



**Need** ● ● ●  
**toKNOW**  
LOOE COMMUNITY ACADEMY

Year 8  
Autumn 2

*Be the  
**BEST**  
you can be*

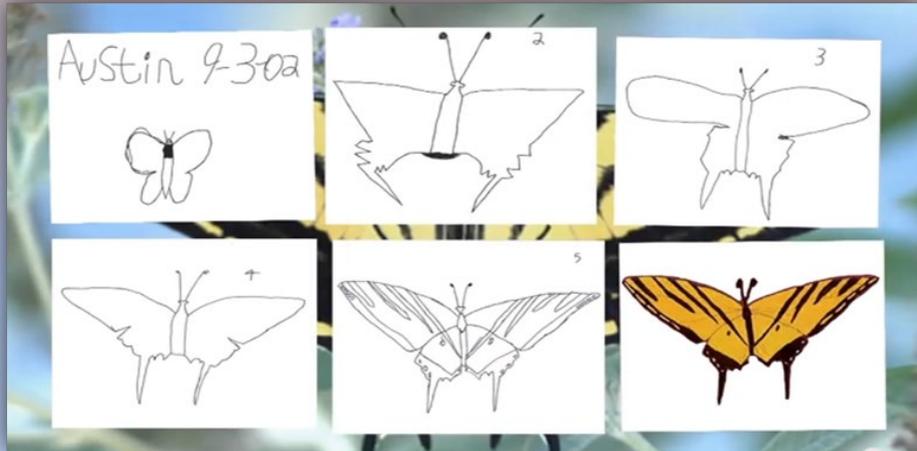




**Need to KNOW**  
LOOE COMMUNITY ACADEMY

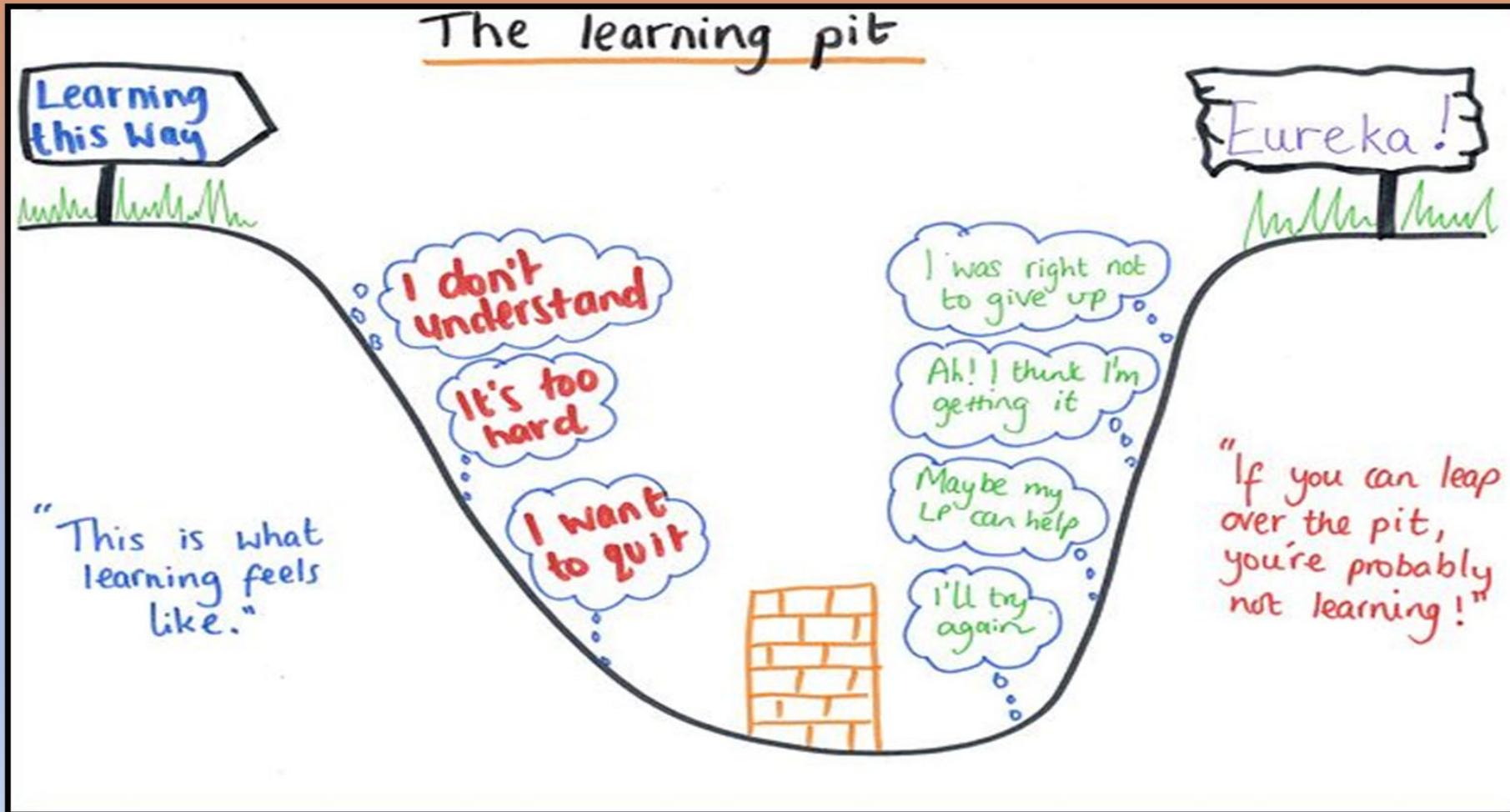
To become an **expert learner** you need to have the right mindset and understand the **'Power of YET'**!

Check out Austin's butterfly picture below and learn how he seeks feedback to improve his work to achieve the most amazing results!





The Learning Pit is a picture to help you remember that you are constantly going to be challenged and confused when you learn something new, but it's about knowing what to do in order to overcome these challenges to get to the other side of the pit!



1

## Magnificent Metacognition



### Plan

Is this similar to a previous task?  
What do I want to achieve?  
What should I do first?

### Monitor

Am I on the right track?  
What can I do differently?  
How can I ask for help?

### Evaluate

What worked well?  
What could I have done better?  
Can I apply this to other situations?

2

## Marvellous Memory



My memory and learning improves when I learn through spaced, retrieval, interleaved, elaborated, and use of concrete examples in practice.

I must use the best learning strategies above when using my 'Need to Know' to complete pre and post learning tasks.

During lessons I am a responsible Lead Learner, I teach my self and peers through mini tests, flashcards and look/cover/write/check/review, this help me and my peers learn quickly.

3

## Love My Learning



I have a growth mindset and believe I can be as SMART as I want to be! My brain is a muscle and it will growth bigger with the amount of effort I put into practice.

I seek feedback and enjoy acting on it. I see 'EBI' and 'T' from my teachers / peers as opportunities to improve, by acting on feedback I experience success as a learner.

I can be my own teacher and can articulate what I am learning and why. I know my mastery goals and I seek errors as opportunities. I aspire to challenges and have no fear of failure!

