



Year 8 Knowledge Organiser Term 2

Creating a
community of
choices & chances

English
Drama
PE
Science
Religious
Education



Art
Maths
Geography
MFL
History



Information

Creating a
community of
choices & chances

What is the Head Start Booklet?

This head start booklet has been created in order for you to get a head start on your learning in preparation for your return to school in September.

Imagine going into your History, English or Science lesson and already having some knowledge of the topics you are going to cover.

There are also link to education sites such as GCSE Pod and BBC Bitesize to help with your learning.

You should aim to complete at least one hour of home learning per school day. This will consist of:

- *Completing the activities that are set out for each subject on the knowledge organiser.*
- *Use the strategies on the next page for recalling and retaining the content you have learned.*
- *Try to complete two periods of 20 minutes reading each week.*

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	English	Maths	Science	History	MFL
Subject 2	Geography	Art	Performing Arts	RE	Design Tech

Why not create your own timetable like the one above?



Information

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GCSE Pod is an excellent platform that our school has access to and brings your school subjects to life in a series of 3-4 minute pods for you to watch and build your content knowledge. You can also use the strategies on the previous page to recall and retain the content you have learned.

<https://www.gcsepod.com/>

BBC

Bitesize

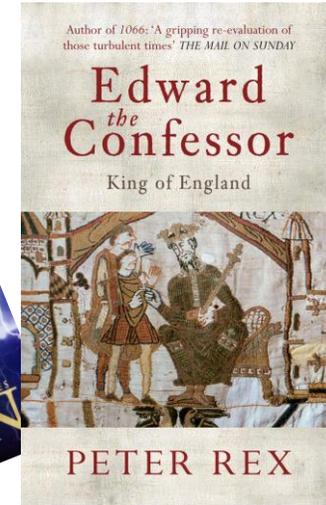
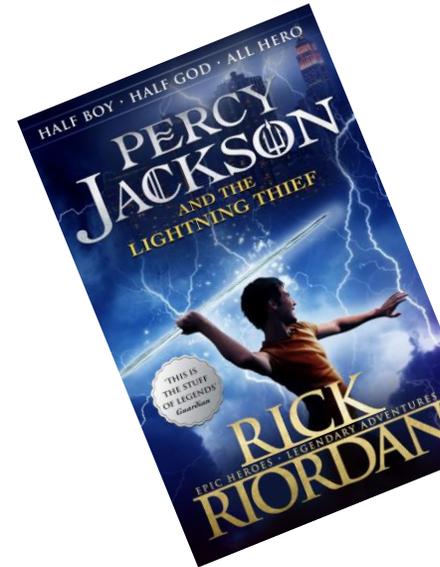
BBC Bitesize is a free online study support resource designed to help with learning, revision and homework! Bitesize provides support for learners aged 5 to 16+ across a wide range of school subjects. It also supports children and young people's wellbeing and career choices.

<https://www.bbc.co.uk/bitesize>

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Creating a community of choices & chances

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All recommended subject reading books are available for you to borrow from the school library.

Home learning

We hope you will agree that we all want the best for our students and that a broad and balanced education will open many doors for them in the future. With this in mind we have a programme of home learning which will enable our learners to build on the subjects they study in school. Whilst we do not want to overwhelm our students we are aware that home learning is important as it improves your child's thinking and memory and will also help your child to develop positive study skills and habits that will serve them well throughout their life.

Below is our home learning timetable for Term 2 and includes all subjects.

Week	Subject	Week	Subject
Week 16 (b)	English, Maths, Science	Week 22 (b)	English, Maths, Science
Week 17 (a)	Humanities and IT, Wellbeing and English	Week 23 (a)	Creative, MFL and English
Week 18 (b)	English, Maths, Science	Week 24 (b)	English, Maths, Science
Week 19 (a)	Creative, MFL and English	Week 25 (a)	Humanities and IT, Wellbeing and English
Week 20 (b)	English, Maths, Science	Week 26 (b)	English, Maths, Science
Week 21 (a)	Humanities and IT, Wellbeing and English	Week 27 (a)	Creative, MFL and English

I should already know:

- *What life was like in the Victorian era*
- *What a periodical is*
- *How a writer develops information about a character throughout a novel*

I will learn about:

- *The police force in the 1980s.*
- *The characters of Sherlock Holmes and his companion, Doctor Watson.*
- *How Sherlock is similar/different to police detectives nowadays.*

How I will be assessed:
I will answer a GCSE style question, which I will answer in an essay style, to show my understanding of the character of Sherlock Holmes and his role as a detective.

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
Subvert	To disobey power or expectation.
Conform	To comply with rules or expectation.
Introspective	Describing someone who examines their own thoughts.
Volatile	Uncertain and unpredictable

Stretch challenge:
 Consider how important Dr Watson is to our understanding of the character of Sherlock Holmes. Would our experience or impressions of Sherlock change without this character?

Recommended reading:
The Sherlock Holmes Book: Big Ideas Simply Explained
<https://books.google.co.uk/books?id=C2lpCgAAQBAJ&printsec=frontcover&dq=The+Sherlock+Holmes+Book:+Big+Ideas+Simply+Explained&hl=en&sa=X&ved=0ahUKEwjNnZC4ocjpAhVRtXEKHbvNAKcQ6AEIKDAA#v=onepage&q=The%20Sherlock%20Holmes%20Book%3A%20Big%20Ideas%20Simply%20Explained&f=false>

'The Adventures of Sherlock Holmes':

Knowledge Organiser

Scandal in Bohemia – plot overview

- The King of Bohemia plans to marry a Norwegian princess. However, he previously had a relationship with a woman called Irene Adler. Adler is threatening to ruin his engagement with a picture she has of herself and the king together.
- Holmes tricks Adler into revealing where she keeps the photograph, but she outsmarts Holmes and escapes with it. Adler decides not to use the picture against the king. She leaves a picture of herself in its place, which Holmes keeps as a reminder of her.

The Red-Headed League – plot overview

- Jabez Wilson gets a job with the mysterious 'Red-Headed League' because of his 'flame' coloured hair.
- One day, he is mysteriously told that he is no longer needed by the league so visits Holmes to ask him to investigate.
- Holmes discovers that his story reveals a plot to steal from a bank vault which is successfully prevented.

The Blue Carbuncle – plot overview

- A policeman named Peterson is left with a man's hat and Christmas goose.
- He takes the goose home to eat and discovers a blue carbuncle (a rare, and very valuable jewel) inside the goose!
- Holmes recognises the jewel as the one that was stolen from The Countess of Morcar. Using the hat as a clue, Holmes and Watson set off to discover how the blue carbuncle was stolen and how it ended up in a goose.

Key words

enlighten – to provide someone with information and understanding. People come to Holmes so that they can be enlightened on a crime.

deduction – the process of reaching a decision by looking at the facts that are known. Holmes is able to use his skills of deduction to solve crimes.

scandal – a scandal is something that shocks people because they think it is morally wrong. The King of Bohemia fears that scandal of his relationship with Irene Adler being exposed.

periodical/serial – books, magazines or other entertainment that are released on a regular basis. *The Strand Magazine* was a periodical that published the Sherlock Holmes stories.

introspective – when you examine your own thoughts, ideas, and feelings. Sherlock Holmes can be **introspective**. This makes him a better detective.

dual nature – Holmes has a dual nature: his quiet introspective side, and his manic detecting side.

Background information

Sir Arthur Conan Doyle was the author of the Sherlock Holmes stories.

Sherlock Holmes' fictional home was 221B Baker Street, which is now a museum of Doyle's life and work.

Doyle's short stories were published individually in *The Strand Magazine* periodical and then collected to form *The Adventures of Sherlock Holmes* short story collection in 1892.

Before he became a writer, Doyle studied medicine.

Characters

Sherlock Holmes – a fictional consulting detective created by Arthur Conan Doyle. He is known for his intelligence, introspection and dual nature. He is described as an 'observing machine' because of his ability to capture the essence of people with seemingly very little evidence.

Dr Watson – Holmes' former flatmate, a doctor and his closest companion. The stories are told from his perspective, working as Holmes' assistant.

Irene Adler – a famous American opera singer who had a relationship with the future King of Bohemia. To Holmes, she is 'the woman' who outsmarted him.

King of Bohemia – in the Victorian era, Bohemia was an area of central Europe; today it is a region of the Czech Republic. The King is engaged to a Scandinavian princess but five years previously was madly in love with Irene Adler. Because of his status, he was unable to marry her at the time, which he regrets. The King still respects Adler.

James Ryder – head attendant of the hotel where the Blue Carbuncle goes missing. He works with his accomplice **Catherine Cusack** (the countess' maid) to steal the jewel and frame **John Horner** for the crime. He is racked with guilt and confesses when Holmes questions him.

Jabez Wilson – a London pawnbroker who has distinctively red hair. His business is struggling so he takes the job working for The Red-Headed League. Wilson was tricked by his assistant Vincent Spaulding who worked alongside another criminal to use his shop to rob the bank next door.

Vincent Spaulding/John Clay – Jabez Wilson's assistant. This is actually a disguise for John Clay who attempts a bank robbery using Wilson's shop as an easy passage.

Year 8 English – Term 2 – Sherlock Holmes

Writing about Sherlock Holmes: Write a paragraph about Sherlock Holmes.

Here is how you can structure your answer:

State what Sherlock Holmes is like.

Give a quotation that shows what he is like.

Explain how this quotation shows what Sherlock Holmes is like. It might be how he looks, feels or how he behaves.

Creative writing: Write your own descriptive piece, focussing on someone moving in with someone new.

Research: The original Sherlock Holmes stories are available to read as they appeared in The Strand magazine. Have a look at the original edition of The Strand magazine. What kinds of features are in the magazine? Which ones are the most interesting?

<https://archive.org/details/StrandMagazine7>

Dr. Watson: Read the opening extract from A Study in Scarlet. What else do we learn about Dr. Watson?

Metaphor: Try writing your own metaphor for Sherlock Holmes. Explain the tenor, ground and vehicle and why you used them.

Masked character: The man visiting Holmes wants to conceal himself. Think about the stories we looked at last year. Which characters tried to hide, run away, or conceal themselves? Why? How are they similar or different to the character from the Sherlock Holmes story?

Scandal: Scandals are often popular news stories, especially when they are about famous people. Why do you think the public are so interested in scandals involving celebrities?

Irene Adler: What is your theory about why Irene Adler got married in such a rush? Why do you think that?

Perspective: Write about what happens from the point of view of Irene Adler.

Year 7 English – Term 3 – Abrahamic Allusions – Home Learning

Week	Home learning
Every week	Complete pages in your Home Learning booklet
Every week	Learn the key words (spellings and definitions) in your vocab booklets
Every week (optional extra)	Read at least x30 pages in your reading book / read x5 newspaper articles on https://www.theguardian.com/uk

I will learn about:

- *Unit 6/7- Triangles and Quadrilaterals*
- *Unit 8- Angles*
- *Unit 9- Area*

Recommended self study:

Complete the following mathswatch clips

Unit 6/7- G1, G2, G14, G16

Unit 8-G10a, G10b, G10c, G13, G17, G18, 19, G23

Unit 9- G8a, G8b, G20a, G20b, G20c, G20d, G22b, G24,N7a, R2

How I will be assessed:

I will complete a post-assessment on the four units

Key words

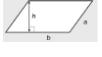
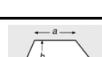
Key word	Definition
Equilateral triangle	A triangle where all of the angles are the same size and all of the sides are the same length.
Right angle	90°
1m	100cm
1kg	1000g

Stretch challenge:

Complete the stretch challenge assignment on mathswatch for each unit

Unit 6/7 – triangles and quadrilaterals			
No.	Question	Answer	Example
6.1	What are the properties of an equilateral triangle?	All angles are the same size and all sides are the same length.	
6.2	What are the properties of a scalene triangle?	All angles are different sizes and all sides are different lengths.	
6.3	What are the properties of a right-angled triangle?	Contains one angle of 90°	
6.4	What are the properties of an isosceles triangle?	Has 2 sides of equal length and 2 angles of equal size	
6.5	What are the properties of a square?	<ol style="list-style-type: none"> All of its sides are the same length. All of its angles are equal (90°) It has 2 pairs of parallel sides 	
6.6	What are the properties of a rectangle?	<ol style="list-style-type: none"> Opposite sides are the same length All of its angles are equal (90°) It has 2 pairs of parallel sides 	
6.7	What are the properties of a rhombus?	<ol style="list-style-type: none"> All sides are the same length None of its angles are 90° It has 2 pairs of parallel sides 	
6.8	What are the properties of a parallelogram?	<ol style="list-style-type: none"> Opposite sides are the same length None of its angles are 90° It has 2 pairs of parallel sides 	
6.9	What are the properties of a kite?	<ol style="list-style-type: none"> Adjacent sides are the same length 1 pair of opposite angles are equal It has 0 pairs of parallel lines 	
6.10	What are the properties of a trapezium?	<ol style="list-style-type: none"> It has 1 pairs of parallel lines In the special case of an isosceles trapezium it has 1 pair of opposite sides of equal length 	

Unit 8 – angles			
No.	Question	Answer	Example
8.1	What is an angle less than 90°?	Acute	
8.2	What is an angle between 90° and 180°?	Obtuse	
8.3	What is an angle greater than 180°?	Reflex	
8.4	What is a right angle?	90°	
8.5	Adjacent angles on a straight line sum to...	180°	
8.6	Angles around a point sum to...	360°	
8.7	Vertically opposite angles are...	Equal	
8.8	Interior angles in a triangle...	sum to 180°	
8.9	Interior angles in a quadrilateral...	sum to 360°	
8.10	All angles in an equilateral triangle...	are 60°	
8.11	Alternate angles...	are equal	
8.12	Corresponding angles...	are equal	
8.13	Co-interior angles...	add up to 180	
8.14	What does parallel mean?	2 lines at an equal distance apart that will never intersect	
8.15	What does perpendicular mean?	2 lines that meet at a 90° angle	

