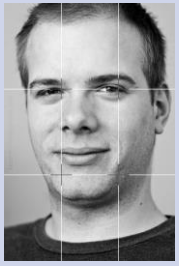
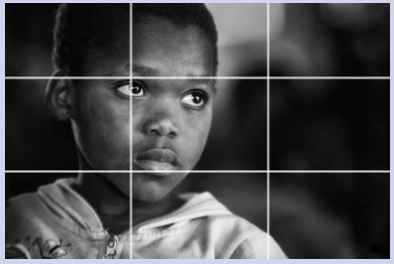
Art	Collage and Printing – Icon portraits part 2	Year 8	Term 2

1 – Composition

Composition: the placement of the elements (tree, person, object) on the page. *Here are a couple of useful composition rules:*

Rule of Thirds: the process of dividing an image into thirds, using two horizontal and two vertical lines. By placing the focus of your image where the lines cross you create a balanced composition.





Leading line: leading lines is an image composition technique that features lines shaped to draw the viewer's eye to the main subject of the work.

2 – Making an oil pastel monoprint

1- Colour the back of photo or drawing you want to print solidly using dark oil pastels. Colour thickly. Leave NO gaps.

2- Position your photo / drawing on your drawing sheet (pastel side on the drawing paper) and secure with masking tape.

3- Trace over your picture using a biro writing pen. Press hard. Add lots of detail and different marks.

3 – DAIN

DAIN's work is displayed both in the street and galleries, and combine spray paint, collage and acrylic. He starts with collage, layering old adverts, logos, and various images. He then chooses the colours for the piece which he layers with spray paint onto the work. He finishes his works with his unmistakable "circle and drip" around the eye. Dain lives in New York City.

4 – Definitions

Collage: artwork in which pieces of paper, photographs, fabric and other more items are arranged and stuck down onto a supporting surface.

Pablo Picasso is a cubist artist who invented collage as an art form.

Left: Pablo Picasso *Guitar, Music Sheet and Glass* 1912

5 – Definitions

Hand lettering: the art of drawing letters.

Media: refers to the materials that are used to create a work of art.

Mixed media: a term used to describe artworks composed from a combination of different media or materials.

Stencil: a piece of card, plastic or metal into which shapes have been cut, used to draw or paint patterns onto a surface.

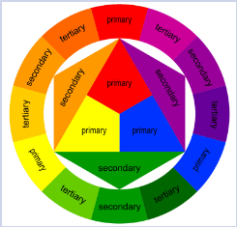
6 – Colour Theory

Primary colours – The primary colours are red, yellow and blue.

Secondary colours - Secondary colours are made by mixing 2 primary colours.

Complementary colours are opposite sides on the colour wheel.

Harmonious colours and next to each other on the colour wheel.



Computing	Networks	Year 8	Term 2

1: Protocols

LAN – Local area network
WAN – Wide area network
Network – Two or more computers connected together.
Historical methods of communications included:

2: Hardware

Router – A router forwards messages from one network to another. It acts as a gateway.

Network Cable – Connect different devices together.

Hub - A hub connects a number of computers together

Server - A server is a powerful computer which provides services

ISP – Internet service Provider

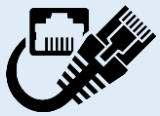
Client – Any computer in a network

3: Wired and wireless

Wired – Wired networks send data along cables.

Wireless - Wireless networks send data through the air using radio waves

Bandwidth - Bandwidth is the amount of data that can be moved from one point to another in a given time. Higher bandwidth = more data per second. The concept is similar to the volume of water flowing through a pipe. This depends on the size and thickness of the pipe.



4: Internet

What is the internet?
The internet is a worldwide network of computers.
It is the physical hardware, i.e. the cables, the routers, and other pieces of hardware used to connect devices together.
Any device connected to the internet is part of this network, for example:

Laptops
Games consoles
PCs
Tablets
Mobile phones

5: Internet services

The WWW and the internet are NOT the same thing..

Internet services include:

- WWW
- Online gaming
- VOIP
- Online streaming like Netflix
- Instant messaging
- Email

6: World wide web

The **World Wide Web** is a service provided on the internet. It is the websites, web pages, and links found on the internet.

- **Web browser** - is a piece of software (code) used to view information on the World Wide Web.
- **Web server** - is a server located on the internet that holds website web pages.
- **HTTP** - HTTP' stands for 'Hypertext Transfer Protocol'
- **HTTPS** - HTTPS' stands for 'Hypertext Transfer Protocol Secure'.
- **Webpage** - is a document that is accessible through the internet on a web browser.

Drama	Melodrama and Soaps	Year 8	Term 2

1: Non Verbal Communication (NVC)

body language: the way movements, posture and gestures can show how someone feels without speaking.

facial expression: the appearance, mood or feeling conveyed by a person's face

gesture: a movement made by part of the body (e.g. arms, head) to convey a character's emotions

gait: a person's manner of walking

mime: the use of movements, gestures and facial expressions to communicate an idea without words

pace: the speed at which something happens or is done

posture: the position a character holds themselves in when sitting or standing

2: Origins or Melodrama

Melodrama refers to a genre of theatre that features unbelievable plots, extreme emotions and exaggerated acting. The effect is often heightened using incidental music and **dramatic pauses**. Melodramas often incorporate **stock characters**.

dramatic pause: a beat of silence with no or little background sound that is used to heighten the anticipation or tension in a scene

stock character: a character who is based on a common stereotype

emotional range: the ability to express and portray a range of emotions in a scene

tension: a situation or feeling of suspense or uneasiness

3: Theatrical Skills

cross-cutting: when two or more scenes take place at different times or in different places are performed on stage at the same time

split stage: when the stage is split into different areas representing different places or times

aside: a comment which a character makes to another character or the audience (the rest of the characters on stage can't hear them)

cliff-hanger: a dramatic and exciting end to a performance, leaving the audience in suspense

stage combat: a technique in theatre designed to create the illusion of physical combat without causing harm to the performers

4: Soap Operas

One of the most well known features of the melodramatic genre is the Soap Opera. Soap Opera is a phrase first coined in the 1930s in the USA. It was used to describe radio series that were sponsored by the manufacturers of soap powder; hence 'soap'. The 'opera' part came from the fact that they were about dilemmas and other dramatic or melodramatic situations.

