



**Need  
toKNOW**  
LOOE COMMUNITY ACADEMY

**Year 8  
Spring 2**

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

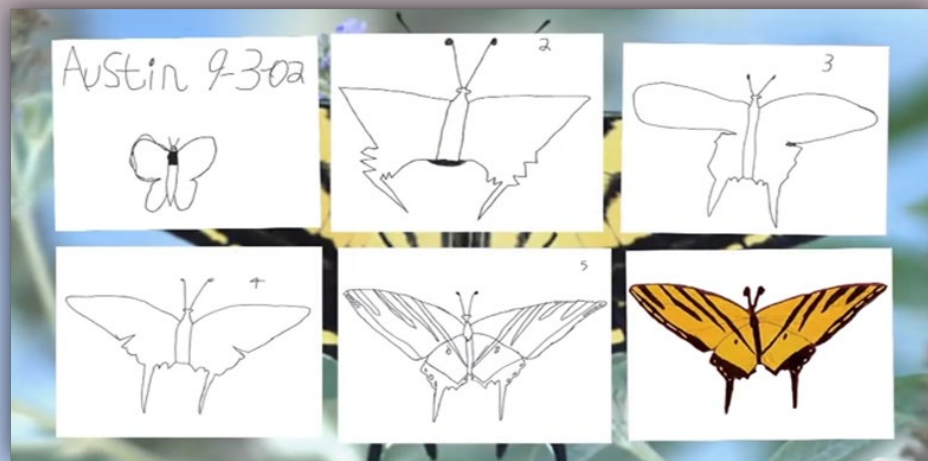




**Need  
toKNOW**  
LOOE COMMUNITY ACADEMY

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!

