BOLDER Academy

"A LIFETIME OF TRAINING FOR JUST TEN SECONDS" -JESSE OWENS

Student Name _____

Form _____

Knowledge Organisers
Cycle D – Year 8

A **Bolder** future awaits...

How to Use your Knowledge Organiser

Each week for prep, you will be asked to complete:

➤ **Part A:** A vocabulary activity or writing task to explore and apply new key words from your knowledge organiser.

➤ **Part B:** Your teacher will give you an additional task connected to your subject – for example a challenge task or dig deep task from your knowledge organiser.

Both prep tasks are **compulsory**, you must complete them both.

You should use your knowledge organiser (KO) to help you with your prep tasks and you should always have them in lessons on your desk.

You will be given a minimum of one week to complete your prep tasks for each subject. **You are expected to spend at least 30 minutes on the tasks set each week for each subject.**

Finally, a reminder that prep completion is your responsibility.
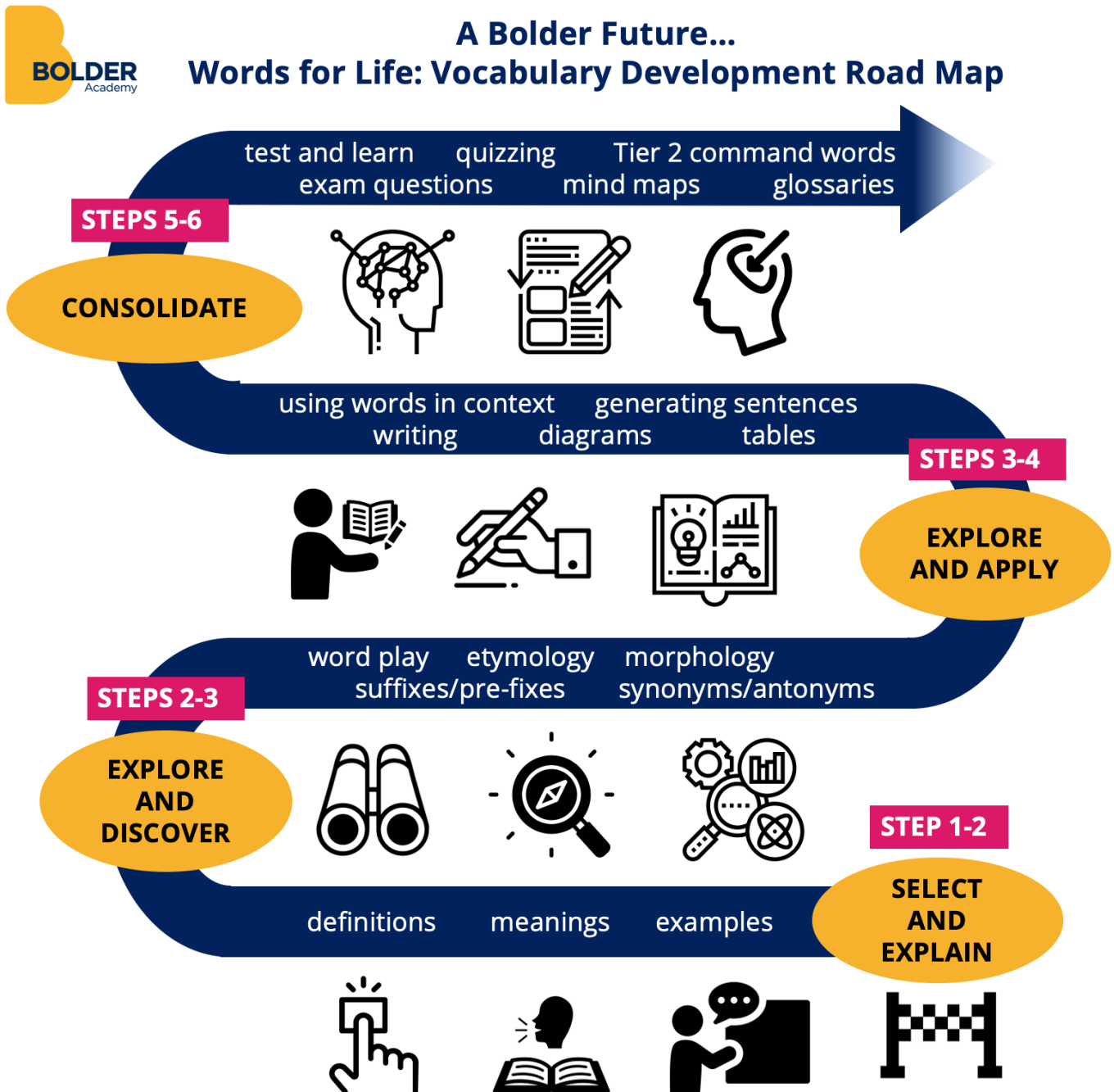
If at any point you are finding your prep difficult, you must tell your Subject teacher in advance of the lesson so that we can offer the help you need. This can be done via:

➤ An email

➤ A note in your planner

➤ A 1:1 conversation with your teacher.

Words for Life at Bolder: Vocabulary Activities

Each week your teacher will set you vocabulary tasks using vocabulary from your knowledge organiser. You need to check carefully which activity your teacher has set you.

The road map shows you how you will develop your vocabulary and explains the process you go through when you learn new words. Your teacher will set you a variety of strategies leading up to the end of each cycle.

A Bolder Future...
Words for Life: Vocabulary Development Road Map

BOLDER Academy

test and learn   quizzing   Tier 2 command words
exam questions   mind maps   glossaries

STEPS 5-6

CONSOLIDATE

using words in context   generating sentences
writing   diagrams   tables

STEPS 3-4

EXPLORE AND APPLY

word play   etymology   morphology
suffixes/pre-fixes   synonyms/antonyms

STEPS 2-3

EXPLORE AND DISCOVER

STEP 1-2

definitions   meanings   examples

SELECT AND EXPLAIN

Vocabulary Websites

Try using these vocabulary websites to help you with your PREP and also to boost your vocabulary skills. These websites will help with a lot of the activities.

Describing Words - This website is great for descriptive vocabulary: put in a noun and you get countless descriptive words that you can use in your writing.

Vocabulary.com- This bumper website has lots of uses, from a dictionary and countless vocabulary questions.

Visuwords.com - This website creates interesting graphic visuals for your word choices – this is really useful for making word webs and word diagrams.

Online Etymology Dictionary - With a quick search, you can gain accessible word histories (alongside some very interesting articles) – this will help with your Greek and Latin root tasks.

Freerice - This unique website is for vocabulary quizzes! The premise of 'free rice' sees correct quiz answers activity the World Food Programme donate grains of rice to help end hunger.

Word Sift - This website is another very helpful tool that can visualise words in different ways.

Vocabulary is split into three categories. On your knowledge organiser you will see Tier 2 and Tier 3 vocabulary that you need to practice and learn:

Tier 1 Words (basic vocabulary)
Words we use all of the time: *dog, cat, house, green, party*
These are words that you will already know!

Tier 2 Words (Academic Vocabulary)
Sophisticated words that fit into lots of subjects.

The better knowledge you have of these words the more success you will have in all subjects! Examples: fundamental, affect, context, evaluate - They help with your writing, reading and speaking. These are the words that make you stronger!

These are the words that you need to practice the most.

Tier 3 Subject Specific Terminology
Words that you need to learn specifically for your subjects:
These more technical words are usually needed within a specific topic and are really important for classwork/homework and exams!
Examples in Science: catalyst, exothermic, dissection
Examples in English: dramatic irony, metaphor, tragedy

Word Histories: Etymology

Etymology is the study of the origin of words and the way in which their meanings have changed throughout history.

Did you know that the majority of complex vocabulary has Latin and Greek origins? For some of your vocabulary tasks you might be asked to look at where words come from and how words are created. Use these tables to help you.

Common Greek Roots

Greek Root	Definition	Example
anthropo	man; human; humanity	anthropologist, philanthropy
auto	self	autobiography, automobile
bio	life	biology, biography
chron	time	chronological, chronic
dyna	power	dynamic, dynamite
dys	bad; hard; unlucky	dysfunctional, dyslexic
gram	thing written	epigram, telegram
graph	writing	graphic, phonograph
hetero	different	heteronym, heterogeneous
homo	same	homonym, homogenous
hydr	water	hydration, dehydrate
hyper	over; above; beyond	hyperactive, hyperbole
hypo	below; beneath	hypothermia, hypothetical
logy	study of	biology, psychology
meter/metr	measure	thermometer, perimeter
micro	small	microbe, microscope
mis/miso	hate	misanthrope, misogyny
mono	one	monologue, monotonous
morph	form; shape	morphology, morphing
nym	name	antonym, synonym
phil	love	philanthropist, philosophy
phobia	fear	claustrophobia, phobic
photo/phos	light	photograph, phosphorous
pseudo	false	pseudonym, pseudoscience
psycho	soul; spirit	psychology, psychic
scope	viewing instrument	microscope, telescope
techno	art; science; skill	technique, technological
tele	far off	television, telephone
therm	heat	thermal, thermometer

Common Latin Roots

Latin Root	Definition	Example
ambi	both	ambiguous, ambidextrous
aqua	water	aquarium, aquamarine
aud	to hear	audience, audition
bene	good	benefactor, benevolent
cent	one hundred	century, percent
circum	around	circumference, circumstance
contra/counter	against	contradict, encounter
dict	to say	dictation, dictator
duc/duct	to lead	conduct, induce
fac	to do; to make	factory, manufacture
form	shape	conform, reform
fort	strength	fortitude, fortress
fract	break	fracture, fraction
ject	throw	projection, rejection
jud	judge	judicial, prejudice
mal	bad	malevolent, malefactor
mater	mother	maternal, maternity
mit	to send	transmit, admit
mort	death	mortal, mortician
multi	many	multimedia, multiple
pater	father	paternal, paternity
port	to carry	portable, transportation
rupt	to break	bankrupt, disruption
scrib/script	to write	inscription, prescribe
sect/sec	to cut	bisect, section
sent	to feel; to send	consent, resent
spect	to look	inspection, spectator
struct	to build	destruction, restructure
vid/vis	to see	televise, video
voc	voice; to call	vocalize, advocate

PREP Timetables

8A

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Technology	History	Geography	Computer Science	English
Subject 2	French	Science	Creative Arts	Culture and Society	Maths

8B

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Culture and Society	Technology	Computer Science	French	Maths
Subject 2	Geography	Science	Creative Arts	History	English

8C

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Culture and Society	Technology	Creative Arts	Computer Science	Maths
Subject 2	French	History	Geography	Science	English

8D

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Culture and Society	Spanish	Computer Science	Creative Arts	History
Subject 2	Technology	Maths	Geography	Science	English

8E

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Culture and Society	Technology	Spanish	Creative Arts	Geography
Subject 2	Science	Maths	History	Computer Science	English

8F

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Spanish	Culture and Society	Computer Science	Creative Arts	Technology
Subject 2	Science	Maths	History	Geography	English

Your teacher will give you a new word or topic that you are going to be learning. You need to research the word and fill in the boxes.

What I **K**now	What I **W**ant to Know	What I Want to **L**earn

Your teacher will give you some new words to learn – create word maps like this to help you learn them.

