Beckfoot School

Knowledgeable And Expert Learners

Year 8

2023/24

Half-Term 2

enjoylearnsucceed

Name: ……

Tutor group: ……

Contents

What should you be working on each week?

Homework:

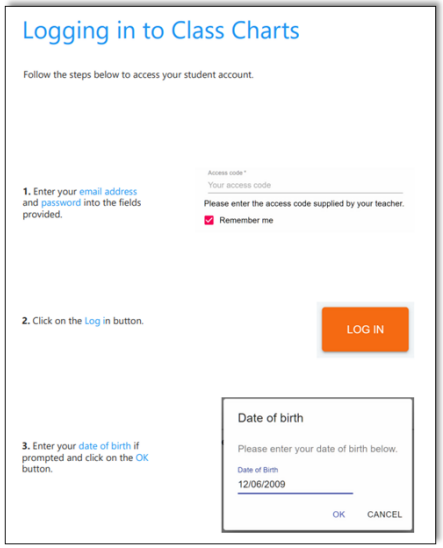
- Your teacher will set specific tasks, with a deadline, on Class Charts
- Instructions for your homework and how to access it are in this booklet
- You must complete and hand in the work by the deadline

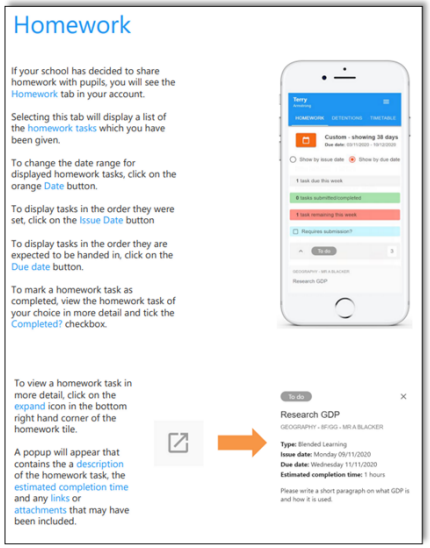
Independent Learning: Quiz It, Link It, Map It, Shrink It (QILIMISI)

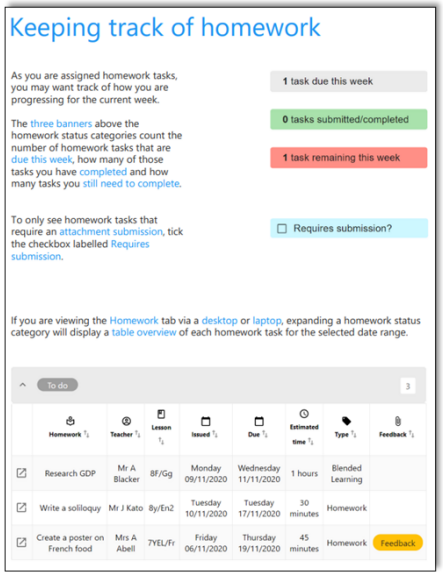
- You should complete 1 task per day, 5 days a week
- The tasks will be set on Class Charts to help you keep track
- You can choose the subject/topic you want to work on
- Your tutor will check your ILB at regular intervals
- You will be rewarded for going above and beyond expectations

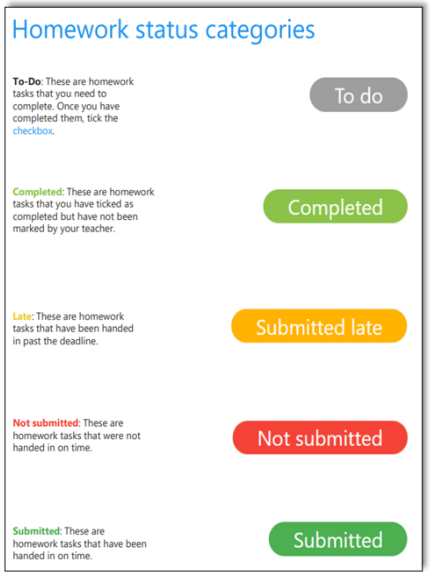
Homework Instructions

- 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

Scan the QR codes below to find instructions for each subject's homework and access to independent learning resources.

SCAN ME

Maths

SCAN ME

English

SCAN ME

Science

SCAN ME

MFL

SCAN ME

Humanities

SCAN ME

D&T

SCAN ME

Perf. Arts

SCAN ME

Art

SCAN ME

Music

SCAN ME

Computing

SCAN ME

Knowledgeable & Expert Learners

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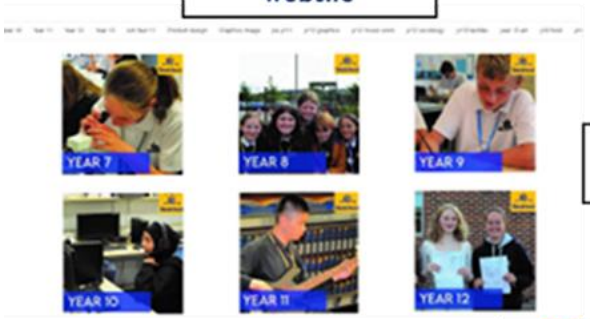
Confident Communicators

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.

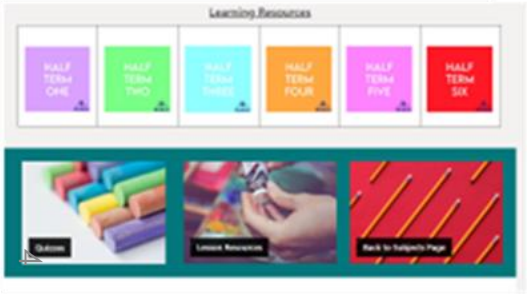
1. Select 'Student Zone' on the homepage of our website

2. Select 'My Learning Resources



3. Select your year group

3. Select the subject you want to work on

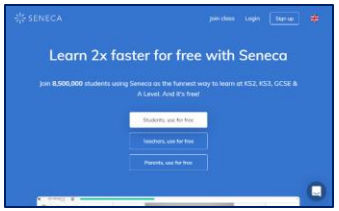


3. Select the relevant half term.

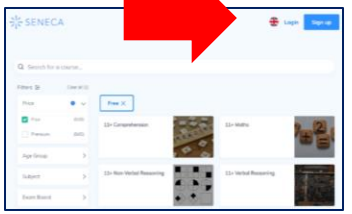
All the resources you need will be here

How to access Seneca

Seneca learning is a free online platform that will help you revise for all your subjects.

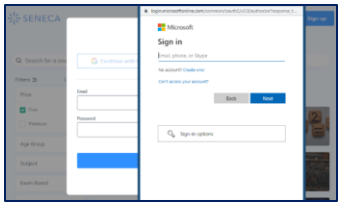


1. Go to https://senecalearning.com/en-GB/

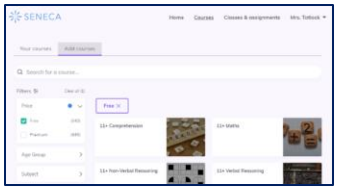


2. Click 'Log In' at the top right hand corner.

3. Select 'Continue with Microsoft'.



4. Enter your school email and password.



5. Select the course(s) you want to work on.

You can also scan this QR code for a video walkthrough of how to log in as a student

SCAN ME

Independent Learning at KS3: Quiz It, Link It, Map It, Shrink It

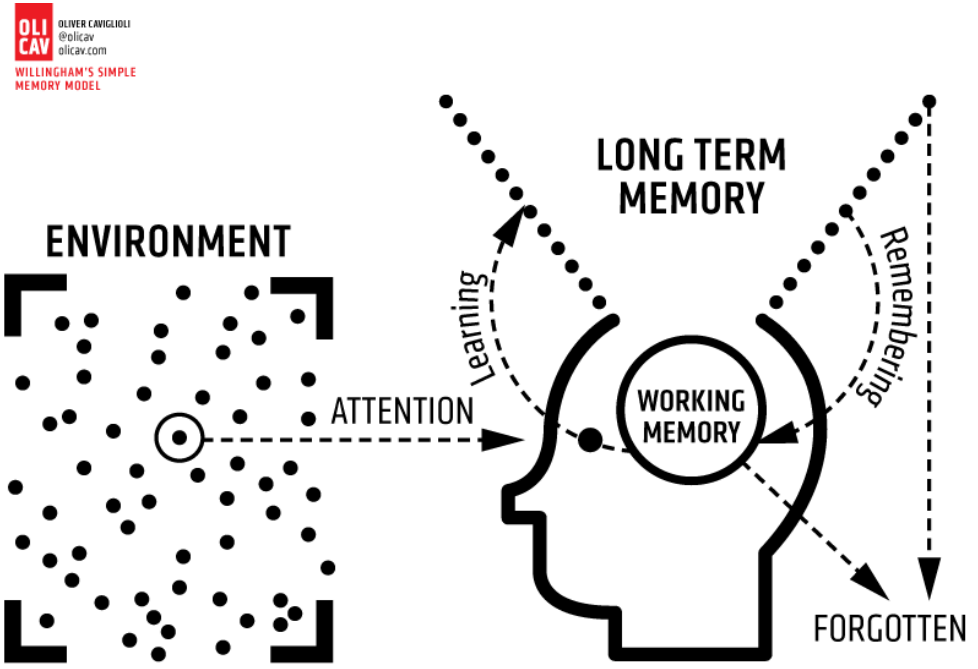
Independent Learning at KS3 is all about helping you to build on the knowledge you learn in class so that you know more, remember more, and can do more. This means you will experience lasting changes in your long-term memory, and develop a deep understanding of what you cover in class.

When you have truly learnt something you can:
- Remember it later
- Understand how it connects to other things you know
- Explain it in detail
- Identify the most important features of it
- Apply it in different situations

Quiz It, Link It, Map It, Shrink It (QILIMISI) is a structured programme of independent learning and revision activities that will help you to do all of the above. By using your knowledge organisers in multiple different ways, you will go from simply memorising facts, to really understanding them, and being able to really use that knowledge much more confidently and effectively.

What we expect from you:
- 5 independent learning tasks per week using the specified QILIMISI strategy (on Class Charts)
- You choose the subjects – we set the tasks
- Bring your ILB to school every day

What you can expect from us:
- Support with your independent learning through tutor and lessons
- Independent Learning tasks on Class Charts to help you stay on track
- Your ILB will be checked regularly by your tutor



Our evidence-informed Independent learning strategies:

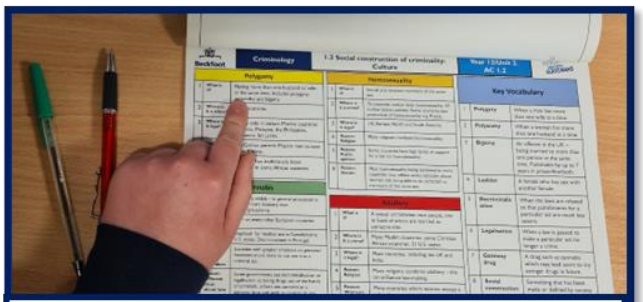
1. Quiz It
2. Link It
3. Map It
4. Shrink It

Independent Learning: How to 1 – Quiz It

How you use this strategy depends on whether you are **rehearsing** (the information is new to you) or **retrieving** (trying to recall information you have learned about already). The majority of your **Quiz it** work should be **Retrieval Practice**, as this will help you **remember more**.