4

## Literacy for Life



Every hour I read is an hour improving my writing. Time is worth investing in my books and Accelerated Reader.

I always check my grammar, spelling and punctuation, this will help me to achieve the highest SPAG marks in my GCSE exams.

Practicing my reading skills and literacy will improve choice in job/career prospects. Success is when preparation makes opportunity and when practice makes permanent!

I NEED TO KNOW:

**What it means to be a British citizen.**

What British values are and how racism and extremisms are impacting on Britian and how people can be radicalised.

**Oppression**- Prolonged cruel or unjust treatment

**Ideology**- a set of shared beliefs within a group, such as a nation or social class. This influences the way individuals think, act, and view the world.

**Systemic racism** - systems and structures in society that have procedures or processes that disadvantage a certain race or races

**Privilege** - Special advantage or right possessed by an individual or group gained by birth, social position, effort, or concession.

**Critical Race Theory**- The view that society is inherently racist, and used by white people to further their economic and political interests at the expense of people of colour

**BAME**- Black, Asian or Ethnic Minority

**Extremist group** – a group who believe very strict ideas about how they are superior to particular other types of people in society.

**Radicalisation** – when a person starts to believe the radical ideas that these groups are telling them. They become ‘radicalised’.

**Fascism**- A form of government which is a type of one-party dictatorship. against democracy and hold race to be more important than freedom.

**Nationalism**- A way of thinking that says that some groups of humans, such as ethnic groups, should have their own territories

**Right-wing**- Someone who is "right-wing" usually supports tradition and the way things were

**Extremism**- Political views and ideas which are far from the mainstream

**Antisemitism**- The hatred of and prejudice against Jews

**Islamophobia**- The hatred of and prejudice against Muslims

**Human Trafficking**- the unlawful act of transporting or coercing people in order to benefit from their work or service



**I NEED TO KNOW:**

What is the best way to plan? How do I use speech marks accurately? Do I know how to use commas accurately?  
How do I use sentences to build tension? Can I find the best verbs to use?

**PAF and Planning**

**Purpose:** the reason for the writing e.g. explain, persuade, inform etc.

**Audience:** the people you are writing for e.g. adults, teenagers, children.

**Format:** what type of writing it is e.g. letter, diary, article, story.

Do you know how to plan a piece of writing?

Possible approaches: mind map, spidergram, bullet points, timeline, headings etc.

**Rules for Speech Marks**

1. Only the words that are actually spoken should go inside the speech marks.
2. Begin the first word the person says inside the speech marks with a capital letter.
3. Always use a comma before opening speech marks.
4. Always use some punctuation before closing the speech marks.
5. Start a new line when a different person starts to speak.
6. When speech is broken up with other words, you do not always need a capital letter to start the next bit of speech. It will depend on the punctuation: 'It's so cold,' muttered Anna, 'my teeth are chattering.'

**Commas and Comma Splicing**

Comma splicing is when you incorrectly use a comma to separate two sentences. You may need to use: a full stop, a semi-colon or a colon.

**3 Easy Places to use Commas**

1. In lists of words or things. E.g. He could only just stand up in the powerful, icy wind.
2. If you start a sentence with a connective, you need a full stop. E.g. Although she could see the camp, she wondered if she could make it.
3. In an embedded sentence. This is a sentence with an extra piece of information in the middle. e.g. The storm, savage and angry, raged around them.

**Narrators**

**Narrative Voices**

First person narrative- I or we. Tells the story from the perspective of one character.

Third person narrative – he, she or they. Can be an all knowing narrator.

**Types of Sentence**

Short, simple sentences without a connective:

Rain battered against the windows.

Compound sentences which join two clauses using and, but, or:

Rain battered against the window and rattled the roof tiles.

Complex sentences with two or more clauses joined with other connectives (because, while, although, when, as, if, until, after) or embedded sentences:

As the rain battered against the window and rattled the roof tiles, he trembled.

**I NEED TO KNOW: Understand, use and interpret mathematical symbols.**

Symbol	Symbol Name	Meaning / definition	Example	Symbol	Symbol Name	Meaning / definition	Example
=	equals sign	equality	$5 = 2+3$ 5 is equal to 2+3	+	plus sign	addition	$1 + 1 = 2$
≠	not equal sign	inequality	$5 \neq 4$ 5 is not equal to 4	-	minus sign	subtraction	$2 - 1 = 1$
≈	approximately equal	approximation	$\sin(0.01) \approx 0.01$ , $x \approx y$ means $x$ is approximately equal to $y$	±	plus - minus	both plus and minus operations	$3 \pm 5 = 8$ or $-2$
>	strict inequality	greater than	$5 > 4$ 5 is greater than 4	±	minus - plus	both minus and plus operations	$3 \mp 5 = -2$ or $8$
<	strict inequality	less than	$4 < 5$ 4 is less than 5	*	asterisk	multiplication	$2 * 3 = 6$
≥	inequality	greater than or equal to	$5 \geq 4$ , $x \geq y$ means $x$ is greater than or equal to $y$	×	times sign	multiplication	$2 \times 3 = 6$
≤	inequality	less than or equal to	$4 \leq 5$ , $x \leq y$ means $x$ is less than or equal to $y$	·	multiplication dot	multiplication	$2 \cdot 3 = 6$
()	parentheses	calculate expression inside first	$2 \times (3+5) = 16$	÷	division sign / obelus	division	$6 \div 2 = 3$
[]	brackets	calculate expression inside first	$[(1+2) \times (1+5)] = 18$	/	division slash	division	$6 / 2 = 3$
				—	horizontal line	division / fraction	$\frac{6}{2} = 3$

**I NEED TO KNOW:**

- Keywords of ecosystem topic
- Describing what a food web shows and explaining disruptions to it
- Describe a practical to test the reactivity of a group of metals.



<https://www.bbc.co.uk/bitesize/topics/zn6hvcw/articles/zvfxxbk>

<https://www.bbc.co.uk/bitesize/topics/zxhvcw>

1. Learn keywords on ecosystem processes

2. Describing interactions within food chains and food webs and how they can be disrupted

3. Test metals to decide an order of reactivity

**Food chain:** Part of a food web, starting with a producer and ending with a top predator. This diagram shows the transfer of energy between organisms.