Image – draw it	Where do you find it?	Think of a symbol for it
A synonym	The word	An antonym
Use it in a sentence	What is it made of?	The definition

SELECT AND EXPLAIN – Key words in a text

Your teacher will give you something to read at home, fill in the table to show your understanding of the key words that you find in the text:

Important words in the text	Tick if this is an unknown word	Tick if you already know this word	Meaning of the word	Use the word in a new sentence

SELECT AND EXPLAIN – 'In a nutshell'

Your teacher will give you new words to learn – make maps like this to try to explain it.

topics it comes under

in a nutshell

broken down

mind's eye meaning

words in the family

MEANING

VOCABULARY STUDY

WORD

SYNONYMS

ANTONYMS

OTHER FORMS

PART OF SPEECH

PICTURE OR CARTOON

EXAMPLE
phrases or sentences

PREFIX ＋ **ROOT** ＋ **SUFFIX**
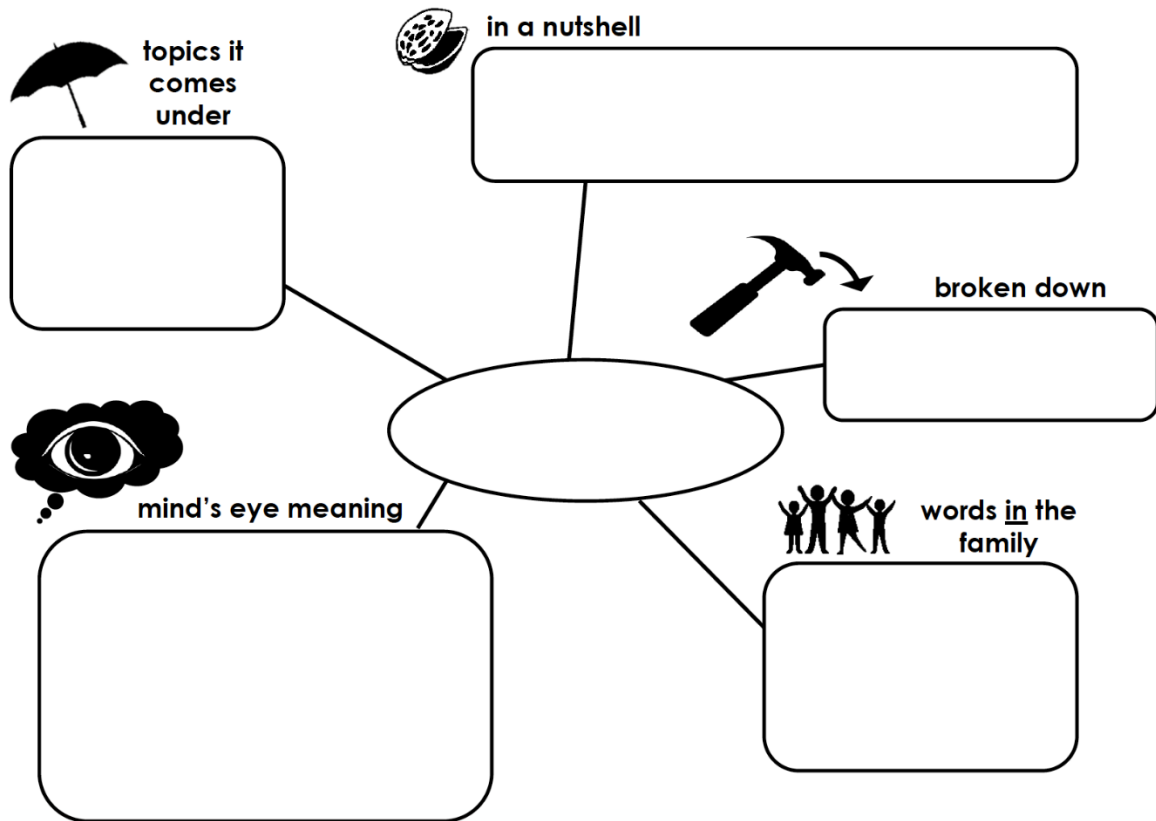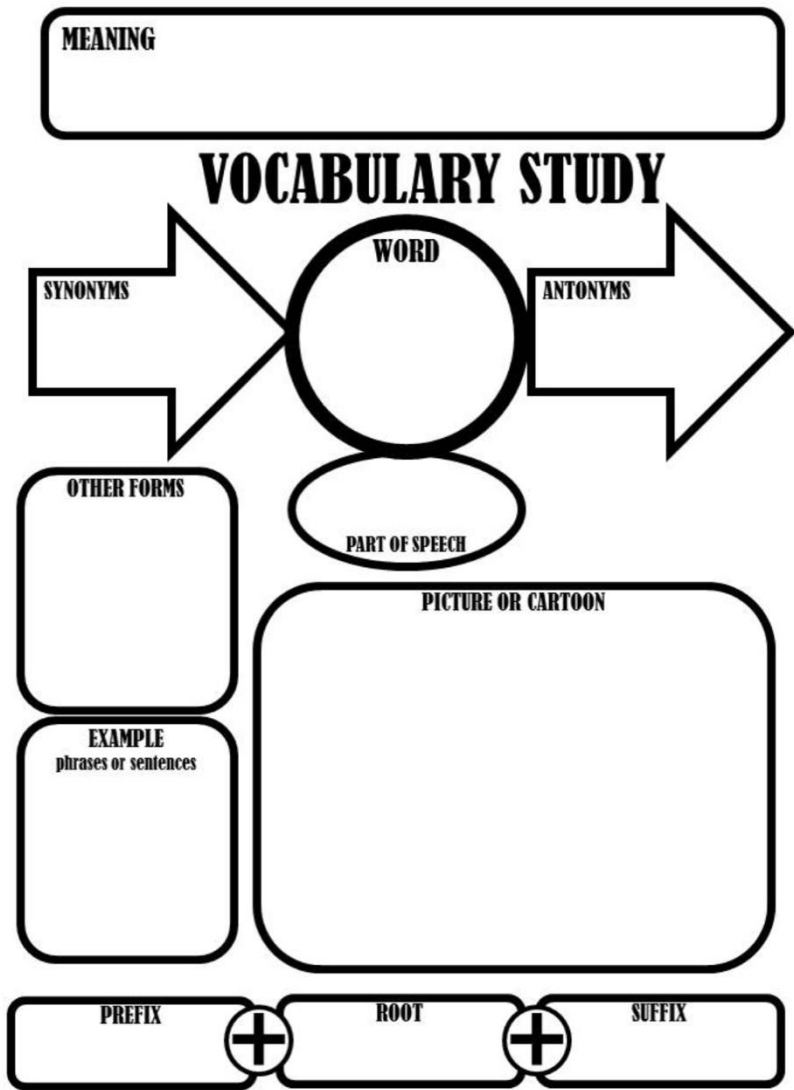
EXPLORE AND DISCOVER – Alliterative sentence generator

Your teacher will give you some words – put them in the correct part of the table and create alliterative sentences to play with the word. Each word must start with the same letter. This is really good for helping you remember new words!

	ADJECTIVE	NOUN	ADVERB	VERB	ADJECTIVE	NOUN
b	big	boys	brutally	bash	bald	bullies

WORD:		
Etymology (Research the word origins)	**Transform it!** Transform the word into an image to help you remember it.	**Use it!** Use the word in three different sentences that you can use in your own work: 1. 2. 3.
Link It! Can you link the word to any vocabulary you already know?	**Take It Further!** How does this word link to your current topic?	

EXPLORE AND DISCOVER – 3 Truths and A Lie: Etymology

Your teacher will give you a word from your knowledge organiser with three truths and lie about the origins and etymology of that word.

English Example:

Pathos

Pathos makes you feel sadness or pity.
Pathos is a famous character in Greek mythology.
Pathos originally comes from the word suffering.
Pathos is a noun.

ANSWER: I think the lie is that pathos is a character from Greek mythology. This is a lie because pathos is not a character it is usually the part of the play where an audience feels sadness. It does however originate from Greek tragedy but it is not a character.

Ubiquitous
    Ubiquitous is kind of like the plague. Even if you don't like it, you can't get rid of it.
    Ubiquitous is an adverb.
    Ubiquitous is similar to the words "pervasive" and "universal."
    If cockroaches were ubiquitous, I'd move to Mars.

ANSWER: I think the lie is that ubiquitous is an adverb because it is actually an adjective which
    describes something appearing everywhere.

EXPLORE AND APPLY – First, Second, Last

Your teacher will give you a key word. You need to put it into three different sentences: 1st where the word goes at the beginning of the sentence, 2nd where the word is the second word of the sentence, 3rd where the word is the last word in the sentence.

Example for PE:

(First):
Endurance music is often used during our workout sessions in the gym.
(Second):
The **endurance** of Rafael Nadal was unending in the U.S open final as against his archrival Novak Djokovic.
(Last):
Patience is an attribute of **endurance**.

EXPLORE AND APPLY – Slow Writing

Your teacher will give you 6 of these slow writing prompts and some key words from your knowledge organiser. You must use them to write a paragraph on a topic you are given – using the 6 sentences.

Examples of sentences your teacher might give you:

Your sentence will start with the word 'when'	Your sentence will include a quote
Your sentence will start with an adverb (ends in ly)	Your sentence will include a metaphor
Your sentence will include a simile	Your sentence must be 17 words long!
Your sentence will start with the word 'despite'	Your sentence will have at least two commas in it
Your sentence will include an 'expert' opinion	Your sentence will have three words in it
Your sentence will include a fact or statistic	Your sentence must have three adjectives in it
Your sentence will include a clause that starts with the word 'however'	Your sentence will have a colour in it

WRITING FRAMES – Your teacher will set you a writing task that you need to plan – make sure you use the correct writing frame dependent on the task.

EXPLORE AND APPLY – Writing to explain

Writing to explain: Writing frame for explanation writing:

Your teacher might set this to help you revise for a topic and to check your understanding. Your teacher will provide you with the key words you need to use or the key word you are explaining.

Examples your teacher could give you:
- A maths equation or problem
- A scientific problem or experiment
- A moment from a book or something you read in class

Title/key vocabulary I need to use:
Describe what you are explaining (try and use the words how and why):
Explain what it is (use subheadings if necessary):
What happens (remember it is important to explain events in time order)?
Why does it happen?
How does it happen?
Explain the result (use time based connective, e.g. next…)
Conclusion:

EXPLORE AND APPLY – Writing to recount

Writing to recount:

Your teacher will give you a factual or fictional event that you need to recount. For example this could be:
- An experiment in Science
- An event in history
- A moment from a book

Title/key vocabulary I need to use:
What happened? Remember to describe events in sequential order, use verbs in the past tense and write in either the first or third person.
Where did it happen? Use time-based connectives
Who or what did it involve?
What was said or shared?
How did it end?
Conclusion. An important paragraph that should highlight the importance of these incidents.

EXPLORE AND APPLY – Writing to advise

Your teacher will give you a new topic, scenario or topic you need to revise:

For example you might be given:

- A topic to advise people on – something you may have learned in culture and society or Geography.
- You might need to give advice to a fictional character.
- You might be asked to give advice to someone on how best to learn something or complete something.
- You might be given a problem scenario and you need to give advice on how best to solve it.

Title/key vocabulary I need to use:
Explain what you are advising:
Explain why you are advising this: (Do X first…then you might want to consider)
Be encouraging-give evidence that this is best for them. (Don't worry…be positive…alternatively….)
Give a choice of alternatives.
Explain the outcome if they do as you have advised.
Conclusion. End by encouraging your reader to carry out the advice you have suggested.

EXPLORE AND APPLY – Creative writing plan

Your teacher might ask you to plan a piece of creative writing on a topic. Plan your ideas carefully using this table.

Title:
Who are the characters? Why will we want to read about them?
Where does the action happen?
Plot?
Twist?
Ending?
Key vocabulary I will use:

Create vocabulary concept cards to help you revise for your topic. You could include key information, diagrams, quotations, word parts – anything that will help you remember the words.

Divides the chromosomes in a cell nucleus
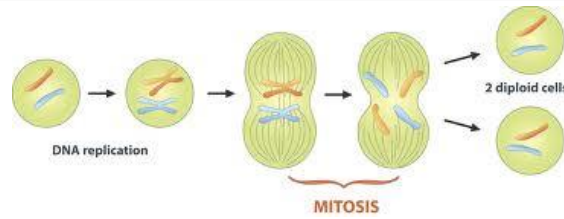
Mitosis

process by which a cell, which has previously replicated each of its chromosomes, separates the chromosomes in its cell nucleus into two identical sets of chromosomes, each set in its own new nucleus

Cellular division

Meiosis

Mitosis

Geologist

Geo- earth
ology- the study of
ist - a person

Geologist- a person who studies the earth

Inconceivable

Prefix
IN- Not
CON- with
1 receive
2 conceive
3 conceivability

Root
-ceiv-take

Suffix
able
able to be

Inconceivable - Impossible to comprehend or grasp fully
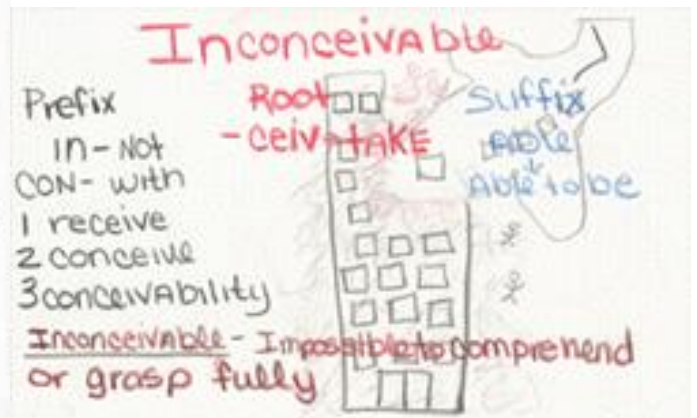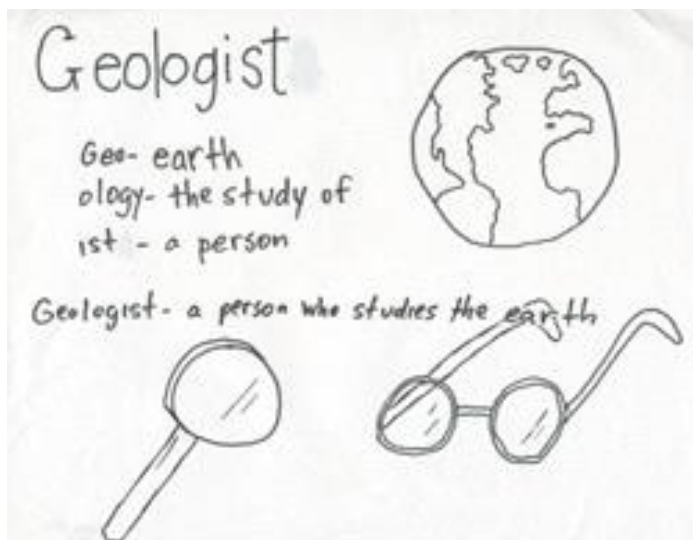
CONSOLIDATE – Word Clouds

Revise a topic by creating a word cloud. The most important words that you need to remember should be the biggest. Use the website:
https://www.wordclouds.com for inspiration.

