Need to KNOW

LOOE COMMUNITY ACADEMY

Year 8

Spring 1

Be the BEST you can be

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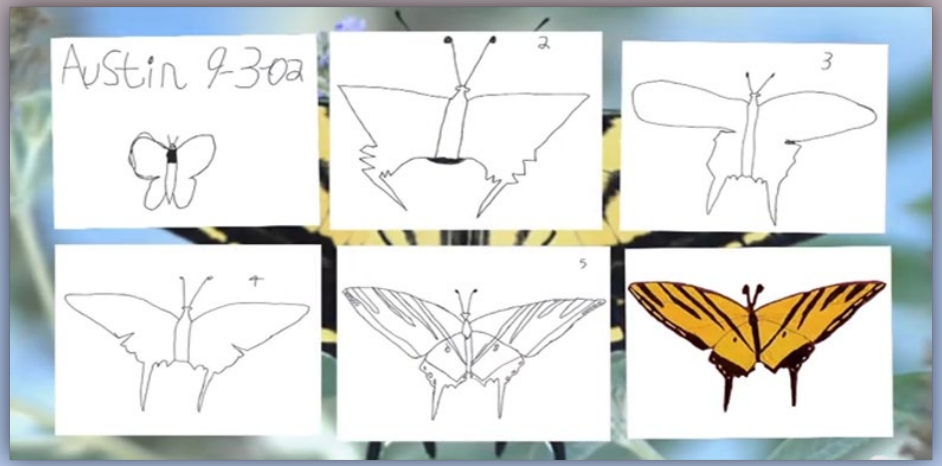
To become an **expert learner** you need to have the right mindset and understand the **'Power of YET'**!

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



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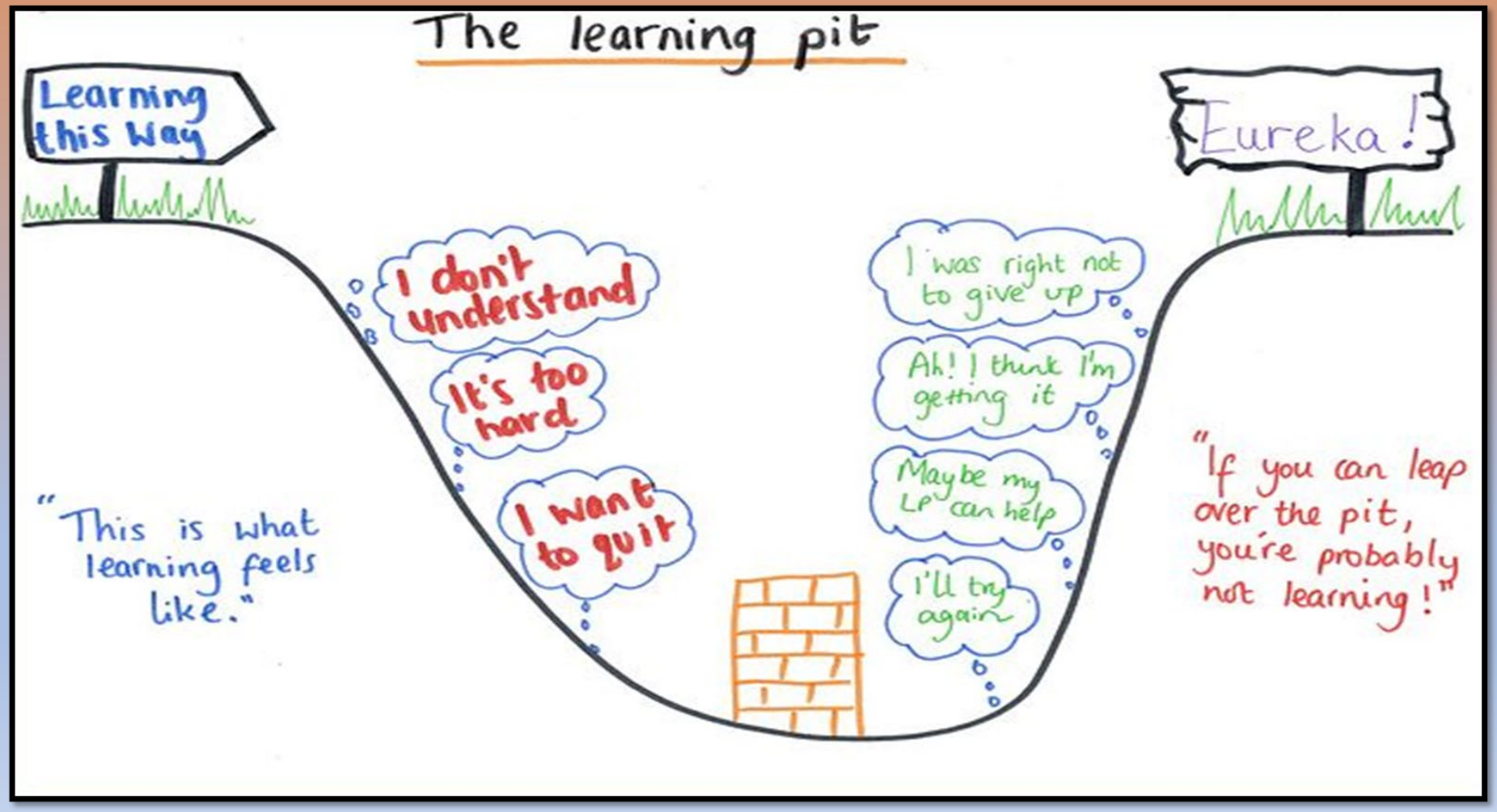
The Learning Pit is a picture to help you remember that you are constantly going to be challenged and confused when you learn something know, but it's about knowing what to do in order to overcome these challenges to get to the other side of the pit!