Typical Soap Opera Conventions

· British soap operas aim to portray realistic storylines.

· It is a serialised drama that usually runs week-in, week-out, all year round.

· The plots are open-ended and usually many storylines are featured or even interlinked in an episode.

Drama	Melodrama and Soaps	Year 8	Term 2

5: Vocal Skills

- **pitch:** the degree of highness or lowness of the voice
- **pace:** the speed at which someone speaks
- **tone:** a quality in the voice that expresses the speaker's feelings or thoughts
- **volume:** the degree of loudness or the intensity of a sound
- **clarity:** the quality of being clear and easy to understand
- **articulation:** the formation of clear and distinct sounds in speech
- **projection:** *the strength of speaking or singing whereby the voice is used loudly and clearly*

6: Performance Skills

To ensure that you give an effective performance, the skills and points below should be incorporated:

- **NVC—non verbal communication**
- **vocal Skills**
- **Theatrical Skills**
- **remain in character**
- **no back to the audience**

-

<u>Oracy Focus</u>

oracy: the ability to express oneself fluently and grammatically in speech

volume: ensure that your voice reaches everyone in the audience

clarity: ensure that you speaking clearly

pace: ensure that your pace of speech is appropriate to your character

English	‘Animal Farm’ – George Orwell: Writing	Year 8	Term 2

1: Speech Writing

Form:
· A speech is a **formal** talk given to an audience.
· Speeches are used to emphasise or persuade an a point of view about a subject. They can be used to argue and persuade; to inform and advise, and to entertain.
Audience:
· It is important to understand who you are writing the speech for so that you can effectively engage your listeners.
Writer’s craft:
· Speeches should have a simple structure to help your audience follow your ideas.
· Speeches should have a powerful opening to immediately engage your audience. Rhetorical methods such as **hypophora**, **triadic structure** and **rhetorical questions** can be used to hook your audience.
· **Anecdotes** are also useful to make your speech relatable for your audience.
· **Direct address** helps the reader or audience feel involved with the content of the speech.

2: Terminology

Rhetoric: the art of effective or persuasive speech or writing.

Hypophora: when a writer raises a question, and then immediately provides an answer to that question.

Anaphora: a repeated phrase at the beginning of clauses.

Anecdote: a short story narrating a personal experience.

Triadic Structure: listing of three words or phrases for effect.

Repetition (for effect): when a phrase or word is repeated throughout a text to emphasise a meaning.

Direct Address: when the writer communicates with the reader or audience by using their name or pronoun ‘you’.

3: Vocabulary

Conspiracy (noun): a secret plan to cause harm

Egotistical (adj.): being self-centred

Equality (noun): the state of having equal and fair opportunity and rights

Hierarchy (noun): a structure of authority and power

Satirical (adj.): a sarcastic and mocking tone

4: Grammar: imperative and modal verbs

Imperative verbs:
These are verbs that create a sentence that gives an order or command. These verbs are always in their basic form, with no endings:
Stop! Jump! Help! Go! Fetch!
Modal verbs:
Modal verbs are used to make a statement and show a belief that something is certain, possible or impossible. The modal verbs are:
can may must shall will would could might should
For example: “We must do more to fight climate change!”

French | Sports | Year 8 | Term 2

1: Jouer (to play)

jouer	to play
je joue	I play
tu joues	you play (singular/informal)
il joue	he plays
elle joue	she plays
on joue	we play
nous jouons	we play
vous jouez	you play (plural/formal)
ils jouent	they play (masculine)
elles jouent	they play (feminine)

au basket	basketball		
au foot	football	aux jeux vidéo	video games
au hand	handball	aux échecs	chess
au ping-pong	ping pong		
au rugby	rugby	à la pétanque	bowls
au tennis	tennis	aux boules	bowls
au volley	volleyball		

2: Faire (to do/make)

faire	to do
je fais	I do
tu fais	you do (singular/informal)
il fait	he does
elle fait	she does
on fait	we do
nous faisons	we do
vous faites	you do (plural/formal)
ils font	they do (masculine)
elles font	they do (feminine)

du patinage	skating	de la danse	dancing
du roller	roller-skating	de l'équitation	horse-riding
du ski	skiing	de la lutte	wrestling
du sport	sport	de la natation	swimming
du vélo	cycling	de la pêche	fishing
		de la randonnée	hiking
des promenades	walking	de la voile	sailing

3: Perfect Tense (ER verbs)

To put an –er verb in the perfect (past) tense you need three ***ingredients***:
1) The noun or pronoun (je/tu/il/elle/on/nous/vous/ils/elles).
2) The verb 'avoir' (to have) in the present tense.
3) A past participle (remove the –er and replace with –é).
For example: Nous avons joué - We have played/We played.

