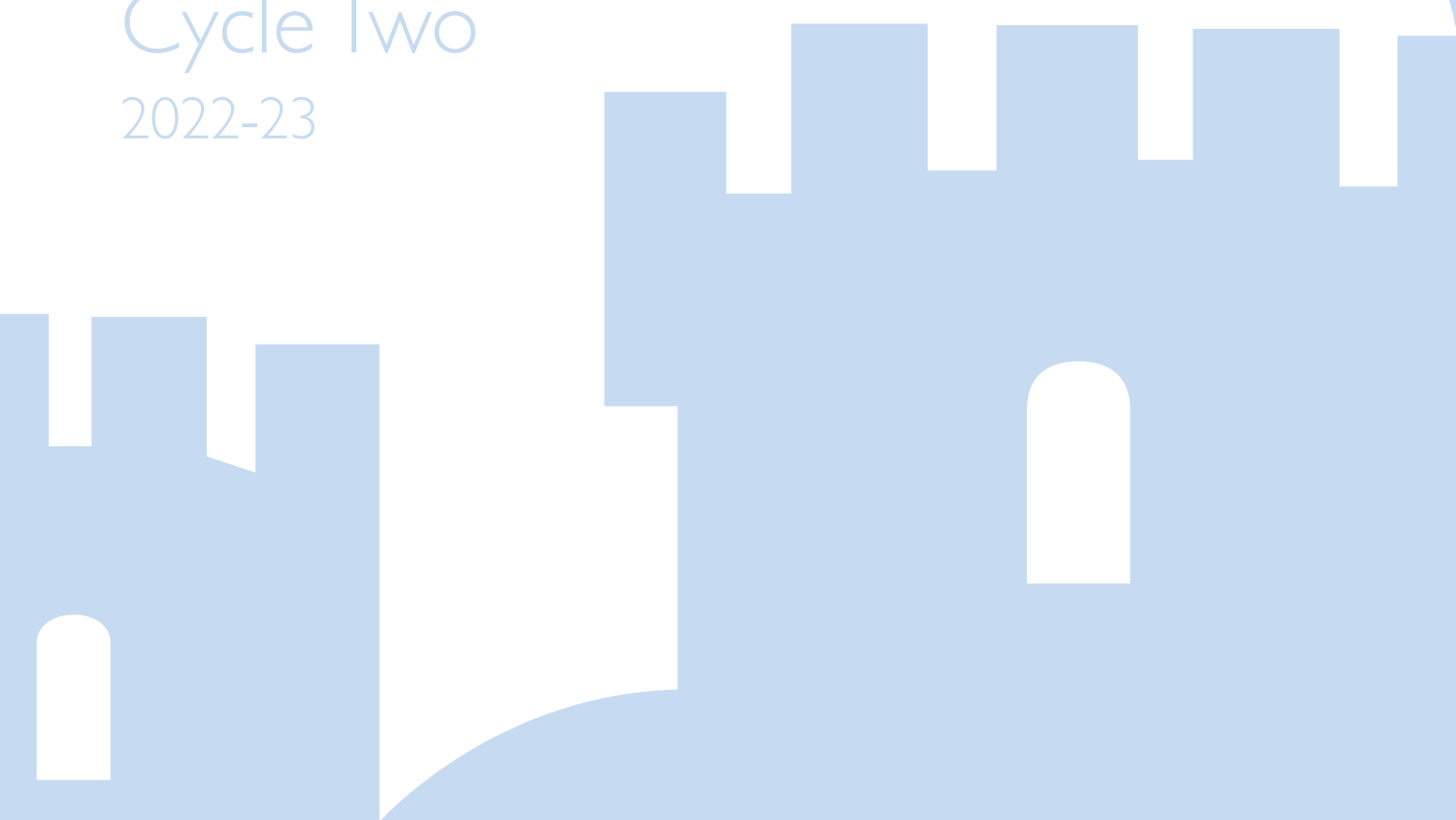


Knowledge Organiser

Year 8

Cycle Two

2022-23
















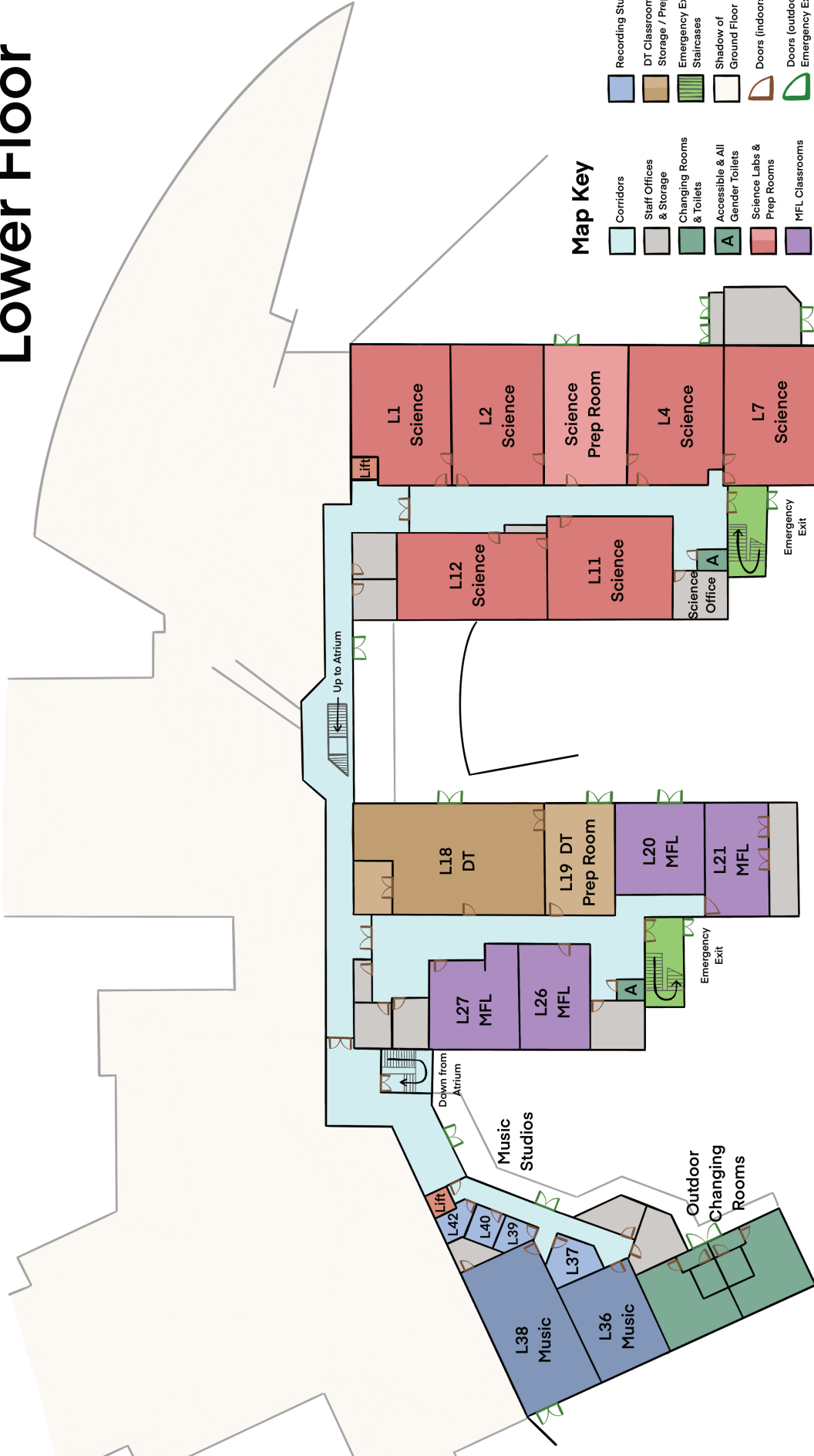
Week A	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
BREAK TIME					
Period 3					
Period 4					
LUNCH TIME & CANON					
Period 5			Electives 13:30-15:00		
Period 6					

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
BREAK TIME					
Period 3					
Period 4					
LUNCH TIME & CANON					
Period 5			Electives 13:30-15:00		
Period 6					