Geography Example:
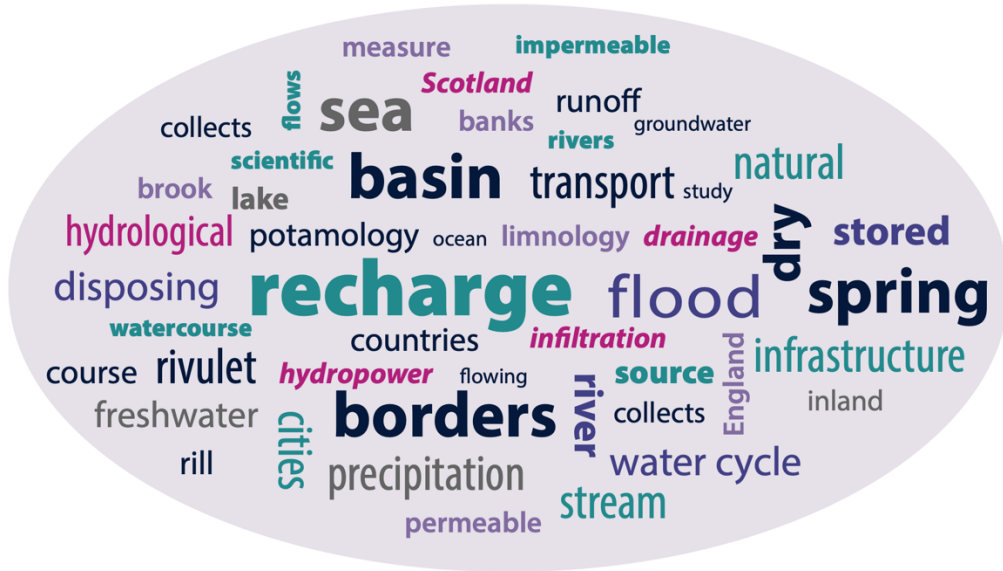
CONSOLIDATE – Triangle Links

Your teacher will give you three key words. You need to put them into a triangle with the most important word at the top. Write a linking sentence along each of the sides of the triangle.
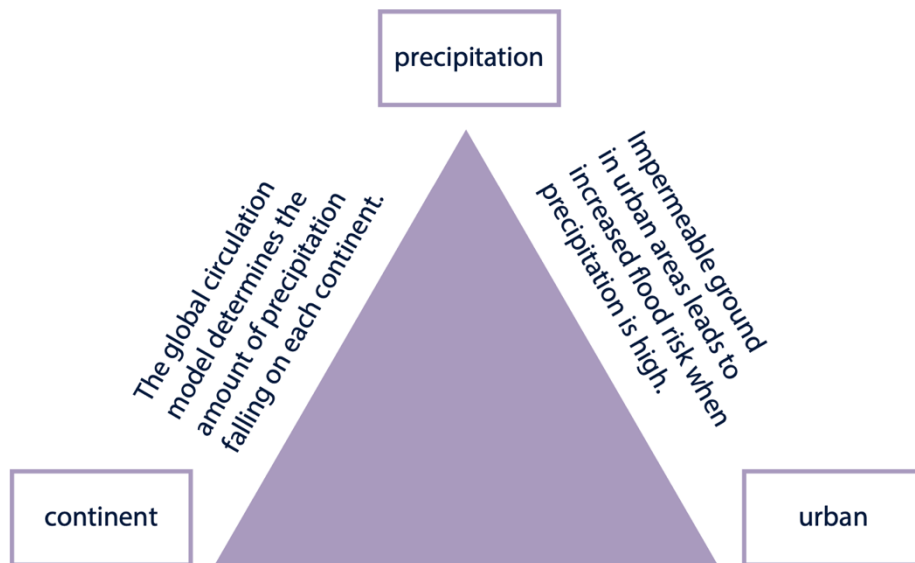
precipitation

The global circulation model determines the amount of precipitation falling on each continent.

Impermeable ground in urban areas leads to increased flood risk when precipitation is high.

continent

urban

Rural–urban migration and the process of urbanisation is happening at a faster rate in LIDC cities (mostly in Africa, Asia, and South America).

CONSOLIDATE – Concept mapping

Your teacher will give you a set of terms from your knowledge organiser. Your task is to arrange them onto a page and demonstrate the links between the words. Explain the links between them by writing along the arrows. Challenge yourself to put the words in an order using the template.

Science Example:

speed	velocity	resultant force
friction	air resistance	weight
gravity	distance	terminal velocity
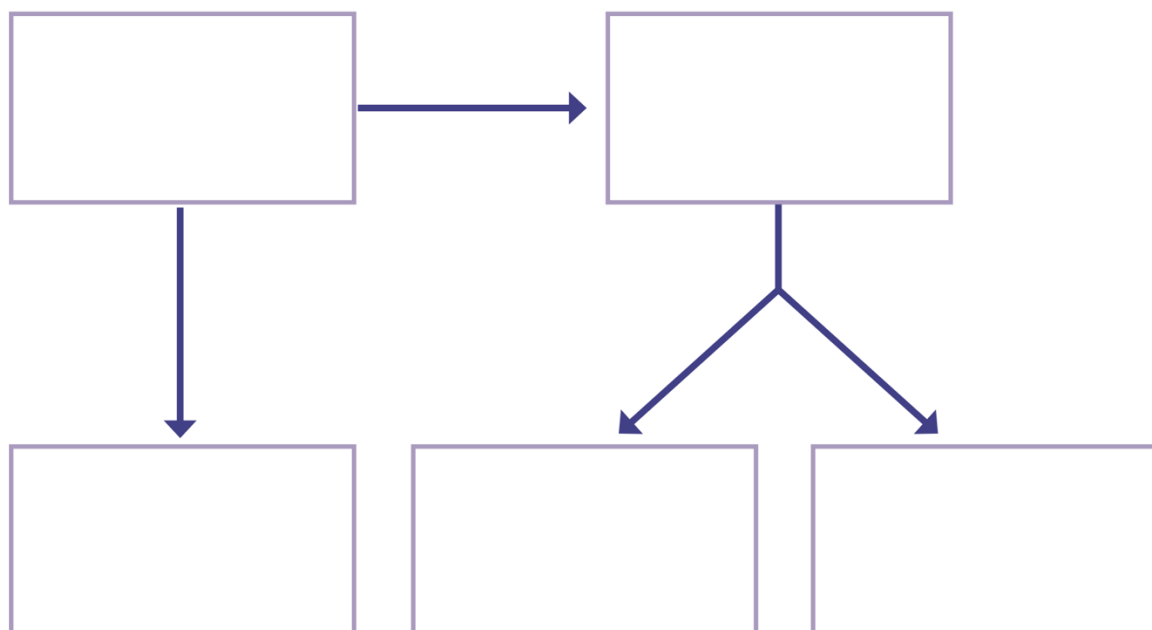
Bolder Talk Roles for discussions in lessons

Instigator

The person who starts the discussion.

Will say:

"I would like to start by saying..."
"I think the first thing we should consider is..."
"To begin with let's talk about..."

Builder

Develops, adds to or runs with an idea.
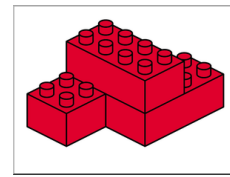
Will say:

"I agree and I'd like to add..."
"Linking to your point..."
"Building on that idea..."

Challenger

Disagrees with or presents an alternative argument.

Will say:

"That's true, but have you considered..."
"You mentioned X but what about..."
"I hear what you're saying, but..."

Clarifier

Makes things clearer and simplifies ideas by asking questions.

Will say:

"What do you mean when you say..."
"Could you tell me more about..."
"Does that mean that..."

Prober/Questioner

Digs deeper into the argument, asks for evidence or justification of ideas.

Will say:

"What evidence do you have to support that?"
"How does that support your argument?"
"How did you come to that conclusion?

Summariser

Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points.

Will say:

"Overall, the main points covered were..."
"In summary..."
"From today's discussion, it's clear that..."

Year 8 Art Cycle A and B Knowledge Organiser

	Tier 2 Vocabulary			Tier 3 Vocabulary	
1	**Observing**	Watching or noticing something carefully and attentively	1	**Background**	The scenery or ground behind something in a painting/picture
2	**Proportion**	The size of things in relation to each other	2	**Foreground**	The part of a the scene represented which is nearest to the spectator, and therefore occupies the lowest part of the work of art itself
3	**Scale**	The size of an object	3	**Midground**	The space between the background and the foreground is a painting or drawing
	Composition	the placement or arrangement of visual elements or 'ingredients' in a work of art	4	**Mark Making**	different lines, patterns, and textures we create in a piece of art
4	**Symmetry**	An equal balance on both sides	5	**Monoprint**	A type of printing that produces a unique and individual print that cannot be repeated exactly again
5	**Transfer**	Moving an image from one surface to another	6	**Manipulation**	Using an art form in a range of creative ways
6	**Flat Colour**	An area of colour with no tonal variation	7	**Transformation**	Changing the initial visual appearance of your subject to create new meaning
7	**Landscape**	A painting which features areas of land	8	**Impressionism**	Impressionism is a style of painting which began in France in the late 19th century. Impressionist painting shows life-like subjects painted in a broad, rapid style, with brushstrokes that are easily seen.
8	**Perspective**	The art of representing 3D objects on a 2D surface so as to give the right impression of their height, width, depth, and position in relation to each other.	9	**Post-Impressionism**	Post-impressionism is a **term which describes the changes in impressionism from about 1886**, the **date of last Impressionist group show in Paris**. The term is usually confined to the four major figures who developed and extended impressionism in distinctly different directions – Paul Cezanne, Paul Gauguin, Georges Seurat and Vincent van Gogh.
9	**Texture**	The feel, appearance or consistency of a surface	10	**Collage**	A collage that is raised off the surface of the page to add depth
10	**Mood**	A temporary state of mind or feeling	11	**Relief**	The use of line to follow the 3 dimensional shape of something
			12	**Mixed Media**	An arrangement of collected materials stuck together

warm

cool

Line and linear drawing

Continuous | Broken | Loops | Ragged | Scribbled

Dots | Dashes | Rhythmic | Rhythmic | Lines/dots

Diagonal | Diagonal | Cross-hatching | Cross-hatching | Cross-hatching

Broad arcs | Directional | Sharp | Interlocking | Ripples
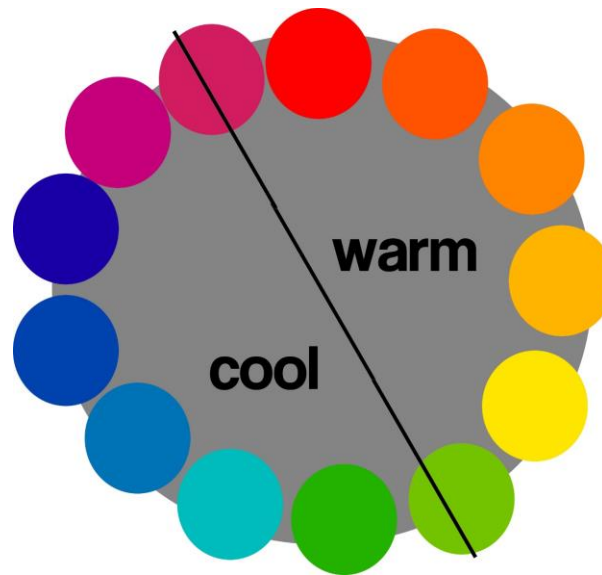
One way to show space is to overlap parts of an artwork to create a **foreground, middle ground and background.**
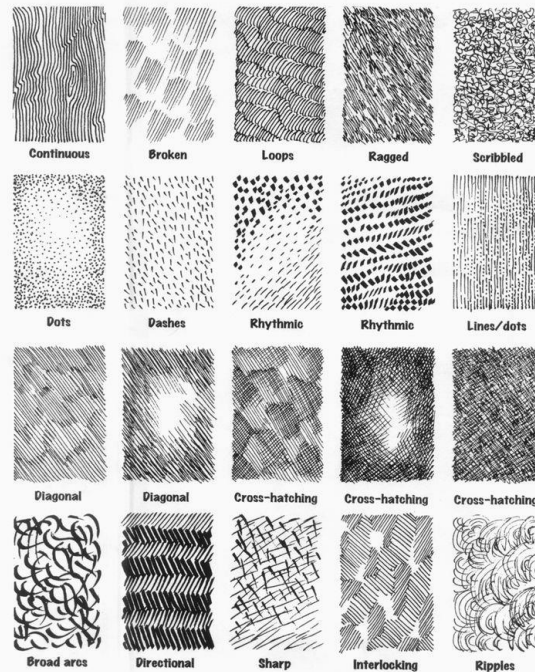
Background

Middle Ground

Foreground

Dig Deeper

Explore the work of landscape artists by visiting exhibitions at Art galleries. If you cannot go in person take Virtual Tours on gallery websites.