Pronoun	Avoir	Past Participle
j'	ai	joué (played)
tu	as	regardé (watched)
il	a	visité (visited + places)
elle	a	écouté (listened to)
on	a	téléchargé (downloaded)
nous	avons	acheté (bought)
vous	avez	voyagé (travelled)
ils	ont	téléphoné (phoned)
elles	ont	mangé (ate)

4: Perfect Tense (irregular verbs)

All past tense verbs need:
1) The noun or pronoun (je/tu/il/elle/on/nous/vous/ils/elles).
2) The verb 'avoir' (to have) in the present tense.
3) A past participle
However, not all past participles follow a regular pattern.
The following are **irregular** and you will need to learn the past participles by heart:

Pronoun	Avoir	Irregular past participle
j'	ai	bu (drank/have drunk)
tu	as	lu (read/have read)
il	a	vu (saw/have seen)
elle	a	fait (did/have done)
on	a	écrit (wrote/have written)
nous	avons	acheté (bought)
vous	avez	voyagé (travelled)
ils	ont	téléphoné (phoned)
elles	ont	mangé (ate)

5: Opinions in the Perfect Tense

J'ai aimé	I liked
J'ai adoré	I loved
J'ai préféré	I preferred
Je n'ai pas aimé	I didn't like
J'ai détesté	I hated

assez	quite
aussi	also/as
très	very
trop	too
vraiment	really
un peu	a bit

c'était	**it was**
barbant/e	boring
bien	good
divertissant/e	entertaining
ennuyeux/se	boring
excellent/e	excellent
passionnant/e	exciting
super	great
superbe	superb
marrant/e	funny
nul/le	rubbish

Tu as aimé…?	Did you like…?
C'était comment?	What was it like?
Quel est ton sport préféré?	What is your favourite sport?
Mon sport préféré, c'est…	My favourite sport is…

6: Time Expressions

Days of the week:

lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday
le lundi	on Mondays

Regularity:

souvent	often
parfois	sometimes
d'habitude	usually
une/deux fois…	once/twice…
…par semaine	…per month
…par mois	…per month

Seasons:

au printemps	in spring
en été	in summer
en automne	in autumn
en hiver	in winter

Past tense:

le weekend dernier	last weekend
la semaine dernière	last week
l'année dernière	last year
jeudi dernier	last Thursday

Geography	Siberian Russia – Extreme Environments	Year 8	Term 2

1: Location

Russia is located in **two continents**, Asia and Europe, due to its size. **Russia** is the largest country on the planet.
Russia is so large that it has **11 time zone**s. The capital city, Moscow, **is 10 hours behind** the Kamchatka Region of Eastern Russia.

2: Climate of Siberia

Extreme – This is beyond normal.
Russia has a **variety** of climates. Ranging from a Mediterranean climate of south western Russia. To the **extreme cold** of the northern and central parts of the country.

The world's **coldest permanently** inhabited town is called **Oymyakon**. This place had a temperature of -88°c!!! This is colder than **Mars**.

The extreme cold of central Russia means that there are **no major towns** or **cities** in the region.

3: Population of Russia

Sparse - An area where there isn't much of something

The area with the **highest population density** in Russia is the west of Russia.
The area with the **lowest population density** is the north and east of Russia.

The **east** of Russia is sparsely populated due to the climate being **extremely cold**. This means that people have **to wear lots of clothes** and **spend a lot of time indoors**.
Another reason why it is sparsely populated is due to the **remoteness** of the region.

4: Economic Opportunities

Resource – any physical material constituting part of Earth that people need and value.

Russia is the **largest** producer of oil in the world. This is a **primary resource**.

Additionally, Russia has **large reserves of gas**. This gas is transported to countries, such as Germany and Finland, to **heat their homes during the winter**.

Russia is a **resource rich** nation but due to its size these resources have to be **transported** over vast distances.

5: Threats to the tundra

Tundra – a vast, flat, treeless Arctic region of Europe, Asia, and North America in which the subsoil is permanently frozen.
The tundra is **threatened** by a number of economic and social reasons. However, the first reason why the tundra is under threat is **climate change**.
The next reason why the tundra is under threat is due to the **immense wealth of resources** that is underneath the ground.

The tundra needs to be protected as it is a fragile ecosystem that takes thousands of years to **repair**.

6: Comparing Russia and Middle East

Comparing – estimate, measure, or note the similarity or dissimilarity between.

The Middle East and Russia has a number of **similarities**. Both are **primary resource** rich regions that have been exploited for the **economic benefit** of the countries and people that live there. Both regions have human populations that have had to live and adapt to the **extreme environments** of the regions.

On the other hand, both Russia and the Middle East have **different climates**. One is extremely cold and one is extremely warm.

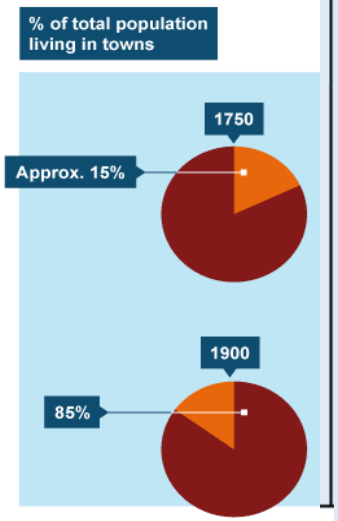
History	Industrial Revolution	Year 8	Term 2

1

- 260% growth in population
- A change from agriculture to industry
- A move from domestic industry to factory work
- In 1750, only about 15 per cent of the population lived in towns.
- By 1900 it was 85 per cent. This meant that there were far more people around to work in new industries but also caused problems because many more people needed foods and homes. This meant that poverty was increasing.
- By 1900, London had 4.5 million inhabitants.
- The biggest other towns were Glasgow with 760,000 inhabitants and Liverpool with 685,000.
- Without the Agricultural Revolution, the growing population of England would have starved and the Industrial Revolution would not have been as impressive.

