

Knowledge Book

Year 8

Cycle One

Name:



West Exe School

community • opportunity • success

Personal details

Name:..... Tutor:.....
 Tutor Group:.....
 Home Address:.....
 Telephone Number:.....
 Emergency Contact Number:.....
 Emergency Contact Name:.....

Key log-in information

My school email address:.....
 SPARX:.....

Head of Year and Tutor Contact Details:**Head of Year**

Miss Salter	Rosie.salter@westexe.devon.sch.uk
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Year 8 Tutor Team

Miss Blackburn	Sarah.blackburn@westexe.devon.sch.uk
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Mrs Hague	Emma.hague@westexe.devon.sch.uk
Miss Horrell	Zoe.horrell@westexe.devon.sch.uk
Miss King	Megan.king@westexe.devon.sch.uk
Miss O'Callaghan	Imogen.o'callaghan@westexe.devon.sch.uk
Mrs Perkins	Stephanie.perkins@westexe.devon.sch.uk
Miss Richards	Holly.richards@westexe.devon.sch.uk
Miss Steed	Lyndsey.steed@westexe.devon.sch.uk

Attendance Officer

Mrs Sekaninova & Mrs MacMartin	absence@westexe.devon.sch.uk	01392 660100 and press 1 for student absence
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House Week Dates

House Week 1: Monday, 20 – Friday 24 October 2025
 House Week 2: Monday, 09 – Friday, 13 February 2026
 House Week 3: Monday, 22 – Friday 26 June 2026

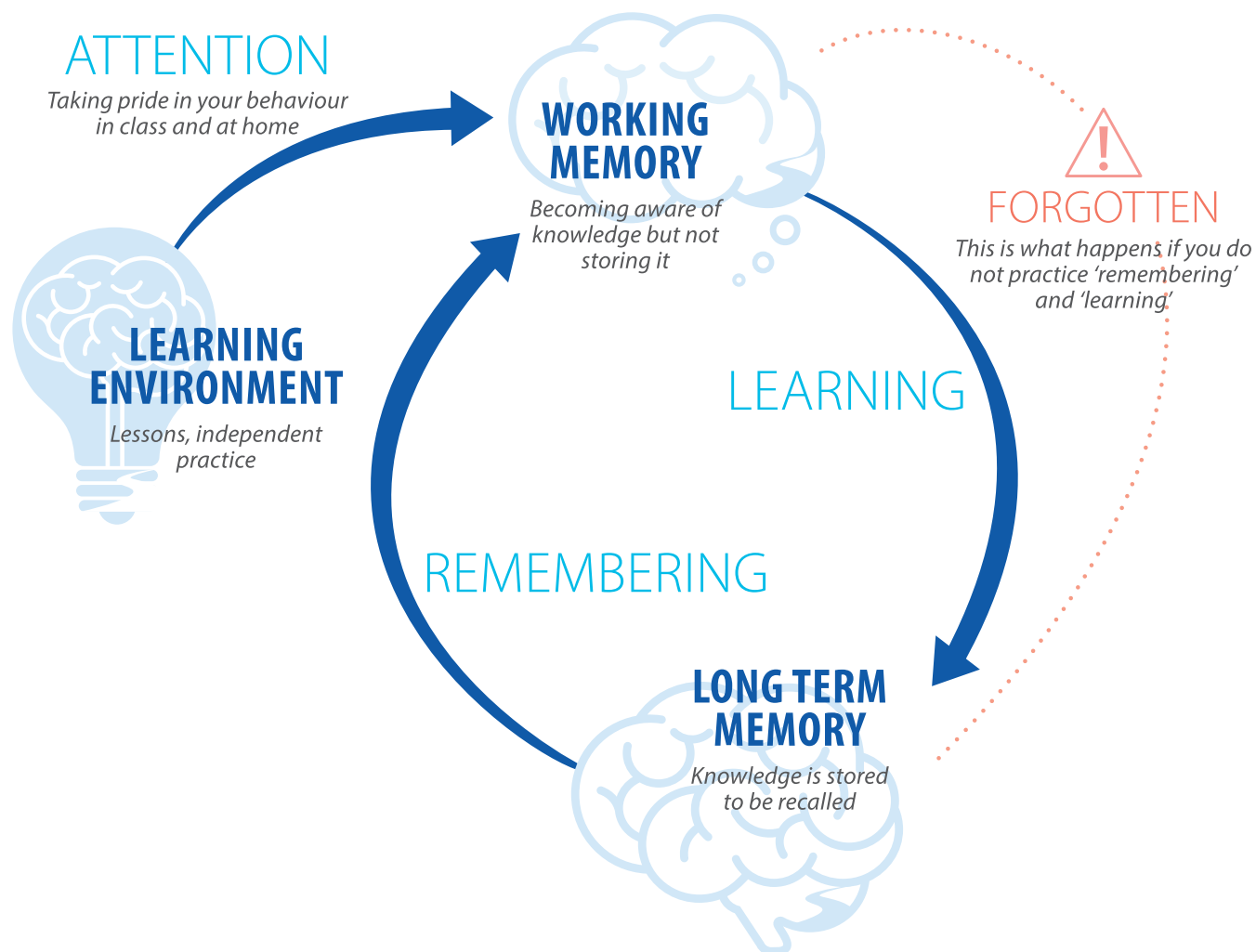


WES School day						
Week A						
Start time	Period	Monday	Tuesday	Wednesday	Thursday	Friday
08:35	Reg					
08:45	1					
09:45	2					
10:45	Break 1	Break 1 (20)	Break 1 (20)	Break 1 (20)	Break 1 (20)	Break 1 (20)
11:05	3					
12:05	4					
13:05	Break 2	Break 2 (30)	Break 2 (30)	Break 2 (30)	Break 2 (30)	Break 2 (30)
13:35	Tutor 2	Tutor & canon	Tutor & canon	Attributes Curriculum	Tutor & canon	Tutor & canon
14:05	5			Electives (7-10)		
15:05		end of day	end of day	end of day	end of day	end of day

WES School day						
Week B						
Start time	Period	Monday	Tuesday	Wednesday	Thursday	Friday
08:35	Reg					
08:45	1					
09:45	2					
10:45	Break 1	Break 1 (20)	Break 1 (20)	Break 1 (20)	Break 1 (20)	Break 1 (20)
11:05	3					
12:05	4					
13:05	Break 2	Break 2 (30)	Break 2 (30)	Break 2 (30)	Break 2 (30)	Break 2 (30)
13:35	Tutor 2	Tutor & canon	Tutor & canon	Attributes Curriculum	Tutor & canon	Tutor & canon
14:05	5			Electives (7-10)		
15:05		end of day	end of day	end of day	end of day	end of day



THIS IS HOW YOU LEARN



REMEMBERING: MASTERING YOUR MEMORY

Learning is what happens when knowledge moves from your **working memory** to your **long-term memory**.

Your **working memory** is like a desktop on your computer. If the information is not saved, then it will be **forgotten**.

Your **long-term memory** is like a computer hard drive. **Remembering** is what happens when you access the information in your **long-term memory**.

You can take practical steps to improve your ability to **learn** and **remember** key information and become the master of your memory.

Our ability to learn and remember is enhanced when we engage in activities that test what we remember. 'The testing effect' is a proven way of enhancing our long-term memory which gives us clear feedback on gaps in our learning. Therefore, regular quizzing is a vital part of our curriculum.

Extended Practice Guide

You are expected to complete one hour of Extended Practice for both English and Maths a day. There will also be one additional extension task per subject, per cycle on Google classroom which will be checked by your Tutor in Week 12, you will be rewarded with merits.

Subject	Quizzing expectation
Maths	Sparx Maths
English	Sparx Reader
Science	Sparx Science

We use Google Classroom for sharing work outside of the classroom with our students using Class Codes, the content follows our curriculum and is used to support students inside of the classroom. You will only need to log into the Class Code once. Here is the link you will need to access Google Classroom: <https://classroom.google.com/> and the Class Code per subject is below.

Subject	GC Code
Dashboard	asfkxdf
Art & Design	fnocgfe
Creative Tech	ckd22lm
Drama	2kgzrbf
English	yelaiwx
Geography	gqr5y4v
History	ws3smo2
Mathematics	6w3tiaq
Music	bvzibmz
Science	zyoebsr
Spanish	cj6tpyh
Sport Heath & Nutrition	bpzt2gu
West Exe Bacalaureate	gz5kskd

Sparx Reader: Sparx reader is set at 8am on a Thursday morning, and you have one week to complete your target of 100%. There is an expectation that you will have met 50% of your target by the Tuesday. Any student that has not completed their full target by 4pm on Wednesday will attend a Sparx reader catch up session in English.

Maths Sparx reminder: Sparx practice is set 8am on a Thursday morning and 100% of compulsory extended practice is due at 4pm on Wednesday. There is an expectation that you have completed 50% by Monday 8am and if you cannot meet the deadline, you will be invited to a support session at breaktime on Monday. You are advised to start the task earlier than later. Support will be offered on a Monday breaktime and a Wednesday breaktime and lunchtime in MA2, if you are struggling with any questions. Any student who has not completed 100% by the deadline will be expected to attend Sparx lunch time detention.

Sparx Science - Extended practice is set via the Sparx Science platform and is set at 8am on a Thursday morning and is to be completed by 7am on a Thursday morning. The quizzes are designed to reinforce your learning of the key concepts and ideas in Science. Each quiz has built-in support available if you are unsure of an answer to a particular question. You can also ask your class teacher for help.





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House Week, West Exe School & British Values Knowledge Organiser

	West Exe School Student Attributes	House Week Activities	Key Questions
House Week 1	Kind Adaptable	<ul style="list-style-type: none"> • School Parliament Elections • House Charity vote 	<p>What is a good citizen?</p> <p>What behaviours would we expect of a good citizen?</p> <p>Do we need rules?</p>
House Week 2	Curious Ambitious	<p><i>Equality, Diversity & Sustainability</i></p> <ul style="list-style-type: none"> • Charity fundraising • Anti-bullying Ambassadors activities • Green Team activities • Mental health • Celebrating diversity 	<p>What is tolerance?</p> <p>Is tolerance enough?</p> <p>How does our community proactively combat discrimination?</p>
House Week 3	Resilient Proud	<ul style="list-style-type: none"> • Transition focused activities <ul style="list-style-type: none"> • Sports Day • Taster sessions (being brave and trying new things) 	<p>What does it mean to succeed?</p> <p>How do individuals demonstrate courage in our community?</p> <p>How is our individual liberty protected?</p>

Dream More.

Do More.

Become More.



BULLYING UPDATE - YEAR 8

Stop!

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

Jessie J

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

Bullying can take many forms including:

- Emotional abuse
- Social bullying
- Social media
- Threatening behaviour
- Name calling
- Sexting
- Cyberbullying

**Bullying includes:**

- People calling you names
- Making things up to get you into trouble
- Hitting, pinching, biting, pushing and shoving
- Taking your things away from you
- Damaging your belongings
- Stealing your money
- Taking your friends away from you or leaving you out
- Insulting messages or rumours, in person or online
- Threats and intimidation
- Making silent or abusive phone calls
- Sending you offensive texts or messages

Speak

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

Drake

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

*You're not alone,
it's not your fault!*

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

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

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

**Support**

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

Zac Efron

What we do at West Exe to deal with bullying:

*Whatever your worry,
it's better out than in!*

Mentoring is having a named person you can go to for support at school.

