

Knowledge Book

Year 8

Cycle Three

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 |
|-------------|-----------------------------------|

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 |
|--------------------------------|------------------------------|--|

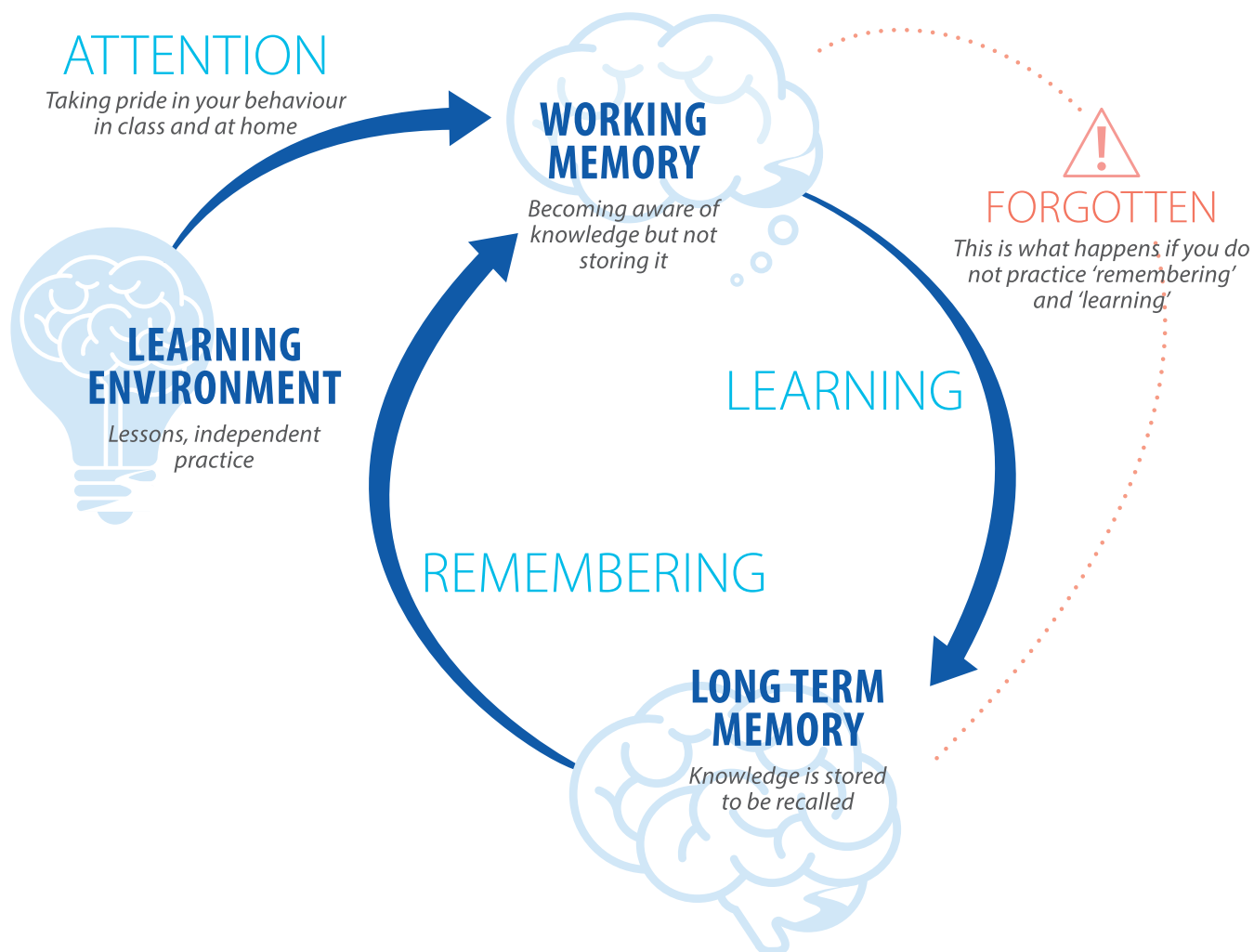
House Week Dates

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

Dream More.

Do More.

Become More.

BULLYING UPDATE - YEAR 8

Stop!

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

Jessie J

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

Bullying can take many forms including:

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

**Bullying includes:**

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

Speak

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

Drake

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

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

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

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

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

**Support**

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

Zac Efron

What we do at West Exe to deal with bullying:

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

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

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

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

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



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



British Values

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

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: 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.

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.

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.



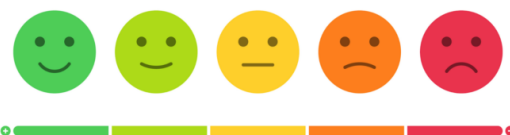
Cycle 3 – Half Term 5 Attendance Reflection

My attendance so far this year is _____ %.

This equates to _____ days absent this year so far.

The main reasons for any absence are _____

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



Identify the reasons you enjoy coming to school

| | | |
|--|--|---|
| I love seeing my friends | I really enjoy learning new things | I like having a routine to structure my day |
| I like social time at school | I really enjoy talking to my teachers | I feel safe at school |
| I really enjoy extra curricular activities and electives | I like that staff are there when I need help | Any other reason _____ _____ |



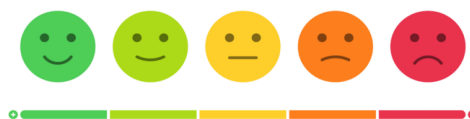
Cycle 3 – Half Term 6 Attendance Reflection

My attendance so far this year is _____ %.

This equates to _____ days absent this year so far.

The main reasons for any absence are _____

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



What have you enjoyed the most about school so far this year?

| Question | Your answer |
|--|-------------|
| What has been your most enjoyable subject this year and why? | |
| What are you most proud of achieving this year? | |
| Name a time you have been resilient at school and how did it feel? | |
| What has been your favourite conversation with a teacher? | |
| What question will you ask your neighbour? _____ _____ | |



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.

