YEAR 8

Knowledge

ORGANISER

2025-26

SEMESTER 2

WHO CAN I GET *support* FROM?

You can also speak to your check-in tutor, all your subject teachers, your PD teacher and all your pastoral staff: Miss Leonard, Miss Howe, Mr Sykes. If you are unable to speak to any member of staff, please contact:
studentsupport@bentonpark.mlt.co.uk

My Year 8 Leader
Miss Bannister

KEY STAGE LEADER
Mrs Collins

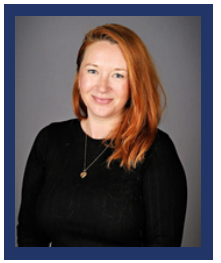
MY SLT LINK
Mr Bownass

OTHER YEAR LEADERS

Year 7 – Miss Downing

Year 9 – Miss Charlton

Year 10 - Mrs Sykes



Designated Safeguarding Lead / Assistant Headteacher
Mrs Howard

KS3 Safeguarding Officer
Miss Fox

SENCo / Assistant Headteacher
Miss Tyldsley

Key Stage 4 Leader
Miss Dobby

HOME-SCHOOL *Communication* LOG

DATE	NOTE

HOME *Learning*

In addition to your online home learning with SPARX and EDUCAKE, some subjects will give you homework based on your Knowledge Organiser. The next page gives you further information...

HOW DOES HOME LEARNING WORK?

The main way you will complete homework will be via 2 online platforms: SPARX and EDUCAKE.
These online platforms will quiz you on your learning in lesson. It's a great way to test yourself and developing your memory retrieval and retention skills. As well as home learning quizzes, these platforms allow you to prepare for assessments and revise key content.

HOW DO I ACCESS THESE?

PLATFORM	WEB ADDRESS	SUBJECTS
SPARX	www.sparx.com	Maths and Science
EDUCAKE	www.educake.co.uk	English, Geography, History, Languages, and Computer Science

HOMEWORK PLAN

SUBJECT	FREQUENCY
English / Science / Maths	Weekly
Geography / History / Languages / Computer Science	Fortnightly

IN THE LIBRARY YOU CAN:

- Access books and resources
- Use the internet to complete any online home learning
- See staff who can give you any advice and guidance you may need
- Study independently in a quiet place

HOME *Learning*

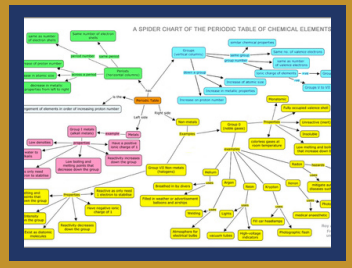
HOME LEARNING AND REVISION PRACTISE

For subjects that do not use an online learning platform for home learning, you will receive homework that is based on your Knowledge Organiser.

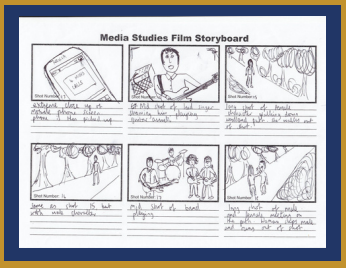
You complete this homework on paper that you hand in to your subject teachers.
The purpose of this is to help you know and remember more content over time, by developing your memory recall and supporting your revision practise.

ADDITIONAL HOME LEARNING AND REVISION PRACTISE METHODS:

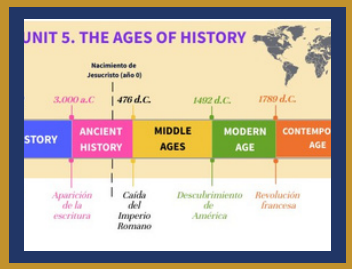
- Using the Word Revolution words – checking spellings are 100% accurate and that you know the definitions
- Producing a mind map or a spider diagram with the key learning content
- Making a storyboard of key events or draw out key images
- Making a timeline of events
- Copying out a diagram and practising labelling it accurately
- Practising writing out some sentences or phrases in the language you are studying
- Retrieving and finding information from what you have read



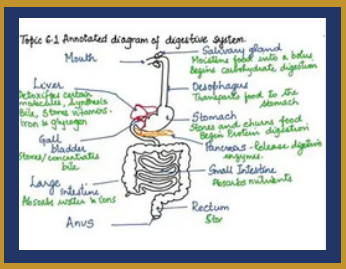
MIND MAP/SPIDER DIAGRAM



STORYBOARD



TIMELINE



DIAGRAM

Organisation AND Planning SHEET

DATE SET	TASK	DUE DATE	TICK WHEN COMPLETE

DATE SET	TASK	DUE DATE	TICK WHEN COMPLETE

STUDENT *Loyalty* CARD

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

COLLECT A STAMP EACH TIME YOU ATTEND A LUNCH AND AFTER SCHOOL EXTRA-CURRICULAR ACTIVITY. WHEN YOU'VE REACHED 10, 20, 30 AND 40 STAMPS YOU WILL RECEIVE A REWARD!

SUBJECT: English — YEAR: 8

TOPIC: Identity, Love and Gender in Poetry — SEMESTER: 2

WORD REVOLUTION

Poem	A literary composition that often has rhythm
Love	A feeling of deep affection
Identity	Who or what a person or thing is
Gender	The characteristics of men and women that are socially constructed rather than biological.
Discrimination	Unjust or prejudicial treatment of people
Injustice	Unfairness often involving bias and inequality
Conformity	Compliance with standards, rules or laws
Stanza	A grouped set of lines in a poem, like a paragraph in prose.
Enjambment	Continuing a phrase across a line break without pause.
Tone	The author's attitude toward the subject shown through style and word choice.
Ellipses	Omission of details allowing readers to infer missing information/feelings
Visual imagery	Use of descriptive words to help the reader 'see' something in their mind
Speaker	The narrator or voice telling the poem
Sensory Language	Descriptions that appeal to the senses

What will I study in this topic?	• The themes of Identity, Love and Gender. • How society treats those people who are perceived as 'different'. • How the treatment of those who are in a minority or vulnerable are targeted unfairly. • The different ways that voices can be heard to raise awareness of injustice. • How the form of poetry can effectively convey complex emotions.
What will I be able to do by the end of this topic?	• Understand how the key themes of Identity, Love and Gender impact us as individuals and as a society. • Understand how our world can be unjust for many people. • Identify different structures and types of poetry. • Develop clear interpretations based on your own ideas of the text.

Structure, Form and Language

We will study a variety of poetry forms and structures when evaluating the texts. During our lessons, we will explore key themes and ideas presented through word choices and phrases to identify deeper meanings. Some poetic structures we will look at include:

- Ode
- Sonnet
- Slam Poetry
- Free Verse

People and Relationships

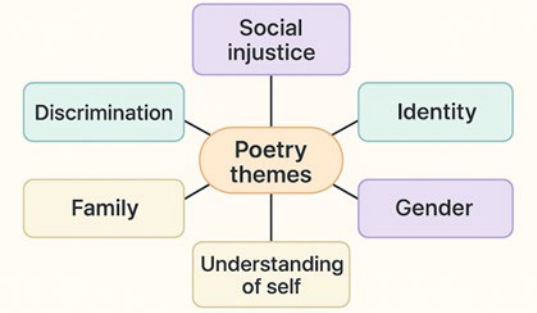
Understanding of 'self': Through the poems studied, we will reflect on why understanding our identity is important and discuss why respect for others is crucial in establishing meaningful relationships.

Family Relationships: We will see through the eyes of poets like Javon Johnson and Sylvia Platt the importance of generational connections and how we relate to and teach others about the dangers of the world around us.

Understanding Society and Attitudes

Discrimination: Often affects people in many negative ways in society today. It happens when someone is treated unfairly because of things like their skin colour, gender, religion, disability, or background. When discrimination continues, it can divide communities and create conflict, instead of helping people respect and support one another. The speakers in our poems want this to change.

Social Injustice: This harms society by treating people unfairly, creating inequality, limiting opportunities, and causing sadness and anger. It prevents communities from working together and stops everyone from having a fair chance.



SUBJECT: English **YEAR: 8**

TOPIC: Identity, Love and Gender in Poetry **SEMESTER: 2**

Key Questions:	• Why do people view others in certain ways? • Why is it important not to stereotype others? • What can discrimination lead to? • How can poetic devices convey complex feelings effectively? • What can society do to ensure that equality is prioritised?
Curriculum Connections:	• Much Ado: Gender stereotypes and presentation of women, Year 8 • Protest poetry: Poetic forms, different voices, discrimination and raising awareness • Romeo and Juliet: Love, gender stereotypes and family relationships, Year 9 • GCSE Power and Conflict Section B: Years 10 and 11 • GCSE Unseen Poetry Section C: Year 10 and 11

Key Themes- Further Explanations

Identity: You will study poems by authors such as Javon Johnson and Carol Ann Duffy and explore how identity presents challenges for a multitude of people in society. This includes learning about issues such as racism and stereotypes and how these are challenged in today's world.

Love: This theme will investigate how people care for and connect with one another in different ways. Learning about its different forms helps you to appreciate the how others think and feel. Our poems will explore the various types of love in the world and how it is experienced and perceived by others.

Gender: We will study poems that explore the feelings associated with gender inequality, misogyny and gender stereotypes. We will evaluate how effectively the poets are able to convey their thoughts and feelings in the poems on this often-controversial issue.

Black Lives Matter:

Black Lives Matter is a movement that began in the United States to oppose racism and violence against Black people. It explains how black communities have historically experienced unfair treatment by police, and encourages education, peaceful protest and equality so societies can become safer and fairer for everyone everywhere.

Some of the Poets we will study are:

Poet	
Javon Johnson	Slam Poetry winner- Often writes about race, gender and discrimination
Carol Ann Duffy	Award winning poet; writes about gender and oppression
Sylvia Plath	Poems focused on are about identity, love and effect of Motherhood
William Shakespeare	Poet and playwright. His sonnet is typically a 14 lined poem that explores love

SUBJECT: English **YEAR:** 8

TOPIC: Identity, Love and Gender Poetry **SEMESTER:** 2

Famous Victims of Racial Profiling

Sean Bell: Sean Bell was a 23-year-old unarmed Black man who was killed by New York City police officers in the early morning of November 25, 2006, just hours before his wedding, after leaving his bachelor party in Queens, New York

Abner Louima: Abner Louima, a Haitian immigrant, was racially profiled when NYPD officers falsely assumed he was violent and criminal during his arrest in 1997, despite having committed no offense. This racist assumption led to his brutal assault while in police custody,

Other Famous Presentations of Love in Literature

- Romeo and Juliet- Forbidden love
- Hunger Games- Katniss' sisterly love
- Harry Potter- Motherly love (Lily's sacrifice for Harry)
- Heartstopper- LGBTQ+ love

Controversy Surrounding Gender

Gender stereotypes are ideas that boys and girls should act, dress, or behave in certain ways. Gender has become controversial because people disagree about whether it is based on biology or personal identity. These debates affect schools, sports, and laws. In April 2025, the UK Supreme Court ruled that "sex" in equality law means biological sex, increasing public discussion about fairness and rights for different groups of people.

Emily Pankhurst

Emily Dickenson

Famous Female Voices

Famous Protesters/Speakers Against Gender Discrimination and Stereotypes

Maya Angelou	Maya Angelou was an African American poet, author, and civil rights activist. She challenged gender stereotypes by speaking openly about women's strength, independence, and identity, especially as a Black woman. Through her writing and speeches, she inspired people to in equality, confidence, and self-worth
Emma Watson	In 2014, Emma Watson became a UN Women Goodwill Ambassador an launched the HeForShe campaign, which encourages men and boys to support gender equality. Her work promotes an inclusive definit of feminism that benefits everyone.

Maya Angelou

Emma Watson

SUBJECT: English **YEAR: 8**

TOPIC: Identity, Love and Gender Poetry **SEMESTER: 2**

How will I be assessed?	• **Reading: Analyse a poem to write effectively about how one of our key themes is presented** • **Writing: A writing task that will compare two poems on one of the themes studied**

Poetic/ Literary Devices

Metaphor: Direct comparison between two unlike things without using "like" or "as."

Hyperbole: An extreme exaggeration used to emphasize a point**.**

Allusion: An indirect reference to a familiar person, place or event.

Simile: A comparison using "like" or "as."

Sound and Rhythm Devices

Assonance: Repetition of vowel sounds within words for poetic effect.

Consonance: Repetition of consonant sounds in nearby words; can occur at the beginning or within words.

Onomatopoeia: A word that imitates a sound.

Metre: The rhythmic structure of a line of poetry, defined by a syllable

Types of Poem Structures to be studied

Slam Poetry: A form of competitive performance based poetry
Ode: A formal poem praising a person, place, thing, or idea.
Sonnet: A 14-line poem with a specific rhyme scheme (Petrarchan or Shakespearean).
Monologue: A long speech by one character to themselves or others, uninterrupted.