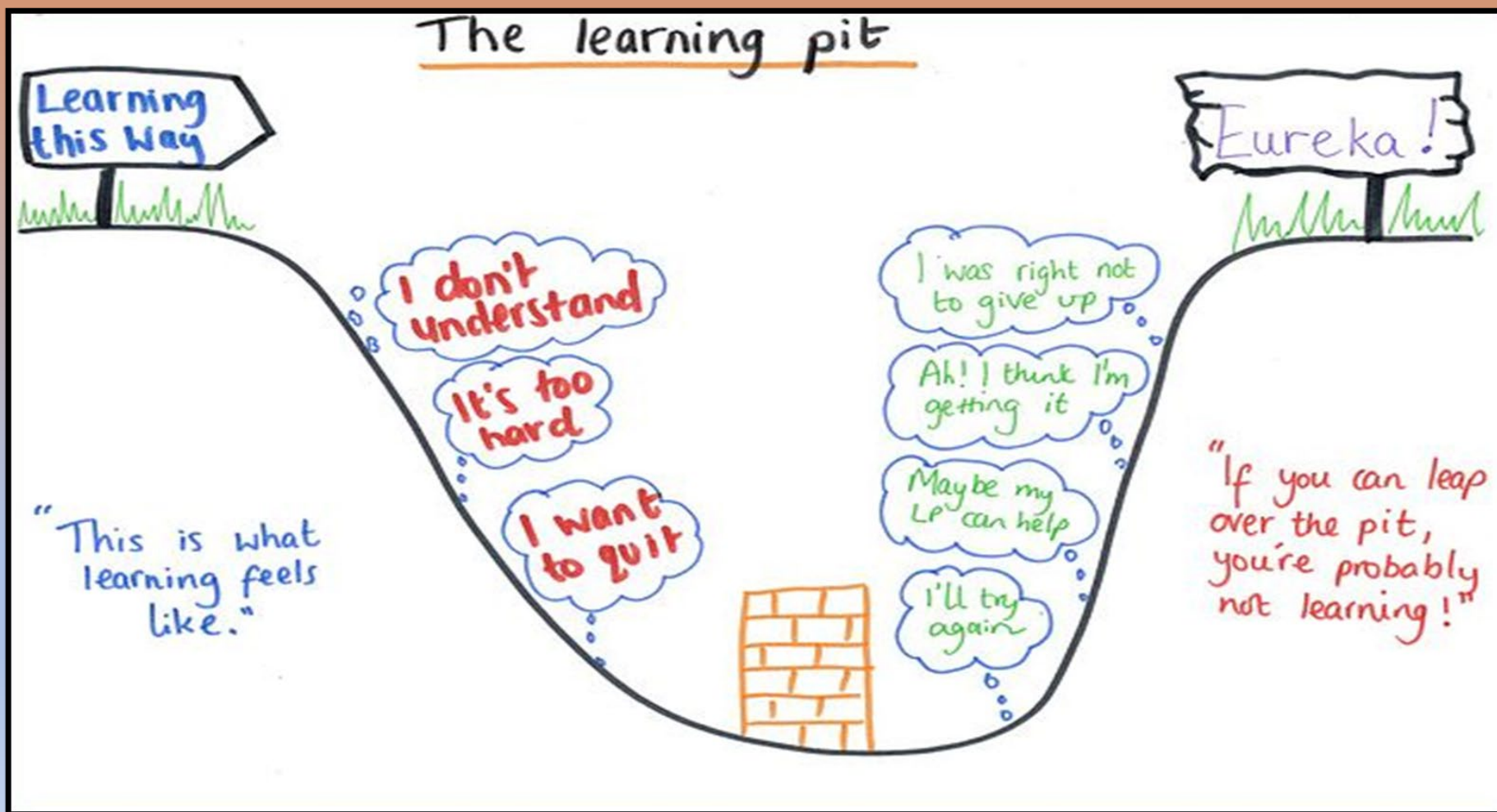






**Need  
toKNOW**  
LOOE COMMUNITY ACADEMY

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:

### **How to look after your finances.**

This includes different types of financial products and how to manage money

**PIN-** personal identification number

**Credit-** the ability of a customer to obtain goods or services before payment, based on the trust that payment will be made

**Debit-** a sum owed, the opposite of credit

**Consumer Rights-** The rights you are entitled to as a consumer of goods or services.

**Saving account-** basic type of financial product that allows you to deposit your money and typically earn interest

**Credit Card-** a small plastic card issued by a bank, building society, etc., allowing the holder to purchase goods or services on credit

**Debit card-** a card allowing the holder to transfer money electronically from their bank account when making a purchase

**Interest rate-** the proportion of a loan that is charged as interest to the borrower, typically expressed as an annual percentage of the loan outstanding

**APR-** annual percentage rate (APR) refers to the yearly interest rate you'll pay if you carry a balance on your credit card





## I NEED TO KNOW:

How do writers use language and structural techniques to engage the reader? How can I use these techniques to create my own short story? Can I accurately use paragraphs and a range of punctuation?

### Improve Your Writing Skills

Look at the questions below. Research the answers. Make notes and practise these skills.

1. Which of these can you use accurately? . , ? ' : ; - ...
2. How do you create simple, compound and complex sentences?
3. When do you use its and it's ?
4. Which homophones do you have difficulty with? Do you know when to use there/their/they're or where, wear and we're?

### When Do I Start a New Paragraph? The TiP ToP Rule

Start a new paragraph when you change:

Ti = Time

P= Place

To= Topic

P= Person

### What are these language and structural techniques?

Circular  
Linear  
Flashback  
Climax  
Resolution  
Tension  
Simile  
Metaphor  
Personification  
Imagery  
Symbolism  
Adjective  
Verb  
Adverb  
Juxtaposition

### Personal response

How do you feel about the story?  
Did you enjoy reading it? Why or why not?

Who was your favourite character? Why?

What surprised you in the story?

### Expanding Vocabulary

Use a thesaurus to find alternatives to:

Said  
Asked  
Walked  
Saw  
Bad  
Good  
Nice  
Run

### Challenge

What other short stories can you read by the authors you have read in class or new ones? Can you read short stories written by any of the following:

Charles Dickens, Sir Arthur Conan Doyle, Thomas Hardy?

## 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/zxh/hvcw>

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.