Unit 9 - area			
No.	Question	Answer	Example
9.1	1cm	10mm	
9.2	1m	100cm	
9.3	1km	1000m	
9.4	1g	10mg	
9.5	1kg	1000g	
9.6	1l	1000ml	
9.7		$\text{km} \begin{matrix} \xrightarrow{\times 1000} \\ \xleftarrow{\div 1000} \end{matrix} \text{m} \begin{matrix} \xrightarrow{\times 100} \\ \xleftarrow{\div 100} \end{matrix} \text{cm} \begin{matrix} \xrightarrow{\times 10} \\ \xleftarrow{\div 10} \end{matrix} \text{mm}$	
9.8		$\text{Kg} \begin{matrix} \xrightarrow{\times 1000} \\ \xleftarrow{\div 1000} \end{matrix} \text{g} \begin{matrix} \xrightarrow{\times 1000} \\ \xleftarrow{\div 1000} \end{matrix} \text{mg}$	
9.9		$\text{l} \begin{matrix} \xrightarrow{\times 1000} \\ \xleftarrow{\div 1000} \end{matrix} \text{ml}$	
9.10		$\text{mm}^2 \begin{matrix} \xrightarrow{\div 10^2} \\ \xleftarrow{\times 10^2} \end{matrix} \text{cm}^2 \begin{matrix} \xrightarrow{\div 100^2} \\ \xleftarrow{\times 100^2} \end{matrix} \text{m}^2 \begin{matrix} \xrightarrow{\div 1000^2} \\ \xleftarrow{\times 1000^2} \end{matrix} \text{km}^2$	
9.11	Area of a rectangle...	length x width	
9.12	Area of a parallelogram...	base x perpendicular height	
9.13	Area of a triangle...	$\frac{1}{2}$ base x perpendicular height	
9.14	Area of a trapezium...	$\frac{1}{2}(a + b) \times h$	

Unit 6/7 – triangles and quadrilaterals			
No.	Question	Answer	Example
6.1	What are the properties of an equilateral triangle?		
6.2	What are the properties of a scalene triangle?		
6.3	What are the properties of a right-angled triangle?		
6.4	What are the properties of an isosceles triangle?		
6.5	What are the properties of a square?		
6.6	What are the properties of a rectangle?		
6.7	What are the properties of a rhombus?		
6.8	What are the properties of a parallelogram?		
6.9	What are the properties of a kite?		
6.10	What are the properties of a trapezium?		



Unit 8 – angles			
No.	Question	Answer	Example
8.1	What is an angle less than 90°?		
8.2	What is an angle between 90° and 180°?		
8.3	What is an angle greater than 180°?		
8.4	What is a right angle?		
8.5	Adjacent angles on a straight line sum to...		
8.6	Angles around a point sum to...		
8.7	Vertically opposite angles are...		
8.8	Interior angles in a triangle...		
8.9	Interior angles in a quadrilateral...		
8.10	All angles in an equilateral triangle...		
8.11	Alternate angles...		
8.12	Corresponding angles...		
8.13	Co-interior angles...		
8.14	What does parallel mean?		
8.15	What does perpendicular mean?		

Unit 9 - area			
No.	Question	Answer	Example
9.1	1cm		
9.2	1m		
9.3	1km		
9.4	1g		
9.5	1kg		
9.6	1l		
9.7			
9.8			
9.9			
9.10			
9.11	Area of a rectangle...		
9.12	Area of a parallelogram...		
9.13	Area of a triangle...		
9.14	Area of a trapezium...		



Maths Year 8 – HT4

Knowledge Organiser Focus: Percentages, ratio and compound measure.

I will learn about:

- *Unit 10- Percentage increase and decrease.*
- *Unit 11- Ratio*

Recommended self study:

Complete the following mathswatch clips

Unit 10- N24a, N24b, N32, N39a, N39b, R7, R9a, R9b, R12

Unit 11- R1a, R1b, R3, R5a, R5b, R11a,

How I will be assessed:

I will complete a post-assessment on the four units

Key words

Key word	Definition
20%	1/5
How do you find 25% of an amount?	Divide the amount by 4
To decrease an amount by a percentage.	Find the percentage, take it away from the original amount.
speed	Distance ÷ Time

Stretch challenge:

Complete the stretch challenge assignment on mathswatch for each unit

Unit 10 - % increase and decrease			
No.	Percentage	Fraction	Decimal
10.1	25%	$\frac{1}{4}$	0.25
10.2	50%	$\frac{1}{2}$	0.5
10.3	75%	$\frac{3}{4}$	0.75
10.4	12.5%	$\frac{1}{8}$	0.125
10.5	20%	$\frac{1}{5}$	0.2
10.6	33. $\dot{3}$	$\frac{1}{3}$	0. $\dot{3}$
10.7	66. $\dot{6}$	$\frac{2}{3}$	0. $\dot{6}$
10.8	10%	$\frac{1}{10}$	0.1
10.9	20%	$\frac{2}{10} = \frac{1}{5}$	0.2
10.10	30%	$\frac{3}{10}$	0.3
10.11	40%	$\frac{4}{10} = \frac{2}{5}$	0.4
10.12	50%	$\frac{5}{10}$	0.5
10.13	60%	$\frac{6}{10} = \frac{3}{5}$	0.6
10.14	70%	$\frac{7}{10}$	0.7
10.15	80%	$\frac{8}{10} = \frac{4}{5}$	0.8
10.16	90%	$\frac{9}{10}$	0.9
10.17	100%	1 whole	1

Unit 10 - % increase and decrease (cont.)			
No.	Question	Answer	Example
10.18	How do you find 1% of an amount?	Divide by 100	1% of 70. $70 \div 100 = 0.7$
10.19	How do you find 10% of an amount?	Divide by 10	10% of 70. $70 \div 10 = 7$
10.20	How do you find 50% of an amount?	Divide by 2	50% of 70. $70 \div 2 = 35$
10.21	How do you find 25% of an amount?	Divide by 4	25% of 70. $70 \div 4 = 17.5$
10.22	How do you express a quantity as a percentage of another?	1. Represent the quantities as a fraction 2. Convert the fraction to decimal	I score 7 out of 25 on a test $\frac{7}{25} = \frac{28}{100} = 28\%$
10.23	How do you compare and order FDP?	Convert them all to be written in the same representation.	20% or $\frac{2}{5}$? $20\% = \frac{2}{10} = \frac{1}{5}$ $\frac{2}{5} > 20\%$
10.24	How do you increase by a %?	1. Find the percentage 2. Add it on	Increase £50 by 20% $20\% = \text{£}10$ $\text{£}50 + \text{£}10 = \text{£}60$
10.25	How do you decrease by a %?	1. Find the percentage 2. Take it away	Decrease £50 by 20% $20\% = \text{£}10$ $\text{£}50 - \text{£}10 = \text{£}40$
10.26	How do you calculate % change?	$\frac{\text{new} - \text{original}}{\text{original}} \times 100$	Was £200, now £250. $\frac{250 - 200}{200} \times 100 = 25\%$
10.27	How do you calculate reverse %s?	1. Divide the new amount by its total % 2. Multiply by 100. The original is always 100%.	After 20% increase, now costs £180. What was the original? $\frac{180}{120} \times 100 = 150$

Unit 11 - ratio			
No.	Question	Answer	Example
11.1	How do you represent a ratio?	1. Count how many of each part you're given 2. Write it as a ratio in the order specified.	Represent the following as a ratio Black : White 5 : 3
11.2	How do you represent a ratio as a fraction?	1. Add the total number of parts together 2. Each part of the ratio represents the numerator	2:3 as a fraction $2 + 3 = 5$ $\frac{2}{5}$ and $\frac{3}{5}$
11.3	How do you divide a quantity into a ratio?	1. Divide the quantity by the total number of parts 2. Multiply by the number of parts in each share of the ratio	20 shared into the ratio 2:3 $2 + 3 = 5$ $20 \div 5 = 4$ (1 share) $4 \times 2 = 8$ $4 \times 3 = 12$
11.4	Speed = ...	Speed = $\frac{\text{distance}}{\text{time}}$	Distance = 70m, time = 2 hours $S = \frac{70}{2}$ $S = 35m/h$

Unit 10 - % increase and decrease			
No.	Percentage	Fraction	Decimal
10.1	25%		0.25
10.2	50%		0.5
10.3	75%		0.75
10.4	12.5%		0.125
10.5	20%		0.2
10.6	33. $\dot{3}$		0. $\dot{3}$
10.7	66. $\dot{6}$		0. $\dot{6}$
10.8	10%		0.1
10.9	20%		0.2
10.10	30%		0.3
10.11	40%		0.4
10.12	50%		0.5
10.13	60%		0.6
10.14	70%		0.7
10.15	80%		0.8
10.16	90%		0.9
10.17	100%		1

Unit 10 - % increase and decrease (cont.)			
No.	Question	Answer	Example
10.18	How do you find 1% of an amount?		1% of 70. $70 \div 100 = 0.7$
10.19	How do you find 10% of an amount?		10% of 70. $70 \div 10 = 7$
10.20	How do you find 50% of an amount?		50% of 70. $70 \div 2 = 35$
10.21	How do you find 25% of an amount?		25% of 70. $70 \div 4 = 17.5$
10.22	How do you express a quantity as a percentage of another?		I score 7 out of 25 on a test $\frac{7}{25} = \frac{28}{100} = 28\%$
10.23	How do you compare and order FDP?		20% or $\frac{2}{5}$? $20\% = \frac{2}{10} = \frac{1}{5}$ $\frac{2}{5} > 20\%$
10.24	How do you increase by a %?		Increase £50 by 20% 20% = £10 £50 + £10 = £60
10.25	How do you decrease by a %?		Decrease £50 by 20% 20% = £10 £50 - £10 = £40
10.26	How do you calculate % change?		Was £200, now £250. $\frac{250 - 200}{200} \times 100 = 25\%$
10.27	How do you calculate reverse %s?		After 20% increase, now costs £180. What was the original? $\frac{180}{120} \times 100 = 150$

Unit 11 - ratio			
No.	Question	Answer	Example
11.1	How do you represent a ratio?		Represent the following as a ratio Black : White 5 : 3
11.2	How do you represent a ratio as a fraction?		2:3 as a fraction $2 + 3 = 5$ $\frac{2}{5}$ and $\frac{3}{5}$
11.3	How do you divide a quantity into a ratio?		20 shared into the ratio 2:3 $2 + 3 = 5$ $20 \div 5 = 4$ (1 share) $4 \times 2 = 8$ $4 \times 3 = 12$
11.4	Speed = ...		Distance = 70m, time = 2 hours $S = \frac{70}{2}$ $S = 35m/h$

Week	Home learning
Week 16	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task
Week 18	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task
Week 20	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task
Week 22	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task
Week 24	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task
Week 26	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task

I should already know:

- How sounds are produced and what can detect sounds
- Light travels in straight lines and can be reflected

I will learn about:

- The different ways energy can be stored and transferred
- The two main types of waves, examples of these waves and the features of them
- The difference between light and sound, including how they travel and how they are detected
- Understand how a wave can transfer energy
- Draw ray diagrams to represent different ways that light can be affected
- Define pressure and be able to calculate it

How I will be assessed:

I will answer a series of exam style questions in order for me to show that I understand the properties and characteristics of different waves and can calculate pressure

Knowledge Organiser Focus: Waves and Pressure

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
Conservation of Energy	Energy cannot be created nor destroyed. It can only be transferred usefully, stored or dissipated
Wavelength	Distance between two corresponding points on a wave (measured in metres)
Amplitude	The maximum vibration, measured from the middle of the wave
Frequency	Number of waves produced per second (measured in Hertz)
Transparent	Light is able to pass through
Opaque	No light is able to pass through
Translucent	Some light is able to pass through
Pressure	The force exerted over an area

Stretch challenge: Compare and contrast light and sound, including how they travel and how they are detected.

Recommended reading:

<https://www.bbc.co.uk/bitesize/guides/z99jq6f/revision/1>

<https://www.bbc.co.uk/bitesize/topics/zw982hv>

<https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/z6dvgdm>

Energy can be stored in an object in 8 different ways.

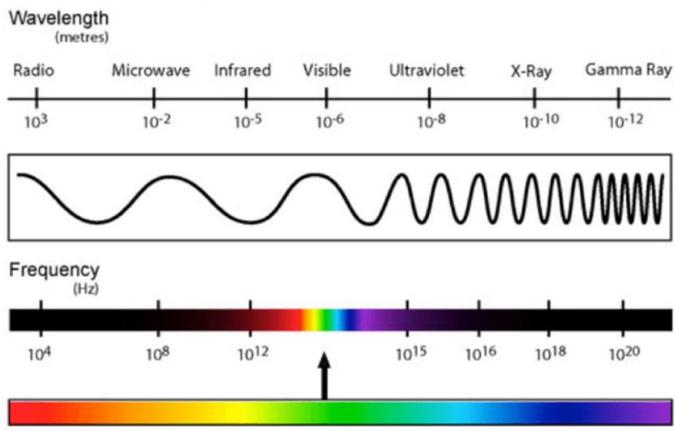
These are:

- Kinetic
- Gravitational
- Chemical
- Electrostatic
- Thermal
- Elastic potential
- Magnetic
- Nuclear

Energy can be transferred from one store to another in 4 different ways. These are:

- Heating
- Mechanically
- Radiation
- Electrically

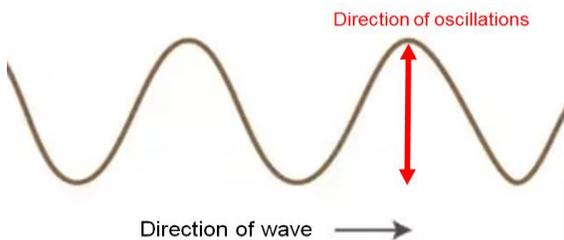
The electromagnetic spectrum goes from radio waves with the longest wavelength and smallest frequency to gamma rays which have the shortest wavelength to the highest frequency. The only part of the EM spectrum we can see is visible light which can be split into the colours shown below.



