

Knowledge Book

Year 8

Cycle One

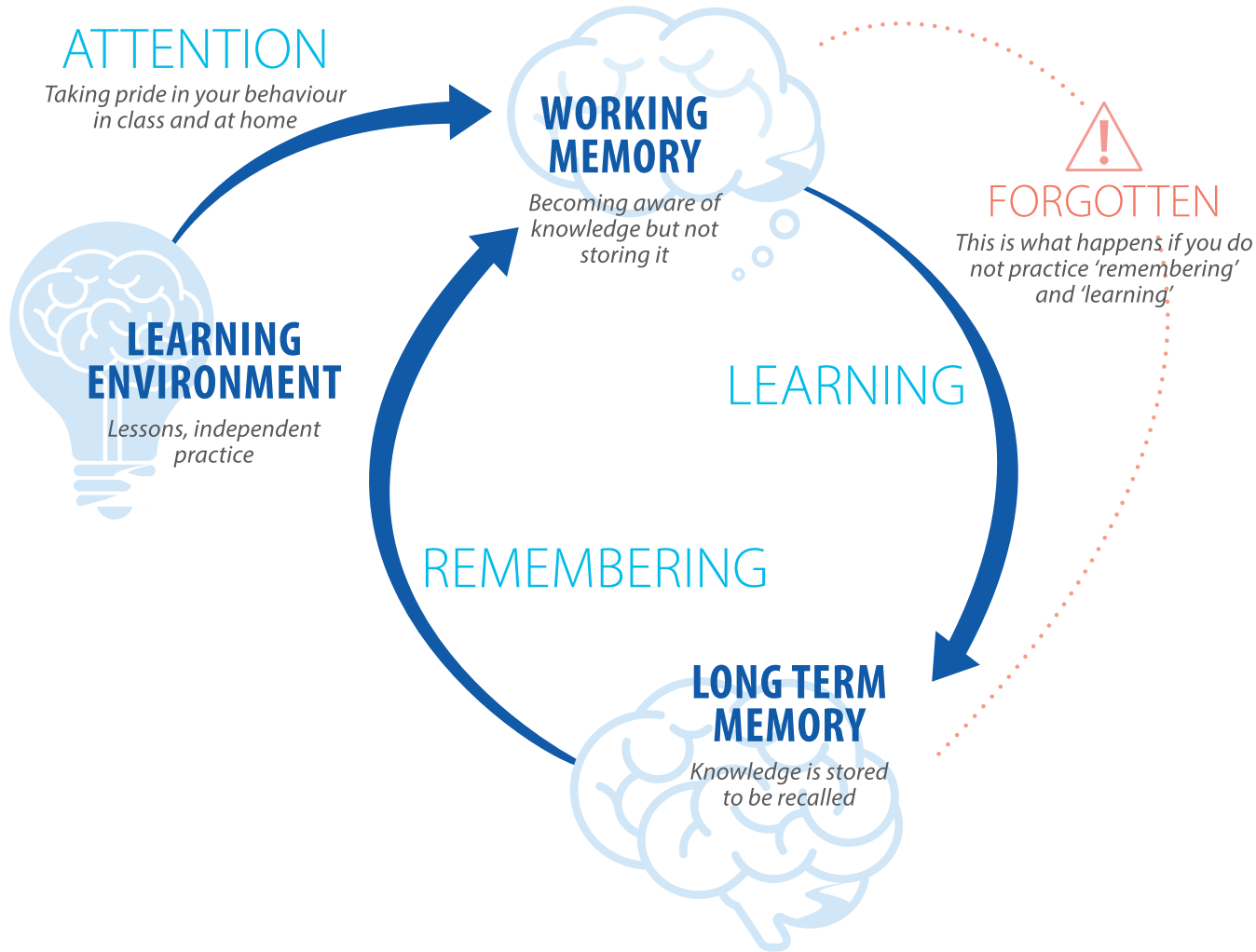
Name:



West Exe School

community • opportunity • success

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**.

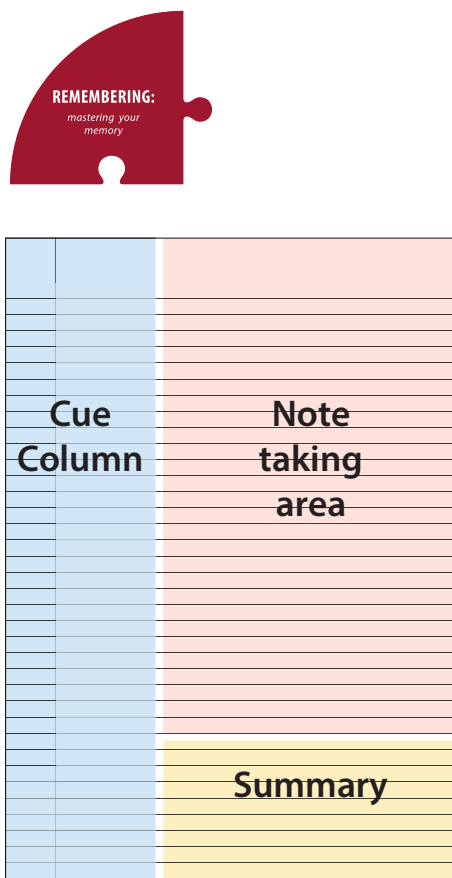
You can take practical steps to improve your ability to **learn** and **remember** key information and become the master of your memory.

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.

REMEMBERING: MASTERING YOUR MEMORY

Cornell Notes

1. Divide your page into three sections like in this diagram.
2. In the note taking area, complete your work normally (if taking notes, try only to write down key information)
3. In the bottom section, summarise all the information in the note taking area into 3 bullet points
4. The Cue Column is where the magic happens - in this area, write a series of quiz questions about the notes you have written.
5. When revising, try to answer the quiz questions in the cue column before you read your notes. If you can do it, well done! You have **remembered** this. If not, you need to **learn** it again.
6. The Summary at the bottom of the page also strengthens the learning. It can be used as a prompt for you too try and remember the knowledge in the note taking area.



Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.

You are expected to spend a minimum of one hour on extended practice each day, with additional tasks on Friday for the weekend. There are four subjects to study each day, with six on Friday, and the content expectations differ slightly subject to subject.

You should spend 20 minutes on each subject. The exceptions to this are Science and Spanish, which you should study for 10 minutes each time they appear on your homework timetable. **All weekly quizzes should be completed by 8am on Monday Morning.** The content of each subject is listed below and you will be assessed on your knowledge in every subject throughout each cycle.

Subject	Quizzing expectation	Subject	Quizzing expectation
Maths	Sparx maths - compulsory and target	Geography	Cornell notes and Sparx quiz
English	Cornell notes / Sparx Reader	History	Cornell notes and Sparx quiz
Science	Sparx Quiz	WEB	Cornell notes and Sparx quiz
Spanish	Weekly vocabulary and Language Nut	Creative Tech	Cornell notes and Sparx quiz

Extended Practice Timetable

This is your extended practice timetable. You need to complete the tasks for each subject on the timetabled day. Your tutor will check this the following morning. If you have not completed your homework for each subject, you will receive a detention to be carried out later that day.