**Producer:** Green plant or algae that makes its own food using sunlight by the process of photosynthesis.

**Consumer:** Animal that eats other animals or plants.

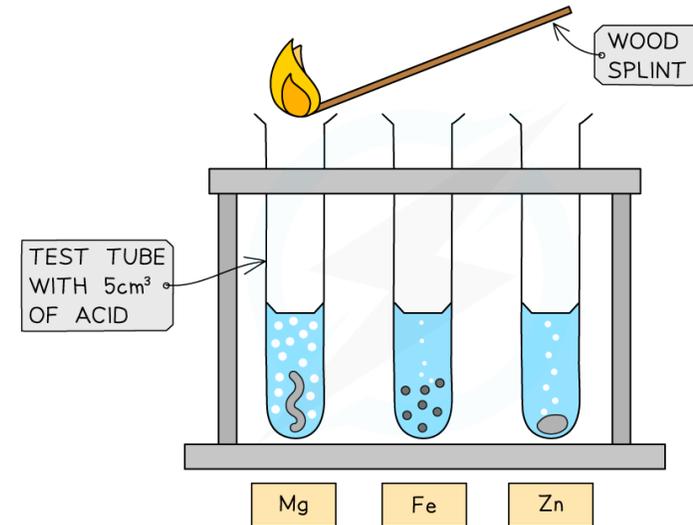
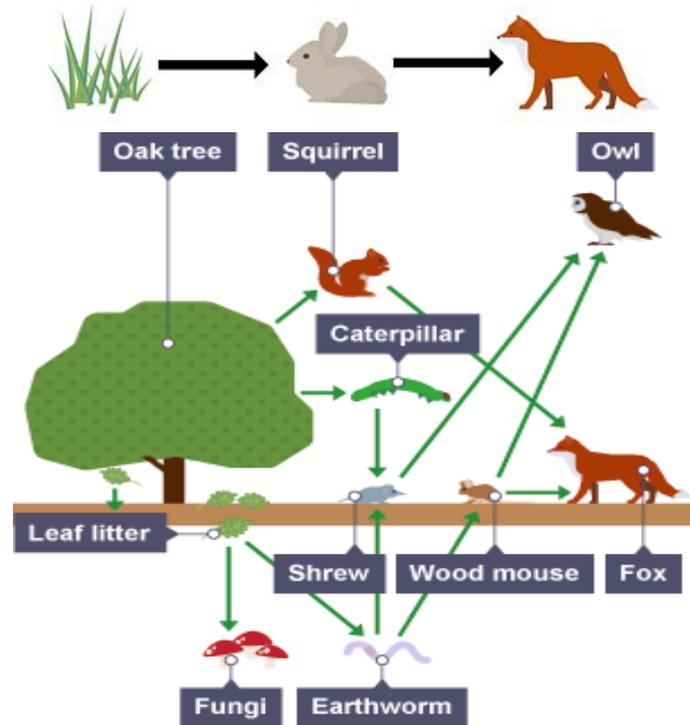
**Prey:** An animal that is eaten by another animal.

**Predator:** An animal that eats other animals.

**Food web:** A diagram that shows how food chains in an ecosystem are linked.

**Decomposer:** Organism that breaks down dead plant and animal material so nutrients can be recycled back to the soil or water.

**Food Chain**



I NEED TO KNOW:

How to code using Python. Use the crib sheet below to help you remember the key syntax.

### Interact with the user (*input and output*)

Print a message

```
print('Hello, world!')
```

Print multiple values (of different types)

```
ndays = 365
print('There are', ndays, 'in a year')
```

Asking the user for a string

```
name = input('What is your name? ')
```

Asking the user for a whole number (an integer)

```
num = int(input('Enter a number: '))
```

### Decide between options

Decide to run a block (or not)

```
x = 3
if x == 3:
    print('x is 3')
```

Decide between two blocks

```
mark = 80
if mark >= 50:
    print('pass')
else:
    print('fail')
```

Decide between many blocks

```
mark = 80
if mark >= 65:
    print('credit')
elif mark >= 50:
    print('pass')
else:
    print('fail')
```

Are two values equal?

```
x == 3
```

⚠ two equals signs, not one

Are two values not equal?

```
x != 3
```

Less than another?

```
x < 3
```

Greater than another?

```
x > 3
```

Less than or equal to?

```
x <= 3
```

Greater than or equal to?

```
x >= 3
```

▸ elif can be used without else

▸ elif can be used many times

The answer is a *Boolean*:

**True**

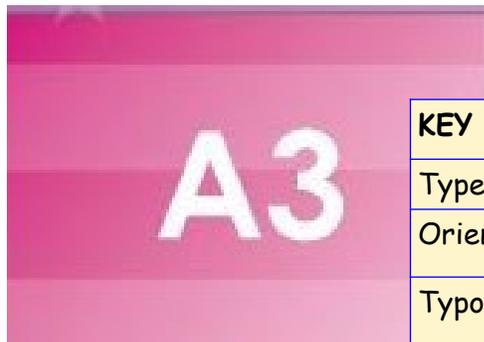
or

**False**



**I NEED TO KNOW:**

How to use block printing process to create a sheet of wrapping paper with tag.  
How to create a commercial branded identity for a Festival Food Van & apply it to a 3D paper van.



**Styrofoam**

KEY WORD	DEFINITION
Typeface	Name of a specific collection of related fonts.
Orientation	Landscape (wide) or Portrait (tall)
Typography	The art of arranging letters and text in a way that makes the copy legible, clear, and visually appealing to the reader.
Stylisation	Being drawn in a way that is not natural or realistic.
Composition	The way in which all the elements of an image work together to produce an overall effect.
Net	How a 3D shape would look if it was unfolded.

MATERIALS	DEFINITION
A3 paper	420mm wide x 297mm high if landscape.
Block printing ink	Water or oil based.
Styrofoam	Trademarked brand of closed-cell extruded polystyrene foam used for packaging (& insulation).
Glue stick	Glue used for sticking paper and card to each other.
Copier paper	80gsm weight (grammes per square metre).
Coloured pencils	Wax- or oil-based containing varying proportions of pigments, additives and binding agents.
Double-sided sticky tape	Tape with adhesive on both sides.

TERM	MEANING
Graphic Communication	Designing visual material to convey information, ideas, meaning & emotion in response to a brief.
Target Audience	Specific group of consumers most likely to want your product or service.
Block Printing	Process of printing patterns by means of engraved blocks.
Brand Identity	Visible elements of a brand, such as colour, design and logo, that identify and distinguish the brand in consumers' minds.



**Recycling category**

**Block print**



TOOLS	DEFINITION
Craft knife	Used to cut & score thin sheet material
Cutting mat	Self-healing rubber mat for use with sharp blade used to cut sheet material accurately & safely.
Metal rule	Straightedge on a ruler for cutting/measuring.
Inking trays	Low rimmed plastic trays in which to place ink.
Brayer	Small hand rollers used to thinly apply ink or paint onto a printing surface.

I NEED TO KNOW:

Different techniques used within Fashion & Textiles



Cath Kidston

Catherine Isabel Audrey Kidston MBE (born 6 November 1958) is an English fashion designer, businesswoman and author whose company, Cath Kidston Limited sells home furnishings and related goods online, through franchises and by mail order. She is particularly known for her nostalgic floral patterns and has also published a number of books.

Kidston has worked with Milletts to design tents (2005–6), Nokia/ Carphone Warehouse mobile phones (2006), and Roberts radios (2005 onwards). In 2008, she collaborated with Tesco to produce shopping bags made from plastic bottles, which saved about six million plastic bottles from landfill.



