



**Bexhill**  
Academy



# **Year 8**

# **KNOWLEDGE**

# **ORGANISER**

---

Term Two  
2024



## What is your Knowledge Organiser?

Your Knowledge Organiser has been designed by your subject teachers. Your Knowledge Organiser contains a summary of the information your subject teachers would like you to know and understand across each Term. You will be issued with a new Knowledge Organiser at the start of each term.

Understanding the information in your Knowledge Organiser and completing all of the subject tasks will help you to get the very best out of every lesson and to make the very best progress that you can.

## Do I need to bring my Knowledge Organiser to lessons?

Yes. You are expected to bring your Knowledge Organiser to every lesson and to Tutor Time.

Your subject teachers will ask you to use your Knowledge Organiser to check key facts and ideas, to check the spelling of key words, to help you to complete a task in the lesson and to help you with your homework. Your subject teachers will ask you questions about the information and ideas in your Knowledge Organiser to check your subject knowledge and understanding.

## How can I use my Knowledge Organiser at home?

Your Knowledge Organiser will help you to work independently and develop the skills you need to be a successful learner.

**You can use your Knowledge Organiser at home in a number of different ways.**

- Complete all of the subject tasks
- Create mind maps or flashcards for different subjects
- Put the key words into new sentences
- Give yourself a spellings or definitions test
- Draw diagrams of processes
- Carry out some further research on a topic and think about how you might present this information.

## What are core questions?

Core questions will show you the essential learning that you will need to gather throughout the unit you are studying. Without this knowledge you will not be able to move onto the higher learning aims such as application, analysis and evaluation. As you move through the unit of work your teacher will support you in developing detailed answers to all of the core questions and the challenge questions. You will be asked to refer to the printed answers here regularly in order to develop your core understanding. **The core questions will form part of your Do Nowtasks, your independent learning and your assessments.**

# CONTENTS

Art

Computer Science

Drama

English

Food & Nutrition

French

Geography

History

Maths

Music

PE

Philosophy and Ethics

PSHE

Science

Spanish

# ART: TERMS 1 & 2 - COLOUR THEORY



**The bigger picture:** Year 8 Art is about teaching our students to **SEE** colour, to describe colours, seeing colours within colours. Gaining confidence to be able to mix and match, recreating colours seen. Humans have always made art—it tells us about ourselves. It expresses who we are and it communicates between people and across time. We need artworks, and the histories and narratives that go with them, in order to be able to think into the future. Art has played a pivotal role in some of the key moments in history, when you think about events as diverse as the French Revolution or the bombing of the Rainbow Warrior in Aotearoa, Art is there. It's representing these events. It's questioning them. In many cases, Art is contributing to, and transforming, the way we understand events—not just documenting but actually adding knowledge to them. Art is not the only tool that can inspire action, but it's definitely part of the process. We need many ways to approach problems that affect us all and so, if the problem is climate change, then we need everyone's tools. We need tools like art history that help us see the problem. Art is all around.

Core Question	Colour	Answers
1.	In Art, what are primary colours, can you list the three?	Primary colours in art cannot be mixed or made, they are Red, Yellow and Blue.
2.	What is a Secondary Colour in Art and can you list the three?	A secondary colour is made by mixing two Primary colours, they are Purple, Green and Orange.
3.	What is a tertiary Colour in Art?	A tertiary colour is a Primary Colour and a secondary colour mixed together.
4.	What phrase/ technique do we use in the application of paint when creating the colour wheel ( Colour Theory)	Dip, Wiggle, Squeeze, Load Roll and Spread.
5.	What is the term used for non-representational colour in Art history?	The term for non-representational colour is Fauvism, taken from 'les fauves' or wild beasts.
6.	Name a contemporary artist who has made artworks directly with light, rather than relying on pigments to mix colours?	Ceal Floyer is a famous contemporary artist that uses light to depict colour, other artists include; Olafur Eliasson, Dan Flavin, Keith Sonnier, and teamLab.
<b>Challenge Question</b>	What is a hue in Colour theory?	

# ART: TERMS 1 & 2 - COLOUR THEORY

Mostly in art, colour is descriptive – it shows us the colour of the thing you're trying to represent. If you see a red vase, you paint it red! And you mix your colours to try to suggest all the different types of 'red' there are. But colours also have lots of different cultural connections and resonances. Think about 'singing the blues'? How about red hot anger? Or green with envy? But these connections aren't fixed – they are different across cultures and change over time: we don't recognise all the colour associations in Shakespeare's plays (though there are still some we do, like 'lily-livered').

## MIXING COLOURS

Mixing exactly the right colour is almost an art in itself. Tate has all the sketchbooks left in J.M.W. Turner's (perhaps the most famous British landscape artist) studio at his death. Pages and pages of these are devoted to him mixing up the correct colours for his compositions. Turner was painting at a time of great technological change for artists! Unlike the ready-made tubes of colour available today, Turner used pure pigment which had to be ground up and mixed with gum arabic to make watercolour paint. In his early works he used organic pigments and mineral pigments made from rocks and plants etc. But during his lifetime, new industrial processes meant new cheaper and brighter colours were available: cobalt blue, chrome yellow and emerald green.



Joseph Mallord William Turner  
Colour Tests  
(c.1799–1807)



Joseph Mallord William Turner  
Colour Trials (1791)



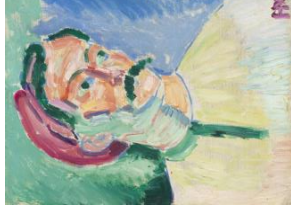
Joseph Mallord William Turner  
Colour Trials (1791)



Joseph Mallord William Turner  
Colour Trials (c.1797)



André Derain  
Henri Matisse  
(1905)



Henri Matisse  
André Derain  
(1905)



André Derain  
The pool of London  
(1906)



Benode Behari Mukherjee  
Conversation  
(c.1960)



Nicola Tyson  
Swimmer  
(1995)



Vanessa Bell  
Mrs St John Hutchinson  
(1915)



Eileen Agar  
Figures in the Garden  
(1979–81)



Norman Adams  
Christ's cross and Adams Tree  
(1989)

In the early 1900s, some artists started experimenting with non-representational colours. Looking at colour theory and the idea of complementary colours they stopped mixing paint to match what they could see, and started to use it directly from the tube, or with minimal mixing. They wanted to make their colours seem brighter, by putting oranges next to blues and yellows next to violets, and use these striking colours not just to represent the world, but to express emotions.

When the critic Louis Vauxcelles saw the brightly-coloured works of Henri Matisse and André Derain in an exhibition in Paris in 1905, he reviewed them as being 'les fauves' or wild beasts. The name stuck and we now refer to their style of non-representational colour as Fauvism. Since then in European art, and in other cultures, artists have often used colour that is not related to representing how things appear.

In a way, colour is just an illusion. We can only see a portion of the spectrum of light, and some studies have shown we cannot differentiate colours if we don't have a name for them. Our eyes and our brains are always looking for shortcuts, and colour perception (how we see the colours) can be changed by what those colours are surrounded with. Changing the lighting on a painting can dramatically change its colouring as we see it. Staring deep into one colour can also change what we see afterwards as our brains try to compensate and bring a balance to what we're seeing.

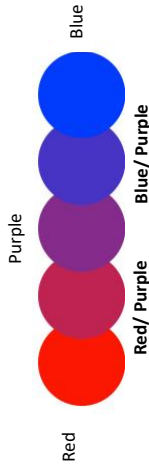
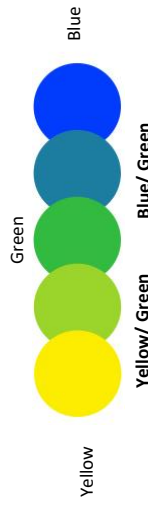
Lots of artists like Ceal Floyer have made artworks directly with light rather than relying on pigments to mix colours.



Ceal Floyer Double Act  
(2006)



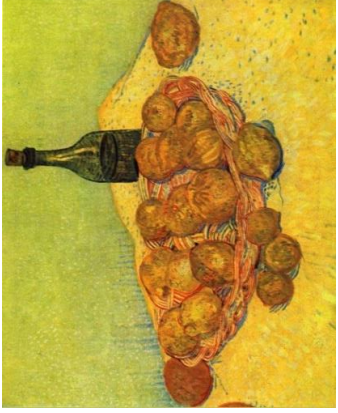
**Tertiary**



# ART: TERMS 1 & 2

## COLOUR THEORY

**Primary Colours:** these cannot be mixed. **Red, Yellow and Blue.**  
**Secondary Colours:** colours created by mixing any two of the three primary colours. Example: mixing red and blue makes **Purple**.  
**Tertiary Colours:** colours created by mixing a primary colour with a secondary colour. Example: mixing yellow with green creates **Yellow/Green**



Black and White in painting terms or colour theory, are not considered as colours, instead they are defined as **Tint** (white) and **Shade** (black).



When painting, we only use the **Primary colours of Red, Blue, and Yellow** and **mix them** to create **Secondary** and **Tertiary** colours.



**Colour** is in Branding, Packaging, Identity. Colour is in every facet of your everyday life.

**The bigger picture** ..... Year 8 Art is about teaching our students to **SEE** colour, to describe colours, seeing colours within colours. Gaining confidence to be able to mix and match, recreating colours seen.



# ART: TERMS 1 & 2 - COLOUR THEORY

## Galleries and Exhibitions

**Try to go and see art in real life, this will inspire you in your own work.**

Please remember to check with each gallery opening times and charges.

Towner Art Gallery Eastbourne	Emma Stibbon: Melting Ice, Rising Tides	9 May to 15 September 2024	Free Entry
	Drawing the Unspeakable	5 October 2024 to 27 April 2025	Entry Charge
De La Warr Pavilion Bexhill	MIKE SILVA	Saturday 21 September 2024 – Sunday 19 January 2025	Free entry
	CALLUM HILL	Saturday 21 September 2024 – Sunday 19 January 2025	Free entry
Hastings Contemporary	IMMORTAL APPLES, ETERNAL EGGS	21 September 2024 - 16 March 2025	Entry charge
Tate Britain London	NOW YOU SEE US WOMEN ARTISTS IN BRITAIN 1520–1920	UNTIL 13 OCTOBER 2024	Free entry
Tate Modern London	EXPRESSIONISTS KANDINSKY, MÜNTER AND THE BLUE RIDER	UNTIL 20 OCTOBER 2024	Entry charge
	ZANELE MUHOLI	UNTIL 26 JANUARY 2025	Entry charge
Royal Academy of Arts London	Michael Craig-Martin	21 September - 10 December 2024	Entry charge

## Challenge Tasks:

1. Create and mix a colour wheel replacing the Crimson Red with **Brilliant Red**, Brilliant Blue for **Turquoise Blue**, and finally Lemon Yellow for **Brilliant Yellow**. You will be very surprised at the results that changing the **hue** of the **Primary Colour** will make on your **Secondary** and **Tertiary** Colours.
2. Create a visual Colour wheel, using whatever you want, please take a photograph of this work and send it to your art teacher, examples are below.



## Additional reading - Colour in Art



Windsor & Newton: Artist  
talk about their use of colour



Tate: Guide to Colour in Art

# COMPUTER SCIENCE – Year 8 – Term 2

How are input & print statements used in python programming?

What are Logic and Syntax errors?

## The Bigger Picture:

Almost all computer programs use variables to hold bits of data that you want your program to use later on.

This term you will be creating programs to solve problems; you will be able to allow a user to type in key terms (input statements), the programs will complete calculations (i.e. Answer = 5 \*6) and the outputs from these will be displayed to the screen (print statements). You will also learn how to identify program errors (Logic & Syntax).

## Core Question

## Answer

What is meant by selection in programming?

Where the program can take different paths (IF, ELSE)

What is meant by iteration in programming?

When part of a program repeats either for a set number of times or until a condition is met.

What is meant by sequence in programming?

Steps happen one after another, in a given order.

What is the difference between logic errors and syntax errors.

A logic error will run but do something unexpected where as a syntax error will not run as there is a mistake in the language of the code.

Challenge: Explain why variables are used in python

## Installing Python @ Home



Windows Computer



Apple Computer



# Key Programming Terms

F5

**Press F5 to run your code**

## 1 Sequence – Code in the correct order

```
#displays hello world on the screen
print("hello world!")

#gets a persons name
p_name = input("type your name please")

#gets a persons age
age = int(input("type your age please"))

#displays a persons name & age on the screen
print("your name is", p_name, "your age is", age)
```

## 2 Selection – Making a choice

```
#Is the person over 21?
age = 21
if age > 21:
    print("you are over 21")
else:
    print("you are under 21 or under")
```

## 3 Iteration – Doing something many times

```
#prints 0,1,2,3,4
for x in range(5):
    print("x is", x)
```

## Logic Symbols

Choices	Explanation
>	Greater than
<	Less than
>=	Greater than or equal to
<=	Less than or equal to
==	Are they the same

## Variables - Data Types

Data Type	In Code	Definition
String	str	Text eg: "Hello"
Integer	int	Whole number eg: 32
Float/Real	float	Decimal number eg: 1.2
Boolean	bool	Two values eg: True or False
Character	chr	A single character eg: b

## Output

The `print` function is used to write output to the screen. `print` takes one or more arguments (strings or variables between the brackets) and writes the data to the screen.

