

# Knowledge Book

Year 8

**Cycle Two**

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:.....  
 Google Classroom:.....

**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
Miss Carrington	Leah.carrington@westexe.devon.sch.uk
Mr Chapman	William.chapman@westexe.devon.sch.uk
Mrs Fryett	Kate.fryett@westexe.devon.sch.uk
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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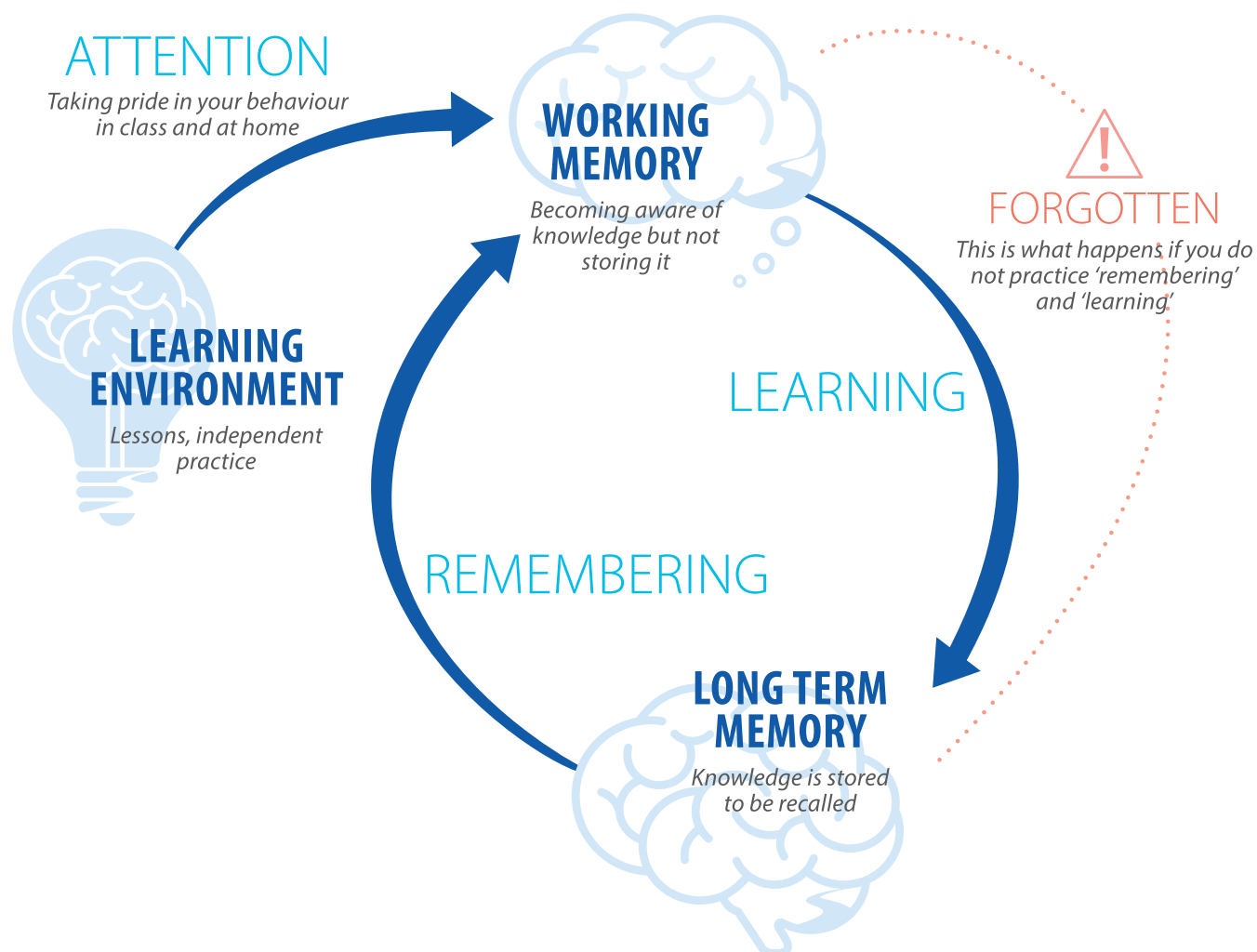
**House Week Dates**

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					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:35	Reg	Reg	Reg	Reg	Reg
08:45	1	1	1	1	1
09:45	2	2	2	2	2
10:45	Break 1 (20)	Break 1 (20)	Break 1 (20)	Break 1 (20)	Break 1 (20)
11:05	3	3	3	3	3
12:05	4	4	4	4	4
13:05	Break 2 (30)	Break 2 (30)	Break 2 (30)	Break 2 (30)	Break 2 (30)
13:35	Tutor & canon	Tutor & canon	Attributes Curriculum	Tutor & canon	Tutor & canon
14:05	5	5	Electives (7-10)	Yr 11 Maths	5
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 Health & Nutrition	bpzt2gu
West Exe Baccalaureate	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 tasks 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. Any student who has not completed 100% by the deadline will be expected to attend Sparx lunch time detention.



## House Week, West Exe School & British Values Knowledge Organiser

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



## 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:

**Democracy** is about the right to vote and take part in discussions about issues that affect our life. It is about having a voice, and a say in how your country or local area is run.  
At West Exe, you have tutor MPs and a Student Parliament, who the students have voted for, and who represent your views, raising the issues you want discussed.

This means that the law applies to everyone, and must treat everyone the same. It means we all have the same legal rights and responsibilities.  
At West Exe, the lesson expectations are for everyone to follow, our behaviour policy will be fairly applied, and you will all be treated equally.

**Mutual respect and tolerance**

**Mutual respect:** respecting people's rights to have their own beliefs. **Tolerance:** accepting the values, ideas and beliefs of others and not imposing our views on them.  
At West Exe, your views, opinions and beliefs will be respected and valued, but you will also be expected to respect the views, opinions and beliefs of everyone else.

