Beckfoot School

Knowledgeable And Expert Learners

Year 8

2023/24

Easter-May

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Name: ……

Tutor group: ……

Contents

What should you be working on each week?

Homework:

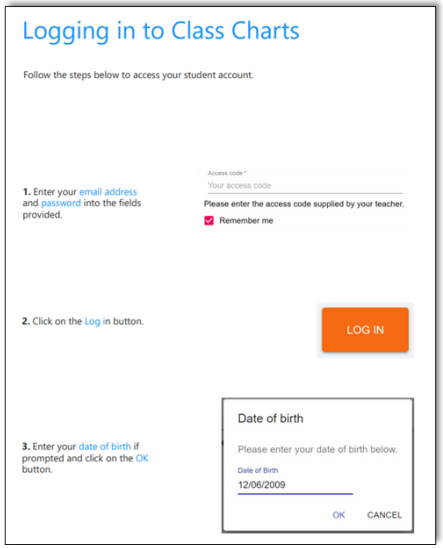
- Your teacher will set specific tasks, with a deadline, on Class Charts
- Instructions for your homework and how to access it are in this booklet
- You must complete and hand in the work by the deadline

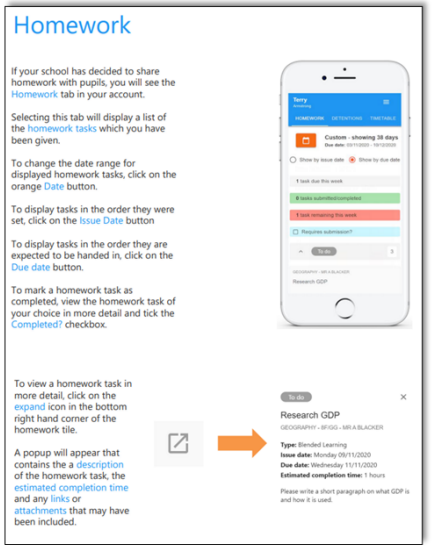
Independent Learning: Quiz It, Link It, Map It, Shrink It (QILIMISI)

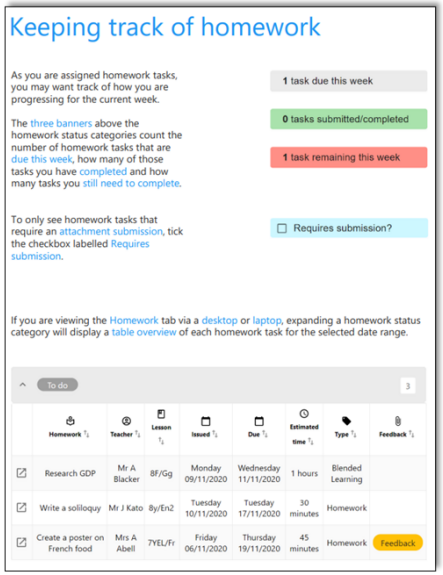
- You should complete 1 task per day, 5 days a week
- The tasks will be set on Class Charts to help you keep track
- You can choose the subject/topic you want to work on
- Your tutor will check your ILB at regular intervals
- You will be rewarded for going above and beyond expectations

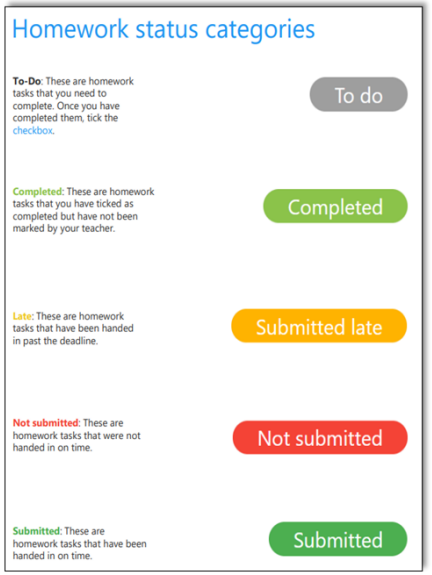
Homework Instructions

- 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

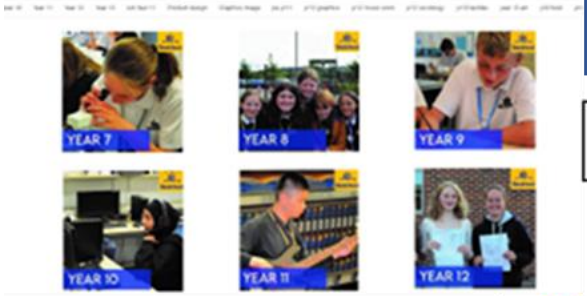
How to access My Learning Resources

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

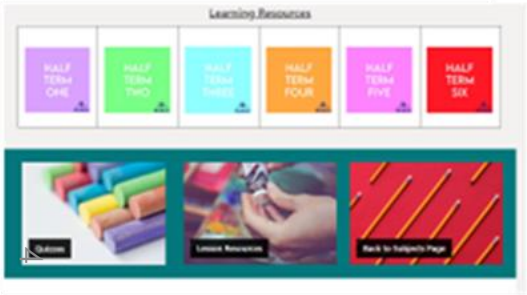
2. Select 'My Learning Resources

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

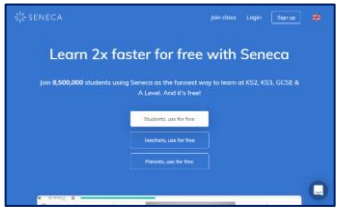


3. Select the relevant half term.

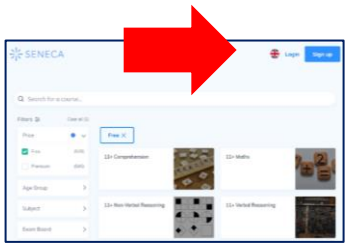
All the resources you need will be here

How to access Seneca

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

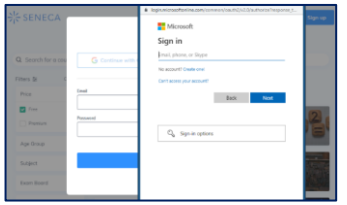


1. Go to https://senecalearning.com/en-GB/

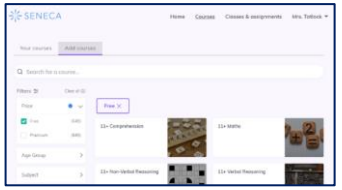


2. Click 'Log In' at the top right hand corner.

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

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Subject: Maths	Term: April	Year Group: 8

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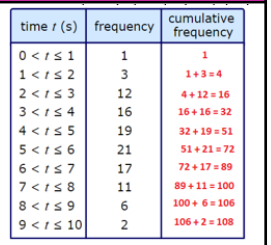
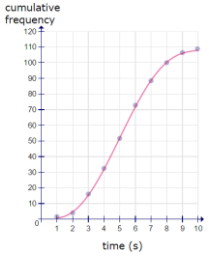
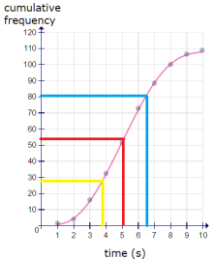
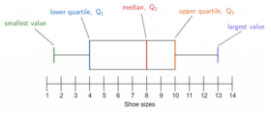
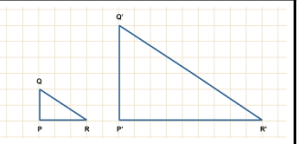
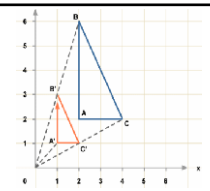
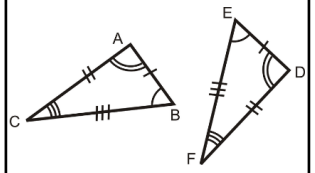
Geometry – Cumulative Frequency

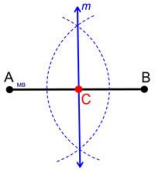
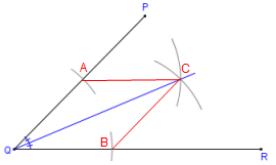
1	Completing a Cumulative Frequency Table	
2	Plotting a Cumulative Frequency Graph • Join with a smooth curve	
3	Finding the; • Upper Quartile (75% of the way) • Median (50% of the way) • Lower Quartile (25% of the way)	
4	Box Plots	

time t (s)	frequency	cumulative frequency
$0 < t \leq 1$	1	1
$1 < t \leq 2$	3	1 + 3 = 4
$2 < t \leq 3$	12	4 + 12 = 16
$3 < t \leq 4$	16	16 + 16 = 32
$4 < t \leq 5$	19	32 + 19 = 51
$5 < t \leq 6$	21	51 + 21 = 72
$6 < t \leq 7$	17	72 + 17 = 89
$7 < t \leq 8$	11	89 + 11 = 100
$8 < t \leq 9$	6	100 + 6 = 106
$9 < t \leq 10$	2	106 + 2 = 108

Transformations - Enlargements

1	Enlarging by a Scale Factor • Example SF 2	
2	Enlarging a shape using a Centre of Enlargement • **SF of 2 & COE (0, 0)**	
3	Congruent Triangles • Side Angle Side • Angle Side Angle • Right Ang, Hypot, Side • Side, Side, Side	

Constructions – Loci

1	Bisect a line • Place compasses at either end and go over half way making a curve.	
2	Bisect an Angle • Using a compass, draw a curve to meet the two lines **(A and B)** • Use these points to find another meeting point, **C.** Draw a line through.	

