



Year 8 Knowledge Organiser Term 3

Creating a
community of
choices & chances

English
Drama
PE
Science
Religious
Education



Art
Maths
Geography
MFL
History



Information

Creating a
community of
choices & chances

What 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



Information

Creating a
community of
choices & chances



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

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



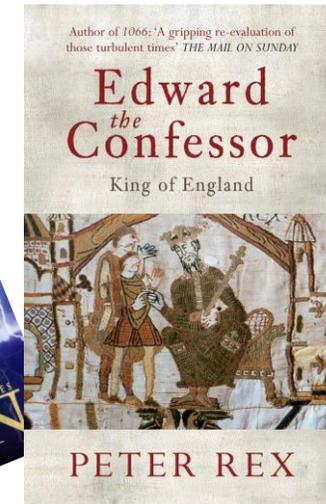
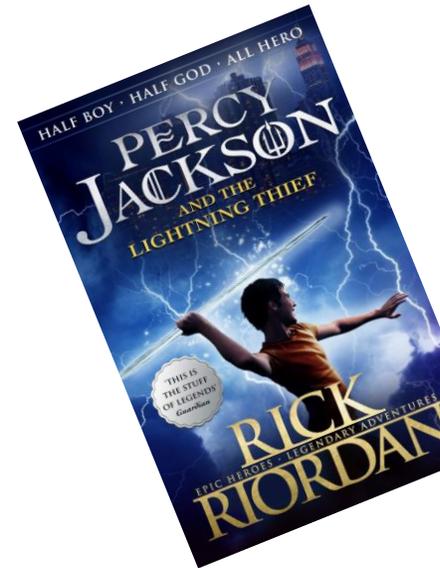
BBC Bitesize is a free online study support resource designed to help with learning, revision and homework! Bitesize provides support for learners aged 5 to 16+ across a wide range of school subjects. It also supports children and young people's wellbeing and career choices.

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

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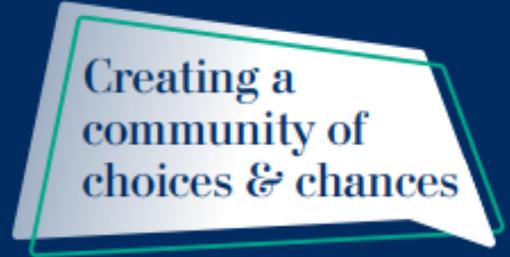
Subject	Page
English	7-10
Maths	11-17
Science	18-23
History	24-27
Geography	28-31
MFL (Spanish)	32-37
Art	38-40
Design Technology	41-44
IT	45-47
Drama	48-53
Food Technology	54-68
PE (various sports)	69-80



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



Home learning



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

Below is our home learning timetable for Term 3 and includes all subjects.

Week	Subject	Week	Subject
Week 28	English, Maths, Science	Week 34	English, Maths, Science
Week 29	Humanities and IT, Wellbeing	Week 35	Creative, MFL
Week 30	English, Maths, Science	Week 36	English, Maths, Science
Week 31	Creative, MFL	Week 37	Humanities and IT, Wellbeing
Week 32	English, Maths, Science	Week 38	English, Maths, Science
Week 33	Humanities and IT, Wellbeing	Week 39	Creative, MFL

I should already know:

- *The dynamic of hierarchy/leaders and followers*
- *How corruption, dual-nature, power and manipulation can develop throughout the plot*

I will learn about:

- *The Russian Revolution*
- *The characters of Napoleon, Snowball, Old Major and the other animals on the farm*
- *How these characters are satirical representations of the key figures of the soviet union*

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 dynamics of the farm.

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
Manipulative	If you describe someone as manipulative, you disapprove of them because they skilfully force or persuade people to act in the way that they want.
Oppress	To oppress people means to treat them cruelly, or to prevent them from having the same opportunities, freedom, and benefits as others.
Corrupt	Someone who is corrupt behaves in a way that is morally wrong, especially by doing dishonest or illegal things in return for money or power.

Stretch challenge:
 Consider how important Squealer is in the manipulation of the other animals. What is he a satirical representation of? Why do you think he is so effective?

Recommended reading:
Orwell on the pigs' corruption:
<http://www.nybooks.com/articles/2013/07/11/animal-farm-what-orwell-really-meant/>

'Animal Farm': Knowledge Organiser

Chapter breakdown

1	The animals gather to listen to old Major. He gives them a vision of a life without man.
2	The animals rebel and overthrow Jones. The commandments are written.
3	The animals' first harvest is a success. The pigs keep the milk and apples to themselves.
4	The Battle of the Cowshed: Jones attempts to reclaim the farm.
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.
8	Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.
9	Boxer is sold to the knacker's yard.
10	The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.

The seven commandments

1	Whatever goes upon two legs is an enemy.
2	Whatever goes upon four legs, or has wings, is a friend.
3	No animal shall wear clothes.
4	No animal shall sleep in a bed.
5	No animal shall drink alcohol.
6	No animal shall kill any other animal.
7	All animals are equal.

Characters

Napoleon

'a large, rather fierce-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his own way.'

Snowball

'a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.'

Squealer

'with very round cheeks, twinkling eyes, nimble movements, and a shrill voice. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white.'

Boxer

'an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together... in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.'

Key words

allegory – a story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.

tyrant – someone who has total power and uses it in a cruel and unfair way. A **tyranny** is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.

rebellion – a rebellion is a situation in which people fight against those who are in charge of them.

corrupt – when people use their power in a dishonest way order to make life better for themselves.

propaganda – Information that is meant to make people think a certain way. The information may not be true.

cult of personality – a **cult** of personality is where a leader convinces people to worship him or her, and treat them like a god.

socialism – Socialism is a set of left-wing political principles whose general aim is to create a system in which everyone has an equal opportunity to benefit from a country's wealth. Under socialism, the country's main industries are usually owned by the state

Biographical information

1	'Animal Farm' was written in 1945.
2	It was written by George Orwell.
3	Orwell was born in 1903.
4	'Animal Farm' was influenced by the events of World War II.
5	Orwell wanted to write about the cruel leaders of Europe during World War II.
6	'Animal Farm' is an allegory for the events of the Russian Revolution.

Writing about Napoleon: Write a paragraph about Napoleon.

Here is how you can structure your answer:

State what Napoleon is like.

Give a quotation that shows what he is like.

Explain how this quotation shows what Napoleon is like. It might be how he treats others or how he behaves.

Creative writing: Write your own descriptive piece, focussing on animal labour (animals working) on a farm.

Research: What were the advantages and disadvantages of Stalin's Five-Year Plans? You can use this website:

<https://www.bbc.com/bitesize/guides/z9d2dmn/revision/1>

Squealer: Read page 27 in the booklet. What can you infer about Squealer's character in this extract?

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

Corruption: The farm is rife with corruption. Think back to all of the texts that we have studied so far. Which characters were tyrannical, duplicitous and manipulative? Why? How are they similar or different to the characters/plot in Animal Farm?

Propaganda: Propaganda is information used to make people think a certain way. Why do you think that leaders use propaganda? Why does this influence the public?

Mollie: What is your theory about why Mollie left the farm? Why do you think that?

Perspective: Write about what happens on the farm from the point of view of Boxer.

Year 8 English – Term 3 – Animal Farm – Home Learning

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

I will learn about:

- *Unit 12- Collecting data*
- *Unit 13- Representing data*
- *Unit 14- Interpreting data*

Recommended self study:

Complete the following mathswatch clips

Unit 12- S3, S4

Unit 13- S1b, S2b, S5, S9

Unit 14- S1a, S2a, S6, S7, S10a

How I will be assessed:

I will complete a post-assessment on the four units

Key words	
Key word	Definition
Qualitative data	Data that is described using words
Continuous data	Data that can take any value (it can be a decimal)
Grouped frequency table	A way of recording large data sets
The mean	Add up all of the data, divide the total by how many pieces of data there are.

Stretch challenge:

Complete the stretch challenge assignment on mathswatch for each unit

Unit 12 – collecting data																			
No.	Question	Answer	Example																
12.1	What does qualitative mean?	Data that describes something	Hair colour																
12.2	What does quantitative mean?	Data that can be measured or counted	Number of dogs in the park																
12.3	What is discrete data?	Data that can only take set values	Shoe size Number of pets you have																
12.4	What is continuous data?	Data that can take any value (can be decimal)	Height Weight																
12.5	What is primary data?	Data that is collected first hand	Taking a survey																
12.6	What is secondary data?	Data that is collected by someone else	The internet																
12.7	What is a sample?	A smaller group taken from the total population you are testing	In year 8 there are 200 students, I took a sample of 40 to give my survey.																
12.8	What are four things that questionnaires should NOT be?	<ul style="list-style-type: none"> Too personal Too complicated Leading Specific to only certain people 	On average how many books do you read per month? <input type="checkbox"/> none <input type="checkbox"/> 1 – 2 <input type="checkbox"/> 3 – 4 <input type="checkbox"/> 5 – 6 <input type="checkbox"/> 7 or more																
12.9	What are four things that response boxes should be?	<ul style="list-style-type: none"> Be exhaustive Not overlap Have specific units and time frame Have specific quantitative answers 																	
12.10	What are three things that tally charts should include?	<ul style="list-style-type: none"> The specific category Tally Frequency 	<table border="1"> <thead> <tr> <th>Colour</th> <th>Tally</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>Red</td> <td> </td> <td>3</td> </tr> <tr> <td>Blue</td> <td> </td> <td>2</td> </tr> <tr> <td>Green</td> <td> </td> <td>4</td> </tr> </tbody> </table>	Colour	Tally	Frequency	Red		3	Blue		2	Green		4				
Colour	Tally	Frequency																	
Red		3																	
Blue		2																	
Green		4																	
12.11	What are three things that two way tables must include?	<ul style="list-style-type: none"> One data set along the top row One data set along the left column 2 total headings 	<table border="1"> <thead> <tr> <th></th> <th>Girls</th> <th>Boys</th> <th>Total</th> </tr> </thead> <tbody> <tr> <th>Yr 7</th> <td>4</td> <td>3</td> <td>7</td> </tr> <tr> <th>Yr 8</th> <td>6</td> <td>2</td> <td>8</td> </tr> <tr> <th>Total</th> <td>10</td> <td>5</td> <td>15</td> </tr> </tbody> </table>		Girls	Boys	Total	Yr 7	4	3	7	Yr 8	6	2	8	Total	10	5	15
	Girls	Boys	Total																
Yr 7	4	3	7																
Yr 8	6	2	8																
Total	10	5	15																

Date (week commencing)	Numbers to learn

Unit 13 – presenting data															
No.	Question	Answer	Example												
13.1	What three things must a pictogram include?	<ul style="list-style-type: none"> A heading column A sensible picture A key 													
13.2	What four things must a bar chart have?	<ul style="list-style-type: none"> An x-axis representing frequency A y-axis representing the groups The bars must be the same width The axis must go up in equal increments 													
13.3	What are grouped frequency tables?	A way of recording large data sets The categories are a set of data values represented using inequalities	<table border="1"> <thead> <tr> <th>Weight of box (w kg)</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>0 < w ≤ 4</td> <td>11</td> </tr> <tr> <td>4 < w ≤ 8</td> <td>16</td> </tr> <tr> <td>8 < w ≤ 12</td> <td>29</td> </tr> <tr> <td>12 < w ≤ 16</td> <td>26</td> </tr> <tr> <td>16 < w ≤ 20</td> <td>20</td> </tr> </tbody> </table>	Weight of box (w kg)	Frequency	0 < w ≤ 4	11	4 < w ≤ 8	16	8 < w ≤ 12	29	12 < w ≤ 16	26	16 < w ≤ 20	20
Weight of box (w kg)	Frequency														
0 < w ≤ 4	11														
4 < w ≤ 8	16														
8 < w ≤ 12	29														
12 < w ≤ 16	26														
16 < w ≤ 20	20														
13.3	What must grouped frequency tables include?	<ul style="list-style-type: none"> A heading column A frequency column Sometimes a tally column 													
13.4	How many degrees in a pie chart?	360°													
13.5	How do you calculate each angle in a pie chart?	Divide by the total frequency and multiply by 360													

Unit 14 – interpreting data			
No.	Question	Answer	Example
14.1	How do you calculate the mean?	Add up all the data sets Divide by how many pieces of data there are	6, 3, 4, 7 $\frac{6 + 3 + 4 + 7}{4} = 5$
14.2	How do you calculate the median?	Put all the data in ascending order and find the middle value.	7, 2, 4, 8, 3, 9, 1 1, 2, 3, 4 , 7, 8, 9 4 is the median as it is in the middle
14.3	How do you calculate the mode?	Find the value that occurs the most	7, 2, 4, 8, 3, 9, 1, 9, 9 9 is the mode as it appears the most
14.4	How do you calculate the range?	Subtract the smallest value from the largest	7, 2, 4, 8, 3, 9, 1, 9, 9 $9 - 1 = 8$ therefore 8 is the range

Unit 12 – collecting data			
No.	Question	Answer	Example
12.1	What does qualitative mean?		
12.2	What does quantitative mean?		
12.3	What is discrete data?		
12.4	What is continuous data?		
12.5	What is primary data?		
12.6	What is secondary data?		
12.7	What is a sample?		
12.8	What are four things that questionnaires should NOT be?		
12.9	What are four things that response boxes should be?		
12.10	What are three things that tally charts should include?		
12.11	What are three things that two way tables must include?		

Date (week commencing)	Numbers to learn

Unit 13 – presenting data			
No.	Question	Answer	Example
13.1	What three things must a pictogram include?		
13.2	What four things must a bar chart have?		
13.3	What are grouped frequency tables?		
13.3	What must grouped frequency tables include?		
13.4	How many degrees in a pie chart?		
13.5	How do you calculate each angle in a pie chart?		

Unit 14 – interpreting data			
No.	Question	Answer	Example
14.1	How do you calculate the mean?		
14.2	How do you calculate the median?		
14.3	How do you calculate the mode?		
14.4	How do you calculate the range?		