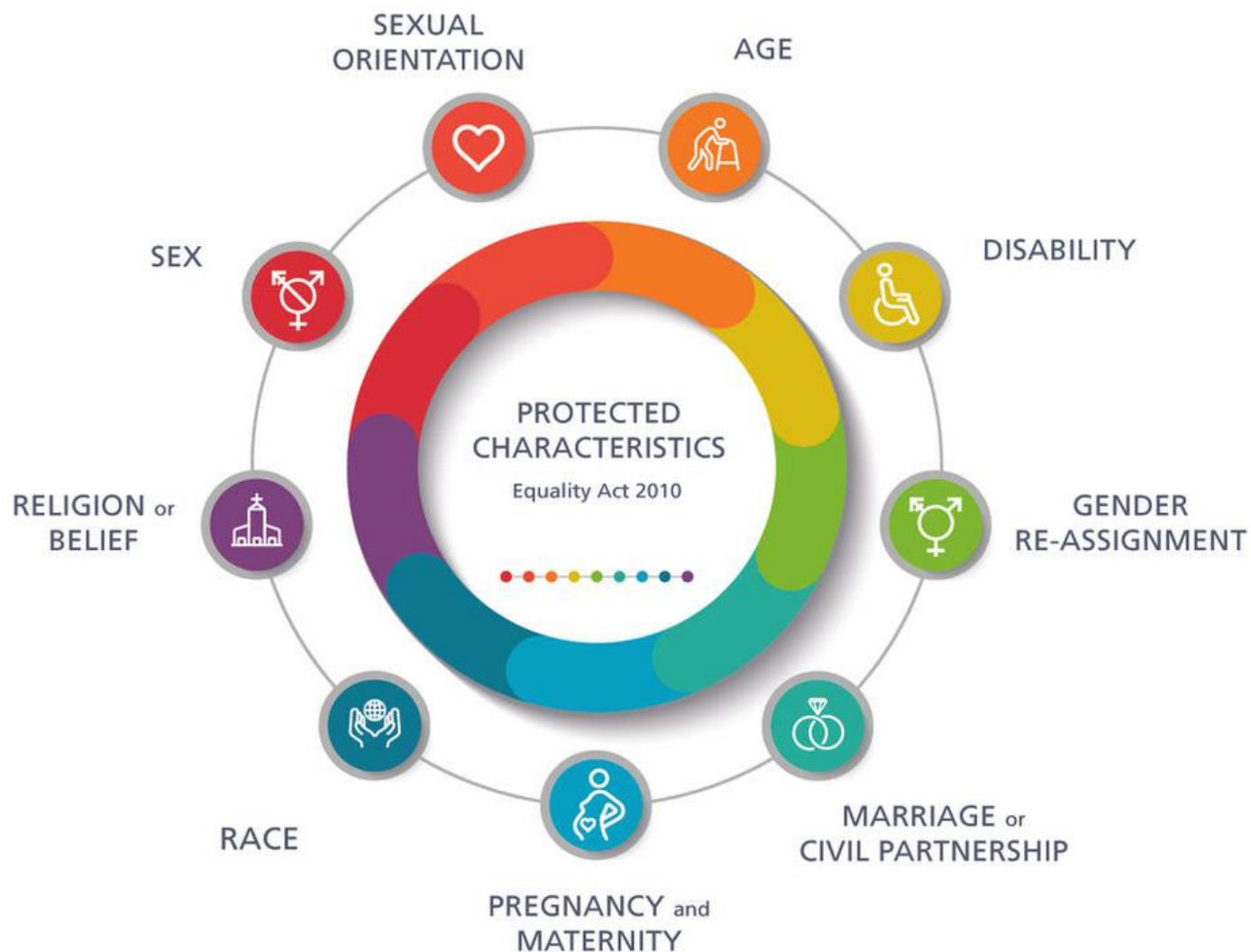
**The Rule of Law**

This is about having the freedom to make our own choices. In the UK, this means people have rights and freedom, as long as they do not harm another person's rights.  
At West Exe, this means your rights and individuality will be protected and celebrated. It also means you will have many exciting opportunities and experiences.

**Individual liberty**

## 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.



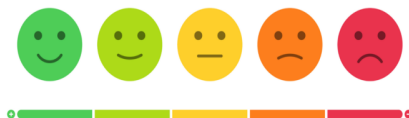
## Cycle 2 – January Attendance Reflection

My attendance so far this year is \_\_\_\_\_ %.

This equates to \_\_\_\_\_ days absent this year.

The main reasons for any absence are \_\_\_\_\_

Indicate how you feel about your attendance so far this year on the faces below:



**Boost your attendance** – tick 2 ways you are going to use to try and boost your attendance.

**Establish a routine:** Go to bed and wake up at the same time every day.

**Pack the night before:** Prepare your school bag, PE Kit and/or uniform in advance. Stop the morning panic.

**Stay healthy:** Prioritise sleep, good nutrition and exercise.

**Avoid distractions at night:** Limit screen time to ensure quality sleep.

**Communicate challenges:** Talk to your Tutor, Head of Year or other trusted adult if you are worried about school.

**Encourage each other:** Support your friends and encourage them to have good attendance so you can spend time with each other at school.



### Cycle 2 – February Attendance Reflection

My attendance so far this year is \_\_\_\_\_ %.

This equates to \_\_\_\_\_ days absent this year.

The main reasons for any absence are \_\_\_\_\_

Indicate how you feel about your attendance so far this year on the faces below:



**Attendance push and pull factors** – complete the table below during your welcome back session.

Push factors	Pull factors



# 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.

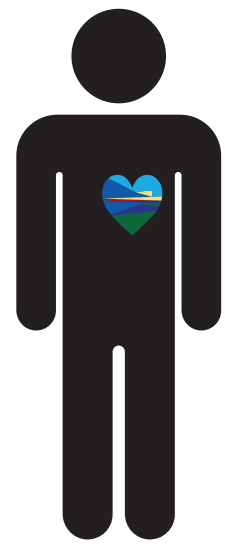
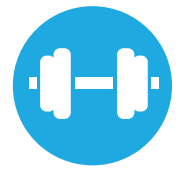
**Healthy body - healthy mind!** Links between physical activity and mental wellbeing. WES 10-a-day.

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

I will change my technology use by...

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

What could you change at home

**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.

**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?

**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



**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...

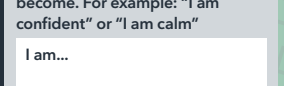
**Mindfulness**

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.

**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.

**New habits and actions**

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	
<b>Following text at all times</b>	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.
<b>Switching the reader</b>	When you are given the instructions you are to take over the reading for a period of time. All pupils are expected to read.
<b>Holding the place</b>	Using your bookmarks to carefully note where you have stopped reading so that you can commence reading again swiftly once discussion is over.
<b>Checking the punctuation/emphasis</b>	Your teacher may ask you to reread a section, paying attention to the pauses, exclamation marks and question marks written in the text.
<b>Pointing out the error</b>	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

Percy Jackson and the lightning thief - Rick Riordan (2005)

**“If my life is going to mean anything, I have to live it myself.”**

**Synopsis:** Percy Jackson is a twelve-year-old boy with dyslexia and ADHD from New York City. While on a school trip to the Metropolitan Museum of Art, one of the chaperones, Mrs. Dodds, turns into a Fury and attacks him! Percy then learns he is the son of the Greek god Poseidon. Zeus, Poseidon, and Hades had sworn not to father any more children after World War II, and as such, Poseidon did not interact with him as a child. The gods took that pledge because their children were too strong and had the potential to cause immense. When Percy learns that he is at risk, he also learns that Camp Half-Blood (a place for demi-gods like him).

**Context:**





Rick Riordan has said that the development of these novels began when he was telling bedtime stories to his son, Haley Riordan. Haley had been diagnosed with ADHD and dyslexia. Haley had been studying Greek mythology in second grade and asked his father to tell him stories based on Greek myths. When Riordan ran out of myths, his son suggested that he make up new stories based on the gods.



## Year 8 CYCLE 2 ENGLISH - Gothic Writing

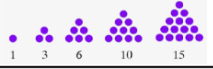

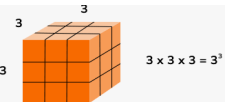
Gothic Conventions			Gothic Vocabulary		
1	<b>Dark Setting</b>	This convention involves a dark setting can be created through isolated or decaying locations like old castles or mansions. It may also have gloomy weather to evoke a sense of mystery or foreboding.	1	<b>Deformed</b>	(Of a person or part of the body) Not having the normal or natural shape or form
2	<b>Troubled Hero</b>	This convention involves a protagonist marked by inner conflict, turmoil or emotional distress and even a haunted past.	2	<b>Isolation</b>	To be separated from others or being alone, either physically or socially
3	<b>Supernatural</b>	This convention involves mysterious and unexplained forces such as ghosts and vampires used to create fear and even symbolise themes of the unknown.	3	<b>Ambition</b>	A strong desire to achieve something
4	<b>Madness and Insanity</b>	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.	4	<b>Torment</b>	Severe physical or emotional pain or suffering
5	<b>Isolation</b>	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.	5	<b>Vengeful</b>	To want or seek revenge
6	<b>Secrets and Mystery</b>	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.	6	<b>Decay</b>	To slowly break down, rot or fall apart over time
7	<b>Unreliable Narrator</b>	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.	7	<b>Lurking</b>	Hiding or staying hidden, usually with a secret or suspicious purpose
8	<b>Death</b>	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.	8	<b>Immortality</b>	Living forever or never dying
9	<b>Guilt</b>	The convention of guilt explores the psychological and emotional consequences of our actions and the effects that they may have.	9	<b>Vampirism</b>	The condition of being a vampire who drinks blood and lives forever
10	<b>Good vs Evil</b>	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.	10	<b>Revelation</b>	A surprising or important piece of information that is made known, especially something that was previously hidden or unknown
			11	<b>Desolation</b>	A state of emptiness, loneliness or destruction
			12	<b>Obsession</b>	Having an uncontrollable, persistent thought, idea or feeling that dominates a person's mind.
			13	<b>Paranoia</b>	An irrational or excessive feeling of distrust or suspicion, often believing others are trying to harm or deceive you without real proof
			14	<b>Claustrophobia</b>	A fear of being in small, enclosed spaces
			15	<b>Allegory</b>	A story, poem, or picture that can be interpreted to reveal a hidden meaning
			16	<b>Symbolism</b>	The use of symbols to represent ideas or qualities
			17	<b>Foreboding</b>	A feeling that something bad or unpleasant is going to happen.