Tie Dye

The process of tie-dye typically consists of folding, twisting, pleating, or crumpling fabric or a garment, before binding with string or rubber bands, followed by the application of dye or dyes.

The manipulations of the fabric before the application of dye are called resists, as they partially or completely prevent ('resist') the applied dye from coloring the fabric.

More sophisticated tie-dye may involve additional steps, including an initial application of dye before the resist, multiple sequential dyeing and resist steps, and the use of other types of resists (stitching, stencils) and discharge.



Sublimation

Printing

Sublimation printing uses heat to essentially bring ink and fabric together as one.

First, a design is printed onto special paper. The inks that are used turn into gas when brought under heat, then combine with the fabric and permanently print onto the fabric.

The effects are permanent and less prone to fading, as the ink is embedded in the fabric or substrate rather than simply laying on top like a normal print.

The heat opens up the pores of the fabric, then with the applied pressure the ink cools and returns to a solid form.



Hemming

Hemming is a sewing technique used to finish the edges of fabric to prevent unraveling and create a neat, clean edge. It involves folding the raw edge of the fabric over and sewing it in place.

Hemming is a crucial step in garment construction. It is used to finish the hems of skirts, dresses, trousers, sleeves, and other clothing items. The type of hem used can vary depending on the fabric weight, garment style, and desired look.

There are several types of hems that can be used depending on the desired finish and fabric type. Common types include single-fold hem, double-fold hem, rolled hem, and bias hem.

**I NEED TO KNOW:**

Cooking techniques, keywords and how to stay safe

**Key Learning Objectives**

You will need to know:

- How to work safely and hygienically in the kitchen
- How to use the oven part of the cooker
- How to use the hob part of the cooker
- How to use a grill
- How to weigh and measure ingredients
- How to store and prepare ingredients safely
- How to clear up fully
- How to evaluate food products

**Extension Task**

- If you have demonstrated ability and motivation during your practical work on some tasks you may be given the opportunity to personalise and alter parts of the

Foods from the Eat Well Plate	The benefits they provide for us
Fruit and vegetables	People who eat more vegetables and fruits as part of an overall <a href="#">healthy diet</a> are likely to have a reduced risk of some chronic diseases. Vegetables provide nutrients vital for health and maintenance of your body
Meat, fish, eggs and beans	Foods in the meat, poultry, fish, eggs, nuts, and seed group provide nutrients that are vital for health and maintenance of your body. It is essential however that we eat a wide range from this group.
Bread, rice, potatoes and pasta	Eating grains, especially whole grains, provides health benefits. People who eat whole grains as part of a healthy diet have a reduced risk of some chronic diseases. Grains provide many nutrients that are vital for the health and maintenance of our bodies.
Milk and dairy foods	Consuming dairy products provides health benefits - especially improved bone health. Foods in the Dairy Group provide nutrients that are vital for health and maintenance of your body. These nutrients include calcium, potassium, vitamin D, and protein

**Possible recipes in this unit**

- Cheesy Scones
- Scone based pizza
- Fajita
- Risotto
- Quiche
- Pasta and ragu sauce
- Fruity Muffins

**KEY WORDS you could use when describing and evaluating food products**

Fluffy, Decoration, Garnished, Crunchy, Cheesy, Aesthetically pleasing, Flavoursome, Golden, Spongy, Positive, Improvements, Hard, Smooth, Soft, Juicy, Soggy, Lumpy, Mushy, Sticky, Powdery, Rubbery, Attractive, Greasy, Fresh, Appetising, Dry, Crumbly, Colourful, Thin, Thick, Tender, Tasty, Fatty, Burnt, Healthy, Bitter, Bland, Sweet, Stale, Spicy, Undercooked, Sour, Tasteless, Salty, Sharp, Watery.....

**HEALTH & SAFETY REGULATION REASON**

Only use the equipment that has been demonstrated to you  
You are more likely to injure yourself if you do not know how to use it safely

Always wash hands before undertaking any practical work  
This is essential to help with your personal hygiene and to avoid spreading any contamination

Tie any long hair up before starting practical work  
This will reduce it falling into any food and affecting hygiene

Wear an apron  
This will keep you safe and your uniform and product clean

Never run or be silly in the food room  
This will help keep you and others safe

Carry equipment carefully  
This will help keep you and others safe

Listen carefully to the teacher and follow exact instruction  
So you know how to behave safely and use the equipment safely

Ounces	Grams
1oz	28.350g
2 oz	56.699g
3oz	85.049g
4 oz	113.40g
5 oz	141.75g
6 oz	170.10g
7 oz	198.45g
8 oz	226.80g
9 oz	255.15g
10 oz	283.50g

Students Name

\_\_\_\_\_

\_\_\_\_\_

Date

\_\_\_\_\_

\_\_\_\_\_

Teacher

\_\_\_\_\_

\_\_\_\_\_

**I NEED TO KNOW:**

You will need to know what a cam is and what its function is  
You will need to know how to change rotary movement to reciprocating movement.

MATERIAL	DEFINITION
Pine	A light coloured softwood with an attractive grain that comes from an evergreen tree
Balsa wood	A very soft lightweight wood (but actually classed as a hardwood) That is used in model making and is ideal for 3D objects for the top of the automata
Dowel	A wooden rod used for axles and to reinforce simple wooden joints
Acrylic	A thermoplastic that can be used to improve the finish of our automata
PVA	The best glue to use when gluing wood to wood.

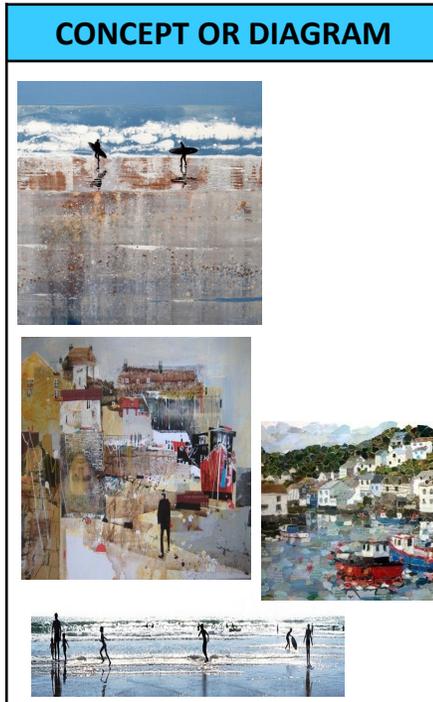


MACHINERY	DESCRIPTION
Fret Saw	An electronic saw
Disk sander	A disc that rotates with glass paper fixed onto the front
Dust extractor	A large unit that help remove dust that has been created by sanding
Pillar Drill	A vertical drill used for drilling very accurate holes

KEY WORD	DEFINITION
Automata	A mechanical device that changes one form of movement into another often to cause amusement
Jig	A clamp (often home made) that enables you to hold a piece of work and perform the same task to numerous identical pieces
Rotary Movement	The term to describe when something is turning
Reciprocating movement	The term to describe when something if going up and down
Oscillating movement	The term to describe when something is swinging like a pendulum

**I NEED TO KNOW:**

Use this sheet to prepare for each lesson and understand the key terminology that you will be learning throughout this topic beforehand. It is recommended that you prepare yourself for each lesson by looking over the information below and develop your skills beforehand so you're prepared. You can also read about the inspirations and influences for this topic to get more information. The project will develop your skills in the 4 assessment objective areas – research, observe, experiment and present.