Take a look:

https://www.tate.org.uk/kids/explore/what-is/impressionism

Post-Impressionism
1885-1905

Characteristics: bright color and visible, distinctive brushwork

Trends: more emphasis on composition and form and greater psychological depth.

Impact: set the stage for major directions of early 20th century art

	Tier 2 Vocabulary			Tier 3 Vocabulary	Key: E – exam command word C = Challenge words CQ = specific challenge question associated. red text is hints to help avoid misconceptions and remember the knowledge.
1	format	The way in which something is arranged or set out. You can add formatting effects such as colour, bold, underline etc.	1	Excel	The Microsoft **software** to create spreadsheets **(cq1)**
2	column/row	A vertical division of a page or text/ A horizontal division of a page or text	2	spreadsheet	A document where data is arranged in **rows** and **columns** and data can be manipulated and used in calculations
3	vertical/horizontal	a format where the height is greater than its width; A format where the width is greater than its height	3	cell	The intersection between **a row** and **column**, where you add your value
4	condition[al] [formatting]	When certain criteria must be met for a result to occur	4	active cell	The **cell** you are currently working on
5	data	. raw facts and figures, meaningless without context	5	cell reference	A way to identify a particular cell- in the format of a letter followed by a number
6	information	Meaningful data, data with context	6	formula	An expression telling the computer what operation to perform. **(cq5)**
7	border	An edge or boundary of something, these can be applied to individual or groups of cells	7	formulae bar	Where you type in the **formula** for the computer to **process.**
8	concatenate	To join two items together	8	SUM	The total sum
9	operator	A symbol or function denoting an operation (+, -, > etc.)	9	MIN	The **minimum** (smallest) value
10	absolute	A value that is fixed; $ makes a cell absolute	10	MAX	The **maximum** (largest) value
11	relative	A value subject to change	11	charts/graphs	A way to represent **data** – the chosen chart/graph will depend on the type of data being **analysed.** **(cq6)**
12	filter	Searching and selecting certain **data** which meets set **criteria**	12	legend	Is a **key**, linked to data plotted in the graph
13	merge	Combining multiple cells to form one singular **entity** (object).	13	count if	Will count the cells that meet a certain criterion **(cq5)**
14	validation	Checks applied to ensure acceptable data is entered	14	freeze pane	To keep some cells in place even when you scroll through the sheet
15	accounting	A career where finances are recorded and worked on. **(cq9)**	15	gridlines	Lines which separate the individual cells
16	budget	Allocating particular funds/costs to different areas of spending **(cq3)**	16	data type	A particular kind of data item, defined by the values that it accepts **(cq2)**
17	profit	The amount of money earnt after spent costs have been considered **(cq4)**			

Key Diagram
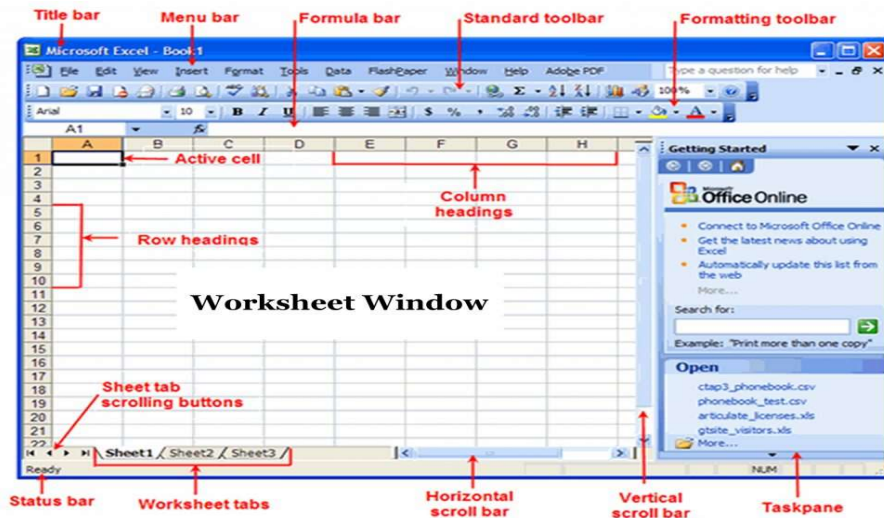
User Interface of Spreadsheet Program

What might we mean by a user interface? Can you find any examples? There is a poem on them!

Can you work out what these formulas are doing? (q5)

#	Question
1	What are some similarities between spreadsheets and the other software types you've looked at?
2	Where else have we seen **data types**? How many can you name?
3	Other than money what else might one **budget**? What are the risks of not budgeting/exceeding a budget?
4	What's the difference between **net profit** and **gross profit?**
5	What other formulas/features can you find on excel?
6	Name the **charts/graphs** with an appropriate matching scenario.
7	What are common mistakes people make in spreadsheets? We want to avoid these!
8	What [else] can you find out about tax? How much is it? Explain where tax may be an absolute cell reference and where it may be relative.
9	**Accounting** is one career which benefits from spreadsheet knowledge. How many more can you find? How might a supermarket may benefit from using a spreadsheet.
10	Can you create a spreadsheet for a homework/assessment timetable?

(Be brave, dig deep and discover) People, places, events, emotions (website links, famous people, historical, people, events). Recommended texts/websites/writers

Spreadsheets in the news? A sport funding controversy can be read about here:
https://www.canberratimes.com.au/story/6631681/mckenzie-never-saw-the-spreadsheet-says-gaetjens/
And see how women are sharing their salaries. Why might they do this?
https://www.businessinsider.com/spreadsheet-women-in-tech-share-salary-information-pay-gap?r=US&IR=T
Here are some common mistakes to avoid making (q7):
https://www.lifehack.org/articles/technology/10-common-spreadsheet-mistakes-youre-probably-making.html
Find tax confusing? Read about it here! (q8)   https://www.taxguideforstudents.org.uk/
Jobs requiring excel skills (q9):   https://www.goskills.com/Excel/Articles/Jobs-require-Excel
For inspiration with (q10): https://www.youtube.com/watch?v=zyZpuWGmnw4

Drama – Cycle D– 'Michael's Story'

Performance Skills

Awareness of performance space – using the whole stage

Awareness of audience – making sure you face the audience as much as possible and not positioning your backs to them

Interaction with other – using eye contact with others

Focus – your attention during performances

Energy and commitment – your level of focus

Projection – how well you project your voice to ensure the audience can hear you during your performance

Physical Skills

Mobility – ability to move smoothly/fluently

Movement memory – Remembering the sequence of moves

Pace – the speed of a move

Posture – the way you hold your body

Rhythm – patterns in moves / sounds

Relaxation – when the body is free from tension

Spatial Awareness – being conscious of the spacing around you

Dig Deeper – Further Reading

BBC BITESIZE– Epic Theatre and Bertolt Brecht
https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1

Read 'The Caucasian Caucasian Chalk Circle' by Bertolt Brecht

BBC BITESIZE – Physical Theatre
https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1

Make sure you check out your local theatre: *Richmond Theatre, The Orange Tree theatre, Rose Theatre, Lyric Hammersmith, National Theatre*

Tier 2 Vocabulary

Communism	Communism is an economic ideology that advocates for a classless society in which all property and wealth are communally-owned, instead of by individuals
Capitalism	Capitalism is an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.
Revolution	A forcible overthrow of a government or social order, in favour of a new system.
Posture	The position an actor holds their body when sitting or standing. For example, an upright posture.
Physicality	The physical use of the body.
Persuasive	Good at persuading someone to do or believe something through reasoning or the use of temptation.
Scenario	A written outline of a film, novel, or stage work giving details of the plot and individual scenes.
Emotion	A strong feeling which comes from one's circumstances, mood or relationship with others.

Tier 3 Vocabulary

Tableaux	When you create a freeze frame/ still image that is abstract and not naturalistic.
Gesture	A movement of part of the body, especially a hand or the head, to express an idea or meaning.
The fourth wall	The space which separates a performer or performance from an audience.
Bertolt Brecht	A German practitioner
Alienation Effect	A technique used by Brecht where the audience have to think about what they are watching and removing all theatre devices.
Epic Theatre	Engaging the audience intellectually in order to make them think critically about what was being presented before them.
Soundscape	A series of sounds used to create an atmosphere.
Direct Address	When the characters directly address the audience and ask questions to make them think.
Improvisation	When you make the action up on the spot.
Levels	The different height position of characters in a performance to suggest importance.
Blocking	The precise movement and positioning of actors in performance when rehearsing a scene.
Multi-role	When an actor plays more than one character throughout the performance.

The 5 C's: Concentration, Co-operation, Creativity, Confidence, Communication

Drama – Cycle D - 'Michael's Story'

Bertolt Brecht

Bertolt Brecht was born in Germany in 1898 and died at the age of 58 in 1956. He is one of the most famous people in the world of theatre. He was a playwright, a director, an actor and developed many ideas and theories about theatre and acting which means he is considered to be a theatre practitioner. His plays are still performed around the world and his theories are still used in the performances of other plays.

Brecht's Theatre

Brecht made many changes to the theatre of his day. He disagreed with the fact that an audience should be swept along with the emotion of a production. Before Brecht, the theatre of the day would use realistic story lines and high emotion, it would expect the audience to believe in the characters and the situations. Brecht felt that the theatre should be something that made the audience feel more than simple emotion – he wanted it to make the audience think or learn something and to make a change for the better as a result. Brecht disliked the way that the theatre tricked the audience in to thinking that what they were watching on stage was real life. He decided to try to remind the audiences of his productions that they were sitting in a theatre just watching a story being told. Brecht trained his actors to remember that they were not 'becoming' the characters but simply presenting the character to the audience.

Dramatic Conventions

Brecht developed the 'Verfremsdungseffekt' which we call the 'Alienation Effect', this means that the performers make familiar things strange to the audience, which in turn makes them an active audience who have to think about what they are watching. Examples of how he did this were:

Songs – to remind the audience that they are watching a performance and to change the tone or atmosphere.

Spass – fun – making the audience laugh and then making them question why they are finding serious things funny.

Design – The audience were reminded that they were in a theatre watching a performance as the house lights were left on, all of the set was visible from the start and the actors did all of the set changes.

Costumes were also changed on stage and the actors played the instruments used for the songs on stage.

Placards – Signs were held up to tell the audience the title of the scene and even what was going to happen in them, this was to take away suspense and emotion and allow the audience to think about the scene instead.

Direct address – The actors speak directly to the audience, sometimes in the form of questions, this reminds the audience that what they are seeing isn't real and forces them to think about what they are watching. This is called 'breaking the fourth wall'.

Multi role-play – The actors play more than one part in the performance, changing characters in front of the audience's eyes and reminding the audience that they are actors and not the characters. This technique also stops the audience from becoming too emotionally involved with the characters.

Representational costume – The actors would simply put on one item of clothing, or an accessory such as a hat or glasses to represent that they were a particular character – they didn't try to 'become' the character.

Challenge:

Describe how one or more actors in a play that you have seen (or a film/ TV show you have watched) used their vocal and physical skills to interpret their role in the performance. Analyse and evaluate how successful they were in communicating their role to the audience.

The 5 C's: Concentration, Co-operation, Creativity, Confidence, Communication

Year 8 & 9 English Term 3: *Animal Farm* – George Orwell

	Tier 2 key vocabulary			Tier 3 key vocabulary			Vocabulary for analytical writing	
1	power	The ability to direct or influence the behaviour of others or the course of events.	1	Marxism	A system in which all property is owned by the community and each person contributes and receives according to their ability and needs	1	allegory	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.
2	corruption	Dishonest or fraudulent behaviour by those in power.	2	tyrant	Someone who has total power and uses it in a cruel and unfair way.	2	allusion	An expression designed to call something to mind without mentioning it; an indirect reference to something.
3	intimidate	The action of intimidating someone, often by scaring them.	3	propaganda	Information that is meant to make people think a certain way. The information may not be true.	3	metaphor	A word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar.
4	exploit	Treating someone unfairly in order to benefit from their work.	4	society	People living together in a more or less ordered community.	4	fable	A fable is a story that teaches a lesson or moral.
5	judgment	The ability to make considered decisions or come to sensible conclusions.	5	scapegoating	Blaming an innocent party to create a common enemy.	5	cyclical structure	A story that ends in the same place it began.
6	morality	A code of right and wrong.	6	bandwagon	Encouraging people to think or act in some way simply because other people are doing so.	6	tone	The mood or atmosphere created by the writer.
7	observation	The action of closely watching something.	7	rebellion	A rebellion is a situation in which people fight against those who are in charge of them.	7	satire	The use of humour, irony, exaggeration, or ridicule to show and criticise people's stupidity or vices.