Rehearsal: Do all 4 steps, Look, Cover, Write, Check

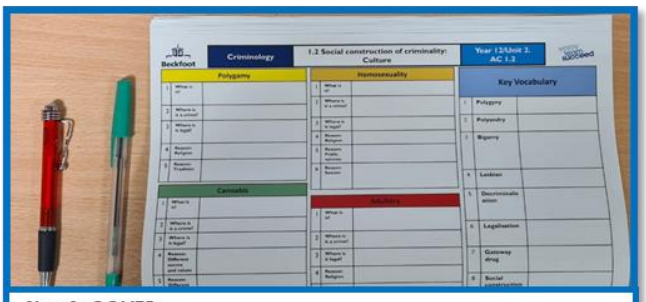
Retrieval Practice: Just do steps 2-4: Cover, Write, Check



Step 1: LOOK

If Rehearsing (the information is new to you):

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

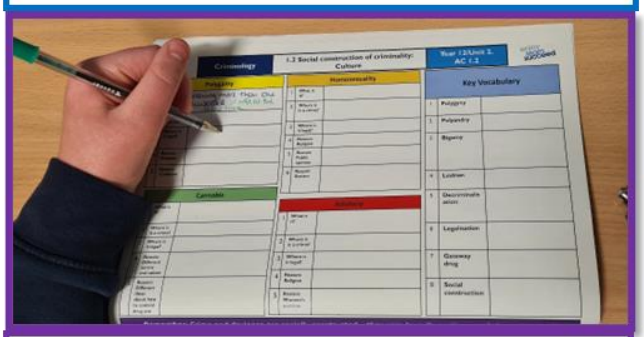


Step 2: COVER

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

Step 3: WRITE

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



Step 4: CHECK

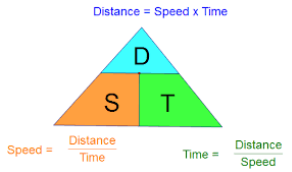
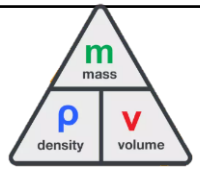
- Uncover your Knowledge Organiser
- Using green pen, check your writing/drawing word by word
- Tick every correct item and correct any mistakes – this is the most important part of the process

Use this table to help you keep track of the knowledge organisers you have quizzed on and checked this half term. Blank versions follow every organiser.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

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

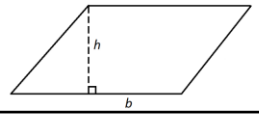
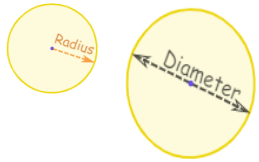
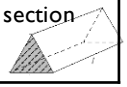
Ratio, Proportion and Rates of Change - Scales

1	Speed	
2	Density	

Algebra – Equations

1	Solving one-step and two-step equations	Using **inverse (opposite) operations** to find out a missing number. Example 1: $x + 6 = 11$ (subtract 6) $x = 5$ Example 2; $3x - 2 = 10$ (add 2) $3x = 12$ (divide by 3) $x = 4$
2	Solve equations with brackets	Expand the bracket 2(x + 3) = 3 Solve 2x + 6 = 3 2x = -3 x = -1.5

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	Area of the cross section (shaded) x length 

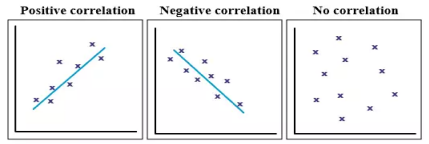
Geometry and Measure – Pythagoras

1	Finding the hypotenuse (longest side) $a^2 + b^2 = c^2$	$a^2 + b^2 = c^2$ $3^2 + 4^2 = 25$ $\sqrt{25} = 5$
2	Finding a shorter side	$a^2 = c^2 - b^2$

Key Vocabulary

1	Area	The space inside a shape.
2	Surface area	The total area of the surface of a 3-dimensional (3D) shape.
3	Volume	The amount of 3D space a shape takes up.
4	Diameter and Radius	The diameter is 2 times the radius.
5	Correlation	The relationship between different sets of data.
6	Line of best fit	Shows the general direction a group of points seems to follow.
7	Hypotenuse	The longest side of a right-angled

Statistics – Scatter Graphs

1	Causality	When one variable influences another variable
2	Line of best fit	A straight line that best represents the data on a scatter graph
3	Positive, Negative or No Correlation	

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	

Beckfoot

English | Macbeth | Year Group: 8

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Plot Summary

1	**Act 1**	Three witches plot to meet Macbeth. King Duncan awards Macbeth's bravery in battle. Macbeth and fellow soldier Banquo encounter the Witches and are given prophecies. Duncan names his eldest son Malcolm as successor. Lady Macbeth receives a letter from Macbeth and plans Duncan's murder. Duncan arrives at Macbeth's castle but Macbeth has doubts about killing the king.
2	**Act 2**	Macbeth has a vision of a dagger leading him to Duncan's chamber and follows it. After, he is shaken and has forgotten to place the daggers with the drugged chamberlains. Macduff finds Duncan dead. Duncan's sons flee. Macbeth is named king.
3	**Act 3**	Macbeth, fearing the Witches' prophecy about Banquo, arranges to have him and his son Fleance killed. The murderers kill Banquo but Fleance escapes. Later on at his banquet, Macbeth sees the ghost of Banquo and becomes hysterical. The witches are scolded by Hecate for their meddling. Macduff (who fled to England) is gathering an army to fight Macbeth.
4	**Act 4**	Macbeth visits the Witches again and is given new prophecies regarding his fate. Macbeth has Macduff's wife and children murdered. Macduff and Malcolm unite.
5	**Act 5**	Lady Macbeth has begun sleepwalking and talks of the murders in her sleep. Macbeth boasts none of woman born can harm him. Macduff and Malcolm gather at Birnam Wood. Lady Macbeth commits suicide and a messenger tells Macbeth the trees of Birnam Wood are advancing towards the castle. The battle begins. Macbeth fights without fear. Macduff is able to defeat Macbeth because he was born by caesarean, not by 'woman born.' Malcolm is proclaimed King.

Characters

1	**Macbeth**	The protagonist. Introduced as a brave and strong soldier but is easily persuaded to murder a king he loves. He becomes a tyrannical and destructive king.	4	**The Witches**	**The Witches:** They use prophecies to prompt Macbeth into murdering Duncan. They take pleasure in toying with human lives and emotions.
2	**Lady Macbeth**	Macbeth's wife. Ambitious and persuades Macbeth to murder Duncan. Eventually she becomes wracked with guilt and commits suicide.	5	**Macduff**	**Macduff:** Scottish nobleman who is dubious of Macbeth's reign from the beginning. Macbeth leads the battle against Macbeth's regime, eventually becoming the man to kill him (in line with the Witches' prophecy).
3	**King Duncan**	Virtuous king of Scotland murdered by Macbeth. With his death order is shattered and only restored when his son Malcolm becomes king at the end of the play.	6	**Banquo**	**Banquo:** Brave and noble soldier and friend to Macbeth. Banquo is also given prophecies but unlike Macbeth, chooses not to act on them. After being murdered his ghost haunts Macbeth.

Themes

1	**Ambition**	The tale of Macbeth exposes the dangers of ambition when it is not held by moral constraints. Ambition turns Macbeth into a murderous tyrant.
2	**Fate versus Free Will**	The audience is forced to question whether the story develops as it does because of fate or the actions Macbeth chooses to take.
3	**Masculinity and Femininity**	Masculinity is associated with raw aggression and femininity with weakness and kindness. Lady Macbeth manipulates Macbeth by questioning his masculinity.
4	**The Natural**	When the natural order is disturbed, disorder and chaos follow. There is only peace when the natural

Context

1	**James I**	King James' family claim to have descended from a historical figure named Banquo. He also wrote a dissertation on witchcraft called Demonology.
2	**Divine Right**	Monarchs were appointed by God and any attempt to question them was to question God himself.
3	**The Supernatural**	In the early 17th century belief in witches was strong and many suspected of practising so-called witchcraft were burnt at the stake.
4	**Beliefs about Gender Roles**	Society was patriarchal and women were considered inferior to men. Women belonged to their fathers and then their husbands. They were expected to bear children and be gentle and womanly.

Key Vocabulary

1	**Tragic Hero**	A main character cursed by fate and possessed of a fatal flaw.
2	**Hamartia**	The fatal flaw of the tragic hero. Macbeth's is ambition.
3	**Dramatic Irony**	Some things are revealed to the audience before the characters, increasing tension.
4	**Catharsis**	The release of the audience's emotions through empathy with the characters.
5	**Peripeteia**	Sudden reversal of fortune or change in circumstances.
6	**Fate**	Events in a person's life predetermined by a cosmic or supernatural power.
7	**Fortune**	Chance or luck affecting human affairs.
8	**Anagnorisis**	When a critical discovery is made by a character, e.g. Macduff was not 'born of woman.'

Beckfoot	English	Macbeth	Year Group: 8	enjoy learn succeed

Plot Summary

1	Act 1	
2	Act 2	
3	Act 3	
4	Act 4	
5	Act 5	

Characters

1	Macbeth		4	The Witches	
2	Lady Macbeth		5	Macduff	
3	King Duncan		6	Banquo	

Themes

1	Ambition	
2	Fate versus Free Will	
3	Masculinity and Femininity	
4	The Natural Order	

Context

1	James I	
2	Divine Right	
3	The Supernatural	
4	Beliefs about Gender Roles	

Key Vocabulary

1	Tragic Hero	
2	Hamartia	
3	Dramatic Irony	
4	Catharsis	
5	Peripeteia	
6	Fate	
7	Fortune	
8	Anagnorisis	

Beckfoot

Subject: Science | Topic: AQA Matter: Elements & periodic table (1) | Year Group: 8

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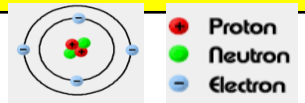
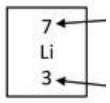
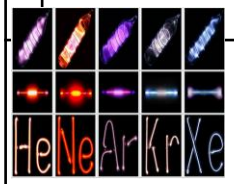
The atom

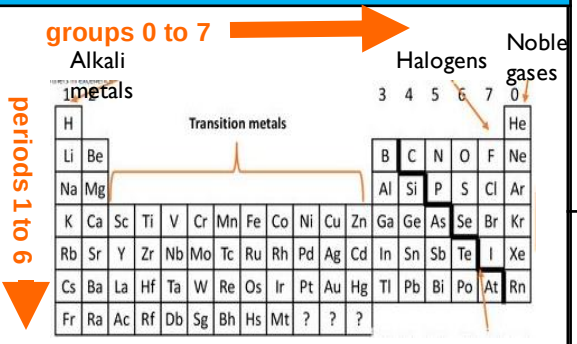
1	The atom			
2	Subatomic particles	Name of particle	Relative charge	Relative mass
		Proton	+1	1
		Neutron	0	1
		Electron	-1	Very small
3		Mass number (Total of protons + neutrons in		
		Atomic number (number of protons = no of electrons)		

Noble gases (Group 0)

1	Noble gases names	Helium, Neon, Argon, Krypton, Xenon, Radon
2	Properties	Colourless, odourless, all non metals
3	Trends	Boiling points increase down group (low mp/bp- gases at room temp)
		Density increases down group
		Unreactive- have a full outer shell of electrons
4	Uses	Helium-Balloons, Neon-glowing light tubes/lasers (red), Argon-light bulbs, Krypton-laser eye surgery, Xenon-light tubes, Radon-radiotherapy

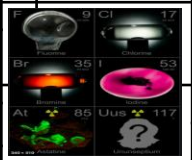
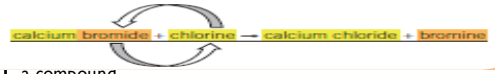
The periodic table

1



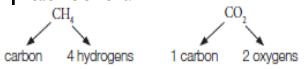
2 Organised into groups and periods. Elements in the same group follow the same trends in properties eg: mp, bp, reactivity. Groups allow scientists to make predictions about element properties. Metals are on the left and non-metals are on the right (separated by thick black ladder

Halogen (Group 7)

1	Halogen names	Fluorine, Chlorine, Bromine, Iodine, Astatine
2	Properties	Fluorine and Chlorine – Gases, Bromine- Liquid, Iodine and Astatine- Solids Don't conduct electricity
		Melting and boiling points increase as you move down the group (generally low mp/bp)
		Involved in displacement reactions
		Like to react with group 7 elements
		Relatively low mp's and bp's
4	Reactions	Reac iron + chlorine → iron chloride iron + bromine → iron bromide
5	Displacement reactions	
		A more reactive halogen takes the place of a less reactive
		
		a compound

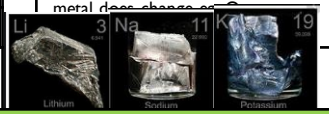
Chemical formulae

1 Tell us how many atoms of each element are in the compound in relation to each other. The small number tells us the number of each element.