## Year 8 CYCLE 2 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.</p>	<ul style="list-style-type: none"> <li>• Dark setting</li> <li>• Supernatural</li> <li>• Troubled hero</li> <li>• Death</li> <li>• Madness and Insanity</li> </ul>
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"> <li>• Dark setting</li> <li>• Supernatural</li> <li>• Troubled hero</li> <li>• Isolation</li> <li>• Secrets and Mystery</li> </ul>
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, 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"> <li>• Dark setting</li> <li>• Supernatural</li> <li>• Isolation</li> <li>• Good vs Evil</li> <li>• Secrets and Mystery</li> </ul>
4) The Tell Tale Heart 	<p>The Tell-Tale Heart is a dark story about a man who becomes obsessed with his elderly neighbour's "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 led to confess his crimes to the police.</p>	<p>Influenced by the Victorian era's growing interest in mental health, Edgar Allan 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"> <li>• Dark setting</li> <li>• Madness and Insanity</li> <li>• Unreliable narrator</li> <li>• Death</li> <li>• Guilt</li> </ul>



Year 8 CYCLE 2 MATHS

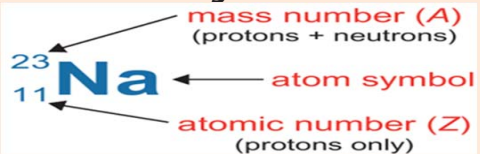
Word	Used in context	Definition	Example
<b>Prime</b>	Which of the following numbers are <b>prime</b> ?	A number with exactly two <i>different</i> factors; one and itself.	$\frac{2}{1 \cdot 2} \quad \frac{3}{1 \cdot 3} \quad \frac{5}{1 \cdot 5}$
<b>Indices (pl.) / Index (sing.)</b>	Express $3 \times 3 \times 3 \times 3$ in <b>index</b> form.	A number which shows how many times a number or letter has been multiplied by itself.	$3 \times 3 \times 3 \times 3 = 3^4$
<b>Triangular Numbers</b>	What is the 2 <sup>nd</sup> <b>triangular number</b> ?	The result of adding all the previous integers together.	
<b>Square Numbers</b>	What is the 5 <sup>th</sup> <b>square number</b> ?	The result of multiplying a number by itself.	
<b>Cube Numbers</b>	What is the 3 <sup>rd</sup> <b>cube number</b> ?	The result of multiplying a number by itself and then itself again.	
<b>Mixed Number</b>	Express $\frac{12}{5}$ as a <b>mixed number</b> .	A number made up of an integer (whole number) and a proper fraction.	$2\frac{2}{5} \quad 5\frac{3}{4} \quad 12\frac{1}{10}$
<b>Improper Fractions</b>	Express $2\frac{1}{2}$ as an <b>improper fraction</b> .	A number where the numerator is greater than the denominator.	$\frac{6}{4} \quad \frac{17}{5} \quad \frac{23}{7}$
<b>Simplest Form (Fractions)</b>	Write the fraction $\frac{5}{10}$ in its <b>simplest form</b> .	Smallest possible equivalent fraction where the numerator and denominator have no common factors.	$\frac{24}{30} \xrightarrow{\div 2} \frac{12}{15} \xrightarrow{\div 3} \frac{4}{5}$
<b>Cross-cancelling</b>	By using <b>cross-cancelling</b> , multiply the following fractions and give your answer in its simplest form.	The process of finding a common factor between the numerator of one fraction and the denominator of another fraction and dividing each by this.	$\frac{2}{3} \times \frac{3}{7} = \frac{2 \times 1}{3 \times 7} = \frac{2}{21}$
<b>Percentage</b>	A class contains 10 students, 5 of them are boys. What <b>percentage</b> of the class are boys?	Number of parts per hundred.	$\frac{30}{100} = 30\%$

Year 8 CYCLE 2 MATHS

Word	Used in context	Definition	Example
<b>Term</b>	In the expression $4x - 7$ , $4x$ is the <b>x-term</b> and 7 is the <b>number term</b> .	A single number or variable (letter).	
<b>Variable</b>	The <b>variable</b> in the expression $4x - 7$ is the letter $x$ .	A symbol (usually a letter) that represents an unknown number.	
<b>Co-efficient</b>	The <b>co-efficient</b> of $5x^2$ is 5.	A number used to multiply a variable. Variables with no number have a co-efficient of 1.	
<b>Equation</b>	The <b>equation</b> only has a variable on one side.	Two collections of terms that are equal.	
<b>(To) Solve</b>	<b>Solve</b> the following equation to find the value for $x$	Finding the value of an unknown variable.	$y + 14 = 20$ $-14 \quad -14$ $y = 6$
<b>Inverse</b>	What is the <b>inverse</b> operation for addition?	The process of undoing a calculation by doing the opposite operation.	
<b>Linear Equations</b>	Solve the <b>linear equation</b> .	An equation where the variable has a power of 1.	$y = 6x + 8$
<b>Substitute</b>	<b>Substitute</b> $y = 4$ into the expression: $3y + 6$ .	The process of replacing a variable in an equation, expression or formula with a known value.	$5x + y$ <p>If <math>x = 4</math> and <math>y = 3</math></p> $5 \times 4 + 3$
<b>Inequalities</b>	There are four <b>inequality</b> 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."	$6 > 2$ $-2 < 5$ $2x > 6$
<b>Ratio</b>	The <b>ratio</b> of boys to girls in my class is 5 : 4 .	A ratio says how much of one thing there is compared to another.	
<b>Proportion</b>	What <b>proportion</b> of my class are boys?	A number considered in comparison to the whole amount.	
<b>Direct Proportion</b>	Speed and distance are in <b>direct proportion</b>	When two amounts are in proportion, and one increases as the other increases.	
<b>Scale Factors</b>	Find the <b>scale factor</b> that transforms shape A to Shape B.	The number you multiply one amount by to get to another amount.	



Year 8 CYCLE 2 SCIENCE






Year 8 Combined Science Cycle Two	Week One	Week Two												
<p><b>Key Vocabulary</b></p> <ol style="list-style-type: none"> <li><b>Atom:</b> the smallest particle of a chemical element that can exist.</li> <li><b>Base:</b> a substance that will react with an acid to form only a salt and water.</li> <li><b>Chemical property:</b> how a substance reacts with other substances.</li> <li><b>Compound:</b> contains two or more types of atom joined together.</li> <li><b>Diatomic:</b> a molecule comprising of just two atoms, such as chlorine Cl<sub>2</sub>.</li> <li><b>Electronic configuration:</b> is the way in which <b>electrons</b> are arranged in an <b>atom</b>.</li> <li><b>Element:</b> contains just one type of atom .</li> <li><b>Inert:</b> does not react.</li> <li><b>Molecule:</b> a particle consisting of two or more atoms joined together by covalent bonding.</li> <li><b>Periodic table:</b> a chart in which the elements are arranged in order of increasing atomic number.</li> <li><b>Physical Property:</b> a description of how a material behaves to forces and energy.</li> </ol>	<p><b>Atomic structure:</b></p> <ol style="list-style-type: none"> <li>Atoms are made up of three smaller parts (called <b>subatomic particles</b>) : <b>protons, neutrons</b> and <b>electrons</b></li> <li>At the centre of atoms is a tiny <b>nucleus</b>, containing <b>protons</b> and <b>neutrons</b>.</li> <li><b>Electrons</b> are particles that occupy <b>electron shells</b> arranged around the nucleus.</li> <li>The <b>1<sup>st</sup> shell</b> can contain up to 2 electrons.</li> <li>The <b>2<sup>nd</sup></b> and <b>3<sup>rd</sup> shells</b> can contain up to 8 electrons.</li> </ol> <table border="1" data-bbox="856 662 1406 872"> <thead> <tr> <th>Particle</th> <th>Charge</th> <th>Mass</th> </tr> </thead> <tbody> <tr> <td>Proton</td> <td>+ 1</td> <td>1</td> </tr> <tr> <td>Neutron</td> <td>0</td> <td>1</td> </tr> <tr> <td>Electron</td> <td>- 1</td> <td>1/1835</td> </tr> </tbody> </table>	Particle	Charge	Mass	Proton	+ 1	1	Neutron	0	1	Electron	- 1	1/1835	<p><b>Using the periodic table:</b></p> <ol style="list-style-type: none"> <li>You can use a <b>periodic table</b> to find the number of <b>subatomic particles</b> each element has.</li> <li>The <b>atomic mass number</b> = the number of <b>protons</b> and <b>neutrons</b>.</li> <li>To find the <b>number of neutrons</b> in an atom subtract the atomic number from the atomic mass.</li> <li>The <b>atomic number</b> = the number of protons and is also the same as the number of electrons. This is because all atoms have <b>no overall charge</b>.</li> </ol> 
	Particle	Charge	Mass											
	Proton	+ 1	1											
	Neutron	0	1											
Electron	- 1	1/1835												
<p><b>Week Three</b></p>	<p><b>Week Four</b></p>													
<p><b>Periodic table – groups:</b></p> <ol style="list-style-type: none"> <li>The <b>periodic table is</b> arranged so that elements in the same vertical column (<b>group</b>) have similar <b>chemical</b> and <b>physical properties</b>, and show trends in those properties.</li> <li>All <b>alkali metals</b> (group 1 elements) have relatively low melting points, are soft and are easily cut. They are also <b>very reactive</b>.</li> <li>The <b>halogens</b> (group 7 elements) all exist as <b>diatomic</b> molecules. They are non-metal elements, which are poor conductors of heat and electricity.</li> <li>The <b>noble gases</b> (group 0 elements) are colourless, have low melting and boiling points and are poor conductors of heat and electricity. A unique property is that they are all <b>inert</b>.</li> </ol>	<p><b>Chemical rates of reaction:</b></p> <ol style="list-style-type: none"> <li>For a chemical reaction to occur the <b>reactant</b> particles must <b>collide</b> or <b>'bump'</b> together with enough <b>energy</b> to react.</li> <li>The minimum amount of energy needed for a reaction to occur is called its <b>activation energy</b>.</li> <li>During <b>successful collisions</b>, this energy helps to <b>break bonds</b>, so that atoms can be rearranged to make new substances (called <b>products</b>).</li> <li>In general, reaction rates are increased when:             <ol style="list-style-type: none"> <li>the <b>energy</b> of the collisions is increased (by <b>increasing temperature</b>)</li> <li>the <b>frequency</b> of collisions is increased (by increasing <b>concentration, pressure or surface area</b>).</li> </ol> </li> </ol>													