### Output Examples

```
print("Hello World!")  
  
print("Hello", name, "nice to meet you")
```

## Input

The `input` function is used to prompt the user to enter some data using the keyboard. `input` can take a string argument which is used as a prompt to the user to tell them what data the computer is expecting.

```
# Example 1  
name = input("What is your name?")
```

When inputting a number, the `int` function can be used to convert the number to an integer so that your program can perform mathematical operations on it. This is a form of type casting. Look at **Example 2** below to see this being done.

```
# Example 2  
age = int(input("What is your age?"))
```

# Python Code Examples

## Selection

An `if` statement can be used to implement selection in Python. It is optionally followed by an `elif` and/or an `else` statement.

```
# Example 1  
if age >= 18:  
    print("You can watch the film")  
else:  
    print("You can't watch the film")
```

```
# Example 2  
if age >= 18:  
    print("You can watch any film")  
elif age >= 15:  
    print("You can only watch films with a 15 rating  
or below")  
elif age >= 12:  
    print("You can only watch films with a 12 rating  
or below")  
else:  
    print("You can only watch PG or U rated films")
```

# Task

## Wider Reading

Use these two sites to expand your programming skills/understanding:



1. Create a simple program that allows a person to type in 5 of their favourite foods and then display the following - "your favourite foods are ..."
2. Create a program that allows a person to calculate the area of a rectangle and then displays the answer.
3. Create a program that allows a person to type a perimeter to calculate the area of a circle and then display the answer.
4. Create a program that allows a person to make a choice to calculate the area of a triangle or a trapezium - the program then displays the answer.

# Self Evaluation

This Section will be used in your lessons to help you track your progress.

## Computing Knowledge/Skills

- Write programs in python
- Program iteration
- Program selection
- Describe iteration, sequence and selection
- Combine different programming techniques

## ICT Knowledge/Skills

- Use the school computers safely and productively
- Use the snipping tool to evidence work
- Use software to present work

# Year 8 Drama



## How to achieve success:

### Expected:

I can... work with some creativity and confidence, communicating ideas.

I attempt to structure my drama with a beginning, middle and end with some success. I can analyse a performance with some general comments, identifying how characters might feel in a situation.

### Exceeding:

I can... work creatively and confidently, communicating ideas well. My performance is clearly structured through use of placards, narration and angel/devil with a clear beginning, middle and end.

I can analyse a performance, providing constructive feedback. I can show how a situation impacts on characters.

### Excelling:

I can... work in a highly creative way, communicating effectively with my team. I have a complex structure with multiple techniques (narration, angel/devil, placards, flashback, mime) to help create a beginning, middle and end to my performance work.

I can analyse a performance in detail, providing constructive critique. I can empathise with characters and get an audience to empathise with my character's situation.

## Topic: Protest

**The bigger picture:** This topic focusses on Protest theatre, exploring how and why people voice opinions using theatre. You will gain an understanding of historical protest issues and link them to modern protest events. You will develop your blocking and storytelling skills and gain a better understanding of how to structure a performance piece, using dramatic techniques such as narration, placards, flashback, angel/devil and mime.



### Rehearsal technique:

#### Angel / Devil

This technique involves at least three people. On the left of the central character, one person plays the good angel, and to the right, another person plays the bad angel. The central character could be in some sort of dilemma, e.g. there is a decision to be made.

Through the good and bad angels, they can consider different points of view.



### **Case study: Rosa Parks & peaceful protest**

Meet **Rosa**. Rosa was an incredibly important woman in the civil rights movement in **1950s America**. She lived in Alabama and made history in

**December 1955** when she refused to stand up and give her seat over to a white passenger—the law at the time prohibited African Americans from sitting with white Americans.

She was arrested and later released on bail. This led to the **Montgomery Bus Boycott** in which African American citizens were encouraged to stay home from work and school, take a taxi or walk to work. It lasted **381 days** and ended with the Supreme Court **declaring segregation on public transport to be unconstitutional and against human rights**.





## GCSE THEORY

### GCSE Drama Practitioner:

#### Berthold Brecht

**Berthold Brecht** was a German theatre practitioner and playwright who was working in the 1920s-1950s in Europe and America.

He created the style of **Epic Theatre**.

He believed theatre should be political.



To make an audience think about the political message, Brecht suggested the use of:

- Placards with messages on
- Visible costume and set changes
- Narration
- Actor's speak the stage directions
- Narrative is episodic (not in time order)
- The actor breaks the 4th wall
- Actor's speak in 3rd person to represent a character
- Actors multi-role (play more than 1 character).

Why did Rosa refuse to follow the law?

Was Rosa right to break the law?

Why is protest important?



Why do people protest?

Why did the government make segregation laws?

What was the purpose of segregation?

There are 65 years between

Rosa Park's

protest and the

Black Lives

Matter protests...

why is there still

racial inequality

today?



### YOUR TASK:

Using Bertolt Brecht's techniques from Epic Theatre, write a short monologue in 3rd person, from the perspective of someone protesting in the Black Lives Matter protests in 2020.

- Start by thinking about the emotions the protesters felt.
- Consider why their protest is important...
- Then write a paragraph...

*"He knelt on the hard grassy ground, fist raised firmly in the air and head bowed in respect. The whole crowd was silent and barely dared to breathe. It was awe inspiring to see this many people pay their respects. A policeman's finger twitched as she reached for her baton, preparing for violence once the peace was shattered..."*



## GCSE THEORY

### Keywords:

**4th wall:** an invisible wall separating the actors and audience.

**Devising:** to create a piece of drama using a stimulus.

**Dialogue:** a conversation between two or more characters.

**Director:** a Director's role is to instruct the actors where to stand, how to move and how to deliver their lines. They are responsible for the overall look of a production.

**End-on:** when an audience is positioned to sit directly in front of the stage.

**Placard:** a large board with a written message or slogan, often used in protests but also in Brecht's political theatre.

**Protest:** to object to something by taking action or expressing disapproval.

**Stimulus:** a starting point or the inspiration for your performance work.

**Tension:** a moment of excitement or anticipation in a performance, usually the climax of the action.

**Verbatim:** a piece of Drama which is developed using the spoken word of real people.

## Additional reading:

Have a look at these excerpts from Martin Luther King Jr's *I Have a Dream* speech delivered in Washington DC in 1963.



## CREATIVE WRITING TASK:

Choose an issue you feel strongly about (for example, Black Lives Matter, global warming, LGBTQ+ rights) Imagine you are going to deliver a speech to thousands of people, just as Martin Luther King Jr did.

Write your speech and consider how you will empower your audience to want to protest in support of your issue.

### Top Tips:

- You might want to describe the problems created...
- You might want to use persuasive and descriptive language: simile, metaphor, onomatopoeia, emotive language, inclusive language, logic, repetition, rhetorical questions...
- You should aim to evoke a strong emotion from your audience- you want them to **feel** something about your cause...

**CHALLENGE:** can you add in stage directions which you can read out loud, to create a speech which follows Brecht's rules of Epic Theatre?



GCSE THEORY

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation...

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

We cannot walk alone. And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream."

Let us not wallow in the valley of despair, I say to you today, my friends.

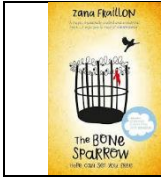
And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today!



## Year 8 English

What makes us human?  
Term One and Two: Human Rights



### This term in English we will be:

- reading the dystopian novel 'The Bone Sparrow' by Zana Fraillon
- reading a selection of 19<sup>th</sup> and 21<sup>st</sup> century non-fiction extracts
- studying how to write an analytical response
- studying the style, format and conventions of a letter, speech and article
- studying a range of literary devices
- studying how to punctuate sentences effectively
- studying how to use semi-colons and dashes effectively
- studying how to use paragraphs effectively

### What is The Bone Sparrow about?

*The Bone Sparrow* explores themes of identity, belonging, and resilience. The story follows a young boy named Subhi, who was born in an Australian immigration detention center after his parents sought asylum. Subhi, who has never known life outside the camp, finds solace in storytelling and his imagination.

The novel delves into Subhi's experiences and dreams, juxtaposed with the harsh realities of life in the detention center. His world is transformed when he befriends a girl named Jimmie, who brings him hope and a sense of connection to the outside world. Through their friendship, Subhi's story reveals the broader issues faced by asylum seekers and the struggles of living in limbo.



### What were the key themes and ideas during the 19<sup>th</sup> century?

The 19th century in the UK was a period of dramatic change and development, marked by several key themes and ideas.

- The Industrial Revolution resulted in advancements in technology and economic growth but this also brought about harsh labor conditions, social upheaval, and environmental challenges.
- Social reform including campaigns against class distinctions, for improvements in education, and for improvements in health and welfare
- The expansion of the British Empire with debates on ethics and the impact of colonialism.
- The women's rights movement which began to challenge gender roles and advocate for women's education and employment opportunities.

### How to format a letter

#### Your Address

111 The High Street  
1 Bexhill-on-Sea  
East Sussex  
BN27 TYH

#### Their address

Bexhill Academy  
Gunters Lane  
Bexhill-on-Sea  
East Sussex  
TN39 4BY

#### Date

1<sup>st</sup> September 2024

Dear Sir / Madam, (if you don't know their name)

**Introduction** – why are you writing?

**Point One** – what is the first point you want to make?

**Point Two** – what is the second point you want to make?

**Point Three** – what is the last point you want to make?

**Conclusion** – summarise your argument and explain what you would like to happen next.

**Yours faithfully**, (if you don't know their name)

or **Yours sincerely**, (if you do know their name)

Your name

### How to format a speech

**Introduction** - greet the audience and explain why you are speaking to them.

**Point One** – what is the first point you want to make?

**Point Two** – what is the second point you want to make?

**Point Three** – what is the last point you want to make?

**Conclusion** – summarise your argument, explain what you would like to happen next and thank the audience for listening.

### How to format an article

#### Catchy Title

**Introduction** – hook the audience and summarise what your article is about.

**Point One** – what is the first point you want to make?

**Point Two** – what is the second point you want to make?

**Point Three** – what is the last point you want to make?

**Conclusion** – summarise your argument and explain what the reader can do.



Word Class	Definition	Example
<b>Noun</b>	A person, place or thing	Cat, school, book and sky
<b>Proper Noun</b>	A specific person, place or thing that needs a capital letter.	<b>B</b> exhill <b>A</b> cademy, <b>M</b> rs <b>B</b> rown and <b>E</b> ast <b>S</b> ussex
<b>Adjective</b>	Describes a noun	The <b>brilliant</b> book. The <b>beautiful</b> sky. The <b>black</b> cat.
<b>Verb</b>	A state of doing, being or having.	I <b>am</b> here. The cat <b>jumped</b> . The sky <b>was</b> blue.
<b>Adverb</b>	Describes a verb.	The cat jumped <b>suddenly</b> . The dog barked <b>loudly</b> .

Sentence Type	Example
<b>Simple sentence</b> = an independent clause that has a subject and a verb.	I enjoy reading.
<b>Compound sentence</b> = two or more independent clauses that are joined through a connective (for, and, nor, but, yet, and so).	I enjoy reading <b>and</b> I like going to English lessons.
<b>Complex sentence</b> = contains a main independent clause and an additional subordinate clause which gives further details on the main clause.	I enjoy reading <b>because</b> I like learning about other worlds.

### How to know when to start a new paragraph



### What is a semi-colon?

#### Semicolon



A punctuation mark that connects two separate but related independent clauses

I missed the bus; I guess I'm walking to school.

### What is an em-dash?

#### Em Dash



A punctuation mark that interrupts a sentence to add information or show emphasis

My sister — who doesn't speak French — is moving to France.

### Key Vocabulary

- **Victimised:** Subjected to unfair treatment, harm, or suffering.
- **Authoritative:** Commanding respect or obedience due to one's perceived knowledge, experience, or position of power.
- **Inferior:** Lower in quality, status, or rank compared to something or someone else; perceived as less important or less competent.
- **Inevitable:** Certain to happen and unable to be avoided or prevented; a situation or outcome that is unavoidable.
- **Fragility:** The quality of being easily broken, damaged, or affected; a state of vulnerability or delicacy.
- **Regression:** The process of returning to an earlier or less advanced state.
- **Refugee:** A person who has been forced to flee their country due to war, persecution, or natural disaster, seeking safety and asylum in another country.
- **Agency:** The capacity or ability to act or make choices independently; in social contexts, it refers to the power and autonomy individuals have to make decisions and effect change in their lives.
- **Unreliable:** Not consistently dependable or trustworthy; prone to fail or not deliver as expected.
- **Dehumanised:** The process of treating people as less than human, stripping them of their dignity and individual identity, often leading to exploitation or abuse.
- **Community:** A group of people living in the same area or having a common interest or characteristic.
- **Prejudice:** Preconceived opinion or judgment about individuals or groups, often based on stereotypes or insufficient knowledge, leading to unfair treatment or discrimination.

### Literary Devices

- **Imagery:** Descriptive language that appeals to the senses and creates vivid mental pictures for the reader, enhancing their experience and understanding of the text.
- **Metaphor:** A figure of speech that describes one thing in terms of another, implying a comparison without using "like" or "as," to suggest that they are alike in some way (e.g., "Time is a thief").
- **Oxymoron:** A figure of speech in which contradictory terms appear together to create a paradoxical effect (e.g., "bittersweet," "deafening silence").
- **Symbolism:** The use of symbols—objects, characters, or actions—to represent abstract ideas or concepts beyond their literal meaning (e.g., a dove representing peace).
- **Personification:** A literary device where human qualities are attributed to animals, inanimate objects, or abstract concepts, making them more relatable or vivid (e.g., "The wind whispered through the trees").
- **Frame narrative:** a story within a story, where an outer narrative sets the stage for one or more inner stories.



## Year Eight Food Preparation and Nutrition

### The bigger picture:

Over the 4 terms the students will be studying **Food Preparation and Nutrition** we will cover a number of important aspects regarding the health of individuals and how food contributes to this. All students are expected to understand the importance of **food safety** when preparing foods including the 4Cs and how to avoid cross contamination, the function and sources of the 3 **macro** nutrients and 2 **micro nutrients** and how they can be included in a **balanced meal**.

