



**Year 8**

# Knowledge Booklets

For support with your child's progress, please contact  
Mr Waters via [tw\\_admin@swale.at](mailto:tw_admin@swale.at)



# Contents Page

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In this booklet you will find important information about the curriculum followed by your child until the end of Term 6 (Summer). Subject leaders have provided material which will help your child to prepare for their assessments and explained a little about how they can prepare. You can use the links on the pages to contact subject leaders if you have any questions. Teachers will set homeworks which help pupils to learn the material set out here.

We hope you and your child find the booklet informative and useful!

3.	English	47.	Art & Technology
6.	Maths	58.	Drama
12.	Science	61.	Dance
18.	Geography	63.	Music
21.	History	64.	PE
26.	MFL (Modern Foreign Languages)	67.	Philosophy, Culture and Ethics
44.	Values		

Pupils explore either Morris Gleitzman's *Once* or Marcus Zusak's *The Book Thief* tracing themes, settings, influence and setting. Pupils develop skills in reading comprehension, evaluation and form conventions in writing.

Classes studying *The Book Thief*: 8P1, 8P2, 8P3, 8P4 and 8S1.

Classes studying *Once*: 8S2, 8S3 and 8S4

The Key Stage Three Co-ordinator of English at The Whitstable School is Miss Smith.

	<b>Content of learning</b>	<b>Assessment</b>
<b>Term 5</b>	<ul style="list-style-type: none"><li>• Reading: retrieval, applying evidence, commenting on the effects of language and structure.</li><li>• Writing: Sequencing, crafting imagery and developing tone.</li></ul>	Trust writing assessment (writing to describe or narrate)
<b>Term 6</b>	<ul style="list-style-type: none"><li>• Reading: evaluating and applying contextual learning to interpretations.</li><li>• Writing: imitating writers' craft in narrative voice.</li></ul>	

The following pages contain the knowledge organisers which can be used to support preparation for the two assessments.

THE BOOK THIEF (MARKUS ZUSAK)					
<b>Subject Terminology</b> - How many of these do you know? Can you spell them correctly? Are you confident with their definitions?		<b>Key Characters</b>			
<b>Oppression</b>	Prolonged cruel or unjust treatment of authority. Synonyms: persecution, exploitation and abuse.	<b>Death/ Narrator</b>	Death's duty is to carry away the souls of the recently departed.		
<b>Propaganda</b>	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.	<b>Liesel</b>	Is fostered by Hans and Rosa after her mother gives her away. She is the book thief.		
<b>Humane</b>	Showing kindness towards others. Synonyms: sympathetic, civilised and good-natured.	<b>Hans</b>	Liesel's foster father. He is an honest, kind and caring man.		
<b>Ideology</b>	A system of ideas and ideals which form the basis of economic or political theory and policy.	<b>Rosa</b>	Hans' wife and Liesel's foster mother. She makes some money doing laundry for wealthy neighbors.		
<b>Semantic Field</b>	Words connected by similarity of theme or idea.	<b>Rudy</b>	Liesel's best friend. One of six Steiner children.		
<b>Allegory</b>	A story that can be interpreted as having a hidden moral meaning.	<b>Max</b>	A 23-year-old Jew who hides from the Nazis in the Hubermanns' basement.		
<b>Metaphor</b>	A thing regarded as representative or symbolic of something else.	<b>Ilsa Hermann</b>	The mayor's wife. An intelligent woman with her own library.		
<b>Flashback</b>	A scene in a novel which is set in a time before than the main story.				
<b>Foreshadow</b>	A hint towards a future event.				
<b>Key Contextual Information</b> - understanding the historical context of the setting will help develop your analysis to explore Zusak's wider purpose in reading.		<b>Wider reading</b> - during our reading of <i>The Book Thief</i> we will examine a range of extracts from both fiction and non-fiction. Which ones will you challenge yourself to read? After reading two in the same colour group, what similarities can you identify?			
<p><b>Consequences of WW1:</b> an estimated twenty million people died world-wide. Germany had to accept complete responsibility for the war. Germany lost 13% of its land and 12% of its population to the Allies. Allied forces blocked shipments of food and supplies from entering Germany.</p> <p><b>Hitler's rise to power:</b> When people are unemployed, hungry and desperate, as millions were in Germany between 1930 and 1933, they often turn to extreme political parties offering simple solutions to their problems. Between 1930 and 1933 support for the extreme right-wing Nazis soared.</p> <p><b>Holocaust:</b> the systematic persecution and murder of six million Jews by the Nazis. The Nazis believed that Germans were "racially superior" and that the Jews were "inferior".</p> <p><b>Censorship:</b> the aim of propaganda and censorship was to brainwash people into obeying the Nazis and idolising Hitler. All aspects of the media, culture and the arts were censored and used for Nazi propaganda.</p>		<p><b>The Diary of Anne Frank</b> - In 1942, 13-year-old Anne Frank and her family went into hiding in an Amsterdam warehouse.</p>	<p><b>Fahrenheit 451</b> - Guy Montag is a fireman. His job is to burn books, which are forbidden.</p>	<p><b>I Am Malala</b> - When the Taliban took control of the Swat Valley, one girl fought for her right to an education.</p>	<p><b>Number the Stars</b> - 'They plan to arrest all the Danish Jews. They plan to take them away'</p>
		<p><b>Soul Music</b> - 'it's hard to grow up normally when Grandfather rides a white horse and wields a scythe'</p>	<p><b>The Boy in the Striped Pyjamas</b> - Nine-year-old Bruno knows nothing of the Final Solution and the Holocaust.</p>	<p><b>1984</b> - 'Who controls the past controls the future: who controls the present controls the past'</p>	<p><b>When Hitler Stole Pink Rabbit</b> - a semi-autobiographical and unforgettable story of a Jewish family fleeing from Germany.</p>

ONCE (Morris Gleitzman)		
<b>Subject Terminology</b> - How many of these do you know? Can you spell them correctly? Are you confident with their definitions?		<b>Key Characters</b>
<b>Authority</b>	The power to give orders, make decisions and enforce rule.	<b>Felix</b> Felix is a ten-year-old Jewish boy living in an orphanage in Poland during World War Two.
<b>Hierarchy</b>	A ranking system decided by authority or status.	<b>Zelda</b> Zelda is about six years old and can be stubborn. The Polish resistance killed her parents because they were Nazi collaborators, so she is also an orphan.
<b>Inference</b>	An idea based on an understanding of the evidence.	<b>Barney</b> Barney is a Jewish dentist working and living in the ghetto in the city.
<b>Connotation</b>	An idea or association linked to something. E.g. the colour red has connotations of danger.	<b>Mother Minka</b> Mother Minka is the head nun at the orphanage. She shelters Felix from the Nazis. She is good-hearted and brave.
<b>Symbolism</b>	the use of symbols to represent ideas or qualities	<b>Dodie</b> Dodie is Felix's best friend at the orphanage. His real name is Dodek. Felix protects him and other children from the orphanage bullies.
<b>Narrative perspective</b>	The voice telling the story; the point of view.	
<b>Empathy</b>	the ability to understand and share the feelings of another.	
<b>Oppression</b>	prolonged cruel or unjust treatment or exercise of authority.	
<b>Key Contextual Information</b> - understanding the historical context of the setting will help develop your analysis to explore Boyne's wider purpose in writing.		<b>Wider reading</b> - during our reading of <i>The Boy in the Striped Pyjamas</i> we will examine a range of extracts from both fiction and non-fiction. Which ones will you challenge yourself to read?
<p><b>Hitler's rise to power:</b> When people are unemployed, hungry and desperate, as millions were in Germany between 1930 and 1933, they often turn to extreme political parties offering simple solutions to their problems. Between 1930 and 1933 support for the extreme right-wing Nazis soared.</p> <p><b>Holocaust:</b> the systematic persecution and murder of six million Jews by the Nazis. The Nazis believed that Germans were "racially superior" and that the Jews were "inferior".</p> <p><b>Censorship:</b> the aim of propaganda and censorship was to brainwash people into obeying the Nazis and idolising Hitler. All aspects of the media, culture and the arts were censored and used for Nazi propaganda.</p>		<p><b>The Diary of Anne Frank</b> - In 1942, 13-year-old Anne Frank and her family went into hiding in an Amsterdam warehouse.</p> <p><b>Number the Stars</b> - 'They plan to arrest all the Danish Jews. They plan to take them away'</p> <p><b>The Boy at the Top of the Mountain</b> - When Pierrot becomes an orphan, he must leave his home in Paris to live with his Aunt Beatrix, a servant in a wealthy household at the top of the German mountains.</p>
		<p><b>When Hitler Stole Pink Rabbit</b> - a semi-autobiographical and unforgettable story of a Jewish family fleeing from Germany.</p> <p><b>I Am Malala</b> - When the Taliban took control of the Swat Valley, one girl fought for her right to an education.</p> <p><b>Goodnight Mister Tom</b> - It's the story of young Willie Beech, evacuated to the country as Britain stands on the brink of the Second World War.</p>

In maths you will be covering the below topics over the course of Terms 5 and 6.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer	Developing Geometry						Reasoning with data					
	Angles in parallel lines and polygons			Area of trapezia and circles		Line symmetry and reflection	The data handling cycle			Measures of location		

We use the White Rose Maths mastery scheme of work which is available to view on the website:

<https://whiterosemaths.com/resources/secondary-resources/secondary-sols/>

At the end of each unit students will complete a unit key task, which will consist of a short one lesson test based on the unit studied. This will then be marked in the same lesson for instant feedback.

Any questions or queries regarding maths can be directed to:

Mr Yates (Director of Maths)

Mrs Bailes (2nd in Maths)

### What do I need to be able to do?

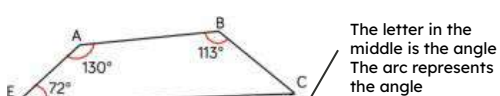
By the end of this unit you should be able to:

- Identify alternate angles
- Identify corresponding angles
- Identify co-interior angles
- Find the sum of interior angles in polygons
- Find the sum of exterior angles in polygons
- Find interior angles in regular polygons

### Key Terms

<b>Parallel</b>	Straight lines that never meet	<b>Polygon</b>	A 2D shape made with straight lines
<b>Angle</b>	The figure formed by two straight lines meeting (measured in degrees)	<b>Sum</b>	Addition (total of all the interior angles added together)
<b>Transversal</b>	A line that cuts across two or more other (normally parallel) lines.	<b>Regular polygon</b>	All the sides have equal length, all the interior angles have equal size.
<b>Isosceles</b>	Two equal size lines and equal size angles (in a triangle or trapezium)		

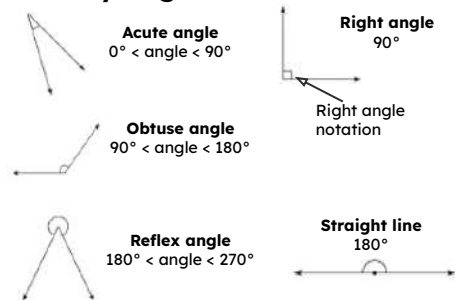
### Letter and labelling convention



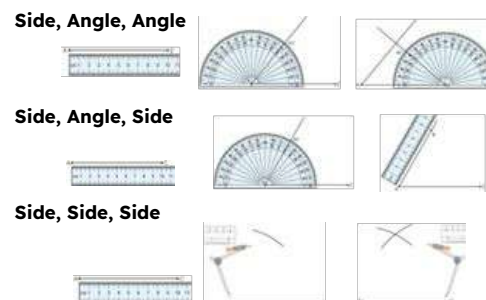
**Angle Notation:** three letters ABC  
This is the angle at B =  $113^\circ$

**Line Notation:** two letters EC  
The line that joins E to C.

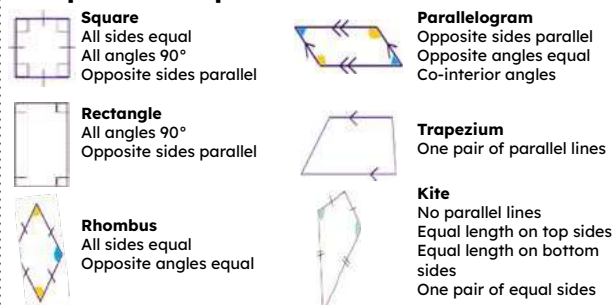
### Classify angles



### Triangles & Quadrilaterals

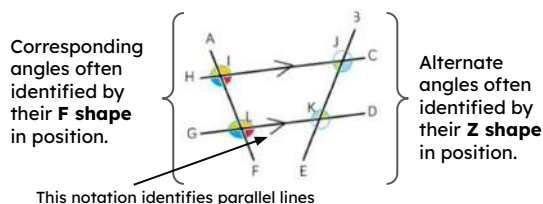


### Properties of quadrilaterals



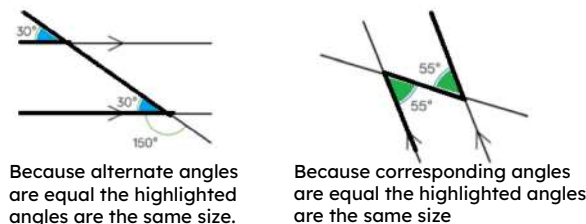
### Parallel lines

Still remember to look for angles on straight lines, around a point and vertically opposite.

