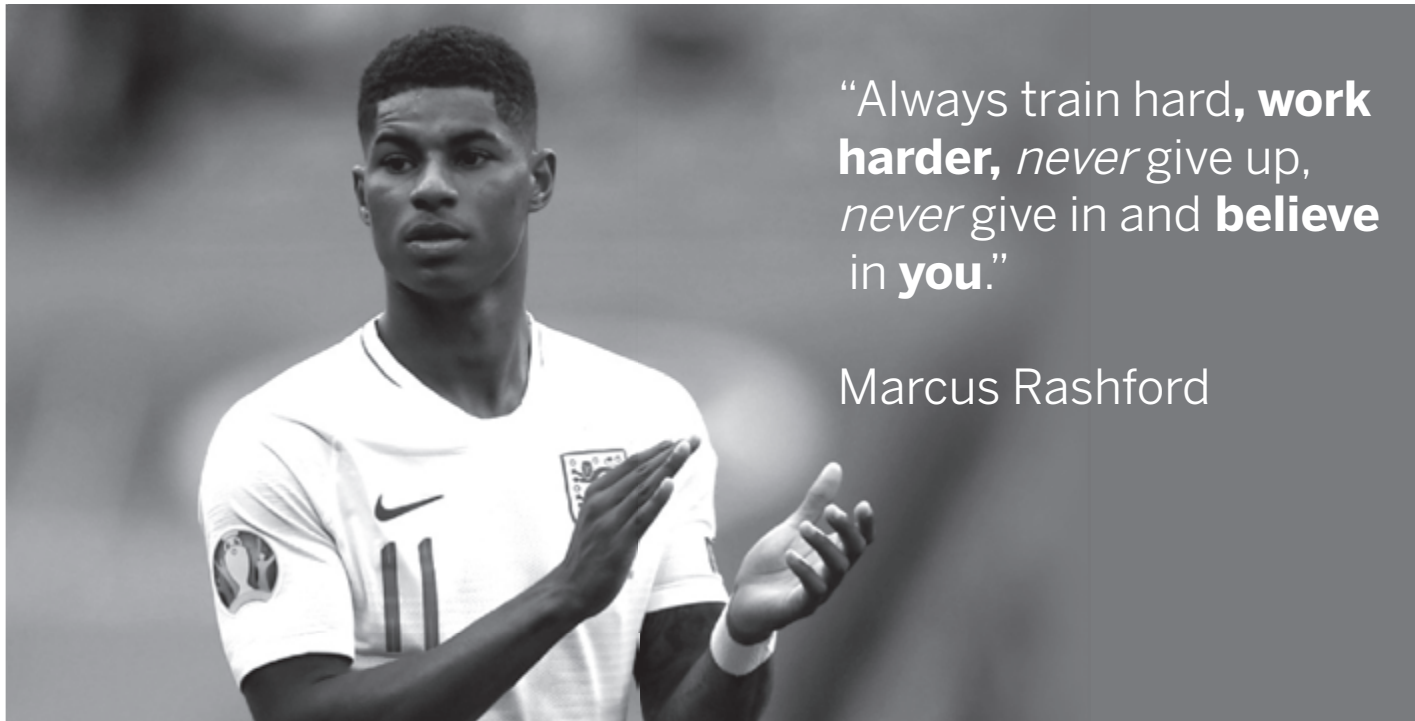




Queen Elizabeth's *School*

Year 8 Knowledge Organiser Home Learning Booklet



“Always train hard, **work harder**, *never* give up, *never* give in and **believe** in **you**.”

Marcus Rashford

Learning Cycle 3 2024-2025

Name:

Tutor Group:

Respect

We are considerate and we help each other. Treating everyone equally and understanding our differences **makes our world stronger.**

Reflection

We progress by giving careful consideration to what we do. Thinking about our actions in a positive way guides us as we **move forward.**

Resilience

We overcome difficulties and work on things to get better at them. Embracing challenges **helps us to learn.**



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How do I use the Knowledge Organiser booklet for independent home learning?

As a minimum expectation, **every** school day you should be studying from your Knowledge Organiser (KO) booklet for home learning. The timetable on Page 5 in this KO booklet tells you which subjects you should be studying and on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

How does Knowledge Organiser Independent Learning work?

The KO for each subject has the **foundation knowledge** that is required for that topic, for that specific part of the year. Your aim is to make sure that by the end of the topic, you are able to retain all of the knowledge from each subject's KO.

You will be **quizzed** in your **lessons** on knowledge from the KO to support the retention of knowledge over time.

If you are unsure as to how to use the KO booklet, please speak to your Tutor for further guidance.

Method

For every subject there are 12 tasks to complete in the cycle.

You complete these in the booklet in the spaces provide and the extra note pages but if you choose to complete anything on additional paper or in your exercise book, then make sure you bring it in to show your Tutor.

Presentation

You should take **pride** in how you present your work:

Spend at least 15 minutes on **each of the subjects** on your home learning timetable for that day.

Make sure that your work shows that you are trying hard and taking a pride in what you are learning.

Reading and PE logs

You should be reading for 15 minutes per day (including your SPARX Reader) and logging what you are reading.

Any PE activities you take part in also need to be logged – it's important to keep your body as active as your brain!



Homework Weekly Format

All Subjects Year 8 Learning Cycle 3

Week	Task	QR code (if needed for task):	Week	Task	QR code (if needed for task):
1	Look Cover Write Check		7	Test Your Mind	
2	Read through the KO and answer the questions		8	Read through the KO and answer the questions	
3	Word Up		9	Flash Cards	
4	Read through the KO and answer the questions		10	Read through the KO and your Flash Cards for Assessment Week next week	
5	Map Your Mind		11	Key Points from your assessments	
6	Read through the KO and answer the questions		12	Following the assessments www & ebi	

SPARX Reader Parent Videos



SPARX Maths Parent videos





Home Learning Timetable

You are expected to study the subjects shown on your timetable each day. Use at least a page of your home learning exercise book to evidence your work. When you have completed your home learning for each subject, **you must ask a parent or carer to sign the page to show that they have seen it.** It is also good if you talk to your parents/carers about what you are learning. Your class teachers will also check and sign it off as complete.

Monday	Tuesday	Wednesday	Thursday	Friday
English	Headteacher's Page	Biology	Chemistry	Art
Physics	History	Geography	MFL	Music
RE	Drama	Maths	Tech	PSHE

PE log - try to complete three activities per week

Week	PE Activities				Signatures confirming completion of all work	
	1st activity	2nd activity	3rd activity	Any extras?	Parent	Tutor
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						



Year 8 Knowledge Organiser (KO) Home Learning Booklet

Reading Log Use this reading log to record the books you read and how long you have spent reading. You can include whole class reading in the mornings, and you should read for a minimum of 15 minutes more each day.

Week	Mon	Tues	Weds	Thur	Fri	Sat	Sun	Book(s) Read (Title and Author)	Total Time Reading	Parent Comment/ Signature



Read this page. Write out the key words (underlined). For each give the meaning and write a sentence using the key word.

For example: **Representing** - participating in a sporting event for a club, town or country. Being chosen to act or speak for one or many others.
Sally was representing her class in the county maths challenge.

Marcus Rashford, MBE

- Occupation: Footballer and Social Campaigner
- Born: 31 October 1997, Manchester, UK.

Marcus Rashford is a professional footballer who plays as a forward for Premier League club, Aston Villa, on loan from Manchester United. He has played for Manchester United since he was seven years old. Rashford also plays football at international level, representing England. During his international debut match against Australia, Rashford became the youngest player to score a goal in their first senior international match.

Rashford was born in Manchester and has four older siblings. He and his brothers and sisters lived with their Mum, Melanie, a single parent who often worked several jobs in order to feed her family. In March 2020, during lockdown, Rashford teamed up with a poverty and food waste charity, *FareShare*, to deliver meals to people in Greater Manchester who were no longer receiving free school meals. Together he and the charity set a target of supporting 400,000 children. However, the scheme quickly raised over £20 million to provide food for children throughout England who would normally be entitled to free school meals, if they were in school. In June 2020 Rashford wrote an open letter to the UK government urging them to end UK child poverty. This resulted in the Government extending the free school meals provision during the summer holidays. He started the *Child Food Poverty Task Force* in collaboration with shops and charities.

Marcus Rashford was awarded an MBE (Member of the British Empire) in October 2020, and continues to campaign on issues of child food poverty within the UK.



Improving Your Vocabulary

Choose words from the vocabulary list below.

For each give the meaning and write a sentence using the key word.

For example: The boy and his dog were very fond of each other; there was a strong **bond** between them.

- intelligence • transformation • presumption • acknowledged • utility •
- furthermore • accurate • diversity • attached • recovery • assigned • tapes •
- motivation • bond • edition • nevertheless • transport • cited • fees • scope •
- enhanced • incorporated • instructions • subsidiary • input • abstract •
- ministry • capable • expert • preceding • display • incentive • inhibition •
- trace • ignored • incidence • estate • cooperative • revealed • index •
- lecture • discrimination • overseas • explicit • aggregate • gender •
- underlying • brief • domain • rational • minimum • interval • neutral •
- migration • flexibility • federal • author • initiatives • allocation • exceed •



'10 a day' CHOICES TOWARDS BALANCING OUR MENTAL HEALTH.

It is important that we all take care of our health, including our mental health. **The Ten a Day Choices** approach can really help us to think about this and reminds us what we can do each day to help balance our mental health.

Spend some time thinking about your week. Write notes about the things that you did to help balance your mental health.

How did that work out?

What are you going to focus on doing in the week to come?

- 1  Talk about your feelings
- 2  Do something you enjoy and are good at
- 3  Keep yourself hydrated
- 4  Eat well
- 5  Keep active in mind and body
- 6  Take a break
- 7  Stay connected to those you care about
- 8  Ask for help
- 9  Be proud of your very being
- 10  Actively care for others



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: 1. Why was Marcus noticed as a football player? 2. What happened to make Marcus help with FareShare? 3. What does FareShare do?	Week 3: Word up
Week 4: Read through the KO and answer the following: 1. What did Marcus do in 2020 that made a difference? 2. What effect did his letter have? 3. Why was he awarded the MBE?	Week 5: Map your mind	



Week 6: Read through the KO and pick five words from the vocabulary list and write down their meaning:	Week 7: Test your mind	Week 8: Read through the KO and write down another five words from the vocabulary list and find their meaning:
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from Marcus' life: 1 2 3	Week 12: Which of the '10 a day' choices do you manage to do
Week 10: Read through the KO and your flash cards		





Protest Poetry

“Poets are the unacknowledged legislators of the world” - Percy Bysshe Shelley
A poet can...inspire, incite change, challenge, teach, critique.