## Year 8 CYCLE 2 SCIENCE








Week Five	Week Six	Week Seven
<p><b>Investigating rates of reaction:</b></p> <ol style="list-style-type: none"> <li>The <b>rate of a reaction</b> is the speed at which <b>reactants</b> are turned into <b>products</b>.</li> <li>Reaction rates usually fastest at the start . This is when the concentration of the reactants is greatest.</li> <li>Increasing the <b>temperature</b> increases the <b>rate of reaction</b> because the reactant particles speed up and have more energy. They therefore <b>collide</b> more often and have enough <b>activation energy</b>.</li> <li>Increasing <b>surface area</b> increases the rate of reaction because more particles are <b>exposed</b>, so collisions occur more often.</li> <li>Rates of reaction can be measured by measuring changes in the <b>mass</b> or <b>volume</b> of reactants or products.</li> <li><b>Gas volumes</b> can be measured accurately using a <b>gas syringe</b>.</li> </ol>	<p><b>Acids and alkalis:</b></p> <ol style="list-style-type: none"> <li><b>Chemicals</b> can be either <b>acidic, alkaline</b> or <b>neutral</b>.</li> <li>The acidity or alkalinity of a solution can be measured on the <b>pH scale</b>. Most solutions lie between 0 and 14 on the scale.</li> <li>Solutions with a <b>pH of 7</b> are <b>neutral</b>. <b>Acidic</b> solutions have pH values <b>less than 7</b> and <b>alkalis</b> have a <b>pH greater than 7</b>.</li> <li>The pH of a solution can be found by using <b>indicators</b> –substances that change colour depending on the pH.</li> <li>Acids produce an excess of <b>hydrogen ions</b> (H<sup>+</sup>) when they dissolve in water.</li> <li>Alkalis produce excess <b>hydroxide ions</b> (OH<sup>-</sup>) in water.</li> </ol>	<p><b>Neutralisation:</b></p> <ol style="list-style-type: none"> <li>A <b>chemical reaction</b> (called neutralisation) happens when you mix together an <b>acid</b> and a <b>base</b>.</li> <li>In the reaction an acid and a base react to produce a <b>salt</b> and <b>water</b> only.</li> <li><b>Acid + base → Salt + water</b></li> <li>The water (H<sub>2</sub>O) is produced from the <b>H<sup>+</sup> ions</b> from the acid reacting with the <b>OH<sup>-</sup> ions</b> from the alkali.</li> <li>A <b>neutral solution</b> is made if you add just the right amount of acid and a base together.</li> <li>This can be done more than once to find an <b>average volume</b>.</li> </ol>
Week Eight	Week Nine	Week Ten
<p><b>Covalent bonding:</b></p> <ol style="list-style-type: none"> <li>A <b>covalent bond</b> is formed when a pair of <b>electrons</b> is shared between two <b>atoms</b>.</li> <li>It usually occurs between <b>non-metal atoms</b>.</li> <li>These <b>shared electrons</b> are found in the <b>outer shells</b> of the atoms.</li> <li>Sharing electrons enables the atoms to form <b>full outer shells</b> of electrons and become more <b>stable</b>.</li> <li><b>Covalent</b> substances typically have: <ol style="list-style-type: none"> <li>low melting points</li> <li>low boiling points</li> <li>poor conductivity of electricity</li> </ol> </li> <li>Examples of <b>simple covalent</b> structures include: hydrogen, water, methane, oxygen and carbon dioxide.</li> </ol>	<p><b>Endothermic &amp; Exothermic</b></p> <ol style="list-style-type: none"> <li><b>Chemical reactions</b> can be Endothermic or Exothermic.</li> <li><b>Heat</b> is given <b>out</b> during <b>exothermic</b> reactions.</li> <li><b>Heat energy is taken in</b> during <b>endothermic</b> reactions.</li> <li><b>Activation energy</b> is the <b>minimum amount of energy required</b> for a reaction to take place.</li> </ol> <div data-bbox="849 1277 1406 1477"> </div>	<p><b>Combustion &amp; Fuels</b></p> <ol style="list-style-type: none"> <li>Burning is a type of <b>combustion</b>.</li> <li><b>Fuels</b> react with <b>oxygen</b> in the air during combustion.</li> <li>Examples of <b>hydrocarbon fuels</b> are; <b>Diesel, petrol &amp; Kerosene</b>.</li> <li><b>Complete combustion</b> is when there is lots of oxygen to react with hydrocarbon fuels.</li> <li><b>Carbon dioxide</b> and <b>water</b> are products of complete combustion.</li> <li><b>Incomplete combustion</b> is when there is not enough oxygen to react with the hydrocarbon fuels.</li> <li><b>Carbon Monoxide</b> and <b>carbon</b> are a product of incomplete combustion.</li> <li>Less energy is given out during incomplete combustion than complete combustion.</li> </ol>



