

Knowledge Book

Year 8

Cycle Two

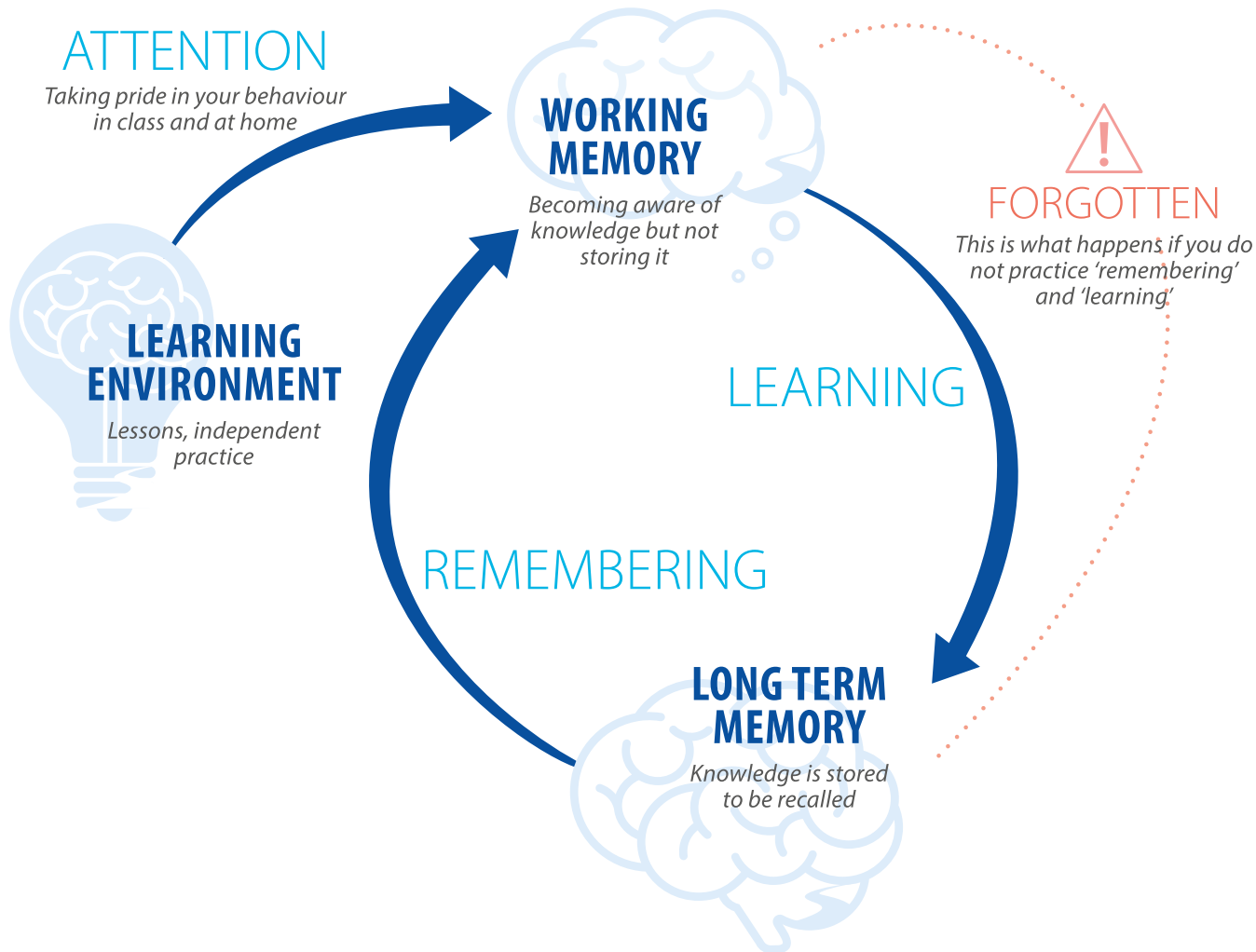
Name:



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.

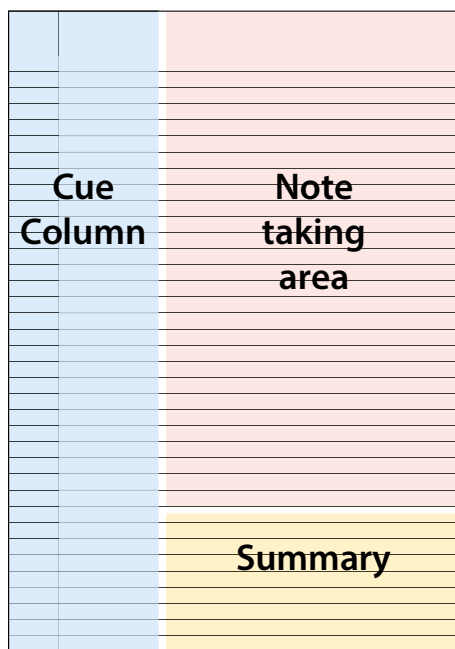
Our ability to learn and remember is enhanced when we engage in activities that test what we remember. 'The testing effect' is a proven way of enhancing our long-term memory which gives us clear feedback on gaps in our learning. Therefore, regular quizzing is a vital part of our curriculum.



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**.

