Beckfoot School

Knowledgeable And Expert Learners

Year 8

Half-Term 3

enjoy learn succeed

Name:.....

Tutor Group:.....

Contents

What should you be working on each week?

Homework:

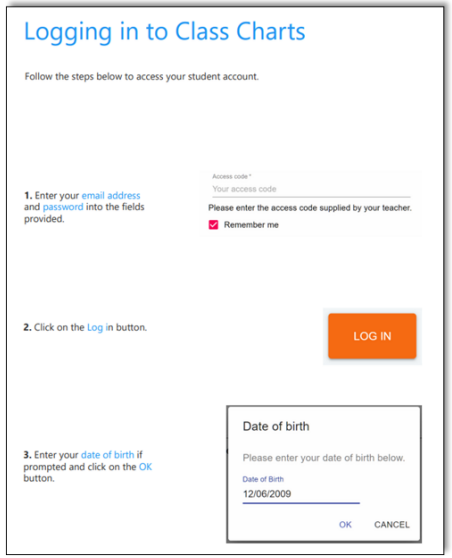
- Your teacher will set you specific tasks, with a deadline, on Class Charts
- Instructions for your homework, and how to access it, are in this booklet
- You must complete and hand in the work by the deadline

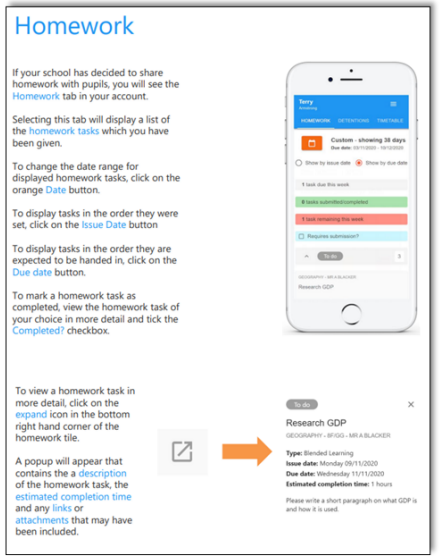
Independent Learning:

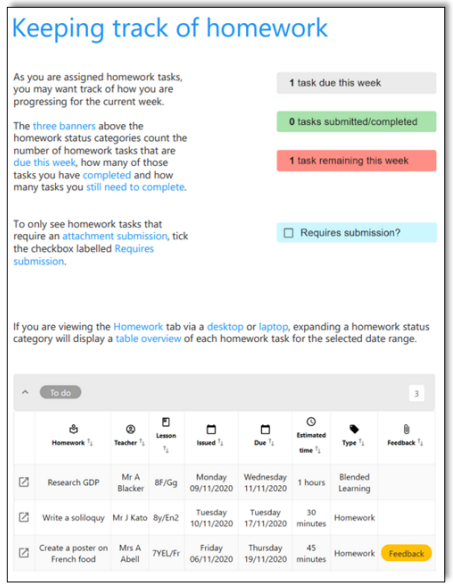
- You should spend at least 20 minutes doing independent learning, using 'Quiz It, Link It, Map It, Shrink It' each day
- Your teacher will remind you of the topics and the tasks to do

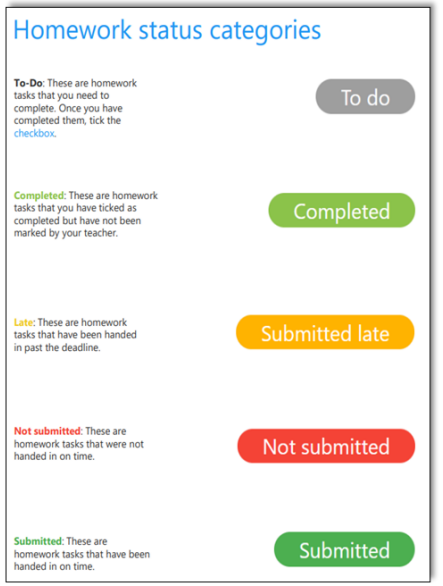
Homework Instructions

- All of your Homework will be set by your teachers using the Class Charts system.
- You should check Class Charts every day to make sure you are up to date, and that you meet all your deadlines.
- In the next few pages, you will find instructions for how to access Class Charts and how to complete your homework assignments in each of your subjects.









Homework Instructions: Maths

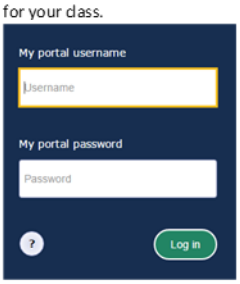
MATHS

Maths homework at KS3 is set weekly in the form of a key skills retrieval practice work sheet included in the Maths homework booklet. In addition to this students have access to MyMaths,, where you can access revision material for all topics taught in class. Class teachers may choose to set additional homework via MyMaths

MyMaths HOW TO GUIDE

1. Follow the link: https://login.mymaths.co.uk/login
2. Use the following school login details
   Login: beckfoot
   Password: ratio
   Here you can access all the revision material for KS3.

3. Use your personal login details given to you by your teacher to access any tasks set for your class.



Homework Instructions: English

- Every half term, a home learning booklet will be provided for each scheme.
- They will have the instructions for each task in them.
- Please follow them and complete the tasks for the deadline your teacher gives.

Homework Instructions: Science

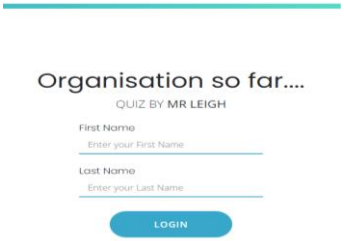
CAROUSEL LEARNING

Science Home Learning Instructions

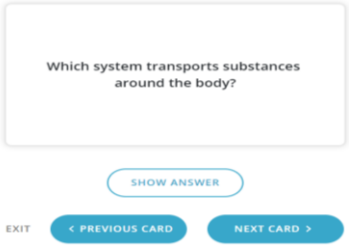
Please follow the instructions below to access your science home learning.

Remember you are expected to complete at least one quiz per week.

1. Log into Microsoft Teams using your school log in
2. Go to assignments and click on the Carousel Learning quiz set by your teacher
3. A window like the one below will pop up (if it doesn't, copy and paste the link into your internet browser)



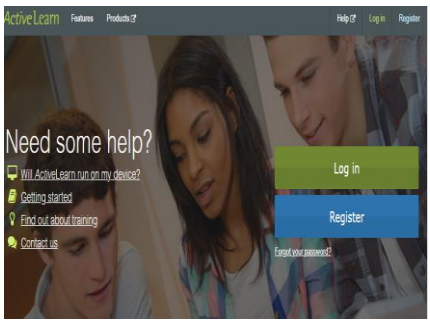
4. Type your first name and last name as it is written on the register to log into the quiz
5. Click on 'revise' and use 'look, cover, write and check' to go through the flash cards like the one below. Use your knowledge organiser to help you.



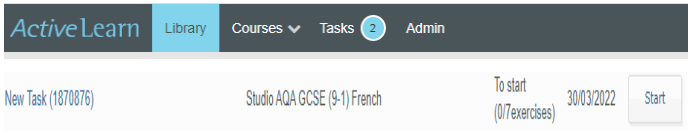
6. When you are ready, click 'exit' and then complete the quiz. Answer all questions and click 'submit' when you are finished

Homework Instructions: MFL

1. Follow the link: https://www.pearsonactivelearn.com/app/Home



2. Login using the username and password your were given in class.
3. Your assignment will be on the login page – click on Tasks. Select the task which has been set and complete before the due date.



- Homework in Languages is set on Activelearn each week
- You should log in to Activelearn and complete the assignment set for you every week

Homework Instructions: Humanities

Humanities Home Learning
HT1 - Flashcards

Each week you will be asked to revise a particular section of your Knowledge Organiser, which can be found in this booklet. See below for the instructions of how to complete this half-term's retrieval focus.

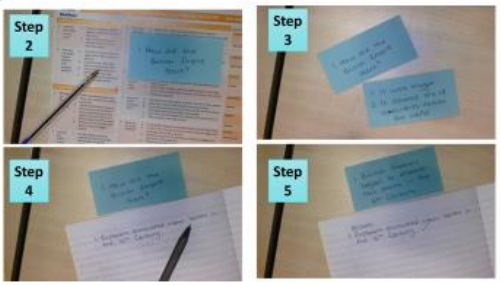
Stage 1
- Check your Home Learning journal to see which section of the Knowledge Organiser you need to revise.

Stage 2
- Study the relevant box – choose three questions/prompts for your flashcards.

Stage 3
- Create 3 flashcards using the wording of the Knowledge Organiser – write the question on one side and the answer on the other.

Stage 4
- Cover up your Knowledge Organiser
- Quiz yourself with your flashcards
- Write the answers down in your Home Learning journal

Stage 5
- Check your answers using the Knowledge Organiser or your flashcards.
- Correct any blanks or incorrect answers in green pen.



Homework Instructions: D&T

- ❑ Complete the ELP given to you at the start of the rotation. You are only expected to complete the extended.
- ❑ If the ELP is practical based all resources will be given to you.
- ❑ Under teacher instruction preparation needs to be done for sections of the Knowledge Organiser.

Homework Instructions: Performing Arts

All home learning is set on Class Charts at start of every topic. The teacher will set a completion date on Class Charts.

REVIEW AND EMBED:

- For each topic, you will be set home learning to revise your knowledge organiser using techniques such as 'quiz it, link it, map it, shrink it'. This will help you to review and embed your understanding of the skills and techniques you will use in your practical work.
- You will also be given a set of questions and answers to revise in preparation for a quiz at the end of each topic.

RESEARCH AND EXPLORE:

- For each topic, you will be set a research task or line learning activity on Class Charts. You will have 2 weeks to complete this.
- This task will help you gather ideas for your practical work and develop your understanding and knowledge of the plays, themes and styles we are exploring in lesson.

READ AND ENJOY:

- For each topic, you will also be set an optional task to read or watch clips from the performances we are exploring in lesson. We will provide links with places you can access books, scripts and video clips on Class Charts.

Homework Instructions: Art

- One home learning project will be set every half term on class charts.
- Students will be provided with a list of options to choose from.
- Each task listed will link to topics covered in lessons and will utilise key techniques, this will give students a chance to retrieve core elements and explore more creative outcomes.
- Students will be expected to spend 2-3 hours on the tasks and will be given two weeks to complete, they must seek help during their second lesson prior to the hand in date if needed to allow time to complete.
- Completed work must be photographed and uploaded onto class charts

Homework Instructions: Music

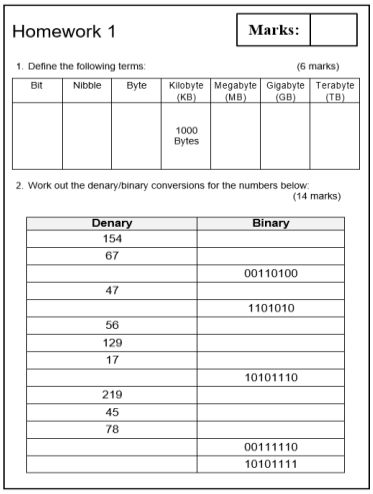
- Every half term you will be set one home learning task, this will be set in class, and also put on class charts.
- The work will normally be set in week two of the half term, and handed in during week four.
- You will have two weeks to complete the work.
- If you need help, you will have a lesson to ask you teacher.
- There will be some extension tasks, these are optional.
- Once complete, you will submit the work on class charts.

Homework Instructions: Computing

Half term two

1. Every fortnight you will be asked to complete a worksheet from your Computing homework booklet. Your teacher will let you know which page to complete.

Here is an example worksheet from the Computing booklet:



Homework 1 — Marks: ____

1. Define the following terms: (6 marks)

Bit	Nibble	Byte	Kilobyte (KB)	Megabyte (MB)	Gigabyte (GB)	Terabyte (TB)
			1000 Bytes			

2. Work out the denary/binary conversions for the numbers below: (14 marks)

Denary	Binary
154	
67	
	00110100
47	
	1101010
56	
129	
17	
	10101110
219	
45	
78	
	00111110
	10101111

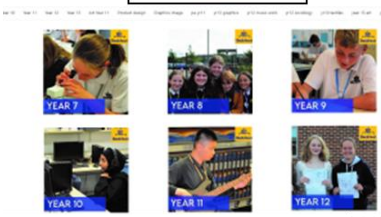
2. Spend at least 20 minutes carrying out independent learning for Computing each week. Your teacher will let you know which topics you should be working on.

How to access My Learning Resources

My Learning Resources is an online space where you can find all your lesson PowerPoints, knowledge organisers, quizzes and more. This will help you to learn independently and catch up any missed work.

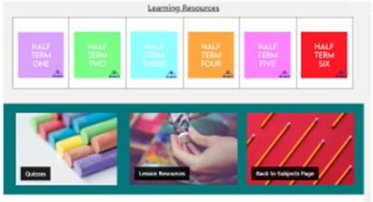
1. Select 'Student Zone' on the homepage of our website

2. Select 'My Learning Resources



3. Select your year group

3. Select the subject you want to work on



3. Select the relevant half term.

All the resources you need will be here

Read Like a Beckfooter

Vocabulary

Do you understand the words of the text?

Highlight any you're unsure of, then ask yourself these questions:

1.Can you work out the word from its context? What does it seem like it means?

2. Does it look like any other words you know? Could it mean something similar?

3. If you can't figure it out for yourself, look the word up in a dictionary or online

Comprehension

This means understanding a text. There are two things to think about:

1. Do you understand what it means literally?

2. Can you see what's implied?

To achieve these things:

1. Slow down your reading – many people miss key parts in texts because they go too fast

2. Look carefully at punctuation, which is designed to help you take pauses in the right places

3. Ask a trusted adult to read the text to/with you

Remember: not every text has implied meaning.

In English there will be lots, but there will be very little in many Science and Maths texts.