1

Magnificant 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 learne

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!

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Subject: PSHCE Year : 8
Knowledge organiser Curriculum Topic: Healthy Mind
Key Concept: Building Resilience

I NEED TO KNOW:

How to look after your mental health.
This includes different types of mental health and ways you can manage and improve it, how to avoid peer pressure and understand consent and what eating disorders are and how to seek help

Mental heath – like physical health, a measure of how well a person is, just in their mind instead of their body.

Mindfulness – The idea that being more conscious of your surroundings and feeling that you are in the present (rather than worrying about the future) can help you feel more calm.

Peer Pressure - direct influence on people by peers, to follow by changing their attitudes, values, or behaviours to conform to those of the influencing group

Body image– somebody's own impression of how his or her body looks.

Eating disorder – a type of illness which affects a person's eating habits in an unhealthy way.

Self expression – A way of showing the world your true self, or showing how you would like people to think of you.

Consent – Permission for something to happen or agreement to do something.

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Subject: English Year : 8
Knowledge Organiser Curriculum Topic: 'Of Mice and Men'
Concept: Understanding and Context

I NEED TO KNOW: How does Steinbeck present the characters? What are the main themes? What is the context of the novella?

Plot

'Of Mice and Men' tells the story of George Milton and Lennie Small, two displaced migrant ranch workers, who move from place to place in California in search of new job opportunities during the Great Depression in the United States.

Main Characters

George is a loyal and caring friend to Lennie.
Lennie is kind and simple character, who possesses enormous physical strength.
Curley is the boss's son. He is confrontational, mean-spirited, jealous and violent.
Curley's Wife is introduced as a seductive temptress. She is objectified, lonely and nameless.
Crooks is a lively and quick-witted stable hand , with a crooked back. He suffers racial discrimination and is lonely as a result of this.
Candy is an old odd-job worker who lives on the farm. He is unloved and an outcast due to his age and perceived uselessness.

Context

-John Steinbeck was born in **Salinas, California** in 1902. He was interested in the lives of the farm labourers.

- In 1929, millions of dollars were wiped out in the Wall Street Crash. Americans lost their life savings and a third of America's population became unemployed. **This became known as The Great Depression.**

- **Droughts** in states like Kansas, Oklahoma and Texas led to failed harvests and dried-up land. Farmers were **forced to move** off their land.

- **Racism/sexism** were common, especially in Southern states due to the bad economy, & history of **slavery**.

- Many people still believed in **The American Dream** which was the idea that opportunity is available to any American, allowing people to achieve any goals.

New Vocabulary

Isolation – Being alone or apart from others
Segregation – The action or state of setting someone or something apart.
Migrant – A person who moves from one place to another to find work or better living conditions.

New Vocabulary

Hierarchy – A system in which members of an organisation or society are ranked according to status or authority.
Inevitable – Certain to happen; unavoidable.
Novella – A short novel.
Itinerant worker – a person who travels around working in different places for short periods of time, doing exhausting manual labour.

Subject: Maths Year: 8

Knowledge organiser Curriculum Topic: Fluency (A01)

Concept: Understand the action/ meaning of common place mathematical symbols.

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 ≠ 4 5 is not equal to 4	−	minus sign	subtraction	2 − 1 = 1
≈	approximately equal	approximation	*sin* (0.01) ≈ 0.01, *x* ≈ *y* means *x* is approximately equal to *y*	±	plus - minus	both plus and minus operations	3 ± 5 = 8 or -2
>	strict inequality	greater than	5 > 4 5 is greater than 4	∓	minus - plus	both minus and plus operations	3 ∓ 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 ≥ 4, *x* ≥ *y* means *x* is greater than or equal to *y*	×	times sign	multiplication	2 × 3 = 6
≤	inequality	less than or equal to	4 ≤ 5, *x* ≤ *y* means *x* is less than or equal to *y*	·	multiplication dot	multiplication	2 · 3 = 6
( )	parentheses	calculate expression inside first	2 × (3+5) = 16	÷	division sign / obelus	division	6 ÷ 2 = 3
[ ]	brackets	calculate expression inside first	[(1+2)×(1+5)] = 18	/	division slash	division	6 / 2 = 3
				—	horizontal line	division / fraction	$\frac{6}{2} = 3$

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Subject: **SCIENCE** Year : **8**

Knowledge organiser Curriculum Topic: **Ecosystem Processes, Metals and Acids**

Key Concept: **INTERDEPENDENCE, PARTICLES**

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.

