be local or global.
- Constant - A value which cannot be altered as the program is running.

```
answer = input("What is your name?")
print(answer)
```



OPERATORS

Operator/Function	Definition
Exponentiation	Raises a number to a power eg: 2**3 OR 2 ^3 (=2 ³)
Quotient/DIV	Gives the whole number after a division
Remainder/MOD	Gives the remainder part of a division
==	Is equal to
! or <>	Is not equal to
<	Is less than
>	Is more than
>=	Is more than or equal to
<=	Is less than or equal to

SELECTION – IF AND ELSE STATEMENTS

If we want the user to make a decision based on an input we use "selection."

```
num1 = input("please enter your first number: ")
num2 = input("please enter your second number: ")
num1 = int(num1)
num2 = int(num2)
if num1 > num2:
    print("Your first number is the biggest")
else:
    print("Your second number is the biggest")
```

When you use selection statements you must indent accordingly.

Colons are needed at the end of each and ELSE statement

We use the operators from the above date to compare values(e.g. !=/==). ALL statements have to

MULTIPLE SELECTION




IF and ELSE have 2 options but when have a range of options we use ELIF.

```
feeling = int(input("How are you feeling from 1-3?"))
if feeling == 1:
    print("So, you aren't feeling so good?")
elif feeling == 2:
    print("So, you are feeling OK?")
else:
    print("So, you are feeling GREAT!")
```

Notice there is no comparison for the "else" as it is the only other option.

PROGRAMMING TECHNIQUES AND FLOW DIAGRAMS

PROGRAMMING CONSTRUCTS

- Sequence**  A Sequence is when there are programming steps that are carried out one after another.
- Selection**  Selection is where there are different paths in your code eg: IF, ELIF, ELSE
- Iteration**  Iteration is when there is repetition (loops) in code. This could be a WHILE loop (do something WHILE a condition is met) or a FOR loop (do something for a set number of times) - inputs / outputs / variables. : IF and ELSE Statements.

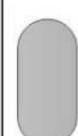




This count-controlled loop would print "Hello World" 8 times.:

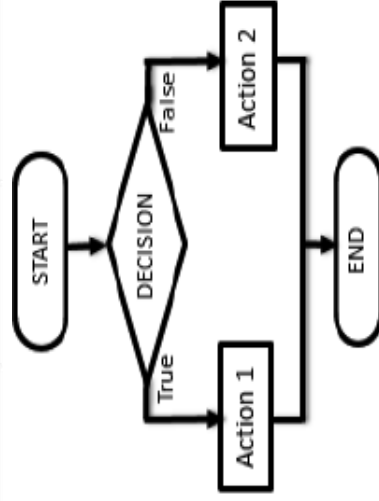
```
for i=0 to 7
  print ("Hello")
next i
```

These condition controlled loops would check if a password's correct:

```
while answer != "letmein123"
  answer=input("Enter password")
endwhile
do
  answer=input("Enter password")
until answer=="letmein123"
```

FLOW DIAGRAMS

Symbol	Name	Function
	Start/end	An oval represents a start or end point
	Arrows	A line is a connector that shows relationships between the representative shapes
	Input/Output	A parallelogram represents input or output
	Process	A rectangle represents a process
	Decision	A diamond indicates a decision



- This code will start.
- Then it asks a question, where it has to make a decision with 2 options.
- If the decision is True - Action 1 will happen or if the decision is False - Action 2 will happen.
- The code will then end.

Python Turtle recap	
<ul style="list-style-type: none">• Define 5 Python turtle commands learnt in year 7.• Describe what each command will do.	<ul style="list-style-type: none">•••••
<ul style="list-style-type: none">• What is the opening 2 lines of Python turtle?• What command would I use to move the start position of the Turtle?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study</p> <p>Topic for study:</p> <p>Write a piece of code using inputs and outputs. Think about using variables and then printing these variables.</p>	<p>Notes:</p> <p>Inputs and Outputs:</p> <ul style="list-style-type: none">•

Data Types	
<ul style="list-style-type: none"> Describe the 5 data types - integer, string, float / real, boolean and character. Describe what each command will do. 	<p>Data Types:</p> <ul style="list-style-type: none"> • • • • •
<ul style="list-style-type: none"> What types of data type would I use for someone's age? What type of data type would I use for money - e.g. £17.99? 	
<ul style="list-style-type: none"> A question to ask my teacher 	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study</p> <p>Topic for study:</p> <ul style="list-style-type: none"> Write inputs containing all of the 5 data types. How can you make sure you only get that particular data type for each input? Research what we mean by the term casting and what this means for data types? 	<p>Notes:</p> <p>Inputs:</p> <ul style="list-style-type: none"> • • • • • <p>Casting:</p> <ul style="list-style-type: none"> •

Arithmetic Operators / Variables and Constants	
<ul style="list-style-type: none"> Define the following arithmetic operators - +, -, *, /. Define the terms variable and constant. 	<p>Arithmetic operators:</p> <ul style="list-style-type: none"> • <p>Variables and Constants:</p> <ul style="list-style-type: none"> •
<ul style="list-style-type: none"> What the difference is between a variable and a constant? Would I use a variable or a constant for an input for the month of year a user was born and why? 	
<ul style="list-style-type: none"> A question to ask my teacher 	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Create code using all of the operators above. Explain what each code will do.</p> <p>Identify the variable and constant in the below code:</p> <p>Name = input ("enter name") Age = 15 Print ("So your name is", Name, "you are", Age, "years old")</p>	<p>Notes:</p> <p>Operators:</p> <ul style="list-style-type: none"> • • • • • <p>Variable and Constant:</p> <ul style="list-style-type: none"> •

Boolean Operators / Syntax and Logic Errors	
<ul style="list-style-type: none"> Define the following boolean operators - <, >, <=, >=, == and !=. Define what we mean by a syntax and logic error. Consider how they are different. 	<p>Operating system:</p> <ul style="list-style-type: none">
<ul style="list-style-type: none"> If the code is missing an indent, will that cause a syntax or logic error? If the code uses the > operator instead of <, is that an example of a syntax or logic error? 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> A question to ask my teacher 	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Create a working code using all of the operators above to solve the following question:</p> <p>Allow the user to input 2 numbers – Number1 and Number2. Output the larger of the 2 numbers.</p>	<p>Notes:</p> <p>Programming code:</p> <ul style="list-style-type: none">


String Manipulation	
<ul style="list-style-type: none"> Define the 3 string manipulation skills - length, substring and upper / lower case. Describe what each skill will do. 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> What string manipulation skill would I use to find out the number of letters in a password? What type of string manipulation skill would I use to find out if a code starts with the letter P? 	
<ul style="list-style-type: none"> A question to ask my teacher 	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Create a code for the following problem:</p> <p>Allow the user to enter a password as an input.</p> <p>Find the length of the password.</p> <p>If the password is more than 8 characters, output that this is acceptable. If the password is less than 8 characters outputs that this is not acceptable.</p>	<p>Notes:</p> <p>Programming code:</p> <ul style="list-style-type: none">

Months

Months of the year	
Janvier	January
Février	February
Mars	March
Avril	April
Mai	May
Juin	June
Juillet	July
Août	August
Septembre	September
Octobre	October
Novembre	November
Décembre	December

Family

Family members	
mon père	my dad
mon frère	my brother
mon oncle	my uncle
mon grand-père	my grandad
mon demi-frère	my half brother
mon beau-père	my step-dad
ma mere	my mum
ma soeur	my sister
ma tante	my aunt
ma grand-mère	my grandma
ma demi-soeur	my half-sister
ma belle-mère	my step-mum



LINGUASCOPE
Login Details:
Go to:
www.linguascope.com
Username: paigntonac
Password: Let5learn



My birthday

mon anniversaire, c'est le... my birthday is on the...
 son anniversaire, c'est le... his/her birthday is on the...
 premier first
 dix 10
 vingt 20
 trente 30
 vingt-et-un 21
 trente-et-un 31