Key Dates:
1750 – The Industrial Revolution is considered to have begun.
By 1914 - England had become a great trading nation with a worldwide empire, which covered a fifth of the globe

Language of the Lesson:
Revolution - the overthrowing of a system
Agriculture - the farming of animals or crops



2

- Industrial towns grew rapidly and were overcrowded.
- The government believed in laissez-faire social policies.
- There were no regulations about the basic standards for housing, sewage and water supply.
- In the slum areas of cities, diseases could be linked to poor sanitation (cholera) and poor housing (TB) while others were spread by body lice (typhus).
- There were many reasons why industrial towns were so disease-ridden:

-Streets were narrow, often built in courts, with little air or sunlight.
-Families shared houses so overcrowding was common.
-Families also shared privies (toilets). These often overflowed on to the street or into the wells from where people drew water.
-There was no refuse collection, so rubbish piled up, attracting rodents.
-The diets of the working population remained poor as they could not afford fresh food.
-People rarely washed themselves or their clothes, so became infested with lice and fleas.

Key Dates:
1848 – The first Public Health Act was passed.
1875 – The second Public Health Act was passed.

Language of the Lesson:
Health - a person's mental or physical condition
Government - a group which supports the monarch or political leader in running the country and making laws.

3

- The Industrial Revolution was pushed forward through investments in new inventions.
- Many new inventions were focused on the textile industry of cotton and wool.
- New inventions looked to create more goods, quicker and therefore cheaper.
- The steam engine created by Thomas Newcomen enabled more water to be pumped out of coal mines so they could dig deeper under ground.
- Scottish engineer James Watt developed the steam engine further to use less fuel, this made the steam engine popular.
- Communications also improved with the invention of the typewriter and telegraph communications.

Key Dates:
- **1770-** James Hargreaves creates the Spinning Jenny for spinning wool or cotton.
- **1771-** Richard Arkwright starts his own factory at Cromford.
- **1785** Edward Cartwright introduces the Power Loom.

Language of the Lesson:
Industry – Factories which usually transform raw materials into goods
Transport – Anything that moves someone/something around.

History	Industrial Revolution	Year 8	Term 2

4

- Normal shifts were usually 12 to 14 hours a day.
- All wages were low. Male workers were paid 15 shillings (75p) a week but women and children were paid much less, with women earning seven shillings (35p) and children three shillings (15p).
- Workers were punished in the factories for any disobedience or not working hard enough. Punishments included beatings, throwing water over them and fines.
- Accidents were common. People often got caught in the machines. For example in 1833 40% of accident cases at Manchester Infirmary were factory accidents.
- Factory reformers tried to improve working conditions, including Robert Owen who petitioned government to make improvements.

Key Dates:

- **1824-** Trade unions are legalised in Great Britain.
- **1833 –** The government introduce the first Factory Act

Language of the Lesson:

Industry – Factories which usually transform raw materials into goods
Transport – Anything that moves someone/something around.

5

- The Suffragist movement aimed to secure the right for women to vote.
- They decided peaceful methods would work best and they attempted to develop a positive relationship with various members of Parliament.
- Their **non-violent** methods were in stark contrast to The Suffragettes who believed that violence and **militant protests** were the most effective methods for securing women's right to vote.
- The Suffragists were mostly middle-class women, many of whom did not think working-class people (and working class women especially) could contribute to their movement, or to politics generally.
- Their most prominent leader was a woman named 'Millicent Fawcett'. National Union of Women's Suffrage Societies.

Key Dates:

1897 – National Union of Women's Suffrage Societies (NUWSS) is formed.
1919 – National Union of Women's Suffrage Societies (NUWSS) is dissolved.

Language of the Lesson

militant **–** a confrontational or violent method to provoke (usually political) change.
non-violent: using peaceful methods to protest instead of violence.

6

- Many of the women who had protested for the right to vote decided to postpone their action in order to help with the war effort.
- Throughout World War One, women contributed to the war effort in a number of ways. This included hard, and often dangerous, manual labour. This demonstrated that they could work just as hard as the men!
- After the war ended, the issue of women's suffrage came up in Parliament.
- In 1919 women over thirty were given the right to vote. This was NOT equality, as men were able to vote at the age of twenty one.
- 8.5 million women were given the right to vote under this law.
- In 1928 all people (including women) over 21 were given the right to vote.

Key Dates:

1919 – Women over thirty are given the right to vote.
1928 – All women over 21 are given the right to vote.

Language of the Lesson

democracy: the right of people in a country to vote on who represents them.