Peer mentoring is when older students are trained to become buddies providing support and someone to talk to nearer their own age. This helps everyone in school learn that bullying is not acceptable.

Restorative justice brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.

Any form of bullying will not be accepted at West Exe.

ChildLine
0800 1111

NSPCC
HELPLINE
0808 800 5000
help@nspcc.org.uk

Year 8 : Talking Futures

Community

You don't need to know what job you want in the future. However, starting to explore the possibilities and looking at labour market information to discover what our local and national community needs can be helpful. Use your CareerPilot account to explore some options.



Opportunity

Our promise to you: The Talking Futures offer has lots in store for you this year;

- Assembly on "Careers & Curriculum Choices"
- Teachers will talk about real life applications
- Employer encounters
- CareerPilot sessions
- Talking Futures Fayre

Success

Our Talking Futures offer supports you to make informed decisions, by nurturing your confidence to think and talk about your future.

Employers tell us that in addition to the qualifications you gain at school, there are certain skills they are looking for. These all link to our student attributes, so strive to be your #BestExe every day.



KS3 ONLINE SAFETY

Week 1 & 2	Week 3 & 4	Week 5 & 6
<p>Understanding Online Safety Definition: Online safety refers to the practices and precautions taken to protect personal information and well-being when using the internet.</p> <p>Key Concepts Personal Information: Information that can identify you, such as your full name, address, phone number, and school.</p> <p>Privacy Settings: Tools provided by websites and social networks to help you control who can see your information and what they can see.</p> <p>Digital Footprint: The trail of data you leave behind when you use the internet, including social media activity, emails, and websites visited.</p>	<p>Common Online Risks</p> <ul style="list-style-type: none"> • Cyberbullying: Using technology to harass, threaten, or embarrass someone. • Scams and Phishing: Fraudulent attempts to obtain personal information by pretending to be a trustworthy entity. • Inappropriate Content: Exposure to harmful or unsuitable content. <p>Additional Tips</p> <ul style="list-style-type: none"> • Secure Devices: Keep software and apps updated, and use antivirus software. • Balance and Well-being: Take regular breaks from screens, and engage in offline activities to maintain a healthy balance. 	<p>Safe Online Practices</p> <ul style="list-style-type: none"> • Protecting Personal Information: Never share personal details publicly. Use strong, unique passwords for different accounts. • Privacy Settings: Regularly check and update your privacy settings. Be cautious about what you post; consider who can see it. • Communicating Safely: Only interact with people you know in real life. Be wary of people you do not know, and do not share personal information with them. • Recognising Scams and Phishing: Do not click on suspicious links or download attachments from unknown sources. Verify the sender's identity before responding to requests.
Week 7 & 8	Week 9 & 10	Week 11 & 12
<p>Cyberbullying and Digital Citizenship</p> <ul style="list-style-type: none"> • What to do if Cyberbullied: <ul style="list-style-type: none"> • Do not respond to the bully. • Save any evidence of the bullying. • Report the behaviour to the platform and tell a trusted adult. • Being a Good Digital Citizen: <ul style="list-style-type: none"> • Respect others online and think before you post. • Help create a positive online environment by reporting inappropriate content and behaviour. 	<p>Reporting and Supporting</p> <ul style="list-style-type: none"> • Reporting Issues: <ul style="list-style-type: none"> • Use the reporting tools on social media and other platforms to report inappropriate behaviour. • Talk to a trusted adult, such as a parent/carer, teacher, or school safeguarding team. • Support Resources: <ul style="list-style-type: none"> • Childline: Provides free, confidential support for young people (Call 0800 1111 or visit their website: www.childline.org.uk). • CEOP (Child Exploitation and Online Protection Centre): Report concerns about online safety. (Visit their website: https://www.ceop.police.uk/Safety-Centre/) 	<p>Recap Questions</p> <ol style="list-style-type: none"> 1. What is personal information? 2. What should you do if someone you don't know tries to contact you online? 3. What is digital footprint? 4. What is cyberbullying? 5. What would be considered as good practice when creating a strong password? 6. What Steps should you take if you experience cyberbullying? <p>Short Sentence Questions</p> <ol style="list-style-type: none"> 1. Describe what a phishing scam might look like and how you can recognise it. 2. Why is it important to balance online activities with offline activities?

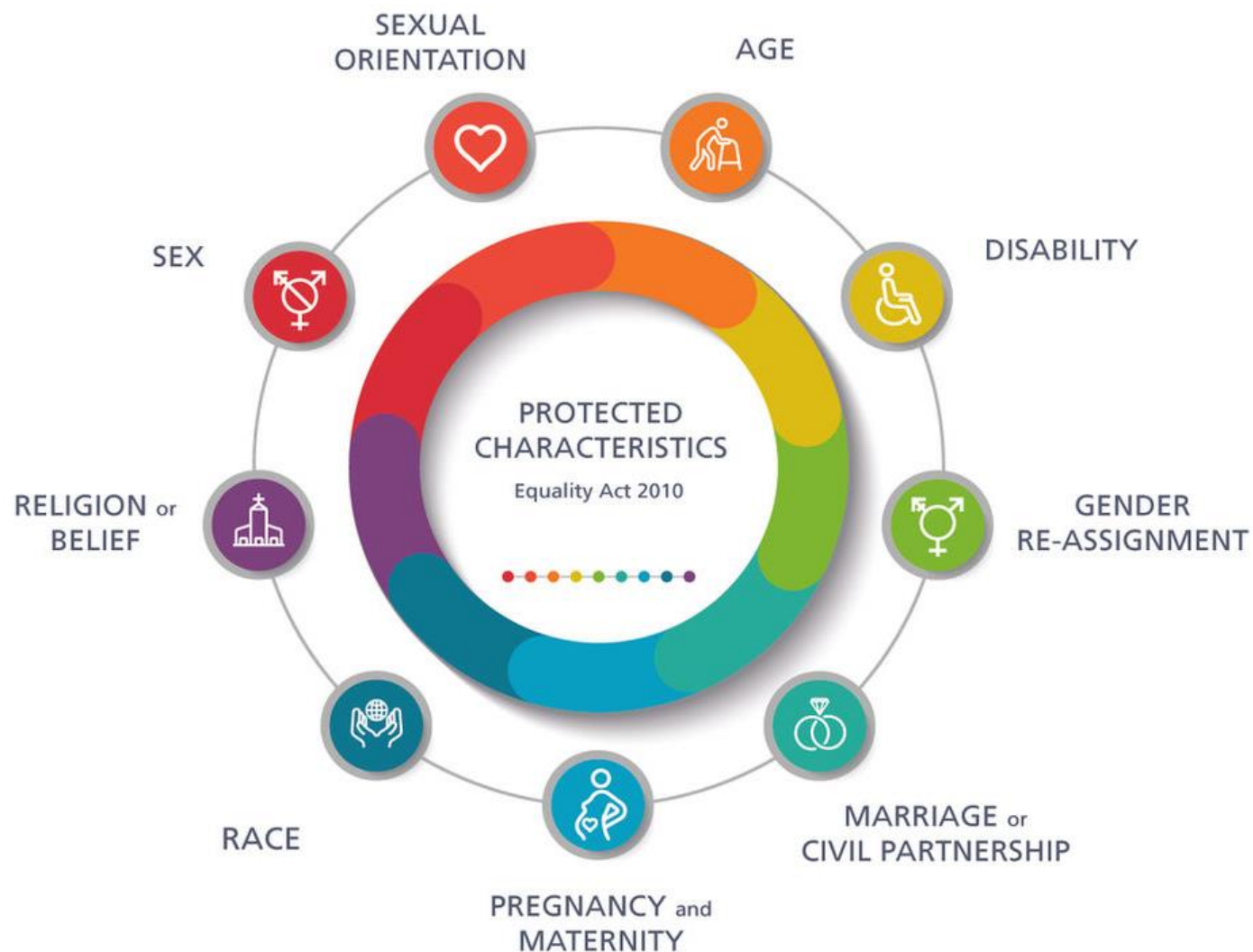
British Values

These are moral principles the Government says schools should promote. If these values are supported by everyone, our society will be fairer, more tolerant and, ultimately, a better place to live, work or learn. The values are:



Equality Act (2010)

The Equality Act is a very important law which was introduced to look after people with one or more **protected characteristics**, to try to stop them being the victims of discrimination, victimisation or harassment. The nine characteristics protected by the Equality Act are:



Key words

Disability: A physical or mental impairment that negatively impacts on a person's ability to do normal daily activities.

Gender reassignment: The process a person undertakes to alter their physical characteristics to match their gender identity.

Civil partnership: A legally recognized union between a couple with rights similar to those of marriage.

Sex: In the Equality Act, sex means male or female. Under the Act, a person's legal sex is the sex recorded on their birth certificate or their Gender Recognition Certificate.

Sexual orientation: A person's identity linked to the gender or genders to which they are attracted.

SPORT, HEALTH AND NUTRITION

Opportunities: Fitness suite, PE lessons, Sports clubs, Parkruns, fitness tests, walking/cycling to school.

Healthy choices: 5-a-day, less salt and sugar, more fibre, limit intake of fat, smaller portions.

Teamwork, Leadership and Communication: Fair play, equality and inclusion - House matches, fixtures, clubs, being a coach or official.

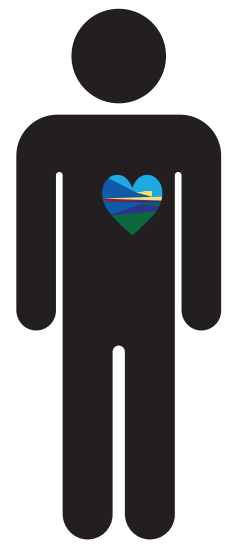
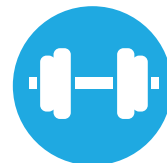
Healthy body - healthy mind! Links between physical activity and mental wellbeing. WES 10-a-day.

Targets and Goals: Being positive, being resilient, never giving up, doing your #BestExe, being a good role model.

Understand the importance of sleep: 8- 10 hours to function effectively. Rest and recovery as an important part of exercise, performance and digestion.


Get Physically Active! Aim to do 60 mins of moderate-vigorous physical activity each day across the week. Take part in activities that develop movement skills, muscles and bones. Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time.

Be active daily: Make healthy lifestyle and nutrition choices. Understand the life long benefits and know how to stay healthy.



SPORT, HEALTH AND NUTRITION - Healthy ME

You should choose something from each column each week to focus on in your lesson.
Once you have completed the task put a tick next to the activity. You should try to complete all of these over the cycle.