	<b>Core Question Nutrition</b>	<b>Answers</b>
1	<b>What are amino acids?</b>	Amino acids are the building blocks that join together to make protein molecules
2	<b>What are Essential Amino acids</b>	Amino acids that the body cannot make by itself and must get them from the food that we eat
3	<b>What is saturated Fat?</b>	Saturated fatty acids found mainly in solid fats, e.g. butter and lard, block vegetable fat and ghee, the fat in meat, coconut oil, palm oil and chocolate
4	<b>What is unsaturated fat?</b>	Fatty acids found mainly in liquid oils e.g. sunflower, rapeseed, sesame, corn, olive and almond
5	<b>What are Monosaccharides?</b>	Group of sugars that are made of one sugar molecule for example Glucose - ripe fruit and vegetables e.g. apples, onions and parsnips Fructose - Fruit, Vegetables and Honey Galactose - Milk from mammals
6	<b>What are disaccharides?</b>	Group of sugars that are made from 2 sugar molecules Maltose; Cereals such as barley added to breakfast cereals Lactose - Milk from mammals and products made from it (e.g. yoghurt, evaporated milk, cheese
7	<b>What are polysaccharides?</b>	Polysaccharides are complex carbohydrates a group of carbohydrates that are made from many sugars Starch - cereals, starchy vegetables, seeds, quinoa Dietary Fibre - Non starch polysaccharides (NSP) Fruit and veg with skin left on
8	<b>Which Vitamins are water soluble</b>	Water soluble vitamins are found in foods with a high water content The water soluble vitamins are vitamin B and C
9	<b>Which Vitamins are fat soluble?</b>	Fat soluble vitamins that are found in foods containing fats. The fat soluble vitamins are Vitamin A,D,E and K
10	<b>What is the roll of calcium in the body?</b>	Calcium is the main mineral in the body it is laid down in teeth and strong bones. Vitamin D which comes from sunlight enables the body to absorb calcium.
11	<b>What is the roll of iron in the body?</b>	Iron is needed to make haemoglobin in red blood cells to carry oxygen to all body cells. Vitamin C is needed to enable iron to be absorbed from food during digestion



## Macronutrients

### Macronutrients

Macronutrients provide energy.

The macronutrients are:

- Carbohydrate;
- Protein;
- Fat.

Macronutrients are measured in grams (g).

### Fat

#### Sources:

**Saturated fat:** fatty cuts of meat; skin of poultry; butter; hard cheese; biscuits, cakes and pastries; chocolate.

**Monounsaturated fat:** edible oils especially olive oil; avocados; nuts.

**Polyunsaturated fatty acids:** edible oils especially sunflower oil; seeds; margarine; spreadable fats made from vegetable oils and oily fish.

- 

### Carbohydrate

All types of carbohydrate are compounds of carbon, hydrogen and oxygen. They can be divided into three main groups according to the size of the molecule.

These three types are:

- monosaccharides (e.g. glucose);
- disaccharides (e.g. lactose);
- polysaccharide (e.g. sucrose).

### Protein

- Made up of building blocks called amino acids.
- There are 20 amino acids found in protein.
- Eight amino acids have to be provided by the diet (called essential amino acids).

The essential amino acids (EAAs) are isoleucine, leucine, lysine, methionine, phenylalanine, threonine, tryptophan and valine. In young children, additional amino acids, e.g. histidine and tyrosine, are sometimes considered to be essential (or 'conditionally essential') because they may be unable to make enough to meet their needs.

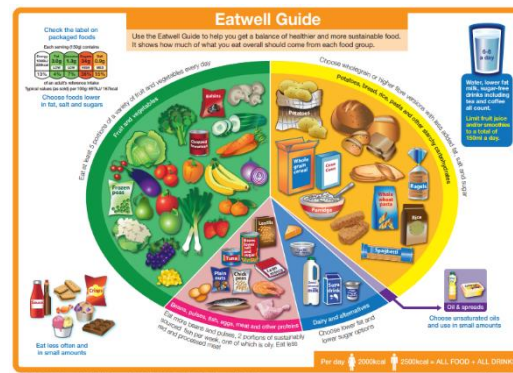
#### Recommendations

- 0.75g/kg bodyweight/day in adults.

Sources:

**Animal sources:** meat; poultry; fish; eggs; milk; dairy food.

**Plant sources:** soya; nuts; seeds; Pulses, e.g. beans, lentils; mycoprotein.



The two types main of carbohydrate that provide dietary energy are starch and sugars. Dietary fibre is also a type of carbohydrate.

Starchy carbohydrate is an important source of energy.

Starchy foods - we should be choosing wholegrain versions of starchy foods where possible.

### Fat

Sources of fat include:

- saturated fat;
- monounsaturated fat;
- polyunsaturated fat.

Fats can be saturated, when they have no double bonds, monounsaturated, when they have one double bond, or polyunsaturated, when they have more than one double bond.

#### Recommendations

- <35% energy, Saturated fat <11% energy.

A high saturated fat intake is linked with high blood cholesterol levels.

### Recommendations

- Total carbohydrate - around 50% of daily food energy.
- Free sugars include all sugars added to foods plus sugars naturally present in honey, syrups and unsweetened fruit juice (<5% daily food energy).
- Fibre is a term used for plant-based carbohydrates that are not digested in the small intestine (30g/day for adults).



## Micronutrients- Vitamins

	Vitamins	Function	Sources
Fat soluble	Vitamin A	Helps the immune system to work as it should. It also helps with vision and helps keep skin and the linings of some parts of the body, such as the nose, function normally.	Liver, cheese, eggs, dark green leafy vegetables and orange-coloured fruits and vegetables (e.g. carrot, sweet potato, butternut squash, cantaloupe melon and papaya).
	Vitamin D	Helps the body to absorb calcium and helps to keep bones strong. It also helps muscles to function normally and the immune system to work as it should.	Oily fish, eggs, fortified breakfast cereals and fat spreads. In summer, the majority of people will get most of their vitamin D through the action of sunlight on the skin.
	Vitamin E	Helps to protect the cells in our bodies against damage.	Vegetable and seed oils (e.g. olive, rapeseed, sunflower, peanut oils) nuts and seeds (e.g. sunflower seeds and almonds), avocados and olives.
	Vitamin K	Needed for the normal clotting of blood and is required for normal bone structure.	Green vegetables (including leafy greens, broccoli, green beans and peas) and some oils (e.g. rapeseed, olive and soya oil).
Water soluble	Thiamin (vitamin B <sub>1</sub> )	Helps to release energy from food. It also helps our nervous system and heart function normally.	Bread, fortified breakfast cereals, nuts and seeds, meat (especially pork), beans and peas.
	Vitamin C	Helps to protect cells from damage. Helps with the formation of collagen, which is important for normal bones, gums, teeth and skin. It also helps the immune system work as it should and the nervous system to function normally.	Fruit (especially citrus fruits, blackcurrants, strawberries, papaya and kiwi), green vegetables, peppers and tomatoes.

## Micronutrients Minerals

Mineral	Function	Sources
Calcium	Helps to build and maintain strong bones and teeth, as well as the normal functioning of nerves and muscles. It also helps blood clot normally.	Milk, cheese, yogurt, fromage frais, some green leafy vegetables (such as kale), calcium-fortified dairy-alternatives, canned fish (where soft bones are eaten) and breads (white, brown and wholegrain).
Iron	Helps to make red blood cells, which carry oxygen around the body. It also helps the immune system to work as it should and helps the brain to function normally.	Offal, red meat, beans, pulses, nuts and seeds, fish (e.g. canned sardines, cockles and mussels), quinoa, wholemeal bread and dried fruit.

### Vitamins

**Challenge Task** – On a blank piece of paper, write down all the vitamins you can remember. For each of these write down one function and one food source for each food.



### Carbohydrates Knowledge check

1. Name the three groups of carbohydrates.
2. Which type of carbohydrates should we eat less of and why?
3. What happens if excess (too much carbohydrate is eaten)?
4. How much fibre should adults eat each day?

#### Challenge Question

Find out the daily amount of fibre needed for children of different ages.



### Fats and Oils Knowledge check

1. Describe the difference between fat and oils
2. Name the three functions of fat
3. Name three sources of vegetable fat?
4. Which type of fats are linked to an increase in heart disease?

#### Challenge question

Find out how a low fat diet may help to prevent type 2 diabetes and or heart disease.

### Protein Knowledge Check

1. What is protein?
2. Give two reasons why some people need more protein than others
3. What are the building blocks of protein called?
4. Why do children need more amino acids than adults?

#### Challenge Question

Make a list of 10 snacks which contain protein foods that would appeal to adults, name the protein food in the snack



### Fibre

- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and, seeds.

Dietary fibre helps to:

- reduce the risk of heart disease, diabetes and some cancers;
- prevent constipation.

### Energy from food

- Energy intake is measured in joules (J) or kilojoules (kJ), but many people are more familiar with Calories (kcal).
- Different macronutrients, and alcohol, provide different amounts of energy.

	Energy per gram
Carbohydrate	16kJ (3.75 kcals)
Protein	17kJ (4 kcals)
Fat	37kJ (9 kcals)

### Hydration

- Aim to drink 6-8 glasses of fluid every day.
- Water, lower fat milk and sugar-free drinks including tea and coffee all count.
- Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.



**What is the present tense? What is the near future tense?  
When would you use them?**

### The Bigger Picture:

We are now into Term 2 of the new school year which will take us up to Christmas. Christmas, as you know, is a very important celebration world-wide. Some of you may well have a birthday during this term which, once again, is something that is celebrated all over the world. Some of you may even remember a particular birthday or Christmas in the past that was a really happy occasion! You may even have great plans for a future celebration!

This term we will look at using language for real purposes talking about celebrations, present and future. You will have the opportunity to talk about a variety of celebrations and describing what you usually do and what you are going to do to celebrate the occasion.

### Des questions essentielles.

<p><b>C'est quand ton anniversaire?</b> (When is your birthday?)</p>	<p><b>Mon anniversaire, c'est le douze juillet.</b> (My birthday is the 12th of July)</p>
<p><b>Qu'est-ce que tu fais normalement pour ton anniversaire?</b> (What do you normally do for your birthday?)</p>	<p><b>Normalement je vais au cinéma avec mes amis et puis nous allons au restaurant.</b> (Normally I go to the cinema with my friends and then we go to a restaurant.)</p>
<p><b>C'est comment?</b> (How is it?)</p>	<p><b>C'est toujours amusant!</b> (It's always fun!)</p>
<p><b>Qu'est-ce que tu vas faire pour ton prochain anniversaire?</b> (What are you going to do for your next birthday?)</p>	<p><b>Je vais organiser une grande fête chez moi et on va écouter de la musique.</b> (I'm going to organise a big party at my house and we're going to listen to music.)</p>
<p><b>Ça va être comment?</b> (How is it going to be?)</p>	<p><b>Ça va être une soirée mémorable!</b> (It's going to be an unforgettable evening!)</p>



## Parallel Text.

Normalement pour fêter mon anniversaire	Normally to celebrate my birthday
je vais <u>au cinéma</u> avec <u>ma famille</u> et puis	I go to the cinema with my family and then
nous allons au restaurant et je mange une grande pizza.	we go to a restaurant and I eat a large pizza.
<u>Ce weekend</u> , ça va être mon anniversaire!	This weekend, it is going to be my birthday!
Je vais fêter mes 18 ans, cependant, cette année,	I'm going to celebrate my 18th, however, this year,
je vais organiser la plus grande fête de ma vie!	I'm going to organise the biggest party of my life!
D'abord, je vais inviter <u>des amis</u> à venir chez moi.	Firstly, I'm going to invite friends to come to my place.
Ensuite on va écouter de la musique et <u>danser jusqu'à minuit</u> .	Then we're going to listen to music and dance up until midnight.
Je pense que ça va être <u>divertissant</u> !	I think that it's going to be entertaining!

## Further opinion phrases.

Je dirais que ... - I would say that ...

À mon avis ... - In my opinion ...

Je crois que ... - I believe that ...

## Sequencers.

D'abord/En première = First(ly)

puis = then/next

ensuite = then/next

après = after(wards)



## Narrow Reading: C'est mon anniversaire!

### Text 1.

Salut! Je m'appelle Christophe et j'ai dix-sept ans. Normalement, pour fêter mon anniversaire, je vais à la piscine avec ma famille et puis on va chez McDo où je mange un hamburger-frites et je bois une limonade. C'est super!

Dans deux jours, ça va être mon anniversaire et je vais avoir dix-huit ans. Je vais organiser la plus grande fête de ma vie! D'abord, je vais inviter des amis à venir chez moi et on va manger et boire beaucoup et après nous allons regarder des séries sur Netflix et puis on va danser jusqu'à minuit. Ça va être top!

### Text 2.

Salut! Je m'appelle Claudia et j'ai quinze ans. Normalement, pour fêter mon anniversaire, je vais au théâtre avec mon père et ma sœur et puis on va au restaurant du coin où je mange du poisson et je bois un coca. C'est top!

Dans trois jours, ça va être mon anniversaire et je vais avoir seize ans. Je vais organiser la plus grande fête de ma vie! Je vais inviter ma classe à venir chez moi mais d'abord, je vais envoyer des invitations. On va manger et boire beaucoup et puis nous allons écouter de la musique et puis on va danser jusqu'à onze heures. Ça va être une soirée mémorable!

### Text 3.

Salut! Je m'appelle Charlotte et j'ai treize ans. Normalement, pour fêter mon anniversaire, je vais au cinéma avec ma mère et mon frère et puis on va à un café où je mange un sandwich au fromage et je bois du thé. C'est divertissant!

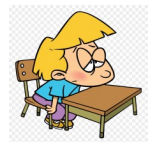
Dans cinq jours, c'est mon anniversaire et je vais avoir quatorze ans. Je vais organiser une petite fête! Je vais inviter mes cousins à venir chez moi mais d'abord, je vais envoyer des invitations. On va manger et boire beaucoup et ensuite nous allons manger mon gâteau d'anniversaire. Après on va danser jusqu'à dix heures. Ça va être à mourir de rire!

### Idiomatic interjections.

Ça va être top! - It's going to be awesome!

Je vais être aux anges! - I'm going to be over the moon!

Ça va être atroce! - It's going to be terrible!



Qu'est-ce que tu vas faire pour ton prochain anniversaire ?

(What are you going to do for your next birthday?)