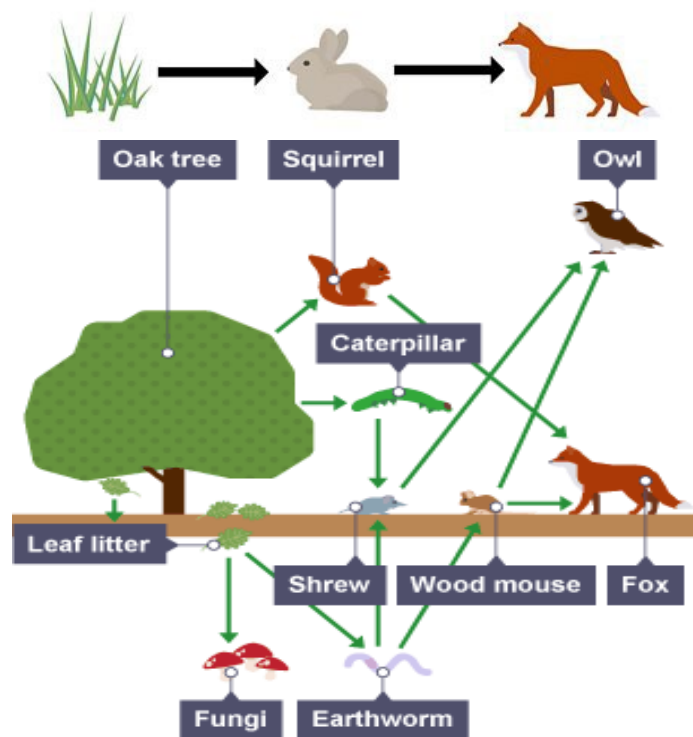
**Predator:** An animal that eats other animals.

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

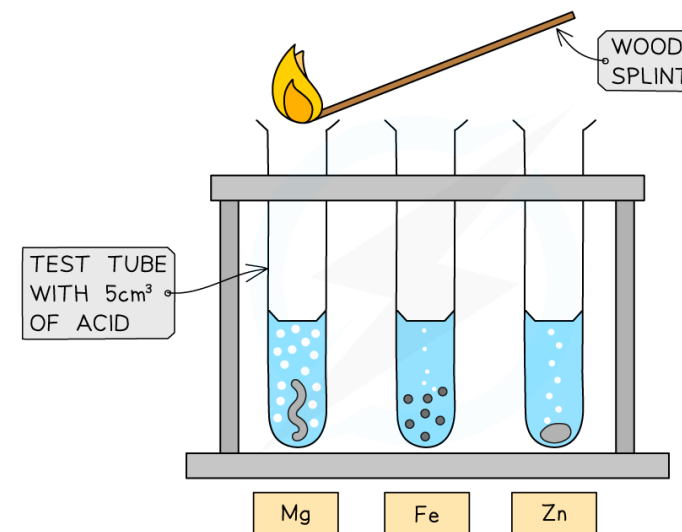
**Decomposer:** Organism that breaks down dead plant and animal material so nutrients can be recycled back to the soil or water.