I will learn about:

- *Unit 15/16- Accuracy and circles*
- *Unit 17- 3D shapes*
- *Unit 18- Volume*

Recommended self study:

Complete the following mathswatch clips

Unit 15/16- N1a, N1b, N27a, N27b, N38, G2, G22a, G22b, G29

Unit 17- G21a, G21b, G21c

Unit 18- G25a, G25b

How I will be assessed:

I will complete a post-assessment on the four units

Key words	
Key word	Definition
tangent	A straight line that touches the circumference of a circle only once.
plan	The 2D view of a 3D shape from above.
Volume of a prism	Area of the cross section x depth
Surface area	The sum of the areas of all the faces of a 3D shape

Stretch challenge:

Complete the stretch challenge assignment on mathswatch for each unit

Unit 15/16 – accuracy/circles			
No.	Question	Answer	Example
15.1	What are significant figures?	All digits of a number that express a degree of accuracy, starting with the first non-zero digit	358.06 rounded to 2.s.f. is 360 0.0971 rounded to 2.s.f is 0.097
16.1	What is the radius?	The distance from the centre to the circumference of the circle	
16.2	What is the diameter?	A straight line going through the centre connecting 2 points on the circumference.	
16.3	What is the arc?	Part of the circumference	
16.4	What is a sector?	A 'pie slice' part of a circle formed by 2 radii	
16.5	What is a segment?	Part of a circle contained by the circumference and a chord	
16.6	What is a tangent?	A straight line that touches the circumference only once	
16.7	What is a chord?	A straight line that touches 2 points on the circumference	
16.8	What is the circumference of a circle?	The distance round the outside of a circle	
16.9	What is the area of a circle?	The amount of space inside the circle	
16.10	What is the formula for the circumference?	$\pi \times D$	A circle has diameter 3cm, what is the circumference? $\pi \times 3 = 9.42\text{cm}$
16.11	What is the formula for the area?	$\pi \times r^2$	A circle has radius 4cm, what is the area? $\pi \times 4^2 = 50.27\text{cm}^2$
16.12	What is a semi-circle?	Half a circle	

Unit 17 – 3D shapes			
No.	Question	Answer	Example
17.1	What are 3D shapes?		
17.2	What is a prism?	A solid 3D shape with the same 2D shape running all the way through it	
17.3	What is an edge?	The lines when 2 faces meet on a 3D shape	
17.4	What is a face?	An individual 2D surface of a 3D shape	
17.5	What is a vertex?	A corner of a 3D shape (where 3 edges meet)	
17.6	What is the plan view?	The 2D view of a 3D shape from above	
17.7	What is the front elevation?	The 2D view of a 3D shape from the front	
17.8	What is the side elevation?	The 2D view of a 3D shape from the side	
17.9	What is the net?	A pattern you can fold to make a 3D solid shape	

Unit 18 – volume		
No.	Question	Answer
18.1	How do you find the volume of a cuboid?	Length x width x height
18.2	How do you find the volume of cylinder?	Area of the cross section x depth <i>The formula is $\pi r^2 \times \text{height}$</i>
18.3	How do you find the volume of a prism?	Area of the cross section x depth
18.4	How do you convert from m^2 to cm^2 ?	Multiply by 100^2
18.5	How do you convert from cm^2 to m^2 ?	Divide by 100^2
18.6	How do you convert from cm^2 to mm^2 ?	Multiply by 10^2
18.7	How do you convert from mm^2 to cm^2 ?	Divide by 10^2
18.9	How do you convert from km^2 to m^2 ?	Multiply by 1000^2
18.10	How do you convert from m^2 to km^2 ?	Divide by 1000^2
18.11	How do you find the surface area of a cuboid?	To find the surface area of a cuboid you sum the area of each face.

Date (week commencing)	Numbers to learn

Year 8 – Maths – Summer 2

Unit 15/16 – accuracy/circles

Unit 17 – 3D shapes

No.	Question	Answer	Example
15.1	What are significant figures?		
16.1	What is the radius?		
16.2	What is the diameter?		
16.3	What is the arc?		
16.4	What is a sector?		
16.5	What is a segment?		
16.6	What is a tangent?		
16.7	What is a chord?		
16.8	What is the circumference of a circle?		
16.9	What is the area of a circle?		
16.10	What is the formula for the circumference?		
16.11	What is the formula for the area?		
16.12	What is a semi-circle?		

No.	Question	Answer	Example
17.1	What are 3D shapes?		
17.2	What is a prism?		
17.3	What is an edge?		
17.4	What is a face?		
17.5	What is a vertex?		
17.6	What is the plan view?		
17.7	What is the front elevation?		
17.8	What is the side elevation?		
17.9	What is the net?		

Unit 18 – volume

No.	Question	Answer
18.1	How do you find the volume of a cuboid?	
18.2	How do you find the volume of cylinder?	
18.3	How do you find the volume of a prism?	
18.4	How do you convert from m^2 to cm^2 ?	
18.5	How do you convert from cm^2 to m^2 ?	
18.6	How do you convert from cm^3 to mm^3 ?	
18.7	How do you convert from mm^3 to cm^3 ?	
18.9	How do you convert from km^2 to m^2 ?	
18.10	How do you convert from m^2 to km^2 ?	
18.11	How do you find the surface area of a cuboid?	

Date (week commencing)	Numbers to learn

Week	Home learning
Week 28	Log onto https://hegartymaths.com/ and complete your assigned homework task
Week 30	Log onto https://hegartymaths.com/ and complete your assigned homework task
Week 32	Log onto https://hegartymaths.com/ and complete your assigned homework task
Week 34	Log onto https://hegartymaths.com/ and complete your assigned homework task
Week 36	Log onto https://hegartymaths.com/ and complete your assigned homework task
Week 38	Log onto https://hegartymaths.com/ and complete your assigned homework task

Knowledge Organiser Focus: Energy in Food

I should already know:

- What different plants require to grow
- Describe the simple function and parts of the digestive system
- How different factors affect the body

I will learn about:

- How humans digest food
- What makes up a balanced diet how our bodies use the various parts of a diet
- What happens if humans do not get a balanced diet
- What enzymes are and how they aid in digestion
- Explain what photosynthesis is and write the word and symbol equations
- Label the different parts of a leaf and describe how it is adapted for its function

How I will be assessed:

I will answer a series of exam style questions in order for me to show that I understand why humans need food and where we get nutrition from and the differences in how plants get their energy

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Tissue	A group of cells of one type
Organ	A group of different tissues, working together, to carry out a specific function.
Digestion	The breakdown of large molecules into smaller molecules
Enzymes	A biological catalyst which speeds up the rate of a reaction
Deficiency	A lack of a particular nutrient in a diet
Photosynthesis	An endothermic reaction in which energy is transferred from the environment to the chloroplasts by light
Transpiration	The movement of water from the roots to the leaves with excess water evaporating out through the leaves
Diffusion	The movement of water particles from a dilute solution to a concentrated solution through a partially permeable membrane

Stretch challenge: Describe how scientists test for the presence of starch in a leaf

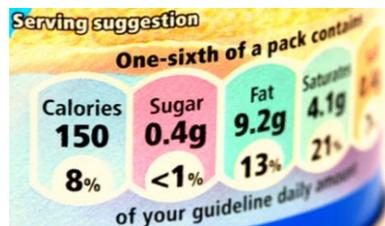
Recommended reading:

<https://www.bbc.co.uk/bitesize/topics/zf339j6>

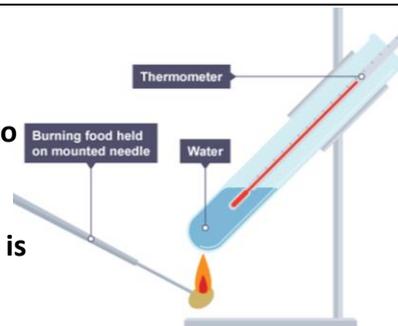
<https://www.bbc.co.uk/bitesize/guides/zpwmxnb/revision/1>

Food group	Use in the body	Examples of foods
Carbohydrates	Energy needed to carry out life processes.	Rice, Potatoes, Pasta, Cereal.
Proteins	Helps body to grow and repair itself.	Meat, fish, eggs, beans and nuts.
Fat	Provide energy, energy store, insulate body against cold.	Butter, oil, cheese, nuts, chips, chocolate.
Minerals	Keeping healthy and making body work properly.	Fruits, vegetables, salt, milk, red meat.
Vitamins	Keeping healthy and making body work properly.	Fruits, vegetables, dairy products.
Fibre	Helps digestive system work properly (cannot be digested!).	Bran and vegetables.
Water	Essential for body fluids and cells.	Water

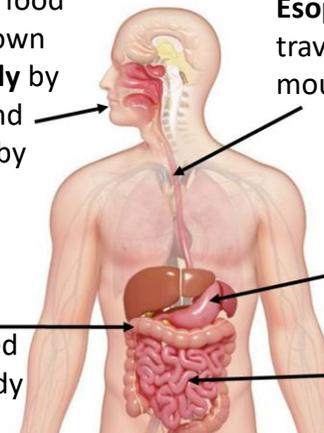
We need energy for growth, development and our bodies to function. There are 3 factors that affect how much energy we need. These are: Age, Sex and Lifestyle. We get our energy from food and can see how much using nutritional information on food packets. Energy is measured in calories.



We use the following experiment to determine how much energy there is in food.



Mouth: the food is broken down **mechanically** by the teeth and **chemically** by enzymes



Esophagus: Food travels from the mouth to the stomach

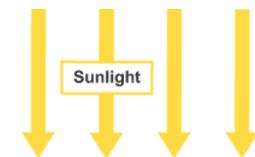
Stomach: Food mixes with **acid and enzymes**, where it is churned and broken down into smaller pieces

Large Intestine: Water is absorbed back into the body

Small Intestine: enzymes are released, breaking down carbohydrates, proteins and fats into smaller molecules which are absorbed by **villi**

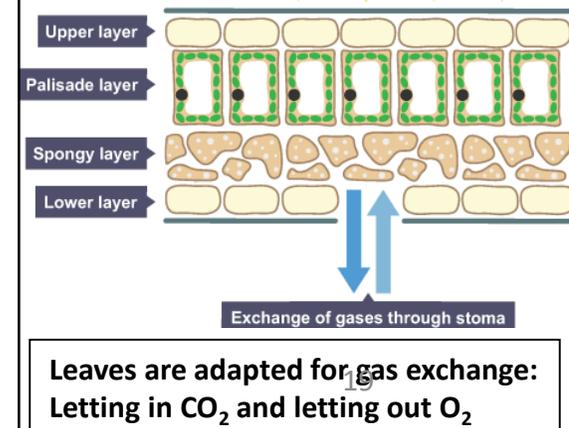
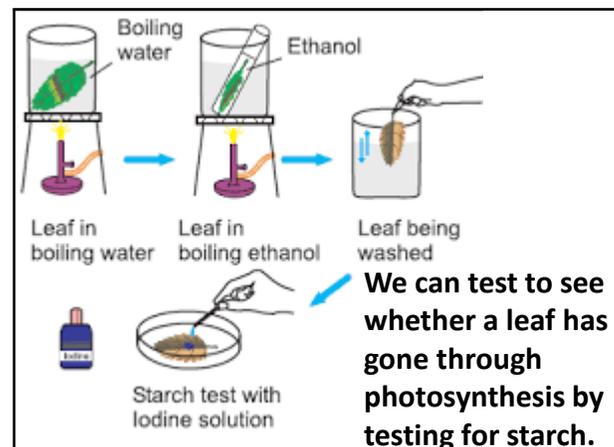
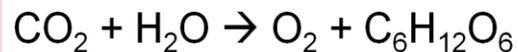
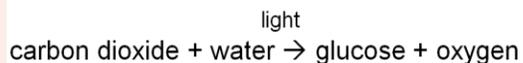
The undigested food molecules that remain form our **faeces** which are passed into the **rectum** and is excreted from the body through the **anus**.

Enzymes in the digestive system: **amylase** breaks down starch into carbohydrates; **protease** breaks down protein; **lipase** breaks down lipids (fats)

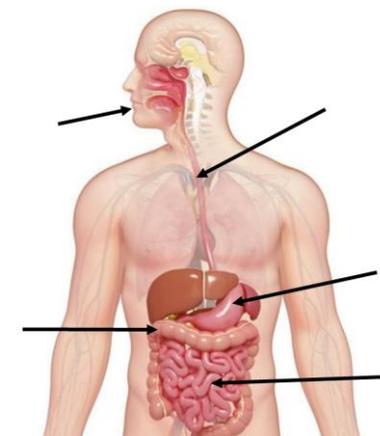


Deficiency Disease	Symptoms
Anaemia – due to lack of iron	Tiredness, lethargy, shortness of breath, change in appearance
Osteoporosis- due to lack of calcium	Back pain caused by a fractured or collapsed vertebra; stooped posture; bone fractures
Rickets – due to lack of vitamin C	Delayed growth; pain in the spine, pelvis and legs, muscle weakness

Below is the word and symbol equation for photosynthesis, the process by which plants make energy in the form of glucose



1. Name the seven food groups and give an example of foods containing them.
2. Label the digestive system.
3. Write the word and symbol equations for photosynthesis. Stretch: balance the symbol equation
4. Who would need more energy, an adult male who works in an office or an adult female athlete? Explain why
5. Why do we need a balanced diet and what could happen if someone didn't eat a balanced diet.
6. Draw a labelled diagram of a leaf and explain how it adapted for photosynthesis
7. What is an enzyme? Which enzymes aid in digestion and how?
8. Describe an experiment that could be done to investigate how much energy is stored in food. How is they energy stored?



Stretch challenge: Write a method for how we would test a leaf for starch, identifying the independent, dependent and control variables.

Knowledge Organiser Focus: Keeping Healthy

I should already know:

- How we group different living things
- Identify different parts of the human circulatory system
- Recognise the different factors that can affect the human body

I will learn about:

- The different parts of the lungs and how they are adapted for gas exchange
- Describe the structure and functions of the different parts of the circulatory system
- Know the difference between aerobic respiration and anaerobic respiration
- Explain communicable and non-communicable disease, giving examples
- Explain what causes diseases and how they can be transferred from person to person

How I will be assessed:

I will answer a series of exam style questions in order for me to show that I know the different organ systems humans have and how they work and know the different kinds of diseases humans can get, and how they get them

Key words (tier 2 and 3 vocabulary)

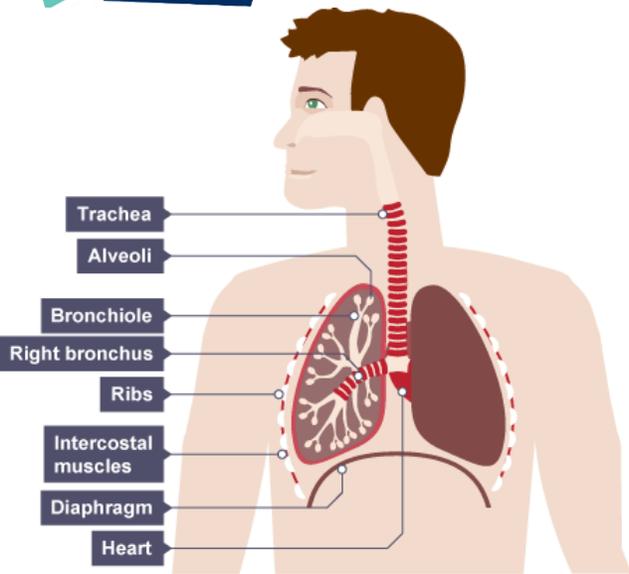
Key word	Definition
Organ System	A group of different organs working together to carry out a specific function within the body
Aerobic Respiration	Glucose reacts with oxygen to release energy
Anaerobic Respiration	Releasing energy from glucose without oxygen present
Gas Exchange	The movement of gases from a higher concentration to a lower concentration via diffusion
Heart Rate	How many times your heart beats per minute (measured in bpm)
Breathing Rate	How many times you breathe (in and out) per minute (measured in breaths per minute)
Microorganism	An organism that is too small to be seen with the naked eye
Communicable Disease	Diseases which can be passed from person to person which are caused by pathogens

Stretch challenge: Compare and contrast veins and arteries.