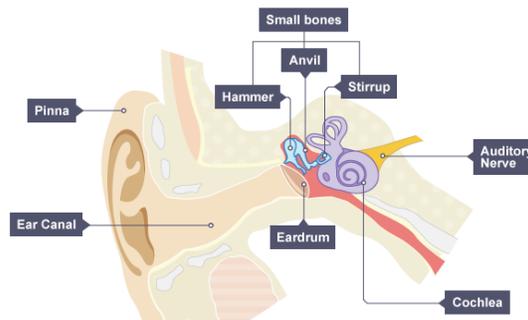
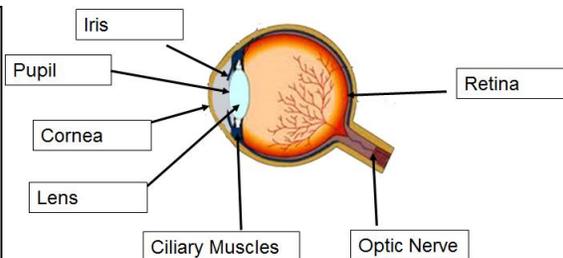
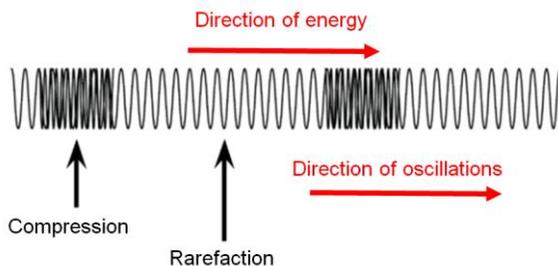
$$\text{Wave Speed (m/s)} = \text{frequency (Hz)} \times \text{wavelength (m)}$$

$$V = f\lambda$$

In a transverse wave, the direction of oscillations is perpendicular to the direction of energy transfer.



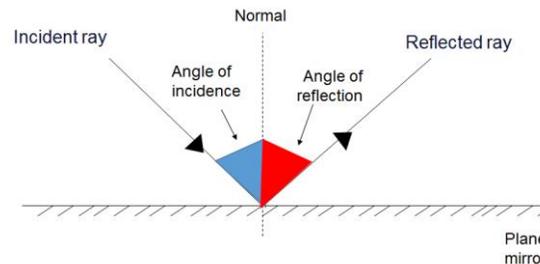
In a longitudinal wave, the direction of oscillations is parallel to the direction of energy transfer.



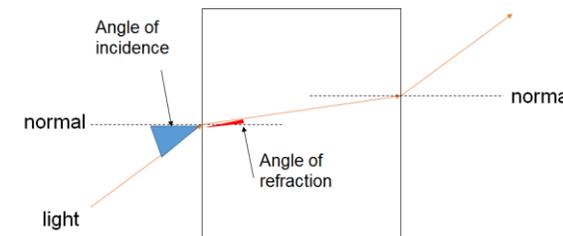
	Light waves	Sound waves
What type of wave are they?	Transverse (oscillate perpendicular to direction of energy transfer)	Longitudinal (oscillate parallel to direction of energy transfer)
Can they travel through matter (solids, liquids and gases)?	Yes (if transparent or translucent)	Yes
Can they travel through a vacuum?	Yes	No
How are they detected?	Eyes, cameras	Ears, microphones
Can they be reflected?	Yes	Yes
Can they be refracted?	Yes	Yes
What is the wave speed?	3.0 * 10 ⁸ m/s 300,000,000 m/s	340 m/s in air

$$\text{Pressure (Pa)} = \frac{\text{Force (N)}}{\text{Area (m}^2\text{)}} \quad P = \frac{F}{A}$$

Reflection occurs when a light ray hits a surface and bounces back. If you measure the angle between the normal (90 degrees to the surface) and the incoming (incident) ray, it is the same as the angle between the normal and the outgoing (reflected) ray. The angle of incidence is equal to the angle of reflection.



Refraction happens when light moves from one material (medium) to another that has a different density. If the medium it enters has a higher density, then the angle of refraction is smaller than the angle of incidence. If the medium it enters has a lower density, then the angle of refraction is larger than the angle of incidence. All angles are measured from the normal.



1. Place these electromagnetic waves in order from highest frequency to lowest frequency: Infra-red, ultraviolet, microwaves, X-rays, visible light

2. Define a normal line

3. What is the difference between a longitudinal and transverse wave.

4. Complete the table, matching the energy stores to their descriptions.

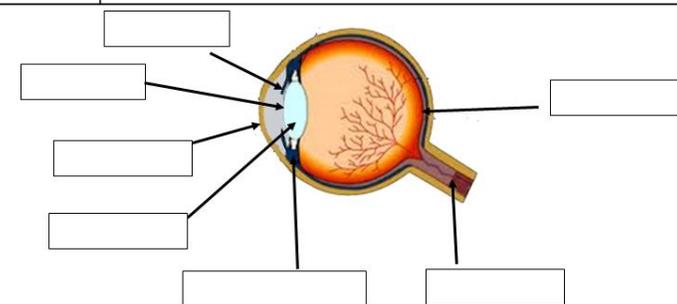
5. Label the diagram of the eye

6. Calculate the pressure exerted if a box weighing 68N was placed on an area of 4m^2

7. Draw a diagram to show how a light ray would travel if moving from air to glass and then into air again.

8. When a human speaks, the sound has a frequency of 110 Hz and travels at a speed of 343 m/s. What would the wavelength of this sound wave be?

Type of Energy Store	Description
	Stored in fuel, oxygen and chemicals
	Stored in a moving object
	Stored in an object due to the position of the object in a gravitational field
	stored in a stretched or compressed spring
	stored in a warm object or cold object
	stored in two separated magnets that are attracting, or repelling
	stored in two separated electric charges that are attracting, or repelling
	stored and released through radioactive decay, fission or fusion



Stretch challenge: Compare and contrast sound waves and light waves.

Week	Home learning
Week 16	Complete your assigned homework task set on Microsoft Teams.
Week 18	Complete your assigned homework task set on Microsoft Teams.
Week 20	Complete your assigned homework task set on Microsoft Teams.
Week 22	Complete your assigned homework task set on Microsoft Teams.
Week 24	Complete your assigned homework task set on Microsoft Teams.
Week 26	Complete your assigned homework task set on Microsoft Teams.

Name:

Class:



I will learn about:

- How the British Empire was created;
- How the Slave Trade was established;
- How the British Empire had a positive and negative effect on its colonies.

How I will be assessed:

- 8 knowledge questions (8marks);
- Give two things you can infer from source A about ... (4marks);
- Explain why the British Empire had a negative effect on its colonies. (12marks).

Knowledge Organiser Focus: Why did the British Empire have a negative effect on its colonies?

Key terms

Word	Definition
Imperialism	A strategy of extending a country's power and influence through colonization, use of military force, or other means.
Colonization	The action or process of settling among and establishing control over the native people of an area.
Expansion	The action of becoming larger.
Slavery	The state of being a slave.
Slave	A person who is the legal property of another and is forced to obey them.
A Colony/ Colonies	A country or area under the full or partial political control of another country and occupied by settlers from that country..
Slave trade	The gaining, transporting, and selling of human beings as slaves, in particular the former trade in Black Africans as slaves by European countries and North America.
Empire	an extensive group of countries ruled over by a single monarch, an oligarchy, or a sovereign state.

Stretch challenge:

Create a fact file about another famous Empire which had an impact in History.

Recommended reading:

The Hungry Empire: How Britain's Quest for Food Shaped the Modern World by Lizzie Collingham

The Interesting Narrative of the Life of Olaudah Equiano Or Gustavus Vassa, The African: Written by Himself

Year 8: History H-T 1

Knowledge Organiser Focus:

Why did the British Empire have a negative effect on its colonies?

1787

First shipment of transported prisoners to Australia.

1839

The Opium War forced China to allow British traders to sell the drug opium into China.

1857

There was a rebellion in India (the Indian Mutiny). The government took over rule of India from the East India Company.

1867

Canada was given 'dominion' (self-governing) status, followed by Australia and New Zealand in 1907.

1876

Queen Victoria was declared 'Empress of India'.

1881–1919

The 'Scramble for Africa' – Britain acquired colonies in Africa stretching from Cairo to Cape Town.

1899–1902

The Second Boer War – the British conquered South Africa.

1919

The Treaty of Versailles gave Germany's colonies as 'mandates' for Britain and France to administer.

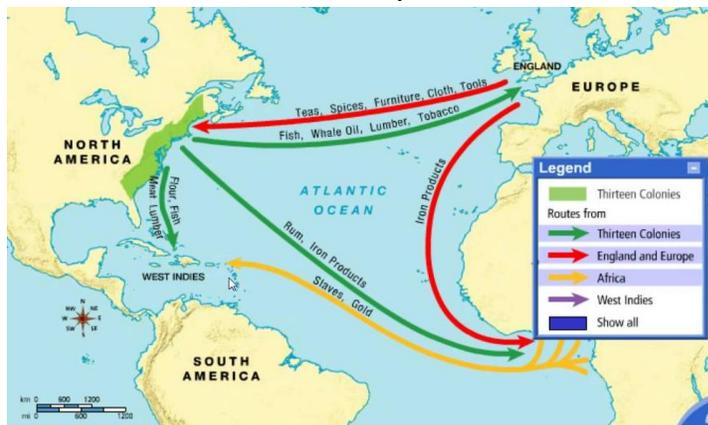
1924

The British Empire Exhibition at Wembley Stadium. The Empire looked happy and strong.



Source A:

A map of the British Empire in the 19th Century.



Source B:

A map of the Slave trade triangle and what each countries gains from the process.

The First Britain Empire:

The British Empire began to take shape during the early 17th century, with the English settlement of North America and the smaller islands of the Caribbean, and the establishment of joint-stock companies, most notably the East India Company, to administer colonies and overseas trade. This period, until the loss of the Thirteen Colonies after the American War of Independence towards the end of the 18th century, has subsequently been referred to by some historians as the "First British Empire".

The Second British Empire and Australia:

Forced to find an alternative location after the loss of the Thirteen Colonies in 1783, the British government turned to the newly discovered lands of Australia. The Australian colonies became profitable exporters of wool and gold, mainly because of gold rushes in the colony of Victoria, making its capital Melbourne for a time the richest city in the world and the second largest city (after London) in the British Empire.

India:

The East India Company drove the expansion of the British Empire in Asia. The Company had also been engaged in an increasingly profitable opium export trade to China since the 1730s. This trade helped reverse the trade imbalances resulting from the British imports of tea, which saw large outflows of silver from Britain to China. During the late 18th and early 19th centuries the British Crown began to assume an increasingly large role in the affairs of the Company. A series of Acts of Parliament were passed, regulated the Company's affairs and established the sovereignty of the Crown over the territories that it had acquired

Knowledge Organiser Focus: Why did the British Empire have a negative effect on its colonies?

Key terms Fill in the definitions	
Word	Definition
Imperialism	
Colonization	
Expansion	
Slavery	
Slave	
A Colony/ Colonies	
Slave trade	
Empire	

Task

Create a newspaper article about how The British Empire had a negative effect on both the colonies, including how the empire affected Oldham.

Remember: newspaper articles need a heading, a date of publishing and pictures.



Give two features of relationship between the British Empire and India. (4marks)

One feature of the relationship between the British Empire and India was ...

This was important because...

Another feature of the relationship between the British Empire and India was ...

This This was important because...

Give two features of the relationship between the British Empire and Australia. (4marks)

One feature of the relationship between the British Empire and India was ...

This was important because...

Another feature of the relationship between the British Empire and India was ...

This was important because...