Extended Practice Guide - You are expected to spend a minimum of one hour on extended practice each day. There are four subjects to study each day, 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 timetable below. All weekly quizzes should be completed by **8am on Monday Morning**. The content for 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	Cornell Notes and Sparx Quiz	Spanish	Quizlet and Weekly Lesson Vocabulary Tests

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:

Google Classroom Class Codes	
Subject	GC Code
Dashboard	asfkxdf
Art & Design	fnocgfe
Creative Tech	ckd22lm
English	yelaiwx
Geography	gqr5y4v
History	ws3smo2
Mathematics	6w3tiaq
Music	bvzibmz
Science	zyoebnr
Spanish	cj6tpyh
Sport Health & Nutrition	bpzt2gu
West Exe Bacalaureate	gz5kskd

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 mins	10 mins	20 mins	20 mins
Monday	Science	Spanish	Sparx Reader	Maths - SPARX
Tuesday	No extended practice due to period 6.			
Wednesday	Science	Spanish	Geography	Maths - SPARX
Thursday	Science	Spanish	English	History
Friday	Science	Spanish	English	Maths - SPARX

Maths Sparx Reminder

Sparx practice is set 8 am on a Thursday morning and 100% of compulsory and Target is to be completed by **4pm on Wednesday afternoon**. 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/afterschool on Monday. You are advised to start the tasks earlier than later. Support will be offered on a Monday and Tuesday at break in Mal if you are struggling with any questions. Any student who has not completed 100% by **8am Thursday morning** will be expected to attend Sparx lunch time catch up in MA 1.

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 Engl.

Rewards: Merits will be awarded daily by your Tutor.



HOUSE WEEK, WEST EXE SCHOOL & BRITISH VALUES

	West Exe School Student Attributes	British Values	House Week Activities	Key Questions
House Week 1	Kind Adaptable	<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	Curious Ambitious	<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	Resilient Proud	<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>

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!*

**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.



Opportunity

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

- Assembly on "A world of employment"
- Teachers will talk about real life applications
- Employer encounters
- CareerPilot sessions
- Talking Futures Fayres

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.



My Ambition Statement

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.

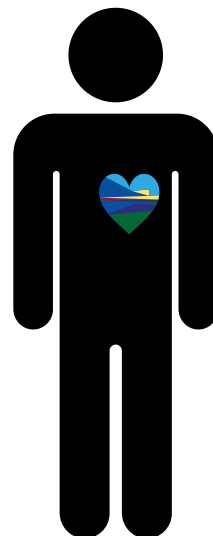
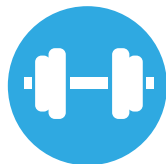
Healthy body - healthy mind! Links between physical activity and mental wellbeing. WES 10-a-day.

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 1220 1789 1394" 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?

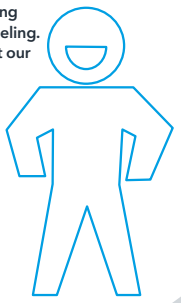
Is there anything I can do about it?

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



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.

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?

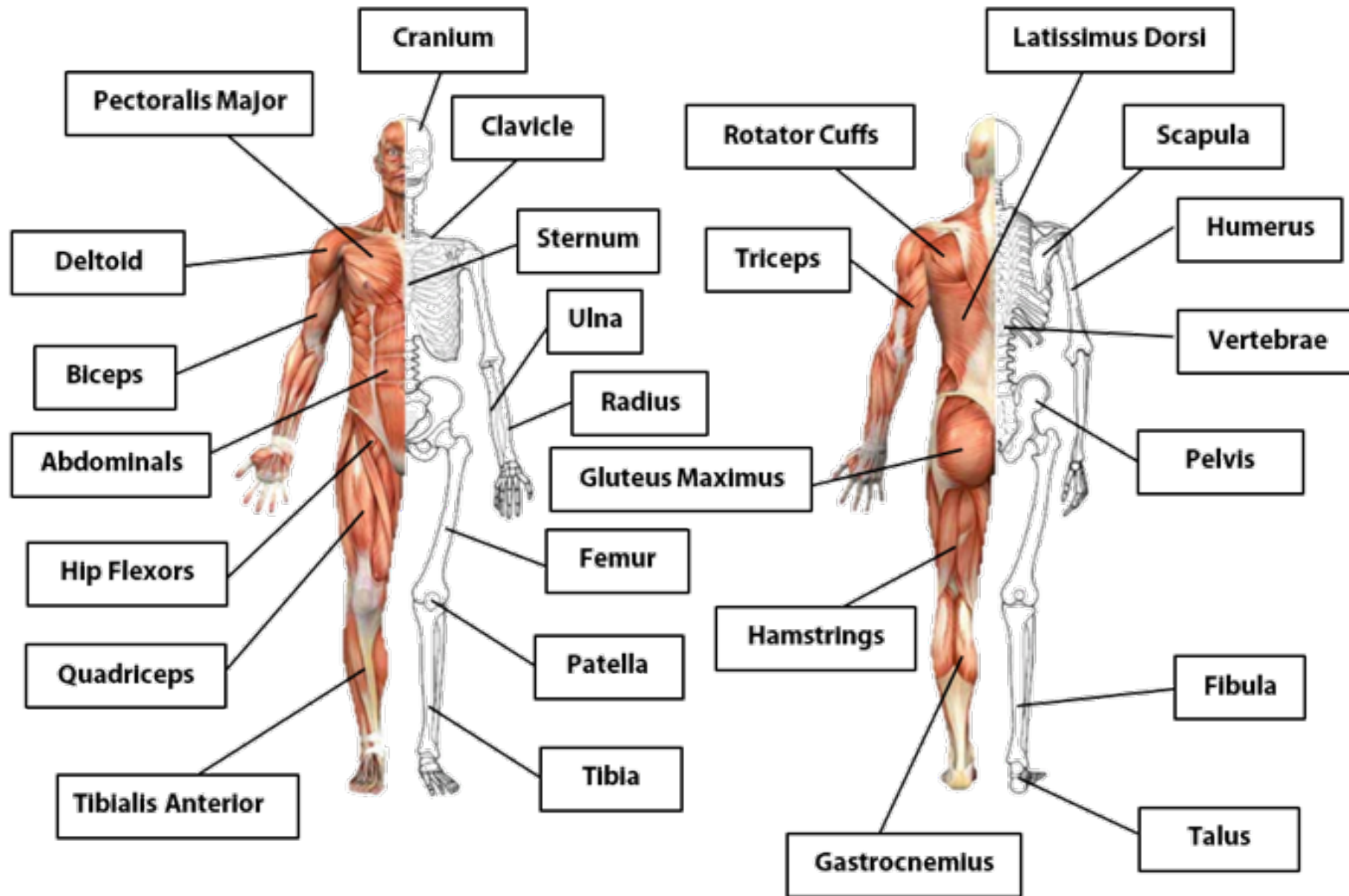
I am grateful for...