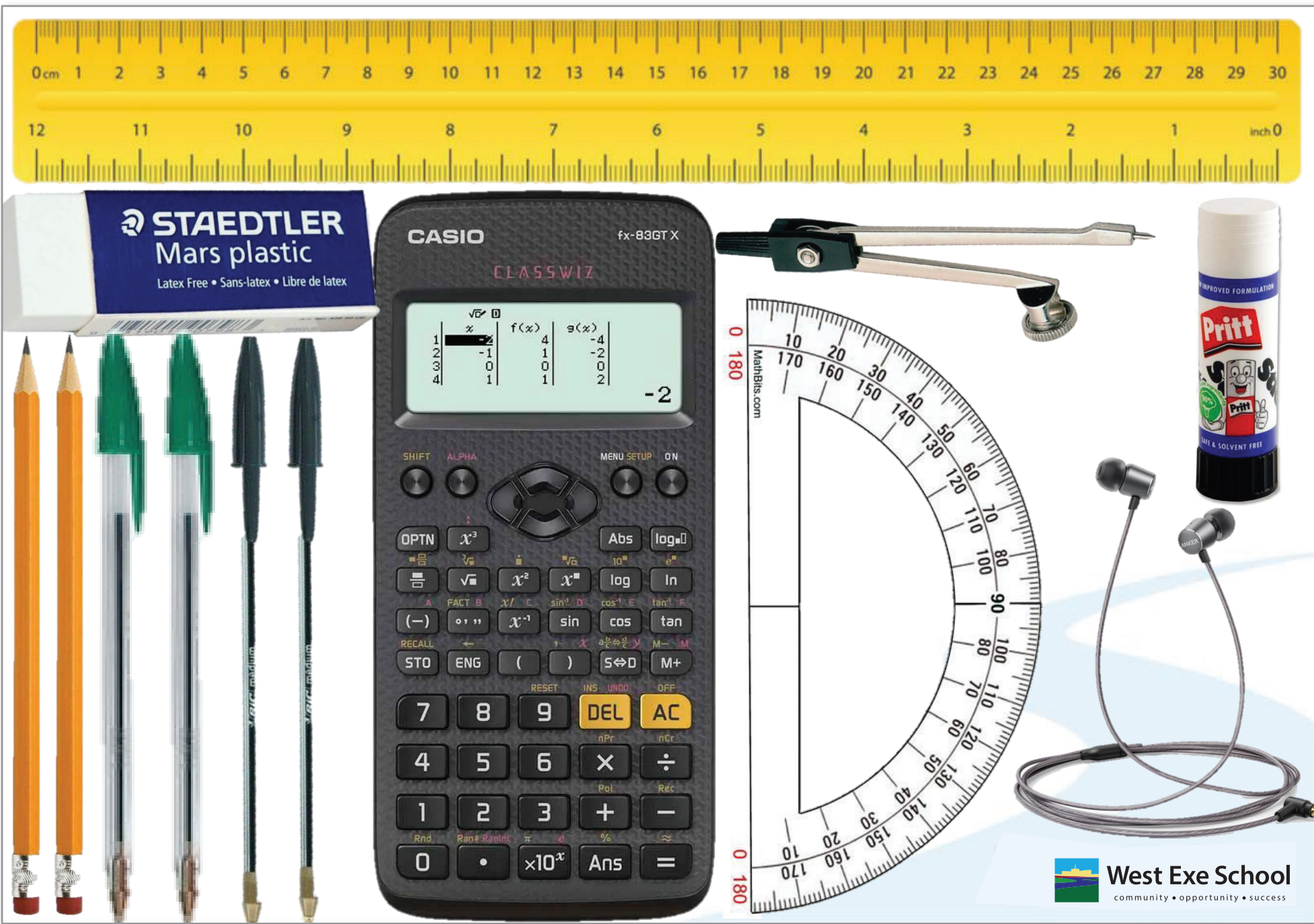
	10 minutes	10 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Monday	Science	Spanish	English	Maths - SPARX		
Tuesday	Science	Spanish	Geography	Maths - SPARX		
Wednesday	No homework due to The Electives 3:05 - 4:05					
Thursday	Science	Spanish	English	History		
Friday	Science	Spanish	English	Maths - SPARX	Creative Tech	WEB

Maths Sparx Reminder

Sparx practice is set 8am on a Wednesday morning and 100% of compulsory and Target is to be completed by **8am the following Wednesday morning**. There is an expectation that you have completed **50% by Monday 8am** and if you cannot meet that deadline, you will be invited to a support session at breaktime/after school on Monday. You are advised to start your tasks earlier than later. Support will be offered on a Friday and Monday at break in MA1 if you are struggling with any questions. Any student who has not completed 100% by **8am Wednesday morning** will be expected to attend Sparx after school catch up in MA1.




Sparx Reader

Sparx reader is set at 8am on a Thursday morning, and you have one week to complete your target. There is an expectation that you will have met **50% of your target by the Tuesday**. If you have not, you will be invited to a reading support session at breaktime that day. Any student that has not completed their full target by 8am on a Thursday will attend a Sparx reader catch up session in Eng1.



West Exe School
community • opportunity • success

HOUSE WEEK, WEST EXE SCHOOL & BRITISH VALUES

	West Exe School Values	British Values	House Week Activities	Key Questions
House Week 1	<p>Citizenship</p>  <p>Through respect, responsibility and integrity we make the world a better place.</p>	<p>Democracy</p> <p>Understanding how citizens can influence decision-making through the democratic process.</p> <p>Rule of Law</p> <p>Appreciating that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p>	<ul style="list-style-type: none"> • School Parliament Elections • House Charity Vote 	<p>What is a good citizen?</p> <p>What behaviours would we expect of a good citizen?</p> <p>Do we need rules?</p>
House Week 2	<p>Compassion</p>  <p>Through kindness and empathy we care and show respect for ourselves and others.</p>	<p>Tolerance and Mutual Respect</p> <p>Accepting that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. Importance of identifying and combating discrimination.</p>	<ul style="list-style-type: none"> • Charity Fundraising • Anti-bullying Ambassadors Activities • Green Team Activities <ul style="list-style-type: none"> • Mental Health • Celebrating Diversity 	<p>What is tolerance?</p> <p>Is tolerance enough?</p> <p>How does our community proactively combat discrimination?</p>
House Week 3	<p>Compassion</p>  <p>We are brave in our actions and ambitions in our dreams.</p>	<p>Individual Liberty</p> <p>Understanding that the freedom to choose and hold other faiths and beliefs is protected by law.</p>	<ul style="list-style-type: none"> • Transition Focused Activities <ul style="list-style-type: none"> • Sports Day • Taster Sessions (being brave and trying new things) 	<p>What does it mean to succeed?</p> <p>How do individuals demonstrate courage in our community?</p> <p>How is our individual liberty protected?</p>

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!*

**Speak**

"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.



TALKING FUTURES

Community

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



One day I think these jobs might be interesting...

Opportunity

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

- Assembly on "Careers & Curriculum Choices"
- Employer encounters
- Curriculum choices support and CareerPilot sessions

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 fit link to our student attributes, so strive to be your #BestExe every day.



SPORT, HEALTH AND NUTRITION

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

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

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

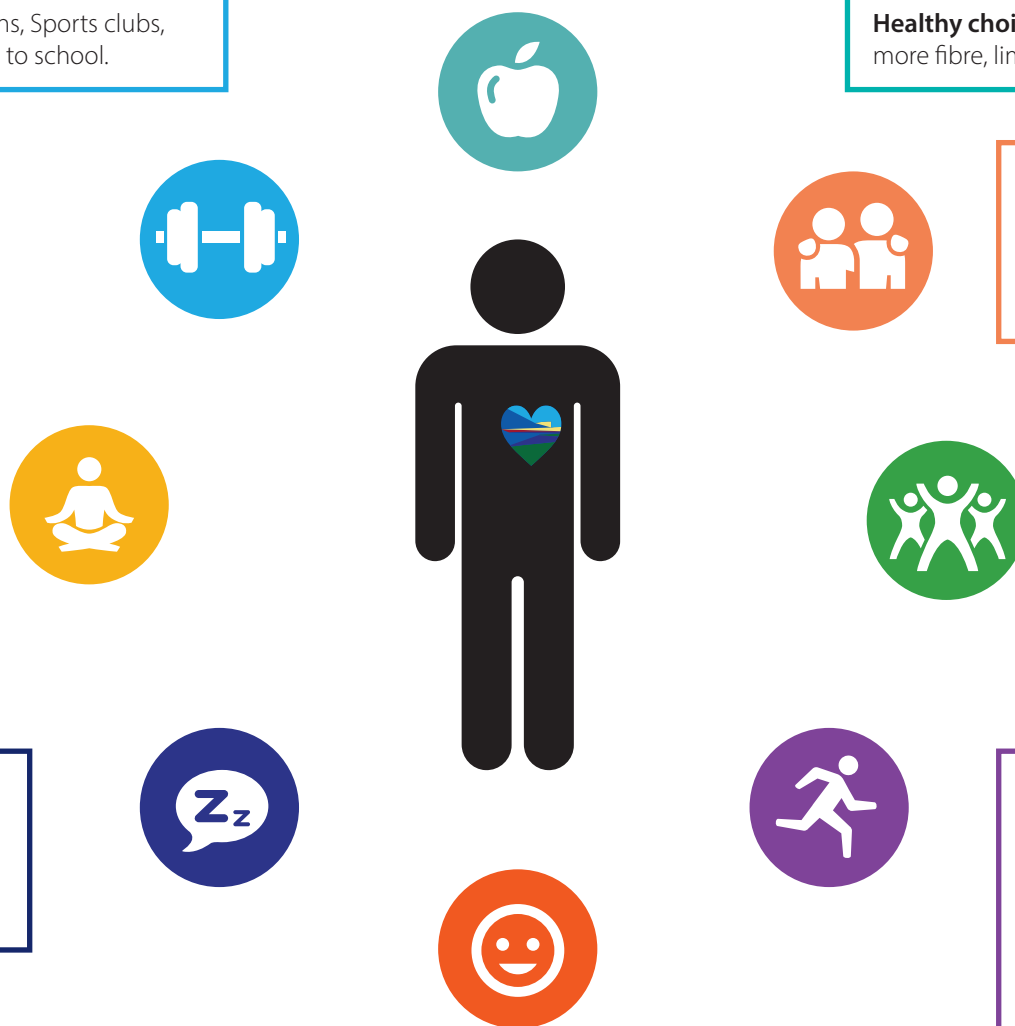
Healthy body - healthy mind! Links between physical activity and mental wellbeing. WES 10-a-day.