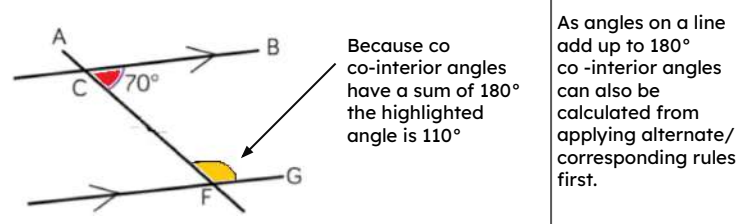


Lines AF and BE are **transversals** (lines that bisect the parallel lines)

### Alternate / corresponding angles

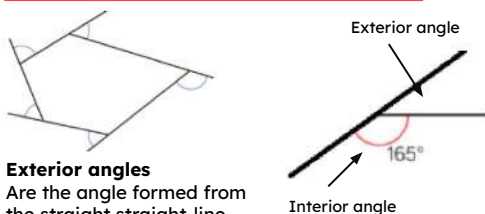


### Co-interior angles



### Sum of exterior angles

Exterior angles all add up to  $360^\circ$



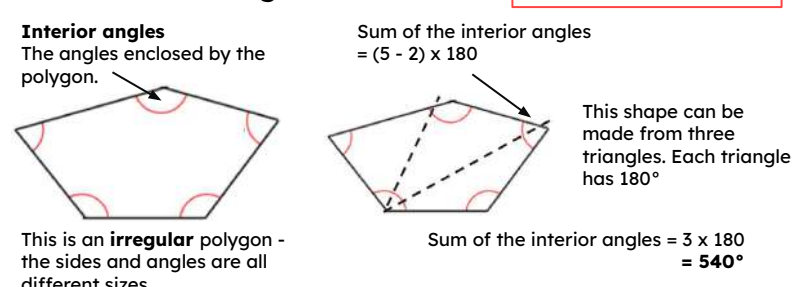
**Interior angle + Exterior angle = straight line =  $180^\circ$**

**Exterior angle =  $180 - 165 = 15^\circ$**

**Number of sides =  $360 \div 15 = 24$  sides**

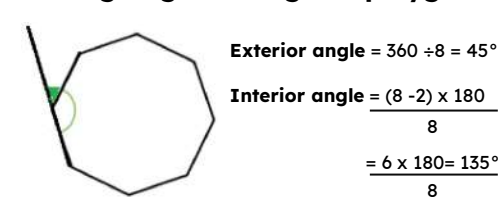
**Number of sides =  $360 \div 15 = 24$  sides**

### Sum of interior angles



Remember this is **all** of the interior angles added together

### Missing angles in regular polygons



Exterior angles in regular polygons =  $360^\circ \div \text{no of sides}$

Interior angles in regular polygons =  $\frac{(\text{no of sides} - 2) \times 180}{\text{no of sides}}$

### What do I need to be able to do?

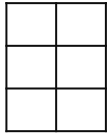
By the end of this unit you should be able to:

- Recall area of basic 2D shapes
- Find the area of a trapezium
- Find the area of a circle
- Find the area of compound shapes
- Find the perimeter of compound shapes

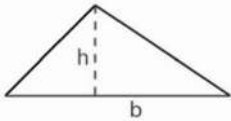
### Key Terms

<b>Congruent</b>	The same	<b>Perpendicular</b>	At an angle of 90° to a given surface
<b>Area</b>	Space inside a 2D object	<b>Formula</b>	A mathematical relationship/rule given in symbols. E.g. $b \times h = \text{area of rectangle / square}$
<b>Perimeter</b>	Length around the outside of a 2D object	<b>Infinity (<math>\infty</math>)</b>	A number without a given ending (too great to count to the end of the number) - never ends
<b>Pi (<math>\pi</math>):</b>	The ratio of a circle's circumference to its diameter	<b>Sector</b>	A part of the circle enclosed by two radii and an arc.

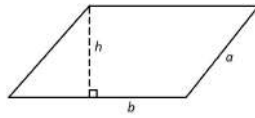
### Area - rectangles, triangles, parallelograms



**Rectangle**  
Base x height



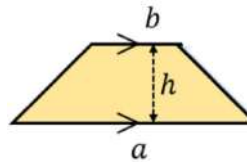
**Triangle**  
 $\frac{1}{2} \times \text{base (b)} \times \text{height (h)}$



**Parallelogram / Rhombus**  
Base x Perpendicular height

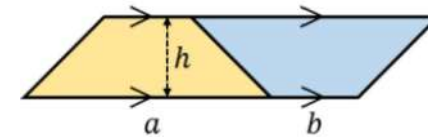
A triangle is half the size of the rectangle it would fit in

### Area of a trapezium



#### Area of a trapezium

$$\frac{(a + b) \times h}{2}$$

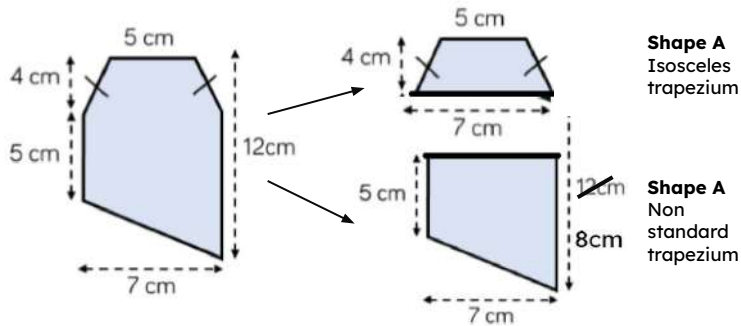


#### Why?

- Two congruent trapeziums make a parallelogram
- New length  $(a + b) \times \text{height}$
- Divide by 2 to find area of one

### Compound Shapes

To find the area compound shapes often need splitting into more manageable shapes first then identify the shapes and missing sides etc.



**Shape A**  
Isosceles trapezium

#### Shape A + Shape B = total area

$$\frac{(5 + 7) \times 4}{2} + \frac{(5 + 8) \times 7}{2}$$

$$= 24 + 45.5 = 69.5\text{cm}^2$$

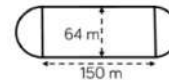
**Shape A**  
Non standard trapezium

### Compound Shapes (including circles)

Circumference  
 $\pi \times \text{diameter}$

Compound shapes are not always area questions. For Perimeter you will need to use the circumference

#### Spotting diameters and radii



This dimension is also the diameter of the semi circles

$$\text{Arc lengths} = \pi \times 64 = 64\pi$$

You don't need to halve this because there are 2 ends which make the whole circle.

**Arc lengths + straight lengths = total perimeter**

$$= 64\pi + 150 + 150$$

$$= (300 + 64\pi) \text{ m}$$

$$\text{OR} = 501.1\text{m}$$

Still remember to split up the compound shape into smaller, more manageable shapes first

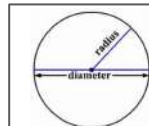
### Area of a circle (non-calculator)

#### Read the question

- leave in terms of  $\pi$  or if  $\pi \approx 3$  (provides an estimate for answers)



**Diameter = 8cm**  
**Radius = 4cm**  
 $\text{Area} = \pi \times \text{radius}^2$   
 $= \pi \times 4^2$   
 $= \pi \times 16$   
 $= 16\pi \text{ cm}^2$

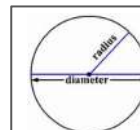


**Area of a circle**  
 $\pi \times \text{radius}^2$



**Radius = 4cm**  
Circle area =  $16\pi \text{ cm}^2$   
Quarter =  $4\pi \text{ cm}^2$

### Area of a circle (calculator)



**Area of a circle**  
 $\pi \times \text{radius}^2$



How to get  $\pi$  symbol on the calculator.

It is important to round your answer suitably - to significant figures or decimal places.

This will give you a decimal solution that will go on forever!

### What do I need to be able to do?

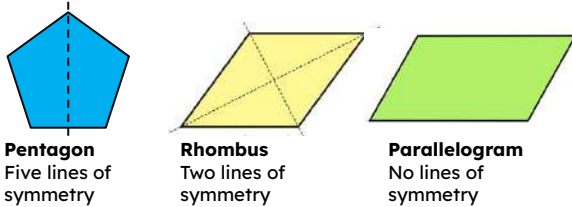
By the end of this unit you should be able to:

- Recognise line symmetry
- Reflect in a horizontal line
- Reflect in a vertical line
- Reflect in a diagonal line

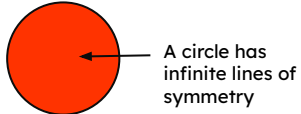
### Key Terms

<b>Mirror line</b>	A line that passes through the center of a shape with a mirror image on either side of the line.	<b>Perpendicular</b>	Lines that cross at $90^\circ$
<b>Line of symmetry</b>	Same definition as mirror line	<b>Horizontal</b>	A straight line from left to right (parallel to the x axis)
<b>Reflect</b>	Mapping of one object from one position to another of equal distance from a given line.	<b>Vertical</b>	A straight line from top to bottom (parallel to the y axis)
<b>Vertex</b>	A point where two or more-line segments meet.		

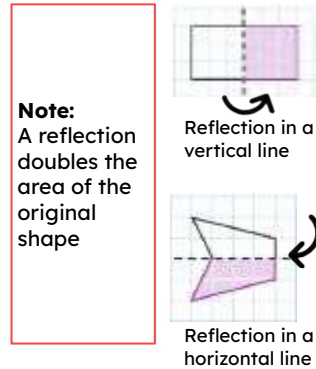
### Lines of symmetry



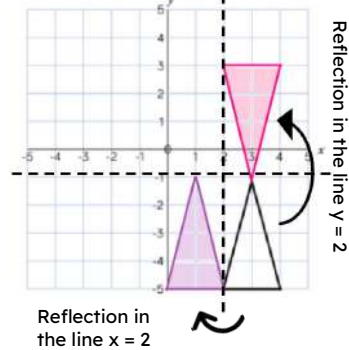
Shapes can have more than one line of symmetry....



### Reflect horizontally / vertically (1)

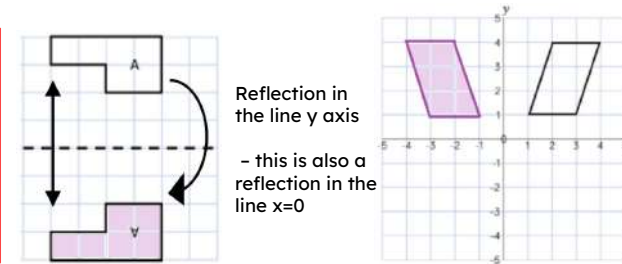


### Reflection on an axis grid



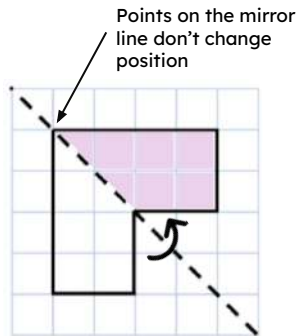
### Reflect horizontally / vertically (2)

**Note:**  
All points need to be the same distance away from the line of reflection



**Lines parallel to the x and y axis**  
**REMEMBER**  
Lines parallel to the x-axis are  $y = \text{---}$   
Lines parallel to the y-axis are  $x = \text{---}$

### Reflect Diagonally (1)



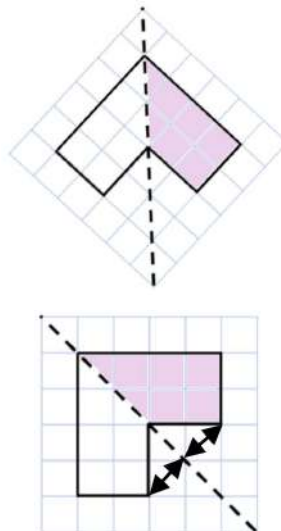
#### Turn your image

If you turn your image it becomes a vertical / horizontal reflection (also good to check your answer this way)

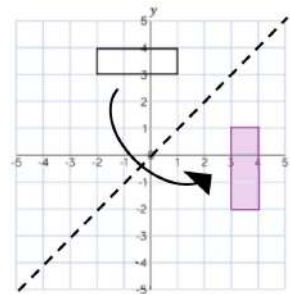
#### Drawing perpendicular lines

Perpendicular lines to and from the mirror line can help you to plot diagonal reflections.