**Knowledge Organiser Focus:
Why did the British Empire have a negative effect on its colonies?**

<p>The first British Empire began in the _____ century.</p>	
<p>One of the first colonies of the British Empire was</p>	
<p>Britain participated in the slave trade for three reasons...</p>	
<p>Oldham was important to the British Empire because ...</p>	
<p>Describe the 'Trade Triangle'. The 'Trade Triangle' was...</p>	
<p>England would send _____ to the West Indies to trade for _____ that would go to America. America would send _____ to England to complete the trade triangle.</p>	
<p>Britain sent convicts to Australia for two reasons...</p>	
<p>Three reasons India was the 'Jewel in the crown' were....</p>	

I will learn about:

- Human geography – Urbanisation
- Physical geography – Coasts

Urbanisation

- Global population distributions
- Migration and natural increase
- Challenges of urbanisation
- Mumbai case study

Coasts

- Coastal processes
- Coastal formations
- Soft and hard engineering
- Holderness coast case study

Stretch challenge:

Ask your geography teacher for the 'urbanisation' or 'coasts' worksheet

Recommended reading:

TV – BBC iplayer – World's busiest cities

How will I be assessed:

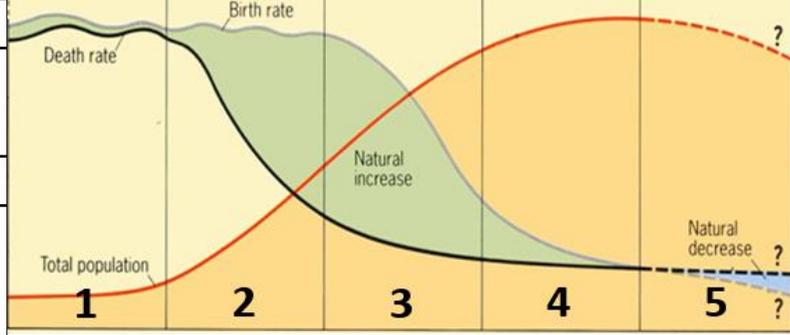
End of topic assessment
Exam questions throughout the scheme
Microsoft team homework

Knowledge Organiser Focus: Urbanisation and Coasts

Global populations are	Rising.
The global population is... In 2050 it will be... In 2100 its will be.....	7.7 billion 9.8 billion 11.2 billion
Population Distribution	Where people are located.
Population density	The number of people living in a certain area (ppl per km ₂)
Dense population	Lots of people live in an area.
Sparse population	Very few people live in an area.
Factors that affect population density are called...	Push and pull factors
Erosion	The wearing away or breakdown of rocks by wind, water or ice.
Hydraulic Action	The power of the waves forces water and air into cracks in the cliff. The increase in pressure and force causes cracks to get bigger.
Abrasion	Waves pick up rocks in the sea and throw them against the cliff face. This acts like sandpaper and removes material.
Corrosion	Chemicals in the water dissolve the rocks, such as limestone
Attrition	Rocks in the sea hit into each other. This makes them smaller, smoother and rounder.
Weathering	The breakdown of rocks caused by the day-to-day changes in the atmosphere.
Erosion	The wearing away or breakdown of rocks by wind, water or ice.

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Dense population	Lots of people live in an area.
Sparse population	Very few people live in an area.
Factors that affect population density are called...	Push and pull factors
Pull factors are.....	Factors that attract people to an area.
Examples of pull factors:	<ul style="list-style-type: none"> • Flat land • Good access to services and lots of employment • Mild climates with lots of natural resources (oil, wood, coal) • Fertile soil • Peace
Push factors are.....	Factors that push people out of an area.
Examples of push factors	<ul style="list-style-type: none"> • Steep slopes • Lack of services and lack of employment • Extreme temperatures • Few natural resources • Unfertile soil • Dense forest • War and conflict

Demographic Transition Model	Shows how populations will change as countries move through 5 stages of development.
Population pyramid	A graph that shows the population structure of an area, The population is divided up into 5 year gaps. It tells you the number of men/women alive in each 5 year gap. It shows a snapshot of the population at the time it was created.
Birth Rate	Number of births per 1000 babies born
Death Rate	Number of deaths per 1000 people
Natural increase	The increase in population when birth rate is higher than death rate.
Life Expectancy	The number of years a person is expected to live for,



Traditional rainforest tribes	Afghanistan, Ethiopia	India, China, Brazil	UK, France, USA	Japan, Italy, Germany
High birth rate <ul style="list-style-type: none"> • Lack of birth control • Women marry young • Children needed to work on land High death rate <ul style="list-style-type: none"> • Disease • Famine, • Lack of clean water • Lack of medical care 	High birth rate <ul style="list-style-type: none"> • Same as in stage 1 Decreasing death rate <ul style="list-style-type: none"> • Improved medical care • Cleaner water • More and better food • Improved sanitation 	Decreasing birth rate <ul style="list-style-type: none"> • Birth control more available. • Fewer children die • Women stay in education longer and marry later Slowly decreasing death rate <ul style="list-style-type: none"> • Same as stage 2 	Low birth rate <ul style="list-style-type: none"> • Birth control widely used. Low death rate <ul style="list-style-type: none"> • Continued improvement to medical care, sanitation and food/clean water availability. 	Very low birth rate <ul style="list-style-type: none"> • Status of women and equal rights. Women have fewer children and far later in life. Slightly increasing death rate <ul style="list-style-type: none"> • There are more old people = more deaths.

If the bars are very short at the top there is a low life expectancy and few elderly people.

If the bars get shorter quickly there is a high death rate and fewer elderly people.

If the base is wide there is a high birth rate and lots of young people.

China is located	In east Asia, next to the East China Sea. Neighbouring countries include Mongolia, India and Vietnam.	
China's capital city is	Beijing	
China's population size is	1.4 billion	
China's is split into	Provinces	
China's eastern provinces are....	Densely populated due to its flat, fertile land, good transport routes and cities which offer jobs and services.	
Chinas' western provinces are....	Sparsely populated due to its steep slopes, mountains, lack of transport routes and lack of cities.	

Population growth is affected by:	Natural increase and migration.
Natural increase is caused when...	the number of babies being born (birth rate) is greater than the number of people dying (death rate).
This is common in	Countries in stages 2 and 3 of the DTM: <i>Bangladesh, India, Brazil, Mexico</i>
Migration is.....	The movement of people from one place to another, both domestically (within a country) & internationally (between countries)
<ul style="list-style-type: none"> • Emigrants are.... • Immigrants are.... • A migrant is.... • Voluntary migrants are.... • Forced migrants are..... 	<ul style="list-style-type: none"> • <i>The people choosing to leave a countries.</i> • <i>The people arriving in a new country.</i> • <i>The person doing the moving.</i> • <i>People who choose to move for work or family.</i> • <i>People who have no choice, due to war or natural disasters.</i>
Number of international migrants in 2017	The number of international migrants (people living in a country they were not born in) worldwide was 258 million in 2017. If all the world's international immigrants lived in a single country, it would have the world's fifth largest population.
International migrants in the UK	Today there are 9.3 million international migrants in the UK. <i>They mainly come from Africa, India, Pakistan, West Indies, Eastern Europe.</i>

Urban	A built up area (e.g. town or city)
Rural	A sparsely populated area
Urbanisation	The movement of people from rural to urban areas.
Urban growth	The increase in land area covered by towns and cities.
Urbanisation in HICs occurred in... It was caused due to....	The 18 th and 19 th Centuries Industrialisation – the growth of manufacturing and factories. The factories are located in towns and cities = people move from the countryside to cities for work = urbanisation.
Start of UK's industrial revolution:	1750s
Start of USA's industrial revolution:	1800s
Urbanisation in LICs and NEEs is occurring..... It is happening because....	Today. 1. Many LICs and NEEs are currently going through their Industrial Revolution. For example China's industrial revolution began in 1980. 2. Poor quality of life in rural areas (push factors)
Megacity	A city with a population of more than 10 million.



Urban growth has created a number of opportunities in Mumbai	
Jobs	<ul style="list-style-type: none"> Over 3 million people commute each day to work in Mumbai. Mumbai generates 6.16% of India's GDP
Jobs in a variety of industries	<ul style="list-style-type: none"> Jobs in factories producing electronic items, jewellery, textiles. Jobs in high-tech industries: call centres, online banking and software development. Many TNCs have their headquarters in Mumbai: Bank of America, Volkswagen, Walt Disney.
Higher & reliable wages	<ul style="list-style-type: none"> The highly skilled jobs = higher wages. The high number of jobs means there are more reliable wages.
Access to services	<ul style="list-style-type: none"> There is much better access to education and healthcare. Mumbai has the highest percentage of internet access of any Indian city (12 million in 2013)
Entertainment	<ul style="list-style-type: none"> Restaurants, clubs, bars, theatres, festivals, shops...etc.
Transport	<ul style="list-style-type: none"> Train, airplanes, boats, buses...etc. Mumbai has links to all the major industrial cities in India as well as connections to globally important cities.
Cultures	<ul style="list-style-type: none"> People live in Mumbai from different ethnic backgrounds (people from different races and religions). This enriches the city's culture with different cuisines, places of worship and cultural festivals.

MUMBAI FACT FILE:

- It is the wealthiest city in India.
- It is located in the Maharashtra state on the western coast of India, facing the Arabian Sea.
- Mumbai's population has grown rapidly in the last 50 years to reach over 23 million today.
- Mumbai's population density is 44,500 ppl per km². This is 8 times higher than London!

The growth of Mumbai has been caused due to rural to urban migration and natural increase.

- **Rural to urban migration:** nearly 1 person arrives to Mumbai per minute. 70% of all migrants were from the state of Maharashtra and the average age of migrants was 20-21 years and 64% were male.
- **Natural increase:** Mumbai's birth rates are higher than their death rate = natural increase in population.

Urban growth has created a number of challenges in Mumbai

Squatter settlements	<ul style="list-style-type: none"> 40% of the population in Mumbai live in poor quality housing or on the streets. The poorest live in squatter settlements on the outskirts of the city. People arriving to Mumbai cannot afford rent so build a house using whatever they can find, close to the city centre. Overtime squatter settlements are formed. <ul style="list-style-type: none"> ➤ <i>Homes are very small and made out of wood, cardboard, metal and plastic sheeting</i> ➤ <i>They are overcrowded and lack services (healthcare, clean water) = diseases are common.</i> ➤ <i>Pollution (air, water, waste)</i> An example of a squatter settlement in Mumbai is Dharavi which is home to over 1 million people.
Lack of services	<ul style="list-style-type: none"> As populations rise rapidly it is very difficult to supply services to the population. They cannot develop the necessary infrastructure (water pipes, electricity lines, sewage pipes) fast enough to support the rising population size. Challenges include: <ul style="list-style-type: none"> ➤ Education ➤ Sanitation ➤ Hospitals Lack of teachers and schools = lack of education. Around 24 % of children are illiterate. Lack of sewage pipes = people dispose of sewage into nearby rivers and streams. These are used by locals to clean clothes and for drinking = waterborne diseases (typhoid, cholera and dysentery). 83% diseases in Mumbai are waterborne. Everyday in Dharavi, 4000 people are affected by waterborne diseases. Lack of hospitals = lack of healthcare.
Water pollution	<p>Sewage and industrial waste from factories is poured into rivers. The Mithi River in Mumbai is very polluted because:</p> <ul style="list-style-type: none"> Large companies dump industrial waste straight into the river and the airport uses it to dump untreated oil. 800 litres of sewage goes straight into the river every day. <p>This results in waterborne diseases, death of wildlife and destruction of ecosystems.</p>
Air pollution	<p>Vehicles and factories pollute the air. In 2018</p> <ul style="list-style-type: none"> The World Health Organisation ranked Mumbai as the 4th most polluted megacity in the world. 89.6% of deaths in slums are due to respiratory diseases.
Waste pollution	<p>100,000s of tons of waste is produced every day in Mumbai. This is often left on the streets because they do not have the infrastructure (roads, lorries) to collect the rubbish and the do not have the money to build this infrastructure.</p>

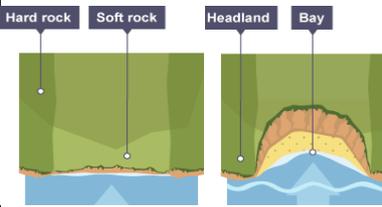
Urban planning to improve the quality of lives for the urban poor in Mumbai

Sanitation project	<p>Problem: hundreds of people share a single toilet and 1 in 20 people are forced to use the street as a toilet.</p> <p>Solution: so far over 300 community toilet blocks have been built, housing more than 5100 individual toilets, with separate facilities for men and women. This will improve living standards for more than 1 million people.</p>
Electrification project	<p>Problem: lack of electricity. People rely on bottled gas for cooking and heating, which is expensive and dangerous.</p> <p>Solution: aid projects are providing 10,000 people living in slums with new or upgraded electricity connections.</p>
Resettlement scheme	<p>Problem: poor quality housing, lack of services...etc.</p> <p>Solution: people from poor quality slums are being relocated to new areas. This improves living standards by providing:</p> <ul style="list-style-type: none"> ➤ <i>Good quality homes with strong walls and beds.</i> ➤ <i>Access to water supply with sanitations systems = less risk typhoid, stomach problems and other infections.</i> ➤ <i>Access to shops and businesses = more job opportunities.</i> ➤ <i>Accses to electricity.</i>

Coastline	The outline of the land, where the land meets the sea.
Social uses of the coastline	Plymouth – sightseeing, beaches, yacht clubs, marinas, fishing, sailing Brighton – beaches, theme park on Brighton Pier, windsurfing, sailing, Portsmouth – Spinnaker Tower has a viewing platform for tourists.
Economic uses of the coastline	Plymouth – shipping port (import, export), ferry and Royal Navy shipbuilding yard = jobs. Portsmouth – Royal Navy port, tourism industry, transport (ferry) industry Brighton – tourism industry, fishing industry.
Environmental uses of the coastline	Plymouth – nature reserves. Portsmouth – 7 wildlife conservation areas where they look after habitats
Erosion	The wearing away or breakdown of rocks by wind, water or ice.
Hydraulic Action	The power of the waves forces water and air into cracks in the cliff. The increase in pressure and force causes cracks to get bigger.
Abrasion	Waves pick up rocks in the sea and throw them against the cliff face. This acts like sandpaper and removes material.
Corrosion	Chemicals in the water dissolve the rocks, such as limestone
Attrition	Rocks in the sea hit into each other. This makes them smaller, smoother and rounder.
Weathering	The breakdown of rocks caused by the day-to-day changes in the atmosphere.
Freeze-thaw	<ul style="list-style-type: none"> Water collects in cracks. At night this water freezes and expands. The cracks get larger. In the day the temperature rises and the ice melts (thaws) = the pressure on rocks is reduced. This process is repeated. The repeated freezing and thawing weakens the rock = breaks apart.