Algebra – Rearranging Formulae

1	Rearranging One Step Equations (Add and Subtract)	$a + 5 = b \rightarrow a = b - 5$ (−5, −5) $c - 3 = d \rightarrow c = d + 3$ (+3, +3)
2	Rearranging One Step Equations (Multiplication and Division)	$6a = b \rightarrow a = \frac{b}{6}$ (÷6, ÷6) $\frac{c}{5} = d \rightarrow c = 5d$ (×5, ×5)
3	Rearrange Two Step equations • Make a the subject	$b = 5a + 21$ (−21, −21) $b - 21 = 5a$ (÷5, ÷5) $\frac{b-21}{5} = a$
4	Rearrange using Powers	$x^2 = y \rightarrow x = \sqrt{y}$ (√, √) $\sqrt{c} = d \rightarrow c = d^2$ (2, 2)

Key Vocabulary

1	Inverse	The reverse of something else.
2	Quartiles	Data divided into 4 equal segments. (25, 50, 75, 100)
3	Enlarging	Changing the size of a shape (smaller or larger).
4	Congruent	Identical in form

Subject: Maths	Term: April	Year Group: 8

Geometry – Cumulative Frequency

1		
2		
3		
4		

Transformations - Enlargements

1		
2		
3		

Constructions – Loci

1		
2		

Algebra – Rearranging Formulae

1	Rearranging One Step Equations (Add and Subtract)	
2	Rearranging One Step Equations (Multiplication and Division)	
3	Rearrange Two Step equations • Make a the subject	
4	Rearrange using Powers	

Key Vocabulary

1	Inverse	
2	Quartiles	
3	Enlarging	
4	Congruent	

English | The Woman in Black | Year Group: 8

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Plot Summary

1	Chapter 1	An older Arthur Kipps tells how he came across his new home (Monk's Piece) and bought it to live in with his new family. On Christmas Eve, Kipps' stepchildren invite him to tell a ghost story. He has one but is too disturbed to tell it, so he decides to write it down.
2	Chapter 2	Kipps begins to relate the story of his past. In it, he is sent by his employer (Mr Bentley) to settle the affairs of one of the firm's clients, Mrs Alice Drablow, and to attend her funeral. He is told that Mrs. Drablow had no family or friends and lived as a recluse.
3	Chapter 3	On the train to Crythin Gifford (the home of Alice Drablow) Kipps meets Samuel Daily and they strike up a conversation about Kipps' business in the village, where Daily also lives.
4	Chapter 4	Kipps stays the night at a local pub and then travels to Mrs. Drablow's funeral with Mr. Jerome. At the funeral, Kipps sees a sickly-looking young woman dressed in black. No one else sees her but Jerome is terrified when Kipps tells him what he has seen.
5	Chapter 5	The next day, Kipps is taken to Eel Marsh House, the isolated home of Mrs. Drablow, by Mr Keckwick. They travel across the causeway in a pony and trap (cart). While at the house, Kipps sees the woman in black again, this time in a graveyard. When she mysteriously vanishes, he is forced to conclude she is a ghost.
6	Chapter 6	Kipps attempts to return across the causeway on foot but gets lost in a mist that suddenly appears. He is horrified to hear the sound of a child screaming and a pony and trap sinking in the marshes. Kipps eventually concludes that the sounds were supernatural. Keckwick returns to take Kipps back to the village.
7	Chapter 7	The next day, Kipps visits Jerome to ask for help with sorting out Mrs. Drablow's affairs. Jerome is terrified at the thought of visiting Eel Marsh House and refuses to help. Kipps resolves to return to the house alone.
8	Chapter 8	Kipps goes for a meal at the home of Daily and his wife. He tells Daily what happened to him at Eel Marsh House, and also of his intention to return there the next day. Daily suggests he takes his dog, Spider, for company.
9	Chapter 9	Kipps goes back to Eel Marsh House and takes provisions, as he intends to stay the night. He begins the process of sorting through Mrs. Drablow's documents. During the night, he and Spider ae awakened by a mysterious thumping noise coming from a locked room. The next day, he discovers documents relating to the birth of an illegitimate child and his adoption by a married couple. Later that day, Kipps hears the ghostly child screaming again on the marsh, and finds the locked door suddenly open. The room within is a perfectly-preserved child's nursery.
10	Chapter 10	During the night, Kipps hears the sounds on the marsh again and becomes convinced there is a ghostly presence in the house. He goes outside for some air. While outside, he hears a strange whistling from out on the marsh. Spider runs towards this sound and becomes trapped in the mud. Kipps risks his own life to save the dog.
11	Chapter 11	Daily arrives at Eel Marsh House the following morning and finds Kipps and Spider hovering on the brink of death aafter their escape from the mud. He takes them back to his house where they both recover. Kipps reads some letters that he brought back from Eel Marsh House and learns the full story of Jennet Humfrye, her illegitimate son, and the revenge she has been taking on the villagers since her death.

Characters

1	**Arthur Kipps**	The protagonist of the story. A young solicitor who is sent to Eel Marsh House to attend the funeral of Alice Drablow. He begins the tale as a confident young man but soon becomes affected by the woman in black's presence.	4	**Mr. Jerome**	The land agent for Alice Drablow (in charge of selling her property). He shows signs of increasing fear throughout the novel and we eventually learn that his child died as the result of the woman in black's appearance.
2	**Samuel Daily**	A prominent businessman in Crythin Gifford. He acts as Kipps'protector; it is he who finally rescues him from the torment of Eel Marsh House	5	**Mr. Keckwick**	The caretaker of Eel Marsh House. Late in the story, we learn that he also lost a child after the woman in black's appearance.
3	**Alice Drablow**	The deceased inhabitant of Eel Marsh House, who lived for many years as a recluse. As the story progresses, we learn that she adopted the illegitimate son of her sister, Jennet Humfrye.	6	**Jennet Humfrye**	A young woman who became illegitimately pregnant (outside marriage). She was forced to give up her son for adoption to her sister. He later drowned on the marshes, and Jennet herself died years later of a wasting illness.

Themes

1	**Isolation**	All characters in *TWIB* are isolated in some way and this makes them vulnerable. The novel has an isolated setting (Eel Marsh House). Even the village of Crythin Gifford is a long way from the nearest town.
2	**Fear**	A powerful force in the novel that that has a transformative effect on Kipps. It often manifests itself, in many characters, as a physiological symptom, such as a pounding heart.
3	**Revenge**	Jennet Humfrye is driven by her desire to get revenge, not just on her sister (who she blamed for her son's death) but on all parents who still have living children, including Kipps.
4	**The Past**	The past events that occurred at Eel Marsh House are the driving force behind the narrative. Kipps' "telling" of this ghost story is his attempt to put his own past behind him.

Context

1	**Edwardian Values**	The novel, although written in 1983, was set in the Edwardian Era. At this time, women were expected to have strong moral values. A woman who had a child outside marriage was likely to be cast off by her family and friends, particularly if she cane from a wealthy background.
2	**Gothic tradition**	The literary tradition of Gothic stories was to include an isolated house or castle in order to increase fear for the reader. Hill loved Gothic stories and was particularly inspired by "The Turn of the Screw" by Henry James.
3	**Thatcher's Government**	It could be argued that Hill is also making a comment about the Conservative Government of the 1980s, led by Margaret Thatcher. Their reduction of welfare provided for single mothers meant that women were much more reliant on men if they wanted to start a family.

Key Vocabulary

1	**Postmodern**	A text that deliberately uses conventions of earlier styles (in this case, the supernatural).
2	**Supernatural**	A genre that features creatures or events that can't be explained by science (and aren't "real".)
4	**Pastiche**	Copying conventions of a style of writing in a flattering way.
5	**Narrative**	A carefully constructed story in which all events are connected.
6	**Frame Story**	A "story around a story". In Chapter 1, the older Kipps narrates the story of Christmas Eve with his family. This "frames" the story of the events that took place at Eel Marsh House many years earlier.
7	**Novella**	A text that is shorter than a novel but longer than a short story. Hill intentionally used this form, as ghost stories were traditionally told, or read, in one sitting.
8	**Protagonist**	The main character in a story. In supernatural stories, this is conventionally a confident person who does not believe in ghosts (which is how Kipps begins this tale).