When reading a new poem for the first time, ask yourself:

Big idea: What is the theme plus message of the poet? How do you feel after reading the poem?

Attitude/tone: How does the poet feel? How do they convey their message?

Structure: How has it been organised? Are any words or images repeated? Any rhyme? Why?

Language: What are the connotations of word choices? Do any methods emphasise a message from the poet?



What is the poet's tone? How are they delivering their ideas? What does this tell us about how the writer feels or thinks?

OUTRAGE ACCUSATORY

AMBIVALENT CANDID

APATHETIC CONCERNED

DIPLOMATIC FRUSTRATED

MOCKING OPTIMISTIC

SCATHING PERSUASIVE

RESENTFUL SARCASTIC

SOLEMN SCORNFUL

LIGHT-HEARTED CELEBRATORY

English Year 8 Learning Cycle 3

Terms and meanings

Discrimination: The unjust treatment of different categories of people (due to race/ gender/ability).

Reparations: The action of making amends for the wrongs one has done by providing payment or other assistance to those who have been wronged.

Institutionalised: Establish (something, typically a practice or activity) as a convention or norm in an organisation or culture.

Oppression: Malicious or unjust treatment or exercise of power often under the guise of government authority.

Tolerance: To be tolerant means that you accept other people's opinions and preferences even when they live in a way that you don't agree with.

Revolution: A forcible overthrow of a government or social order, in favour of a new system.



Protest Poetry

How has the poet conveyed their ideas? Remember not to just technique spot. First identify what the effect is...how does it link to the tone, mood and meaning of the poem?

Imagery methods - Evokes the senses

Motif: A recurring symbol throughout a text/poem which has symbolic meaning.

Metaphor: Comparison where something 'is' something else.

Simile: Comparison where something is 'like'/'as' something.

Semantic field: Words with same connotations used throughout the poem to build up the same image.

Vivid imagery: Heavily descriptive/emotional writing which builds a powerful image in the reader's mind.

Phonology methods - How can sound add to meaning, tone and mood?

Alliteration: Repetition of the same letter at the start of consecutive words.

Sibilance: Repetition of 's' sounds (can create hissing/soporific emphasis/mood/tone).

Assonance: Repetition of vowel sounds (beam, green, seem).

Cacophony: Harsh mixture of sounds in short succession to show anger.

Plosive alliteration: Alliteration of 'p' and 'b' sounds to create mood/tone/emphasis.

English Year 8 Learning Cycle 3

Structural methods - What has been put where and why?

Repetition: A word/phrase that is used more than once.

Anaphora: The repetition of a word/phrase at the beginning of successive clauses.

Enjambment: The lines run onto the next stanza/line (there is no full stop at the end of the line).

Caesura: A pause near the middle of the line for effect.

Rhyming couplet: Two successive lines which rhyme. Usually indicates unity/solves or concludes the 'problem' explored in the poem.





Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: 1. What does the word 'connotation' mean? 2. What does the word 'protest' mean? 3. Look up definitions for the following possible poetic tones: Outrage Ambivalent Concerned Celebratory Light-hearted	Week 3: Word up Watch this video. https://www.youtube.com/watch?v=JwhouCNq-Fc
Week 4: Read through the KO and answer the following: 1. Why is discrimination so damaging to people? 2. Why is tolerance so important in society? 3. What is a revolution? Why did the French revolution happen? Why do people sometimes feel the need for a revolution?	Week 5: Map your mind	



Week 6: Read through the KO and answer the following: 1. What is vivid imagery? 2. Listen to this famous protest poem 'Still I Rise,' by Maya Angelou: https://www.youtube.com/watch?v=9Nq805RBIt0 'Just like moons and like suns, With the certainty of tides, Just like hopes springing high, Still I'll rise.' 3. The speaker will rise again against prejudice. How does the poet use vivid imagery here to give a sense of how strong she is?	Week 7: Test your mind	Week 8: Read through the KO and answer the following: Every poet has a tool kit that they use to put across how they are feeling. 'Leaving behind nights of terror and fear I rise Into a daybreak that's wondrously clear I rise Bringing the gifts that my ancestors gave, I am the dream and the hope of the slave. I rise I rise I rise.' 1. Why do you think the poet repeats 'I rise' three times at the end of the poem? 2. Why might a modern free black woman be 'the dream and the hope of the slave'?
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1 2 3	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		



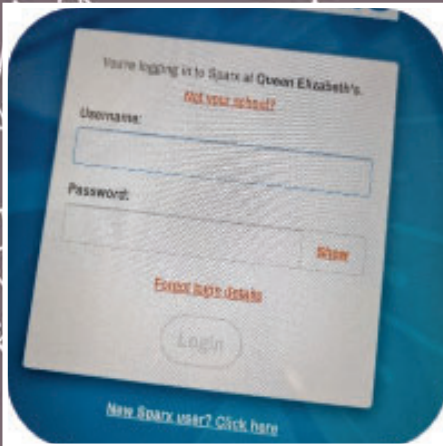


Your teacher will use Sparx Maths to...

- Set you questions on the topics you are learning at school
- See how well you understand the maths topics given to you
- Decide what to teach you next to help you to make progress

What you will need to do:

- Log in to Sparx Maths from a computer or tablet at home
- Answer the questions your teacher has set you
- If you are stuck, use the videos to help you



How to log in to Sparx - new students

- Go to www.sparx.co.uk, click Log in and choose Student login.
- Start typing the name of your school in the **Select Your School** box. Click Continue.
- Click the **New Sparx User?** button at the bottom of the box.
- Fill in your **Name and Date of Birth** and click **Submit**.
- You will be asked to create a password.
- Click **Finish**.

Now you can log in with your Username and Password.

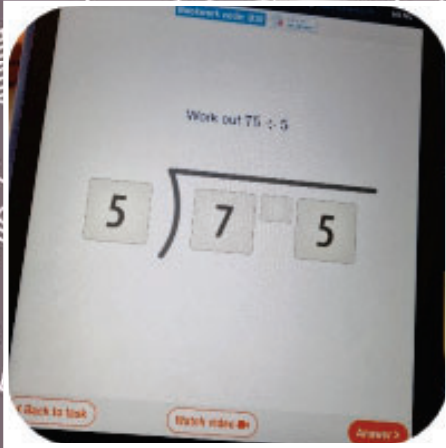


Answering your homework questions.

- Once logged in, you will see your Compulsory Homework.
- Click on the orange arrow and your homework tasks will appear.
- You need to complete these before the due date your teacher has set.

Answering your homework questions: Bookwork Checks

- Just like your teacher, Sparx will check whether you are writing down your answers.
- In a Bookwork Check you will have to input the answer that you wrote down for a particular Bookwork Code.
- If you fail the Bookwork Check, you will have to do the question again.



Example of a Sparx question

Can you see:

- The Bookwork Code?
- Where the help video is?
- Where to enter your answer to the question?

What does good Bookwork look like?

- Clear titles and workings alongside the correct Bookwork code in the margin.
- Remember, you must write down the Bookwork code and the answer you gave.
- Please do not cross out wrong answers!

Answering your homework questions.

- You will immediately see if you have got a question right as Sparx will mark it for you.
- If you get a question wrong you can try a similar question again, and use the videos to help you.
- Try to work independently and not rely on help as this could mean your homework gets harder!

What is XP?

- XP (Sparx Experience Points) are earned for completing questions in your homework.
- You also get twice as much XP for completing XP Boost and Target homework tasks.

Finally, remember that...

It is important that your answers are yours and yours alone. Sparx creates homework that is just right for you.

If someone else:

- Does your work for you
 - Tells you the answers
 - Helps you too much
- you will probably get homework that is too hard for you!