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

### Food Chain



3. Test metals to decide an order of reactivity

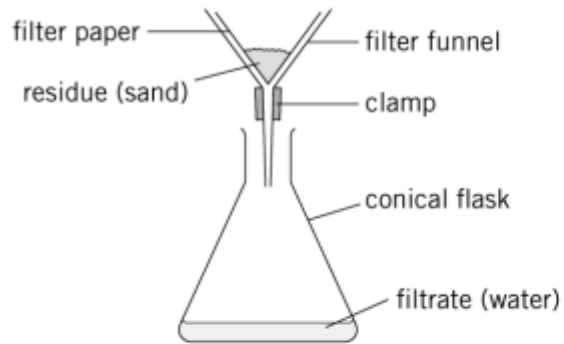


Copyright © Save My Exams. All Rights Reserved

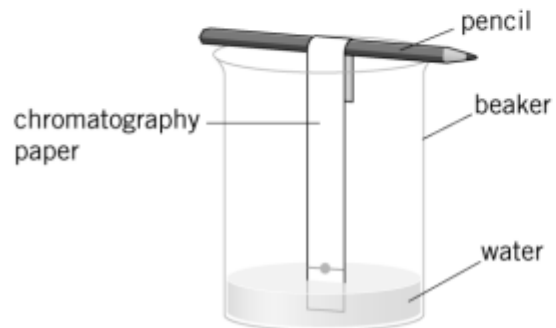


4. Describe and be able to carry out a range of separation techniques.

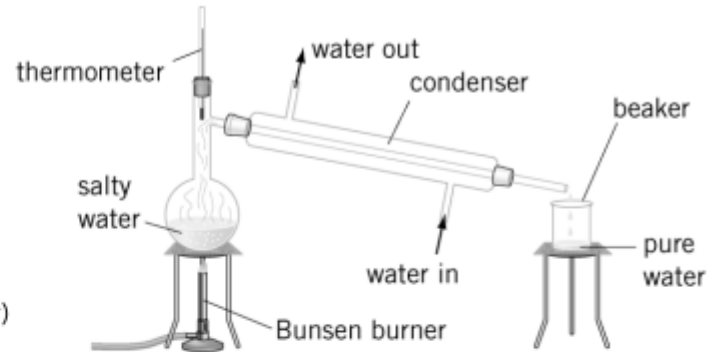
### Filtration



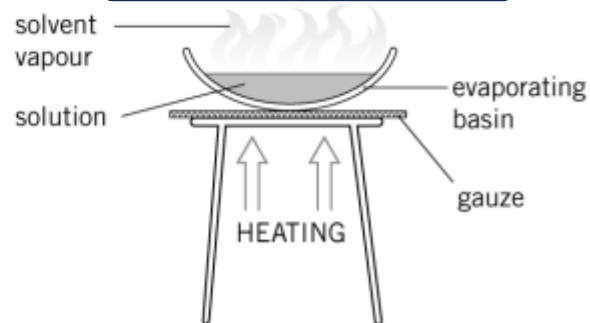
### Chromatography



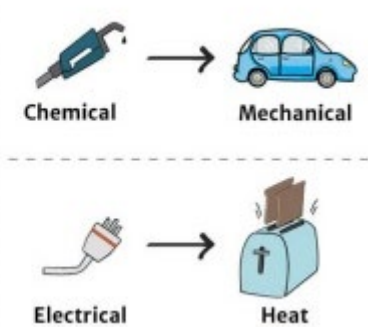
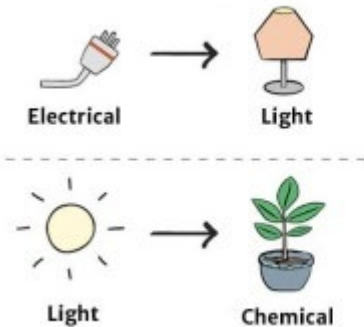
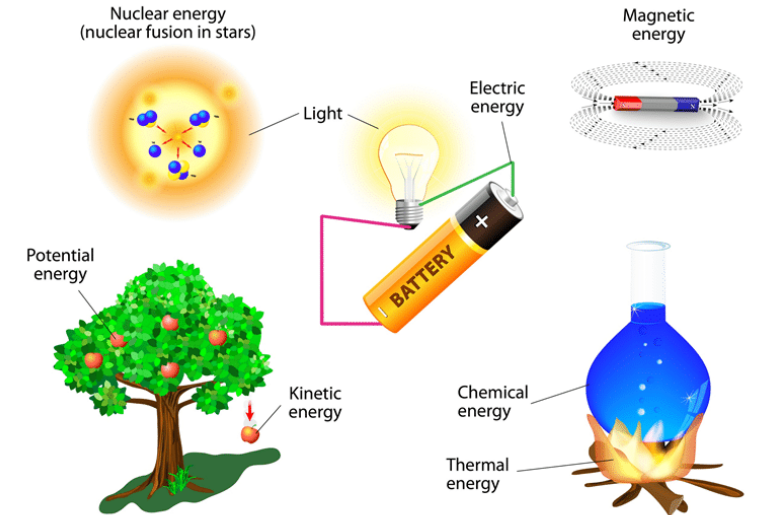
### Distillation



### Evaporation



5. Describe energy stores and transfers.



## 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')
```

Are two values equal?

```
x == 3
```

△ two equals signs, not one

Decide between two blocks

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

Are two values not equal?