LANDFORMS FORMED BY WEATHERING AND EROSION

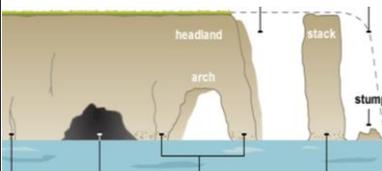
HEADLAND AND BAY



Headland and bays occur along coastlines that have different types of rock, as the rocks erode at different speeds.

- The **hard rock** (granite) erodes more slowly than the soft rock, creating **headlands** that jut out to sea.
- The **soft rock** (clay) will erode more quickly than the hard rock, creating **bays**.
- Bays are sheltered = deposition = beaches are formed.

CAVE, ARCH, STACK



- Erosion (hydraulic action, abrasion) attacks a line of weakness in the cliff. This makes the line of weakness bigger, creating a cave.
- Continued erosion, erodes the back of the cave = arch.
- Weathering (freeze-thaw, animals) weakens the top of the arch, making it unstable. It eventually collapses = stack.
- Erosion and weathering erode the stack to form a stump.

MASS MOVEMENT

ROTATIONAL SLUMP



Mass movement is the downhill movement of material caused by gravity.

A rotational slump is the downhill movement of material along a curved line of weakness. It occurs where permeable rock overlies impermeable rock.

- Heavy rain infiltrates the permeable rock, making it heavier. The cliff becomes unstable.
- Waves erode the base of the cliff, making the cliff more unstable.
- Eventually a curved line of weakness (slip plane) is formed.
- The rocks slide down the curved line of weakness.

LANDFORMS FORMED BY TRANSPORTATION AND DEPOSITION

Chemical weathering	Chemicals in the rain (acid rain) dissolve rocks.
Biological weathering	Plant roots grow in cracks in the rocks and break them apart. Animals burrow into weak rocks and break it apart.
Longshore drift	The transportation of material along the coast in a zig zag pattern.
Swash	Breaking waves rush water and sediment up the beach.
Backwash	The water that rushes flows back to the sea.
Deposition	The dropping of material due to a loss in energy.
Infiltration	The process when a liquid enters a rock.
Saturation	A rock that is full of liquid.
Impermeable rock	Rocks that do not allow liquid to pass through
Permeable rock	Rocks that allow liquid to pass through
Slip plane	A line of weakness along which movement occurs.

SPIT



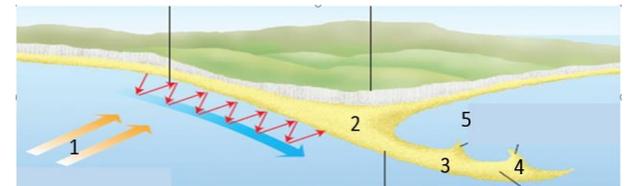
BAR



TOMBOLO

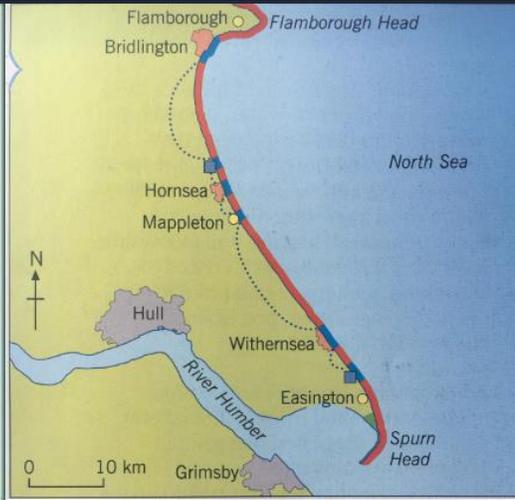


- LONGSHORE DRIFT** transports material along the coastline in a zigzag pattern.
- Where there is a sudden **BEND** in the coastline, the waves lose energy = material is deposited.
- REPEAT:** Continued longshore drift and deposition, deposits material out to sea.
- Strong winds and waves curve the end of the spit = **RECURVED END**.
- The area behind the spit is sheltered from waves = low energy = deposition. **SALTMARSHES** and mud flats are common here. They attract lots of wildlife.



A **BAR** is formed when a spit joins two headlands together. A lagoon forms behind the bar.

A **TOMBOLO** is formed when a spit joins to an island.



The Holderness coast is located...	In Yorkshire.
The Holderness has a population of...	312,000 people
Coastal towns along the Holderness coast are	Hornsea, Withernsea and Bridlington which have industries such as tourism, fishing and retail.
Coastal villages along the Holderness coast are	Coastal villages include: Mappleton, Skipsea and Easington
Spurn Head is...	A spit and considered an area of environmental importance. It needs to receive a constant supply of sediment from along the coast .
The Holderness is eroding at a rate of...	2 metre per year.
Evidence of erosion along the Holderness coastline:	<ul style="list-style-type: none"> 32 villages have been lost since the Roman times. It is estimated that the coastline has retreated by 3½ miles since the Roman times. More than 200 homes are predicted to fall into the sea along the Holderness coast in the next 100 years.
Shoreline management plan	A plan to decide how the coast will be protected. There are three strategies: hold the line, managed retreat, do nothing.
Hold the line	Maintain current position of coastline using hard and soft engineering.
Managed retreat	A deliberate decision to allow the sea to floor an area of low-value land to protect areas of higher value land.
Do nothing	Do nothing to protect the coastline: allow it to flood and erode.

Hard engineering	<p>Using manmade, artificial structures to prevent erosion and flooding..</p> <ul style="list-style-type: none"> ➤ More effective, long lasting and need less maintaining than soft engineering, however more expensive and less natural/environmentally friendly.
Sea Wall	<p>A strong concrete wall built in front of the cliff/settlement that absorbs the wave's energy. A curved sea wall reflects the wave back to sea.</p> <ul style="list-style-type: none"> • They absorb the power of the wave = less erosion. Tourists also like to walk along it. • It can, however, be expensive and ugly.
Rock Armour	<p>Large rocks placed in front of the cliff or settlement, that absorb the wave's energy.</p> <ul style="list-style-type: none"> • They absorb the power of the wave = less erosion. They look quite natural. • It can, however, be expensive and make access to the beach difficult.
Gabions	<p>A wire cage filled with rocks that are placed in front of the cliff or seaside settlement, that absorb the wave's energy.</p> <ul style="list-style-type: none"> • They absorb the power of the wave = less erosion. They are cheaper than rock armour. • The sea can corrode the metal cages = broken gabions which can be dangerous to tourists..
Groynes	<p>Wood or rock fences built out into the sea. They trap sediment transported by longshore drift and make the beach larger.</p> <ul style="list-style-type: none"> • Groynes - Beach becomes wider = waves lose energy as they rush up the beach = less erosion. Big beaches boosts tourism. • They prevent sediment reaching beaches further along the coastline = problem is shifted and not solved. More expensive than soft engineering.
Soft engineering	<p>Using natural, environmentally friendly methods to prevent flooding.</p> <ul style="list-style-type: none"> ➤ Often cheaper than hard engineering however need more maintaining and have a shorter lifespan
Beach Nourishment	<p>Adds sediment to the beach to make it wider = acts as a barrier from the waves = reduces erosion and flooding.</p> <ul style="list-style-type: none"> • Cheap and easy to maintain, natural looking, bigger beaches = more tourism • Short lifespan, constant maintenance, beach is closed due it is being done.
Dune Regeneration	<p>Sand dunes are repaired and made larger using fences or marram grass = barrier from the waves.</p> <ul style="list-style-type: none"> • Cheap, very natural, popular with wildlife (creates habitats). • While being repaired, dunes are closed = less tourists, constant maintenance as dunes are constantly changing.
Managed retreat	<p>Allowing erosion to take place naturally and move settlements when necessary.</p> <ul style="list-style-type: none"> • It is very environmentally friendly. Nature is allowed to takes it course. • It forces people from their homes and lots of compensation must be paid to help them buy a new home in a safer place.

Week	Home learning
Week 17	GCSEpod – set by teacher
Week 21	GCSEpod – set by teacher
Week 25	GCSEpod – set by teacher

I should already know:

The names of all world religions
Places of worship of all religions
Important people in world religions

I will learn about:

Christian, Muslim, Hindu and Buddhist beliefs in life after death
Non Religious views about life after death
Martin Luther King's life
Rosa parks' life
Nicky Cruz' Life

How I will be assessed.

With 2 mark questions defining key words
With 4 mark questions explaining a religious belief

Key words (tier 2 and 3 vocabulary):

Resurrection- the belief that the soul lives on after death

Heaven- the belief in paradise after death

Afterlife- the belief in life after death

Karma –Actions that affect re-birth

Reincarnation- the belief that the soul is reborn into another life

Samsara- the belief in the cycle of life, death and rebirth

Moksha- the belief in the release from the cycle of Samsara

Stretch challenge:

Consider why people believe in life after death. Consider what you believe about life after death. Consider how someone may live their life if they believe in life after death. Consider why people commit to a cause. Evaluate how Christian teaching affect how a person behaves

Recommended reading:

Comparative Religion for Dummies- William P Lazarus

Run Baby Run – Nicky Cruz

Any online research about Martin Luther King or Rosa Parks

**These can all be borrowed from the school library!*

FOUNDATION SKILLS:

- I describe the key beliefs and teachings of the religions, connecting them with other features and making some comparisons between religions.
- I show understanding of what belonging to religions involves.
- I show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language,
- I use key words well.

- **INTERMEDIATE SKILLS;**
- I explain how some key beliefs, teachings and selected features of religious life and practices are shared by different religions.
- I explain how these make a difference to the lives of individuals and communities showing how individuals and communities use different ways to express their religion.

How do you know the answer?
 What would someone that disagreed with you say?
 Is there another way to look at this?
 Why do you think this?
 What follows on from what you say?
 How does this link what we did earlier?
 What are your reasons?

- **HIGH LEVEL SKILLS;**
- **I can explain the key beliefs of religious believers and evaluate how someone might make a decision based on what they believe or what a holy book says. I know how beliefs can sometimes differ. I understand how beliefs make up part of the community**

Sentence starters:
 I believe...
 A Christian might believe.....
 However.....
 This compares to.....
 This is different to.....
 This is the same as.....

Extended thinking:
 CAN YOU SHOW THAT YOU UNDERSTAND.....

- How does being part of a religion make someone behave?
- How might someone make a decision because of what they believe in?
- How much difference does it make to someone when they have a religion?
 - How do religious groups form our community?

. Full stop
 , Comma
 ? Question mark
 ! Exclamation mark

They're going over **there** for **their** dinner

It's- (it is)
 Its -(belongs to it)

Your 34
 You're (you are)

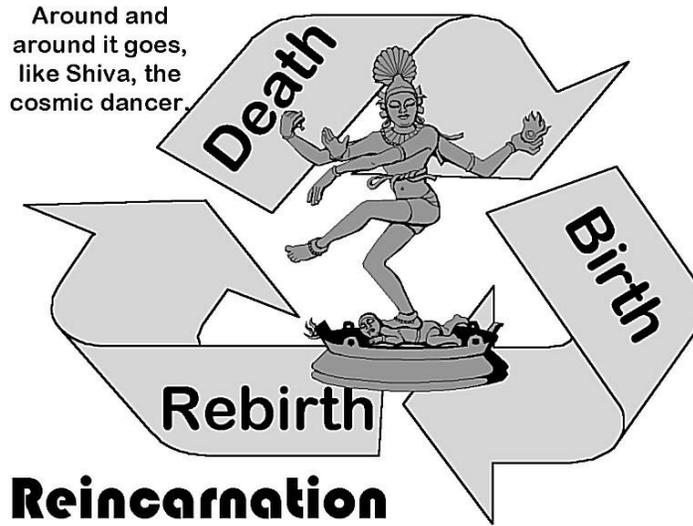
BIBLE BUDDHIST AMNESTY INTERNATIONAL ATHEIST CAFOD CHRISTIAN CHARITY
 CHRISTIAN AID CIVIL RIGHTS CONFLICT CREATION DEATH HEAVEN QURAN
 MIRACLE MUSLIM PACIFIST PARANORMAL PEACE QUAKERS RESOLUTION
 RECONCILIATION REINCARNATION TERRORISM THEIST

The Law Of Samsara - Reincarnation

KARMA
The amount of good works/ actions, following your DHARMA (duty) that you perform. The more good Karma you build up in your ATMAN (Soul) during your life, the better your rebirth.



If your atman has better Karma than the previous life then you will be reborn into a higher life form. EVENTUALLY your Atman will not be reborn into another body. You will achieve **MOKSHA** – release from Samsara and be at one with Brahman.