BBC Bitesize

https://www.bbc.co.uk/bitesize/topics/zn6hvcw/articles/zvfxxb k

https://www.bbc.co.uk/bitesize/topics/zxhhvcw

1. Learn keywords on ecosystem processes

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.

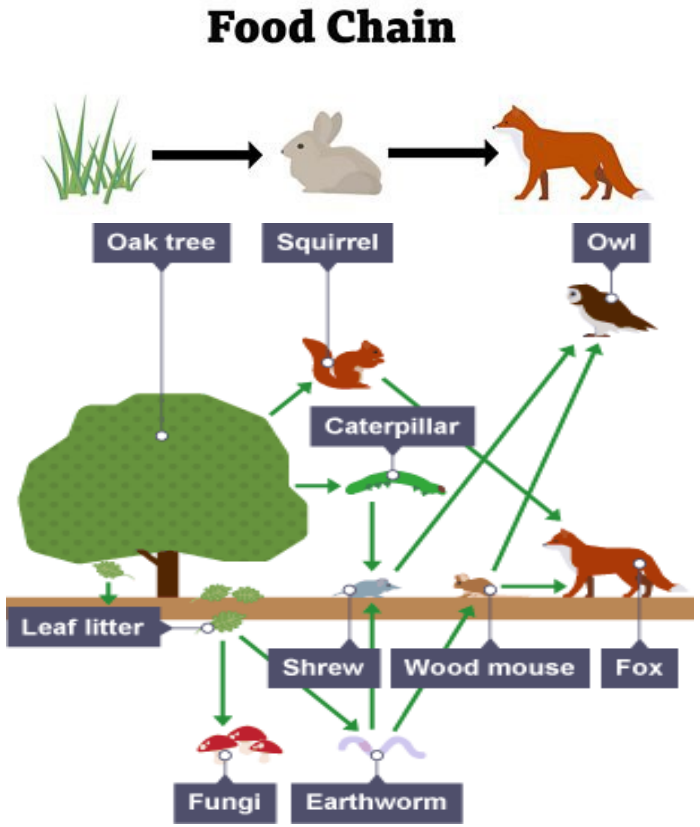
Prey: An animal that is eaten by another animal.

Predator: An animal that eats other animals.

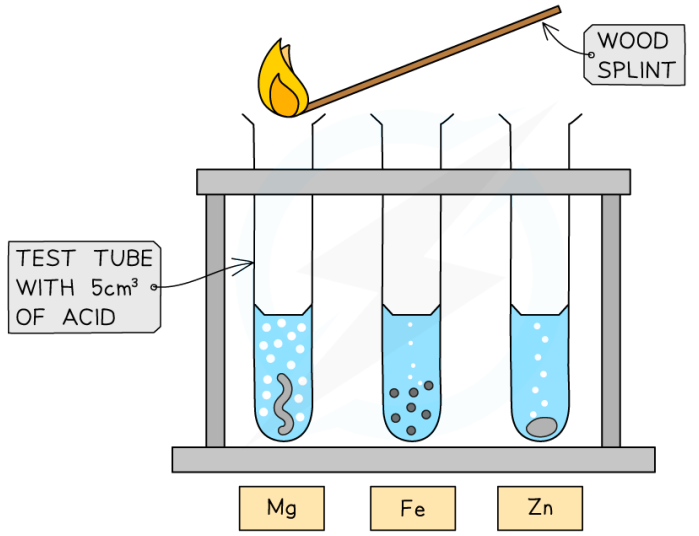
Food web: A diagram that shows how food chains in an ecosystem are linked.

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

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



3. Test metals to decide an order of reactivity



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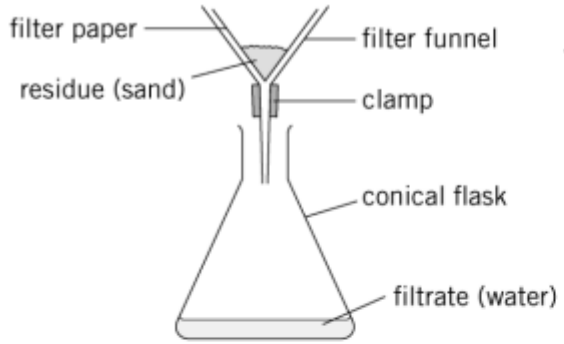
Subject: **SCIENCE** Year : **8**

Knowledge organiser Curriculum Topic: **Ecosystem Processes, Metals and Acids, separation techniques and energy**