Fold along the line of symmetry to check the direction of the reflection.

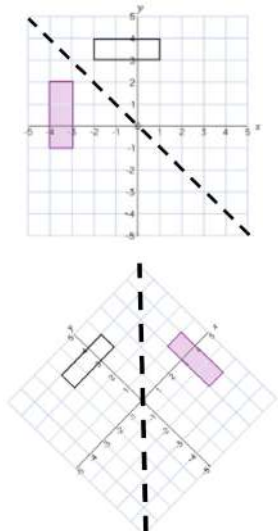


### Reflect Diagonally (2)



**This is the line  $y = -x$**   
The  $x$  and  $y$  coordinate have the same value but opposite sign

**Turn your image**  
If you turn your image it becomes a vertical/ horizontal reflection (also good to check your answer this way)



### What do I need to be able to do?

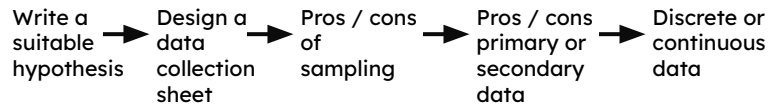
By the end of this unit you should be able to:

- Set up a statistical enquiry
- Design and criticise questionnaires
- Draw and interpret multiple bar charts
- Draw and interpret line graphs
- Represent and interpret grouped quantitative data
- Find and interpret the range
- Compare distributions

### Key Terms

<b>Hypothesis</b>	An idea or question you want to test	<b>Continuous data</b>	Numerical data that has an infinite number of values (often seen with height, distance, time)
<b>Sampling</b>	The group of things you want to use to check your hypothesis	<b>Spread</b>	The distance / how spread out / variation of data
<b>Primary data</b>	Data you collect yourself	<b>Average</b>	A measure of central tendency - or the typical value of all the data together
<b>Secondary data</b>	Data you source from elsewhere e.g internet, newspaper, statistics	<b>Proportion</b>	Numerical relationship that compares two things
<b>Discrete data</b>	Numerical data that can only take set values		

### Set up a statistical enquiry



### Features of a data collection sheet

Data title	Tally	Frequency
Grouped or ungrouped categories		Total number of that group observed

### Design and criticise a questionnaire

<b>0.001</b>	10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
$1 \times \frac{1}{1000}$	$10^1$	$10^0$	$10^{-1}$	$10^{-2}$	$10^{-3}$
$1 \times 10^{-3}$	0	0	0	0	1

Any value to the power 0 always = 1

Negative powers do not indicate negative solutions

### Numbers between 0 and 1

<b>0.054</b>	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
$= 5.4 \times 10^{-2}$	$10^0$	$10^{-1}$	$10^{-2}$	$10^{-3}$
	0	0	5	4

A negative power does not mean a negative answer - it means a number closer to 0

### Order numbers in standard form

$10^2$	$10^1$	$10^0$	$10^{-1}$	$10^{-2}$	$10^{-3}$
--------	--------	--------	-----------	-----------	-----------

$6.4 \times 10^{-2} = 0.064$    
  $2.4 \times 10^2 = 240$    
  $3.3 \times 10^0 = 1$    
  $1.3 \times 10^{-1} = 0.13$

Look at the power first: Will the number be > or < than 1

Use a place value grid to compare the numbers for ordering

### Mental calculations

$6.4 \times 10^2 \times 1000$     *Not in standard form*  
 $= 6.4 \times 10^2 \times 10^3$   
 $= 6.4 \times 10^5$     *Use addition for indices rule*

$(2 \times 10^3) \div 4$     *Divide the values*  
 $= (2 \div 4) \times 10^3$   
 $= 0.5 \times 10^3$

$8 \times 10^5 \times 3$   
 $= 24 \times 10^5$   
 $= 2.4 \times 10^1 \times 10^5$   
 $= 2.4 \times 10^6$

### Remember the layout for standard form

Any number between 1 and less than 10 →  $A \times 10^n$  ← Any integer

### Addition and subtraction

Tip: Convert into ordinary numbers first and back to standard form at the end.

**Method 1**  
 $6 \times 10^5 + 8 \times 10^5$   
 $= 600000 + 800000$   
 $= 1400000$   
 $= 1.4 \times 10^5$

More robust method. Less room for misconceptions. Easier to do calculations with negative indices. Can use for different powers.

**Method 2**  
 $6 \times 10^5 + 8 \times 10^5$   
 $= (6 + 8) \times 10^5$   
 $= 14 \times 10^5$   
 $= 1.4 \times 10^1 \times 10^5$   
 $= 1.4 \times 10^5$

Only works if the powers are the same

### Multiplication and division

$\frac{1.5 \times 10^5}{0.3 \times 10^3}$     *Division questions can look like this*

$(1.5 \times 10^5) \div 1000$      $(0.3 \times 10^3)$   
 $15 \div 0.3 \times 10^5 \div 10^3$   
 $= 5 \times 10^2$

For multiplication and division you can look at the values for A and the powers of 10 as two separate calculations.

Revisit addition and subtraction laws for indices - they are needed for the calculations

**Addition law for indices:**  
 $a^m \times a^n = a^{m+n}$

**Subtraction law for indices:**  
 $a^m \div a^n = a^{m-n}$

### Using a calculator

$1.4 \times 10^5 \times 3.9 \times 10^3$

Use a calculator to work out this question to a suitable degree of accuracy

Input 14 and press  $\times 10^1$  Then press 5 (for the power)  
 Press  $\times$   
 Input 3.9 and press  $\times 10^3$  Then press 3 (for the power)  
 Press  $=$

This gives you the solution

To put into standard form and a suitable degree of accuracy

Press  $\text{SHIFT}$   $\text{SETUP}$  and then press 7 for sci mode

Choose a degree of accuracy so in most cases press 2.

**Answer  $5.5 \times 10^8$**

### What do I need to be able to do?

By the end of this unit you should be able to:

- Understand and use mean, median and mode
- Choose the most appropriate average
- Identify outliers
- Compare distributions using averages and range

### Key Terms

<b>Spread</b>	The distance/ how spread out/ variation of data	<b>Represent</b>	Something that shows the value of another
<b>Average</b>	A measure of central tendency – or the typical value of all the data together	<b>Outlier</b>	A value that stands apart from the data set
<b>Total</b>	All the data added together	<b>Consistent</b>	A set of data that is similar and doesn't change very much
<b>Frequency</b>	The number of times the data values occur		

### Mean, Median and Mode

#### Mean

A measure of average to find the central tendency... a typical value that represents the data

24, 8, 4, 11, 8

Find the sum of the data (add the values)	<b>55</b>
Divide the overall total by how many pieces of data you have	<b>55 ÷ 5</b>
<b>Mean =</b>	<b>11</b>

#### Median

The value in the center (in the middle) of the data

24, 8, 4, 11, 8

Put the data in order	<b>4, 8, 8, 11, 24</b>
Find the value in the middle	<b>4, 8, 8, 11, 24</b>
<b>Median =</b>	<b>8</b>

**NOTE:**  
If there is no single middle value find the mean of the two numbers left

#### Mode (The modal value)

This is the number OR the item that occurs the most (it does not have to be numerical)

24, 8, 4, 11, 8

This can still be easier if the data is ordered first	<b>4, 8, 8, 11, 24</b>
<b>Mode =</b>	<b>8</b>

### Choosing the appropriate average

The average should be a representative of the data set – so it should be compared to the set as a whole - to check if it is an appropriate average

#### Here are the weekly wages of a small firm

£240   £240   £240   £240   £240  
£260   £260   £300   £350   £700

Which average best represents the weekly wage?

The mean = £307

The median = £250

The mode = £240

#### Put the data back into context

Mean/Median – too high (most of this company earn £240)  
Mode is the best average that represents this wage

It is likely that the salaries above £240 are more senior staff members – their salary doesn't represent the average weekly wage of the majority of employees

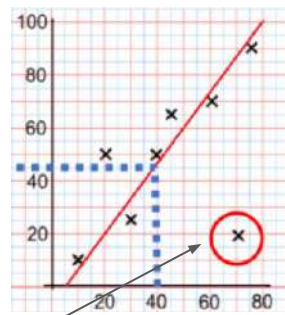
### Identify outliers

Outliers are values that stand well apart from the rest of the data

Outliers can have a big impact on range and mean. They have less impact on the median and the mode

152, 150, 142, 158, 182, 151, 153, 149, 156, 160

Where an outlier is identified try to give it some context. This is likely to be a taller member of the group. Could the outlier be an older student or a teacher?



Outliers can also be identified graphically e.g. on scatter graphs

### Comparing distributions

Comparisons should include a statement of average and central tendency, as well as a statement about spread and consistency.

Here are the numbers of runs scored by Lucy and James in cricket matches last month.

Lucy: 45, 32, 37, 41, 48, 35  
James: 60, 90, 41, 23, 14, 23

#### Lucy

Mean: 39.6 (1.d.p), Median: 38. Mode: no mode, Range: 16

#### James

Mean: 41.8 (1.d.p), Median: 32, Mode: 23, Range: 76

James has two extreme values that have a big impact on the range.

“James is less consistent than Lucy because his scores have a greater range. Lucy performed better on average because her scores have a similar mean and a higher median”



# Science 2023–24

In Science we assess at the end of each topic. Students will complete a unit key task, which will consist of a part A test for one lesson based on the unit studied and a Part B test that assesses information studied so far in science. This will then be followed by a feedback lesson where the students will have an opportunity to look at their areas of strengths and weaknesses from the topic.

The lead for science at The Whitstable School is Mr Baker.

	<b>Topic</b>	<b>Assessment</b>
<b>Term 5</b>	B6 - Biodiversity & disease	Pupils will learn about human impact on biodiversity in ecosystems. Human disease and immune system.
<b>Term 6</b>	C6 - Earth's atmosphere and the rock cycle.  P6 - Global energy sources	Pupils will learn about the Earth's atmosphere, including how and why it has changed over time. They will also investigate the different types of rock in the Earth's crust.  Pupils will investigate the different sources of energy, including their impact on the environment and how they are used to generate and distribute electricity.

Homework is to complete at least two daily tasks plus bonuses per week on Tassomai.

Pupils will learn about the concept of globalisation in Term 5. They will explore the successes and challenges of globalisation and fair trade around the world. In Term 6 pupils will go on to study the country of Japan, examining the similarities and differences between rural and urban Japan.

The lead for geography at The Whitstable School is Miss Gilbert

	Topic	Assessment
<b>Term 5</b>	Globalisation: Is it fair?	Knowledge based assessment on the core strands of the geography national curriculum;  Section A: locational and place knowledge Section B: human and physical geography Section C: geographical skills
<b>Term 6</b>	The geography of India	Knowledge based assessment on the core strands of the geography national curriculum;  Section A: locational and place knowledge Section B: human and physical geography Section C: geographical skills

Pupils should use this knowledge organiser as part of their revision. Pupils can also use [BBC Bitesize](#)



# Geography



India



1.43 billion



~ \$12,000 per year

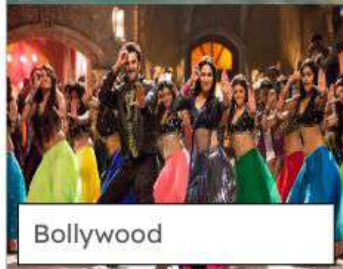
- India is located in southern Asia, covering an area of 3.3 million km<sup>2</sup>.
- In 2023, India overtook China as the world's most populous country, with a population density of 481 per km<sup>2</sup>.
- India is the world's largest producer of milk, pulses and jute.
- Bollywood, India's film industry, produces twice as many films per year than Hollywood, generating \$3 billion a year.
- The wealthiest 1% of Indians control 40% of the country's wealth.
- India is rich in biodiversity and biomes, including tropical rainforests and hot deserts.