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English | The Woman in Black | Year Group: 8

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Plot Summary

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

Characters

1	Arthur Kipps		4	Mr. Jerome	
2	Samuel Daily		5	Mr. Keckwick	
3	Alice Drablow		6	Jennet Humfrye	

Themes

1	Isolation	
2	Fear	
3	Revenge	
4	The Past	

Context

1	Edwardian Values	
2	Gothic tradition	
3	Thatcher's Government	

Key Vocabulary

1	Postmodern	
2	Supernatural	
4	Pastiche	
5	Narrative	
6	Frame Story	
7	Novella	
8	Protagonist	

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Subject: KS3 Science (Biology)	Topic: **Ecosystem**	Year Group: 8

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Knowledge: Respiration

Respiration is a series of chemical reactions, in cells, that breaks down glucose to provide energy and form new molecules. Most living things use aerobic respiration but switch to anaerobic respiration

Knowledge : Respiration

1	Aerobic respiration: Breaking down glucose with oxygen to release energy and producing carbon dioxide and water
2	Anaerobic respiration (fermentation): Releasing energy from the breakdown of glucose without oxygen, producing lactic acid (in animals) and ethanol and carbon dioxide (in plants and microorganisms)
3	**Fermentation** is a type of anaerobic respiration which occurs in yeast, yeast produces ethanol, which is a type of alcohol

Additional info:
Energy is needed for life processes such growth and repair, movement and to control body temperature

Aerobic - More efficient - produces more energy per glucose molecule
Anaerobic- Less efficient - produces less energy per glucose molecule

Knowledge: Photosynthesis

Photosynthesis is the process which occurs in the chloroplasts to produce glucose using sunlight – The rate of photosynthesis can be affected **by light intensity, carbon dioxide concentration and temperature**

1	It converts carbon dioxide and water into glucose and oxygen
2	It uses light energy to power the chemical reaction, which is absorbed by the green pigment chlorophyll
3	This means that photosynthesis is an example of an endothermic reaction (takes in energy)
4	Any organism that can use photosynthesis to produce its own food is known as a **producer**, these are not just limited to plants but can include other organisms such as **algae**

Knowledge: key word equations

1	Photosynthesis: carbon dioxide + water → glucose + oxygen
2	Aerobic : glucose + oxygen → carbon dioxide + water
3	Anaerobic: glucose → lactic acid Fermentation: glucose → ethanol + carbon dioxide

Key Vocabulary - Respiration

1	Respiration	Is the chemical reaction which occurs inside the mitochondria
2	Aerobic	Breaking down glucose with oxygen
3	Anaerobic	Breaking down glucose without oxygen
4	Fermentation	In plants/yeast cells, anaerobic respiration makes different products. This is called fermentation.

Key Vocabulary - Photosynthesis

1	Fertilisers	Chemicals containing minerals that plants need to build new tissues
2	Photosynthesis	A process where plants and algae turn carbon dioxide and water into glucose and release oxygen.
3	Chlorophyll	Green pigment in plants and algae which absorbs light energy
4	Stomata	Pores in the bottom of a leaf which open and close to let gases in and out

Beckfoot	Subject: KS3 Science (Biology)	Topic: **Ecosystem**	Year Group: 8

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Knowledge: Respiration

Respiration

Knowledge : Respiration

1	
2	
3	

Additional info:
Energy is needed for life processes such as growth and repair, movement and to control body temperature

Aerobic - More efficient - produces more energy per glucose molecule
Anaerobic- Less efficient - produces less energy per glucose molecule

Knowledge: Photosynthesis

Photosynthesis

1	
2	
3	
4	

Knowledge: key word equations

1	Photosynthesis:
2	Aerobic :
3	Anaerobic:

Key Vocabulary - Respiration

1	Respiration	
2	Aerobic	
3	Anaerobic	
4	Fermentation	

Key Vocabulary - Photosynthesis

1	Fertilisers	
2	Photosynthesis	
3	Chlorophyll	
4	Stomata	

Subject: Science	Topic: Wave Effects and Properties	Year Group: 8

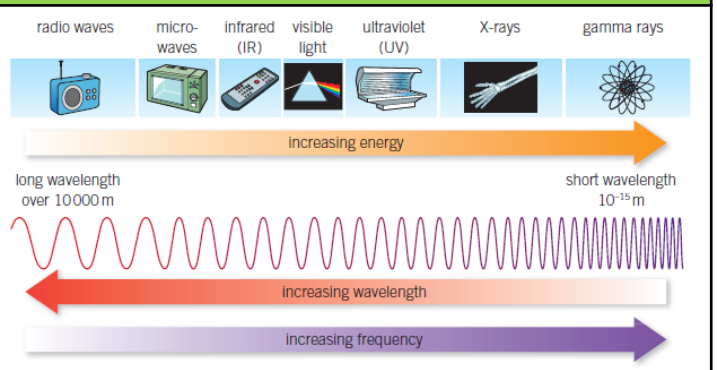
Sound Waves

1	Any wave transfers energy from one place to another.
2	Sound waves cause particles to vibrate backwards and forwards in the direction of the wave, this produces areas of high pressure (compression) and low pressure (rarefaction). As there are areas where the air pressure is different in a sound wave, we can call them a type of pressure wave.
3	Sound can be detected with a microphone, which will change air pressure into a changing potential difference.
4	Sound can be produced with a loudspeaker, the changing potential difference causes changes in air pressure. Changes in air pressure are caused by the diaphragm of the loudspeaker vibrating causing movement of the air particles.

Types of Waves

1	Transverse waves vibrate at 90° to the direction they are travelling. They move up and down as well as forward.
2	Longitudinal waves vibrate in the direction in which they are travelling.
3	When waves are put together they superpose (they will add together or cancel each other out). If they are in line, they add and increase the amplitude. If they are not in line they cancel each other out and decrease amplitude.

Electromagnetic Spectrum

1	

Ultrasound

1	Humans can hear sounds with a frequency between 20-20000 Hz. Ultrasound is any sound with a higher frequency than 20000 Hz.
2	The high frequency causes particles it interacts with to vibrate more quickly so it can be used in ultrasonic cleaning and physiotherapy.

Ionisation

1	The higher the frequency, the higher the energy. High energy waves can lead to ionisation where electrons are knocked off of atoms in cells. This can cause mutations in cells if DNA is affected which leads to cancerous tumours.
2	The ionising waves in the electromagnetic spectrum are gamma, X-rays and ultraviolet rays.

Key Vocabulary

1	Ultrasound	Sound waves with frequencies higher than the human auditory range.
2	Ultraviolet (UV)	Waves with frequencies higher than light, which human eyes cannot detect.
3	Microphone	Turns the pressure wave of sound hitting it into an electrical signal.
4	Loudspeaker	Turns an electrical signal into a pressure wave of sound.
5	Waves	Vibrations that transport energy from place to place without transporting matter
6	Pressure Wave	An example is sound, which has repeating patterns of high-pressure and low-pressure regions.
7	Transverse wave	Where the direction of vibration is perpendicular to that of the wave.
8	Longitudinal wave	Where the direction of vibration is in the direction the wave is travelling.
9	Transmission	Where waves travel through a medium rather than be absorbed or reflected.

Subject: Science	Topic: Wave Effects and Properties	Year Group: 8

Sound Waves

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Types of Waves

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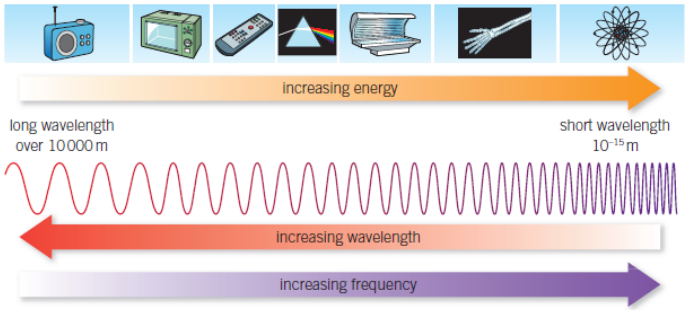
2	
3	

Electromagnetic Spectrum

1	

Ultrasound

1	
2	

Ionisation

1	
2	

Key Vocabulary

1	Ultrasound	
2	Ultraviolet (UV)	
3	Microphone	
4	Loudspeaker	
5	Waves	
6	Pressure Wave	
7	Transverse wave	
8	Longitudinal wave	
9	Transmission	

Subject: French	Topic: La Francophonie – T5	Year Group: 8

Key questions

Qu'est-ce qu'il y a…?	What is there…?
Qu'est-ce qu'on peut faire…	What can you do…
Il fait quel temps…?	What is the weather like…?
Où est-ce que tu voudrais habiter?	Where would you like to live?
C'était comment?	What was it like?
Qu'est-ce qu'il y avait..?	What was there…?