Sentence Starters

- The (Writer) portrays feelings of……throughout the poem to highlight the….
- (Writer's name) want the reader to understand that… and this is significant because..
- The (adjective, verb, noun..) implies that…..which further supports the idea of…
- Furthermore, this links to contextual influences such as…

Further Reading and Other Resources

Books:
Slam your poetry (A how-to guide)
100 Best Poems for Children (Anthology for children)
What is poetry? (A guide for children)

Online:
Slam poetry: https://www.bbc.co.uk/bitesize/articles/zm8gr2p
Carol Ann Duffy: https://poetryarchive.org/poet/carol-ann-duffy/?gad_source=1&gad_campaignid=292358849
Shakespeare: https://www.bbc.co.uk/bitesize/topics/z726yrd

Recall Questions

- **Who wrote about love for her unborn child?**
- **What is a 'monologue'?**
- **Write one fact that you know about Back Lives Matter**
- **Who was Javon Johnson talking to at the beginning of his poem 'Cuz he's Black'?**
- **What is meant by 'racial profiling'?**
- **What is an 'Ode'?**
- **Who is famous for writing sonnets?**

SUBJECT: English **YEAR:** 8

TOPIC: Much Ado About Nothing **SEMESTER:** 2

WORD REVOLUTION

Gender	The characteristics of men and women that are socially constructed rather than biological.
Reputation	Widespread beliefs and opinions that are held about an individual by other people.
Courtship	A period in which a couple develop a romantic relationship before getting married.
Infidelity	The action or state of being unfaithful to a spouse or partner.
Deception	The action of hiding the truth or lying to someone.
Motif	A repeated idea, image, or symbol that helps develop a theme.
Cuckold	A man whose wife has been unfaithful.
Misogyny	Dislike of; contempt for or ingrained prejudice against women.
Patriarchy	A system of society or government in which men hold the power and women are excluded from it.
Pun	A play on words exploiting similar sounds or multiple meanings for humour or effect.
Dramatic Irony	When the audience knows something characters do not, creating tension or humour.
Iambic Pentameter	A line of verse with ten syllables, arranged in five iambs (unstressed followed by stressed)
Soliloquy	A long speech by a character alone on stage revealing thoughts.
Aside	A short comment or speech delivered by a character directly to the audience, unheard by the other characters on stage.

What will I study in this topic?	• An abridged version of Shakespeare's famous comedy *Much Ado About Nothing*. • The representation of men and women in the play. • Explore how Shakespeare creates comedy with wordplay in performance. • Shakespeare's theatrical context: The Globe Theatre and The King's Men. • How to write a newspaper article, create a podcast script and practise more literary analysis.
What will I be able to do by the end of this topic?	• Analyse how Shakespeare uses language to create characters and relationships. • Identify the differences in the representation of men and women and how they are presented as heroes and villains. • Create non-fiction texts that describe an event. • Understand how to annotate and make clear and helpful notes on a text. • Be more confident in interpreting the language of Shakespeare!

UNDERSTANDING SOCIETY AND ATTITUDES

Patriarchy and Power: In the **17th Century**, there were very specific social expectations of gender. Society was controlled by men (even though there had been the powerful Queen Elizabeth I until 1603) and women's only real role was to marry and have children. Women had little or no control over their lives: they could not earn their own living, there was little education and they could not own any property.

Reputation and Social Judgement: Having a good reputation was very important, especially as a young woman! A good reputation meant that a woman was modest, faithful and loyal as well as being beautiful, quiet and graceful.

PEOPLE & RELATIONSHIPS

Heroes and Villains: The theme of this continues through nearly all our texts! Don John is a self-confessed 'plain-dealing villain' but Claudio is also villainous in his treatment of Hero. Hero herself is perceived to be a villain although is actually a victim (despite her name) while Benedick presents himself as a hero.

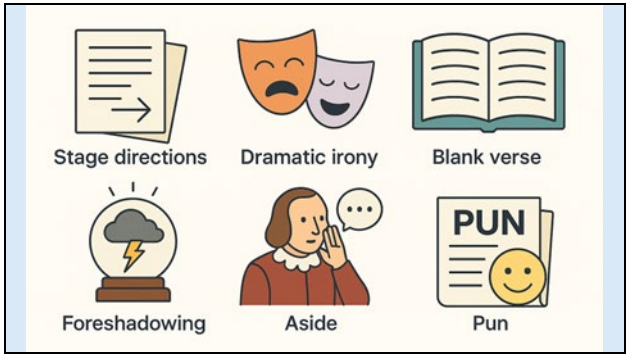
Courtship and Infidelity: In the play, the characters attend a masked ball for the men to 'woo' the ladies. One of the biggest fears for men was that their wife would commit infidelity with another man and this would humiliate and embarrass the husband.

Wit and communication: Two of Shakespeare's wittiest characters appear in this play: Beatrice and Benedick. Their wordplay and wit is some of Shakespeare's most famous!

FORM, STRUCTURE & LANGUAGE

We recap some the features of a play that you became familiar with in Frankenstein. You will find these ones again in Much Ado About Nothing:

- Stage directions
- Dramatic irony
- Blank verse
- Soliloquy
- Aside
- Foreshadowing
- Pun



SUBJECT: English **YEAR: 8**

TOPIC: Much Ado About Nothing **SEMESTER: 2**

Key Questions:	• Which characters show heroic and villainous qualities in the play? • What does this play teach us about men and women? • How does Shakespeare use the theme of nothing and noting in Much Ado About Nothing? • What was different about the theatre in the 17th Century? • Do you think the play gives a positive or negative view of men and women?
Curriculum Connections:	• Why we tell stories: Myths and understanding the history of storytelling (Y7). • The Tempest: Shakespeare's language and context (Y7). • The Gothic Genre and Heroes and Villains (Y8). • Romeo and Juliet: Father and daughter relationships; Gender and identity (Y9). • *Macbeth*: Macbeth as a tragic hero/villain; representation of women on stage (Y10).

CHARACTERS

Beatrice	The witty niece of Leonato	'By my troth, a pleasant-spirited lady'
Benedick	A soldier and comrade of Don Pedro	'(pale) with anger, with sickness or with hunger, but not with love'
Claudio	A soldier and comrade of Don Pedro	'(He hath done) the feats of a lion'
Hero	Leonato's daughter	'I do live, and surely as I live, I am a maid.'
Don Pedro	The Prince, and victor in a recent battle	'I shall see thee, ere I die, look pale with love.'
Don John	The Prince's brother, and former rebel	'I am a plain-dealing villain!'
Leonato	A nobleman of Messina	'If they wrong her honour, the proudest of them shall well hear of it.'
Borachio	Don John's comrade and conspirator	'I desire nothing but the reward of a villain'

USEFUL SHAKESPEAREAN PHRASES

Thou	You	**Whence**	From where
Thee	You	**Hence**	From here
Thy	Your	**Wherefore**	Why
Thine	Your	**Thence**	From there
Thou art	You are	**Ere**	Before
Thou hast	You have	**Whither**	Where
Hie	Go quickly	**Methinks**	I think
Hither	To here	**Whence**	From where

Messina is a city on the North-East corner of Sicily. It was an important port in the 16th and 17th Centuries and was also a harbour that offered respite from any conflicts in Italy.

Shakespeare sets Much Ado About Nothing in Messina against the backdrop of a war in which Don Pedro has overcome his brother, Don John's, challenge and brought him back into his inner circle.

It is an idyllic setting for this comedy: warm, beautiful and celebratory.

SUBJECT: English **YEAR: 8**

TOPIC: Much Ado About Nothing **SEMESTER: 2**

KEY THEMES

Nothingness

The title of this play refers to one of its main themes. 'Nothing' implies that the concerns of the play are trivial. The word 'nothing' in Shakespearean times was pronounced 'noting' and so the title itself is a **pun.** . There are many instances of 'noting' throughout the play: Claudio notes Hero's beauty, both Benedick and Beatrice note the words of their friends that lead them to love, Claudio and Don Pedro note Don John's trick to make them believe Hero is unfaithful. 'Noting' implies that the play deals with characters paying attention to each other and listening to what each other has to say.

'Nothing' was also a **euphemism** in Elizabethan times, referring to the female genitalia. The theme also refers to sexual desire and the quest for love.

Appearance and Reality

On the surface *Much Ado About Nothing* is a light-hearted comedy, but there are darker themes of dishonour, death and deceit running beneath the humour. Shakespeare uses this play to show how appearance and reality are not always the same thing. At the beginning we see the apparent enemies, Benedick and Beatrice, engaging in witty banter that verges sometimes on the cruel. However, they are tricked into acknowledging their real feelings of love for one another. Don John's trickery is darker and more impactful and is deception on a grander scale.

DRAMA & THEATRE: KEY TERMS

Stage Directions	Instructions in the script that describe movement, tone, and setting.
Soliloquy	A long speech by a character, often revealing inner thoughts.
Dialogue	Exchanges between characters that drive plot and reveal relationships.
Tension	Building suspense and emotional intensity.
Dramatic Irony	When the audience knows something characters do not, creating tensior or humour.
Aside	a short comment or speech delivered by a character directly to the audience, unheard by the other characters on stage.
Blank Verse	Unrhymed poetry written in regular meter, usually iambic pentameter.

In London today, a recreation of Shakespeare's Globe Theatre exists on the South Bank of the River Thames.

ELIZABETHAN/JACOBEAN THEATRE

In Shakespeare's time, plays were performed either in theatres with open roofs, such **as The Rose** or **The Globe**, or for private audiences such as wealthy families or royalty.

Props and special effects were limited, so playwrights relied even more on language than today.

Women weren't allowed on stage, so the female roles were played by young boys. As all buildings were made of wood and there was no electricity, the plays had to be shown in the warmer months at 3pm in the afternoon.

When it comes to staging this play in modern theatres, we have more access to props and special effects that can create atmosphere. *Much Ado About Nothing* is a comedy so directors are looking for ways of making an audience laugh.

Shakespeare's Globe today

SUBJECT: English **YEAR: 8**

TOPIC: Much Ado About Nothing **SEMESTER: 2**

How will I be assessed?	**READING:** Write an essay: Explore how Shakespeare presents attitudes to women in an extract from *Much Ado About Nothing.* **WRITING:** Ian and write a newspaper article about the events in Messina. Use descriptive techniques and imaginative vocabulary choices to engage your reader. Remember to use the five Ws: Who, What, When, Where and WHY?

KEY TERMS – LITERARY TECHNIQUES

Simile	A comparison using "like" or "as."
Adjective	A word used to describe a noun
Metaphor	Direct comparison between two things without using "like" or "as."
Personification	Giving human traits to non-human things or abstract ideas.
Repetition	Deliberate reuse of words or phrases for emphasis or clarity.
Double Entendre	A phrase with two interpretations, often one ironic or lewd.
Motif	A repeated idea, image, or symbol that helps develop a theme.

EXAMPLES:

Simile	**Metaphor**	**Adjectives**	**Personification**
'Runs not this speech like iron through your blood?'	'He is no less than a stuffed man!'	'common' 'luxurious' 'honest' 'auspicious'	'Being that I flow in grief, the smallest twine may lead me'

SOME SENTENCE TYPES FOR NEWSPAPER WRITING

Triple adjective sentence: The reality is that this gossipy behaviour is damaging, toxic and dangerous for those involved.
Summarising sentence: Mainly ... Mostly ... Thankfully ...
The last word, first word sentences: Building a road through this field will be disastrous. Disastrous because it will destroy the multiple habitats of the wildlife that live there. **The some; others sentence:** Some people love drama; others just can't stand it.

EVIDENCE AND ANALYSIS SENTENCE STARTERS

The key focus in this extract is …
Shakespeare's views on gender roles are shown through the use of …
This is illustrated by …
One of the many themes .. presented … depicted … defined … identified
This is significant because …
Furthermore …

Further Reading and Other Resources

Books:
Classics in Graphics: Much Ado About Nothing (Cartoon version)
The Only Thing Worse than Me is You by Lily Anderson (Modern retelling)
A Midsummer Night's Dream by William Shakespeare
Pride and Prejudice by Jane Austen (Enemies to Lovers Classic!)
Web Resources:
Shakespeare's Globe: https://www.shakespearesglobe.com/
BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/zppb7hv/revision/1
First Rate Tutors: https://www.youtube.com/watch?v=HbHnz6vKuHY
Seneca: https://senecalearning.com/en-GB/revision-notes/gcse/english-literature/aqa/much-ado-about-nothing

Recall Questions

1.	What are two key themes in this play?
2.	What is Hero accused of in the play?
3.	Who accuses Hero?
4.	What does the title Much Ado About Nothing suggest?
5.	In what verse is the majority of the play written in?
6.	What is iambic pentameter?
7.	What was life like for women at the time the play was written?
8.	How does the play end?
9.	What is an example of dramatic irony in the play?
10.	What was different about theatres at the time the play was written?

SUBJECT: English **YEAR: 8**

TOPIC: The Blue Book of Nebo **SEMESTER: 2**

WORD REVOLUTION

Dystopian	Relating to an imagined time or society where there is great suffering or injustice.
Post-apocalyptic	A period of time after a catastrophic event, such as a nuclear war.
Perspective	A point of view, or way of looking at something.
Identity	The qualities, beliefs, personality traits, experiences, relationships, values etc that create one's sense of self.
Faith	Complete trust or confidence in someone, or something, even if there is no evidence or proof.
Foreshadowing	Hints or clues about events that will happen later in the story.
Bereavement	The experience of losing someone close or important to you.
Catastrophe	An event causing great or sudden damage or suffering; a disaster.
Tension	A feeling of suspense, uncertainty or anticipation when reading a text
Personification	Giving human traits to non-human things.
Connotations	An idea or feeling that a word invokes in a person in addition to its literal meaning.
Dual narrative	A story told from two separate perspectives.
Resilience	The ability to withstand, or recover quickly from, difficulties.

What will I study in this topic?	• You will read and study the novel *The Blue Book of Nebo*, written by Welsh author Manon Steffan Ros in 2019. • You will explore how she uses a dual narrative to show different perspectives. • You will write creatively about landscape and from different perspectives and develop your presentation skills.
What will I be able to do by the end of this topic?	• Identify layers of meaning and analyse characters and themes in texts. • Find differences in the way writers use language to create different voices. • Select relevant evidence to support evaluative points. • Use structural terms: paragraph, sentence, repetition, cliffhanger, opening, conclusion.

