Beckfoot School

Knowledgeable And Expert Learners

Year 8

2023/24

Jan - Feb

enjoylearnsucceed

Name: ……

Tutor group: ……

Contents

What should you be working on each week?

Homework:

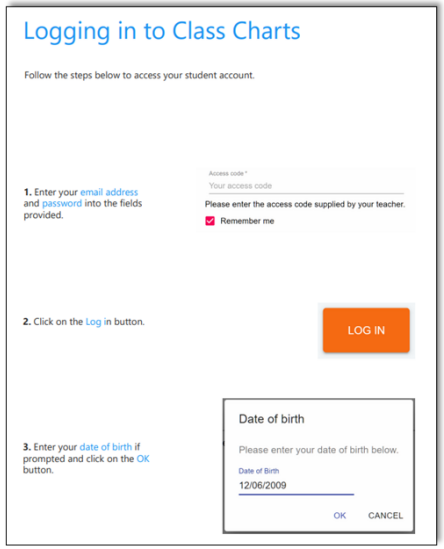
- Your teacher will set specific tasks, with a deadline, on Class Charts
- Instructions for your homework and how to access it are in this booklet
- You must complete and hand in the work by the deadline

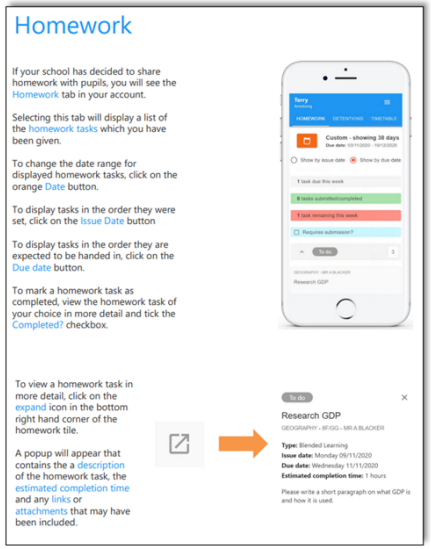
Independent Learning: Quiz It, Link It, Map It, Shrink It (QILIMISI)

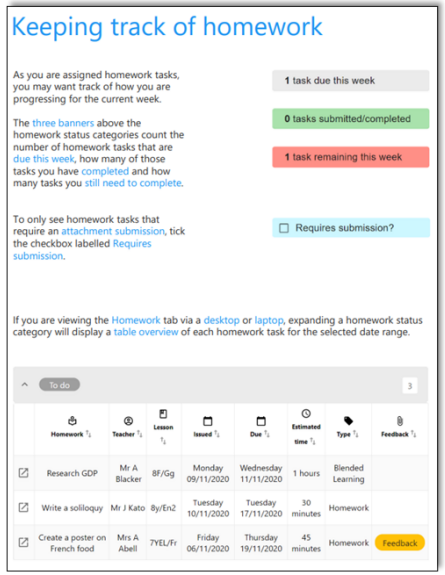
- You should complete 1 task per day, 5 days a week
- The tasks will be set on Class Charts to help you keep track
- You can choose the subject/topic you want to work on
- Your tutor will check your ILB at regular intervals
- You will be rewarded for going above and beyond expectations