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

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

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

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



SPORT, HEALTH AND NUTRITION - Healthy ME

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

Physical ME	Thinking (Mental) ME	Social ME
<p>Skill development: Make a list of 5 new skills you have improved on during this cycle (e.g. shooting in handball or chopping technique in food). <input type="checkbox"/></p> <p>Attend an after-school club to help you develop and improve these skills further. <input type="checkbox"/></p> <p>Developing fitness</p> <p>For one of the sports, you are covering in this cycle, identify the main components of fitness needed. <input type="checkbox"/></p> <p>Engage in periods of sustained physical activity.</p> <p>The NHS recommends that you do 2 types of physical activity each week:</p> <ol style="list-style-type: none"> 1. Aerobic exercise. 2. Exercises to strengthen muscles and bones. <p>Young people aged 5-18 should:</p> <ul style="list-style-type: none"> • Aim to do 60 mins of moderate-vigorous physical activity each day across the week. • Take part in activities that develop movement skills, muscles and bones. • Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time. <p>Keep a log of your activity levels for a typical week - see if you meet the NHS guidelines.</p> <p>Monitor your screen time for a week. <input type="checkbox"/></p> <p>Use equipment safely and hygienically.</p> <p>Think about the activities you are doing in this cycle and in each session be conscious of at least 2 safety considerations needed. <input type="checkbox"/></p> <p>Cook a healthy meal from one of the recipes you have done in food this cycle. <input type="checkbox"/></p>	<p>Making appropriate time for rest, relaxation, and sleep - Having routines that support positive mental health.</p> <p>Try to get 8-10 hours of good quality sleep a night!</p> <p>Rules, strategies and tactics. Think about:</p> <ul style="list-style-type: none"> • What are the main rules for the sport you are covering now? Write down 3 rules you have learnt. <input type="checkbox"/> • Can you give an example of a simple strategy or tactic you have been using? <input type="checkbox"/> • Can you give an example of a more complex strategy or tactic you have been using? <input type="checkbox"/> • Give 3 rules you must follow in the kitchen. <input type="checkbox"/> <p>Terminology:</p> <p>Give 3 examples of terminology you have learnt in any of your SHN lessons. <input type="checkbox"/></p> <p>Knowledge of muscles and bones - how many muscles and bones can you label correctly? <input type="checkbox"/></p> <p>Being resilient - positive growth mindset and never give up attitude- always looking to improve! Give an example of how you have demonstrated resilience in your lessons. If you found something challenging/ difficult but kept trying - How did you feel afterwards? <input type="checkbox"/></p>	<p>Leadership - Taking responsibility within lessons (e.g. officiating, leading warm ups or practices or supporting food preparation in food lessons).</p> <ul style="list-style-type: none"> • Offer to be a leader for a lesson! <input type="checkbox"/> • Help another person in a lesson to help them make progress. <input type="checkbox"/> • Officiate a game. <input type="checkbox"/> • Give feedback and support to another person. <input type="checkbox"/> • Motivate and encourage others in a lesson. <input type="checkbox"/> • Make an effort to INCLUDE another less confident person in your lesson. Help others learn - coaching. <input type="checkbox"/> <p>Teamwork - Working together - Work co-operatively, work collaboratively to achieve a goal. <input type="checkbox"/></p> <p>Give 2 examples of where you have shown good teamwork. <input type="checkbox"/></p> <p>Communication</p> <p>Verbal - give some feedback on a performance - What went well? How could they improve it? <input type="checkbox"/></p> <p>Non-verbal - Use of whistle, signals as an official, use of a demonstration - Try to do one of these each week. <input type="checkbox"/></p> <div data-bbox="1615 1225 1794 1401" 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...

Mind

What am I worrying about?

Is there anything I can do about it?

No?

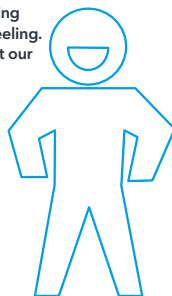
Let it go.

Yes?

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

Power poses

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



Try this posture:

1. Stand/sit tall with your shoulders back
2. Hold your head up
3. Smile

Stressors

What are my stressors?

What stresses me out...

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

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

Positive thoughts

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

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

I am...

Mindfulness

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

Trace your fingers around your opposite hand.



Breathe in, slide up

Breathe out, slide down

Grateful

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

I am grateful for...

Visualisation

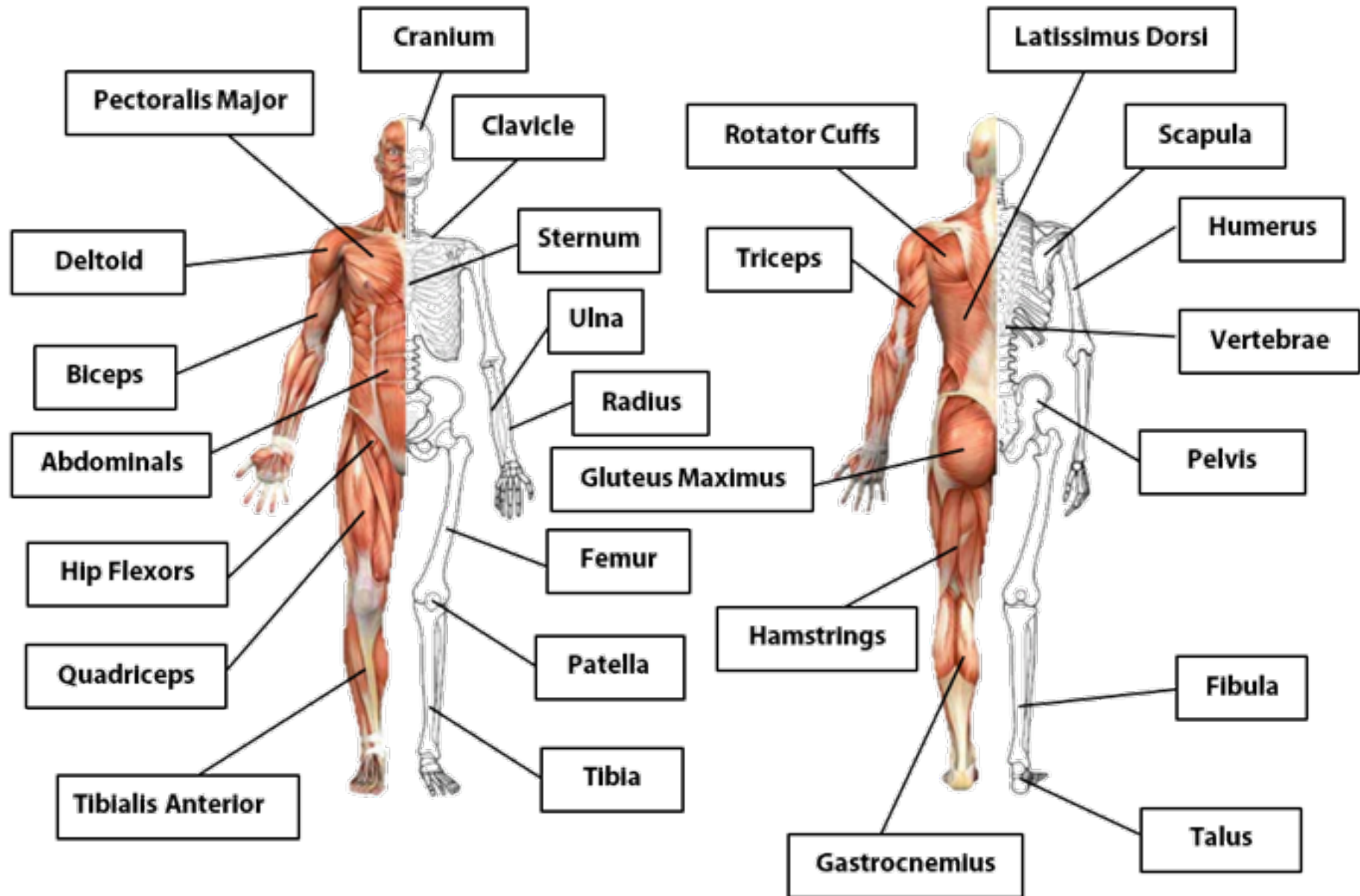
Athletes practice their skills in their mind by imagining themselves winning. This helps their brain learn how to be successful. Create a picture in your mind of something you want to achieve. Draw the picture in the box of what you will visualise.

Tips for learning new skills

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

New habits and actions

SPORT, HEALTH AND NUTRITION - Muscles and Bones



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 - chose an alternative
?	Doe this make sense?	Re-write the sentence so it makes sense
HW	Handwriting is illegible	Re-write the selected words so they are legible and clear

Reading Consistencies

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

The West Exe Canon - a collection of culturally significant texts

Refugee Boy - Benjamin Zephaniah (2001)

A heart-warming story examining how we treat refugees.