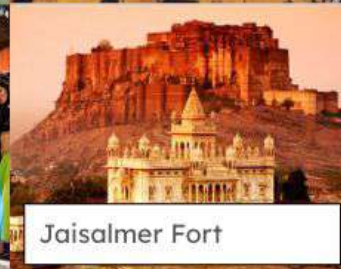
Taj Mahal



Dharavi, Mumbai



Bollywood



Jaisalmer Fort

## The geography of India

### Why is the Ganges River important?

The Ganges River is the longest in India at 2,510 km in length. The river is vital to the way-of-life for the 650 million people that live within its basin. The Ganges carries rich nutrients which, during a flood, fertilizes the land around it. In Hinduism, it is believed that bathing in the Ganges can lead to cleansing and salvation. There are also many energy producing dams along the river.

### Kerala 2018 floods - causes, effects, responses

#### Keywords:

<b>Megacity</b>	An urban area with a population over 10 million people
<b>Ganges</b>	India's longest and most sacred river
<b>Delta</b>	A large area of deposition at the mouth of the river
<b>Pollution</b>	Introduction of harmful materials into the environment
<b>Sanitation</b>	Level of access of clear water and suitable sewage disposal
<b>Monsoon</b>	Change in climate; seasonal; prolonged heavy and tropical rainfall
<b>Kerala</b>	South-western India; impacted by floods in 2018
<b>Dharavi</b>	A squatter settlement in Mumbai, India
<b>Thar Desert</b>	Desert on the India-Pakistan border
<b>Desertification</b>	The process of the ground becoming more like a desert; dry, arid

<b>2,300mm of rainfall</b> over 9 days (the average for August is 1,600mm)	Saturated soil lead to <b>landslides</b> and <b>mudflows</b>	Many <b>reservoirs</b> were at capacity	<b>3,200 relief camps</b> were set up to support those affected
<b>410 people</b> were killed, mainly by landslides	Water treatment plants were <b>submerged underwater</b> leading to contamination and disease	Area of <b>low pressure</b> - warm air rises, making way for moist air from the Indian Ocean	<b>83,000km</b> of roads needed repair, costing <b>£2.2 billion</b>
The Army and Air Forces were deployed to help the most isolated areas	<b>Overdeveloped floodplains</b> meant there was more surface run-off and less infiltration	Widespread flooding as <b>80 dams</b> had to be opened	Homes were destroyed, leaving <b>1 million people</b> homeless



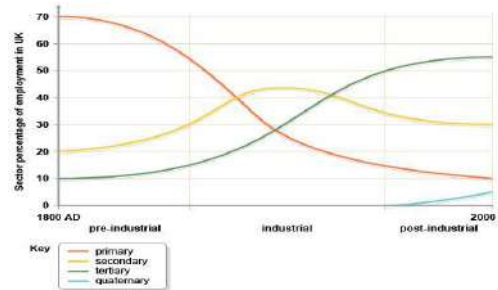
# Geography

## Keywords:

<b>BRICS</b>	The four largest economies and have developing economies with annual GDPs of over \$1 trillion. These are: Brazil, Russia, India and China.
<b>Capitalism</b>	An economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.
<b>Free trade</b>	A situation where there are no restrictions on trade between nations.
<b>Fair trade</b>	Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.
<b>Globalisation</b>	The process by which businesses or other organisations develop international influences or start operating on an international scale.
<b>Glocalisation</b>	The practice of conducting business according to both local and global considerations. The increasing presence of McDonald's restaurants worldwide is an example of globalization, while changes made to the menus of the restaurant chain, in an attempt to appeal to local tastes, are an example of glocalization.
<b>Megacities</b>	A city with a population of over 10 million.
<b>NAFTA</b>	North American Free Trade Agreement is an agreement signed by the governments of Canada, Mexico and the United States creating a trade bloc in North America.
<b>Non-governmental organisations</b>	NGO's are private organisations of a charitable or educational nature. For example OXFAM.
<b>Outsourcing</b>	The concept of taking internal company functions and paying an outside firm to handle them. Outsourcing is done to save money, improve quality or free company resources for other activities.
<b>Periphery</b>	Poor, exploited regions, historically dominated by strong, wealthy countries. I.e.: Africa, South America
<b>Sweatshop</b>	A factory where people work long hours for low pay.
<b>Trade</b>	Trade allows people to buy goods and services that are not produced in their own countries.
<b>Transnational Corporations</b>	TNC's are corporations that trade in many countries.
<b>United Nations</b>	The UN was formed in 1945. Its aim is to persuade countries to resolve their differences without resorting to violence.
<b>World Trade Organisation</b>	The WTO was established in 1995. It established a set of rules to govern world trade and its aim was to reduce national trade barriers. 150 countries belong to the WTO.

## The Clark-Fisher Model

The three-sector theory is an economic theory which divides economies into three sectors of activity: extraction of raw materials (primary), manufacturing (secondary), and services (tertiary). It was developed by Allan Fisher, Colin Clark and Jean Fourastié.



## Clark-Fisher Model

<b>Pre-industrial stage:</b>	LIC's have high amounts of primary industries due to the fact that there is a lack of education and they are mainly subsistence farmers. There are very few jobs in the tertiary and manufacturing sectors, due to lack of money to set up these factories or build them. Low income countries are in this stage.
<b>Industrial stage:</b>	As time passes, manufacturing increases, New factories spring up in many locations. So the secondary sector grows in importance. The tertiary sector also grows (but not as fast). The primary sector continues to decline in this period as the country industrialises. Middle income countries are in this stage.
<b>Post-Industrial stage:</b>	In this stage the tertiary sector become most important. Secondary sector tends to die away. As more people start to live in towns, there is a growing demand for various services - from health and education to transport and finance. Quaternary jobs begin to form too as the country becomes wealthier. High income countries are in this stage.

# Globalisation: Is it fair?

## McDonaldisation



The first McDonald's restaurant was started in 1948 by brothers Maurice ("Mac") and Richard McDonald in San Bernardino, California. They bought appliances for their small hamburger restaurant from salesman Ray Kroc.

<b>Number of stores:</b>	36,899 restaurants
<b>Number of countries it operates in:</b>	120 countries
<b>Fact:</b>	McDonalds opens up a new restaurant every 14.5hrs.
<b>Fact:</b>	McDonald's restaurants feed over 68 million people every day. There's more than the UK's population.
<b>Fact:</b>	75% of all sesame seeds grown in Mexico end up on a McDonald's hamburger.
<b>Fact:</b>	About 7% of all potatoes grown in the USA end up as McDonald's chips.

## Nokia: a TNC



Nokia has chosen to make mobiles phones in lots of different countries, and using China for manufacturing is becoming increasingly important for the company.

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>China has a population of over 1.2 billion people.</li> <li>Chinese government is making it cheaper to build factors.</li> <li>China has some of the world's largest ports.</li> </ul>	<ul style="list-style-type: none"> <li>Sweatshop working conditions.</li> <li>Low paid jobs - earn £14 per month.</li> <li>90% of workers are unmarried women.</li> <li>Workers are exposed to dangerous chemicals.</li> </ul>

## Palm Oil production

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>Provides locals with jobs.</li> <li>Contributes to positive economic growth.</li> <li>Increased property rights for small scale farmers.</li> </ul>	<ul style="list-style-type: none"> <li>Causing orangutan extinction and loss of plant species.</li> <li>Rainforest depletion.</li> <li>Deforestation</li> </ul>

In term 5 and 6 students will continue to study 20th Century history. In term 5, students will continue to look at the impact of the Civil Rights movement both in the USA and Britain. Then they will move onto the First World War, its key events and impact for term 6.

The lead for history at The Whitstable School is Mrs Coleman.

	<b>Topic</b>	<b>Assessment</b>
<b>Term 5</b>	Civil Rights: Emmett Till to George Floyd, how successful was the Civil Rights Movement?	Knowledge based questions and extended writing questions based on key knowledge analysis or source analysis.
<b>Term 6</b>	First World War: How did the First World War impact the world and Empires?	Knowledge based questions and extended writing questions based on key knowledge analysis or source analysis.

Pupils should use this knowledge organiser as part of their revision.

### Key people:

#### Malcolm X

Leader of the Black Power movement



#### Paul Stephenson

Led the British Bus boycotts in 1963



#### Rosa Parks

American Civil rights activist



#### Martin Luther King

Led the 1963 march on Washington



#### Doreen Lawrence

British civil rights activist



#### Emmett Till

14 year old murdered in 1955.



### Timeline:

**1833** – Slavery Abolition Act. Slavery was abolished in the British Empire and slaves freed.

**1865** – Slavery is abolished across the United States

**1955** – Emmett Till was murdered, leading to a national outcry.

**1955** – Rosa Parks leads the Montgomery Bus Boycotts.

**1957** – The Little Rock Nine enter High School in Arkansas.

**1958** – Race riots break out at the Notting Hill Carnival, England.

**1963** – Martin Luther King Leads the March on Washington

**1963** – Paul Stephenson leads the Bristol Bus Boycotts.

**1964** – President Lyndon B. Johnson passes the Civil Rights Act.

**1965** – Malcolm X is assassinated.

**1968** – Martin Luther King is assassinated.

**1993** – Black British teenager Stephen Lawrence was murdered, leading to a national outcry.

**2020** – In response to the death of George Floyd, Black Lives Matter protests happen across the world.

### Knowledge Questions:

- Who led the Montgomery Bus Boycott?**  
Rosa Parks
- What year was the Montgomery Bus Boycott?**  
1955
- What year did the Little Rock Nine enrol at Central High School, Arkansas?**  
1957
- What does Boycott mean?**  
A form of passive resistance by refusal to make use of a service.
- What were the laws called that allowed segregation in the Southern States?**  
Jim Crow Laws
- What decade did the Civil Rights Movement begin?**  
1950's
- When was the Civil Rights Act passed?**  
1964
- When were the Bristol Bus Boycotts?**  
1963
- What rights did Oliver Brown campaign for in the U.S Supreme Court?**  
The right to education, for his daughter Linda and other black children.
- What was it called when black people were separated from white people in public?**  
Segregation

### Assessment question and objectives:

How useful are sources A+B for an enquiry into the success of the Civil Rights Movement? (6 marks) (Ao3)

What are two things you can learn from this source about the Civil Rights Movement? (4Marks) (Ao3).

8 X Knowledge Questions (8 marks) (Ao1).

### Key words:

**Activists** - people who take action to get the changes they want.

**Boycott**- is a form of passive resistance by refusal to make use of a service.

**Segregated** - means the separation of a race, class or ethnic group.

**Jim Crow Laws** - Laws passed in the southern states of the USA, which allowed segregation in public places.

**Supreme Court** - Highest court of law in the United States.

**Lynching** - The public murder of African-Americans without a trial.

**NAACP** National Association for the Advancement of Coloured People. This organization fought for the freedoms of black Americans.

**Civil Rights** - The rights of citizens to political and social freedom and equality.

### Key people:



### Timeline:

1833 - \_\_\_\_\_ Slavery was abolished in the British Empire and slaves freed.  
 1865 - Slavery is abolished across the \_\_\_\_  
 1955 - \_\_\_\_\_ was murdered, leading to a national outcry.  
 1955 - \_\_\_\_\_ leads the Montgomery \_\_\_\_\_  
 1957 - The \_\_\_\_\_ enter High School in Arkansas.  
 1958 - Race riots break out at the \_\_\_\_\_, England.  
 1963 - \_\_\_\_\_ Leads the March on \_\_\_\_\_  
 1963 - \_\_\_\_\_ leads the Bristol Bus Boycotts.  
 1964 - President Lyndon B. Johnson passes the \_\_\_\_\_  
 1965 - \_\_\_\_\_ is assassinated.  
 1968 - \_\_\_\_\_ is assassinated.  
 1993 - Black British teenager \_\_\_\_\_ was murdered, leading to a national outcry.  
 2020 - In response to the death of \_\_\_\_\_, Black Lives Matter protests happen across the world.

### Knowledge Questions:

1. Who led the Montgomery Bus Boycott?
2. What year was the Montgomery Bus Boycott?
3. What year did the Little Rock Nine enrol at Central High School, Arkansas?
4. What does Boycott mean?
5. What were the laws called that allowed segregation in the Southern States?
6. What decade did the Civil Rights Movement begin?
7. When was the Civil Rights Act passed?
8. When were the Bristol Bus Boycotts?
9. What rights did Oliver Brown campaign for in the U.S Supreme Court?
10. What was it called when black people were separated from white people in public?