Book code	Working out	Book code	Working out	Book code	Working out

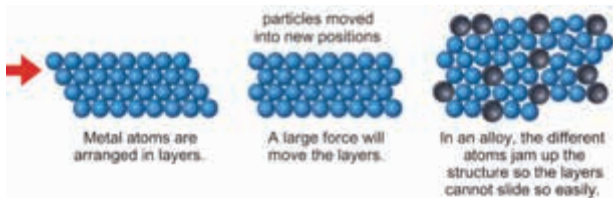


Book code	Working out	Book code	Working out	Book code	Working out



Year 8 Combined Science Cycle 3	Biology – Ecosystems	Biology – Bioaccumulation and Predator-prey																				
Key Vocabulary Ecosystem: the interaction between a community of living organisms and their environment. Interdependence: when organisms rely on each other to survive. Bioaccumulation: the build up of a substance, such as a toxic chemical, in a living organism. Quadrat: a square placed onto the ground in which to count the number of species present. Biodiversity: the variety of life in a habitat or ecosystem. Conservation: preserving and protecting organisms and their habitats. Gene bank: a store of genetic material for future use.	Food chains The food chain shows the flow of energy through plants and animals. The plant is a producer because it produces its own food (glucose). The animals are consumers because they consume food. The Food Chain Of An Owl Food webs A food web is a series of food chains from one habitat all connected to each other. It shows how all the organisms in an area can be connected and affect each other. Organisms in a habitat or ecosystem are interdependent on each other, meaning they rely on each other to survive. Producers are eaten by a variety of consumer animals and then those animals may be eaten by a variety of different carnivores.	- Bioaccumulation is when a chemical builds up in a food chain. - As the chemical moves up a food chain it becomes more concentrated in an organism. - Animals that are hunted and eaten are prey, and these are consumed by predators. The final consumer at the top of the food chain is called a top (or apex) predator and is not eaten by anything else. - Over time the numbers of predators and prey in an ecosystem rises and falls in a predator-prey cycle. As the number of prey increases, so does the number of predators shortly afterwards. This is because there is more food. This reduces the number of prey because they are hunted. Which reduces the number of predators because there is less food. This increases the number of prey and the cycle repeats.																				
Biology – Habitats and Sampling	Physics – Particle Model	Physics – Physical Changes and Density																				
Organisms are living things. Habitats are where organisms live. Environmental conditions are non-living things which could affect an organism. Adaptations are things an organism has/does to help it survive. - Plants and animals are interdependent, this means they rely on each other to survive. Sampling habitats: - Scientists often want to know how many living things are in an environment but it is very difficult to count all of them. - Scientists use sampling to estimate the number of living things in an environment. - To do this we use a square frame called a quadrat which is placed randomly in a habitat. - We count the number of organisms in the quadrat and use this to estimate the total population.	States of Matter: Properties: <table><tr><th>State</th><th>Solid</th><th>Liquid</th><th>Gas</th></tr><tr><th>Closeness of particles</th><td>Very close</td><td>Close</td><td>Far apart</td></tr><tr><th>Arrangement of particles</th><td>Regular pattern</td><td>Randomly arranged</td><td>Randomly arranged</td></tr><tr><th>Movement of particles</th><td>Vibrate around a fixed position</td><td>Move around each other</td><td>Move quickly in all directions</td></tr><tr><th>Energy of particles</th><td>Low energy</td><td>Greater energy</td><td>Highest energy</td></tr></table>	State	Solid	Liquid	Gas	Closeness of particles	Very close	Close	Far apart	Arrangement of particles	Regular pattern	Randomly arranged	Randomly arranged	Movement of particles	Vibrate around a fixed position	Move around each other	Move quickly in all directions	Energy of particles	Low energy	Greater energy	Highest energy	Physical Change: a substance changes state without becoming a new chemical. Reversible. Chemical Change: atoms rearrange themselves to form new substances. Usually irreversible. Cooling Curve: a graph of the variation of the temperature with time as it is allowed to cool. Temperature is constant (horizontal line) where changes of state happen. Density The amount of mass in one unit of volume a substance has. Often measured in grams per cubic centimetre (g/cm³).
State	Solid	Liquid	Gas																			
Closeness of particles	Very close	Close	Far apart																			
Arrangement of particles	Regular pattern	Randomly arranged	Randomly arranged																			
Movement of particles	Vibrate around a fixed position	Move around each other	Move quickly in all directions																			
Energy of particles	Low energy	Greater energy	Highest energy																			



Key Vocabulary	Physics – Density and Pressure	Physics																							
Catalyst: a substance that increases the speed of a chemical reaction without being used up. Physical properties: characteristics of a substance that can be measured such as density, melting point, conduction of electricity. Chemical properties: describe the way a substance reacts. Malleable: can be hammered or bent into shape. Ductile: can be pulled or drawn into wires. Corrosion: when metals react slowly at room temperature with substances in the air like oxygen. Rusting: describes the corrosion of iron. Ore: an ore is a rock that contains enough of a metal compound to extract the metal. Alloys: metals that have been mixed with at least one other element (usually metal). Electrolysis: passing electricity through molten ore to separate the metal.	Density of an irregular shaped object - Fill displacement can to the spout - Hold a measuring cylinder under the spout and drop/push object under the water. - Stand the measuring cylinder on the bench and read the volume of water collected. - Divide the mass of the object by the volume of water displaced to find the density. Gas Pressure: the pressure exerted when gas particles collide with a surface. More gas means more particles so more pressure. Increasing temperature and decreasing volume will both increase gas pressure. Atmospheric Pressure: the pressure exerted by the column of particles in the atmosphere above you. Atmospheric pressure decreases the higher you go. Pressure underwater: the pressure exerted by the column of water and the atmosphere above you. Increases with depth.	Diffusion: the movement of particles from a high concentration to a low concentration. Brownian Motion: the random movement of particles suspended in a liquid or gas. Upthrust: The upwards force that a liquid or gas exerts on a body floating in it. Measured in Newtons. You float when upthrust is balanced by your weight. Objects that have a lower density than water will float in water. Drag: the resistive force caused by the motion of a body through a fluid. Streamlining: a form that presents very little resistance to a flow of air or water, increasing speed and ease of movement. Balanced Forces: where the effect of one force is cancelled out by another.																							
Chemistry – Properties and Uses of Metal	Chemistry - Chemical Extraction vs Recycling	Chemistry – Reactivity Series																							
Typical properties of metals: High melting point (e.g. iron melts at 1540°C) High density (e.g. lead used for fishing weights) Malleable (e.g. gold used for jewellery) Ductile (e.g. copper used for electrical wires) Good conductors of heat and electricity (e.g. copper pans) Useful properties of alloys Strong Low metal points Resistance to corrosion  Steel is an alloy of iron and carbon - very strong Brass is an alloy of copper and zinc – resistant to corrosion	- The Earth’s resources are limited and it’s important to conserve as much as possible for future generations. Mining metal ore destroys habitats and can pollute the nearby air and water. - Mining and processing metal ores requires a lot of energy and produces huge quantities of carbon dioxide from burning fossil fuels. Carbon dioxide increases global warming. - If we put waste metal into landfill, some of the metals react and form toxic compounds that enter the water supply. Electrolysis uses a lot of energy, so is very expensive. Heating with carbon is less expensive. Recycling metals uses less energy, preserves natural resources of ores, reduces waste metals going to landfill and prevents problems associated with mining new ores.	A list of metals in order of reactivity. <table><tr><th>Metal</th><th>With water</th><th>With acid</th><th>Method of extraction</th></tr><tr><td>Potassium</td><td rowspan="4">React vigorously</td><td rowspan="4">React vigorously</td><td rowspan="4">Electrolysis of molten ore</td></tr><tr><td>Sodium</td></tr><tr><td>Lithium</td></tr><tr><td>calcium</td></tr><tr><td>magnesium</td><td rowspan="4">React slowly</td><td rowspan="4">React slowly</td><td rowspan="4">Heating ore with carbon</td></tr><tr><td>Aluminium</td></tr><tr><td>Zinc</td></tr><tr><td>Iron</td></tr><tr><td>Copper</td><td rowspan="2">No reaction</td><td rowspan="2">No reaction</td><td rowspan="2">Found pure</td></tr><tr><td>gold</td></tr></table> - Metal + oxygen → metal oxide - Metal + water → metal hydroxide + hydrogen - Metal + acid → salt + hvdrogen	Metal	With water	With acid	Method of extraction	Potassium	React vigorously	React vigorously	Electrolysis of molten ore	Sodium	Lithium	calcium	magnesium	React slowly	React slowly	Heating ore with carbon	Aluminium	Zinc	Iron	Copper	No reaction	No reaction	Found pure	gold
Metal	With water	With acid	Method of extraction																						
Potassium	React vigorously	React vigorously	Electrolysis of molten ore																						
Sodium																									
Lithium																									
calcium																									
magnesium	React slowly	React slowly	Heating ore with carbon																						
Aluminium																									
Zinc																									
Iron																									
Copper	No reaction	No reaction	Found pure																						
gold																									



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: Biology: 1. What is the difference between a food chain and a food web? 2. Write out an example of a food chain. Chemistry: 1. What properties do metals have? 2. Give two uses of metals and explain what properties make them suited for their job. Physics: 1. What are the changes of state from a solid to a liquid and from a gas to a liquid? 2. Describe the properties of a solid.	Week 3: Word up
Week 4: Read through the KO and answer the following: Biology: 1. Describe what a predator-prey cycle is. 2. Describe what bioaccumulation is. Chemistry: 1. What is the difference between corrosion and rusting? 2. Write an equation for the reaction of tin and oxygen. Physics: 1. What is the difference between a chemical change and a physical change? 2. How do you calculate density?	Week 5: Map your mind	



25

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Significance	The role of women in the 1700-1800s	Significant women in the 1700-1800s	Significant women in medicine
Significance means importance. To determine significance you need a criteria – a standard to judge something by. Here are some examples of criteria you might use to assess the significance: • Remarkable – They were unusual/talked about both at the time, and today. • Resulted in Change – They caused change (good or bad) for the future. • Revealing – They tell us about how people lived/felt/thought at the time. • Remembered – They were important at some stage in history within the collective memory of groups. E.g. we remember them as a society today. • Ripple – They continue to affect our lives today.	In the 1700-1800s in Britain, gender roles displayed stark differences. Men were typically viewed as the rational figures, holding most of the power in society. They were expected to work in professions or trades, participate in politics, education, and public life. Meanwhile, women's roles were primarily confined to the home. Their responsibilities included managing household chores, taking care of the family, and raising children. Opportunities for women in education and employment outside the home were limited. Nonetheless, these roles gradually transformed as women advocated for increased rights and opportunities, challenging the traditional gender norms of the era.	Mary Wollstonecraft Mary Wollstonecraft's lasting legacy lies in her influential book, "A Vindication of the Rights of Woman," published in 1792. This groundbreaking work argued for women's equal access to education and their rightful participation in politics. Wollstonecraft is widely recognised as one of the earliest feminist philosophers, known for laying the foundation of the women's rights movement that would gain momentum in the 19th and 20th centuries. Mary Anning (1799-1847) Despite her lack of formal education, Mary Anning made remarkable contributions to the field of palaeontology. Her discoveries along the Jurassic Coast of England, including the first complete Ichthyosaurus and Plesiosaurus skeletons, expanded our understanding of prehistoric life. Anning's work paved the way for further scientific research in the field of palaeontology.	Florence Nightingale (1820-1910) Florence Nightingale, born in 1820, was a British nurse who transformed the field of healthcare. Her pioneering work during the Crimean War improved hygiene and nursing practices, significantly reducing soldier mortality rates. Known as the "Lady with the Lamp", she is recognised as the founder of modern nursing, symbolizing compassionate healthcare globally. Annie Besant (1847-1933) Born in 1847, Annie Besant was a British advocate for women's rights and workers' rights. She played a significant role in the suffrage movement, campaigning for women's voting rights, and championed labour reforms to improve workers' conditions and wages. Besant's tireless efforts in advocating for social reform and education reform made her an influential figure in late 19th and early 20th-century Britain.