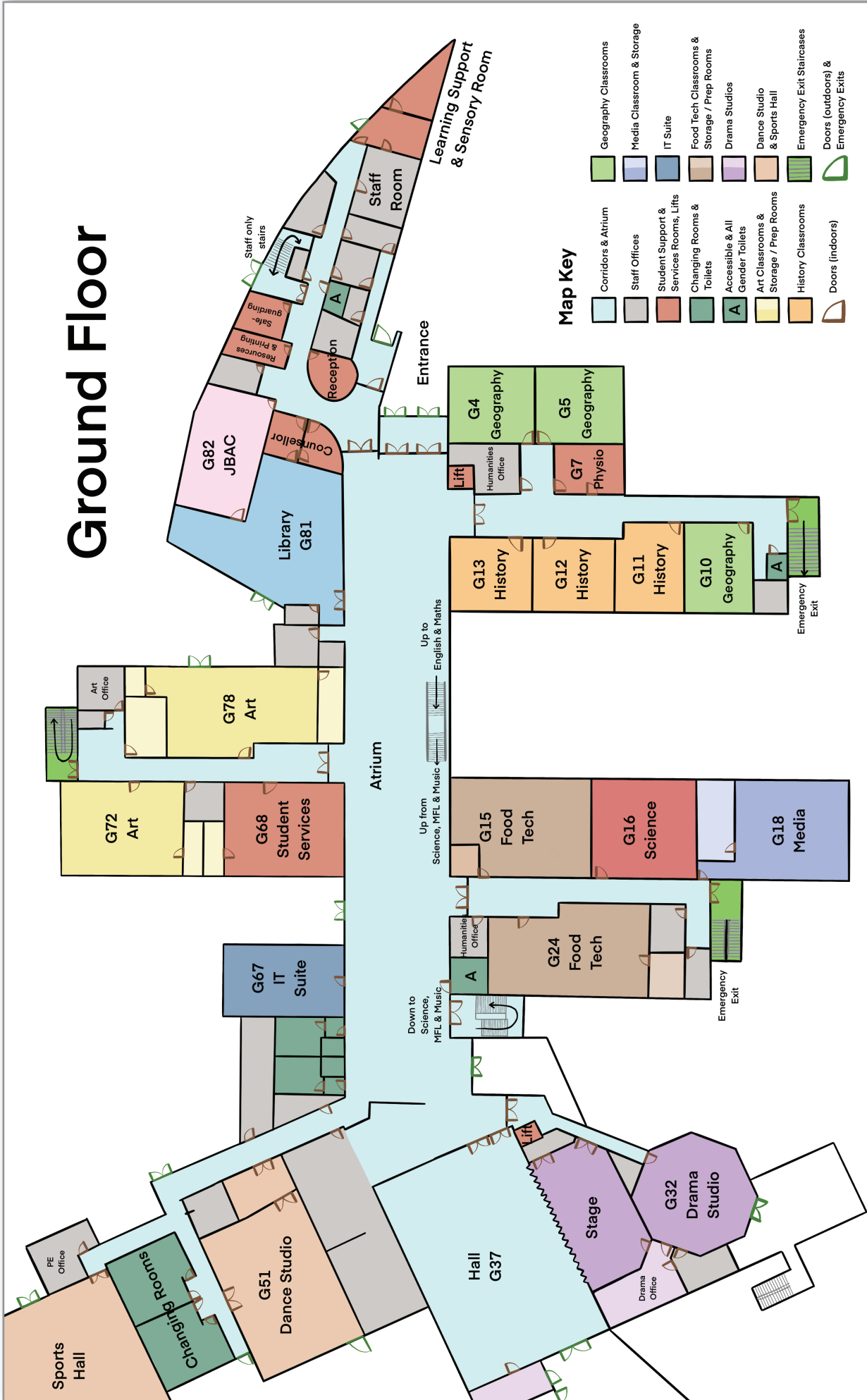
Lower Floor

Map Key

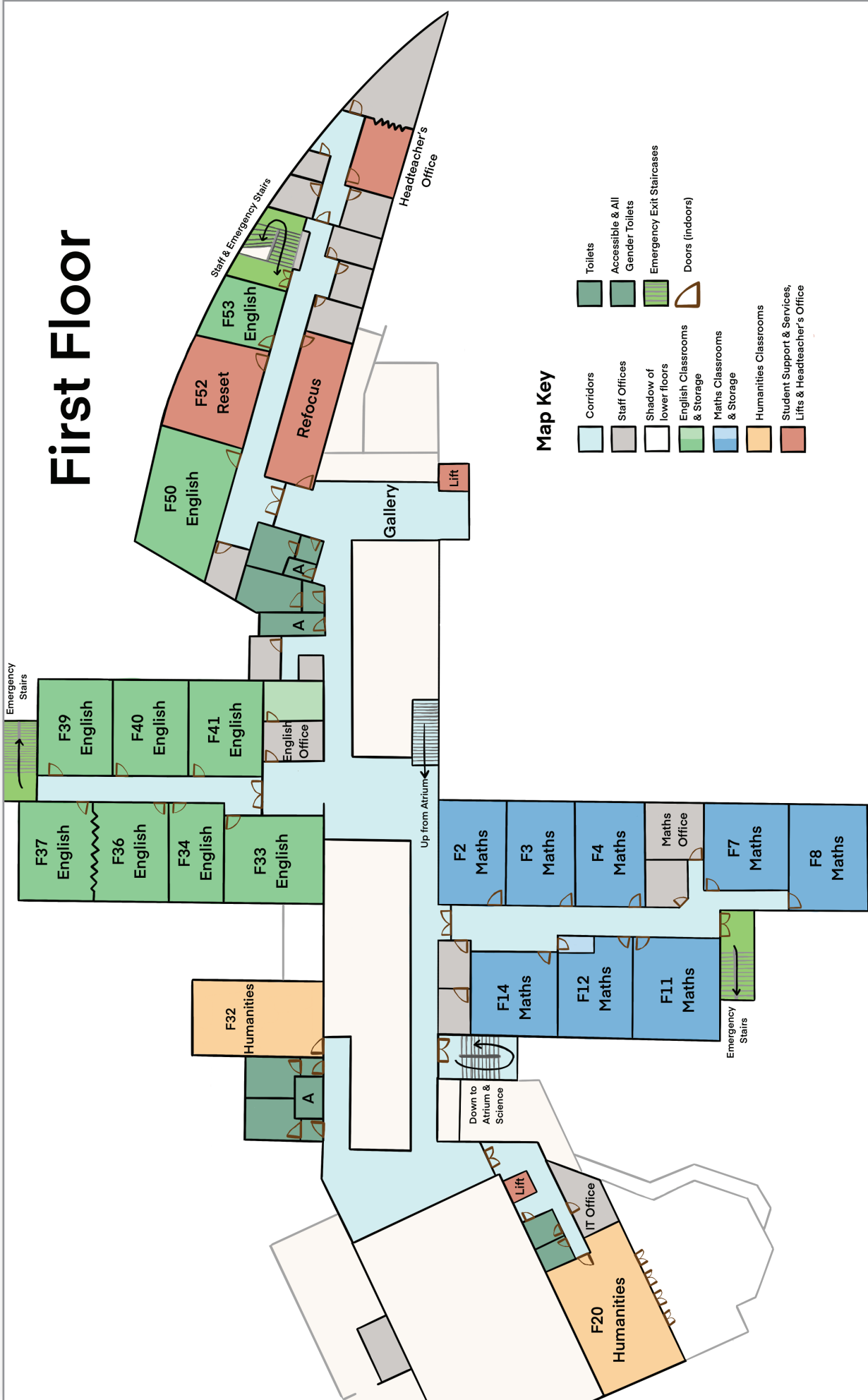
	Corridors		Recording Studios
	Staff Offices & Storage		DT Classroom & Storage / Prep
	Changing Rooms & Toilets		Emergency Exit Staircases
	Accessible & All Gender Toilets		Shadow of Ground Floor
	Science Labs & Prep Rooms		Doors (indoors)
	MFL Classrooms		Doors (outdoors) & Emergency Exits
	Music Classrooms		



Ground Floor



First Floor

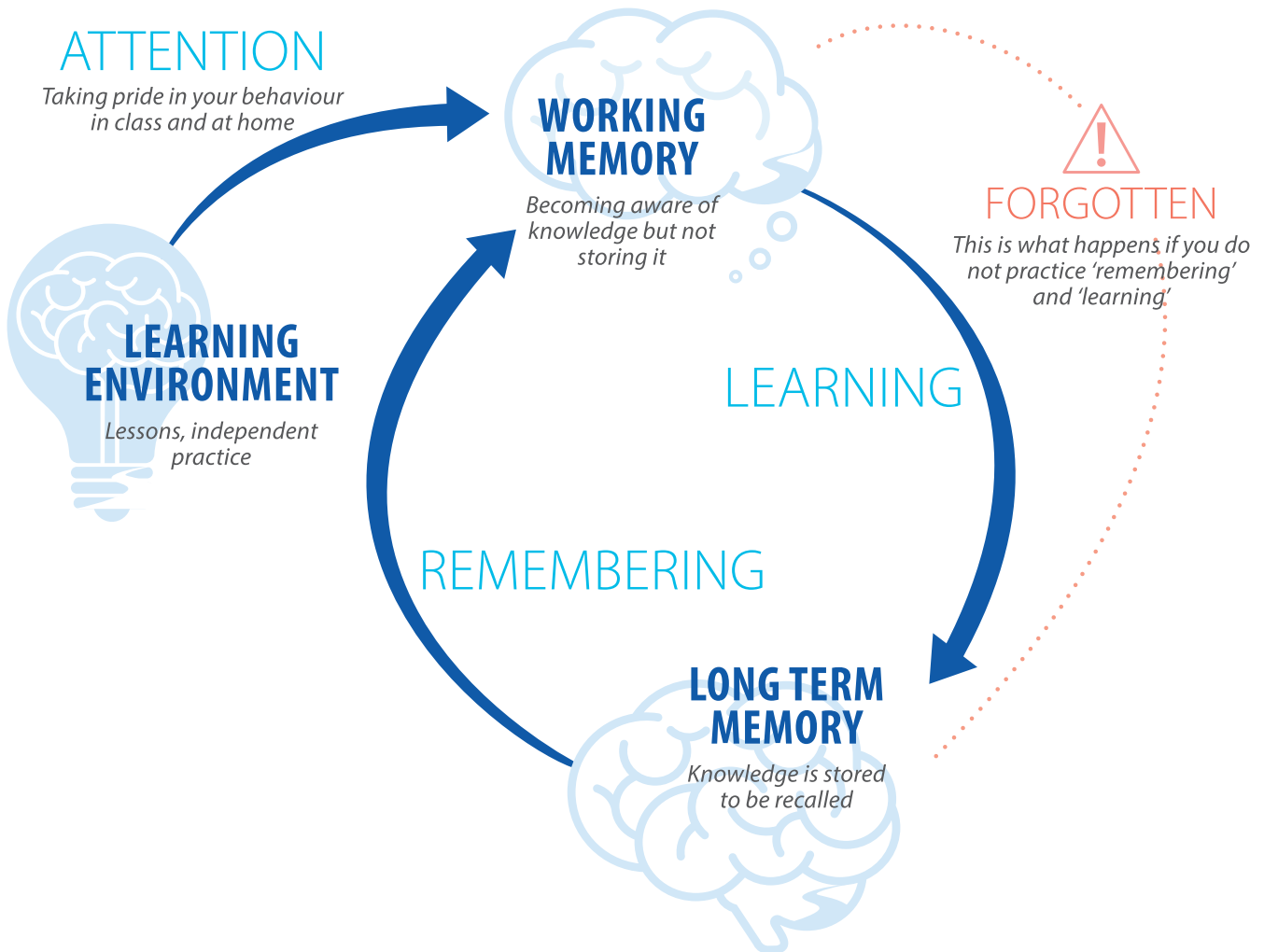


Map Key

- Corridors
- Staff Offices
- Shadow of lower floors
- English Classrooms & Storage
- Maths Classrooms & Storage
- Humanities Classrooms
- Student Support & Services, Lifts & Headteacher's Office
- Toilets
- Accessible & All Gender Toilets
- Emergency Exit Staircases
- Doors (indoors)

This is how you learn

Your mind is split into two parts: the **working-memory** and the **long-term memory**. Everybody's **working-memory is limited**, and therefore it can very easily become overwhelmed. Your **long-term memory**, on the other hand, **is effectively limitless**.

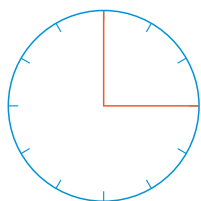


There are many different ways to learn the material in your knowledge organisers. Mr Ovens and Mrs Payne will be demonstrating how to use your knowledge organiser effectively in videos during the school year. These will be used in lessons and Canon time and will also be available on the school website. Whichever retrieval practice method you decide to use, your tutor will ask to see evidence of your work.

Here are some methods you could use to complete your homework:

- Read - Cover - Write - Check:** Read the section (or week) of your knowledge organiser several times. Cover it so you can no longer see it. Write down as much as you can remember. Check your knowledge organiser again. What information did you recall and what did your memory not retain? Make any corrections and additions using your green pen.
- Flashcards** - using an A6 size card/paper; turn the information in your knowledge organiser into a series of questions and then write the corresponding answer on the back of the card. This means that you can test yourself. Simply writing everything on the card would have no impact on your memory and retention of the information.
- Flip and fold pages** - This may be useful when you have completed a series of weeks or at the end of the topic. On one page, write down all of your revision notes. Fold the paper in half and create a mind map of the most important information on one side. Fold it again and write all of the key vocabulary on one side. Fold for the final time and draw symbols and icons that would help you to remember the content of your full page.

- d. Elaboration** - For each of the points you are revising, develop them further by asking yourself questions e.g. why would the rainfall be 2000mm? Why might mime be used as a theatrical technique?
- e. Retrieval practice grid** - Many of you would have used these in history. Divide your page into three columns and nine lines. Write questions and answers for your chosen topic. Ask family members and friends to ask you the questions and you give them the answer, focusing on one column at a time. If you get it wrong, they need to tell you the answer and you repeat it. You now need to go back into the top of the column of nine questions and try again until you get them all correct. Move onto the next column. This would be a good grid to build up over the course of the 10 weeks of knowledge organiser homework so that you had one grid per subject!

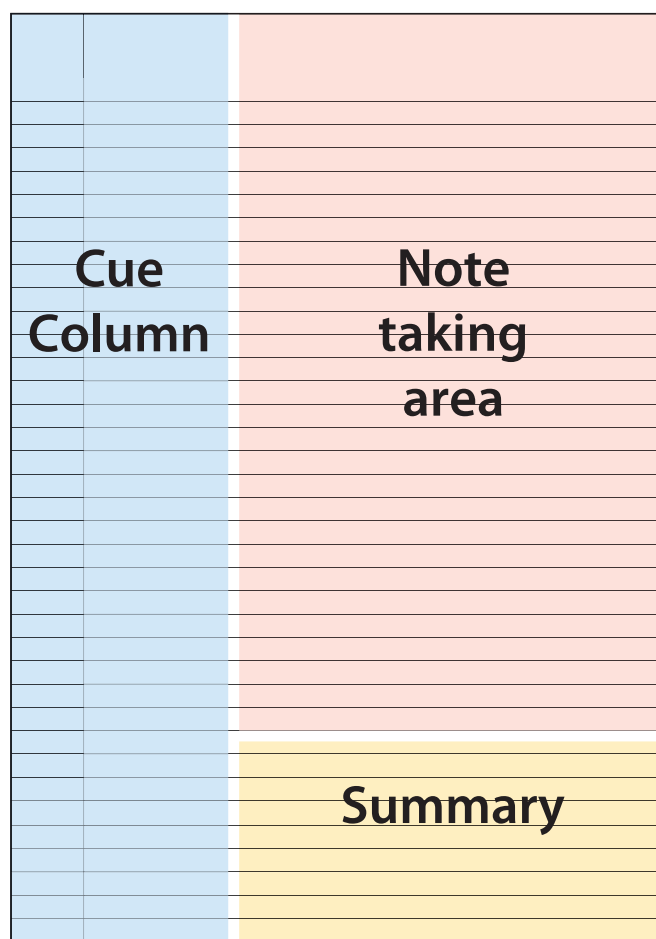


Repeat the processes above until you have spent 15-20 mins per subject per day. For example, repeated practices of 'Read - Cover - Write - Check' would be expected; not just one attempt.

REMEMBERING: MASTERING YOUR MEMORY

Cornell Notes

1. Divide your page into three sections like in this diagram.
2. In the note taking area, complete your work normally (if taking notes, try only to write down key information)
3. In the bottom section, summarise all the information in the note taking area into 3 bullet points
4. The Cue Column is where the magic happens - in this area, write a series of quiz questions about the notes you have written.
5. When revising, try to answer the quiz questions in the cue column before you read your notes. If you can do it, well done! You have **remembered** this. If not, you need to **learn** it again.
6. The Summary at the bottom of the page also strengthens the learning. It can be used as a prompt for you too try and remember the knowledge in the note taking area.



Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.

Writing Structures

HISTORY: Key phrases in written answers

Using evidence:

- » This can be shown by...
- » I know this because...
- » Evidence to support this is...