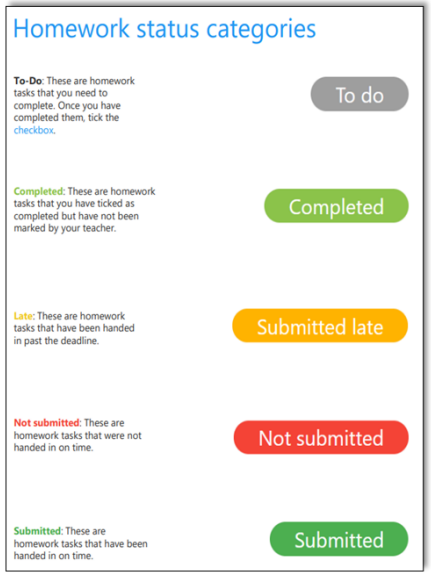
Homework Instructions

- 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

SCAN ME

Confident Communicators

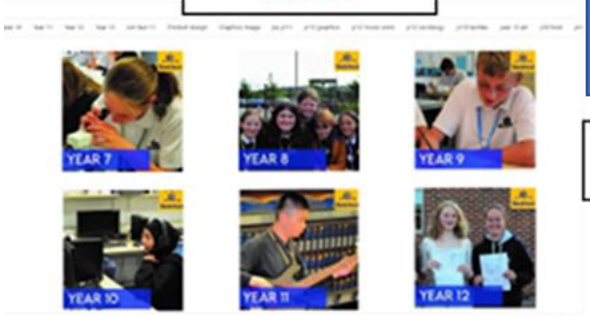
How to access My Learning Resources

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

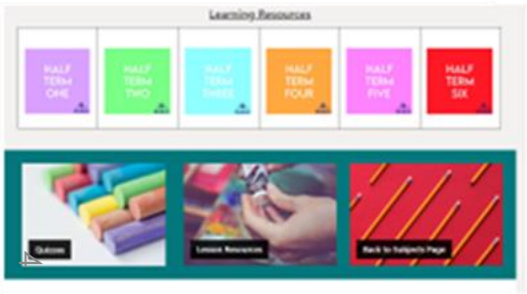
2. Select 'My Learning Resources

You may be asked to enter your school email address and password here



3. Select your year group

3. Select the subject you want to work on

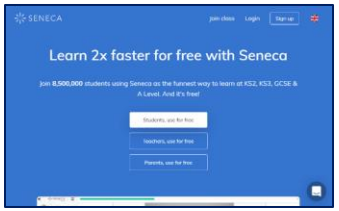


3. Select the relevant half term.

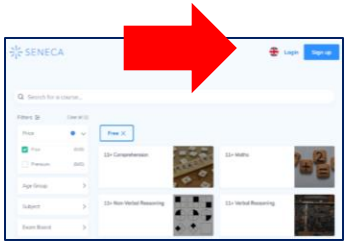
All the resources you need will be here

How to access Seneca

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

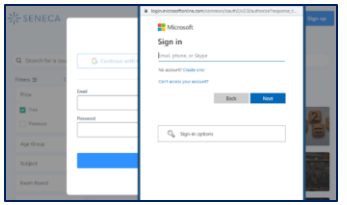


1. Go to https://senecalearning.com/en-GB/

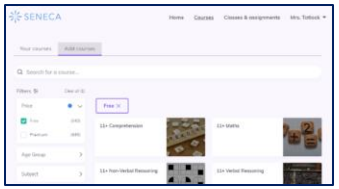


2. Click 'Log In' at the top right hand corner.

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

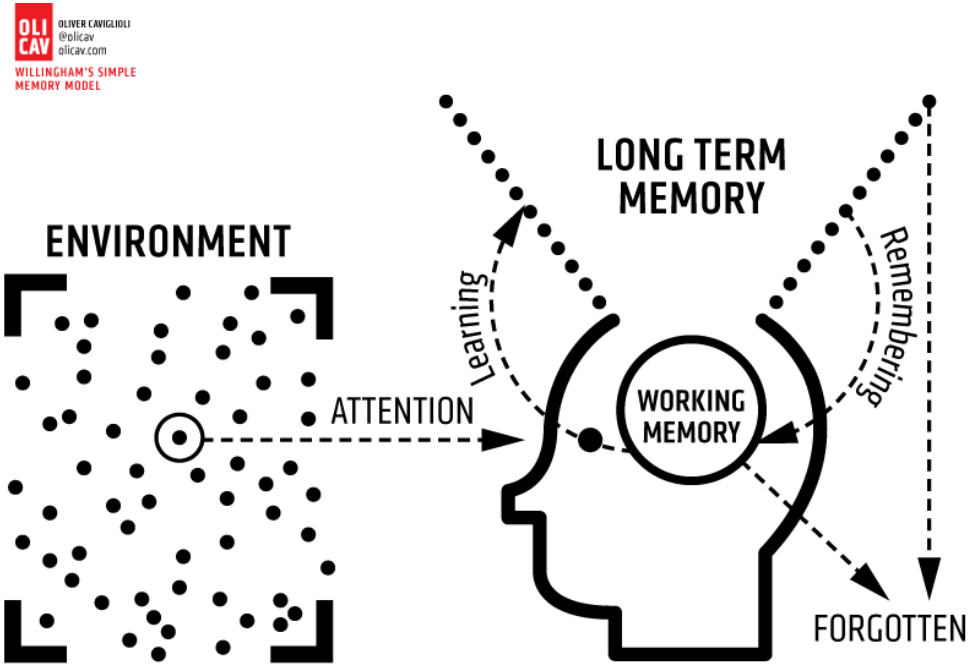
Independent Learning at KS3 is all about helping you to build on the knowledge you learn in class so that you know more, remember more, and can do more. This means you will experience lasting changes in your long-term memory, and develop a deep understanding of what you cover in class.

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:

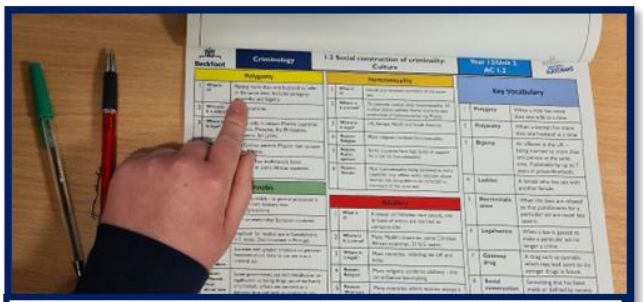
1. Quiz It
2. Link It
3. Map It
4. Shrink It

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

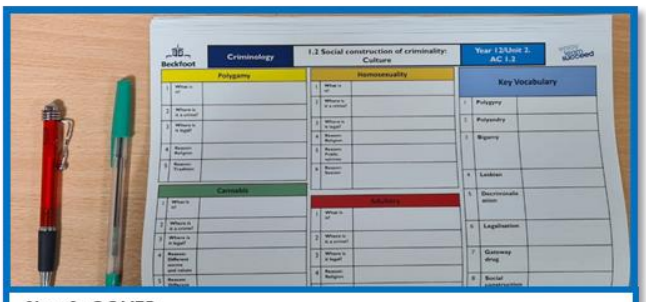
Retrieval Practice: Just do steps 2-4: Cover, Write, Check



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

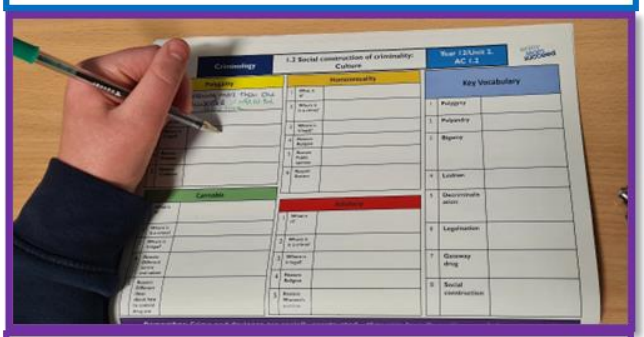


Step 2: COVER

- 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

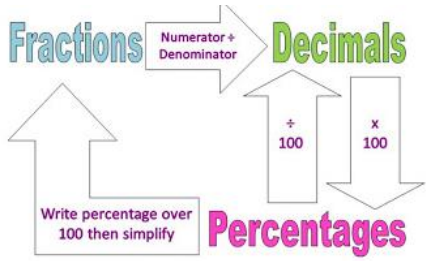
- Uncover your Knowledge Organiser
- Using green pen, check your writing/drawing word by word
- Tick every correct item and correct any mistakes – this is the most important part of the process

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.

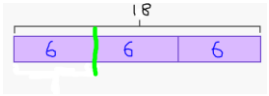
Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

Subject: Maths	Term: Half Term 4 – January	Year Group: 8

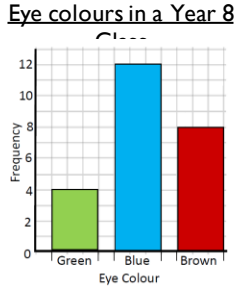
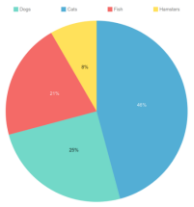
Number – Fractions

1	FDP	

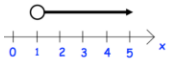
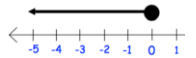
Ratio, Proportion and Rates of Change – Ratio

1	Simplifying	To simplify, you need to divide each part of the ratio by the same factor. Example: 15 : 50 *becomes* 3 : 10 because you can divide both parts by 5.
2	Sharing	Using bar models to share a quantity in a given ratio. Example: *Share £18 in the ratio* ***1:2***. **1** + **2** = **3** parts total.  £18 shared between **3** boxes: 18 ÷ 3 = £6 Shared in the ratio **1:2** gives the answer of £6 : £12.

Statistics – Data Representation

1	**Tally Chart** • Information you are collecting listed. • Column for tallies. • Column for frequency.	
2	**Bar Chart** • Frequency on y-axis. • Information you are collecting on the x-axis. • Bars same width. • Equal gaps between bars. • Title explaining what the chart shows.	
3	**Pie Chart** • Divided into sectors which shows the relative size of the data. • Needs a key or labels to clearly show what each sector represents. • Sectors calculated using parts of 360°.	

Algebra – Inequalities

1	Greater than (>) Less than (<)	Greater than or equal to (≥) Less than or equal to (≤)
	○ ●	
2	Representing inequalities on a number line	$x > 1$  $x \leq 0$ 

Number – Percentages

1	Percentage Change	$\frac{\text{Change}}{\text{Original}} \times 100$: 100

Key Vocabulary

	Convert	To change a value or expression from one form to another.
1	Simplify	To make as simple as possible.
3	Frequency	How often something happens.
4	Simultaneous Equations	Two or more equations with shared variables.
5	Recurring decimal	A decimal number that has digits that repeat forever.

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Subject: Maths	Term: Half Term 4 – January	Year Group: 8

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Number – Fractions

1		

Ratio, Proportion and Rates of Change – Ratio

1		
2		

Statistics – Data Representation

1		
2		
3		

Algebra – Inequalities

1		
2		

Number – Percentages

1		

Key Vocabulary

1		
3		
4		
5		

English	Letter Writing	Year Group: 8

Before you start writing think about the **GAPS!**

1	**Form**	What are you being asked to write? The shape, structure and conventions of the letter.
2	**Audience**	Who are you writing for? The people the writer is writing for. The specific readers or listeners they have in mind while writing.
3	**Purpose**	What are you trying to achieve? The reason why the text is being written. The aim or goal of the text.
4	**Style**	Formal or informal? Tone? The attitude of the writer and the way in which it is conveyed. The tone creates the mood, atmosphere and perspectives within the text.