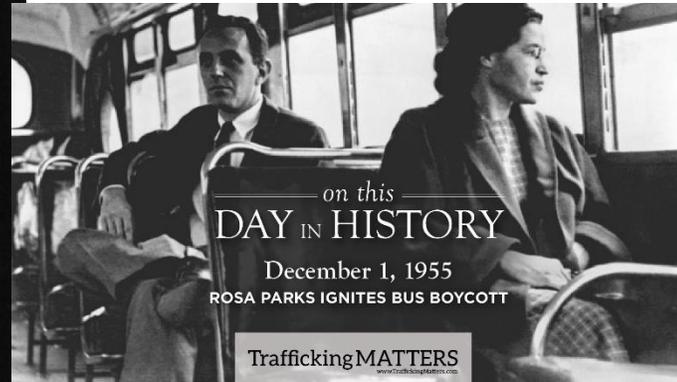
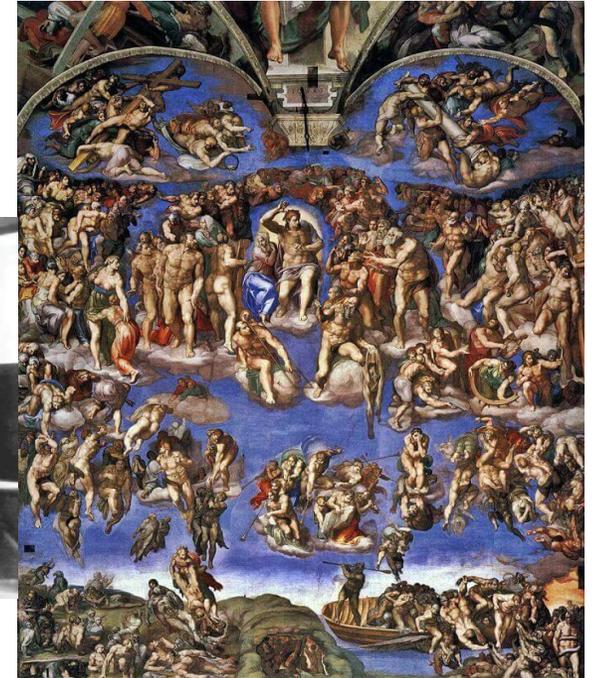


Reincarnation

Around and around it goes, like Shiva, the cosmic dancer.



A continual cycle of birth-death-rebirth



CHRISTIANITY
PLACE OF WORSHIP
Church
HOLY BOOK
Bible



ISLAM
PLACE OF WORSHIP
mosque
HOLY BOOK
Koran (Qu'ran)



JUDAISM
PLACE OF WORSHIP
Synagogue
HOLY BOOK
Torah



SIKHISM
PLACE OF WORSHIP
Gurdwara
HOLY BOOK
Guru Granth Sahib



BUDDHISM
PLACE OF WORSHIP
Shrine
HOLY BOOK
Tripitaka



HINDUISM
PLACE OF WORSHIP
Mandir
HOLY BOOK 35
Vedas



I should already know:

- Present Tense Conjugation
- Opinions and Justifications
- Negatives
- Near Future Tense Conjugation
- Adjectival positioning

I will learn about:

- Adjectival positioning and agreement.
- Present Tense Conjugation consolidation.
- Extended opinions.
- Complex justifications consolidation.
- Near Future Tense consolidation.
- Past Tense introduction.

How I will be assessed:

- Interim translation to and from Spanish (19 marks)
- Listening (25 marks)
- Writing (34 marks)

Key words (tier 2 and 3 vocabulary):

Word	Definition
Verb	A class of words used to indicate the actions, processes, conditions, or states of beings of people or things
Infinitive	The basic form of a verb that usually follows 'to'
Conjugation	The variation of the form of a verb by which the voice, mood, tense, number, and person are identified
Adjectival Agreement	This means that the adjective 'agrees' with the noun it is describing in gender and number
Consolidation	The action or process of making something stronger or more solid
Translation	The conversion of words or texts into another language
Tense	This refers to the conjugation of a verb to reflect its place in time —that is, when the action occurred.

Stretch challenge:

- Design an outfit for a famous person and describe it, in Spanish, using the language you have learnt.
- Create an acrostic poem, in Spanish, and illustrate it.

Recommended reading/ watching:

Spanish Present Tense - <https://www.youtube.com/watch?v=dV1AiSe1Crk>

https://www.youtube.com/watch?v=4XnM3S_Gv1M

Spanish Near Future Tense - <https://www.youtube.com/watch?v=GZqeisWpsDc&t=59s>

Spanish Preterite Tense - <https://www.youtube.com/watch?v=khZEDEhI3AI&t=66s>

<https://www.youtube.com/watch?v=smlNaB1JTcs>

1	azul/es	blue	18	poner	To put on
2	verde/s	green	19	pongo	I put on
3	blanco/a/s	white	20	pones	You put on
4	negro/a/s	black	21	pone	He/she puts on
5	gris/es	grey	22	ponemos	We put on
6	amarillo/a/s	yellow	23	ponéis	You all put on
7	rojo/a/s	red	24	ponen	They put on
8	naranja/s	orange	25	probar	To try on
9	marron/es	brown	26	pruebo	I try on
10	violeta/s	purple	27	pruebas	You try on
11	llevar	(to) wear	28	prueba	He/she tries on
12	llevo	I wear	29	probamos	We try on
13	llevas	You wear	30	probáis	You all try on
14	lleva	He/she wears	31	prueban	They try on
15	llevamos	We wear	32	unos pantalones	trousers
16	lleváis	You all wear	33	una falda	a skirt
17	llevan	They wear	34	una camisa	a shirt

Key Vocabulary – Knowledge Organiser

35	un suéter/ jersey	a jumper	53	probé	I tried on
36	una chaqueta	a jacket	54	puse	I put on
37	una corbata	a tie	55	a veces	sometimes
38	unos zapatos	shoes	56	raramente	rarely
39	unos calcetines	socks	57	normalmente	normally
40	unos vaqueros	jeans	58	el fin de semana	at the weekend
41	una camiseta	a t-shirt	59	todos los días	everyday
42	un chándal	a tracksuit	60	siempre	always
43	una zapatillas (de deporte)	trainers	61	dos veces a la semana	twice a week
44	una sudadera	a sweatshirt/ hoodie	62	después del colegio	after school
45	es	it is	63	porque	because
46	guay	cool	64	ir (present tense) + a + infinitive	going to + infinitive
47	de moda	fashionable	65	fui	I went
48	cómodo/a/s	Comfortable / relaxed	66	celebré	I celebrated
49	opinión + llevar/ probar/ poner	opinion + to wear/ to try on/ to put on	67	compro	I buy
50	elegante/s	smart	68	voy a comprar	I am going to buy
51	lo encuentro	I find it	69	compré	I bought
52	llevé	I wore			



Scan these QR codes to practise Spanish vocabulary



Y8 Spanish: Block 1

Traduce al español ...

25% La ropa

I wear a dress

I wear a jacket and shoes.

I wear a skirt and t-shirt at the weekend

40% Las opiniones

I love to wear a jacket.

I hate to wear boots but it is comfortable

I like to wear a sweatshirt because it is practical

50% El futuro

I am going to wear trousers.

Next weekend, he is not going to wear a coat because it is warm.

Tomorrow we are going to wear a red shirt. How pretty!

60% El pasado

Yesterday I wore a dress.

She wore a jumper. It was really fashionable.

Last weekend we wore a scarf because it cold!

Responde a las preguntas en español

• ¿Qué te gusta llevar normalmente?:

• ¿Qué te gusta llevar el fin de semana?

• ¿Qué vas a llevar este fin de semana?

• ¿Qué llevaste el fin de semana pasado ?



Qué hay en la foto?

1. En la foto hay _____

2. _____

3. _____

4. _____



What is included?

- Homework Tracker
- Knowledge Organisers
- Homework Activities

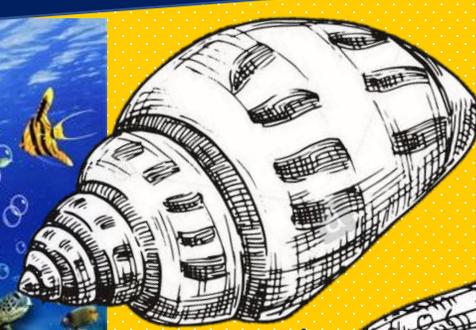
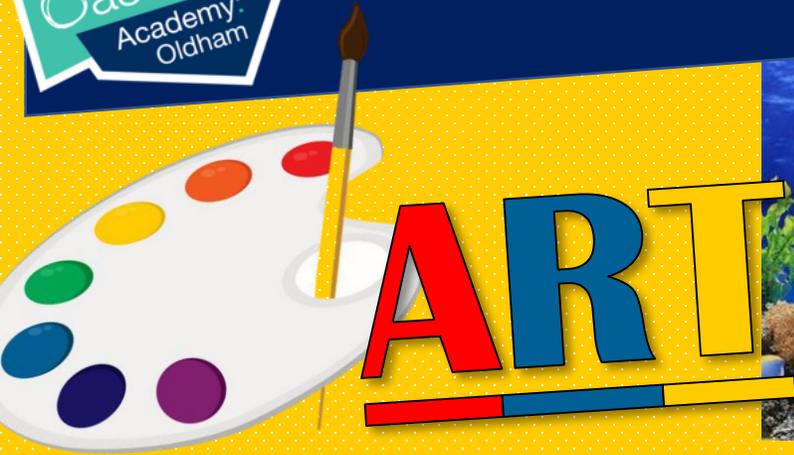
Knowledge Organiser Focus: Home Learning



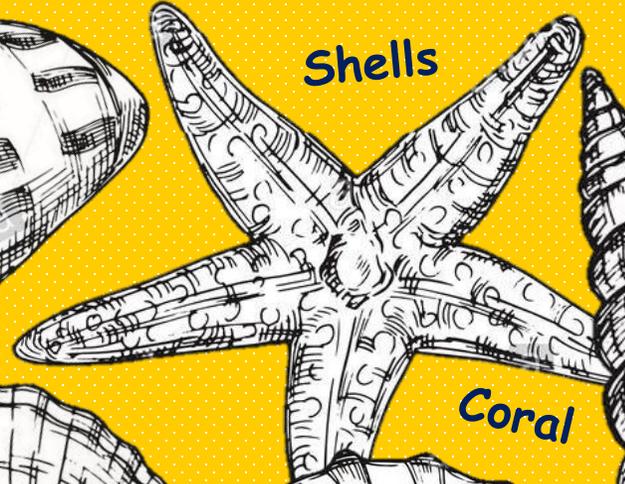
Year 17	Week	Dates	Title
Term 2			
Semana 13	A	w/b 7.12.20	WAGOLL 1 and Top 10 Universals: Opinions Vocabulary 1/ Gap Fill
Semana 15	A	w/b 21.12.20	WAGOLL 2 and Top 10 Universals: Connectives Translation/ Reading
Semana 17	A	w/b 11.1.21	WAGOLL 3 and Top 10 Universals: Adjectives Writing
Semana 19	A	w/b 25.1.21	WAGOLL 4 AND Top 10 Universals: Tener / Ser Vocabulary 2/ Gap Fill
Semana 21	A	w/b 8.2.21	WAGOLL 5 AND Top 10 Universals: Perfect Tense Translation/ Reading
Semana 23	A	w/b 1.3.21	WAGOLL 6 AND Top 10 Universals: Time Phrases Writing
Semana 25	A	w/b 15.3.21	WAGOLL 7 AND Top 10 Universals: Ir Vocabulary 3/ Gap Fill
Semana 27	A	w/b 29.3.21	WAGOLL 8 AND Top 10 Universals: Negatives Translation/ Reading
Semana 29	A	w/b 19.4.21	Assessment Revision Writing
Semana 31	A	w/b 4.5.21	Assessment Revision

Deberes – Homework: Instructions

- For each week, you need to complete the translations using the knowledge organisers to help.
- Using the vocabulary, complete the activities on the two pages after the translation exercise.
- The homework should take no longer than an hour to complete. You could spread it over 5 days and spend 20 minutes on it!
- All work will be self marked in class and your score recorded by your teacher.



Jellyfish



Shells

Coral



Fish

UNDER THE SEA

I should already know:

- The formal elements and how they are used in Art
- How to use different media: pencil, pen, oil pastel, pen, oil pastel, watercolour paint, acrylic paint and acrylic paint and collage.

I will learn:

- How to draw in pen and pencil from a secondary source.
- How to effectively use a variety of media to create work in the style of an artist.
- How to analyse an artists work using correct vocabulary.
- How to blend and use oil pastels effectively.
- How to apply collage with skill

Home Learning Tasks

Week 19	Drawing task set by class teacher
Week 23	Research task set by class teacher
Week 27	Drawing task set by class teacher



Artist Information

Vincent Scarpace was born in 1971 in Buffalo, New Jersey. Scarpace attended school in Texas.

Scarpace's work uses a mixture of medias, primarily acrylic paint and uses a range of tools for mark making.

Artist Analysis:

- What is the work about?
- Is the work realistic/abstract/surreal?
- What media/materials/tools has the artist used?
- What colours does the artist use? Why?
- What shapes does the artist use? Why?
- How big is the work? Why do you think the artist choose this scale?
- Does the artist have a recognisable style?
- How does the work make you feel? Does it change your mood? Explain.
- What mood do you think the artist was in when they created the art?

Vincent Scarpace



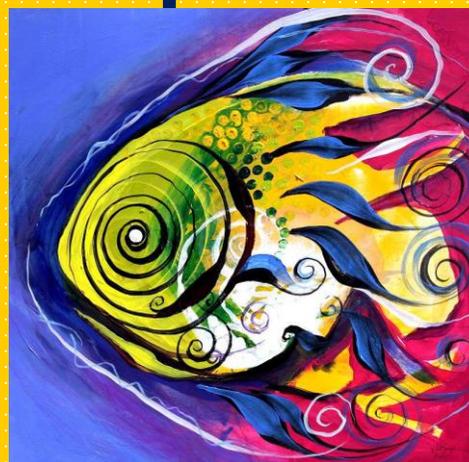
What is Mark Making?