## Year 8 CYCLE 2 GEOGRAPHY - Development & Resources

WEEK 1	WEEK 2	WEEK 3 	WEEK 4	WEEK 5 
<p><b>Development:</b> the process of change by which people reach an acceptable standard of living or quality of life.</p> <p><b>Gross National Income (GNI):</b> the total value of goods and services in a country as well as income earned from investments overseas.</p> <p><b>Birth and death rate:</b> the number of people who are born/die in a year per 1000 people In 2016, the richest 20% consumed 80% of the world's resources.</p>	<p>Causes of <b>uneven development</b> around the world can be physical and human.</p> <p><b>Physical factors:</b> climate, natural disasters, mountainous land, being landlocked (means not having a coastline which has prevented trade), quality of soils, available natural resource</p> <p><b>Human factors:</b> colonial past (governed by other countries e.g. British Empire), education, political unrest, poor governance, war and conflict, disease and debt.</p>	<p><b>Quality of life:</b> the general wellbeing of people which includes income, health, education, employment and the environment.</p> <p><b>North-South divide:</b> refers to the economic and social differences between Southern England and the rest of Great Britain. The divide cuts through the Midlands. In the north, life expectancy is lower, there is more unemployment and you are less likely to achieve high grades at school.</p>	<p><b>Employment structure:</b> dividing businesses and industries into sectors</p> <p><b>Primary industries:</b> involve collecting raw materials such as farming, mining &amp; fishing</p> <p><b>Secondary industries:</b> making the raw material into a product e.g. factory worker</p> <p><b>Tertiary industries:</b> providing a service e.g. teacher, policeman</p> <p><b>Quaternary industries:</b> information and technology e.g. space science, pharmaceuticals</p>	<p><b>Sustainable Development Goals (SDGs):</b> 17 goals defined by the UN in 2015. These goals call for action by all countries and aim to end poverty, fight inequality and injustice and tackle climate change by 2030.</p> <p><b>Send a Cow:</b> a charity which started in 1988 by sending cows from the UK to parts of Africa including Kenya and Uganda. They now teach farming techniques such as water harvesting, vegetable growing and tree planting.</p>
WEEK 6	WEEK 7 	WEEK 8 	WEEK 9 	WEEK 10
<p><b>Natural resources:</b> substances found in nature which can be used by humans e.g. wood, minerals and water.</p> <p><b>Non-renewable:</b> substances which are limited and so will run out one day or cannot be replaced during our lifetime e.g. oil.</p> <p><b>Water scarcity:</b> a lack of freshwater resources available to meet the demands of water use in an area.</p> <p><b>Fossil fuel:</b> a natural hydrocarbon fuel such as petroleum, coal or gas formed from the fossilised remains of ancient plants and animals.</p>	<p><b>Crude oil:</b> naturally occurring and unrefined petroleum that can be refined into diesel, petrol, gasoline, kerosene and other petrochemicals.</p> <p><b>The Middle East</b> region holds 48% of the world's oil reserves and 43% of the world's natural gas. It has experienced 570 million years of uninterrupted sedimentation, an ideal setting for the creation of <b>hydrocarbons</b>. Oil was discovered in 1908 in what is now Iran.</p>	<p><b>Russia</b> produces 20% of the world's natural gas and is the world's leading producer of oil. Russia <b>exports</b> steel and aluminium. About 20% of the world's forests lie in Russia, supplying much of the world's timber including pine and cedar. In 2007, Russian explorers carried out scientific research on the ocean floor, 4200 m below the North Pole. Two mini submarines planted a one-metre high titanium Russia flag on the underwater Lomonosov ridge.</p>	<p><b>Iceland</b> has the highest percentage of <b>renewable energy</b> contributing to its energy mix of any country in the world. Renewable sources provide 100% of Iceland's electricity and heat. 80% of electricity is generated from <b>hydropower</b> and 20% comes from <b>geothermal power</b>. Water heated geothermally is used in the majority of Iceland's homes. Iceland uses non-renewable fossil fuels for cars, other transport and some industry. This means CO<sub>2</sub> per person is still high.</p>	<p><b>Malthus' theory:</b> examines the relationship between population and food production. While population grows geometrically (1, 2, 4, 8, 16 etc), food production increases arithmetically (1, 2, 3, 4, 5 etc). Eventually, population will outstrip food production.</p> <p><b>Boserup's theory:</b> came in 1965. Suggests population growth is positive and we invent new methods to obtain food when supplies begin to run out e.g. genetically modified crops.</p>

# Year 8 CYCLE 2 HISTORY - British Empire & The Transatlantic Slave Trade

<p>1 Empire</p>	<ul style="list-style-type: none"> <li><b>Empire</b> is a term used to describe a group of countries ruled by another ruler or country.</li> <li>The countries that are part of an empire are called <b>colonies</b>. For example, India was a <b>colony</b> in the British Empire.</li> <li>The British Empire expanded by exploiting <b>natives</b> (people originally from the country), using its military power, technology and using its economic power.</li> <li>The countries in red show countries in the British Empire. At the Empire's height, 1/4 of the world's population lived under British rule.</li> </ul> 	<p>6 Impact on Britain</p>	<ul style="list-style-type: none"> <li>The British Empire had a significant impact on Britain.</li> <li>Between 1800 and 1914, around 14 million <b>emigrated</b> from Britain to colonies in the British Empire.</li> <li>Empire created new jobs in factories and the docks.</li> <li>Around 40% of the men fighting in WWI and WWII were from colonies in the Empire.</li> <li>People made lots of money from investing in businesses linked to the Empire. For example, the Indian railway.</li> <li>Many companies that still exist today made their money from the British Empire.</li> <li>The man who built and owned Castle Drogo, in Devon, made his money from shops that sold Empire goods.</li> </ul> 
<p>2 India</p>	<ul style="list-style-type: none"> <li>The East India Company was given a <b>Royal Charter</b> to trade in India. This meant they were the only English company allowed to trade there.</li> <li>The East India Company used <b>treaties</b> (official agreements), diplomacy (<b>working and communicating together</b>), violence and manipulation to take power from the Mughal Empire.</li> <li>In 1857, a group of Indian soldiers rebelled against the East India Company. The <b>rebellion</b> spread and lasted for around a year.</li> <li>The British government sent soldiers to India to help end the rebellion.</li> <li>This led to the British crown taking direct power over India in 1858. This became known as the British Raj.</li> <li>British rule had a lot of impact on India. For example, it built 65 hospitals, 2 million Indian soldiers died in WWII, and it controlled what farmers could grow.</li> <li>After WWII, in 1947, India gained independence from the British Empire.</li> <li>Before Britain gave up their power, they partitioned India and created Pakistan. Partition led to violent riots and mass migration.</li> </ul> 	<p>7 Transatlantic slavery</p>	<ul style="list-style-type: none"> <li>Between 1500 and 1800, around 12-15 million people were taken by force from Africa to be used as enslaved labour in the Caribbean, and North, Central and South America. This is called the <b>transatlantic slave trade</b>.</li> <li>It is estimated that over 2 million Africans died on the journey to the Americas.</li> <li>The journey across the <b>Atlantic</b> was known as the <b>Middle Passage</b> because it was between Africa and the Americas.</li> <li>The <b>enslaved</b> people who were taken lost their <b>freedom</b> and were forced to work for no money.</li> <li>Most went to work on <b>plantations</b> (large farms. They were seen in the eyes of the law as the property of the plantation <b>master</b>).</li> <li>When an enslaved person arrived in the Americas they would go to <b>auction</b>. This was place where they would be sold to the person offering the most money.</li> <li>If they had arrived with family, they would often be split up. They had no power or control over where they went to or what kind of work they would do.</li> </ul> 
<p>3 Australia</p>	<ul style="list-style-type: none"> <li>Australia was used as a <b>penal colony</b>. This was a place to send prisoners in order to separate them from the general population.</li> <li><b>Aboriginal</b> people, native people who originally lived in these lands, were treated badly by the British.</li> <li>This led to a <b>genocide</b> in Tasmania, an island off the coast of Australia.</li> <li>Genocide is the deliberate killing of a large group of people, with the aim of destroying that group.</li> <li>In 1803, between 4,000 to 8,000 aboriginal Tasmanians lived on the island of Tasmania. By 1855, only sixteen were still alive.</li> </ul> 	<p>8 Plantations</p>	<ul style="list-style-type: none"> <li>Once an enslaved person was taken to the plantation, they would be given a job.</li> <li>Most enslaved people worked as <b>field hands</b>. This meant they were working in the fields, perhaps picking cotton or cutting sugar cane.</li> <li>Some enslaved people worked in the plantation owner's house as servants, cooks or looking after children.</li> <li>Enslaved people faced brutal punishments, such as <b>flogging</b> (whipping).</li> <li>Enslaved people had the plantation owner's initials burnt onto their skin. This is called <b>branding</b>. This made it difficult to run away.</li> <li>If an enslaved person did run away they would usually be captured, returned to the plantation owner and harshly punished.</li> <li>In Jamaica, groups of runaways called <b>maroons</b> hid from the plantation owners in the woods.</li> </ul>
<p>4 Africa</p>	<ul style="list-style-type: none"> <li>By 1914, the <b>partition</b> of Africa had happened. African land had been divided up into countries ruled as different colonies.</li> <li>Different colonies were part of different empires. The largest empires in Africa belonged to Britain and France.</li> <li>Cecil Rhodes was a British businessman who kept control and expanded his power in Southern Africa.</li> <li>He did this through his diamond mines, violence and political influence.</li> <li>By the end of the 19th century, his diamond country controlled 90% of the world's diamond industry.</li> </ul> 	<p>9 Abolition</p>	<ul style="list-style-type: none"> <li><b>Abolition</b> comes from the verb 'to abolish' and means to put an end to something.</li> <li>Many people fought for the <b>emancipation</b> (freedom) of enslaved people.</li> <li>St Domingue was an island ruled by enslaved people who had runaway or achieved freedom.</li> <li>Some enslaved people wrote books and gave talks about their experiences. Hearing the realities of slavery shocked people and helped the abolition movement.</li> <li>However, some MPs were making lots of money from investments in companies linked to slavery. Therefore, they did not want to abolish slavery.</li> <li>Some people, like William Wilberforce, believed that slavery went against Christianity. Wilberforce was <b>Evangelical</b> (a type of Christianity) and used his political influence, petitions and talks to help the abolition movement. Slavery was <b>abolished</b> in Britain in 1807.</li> </ul>
<p>5 Hong Kong</p>	<ul style="list-style-type: none"> <li>Britain bought tea from China but China did not buy anything from Britain.</li> <li>Britain began to sell <b>opium</b> to China. Opium is a powerful and highly addictive drug.</li> <li>This led to many people in China becoming addicted. Crime also increased.</li> <li>Commissioner Lin ordered the 1,200 tonnes of British opium to be destroyed.</li> <li>Britain responded by launching a naval attack.</li> <li>Britain won the First Opium War. China and Britain signed the Nanjing Treaty.</li> <li>The <b>treaty</b> gave Britain Hong Kong and trading rights.</li> </ul> 	<p>10 Overview</p>	<p><b>British Empire:</b> The British Empire had a significant impact on its colonies and on Britain. At its height, 1/4 of the world's population lived in the British Empire. Power over countries changed over time. For example, in India the EIC initially had control. The British Empire exploited natives and used violence to maintain power. In Britain, it brought in lots of money, goods and created jobs.</p> <p><b>Transatlantic slavery:</b> Between 12-15 million people were trafficked (moved without their permission) during the transatlantic slave trade. When they arrived in the Americas, they were forced to work for no pay. Life as an enslaved person was very difficult and very few managed to run away. The abolition movement helped slavery to be abolished in Britain in 1807.</p>