Year 8 & 9 English Term 3: *Animal Farm* – George Orwell

Character Parallels in *Animal Farm*	
Mr Jones Irresponsible to his animals (lets them starve).	**Czar Nicholas II** A poor leader at best.
Old Major Taught animalism.	**Karl Marx** Invented communism, died before the Russian Revolution.
Snowball Young, smart, good speaker. He really wants to make a better life for all.	**Leon Trotsky** Wanted to improve life for all in Russia. Followed Karl Marx's ideas.
Napoleon Not a good speaker and not as clever as Snowball. Cruel, brutish, selfish, devious, corrupt.	**Joseph Stalin** Not a good speaker and not educated like Trotsky. Cared for power and killed those who opposed him.
Squealer Big mouth, talks a lot. Convinces animals to believe and follow Napoleon, using manipulation.	**Propaganda department** Used lies to convince people to follow Stalin.
Dogs A private army that used fear/intimidation to eliminate Napoleon's opponents.	**KGB - Secret Police** Not really the police, but a group who used force and often killed people who disobeyed Stalin.
Animalism No owners; workers get a better life, all animals equal.	**Communism** The government owns everything; people own the government. All people are equal.

	CHALLENGE TASKS
1.	Why is 'Animal Farm' an allegory?
2.	How does Napoleon seize power?
3.	Which political system do you think is better for society? Communism or Capitalism? Justify your answer.
4.	This novel was written in 1944. What is the significance of this date and how will this have influenced George Orwell?
5.	What is the reason for the windmill's initial collapse?
6.	Find out more about the Russian Revolution. Summarise what happened, when it took place, who was involved, and why it happened into three paragraphs.
7.	What responsibilities **should** the farm animals (citizens of a country) have to their leader?

Year 8 & 9 English Term 3: *Animal Farm* – George Orwell

KEY DIAGRAMS AND QUOTES

The Seven Commandments
1. Whatever goes upon two legs is an enemy.
2. Whatever goes upon four legs, or has wings, is a friend.
3. No animal shall wear clothes.
4. No animal shall sleep in a bed.
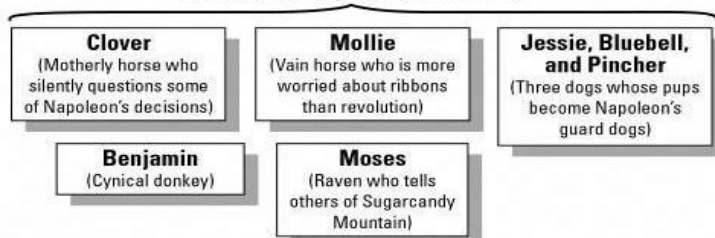5. No animal shall drink alcohol.
6. No animal shall kill any other animal.
7. All animals are equal.

Old Major (Tells of a dream that leads to rebellion) — *inspires*

Boxer (Horse whose motto is "I'll work harder") — *has killed*, *is devoted to*, *works for*

Snowball (Leader of rebellion) — *drives out*, *leads battle that drives out*

Napoleon (Leader of rebellion) — *drives out*

Jones (Original owner of Manor Farm)

Squealer (Napoleon's Minister of Propaganda) — *cheats*

Pilkington (Human farmer who does business with Animal Farm) — *claims to admire*, *dislike*

Frederick (Unscrupulous farmer who tries to do business with Animal Farm)

Other animals on the Animal Farm

Clover (Motherly horse who silently questions some of Napoleon's decisions)

Mollie (Vain horse who is more worried about ribbons than revolution)

Jessie, Bluebell, and Pincher (Three dogs whose pups become Napoleon's guard dogs)

Benjamin (Cynical donkey)

Moses (Raven who tells others of Sugarcandy Mountain)

BE BRAVE, DIG DEEP AND DISCOVER

RESEARCH:
Explore The Orwell Foundation online – the official website of George Orwell, which celebrates his writing and aims to offer debate and discussion around the author's work.

https://www.orwellfoundation.com/

WATCH:
Watch the full animated version of George Orwell's *Animal Farm* on YouTube.

https://www.youtube.com/watch?v=XXkicQRl6vg

George Orwell: A Life in Pictures is a 2003 BBC documentary telling the life story of the author.
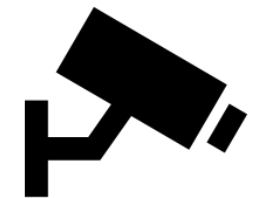
https://www.youtube.com/watch?v=s6txpumkY5I

LISTEN:
BBC Radio 4's *The Real George Orwell* offers audio episodes and broadcasts all relating to Orwell's life and works.

https://www.bbc.co.uk/programmes/b01pyz0z

READ:
Read Orwell's other classic story *1984*. Written in 1949, the book is a dystopian novel which takes place in an imagined future '1984', when much of the world has fallen victim to war and government surveillance.

		🇫🇷 French 🇫🇷	🇬🇧 Standard English 🇬🇧
1.		Tous les jours, **je me réveille** à sept heures	Every day, **I wake up** at 7 am
2.		et **je me lève** à sept heures cinq.	and **I get up** at 7.05 am.
3.		**Puis, je me lave** dans la salle de bains.	**Then, I have a wash** in the bathroom.
4.		**En général,** je prends une douche **car c'est économique**.	**In general**, I have a shower **because it is economical**.
5.		**Ensuite,** je mets mon uniforme **que je trouve joli**.	**Next,** I put on my uniform **which I find pretty.**
6.		**Après,** je prends mon petit déjeuner **car j'ai faim**.	**After,** I have my breakfast **because I am hungry.**
7.		**Je mange toujours** des croissants **car c'est délicieux**	**I always eat** croissants **because it is delicious**
8.		et **je bois** du jus d'orange **car c'est bon pour la santé.**	And **I drink** some orange juice **because it is good for health.**
9.		**Enfin,** je quitte la maison à huit heures **pour aller au collège**	**Finally,** I leave the house at 8 am **to go to school**
10.		**Avant de partir,** j'embrasse ma maman et je dis : << au revoir ! >>	**Before leaving**, I kiss my mum and I say: 'goodbye!'
11.		**D'habitude je rentre** du collège à quinze heures trente.	**Usually I come back** from school at 3.30 pm.
12.		**Comme je suis fatiguée**, **je fais une pause** et je mange mon goûter.	**As I am tired, I have a break** and I eat my snack.
13.		**Après ça** je regarde la télé car j'aime les dessins animés.	**After that** I watch TV because I like cartoons.
14.		**Puis, je fais** mes devoirs **pendant deux heures**. C'est difficile !	**Then, I do** my homework **for two hours**. It is difficult!
15.		Ensuite, à dix-neuf heures c'est **l'heure du dîner**.	Next, at 7pm it is **diner time**.
16.		Enfin, je joue sur mon portable **ou je lis car c'est passionnant**.	Finally, I play on my phone **or I read because it is exciting.**
17.		A vingt heures, je me couche **mais avant de me coucher**,	At 8pm, I go to bed but **before going to bed,**
18.		Je prends un bain, **je me brosse** les dents et **je mets mon pyjama**.	I have a bath, **I brush** my teeth and **I put my pyjamas on**.
19.		Je me couche **tôt car c'est important de bien dormir**.	I go to bed **early because it is important to sleep well.**

(Be brave, dig deep and discover) **Recommended texts/websites/writers**

French Vocabulary Learning:
- ➔ **Senecalearning.com** ➔ **French KS3** ➔ **French AQA (For Bilingual students and Challenge)**
- ➔ **Quizlet.co.uk**
- ➔ **https://www.duolingo.com** Select **French** as the language you want to learn ➔ The app is also available
- ➔ **https://www.memrise.com/courses/english/french/**

French culture:
- ➔ **https://www.britishcouncil.org/sites/default/files/the_great_french_language_challenge.pdf**
- ➔ **https://lyricstraining.com/fr** ➔ The app is also available
- ➔ **https://www.culturetheque.com/exploitation/GBR/accueil-portal.aspx** ➔ **LOTS AND LOTS** of **FREE** French magazines, comic, audio books, articles and film guides.

Challenge Questions: Translate the sentences into French
1	When it is nice weather I like to go cycling with my brother because it is very active and fun!
2	I like to play the piano as it relaxes me. My sister love to play the guitar. Do you play an instrument?
3	Usually at the weekend, I go to town with my family to go shopping and to eat at the restaurant.

Tier 2 words			Tier 3 words		
1	Manufacturing	Manufacturing is the production of goods through the use of labour (people working), machines, and tools.	1	Economy	The system of making money and producing and distributing goods and services within a country or region.
2	Location	The place or position something or somewhere is.	2	Trade	Trade is a basic economic concept involving the buying and selling of goods and services.
3	Port	A town or city with a harbour or access to navigable water where ships load or unload.	3	Goods	Goods can be anything from raw materials to already completed products. Goods are items for sale that can be moved between places.
4	Construction	The action of building something, typically a large structure e.g. housing, schools, transport systems.	4	Import	Bringing (goods or services) into a country from abroad for sale.
5	Infrastructure	Infrastructure is the term for the basic physical systems of a place. Examples of infrastructure include transportation, sewage, water, and electrical.	5	Export	Sending (goods or services) to another country for sale.
6	Resources	A resource is something that can be used for a purpose. For example, tools and materials are resources.	6	Globalisation	Globalisation is the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange.
7	Climate	The weather conditions prevailing in an area in general or over a long period.	7	Transnational Companies	A company that is controlled from its home country but has large operations in many different countries.
8	Military	Relating to or characteristic of soldiers or armed forces.	8	Balance of Trade	The difference in value between a country's imports and exports.
9	Superpower	A very powerful and influential nation. They are strong in terms of economy, politics, military, and culture.	9	Global supply chain	Global supply chains are networks that can span across multiple continents and countries for the purpose of sourcing and supplying goods and services.
10	Raw materials	Raw materials are materials or substances used in the primary production or manufacturing of goods.	10	Tax	A tax is a compulsory financial charge or some other type of levy imposed on a taxpayer by a governmental organization in order to fund government spending
	Geographical Skills		11	Bilateral Trade	Bilateral trade is the exchange of goods between two nations promoting trade and investment.
1	Bar chart	A bar chart or bar graph is a chart or graph that presents categorical data with rectangular bars	12	Subsistence agriculture	Subsistence agriculture occurs when farmers grow food crops to meet the needs of themselves and their families on smallholdings.
2	Pie chart	A pie chart is a circular statistical graphic, which is divided into slices to illustrate numerical proportion.	13	Tariff	A tariff is a tax imposed by a government of a country or of a supranational union on imports or exports of goods.
			14	Trade deficit	The amount by which the cost of a country's imports exceeds the value of its exports.

3	Line graph	A line graph is a type of chart used to show information that changes over time.	15	Monsoon	A monsoon is traditionally a seasonal reversing wind accompanied by corresponding changes in precipitation.

Tier 2: Key command words		
COMMAND WORD	**DEFINITION**	**SENTENCE STARTERS**
Describe (say what you see)	Give an account in words of an entity, an event, a feature, a pattern, a distribution or a process.	Overall… For example… For instance … An example of this….
Explain	Set out the causes of a phenomenon and/or the factors which influence it.	Consequently… As a result of this… This happens because… This means that… This is formed by… Therefore… This will result in…
To what extent	Judge the importance or success of something.	Some might agree that……. This is due to….. Consequently, Nevertheless, some might argue that……. This is due to….. To conclude, I agree/disagree …….

Challenge questions:

1	What are some of main challenges China faces as a country?
2	Why do people consider China in Africa as a new form of 'colonialism'?
3	How is a countries location important to its economic success?
4	Is globalisation beneficial for everyone?

Dig Deeper

How did China become a superpower?

What are China's biggest problems?

The gap between China's rich and poor

Working life in India

Rural life in India

What is a monsoon?

5	What else will improve in a country as it becomes more economically successful?
6	What are the main similarities and differences between China and India?

Year 8 Cycle A – The Causes of World War One

TIER 3 VOCABULARY

1. **Militarism** - The belief that a country should keep a strong military and be prepared to use it to defend national interests.

2. **Imperialism** - Extending a country's influence by building a large overseas empire – usually using military force.

3. **Nationalism** - A feeling of being superior to other countries and following your own national interest above all else.

4. **Arms Race** - A race between rival countries to build up their weapons

5. **Colony** - A country/territory under the complete control and occupied by another country or state.

6. **Dreadnought** - A type of battleship introduced in 1906, larger, faster and equipped entirely with large-calibre guns.

7. **Balkans** - The Balkans are a group of countries in southeast Europe – key countries in WWI are Bosnia, Serbia and Austria - Hungary.

8. **Blank Cheque** - Given by Germany to Austria-Hungary signalling that they would be given unlimited support and resources.