Mathematics	Representations	Year 8	Term 2

1. Times Tables

8 x 1 = 8	8 x 7 = 56
8 x 2 = 16	8 x 8 = 64
8 x 3 = 24	8 x 9 = 72
8 x 4 = 32	8 x 10 = 80
8 x 5 = 40	8 x 11 = 88
8 x 6 = 48	8 x 12 = 96

2. Quadrants and Lines

Cartesian co-ordinates - the ordered pair of (x,y) to define a point in a quadrant

Quadrant - One of four regions separated by the x and y axis.

x - coordinate – The first number given in a coordinate which is the horizontal value

y - coordinate – The second number given in a coordinate which is the vertical value

Horizontal—parallel to the horizon

Vertical – at right angles to horizontal plane

Origin—A fixed point at which measurements are taken from. This is usually (0,0)

Gradient – A measure of the steepness of a line

Parallel – Two lines which are the same distance apart at all points

3. Linear Graphs

y-intercept – Where a line crosses the y – axis

Linear graph – produces a continuous straight line

y = mx + c – This is often the form of a linear graph where m is the gradient and c is the y intercept

e.g. y = 3x + 7 has a gradient of 3 and a y-intercept of 7

When we talk about the **steepness** of a line we are referring to its gradient

A linear sequence that is **ascending** results in a positive gradient

A linear sequence that is **descending** results in a negative gradient

Non Linear graph - does not produce a continuous straight line

*$y = x^2$ is an example of a **non linear** graph*

4. Data

Frequency – The number of times an event occurs

Correlation – A measure of the strength of association between two variables

Continuous Data– data which can take any value (i.e. data that can be measured e.g. Height)

Discrete Data—data which takes certain values (i.e. data that can be counted e.g. frequency of people)

Qualitative - refers to a quality or attribute

Quantative - refers to a quantity or amount

Range – The difference between the largest and smallest pieces of data recorded

Subtotal - a portion of the whole total.

5. Scatter Graphs

Positive correlation – A link showing that as one variable increases, the other also increases

Negative correlation – A link showing that as one variable increases the other decreases

Weak correlation - the relationship between one variable and another is weak

Strong correlation - the relationship between one variable and another is strong

Outlier – Result which lies beyond where most of the data is clustered

Line of best fit - A line drawn on a scatter graph to represent the best estimate of the relationship between the variables

Extrapolate - make an estimation beyond the data set

Variable - A quantity that can take a range of values.

6. Probability

Trial - an experiment that is continually repeated

Event - a set of possible outcomes from a trial

Outcome(s) – the result(s) of a statistical trial

Probability - The likelihood (chance) of an event happening

Sample Space - the set of possible outcomes from a trial

Biased – Something which is unfair e.g. A coin with two heads

Set – A well defined collection of objects or numbers (called members or elements)

Union – Where one OR two elements of a set are satisfied

Intersection – Where two elements of a set are satisfied

Music	Keyboard Skills	Year 8	Term 2

1: Pitch

Musical elements: The different ingredients used in music.

Pitch: The rising or ascending tones in music

Traditional notation: A form of writing music down allowing performers to easily read the pitch and duration of notes.

Stave: the five lines of music which represent the pitch of notes.

Treble Clef: A musical symbol showing the second line of the stave is the G above Middle C

2: The Keyboard

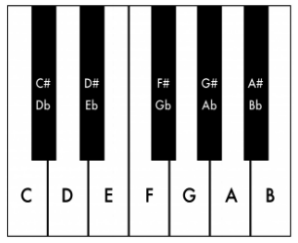
Harpsichord: The early version of the piano. The strings were plucked instead of hit with hammers like in the modern day piano.

Keyboard Layout: There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches.

Octave: The name given when notes are 8 apart

Bar: A bar is a way of organising written music in small sections. Each bar is a small amount of time. Each bar usually has the same number of beats in it.

Finding C: C is to the left of the two black keys.



3: Keyboard Performance 1

Dotted note: When a note is followed by a dot half the original note value is added on again.

Articulation: This is the interested added to a note. The note could be detached or smooth.

Staccato: When a note is played with a short and bouncy articulation.

Legato: When a note as a smooth articulation

Triplet: A 'triplet' is a group of three notes played in the time of two. It is shown on the score with a three over or under the notes.

4: Keyboard Performance 2

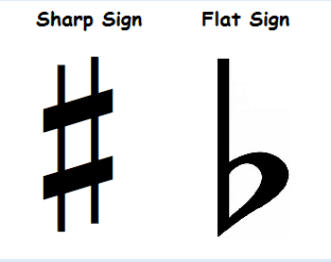
Dexterity: the ability to use your hands skilfully. This helps create a fluent performance to the music.

Semitone: an interval of half a step. Usually a white note to a black note.

Tone: an interval of a step. E.g. C to D or F# to G#

Sharp: A note is raised by a semitone.

Flat: When a note is lowered by a semitone.



5: Bass Notation

Bass Clef: a symbol placed on the fourth line of a stave to indicate that the fourth line corresponds to the F next below middle C.

Major: When a piece of music has a bright, happy feel to it.

Minor: When a piece of music has a dark, sad feel.

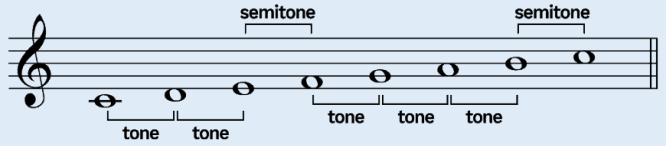
Chords: When notes are played at the same time. These are usually major or minor.

Triad: When three notes are used to for a chord.

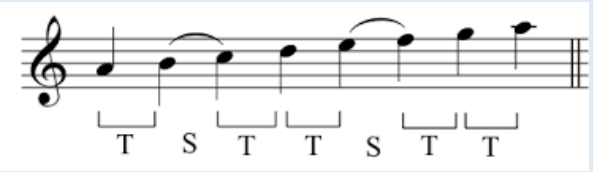
Scale: a set of notes in order of their pitch.