## Year 8 CYCLE 2 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-2-10-words-ko?i=fka8p&x=1xqt>

Week 1		Week 2		Week 3		Week 4		Week 5	
el paso	step	ir	to go	van	they go/are going	dice	s/he says, it says	Revision of weeks 1-4	
atrás	backward	voy	I go/am going	el país	country	la vida	life		
adelante	forward	va	he/she/it goes	tomar	to take/drink	mejor	better		
la pena	sadness	vamos	we go/are going	el tema	topic, issue, theme	mil	thousand		
la alegría	happiness, joy	porque	because	pronto	soon	crecer	to grow, growing		
el ánimo	encouragement	¿por qué?	why?	próximo/a	next (m/f)	la altura	altitude		
la vergüenza	embarrassment	el mundo	world	enseñar	to teach /teaching	la lluvia	rain		
la tristeza	sadness	extranjero	abroad	la compra	purchase	seco/a	dry (m/f)		
la rabia	anger	la mañana	morning	la copa	glass, drink	la frontera	border		
la risa	laughter	divertido/a	fun (m/f)	la tapa	lid, cover	el paisaje	landscape		
Week 6		Week 7		Week 8		Week 9		Week 10	
un poco	a little, few	ya	already	casi	almost	me	myself	Revision of Cycle 2 vocab	
dejar	to leave (something)	conocer	to know, get to know	traer	to bring, bringing	te	yourself		
el lado	side	conozco	I know, I get to know	traigo	I bring, I am bringing	poner	to put on		
el comentario	comment	ofrecer	to offer, offering	olvidar	to forget, forgetting	llamar	to call		
ayer	yesterday	ofrezco	I offer, I am offering	la salud	health	levantar	to get up		
enviar	to send, sending	apenas	hardly, barely	cuidar	to look after	demasiado	too much/many		
la red	network	sufrir	to suffer, suffering	el novio	boyfriend	despertar	to wake up		
encima	above	romper	to break, breaking	la novia	girlfriend	el espejo	mirror		
la foto	photo	Los Estados Unidos (EEUU)	United States (US)	el cumpleaños	birthday	el vestido	dress		
publicar	to publish, post (online)	el accidente	accident			el pantalón	trousers		

Weeks 11 & 12: revise weeks 1-10

Year 8 CYCLE 2 ART & DESIGN

**Year 8 ART and DESIGN**

**Project 1: OBJECTS AND ABSTRACTION – MODERN SCULPTURE**

\* I see: list 10 things that you can see in the art piece. \*\*I think- make 3 links between what you see and what you know, use your knowledge and understanding of the world, (what, when, how...) \*\*\*Opting for art or photography as one of your GCSEs? If so, copy the artist image as a voluntary stretch and challenge task\*\*\*

<p>Week 1&amp;2: Pablo Picasso, Guitar, 1912. Cut out and polychrome metal. 77cms high.</p>	<p>Week 3&amp;4: Bakota Reliquary Figure (Mbulu ngulu), Gabon. Wood, brass/copper.</p>	<p>Week 5&amp;6: Naum Gabo, Head Number 2, 1916, enlarged version 1964. Tate.</p>
<p><b>Task 1: I see*</b></p>  <p><b>Task 1: I think**</b></p> <p><b>Key Words</b>  <b>Assemblage or construction:</b> is an art form or medium, a way of making art. It is like a 3D collage in which the 3D parts or volumes project out from the base. It creates both hollow and raised areas.</p> <p><b>Stretch and Challenge:</b> Copy the artwork/make your own version – bring to your teacher***</p>	<p><b>Task 1: I see*</b></p>  <p><b>Task 1: I think**</b></p> <p><b>Key Words</b>  <b>Tribal Art:</b> is the visual art and material culture of indigenous peoples.  <b>Folk Art:</b> made in the context of folk culture, following a popular tradition.  <b>Stretch and Challenge:</b> Research masks from an African country or people of your choice – bring it to your teacher***</p>	<p><b>Task 1: I see*</b></p>  <p><b>Task 1: I think**</b></p> <p><b>Key Words</b>  <b>Deconstruction:</b> Is a visual thinking process, a type of analysis, in which natural forms are reduced to planes, angles and geometric shapes.  <b>Stretch and Challenge:</b> complete a photoshoot - make your own 3D version of a photo – bring it to your teacher***</p>
<p>Week 7&amp;8: Archipenko, Carrousel Pierrot. 1913. Painted plaster.</p>	<p><b>Week 9&amp;10:</b> Marcel Duchamp, <i>Bicycle Wheel</i>, 1951. Metal wheel mounted on painted wood stool.</p>	<p>Week 11&amp;12: James Rosenquist, World's Fair Mural, 1964. Weisman Art Museum.</p>
<p><b>Task 1: I see*</b></p>  <p><b>Task 1: I think**</b></p> <p><b>Key Words</b>  <b>Academic art:</b> true-to-life and high minded realist painting and sculpture. Championed by the French Academy of Fine Arts.  <b>Modern art:</b> playful styles that challenged academic art principles around 1910.  <b>Stretch and Challenge:</b> do some research – bring to your teacher***</p>	<p><b>Task 1: I see*</b></p>  <p><b>Task 1: I think**</b></p> <p><b>Key Words</b>  <b>Readymade:</b> objects (sometimes manufactured or mass-produced) selected by the artist and designated as art. This is a provocative art form.  <b>Stretch and Challenge:</b> make your own version – bring to your teacher***</p>	<p><b>Task 1: I see*</b></p>  <p><b>Task 1: I think**</b></p> <p><b>Key Words:</b>  <b>Pop Art:</b> Style born in USA in the 1950s and 60s influenced by popular culture.  <b>Mural art:</b> Art that is created on a wall, 2D and in a huge scale.</p>



## Year 8 CYCLE 2 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.

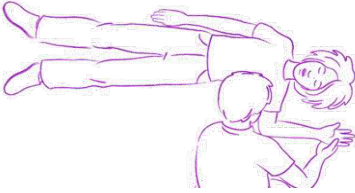
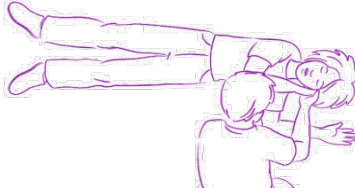
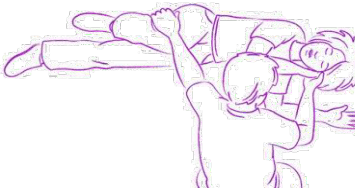
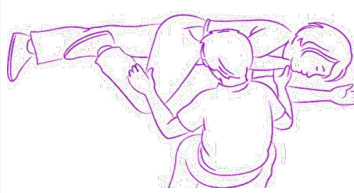
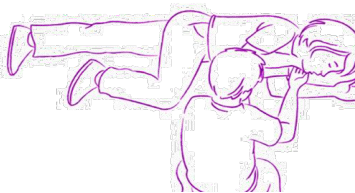
**Timeline** - The area of the screen where the frames and keyframes are shown.