Summarising

A good summary expresses what really matters about a text as briefly as possible. If you can summarise a text, you must have understood it.

Follow these steps:

1.Summarise the text in five words

2.Summarise the text in twenty words

3.Summarise the text in fifty words

Each time you will have added more information, but you won't have included everything.

By following the process, you've decided what matters and what doesn't.

Reflect Like a Beckfooter

As Knowledgeable and Expert Learners, we are great at being reflective. We ask ourselves lots of questions before, during and after a task, not just at the end! This helps us to make good choices about what we need to do, and the best way to do it. It also helps us to stay motivated, even when things get tough. Finally, it helps to make sure we always complete learning tasks to the very best of our ability.

Before a task, ask yourself:

Comprehension

What is this task about?

What do I understand about it?

What am I being asked to do?

Connection

What do I already know about this?

Have I seen anything like this before?

How is this similar or different to other tasks I have done?

Strategy

Do I know any strategies that would be appropriate for this task?

Which strategy would be most helpful to me now? Have I used this strategy before?

Was it successful?

How can I ensure I am successful this time?

During a task, ask yourself:

Reflection (during the task)

How is this going?

What mistakes do I often make in this kind of task?

How can I avoid making those mistakes?

What am I finding difficult right now?

What am I doing well?

How do I know?

How do I feel about the work?

Am I motivated to complete this task to a high standard?

What can I do to improve my motivation level right now?

After a task, ask yourself:

Reflection (after the task)

Does my finished work look successful?

Does it make sense?

How do I know?

Could I have done this a different way?

Is this work better than I have done in the past?

How do I know?

How did my motivation level affect my performance in the task?

What emotions did I experience during the task?

Why?

How can I motivate myself in a different way in the future? Explain

Revise Like a Beckfooter

Summary: How to flash cards

1 Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.

2 Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall

3 Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.

4 Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.

5 Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Summary: How to create a mind map

1 Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

2 Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

3 Branch off

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.

4 Use images & colour

Use images and colour to help topics stick into your memory.

5 Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

Summary: Self Quizzing

1 Identify knowledge

Identify knowledge/content you wish to cover.

2 Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)

3 Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.

4 Self mark & reflect

Go back to the content and self mark your answers in **green** pen.

5 Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

Summary: Brain dumps

1 Identify knowledge

Identify the knowledge/topic area you want to cover.

2 Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)

3 Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.

4 Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.

5 Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

Revision Timetable

Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-9:30	LESSON	LESSON	LESSON	LESSON	LESSON		
9:30-10:30	LESSON	LESSON	LESSON	LESSON	LESSON		
10:30-10:55	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time		
10:55-11:20	BREAK	BREAK	BREAK	BREAK	BREAK		
11:20-12:20	LESSON	LESSON	LESSON	LESSON	LESSON		
12:20-1:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH		
1:20-1:50	LESSON	LESSON	LESSON	LESSON	LESSON		
1:50 – 2:45	LESSON	LESSON	LESSON	LESSON	LESSON		
2:45-3:45							
3:45-4:15							
4:15-4:45							
4:45-5:15							
5:15-5:45							
5:45-6:15							
6:15-6:45							
6:45-7:15							
7:15-8:45							

To do

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-
-
-
-
-
-
-
-
-
-

Subjects covered this half term

- ❑
- ❑
- ❑
- ❑
- ❑
- ❑

Confident Communicators
Oracy Passport for success Y8

HT	Skills and Topics
	Making the right choices (well- being and health) Listening Reasoning Discussion

This Half Term to be a Confident Communicator in the Cognitive Strand I need to:

Cognitive

- ❑ I can use correct content to convey meaning
- ❑ I can build on others views
- ❑ I can maintain focus in a discussion

Confident Communicator Challenge:
I can explain the reasons I made a decision when faced with a tough dilemma

Confident Communicators
My reflection task is to be a good friend

Your friend is feeling vulnerable. They need a pep talk and support.

Write to your friend explaining how being vulnerable can be turned into something positive.

Think about growth mindsets

This Half Terms key fundamental skill to become a Confident Communicator is the: Cognitive Strand

Make sure the context of what you are discussing is right

Link your points to your peers 'adding on from X, I think that...'

Structure your talk using discussion roles

Cognitive

Content
- Choice of content to convey meaning and intention
- Building on the views of others

Structure
- Structure and organisation of talk

Clarifying and summarising
- Seeking information and clarification through questioning
- Summarising

Self-regulation
- Maintaining focus on task
- Time management

Reasoning
- Giving reasons to support views
- Critically examining ideas and views expressed

If you are unsure of what has been said or you need to get it right, clarify to check your understanding and listening skills

Always ask to deepen your understanding

Utilise the DNA instruction in lesson

Give reason to support and justify your opinions and ideas

Physical | Linguistic | Cognitive | Social & Emotional

The Cognitive Strand of oracy is all about the thoughts you have and the questions you ask during discussions. It includes: Content of talk and audience awareness.

Speak like a Beckfooter

Talk

Discuss with a parent/carer/peer about a decision you are struggling to make

Tell 5 people something positive you have noticed about them.

Listen

Listen to an inspiration speaker. How did they use language effectively.

Listen to some new music, can you analyse and explain what the lyrics mean?. Listen to relax

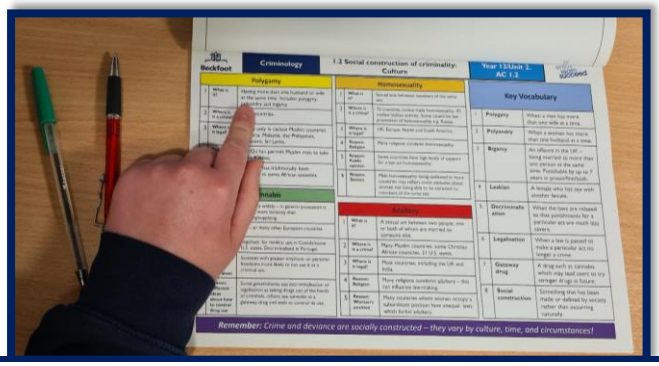
Learn

Learn the meaning of 5 new words you have read

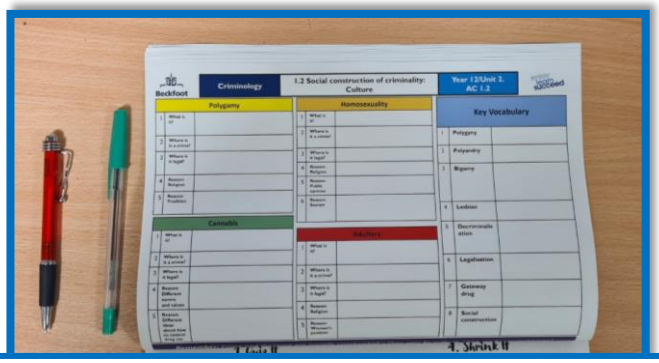
Watch one of your teachers in lesson. How do they show appropriate language choice?
Learn through modelling

Clear so all can hear
Speak in full sentences
Use correct vocabulary
Ready to build

Independent Learning: How to 1 – Quiz It

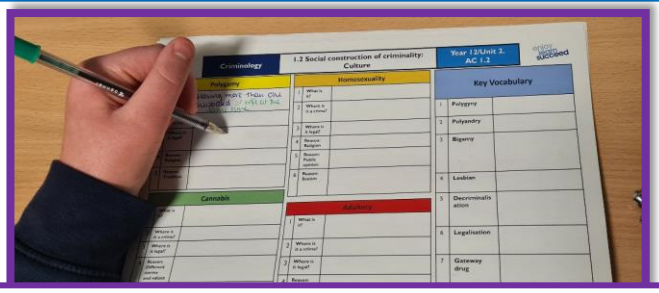


LOOK:
- Read through 3-5 items from you Knowledge Organiser (bullet points, equations, facts etc.)
- Re-read if you need to



COVER:
- Turn your Knowledge Organiser over so that you can only see the blank version (no cheating!)

WRITE:
- In your blank Knowledge Organiser, write out the 3-5 items exactly.
- Use a blue or black pen



CHECK:
- Uncover your Knowledge Organiser
- Using green pen, check your writing/drawing word by word
- Tick every correct item and correct any mistakes – this is the most important part of the process

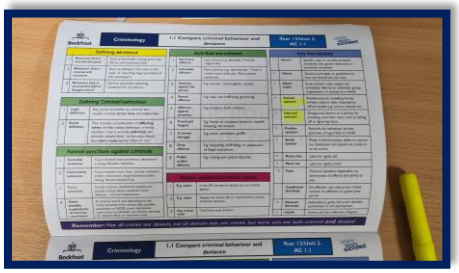
Independent Learning: How to 2 – Link It

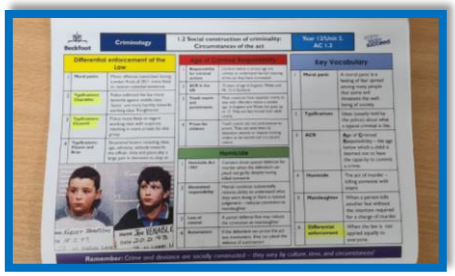
- **Choose 3-6 items from your knowledge organiser**
- **Write 3 sentences to show how these things link together**
- **You could:**

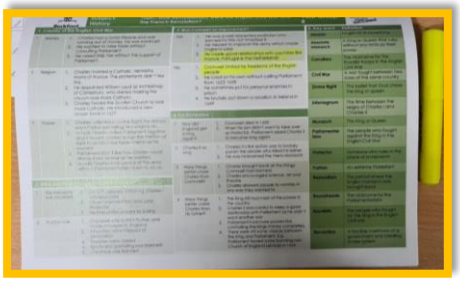
Compare and contrast:
- x is similar to/different from y because…
- x is more/less … than y because…

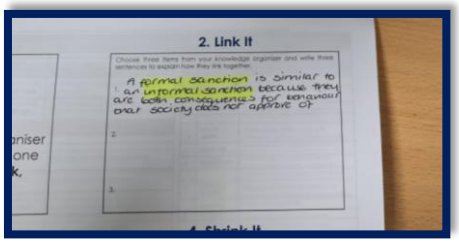
Cause and effect:
- x happens because of y…
- x and y work together to produce z…

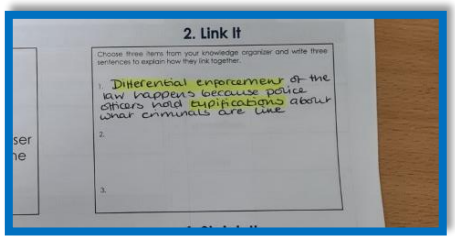
Support/refute:
- x supports the ideas of y because…
- x refutes the ideas of y because…

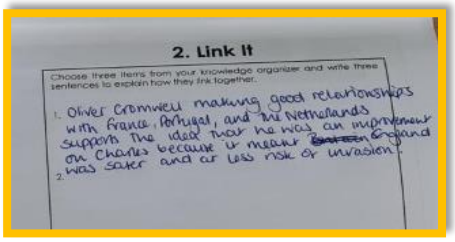






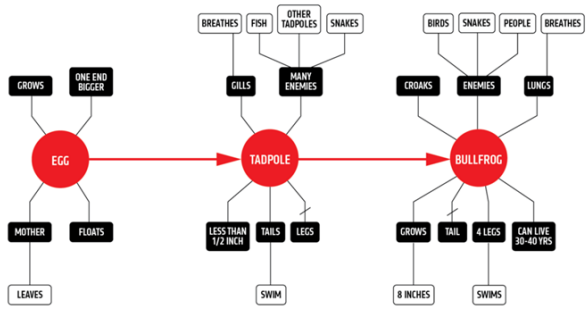




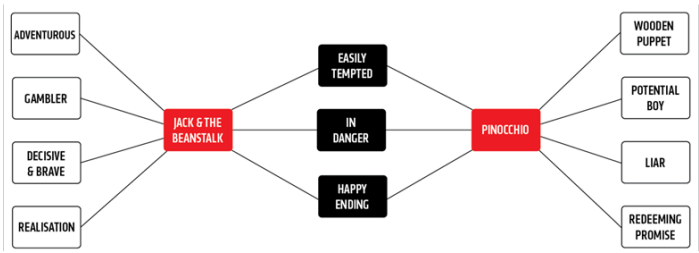


Independent Learning: How to – 3 Map It

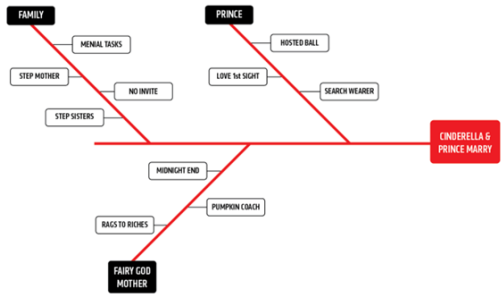
Mind-maps are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story



Flow-sprays are useful if you want to show the events that happen in a particular sequence. In this example, the red boxes show the main event in the lifecycle of bullfrogs, and the order they happen in. The black and white boxes show what factors contribute to these main events

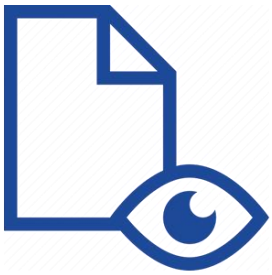


Double-sprays are useful if you want to show similarities and differences of information. In this example, the black boxes show what 'Jack & the Beanstalk has in common wit 'Pinocchio'. The white boxes show what is different about the two stories.