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

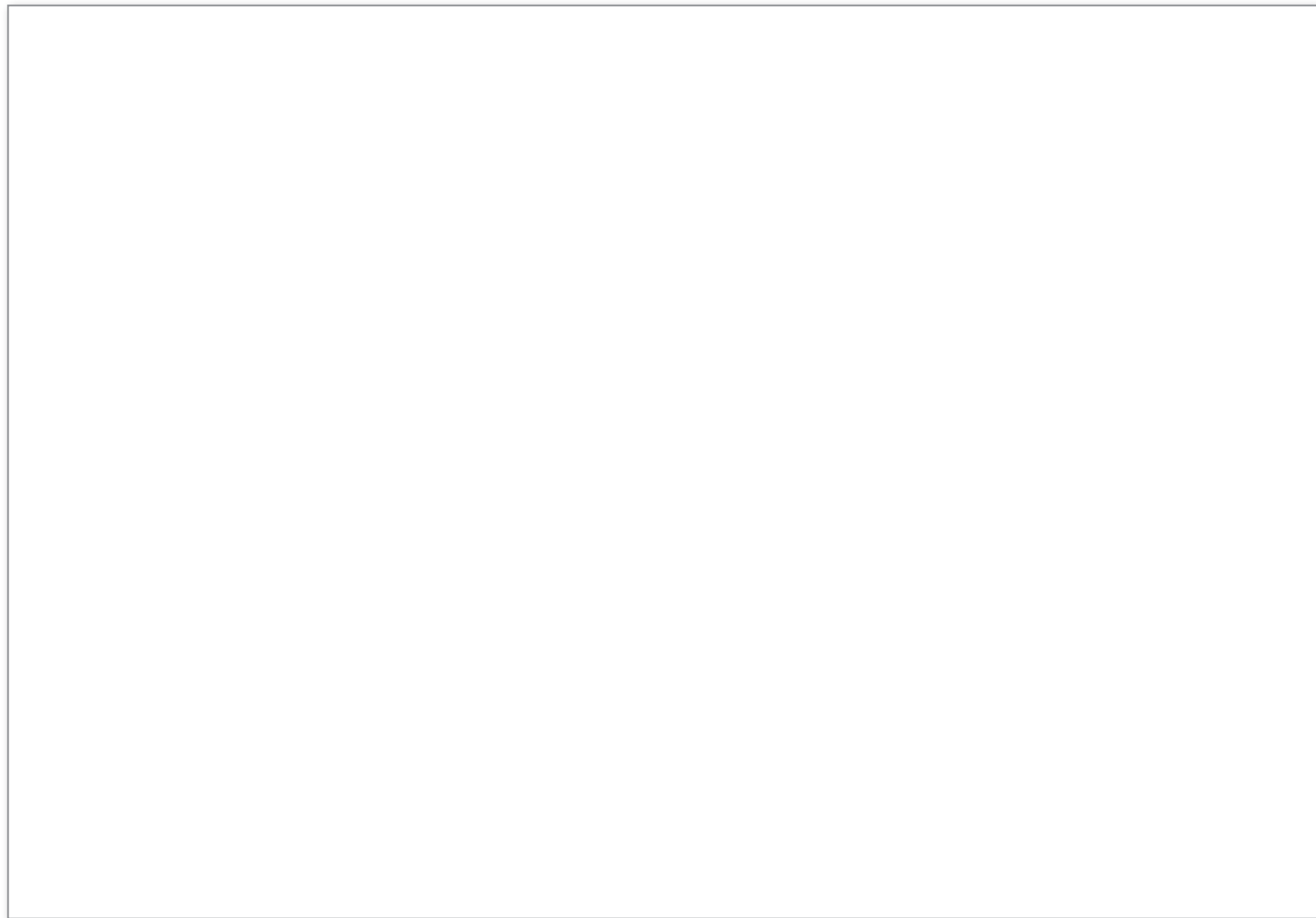
Context: An asylum seeker is someone who has arrived in a country and asked for a place of safety. In the UK, this means they do not have the same rights as a refugee or a British citizen would.

Suffragette: The Battle for Equality by D. Roberts (2018)

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

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

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



YEAR 8 CYCLE 1 GEOGRAPHY - Weather and Climate Change

WEEK 1

Weather: The day to day conditions of the atmosphere (e.g. temperature, wind, rainfall).

Climate: The average weather conditions over time, usually over a 30-year period.

Water Cycle: The cycle of water between the oceans, atmosphere and land.

Precipitation: Water droplets in clouds are too heavy and fall as rain, sleet, snow, hail.

Condensation: Water vapour is cooled and turns back to water droplets.

Evaporation: Water changing from a liquid into a gas (water vapour)
Transpiration: water released from plant leaves into the atmosphere.

WEEK 2

Relief Rainfall: Warm moist air forced to rise over mountains, cools and condenses to form clouds and rain
Convictional rainfall: Sun heats the land, creating pockets of rapidly rising warm air. It starts to cool and condense to form clouds. This can produce thunderstorms.

Frontal Rainfall: Occurs when a warm front meets a cold front. Heavier air sinks to the ground and warm air rises above it.

Air Masses: A large body of air that travels from one area to another.
Altitude: Measure of the land's height above sea level. Temperature decreases with 1°C every 100m in height.

Latitude: Parallel lines on an atlas map drawn north and south of the equator

WEEK 3

Air Pressure: The weight of air pushing down on the Earth
Depression: A low-pressure system which forms when warm air rises above surrounding cold air which leads to unsettled weather.

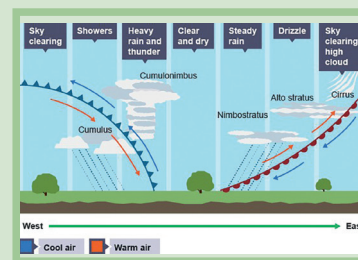
Cold front: The boundary of an advancing mass of cold air, the trailing edge of the warm sector in a low-pressure system.

Warm Front: The boundary of an advancing mass of warm air, the leading edge of the warm sector of a low-pressure system.

Warm Sector: The wedge of air between the warm and cold fronts of a depression.

Occluded Front: Weather pattern in which a cold front overtakes a warm front; associated with the formation of cyclones.

WEEK 4



Anticyclones: High pressure systems in the atmosphere associated with dry, settled periods of weather

Winter Anticyclones: Cold, dry days with light winds. Temperatures can decrease quickly at night due to clear skies. Fog can form.

Summer Anticyclones: Long, sunny cloudless days and warm temperatures. Normally dry, although hot temperatures can cause convictional rainfall.

WEEK 5

Storm Desmond (2015)

Cumbria / NW England
 342.4mm rainfall in 24 hours
 1800 people evacuated Estimated cost of £500m
 5200 homes affected by flooding
 One person died in Cumbria and 40 schools closed.

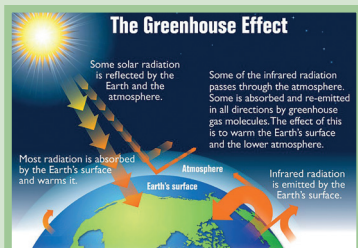
Malham Cove waterfall briefly flowed again for the first time in living memory.

UK Heatwave (2018)

2018 became the joint hottest year since 1960.
 38.5°C was recorded in Faversham, Kent on 25 July 2018
 Record number of A&E admissions from heat-related illnesses.
 700 more deaths than average Wildfires over moorland Lavender grew well.

WEEK 6

Climate Change: A long-term change in the Earth's climate, especially a change due to an increase in the average atmospheric temperature. Greenhouse effect: natural warming of the atmosphere as heat given off from the Earth is absorbed by liquids and gases, such as carbon dioxide.



WEEK 7

Natural Causes of Climate Change
Milankovitch Cycles: Sometimes the Earth's orbit is more elliptical than circular, the Earth's tilt on its axis changes or the Earth wobbles on its axis, all influencing its global temperature.

Sunspots: The sun's output is not constant. Temperatures are greatest when there are more sunspots radiating more heat.

Volcanic Eruptions: Eruptions produce ash and sulphur dioxide which can enter the upper atmosphere. Sunlight can be reflected off this blanket of ash and gas, cooling the planet.

WEEK 8

UK impacts of Climate Change

The UK's ten warmest years on record have all occurred since 2002.
 Heatwaves are now 30 times more likely to happen.

Parts of the UK would be in danger of flooding with low-lying and coastal cities at risk.

There are 240,000 homes currently in flood risk areas.

Hotter weather may make growing some crops easier or allow us to grow new ones, such as oranges. Climate change likely to increase the likelihood of new diseases such as malaria.

WEEK 9

Worldwide Impacts of Climate Change

Small islands in the Pacific are losing ground to erosion.

Half of the Great Barrier Reef - one of the biosphere's brightest jewels - is dying due to coral bleaching.

In 2019, Greenland lost 600 billion tonnes of ice raising sea levels by 2mm in two months.

Bangladesh could lose 20% of its land, leaving 40 million people homeless. Climate change will worsen the uneven distribution of water resources in China.

It would cost \$12 billion to defend the Netherlands from sea level rise.

WEEK 10

International Agreements: Paris agreement in 2015, first legally-binding agreement signed by 190 parties. Goal to keep an increase in global average temperature below 2°C.

Carbon Capture: Removal of CO2 from power stations and storing it underground.

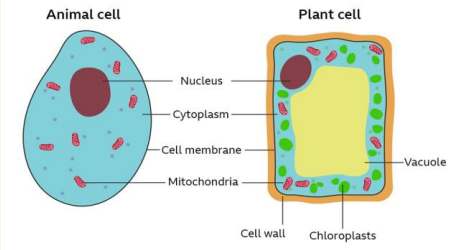
Water Supply: Water transfer schemes could be used to take water from an area of surplus to an area of shortage.

Reducing Risk from Sea Level Rise: areas at risk may need sea defences to protect valuable land from increased coastal erosion.