Conventions of a Letter

1	**Address**	Your address and date in the top right of the page. Address of the person you are writing to on the left.
3	**Salutation**	Salutation: e.g. Dear Mrs Smith or Dear Sir/Madam.
4	**Contents**	Now write the contents of your letter using your best ideas and the writer's methods.
5	**Ending**	End your letter with either *Yours sincerely* (if you used Dear Mrs Smith) or *Yours faithfully* (if you used Dear Sir/Madam)
6	**Signature**	Sign your signature at the end of your letter then print your name in capitals.

Discourse Markers

1	Firstly	7	Importantly
2	Secondly	8	Significantly
3	Subsequently	9	In particular
4	Finally	10	Additionally
5	In conclusion	11	Alternatively
6	Furthermore	12	Nevertheless

Writer's Methods

1	**Anadiplosis**	Repeating a word from the end of one sentence to the beginning of the next often shows the cause/effect element to an argument.
2	**Anaphora**	Repeating a word/phrase at the start of successive clauses makes your argument sound more convincing.
3	**Anecdote**	Makes the audience understand the argument more clearly by making it relevant to their everyday experiences.
4	**Emotive Language**	Makes the audience feel emotional in some way and engages them fully.
5	**Hyperbole**	Adds emphasis and makes something seem extreme; shows passion and conviction.
6	**Humour / Sarcasm**	Makes the audience laugh and engages them more. Entertaining and memorable.
7	**Imperative**	Instructs someone to do something; sounds forceful and like there is no choice.
8	**Personal Pronouns**	Audience feel like they are being spoken to directly and included.
9	**Repetition**	Restates a point to make it memorable, emphasises or drums something in to the listener. Sounds catchy.
10	**Rhetorical Question**	Makes the audience really think about the point being made. Often used to influence their thinking or beliefs.
11	**Statistics**	Makes it sound like something is factually correct and backed up with evidence, convincing.
12	**Triplet**	Lists 3 items so audience feels the point is significant, but remains memorable.

Beckfoot	English	Letter Writing	Year Group: 8	enjoy learn succeed

Before you start writing think about the **GAPS!**

1	**Form**	
2	**Audience**	
3	**Purpose**	
4	**Style**	

Conventions of a Letter

1	**Address**	
3	**Salutation**	
4	**Contents**	
5	**Ending**	
6	**Signature**	

Discourse Markers

1		7	
2		8	
3		9	
4		10	
5		11	
6		12	

Writer's Methods

1	**Anadiplosis**	
2	**Anaphora**	
3	**Anecdote**	
4	**Emotive Language**	
5	**Hyperbole**	
6	**Humour / Sarcasm**	
7	**Imperative**	
8	**Personal Pronouns**	
9	**Repetition**	
10	**Rhetorical Question**	
11	**Statistics**	
12	**Triplet**	

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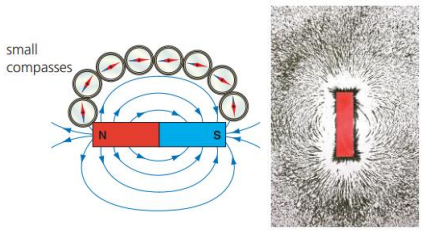
Science | Electromagnetism - Magnetism | Year 8

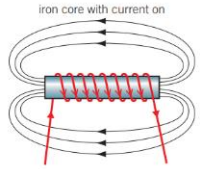
Magnets

1	**Poles**	Magnets have two poles – a **north pole** and a **south pole**
2	**Magnetic materials**	These will a experience a non-contact force when placed into a magnetic field. The magnetic metals are: 1 – Iron and Steel 2 – Nickel 3 – Cobalt
3	**Attract**	North poles attract South poles South poles attract North poles
4	**Repel**	South poles repel South poles North poles repel North poles

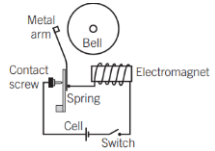
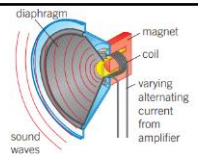
Magnetic Fields

1	**Fields**	Fields are regions around a magnet where a magnetic material experiences a force. The field is strongest nearest the poles.
2	**Field lines**	Field lines represent the field and always point away from the north pole and into the south pole.
3	**Use small compasses or iron filings to find the shape of the field**	

Electromagnets

1	**Wrap wire round an iron core to make one**	
2	**Advantages**	1 – Can be turned on and off 2 – Can be made stronger than a permanent magnet
3	**To make it stronger:**	1 – increase the current 2 – increase the number of turns of wire 3 – Use a more magnetic material for the core

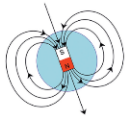
Using Electromagnets

1	**Electric bells**	
2	**Loud speakers**	
3	**Circuit breakers**	Devices which use an electromagnet to turn off the current in a house if the current gets too high

Key Vocabulary

1	**Magnetic field**	A region where a magnetic material will experience a force
2	**Non-contact force**	A force that does not need objects to be touching
3	**Attract**	A force that tries to pull objects towards each other
4	**Repel**	A force that tries to push two objects away from each other
5	**Permanent magnet**	A magnet that produces it's own magnetic field all the time
6	**Electromagnet**	A magnet created by wrapping wire with a current around an iron core
7	**Core**	The material in the middle of the electromagnet – usually made of soft iron
8	**Current**	The amount of charge flowing per second

Earth's magnetic field

1	**Earth's magnetic field is just like a bar magnet**	

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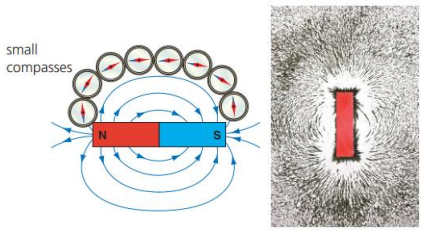
Science	Electromagnetism - Magnetism	Year 8

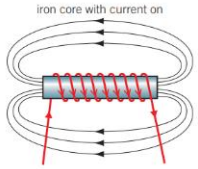
Magnets

1	**Poles**	
2	**Magnetic materials**	
3	**Attract**	
4	**Repel**	

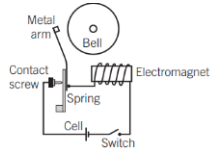
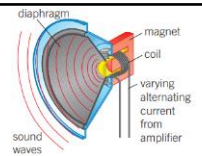
Magnetic Fields

1	**Fields**	
2	**Field lines**	
3		

Electromagnets

1		
2	**Advantages**	1 – 2 –
3	**To make it stronger:**	1 – 2 – 3 –

Using Electromagnets

1		
2		
3	**Circuit breakers**	

Key Vocabulary

1		A region where a magnetic material will experience a force
2		A force that does not need objects to be touching
3	**Attract**	
4	**Repel**	
5		A magnet that produces it's own magnetic field all the time
6		A magnet created by wrapping wire with a current around an iron core
7	**Core**	
8	**Current**	

Earth's magnetic field

1	

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Subject: Science (Biology)	Topic: **Genes** –Evolution & Inheritance	Year Group: 8

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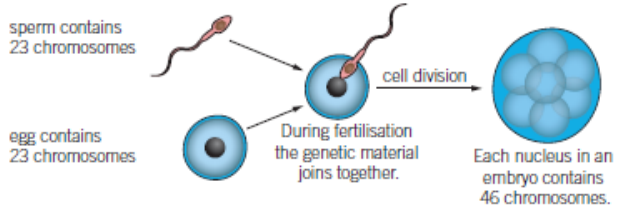
Knowledge: Extinction

1	All species will become extinct when all of a species die out
2	The fossil record shows animals existed in the past which have now become extinct
3	Extinction can be caused by new diseases, new competition, new predators, destruction of habitat and environmental changes.
4	Extinction reduces biodiversity

Knowledge: Inheritance

1	Characteristics are passed from parents to their offspring
2	Half of the genetic information comes from each parent.
3	During fertilisation the genetic material joins together



Knowledge: Natural selection

The best adapted animals will survive to pass on their genes (Charles Darwin)

1	Variation of characteristics shown within a species caused by their genes.
2	Organisms with best adaptations survive and reproduce, weaker ones die out.
3	Genes from successful organisms pass onto the next generation.
4	Over time the best adaptations continue to pass on forming a new species.