The suffragists and suffragettes	Women's Role during the Wars	Women's Role in post-war Britain	Key Dates
Millicent Fawcett (1847-1929) Millicent Fawcett was a prominent British suffragist who founded the National Union of Women's Suffrage Societies (NUWSS) in 1897. She advocated for women's voting rights through non-violent means. Emmeline Pankhurst (1858-1928) Emmeline Pankhurst was a British suffragette who founded the Women's Social and Political Union (WSPU) in 1903. She believed in militant tactics such as arson and attacking politicians. Their slogan was "Deeds not Words" The suffragists and suffragettes were crucial for the Representation of the People Act in 1918, granting married women over 30 the vote. The Equal Franchise Act in 1928 extended voting rights to all women over 21.	During World War I, women worked in munitions factories, nursing, and administration, supporting the war effort. In World War II, they expanded into the armed forces and the Women's Land Army, aiding food production on farms. Their roles were crucial on the home front, advancing gender equality. Edith Ingram (1887-1918) Edith Ingram was born in Braunton, Devon. She worked as a governess but once WWI was declared she quickly joined the Red Cross and went to France to treat soldiers. She was killed by shell fire whilst carrying out her duties. Mrs Hendy (1917-2002) Mrs Hendy was from one of the first black communities in Cornwall. She moved to Exeter when she was 21, as WWII broke out. As a black woman she experienced a lot of racism, especially from American soldiers who came over to England to help fight. Despite this, she still played a vital role in the war effort, working in an aircraft factory.	Barbara Castle (1910-2002) Barbara Castle was a British Labour Party politician known for introducing the Equal Pay Act of 1970, a groundbreaking piece of legislation that aimed to end wage discrimination based on gender. She also served as the UK's first female Secretary of State for Employment and made significant contributions to social and political reforms. Jayaben Desai (1933-2010) Jayaben Desai led the Grunwick strike between 1976-1978. She and her fellow workers, mostly women of South Asian descent, demanded workers' rights and better conditions. They experienced racism and sexism in their fight for equal rights. Although the strike was ultimately unsuccessful, her leadership was successful in raising awareness around workers' rights and the treatment of migrants.	1792 - Publication of the Vindication of the Rights of Women 1897 - The formation of the NUWSS 1903 - The formation of the WSPU 1914-1918 - World War I 1918 - The Representation of the People Act 1928 - The Equal Franchise Act 1939-1945 - World War II 1970 - The Equal Pay Act 1976-1978 - The Grunwick Strike Key Words Tier 2 - Significance - Importance Criteria – A standard by which something is judged Reform - Change Advocating – Recommend or support something Discrimination – Unjust treatment Tier 3 - Suffrage - Voting Munitions - Military weapons, particularly ammunition Gender equality – Equality between men and women Palaeontology – The study of fossils



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: 1. What are five possible criteria used for measuring significance? 2. How were the roles of men and women different during the 1700-1800s? 3. What did Mary Wollstonecraft do to help women's rights? 4. What did Mary Anning discover?	Week 3: Word up
Week 4: Read through the KO and answer the following: 1. What did Annie Besant campaign for? 2. What was the NUWSS? 3. What slogan did the Suffragettes use? 4. What is one reason Mrs Hendy might be seen as historically significant?	Week 5: Map your mind	



Week 6: Read through the KO and answer the following: 1. How did Florence Nightingale improve healthcare? 2. What did the Representation of the People Act do, and when was it passed? 3. What roles did women perform during the wars? 4. Why was it hard for Jayaben Desai to campaign for equal rights in her workplace?	Week 7: Test your mind	Week 8: Read through the KO and answer the following: 1. What does 'Ripple' mean when assessing historical significance? 2. What is Mary Anning remembered for? 3. What change did Emmeline Pankhurst campaign for? 4. When were all women over 21 able to vote? 5. What act did Barbara Castle help pass?
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1. 2. 3.	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





Development: An improvement in living standards through better use of resources.	There are variations in the levels of development.		Kenya, East Africa TOURISM 
How can we measure development? Economic indicators: EMPLOYMENT: The proportion of the population working in primary, secondary, tertiary and quaternary industries. GROSS DOMESTIC PRODUCT per capita (GDP): This is the total value of goods and services produced in a country per person, per year. 	LOW INCOME COUNTRIES (LICs) Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living. For example, Chad.		Location and Background: Kenya is in East Africa - It attracts tourists because of its warm climate, safari wildlife, cultural experiences and sandy beaches.
Social indicators: INFANT MORTALITY: The number of children who die before reaching 1 per 1000 babies born. LITERACY RATE: The percentage of population over the age of 15 who can read and write. 	NEWLY EMERGING ECONOMIES (NEEs) These countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages. For example, China.		How has the tourist industry developed? In 2018, 2.12 million tourists visited Kenya. Tourism contributes to over 12% of GDP. 600,000 jobs rely on tourism. The Global recession in 2008 caused a decline in tourism. Now tourism is beginning to recover.
Mixed Indicators: HUMAN DEVELOPMENT INDEX (HDI): A number that uses life expectancy, education level and income per person.	HIGH INCOME COUNTRIES (HICs) These countries are wealthy with a high GNI per capita and standards of living. These countries can spend money on services. For example, the UK.		What are the benefits of tourism? Jobs from tourism have meant more money has been spent in shops and other businesses. The Government has invested in infrastructure (roads, airports...) to support tourism. The HDI index increased from 0.45-0.55 since 2000.
What is the development gap? The development gap is the difference in levels of development between the richest and poorest countries in the world. What methods can be used to close the gap?  Tourism creates jobs in hotels and local people can earn a reliable income.  Industry provides new skills for local people.  Fairtrade provides fair prices for farmers' crops.			
What are the problems of tourism? Many of the hotels are owned by foreign companies - tourists do not always spend much money outside their resorts, due to an increase in all-inclusive holidays. This results in Profit Leakage.			



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: 1. Define the term development. 2. What acronyms do we use to categorise how developed a country is? 3. What does HDI measure? 4. What does GDP per capita mean? 5. State an example of a social indicator?	Week 3: Word up
Week 4: Read through the KO and answer the following: 1. Define the development gap. 2. Name the four types of employment industries. 3. Why is HDI called a mixed indicator? 4. Describe one method of reducing the development gap. 5. Explain what infant mortality rate means.	Week 5: Map your mind	



Week 6: Read through the KO and answer the following: 1. Describe the location of Kenya. 2. Why does the development gap need to be reduced? 3. Define literacy rate. 4. Give an example of a HIC, NEE and LIC. 5. Explain how tourism reduces the development gap.	Week 7: Test your mind	Week 8: Read through the KO and answer the following: 1. State an economic development indicator. 2. Explain how fair trade reduces the development gap. 3. Describe the benefits of tourism in Kenya. 4. Explain the disadvantages of tourism in Kenya. 5. In your opinion, which development indicator is the most effective? Explain your answer.
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1 2	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week	3	





RE Year 8 Learning Cycle 3: Faith and Life in Sikhism



Guru Nanak: How did Sikhism begin?

Facts

- Guru Nanak was the first of the Ten Gurus, the founder of Sikhism.
- He was born into a **Hindu** family, at school his teachers said that he was an extraordinary student.
- There are many stories from Nanak's childhood that show that he was special. For example, there is a story that when he was meditating in the fields one day, a cobra opened its hood over him and gave him shade for hours.
- Nanak travelled for a long time with his Muslim friend, Mardana. He wanted to learn from holy men and teach his ideas.
- In the story of Lalo and Bhago, Guru Nanak taught about **equality**. This is a core belief in **Sikhism**.

'There is no Hindu, there is no Muslim.' (Guru Nanak)

Key words

1. **Guru:** teacher in Sikhism
2. **Equality:** having equal rights or opportunities
3. **Caste:** an ancient system of class in Hindu society where people are ranked based on their social status
4. **Martyr:** a person who dies for their beliefs
5. **Guru Granth Sahib:** Sikh holy book
6. **Persecution:** treating people poorly often because of their race or religion

Guru Gobind Singh and the Khalsa

Facts

- Guru Gobind Singh was the last of the Ten Gurus.
- Guru Gobind Singh was nine years old when his father was killed as a **martyr**.
- He wrote many hymns and had the Guru Granth Sahib put together.
- Guru Gobind Singh spoke out about the **persecution** of Sikhs by the **Hindu** and **Muslim** rulers, he believed people should be treated equally.
- He formed the **Khalsa**, a group within Sikhism which anyone who is committed can join. **Khalsa** Sikhs wear the 5 Ks which are symbols of their identity.

Key Beliefs - The 5 Ks are five items that **Guru Gobind Singh** commanded **Khalsa** Sikhs to wear at all times in 1699 to show devotion to Sikhism.

1. Kesh - uncut, long hair
2. Kangha - a small wooden comb that Sikhs use twice a day.
3. Kara - Sikhs wear a steel bracelet
4. Kachera - cotton underwear
5. Kirpan - a steel dagger which symbolises a Sikh's duty to come to the defence of those in peril

Service to others

Facts

- **Sewa** means 'selfless service to others'. An essential part of being a Sikh.
- **Guru Nanak** said **sewa** is good for mental health and society.
- Sewa is not about getting a reward, it can be done for anyone - rich or poor, old or young - no matter what race or religion they come from.
- The **Langar**, a community kitchen, is one example of **sewa**. Any person can enter a **Gurdwara** and join the langar.
- At the **Golden Temple** in **Amritsar**, they serve around 50,000 **langar** meals a day!!!