Artists	BASIC INFO
Kirsty Elson	<b>Kirsty Elson</b> lives and works in Cornwall as a freelance mix media artist , her inspiration comes from her surroundings and her materials are recycled treasures collected from the sea / beaches
Philippe Patricio	Philippe Patricio is a collage artist based in Lisbon. Recycling various types of paper, fabric or other materials and applying them like a paint palette to create new work from existing images.
Melanie MacDonald	Cornwall based artist working and exploring paint techniques often including silhouettes and bright colours
KEY WORD/CONCEPT	DEFINITION
Layer	Layering in art is the process of applying various materials or colors on top of one another. A painting or drawing can employ layering to enhance interest and texture as well as depth and dimension.
Landscape	A landscape painting or drawing refers to an artwork whose primary focus is natural scenery, such as mountains, forests, cliffs, trees, rivers, valleys, etc.
collage	a piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing.
Wax resist	Coloured wax crayons or white wax candles are used in this technique which is based on the fact that wax repels water. Strokes are made with clear wax then overpainted with watercolor. The wash only adheres to the paper where there is no wax
Silhouette	The dark shape or outline of something or someone – created by a solid form blocks the light or to cast a shadow creating an outline silhouette of the person.

Preparation and helpful links	
1	<a href="https://www.youtube.com/watch?v=OWGBqQC2tJg">https://www.youtube.com/watch?v=OWGBqQC2tJg</a> watch the Cornish artists mini video
2	Be inspired by the work of Melanie Macdonald , photographer Marc Harold's photographs <a href="https://www.artpal.com/harrod">https://www.artpal.com/harrod</a> produce your own photographs on the beach
3	<a href="https://www.sashaharding.co.uk/blog/category/behind-the-scenes">https://www.sashaharding.co.uk/blog/category/behind-the-scenes</a> watch the stop motion video by Cornish artist
6	Experiment with creating collage images from magazines
7	<a href="https://www.youtube.com/watch?v=nb8e-fiSWsM">https://www.youtube.com/watch?v=nb8e-fiSWsM</a> – watch and experiment with collage landscapes

HOMEWORK - 2 hours	
1	<b>Wider experimentation:</b> Using magazines , leaflets and brochures create a mix media collage of the seaside over a double age in your book Be inspired by Nagib KARSAN - <a href="http://www.nagibkarsanart.com">www.nagibkarsanart.com</a>
2	Visit a beach take 10 photographs of the beach . Try to include visitors as well as buildings & coastline. Be inspired by the work of Melanie Macdonald , photographer Marc Harold's photographs <a href="https://www.artpal.com/harrod">https://www.artpal.com/harrod</a> Try to include silhouettes of people as you can cut them out to include on your mix media piece

**I NEED TO KNOW:**

Exploring other ways of creative movement material other than

**KEY CONCEPTS**

- Appreciation
- Choreographic

<p><b>WK 1 &amp; 2</b></p>	<p><u>Warm up and Cool down.</u> As a class you will be put through your paces trying out different ways in which you can warm up and cool down and reasons why it is so important. This will be both teacher and student lead, you will be given time to create your own versions and for them to be delivered to the rest of the class.</p>
<p><b>WK 3 &amp; 4</b></p>	<p><u>Enter Achilles</u> Using the professional set work, Enter Achilles by DV8, as a form of stimulus to create movement material from. Using a range of choreographic devices to develop the movement material using props. <u>Introduction of Contact work</u> Explore contact work safely with a partner or in small groups and incorporate the new ideas into your duets. Use improvisation to explore other possibilities in your pairs, use new material to create an additional motif</p>
<p><b>WK 5 &amp; 6</b></p>	<p><u>Choreographic Devices</u> Using a variety of choreographic devices to develop movement material. Understand the importance of having a clear beginning, middle and end to your dance to show structure <u>Perform and appreciate</u> Perform your completed choreography to another group. Using dance terminology to provide supportive and constructive feedback to each other and recognise own successes and areas to develop</p>

KEY WORD/CONCEPT	DEFINITION/EXPLANATION
<b>Tableaux's</b>	Freeze frame
<b>Choreographic devices</b>	Ways to develop a dance
<b>Coordination</b>	Linking two or more movements together at the same time
<b>Facial expression</b>	Stay in character
<b>Spatial awareness</b>	When performing or creating movement material be aware of others around you
<b>Appreciation</b>	Recognise the importance of something
<b>Stylistic qualities</b>	Specific moves or attitudes that shine through the choreography or make up the choreography. Work off that idea.
<b>Interpretation</b>	showing your own understanding of something

**I NEED TO KNOW:**

Reggae is a style of music. It came out of Jamaica. Jamaica was a British colony which gained its independence in 1962.

Cultural & Spiritual Influences: Around the time of independence and beyond there were a lot of political struggles and protest. Reggae music was used to express these struggles. Rastafarian spiritual beliefs also influenced reggae.

Key Word	Definition
Off-Beat	Where the accents of the beats occur on the weaker beats or the quaver (+) beats, e.g. 1+2+.
Syncopation	A way of changing a rhythm by making some notes a bit early, often so they cross over the main beat of the music giving the music a further off-beat feel.
Improvisation	Music that is performed unprepared/spontaneously
Call and Response	A musical dialogue that means “question and answer”.
Simple Harmonies	Using a limited number of chords, mainly primary chord triads such as the tonic, dominant and subdominant chords.
Riff	A catchy repeated musical pattern.
Bass Line	The lowest pitched part of a piece of music often played by the bass guitar.
Chord/Triad	A chord consisting of 3 notes. Triads are a type of chord played on the keyboard.
Lyrics	The words used in a song.

<b>WEEK 1 &amp; 2</b>	<p><b>Reggae Listening</b></p> <p><b>Moving from the sounds of West Africa to Reggae. Where it is from. The culture and religion. Looking at the lyrics and Rastafa</b></p> <p><b>How the genre developed from mento, ska, rock steady and skanking</b></p> <p><b>Research and Artiste awareness such as Bob Marley</b></p>
<b>WEEK 3 &amp; 4</b>	<p><b>Playing and singing</b></p> <p><b>Develop knowledge of various ways to achieve syncopation, improvisation and off beat techniques.</b></p> <p><a href="https://www.youtube.com/watch?v=Imr4344uZ3g">https://www.youtube.com/watch?v=Imr4344uZ3g</a></p>
<b>WEEK 5 &amp; 6</b>	<p><b>Performance</b></p> <p><b>Playing and singing songs in the reggae style to show awareness and understanding of the genre</b></p>

**What is Rastafarianism?**  
Rastafarianism is an Africa-centred religion which developed in Jamaica in the 1930s, following the coronation of Haile Selassie as King of Ethiopia. Rastafarians believe Haile Selassie is God and that African members of the black community who are living in exile as the result of colonisation and the slave trade will return to their African homeland. Most of the Rastafarian principles are rooted in the Bible that includes growing their hair long: “All the days of his vow of separation there shall no razor come on his head.” Numbers 6:5.