The organisms we see on Earth today have developed over millions of years this is **Evolution**.

Knowledge: Punnet Square

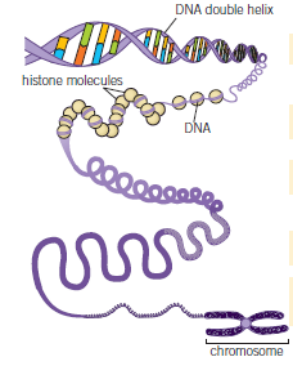
	Possible alleles from father	
	B Dominant allele for brown eyes	b Recessive allele for blue eyes
Possible alleles from mother: b Recessive allele for blue eyes	Bb Offspring have brown eyes as B is dominant	bb Offspring have blue eyes as both alleles are recessive
b Recessive allele for blue eyes	Bb Offspring have brown eyes as B is dominant	bb Offspring have blue eyes as both alleles are recessive

Key Vocabulary

1	Allele	Different version of a gene, which codes for the same characteristic, for each characteristic there are two alleles.
2	Dominant	The characteristic will be displayed, represented by a capital letter
3	Recessive	Will not be displayed as a characteristic unless there are two of the same allele, represented by a small letter
4	Genetic modification	The process scientists use to alter the genes of an organism

Knowledge: DNA

DNA is the material which contains all of the genetic information

1	DNA in the shape of a double helix	
2	Dene –a section of DNA which holds information for a particular characteristic	
3	Chromosome –long strand of DNA	

Additional Information: Discuss Biodiversity, Discuss ways of preventing extinction, Discuss Genetic modification.

Subject: Science (Biology)	Topic: **Genes** –Evolution & Inheritance	Year Group: 8

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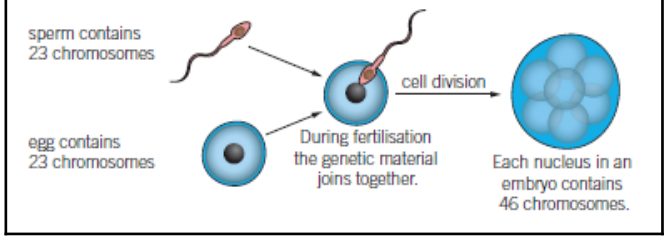
Knowledge: Extinction

1	
2	
3	
4	

Knowledge: Inheritance

1	
2	
3	



Knowledge: Natural selection

1	
2	
3	
4	

Knowledge: Punnet Square

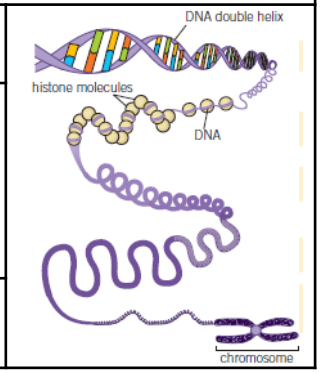
	Possible alleles from father		
Possible alleles from mother		B	B
	B		
	B		

Key Vocabulary

1	Allele	
2	Dominant	
3	Recessive	
4	Genetic modification	

Knowledge: DNA

1	
2	
3	



Additional Information: Discuss Biodiversity, Discuss ways of preventing extinction, Discuss Genetic modification.

Subject: French	Topic: Mon Identité – T4	Year Group: 8

Using verbs – être		
1	je suis	I am
2	tu es	you are
3	il/elle/on est	he/she is, we are
4	nous sommes	we are
5	vous êtes	you (pl) are
6	ils/elles sont	they (m)/they (f) are

Using verbs – porter		
1	je porte	I wear
2	tu portes	you wear
3	il/elle/on porte	he/she/we wears
4	nous portons	we wear
5	vous portez	you (pl) wear
6	ils/elles portent	they (m)/they (f) wear

High frequency words		
1	avec	with
2	bien	well
3	en général	in general
4	en plus	in addition
5	ensemble	together
6	quand	when
7	normalement	normally
8	surtout	especially

Describing relationships		
1	je m'amuse	I have fun
2	je me chamaille	I squabble
3	On se confie des secrets	We share secrets
4	je me dispute	I argue
5	je m'entends (avec)	I get on (with)
6	je me fâche	I get angry
7	on se dit	we tell eachother
8	mon meilleur ami est	my best friend is

Examples		
1	Je pense que je suis amusant et optimiste.	I think that I am funny and optimistic.
2	À mon avis je ne suis pas du tout paresseux.	In my opinion I am not at all lazy.
3	Je m'amuse souvent avec mes amis.	I often have fun with my friends.
4	J'adore le pop-rock. Ça me donne envie de danser.	I love pop-rock. It makes me want to dance.
5	Normalement je porte un tee-shirt et un jean. J'ai un style décontracté.	Normally I wear t-shirt and jeans. I have a relaxed style.
6	Ma soeur porte un chapeau vert. Je pense que c'est moche!	My sister is wearing a green hat. I think it's ugly!
7	Mon meilleur ami est plutôt casse-pieds.	My best friend is rather annoying.
8	J'ai beaucoup d'amis. Quelquefois on se chamaille.	I have lots of friends. Sometimes we squabble.

Beckfoot	Subject: French	Topic: Mon Identité – T4	Year Group: 8	enjoy learn succeed

Using verbs – être		
1	je suis	
2	tu es	
3	il/elle/on est	
4	nous sommes	
5	vous êtes	
6	ils/elles sont	

Using verbs – porter		
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High frequency words		
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8	J'ai beaucoup d'amis. Quelquefois on se chamaille.	

Beckfoot	Subject: German	Topic: Bleib gesund!– T4	Year Group: 8	enjoy learn succeed

Using verbs – essen (to eat)		
1	Ich esse	I eat
2	du isst	you eat
3	er/sie/es isst	he/she/it eats
4	wir essen	we eat
5	ihr esst	you (pl) eat
6	Sie essen	you (formal) eat
7	sie essen	they eat

Using the imperative		
1	Nimm	take
2	Schneide	cut
3	Misch	mix
4	Stell	put
5	Erhitze	heat
7	Rühre	Stir
8	Serviere	Serve

Modal verbs – müssen (to have to)		
1	Ich muss	I must
2	du musst	you must
3	er/sie/es muss	he/she/it must
4	wir müssen	we must
5	Sie müssen	you (formal) must
6	sie müssen	they must
7	Man muss	One/you must

Using adjectives		
1	süß	sweet
2	sauer	sour
3	salzig	salty
4	scharf	spicy
5	vegetarisch	vegetarian
6	lecker	delicious
7	ekelhaft	disgusting
8	gesund	healthy
9	ungesund	unhealthy

Examples		
1	Zum Frühstück esse ich Toast mit Marmelade.	For breakfast I eat toast with jam.
2	Normalerweise trinke ich Tee mit Milch oder Orangensaft.	Normally, I drink tea with milk or orange juice.
3	Ich esse gern Fisch mit Reis, weil es lecker ist.	I like to eat fisch and rice because it is delicious.
4	Ich mag Bratwurst nicht denn es ist ekelhaft.	My favourite TV shows are reality shows. I find them stupid but funny.
5	Man muss acht Stunden schlafen.	You must sleep for eight hours.
6	Man muss mehr Wasser trinken um gesund zu bleiben.	You must drink more water in order to stay healthy.