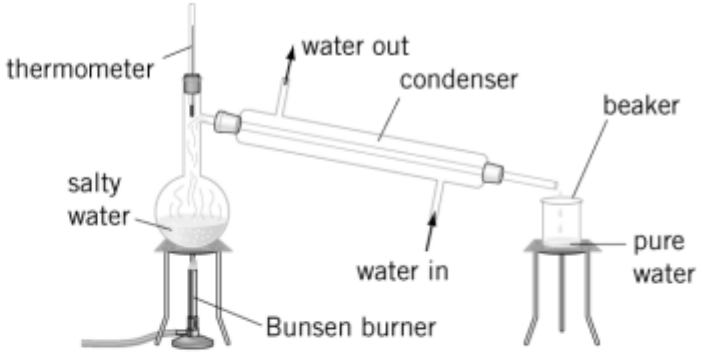
Key Concept: **INTERDEPENDENCE, PARTICLES, ENRGY**

4. Describe and be able to carry out a range of separation techniques.

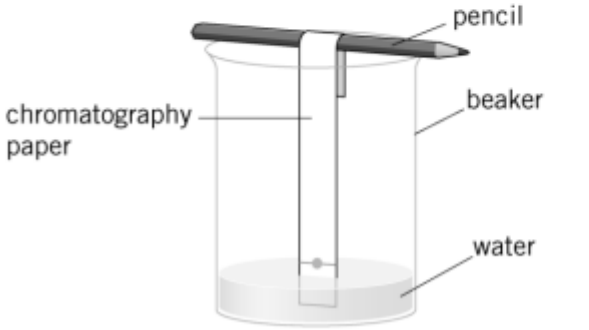
Filtration



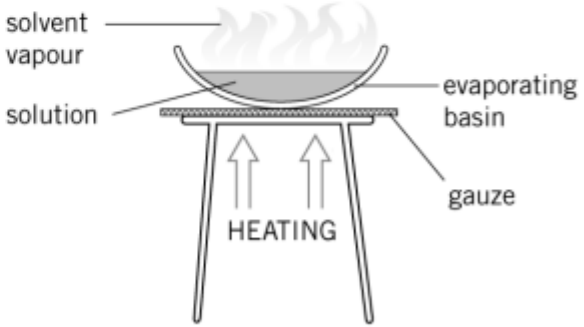
Distillation



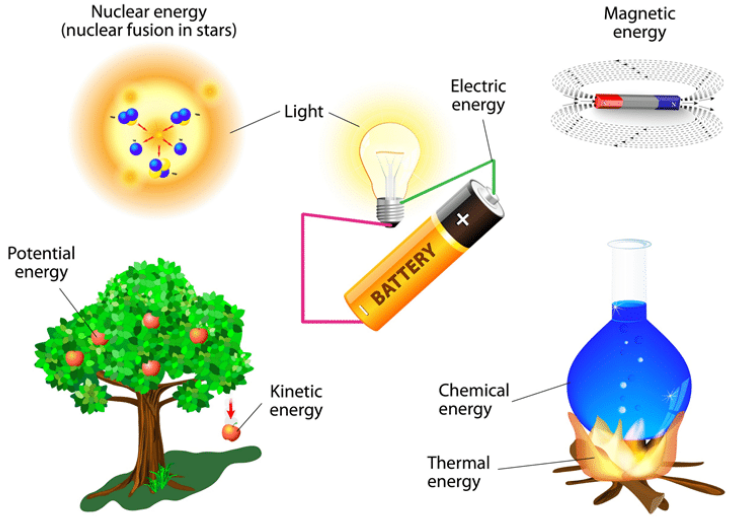
Chromatography

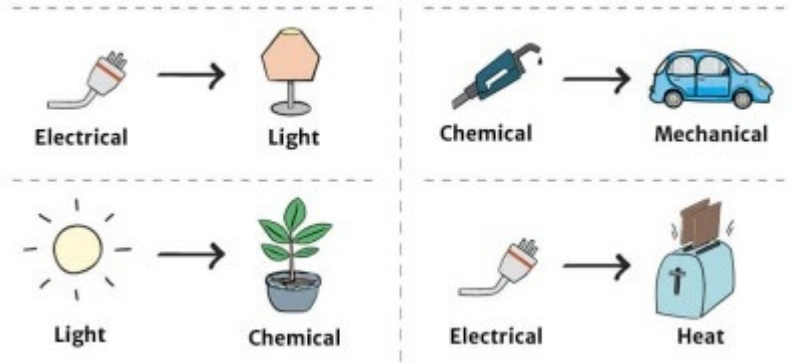


Evaporation



5.Desrcibe energy stores and transfers.