### Assessment question and objectives:

How useful are sources A+B for an enquiry into the success of the Civil Rights Movement? (6 marks) (Ao3)

What are two things you can learn from this source about the Civil Rights Movement? (4Marks) (Ao3).

8 X Knowledge Questions (8 marks) (Ao1).

### Key words:

A \_\_\_\_\_ - people who take action to get the changes they want.  
 B \_\_\_\_\_ - is a form of passive resistance by refusal to make use of a service.  
 S \_\_\_\_\_ - means the separation of a race, class or ethnic group.  
 J \_\_\_ C \_\_\_ L \_\_\_ - Laws passed in the southern states of the USA, which allowed segregation in public places.  
 S \_\_\_\_\_ C \_\_\_\_\_ - Highest court of law in the United States.  
 L \_\_\_\_\_ - The public murder of African-Americans without a trial.  
 N \_\_\_\_\_ National Association for the Advancement of Coloured People. This organization fought for the freedoms of black Americans.  
 C \_\_\_\_\_ R \_\_\_\_\_ - The rights of citizens to political and social freedom and equality.

### Key people:

**Kaiser Wilhelm II**  
Last German emperor



**Gavrilo Princip**  
Member of Black Hand, assassin of Archduke.



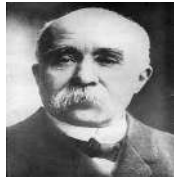
**David Lloyd - George**  
British Prime minister



**Archduke Franz Ferdinand**  
Heir to the throne of Austria - Hungary



**Georges Clemenceau**  
French Prime Minister



**Woodrow Wilson**  
President of the USA



### Timeline:

**1871** - unification of Germany, France loses the Franco-Prussian war.  
**1879** - Dual alliance: Germany and Austria-Hungary.  
**1882** - Triple alliance: Germany, Austria-Hungary and Italy.  
**1907** - Triple Entente: France, Britain and Russia.  
**1909-1912** - Moroccan crisis.  
**28 June 1914** - Assassination of Archduke Franz Ferdinand.  
**28 July 1914** - Austro-Hungarian declaration of war on Serbia.  
**1 August 1914** - Germany joined WW1 by declaring war on Russia.  
**3 August 1914** - France entered WW1 when Germany declared war.  
**4 August 1914** - Britain joined WW1 when Belgium was invaded by Germany.  
**6-10 September 1914** - First Battle of the Marne.  
**1915-1916** - Stalemate - Western Front trenches used, neither side could progress.  
**25 April 1915 - 9 January 1916** - Gallipoli campaign.  
**21 February - 18 December 1916** - Battle of Verdun.  
**1 July - 18 November 1916** - Battle of the Somme.  
**31 July - 10 November 1917** - The Third Battle of Ypres.  
**1917** - Russian Revolution  
**8-11 August 1918** - Battle of Amiens.  
**9 November 1918** - Kaiser Wilhelm II abdicated.  
**11 November 1918** - Armistice signed  
**28 June 1919** - Treaty of Versailles signed.

### Knowledge Questions:

**Who was in the alliance known as 'The Triple Alliance'?**  
Germany, Austria-Hungary and Italy.  
**Who was in the alliance known as 'The Triple Entente'?**  
France, Britain and Russia.  
**Who had the largest navy by 1914?**  
Britain.  
**Who had the second largest navy by 1914?**  
Germany.  
**Who was assassinated in 1914 which sparked the First World War?**  
Archduke Franz Ferdinand.  
**What organisation was the assassin part of?**  
The Black Hand.  
**Who was war minister and in charge of British recruitment?**  
Lord Kitchener.  
**What was given to men who did not go to war?**  
A white feather.  
**What was the area of land known as between the two front line trenches?**  
No-man's land.  
**What was a common illness in trenches due to the water and damp conditions?**  
Trench Foot.  
**When was sodium citrate used to improve blood transfusions?**  
1915.  
**What is the acronym for remembering the terms of the Treaty of Versailles?**  
BRAT - Blame, Reparations, Armed Forces, Territory.

### Assessment question and objectives:

12 X Knowledge Questions (8 marks) (Ao1).

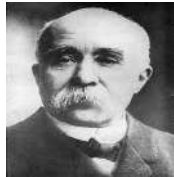
PEEL paragraph - Explain one way technology developed during the First World War. (4 marks) (Ao1/Ao2)

What are two things you can learn from this source about life in trenches during the First World War? (4 marks) (Ao3).

### Key words:

**Abdication:** an act of abdicating or renouncing the throne; stepping down.  
**Alliances:** means a formal agreement or treaty between two or more countries.  
**Armistice:** an agreement made by opposing sides in a war to stop fighting for a certain time; a truce.  
**Conscientious Objectors:** a person who for reasons of conscience objects to complying with a particular requirement, especially serving in the armed forces.  
**Imperialism:** means to extend a country's power or influence through colonization by using military forces.  
**Kaiser:** means the German word for King or Emperor.  
**Militarism:** the belief that a country should have a strong army that is prepared to defend or promote the country's interests.  
**Nationalism:** is a movement that promotes the interest of a particular nation, with the aim of gaining/maintaining self-governance.  
**Reparations:** the compensation for war damage paid by a defeated state.

### Key people:



### Timeline:

1871 - unification of \_\_\_\_\_, France loses the \_\_\_\_\_ war.

1879 - Dual alliance: \_\_\_\_\_

1882 - Triple alliance: \_\_\_\_\_

1907 - Triple Entente: \_\_\_\_\_

1909-1912 - \_\_\_\_\_ crisis.

28 June \_\_\_\_\_ - Assassination of Archduke Franz Ferdinand.

28 July 1914 - Austro-Hungarian declaration of war on \_\_\_\_\_

1 August \_\_\_\_\_ - Germany joined WW1 by declaring war on Russia.

3 August 1914 - France entered WW1 when \_\_\_\_\_ declared war.

4 August 1914 - \_\_\_\_\_ joined WW1 when Belgium was invaded by Germany.

6-10 September 1914 - First Battle of the \_\_\_\_\_.

1915-1916 - \_\_\_\_\_ - Western Front trenches used, neither side could progress.

25 April 1915 - 9 January 1916 - \_\_\_\_\_ campaign.

21 February - 18 December \_\_\_\_\_ - Battle of Verdun.

1 July - 18 November 1916 - Battle of the \_\_\_\_\_.

31 July - 10 November \_\_\_\_\_ - The Third Battle of Ypres.

1917 - \_\_\_\_\_ Revolution

8-11 August 1918 - Battle of \_\_\_\_\_

9 November 1918 - \_\_\_\_\_ Wilhelm II abdicated.

11 November 1918 - \_\_\_\_\_ signed

28 June \_\_\_\_\_ - Treaty of \_\_\_\_\_ signed.

### Knowledge Questions:

Who was in the alliance known as 'The Triple Alliance'?

Who was in the alliance known as 'The Triple Entente'?

Who had the largest navy by 1914?

Who had the second largest navy by 1914?

Who was assassinated in 1914 which sparked the First World War?

What organisation was the assassin part of?

Who was war minister and in charge of British recruitment?

What was given to men who did not go to war?

What was the area of land known as between the two front line trenches?

What was a common illness in trenches due to the water and damp conditions?

When was sodium citrate used to improve blood transfusions?

What is the acronym for remembering the terms of the Treaty of Versailles?

### Assessment question and objectives:

12 X Knowledge Questions (8 marks) (Ao1).

PEEL paragraph - Explain one way technology developed during the First World War. (4 marks) (Ao1/Ao2)

What are two things you can learn from this source about life in trenches during the First World War? (4 marks) (Ao3).

### Key words:

A \_\_\_\_\_: an act of abdicating or renouncing the throne; stepping down.

A \_\_\_\_\_: means a formal agreement or treaty between two or more countries.

A \_\_\_\_\_: an agreement made by opposing sides in a war to stop fighting for a certain time; a truce.

C \_\_\_\_\_ O \_\_\_\_\_: a person who for reasons of conscience objects to complying with a particular requirement, especially serving in the armed forces.

I \_\_\_\_\_: means to extend a country's power or influence through colonization by using military forces.

K \_\_\_\_\_: means the German word for King or Emperor.

M \_\_\_\_\_: the belief that a country should have a strong army that is prepared to defend or promote the country's interests.

N \_\_\_\_\_: is a movement that promotes the interest of a particular nation, with the aim of gaining/maintaining self-governance.

**Reparations:** the compensation for war damage paid by a defeated state.



## Spanish

In Spanish this term, pupils will learn to talk about holidays and will revise all of the topics covered so far this year in preparation for their exams.

The Subject Leader for MFL Spanish is Ms. Amboage

	<b>Topic</b>	<b>Assessment</b>
<b>Term 5</b>	Past holidays	- Where did you go on holiday? - What did you do on holiday?
<b>Term 6</b>	Future holidays	- Where are you going to go on holiday? - What are you going to do on holiday?



Where did you go on holiday?			13	because	<b>porque</b>
1	Last year	<b>El año pasado</b>	14	it was	<b>fue</b>
2	I went	<b>fui</b>	15	quite	<b>bastante</b>
3	to	<b>a</b>	16	pretty.	<b>bonito.</b>
4	Spain	<b>España</b>	17	Two years ago	<b>Hace dos años</b>
5	with	<b>con</b>	18	my friend	<b>mi amigo</b>
6	my family.	<b>mi familia.</b>	19	(he) went	<b>fue</b>
7	We went	<b>Fuimos</b>	20	to Scotland	<b>a Escocia</b>
8	by	<b>en</b>	21	but	<b>pero</b>
9	car	<b>coche</b>	22	he did not like it	<b>no le gustó</b>
10	and	<b>y</b>	23	because it was not	<b>porque no fue</b>
11	by boat.	<b>en barco.</b>	24	very	<b>muy</b>
12	I loved it	<b>Me encantó</b>	25	interesting.	<b>interesante.</b>



What did you do on holiday?			13	and I saw	y vi
1	On the first day	El primer día	14	the monuments.	los monumentos
2	in the morning	por la mañana	15	and I took	y saqué
3	I went	fui	16	lots of photos.	muchas fotos.
4	to the beach	a la playa	17	On the last day	El último día
5	and I swam	y nadé	18	I bought	compré
6	in the sea	en el mar	19	a t-shirt	una camiseta
7	and then	y luego	20	and I sent	y mandé
8	I played	jugué	21	a postcard.	una postal.
9	football.	al fútbol.	22	At night	Por la noche
10	On the next day	El día siguiente	23	my brother	mi hermano
11	I visited	visité	24	and I	y yo
12	a castle	un castillo	25	danced in the disco.	bailamos en la disco.



Where are you going to go on holiday?			13	boring	<b>aburrido</b>
1	Next year	<b>El año que viene</b>	14	because	<b>porque</b>
2	I am going to go	<b>voy a ir</b>	15	my brother	<b>mi hermano</b>
3	to	<b>a</b>	16	(he) is not going to go.	<b>no va a ir.</b>
4	Ireland	<b>Irlanda</b>	17	When I am 18	<b>A los dieciocho años</b>
5	by	<b>en</b>	18	my friends	<b>mis amigos</b>
6	car	<b>coche</b>	19	and I	<b>.y yo</b>
7	with	<b>con</b>	20	(we) are going to go	<b>vamos a ir</b>
8	my family	<b>mi familia.</b>	21	to Greece	<b>a Grecia</b>
9	I am going to like it	<b>Me va a gustar</b>	22	by coach	<b>en autocar</b>
10	however	<b>sin embargo</b>	23	which will be	<b>que será</b>
11	it will be	<b>será</b>	24	very	<b>muy</b>
12	quite	<b>bastante</b>	25	interesting.	<b>interesante.</b>



What are you going to do on holiday?			13	pero mi hermano	<b>but my brother</b>
1	El primer día	<b>On the first day</b>	14	va a	<b>(he) is going</b>
2	por la mañana	<b>in the morning</b>	15	leer.	<b>to read.</b>
3	voy a	<b>I am going</b>	16	Otro día	<b>Another day</b>
4	ir	<b>to go</b>	17	espero ir	<b>I hope to go</b>
5	a la playa	<b>to the beach</b>	18	a un restaurante	<b>to a restaurant</b>
6	con mi hermano	<b>with my brother</b>	19	donde	<b>where</b>
7	y vamos a	<b>and we are going</b>	20	quiero	<b>I want</b>
8	montar	<b>to ride</b>	21	comer paella	<b>to eat paella</b>
9	a caballo.	<b>horses.</b>	22	y mis padres	<b>and my parents</b>
10	Por la tarde	<b>In the afternoon</b>	23	van a	<b>(they) are going</b>
11	me gustaría	<b>I would like</b>	24	beber	<b>to drink</b>
12	descansar	<b>to rest</b>	25	cerveza.	<b>beer.</b>

In year 8, students will be deepening their knowledge and exploring how they fit into their local community. They will be exploring key topics including family and discrimination.