Beckfoot	Subject: German	Topic: Bleib gesund!– T4	Year Group: 8	enjoy learn succeed

Using verbs – essen (to eat)		
1	Ich esse	
2	du isst	
3	er/sie/es isst	
4	wir essen	
5	ihr esst	
6	Sie essen	
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7	Man muss	

Using adjectives		
1	süß	
2	sauer	
3	salzig	
4	scharf	
5	vegetarisch	
6	lecker	
7	ekelhaft	
8	gesund	
9	ungesund	

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Beckfoot

Subject: Geography	Topic: Environmental issues	Year Group: 8

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A.. Extreme weather- beast from the east

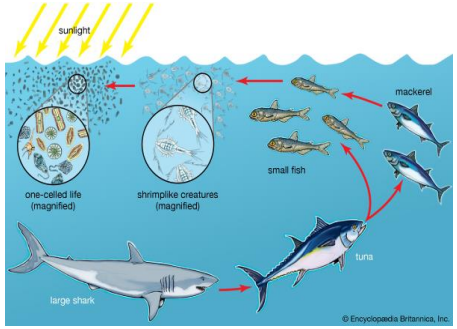
1	**Extreme weather**	
2	**Beast from the east UK- 2018**	

B. Causes of climate change

1	**Natural causes**	
2	**Human causes**	
3	**Consequences of climate change**	

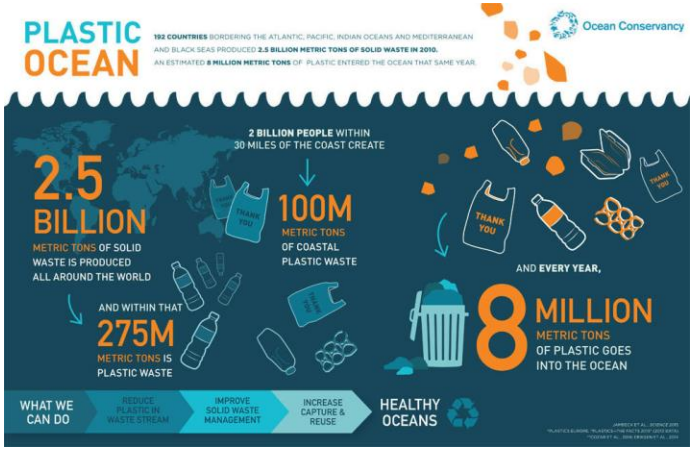
C. Ocean ecosystems

1	**ecosystem**	
2	**Ocean food chain**	



D. Ocean adaptations

1	**Angler fish**	



E. Threats to the ocean

1	**Over fishing**	
2	**Oil spills**	
3	**Plastic in the ocean**	

Subject: Geography	Topic: Environmental issues	Year Group: 8

1) weather	
2) Climate	
3) Climate change	
4) Solar flare	
5) Orbit	
6) Mitigation	
7) Adaptation	
8) ecosystem	
9)Food chain	

10) Food web	
11)pollution	
12) Ocean acidification	
13) Coral bleaching	

Beckfoot

Subject: History | **Topic: Why did the slave trade last so long?** | **Year Group: 8**

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How did the Slave Trade begin?

1	When did it begin?	15th Century
2	Which countries were involved?	Portugal, Britain and other European nations.
3	How did Triangular Trade work?	1. Britain traded manufactured goods with West Africa. 2. West Africa traded these goods for enslaved people. 3. The enslaved people were traded for raw materials such as rum, sugar and cotton.

What was life like for enslaved people?

1	What was the Middle Passage?	1. The journey from West Africa to America took 8-12 weeks and was called the **Middle Passage**. 2. Enslaved people were packed into the ship in very tight quarters and chained up for most of the journey. 3. Diseases spread quickly and 25% of enslaved people died.
2	Where did the enslaved people work?	On plantations growing sugar, cotton or tobacco. Some enslaved people worked as servants in the plantation house.
3	What were conditions like?	Slaves were forced work 18-hour days. They lived in cramped conditions. Punishments were common to scare slaves, so they didn't try to run away.

How did enslaved people resist?

1	How did they resist on plantations?	1. Work slowly 2. Broke tools 3. Tried to run away
2	What was the Haitian Revolution?	An army of enslaved people led by Toussaint L'Ouverture burned the plantations on the island of Saint Domingue and defeated the French. The British attempted to take control over the island but were also defeated.
3	What was the impact of the Haitian Revolution?	Saint Domingue became Haiti – the first black republic. It inspired other rebellions by enslaved people across the Caribbean.

Why was slavery abolished?

1	Political Reasons	MPs like William Wilberforce campaigned in Parliament. Britain introduced the Slavery Abolition Act in 1833.
2	Legal Reasons	Granville Sharp used the law courts to grant enslaved people their freedom.
3	Economic Reasons	Sugar could be bought cheaper from Brazil and Cuba.
4	Moral Reasons	It was wrong to treat other people as property just because of their skin colour.
5	Role of Individuals	Former enslaved people spoke about their experiences. Campaigners wrote letters and gave speeches.

Key Vocabulary

1	Enslaved	Someone who is captured and forced to work with no freedoms
2	Enslaver	Someone who captures or keeps another person enslaved.
3	Plantation	A large farm on which crops such as coffee, sugar and tobacco were grown.
4	Abolition	To formally put an end to something.
5	Middle Passage	The ship's journey from West Africa to the Americas.
6	Triangular Trade	Three part trading cycle between Europe, Africa, and the Americas

Key Individuals

1	**Thomas Clarkson**	Published posters, pamphlets and making public speeches.
2	**William Wilberforce**	Campaigned against the slave trade in front of Parliament
3	**Olaudah Equiano**	Former enslaved man whose autobiography raised awareness of abolition
4	**Hannah More**	Wrote poems and books about the horrors of the slave trade
5	**Toussaint L'Ouverture**	Former enslaved person who led the Haitian Revolution.
6	**Granville Sharp**	Lawyer who campaigned the the rights of enslaved people and worked on important cases like the Zong.
7	**Mary Prince**	Former enslaved woman who dictated her autobiography and campaigned for abolition.

Beckfoot

Subject: History | **Topic: Why did the slave trade last so long?** | **Year Group: 8**

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How did the Slave Trade begin?