Physical ME	Thinking (Mental) ME	Social ME
<p>Skill development: Make a list of 5 new skills you have improved on during this cycle (e.g. shooting in handball or chopping technique in food). <input type="checkbox"/></p> <p>Attend an after-school club to help you develop and improve these skills further. <input type="checkbox"/></p> <p>Developing fitness</p> <p>For one of the sports, you are covering in this cycle, identify the main components of fitness needed. <input type="checkbox"/></p> <p>Engage in periods of sustained physical activity.</p> <p>The NHS recommends that you do 2 types of physical activity each week:</p> <ol style="list-style-type: none"> 1. Aerobic exercise. 2. Exercises to strengthen muscles and bones. <p>Young people aged 5-18 should:</p> <ul style="list-style-type: none"> • Aim to do 60 mins of moderate-vigorous physical activity each day across the week. • Take part in activities that develop movement skills, muscles and bones. • Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time. <p>Keep a log of your activity levels for a typical week - see if you meet the NHS guidelines.</p> <p>Monitor your screen time for a week. <input type="checkbox"/></p> <p>Use equipment safely and hygienically.</p> <p>Think about the activities you are doing in this cycle and in each session be conscious of at least 2 safety considerations needed. <input type="checkbox"/></p> <p>Cook a healthy meal from one of the recipes you have done in food this cycle. <input type="checkbox"/></p>	<p>Making appropriate time for rest, relaxation, and sleep - Having routines that support positive mental health.</p> <p>Try to get 8-10 hours of good quality sleep a night!</p> <p>Rules, strategies and tactics. Think about:</p> <ul style="list-style-type: none"> • What are the main rules for the sport you are covering now? Write down 3 rules you have learnt. <input type="checkbox"/> • Can you give an example of a simple strategy or tactic you have been using? <input type="checkbox"/> • Can you give an example of a more complex strategy or tactic you have been using? <input type="checkbox"/> • Give 3 rules you must follow in the kitchen. <input type="checkbox"/> <p>Terminology:</p> <p>Give 3 examples of terminology you have learnt in any of your SHN lessons. <input type="checkbox"/></p> <p>Knowledge of muscles and bones - how many muscles and bones can you label correctly? <input type="checkbox"/></p> <p>Being resilient - positive growth mindset and never give up attitude- always looking to improve! Give an example of how you have demonstrated resilience in your lessons. If you found something challenging/ difficult but kept trying - How did you feel afterwards? <input type="checkbox"/></p>	<p>Leadership - Taking responsibility within lessons (e.g. officiating, leading warm ups or practices or supporting food preparation in food lessons).</p> <ul style="list-style-type: none"> • Offer to be a leader for a lesson! <input type="checkbox"/> • Help another person in a lesson to help them make progress. <input type="checkbox"/> • Officiate a game. <input type="checkbox"/> • Give feedback and support to another person. <input type="checkbox"/> • Motivate and encourage others in a lesson. <input type="checkbox"/> • Make an effort to INCLUDE another less confident person in your lesson. Help others learn - coaching. <input type="checkbox"/> <p>Teamwork - Working together - Work co-operatively, work collaboratively to achieve a goal. <input type="checkbox"/></p> <p>Give 2 examples of where you have shown good teamwork. <input type="checkbox"/></p> <p>Communication</p> <p>Verbal - give some feedback on a performance - What went well? How could they improve it? <input type="checkbox"/></p> <p>Non-verbal - Use of whistle, signals as an official, use of a demonstration - Try to do one of these each week. <input type="checkbox"/></p> <div style="text-align: center; margin-top: 20px;">  </div>

YST ACTIVE IN MIND

Body

Hydration

I can drink more water by...

I need _____ water each day.

Sleep

I need _____ hours of sleep.

I could improve my sleep by...

Diet

I could improve my diet by...

Environment

Your environment influences who you become, what you believe and do.

Who can support you?

Exercise

What exercise could I do?

I need 60 minutes of exercise a day

I could add exercise to my day by...

How does technology affect your attention, mood, sleep and memory?

I will change my technology use by...

Mind

What am I worrying about?

Is there anything I can do about it?

No? Let it go.

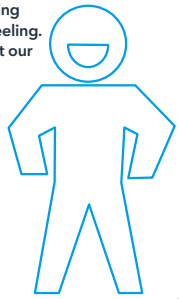
Yes? Do it now or make a plan about how and when you will do it.

Power poses

How we are sitting or standing tells our brain how we are feeling. Powerful postures can affect our mood and confidence. Think about someone who is confident or brave. What is their posture like?

Try this posture:

- Stand/sit tall with your shoulders back
- Hold your head up
- Smile



When we are organised we feel calmer. How could you be more organised?

What could you change at home

Stressors

What are my stressors?

What stresses me out...

What happens to your mind and body when you feel stressed? Does your heart beat faster? Do your thoughts become confused? Write down all the things you notice.

What can you do to influence your body's response to stress?

Positive thoughts

Your brain changes based on what you think. We can help our brain to change positively by using positive statements.

Complete the "I am..." in the box with the word you want to become. For example: "I am confident" or "I am calm"

I am...


Mindfulness

Mindfulness helps our brain to be calm and to learn how to focus. Try this mindfulness exercise:

Trace your fingers around your opposite hand.

Breathe in, slide up

Breathe out, slide down



Grateful

When we focus on what we are grateful for our brain notices more of the things which help us to feel happy. Everyday write down one thing you are grateful for. What are you grateful for today?

I am grateful for...

Visualisation

Athletes practice their skills in their mind by imagining themselves winning. This helps their brain learn how to be successful. Create a picture in your mind of something you want to achieve. Draw the picture in the box of what you will visualise.

New habits and actions

Tips for learning new skills

- Avoid distractions.
- Make your environment comfortable.
- Get some water to drink.
- Prepare all your equipment and materials.
- Use bright coloured paper and pens.
- Use pictures and diagrams.
- Practice in chunks of time, taking regular breaks.
- Give yourself enough time.

Literacy Marking Codes		
	What it means	What you need to do in green pen
SP	Incorrect spelling	Find the correct spelling and write it in the margin three times
CL	Use a capital letter	Replace the lower case letter with a capital
O	Missing full stop or other missing punctuation	Add the punctuation in the correct place
//	New paragraph	Think why you need a new paragraph here (change of topic/time/place/speaker)
WW	Wrong word choice	The word you have chosen does not fit in this sentence - choose an alternative
?	Doe this make sense?	Re-write the sentence so it makes sense
HW	Handwriting is illegible	Re-write the selected words so they are legible and clear

Reading Consistencies	
Following text at all times	Use your overlay to follow the text. This way you know exactly where you are when you are asked to read and you wont lose your place during discussion. Use an overlay if you have one.
Switching the reader	When you are given the instructions you are to take over the reading for a period of time. All pupils are expected to read.
Holding the place	Using your bookmarks to carefully note where you have stopped reading so that you can commence reading again swiftly once discussion is over.
Checking the punctuation/emphasis	Your teacher may ask you to reread a section, paying attention to the pauses, exclamation marks and question marks written in the text.
Pointing out the error	Your teacher may ask you to reread a particular word, breaking it down and sounding it out so that the correct pronunciation is given.

The West Exe Canon - a collection of culturally significant texts

Refugee Boy - Benjamin Zephaniah 2001

A heart-warming story examining how we treat refugees.

Synopsis: Alem's parents are from two different countries, and these countries are at war with each other. Alem's life is in danger if he lives in either country so he must leave. He comes to Britain looking for a safe haven. Should the British government send him back if they know he will be killed? Can the friends he makes on his journey help and make a difference to his life? They can certainly try!

Context: An asylum seeker is someone who has arrived in a country and asked for a place of safety. In the UK, this means they do not have the same rights as a refugee or a British citizen would.

Suffragette: The Battle for Equality by D. Roberts 2018

An exquisitely illustrated history of the women's suffrage movement.

Synopsis: Covering the whole range of female and male suffragist experiences - from aristocrats to the middle and working class as well as a look at the global struggle for universal suffrage (suffrage means the right to vote).





Context: Women were not allowed to vote, when they asked nicely there were laughed at. The women of the 19th century saw no option to make their words heard in order to get a voice. They went to extraordinary lengths to be heard and their actions changed the face of politics for the western world.

Year 8 CYCLE 1 ENGLISH - Gothic Writing

Gothic Conventions		
1	Dark Setting	This convention involves a dark setting can be created through isolated or decaying locations like old castles or mansions. It may also have gloomy weather to evoke a sense of mystery or foreboding.
2	Troubled Hero	This convention involves a protagonist marked by inner conflict, turmoil or emotional distress and even a haunted past.
3	Supernatural	This convention involves mysterious and unexplained forces such as ghosts and vampires used to create fear and even symbolise themes of the unknown.
4	Madness and Insanity	This convention can involve characters who experience emotional or psychological stress because of trauma, guilt or the influence of supernatural forces. It can be used by writers to highlight the fragility of the human mind.
5	Isolation	This convention can involve characters who are cut off physically or emotionally from society. This could refer to being trapped in a remote location or just being rejected by those around you.
6	Secrets and Mystery	This convention involves hidden truths or unresolved mysteries that create suspense and tension within the narrative. These secrets are often dark, dangerous or even involve the supernatural.
7	Unreliable Narrator	This convention is often used to show the reader that our narrator or main protagonist cannot be trusted. An unreliable narrator can create tension and suspense as we question what we are being told.
8	Death	The convention of death is used to evoke fear from a reader and explore elements of the unknown as well as the line between life and what comes after.
9	Guilt	The convention of guilt explores the psychological and emotional consequences of our actions and the effects that they may have.
10	Good vs Evil	This convention explores the constant struggle between moral forces. This is often a character who may struggle between their good and dark side which creates tension and explores the complexity of people who can be both good and evil.

Gothic Vocabulary (10-15)		
1	Deformed	(Of a person or part of the body) Not having the normal or natural shape or form.
2	Isolation	To be separated from others or being alone, either physically or socially.
3	Monstrosity	Something that is very ugly or extremely large.
4	Torment	Severe physical or emotional pain or suffering.
5	Vengeful	To want or seek revenge.
6	Decay	To slowly to break down, rot or fall apart over time.
7	Lurking	Hiding or staying hidden, usually with a secret or suspicious purpose.
8	Immortality	Living forever or never dying.
9	Vampirism	The condition of being a vampire who drinks blood and lives forever.
10	Revelation	A surprising or important piece of information that is made known, especially something that was previously hidden or unknown.
11	Desolation	A state of emptiness, loneliness or destruction.
12	Obsession	Having an uncontrollable, persistent thought, idea or feeling that dominates a person's mind.
13	Paranoia	An irrational or excessive feeling of distrust or suspicion, often believing others are trying to harm or deceive you without real proof.
14	Claustrophobia	A fear of being in small, enclosed spaces.
15	Foreboding	A feeling that something bad or unpleasant is going to happen.