Explanation:

- » This led to...
- » This meant that...
- » This clearly shows us that...
- » This was significant because...
- » This had an impact on...
- » Admittedly x was a factor; however, y was more significant because...

GEOGRAPHY: Writing structures / acronyms

When you are describing the location of a place in the world, refer to CLOCC:

Compass directions
 Latitude
 Oceans
 Continents
 Countries

When you are describing a pattern on a map or a trend on a graph, refer to TEA:

Trend (what is the general pattern?)
 Example (Identify specific examples from the map/graph)
 Anomaly (what does not fit the pattern/is an outlier?)

When you are completing a 5, 6 or 9 mark question in geography, it requires you to write well-developed points. To do this, follow the structure below:

Make a point
 ...which means that...
 As a result of this, ...
 We call this **double developing** a point.

You are regularly asked the question 'To what extent do you agree...?'

In response, consider the range of 'extents'.
 I slightly / partially / mostly / completely agree because, firstly, ...
 To a small / some / large extent, ...
 To some extent / to a large extent, I agree...

If you are asked to write about two sides of an argument, try 'Triple O'

On the one hand, ...
 On the other hand, ...
 Overall, ...

In geography, we regularly refer to:

 **Social**,  **economic** and  **environmental perspectives**

(e.g. The social impacts of Typhoon Haiyan included the deaths of over 6,000 people)

Sustainability: which refers to 'meeting the needs of the present without compromising the ability of future generations to meet their own needs'. Here, we can use our previous terms. 'This is socially/economically/environmentally sustainable because...'

The level of development of a country: High Income Countries (HICs - e.g. UK); Newly Emerging Economies (NEEs - e.g. Brazil); Low Income Countries (LICs .e.g Chad)

ENGLISH:

English: Analyse your quotation using IMPACTS

I	In particular, [WRITER]'s use of (METHOD) "... " creates a IMAGE, suggesting... The writer's use of (EVOCATIVE/EMOTIVE/GRAPHIC) IMAGERY in the phrase "... " suggests...
M	In particular, [WRITER]'s use of (METHOD) "... " contributes to a ... MOOD, creating the sense that... The use of the (WORD TYPE) "... " further adds to the ... ATMOSPHERE evoking a feeling of...
P	[WRITER]'s repeated use of (METHOD) throughout the extract establishes a PATTERN of... that perhaps reinforces...
A	The term "... " is typically ASSOCIATED with..., perhaps implying...
C	In the CONTEXT of the extract, the term "... " creates CONNOTATIONS of..., perhaps suggesting...
T	In particular, [WRITER]'s use of (METHOD) "... " strikes aTONE, creating the sense that...
S	[WRITER]'s use of the phrase "... " is perhaps SYMBOLIC of... and may suggest...

PARAGRAPH STRUCTURE	PURPOSE OF PARAGRAPH	SENTENCE STRUCTURES
Premise/Title	Fit with convention and to alert reader to topic	
Descriptive hook: begin by describing a scene that is relevant to the question. Do not express your view, although your view ought to be implied by your description. Ask the reader to imagine a scene.	To engage your reader in imagining a scene which then illustrates your point. The narrative tone is easy to engage with.	Imagine, if you will Do you see...? Do you see...? Do you see...? No. No. And no. Instead, you see... We live in a world where ..., where ..., where ...
Position paragraph: now, very clearly express your position on the issue. Provide an overview and reasons for your opinion, supported by an expert view.	To begin to persuade the reader of the logic and the wisdom of your point of view.	...should absolutely... In 2017, the centre for X research at Exeter university produced a report on ... Shockingly/unsurprisingly/staggeringly, Professor Julie Buckle, who co-authored the report, is adamant that ... Some believe...; others believe..., but this much is clear: put your position here
Relevance paragraph: make the point that the debate is relevant now and explain why. Why should people think about the issue now?	Explains why the debate is relevant to modern society so that the audience can engage with the topic.	Why does it matter? Let me tell you why it matters: it matters because...; it matters because ..., and it matters because ... Those that experience this No one - no matter where he lives or what he believes - can be certain that ... No wrongs have ever been righted by ... Some believe..., some believe...
Optional Counter Argument: here accept other people may believe differently to you. Perhaps acknowledge part of their argument but then provide a rebuttal. Why are they wrong?	This shows you recognise others may not have the same views, but your view is better.	Officials from/ Name claim that..... I'm not saying.....I'm not saying..... I'm not saying..... but..... Ultimately we must recognise.....
Solution paragraph: by this point you have explained the problem and your view, but now you need to offer a solution. It is not enough simply to describe the issue, there must be a call to action	To offer a solution to the issue and encourage the reader to do something about it.	I do not propose a set of specific remedies, nor is there a single set. Though for a broad and adequate outline, we know what must be done: ...
Conclusion: Remind the reader of your position in a powerful way.	Pithy fragmented paragraph to summarise main idea.	Here then, is the thought with which I wish to leave you: less..., more ...

St James Academic Writing Builder (Higher)

St James Academic Writing Steps

1. Be clear
2. Objective voice : No 'I's. Any-where. At all.
Put the writer in charge.
3. Speculative phrases: speculate to accumulate marks! Use uncertainty to sound smart!
4. Confident phrases - be the ex-pert.
5. Academic verbs
6. Interest phrases
7. 'Flow': Connective phrases
8. Context to introduce and idea
9. Voice: individual style

WAIT!

1. Before you choose: make sure you select adverbs, verbs and noun phrases that work together and make sense.
2. Check with your teacher or ask a friend if you're not sure.

2. Put the writer in charge:	3. Choose your academic adverb:	4. Choose your academic verb:	5. Select your academic noun phrase:
The author The poet The writer [Author's name] Through the use of....., Shakespeare.....	powerfully movingly poignantly ironically insistently subversively persistently consistently subtly interestingly humorously unexpectedly typically unusually unsettlingly disturbingly	critiques exposes attacks alludes subverts explores criticises reveals plays with contrasts expresses insinuates argues highlights evokes exploits elicits suggests	attitudes sentimentality idealisation conventions consequences ideas language Truth symbolism metaphors illusions thoughts reality effects representations stereotypes clichés
			to of about
			love women poverty conflict ambition power war battle humanity control nature maturity loss of innocence loss of... human psyche human nature motherhood responsibility isolation identity gender

I. Construct an academic 'nod' to the context	
Appalled by	Appalled by widespread poverty, Dickens.....
Motivated by	Motivated by a desire for social reform, Priestley.....
Due to the widespread	Due to the widespread belief in Malthusian Economic theory, Dickens....
Driven by a desire to	Driven by a desire to promote social reform, Priestley.
Having witnessed	Having witnessed the widespread poverty in Victorian Britain, Dickens....
Perhaps seeking to	Perhaps seeking to highlight the cruelty of child poverty, Dickens....
An ardent believer in	An ardent believer in Socialist political ideologies, Priestley....

Confident phrases	Speculative phrases
Certainly	Perhaps
Unquestionably	It could also be suggested
Undoubtedly	It could also be interpreted
Fundamentally	It might
Ultimately	It could also be considered
This certainly	It could be viewed from a different perspective
Without doubt	Possibly

Homework Expectations

What are the Independent Study expectations?

You must aim to meet the following expectations. Any adjustments to these expectations must be discussed with your Tutor:

- Check the schedule below to see which knowledge organisers you should use each day.
- Complete **work should reflect 15 minutes worth of recall/revision per subject.**
- Use your knowledge organiser after you have finished to **mark and correct** your own work.
- Write the date and subject heading for each piece of work.

T on **Time**

Homework should be **TANC**.

A **Accurate**

Any work that is not **TANC** will be considered incomplete.

N **Neat**

C **Complete**

Homework Timetable

Some subjects will not set homework every week. But when they do set homework, it will be due in on set days. Your teachers will inform you of which day their homework is due in. You can write it in the table below.

Week A	Subject 1	Subject 2	Subject 3	Subject 4
Monday			Sparx Maths	
Tuesday			Enrichment	
Wednesday	Science	Geography	History	PE
Thursday	Science	English	JBACC	French or Spanish
Friday	Science	English	Computer Science	Sparx Reader

Week B	Subject 1	Subject 2	Subject 3	Subject 4
Monday			Sparx Maths	
Tuesday			Enrichment	
Wednesday	Science	Geography	History	Drama
Thursday	Science	English	Music	French or Spanish
Friday	Science	English	Technology	Sparx Reader

*Art and Design: in addition to your knowledge organiser work, you will be expected to complete some independent research into various artists and art techniques. This research is very important to get the most out of your learning in Art & Design. Your art teacher will explain what you need to do. This will be checked in your art lesson and not be checked in tutor time.

Stop



'They're not bullying you because of you, they're bullying you because of how they are'

Jessie J

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups.

Bullying can take many forms including:

- emotional abuse
- social bullying
- social media
- threatening behaviour
- name calling
- cyberbullying
- sexting

Bullying includes REPEATEDLY:

- people calling you names
- making things up to get you into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from you
- damaging your belongings
- stealing your money
- taking your friends away from you or leaving you out
- posting insulting messages or rumours, in person online
- threats and intimidation
- making silent or abusive phone calls
- sending you offensive texts or messages

Speak



'Blowing out someone else's candles doesn't make yours shine any brighter'

Drake

Speak to someone.

No one has a magic wand, but we always do our best and we do really care.

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.



You're **not** alone

Don't be afraid to tell an adult. **Telling isn't snitching!**



Support



'You always have to remember that bullies want to bring you down because you have something that they admire'

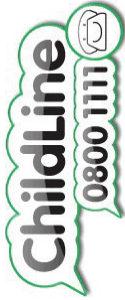
Zak Efron

What we do at St James to deal with bullying:

- **Mentoring** is having a named person you can go to for support at school. Tutor/HOY/Refocus/Other
- **Restorative justice** brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.



Any form of bullying will not be accepted at St James.





Artist Research Guide AO1

Who is your chosen Artist?

Provide a brief biography...

What is their best-known work? Do they belong to a particular 'genre' or 'movement' of Art or Photography - i.e. Surrealism, Pop Art or Expressionism etc?

Sentence starters:

Andy Warhol was considered to be...

Frida Kahlo is thought to be...

Form:

Describe exactly what can you see in the artwork? What's in the foreground or background?

Is it figurative or abstract? What colours can be seen?

I can see...

In this painting, I can see...

The work reminds me of...

The size of the work suggests...

Process - Describe how the artist achieved the art using formal elements?

What kind of elements can you identify?

Lines - thin, thick, curved, jagged, zigzag, heavy, light, short, wavy, flowing, direction, dotted, vertical, horizontal, expressive

Colours - primary, secondary, tertiary, warm, cool, complimentary, harmonious, monochromatic, vivid, solid, dark, tone, tint, vibrant

Texture - impasto, thick, rough, soft, smooth, furry, gritty, fine, uneven, bumpy, dry, abrasive

Space - composition, perspective, positive space, negative space, foreground, background, middle ground

Shape - circular, square, triangular, organic, curvaceous, geometric

Pattern - natural, manmade, repeating, regular, irregular, radial, spiral, rhythm, symmetry

Context - What do you think the artist is trying to convey? What does it make you feel or remind you of?

What kind of feelings does it evoke? Imagine what you can smell, taste, touch or hear in the work...

Adjectives to describe feeling or appearance of the art:

Expressive, alive, lonely, atmospheric, complex, delicate, funny, sad, shocking, joyous, beautiful, ugly, strange, imposing, disturbing, depressing, harrowing, ethereal, nostalgic, impressionistic, surreal, fake, distorted, symbolic, abstract, geometric, flowing, exciting, sombre...

I think the art was/were created in response to...I think this because...

I think that the artist is trying to say...

I really like how the main emphasis is on...

My eyes are drawn to... I believe the artist has achieved this by...

I think the theme or idea behind this artwork is...

If I were inside this artwork, I would be feeling or thinking...

I like the idea of using this technique to make...

I am going to attempt to use a similar technique to create a set of (drawings? monoprints? paintings? lino prints? etc.)...

I want to experiment with...

