



Year 8 Knowledge Organiser Term 1

Creating a
community of
choices & chances





Information

Creating a
community of
choices & chances

What are knowledge organisers?

Knowledge organisers are essentially a list of the key knowledge that pupils need to know for that upcoming half term or topic area. The purpose of providing students with knowledge organisers is to give them the knowledge they need to know in advance of the lessons. This should allow them to access vital knowledge ahead of lessons and importantly, help parents support their child with their learning at home. A number of subjects use knowledge organisers across the Academy and have included them under resources for their subject areas.

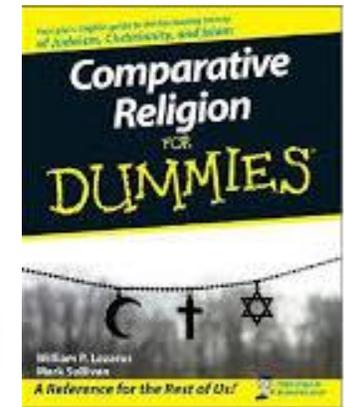
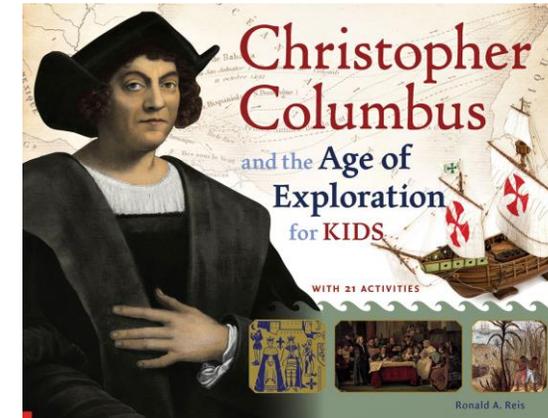
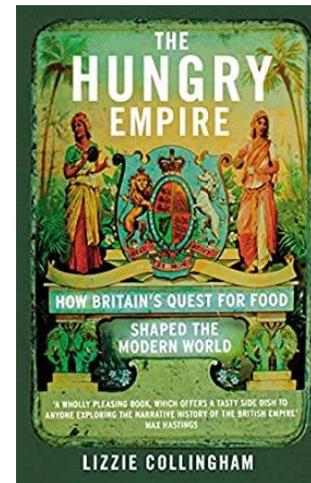
You should complete at least one hour of Home Learning per school day.

This will consist of:

- *Knowledge Organiser and Online Learning as directed by your teachers.*
- *If you have no tasks set, carry out Knowledge Organiser activities as per the Knowledge Organiser timetable below.*
- *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 2 Tech

Subject	Page
English	5-7
Maths	8-10
Science	11-13
History	14-16
Geography	17-20
RE	21-23
MFL (French and Spanish)	24-31
Art	32-34
Design Technology	35-37
Food Tech	38-40
IT	41-43
PE (various sports)	44-64
Drama	65-67



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

I should already know:

- *What life was like during the Shakespearean era*
- *What types of texts were written by Shakespeare*

I will learn about:

- *Colonialism and migration.*
- *How writers create multiple plots.*
- *How relationships between characters are used to inform a reader of other ideas.*

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 Caliban.

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
Colonialism	When one country establishes itself in another country.
Usurp	To take control of someone else’s power when you do not have the right to.
Callous	When someone is cruel and does not care about other people.

Stretch challenge:
 Consider why Shakespeare includes a romantic plot and why he includes the love story of Ferdinand and Miranda when the rest of the story is so tragic.

Recommended reading:
Christopher Columbus and the Age of Exploration
<https://books.google.co.uk/books?id=CTbVAAAAQBAJ&printsec=frontcover&dq=Christopher+Columbus+and+the+Age+of+Exploration+ronald&hl=en&sa=X&ved=0ahUKEwiJgZagtvDpAhW9VBUIHTVKCpYQ6AEIKDAA#v=onepage&q=Christopher%20Columbus%20and%20the%20Age%20of%20Exploration%20ronald&f=false>

Plot Summary	Ferdinand and Miranda (I.ii, III.i)	Keywords
<p>The Tempest (I.i) Alonso, the King of Naples, is on a ship with his son Ferdinand and his companions Sebastian, Antonio, Stephano and Trinculo. They are struck by a terrifying, howling storm. They abandon ship and swim to a nearby island but are washed ashore in different places. The island seems to be abandoned.</p>	<p>Ferdinand has survived the storm. He is safely on the island and is found by Miranda. They fall instantly in love. Prospero wants to test that the love is real. Ferdinand has to endure hard labour to prove his intentions are honourable. Miranda pities Ferdinand and wants to marry him. Prospero blesses their marriage.</p>	<p>colonialism – when one country establishes itself in another country. When someone colonises a new country, they are called a coloniser. The original inhabitants of the land are called natives.</p>
<p>After the Storm (I.ii) From a nearby island, Miranda watches the huge tempest. She lives with her father Prospero and has little memory of her life before the island. Prospero tells his daughter of their past: he was the Duke of Milan twelve years ago, but he was so involved with his books and secret studies that he did not realise his brother Antonio was stealing power from him. One night, Antonio ordered soldiers to take Prospero and Miranda and put them on a boat to their death. But they were washed ashore this island safely and have lived there ever since. Prospero has been ruler of the island. Prospero has created the storm to bring his brother to the island.</p>	<p>The End (IV.i, V.i) A marriage for Ferdinand and Miranda is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from Trinculo, Stephano and Caliban. Prospero and Ariel send spirit dogs to scare them away. King Alonso, Sebastian and Antonio meet Prospero. He explains what has been happening on the island. He shows them Ferdinand and Miranda who are now married. King Alonso is filled with regret and asks for forgiveness from Prospero which he grants.</p>	<p>usurp – to take control of someone else's power when you do not have the right to. Someone who usurps is called a usurper.</p>
<p>Ariel and Caliban (I.ii. cont./II.i) Prospero is a powerful magician who controls the spirit Ariel who completes tasks for him. Prospero has agreed to release Ariel after this last mission. Caliban is a deformed savage slave who is also under Prospero's control. He is the son of an old witch, Sycorax, and is a native of the island. Prospero taught Caliban how to speak but Caliban resents the control Prospero has over him.</p>	<p>Epilogue Prospero declares that he will be giving up his magic. Ariel is released from his service. The party travel back to Milan. We do not know what has happened to Caliban.</p>	<p>tempest – a violent storm.</p> <p>treason – a crime that harms your country or government. Someone who commits treason is a traitor.</p>
<p>Kind Alonso (II.i) King Alonso and his younger brother Sebastian, as well as Antonio (the usurping Duke of Milan), wander around the island. King Alonso weeps as he believes his son Ferdinand is dead. Sebastian and Antonio plot to kill Alonso so that Sebastian can be king. They are stopped by Ariel's magical intervention.</p>	<p>Characters</p> <p>Alonso – King of Naples</p> <p>Sebastian – Alonso's brother</p> <p>Ferdinand – Alonso's son</p> <p>Antonio – Prospero's brother. Antonio stole Prospero's title as Duke of Milan.</p>	<p>'The Tempest' Knowledge Organiser</p>
<p>Caliban, Stephano and Trinculo (II.ii, III.ii) The monster Caliban is found by Stephano and Trinculo. They give him alcohol to drink and he gets drunk. Caliban offers to serve Stephano because he believes he is a god because of the heavenly drink! Caliban explains to them how Prospero has treated him and that he will be their guide on the island if they overthrow him. The three drunks go to find and kill Prospero.</p>	<p>Gonzalo – the old counsellor to the King of Naples</p> <p>Trinculo – a jester</p> <p>Stephano – a drunken butler</p> <p>Prospero – the rightful Duke of Milan</p> <p>Miranda – Prospero's daughter</p> <p>Ariel – an airy spirit; a slave of Prospero's who earns his freedom</p> <p>Caliban – a savage and deformed slave of Prospero's; a native of the island</p>	<p>callous – when someone is cruel and does not care about other people.</p> <p>pathos – a situation that makes us feel sympathy or sorrow.</p> <p>dual nature – having two sides.</p> <p>nurture – to encourage or support the development of someone or something.</p> <p>Tragicomedy – a play that has some features of a tragedy and some features of a comedy.</p>
		<p>Background Information</p> <p>Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the Jacobean era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras.</p> <p>Italian city states - A city-state is an area that is ruled by a major city. During the Elizabethan and Jacobean era, Italy wasn't one unified country, but a number of small independent city-states.</p> <p>Sea exploration was booming in the Elizabethan era as people 'discovered' new parts of the world. Queen Elizabeth I was obsessed with their discoveries and was happy to pay for their travels. Led by her example, the rest of the country were also fascinated by their stories and goods.</p>

Year 8 English – Term 1 – The Tempest

Characters

- Caliban is a very complex character. He is referred to as a 'demi-devil' (A5, Sc1, L271) and 'Thou poisonous slave' (A5, Sc2, L320). Do you think this is a fair way to treat Caliban? Why/Why not? In Act 3 Caliban states 'I say by sorcery he got this isle; from me he got it' (A3, Sc2, L46). What do you think he means by this?
- Miranda is very obedient to her father and relies on him completely for her understanding of the world and society. Can you find evidence to support/disregard this statement? What does Miranda show us about women during the time that Shakespeare was writing? How would a modern day audience react towards this?
- In Act 4 Prospero says 'We are such stuff that dreams are made on, and our little life is rounded with a sleep' (A4, Sc1, L156). What do you think he is saying about dreams and reality here? What does this show us about Prospero?

Genre

The Tempest is considered to be a 'Comedy'. Can you find any examples of typical comedic elements in the play? How do you think a modern day audience would react differently towards them than a Jacobean audience?

Freedom

- Which characters have their freedom taken away? Why?
- 'By the end of Act 5 all the characters are free'. Do you agree with this statement? Why/Why not? You may want to use the Epilogue to support your answer.

Colonialism

Many critics state that The Tempest is a commentary on the colonisation beginning during the Elizabethan era and spanning many years afterwards. How far would you agree that Caliban is a symbol of this? That the other characters attempt to 'teach' Caliban a different way of living?

Power

There is a power struggle throughout the play. Who holds the power in the play and why? Can you find any examples of characters that abuse their power?

Ferdinand and Miranda

Do you think Miranda and Ferdinand are really in love or do you think their feelings are just a product of Prospero's manipulation? Find evidence to support your ideas beginning with this quote 'My affections are then most humble. I have no ambition to see a goodlier man' (A1, Sc2, L480).

Ariel

- In adaptations of The Tempest Ariel has been presented in many different ways. Do some research into different productions to see the way in which Ariel has been portrayed. Why do you think directors have chosen to interpret this character so differently?
- How do you think an audience would react to Ariel? Should he be considered a good or bad character? Why? Use evidence from the text to support your answer.

Magic

- Which characters use magic in the play and to what effect?
- Is magic used for positive or negative reasons in the play? Who by? Why?
- How would a Jacobean audience have responded to the magic in the play? In particular the character of Ariel?

Time

A lot of action happens in the play in a very short time frame. Shakespeare has to condense the action in order to hold the audience's interest. What is the effect of this?

Maths Year 8 – HT1

Knowledge Organiser Focus: Prime numbers, factorisations and working with fractions.

I will learn about:

- *Unit 1- Primes*
- *Unit 2 + 3 - Fractions*

Recommended self study:

Complete the following mathswatch clips

Unit 1 – N30a, N30b, N11, N10, N31a, N31b, N25

Unit 2 – N23b, N23c, N35, N37a, N37b, N36, N33, N41, N42

How I will be assessed:

I will complete a post-assessment on the four units

Key words	
Key word	Definition
Prime number	A number that only has 2 factors, 1 and itself
Factor	A number that divides into another number without any remainder
Improper fraction	A fraction where the numerator is bigger than the denominator
Mixed fraction	A fraction where there is a whole number and a fraction. They are bigger than 1.