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

## Year 8 CYCLE 2 PERFORMING ARTS - Exploring a script

Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10
<p><b>Script:</b> The written text of a play, containing; cast lists, stage directions and dialogue.</p> <p><b>Plot:</b> The story that a piece of drama is telling.</p> <p><b>Context:</b> The situation in which the plot takes place. This could include where the play is set, what historical period it takes place in and any important events or ideas that shaped the way that the people of that time and place behaved.</p> <p><b>Characters:</b> The people (or sometimes creatures) who feature in the play. They can be presented in a realistic or stylised way.</p> <p><b>Woosh!</b> A technique to quickly get to know the plot, characters and context of a play.</p> <p><b>Dilemma:</b> A situation in which a difficult choice has to be made between two or more alternatives, especially ones that are equally undesirable.</p>	<p><b>Status:</b> Your importance or power within a group of people. <i>It can be official, like a job title or unofficial like your place within your friendship group.</i></p> <p><b>High Status Tactics:</b> When playing a high status character you should try to make sure that everything you say intends to either raise your own status (bragging, showing off, one-upmanship) or puts others down (insults, dismissing, ignoring).</p> <p><b>Low Status Tactics:</b> When playing a low status character you should try to make sure that everything you say intends to lower your own status (apologising, criticising yourself, doubting yourself) or raises someone else's status (compliments, praise, worshipping).</p> <p><b>Subtext:</b> The unspoken meaning of what your character is saying. You can communicate subtext through your voice, facial expressions, posture, body language and gesture.</p>	<p><b>Blocking:</b> A process that takes place at early rehearsals in which the directors and actors work together to get a basic idea of where the actors are going to move and stand or sit. Basically it is figuring out everyone's positioning throughout each scene of the play.</p> <p><b>Spatial awareness:</b> As a performer you need to be aware of your position in relation to the other actors on stage, the set and the audience.</p> <p><b>Proxemics :</b> The use of space, levels and position to create meaning.</p> <p><b>Stage Directions:</b> The information in the script about entrances and exits, setting and the movement of the actors.</p> <p><b>Style:</b> The style of a play is about the way you approach the script. You might want to make it as realistic as possible or try and make it non-naturalistic.</p> <p><b>Abstract:</b> Making something stylized and different from reality. Abstract drama is often described as non-naturalistic.</p>	<p><b>Character Arc:</b> The inner journey of a character over the course of a story. As performers we have to balance showing this change to the audience whilst making sure the character is still recognisable.</p> <p><b>Fate:</b> The idea that events are outside of the character's control.</p> <p><b>Free will:</b> The idea that the characters have the ability to make decisions that affect their lives.</p> <p><b>Message:</b> What do we think the play is trying to tell the audience. How do we make sure we get this message across to our audience?</p> <p><b>Placards:</b> Written text that can be shown to the audience to influence the way in which they see the play.</p> <p><b>Gestus:</b> A gesture or action that shows the attitude of the character to the situation they are in.</p> <p><b>Breaking the fourth wall:</b> Acknowledging the audience, either by speaking directly to them, physically interacting with them or making eye contact with them.</p>	<p><b>Rehearsal</b> – A process that begins with a read through of the script and ends with a finished performance.</p> <p><b>Lines:</b> The words in a play that your character speaks. You will need to learn these off by heart.</p> <p><b>Cues:</b> These are the moments that come just before your character speaks. They might be another character's line or an action.</p> <p><b>Interpretation:</b> Using everything you have learnt in this cycle to make decisions about how to present your final scene.</p> <p><b>Characterization:</b> The creation of a character from all of the information you have learnt about them and your performance skills.</p> <p><b>Audience awareness:</b> Keeping the position of your audience in mind whilst rehearsing and performing so you are able to see what is going on.</p> <p><b>Dress/Tech rehearsal:</b> A final run through of your performance that includes costume, lighting and sound.</p>

## Year 8 CYCLE 2a WEST EXE BACCALAUREATE - First Aid

Week 1		Week 2		Week 3		Week 4		Week 5	
1. Place the arm nearest to you at right angles to the casualty's body.		2. Bring the other arm across the casualty's chest and hold the back of their hand against the cheek on your side.		3. Lift the leg furthest away from you just above the knee and pull it up, keeping their foot flat on the ground.		4. Pull on the far leg whilst supporting their head and roll the casualty towards you on their side.		5. Position the upper leg to stop the casualty from rolling on their front. Reopen the airway.	
									
Asthma attack		Bites and stings		Bleeding (minor)		Burns and scalds		Choking	
<b>Symptoms:</b> <ul style="list-style-type: none"> <li>difficulty breathing</li> <li>wheezing</li> <li>difficulty speaking</li> <li>distress &amp; anxiety</li> </ul>	<b>Actions:</b> <ul style="list-style-type: none"> <li>reassure the casualty</li> <li>help them use their reliever inhaler</li> <li>tell them to breathe deeply &amp; slowly</li> <li>allow them to sit in a comfortable position</li> </ul>	<b>Symptoms:</b> <ul style="list-style-type: none"> <li>pain, redness or swelling around the site of bite / sting</li> <li>severity will depend on source of bite / sting</li> </ul>	<b>Actions:</b> <ul style="list-style-type: none"> <li>reassure them &amp; try to brush off the sting</li> <li>if can, raise the affected part</li> <li>apply an icepack</li> <li>if swelling or pain remains, seek medical help</li> </ul>	<b>Symptoms:</b> <ul style="list-style-type: none"> <li>blood oozing from wound or dripping from nose</li> <li>even with minor bleeding, shock can be a factor</li> </ul>	<b>Actions:</b> <ul style="list-style-type: none"> <li>clean and dry the wound &amp; cover with an adhesive dressing</li> <li>sit them down, leaning forward</li> <li>If bleeding continues, seek medical help</li> </ul>	<b>Symptoms:</b> <ul style="list-style-type: none"> <li>redness</li> <li>swelling</li> <li>blisters</li> <li>charred skin</li> </ul>	<b>Actions:</b> <ul style="list-style-type: none"> <li><u>Cold running water 10 mins MINIMUM</u></li> <li>remove jewellery</li> <li>apply sterile dressing or cling film</li> <li>treat for shock if necessary</li> </ul>	<b>Symptoms:</b> <ul style="list-style-type: none"> <li>difficulty speaking or breathing</li> <li>red-purple colour around neck and face</li> <li>pointing to or grasping the mouth or throat</li> </ul>	<b>Actions:</b> <ul style="list-style-type: none"> <li>tell them to try and cough</li> <li>give up to <b>5</b> back blows &amp; then up to <b>5</b> abdominal thrusts</li> <li>repeat cycle up to <b>3</b> times</li> <li>seek medical help</li> </ul>
Electric shock		Fainting		Head injury (concussion)		Seizures		Severe allergic reaction	
<b>Symptoms:</b> <ul style="list-style-type: none"> <li>casualty may be unconscious</li> <li>burns</li> <li>signs of shock</li> </ul>	<b>Actions:</b> <ul style="list-style-type: none"> <li>try to make the area safe</li> <li>do not approach the casualty if electrical contact is live</li> <li>treat any burns</li> <li>treat for shock</li> <li>be prepared to resuscitate</li> </ul>	<b>Symptoms:</b> <ul style="list-style-type: none"> <li>brief loss of consciousness that causes the casualty to fall to the floor</li> <li>pale, cold skin</li> <li>sweating</li> </ul>	<b>Actions:</b> <ul style="list-style-type: none"> <li>if they feel faint, help them to lay down</li> <li>raise their legs</li> <li>open the windows so they have plenty of air</li> </ul>	<b>Symptoms:</b> <ul style="list-style-type: none"> <li>impaired consciousness</li> <li>mild headache</li> <li>loss of memory</li> <li>dizziness</li> <li>nausea on recovery</li> </ul>	<b>Actions:</b> <ul style="list-style-type: none"> <li>monitor their vital signs</li> <li>don't leave them</li> <li>take to hospital if get worse</li> <li>don't allow them to take part in physical activities</li> </ul>	<b>Symptoms:</b> <ul style="list-style-type: none"> <li>sudden unconsciousness</li> <li>rigid and arching back</li> <li>convulsions</li> <li>they may feel tired &amp; fall into a deep sleep</li> </ul>	<b>Actions:</b> <ul style="list-style-type: none"> <li>try to control their fall</li> <li>make a safe space around them</li> <li>record the time seizure began</li> <li>place a soft object under their head</li> <li>when seizure ends check for breathing</li> </ul>	<b>Symptoms:</b> <ul style="list-style-type: none"> <li>red, blotchy skin</li> <li>swelling of the tongue and throat</li> <li>difficulty breathing</li> <li>condition can develop quickly</li> </ul>	<b>Actions:</b> <ul style="list-style-type: none"> <li>dial 999 / 112</li> <li>help them use their auto-injector</li> <li>help them sit in a way that allows them to breathe more easily</li> <li>treat for shock</li> </ul>