Party Vocabulary

le gâteau	cake
les chips	crisps
les frites	chips
la pizza	pizza
le plat-à-emporter	takeaway
les jeux	games
les cadeaux	gifts
j'adore faire des cadeaux	I love opening gifts

Writing a letter

il faut
on ne doit pas
aller
manger
acheter
ce sera

you must
we should not
to go
to eat
to buy
it will be

on doit
on va
danser
rater
faire

we should
we are going
to dance
to miss
to do



Keeping in shape

pour garder la forme
je fais du sport
il ne faut pas
je ne dois pas
boire
des légumes
moins de

to keep in shape
I do sport
you do not have to
I shouldn't
to drink
vegetables
less of

je mange sainement
il faut
je dois
dormir
fumer
beaucoup de

I eat healthily
you have to
I should
to sleep
to smoke
lots of



Future tense verbs

je vais jouer	I am going to play	on va faire	we are going to do
je vais acheter	I am going to buy	on va donner	we are going to give
je vais emballer	I am going to wrap	on va manger	we are going to eat
je vais boire	I am going to drink	on va nager	we are going to swim

Breakfast foods

je mange du/ je mange de la

I eat some

je bois du/ je bois de la

I drink some

du thé

some tea

du chocolat chaud

some hot chocolate

du café

some coffee

du croissant

some croissant

du jus d'orange

some orange juice

du jus de pomme

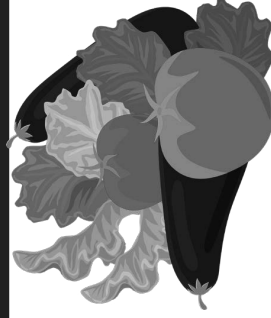
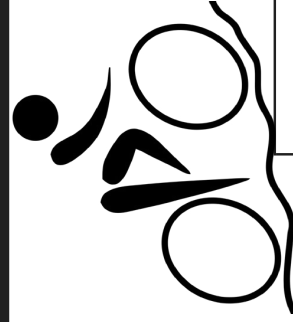
some apple juice

de la tartine

some toast

des fruits

some fruits


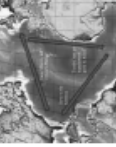





Past tense verbs

j'ai joué	I played
j'ai fait	I did
j'ai acheté	I bought
on a donné	we gave
on a emballé	we wrapped (a gift)
on a mangé	we ate
j'ai bu	I drank
on a nagé	we swam

History Topic 3: Was the trans-Atlantic slave trade about greed or racial dominance?

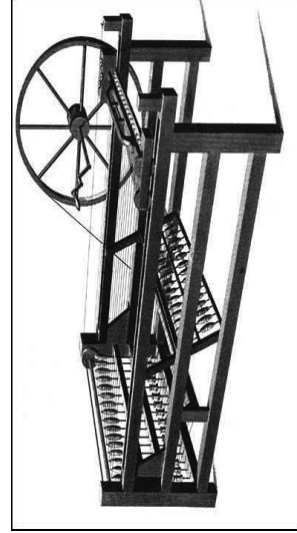
1562-9	1619	1700s	1789	1807	1808	1810-50	1861-65
John Hawkins becomes the first Englishman known to have traded Africans.	The first Africans in English America are brought by slavers.	The largest number of enslaved Africans are taken to the Americas.	Olaudah Equiano, an ex-slave publishes a book about his experiences.	Great Britain abolishes the slave trade with its colonies.	The U.S. Congress bans the importation of slaves into the country.	The Underground Railroad helps guide 100,000 slaves to freedom to the North.	American Civil War, ending in the freedom of all slaves.
Key Term	Definition						
Slave	A person who is forced to work for an obey another and is considered property.						
Slave Castles	Designed to provide an area in which enslaved victims until they were boarded onto slave ships.						
Triangular Trade	A system where goods are traded from Europe, Slaves are collected in Africa and sold in America.						
Middle Passage	The sea journey by slave ships between West Africa and the Caribbean.						
Auction	Where something is sold in public to the highest bidder.						
Plantation	A large farm where crops such as sugar, coffee and sugar are grown.						
Inhumane	An act which is without compassion for misery or suffering.						
Resistance	Refusal to accept or comply with something.						
Revolt	To rise up against the authority of someone.						
Culture	The ideas, customs, and social behaviour of a particular group of people.						

1807	1808	1810-50	1861-65
 <p>Olaudah Equiano, an ex-slave who wrote about his experiences in a published book.</p>	<p>The U.S. Congress bans the importation of slaves into the country.</p>	<p>The Underground Railroad helps guide 100,000 slaves to freedom to the North.</p>	<p>American Civil War, ending in the freedom of all slaves.</p>
<p>The Triangular Trade</p> 	<p>Slave Ship Conditions</p> 	<p>Plantations</p> 	<p>Underground Railroad</p> 
<p>1: Goods from Europe taken to African and traded for slaves</p> <p>2. The slaves were then transported to the Americas. The journey was known as the 'Middle Passage'</p> <p>3. Sugar, Cotton etc. produced by the slaves was shipped back to Europe.</p> <p>After walking for months to the coast, slaves were then forced to endure a 3-month journey to the Americas.</p> <p>Men women and children were shackled together and packed in the ships in inhumane conditions.</p> <p>Upon arrival to the Americas, slaves were sold at a human auction to the highest bidder. They were then forced to work constantly, suffering cruelty and beatings if they refused.</p> <p>A network of secret routes for slaves to escape slavery.</p> <p>Safe 'stations' were set up along the way run by people willing to offer shelter and help the slaves find freedom in the northern states of USA and Canada.</p>			

History Topic 4: How did life change in the Victorian Era? Part One.

1712	Thomas Newcomen invents the first steam engine.	1733	A weaving machine called the Flying Shuttle is invented, speeding up production.	1764	The Spinning Jenny is invented, allowing cloth to be produced much faster.	1804	The first locomotive journey takes place in England.	1833	The Factory Act is passed, protected those under 9 from working in the textiles industry and those under 13 from working more than 69 hours per week.	1843	The Poor Law was passed, creating Workhouses for the poor.
-------------	---	-------------	--	-------------	--	-------------	--	-------------	---	-------------	--

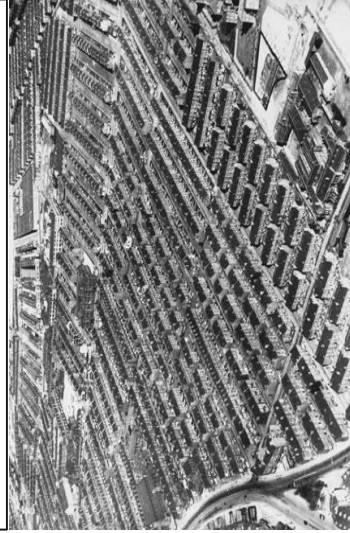
Key Term	Definition
Industrial	Related to industry to something created in a large amount.
Revolution	An action of significant change.
Agricultural	Relating to agriculture and farming.
Cloth Mills	A facility used to create large amounts of cotton and fabric.
Workhouses	A place of lodging and work, provided for the poor.
Slums	An overcrowded and squalid area, inhabited by the very poor.
Cholera	An infectious disease of the guts, contracted by drinking contaminated water supplies.
Act	A new or a change to an existing law.



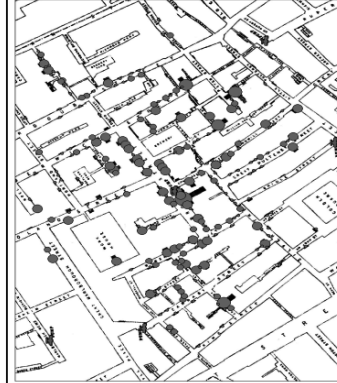
An example of the Spinning Jenny, invented by James Hargreaves.