Subject: Computer Science **Year**: 8

Knowledge organiser Curriculum Topic: Python Programming

Key Concept: Programming – Sequence, Selection and Iteration

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')
```

- `elif` can be used without `else`
- `elif` can be used many times

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
```

The answer is a *Boolean*: `True` or `False`

Repeat a block (a fixed number of times)

Repeat a block 10 times

```
for i in range(10):
  print(i)
```

Sum the numbers 0 to 9

```
total = 0
for i in range(10):
  total = total + i
print(total)
```

Repeat a block over a string

```
for c in 'Hello':
  print(c)
```

Keep printing on one line

```
for c in 'Hello':
  print(c, end=' ')
print('!')
```

Count from 0 to 9

```
range(10)
```

⚠ range starts from 0 and goes up to, *but not including*, 10

Count from 1 to 10

```
range(1, 11)
```

Count from 10 down to 1

```
range(10, 0, -1)
```

Count 2 at a time to 10

```
range(0, 11, 2)
```

Count down 2 at a time

```
range(10, 0, -2)
```

Repeat a block over list (or string) indices

```
msg = 'I grok Python!'
for i in range(len(msg)):
  print(i, msg[i])
```

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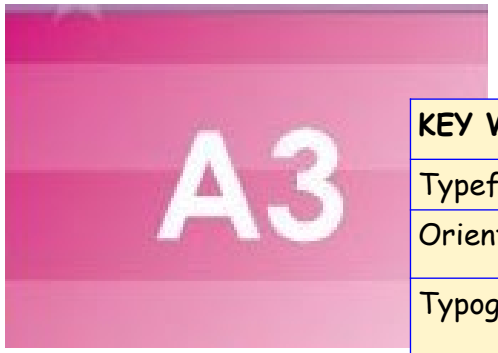
Subject: Graphics **Year :** 8

Knowledge organiser Curriculum Topic: Project based work (Festival Van & or Block Printing)

Key Concept: Intermediate Graphical Skills

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.



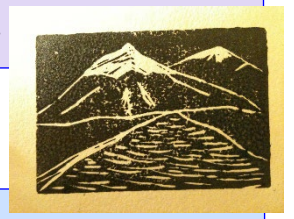
KEY WORD	DEFINITION
Typeface	Name of a specific collection of related fonts.
Orientation	Landscape (wide) or Portrait (tall)
Typography	The art of arranging letters and text in a way that makes the copy legible, clear, and visually appealing to the reader.
Stylisation	Being drawn in a way that is not 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.

Styrofoam

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.

Recycling category

Block print



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.

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.

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Subject: Fashion & Textiles Year : 8
Knowledge organiser Curriculum Topic: Cushion Cover
Concepts: Designer Exploration

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.

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Subject: Food Tech **Year** : 8

Knowledge organiser Curriculum Topic: Basic Skills and theory

Key Concept: Cooking practical skills

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

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
_____
_____

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 healthy diet 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

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Subject: Resistant Materials **Year** : 8
Knowledge organiser Curriculum Topic: Design Technology Basics
Key Concept: Basic Skills

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.

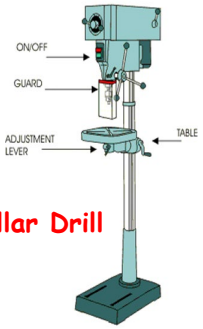
Rule

Try Square

Tenon Saw

Bench Hook

Fret saw



Pillar Drill

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

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

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Subject: ART Year : 8

Knowledge organiser Curriculum Topic: Mixed Media

Concept: Creative Risk Taking

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 before hand 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 knowledge in the key concepts and skills needed for art to take you through to key stage 4 and beyond.

I NEED TO KNOW:

KEY WORDS	
SCALE	The relative size of something.
PROPORTION	Ensuring the correct size of objects/things in a picture in comparison to each other.
HOT COLOURS	Hot colours are those that give the feeling of warmth, such as red, orange, and yellow. These colours are often associated with fire, the sun, and heat.
COLD COLOURS	Cold colours are those that give the feeling of coolness, such as blue, green, and pale purple. These colours are often associated with water, grass, and sky.
TEXTURE	Texture in art concerns the surface quality of a piece of work. In three-dimensional artwork, the term refers to how the piece feels when it's touched. In paintings and other two-dimensional artwork, texture invokes the visual 'feeling' the piece gives off.
BLENDING	Blending is the process of fusing two colours together so that the paint transitions from one colour to another or combines to create a new colour.
COLLAGE	A piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing.
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.
WAX RESIST	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.

"Art washes away from the soul the dust of everyday life."
Pablo Picasso

LESSON	PREPARATION TASK & HELPFUL LINKS
1 & 2	Research into the art of Laurie McCall https://lauriemccall.co.uk/
3	Looking at other artists who have produced collage seascapes Use google search and find some artists you like
4-8	Look at and try different collage techniques like the one shown in the video below https://www.youtube.com/watch?v=0hG-mgQPess

LOOE COMMUNITY ACADEMY

Subject: Dance Year : 8

Knowledge organiser Curriculum Topic: Mission Impossible

I NEED TO KNOW: Exploring other ways of creative movement material other than

WK 1 & 2	Mission Impossible Focus on exploring movement that links to being a mission impossible spy, learning set movement material and adapting and developing your work to have your own creative stamp on it.
WK 3 & 4	Choreographic devices Using choreographic devices to develop movement material and use the correct terminology to discuss those changes. Perform and appreciate 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
WK 5 & 6	Feedback and appreciation Using the feedback from the previous lesson to implement suggestions and develop your choreography. Perform and reflect The final lesson you will perform once again showing your new and improved piece, time will be spent reflecting on your progress and what you have learnt during this progress.