Stretch challenge:

Complete the stretch challenge assignment on mathswatch for each unit

Unit 1 - primes		
No.	Question	Answer
1.1	What is a prime number?	A number that only has two factors, one and itself
1.2	What is a square number?	The result of multiplying a number by itself
1.3	What is the square root?	The inverse of squaring e.g. the square root of 64 is 8
1.4	What is an integer?	A whole number
1.5	What is a multiple?	A number in the times table
1.6	What is a factor?	A number that divides into another number without any remainder
1.7	What is the HCF?	The highest common factor (the largest whole number that is a factor of both numbers)
1.8	What is the LCM?	The lowest common multiple (the smallest number that is a multiple of both numbers)
1.9	What is the index?	How many times a number has been multiplied by itself e.g. $3^5 = 3 \times 3 \times 3 \times 3 \times 3$
1.10	What does power mean?	How many times a number has been multiplied by itself e.g. $3^5 = 3 \times 3 \times 3 \times 3 \times 3$ "three to the power of five"
1.11	What does squared mean?	A number to the power of 2
1.12	What does cubed mean?	A number to the power of 3
1.10	What are the prime factors?	The factors of a number that are also prime numbers
1.11	What is prime factor decomposition?	Breaking down a number into the product of its prime factors using a prime factor tree
1.12	What does product mean?	Multiply

Unit 2 - fractions		
No.	Question	Answer
2.1	What is an improper fraction?	A fraction where the numerator is bigger than the denominator
2.2	What is a mixed fraction?	A fraction where there is a whole number and a fraction (it is bigger than one)
2.3	What is a unit fraction?	A fraction with a numerator of one
2.4	How do you multiply fractions?	Multiply the numerators and multiply the denominators
2.5	How do you divide fractions?	Find a common denominator Divide the numerators
2.6	How do you add fractions?	Find a common denominator Add the numerators
2.7	How do you subtract fractions?	Find a common denominator Subtract the numerators
2.8	How do you find a fraction of an amount?	Divide the amount by the denominator and multiply by the numerator
2.9	To find... $\frac{1}{2}$	Divide by 2
2.10	To find... $\frac{1}{3}$	Divide by 3
2.11	To find... $\frac{1}{4}$	Divide by 4
2.12	To find... $\frac{1}{5}$	Divide by 5
2.13	To find... $\frac{1}{6}$	Divide by 6
2.14	To find... $\frac{1}{7}$	Divide by 7
2.15	To find... $\frac{1}{8}$	Divide by 8
2.16	To find... $\frac{1}{9}$	Divide by 9
2.17	To find... $\frac{1}{10}$	Divide by 10

Unit 1 - primes		
No.	Question	Answer
1.1	What is a prime number?	
1.2	What is a square number?	
1.3	What is the square root?	
1.4	What is an integer?	
1.5	What is a multiple?	
1.6	What is a factor?	
1.7	What is the HCF?	
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1.9	What is the index?	
1.10	What does power mean?	
1.11	What does squared mean?	
1.12	What does cubed mean?	
1.10	What are the prime factors?	
1.11	What is prime factor decomposition?	
1.12	What does product mean?	

Unit 2 - fractions		
No.	Question	Answer
2.1	What is an improper fraction?	
2.2	What is a mixed fraction?	
2.3	What is a unit fraction?	
2.4	How do you multiply fractions?	
2.5	How do you divide fractions?	
2.6	How do you add fractions?	
2.7	How do you subtract fractions?	
2.8	How do you find a fraction of an amount?	
2.9	To find... $\frac{1}{2}$	
2.10	To find... $\frac{1}{3}$	
2.11	To find... $\frac{1}{4}$	
2.12	To find... $\frac{1}{5}$	
2.13	To find... $\frac{1}{6}$	
2.14	To find... $\frac{1}{7}$	
2.15	To find... $\frac{1}{8}$	
2.16	To find... $\frac{1}{9}$	
2.17	To find... $\frac{1}{10}$	

I should already know:

- How to label structure of an atom
- How to state the symbol for the first 20 elements in the periodic table

I will learn about:

- How the periodic table was developed
- How scientists use the periodic table
- How patterns in reactions can be predicted with reference to the periodic table
- Identify the alkali metals, halogens and noble gases on the periodic table and state some properties of elements in this group
- Define "exothermic" and "endothermic" reactions
- Describe the tests for oxygen, hydrogen and carbon dioxide

How I will be assessed:

I will answer a series of exam style questions in order for me to show that I understand how the periodic table was made and how chemists use it.

Knowledge Organiser Focus: **The Periodic Table and Materials**

Key words (tier 2 and 3 vocabulary)

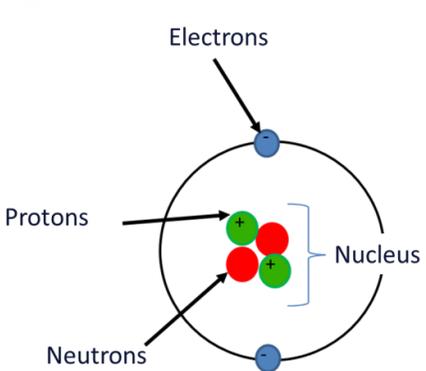
Key terms	Definition
Group	Columns on the periodic table which indicates the number of outer shell electrons.
Period	Rows on the periodic table which indicates the number of electron shells.
Atom	The basic 'building block' of an element, the smallest part of an element that can take part in a chemical reaction
Element	Substances made out of only one type of atom. Can be found in the periodic table.
Compound	Two or more elements which are chemically bonded together.
Describe	State the process. On some occasions, 'say what you can see'.
Exothermic	A reaction that releases energy to the surroundings
Endothermic	A reaction that absorbs energy from the surroundings

Stretch challenge:

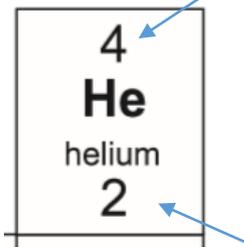
Why are frying pans made of metal and baking dishes often made of glass or ceramic?

Recommended reading:

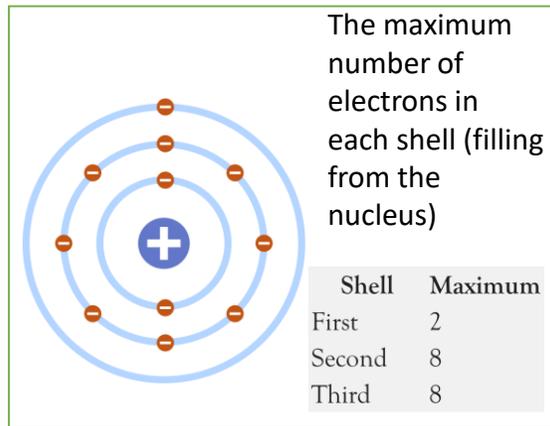
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Mass number = protons + neutrons



Atomic number = protons = electrons



Group 1 – Alkali Metals

They react with water to form an alkaline product (metal hydroxide) because they have one outer shell electron. The reactivity increases because the number of shells increases by one each time, meaning the atom gets larger.

Group 7 – Halogens

Diatomic (Each molecule contains two halogen atoms joined by a single bond) Low melting and boiling points which increase as you go down the group, because the number of shells increases meaning the atom gets larger.. Halogens have 7 electrons on their outer shell..

Group 0 – Noble Gases

Full outer shells so are stable.

Gas Test	Positive Test	Observation
Carbon Dioxide	Turns limewater cloudy	
Oxygen	Relights a glowing splint	
Hydrogen	Squeaky pop when near a lit splint	

Newland vs Mendeleev

Both have similar elements in the same column, and are arranged in atomic weight but were missing the noble gasses as these were not discovered yet.

Newlands table had many dissimilar elements in the same column.

Newlands' Octaves

H	Li	Ga	B	C	N	O
F	Na	Mg	Al	Si	P	S
Cl	K	Ca	Cr	Ti	Mn	Fe
Co, Ni	Cu	Zn	Y	In	As	Se
Br	Rb	Sr	Ce, La	Zr	Di, Mo	Ro, Ru
Pd	Ag	Cd	U	Sn	Sb	Te
I	Cs	Ba, V	Ta	W	Nb	Au
Pt, Ir	Tl	Pb	Th	Hg	Bi	Cs

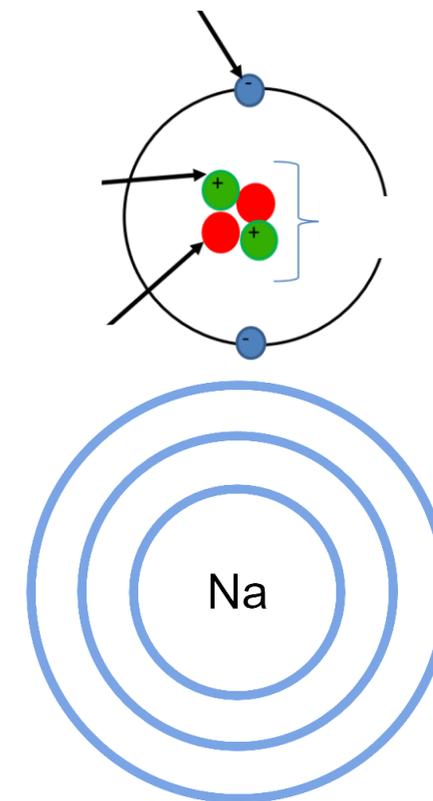
Mendeleev left gaps for undiscovered elements and predicted their properties and these turned out to be correct and fitted in the gaps.

Elements are grouped according to their property and tells us the number of outer shell electrons

1		2		3										4	5	6	7	0	
7 Li lithium 3		9 Be beryllium 4												11 B boron 5	12 C carbon 6	14 N nitrogen 7	16 O oxygen 8	19 F fluorine 9	20 Ne neon 10
23 Na sodium 11		24 Mg magnesium 12												27 Al aluminium 13	28 Si silicon 14	31 P phosphorus 15	32 S sulphur 16	35.5 Cl chlorine 17	40 Ar argon 18
39 K potassium 19		40 Ca calcium 20		45 Sc scandium 21	48 Ti titanium 22	51 V vanadium 23	52 Cr chromium 24	55 Mn manganese 25	56 Fe iron 26	59 Co cobalt 27	59 Ni nickel 28	63.5 Cu copper 29	65 Zn zinc 30	70 Ga gallium 31	73 Ge germanium 32	75 As arsenic 33	79 Se selenium 34	80 Br bromine 35	84 Kr krypton 36
85 Rb rubidium 37		88 Sr strontium 38	89 Y yttrium 39	91 Zr zirconium 40	93 Nb niobium 41	96 Mo molybdenum 42	[98] Tc technetium 43	101 Ru ruthenium 44	103 Rh rhodium 45	106 Pd palladium 46	108 Ag silver 47	112 Cd cadmium 48	115 In indium 49	119 Sn tin 50	122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54	
133 Cs caesium 55		137 Ba barium 56	139 La* lanthanum 57	178 Hf hafnium 72	181 Ta tantalum 73	184 W tungsten 74	186 Re rhenium 75	190 Os osmium 76	192 Ir iridium 77	195 Pt platinum 78	197 Au gold 79	201 Hg mercury 80	204 Tl thallium 81	207 Pb lead 82	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86	
[223] Fr francium 87		[226] Ra radium 88	[227] Ac* actinium 89	[261] Rf rutherfordium 104	[262] Db dubnium 105	[266] Sg seaborgium 106	[264] Bh bohrium 107	[277] Hs hassium 108	[268] Mt meitnerium 109	[271] Ds darmstadtium 110	[272] Rg roentgenium 111	[285] Cn copernicium 112	[286] Nh nihonium 113	[289] Fl flerovium 114	[289] Mc moscovium 115	[293] Lv livermorium 116	[294] Ts tennessine 117	[294] Og oganeson 118	

Elements were put in order of atomic mass and put into rows called periods. This tells us the number of electron shells

1. Label the diagram of an atom. Challenge: Name the element.
2. What is the difference between a group and a period?
3. Why are group 1 metals stored in oil?
4. Draw the electronic configuration of sodium. (Use the periodic table in your planner to help you.)
4. State one similarity and one difference between Newland and Mendeleev's periodic table.
5. Describe what happens to reactivity as you move down group. Explain your answer.
6. Describe what happens to reactivity as you move down group. Explain your answer.
7. Why are noble gases unreactive?