9. **Ultimatum** - A final demand. In this case given by Austria-Hungary to Serbia.

THE ALLIANCE SYSTEM

Alliance
The Triple Alliance (1882)
Germany
Austria – Hungary
Italy

Entente
The Triple Entente (1907)
UK
France
Russia

World War One Alliances 1914

- Triple Entente
- Triple Alliance

CHRONOLOGY

WW1 — 1914

RUSSIAN REVOLUTION — 1917

HITLER BECOMES CHANCELLOR — 1933

WWII — 1939

WORLD WAR ONE CAUSES

- **Signing of the Triple Alliance** — 1882
- **First Moroccan Crisis** — 1905-1906
- **Britain begins developing the Dreadnought** — 1906
- **Signing of the Triple Entente** — 1907
- **Second Moroccan Crisis** — 1911
- **Assassination of Franz Ferdinand (28th June)** — 1914
- **Austria-Hungary are given the blank cheque by Germany (July)** — 1914
- **Austria-Hungary issue an ultimatum to Serbia, it leads to the declaration of war.** — 1914
- **Britain enters WWI (4th August)** — 1914

The July Crisis – alliances are triggered and WWI starts, chain reaction as countries declare war on one another from 28th July to 6th August 1914

Year 8 Cycle A – The Causes of World War One

TIER 2 VOCABULARY

1. **Cause** – a person or thing that gives rise to an action.
2. **Trigger** – starts something that is primed to happen.
3. **Outbreak** – the start of something. E.g. the outbreak of war or the outbreak of a pandemic.
4. **Guilty** – to blame for something.
5. **PM** – Short for Prime Minister.
6. **Cabinet** – A group of advisors who support the Prime Minister with decision making.
7. **MP** – Member of Parliament, who has been elected by the people to represent their views.
8. **Responsible** – To be blamed or credited with an action. E.g. The Blank Hand Gang were responsible for the assassination of the Archduke.
9. **Culpable** – Deserving of blame.

CHALLENGE

1. How crucial was the arms race in causing war to start in 1914?
2. Was Austria-Hungary justified in sending the ultimatum to Serbia?
3. Why do some historians argue Britain went to war over a 'scrap of paper'?

KEY HISTORICAL WORKS

Christopher Clark
"The protagonists of 1914 were sleepwalkers, watchful but unseeing, haunted by dreams, yet blind to the reality of the horror they were about to bring into the world."

"Ferdinand and his wife Sophie Chotek arrived at Sarajevo railway station. Thirty-seven days later, it was at war. The conflict that began that summer mobilized 65 million"

You will read extracts from this book in Cycle A lessons.

Which Historian do you agree with?

Read this BBC History Article, where 10 historians put forward their arguments.

Who do you find most convincing?

Which country do you think was ultimately responsible for war?

Which historian do you agree with least?

https://www.bbc.co.uk/news/magazine-26048324

DIG DEEPER

Research - Follow the links to discover what was happening around the world!

The Russo-Japanese War
https://drive.google.com/file/d/1whDpGC-Z-IQ87CgJS2I3HNgHpR-LE62s/view

The Russian Revolution
https://drive.google.com/file/d/1B8CRmeXejWMSF4WR_Gg_ECR0Mog-bbqM/view?usp=drive_open

The collapse of the Ottoman Empire
https://drive.google.com/file/d/1qNBDtvbvlk3oz9weCjBjDQgim2yglxxz/view

The Alpine Front
https://drive.google.com/file/d/1kBPe20LLCj6TVQByY42zKUQflls1yfV4/view

Listen – Listen to the following History Extra podcasts on World War One
The Legacy of the First World War
12/06/2014

Roman Slavery and the man who started World War One
May 2014

WW1 Rations and the French Revolution
December 2009

Watch – Watch the following films about the First World War

War Horse (2011)
Josef (2011)

Year 8: Spring Term/Summer Term

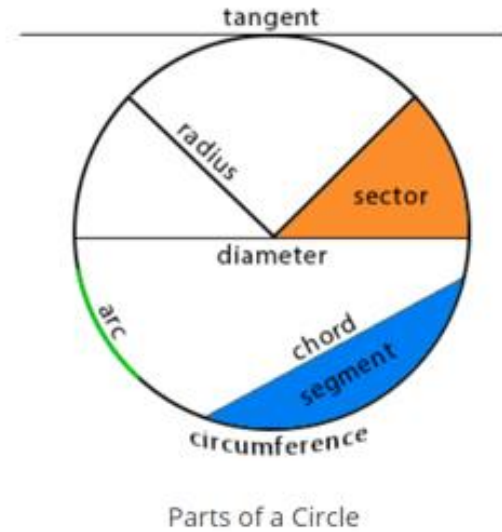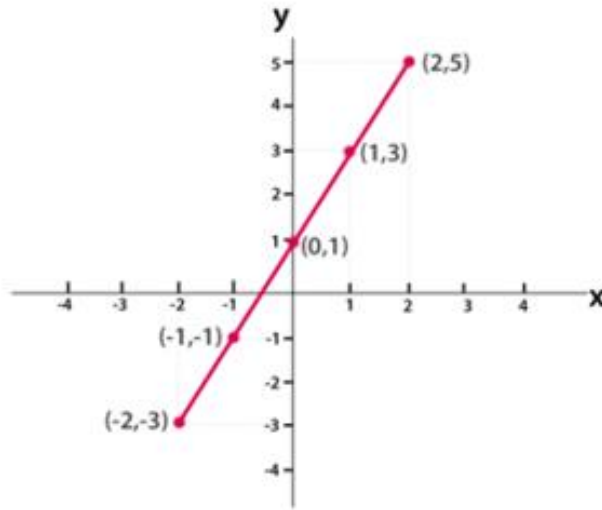| Ratio and proportion			Summer	Angles		Area, volume and surface area		
Y8 Ratio	Real life graphs and rate of change	Direct and inverse proportion		Univariate data*	Bivariate data	Accuracy and estimation*	Circles and composite shapes	Volume and surface arear of prisms
Year 8 U6	Year 8 U7	Year 8 U8		Year 8 U9	Year 8 U10	Year 8 U5	Year 8 U13	Year 8 U14

TIER 2 VOCABULARY

TIER 3 VOCABULARY

1	Identify	Recognise or distinguish.	1	Expression	A collection of symbols that jointly express a quantity.
2	Prove	To show, using evidence, that something is true.	2	Equation	A statement that shows equality between two expressions.
3	Generate	Produce a sequence of numbers by performing specified mathematical operations on an initial set.	3	Inequality	Compares two values, showing if one is less than, greater than, or simply not equal to another value.
4	Justify	Show or prove to be right or reasonable.	4	Coordinate	A set of values that show the exact position of a point.
5	Generalise	Make a general or broad statement by inferring from specific cases.	5	Line segment	A part of a line.
6	Interpret	Explain the meaning of.	6	Gradient	The degree of steepness of a graph at any point.
7	Estimate	Roughly calculate or judge the value, number or quantity.	7	Parallel	Side by side and having the same distance continuously between them.
8	Approximate	To be close to a number but not exact.	8	Radius	The distance from the centre to circumference of a circle.
9	Round	Alter (a number) to one less exact but more convenient for calculations.	9	Composite	A figure that consists of two or more geometric shapes.
10	Plot	Is to place a point on a plane by using X and Y coordinates.	10	Vertex	A point where two or more line segments meet; a corner.
11	Intercept	Where a line cuts an axis.	11	Quantitative	Is any data that can be counted or expressed numerically.
12	Construct	Draw a geometrical figure accurately to given conditions.	12	Qualitative	Describes qualities or characteristics which can be observed but not measured.
13	Area	The size of a surface	13	Discrete	Is information that can only take certain values.
14	Volume	3-dimensional space enclosed by a boundary or object.	14	Continuous	Is data that can take any value.
15	Ratio	The quantitative relation between two or more amounts.	15	Mean	Is the average of a set of numbers.
16	Proportion	An equation that says that two or more ratios are equal.	16	Median	Is the "middle" of a sorted list of numbers.
17	Analyze	Examine something methodically and in detail in order to explain and interpret it.	17	Mode	Is the value that appears most frequently in a data set.
18	Variable	A quantity able to assume different numerical variables.	18	Range	Is the difference between the highest and lowest values.

USEFUL DIAGRAMS

EXPRESSION 2X + 7

DO YOU KNOW THE DIFFERENCE?

INEQUALITY 2X + 7 > 49

EQUATION 2X + 7 = 49

(2,5)
(1,3)
(0,1)
(-1,-1)
(-2,-3)

Parts of a Circle

tangent, radius, sector, diameter, arc, chord, segment, circumference

MEAN
OR AVERAGE
The **sum** of the numbers **divided** by the amount of numbers

$3+3+3+6+7+7+13 = 42$

$42 \div 7 = 6$

MEDIAN
The number in the **middle**

$3,3,3,6,7,7,13$

(Numbers must be in ascending order)

MODE
The number that **appears** the most

$3,3,3,6,7,7,13$

RANGE
The **difference** between the greatest and least number

$3,3,3,6,7,7,13$

$13 - 3 = 10$

Football Cricket Boxing Athletics Tennis Other

Football Cricket Boxing Athletics Tennis Other
■Year 7 ■Year 8

• Football
• Cricket
• Boxing
• Athletics
• Tennis

Number of times exercising per week
Test score
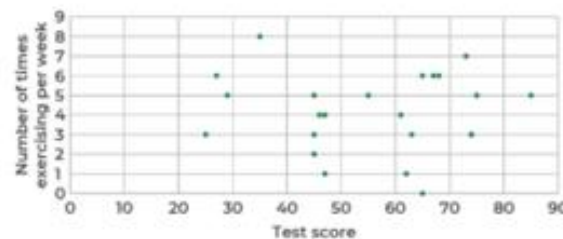
Perimeter
measurement of the distance around an object

Sides [8]
Sides [6]
Sides [6]
Sides [8]

$P = S + S + S + S$
$P = 8 + 6 + 8 + 6$
$P = 28$

Area
measurement of 2D space inside an object

Width
Length

$A = L \times W$
$A = 3 \times 2$
$A = 6$

Volume
measurement of 3D space inside an object

Length × Width × Height

$V = L \times W \times H$
$V = 3 \times 3 \times 3$
$V = 27$

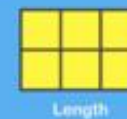| Number	Greek Prefix	Latin Prefix	Examples
0, zero		Nul-	Null, nil
1, one	Mono-	Uni-	Monotone, unicycle, uniform
2, two	Di-	Bi-, du-	Bicycle, bisect, bilingual, dioxide, duo, double,
3, three	Tri-	Tri-	Tricycle, triangle, triathlon, tripod
4, four	Tetra-	Quad- Qua-	Quadrilateral, tetrahedron
5, five	Penta-	Quin-	Pentagon, quintuplet
6, six	Hexa-	Sext-	Hexagon, sextuplet
7, seven	Hepta-	Sept-	Heptagon, septuagenarian
8, eight	Octo-	Oct-	Octagon, octopus
9, nine	Ennea-	Nona- Novem-	Novena, nonagon
10, ten	Deca-	Deci – Decem-	Decade, decimal, decagon
100, one hundred	Hecto-	Cent-	Century, centurion, cent
1000, one thousand	Kilo-	Milli- Mille-	Kilogram, Kilometre, millennium
½ Half	Hemi-	Semi-	Hemisphere, semicircle
¼ Quarter		Quart-	Quarter, Quartile
Many	Poly-	Multi-	Polygon, multiplication

Did you know?
During Roman times the year had 10 months with the first month as March. Some of the months were named after Gods or important people while others were just numbered. Can you use the prefixes in the table to work out which months were numbered?

Understanding Units of Measurement

Prefix Name	Prefix Symbol	Base 10	Decimal	English word
Tera-	T	10^{12}	1 000 000 000 000	trillion
Giga-	G	10^{9}	1 000 000 000	billion
Mega-	M	10^{6}	1 000 000	million
Kilo-	k	10^{3}	1 000	thousand
Hecto-	h	10^{2}	100	hundred
Deca-	da	10^{1}	10	ten
		10^{0}	1	one
Deci-	d	10^{-1}	0.1	tenth
Centi-	c	10^{-2}	0.01	hundredth
Milli-	m	10^{-3}	0.001	thousandth
Micro-	μ	10^{-6}	0.000001	millionth
Nano-	n	10^{-9}	0.000000001	billionth

Examples
A centimetre cm is one hundredth of a metre 1cm = 0.01m
A millilitre is one thousandth of a litre 1ml = 0.001l
A kilogram is one thousand times larger than a gram 1kg = 1000g

Did you know?
The word for one thousand comes from Italian
"mille – thousand" "-oné – big" . A millioné was a 'big thousand' or a thousand thousand.

DIG DEEPER

Read The Everything Kids: Maths Puzzle Book by Meg Clements – puzzles, games and trivia.