Word	Used in context	Definition	Example
Integer	Round 24.6 to the nearest integer .	A whole number.	$3 \quad 15 \quad -4 \quad 0 \quad -323$
(Rounding to) Significant Figures (Sig. Fig.)	Round 24.6 to one significant figure .	Rounding to the most meaningful digits.	24.6 to 1 sig. fig. is 20 $\frac{1^{\text{st}} \quad 2^{\text{nd}} \quad 3^{\text{rd}}}{2 \quad 4 \quad .6}$
(Rounding to) Decimal Places (d.p.)	Round 24.638 to one decimal place .	Rounding a certain number of digits after the decimal place.	24.638 to 1 d.p. is 24.6 $\frac{1^{\text{st}} \quad 2^{\text{nd}} \quad 3^{\text{rd}}}{24. \quad 6 \quad 3 \quad 8}$
Estimate	Estimate the value of $63+27$.	To find a value that is close to the right answer, usually by rounding numbers to 1 sig. fig. first.	$63 + 27 \approx 60 + 30 = 90$
Prime	Which of the following numbers are prime ?	A number with exactly two different factors; one and itself.	$\frac{2}{1 \quad 2} \quad \frac{3}{1 \quad 3} \quad \frac{5}{1 \quad 5}$
Factor	1, 2, 3 and 6 are all the factors of 6.	Any integer (whole number) in the times table of another number.	$\frac{6}{1 \quad 6} \quad \frac{20}{1 \quad 20}$ $\frac{2 \quad 3}{2 \quad 3} \quad \frac{4 \quad 5}{4 \quad 5}$
Multiple	List the five multiples of 4.	Any integer (whole number) in the times table of another number.	Multiples of 4: $4, 8, 12, 16, 20$
Lowest Common Multiple (LCM)	List the lowest common multiples of 6 and 9.	If you list the multiples of these numbers, the lowest common multiple is the smallest number that can be found on both lists.	$6, 12, 18, 24, 30, 36$ $9, 18, 27, 36$ LCM(6,9) = 18
Highest Common Factor (HCF)	List the highest common multiples of 15 and 33.	If you list the factors of these numbers, the highest common factor is the largest number that can be found on both lists.	$\frac{15}{1 \quad 15} \quad \frac{33}{1 \quad 33}$ $\frac{3 \quad 5}{3 \quad 5} \quad \frac{3 \quad 11}{3 \quad 11}$ HCF(15,33) = 3
Prime factor decomposition	The prime factor decomposition of 52 is: $2 \times 2 \times 13$	Each number has a unique prime factor decomposition, just like a signature. Multiple prime numbers only to make the number.	$\frac{52}{2 \quad 26} \quad 52 = 2 \times 2 \times 13$ $\frac{2 \quad 13}{2 \quad 13}$
Product of prime factors	Write 52 as a product of its prime factors .		
Indices (pl.) / Index (sing.)	Express $3 \times 3 \times 3 \times 3$ in index form .	A number which shows how many times a number or letter has been multiplied by itself.	$3 \times 3 \times 3 \times 3 = 3^4$

Word	Used in context	Definition	Example
Origin	Draw a line that goes through the origin .	The origin is the co-ordinate (0,0)	
Gradient	The line has a positive gradient and that gradient is 3.	The measure of how steep a line is. Represented by an 'm' in the general form $y = mx + c$	$gradient = \frac{change\ in\ y}{change\ in\ x}$
y-intercept	Find the y-intercept of the graph.	Where a straight line graph crosses the y-axis. Represented by 'c' in the general form $y = mx + c$	
Term	In the expression $4x - 7$, $4x$ is the x-term and 7 is the number term .	A single number or variable (letter).	$4x - 7 \quad x^2 \quad -xy^2$
Co-efficient	The co-efficient of $5x^2$ is 5.	A number used to multiply a variable. Variables with no number have a co-efficient of 1.	$7x \rightarrow$ The co-efficient is 7
Expression	$5x - 3y + 2$ is an expression .	Numbers, symbols and operators (such as + and x grouped together).	
Expand	Expand the bracket $2(x + 5)$.	To remove a bracket by multiplying terms.	$2(x + 5) = 2x + 10$
Factorise	Factorise the expression $2x + 10$.	Finding what to multiply together to get an expression.	$2x + 10 = 2(x + 5)$
Substitute	Substitute the value $x = 2$ into the expression $5x - 1$	Replacing the variables (letters) with numbers.	$\boxed{3x}$ $\boxed{x=2}$ $3 \times 2 = 6$
Linear Sequence	The sequence 4, 7, 10, 13, 16 is a linear sequence .	A number pattern which increases (or decreases) by the same amount each time.	10, 9, 8, 7, 6, ... -2, 1, 4, 7, 10, ...
Term (in a sequence)	In the sequence 2, 4, 6, 8, the number 4 is the second term .	Each number in a sequence is called a term.	
Term-to-term	In the sequence 1, 3, 5, 7, 9 the term-to-term rule is add 2 to the previous term.	A rule used to allow you to find the next number in a sequence if you know the previous term or terms.	
n^{th} term	Then n^{th} term rule for a sequence is $3n + 1$	A position-to-term rule that works out a term based in its position in the sequence.	$4, 7, 10, 13$ $\begin{matrix} \rightarrow & \rightarrow & \rightarrow \\ +3 & +3 & +3 \end{matrix}$ $4 - 3 = 1$ $n^{\text{th}} \text{ term} = 3n + 1$

YEAR 8 CYCLE 1 COMBINED SCIENCE

KEY VOCABULARY	WEEK 1	WEEK 2
<ol style="list-style-type: none"> Cell Membrane: A thin barrier surrounding the cell that controls what enters and leaves the cell. Cell Wall: A thicker barrier that strengthens the cell and provides structural support. Cells: The basic units from which all living things and their tissues are made of. Chloroplasts: A structure inside cells where photosynthesis takes place, making food for the plant. Cytoplasm: The jelly-like substance inside the cell, where all chemical reactions take place. Meiosis: A process of cell division which produces four genetically different sex cells (gametes). Mitochondria: A structure inside cells, where respiration happens. Nucleus: Large structure containing genes that control the activities inside the cell. 	<p>Cells:</p> <ol style="list-style-type: none"> Most animals and plant cells have the same basic parts; nucleus, cytoplasm, cell membrane, mitochondria and ribosomes. Cells from different tissues have different shapes, sizes and functions to help them do their jobs. These cells are specialised. Plant cells have thick cell walls and may have some other features not found in animal cells: chloroplasts and a vacuole. Animal and plant cells have a nucleus and are described as eukaryotic organisms because their DNA is held in the nucleus. Bacteria cells are described as prokaryotic organisms because their DNA is not held in the nucleus. 	<p>Cell Transport:</p> <ol style="list-style-type: none"> Dissolved substances move into and out of cells by diffusion and active transport. Water moves in and out of cells by osmosis. Cells have a partially permeable membrane (with small holes) that allows some substances through it but not others. During osmosis water molecules move from where there are more of them (a higher concentration) to where there are fewer of them (a lower concentration). A difference between two concentrations forms a concentration gradient. The bigger the concentration gradient, the faster the rate (speed) of osmosis occurs. Osmosis can cause cell tissues to gain or lose mass.
<ol style="list-style-type: none"> Vacuole: A structure inside cells that stores water and nutrients and helps to support the plant by keeping the cells rigid. Ribosomes: A structure found inside cells where protein synthesis takes place. Specialised Cell: A cell with a structure that is adapted for a specific function (job). Tissue: A group of similar cells that work together to perform a specific function. 	<p style="text-align: center;">WEEK 3</p> <p>Stem Cells:</p> <ol style="list-style-type: none"> New cells may change so they become specialised for different functions. This process is called differentiation. Stem cells are cells that have not undergone differentiation. A cell which has not yet become specialised is called un-differentiation. An embryo develops from a fertilised egg. Cells at early stages in the development of the embryo are embryonic stem cells. Scientists are working on removing embryonic stem cells to stimulate them to become any type of body cell. This could treat illnesses in humans. Some adult stem cells remain in the bodies of adults. These are found in limited numbers at certain locations in the body. 	<p style="text-align: center;">WEEK 4</p> <p>The Structure of DNA:</p> <ol style="list-style-type: none"> The genetic information is carried in the nucleus of your cells. Inside the nucleus are thread-like structures called chromosomes. These chromosome are made up of DNA. DNA is made up of a base, phosphate group and sugar. DNA coils together to form a double helix shape. There are four bases: adenine, thymine, cytosine and guanine. To make things simpler, we often call them A, T, C and G. A always pairs with T and G always pairs with C. The matching bases are called complementary base pairs.