6: Performance Skills

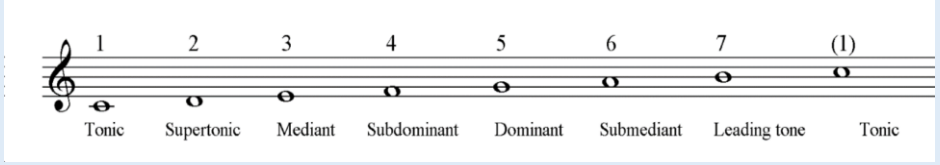
Major Scale: The major scale is created by using the following formula: T T ST T T T ST (T=tone, ST=semitone)



Minor Scale: The major scale is created by using the following formula: T ST T T ST T T (T=tone, ST=semitone)



Degrees of the scale: The word scale comes from the Latin for ladder and each run of the ladder has its own name known as a degree. Each of these degrees have their own name. They are:



PE | Handball (Big Test 2-6) | Year 8 | Term 2

Component 1: Dribbling

You can recycle the three steps simply by dribbling with the ball in one hand e.g. I have caught the ball in two hands from a pass, I take three steps, I then bounce the ball catching it in one hand and taking another three steps. This method is more effective in maintain possession as it is harder to defend.

Remember once the ball is in both hands you must pass, shoot, dribble/ take three steps (only if you haven't already).

Key Vocabulary:
- Illegal (double) dribble – while dribbling you have caught the ball in two hands and proceeded to dribble again. This rule can also easily be broken when recycling steps e.g. 3-step, catching in two hands and 3-step again.

Component 2: Passing & Receiving

Power & Accuracy:
- Point non-throwing arm at target for accuracy
- Transfer of weight from back foot to front foot to generate power
- Follow throwing arm through to target for accuracy

Analyse the effectiveness of passing pathways such as flat & fast, using the sporting equation height = time and defender positioning.

Key Vocabulary:
- Throw in – when the ball goes out of bounds on the sideline the team who didn't touch the ball last is rewarded possession to throw the ball in – make use of effective pathway throwing to overcome your opponent.

Component 3: Shooting

Teaching points to the Jump shot in handball:
- Jump vertical in the air, low to high
- Same arm action as static shot but in the air
- Release the ball before you touch the floor

Jump shots are effective as they enable you to attack the goal from close range in that you perform a jump shot from outside the goal area into the goal area, as long as you release the ball before you touch down.

Key Vocabulary:
- Goal Area – this area is designated for goalkeepers only, defenders or attackers can not enter. Attackers can perform jump shots into the area.

Component 4: Defending

Reclaiming possession can happen through intercepting or face to face position defending.

In face to face position defending you can:
- Use your hands to block the ball
- Using an open palm you can take the ball away from your opponent

Key Vocabulary:
- Face to face position – Facing your opponent you can use body contact within the rules and tackle or block your opponent's pass or shot. Note, you must face your opponent, interaction from behind is illegal.

Component 5: Phase of Play – Organised Defence

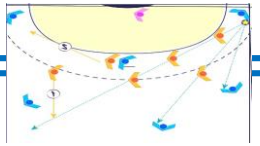
Organised defence are extremely advantageous in handball. They allow you to limit the attacking space your opponents have, minimising their ability to score. By taking space away from the opponent you are ultimately taking away their time to make decisions, which can lead to rushed shots, turnovers or mistakes.

Key Vocabulary:
- 9m line (free throw line in attacking zone) – when a foul is made the attacking team will take the resulting three throw behind this line while in the attacking zone. When deploying more advanced defensive formations such as the 4 – 2 , defenders defending the top of the key should use this line as a guide.

Component 6: Phase of Play – Organised Attack

Breaking down an organised defence requires skill, patience and resilience. By passing in combination, particularly to the wingers you begin to create space between the zone defenders which can then be exploited e.g. high, loopy pass out to the winger, flat & fast pass inside to the half for them to attack then space created.

Key Vocabulary:
- Goalkeeper – this position is vital in countering an organised attack as they can see the picture unfold they are able to communicate to their defenders where gaps are opening and order them to shuffle across to close those gaps.



Component 7: Phase of Play – Fast Break

During a fast break, players need to immediately and urgently attack open space for the fast break to be effective. By attacking the open, unmarked space they are giving themselves more time and therefore a greater opportunity to either score a goal or make an effective attacking pass.

Key Vocabulary:
- Winger – this position will usually be the players that make the movement down the court once possession has been reclaimed (unless they reclaimed possession). The movement should be fast and directly into space, giving the player time to act. Therefore, speed is vital in a winger.
- Space = time – a sporting equation meaning that space equals more time to act, make a decision etc which tends to lead to more success

PE	Dance (Big Test 2-6)	Year 8	Term 2

Component 1: Dance warm up, choreography and rhythm

3 stages of a dance warm include:

1. Isolations – moving one part of the body at a time
2. Aerobic – pulse raiser
3. Flexibility – stretching

Choreography is the sequence of steps and movements in dance.
Rhythm in music is a sense of timing. Dance music is counted in sets of 8 beats

Component 2: Unison

Unison is when dancers use the same movement at the same time.

This is a powerful choreographic device because it creates an engaging effect for the audience, it's aesthetically pleasing and makes the dance look neat.

Component 3: Dance style

Genre means the style or category of dance.

Genre	Characteristics
Ballet	Posture, toe pointing, and correct body positions, lines, and angles are all important.
Hip hop	Dance features include locking (freezing from a fast movement and "locking" in a certain position, holding that position for a short while and then continuing in the same speed as before) and popping (quickly contracting and relaxing muscles to cause a jerk in the body).
Street	Street dance is an umbrella term used to describe dance styles that were originally danced mostly at night clubs or outside in the streets, mainly because of their social nature that encourages performance and "battles". The dances are often performed with soft knees, low, sharp and exaggerated moves.
Contemporary	Strong but controlled legwork of ballet, fall and recovery, and improvisation characteristics of modern dance. Unpredictable changes in rhythm, speed, and direction are often used,
Tap	Uses the sounds of tap shoes striking the floor as a form of percussion. The sound is made by shoes that have a metal "tap" on the heel and toe.