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

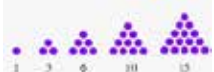


An exquisitely illustrated history of the women's suffrage movement.

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 2 MATHS

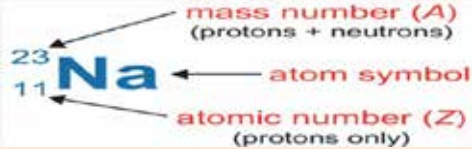
<u>Word</u>	<u>Used in context</u>	<u>Definition</u>	<u>Example</u>
Prime	Which of the following numbers are prime ?	A number with exactly two <i>different</i> factors; one and itself.	$\frac{2}{1 \ 2} \quad \frac{3}{1 \ 3} \quad \frac{5}{1 \ 5}$
Indices (pl.) / Index (sing.)	Express $3 \times 3 \times 3 \times 3$ in index form.	A number which shows how many times a number or letter has been multiplied by itself.	$3 \times 3 \times 3 \times 3 = 3^4$
Triangular Numbers	What is the 2 nd triangular number ?	The result of adding all the previous integers together.	
Square Numbers	What is the 5 th square number ?	The result of multiplying a number by itself.	
Cube Numbers	What is the 3 rd cube number ?	The result of multiplying a number by itself and then itself again.	
Mixed Number	Express $\frac{12}{5}$ as a mixed number .	A number made up of an integer (whole number) and a proper fraction.	$2 \frac{2}{5} \quad 5 \frac{3}{4} \quad 12 \frac{1}{10}$
Improper Fractions	Express $2 \frac{1}{2}$ as an improper fraction .	A number where the numerator is greater than the denominator.	$\frac{6}{4} \quad \frac{17}{5} \quad \frac{23}{7}$
Simplest Form (Fractions)	Write the fraction $\frac{5}{10}$ in its simplest form .	Smallest possible equivalent fraction where the numerator and denominator have no common factors.	$\frac{24}{30} \xrightarrow{-2} \frac{12}{15} \xrightarrow{-3} \frac{4}{5}$
Cross-cancelling	By using cross-cancelling , multiply the following fractions and give your answer in its simplest form.	The process of finding a common factor between the numerator of one fraction and the denominator of another fraction and dividing each by this.	$\frac{2}{9} \times \frac{3}{7} = \frac{2 \times 1}{3 \times 7} = \frac{2}{21}$
Percentage	A class contains 10 students, 5 of them are boys. What percentage of the class are boys?	Number of parts per hundred.	$\frac{5}{10} = 50\%$

YEAR 8 CYCLE 2 MATHS

Word	Used in context	Definition	Example
Term	In the expression $4x - 7$, $4x$ is the x-term and 7 is the number term .	A single number or variable (letter).	
Variable	The variable in the expression $4x - 7$ is the letter x .	A symbol (usually a letter) that represents an unknown number.	
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.	
Equation	The equation only has a variable on one side.	Two collections of terms that are equal.	
(To) Solve	Solve the following equation to find the value for x	Finding the value of an unknown variable.	
Inverse	What is the inverse operation for addition?	The process of undoing a calculation by doing the opposite operation.	
Linear Equations	Solve the linear equation .	An equation where the variable has a power of 1.	$y = 6x + 8$
Substitute	Substitute $y = 4$ into the expression: $3y + 6$.	The process of replacing a variable in an equation, expression or formula with a known value.	$5x + y$ If $x = 4$ and $y = 3$ $5 \times 4 + 3$
Inequalities	There are four inequality symbols; $>$ $<$ \geq \leq	$>$ means "Greater/more than", $<$ means "Less than", \geq mean "greater than or equal to" and \leq means "less than or equal to".	$6 > 2$ $-2 < 5$ $2x > 6$
Ratio	The ratio of boys to girls in my class is 5 : 4 .	A ratio says how much of one thing there is compared to another.	
Proportion	What proportion of my class are boys?	A number considered in comparison to the whole amount.	
Direct Proportion	Speed and distance are in direct proportion	When two amounts are in proportion, and one increases as the other increases.	
Scale Factors	Find the scale factor that transforms shape A to Shape B.	The number you multiply one amount by to get to another amount.	