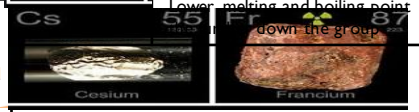


2 Naming compounds

Always mention the metal first, then the non metal second.
The name of the metal does not change but the name of the non metal does change eg: C



Alkali metals (Group 1)

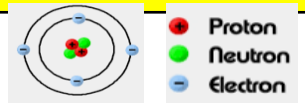
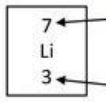
1	Alkali metals	Lithium, Sodium, Potassium, Rubidium, Caesium, Francium
2	Reactions	Elements in group 1 react with water to form alkaline compounds. This is why they
		lithium + water → lithium hydroxide + hydrogen metal + water → metal hydroxide + hydrogen
		Very reactive with oxygen, water and chlorine (stored in oil so do not react with air)
3	Properties and trends	Soft, low density, shiny when freshly cut, good conductors of electricity and heat, low mp/bp
		More reactive down group, mp's/bp's decrease down group
		Lower melting and boiling point down the group

Key Vocabulary

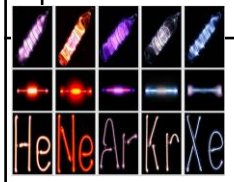
1	Atom	The smallest unit of matter and part of which an elemnt can be broken down into. Have a radius of approx 0.1nm. Have no overall charge. Approx 100 diff atoms.
2	Element	A substance made up of only one type of atom, which cannot be chemically broken into other substances. Represented by unique symbols Eg: Na. Approx 100 different elements.
3	Compound	A substance made of two or more elements that have bonded chemically. These atoms are usually, but not always, joined in molecules. Can only be separated into elements by chemical reactions. The compound has different physical properties to the elements of which they are made.
4	Mixture	Two or more elements or compounds, not chemically bonded together. Can be separated by physical processes.
5	Mass number	The sum of the protons and neutrons in the nucleus
6	Atomic number	The number of protons in the atom. Number of protons = Number of electrons
7	Nucleus	The center of an atom, a region where protons and neutrons are located. The nucleus accounts for the atomic mass. Radius=less than $1/10000$ (1×10^{-14}m) of atom
8	Neutron	A subatomic particle that has no charge. Found in the nucleus.
9	Proton	A positively charged particle in an atom. The number of protons in the nucleus of an atom is the atomic number of an element.
10	Electron	A negatively charged particle in an atom.
11	Polymer	A substance made from large molecules made up of many repeating units (monomers). Can be natural eg: wool, cotton or synthetic eg: polyethene, nylon
12	Period	Rows of the periodic table of elements. These represent the number of energy levels for electrons in atoms of the elements. Eg: Na- period 3
13	Groups	Columns on the periodic table of elements, ordered according to the numbers of electrons in the outer shells of the atoms of each element Eg: Na- group 1- 1 electron in outer shell

Subject: Science | Topic: AQA Matter: Elements & periodic table (1) | Year Group: 8

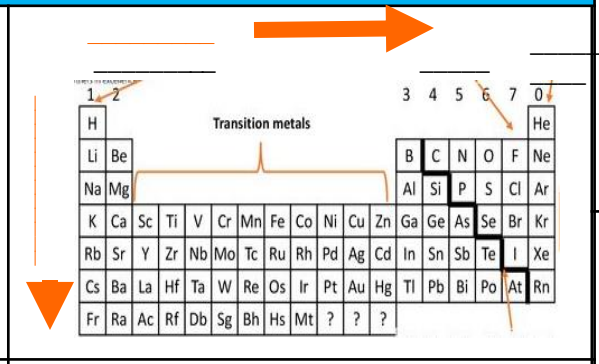
The atom

1	The atom			
2	Subatomic particles	Name of particle	Relative charge	Relative mass
3	 Mass number Atomic number (electrons)			

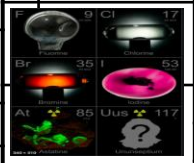
Noble gases (Group 0)

1	Noble gases names	
2	Properties	
3	Trends 	
4	Uses	

The periodic table

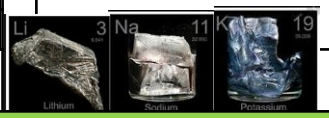
1	
2	

Halogen (Group 7)

1	Halogen names	
2	Properties	
		
4	Reactions	
5		

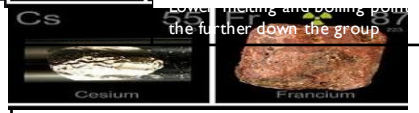
Chemical formulae

1	
2	Naming compounds



Alkali metals (Group 1)

1	Alkali metals	
2	Reactions	lithium + water → lithium hydroxide + hydrogen metal + water → metal hydroxide + hydrogen
3	Properties and trends	



Key Vocabulary

1	Atom
2	Element
3	Compound
4	Mixture
5	Mass number
6	Atomic number
7	Nucleus
8	Neutron
9	Proton
10	Electron
11	Polymer
12	Period
13	Groups

Beckfoot

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

enjoy learn succeed

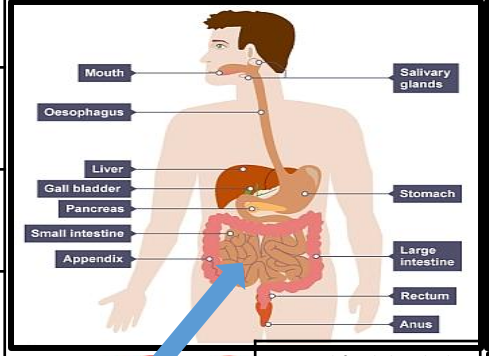
Chemical Digestion

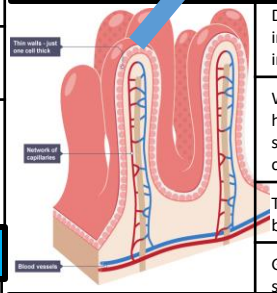
	Enzyme or chemical	Where is it made?	Action
1	**Amylase**	Mouth pancreas, small int.	Starch to glucose
2	**Protease**	Stomach, pancreas, small int.	Protein to amino acids
3	**Lipase**	Pancreas, small int.	Fats/Lipids to fatty acid and glycerol
4	**HCl/acid**	Stomach	Optimum for Protease
5	**Bile**	Liver,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



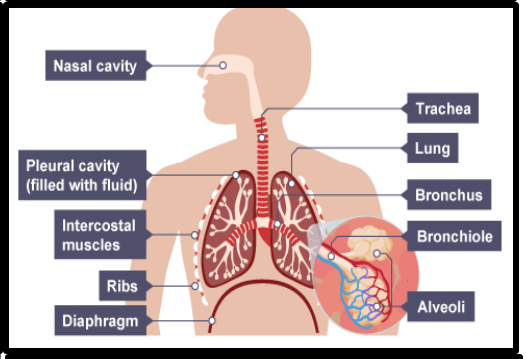


- Digested food absorbed into blood in small intestine.
- Walls are folded and have villi to increase SA so maximum absorption occurs
- Thin walls so absorption by diffusion is quicker
- Good blood supply to speed up absorption

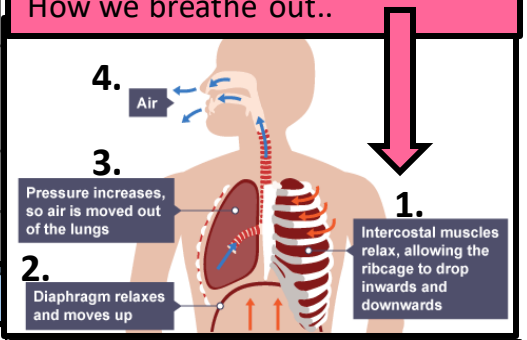
Food Tests and +ve results

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 musde 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

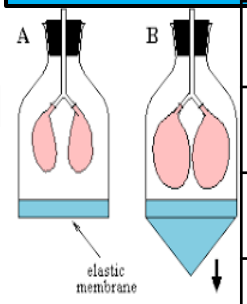


Figure 19 - A lung model

- 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.

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

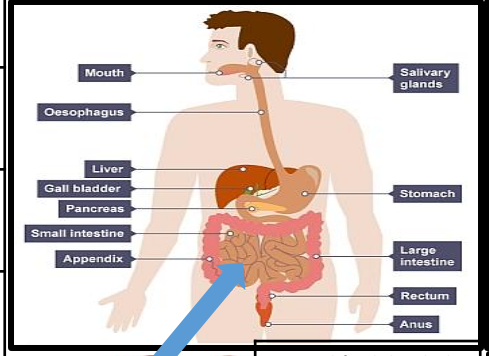
Chemical Digestion

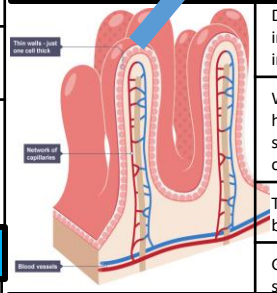
	Enzyme or chemical	Where is it made?	Action
1	Amylase		
2	Protease		
3	Lipase		
4	HCl/acid		
5	Bile		

Nutrients (Food Groups)

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

Digestive System





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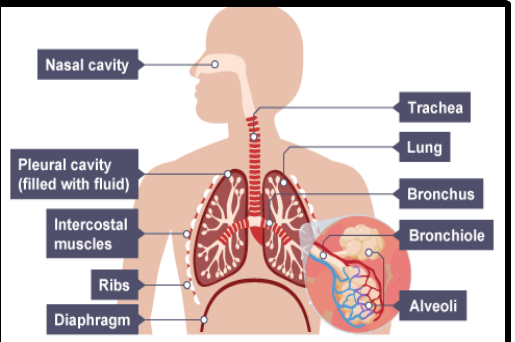
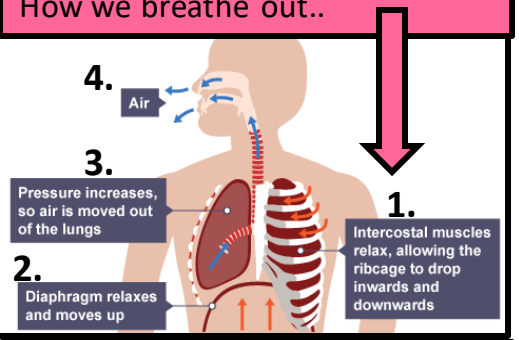
Food Tests and +ve results

1	Sugar		
2	Starch		
3	Protein		
4	Lipid		

Respiratory System



How we breathe out..



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Tar –

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Carbon monoxide

Key Vocabulary

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

A Model of the Respiratory System

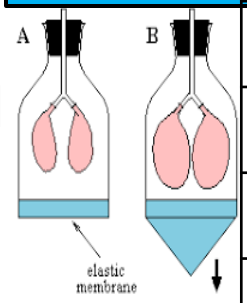

Figure 19 - A lung model.

Beckfoot	Subject: French	Topic: T'es branché – T2	Year Group: 8	enjoy learn succeed

Using verbs – regarder		
1	**je regarde**	I watch
2	**tu regardes**	You watch
3	**il/elle/on regarde**	He/she/you/we watch
4	**nous regardons**	We watch
5	**vous regardez**	You watch
6	**ils/elles regardent**	They watch

Key verbs - past		
1	**Je suis allé**	I went
2	**J'ai fait**	I did
3	**J'ai regardé**	I watched
4	**J'ai posté**	I posted
5	**J'ai envoyé**	I sent
6	**J'ai parlé**	I spoke
7	**J'ai téléchargé**	I downloaded
8	**J'ai écouté**	I listened

Key verbs- present		
1	**Je finis**	I finish
2	**Je vends**	I sell
3	**Je vais**	I go
4	**Je fais**	I do
5	**J'envoie**	I send
6	**Je joue**	I play
7	**J'achète**	I buy
8	**Je rate**	I miss
9	**Je surfe**	I surf
10	**Je lis**	I read

Opinions		
1	**Je suis fan de**	I am a fan of
2	**Je ne suis pas fan de**	I am not a fan of
3	**J'ai horreur des**	I really dislike
4	**J'ai une passion pour**	I have a passion for

Examples		
1	**Je regarde les émissions de sport et je ne rate jamais les infos.**	I watch sports programmes and I never miss the news.
2	**Je suis fan des documentaires mais j'ai horreur de la télé réalité.**	I am a fan of documentaries but I really dislike reality TV..
3	**J'ai une passion pour les films romantiques.**	I have a passion for romantic films.
4	**En ce moment je lis un livre sur les animaux. C'est génial.**	At the moment I am reading a book about animals. It's great.
5	**Quand je suis connecté je vais sur mes sites préférés et je fais des achats.**	When I am connected I go on my favourite sites and I shop.
6	**Hier soir j'ai regardé un vidéo et j'ai écouté de la musique.**	Yesterday evening I watched a video and I listened to music.