Key grammar

Plus… que	More… than
Moins… que	Less… than
Aussi… que	As… as
Il faut…	You must…

Proper nouns

La Francophonie	French speaking countries
au Sénégal	To/in Senegal
En Guyane	To/in Guinana
L'île de Madagascar	The island of Madagascar
Au Canada	To/in Canada
La République démocratique du Congo (RDC)	The democratic republic of Congo

Modal verbs

vouloir – to want	je veux, tu veux, il veux, nous voulons, vous voulez, ils veulent.
pouvoir – to be able to, can	je peux, tu peux, il peux, nous pouvons, vous pouvez, ils peuvent
devoir – to have to, must	je dois, tu dois, il doit, nous devons, vous devez, ils doivent
je voudrais	I would like
je pourrais	I could
on devrait	we should

Examples

Je voudrais (I would like)	visiter/admirer/voir (to visit/admire/see)	les monuments/les paysages/les grandes villes/les petits villages (the monuments/countryside/big towns/small villages)
On pourrait (You could)	manger des repas traditionnels/ écouter de la musique/voir les animaux sauvages/faire une balade sur la lac rose/planter un arbre (eat traditional meals/listen to music/ see wild animals/go on a boat ride on the pink lake/plant a tree	
On devrait We should	aider les enfants / recycler / protéger les animaux en voie de disparition (help children / recycle / protect endangered animals)	
Il fait It's	plus/moins chaud/froid qu'en Angleterre (more/less hot/cold than in England)	
La population est The population is…	plus/moins grande/petite que la population ici (bigger/smaller) than the population here	

Subject: French	Topic: La Francophonie – T5	Year Group: 8

Key questions

Qu'est-ce qu'il y a…?	
Qu'est-ce qu'on peut faire…	
Il fait quel temps…?	
Où est-ce que tu voudrais habiter?	
C'était comment?	
Qu'est-ce qu'il y avait..?	

Key grammar

Plus… que	
Moins… que	
Aussi… que	
Il faut…	

Proper nouns

La Francophonie	
au Sénégal	
En Guyane	
L'île de Madagascar	
Au Canada	
La République démocratique du Congo (RDC)	

Modal verbs

vouloir	je veux, tu veux, il veux, nous voulons, vous voulez, ils veulent.
pouvoir	je peux, tu peux, il peux, nous pouvons, vous pouvez, ils peuvent
devoir	je dois, tu dois, il doit, nous devons, vous devez, ils doivent
je voudrais	
je pourrais	
on devrait	

Examples

Je voudrais	visiter/admirer/voir	les monuments/les paysages/les grandes villes/les petits villages
On pourrait	manger des repas traditionnels/ écouter de la musique/voir les animaux sauvages/faire une balade sur la lac rose/planter un arbre	
On devrait	aider les enfants / recycler / protéger les animaux en voie de disparition	
Il fait	plus/moins chaud/froid qu'en Angleterre	
La population est	plus/moins grande/petite que la population ici	

Subject: German	Topic: Wir gehen aus – T6	Year Group: 8

Tragen – present tense		
1	Ich trage	I wear
2	Du trägst	You wear
3	Er/Sie trägt	He/she wears
4	Wir tragen	We wear
5	Sie tragen	You wear
6	Sie tragen	They wear

Adjectives		
1	kurz	Short
2	lang	Long
3	weit	Wide leg
4	schmal	Slim leg
5	schick	Smart
6	locker	Causal
7	modisch	Fashionable

High frequency words		
1	Immer	Always
2	Zum Beispiel	For example
3	Zuerst	Firstly
4	Seit	Since
5	Für	For
6	Möglich	Possible
7	Pro Jahr	Per year
8	Nächstes Jahr	Next year

Future tense		
1	Ich werde gehen	I will go
2	Ich werde abholen	I will ring/call
3	Ich werde kaufen	I will buy
4	Ich werde ankommen	I will arrive
5	Ich werde mitnehmen	I will take with me
6	Ich werde fahren	I will travel
7	Ich werede anziehen	I will try on
8	Ich werde auswählen	I will choose

Examples		
1	Ich trage immer Jeanshose	I always wear jeans
2	Wir tragen Sportschuhe, weil sie modisch sind.	We wear trainers because they are fashionable.
3	Nächstes Jahr werde ich fahren	Next year I will travel
4	Ich werde Sandalen kaufen	I will buy sandals
5	Ich werde einen Rock anziehen	I will try on a skirt
6	Ich werde um 8 Uhr ankommen	I will arrive at 8 o' clock

Subject: German	Topic: Wir gehen aus – T6	Year Group: 8

Tragen – present tense		
1	Ich trage	
2	Du trägst	
3	Er/Sie trägt	
4	Wir tragen	
5	Sie tragen	
6	Sie tragen	

Adjectives		
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2	lang	
3	weit	
4	schmal	
5	schick	
6	locker	
7	modisch	

High frequency words		
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7	Pro Jahr	
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Future tense		
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Examples		
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3	Nächstes Jahr werde ich fahren	
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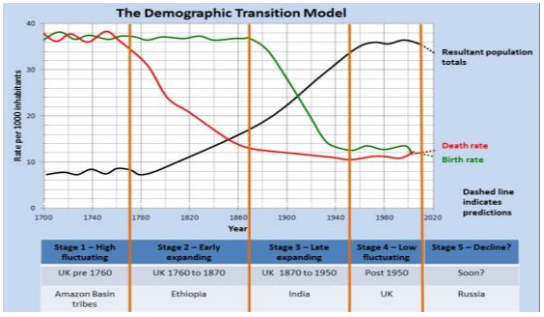
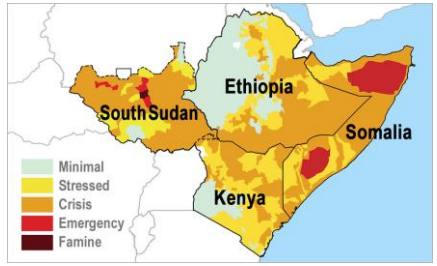
Subject: Geography	Topic: Development in Horn of Africa	Year Group: 8

a. How do we divide up the world?		
1.	LIC	Low income country (anything below average income of $1,045)
2.	HIC	HIC= High income country (average income above $12,000)
3.	NEE	Countries that have begun to experience high rates of economic development, usually with rapid industrialisation.

c. The demographic transition model		
1.	DTM	The Demographic Transition Model (DTM) is based on historical population trends of two demographic characteristics – birth rate and death rate – to suggest that a country's total population growth rate cycles through stages as that country develops economically
2.		

d. Reducing the development gap	
Aid	Gifts (not a loan) of money, food, goods, machinery, technology and trained workers. Aid can come from the governments of HICs as well as from charities and other NGOs (Non Governmental Organisations). However, many forms of aid have agreements tied to them so in effect, some sort of payback is required. The aim is to raise standards of living in the long term.
Trade	Trade clearly has the potential to create jobs in trading companies. Trade boosts economic growth, and that economic growth means more jobs throughout the whole country. Trade encourages producers in agriculture and industry to become more competitive and more productive. Trade encourages stronger international links with other countries.
Trading groups	When groups of countries make arrangements to reduce barriers to trade. This increases trade between members of the group. When a poor country joins a trading group the amount of money it gets from trading increases. More money means more development. BUT, this does make it hard for poor countries that aren't part of a trading group to trade. This reduces their export income and slows development.
Fairtrade	Fairtrade is all about getting a fair price for the goods produced in poorer countries (e.g. coffee) Companies who want to sell 'Fairtrade' products have to pay producers a fair price. Buyers also pay extra to help develop the area the goods come from. E.g. to build schools or health centres. Only producers that treat their employees well can take part in the scheme (E.g. they are not allowed to discriminate based on sex or race, they must provide a safe working environment etc.) This improves their quality of life.

Food Shortages in Somalia	
Malnutrition	lack of proper nutrition, caused by not having enough to eat, not eating enough of the right things, or being unable to use the food that one does eat
Famine	A widespread, serious shortage of food often causing malnutrition, starvation and death.



g. Future of Horn of Africa		
1.	Quality of life	the standard of health, comfort, and happiness experienced by an individual or group
2.	Trade deal	A trade agreement is a wide-ranging taxes, tariff and trade treaty that often includes investment guarantees. It exists when two or more countries agree on terms that help them trade with each other.
3.	Horn of Africa Cooperation	The Horn of Africa cooperation is a trade agreement between Ethiopia, Somalia and Eritrea.