The Subject Leader for Philosophy, ethics and values is Mr Waters.

	<b>Topic</b>	<b>Assessment</b>
<b>Term 5</b>	Relationships	Students will explore relationships in a range of different ways, including looking at personal relationships, and relationships within the media.  Assessed via end of unit assessment.
<b>Term 6</b>	Changing me	Students will explore what makes positive relationships, and how to maintain positive relationships.  Assessed via end of unit assessment.

### Term 5 outline:

Key words	Definitions	Key words	Definitions
<b>Social media</b>	Gives people access to pictures, videos and websites.	<b>Online safety</b>	Being sensible online with behaviours and the way in which people act towards each other.
<b>Body image</b>	The way in which we see our bodies.	<b>Criminal age of responsibility</b>	The age of which you are responsible for your own actions.
<b>Self-confidence</b>	Having a belief in your own skills and ability to complete something.	<b>Personal space</b>	Being able to have time to yourself when needed.
<b>Media manipulation</b>	The way in which the media can distort our views on relationships.	<b>Consent</b>	Being given permission to do something.
<b>Relationships</b>	The bond between two or more people. This can be positive or negative.	<b>Online space</b>	The apps and spaces online that you have, such as messages, pictures and websites.
<b>Positive relationships</b>	The positive aspects of a relationship.	<b>Clashing relationships</b>	The relationships that we have in our lives that may clash. We have to be aware of how to cope and manage unhelpful relationships.
<b>Negative relationships</b>	The negative aspects of a relationship.		

### Big question: Because I'm worth it... or am I?

### Term 6 outline:

Key words	Definitions	Key words	Definitions
<b>Pornography</b>	An image or video that is inappropriate to watch under 18.	<b>Commitment</b>	Where both people have loyalty towards each other. This can be a romantic or non romantic relationship.
<b>Alcohol</b>	A substance that can affect mental wellbeing and can distort thoughts.	<b>Healthy relationships</b>	A relationships that is loving, kind and where each trusts and respects the other.
<b>STI</b>	A sexually transmitted infection that is spread through sexual contact.	<b>Unhealthy relationships</b>	A relationships that may be abusive.
<b>STD</b>	A sexually transmitted diseases that is spread through sexual contract.	<b>Coercive Control</b>	Where one person in the relationship controls the other through fear and manipulation.
<b>Intimacy</b>	Being close emotionally and physically with someone.	<b>LGBTQ+</b>	Lesbian, Gay, Bisexual, Transgender and Queer +
<b>Power</b>	A relationships that is one sided, such as a parent / child relationship.		
<b>Control</b>	Where one person in a relationship manipulates another.		

**Big question: What factors can make an intimate relationship happy and healthy?**

## **Art & Technology Carousel**

In Year 8 students will complete a carousel of 3 art subjects and 2 technology subjects in a double and a single lesson throughout the year.

### **ART**

Students will *complete a stand alone project on the themes of* Human Form, Issues & Text in Art and Textiles: Colour and Pattern.

Students are introduced to a range of artists and designers connected to their project themes and they develop ideas using a wide range of media and techniques including drawing, painting, printing, collage, sculpture and various textile techniques including weaving and batik.

For homework students will complete one task sheet for each project that will give them the opportunity to read, explore and create independently with video tutorial links to support learning in class. Students can use the knowledge organiser to recap the key terminology and extend their knowledge of the artists covered.

The Subject Leader for Art is Mrs Connell





### **DESIGN AND TECHNOLOGY**

Students will be making an Art Deco inspired keepsake box from timber. The main focus will be practising different joining methods to construct their box. Students will also explore the Art Deco movement and use it to inspire a design for the lid of their box, to add a decorative feature.





For homework, students will be given the whole term to complete a drawing booklet, to practise those key skills that are needed within DT. For Year 8, the focus will be on isometric drawing.

The subject leader for DT is Mrs Newton.















# YEAR 8 ART Knowledge Organiser - 'Human Form' Rotation

Themes	Artists	Techniques	Vocabulary	Explained
<b>War/Emotion/ Loss</b>	Kathe Kollwitz 	Ink and charcoal mark making, tone and form.	<b>Monochrome</b>	Refers to working in purely black and white media. E.g. White chalk on black card.
<b>Distorted Figures</b>	Giacometti Lynn Chadwick 	Modelling plasticine figures, group installation.	<b>Sculpture</b>	Three-dimensional art made by one of four basic processes: carving, modelling, casting, constructing.
<b>Figures and movement</b>	Matisse Amy Kim Yonil 	Cut and torn paper collage – drawing with scissors.	<b>Composition</b>	Composition is the arrangement of elements within a work of art – the layout.
<b>Multiple viewpoint portraits</b>	Picasso Ryan Hewett Koola Adams 	Oil pastel drawing and pattern	<b>Cubism</b>	Art that transforms natural shapes into exaggerated geometric ones. Different views of figures are put together in the same picture appearing fragmented and abstracted.

# YEAR 8 ART TEXTILES Knowledge Organiser - Textiles Rotation: Colour and Pattern

Themes	Techniques/ Materials	Equipment	Vocabulary	Explained
<p><b>Seasons</b></p> 	<p><b>Weaving</b></p>  <p><b>Crayon Batik</b></p> 	<p><b>Bodkin</b></p>  <p><b>Card loom</b></p> 	<p><b>Batik</b></p>	<p>Batik is an Indonesian technique of wax-resist dyeing. This technique originated from the island of Java, Indonesia. Batik is made by drawing dots and lines of the resist with a tjanting.</p>
<p><b>Indonesian Textiles</b></p> 	<p><b>Poly printing</b></p>  <p><b>Applique</b></p> 	<p><b>Fabric scissors</b></p> 	<p><b>Art Deco</b></p>	<p>Art deco is a design style from the 1920s and 1930s in furniture, decorative arts and architecture characterised by its geometric character</p>
<p><b>Art Deco Patterns</b></p> 	<p><b>yarn</b></p>  <p><b>crayons</b></p> 	<p><b>Fabric scissors</b></p> 	<p><b>Motif</b></p>	<p>A motif is a recurring fragment, theme or pattern that appears in a work of art.</p>
<p><b>Op Art</b></p> 	<p><b>poly tile</b></p>  <p><b>fabric</b></p> 	<p><b>pins</b></p> 	<p><b>Op Art</b></p>	<p>Op art was a major development of painting in the 1960s that used geometric forms to create optical effects It was highly influential on fashion and design.</p>
<p><b>Homework Project: Design an Art Nouveau cushion using the organic shapes found in plant forms.</b></p>			<p><b>Warp</b> (vertical) </p> <p><b>Weft</b> (horizontal) </p>	<p>The warp is the tightly stretched lengthwise threads on a loom. The weft is woven between the warp threads. To weave you must start with the warp threads.</p>

## YEAR 8 ART Knowledge Organiser - 'Issues - Text in Art' Rotation

Themes	Artists	Techniques	Vocabulary	Explained
Introduction to Text in Art	 <b>Illuminated letters &amp; Mike Perry</b> <b>Bob and Roberta Smith</b> 	Graphic design & lettering	<i><b>Illuminated Manuscripts</b></i>	Highly decorative hand written religious texts. Often including detailed images.
Feminism and consumerism	 <b>Barbara Kruger</b> 	Collage and composition	<b>Feminism</b>	The ongoing struggle to achieve political, economic, personal, and social equality of the sexes.
Political and social issues	 <b>Banksy</b> 	Stencil printing	<b>Stencil Art</b>	A thin sheet of paper, with a design cut from it like a window. The image is transferred to a surface through the use of spray paint or sponge.
	 <b>Jenny Holzer</b> 	Projection	<b>Street art</b>	Visual art created in public locations. Usually Street art exists outside the usual constraints of the traditional art-world and galleries.
Current Affairs	 <b>Tom Phillips</b> 	Illustration	<i><b>Book art</b></i>	Art made from or in books, sometimes using the existing text as a starting point.
BLM / Crime	 <b>Chris Ofili</b> 	Mixed-media	<b>Mixed-media</b>	Mixed media is a technique in which more than one medium or material has been used to create a single artwork
<b>Homework Project:</b> Graffiti	 		<b>Graffiti</b>	Writing or drawings that have been scribbled, scratched, or painted on a public wall or other surface.

# YEAR 8 KNOWLEDGE ORGANISER - TIMBER BOX

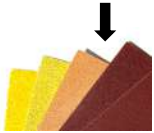
## EQUIPMENT

Wasting and abrading tools:



Belt sander

Sandpaper



Coping saw

File



Tenon saw



Pillar drill



Steel rule



Bevel



Square rule



## PROCESS OF TIMBERS INTO A WORKABLE FORM



**Felling** - cutting down of tree

**Timber conversion** - cutting down into manageable forms e.g. planks



**Seasoning** - taking the moisture out of the timber e.g. kiln and air

Hardwoods usually **grow** in **warm climates** and are **slow growing**, which makes the more **expensive**. The wood tends to have a **tighter grain** and be **denser** and **harder** than softwood.

## HARDWOODS



Mahogany



Balsa



Ash



Oak



Beech

## MANUFACTURED BOARDS

Processed pieces of timber can be **combined** with **glue** and **compressed** into **boards**.



Plywood



Chipboard



MDF

## SOFTWOODS

Softwoods **grow** in **colder climates** and are **faster growing** - this makes them fairly **cheap** and **readily accessible**.



Spruce



Larch



Pine



Properties of wood	Key words	Meanings
<b>Hard</b> - the ability to <b>withstand</b> scratching or <b>denting</b>	<b>Tolerance</b>	Tolerance is the required <b>accuracy</b> of a <b>measurement</b> . It's important that the <b>dimensions</b> (size) of <b>components</b> are <b>accurate</b> . If they aren't, the parts <b>won't</b> fit together properly when the product is assembled.
<b>Tough</b> - it means the material is <b>hard to break</b> or <b>snap</b>	<b>Wasting and abrading</b>	A wasting process is one that produces <b>waste</b> or <b>unusable material</b> by either <b>cutting bits out</b> or <b>cutting bits off</b> , you can do this by using <b>abrading tools</b> e.g. <b>files, saws, planes</b> etc.
<b>Durable</b> - means a material can <b>last a long time</b> and can <b>withstand pressure</b> and <b>damage</b> .	<b>Finished and treatments</b>	Surface finishes and treatments is an <b>additional process</b> applied to the <b>surface</b> of a material for the purpose of <b>adding functions</b> . Such as <b>rust</b> and <b>wear resistance</b> or <b>improving the decorative properties</b> to <b>enhance its appearance</b> .
<b>Dense</b> - it means the pieces of it are <b>close together</b> , or there is a lot of material in a small space. Dense materials are usually <b>heavy</b> and often <b>hard</b> .		
<b>Insulator</b> - a material that does <b>not allow heat</b> or <b>electricity</b> through it. <b>Timber</b> is a <b>good insulator</b> of heat.		

# YEAR 8 KNOWLEDGE ORGANISER- TIMBER BOX

## SCREWS AND NAILS



## DOWEL RODS



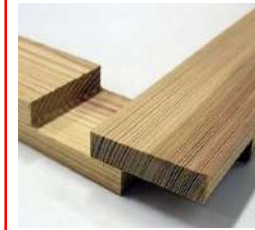
## HINGES



Wood joints are a **traditional** method of **joining** timber. There are a range of different joints that can be used for different situations that provide a variety of levels of **strength** and **structure**.

## JOINTS

Half lap



Finger joint



Mitre joint



Mortise and Tenon



Dowel joint



Dovetail joint



Butt joint



Rabbit joint



## TREATMENTS & FINISHES



**PAINT** - can be used to **decorate** or **prepare** the wood.



**VARNISH** - protects wood, providing a **durable** surface that helps to prevent **damage** and keeps it in **good condition**

**OIL** - An oil finish is designed to **protect** wood and bring out its **natural beauty**, it's **water** and **alcohol resistant**.