Mark making describes the different lines, dots, marks, patterns,

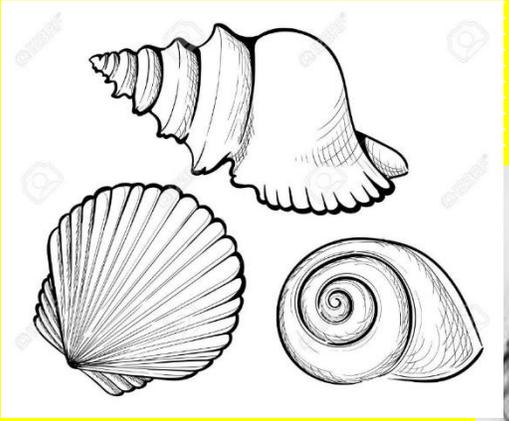
and textures we create in an artwork. It can be loose and gestural or controlled and neat.

Tools could include:

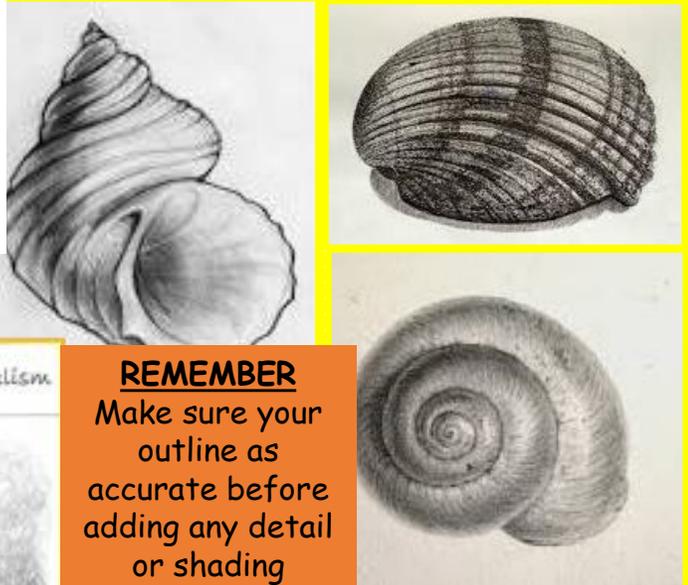
- Paintbrush
- Wood Stick
- Cotton wool/bud
- Sponge
- Toothbrush
- Mascara brush



Pencil Drawing



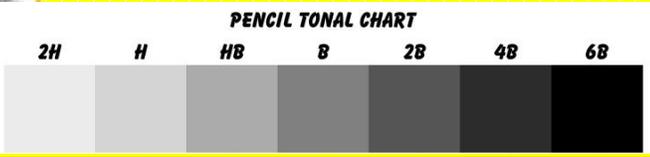
Adding shading to your pencil drawing will demonstrate your drawing skill. You apply tone to show light and dark areas on your drawing and to show textures on the surface.



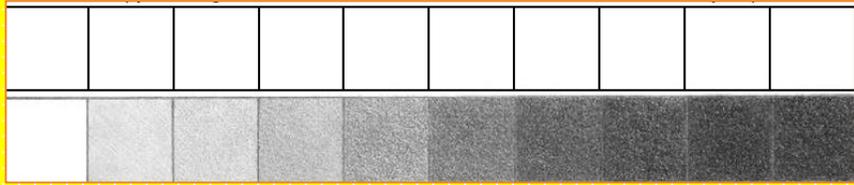
Shading Techniques



REMEMBER
Make sure your outline as accurate before adding any detail or shading



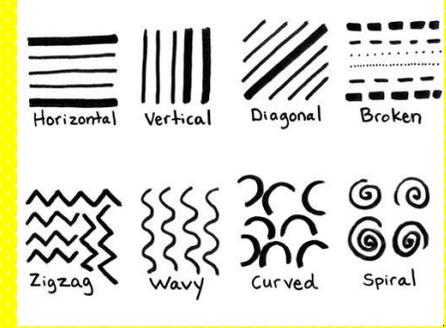
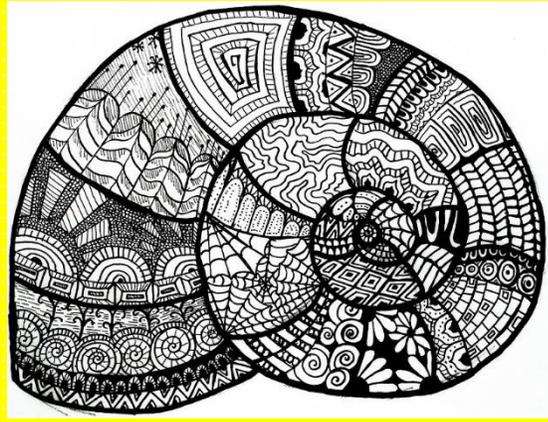
The amount of pressure you apply with your pencil decides how dark or light your tone is.



Primary Source: a real life object in front of you
Secondary Source: artist image or a photograph
Observational drawing: drawing what you see, looking at the shape and outline carefully

Pen Drawing

Drawing with a pen requires you to be bold and confident because it cannot be rubbed out like pencil. When drawing with a pen, you are able to create a range of thin and thick lines and can create striking contrast between the black and white.



ZENTANGLE PATTERN
Zentangle patterns are unplanned, abstract, black-and-white art made up of beautiful patterns.



You can draw with any pen. Fine-Liner Biro are a great choice!

Year 8 Design Technology – Term 2

I will learn about:

- *What ACCESS FM is and how to use it.*
- *How to critically evaluate the work of others*
- *How to identify the tools and equipment used in this project.*

How I will be assessed:

I will complete sections of my workbook regarding polymers and these will be marked by my teacher.

Knowledge Organiser Focus: Polymers

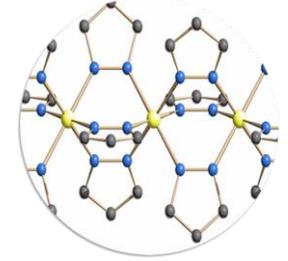
Key words (tier 2 and 3 vocabulary)	
Key word	Definition
Equipment	The necessary items for a particular purpose.
independently	To work without outside help; unaided.
Advantage	A condition or circumstance that puts one in a favourable or superior position
Disadvantage	an unfavourable circumstance or condition that reduces the chances of success or effectiveness.

Stretch challenge:

Explain what sustainability means and why it is so important in issues regarding the environment and global warming. Use people in the media such as Greta Thurnberg to explain your answers.

Recommended reading:

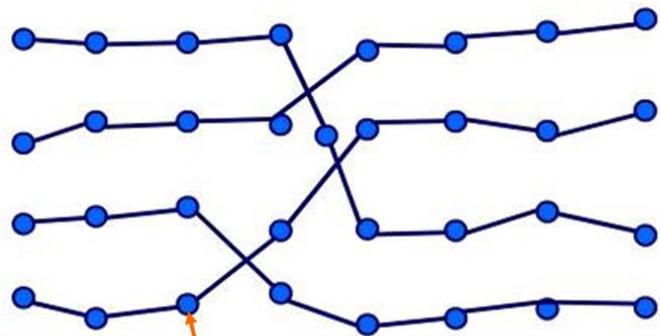
Advanced tools and equipment for Polymers.



- Polymers are very long molecules, made by joining many ‘building block’ molecules into a chain.
- Different ‘building blocks’ create different chains – with different properties.
- Polymers come in two forms, **thermoplastics** and **thermosets**.

THERMOPLASTICS

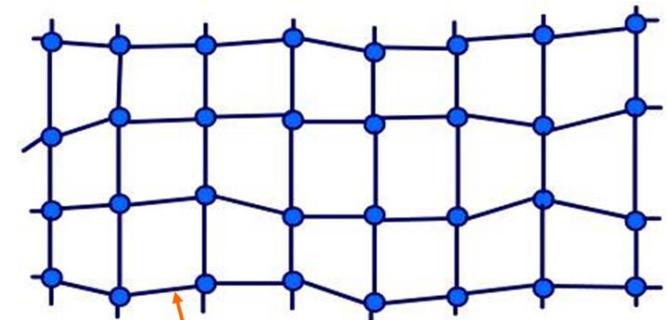
- Thermoplastics soften when heated.
- All thermoplastics can be melted and reshaped many times.
- Made of long polymer chains with few cross links.
- Thermoplastics can mostly be recycled.
- Examples of thermoplastics include coca cola bottles



individual monomer molecule

THERMOSETS

- During moulding, thermoset molecules form a tightly woven 3D network.
- This means thermosets cannot be re-melted and changed in shape.
- Thermoset plastics are stronger and more durable than thermoplastics.
- Examples of thermoset plastics include light switches.



individual monomer molecule

There are several hundred different types of plastics. Each has properties that make it suitable for specific uses

High-Density Polyethylene (HDPE): Used for containers, toys, utensils, industrial wrapping film and gas pipes.



Polyethylene terephthalate (PET): Used for bottles, textile fibres and film food packaging



Polystyrene – PS For electrical appliances, insulation, cups and plates, and toys.



Polypropylene (PP): Used for transparent all-weather sheeting, electrical insulators, bathroom units and automotive parts



polyvinyl chloride (PVC): Used for window frames, pipes, flooring, wallpaper, bottles, cling film, toys, guttering, cable insulation, credit cards, and medical products.



Low-Density Polyethylene (LDPE) For pallets, agricultural films, bags, toys, coatings, containers, pipes, wrappings.



Week	Home learning
Week 19	Product analysis: Analysing an existing product using ACCESS FM
Week 23	Tone and Shading: Developing and improving sketching skills
Week 27	Independent research: Investigating thermoplastics.

Knowledge Organiser Focus: Basketball

I should already know:

- *Basic rules of the game. Don't worry if you don't. This could be a new sport for you.*
- *Skills from other team sports that I can transfer to this sport.*

I will learn about:

- *Skills that will enhance my performance*
- *Tactics and strategies to gain an advantage over and opponent.*
- *The positions on a basketball court*

How I will be assessed:

- *You will receive a grade for basketball based on the skills, tactics and strategies learned and it will count towards an overall term grade.*

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
Passing	A way to get the ball from you to a team mate.
Receiving	A way to catch the ball after receiving a pass from a team mate.
Shooting	A way to get the ball into the basketball hoop.
Dribbling	A way to take the ball into space or evade an opposition player.

Stretch challenge:
 Watch a live basketball game on TV or watch highlights from a previous match. What skills can you find that you will try in your PE lessons?

Recommended viewing:
Chicago Bulls v Utah Jazz, 1997
https://www.youtube.com/watch?time_continue=1&v=GtvP9eWLABM&feature=emb_title
Los Angeles Lakers v Toronto Raptors, 2006 https://www.youtube.com/watch?v=zcVPLnR-c3g&feature=emb_title

Basketball

Knowledge Required

Basic Rules and Regulations

- + Each team can have a maximum of 5 players on the court at any one time.
- + The ball can only be moved by either dribbling (bouncing the ball) or passing the ball. Once a player puts two hands on the ball (not including catching the ball) they cannot then dribble or move with the ball and the ball must be passed or shot.
- + Each team has 24 seconds to at least shoot at the basket. A shot constitutes either going in the basket or hitting the rim of the basket.
- + After each successful basket the ball is then turned over to the opposition.
- + Violations in basketball include travelling (taking more than one step without bouncing the ball), double dribble (picking the ball up dribbling, stopping then dribbling again with two hands), goaltending (a defensive player interferes with the ball travelling downwards towards the basket) and back court violation (once the ball passes the half way line the offensive team cannot take the ball back over the half way line).

The Court



Skills

Passing

Place both hands on either side of the ball. Spread your fingers out and form an oval between the thumbs and index fingers of each hand. Bring the ball close to your chest. Push the ball out towards the target, stepping toward the target at the same time.

Shooting

Balance – feet shoulder width apart
 Eyes – firmly on the target
 Elbow – 90 degrees
 Follow through – leave your hand in the cookie jar, extend the arm upwards towards the target

Receiving

Keep hands out from the chest. Keep fingers pointed up and spread comfortably, with the thumbs almost touching each other. This position enables them to immediately get a good hold on the ball.

Dribbling

1. Keep your head up and your eyes on the game. Don't look at the ball.
2. Extend your arm and snap your wrists to send the ball into the ground.
3. Use your fingers, not your palm, to control the ball.
4. Do not bounce the ball too high while dribbling.
5. Use your body and your non-dribbling arm to shield the ball from defenders.

Defensive positions include: Point guard, shooting guard
 Midcourt positions: centre
 Attacking positions include: Power forward, small forward

Key teams to watch

- + LA Lakers
- + Manchester Storm
- + Boston Celtics
- + Chicago Bulls

Key players to watch

- + Michael Jordan
- + LeBron James
- + Stephen Curry
- + James Harden
- + Kawhi Leonard

What have you understood?

Rules and Regulations	
How many players are allowed on the pitch from each team?	
How long is a basketball game?	
What consequences will you see for persistent fouling or dangerous play?	
What size is an official basketball court?	

Skills (what are the teaching points?)	
Passing	
Receiving	
Dribbling	
Shooting	

Players I have watched	
Michael Jordan	
LeBron James	
Stephen Curry	
James Harden	
Kawhi Leonard	

Basic positions on a basketball court	
Defence	
Midcourt	
Attack	

I should already know:

- *Basic rules of the game. Don't worry if you don't. This could be a new sport for you*
- *Skills from other games that will help me.*

I will learn about:

- *Grip of the ball, how to pass correctly, how to run with the ball, how to tackle correctly*
- *Skills that will enhance my performance*

How I will be assessed:

You will receive a grade for rugby and it will count towards an overall term grade.

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Grip	A way to hold the ball correctly during play
Pass	A way to get the ball to one of your team mates correctly
Decision making	A way of making a correct decision during a small sided game
Support	A way of helping out a teammate

Stretch challenge:

Can you watch a rugby league game on TV, or past footage from a rugby league match. What skills can you find that you will try in your PE lessons.