KEY WORD/CONCEPT	DEFINITION/EXPLANATION
Anaerobic	Stimulate and strengthen the heart and lungs for example running, swimming, rowing
Mentally prepared	Ensuring the mind is ready to work in a creative way.
Physically prepared	Making sure th4e body is ready to work in a physical way
Dynamic stretching	Active movements of muscle that bring forth a stretch but are not held in the end position
Fitness	The condition of being physically fit and healthy
Meditation	Relaxing the mind

KEY CONCEPTS

- Technique
- Choreographic

Subject: Music Year : 8

Knowledge organiser Curriculum Topic: Introduction to DAW

Key Concept: Listening- Creating-Performing

I NEED TO KNOW: This is your introduction to producing music via a computer- music technology

KEYWORDS

Word	Meaning
Mixcraft	The name of the recording studio software we use in school
DAW	Digital Audio Workstation
Library	Where sound samples are stored
Sample	An example or clip of an instrument or song
Loop	A phrase when repeated

WEEK 1 & 2	**Intro to Mixcraft** How to open and start new projects. Technical exercises to learn and develop skills
WEEK 3 & 4	**Midi Input** **Learning to put play music into the software via midi keyboard**
WEEK 5 & 6	**Projects** **Creating own composition to a brief using mixcraft and samples**

Concepts:
Listening- Creating-Performing

need to KNOW
LOOE COMMUNITY ACADEMY

Concepts:
Using your voice & non - verbal communication.

Subject: Drama Year : 8

Knowledge organiser Curriculum Topic: Alice in Wonderland

I NEED TO KNOW:

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

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 "looooooonger" 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.**

"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

WEEKS	PREPARATION TASKs & HELPFUL LINKS
WEEK 1 & 2	Explore using PITCH and PACE in your voice. https://shorturl.at/cB179 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). **https://shorturl.at/knsO6** 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"**
WEEK 3 & 4	Work on your voice projection. **https://shorturl.at/ouJZ2** To engage diaphragm breathing (stomach breathing) just yawn and see where you breathe from.
WEEK 5 & 6	Explore how to use your voice to create characters. (Watch up to 11 minutes in). **https://shorturl.at/dLNT5** Try to create 6 distinctly different character voices. Write down how to create them.

Need to KNOW
LOOE COMMUNITY ACADEMY

Subject: PE Year : 8
Knowledge organiser Curriculum Topic: Healthy me
Key Concept: Healthy me and Leader me

I NEED TO KNOW:

By the end of this term, you will develop an understanding of how to stay fit for life and how to be a leader.

Healthy Me		

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

Healthy Me		
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*

Leadership Skills		
	Know what positive feedback and leadership is.	
	Optimistic	*Believe in yourself*
	Positive affirmation	*I cant do it yet…*
	FAIL	*First Attempt at Learning*
	Be kind	*To yourself and others*

Need to KNOW
LOOE COMMUNITY ACADEMY

Subject: Geography Year : 8
Knowledge organiser Curriculum Topic: Tectonic Hazards
Key Concept: Physical Processes

I NEED TO KNOW: That the structure of the Earth creates tectonic plates, and these cause hazards.

https://www.bbc.com/bitesize/guides/z3sg87h/revision/1

Check out this fantastic guide to earthquakes!

https://www.bbc.com/bitesize/guides/z3sg87h/test

TEST your knowledge here!!

Aid The giving of money or goods to help people and countries in need.
Boundary The region where two or more tectonic plates meet. It is a zone of intense seismic activity.
conservative plate boundary Areas between two crustal plates that are moving past each other in opposite directions or at different speeds.
earthquake proof building Buildings that are designed and built to withstand an earthquake.
Epicentre The point on the Earth's surface directly above the focus of an earthquake.
geographical information system (GIS) Electronic maps with layers added to display information about the area.

Intensity The concentration or strength of something, eg an earthquake.
Logarithmic A scale on a graph where the numbers increase exponentially. This means that the scale may read 1, 10, 100, 1000 instead of 1, 2, 3, 4.
Magnitude scale The size or severity of something like an earthquake.
Resource Anything that is useful to people.
Richter scale The measure by which the strength of earthquakes is determined.
Seismometer A machine that detects seismic waves caused by earthquakes.
shockwave A rapid flow of energy that is sent through the earth after an earthquake.

Need to KNOW
LOOE COMMUNITY ACADEMY

Subject: History Year : 8
Knowledge organiser Curriculum Topic: Slavery
Concept: Knowledge and Understanding

Slavery

I NEED TO KNOW:

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.