UNDERSTANDING SOCIETY AND ATTITUDES

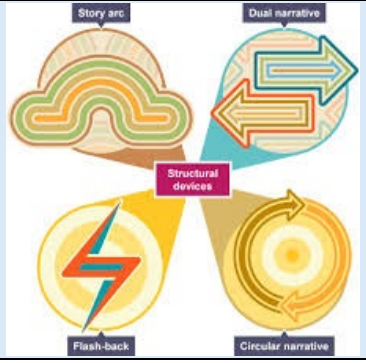
- Explore how global, environmental and political issues impact communities
- The potential impact of nuclear power, war and weapons
- Explore self-sufficiency vs culture of reliance
- Cultural attitudes towards death/suicide
- Discussions around language/native languages/mother tongues and how these shape societies

PEOPLE & RELATIONSHIPS

- Exploring parent and child relationships, and how these can develop over time.
- Developing understanding a variety of family structures.
- Exploring themes around mortality, loss and bereavement.
- Exploring relationships beyond families – communities, friendships etc

FORM, STRUCTURE & LANGUAGE

- **Dual narrative** and **narrative perspective** – how different voices can present us with different understanding
- **Non-linear structure** - what happens when a story is revealed in a non-chronological order.
- **Suspense** – how writers create suspense and tension



SUBJECT: English **YEAR:** 8

TOPIC: The Blue Book of Nebo **SEMESTER:** 2

Key Questions:	• How does the character of Dylan change throughout the novel? • How does the novel explore survival vs living? • What warnings does the novel give about the dangers of modern society? • How is the relationship between Dylan and Rowenna an unusual parent/child relationship? • Why are books so important to Dylan and his understanding of the world?
Curriculum Connections:	• Why We Tell Storries and A Christmas Carol (Y7) – how and why writers explore social and moral issues • Protest Poetry and Animal Farm (Y9) – literature with a political message • Dystopia (Y9) – exploring future and imagined societies • Jekyll and Hyde (Y11) – multiple narrators/perspectives

CHARACTERS

Dylan	Age 6 when The End came, now 14, Dylan is resourceful, resilient and thrives in the post-apocalyptic world.
Rowenna	Dylan's 'mam'. Strong, cautious, guarded – a survivor transformed by the situation she finds herself in.
Mona	Dylan's baby sister, born after The End.
Gaynor	Rowenna's former employer and friend. Kind and caring, she represents human decency and community.
Mr and Mrs Thorpe	Retired English couple, Dylan and Rowenna's neighbours before The End. They respond very differently to the collapse of society.

PLOT SUMMARY

Dylan was six when The End came, back in 2018: when the electricity went off for good, and the normal 21st-century world he knew disappeared. Now 14, he and his mam have survived in their isolated hilltop house above the village of Nebo in north-west Wales by learning new skills and returning to old ways of living. However, despite their close understanding, mother and son each have their own secrets – which emerge as they take it in turns to jot down their thoughts and memories in a found notebook – the Blue Book of Nebo.

The novel explores life in the aftermath of an unspecified nuclear catastrophe; life without electricity, running water, or other human contact. Exploring themes of **survival, resilience, loss, hope** and what truly matters when modern society collapses.

SUBJECT: English **YEAR:** 8

TOPIC: Blue Book of Nebo **SEMESTER:** 2

Welsh language and legends

Welsh culture, legends and language feature heavily in the novel. Read these summaries and see if you can spot any links to the story of the novel and the themes it explores.

Pwyll Prince of Dyfed: Pwyll accidentally offends Arawn, king of the Otherworld, and must swap places with him for a year to make amends. Through honour and self-control, Pwyll proves his worth. The story highlights honour, justice, and respect for others.

Gelert: Prince Llywelyn kills his loyal dog Gelert after believing it had harmed his child, only to realise the dog saved the baby from a wolf. The legend teaches the dangers of acting in anger and misjudgement.

Lludd and Llefelys: King Lludd seeks help from his brother Llefelys to rid Britain of three terrible plagues. Through clever thinking rather than force, they succeed. The story highlights wisdom, strategy, and cooperation.

ORACY

What is oracy and why is it important?	**Oracy** is the ability to express ideas clearly and confidently through speaking and listening. It includes skills like explaining, questioning, debating, storytelling, and responding thoughtfully to others.
What are some benefits of good oracy?	Good oracy helps you think clearly, remember ideas, and explain them well. It builds confidence, improves communication, strengthens friendships, and makes you better at school, work, and teamwork by letting you express yourself clearly and confidently

Describing a landscape.

The North Wales landscape where Dylan and Rowenna live is almost like another character in the novel. Below is an example paragraph describing the landscape, using the image as inspiration.

TOP TIPS FOR PRESENTATIONS

1. **Formal spoken language – use full sentences and avoid fillers (errr, um, so, sort of…)**
2. **Speak in a clear, steady voice and don't rush.**
3. **Use eye contact and body language to address the audience clearly.**
4. **Include interesting and engaging vocabulary.**
5. **Plan a clear structure for speech; develop and organise your ideas.**

The rolling green hills **stretched and yawned** beneath the pale morning light, as if the land itself were slowly waking up. A **shimmering lake curved through the valley like a silver ribbon**, catching the sun and reflecting it back in soft, dazzling flashes. **Silent and watchful**, towering mountains guarded the peaceful scene below. The grass was **lush, vibrant, and windswept** and perched on a rocky outcrop, a **solitary tree clung bravely to the earth**, its twisted branches reaching outward, determined to survive in the vast, open wilderness

SUBJECT: English **YEAR: 8**

TOPIC: Blue Book of Nebo **SEMESTER: 2**

How will I be assessed?	**READING**: An extract to whole task: How is the relationship between Dylan and Rowenna presented? **WRITING:** Re-creative task: re-writing a scene from the story from the perspective of another character.

KEY TERMS – LITERARY TECHNIQUES

Simile	A comparison using "like" or "as."
Adjective	A word used to describe a noun
Metaphor	Direct comparison between two things without using "like" or "as."
Personification	Giving human traits to non-human things or abstract ideas.
Onomatopoeia	A word that imitates a sound.
Motif	A repeated idea, image, or symbol that helps develop a theme.

EXAMPLES:

Simile	**Metaphor**	**Onomatopoeia**	**Personification**
'the crumbling buildings stood like lifeless skeletons'	**'A blanket of cloud was spread over the sky.'**	**'The autumn leaves rustled as the chilly wind whooshed through the empty streets.'**	**'houses and streetlights blinking and waking up'**

The author: Manon Steffan Ros

Manon Steffan Ros (born 19 January 1983) is a Welsh novelist, playwright, games author, scriptwriter and musician. She is the author of over twenty children's books and three novels for adults, all in Welsh. In May 2021 she was described as "arguably the most successful novelist writing in Welsh at the moment". In June 2023 she won the Yoto Carnegie Medal for *The Blue Book of Nebo*, her English translation of her novel *Llyfr Glas Nebo*.

EVIDENCE AND ANALYSIS SENTENCE STARTERS

The key focus in this extract is …
The writer presents the relationship between Dylan and Rowenna as…..
This is illustrated by …
One of the many themes .. presented … depicted … defined … identified
This is significant because …
Furthermore …

Further Reading and Other Resources

Find out more about Manon Steffan Ros, the author of *The Blue Book of Nebo*.

https://waleslitexchange.org/authors/steffan-ros-manon

Read an interview with her about the process of translating her book from Welsh language into English.

https://wordswithoutborders.org/read/article/2021-10/the-privilege-of-language-manon-steffan-ros-on-self-translation-welsh-liter/

Recall Questions

1.	What does foreshadowing mean?
2.	What is another word for a narrative?
3.	What is a dual narrative?
4.	What are the connotations of the colour blue?
5.	What is it called when words create the sound they are describing?
6.	In what part of the UK is The Blue Book of Nebo set?
7.	After the nuclear explosion, which animals start to leave?
8.	What was the first sign of something unusual happening at 'The End'?
9.	What does the word post-apocalyptic mean?
10.	What happens at the end of the story?

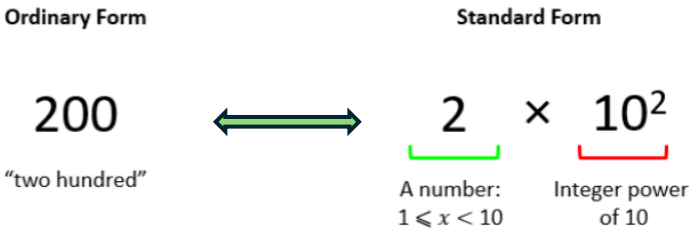
SUBJECT: Maths **YEAR: 8**

TOPIC: Standard Form **SEMESTER: 2**

WORD REVOLUTION

Standard Form	Refers to the scientific notation where numbers are expressed as a product of a number between 1 – 10 and a power of 10.
Integer	A whole number.
Power / Indices	This the number of repeated multiplications of a base number. The power is a way to express the repeated multiplication. E.g. 2 x 2 is the same as 2^2.
Ordinary	Ordinary numbers are the normal values before they are converted to any standard form values.

This is the **scientific notation** for numbers. It is standard because everyone agrees to use it. Standardisation makes it easier to compare numbers and communicate scientifically.



What will I study in this topic?	You will learn what standard form means, as a way of abbreviating a really big number or a really small number. You will convert numbers between ordinary form and standard form and learn how to use these numbers in calculations.
What will I be able to do by the end of this topic?	• Be able to recognise when a number is in standard form or not • Convert between ordinary and standard form

Powers to remember

$10^0 = 1$
$10^1 = 10$
$10^2 = 100$
$10^3 = 1000$
$10^4 = 10\,000$
$10^5 = 100\,000$
$10^6 = 1000\,000$

$10^{-1} = 0.1$
$10^{-2} = 0.01$
$10^{-3} = 0.001$
$10^{-4} = 0.0001$
$10^{-5} = 0.00001$
$10^{-6} = 0.000001$

Standard Form

A can be any number between 1- 10 (but not 10 itself).

$$A \times 10^n$$

'n' can be any **integer**

'$\boldsymbol{n}$' is positive for BIG numbers and negative for SMALL numbers.

Ordinary numbers to Standard Form

Convert 3000 to standard form.

3×10^3

A number: $1 \leqslant x < 10$ — Integer power of 10

Standard Form to Ordinary numbers

Convert 5.3×10^3 to an ordinary number.

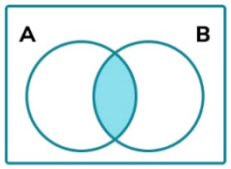
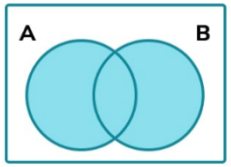
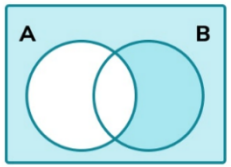
This is bascially asking you to multiply 5.3 by 10, 3 times.

5.3 x 10 x 10 x 10 = 5300

SUBJECT: Maths **YEAR: 10**

TOPIC: Venn Diagrams **SEMESTER: 2**

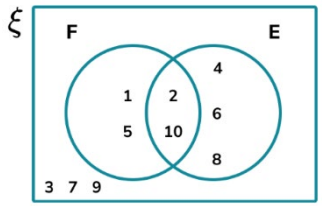
WORD REVOLUTION	
Intersection ∩	The region where circles overlap; the elements common to all overlapping sets. In probability, this means "AND".
Element	An individual item within a set
Set	A collection of objects or elements, usually represented by a circle.
Sort/Categorise	The action of placing elements into the appropriate regions of the diagram based on their properties.
Probability	The likelihood of selecting an element from a specific region.

$A \cap B$	'A and B' The intersection of A and B. The elements in both sets A and B.	
$A \cup B$	'A or B' The union of A or B. Any element in set A or set B.	
A'	'Not A' The complement of A. Any element not in A.	

What will I study in this topic?	• Venn diagrams • Probabilities from Venn diagrams
What will I be able to do by the end of this topic?	• Complete and interpret Venn Diagrams • Complete a Venn diagram to solve a worded set problem • Completing and interpreting a three-way Venn • Find the probability of an event happening using a Venn

Constructing a Venn

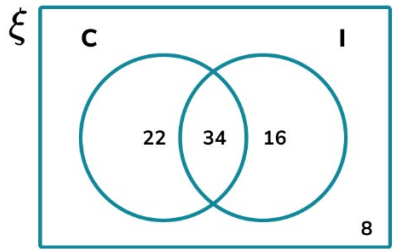
This Venn diagram shows the set of numbers ξ={1,2,3,4,5,6,7,8,9,10} which have been sorted into factors of 10 (F) and even numbers (E).



- All numbers 1-10 are represented on the Venn Diagram
- The factors of 10 appear within F
- The even numbers appear within E
- The numbers that are both factors of 10 and even numbers appear in the **intersection** of F and E
- The numbers that are not factors of 10 or even numbers are outside of the

Probability from a Venn

This Venn diagram shows the number of people who like Chinese food (C) and Indian food (I).