Year 8 CYCLE 1 ENGLISH - Gothic Writing

Story	A. Summary	B. Writers' intentions	C. Gothic conventions
1) Frankenstein 	<p>A gothic tale by Mary Shelley that tells the story of Victor Frankenstein, a young scientist who creates a living creature out of body parts! However, when the creature comes to life, Victor is horrified by its appearance and rejects it.</p> <p>Lonely and mistreated, the creature seeks revenge on Victor. Despite only wanting love, the creature is consistently rejected causing it to turn to violence in which Victor suffers the consequences.</p>	<p>Mary Shelley wrote Frankenstein to explore the emerging fears of science and the consequences of defying God in the Romantic era.</p>	<ul style="list-style-type: none"> • Dark setting • Supernatural • Troubled hero • Death • Madness and insanity
2) Jane Eyre 	<p>Intelligent, isolated and orphaned Jane grows up facing several hardships. After her harsh treatment from her aunt and at school, she becomes the governess at Thornfield Hall. Whilst there, she falls in love with her employer, Mr. Rochester. However, she soon discovers that he has a very dark secret.</p>	<p>Charlotte Bronte wrote Jane Eyre to challenge the unfair ways in which women and the impoverished were treated in Victorian society.</p>	<ul style="list-style-type: none"> • Dark setting • Supernatural • Troubled hero • Isolation • Secrets and mystery
3) Dracula 	<p>Dracula tells the story of a young lawyer named Jonathan Harker who travels to Transylvania to help Count Dracula buy a house in England. However, Jonathan soon discovers that the Count is hiding a dark secret. Count Dracula is in fact a dangerous vampire who drinks blood to stay alive! Once in England, Count Dracula begins to attack innocent people. Together with his fiancé Mina and their friends, including professor Van Helsing, Jonathan sets out to stop him.</p>	<p>Bram Stoker wrote Dracula to explore reader's fears of the unknown and warn against dangers that may hide just beneath the surface of society.</p>	<ul style="list-style-type: none"> • Dark setting • Supernatural • Isolation • Good vs Evil • Secrets and Mystery
4) The Tell Tale Heart 	<p>The Tell-Tale Heart is a dark story about a man who becomes obsessed with his elderly neighbours "evil eye". In a state of paranoia, he decides to get rid of the old man, but after hiding the body, he begins to hear a loud heartbeat that only he can hear. Driven mad by the noise, he is lead to confess his crimes to the police.</p>	<p>Influenced by the Victorian eras growing interest in mental health, Edgar Allen Poe wrote The Tell-Tale Heart to explore how the mind can struggle with feelings of madness and obsession affecting a person's actions.</p>	<ul style="list-style-type: none"> • Dark setting • Madness and Insanity • Unreliable narrator • Death • Guilt

Year 8 CYCLE 1 MATHS

<u>Word</u>	<u>Used in context</u>	<u>Definition</u>	<u>Example</u>
Place Value	What is the place value of the second digit in the number 418?	The value of each digit in a number.	The '1' in 418 represents 10 or 1 ten
Integer	Round 24.6 to the nearest integer .	A whole number.	$3 \quad 15 \quad -4 \quad 0 \quad -323$
Partition	Partition 324 into its place value parts.	Splitting a number into place value parts.	$324 = 300 + 20 + 4$
Prime	Which of the following numbers are prime ?	A number with exactly two <i>different</i> factors; one and itself.	$\frac{2}{1 \ 2} \quad \frac{3}{1 \ 3} \quad \frac{5}{1 \ 5}$
Factor	1, 2, 3, and 6 are all the factors of 6.	Any integer (whole number) that divides exactly into another number.	$\begin{array}{r} 6 \\ 1 \ 6 \\ 2 \ 3 \end{array} \quad \begin{array}{r} 20 \\ 1 \ 20 \\ 2 \ 10 \\ 4 \ 5 \end{array}$
Multiple	List the first five multiples of 4.	Any integer (whole number) in the times table of another number.	Multiples of 4: $4, 8, 12, 16, 20$
Lowest Common Multiple (LCM)	Find the lowest common multiple of 6 and 9.	If you list the multiples of these numbers, the lowest common multiple is the smallest number that can be found in both lists.	$6, 12, 18, 24, 30, 36$ $9, 18, 27, 36$ LCM(6,9)=18
Highest Common Factor (HCF)	Find the highest common factor of 15 and 33.	If you list the factors of these numbers, the highest common factor is the largest number that can be found in both lists.	$\begin{array}{r} 15 \\ 1 \ 15 \\ 3 \ 5 \end{array} \quad \begin{array}{r} 33 \\ 1 \ 33 \\ 3 \ 11 \end{array}$ HCF(15,33)=3
Prime factor decomposition Product of prime factors	The prime factor decomposition of 52 is: $2 \times 2 \times 13$ Write 52 as a product of its prime factors .	Each number has a unique prime factor decomposition, just like a signature. Multiply prime numbers only to make the number.	52 $\begin{array}{l} 2 \uparrow 26 \\ 2 \uparrow 13 \end{array}$ $52 = 2 \times 2 \times 13$
Product	The product of 3 and 4 is 12.	Another word for multiplying.	Product of 6 and 8 = $6 \times 8 = 48$
Indices (pl.) / Index (sing.)	Express $3 \times 3 \times 3 \times 3$ in index form.	A number which shows how many times a number or letter has been multiplied by itself.	$3 \times 3 \times 3 \times 3 = 3^4$



Year 8 CYCLE 1 MATHS

Word	Used in context	Definition	Example
Inequalities	There are four inequality symbols; $> < \geq \leq$	$>$ means "Greater/more than", $<$ means "Less than", \geq mean "greater than or equal to" and \leq means "less than or equal to."	$6 > 2$ $-2 < 5$ $2x > 6$
Term	In the expression $4x - 7$, $4x$ is the x-term and 7 is the number term .	A single number or variable (letter)	$4x - 7 \quad x^2 \quad -xy^2$
Variable	The variable in the expression $4x - 7$ is the letter x .	A symbol (usually a letter) that represents an unknown number.	$6y$ -> The variable is y $7t$ -> The variable is t
Co-efficient	The co-efficient of $5x^2$ is 5 .	A number used to multiply a variable. Variables with no number have a co-efficient of 1 .	$7x$ -> The co-efficient is 7
Expression	$5x - 3y + 2$ is an expression .	Numbers, symbols and operators (such as $+$ and \times) grouped together.	
Formula	The formula for the area of a rectangle is $A = l \times w$	A rule or fact written with mathematical symbols. It usually contains an $=$ sign and two or more variables.	$l = 4, w = 6$ $A = l \times w = 4 \times 6 = 24cm^2$
Expand	Expand the bracket $2(x + 5)$.	To remove a bracket by multiplying terms.	$2(x+5) = 2x + 10$
Substitute	Substitute the value $x = 2$ into the expression $5x - 1$	Replacing the variables (letters) with numbers.	Substitute $x = 2$ in $5x - 1$ $5(2) - 1 = 10 - 1 = 9$
Linear Sequence	The sequence $4, 7, 10, 13, 16$ is a linear sequence .	A number pattern which increases (or decreases) by the same amount each time.	$10, 9, 8, 7, 6, \dots$ $-2, 1, 4, 7, 10, \dots$
Term (in a sequence)	In the sequence $2, 4, 6, 8$, the number 4 is the second term .	Each number in a sequence is called a term.	
Term-to-term	In the sequence $1, 3, 5, 7, 9$, the term-to-term rule is to add 2 to the previous term.	A rule used to allow you to find the next number in a sequence if you know the previous term or terms.	
n^{th} term	Then n^{th} term rule for a sequence is $3n + 1$.	A position-to-term rule that works out a term based in its position in the sequence.	$4, 7, 10, 13$ $+3 \quad +3 \quad +3$ $n^{\text{th}} \text{ term} = 3n + 1$ $4 - 3 = 1$

Year 8 CYCLE 1 SCIENCE

Key Concepts in Biology

Independent variable: The one we **change**.

Dependent variable: The one we **measure**.

Control Variable: The things we keep the **same**.



Flammable



Corrosive



Environmental hazard



Toxic



Health hazard



Moderate hazard

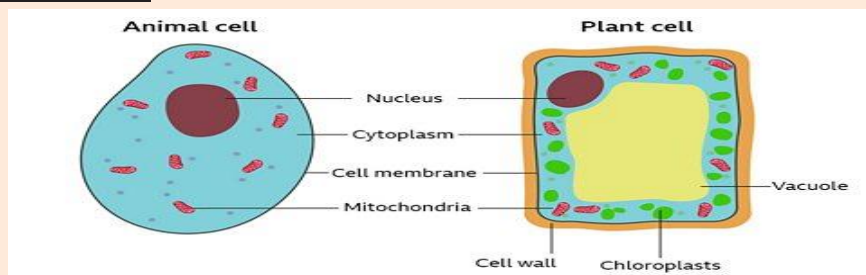


Oxidising



Explosive

Week One



The word '**organelle**' is used to describe the names for the different parts of a cell.

Nucleus: Controls the cell and contains DNA.

Cytoplasm: Jelly-like substance where chemical reactions take place.

Cell membrane: Controls what enters and exits the cell.

Mitochondria: Releases energy from respiration.

Cell wall: Made of cellulose. It supports and protects the cell.

Chloroplasts: Absorb sunlight for photosynthesis, which helps the plant grow.

Permanent Vacuole: Contains cell sap and help keeps the cell firm (turgid).

Plant cells contain a **cell wall, vacuole and chloroplasts**, but **animal cells do not**.

Lab Safety



We must follow several procedures in a lab to prevent injury and to stay **safe**.

- 1.) **Do not** enter the lab or touch equipment unless told to by staff.
- 2.) Always wear **eye protection** until you are told to remove them.
- 3.) Ensure **bags are tucked under** desks.
- 4.) **Hair must be tied up** during practicals.

5.) You must **stand up** during practicals.

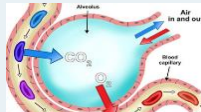

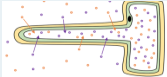
6.) **Never taste anything** or put anything in your mouth in the lab. This includes fingers, drinks, sweets and pens which might have picked up toxic chemicals from the bench.

7.) Put things into their **correct bins**, like the glass bin.

8.) Wipe up any **spillages and report accidents** to a teacher.



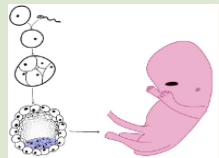
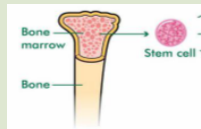
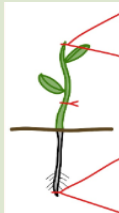
Week Two

Diffusion	Osmosis	Active transport
Movement of particles (liquids/gases) from an area of high to low concentration.	Movement of water from a dilute (high) to concentrated (low) solution.	Movement of molecules from a low to a high concentration.
No energy needed.	No energy needed.	Energy needed (as it is against a concentration gradient).
No membrane needed.	Semi-permeable membrane needed.	Membrane using transport proteins is needed.
Example: Oxygen moving into the blood. 	Example: Water moving into or out of potatoes. 	Example: Mineral ions moving from the soil into a root hair cell of a plant. 