The Underground Railroad. The Underground Railroad grew during the 1800s. 'Free' slaves, both those who escaped and those who were set free, joined together to help other slaves escape. It was a dangerous and illegal action, but it offered hope to those who had no other way of escape. The 'railroad' was a network of people who would escort escaped slaves to places of safety. The Underground Railroad was neither underground nor a railroad, but a secret network of safe houses and antislavery activists - black, white, and Native American - who helped slaves escape to freedom. Every home that welcomed runaways and every individual who offered food, clothing, or other assistance could be considered part of the railroad Though never formally organized, tens of thousands of slaves, aided by more than 3,200 railroad "workers," escaped to the northern states

Abolition in Britain Britain was one of the first countries to abolish slavery. It introduced the Slavery Abolition Act in 1833. This abolished slavery throughout the British Empire (however there were a few exceptions. In 1843, slavery was finally abolished in all British Territories. An anti-slavery law remains in force to this day. Politics – Granville Sharp used the law courts to try and give slaves their freedom. He fought many court cases, e.g. the Zong ship. Slavery was becoming legally unacceptable. Slaves in Britain went to court to get their freedom. By the early 1800s most judges set these slaves free. The law of the land was turning against the idea of slavery Economics – Sugar plantations were closing as cheap sugar could be bought from Brazil and Cuba. People argued that slaves would work harder if they were freed and paid. Religion – Christian groups, such as the Quakers, thought that slavery was a sin against God and religion Beliefs and Ideas - The Society for the Abolition of the Slave Trade was set up in 1787. Anti-slavery petitions were signed in British towns Media – Thomas Clarkson collected evidence against slavery. He spread his message all over the country by publishing posters, pamphlets and making public speeches. Hannah More was a member of the Abolition Society. She wrote poems and books about the horrors of the slave trade, and convinced many of the need to ban it. Key Individuals - William Wilberforce campaigned against the slave trade. The first time he introduced the idea he lost the debate by 163 votes to 88 but he never gave up

Need to KNOW
LOOE COMMUNITY ACADEMY

Subject: Religion and Worldviews Year : 8
Knowledge organiser Curriculum Topic: Mysterious Encounters
Key Concept: Ultimate Questions

I NEED TO KNOW:

How people have had religious experiences of the divine.

ULTIMATE QUESTIONS	Can an experience with God be life – changing?

Sentence Starters			
Connectives to justify ideas with evidence	Connectives in sequencing ideas	Connectives to compare and contrast	Connectives for conclusion
For example Since..... As evidenced by... This infers... This suggests This implies...	Firstly.. To begin with.. Whereas... Secondly... In addition to.. More importantly In addition to this..	On the other hand Also Equally However Both Similarly By contrast Although Another view is...	To sum up In conclusion To sum up Overall In short

The divine is another name for God.

This lady claims to be the 70th miracle at Lourdes in France.

Angels	In many religions, a messenger from God
Miracles	An unexplained event that goes against the laws of science
Near Death experiences	When people experience death, talk about similar experiences and come back to tell people about the experience.
Reincarnation	An idea from Buddhism and Hinduism that life continues in another body after death.

LOOE COMMUNITY ACADEMY

Subject: French Year : 8

Knowledge organiser Curriculum Topic: Studio 2 Vert Module 3 Mon identité

Mon caractère	My character
je suis/je ne suis pas	I am/am not
Il/elle est…	he/she is
drôle	funny
égoïste	selfish
intelligent(e)	intelligent
paresseux/paresseuse	lazy
patient(e)	patient
pénible	annoying
sportif/sportive	sporty
sympa	nice
timide	shy
mon frère	my brother
ma sœur	my sister
mes parents	my parents
mon meilleur ami	my best friend (m)
ma meilleure amie	my best friend (f)

La musique	Music
Quelle musique écoutes-tu?	What music do you listen to?
J'écoute du R'n'B/jazz/pop-rock/ rap	I listen to R'n'B/jazz/pop-rock/rap
J'écoute de la musique classique	I listen to classical music
J'écoute beaucoup d'artistes différents	I listen to lots of different artists
J'écoute du rap	I listen to rap
J'aime la musique de X	I like X's music
Je n'aime pas la musique de X	I don't like X's music
Mon groupe préféré c'est…	My favourite group is…
Mon chanteur préféré c'est…	My favourite male singer is…
Ma chanteuse préférée c'est…	My favourite female singer is…
J'adore la chanson/les melodies/les paroles	I love the song /tune/words
Les couleurs	Colours
Beige	beige
blanc(he) / noir (e)	white/ / black
bleu(e) / vert(e) / bleu(e)	Blue /green / blue
marron / jaune / rouge	Brown /yellow /red