Le weekend prochain (Next weekend)	je vais (I'm going)  on va (we're going)  nous allons (we're going)	organiser une fête. (to organise a party)	Selon moi, ça va être (In my opinion, it's going to be)  Je pense que ça ne va pas être (I think that it's not going to be)	amusant
La semaine prochaine (Next week)		inviter des amis à venir chez moi. (to invite friends to come to mine)		intéressant
Dans deux jours (In two days)		regarder des séries sur Netflix. (to watch series on Netflix)		divertissant (entertaining)
L'année prochaine (Next year)		manger mon gâteau d'anniversaire. (to eat my birthday cake)		à mourir de rire (hilarious)
Demain (Tomorrow)		envoyer des invitations. (to send invites)		à pleurer de rire (cry with laughter)
		fêter / célébrer mon anniversaire. (to celebrate my birthday)		une soirée mémorable (a memorable evening)
	écouter de la musique. (to listen to music)	nul (rubbish)		
	danser jusqu'à minuit. (to dance up until midnight)	une perte de temps (a waste of time)		

**BRONZE**

- I can understand familiar chunks in new contexts, demonstrate previous knowledge.
- I can understand and use sequencers and time phrases effectively.
- I can understand and use present and near future tenses in familiar chunks.

**SILVER**

- I can understand new language in context in listening and reading.
- I can use a range of sequencers, time indicators and connectives in two time frames.
- I can understand and use present and near future tenses using a range of verbs.

**GOLD**

- I can understand gist and detail, recognise common distractors.
- I can use idiomatic phrases and complex grammatical structures involving two tenses.
- I can understand and use present and near future tenses using a range of pronouns

## How amazing is Asia?

### What does development mean for the people and places of Asia?

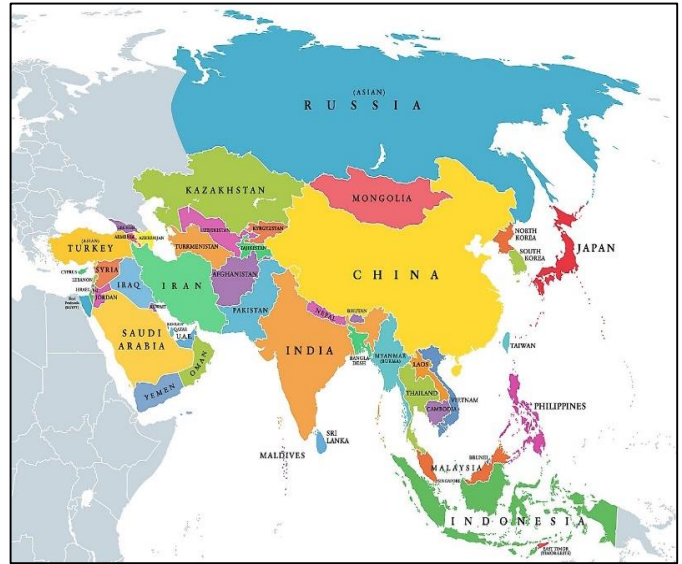
#### The bigger picture

In this unit, we build on our work in Term 1 on international development and see what it means, in particular, for the people and places in the giant Asian economies of Japan and China. Japan is an established High Income Country whereas China is a Newly Emerging Economy: both are countries with opportunities and challenges. As China's influence in the world grows, we also consider whether China is a friend or foe of Africa.

Core Question	Development	Answers
1	What is Asia?	Asia is a <b>continent</b> made up of 48 countries. How many can you name?
2	How many people live in Asia?	As of 12 <sup>th</sup> October 2023 the <b>United Nations</b> estimated the population of Asia to be <b>4,762,074,192</b> . This is equal to <b>59.22%</b> of the world's total population.
3	How many <b>biomes</b> are located in Asia?	Asia contains at least six recognised <b>biomes</b> . Tundra, Coniferous Forest, Steppe Grassland, Deciduous Forest, Savanna Grassland and Tropical Rainforest.
4	What risks does Japan face?	Japan is at risk from <b>regular tectonic activity</b> . Japan sits on or near the boundary of four tectonic plates, the Pacific plate, the Eurasian plate, the North American plate and the Filipino plate. These plate boundaries mean that Japan is at risk from volcanic activity, earthquakes and tsunamis.
5	Why is <b>Tokyo</b> famous?	Tokyo is the world's most <b>populous</b> city. Tokyo is home to almost <b>38 million people</b> . This brings fantastic opportunities to the city but also enormous challenges.
6	What opportunities and challenges does <b>Tokyo</b> face?	Tokyo has a range of great job opportunities and a reputation for being very safe. It is a great city for technology and is famous for its nighttime neon lights. Tokyo also has to cope with overcrowded transport, high levels of air pollution, a lack of housing space and earthquake risks.
7	What are <b>Akiya</b> ?	<b>Akiya</b> are houses that are abandoned and unoccupied. In some Japanese villages they can be quite a sight. They account for <b>13%</b> of all houses in Japan – over 8 million of them.
8	How <b>economically developed</b> is China?	China is the world's largest <b>manufacturing economy</b> and <b>exporter</b> of goods to the rest of the world. It is also the world's fastest growing <b>consumer market</b> and the second largest <b>importer</b> of goods.
9	Does China have a <b>pollution</b> problem?	China is now the world's largest source of <b>greenhouse gas emissions</b> . China suffers from notoriously bad air pollution. Its <b>carbon intensive industries</b> have caused additional environmental challenges including water scarcity and soil contamination.
10	What is <b>e-waste</b> and why is China linked to e-waste?	<b>E-waste</b> refers to the waste and disposal created by electronic products. Disposing of e-waste is a significant area of employment in China. China disposes of e-waste for other countries, but there are concerns about how safely this is carried out. 70% of all global e-waste ends up in China.
<b>Challenge Question</b>	How did Asia get its name? What are the <b>origins</b> of the word?	
<b>Challenge Question</b>	How many <b>languages</b> are spoken across the continent of Asia? What is the most popular spoken language in Asia?	

### Knowledge Check

1. Name 5 countries and 5 ecosystems in Asia.
2. What is the population of Asia?
3. What is sakura?
4. What is the benefit of volcanic ash?
5. What are the causes of akiya in Japan?



### Climate and Ecosystems of Asia

Asia is the largest continent on Earth. It covers 9% of the Earth's surface area.

Its 4.5 billion people represent around 60% of the world's population.

Asia extends from the Arctic Circle to the Equator. It contains a wide range of ecosystems.



Tundra



Coniferous Forest



Steppe Grassland



Deciduous Forest



Savanna Grassland



Rainforest

### Human and Physical Geography of Japan

Japan is made up of the four large islands of Hokkaido, Honshu, Shikoku, and Kyushu, and many smaller islands.

As much of Japan's land area is mountainous and/or forested, most of the population live on the southern shore of Honshu island. This includes the capital city of Tokyo.

Japan lies in a volcanic, earthquake-prone belt called the Ring of Fire, which fringes most of the Pacific basin. Earthquakes are frequent. Although most are only minor tremors, major earthquakes happen every 100 years or so.

### Seasons in Japan

In **Spring**, many tourists and locals go to see the



Snow sculptures are made in **Winter** snow festivals.

Typhoons (large storms) hit Japan each year in **Summer** and **Autumn**.

### Akiya in Japan

In Japan, akiya are houses that are abandoned and unoccupied.

Many of these are found in the rural mountainous areas where older people have died and families have not been interested in living in the property.



## Opportunities for Japan

Being an island makes it easy to have ports for fishing and trade.

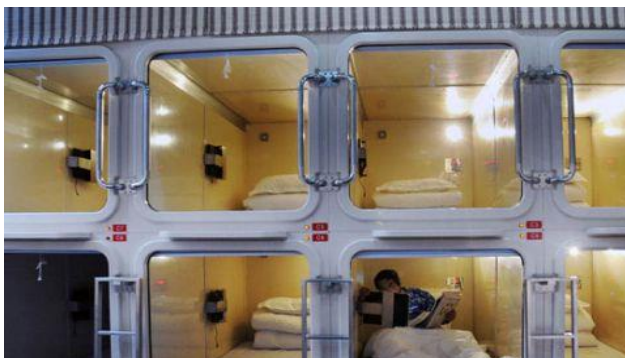
Hot springs caused by the volcanic activity attract tourists.

Forests cover much of the land, providing timber for construction.

Heat from under the ground can be used to make electricity (geothermal power).

Volcanic ash has made the soils very fertile and good for farming.

## What is a capsule hotel?



## High Density Tokyo

Tokyo is the largest city in the world by population and faces a number of issues:

### Transport

- Train pushers pack the busy trains with commuters.

### Pollution

- Face masks were worn even before the Covid pandemic.

### Lack of space

- Some people live in microapartments.

### Earthquakes

- Buildings are built to survive earthquakes.

## Exam-style questions

**Identify** one ecosystem found in Asia. [1 mark]

**Describe** the physical geography of Japan. [4 marks]

**Explain** the opportunities and challenges facing Japan. [6 marks]

**To what extent** is Tokyo successful in solving its problems. [9 marks]

## China Fact File

China used to be an LIC, but the country is quickly developing.

Most of China's population lives in the south east of the country. China has a population of 1.4 billion - the largest population of any country in the world.

China is a large country containing many different climates. The north is cold and dry, and the south is warmer and wetter.



## Skill: Image interpretation



What is happening in this image?

What impact does this activity have on local communities and the environment?

How might this impact be reduced?

## Exam-style question

**Describe** how Beijing is trying to tackle air pollution. [4 marks]

**To help:**

State the vehicles are a major source of air pollution in Beijing.

Describe how Beijing is trying to improve air quality:

- Electric private vehicles e.g. scooters and cars.
- Electric public transport e.g. blue logo electric buses.
- Car licence lottery where electric cars get a licence more easily.
- Bike-sharing schemes.

# History Year 8 Term Two The Industrial Revolution

## Why was there an Industrial Revolution?

### Why was it so significant?

#### The bigger picture

Most of the goods we buy today are made in factories. But in the 1700's, most goods were hand-made in people's homes, or in small workshops next to their homes. This was known as the **Domestic System**: (domestic describes the home or family). However, in the latter years of the 18th century a change took place that would transform the way that many goods were made. Britain was introduced to the idea of factories. How and why did this happen?

#### What was the Industrial Revolution?

Huge changes occurred in the way people worked from around 1750 to 1900. This was the time when the manufacture of goods moved out of people's houses and into the new steam powered factories. Machines made goods in a fraction of the time it would have taken a person by hand. **Industrial** is another word for work and **Revolution** means there has been a dramatic, major change.



An engraving of the first factory built by Richard Arkwright at Cromford in Derbyshire.

#### Why was there an Industrial Revolution?

Most historians agree that there wasn't just one thing that caused the Industrial Revolution. Instead, several factors all came together at a similar time. These included:

- A rise in the **population**
- **Agriculture** developed to produce more food
- Britain had a huge **Empire**
- Some significant business **entrepreneurs**
- Brilliant inventors and **inventions**
- A plentiful supply of **raw materials** eg coal and iron.
- Developments in transport.

The population rose from 10 million in 1750 to **42 million in 1900**.

Key Question	Answer
How did Britain change between 1750 and 1900?	As the demand for manufactured goods went up, the first factories developed and people moved from the countryside to the towns to work there. The population increased greatly.
Why was the Industrial Revolution so successful?	The Industrial Revolution was so successful as it made many people very wealthy. Many inventions developed such as steam engines.
What were the first factories like?	The first factories were huge buildings housing steam powered machines., making them very noisy for the huge numbers of workers.
What was life like for Victorian children?	The majority of Victorian children lived in poverty. They worked from a very young age in some horrendous conditions, with little food. Disease was rife and infant mortality rates were high.
How were factory working conditions improved?	Reformers such as Lord Shaftesbury campaigned for laws to protect workers. The first Factory Act in 1833 limited working hours, forbid children under nine to work in factories and recommended factory inspections. Further Acts followed.
How were women and children treated in the coal mines?	Children worked in terrible conditions underground as hurries, trappers or carriers in the dark, pulling loads as heavy as three adults.. Women could work twelve hours a day without breaks, even when pregnant.
Were Victorian towns really that smelly?	Yes! In 1850, the writer Charles Reade described Sheffield as full of rubbish, clogged with dirt and with rotten, foul smelling gasses. Towns would also be full of black smoke from the many factories.
Who was the greatest inventor of the Industrial Revolution?	Read the information on the next pages, research them further and make your decision.

### Factory working conditions

**Long working hours:** normal shifts were usually 12-14 hours a day, with extra time required during busy periods.

**Low wages:** a typical wage for male workers was about 15 shillings (75p) a week, but women and children were paid much less, with children three shillings (15p). For this reason, employers preferred to employ women and children.

**Cruel discipline:** there was frequent strapping" (hitting with a leather strap). Other punishments included nailing children's ears to the table, and dowsing them in water butts to keep them awake.

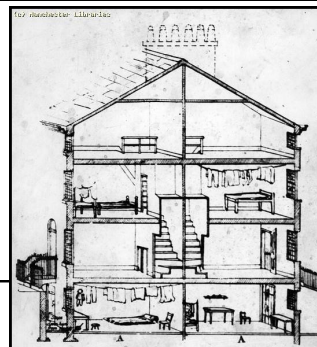
**Accidents:** forcing children to crawl into dangerous, unguarded machinery led to many accidents and deaths.

**Health:** The air was full of dust, which led to chest and lung diseases and loud noise made by machines damaged workers' hearing.

Key words	Definitions
<b>Industrial Revolution</b>	A dramatic change in the way goods were made: a time when factories replaced farming as the main form of employment in Britain.
<b>Domestic system</b>	The system where people worked in their homes or small workshops rather than factories.
<b>Agriculture</b>	Farming
<b>Apprentice</b>	Someone who is learning a trade or craft
<b>Back to back housing</b>	A form of terraced housing in which two houses share a rear wall. Usually very small and poor quality.
<b>Cholera</b>	A deadly disease caused by a germ that lives in contaminated water.
<b>Economic</b>	The study of how money is made and used and how businesses run.
<b>Factory system</b>	The system where people worked in factories to produce goods in large numbers: replaced the Domestic System.
<b>Industry</b>	The work and methods involved in making goods in factories.
<b>Iron ore</b>	The raw material or rock from which iron can be obtained.
<b>Mines</b>	A system of holes and tunnels underground from where raw materials such as coal, metals and salt are extracted.
<b>Pauper</b>	Someone with no job who relies on charity.
<b>Pauper apprentice</b>	An orphan who worked in a factory in return for food and a bed.
<b>Population</b>	The number of people living in a particular town, area or country.
<b>Public Health</b>	The general state of health and cleanliness of the whole population.
<b>Sewer</b>	A drain to remove waste water and other rubbish.