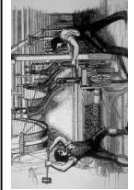
Child workers used in factories to operate dangerous machinery.



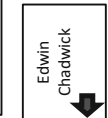
A photograph of 'back-to-back housing', used during the Industrial Revolution to squeeze as many people into one place as possible.



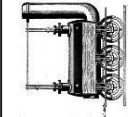
A Cholera spot map, utilised by John Snow to identify the spread and cause of Cholera.



The Luddites, protestors against factories destroying machinery in 1811.



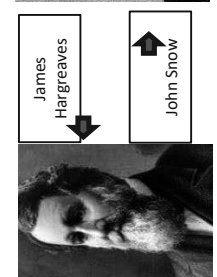
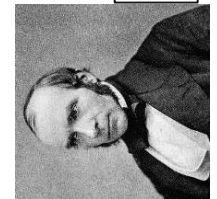
Edwin Chadwick



Early locomotive train engines.



Florence Nightingale



James Hargreaves

John Snow

Year 8 History Homework

Homework Topic: 17th Century Britain & Trans-Atlantic Slavery
 Homework Due Date: 27.1.25



Previous Learning



Current Learning



Future Learning

Previous Learning		Current Learning	Future Learning
Key Term	Definition	Question	Answer
Divine Right		Thomas Clarkson interviewed a sailor who worked on a slave-ship and published the account in his book, <i>Essay on the Slave Trade</i> (1789)	1. What does transatlantic mean?
Interregnum		“The misery which the slaves endure in consequence of too close a stowage is not easy to describe. I have heard them frequently complaining of heat, and have seen them fainting, almost dying for want of water. Their situation is worse in rainy weather.”	2. How were enslaved people transported?
Lord Protector		1. Who produced the source and when?	3. Where were enslaved people transported?
Civil War		2. What conditions are the cause for the enslaved people's struggles?	4. What is the Triangular Trade?
		3. What are the consequences for the enslaved due to the conditions?	5. What was the 2nd stage of the Trade Triangle?

Year 8 History Homework

Homework Topic: Trans-Atlantic Slavery
Homework Due Date: 10.2.25



Previous Learning



Current Learning



Future Learning

Previous Learning		Current Learning		Future Learning	
Key Term	Definition	Harriet Tubman, The Moses of Her People, Sarah Bradford. (1886)		Question	Answer
Middle Passage		<p>“Those years were spent in work, almost by night and day, with the one object of the rescue of her people from slavery. All her wages were laid away with this sole purpose, and as soon as a sufficient amount was secured, she disappeared from her Northern home, and as suddenly and mysteriously she appeared some dark night at the door of one of the cabins on a plantation. Then she piloted them North, traveling by night, hiding by day, scaling the mountains, fording the rivers, threading the forests, lying concealed as the pursuers passed them.”</p>		1. What was William Wilberforce's role in slavery?	
Auction				2. When was Slavery banned in the UK?	
Plantation		<p>1. Who produced the source and when?</p> <p>2. What conditions did Tubman guide slaves in?</p> <p>3. Why would Harriet Tubman take slaves north?</p>		3. Which event ended Slavery in the USA?	
Resistance				4. When did slavery end in the USA?	
				5. Who was the President of the USA when slavery ended?	

Year 8 History Homework



Previous Learning



Current Learning



Future Learning

Previous Learning		Current Learning		Future Learning	
Key Term	Definition	Question	Answer	Question	Answer
Abolitionist		Source A: From the diaries of Lord Torrington, 1782. This is what one woman told him “Enclosure of the common land was a bad job and ruined all us poor people. Before it we had our garden, our bees, our share of a flock of sheep, and the feeding of our geese. And could cut turf for fuel. Now that is gone! My cottage, along with many others, is pulled down and it is difficult for us poor to find a home.”		1. What did Thomas Edison invent? 2. What did Alexander Graham Bell invent? 3. When did Queen Victoria rule? 4. When did Queen Victoria become Empress of India? 5. The 1833 Factory Act ensured children received how many hours education a day? 6. What was the Spinning Jenny?	
Triangular Trade					
Civil War		1. Who produced the source and when? 2. What happened to this farmer's house? 3. Why did this farmer not support enclosure?			
Rebellion					



Previous Learning



Current Learning



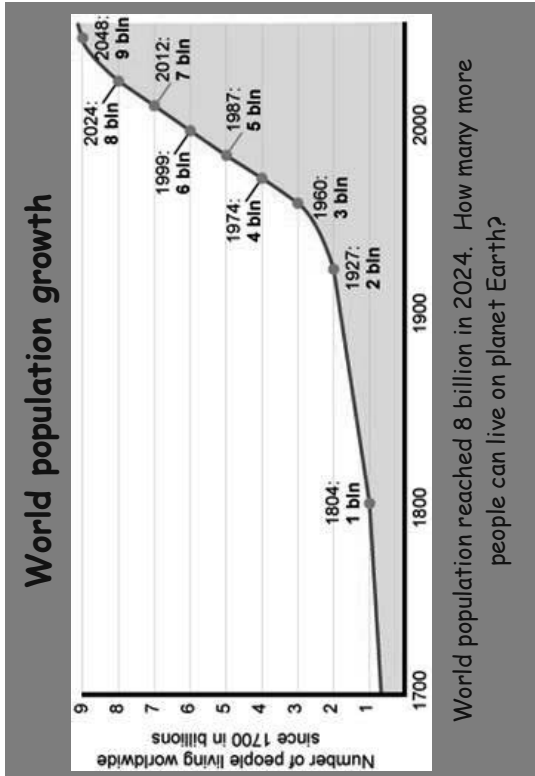
Future Learning

Key Term	Definition
Plantation	
Underground Railroad	
Reformer	
Abolition	

Source A: An excerpt from <i>Dombey and Son</i> describing the introduction of the Railways in London. written by Charles Dickens 1848
"houses were knocked down, streets broken through and stopped, deep pits and trenches dug in the ground; enormous heaps of earth and clay thrown up... everywhere carcasses or ragged tenements, and fragments of unfinished walls and arches, and piled of scaffolding, and wilderness of bricks... mounds of ashes blocked up rights of way"
1. Who produced the source and when?
2. Is this interpretation of the railroad optimistic (positive) or pessimistic (negative)?
3. What evidence in the source proves your chosen view in question 2?

Question	Answer
1. What were 'workhouses'?	
2. How did people travel across land before the railroad?	
3. Name one Victorian disease.	
4. Who discovered germ theory?	
5. Who changed the sanitary conditions of hospitals?	
6. What year was the first 'successful' vaccination created?	

Year 8: Module 2 Urban areas



Key terms:

- Birth rate**
Number of babies born per 1000 of population.
- Death rate**
Number of people dying per 1000 of population.
- Megacity**
City with more than 10 million people there.
- Migration**
Movement of people from one place to another, usually permanently.
- Slum**
Unplanned, illegal settlement.
- Sustainable**
Meeting the needs of today, but ensuring future needs can be met.
- Urban**
Built up area eg town or city.
- Urbanisation**
An increase in the proportion of people living in urban areas

Migration - push and pull factors

Push Factors

- few services
- lack of job opportunities
- unhappy life
- poor transport links
- natural disasters
- wars
- shortage of food

Pull Factors

- access to services
- better job opportunities
- more entertainment facilities
- better transport links
- improved living conditions
- hope for a better way of life
- family links

Our place examples used in this module

- Curitiba, Brazil.** Sustainable city
- Bristol, UK.** Urban problems
- Copenhagen, Denmark.** Sustainable city
- Dharavi, Mumbai, India.** Slum
- China.** Population control

Megacities (2024)

There are 35 megacities in the world. Asia contains the most megacities. LICs and NEEs have the most growth in megacities.

Where can I find out more information?