**What are Reggae Songs About?**  
The lyrics of Reggae songs are strongly influenced by Rastafarianism and are often political including themes such as love, brotherhood, peace, anti-racism, optimism and freedom.

Off Beat



**Concepts:**  
Using your voice & non-verbal communication.

Use this sheet to understand the key terminology that you will be learning. It is recommended that you prepare yourself for each lesson by looking over the information below. The project will develop your skills in the 3 assessment objective areas – EXPLORE, EXPRESS and EVALUATE

I NEED TO KNOW:

KEY WORDS AND CONCEPTS	
PITCH	PITCH refers to a sound that goes higher or lower. In Drama this is the speaking voice. A small character might speak higher and a big character lower. It also relates to something called 'VOCAL COLOUR' where you hear expression in someone's voice. Lighter vocal colour (HIGHER PITCH) will make your voice sound happier, excited, friendlier, more hopeful, more positive. Darker vocal colour (LOWER PITCH) will make your voice sound sadder, angrier, hopeless, more negative and this is also used for a serious tone.
PACE	PACE refers to speed. In Drama this is how FAST or SLOW you speak. You should never speak too fast as you will be more likely to trip over your words, be mis-understood and make mistakes but speaking a little quicker can help a character sound happy/excited, or even scared. Speaking slower can help a character sound sad or thoughtful.
EMPHASIS	In a script depending on the word you choose to emphasise it can completely change the meaning of what you are saying. You can emphasise a word by making it louder (like a punch), change your pitch, extending the word to make it longer like "loooooonger" or saying it in a very sharp, cut off way.
PROJECTION	Projection is about how loud you are. You should never speak too quietly as you might not be able to be heard or you might be mis-understood. Speaking a bit quieter though can help a character sound smaller or scared. Speaking extra loud can help a character sound bigger, more confident and angrier.

WEEKS	PREPARATION TASKS & HELPFUL LINKS
WEEK 1 & 2	Explore using PITCH and PACE in your voice. <a href="https://shorturl.at/cB179">https://shorturl.at/cB179</a>
	Try using PITCH and PACE on this sentence "I know you've been waiting a long time, but we are very short staffed today and I'm afraid there isn't anything I can personally do about it" Learn about using emphasis (known as sentence stress in America). <a href="https://shorturl.at/knsO6">https://shorturl.at/knsO6</a>
WEEK 3 & 4	Try stressing/emphasising different words in this sentence "I don't want to make it all about me, but I will if I have to"
	Work on your voice projection. <a href="https://shorturl.at/ouJZ2">https://shorturl.at/ouJZ2</a>
WEEK 5 & 6	To engage diaphragm breathing (stomach breathing) just yawn and see where you breathe from.
	Explore how to use your voice to create characters. (Watch up to 11 minutes in). <a href="https://shorturl.at/dLNT5">https://shorturl.at/dLNT5</a>
	Try to create 6 distinctly different character voices. Write down how to create them.



"But it's no use now," thought poor Alice, "to pretend to be two people! Why, there's hardly enough of me left to make one respectable person!"  
—Chapter 1, Down the Rabbit-Hole

I NEED TO KNOW:

**By the end of this term, you will develop an understanding of team games and how to stay fit for life.**

Outwitting opponents		
Through netball rugby and handball	Developing tactical awareness	
Tactics	Formations	Who plays where and when
	Positions	Attack/defence names of positions
	How to win	How to score
	Rules	How to use rules to advantage

Outwitting opponents		
Through netball/rugby and handball	Developing thinking skills	
Tactics	Small sided games	How to keep possession in a game
	Small sided games	How to defend and win the ball back
	Bigger games	Plan attacking tactics in games
	Bigger games	Plan defending tactics in games

Physical and mental challenges		
Through Y8 assessment	Fitness testing	
Components of fitness	Speed	30 m sprint
	Stamina	Multi Stage fitness test
	Reaction Time	Ruler Drop test
	Balance	Standing Stork

Effective teams and sportsmanship		
Through football/rugby	Developing leadership roles.	
Leadership	Leading	A warmup or part of a lesson
	Planning	A small sided game/drill
	Organising	Equipment students' space

Positive attitudes and behaviours		
Through Functional Fitness	Know what a positive attitude and behaviour is.	
Positive Mindset	Optimistic	Believe in yourself
	Positive affirmation	I cant do it yet...
	FAIL	First Attempt at Learning
	Be kind	To yourself and others

Fitness		
Y8 Assessment	Fitness testing	
Components of fitness	Power	Sargent Jump
	Agility	Illinois agility test
	Co-ordination	Wall toss test
	Flexibility	Sit and reach test

I NEED TO KNOW:

How physical processes create coastal landforms, and how humans use and manage the coast. You will also evaluate this management to decide if we are taking the right approach!

**Waves**  
 Waves are caused by friction that is generated when **wind** blows across the surface of the sea!

As a wave reaches the beach:  
 The water running up the beach is called the **swash**. As the wave loses energy, the water begins to run back down the beach to the sea, and is called the **backwash**. If you've ever been to the beach, you will have felt this motion under your feet when paddling in the shallow waters!

**Two types of waves!**

**Destructive Waves:** Strong winds, powerful waves and cause coastal erosion. They are tall and steep. The backwash is stronger than the swash, so material is carried out to sea.

**Constructive Waves:** Light winds, not powerful and cause deposition, rather than erosion. Stronger swash, so material is carried up the beach and deposited.

**Erosion**  
 Erosion is a term used to describe a wave removing material from the coastline

**Headlands and Bays**

**Discordant Coastline:** Bands of differing rock strengths (resistant and less resistant) run perpendicular (in the opposite direction) to the coastline. Along this coastline, a mixture of clay (less resistant), chalk and limestone (resistant) run perpendicular to the coastline.

**Concordant Coastline:** Bands of rock run parallel to the coastline. Along this coastline, limestone (resistant rock) runs along the entire length of the coast.

# COASTS!

**So what does this have to do with headlands and bays?**

**Headland**

Along a discordant coastline, the rocks of higher resistance erode at a slower rate to the rock of lower resistance. As a result, the high resistant rocks protrude out from the coastline, producing headlands.

**Peveril Point, South Coast of England**

**Bays**

Along a discordant coastline, the rocks of lower resistance erode at a faster rate than the rocks of higher resistance. This results in the rock eroding back more quickly to produce bays. Constructive waves often bring sediment to form a beach.

**Swanage Bay, South Coast of England**

**Cliffs**

Cliffs are produced through the process of hydraulic action and abrasion, where destructive waves erode the cliff between the high and low tide marks to create a wave cut notch. As this notch is eroded, the cliff above becomes unstable, collapses and is removed by waves.