Year 8 CYCLE 1 SCIENCE

Week Three

Embryonic stem cells	Adult stem cells	Meristems
<p>Found: Unused embryos. Differentiate into: Any type of cell. Advantage: Treat conditions like cancer, diabetes, Parkinson's. Disadvantage: The embryo will be destroyed and won't develop into a baby.</p> 	<p>Found: Developed tissues like the brain, skin, bone marrow. Differentiate into: Certain types of cells (e.g. liver stem cells can only make liver cells). Advantage: Treat conditions. Disadvantage: Risk of cancer if the cells keep dividing, could be rejected by another person.</p> 	<p>Found: Shoots and roots of plants. Differentiate into: Any type of plant cell. Advantage: Plant cuttings can be taken and many plants can be grown from a single one. Prevents extinction of rare plants.</p> 

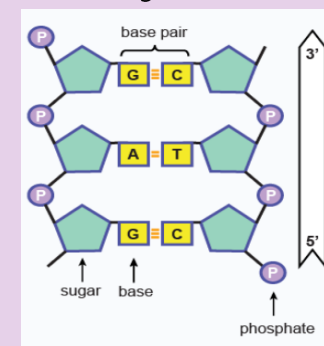
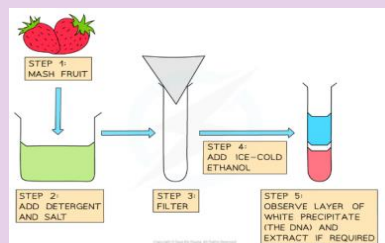
Week Five

Key term	Definition
Chromosome	Tightly coiled bits of DNA 
Gene	Section of DNA that codes for characteristics (e.g. gene for eye colour)
Allele	Different versions of a gene (e.g. if the gene is eye colour, the alleles could be green eyes, or blue eyes)
Dominant allele	This is the capital letter allele that always takes control and is expressed (B – blue eyes)
Recessive allele	This is the lower case allele. You need 2 copies of these for them to be expressed (bb- green eyes)
Homozygous	When someone has two of the same alleles (BB or bb)
Heterozygous	When someone has two different alleles (Bb)

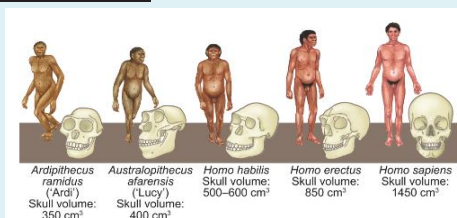
Week Four

1. The genetic information is carried in the nucleus of your cells.
2. Inside the nucleus are thread-like structures called chromosomes. These chromosomes are made up of DNA.
3. DNA is made up of a **base, phosphate group** and **sugar**.
4. DNA coils together to form a **double helix** shape.
5. There are four **bases**: adenine, thymine, cytosine and guanine. To make things simpler, we often call them **A, T, C** and **G**.
6. **A** always pairs with **T** and **G** always pairs with **C**. The matching bases are called **complementary base pairs**.

Extracting DNA from fruit



Week Six

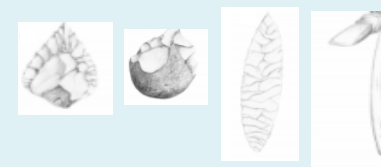


Fossils are evidence that species have evolved over time. However, fossils can become **damaged by the weather**, and **do not show a complete record of evolution**, as we may not have discovered some fossils yet.

Using fossils we can see that humans have evolved over time. Our **skull volumes (size) increased** over time, as **our brains got larger** so they needed a bigger skull to fit in. As our brains got larger, this means we became **more intelligent**. Our limbs have evolved over time - the length of our arms, and our height changed.

Stone tools

Stone tools were used for **hunting**, making **fires, cutting** things and so on. They are evidence for human evolution too. The stone tools became more complex over time, because humans became more intelligent with their bigger brains.



Year 8 CYCLE 1 SCIENCE

Week Seven

Charles Darwin created a theory to explain how species evolve.

This means, how they 'change' over time.

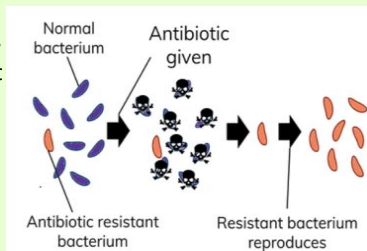
Darwin's theory of natural selection:

- Individual organisms within a particular **species** show a wide range of **variation** for a characteristic.
- Individuals with characteristics most suited to the changing environment are more likely to **survive** and to **breed** successfully ('**survival of the fittest**').
- The characteristics (**genes**) that have enabled these individuals to survive are then **passed on** to the **next generation**.



Antibiotic resistance

Antibiotics kill bacteria. But some bacteria show variation, and are '**resistant**' to antibiotics, which means they cannot be killed by them. So, when we are ill with a bacterial infection, if we have resistant bacteria, they will not be killed by the medicine. They will **survive, reproduce**, and **pass on the resistance gene** to the new bacteria. This creates a **new species** of bacteria that are resistant to antibiotics and is a huge problem as we cannot kill them!



Week Eight

The World Health Organisation (WHO) define health as : A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

Physical wellbeing	Social wellbeing	Mental wellbeing
Being free from disease, eating and sleeping well, engaging in regular activity, limiting intake of harmful substances e.g. drugs or alcohol.	Deals with your relationships with other people and also how your surroundings and environment impact upon you.	Refers to how you feel and think about yourself.

A **disease** is a problem with a structure or process in the body that is **not** the result of injury.

Diseases can be **communicable** (spread from person to person) or **non-communicable** (cannot spread from person to person).

Communicable		Non-communicable	
Flu	Chicken Pox	Rheumatoid Arthritis	Diabetes
Covid-19	Hepatitis		Cancer

Week Nine

Pathogens are microorganisms that cause disease. There are four types: **bacteria, virus, protists, fungi**.

Disease	Pathogen	Symptoms	How it is spread
Tuberculosis (TB)	Bacteria	Coughing up blood, fever	Droplets in the air (coughs)
Cholera	Bacteria	Extreme diarrhoea	Dirty water
HIV	Virus	Weak immune system, fatigue	Bodily fluids, dirty needles, sex
Malaria	Protist	Fever, muscle pain	Animal vector (mosquito)
Chalara Ash dieback	Fungi	Lesions on bark, leaf loss	Fungal spores in the air
Chlamydia	Bacteria	Swelling of genitals, itching, soreness	Sexual intercourse


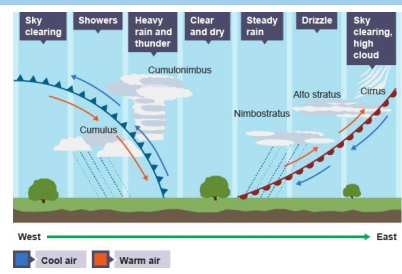


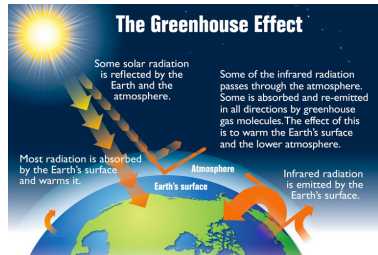
Week Ten

If pathogens enter our bodies, our **immune system** (specifically, the white blood cells known as lymphocytes) will try and destroy them so we do not become ill.























<p>Step 1: Pathogen (that wants to cause a disease) enters your body.</p>	<p>Step 2: Pathogens will come into contact with lymphocytes.</p>	<p>Step 3: The lymphocytes detect the antigens on the surface of the pathogen and they become activated.</p>
<p>Step 4: Activated lymphocytes divide rapidly to make lots of copies.</p>	<p>Step 5: Lymphocytes release antibodies, which bind to the antigens on the pathogen and destroy them.</p>	<p>Step 6: Memory lymphocytes remain in your blood, ready to defend your body if you are re-exposed to the pathogen.</p>



Year 8 CYCLE 1 GEOGRAPHY - Weather and Climate

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5 
<p>Weather: the day to day conditions of the atmosphere (e.g. temperature, wind, rainfall).</p> <p>Climate: the average weather conditions over time, usually over a 30-year period.</p> <p>Water cycle: the cycle of water between the oceans, atmosphere and land.</p> <p>Precipitation: water droplets in clouds are too heavy and fall as rain, sleet, snow, hail.</p> <p>Condensation: water vapour is cooled and turns back to water droplets .</p> <p>Evaporation: water changing from a liquid into a gas (water vapour)</p> <p>Transpiration: water released from plant leaves into the atmosphere.</p>	<p>Relief rainfall: warm moist air forced to rise over mountains, cools and condenses to form clouds and rain</p> <p>Convective rainfall: Sun heats the land, creating pockets of rapidly rising warm air. It starts to cool and condense to form clouds. This can produce thunderstorms.</p> <p>Frontal rainfall: Occurs when a warm front meets a cold front. Heavier air sinks to the ground and warm air rises above it.</p> <p>Air masses: a large body of air that travels from one area to another.</p> <p>Altitude: Measure of the land's height above sea level. Temperature decreases with 1°C every 100m in height.</p> <p>Latitude: parallel lines on an atlas map drawn north and south of the equator</p>	<p>Air pressure: the weight of air pushing down on the Earth</p> <p>Depression: A low-pressure system which forms when warm air rises above surrounding cold air which leads to unsettled weather.</p> <p>Cold front: the boundary of an advancing mass of cold air, the trailing edge of the warm sector in a low-pressure system.</p> <p>Warm front: the boundary of an advancing mass of warm air, the leading edge of the warm sector of a low-pressure system.</p> <p>Warm sector: the wedge of air between the warm and cold fronts of a depression.</p> <p>Occluded front: weather pattern in which a cold front overtakes a warm front; associated with the formation of cyclones.</p>	 <p>Anticyclones: high pressure systems in the atmosphere associated with dry, settled periods of weather</p> <p>Winter anticyclones: Cold, dry days with light winds. Temperatures can decrease quickly at night due to clear skies. Fog can form.</p> <p>Summer anticyclones: Long, sunny cloudless days and warm temperatures. Normally dry, although hot temperatures can cause convective rainfall.</p>	<p>Storm Desmond (2015) Cumbria / NW England 342.4mm rainfall in 24 hours 1800 people evacuated Estimated cost of £500m 5200 homes affected by flooding One person died in Cumbria and 40 schools closed. Malham Cove waterfall briefly flowed again for the first time in living memory.</p> <p>UK Heatwave (2018) 2018 became the joint hottest year since 1960. 38.5°C was recorded in Faversham, Kent on 25 July 2018 Record number of A&E admissions from heat-related illnesses. 700 more deaths than average Wildfires over moorland Lavender grew well.</p>
WEEK 6	WEEK 7	WEEK 8 	WEEK 9 	WEEK 10
<p>Climate change: a long-term change in the Earth's climate, especially a change due to an increase in the average atmospheric temperature.</p> <p>Greenhouse effect: natural warming of the atmosphere as heat given off from the Earth is absorbed by liquids and gases, such as carbon dioxide.</p> 	<p>Natural causes of climate change</p> <p>Milankovitch cycles: Sometimes the Earth's orbit is more elliptical than circular, the Earth's tilt on its axis changes or the Earth wobbles on its axis, all influencing its global temperature.</p> <p>Sunspots: The sun's output is not constant. Temperatures are greatest when there are more sunspots radiating more heat.</p> <p>Volcanic eruptions: Eruptions produce ash and sulphur dioxide which can enter the upper atmosphere. Sunlight can be reflected off this blanket of ash and gas, cooling the planet.</p>	<p>UK impacts of climate change The UK's ten warmest years on record have all occurred since 2002. Heatwaves are now 30 times more likely to happen. Parts of the UK would be in danger of flooding with low-lying and coastal cities at risk. There are 240,000 homes currently in flood risk areas. Hotter weather may make growing some crops easier or allow us to grow new ones, such as oranges. Climate change likely to increase the likelihood of new diseases such as malaria.</p>	<p>Worldwide impacts of climate change Small islands in the Pacific are losing ground to erosion Half of the Great Barrier Reef – one of the biosphere's brightest jewels - is dying due to coral bleaching. In 2019, Greenland lost 600 billion tonnes of ice raising sea levels by 2mm in two months. Bangladesh could lose 20% of its land, leaving 40 million people homeless. Climate change will worsen the uneven distribution of water resources in China. It would cost \$12 billion to defend the Netherlands from sea level rise.</p>	<p>International agreements: Paris agreement in 2015, first legally-binding agreement signed by 190 parties. Goal to keep an increase in global average temperature below 2°C.</p> <p>Carbon capture: removal of CO₂ from power stations and storing it underground.</p> <p>Water supply: water transfer schemes could be used to take water from an area of surplus to an area of shortage</p> <p>Reducing risk from sea level rise: areas at risk may need sea defences to protect valuable land from increased coastal erosion.</p>