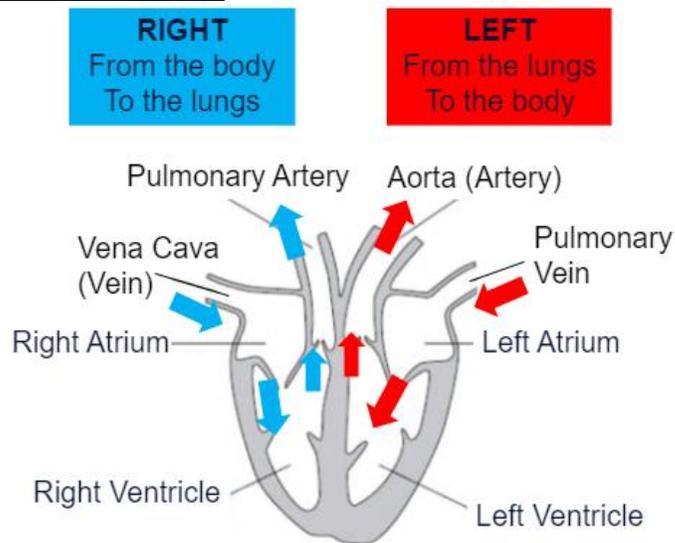
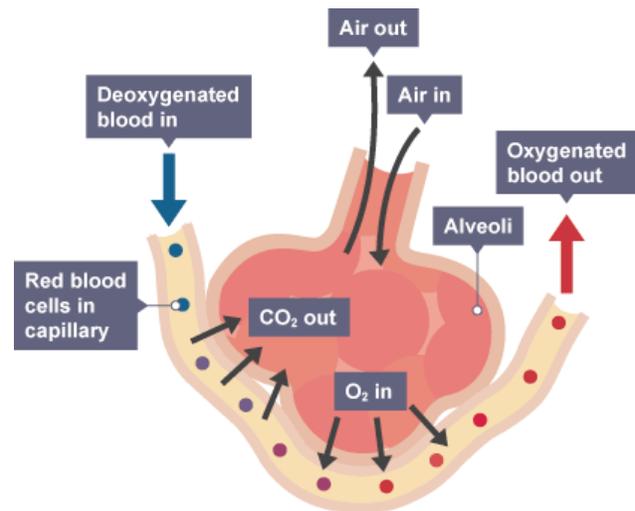
Recommended reading:

<https://www.bbc.co.uk/bitesize/guides/zy2hvp4/revision/1>

<https://www.bbc.co.uk/bitesize/topics/zvrrd2p>



When we breathe in, air travels through the trachea, splits into the lungs through the bronchus, then into the bronchiole until it reaches the alveoli where gas exchange occurs.



Deoxygenated blood from the body enters the heart through the Vena Cava, then travels to the lungs via the Pulmonary artery where it is oxygenated. It is then brought back to the heart through the pulmonary vein and from there it is pumped to the rest of the body through the Aorta.

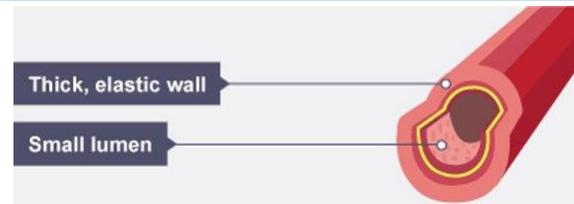
Humans get their energy from glucose when they respire. There are 2 types of respiration: **Aerobic respiration (with oxygen):**

Glucose + Oxygen → Carbon dioxide + Water



Anaerobic respiration (without oxygen):

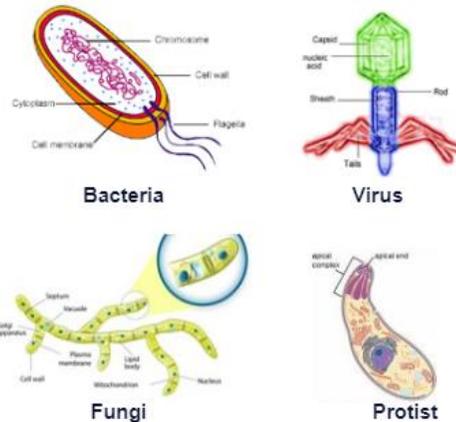
Glucose → Lactic Acid



Arteries (usually carrying oxygenated blood from the heart) have thick, elastic walls to handle a high blood pressure and small lumens (the area that the blood travels through).

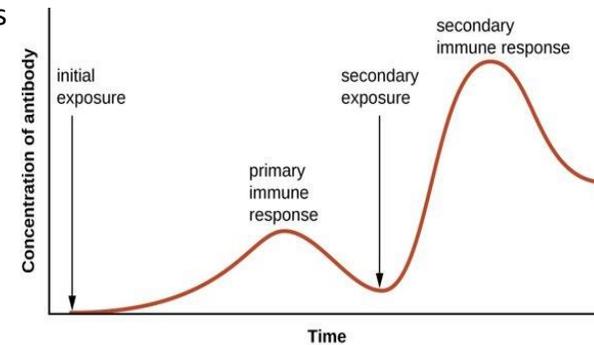


Veins (usually carrying deoxygenated blood to the heart) have a thin wall and large lumen as the blood is not under as much pressure, but it has valves to make sure there is no back flow of blood.

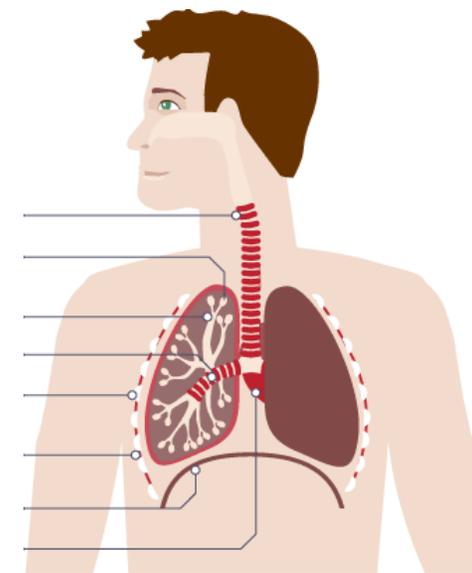


Above are the 4 **pathogens** (microorganisms that cause diseases). Pathogens can be spread from person to person via **food/drink, air** (coughing/sneezing), **direct contact** (touch/bodily fluids/sharing needles). We can **prevent** the spread of diseases by covering our mouths when we cough and sneeze, washing hands, killing pathogen carrying animals (eg mosquitos), cooking food properly and getting vaccinated

Vaccinations work by exposing the body to a weak or dead version of the pathogen so white blood cells can recognise the pathogen and create antibodies (primary immune response). Then if the body was ever to be exposed to the pathogen for real, white blood cells can produce the correct antibodies quicker and produce more of them (secondary immune response)



1. Define microorganism.
2. Label the diagram of the respiratory system.
3. Draw a diagram to show how gas exchange happens in the alveoli
4. Describe the journey blood takes through the heart, starting with deoxygenated blood entering the heart and finishing with oxygenated blood leaving the heart. Include the names of the structures it travels through.
5. Explain the difference between aerobic and anaerobic respiration and write the word equation for both.
6. What is a communicable disease? Give examples of how you can get a communicable disease.
7. Explain how vaccinations are used to prevent disease.
8. Write a method for an investigation into the effect of exercise on heart/breathing rate.



Stretch challenge: Compare and contrast veins and arteries.



I should already know:

- The clauses of the Treaty of Versailles.
- The constitution of the Weimar Government.
- Political threats to the Weimar Government.
- Economic threats to the Weimar Republic.
- The 'Golden Age' of the Weimar Republic.

I will learn about:

- How Hitler established the Nazi Party.
- The ideology of the Nazi Party
- Nazi attempts to seize power in Germany.
- How Hitler became Chancellor in 1933.

How I will be assessed:

- Make two interferences (4 marks)
- Explain why XXXX (12 marks)
- How far do you agree with Interpretation X (32 marks)

Knowledge Organiser Focus: The rise of the Nazi Party 1919-1933

Key terms

Word	Definition
NSDAP	National Socialist German Workers' Party (Nazis).
SA or <i>Sturmabteilung</i>	The Nazi private army. Led by Ernst Rohm.
Anti-Semitism	The hatred of Jews. A Key Nazi ideal. Shared by Right-wing political parties.
Swastika	The emblem of the Nazi Party.
25 Point Programme	The political manifesto of the Nazi Party.
<i>Fuhrerprinzip</i>	The belief that one person (Hitler) should run the Nazi Party and Germany.
<i>Mein Kampf</i>	Book expressing Hitler's political views. Written while in prison.
Aryan	A pure blooded German.
Ideology	A system of political ideas or ideals.
<i>Volkischer Beobachter</i>	The Nazi Party newspaper.
KPD	The German Communist Party. Middle Class Germans feared the Communists – Hitler played on this fear in his plan to become Chancellor.

Stretch challenge:

- Create a mind-map outlining the ideology and organisation of the early Nazi Party.
- Create a mind-map detailing the factors which led to Hitler becoming Chancellor in 1933.

Key reading:

R. J. Evans, *The Coming of the Third Reich*

1919	1920	1921	1923	1925	1926	1928	1929	1930	1932	1933
Hitler spies on then joins DAP	Hitler founds the Nazi Party	Hitler introduces the SA – the Nazi private army	Munich Putsch	Publication of Mein Kampf Beginning of the 'lean years'	Bamberg Conference – Hitler asserts his leadership	Nazis win a mere 12 seats in Reichstag	Wall St Crash. People look to the political extreme	Nazis win 107 seats in Reichstag	July: 230 seats Nov: 196 seats	Hitler appointed Chancellor

Key Figures:	
Adolf Hitler	Leader of the Nazi Party.
Gustav Stresemann	Weimar Foreign Minister, 1923-29. Architect of the Weimar economic recovery.
Ernst Rohm	Leader of the SA.
Anton Drexler	An enemy of Hitler within the Nazi Party.
Paul von Hindenburg	President of the Weimar Republic. Former general.
Heinrich Himmler	Leader of the SS.
Franz von Papen	Chancellor (1932) who thought he could control Hitler.
von Schleicher	Chancellor and political schemer. Enemy of Hitler.
von Brüning	Chancellor (1930-32) and political moderate.



Source A: A member of the Nazi Party describing one of Hitler's speeches in 1922.

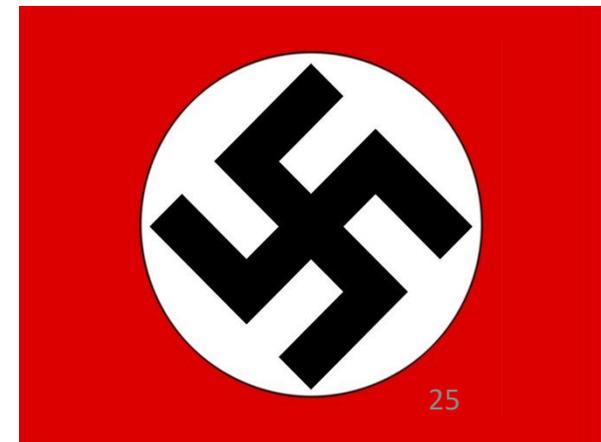
He held the masses, and me with them, under a hypnotic spell, by the sheer force of his belief. I forgot everything but the man. I looked around, I saw that his magnetism was holding thousands as one.



Source B: Photograph of Hitler in Landsberg Prison.

Sentenced to prison for his role in the Munich Putsch, Hitler used the time to write and publish *Mein Kampf*. Hitler was now famous in Germany.

The 25 Point Plan
1. The unity of all German-speaking peoples
2. The abolition of the Treaty of Versailles.
3. Land and colonies to feed Germany's population.
4. Only Germans can be citizens. No Jew can be a German citizen.



Source A: A member of the Nazi Party describing one of Hitler's speeches in 1922.

He held the masses, and me with them, under a hypnotic spell, by the sheer force of his belief. I forgot everything but the man. I looked around, I saw that his magnetism was holding thousands as one.

Two inferences about Hitler's leadership

1.

2.



The 25 Point Plan

1. The unity of all German-speaking peoples
2. The abolition of the Treaty of Versailles.
3. Land and colonies to feed Germany's population.
4. Only Germans can be citizens. No Jew can be a German citizen.

Two inferences about Nazi ideology

1.

2.

Two inferences about the importance of the SA to the early Nazi Party

1.

2.

Right: Hitler with the SA (c. 1929)



Three reasons Hitler was appointed Chancellor in 1933

1.

2.

3.

Hitler hated the Weimar government because...

One of Hitler's main political ideas was...

Hitler created the Nazi Party in...

The Nazis became popular following...

Hitler wrote *Mein Kampf* in prison following...

Hitler was appointed Chancellor by...

The role of the SA was...

Week	Home learning
Week 17	<p>Task: Complete the activities on Slide 3</p>
Week 21	<p>Task: Describe two features of the early Nazi Party(4 marks)</p> <ul style="list-style-type: none"> • Sentence starters: <p>One feature of the early Nazi Party was...</p> <p>This was important because...</p> <p>Another feature of the early Nazi Party was...</p> <p>This was important because...</p>
Week 25	<p>What can we learn about the early Nazi Party from this photo of Hitler with the SA (the Nazi private army)?</p> 

I will learn about:

Resources:

- Introduction into global resources
- The distribution of global resources
- How does oil bring economic income
- Why should we focus on renewable electricity
- How can we make sure that food is sustainable in LICs

Fieldwork:

Key terms

Word	Definition
Food consumption	Where food is eaten. High food consumption in HICs (<i>USA, Canada, UK, France</i>) and low food consumption: LICs (<i>many African countries</i>)
Food security	A population has access to safe, affordable, nutritious food to maintain a healthy and active life.
Food insecurity	When a population does not have access to enough safe, affordable and nutritious food.
Undernourishment	A poor diet with a lack of nutrients and vitamin
Coal	Is used to heat our homes (open fires), creating electricity and steel production.
Oil	We use it in lots of ways such as; to run cars, ships, planes and create electricity. It is also used to produce plastics, such as plastic bottles and in fertilizers for farmers
Gas	We can't see natural gas because it is a gas, but we use it in lots of ways such as; cooking in gas ovens, central heating in our homes and also to power vehicles instead of petrol.
Water	We use water for washing clothes and personal washing, cooking, drinking, washing up and outdoor use. wave energy from the oceans (waves making turbines spin), this helps to produce electricity.
Geothermal	Geothermal Energy is used to heat homes, water and create electricity.

Stretch challenge: What would our lives be like if we had a lack of resources? How would your every day tasks change?

How I will be assessed:

- Extended writing answers.
- End of half term assessment.

Recommended Reading/Watching/Listening:

KS3 Geography Knowledge: Natural Resources

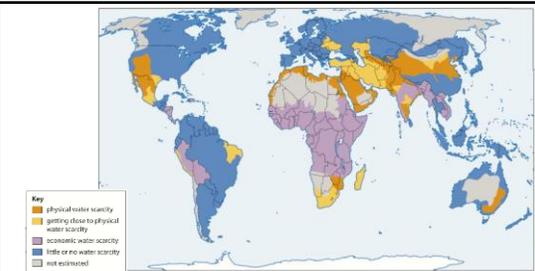
A NATURAL RESOURCE is something that occurs naturally and we can make use of.

A Renewable resources is one that will not run out.

A Non-renewable resource is finite and will run out.