Beckfoot	Subject: French	Topic: T'es branché – T2	Year Group: 8	enjoy learn succeed

Using verbs – regarder		
1	je regarde	
2	tu regardes	
3	il/elle/on regarde	
4	nous regardons	
5	vous regardez	
6	ils/elles regardent	

Key verbs - past		
1	Je suis allé	
2	J'ai fait	
3	J'ai regardé	
4	J'ai posté	
5	J'ai envoyé	
6	J'ai parlé	
7	J'ai téléchargé	
8	J'ai écouté	

Key verbs- present		
1	Je finis	
2	Je vends	
3	Je vais	
4	Je fais	
5	J'envoie	
6	Je joue	
7	J'achète	
8	Je rate	
9	Je surfe	
10	Je lis	

Opinions		
1	Je suis fan de	
2	Je ne suis pas de	
3	J'ai horreur des	
4	J'ai une passion pour	
5	vous êtes	
6	ils/elles sont	

Examples		
1	Je regarde les émissions de sport et je ne rate jamais les infos.	
2	Je suis fan des documentaires mais j'ai horreur de la télé réalité.	
3	J'ai une passion pour les films romantiques.	
4	En ce moment je lis un livre sur les animauz. C'est génial.	
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6	Hier soir j'ai regardé un video et j'ai écouté de la musique.	

Beckfoot	Subject: German	Topic: Ich liebe Ferien! – T1	Year Group: 8	enjoy learn succeed

Using the past tense		
1	Ich habe … gemacht	I did …
2	Ich bin … gegangen	I went …
3	Ich habe … gespielt	I played …
4	Ich habe … gekauft	I bought …
5	Ich habe … gegessen	I ate …
6	Ich habe … gesehen	I saw …
7	Es war	It was
8	Es hatte	I had

Wo hast du gewohnt? / Where did you stay?		
1	Ich habe in einem Hotel gewohnt.	I stayed in a hotel.
2	Ich habe in einem Ferienhaus gewohnt.	I stayed in a holiday home.
3	Ich habe in einem Wohnwagen gewohnt.	I stayed in a caravan.
4	Ich habe in einem Jugendherberge gewohnt.	I stayed in a youth hostel.
5	Ich habe auf einem Campingplatz gewohnt.	I stayed on a campsite.
7	Ich habe bei Freunden gewohnt.	I stayed with friends.

Wie war das Wetter? / How was the weather?		
1	Es war sonnig	It was sunny
2	Es war kalt	It was cold
3	Es war heiß	It was hot
4	Es war wolkig	It was cloudy
5	Es war windig	It was windy
6	Es war neblig	It was foggy
7	Es hat geregnet	It rained
8	Es hat geschneit	It snowed

Wie bist du gefahren? / How did you get there?		
1	Ich bin mit dem Auto gefahren.	I travelled by car.
2	Ich bin mit dem Reisebus gefahren.	I travelled by coach.
3	Ich bin mit dem Zug gefahren.	I travelled by train.
4	Ich bin mit dem Schiff gefahren.	I travelled by boat.
5	Ich bin zu Fuß gefahren.	I walked.
6	Ich bin mit dem U-Bahn gefahren.	I travelled on the underground.
7	Ich bin geflogen.	I flew.

Examples		
1	Hamburg war sehr klein aber es ist jetzt sehr gross.	Hamburg was very small but it is now very big.
2	Innsbruck ist sehr modern. Es hat einen Marktplatz und ein Einkaufzentrum.	Innsbruck is very modern. It has a marketplace and a shopping centre.
3	Ich war letztes Jahr in Deutchland und ich habe viele Souvenirs gekauft.	I went to Germany last year and I bought lots of souvenirs.
4	Letzten Sommer bin ich mit meiner Familie nach Österreich geflogen.	Last summer I flew to Austria with my family.
5	Ich bin an den Strand gegangen weil es sehr sonnig war.	I went to the beach because it was very sunny.
6	Im Sommer ist es normalerweise wirklich heiß in Deutschland.	In summer it is normally really hot in Germany.
7	Letzten Winter war es sehr kalt und es hat viel geschneit.	Last winter it was very cold and it snowed a lot.

Beckfoot	Subject: German	Topic: Ich liebe Ferien! – T1	Year Group: 8	enjoy learn succeed

Using the past tense		
1	Ich habe … gemacht	
2	Ich bin … gegangen	
3	Ich habe … gespielt	
4	Ich habe … gekauft	
5	Ich habe … gegessen	
6	Ich habe … gesehen	
7	Es war	
8	Es hatte	

Wo hast du gewohnt? / Where did you stay?		
1	Ich habe in einem Hotel gewohnt.	
2	Ich habe in einem Ferienhaus gewohnt.	
3	Ich habe in einem Wohnwagen gewohnt.	
4	Ich habe in einem Jugendherberge gewohnt.	
5	Ich habe auf einem Campingplatz gewohnt.	
7	Ich habe bei Freunden gewohnt.	

Wie war das Wetter? / How was the weather?		
1	Es war sonnig	
2	Es war kalt	
3	Es war heiß	
4	Es war wolkig	
5	Es war windig	
6	Es war neblig	
7	Es hat geregnet	
8	Es hat geschneit	

Wie bist du gefahren? / How did you get there?		
1	Ich bin mit dem Auto gefahren.	
2	Ich bin mit dem Reisebus gefahren.	
3	Ich bin mit dem Zug gefahren.	
4	Ich bin mit dem Schiff gefahren.	
5	Ich bin zu Fuß gefahren.	
6	Ich bin mit dem U-Bahn gefahren.	
7	Ich bin geflogen.	

Examples		
1	Hamburg war sehr klein aber es ist jetzt sehr gross.	
2	Innsbruck ist sehr modern. Es hat einen Marktplatz und ein Einkaufzentrum.	
3	Ich war letztes Jahr in Deutchland und ich habe viele Souvenirs gekauft.	
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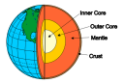
5	Ich bin an den Strand gegangen weil es sehr sonnig war.	
6	Im Sommer ist es normalerweise wirklich heiß in Deutschland.	
7	Letzten Winter war es sehr kalt und es hat viel geschneit.	

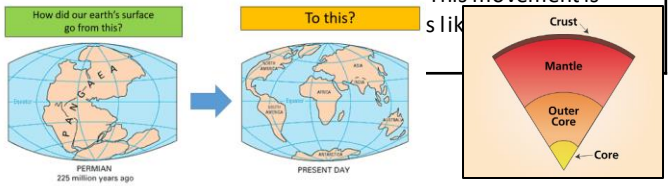
Beckfoot

Subject: Geography	Topic: Volcanoes	Year Group: 8

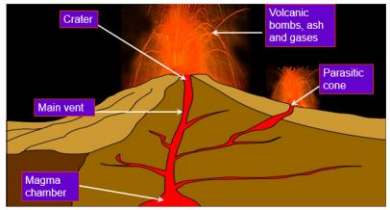
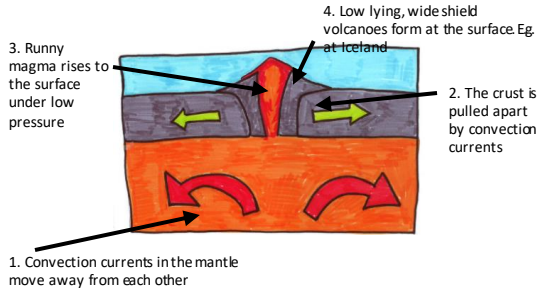
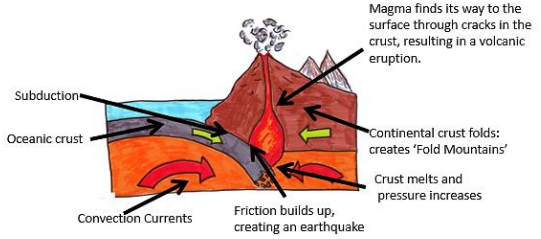
enjoy learn succeed

A. Structure of the Earth and Plate Tectonics

1	 **Structure of the earth**	**Crust** – The outer layer of the Earth. It is a very thin layer (think of an apple skin on an apple) and ranges between a thickness of 6 and 70 km. Broken in pieces called plates. **Mantle** – Due to the high temperatures of this thick layer, the mantle has the consistency of jam! Temperatures within the mantle range from 5000ºC near the core to 1300ºC just below the crust. **Outer Core** – This layer is liquid and made up largely of iron. **Inner Core** - This layer is solid and is also made of iron. Temperatures within this dense core can be 5500ºC.
2	**Theory of Plate Tectonics**	Scientists believe that 220 million years ago, today's **continents** may have all been joined together as one **supercontinent** called **Pangaea**. They looked at maps and saw the **continents** looked like they fit together like a **puzzle**. They also found that there are similar rock types, deserts and fossils in the places where the **continents** look like they would join.
3	**Convectio**	Convection currents move through the mantle due to heat from the earth's core. As they move they cause the plates on the earth's crust to move. This movement is s lik



B. Volcanoes

1	**Main features**	
2	**Formation at a constructive boundary: Shield Volcano**	
3	**Formation at a destructive boundary: Composite Cone**	

c. Types of Volcano

1	**Composite Cone**	Composite volcanoes are found on Destructive plate edges Here the magma builds up in the magma chamber with lots of pressure under the earth's crust The high pressure makes the lava thick so it doesn't run far making the volcano have very steep.
2	**Shield Volcano**	Shield volcanoes are found on constructive plate edges Here the magma rises up to the surface when the plates move apart so therefore there is little pressure on the magma The low pressure makes the lava runny so it runs a long way making the volcano have flat sides.

D: Iceland: Eyjafjallajökull

1	**Location**	On the Mid-Atlantic Ridge, a constructive plate boundary.
2	**Impacts of the eruption**	

	Primary effects	Secondary effects
Local	The 150m thick ice cap above the volcano melted. Homes and roads were damaged, including 20 farms. Crops were damaged by the heavy ash falls. Local water supplies were contaminated with fluoride from the ash.	The melted ice caused major flooding. Around 700 people were evacuated because of this. Parts of Route 1 (the main road in southern Iceland) were damaged by the flood waters.
National	Agricultural production affected as crops were covered by a thick layer of ash.	Drop in tourist numbers which affected Iceland's economy and people's jobs and incomes. Road travel was disrupted due to road damage and closures.
International	Flights were cancelled across Europe and North America due to the ash in the atmosphere, around 100000 flights over an eight day period.	10 million air passengers had their travel disrupted. It is estimated the airlines lost over $2 billion in total. Freight transport was disrupted, food and flowers produced in Kenya could not be flown to European supermarkets before they perished. Sporting events including the Japanese Motorcycle grand prix and the Boston Marathon were affected as people couldn't travel.

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Subject: Geography	Topic: Volcanoes	Year Group: 8

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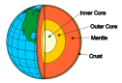
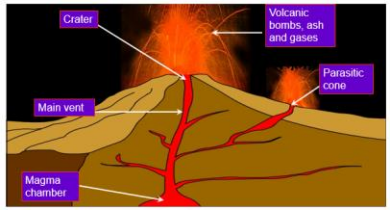
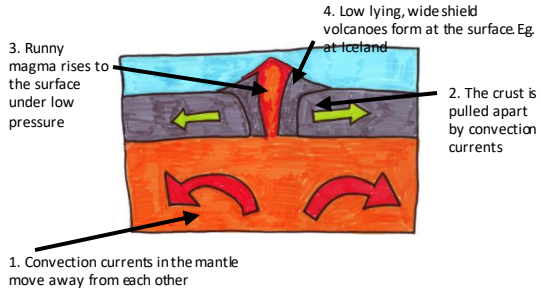
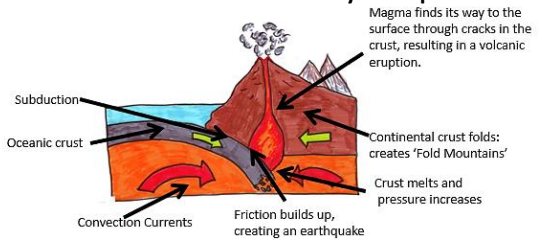
A. Structure of the Earth and Plate Tectonics

1	 **Structure of the earth**	
2	**Theory of Plate Tectonics**	
3	**Convectio**	

B. Volcanoes

1	**Main features**	
2	**Formation at a constructive boundary: Shield Volcano**	
3	**Formation at a destructive boundary: Composite Cone**	

C. Types of Volcano

1	**Composite Cone**	
2	**Shield Volcano**	

~~D: Iceland: Eyjafjallajökull~~

1	**Location**	On the Mid-Atlantic Ridge, a constructive plate boundary.
2	**Impacts of the eruption**	

	Primary effects	Secondary effects
Local	The 150m thick ice cap above the volcano melted. Homes and roads were damaged, including 20 farms. Crops were damaged by the heavy ash falls. Local water supplies were contaminated with fluoride from the ash.	The melted ice caused major flooding. Around 700 people were evacuated because of this. Parts of Route 1 (the main road in southern Iceland) were damaged by the flood waters.
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Subject: Geography	Topic: Volcanoes	Year Group: 8

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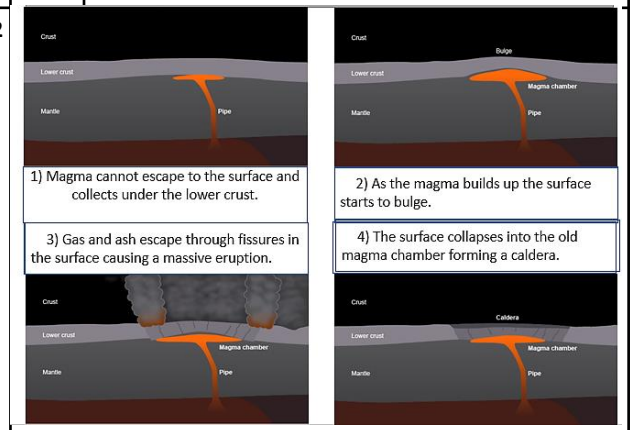
E: Why live near a volcano?