Name of the religion: Sikhism

Name of followers: Sikh

Name of God: Waheguru

Date founder: 1469 CE

Where it was founded: Punjab

Founder: Guru Nanak

Holy Book: Guru Granth Sahib

Holy Building: Gurdwara

Key words

7. **Sewa:** selfless service to others
8. **Gurdwara:** Sikh temple
9. **Langar:** community kitchen
10. **Panj Piare:** 'Beloved ones'- 1st five members of the Khalsa



Week 1: Look, Cover, Write, Check. Learn these terms. 1. Guru 2. Equality 3. Caste 4. Martyr 5. Guru Granth Sahib	Week 2: Read through the KO and answer the following: 1. Name the founder of Sikhism? 2. Which story does Guru Nanak tell to teach about equality? 3. What happened to Guru Nanak when he was meditating in the fields?	Week 3: Word up
Week 4: Read through the KO and answer the following: 1. Who was Guru Gobind Singh? 2. What did Guru Gobind Singh speak out against? 3. What is the Khalsa?	Week 5: Map your mind	



Week 6: Read through the KO and answer the following: 1. What is a Kanga? 2. What is Kachera? 3. What is a Kirpan and what does it symbolise?	Week 7: Test your mind	Week 8: Read through the KO and answer the following: 1. What does Sewa mean? 2. Why do Sikhs do Sewa? 3. How many langar meals are served per day at the Golden Temple?
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1 2 3	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





Key Terms

Sculpture

The art of forming solid objects that represent a thing, person idea, etc. out of a material such as wood, clay, metal. Also, an object made in this way.

Form

Form is a three dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms.

3D

3D art is perceived to have height, width and depth, and having these three makes it a form; **meaning** all **3D arts** have form. It is not flat like paintings, drawings and photographs.

Negative space

Negative space, in **art**, is the **space** around and between the subject(s) of an image.

Plane

A plane can be thought of as a flat sheet.

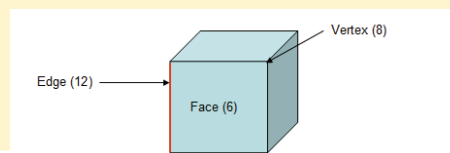
Plane



3D solid

Face

Face. In any **geometric** solid that is composed of flat surfaces, each flat surface is called a **face**. The line where two **faces** meet is called an edge. For example, the cube below has six **faces**, each of which is a square.



Texture

This is to do with the surface quality of something, the way something feels or looks like it feels.

Favela

Favelas are found in Brazil. They are informal frequently illegally built dwellings located within or on the outskirts of the country's large cities, especially Rio de Janeiro and São Paulo.

Collage

Collage comes from the French word “collér,” which means “to glue.” A collage is an artistic composition made of various materials (such as paper, cloth, or wood) glued on a surface.



Seth Clark

Seth Clark is an artist who draws, makes collage and sculpture based on architecture.

Clark grew up in Seekonk, Massachusetts and studied close to home in Providence at the Rhode Island School of Design. He earned his BFA in Graphic Design and, during this time, he discovered collage. Clark creates his artworks through a layering process of found paper and wood, with various mixed media and drawing added later. This brings definition and depth to the materials. The found materials add texture to the work. Clark says, "My work focuses on deteriorating architecture. These man-made structures, designed to be huge forces of permanence, are now collapsing in on themselves. It is as if the buildings were content with their circumstance. As I work, I study these structures incessantly. They are on the brink of ruin, yet appear dignified in their state."



Favelas

What is a favela and why do they exist?

A favela, in Brazil, is a slum or shantytown located within or on the outskirts of the country's large cities, especially Rio de Janeiro and São Paulo. A favela typically comes into being when squatters occupy vacant land at the edge of a city and construct shanties of salvaged or stolen materials.

Are favelas illegal?

Crime is not common in favelas, only 1% of residents are criminals or involved in criminal activity. The favelas themselves are considered illegal because the people do not pay tax.

What are the disadvantages of living in a favela?

Lack of clean water and sanitation in the slums • Lack of access to healthcare and education in the slums • High unemployment • Lack of waste disposal • Air and water pollution • Traffic congestion.

Health and Safety - Knives!

Moving around the room

- No Running.
- Stop immediately and listen when your teacher asks for your attention.

Using craft knives

- Carry knives with the blade pointing down.
- Only use the knife for the job it was intended for.
- Work away from your hands when cutting.
- Always use a cutting mat underneath your work when using a knife.





Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: Where did Seth Clark study Art? What theme does Seth Clark explore in his Artwork? What sort of materials does Clark use when making his Art?	Week 3: Word up
Week 4: Read through the KO and answer the following: Where, exactly, would you find a favela? What are the disadvantages of living in a favela?	Week 5: Map your mind	



Week 6: Read through the KO and answer the following: You will be working with craft knives throughout your project, and health and safety is very important. Create a health and safety checklist in your KO as a reminder of how you will need to work using the craft knives.	Week 7: Test your mind	Week 8: Read through the KO and answer the following: What is a sculpture? How would you describe negative space in Art? Where does the word collage come from?
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1 2 3	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





WEEK 1

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

WEEK 2

choisir - to choose, choosing
 réussir - to pass, passing (an exam)
 remplir - to fill, filling
 définir - to define, defining
 le blanc - gap, blank
 l'examen - exam
 le lycée - high school
 la note - mark
 le cahier - exercise book
 alors - so, well, then

WEEK 3

finir - to finish, finishing
 nourrir - to feed, feeding
 le chat - cat
 le dimanche - Sunday
 le lundi - Monday
 le mardi - Tuesday
 le mercredi - Wednesday
 le jeudi - Thursday
 le vendredi - Friday
 le samedi - Saturday
 l'heure (f) - hour
 la minute - minute

WEEK 4

le feu - fire
 les feux - fires
 l'hôpital (m) - hospital
 les hôpitaux - hospitals
 le jeu - game
 les jeux - games
 le journal - newspaper
 les journaux - newspapers
 l'oiseau (m) - bird
 les oiseaux - birds
 le réseau - network
 les réseaux - networks

WEEK 4

idéal - ideal (m)
 idéale - ideal (f)
 idéaux - ideal (mpl)
 international - international (m)
 internationale - international (f)
 internationaux - international (mpl)
 local - local (m)
 locale - local (f)
 locaux - local (mpl)
 social - social (m)
 sociale - social (f)
 sociaux - social (mpl)
 autre - other
 même - same
 plusieurs - several

WEEK 6

l'Italie (f) - Italy
 l'italien (m) - Italian language
 italien - Italian nationality (m)
 italienne - Italian nationality (f)
 plus - more
 moins - less
 aussi - also, as
 que - than, that, what?
 mince - thin

WEEK 7

dangereux - dangerous (m)
 dangereuse - dangerous (f)
 gentil - kind (m)
 gentille - kind (f)
 gros - fat (m)
 grosse - fat (f)
 meilleur - better
 pire - worse
 sûr - safe (m)
 sûre - safe (f)

WEEK 8

la décision - decision
 le soin - care
 dur - hard (m)
 dure - hard (f)
 facilement - easily
 lentement - slowly
 mal - badly
 mieux - better
 vite - quickly
 l'Espagne (f) - Spain
 l'espagnol (m) - Spanish language
 espagnol - Spanish nationality (m)
 espagnole - Spanish nationality (f)

WEEK 9

dépendre - to depend, depending
 dépendre de - to depend on, depending on
 entendre - to hear
 répondre - to answer, answering
 répondre à - to answer someone,
 answering someone
 l'annonce (f) - announcement
 la conversation - conversation
 le message - message
 le soleil - sun
 le temps - time, weather

WEEK 10

Revision of Cycle 3
 Vocabulary



Week 1: Look, Cover, Write, Check this week's vocabulary.
There will be a 'Do Now' activity each week related to the vocabulary you learn the week before.
<https://www.youtube.com/watch?v=LLZvCymL4rU>

Week 2: Look, Cover, Write, Check this week's vocabulary

Week 3: Look, Cover, Write, Check this week's vocabulary

Week 4: Look, Cover, Write, Check this week's vocabulary

Week 5: Look, Cover, Write, Check this week's vocabulary

Week 5: Look, Cover, Write, Check this week's vocabulary



Week 7: Look, Cover, Write, Check this week’s vocabulary

Week 8: Look, Cover, Write, Check this week’s vocabulary

Week 9: Look, Cover, Write, Check this week’s vocabulary

Week 10: Look, Cover, Write, Check this week’s vocabulary

Week 11: Flash cards of your vocabulary
<https://youtu.be/scZVLCB1aX0>
Make sure you bring these into school to show your tutor and teacher

Week 12: Following the assessment:

www -

ebi -





Scripted Performance: A Midsummer Night's Dream - Part 1

Drama Year 8 Learning Cycle 3

A. Key Terms - Vocal Skills

Tone	This suggests your mood and your intention towards the listener, e.g. happy or sad. It is how we show our emotion in our voice.
Pitch	Speaking in a high, low or natural voice. Pitch is the height/depth of the note of our voice.
Volume (Projection)	How loud you choose to speak - the effect of a loud, powerful voice or a quiet, nervous voice.
Pace	The speed at which someone speaks - speaking quickly or slowly.
Emphasis	The accent on individual words or parts of words that makes them stand out. Emphasis or stress for a particular effect is significant and can change the meaning of a sentence as well as the feeling behind it.
Pause	Taking a moment between the delivery of words in a sentence - a dramatic pause at a crucial moment could create tension.
Accent	Your choice of accent could help clarify your character and add interest to the role.

B. Working with a script - key information to help you:

Stage Directions help you understand what is happening on stage, where the scene takes place and who is on stage. They help the actor and the director know how to set up/use the space.

When you work with a script, you don't make up the characters and the lines, you use the information and lines in the script to help you adapt your physical and vocal skills to create your role.

When working with a script you work on a small section at a time, blocking the action (planning the positioning of actors, their movement within the space and use of levels) before focusing on how the lines are delivered.

Actors make notes on their scripts (and diagrams) to help them remember where and when they move on stage.

Get more familiar with *A Midsummer Night's Dream* – explore simplified version for revision:

<https://www.bbc.co.uk/teach/class-clips-video/english-a-midsummer-nights-dream-index/z6rcgwx>

C. Creating a character using physical skills:

Body Language	How we show emotion, physically. This can include how open or closed off we are physically and how much space we take up.
Gesture	Use of the hands, head and shoulders to give further meaning to what is being said. E.g. a wave, a nod, a shrug or thumbs up.
Facial Expression	Using and manipulating your face to show different emotions and reactions.
Eye Contact	Using your eyes to engage the audience and draw them into the story.
Posture	How we hold our upper body.
Stance Gait	How we stand. How we walk.
Confidence	Can be seen in the energy and commitment given to the telling of a story.
Commitment	A desire to communicate the story with energy and excitement.