Make a model of the periodic of the periodic and explain how it has developed over time .

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.

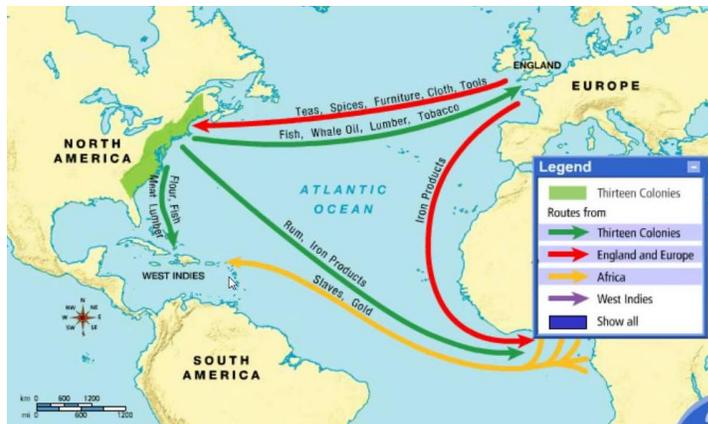
1924

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?

Questions	Answers
The British Empire originally began in the ...	
British Empire would trade many products. These included....	
The Slave Trade was	

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

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 meant/this was ...

Another feature of the relationship between the British Empire and India was ...
This meant/this was ...

Create a newspaper article about how The British Empire had a negative effect on both the colonies, including how the empire effected Oldham. Remember, newspaper article's need a heading, a date of publishing and pictures.



Knowledge Organiser Focus: Climate change is the result of natural and human factor and has a range of effects that can be managed

I should already know:

- *The difference in weather and climate and how they both change*
- *The different levels of development of countries*

I will learn about:

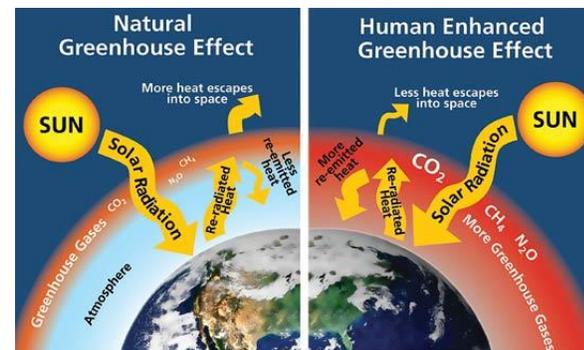
- *How different causes of climate change can be categorised into human and natural*
- *How the effects of climate change differ based on whether the country is a LIC/HIC*
- *The variety of mitigation and adaption strategies to try and tackle climate change*

How I will be assessed:

I will answer a series of GCSE style questions in order for me to show that I understand how and why resources are a challenge worldwide

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Mitigation	The action of reducing the severity of something. E.g. reducing the actions that create greenhouse gas emissions
Adaptation	The action or process of making something suitable for a new use/modifying. E.g. trying to change/adapt to the climate effects instead of stopping them from happening.
Renewable	Natural resources/source of energy that doesn't run out when used. E.g. wind turbines can continue to make energy indefinitely
Greenhouse gas effect	A process that occurs when gases in the Earth's atmosphere trap the Sun's heat. E.g. our carbon emission make this layer thicker and trap more heat



Recommended reading:

*Complete the appropriate sections on **Seneca**. Watch 'Before the flood/ (2016) on Netflix/youtube.*

LONG TERM CLIMATE CHANGE

<p>How have global temperatures changed over the past 800,000 years?</p>	<p>Over the past 800,000 years the earth's climate has fluctuated with periods of warm weather and periods of colder weather.</p>	
<p>More specifically.....</p>	<p>300,000 years ago, average global temperatures were 4°C warmer than today, where as approximately 420,000 years ago, average global temperatures were 9°C colder than today.</p>	
<p>HISTORICAL RECORDS</p>	<p>Historical documents show that temperature changes have resulted in periods of history where the earth was colder than today (glacials) and warmer than today (interglacials). <i>During the Little Ice Age, Napoleon's army froze to death.</i></p>	
<p>PAINTINGS</p>	<p>Paintings from 1677 show that the Thames was previously frozen over!</p>	

RECENT GLOBAL WARMING

<p>How has global temperature changed since 1860?</p>	<p>More recently the earth's temperature has shown a rapidly warming trend, with average temperatures continuing to grow.</p>	
<p>More specifically...</p>	<p><i>In 1883, the average temperature was 13.5°C, whereas in 1960 the average temperature had risen to 14.0°C. By 1985, the average temperature had risen to almost 14.4°C.</i></p>	
<p>THERMOMETER RECORDS</p>	<ul style="list-style-type: none"> • Average global temperatures have risen by 0.8°C in the last 100 years. • Most of the warming has occurred recently. • In the last 35 years, average temperatures have risen by 0.5°C. • The 20 warmest years on record have all come since 1995. • The five warmest years on record have come since 2010, with 2016 being the warmest year yet. 	
<p>SATELLITE IMAGES</p>	<p>Arctic ice cover has decreased since the 1970s. It has reduced by approximately 4% and has halved in thickness in many places.</p>	
<p>SEA LEVEL RISE</p>	<p>Rises in temperature and melting ice sheets has resulted in a rise in sea levels.</p>	

NATURAL CAUSES OF CLIMATE CHANGE

<p>Solar output</p>	<p>A sunspot is dark patch on the sun that appears from time to time. Every 11 years the number of sunspots changes from very few to lots to very few again.</p>	
	<p><i>Lots of sunspots = warmer Very few sunspots = cooler</i></p>	
	<ul style="list-style-type: none"> • <i>During 1645–1715 there were very few sunspots. During this time, there was a very cold period known as the 'Little Ice Age'.</i> 	
<p>Volcanic Activity</p>	<p>Violent volcanic eruptions blast lots of ash, gases (e.g. sulphur dioxide) and liquids into the atmosphere. Major volcanic eruptions lead to a brief period of global cooling. This is because the ash, gases and liquids can block out the sun's rays, reducing the temperature.</p>	
	<ul style="list-style-type: none"> • <i>Pinatubo 1991 eruption = world temperatures fell by 0.5°C for a year.</i> 	
<p>Orbital Change</p>	<p>Orbital change refers to changes in how the earth moves round the sun. It affects how close the earth is to the sun and therefore how much energy we get from the sun. When the earth is very close to the sun, it is warmer. When the earth is further away from the sun, it is cooler.</p>	
	<ul style="list-style-type: none"> • <i>Eccentricity: how the earth orbits the sun. Every 100,000 years the orbit changes from circular to elliptical (egg-shaped). This affected how earth is to the sun.</i> 	

HUMAN CAUSES OF CLIMATE CHANGE

<p>The Greenhouse Effect</p>	<ol style="list-style-type: none"> Humans produce greenhouse gases, which create a blanket around the earth. Sunlight travels to earth as shortwave radiation. Sunlight bounces off the earth's surface as long-wave radiation. This reflected sunlight is trapped in the earth's atmosphere by the greenhouse gases = earth heats up. Some heat does manage to escape. 	
<p>How does human activity = greenhouse gases?</p>		
<p>Methane</p>	<p>Cows produce a methane when they fart, belch and poo. Methane is a greenhouse gas that traps longwave radiation in the earth's atmosphere.</p>	
<p>Humans are to blame because...</p>	<p><i>The world's population is rising and countries are becoming more developed = there are more people and more families that have money to spend on food (e.g. meat) = rising demand for meat = more animals farmed = more methane produced.</i></p>	
<p>Carbon dioxide</p>	<p>Carbon dioxide is the greenhouse gas that people are most worried about, as it is the one we are adding to the atmosphere fastest.</p>	
	<ul style="list-style-type: none"> ➢ Fossil fuels (coal, gas, oil) are burnt to make energy = carbon dioxide is released into the atmosphere. ➢ Humans drive cars, which release carbon dioxide, nitrous oxide and methane into the atmosphere. 	
<p>Humans are to blame because...</p>	<p><i>Rising population and more developed countries = increased demand for electricity = more carbon dioxide produced.</i></p>	



Sea level rise due to melting ice sheets = flooding in low lying countries (Bangladesh). 80% of people exposed to river flooding live in developing countries.

Extreme weather (drought) = crops will die = famine. A famine occurred in Somalia (2008-9) where 258,000 died due to a lack of food.

Pests & diseases: mosquitoes love hot weather. Global warming will = 90 million people will be exposed to malaria by 2030.

EFFECTS OF CLIMATE CHANGE

Extreme weather events = increase in refugees as people are forced to leave their homes due to famine or flooding.

Habitats will be lost due to extreme weather associated with climate change.

Pests & diseases: an increase of 2°C will mean more pests = more crops will die. *E.g. wheat yields losses will increase by 46% in countries such as China.*

Extreme weather (hurricanes). In 2017 there were 83 storms and 42 hurricanes. This was above average. Climate change will result in more hurricanes in the future.

CASE STUDY OF HOW CLIMATE CHANGE AFFECTS LICs: BANGLADESH FLOODS

Location:	Southern Asia, along the Tropic of Cancer. It neighbours Burma, India and the Indian Ocean.
How has climate change increased flooding?	<ul style="list-style-type: none"> It's low altitude (<10m above sea level) and long coastline (580km) makes it vulnerable to sea level rise. The Himalayas lie to the north of Bangladesh. The ice and snow melts in the summer, which then rushes down into the rivers in Bangladesh. This occurs more due to increased temperatures. Bangladesh is prone to cyclones and monsoonal rains which bring a huge amount of rain. Due to climate change, these storms will occur more often.
Primary effects	<ul style="list-style-type: none"> 1000 people died 7 million homes destroyed Hospitals flooded 400,000 factories closed down. Fields were flooded. 2/3rds of the country was flooded. Roads and railways were flooded.
Secondary effects	<ul style="list-style-type: none"> Dead bodies spread disease and illness 30 million people homeless. Temporary hospitals did not have the necessary equipment or medicine. Many people losing their jobs. 700,000 hectares of crops were destroyed. Blocked transport routes mean that aid could not reach victims.