Listen to the podcast on mathematics, logic and puzzles with Chaim Goodman-Strauss and Kyle Kellmas series – The Math Factor
https://mathfactor.uark.edu

Watch the documentary: The Story of 1 – history of numbers presented by Terry Jones, directed by Nick Murphy

Music Knowledge Organiser – Year 8 Cycle D

TIER 3 VOCABULARY

A capella – A performance by a singer or singers without instrumental accompaniment

Chord – Two or more notes heard at the same time

Inversion – Changing the order of notes in a chord

Riff – A repeated melody popular in rock and pop music

Staccato – Italian for "detached". The note should be played shorter than written

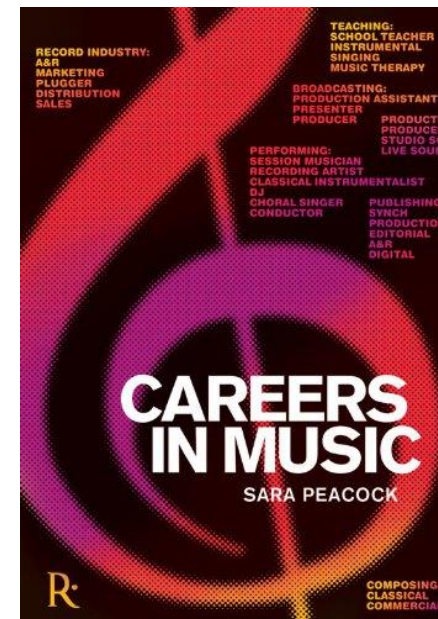**Tenuto –** Italian for "held". The note should be played for its full duration

Ternary form – Three-part musical structure of opening, following section, and a repeat of the opening. "ABA structure"

ABA

DEEP DIVE – Careers in Focus

Using the digital copy of the book *Careers In Music* by Sara Peacock, or the physical copy in the Learning Resource Centre, research each of the careers below.

Career	Page
Piano tuner	92
Engravers and typesetters	62
Right, licensing, accounts and royalties	56
Artist management	50
Broadcasting Producer	68

RECORD INDUSTRY:
A&R
MARKETING
PLUGGER
DISTRIBUTION
SALES

TEACHING:
SCHOOL TEACHER
INSTRUMENTAL
SINGING
MUSIC THERAPY

BROADCASTING:
PRODUCTION ASSISTANT
PRESENTER
PRODUCER

PRODUCTION
PRODUCER
STUDIO SOU
LIVE SOUND

PERFORMING:
SESSION MUSICIAN
RECORDING ARTIST
CLASSICAL INSTRUMENTALIST
DJ
CHORAL SINGER
CONDUCTOR

PUBLISHING:
SYNCH
PRODUCTION
EDITORIAL
A&R
DIGITAL

CAREERS IN MUSIC

SARA PEACOCK

R·

COMPOSING:
CLASSICAL
COMMERCIAL

☆ MUSIC IN THE COMMUNITY ☆

Research how your learning relates to the local community. Produce a poster, video or podcast about the links you've discovered.

Every submission will receive **5 house points.**

MAD T-SHIRT (The Elements of Music)

MELODY	ARTICULATION	DYNAMICS
The main tune	How it's played	How loud or soft it is
TEXTURE	**STRUCTURE**	**HARMONY**
Layers of sound	Order of sections	The chords that are used
INSTRUMENTATION	**RHYTHM**	**TEMPO**
Instruments used	Pattern of notes and rests	Speed of the music

TIER 2 VOCABULARY

2   **"Bi-"** – "Two", from Latin

=   **"Homo-"** – Meaning "the same", from Latin

Imitation – To respond by repeating an idea from another performer or part

1   **"Mono-"** – "One", from Greek

5   **"Penta-"** – "Five", from Greek

"-phonic" – "Sound", from Greek
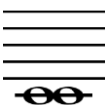
"Poly-" – "Many", from Greek

>1

Slur – Play

"-tonic" – Tones or notes, e.g. a pentatonic has 5 notes

Triad – A chord of three notes, the root, 3rd and 5th. From the Greek for "three".

Unison – Playing the same pitch. From "uni", meaning one, and "sonus" meaning sound.

AFE PRACTICE QUESTIONS

Questions	Link/Song Name
1) Describe the use of dynamics and pitch in the vocal part.	O Mio Babbino Caro by Puccini
2) The lyrics of this song feature super-lyric ideas discussed in our songwriting unit. Identify the semantic field used and any other super-lyric ideas you hear.	You Want It Darker by Leonard Cohen
3) How has this artist used call and response for artistic effect? You should make reference to the voice and guitar.	Am I Wrong by Keb' Mo'
4) Describe the articulation used in the saxophone. You may wish to use your second Mad T-Shirt knowledge organiser.	St. Thomas by Sonny Rollins
5) Describe the features of blues music used in this song.	Lucille by Little Richard

6) Label the parts of the stave below.

Year 8 Physical Education – Rounders & Cricket – Cycle D

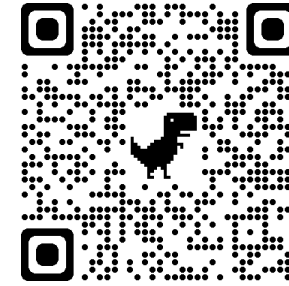|	Tier 2 Vocabulary			Tier 3 Vocabulary	
1	**Demonstrate**	Give a practical exhibition and explanation of a skill is performed	1	**Tactic**	An action or strategy carefully planned to achieve a specific end
2	**Analyse**	Break something down in to its component parts	2	**Motivate**	Encourage others or yourself to do the best you can
3	**Explain**	Requires an example of a point. The answer must contain some linked reasoning	3	**Warm up**	Prepare for physical activity or a performance by practicing gently beforehand
4	**Coach**	Making sure your team can perform to the best of their abilities	4	**Benefits of exercise**	Physical, mental and social benefits to improve well-being
5	**Official**	Referees and umpires make sure that the rules of a game are followed	5	**Performance**	The manner in which sport participation is measured
6	**Captain**	The responsibilities of a sports captain include: encouraging players to cooperate with each other, to think together	6	**Leadership**	Influences other team members in the pursuit of common objectives
7	**Evaluate**	Review/analyse information, bringing it together to form a conclusion/judgement	7	**Respect**	Helps to promote a positive environment for everyone by showing respect towards each other
8	**Teamwork**	Maximises the individual strengths of team members to bring out their best	8	**Communication**	Includes listening as well as speaking fairly. Can also be non-verbal communication
9	**Training methods**	Continuous, Fartlek, Interval, HIIT, Plyometric, Weight, Flexibility, Circuit are different training methods	9	**Resilient**	To be able to bounce back or keep going in difficult circumstances
10	**Justify**	Give reasons for answers. This could range from a single response to extended writing answers, depending on question context.	10	**Precision**	exact and accurate control, in sport this could be bowling exactly where you want the ball to end up

Key Diagram		Challenge questions	
Label the rounders pitch: 1st base 2nd base 3rd base 4th base Bowler Batter Backstop		1.	Who is this:
		2.	What is T20 cricket?
		3.	https://quizizz.com/admin/quiz/588f3248f03129df7d4a7321/rounders
		4.	Who is Jemimah Rodrigues?
		5.	What does LBW stand for?
		6.	How can you score a rounder?
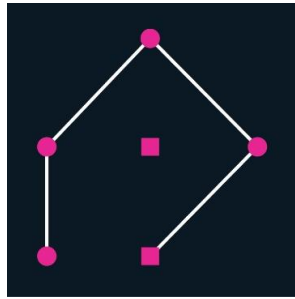
Be brave, dig deep and discover	The National Governing bodies: https://www.roundersengland.co.uk/about-us/ https://www.ecb.co.uk/about-us/about-the-ecb
Suggested reading:	https://www.theguardian.com/sport/video/2021/mar/28/ridiculous-new-zealand-sodhi-our-wickets-11-balls-video https://www.bbc.co.uk/sport/cricket/womens https://www.bbc.co.uk/sounds/play/w3cszhj1 https://www.roundersengland.co.uk/is-rounders-really-dying-out/ https://www.icc-cricket.com/about/cricket/history-of-cricket/early-cricket

SCIENCE BE STRONG - Knowledge Organiser – Cycle D Year 8

Science Command Words

Tier 2 Word	Meaning
Calculate	Use numbers given in the question to work out the answer.
Conclude	Look at both sides of an idea and come to a decision.
Define	Say the meaning of something.
Describe	Recall some facts or processes in a scientific way.
Evaluate	Make points for and against an idea and come to a conclusion.
Explain	Say the reasons for something happening.
Label	Point out the correct names on a diagram.
Measure	Find the amount, size or degree of something.
Predict	Give a likely outcome.
Plan	Write a method.

Units

Quantity being measured	Unit in words and symbols		Quantity being measured	Unit in words and symbols	
Length	metre	m	Temperature	degrees Celsius	°C
Mass	gram	g	Speed	metres per second	m/s
Time	second	s	Area	square metres	m^2
Force	Newton	N	Volume	cubic metres	m^3

Calculate	How to work it out.

Round 1.362 to the nearest hundredths.

1.362 → 1.360

6 is at the hundredths place.
We look next door and find the number 2.
2 is less than 5 and so 6 remains the same.

Round 25.378 to the nearest tenths.

25.378 → 25.400

3 is at the tenths place.
We look next door and find the number 7.
7 is more than 5 and so we increase 3 to 4.

0 . 2 7 5 8 9
Ones Tenths Hundredths Thousandths Ten Thousandths Hundred Thousandth

Experimental Words

Tier 3 Word	Meaning
Accurate	Close to the true value.
Reliable	The original experimenter repeats the investigation using same method and equipment and obtains the same results. Also known as **repeatable**.
Precise	Values are close together and close to the from the mean.
Variables	These are physical, chemical or biological quantities.
Control Variable	Control variable are the parts of the practical that have to be kept constant or monitored.
Dependent Variable	Dependent variable is the part of the practical that is measured.
Independent Variable	Independent variable is the part of the practical that is changed on purpose.
Prediction	A prediction suggests what will happen in the future.
A Fair Test	A fair test is occurs when only the independent variable affects the dependent variable.
Anomalies	These are values in a set of results which are judged not to be part of the variation caused by random uncertainty (an odd one out)
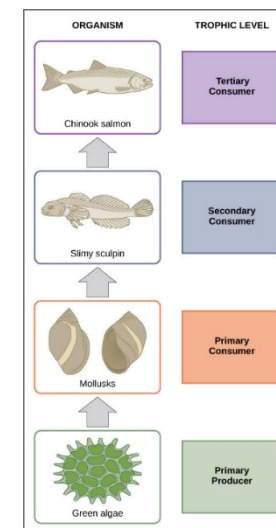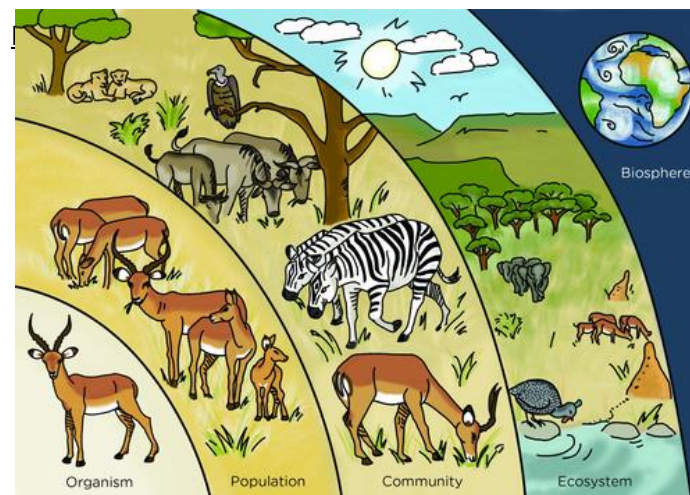
Variation and Ecosystems

Tier 3 Word	Meaning
Habitat	an area where an organism lives
Organism	a living thing – animal, plant, fungus, bacteria, protist.
Species	a group of organisms that can reproduce to have fertile offspring
Population	one species living in a particular habitat
Community	a variety of populations living in the same habitat
Ecosystem	a community combined with the habitat – looking at how the living and non-living interact.

| Types of Variation	
Inherited	Inherited variation is caused by genetics and includes characteristics that are inherited from parents to offspring. For example, skin colour, eye colour and blood type.
Environmental	Environmental variation is caused by environmental factors such as where we live, whom we interact with and our life choices. For example, the length of our hair, if we have any tattoos, scars, piercings and our accent.
Continuous	Continuous Variation occurs when measurements can have any values (within limits). For example: height, weight or foot length. You plot continuous data on a histogram with no gaps. The bell shape of the bars is called a normal distribution.
Discontinuous	Discontinuous Variation occurs when measures have to fall into certain categories. For example: eye colour or shoe size.You plot discontinuous data on a bar chart with gaps.