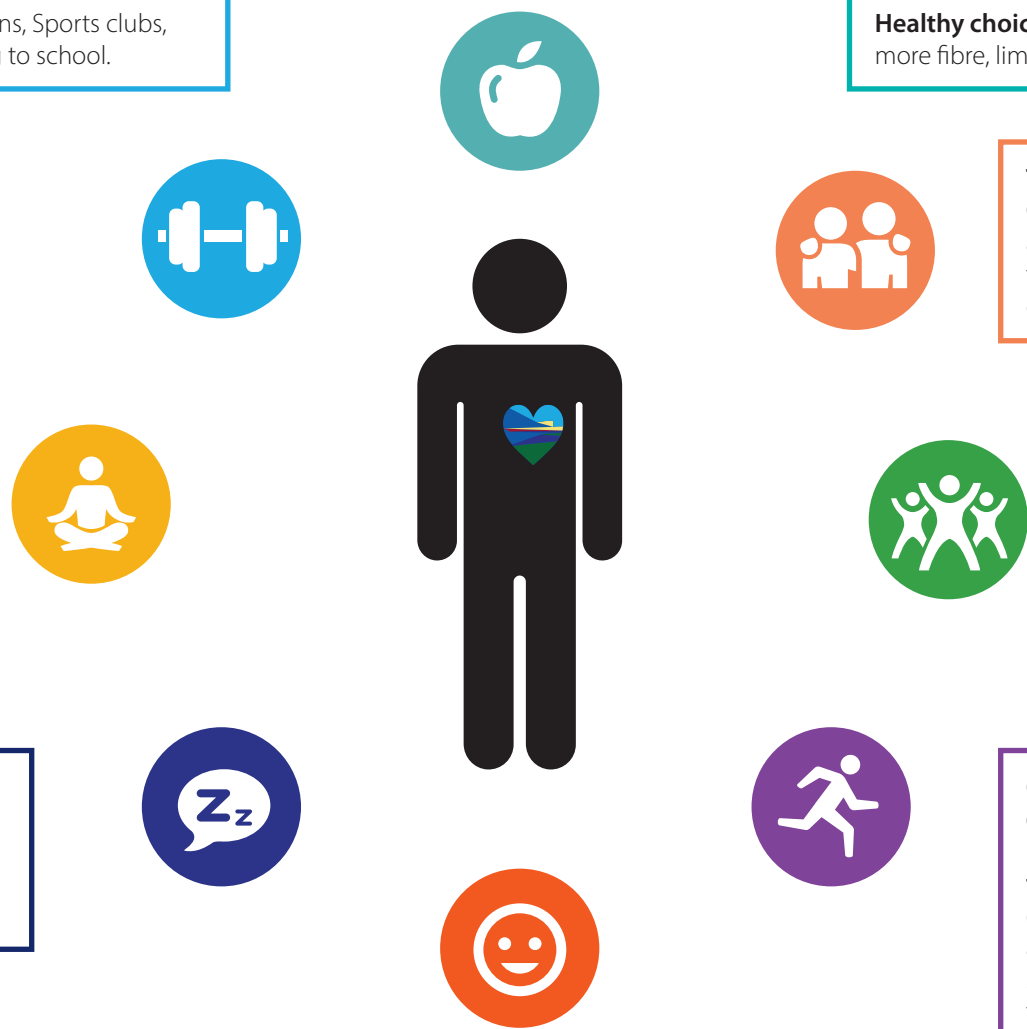
Targets and Goals: Being positive, being resilient, never giving up, doing your #BestExe, being a good role model.

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.

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

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



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="1665 1272 1846 1451" 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.

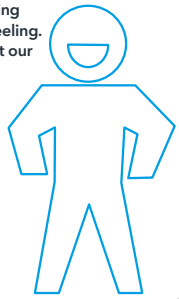
Yes? Do it now or make a plan about how and when you will do it.

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:

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

- 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 | | | Reading Consistencies | | | |
|------------------------|--|---|--|--|--|--|
| Code | 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. | Following the text at all times | Use your overlay to follow the text. Every single person in the classroom should be following along this way. This way you know exactly where you are when asked to read and won't lose your place during discussions. Use an overlay if you have one. | | |
| 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. | | | Switching the reader | When you are given the instruction you are to take over the reading for a period of time. All pupils are expected to read. |
| // | New paragraph | Think why you need a new paragraph here (change of topic/time/place/speaker). | | | Holding the place | Use your bookmarks to carefully note where you have stopped reading, so that you can commence reading again swiftly once discussion is over. |
| WW | Wrong word choice | The word you have chosen does not fit in this sentence – choose an alternative. | | | Checking the punctuation/emphasis | Your teacher may ask you to reread a section, paying attention to the pauses, exclamation marks and question marks written in the text. |
| ? | Does this make sense? | Re-write the sentence so it makes sense. | | | Pointing out the error | Your teacher may ask you to reread a particular word, breaking it down and sounding it out so that the correct pronunciation is given. |

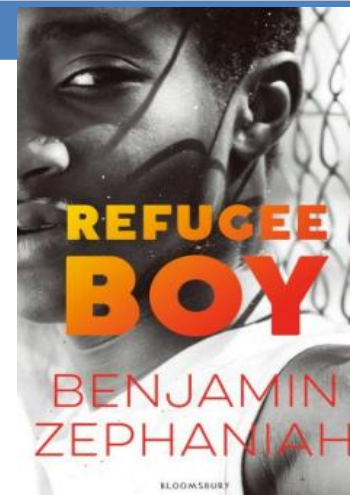
The West Exe Canon – a collection of culturally significant texts

Refugee Boy – Benjamin Zephaniah (2001)



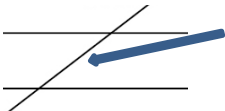
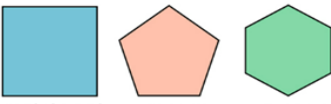

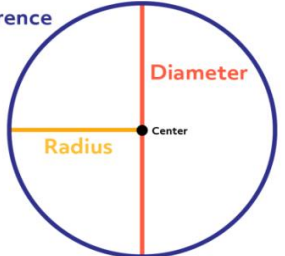
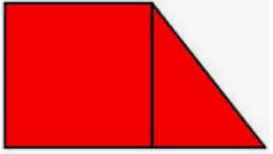
A heart-warming story examining how we treat refugees.

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

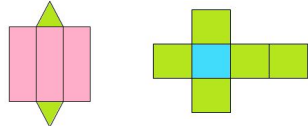
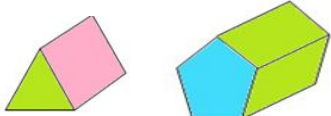
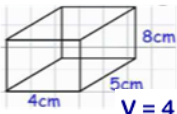
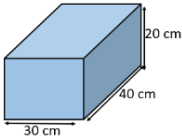

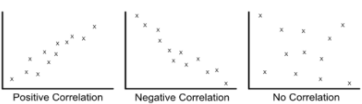
Context: An asylum seeker is someone who has arrived in a country and asked for a place of safety. In the UK, this means they do not have the same rights as a refugee or a British citizen would.