Ma bande de copains	My group of friends
Tu fais quoi avec tes copains/copines?	What do you do with your friends?
On écoute de la musique	We listen to music
On joue à des jeux video	We paly video games
On va en ville	We go to town
On fait du shopping	We go shopping
On rigole	We have fun
Tu parles de quoi avec tes copains/copines?	What do you talk about with your friends?
On parle de sport/de mode/de films	We talk about sport/fashion/films
Je fais beaucoup de choses	We do lots of things
On s'entend très bien	We get on very well
Les vêtements	Clothes
Qu'est-ce que tu vas porter à la fête?	What are you going to wear to the party?
Je vais porter…	I am going to wear…
des baskets/des bottes/des chaussures (de skate	Trainers/boots/(skate shoes)
une chemise	a shirt
un jean	jeans

LOOE COMMUNITY ACADEMY

I NEED TO KNOW:

Talking about personality, relationships, music, clothes; using the past tense

une jupe	a skirt
un pantalon	trousers
un pull	a jumper
un sweat à capuche	a hoodie
un tee-shirt	a T-shirt
une veste	a jacket
les vêtements	clothes
un short	shorts
Le weekend dernier	Last weekend
Je suis allé(e) au stade/café/parc	I went to the stadium/café/park
Je suis allé(e) en ville/à un concert	I went to town/ a concert
Je suis allé(e) à Paris	I went to Paris
Je suis allé(e) à la piscine /discothèque	I went to the swimming pool/disco
J'ai mangé des frites	I ate chips
J'ai écouté de la musique	I listened to music
J'ai regardé un match de foot	I watched a football match
Le weekend dernier	Last weekend

J'ai dansé	I danced	**Ce weekend**	
J'ai joué au tennis	I played tennis	Ce weekend, je vais…	This weekend, I'm going…
J'ai visité le musée du Louvre	I visited the Louvre Museum	manger au restaurant	to eat in a restaurant
J'ai acheté un jean	I bought a pair of jenas	aller en ville	to go to town
J'ai nagé	I swam	jouer au foot	to play football
J'ai mangé des frites	I ate chips	faire du camping/de la rando	to go camping /hiking

Les mots essentiels	HF words
alors	so
avec	with
bien	well
comme d'hab	as usual
en général	in general
ensemble	together
ouah!	wow!
où	where
ou	or
si	if
tout(e)	all/every
tout le temps	all the time
vraiment	really
souvent	often
quelquefois	sometimes

Stratégie 3

Faux amis – False Friends

You have already learned how to use cognates and near-cognates to help you work out the meaning of French words.These are words which are spelled exactly the same or nearly the same as English words and have the same meaning as in English.

But you must be careful – there are some French words that are spelled the same or nearly the same as English words but mean something completely different!

These are known as **Faux Amis** (false friends)

Look at the words on these pages. What do these French words mean in English? Fête porter veste

LOOE COMMUNITY ACADEMY

Subject: Spanish Year : 8

Knowledge organiser Curriculum Topic: Viva 2 Module 3 A Comer

I NEED TO KNOW: Saying what you like and don't like to eat and drink, describing meal times, ordering in a restaurant

¿Qué te gusta comer y beber?	What do you like to eat and drink?
el agua/la leche/el zumo	water/milk/juice
el arroz/la carne/el pollo	rice/meat/chicken
los caramelos/la fruta	sweets/fruit
las hamburguesas	hamburgers
los huevos/el marisco	eggs/seafood (shellfish)
el pescado/el queso	fish/cheese
las verduras/el helado	vegetables/ice cream
el pan/ el filete	bread/steak
la tortilla española	Spanish omelette
¿Qué desayunas/comes/cenas?	What do you have for breakfast/lunch/dinner?
Desayuno/como/ceno…	For breakfast/lunch/dinner I have…
un bocadillo	a sandwich
una lechuga/un aguacate	a lettuce/an avocado
un pimiento rojo/verde	a green/red pepper
¿A qué hora desayunas/comes/cenas?	What time do you have breakfast/lunch/dinner?
Desayuno a las siete	I have breakfast at seven

High frequency words:

a las…	At … o'clock
bastante	quite
día	day
favorito	favourite
hora	time
lugar	place
para	for
por ejemplo	for example
pasado/a	last
que viene	next

¿Qué va a tomar?	What are you going to have?
¿Y de Segundo?	and for main course?
¿Para beber?	to drink?
Voy a tomar…	I am going to have…
de primer plato…	as a starter…
de segundo plato…	for main course…
de postre…	for dessert…
Tengo hambre/sed.	I am hungry/thirsty.
¿Algo más?	Anything else?
nada más, gracias	nothing else, thank you
La cuenta por favor.	The bill, please.

Pronunciación

The letter **j** is pronounced as a rasping sound from the back of your throat: fa**j**itas. And **ll** is similar to the 'y' sound in 'yes': quesadi**ll**as, torti**ll**as. Do you remember **j**irafa and came**ll**o from Libro 1?

Pronunciación

When a **d** comes between vowels in Spanish, it makes a soft sound. Touch your tongue against the bottom of your top teeth: helad**d**o, ensalad**d**a.

Very useful phrases

¿Qué significa '…'?	What does '…' mean?
¿Puedes repetir?	Can you repeat that?
¿Puedes hablar más despacio, por favor?	Can you speak more slowly, please?