Year 8: Module 3 Our uneven world

Highs and lows of the HDI

THE HUMAN DEVELOPMENT INDEX (HDI)

in the world

+ HIGH



Norway (HDI: 0.957)

- Life expectancy: 82.4 years
- Years of schooling (average): 12.9 years.
- Gross National Income (GNI) per capita: 66,494 dollars



Ireland (HDI: 0.955)

- Life expectancy: 82.3 years
- Years of schooling (average): 12.7 years
- Gross National Income (GNI) per capita: 68,371 dollars



Switzerland (HDI: 0.955)

- Life expectancy: 83.8 years
- Years of schooling (average): 13.4 years
- Gross National Income (GNI) per capita: 69,394 dollars

+ LOW



Niger (HDI: 0.394)

- Life expectancy: 62.4 years
- Years of schooling (average): 2.1 years.
- Gross National Income (GNI) per capita: 1,201 dollars



Central African Republic (HDI: 0.397)

- Life expectancy: 53.3 years
- Years of schooling (average): 4.3 years
- Gross National Income (GNI) per capita: 993 dollars



Chad (HDI: 0.398)

- Life expectancy: 54.2 years
- Years of schooling (average): 2.5 years.
- Gross National Income (GNI) per capita: 1,555 dollars

Calculating the HDI:

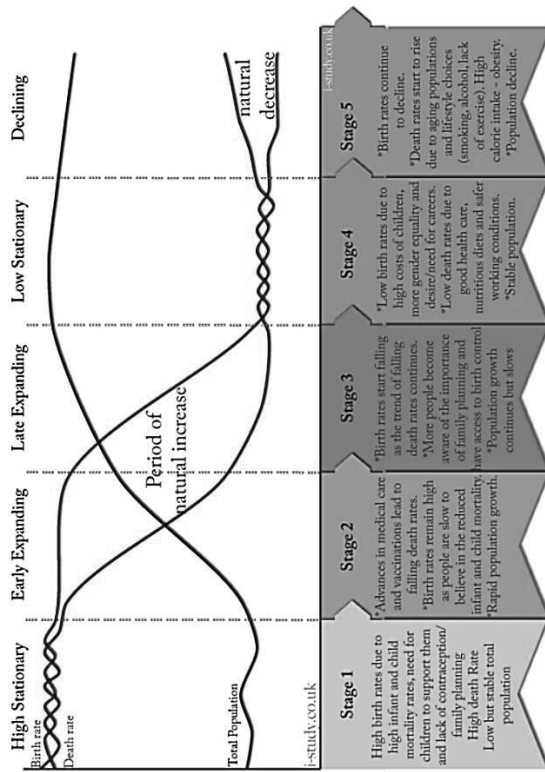
The Human Development Index (HDI) is a composite indicator and consists of three elements:

1. Health (life expectancy at birth)
2. Wealth (GNI per capita)
3. Education (literacy rates and years in education)

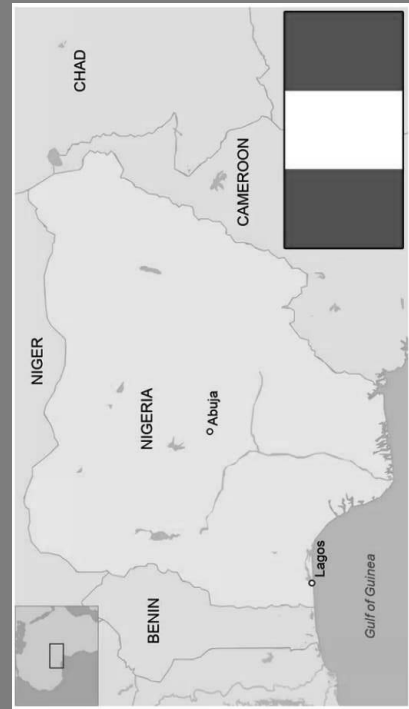
Where can I find out more information?

<https://www.bbc.co.uk/bitesize/articles/zbcqjsg>

Demographic transition model



Our global place example is Nigeria



Key terms:

Development indicator

Specific piece of data used to measure development

Development gap

Difference between developed and less developed areas/countries

Demographic transition model

Graph linking population changes and development

Economic

A term linked with money, income, employment and industry

Nigeria

A country located on the western coast of Africa

Poverty

Not having enough money to meet basic needs eg food, shelter, clothing

Sustainable

Meeting the needs of today, but ensuring future needs can be met

Geography Home Learning

Date due: 20-01-25
(Task 1)

Module 2:Urban areas	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Geography lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is: Local urban areas</p> <p>Example questions to consider:</p> <ol style="list-style-type: none">1. What are the two largest urban areas in Devon?2. Describe the differences between large urban areas in Devon and smaller urban areas such as Paignton. <p>Stretch and challenge: What are the main urban issues affecting Torbay?</p>	<p>Notes:</p>

Geography Home Learning

Date due: 03-02-25
(Task 2)

Module 2: Urban areas	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Geography lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is: Urban areas retrieval</p> <p>Materials to produce:</p> <p>EITHER: create a brain dump showing at least 4 key areas of work from your urban module. Each of the 4 areas needs to have 3 points.</p> <p>OR: create 6 revision cards for your urban module.</p>	<p>Notes:</p>

Geography Home Learning

Date due: 24-02-25
(Task 3)

Module 3: Our uneven world	
<ul style="list-style-type: none"> • 3 things you remember from the last two week's lessons 	<ul style="list-style-type: none"> • • •
<ul style="list-style-type: none"> • Have you noticed any connections to other Geography lessons or other subject areas? 	
<ul style="list-style-type: none"> • How can I apply what I have learnt to my life? 	
<ul style="list-style-type: none"> • A question to ask my teacher 	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is: Development indicators - HDI</p> <p>Questions to consider:</p> <ol style="list-style-type: none"> 1. What is the HDI? 2. How is the HDI calculated? <p>Stretch and challenge: Why is the HDI considered a fairer way to measure development than just a single development indicator?</p>	<p>Notes:</p>

Module 3: Our uneven world	
<ul style="list-style-type: none"> 3 things you remember from the last two week's lessons 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Have you noticed any connections to other Geography lessons or other subject areas? 	
<ul style="list-style-type: none"> How can I apply what I have learnt to my life? 	
<ul style="list-style-type: none"> A question to ask my teacher 	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is: Demographic transition model</p> <p>Tasks to complete:</p> <ol style="list-style-type: none"> Complete the demographic transition model. Explain what is happening to the birth and death rates and overall population in stages 2, 3 and 4. 	<p>Notes:</p> <p>The graph illustrates the demographic transition model. The vertical axis represents 'Amount' and the horizontal axis represents time, divided into five stages. In Stage 1, the amount is high and remains constant. In Stage 2, the amount drops sharply. In Stage 3, the amount is low and remains constant. In Stage 4, the amount begins to rise. In Stage 5, the amount is high and remains constant.</p>

Geography Home Learning

Date due: 24-03-25
(Task 5)

Module 3: Our uneven world	
<ul style="list-style-type: none"> • 3 things you remember from the last two week's lessons 	<ul style="list-style-type: none"> • • •
<ul style="list-style-type: none"> • Have you noticed any connections to other Geography lessons or other subject areas? 	
<ul style="list-style-type: none"> • How can I apply what I have learnt to my life? 	
<ul style="list-style-type: none"> • A question to ask my teacher 	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is: Nigeria</p> <p>Task to complete: Independently research 5 interesting facts about Nigeria. They can be linked to anything about the country - food, sports landmarks, culture, physical features. Be prepared to politely share with the class in the next lesson.</p>	<p>Notes:</p>

Art

Come Fly With Me

- ### Fertile Questions
- Can we embrace happy accidents and learn from mistakes?
 - How do artists explore 3D materials, ideas and techniques?

Key Words

Hybrid - something made by combining two different elements.

Sculpture - any piece of art that is three-dimensional.

Form - the visible shape or configuration of something, forms exist in three dimensions, with height, width, and depth.