1	**Farming**	Volcanic soil is extremely nutrient rich and is perfect soil for growing crops, this attracts people to live here for the rich soil which can be used to grow food and provide employment. **Example:** Wine is produced from grapes grown on the fertile slopes of Mt Etna, Italy.
2	**Geothermal energy**	Volcanic activity close to the surface of the crust can provide heat for Geothermal energy that can produce electricity. This is also a renewable energy source and will not run out. **Example:** Geothermal energy provides 30% of all of Iceland's electricity.
3	**Mining**	Many minerals can be found in volcanic areas. Sulphur produced by volcanoes is valuable mineral used for making matches, in medicine and fertiliser. Mining provide employment for local people, however the mining of this is very dangerous and can impact the environment. **Example** – Sulphur mining in Ijen Volcano, Java, Indonesia.
4	**Tourism**	Visiting a volcano is a very popular attraction for tourists, more than a million people visit volcanoes each year. This provides employment opportunities for local people. **Example:** 4.5 million people visited Yellowstone USA in 2018.

F_Super volcanoes:

1	**Facts**	They are much bigger than volcanoes They emit AT LEAST 1,000Km3 of material Mount Saint Helens emits 1KM3 They do not have a cone like a volcano They are actually a large depression called a CALDERAS They have a higher rim of land around the edges
2		
3	**Case Study: Yellow Stone, USA**	Yellowstone is one example of a super-volcano. Three huge eruptions have happened in the last 3 million years. The last eruption was 630,000 years ago, and was 1,000 times bigger than the Mount St Helens eruption in 1980. The large volume of material from the last Yellowstone eruption caused the ground to collapse, creating a depression called a *caldera*. The caldera is 55 km by 80 km wide. The next eruption is predicted to have catastrophic worldwide effects.

(1) Constructive plate margin - Tectonic plate margin where rising magma adds new material to plates that are diverging or moving apart	**(7) Volcanic vent** - an opening exposed on the earth's surface where volcanic material is emitted. All volcanoes contain a central vent underlying the summit crater of the volcano
(2) Destructive plate margin - Tectonic plate margin where two plates are converging or coming together and oceanic plate is subducted. It can be associated with violent earthquakes and explosive volcanoes.	**(8) Magma chamber-** a reservoir of magma within the earth's crust beneath a volcano
(3) Tectonic plate - A rigid segment of the Earth's crust which can 'float' across the heavier, semi-molten rock below. Continental plates are less dense, but thicker than oceanic plates.	**(9) Primary effects** - The initial impact of a natural event on people and property, caused directly by it, for instance the ground buildings collapsing following an earthquake.
(4) Plate margin - The margin or boundary between two tectonic plates.	**(10) Secondary effects** - The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale, for instance fires due to ruptured gas mains resulting from the ground shaking.
(5) Crater- A volcanic crater is a roughly circular depression in the ground caused by volcanic activity. It is typically a bowl-shaped feature within which occurs a vent or vents.	**(11) Prediction** - Attempts to forecast when and where a natural hazard will strike, based on current knowledge. This can be done to some extent for volcanic eruptions (and tropical storms), but less reliably for earthquakes.
(6) Volcanic vent - an opening exposed on the earth's surface where volcanic material is emitted. All volcanoes contain a central vent underlying the summit crater of the volcano.	**(12) Super volcano-** A large volcano having the potential to produce an eruption with major effects on the global climate and ecosystem.

Subject: Geography	Topic: Volcanoes	Year Group: 8

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E: Why live near a volcano?

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2	**Geothermal energy**	
3	**Mining**	
4	**Tourism**	

F_Super volcanoes:

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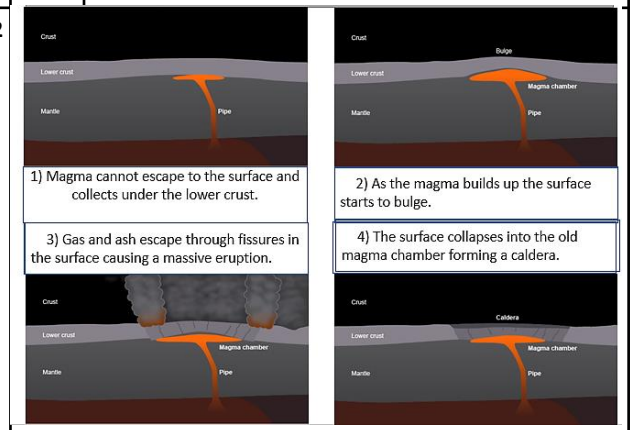
2		
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minutes.'

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Beckfoot

Subject: History Topic: How far did life change during the Industrial Revolution? Year Group: 8

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1. The Industrial Revolution

1	What was Britain like before the revolution?	1. The population was smaller and spread out in rural areas 2. Agriculture was the main work for most people and they would provide for their village/town 3. Any production of goods was done in the home – the domestic system
2	What caused the Revolution?	1. With inventions like the Spinning Jenny, production of materials like cloth sped up 2. Richard Arkwright developed the spinning frame and then created the first factory 3. This was the beginning of the end of the domestic system

2. How did the Revolution affect the country?

1	Growth of cities- urbanisation	1. People began to move to the cities to find work in new factories 2. This made cities grow rapidly and the population exploded
2	Change in transport	1. Steam engines allowed faster transport between places 2. The need to transport goods around the country led to the invention of canals – This connected towns and cities and allowed them to grow bigger and richer
3	New inventions	1. Steam powered engines allowed machines to work reliably all day instead of relying on water power 2. The discovery of how to generate electricity allowed new inventions like the first telephones improving communication 3. New construction methods allowed bigger and stronger structures like iron bridges.

3. Life during the Industrial Revolution

1	What were cities like?	1. Cities were over-crowded and dirty 2. House-building wasn't regulated and back to back housing meant lots of houses were built close together 3. Disease was common
2	What was it like to work in a factory?	1. Factory work was tough with long hours, low wages, no breaks and strict rules 2. Working around the machines was dangerous and losing limbs was common 3. There was no accident compensation or sick pay
3	What was it like to work in mines?	1. Mining work was as hard as factory work 2. Children were often used as 'trappers' because they were small 3. Cave ins and deaths from gas exposure were common
4	The workhouse	1. The workhouse would give the poorest people food and shelter in exchange for work 2. People were separated from their families and kept in horrible conditions 3. This reflected Victorian attitudes towards the poor – they thought poverty was their own fault.
5	The rich	1. Britain in the 1800s was a highly divided society 2. Most rich people at this time didn't have to work as they owned factories, land or trading companies 3. They would have lovely houses out of the dirty city centres, servants and the children would go to a good school

4. Key word	Definition
Agriculture	Farming, growing food & looking after animals
Back to back housing	Houses built with another house attached to the back
Canal	Built to move goods from factories to other towns and cities
Class	A system of dividing society by wealth
Domestic system	A production system that is based in the home
Factory	A building built for production using new machines.
Industrial revolution	When Britain changed from an farming nation to an industrial one from the 18th Century
Industry	Producing man made goods – often in factories or with machines
Mine	Where natural resources are taken from the ground
Population	The number of people living in an area or country
Poverty	The state of being extremely poor
Railway	Spread across the country to move goods and people
Sanitation	Clean living conditions
Steam engine	Invention that used steam to move parts & wheels
Urbanisation	Increasing number of people living in towns and cities
Workhouse	A place where the poor could go for work & shelter

Beckfoot

Subject: History Topic: How far did life change during the Industrial Revolution? Year Group: 8

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1. The Industrial Revolution

1	What was Britain like before the revolution?	1. 2. 3.
2	What caused the Revolution?	1. 2. 3.

2. How did the Revolution affect the country?

1	Growth of cities- urbanisation	1. 2.
2	Change in transport	1. 2.
3	New inventions	1. 2. 3.

3. Life during the Industrial Revolution

1	What were cities like?	1. 2. 3.
2	What was it like to work in a factory?	1. 2. 3.
3	What was it like to work in mines?	1. 2. 3.
4	The workhouse	1. 2. 3.
5	The rich	1. 2. 3.

4. Key word Definition

Agriculture	
Back to back housing	
Canal	
Class	
Domestic system	
Factory	
Industrial revolution	
Industry	
Mine	
Population	
Poverty	
Railway	
Sanitation	
Steam engine	
Urbanisation	
Workhouse	

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Subject: History Topic: How far did life change during the Industrial Revolution? Year Group: 8

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5. Beginnings of change

1	What changes did Reformers make?	1. Various Factory acts put different limits on working hours for women and children of different ages. 2. 1833 Factory Act – banned children under 9 working 3. 1842 Mining act – banned women and girls working in mines and put an age limit on boys 4. 1871 Trade Unions Act – set up Trade Unions to protect workers
2	The Chartists	1. Working class people were unhappy they couldn't vote because of rules about owning property 2. The Chartists made the People's Charter demanding the right to vote and MPs to be paid so working class people could be MPs 3. They collected signatures on a petition, which was rejected. 4. They encouraged strikes and marches, but were stopped by the government

6. Bradford case study

1	Why was Bradford rich in this time?	1. Bradford became the centre of the wool trade in the whole country 2. Canals allowed Bradford to be connected to the rest of the country and transport its products around. 3. Bradford benefited from immigration from Germany bringing new workers and expert businessmen
2	What were condition s like?	1. Bradford was known for being one of the worst polluted cities at the time 2. Life expectancy in Bradford was just over 18, one of the lowest in the country. 3. Bradford grew quickly and there were lots of facilities, including the Bradford Exhibition

7. Saltaire

1	Who was Titus Salt?	1. A business man who owned factories and wanted to change the conditions of his workers 2. He was elected major of Bradford at one point
2	Why did he build Saltaire?	1. Salt wanted to bring workers out of the polluted city centre 2. Salt wanted to make a new model of factory work and living 3. There were lots of natural resources around the area 4. The canal made the area easy to access
3	What was it like to live in Saltaire?	1. Titus Salt had strict rules for living in Saltaire – these rules were punishable by fines and eviction 2. The rules included not being late, not swearing or being drunk, washing on a regular basis, not being out too late 3. Living conditions were much better than other towns – every workers house had a living room 4. There were shared bath houses for the residents of the village 5. Wages were fairer than other factories in the country

9. Key word

Key word	Definition
Chartist	A movement to give the working class the vote
Petition	A formal letter to ask parliament for something
Strike	When people refuse to work to protest something
Trade Union	An organisation of people from the same job

8. Salt - Hero or Villain?

Hero	1. He was the first Bradford the first employer introduce the ten-hour day 2. He gave away around £500,000 to good causes 3. Salt took some of his workers on holidays 4. Salt supported the working class right to vote 5. In 1835 Salt helped to start the Bradford Reform Association
Villain	1. Salt did not allow any of his workers to strike for better pay. 2. Salt employed young children in his factories and was totally opposed to the 1833 3. He may have been motivated by money when he made his workers more comfortable 4. Salt refused permission for his workers to join trade unions

Beckfoot

Subject: History Topic: How far did life change during the Industrial Revolution? Year Group: 8

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5. Beginnings of change

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2	The Chartists	1. 2. 3. 4.

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2	Why did he build Saltaire?	1. 2. 3. 4.
3	What was it like to live in Saltaire?	1. 2. 3. 4. 5.