## Year 8 CYCLE 2b WEST EXE BACCALAUREATE - The Law & Online Safety

WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<p><b>Age of criminal responsibility:</b> The age at which a person can be charged with committing a crime</p> <p><b>Civil law:</b> The area of the law which deals with disputes between individuals and/or companies</p> <p><b>Crime:</b> Any action that breaks a law</p> <p><b>Criminal law:</b> The area of law which deals with actions that go against the laws of the country</p>	<p><b>Crown Court:</b> A court dealing with serious offences where evidence is presented before a jury (usually) and a judge</p> <p><b>Innocent until proven guilty:</b> A person is assumed to be innocent unless it can be proved they committed the crime for which they have been charged</p> <p><b>Judge:</b> A legally trained official who oversees a case in a Crown Court and decides on the sentence after a guilty verdict</p>	<p><b>Jury:</b> 12 citizens who hear and see evidence presented in a Crown Court and decide if the defendant is guilty or innocent</p> <p><b>Laws:</b> The rules of a country</p> <p><b>Magistrate:</b> An official who hears evidence in a Magistrates' Court and decides if the defendant is guilty or innocent</p> <p><b>Young offender:</b> A criminal under the age of 18</p> <p><b>Youth Court:</b> Special courts which deal with offences committed by under 18s</p>	<p><b>Tips to stay safe online</b></p> <ol style="list-style-type: none"> <li><b>1. Think before you post</b> Don't upload or share anything you wouldn't want your parents, teachers or future employers seeing. Once you post something, you lose control of it.</li> <li><b>2. Don't share personal details.</b> Keep all personal details private, and check what people can see in your privacy settings.</li> <li><b>3. Watch out for phishing and scams.</b> Phishing is when someone tries to trick you into giving them information, e.g. your password. Never click links from emails or messages that ask you to share your details.</li> <li><b>4. Think about who you're talking to.</b> Even if you like someone you've met online, never share personal information with them.</li> <li><b>5. Keep your device and information secure.</b></li> <li><b>6. Never give out your password.</b> Make sure you pick strong, easy to remember passwords.</li> <li><b>7. Cover your webcam.</b> Some viruses let people access your webcam without you knowing, so keep it covered when not using it.</li> </ol>	<p><b>How to spot fake news</b></p> <p>Some websites report fake news or things that aren't completely true. This might be accidental or on purpose, maybe because they want people to think a certain way or they make money from people going to their site. Fake news can look real, but there are ways to help you spot it.</p> <ol style="list-style-type: none"> <li><b>1. Check the source.</b> Check the name of the website and its web address to see if it looks real. Some sites will try to look like other websites so you think they're genuine.</li> <li><b>2. Look for evidence.</b> Find out whether it's being reported on other sites that you know and trust. If it's only being reported on websites you've never heard of, then it might not be true.</li> <li><b>3. Don't decide straight away.</b> Sometimes headlines or stories are designed to scare or interest you. Read what's in the article carefully, ask yourself if it seems true and why they're saying it.</li> <li><b>4. Ask someone you trust.</b> Ask an adult whose opinion you trust to see what they think. Also, go to them if you're worried about something you've seen online.</li> </ol>
<p><b>Why we need laws</b></p> <p>Laws have three main aims:</p> <ol style="list-style-type: none"> <li><b>1. Protecting safety:</b> Many laws exist to protect people, e.g. laws against crimes. Health and safety laws aim to keep people safe at work and other places.</li> <li><b>2. Settling disagreements:</b> Judges decide who is right or wrong in disputes over such things as money, property, employment or relationships.</li> <li><b>3. Protecting rights, freedoms and equalities:</b> UK governments have introduced laws to protect people's rights and prevent discrimination. E.g. the Human Rights Act (1998) and the Equality Act (2010).</li> </ol>	<p><b>Types of law</b></p> <p><b>Civil law:</b> This mainly deals with disputes between people and a judge hears evidence and makes a decision to settle the dispute. Civil law also involves cases between individuals and companies. E.g., if a person buys a product which is faulty, and the company refuses to pay them a refund, the person can take them to civil court to get their money back. Finally, if two companies disagree about something, e.g., which of them owns the copyright to a new product, they can take the issue to a civil court for a judge to decide.</p>	<p><b>Types of law</b></p> <p><b>Criminal law:</b> This deals with actions that break one of the laws of the country. In the UK, there are three main types of crime:</p> <p><b>Types of crime</b></p> <ol style="list-style-type: none"> <li><b>1. Crime against a person:</b> where a person is physically hurt in some way; e.g. murder or assault</li> <li><b>2. Crime against property:</b> where an object is stolen or damaged; e.g. theft or vandalism</li> <li><b>3. Crime against the state:</b> a crime which affects the security or smooth running of the country; e.g. terrorism or refusing to pay taxes</li> </ol>		



## INTRODUCTION OF GRAMMAR

NAME	DEFINITION	EXAMPLE
Types of Verbs	<b>Verb</b> A verb expresses an action, state or a condition in a sentence. These can be either verbs of doing or being.	The boy <b>ran</b> to the park. I <b>was</b> here long ago.
	<b>Auxiliary Verbs</b> 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 <b>is</b> reading a book. We <b>were</b> going to the beach. I <b>had</b> to eat the cake.
	<b>Modal Verbs</b> These combine with other verbs to express necessity, possibility, and intention.	You <b>should</b> know what modal verbs are. He <b>might</b> not know the milk has gone bad. I <b>ought</b> to stop eating so much cake.
	<b>Participles</b> They are words formed from verbs and look like verbs, but they are used as adjectives (i.e. they describe a noun). <b>Past participles</b> end in 'ed'; <b>present participles</b> end in 'ing'. These will always be non-finite.	In the house, there was a <b>screaming</b> witch. The worried man kept eating the cake. The <b>dying</b> woman reached for the hand of her <b>weeping</b> son.
	<b>Gerunds</b> 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	<b>Finite or Non-finite Verbs</b> 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 <b>sat</b> on the bench, <b>looking</b> at the ducks. <i>Then, change the tense...</i> In the park, Ben <b>sits</b> on the bench, <b>looking</b> at the ducks. Sat is finite - It had to change. Looking is non-finite - It didn't need to change
Types/parts of sentence	<b>Main Clause/ Simple Sentence</b> A main clause/simple sentence has <b>one</b> - and only one - finite verb and a subject. (It can have as many non-finite verbs as you like.) A <b>subject</b> is the thing doing the verb.	The <b>crocodile</b> ate my friend. In the desert, <b>scorpions</b> hide. The <b>car crash</b> was unexpected and tragic.
	<b>Object</b> 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 <b>girl</b> kicked the <u>ball</u> . The <b>man</b> ate <u>all of the cake</u> .
	<b>Imperative Sentences</b> 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.
	<b>Compound Sentence</b> 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.
	<b>Complex Sentence</b> Made up of two parts: a <u>main clause</u> and <b>one or more subordinate clause</b> . A <i>subordinating conjunction</i> always comes at the start of the subordinate clause.	<u>The boy sat down</u> <b>after he heard the news</b> . <u>Nobody saw the alien</u> <b>because he was invisible</b> .

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	<b>Clauses</b> and <b>phrases</b> 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. <b>The nun, with whom I recently had a falling out with</b> , prayed to God.
	Fragments	A <b>fragment</b> 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. <b>Ever.</b> She told me that if I didn't do my homework, she'd put me in detention. <b>Well, whatever.</b> "Where are you going?" <b>"Home."</b>
Phrases	Phrases	Whereas a clause has <b>BOTH</b> a subject and a finite verb, a phrase does not have <b>BOTH</b> a subject and a finite verb. <b>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.</b>	This is a clause: after the <b>school day</b> ended. This is a phrase: after school.
	Prepositional Time Phrases	Phrases that indicated <b>when</b> 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 <b>where</b> 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.	<b>Thinking about her hot dinner</b> , the woman shifted on the cold seat. <b>Watching their daughters play football</b> , the two mothers shouted support.
	Past Participle Phrases (ED)	As above, but begins with an ED past participle.	<b>Scared he might not make it</b> , the boy ran to the toilet. The young couple hugged, <b>thrilled at the news of their pregnancy</b> .
	Adverbs	An adverb can be placed at the beginning, middle and end of a sentence. <b>Adverbs are used to qualify or modify the verb.</b> At the beginning it needs to be separated by a comma; in the middle of the <b>subject and finite verb</b> 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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