Year 8 CYCLE 1 HISTORY - The Silk Roads

<p>1 Silk Roads intro</p>	<ul style="list-style-type: none"> The Silk Roads were a trade route, from the 2nd to 15th century. It was 4,000 miles long and spanned (stretched across) from China to Europe. There were different routes and destinations in the Silk Roads – it was not one specific road. The furthest point east was in Chang'An, China. This was the capital of China under the Han and Tang dynasties. A dynasty means a royal family. The furthest point west was Rome. Traders used camels, horses and yaks to transport their goods across the Silk Raods.    	<p>6 Genghis Khan</p>	<ul style="list-style-type: none"> At its height, the Mongol Empire stretched across most of the land the Silk Roads covered. It was the largest contiguous empire. This means it was all joined up – not broken up by sea or countries not in the empire. Genghis Khan was the leader of the Mongol Empire from 1206-1227. During this time, the empire stretched from Korea to Ukraine, and from Siberia to Southern China. Some people believe that the Mongols and Genghis Khan were ruthless and cruel. Some people believe this reputation is unfair. Ruthless: In the attack of Baghdad, they burned down buildings (including libraries) and killed around 200,000 people. If you stole a horse, you could face being chopped in two. They used humans as shields in their attacks. Not ruthless: The Mongols abolished torture and the selling and kidnapping of women. The Mongols guaranteed safe travel to traders, this made the economy boom. They created a writing system and a postal system.  
<p>2 Silk Roads intro</p>	<ul style="list-style-type: none"> Through the Silk Roads, countries imported (brought in) items to sell. They also exported (sent abroad) items. As well as goods (items), ideas and diseases were also spread on the Silk Roads. Goods: silk from China, pottery from France, spices from India, horses from Central Asia, glass from Rome. Knowledge/diseases: Black Death, religion, medical knowledge.     	<p>7 The Crusades</p>	<ul style="list-style-type: none"> The Crusades were religious wars between Muslims and Christians. The Christians fought against Muslims to try and take the Holy Land (Jerusalem) from them. The Holy Land is an important place for both religions. For Muslims, it is where Muhammad ascended (went up) to heaven. For Christians, it is where Jesus was crucified and rose again. Christians would make pilgrimage (religious journey) to the Holy Land. Around 1077 Muslim Turks took control of the Holy Land and began to stop Christian pilgrims visiting the area. The Christian leader of the Byzantine Empire asked the Pope for help. The Pope encouraged Christian countries to raise armies to take back the Holy Land. This led to nine Crusades between 1095 and 1272 – even including a Children's Crusade! 
<p>3 Baghdad</p>	<ul style="list-style-type: none"> Baghdad was the capital of the Islamic world. It was controlled by different caliphs. A caliph was like a leader – like a king. An area led by a caliph was called a caliphate. Between 762-766CE the Round City of Baghdad was built. This was the centre of Baghdad and was surrounded by a 4 mile circular wall. The House of Wisdom was found in the Round City. This was a library and school. It is why Baghdad was seen as the centre for wisdom (knowledge) on the Silk Roads. The House of Wisdom contained around 400,000 books. Teachers used these to teach at the House of Wisdom.  	<p>8 The Black Death</p>	<ul style="list-style-type: none"> In the 1340s, plague spread across the Silk Roads. This plague is known as the Black Death. It was a pandemic, which means it affected people across the globe. Bubonic plague: attacked the lymph nodes. Victims developed boils known as buboes. Pneumonic plague: attacked the respiratory system. Victims experienced a high fever and cough. Most people believed the illness was a punishment from God. Therefore, they prayed to ask for forgiveness. Flagellants walked from town to town whipping themselves, to show God they were sorry. It was carried from Kaffa (Crimea), on ships, west to Mediterranean ports. It was spread by rats, a feature of maritime (sea) travel. It was also spread by people and goods on the ships.  
<p>4 Constantinople</p>	<ul style="list-style-type: none"> Constantinople was another key location on the Silk Roads. It is located in Turkey and is called Istanbul today. It was the capital of the Byzantine Empire. By 976AD, around 800,000 people lived there, much bigger than London at this time. Many merchants stopped there because it was the end destination before goods were sent by ship to Europe. It had a large port and welcomed many trade ships. After monks brought silkworms from China to Constantinople, it became the silk centre of Europe. Constantinople was surrounded by three circles of city walls, arranged one inside the other. It was also protected by a moat that could be flooded on demand. 	<p>9 Islam</p>	<ul style="list-style-type: none"> Due to the Silk Roads, knowledge and ideas spread from the Islamic Empire to Europe. In Islam: a mosque is a place of worship, the Quran is the holy book, Allah is God, Shahada is a statement of faith, and Mecca is the holiest city. The Islamic Empire existed from 632 C.E. to 1258 and began after Muhammad died. Muhammad was a prophet of Allah. A prophet is God's messenger. The Islamic Empire was run by a caliph. The empire contributed to new ideas about medicine, mathematics and astronomy. Medical texts from all over the world were collected, translated and kept in the Islamic Empire, in libraries such as the House of Wisdom. The number system we use today comes from the Arabic number system. 
<p>5 Vikings and slavery</p>	<ul style="list-style-type: none"> Vikings (people from Denmark, Sweden and Norway) were famous for their sailing abilities and ships. They travelled to many places along the Silk Roads. Vikings were known to pillage (steal, using violence) from places they were in. In addition to stealing goods, they also captured and trafficked people for slavery. Trafficked: This means they moved people from one place to another, against their will. Slavery: The system of owning slaves. Slaves are seen as property. They are forced to work and obey the person who owns them. We know Vikings traded slaves because people have found shackles (chains connecting hands/ankles) in archaeological digs. Slavery was a vital part of Viking society and an important part of its economy.    	<p>10 Overview</p>	<ul style="list-style-type: none"> The Silk Roads were a system of trade routes across Asia and Europe. The Silk Roads connected these places and allowed new ideas and goods to spread. However, it also enabled negative things to travel, such as the Black Death. During the time of the Silk Roads, different empires rose and fell. For example, the Mongolian Empire, the Roman Empire and the Byzantine Empire. During this era, different cities along the Silk Roads played a significant role. For example, Baghdad became known for knowledge and wisdom due to its libraries. Constantinople's port played an important role in sending goods west to Europe.

Year 8 CYCLE 1 SPANISH

These are the lists of ten words that you need to write, copy, check in your Extended Practice Books four times every week, and learn for your weekly vocabulary test. Watch this video for advice on how to learn new vocabulary:



<https://www.loom.com/share/16f077845a464dfc82249b38260db95d?sid=ea2fad82-0495-42be-84bc-6ad9d321806c>

Scan this QR code to access the Quizlet sets for this vocabulary:



<https://quizlet.com/WestExeSchool/folders/wes-year-8-spanish-cycle-1-10-words-per-week-vocab-2024-25?i=fka8p&x=1xqt>

Week 1		Week 2		Week 3		Week 4		Week 5	
poco	little, not much	por	around, because of	ahora	now	sobre	about	yo	I
quedar	to meet up, meeting up	año	year	la gente	The people	entender	to understand, understanding	mientras	while
antes	before	hasta	as far as, up to	según	according to	poner	to put, putting	mientras que	whereas
sin embargo	however	tomar	to take, taking	quizás	maybe	creer	to believe/think	cambio	change
ayudar	to help, helping	además	besides, as well	malo/a	bad, ill (m/f)	vender	to sell, selling	el viaje	the trip, journey
libre	free	ganar	to win, winning	seguro/a	sure, safe (m/f)	la página	the page	el esfuerzo	the effort
la pared	the wall	intentar	to try (to), trying (to)	triste	sad	la noticia	the news item	el gesto	the gesture
aprovechar	to make the most of, making the most of	cantar	to sing, singing	listo/a	ready, intelligent (m/f)	esconder	to hide, hiding	el ruido	the noise
pasado/a	past, last (m/f)	la canción	song	limpio/a	clean (m/f)	el periodista	journalist	genial	great
el verano	the summer	coger	To take, taking	sucio/a	dirty (m/f)	la entrevista	the interview	entonces	so
Week 6		Week 7		Week 8		Week 9		Week 10	
decir	to say, saying	permitir	to allow, allowing	mismo/a	same (m/f)	pues	well	en cambio	however, on the other hand
ver	to see, seeing	incluso (si)	even (if)	primero/a	first (m/f)	salir	to go out, going out	la razón	the reason
empezar	to start, starting	decidir	to decide, deciding	propio/a	own (m/f)	perder	to lose, losing	el sueño	sleepiness
empiezo	I start, I am starting	el juego	the game	último/a	last (m/f)	el partido	the match	el miedo	fear
la verdad	the truth	fuerte	strong, loud	largo/a	long (m/f)	el pie	the foot	abierto/a	open
el ejemplo	the example	cubrir	to cover, covering	tercero/a	third (m/f)	subir	to go up, going up	el éxito	success
todo	all, everything	la fiesta	the party	elegir	to choose, choosing	la entrada	the ticket (for a venue)	la suerte	the luck
la opinión	the opinion	dividir	to divide, dividing	compartir	to share, sharing	recoger	to pick up, picking up	el calor	the heat
el alemán	german	repartir	to hand out, share out	corto/a	short (m/f)	el/la jugador(a)	the player (m/f)	cerrado/a	closed
el/la estudiante	the student	la bebida	the drink	imprimir	to print, printing	el billete	the ticket (for transport)	trece	thirteen

Weeks 11 & 12: revise weeks 1-10

Year 8 CYCLE 1 ART & DESIGN

Year 8 Cycle 1: Let's Take Flight!

Use the list of key words to support your learning in art and look through the selection of artist images that we will study through cycle 1.
 Art task: Copy the artist image as a voluntary stretch and challenge task bring in and stick in your sketchbook.

Key Words

LINE: Can show the outline of something, create pattern, show movement and create mood within a piece.

COLOUR: An element produced by light reflected from an objects, encompassing hue, saturation, and value, and used to depict, describe, and evoke emotions or moods in a work of art.

PATTERN: A pattern is a design in which lines, shapes, forms or colours are repeated. Patterns can be regular or irregular depending on how the pattern repeats.

TEXTURE: Means how something feels. There are two types of texture: actual texture – how something feels through touch and visual texture – how something looks by the effects the artist has created.

LAYER: The process of building up an artwork by applying multiple elements, such as paint, digital media, or other materials, on top of each other to create depth, texture, and complexity.

WAX RESIST: A technique where wax, like from crayons or candles, is used to prevent paint or other media from adhering to a surface, creating patterns or textures when the paint is applied.

COLLAGE: The technique in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface.

TEMPLATE: A pre-designed pattern, form, or structure used as a guide to create or reproduce a specific artwork or design element.

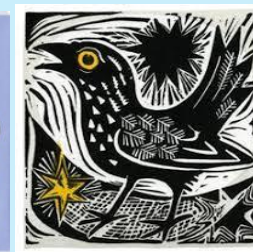
Artist Focus: Mark Heard



Collage



Hanging Bird Card



Little Blackbird



Look at the artists' work above and to the left.