CASE STUDY OF HOW CLIMATE CHANGE AFFECTS THE UK

Where is the UK located?	The UK is located in the west of Europe. It is made up of England, Scotland, Wales and Northern Ireland.
How has climate change increased flooding?	<ul style="list-style-type: none"> Extreme weather will be more common – floods, droughts, heatwaves...etc. Sea level will cause coastal flooding
Negative effects	<ul style="list-style-type: none"> Flooding due to extreme weather (precipitation and storms) and sea level rise. The number of people at risk of flooding is likely to double to 1.9 million by 2050. Current flooding costs the UK £1.9 million. Sea level rise and storms = more coastal erosion. It is expected that sea levels will rise by 1 – 2m by 2080. The most at risk areas will be soft rock coastlines, such as South Wales, North-West Scotland, Yorkshire and the Thames Estuary. Water shortages due to extreme weather (lack of precipitation). Many places will have a lack of water. Increases in temperature can lead to heatwaves, such as the 2003 heatwave, during which temperatures reached 38.5°C = 2045 deaths. This will become normal summer weather by the 2040s. Climate change in other countries (Kenya, Peru, Indonesia) will affect crop yields in these countries. The UK will suffer as it will be more difficult to import food from these countries.
Positive effects	<ul style="list-style-type: none"> A warmer, wetter climate will increase crop yields in the UK. Tourism will increase due to warmer weather = more jobs and income for the UK.

LOCAL RESPONSES TO CLIMATE CHANGE: how can people reduce their greenhouse gas emissions?

Solar panels	<i>These use the sun to create energy, therefore less fossil fuels are burned.</i>
Insulation	Traps heat in the house = less heating is needed = less energy used = less fossil fuels burned.
Have a shower instead of a bath	Less water is used = less heating is needed to heat the water = less energy used = less fossil fuels burned
Switch off electrical goods	Prevents the overuse of energy.
Use double glazed windows	Traps heat in the house = less heating is needed = less energy used = less fossil fuels burned.
Turn down heating	Less energy is used = less fossil fuels are burned.
Use low energy light bulbs	Less energy is used = less fossil fuels are burned.

NATIONAL RESPONSES TO CLIMATE CHANGE: how can governments reduce national greenhouse gas emissions?

Improving public transport	<p>The UK government has invested £840million in public transport across 10 UK cities.</p> <p>London have improved buses = more people use the bus & less drive = less greenhouse gases.</p> <ul style="list-style-type: none"> ➤ <i>Live information boards at bus stops tell bus users when their bus will arrive making it easier.</i> ➤ <i>Bus lanes give buses priority on the roads = shorter journey times.</i> <p>Cycle hire schemes in UK cities encourage people to cycle rather than drive = less greenhouse gas emissions.</p>
National Parks	Planting trees and preventing deforestation = more trees = more photosynthesis = more carbon dioxide removed from the atmosphere = less global warming. Many governments have created national parks to protect trees. <i>The Gola Forest (Sierra Leone - Africa) is a national park that protects 71,000 hectares of trees.</i>
Renewable energies	Generating energy from natural renewable sources (<i>solar panels, hydro-electric power, wind turbines</i>). They do not produce greenhouse gases.
International agreements	<p>Many of the governments around the world meet to discuss climate change and how they can work together to reduce global carbon emissions. <i>In 2016 world leaders met at the Paris Climate Summit where 196 countries signed a climate agreement, where they promised to:</i></p> <ul style="list-style-type: none"> ➤ <i>Reduce greenhouse gas emissions and keep global temperature increase below 2°C.</i> ➤ <i>HICs to support LICs by providing \$100 billion per year</i>

Knowledge Organiser Focus: Climate change is the result of natural and human factor and has a range of effects that can be managed

Task – Create a plan of action to tackle climate change in either a LIC, NEE or HIC. Use a real case study (country) to gain realistic facts/figures to try and tackle the human causes and manage the effects.

Checklist

- Pick a LIC/NEE/HIC country*
- Research the country to explore the exact climate issues using accurate statistics*
- Create a short term plan – what can be tackled straight away. What ideas could you put in place?*
- Create a long term plan – what will help the country reduce their emissions over a longer period of time. What ideas will take a while, but will have a better outcome?*
- There isn't a spending limit, but try and be responsible (e.g. making all cars electric isn't sustainable or in peoples budgets)*
- What challenges will you still need to overcome?*
- How can **you** (a student at OAO) help this become reality?*

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:

British Values
 Different British communities
 How people show their identity by what they wear and eat
 The story of St George and how he represents Britain today.

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):

Word	Definition
Kosher	The Jewish food laws
Halal	The Muslim food laws
St George	The patron saint of England
British Values	The important values we all share
Describe	Talk about it with key words
Explain	Talk about why/how
Evaluate	Talk about its effects

Stretch challenge:

Consider what makes a person British. Consider how Britain identity has changed over 100 years. Consider how our lives are enriched by our British Values

Recommended reading:

Comparative Religion for Dummies- William P Lazarus

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 23
 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

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 French (19 marks)
- Speaking (photo card) (15 marks)
- Reading (40 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 French, using the language you have learnt.
- Create an acrostic poem, in French, and illustrate it.

Recommended reading/ watching:

French Present Tense - <https://www.youtube.com/watch?v=l57zN1tK2iw>

<https://www.youtube.com/watch?v=OeflUD5ECR4>

French Near Future Tense – https://www.youtube.com/watch?v=xh7utR_8EGU

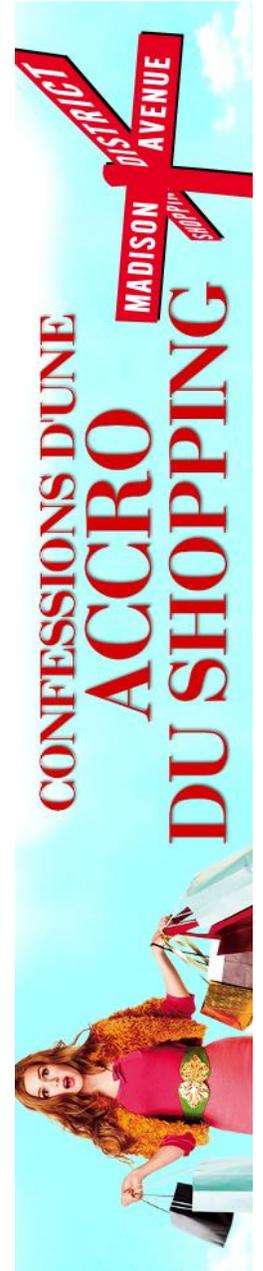
<https://www.youtube.com/watch?v=YtYm5ZnVpCE>

French Perfect Tense - <https://www.youtube.com/watch?v=N1lJni8TvlI>

<https://www.youtube.com/watch?v=g1Ms83rLLt4>

Key Vocabulary – Knowledge Organiser

1	bleu/e/s	blue	18	Mettre	To put on
2	vert/e/s	green	19	Je mets	I put on
3	blanc/he/s	white	20	Tu mets	You put on
4	noir/e/s	black	21	Il/elle/on met	He/she/we* puts on
5	gris/e/s	grey	22	Nous mettons	We put on
6	jaune/s	yellow	23	Vous mettez	You all put on
7	rouge/s	red	24	Ils/elles mettent	They put on
8	orange	orange	25	Essayer	To try on
9	marron	brown	26	J'essaie	I try on
10	violet/te/s	purple	27	Tu essaies	You try on
11	porter	(to) wear	28	Il/elle/on essaie	He/she/we* try on
12	Je porte	I wear	29	Nous essayons	We try on
13	Tu portes	You wear	30	Vous essayez	You all try on
14	Il/elle/on porte	He/she/we* wear	31	Ils/elles essaient	They try on
15	Nous portons	We wear	32	un pantalon	trousers
16	Vous portez	You all wear	33	une jupe	a skirt
17	Ils/elles portent	They wear	34	une chemise	a shirt



Key Vocabulary – Knowledge Organiser

35	un pull	a jumper	53	j'ai essayé	I tried on
36	une veste	a jacket	54	j'ai mis	I put on
37	une cravate	a tie	55	quelquefois	sometimes
38	des chaussures	shoes	56	rarement	rarely
39	des chaussettes	socks	57	normalement	normally
40	un jean	jeans	58	le weekend	at the weekend
41	un t-shirt	a t-shirt	59	tous les jours	everyday
42	un jogging/ un survêtement	a tracksuit	60	toujours	always
43	des baskets	trainers	61	deux fois par semaine	twice a week
44	un sweat	a sweatshirt/ hoodie	62	après l'école	after school
45	C'est	it is	63	parce que/ car	because
46	branché(e)	cool	64	aller (present tense) + infinitive	going to + infinitive
47	à la mode	fashionable	65	je suis allé(e)	I went
48	Confortable/ décontracté(e)	Comfortable / relaxed	66	j'ai célébré	I celebrated
49	opinion + porter/ essayer/ mettre	opinion + to wear/ to try on/ to put on	67	j'achète	I buy
50	chic	smart	68	Je vais acheter	I am going to buy
51	je le trouve	I find it	69	j'ai acheté	I bought
52	J'ai porté	I wore			



RESEARCH PROJECT

Watch a different French film / series and choose a challenge to prove you've done it!	Films	Programmes
1. Create a billboard for your film/programme.	We are family (French film!)[12] 10 jours en or [G] The African Doctor[G]	<i>*You can watch almost everything in French on Netflix by changing the audio.</i>
2. Create a storyboard about your film/ programme.	3. Create a character profile including a prediction.	5. Create an extra scene for your fim/programme to change the ending.
	4. Write a review for your film/programme.	6. Create a classroom display about it recommending your film/programme to everyone who reads it.

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)
- Speaking (photo card) (15 marks)
- Reading (40 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=khZEDeHl3AI&t=66s>

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

Key Vocabulary – Knowledge Organiser

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 + infinitve	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			

RESEARCH PROJECT



Watch a different Spanish film / series and choose a challenge to prove you've done it!	Films	Programmes
1. Create a billboard for your film/programme.	Zipi y Zape y la isla del capitán [PG] El libro de la vida [PG] The road to El Dorado [U]	*You can watch almost everything in Spanish on Netflix by changing the audio.
2. Create a storyboard about your film/ programme.	3. Create a character profile including a prediction.	5. Create an extra scene for your fim/programme to change the ending.
	4. Write a review for your film/programme.	6. Create a classroom display about it recommending your film/programme to everyone who reads it.



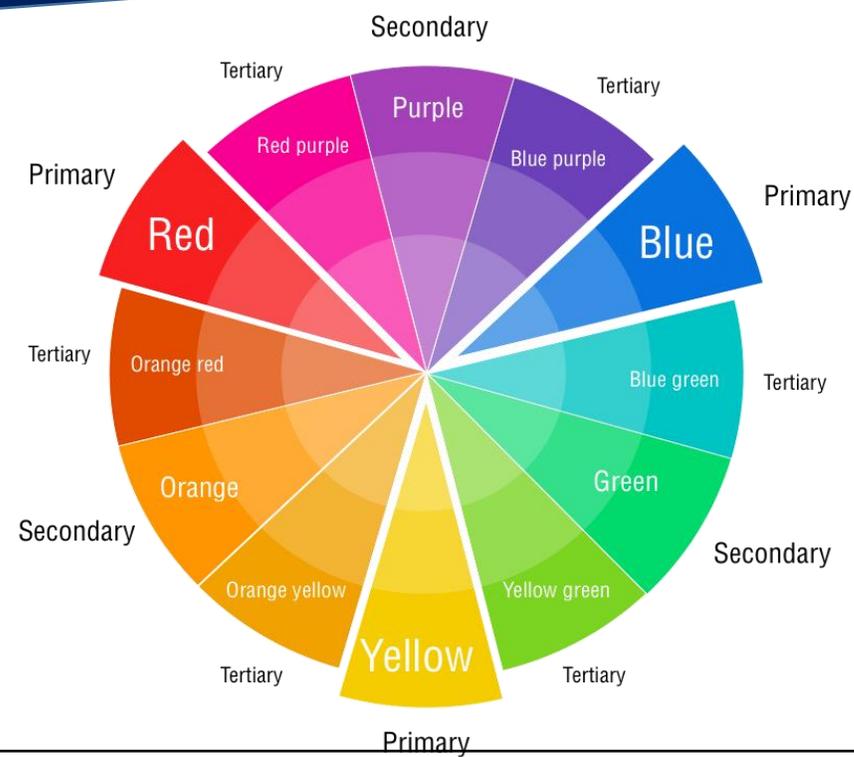
I should already know:

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

I will learn:

Observational drawing - drawing from a primary source, looking carefully at the shape and the detail whilst drawing what you see.