Scripted Performance: A Midsummer Night's Dream - Part 2

Drama Year 8 Learning Cycle 3

A. Areas of a stage



B. Designing for Theatre: Develop your knowledge and understanding of costume and set design: Look at these to help you!

Costume Design:

<https://www.bbc.co.uk/bitesize/guides/z39x34j/revision/6>

<https://www.bbc.co.uk/bitesize/guides/zdwp2sg/revision/1>

Set Design:

<https://www.bbc.co.uk/bitesize/guides/z39x34j/revision/1> Pages 1 and 2

<https://www.bbc.co.uk/bitesize/guides/z44md6f/revision/1>

C. A Midsummer Night's Dream: Develop your knowledge and understanding:

There are many themes in *A Midsummer Night's Dream*. Explore the main themes of love, appearance and reality, and order and disorder - looking at how they affect characters and influence the story:

<https://www.bbc.co.uk/bitesize/guides/zby82hv/revision/1>

There are many characters in Shakespeare's *A Midsummer Night's Dream*. Take an in-depth look at the main ones identifying their key attributes and relationships and analysing their part in the play. Take a look:

<https://www.bbc.co.uk/bitesize/guides/z3fk7ty/revision/1>

A modern Lockdown take on the Mechanicals rehearsal (Act 1 Scene 3) from the RSC:

<https://www.rsc.org.uk/midsummer-festival/a-marvellous-convenient-place>

D. Key Characters:

Oberon	King of the Fairies. Arguing with Titania over a changeling boy. His sidekick Puck manipulates things at his request.
Titania	Queen of the Fairies. Arguing with Oberon. Has fairies who attend her. Oberon plays a trick on Titania to get the baby from her: using the magic from a flower, she is put under a spell and falls in love with an ass (donkey) who is really Bottom, transformed.
Puck	Sidekick to Oberon. Mischievous fairy who gets things muddled and causes chaos in the forest.
Egeus	Father of Hermia wants her to marry Demetrius and is willing to send her to her death if she disobeys him!
Hermia, Lysander, Demetrius and Helena – The Lovers	Hermia loves Lysander and he loves her. Demetrius loves Hermia and is her father's choice. Helena is Hermia's best friend and loves Demetrius.
The Mechanicals	Group of workmen who are putting on a play for Theseus' wedding day.
Duke Theseus and Hippolyta	Duke and Amazonian Princess who are about to marry.



Week 1: Look, Cover, Write, Check (first half) Read A Midsummer Night's Dream Part 1 Section A. Vocal Skills	Week 2: Find the answers Read A Midsummer Night's Dream Part 1 Section B Working with a Script 1. What are stage directions? 2. How are they used by actors, directors and designers? Take a look at this webpage and watch the short videos all about how a play is written and brought to life and then take the quiz: https://www.bbc.co.uk/bitesize/articles/zx8kng8#zk6v9ty	Week 3: Look, Cover, Write, Check Read A Midsummer Night's Dream Part 1 Section C. Physical Skills
Week 4: Mindmap Look at Part 2 Section D Draw a mind map of the characters in A Midsummer Night's Dream and how they are connected (relationships) to one another. Annotate your mind-map with information about each character's personality. Watch the video in A Midsummer Night's Dream Part 1 Section B to review the play in an animated version, to help you: https://www.bbc.co.uk/teach/class-clips-video/english-a-midsummer-nights-dream-index/z6rcgwx	Week 5: Flashcards Use this link to the Plot Summary and make flashcards to help you remember the key moments in the story. There is a video clip you can watch first on the page, too: https://www.bbc.co.uk/bitesize/topics/zxgcwmn/articles/z6x48hv#zx79jfr	Week 6: Test yourself Revise the story of A Midsummer Night's Dream using this webpage and then complete the test at the bottom of the page to put the things that happen in the right order, and then the 'Test your knowledge' quiz: https://www.bbc.co.uk/bitesize/topics/zxgcwmn/articles/z6x48hv#zff2h4j



Week 7: Look, Cover, Write, Check Read A Midsummer Night's Dream Part 2: Stage Directions. Draw out the grid and label the stage areas.	Week 8: Flashcards Re-visit Part 1 Section A & C Vocal & Physical Skills Create flashcards to help you learn all this information.	Week 9: Themes Explore the link and videos within it looking at the themes in A Midsummer Night's Dream Part 2 Section C.
Week 10: Research: Design Read Section B. Wider Reading Look at the two links for set design and make notes.	Week 11: Research: Design Read Section B. Wider Reading Look at the two links for costume design and make notes.	Week 12: What Went Well/Even Better If Following the assessment performance: Write 3 WWW and EBI reflections, using your flashcards to help focus your answers. www 1. 2. 3. ebi 1. 2. 3.



Hooks and Riffs

A. Key Words

HOOK – A ‘musical hook’ is usually the ‘catchy bit’ of the song that you will remember. It is often short and used and repeated in different places throughout the piece. HOOKS can either be a:

MELODIC HOOK – a HOOK based on the instruments and the singers

RHYTHMIC HOOK – a HOOK based on the patterns in the drums and bass parts or a

VERBAL/LYRICAL HOOK – a HOOK based on the rhyming and/or repeated words of the chorus.

RIFF – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. RIFFS can be rhythmic, melodic or lyrical, short and repeated.

OSTINATO – A repeated musical pattern. The same meaning as the word RIFF but used when describing repeated musical patterns in “classical” and some “World” music.

BASS LINE – The lowest pitched part of the music often played on bass instruments such as the bass guitar or double bass. RIFFS are often used in BASS LINES.

MELODY – The main “tune” of a song or piece of music, played higher in pitch than the BASS LINE and it may also contain RIFFS or HOOKS.

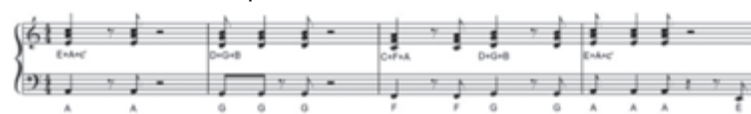
Exploring Repeated Musical Patterns

B. Famous Hooks, Riffs and Ostinatos

Bass Line Riff from "Sweet Dreams" – *The Eurythmics*



Riff from "Word Up" – *Cameo*



Rhythmic Riff from "We Will Rock You" – Queen



Vocal and Melodic Hook from “We Will Rock You” – *Queen*



Rhythmic Ostinato from "Bolero" - Ravel



Bass Line Ostinato from "Habanera" from 'Carmen' - Bizet



C. Music Theory

REPEAT SYMBOL – A musical symbol used in staff notation consisting of two vertical dots followed by double bar lines showing the performer should go back to either the start of the piece or to the corresponding sign facing the other way and repeat that section of music.



TREBLE CLEF – A musical symbol showing that notes are to be performed at a higher pitch.



BASS CLEF – A musical symbol showing that notes are to be performed at a lower pitch. The **BASS LINE** part is often written using the **BASS CLEF**.



A musical staff consisting of five horizontal lines. A bass clef is positioned at the beginning of the staff, with its hook pointing towards the bottom line. The clef is a stylized 'C' shape with a dot at the end of the hook.



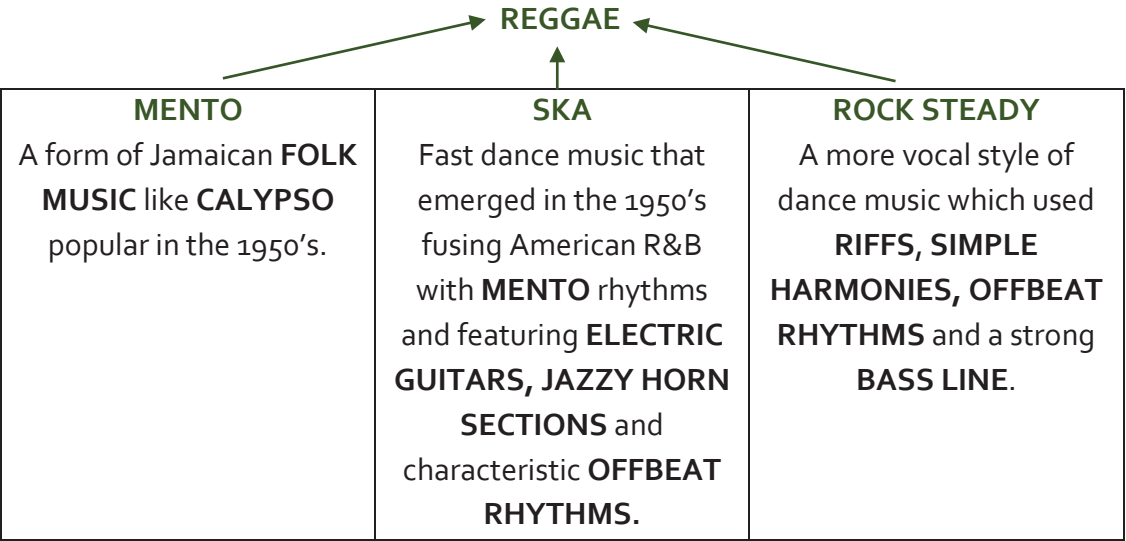


Exploring Reggae and Syncopation - Offbeat



A. How did Reggae develop?

REGGAE is one of the traditional musical styles from **JAMAICA**. It developed from



Reggae was first heard in the UK in the 1950's when immigrants began to settle. During the 1960's, people began importing singles from Jamaica to sell in UK shops. Now, Reggae is known as the national music of Jamaica.

B. Where is Jamaica?



C. What are Reggae songs about?

Reggae is closely associated with **RASTAFARIANISM** (a religious movement worshipping Haile Selassie as the Messiah and that black people are the chosen people and will eventually return to their African homeland). The **LYRICS** of Reggae songs are strongly influenced by Rastafarianism and are often political including themes such as **LOVE, BROTHERHOOD, PEACE, POVERTY, ANTI-RACISM, OPTIMISM** and **FREEDOM**.