1. How has LINE, TEXTURE, COLOUR and PATTERN been used?
2. What do you find most interesting about them?

Photo below of the 'Let's Take Flight' display



Year 8 CYCLE 1 CREATIVE TECHNOLOGY

Week 1 - School System

Password - Minimum of 8 characters, at least one capital letter and one number, e.g. Westexe123.

Username - Your first name.second name and a number showing the year you will leave school.

Files - Objects saved on your computer and linked to a program to open it.

Folder - A location where files are saved.

Folder Path - The location of the file showing all of the folders required to open the file by the program.

Week 2 - E-Safety

E-Safety - Working safely on the internet.

Social Network - Connecting with others online with Facebook etc.
Cyber Bullying - Online bullying or through mobile devices.

Spyware - Computer programs that track your online activity.

Malware - Programs designed to harm your computer.

Sexting - Sending sexual images or text to another person electronically.

Week 3 - Office 365

Word - Used to type letters, memos, business cards etc.

Excel - Used to edit data, display data in graphs etc.

PowerPoint - Used to create presentations and interactive showcases.

Cloud - Work that is saved on the internet on large server farms.

Private Cloud - Can only be used by one business.

Public Cloud - Can be freely accessed by anyone (Google Drive).

Week 4 - OneNote

Ribbon - The area at the top of the screen with useful tools.

Page - A section where pages can be managed (renamed, deleted or created).

Page Title & Date - Located at the top of OneNote pages and shows the user the title and date/time.

Section - Sections in the OneNote document which appear as tabs at the top of the screen.

Week 5 - Email

Subject Line - A short description of the email.

Recipient - The person(s) who will receive the email.

CC - Person(s) that will receive a copy of the email.

BCC - Person(s) that will receive a copy but only the sender knows.

Attachments - Files that are attached to the email.

Outlook - Microsoft and the school's main email system.

Spam - Emails that have not been requested by the recipient and are normally not of use.

Week 6 - Word

Font - Pick a new style for your text and characters.

Font Size - The size of the text and characters.

Font Colour - Change the colour of your text.

Alignment - Whether content is left, centre, right or justified on the page.

Insert & Symbol - Add symbols that are not your keyboard.

Date & Time - Quickly add the current date and time.

Draw a Shape - Insert ready made shapes.

Insert - Insert pictures from your computer.

Week 7 - Excel

Column - Cells going from top to bottom.

Row - Cells going from left to right.

Fill colour - Colour the background of cells to make them stand out.

Formula - An equation used to get an answer.

Function - A 'mini-program' in Excel to quickly calculate results to common calculations.

Sort & Filter - Organise your data so it is easier to analyse.

Borders - Apply borders to the currently selected cells.

Week 8 - OneDrive

Upload - Upload files from your computer to OneDrive.

Share - Share the selected file or folder with other people.

Rename - Change the name of a file or folder.

Download - Download a file or folder to your desktop or hard drive.

Move to - Move a file or folder to another location.

Copy to - Copy a file or folder to another location.

New - Create a new folder, Word, Excel and PowerPoint document.

Week 9 - Fireworks

Vector - Lines and curves, small file sizes, resize well, not realistic, used for logos.

Bitmap - Made from pixels, large file size, can pixelate when resized, realistic, used for photos and scans.

Resolution - The number of pixels in the image.

Crop - To reduce the size of the image.

Layers - Used to order images on top of each other.

File Format - Jpeg, png, tiff, gif are all image file formats.

Week 10 - Flash

Tweening - Generate frames to save time and make your animation more professional.

Frame - An empty 'scene' in your animation.
Key Frame - A frame that contains an object. When keyframes are played the appearance of movement is created.

Timeline - The area of the screen where the frames and keyframes are shown.

Stage - The area of the screen where the animation is edited.

Year 8 CYCLE 1 DRAMA - Clowning and Commedia dell'Arte

Week 1 and 2	Week 3 and 6	Week 4 and 7	Week 5 and 8	Week 9 and 10
<p>Mime Mime covers: working in silence, or with few sounds or words, to show activities - e.g. painting a wall, opening a door working with dialogue, but miming any props or set - e.g. looking in a mirror, perhaps facing the audience, to put on make up while speaking to another character.</p> <p>Physical Theatre, which also uses mime techniques, and where actors can also mime items of set or props.</p> <p>Exaggeration - to make all your movements and facial expressions MUCH bigger for comic effect.</p> <p>Gesture Gesture covers the use of our arms, head (and sometimes legs) to get an emotion across.</p> <p>Movement Movement covers: where we move to on and around the stage - upstage, downstage, avoiding masking another actor, etc how we move to help with <i>characterisation</i>.</p>	<p>What is Commedia Dell'Arte? Commedia dell'arte means "play of professional artists" OR "comedy of humors". It was a popular form of improvisational theatre which began in Italy in the 15th century (1400s) and is still performed today. All of their performances were outside with few props, unscripted and were free to watch, funded by donations. In a group there were 10 people: 7 men and 3 women. Outside Italy, it was also known as "Italian Comedy". The performances were improvised around a variety of stock conventional situations: adultery, jealousy, old age, love. The classic, traditional plot is that the <i>innamorati</i> (lovers) are in love and wish to be married, but one <i>vecchio</i> (elder) or several elders, <i>vecchi</i>, are stopping this from happening, and so they must ask one or more <i>zanni</i> for help. Typically it ends happily with the marriage of the <i>innamorati</i> and forgiveness.</p>	<p>Some of the Characters:</p> <p>Pantalone He is old, mean-spirited greedy, lecherous.</p> <p>Il Dottore He waffles and talks nonsense why use one word when ten will do? He is usually a Doctor, but always gets things wrong.</p> <p>Isabella The desirable, female lover; hopelessly devoted to love. Beautiful, stupid, petulant and spoilt.</p> <p>Flavio The handsome, male lover; hopelessly infatuated with Isabella. Fashionable, vain and melodramatic.</p> <p>Il Capitano Pretentious, self-promoting braggart; ridiculous and cowardly; and a liar he boasts of his imaginary conquests at war. Fancies himself as a winner with the women.</p> <p>Colombina A lady's maid, clever; she manages the plot with wit and benevolence; adored by everyone.</p>	<p>How is Commedia dell'Arte performed? The dialogue and action could easily be made topical and adjusted to make fun of local scandals, current events, or regional tastes, mixed with ancient jokes and punchlines. Characters were identified by costume, masks, and even props, such as the slapstick. Lazzi and Concetti are also used.</p> <div data-bbox="1366 826 1674 1402" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Key Words: Commedia dell'Arte Stock character Stock situation Innamorati <i>Vecchi</i> Il Dottore Pantalone Il Capitano Zanni Lazzi <i>Concetti</i> <i>Slapstick</i> <i>Mime</i> <i>Exaggeration</i> <i>Acrobatics</i></p> </div>	<p>Some definitions:</p> <p>Concetti – a speech or comment by a character made directly to the audience.</p> <p>Lazzi - a well rehearsed comic routine that has no relevance to forwarding the plot and is done to get laughs.</p> <p>Slapstick - originally use of an actual stick, now means physical comedy - usually involving people falling over or getting "hurt".</p> <p>Mime - where we act out a scene without speaking.</p> <p>Acrobatics - an entertainer who performs acts that require skill, agility, and coordination, such as tumbling.</p> <p>Exaggeration - using exaggerated facial expressions, physical movements and gestures to show emotion, to tell a story and demonstrate character, in this case, for comic effect Commedia Dell Arte relies on stock characters.</p>

Year 8 CYCLE 1a WEST EXE BACCALAUREATE - Buddhism and Sikhism

Week 1: Buddhism profile		Week 2: The Buddha's teachings (Dharma)	Week 3: Sikhism profile		Week 4: The Sikh community (Khalsa)	Week 5: Glossary
<p>Symbol</p> 	<p>Eight-spoked wheel. This represents the Eightfold Path – the eight ways to live a good life</p>	<p>The Three Universal Truths Anicca (everything changes) Nothing stays the same for ever and each things depends on everything else. Anatta (no permanent self) Nobody stays the same. We change physically and emotionally as we get older. Dukkha (suffering) The Buddha taught that life can never totally satisfy us and that makes us suffer.</p>	<p>Symbol</p> 	<p>Khanda. This represents the Oneness of God, truth, freedom and justice</p>	<p>The Sikh community is called the Khalsa. It was established by Guru Gobind Rai during the festival of Vaisakhi in 1699. Sikhs who want to join the Khalsa go through an initiation called the Amrit ceremony. Female members of the Khalsa have the last name 'Kaur' which means 'Princess'. Male members have the name 'Singh' which means 'Lion'. This means that Guru Gobind Rai became Guru Gobind Singh.</p>	<p>Buddhism Buddha: Siddhartha Gautama, "the enlightened one" Dharma: The teachings of the Buddha Enlightenment: Understanding and accepting the true nature of life Karma: The consequences of actions Meditation: A way of calming and training the mind Nirvana: State of peace with no hatred, greed or ignorance Reincarnation: The belief that a person has other lives before and after this one</p>
<p>Time and place of origin</p>	<p>Around 2,500 years ago in India</p>	<p>The Four Noble Truths 1. All life involves suffering 2. People suffer because they crave (want) more and more 3. If craving stops, so will suffering 4. The Middle Way – Living a balanced life</p>	<p>Time and place of origin</p>	<p>Around 1500 CE in the Punjab (now an area of India and Pakistan)</p>	<p>Members of the Khalsa wear 5 symbols of their faith. These are known as the '5 Ks' or (Panj Kakke). These are:</p>	
<p>Name of founder</p>	<p>Siddhartha Gautama (The Buddha)</p>		<p>Name of founders</p>	<p>Guru Nanak and nine other human gurus</p>		
<p>Names of holy books</p>	<p>Tripitaka Dhammapada</p>		<p>Name of holy book</p>	<p>The Guru Granth Sahib</p>		
<p>Places of worship</p>	<p>Temples, Monasteries</p>		<p>Place of worship</p>	<p>Gurdwaras</p>		
<p>Festivals</p>	<p>Wesak; Parinirvana</p>		<p>Festivals</p>	<p>Vaisakhi; Diwali; Guru Nanak's Birthday;</p>	<p>Kesh (uncut hair). This reminds Sikhs that everything is a gift from God. Kangha (comb). Used to keep the uncut hair tidy as a sign of respect. Kara (bracelet). The steel is a symbol of strength. The circle represents the unity of the Khalsa and that God is eternal. Kachha (shorts). Remind Sikhs to be prepared and self-controlled and of their duty to help others. Kirpan (sword). A symbol of freedom and the Sikhs' duty to protect the weak.</p>	
<p>Significant places</p>	<p>Lumbini: The birthplace of Siddhartha Bodh Gaya: Where Buddha reached Enlightenment</p>	<p>The Eightfold-Path Part 1: Wisdom (panna) Right View Right Intention Part 2: Morality / ethics (sita) Right Speech Right Action Right Livelihood Part 3: Meditation (samadhi) Right Effort Right Mindfulness Right Contemplation</p>	<p>Significant place</p>	<p>Amritsar: Site of Harmandir Sahib (Golden Temple)</p>		<p>Sikhism guru: religious teacher; 'gu' means darkness, 'ru' means light Gurus: The 10 human messengers of God who began the Sikh religion Khalsa: The pure community of initiated Sikhs Mul Mantra: Prayer which sets out Sikh beliefs about God Nishan Sahib: The flag outside a gurdwara Panj Pyares: The first 5 members of the Khalsa Sikh: From the word 'sishya' meaning 'disciple'</p>
<p>Worldwide followers</p>	<p>535 million</p>		<p>Worldwide followers</p>	<p>30 million</p>		
<p>Number of UK Buddhists</p>	<p>150 thousand</p>		<p>Number of UK Sikhs</p>	<p>430,000</p>		