Year 8 Computing Cycle Two - Searching Algorithms

Week 1	Week 2	Week 3
<p>DATABASE</p> <p>Database - An organised collection of data Row - Data which goes across Record - The data inside a row Column - Data which goes down Field - The data inside a column Query - The method for searching a database for a particular value</p>	<p>BUBBLE SORT</p> <ol style="list-style-type: none"> Compare the first value in your list with the second value. Whichever is smallest should be moved so it is on the left. Compare the second value in your list with the third value. Whichever is smallest should be moved so it is on the left. Compare the third value in your list with the fourth value. Whichever is smallest should be moved so it is on the left. Compare the fourth value in your list with the fifth value. Whichever is smallest should be moved so it is on the left. Repeat these steps until you get to the end of the list then go back to the beginning and repeat the steps again until your list is sorted into the correct order. 	<p>MERGE SORT</p> <ol style="list-style-type: none"> Split list into eights, fours, two's and then into single numbers and then back again but making swaps Example: 1,5,9,7,8,2,4,10,6 Split into fours: 1, 5, 9, 7 8, 2, 4, 10 6 Split into twos: 1, 5 9, 7 8, 2 4, 10 6 Split into singles: 1 5 9 7 8 2 4 10 6 Join back to twos: 1, 5 9, 7 8, 2 4, 10 6 but makes swaps so it actually becomes 1, 5 7, 9 2, 8 4, 10 6 Join twos back to fours: 1, 5, 7, 9 2, 8, 4, 10 6 But makes swaps so it actually becomes 1, 5, 7, 9 2, 4, 8, 10 6 Which joins back and makes swaps so it becomes
<p>Week 4</p> <p>INSERTION SORT</p> <ol style="list-style-type: none"> Start with the single sorted value Take the first value you need to sort from the unsorted list. Compare it to the single sorted value to work out whether it needs to go to the left or right of the sorted value Take the next value you need to sort from the unsorted list. Compare it to the sorted value to work out whether it needs to go to the left or right of the sorted value. Then compare it to any other value already in the list to work out where it needs to go. Take the next value you need to sort from the unsorted list. Compare it to the sorted value to work out whether it needs to go to the left or right of the sorted value. Then compare it to any other value already in the list to work out where it needs to go. Repeat these steps until all the values are sorted. 	<p>Week 5</p> <p>REVISION WEEKS TWO TO FOUR</p> <p>Practice each of the sorting algorithms we have covered in lessons and are displayed in weeks two, three and four. Make sure that you are confident in switching between each type ready for your assessment.</p>	

Year 8 Drama Cycle Two

Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10
<p>KEY VOCABULARY</p> <p>Conscience alley - Used as a way of exploring thoughts and opinions about a dilemma or issue.</p> <p>Status - The power difference in the relationship between characters.</p> <p>Subtext - The implied meaning of a scene, something that is not spoken.</p> <p>Stage directions - An instruction in the script telling you a particular movement, position or tone of the actor. It could also include lighting and sound effects.</p> <p>Blocking - The precise movement and positioning of actors on stage.</p> <p>Playwright - the individual who has written the text as a play.</p> <p>Historical context - What is happening during the time the playwright created the text.</p> <p>Marking the moment - Using a dramatic technique to draw the audience's attention to an important moment in the scene</p> <p>Physical characterisation skills - all the things you can change about your body to show a character.</p> <p>Vocal characterisation - How an actor changes their voice to represent their character.</p> <p>Character arc - Transformation or inner journey of a character throughout the play.</p>	<p>Week 3 and 4</p> <p>WEEK 3 - PLAY FACTS</p> <ul style="list-style-type: none"> Willy Russell (The playwright) was born in Liverpool in 1947 in a working class background Russell left schools with no qualifications and became a hairdresser Russell returned to college at age 20 and went on to become a teacher and started writing plays Blood Brothers was written in 1982 During the 1980's there was high unemployment in Liverpool Margaret Thatcher was prime minister and working class people struggled to find jobs Russell was frustrated with the upper and lower class divide which is why the wrote the play <p>WEEK 4 - THEMES IN THE PLAY</p> <p>Write down the following themes</p> <ul style="list-style-type: none"> Social class Nature Vs Nurture Friendship and loyalty Growing up Fate and superstition 	<p>Week 5 and 6</p> <p>THE STORYLINE</p> <ul style="list-style-type: none"> Mrs Johnstone, a struggling single mother of seven, finds out that she is pregnant with twins. Her employer, Mrs Lyons persuades Mrs Johnstone to give her one of the babies. Mrs Lyons takes Edward and pretends he is hers even convincing her husband. Mrs Lyons fires Mrs Johnstone Aged 7, Mickey and Edward meet and become best friends, along with Mickey's neighbour Linda. Scared of Edward finding out the truth, the Lyons move to the countryside. Soon afterwards, the Johnstone's (and Linda's family) are rehoused by the council. As teenagers, Mickey and Edward meet. Linda and the boys remain close. Edward goes to university. After marrying a pregnant Linda, Mickey loses his factory job. Unemployed, Mickey is involved in crime with his brother Sammy, and both are sent to prison. Mickey becomes depressed and relies on tablets to cope After Mickey comes out of prison and starts a new job, Edward and Linda start a light romance. Mickey finds out and is furious so he gets a gun and goes to find Edward at his workplace, the town hall. Mrs Johnstone follows Mickey and tells him in front of Edward that they are twins. The police also arrive. Mickey waves the gun around and it accidentally goes off, killing Edward. The police shoot Mickey. The twins both lie dead 	<p>Week 7 and 8</p> <p>CHARACTERS</p> <ul style="list-style-type: none"> The narrator - On stage throughout the whole play, communicates with the audience but does not get involved in the events Mickey - One of seven kids, he is close to his mother. Has a lack of education and grown up with his mum struggling for money. He feels hopeless in adulthood and makes criminal decisions. Edward - Brought up thinking he is the son of Mrs and Mr Lyons. He is a warm and kind boy who is well educated and goes to university. He is surprised by Mickey and finds his way of life exciting. Mrs Johnstone - She is a warm and caring mother despite her money worries. She was left by her husband for another woman. She is very superstitious, Mrs Lyons takes advantage of this. Mrs Lyons - She is a very lonely lady who wants attention from her husband. She is unable to have children and convinces Mrs Johnstone to give up one of her twins. She is devout and well educated. Mrs Lyons is upper class and has money. Linda - She is kind and confident. She tries to protect Mickey throughout the play but has a relationship with Edward when Mickey becomes addicted to drugs. She is torn between Mickey and Edward. 	<p>Week 9 and 10</p> <p>WEEK 9 - STORY ARCH</p> <p>The transformation or inner journey of a character over the course of a story.</p>  <p>WEEK 10 - STAGE DIRECTIONS</p> <p>Stage directions can be prescriptive (They tell you what to do) or descriptive (describe what's going on but not exactly what you should do to show it.)</p> <p>STAGE DIRECTIONS</p> 

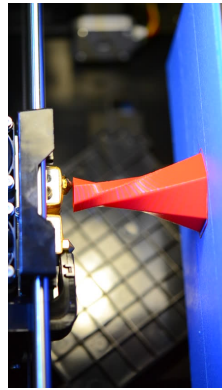
Year 8 Engineering Design & Technology Cycle Two				
ROTATION 1 - UNTIL Feb ½ term		ROTATION 2 - Moved from Photography at Feb ½ term		
Week 2	Week 4	Week 6	Week 8	Week 10
<p>KNOW ABOUT CAD</p> <p>CAD stands for Computer-Aided Design. Designers and Engineers use CAD to draft, design and develop ideas</p> <p>2D CAD is good for layout, graphic design and web design. If it also used which can run laser cutters and other 2D CAM machines.</p> <p>3D CAD modelling is used model and develop products and components by designers and engineers. It helps to visualise the designs and check for errors. It even allows you to test and simulate where parts may fail in use.</p> <p>CAM stands for Computer Aided Manufacture.</p> <p>CAM allows for the consistently accurate machining of parts and products.</p> <p>These can be subtractive techniques where you remove material from a block or additive techniques like 3D printing where you build up a part in thin layers.</p>	<p>ADVANTAGES OF CAD/CAM</p> <ul style="list-style-type: none"> » more consistent accuracy » increased speed for large numbers » lower wages as less staff needed » ease of development of new designs/editing » high skilled workers needed to oversee machines » Products should be of increased quality » Products are able to be produced more quickly <p>DISADVANTAGES OF CAD/CAM</p> <ul style="list-style-type: none"> » Equipment can be expensive to buy and set up. » Lower numbers of workers needed so possible job losses. » System relies on good IT equipment. » Some hand skills will be lost 	<p>KNOW YOUR METALS</p> <p>ferrous metals contain iron and non-ferrous metals do not.</p> <p>KEY FE METALS</p> <p>STEEL CAST IRON CARBON STEEL</p> <p>KEY NON FE METAL</p> <p>COPPER ALUMINIUM TIN ZINC LEAD TITANIUM</p> <p>KNOW YOUR ALLOYS</p> <p>An alloy is defined as metal made by combining two or more metallic elements, especially to give greater strength or resistance to corrosion.</p> <p>KEY ALLOYS</p> <p>STAINLESS STEEL (IRON, Ca & CHROME/NICKEL) BRASS (COPPER & ZINC) BRONZE (COPPER & TIN)</p> <p>YOU MIGHT LIKE TO USE AND RECORD THE EXAMPLES ON THE FOLLOWING PAGE TO HELP YOU</p>	<p>KNOW YOUR HAND TOOLS</p> <p>HACK SAW/Junior HACKSAW - for cutting metal by hand. It has very fine , hard teeth so it can cut through most workshop materials. ENGINEERS VICE - Used to clamp your work piece when you are using metal or other hard materials. FILES - For removing smaller amounts and preparing surfaces. Use next page to record all the sections of files that are available YOU MIGHT LIKE TO DRAW AND LABEL THE DIAGRAMS ON THE FOLLOWING PAGE TO HELP YOU</p>	<p>KNOW HOW TO MARK OUT METAL</p> <p>SAWS, FILES etc are all 'wasting' tools so they produce waste when used i.e. METAL SWARF/FILINGS. Cut on the waste side of the line. To measure and mark out accurately in the workshop you should use a SCRIBER, an ENGINEERS TRI SQUARE and a STEEL RULE. Drill centres should all be marked using a CENTRE PUNCH and BALL PEIN HAMMER on the back of an ENGINEERS VICE. YOU MIGHT LIKE TO DRAW AND LABEL THE DIAGRAMS ON THE FOLLOWING PAGE TO HELP YOU</p>

Year 8 Engineering Design & Technology Cycle Two - Pictures for week 2-10

TOP LEFT- CNC Machining
BOTTOM LEFT- CNC Lathe



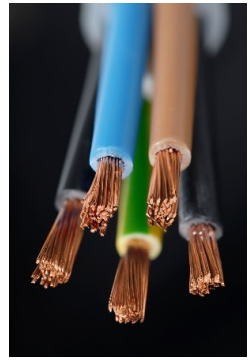
TOP RIGHT - Laser Cutting
BOTTOM RIGHT- 3D Printing



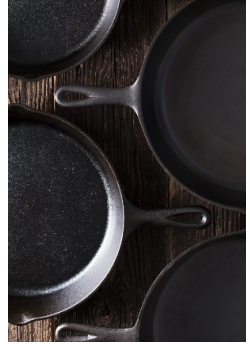
TOP LEFT- CNC Machining
BOTTOM LEFT- CNC Lathe



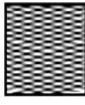
TOP MIDDLE - Stainless Steel Kitchen
BOTTOM MIDDLE - Copper Cable