**Wave Cut Platform**

Below the wave cut notch, an area of exposed rock is left, which is visible during low tide. The surface is not smooth, as erosional processes such as abrasion, and weathering, continue to erode the rock face.

**Caves, Arches and Stacks**

**Headland**

Caves, arches and stacks often form at headlands, should make sure you remember how headlands initially form!

**Akraberg Headland, Scotland**

**Cave**

Destructive waves break against the cliff face, weaknesses in the rock are attacked. Through hydraulic action, the crack widens, eventually widening the crack enough to form a cave.

**Merlin's Cave, Cornwall, England**

**Arch**

Waves erode the cave, via the process of hydraulic action, and abrasion, with rocks and pebbles swirling within the cave. If the cave sits in a narrow headland, waves erode through the cave, creating an arch.

**Green Bridge, Wales**

**Stack**

Continued erosion of the base of the arch weakens the structure, until a point where the roof collapses due to instability, leaving a stack, separated from the mainland, as shown above and to the right.

**Attrition**

Small rocks that the waves are carrying, collide in to one another. The rocks break up, becoming smaller and rounder. This continues to occur until the rock becomes sand.

**Abrasion**

Rocks that the wave is carrying are thrown against the coastline. This wears away at the coastline overtime.

**Hydraulic Action**

Large waves break against the cliff. The cliff will often have faults/cracks in. The water is forced into these faults/cracks in the cliff, which causes immense pressure. When this pressure is released, it produces a force that makes the crack larger.

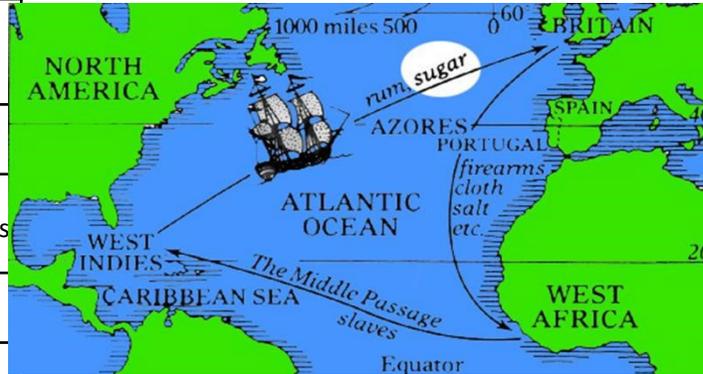
**Solution**

Sea water has lots of different chemicals in, and these can sometimes react with the rock, causing the rock to dissolve. This occurs most frequently with limestone.

I NEED TO KNOW:

**Y8 History Knowledge Organiser: Unit 5- The Slave Trade 1500 - 1832**

Slavery	A relationship where one person has absolute power over another. They control their life, freedom and wealth.
Triangle Trade	The name of the system for trading slaves across the world.
Middle Passageway	The names used to describe the journey from Africa to America for slaves, it took up to 2 months
Plantation	A large farm that slaves worked on to produce cotton, tobacco and sugar.
The Underground Railroad	The secret network of people who would help slaves escape to places of safety.
Railroad	
Abolition	Is the act of putting an end to something by law e.g. slavery.
The Slavery Abolition Act 1833	The Act passed in Britain that abolished slavery.



The Middle Passageway was the longest part of the journey for slaves from Africa to the Caribbean. They suffered through terrible conditions and many died during the journey. Slaves were packed into the ship in very tight quarters and laid down for most of the journey. They were only given little bits of food to keep them going and were severely punished should they disobey orders. Slaves were chained up for the entire journey, meaning that diseases spread quickly and easily from slave to slave. A lot threw themselves overboard in order to avoid their fate as a slave.

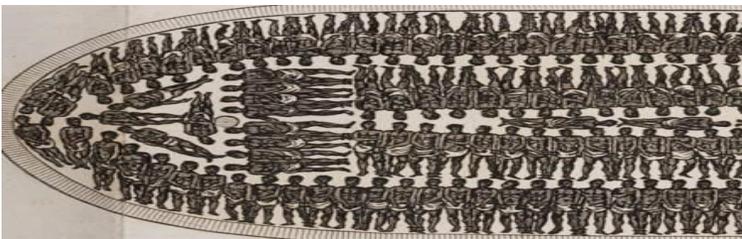
Life of a slave

**Domestic Vs Plantation** - slaves fell into these two different types. Domestic slaves were butlers, cooks and maids, who had to look after the plantation owner, his family and his house. Plantation slaves were those who worked 18 hour days on the plantations growing cotton and tobacco. Domestic slaves were usually treated better than plantation slaves, they were given better food and were clothed.

**Accommodation** – slaves lived in wooden shacks with mud floors, with up to as many as 15 people sharing 1 room.

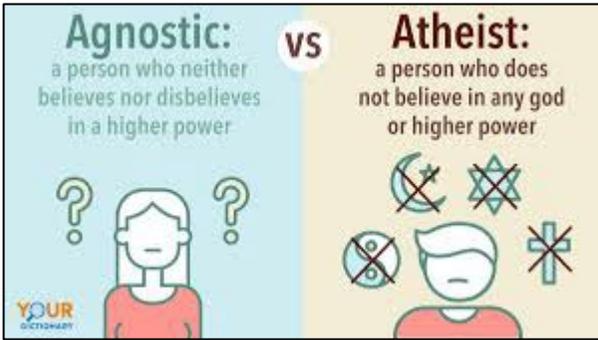
There was no furniture and old rags would be used to make beds.

**Family** – Slaves had no legal protection, therefore marriages and families could be broken up lawfully by their owners. Many used this as a threat to control slave behaviour. 32% of slave marriages were dissolved by masters selling slaves away from the family home.



I NEED TO KNOW:

Arguments for and against the existence of God. Exploring Humanism.



Humanism is a **worldview** that is represented in the UK by 100 000 members. This is their symbol:



LIVING A GOOD LIFE	Do you need God to be good? Exploring humanist ideas on how to live a good life
ULTIMATE QUESTIONS	Why do some people believe in God? Why do some people deny the existence of God? Should atheists try to challenge believers – and vice versa?

Agnostic	Someone who thinks it is impossible to know whether God exists or not
Atheist	Not believing in God
Big bang theory	Scientific explanation for how world started
Evolution	Scientific explanation for how life came to exist on Earth
Humanism	Non-religious way of living: a secular worldview
Proof	Evidence that cannot be denied
SBNR	Spiritual but nit religious
Secular	Non-religion
Theist	A believer in God
Wager	A bet

**SBNR** There are many people in the UK who identify as this. In postmodern Britain , some people feel a link to spirituality rather than organised religion. This stands for **S**piritual **B**ut **N**ot **R**eligious.

Pascal offered an explanation for believing in God that just seemed like a good bet. H thought that proof was difficult.

Science offers a counter-argument against the traditional creation story in the Bible. We explore Darwin’s evolution theory and how science challenges religion.