```
x != 3
```

Less than another?

```
x < 3
```

Greater than another?

```
x > 3
```

Decide between many blocks

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

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**

### Repeat a block (a fixed number of times)

Repeat a block 10 times

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

Count from 0 to 9

```
range(10)
```

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

Sum the numbers 0 to 9

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

Count from 1 to 10

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

Repeat a block over a string

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

Count from 10 down to 1

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

Keep printing on one line

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

Count 2 at a time to 10

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

Count down 2 at a time

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

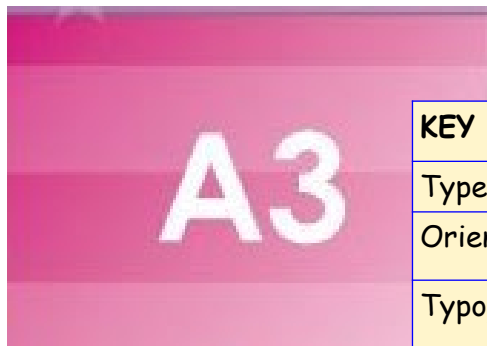
Repeat a block over list (or string) indices

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

**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.

Tag



**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.

**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

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.



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 is 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



Subject: ART

Year : 8

Knowledge organiser Curriculum Topic: Mixed Media

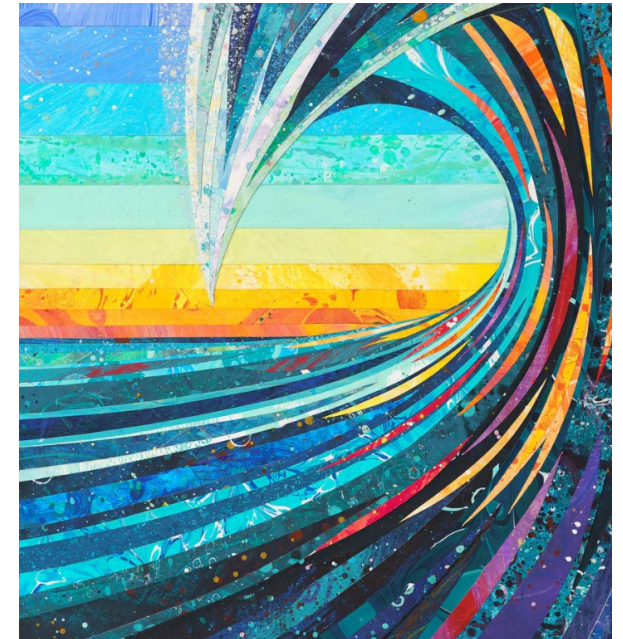
Concept: Creative Risk Taking

## 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 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.

KEY WORDS	
<b>SCALE</b>	The relative size of something.
<b>PROPORTION</b>	Ensuring the correct size of objects/things in a picture in comparison to each other.
<b>HOT COLOURS</b>	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.
<b>COLD COLOURS</b>	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.
<b>TEXTURE</b>	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.
<b>BLENDING</b>	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.
<b>COLLAGE</b>	A piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing.
<b>LAYER</b>	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.
<b>WAX RESIST</b>	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.

LESSON	PREPARATION TASK & HELPFUL LINKS
1 & 2	Research into the art of Laurie McCall <a href="https://lauriemccall.co.uk/">https://lauriemccall.co.uk/</a>
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 <a href="https://www.youtube.com/watch?v=0hG-mgQPess">https://www.youtube.com/watch?v=0hG-mgQPess</a>



“Art washes away from the soul  
the dust of everyday life.”  
*Pablo Picasso*

**I NEED TO KNOW:**

Exploring other ways of creative movement material other than

<b>WK 1 &amp; 2</b>	<p><u>Mission Impossible</u></p> <p>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.</p>
<b>WK 3 &amp; 4</b>	<p><u>Choreographic devices</u></p> <p>Using choreographic devices to develop movement material and use the correct terminology to discuss those changes.</p> <p><u>Perform and appreciate</u></p> <p>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>