**Back to back housing**



### Living conditions

**Overcrowding:** due to large numbers of people moving to the cities, there were not enough houses for all these people to live in.

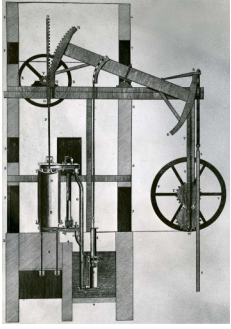
**Disease:** typhus, typhoid, tuberculosis and cholera all existed in the cities of England. Overcrowding, low standard housing and poor quality water supplies all helped spread disease.

**Waste disposal:** gutters were filled with litter. Human waste was discharged directly into the sewers, which flowed straight into rivers.

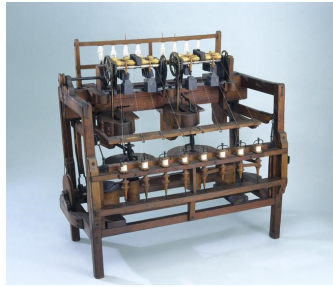
**Poor quality housing:** houses were built back-to-back, so there was little light or fresh air inside them. They did not have running water and people found it difficult to keep clean.

**Lack of fresh water:** people could get water from a variety of places, such as streams, wells and stand pipes, but it was often polluted by human waste.

**Great inventions of the Industrial Revolution**



1712 Thomas Newcomen's steam engine

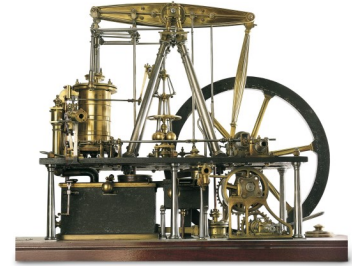


1769 Richard Arkwright's water frame spinning machine

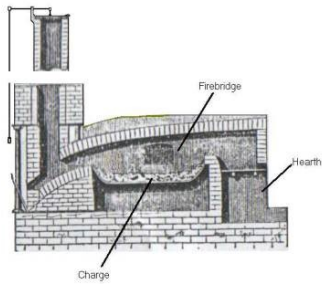
**Task**

Research more about these inventions.

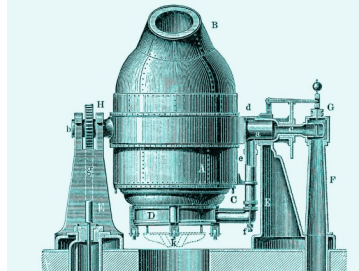
Which do you think was the most significant and why?



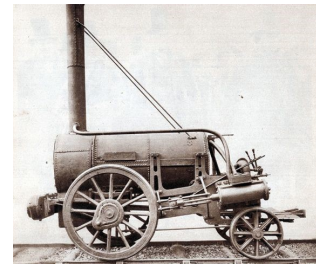
1760's—1770;s James Watt's steam engines



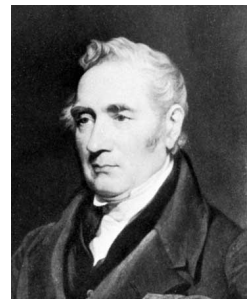
1784 Henry Cort's puddling machine made wrought iron.



1856 Henry Bessemer's Bessemer converter made steel.



1829 The first locomotive George Stephenson's The Rocket

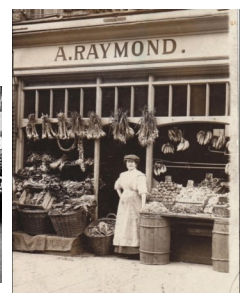


Who were these inventors from the Industrial Revolution? Choose from:  
 Josiah Wedgwood    George Stephenson    Lady Nary Wortley Montagu  
 Thomas Telford    Sir Richard Arkwright  
 What did they invent?    How significant were their inventions?

Is this the first ever photograph?  
 Joseph Nicéphore Niépce's "View from the Window at Le Gras." 1826 or 1827.



Victorian photographs  
 Task: Can you Google examples of Victorian photographs of Bexhill?





Command	What it means
<b>Cause</b>	The reason why something happens.
<b>Consequence</b>	The impact or results of something that has happened.
<b>Enquiry</b>	An investigation or historical question that you are studying.
<b>Evidence</b>	Facts or information about a particular event, person or place that historians use to help them understand the past.
<b>Infer</b>	To work something out from the evidence given to you that isn't actually said or shown. Inference means 'reading between the lines' of a source and working out what it is suggesting or making you think.
<b>Interpretation</b>	Historical evidence created much later than the period studied, produced by people with a particular opinion about an event or person.
<b>Source</b>	Historical evidence from the period. They provide information that historians need to create inferences.
<b>Significance</b>	Something (like an individual, event or development) that makes an impact at the time and continues to make an impact for many years.

**Read more** <https://www.bbc.co.uk/bitesize/topics/zm7qtfr/articles/z6kg3j6>  
**Play the History Detectives game**  
<https://www.bbc.co.uk/bitesize/topics/z6wg3j6/articles/z2h3ydm>  
**Read more and watch videos:** <https://www.bbc.co.uk/bitesize/topics/z7vyedm>  
**Visit Ironbridge and Blists Hill Victorian town** <https://www.ironbridge.org.uk/explore/blists-hill-victorian-town/>  
**Visit Cromford Mills** <https://www.cromfordmills.org.uk/>  
**Visit The Black Country Living Museum**  
<https://bclm.com/>

### **Interesting image**

A Court for King Cholera 1852

What can you see? What can you infer?



**Describe** what it was like to work in the early factories and begin to **explain why**.

**Describe** what living conditions were like in back to back houses and **explain why** they were built.

**Explain** why Victorian photographs are useful to find out about living and working conditions.

**Leading learning:**  
Produce a timeline or poster to inform others about the Industrial Revolution.

**Explain** which you think is the most significant invention and why.

**Explain** the causes and consequences of the Industrial Revolution

**Evaluate** the most important cause of the Industrial Revolution.

**Leading learning:** Write two speeches, one from a point of view of a factory owner, one from a factory worker, about the conditions in factories.

**Evaluate** the importance of the Industrial Revolution.

**How useful** are the early Victorian photographs for an enquiry into what life was really like?

'The invention of steam powered machines was the most significant reason for the Industrial Revolution.'  
**How far do you agree?**

**Leading learning:** Plan a resource that would teach others about the causes and consequences of the Industrial Revolution.

8.4 Tables and Probability

**MULTIPLICATION CHART**

X	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Complete the times table grid to help you in class

**Sample Space**

A **sample space** is the set of all possible outcomes in an experiment.

Example:  
Two coins are tossed. Represent the sample space for this experiment by making a list, a table, and a tree diagram.  
(H – Head, T – Tail)

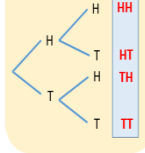
List:

HH HT TH TT

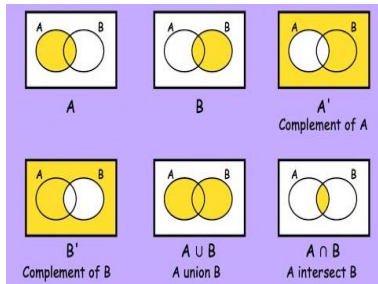
Table:

	H	T
H	HH	HT
T	TH	TT

Tree Diagram:



The sample space is {HH, HT, TH, TT}



**Upcoming Sparx Homework**

**Week 1 -**  
Writing and simplifying ratios (M885)

**Week 2 -** Using equivalent ratios to find unknown amount (M801)

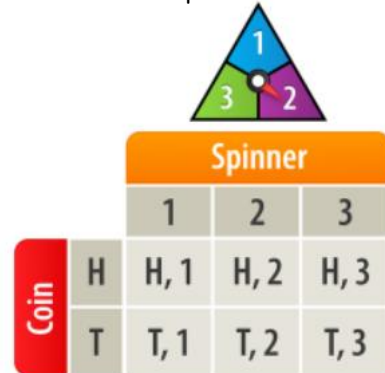
The two fair spinners shown below are spun and their results are added together. Draw a sample space diagram to show all the possible totals.

What is the probability of scoring a total of 4?  
Give your answer as a fraction in its simplest form



Answer 1/6

The diagram below shows all the possible outcomes when flipping a fair coin and spinning a fair three-sided spinner. In how many of the outcomes does the spinner land on 1?



Answer 2

**ONE STAR**



I know and use probability language  
I can find simple probability  
I can find and explain exhaustive lists

**TWO STARS**



I can construct sample space diagrams  
I can construct and represent data in two way tables  
I can explain intersection and unions and use their notation correctly

**THREE STARS**



I can find probabilities from sample space diagrams  
I can use the product rule for total outcomes  
I can justify my choice of diagram used for probability problems

8.5 Number sense

Round to decimal places 2.46192 ← Focus on the numbers after the decimal point

"To 1dp" – to one number after the decimal  
 "To 2dp" – to two numbers after the decimal

2.46192 (to 1dp) - Is this closer to 24 or 25



2.46192 This shows the number is closer to 25

2.46192 (to 2dp) - Is this closer to 246 or 247



2.46192 This shows the number is closer to 246



**Upcoming Sparx Homework**  
 -Rounding decimals M431  
 -Round decimals using significant figures M131  
 -Estimation M878  
 -Order of operations M521

Calculations with the calendar

- 1 minute = 60 seconds
- 1 hour = 60 minutes
- 1 day = 24 hours
- 1 year = 365 days (366 in leap year)
- 1 year = 52 weeks
- 28 days = Feb
- 30 days = Apr, Jun, Sept, Nov
- 31 days = Jan, Mar, May, Jul, Aug, Oct Dec

Keywords:

- Significant:** place value of importance
- Round:** make a number simpler but keeping the value similar.
- Decimal:** place holder after the decimal point
- Estimate:** number rounded to one significant figure to ease calculation.
- Balance:** the amount of money in a bank account
- Deposit:** Money put into a bank account.

Order of operations

- Brackets** -operations in brackets are done first.
- Indices** -operations with index numbers are second.
- Multiply/Divide** - operations are carried out left to right
- Add/subtract** - operations are carried out left to right.

$1 + 2 \times 9 - 2 = 17$

Significant figures - Sig fig

- 370 to 1 sig fig is 400
- 37 to 1 sig fig is 40
- 3.7 to 1 sig fig is 4
- 0.37 to 1 sig fig is 0.4
- 0.037 to 1 sig fig is 0.04

Round to the first non-zero number

ONE STAR

I can correctly round numbers to powers of 10, 100, 1000.  
 I can correctly round integers.

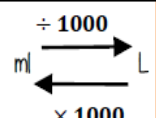
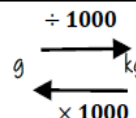
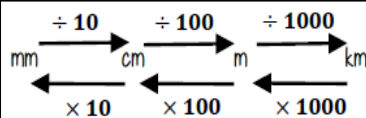
TWO STARS

I can round decimal number to integers and decimal places.  
 I can round numbers to significant figures.

THREE STARS

I can round numbers in context. I can use estimation to make calculations easier and check validity of my answers.

Unit conversions



8.6 Brackets, Equations and Equivalence

$$\begin{array}{r}
 6x - 5 = 7 \\
 \boxed{+5} \quad \boxed{+5} \\
 \hline
 6x = 12 \\
 \boxed{\div 6} \quad \boxed{\div 6} \\
 \hline
 x = 2
 \end{array}$$

Substitution

Work out the value of the expression

$$5x + y$$

If  $x = 4$  and  $y = 3$

$$\begin{array}{l}
 5 \times 4 + 3 \\
 20 + 3 \\
 23
 \end{array}$$

$$\begin{array}{r}
 -3x + 4 = 16 \\
 \quad -4 \quad -4 \\
 \hline
 -3x = 12 \\
 \quad -3 \quad -3 \\
 \hline
 x = -4
 \end{array}$$



Upcoming Sparx Homework

Week 3 - Writing and simplifying ratios (M885)

Week 4 - Using equivalent ratios to find unknown amount (M801)

Expand & Simplify...

$$\begin{array}{l}
 5(x+3) + 6(x-4) \\
 5x + 15 + 6x - 24 \\
 11x - 9
 \end{array}$$

Explain the misconceptions for the incorrect answers

Expand & simplify

$$2(x+5)$$

- A  $2x + 5$
- B  $2x + 10$
- C  $12x$
- D  $7x$

Expand the following expressions

- |   |   |   |  |
|---|---|---|--|
| a) $5(t+2)$<br>= $\boxed{5t}$ + $\boxed{\phantom{0}}$           | f) $2(8b+2)$<br>= $\boxed{\phantom{0}}$ | k) $6(q+2)$<br>= $\boxed{6q}$ + $\boxed{\phantom{0}}$           | p) $5(2+g)$<br>= $\boxed{\phantom{0}}$   |
| b) $3(2j+4)$<br>= $\boxed{\phantom{0}}$ + $\boxed{\phantom{0}}$ | g) $5(9y-3)$<br>= $\boxed{\phantom{0}}$ | l) $8(3e+1)$<br>= $\boxed{\phantom{0}}$ + $\boxed{\phantom{0}}$ | q) $10(3h+2)$<br>= $\boxed{\phantom{0}}$ |
| c) $7(k-3)$<br>= $\boxed{\phantom{0}}$ - $\boxed{\phantom{0}}$  | h) $7(2a-2)$<br>= $\boxed{\phantom{0}}$ | m) $6(r-4)$<br>= $\boxed{\phantom{0}}$ - $\boxed{\phantom{0}}$  | r) $3(12-z)$<br>= $\boxed{\phantom{0}}$  |
| d) $6(2w+2)$<br>= $\boxed{\phantom{0}}$ + $\boxed{\phantom{0}}$ | i) $8(2+k)$<br>= $\boxed{\phantom{0}}$  | n) $5(2u+3)$<br>= $\boxed{\phantom{0}}$ + $\boxed{\phantom{0}}$ | s) $7(3m+11)$<br>= $\boxed{\phantom{0}}$ |
| e) $8(p-1)$<br>= $\boxed{\phantom{0}}$ - $\boxed{\phantom{0}}$  | j) $5(6-2f)$<br>= $\boxed{\phantom{0}}$ | o) $5(4d-2)$<br>= $\boxed{\phantom{0}}$ - $\boxed{\phantom{0}}$ | t) $4(3-2b)$<br>= $\boxed{\phantom{0}}$  |

ONE STAR



I can use function machines to create one step expressions  
I can solve one and two step equations with integer solutions

TWO STARS



I can form expressions from words  
I can expand single brackets  
I can expand brackets and simplify expressions

THREE STARS

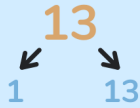


I can form equations from words  
I can factorise into single brackets  
I can explain the difference between expressions, equations, formulae and identities.