Atheists are varied. Some people have very strong feelings about why God cannot exist. They base their ideas on logic and reason.

Humanism is : “Throughout recorded history there have been non-religious people who have believed that this life is the only life we have, that the universe is a natural phenomenon with no supernatural side, and that we can live ethical and fulfilling lives on the basis of reason and humanity. They have trusted to the scientific method, evidence, and reason to discover truths about the universe and have placed human welfare and happiness at the centre of their ethical decision making”.  
 Source Humanists uk website

**I NEED TO KNOW:**

Talking what you can do in Paris; asking for tourist information; saying what you visited and what it was like; saying what you did (past tense)

Qu'est-ce qu'on peut faire?	What can you do?
On peut...	You can...
aller à un concert	go to a concert
aller au theatre	go to the theatre
faire les magasins	go shopping
faire un tour en segway	go on a tour by segway
faire une balade en bateau-mouche	go on a boat trip
manger au restaurant	eat in a restaurant
visiter les monuments	visit the monuments
vaster les musées	visit the museums
D'accord?	Do you agree?
A mon avis...	In my opinion
c'est vrai	It's true
c'est faux	it's false
Je suis d'accord	I agree
Je ne suis pas d'accord	I don't agree
Tu es d'accord?	Do you agree?
C'est vrai ou faux?	Is it true or false?

J'aime..	I like...
J'adore...	I love...
Je n'aime pas...	I don't like...
Je déteste...	I hate...
aller au cinéma (avec mes amis)	going to the cinema (with my friends)
aller aux concerts (rock)	going to (rock) concerts
aller aux matchs (au Parc des Princes)	going to matches (at the Parc des Princes stadium)
faire du roller (au Trocadero)	roller-blading (at the Trocadero)
faire les magasins	going shopping
prendre des photos	taking photos
retrouver mes copains	meeting up with my mates
Des questions touristiques	Tourist questions
C'est où, le musée?	Where is the museum?
C'est ouvert quand?	When is it open?
C'est ouvert à quelle heure?	At what time is it open?
C'est combien l'entrée?	How much does it cost to get in?
Est-ce qu'il y a...?	Is there...?
...une cafeteria?	...a cafeteria?
...une boutique de souvenirs?	a souvenir shop?

**I NEED TO KNOW:**

Talking what you can do in Paris; asking for tourist information; saying what you visited and what it was like; saying what you did (past tense)

Des informations touristiques	Tourist information
horaires d'ouverture	opening times
ouvert tous les jours	open every day
sauf le lundi	except Mondays
ouvert du (mardi) au (dimanche)	open from (Tuesday) to (Sundays)
fermé	closed
de 10h00 à 17h00	from 10am to 5pm
tarifs d'entrée	admission prices
adultes	adults
jeunes	young people
enfants	children
gratuité	free
il y a (une cafeteria)	There is (a cafeteria)
Il n'y a pas de (boutique de souvenirs)	There isn't a (souvenir shop)

A Paris	In Paris
J'ai passé le 14 juillet à Paris	I spent the 14 <sup>th</sup> of July in Paris
J'ai acheté des souvenirs	I bought souvenirs
J'ai (beaucoup) dansé	I danced ( a lot)
J'ai envoyé des cartes postales	I sent post cards
J'ai mangé au restaurant	I ate in a restaurant
J'ai regardé..	I watched...
...le feu d'artifice	...the fireworks
...le défilé	...the parade
J'ai rencontré...	I met...
...un beau garçon	...a good looking boy
...une jolie fille	...a pretty girl
J'ai visité...	I visited...
le musée du Louvre	the Louvre Museum
la Tour Eiffel	the Eiffel Tower
les catacombes	the Catacombs

**I NEED TO KNOW:**

Talking what you can do in Paris; asking for tourist information; saying what you visited and what it was like; saying what you did (past tense)

C'était comment?	What was it like?
C'était...	It was...
beau	beautiful
bizarre	weird
ennuyeux	boring
génial	great
intéressant	interesting
marrant	funny
nul	rubbish
ce n'était pas mal	It wasn't bad
<p><b>Stratégie 2 Remembering meanings</b> One way of remembering words that won't stick is to put them into English sentences and repeat them to yourself. For example you could say 'The window is <b>ouvert</b> but the door is <b>fermé</b>'. See how many more you can come up with. the funnier the better!</p>	

Les mots essentiels	High frequency words
assez	quite
aussi	also
finalement	finally
et	and
mais	but
à quelle heure?	at what time?
parce que	because
quand?	when?
combien?	how much/many?
très	very
d'habitude	usually
un peu	a bit
beaucoup (de)	a lot (of)
d'abord	firstly
ensuite	next
puis	then
après	afterwards



**I NEED TO KNOW:**

Saying what you use your phone for; saying what type of music you like; talking about TV; saying what you did yesterday

Opiniones	Opinions
Me gusta (mucho)...	I like it ( a lot)...
Me encanta...	I love it...
No me gusta (nada)...	I don't like it (at all)...
la letra	the lyrics
la melodía	the tune
el ritmo	the rhythm
porque es guay	because it's cool
porques es triste	because it's sad
porque es horrible	because it's terrible
¿Te gusta la música de...?	Do you like .....’s music
Me gusta la música de...	I like .....’s music
mi canción favorita	my favourite song
mi cantante favorito/a	my favourite singer
mi grupo favorito	my favourite group
en mi opinion...	in my opinion

Me gustan las comedias	I like comedies
un programa de música	a music programme
un programa de deportes	a sports programme
un concurso	a game show
un documental	a documentary
un reality	a reality show
una comedia	a comedy
una serie policíaca	a police series
una telenovela	a soap opera
el telediario	the news
más... que...	more...than...
divertido/a	funny
informativo/a	informative
interesante	interesting
aburrido/a	boring
emocionante	exciting

**I NEED TO KNOW:**

Saying what you use your phone for; saying what type of music you like; talking about TV; saying what you did yesterday

¿Qué hiciste ayer?	What did you do yesterday?
Bailé en mi cuarto	I danced in my room
Fui al cine	I went to the cinema
Hablé por Skype	I talked on Skype
Hice gimnasia	I did gymnastics
Hice kárate	I did karate
Jugué en línea con mis amigos/as	I played online with my friends
Jugué tres horas	I played for three hours
Monté en bici	I rode my bike
Ví una película	I watched a film
Salí con mis amigos/as	I went out with my friends
No hice los deberes	I didn't do my homework
ayer	yesterday
luego/un poco más tarde	later/a bit later
por la mañana	in the morning
por la tarde	in the evening

**Estrategia 2**

**The gender of nouns**

You can often work out whether a noun is masculine or feminine by looking at the ending of the word:

Most nouns ending in **o, or, on** are masculine

Most words ending in **a, dad, ión, coin** are feminine

But be careful! There are exceptions for example: **el problema, la foto**

Palabras muy frecuentes	High frequency words
así que	so (that)
mi/mis	my
su/sus	his/her
normalmente	normally
o	or
porque	because
también	also,too
y	and