YEAR 8 CYCLE 2 SCIENCE



Year 8 Combined Science Cycle Two	Week One	Week Two												
<p>Key Vocabulary</p> <ol style="list-style-type: none"> Atom: the smallest particle of a chemical element that can exist. Base: a substance that will react with an acid to form only a salt and water. Chemical property: how a substance reacts with other substances. Compound: contains two or more types of atom joined together. Diatomic: a molecule comprising of just two atoms, such as chlorine Cl₂. Electronic configuration: is the way in which electrons are arranged in an atom. Element: contains just one type of atom . Inert: does not react. Molecule: a particle consisting of two or more atoms joined together by covalent bonding. Periodic table: a chart in which the elements are arranged in order of increasing atomic number. Physical Property: a description of how a material behaves to forces and energy. 	<p>Atomic structure:</p> <ol style="list-style-type: none"> Atoms are made up of three smaller parts (called subatomic particles) : protons, neutrons and electrons At the centre of atoms is a tiny nucleus, containing protons and neutrons. Electrons are particles that occupy electron shells arranged around the nucleus. The 1st shell can contain up to 2 electrons. The 2nd and 3rd shells can contain up to 8 electrons. <table border="1" data-bbox="792 608 1335 810"> <thead> <tr> <th>Particle</th> <th>Charge</th> <th>Mass</th> </tr> </thead> <tbody> <tr> <td>Proton</td> <td>+ 1</td> <td>1</td> </tr> <tr> <td>Neutron</td> <td>0</td> <td>1</td> </tr> <tr> <td>Electron</td> <td>- 1</td> <td>1/1835</td> </tr> </tbody> </table>	Particle	Charge	Mass	Proton	+ 1	1	Neutron	0	1	Electron	- 1	1/1835	<p>Using the periodic table:</p> <ol style="list-style-type: none"> You can use a periodic table to find the number of subatomic particles each element has. The atomic mass number = the number of protons and neutrons. To find the number of neutrons in an atom subtract the atomic number from the atomic mass. The atomic number = the number of protons and is also the same as the number of electrons. This is because all atoms have no overall charge.  <p>The diagram shows the symbol for Sodium (Na). The mass number (A) is 23, the atomic number (Z) is 11, and the atom symbol is Na. Arrows point from the text labels to the corresponding parts of the symbol.</p>
Particle	Charge	Mass												
Proton	+ 1	1												
Neutron	0	1												
Electron	- 1	1/1835												
	<p>Week Three</p> <p>Periodic table – groups:</p> <ol style="list-style-type: none"> The periodic table is arranged so that elements in the same vertical column (group) have similar chemical and physical properties, and show trends in those properties. All alkali metals (group 1 elements) have relatively low melting points, are soft and are easily cut. They are also very reactive. The halogens (group 7 elements) all exist as diatomic molecules. They are non-metal elements, which are poor conductors of heat and electricity. The noble gases (group 0 elements) are colourless, have low melting and boiling points and are poor conductors of heat and electricity. A unique property is that they are all inert. 	<p>Week Four</p> <p>Chemical rates of reaction:</p> <ol style="list-style-type: none"> For a chemical reaction to occur the reactant particles must collide or ‘bump’ together with enough energy to react. The minimum amount of energy needed for a reaction to occur is called its activation energy. During successful collisions, this energy helps to break bonds, so that atoms can be rearranged to make new substances (called products). In general, reaction rates are increased when: <ol style="list-style-type: none"> the energy of the collisions is increased (by increasing temperature) the frequency of collisions is increased (by increasing concentration, pressure or surface area). 												

YEAR 8 CYCLE 2 SCIENCE


Week Five	Week Six	Week Seven
<p>Investigating rates of reaction:</p> <ol style="list-style-type: none"> The rate of a reaction is the speed at which reactants are turned into products. Reaction rates usually fastest at the start. This is when the concentration of the reactants is greatest. Increasing the temperature increases the rate of reaction because the reactant particles speed up and have more energy. They therefore collide more often and have enough activation energy. Increasing surface area increases the rate of reaction because more particles are exposed, so collisions occur more often. Rates of reaction can be measured by measuring changes in the mass or volume of reactants or products. Gas volumes can be measured accurately using a gas syringe. 	<p>Acids and alkalis:</p> <ol style="list-style-type: none"> Chemicals can be either acidic, alkaline or neutral. The acidity or alkalinity of a solution can be measured on the pH scale. Most solutions lie between 0 and 14 on the scale. Solutions with a pH of 7 are neutral. Acidic solutions have pH values less than 7 and alkalis have a pH greater than 7. The pH of a solution can be found by using indicators –substances that change colour depending on the pH. Acids produce an excess of hydrogen ions (H⁺) when they dissolve in water. Alkalis produce excess hydroxide ions (OH⁻) in water. 	<p>Neutralisation:</p> <ol style="list-style-type: none"> A chemical reaction (called neutralisation) happens when you mix together an acid and a base. In the reaction an acid and a base react to produce a salt and water only. Acid + base → Salt + water The water (H₂O) is produced from the H⁺ ions from the acid reacting with the OH⁻ ions from the alkali. A neutral solution is made if you add just the right amount of acid and a base together. This can be done more than once to find an average volume.
Week Eight	Week Nine	Week Ten
<p>Covalent bonding:</p> <ol style="list-style-type: none"> A covalent bond is formed when a pair of electrons is shared between two atoms. It usually occurs between non-metal atoms. These shared electrons are found in the outer shells of the atoms. Sharing electrons enables the atoms to form full outer shells of electrons and become more stable. Covalent substances typically have: <ol style="list-style-type: none"> low melting points low boiling points poor conductivity of electricity Examples of simple covalent structures include: hydrogen, water, methane, oxygen and carbon dioxide. 	<p>Endothermic & Exothermic</p> <ol style="list-style-type: none"> Chemical reactions can be Endothermic or Exothermic. Heat is given out during exothermic reactions. Heat energy is taken in during endothermic reactions. Activation energy is the minimum amount of energy required for a reaction to take place. <div data-bbox="790 1209 1339 1401" style="text-align: center;"> </div>	<p>Combustion & Fuels</p> <ol style="list-style-type: none"> Burning is a type of combustion. Fuels react with oxygen in the air during combustion. Examples of hydrocarbon fuels are; Diesel, petrol & Kerosene. Complete combustion is when there is lots of oxygen to react with hydrocarbon fuels. Carbon dioxide and water are products of complete combustion. Incomplete combustion is when there is not enough oxygen to react with the hydrocarbon fuels. Carbon Monoxide and carbon are a product of incomplete combustion. Less energy is given out during incomplete combustion than complete combustion.