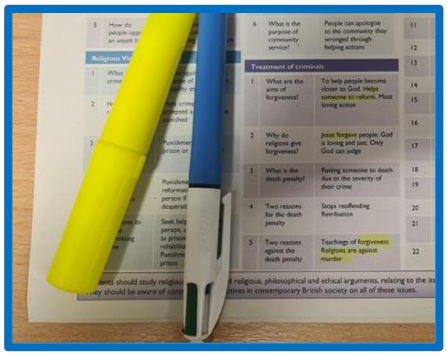
Fishbone diagrams are useful if you want to show causes and effect. In this example, the white boxes are causes of the Prince and Cinderella getting married; the black boxes show how the causes have been categorised; and the red box shows the effect itself

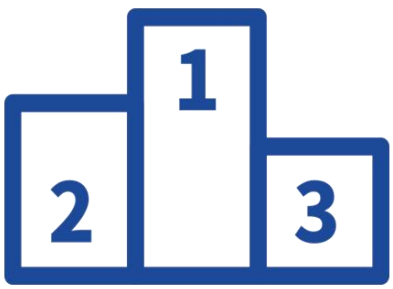
Independent Learning: How to 4 – Shrink It



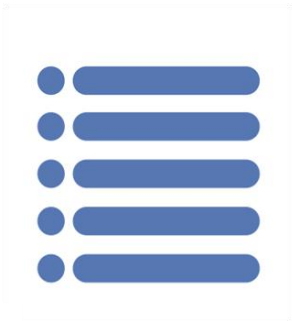
1. Skim over the Knowledge Organiser and look for the key information

2. Highlight (or underline) the things you think are most important

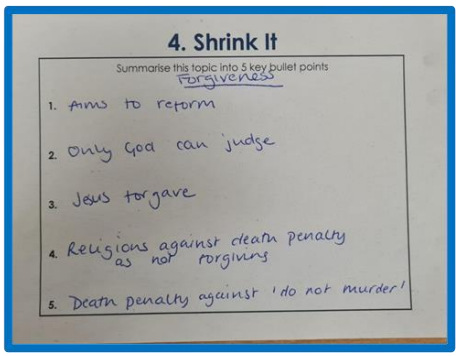




3. Rank your chosen points in order of importance



4. Bullet Point your 5 most important points using as few words as possible



Subject: Maths	Term: Half Term 3 – November	Year Group: 8

Number – BIDMAS and Decimals

1	B I D M A S	Brackets Indices Division Multiplication Addition Subtraction	Example: (21 + 5) – 3 x 8 26 – 3 x 8 26 – 24 = 2

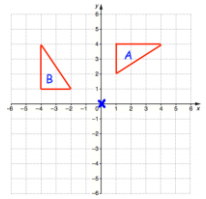
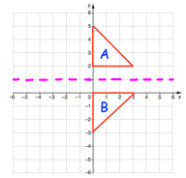
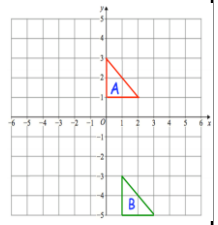
Algebra – Sequences

1	Term-to-term rule	How you get from one term to the next. Example: 2, 6, 10, 14, … The sequence goes up by 4 each time so the term-to-term rule is +4.
2	Finding the nth term	Example: 1, 3, 5, 7, 9, … The sequence goes up by 2 each time so we start with ***2n***. We then take the term-to-term rule (in this case 2) away from the first term. 1 – 2 = **-1**. This is the second part of our nth term. So our final answer is: ***2n – 1***

Statistics – Averages

1	Mean	Add all the numbers up, and divide by how many numbers there are.
2	Median	The middle of a sorted list of numbers.
3	Mode	The number that appears most often in a set of numbers.
4	Range	The difference between the lowest and highest values.

Geometry and Measure – Transformations

1	Rotation: need the degrees turned, direction (clockwise or anti-clockwise) and the **centre of rotation**.	
2	Reflection: need the line that the shape has been reflected in. This shape has been reflected in $y = 1$.	
3	Translation: need the direction and how far the shape has travelled. Can be given as a column vector. Example: $\begin{pmatrix} 1 \\ -6 \end{pmatrix}$ This means 1 right and 6 down.	

Statistics – Data Types

1	Quantitative	Data that can be counted (discrete) or measured (continuous).
2	Qualitative	Data that describes something. Eg. people's favourite colour.
3	Discrete	Data that can only take certain values. Eg. the number of students in a class.
4	Continuous	Data that can take any value within a range. Eg. people's height.

Key Vocabulary

1	Generate	Work out a term (or terms) of a sequence.
2	nth term	Representing a sequence algebraically in terms of ***n***.
3	Arithmetic sequence	A sequence that changes by the same amount every time.
4	Geometric sequence	A sequence made my multiplying/dividing by the same value each time.
5	Rotational symmetry	A shape that still looks the same after some rotation. Eg. a square has a rotational symmetry of order 4.
6	Modal Class	The class (or group) with the highest frequency.
7	Bias	A systematic (built-in) error that makes all values wrong by a certain amount.

Subject: Maths	Term: Half Term 2 – September	Year Group: 8

Ratio, Proportion and Rates of Change - Scales

1	Speed	
2	Density	

Algebra – Equations

1	Solving one-step and two-step equations	
2	Solve equations with brackets	

Geometry and Measure – Area, Perimeter and Volume

1	Triangle base x height ÷ 2	
2	Parallelogram base x perpendicular height	
3	Circle (Area) $A = \pi r^2$	
4	Circumference $C = \pi$ x diameter	
5	Volume of any regular Prism	

Geometry and Measure – Pythagoras

1	Finding the hypotenuse (longest side) $a^2 + b^2 = c^2$	
2	Finding a shorter side	

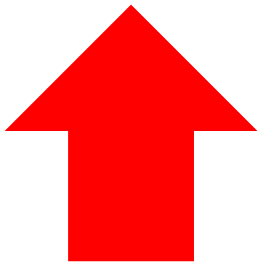
Key Vocabulary

1	Area	
2	Surface area	
3	Volume	
4	Diameter and Radius	
5	Correlation	
6	Line of best fit	
7	Hypotenuse	

Statistics – Scatter Graphs

1	Causality	
2	Line of best fit	
3	Positive, Negative or No Correlation	

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

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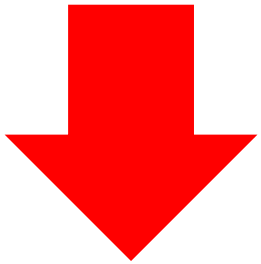

4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

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5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Beckfoot	English	War Poetry	Year Group: 8	enjoy learn succeed

Poem Summaries

1	**The Soldier** Rupert Brooke	This is a sonnet in which Brooke glorifies England during WW1. He speaks as an English soldier as he is leaving home to go to war. The poem represents the patriotic ideals that characterised pre-war England.
2	**Who's for the Game?** Jessie Pope	Her representation of war is describing war as being fun and full of glory! Pope suggests in the poem that a young man who could go to war would be very courageous.
3	**Dulce et Decorum est** Wilfred Owen	This is a poem about the horrors of war as experienced by a soldier on the front lines of WW1. The speaker depicts soldiers trudging through the trenches, weakened by injuries and fatigue. Suddenly, the men come under attack and must quickly put on their gas masks.
4	**Does it Matter?** Siegfried Sassoon	The poem shows a negative way of war, describing feelings and thoughts soldiers go through once they finish their service. The poem emphasises society's feelings towards the soldiers who have suffered from war.
5	**Suicide in the Trenches** Siegfried Sassoon	Sassoon is actually criticising the loneliness, health conditions, patriotism and also the lack of resources that the soldiers faced while they are in the trenches. He also explains the selflessness and the love for the country of a soldier.
6	**Futility** Wilfred Owen	Futility describes an event where a group of soldiers attempt to revive an unconscious soldier by moving him into the warm sunlight on a snowy meadow. However, the "kind old sun" cannot help the soldier - he has died.
7	**War Girls** Jessie Pope	War Girls is one of the first poems that highlights the work done by women in the war. Each of the girls the poet describes are doing a job that has traditionally been done by a man; ticket collectors, elevator operators, milkmen - all of these roles have belonged to men.
8	**Perhaps (To R.A.L.)** Vera Brittain	A poem dedicated to Vera's late fiancé, Roland Leighton. There is continuous repetition of the term 'Perhaps' at the start of each stanza. Brittain is expressing the uncertainty yet possibility behind her ever feeling the way she did before.
9	**The Gift of India** Sarojini Naidu	The poem is a tribute to the contribution of Indian soldiers in World War I. Over one million Indian soldiers from the British Indian Empire served in the Allied forces in the First World War.
10	**Anzac** John Le Gay Brereton	"Anzac" describes an honourable and noble soldier or a survivor of the Great War who is mourning and remembering his fellow brothers in arms.

Themes

1	**Honour**	Young soldiers going to War were Patriotic and were doing this for their country. It was an honourable thing to do.
2	**Suffering**	The true reality of War and what the soldiers were faced to do at War. The horrible experiences they went through.
3	**Loss of innocence**	Soldiers going to War were young and naïve. Everything about their youth was drained and taken away.

Context

1	**WW1**	World War One took place between 1914-1918. Soldiers thought the War would be over by Christmas and did not expect the realism and brutality they faced.
2	**Propaganda**	Propaganda was employed on a global scale. This was used to mobilise hatred for the enemy and force young people to War.
3	**Shellshock**	World War One became known as 'The Great War', it was the War 'to end all wars'. Soldiers suffered shellshock through the destruction and devastation caused.

Key Vocabulary

1	**Symbolism**	Using symbols to signify qualities and ideas by giving them symbolic meaning beyond their literal sense.
2	**Satire**	Using humour and irony to expose to criticise something. Used to show the reality of War, it wasn't what everyone expected.
3	**Propaganda**	Misleading or biased information to promote a political cause or point of view. Used to get soldiers to go to War.
4	**Pathos**	This is language that evokes feelings of pity or sorrow. Something we may feel reading War poetry.
5	**Enjambment**	The continuation of a sentence without a pause beyond the end line. Enjambment in these poems can represent something about War.
6	**Patriotism**	Devoting yourself to support your country. Feeling national pride and love for your nation.
7	**Sonnet**	A poem consisting of 14 lines that usually consists of 10 syllables per lines. A sonnet is typically a love poem.

Beckfoot	English	War Poetry	Year Group: 8	enjoy learn succeed

Poem Summaries		
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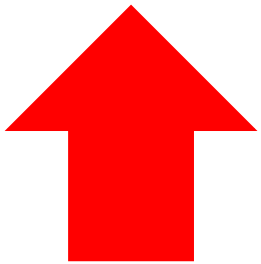
Themes		
1	**Honour**	
2	**Suffering**	
3	**Loss of innocence**	

Context		
1	**WWI**	
2	**Propaganda**	
3	**Shellshock**	

Key Vocabulary		
1	**Symbolism**	
2	**Satire**	
3	**Propaganda**	
4	**Pathos**	
5	**Enjambment**	
6	**Patriotism**	
7	**Sonnet**	

1. Quiz It



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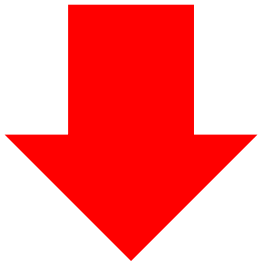

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Summarise this topic into 5 key bullet points

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2.

3.

4.

5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Beckfoot

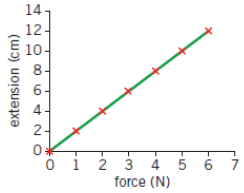
Subject: Science (Physics)	Topic: Forces	Year Group: 8

enjoy learn succeed

Friction and drag

1	Friction slows objects down. The more friction, the faster the object slows down.
2	It occurs when two surfaces rub together. Smoother surfaces have less friction than rougher surfaces.
3	Drag is the force that slows an object down as it moves through a fluid. It exists because when objects move through fluids they collide with the fluid particles.
4	Friction and drag are contact forces.

Hooke's law

1	A force can be applied to a string to make it stretch e.g. hanging masses on the end of a spring exerts the force of weight on the spring, causing it to stretch.
2	This graph shows how the extension of a spring changes as more force is applied to it. This is a linear relationship and the spring is obeying Hooke's law. 
3	Hooke's law – the force applied to a spring is directly proportional to its extension. This means as the force doubles, the extension also doubles and the graph is a straight diagonal line that passes through the origin.

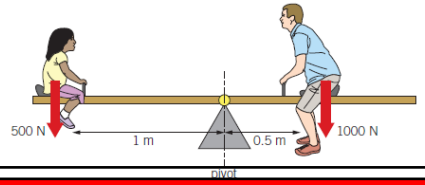
Pressure in liquids

1	Particles in liquids are already touching which means liquids cannot be compressed.
2	Liquids transfer pressure that is applied to them.
3	As water gets deeper the pressure increases because there are more water particles above, meaning there is more weight pushing down.

Key equations

1	Moment (Nm) = force (N) x distance form pivot (m)	M = F x d
2	Pressure (Pa) = force (N) ÷ surface area (m^2)	p = F ÷ A

Moments

1	A moment is the turning effect of a force. Measured in Newton meters (Nm).
2	The size of the moment increases … a. As the distance from the pivot increases. b. As the size of the force increases.
3	When a see-saw is balanced the clockwise and anti-clockwise moments are equal and opposite. 

Pressure in gases

1	Gas pressure is caused by the particles of the gas colliding with the walls of the container.
2	The more frequently the particles collide with the walls, the higher the pressure.
3	Gas pressure can be increased by, a. Heating the gas b. Reducing the volume of the container c. Putting more particles in the container.
4	Atmospheric pressure is greatest nearer the ground as there are more particles weighing down on you.

Key Vocabulary

1	Friction	A force produced when two surfaces rub together that acts to slow down moving objects.
2	Fluid	A liquid or gas.
3	Drag	The force that slows down objects moving through fluids.
4	Contact force	A force that acts between objects that are touching.
5	Extension	The increase in length of an object such as a spring.
6	Hooke's law	The force applied to a spring is directly proportional its extension.
7	Moment	The turning effect of a force.
8	Resultant force	The overall force acting on an object.
9	Stress	The pressure that is exerted on a solid.
10	Atmospheric pressure	The pressure that the air exerts on you all of the time.
11	Incompressible	These objects cannot be squashed.