**WAX** - when using wax the **surface** of wooden objects is **protected** from **moisture**, and it **holds** the **colour** of the wood for a long time.



**STAIN** - will **change** or **enhance** the **natural colour** of your wood, it **highlights** the **grain**, **intensify** existing tones, or **changes** the colour.



**PRESERVER** - will **protect** the wood against **mould**, **algae**, **wood boring insects** and **rot**



## STOCK FORMS

Timbers can be bought in different **stock forms** and **sizes**

Manufactured boards come in sheets



Softwoods and hardwoods come in planks



Dowels are used for joints



Mouldings are used for skirting and door frames

## COMMUNICATION OF IDEAS

There are different ways of communicating ideas, **isometric** and **orthographic** are examples of these:



**ORTHOGRAPHIC** - An orthographic projection is a way of **representing** a **3D object** by using several **2D views** of the object. E.g. **side, front and back view**.



**ISOMETRIC** - Isometric drawing is a form of **3D drawing**, which is set out using **30-degree angles**.

## **Art & Technology Carousel**

In Year 8 students will complete a carousel of 3 art subjects and 2 technology subjects in a double and a single lesson throughout the year.

## **Cooking & Nutrition**

Cooking & Nutrition in Year 8 continues to develop students understanding of the Government's healthy eating guidelines through further study of the Eatwell guide and the function of nutrients. Food provenance & farming methods will also be covered.

Students knowledge and understanding of food safety will be deepened in order to ensure that they can produce a range of dishes safely. Students will learn about the 4 C's - Clean, Cook, Chill, Cross contamination. This enables students to prepare increasingly more complex practical dishes.

Students will also begin to study the science of food by completing food specific practical investigations.

Homework will consist of short quizzes to ensure retention of knowledge. Students are expected to bring in a named container and an apron for each practical lesson.

The Subject Leader for Cooking & Nutrition is Mrs B Harvey

# Yr 8 Practical Knowledge Organiser

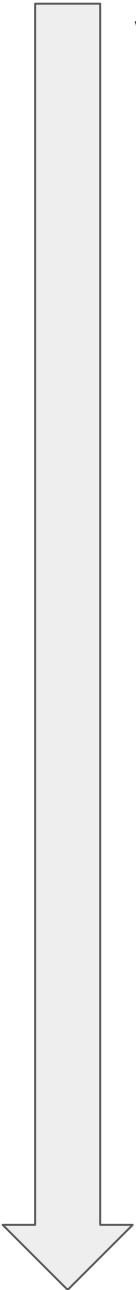


## Functions of ingredients in bread

Flour	Bulk, provides energy. Contains gluten.
Yeast	Produces carbon dioxide, making gas bubbles
Salt	Flavour, strengthens gluten

## Technique

Rubbing in	Using your fingertips, rub the flour and butter together until the mixture resembles breadcrumbs.
Kneading	Stretching, pushing and pulling the dough to allow gluten to develop.
Proving	Giving time in a warm environment for yeast to reproduce.
Shaping	Moulding dough into the required shape for baking.
Baking	Cooking a product in



## Washing up



Boiling = big bubbles, evaporates liquids quickly. Simmering = small bubbles, evaporates liquids more slowly & help infuse flavour.



The Subject Leader for Performing Arts is Mrs Freeman

	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Term 5</b>	<b>Introduction to classic text</b>	Students will be assessed on their performance skills and their use of techniques.
<b>Term 6</b>	<b>Comedy and tragedy</b>	Students will be assessed on their performance skills and their use of techniques.



**William Shakespeare**  
**(26 April 1564 – 23 April 1616)**  
 Playwright, poet, and actor  
 Stratford-upon-Avon,  
 Warwickshire.

His works consist of some 39 plays, 154 sonnets, two long narrative poems, and a few other verses, some of uncertain authorship.

### Some of Shakespeare's plays

- **Romeo and Juliet**
- **Macbeth**
- **Hamlet**
- **Othello**
- **A Midsummers Night Dream**
- **Julius Caesar**
- **King Lear**

### Key Terms

<b>Scene</b>	a brief moment in a play consisting of dialogue and action
<b>Act</b>	several scenes following on from each other. Each act forms the different parts of the plot.
<b>Stage Direction</b>	an instruction in the script of a play, directing the movements of the actors, the arrangement of scenery, etc.
<b>Audience</b>	the people watching the play.
<b>Playwright</b>	the writer of the play Soliloquy/monologue- an act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.
<b>Climax</b>	the climax is the turning point, which changes the protagonist's fate.
<b>Imagery</b>	Creating a mental picture for the reader through appealing to the senses (smell, touch, taste, see, hear).

### Dramatic Devices

<b>Foreshadowing</b>	a device in which the writer gives a warning or indication of the future
<b>Dramatic tension</b>	a sense of excitement or anticipation that the audience feels
<b>Dramatic irony</b>	occurs when the audience are aware of a detail that characters on stage are not aware of
<b>Dramatic tension</b>	a sense of excitement or anticipation that the audience feels.
<b>Pauses and cliffhangers</b>	these techniques are used to give suspense to the play

### Comedy

*Comedy is a genre and a type of dramatic work that is amusing and satirical in its tone, mostly having a cheerful ending. The purpose of this dramatic work is to result in a happy or successful conclusion.*

#### Types of Comedy:

##### Character comedy

This is where the actors play humorous character to invoke comedy. They will often be stereotypes.

##### Physical comedy

Often referred to as slapstick. Comedy is found in large physical movement and gesture and is influenced by clowning.

##### Sitcom

Scripted show about real life people. Often over exaggerated for comic effect.

##### Improvised comedy

Actors may use words, location or situations to improvise a comical scene or song.



**Comedy is tragedy  
plus time**

### Tragedy

*Tragedy is a type of drama that presents a serious subject matter about human suffering and corresponding terrible events in a dignified manner.*

#### Key concepts with tragedy:

##### Pace

A tragedy often uses a slow pace to allow the audience to take in the scene. This also allows the actors to build emotion.

##### Storyline

In tragedy, the audience must relate to the storyline to feel the emotion of the characters.

##### Characters

The characters need to be relatable and realistic. We must also like to 'victim' to feel sorry for them.

##### Tension

We can create tension by using a slow pace. Leaving a long pause on stage can build a great deal of tension.

Pupils develop their skills and knowledge in performing, creating and critically responding during Dance lessons.

The Subject Leader for Dance is Ms Everson

	TOPIC	ASSESSMENT
<b>Term 5</b>	Fitness and circuits	Performance of set phrase: <ul style="list-style-type: none"> <li>- Physical skills</li> <li>- Mental skills and attributes</li> </ul> Creative choreography: <ul style="list-style-type: none"> <li>- Selection and use of actions</li> <li>- Selection and use of dynamics</li> </ul>
<b>Term 6</b>	Contact Work	Performance of set phrase: <ul style="list-style-type: none"> <li>- Technique</li> <li>- Sensitivity to other dancers</li> </ul> Creative choreography: <ul style="list-style-type: none"> <li>- Communication of intent</li> <li>- Selection and use of spatial content</li> </ul>

The FOUR Elements of Movement	
<b>Actions</b>	<b>What</b> a dancer does.
<b>Dynamics</b>	The <b>qualities</b> of movement based upon variations in speed, strength and continuity.
<b>Spatial content</b>	The <b>'where'</b> of movement.
<b>Dance relationships</b>	The ways in which dancers <b>interact</b> and the connections between dancers.



# Dance

<b>Actions</b>	
travelling	whole body actions that take the body into another part of the space.
turning	a movement around a fixed point where the body rotates
elevation	the action of 'going up' without support, such as in a jump
gesture	an isolated movement which does not involve the transference of weight
stillness	where a position is held and the body remains still

<b>Dynamics</b>	
speed	fast/slow, sudden/sustained, acceleration - speeding up the movement/deceleration - slowing down the movement
strength	strong/light
continuity	flowing/abrupt

<b>Spatial Content</b>	
levels	distance from the ground: low, medium or high
directions	the facing of a movement
pathways	designs traced in space, on the floor, or in the air
size	How big or small a movement is

<b>Dance Relationships</b>	
mirroring	reflecting an action as if in a mirror
action and reaction	one action 'triggers' another, like a conversation
complement	performing actions or shapes that are similar to, but not exactly the same as another dancer's
contrast	movements or shapes that have nothing in common
contact	physical touch of body parts

<b>Expressive Skills</b>	
projection	the energy the dancer uses to connect with and draw in the audience
focus	use of the eyes to enhance performance or interpretative qualities
spatial awareness	consciousness of the surrounding space and its effective use
facial expression	use of the face to show mood, feeling or character

<b>Safe Working Practice</b>	
safe execution	carrying out actions safely and with the required intention
appropriate dancewear	what the dancer wears for class and rehearsal - footwear, hairstyle and absence of jewellery
personal care	nutrition, hydration
respect for others	working sensitively with partners
preparation and recovery	warming up and cooling down

In term 5, pupils will learn about Songwriting, building on their musical understanding and knowledge with compositional techniques, song structure, harmony, melody and improvisation. Pupils will improve their listening skills by analysing the songwriting techniques used in popular songs; read and evaluate a range of different song lyrics before writing their own.

In term 6, pupils will expand their music theory knowledge with Composition. Pupils will learn how to write for different instruments and create band arrangements. This will include harmonic movement (chord progressions), basslines, writing melodies (hooks/riffs/motifs) and drum beats.

Knowledge Organisers to follow.

The Subject Leader for Performing Arts is Mrs Freeman



# Physical Education

In PE we will be covering a range of activities and sports in the summer that fit predominantly into striking and fielding and maximal effort.

The subject leader for PE is Mrs Merrick

	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Term 5</b>	Athletics Rounders	Practical Assessment
<b>Term 6</b>	Athletics Softball	Practical Assessment



### Players and Equipment

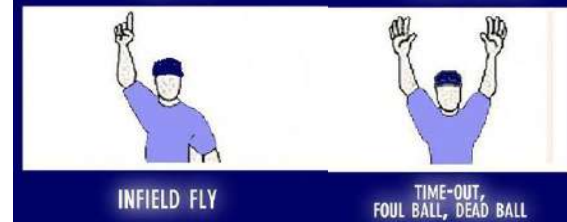
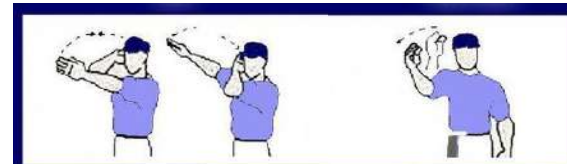
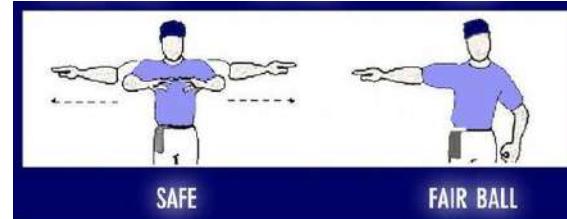
- Each team consists of 9 players.
- Mitts **(TO BE WORN ON NON-THROWING HAND)**.
- Balls and bats, base plates supplied by home team.

### Basic Game and Scoring System

- The away team bats first (top of the innings) and the home team bats second (bottom of the innings).
- The playing field is divided into the infield and outfield.
- The 'diamond'. Inside the baseline is known as the infield and outside the baseline but inside the playing field is called the outfield.
- An official game is 7 innings.
- Game length = 60 minutes. 3-7 innings long. After 60 minutes a further innings should be played if scores are level.
- Each innings will be played as first to 5 runs or 3 outs (whichever comes first).
- All runs will stand on the play when the 5th run is scored. Therefore, the maximum innings score would be 8 runs.

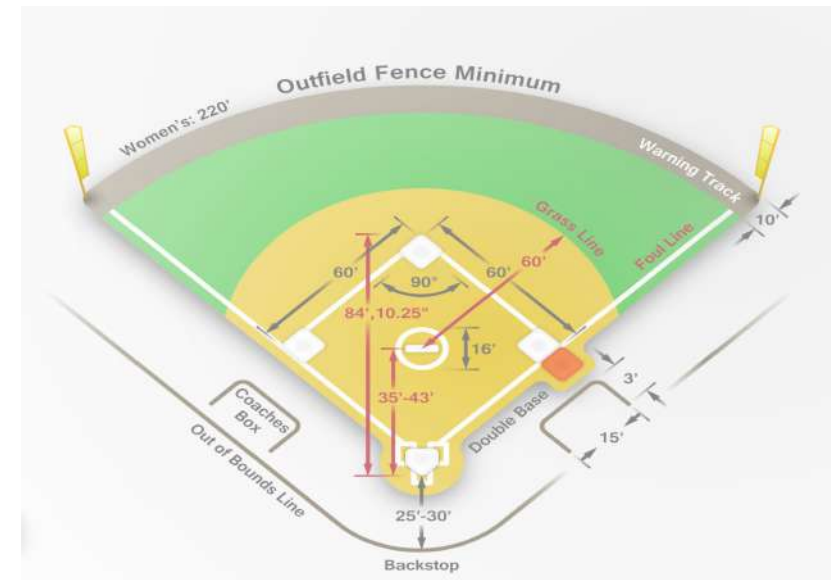
### Umpiring

All umpiring should be positive i.e. close base calls and poor pitches should go in the batter's favour.