Formal Elements:

shape	structure	scale
-------	-----------	-------

Brief: A new gift shop in Brixham will be opening soon. Their work focuses on nature. They are commissioning young designers to develop clay hybrid bugs exploring surface embellishment.

Quotes

"Art is the means by which we communicate what it feels like to be alive."

Antony Gormley

"The spider is a repairer. If you bash into the web of a spider, she doesn't get mad. She weaves and repairs it"

Louise Bourgeois

Artist Information

Antony Gormley, OBE - British 1950 - present

Gormley is a sculptor, artist and set designer. He won the Turner Prize in 1994. Gormley looks at the relationship between humans and nature. A maquette of his sculpture, 'Angel of the North', sold at auction for £3,401,250. Gormley is still a practising artist today.

Louise Bourgeois - French 1911-2010

Louise Bourgeois was a French-American artist. With a career spanning eight decades from the 1930s until 2010, Louise Bourgeois is one of the great figures of modern and contemporary art. She is best known for her large-scale sculptures and installations that are inspired by her own memories and experiences.

Practical Knowledge

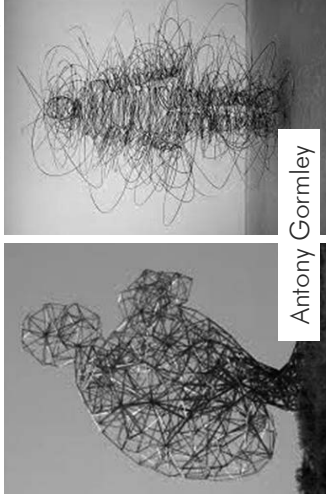
Clay Techniques:

PINCH – Use your fingers to pinch and poke clay into any shape.

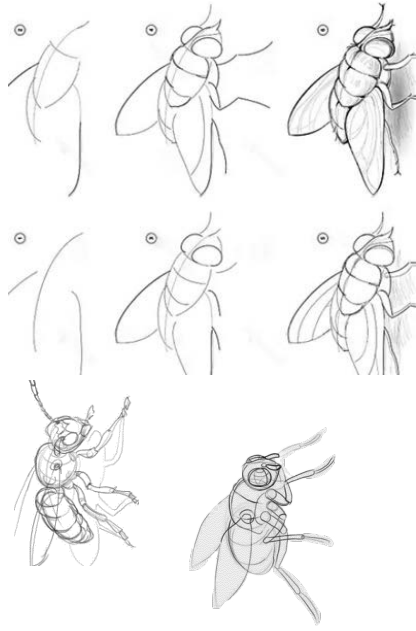
SLAB – Roll the clay into flat sheets and cut into shapes.

COIL – Roll out long sausages of clay and twist them into coils and shapes.

Slip is clay and water mixed together to use as glue to join separate parts.



3D Drawing Techniques:



Embellishment: a decorative detail or feature added to something to make it more attractive.



Top Tips

- Be creative and adventurous with your big ideas.
- Consider how you will embellish your 3D bug.
- Think about form and structure when using 3D materials.



Year 8 - Art & Design Home Learning

Spring 3 & 4: Come Fly with Me

If you are at all unsure about what to do, ask your teacher. We will be extremely happy to explain things further and will give you tips and advice. If you need any materials, then see us. Please complete your home learning on paper, it can then be added to your Art & Design folders.

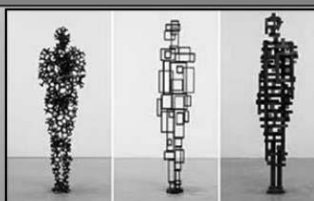
Home Learning 1 - COMPLETED IN WEEK 2

How do artists explore 3D materials, ideas and techniques?

Home Learning



Create a Brain Dump of all the information you can remember about Louise Bourgeois and Antony Gormley. Include at least 5 facts about each artist! How do they use shape and form in their work?



Home Learning 2 - COMPLETED IN WEEK 7,8 & 9

What is hybrid and how can it be an absurd invention?

Home Learning



3 Week Home Learning Project

Make a sculpture of insect/bug that flies using recycled materials. Think wings!

For example; plastic bottles, bottle tops, straws, food packaging, cardboard boxes, cardboard tubes, egg boxes etc.



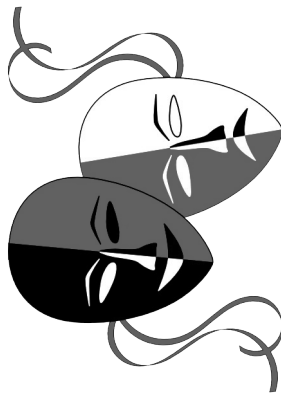
DRAMA



Frantic Assembly

The Frantic method is approaching devising as a series of tasks, each broken down into building blocks, focusing on physicality.

- ROUND, BY , THROUGH
- CHAIR DUETS
- HYMN'S HANDS



Key Words

- Physicality
- Movement
- Levels
- Speed/Pace
- Choreography
- Contact
- Eye Contact
- Improvement
- Repetition
- Weight Bearing
- Lifting
- Space

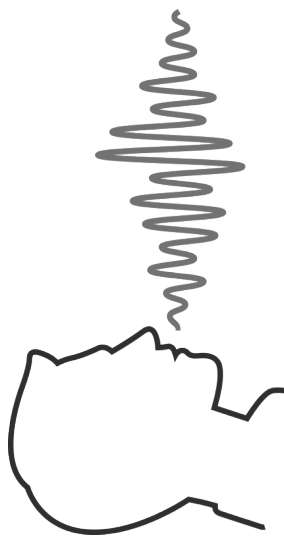
Physical Theatre

Physical Theatre is a genre of Theatrical Performance that encompasses storytelling primarily through physical movement.



Physical Skills

- Gesture
- Posture
- Gait
- Levels
- Space
- Movement
- Facial Expression
- Eye Contact



Vocal Skills

- Pitch
- Tone
- Pause
- Volume
- Pace
- Accent
- Emphasis
- Projection

DRAMA






CHARACTER PROFILE

- Who is your character?** Name, age, status, emotional state.
- How does your character interact and react?** Consider holding or breaking eye contact; proximity to other characters and what this signifies; physical contact, pause and stillness.
- How does your character use facial expression?** Consider eyes, eyebrows, mouth.
- How does your character move?** Consider posture, gesture, physical action and reaction.
- Vocal range:** Accent, pitch, tone, emphasis. How do these things affect our understanding of your character?
- Audience:** How do you want the audience to feel? What do you want the audience to think? Why?

WHAT IS A STIMULUS?

A starting point or idea for a performance,
eg:

- A picture
 - A poem
 - An object
 - A piece of text
 - A news headline
 - A caption
 - A word
 - A theme
 - A song
 - A piece of music
 - Social media
 - Current issue
- 
- 
- 

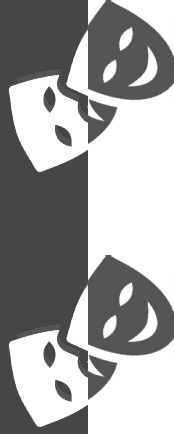
THEATRICAL SKILLS

PHYSICAL SKILLS

- Body Language** - also known as non-verbal communication.
- Posture** - how you stand.
- Gestures** - using your hands or arms to communicate meaning.
- Gait** - a way of walking.
- Movement** - how you move your body.
- Facial Expression** – using your face to communicate feelings and emotion.
- Eye Contact** – looking at another character onstage to create meaning.
- Focus** -staying in role during a performance.
- Spatial Awareness** - using the stage area.
- Levels** - Using different heights or levels onstage to create interest and meaning.
- Proxemics** - using space to show the relationship between characters.