Subject: Geography	Topic: Development in Horn of Africa	Year Group: 8

a. How do we divide up the world?		
1.	LIC	
2.	HIC	
3.	NEE	

c. The demographic transition model		
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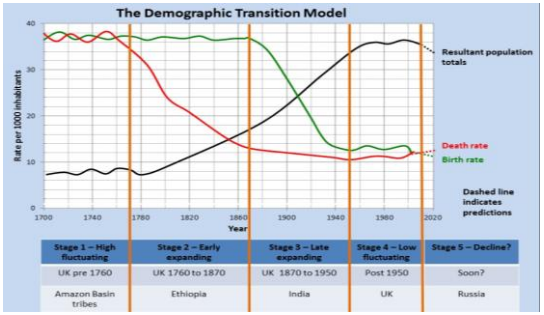
2.		

d. Reducing the development gap	
Aid	
Trade	
Trading groups	
Fairtrade	

Food Shortages in Somalia	
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	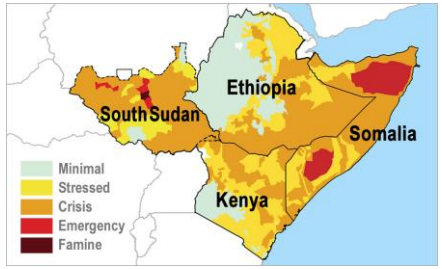

g. Future of Horn of Africa		
1.	Quality of life	
2.	Trade deal	
3.	Horn of Africa Cooperation	

Beckfoot

Subject: History — Topic: How did ordinary people protest for their rights in the 19th & 20th Centuries? — Year Group: 8

enjoy learn succeed

1. What problems were there with democracy by 1800?

1	What were elections like?	1. Very few people could vote. 2. Voting took place in public where you had to say out loud who you were voting for. 3. Only rich people could afford to be MPs
2	What were rotten boroughs?	1. Corruption was very common. 2. Many places had become rotten boroughs – this was where hardly anyone lived and MPs would buy their seat
3	What did the radicals demand?	1. The radicals wanted to change the unfair election system. 2. The Chartists had six key demands including pay for MPs, secret voting, and votes for all men.

2. What happened at Peterloo?

1	What happened at Peterloo?	1. In 1819, people gathered at St Peter's Fields in Manchester to demand the vote. 2. It was a peaceful protest attended by 60,000 people listening to inspiring speeches. 3. Local officials panicked when they heard how many people had gathered and rumours spread the people were drunk. 4. Within 10 minutes, 600 people had been wounded and 15 people killed – including women and children.
2	How has Peterloo been remembered?	1. The event became known as the Peterloo Massacre. 2. The original plaque that was put up to remember the event made no reference to the people who were killed and a more accurate plaque was put up in 2007.
3	Did Peterloo change anything?	1. The government introduced the Six Acts which stated that more than 50 people gathering for radical reform was against the law. 2. Peterloo did not lead to any changes to voting rights.

3. How did women get the vote?

1	Suffragists	1. Led by Millicent Garrett Fawcett. 2. Campaigned for women to have the vote through peaceful methods such as peaceful protests and writing to MPs.
2	Suffragettes	1. Led by Emmeline Pankhurst. 2. Campaigned for women to have the vote through more violent methods such as hunger strikes, smashing windows and setting off bombs.
3	What factors led to women gaining the right to vote?	1. Women over 30 were able to vote in 1918 2. The actions of the Suffragists and Suffragettes contributed to the campaign. 3. Women were rewarded for their support in WW1 by being given the vote.

4. Why did people strike in the 19th century?

1	Tolpuddle Martyrs	1. Six farm workers in the village of Tolpuddle in Dorset met to try and form a trade union. 2. They campaigned for better wages. 3. The men were arrested and sentenced to seven years transportation to Australia. 4. There was a huge campaign to pardon them as many believed they were treated unfairly.
2	Annie Besant and the Match Girls strike	1. Women working at the Bryant and May match factory were earning 5 shillings a week for working 70 hours. 2. The work was dangerous and unpleasant – many suffered a serious condition called Phossy Jaw as a result of the chemicals used in the matches. This could to brain tumours and death. 3. The women refused to work in dangerous conditions and went on strike. 4. Eventually the factory agreed to pay better wages.
3	Dock workers' strike	1. In 1889, the largest port in the world – the Port of London – came to a standstill as workers went on strike. 2. They demanded better wages, overtime pay, and minimum employment of four hours.

5. Representation of the People Act, 1928

1	Who was able to vote by 1928?	1. All men and women over the age of 21 years old. 2. This was the first time everyone in Britain had equal franchise 3. Women made up the largest percentage of voters with 52.7%

Key Word	Definitions
Democracy	A system of government where all adults vote for who is in charge
Election	An organised vote for a person to become part of the government
Enfranchised	When a person has the right to vote
Massacre	The brutal killing of many people
MP (Member of Parliament)	A person who is elected by the people to be part of the government
Parliament	The law making group of the United Kingdom. It has two Houses – the House of Commons and the House of Lords
Strike	To refuse to work as part of an organised protest
Protest	An action to show you are unhappy with something or someone
Rights	When people have social and political freedom and equality
Trade Union	An organised group of workers who work to protect workers rights
Suffragette	A campaigner for women's suffrage using militant action
Suffragist	A campaigner for women's suffrage who believes in legal and peaceful methods

Beckfoot

Subject: History | Topic: How did ordinary people protest for their rights in the 19th & 20th Centuries? | Year Group: 8

enjoy learn succeed

1. What problems were there with democracy by 1800?

1	What were elections like?	
2	What were rotten boroughs?	
3	What did the radicals demand?	

2. What happened at Peterloo?

1	What happened at Peterloo?	
2	How has Peterloo been remembered?	
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Key Word	Definitions
Democracy	
Election	
Enfranchised	
Massacre	
MP (Member of Parliament)	
Parliament	
Strike	
Protest	
Rights	
Trade Union	
Suffragette	
Suffragist	

Beckfoot

Subject: RE | Topic: Sikhism | Year Group: Year 8

enjoy learn succeed

Sikh Beliefs

1	Beliefs about God?	God is called Waheguru and is the one God. Sikhism is monotheistic
2	What is the ik Onkar?	The Gurmukhi symbol for God
3	What is God like?	Creator, omnipresent and eternal
4	What is the mool mantra?	The core beliefs of Sikhism that they recite in prayer

Sikh Gurus

1	What is a Guru?	A human teacher who passes God's message to others. There were ten main Sikh gurus.
2	First Guru?	Guru Nanak was the first Guru. He taught equality and compassion. He went into a river for 3 days and had a vision of God.
3	Tenth Guru?	Guru Gobind Singh was a famous warrior. He started the Khalsa by asking Sikhs to give their lives for faith. This was a trick, but showed the importance of commitment.
4	Khalsa?	Khalsa Sikhs follow extra rules like wearing the 5 Ks and not eating meat.

The Golden Temple

1	Where is it?	It is in Amritsar, the Punjab.
2	Symbols?	The entire roof is made of gold
3	Langar?	The langar kitchen serves food every day to guests. The meals are free and usually lentil dahl. Everyone eats on the floor together.
4	Holy Book?	The Guru Granth Sahib is the holy book but treated like a human. It has its own room in the temple

Life as a Sikh

1	3 duties?	Pray, Work, Give
2	How?	Pray: keep God in mind Work: earn an honest living Give: volunteer help and care for others. Practice sewa
3	Who is Fauja Singh	A 100 year old marathon runner who uses faith for strength.
4	Women?	Sikhism is well-known for teaching equality but women have still be treated unfairly. There is debate as to whether they can represent the first five khalsa men.

Key Words	Definition
Amrit	The ceremony where someone becomes a Sikh
Ek Onkar	The one creator God
Golden temple	Sikh place of pilgrimage in Amritsar
Gurdwara	Sikh place of worship
Gurmukhi	The script that Punjabi is written in
Guru	Sikh teacher. A human!
Guru Granth Sahib	Holy Book of Sikhism
Kaur	Female Sikh surname, meaning princess
Khalsa	Group of Sikhs who follow extra rules.
Kirt Karna	Earning an honest living
Langar	Free meals made at a Gurdwara
Mool mantra	Core beliefs of Sikhism
Nam japna	Keeping God in your mind
Panj pyrae	First five who gave their lives to Guru Gobind Singh
Pilgrimage	Religious journey
Sewa	Selfless service
Singh	Male Sikh surname, meaning lion
Vand Chhakna	Helping others
Waheguru	Sikh name for God

Sikhism is the youngest of the six main religions and has 27 million followers.

Beckfoot

Subject: RE | Topic: Sikhism | Year Group: Year 8

enjoy learn succeed

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Sikh Gurus

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Life as a Sikh

1	3 duties?	
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Key Words	Definition
Amrit	
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Gurdwara	
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Kaur	
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Sewa	
Singh	
Vand Chhakna	
Waheguru	

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Beckfoot

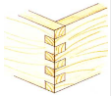
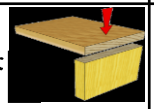
Design & Technology; Resistant Materials	Topic: Container Project	Year Group: 8

enjoy learn succeed

1. Process; Tools & Equipment

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

2. Wood Joints

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

5. Materials; Softwoods

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

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

3. Process; CADCAM

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

4. Materials; Hardwoods

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

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

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

Beckfoot

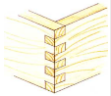
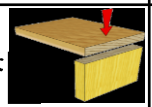
Design & Technology; Resistant Materials	Topic: Container Project	Year Group: 8

enjoy learn succeed

1. Process; Tools & Equipment

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

2. Wood Joints

1	Comb Joint 	
2	Dovetail Joint 	
3	Butt Joint 	
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5	Screw Joint 	

3. Process; CADCAM

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Beckfoot

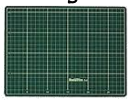
Design & Technology; Textiles	Topic: Self Art	Year Group: 8

enjoy learn succeed

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

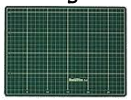
Design & Technology; Textiles	Topic: Self Art	Year Group: 8

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.