9. Key word Definition

Chartist	
Petition	
Strike	
Trade Union	

8. Salt - Hero or Villain?

Hero	1. 2. 3. 4. 5.
Villain	1. 2. 3. 4.

Beckfoot

Subject: RE | Topic: Evil and Suffering | Year Group: Year 8

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Suffering

1	Does suffering have purpose?	Some does, e.g. childbirth is painful but leads to new life.
2	Why suffering doesn't have purpose	Some suffering is so bad that it shouldn't be justified e.g. the Holocaust
3	The Problem of Evil?	If God is all-loving, knowing and powerful, why do He let evil exist?
4	Inconsistent Triad?	Evil defeats belief in God
5	Examples	Natural Disasters, viruses, human illness, wars

Original Sin

1	When did Original Sin begin?	It happened after the Fall, in Genesis 3 of the Old Testament
2	How did it begin?	Adam and Eve disobeyed God's command and so were punished. They thought they could be as powerful as God.
3	What it its impact?	We feel guilt, greed and are more likely to be sinful.
4	Impact on the world?	There are wars, cruelty, slavery and other evils.

Christian Responses

1	Should Christians pray?	Prayer is a way of seeking support and guidance in hard times. It encourages trust
2	Should they help?	The Parable of the Sheep and Goats tells Christians to help others as a way of showing love to God.
3	Should they believe?	In the Bible, Job's faith was tested. The moral is that no matter how much evil you face, you must still trust God.
4	Should we embrace evil?	Irenaeus suggested that evil exists to bring moral growth. We learn from hardship and will become better people. Everyone will be rewarded for their perseverance in heaven

Can we forgive God?

1	Why might we blame God?	Evils like the Holocaust were so tragic that it seems ridiculous for God to allow it to happen
2	Elie Weisel?	A Holocaust survivor who stopped believeing in God
3	Eva Mozez Kor?	A Holocaust survivor whose faith allowed her to forgive the Nazis

- *The Problem of Evil is a very old, philosophical problem for the Abrahamic faiths*
- *Many theists choose to accept the problem of evil but also trust that God will save them from such sin.*
- *Modern scholars like Hannah Arendt believe that evil is nothing….Do you agree?*

Key word	Definition
Evil	Someone or something that is inherently wicked or immoral
Natural evil	Caused by events that have nothing to do with humans, and which are to do with the way the world is, e.g. **natural** disasters such as volcanic eruptions, floods or earthquakes.
Suffering	The state of undergoing pain, distress, or hardship
Morals	The standards of behaviour and principles of right and wrong.
Benevolent	All loving
Omniscient	All knowing
Omnipotent	All powerful
Justifiable	Able to be shown to be right or reasonable; defensible.
Unjustifiable	Not able to be shown to be right or reasonable.
Moral evil	Suffering caused by humans acting in a way that is considered morally wrong e.g. bullying, murder, rape, theft or terrorism
Freewill	God has given people free will – the ability to choose between right and wrong for themselves.

Beckfoot

Subject: RE | Topic: Evil and Suffering | Year Group: Year 8

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Suffering

1	Does suffering have purpose?	
2	Why suffering doesn't have purpose	
3	The Problem of Evil?	
4	Inconsistent Triad?	
5	Examples	

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Moral evil	
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Design & Technology; Resistant Materials

Topic: Container Project

Year Group: 8

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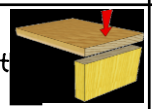
1. Process; Tools & Equipment

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.

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.

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

- 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 	
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5	File 	
6	Steel Rule 	
7	Bandface 	

2. Wood Joints

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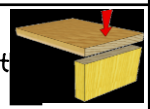
3	Butt Joint 	
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1	Teak	
2	Oak	
3	Mahogany	
4	Maple	
5	Beech	

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Design & Technology; Textiles	Topic: Self 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 an dis 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.
5	Stitch Selector Buttons 	Changes the style of the stitches.
6	Dogs teeth/feed dogs 	The tracks under the base plate of the sewing machine that pull your material through
7	Sewing machine feet (zipper 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: Self Art	Year Group: 8

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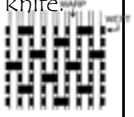
3. Process: Sewing machine sewing

Step 1	Thread up the sewing machine with the thread you wish to sew with.
Step 2	Bring up the bobbin thread (fishing) Select your stitch.
Step 3	Place your material under the pressor foot and lower your needle into the fabric.
Step 4	Hold your material steady with both hands and place your foot on the foot peddle. Let the machine take the fabric.
Step 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

Step 1	Complete steps 1-5 of sewing machine set up.
Step 2	Place your material into an embroidery hoop and make sure it is tight.
Step 3	Replace the 'normal' foot on the sewing machine with an embroidery hoop.
Step 4	Lower the dogs teeth/feed dogs on the machine.
Step 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.

5. Process: Weaving

Step 1	Mark out your cutting lines using a ruler and a pencil, leave a 2cm border around the edge of your work.
Step 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.
Step 3	Cut your other piece of paper into 1cm pieces using a guillotine.
Step 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 
Step 5	Seal the ends using masking tape to stop the paper coming out.

6. Process: Quilting

Step 1	Complete steps 1-5 of sewing machine set up.
Step 2	Place a piece of wadding between two pieces of material.
Step 3	Sew over the material using either a normal foot or an embroidery foot (you will need to follow steps 1-5 of free machine embroidery if you choose to use an embroidery foot)

7. Process: Heat press

Step 1	Place your sublimation printed image under the heat press.
Step 2	Place piece of synthetic material over the printed image.
Step 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
3	Wadding	A manmade material that is used to fill/thicken materials

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.

- ❑ Thread up a sewing machine independently.
- ❑ 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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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 	
9	Craft knife 	
10	Steel Ruler 	
11	Cutting mat 	
12	Heat press 	
13	Sublimation printer 	

2. Sewing Machine Components:

1	Bobbin 	
2	Bobbin Case 	
3	Bobbin Winder 	
4	Foot Peddle 	
5	Stitch Selector Buttons 	
6	Dogs teeth/feed dogs 	
7	Sewing machine feet (zipper foot) 	
8	Sewing machine needle plate 	

❑ 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: Self Art	Year Group: 8

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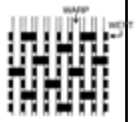
3. Process: Sewing machine sewing

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

4. Process: Free machine embroidery

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

5. Process: Weaving

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

6. Process: Quilting

Step 1	
Step 2	
Step 3	

7. Process: Heat press

Step 1	
Step 2	
Step 3	

8. Materials:

1	Cotton	
2	Synthetic fibre	
3	Wadding	

Key Vocabulary

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

- ❑ Thread up a sewing machine independently.
- ❑ 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; 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

Topic: Multicultural festival food

Year Group: 8

enjoy learn succeed

1. Culinary terminology

1	Al dente	
2	Herbs + Spices 	
3	Tender	
4	Marinating 	
5	Roux/all in one	
6	Gelatinisation	
7	Batter 	
8	Sealing	
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2. Nutrition

1	Eat Well Guide	
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Key Vocabulary

1	Multicultural	
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3. Food safety systems

1	Food hygiene	
2	Cross contamination	
3	Key temperatures	
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6	Safe storage	

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

Beckfoot School

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Subject: Art	Topic: Surrealism (Anibot Sculpture & Monsters)	Year 8

Knowledge Group 1 Cardboard construction (Anibot)		
1	**Box net**	A two-dimensional figure created when the faces of a cube or box are separated at the edges and laid out flat.
2	**Two dimensional**	A flat a shape that has two dimensions – length and width.
3	**Simplify**	Make (something) simpler or easier to do or understand.
4	**Three dimensional**	A solid figure, object or shape that has three dimensions – length, width, and height.
5	**Cardboard construction**	The action of building a sculptural form by assembling pieces of cardboard.
6	**Hiding the seam**	To cover and disguise a joint using packing tape.
7	**Symmetrical**	Made up of exact parts facing each other.
8	**Robot Aesthetic**	Visual appearance which resemblances that of a robot.

Knowledge Group 2 Embellish (Anibot)		
1	**Embelish**	Make (something) more attractive by the addition of decorative details or features.
2	**Abstract Shapes**	Shapes created by abstracting the most basic and recognizable aspects of a real-life shape and creating a simplified representation of it.
3	**Contrast**	The state of being strikingly different from something else in close association.
4	**Overlap**	Extend over to cover partly.
5	**Detail**	A distinctive feature of artwork which can be seen most clearly close-up.

Knowledge Group 3 Design Ideas (Monsters)		
1	**Outline**	A drawing or sketch restricted to line without shading or form.
2	**Design**	A plan or drawing produced to show the look and function or workings of an object.
3	**Tonal scribbling**	Scribbles which gradual reduce in density evidencing tone and form.

Knowledge Group 4 Clay Sculpture (Monsters)		
1	**Sculpting clay**	Moulding, shaping and adding textures to clay using hands and tools.
2	**Score and slip**	The process of joining pieces of clay together by scoring the surface and adding slip (water and clay mixed).
3	**Disguise joins**	Technique where the seam in-between two pieces of clay is disguised by working the clay.
4	**Detail**	A distinctive feature of artwork which can be seen most clearly close-up.
5	**Firing clay, and the kiln**	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 (Anibot)		
1	**Construct**	Build or make something.
2	**Posca Pens**	Water-based paint markers which can be used on almost any surface.
3	**Variety**	The quality or state of being different or diverse; the absence of uniformity or monotony.
4	**Composition**	The placement or arrangement of visual elements on a blank page or section of a sculpture.

Key Vocabulary (Monsters)		
1	**Monster**	A large, ugly, and frightening imaginary creature.
2	**Functional**	Designed to be practical and useful, rather than attractive.
3	**Aesthetically pleasing**	Refers to an object or item that someone considers to be beautiful or attractive.

Knowledge Group 5 Painting Clay (Monsters)		
1	**Watercolour paint**	An opaque water-medium paint consisting of natural pigment, water, and a binding agent.
2	**Colour Blending**	The process of applying gradual tone using a dark colour and layering a similar (lighter) colour.
3	**Complementary colours**	Colours that are opposite on the colour wheel which create the strongest contrast when placed together.

Beckfoot School

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Subject: Art	Topic: Surrealism (Anibot Sculpture & Monsters)	Year 8

Knowledge Group 1 Cardboard construction (Anibot)		
1	Box net	
2	Two dimensional	
3	Simplify	
4	Three dimensional	
5	Cardboard construction	
6	Hiding the seam	
7	Symmetrical	
8	Robot Aesthetic	

Knowledge Group 2 Embellish (Anibot)		
1	Embelish	
2	Abstract Shapes	
3	Contrast	
4	Overlap	
5	Detail	

Knowledge Group 3 Design Ideas (Monsters)		
1	Outline	
2	Design	
3	Tonal scribbling	

Knowledge Group 4 Clay Sculpture (Monsters)		
1	Sculpting clay	
2	Score and slip	
3	Disguise joins	
4	Detail	
5	Firing clay, and the kiln	

Key Vocabulary (Anibot)		
1	Construct	
2	Posca Pens	
3	Variety	
4	Composition	

Key Vocabulary (Monsters)		
1	Monster	
2	Functional	
3	Aesthetically pleasing	

Knowledge Group 5 Painting Clay (Monsters)		
1	Watercolour paint	
2	Colour Blending	
3	Complementary colours	

Beckfoot	Music	Topic: Blues	Year Group: 8 – Half term 2	enjoy learn succeed

1. Key blues terms		
1	**Slavery**	Where people are forced to work for no financial benefit, often in terrible conditions.
2	**Slaves**	People who worked people without pay, these people invented the blues.
3	**Slave trade**	The buying and selling of slaves from Africa to other parts of the world.
4	**12 bar blues**	A chord pattern that lasts for 12 bars and is repeated over and over again to create a piece of blues music.
5	**Blues scale**	A set of notes that is used in the blues to give it its characteristic sound. In C, this is C, Eb, F, G and Bb.
6	Flattened note	A note in a scale that has been flattened (made lower) compared to normal. In blues the 3rd, 5th and 7th degrees a flattened.