Resource	Renewable/Non-renewable	Uses	Problems
Coal	Non-Renewable	heating our homes (open fires), creating electricity and steel production.	Very dirty and pollutes the atmosphere
Oil	Non-Renewable	We use it in lots of ways such as; to run cars, ships, planes and create electricity. It is also used to produce plastics, such as plastic bottles and in fertilizers for farmers	One day it will run out and there will be none left When we burn it greenhouses gas are released.
Gas	Non-Renewable	We can't see natural gas because it is a gas, but we use it in lots of ways such as; cooking in gas ovens, central heating in our homes and also to power vehicles instead of petrol.	One day it will run out and there will be none left When we burn it greenhouses gas are released.
Water	Renewable	ludes water for washing clothes and personal washing, cooking, drinking, washing up and outdoor use. wave energy from the oceans (waves making turbines spin)., this helps to produce electricity.	Whilst we have lots of water, fresh water is limited and this freshwater can be polluted by humans
Geothermal	Renewable	Geothermal Energy is used to heat homes, water and create electricity.	This only occurs in places that have volcanic activity such as Iceland.
Soil	Renewable	Growing food Soil is very precious because without it we cannot grow any crops for food as soil provides the nutrients needs to grow plants.	Soil is not a renewable resource as there is only so much of it on the earth. It is also not equally shared as some places have lots of good quality soil and others have landscapes that does not allow this..

Water as a Resource

Physical scarcity	Where there is not enough water to meet the needs of everyone there.	
Economic scarcity	People cannot afford the infrastructure such as pumps and pipes to bring fresh water to the people living in that area	
Water facts and location	<ul style="list-style-type: none"> ✓ water and it is our basic need. ✓ 97% of the earth's water is salty so we cannot use it (for drinking, agriculture or industry) ✓ 3% of the earth's water is fresh water ✓ 2/3 of this is frozen in ice sheets and glaciers, ✓ Less than 1% of the fresh water we can use ✓ most of this is underground, so we must pump it out it use it. 	

The problems with water

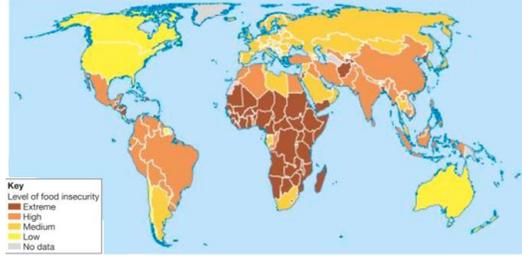
Water disease and pollution	<ul style="list-style-type: none"> • In some countries that experience economic water scarcity they have little sanitation facilities (clean water and toilets). • This might mean human waste is dumped into rivers and contaminate drinking water which can cause diseases such as Cholera.
Water conflict	<ul style="list-style-type: none"> • Water is shared between countries this is because some rivers flow through several countries such as the Nile and Danube rivers. • This means that some countries are able to take more water than others and this can lead to conflicts over water and physical water scarcity.
Food production	<ul style="list-style-type: none"> • Agriculture (farming) uses 70% of the global amount of water. • Areas where not a lot of rain falls are at risk because if there is water scarcity it means that food may not be able to grow and we won't be able to feed a growing population. • Some countries such as the USA provide 30% of the world's wheat (makes bread and cereals), so this would have a huge negative impact on food production.

Solutions to the water challenge

Water Transfer	<ul style="list-style-type: none"> ✓ Some areas have more water than is needed (surplus) and this can be transferred by pipes to areas where there is less water (deficit). ✓ This is done through pipelines and canals.. ✓ In China, there is a huge project that aims to bring water from the South to the dry North.
Desalination	<ul style="list-style-type: none"> ✓ Salt can be removed from ocean water ✓ It is only used if there is a severe shortage or water. ✓ There are some major environmental concerns, such as salt being dumped back into the sea. ✓ Not everyone can uses this method but an example of somewhere that does this is Saudi Arabia
Recycling water	<ul style="list-style-type: none"> ✓ People can think more wisely about water use and can use less to save more water. ✓ We can also recycle water, by using grey water (<i>water already used in baths and showers</i>) to flush toilets and water plants and garden.
Dams and reservoirs	<ul style="list-style-type: none"> ✓ A dam is a large structure that holds water and a reservoir is an area where water is stored. ✓ When there is lots of rainfall, the rain can be collected and stored and released into the rivers when there is little rainfall. ✓ Water can then be used for many different reasons including watering of crops (irrigation).

Chambamontera – Micro-Hydro Scheme Case Study

Why	<ul style="list-style-type: none"> ✓ Rural village, high in Andes Mountains (Peru) ✓ No access to electricity ✓ Very underdeveloped 	
How it works	<ul style="list-style-type: none"> ✓ Water is used to create electricity (Practical Action, a charity implemented this scheme) ✓ Steep slopes and high rainfall make this an ideal location 	
Benefits to people	<ul style="list-style-type: none"> • Healthcare has improved because refrigeration allows storage of medicines • Street lights allow people to go outside after dark 	<ul style="list-style-type: none"> • Electricity is available when heating demands are high. • Improved school facilities and the possibility of doing schoolwork at home after dark

Oil as a Resource		Food as a Resource	
Oil reserves	The proven amount of oil a country has.	Food insecurity	<i>Not enough access to safe, affordable and nutritious food.</i>
Oil facts and location	<ul style="list-style-type: none"> Oil is a fossil fuel which means it's formed from fossils of tiny oceans creatures millions of years ago. This becomes oil and is then extracted from the ground (this is known as crude oil) and brought to an oil refinery. It is then separated into refined oil and other raw materials. Oil is used to fuel cars, ships, planes and to generate electricity. It is also used to produce plastics, fertilizers and even clothes. Oil is a very valuable resource 	Food facts and location	<ul style="list-style-type: none"> Food consumption (how much people eat) varies across the world. The recommended daily calories intake is 2000-2400 per day. This is met and exceeded in continents such as North America and Europe, but in much of Africa is well below this level. Whist global food consumption is increasing due to increasing development (people are becoming richer), population is increasing and developments in transport and storage of food there are still many countries that face FOOD INSECURITY 
The Problems with Oil		Reasons for Food Insecurity	
Climate Change:	<ul style="list-style-type: none"> When oil burns it releases carbon dioxide (GHG) into the atmosphere adding to global warming leading to climate change. Increased temperatures can cause glaciers and ice sheets to melt leading to sea level rise and loss of polar habitats. Many species of plants and animals becoming extinct and their habitats are damaged or altered by climate change. 	Climate Change	<ul style="list-style-type: none"> Extreme temperatures and low rainfall due to climate change = struggle to produce food Climate change affects global farming patterns and productivity (how much) Weeds and pests such as locusts = consume whole crops
Oil Conflict:	<ul style="list-style-type: none"> Some oil producing countries are politically unstable so we may not want to or be able to buy oil from them. Conflicts can happen between those who have oil and those that want oil. An example of this is conflict in the Niger Delta (Nigeria) between big oil companies (such as Shell Oil) and minority ethnic groups who feel that they are being exploited by these big oil companies. 	Access to technology	<ul style="list-style-type: none"> Food production can be increased by investing in new technology and machinery. Poorest people cannot afford any form of technology, irrigation or fertilisers. Unskilled use of technology e.g. poor use of irrigation = damage the land, meaning its harder to grow food in the future.
Environmental Disaster	<ul style="list-style-type: none"> Oil spills can happen on oil platforms, oil tankers or as oil is transported from one place to another. In April 2010 a large oil spill happened due to an explosion at an oil rig in the Gulf of Mexico, known as the Deepwater Horizon Oil Spill. More than 200 million gallons of crude oil was spilled into the Gulf of Mexico during accident. Over 16,000 miles of coastline was affected over 8,000 animals were reported dead 6 months after the spill. 	Wars and conflicts	<ul style="list-style-type: none"> Conflicts can lead to the destruction of land, crops and livestock Food can be used as a weapon, with enemies cutting off food supplies in order to gain ground = famine/death. During war transport links can be destroyed e.g. ports = imported food is not able to reach the people in that country.
Solutions to Using Oil (Renewable Energies)		Increasing Food Supply	
HEP (Hydro-Electric Power)	<p>This uses fast flowing water to turn generators to produce electricity.</p> <p><i>Good: This type of energy makes little pollution.</i></p> <p><i>Bad: Dams are needed and can be very expensive, flood farmland and people's homes.</i></p>	GM Foods	<p>Certain crops can be modified to increase the amount of food that is produced.</p> <ul style="list-style-type: none"> By genetically modifying foods it means they can grow bigger, they can produce higher yields (more food) In the Philippines maize (corn) has given a 24% increase in yields. This is used in many of the foods we eat today (bread, cereal, popcorn)
Solar Power	<p>Solar power is the conversion of the sun's energy into electricity through a solar cell.</p> <p><i>Good: instant electricity and no harmful gases are produced so there is no pollution</i></p> <p><i>Bad: less effective in areas that have lots of cloudy days. In some places such as the UK there are large fields of solar panels that take up lots of space. It can be very expensive as the cells cost lots to make.</i></p>	Appropriate Technology	<p>Using skills or materials that are cheap and easily available to increase output without putting people out of work.</p> <ul style="list-style-type: none"> This can involve small scale water harvesting equipment, irrigation methods or farming techniques, this works especially well for farmers in poorer parts of the world.
Biomass	<p>Biomass burns plants, trees and organic matter to heat steam to drive turbines.</p> <p><i>Good: sources are always available, It is a much cheaper source of energy compared to fossil fuels and whilst it does release Carbon Dioxide, it produces less than fossil fuels.</i></p> <p><i>Bad: As it uses trees it can lead to deforestation.</i></p>	Irrigation	<p>Irrigation is the artificial watering of land.</p> <ul style="list-style-type: none"> This is needed especially when there has not been much rain to help the crops grow. Can increase global food supply especially for commercial farming.
Wind power	<p>Wind turns large turbine blades to generate electricity</p> <p><i>Good: Electricity produced is cheap in the long run, produced clean energy, can be very effective in places with high winds</i></p> <p><i>Bad: Negative visual impact on the landscape and can create nuisance (noise and light) for people living near them. Birds can also fly into the blades and die. Wind farms can be very expensive to build</i></p>	Pesticides and fertilisers	<p>A fertiliser is: a chemical or natural substance added to soil or land to increase its fertility.</p> <p>A pesticide is: Pesticides are substances that are meant to control pests, including weeds.</p> <ul style="list-style-type: none"> Fertilizer is added to soil to make sure that crops get the nutrients that they need to grow. This ensures that farmers are able to continue growing food without using up all the nutrients in soil.
Nuclear Power	<p>Nuclear energy is not renewable but is recyclable and a nuclear reaction releases energy.</p> <p><i>Good: little pollution is produced.</i></p> <p><i>Bad: The power plants are expensive to build and there are social and environmental concerns if an accident happened</i></p>	Reducing the environmental impact of our use of resources	
		Problem: Global Warming = burning fossil fuels = Greenhouse Gases released.	Solution: turn heat down, buy local food, plant more trees.
		Problem: Plastic Pollution – 12.7m tonnes of plastic in oceans each year	Solution: buy less single use plastic, more reusable. Government laws
		Problem: Destroying Habitats – cut down forests for palm oil production	Solution: Consider what we buy, adopt a species, set aside land.

Your class teacher will set you the appropriate assignments on Seneca.

Week	Home learning
Week 29	www.senecalearning.com
Week 33	www.senecalearning.com
Week 37	www.senecalearning.com

I should already know:

- Present Tense Conjugation
- Extended opinions and Justifications
- Negatives
- Near Future Tense Conjugation
- Adjectival positioning and agreement
- Past Tense Conjugation
- Time phrases

I will learn about:

- Film genres
- Jobs
- Character and Physical description
- 'Si' phrases
- Conditional Tense Conjugation
- Near Future Tense Conjugation
- Past Tense
- Using two tenses together

How I will be assessed:

- Interim translation into TL (19 marks)
- Reading (30 marks)
- Speaking (15 marks)

Key words (tier 2 and 3 vocabulary):

Word	Definition
je préfère	I prefer
parce que/ car	because
il/elle s'appelle	he/ she is called
il/elle est	he/she is
il/elle a	he/ she has
je voudrais être	I would like to be
il/elle va être	he/she is going to be
mais/ et	but/ and

Stretch challenge:

- Watch another French film or TV series and write a short synopsis
- Download Duolingo and/or Memrise (both free!) and practise your French

Recommended reading/ watching:

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

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

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

Spanish Preterite Tense - <https://www.youtube.com/watch?v=khZEDehI3AI&t=66s>

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

1	J'aime regarder	I like to watch	16	Car	Because / as
2	J'adore regarder	I love to watch	17	Parce que	Because
3	Je n'aime pas regarder	I don't like to watch	18	Et	And
4	Je regarde	I watch	19	Mais	But
5	Je préfère regarder	I prefer to watch	20	Ennuyeux	Boring
6	Ils/elles sont	They are	21	Intéressant(s)	Interesting
7	Normalement/ d'habitude	Normally / usually	22	Marrant(s) / drôle(s)	funny
8	Souvent	often	23	Amusant(s) /Divertissant(s)	Fun/entertaining
9	Les documentaires	documentaries	24	Triste(s)	Sad
10	Les dessins animés	Animated films / cartoons	25	Effrayant(s)	Scary
11	Les films d'horreur	Horror films	26	affreux	Terrible
12	Les films d'action	Action films	27	démodé(s)	Old-fashioned
13	Les films romantiques	Romantic films	28	Absurde(s)	Silly
14	Les films historiques	Historical films	29	Adorable(s)	Sweet/adorable
15	Les films de science fiction	Science fiction films	30	Fantastique(s)	fantastic

Key Vocabulary – Knowledge Organiser



31	Il / elle s'appelle ...	He/she is called	47	Les cheveux longs/ courts	Long/short hair
32	Il / elle est...	He/she is	48	Les cheveux raides/ frisés	Straight/ curly hair
33	Il / elle a...	He/she has	49	Les cheveux noirs / gris / roux / blonds	Black/ grey/ red/ blonde/ Brown hair
34	Sa mère/ son père/ sa grandmère est...	His mum/ his dad/ his grandmother is...	50	Les yeux bruns/bleus/ verts/ marron	Brown/ blue/ Green eyes
35	Je suis / j'ai...	I am / I have	51	Professeur	Teacher
36	Gentil(e) / sympa	Kind / Nice	52	Médecin	Doctor
37	Drôle	funny	53	Homme/ femme d'affaires	Businessman/ businesswoman
38	Pénible	Annoying	53	Policier / policière	Police officer
39	Sportif(ve)	Sporty	55	Champion du sport	Sports champion
40	Effronté(e) / vilain(e)	Cheeky / naughty	56	Il/ elle va être...	He/she is going to be...
41	Intelligent(e)	Intelligent	57	Je vais être...	I'm going to be...
42	Méchant(e)	Mean/nasty	58	Je voudrais être...	I would like to be
43	Travailleur/ travailleuse	Hardworking	59	Il/Elle /Ce sera	He/she/it will be
44	Grand(e)	Big/ Tall	60	Très	Very
45	Petit(e)	small(/ Short	61	Un peu	A Little bit
46	Grand(e)	big	62	S'il vous plaît	please

Scan these QR codes to
practise Spanish vocabulary



Y8 French: Block 2

Traduisez en anglais...

25%

Les personnages

Il est riche. Il a les cheveux bruns.

Il est grand et il est gros. Il mange beaucoup !

Il est petit et il est gentil. Il a les yeux bleus.

40%

Les prédictions

Je pense que Nicolas va avoir un petit frère.

Je pense que Alceste va manger beaucoup !

Je dirais que Geoffrey va voler une voiture.

50%

Traduisez en français...

Je voudrais...

If I had the choice, I would like a little brother.

I would like that Alceste is going to become a politician.

 If I had the choice, I would like that Rufus is going to become a Policeman.