Stress

1	Pressure exerted on a solid is called stress.
2	It can be calculated using p = F ÷ A.
3	Stress can be reduced by increasing the area over which the force is exerted. This is how snowshoes work.

Beckfoot

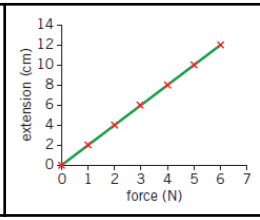
Subject: Science (Physics)	Topic: Forces	Year Group: 8

enjoy learn succeed

Friction and drag

1	
2	
3	
4	

Hooke's law

1		
2		
3		

Pressure in liquids

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Key equations

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Moments

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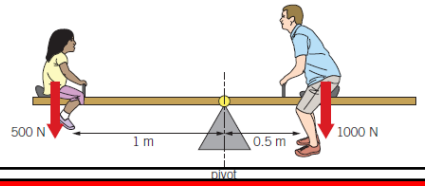
3	

Pressure in gases

1	
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4	

Key Vocabulary

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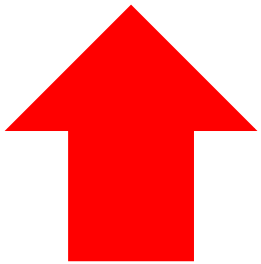
2	Fluid	
3	Drag	
4	Contact force	
5	Extension	
6	Hooke's law	
7	Moment	
8	Resultant force	
9	Stress	
10	Atmospheric pressure	
11	Incompressible	

Stress

1	
2	
3	

1. Quiz It



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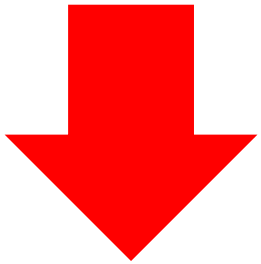

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Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Subject: Science	Topic: Organisation : Breathing 8.3 and Digestion 8.4	Year Group: 8

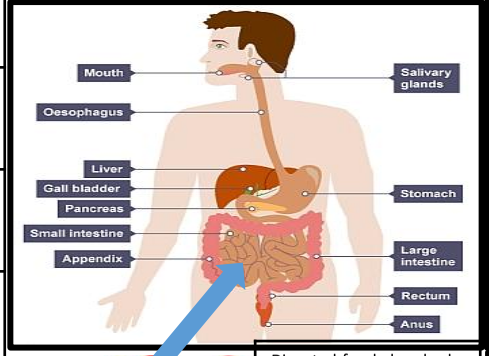
Chemical Digestion

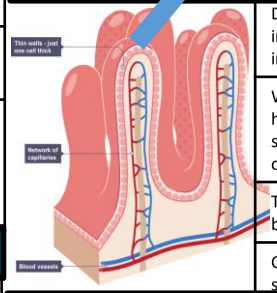
	Enzyme or chemical	Where is it made?	Action
1	**Amylase**	Mouth pancreas, small int.	Starch to glucose
2	**Protease**	Stomach, pancreas, small int.	Protein to amino acids
3	**Lipase**	Pancreas, small int.	Fats/Lipids to fatty acid and glycerol
4	**HCl/acid**	Stomach	Optimum for Protease
5	**Bile**	Liver, stored in gall bladder	Neutralizes stomach acid so optimum for enzymes

Nutrients (Food Groups)

1	**Carbohydrate**	Energy source
2	**Lipid (fats)**	Stored energy source
3	**Protein**	Growth & Repair
4	**Vitamins & Minerals**	Only small amounts needed to keep your body healthy
5	**Water**	Needed to allow chemical reactions to take place
6	**Fibre**	Keeps food moving through gut

Digestive System



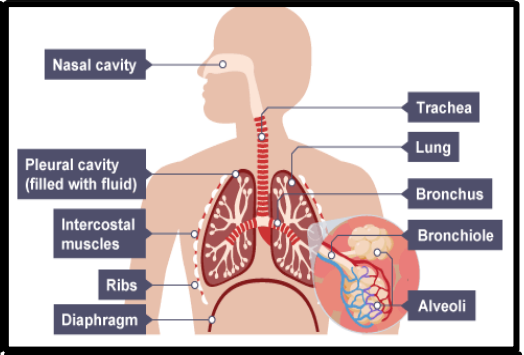


- Digested food absorbed into blood in small intestine.
- Walls are folded and have villi to increase SA so maximum absorption occurs
- Thin walls so absorption by diffusion is quicker
- Good blood supply to speed up absorption

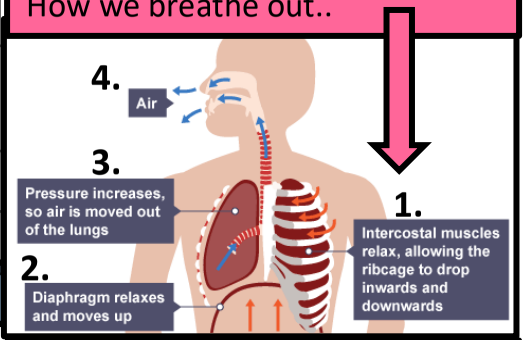
Food Tests and +ve results

1	Sugar	Boil with **Benedict's soln.**	Green through to brick red colour
2	Starch	Add **Iodine solution**	Blue / black colour
3	Protein	Add **Biuret Reagent**	Lilac colour
4	Lipid	Test on paper	Paper turns opaque

Respiratory System



How we breathe out..



Steps 1 to 4 are reversed when breathing in.

Cigarettes are legal drugs.

Tar – narrows airways and this restricts how much oxygen you can breathe in and carbon dioxide out.

Nicotine – this is an addictive chemical – your brain becomes dependent on it.

Carbon monoxide – enters your blood when you smoke this means that you get less oxygen to your cells for respiration.

Key Vocabulary

Enzyme	A protein molecule that is a biological catalyst
Balanced diet	Contains all the food groups in the correct proportions.
Gas exchange	The movement of oxygen into your blood and carbon dioxide out at the alveoli.
Inhale	Breathing in
Exhale	Breathing out
Diaphragm	A sheet of muscle underneath your lungs
Respiratory System	The organ system including your lungs and trachea.
Body chemistry	The healthy chemical balance of your body.

A Model of the Respiratory System

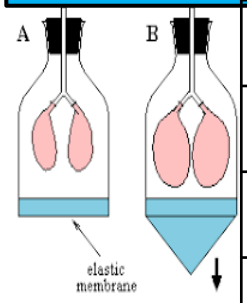


Figure 19 - A lung model

- The lungs have millions of alveoli not just one big air sac – so more surface area
- Glass bell jar does not move – your ribs do – this helps you breathe
- You have to pull down the elastic membrane – your diaphragm contracts on its own.
- Narrow glass windpipe – your trachea is wider – more gas exchange and has cartilage – it can bend but stay open.

Beckfoot

Subject: Science	Topic: Organisation : Breathing 8.3 and Digestion 8.4	Year Group: 8

enjoy learn succeed

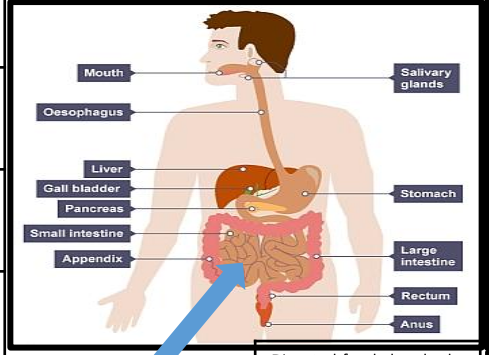
Chemical Digestion

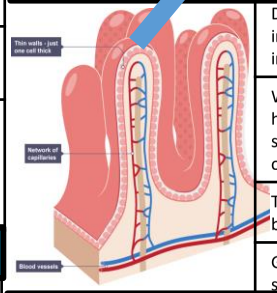
	Enzyme or chemical	Where is it made?	Action
1	Amylase		
2	Protease		
3	Lipase		
4	HCl/acid		
5	Bile		

Nutrients (Food Groups)

1	Carbohydrate	
2	Lipid (fats)	
3	Protein	
4	Vitamins & Minerals	
5	Water	
6	Fibre	

Digestive System





Digested food absorbed into blood in small intestine.

Walls are folded and have villi to increase SA so maximum absorption occurs

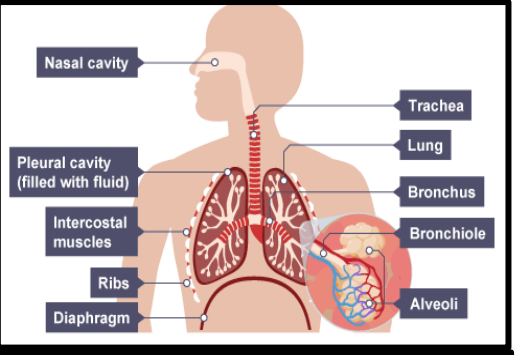
Thin walls so absorption by diffusion is quicker

Good blood supply to speed up absorption

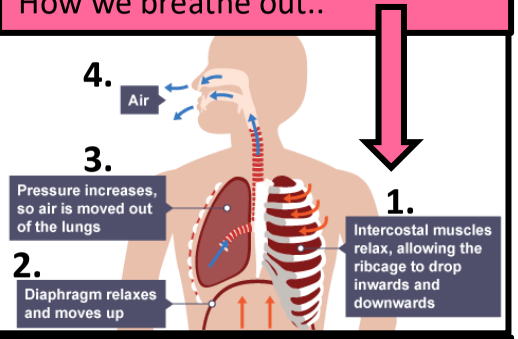
Food Tests and +ve results

1	Sugar		
2	Starch		
3	Protein		
4	Lipid		

Respiratory System



How we breathe out..



Steps 1 to 4 are reversed when breathing in.

Cigarettes are legal drugs.

Tar –

Nicotine –

Carbon monoxide

Key Vocabulary

Enzyme	
Balanced diet	
Gas exchange	
Inhale	
Exhale	
Diaphragm	
Respiratory System	
Body chemistry	

A Model of the Respiratory System

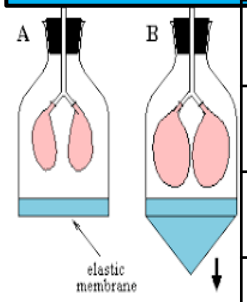
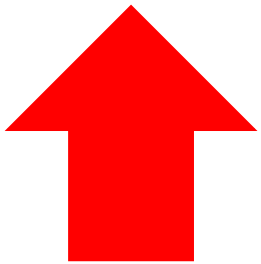


Figure 19 - A lung model.

1. Quiz It



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2. Link It

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2.

3.

3. Map It

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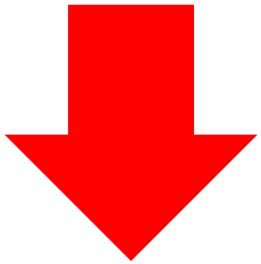

4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

3.

4.

5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Beckfoot	Subject: French	Topic: Paris je t'adore – T3	Year Group: 8	enjoy learn succeed

Key verbs – past I		
1	**Je suis allé**	I went
2	**J'ai passé**	I spent
3	**J'ai rencontré**	I met
4	**J'ai visité**	I visited
5	**J'ai envoyé**	I sent
6	**J'ai mangé**	I ate
7	**J'ai admiré**	I admired
8	**J'ai gagné**	I won
9	**J'ai bu**	I drank
10	**J'ai vu**	I saw
11	**J'ai pris**	I took
12	**J'ai fait**	I did

Key verbs- past We		
1	**On a vu**	We saw
2	**On a bu**	We drank
3	**On a pris**	We took
4	**On a fait**	We did
5	**On a visité**	We visited
6	**On a acheté**	We bought
7	**On est allés**	We went

Time phrases		
1	**Aujourd'hui**	Today
2	**Hier**	Yesterday
3	**Avant-hier**	Day before yesterday
4	**Lundi dernier**	Last Monday
5	**L'année dernière**	Last year
6	**La journée**	The day

Opinions		
1	**C'était effrayant**	It was scary
2	**Ce n'était pas mal**	It wasn't bad
3	**J'ai trouvé ça cher**	I found it expensive
4	**C'était assez bizarre**	It was quite bizarre
5	**C'était un peu ennuyeux**	It was a bit boring

Examples		
1	**L'année dernière je suis allé à Paris où j'ai visité le Louvre et j'ai mangé au restaurant. C'était fabuleux.**	Last year I went to Paris where I visited Le Louvre and I ate at a restaurant. It was fabulous.
2	**Hier j'ai passé la journée à Paris et j'ai admiré les feux d'artifice.**	Yesterday I spent the day in Paris and I admired the fireworks.
3	**Lundi dernier on est allés à Paris et on a fait les magasins et on a pris les photos. C'était assez cool.**	Last Monday we went to Paris and we went shopping and we took photos. It was quite cool.
4	**J'ai rencontré un beau garçon et on a visité les catacombes.**	I visited a handsome boy and we visited the Catacombes.

Beckfoot	Subject: French	Topic: Paris je t'adore – T3	Year Group: 8	enjoy learn succeed

Key verbs – past I		
1	Je suis allé	
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Time phrases		
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2	Hier	
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3	Lundi dernier on est allés à Paris et on a fait les magasins et on a pris les photos. C'était assez cool.	
4	J'ai rencontré un beau garçon et on a visité les catacombes.	