<b>WK 5 &amp; 6</b>	<p><u>Feedback and appreciation</u></p> <p>Using the feedback from the previous lesson to implement suggestions and develop your choreography.</p> <p><u>Perform and reflect</u></p> <p>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.</p>

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

**KEY CONCEPTS**

- Technique
- Choreographic

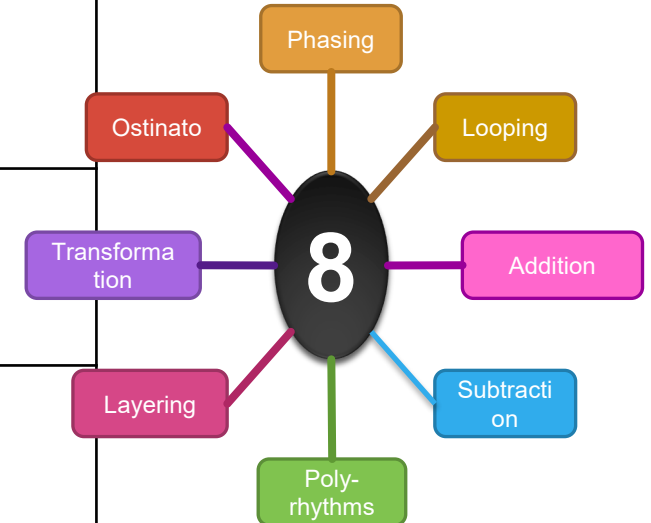
**I NEED TO KNOW:**

This is your introduction to minimalist music

**KEYWORDS**

Word	Meaning
Ostinato	A repeated phrase
Phase shifting	When the same phrase is duplicated but moved along for later start
Minimalist	Where sound samples are stored
Polyrhythm	Many rhythms played at the same time
Loop	A phrase when repeated

<b>WEEK 1 &amp; 2</b>	<u><b>Introduction to minimalist music</b></u> Its origins and influences
<b>WEEK 3 &amp; 4</b>	<u><b>Steve Riech and Phase Shifting</b></u> <a href="https://youtu.be/FcFyl8amoEE">https://youtu.be/FcFyl8amoEE</a>
<b>WEEK 5 &amp; 6</b>	<u><b>Performance Workshop and Assessment</b></u> Learning and Creating a piece of minimalist music for assessment



**Concepts:**  
Listening- Creating-Performing



I NEED TO KNOW:

How to create characters physically.



WEEK 1 & 2		
<b>Preparation</b>	How can you create a character from a physical starting point?	
<b>Terminology</b>	<b>WEIGHT TRANSFERENCE</b>	<i>You transfer your weight to different areas of your body to create different characters (forwards onto your toes, back onto your heels, sideways, into your tummy etc).</i>
	<b>POSTURE</b>	<i>Change how you stand or sit (upright, back hunched over, shoulders slumped, head down etc).</i>

WEEK 3 & 4		
<b>Preparation</b>	Think how you can demonstrate the characters	
<b>Terminology</b>	<b>HIERARCHY</b>	<i>Who is more important? In Commedia there are Masters, and Servants and the ones in the middle.</i>
	<b>KEY MOVEMENT</b>	<i>A key move a character does unique to them, like a signature move (for example Pantalone falls on the floor and curls up like a dying insect when scared).</i>

WEEK 5 & 6		
<b>Preparation</b>	Explore the Commedia dell'arte characters	
<b>Terminology</b>	<b>Revision: DIRECTOR</b>	<i>Look at the play and check that everyone can be seen, heard and the script is clear. Suggest ways actors can improve (more like their Commedia character, face, body, voice etc).</i>
	<b>BLOCKING</b>	<i>When it is decided where actors stand and move to. Actors find it beneficial to mark these moves on their script.</i>



**Commedia dell'arte:** Is based around a core group of characters each with a particular way of moving and a name. It began in a rural region of Italy, as an entertainment improvised by people in the streets and town squares.




Week 1 & 2:	Week 3 & 4:	Week 5 & 6:
The History of Commedia: <a href="https://shorturl.at/xEF02">https://shorturl.at/xEF02</a>	Extra information: <a href="https://shorturl.at/bclmz">https://shorturl.at/bclmz</a>	What is Blocking?: <a href="https://shorturl.at/imqx8">https://shorturl.at/imqx8</a>

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		

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

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