1	When did it begin?	
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Why was slavery abolished?

1	Political Reasons	
2	Legal Reasons	
3	Economic Reasons	
4	Moral Reasons	
5	Role of Individuals	

Key Vocabulary

1	Enslaved	
2	Enslaver	
3	Plantation	
4	Abolition	
5	Middle Passage	
6	Triangular Trade	

Key Individuals

1	**Thomas Clarkson**	
2	**William Wilberforce**	
3	**Olaudah Equiano**	
4	**Hannah More**	
5	**Toussaint L'Ouverture**	
6	**Granville Sharp**	
7	**Mary Prince**	

Beckfoot

Subject: RE | Topic: Science religion | Year Group: Year 8

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Knowledge Group 1

1	What does truth mean?	Something proven to be right
2	What is scientific truth?	Truth based on scientific evidence
3	What is historic truth?	Truth discovered through history
4	What is religious truth?	Truth through religion, scripture or revelation
5	What is an objective truth ?	Evidence based on fact
6	What is a subjective truth?	Evidence based on opinion

Knowledge Group 2

1	What happened in the Big Bang?	Particles collide and exploded, as it cooled the world was created
2	What does creationism mean?	God created the world and everyone on it
3	Where in the Bible is the creation story?	Genesis in the Old Testament
4	Give one similarity between creationism and the Big bang	They believe there was nothing before the world was created
5	Give one difference between creationism and the Big bang	Science thinks it happened by chance, religion thinks it happened by God

Knowledge Group 3

1	What is the theory of evolution?	Idea humans evolved from apes
2	Who created the theory of evolution?	Charles Darwin
3	Give one reason evolution goes against religion?	It suggest humans evolved into what they are, as opposed to been created human
4	What is natural selection?	The survival of the fittest
5	According to the Bible, what were humans made in?	Humans are made in the image of God
6	Give one piece of evidence that supports evolution	Fossils and remains of human skulls that have evolved

Knowledge Group 4

1	What is the design argument?	Idea the world had a designer; the designer was God; God exists
2	Who created the watch maker design argument?	William Paley
3	What is chance?	Something that just happens, no purpose or intention
4	Who is the designer in the watch argument?	God
5	Give one reason against the design argument proving existence	There are too many issues with the world to have been designed perfectly
6	Give one reason for the design argument proving existence	Only an omnipotent being could have designed the world, the world wouldn't function by chance

Key Vocabulary

Evidence	Facts that can indicate whether or not something is true
Truth	Something that is proven to be right
Objective truth	Evidence is based on facts
Subjective truth	Evidence is based on opinion
Big bang Theory	The idea the world began within a Big Bang and a crash of particles
Creationism	The idea God created the world in 7days
Theory of evolution	Theory humans evolved from apes
Natural selection	The idea of the survival of the fittest
The design argument	Theory that suggests the world needs a designer; that designer is God
Chance	Something just happens without being planned
Cosmological revolution	When people began to look to science for the answers over religion

- Around 56% of scientists also believe in God and Most scientists believe science does not conflict with Religion
- Most scientists believe what science and religion prove is independent of each other. Science answer how and religion why.
- You are statistically more likely to be religious if you are a scientist as Scientists generally believe religion enhances science
- They believe the evolution debate is not yet the full story so doesn't contradict religion fully yet.

Beckfoot

Subject: RE | **Retrieval Quiz: Science and Religion** | **Year Group: 8**

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Knowledge Group 1

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Natural selection	
The design argument	
Chance	
Cosmological revolution	

Beckfoot

Design & Technology; Resistant Materials

Topic: Container Project

Year Group: 8

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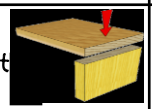
1. Process; Tools & Equipment

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 	
4	Try Square 	
5	File 	
6	Steel Rule 	
7	Bandface 	

2. Wood Joints

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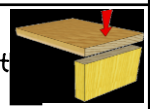
2	Dovetail Joint 	
3	Butt Joint 	
4	Dowel Joint 	
5	Screw Joint 	

3. Process; CADCAM

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Beckfoot

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

enjoy learn succeed

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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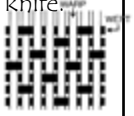
3. Process: Sewing machine sewing

Step 1	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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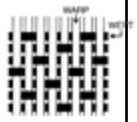
3. Process: Sewing machine sewing

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	
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3	Tender	
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2. Nutrition

1	Eat Well Guide	
2	Salt	
3	Traffic light symbol	
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5	Function	
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Key Vocabulary

1	Multicultural	
2	Organoleptic testing	
3	Ambient	
4	Dormant	
5	SMEE issues	

3. Food safety systems

1	Food hygiene	
2	Cross contamination	
3	Key temperatures	
4	Temperature probe	
5	High/low risk foods	
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: Cubism (3D Cubist Portrait)	Year 8 HT4

Knowledge Group 1: Cubist Portrait		
1	**Simplify**	Make something less complex and complicated,
2	**Geometric Shapes**	Shapes that are precise and regular, like squares, rectangles, and triangles.
3	**Abstract shapes**	Unusual shapes arranged in a manner that's pleasing to the eye.
4	**Viewpoint**	The position from where you view your subject.
5	**Parallel lines**	Lines on a plane that never meet. They are always the same distance apart.

Knowledge Group 3: Oil Pastel Techniques		
1	**Tone** 	Smooth shading which fades gradually from dark to light.
2	**Form** 	Curved shading around the outline of an object using tone.
3	**Colour Blending** 	The process of applying gradual tone using a dark colour and layering a similar (lighter) colour.
4	**Complementary Colours** 	Colours that are opposite on the colour wheel which create the strongest contrast when placed together.

Knowledge Group 2: Graphite Transfer		
1	**Graphite transfer**	Transfer process where the back of an image is covered in graphite before being fastened on top of a surface. The front of the image is then lightly traced resulting in a faint image transferred underneath.
2	**Silhouette**	The dark shape and outline of someone or something visible in restricted light against a brighter background.

Knowledge Group 3: Artists/Periods		
1	**Cubist movement**	Cubism was an artistic approach invented in around 1907–08 by artists Pablo Picasso and Georges Braque. They brought different views of subjects together in the same picture, resulting in paintings that appear fragmented and abstracted.
2	**Pablo Picasso**	Pablo Picasso was a Spanish painter, sculptor, printmaker, ceramicist and theatre designer who spent most of his adult life in France. He is known for co-founding the Cubist movement.
3	**Georges Braque**	Georges Braque was a major 20th-century French painter, collagist, draughtsman, printmaker and sculptor. His most notable contributions were in his alliance with Fauvism from 1905, and the role he played in the development of Cubism

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Subject: Art	Topic: Cubism (3D Cubist Portrait)	Year 8 HT4

Knowledge Group 1: Cubist Portrait		
1	Simplify	
2	Geometric Shapes	
3	Abstract shapes	
4	Viewpoint	
5	Parallel lines	

Knowledge Group 3: Oil Pastel Techniques		
1	Tone 	
2	Form 	
3	Colour Blending 	
4	Complementary Colours 	

Knowledge Group 2: Graphite Transfer		
1	Graphite transfer	
2	Silhouette	

Knowledge Group 3: Artists/Periods		
1	Cubist movement	
2	Pablo Picasso	
3	Georges Braque	

Beckfoot

Music	Topic: Music for Film	Year Group: 8 – Half term 4

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1. Key film terms terms		
1	**Silent films**	The original films that had no sound due to technical limitations. Music was provided my musicians in the theatre.
2	**Projector**	Projectors were used to display the original films in the cinema, however they were so noisy that music had to be provided to cover the noise.
3	**Genres**	Different styles of films e.g. Horror, adventure, Romance and comedy.
4	**Underscore**	Music in the background of the clip.
5	**Leitmotif**	A tune that is associated with a character or theme.
6	Diegetic Music	Music in a film that is heard by the characters – e.g. Radio
7	Non-diegetic music	Music in a film not heard by the characters, used to create the required mood e.g. suspense.

2. Film composition 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	**Scales**	A group of notes that create certain moods when combined together. We use them to create our melody.
6	**D minor chord**	A sad sounding chord using the notes D, F and A.
7	**Bb major chord**	A happy sounding chord using the notes Bb, D and F.
8	**G minor chord**	A sad sounding chord using the notes G, Bb and D.