Year 8 CYCLE 3 MATHS

| <u>Word</u> | <u>Used in context</u> | <u>Definition</u> | <u>Example</u> |
|------------------------|--|---|--|
| Parallel | A square is made up of two sets of parallel lines . | Lines that do not meet or cross and are always the same distance apart. |   Parallel Lines Perpendicular Lines |
| Perpendicular | Two sides of a square meet at a right angle. Therefore, the sides are perpendicular . | Two lines intersecting to form a right angle. | |
| Transversal | Which of the lines below is the transversal ? | A line that crosses at least two other lines. |  transversal |
| Polygon | Square, rectangle, triangle and pentagon are all examples of polygons . | A closed shape with straight sides. |  Quadrilateral Pentagon Hexagon |
| Regular Polygon | A pentagon with all sides the same length is a regular polygon . | A polygon with all angles equal and all sides the same length. |  |
| Circumference | Calculate the circumference of this circle. | The perimeter of a circle. | |
| Diameter | Use the diameter to work out the circumference of the circle. | A straight line passing from side to side of a circle, through the centre. |  Circumference Diameter Radius Center |
| Radius | Use the radius to calculate the area of the circle. | A straight line from the centre to the circumference of a circle. Half of the diameter. | |
| Compound Shape | Calculate the area of the compound shape shown in the diagram. | A shape made up of two or more geometric shapes. |  |

Year 8 CYCLE 3 MATHS

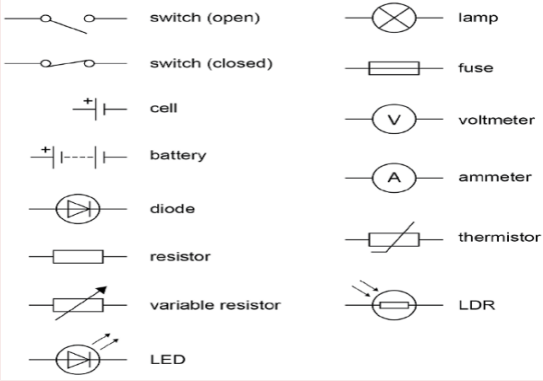
| Word | Used in context | Definition | Example |
|---------------------------|--|--|--|
| Net | Show the net of a cube with edges 3cm long. | Describes what a 3D shape looks like when opened and laid flat. |  |
| Prism | How many faces does this prism have? | A solid object with a constant cross section. |  |
| Volume | Calculate the volume of the cuboid. | The amount of 3D space an object takes up Cuboid Volume = length x width x height |  Cuboid Example $V = 4 \times 5 \times 8 = 160\text{cm}^3$ |
| Surface Area | Work out the surface area of this prism. | The amount of space covering the outside of a 3D shape. |  Front = $30 \times 20 = 600$ Back = 600 Top = $40 \times 30 = 1200$ Bottom = 1200 Right side = $40 \times 20 = 800$ Left side = 800 Total SA = 5200cm^2 |
| Scatter graph | The scatter graph shows the heights and weights of ten children. | A graph displaying values for two variables for a set of data. |  |
| Bivariate data | What type of graph shows bivariate data ? | Data that has two (usually related) variables . | e.g. Weight and Height |
| Correlation | What type of correlation is shown by this scatter graph? | The relationship between two variables. |  |
| Probability | What is the probability of flipping a coin and it landing on heads. | The likelihood of an event happening. | $P(\text{Heads}) = 0.5$ |
| Relative Frequency | Calculate the relative frequency of getting a 6 after the dice was rolled thirty times. | The number of times an event happens divided by the number of trials in an experiment. | Emma has won ten tennis matches and lost seven. The relative frequency of Emma winning a match is $\frac{10}{17}$ |



Year 8 CYCLE 3 SCIENCE

| Year 8 Combined Science Cycle Three - Physics | Week One | Week Two |
|---|---|---|
| <p>Key Vocabulary</p> <ol style="list-style-type: none"> Amplitude: maximum distance of a point on a wave from its rest position. Current: the rate of flow of electrical charge, measured in Amperes (A). Shown by the letter <i>I</i> in equations. Density: the mass of a substance within a given volume, measured in kg/m³. Displaced: moved from its place or position. Electromagnetic (EM) Spectrum: a group of Electromagnetic Waves divided up according to their frequency and wavelength. Frequency, f: number of waves passing a point each second, measured in Hertz, Hz. Hemispheres: the top and bottom halves of the Earth. Incidence: moving towards a surface. Ionizing radiation: radiation that causes charged particles to be formed. Orbit: The path taken by a planet around a star or a moon around a planet. Period: time taken for a wave to pass a point. Potential difference (pd): the amount of energy transferred per unit of charge, measured in Volts (V). Often called Voltage, shown by the letter <i>V</i> in equations. Power: the rate of energy transfer, measured in Watts (W). Shown by the letter <i>P</i> in equations. Refraction: A change in direction as a wave moves from one transparent material to another. Resistance: The opposition to the flow of electric charge, measured in Ohms (Ω). Shown by the letter <i>R</i> in equations. Wavelength: distance (m) from one point on a wave to the same point on the next wave. | <ol style="list-style-type: none"> Waves transfer energy without transferring matter. They can be either: <ul style="list-style-type: none"> Mechanical - they need a medium to travel through e.g. sound waves or seismic waves. Electromagnetic – disturbances in electric and magnetic fields E.g. Light or X-rays. Waves can be described in terms of their Amplitude, Wavelength, Frequency and Period. Transverse waves: the direction of energy transfer is perpendicular (at right angles) to the direction the particles oscillate. Longitudinal waves: the direction of energy transfer is parallel to (in line with) the direction the particles oscillate. Wave speed, <i>v</i>, can be calculated as: $v \text{ (m/s)} = \frac{\text{distance travelled by wave (m)}}{\text{time taken (s)}}$ $v \text{ (m/s)} = \text{wavelength, } \lambda \text{ (m)} \times \text{frequency, } f \text{ (Hz)}$ | <ol style="list-style-type: none"> Sound waves are caused by vibrating objects. The greater the amplitude of a sound wave, the greater volume of the sound. The greater the frequency of a sound wave, the higher the pitch of the sound. Sound waves travel at different speeds depending on the medium. The speed of sound in air is 343 m/s. Refraction occurs at the boundary between two mediums of different density because waves change speed. Waves will reflect off of a solid surface: <ul style="list-style-type: none"> Diffuse reflection – waves are scattered in many directions by a rough surface. Specular reflection – waves all reflect in the same direction from a smooth, shiny surface Law of reflection: angle of incidence = angle of reflection |
| | <p>Week Three</p> <ol style="list-style-type: none"> The Electromagnetic (EM) Spectrum consists of: <ul style="list-style-type: none"> Radiowaves, Microwaves, Infrared (IR), Visible light, Ultraviolet (UV), X-rays, Gamma rays. All EM waves travel at the speed of light, 3x10⁸ m/s through a vacuum. The longer the wavelength of an EM wave, the lower the frequency. All EM waves have a variety of uses including communication, cooking and medical applications. Some EM waves are harmful and can cause burns or damage your eyes. UV, X-rays and Gamma Rays are ionizing radiations and can cause cancer. | <p>Week Four</p> <p>Density core practical</p> <ul style="list-style-type: none"> Method A – regular shaped object <ol style="list-style-type: none"> Measure the mass of the object using a top pan balance. Measure the length, width and height of an object and calculate its volume: $l \times w \times h$. Density can be calculated as: $\text{Density (kg/m}^3\text{)} = \frac{\text{mass (kg)} \text{ (m)}}{\text{volume (m}^3\text{)}}$ Method B – irregular shaped object <ol style="list-style-type: none"> Measure the mass of the object using a top pan balance. Add a known volume of water to a measuring cylinder. Submerge the object totally and record the volume of water displaced by the object. Calculate density as above. |