Beckfoot	Subject: German	Topic: Bist du ein Medienfan? – T2	Year Group: 8	enjoy learn succeed

Using verbs – sehen (to watch)		
1	Ich seh**e**	I watch
2	du sieh**st**	you watch
3	er/sie/es sieh**t**	he/she/it watches
4	wir seh**en**	we watch
5	ihr seh**t**	you (pl) watch
6	Sie seh**en**	you (formal) watch
7	sie seh**en**	they watch

Using time phrases		
1	eine Stunde pro Tag	one hour per day
2	zwei bis drei Stunden pro Tag	two to three hours per day
3	nicht mehr als drei Stunden pro Tag	no more than three hours per day
4	mehr als zwanzig stunden pro Woche	more than twenty hours per day
5	nur am Wochenende	only at the weekend
7	nach den Hausaufgaben	after homework
8	von 20 bis 22 Uhr	from 8pm to 10pm

Giving Opinions		
1	das finde ich (un)fair	I find that unfair
2	das geht mit auf die Nerven	that gets on my nerves
3	Meiner Meinung nach	In my opinion
4	Unsinn! Quatsch!	Rubbish!
5	du hast recht	You're right
6	das macht Spaß	That's fun
7	das stimmt	That's true
8	das stimmt nicht	That's not true

Using adjectives		
1	blöd	stupid
2	gruselig	creepy
3	interessant	interesting
4	kindisch	childish
5	langweilig	boring
6	lustig	funny
7	romantisch	romantic
8	schrecklich	terrible
9	spannend	exciting
10	unterhaltsam	entertaining

Examples		
1	Ich gehe gern ins Kino. Ich mag Actionfilme und Dramas.	I like going to the cinema. I like action films and dramas.
2	Ich sehe nicht gern Komödien. Sie sind total kindisch.	I don't like watching comedies. They are totally childish.
3	Ich sehe sehr gern die Nachrichten, weil sie interessant sind.	I really like watching the news, because it's interesting.
4	Meine Lieblingssendungen sind Realityshows. Ich finde sie blöd aber lustig.	My favourite programmes are reality shows. I fond them stupid but funny.
5	Ich lese gern Comics in meinem Schlafzimmer oder auf dem Sofa.	I like reading comics in my bedroom or on the sofa.
6	Ich lese am liebsten Zeitschriften auf dem Computer.	Most of all I like reading magazines on the computer.
7	Ich darf nach den Hausaufgaben fernsehen.	I am allowed to watch TV after homework.

Beckfoot	Subject: German	Topic: Bist du ein Medienfan? – T2	Year Group: 8	enjoy learn succeed

Using verbs – sehen (to watch)		
1	Ich sehe	
2	du siehst	
3	er/sie/es sieht	
4	wir sehen	
5	ihr seht	
6	Sie sehen	
7	sie sehen	

Using time phrases		
1	eine Stunde pro Tag	
2	zwei bis drei Stunden pro Tag	
3	nicht mehr als drei Stunden pro Tag	
4	mehr als zwanzig stunden pro Woche	
5	nur am Wochenende	
7	nach den Hausaufgaben	
8	von 20 bis 22 Uhr	

Giving Opinions		
1	das finde ich (un)fair	
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Using adjectives		
1	blöd	
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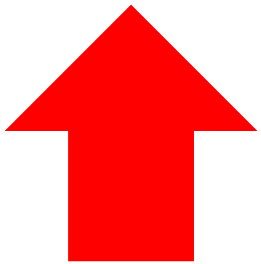

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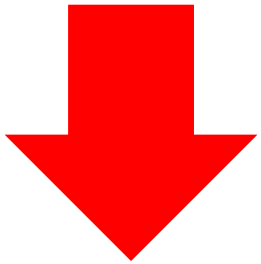
3. Map It

Use the space on the next page to create a graphic organiser to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

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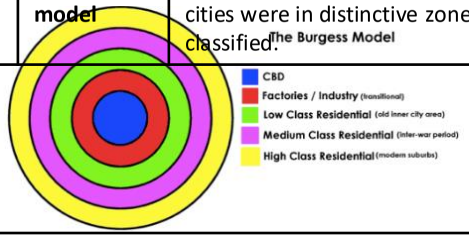
3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Beckfoot	Subject: Geography	Topic: Urban geography	Year Group: 8	enjoy learn succeed

A.. Urban models

1	**Land Use**	is the type of buildings or other features that are found in the area e.g. terraced housing, banks, industrial estates, roads, parks.
2	**The Burgess model**	Ernest Burgess proposed a model, where the city radiates out from the CBD (the oldest part of the city). He noticed that cities were in distinctive zones, and can be classified.



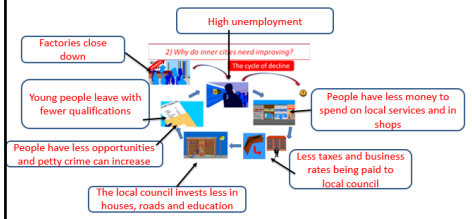
B. Urban sprawl

1	**Urban sprawl**	the spread of city buildings and houses into an area that used to be countryside.
2	**Brownfield sites**	Land that has been built on before and is to be cleared and reused. These sites are often in the inner city.
3	**Greenfield sites**	Land that has not been built on before. These sites are usually found in the countryside on the edge of the city.

Brownfield sites

Greenfield sites

C. regeneration

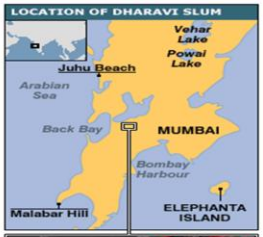
1	**The cycle of decline**	
2	**Urban regeneration**	Urban regeneration is the attempt to reverse that decline by both improving the physical structure, and, more importantly and elusively, the economy of those areas.

D. Sustainable cities

1	**Sustainable urban living**	living in a way that meets our needs today and the needs of future generations without damaging the environment or using too many resources.
2	**BedZED**	BedZED claims to be the UK's largest sustainable community. Built in 2002, it has 100 homes designed to provide ordinary people with a high quality of life while living within their share of the earth's resources.
3	**BedZED features**	- 99 homes that use renewable energy - -- - South facing: advantage of natural sunlight - Building materials from renewable or recycled sources within 55km of the site - Rainwater is collected and reused - Small allotments built with houses so food can be grown and consumed locally - Car share scheme

E. Slum settlements- Mumbai

1	**Dharavi-Mumbai**	India and Mumbai's biggest slum is known as Dharavi. There are a million people crammed into one square mile in Dharavi. At the edge of Dharavi the newest arrivals come to make their homes on waste land next to water pipes in slum areas. They set up home illegally amongst waste on land that is not suitable for habitation. In the wet monsoon season these people have huge problems living on this low lying marginal land. Many of the people here come from many parts of India as a result of the push and pull factors of migration.



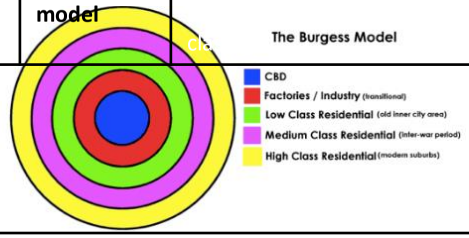
F. Improving slums

1	**Government plans- Dharavi**	As Dharavi is located close to Mumbai's CBD the land is very valuable, therefore the Government has planned to knock down Dharavi so that they can build more financial offices. The people of Dharavi will be relocated to apartments on the outskirts of the city.
2	**Advantages**	Improved sanitation (disposal of human waste and dirty water), improved access for emergency services, clean water, registered legally with authority.
3	**Disadvantages**	Loss of community, conditions more cramped than before, lack of jobs in the informal slum economy, poor cant afford to pay council

Subject: Geography	Topic: Urban geography	Year Group: 8

A.. Urban models

1	**Land Use**	
2	**The Burgess model**	



B. Urban sprawl

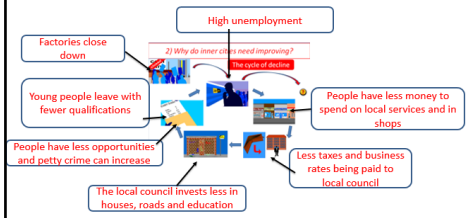
1	**Urban sprawl**	
2	**Brownfield sites**	
3	**Greenfield sites**	

Brownfield sites

Greenfield sites

C. regeneration

1	**The cycle of decline**	
2	**Urban regeneration**	

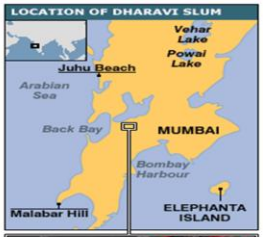


D. Sustainable cities

1	**Sustainable urban living**	
2	**BedZED**	
3	**BedZED features**	

E. Slum settlements- Mumbai

1	**Dharavi- Mumbai**	



F. Improving slums

1	**Government plans- Dharavi**	
2	**Advantages**	
3	**Disadvantages**	

Subject: Geography	Topic: Urban Geography	Year Group: 8

1) Urbanisation	the process of making an area more urban (into a city).
2) Push factor	Factors pushing someone away from somewhere e.g. lack of jobs
3) Pull factor	Factors drawing someone to somewhere e.g. good healthcare
4) Rural- urban migration	Movement of people from the countryside to the city often in search of opportunities.
5) Natural increase	Birth rates are higher than death rates, the population increases.
6) Burgess model	A model created to show how cities develop and grow into zones.
7) Central business district (CBD)	Centre of the city- often the most valuable land where businesses and shops are located.
8) Inner city	Area outside the CBD. Previously where factories were found, now many factories have located abroad this is often a poor area of the city.
9) suburbs	The outer areas of the city, green land, parks and nice homes are found here.

10) Rural urban fringe	The are where the city meets the countryside
11) Sustainable	When something is able to be used but also be protected for future generations.
12) Slum settlement	Illegal settlements often built by migrants (people moving to the city) for opportunities like jobs.
13) regeneration	Improving a city by cleaning areas up, rebuilding derelict areas and developing the economy.
14) Sanitation	Infrastructure to safely dispose of human waste and dirty water.
15) Resources	Availability of services e.g. healthcare and education as well as water, building materials, electricity etc.

Subject: Geography	Topic: Urban Geography	Year Group: 8

1) Urbanisation	
2) Push factor	
3) Pull factor	
4) Rural- urban migration	
5) Natural increase	
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7) Central business district (CBD)	
8) Inner city	
9) suburbs	

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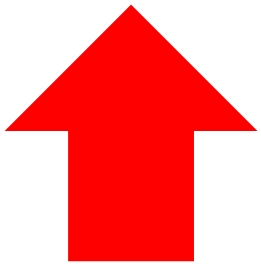
1. Quiz It



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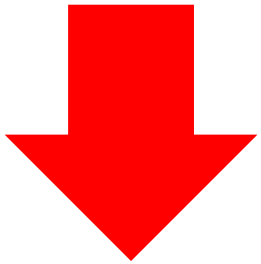

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Summarise this topic into 5 key bullet points

1.

2.

3.

4.

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3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Beckfoot

Subject: History Topic: How did the British Empire change the world? Year Group: 8

enjoy learn succeed

1. How was the British Empire unusual?

1	How did the British Empire start?	1. In the 16th Century, British explorers began to discover new places 2. They created colonies by sending people to live in these new places
2	How was the British Empire different from previous empires?	1. The British Empire was much bigger than other Empires in the past 2. It covered over 25% of the world's land mass by 1920 3. It was called the 'empire on which the sun never set' 4. This is because it covered lots of different parts of the world

2. How and why did the British gain and empire?

1	Why did the British want an Empire?	1. It allowed Britain to gain new resources to trade and created trade links 2. Britain benefitted from taking the resources back to Britain 3. Some people believed it was right to spread Christian and British ideas around the world 4. They wanted to compete with Spain to have the biggest Empire
2	How did the British create the Empire?	1. Private trading companies were set up in new countries and this gave the British control in those areas 2. In the 18th Century there was a big rise in population which meant people looked to move abroad 3. The Industrial Revolution meant that Britain had new technology to introduce to itself and other colonies

3. India and the British Empire

1	What was India like before the Empire?	1. Before the 1500s, India was divided into kingdoms 2. In the early 1500s the Mughals invaded India and united the Indian states 3. At first the Mughals were accepting of all the religions in India but later they became intolerant and fighting broke out
2	Who were the East India Company ?	1. They were a trading company that started in 1600 2. It was given support by the monarch to trade and negotiate with people around the world 3. They aimed to trade with India and China for valuable resources
3	How did the British take control over India?	1. The East India company began to take more and more Indian land 2. They had an army and navy which they used against the Indian princes 3. At the Battle of Plessy, the East India Company won a big victory which allowed them to take control over the rest of India piece by piece
4	What was British rule like in India?	1. The British saw themselves as better than the Indian people 2. They didn't allow Indian people to have good jobs 3. The British took resources from the country including food. This led to famines that killed many people 4. They built lots of facilities like railways, factories and farms 5. They created a new legal system
5	What was the Sepoy rebellion?	1. In the 1850s, Sepoys were treated badly by the British army 2. In 1857, the army introduced new rifles with cartridges that used pig and beef fat as grease 3. The British ignored the objections to these cartridges and eventually a riot broke out 4. They were joined by local Indian leaders who were unhappy with British rule. 5. After 18 months of fighting, the British won and punished the rebels harshly
6	Did the rebellion change things?	1. The British government took control over India from the East India Company 2. They set up a new government with a viceroy in charge 3. They tried to interfere less with religious matters and started to let Indians have government jobs 4. However, by 1900, only 10% of the government jobs were held by Indians

Key Word	Definitions
Colonial	
Colonies	
Emigration	
Exploration	
Exports	
Empire	
Imperialism	
Imports	
Mutiny	
Natives	
Patriotic	
Raw material	
Rebellions	
Trade	
Viceroy	
Voyages	

Beckfoot

Subject: History Topic: How did the British Empire change the world? Year Group: 8

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1. How was the British Empire unusual?