Repond aux questions en français

- Décrivez deux personnages:

1. _____
2. _____

- Qui est ton personnage préféré dans le film? Pour quoi?

- Si tu avais le choix, tu voudrais avoir un petit frère ou petite soeur ? Pour quoi?

-  Qu'est-ce qui va se passer dans le futur, pour Nicolas et sa famille ?

Qu'est-ce qu'il y a sur la photo ?



1. Sur la photo il y a

2. _____
3. _____
4. _____

I should already know:

- Present Tense Conjugation
- Extended opinions and Justifications
- Negatives
- Near Future Tense Conjugation
- Adjectival positioning and agreement
- Past Tense Conjugation
- Time phrases

I will learn about:

- Film genres
- Jobs
- Character and Physical description
- 'Si' phrases
- Conditional Tense Conjugation
- Near Future Tense Conjugation
- Past Tense
- Using two tenses together

How I will be assessed:

- Interim translation into TL (19 marks)
- Reading (28 marks)
- Speaking (15 marks)

Key words (tier 2 and 3 vocabulary):

Word	Definition
prefiero	I prefer
porque	because
se llama	he/ she is called
es	he/she is
tiene	he/ she has
me gustaría ser	I would like to be
va a ser	he/she is going to be
pero/ y	but/ and

Stretch challenge:

- Watch another Spanish film of TV series and write a short synopsis
- Download Duolingo and/or Memrise (both free!) and practise your Spanish

Recommended reading/ watching:

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

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

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

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

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

Key Vocabulary – Knowledge Organiser

1	Bailar	To dance	16	Morir	To die
2	Cantar	to sing	17	Voy a cantar	I am going to sing
3	Besar	to kiss	18	Va a cantar	He/she is going to sing
4	Tocar (el piano)	To play (piano)	19	Vamos a cantar	We are going to sing
5	Conducir	To drive	20	Van a cantar	They are going to sing
6	Beber	To drink	21	canté	I sang
7	Comer	To eat	22	cantó	He/she sang
8	Traicionar	To betray	23	Cantamos	We sang
9	Fumar	To smoke	24	Cantaron	They sang
10	Gritar	To shout	25	Me gustaría cantar	I would like to sing
11	Mirar	To look at/ watch	26	Me hace reír	it makes me laugh
12	Matar	To kill	27	Me hace sonreír	it makes me smile
13	Ganar	To win	28	Me hace llorar	it makes me cry
14	Llorar	To cry	29	Me hace sentir feliz	it makes me feel happy
15	Soñar	To dream	30	Me pone nervioso/a	it makes me feel nervous



Scan these QR codes to practise Spanish vocabulary



Y8 French: Block 2

Traduce en español

<p>24%</p> <p><u>Los opiniones</u></p> <p>I love to watch an action film.</p> <p>because it is exciting.</p> <p>I hate to watch a horror film</p> <p>★ because it makes me cry</p>	<p>30%</p> <p><u>Los personajes</u></p> <p>My favourite character is Chico.</p> <p>because he is kind and romantic</p> <p>★ Also, he has black hair and brown eyes.</p>	<p>40%</p> <p><u>Future</u></p> <p>This weekend, I am going to watch a comedy</p> <p>because it makes me laugh</p> <p>★ and I am not going to watch a romantic film because it is boring .</p>	<p>50%</p> <p><u>¿Qué pasó en la película?</u></p> <p>Chico <u>played</u> the piano (tocar)</p> <p>Chico <u>danced</u> with Rita (bailar)</p> <p>★ Rita <u>cried</u> because Chico (he) <u>separated</u> with her (llorar + separar)</p>
--	---	--	--

Reponde a las preguntas en español

• ¿Qué te gusta ver en el cine?

• ¿Quién es tu personaje favorito?

• ¿Qué vas a ver este fin de semana?

★ • ¿Qué pasó en la película?

¿Qué hay en la foto?



1. _____
2. _____
3. _____
4. _____



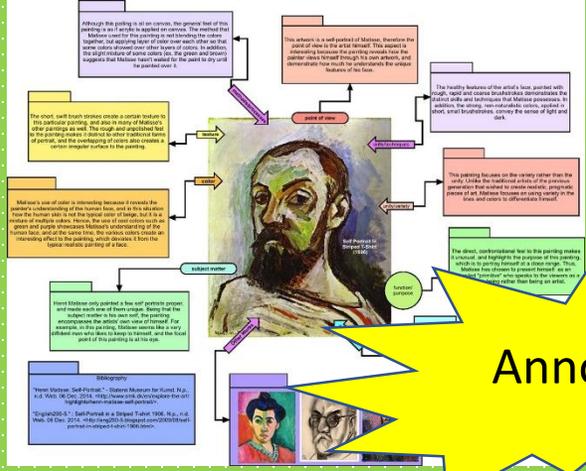
ART



I should already know:

- The formal elements and how they are used in Art
- How to use pencil tone to accurately record accurately record primary and secondary secondary sources
- Various mark making techniques using pen using pen and pencil.

UNDER THE SEA



- How to effectively collage, considering media and placement of media.
- How to use paint effectively including blending, colour theory, brush strokes, controlled application of media.

Home Learning Tasks

Task 1	Drawing task set by class teacher
Task 2	Research task set by class teacher
Task 3	Drawing task set by class teacher

COLLAGE



Materials

Paper, card, fabric, glue, scissors, ruler, tissue paper,

THINGS TO REMEMBER:

1. Pieces should be small
2. Overlap edges to avoid seeing underneath paper and gaps
3. Neat edges

Magazines
Newspaper
Tissue paper
Wrapping paper
Wallpaper
Fabric
Felt

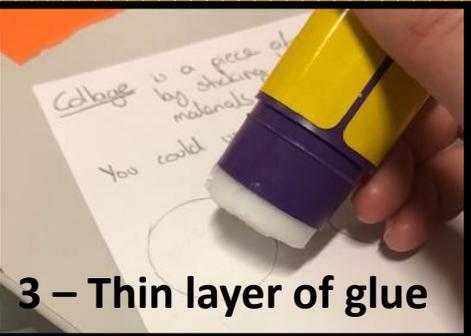
1 – Tear strips



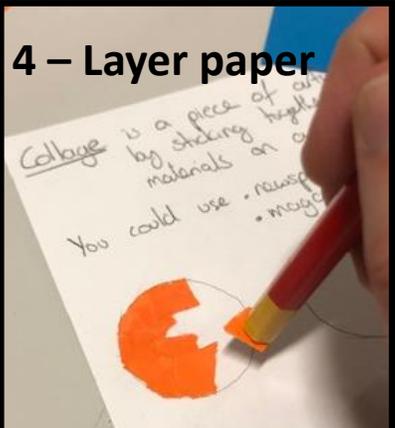
2 – Rip small pieces



3 – Thin layer of glue



4 – Layer paper



Stretch

Try cutting/tearing your paper into different shapes before collaging.

Stretch

Mix your own colours instead of using them straight from the palette. Create TINTS and TONES.



Blending primary colours

Blending two colours from the colour wheel

Adding white to create tone

Materials

Watercolour paint, acrylic, various sized brushes, palette, water, tissue, water pot, cartridge paper

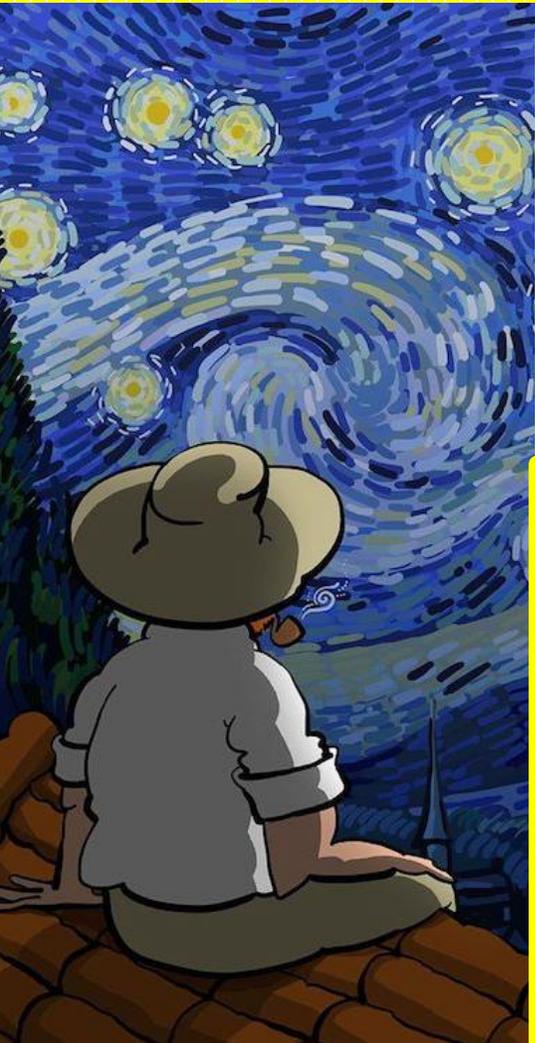
PAINTING



THINGS TO REMEMBER:

1. Use the tip of the brush
2. Small brushstrokes
3. Paint in the same direction

Analysing an artists' work



ANNOTATIONS

As a general rule, always try to say:

- **WHAT** you have looked at
- **WHO** made it
- **WHEN** it was made
- **WHY** it is inspiring to you
- **HOW** it will effect your own work

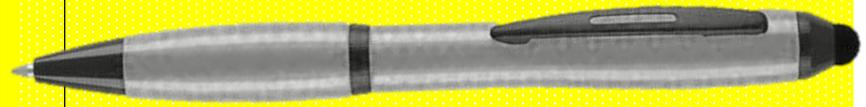
Sentence starters for analysing another artists work
In this artwork I can see...
The colours used are...
The media used is...
I think the artist was inspired by...
The artwork makes me feel...
The artwork inspired me because...

Analysing your own work

Sentence starters for annotating own work:

I created this piece because...
The media I have used is...
I was inspired by...
To develop this piece further I could...
I think worked particularly well on this piece because...
To improve my work, I could...

Key words for annotation:
Drawing, blending, composition, view point, application, media, shading, colour, media, inspiration, control, tone,



When analysing your work, can you compare it to another artist's style or influence?

ANNOTATION

WHEN TALKING ABOUT YOUR OWN WORK, TRY TO SAY:

- ★ **WHAT** you have done
- ★ **HOW** have you done it
- ★ **WHAT** inspired you
- ★ **WHY** is it successful
- ★ **IS** there anything that you would change

SENTENCE STARTERS

USE THESE TO HELP YOU GET STARTED

In this piece of work I have...
I have created this piece by...
I was inspired by...
The successful parts of my work are...
The areas I could change in my work are...

Year 8 Design Technology – Term 3

I will learn about:

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

How I will be assessed:

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

Key words (tier 2 and 3 vocabulary)

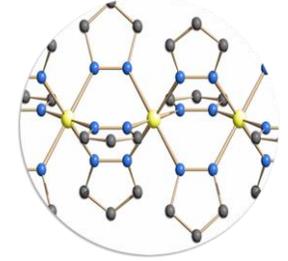
Key word	Definition
Equipment	The necessary items for a particular purpose.
independently	To work without outside help; unaided.
Advantage	A condition or circumstance that puts one in a favourable or superior position
Disadvantage	an unfavourable circumstance or condition that reduces the chances of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

Stretch challenge:

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

Recommended reading:

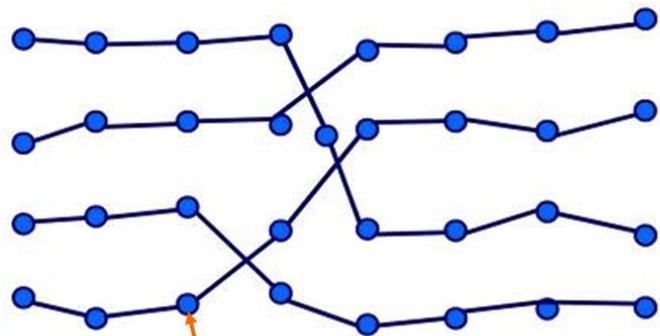
Advanced tools and equipment for Polymers.



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

THERMOPLASTICS

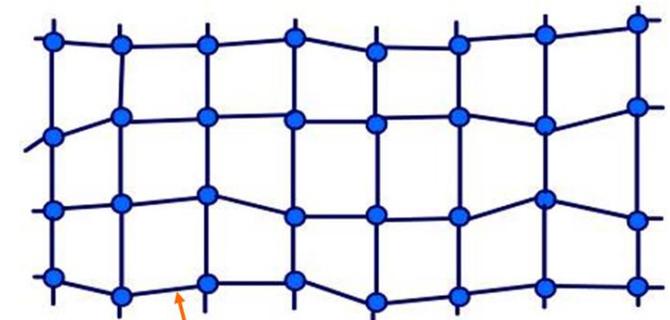
- Thermoplastics soften when heated.
- All thermoplastics can be melted and reshaped many times.
- Made of long polymer chains with few cross links.
- Thermoplastics can mostly be recycled.
- Examples of thermoplastics include coca cola bottles



individual monomer molecule

THERMOSETS

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



individual monomer molecule

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

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



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



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



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



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



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



Week	Home learning
Week 31	Product analysis: Analysing an existing product using ACCESS FM
Week 35	Tone and Shading: Developing and improving sketching skills
Week 39	Independent research: Investigating thermoplastics.

I should already know:

- How to build a website
- The different computer parts
- How to access websites using the internet

I will learn:

- The different types of networks
- The threats to networks
- How to secure networks

How I will be assessed:

I will complete a task from a client brief that showcases my knowledge of different networks and the threats to security.

Recommended reading:

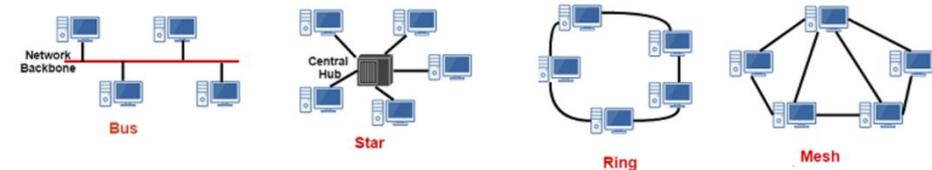
Introduction to networks

<https://www.bbc.co.uk/bitesize/guides/zc6rcdm/revision/1>

Knowledge Organiser Focus: Network, topologies and threats.

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Internet	The Internet is a huge world wide network which allows computers to communicate and share information.
Network	Two or more computers connected together to share data and device
Local area network (LAN)	This is a network within a single building
Wide area network (WAN)	This is a network over a wider geographical area such as in different buildings, cities or even countries.
Internet service provider (ISP)	The company that provides you with access to the internet
Internet protocol (IP)	IP stands for Internet Protocol, which means the rules that networks have agreed to so that they can communicate easily with each other
Peripheral	Something that is attached to the computer, e.g. printer, mouse, etc.
Input device	Input Devices: these are used to control the computer and are used to put data into the system
Output device	These get something out of the computer for instance data or sound
Storage device	These are used to save data onto and can be inside the computer or portable so the data can be taken with the user.



Mesh topology

- Each node relays the data it receives to other nodes within reach.
- There is no central node in a mesh network.
- Using cables means the network would become too expensive.