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	**Bass line**	The lowest part in music, provides the harmonic structure of the music.
4	**Motif**	A repeated musical pattern used in Rock, Pop and Jazz.
5	**Chord sequence**	A pattern of chords used in music.
6	**Syncopation**	A rhythmic feature where the music falls off the beat.
7	**Dynamics**	The volume of the music
8	**Texture**	How the instruments are combined, for example monophonic, homophonic, melody and accompaniment.
9	**Instrumentation/Timbre**	The instruments used to create the music, and how they are played.
10	**Tempo**	The speed of the music.
11	**Major Key**	A group of notes that generally sound happy when used together.
12	**Minor key**	A group of notes that generally sound sad when used together.

Important film music composers include: John Williams, Howard Shore, Danny Elfman, Hans Zimmer and Rachel Portman

Beckfoot

Music	Topic: Music for Film	Year Group: 8 – Half term 4

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1. Key film terms terms		
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2	Projector	
3	Genres	
4	Underscore	
5	Leitmotif	
6	Diegetic Music	
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2. Film composition terms		
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3.Key Vocab - Musical elements		
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2	Chords	
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4	Motif	
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9	Instrumentation/Timbre	
10	Tempo	
11	Major Key	
12	Minor key	

Important film music composers include: John Williams, Howard Shore, Danny Elfman, Hans Zimmer and Rachel Portman

Subject: Drama	Topic: Choreography	Y8

Key Vocabulary		
1	Choreography	The sequence of steps and movements in a dance routine
2	Choreographer	The person / people who plan, create and teach the sequence of movements.
3	Choreographic devices	Ways in which a choreographer makes the movement created look more interesting (see below CD)
4	Actions	The individual movements in a dance. The 5 key dance actions are Jump, Turn, Travel, Gesture, Balance
5	Formations	Where the dancer stand on stage in relation to others on stage – Creates a pattern (CD)
6	Dynamics	HOW you perform a movement such as sharply, smoothly, robotic (CD)
7	Transitions	How you move from ne formation position to another within a dance
8.	Canon	Group of dancers performing a movement one after the other, similar to Mexican wave (CD)
9	Unison	Group of dancers performing movement at exactly the same time (CD)
10	Mirroring	Performing the same movement but facing the opposite direction or using the opposite side of your body to your partner. (CD)
11	Fragmentation	Chopping up a sequence of movement that has already been created and putting it back together in a different order. (CD)
12	Retrograde	Performing a sequence of movement in reverse (CD)
11	Levels	Using different areas of space (high, middle, low).(CD)
12	Directions	Facing and travelling different wats when performing movements. (CD)
13	Dance Relationships	The relationship the dancers' body parts have to everything else (e.g. other dancers, the set/props, audience) This includes solos and duets

Dance Companies: Rambert, Diversity, Akram Khan ,New Adventures, Siobhan Davies.	Devising Companies: Paper Birds, DV8, Frantic Assembly.

DANCE PERFORMANCE SKILLS - DREAMS			
1.	D	DYNAMICS	How the movement is performed e.g. sharp, soft, heavy and having a variation to suit the dance.
2.	R	RHYTHM AND TIMING	Picking out beats in music / Performing movements at the correct time as beat suggests or as other dancers are moving. "Being in time"
3.	E	EXECUTION AND COMMITMENT	Making sure you finish off all your movements fully and fully immerse yourself into the mood and your character when performing.
4.	A	AWARENESS OF SPACE	Having an awareness (knowing) of where other dancers are in relation to you , maintain formation and knowing the correct pathways to transition from one formation to another. Having An awareness (knowing) of set and props on stage. Important to prevent collisions.
5.	M	MOVEMENT MEMORY	Being able to remember the movements choreographed without thinking or stalling.
6.	S	STAMINA	Ability to keep going with high energy throughout rehearsal / performance without sowing fatigue.

Subject: Drama	Topic: Choreography	Y8

Key Vocabulary		
1	Choreography	
2	Choreographer	
3	Choreographic devices	
4	Actions	
5	Formations	
6	Dynamics	
7	Transitions	
8.	Canon	
9	Unison	
10	Mirroring	
11	Fragmentation	
12	Retrograde	
11	Levels	
12	Directions	
13	Dance Relationships	

DANCE PERFORMANCE SKILLS - DREAMS		
1. **D**	DYNAMICS	
2. **R**	RHYTHM AND TIMING	
3. **E**	EXECUTION AND COMMITMENT	
4. **A**	AWARENESS OF SPACE	
5. **M**	MOVEMENT MEMORY	
6. **S**	STAMINA	

Dance Companies: Rambert, Diversity, Akram Khan ,New Adventures, Siobhan Davies.	Devising Companies: Paper Birds, DV8, Frantic Assembly.

Beckfoot

Subject: Computing	Topic: Data Representation	Year Group: 8

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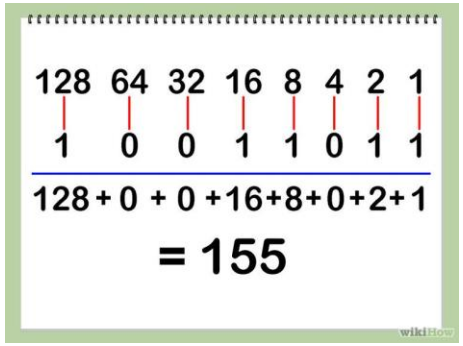
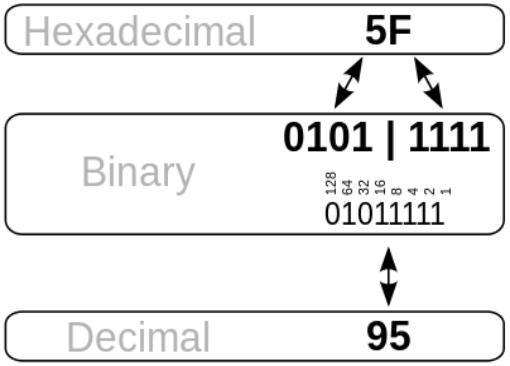
Converting between Bases

Binary to Denary



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

Binary to Hexadecimal



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

Character Sets

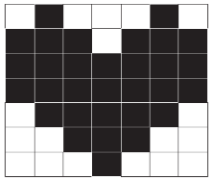
ASCII

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

Binary Bitmap Images

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

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



Adding Binary

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

Key Vocabulary

Units of Data Storage	Bit – A single binary digit e.g. 0 or 1
	Nibble – Four binary digits e.g. 1011
	Byte – Eight binary digits e.g. 00110101
	Kilobyte (1000 bytes)
	Megabyte (1000 kilobytes)
	Gigabyte (1000 megabytes)
	Terabyte (1000 gigabytes)
Binary	This numbering system only uses two digits: 0 which means off and 1 which means on.
Denary	This numbering system uses ten digits: 0-9.
Hexadecimal	This numbering system uses sixteen characters: 0-9 and the A-F. Hexadecimal numbers is easier for humans to remember and use.
Character Set	A set of characters which are each represented using a unique binary number.
Overflow	When adding binary numbers together if your answer results with more than 8 bits an overflow has occurred. e.g. 111101011

Beckfoot

Subject: Computing	Topic: Data Representation	Year Group: 8

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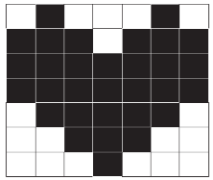
Converting between Bases