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

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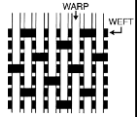
3. Process: Sewing machine sewing

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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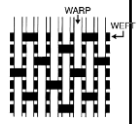
3. Process: Sewing machine sewing

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

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1. Culinary terminology

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Key Vocabulary

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3. Food safety systems

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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

Music	Topic: Hip Hop	Year Group: 8 – Half term 6

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1. Hip hop Music

1	**Hip Hop**	A form of music and a way of life that started in The Bronx, New York City, America in the 197s. It is a form of expression and reflects on the political, social and economical conditions of the time.
2	**The MC**	The master of ceremonies – the rapper who is in charge.
3	**The DJ**	The disk jockey – creates the backing track.
4	**The Graffiti**	The street art and way of dressing that is key to the life of the culture of hip hop.
5	**The B boy and B girl**	The dancers in hip hop.
6	**The knowledge**	The topics that the hip hop artists base their songs on.
7	**Producer**	The person who creates the backing tracks backing beats for the rappers. E.g. Dr Dre
8	**Decks**	What the DJ uses to play their music through, this could be either with vinyl or MP3s.
9	**Break beat**	The drum beat that connects two different tracks on a vinyl.
10	**Free writing**	Rapping on the spot using the words you have – often part of a rap battle.

2. Chords for composition

1	**A minor chord**	A sad sounding chord using the notes A, C and E.
2	**E minor sus 4 chord**	A sad sounding chord that adds the 4th nots of the scale, rather than the third. It uses the notes E, A and B
3	**E minor chord**	A sad sounding chord that uses the notes E, G and B.
4	**A minor chord**	A sad sounding chord that uses the notes A, C and E.

3. Key vocab Song structure

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

4.Key Vocab Musical elements

1	**Melody**	The main tune, played on instruments or sung.
2	**Chords**	Two or more notes played at once.
3	**Bass line**	The lowest part in music, provides the harmonic structure of the music.
4	**Riff**	A repeated musical pattern used in Rock, Pop and Jazz.
5	**Ensemble**	Performing as part of a group.
6	**Lyrics**	The words of the song
7	**Rap**	Rhythmical speech singing over a backing track
8	**Block chords**	Playing all of the notes of a chord at once.
9	**Sample**	A digitally recorded clip of music, often taken from another well known song.
10	**Hook**	A catchy melody that hooks the listener in and keeps them interested.
11	**Tempo**	The speed of the music.

Other musical styles linked to this: Garage, EDM, Pop, grime, jungle and trip hop. Musicians include The Beastie Boys Grandmaster Flash, Dr Dre, Eminem, Hopsin, Mos Def and Gorillaz, Jhus and Dave, Kendrick Lamar. GUIDANCE - Some of these musicians use explicit language and themes of violence – songs and videos will say if they are explicit, please don't watch/listen to these tracks.

Beckfoot	Music	Topic: Hip Hop	Year Group: 8 – Half term 6	enjoy learn succeed

1. Hip hop Music		
1	Hip Hop	
2	The MC	
3	The DJ	
4	The Graffiti	
5	The B boy and B girl	
6	The knowledge	
7	Producer	
8	Decks	
9	Break beat	
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3. Key vocab Song structure		
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2	Verse	
3	Chorus	
4	Bridge	
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Subject: Drama	Topic: Romeo and Juliet	Y8

PLOT		
1	ACT 1	The Montagues and the Capulets are families involved in a bitter feud. Under penalty of death, the Prince of Verona orders the families to stop fighting. Romeo, a Montague, is lovestruck. His cousin, Benvolio, and best friend, Mercutio plan to cheer him up by gatecrashing a party at the Capulet house. Meanwhile, Lady Capulet plans for her daughter, Juliet, to marry Paris, a wealthy gentleman. At the party, Romeo and Juliet eet and fall in love at first sight.
2	ACT 2	After the party, Romeo sneaks back into the Capulet house and asks for her hand in marriage. Friar Laurence agrees to marry the lovers in secret, hoping that it will end the feud.
3	ACT 3	Tybalt, Juliet's cousin, is enraged that Romeo snuck into his family party. He tries to fight Romeo, who will not fight back. Mercutio dies defending his friend Romeo. Having heard of the violence, the Prince banishes Romeo from Verona. Capulet, in order to cheer his daughter up, arranges for her to marry Paris in two day's time.
4	ACT 4	Friar Laurence hatches a plan for Juliet to take a sleeping potion and appear dead, so she can meet Romeo in the family crypt and run away together. Juliet takes the potion, and funeral plans are made.
5	ACT 5	Romeo learns of Juliet's death, but not the secret plan. He fights his way back to Verona, buying poison on the way. Romeo kills Paris in order to be the one lying next to Juliet's grave. He kills himself just as Juliet wakes up. She then uses Romeo's dagger to take her own life. After the death of their children, the Montagues and Capulets end their feud.

THE MONTAGUES		
1	ROMEO	*A lovesick teenager.*
2	BENVOLIO	*Romeo's cousin and all-round nice guy.*
3	MERCUTIO	*Romeo's fight-loving best friend*
4	LORD AND LADY MONAGUE	*Romeo's parents.*

THE CAPULETS		
1	JULIET	*A teenager who won't be forced into love*
2	TYBALT	*Juliet's fiery cousin*
3	NURSE	*Basically raised Juliet.*
4	LORD AND LADY CAPULET	*Juliet's pushy parents*

OTHERS		
1	FRIAR LAURENCE	*Tries to end the feud. Succeeds – at a price.*
2	PRINCE ESCALUS	*The lawmaker in Verona*
3	PARIS	*A nice guy, but not Juliet's true love*

THEMES		
1	**LOVE**	Love is an overpowering force – it matter above other values, emotions and loyalties. Romeo and Juliet conspire to go against the forces of their entire social world. Romeo returns to visit Juliet at points, even though he is well aware of the threat of death. At times, love is presented as fickle (Mercutio's speeches, Romeo + Rosaline).
2	**INVIDUAL VS SOCIETY**	Romeo and Juliet are forced to undermine the oppressive rules of society at the time. For example, rules of the patriarchal family force Juliet to be subservient to her parents, rules of religion mean that they must marry in haste, and rules of masculinity force Romeo into conflict with Tybalt.
3	**VIOLENCE**	Extreme violence takes place sporadically throughout the play. The feud between the two families is so bitter that the mere sight of each other can be the cause of a fight to the death. Unchecked violence is personified through the character of Tybalt. The violence culminates in Act 3 Scene 1, in which both Mercutio and Tybalt are murdered
4	**FATE**	In the first address to the audience, the Chorus states that Romeo and Juliet are 'star-cross'd' lovers, meaning that fate had intended for their paths to cross, and that fate controls their actions. A series of unfortunate accidents towards the end of the play thwart Friar Laurence's plan and eventually manifest in both Romeo and Juliet committing suicide, thus adding to the sense of fate

Subject: Drama	Topic: Romeo and Juliet	Y8

PLOT		
1	ACT 1	
2	ACT 2	
3	ACT 3	
4	ACT 4	
5	ACT 5	

THE MONTAGUES		
1	ROMEO	
2	BENVOLIO	
3	MERCUTIO	
4	LORD AND LADY MONAGUE	

THE CAPULETS		
1	JULIET	
2	TYBALT	
3	NURSE	
4	LORD AND LADY CAPULET	

OTHERS		
1	FRIAR LAURENCE	
2	PRINCE ESCALUS	
3	PARIS	

THEMES		
1	**LOVE**	
2	**INVIDUAL VS SOCIETY**	
3	**VIOLENCE**	
4	**FATE**	

Subject: Drama	Topic: Romeo and Juliet	Y8

Key Drama Vocabulary		
1	Plot	The storyline of a play
2	Sound Scape	A combination of sounds to create a setting or atmosphere. Sounds can be pre-recorded or performed live
4	Comedy	A genre (type) of performance which is funny and makes the audience laugh
5	Improvisation	Making up a scene on the spot without a script.
6	Physical Theatre	Creating shapes with your body to tell the story.
7	Synchronised	Performing movement at the same time – not always the same movement.
8	Melodrama	Acting in an over exaggerated way, using a loud and over emotional voice, as well as large gestures and facial

FEATURES OF TRAGEDY		
1	**TRAGIC HERO**	A main character cursed by fate and possessed of a tragic flaw (Romeo)
2	**HAMARTIA**	The fatal character flaw of the tragic hero (his passion and impulsiveness)
3	**CATHARSIS**	The release of the audience's emotions through empathy with the characters
4	**INTERNAL CONFLICT**	The struggle the hero engages in with his/her fatal flaw