However, using wireless a mesh offers a lot more advantages over a star network, such as:

- Very robust – if one node fails the other nodes within range allow data transmission around the network to continue.
- Excellent wireless range



Data Packets

Files are split into millions of data packets when sent across a network or the internet. Packets get sent by different routes according to availability. When you send a file online, the parts of the file might travel one way around the world and the other parts may go in the opposite direction! Packets are reassembled at receiving end.

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Computer virus	A computer virus enters your system without your knowledge and can then copy itself to other computers. Most computer viruses will alter, delete or damage the files in the computer system
Virus checker	Antivirus software should be installed on your system to scan for threats and quarantine potential viruses.
Worms	They creep around the network automatically, copying themselves and slowing it down.
Trojan horse	A Trojan horse is software that pretends to be something useful, so the user downloads it, but actually it does something else.
Spyware	Spyware collects information about users so that it can be used for fraudulent purposes.
Key logger	Key logger software is used to record the user's keystrokes and can find out peoples passwords, bank details, etc
Adware	Adware is software that is automatically downloaded and installed on your computer so you are directed to advertising material.
Cloud computing	The practice of using a network of remote servers hosted on the Internet to store, manage, and process data, rather than a local server or a personal computer.



A network is made up of two or more computers connected together to share data and device. *The two main types of networks are....*

There are many threats on a network such as hackers. *Other threats include...*

We use a huge network on a daily basis and this is called the internet. *We can share...*

We can be secure in our networks by....

Draw different types of network topologies.

Year 8 : Drama Term Three



Knowledge Organiser Focus: Working With Scripts.

During this term you will:

- Learn basic drama skills and use them in performance.
- Creatively explore a given stimulus.
- Work in teams to create performance
- Be creative and use your imagination to create performance
- Use your body and voice to create a character

How will this be assessed:

A written quiz – a series of questions based on the tasks throughout the unit.
Practical tasks – recorded and assessed.

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)



Script Writing

KEY VOCABULARY

ACT/SCENE	An act is a part of a play defined by elements such as rising action, climax, and resolution.
CHARACTERS	People acting in a playscript
SETTING	Setting is the time and place (or when and where) of the plot
NARRATOR	Some scripts include a character called a narrator. These are characters which explain what is going on in the story for the benefit of the audience. They do not have to be a character in the story, but their lines are written in the same way as any other character's
DIALOGUE	The dialogue refers to the words that will be spoken by the actors

THIS IS AN EXAMPLE OF A SCRIPT...

Scene 1

The drawing room of Lady and Lord Montague, which is furnished with plush carpets, silk curtains and beautifully carved antique furniture. Lord Montague is sitting on a velvet sofa, smoking a pipe and reading the paper. Lady Montague is sitting at a grand piano, trying but failing to play a melody.

Lady Montague: Try as I might, I simply cannot get this blessed melody right!

Lord Montague: You are trying too hard, darling. Relax, look at the notes and let your fingers find their way to the right notes. Stop trying to get it right. Just feel the music.

Lady Montague: *(pushing a strand of hair from her face wearily)* Yes. Perhaps you are right.

A play script is a piece of writing written for the stage.

A play includes:

- A list of characters (at the beginning)
- The script will be divided into acts which are then divided into scenes
- Each scene will have a description of the setting at the start and then the character's dialogue
- The dialogue is set out with the character's name on the left, then a colon then the dialogue (without speech marks)
- Stage directions for the actors are written every now and again in italics and brackets

PLAYSCRIPT CHECKLIST

Did I...

use act or scene numbers?

include a cast list of characters

give a short description of each scene's setting?

Use a narrator to briefly set the scene for the audience?

Write a speaker's name on the left followed by a colon?

Write dialogue without inverted commas?

Put stage directions in brackets?

Use the present tense?

Start a new line for each speaker?

Use standard and non-standard English to show the difference between formal and informal language?

Evaluating Performance



Drama Techniques:

Have they used..?

- Still Image
- Cross-Cutting
- Thought-Tracking
- Reportage
- Forum Theatre
- Mime
- Any other techniques?

Were these techniques appropriate for the scene?



Is the performance successful?

- Did the plot make sense?
- Could you see all of the action? (Stage areas/blocking)
- Could you hear everything?
- Did you enjoy the experience? (why/why not?)
- Could you understand what was happening?

Are You...?

- Facing the audience?
- Using appropriate stage areas?
- Are you projecting?
- Sustaining the role?



Skills (are you using?)

- Facial Expression
- Movements
- Gestures
- Intonation
- Projection
- Exaggeration
- Clear positioning

VOCALS

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

Pace: The speed that you speak at.



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

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

Volume: The loudness or quietness of your voice. 

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



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

PHYSICALITY

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

Pace: The speed that you move at.



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

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

Tension: How tightly you are holding your muscles. 

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

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



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

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



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

DIG DEEPER QUESTIONS

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

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

Key Words

CONVENTIONS AND TECHNIQUES

MONOLOGUE- A long speech by one actor

DUOLOGUE- A scene between two actors

NARRATION- The act of telling a story. This can be done by one actor 'The Narrator' or by the whole cast

TABLEAU or FREEZE FRAME- A motionless image depicting a story or scene

ASIDE- When an actor speaks directly to the audience

IMPROVISATION- A performance which is made up spontaneously (on the spot)

HOT SEATING- Questions are asked to someone sitting in the 'hot-seat' who answers in character

THE SPACE- The area in which you perform

REHEARSAL- A practice or trial performance of a play

THE SCRIPT- Written by the Playwright, which tells the actors what to say and do
(Not all performances have scripts)

THE FOURTH WALL- The invisible imagined wall which separates the audience from the action

STAGE DIRECTIONS- Stage directions tell the actors what to do and are often written in Italics

ROLES WITHIN THE THEATRE

ACTORS or PERFORMER- The people that perform in the play or performance

DIRECTOR- The Director has the overall artistic view for the play, instructs the actors and brings everything together

DESIGNER- The person who designs and creates the set, costume, or lights

STAGE MANAGER- The Stage Manager manages rehearsals, actors, technicians, props and costume fittings, and liaise with front-of-house staff. They oversee the production after the rehearsals

THEATRE MANAGER- The Theatre Manager looks after everything 'Front of House', ticket sales, promotion, and staff

PLAYWRIGHT- The person who writes the script

Home Learning

Week	Home learning
31	Write feedback for your last group performance and for one other group. You must write in full sentences. Use the structure to help you.
35	Write a monologue for one of your characters from lesson. Rehearse and record performance.
39	Create a storyboard from your script. Draw six pictures and add a clear description underneath.

Step 1

"I think that..." "In my opinion..."

"I noticed that..."

(Think about yourself or someone in the class)

Step 2

"Showed really good..."

(Pick a keyword)

Facial expressions

Freeze-frames Exaggeration

Movements

Gestures

Voices Team-work

Use

of the script

Step 3

"Because..."

(Tell us why. What did they do?)

Step 4

"To make it even better I/they could..."



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.

The Eatwell Guide



Year 8 Cooking and Nutrition–Year 7 Recall

Breadcrumb, cereals, rice, potatoes, pasta. Tell they are the best fill you up food and sources of energy. Choose whole grain, wholemeal or high fibre varieties.

At least five portions. Good for vitamins, minerals, fibre, antioxidants. Fresh, frozen, tinned, dried or 100% juice or counts.

They are an excellent source of protein and other nutrients . Only fish are rich in omega-3 fatty acids good for heart health.

Eat only occasionally. Eating small amounts. They are high in calories but low in nutrients choose lower fat and lower sugar versions when you can.

Throw away the saltcellar. Choose lower salt foods . Too much salt can raise your blood pressure.

Walking is good. If you eat more than your body needs, you'll put on weight. Get at least 30 minutes exercise on at least five days of the week. (this is for adults only, children need more exercise)

Drink 6 to 8 glasses of water and other fluids a day. Drink more when it's hot and when you're active.

A good breakfast gives you energy, as well as vitamins and minerals. Whole grain cereals or bread, with fruit, make a great start to the day.

8 HEALTHY EATING TIPS

For good health, eat a balanced diet with a wide variety of foods. Be physically active and only eat as much as you need.

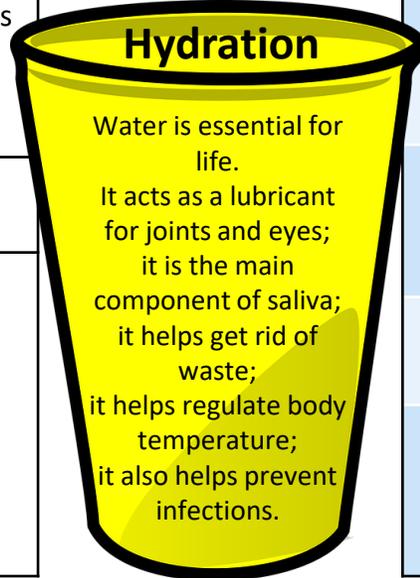
- 🍏 The Eatwell Guide helps you get a balance of healthier and more sustainable food.
- 🍏 The Eatwell Guides shows how much of what you eat overall should come from each food group.
- 🍏 The food is divided into 5 main groups:
 - 🍏 fruit and vegetables.
 - 🍏 potatoes, bread, rice, pasta and other starchy carbohydrates.
 - 🍏 beans, pulses, fish, eggs, meat and other proteins.
 - 🍏 dairy and alternatives.
 - 🍏 oils and spreads.
- 🍏 Recommends 6-8 glasses of water of which only 150ml of fruit juice is allowed
- 🍏 Foods high in fat, sugar and salt are not included in the Eatwell Guide.
- 🍏 The traffic light labelling system helps people to choose healthier options.

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.

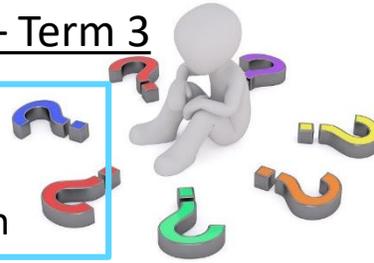
Good **nutrition** is an **important** part of leading a healthy lifestyle. Combined with physical activity, your diet can help you to reach and maintain a healthy weight, reduce your risk of chronic diseases (like heart disease and cancer), and promote your overall health



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

I will learn about:

- *The function of nutrients in the body*
- *Consequences of an unbalanced diet.*

How I will be assessed:

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

Recommended viewing:

GCSE pod

<https://www.foodafactoflife.org.uk/11-14-years/healthy-eating/energy-and-nutrients/>

Nutritional analysis: <https://explorefood.foodafactoflife.org.uk/>

What is malnutrition <https://www.youtube.com/watch?v=pTcoO2p68F4>

Knowledge Organiser Focus:

1. Function of nutrients
2. Consequences of a poor diet



Key words (tier 2 and 3 vocabulary)

Key word	Definition
Nutrition	The study of what people eat and how nutrients in foods work together in the body.
Nutrients	Natural chemical substances in food that are essential for body growth, function and health
Macronutrient	Nutrients that are required in large quantities by the body
Micronutrient	Nutrients that are required in small quantities by the body
Malnutrition	Malnutrition refers to deficiencies, excesses or imbalances in a person's intake of energy and/or nutrients



Stretch challenge:

Produce an information leaflet to encourage teenagers to eat a wide range of nutrients, include information on malnutrition.

Year 8 Cooking and Nutrition

Knowledge Organiser Focus: Nutrients

Nutrient	Food Source	Main Function	Picture
Protein:			
LBV Protein (low biological protein)	peas, beans, lentils, nuts, seeds	LBV proteins are missing one or more essential amino acids. When two or more LBV proteins are combined, they can produce a HBV protein	 <p>Bread Hummus Nuts and seeds</p>
HBV Protein (high biological protein)	meat, fish, milk, eggs, poultry	HBV proteins contain all of the essential amino acids. They are needed for growth, repair, maintenance and energy	 <p>Meat and fish Cheese Eggs Beans</p>
Fats	butter, lard, cream, cheese, sunflower oil, olive oil, nuts, fatty meats and fish	keeps the body warm, provides energy, provides fat soluble vitamins	 <p>Fatty meats and fish Cheese Butter Avocado Nuts and seeds Chocolate</p>
Carbohydrates:			
Sugar	sugars, syrups, honey, jam, fruits, fizzy drinks, sweets and desserts	provides energy	 <p>Fruits Fruit juices & soft drinks Sweets Desserts Sweet potato Cereals ready-to-eat</p>
Starch	potatoes, rice, pasta, bread, cereals	Is broken down into sugar to provide energy	 <p>Bread Cereals Pasta Rice Potatoes Beans Chestnuts</p>
Dietary fibre	fruits, vegetables, cereals	keeps the digestive system healthy by helping food waste to travel through the body more easily	 <p>Cereals Whole-wheat bread Lentils Apple Avocado Strawberries Barley Oats Beans</p>

Nutrient	Food Source	Main Function	Picture
Vitamin A	liver, milk, carrots, red peppers, broccoli	keeps the eyes and skin healthy	
Vitamin B group	bread, fish, broccoli, liver, milk, peas, rice, yoghurt	Releases energy from food	
Vitamin C	Oranges, blackcurrants, broccoli, red and green peppers, strawberries	Keeps connective tissue healthy and helps the body to absorb iron	
Vitamin D	butter, eggs, milk, oily fish	Helps the body to absorb calcium for strong bones and teeth	
Vitamin E	vegetable oils, nuts and seeds.	Helps the cell walls in the body to stay healthy	
Vitamin K	Cheese, liver, bacon, coffee, green leafy vegetables such as Kale, broccoli, cauliflower and cabbage	Helps the blood to clot when a cut or injury occurs	
Calcium	Yoghurt, cheese, milk, tofu	Builds strong bones and teeth	
Iron	dark green vegetables, beans, fish, egg yolk, red meat	Keeps red blood cells healthy	
Sodium (salt)	cheese, ready meals, salted nuts and snacks, bacon	Keeps the correct water balance in the body	

Malnutrition

Having intakes of energy and/or nutrients below or in excess of needs for long periods of time can affect health. This is called malnutrition.

Severe under nutrition (having an intake of energy and/or nutrients below what is needed) is rare in the United Kingdom, but can be common in some developing countries. However, under nutrition does occur in the UK, e.g. micronutrient deficiencies.

Children suffer the effects of starvation (not enough food) more quickly than adults.



The risk of malnutrition is increased by:

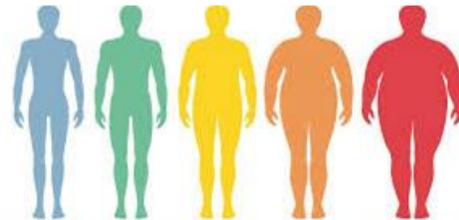
- Increased requirements for some nutrients; different life stages have a higher demand for specific nutrients, if diet is not adapted, this may cause malnutrition. (e.g. teenager need more protein than an adult due to their growth and development)
- Restricted range of foods; (fussy eating)
- Reduction in available income;
- Very low income;
- Medical conditions;
- Psychological conditions. (eating disorders)

Undernutrition



Fat soluble vitamins (A, D, E and K) and minerals are stored in the body so it takes time for deficiency diseases to develop. Water soluble vitamins are not stored in the body so low intakes usually lead to signs of deficiency relatively quickly.

Over-nutrition



Over nutrition is a problem usually associated with developed countries, such as the United Kingdom.

The most common over nutrition problem is obesity caused by too much energy (food) being consumed, or high levels of inactivity

Worldwide, Kwashiorkor and marasmus are two common diseases caused by a lack of protein and energy.