YEAR 8 CYCLE 2 GEOGRAPHY


WEEK 1	WEEK 2	WEEK 3 	WEEK 4	WEEK 5 
<p>Development: the process of change by which people reach an acceptable standard of living or quality of life.</p> <p>Gross National Income (GNI): the total value of goods and services in a country as well as income earned from investments overseas.</p> <p>Birth and death rate: the number of people who are born/die in a year per 1000 people In 2016, the richest 20% consumed 80% of the world's resources.</p>	<p>Causes of uneven development around the world can be physical and human.</p> <p>Physical factors: climate, natural disasters, mountainous land, being landlocked (means not having a coastline which has prevented trade), quality of soils, available natural resource</p> <p>Human factors: colonial past (governed by other countries e.g. British Empire), education, political unrest, poor governance, war and conflict, disease and debt.</p>	<p>Quality of life: the general wellbeing of people which includes income, health, education, employment and the environment.</p> <p>North-South divide: refers to the economic and social differences between Southern England and the rest of Great Britain. The divide cuts through the Midlands. In the north, life expectancy is lower, there is more unemployment and you are less likely to achieve high grades at school.</p>	<p>Employment structure: dividing businesses and industries into sectors</p> <p>Primary industries: involve collecting raw materials such as farming, mining & fishing</p> <p>Secondary industries: making the raw material into a product e.g. factory worker</p> <p>Tertiary industries: providing a service e.g. teacher, policeman</p> <p>Quaternary industries: information and technology e.g. space science, pharmaceuticals</p>	<p>Sustainable Development Goals (SDGs): 17 goals defined by the UN in 2015. These goals call for action by all countries and aim to end poverty, fight inequality and injustice and tackle climate change by 2030.</p> <p>Send a Cow: a charity which started in 1988 by sending cows from the UK to parts of Africa including Kenya and Uganda. They now teach farming techniques such as water harvesting, vegetable growing and tree planting.</p>
WEEK 6	WEEK 7 	WEEK 8 	WEEK 9 	WEEK 10
<p>Natural resources: substances found in nature which can be used by humans e.g. wood, minerals and water.</p> <p>Non-renewable: substances which are limited and so will run out one day or cannot be replaced during our lifetime e.g. oil.</p> <p>Water scarcity: a lack of freshwater resources available to meet the demands of water use in an area.</p> <p>Fossil fuel: a natural hydrocarbon fuel such as petroleum, coal or gas formed from the fossilised remains of ancient plants and animals.</p>	<p>Crude oil: naturally occurring and unrefined petroleum that can be refined into diesel, petrol, gasoline, kerosene and other petrochemicals.</p> <p>The Middle East region holds 48% of the world's oil reserves and 43% of the world's natural gas. It has experienced 570 million years of uninterrupted sedimentation, an ideal setting for the creation of hydrocarbons. Oil was discovered in 1908 in what is now Iran.</p>	<p>Russia produces 20% of the world's natural gas and is the world's leading producer of oil. Russia exports steel and aluminium.</p> <p>About 20% of the world's forests lie in Russia, supplying much of the world's timber including pine and cedar. In 2007, Russian explorers carried out scientific research on the ocean floor, 4200 m below the North Pole. Two mini submarines planted a one-metre high titanium Russia flag on the underwater Lomonosov ridge.</p>	<p>Iceland has the highest percentage of renewable energy contributing to its energy mix of any country in the world. Renewable sources provide 100% of Iceland's electricity and heat. 80% of electricity is generated from hydropower and 20% comes from geothermal power. Water heated geothermally is used in the majority of Iceland's homes. Iceland uses non-renewable fossil fuels for cars, other transport and some industry. This means CO₂ per person is still high.</p>	<p>Malthus' theory: examines the relationship between population and food production. While population grows geometrically (1, 2, 4, 8, 16 etc), food production increases arithmetically (1, 2, 3, 4, 5 etc). Eventually, population will outstrip food production.</p> <p>Boserup's theory: came in 1965. Suggests population growth is positive and we invent new methods to obtain food when supplies begin to run out e.g. genetically modified crops.</p>