Recommended viewing:

September 25, 2015: Huddersfield Giants 16-20 Leeds Rhinos. What a comeback!
October 13th, 2018: Wigan Warriors 12-4 Warrington Wolves. Tough tackling game!

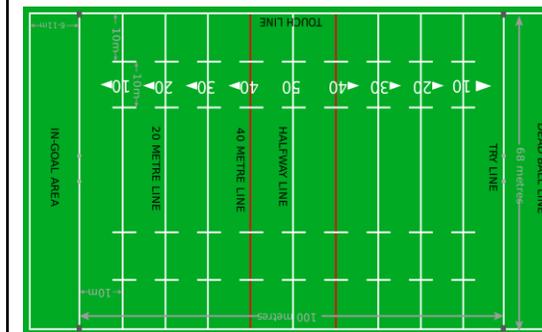
Rugby

Knowledge Required

Basic Rules and Regulations

- + The winning team are the team who score the most points through a try or kick
- + There are 13 players on a rugby league team
- + Possession is built by passing the ball around with the hands, this must be passed backwards
- + You have 6 chances to score
- + It is illegal to high tackle around the neck
- + To stop the other team you must perform a safe tackle

The Pitch



Skills

Grip
Wrap your hands around the ball and create a w shape with your fingers

Passing
With both hands in a w shape grip around the ball, swing from the pocket towards the target.

Tackling
Make sure your head is tucked behind your opponent's body. Wrap your arms around the ball carrier's legs, grip tightly and hold on.

Running with the ball
Hold the ball with two hands, unless you break free from a defender, then carry it under one arm.

Positions **Backs** 1 Full Back, 2 Left Wing, 3 Left Centre, 4 Right Centre, 5 Right Wing, 6 Stand-off Half, 7 Scrum Half
Forwards 8 Prop, 9 Hooker, 10 Front Row Forward, 11 Second Row, 12 Second Row, 13 Lock Forward

Key Players and teams to watch
+St Helens
+Wigan warriors
+Leeds Rhinos
+Warrington Wolves

Players
+Sonny Bill Williams
+Luke Gale
+Manu Ma'u
+Tom Johnstone
+Aaron Smith
+Gareth Widdop

Rugby League

What have you understood?

Rules and Regulations	
How many players are allowed on the pitch from each team?	
What size is the rugby league pitch?	
What punishment will you receive for a high tackle?	
How long is a rugby league game?	

Way to beat an opponent	
Side step	
Spin	
Dodge	

Skills (what are the teaching points?)	
Passing	
Grip	
Tackling	
Support	

Player I have watched	
Zak Hardaker	
Joe Burgess	
Thomas Leuluai	
James Roby	
Stefan Ratchford	
Josh Charnley	

I should already know:

- *Basic rules of the game. Don't worry if you don't. This could be a new sport for you*
- *Skills from other games that will help me.*

I will learn about:

- *Skills that will enhance my performance*
- *When to use different skills within a game to make my performance more effective.*

How I will be assessed:

You will receive a grade for your handball and it will count towards an overall term grade.

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Skill	A skill is a type of activity which requires special training and knowledge.
Power	Power is defined as the rate of transfer of energy.
Accuracy	The quality or state of being precise.
Agility	The ability to move and change direction quickly (at speed) whilst maintaining control.

Stretch challenge:

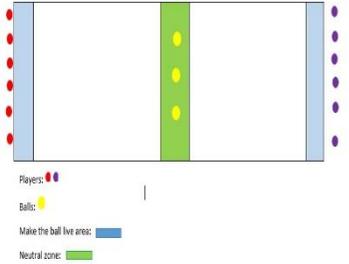
Can you watch past footage from a dodgeball match. What skills can you find that you will try in your PE lessons.

Recommended viewing:

Dodgeball | England Lions <https://www.youtube.com/watch?v=WwIJzawAUEI>
 USA vs Great Britain Match Highlights | 2019 Dodgeball World Championships
<https://www.youtube.com/watch?v=uLgzDMUoOvw>

Dodgeball

Knowledge Required

<p>Basic Rules</p>	<ul style="list-style-type: none"> + The winning team are the team who eliminates the opposing team first or has the most players left at the end of the set. + All players must start behind the backline. + The ball must be returned to the return line to make the ball live + Player must not pass the opposite neutral zone line + If a player is hit on the shoulder or below they are out. + If a player is caught they are out, if the player attempt to catch the ball and drop it they are out. + If a ball is caught the first player in the out que for the catching team can return to the game. +If a player is out they must line up in order they got out at the side of the court and must not touch any ball 		<p>The Pitch</p>  <p>Players: ●● Balls: ●● Make the ball live areas: ■■■ Neutral zones: ■■</p>
<p>Skills</p>	<p><u>Throwing – Over arm throw</u> Grip is similar to a rounder’s grip. You need a firm grip around the ball. Keeping the elbow high, you will use the body and elbow to generate power. Aim to release the ball with a flick at the end with the hand finishing pointing to the person’s shins.</p>	<p><u>Catching</u> The box: anywhere between the shoulders and hips. 1.Knees slightly bent shoulder width apart 2.Weight slightly forward (heels slightly off the floor) 3.Body should be square on to the ball 4.Hands ready and relaxed at hip height 5.As the ball comes into the body, hands bring the ball into the body like a basket 6.Cushion the catch by moving back with the ball</p>	<p>Key Players and teams to watch</p> <ul style="list-style-type: none"> -England Lions -Great Britain -USA - April O’Brien - Aden Woodall
<p><u>Dodging</u></p> <ol style="list-style-type: none"> 1.Use the outside foot to push off in the opposite direction (side step motion) 2.Aim to keep body up right using the core 3.Keep on your toes 4.Aim to see the ball at all times (square on) 		<p>54</p>	

Rules and Regulations	
Where must all player start at the beginning of the game?	
What is the central area of the dodgeball court called?	
What happens if a player is hit from the shoulder down?	
Identify a second way a player can be eliminated from the game	

Tactics – When trying to eliminate a player, what part of the body should you aim for and why?

Skills (what are the teaching points?)	
Over Arm throw	
Dodging	
Catching	
Creating power	

Tactics – If you are the last player standing, what tactic would you choose to perform and why?

Player/Teams I have watched	
England Lions	
Great Britain	
USA	
April O’Brien	
Aden Woodall	

How will this be assessed:

End of unit performance/Presentation due to Covid restrictions.

A written quiz – a series of questions based on the tasks throughout the unit.

In this unit we will:

- Revisit Drama techniques and develop a deeper understanding of how to use them in performance
- Focus on creating characters using our physical and vocal skills
- Explore a range of stimuli to create performance
- Evaluate and give feedback on performances.
- Develop group work and communication skills.

Devising is a group collaboration in response to a stimulus leading to the creation of an original performance. **Devising** in drama demands inventiveness, an understanding of the rules of structuring a piece of theatre and a readiness to collaborate with others.

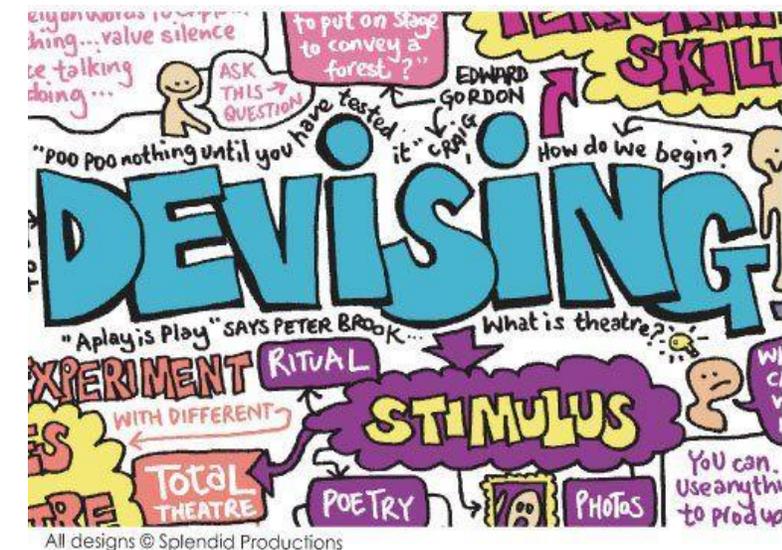
A **stimulus** is a starting point/ inspiration for performance.

TOP TIPS FOR PERFORMING:

- ✓ Perform with confidence - do not be embarrassed!
- ✓ Stay in role at ALL times, even if something goes a bit wrong!
- ✓ Make eye contact with the audience to engage them
- ✓ Project your voice loudly and clearly
- ✓ Use a range of vocal and physical skills to show strong and convincing characterisation!
- ✓ Make sure you are facing the audience, so they can see your facial expressions
- ✓ Don't shuffle about - move with purpose!

TOP TIPS FOR CREATING:

- ✓ Be co-operative! (Take part and follow the instructions of your team members)
- ✓ Listen respectfully to others' ideas
- ✓ Share your own ideas and make contributions
- ✓ Stay in your working space
- ✓ Plan your time effectively and structure your rehearsal
- ✓ Think about where your audience will be and rehearse with this in mind
- ✓ Make sure everyone knows what they are doing
- ✓ Practice your transitions (the moments between a scene change)



Starting your own piece of Theatre

BRAINSTORM

As a group, discuss the themes that you want to explore in the performance. Brainstorm stories that involve the characters experiencing each theme

STRUCTURE

Create a flow chart of the story and highlight the key scenes. Experimenting with the structure may help you create a more imaginative and original performance

CHARACTERS

Start by creating the characters. Too many devised pieces fail because the characters have not been carefully thought out. Name each character and talk about their personality and relationships

TABLEAU

Create a tableau/freeze frames that depict crucial moments in the character's life. These can then be incorporated into your performance later on

MUSIC

Find a piece of music that represents your theme, either lyrically or through the dynamics or texture. Use the music to create a movement sequence that shows the mood of a character

MONOLOGUE

In a group, think of one word each that describes your character. Then on your own, use the list of words (in the order they were said) to write a monologue for your character

REFLECT

At the end of a rehearsal, reflect on what you have done next. Set aims and assign jobs for the next session. Create a rehearsal schedule and stick to it

IMPROVISE

Improvise a scene in every rehearsal. Do not just talk it through. Try to improvise a scene using different styles. A scene may work better as a comedy even though it was originally a drama

Group Roles

Everybody must take part in the performance, however everybody should be responsible for a specific area when creating.

Spokesperson: Be ready to EXPLAIN your group's ideas to the rest of the class, when asked.

Director: LEAD and SUPPORT the team and make sure everyone is involved.

Ideas Generator: DEVELOP the ideas that your group are sharing – DEMONSTRATE your use of drama techniques.

Peer Assessor: EVALUATE your group's work and make decisions on what is working well (WWW) and what could be even better (EBI).

Scribe: MAKE notes of the most relevant points that your group discuss on your planning sheet.

CHALLENGE:

Use BBC Bitesize and other websites to EXPAND your knowledge independently.

Type up/present any of your independent research and bring it to your teacher

VOCALS

 High
 Low
Pitch: How high or low your voice is.

Pace: The speed that you speak at.



 **Pause:** A break in speaking; a period of silence.

 **Diction:** The clearness of your voice - the audience being able to understand what you are saying.

Volume: The loudness or quietness of your voice. 

Emphasis: 'Highlighting' a specific word or phrase, by changing at least one aspect of your vocals.



Power: The amount of tension in your voice. This is not the same as volume - you can have large vocal power at a low volume. 

PHYSICALITY

 **Direction:** The position you face or move in.

Pace: The speed that you move at.



 **Gait:** The way that you walk.

 **Control:** Being able to execute a specific and precise movement.

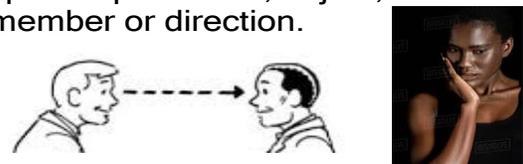
Tension: How tightly you are holding your muscles. 

 **Gesture:** A movement (of the head, arm, hand, leg or foot) which communicates a specific meaning.

Facial Expression: Using your face to show how a character is feeling.



Articulation: The way that you pronounce each letter in a word. If using a high level of articulation, you would pronounce every letter in every word. 

Eye Contact: Choosing to look at a specific performer, object, audience member or direction. 

Posture: The way that you sit or stand; the alignment of your spine. Your physical stance, which conveys information about your character. 

DIG DEEPER QUESTIONS

How could you use vocal skills to communicate subtle changes to a character's emotions?
 How could you use physical skills to communicate subtle changes to a character's emotions?
 Which do you think is the most important vocal skill? Why?
 Why do you need to change your characterisation depending on the style of the play?

How can eye contact change the meaning communicated?
 How might adding a pause change the meaning of a line?
 Which do you think is the most important physical skill? Why?
 What makes a successful performance?

Home Learning

Week	Home learning
Week 19a	Write feedback for your last group performance and for one other group. You must write in full sentences. Use the structure to help you.
Week 23a	Create your own vocal and physical drama warm up – Write step by step instructions.
Week 27a	Use the picture below and brainstorm at least four ideas you could use for performance.



Step 1

“I think that...” “In my opinion...” “I noticed that...”

(Think about yourself or someone in the class)

Step 2

“Showed really good...”

(Pick a keyword)

Facial expressions Freeze-frames Exaggeration Movements
Gestures Voices Team-work Use
of the script

Step 3

“Because...”

(Tell us why. What did they do?)

Step 4

“To make it even better I/they could...”