Kwashiorkor (kwa·shee·aw·kaw)

Kwashiorkor occurs in people who have a severe protein deficiency. Children who develop kwashiorkor are often older than children who develop marasmus. Having a diet that's mainly carbohydrates can lead to this condition. The symptoms of kwashiorkor include:

- oedema, or puffy or swollen appearance due to fluid retention
- bulging of the abdomen
- an inability to grow or gain weight

You're at an increased risk for kwashiorkor if you live in a rural area where there's limited access to protein-rich foods. Children who have been weaned off of breast milk are also at an increased risk if they don't have access to protein-rich foods.



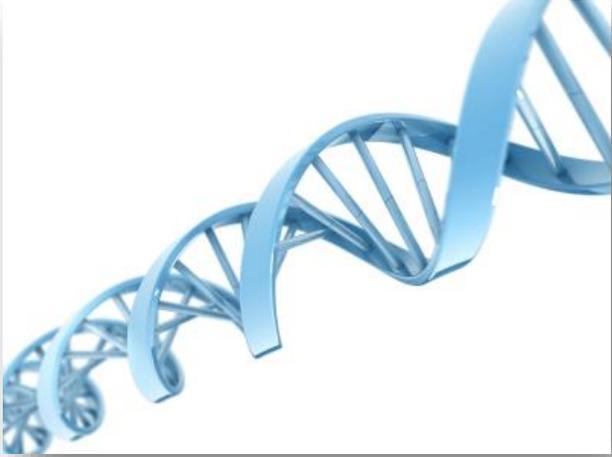
Marasmus (ma-ras-mus)

Marasmus occurs more often in young children and babies. It leads to dehydration and weight loss. Starvation is a form of this disorder. The symptoms of marasmus include:

- weight loss
- dehydration
- chronic diarrhoea
- stomach shrinkage

You're at an increased risk for marasmus if you live in a rural area where it's difficult to get food or an area that has a food shortage. Babies, including babies who aren't breast-fed, young children, or older adults also have an increased risk for marasmus.

Cancer and Cancer prevention



Cancer is a complex disease which can take a long time to develop.

A wide variety of factors are involved in the development of cancer, including:

- **Age**
- **Genetics**
- **Environment**
- **Hormones**
- **Infections**

Cancer occurs when abnormal cells in the body develop and increase rapidly. The abnormal cells can also spread to other parts of the body and multiply.

Cancer can occur in different parts of the body. In the UK, the most common cancers in men are lung, prostate or bowel cancer. The most common cancers in women are lung, breast or bowel cancer.

The World Cancer Research Fund has released nine cancer prevention recommendations.

1. **Enjoy more grains, veg, fruit and barley**
2. **Don't drink alcohol**
3. **Be a healthy weight**
4. **Move more**
5. **Limit intake of red meat and avoid processed meat.**
6. **Eat less salt**
7. **Don't rely on supplements**
8. **Breastfeed your baby**
9. **Avoid high calorie food and drinks**

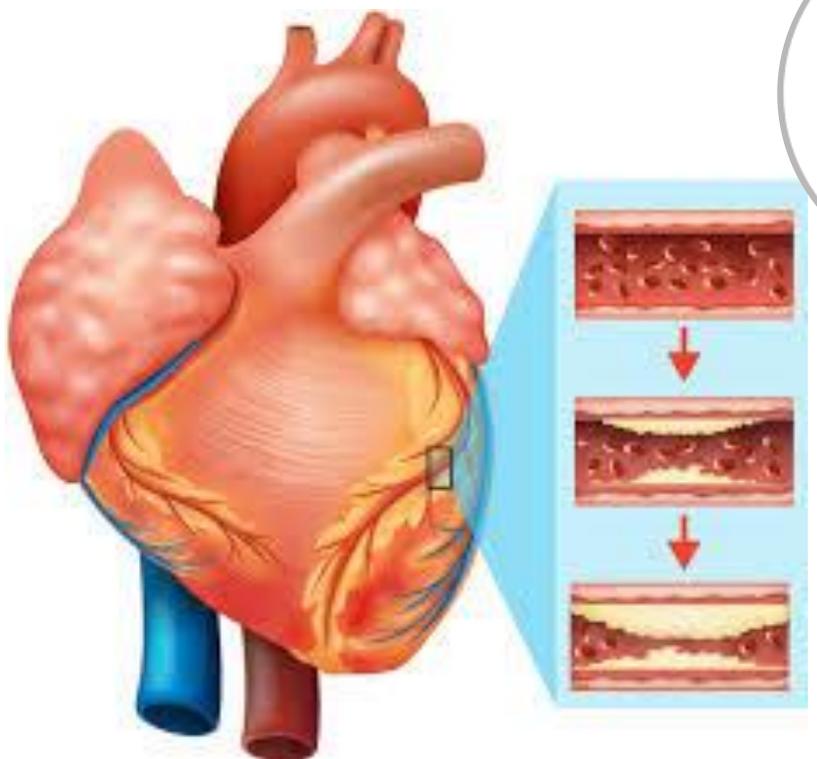




Coronary heart disease (CHD)

Coronary heart disease (CHD) is caused by a narrowing of the blood vessels to the heart. This reduces the flow of blood to the heart.

If one of the blood vessels becomes completely blocked, the blood supply to part of the heart stops and that part is damaged. This is called a heart attack.



It is estimated 7 million people in the UK are living with Coronary heart disease (CHD), which costs the NHS **£6.8 billion** a year. CHD is the leading cause of death in the UK, with around 1 person dying from CHD every 8 minutes.

However, it is believed **80% of CHD and strokes could be prevented by changes to lifestyle factors, such as diet, physical activity and smoking.**

The chance of suffering from CHD is affected by many factors. These are called risk factors.

Factors that increase the risk of CHD include being:

- male;
- older;
- a cigarette smoker;
- overweight;
- inactive;
- stressed.

Factors that increase the risk of CHD also include having:

- a family history of CHD;
- high blood cholesterol level;
- high blood pressure;
- high intake of saturated fats;
- diabetes.

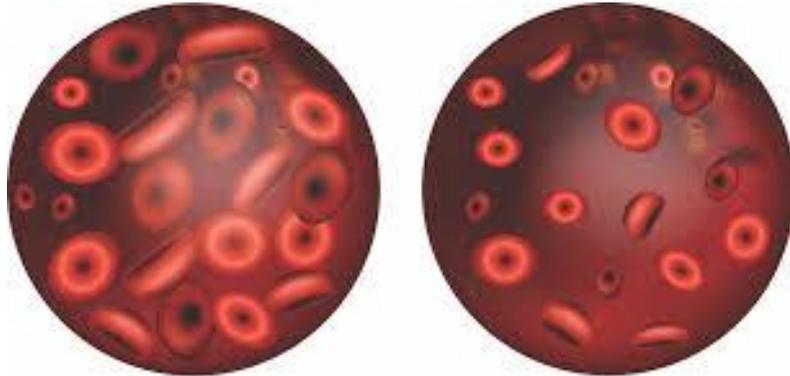
Obesity

People who are obese are more likely to suffer from:

- coronary heart disease;
- type 2 diabetes;
- gall stones;
- arthritis;
- high blood pressure;
- some types of cancers, i.e. colon, breast, kidney and stomach.



Anaemia



Normal

Anemia

The mineral iron is vital for making red blood cells. Iron from the diet forms haemoglobin, which carries oxygen in the blood.

If the body's store of iron is low and there is too little iron in the diet, the symptoms of iron deficiency anaemia will start to develop. This is particularly common in young women who have higher iron requirements due to their menstrual cycle.

Bone Health



Healthy bone



Osteoporosis

Calcium is important for strong bones. Vitamin D is needed for calcium to be absorbed from food.

Osteoporosis is a disease where bones become weak, brittle and break easily. It is caused by severe losses of calcium.

During childhood, adolescence and early adulthood, calcium and other substances are added to the bone. This makes it stronger.

After the age of 30-35, bone loss begins. After the menopause (when women stop having periods) women lose bone at an increased rate.

Strong bones contain plenty of calcium and their strength is affected by:

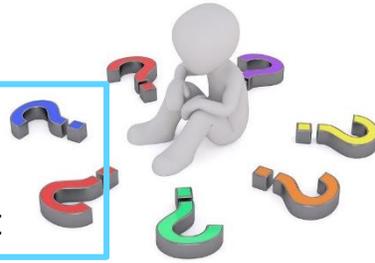
- genetics;
- sex;
- diet;
- exercise;
- body weight;
- hormones.

Consuming adequate amounts of calcium and vitamin D throughout life will help with bone health and strength.



Knowledge Organiser Focus:

1. Function of nutrients
2. Consequences of a poor diet



What have you understood?



Functions of Nutrients

<p>What are macronutrient? Which nutrients are classed as macronutrients?</p>	<p><i>Macronutrients are nutrients that are...</i></p> <p><i>Macro nutrients include ...</i></p>
<p>What are micronutrient? Which nutrients are classed as micronutrients?</p>	<p><i>Macronutrients are nutrients that are...</i></p> <p><i>Macro nutrients include ...</i></p>
<p>Choose one macronutrient, explain the function in the body and the different types available. Finally, identify food sources.</p>	<p><i>The macronutrient I have chosen is ...</i></p> <p><i>The function of ..</i></p>



Consequences of an unbalanced diet.

<p>Choose one vitamin, explain the function in the body and identify food sources.</p>	<p><i>The vitamin I have chosen is ...</i></p> <p><i>The function of ..</i></p>
<p>Choose one mineral, explain the function in the body and identify food sources.</p>	<p><i>The mineral I have chosen is ...</i></p> <p><i>The function of ..</i></p>
<p>What can calcium and vitamin D help to prevent in the body.</p>	<p><i>Calcium and vitamin D are important in the diet, because, ...</i></p>
<p>What can overnutrition lead to?</p>	<p><i>Overnutrition can lead to ...</i></p>

- **I should already know:**
- *Safe food hygiene practices*
- *The 4 C's*
- *Skills to develop my practical ability*
- *Healthy Eating and hydration*
- *The function of nutrients in the body*
- *Consequences of an unbalanced diet.*

I will learn about:

- **Other factors that influence food choices**

How I will be assessed:

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

Recommended viewing:

BBC teach religion and food

<https://www.youtube.com/c/bbcteach/search?query=food%20and%20religion>

Knowledge Organiser Focus:

1. Religion and food choice



Key words (tier 2 and 3 vocabulary)

Key word	Definition
Denomination	A religious denomination is a subgroup within a religion that operates under a common name, tradition, and identity
Prohibited	Something that has been forbidden; banned
Slaughter	To kill (animals) for food
Sacred	Something that is sacred is believed to be holy and to have a special connection with God.
Deity	A deity is a god or goddess



Stretch challenge:

Produce a guide for someone who works in a care home, that gives an overview of what foods each religion can and can't eat.

Islam



Prohibited animal flesh: pork.

The Koran outlines the foods which can be eaten (halal) and those forbidden (haram). Beef, lamb and chicken can only be eaten if the animal has been slaughtered by the halal method. This means that the animal must be killed by slitting its throat. The animal will then have all the blood drained from its body. The method of slaughter in the UK is carried out following strict animal welfare guides, the same as for non halal meat.

Muslims will only eat meat slaughtered by Muslims, Christians or Jews.

Haram are foods which are forbidden. Examples include pork, blood, alcohol and meat sacrificed to idols.

During the month of Ramadan, Muslims need to refrain from eating, drinking and smoking from sunrise to sunset. Ramadan is the ninth month of the Islamic calendar.

Eid

- Eid-ul-Fitr – day celebrating end of Ramadan.
- Eid ul-Adha – day that celebrates the end of the Hajj.

Eid can be celebrated with special foods shared with friends and family, such as Eid sweets.



Hinduism



Prohibited animal flesh: all, except lamb, chicken and fish.

Strict Hindus are vegetarian. The cow is held in high regard and a symbol of abundance, therefore Hindus do not eat beef.

Some Hindus may also avoid certain foods, such as domestic fowl, salted pork, milk, ghee, onions, garlic, eggs and coconut.

It is particularly important to check food products like bread, biscuits, cheese and jam to ensure that the forbidden ingredients are not present.

Some devout Hindus observe fasting on special occasions, or on certain days of the week or month, as a mark of respect to personal Gods or as part of their penance.

The religious festival **Diwali** marks the end of the Hindu year and the start of a new. Special Diwali sweets are eaten.



Seventh-day Adventist Church



The Seventh-day Adventist Church is a Protestant Christian denomination. (A religious denomination is a subgroup within a religion that operates under a common name, tradition, and identity).

Many Adventists are ovo-lacto vegetarians, which means they do not consume animal flesh of any kind, but will consume dairy and egg products.

Some Adventists avoid food and drinks which contain caffeine, therefore they do not consume tea and coffee. They also avoid alcohol.



Judaism



Prohibited animal flesh: pork and non-kosher beef, lamb and chicken.

The Torah (the law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures) outlines which foods are allowed for Jews to eat. Permissible foods are called Kosher and forbidden foods are called Trefa.

Kosher animals have a completely split hoof and chew cud, e.g. cows, goat and sheep. Horses and pigs are not Kosher animals.

Kosher fish must have fins and scales, therefore shellfish and eels are excluded. All plant foods are Kosher, unless damaged by rot or insects.

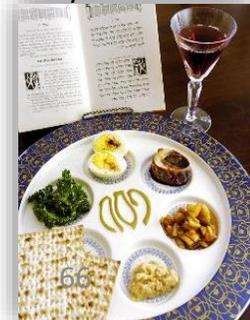
Kosher meat is prepared by using a single knife to cut open the throat to kill the animal, with all the blood drained. The meat should be soaked in water and salted to remove the last traces of blood.

The method of slaughter in the UK is carried out following strict animal welfare guides, the same as for non kosher meat.

Meat and dairy foods must not be prepared or eaten together.

Jews should not prepare food on the Sabbath, which begins at sundown on Friday and ends at sundown on Saturday.

There are other periods of fasting in the Jewish calendar, e.g. Feast of Pesach (Passover).



Sikhism



Prohibited animal flesh: pork, beef, halal and kosher.

Sikhs do not eat halal or kosher meat because they are not meant to take part in religious rituals apart from the Sikh Rehat Maryada (Code of Conduct). They should also refrain from food and drinks which may harm their body, e.g. alcohol.

Some older Sikhs may fast during full moon or specific holidays, but most are discouraged from fasting and going on pilgrimages.

Sikhs believe in sharing food. Every gurdwara (place of worship) has a langar (common kitchen). The congregation eats together here after the service.

Sikhs also celebrate the festival **Diwali**.



Buddhism



Prohibited animal flesh: all.

Buddhists believe they should not be responsible for the death of any other living organism. Therefore, most, but not all, Buddhists follow a strict vegetarian, if not vegan diet.

They also avoid the consumption of alcohol.

Wesak is a festival celebrating the birth, enlightenment and death of Siddhartha (who some people believe to be Buddha). Foods such as eight treasure rice can be eaten on Wesak (Chinese rice pudding).



Christianity

The general beliefs in Christianity are that there is **no restriction** on kinds of animals that can be eaten, however some Christians may choose to follow a vegetarian or vegan diet. Some Christian denominations follow a meat free diet but only during the holy period of lent.

Christian views on alcohol are varied however, alcohol consumption is found frequently throughout the bible and its stories.