Michael Craig Martin - study of the artist and work in his style.



The Formal Elements
Line, Shape, Tone, Colour, Texture, Pattern, Composition



Michael Craig-Martin

Leading contemporary artist Michael Craig-Martin has an ambition to paint all mass-produced, everyday objects in the world.

Key Words

Primary Source	A primary source is an original document/object/material that has not been changed in any way
Secondary Source	A secondary source is a photograph, drawing or painting of something. It is not the original.
Observation	The action or process of closely observing something
Proportion	The size of something compared to something else
Shape	Describes the two-dimensional outline
Composition	The arrangement and layout of objects in a page, i.e. whether they're close together or far apart
Colour	Primary colours, secondary colours, tertiary colours. Selective colour schemes

Primary Source: a real life object in front of you
Secondary Source: artist image or a photograph

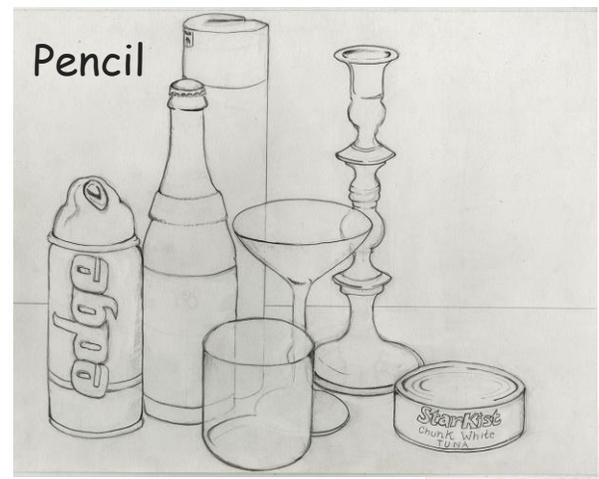


Drawing from Observation

What is observational drawing?
 Drawing from observation is when you look carefully at a source and draw exactly what you see. This can be from a primary or secondary source. The piece of artwork should represent the object accurately with care taken to make the outline and details look realistic.

- Top tips when drawing from observation:**
1. Look carefully and frequently - your eyes should be looking at the subject every ten seconds at least
 2. Keep your outline light - you can go over them later if necessary
 3. Include as much detail as possible - if you see it draw it
 4. Consider scale and proportion within your drawing - are the objects the right size?
 5. Observe the light on the object and show using tone

What media could I use?



Pencil



Stick & Ink

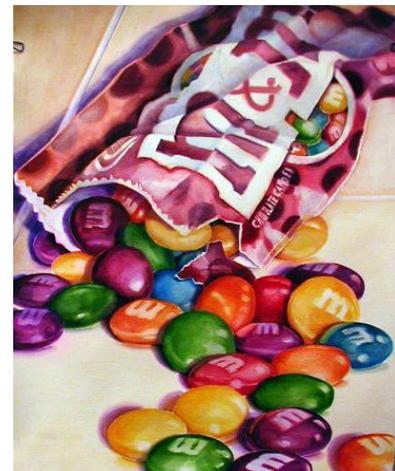
Charcoal & Graphite

ACTIVITIES TO IMPROVE DRAWING SKILL

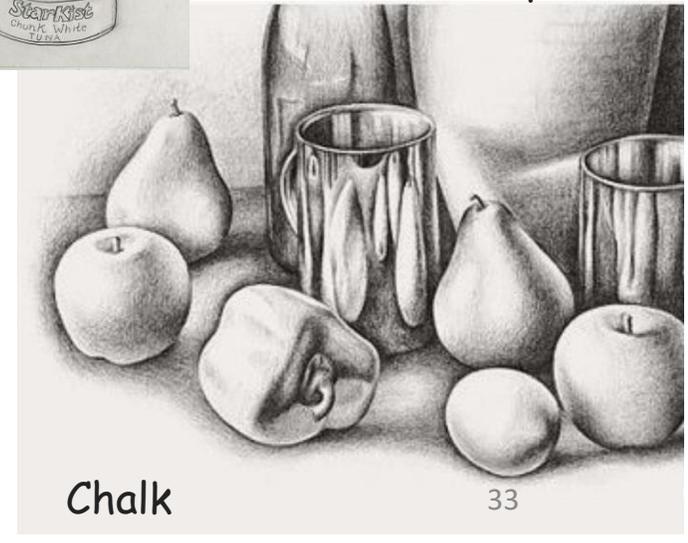
- Find an image online of your favourite animal and draw it as accurately as possible - How will you show the texture of the animal?
- Choose three objects in your home and arrange them together in front of you. Draw the objects exactly as you see them.
- Draw the view from a window in your house. Include everything you see, this might be trees, cars, other buildings. Will you include the actual window?

.....

Identify which of these tasks use primary sources and which use secondary sources.



Paint



Chalk

Knowledge Organiser Focus: Product analysis

I should already know:

- *The brief for this project.*
- *How to objectively analysis the work of others.*
- *Why we look at the work of others before we start designing.*

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 health and safety and tools and equipment, there will be marked by my teacher.

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Examine	To inspect something in detail to find everything out about it that you can..
Evaluate	To look at a finished product and see how it meets your original design criteria.
Positive	The good points about a product or item.
Negative	The bad points about a product or item.

Stretch challenge:

Explain why it is important to look at the work if others before we start designing and what can happen if we don't? use full sentences, SPAG and adjectives.

Recommended reading:

Advanced tools and equipment for timber

<https://www.bbc.co.uk/bitesize/guides/zkvny4j/revision/8>

Acronym letter	Meaning	Why we look at them
A	Aesthetic - What something looks like. What is the colour, texture, shape or pattern?	People have different likes and dislikes. Different colours can appeal to different ages and genders. Some colours will not sell well in different countries. Some colours are associated with seasons and holidays so might not sell well at other times of the year.
C	Cost – How much does the product cost to buy.	The price of product is based around the materials cost, how long went into making it and the profit the company wants to make. People will spend more on high quality materials but will not spend much on items that are priced high but have a low value.
C	Customer – who is buying this product and why?	Not all customers are the same. They differ in age, gender, culture, religion and economical background. Someone who earns a lot of money will happily buy a high priced designer tee-shirt but someone on minimum wage would not.
E	Environment – How will this product affect the environment?	Lots of products end up in a landfill and are considered disposable. Materials such as plastic (polymers) are harmful to the environment as they take thousands of years to break down. Customers are more knowledgeable about the environment and want long lasting and ecologically sound products.
S	Size – the dimensions of a product, how big or small is this product?	If a product is too big or small, you might not be able to use it, it could be uncomfortable to hold or just not fit. You need to look at the customer when looking at the size. All our work is measured in mm.
S	Safety – How safe is the product when used?	It is important that your product doesn't deliberately or accidentally cause harm to the user. Can your product only be used by people of a certain age because it has small pieces? What are the safe and correct ways to use your product?
F	Function – The job of the product, what does it do?	How does your product work and what is it needed for? How well does it work? Could it be improved? Is this just a redesign of another product or have you made it better?
M	Materials – What is this product made out of and why?	Why have you used this material? Is it because of the price? Is it because it is luxurious? Could you use a different one to make your product more environmentally friendly?

Equipment	Picture	Use	How would you use this product safely?
Line bender		<p>The line bender has a thin strip of wire that slowly heats up. If we place a strip of thermoplastic under the wire, we can bend the plastic into a different position before the plastic cools down.</p>	
Vacuum former		<p>The vacuum former allows us to soften HIPS (High impact polystyrene) and shape it around a former. This is how modern suitcases are made.</p>	
Pillar drill		<p>The pillar drill lets us make holes in wood. By using different types of drill bits we can make different types of holes or shapes.</p>	
Belt sander		<p>The belt sander is a piece of equipment that has a loop of sandpaper on it that moves very quickly to sand wood. It is much quicker than sanding by hand. The belt sander can be adjusted dependant on the side of the item you are sanding.</p>	

Knowledge Organiser Focus:

1. Food hygiene
2. Healthy eating and hydration



I should already know:

- Health and safety in a food room
- Skills that will help me to prepare and cook a range of ingredients
- Names of equipment and uses
- How to achieve a healthy balanced diet and lifestyle using the Eatwell Guide and the 8 tips for healthy eating.

I will learn about:

- Safe food hygiene practices
- The 4 C's
- Skills to develop my practical ability
- Healthy Eating and hydration



How I will be assessed:

You will be assessed on your practical skills and a series of questions

Recommended viewing:

Food Hygiene Training cross-contamination <https://www.youtube.com/watch?v=eqoPPN63ZpY>
 How much is five a day? <https://www.youtube.com/watch?v=b-uX6N4RZjg>
 Hydration – The Eatwell Guide <https://www.youtube.com/watch?v=9gp5R2m2xF8>



Key words (tier 2 and 3 vocabulary)

Key word	Definition
Food hygiene	to prepare food in a clean way to prevent the spread of bacteria that causes food poisoning.
Sanitiser	A sanitiser is a product that combines a detergent and a disinfectant
Cross-contamination	the process by which bacteria or other microorganisms are unintentionally transferred from one substance or object to another, with harmful effect.
Good Nutrition	Eating a wide variety of foods (mainly plant foods), that are mostly unprocessed (whole foods) and drinking plenty of water.

Stretch challenge:

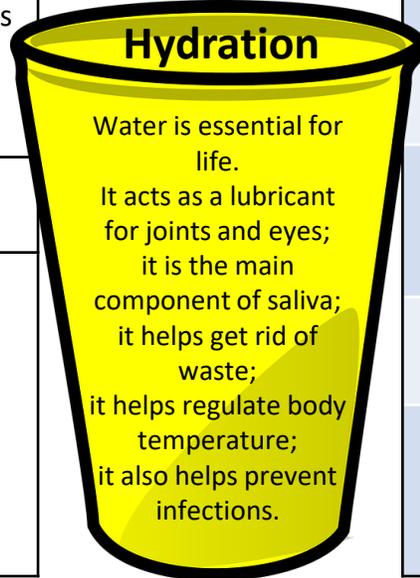
Write a health and safety booklet for people working in the kitchen highlighting the 4 C's as key aspects of food safety.

Knowledge Organiser Focus:

1. Food hygiene
2. Healthy eating and hydration

4 Cs of Food Hygiene	
	Effective cleaning removes bacteria on hands, equipment and surfaces, helping to stop harmful bacteria from spreading onto food.
	Cooking food at the right temperature and for the correct length of time will ensure that any harmful bacteria are killed. Always check the advice on food packaging and follow the cooking instructions provided.
	Chilling food properly helps stop harmful bacteria from growing
	Cross-contamination is what happens when bacteria or other microorganisms are unintentionally transferred from one object to another. The most common example is the transfer of bacteria between raw and cooked food.