- We can find the probability that a person likes Chinese AND Indian food
- $Probability = \frac{Number\ of\ desired\ outcomes}{total\ number\ of\ outcomes}$
- Here the probability that a person chosen at random likes Chinese and Indian food, written $P(C \cap I)$, is $\frac{34}{80}$ since 34 people like Chinese and Indian food out of 80 people

SUBJECT: Maths **YEAR: 8**

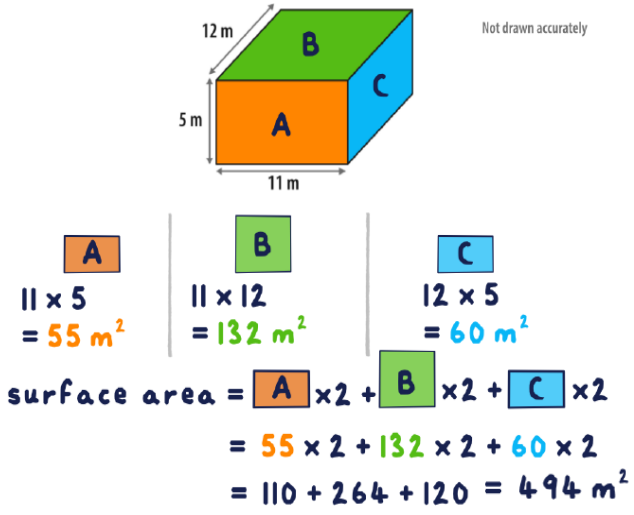
TOPIC: Geometry **SEMESTER: 2**

WORD REVOLUTION

Face	The flat surfaces of a 3-dimensional shape.
Edge	The straight lines where two faces meet.
Vertex (vertices)	The point where 2 or more edges meet.
Cross-section (CS)	The shape that is formed when cutting a prism parallel to its end
Prism	A 3D shape with two identical ends (faces) so it has a constant cross-sectional area

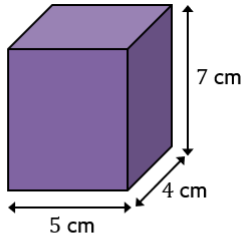
What will I study in this topic?	You will learn about different 3-D shapes and their properties. You will find the surface area of cubes, cuboids and prisms by adding the areas of their faces. You will also find volumes of prisms.
What will I be able to do by the end of this topic?	• Recognise and use the terms faces, edges and vertices • Recognise the properties of 3D shapes and identify prisms • Find the surface area of a cube, cuboid and prism. • Find the volume of a cube, cuboid and triangular prism • Find the volume of other prisms when given the cross-sectional area. • Convert between units of volume.

Surface Area of a Cuboid



Volume of a cuboid

The volume of a 3D shape is the amount of space inside that shape, measured by counting the number of cubes that will fit inside it. Here we can work this out by simply multiplying all of the dimensions together. 140 cm cubes will fit inside so the volume is 140cm³.



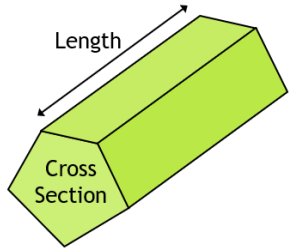
$V = l \times w \times h$

Volume $= 5 \times 4 \times 7$

$= \mathbf{140\ cm^3}$

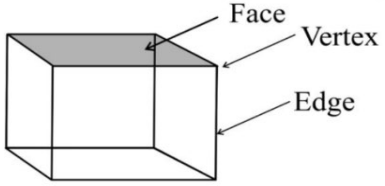
Volume of a Prism

For a prism, the volume is given by:

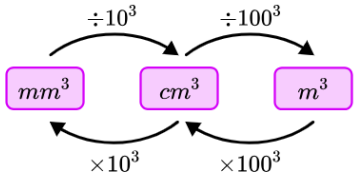


Volume of prism
= Area of Cross Section × Length

Faces, edges and Vertices



Volume Conversions



SUBJECT: Maths **YEAR:** 8

TOPIC: Linear Graphs **SEMESTER:** 2

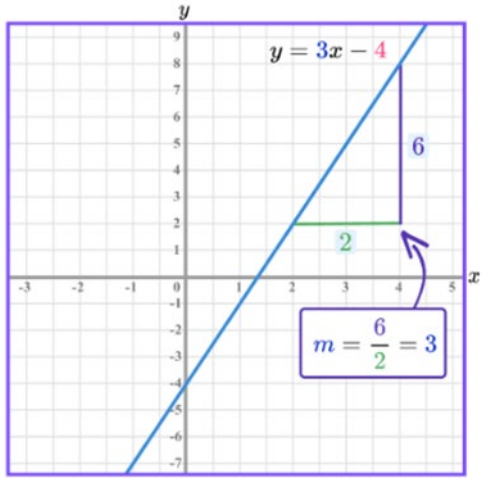
WORD REVOLUTION	
Gradient	The steepness of the graph
Intercept	Where the graph crosses a given axis
Horizontal	Parallel to the plane of the horizon. A line going from left to right.
Vertical	Perpendicular to the horizontal. A line going from bottom to top.
Plot	Mark a coordinate correctly on a grid using (x,y)

A **straight line graph** is a visual representation of a linear function.

A straight line has a general equation of

$$y = mx + c$$

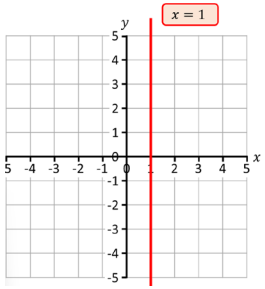
m: gradient; c: y-intercept



What will I study in this topic?	• You will study the equation of the line and the meaning of its variables • You will study various plotting techniques of different graphs • You will study how to use the equation of a line to identify a graph
What will I be able to do by the end of this topic?	• Plot graphs of the form $x = a$ and $y = b$ • Write the equation of graphs of the form $x = a$ and y=b • Work out the equation of a line of the form $y = mx + c$, where m and c are integers

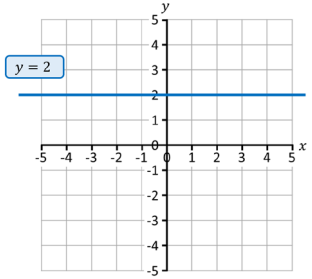
$x = a$

All graphs of the form $x = a$ are vertical lines crossing the x - axis



$y = b$

All graphs of the form $y = b$ are horizontal lines crossing the y - axis



Plotting a linear graph

Draw the graph of:

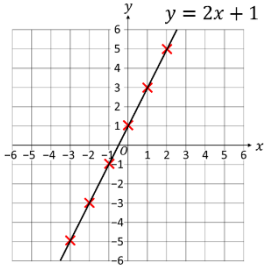
$y = 2x + 1$

1) Express the equation as a function machine.

x → × 2 → + 1 → y

2) Complete a Table of Values.

x	−3	−2	−1	0	1	2	3
y	−5	−3	−1	1	3	5	7



Plotting a linear graph

Draw the graph of:

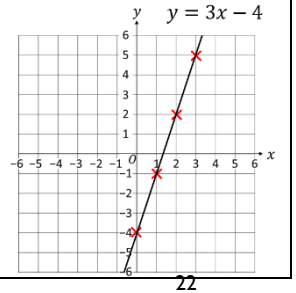
$y = 3x - 4$

1) Express the equation as a function machine.

x → × 3 → − 4 → y

2) Complete a Table of Values.

x	−3	−2	−1	0	1	2	3
y	−13	−10	−7	−4	−1	2	5



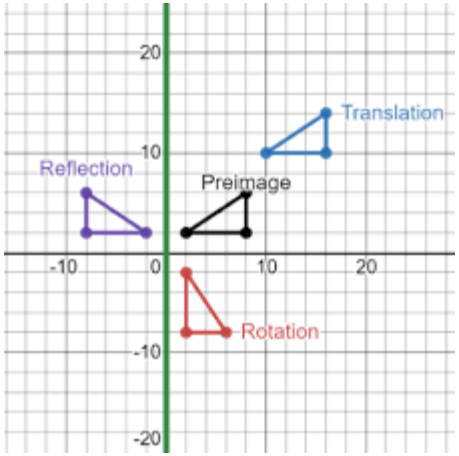
SUBJECT: Maths **YEAR: 8**

TOPIC: Transformations **SEMESTER: 2**

WORD REVOLUTION	
Translation	A change in the position of an object by movement along, up or diagonally on a coordinate grid.
Reflection	The image formed when a shape is reflected in a mirror line.
Mirror lines	The line that a shape or object is reflected in.
Vector	This describes how far a shape moves left or right and up or down.
Quadrant	The region/part of a cartesian plane that is obtained when the two axes intersect each other.

<u>Transformation</u>

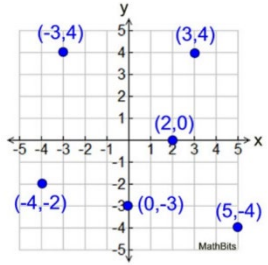
A transformation is a change to a geometric 2D shape, such as a translation, rotation, reflection or enlargement.



What will I study in this topic?	You will learn how to read and plot coordinates in different quadrants and learn about translation and reflection of geometric 2D shapes.
What will I be able to do by the end of this topic?	• Identifying all points which have a given x or y-coordinate. • Plotting and reading points on the axes in all four quadrants. • Identifying which image of the shape is a translation or reflection. • Translating a shape on a coordinate grid. • Describing a reflection between a shape and its image when the reflection line is an axis. • Describing a reflection between a shape and its image.

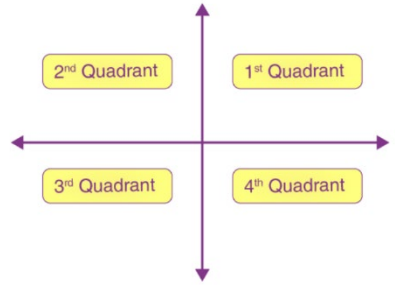
Coordinate grid

You can define points on a coordinate grid by stating the x-ordinate followed by the y-ordinate in a pair of brackets. The x-ordinate describes the horizontal position and the y-ordinate the vertical.



Quadrants

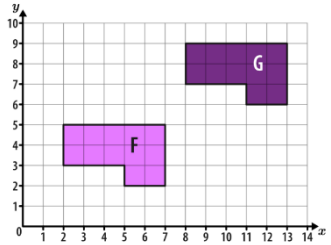
A coordinate grid is split into 4 quadrants as can be seen here.



Translation

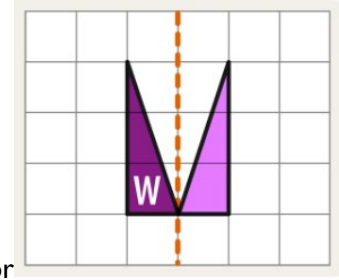
To describe a translation, say how many squares each vertex moves right or left and then up or down.

Eg here, F moves to 6 squares to the right And 4 squares up.



Reflection

A reflection is a mirror image. You reflect a shape through a given mirror line, or line of symmetry. Each vertex is the same number of squares away from the mirror line on either side of it.



SUBJECT: Maths **YEAR: 8**

TOPIC: Angles **SEMESTER: 2**

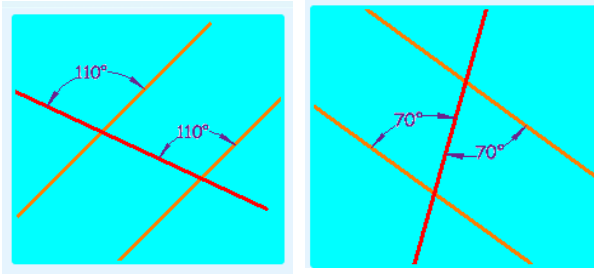
WORD REVOLUTION

Quadrilateral	A polygon with exactly 4 sides
Corresponding Angles	Corresponding angles in parallel lines are equal
Alternate Angles	Alternate angles in parallel lines are equal
Co-Interior Angles	Co-Interior angles add to 180°
Polygon	A many-sided shape

Shape	Sides	Sum of Interior Angles	Shape	Each Angle
Triangle	3	180°		60°
Quadrilateral	4	360°		90°
Pentagon	5	540°		108°
Hexagon	6	720°		120°
Heptagon *(also called Septagon)*	7	900°		128.57...°
Octagon	8	1080°		135°

What will I study in this topic?	You will learn about angles in quadrilaterals, solving angle problems combining angle facts, finding angles on parallel lines, using quadrilateral properties to find angles and finding angles in polygons.
What will I be able to do by the end of this topic?	• Finding angles in quadrilaterals • Combining angle facts • Finding angles on parallel lines • Using properties of quadrilaterals to find missing angles • Finding angles in polygons

Corresponding Angles Alternate Angles

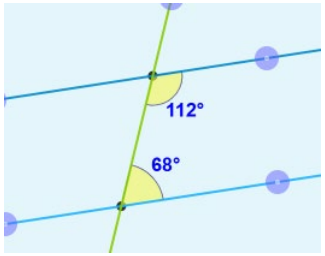


Formula for total angles Co-interior Angles

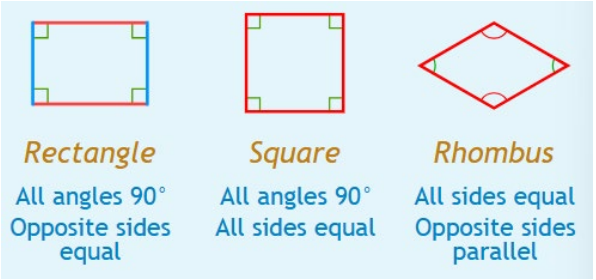
To calculate the sum of angles in a polygon with n sides, use this formula:

S = 180 (n-2)

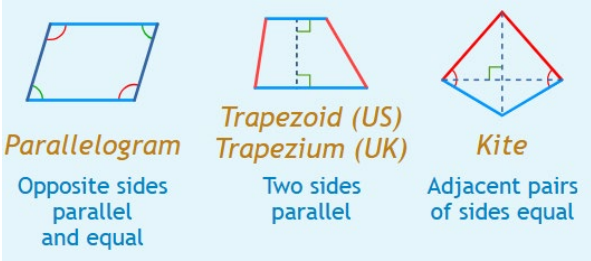
You can then divide this by n to find the size of each angle in a regular polygon.



Special Quadrilaterals



Special Quadrilatrals



SUBJECT: Maths **YEAR: 8**

TOPIC: Handling Data **SEMESTER: 2**

WORD REVOLUTION

Pie-Chart	A circular diagram split into sectors. The size of each sector if proportional to the frequency.
Line Graph	A line-graph displays data as points connected by straight lines to show trends or changes over time.
Stem and Leaf Diagram	A simple way to organize numerical data, by splitting each number into a "stem" (the first digit or digits) and a "leaf" (the final digit) to show data distribution and values clearly.