YEAR 8 CYCLE 1 COMBINED SCIENCE

WEEK 5	WEEK 6	WEEK 7
<p>Inheritance:</p> <ol style="list-style-type: none"> When sex cells (gametes) fuse together at fertilisation, they form a single cell called a zygote. The zygote inherits different genetic information from each parent, which produces genetic variation between individuals. Most cells contain a nucleus, in which there are chromosomes that contain the genetic information. A gene is a short piece of DNA at a particular point on a chromosome. The sex of humans is controlled by one pair of sex chromosomes. XV = male XX = female 	<p>Inheritance:</p> <ol style="list-style-type: none"> A gene may come in different forms, called alleles, that produce different variations of the characteristic, e.g. different eye colours. For any gene, a person may have the same two alleles, known as homozygous or two different ones, known as heterozygous. Alleles may be either dominant or recessive. A dominant allele is always expressed, even if only one copy is present. Dominant alleles are represented by a capital letter. A recessive allele is only expressed if the individual inherits two copies and does not have the dominant allele of that gene. Recessive alleles are represented by a lower case letter. 	<p>Evidence of Evolution:</p> <ol style="list-style-type: none"> Fossil remains have been found in rocks of all ages. Fossils of the simplest organisms are found in the oldest rocks, and fossils of more complex organisms in the newest rocks. This supports Darwin's theory of evolution, which states that simple life forms gradually evolved into more complex forms. Many living vertebrate animals have the same pentadactyl (five-fingered) limb structure. Although the pentadactyl bone structure is similar, they have developed in different ways, because they have different uses. The similarities in bone structure provides evidence for evolution from a common ancestor.
WEEK 8	WEEK 9	WEEK 10
<p>Evolution:</p> <ol style="list-style-type: none"> Alfred Russel Wallace and Charles Darwin both independently developed theories to explain how evolution happens. The main steps in Darwin's theory of natural selection are: <ol style="list-style-type: none"> Individual organisms within a particular species show a wide range of variation for a characteristic. Individuals with characteristics most suited to the changing environment are more likely to survive and to breed successfully. This is called 'survival of the fittest'. The characteristics (genes) that have enabled these individuals to survive are then passed on to the next generation. 	<p>Health:</p> <ol style="list-style-type: none"> Health is "the state of complete physical, mental and social well being". Micro-organisms that cause diseases are called pathogens. Pathogens include: bacteria, viruses, fungi and protists. Different types of disease may interact. This can mean that the presence of one disease can lead to a higher chance of developing another disease. Diseases may be communicable (they can be passed from one person to another), or non-communicable (not passed between people). 	<p>The Immune System:</p> <ol style="list-style-type: none"> If pathogens get past the body's natural defences they will cause an infection. However, the body has a second line of defence to stop or minimise this infection. This is called your immune system. Your immune system contains different types of white blood cells, one type are called lymphocytes. Lymphocytes recognise proteins on the surface of pathogens called antigens. Lymphocytes detect pathogens that are foreign to your body and produce antibodies to help destroy them.

YEAR 8 CYCLE 1 SPANISH - Mi Casa Y Mi Barrio

	SPANISH	ENGLISH	LITERAL ENGLISH
WEEK 1 & 2	Actualmente vivo en Sevilla con mi familia, sin embargo, cuando era más joven vivía en Madrid.	I currently live in Sevilla with my family, however, when I was younger I used to live in Madrid.	<i>Currently I live in Sevilla with my family, without embargo, when I was more young I used to live in Madrid.</i>
WEEK 3	Vivo en una casa grande en una ciudad que está cerca de la costa. Diría que tengo suerte porque me encanta donde vivo.	I live in a big house in a city that is near the coast. I would say that I am lucky because I love where I live.	<i>I live in a house big in a city which is close of the coast. I would say that I have luck because myself it enchants where I live.</i>
WEEK 4	En cuanto a mi casa, tiene un salón enorme, una cocina moderna, y cuatro dormitorios. Fuera hay un jardín bonito donde me gusta jugar.	With regards to my house, it has an enormous lounge, a modern kitchen, and four bedrooms. Outside there is a pretty garden where I like to play.	<i>In as much to my house, it has a lounge enormous, a kitchen modern, and four bedrooms. Outside there is a garden pretty where myself it please to play.</i>
WEEK 5	En mi dormitorio hay una cama y una mesa. Mi dormitorio ideal sería más grande con una televisión.	In my bedroom there is a bed and a table. My ideal bedroom would be bigger with a television.	<i>In my bedroom there is a bed and a table. My bedroom ideal would be more big with a television.</i>
WEEK 6	En la mesa hay un ordenador y a la izquierda de mi cama tengo mi armario.	On the table there is a computer and on the left of my bed I have my wardrobe.	<i>On the table there is a computer and to the left of my bed I have my wardrobe.</i>
WEEK 7	Diría que mi ciudad es muy moderna y según mi madre ¡es la ciudad más hermosa del mundo! Es más turística que el pueblo de mi amigo.	I would say that my city is very modern and according to my mum it is the most beautiful city in the world! It is more touristy than my friend's town.	<i>I would say that my city is very modern and according to my Mum it is the city more beautiful of the World. It is more touristy than the town of my friend.</i>
WEEK 8	En mi ciudad hay un polideportivo donde se puede jugar al baloncesto y también se puede visitar el castillo. ¡No te puedes perder el río!	In my city there is a sports centre where you can play basketball and you can also visit the castle. You mustn't miss the river.	<i>In the city there is a sports centre where itself can play basketball and also itself can visit the castle. No you can to lose the river!</i>
WEEK 9	El fin de semana pasado fui al cine donde vi una película con mi amigo que se llama Álvaro. Lo que más me gustó fue la comida basura.	Last weekend I went to the cinema where I watched a film with my friend who is called Álvaro. What I liked the most was the junk food.	<i>The end of week last I went to the cinema where I saw a film with my friend who himself calls Álvaro. It which most myself pleased was the food junk.</i>
WEEK 10	Este fin de semana, si hace buen tiempo, voy a ir a la playa para nadar en el mar. ¡Sería de primera!	This weekend, if the weather's nice, I'm going to go to the beach in order to swim in the sea. It would be great!	<i>This end of week, if it makes good weather, I am going to go to the beach to swim in the sea. It would be of first!</i>
WEEK 11	Desafortunadamente, creo que va a llover a cántaros.	Unfortunately, I think it's going to chuck it down.	<i>Unfortunately, I believe that it is going to rain jugs.</i>

WEEK 1 & 2: MY COUNTRY		WEEK 3: WHERE I LIVE		WEEK 4: MY HOME		WEEK 5: IN MY BEDROOM		WEEK 6 : IN MY BEDROOM (2)	
¿Dónde vives?	Where do you live?	vivo en...	I live in...	hay...	there is/are...	en mi dormitorio	in my bedroom	encima de	above
vivir	to live	un piso	a flat	tiene...	it has...	un armario	a wardrobe	a la derecha (de)	to the right (of)
vivo	I live	una casa	a house	un comedor	a dining room	un ordenador	a computer	a la izquierda (de)	to the left (of)
vives	you live(sing.)	el campo	the countryside	un cuarto de baño	a bathroom	una alfombra	a carpet / rug	debajo de	under
vive	he/she lives	una ciudad	a city	un aseo	a toilet	una cama	a bed	delante de	in front of
vivimos	we live	un pueblo	a town/village	un pasillo	a hallway	una estantería	a shelf	al lado de	next to / beside
vivís	you live (pl.)	la montaña	the mountains	un salón	a lounge	una lámpara	a lamp	detrás de	behind
viven	they live	la costa	the coast	una cocina	a kitchen	una mesa	a table	entre	between
vivía	I used to live	antiguo	old (fashioned)	un dormitorio	a bedroom	una puerta	a door	en la pared	on the wall
voy a vivir	I am going to live	bonito	pretty	un garaje	a garage	una silla	a chair	WEEK 10: NEXT WEEKEND	
en Alemania	in Germany	cómodo	comfortable	una habitación	a room	una televisión	a television	el fin de semana que viene	next weekend
en Escocia	in Scotland	feo	ugly	un jardín	a garden	una ventana	a window	WEEK 9: LAST WEEKEND	
en España	in Spain	grande	big	una terraza	a terrace	el fin de semana pasado	last weekend		
en Francia	in France	moderno	modern	arriba	upstairs	abajo	downstairs	el domingo que viene	next Sunday
en Gales	in Wales	nuevo	new	fuera	outside	el sábado pasado	last Saturday	por la mañana	in the morning
en Grecia	in Greece	pequeño	small	WEEK 8: IN MY TOWN		el domingo pasado	last Sunday	por la tarde	in the afternoon
en Irlanda	in Ireland	viejo	old	hay...	there is/are...	WEEK 7: COMPARING THE TOWN		por la noche	in the evening
en Inglaterra	in England	WEEK 7: COMPARING THE TOWN		un/una	a			ir	to go
en Italia	in Italy	ser	to be	unos/unas	some	fui	I went	ir	to go
en Portugal	in Portugal	soy	I am	muchos/as	lots of	fuimos	we went	voy	I'm going
está	it is (location)	es	he/she/it is	un cine	a cinema	visitar	to visit	vas	you are going
en el norte	in the north	son	they are	un museo	a museum	visitó	I visited	vamos	we are going
en el este	in the east	mi ciudad es	my city is	un mercado	a market	visitamos	we visited	visitar	to visit
en el sur	in the south	más...que...	more...than...	un estadio	a stadium	nadar	to swim	nadar	to swim
en el oeste	in the west	menos...que...	less...than...	un castillo	a castle	nadé	I swam	WEEK 11: ALL VOCABULARY	
en el centro	in the centre	el/la más...	the most...	un parque	a park	nadamos	we swam		
WEEK 12: STW- IDENTIFIED VOCABULARY		animado	lively	un restaurante	a restaurant	comer	to eat	jugar	to play
		antiguo	old	un polideportivo	a sports centre	comí	I ate	ver	to watch
		feo	ugly	una tienda	a shop	jugar	to play	hacer	to do/make
		grande	big	una universidad	a university	jugué	I played	va a ser	it's going to be
		hermoso	beautiful	una plaza	a town square	ver	to see		
		industrial	industrial	una playa	a beach	vi	I watched		
		moderno	modern	una catedral	a cathedral	hacer	to do/make		
		pequeño	small	una piscina	a swimming pool	hice	I did/made		
		turístico	touristy			fue	it was		

YEAR 8 CYCLE 1 HISTORY - How did the Silk Roads shape the world?