TOP RIGHT - Laser Cutting
BOTTOM RIGHT- Cast iron pans



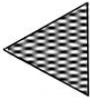
Square



Half Round



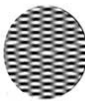
Triangle



Mill



Round



Flat



ABOVE - Sections of files
BELOW - Engineers square



ABOVE RIGHT - Hack saw and Junior Hacksaw



ABOVE - Centre
Punch



ABOVE 2 - Scriber



FAR RIGHT - Ball Pein
hammer



RIGHT - Steel Rule

RIGHT BELOW-
Engineers Vice



Year 8 English Cycle Two - Exploring Perspectives

Week 1	Week 2	Week 3	Week 4	Week 5
<p>CHILDHOOD</p> <p>Throughout history, perspectives and attitudes towards childhood and work have changed and evolved.</p> <p>It is important to understand historical perspectives in order to shed light on current ones and view them through a critical lens.</p> <p>Victorian era - the period of Queen Victoria's reign, from 20 June 1837 until her death on 22 January 1901.</p> <ul style="list-style-type: none"> » During the Victorian era, there were many complex views towards childhood. » The Victorians viewed children as innocent and pure, to be protected by the world. » However, children from poor families were expected to work in dangerous and difficult jobs to support their families. <p>Perspective - An attitude or point of view on a specific topic.</p> <p>Frame of reference - a set of values and experiences that form the way you view the world.</p> <p>Innocence - a "lack of guile or corruption; purity" or in religious terms being free from sin.</p> <p>Implicit - suggested or hinted at in the text.</p> <p>Explicit - what is overtly stated in the text.</p> <p>Bias - partiality or favouritism for a specific point of view.</p>	<p>MODERN CHILDHOOD</p> <p>Modern perceptions of childhood often portray children as less capable or uninformed.</p> <p>By examining other writer's use of language within texts we can develop our own writing confidence and ability.</p> <p>In some countries child labour is still common place and large brands like Nike often benefit off the lack of child protection rules</p> <p>Children also take on roles of responsibility in the UK such as young carers.</p> <ul style="list-style-type: none"> » Persona: A role or character adopted by an author or actor » Emotive language: using specific word choices to evoke an emotional reaction from the reader » Powerless: Without ability, influence or power » Empathy: The ability to understand and share the feelings of another. 	<p>CHILDHOOD: VOICES</p> <p>However, young people like Greta Thunberg have challenged these modern perceptions of children in the Western world.</p> <p>Being able to communicate our own informed opinion is an important skill for life, enabling us to develop integrity and self worth.</p> <p>Greta Thunberg was just 16 when she delivered her speech at the 2019 United Nations Climate Change Summit.</p> <ul style="list-style-type: none"> » Literary Non-fiction: writing that uses literary techniques usually associated with fiction or poetry to report on the real world without altering facts. » Discursive essay: non fiction writing that discusses a topic. » Opinion: A view or belief about something or someone. » Stereo-typical: Relating to a widely held but fixed and oversimplified image or idea of a particular type of person or thing. 	<p>ATTITUDES TO GENDER</p> <p>Ideas around the roles of women in society have evolved since the Victorian era and with this perspectives on what it means to be masculine or male have changed too.</p> <p>Hyper masculinity has become an increasingly common phenomenon in modern culture..</p> <p>During the Victorian era, there were clear distinctions between the roles of men and women.</p> <p>As the role of men in society has changed during the modern era, discussions have continued around what it is to be male and the Victorian ideas around gender norms are now seen as outdated in some ways.</p> <ul style="list-style-type: none"> » Symbolic: to represent or stand for something else. » Embed: to place firmly within something else. » Gender norms: informal rules and shared social expectations that distinguish expected behaviour on the basis of gender. » Masculinity: Ideas or traits associated with being male. 	<p>GENDER AND OTHERING</p> <p>Othering: is a social phenomenon that is found in every part of society.</p> <p>This is an issue which you will engage with on a day to day basis without even realising.</p> <p>Being able to recognise the language of 'Othering' and challenge is important, not only in the writing of others but in your own.</p> <p>The Other is an individual who is perceived by the group as not belonging, as being different in some fundamental way.</p> <p>Any stranger becomes the Other. The group sees itself as the norm and judges those who do not meet that norm (that is, who are different in any way) as the Other.</p> <ul style="list-style-type: none"> » Form: (noun) the particular type or style of writing and its conventions. » Tone: the general character or attitude piece of writing » Othering: view or treat (a person or group of people) as intrinsically different from and alien to oneself. » Conventions: (noun) the features normally seen in a particular form of writing.

Year 8 English Cycle Two - Exploring Perspectives

Week 6	Week 7	Week 8	Week 9	Week 10
<p>ORIENTALISM AND ARTICLES</p> <p>Orientering can also take a patronising form. Historically Western civilisation has viewed itself as the "saviour" of the less civilised and less educated Eastern countries such as Africa.</p> <p>Articles (newspaper and magazines) are an effective way of exposing and challenging societal norms.</p> <p>Western Imperialism thrived off the belief that the eastern world was the "Other". Perceiving these "mysterious" countries and people as subordinate to the Western world and therefore permitting the poor treatment, and sometimes enslavement of these lands.</p> <ul style="list-style-type: none"> >> Orientalism: a patronising attitude by the West towards other cultures >> Imperialism: Related to the British Empire >> Detached: Separate or aloof >> Patronising: to treat in a way that appears kind but actually suggests you are superior 	<p>CHALLENGING STATUS QUO</p> <p>Protest Poetry: any kind of poetry which is designed to challenge the status quo and fight against injustice.</p> <p>Protest poets aim to speak their truth to those in power in the face of political rhetoric designed to obscure or manipulate</p> <p>Stanza: unit of verse</p> <p>End-stopped line: use of full stop, colon, semi-colon at end of line</p> <p>Enjambment: no punctuation at end of lines / lines run-over</p> <p>Caesura: sudden full stop or semi-colon in middle of line</p> <p>Rhyming couplet: 2 lines together that rhyme</p> <p>Rhyme scheme: set pattern of rhyme e.g. AABB, ABAB</p> <p>Free Verse: no set pattern of stanzas or rhyme; poem is free flow</p>	<p>CALL TO ACTION</p> <p>Tone - the general character or attitude piece of writing.</p> <p><i>Humorous vs. Serious</i> <i>Admiration vs. Disgust</i> <i>Respectful vs. Contemptuous</i> <i>Compassionate vs. Detached</i> <i>Optimistic vs. Pessimistic</i></p> <p>Simile - a descriptive technique that compares one thing with another, usually using 'as' or 'like'.</p> <p>Emotive language - language intended to create an emotional response.</p> <p>Imagery - Using language to convey an atmosphere</p> <p>Allusion - a reference to another literary or religious work.</p> <p>Metaphor - a descriptive technique that names a person, thing or action as something else.</p> <p>Hyperbole - a use of obvious exaggeration for rhetorical effect.</p> <p>Repetition - when a word or phrases is repeated continuously</p> <p>Rhetorical Question - a question asked in order to create a dramatic effect or to make a point rather than to get an answer.</p>	<p>ATTITUDES TO GENDER</p> <p>Letters are often used to create change and challenge those in power.</p> <p>A letter can use many techniques to persuade people to agree with their arguments and perspectives.</p> <p>Anatomy of an anecdote:</p> <ul style="list-style-type: none"> >> Who? Make it personal. >> What? Say what happened. >> So what? Link to your argument by showing how you or the person you know were affected. <p>Anatomy of statistics:</p> <ul style="list-style-type: none"> >> Who? Credentials create credibility >> What? Describe the study and what the results were. >> So what? Link to your argument. Use an adverb to signpost how you feel about the statistic and say what should be done as a result of this information. <p>Anatomy of a counter-argument:</p> <ul style="list-style-type: none"> >> Who? Who disagrees with you? >> What? What's your argument, but what do they say? >> So what? Link to your argument by explaining what's wrong with their view and/or why you're right. <p>Ending on a rhetorical question works well.</p> <p>Anatomy of a call to arms:</p> <ul style="list-style-type: none"> >> Who? Who should be taking action? >> What? What should they do? >> So what? What will be the result? 	<ul style="list-style-type: none"> >> Adamant (certain) >> Abhorrent (disgusting, offensive) >> Complacent (ignorant, not bothered about) >> Crucial (important) >> Detrimental (damaging) >> Heinous (evil or extremely horrible) >> Indisputable (can't argue against) >> Integral (important) >> Lacklustre (dull) >> Momentous (significant, life-changing) >> Pivotal (important, turning point) >> The status quo (the way things are) >> Unprecedented (hasn't happened before, unbelievable)

Year 8 French Cycle Two - Key Verbs

WEEK 1

l'automne (m) - autumn
 l'été (m) - summer
 l'hiver (m) - winter
 le printemps - spring
 le musée - museum
 la place - (town) square
 la saison - season
 belge - Belgian (m/f)
 dernier - last (m)
 dernière - last (f)
 pendant - during
 la Belgique - Belgium
 Bruxelles - Brussels

WEEK 2

emporter - to take with / taking with
 proposer - to suggest (doing) / suggesting (doing)
 traverser - to cross / crossing
 voyager - to travel / travelling
 la frontière - border
 la forêt - forest
 la montagne - mountain
 la vue - view
 suisse - Swiss (m/f)
 la Suisse - Switzerland
 Genève - Geneva
 il y avait - there was / were

WEEK 3

Revision of Cycle 1 Vocabulary

WEEK 4

gérer - to manage (something) / managing (something)
 il/elle gère - he/she manages / is managing
 l'espace (m) - space
 le goût - taste
 la langue - language; tongue
 le plat - dish
 la recette - recipe
 le repas - meal
 d'abord - first of all
 puis - then
 par - by
 puisque - as, because
 Noël - Christmas
 la réveillon - Christmas Eve / New Year's Eve

WEEK 4

la carte - menu
 à côté - nearby
 à côté de - next to
 le foot / football - football
 la guitare - guitar
 l'instrument (m) - instrument
 la pétanque - boules
 le piano - piano
 droit - right
 à droite - on the right
 gauche - left
 à gauche - on the left
 loin - far
 loin de - far from
 près - nearby
 près de - near; close to

WEEK 6

acheter - to buy / buying
 coûter - to cost / costing
 peser - to weigh / weighing
 je pèse - I weigh / I am weighing
 il/elle pèse - he/she weighs / he/she is weighing
 l'eau (f) - water
 l'euro (m) - euro
 l'exercice (m) - exercise
 le fromage - cheese
 la glace - ice cream
 la natation - swimming
 le pain - bread
 le poisson - fish
 le sport - sport
 le travail - work

WEEK 7

boire - to drink / drinking
 il/elle boit - he/she drinks / he/she is drinking
 gagner - to win / winning
 l'argent (m) - money
 la chance - luck
 le lait - milk
 le café - café; coffee
 le thé - tea
 la viande - meat
 le verre - glass
 un peu - a little (bit)
 beaucoup - a lot

WEEK 8

apprendre - to learn / learning
 comprendre - to understand / understanding
 dire - to say / saying
 sortir - to go out / going out
 dormir - to sleep / sleeping
 devenir - to become / becoming
 partir - to leave / leaving
 beau / belle - beautiful
 aujourd'hui - today
 l'année - year
 le mois - month
 parfois - sometimes

WEEK 9

sortir - to go out / going out
 nous sortons - we go out / are going out
 vous sortez - you (pl) go out / are going out
 venir - to come / coming
 nous venons - we come / are coming
 vous venez - you (pl) come / are coming
 sans - without
 s'il te plaît - please
 possible - possible
 seul - alone
 salut - hi
 le papa - dad
 la maman - mum

WEEK 10

Revision of Cycle 2 Vocabulary

Year 8 Geography Cycle Two - Development & Resources

Week 1	Week 2	Week 3	Week 4	Week 5
<p>Development: the process of change by which people reach an acceptable standard of living or quality of life.</p> <p>Gross National Income (GNI): the total value of goods and services in a country as well as income earned from investments overseas.</p> <p>Birth and death rate: the number of people who are born/die in a year per 1000 people</p> <p>In 2016, the richest 20% consumed 80% of the world's resources.</p>	<p>Causes of uneven development around the world can be physical and human.</p> <p>Physical factors: climate, natural disasters, mountainous land, being landlocked (means not having a coastline which has prevented trade), quality of soils, available natural resource</p> <p>Human factors: colonial past (governed by other countries e.g. British Empire), education, political unrest, poor governance, war and conflict, disease and debt.</p>	<p>Quality of life: the general wellbeing of people which includes income, health, education, employment and the environment.</p> <p>North-South divide: refers to the economic and social differences between Southern England and the rest of Great Britain. The divide cuts through the Midlands.</p> <p>In the north, life expectancy is lower; there is more unemployment and you are less likely to achieve high grades at school.</p>	<p>Employment structure: dividing businesses and industries into sectors</p> <p>Primary industries: involve collecting raw materials such as farming, mining & fishing</p> <p>Secondary industries: making the raw material into a product e.g. factory worker</p> <p>Tertiary industries: providing a service e.g. teacher, policeman</p> <p>Quaternary industries: information and technology e.g. space science, pharmaceuticals</p>	<p>Sustainable Development Goals (SDGs): 17 goals defined by the UN in 2015. These goals call for action by all countries and aim to end poverty, fight inequality and injustice and tackle climate change by 2030.</p> <p>Send a Cow: a charity which started in 1988 by sending cows from the UK to parts of Africa including Kenya and Uganda. They now teach farming techniques such as water harvesting, vegetable growing and tree planting.</p>
<p>Week 6</p>	<p>Week 7</p>	<p>Week 8</p>	<p>Week 9</p>	<p>Week 10</p>
<p>Natural resources: substances found in nature which can be used by humans e.g. wood, minerals and water.</p> <p>Non-renewable: substances which are limited and so will run out one day or cannot be replaced during our lifetime e.g. oil.</p> <p>Water scarcity: a lack of freshwater resources available to meet the demands of water use in an area.</p> <p>Fossil fuel: a natural hydrocarbon fuel such as petroleum, coal or gas formed from the fossilised remains of ancient plants and animals.</p>	<p>Crude oil: naturally occurring and unrefined petroleum that can be refined into diesel, petrol, gasoline, kerosene and other petrochemicals.</p> <p>The Middle East region holds 48% of the world's oil reserves and 43% of the world's natural gas.</p> <p>It has experienced 570 million years of uninterrupted sedimentation, an ideal setting for the creation of hydrocarbons.</p> <p>Oil was discovered in 1908 in what is now Iran.</p>	<p>Russia produces 20% of the world's natural gas and is the world's leading producer of oil.</p> <p>Russia exports steel and aluminium.</p> <p>About 20% of the world's forests lie in Russia, supplying much of the world's timber including pine and cedar.</p> <p>In 2007, Russian explorers carried out scientific research on the ocean floor, 4200 m below the North Pole. Two mini submarines planted a one-metre high titanium Russia flag on the underwater Lomonosov ridge.</p>	<p>Iceland has the highest percentage of renewable energy contributing to its energy mix of any country in the world.</p> <p>Renewable sources provide 100% of Iceland's electricity and heat. 80% of electricity is generated from hydropower and 20% comes from geothermal power. Water heated geothermally is used in the majority of Iceland's homes.</p> <p>Iceland uses non-renewable fossil fuels for cars, other transport and some industry. This means CO₂ per person is still high.</p>	<p>Malthusian theory: examines the relationship between population and food production. While population grows geometrically (1, 2, 4, 8, 16 etc), food production increases arithmetically (1, 2, 3, 4, 5 etc). Eventually, population will outstrip food production.</p> <p>Boserupian theory: came in 1965. Suggests population growth is positive and we invent new methods to obtain food when supplies begin to run out e.g. genetically modified crops.</p>

Year 8 History Cycle Two - How should we remember the British Empire?