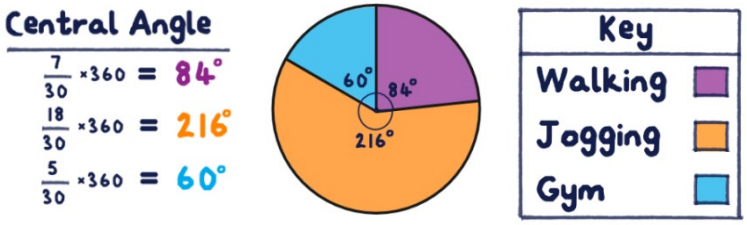
What will I study in this topic?	You will learn how to draw and interpret a pie-chart. You will also learn how to draw and interpret a line graph and a stem and leaf diagram. Using skills from a previous topic you will find averages and range from these diagrams.
What will I be able to do by the end of this topic?	• Use compasses to draw a pie-chart, recognising that the size of each sector is proportional to the frequency. • Read from a pie-chart given various pieces of information. • Draw a line graph by first selecting an appropriate scale. • Read information from a line graph. • Recognise a stem and leaf diagram splits between the first digit and the remaining digits. Use a key to explain this.

Pie-Charts

In the table on the right there are 30 people and their favourite exercise. The size of the walking sector in the pie-chart must be proportional to number of people who prefer walking.

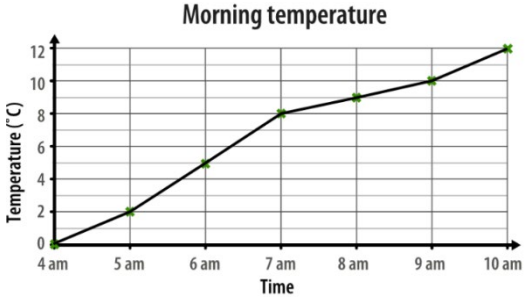
Exercise	Frequency
Walking	7
Jogging	18
Gym	5
Total	**30**

$\frac{7}{30}$ of the people prefer to walk, so the walking section must take up $\frac{7}{30}$ of the pie-chart.



To read from a pie-chart you need to know the angle at the centre. Here, $\frac{60}{360}$ of the people prefer the gym This is the equivalent to $\frac{1}{6}$, and $\frac{1}{6}$ of 30 is 5 people.

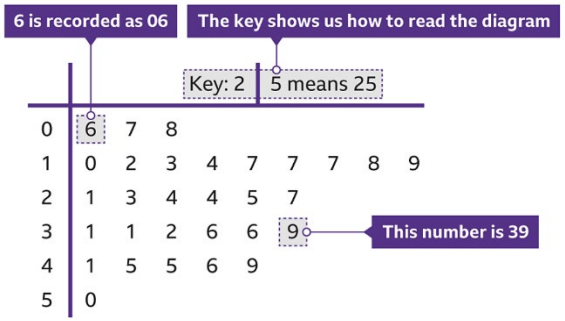
Line-Graphs



Interpreting Line-Graphs

You can read information from a line-graph. For example in the graph on the left, the temperature at 7am was 8 degrees Celsius.
You can also estimate values and describe trends. Here an estimate of the temperature at 5.30am is 3.5 degrees Celsius.
The shape of the graph suggests that as time moves on, the temperature increases. Be careful though, you could not use this to predict the temperature at say 6pm.

Stem and Leaf Diagrams



Interpreting Stem and Leaf Diagrams

The diagram on the left shows the ages of 30 people at a party. The key shows us what each value represents.
The youngest person is 6 and the oldest is 50. So the range of the ages is 50 - 6 = 44.
The mode, the most common value in the list is 17 as this appears more than any other age.
The median is the middle value. The 15th value is 24 and the 16th is also 24 so the median age is 24.

SUBJECT: Maths **YEAR: 8**

TOPIC: Algebra (Inequalities, brackets, fractions) **SEMESTER: 2**

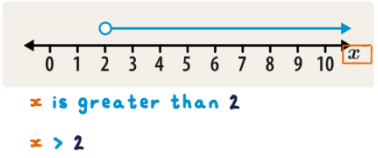
WORD REVOLUTION

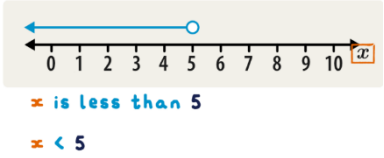
Inequality	A statement that shows relative size of two or more expressions using the symbols <(Less than) ≤(Less than or equal to, >(Greater than) or ≥(Greater than or equal to).
Expand	Multiply a bracket by a term or another bracket to produce an equivalent expression that does not have brackets.
Simplify a fraction	Write a fraction in its simplest for by cancelling all common factors from the numerator and the denominator.
Factorise	Write an equivalent expression that has a common factor multiplying a single bracket or two brackets. (Essentially the opposite of expanding)

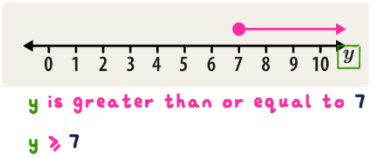
What will I study in this topic?	You will learn how to represent algebraic inequalities on a number line and solve linear inequalities. You will learn how to expand and simplify double brackets. You will learn how to add, subtract and simplify algebraic fractions.
What will I be able to do by the end of this topic?	• Read and draw linear inequalities on a number line • Solve single linear inequalities • Expand double brackets • Simplify algebraic fractions by factorising • Adding and subtracting algebraic fractions

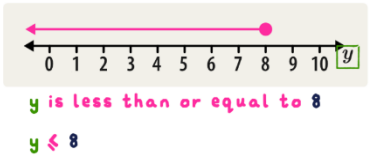
Inequalities on a number line

Put a circle above the relevant number and draw an arrow from that circle to show if it is less than or more than. Colour in the circle if you need to include that number.





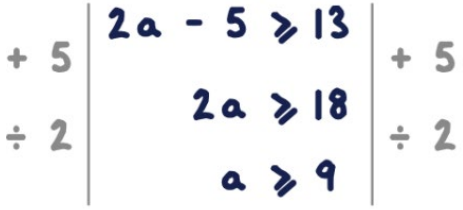




Solving Linear Inequalities

The process is identical to solving linear equations; make sure you do the same operation to both sides!

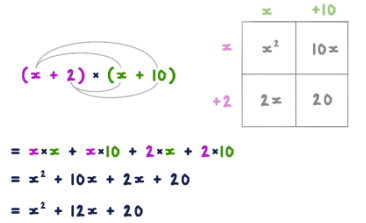
E.g.: Solve $2a - 13 \geq 13$



Expanding Double Brackets

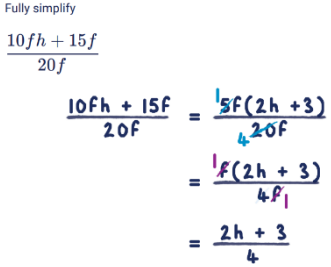
Multiply both terms in the first bracket by both terms in the second bracket. **(4 multiplications to do)**

E.g.: Expand and simplify $(x + 2)(x + 12)$



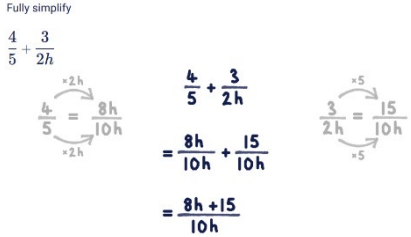
Simplifying Algebraic Fractions

Cancel all common factors both numerical and algebraic. You may need to factorise first.



Adding/Subtracting Algebraic fractions

As with numerical fractions, you need to make the denominators the same first, before adding/subtracting the denominators.



SUBJECT: Science **YEAR:** 8

TOPIC: Inheritance **SEMESTER:** 2

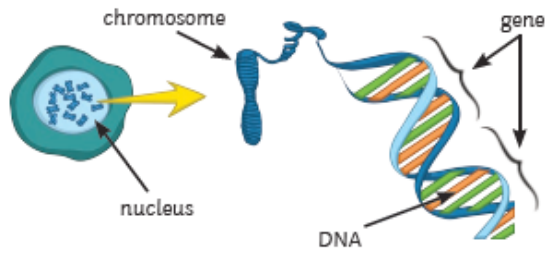
WORD REVOLUTION	
DNA	Deoxyribonucleic Acid. The molecule in the nucleus of cells that stores genetic information.
Evolution	The gradual change in organisms over time which can result in the creation of new species.
Mutation	A random change in an organism's DNA.
Natural Selection	The process by which organisms with the most suitable adaptations are more likely to survive and reproduce.
Variation	The differences between organisms of the same species.
Adaptation	The process by which a species becomes better suited to its environment.
Fossil	The preserved remains or impression of a living thing embedded in rock.
Inheritance	The process by which characteristics are passed down to offspring by their parents.
Extinction	The death of all living members of a particular species.
Characteristic	An identifiable feature of an organism.

What will I study in this topic?	In this topic we will introduce the structure and function of DNA. We will undertake a practical looking at variation within the classroom. We will then focus on Darwin's theory of natural selection and link this with current environmental issues which are driving certain species to the point of extinction. We will complete the topic looking at ways in which humans can preserve species.
What will I be able to do by the end of this topic?	By the end of this unit, you will be able to: • State the structure of DNA • Give examples of environmental and genetic variation. • Describe the theory of natural selection. • Describe the ways humans are trying to preserve endangered species. • Display results for continuous and discontinuous data correctly. • Explain why people did not believe Darwin's theory of Natural Selection.

Inheritance

Parents pass certain traits onto their children. This is known as inheritance. Some traits cannot be passed on because they have developed during the life of the individual. These are known as environmental traits.
Eye colour is an example of an inherited trait and dyed hair colour would be an environmental trait.

Location of DNA

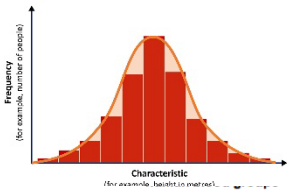


Variation

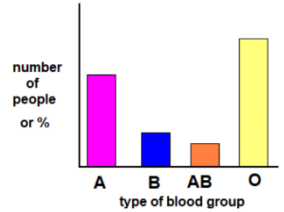
Continuous Variation- The feature can vary over a range of values.
E.g. height, weight.

Discontinuous Variation- The feature can only take certain values.
E.g. shoe size, blood group.

Example of Continuous Variation- height of humans



Example of Discontinuous Variation- blood group



SUBJECT: Science **YEAR: 8**

TOPIC: Inheritance **SEMESTER: 2**

Key Questions:	How do organisms pass on information to their offspring? Where in the cell is DNA found? Name the four stages of natural selection. What can humans do to preserve endangered species?
Curriculum Connections:	**Previous (Yr 7):** • Location of DNA in the nucleus of the cell. • Reproduction in humans. **Future:** • Selective Breeding • Classification • Ecology- protecting endangered species

Variation Leads to Natural Selection

All species of living things have evolved from simple life forms by natural selection.

1. There is variation due to mutations in the population.
2. If a characteristic is advantageous then the individual will be better able to complete for food, shelter or mates.
3. This means they are more likely to survive and reproduce.
4. Their offspring will inherit the advantageous genes.

For example- Giraffes

1. A group of animals were munching leaves from a tree. The population was high and the food was running short.
2. The animals with the slightly longer necks were able to reach the leaves on the tops of the trees.
3. These animals survived and had babies, the shorter necked animals died.
4. Their offspring inherited the gene for long necks. Over thousands and thousands of years the species we now know as giraffes had evolved.

Extinction and Preserving Species

If the environment which an organism lives in dramatically changes, they will struggle to survive and reproduce.

This can lead to extinction.

Humans rely on plants and animals for food, medicines, fuel and clothing. We need to protect these species and maintain the planet's biodiversity.

Gene banks may help to prevent extinction.

This is a store of genes of different species. If an animal becomes endangered, we can use these stores to create new organisms.

Fossils- Could be…

1. The actual remains of an organism that has not decayed.
2. Mineralised forms of harder parts of an organism, such as bones.
3. Traces of organisms, such as footprints or burrows.

Many early life forms were soft bodied so have few traces left behind. Fossils help us understand how organisms have changed as life on Earth developed.