Week 1: Look, Cover, Write, Check From Hooks and Riffs Section A. Key Terms – Vocal skills:	Week 2: Read through the KO and answer the following: Taken from Section B. Famous Hooks Riffs and Ostinato 1. What note values are used in the riff for ‘Sweet dreams’ by the Eurythmics? 2. What does this symbol mean?  3. Name the notes used in the riff for ‘We Will Rock You.’ 4. What is an ostinato?	Week 3: Word up From Section C. Music theory Write your own definitions for: Repeat symbol Treble Clef Bass Clef
Week 4: Notation Taken from Section B. Famous Riffs Try copying out one of the famous riffs on the 5-line stave below:	Week 5: Map your mind. From Section A. Key terms Create a mindmap of the key terms 5-line stave	Week 6: Notation Taken from Section B. Famous Riffs Try copying out one of the famous riffs. Draw your 5-line stave with a ruler and pencil first.



Week 7: Look, Cover, Write, Check From Offbeat Section F: Reggae Key Words	Week 8: Read through the KO and describe the following: Taken from Section A: How did Reggae develop? 1. Mento 2. Ska 3. Rock Steady	Week 9: Read through the KO and answer the following: From Section C. What are Reggae songs about? 1. What is Rastafarianism? 2. Where is the Homeland? 3. Name some common themes in Reggae music.
Week 10: Flashcards Taken from Section E. Musical Features Make some flashcards or create a mindmap	Week 11: Diagram Taken from Section D. Offbeat and Syncopation Draw out the diagram of the Offbeat	Week 12: Following the assessment performance: Using your flashcards to focus your answers, complete three WWW and EBI for your own personal contribution to the group performance.





The 4Cs

Cleaning:

- Keep yourself and your hands clean.
- Keep work surfaces and equipment clean.
- Make sure cloths and cleaning equipment are cleaned.

Cooking:

- Food (especially meat) needs to be cooked thoroughly.
- Cook raw foods to 75°C at the core. Check this using a food probe.
- Reheat foods to 75°C, never reheat foods more than once!

Cross-Contamination:

- Always prevent cross-contamination.
- Always separate raw-food from ready-to-eat food.
- Use separate equipment, chopping boards and utensils for raw-food and ready-to-eat.
- Wash hands thoroughly after handling raw food before ready-to-eat food.

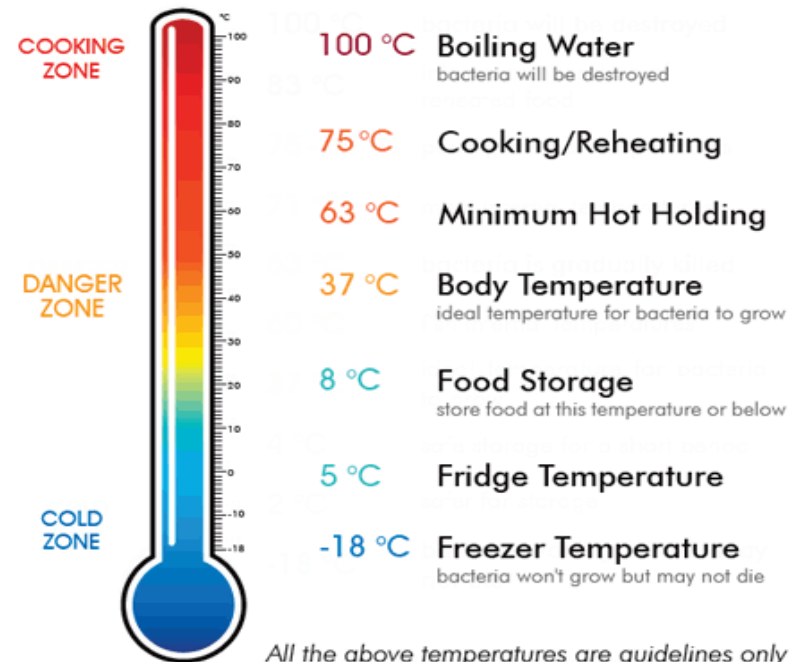
Chilling:

- Cool cooked foods as quickly as possible to 5°C.
- The core temperature of foods must reach below 10°C within 150mins of end of cooking.
- Foods must be protected from contamination during cooling.

Tips to Reduce Food Waste

- Buy or make smaller portions or freeze leftovers.
- 'Best before' refers to the quality NOT the safety of food.
- Shop smart. Plan meals in advance (this reduces over buying food).
- Keep your fridge below 5°C.
- Compost your food waste.
- Eat the leftovers for your lunch the next day.

Critical Temperatures





Key Words

Cross-contamination - The transfer of bacteria from one food to another, from humans, animals, other food or equipment.

Danger Zone - The temperature range within which bacteria can grow rapidly (8°C-63°C).

Gelatinisation - The thickening of a mixture, in the presence of heat, due to the swelling of starch grains.

Seasonal Food - The time of year when the harvest or flavour of food is at its peak.

Enrobing - Coating a food in breadcrumbs to protect it from heat in the oven.

Raising Agents - A substance added to a food product that makes them rise when cooked.

Fermentation - A chemical process where yeast gives off carbon dioxide to help bread rise.

Kneading - A process in bread making to develop gluten.

Seasonal Foods



Food Poisoning Bacteria

Salmonella, Campylobacter, Listeria, E.coli





Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: Explain what is meant by cross-contamination, in relation to food preparation and cooking. What steps can you take to prevent cross-contamination?	Week 3: Word up
Week 4: Read through the KO and answer the following: Explain, giving examples of how you can help to prevent waste when preparing and cooking food.	Week 5: Map your mind.	



Week 6: Read through the KO and answer the following: What causes food poisoning? How do the 4Cs help to reduce the risk of food poisoning?	Week 7: Test your mind	Week 8: Read through the KO and answer the following: What are seasonal foods? List as many seasonal food items as you can identifying the season they are from.
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Keyword Spelling Test Fermentation Gelatinisation Contamination Kneading Bacteria Salmonella Listeria Campylobacter	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





Tools, materials and Equipment

	Bradawl - This is used to make marks in wood to guide drill bits when drilling.		Coping saw - This is a saw that has a very thin blade and it enables the user to change the direction of cut easily.
	Scroll saw - This is a saw that is used to make curved cuts in wood.		Medium Density Fibreboard (MDF) - This is a man-made timber product. It is made of medium sized wood fibres, compressed and joined using a glue.
	Pillar drill - Used with a drill bit in the chuck to drill holes in wood, metal and plastic.		Carpenter's bench vice - This is used to secure work pieces made of timber whilst you work on them.
	Abrasive (sand) paper - Used to remove rough pieces (splinters) of wood.		Tenon saw - This saw is used to cut straightlines in wood. Make sure you use a bench vice with this saw.
	Dowel pegs - Used to hold the head of the blockbot in place. Used with PVA glue, it forms a strong method of joining wood together.		Disc sander - Used to give a clean finish and straight edge in wood.
	Metal ruler - In technology we measure in millimetres as it is more accurate. Remember 1cm = 10mm. A metal ruler is used to measure with.		Tri Square - Used to get a straight line with a 90 degree angle.
	Plastics - (Acrylic, HIPS) Thermosetting plastic - plastics can only be heated and shaped once. Thermoplastic - Thermoplastics can be heated and shaped over and over again.		Sticky back vinyl - Plastic in various colours and textures with a double sticky back that can be used to enhance products.



Key parts of a Block Bot		Key terminology	
Head Held in place with dowel, add features to give a distinctive look. Main body Holds the structure together. Add details to create the character. Back section Drilled holes to hold the pens and pencils in place. Hands and feet Give the block bot character - cut on the scroll saw and sanded smooth.		Designer	Name given to anyone who plans the look or workings of something prior to it being made. This can include car design, fashion, architecture, computing, web design, graphic design and food.
		Maker	Name given to anyone who makes a product. This can include furniture, fashion, engineering, product design, web design, chef and building trades.
		CAD	Stands for Computer Aided Design.
		CAM	Stands for Computer Aided Manufacture.
		Laser cutter	A machine that uses a high powered laser beam of light to cut or engrave wood, plastic and some metals. An example of CAD.
		Orthographic projection	A means of representing 3D objects in two dimensions.
		Isometric projection	A means of drawing 3D objects to show all three sides equally.
		Prototyping	Techniques used to create a scale model of a physical part or assembly using three dimensional CAD data.
		Adhesive	Adhesive also known as glue or paste, is any non-metallic substance applied to one or both surfaces of two separate items that binds.
Drawing techniques		Controlling the risk	
3D isometric projection	2D orthographic projection	To make sure you are safe in the technology workshop you will need to be able to identify hazards and risks. You will be shown in lesson the best way to do this.	
		Hazards and risks	
		A risk is the likelihood of it causing harm. Caution Trip hazard	A hazard is something that has the potential to cause harm. Toxic



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: Sketch three different angles of a Blockbot design in an isometric style. These don't have to be exact isometric drawing but a sketch to show understanding of isometric.	Week 3: Word up
Week 4: Read through the KO and answer the following: Sketch a Blockbot design in orthographic projection style. This doesn't have to be a measured orthographic but a sketch to show understanding.	Week 5: Map your mind.	