Week	Knowledge	Week	The British didn't easily create their Empire and they often faced opposition from those within the colonies, who wanted rid of the British from their country.
1 - Key Dates	<p>Empire - A group of countries, people or land controlled and ruled by one single powerful country.</p> <p>Colony - a country that is part of an Empire</p> <p>Penal Colony - an area of land or country that is used to house prisoners</p> <p>Aboriginals - a person that has been in a country or region from earliest times</p> <p>Commonwealth - a group of nations with shared loyalty or government</p>	6 - Wars 1	<p>India - Britain started to occupy India in the 18th Century. As Britain gained control over India there were revolts against the British rule. At the Battle of Plassey in 1757, 3000 British soldiers defeated a 40,000 strong Indian and French Army. Small rebellions broke out and 1000's were killed. Eventually, Britain managed to stop the revolt and executed many Indians.</p> <p>South Africa - In 1879 Britain wanted to control more of Africa and started a war against Zululand. Britain sent 16,000 soldiers and an easy victory was expected against the Zulus who were armed with shields and spears. At the Battle of Isandlwana British soldiers were defeated by 20,000 Zulu warriors. Over 1200 British soldiers were killed and although Britain eventually managed to conquer Zululand this was one of the worst defeats Britain had ever faced.</p>
2 - Trade 1	<p>What is an Empire?</p> <ul style="list-style-type: none"> » An Empire is a group of countries, people or land that is controlled and ruled by one powerful country. » The British Empire, at its largest, covered 13 million miles or 22% of the world » It controlled over 450 million people or 1/5 of the world's population. » It began in the 16th Century, with British forces establishing trading posts overseas and grew all the way through to the 20th Century. 	7 - Wars 2	<p>Afghanistan - In 1838 Britain sent an army of 16,000 men to Afghanistan. Although British troops managed to capture the capital Kabul the Afghans kept attacking British troops. Afghans managed to kill Britain's top general, Sir William McNaghten and paraded his chopped up body in the streets. Of the 16,000 people who had set out on the retreat from Kabul only one man made it back alive.</p> <p>America - By 1750 Britain controlled 13 different colonies on the Eastern side of America. In 1773 a protest started in Boston against the tax on tea. It quickly escalated and became a major revolt against British rule. On 4th July 1776 the Americans declared their independence from Britain. Britain quickly sent almost 60,000 soldiers to recapture America but after five years of fighting Britain was defeated.</p>
3 - British Empire map 2	<p>Some of the main countries in the British Empire were:</p> <p>Australia, Jamaica, South Africa, Tanzania, Canada, Malaysia, Ireland, New Zealand, Barbados, Sri Lanka, India</p>	8 - Empire positives	<ul style="list-style-type: none"> » Many of the foods we enjoy today came originally from the countries of the British Empire such as tea, cocoa, chocolate, coffee, rice, curry » Clean water and sanitation: Britain improved these important services in the Colonies which meant people were generally healthier: » Raw Materials: Britain benefitted from a plentiful supply of cheap raw materials that could be made into manufactured goods such as rubber, cloth, and woolen goods. This made Britain wealthy. » Britain left its system of law in the countries it colonised a legacy of good even today. » Many former Colonies continue to use the democratic system of Parliament introduced by Britain. This is a force for good in the world. » The colonies provided soldiers to fight for Britain examples being World War 1 and World War 2
4 - British Empire map 2		9 - Empire negatives	<ul style="list-style-type: none"> » Rebellions: Many people in the colonies were killed when they rebelled against British rule for example the Mau Mau rebellion in Kenya in 1956 » Economies in the Colonies were wrecked because of Britain's hold over transport and raw materials. Britain became rich and powerful at the expense of its colonies » Many colonial soldiers died fighting for Britain in its wars » People in the colonies had no resistance to the diseases the British brought with them » Christianity was often forced on the local people. » Native people such as the Aborigines of Australia had their land taken by The British. 80% of the Aboriginal population were wiped out in 150 years.
5 - Countries of the British Empire	<p>Australia - Australia was used as a location for criminals. Criminals would be shipped to Australia, where they would be used as a workforce. The built roads, buildings, houses, shops etc. It also gave people an opportunity to escape poverty and gain wealth in Australia. It was also an important naval base, helping Britain control the seas.</p> <p>The Caribbean - Because of the warm climate, the Caribbean grew important crops that Britain could not. Therefore sugar, cocoa and coffee were all grown in the Caribbean and taken to Britain. In the middle of the 1800's however, a combination of bad weather and the growth of sugar in America, led to less money being made from the area.</p> <p>African countries - Britain used the people of Africa as slaves and made a lot of money selling them at auctions. The Gold Coast was important because it held lots of gold, ivory and silver, which were traded for fortunes.</p> <p>India - India was an important producer of spices and of materials that were traded for money across the Empire.</p>	10 - End of the Empire	<p>Actions by people in the colonies - There were demonstrations against British rule in the 1920's for failing to honour promises to Egypt and Iraq. Britain allowed Ireland partition (splitting into Northern Ireland and Ireland), it sent out a message to others in the Empire that they could leave. In 1948 there was violence in Palestine aimed at the British. There were strikes in India, Egypt, and Kenya against British Rule.</p> <p>World Events - In 1931, Canada, Australia and New Zealand formed a new Commonwealth. The domination of the USA and Russia after WW2 showed that you didn't need to have an empire to be a world leader. The loss of countries such as Singapore and Burma during WW2, changed people's attitudes on whether Britain could maintain an empire. Britain was heavily in debt to the USA after WW1.</p> <p>Trade and Economics - India became less important to the British Empire. The cost of keeping a large number of soldiers to defend the empire was too much. It also became clearer that the Empire could no longer provide Great Britain with the military and economic security she needed. Exports focused from Western Europe and the USA, rather than the Empire.</p>

Year 8 JBACC Cycle Two - Equality

Week 1	Week 2	Week 3	Week 4	Week 5
<p>Equality: Where all people are treated equally, have equal rights and are given equal opportunities.</p> <p>Prejudice: Holding biased opinions about a person or group. These are often negative opinions.</p> <p>Discrimination: Behaviour caused by prejudice.</p>	<p>Positive discrimination: Favouring individuals belonging to groups who have been discriminated against previously to the disadvantage of other groups.</p> <p>Positive action: Promoting and encouraging the rights of individuals from groups who have been discriminated against previously.</p> <p>Social justice: The protection of everyone's rights and opportunities, and taking care of the least advantaged members of society.</p>	<p>Equality Act: A 2010 government act which protects people in the UK from discrimination based on gender, ethnicity, sexual orientation, age and disability amongst other characteristics.</p> <p>Sexual stereotyping: Having a fixed general idea or image of how men and women will behave.</p> <p>Sexism: Treating someone differently because of their gender.</p>	<p>Sexual orientation: A person's sexual identity in relation to the gender to which they are attracted.</p> <p>Biological sex: The characteristics of our body, such as hormones and genital organs, which determine whether we are male or female.</p> <p>Gender Identity: A person's perception of having a particular gender, which may or may not correspond with their biological sex.</p>	<p>Cisgender: When someone's sense of personal identity and gender corresponds with their birth sex.</p> <p>Transgender: When someone's sense of personal identity and gender does not correspond with their birth sex.</p> <p>Non-binary: When someone does not subscribe to conventional gender distinctions but identifies with neither, both, or a combination of male and female genders.</p>
Week 6	Week 7	Week 8	Week 9	Week 10
<p>Race: The idea that humans can be categorised based on physical characteristics and shared ancestors. In the modern day, this idea has been widely rejected.</p> <p>Ethnicity: How somebody identifies themselves based on their cultural, national or religious background and traditions.</p> <p>Racism: Prejudice or discrimination based on race or ethnicity.</p>	<p>Faith: A strongly held belief in a religious or spiritual teaching.</p> <p>Judaism: A monotheistic religion, meaning a religion that believes in one God. Jews believe that the prophet Abraham made an agreement with God thousands of years ago, which they continue to follow to this day.</p> <p>Antisemitism: Prejudice or discrimination against Jewish people, based on their religion or ethnicity.</p>	<p>Boomer: A person born between 1946 and 1964.</p> <p>Millennial: A person born between 1977 and 1995.</p> <p>Ageism: Prejudice or discrimination on the basis of a person's age.</p> <p>Intergenerational conflict: Tension or conflict between people from different age groups, sometimes based on prejudice or stereotypes.</p>	<p>Ableism: Discrimination in favour of able-bodied people and against those with any kind of disability.</p> <p>Indirect discrimination: When a practice or rule applies to everyone in the same way, but puts minority groups at a disadvantage.</p> <p>Paralympics: A series of international contests for athletes with disabilities, associated with the summer and winter Olympic games every four years.</p>	<p>Debate: A discussion between two people or groups who disagree on an important subject.</p> <p>Campaign: An organised course of action to achieve a goal.</p> <p>Protest: A statement or action which expresses disapproval of something.</p>

Maths - Sparx

Sparx for every year group is set at **1400 on Monday**.

Hand in (100% compulsory **AND TARGET**) is **0730 the following Monday morning**, for every year group.

All students must have completed a minimum of 50% compulsory **AND TARGET** by **0730 Thursday morning** or they will receive a compulsory invitation to Sparx catch up with maths staff. This is held on a **after school on Thursday 1500-1600 and students may leave when they are up to date**.

All students are expected to complete 100% of their compulsory **AND TARGET** homework. General support sessions are held on various evenings (depending on year group) in the library. Sparx only support sessions are held at **B+L on Friday** or Thursday after school on the maths corridor. Students can receive any additional Sparx support from their maths teacher during their own free time (when your teacher is unavailable other maths teachers can help).

Detentions for non 100% compulsory **AND TARGET** completion, are held **Monday's after school for 1hr**.

Incomplete or inadequate bookwork will also result in detentions.

It is expected that ALL outstanding Sparx HW will be completed to support you when you have been off and to keep you up to speed with the class and scheme of learning.