1	How did the British Empire start?	1. 2.
2	How was the British Empire different from previous empires?	1. 2. 3. 4.

2. How and why did the British gain and empire?

1	Why did the British want an Empire?	1. 2. 3. 4.
2	How did the British create the Empire?	1. 2. 3.

3. India and the British Empire

1	What was India like before the Empire?	1. 2. 3.
2	Who were the East India Company ?	1. 2. 3.
3	How did the British take control over India?	1. 2. 3.
4	What was British rule like in India?	1. 2. 3. 4. 5.
5	What was the Sepoy rebellion?	1. 2. 3. 4. 5.
6	Did the rebellion change things?	1. 2. 3. 4.

Key Word	Definitions
Colonial	
Colonies	
Emigration	
Exploration	
Exports	
Empire	
Imperialism	
Imports	
Mutiny	
Natives	
Patriotic	
Raw material	
Rebellions	
Trade	
Viceroy	
Voyages	

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Subject: History Topic: How did the British Empire change the world? Year Group: 8

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4. How did the British Empire affect China?

1	How and why did the British come to China?	1. Before the British arrived, China was ruled by different dynasties 2. From the 16th Century explorers and merchants travelled to China 3. In 1711, the East India Company set up its first trading post in China
2	What were the Opium Wars?	1. The British were unhappy with the limits on trade that the Chinese government put in place 2. Britain began smuggling opium into China to create a demand for their products. 3. This led to conflict and fighting with the Chinese government
3	What was the effect of the British in China?	1. The smuggling of opium into China left many Chinese people addicted to the drug 2. The Opium Wars weakened the Qing dynasty 3. In 1853 there was a rebellion against the Chinese government

5. How did the British Empire affect Australia?

1	How and why did the British settle in Australia?	1. In 1770, James Cook claimed the east coast of Australia for Britain 2. The British decided to create a penal colony to help the overcrowding of British prisons
2	How did the British affect Australia?	1. In 1788, 1,500 prisoners, crew, marines and civilians arrived in Sydney Cove 2. Over the next 10 years the indigenous population was reduced by 90% 3. The settlers introduced new diseases 4. The settlers took over Indigenous lands 5. There were violent conflicts between the colonisers and the indigenous people

6. How did colonialism affect Africa?

1	What was Africa like before Europeans arrived?	1. Before European colonisation, Africa had many strong and diverse Empires and cultures 2. Trade with northern Africa had existed since Roman times
2	How was Africa colonised by Europe?	1. Exploration meant many European countries travelled to new parts of Africa 2. The Portuguese first began to kidnap people from the west coast of Africa and to take those they enslaved back to Europe. 3. This was then copied by Britain and other countries to create the Transatlantic Slave Trade 4. Over the years 1884 to 1914 90% of Africa came under European colonial rule
3	What was it like to live in colonial Africa?	1. Colonists considered their culture superior 2. Colonial governments exploited many Africans and forced them to work harvesting natural resources 3. Colonial governments did not invest in the education of many Africans 4. There were often violent conflicts between the British and African groups

7. How did the British Empire affect Ireland?

1	Britain and Ireland before the 18th Century	1. The English first came to Ireland in the 12th Century 2. During the Tudor era, the monarchs took greater control over Ireland and encourage English Protestants to go live there
2	How did British rule in Ireland change?	1. After an Irish rebellion in 1798, Britain decided to change how Ireland was ruled 2. In 1801, Ireland and Britain were officially United to form the UK 3. Irish people could vote for members of parliament who would be equals with British MPS.
3	What was British rule like in Ireland?	1. The Irish were not treated equally, like they were promised 2. Between 1845 and 1850 there was a famine in which around 1 million people died 3. The British did not help this situation 4. Around 2 million Irish people were forced to migrate out of Ireland

9Key word	Definition
Commonwealth	
Independence	
Indigenous	
Penal colonies	

8. How did the British Empire end?

1	Why did the British Empire end?	1. After WWI it became difficult for Britain to hold on to the Empire. 2. They could no longer afford an empire. 3. Britain had no right to rule people who did not want to be ruled. 4. Their navy was not strong enough to protect all the Empire anywhere in the world.
2	The British empire today	1. 14 countries still belong to the British empire 2. Examples include Gibraltar, Falkland Islands, Caribbean Islands and Channel Islands 3. Huge migration took place after WW2 giving us a Multi-cultural Britain
3	What is the common wealth?	1. A collection of 54 countries – all former members of the empire 2. The Queen is head of state in 16 of these countries 3. The Commonwealth games is competed every 4 years

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Subject: History Topic: How did the British Empire change the world? Year Group: 8

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4. How did the British Empire affect China?

1	How and why did the British come to China?	1. 2. 3.
2	What were the Opium Wars?	1. 2. 3.
3	What was the effect of the British in China?	1. 2. 3.

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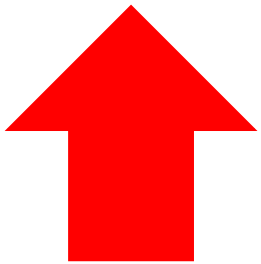
2	The British empire today	1. 2. 3.
3	What is the common wealth?	1. 2. 3.

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

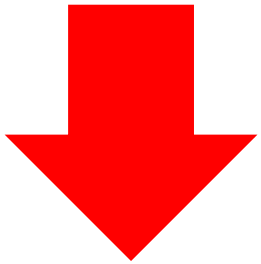
1.

2.

3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

3.

4.

5.

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Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Beckfoot

Subject: RE | Topic: Atheism & Humanism | Year Group: Year 8

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Atheism

1	What is an Atheist?	Someone who doesn't believe in God or a divine being.
2	What is an Agnostic?	We can't be certain whether God exists or not.

Humanism

1	What is 'one life'?	We are lucky to be alive and make the most of the one life we have.
2	The world?	Is a natural phenomenon, believe in Darwin's theory of natural selection.
3	Human s?	Value and celebrate human achievement in this life.

Humanist Ethics

1	What is the Golden Rule?	Treat other people as you'd want to be treated in their situation
2	How should we act?	The kindest option causes the least harm.
3	Why does evil exist?	Because there is no benevolent God.

Beliefs and Values

1	Give 2 humanist values.	One life, happiness, freedom, democracy, curiosity, equality, human achievement.
2	Why is architecture important?	It symbolizes what Humans are capable of.

Life after Death

1	What do humanists believe about death?	It is the end of our existence and that this is the only life we have.
2	What is Epicurus' argument?	That human life is finite, and we shouldn't fear death.
3	What happens when we die?	Our bodies break down, our atoms will go on to form other things.

Humanist Ceremonies

1	What is a ceremony?	A rite of passage that marks the transition from one stage of life to another.
2	Give 2 things that could be included?	Tribute, music, readings, poems, planting trees, lighting candles.
3	What is the main purpose of a funeral?	To support family and friends to mourn and to celebrate the person who has died.

Key word	Definition
Agnostic	Without knowledge to prove or disprove God.
Atheist	Do not believe in God.
Theist	Believes in the existence of God.
Humanism	Worldview that prioritises human life.
The Golden Rule	Treat others how you would like to be treated yourself.
Scepticism	To doubt or not believe something.
Naturalism	humanists always look for natural explanations rather than supernatural ones.
Reason	An explanation for an action or event
Autonomy	Independence and freedom to take control.
Mortality	The state of being subject to death
Eulogy	A speech that praises someone highly, often as a tribute.
Finite	Human life has an end.
Rationalism	Humanists use reason and evidence to answer questions about the world.

- Humanism is an approach to life based on reason and our common humanity, recognising that moral values are properly founded on human nature and experience alone.
- Humanism is a rapidly growing global movement, and in the UK, there are over 17 million people who align with Humanist beliefs.

Beckfoot

Subject: RE | Topic: Atheism & Humanism | Year Group: Year 8

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Atheism

1	What is an Atheist?	
2	What is an Agnostic?	

Humanism

1	What is 'one life'?	
2	The world?	
3	Humans?	

Humanist Ethics

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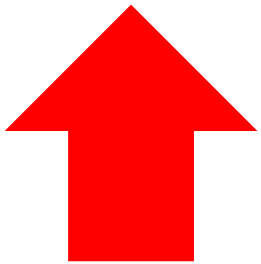

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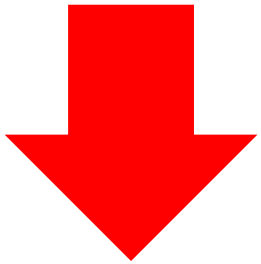

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Beckfoot

Design & Technology; Food

Topic: Multicultural festival food

Year Group: 8

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1. Culinary terminology

1	Al dente	How pasta should be cooked – texture should be soft with bite.
2	Herbs + Spices 	Herbs are generally green and spices are generally orange/brown. They are used to flavour and season food
3	Tender	Cooking food so it is easy to cut and chew (not tough).
4	Marinating 	To flavour and tenderise meat by leaving food to soak in a sauce, acid, spices .
5	Roux/all in one	Methods of making a white sauce.
6	Gelatinisation	The process of thickening a liquid using starch.
7	Batter 	Muffin batter is different to cake batter as it should not be over mixed as it causes a tough texture
8	Sealing	Cooking meat at a high temperature to prevent it drying out when cooking
9	Kneading 	Massage/work/squeeze dough. In bread it is to stretch gluten strands
10	Proving	Leaving bread to rest to allow the yeast to ferment.
11	Simmer	Temperature just below boiling point

2. Nutrition

1	Eat Well Guide	Government guideline for healthy eating.
2	Salt	Needed for nerve function. Too much can cause high blood pressure and too little can cause cramps and nausea
3	Traffic light symbol	A grading system used on food packaging to inform you how healthy it is. Red = unhealthy. Orange = eat in moderation. Green = healthy
4	Excess/ deficiency	Excess is when too much and efficiency is when not enough is consumed.
5	Function	Job the nutrient fulfils within the body
6	NSP	Also known as fibre needed for healthy digestion. Can cause constipation if deficient

Key Vocabulary

1	Multicultural	When people of different cultures come together to celebrate and share their different traditions
2	Organoleptic testing	Using your senses to assess food.
3	Ambient	Food stored at room temperature e.g. cereal
4	Dormant	When food is frozen bacteria is not killed it is simply dormant (asleep)
5	SMEE issues	Social, moral, ethical and environmental issues. Including; red tractor, vegetarianism, GM foods.

3. Food safety systems

1	Food hygiene	4C's: Cross contamination, cleaning, cooking, chilling prevent food poisoning.
2	Cross contamination	When bacteria is transferred from one thing to another
3	Key temperatures	Freezer -18'c Fridge 1-5'c Danger zone 3-63'c Temperature food needs to reach during cooking 75'c All bacteria killed at 121'c
4	Temperature probe	Used to take the internal temp of food. Clean before/ after use. Insert in to the centre. Record temp after it has stabilised for 2mins.
5	High/low risk foods	Low risks foods: often either high in salt. Sugar, acid and low in moisture. High risk foods provide the perfect environment for bacteria to grow (moist, high in protein, warm)
6	Safe storage	It is important to store food safety to prevent it spoiling and food poisoning bacteria growing. Make sure food is sealed properly and fully cooled down before putting into the fridge or freezer.

- ❑ Research additional SMEE issues; Veganism, sustainability
- ❑ Look how food trends have spread and adapted across the world.

Beckfoot

Design & Technology; Food

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Design & Technology; Resistant Materials	Topic: Container Project	Year Group: 8

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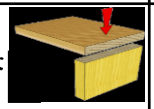
1. Process; Tools & Equipment

1	**Coping Saw** 	Hand held tool used to cut intricate shapes in woodworking
2	**Tenon Saw** 	Used to **cut** straight lines in wood, but not deep cuts due to the 'back' on the top of the blade.
3	**Hegner Saw** 	A piece of machinery used to cut intricate curves and joints
4	**Try Square** 	Used to check and mark right angles in constructional work
5	**File** 	Hardened steel in the form of a bar or rod with many small cutting edges raised on its surfaces; used for smoothing or shaping objects.
6	**Steel Rule** 	Manufactured from stainless steel and features metric or imperial (or both) scales along its length. One end is usually flat whilst the other end is usually round.
7	**Bandfacer** 	A vertical bandfacer used for sanding, finishing & linishing tasks. (making surfaces flat).

2. Wood Joints

1	**Comb Joint** 	Consists of a series of alternate notches and square pins of the same width which are subsequently glued.
2	**Dovetail Joint** 	Consists of **TAILS** & **PINS** which when connected can only be removed in one direction.
3	**Butt Joint** 	Coming together of two edges or faces which are glued together.
4	**Dowel Joint** 	Used to reinforce Butt Joints by drilling holes and inserting round lengths of wood.
5	**Screw Joint** 	A type of joint that is fastened by means of a threaded metal rod and a screwdriver.

5. Materials; Softwoods

A collective term for the wood which is produced by **coniferous** trees, almost all of which are **evergreen** and cone-bearing trees can take up to **20 years** before these trees can be used.

1	**Pine**	Furniture
2	**Spruce**	Roofing
3	**Cedar**	Cladding
4	**Fir**	Furniture & flooring

3. Process; CADCAM

1	**Laser Cutter** 	Works by directing the output of a high-power **laser** through lenses onto a material. Typically woods or plastics
2	**Computer-aided Design (CAD)**	The use of computers to aid in the creation or modification of a design idea. 2D Design / SketchUp.
3	**Computer Aided Manufacturing (CAM)**	The use of software and computer-controlled machinery to automate a manufacturing process. Laser cutter, CNC Lathe, A3 Router.

4. Materials; Hardwoods

Hardwoods are usually have **broad leaves**, come from **deciduous** or broad-leafed trees and take many years to grow to maturity before they can be used (**100 Yrs**)

1	**Teak**	Exterior furniture
2	**Oak**	Interior furniture / Beams in old cottages
3	**Mahogany**	Furniture & musical instruments
4	**Maple**	High end furniture and flooring in bowling alleys and for bowling pins
5	**Beech**	Kitchen items & musical instruments.