Character Sets

ASCII

Binary Bitmap Images



Adding Binary

Key Vocabulary

Units of Data Storage	
Binary	
Denary	
Hexadecimal	
Character Set	
Overflow	

Beckfoot

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

enjoy learn succeed

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

enjoy learn succeed

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	

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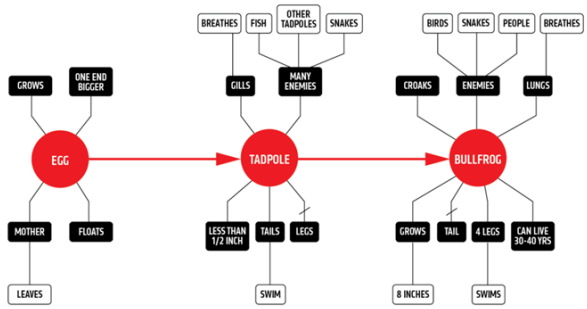
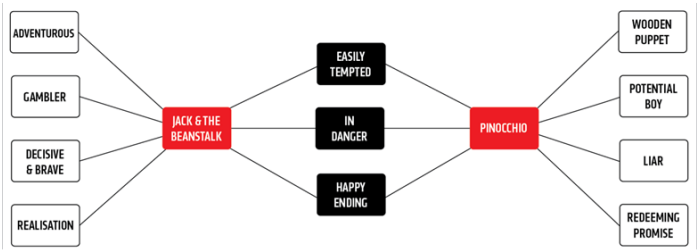
Independent Learning: How to – 3 Map It

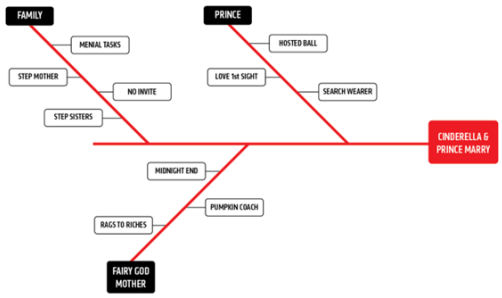
Mind-maps are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story



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

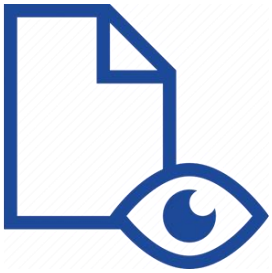
Map It

Map It

Map It

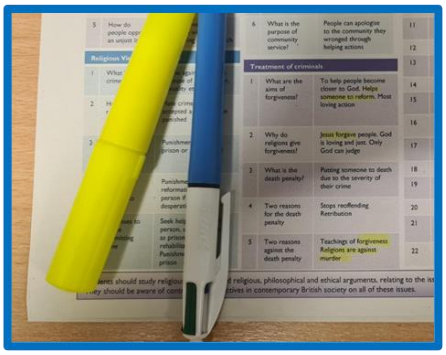
Map It

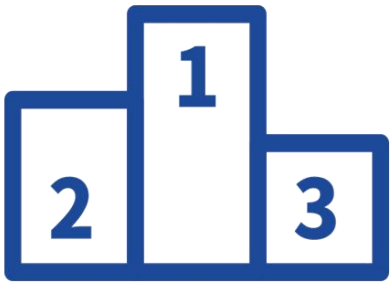
Independent Learning: How to 4 – Shrink It



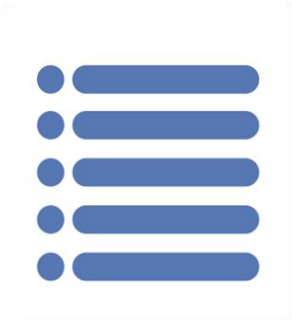
1. Skim over the Knowledge Organiser and look for the key information

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

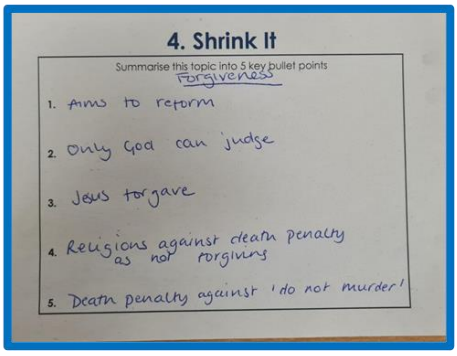




3. Rank your chosen points in order of importance



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:.....

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

Shrink It

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

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

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?

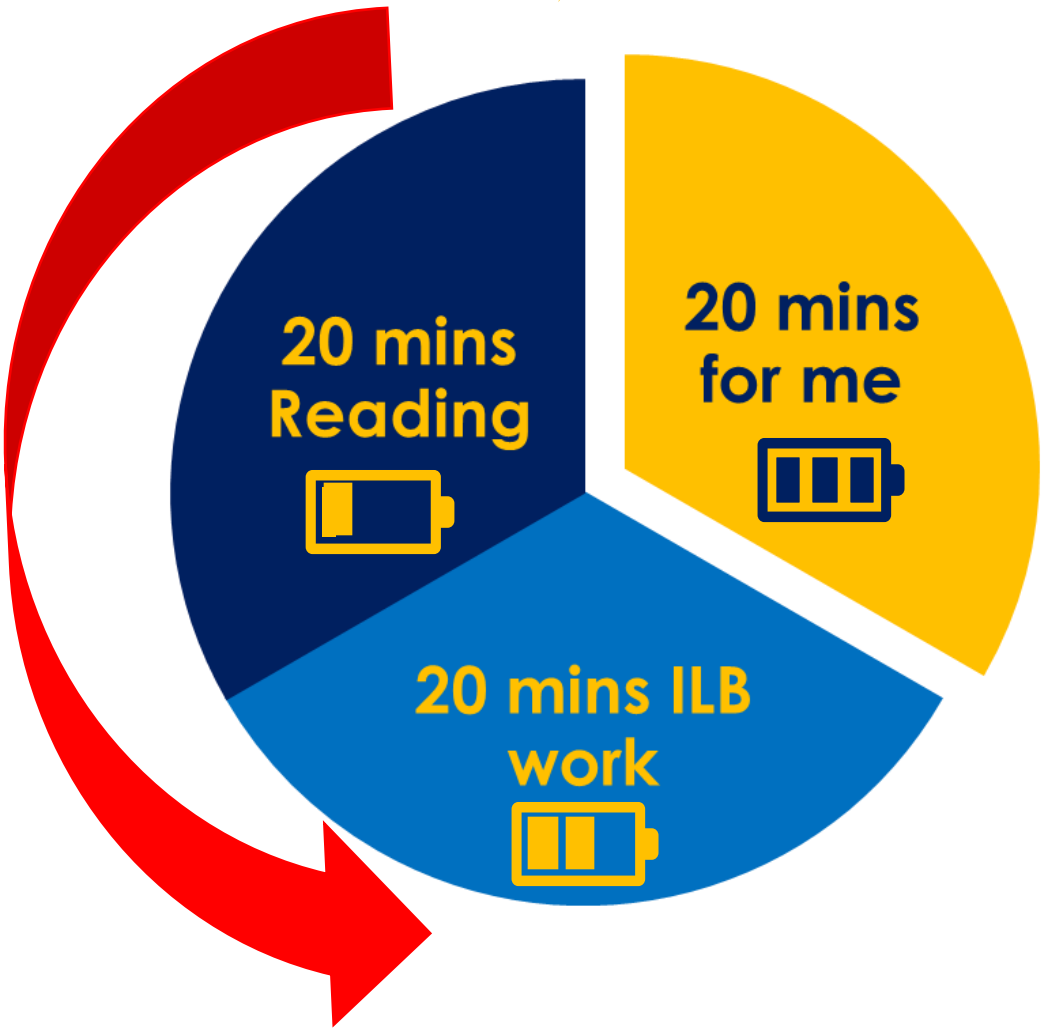
How did my motivation level affect my performance in the task?

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