VOCAL SKILLS

- Pitch** - how high or low the voice is.
- Pace** - the speed at which you speak.
- Tone** - suggests your mood and your intention towards the listener, e.g. happy, sad, angry.
- Volume** – how loud or quietly you speak.
- Accent** – the voice you use for a character based up on social class & the region they live.
- Projection** – speaking loudly & clearly.
- Intonation** - how the voice changes in pitch.
- Pause** – to stop speaking for a short time.



TECHNIQUES AND DEVICES

- Dramatic Tension
- Marking the Moment
- Slow Motion
- Choral Speaking
- Cross-cutting
- Choral Movement
- Pace
- Sound-scape
- Mime
- Multi-Role
- Still Image
- Flashback
- Physical Theatre

KEY WORDS

- Plot
- Character
- Levels
- Atmosphere
- Physical Skills
- Vocal Skills
- Evaluation
- Devising
- Proxemics
- Unison
- Canon
- Stimulus
- Gestures
- Spatial Design
- Symbolism
- Imagery
- Semiotics
- Character

EVALUATING YOUR PRACTICAL WORK?

- WHAT** you did.
- WHEN** you did it.
- HOW** you did it.
- WHY** you did it.
- THE EFFECT** you wanted to create for the **AUDIENCE.**
- HOW** successfully you achieved your aims..
- WHAT** you would do to improve it.
- Give examples of the drama devices and theatrical skills used to explain your points.
- POINT**
- EVIDENCE**
- EXPLAIN**

Year 8 homework term 3 and 4

1. Flipped Learning

Watch the two short videos and answer the questions on the quiz form to show your understanding

Introduction to Physical Theatre:

Frantic Assembly's Chair Duet:

Homework 2

Key Stage 3 Drama: Physical Theatre Core Knowledge Retrieval Quiz

Physical Theatre Revision: Techniques of Frantic Assembly & Rash Dash

Create a set of flashcards on:

Physical Theatre

Frantic Assembly Techniques

Rash Dash Techniques

Homework 3

Complete the retrieval quiz to test your knowledge and understanding of devising techniques and write a reflection on your devising task you did in class using drama vocabulary.

Year 8 Ethics Spring Term Knowledge Organiser. Animal Rights

Tips for learning key words

Use a chart like this:

Copy it	Copy it	Recall it
---------	---------	-----------

What What What

After you have copied the word twice, fold the paper over so you cannot see what you have written and have a go at writing the word unaided. You should be able to recall the spelling without looking.

Another classic technique is known as **Look, Cover, Write and Check.**

So, you **look** at the word...

Cover the word...

Write the word...

And finally **check** it.

Animal Rights & the use of animals

Many people agree that animals should be protected by rights to prevent cruelty and unnecessary suffering. However people disagree on what this should include. Humans use animals for many purposes – for example - food, entertainment, as labour, for sport, for scientific experiments, for zoos and pets. Some people believe we should not use animals for any human gain.

Keywords 1

environment	welfare
legislation	protection
allowed	evaluate
cull	activism
conservation	vegetarian
pollution	believe
habitat	nature
scientific	domestic



PLASTIC POLLUTION

Plastic pollution is the accumulation of **plastic** objects and particles (e.g.: **plastic** bottles and much more) in the Earth's environment that adversely affects wildlife, wildlife habitat, and humans.

Seal hunting, or sealing, is the personal or commercial hunting of seals. Seal hunting is currently practiced in nine countries and one region of Denmark: United States (above the Arctic Circle in Alaska), Canada, Namibia, Iceland, Norway, Russia, Finland, Sweden, and Greenland. Most of the world's seal hunting takes place in Canada and Greenland. Many animal protection groups encourage people to petition against the cull.



Use Quizlet on the internet – type **PCSA Ethics Animal Rights Spellings 1** and **PCSA Ethics Yr8 Animal Rights Keywords 2**

It has different games to help you learn the spelling and meaning



PCSA Ethics Yr8 Animal Rights Spellings

Year 8 Ethics

Home Learning

Spring 1

Name: _____

Ethics Group: ____



“Every time I recall some learned information from my memory it changes the original memory to make it stronger!”

Flipped Learning: Human Rights

Use these notes to help you answer the questions on the next page. This will help you to be prepared for the lesson on Human Rights.

Human Rights: What Are They? Human rights are like special rules that apply to everyone, no matter where they come from or what they believe. These rules protect important things like our freedom, safety, and the right to express our thoughts. Imagine them as a set of superpowers that make sure everyone is treated fairly.

International Human Rights Law: A Global Code Think of international human rights law as a big book of rules that countries agree to follow. It's like a superhero team-up where all nations promise to protect these rights. The United Nations (a group of countries working together) created this code to make sure everyone gets treated well.

The Building Blocks Two important pieces started it all:

1. **The Charter of the United Nations:** This was written in 1945 and is like the superhero headquarters. It says that countries should work together for peace and fairness.
2. **The Universal Declaration of Human Rights (UDHR):** Created in 1948, this is like the superhero handbook. It lists all the rights we should have, like the right to be safe, learn, and speak our mind. There are 30 in total.

Expanding the Superpowers Over time, the United Nations added more rules to protect different groups. Women, kids, people with disabilities, and others now have their own special rights. These rules help prevent unfair treatment that used to happen in some places.

Remember, human rights are like a shield that keeps us safe and fair. Everyone deserves them!

Summary notes:

Prompts / Questions:

What are human rights? And how many are there?

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What is the purpose of the United Nations?

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What does UDHR stand for? And when was it made?

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Explain some of the groups that The United Nations protect.

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If human rights are supposed to protect EVERYONE.. Why do you think so many people suffer and aren't protected by human rights in the world?

Summary

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Retrieval Task. Topic: What charities help suffering?

Instruction: In each bubble write an example of a charity that helps suffering and give an example of how they help?



Year 8 Ethics

Home Learning

Spring 2

Name: _____

Ethics Group: ____



“Every time I recall some learned information from my memory it changes the original memory to make it stronger!”

Flipped Learning: Plastic Pollution

Use these notes to help you answer the questions on the next page. This will help you to be prepared for discussion in class.

Plastics are made from **fossil fuels**, finite and environmentally damaging resources. Post-World War II, plastic production took on a new form, replacing product materials prior to it in a revolutionary way. Plastics allowed us to develop more efficient machinery, advanced medical practices and travel and help in the fight for providing clean drinking water.

However, there are many problems with plastic, with the main issue being its **non-biodegradable** nature (some plastics can take up to 1,000 years to biodegrade and some will NEVER). Single-use plastics are, therefore, a big problem. **Single-use plastics** are essentially plastic products that are made from fossil fuel-based chemicals, like petrochemicals, that are meant to be used once and disposed of right after. Bottles, straws and shopping bags are all single-use plastics.

So, what happens is, single-use plastics are produced and used in mass, around the world, every day. This, hand in hand with **improper disposal** (non-recycling) and littering, produce plastic pollution on a global scale..

What are the Dangers of Plastic Pollution?

Today, **plastic pollution is the most prevalent issue affecting the marine environment**. As marine life become entangled with plastic in their habitat, plastic pollution poses a deadly threat to wildlife such as fish, whales and dolphins. **Mistaking plastic for food**, plastic pollution also poses a deadly threat to seabirds

As the rate of plastic production has rapidly increased and continues to rise, there's simply too much disposable plastic out there for the world to keep up. It's almost impossible to implement proper disposal strategies that match the rate of production and waste. **Low recycling rates** and **poor waste collection systems** means the problem is just getting worse...

Summary Notes :

Prompts / Questions

Explain what plastics are made from..

How long does it take plastic to bio-degrade?

How has plastic helped the world? How can it be useful?

How does plastic negatively impact the environment and marine life?

What do we need to do to help solve this global problem?