Examples of fossils

1 2 3

SUBJECT: Science **YEAR:** 8

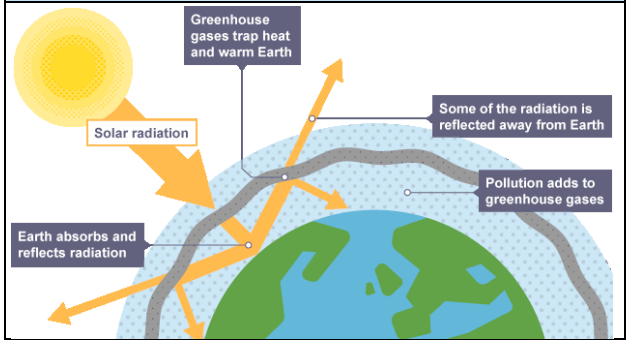
TOPIC: Climate & The Earth, Energy in Chemical Reactions **SEMESTER:** 2

WORD REVOLUTION

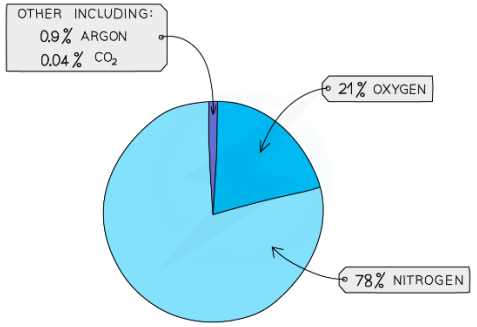
Finite Resource	A resource that is not formed quickly enough to be considered replaceable
Greenhouse gases	A gas in the atmosphere which traps heat energy on the Earth's surface
Greenhouse effect	Process of trapping heat in the atmosphere to keep the Earth warm for life to exist
Combustion	A reaction of a substance with oxygen, often producing heat and light
Climate	The main weather conditions in a general area over a long period
Photosynthesis	A chemical reaction that occurs in chlorophyll in plant cells that uses light
Pollutants	Any substance introduced into the environment that causes harm
Reactants	The starting materials in a chemical reaction
Products	The substances made during a chemical reaction.
Thermal Decomposition	A reaction where heat breaks down substances into simpler substances
Catalyst	A substance that speeds up reactions without being used up
Activation Energy	Minimum energy needed for a chemical reaction to start
Endothermic	Energy is absorbed from the surroundings
Exothermic	Energy is released to the surroundings

What will I study in this topic?	How the atmosphere of the Earth has changed How human activity is changing the Earth's atmosphere and the impacts of this How reactions can be made faster or slower Endothermic and exothermic reactions
What will I be able to do by the end of this topic?	State how the atmosphere was formed and what gases were released State the composition of the Earth's atmosphere today Describe how the greenhouse effect works Describe causes and consequences of increasing greenhouse gas levels Explain how changes to conditions of a reaction affect rate using collision theory Define and identify endothermic and exothermic reactions Write word equations for thermal decomposition and combustion reactions

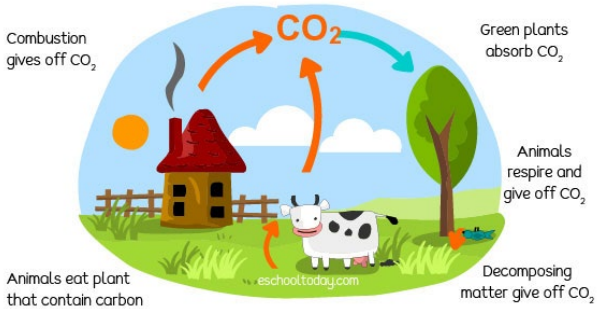
Greenhouse Effect

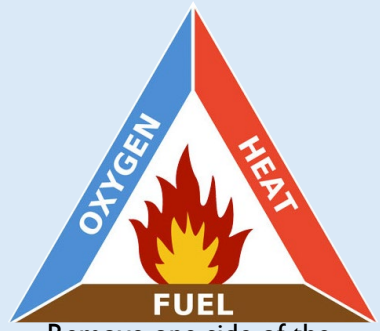


The Earth's Atmosphere Today



The Carbon Cycle





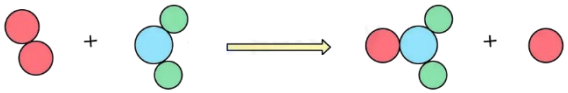
Remove one side of the triangle and the reaction stops

SUBJECT: Science **YEAR:** 8

TOPIC: Climate & The Earth, Energy in Chemical Reactions **SEMESTER:** 2

Key Questions:	What are the products of complete and incomplete combustion? How did the atmosphere form? What other effects apart from global warming do pollutants cause? What is collision theory and how it is used to explain why changing conditions changes the rate of a reaction? Describe a method for measuring the rate of a reaction where a gas is produced?
Curriculum Connections:	**Previous (Year 7):** • Chemical reactions as the rearranging of atoms to form new substances. • Simple word equations. • The Earth structure. • Rock types and rock cycle. • Weathering and erosion

Rates of Reaction



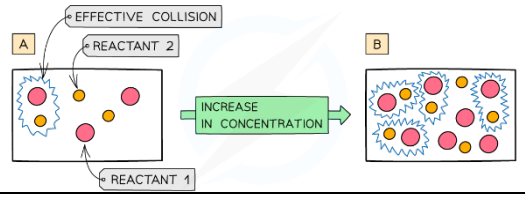
In a chemical reaction, atoms re-arrange to create new substances.

In order to have a chemical reaction, particles must collide **frequently** and with **enough energy** → This is called **Collision theory.**

If there are **more frequent collisions = faster reaction.**

Example: Increasing concentration

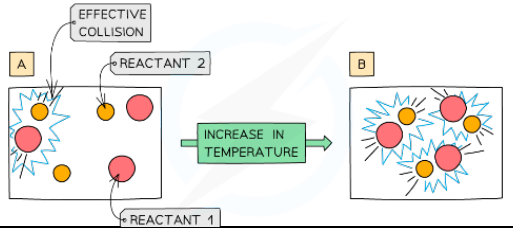
Increases the number of particles in the area leading to an increase in the number of collisions happening



If there are **more frequent collisions with more energy = faster reaction.**

Example: Increasing temperature

Particles have more kinetic energy so move faster leading to an increase in the number of collisions which have more energy when they collide

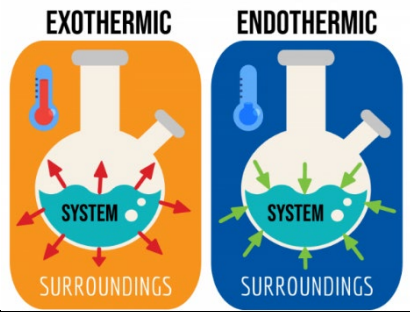


Endothermic or Exothermic

Measuring the temperature using a thermometer tells us if the reaction is endothermic or exothermic

Reaction start = 20°C
Reaction end = 50°C
Change in temperature = + 30°C

Exothermic Reactions cause the temperature of the surroundings to **increase.**



Reaction start = 20°C
Reaction end = 5°C
Change in temperature = - 15°C

Endothermic Reactions cause the temperature of the surroundings to **decrease.**

Useful Hints:

When writing a method for an experiment always do the following:

- Name equipment
- State volumes, masses and concentrations of substances
- State that you will repeat **and** calculate the mean

SUBJECT: Science | **YEAR: 8**

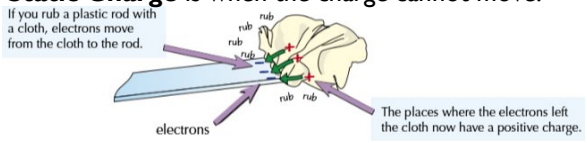
TOPIC: Electricity and Magnetism | **SEMESTER: 2**

WORD REVOLUTION	
Current	The flow of electrical charge
Potential difference	The driving force that pushes current around a circuit
Series circuit	Every part of the circuit is on the same path – a loop
Parallel circuit	The circuit has several paths – several loops
Solenoid	A coil of wire carrying current
Electromagnet	A long coil of wire which has a magnetic field when electricity flows through it
Magnetic field	A region where magnetic materials experience a force
Electric field	Space around a charged object where other charged objects feel a force.
Pole	The end of a magnet, can be a North or South pole
Charge	A property that can be positive or negative.

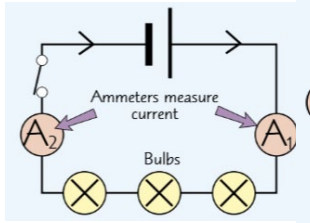
What will I study in this topic?	The fundamentals of electricity and magnetism
What will I be able to do by the end of this topic?	• To construct basic circuits • To describe basic circuit properties such as current, resistance and potential difference • Identify, construct and describe series and parallel circuits. • Describe what static electricity is • Describe the basic properties of a permanent magnet and electromagnet. • Describe how we can modify an electromagnet and their uses

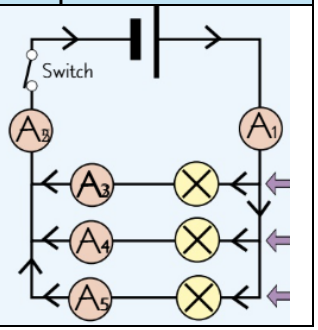
Electrical Circuits and static electricity.

Current is the flow of charge around a circuit. **Resistance** is anything in a circuit that slows down the flow of current. **Potential difference** is the driving force that pushes current around a circuit. **Static Charge** is when the charge cannot move.



Series circuits and parallel circuits





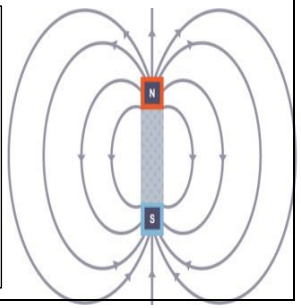
Magnetism

The end of magnets are the North and south pole. Field lines gr from N → S.

N and N poles repel

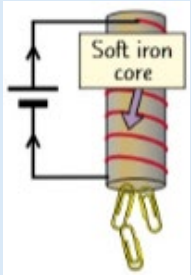
S and S poles repel

N and S poles attract



Electromagnetism.

Electromagnets are a coil of wire with an iron core in the coil. They can be turned on and off. Increase the strength by increasing the coils and current.

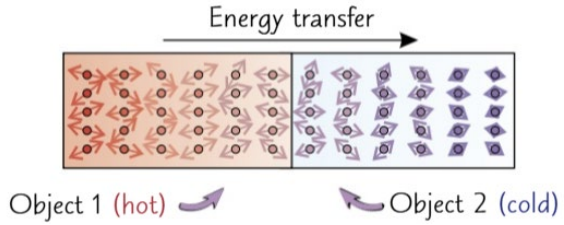


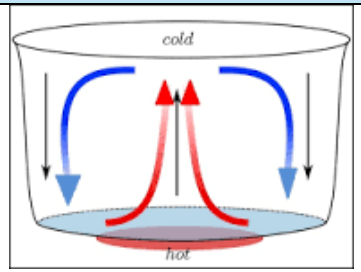
SUBJECT: Science **YEAR:** 8

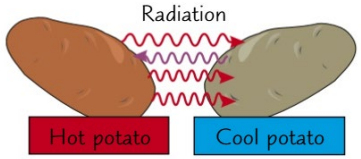
TOPIC: Particle Model **SEMESTER:** 2

What will I study in this topic?	How particles are responsible for pressure and how energy is transferred from particle to particle.
What will I be able to do by the end of this topic?	• Describe how energy is transferred via conduction, convection and radiation. • Compare heat and temperature. • Describe and calculate pressure. • Describe how pressure changes in a liquid and in the atmosphere. • Explain why substance sink or float.

Energy Transfers: Conduction, Convection and Radiation







Heat always transfers from hot to cold. Conduction and Convection both require particles to transfer energy. Radiation does not. Conduction: particles gain energy, vibrate more and bump into neighbouring particles. In convection as particles are heated, they gain energy, spread out and become less dense causing them to rise, as they rise they cool and start to sink as they become more dense.

Word Revolution

Conduction	Vibrating particles pass on energy to their neighbours in a solid
Convection	How energy is passed on in a liquid and gas
Radiation	How energy is transferred without particles
Pressure	Force per unit area
Temperature	a measure of how hot/cold

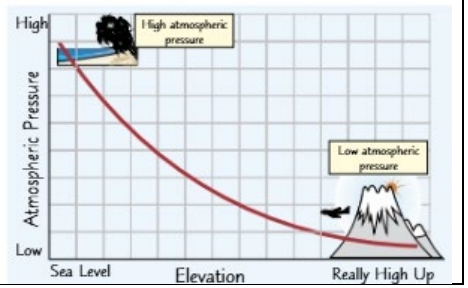
Pressure

Pressure is caused when a force is exerted over a certain area. The unit of pressure is Pa (Pascals), Force is N (Newtons) and area is m^2 (metres squared).

$$Pressure = \frac{Force}{Area}$$

Atmospheric Pressure

Atmospheric pressure is caused by particles pushing down on you from above



Buoyancy	The ability of an object to float on a liquid
Pressure	The force exerted on a unit area.
Energy transfer	Energy is moved from one store to another
Heat	Is a measure of thermal energy, units of joules

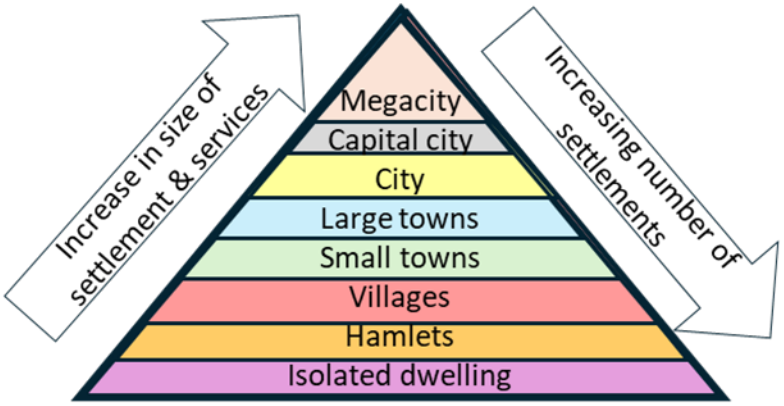
SUBJECT: Geography **YEAR:** 8

TOPIC: Urban Life **SEMESTER:** 2

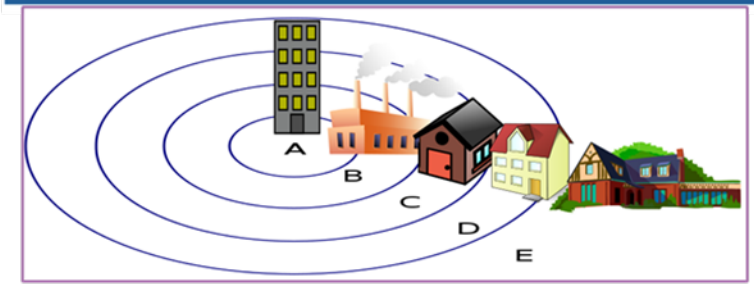
1. Word Revolution

Urban	Built-up environment: towns and cities.
Settlement	Any place where people live, e.g. a city or a village.
Brownfield	A site that has been built on before.
Greenfield	A site that has not been built on before.
Megacity	A city with a population of 10 million people or more.
Sustainable	Meeting the needs of today without compromising future generations.