Staff: Sparx Coordinator: Miss Sadler (AJS)

Weekly Communication plan:

Action	When	By Whom
Homework set for all year groups	1400 Monday	Sparx
50% compulsory AND TARGET completed or compulsory Sparx catch up issued	0730 Thursday	Class teacher
Previous weeks Sparx statistics announced in whole school briefing	Monday whole school briefing	AJS
Homework due in, any incomplete work results in a detention. Parents are contacted by admin team and notified about detention.	0730 Monday	Maths team / admin team
Incomplete lists are shared with tutors and HoY.	Monday	AJS
Non completion detention runs after school. Failure to attend results in a Reset on Tuesday.	1500 Monday	PSW team

Year 8 Music Cycle Two

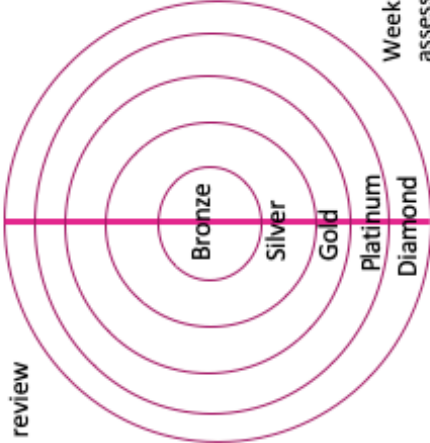
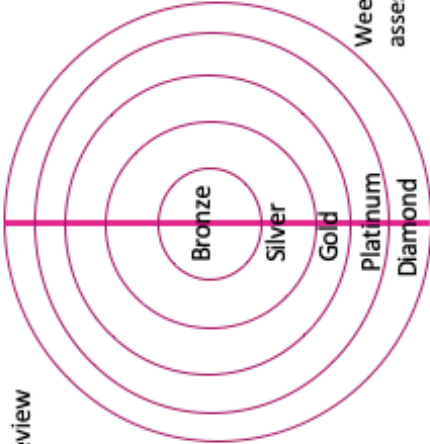
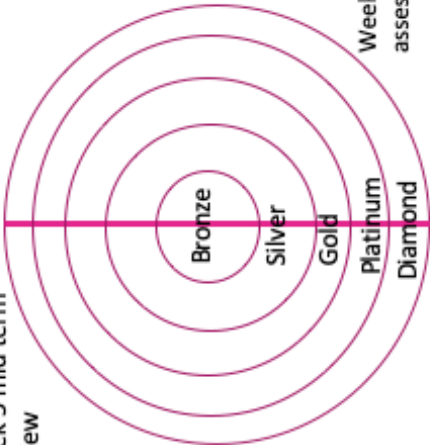

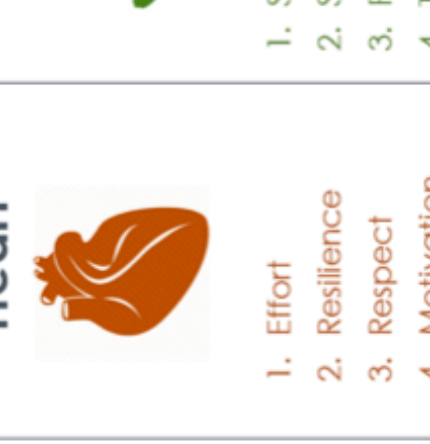




Year 8 Music Cycle Two		
<p>Week 1</p>	<p>Week 3</p>	<p>Week 5</p>
<p>Chord - More than one note played at once to create a harmony. Inversion - The notes of a chord arranged in a different order to create a smoother progression. Bassline - The lowest part of the Music. ENQUIRY TASK: Can you play the 4 chord trick using this keyboard? https://musiclab.chromeexperiments.com/Chords/ Can you make your own chord trick up?</p>	<p>Verse - Moves the story forward or expands on the central theme Chorus - Repeated section usually highlighting the central theme. Bridge - Contrasts with verse and chorus. Introduction / Outro - the beginning and end of a song. ENQUIRY TASK: Listen to 5 songs and list their structure and organisation. Sometimes, googling the lyrics might help you to identify sections of the song.</p>	<p>DAW - Digital audio workspace. MIDI - Musical Instrument Digital Interface. Sequencing - Using a DAW to arrange audio or MIDI into a piece of music. Software Instrument - When the computer program makes the sounds for you. Audio - recorded sound. ENQUIRY TASK: See if you can create something using a very simply online DAW called 'Beepbox'. Share your work with your teacher.</p>
<p>Week 6</p>	<p>Week 8</p>	<p>Week 10</p>
<p>Sampling - The recording of sounds (samples) for using in a piece of music. Examples include James Brown's drumbeats being sampled and reused in hip hop songs. Texture - Refers to how many tracks there are in the music ENQUIRY TASK: Have a look on https://www.whosampled.com/ to see which songs used samples. You can search for a song or read some of their suggestions.</p>	<p>C C Dm Em F G Am Bdim/D</p>  <p>C D E F G A B C</p>  <p>ENQUIRY TASK: Using the virtual keyboard https://virtuapiano.net/ Can you play the 4 chord trick? Can you put them in a different order? Can you change the key? How about using inversions?</p>	<p>Sampling - The recording of sounds (samples) for use in a piece of music. Examples include James Brown's drum beats being sampled and reused in hip hop songs. Sequencing - Using a DAW to arrange audio files into a piece of music. Virtual Instruments - Computer program which make sounds like a real instrument e.g. violin. MIDI - A way for electronic instruments to talk to each other (including computers). Texture - Refers to how many tracks there are in the music. More tracks gives a thicker texture.</p>

Year 8 Physical Education Cycle Two

PE Assessment

In PE we assess using Head, Heart, Hands. Across the year you will self assess along with being given a summative level. At the end of term we will spend time to reflect each area and then using the assessment wheel (below) you will shade in your current level for each of the 3 stands in PE. Once you have completed this reflect on the following three questions:

1. What level am I currently at?
2. Where do I want to be?
3. How do I get there?

<p>Week 5 mid term review</p>  <p>Week 5 mid term review</p>	<p>Week 5 mid term review</p>  <p>Week 5 mid term review</p>	<p>Week 5 mid term review</p>  <p>Week 5 mid term review</p>
<p>Week 10 Self assessment</p>  <p>Week 10 Self assessment</p>	<p>Week 10 Self assessment</p>  <p>Week 10 Self assessment</p>	<p>Week 10 Self assessment</p>  <p>Week 10 Self assessment</p>
<p>Head</p>  <ol style="list-style-type: none"> 1. Leadership 2. Knowledge 3. Analysis 4. Decision Making 5. Tactical 	<p>Heart</p>  <ol style="list-style-type: none"> 1. Effort 2. Resilience 3. Respect 4. Motivation 5. Commitment 	<p>Hands</p>  <ol style="list-style-type: none"> 1. Skill Development 2. Skill Application 3. Fitness Levels 4. Technique 5. Competitive

Year 8 Physical Education Cycle Two - Emotional Intelligence

1 - Verbal Communication	2 - Recognising emotions	3 - Understanding emotions	4 - Label emotions	5 - Express Emotions
<p>Emotional intelligence (otherwise known as emotional quotient or EQ): Is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathise with others; overcome challenges and defuse conflict. In PE and sport, emotional intelligence is important when playing/working with others, regulating your own emotions when things are not going to plan and to understand how you and others may be feeling</p> <p>Questions:</p> <ul style="list-style-type: none"> » Why is emotional intelligence important in PE? » Why is your emotional intelligence important outside of PE? <p>Please answer all questions in your KO books.</p>	<p>Recognising emotions: It is important we recognise how we and others might be feeling because it helps us direct our attention and what we learn. How we make decisions is influenced by our emotions. What we feel and how we interpret other people's feelings affect our relationships. Our emotions have an influence over our physical health. To excel in creativity, effectiveness and performance we have to use our emotions as though they are tools.</p> <p>Questions:</p> <ul style="list-style-type: none"> » How might recognising emotions help you in PE? » Think back to your last PE lesson, what emotions did you feel during that lesson? » How has your emotions impacted your decision making? 	<p>Understanding emotions: Understanding means that we know the cause of emotions and see how they influence our thoughts and decisions and actions. It helps us to be able to predict our own and other people's behaviours. To support with understanding the emotion in PE you may wish to consider the following reflections:</p> <ul style="list-style-type: none"> » What might have happened to cause this feeling? » What usually makes you feel this way? » What's going on that you're feeling this way? » What were you doing just before you started feeling this way? » Who were you with? » What do you need right now? » What can I do to support you? <p>Questions:</p> <ul style="list-style-type: none"> » How did you feel in today's lesson? » What made you feel that way? 	<p>Label emotions: Labelling our emotions with precise words does four main things:</p> <ol style="list-style-type: none"> 1. It legitimises our experiences. Attaching a word to a feeling gives it substance- this helps us to compare it with other feelings we have and to other people's feelings. 2. It helps us to meet the needs of others. Once we know how someone is feeling, it's easier for us to support them. 3. Finally, it connects us to the rest of the world. Our emotions are a form of communication- a way to share their experience of being alive. 4. Therefore this helps us to identify and connect with each other. <p>Questions:</p> <ul style="list-style-type: none"> » How will labelling emotions support your progress in PE or any lesson? » Who can you go to in the school to talk about emotions? 	<p>Express Emotions: Once you understand and have labelled the emotion you are feeling, the next step is expressing that emotion appropriately in PE. You may feel happy after winning or angry at the decision from an official or sad when you lose, but there are acceptable and unacceptable ways to express those emotions</p> <p>Questions:</p> <ul style="list-style-type: none"> » Why is it important to express your emotions appropriately in school? <p>QR Code The mood meter is a social-emotional learning system developed by the Yale Centre for Emotional Intelligence. Learning to identify and label your emotions is essential in developing emotional literacy. Scan the code and give it a go.</p> 

Year 8 Spanish Cycle Two

WEEK 1

paso - step
 atrás - backward
 adelante - forward
 pena - sadness
 apoyo - support
 risa - laughter
 intención - intention
 alegría - happiness, joy
 izquierda - left
 derecha - right
 ánimo - encouragement
 vergüenza - embarrassment
 tristeza - sadness
 rabia - anger
 traducción - translation
 así que - so

WEEK 2

ir - to go / going
 voy - I go / am going
 vas - You go / are going
 va - he/she goes / is going
 vamos - we go / are going
 porque - because
 por qué? - why?
 parte - part
 mundo - world
 mañana - tomorrow
 descubrir - to discover / discovering
 extranjero - abroad
 visitar - to visit / visiting
 divertido - fun (m)
 divertida - fun (f)

WEEK 3

para - for; in order to
 van - they go / are going
 país - country
 tomar - to take/drink
 presentar - to present / presenting
 tema - topic, issue
 pronto - soon
 próximo - next (m)
 próxima - next (f)
 enseñar - to teach / teaching
 costa - coast
 compra - purchase
 copa - glass, drink
 paseo - stroll, outing
 tapa - lid, cover

WEEK 4

más - more
 dice - s/he says, it says
 vida - life
 mejor - better
 mil - thousand
 ganar - to win, to earn
 crecer - to grow / growing
 desaparecer - to disappear / disappearing
 suficiente - enough, sufficient
 altura - altitude
 lluvia - rain
 seco - dry (m)
 seca - dry (f)
 frontera - border
 clima - climate
 paisaje - landscape

WEEK 4

Revision of Cycle 1 Vocabulary

WEEK 6

poco - little, few
 dejar - to leave / leaving (something)
 lado - side
 crear - to create / creating
 publicar - to publish, to post
 comentario - comment
 ayer - yesterday
 enviar - to send / sending
 red - network
 foto - photo
 encima - above

WEEK 7

ya - already
 pasar - to pass, spend (time), happen
 conocer - to know, to get to know
 conozco - I know, I get to know
 ofrecer - to offer / offering
 ofrezco - I offer / am offering
 cultura - culture
 apenas - hardly, barely
 sufrir - to suffer / suffering
 romper - to break / breaking
 Estados Unidos - United States
 accidente - accident

WEEK 8

casi - almost
 traer - to bring / bringing
 traigo - I bring / am bringing
 olvidar - to forget / forgetting
 salud - health
 cuidar - to look after / looking after
 novio - boyfriend
 novia - girlfriend
 cumpleaños - birthday

WEEK 9

me - myself
 te - yourself
 poner - to put, to put on
 llamar - to call / calling
 presentar - to present, to introduce
 levantar - to get up / getting up
 demasiado - too much / too many
 despertar - to wake up / waking up
 espejo - mirror
 vestido - dress
 pantalón - trousers
 desayunar - to have breakfast / having breakfast

WEEK 10

Revision of Cycle 2 Vocabulary

Year 8 Combined Science Cycle Two

Key Vocabulary:

- 1. Atom:** the smallest particle of a chemical element that can exist.
- 2. Periodic table:** a chart in which the elements are arranged in order of increasing atomic number.
- 3. Electronic configuration:** is the way in which electrons are arranged in an atom.
- 4. Element:** contains just one type of atom.
- 5. Compound:** contains two or more types of atom joined together.
- 6. Molecule:** a particle consisting of two or more atoms joined together by covalent bonding.
- 7. Diatomic:** a molecule comprising of just two atoms, such as chlorine Cl₂.
- 8. Physical Property:** a description of how a material behaves to forces and energy.
- 9. Chemical property:** how a substance reacts with other substances.
- 10. Base:** a substance that will react with an acid to form only a salt and water.
- 11. Inert:** does not react.

Week 1

ATOMIC STRUCTURE

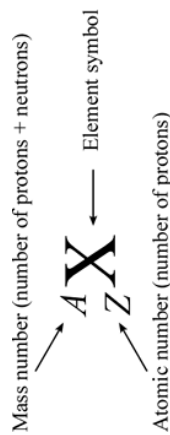
1. Atoms are made up of three smaller parts (called **subatomic particles**): **protons**, **neutrons** and **electrons**
2. At the centre of atoms is a tiny **nucleus**, containing **protons** and **neutrons**.
3. **Electrons** are particles that occupy **electron shells** arranged around the nucleus.
4. The **1st shell** can contain up to 2 electrons.
5. The **2nd** and **3rd shells** can contain up to 8 electrons.