Component 4: Formations

Formation means shape. Are you in a line, circle, square? Are there any changes to the formation throughout the dance?

This is a powerful choreographic device because it creates an engaging effect for the audience, it's aesthetically pleasing and maintains the interest as the dancers move around each other.

Component 5: Levels

Levels refer to whether the dancer is performing high (leaps, jumps), middle and low moves (floor work)

Are there any changes to the levels throughout the dance?

This is a powerful choreographic device because it creates an engaging effect for the audience, adding leaps and jumps along with floor work makes it aesthetically pleasing.

Component 6: Canon

A movement canon occurs when dancers perform the same phrase one after the other. This is a powerful choreographic device because it makes the dance look more complex without the choreography appearing chaotic.

Component 7 and 8: Own choreography, performance and appreciation

Actions:
Jump –feet leave the floor
Gesture – movement to express emotions
Turn - rotation
Travel – move from one place to another
Stillness – stationary
Isolation – one body part

Choreographic devices	Performance skill
Unison Canon Formation Levels	Confidence Focus Audience

RS	Sikhism	Year 8	Term 2

1 – The Khalsa

Guru Gobind Singh ordered Sikhs to meet in Anandapur. He asked the crowd of Sikhs if they were prepared to have their head cut off in order to prove they were loyal to Sikhism. Five men stepped forward, one after the other. Each thought the person who preceded them had had their head cut off.
Eventually, all five men came out a tent, unharmed. They were dressed in fine clothing and wore **turbans**.
The five men were given the title '**Panj Piare**' (Five Beloved Ones) and became the first members of the **Khalsa** (the community of Sikhs). This was celebrated with **Amrit** (sugar water).

2 – The Five Ks

The Five Ks represent important beliefs in Sikhism. The Five Ks are:

1. **Kesh** – This means 'uncut hair'. Sikhs do not cut their hair as this is a gift from God.
2. **Kangha** – This is a wooden comb used to remove dead hair, and keep their living hair nice and neat.
3. **Kachera** – A type of underwear that looks like shorts. This is to show modesty.
4. **Kara** – A bangle worn on the right wrist. It represents truth and the one, eternal, God.
5. **Kirpan** – This is a sword. It is used to defend the truth and the vulnerable. It is NOT ever used to attack others.

3 – Worship at the Gurdwara

Gurdwara means 'doorway' or '**house of the Guru**'. The 'Guru' referred to here is the **Guru Granth Sahib**.

The **Gurdwara** is the Sikh place of worship. In this building scriptures from the **Guru Granth Sahib** are read aloud, and sometimes sung. The congregation listens as the **Shabads** are sung (accompanied by **tabla** (drums) and **bajas** (harmonium)). Sikhs believe that the they are able to feel the deep vibration of the Guru.

The **Guru Granth Sahib** is read n a prayer hall during times of worship. The prayer hall is often decorated beautifully, with lots of gold and blue colours on the walls and carpets.

Afterwards, the **Guru Granth Sahib** is returned to its resting room.

4 – Ceremonies 1

1. **Janam Naam Sanrska** – This is the naming ceremony in Sikhism. Children are considered a gift from God. As soon as the mother and child are able to leave home, they go to the **Gurdwara** where they listen to a randomly chosen passage from the **Guru Granth Sahiib**. The first letter of the first word of the verse becomes the first letter of the baby's name. Boys are given the surname '**Singh**' (which means 'lion'), girls are given the surname '**Kaur**' (which means 'princess' or 'lioness').
2. **Amrit Sanskar** – This is the ceremony where Sikh's join the wider community and show they are ready to wear the **Five Ks**.

5 – Ceremonies 2

1. **Anand Sanskar** – This means 'joyful event' and is the name for the Sikh marriage ceremony. Sikhs see this as the joining of two souls. The people who are married share one single soul, which thinks and feels alike.
2. **Antam Sanskar** – This is the Sikh funeral ceremony. Sikhs believe that birth and death are just part of life. Death should not be feared, but embraced. Crying, and expressions of sadness, are strongly discouraged at the funeral service. Sikhs believe that the body has died, but the soul lives on and has gone to the next stage of its journey.

6 – Seva

Seva is sometimes spelled '**Sewa**' – both are correct, but the word is pronounced **'seeva'**.

Seva means 'service' and Sikhs believe they must perform a **selfless** service to God's creation. When a Sikh serves others, they are really serving God as They are in everything They have created.

Seva can be performed in three ways:

1. **Tan** - physical service. For example, they may help in the **langar**.
2. **Man** – mental service such as studying or teaching others.
3. **Dhan** – Giving (money or time) to charity.