<p>1. KEY WORDS</p>	<p>Knight - A man of high social position trained to fight as a soldier on a horse. Noble/Lord - A person of the highest social group. Shrines - A place for worship that is holy. Mosque - A building for Islamic religious worship. Government - A group of people who control a country. Trade - The activity of buying and selling goods. Bazaars - An area of small shops selling goods.</p>	<p>6. TIMELINE</p>	<p>11th Century - Mongol tribes are united under Genghis Khan. The Mongol Empire begins. The trade routes on the Silk Road are temporarily disrupted. 12th Century - London has a population of 100,000. 1346- 1353 - The Black Death sweeps across Asia and Europe, killing 30-40% of the population. 1350- 1423 - Richard Whittington, a London merchant, makes a fortune exporting English cloth to Europe. He brings back luxury silk and velvets to England.</p>
<p>2. KEY WORDS</p>	<p>Convalesce - To rest in order to get better after an illness. Merchant - A person whose job is buy and sell products. Brocades - Heavy cloth with a raised design often of gold or silver thread. Missionary - A person sent to another country to teach religion to the people. Terracotta - A hard, baked reddish-brown clay. Archaeologist - A person who studies the buildings and objects of people from the past. Pious Strongly believing in religion. Ivory - A hard yellowish-white substance from the tusks of animals used to make objects.</p>	<p>7. MEDIEVAL BAGHDAD</p>	<p>An estimated population of 1,200,00</p> <ul style="list-style-type: none"> • The city was built in the shape of a circle with parks and gardens in the middle. At the centre lay the mosque. • It was a hub for learning with four great libraries and The House of Wisdom dedicated to translation of Greek, Middle Persian and Syriac works. • The city had 'sprawling markets' and rich bazaars. Streets were in blocks controlled by an overseer that looked after cleanliness and sanitation. • Medicine was advanced with qualified doctors and hospitals to treat the sick.
<p>3. KEY WORDS</p>	<p>Barons - A low-ranking member of nobility. Enslaved Person - A person who is legally owned by someone else. Bureaucracy - A system for controlling or managing a country. Scribes - A person who wrote copies of documents. Diplomats - A person who represents one country in another. Guilds - An organisation of people who do the same job (e.g. carpenters). Dynasty - A series of rulers or leaders who are from the same family. Sultan - A Muslim ruler in the past. Refuge - A place that provides protection or shelter from danger. Taxes - An amount of money paid to the government.</p>	<p>8. THE MONGOLS</p>	<p>The empire was founded in 1206</p> <ul style="list-style-type: none"> • Led by Chinggis Khan (styled as "Genghis Khan" in the West and meaning "universal ruler") • Mongolia's nomadic farmers relied on the land to sustain them. Their flocks of goats, sheep, horses, and other animals were dependent on abundant grass and water, and Mongols had to travel frequently to sustain them. • Khan united many tribes, collected taxes and brought in a form of feudal government. • He used modern equipment, such as stirrups, composite bows, leather armour, and gunpowder.
<p>4. TIMELINE</p>	<p>4500BC - London is first inhabited. 1st Century - The Romans build the settlement of London with a population of 60,000. 300-800AD - The Sogdian people travel along the Silk Road to China spreading Buddhism. 366AD - Dunhuang Cave created by Buddhist Monks. 600-800AD - Tang Dynasty in China opens China to foreign influence.</p>	<p>9. THE MONGOLS</p>	<p>At the empire's peak, Mongols controlled up to 12 million square miles.</p> <ul style="list-style-type: none"> • Despite its reputation for brutal warfare, the Mongol Empire briefly enabled peace, stability, trade, and protected travel. • But Genghis Khan's death in 1227 ultimately doomed the empire he founded. • Disputes among his successors eventually split the empire into four. • By 1368, all four had folded. • Khan's Mongol empire is estimated to have cost 40 million lives, but significantly progressed the trading routes on the Silk Roads.
<p>5. TIMELINE</p>	<p>5th Century Nestorian Christians travel from Greece, Syria and Persia to China. 8th Century Baghdad is founded. 9th Century A university is created at the Great Palace of Constantinople. China makes paper money. 10th Century:</p> <ul style="list-style-type: none"> • Baghdad becomes the biggest city in the world. This is known as 'the golden age' for the city. • Tang Dynasty ends and China is fragmented. • The Barmakids from Afghanistan travelled to the Abbasid capital of Baghdad. 	<p>10. LIST AS MANY DESTINATIONS AS YOU CAN</p>	

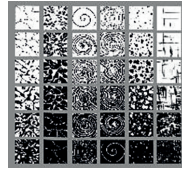
YEAR 8 CYCLE 1 ART

Different Types of Texture:

This worksheet shows a variety of different textures with tone.

Examples:

Wood, paper, stones, leaves, bricks.



Textured Portraits:

Some artists use very thick layers of paint and spatulas not brushes to create the idea of textures. They have also used other art materials.

Examples:

Pastels, charcoal and chalk, oil paint, acrylic paint.

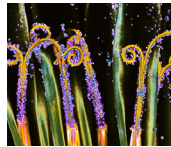


Artists who have used Textures:

Some artists use thick raised surfaces in their work. Others use sand and other types of surfaces to show texture.

Artists:

Padworny, Tyler, Van Gogh, Klimt, Matisse, Escher. Example seen below.



Texture with Colour:

Using the tertiary colours can add more surface details and tone to art work.

Examples:

Yellow green, blue green, red violet, red orange.



Textures in Small Detail:

This includes lots of different kinds of microscopic images.

Examples:

Sea weed, hair, nails, insects, plants, cells.



Different Types of Rubbings of Man-made Textures:

Using the side of your pencil, rub the side of different objects with a raised surface.

Examples:

Lace, rubber, road surface, bubble glass.

Textures in Landscape:

Some artists such as Long use found objects to create their images of textured landscapes. Textures are bricks, wood grain, grass and stones. Some mix this with paint.

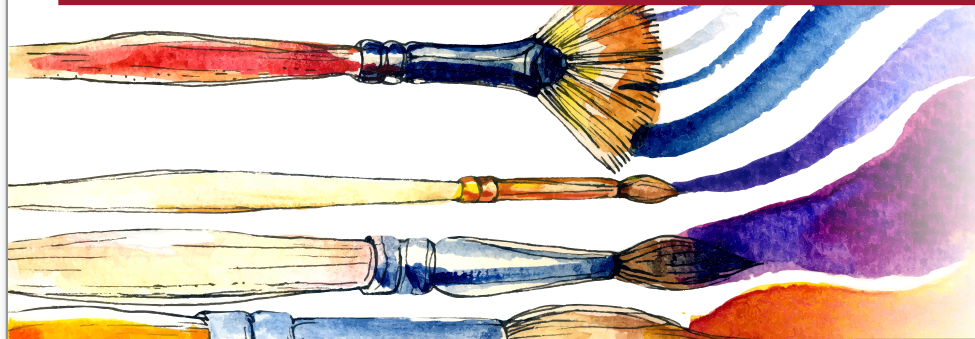
Examples:

Sacking, thick paint, wool, rubbings, sand, rubber, wire, wood.



Key Vocabulary:

- Composition
- Tone
- Shape
- Form
- Colour
- Texture
- Pattern
- Mark making
- Microscopic
- Proportion



YEAR 8 CYCLE 1 DRAMA

WEEK 1 and 2

A Mime**Mime covers**

working in silence, or with few sounds or words, to show activities - e.g. painting a wall, opening a door working with dialogue, but miming any props or set - e.g. looking in a mirror, perhaps facing the audience, to put on make up while speaking to another character.

Physical Theatre

Which also uses mime techniques, and where actors can also mime items of set or props. Exaggeration - To make all your movements and facial expressions MUCH bigger for comic effect.

Gesture

Gesture covers the use of our arms, head (and sometimes legs) to get an emotion across.

Movement

Movement covers: where we move to on and around the stage - upstage, downstage, avoiding masking another actor, etc how we move to help with *characterisation*.

WEEK 3 and 6

What is Commedia Dell'Arte?

Commedia dell'arte means "play of professional artists" OR "comedy of humors".

It was a popular form of improvisational theatre, which began in Italy in the 15th century (1400s) and is still performed today.

All of their performances were outside with few props, unscripted and were free to watch, funded by donations. In a group there were 10 people: 7 men and 3 women. Outside Italy, it was also known as "Italian Comedy".

The performances were improvised around a variety of stock conventional situations: adultery, jealousy, old age, love.