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Summary

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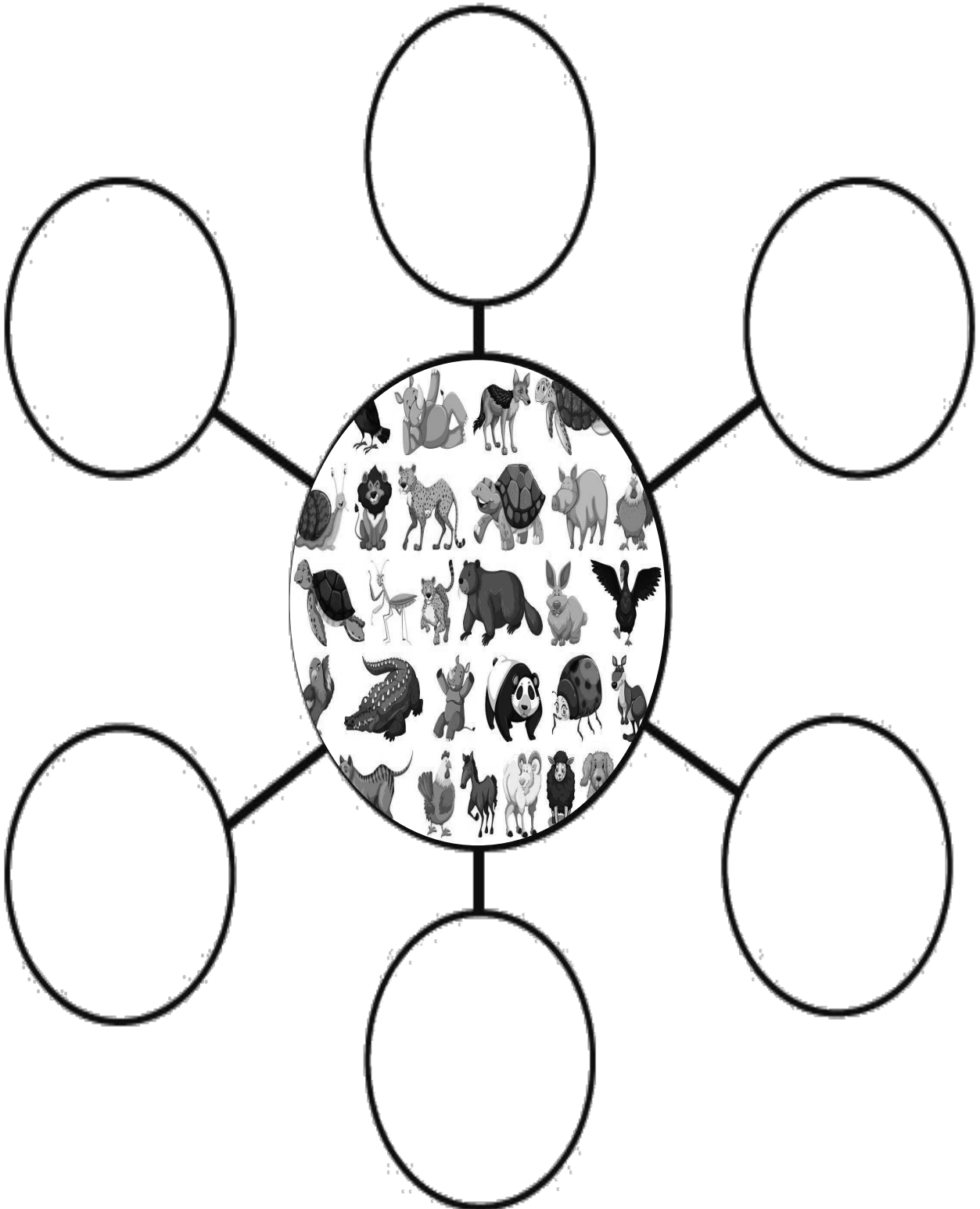
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Topic: Are we responsible for protecting life?

Instructions: Write 6 different ways we use animals in the bubbles below—
For each one can you say if you think it's a good or bad way to use animals.



Year 8 FOOD AND NUTRITION Knowledge Bank

Bridge and Claw knife holds



Equipment

1. Cooker
2. Measuring jug
3. Knife - Cut, chop, slice, dice and trim
4. Grater
5. Whisk
6. Weighing Scales
7. Spoon
8. Peeler

The Eatwell Guide

A healthy diet is a balanced diet. The Eatwell guide shows what kind of foods you should eat, and in what proportions, to have a healthy and balanced diet. Your diet includes everything you eat and drink each day.

Stay hydrated.
Aim for 6 – 8 glasses a day.



Food Groups and Nutrients

	Fruit & Vegetables Vitamins and Minerals
	Potatoes, bread, pasta, cereals, rice. (choose wholegrain versions to get more fibre) Starchy Carbohydrates
	Oils & Spreads Fat
	Dairy & Alternatives Calcium
	Beans, pulses, eggs, meat, fish Protein

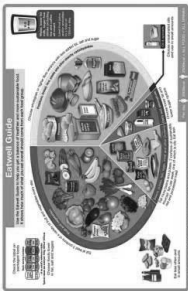
Processed foods high in sugar, fat and salt



Eat less often and in small amounts

A balanced diet

A balanced diet is based on the Eatwell Guide. An unbalanced diet can lead to dietary related diseases.



Activity recommendations

Pre-schoolers (3 to 4 years): 180 minutes (3 hours) spread throughout the day, including at least 60 minutes of moderate-to-vigorous intensity physical activity
Children and young people (5-18 years): at least 60 minutes of physical activity every day and engage in a variety of types and intensities of physical activity across the week.
Adults (19-64 years): at least 150 minutes each week (moderate intensity), or have 75 minutes of vigorous activity a week and do muscle strengthening activities on two days or more each week.

For more information, go to: <https://bit.ly/32BF4FJ>

Over nutrition

The most common over nutrition problem is obesity caused by too much energy being consumed, or high levels of inactivity.

Energy in: food and drinks

Energy out: activity

$$\text{Energy in} > \text{Energy out} = \text{Weight gain}$$

Body Mass Index

BMI measures your height and weight to work out if your weight is healthy.

$$\text{BMI} = \frac{\text{weight (kg)}}{(\text{height in m})^2}$$

Recommended BMI range (adults)

- Less than 18.5 Underweight
- 18.5 to 25 Desirable**
- 25-30 Overweight
- 30-35 Obese (Class I)
- 35-40 Obese (Class II)
- Over 40 Morbidly obese

Moderate activity
walking, gardening, hiking

Vigorous activity
cycling, active recreation, swimming

Muscle strengthening activities
exercising with weights, carrying heavy shopping, yoga

Key terms

Deficiency diseases: Adverse bodily conditions caused by a lack of a nutrient.

Iron deficiency anaemia: A condition caused by insufficient iron in the body. Common symptoms include tiredness and lethargy.

Kwashiorkor: A severe type of protein-energy malnutrition.

Malnutrition: When the diet does not contain the right amount of nutrients.

Marasmus: A severe type of energy malnutrition in all forms, including protein.

Moderate activity: Will raise your heart rate, and make you breathe faster and feel warmer.

Obesity: Extreme overweight. Obese adults have a BMI of 30 or above.

Sedentary behaviour: Requires little energy expenditure and includes sitting or lying down to watch television, use the computer, read, work or study, and sitting when travelling to school or work.

Vigorous activity: Makes you breathe hard and fast.

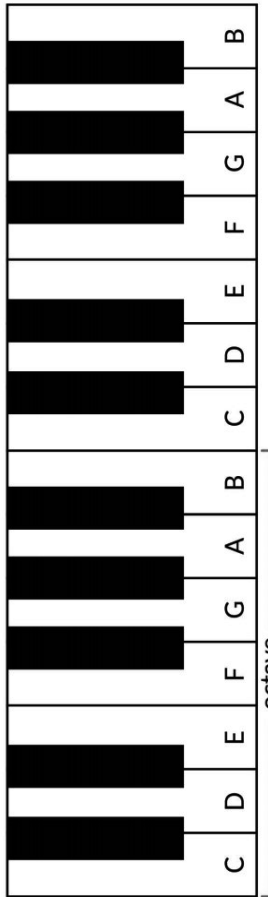
Task

Create a poster that contains information on what constitutes a healthy diet and some top tips on how to get active. Include information on how getting active and having a healthy diet can reduce the risk of some health issues and some other tips on how to reduce the risk of these.