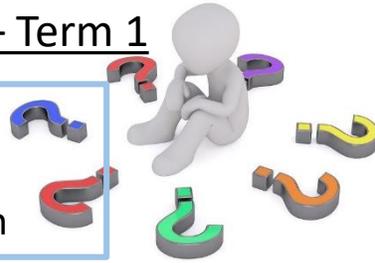
Good **nutrition** is an **important** part of leading a healthy lifestyle. Combined with physical activity, your diet can help you to reach and maintain a healthy weight, reduce your risk of chronic diseases (like heart disease and cancer), and promote your overall health



Healthy Eating	Reason
Eat a varied balance diet 	Eating a healthy, balanced diet is an important part of maintaining good health, and can help you feel your best.
Increase fibre 	Fibre can help keep your bowels healthy and can help you feel full, which means you're less likely to eat too much.
Eat less saturated fat, sugar and salt 	Too much saturated fat can increase the amount of cholesterol in the blood, which increases your risk of developing heart disease. Regularly consuming foods and drinks high in sugar increases your risk of obesity and tooth decay. Eating too much salt can raise your blood pressure, which increases your risk of getting heart disease or having a stroke.
Eat only as much as you need 	To maintain a healthy weight.
Eat plenty of fruit and vegetables 	There's evidence that people who eat at least 5 portions of fruit and vegetables a day have a lower risk of heart disease, stroke and some cancers.
Drink 6-8 glasses of fluid per day 	Your body needs water or other fluids to work properly and to avoid dehydration.
Eat more fish 	Fish and shellfish are good sources of many vitamins and minerals. Oily fish is also particularly high in omega-3 fatty acids, which can help to keep your heart healthy.
Don't skip breakfast 	A healthy, balanced breakfast will help keep you going until lunchtime.
Get active and maintain a healthy weight 	As well as eating healthily, regular exercise may help reduce your risk of getting serious health conditions. It's also important for your overall health and wellbeing.

Knowledge Organiser Focus:

1. Food hygiene
2. Healthy eating and hydration



What have you understood?



Healthy Eating

What is good nutrition?	<i>Good nutrition is ...</i>
What are the advantages of a healthy balanced diet?	<i>The advantages of a healthy balanced diet are...</i>
What are the disadvantages of having a poor diet?	<i>The disadvantages of a poor diet are ...</i>
Why should we get active?	<i>We should get active because</i>

4 Cs of Food Hygiene

Why are the 4 Cs of food hygiene important?	<i>The 4 Cs of food hygiene are important because ...</i>
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Hydration

What is the recommended amount of water per day?	
Why do we need water in our diet?	<i>We need water in our diet to</i>



I should already know:

- Different parts of a computer
- Types of hardware and software
- How to operate a computer

I will learn about:

- Key parts of the computer hardware
- How computers see the world
- How to convert between binary, denary and hexadecimal.

How I will be assessed:

I will complete a task from a client brief that showcases my knowledge of different computer parts and converting between binary and denary.

Recommended reading:

Hardware and software -

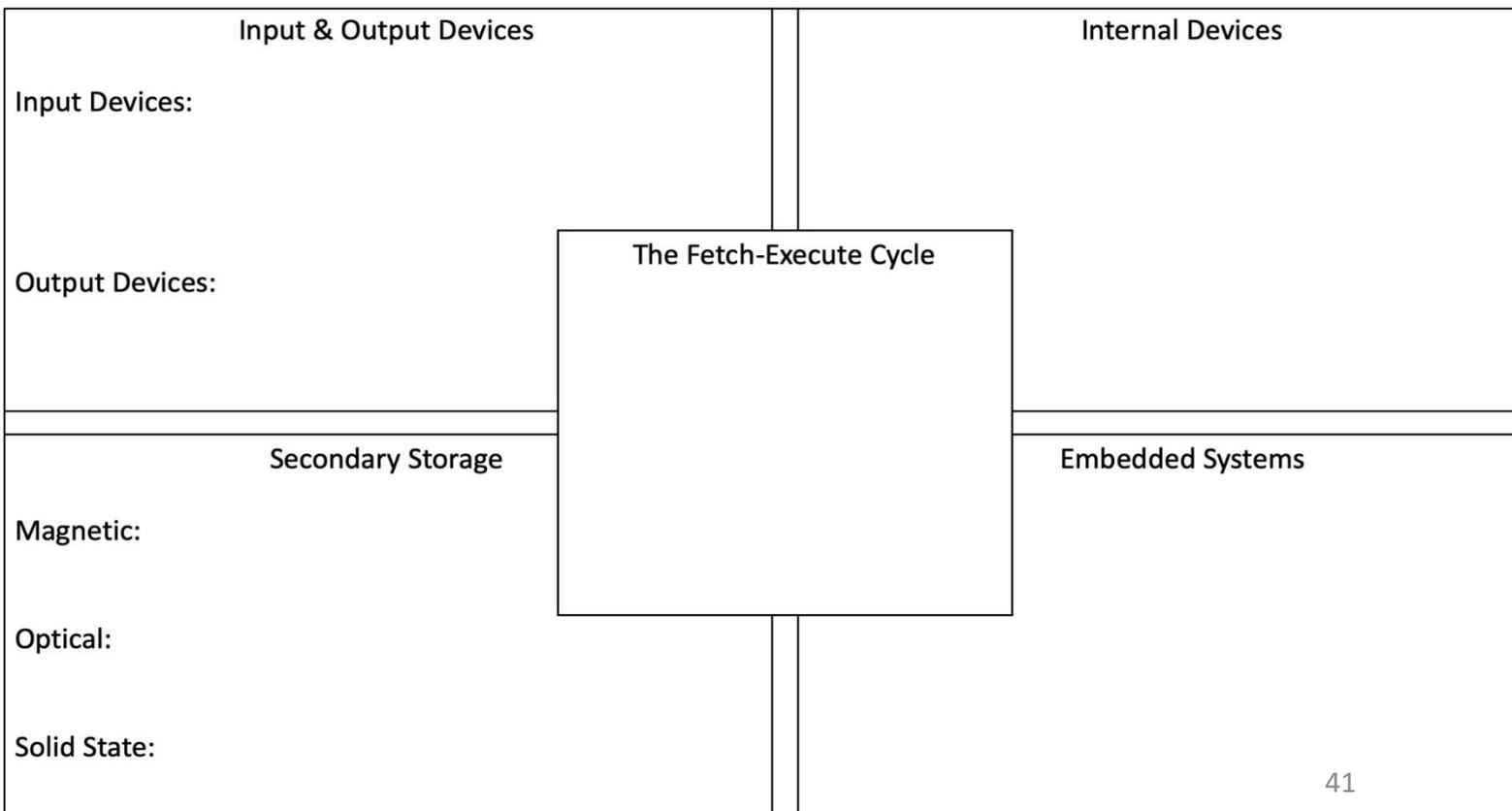
<https://www.bbc.co.uk/bitesize/topics/zmpsgk7>

Binary -

<https://www.bbc.co.uk/bitesize/guides/z26rcdm/revision/1>

Knowledge Organiser Focus: Computer parts. Different types of hardware and how computers see the world through binary.

<p>Input Devices</p> <p>Something that allows you to input data into a computer, e.g. mouse, keyboard, digital camera, scanner etc.</p> 	<p>Output Devices</p> <p>Something that allows you to output information from a computer, e.g. printer, monitor, speakers, headphones, etc.</p> 	<p>CPU</p> <p>This stands for Central Processing Unit and is often referred to as the 'brains of the computer'. Its job is to carry out instructions in a computer system.</p> 
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Computing – Computer Systems

Vocabulary

Hardware	The components kept inside a computer
Software	Programs used to operate computers and devices.
Peripheral	A device that can add extra functionality to a computer system. Peripherals can either input or output data from the computer.
Input	A peripheral device which takes data from the real world and enters it into a computer.
Output	A peripheral device which takes data from a computer system and presents it into the real world.
Storage	Devices that store virtually all the data and applications on a computer.
Motherboard	Connects all components in the computer together.
Processor (CPU)	Performs any calculations and processes instructions given to it.
RAM	Short term storage which stores instructions for the CPU to process.
Hard Drive	Store information in long term memory. Contains magnetic disks inside to store data on.
Fan	Used to cool down the components and prevent them from overheating.
Power supply unit.	Inputs power to the system.
Assistive technology	Any object or system that increases or maintains the capabilities of people with disabilities.

Networks: A network is two or more computers (or electronic devices) that are connected together usually by cables or Wifi.

Benefits of a network: They allow you to share hardware such as printers or software. It also allows people to access shared work or data.

Problems of a network: if the network breaks it can make completing task difficult. A network can expose you to a virus or to hackers.

Internet: We use a huge network everyday... the internet, which allows us to share data, news and resources.



Alan Turing: was a British scientist and a pioneer in computer science. During World War II, he developed a machine that helped break the German Enigma code.

He is often known as the father of modern computing as he developed the idea of the modern computer and artificial intelligence.

Hardware through the ages:



Computing – Binary

Vocabulary

Binary	Counting using base 2 (0s & 1s) - 0 means off, 1 means on. These control switches that made decisions within the computer.
Denary	Computing using base 10 (0-9) – these are our normal numbers that we use every day.
Bit	The smallest amount of data.
Byte	8 bits – commonly used to store data.
Convert	Changing from one type of number to another e.g. binary to denary

Binary place values for 1 byte:

128	64	32	16	8	4	2	1
0	0	1	0	0	1	1	0

Rules for binary addition:

0 + 0	0
1 + 0	1
0 + 1	1
1 + 1	0, carry 1
1 + 1 + 1	1, carry 1

Memory sizes:

Bit	A single 1 or 0
Byte (B)	8 bits
Kilobyte (KB)	1024 bytes
Megabyte (MB)	1024 kilobytes
Gigabyte (GB)	1024 megabytes
Terabyte (TB)	1024 gigabytes
Petabyte (PB)	1024 terabytes

Colour depth:

As the number of bits per pixel, the number of colours you can use increases.

One-bit image	$2^1 = 2$ colours
Two-bit image	$2^2 = 4$ colours
Three-bit image	$2^3 = 8$ colours
Four-bit image	$2^4 = 16$ colours
Six-bit image	$2^6 = 64$ colours
Eight-bit image	$2^8 = 256$ colours



Converting Binary to Denary:

128	64	32	16	8	4	2	1
0	0	1	0	0	1	1	0

1. Write the binary table
2. Put the 0s and 1s in the table
3. If a number has a 0 under it, don't add the number on.
4. If a number has a 1 under it, add that number to the total.

e.g. In this example we have 1s under 32, 4 & 2 so;

$$32 + 4 + 2 = 38$$

Therefore **00100110** in binary is **38** in denary

Converting Denary to Binary:

1. Write the binary table
2. Start from the left hand side of the table
 - a. If the number is larger than the number in the table, put a 0 in and move onto the next number.
 - b. If the number is smaller than the number in the table, put a 1 underneath and take the number in table away from your number – then move onto the next number.
3. Repeat step 2 until all columns have 0s or 1s in place.

e.g. In this example we start from 32 as the other numbers are too large. We put a 1 under 32, leaving 11 remaining. Adding 8, 2 and 1 together makes 11, so this must be our answer:

128	64	32	16	8	4	2	1
0	0	1	0	1	0	1	1

I should already know:

- *That physical exercise is good for me in many different ways.*
- *Running is especially good for cardio vascular fitness*
- *How to measure your heart rate and where to find your pulse*

I will learn about:

- *Why we need to look after our body*
- *What are the different types of fitness training*
- *What is our working heart rate and what can effect our heart rate*
- *What is our short term effects of exercise*

How I will be assessed:

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

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Heart rate	The speed at which the heart beats.
V02 Max	The maximum rate at which the heart, lungs, and muscles can effectively use oxygen during exercise, used as a way of measuring a person's individual aerobic capacity.
Fitness training	Exercise undertaken to improve or maintain one's physical fitness and health
Exercise	Activity requiring physical effort, carried out to sustain or improve health and fitness..