2. Blues music composition and performance terms		
1	**Primary chords**	The three most important chords that a key is constructed with. They are build from the 1st, 4th and 5th note of the scale. In C major, this would be C, F and G.
2	**C major chord**	A happy sounding chord using the notes C, E and G
3	**F major chord**	A happy sounding chord using the notes F, A and C
4	**G major chord**	A happy sounding chord using the notes G, B and D.
5	**Seventh chord**	A chord that has the seventh note of that scale added, for example a C7 chord would have C, E, G and Bb in it, where Bb is the 7th.
6	**Walking bassline**	A bassline commonly used in blues. Walks up and down the notes in the chord sequence

3.Key Vocab - Musical elements		
1	**Melody**	The main tune, played on instruments or sung.
2	**Chords**	Two or more notes played at once.
3	**Triad**	A chord with 3 notes in.
4	**Bass line**	The lowest part in music, provides the harmonic structure of the music.
5	**Improvisation**	Making music up on the spot.
6	**Chord sequence**	A pattern of chords used in music.
7	**Syncopation**	A rhythmic effect where the music lands on the off beat.
8	**Swing**	A rhythmic device to give the music a relaxed feel by making a group of two quavers have one long quaver, followed by a short one.
9	**Dynamics**	The volume of the music
10	**Texture**	How the instruments are combined, for example monophonic, homophonic, melody and accompaniment.
11	**Instrumentation/Timbre**	The instruments used to create the music, and how they are played.
12	**Tempo**	The speed of the music.
13	**Major Key**	A group of notes that generally sound happy when used together.
14	**Minor key**	A group of notes that generally sound sad when used together.

Other musical styles linked to this: Lots of these techniques are used in both TV and radio adverts, and also in film music.

Beckfoot

Music	Topic: Blues	Year Group: 8 – Half term 2

enjoy learn succeed

1. Key blues terms		
1	Slavery	
2	Slaves	
3	Slave trade	
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5	Blues scale	
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2. Blues music composition and performance terms		
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3.Key Vocab - Musical elements		
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11	Instrumentation/Timbre	
12	Tempo	
13	Major Key	
14	Minor key	

Other musical styles linked to this: Lots of these techniques are used in both TV and radio adverts, and also in film music.

Subject: Performing Arts	Topic: World War I	Y8

Features and Facts of WW1 1914 - 1918		
1	Enlistment	Volunteering to join the Army
2	Conscription	Being forced to join the Army. The Military Service Act 1918 – All healthy and unmarried men aged 18-40 required to fight for country
3	Trench	A dug out area of land where Soldiers would wait to advance. The soldiers would eat, sleep, live in these. Provided cover from gun fire.
4	Going Over the Top	As enemy attacks, soldiers would 'go over the top' pf the trench in order to go into battle.
5	Advance	Moving forwards towards the enemy.
6	Propaganda	Advertisement used to convince a person of something. Not always factually correct.
7	Conscientious Objector	A person who refused to take an active fighting role in the war.
8	White Feather	Given to Conscientious objectors as a symbol of cowardice

Key Vocabulary Drama Techniques		
1	Monologue	A speech said by one character which explains thoughts and feelings of a character. Can be performed as if heard by audience or other characters on stage.
2	Tableaux	A freeze frame / Still image which 'tells the story'. Facial expression, physicality such as stance and posture as well as proxemics and levels will give information about relationships between characters and character moods.
3	Thought Tracking	Usually performed alongside a tableau. One actor will come 'out of character' in order to speak out another characters thoughts. These are used to inform the audience and are not heard by other characters on stage.
4	Conscience Alley	Drama technique to show two opposing arguments.
5	Split Scene	Alternate between two or more different scenes happening at the same time.
6	Sound-scape	A collection of sounds to create mood and atmosphere
7	Slowmotion	Moving extremely slowly for dramatic effect
8	Physical Theatre	Use your body to create shapes and balances to communicate the story

Contextual links: Schindler's list (1993 Film), Saving Private Ryan (1999 Film), My Boy Jack (Film), War Horse (play by Nick Stafford)

Techniques to create tension		
1	Pauses/ Silence	Leaving silent moments in your scene can help build suspense
2	Music	Music that builds in volume and pitch, or low, deep music can help to set the mood and make the audience nervous
3	Sound effects	Repetitive sounds such as ticking or beeping can make the audience feed on edge. Other sounds such as the rain or wind can also set the atmosphere.
4	Lighting	Dark lighting or lighting that creates shadows can help to create a tense atmosphere.
5	Breathing	Hearing someone breathing on stage help the audience to understand the character extreme emotions.
6	Crescendo	To gradually get louder.
7	Climax	The end of the build up when the main event happens.

ARMY RANKS

Private: New Soldier (most of group)

Corporal: Leader of a small team of soldiers (one/two people)

Sergeant: Senior role, in charge of a large troop (one person)

Subject: Performing Arts	Topic: World War 1	Y8

Features and Facts of WW1 1914 - 1918		
1	Enlistment	
2	Conscription	
3	Trench	
4	Going Over the Top	
5	Advance	
6	Propaganda	
7	Conscientious Objector	
8	White Feather	

Key Vocabulary Drama Techniques		
1	Monologue	
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Techniques to create tension		
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ARMY RANKS

Private:

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Contextual links: Schindler's list (1993 Film), Saving Private Ryan (1999 Film), My Boy Jack (Film), War Horse (play by Nick Stafford)

Subject: Performing Arts	Topic: CHARACTERISATION PERFORMANCE SKILLS	Year Group: KS3

VOCAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR VOICE)		
I.D	**D**ICTION AND PROJECTION	Diction means pronouncing your speech clearly. Projection is making sure your voice can be heard (this doesn't mean shouting).
2. E	**E**MPHASIS AND VOLUME	Emphasis is when you make a word stand out "I never said **you** stole my hat" is different from "I never said you stole **my** hat". Volume is how loud or quiet the voice is. Don't forget words such as whisper and shout.
3. P	**P**ITCH	Pitch means how high or low your voice is. Low pitch may convey sadness, whilst high pitch could convey joy.
4. A	**A**CCENT	Accent is the way you pronounce your words. It is used to indicate where a character is from, specifically which country or region. It can help distinguish class and status.
5.R	**R**HYTHM AND TEMPO	Rhythm is where we pause and leave gaps in speech. This could show a character is thinking or distressed. Tempo is how fast or slow the speech is. E.g. a fast tempo could show someone is excited, a slow tempo could show someone is sleepy or confused.
6. T	**T**ONE	Tone describes the emotion behind the line. It can convey meaning. For example: an angry tone.

PHYSICAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR BODY)		
I.G	GESTURES	Using your hands to highlight meaning or convey emotion. E.g. Scratching your head if you are confused or Waving to say 'Hello'.
2. S	STANCE	The way someone stands usually to do with feet positioning. This could be with your feet really wide apart or really close together, for example.
3. P	POSTURE AND BODY LANGUAGE	Posture and body language is how you hold and position your body to show emotion or a character's personality. E.g. shoulders back and chest out to show confidence. Hanging head and shoulder may show shame or sadness
4. E	EXPRESSIO N	Also known as 'facial expressions'. Using your face to communicate emotions and reactions. Smiling to show happiness, frowning to show anger, raising one eye brow to show confusion for example.
5. E	EYE CONTACT	Looking into someone else's eyes. This could be another character or an audience member. Making eye contact makes it clear who you are speaking to. Avoiding eye contact can suggest feeling awkward or upset.
6. D	DYNAMICS AND MOVEMENT	Dynamics means HOW you move. For example, sharply / smoothly. Movement is HOW your character walks. For example, with a limp or taking large steps

Subject: Performing Arts	Topic: CHARACTERISATION PERFORMANCE SKILLS	Year Group: KS3

VOCAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR VOICE)		
1.D	**D**ICTION AND PROJECTION	
2. E	**E**MPHASIS AND VOLUME	
3. P	**P**ITCH	
4. A	**A**CCENT	
5.R	**R**HYTHM AND TEMPO	
6. T	**T**ONE	

PHYSICAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR BODY)		
1.G	GESTURES	
2. S	STANCE	
3. P	POSTURE AND BODY LANGUAGE	
4. E	EXPRESSIO N	
5. E	EYE CONTACT	
6. D	DYNAMICS AND MOVEMENT	

Subject: Performing Arts	Topic: STAGECRAFT SKILLS	Year Group: KS3

STAGECRAFT SKILLS FOR PERFORMANCE AND REHEARSAL - BEPLACES		
1. B	BLOCKING	Working out the movement and positioning of all the actors on stage. WHERE you will STAND and WHEN you will move
2. E	EXTRANCES AND EXITS	Where and when you come on and off stage.
3. P	PROXEMICS AND USE OF SPACE	Proxemics is how close or near you are to others on stage. This can help to communicate meaning e.g. if your character is scared of another character you might stand far away. Use of space is where you position yourself on the stage so the audience can see you and others clearly.
4. L	LEVELS	How high or low you are positioned on the stage. This could be to communicate how important you are or to show you are in a different place to other characters.
5. A	AUDIENCE AWARENESS	Being mindful of what the audience will be able to see and hear and adapting your positions and voice to make sure they can understand everything clearly.
6. C	CONCENTRATION AND FOCUS	Being organised and sensible in your performance and staying in role at all times.
7. E	ENERGY	Putting effort into your performance and making sure you are lively and enthusiastic when you perform.
8. S	SET AND PROPS INTERACTIONS	Using the objects on stage confidently to show something about your character or the situation. E.g. snatching a bag of sweets to show your character is greedy.

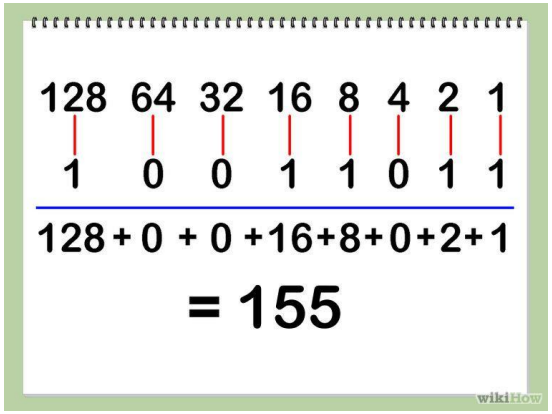
Subject: Performing Arts	Topic: STAGECRAFT SKILLS	Year Group: KS3

STAGECRAFT SKILLS FOR PERFORMANCE AND REHEARSAL - BEPLACES		
1. B	BLOCKING	
2. E	EXTRANCES AND EXITS	
3. P	PROXEMICS AND USE OF SPACE	
4. L	LEVELS	
5. A	AUDIENCE AWARENESS	
6. C	CONCENTRATION AND FOCUS	
7. E	ENERGY	
8. S	SET AND PROPS INTERACTIONS	

Beckfoot	Subject: Computing	Topic: Data Representation	Year Group: 8	enjoy learn succeed

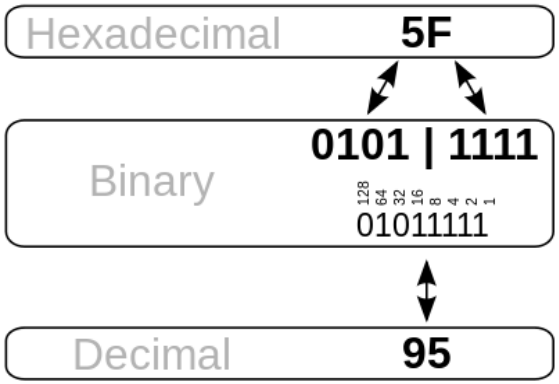
Converting between Bases

1 Binary to Denary



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

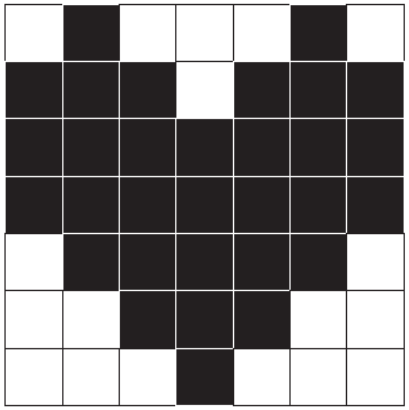
2 Binary to Hexadecimal



Each hex character is equal to a binary nibble, join the two nibbles together to make your binary number.

Binary Bitmap Images

1



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 above?

Adding Binary

1 Rules for adding binary:

0 + 0 = 0
0 + 1 = 1
1 + 1 = 10
1 + 1 + 1 = 11

Key Vocabulary

1	Storage Capacity	Bit – A single binary digit e.g. 0 or 1
		Nibble – Four binary digits e.g. 1011
		Byte – Eight binary digits e.g. 00110101
2	Binary	This numbering system only uses two digits: 0 which means off and 1 which means on.
3	Denary	This numbering system uses ten digits: 0-9.
4	Hexadecimal	This numbering system uses sixteen characters: 0-9 and the A-F
5	Overflow	When adding binary numbers together if your answer results with more than 8 bits an overflow has occurred. e.g. 1 11101011

Beckfoot

Subject: Computing	Topic: Data Representation	Year Group: 8

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Converting between Bases

1	Binary to Denary
2	Binary to Hexadecimal

Binary Bitmap Images

1	

Adding Binary

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Key Vocabulary

1	Storage Capacity	
2	Binary	
3	Denary	
4	Hexadecimal	
5	Overflow	

Beckfoot

Subject: Computing	Topic: Programming with Small Basic	Year Group: 8

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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.