- ❑ Sand down all wood **(P80,P120,P240,P320,P400)**
- ❑ Apply **Danish Oil / Teak Oil** first followed by wax to seal the wood. Enhance its **appearance & protect** it.
- ❑ A **standard component** is usually an individual part or component, manufactured in thousands or millions, to the same specification (such as size, weight, material etc...). **Screws, Hinges and Latches** are examples of these.

Beckfoot

Design & Technology; Resistant Materials	Topic: Container Project	Year Group: 8

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1. Process; Tools & Equipment

1	Coping Saw 	
2	Tenon Saw 	
3	Hegner Saw 	
4	Try Square 	
5	File 	
6	Steel Rule	
7	Bandfacer 	

2. Wood Joints

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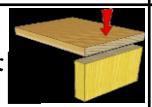
3	Butt Joint 	
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Beckfoot

Design & Technology; Textiles

Topic: Selfie Art

Year Group: 8

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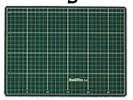
1. Tools & equipment

1	Pins 	Used to hold pieces of material together before sewing.
2	Needles 	Used to sew material together by hand. In this project for tacking your material before using the sewing machine.
3	Embroidery foot 	A foot used on the sewing machine to help create machine embroidery
4	Material Scissors 	Scissors that are designed to cut fabric only. Cutting paper with blunt the blades.
5	Embroidery Thread 	A thicker thread than normal machine thread that has a shiny finish. It is used to do hand stitching and create images and patterns rather than joining materials
6	Thread 	Thread is used to sew material together. It comes in lots of colours and can be used on the sewing machine or with a needle by hand.
7	Embroidery hoop 	A hoop that is used to hold material taught whilst you sew either by hand or on the sewing machine.

1. Tools & equipment

8	Sewing Machine 	An electronic machine that sews materials together.
9	Craft knife 	A very sharp knife used to cut materials accurately.
10	Steel Ruler 	Has a raised edge and is used when you are using a craft knife.
11	Cutting mat 	A mat placed under the material you are cutting to help you have grip as well as stopping you cutting the table
12	Heat press 	Used to transfer images from sublimation paper to fabric, the process is done through heat and pressure
13	Sublimation printer 	The ink from the sublimation printer reacts with heat and can be transferred on to material

2. Sewing Machine Components:

1	Bobbin 	The small circular thread holder that goes in the bottom of the sewing machine to stop your stitches coming undone.
2	Bobbin Case 	Holds the bobbin in place in the sewing machine. Must be put in with the arm to the top.
3	Bobbin Winder 	Located on the top of the sewing machine and used to wind up the bobbin. Will stop the sewing machine sewing.
4	Foot Peddle 	Operates the sewing machine, must be out on the floor.DO NOT PULL UP BY THE WIRE.
5	Stitch Selector Buttons 	Changes the style of the stitches.1 is straight stitch, 2 is zig zag stitch.
6	Dogs teeth/feed dogs 	The tracks under the base plate of the sewing machine that pull your material through. These are put down when doing FME.
7	Sewing machine feet-embroidery foot 	A foot that is attached to the sewing machine to create free machine embroidery
8	Sewing machine needle plate 	Helps you line up your material correctly and produce a nice even straight stitch.

- ❑ Thread up a sewing machine independently.
- ❑ Know how/when to change the sewing machine feet.
- ❑ Be able to put the bobbin into the sewing machine correctly.

Beckfoot

Design & Technology; Textiles	Topic: Selfie Art	Year Group: 8

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1. Tools & equipment

1	Pins 	
2	Needles 	
3	Embroidery foot 	
4	Material Scissors 	
5	Embroidery Thread 	
6	Thread 	
7	Embroidery hoop 	

1. Tools & equipment

8	Sewing Machine 	
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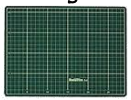
11	Cutting mat 	
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Beckfoot

Design & Technology; Textiles	Topic: Self Art	Year Group: 8

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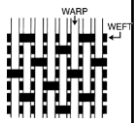
3. Process: Sewing machine sewing

1	Thread up the sewing machine with the thread you wish to sew with.
2	Bring up the bobbin thread (fishing) Select your stitch.
3	Place your material under the pressor foot and lower the lever at the back to hold in place. Then lower your needle into the fabric.
4	Hold your material steady with both hands and place your foot on the foot peddle. Let the machine take the fabric.
5	Do three stitches forward and three back to lock your thread (tie a knot) then complete your line of stitching repeating the three stitches forward and three back at the end.

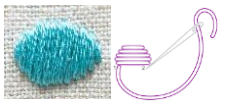
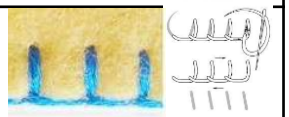
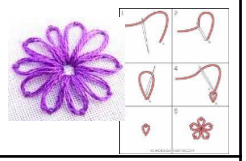
4. Process: Free machine embroidery

1	Complete steps 1-5 of sewing machine set up.
2	Place your material into an embroidery hoop and make sure it is tight like a drum.
3	Replace the 'normal' foot on the sewing machine with an embroidery foot.
4	Lower the dogs teeth/feed dogs on the machine by pressing the button at the side.
5	Place the material and the hoop under the sewing machine foot and lower the needle and foot. Sew and move the embroidery hoop at the same time. Aim for 3-4 times over each line of stitching.

5. Process: Weaving

1	Mark out your cutting lines using a ruler and a pencil, leave a 2cm border around the edge of your work.
2	Cut along the lines using a craft knife and a metal ruler and a cutting mat. Remember not to cut right to the edge, stay within your border.
3	Cut your other piece of paper into 1cm pieces using a guillotine.
4	Weave the 1cm cut piece into the other piece of paper that you have cut with a craft knife. Use an over under technique . This is a plain weave 
5	Seal the ends using masking tape to stop the paper coming out.

6. Process: Hand Embroidery Stitches

1.Satin Stitch	**Satin stitch** stitching covers an area completely. 
2. Blanket Stitch	The **blanket stitch** is a stitch used to reinforce the edge of thick materials 
3. Daisy Stitch	Daisy stitch is n a loop arranged in groups to create flower shapes. 
4. Cross Stitch	**Cross stitch** is a series of stitches that cross over horizontally to create an X. 

7. Process: Heat press

1	Place your synthetic fabric onto the bed of the heat press carefully.
2	Place your printed image face down onto the fabric.
3	Pull down the heat press and make sure that the top in fully closed. Leave closed for 1min.

8. Materials:

1	**Cotton**	A natural fibre that comes from the cotton plant
2	**Synthetic fibre**	A manmade fibre that comes from oil. E.g. Polyester and Nylon.

Key Vocabulary

1	**Warp and Weft**	The direction of a weave. The warp goes up and the weft goes left.
2	**Sublimation printer**	The ink from the sublimation printer reacts with heat and can be transferred on to material
3	**Feed dogs/dogs teeth**	The teeth in the base plate of the sewing machine that move to pull the material through the machine.
4	**Selfie**	A photograph that is taken of a persons face.

- ❑ Know how to hold a craft knife correctly in order to use it safely.
- ❑ Understand how the feed dogs/dogs teeth work.

Beckfoot

Design & Technology; Textiles	Topic: Self Art	Year Group: 8

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3. Process: Sewing machine sewing

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4. Process: Free machine embroidery

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5. Process: Weaving

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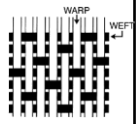
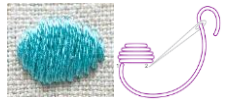
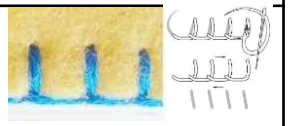
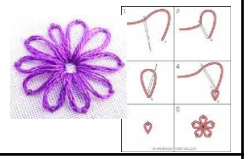
4	
5	

6. Process: Hand Embroidery Stitches

1.Satin Stitch	
2. Blanket Stitch	
3. Daisy Stitch	
4. Cross Stitch	

7. Process: Heat press

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2	
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8. Materials:

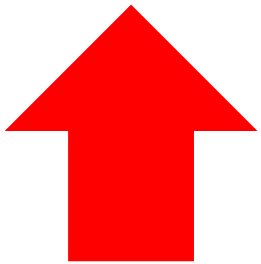
1	Cotton	
2	Synthetic fibre	

Key Vocabulary

1	Warp and Weft	
2	Sublimation printer	
3	Feed dogs/dogs teeth	
4	Selfie	

❑ Know how to hold a craft knife correctly in order to use it safely.	❑ Understand how the feed dogs/dogs teeth work.

1. Quiz It



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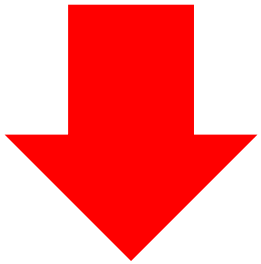

4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

3.

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5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Beckfoot

Subject: Perf Arts	Topic: Melodrama & Pantomime	Year Group: 8

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KEY FACTS - MELODRAMA

1	Originated	18th Century
2	Characters	-Stock Characters Similar in each production. Identifiable by their use of physicality and dialogue.
3	Acting style	Exaggerated Actors had to perform using loud voices and exaggerated movement – Lack of lighting and microphones as electricity was not widely used.
4	Plot and Story lines	– Stock Scenes Similar plots and story lines in each performance, making them familiar and easier for audiences to follow.
5	Name of acting style	Blend of two words Melody (music) and Drama (acting) to describe main features of Melodrama

STOCK CHARACTERS MELODRAMA

1	**Hero**	Strong, Handsome, Brave, Honest, Reliable, Falls in love with the Heroine
2	**Heroine**	Beautiful, Innocent, Vulnerable, Needs rescuing, Falls in love with the Hero
3	**Aged Parent**	Old, Parent of hero or heroine, Poor
4	**Villain**	Evil, Cunning, motivated by money, Often tries to marry the Heroine
5	**Comedy Servant**	Loyal, Stipid, Easily confused
6	**Mysterious Stranger**	Changes the course of the story with a big announcement,

STOCK CHARACTERS PANTOMIME

1	**Principal Boy -** Aladdin Dick Whittington Jack (Jack and the Beanstalk) Prince Charming (Cinderella / Snow White)	Strong, Handsome, Brave, Honest, Reliable. Traditionally played by a woman,
2	**Principal Girl -** Cinderella Snow White Princess Peach (Jack and the Beanstalk) Princess (Aladdin)	Beautiful and innocent
3	**Dame –** Ugly Step Sisters (Tracey and Stacey) Wishee Washee (Aladdin)	Female character traditionally played by a Man
4	**Villain –** Evil Step Mother (Cinderella / Snow White) King Rat (Dick Whittington)	Evil, Cunning. Jealous of principle boy or girl
5	**Comedy Characters –** Buttons (Cinderella)	Friend to principle boy or girl
6	**Magical Character / Animal–** Puss in Boot (Dick Whittington) Fairy Godmother (Cinderella) Genie of the Lamp (Aladdin)	Grants wishes, appears with a puff of smoke / harp chord sound effect

Contextual links: *Aladdin ITV Pantomime* https://www.youtube.com/watch?v=GdaTEQddxfA, Cinderella ITV Panto https://www.youtube.com/watch?v=adb3Sfo__nE

PANTOMIME CONVENTIONS

1	Entrance and Exits	Evil characters Stage Left/ Good characters Stage Right
2	Gender Swaps	Females playing male roles / Males playing female roles
3	Audience Interaction	Speaking Directly to the audience and inviting a response – breaks the fourth wall.
4	Panto Catch Phrases	"Oh no she isn't! Oh yes she is". He's behind you! Hello Boys and girls
5	Musical numbers	Including song and dance within the story telling
6	Direct Address	When the actors speak directly to the audience. This can sometimes be in the form of an 'aside' - a brief commend that is not heard by the other characters.
7	Comedy	Inuendo (jokes with two meanings, one is often rude) and slapstick
8	Slapstick	Trips and falls, silly sound effects, banging heads together, poke in the eye, slipping over a banana skin
9	Exaggeration	Making all performance skills (vocal and physical) much bigger / louder

KEY VOCAB

1	**Exaggeration**	Making physical movements larger than normal.
2	**Gesture**	Use of hand and arm movements to reinforce spoken word
3	**Blocking**	Deciding where you move to and stand on stage.

Subject: Perf Arts	Topic: Melodrama & Pantomime	Year Group: 8

KEY FACTS - MELODRAMA

1	Originated	
2	Characters	
3	Acting style	
4	Plot and Story lines	
5	Name of acting style	

STOCK CHARACTERS MELODRAMA

1	**Hero**	
2	**Heroine**	
3	**Aged Parent**	
4	**Villain**	
5	**Comedy Servant**	
6	**Mysterious Stranger**	

STOCK CHARACTERS PANTOMIME

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Contextual links: *Aladdin ITV Pantomime* https://www.youtube.com/watch?v=Gdu7EQddxfA, Cinderella ITV Panto https://www.youtube.com/watch?v=adb3Sfo__nE

PANTOMIME CONVENTIONS

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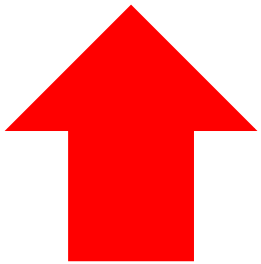
KEY VOCAB

1	**Exaggeration**	
2	**Gesture**	
3	**Blocking**	

1. Quiz It



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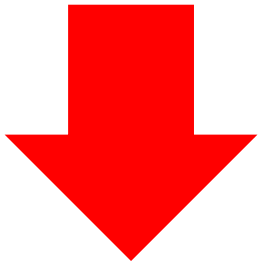

4. Shrink It

Summarise this topic into 5 key bullet points

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3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Beckfoot School

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Subject: Art	Topic: Surrealism (Little Monsters)	Year 8

Knowledge Group 1 Design Ideas

1	**Monster**	A large, ugly, and frightening imaginary creature.
2	**Design**	A plan or drawing produced to show the look and function or workings of an object.
3	**Outline**	A drawing or sketch restricted to line without shading or form.
4	**Bold shapes**	Shapes which have a strong, vivid, or clear appearance.
5	**Functional**	Designed to be practical and useful, rather than attractive.
6	**Aesthetically pleasing**	Refers to an object or item that someone considers to be beautiful or attractive.
7	**Tonal scribbling**	Scribbles which gradual reduce in density evidencing tone and form.