There are a number of occasions in the Church year where special food may be eaten. This includes:

Christmas – a day celebrating the birth of Jesus;

Easter – celebrates Jesus' resurrection from the dead; Simnel cake is often eaten during the Easter period. The cake is topped with eleven marzipan balls to represent the eleven disciples of Jesus Christ (excluding Judas).

Shrove Tuesday – Shrove Tuesday is the Tuesday prior to Lent, where Christians remember the time Jesus fasted in the desert. They often give up certain food during this period. Shrove Tuesday was traditionally the last chance to use up the foods Christians would not be eating during Lent (e.g. eggs, fats).



Rastafari Movement

Prohibited animal flesh: all.

Most Rastafarians are vegetarians or vegans.

Foods approved for Rastafarians are called Ital, which should be natural or pure, without the addition of artificial colours, flavourings or preservatives.

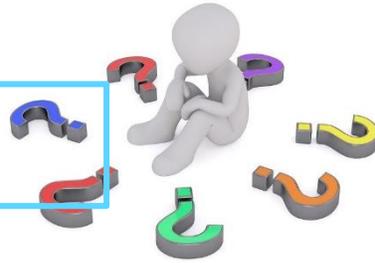
Rastafarians avoid alcohol and some also avoid tea, coffee and other caffeinated drinks because these are considered to confuse the soul.





Knowledge Organiser Focus:

1. Religion and food choice



What have you understood?



Choose 4 religions, give an overview of the foods and drinks they can and can't consume and the reasons why?

Choice 1:

Choice 2:



Choice 3:

Choice 4:

Term 4 – Long Jump

I should already know:

- *Basic knowledge of jumping actions*
- *Basic knowledge of take-off and landing*
- *Basic long jump technique. Don't worry if you don't. This could be a new event for you.*
- *Some of the basic equipment needed.*

I will learn about:

- *Developing approach technique*
- *How to apply different approach techniques*
- *Develop full long jump knowledge with approach, take off and landing.*

How I will be assessed:

- *You will have the opportunity to achieve a bronze, silver or gold award in the long jump event.*
- *You will receive an overall grade for athletics based on the skills and strategies learned and it will count towards an overall term grade.*

Knowledge Organiser Focus: Athletics – Long Jump

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
The approach	The objective is to progressively accelerate to a maximum speed for take-off
Last two strides	These prepare the body for take-off while conserving as much speed as possible. The last two strides are extremely important because they determine the velocity with which the competitor will enter the jump.
Take-off	The objective of the take-off is to create a vertical impulse through the athlete's centre of gravity while maintaining balance and control.
Landing	When landing, the competitor's main objective is not to fall back in the landing pit. The jump is measured from the location in which the body contacts the sand closest to the take-off point

Stretch challenge:

Watch the word record attempts by Mike Powell and Galina Chistyakova. What do you notice about their technique? Can you apply some of their skills to your own performance?

Recommended viewing:

- Greg Rutherford – Wins gold in the London 2012 Olympics
- Jessica Ennis – Wins gold in the London 2012 Olympic Heptathlon event
- Shara Proctor – first British female long jumper to jump over 7 metres

Long Jump Technique

KS3 Boys	Gold – 4.40m	Silver – 3.80m	Bronze – 2.90m
KS4 Boys	Gold – 4.80m	Silver – 4.70m	Bronze – 4.60m
KS3 Girls	Gold – 4.00m	Silver – 3.30m	Bronze – 2.50m
KS4 Girls	Gold – 4.40m	Silver – 4.30m	Bronze – 4.20m

- Plant and take off from your strongest foot.
- Use your arms to drive you high and forwards into the air.
- Arms go up, then forwards.
- Stretch out legs to land as far away from the take-off board as possible
Land feet first, bring your body forward into a crouching position. Then, add in a run up: Take 10-12 steps away from the board to set your run up length. For best results, run backwards from the board and have a partner mark your final stride with a cone – this means you should cover the same distance when completing your real run up. Test your run up without jumping, ensuring your lead leg hits the board before you take off. Adjust as necessary.



- If you take an even number of strides in your run up, you will need to start running with your weakest foot first. If you take an odd number, you will need to start running with your strongest foot first.



Athletes sprint along a runway and jump as far as possible into a sandpit from a wooden take off board. The distance travelled, from the edge of the board to the closest indentation in the sand to it, is then measured. A foul is committed – and the jump is not measured – if the athlete steps beyond the board.



Men's World Record – 8.95 meters
Women's World Record – 7.52 meters



What have you understood?

Check you understanding:	
Which three components make for a good long jump?	
Choosing one technique, describe how an athlete would use it to get as far as possible	
Who holds the men's and women's world record in the long jump and what is the distance?	
What other athletic events might you be good at if you are good at the long jump?	

Peer Assessment	
How can your partner improve in order to reach the next performance level? Give them some feedback.	
What went well? Tell them!	
What could they do to improve their technique even further?	

Athlete's I have watched	
+ Mike Powell	
+ Galina Chistyakova	
+ Jessica Ennis	
+ Shara Proctor	
+ Greg Rutherford	
+ Chris Tomlinson	
+ Lorraine Ugen	

I should already know:

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

I will learn about:

- *How to correctly grip a lacrosse stick.*
- *How to begin a lacrosse game.*
- *The skills needed to play a game.*
- *Skills that will enhance my performance.*

How I will be assessed:

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

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Grip	A way of holding the stick correctly to prepare you for scooping, carrying, catching, throwing and shooting
Ground ball/Scooping	A way of picking up the ball from the ground
Cradling	A way to keep the ball in the pocket of your stick when you move
Catching	A way to keep the ball in your possession in the head of the stick
Throwing	A way to release the ball from the head of the stick

Stretch challenge:

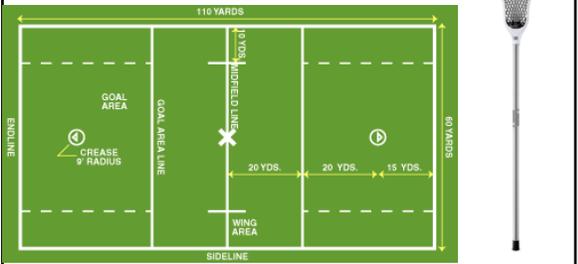
Watch highlights from a previous match on TV or YouTube. What skills can you find that you will try in your PE lessons?

Recommended viewing:

- England v Germany – Under 20s European Championship Final (9-8)
- USA v Canada – 2018 Lacrosse World Championship Final (9-8)
- USA v Australia – 2018 Lacrosse World Championships (19-1)

Lacrosse

Knowledge Required

<p>Basic Rules and Regulations</p>	<ul style="list-style-type: none"> + There are 10 players on a lacrosse team (4 of the players must stay on the defensive half of the field, 3 must stay on the offensive half, and 3 can go anywhere on the field). + Games are typically played in 4 quarters, with each quarter lasting 12 minutes. + To win the game, your team must score more goals than the opposition by shooting in a net. + The game starts with a face-off between players from each team. + Players can use the lacrosse stick to carry, pass, shoot, or catch the ball. + Goalkeepers can touch the ball with any part of the body, including their hands. + There is an area around the goal called a crease. No players are allowed in the crease other than the goalkeeper. 		<p>The Pitch and the stick</p> 
<p>Skills</p>	<p><u>Scooping</u> Move toward the ball and crouch down with one foot in front of the other. Lower the stick to the ground to scoop up the ball in one fluid motion. Keep your top hand near the stick head and keep the stick parallel to the ground.</p>	<p><u>Catching</u> Keep your eye on the ball and adjust your position if necessary. Hold your top hand near the head of the stick and cushion the ball into the mesh pocket. Move the head of the stick in line with the ball and aim to catch it at head height.</p>	<p>Key teams to watch</p> <ul style="list-style-type: none"> + Team USA + Team Canada + Team Australia + Team England <p>Key players to watch</p> <ul style="list-style-type: none"> + Tom Schreiber + Lyle Thompson + Matt Rambo + Randy Staats + Rob Pannell + Marcus Holman
<p><u>Throwing</u> You should lower your top hand about 12 inches from the head of the stick and your other hand should be holding the bottom. Retract the stick over your shoulder with both arms bent, then release the ball by fully extending both arms forward in the direction you want the ball to go.</p>		<p><u>Cradling</u> Your dominant hand should hold the top of the stick near the head and your other hand should hold the stick at the bottom. The stick should be kept relatively close to the body. Use your dominant hand to curl the stick toward you, then back, in one smooth motion.</p>	
<p>The positions on a lacrosse team include goalkeeper, defenders, midfielders and attackers. Each position has a different role in the team.</p>			<p>73</p>

What have you understood?

Rules and Regulations	
How many players are allowed on the pitch from each team?	
How many minutes are typically in each quarter?	
How do you begin a game of lacrosse?	
What size is an official lacrosse pitch?	

Skills (what are the teaching points?)	
Scooping	
Catching	
Throwing	
Cradling	

Players I have watched	
+ Tom Schreiber	
+ Lyle Thompson	
+ Matt Rambo	
+ Randy Staats	
+ Rob Pannell	
+ Marcus Holman	

Positions (What is their job?)	
Goalkeeper	
Defender	
Midfielder	
Attacker	

Homework Task

Research the teaching points for shooting in lacrosse

I should already know:

- *Basic rules of the throw. Don't worry if you don't. This could be a new sport for you*

I will learn about:

- *How to hold the shotput*
- *How to throw the shotput*
- *How to stand to perform the skill*
- *Skills that will enhance my performance*

How I will be assessed:

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

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Grip	A way to hold the shot put
Twist	The movement required before releasing the shotput
Stance	A way to stand to prepare for throwing the shot put effectively
Throw	The correct way to release the shotput for maximum distance

Stretch challenge:

Can you watch a video of YouTube on athletes performing the shotput in the Olympics? What skills or techniques can you find that you will try in your PE lessons.

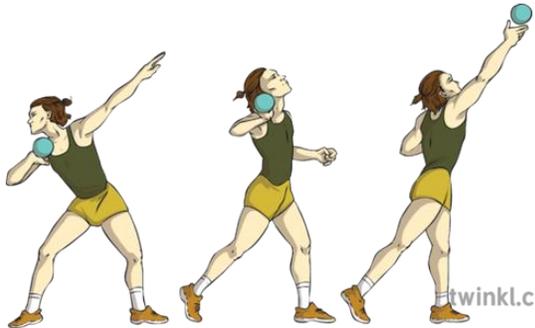
Recommended viewing:

'How to throw a shot put' You tube video.

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

Shot Put

Knowledge Required

<p>Basic Rules and Regulations</p>	<ul style="list-style-type: none"> - This is an individual activity whereby you compete against others - The aim is to throw the shot as far as possible keeping inside the boundaries - Players must stand inside the throwing circle before throwing the shotput (diameter of 7ft) - The winner is the person who successfully throws the shotput the furthest - The shot put must be place close to the neck and be resting on the shoulder - You have to push the shot with power and not throw the shot - Using only one hand, the shot should be released above the height of the shoulder 		<p>The Technique</p> 
<p>Skills</p>	<p><u>Shot Put Grip</u> The shot put should be held at the base of the fingers, not resting in the palm. Your fingers should be slightly apart and you can use your thumb for support. Your hand/wrist will be bent backwards when holding the shot</p>	<p><u>Throwing</u> Begin with the shot put at your neck by your jaw line. Use your full body weight, and make sure you are stood in the correct position. Explode into a standing position extend your arm. Release the ball at a 45 degree angle.</p>	<p>Key Players to watch from Olympics 2016:</p> <ul style="list-style-type: none"> - Ryan Crouser - Michelle Carter - Valerie Adams - Joe Kovacs - Tomas Walsh - Franck Elemba - Raven Saunders
<p><u>Beginning Stance</u> Stand at a 90 degree angle from the direction you are throwing the shot. Step backwards with your non dominant foot. Lower your body by bending your knees.</p>		<p><u>Twist</u> When you are ready to release the shot, pivot your hips, twist your body to be facing the direction of release. Make sure your feet stay grounded before you release.</p>	
<p>Challenge to reach for: Bronze: 6m Silver: 9m Gold: 12m</p>			

What have you understood?

Rules and Regulations	
How should you grip the shot put?	
How do you win in a competition?	
What angle should you release the shotput at?	
What angle should you stand at to complete the action?	

Skills (what are the teaching points?)	
Stance	
Grip	
Throwing	
Twist	

Player I have watched	
Ryan Crouser	
Michelle Carter	
Valerie Adams	
Joe Kovacs	
Tomas Walsh	
Franck Elemba	

Did you reach the Bronze, Silver or Gold Target?

I should already know:

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

I will learn about:

- *In depth rules and techniques of the jump which will allow you to compete.*
- *Skills that will enhance my performance*
- *Judging and leadership roles*

How I will be assessed:

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

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Approach	Come near or nearer to (someone or something) in distance or time.
Flight	The action or process of flying through the air.
Drive/Sprint	Run at full speed over a short distance.
Phase	A distinct period or stage in a series of events

Stretch challenge: Watch a video of a long jump, try and identify different skills you use in other sports which will help you within the triple jump

Recommended viewing:

Longest Ever Olympic Triple Jumps

<https://www.youtube.com/watch?v=zsU9lcyuv3c>

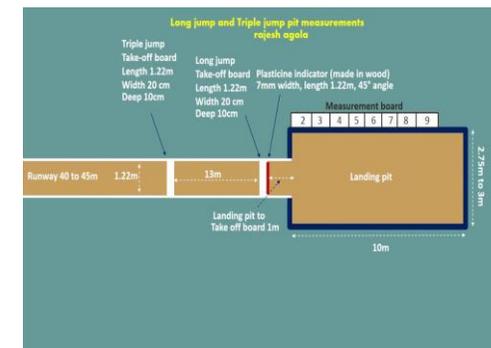
Triple Jump

Knowledge Required

Basic Rules and Regulations

- +The jump must consist of a hop, step and a jump in that order only.
- +Typically, each athlete has six attempts to register his/her best legal jump.
- +If any part of the athlete's foot touches beyond the take off line, the jump is declared a foul and the distance will not be recorded.
- +In the case of a tie, the athlete with the next best distance is declared to be the winner.

Pit & Track Dimensions



Skills

The Approach
12-18 step run-ups are most common. The approach should provide velocity and accuracy.

The Take Off
On the board, the take off foot should be planted almost flat, directly under the body's centre of mass, with the shin vertical.

Hop
The main point of the hop is to take off and land on the same foot, whilst gaining distance

Step
The main point of the step phase is to land on the other foot to which was used to take off from the board and during the hop phase.

Jump
The final phase is the jump where the athlete should still attempt to gain distance.

Key Players and teams to watch

- Naomi Ogbeta
- Ben Williams
- Jonathan Edwards
- Ashia Hansen

Landing - The arms start to move down from above the athlete's head. Both legs come forward, landing slightly heel first. When the athlete lands they need to continue the forward movement

Year 7 Core PE – Triple Jump

What have you understood?

Rules and Regulations	
On average how many jumps are you given in competition?	
How would you perform a foul jump?	
What are they three key phases of the triple jump?	
Where is your jump measured from?	

Skills (what are the teaching points?)	
Approach	
Hop	
Step	
Jump	

Player I have watched	
Naomi Ogbeta	
Ben Williams	
Jonathan Edwards	
Ashia Hansen	

How would the below increase your distance?	
Speed	
Height	
Momentum	

How could the below negatively affect your distance?	
Approach	
Hop, step, jump.	
Landing	