Beckfoot

Subject: Computing	Topic: Programming with Small Basic	Year Group: 8

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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	

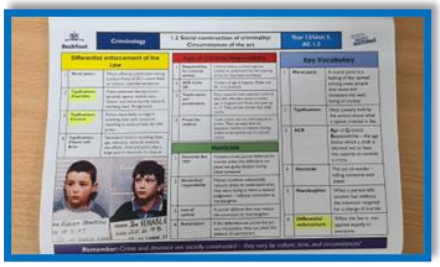
Independent Learning: How to 2 – Link It

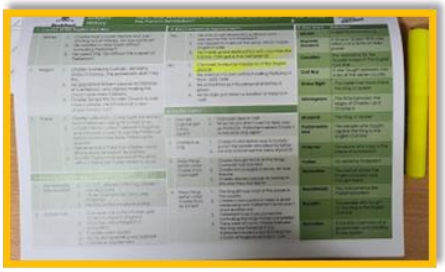
- Choose 3-6 items from your knowledge organiser
- Write 3 sentences to show how these things link together
- You could:

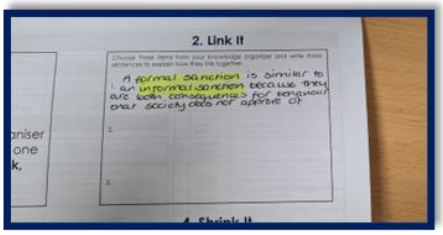
Compare and contrast:
- x is similar to/different from y because…
- x is more/less … than y because…

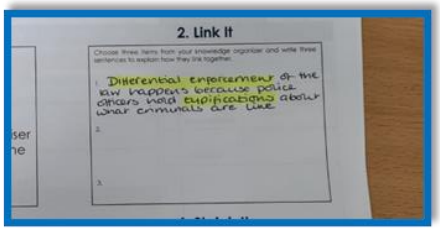
Cause and effect:
- x happens because of y…
- x and y work together to produce z…

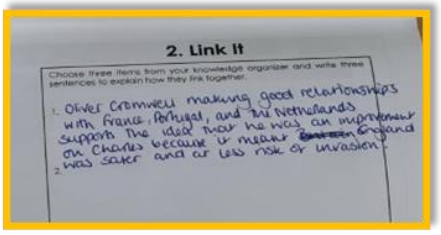
Support/refute:
- x supports the ideas of y because…
- x refutes the ideas of y because…











Use this table to help you keep track of the Link It activities you have completed this half term. There are some Link It templates for you to use overleaf.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

Link It

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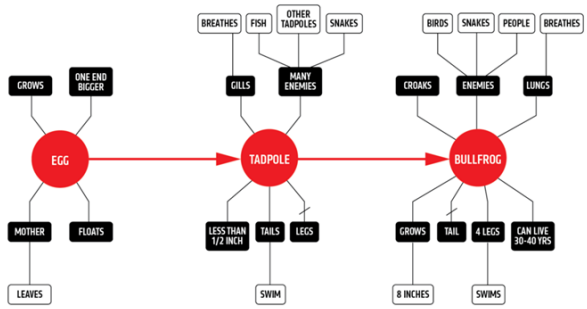
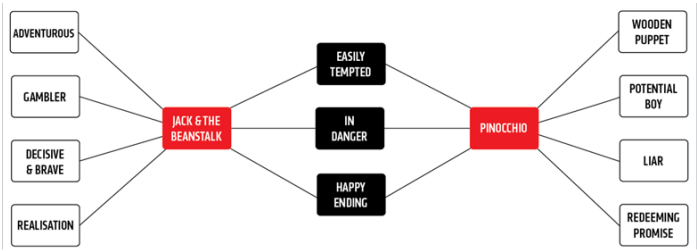
Independent Learning: How to – 3 Map It

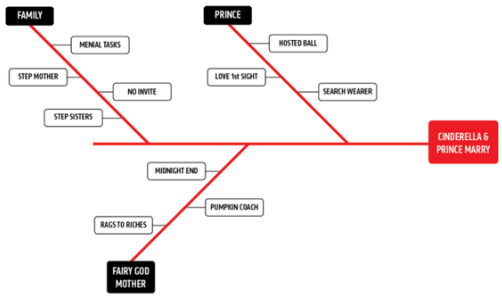
Mind-maps are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story



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

Use this table to help you keep track of the Map It activities you have completed and checked this half term. There are some Map It templates for you to use overleaf.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

Map It

Map It

Map It

Map It

Map It

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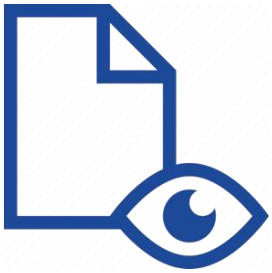
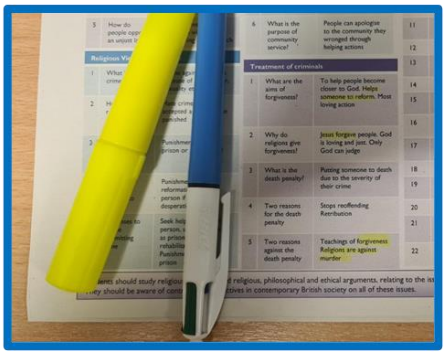
Map It

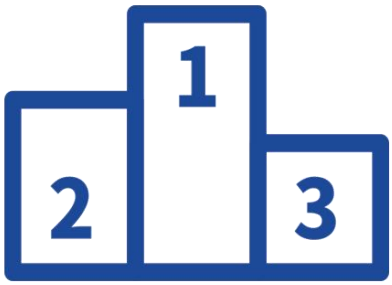
Independent Learning: How to 4 – Shrink It



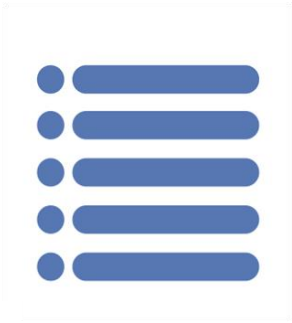
1. Skim over the Knowledge Organiser and look for the key information

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

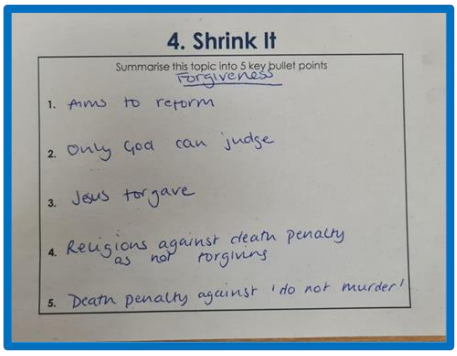




3. Rank your chosen points in order of importance



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



Use this table to help you keep track of the Shrink It activities you have completed this half term. There are some Shrink It templates for you to use overleaf.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

Shrink It

Subject:..... Topic:.....

Subject:..... Topic:.....

Shrink It

Subject:..... Topic:.....

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Shrink It

Subject:..... Topic:.....

Subject:..... Topic:.....

Shrink It

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Subject:..... Topic:.....

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Shrink It

Subject:..... Topic:.....

Subject:..... Topic:.....

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?

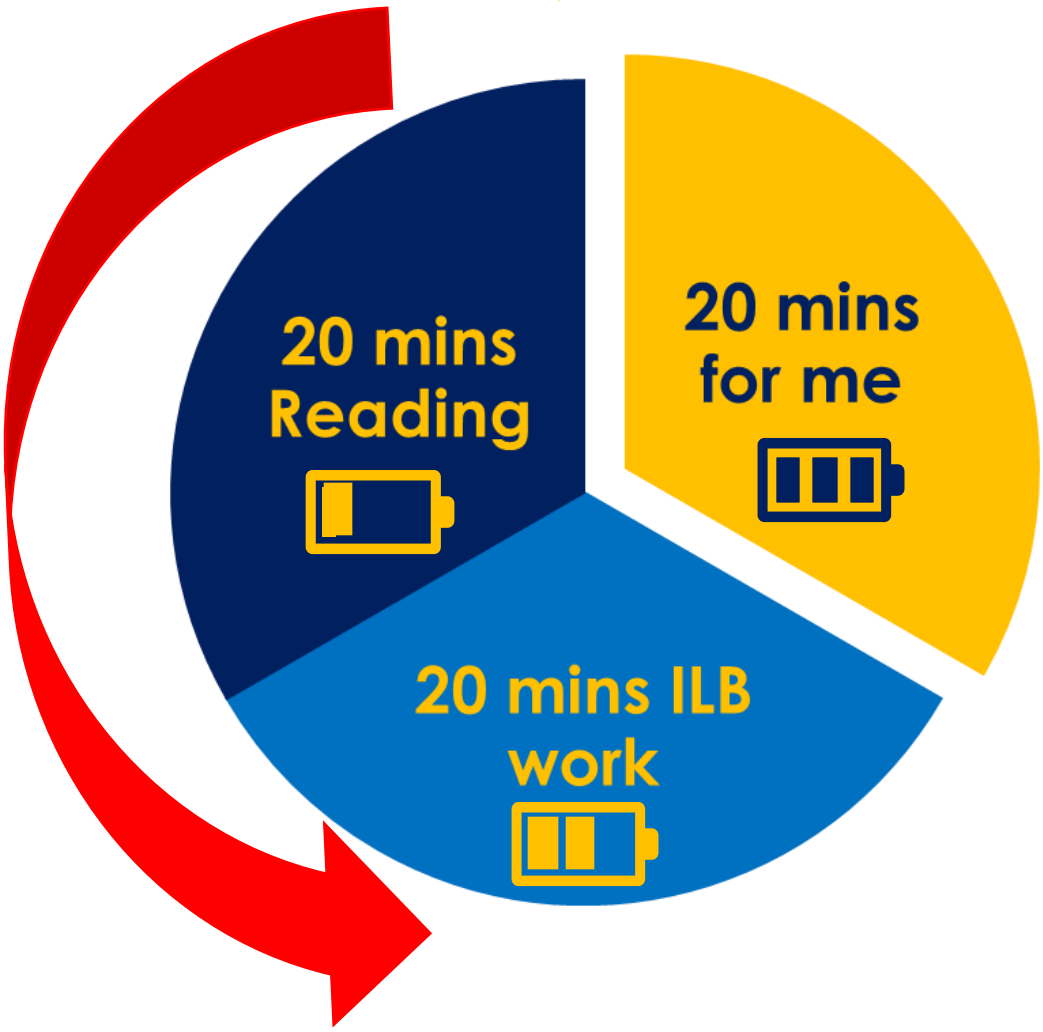
How did my motivation level affect my performance in the task?

What emotions did I experience during the task?

Why?

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

The Beckfoot Power Hour



The Beckfoot Power Hour is a way to help you build positive routines around your independent learning. Little and often is the key!

Your Power Hour should include three chunks: 20 minutes of **reading**; 20 minutes of **Revise Like a Beckfooter** activities in your ILB; and at least 20 minutes of **something you really enjoy** as a reward at the end.

Building habits like this will boost your academic performance and help support your mental wellbeing at the same time.

Have a go at building a Power Hour into your day as often as you can. We would suggest **5 times a week** is the optimum amount.

Communication Pages

Date	To	From	Message	Please sign to acknowledge

Learn Like a Beckfooter Rewards

Great independent learning and revision are vitally important for your academic success. We have high expectations for everyone because we whole-heartedly believe that you deserve to have the best chances in life.

Our **minimum** expectations of KS3 students for their independent learning are as follows:

- **5 QILIMISI tasks** per week using the specified strategy (on Class Charts)
- You choose the subjects – we set the tasks
- Bring your ILB to school every day

If you do not meet our minimum expectations, this will be logged on Class Charts in the same way as a missed homework.

We also recognise that often, students will want to do even more than this, and we want to support and celebrate that achievement with you. The more independent learning/revision you do, the more Class Charts points you will receive

The following rewards are available for those students who commit to their independent learning/revision and go above and beyond expectations:

1 – 2 additional tasks	3 – 4 additional tasks	5 additional tasks
10 points	20 points	50 points