YEAR 8 CYCLE 2 HISTORY

1 – Key words	<p>Empire - A group of countries, people or land controlled and ruled by one single powerful country. Colony – a country that is part of an Empire Penal Colony – an area of land or country that is used to house prisoners Aborigines – a person that has been in a country or region from earliest times Commonwealth – a group of nations with shared loyalty or government</p>	6 – Wars 1	<p>The British didn't easily create their Empire and they often faced opposition from those within the colonies, who wanted rid of the British from their country: India - Britain started to occupy India in the 18th Century. As Britain gained control over India there were revolts against the British rule. At the Battle of Plassey in 1757, 3000 British soldiers defeated a 40,000 strong Indian and French Army. Small rebellions broke out and 1000's were killed. Eventually Britain managed to stop the revolt and executed many Indians. South Africa: In 1879 Britain wanted to control more of Africa and started a war against Zululand. Britain sent 16,000 soldiers and an easy victory was expected against the Zulus who were armed with shields and spears. At the Battle of Isandlwana British soldiers were defeated by 20,000 Zulu warriors. Over 1200 British soldiers were killed and although Britain eventually managed to conquer Zululand this was one of the worst defeats Britain had ever faced. Afghanistan: In 1838 Britain sent an army of 16,000 men to Afghanistan. Although British troops managed to capture the capital Kabul the Afghans kept attacking British troops. Afghans managed to kill Britain's top general, Sir William Macnaghten and paraded his chopped up body in the streets. Of the 16,000 people who had set out on the retreat from Kabul only one man made it back alive. America: By 1750 Britain controlled 13 different colonies on the Eastern side of America. In 1773 a protest started in Boston against the tax on tea. It quickly escalated and became a major revolt against British rule. On 4th July 1776 the Americans declared their independence from Britain. Britain quickly sent almost 60,000 soldiers to recapture America but after five years of fighting Britain was defeated.</p>
2- Triangular Trade 1	<p>What is an Empire? -An Empire is a group of countries, people or land that is controlled and ruled by one powerful country. -The British Empire, at its largest, covered 13 million miles or 22% of the world! -It controlled over 450 million people or 1/5 of the world's population. -It began in the 16th Century, with British forces establishing trading posts overseas and grew all the way through to the 20th Century.</p>	7 – Wars 2	
3- British Empire map 1		8- Empire positives	<p>-Many of the foods we enjoy today came originally from the countries of the British Empire such as tea, cocoa, chocolate, coffee, rice, curry -Clean water and sanitation: Britain improved these important services in the Colonies which meant people were generally healthier. -Raw Materials: Britain benefitted from a plentiful supply of cheap raw materials that could be made into manufactured goods such as rubber, cloth, and woollen goods. This made Britain wealthy. -Britain left its system of law in the countries it colonised a legacy of good even today. -Many former Colonies continue to use the democratic system of Parliament introduced by Britain. This is a force for good in the world. -The colonies provided soldiers to fight for Britain examples being World War 1 and World War 2</p>
4 – British Empire map 2	<p>Some of the main countries in the British Empire were: Australia, Jamaica, South Africa, Tanzania, Canada, Malaysia, Ireland, New Zealand, Barbados, Sri Lanka, India</p>	9 – Empire negatives	<p>-Rebellion: Many people in the colonies were killed when they rebelled against British rule for example the Mau Mau rebellion in Kenya in 1956 -Economies in the Colonies were wrecked because of Britain's hold over transport and raw materials. Britain became rich and powerful at the expense of its colonies -Many colonial soldiers died fighting for Britain in its wars -People in the colonies had no resistance to the diseases the British brought with them -Christianity was often forced on the local people. -Native people such as the Aborigines of Australia had their land taken by The British. 80% of the Aboriginal population were wiped out in 150 years.</p>
5 Countries of the British Empire	<p>Australia - Australia was used as a location for criminals. Criminals would be shipped to Australia, where they would be used as a workforce. The built roads, buildings, houses, shops etc. It also gave people an opportunity to escape poverty and gain wealth in Australia. It was also an important naval base, helping Britain control the seas. The Caribbean – Because of the warm climate, the Caribbean grew important crops that Britain could not. Therefore sugar, cocoa and coffee were all grown in the Caribbean and taken to Britain. In the middle of the 1800's however, a combination of bad weather and the growth of sugar in America, led to less money being made from the area. African countries – Britain used the people of Africa as slaves and made a lot of money selling them at auctions. The Gold Coast was important because it held lots of gold, ivory and silver, which were traded for fortunes. India – India was an important producer of spices and of materials that were traded for money across the Empire.</p>	10 – End of the Empire	<p>Actions by people in the colonies – There were demonstrations against British rule in the 1920's for failing to honour promises to Egypt and Iraq. Britain allowed Ireland partition (splitting into Northern Ireland and Ireland), it sent out a message to others in the Empire that they could leave. In 1948 there was violence in Palestine aimed at the British. There were strikes in India, Egypt and Kenya against British Rule. World Events – In 1931, Canada, Australia and New Zealand formed a new Commonwealth. The domination of the USA and Russia after WW2 showed that you didn't need to have an empire to be a world leader. The loss of countries such as Singapore and Burma during WW2, changed people's attitudes on whether Britain could maintain an empire. Britain was heavily in debt to the USA after WW1. Trade and Economics - India became less important to the British Empire. The cost of keeping a large number of soldiers to defend the empire was too much. It also became clearer that the Empire could no longer provide Great Britain with the military and economic security she needed. Exports focused from Western Europe and the USA, rather than the Empire.</p>