Year 8 CYCLE 3 SCIENCE

| Week Five | Week Six | Week Seven |
|--|--|--|
| <p>1. Rubbing two insulating materials together will cause the build up of a static electric charge as electrons are transferred.</p> <p>2. Components in an electric circuit can be represented using circuit symbols:</p>  | <ol style="list-style-type: none"> Electrons carry the electric charge in an electric current. Current through a component can be measured in a circuit using an Ammeter connected in line with a component. Current is always conserved in a circuit – the current leaving the positive terminal and arriving at the negative terminal is the same. For a current to flow, the circuit must be complete. Potential difference (pd) across a component in a circuit, can be measured using a Voltmeter connected across a component. The greater the pd across a component, the higher the current through it will be. | <ol style="list-style-type: none"> Series circuits: components are arranged one after another – there is only one route for the current to take. <ul style="list-style-type: none"> Current is the same through all components. Pd across the individual components in the circuit adds up to the total pd across the power supply. Parallel circuits: components are arranged on separate branches of the circuit – current flows along different branches when it reaches a junction. <ul style="list-style-type: none"> Current through the main circuit is divided across the separate branches. Pd across each branch is the same as the pd across the supply Resistance occurs when charges collide with the particles which make up the wire. |
| Week Eight | Week Nine | Week Ten |
| <p>Resistance core practical</p> <ol style="list-style-type: none"> Connect up a series circuit of a power supply, an ammeter and a 1m length of resistance wire closing a gap between two crocodile clips. Connect a voltmeter in parallel across the resistance wire. Switch on the circuit and record the readings of current and potential difference. Repeat steps 1-3 for a range of lengths of resistance wire between 1m and 0.1 m. Calculate the resistance of the wire at each length using: Resistance (Ω) = potential difference (V) / current (A) Use your calculated values of resistance to plot a graph of length of wire against resistance. | <ol style="list-style-type: none"> Current/Potential difference (I/V) graphs show the characteristic relationship between current and pd values for different components: <ul style="list-style-type: none"> Fixed resistor: I is directly proportional to V - straight line through the origin. Filament lamp: resistance increases as the bulb gets hotter. Diode: Very low resistance if current flows in one direction, very high resistance if current flows in opposite direction. The higher the power of an appliance, the more quickly it can transfer energy. Power, P, is calculated as: Power (W) = Energy transferred (J) / time (s) Electrical devices use fuses, circuit breakers and the earth wire as safety features. | <ol style="list-style-type: none"> The Solar System is made up of The Sun (a star) and the Planets that orbit it. Other objects include moons, the asteroid belt and man-made satellites. Planets and moons are kept in orbit by gravity. The larger an object is, the greater it's gravitational pull. Objects weigh less on smaller planets such as Mars, but would weigh more on larger planets such as Jupiter. Weight, w, can be calculated as: $w = m \times g$ <p style="text-align: center;">(N) (kg) (N/kg)</p> Seasons occur due to the Earth's tilt as it orbits the Sun. It is summer in the hemisphere tilting towards the Sun. Day and night occur due to the Earth's rotation. It is day on the side of the Earth facing the Sun. |



Year 8 CYCLE 3 GEOGRAPHY - Rivers

WEEK 1

A river is water flowing downhill in a channel. Much of the landscape has been shaped by rivers. A **drainage basin** is an area of land which feeds a river. All of the precipitation that falls in this area will into the river system. Within the drainage basin you find the following features;
Watershed: the outer edge of the drainage basin.
Channel: A landform that contains a river at the bottom of a valley.
Source: The start of the river.
Tributary: A small river that joins a larger river.
Confluence: The point where two rivers join.
Mouth: The point where the river enters the sea or a lake.

WEEK 2

River erosion is the wearing away of the banks and bed of a river by the power of the water in the channel. There are a number of ways that rivers erode; **Abrasion:** Material carried by the river hits the sides and bed breaking bits off. **Attrition:** Rocks and stones bang against each other chipping bits off. **Hydraulic action:** The force of water pushing into cracks in the rock, breaking bits off. **Corrosion:** Rocks dissolving in the water. Rivers then transport this material through; **Suspension:** water carrying fine particles. Solution: Dissolved material being carried in water. **Traction:** Boulders and rocks rolling along the bed. **Saltation:** Small pebbles and stones bouncing along the bed.

WEEK 3

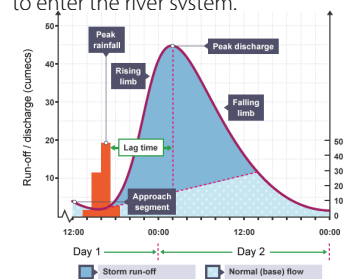
Most rivers share similar characteristics in gradient (steepness) and shape and are split into three sections; Upper, middle and lower course. The upper course is usually steep with the water having a lot of energy. This causes vertical erosion resulting in steep valley sides and a narrow valley floor. This is called a **V-shaped valley**. The river winds its way through the hills but does not have the power to cut through them so leaves bit of land sticking from the valley sides. These are called **interlocking spurs**. Another feature of the upper course are **waterfalls** which form where there is hard and soft rock. Soft rock is eroded more easily, leaving an overhang of hard rock. As the soft rock erodes further a **plunge pool** is created.

WEEK 4

In the middle course the river has more energy and a high volume of water. The gradient here is gentle and lateral erosion has widened the river channel. The river channel has also deepened. **Meanders** form and slowly move across the landscape due to lateral erosion. Eventually the channel cuts through leaving an **ox-bow lake**. In the lower course, the river channel is now deep and wide and the landscape around it is flat. The energy of the water is low so lots of deposition takes place and **floodplains**, areas that regularly flood and estuaries form. In the lower course, the velocity of the water is the fastest due to less friction and sediment will be carried in **suspension**.

WEEK 5

Discharge: The amount of water flowing through a river. A **hydrograph** shows two graphs - a bar chart showing rainfall, usually from a storm and a line graph showing discharge from before, during and after the rain storm. A hydrograph shows how a river is affected by a storm and how long it takes rainwater to enter the river system.



WEEK 6

A river floods when the water normally flowing in the channel overflows its banks and spreads out onto the surrounding land. This causes major problems for people living close to the river. Physical causes of flooding: heavy rainfall, long periods of rain, snowmelt, steep slopes, **impermeable** rock (doesn't allow water through), very wet, saturated soils, **compacted** or dry soil. Human factors increasing flood risk: **Urbanisation** - because towns and cities have more impermeable surfaces. **Deforestation** - because removing trees reduces the amount of water **intercepted** and increases **runoff**.

WEEK 7

Boscastle is a small coastal settlement in the south west of England. It flooded in August 2004, washing cars and buildings into the sea and putting peoples' lives in danger. **Causes:** Heavy localised rainfall - 89 mm of rain fell in an hour and saturated ground from previous rainfall. The landscape upstream of Boscastle, a steep-sided valley, acted as a funnel directing vast volumes of water into the village. Narrow river channels in the village itself. **Responses:** £4.5 million has been spent on a flood defence scheme and includes better drainage, sewerage and land regrading. The car park has been raised in height and acts as a barrier. The river channel has been made deeper and wider so it can hold more water.