2. Types of settlement



3. Land use zones

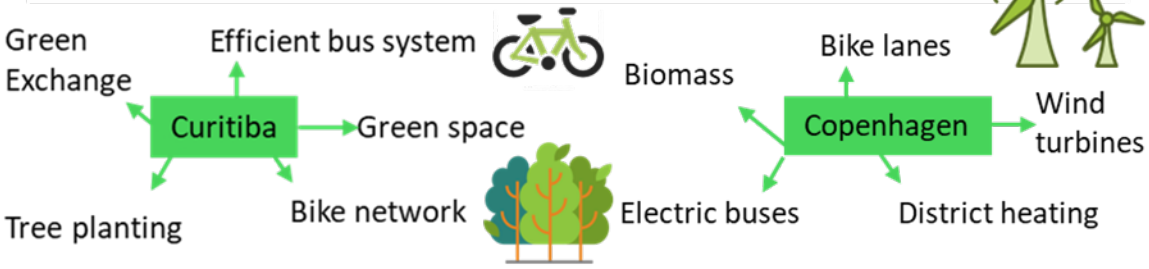


A) CBD (Central Business District)
B) Inner city
C) Inner suburbs
D) Outer suburbs
E) Commuter zone / rural-urban fringe

4.Brownfield and greenfield

Greenfield Site: Hasn't been built on before (green space)		Brownfield Site: Has been built on before (derelict city space)	
☺	☹	☺	☹
✓ Cheaper ✓ More space ✓ Good access ✓ Blank canvas	× Destroys habitats × Disrupts peaceful area	✓ Infrastructure already exists ✓ More sustainable	× Less space × Expensive to clear and clean

5. Sustainability



SUBJECT: Geography **YEAR:** 8

TOPIC: Cold Environments **SEMESTER:** 2

1. Word Revolution

Arctic	The Earth's northernmost polar region.
Antarctica	The Earth's southernmost continent.
Adaptation	A special feature of a plant or animal which allow it to survive in an environment.
Tourism	People visiting a place away from home.
Treaty	An agreement between countries or groups.
Threat	Something that has the potential to cause danger or destruction.
Researcher	A person whose job involves investigating an issue.
Indigenous	People who are originally from their local area and have a unique culture which is connected to the land around them.
Climate change	The average long-term weather patterns are shifting. Generally, it's becoming warmer with more extreme weather.
Sustainable	Meeting the needs of today without compromising the ability of future generations to meet their needs.

2. What is the human and physical geography of Antarctica?

Physical geography	Human geography
Location: frozen continent at the South Pole **Climate:** extremely cold, very low precipitation- technically a desert **Plants:** only a few small plants near the sea (e.g. moss) **Animals:** krill (tiny fish), whales, seals, penguins	**Population:** no indigenous people **Antarctic Treaty:** Noone owns Antarctica: countries work together **Scientists and researchers:** live part time in Antarctica **Tourists:** a limited number visit each year

3. Threats to Antarctica

Climate change	Planet is warming	Ice melts	Animals like penguins die
Resources	e.g. gold, oil, fish	Extracted	Environmental damage
Tourism	People visit	Profits	Disturbed wildlife & pollution

4. Arctic

Physical geography
- Polar climate
- Glacial landscapes
- Polar bears, Arctic Fox
- Moss

Human geography
- Canada, Denmark (Greenland), Finland, Iceland, Norway, Russia, Sweden, USA
- Indigenous people: Inuit, Sami
- Oil, gas, coal

Threats
- Climate change
- Permafrost melting
- Mining
- Geopolitical tensions

SUBJECT: Geography **YEAR:** 8

TOPIC: Fieldwork **SEMESTER:** 2

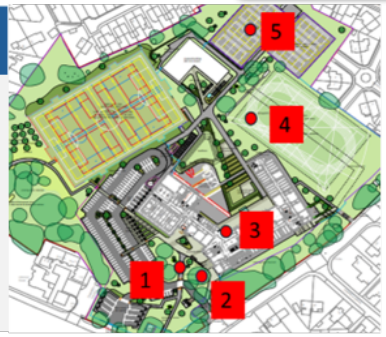
1. Word Revolution

Fieldwork	The process of investigating the world around us.
Enquiry question	A question about an area of geography that can be tested through fieldwork.
Primary data	Data you collect yourself.
Secondary data	Data collected by someone else.
Risk assessment	Process of working out the possible dangers, and how to avoid them.
Microclimate	The unique climate of a very small area, e.g. school field or a garden.

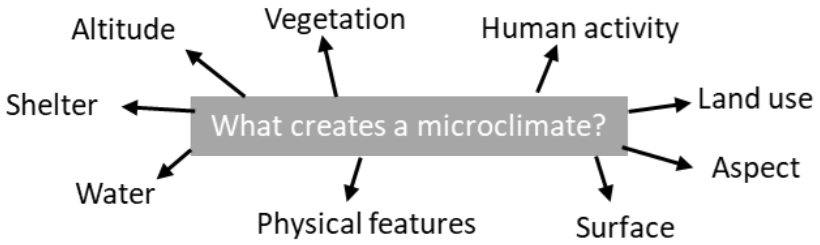
3. Data collection

At 5 locations around the school site, we will measure…

- Temperature: thermometer
- Wind strength: decide which category fits, e.g. 'gentle breeze'
- Wind direction: drop a light object to see which direction it blows from
- Light intensity: photometer



4. Microclimates



2. Fieldwork enquiry process

1. Enquiry question
- ✓ Geographical
- ✓ Open-ended
- ✓ Achievable

2. Planning
- ➢ Location
- ➢ Methods
- ➢ Sampling strategies
- ➢ Risk assessment

3. Data collection

4. Data presentation
Show data in a visual way so it can be analysed

5. Conclusion
Use data to answer enquiry question

6. Evaluation
How could the fieldwork have been improved?

SUBJECT: Geography **YEAR:** 8

TOPIC: Geography basics **SEMESTER:** 2

1. WORD REVOLUTION

Development	Process of a country or area improving
Life expectancy	Average age people live to in an area.
Literacy rate	Amount of people who can read and write in an area
Erosion	Wearing **away** of rock
Weathering	Weakening of rock **where it is**
Weather	Day to day changes in the atmosphere
Climate	Long term average weather conditions

2. DEVELOPMENT AROUND THE WORLD

Development

HIC: High income country

Europe and North America have mostly HICs, e.g. UK

NEE: Newly emerging economy

Asia and South America have mostly NEEs, e.g. Pakistan, Brazil

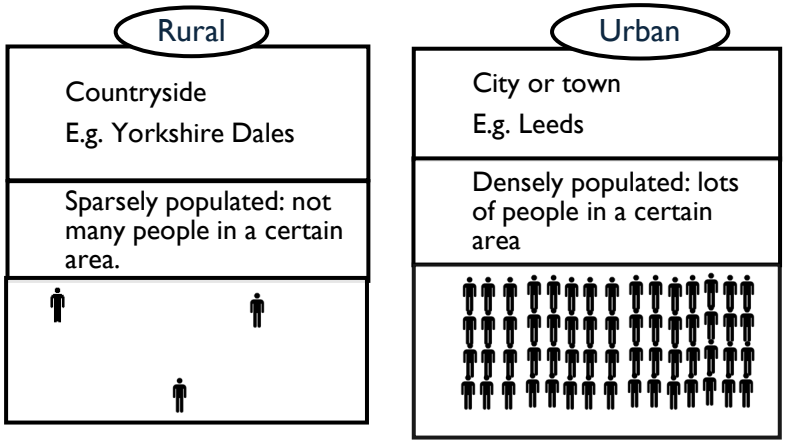
LIC: Low income country

Africa has many LICs, e.g. Niger

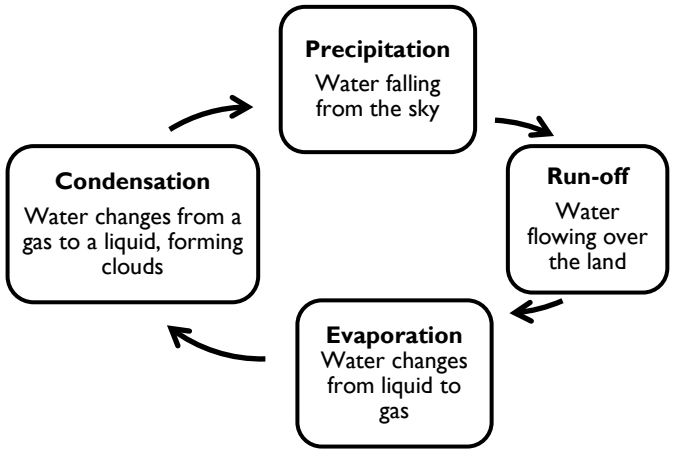
3. JOB TYPES

Tertiary jobs 	Providing a service, e.g. doctor, shop assistant, taxi driver
Secondary jobs 	Making raw materials into a product, e.g. in a factory
Primary jobs 	Extracting raw materials from nature, e.g. farmer, fisher, miner

3. RURAL and URBAN AREAS



4. THE WATER CYCLE



5. WEATHERING

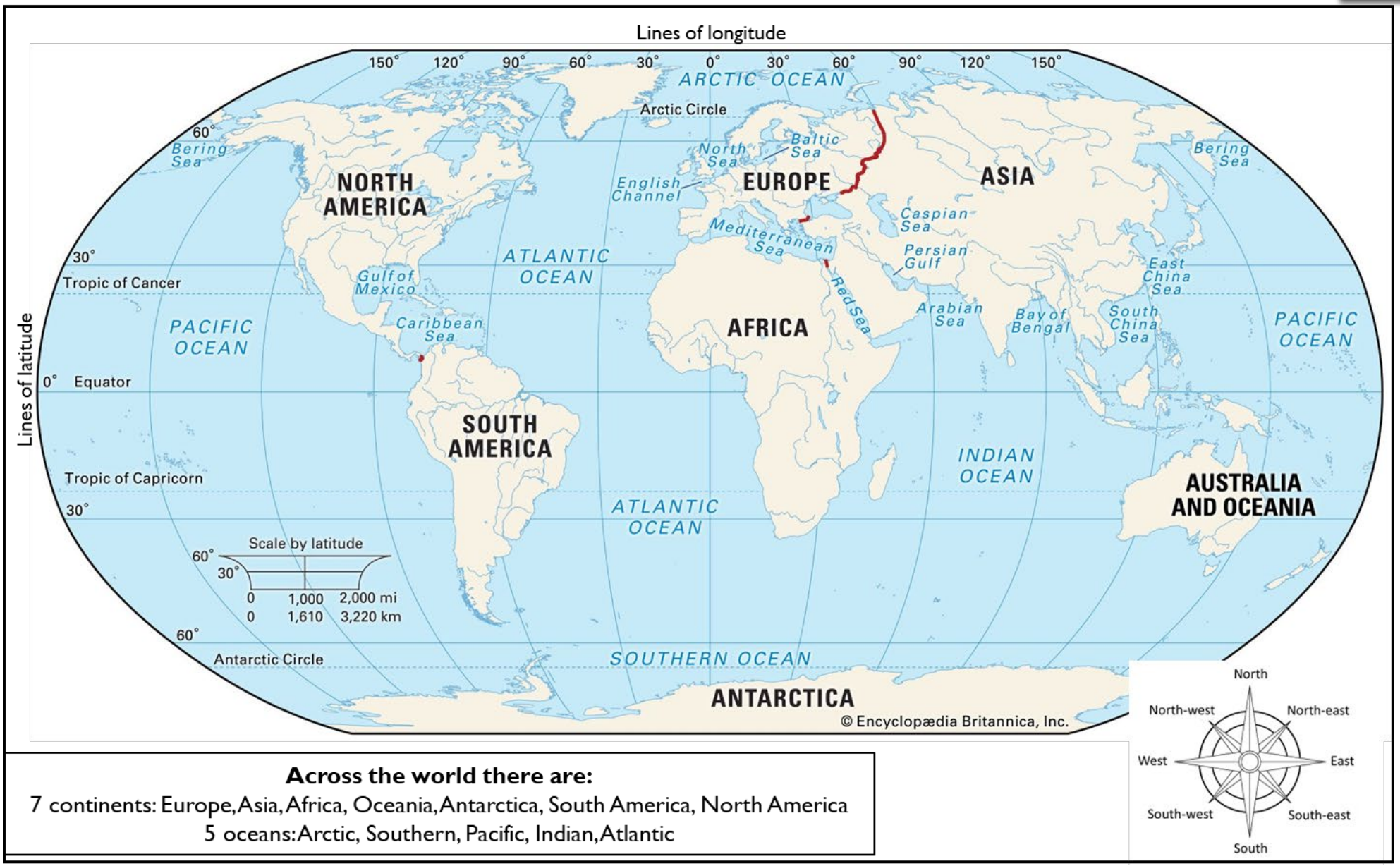
Biological: tree roots grow into rock, animals burrow into rock

Chemical: slightly acidic rainwater dissolves certain types of rock (e.g. limestone)

Freeze-thaw: water freezes and melts inside rock, expanding cracks

SUBJECT: Geography **YEAR:** 8

TOPIC: Locational basics **SEMESTER:** 2



Across the world there are:

7 continents: Europe, Asia, Africa, Oceania, Antarctica, South America, North America

5 oceans: Arctic, Southern, Pacific, Indian, Atlantic

SUBJECT: History — YEAR: 8

TOPIC: British Civil Rights — SEMESTER: 2

1. WORD REVOLUTION

Colour Bars	lack and other non-white people are denied access to the same rights, opportunities, and facilities as white people.
Self-defence	The act of defending oneself, one's property, or a close relative.
Far-right Groups	Political groups that hold extreme nationalist, xenophobic (fear of foreigners), or racist views.
Activism	campaigning and protesting to bring about social or political change.

1. Post-war Migration

After World War II, Britain was badly damaged and needed help rebuilding. There weren't enough workers, so the government invited people from Commonwealth countries such as Jamaica, Pakistan, and India to come and work.