Stretch challenge:

Can you create your own circuit using a variety of different exercises to raise your heart rate and to improve your overall fitness? You can make this as easy or as hard as you can manage! CHALLENGE YOURSELF

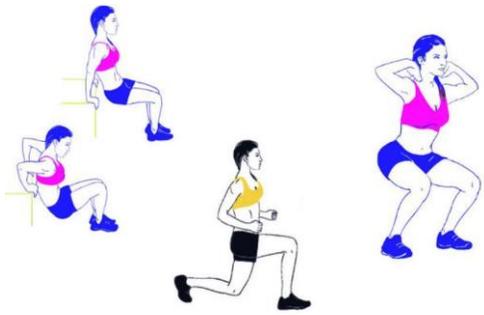
Recommended viewing:

Have a watch at some of the work out videos by Joe Wicks (personal trainer). You can use to get some ideas to make your own circuit!

<https://www.youtube.com/watch?v=uqLNxJe4L2I>

HRF

Knowledge Required

<p>Basic Rules and Regulations</p>	<ul style="list-style-type: none"> + You will be shown examples of a variety of different fitness training techniques (continuous training, circuit training, fartlek training, interval training, skill based circuits). + You will be given opportunity to access a variety of equipment in the fitness suite safely and effectively. + You will demonstrate a range of different exercises pushing yourself physically to do your best + You will be able to measure your working and resting heart rate and be able to identify why heart rate can change. + You will work independently and in small groups to improve fitness + You will understand why it is important to lead a healthy and active lifestyle 		<p>Examples of types of exercises:</p> 
<p>Skills</p>	<p><u>Stamina</u> You will need to have good stamina to improve overall fitness. Working on your stamina takes practice</p>	<p><u>Resilience</u> You will need to be strong mentality. Do not give up. Fitness is difficult and exercising repeatedly can be hard</p>	<p>Key Athletes to watch.</p> <ul style="list-style-type: none"> + Mo Farah + Paula Radcliffe + Kenenisa Bekele + Eliud Kipchoge + Wilson Kipsang
<p><u>Determination</u> Your body will want to stop. You must power through and be determined</p>	<p><u>Effort</u> Putting 100% effort into each exercise, even when tired. Sweating and being warm is a good sign!</p>		

What have you understood?

Heart Rate – How many beats can you count after 30 seconds x 2 = BPM	
What is your resting heart rate? BPM	
What is your working heart rate after doing exercise? BPM	
What are the short term effects of exercise? Can you give some examples	

Improving my fitness	How I could do it - Give examples
Diet	
Cardiovascular fitness	
Muscular fitness	
Sleep	
Practice	

Player I have watched	
+ Mo Farah	
+ Wilson Kipsang	
+ Eliud Kipchoge	
+ Kenenisa Bekele	
+ Paula Radcliffe	

I should already know:

- *How to set up/pack away badminton equipment.*
- *Some basic rules of the game.*
- *How to grip, serve and compete in rallies.*

I will learn about:

- *Intermediate skills that will enhance my performance.*
- *Acquire the skill of the Overhead clear.*
- *Acquire the skill of the Drop shot.*
- *Acquire the skill of the Smash shot.*
- *Acquire the skill of Net shots.*

How I will be assessed:

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

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Grip.	The correct way to hold the Badminton racket.
Serve.	The shot used to start the point.
Overhead clear.	A shot used to drive your opponent to the rear of the court.
Smash shot.	An attacking shot used to drive the shuttle downwards to win the point.

Stretch challenge:

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

Recommended viewing:

China v China 2012 Olympic doubles final.
World Championships 2013 quarter final between Tien Minh Nguyen from Vietnam and Jan O Jorgensen- 108 shot rally. The current world record!

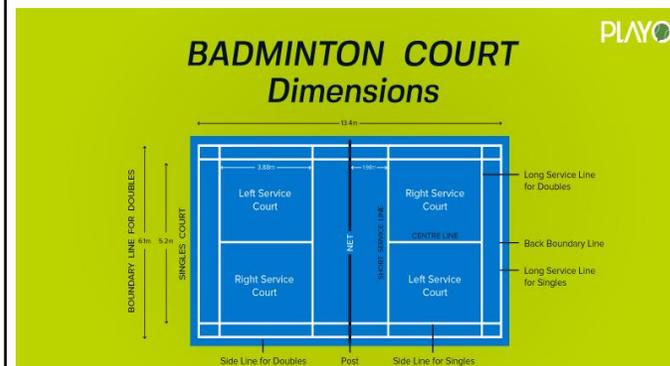
Badminton

Knowledge Required

Basic Rules and Regulations

- + The winning player/team are the first to score 11,15 or 21 points.
- + Can either be played as a singles or doubles match.
- + The court size changes depending on the number of players.
- + All serves must be diagonally across the court.
- + When serving the shuttle must be hit from below waist height (underarm).
- + You can only hit the shuttle once to get it over the net.
- + You must not touch the net at anytime.

The Court.



Skills

Overhead Clear.
Stand side on. Move feet to get in line with shuttle. Hit at the highest possible point and aim for the back of opponents court.

Drop Shot.
Stand side on. Set up as hitting a “normal” return but use disguise to drop shuttle just over the net.

Rally.
As overhead clear but aim to hit shuttle down.

Net Shot.
Softer shots are used when closer to the net.

Tactics.
Side to side. Front to back. Playing to your strengths/opponents weaknesses

Key Players and teams to watch

- + Chinese National team
- + Japanese National team.
- + Tai Tzu Ying.
- + Akane Yamaguchi.
- + Carolina Marin.
- + Kento Momoto.
- + Rajiv Ouseph.

What have you understood?

Rules and Regulations	
In what direction must you serve?	
What size is the Badminton court?	
What punishment will you receive for touching the net?	
How many points do you need to win?	

Skills (what are the teaching points?)	
Grip.	
Serve.	
Overhead Clear.	
Smash Shot.	

Player I have watched	
Tai Tzu Ying.	
Akane Yamaguchi.	
Carolina Marin.	
Kento Momoto.	
Rajiv Ouseph.	
National Team.	

Tactics (advantages)	
Side to Side.	
Front to Back.	
Playing to strengths.	

Tactics (Disadvantages)	
Side to Side.	
Front to Back.	
Playing to strengths.	

I should already know:

- *That physical exercise is good for me in many different ways.*
- *Running is especially good for cardio vascular fitness*
- *Cross Country is difficult and requires lots of resilience*

I will learn about:

- *Why we need to look after our body*
- *The importance of eating healthy food*
- *Tactic and strategy when running a cross country race*

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
Tactic	A way to use your best sporting talents to win a game
Strategy	A plan to gain an advantage over our opponent.
Health	A state of complete mental and physical Wellbeing
Fitness	Being able to cope with the demands of your daily routine.

Stretch challenge:

Can you get out and have a go at one of the local park runs (5k). They start at 9am in Alexandra Park (not far away from school). Let you PE teacher know when you are running and you might even see one of us there!

Recommended viewing:

Tune in and watch Mo Farah win Gold at the 2012 Olympic games. Incredible footage as Sir Mo Farah takes on the middle distance runners in the world.

<https://youtu.be/C93qwVmBseE>

or search for Mo Farah wins Gold on you Tube.

Handball

Knowledge Required

<p>Basic Rules and Regulations</p>	<ul style="list-style-type: none"> + You will be shown the course + You will be given opportunity to run the course and in your next lesson you will be given an opportunity to run a quicker time + You must be within the course limit or you will have to run the course again + Nobody is allowed to opt out of cross country + The elite runners from each class will compete against each other and will be coached by their PE teacher on the day + The first 6 boys and girls home will represent Oasis Oldham in the Oldham schools cross country championship. + If you are in the top 10 at the Oldham schools you will represent Oldham at the county championships. 		<p>The Course.</p> <p>2 different courses designed so that everybody can be successful. One of the courses will allow you to access the school running team.</p>
<p>Skills</p>	<p><u>Cardio Vascular Fitness</u> You will need to have good stamina if you are to finish in the top 10</p>	<p><u>Resilience</u> You will need to be strong mentality. Do not give up. Fitness is difficult and cross country pushed you to the limit.</p>	<p>Key Athletes to watch.</p> <ul style="list-style-type: none"> + Mo Farah + Paula Radcliffe + Kenenisa Bekele + Eliud Kipchoge + Wilson Kipsang
<p><u>Determination</u> Your body will want to stop. You must power through and be determined</p>	<p><u>Tactic.</u> Is it best to run with your friends? When's the best time to overtake? Should you set off sprinting?</p>		

What have you understood?

The Race	
The first time I ran the race my time was?	
The second time I ran the race my time was?	
If I was to run the race again I would?	

Ways to improve my fitness	How I could do it
Diet	
Water	
Training	
Sleep	
Practice	I could attend the Oldham Park runs

Player I have watched	
+ Mo Farah	
+ Wilson Kipsang	
+ Eliud Kipchoge	
+ Kenenisa Bekele	
+ Paula Radcliffe	

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:

- *In depth tactics and strategy to gain an advantage over an opponent*
- *Skills that will enhance my performance*
- *Formations and leadership roles*

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
Tactic	A way to use your best sporting talents to win a game
Strategy	A plan to gain an advantage over our opponent.
Health	A state of complete mental and physical Wellbeing
Fitness	Being able to cope with the demands of your daily routine.

Stretch challenge:

Can you watch a handball game on TV. Or past footage from a Handball match. What skills can you find that you will try in your PE lessons.

Recommended viewing:

Denmark v Norway in the Men's Handball world cup final 2019.
Holland v Spain in the Women's Handball world cup final (what an exciting end)

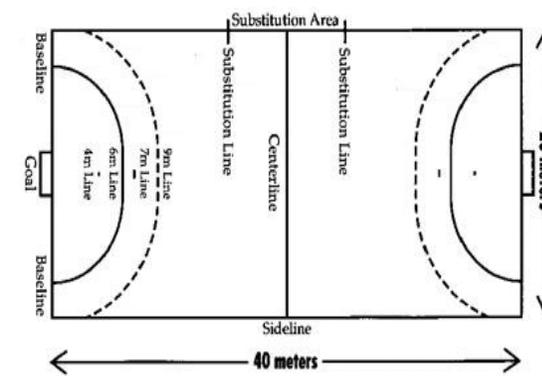
Handball

Knowledge Required

Basic Rules and Regulations

- + the winning team are the team who score the most goals
- + There a 7 players on a handball team
- + Possession is build by passing the ball around with the hands
- + It is illegal to kick the ball
- + you are not allowed to enter the area (unless you are in the air)
- + you may dribble the ball. Once the dribble has ended you are allowed to take 3 steps, Then you must release the ball.
- + you can not tackle from the side or from behind.

The Pitch



Skills

- | | |
|---|--|
| <u>Passing</u>
With the arm high the ball is passed in a straight line without using a curve | <u>Moving with the ball.</u>
Similar to basketball but the hand must stay on top of the ball. Not go underneath it. |
| <u>Tackling.</u> Using a straight arm aim to block the direction of the ball | <u>Shooting.</u> Aim to jump as high as you can. Arch your back and try to obtain a hang in the air |
| Formations. 6-0 is very defensive. 5-1 is slightly more attacking. 4-2 is very attacking. | |

Key Players and teams to watch

- + Denmark national team
- + Mikkel Hansen
- + Nikola karabatic
- + Ivano balic
- + Hedi loke
- + Dragana Cvijic
- + Crina Elena Pintea

What have you understood?