C	Challenge Questions
	• Draw a food web for the Yellow stone national park.
	• What would happen to the number of wolves in the Yellow stone national park if all the Elk were relocated to a new area?
	• How do hibernation and migration support an animal's chance of survival?
	• Describe the relationship between a clown fish and sea anemone.
	• Describe the human impact on an ecosystem of your choice.

Deep Dive:
- Our Planet: series from David Attenborough – Netflix
- National Geographic Documentary: YellowStone – YouTube
- Genie: One in a Million – University of Leicester
- https://learn.genetics.utah.edu/

Space

Tier 3 word	Meaning
Satellite	An extra-terrestrial body that orbits around a planet. They can be natural like the moon or artificial which are used in communication.
Galaxy	A galaxy is a collection of stars that orbit around either a superstar or a black hole. We live in the Milky Way galaxy.
Universe	The entirety of space that we can observe, includes all of the galaxies.
Orbit	The circular path that all object receive when they come into contact with a large gravitational field, planets orbit stars, and stars orbit in galaxies.
Axis	The tilt of a planet as it orbits its sun, this is measured by how offset the magnetic poles are. Earth has a 23.5° axis and Uranus has a 98° axis!
Season	A phenomenon caused by the Earth's axis as it orbits the sun, it means that at different points in the orbit different hemispheres are tilted closer to the sun.
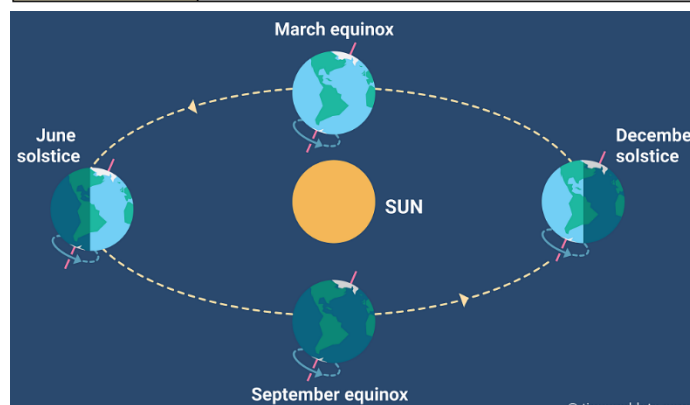
C	Challenge Questions
	• Research how many planets (including dwarf planets) are in our solar system
	• Our Sun is halfway through its life cycle at 4.4 billion years. Describe the life cycle of a star.
	• Explain how black holes form and what makes them so devastating in the universe.
	• Before the end of the sun's life cycle, the Milky Way and Andromeda galaxies will eventually collide, research how scientists have discovered that this will one day happen
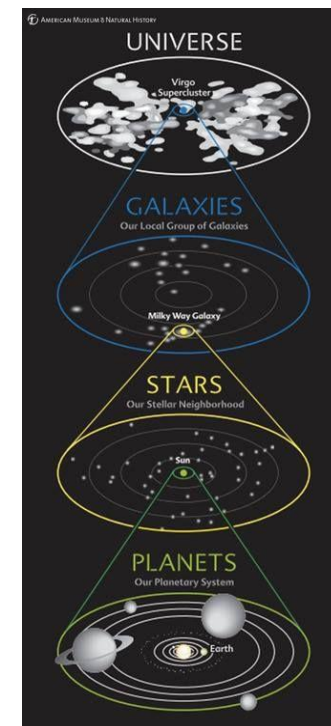
SCIENCE   BE STRONG - Knowledge Organiser – Cycle D Year 8

Chemical Reactions

Tier 3 Word	Meaning
Physical reaction	A reaction that is easy to revers and does not include new substances being made.
Chemical reaction	A reaction that is harder to reverse and involved chemical bonds being broken and made to form new substances.
Reactivity series	A list of elements arranged in order of how reactive they are.
Oxidation	A reaction where a substance reacts with oxygen in the air.
Displacement	When a reactive metal displaces a less reactive metal.

Reaction of Metals

Metal	Heated with Oxygen	With Water	With Acid
Potassium	Burst into flames and oxide forms very vigorously	Produces hydrogen with cold water	Violent reaction
Sodium			
Calcium		Produces hydrogen with steam	Rate of reaction decreases down the table
Magnesium			
Aluminium			
Zinc			
Iron	Glows and oxide forms slowly		
Lead	Oxide forms without glowing or bursting into flames	No reaction with water or steam	Very slow reaction
Copper			
Silver	No reaction		No reaction
Gold			

C	Challenge Questions
	• Write word equations for the first 8 metals in the reactivity series with oxygen.
	• Write word equations for the first 8 metals in the reactivity series with hydrochloric acid.
	• Describe how displacement reactions are used to extract metals from their ores.
	• Describe an experiment that you could do to investigate the reactivity of different metals. Include diagrams of how you would set up the apparatus.

Deep Dive

Here are some websites and links to support you with extra challenge:

SCIENCE   BE STRONG - Knowledge Organiser – Cycle D Year 8

BE STRONG - Knowledge Organiser   Cycle D Topic: La ropa

GRID 1 — UNIT 1: Clothes

Por lo general [usually]		**Singular Feminine**	azul [blue]
		una bufanda [a scarf]	blanca [white]
Cuando hace calor [when it is hot]		una camisa [a shirt]	gris [grey]
		una camiseta [a t-shirt]	amarilla [yellow]
Cuando hace frío [when it is cold]		una camisetas sin mangas [tank top / vest]	marrón [brown]
		una chaqueta [a jacket]	naranja [orange]
Cuando salgo con mi novio/novia [when I go out with my boyfriend/girlfriend]		una corbata [a tie]	negra [black]
		una falda [a skirt]	roja [red]
		una gorra [a baseball cap]	verde [green]
Cuando salgo con mis padres [when I go out with my parents]	**llevo** [I wear]	**Singular Masculine**	azul [blue]
		un abrigo [a coat]	
		un bañador [a swimsuit]	blanco [white]
Cuando salgo con mis amigos [when I go out with my friends]		un chándal [a tracksuit]	gris [grey]
		un cinturón [a belt]	amarillo [yellow]
		un collar [a necklace]	
Cuando juego al fútbol [when I play football]		un jersey [jumper]	marrón [brown]
		un reloj [a watch]	naranja [orange]
		un sombrero [a hat]	negro [black]
		un top [a top]	rojo [red]
		un traje [a suit]	verde [green]
		un uniforme [a uniform]	
		un vestido [a dress]	
En casa [at home]	**lleva** [s/he wears]	**Plural Feminine**	
		botas [boots]	azules [blue]
En el colegio [at school]		pantuflas [slippers]	blancos/as [white]
		sandalias [sandals]	grises [grey]
En la discoteca [at the nightclub]		zapatillas de deporte [sports shoes/trainers]	amarillos/as [yellow]
		Plural Masculine	
En el gimnasio [at the gym]		calcetines [socks]	marrones [brown]
		pantalones [trousers]	naranjas [orange]
En la playa [at the beach]		pantalones cortos [shorts]	negros/as [black]
		pendientes [earrings]	
Nunca [never]		vaqueros [jeans]	rojos/as [red]
Siempre [always]		zapatos [shoes]	
		zapatos de tacón [high heel shoes]	verdes [green]

GRID 2 — Gramática: The present tense of LLEVAR [to wear] & TENER [to have]

LLEVAR [to wear]	una bufanda [a scarf]	azul [blue]
	una chaqueta deportiva [a sports jacket]	blanca [white]
llevo [I wear]		gris [grey]
llevas [you wear]	una camisa [a shirt]	amarilla [yellow]
lleva [he/she wears]	una corbata [a tie]	marrón [brown]
llevamos [we wear]	una falda [a skirt]	naranja [orange]
lleváis [y'all wear]		negra [black]
llevamos [we wear]		roja [red]
llevan [they wear]		verde [green]
	un abrigo [a coat]	
	un bañador [a swimsuit]	
Tener [to have]	un chaleco [a waistcoat]	azul [blue]
	un chandál [a tracksuit]	blanco [white]
tengo [I have]	un cinturón [a belt]	gris [grey]
tienes [you have]	un collar [a necklace]	amarillo [yellow]
tiene [he/she has]	un jersey [a jumper]	marrón [brown]
tenemos [we have]	un reloj [a watch]	naranja [orange]
tenéis [y'all have]	un sombrero [a hat]	negro [black]
tienen [we have]	un top [a top]	rojo [red]
	un traje [a suit]	verde [green]
	un uniforme [a uniform]	
	un vestido [a dress]	

PALMA

People: *En la foto hay...X personas*
Action: *El hombre lleva...*
Location: *Están en Espana*
Mood: *Están contentos*
Additional Information: *Hace sol*

Adjectives ending in 'o' change to 'a' in the feminine.
However, the adjectives ending in 'e' and 's' never change. Colours which are also objects in nature (naranja, rosa marron) also never change.
All adjectives add an "s" for plural (add 'es' if it already ends in 's'.)

GRID 3

Time phrase ➔	Future/Conditional Verb ➔	Infinitive verb ➔	Noun phrase ➔
Mañana [Tomorrow]	**voy a** [I am going to]	**llevar** [to wear]	**ropa de calle** [my own clothes]
			ropa de marca [designer clothes]
			uniforme [uniform]
Este fin de semana [This weekend]		**comprar** [to buy]	**caramelos** [sweets]
	vamos a [We are going to]		**recuerdos** [souvenirs]
			regalos [presents]
El fin de semana que viene [Next weekend]	**me gustaría** [I would like to]	**hacer** [to do]	**buceo** [diving]
			deporte [sport]
			turismo [sightseeing]
Durante las vacaciones [During the holidays]	**nos gustaría** [We would like to]	**ir** [to go]	**a la universidad** [to university]
			de compras [shopping]
			de marcha [clubbing]
El año próximo [Next year]		**bailar** [to dance]	**en una discoteca** [in a club]
		comer y beber [to eat and drink]	**en un restaurante** [in a restaurant]
Cuando sea mayor [When I am older]		**descansar** [to rest]	**en casa** [at home]
			en la playa [on the beach]

20

Exclamations!
¡Qué sorpresa! (*What a surprise!*)
¡Qué pesadilla! – (*What a nightmare!*)
¡Qué desastre! – (*What a disaster!*)
¡Qué maravilla! – (*How marvelous!*)
¡Dios mío!/¡Madre mía! – (*Oh my goodness!*)

Questions
¿Te gusta...? – (*Do you like...?*)
¿Vas a ....? – (*Do you go to?*)
¿Qué piensas de esto? – (*What do you think about this?*)
¿Cómo es...? – (*What is .... Like?*)

Uber-cool Phrases
Seamos honestos – (*Let's be honest*)
Mucha gente dice que – (*A lot of people say that*)
No cabe duda de que – (*There is no doubt that*)
Siempre me ha gustado – (*I have always liked*)
Pase lo que pase – (*Whatever happens*)
Que yo sepa (*As far as I know*)
Como todo el mundo sabe – (*As everyone knows*)

Opinions
Pienso que – (*I think that*)
Creo que (*I believe that*)
Diría que – (*I would say that*)
No aguanto – (*I can't stand*)
Me parece que – (*it seems to me that*)
Tengo que decir que – (*I must say that*)
A mi modo de ver – (*From my point of view*)

Brave valiente

Use EQUATACO

Adverbs:
Ly -> mente
Totalmente: *totally*
Absolutamente: *absolutely*
Francamente: *frankly*
(Des)afortunadamente: *(un)fortunately*

Ment**a** means mint in Spanish!

Connectives
Sin embargo / no obstante (*however*)
También (*also*)
Pero (*but*)
Además (*in addition*)
porque / ya que/ puesto que / dado que (*because*)

Adjectives

ic -> ico
atlético/a (*athletic*)
artístico/a (*artistic*)
excentrico/a (*eccentric*)
fantástico/a
sarcástico/a
romántico/a

ent -> ente
diferente (*different*)
evidente (*evident*)
excelente
ant -> ante
arrogante (*arrogant*)
elegante

Impresionante (*impressive*)

Tenses

PAST	fui a + infinitive (*I went to + inf*)
PRESENT	suelo + infinitive (*I usually + inf*)
FUTURE	voy a + infinitive (*I'm going to + inf*)

Challenge Questions (Write your answer using the POINT structure)

1. ¿Qué llevas normalmente los fines de semana?
2. ¿Te gusta el uniforme escolar?
3. ¿Qué te gustaría llevar en el colegio?
4. ¿Te gusta la comida sana? [Cycle A]
5. En qué trabaja tu familia? [Cycle B]
6. En qué te gustaría trabajar en el futuro?
7. ¿Qué haces en tu tiempo libre? [Cycle C]

Dig Deeper

1. Download the Duolingo app and earn lots of points practising new Spanish words
2. Research traditional clothing in the 20 countries where Spanish is an official language. If you're feeling creative you could recreate some!
3. Find out more about the Spanish fashion industry and international Spanish brands such as *Zara* and *Mango.*
4. Get together with some friends to record a fashion show, describing what everyone is wearing in Spanish.