The classic, traditional plot is that the *innamorati* (lovers) are in love and wish to be married, but one *vecchio* (elder) or several elders, *vecchi*, are stopping this from happening, and so they must ask one or more *zanni* for help. Typically it ends happily with the marriage of the *innamorati* and forgiveness.

WEEK 4 and 7

Some of the Characters:**Pantalone**

He is old, mean-spirited greedy, lecherous.

Il Dottore

He waffles and talks nonsense why use one word when ten will do? He is usually a Doctor, but always gets things wrong.

Isabella

The desirable, female lover; hopelessly devoted to love. Beautiful, stupid, petulant and spoilt.

Flavio

The handsome, male lover; hopelessly infatuated with Isabella. Fashionable, vain and melodramatic.

Il Capitano

Pretentious, self-promoting braggart; ridiculous and cowardly; and a liar, he boasts of his imaginary conquests at war. Fancies himself as a winner with the women.

Colombina

A lady's maid, clever; she manages the plot with wit and benevolence; adored by everyone.

WEEK 5 and 8

How is Commedia dell'Arte performed?

The dialogue and action could easily be made topical. The dialogue and action could easily be made topical and adjusted to make fun of local scandals, current events, or regional tastes, mixed with ancient jokes and punchlines. Characters were identified by costume, masks, and even props, such as the slapstick. Lazzi and Concetti are also used.

Key Words

Commedia dell'Arte

Stock character

Stock situation

Innamorati

Vecchi

Il Dottore

Pantalone

Il Capitano

Zanni

Lazzi

Concetti

Slapstick

Mime

Exaggeration

Acrobatics

WEEK 9 and 10

Some definitions:

Concetti – A speech or comment by a character made directly to the audience.

Lazzi - A well rehearsed comic routine that has no relevance to forwarding the plot and is done to get laughs.

Slapstick - Originally use of an actual stick, now means physical comedy - usually involving people falling over or getting "hurt". Mime - where we act out a scene without speaking.

Acrobatics - An entertainer who performs acts that require skill, agility, and coordination, such as tumbling.

Exaggeration - Using exaggerated facial expressions, physical movements and gestures to show emotion, to tell a story and demonstrate character, in this case, for comic effect, Commedia Dell Arte relies **on stock characters**.

YEAR 8 CYCLE 1A MUSIC - Junk Orchestra

Key Vocabulary

Rhythm - The pattern of notes played together.

Phonetic Rhythm - Spoken words said in a rhythmic way. Used to help you remember how to play/clap different rhythms.

Timing - The ability to keep in time with the music and beats.

Beats - The basic unit of a measure/bar. E.g. 4 beats per bar.

Tempo - The speed of the music.

Timbre - The tonal quality of the music.

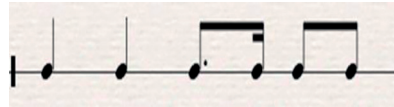
Pitch - How high or low notes are.

Dynamics - How loud or quiet the music is.

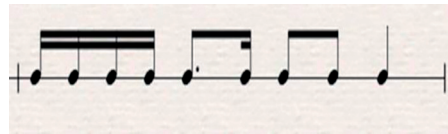
Polyrhythm - More than one rhythm played at the same time.

Rest - A pause in the music where the person doesn't play for a certain number of beats.

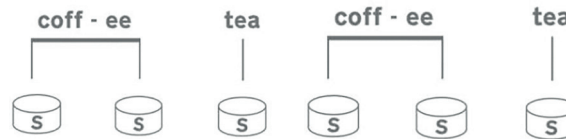
Rhythm Ideas



'Low, Hi, Low, A go-go'



"Have you seen a dog, a great big dog?"



Basic Rhythm

Note	Name	Value
	Semibreve	4 Beats
	Minim	2 Beats
	Crotchet	1 Beats
	Quaver	1/2 Beats
	Semi-Quaver	1/4 Beats

Music Structure

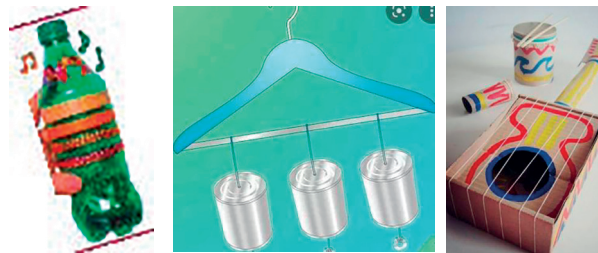
Songs/music are usually composed with a set structure. These can be any of the following;

Binary - A B - Two different sections that sound different from one another.

Ternary - A B A - The first section, followed by a different second section and then returning back to the first section.

Rondo - A B A C A - The first section continuing to be repeated with different section in-between.

Possible Materials

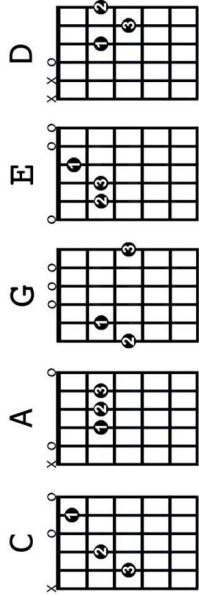


Tips for Group Work

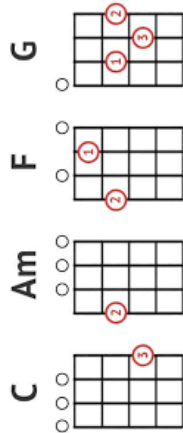
1. Someone must always count you in 'after 4 ... 1, 2, 3, 4'
2. Assign a group leader to ensure you stay focused and everyone knows what they are doing.
3. Practice and do it slowly. You can increase the tempo (speed) when you become more confident.

YEAR 8 CYCLE 1B MUSIC - Back to Basic

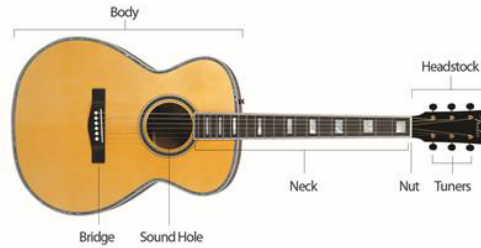
Guitar



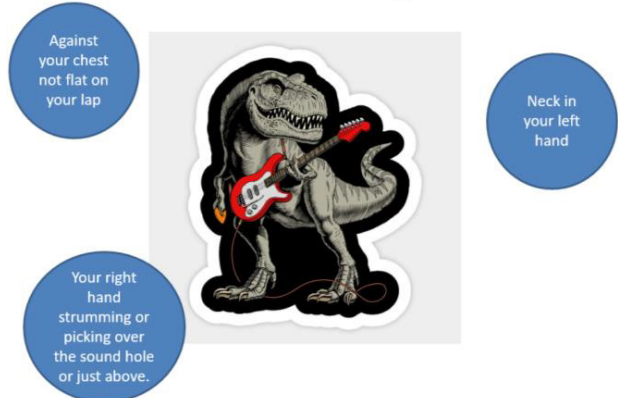
Ukulele



Playing Guitar



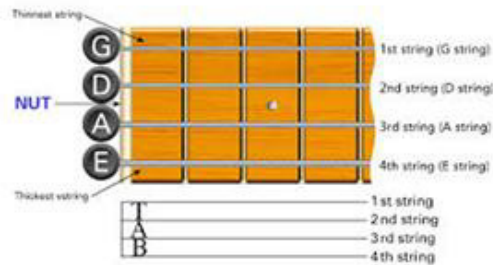
How to hold a guitar



Key Vocabulary

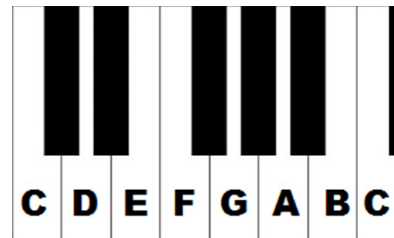
- Intonation** - Singing in tune or not.
- Melody** - Another word for 'tune'. It is a mixture of moving by step and by leap.
- Projection** - The ability to be heard by the audience.
- Pitch** - How high or low a note is.
- Rhythm** - The pattern of the notes.
- Tempo** - How fast or slow music is.
- Texture** - How many layers the music has (think or thin?)
- Instrumental / Timbre** - What instruments or sounds are used.
- Structure** - How the music is made up (e.g. song structure).
- Polyrhythm** - Many rhythms played at the same time.
- Chord** - More than one note played at once to create harmony.
- Keyboard Technique** - A good way to play the keyboard using more than one finger and having a good hand position.
- Fluency** - Playing smoothly.
- Accuracy** - Playing the right notes.
- Notation** - The way music is written.
- TAB** - Notation for guitar.

How to Read TAB



Finding C

Look for the two black notes (to the left)



Playing chords on keyboard

- Using 1 hand
- Using 3 fingers
- Staying relaxed
- Playing slowly
- Spotting patterns



YEAR 8 CYCLE 1A WEST EXE BACCALAUREATE - Buddhism and Sikhism

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

YEAR 8 CYCLE 1B WEST EXE BACCALAUREATE - The Environment and Animal Rights

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

INTRODUCTION OF GRAMMAR

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

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



West Exe School

community • opportunity • success