Particle	Charge	Mass
Proton	+ 1	1
Neutron	0	1
Electron	- 1	1/1835

Week 2

USING THE PERIODIC TABLE

1. You can use a **periodic table** to find the number of subatomic particles each element has.
2. The **atomic mass number** = the number of **protons** and **neutrons**.
3. To find the **number of neutrons** in an atom subtract the atomic number from the atomic mass.
4. The **atomic number** = the number of protons and is also the same as the number of electrons. This is because all atoms have **no overall charge**.



Week 3

PERIODIC TABLE - GROUPS

1. The **periodic table** is arranged so that elements in the same vertical column (**group**) have similar **chemical** and **physical properties**, and show trends in those properties.
2. All **alkali metals** (group 1 elements) have relatively low melting points, are soft and are easily cut. They are also **very reactive**.
3. The **halogens** (group 7 elements) all exist as **diatomic** molecules. They are non-metal elements, which are poor conductors of heat and electricity.
4. The **noble gases** (group 0 elements) are colourless, have low melting and boiling points and are poor conductors of heat and electricity. A unique property is that they are all **inert**.

Week 4

CHEMICAL RATES OF REACTION

1. For a chemical reaction to occur the **reactant** particles must **collide** or **'bump'** together with enough **energy** to react.
2. The minimum amount of energy needed for a reaction to occur is called its **activation energy**.
3. During **successful collisions**, this energy helps to **break bonds**, so that atoms can be rearranged to make new substances (called **products**).
4. In general, reaction rates are increased when:
 - a. the **energy** of the collisions is increased (by **increasing temperature**)
 - b. the **frequency** of collisions is increased (by increasing **concentration, pressure or surface area**).

Year 8 Combined Science Cycle Two		
Week 5	Week 6	Week 7
<p>INVESTIGATING RATES OF REACTION</p> <ol style="list-style-type: none"> The rate of a reaction is the speed at which reactants are turned into products. Reaction rates usually fastest at the start. This is when the concentration of the reactants is greatest. Increasing the temperature increases the rate of reaction because the reactant particles speed up and have more energy. They therefore collide more often and have enough activation energy. Increasing surface area increases the rate of reaction because more particles are exposed, so collisions occur more often. Rates of reaction can be measured by measuring changes in the mass or volume of reactants or products. Gas volumes can be measured accurately using a gas syringe. 	<p>ACIDS AND ALKALIS</p> <ol style="list-style-type: none"> Chemicals can be either acidic, alkaline or neutral. The acidity or alkalinity of a solution can be measured on the pH scale. Most solutions lie between 0 and 14 on the scale. Solutions with a pH of 7 are neutral. Acidic solutions have pH values less than 7 and alkalis have a pH greater than 7. The pH of a solution can be found by using indicators - substances that change colour depending on the pH. Acids produce an excess of hydrogen ions (H⁺) when they dissolve in water. Alkalis produce excess hydroxide ions (OH⁻) in water. 	<p>NEUTRALISATION</p> <ol style="list-style-type: none"> A chemical reaction (called neutralisation) happens when you mix together an acid and a base. In the reaction an acid and a base react to produce a salt and water only. Acid + base → Salt + water The water (H₂O) is produced from the H⁺ ions from the acid reacting with the OH⁻ ions from the alkali. A neutral solution is made if you add just the right amount of acid and a base together. This can be done more than once to find an average volume.
Week 8	Week 9	Week 10
<p>COVALENT BONDING</p> <ol style="list-style-type: none"> A covalent bond is formed when a pair of electrons is shared between two atoms. It usually occurs between non-metal atoms. These shared electrons are found in the outer shells of the atoms. Sharing electrons enables the atoms to form full outer shells of electrons and become more stable. Covalent substances typically have: <ol style="list-style-type: none"> low melting points low boiling points poor conductivity of electricity Examples of simple covalent structures include: hydrogen, water, methane, oxygen and carbon dioxide. 	<p>ENDOTHERMIC & EXOTHERMIC</p> <ol style="list-style-type: none"> Chemical reactions can be Endothermic or Exothermic. Heat is given out during exothermic reactions. Heat energy is taken in during endothermic reactions. Activation energy is the minimum amount of energy required for a reaction to take place. Energy profiles of both types of reactions. 	<p>COMBUSTION & FUELS</p> <ol style="list-style-type: none"> Burning is a type of combustion. Fuels react with oxygen in the air during combustion. Examples of hydrocarbon fuels are: Diesel, petrol & Kerosene. Complete combustion is when there is lots of oxygen to react with hydrocarbon fuels. Carbon dioxide and water are products of complete combustion. Incomplete combustion is when there is not enough oxygen to react with the hydrocarbon fuels. Carbon Monoxide and carbon are a product of incomplete combustion. Less energy is given out during incomplete combustion than complete combustion.

Support available to you

If you feel at immediate risk of harm call 999 Police

Safeguarding Concern - Help from our St James Safeguarding Team

You can email: safeguarding@stjamesexeter.co.uk

If worried/anxious/ or just want to talk contact...

Food Support

If your family need foodbank vouchers or help with free school meals please email

foodsupport@stjamesexeter.co.uk

Self-Isolating Support (families with vulnerable members/with symptoms)

If you need support for picking up prescriptions/ shopping or support for your parents/carers by a community volunteer due to your family self-isolating, please email foodsupport@stjamesexeter.co.uk

Mental Health Support Team

If you have concerns over your own or your family's mental health of you own or your family. Please complete a referral on additional form or call **07866159124**

MASH

If you have any safeguarding concerns about a child, you can call MASH on **0345 155 1071**

Childline

0800 1111

www.childline.org.uk

Free, 24-hour telephone helpline for children and young people anywhere in the UK. Get help and advice about a wide range of issues, talk to a counsellor online, send Childline an email or post on the message boards.

The Mix

0808 808 4994

www.themix.org.uk

Essential support for under 25s. Phone, Email, Web support and Counselling.

www.themix.org.uk/get-support/speak-to-our-team/crisis-messenger - The Mix's Crisis Messenger text service is available 24/7 and open to anyone aged 25 or under living in the UK.

If you're in crisis and need to talk, text

THEMIX to 85258

Samaritans:

Helpline: **116 123**

Email jo@samaritans.org

www.samaritans.org

24hr service offering emotional support

Runaway Helpline:

116 000

Email - 116000@runawayhelpline.org.uk

www.runawayhelpline.org.uk

Runaway Helpline is here if you are thinking about running away, if you have already run away, or if you have been away and come back. You can also contact the Helpline if you are worried that someone else is going to run away or if they are being treated badly or abused. You can call or text for free, 24 hours a day. It's all confidential.

Shout

is an affiliate of Crisis Text Line® in the UK that provides free, confidential support, 24/7 via text. It's a free 24/7 texting service in the UK for anyone in crisis anytime. Text **85258**

Kooth

www.kooth.com

Free, safe and anonymous support for young people.

Monday - Friday 12pm-10pm

Saturday - Sunday 6pm - 10pm

YMCA - Children and Young People's Wellbeing Service

Wellbeing Practitioners provide uses CBT (Cognitive Behavioural Therapy) techniques and goal-setting to build up emotional wellbeing and resilience in young people and their families.

Self-referral:

<https://www.ymcaexeter.org.uk/cwpwellbeing/>

Young Devon

Young Devon run a homelessness prevention scheme in Exeter; they can help 16 & 17yr olds and care leavers.

01392 331666 and ask to speak to the Homeless Prevention Team or email yes.exeter@youngdevon.org

If you are under 18 call the Social Service Emergency Duty team **0345600 0388**

Online support and advice:

<https://www.thinkuknow.co.uk/>

Key things to remember:

- **Think before you post**

Don't upload or share anything you wouldn't want your parents, carers, teachers or future employers seeing. Once you post something, you lose control of it, especially if someone else screenshots or shares it.

- **Don't share personal details**

Keep things like your address, phone number, full name, school and date of birth private, and check what people can see in your privacy settings. Remember that people can use small clues like a school logo in a photo to find out a lot about you.

- **Watch out for phishing and scams**

Phishing is when someone tries to trick you into giving them information, like your password. Someone might also try to trick you by saying they can make you famous or that they're from a talent agency. Never click links from emails or messages that ask you to log in or share your details, even if you think they might be genuine. If you're asked to log into a website, go to the app or site directly instead.

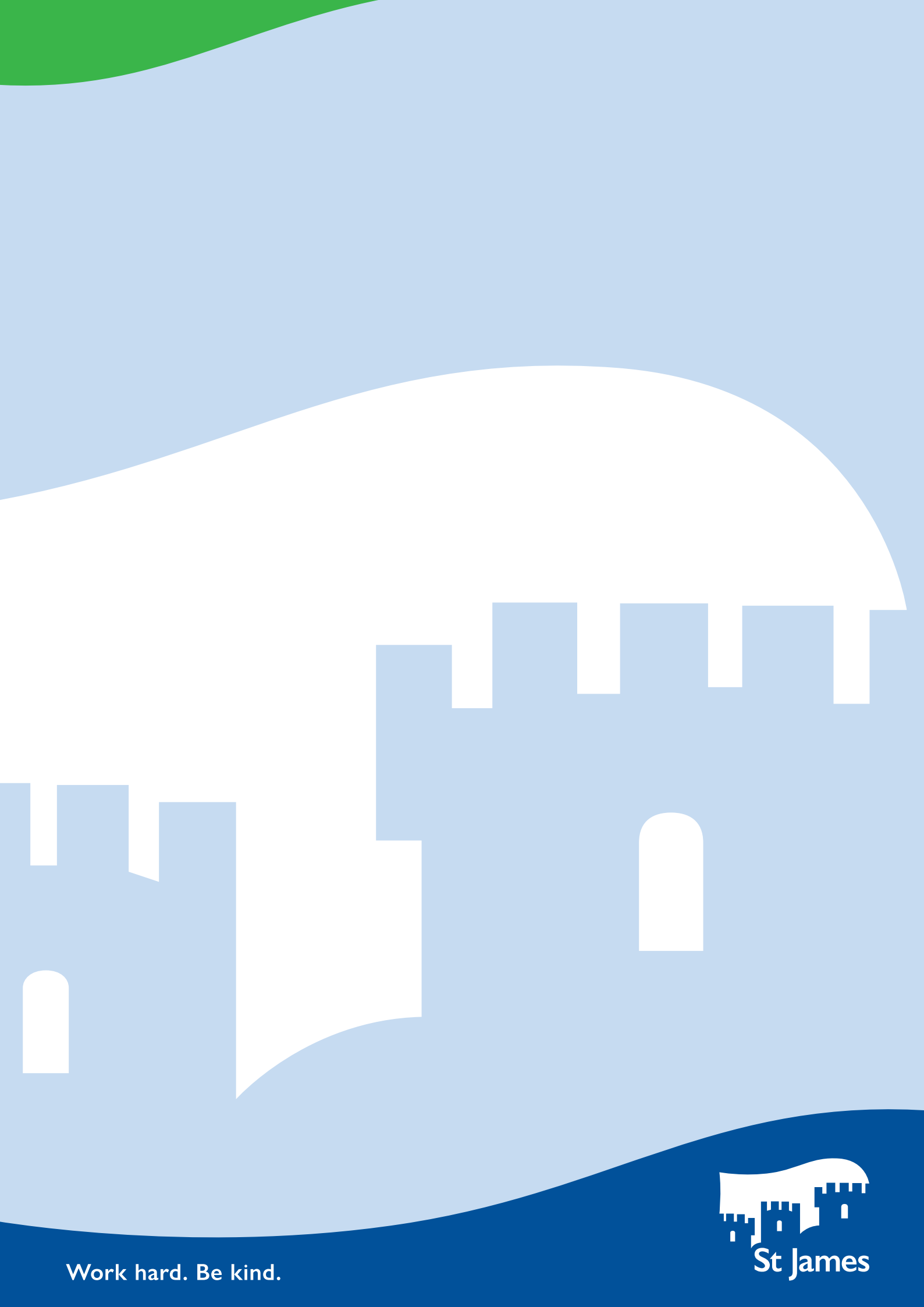
- **Think about who you're talking to**

There are lots of ways that people try to trick you into trusting them online. Even if you like and trust someone you've met online, never share personal information with them like your address, full name, or where you go to school. Find out more about grooming.

- **Keep your device secure**

Make sure that you're keeping your information and device secure.

More information can be found on our website: <https://www.stjamesexeter.co.uk/about/safeguarding/>



Work hard. Be kind.