WEEK 8

Bangladesh (LIC) in Asia and it is frequently affected by flooding. In 2007, flooding made 9 million people homeless & approximately 1,000 people died from drowning and diseases. **Causes:** Cyclones cause coastal flooding, low-lying land, melt water from the Himalayas, deforestation, monsoon rains and increasing urbanisation. **Immediate responses:** Food aid from the Government and other countries, water purification tablets, repairing embankments, rescuing people, seeds given to farmer whose crops were destroyed. **Long-term responses:** Building embankments, building raised flood shelters, flood warning systems, emergency planning, dams planned and deforestation reduced.

























WEEK 9

Flood management techniques can be divided into hard engineering and soft engineering options. **Hard engineering** options tend to be more expensive and have a greater impact on the river and the surrounding landscape. These include; dams, reservoirs, channel straightening, channel widening, embankments, walls and relief channels. **Soft engineering** options tend to be cheaper and more environmentally friendly. They include; Flood warning and preparation systems, educating local people, floodplain zoning, afforestation, planting other vegetation, managed flooding, dredging, removing hard engineering techniques and river restoration.

WEEK 10

The River Nile is the longest river in the world and goes through 10 countries in Northern Africa. The Nile is the only major reliable source of renewable water supplies in the region. There have long been conflicts about the amount of water that countries are allowed access to and with population growing these are expected to continue. When completed, the Grand Renaissance Dam, in Ethiopia, will be Africa's largest Hydroelectric power plant. The reservoir behind the dam will hold 74 billion cubic metres of water and take around 6 years to fill up. However, the building of the dam is causing tension between Ethiopia, Sudan and Egypt as there are concerns over who will control the flow of water and how it will affect countries down stream.

Year 8 CYCLE 3 HISTORY - The Making of the USA

| | | | |
|--------------------------------|--|--------------------------------|---|
| <p>1 American Independence</p> | <ul style="list-style-type: none"> In 1607, Jamestown became the first English settlement in the Americas.  In 1620, pilgrims travelled to America to settle and begin a new life. The pilgrims were Puritans (strict Protestants). They wanted to create a new Puritan society, with the churches and practices they wanted. Between 1607-1783, England controlled America. Between 1765-1765, England passed laws to increase taxes on American colonists, and increase control of America. For example, they taxed imported tea.  The 'Boston Tea Party' tipped boxes of taxed tea into the sea, in protest. By 1775, the American War of Independence broke out. Britain lost the war and the Declaration of Independence was signed 4 July 1776.  | <p>6 Plains wars</p> | <ul style="list-style-type: none"> Indigenous Americans were being moved onto reservations. These were areas of land designated for Indigenous Americans. However, the land was often poor (e.g. infertile) and it changed their nomadic way of life.  This led to a series of conflicts between white Americans and Indigenous Americans. The conflicts were usually triggered by a lack of food. This is because the reservation land was poor, or white Americans were using hunting land. Fighting then would break out between white Americans and Indigenous Americans. The American army would be sent to attack the Indigenous tribe. The army would win and the Indigenous tribe would be forced to move onto another reservation, often with even worse land. |
| <p>2 Plains Indians</p> | <ul style="list-style-type: none"> Many indigenous Americans lived in the Great Plains. This is a large area of flat land. They were nomadic. Which means they did not have a permanent home but moved from place to place, following the buffalo.  Indigenous people who lived on the Plains had learnt to adapt to it.  For example, the Great Plains lacked key resources such as food and firewood. Therefore, they used every part of the buffalo. The dung for fuel, the skin for tipis (tent-like homes), and meat for food. Using all of the buffalo was also seen as a sign of respect to the animal. There are many different indigenous tribes, each with their own practices, cultures and religions. | <p>7 Reservations</p> | <ul style="list-style-type: none"> Reservations impacted Indigenous Americans politically, economically, and socially.  Politically: Special councils were set up that took away the chief of the tribe's powers. Economically: Plains Indians were not allowed to leave their reservation to hunt. The quality of the land was poor. The buffalo herds were wiped out by white Americans. There was a lack of opportunity in the reservations. Socially: Children were taken from their parents and sent to boarding schools to be taught 'Western ways'. For example, converting to Christianity. Feasts and ceremonies such as the Sun Dance were banned.  Reservations still exist today. Issues such as poverty and alcoholism are common.  |
| <p>3 Westward expansion</p> | <ul style="list-style-type: none"> Gold was discovered in California in 1848. This led to the Californian Gold Rush. Many men travelled to California to pan for gold in streams.  Many of these men ended up desperately poor and moved to working in gold mines. These were dangerous and they were paid very little.  The Homestead Act was passed in 1862 This meant that people moving west could claim 160 acres of land, as long as they lived there for 5 years.  These people were called 'homesteaders'. They adapted to living in the plains. For example, they used wind pumps to pump water from the ground. They built basic 'sod houses' from the soil. | <p>8 Civil Rights Movement</p> | <ul style="list-style-type: none"> In 1865, the Emancipation Declaration ended slavery in the USA. However, this did not end racist attitudes or systems. In many states, black and white people were segregated (separated). In the South, this was enforced by law.  These segregation laws were called Jim Crow Laws. For example, black and white children were not allowed to go to the same school. After WWII, people started to successfully challenge these laws. For example, in 1954, the highest court in the USA, the Supreme Court, said that segregated schools were no longer allowed. It told schools across the USA that they needed to desegregate.  However, black people still faced racism in education, housing, work and services such as buses. |
| <p>4 Westward expansion</p> | <ul style="list-style-type: none"> Mormonism is a type of Christianity, it began in 1830. Mormons were targeted in America. For example, Mormons believe in polygamy (having more than one  wife). People disagreed with this. They were also not allowed to vote. In 1844, the Mormon leader, Joseph Smith, was murdered. Therefore, the new leader, Brigham Young, said that Mormons should move West and create their own city. Under Young's leadership, Mormons moved West and established Salt Lake City.  Many men moved west to become cowboys. Texas had a lot of cattle after the America Civil War.  Cowboys drove (used horses to move) the cattle from Texas to 'cow towns'. These towns were along the railway, so the cattle could be loaded on and sent to the East. The job was very difficult. The journey could take 3 months and it was very dusty. Once the railway had expanded into the South, cattle drives were no longer needed. | <p>9 Civil Rights Movement</p> | <ul style="list-style-type: none"> The Montgomery Bus Boycott began in 1955. It challenged segregation on the buses.  In Montgomery, black people had to sit at the back of the bus and, if a white person was standing, they had to give up their seat. A woman named Rosa Parks refused to do this and was arrested. This started a 381 day boycott of the buses. A boycott is when you refuse to use a service, as a form of protest.  The boycott was organised by Martin Luther King Jr. The black community organised car pools and walked to work. The boycott led to buses being forced to desegregate.  This led to other similar protests and other areas being forced to desegregate. In 1963, around 250,000 people marched together in the March on Washington.  Its aim was to put pressure on the government to pass a civil rights law. This would make black and white people equal in law. Martin Luther King Jr. gave his 'I Have a Dream' speech. In 1964, the Civil Rights Act was passed. This prohibited (banned) discrimination in public places and the work place. In 1965, the Voting Act was passed. This prohibited places in the USA from stopping black people from voting.  |
| <p>5 Law and order</p> | <ul style="list-style-type: none"> Keeping law and order in the new Western towns was challenging.  Territories had locally-elected sheriffs. However, sometimes the area they were trying to control was very large. In other cases, the sheriffs were corrupt.  In many areas, people set up vigilante groups. Vigilantes are people who take charge of law and order in their area. Cow towns had reputations of being lawless. Cowboys arrived in cow towns after months of travelling. They would often spend their money on alcohol and gambling. Over time, law and order improved as stricter laws were introduced. | <p>10 Overview</p> | <p>US Westward expansion: Many people chose to move Westward. For example, miners, cowboys and homesteaders were hoping to make money. Mormons were hoping to set up a safe society where they could practice their religion. There was lots of crime in the new Western territories. Westward expansion had a deep, long-term impact on Indigenous Americans. They were forced to move onto reservations and end their nomadic lifestyle.</p> <p>Civil Rights Movement: After slavery was abolished (ended), black people continued to fight for equal rights. After WWII, laws were successfully passed that ended segregation laws. For example, in 1954 schools were told to desegregate. Thanks to the hard work of Martin Luther King and other Civil Rights activists, the Civil Rights Act was passed in 1964.</p> |