YEAR 8 CYCLE 2 LANGUAGES

Week 1		Week 2		Week 3		Week 4		Week 5
el paso	step	ir	to go	para	for, in order to	más	more	<p>Revision of Cycle 1 Vocabulary</p> 
atrás	backward	voy	I go / am going	van	they go / are going	dice	s/he says, it says	
adelante	forward	vas	you go / are going	el país	country	la vida	life	
la pena	sadness					mejor	better	
el apoyo	support	va	he/she goes / is going	tomar	to take / drink	mil	thousand	
la risa	laughter			presentar	to present / presenting	ganar	to win, to earn	
la intención	intention	vamos	we go / are going	el tema	topic, issue, theme	crecer	to grow / growing	
la alegría	happiness, joy			desaparecer	to disappear / disappearing			
izquierda	left	porque	because	pronto	soon	suficiente	sufficient, enough	
derecha	right	¿por qué?	why?	próximo	next (m)	la altura	altitude	
el ánimo	encouragement	la parte	part	enseñar	to teach / teaching	la lluvia	rain	
la vergüenza	embarrassment	el mundo	world	la costa	coast	seco	dry (m)	
la tristeza	sadness	la mañana	morning	la compra	the purchase	seca	dry (f)	
la rabia	anger	descubrir	to discover / discovering	la copa	glass, drink	la frontera	border	
la traducción	translation			el paseo	stroll, outing	el clima	climate	
así que	so	extranjero	abroad	el paseo	stroll, outing	el clima	climate	
		visitar	to visit / visiting	la tapa	lid, cover	el paisaje	landscape	
				divertido	fun (m)			
		divertida	fun (f)					

Here you will find **quizlet** sets to help you to learn this language:



YEAR 8 CYCLE 2 LANGUAGES

Week 6		week 7		Week 8		Week 9		Week 10, 11, 12
un poco	a little, few	ya	already	casi	almost	me	myself	<p>Revision of Cycle 2 Vocabulary</p> 
dejar	to leave / leaving (something)	pasar	to pass, spend (time), happen	traer	to bring / bringing	te	yourself	
el lado	side	conocer	to know (a person), get to know	traigo	I bring / I am bringing	poner	to put, to put on	
crear	to create / creating	conozco	I know, I get to know	olvidar	to forget / forgetting	llamar	to call / calling	
publicar	to publish, to post (online)	ofrecer	to offer / offering			presentar	to present, to introduce	
el comentario	comment	ofrezco	I offer / I am offering	la salud	health	levantar	to get up / getting up	
ayer	yesterday	la cultura	culture			demasiado	too much / too many	
enviar	to send / sending	apenas	hardly, barely	cuidar	to look after / looking after	despertar	to wake up / waking up	
la red	network	sufrir	to suffer / suffering	el novio	boyfriend	el espejo	mirror	
la foto	photo	romper	to break / breaking	la novia	girlfriend	el vestido	dress	
encima	above	Los Estados Unidos (EEUU)	United States (US)	el cumpleaños	birthday	el pantalón	trousers	
		el accidente	accident			desayunar	to have breakfast / having breakfast	

Each week you will need to practise and learn your **Vocabulary of the Week**. For your **Vocabulary of the Week** also pay attention to which type of words they are:

Verbs are in VIOLET
Feminine nouns are in PINK
Masculine nouns are in BLUE
Adjectives are in AMBER



YEAR 8 CYCLE 2 ART & DESIGN

Year 8 Cycle 2- Landscapes

Complete the sentences in your extended practice book on the appropriate week. Then complete what you see, what you think and your opinion about the image in each box. Stretch 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 art work are combined or arranged.

Monochrome- Producing a visual image in a single colour.

Tint- When you add white to a pure colour a tint is created.

Tone – When you add grey to a pure colour a tone is created.

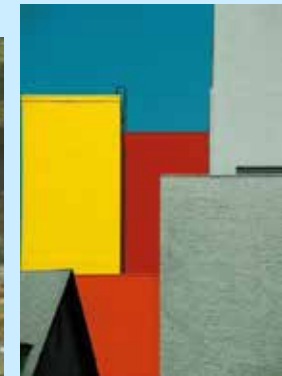
Shade- When you add black to a colour a shade is created.



Leading Lines- Are Lines that the eye follows around an image. They are an artist tool that creates flow and emphasizes focal points in the composition.

Mediums- A medium is the material used to create the artwork such as; paint, ink, fabric, clay and many more. The medium chosen by an artist contributes to the style and meaning of the work.

Artists



Anselm Adams, The Tetons and Snake River

Angie Lewin, Island Summer

David Hockney, Going up Garrowby Hill

Kurt Jackson, Through the Summer

Franco Fontana, Urban landscape

YEAR 8 CYCLE 2 DRAMA

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

YEAR 8 CYCLE 2 MUSIC

Composing music for video games support

Scan the QR code to visit the BBC Bitesize page with short videos to help you to understand how to compose music for video games, including examples and tips on how to get started.

Test your knowledge about composing for video games by completing the short quiz.

**Spooky Game**

Quiet Dynamics
Slow Tempo
Thin Texture

String Instruments, Piano, Electric Instruments.

Instruments that can make unusual sounds.

Owl sound effects, wind sound effects, animal sound effects.