Rules and Regulations	
How many players are allowed on the pitch from each team?	
What size is the handball court?	
What punishment will you receive for pushing an opponent in the back?	
How long is a handball game?	

Skills (what are the teaching points?)	
Passing	
shooting	
Tackling	
Dribbling	

Player I have watched	
Ivano balic	
Nikola karabatic	
Hedi loke	
Crina Elena Pintea	
Dragana Cvijic	
Mikel Hanson	

Formations (advantages)	
6-0	
5-1	
4-2	

Formations (Disadvantages)	
6-0	
5-1	
4-2	

I should already know:

- *Basic rules of the game.*
- *How to grip the ball*
- *How to pass correctly*
- *How to run with the ball*

I will learn about:

- *Advanced passing*
- *Ways to beat an opponent*
- *How to tackle in pairs*
- *How to kick*

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
Attack	A way of attacking as an individual and team
Advanced Pass	A way to get the ball to one of your team mates using a longer or flat pass
Kick	A way to retrieve possession or attack
Defence	How to defend as a team

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!

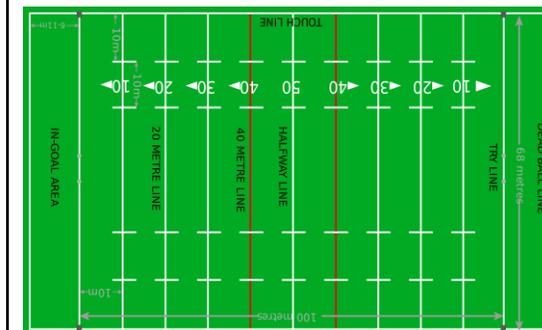
Rugby

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
- + Obstruction is where you stop an opponent from being able to tackle you by using another player as a shield

The Pitch



Skills

Kick
Drop the ball onto your kicking foot and attempt a grubber or punt

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.

Support play
Come from a deep position behind the ball carrier and accelerate onto the pass. Communicate accurately with the ball carrier to tell him exactly where they are and when they want the pass.

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	
What does play the ball mean?	
What size is the rugby league pitch?	
What punishment will you receive for a obstruction?	
Why would a referee award a scrum?	

Skills (what are the teaching points?)	
Advanced Passing	
Play the ball	
Kick	
Decision making	

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

Positions (Roles)	
Scrum half	
Hooker	
Wing	

Positions (Roles)	
Stand off	
Prop	
Loose forward	

I should already know:

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

I will learn about:

- *Skills that will enhance my performance*
- *Leadership roles*
- *Centre pass formations*

How I will be assessed:

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

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Tactic	A way to use your best sporting talents to win a game
Strategy	A plan to gain an advantage over our opponent.
Anaerobic power	Anaerobic exercise is performed in short, fast bursts where the heart cannot supply enough oxygen to the muscles.
Fitness	Being able to cope with the demands of your daily routine.

Stretch challenge:

Can you watch a Netball game on TV. Or past footage from a Netball match. What skills can you find that you have previously tried in your PE lessons. Can you identify a new skill?

Recommended viewing:

Manchester Thunder v Severn stars round 2 of the 2020 vitality netball super league.

The Netball Show sky sports

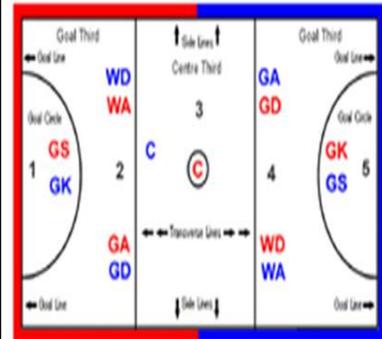
Netball

Knowledge Required

Basic Rules and Regulations

- + The winning team are the team who score the most goals
- + There a 7 players on a Netball team
- + Each position has a different role and is allowed in specific areas of the court
- + Possession is built by passing the ball around with the hands
- + As you catch the ball you are only able to take two steps
- + You have three seconds in possession of the ball
- + Only the Goal Shooter and Goal Attack may score. Each goal is worth one point.
- + Netball is a contested sport
- +The game starts with a centre pass and returns to the centre after each goal is scored.

The Pitch



Skills

Passing

There are four types of pass:

1. Overhead
2. Chest
3. Shoulder
4. Bounce

Begin to attempt fake passes and disguised passing.

Dodging

To receive the ball you must be able to change direction quickly in order to outwit your defender and catch the ball in space.

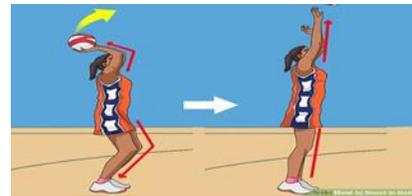
Reverse pivoting is an advance dodging technique.

Footwork

Footwork is performed simultaneously to catching the ball. As you catch the ball jump forward landing one foot after the other. The first landing foot is known as your pivot foot.

Running footwork: continue to run as you catch the ball maintaining your speed and deliver the ball without stopping.

Shooting



Key Players and teams to watch

- Helen Housby
- Natalie Haythornthwaite
- Jade Clarke
- Laura Malcolm
- Summer Artman
- Jodie Gibson
- Jo Harten
- Geva Mentor
- Manchester Thunder
- England Roses

Formations: Formations are mainly used during attacking plays, for example for a centre pass or a back line pass.

What have you understood?

Rules and Regulations	
Which Position is able to move between three thirds?	
What size is the Netball we compete with?	
What is the sanction called when a player cross the transfers line before the whistle on a centre pass?	
What fitness component do we use while changing direction?	

What are the advantages of have formations on a centre pass?

Skills (what are the teaching points?)	
Passing	
shooting	
Change of direction	
Footwork	

What are the advantages of:
1. Controlled footwork
2. Running footwork

Player/teams I have watched
England Roses players?
Netball Vitality super league teams?
Netball Vitality super league players?

I should already know:

- Basic rules and regulations
- How to safely set up a table
- How to grip a paddle
- How to serve
- Forehand push shots
- Backhand push shots

I will learn about:

- Serving with topspin
- Forehand topspin
- Backhand topspin
- Singles gameplay
- Doubles gameplay

How I will be assessed:

You will receive a grade for your Table Tennis knowledge and ability which will go towards your final overall term grade.

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Topspin	A fast forward spinning motion imparted to a ball when throwing or hitting it. often resulting in a curved path or a strong forward motion on rebounding.
Singles Gameplay	Playing 1v1
Doubles Gameplay	Playing 2v2

Stretch challenge:

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

Recommended viewing:

Kenta Matsudaira V Ma Lin – WTTC 2009
Zhang Jike V Ma Long – Australian Open 2001

Badminton

Knowledge Required

Basic Rules and Regulations

Scoring

For each game, the first player to reach 11 points wins that game, however a game must be won by at least a two point margin.

A point is scored after each ball is put into play (not just when the server wins the point as in volleyball).

Flow of the match

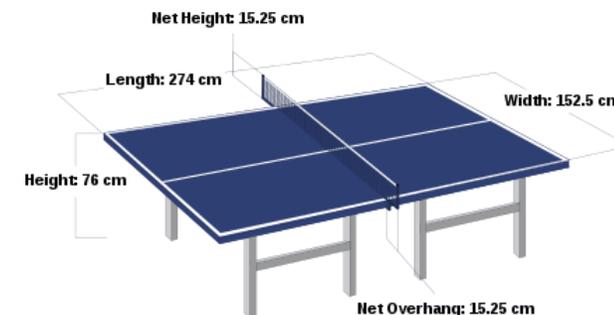
Each player serves two points in a row and then switch server. Legal serve

The ball must rest on an open hand palm. Then it must be tossed up at least 6 inches and struck so the ball first bounces on the server's side and then the opponent's side.

Equipment

The paddle should have a red and a black side. The ball should be either orange or white and 40 mm in size. The table should be 2.74 meters long, 1.525 m wide, and 0.76 m high.

The Table



Skills

Topspin

Hit the top quarter of the ball aiming to put forward spin on it, bring your paddle from low to high.

Forehand Topspin

Stand in the centre of the table, bring paddle from low to high over the top of the ball with your palm facing your opponent.

Tactics

Side to side. Front to back. Playing to your strengths.

Serving With Topspin

Stand side on, ball in a flat palm, throw up to chest height and bring paddle from low to high over the top of the ball.

Backhand Topspin

Stand in the centre of the table, bring paddle from low to high over the top of the ball with the back of your hand facing your opponent.

Key Players

Fan Zhendong (CHN)

Ma Long (CHN)

Lin Gaoyuan (CHN)

Tomokazu Harimoto (JPN)

Lin Yun-ju (TPE)

Hugo Calderano (BRA)

Mattias Falck (SWE)

Liang Jingkun (CHN)

Timo Boll (GER)

What have you understood?

Rules and Regulations

What happens when the ball hits the net on a serve?	
What happens when the game is 10-10?	
What direction do serve in doubles?	
How many times do you serve before your opponent serves?	

Skills (what are the teaching points?)

Topspin	
Serving Topspin	
Forehand Topspin	
Backhand Topspin	

Player I Have Watched

Fan Zhendong	
Ma Long	
Lin Gaoyuan	
Tomokazu Harimoto	
Lin Yun-ju	
Hugo Calderano	
Mattias Falck	
Liang Jingkun	
Timo Boll	

Tactics (advantages)

Side to Side	
Front to Back	
Playing to strengths	

Tactics (Disadvantages)

Side to Side	
Front to Back	
Playing to strengths	



Year 8 Half Term One – Performance skills and Techniques



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
- Experiment with using scripts in performance
- Evaluate and give feedback on performances.
- Develop group work and communication skills.

Key words you will use in this unit:

Narration	Proxemics
Improvisation	Naturalism
Split Scene	Stylised
Thought Track	Choral Speech
Physical Theatre	
Characterisation	

TASK: Write a definition of each of the techniques.

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)

Physical Skills:

1. Body Language	How an actor uses their body to communicate meaning. For example, crossing your arms could mean you are fed up.
2. Posture	The position an actor holds their body when sitting or standing. For example, an upright posture.
3. Gait	The way an actor walks.
4. Facial Expressions	A form of non-verbal communication that expresses the way you are feeling, using the face.
5. Gestures	A movement of part of the body, especially a hand or the head, to express an idea or meaning.
6. Stance	The way you position yourself when standing to communicate your role. An elderly person would have a different stance to a child!

Vocal Skills:

1. Projection	Ensuring your voice is loud and clear for the audience to hear.
2. Volume	How loudly or quietly you say something. (Shouting, whispering)
3. Tone	The way you say something in order to communicate your emotions. (E.g. Angry, worried, shocked tone of voice)
4. Pace	The speed of what you say.
5. Pause	Moments of pause can create tension, or show that you are thinking.
6. Accent	Use of an accent tells the audience where your character is from.
7. Pitch	How high or low your voice is.
8. Emphasis	Changing the way a word or part of a sentence is said, in order to emphasise it. (Make it stand out.) Try emphasising the words in capital letters and see how it changes the meaning: "How could YOU do that?" "How could you do THAT?"

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

Homework:

1)

Write feedback for your last group performance and for one other group. You must write in full sentences. Use the structure to help you.

2)

Create your own vocal and physical drama warm up –
Write step by step instructions.

3) Create a poster using information from the knowledge organiser and knowledge gained in lesson giving performance tips.

All homework is due in on the last drama lesson of the half term – Dates to be given in class

S1)

Write feedback for your last group performance and for one other group. You must write in full sentences. Use the structure to help you.

tep 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...”