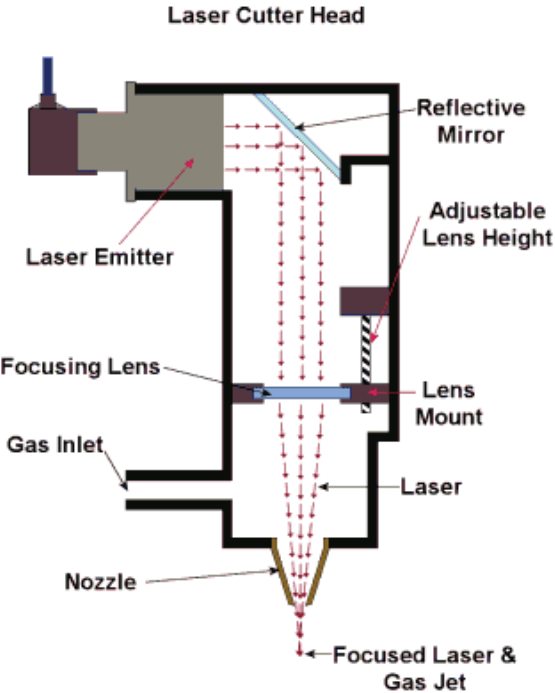
Week 6: Read through the KO and answer the following: What are the specific hazards and risks that would be associated with the Blockbots project? List the hazards and risks that you can identify and how you could reduce the risks.	Week 7: Test your mind	Week 8: Read through the KO and answer the following: Identify the tools you would need for marking out and explain how you would use them for the Blockbots project?
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Keyword Spelling Test Orthographic Isometric Potential Hazard Risk Designer Dimensions Dowel Abrasive Tenon	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





Keywords		Tenon Saw	A saw with a deep blade that is used to cut a straight line	Coping Saw	A saw with a very thin blade and a deep throat that can be used to cut curved lines through timber.
Hardwood	Hardwood comes from deciduous trees, which usually grow slowly with a tight dense cell structure.	Softwood	Softwood comes from coniferous trees that usually grow rapidly with a less dense structure than hardwood.	Finishes	There are a range of different finishes that can be applied to the surface of timber such as varnish, wax and paints. This can change the aesthetic qualities and protect from degradation.
Radius	The measurement from the centre of the circle to the outer edge.	Circumference	The measurement around the outer edge of a circle.	CAD	Computer Aided Design. Designing and drawing using a software package to produce precise and accurate drawings.
Sustainable Materials	A renewable source of materials e.g. Softwood.	MDF	A type of wood made from fibres.	Plywood	A type of wood made from layers of wood.
Anthropometric Data	Collected data that identifies the various sizes and size ranges of the human anatomy.	Diameter	The measurement from the outer edge of the circle, through the centre to the opposite edge of the circle.	CAM	Computer Aided Manufacture. A piece of machinery that is controlled by a computer that assists in making a product.
Adhesives and Finishes					
Varnish is a coating or finish that can be applied to the surface of wood to protect it from environmental impact. It can also improve the aesthetic qualities of the final product by giving it a matt, satin or gloss finish along with enhancing the natural grain of the product. The varnish can be either brush or spray applied.			Wax is another type of coating or finish that is usually applied by hand with a rag or cloth. Wax is a natural product with additives to enable it to be easily applied. It improves the natural appearance of the grain and protects the timber from moisture. It needs to be reapplied regularly.		



Laser cutting				2D design/Techsoft Tools	
Laser cutting offers a very accurate form of CAM (Computer Aided Manufacture) that will cut a range of materials including, fabrics, manufactured boards and plastics. This process of laser cutting will also ensure the same consistent quality of cut and identical replication of the CAD (Computer Aided Design) drawing intended for cutting. The laser cutter can also distinguish between line colour in the CAD package, to produce a range of cuts in various materials to a required depth, to produce a full cut through the material or an engrave cut that will partially burn a portion of the material away to form a pattern on the surface. In the D&T department we colour cut lines to RED and engrave lines to BLACK					STRAIGHT LINE TOOL Draws a straight line.
					ARC TOOL Draws an arc between three points.
					ELLIPSE TOOL Draws an ellipse with a specific radius.
					RECTANGLE TOOL Draws a user defined rectangle by dropping and dragging.
	GRID LOCK TOOL Allows you to lock the select tool to the chosen grid size.		BLACK ARROW/ SELECT TOOL Is used to select drawn objects/ shapes/text.		PATH TOOL Draws a path between user defined vector nodes.
	DELETE BETWEEN AN INTERSECTION TOOL Deletes parts of lines between joins.		DELETE TOOL Deletes anything that is selected.		TEXT TOOL Draws text and numbers in different fonts and sizes.



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: Explain why you might use finishes such as varnish and wax. What properties and characteristics do they have?	Week 3: Word up
Week 4: Read through the KO and answer the following: Produce a diagram of the laser cutter head and label it.	Week 5: Map your mind.	

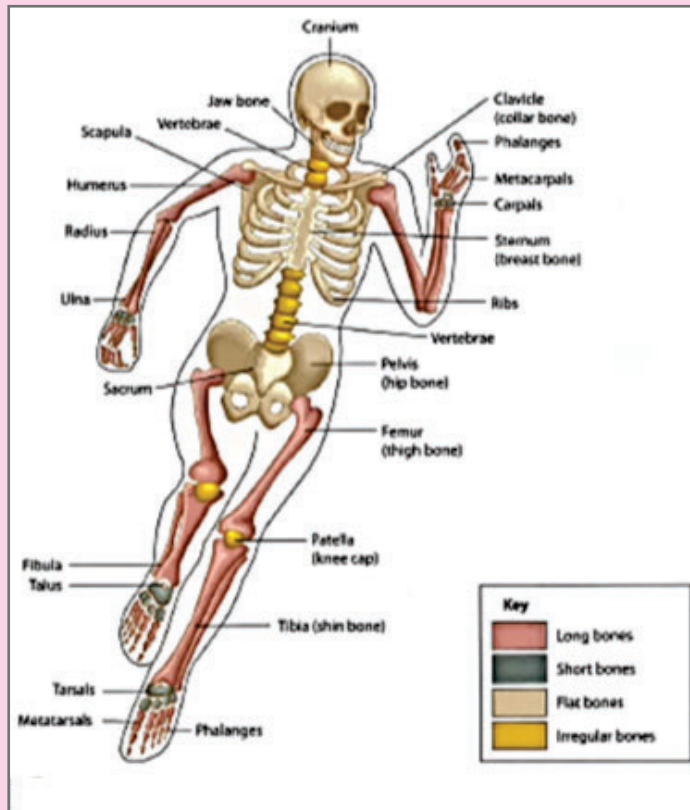


Week 6: Read through the KO and answer the following: Explain how and why you might use some of the design tools in 2D design to produce a CAD drawing.	Week 7: Test your mind	Week 8: Read through the KO and answer the following: Explain the advantages and disadvantages of using CAD and CAM.
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Keyword Spelling Test Adhesive Finishes Varnish Anthropometric Sustainable Radius Diameter Plywood	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





1. Skeletal System - Draw and label the skeleton. Extension - can you colour code the different type of bones



2. Functions of the Skeleton

Remember the acronym:

Scary Skeletons Make Many People Petrified

Support

Bones keep us upright and support muscles and organs.

Shape

Skeleton gives us our height and build.

Mineral Storage

Bones store minerals such as calcium and phosphorus.

Movement

Muscles attach to and pull on bones to produce movement. Bones act as levers.

Protection

Bones protect vital organs - e.g., cranium protects brain, ribs protect heart and lungs.

Production of Red Blood Cells

Inner marrow of bones produces red and white blood cells. Red cells carry oxygen, white cells fight infections.

3. Movement at each Joint

Flexion

Decreasing the angle at a joint (bending).

Extension

Increasing the angle at a joint (straightening).

Abduction

Taking a limb away from the body (abduct).

Adduction

Bringing a limb back towards the body (add).

Rotation

Turning a limb along its axis (circular).

Plantar Flexion

Pointing toes (P for Point).

Dorsi Flexion

Toes towards knee.



4. Types of Bones	5. Types of Joints	6. Tendons, Ligaments and Cartilage
Flat Bones (Cranium, Ribs, Clavicle, Sternum) Protect vital organs and the brain. Long Bones (Humerus, Radius, Ulna, Metacarpals, Metatarsals, Phalanges, Femur, Tibia, Fibula) Enable gross (large) movements. Irregular Bones (Patella, Vertebrae Column) Specifically shaped to protect. Short Bones (Carpals, Tarsals, Talus) e.g. Using wrist to add spin to table tennis shot or spin bowling in cricket; enable finer, controlled movements.	Fixed Joints (Skull, Pelvis) Some of your joints, like those in your skull, are fixed and don't allow any movement. Slightly Moveable Joints (Vertebrae) These are connected by pads of cartilage and can only allow small movement. Synovial Joints These are freely movable joints containing a lubricating liquid called synovial fluid. There are different types of synovial joints: • Ball and Socket (Shoulder and Pelvis) • Hinge (Elbow and Knee) • Pivot (Vertebrae) • Condylloid (Wrist/Carpals) • Saddle (Thumb) • Gliding (Clavicle)	Tendons Tendons attach muscle to bone. Tendons are very strong, inelastic connective tissues that allow a muscle to pull on a bone to move it. Ligaments They attach bone to bone and help keep the joint together. Ligaments are a type of connective tissue and are tough, fibrous and slightly elastic. They can absorb shock because of their elasticity, which protects the joint. Cartilage Cartilage is found at the ends of bones and where joints meet. In synovial joints, the ends of the bones are covered with cartilage (called articular cartilage), which cushions the joint and prevents friction and wear and tear between the bone ends.



Healthy Lifestyle Bingo - How many can you tick off in one day? One week? One month? Challenge yourself!

Go for a walk and get some fresh air	Try a new activity	Reduce your screen time
Have a picnic in the park with friends	Do some yoga	Brush your teeth twice a day
Drink 2 litres of water a day	Eat five portions of fruit and veg	Aim for at least 60 minutes of moderate to vigorous activity every day
Wear sun cream	Go swimming	Attend a community event

Fitness Challenge- How many can you complete? How many times? More ideas here www.youthsporttrust.org

How many burpees can you complete in 60 seconds?	How many times can you skip in 60 seconds?	How many star jumps can you complete in 60 seconds?	How many times can you tap up a tennis ball on a racket in 60 seconds?	How many times can you pass the ball around your waist in 60 seconds?	How many times can you pass a ball through both of your legs in 60 seconds?
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Signposting and Support

If you are worried, have questions, or concerns, about anything at all then we are here to help. Talk to your Tutor, your Head of Year, a trusted adult or a health professional outside of school.

You can report a safeguarding or behaviour concern on the school website at anytime.

Childline
www.childline.org.uk

NHS
www.nhs.uk

NHS Live Well
www.nhs.uk/live-well

British Board of Film Classification
www.cbbfc.co.uk

Talk to Frank
www.talktofrank.com/get-help

Young Minds
www.youngminds.org.uk

Mind
www.mind.org.uk

Careerpilot
www.careerpilot.org

How many can you tick off?

I relaxed	
I listened	
I was a good friend	
I am getting better at something	
I solved a problem	
I made someone happy	
I read a good book	
I had a great sleep	

If it doesn't challenge you, it doesn't change you.
Fred Devito



Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Notes

Handwriting practice lines consisting of 20 horizontal lines.



Notes