DRAMATIC DEVICES IN ROMEO AND JULIET		
1	DRAMATIC IRONY	When the audience know something the characters don't know. *E.G. Mercutio and Benvolio think Romeo is still pining over Rosaline, but the audience knows he has moved on to Juliet (A2 S1)*
2	SOLILOQUY	When a character speaks their thoughts aloud when on their own or regardless of any hearers, especially by a character in a play *E.G. Juliet's opening speech in A3 S2 in which she pours her heard out over her love for Romeo.*
3	ASIDE	When a character speaks a thought directly to the audience. The characters on stage cannot hear this. *E.G. Juliet secretly hopes for the 'villain' Romeo 'Villain and he be many miles asunder God pardon him!' A3 S5*
4	FORESHADOWING	A warning or indication of a future event. *E.G. Friar Laurence: These violent delights have violent ends, And in their triumph due, like fire and powder' A2 S6*

Contextual Links:
Shakespeare Plays: Romeo and Juliet, Hamlet, Macbeth.
Performing companies : The Royal Shakespeare Company https://www.rsc.org.uk/

Subject: Drama	Topic: Romeo and Juliet	Y8

Key Drama Vocabulary		
1	Plot	
2	Sound Scape	
4	Comedy	
5	Improvisation	
6	Physical Theatre	
7	Synchronised	
8	Melodrama	

FEATURES OF TRAGEDY		
1	**TRAGIC HERO**	
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4	**INTERNAL CONFLICT**	

DRAMATIC DEVICES IN ROMEO AND JULIET		
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Beckfoot	Subject: Computing	Topic: Hardware and Logic	Year Group: 8	enjoy learn succeed

Input and Output Devices

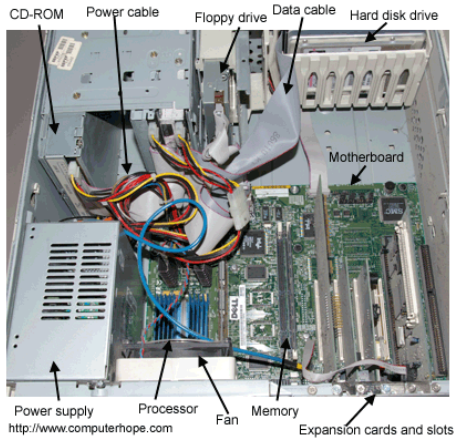
1	Input Devices	Input devices, like a keyboard, allow us to put raw data in a computer which it processes to produce outputs.
2	Output Devices	An output device is a piece of computer hardware that receives data from a computer and then translates that data into another form, for example a printer and speakers.

Storage Devices

1	Magnetic devices, such as hard disk drives, use magnetic fields to magnetise tiny individual sections of a metal spinning disk.
2	Solid state technology is used in storage media such as solid state drives (SSD) and USB flash drives. The technology is called solid state as it does not have any moving parts.
3	Optical devices such as CDs, DVDs and Blu-ray discs use a laser to scan the surface of a spinning disc made from metal and plastic.

Inside the Computer

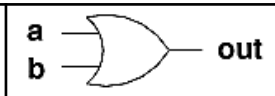
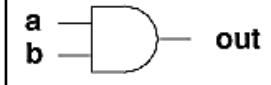
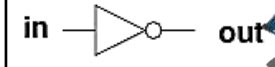
1

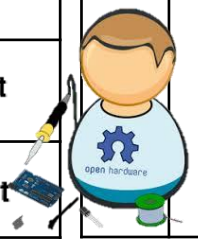


Research the components above and find out there main functions..

Logic Gates

1 Logic gates have one or two inputs that can be turned on or off, the output from the gate will vary depending on the type of logic gate

OR – either input is turned on	
AND – both inputs turned on	
NOT – output is the opposite	



Key Vocabulary

1	Hardware	Hardware is the physical components of a computer system. For example a mouse, monitor, keyboard are all examples of hardware.
2	Software	Software is a set of instructions or a collection of programming code that perform some task on a computer system.
4	Cache Memory	Cache memory is a type of very fast memory situated on or very close to the CPU. It is used to temporarily hold instructions and data the CPU is likely to reuse.

Beckfoot

Subject: Computing	Topic: Hardware and Logic	Year Group: 8

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Input and Output Devices

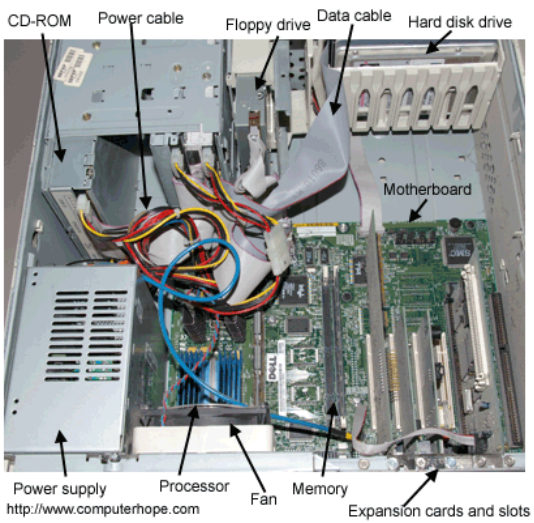
1	Input Devices	
2	Output Devices	

Storage Devices

1	Magnetic Disk
2	Solid State Drive
3	Optical Media

Inside the Computer

1



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Logic Gates

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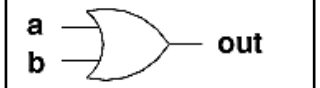
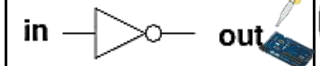
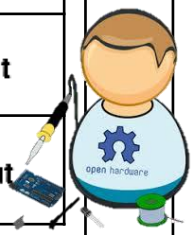
	OR	
	AND	
	NOT	



Key Vocabulary

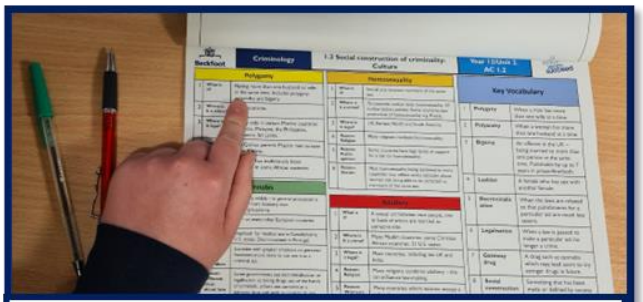
1	Hardware	
2	Software	
3	Virtual Memory	
4	Cache Memory	
5	Half Adder	

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

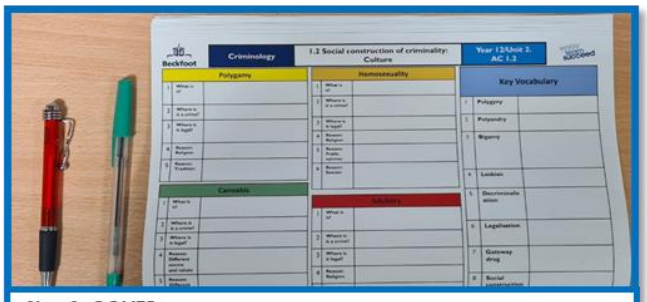
Retrieval Practice: Just do steps 2-4: Cover, Write, Check



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

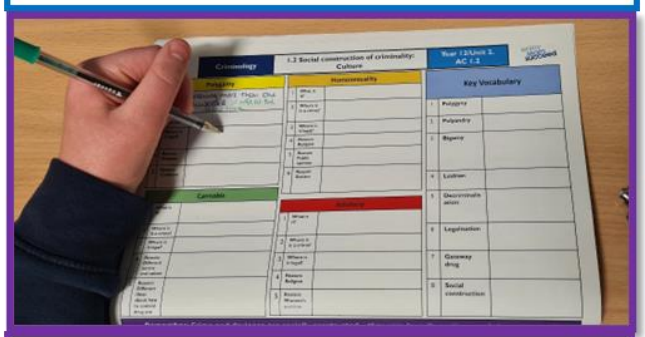


Step 2: COVER

- 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	

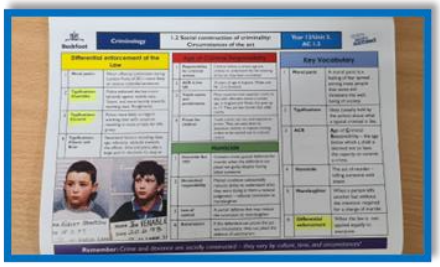
Independent Learning: How to 2 – Link It

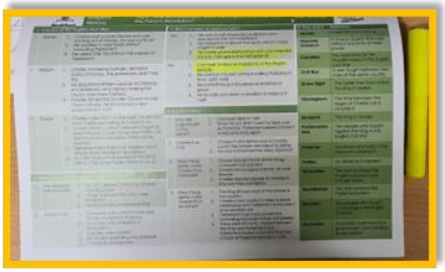
- Choose 3-6 items from your knowledge organiser
- Write 3 sentences to show how these things link together
- You could:

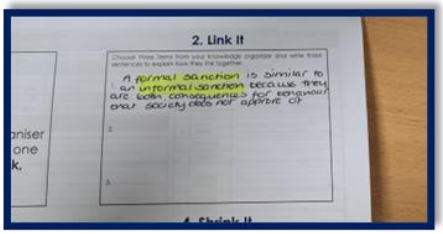
Compare and contrast:
- x is similar to/different from y because…
- x is more/less … than y because…

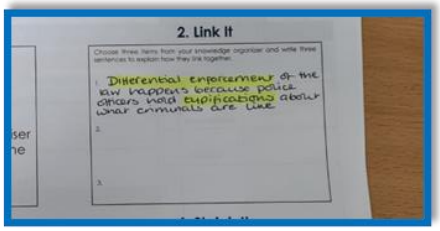
Cause and effect:
- x happens because of y…
- x and y work together to produce z…

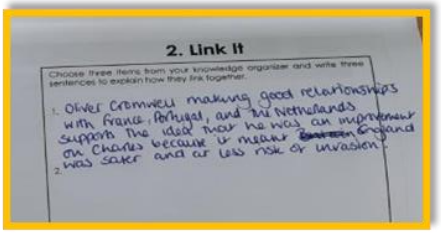
Support/refute:
- x supports the ideas of y because…
- x refutes the ideas of y because…











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	

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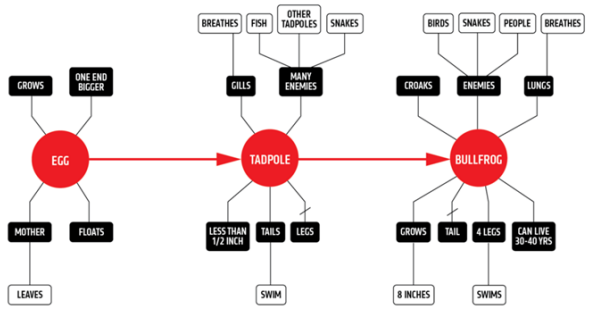
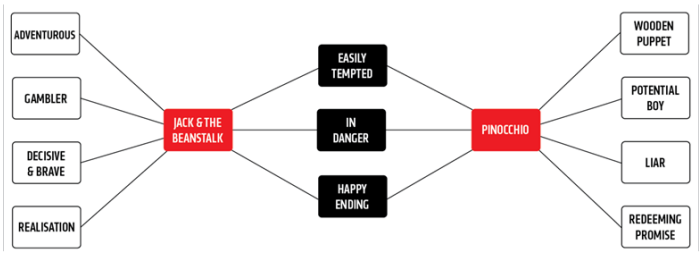
Independent Learning: How to – 3 Map It

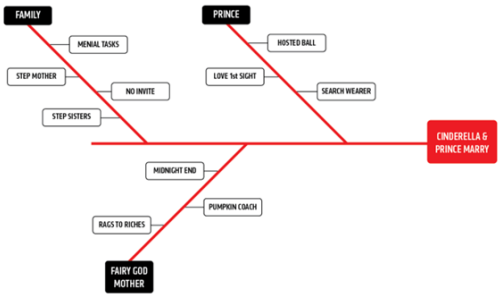
Mind-maps are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story



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

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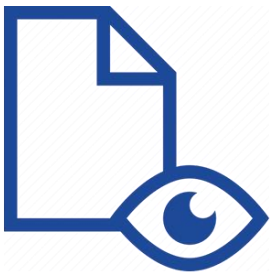
Map It

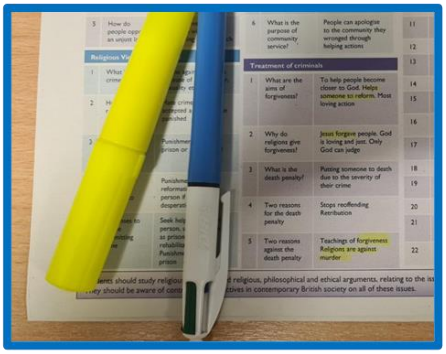
Map It

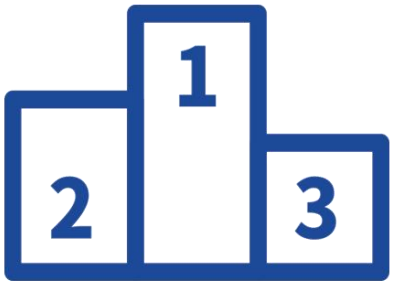
Independent Learning: How to 4 – Shrink It



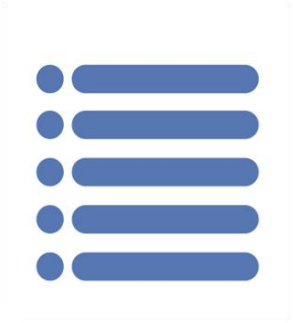
1. Skim over the Knowledge Organiser and look for the key information

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

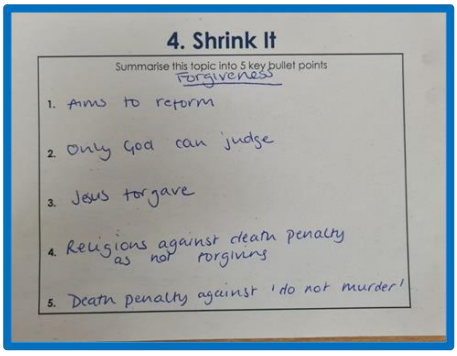




3. Rank your chosen points in order of importance



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:.....

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?

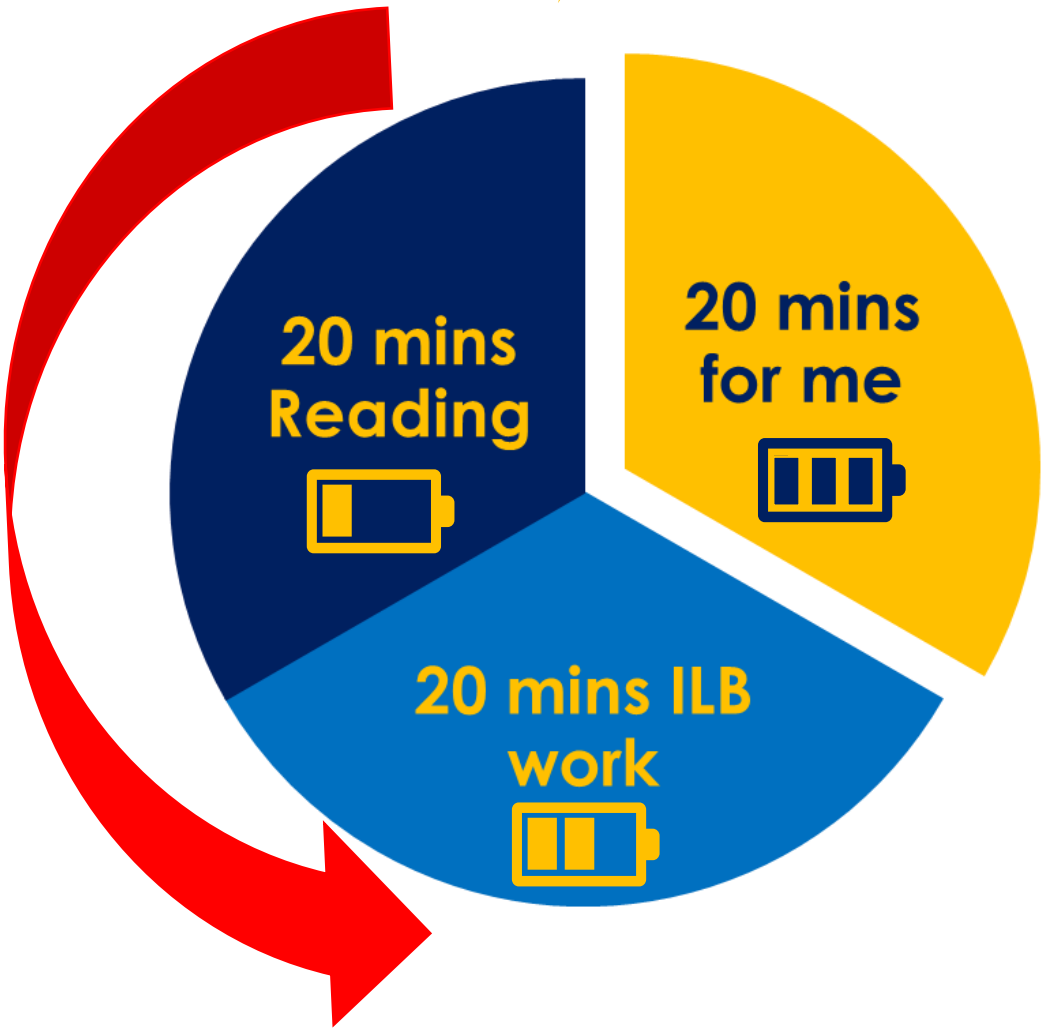
How did my motivation level affect my performance in the task?

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