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

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

## 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!!

### Volcanoes

- Volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing **magma** to sometimes **erupt** through it.
- Active volcanoes have **erupted** in the last 10 000 years.
- Dormant volcanoes haven't **erupted** in the last 10 000 years but may erupt again.
- Extinct volcanoes aren't expected to **erupt** again.

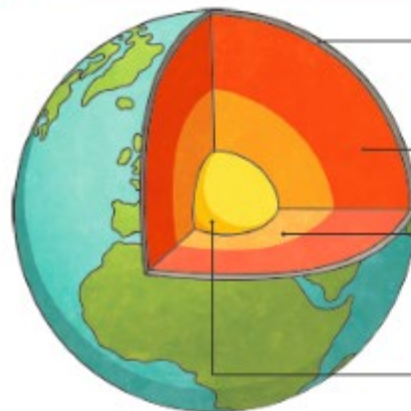


### Earthquakes

- Earthquakes are caused when the earth's **tectonic plates** suddenly move.
- Most earthquakes occur near the **tectonic plate** boundaries.
- Earthquakes can cause lots of damage to roads, buildings and property.



### Layers of Earth



#### Crust

Thin outer layer. Hard rock. 10km–90km thick.

#### Mantle

Extremely hot rock that flows. 3000km thick.

#### Outer core

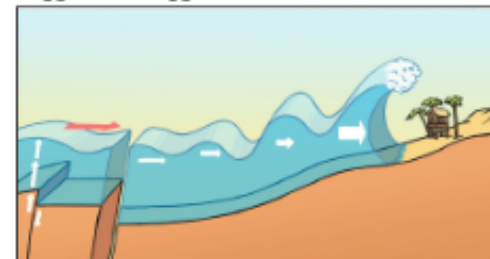
Iron and nickel. Mostly liquid with some rocky parts. 4000°C.

#### Inner core

Iron and nickel. Hottest layer at over 5000°C.

### Tsunamis

- A tsunami is a giant wave caused by a huge earthquake under the ocean.
- The earthquake causes a large amount of water to be displaced very quickly causing a series of waves.
- As the waves travel through shallower water near land, they get bigger and bigger. The wave crashes onto the land causing devastation to buildings and sometimes even lives.





## 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.

## I NEED TO KNOW:

How people have had religious experiences of the divine.

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

The divine is another name for God.

Sentence Starters			
<u>Connectives to justify ideas with evidence</u>	<u>Connectives in sequencing ideas</u>	<u>Connectives to compare and contrast</u>	<u>Connectives for conclusion</u>
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



This lady claims to be the 70<sup>th</sup> 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.



Les domiciles	Homes
J'habite dans..	I live in...
Une grande/petite maison	A big/small house
Un grand/petit appartement	A big/small flat
Une grande/petite ville	A big/small town
Un grand/petit village	A big/small village
Je voudrais habiter...	I would like to live...
À la campagne	In the country
À la montagne	In the mountains
Au bord de la mer	At the seaside
Dans un vieux château	In an old castle
Dans une vieille chaumière	In an old cottage
Dans une ferme	On a farm
Les prépositions	Prepositions
Dans	In
Devant	In front of
Derrière	Behind
Sous	Under(neath)
sur	on

**Careers ideas!**

**If you love languages, travel and current affairs/world events  
you could become a news reporter or broadcast journalist.**

Les pièces	Rooms
Chez moi, il y a...	In my home, there is/are...
(six) pièces	(six) rooms
Le salon	The living room
Le jardin	The garden
La cuisine	The kitchen
La salle à manger	The dining room
La salle de bains	The bathroom
Ma chambre	My bedroom
La chambre de mes parents/ma soeur/mon frère	My parents'/sister's/brother's bedroom
Il n'y a pas de jardin	There is no garden
Les meubles	Furniture
Le bureau	Desk
Le canapé	Sofa
Le lit	Bed