Music Cycle 2a

Music for Video Games

The video game industry is huge and many composers make a living as full time video game music composers.

Music for video games include many different genres such as: Classical Music, Pop, Rock, Metal, Electronic and many more.

An effective score can often turn a good game into a great one.

Composing music for Video Games is similar to composing music for film, and many of the same skills are needed.

Creating Atmosphere

When composing think carefully about how to use the different musical elements when composing:

Dynamics: Does the atmosphere need loud or quiet music?

Tempo: Does the atmosphere need slow or fast music?

Texture: Does the atmosphere need lots of instruments or only a few instruments?

Instrumentation: What type of instrument fits the chosen atmosphere?

Timbre: How will the unique sound of the instrument effect the atmosphere?

Sound Effects: What sound effects are going to enhance the atmosphere created?

Key Vocabulary

Leitmotif: A melody used to represent a character or a theme.

Ostinato: A repeated musical pattern

Chord: A group of notes that sound together.

Adaptive Music: Music unique to video games, with multiple layers that fade in/out as players move around in a game.

Incidental Music: The music played underneath action or dialogue, helping to create atmosphere.

Sound Effects: Used to help immerse the player into the setting of the game.

Repetition: Used to build tension in video games.

Layers: Fade in and out depending on what is happening in game.

Major: Happy sounding chords and accompanying melodies.

Minor: Sad sounding chords and accompanying melodies.

Conjunct Melody: Moves in steps in a smooth and connected way.

Disjunct Melody: Moves in leaps and jumps.

Action Game

Loud Dynamics
Fast Tempo

Thick Texture

Brass Instruments, Guitars, Drums, Bass. Instruments that can create loud and bright noise.

Fighting sound effects,

cheering/clapping sound effects,

running sound effects.







YEAR 8 CYCLE 2 MUSIC

Key Facts

- ✓ Samba comes from Brazil
- ✓ It is used for Carnivals and parades
- ✓ It is for dancing
- ✓ Costumes are usually really colourful and full of feathers and glitter
- ✓ Samba is thought to come from Rio De Janeiro
- ✓ Samba is designed to be played on the move, so it uses 2/4 and 4/4 time signatures (meaning you can walk to it) and acoustic percussion instruments, so electricity is not needed
- ✓ Samba is not written using traditional Western notation, and the rhythms are instead taught orally

A good Samba performance requires:

- Eye contact with your leader
- Listening to your own part and how it fits with others
- Enthusiasm
- Concentration / focus
- Improvisation when called upon

1. Rhythmic notation		
Note Symbol	Note Name	Note Value
	Minim	2 beats
	Semibreve	4 beats
	Crotchet	1 beat
	4 semiquavers	4 quarter beats (1 whole beat)
	Pair of quavers	2 half beats (one whole beat)
	Quaver	Half a beat



Music Cycle 2b



Samba

Samba Rhythms



1, 2, 3, 4, 5... ba-na-na



Low, Hi, Low, A-go-go



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



Rh-yth-m bo-nan-za x2

Samba has been incorporated into a lot of **modern pop music**. The percussion parts are used as a basis for the songs. The syncopated patterns and polyrhythms are distinctive. On top go the electronic chords, basslines, and vocals.

Key Vocabulary

Groove: the term given to a samba pattern by the whole band.

Break: a short pattern that breaks up the groove.

Surdo, Tamborim, Agogo bell, Caixa

Reponique: the names of some Samba instruments.

Count in: 1, 2, 3, 4

Call and response: when the Band leader makes a 'call' and the whole band 'respond'.

Syncopated: when the music does not emphasise beat 1 or 3 (the usually strong beats) and instead falls off the beat.

Tempo: the speed of the music.

Ostinato: short repeated pattern.

Polyrhythm: when there are multiple rhythms playing over one another.

Surdo: the bass drum in Samba, it comes in three sizes.

Tamborim: a handheld, high pitched drum used in Samba.

Ganza: a metal tube filled with rice, also called a shaker.

Caixa: the Samba version of a snare drum, it has springs across the bottom to give a punchy sound.

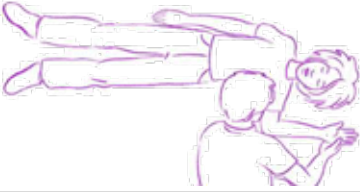

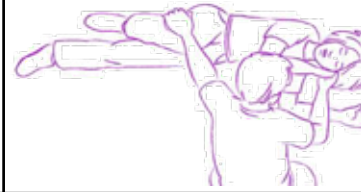
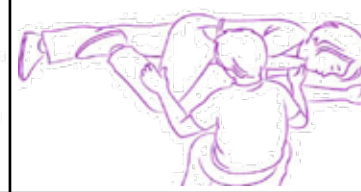
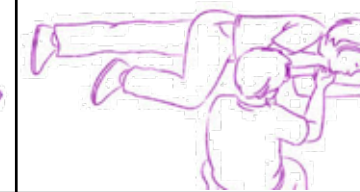
Repinique: the drum played by the lead drummer in a Samba band.

Agogo: a pair of bells, one higher pitched than the other.

Apito: the whistle used by the leader of a Samba band to give non-verbal cues to the band members.



YEAR 8 CYCLE 2 WEST EXE BACCALAUREATE

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

YEAR 8 CYCLE 2 WEST EXE BACCALAUREATE

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



INTRODUCTION OF GRAMMAR

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

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











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