Year 8 CYCLE 3 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:



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



| Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | |
|-----------|------------------------------------|-------------|--------------------|-----------|--------------------------------|------------|----------------------|----------------|---------------------|
| lo | him, it (m) | me | myself, to me | gustar | to please | querer | to want, love | nuestro/a | our (m/f) |
| la | her, it (f) | te | yourself, to you | importar | to matter, be important to | encontrar | to find, finding | tan | so (for emphasis) |
| dejar | to leave, to let (give permission) | quitar | to take away/off | fácil | easy | volver | to return, returning | hijo | son |
| seguir | to follow, following | lleno/a | full (m/f) | preocupar | to worry | esperar | to wait (for) | hija | daughter |
| acompañar | to go with, accompany | tirar | to throw, throwing | encantar | to delight, be delightful to | historia | story | médico | doctor (m) |
| policía | police (officer) | caja | box | molestar | to annoy, bother | mes | month | médica | doctor (f) |
| parar | to stop, stopping | regalar | to give, giving | alegrar | to make happy | llorar | to cry, crying | conocido/a | well-known (m/f) |
| cocina | kitchen | vacío/a | empty (m/f) | interesar | to interest, be interesting to | mamá | Mum | científico | scientist (m) |
| saludar | to greet, greeting | reloj | watch | difícil | difficult | gritar | to shout, shouting | científica | scientist (f) |
| besar | to kiss, kissing | tarjeta | card | | | frío | coldness | | |
| Week 6 | | Week 7 | | Week 8 | | Week 9 | | Week 10 | |
| veintiún | 21 | que | that, than | este/a | this (m/f) | hice | I did, made | fui | I went |
| treinta | 30 | | | | | | | | |
| tío | uncle | menos | less | parecer | to seem, appear | hiciste | you did, made | fuiste | you went |
| tía | aunt | | | | | | | | |
| abogado | lawyer (m) | ¿de verdad? | really? | tipo | type | viejo | old | fue | s/he/it went |
| | | entrar | to go in, enter | precio | price | fondo | back, end | apoyar | to support |
| abogada | lawyer (f) | vale | ok | guardar | to keep | evitar | to avoid | zona | area, zone |
| | | peor | worse | mitad | half | dentro | inside | septiembre | September |
| débil | weak | ambiente | atmosphere | marca | brand | fuego | fire | octubre | October |
| músico | musician (m) | prestar | to lend, lending | ligero/a | light | habitación | bedroom | avión | plane |
| música | musician (f) | enfermo/a | ill, sick | pagar | to pay, paying | daño | harm, damage | principalmente | mainly, principally |
| | | enojado/a | angry | falda | skirt | fila | line | noviembre | November |

Weeks 11 & 12: revise weeks 1-10

Year 8 CYCLE 3 ART & DESIGN

Year 8 Cycle 3- Food and Drink

Use the list of key words to support your learning in art and observe the selection of artist images that we will look at through cycle three.

Art task: Copy the artist image as a voluntary stretch and challenge task bring in and stick in your sketchbook.

Key words

Composition: In Art, composition is the way parts of the artwork are combined or arranged.

Contrasting colours: Are opposite on the colour wheel. When next to each other they make each other brighter. There are three contrasting colour pairs.

Illustration: An illustration is an interpretation of a text designed to be printed.

Realism: Realism describes artworks painted in a realistic almost photographic way.

Pop Art: An Art movement that started in the 1950s responding to popular culture during this period. Pop artists often used bold colours and dark outlines.

Perspective: Perspective in drawing is making something look 3D on a 2D surface.

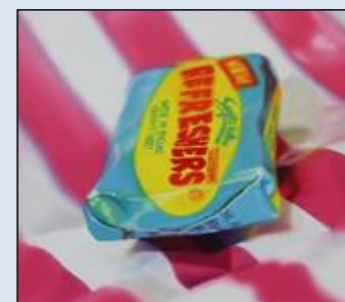
Sculpture: Three- dimensional art made by one of the four basic processes: carving, modelling, casting or constructing.

Still Life: A painting or drawing of an arrangement of objects, typically fruit, flowers and readily objects.