### Fielding

- Any sort of 'miss-field' opens up the bases for batters to run even if they had been previously tagged.
- No infielder (other than the pitcher) is allowed within the diamond before the ball is hit.





### Bowling/underarm

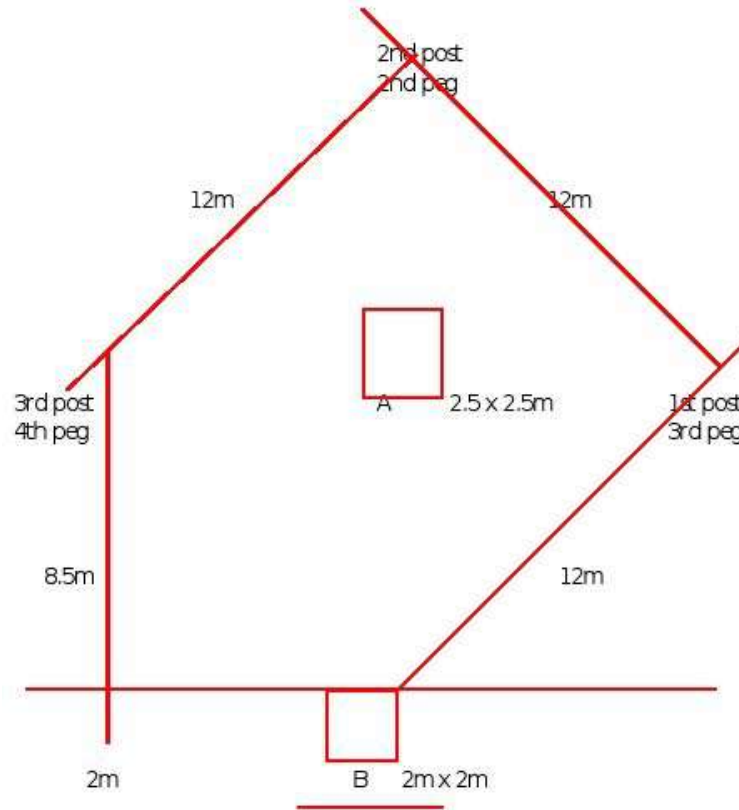
1. Forward facing
2. Throwing arm backwards, past hips
3. Look at target
4. Step on opposite leg to throwing arm (same time).
5. Release at waist height

Ext: Think about height, speed (lets make it harder to hit!)

### Overarm

1. Sideways on
2. Throwing arm 90°
3. Non throwing pointing at target.
4. Weight on back foot/same as throwing arm
5. Bring arm past ear
6. Take a Step

### Rounders Pitch



### Catching:

move in line/fingers pointing at sky or floor (NOT AT BALL)/ arms should go towards ball and bring in as you close fingers around the ball/ watch the ball all the way

### Batting Technique

#### Step 1: Preparation

- Sideways onto the bowler
- Feet, shoulders width apart (or what is comfortable)
- Arm behind ready to hit
- Watching bowler
- Weight on back foot

#### Step 2: Swing

- As the ball approaches transfer weight to the front foot, as you swing
- Watch the ball all the way to the bat.

**TIP: BAT SHOULD GO AROUND THE SIDE OF YOUR BODY TO MAKE HIT MORE SUCCESSFUL.**



**TIP: TO RAISE SUCCESS OF HITTING KEEP FEET STILL.**



# Philosophy, Culture and Ethics (PCE)

## Philosophy, Culture & Ethics (Key Stage 3)

The aims of the PC&E syllabus is to introduce pupils to the world of ideas. They will have an opportunity in lessons to learn that there are some questions that we have been asking for thousands of years, for which we still seek answers. In PC&E lessons, there is never one 'right' answer, so pupils are encouraged to express their view in a reasoned, polite manner.

We will look at the world and the riddle of existence from lots of different perspectives – those of philosophers (old and new), ethicists, artists and poets, and through religious teachings from the major faiths of the world.

Pupils will be encouraged to debate the big questions, in class, giving verbal presentations, asking each other questions, and discussing big ideas.

The lead for this subject in the school is Mr Williams

Some question examples:

Year 7	Year 8	Year 9
What is meant by 'society'? What is power? Should happiness be the purpose of life?	Is religious belief another form of superstition? How do we know we exist? Can spiritual curiosity be bad for your health?	Are humans free to make themselves up as they go along? What does power look like? What is meant by diversity (in society)?

All KS3 PC&E pupils will enjoy one lesson a week.

Assessments will take place at the end of each term will take the form of one online multiple choice questionnaire.



# Philosophy, Culture and Ethics (PCE)

<b>Subject Terminology</b> – How many of these do you know? Can you spell them correctly? Are you confident using them in your discussions?	
<b>Religion</b>	A particular system of worship or belief
<b>Superstition</b>	A widely held but irrational belief in the supernatural, especially leading to good or bad luck, or a practice based on such a belief.
<b>Parable</b>	A simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels.
<b>Myth</b>	A traditional story concerning the early history of a people or explaining a phenomenon, and typically involving supernatural beings or events.
<b>Faith</b>	Strong belief in the doctrines of a religion, based on spiritual conviction rather than proof.
<b>Morals</b>	Standards of behaviour; principles of right and wrong.
<b>Ethics</b>	Moral principles that govern a person's behaviour or the conducting of an activity; the branch of knowledge that deals with moral principles.
<b>Philosophy</b>	The study of the fundamental nature of knowledge, reality and existence.
<b>Culture</b>	The ideas, customs, and social behaviour of a particular people or society, including all forms of artistic expression.
<b>Secular</b>	Not connected with religious or spiritual matters.
<b>Monotheist</b>	The doctrine or belief that there is only one God
<b>Atheist</b>	A person who does not believe in the existence of God or gods.

Religions of the world and their religious texts		
<b>Christianity &amp; Judaism</b>	The religion based on the person and teachings of Jesus Christ, or its beliefs and practices. It is the world's largest monotheist religion and is the main religion of Great Britain. Judaism is the world's oldest monotheist religion, dating back nearly 4000 years.	<b>The Bible</b> – a collection of religious texts, writings or scriptures sacred to Jews, Samaritans, Christians, Muslims, and others <b>The Torah</b> – the first five books of the Hebrew bible.
<b>Islam</b>	The religion of Muslims, a monotheistic faith revealed through Muhammad as the Prophet of Allah. It is the world's second largest religion.	<b>The Quran</b> – the central religious text of Islam, believed by Muslims to be a revelation from God.
<b>Hinduism</b>	A major religion and cultural tradition of South Asia, which was developed from the Vedic religion. It is the world's third largest religion and involves the worship of one God that takes many forms.	<b>The Vedas</b> – otherwise known as 'Boos of Knowledge' they are the foremost sacred texts of Hinduism, written from around 1200 BC.
<b>Sikhism</b>	A monotheist religion founded in Punjab in the 15 <sup>th</sup> Century by Gura Nanak. Sikhism is one of the youngest of the major religions and the world's fifth largest organised religion.	<b>Adi Granth</b> – the 'First Book' also called Granth or Granth Sahib, the sacred scripture of Sikhism.
<b>Buddhism</b>	A widespread Asian religion or philosophy, founded by Siddhartha Gautama in north eastern India in the 5 <sup>th</sup> Century BC.	<b>The Tripitaka</b> – the earliest collection of Buddhist teachings and the only text recognised by Theravada Buddhists.

## Oracy Lessons – Talking roles:

**Instigator**  
The person who starts the discussion could say:

- “I would like to start by saying...”
- “I think the first thing we should consider is ...”
- “To begin with, let's talk about...”

**Prober**  
The person who digs deeper into the argument and asks for evidence might say:

- “What evidence do you have to support...?”
- “How does that support your argument that ...?”
- “Could you explain how you came to that conclusion?”

**Builder**  
The person who develops, adds to or runs with an idea could say:

- “I agree, but I'd like to add that ...”
- “Linking to your point, I think ...”
- “Building on that idea, I think ...”

**Challenger**  
The person who disagrees, or presents another argument could say:

- “That's true, but have you considered...?”
- “You mentioned \_\_\_\_\_, but what about...?”
- “I hear what you're saying, but have you thought about ...”



# Philosophy, Culture and Ethics (PCE)

**The Ten Commandments** - According to the Bible, God gave Moses a set of ten laws that they should follow in order to please him. God told Moses that if the rules were not followed, God would punish people who disobeyed them. Today these laws are known as the Ten Commandments. They are found in the Bible in the book of Exodus. They are:

1. **Do not have any other gods.** ( Christians and Jews believe there is only one God and that it is a sin to worship another.)
2. **Do not make false idols.** (Christians and Jews believe it is a sin to create any other form of personal religion.)
3. **Do not disrespect or misuse God’s name.** (Christians and Jews believe it is wrong to use the name of God, or Jesus as an expletive, or to use their names disrespectfully.)
4. **Remember the Sabbath and keep it holy.** (Traditionally, it has been important for Christians and Jews to keep one day of the week holy, reflecting the story of Creation.)
5. **Honour your father and mother.** (Christians and Jews believe that it is a religious duty to be respectful and obedient to one’s parents.)
6. **Do not commit murder.** (Christians and Jews believe that it is a mortal sin to take another’s life.)
7. **Do not commit adultery.** (Christians and Jews believe it is a mortal sin to have sexual relationships outside of marriage.)
8. **Do not steal.** (Christians and Jews believe it is a mortal sin to unlawfully take another person’s property.)
9. **Do not tell lies.** (Christians and Jews believe it is a sacred duty to always tell the truth.)
10. **Do not be envious of others.** (Christians and Jews believe it is important to be content with the things we have and not covet jealously what others have.)

## Religious perspectives:

- **God: Christians** believe in the *triune* God - God the father, the son (Jesus) and the Holy Ghost (Christ risen after death). **Jews** believe that God is a spiritual entity that manifests itself in our very being. They do not believe in a specific *hell*, but a place of darkness from which you may be summoned. **Muslims** believe in Allah, the absolute one, the all-powerful and all-knowing ruler of the universe, and the creator of everything in existence. **Hindus** actually only believe in one God, Brahman, who can appear as many Gods. **Buddhists** do not believe in a personal god. They believe in constant change and a spiritual path to enlightenment.
- **Charity: Sikhs** believe that receiving charity is the right of the poor; that the wealthy have a spiritual duty to be charitable, known as *Vand Chhakna*. **Christians** believe charity to be the most important of all Christian virtues. **Buddhists** believe that being charitable is a duty and benefits the giver. This is known as *Dana*.
- **Death and the afterlife: Buddhist, Sikhs and Hindus** all believe in versions of *reincarnation* - the non-physical essence of a living being begins a new life in a different physical form or body after biological death. **Muslims** believe there is a life after death, known as *Akhirah*. They believe it is Allah (God) who decides which of the dead will be granted this. **Christians** believe that a person’s **soul** lives on after death and can be reunited with God, which is based on the story of Christ’s resurrection.
- **Prayer and worship: Christians** believe this is how they communicate with God to confess sins and to seek his forgiveness and wisdom. **Muslims** pray because God has told them that they are to do this, and because they believe that they obtain great benefit in doing so. **Hindus and Buddhists** use chanting of mantras as the most popular form of worship. Yoga and meditation are also considered as a form of devotional service.

**The Golden Rule:** “Do unto others as would you have them do unto you.” This is from the Bible, from the story of Jesus’ Sermon on the Mount, as told in the Gospel of Matthew. It basically means that we should treat other people as we would like and expect them to treat us. It is an example of *reciprocal altruism* and most orthodox religions have their versions. Humanists and atheists also subscribe to it as an ethical example of civilised behaviour which benefits us all.