12-8B  
12-8C  
12-8D  
12-8E  
12-8F  
12-8G  
12-8H  
12-8I  
12-8J  
12-8K  
12-8L  
12-8M  
12-8N  
12-8O  
12-8P  
12-8Q  
12-8R  
12-8S  
12-8T  
12-8U  
12-8V  
12-8W  
12-8X  
12-8Y  
12-8Z  
ANSWERS

8.7 Prime Numbers and Proof

How do prime numbers work?



13 has only two factors - itself and 1. So it is a prime number.



4 has three factors - itself, 1 and 2. So it is NOT a prime number.

What are the prime numbers and how do we find them?  
 Prime numbers have **exactly two factors**.  
 Q. Why is one **not** a prime number?

- 2 3 5 7 11 13 17  
 19 23 29 31 37 41  
 43 47 53 59 61 67  
 71 73 79 83 89 97



Upcoming Sparx Homework

Week 5 - Writing and simplifying ratios (M885)

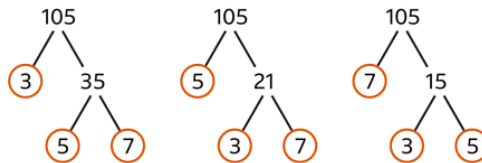
Week 6 - Using equivalent ratios to find unknown amount (M801)

Prime factorisation

Simplify known as prime factor trees are used to find the prime factors of any number.

The example shows the trees may have a different order but will also provide the same prime factors.

Q. How can you check your prime factors are correct?

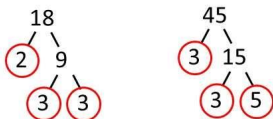


The prime factors of 105 are 3, 5 and 7

Multiply your prime factors together and they should make your initial number.

Find the Highest Common Factor (HCF) & Lowest Common Multiple (LCM) of 18 & 45.

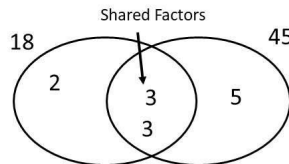
1) Complete Prime Factorisation for both numbers.



$18 = 2 \times 3 \times 3$

$45 = 3 \times 3 \times 5$

2) Input the Prime Factors into a Venn diagram



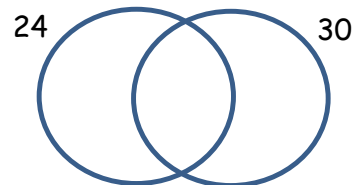
3) HCF = Product of shared factors

$3 \times 3 = 9$

4) LCM = Product of all factors in the diagram

$2 \times 3 \times 3 \times 5 = 90$

Use this space to find the HCF and LCM of 24 and 30



ONE STAR



I can recall number facts including primes, factors, squares and cube numbers

TWO STARS



I can use listing to calculate the HCF and LCM of two or more numbers  
 I can disprove some conjectures using number properties

THREE STARS



I can calculate the HCF and LCM of two or more numbers using prime factorisation  
 I can use Venn Diagrams to calculate the HCF and LCM and explain how to populate the diagrams

**The bigger picture:** Songs are a fundamental part of culture. Cultures from around the world all engage with songs - not only now but also throughout history. A song is essentially a melody with words. They are an excellent form of being able to express oneself. However, what makes a 'good' song is a complex question and you will explore and investigate different structural, textural and elemental components. One aspect is the use of riffs, which you studied last academic year. In modern times, 'popular song' is the most common type of song we hear and you will explore some in detail. It is important to understand how songs that you hear every day are constructed. This will prepare you for composition and song-writing yourself.



#1

## The 'Very Top of the Pops'!

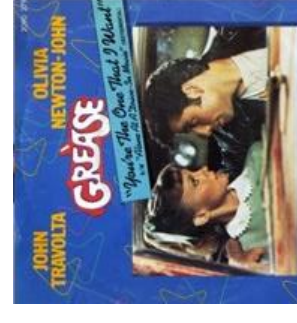
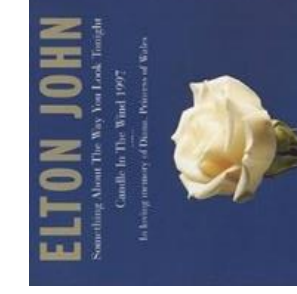
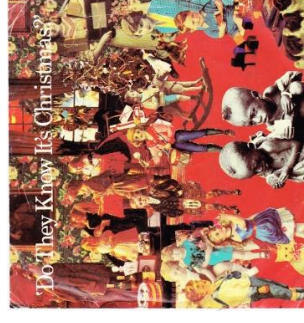
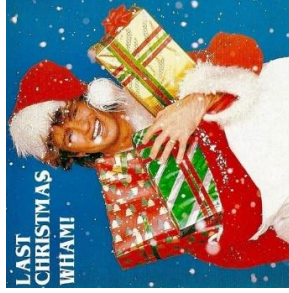
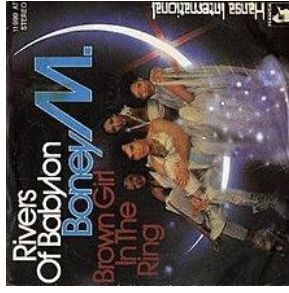


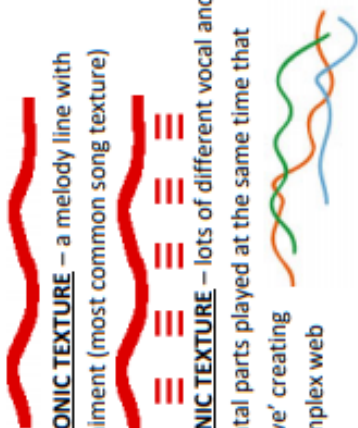
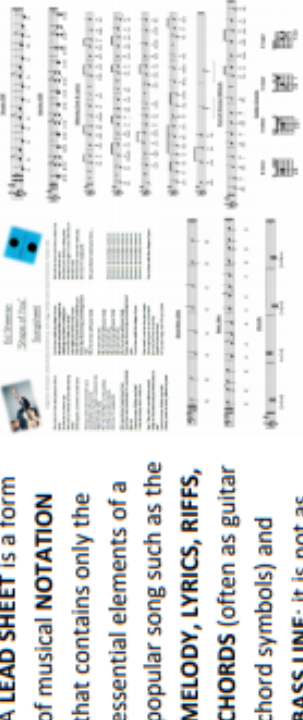
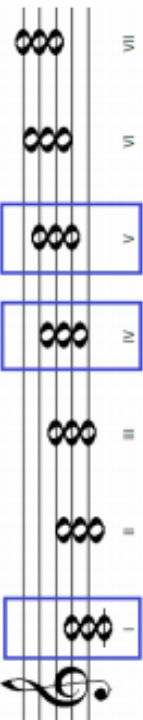

Official Charts

These 10 songs are the very 'Top of the Pops' in the United Kingdom and have sold the most copies (physical and downloads) ever.

**Can you put them in order from number 10 to number 1?**

Why do you think they have been so successful? Is being top of the charts the only way to measure how 'good' a song is?



A. Popular Song Structure	B. Song Textures	C. Lead Sheet Notation
<p><b>SONG STRUCTURE</b> – How a song is made up of or divided into different sections (see below) and the order in which these sections occur. To work out the structure of a song, it's helpful to analyse the <b>LYRICS</b> and listen to a recording for the song (for instrumental sections).</p> <p><b>INTRO</b> – often shortened to 'intro', the first section of a song which sets the mood of the song and is sometimes, but not always, an instrumental section using the song's chord pattern.</p> <p><b>VERSES</b> – songs normally have several verses. Verses introduce the song's theme and have the same melody but different lyrics for each verse which helps develop the song's narrative and story. Songs made up entirely of verses are called <b>STROPHIC</b>.</p> <p><b>LINK</b> – a optional short section often used to join different parts of a song together, often instrumental, and sometimes joins verses together or appears at other points within a song.</p> <p><b>PRE-CHORUS</b> – an optional section of music that occurs before the <b>CHORUS</b> which helps the music move forward and "prepare" for what is to come.</p> <p><b>CHORUS</b> – occurs several times within a song and contains the most memorable <b>HOOK/RIFF</b>. The chorus relays the message of the song and is repeated with the same melody and lyrics each time it is heard. In popular songs, the chorus is often repeated several times towards the end of the song.</p> <p><b>MIDDLE 8/BRIDGE</b> – a section (often 8 bars in length) that provides contrasting musical material often featuring an instrumental or vocal solo using new musical material allowing the performer to display their technical skill on their instrument or voice.</p> <p><b>CODA/OUTRO</b> – The final section of a popular song which brings it to an end (Coda is Italian for "tail"!)</p>	<p><b>SOLO/MONOPHONIC TEXTURE</b> – a single melody line either vocal or instrumental.</p> <p><b>HOMOPHONIC TEXTURE</b> – a melody line with accompaniment (most common song texture)</p> <p><b>POLYPHONIC TEXTURE</b> – lots of different vocal and instrumental parts played at the same time that 'interweave' creating a rich, complex web of sound.</p> 	<p>A <b>LEAD SHEET</b> is a form of musical <b>NOTATION</b> that contains only the essential elements of a popular song such as the <b>MELODY, LYRICS, RIFFS, CHORDS</b> (often as guitar chord symbols) and <b>BASS LINE</b>; it is not as developed as a <b>FULL SCORE ARRANGEMENT</b> and is open to interpretation by performers who need to use and adapt the given elements to create their own musical <b>ARRANGEMENT</b>.</p> 
	<p><b>D. Primary and Secondary Chords</b></p> <p><b>CHORDS</b> form the <b>HARMONY</b> on which a popular song is built. The <b>BASS LINE</b> is often formed on the <b>ROOT</b> of a chord (the lowest note) and the <b>MELODY LINE</b> often uses notes of a chord. <b>CHORDS I, IV and V</b> are called <b>PRIMARY CHORDS</b> (the others are <b>SECONDARY CHORDS</b>) which are often used in popular songs along with the <b>DOMINANT SEVENTH CHORD (V7)</b>.</p> 	<p><b>E. Song Timbre and Sonority (Instruments that are used to Accompany Songs)</b></p> <p>Pop Bands often feature a <b>DRUM KIT</b> and <b>PERCUSSION</b> to provide the rhythm along with <b>ELECTRIC GUITARS (LEAD GUITAR, RHYTHM GUITAR and BASS GUITAR)</b> and <b>KEYBOARDS</b>. Sometimes <b>ACOUSTIC INSTRUMENTS</b> are used such as the <b>PIANO</b> or <b>ACOUSTIC GUITAR</b>. <b>ORCHESTRAL INSTRUMENTS</b> are often found in pop songs such as the <b>STRINGS, SAXOPHONE, TROMBONE and TRUMPET</b>. Singers are essential to a pop song - <b>LEAD SINGER</b> – Often the "frontline" member of the band (most famous) who sings most of the melody line to the song. <b>BACKING SINGERS</b> support the lead singer providing <b>HARMONY</b> or a <b>COUNTER-MELODY</b> (a melody that is often higher in pitch and different, but still 'fits with' the main melody) and do not sing all the time but just at certain points within a pop song e.g. in the chorus.</p> 

1. How is music structured in popular music?
2. How do popular songs vary texture to create variation & interest?
3. How are popular songs 'written down'?
4. How do popular songs use harmony?
5. How is sonority used in popular music?

1. Popular Song Form - Verse, Chorus, Bridge, Intro, Outro, Pre-chorus etc.
2. Use of monophonic, polyphonic, melody & accompaniment
3. Using a lead sheet which shows essential information to reproduce the music
4. A mixture of primary and secondary chords
5. Use of electronic and acoustic instruments & loops/samples

### Your Challenge Task:

Choose one of your favourite **songs** that you enjoy listening to (i.e. it must include lyrics and singer(s)). **Actively listen** to the song several times and write an analysis of what you hear, thinking carefully about **musical elements** and **popular song features**.

**Identify & Describe** how the musical elements and popular song features below are used. **Explain** what impact these have on the piece. Write in **full sentences**.

**TO HELP:** Look at the questions below to help with your analysis:

1. **Timbre (Instrumentation)** – *what instruments can you hear in the piece? Do these instruments have any 'effect' on them (like a distorted guitar)?*
2. **Pitch** – *how does the melody/tune change throughout the piece? Does it go higher and lower by steps or big leaps? What instrument(s) play the melody? Is there more than one melody?*
3. **Tempo** – *how would you describe the overall speed of the music? Does this change – if so, where?*
4. **Dynamics** – *how would you describe the changes of volume within the piece? Are some parts/sections louder than others? Which instruments are the loudest/softest?*
5. **Structure** – *Can you describe the structure of your chosen song from start to end? Can you present this using a diagram/table/using colour?*
6. **Lyrics** – *Can you describe what the lyrics of the song are about? Do they tell a story? Are they about a particular topic or theme?*
7. **Riffs** – *Are there any particular "catchy" parts of your chosen song that help it to be remembered easily? How can you describe*

### Additional Reading

Read this article & prepare to discuss in class. This is an academic study that explores why sixty number one hits are so successful.