Le frigo	Fridge
L'armoire	Wardrobe
La chaise	Chair
La machine à laver	Washing machine
Le lavabo	Wash basin
La douche	Shower
La fenêtre	Window



**I NEED TO KNOW:**

Talking about where you would like to live, describing your home, talking about meals, shopping for food & special events

Le petit-déjeuner	Breakfast
Pour le petit déjeuner, je prends...	For breakfast, I have...
Du beurre/du pain	Butter/bread
Du café/du lait/de thé	Coffee/milk /tea/
Du chocolat chaud	Hot chocolate
Du jus d'orange	Orange juice
De la confiture	Jam
Des céréales	cereal
Une tartine	A slice of bread and butter
Je ne mange rien	I don't eat anything
Les provisions	Food shopping
Il faut acheter...	We/you need to buy
Un litre de lait	A litre of milk
Un paquet de farine	A packet of flour
(quatre) tranches de jambon	(4) Slices of ham
Un kilo de bananes	1kg of bananas
500 grammes de pommes	500g of apples
250 grammes de fraises	250g of strawberries
Une tablette de chocolat	A bar of chocolate
Une bombe de crème Chantilly	A spray can of whipped cream

Le dîner	Evening meal
D'habitude, on mange...	Usually, we eat...
Du poisson/du poulet	Fish
De la pizza/de la viande	Pizza/meat
Des fruits/des pâtes	Fruit/pasta
Des plats à emporter	Takeaway food
Comme dessert, je prends...	For dessert, I have...
Du yaourt	Yoghurt
Une mousse au chocolat	A chocolate mousse
De la glace (à la fraise)	(strawberry) ice-cream
Je suis végétarien(ne)	I am vegetarian

**Stratégie 4 : 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! They are called **Faux Amis** (false friends)

Les mots essentiels	High frequency words
Chez (moi)	At (my) place
Il y a	There is/are
Il n'y a pas de	There isn't/aren't
Ne...rien	nothing
pour	for

**I NEED TO KNOW:** Arranging to go out, getting ready to go out and talking about what you wear.

La ropa	Clothes
una camisa	a shirt
una camiseta	a T-shirt
un jersey	a jumper
una sudadera	a sweatshirt
una falda	a skirt
un vestido	a dress
una gorra	a cap
unos pantalones	some trousers
unos vaqueros	some jeans
unas botas	some boots
unos zapatos	some shoes
unas zapatillas de deporte	some trainers
Los colores	Colours
amarillo	yellow
azul	blue
marrón	brown
morado	purple
rojo	red
verde	green

blanco	white
gris	grey
naranja	orange
negro	black
rosa	pink
de muchos colores	multi-coloured

**High frequency words:**

al/a la	to the
del/de la	of the
demasiado/a	too (much)
demasiados/as	too (many)
este/esta	this
está	(he/she/it) is
estos/estas	these
por eso	for this reason
por supuesto	of course
¡Lo pasé fenomenal!	I had a fantastic time!

¿Cómo te preparas?	How do you get ready?
Me baño.	I have a bath.
Me ducho.	I have a shower.
Me lavo la cara.	I wash my face.
Me lavo los dientes.	I brush my teeth.
Me visto.	I get dressed.
Me maquillo.	I put on make-up.
Me peino.	I comb my hair.
Me aliso el pelo.	I straighten my hair.
Me pongo gomina.	I put gel on my hair.

¿Te gustaría ir al cine?	Would you like to go to the cinema?
a la bolera	to the bowling alley
al centro commercial	to the shopping centre
a la pista de hielo	to the ice rink
al polideportivo	to the sports centre
al lado de la bolera	next to the bowling alley
delante de la cafetería	in front of the café
detrás del museo	behind the museum.
enfrente del parque	opposite the park