RS	Sikhism	Year 8	Term 2

Key Word	Definition	Example Sentence
Religious Experience	An experience where someone feels that they have experienced God or a higher power.	Guru Nanak had a religious experience in the three days that he was missing in the river. He felt God spoke to him.
Monotheism	A belief in one God.	Sikhs are monotheistic. They believe that there is just one God.
Mool Mantar	The Sikh statement of belief. The opening words of the Guru Granth Sahib.	The Mool Mantar teaches Sikhs about the nature of their one God.
Waheguru	One of the many Sikh names for God. It is pronounced 'va-hi-goo-roo'.	Waheguru means 'wondrous enlightener' and teaches Sikhs that God removes darkness and brings light.
Langar	A community kitchen found in every Gurdwara, where anyone is able to eat a free meal.	The langar serves vegetarian food to anyone who wants it; regardless of religion.
Amritsar	A city in the state of Punjab, in northern India.	Amritsar was founded by Guru Ram Das and it is where the Golden Temple is found.
Pilgrimage	A special journey with a religious significance.	Some Sikhs go on pilgrimage to the Golden Temple in Amritsar.
Convert	To change to something new.	Someone who changes from one religion to another is known as a convert.
Eternal	Never ending.	The eternal guru is a teacher who lasts forever.
Universal truth	A statement which is relevant and true at all times.	Sikhs believe that their God teaches them the truth about the world, but this also links with Islam and Hinduism.
Khalsa	The community of committed Sikhs.	Joining the khalsa can be a very important part of a Sikhs life. A time when they become fully committed to the religion.
Amrit ceremony	The ceremony Sikhs go through to become part of the Khalsa.	Amrit ceremonies always take place in the Gurdwara.
Gurdwara	The Sikh holy building / temple.	Sikh communities gather at the Gurdwara for worship and for social events in the langar.
Vows	A promise.	Sikhs vow to follow the rules and responsibilities of their faith when they join the Khalsa.

Science	Respiration, Acids and Alkalis and Energy Transfers	Year 8	Term 2

1: Aerobic Respiration

respiration	the chemical process that releases energy for life processes
aerobic	a process that involves oxygen
glucose	a simple sugar that can be made from larger carbohydrates
mitochondria	a subcellular structure where aerobic respiration takes place
carbon dioxide	a waste product that is produced from aerobic respiration as a gas

Aerobic Respiration Word Equation

glucose + oxygen —> carbon dioxide + water

2: Anaerobic Respiration

anaerobic	a process that does not involve oxygen
cytoplasm	the jelly like substance that fills the cell, where anaerobic respiration takes place
lactic acid	a waste product that is produced from anaerobic respiration
breathing rate	how many breaths are taken per minute
waste product	any substances that are produced in a reaction that are not the desired product

Anaerobic Respiration (in animals) Word Equation

glucose —> lactic acid

3: Neutralisation

acid	a substance with a pH < 7
alkali	a substance with a pH > 7
neutral	a substance with a pH = 7
pH scale	a scale, from 1 to 14, which measures the acidity or alkalinity of a substance
neutralisation	a chemical reaction in which an acid reacts with an alkali to make a salt and water
indicator	a chemical substance that changes colour at a specific pH
pipette	*a piece of science equipment used for measuring or transferring small amounts of liquid*

4: Reactions of Acids

irritant	*a substance that causes slight pain or discomfort to the body*
corrosive	*able to damage or destroy other substances by chemical reaction*

Reaction	Observation	Explanation
acid and alkali	no fizzing but possible colour change	no gas is produced some salts produced are coloured
acid and metal	fizzing	hydrogen gas is produced

General Word Equations

acid + alkali —> salt + water

acid + metal —> salt + hydrogen

5: Energy Sources

energy source	a source from which useful energy can be extracted or converted
renewable	an energy source that will not run out
non–renewable	an energy source that is used faster than it is replenished and will run out
power	the amount of energy transferred in a set amount of time
watts	the units of power
standard form	*a method of writing small or large numbers* *e.g. 192 = 1.92 x 10^2*

6: Energy Use

fuel	a substance that is burned to release energy
joules	the units for all types of energy
kilowatt hour (kWh)	the unit used to state the amount of energy used by a 1kW appliance for 1 hour
compare	*to find similarities and differences between to objects*
estimate	*a rough calculation*
conversion	*the process of changing units by multiplying or dividing*
risk	*something that can cause harm*

Textiles	Planning and Designing	Year 8	Term 2

1- Natural and Synthetic Fibres

Fibres are split up into two main categories, **natural** and **synthetic.** Natural fibres come from either plants or animals whereas synthetic are man made.

Natural fibres from **animals** include:

- **Silk** (from a silk worm)
- **Wool** (from a sheep)

Natural fibres from **plants** include:

- **Cotton** (from a cotton plant)
- **Linen** (from a flax plant)

Synthetic (man made) fibres include:

- **Nylon –** uses can be tights, clothing, carpets.
- **Polyester -** clothing, interior products.
- **Lycra –** uses can be swimwear, sportswear.

2- Techniques & Processes

In the textiles industry there are many different types of techniques and processes. Throughout this project you will learn a range of hand building techniques.

1. **Hand embroidery –** a technique used to add decoration to fabric by adding different stitches to make patterns.
2. **Embellishment –** is a decorative detail or feature added to fabric to make it look more attractive. This can be adding beads, buttons or sequins.
3. **Applique –** a textiles technique where pieces of fabric are sewn on to a larger piece of fabric to form a picture or pattern.
4. **Tie dye -** a resist technique where rubber bands are wrapped around folded fabric. The rubber bands prevent the dye from touching the fabric, leaving vibrant patterns

3- Making Process

During the making process of the project you will learn how to use a pattern and how to construct a 3 dimensional product in response to the design brief.

Key terms you will need to learn are:

1. **Pattern –** a pattern is a template which is used to cut out the different components of a garment or product. It also helps to reduce the amount of waste material. This would be the first stage of the making process.
2. **Tacking –** tacking is a large stitches used to hold components in place before stitching permanently. Tacking stitches are always removed after components have been stitched.
3. **Component –** components are all of the separate pieces of a product**.**
4. **Fastening –** a type of component that secures something. For example a zip or buttons.