<https://www8.gsb.columbia.edu/articles/projects/what-makes-a-hit/>



# Year 8 Physical Education

## The bigger picture:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## Our aim at Bexhill academy:

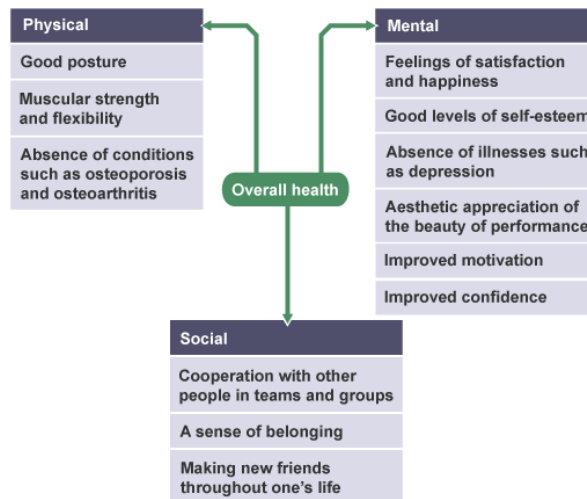
For every student to find a sport or physical activity that they enjoy, and learn how to lead healthy, active lives.

## Health, fitness and exercise:

### Health:

Health can be defined as 'complete physical, mental and social wellbeing and not only the absence of illness and infirmity'

The components for health are:



### Fitness:

*Fitness* can be defined as 'the ability to meet the demands of the environment' and relates to how physically demanding life is. Therefore, a person doing an office job requires lower levels of physical fitness than an Olympic athlete.

### Exercise:

*Exercise* can be defined as 'a form of physical exercise done to improve health or fitness or both'. It is recommended that adults and children follow different activity routines in order to maintain good health and fitness.

## How much physical activity should children and young people aged 5 to 18 do to keep healthy?

Children and young people need to do 2 types of physical activity each week:

- Aerobic exercise
- Exercises to strengthen their muscles and bones

### Children and young people aged 5 to 18 should:

- Aim for an average of at least 60 minutes of moderate or vigorous intensity physical activity a day across the week
- Take part in the variety of types and intensities of physical activity across the week to develop movement skills, muscles and bones
- Reduce the time spent sitting or lying down and break up long periods of not moving with some activity. Aim to spread activity throughout the day.

## Sedentary lifestyles

### What is a sedentary lifestyle?

A sedentary lifestyle is one with no or irregular physical activity and an excessive amount of daily sitting.

In addition to the recommended levels of physical activity, people also need to reduce **sedentary behaviours**. Being sedentary means sitting or lying down for extended periods when awake.

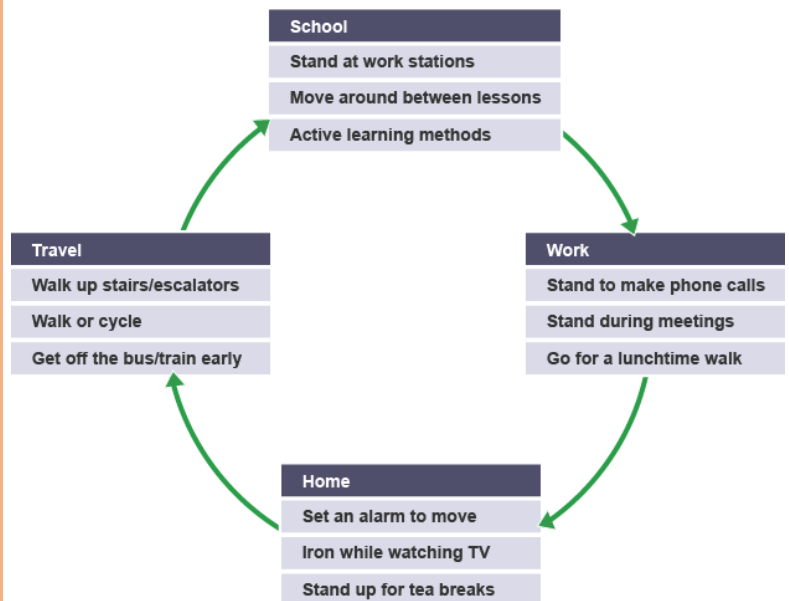
### Characteristics of a sedentary lifestyle:

- Not participating (much) in physical activity or too passive in their life
- Too much time watching TV, playing video games or on the computer (and not enough activity)
- Driving or using public transportation a lot and rarely walking or cycling
- Spending a lot of time sitting at work, school, college or at home
- Not having hobbies or interests with a physically active element, such as sports or outdoor pursuits

### Risks of a sedentary lifestyle:



### Solutions to prevent a sedentary lifestyle:



Create a poster that teaches year 6 children how to lead a healthy, active life and why it is important?

### Challenge:

- List some of the ways you could become more active?
- What effects could a sedentary lifestyle have on an individual's mental health?
- Why is our mental health as important as our physical health?

## YOU ARE WHAT YOU EAT!

Why should we eat a healthy, balanced diet?

How do we achieve a healthy, balanced diet?

### Eating a balanced diet

Diet is the variety of foods that are eaten over a period of time. As no single food provides all of the body's required nutrients, an individual's diet should be balanced across a variety of foods. Individual foods are not necessarily healthy or unhealthy. Healthy eating requires a **balanced diet**.

### Effects of an unhealthy diet

- Obesity
- Increased risk of acne or skin issues
- Increased risk of chronic diseases
- Increased risk of poor mental health

### Eatwell plate:

A balanced diet includes different foods from each of the **five main food groups**. The NHS *eatwell plate* shows these food groups and the proportions in which they should be eaten. The foods in the smallest group - high in fat and/or sugar - are not required as part of a healthy diet.

### Importance of a healthy, balanced diet

Eating a healthy, balanced diet is a lot more important than you might think to maintain good health throughout childhood and adulthood.

#### Benefits of a healthy, balanced diet:

- Lowers risk of chronic health conditions, such as heart disease, type 2 diabetes and some cancers
- Support immune system function
- Help the digestive system function
- Help maintain a healthy weight
- Keeps your bones and teeth strong and healthy
- Repair and strengthen muscles
- Improve energy levels
- Supports brain function and brain health
- Boosts mood and self-esteem
- Support healthy growth and development in children
- Help with sleeping patterns

## The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



**Create yourself a one week meal plan using the eatwell plate. Ensure it is balanced and healthy.**

## Fitness

### Components of fitness

Fitness for sport and physical activity can be broken down into 10 components. All performers need a good level of all 10 components of fitness, but different sports have different requirements.

#### Components of fitness - Key words and phrases:

- \_\_\_\_\_ = The ability to move and change direction quickly (at speed) whilst maintaining control.
- = The maintenance of the centre of mass over the base of support. Can be both static and dynamic.
- \_\_\_\_\_ = The ability of the heart and lungs to supply oxygen to the working muscles.
- \_\_\_\_\_ = The ability to use different (two or more) parts of the body together, smoothly and efficiently.
- = The range of movements possible at a joint.
- = Ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue.
- = The product of strength and speed, ie strength x speed.
- = The ability to overcome a resistance.
- = Maximum rate at which an individual is able to perform a movement/ cover a distance in a period of time.
- = The time taken to initiate a response to a stimulus.

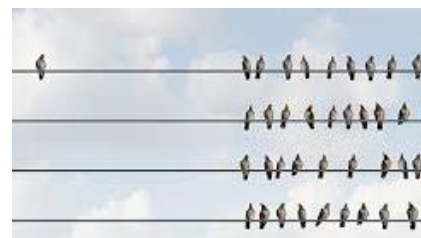
Sport	Most important components	Explain why?
<b>Basketball</b>		
<b>Gymnastics</b>		
<b>Javelin</b>		

**Question: What is PSHE?**

PSHE stands for **Personal, Social, Emotional and Economics**. In this subject you will learn the knowledge and skills needed to manage your lives, now and in the future. PSHE will help you to stay healthy, safe and will prepare you for life and work.

**Discrimination - The bigger picture:**

This term in PSHE the topic you will be learning about is Discrimination. You will learn about discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.

**What might be the reasons why people discriminate against others?**

There are reasons why someone might discriminate against another person. This could include fear of the unknown or perhaps their upbringing. However this does not mean it is acceptable. Recognising and appreciating each individual important.

**Key words & Definitions**

**Discrimination:** the unjust treatment of different categories of people, especially on the grounds of race, age, or sex.

**Self-esteem:** confidence in one's own worth or abilities; self-respect.

**LGBT+:** the acronym for lesbian, gay, bisexual and/or trans. + is used as a way of including all other sexual, gender and romantic diversities who may or may not identify as lesbian, gay, bisexual &/or trans.

**Racism:** harmful or unfair things that people say, do, or think based on the belief that their own race makes them more intelligent, good, moral, etc. than people of other races.

**Religious discrimination:** is treating a person or group differently because of the particular beliefs which they hold about a religion.

**Disability:** a physical or mental condition that limits a person's movements, senses, or activities.

**Sexism:** prejudice, stereotyping, or discrimination, typically against women, on the basis of sex.

**Homophobia:** encompasses a range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender.

**Biphobia:** dislike of or prejudice against bisexual people.

**Transphobia:** dislike of or prejudice against transsexual or transgender people.

**Group think:** the practice of thinking or making decisions as a group, resulting typically in unchallenged, poor-quality decision-making.

# Racism

Racism can be most simply understood as someone behaving differently towards another person based on the colour of their skin or their culture.

Some people are picked on because they look different or speak a different language. Some people wear certain styles of clothing because of their religion and may get bullied because of this.

The UK is full of people who follow lots of different faiths and religions.

Most of the time they all get along and people are free to live the way they want to.

However, some groups are targeted because of their beliefs, and because of events that people blame them for - even if this is incorrect.

For example, **Islamophobia** is when **Muslims** are the victims of attack just because of their religion.

## What do we mean to be empathetic?

If you are empathetic, you are able to understand and share the feelings of others.

## Why is empathy important?

### Why Anti-Racist?

A clear distinction has been made about being 'anti-racist'.

Anti-Racism includes beliefs, actions, movements and policies adopted to oppose racism. Put simply; it is important that we all understand what is right and wrong and make every effort to **do** something about it.

This does not mean you have to protest or make statements on social media. Simply educating yourself and others, raising awareness or correcting people who use racist terms is a start.

*It is not enough to non-racist, we must be anti-racist.*

-Angela Davis

You may remember this year hearing of 'Black Lives Matter' on social media and/or the news.

Black Lives Matter is an international activist group. They are working to end violence and racism towards black people and raising awareness on what we can do to help make society anti-racist.

People are supporting the movement through taking part in peaceful protests, donating to fundraisers, signing petitions, reading up on anti-racism, and raising awareness on social media.



It is a crime to be racist to someone in the United Kingdom. According to UK law, a person is committing a 'hate crime' if they direct hostile behaviour at someone based on that person's race and they can face criminal charges.

In 2019, there were almost 80,000 hate crimes in the UK. That's 10% more than the year before.

It can be really damaging to persons wellbeing when experiencing racism. Racism is known to cause feelings of sadness, anger and depression.

### Useful terms:

**Ethnic minority:** a group within a community which has different national or cultural traditions from the main population.

**BAME:** this stands for Black, Asian and minority ethnic and is used to refer to members of non-white communities in the UK.

# Year 8 Science- Term 2- Biology: Breathing and digestion

## The bigger picture:

Investigate a claim linking height to lung volume. Evaluate how well a model represents key features of the digestive system. How does your body exchange gases with environment? How can drugs affect your body? How does the body break down the foods you eat.

The systems in our bodies are always working hard, whether that be digesting food or our lungs inhaling oxygen. However, our bodies need to be respected. Can we ensure we remain disease free and live a long and healthy life? Studying this topic will allow you to understand how your body works and to give you an understanding of how you can help yourself.



Nutrient	Example of food	Function
Carbohydrates		
Fats		
Proteins		

## Question:

What questions could you ask about this image?

What are the consequences of an unhealthy set of lungs?

Could this have been prevented?

## Key vocab

**Breathing:** The movement of air in and out of the lungs

**Trachea:** Carries air from the mouth and nose to the lungs

**Bronchi:** Two tubes which carry air to the lungs

**Bronchiole:** Small tubes in the lungs

**Alveoli:** Small air sacs found at the end of each bronchiole

**Ribs:** Bones which surround the lungs to form the ribcage

**Diaphragm:** A sheet of muscle found underneath the lungs

**Enzymes:** Substances that speed up reactions

**Carbohydrates:** Body's main source of energy. There are two types- simple and complex

**Lipids:** A source of energy- found in butter, milk and eggs.

**Protein:** Builds new tissue for growth and repair.

**Stomach:** A sac where food is mixed with acidic juices

**Small intestine:** Upper part of the intestine where digestion is completed and nutrients absorbed by the blood

**Large intestine:** Water is absorbed here and where faeces are formed.

Key knowledge	Apply your knowledge	Skills
Describe process of inhaling and exhaling	Explain how exercise and smoking affect gas exchange	Carry out a food test
Differences between medicinal and recreational drugs	Observe breathing rate and volume	Calculate food requirements for healthy diet
Describe components of a healthy diet	Describe effects of unhealthy diet	
How do these affect the body?	How digestive organs have adapted to their role	
How do food tests work?		

## Challenge:

Design a diet for a person with specific dietary needs

Evaluate a possible treatment for lung disease

Predict how a change in the gas exchange system can affect other body processes

Food Test	Colour of reagent	Positive test result	Negative test result
Iodine for starch	orange-brown	blue-black	orange-brown (no change)
Benedict's for sugar	light blue	green to brick-red	light blue (no change)
Ethanol for lipid	colourless	cloudy emulsion	colourless (no change)
Biuret for protein	blue	lilac-purple	blue (no change)

# Year 8 Science- Term 2- Chemistry: Periodic table and elements

## The bigger picture:

Sort elements using chemical data and relate this to their position in the periodic table. What are atoms and elements? What are the patterns in the properties of elements? How can we use the Periodic Table to predict element properties?