Year 8 CYCLE 1b WEST EXE BACCALAUREATE - The Environment and Animal Rights

Week 6		Week 7		Week 8		Week 9		Week 10	
THE ENVIRONMENT - GLOSSARY				RELIGIOUS QUOTES		ANIMAL RIGHTS - GLOSSARY			
<p>Awe and wonder: Marvelling at the complexity and beauty of the universe</p> <p>Carbon footprint: The impact of greenhouse gases on the planet, measured in units of CO₂</p> <p>Conservation: Looking after the environment and protecting animals</p> <p>Creationism: A belief that God created the Universe</p> <p>Earth summits: Meetings of international leaders aimed at agreeing ways to reduce pollution and climate change</p>	<p>Evolution: The belief that life forms have developed from simple to complex creatures</p> <p>Fossil fuels: Hydrocarbons used as fuels, like gas, petrol and coal</p> <p>Ozone Layer: A layer of ozone in the upper atmosphere that absorbs most of the sun's radiation; it is being destroyed by CFCs</p> <p>Sustainable development: Development which takes into consideration the impact on the natural world for future generations.</p>	<p>Environment</p> <p>Christianity "... God created the heavens and the Earth"</p> <p>Islam "... among his signs is the creation of the heavens and the Earth"</p>	<p>Animal rights</p> <p>Christianity "... not one sparrow is forgotten by God"</p> <p>Islam "Allah... knows its dwelling and resting place"</p>	<p>Animal experiments: Testing on animals to make sure a product is safe for use by humans</p> <p>Animal rights: The belief that animals have dignity and should have the same level of care and protection as humans</p> <p>Assisi Declaration: Statement made by the major religions about the need to protect animals and the environment</p> <p>Extinction: When all members of a species have died out and will never exist again</p>	<p>Factory farming: When animals used for meat or dairy products are kept indoors in very small spaces</p> <p>Free-range farming: When animals used for food can roam freely outdoors</p> <p>Natural habitats: The places where species of plants or animals live in the wild</p> <p>Stewardship: The idea that believers have a duty to look after God's world</p> <p>Vegan: A person who will not use any animal product</p>				
THREATS TO THE ENVIRONMENT									
<p>ACID RAIN: Rain made acid through pollution in the atmosphere as the result of emissions from factories, vehicles, etc.</p>	<p>DEFORESTATION: The cutting down of large amounts of forest, which destroys natural habitats; usually for financial reasons.</p>	<p>GREENHOUSE EFFECT: The Sun's heat is trapped in the lower atmosphere, due to an increase in CO₂, methane and other pollutants.</p>	<p>OIL SPILLS: Leaking of oil into rivers or the sea. Kills birds, fish and marine animals, and does lasting harm to the environment.</p>	<p>PESTICIDES: Poisons used to kill insects and pests that attack crops. The pesticide can get into streams and poison the water, killing fish.</p>					
<p>CARBON EMISSIONS: Release of greenhouse gases, such as carbon monoxide, from vehicles and factories, into the atmosphere.</p>	<p>GLOBAL WARMING: The belief, supported by many scientists, that the world is getting warmer, due to the actions of humans.</p>	<p>NATURAL DISASTERS: Damage to buildings and the environment caused by nature, e.g. earthquakes, volcanoes and tsunamis.</p>	<p>OVERUSING NATURAL RESOURCES: The methods used to get resources from the ground or sea damage the environment.</p>	<p>POLLUTION: A substance that contaminates the environment, such as litter (land pollution) or oil or smog, (water / air pollution).</p>					
ETHICAL QUESTIONS ABOUT ANIMAL RIGHTS									
Should we eat animals?		Should we keep animals captive?		Should we use animals for work?		Should we use animals in sport?		Should we test on animals?	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Animals provide us with protein which we need to stay healthy	Animals should have the right to life; we don't need to eat meat to be healthy	Breeding programmes help and protect endangered animals	Wild animals should live in their natural habitat and not be kept in cages	The animals are well looked after and can help people in need, or the police	Animals can be treated badly or overworked, some get injured or even killed	It gives the animals exercise and their owners take good care of them	Killing foxes, deer and bulls just for entertainment is morally wrong	It is the best way to find cures for diseases that can kill thousands of people	Testing is cruel, unnecessary, and often doesn't even benefit humans



INTRODUCTION OF GRAMMAR

NAME	DEFINITION	EXAMPLE
Types of Verbs	Verb A verb expresses an action, state or a condition in a sentence. These can be either verbs of doing or being.	The boy ran to the park. I was here long ago.
	Auxiliary Verbs Auxiliary verbs help to form the various tenses, moods, and voices of other verbs. Auxiliary verbs: a form of be, do, have or a modal, used with a main verb to form different tenses.	She is reading a book. We were going to the beach. I had to eat the cake.
	Modal Verbs These combine with other verbs to express necessity, possibility, and intention.	You should know what modal verbs are. He might not know the milk has gone bad. I ought to stop eating so much cake.
	Participles They are words formed from verbs and look like verbs, but they are used as adjectives (i.e. they describe a noun). Past participles end in 'ed'; present participles end in 'ing'. These will always be non-finite.	In the house, there was a screaming witch. The worried man kept eating the cake. The dying woman reached for the hand of her weeping son.
	Gerunds A gerund is a verb that is acting as noun in a sentence. It's made from a verb by adding '-ing'. Infinitives are the 'to' form of the verb. E.g. to ski. Gerunds are the 'ing' form of the verb which acts as a noun.	Skiing is fun. I enjoy skiing.
Finite or Non-finite	Finite or Non-finite Verbs All verbs - regardless of their type - are either finite or non-finite when they are used. Finite verbs can only be used in some circumstances - if you change tense, the number or the person it will have to change. Whereas, a non-finite verb can be used in ANY number of circumstances. They won't change even if you alter the tense, the number or the person.	Ben sat on the bench, looking at the ducks. <i>First, identify the verbs...</i> In the park, Ben sat on the bench, looking at the ducks. <i>Then, change the tense...</i> In the park, Ben sits on the bench, looking at the ducks. Sat is finite - It had to change. Looking is non-finite - It didn't need to change
Types/parts of sentence	Main Clause/ Simple Sentence A main clause/simple sentence has one - and only one - finite verb and a subject. (It can have as many non-finite verbs as you like.) A subject is the thing doing the verb.	The crocodile ate my friend. In the desert, scorpions hide. The car crash was unexpected and tragic.
	Object A main clause can have an object, but it doesn't need one. The <u>object</u> is the thing that receives the verb - the subject affects it in some way.	The girl kicked the <u>ball</u> . The man ate <u>all of the cake</u> .
	Imperative Sentences Imperative verbs act as an instruction or command. It is a sentence, but it only has a finite verb as the subject is implied. This means it is obvious who the sentence is referring to so that it doesn't need to be stated.	Sit down. Hand me that cake! Tell me when the pain started.
	Compound Sentence Two main clauses linked together by a co-ordinating conjunction (FANBOYS). For/And/Nor/But/Or/Yet/So	The chips were delicious, but the fish was foul. I went to the shops to get some cake, so I could eat it for dessert. The man went dancing and the woman played Xbox.
	Complex Sentence Made up of two parts: a <u>main clause</u> and one or more subordinate clause . A <i>subordinating conjunction</i> always comes at the start of the subordinate clause.	<u>The boy sat down</u> after he heard the news . <u>Nobody saw the alien</u> because he was invisible .

Types/parts of sentence	Complex Sentence - Subordinate Fronted	As above, but the subordinate clause comes before the main clause. It needs to be separated by a comma.	<u>After he heard the news</u> , the boy sat down. <u>Because he was invisible</u> , nobody saw the alien.
	Embedded Clause/Phrase	Clauses and phrases can be embedded in both main and subordinate clauses. They are usually embedded between the subject and the finite verb (of either the main or the subordinate clause). A comma is needed both before and after the embedded ingredient	Monkeys, <u>that were jumping and calling</u> , surrounded the car. The nun, with whom I recently had a falling out with , prayed to God.
	Fragments	A fragment is a word, that is punctuated as if it is a sentence. It is not a sentence because it doesn't have a subject and a finite verb. Fragments add emphasis, create a colloquial style and create realistic speech.	This is the worse day ever. Ever. She told me that if I didn't do my homework, she'd put me in detention. Well, whatever. "Where are you going?" " Home. "
Phrases	Phrases	Whereas a clause has BOTH a subject and a finite verb, a phrase does not have BOTH a subject and a finite verb. A group of two or more words which usually do not contain a finite verb and which can act as a noun, verb, adverb, adjective or preposition.	This is a clause: after the school day ended. This is a phrase: after school.
	Prepositional Time Phrases	Phrases that indicated when something happens. A comma is needed to separate a (prepositional) time phrase from the rest of the sentence when it is before the main clause.	Yesterday, it was snowing heavily. It was snowing heavily yesterday.
	Prepositional Place Phrases	Phrases that indicated where something happens. A comma is needed to separate a (prepositional) place phrase from the rest of the sentence when it is before the main clause.	Under the hill, Bilbo Baggins lived. Bilbo Baggins lived under the hill.
	Present Participle Phrases (ING)	Begins with an ING present participle and it does not have a subject or a finite verb. They are separated from the main clause with a comma - BOTH when they are before the main clause AND when they are after it. The phrase must refer to the subject of the clause.	Thinking about her hot dinner , the woman shifted on the cold seat. Watching their daughters play football , the two mothers shouted support.
	Past Participle Phrases (ED)	As above, but begins with an ED past participle.	Scared he might not make it , the boy ran to the toilet. The young couple hugged, thrilled at the news of their pregnancy .
	Adverbs	An adverb can be placed at the beginning, middle and end of a sentence. Adverbs are used to qualify or modify the verb. At the beginning it needs to be separated by a comma; in the middle of the subject and finite verb it needs be embedded between two commas; at the end it does not need to be separated.	Suddenly, the building exploded. The building exploded suddenly. The building, suddenly, exploded.
Advanced Punctuation	Semi-colon	Semi colons link two main clauses to form one sentence. They need to be related by topic or action. It does not link a sentence to a subordinate clause or phrase. You do not use a capital letter after a semi-colon.	This is how you use a semicolon; it is easy when you know how. My mother is from Italy; my father is from Poland.
	Colon	Colons introduce information, expanding or embellishing a point that has already been made. The information on each side is essentially the same but after the colon, there's usually more detail. You can imagine the colon being a stand in for the phrase 'let me tell you about it'.	It is very cold outside: there are icicles hanging from my front door and the post man arrived by sled! I am allergic to two things: eggs and honey.
	Dashes	The dash is a punctuation mark used for emphasis and effect: it can be used to replace a colon, a semicolon, an ellipsis, brackets or a comma.	The dash is a versatile tool - it can replace a semi-colon or colon. You might also want to know - if you're <i>really</i> interested - that it can replace commas too.







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