Artists



Claes Oldenburg
Dropped Ice Cream



Wayne Theibald,
Cherry Pie



Sarah Graham,
Refresher



Georgina Luck,
Ketchup

Joel Penckman,
Fruit Spectrum

Year 8 CYCLE 3 PERFORMING ARTS - From Antigone to Rosa Parks

| Week 1 and 2 | Week 3 and 6 | Week 4 and 7 | Week 5 and 8 | Week 9 and 10 |
|---|--|--|--|--|
| <p>Key Words and ideas</p> <p>Making a Stand – to do something to stand up for what you believe is right.</p> <p>Greek Tragedy - a play in which the protagonist, usually a person of importance and outstanding personal qualities, falls to disaster through the combination of personal faults and circumstances with which he or she cannot deal.</p> <p>Abstract Theatre – a way of presenting drama that you would not usually expect to see, e.g. using lots of physical movement rather than words.</p> <p>Forum Theatre - the involvement of spect-actors – audience members who become very much a part of the performance. Created by a Brazilian called Augusto Boal in the 1960's and 1970's.</p> | <p>Drama Techniques that could be used</p> <p>Freeze frames Levels Thought Tracking Choral speaking Multi rolling (playing more than one character) Mime Cross cutting Split stage Varying pace Exaggerated physicality Direct address to the audience Monologue Narration</p> <p>Rosa Parks</p> <p>Rosa Parks was a civil rights activist who refused to surrender her seat to a white passenger on a segregated bus in Montgomery, Alabama. Her defiance sparked the Montgomery Bus Boycott; its success launched nationwide efforts to end racial segregation of public facilities.</p> | <p>Greek Tragedy Structure Chorus</p> <p>They set the background to the story, and fill in what has happened BEFORE the action that we are about to see. This is done by</p> <ul style="list-style-type: none"> • Conversation • Song • Verse <p>They are part of the town/village.</p> <p>Protagonist and Antagonist</p> <p>There needs to be a CONFLICT between characters.</p> <p>Other characters who may be part of the action.</p> <p>A TRAGIC end that is not seen by the audience, but is reported by A Messenger.</p> <p>Sophocles was an ancient Greek dramatist who lived from about 496 to about 406 BCE. He wrote over 100 plays and was one of the three famous Greek tragedians (along with Aeschylus and Euripides).</p> | <p>The Story of Antigone by Sophocles</p> <p>Antigone begins with The two sons of Oedipus, Eteocles and Polynices, who are fighting for the kingship of Thebes. Both men die in the battle. Their successor, Creon, decides that King Eteocles will be buried, but Polynices, because he was leading a foreign army, will be left on the field of battle. Antigone, his sister, buries him anyway. Antigone is caught burying Polynices and is condemned to death. Her fiance and Creon's son, Haemon, learns about this and tries to convince Creon to change his mind. It's only then that the seer Tiresias appears. After a long discussion, he finally persuades Creon that the gods want Polynices buried. By then it's too late -- Antigone has hanged herself, Haemon kills himself when he finds her, and Creon's wife kills herself when she learns about her son.</p> | <p>Antigone and Creon – the issues</p> <ul style="list-style-type: none"> • Ancient Greek Religious Beliefs were that if a body was left unburied, the soul wandered eternally and could never be at peace. • Antigone believes that the law of the Gods and family duty are more important than the laws of men. • Antigone believes that she must bury her brother publicly to MAKE A STAND. • Creon believes that he has to be tough to keep order. • Creon can not be seen to make any exceptions to his rules, even to his niece, and future daughter in law. |

Year 8 CYCLE 3a WEST EXE BACCALAUREATE - Identity and Relationships and Global Issues

| Week 1: Key terms | Week 2: Relationship values | Week 3 | Week 4 | Week 5 |
|---|--|---|--|---|
| <p>Gender identity. Someone’s personal sense of their own gender.</p> <p>Gender expression. How a person chooses to reflect their gender identity.</p> <p>Gender binary. The idea that there are only two genders – male and female.</p> <p>Trans. A gender identity umbrella term for people whose gender identity differs from the gender they were assigned at birth.</p> <p>Cisgender. Someone whose gender identity aligns with their birth gender.</p> <p>Non-Binary. A gender identity umbrella term for people whose identity falls outside the gender binary. Some people do not identify with the gender they were assigned at birth – some people have no gender at all.</p> <p>Agender. A non-binary identity for people that have no gender at all.</p> <p>Intersex. Someone born with anatomical, hormonal and/or chromosomal variations in their sex characteristics. Some intersex people self-define as trans and/or non-binary, others with the gender they were assigned at birth.</p> | <p>1. Honesty. Lies and deception rob partners of a sense of security.</p> <p>2. Loyalty. Partners should stand by each other through thick and thin.</p> <p>3. Trust. Partners can rely on the other person having their best interest at heart.</p> <p>4. Equality. A relationship needs to be an equal partnership. Inequality can lead to resentment.</p> <p>5. Respect. Partners need to respect each other’s views, to show they value the other person and their opinions.</p> <p>6. Communication. Talking to each other, in the right way, can prevent small issues becoming big problems.</p> <p>7. Forgiveness. Necessary for a relationship to move forward.</p> <p>8. Emotional support. Partners need to be there for each other when things go wrong.</p> <p>9. Responsibility. Both partners taking responsibility for their role in the relationship.</p> <p>10. Accountability. Each partner owning up to their mistakes and a commitment to try to improve.</p> | <p>In 2015, members of the UN made a promise to work for peace, health and wealth for all people and the planet, now and into the future. These promises are known as the 17 Sustainable Development Goals (SDGs):</p> <p>1. End poverty in all its forms everywhere. More than 700 million people still live in extreme poverty. They struggle to meet their most basic needs (health, access to water and sanitation, education).</p> <p>2. End hunger and achieve food security. More than 750 million people worldwide, mainly in developing countries, suffer from hunger worldwide,</p> <p>3. Ensure healthy lives and promote well-being for all. More than five million children die before their fifth birthday every year. 16,000 children die each day from preventable diseases.</p> <p>4. Ensure quality education for all. More than half of children and are not meeting minimum ability standards in reading and mathematics.</p> <p>5. Achieve gender equality and empower all women and girls. On average, women in the job market still earn 23% less than men globally.</p> | <p>6. Clean water for all. Water scarcity affects more than 40% of the world’s population.</p> <p>7. Access to affordable, renewable energy for all. Energy consumption is the main contributor to climate change, accounting for around 60 percent of total global greenhouse gas emissions.</p> <p>8. Full and productive employment and decent work for all. More progress is needed to increase employment opportunities, especially for young people, and to promote safe and secure working environments for all workers.</p> <p>9. Build resilient infrastructure. 46% of the global population does not have access to the internet.</p> <p>10. Reduce inequality within and among countries. Income inequality is on the rise. As of 2017, the richest 10% earned at least 20% of total global income. The poorest 40% earned less than 25% of total global income.</p> <p>11. Make cities and human settlements inclusive, safe, resilient and sustainable. In the developing world, the rapid growth of cities, led to 24% of the urban population living in slums in 2018.</p> | <p>12. Sustainable production and use of resources. If, global population reaches 9.8 bn by 2050, the equivalent of almost three planets will be required to provide the natural resources needed to sustain current lifestyles.</p> <p>13. Urgent action to combat climate change. The impacts of climate change include changing weather patterns, rising sea level, and more extreme weather events.</p> <p>14. Protect oceans, seas and marine resources. More than 30% of the world’s fish stocks are overexploited. An average of 13,000 pieces of plastic litter to be found on every square kilometre of ocean.</p> <p>15. Protect and restore land-based ecosystems. 7 million hectares of forests are lost every year. Of the 8,300 known animal breeds, 8% are extinct and 22% at risk of extinction.</p> <p>16. Promote peaceful and inclusive societies. High levels of violence and insecurity have a destructive impact on a country’s development.</p> <p>17. Strengthen the global partnership. The SDGs can only succeed if all countries have a strong commitment to global partnership and cooperation.</p> |