KEYBOARD SKILLS

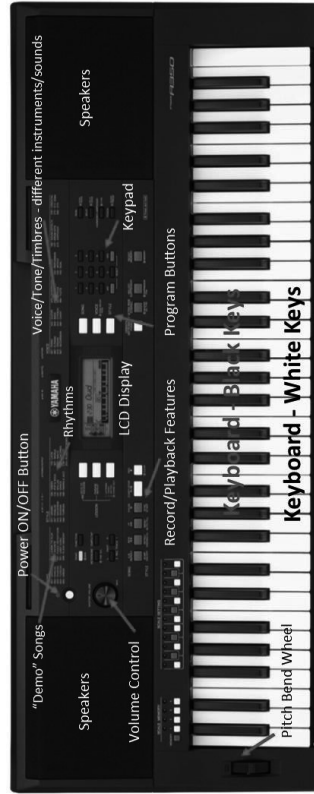
Exploring Treble Clef Reading and Notation

A. Layout of a Keyboard/Piano

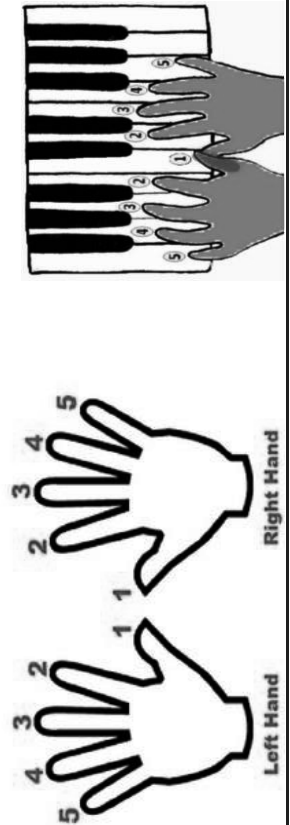


A piano or keyboard is laid out with **WHITE KEYS** and **Black Keys** (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

D. Keyboard Functions

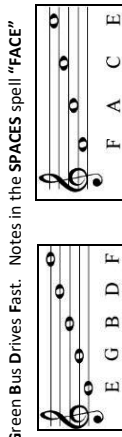


E. Left Hand/Right Hand (1-5)



B. Treble Clef & Treble Clef Notation

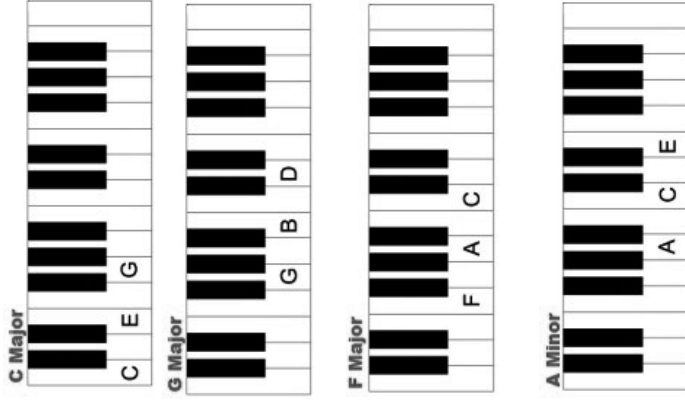
A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.



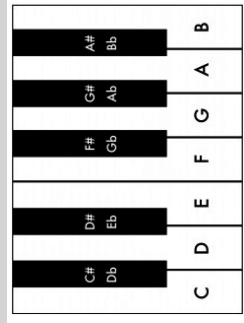
C. Keyboard Chords



Play one – Miss one – play one – miss one – play one

F. Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch (to the right) than C). The b symbol means a **FLAT** which lowers the pitch by a semitone (e.g. Bb is lower in pitch (to the left) than B). Each black key has 2 names – C# is the same as Db – there's just two different ways of looking at it!



Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.

Minimalism Music

Students will explore motifs, polyrhythms and repetition

Students learn about melodic motifs and their use by minimalist composers - Mike Oldfield and his minimalist piece "Tubular Bells".

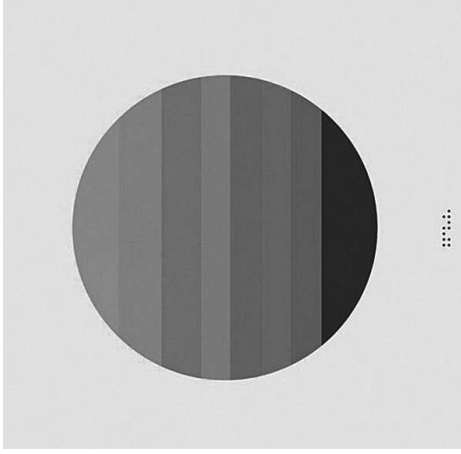
Students perform different parts to "Tubular Bells" and create a group arrangement using "phase in" and "phase out" techniques with an awareness of how parts drop in and out (key features of minimalist music).

Students develop ICT skills to quantise sounds, multi-track and record with the metronome

Students explore how minimalist music has influenced contemporary electronic music and hip-hop.

Students use their knowledge, skills and understanding of minimalism to compose their own piece of minimalist music based on melodic motifs and minimalist compositional techniques.

Students improvise ideas in order to develop own interlocking motifs



You will learn about the key musical features of minimalist music and how it is constructed, the use of repetitive and changing rhythmic and melodic motifs in different styles of minimalist music.

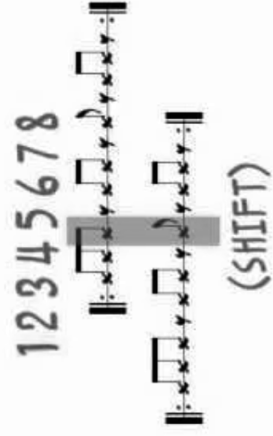
You will learn how to combine and manipulate different motifs when performing and composing a piece of minimalist music

AIM OF THE UNIT

Pupil's learn about the development and conventions of minimalist music and make comparisons with **abstract** art. Beginning with Steve Reich's "Clapping Music", pupils analyse minimalist music and the use of small **rhythmic motifs** to build up a bigger piece and learn about "phase shift".

KEY WORDS:

Phase shift
Motif
Metronome
Phase In/ phase Out
Quantise
Multi-track
Loop
Repetition
Polyrhythm
Abstract
Stave
Ostinato



What does health mean to you?

Mental Health



Mental health is a state of mental well-being that enables people to cope with stress and contribute to their community. Having good mental health in Sport allows athletes to deal with pressure and helps to build resilience

Cardiovascular Health



Cardiovascular health measures how well your body takes in oxygen and delivers it to your muscles and organs during prolonged periods of exercise. Having good cardiovascular health allows athletes to perform activities for longer periods of time.

Muscular Health



Muscular health relates to how well performers look after their muscles before, during and after exercise. Ensuring that muscles are provided with suitable levels of rest and recovery, and are not overworked is essential for ensuring that they are not damaged

Nutritional Health



Nutritional health is one of the factors that influence how well an athlete performs, along with their genetic makeup and the training they do. The foods included in sports nutrition serve three basic objectives: Providing energy. Providing matter for strengthening and repairing tissues

Key Knowledge

What am I going to learn about?

Team Sports

Motor Competency -
Passing, Control,
Dribbling, footwork

Rules, Tactics and Strategies - Game related rules and tactics.
Attacking, Defending, Finding space



Individual Sports

Motor competency -
Body control,
teamwork, support,
encouragement.

Rules, knowledge and strategies -
Health and safety,
How to perform safely

Healthy participation
- How to lead
Healthy lifestyles,
muscular strength,
flexibility