The periodic table has evolved considerably throughout time. We are going to look at the scientists who developed the different periodic tables throughout history and look at the properties of the elements that make up the periodic table. How are they similar? How are they different?

## Key vocab

**Periodic table:** Shows all the elements arranged in rows and columns

**Physical properties:** Features of a substance that can be observed without changing the substance itself

**Chemical properties:** Features of the way a substance reacts with other substances

**Groups:** Columns of the periodic table

**Periods:** Rows of the periodic table

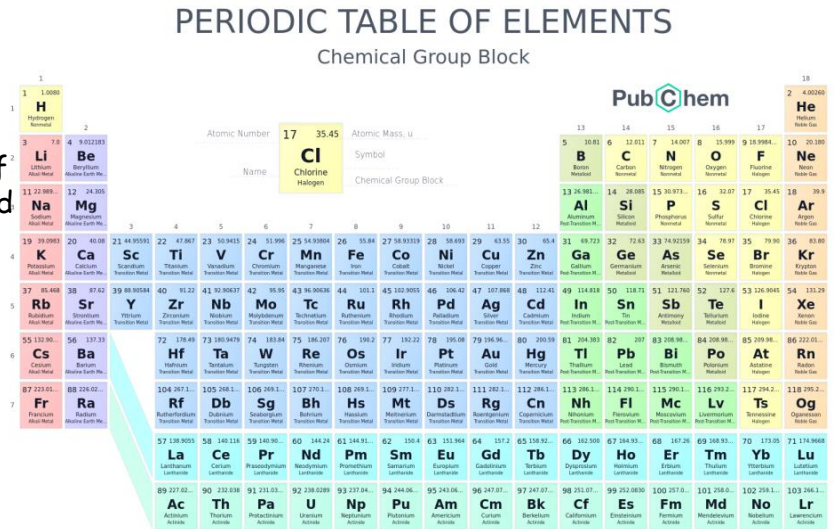
**Atom:** Smallest particle of an element

**Element:** Made up of one type of atom

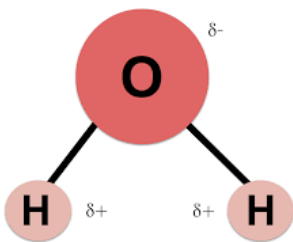
**Molecules:** Two to thousands of atoms joined together

**Chemical formula:** Shows the elements present in a compound

**Compound:** Pure substances made up of two or more elements strongly joined together



Key knowledge	Apply your knowledge	Skills
State what an element is	Use data to describe a trend in physical properties	Observe chemical reactions
Describe how to use the periodic table and identify elements	Describe the reactions of group 1 and 7 elements	Learn the correct prefixes for compounds
Classify substances into elements, mixtures and compounds	Name compounds using their chemical formulae	Use particle diagrams to identify
Understand what properties group 1, 7 and 0 have	Represent elements using particle diagrams	



**Question:** What is this molecule?

**Question:** What happens to the reactivity as you move down this group?

## Challenge:

Predict the position of an element in the periodic table based on information about its physical and chemical properties

Use data about elements to find similarities, patterns and anomalies

Group 1 element	Electronic structure	Diagram of atom
Lithium	2,1	
Sodium	2,8,1	
Potassium	2,8,8,1	



# Year 8 Science- Term 2- Physics: Contact forces and pressure

## The bigger picture:

Investigate factors that affect the size of frictional or drag forces. Investigate how pressure from your foot onto the ground varies with different footwear. Why is there so little friction on some surfaces, like ice, but not on others like wood. Why do you get put on weighing scales before you do a bungee jump. Why don't earthmovers sink?

Most things we do involve forces- from pushing forces helping us run or jump to friction which slows us down. It is important to understand how these forces interact with our daily movements.

## Key Vocab:

**Equilibrium:** state of an object when opposing forces are balanced

**Deformation:** Changing shape due to a force

**Linear relationship:** When two variables are graphed to show a straight line

**Newton:** Unit for measuring forces (N)

**Resultant force:** Single force which can replace all the forces acting on an object

**Friction:** Force opposing motion which is caused by the interaction of surfaces moving over one another. It is called drag if one is a fluid

**Tension:** Force extending or pulling apart

**Compression:** Force squashing or pushing together

**Contact force:** One that acts by direct contact

**Fluid:** A substance with no fixed shape- gas or liquid

**Pressure:** Ratio of force to surface area

**Upthrust:** The upward force that a liquid or gas exerts on the body floating in it

**Atmospheric pressure:** The pressure caused by the weight of the air above a surface

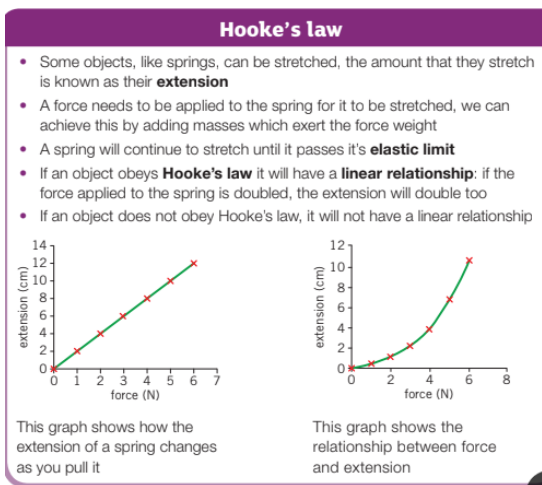
## Question task:

Name the different contact and non-contact forces

What is Hooke's Law and how do you calculate it?

## Challenge:

- 1) Evaluate how well sports vehicle technology reduces frictional forces
- 2) Using force and extension data compare the behaviours of different materials
- 3) Use the idea of pressure changing with depth to explain underwater effects
- 4) Use the idea of stress to deduce potential damage to one solid object by another



## Friction and drag

- **Friction** is a force which will slow down a moving object due to two surfaces rubbing on one another
  - The greater the friction, the faster an object will slow down, or the greater the force it will need to overcome the force of friction. For example, it is easier to push a block on ice than on concrete, as the ice is smoother and causes less friction
- 
- When an object is moving through a fluid, either liquid or gas, the force which slows it down is known as **drag**
  - The fluid particles will collide with the moving object and slow it down, meaning that more force is needed to overcome this
  - Both drag and friction are **contact forces** as the two surfaces in friction, and the object and fluid particles in drag, come into contact with one another
  - Both drag and friction are forces so they are measured in **Newtons (N)**
- 
- A solid moves through a gas.
- A solid moves through a liquid.

Key knowledge	Apply your knowledge	Skills
State the difference between contact and non contact forces	Apply Hooke's law. Explain what is meant but a linear relationship	Calculate Hooke's Law
Describe how forces deforms objects	Use diagrams to explain observations of fluids inn terms of unequal pressure	Calculate a moment of stress
Describe how fluids exert a pressure in all directions	Use situations to calculate fluid pressure	Use stress models

What is the present tense? What is the near future tense?  
When would you use them?

**The Bigger Picture:**

We are now into Term 2 of the new school year which will take us up to Christmas. Christmas, as you know, is a very important celebration world-wide. Some of you may well have a birthday during this term which, once again, is something that is celebrated all over the world. Some of you may even remember a particular birthday or Christmas in the past that was a really happy occasion! You may even have great plans for a future celebration!

This term we will look at using language for real purposes talking about celebrations, present and future. You will have the opportunity to talk about a variety of celebrations and describing what you usually do and what you are going to do to celebrate the occasion.

**Preguntas indispensables.**

<p>¿Cuándo es tu cumpleaños? (When is your birthday?)</p>	<p>Mi cumpleaños es el doce de julio. (My birthday is the 12th of July)</p>
<p>¿Qué haces normalmente para tu cumpleaños? (What do you normally do for your birthday?)</p>	<p>Normalmente voy al cine con mis amigos y luego vamos a un restaurante. (Normally I go to the cinema with my friends and then we go to a restaurant.)</p>
<p>¿Cómo es? (How is it?)</p>	<p>¡Siempre es divertido! (It's always fun!)</p>
<p>¿Qué vas a hacer para tu próximo cumpleaños? (What are you going to do for your next birthday?)</p>	<p>Voy a organizar una gran fiesta en mi casa y vamos a escuchar música. (I'm going to organise a big party at my house and we're going to listen to music.)</p>
<p>¿Cómo va a ser? (How is it going to be?)</p>	<p>¡Va a ser una experiencia inolvidable! (It's going to be an unforgettable experience)</p>



## Parallel Text.

Normalmente para celebrar mi cumpleaños	Normally to celebrate my birthday
voy <u>al cine</u> con <u>mi familia</u> y luego	I go to the cinema with my family and then
vamos a un restaurante y como una pizza grande.	we go to a restaurant and I eat a large pizza.
<u>Este fin de semana</u> , va a ser mi cumpleaños.	This weekend, it is going to be my birthday.
Voy a celebrar mis 18 años, sin embargo, este año,	I'm going to celebrate my 18th, however, this year,
voy a organizar la fiesta más grande de mi vida.	I'm going to organise the biggest party of my life.
Primero, voy a invitar <u>amigos</u> a venir a mi casa.	Firstly, I'm going to invite friends to come to my place.
Luego vamos a escuchar música y bailar <u>hasta la medianoche</u> .	Then we're going to listen to music and dance up until midnight.
¡Pienso que va a ser <u>entretenido</u> !	I think that it's going to be entertaining!

## Further opinion phrases.

Diría que ... - I would say that ...

En mi opinión ... - In my opinion ...

Creo que ... - I believe that ...

## Sequencers.

Primero = First(ly)

luego = then/next

entonces = then/next

después = after(wards)

## Narrow Reading: ¡Es mi cumpleaños!

### Text 1.

¡Hola! Me llamo Alberto y tengo diecisiete años. Normalmente, para celebrar mi cumpleaños, voy a la piscina con mi familia y luego vamos a McDonald's donde como una hamburguesa y patatas fritas y bebo una limonada. Es genial!

En dos días, va a ser mi cumpleaños y voy a tener dieciocho años. ¡Voy a organizar la fiesta más grande de mi vida! Primero, voy a invitar a amigos a venir a mi casa y vamos a comer y beber mucho y después vamos a ver series en Netflix y luego vamos a bailar hasta la medianoche. ¡Va a ser la leche!

### Text 2.

¡Hola! Me llamo Claudia y tengo quince años. Normalmente, para celebrar mi cumpleaños, voy al teatro con mi padre y mi hermana y luego vamos a un restaurante del barrio donde como pescado y bebo una Coca. Es la leche!

En tres días, va a ser mi cumpleaños y voy a tener dieciséis años. ¡Voy a organizar la fiesta más grande de mi vida! Voy a invitar a mi clase a venir a mi casa pero primero, voy a enviar invitaciones. Vamos a comer y beber mucho y luego vamos a escuchar música. Entonces vamos a bailar hasta las once. ¡Va a ser una experiencia inolvidable!

### Text 3.

¡Hola! Me llamo Charlotte y tengo trece años. Normalmente, para celebrar mi cumpleaños, voy al cine con mi madre y mi hermano y luego vamos a un café donde como una bocadillo de queso y bebo un té. Es entretenido!

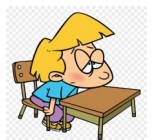
En cinco días, va a ser mi cumpleaños y voy a tener catorce años. ¡Voy a organizar una fiesta pequeña! Voy a invitar a mis primos a venir a mi casa pero primero, voy a enviar invitaciones. Vamos a comer y beber mucho y entonces vamos a comer mi pastel de cumpleaños. Después vamos a bailar hasta las diez. ¡Va a ser la bomba!

### Idiomatic interjections.

¡Me flipa en colores! - I love it!

¡Va a ser fenomenal! - It's going to be amazing!

¡Va a ser horroroso! - It's going to be awful!



¿Qué vas a hacer para tu próximo cumpleaños ?

(What are you going to do for your next birthday?)

El fin de semana próximo (Next weekend)		organizar una fiesta. (to organise a party)		divertido
La semana que viene (Next week)	voy a (I'm going)	invitar a amigos a venir a mi casa. (to invite friends to come to mine)	En mi opinión, va a ser (In my opinion, it's going to be)	interesante
En dos días (In two days)	vamos a (we're going)	ver series en Netflix. (to watch series on Netflix)		entretenido (entertaining)
El año próximo (Next year)		comer mi pastel de cumpleaños. (to eat my birthday cake)	Pienso que no va a ser (I think that it's not going to be)	gracioso (funny)
Mañana (Tomorrow)		enviar invitaciones. (to send invites)		fenomenal (amazing)
		celebrar mi cumpleaños. (to celebrate my birthday)		una experiencia inolvidable (a memorable experience)
		escuchar música. (to listen to music)		fatal (awful)
		bailar hasta la medianoche. (to dance up until midnight)		una pérdida de tiempo (a waste of time)

BRONZE	SILVER	GOLD
<p><b>8.1</b> I can understand familiar chunks in new contexts, demonstrate previous knowledge.</p> <p><b>8.4</b> I can understand and use present and near future tenses in familiar chunks.</p> <p><b>8.6</b> I can understand and use sequencers and time phrases effectively.</p>	<ul style="list-style-type: none"> <li>I can understand new language in context in listening and reading.</li> <li>I can use a range of sequencers, time indicators and connectives in two time frames.</li> <li>I can understand and use present and near future tenses using a range of verbs.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand gist and detail, recognise common distractors.</li> <li>I can use idiomatic phrases and complex grammatical structures involving two tenses.</li> <li>I can understand and use present and near future tenses using a range of pronouns</li> </ul>



Bexhill Academy  
Gunters Lane  
Bexhill-on-Sea  
East Sussex TN39 4BY  
T: 01424 730722