Year 8 CYCLE 3b WEST EXE BACCALAUREATE - Model United Nations Conference

| Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|---|---|--|---|---|
| <p>The United Nations (UN) The UN is an international organization formed in 1945 after World War Two by 51 countries committed to world peace and security. There are now 193 countries, called member states, in the UN. The UN's work reaches every corner of the globe through humanitarian assistance and peacekeeping. The UN tries to make the world a better place – from working on issues such as the environment, disaster relief, protecting refugees and counter terrorism, to promoting democracy, human rights and gender equality. In short, the UN coordinates efforts for a safer world for this and future generations.</p> | <p>The aims of the UN The UN originally had four main purposes:</p> <ul style="list-style-type: none"> To keep peace throughout the world. To help countries get along and to try to find peaceful solutions to disputes. To help nations work together to improve the lives of poor people, to conquer hunger, disease and illiteracy, and to encourage respect for rights and freedoms. To coordinate the actions of nations to achieve these goals. <p>Recently, the UN has led international efforts to find solutions to environmental problems, e.g. climate change.</p> | <p>The UN tries to be peaceful, but sometimes when talks do not work the UN will fight too. For example, in the 1990s the UN helped to force Iraqi soldiers out of Kuwait.</p> <p>At other times, the UN has formed 'peacekeeping' forces. UN peacekeepers travel to troubled places in the world and try to keep the peace. Today there are UN peacekeepers working in Afghanistan, Cyprus, Haiti, and several other countries.</p> | <p>The most powerful part of the UN is the Security Council (UNSC) which is responsible for maintaining international peace and security.</p> <p>The UNSC's decisions include peacekeeping and non-military tactics, such as trade bans.</p> <p>The UNSC has 15 members: five permanent members with veto power (China, Russia, France, the UK, the USA) and ten elected members.</p> | <p>Key words used in a Model United Nations Conference</p> <p>Member state: Another word for a country.</p> <p>Delegate: A person representing a member state.</p> <p>Delegation: All the delegates from a member state.</p> <p>Chair: The person in charge of a Committee.</p> <p>Lobbying: When delegates try to get each other to sign their clauses.</p> <p>Clause: A statement of what a delegate wants the UN to do about an issue.</p> <p>Resolution: A list of clauses on an issue.</p> <p>Proposer: The country that has written the Resolution which is being discussed.</p> <p>Points of information: Questions asked by delegates after another delegate has given a speech.</p> <p>Amendments: Proposed changes to another delegate's clauses.</p> <p>Voting: When delegates can vote for or against the Resolution or amendment.</p> <p>Abstentions: When delegates choose not to vote on a Resolution.</p> <p>General Assembly: When the whole UN meets together to discuss an important topic or issue.</p> |
| <p>UNICEF (United Nations Children's Fund) UNICEF was formed in 1946 and provides help to children and mothers in 190 countries.</p> <p>UNICEF has five priority areas:</p> <ul style="list-style-type: none"> Young Child Survival and Development Primary Education and Gender Equality Child protection HIV/AIDS Early childhood <p>In 1965, UNICEF received the Nobel Peace Prize for its work.</p> | <p>UNEP (United Nations Environment Programme) UNEP is in charge of the UN's environmental activities, helping LICs develop good policies and encouraging sustainable development. It was formed after the UN Conference on the Human Environment in June 1972. Its headquarters are in Nairobi, Kenya.</p> <p>UNEP has helped to develop guidelines on issues such as air pollution, and contamination of international waterways.</p> | <p>UNESCO (United Nations Educational, Scientific and Cultural Organization) UNESCO seeks peace through cooperation in Education, the Sciences and Culture. Its programmes contribute to the achievement of the Sustainable Development Goals. These programmes are: 1. Education; 2. Natural sciences; 3. Social and human sciences; 4. Culture; 5. Communication; 6. Information</p> <p>UNESCO also decides which places will become World Heritage Sites – Places of special historic, cultural and/or scientific interest and value which should be protected for future generations to learn from.</p> | <p>All member states are part of the United Nations General Assembly (UNGA) which discusses issues and votes on proposals to solve these.</p> <p>Veto power means that any of the five permanent members of the UNSC can block decisions made by the UNGA.</p> <p>UNDP (UN Development Programme) UNDP is the UN's global development network. UNDP's aims are global sustainable development, the ending of poverty and promoting democratic societies.</p> <p>UNDP publishes the Human Development Index each year. This ranks countries on factors such as education, health and standard of living.</p> | |

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. | After he heard the news, the boy sat down. Because he was invisible, 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, that were jumping and calling, surrounded the car. The nun, with whom I recently had a falling out with, prayed to God. |
| | Fragments | A fragment is a word, that is punctuated as if it is a sentence. It is not a sentence because it doesn't have a subject and a finite verb. Fragments add emphasis, create a colloquial style and create realistic speech. | This is the worse day ever. Ever. She told me that if I didn't do my homework, she'd put me in detention. Well, whatever. "Where are you going?" "Home." |
| Phrases | Phrases | Whereas a clause has BOTH a subject and a finite verb, a phrase does not have BOTH a subject and a finite verb. A group of two or more words which usually do not contain a finite verb and which can act as a noun, verb, adverb, adjective or preposition. | This is a clause: after the school day ended. This is a phrase: after school. |
| | Prepositional Time Phrases | Phrases that indicated when something happens. A comma is needed to separate a (prepositional) time phrase from the rest of the sentence when it is before the main clause. | Yesterday, it was snowing heavily. It was snowing heavily yesterday. |
| | Prepositional Place Phrases | Phrases that indicated where something happens. A comma is needed to separate a (prepositional) place phrase from the rest of the sentence when it is before the main clause. | Under the hill, Bilbo Baggins lived. Bilbo Baggins lived under the hill. |
| | Present Participle Phrases (ING) | Begins with an ING present participle and it does not have a subject or a finite verb. They are separated from the main clause with a comma - BOTH when they are before the main clause AND when they are after it. The phrase must refer to the subject of the clause. | Thinking about her hot dinner , the woman shifted on the cold seat. Watching their daughters play football , the two mothers shouted support. |
| | Past Participle Phrases (ED) | As above, but begins with an ED past participle. | Scared he might not make it , the boy ran to the toilet. The young couple hugged, thrilled at the news of their pregnancy . |
| | Adverbs | An adverb can be placed at the beginning, middle and end of a sentence. Adverbs are used to qualify or modify the verb. At the beginning it needs to be separated by a comma; in the middle of the subject and finite verb it needs be embedded between two commas; at the end it does not need to be separated. | Suddenly, the building exploded. The building exploded suddenly. The building, suddenly, exploded. |
| Advanced Punctuation | Semi-colon | Semi colons link two main clauses to form one sentence. They need to be related by topic or action. It does not link a sentence to a subordinate clause or phrase. You do not use a capital letter after a semi-colon. | This is how you use a semicolon; it is easy when you know how. My mother is from Italy; my father is from Poland. |
| | Colon | Colons introduce information, expanding or embellishing a point that has already been made. The information on each side is essentially the same but after the colon, there's usually more detail. You can imagine the colon being a stand in for the phrase 'let me tell you about it'. | It is very cold outside: there are icicles hanging from my front door and the post man arrived by sled! I am allergic to two things: eggs and honey. |
| | Dashes | The dash is a punctuation mark used for emphasis and effect: it can be used to replace a colon, a semicolon, an ellipsis, brackets or a comma. | The dash is a versatile tool - it can replace a semi-colon or colon. You might also want to know - if you're <i>really</i> interested - that it can replace commas too. |



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