Knowledge Group 3 Painting clay

1	**Watercolour paint**	An opaque water-medium paint consisting of natural pigment, water, and a binding agent.
2	**Layering**	Letting one application of paint dry before adding another.
3	**Tone**	Smooth shading which fades gradually from dark to light.
4	**Form**	Curved shading around the outline of an object using tone.
5	**Colour Blending**	The process of applying gradual tone using a dark colour and layering a similar (lighter) colour.
6	**Complementary colours**	Colours that are opposite on the colour wheel which create the strongest contrast when placed together.
7	**Detail**	A distinctive feature of artwork which can be seen most clearly close-up.

Knowledge Group 2 Clay Monster

1	**Clay Slab**	A portion of clay that has been flattened into a sheet.
2	**Slab pot**	Clay technique involving the creation of “walls” of a container. Slip and scoring is applied to the clay where the walls will come together. The walls are then formed together to create a pot.
3	**Score and slip**	The process of joining pieces of clay together by scoring the surface and adding slip (mixture of water and clay).
4	**Disguise joins**	Technique where the seam in-between two pieces of clay is disguised by working the clay.
5	**Handbuilding**	Technique of ceramics where one forms clay with hands and simple tools instead of the wheel.
6	**Moulding**	The act or process of shaping.
7	**Sculpting clay**	Moulding, shaping and adding textures to clay using hands and tools.
8	**Detail**	A distinctive feature of artwork which can be seen most clearly close-up.
9	**The kiln and firing clay**	Firing clay takes place in the Kiln, this is the oven used to heat the clay to remove the moisture resulting in a brittle but hard sculpture.

Key Vocabulary

1	**Salvador Dali**	A Spanish Surrealist artist renowned for his technical skill, precise draftsmanship, and the striking and bizarre images in his work.
2	**James DeRosso**	Artist who sculpts stoneware clay into functional monsters which are embellished with recycled objects.
3	**Ceramicist**	A person who works in ceramics
4	**Clay**	A stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics.
5	**Feature**	A distinctive attribute or aspect of something.

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Subject: Art	Topic: Surrealism (Little Monsters)	Year 8

Knowledge Group 1 Design Ideas

1	Monster	
2	Design	
3	Outline	
4	Bold shapes	
5	Functional	
6	Aesthetically pleasing	
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Knowledge Group 2 Clay Monster

1	Clay Slab	
2	Slab pot	
3	Score and slip	
4	Disguise joins	
5	Handbuilding	
6	Moulding	
7	Sculpting clay	
8	Detail	
9	The kiln and firing clay	

Key Vocabulary

1	Salvador Dali	
2	James DeRosso	
3	Ceramicist	
4	Clay	
5	Feature	

Knowledge Group 3 Painting clay

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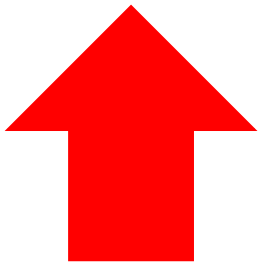

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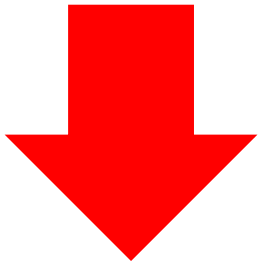

4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

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3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Beckfoot

Music	Topic: Pop music	Year Group: 8 – Half term 3

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1. Pop Music

1	**Pop music**	A style of music, it is short for popular music, and so changes over time.
2	**Cover version**	A different musicians version of a song.
3	**Acoustic**	Music created with no electrical instruments.
4	**Live lounge**	A series of performances recorded by Radio one – performers do mainly acoustic versions of their own and others songs.
6	**Music technology**	Using computers to create music.
7	**Mixcraft**	A computer programme used to create and edit music.
8	**Sample**	A small digitally recorded clip of music, often musicians use other artists samples in their own pieces.
9	**Multitrack recording**	A method of sound recording that allows people to record onto individual tracks, before combining them to create a whole song.
10	**Overdubbing**	Recording additional sounds onto a track, often to correct previous mistakes.
11	**Synthesiser**	An electronic musical instrument that uses human made sounds to create music. An example would be a keyboard.
12	**Drum machine**	An electronic instrument that creates percussion tracks.

2. Chords for composition

1	**C major chord**	A happy sounding chord that uses the notes C, E and G.
2	**F Major Chord**	A happy sounding chord that uses the notes F, A and C.
3	**G Major chord**	A happy sounding chord that uses the notes G, B and D.
4	**A minor chord**	A sad sounding chord that uses the notes A, C and E.

3. Key vocab Song structure

1	**Intro**	The section of the music that introduces the song.
2	**Verse**	A section that repeats in a song, it has the same music, but different lyrics
3	**Chorus**	The main section of a song, it will repeat both the lyrics and the music in the same way..
4	**Bridge**	A section in a song that links two other sections.
5	**Instrumental**	A section in the music with no lyrics and the instruments contain the melodic interest.
6	**Outro**	The ending section of a song.

4.Key Vocab Musical elements

1	**Melody**	The main tune, played on instruments or sung.
2	**Chords**	Two or more notes played at once.
3	**Bass line**	The lowest part in music, provides the harmonic structure of the music.
4	**Riff**	A repeated musical pattern used in Rock, Pop and Jazz.
5	**Ensemble**	Performing as part of a group.
6	**Unison**	Playing the same part together with another person
7	**Broken chords**	Playing the notes of a chord separately
8	**Block chords**	Playing all of the notes of a chord at once.
9	**Um-pa chords**	Playing the bottom note of a chord on beat one, and the other notes together n beat2 and 3.
10	**Pitch**	How high or low a sound is.
11	**Tempo**	The speed of the music.
12	**Hook**	A catchy melody that hooks the listener in and keeps them interested.

Other musical styles linked to this: Garage, Hip-Hop, Soul, Funk, New Wave, Rock.

Beckfoot

Music	Topic: Pop music	Year Group: 8 – Half term 3

enjoy learn succeed

1. Pop Music

1	Pop music	
2	Cover version	
3	Acoustic	
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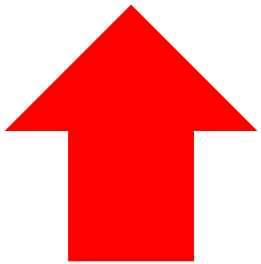

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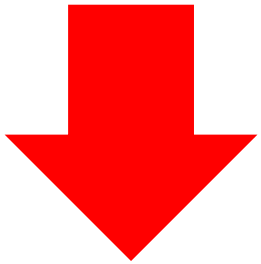

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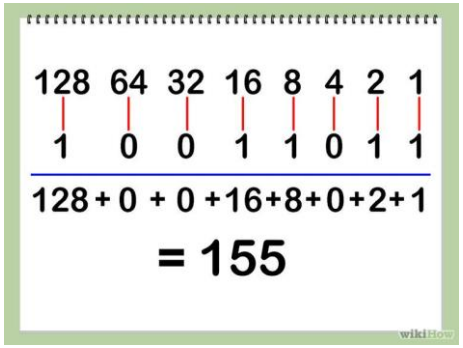
Beckfoot

Subject: Computing	Topic: Data Representation	Year Group: 8

enjoy learn succeed

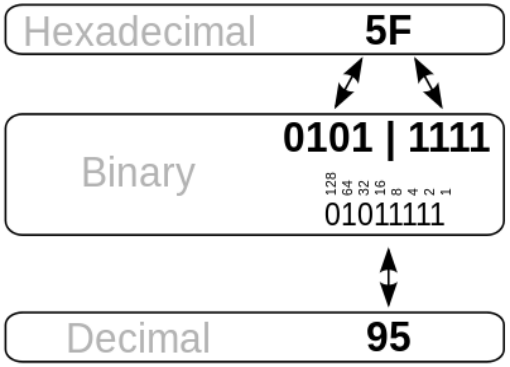
Converting between Bases

Binary to Denary



Write the column values out above your binary number. Only add the column value where the binary number is one.

Binary to Hexadecimal



Each hex character is equal to a binary nibble, join the two nibbles together to make your binary number. Practise the converting hexadecimal numbers to binary and denary method with these numbers: D2, 7A and A9

Character Sets

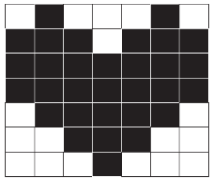
ASCII

ASCII stands for the "American Standard Code for Information Interchange". The ASCII character set is a 7-bit set of codes that allows 128 different characters. That is enough for every upper-case letter, lower-case letter, digit and punctuation mark on most keyboards. ASCII is only used for the English language.

Binary Bitmap Images

Each square is referred to as a pixel. Each pixel can either be on or off. If the pixel is blank usually you would say the value of this pixel is 0 and if the pixel is black then the value of this pixel is 1.
Can you work out the binary combination for the image to the right?

A pixel is a tiny square of colour. Lots of pixels together can form an image.



Adding Binary

There are four rules for adding binary:
0 + 0 = 0
0 + 1 = 1
1 + 1 = 10 (binary for 2)
1 + 1 + 1 = 11 (binary for 3)

Key Vocabulary

Units of Data Storage	Bit – A single binary digit e.g. 0 or 1
	Nibble – Four binary digits e.g. 1011
	Byte – Eight binary digits e.g. 00110101
	Kilobyte (1000 bytes)
	Megabyte (1000 kilobytes)
	Gigabyte (1000 megabytes)
	Terabyte (1000 gigabytes)
Binary	This numbering system only uses two digits: 0 which means off and 1 which means on.
Denary	This numbering system uses ten digits: 0-9.
Hexadecimal	This numbering system uses sixteen characters: 0-9 and the A-F. Hexadecimal numbers is easier for humans to remember and use.
Character Set	A set of characters which are each represented using a unique binary number.
Overflow	When adding binary numbers together if your answer results with more than 8 bits an overflow has occurred. e.g. 1 11101011

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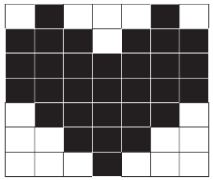
Converting between Bases

Character Sets

ASCII

Binary Bitmap Images



Adding Binary

Key Vocabulary

Units of Data Storage	
Binary	
Denary	
Hexadecimal	
Character Set	
Overflow	

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Data Types

Data Type	Characteristics
Integer (INT)	A whole number
Real/Float (FLOAT)	A number with a fractional part
Boolean (BOOL)	Can take two values, TRUE or FALSE
Character (CHAR)	A single letter, number or symbol
String (STR)	Used to represent text or collection of characters

Mathematical & Compare Operators

Operator	Name and description	Example
+	Addition	2 + 2 = 4
–	Subtraction	4 – 2 = 2
/	Division	8 / 4 = 2
*	Multiplication	4 * 8 = 32
<	Less Than	5 < 3
>	More Than	8 > 2
<=	Less Than or Equal To	7 <= 14
>=	More Than or Equal To	19 >= 26
= or ==	Equal To	12 = 12
!= or <>	Not Equal To	15 != 3

Logical Operators

Operator	Example
AND	if score > 0 AND score < 10
OR	if topic == "Computing" OR topic == "Computer Science"
NOT	while NOT score

Random Number Generation

To randomly generate a number in Small Basic you can use the code below:

```
number = Math.GetRandomNumber(100)
```

Always use the TextWindow.WriteLine command to check if this is working.

```
TextWindow.WriteLine(number)
```

Write & Write Line

Writes text or numbers to the text window. The write command does not append a new line. A new line will be appended to the output if you use the Write Line command.

Read & Read Number

Reads a line of text or reads a number entered by the user from the text window. This function will not return until the user hits ENTER. When you use ReadNumber, the input is restricted to just numbers.

Key Vocabulary

Algorithm	An algorithm is a set of step by step rules or instructions to be followed in order to solve a problem.
Program	A computer program is a set of instructions that can be executed by a computer to perform a specific task.
Variable	A variable is a store of data/information or a memory location that has a name. The value of a variable can be changed whilst the program is running.
Constant	A constant is a store of data/information or a memory location that has a name. The value of a constant can not be changed whilst the program is running,
Sequence	Sequencing is the specific order in which instructions are performed in an algorithm.
Selection	Selection is a decision or question. Selection allows us to include more than one path through an algorithm.
Iteration	Iteration is the process of looping or repeating sections of a program.

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Data Types

Data Type	Characteristics

Mathematical & Compare Operators

Operator	Name and description	Example

Logical Operators

Operator	Example

Random Number Generation

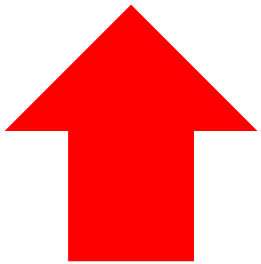
Write & Write Line

Read & Read Number

Key Vocabulary

Algorithm	
Program	
Variable	
Constant	
Sequence	
Selection	
Iteration	

1. Quiz It



Use the blank knowledge organiser above to self-quiz. Complete one section at a time, using **Look, Cover, Write, Check**

2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

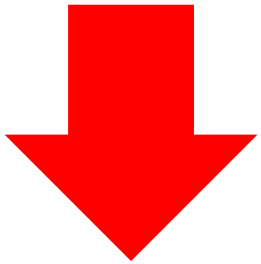
1.

2.

3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

3.

4.

5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Communication Page

Date	To	From	Message	Please sign to acknowledge