Many of these migrants took jobs in factories, public transport, and the newly formed NHS, helping to rebuild the country and support essential services.

National Front – a Far-Right racist group – threatens to march in Bradford.

↓

There were genuine fears, as a racist firebomb attack had killed a mother and her 3 children in London.

↓

12 young Asian men prepare to defend their community.

→ Police arrest and charge the 12 men with conspiracy to make explosives and cause violence.

↑

Community supports the Bradford 12.

↑

This case becomes a symbol of anti-racist resistance in the UK.

2. Bristol Bus boycott

Racial Discrimination: The Bristol Omnibus Company refused to hire Black or Asian bus crews, despite labour shortages, due to pressure from white workers and unions.	**Youth-Led Protest**: Inspired by the US Civil Rights Movement, a group of young Black men, including **Paul Stephenson** and **Roy Hackett**, organized a boycott against the company's racist policies.
Mass Support & Media Attention: The boycott gained widespread support, including from students, unions, and politicians, and drew national media coverage, exposing racial injustice in Britain.	**Victory & Impact**: After four months, the company ended its discriminatory policy in August 1963. The boycott helped pave the way for the **Race Relations Acts of 1965 and 1968**, outlawing racial discrimination in the UK.

Medieval period					Renaissance		Industrial Period		Modern Period
1000-1100	1100-1200	1200-1300	1300-1400	1400-1500	1500-1600	1600-1750	1750-1800	1800-1900	1900-present

Subject: History

Topic: American Civil Rights

Year: 8

Semester: 2

WORD REVOLUTION	
Jim Crow Laws	Laws to keep black and white people apart: segregated black and white people in places like trains, shops, churches, parks and schools.
Ku Klux Klan	Violent, white group. Used terror to oppress black people in the South.
Boycott	To refuse to buy, use, or take part in something as a form of protest.
NAACP	Civil Rights group: National Association for the Advancement of Coloured People
Segregation	The separation of people into different groups, especially because of their race, religion, or skin colour.

Key individuals		
Martin Luther King was an American civil rights leader in the 1950s and 1960s. He fought for equal rights for African Americans using peaceful protest. He gave the famous "I Have a Dream" speech, calling for an end to racism and segregation. King played a key role in making changes like the Civil Rights Act, and he inspired millions to stand up for justice.	**Malcolm X** was an African American civil rights activist. At first, he believed in fighting racism "by any means necessary" and promoted Black pride and independence. Malcolm X is remembered as an important voice for civil rights and Black empowerment.	**Rosa Parks** refused to give up her bus seat to a white person in Montgomery, Alabama in 1955. Her arrest sparked the **Montgomery Bus Boycott**, a protest that lasted over a year and helped end bus segregation. Rosa Parks inspired many people to stand up against racism and unfair laws.

1600s – 1800s The Enslavement of African people by Europeans begins. Many are forced to work in the USA.

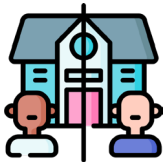
1865 – Slavery is abolished in USA

1920s The USA sees the growth of Jazz and Black American culture.

Late 1800s – Jim Crow Laws have passed in the South of America. The U.S. Supreme Court case said segregation was legal as long as it was "separate but equal" (but in reality, it was never equal).

The Civil Rights Movement is fought in the USA to end segregation and bring equality between races.

Continued fight for equality. Activists continue to fight against racial injustice, inequality in policing, education, housing, and healthcare.



Medieval period					Renaissance		Industrial Period		Modern Period
1000-1100	1100-1200	1200-1300	1300-1400	1400-1500	1500-1600	1600-1750	1750-1800	1800-1900	1900-present

SUBJECT: History **YEAR:** 8

TOPIC: Industrial Revolution **SEMESTER:** 2

1. WORD REVOLUTION

Industrial Revolution	A period of great change in Britain between 1750-1900, where huge technological advances had an impact on every aspect of life
Domestic Service	Where goods were manufactured at home by the family.
Urbanisation	The movement of populations from rural areas (countryside) to towns and cities.

2. Living conditions

Overcrowded housing: Families lived in tiny, cramped rooms.	**Poor sanitation:** Streets were dirty, with no proper waste or sewage system.
Diseases: Illnesses like cholera and typhus spread quickly.	**Limited clean water:** People often drank contaminated water from wells or pumps.

3. Working conditions

Long hours: People worked 12–16 hours a day, 6 days a week.	**Dangerous conditions:** Machines were unsafe, and accidents were common.
Low pay: Workers earned very little money, including children.	**Dirty and crowded:** Factories were noisy, dusty, and poorly ventilated.

1. Industrialisation

The British colonisation and exploitation of other countries played a huge role in starting the Industrial Revolution. Through its colonies, Britain gained access to raw materials like cotton, sugar, and tobacco, which were produced by enslaved people.

These raw materials were brought to British factories, where they were turned into goods. The profits from slavery and trade helped build more factories and improve transport. This created more jobs and increased production, making Britain a leading industrial power.

4.Saltaire

Better housing: The homes were well-built, with running water and space for families.	**Healthier conditions:** The village had clean streets, fresh air, and proper sanitation.	**Education:** A school was built so children could learn.
Recreation: There were places for workers to relax, like a park and a concert hall.	**Strong community:** Saltaire created a safe, supportive environment for workers and their families.	**Lack of freedom:** Titus Salt controlled many parts of workers' lives, including rules about behaviour and what they could do in the village.

Medieval period					Renaissance		Industrial Period		Modern Period
1000-1100	1100-1200	1200-1300	1300-1400	1400-1500	1500-1600	1600-1750	1750-1800	1800-1900	1900-present

SUBJECT: Religious Studies **YEAR: 8**

World Religions **SEMESTER: 2**

	When It Began	Where It Began	Founder	Holy Book(s)	Place of Worship	Key Beliefs About God	Key Practices	Symbol(s)	Major Festivals	Beliefs About Afterlife
Hinduism (Hindus)	Around 4000 - 2000 BCE	Indian Subcontinent	Developed from the people of the Indus Valley	Vedas, Upanishads, Bhagavad Gita	Temple	Many gods (polytheistic), Brahman is supreme reality	Puja (worship) Festivals like Diwali		Diwali Holi	Rebirth (reincarnation) and Moksha (liberation from cycle of rebirth)
Judaism (Jews)	Around 2000 BCE	Ancient Israel	Abraham	Torah Tenakh	Synagogue	One God (Monotheistic) Yaweh/Elohim	Sabbath, Kosher Prayer Festivals		Passover Yom Kippur Hanukkah	Resurrection and Olam Ha-Ba (World to Come); focus on this life
Buddhism (Buddhists)	Around 5th Century BCE	India	Siddhartha Gautama (The Buddha)	Various scriptures (Tripitaka) (Pali Canon)	Temple	No creator God	Meditation Following the Eightfold Path Festivals		Vesak Paranirvana Day	Rebirth and Nirvana (end of suffering and cycle of rebirth)
Christianity (Christians)	Around 1st Century CE	Jerusalem (Middle East)	Jesus Christ	Bible (Old & New Testament)	Church	One God (Monotheistic), Trinity (Father, Son, Holy Spirit)	Prayer Worship Baptism Communion		Advent Christmas Lent Easter	Heaven and Hell; eternal life through faith in Jesus
Islam (Muslims)	7th Century CE	Mecca (Saudi Arabia)	Prophet Muhammad	Quran	Mosque	One God (Allah) Monotheistic	Five Pillars (Faith, Prayer, Fasting, Charity, Pilgrimage)		Eid al-Fitr, Eid al-Adha	Paradise (Jannah) and Hell (Jahannam) based on deeds
Sikhism (Sikhs)	Late 15th Century CE	Punjab (India/Pakistan)	Guru Nanak	Guru Granth Sahib	Gurdwara	One God (Waheguru), Monotheistic	Prayer Seva (service) Community (Langar)		Vaisakhi Guru Nanak's Birthday	Rebirth and union with God; emphasis on living a truthful, humble life

SUBJECT: Religious Studies **YEAR: 8**

TOPIC: Introduction to Buddhism **SEMESTER: 2**

WORD REVOLUTION	
Anicca	Everything changes / nothing stays the same forever
Ascetic	Living a simple strict lifestyle with few pleasures or possessions
Buddha	Siddartha Gautama, founder of Buddhism
Eightfold Path	Eight steps/practices to follow to reach enlightenment
Enlightenment	Gaining of true knowledge about the nature of reality
Five Moral Precepts	Five rules / guidance from the Buddha on how to live
Four Sights	Old age, sickness, death, holy man
Luxury	A state of great comfort
Meditate	To think deeply about things to find understanding and peace
Middleway	Finding a balance between having too much and not having enough
Monk	A man who has dedicated his life to religion by living a simple life
Pilgrimage	A special journey made by religious believers
Suffer	To feel pain, distress (mental and physical)
Vihara	Buddhist monastery or temple

What will I study in this topic?	You will learn about some important Buddhist beliefs, such as how Buddhism began, key events in the life of the Buddha and how Buddhists make moral decisions. You will also explore Buddhist practices such as worship and celebrating festivals, as well as looking at the life of a Buddhist monk.
Curriculum Connections:	The foundational knowledge you learn about Buddhism and its key ethical teachings (such as how to how to live a good life, how to treat others, how religious belief influences practical action) will be further explored and expanded on in Year 8 and 9 alongside other religious views on a variety of ethical and philosophical topics.

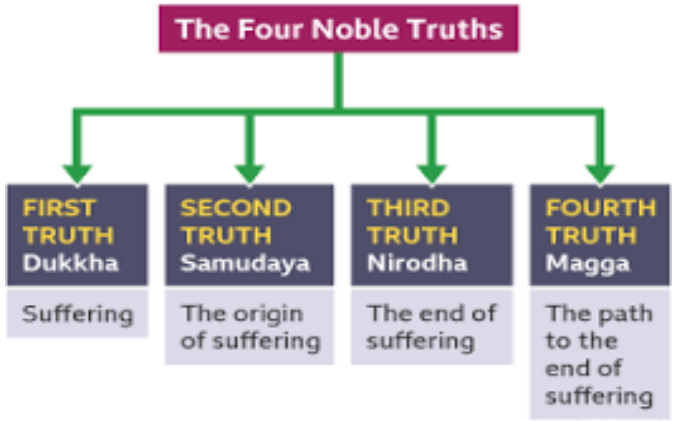
The Buddha's Birth

The Four Sights

Siddhartha Gautama's Story

- Siddhartha Gautama was born over 2,500 years ago as a prince in what is now Nepal.
- He lived a comfortable life but was curious about the world beyond his palace.
- When he saw sickness, old age, and death for the first time, he wanted to understand why people suffer. These are known as the Four Sights.
- Siddhartha left his royal life to search for answers about suffering and how to stop it.
- After years of meditation, he found enlightenment under a tree called the Bodhi tree.
- He became known as the Buddha, which means "The Awakened One."

SUBJECT: Religious Studies YEAR: 8

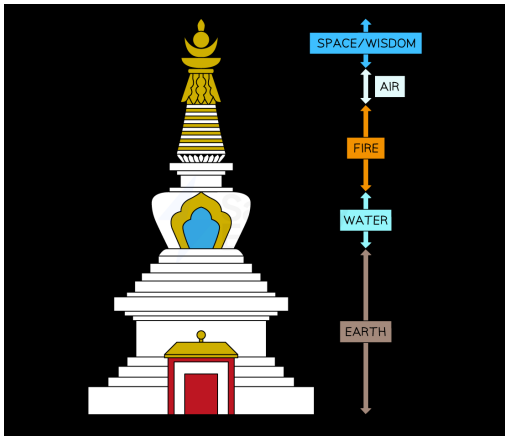


The Four Noble Truths teach that life involves suffering, suffering is caused by wanting things, we can stop suffering by letting go of desire, and the way to do this is by following the Buddha's path.

Living a good life

The Five Moral Precepts are rules that Buddhists follow to live a good life, by not harming others, not stealing, being honest, not misusing sex, and avoiding alcohol and drugs.

The Eightfold Path is the Buddha's guide to living a good and peaceful life by having the right thoughts, actions, and attitudes, like being kind, truthful, and mindful.



🧘 Life and Practices of a Buddhist Monk

🌅 Daily Life

- **Wake up early** (around 4–5am).
- **Morning meditation and chanting** to start the day with peace.
- **Go on alms round** – monks walk barefoot to receive food from local people

🍚 Food and Simplicity

- Monks **eat only twice a day** (before noon).
- They **don't cook** or buy food – they rely on donations.
- They **live simply** with few possessions (robe, bowl, sandals, etc.).

🧠 Spiritual Practice

- Practice **meditation** every day to calm the mind.
- Study the **teachings of the Buddha** (called the Dharma).
- Chant sacred texts and reflect on **kindness, peace, and wisdom**

SUBJECT: Religious Studies — YEAR: 8

TOPIC: Values — SEMESTER: 2

WORD REVOLUTION

Bystander	Did nothing to support the Nazis or to help the victims.
Collaborator	Supported the Nazis. Helped make the killing possible.
Forgiveness	Stop feeling angry or resentful towards someone for an offence.
Holocaust	The mass murder of Jewish people by the German Nazi regime in
Justice	Fairness/making things right/making things equal.
Moral Dilemma	A situation where you are forced to make a difficult moral choice.
Nuremburg Laws	Anti-Semitic (anti-Jewish) laws enforced by the Nazi regime.
Pacifist	Someone who is against the use of violence.
Pacifism	The belief that disputes should be settled by peaceful means.
Perpetrator	Ordered, organised or carried out the persecution/ killing (Holocaust).
Resister / Rescuer	Saved people or tried to stop the Nazis.
Value	An important principle/rule to live by.

Values are the beliefs and ideas that are important to us. They help us decide what is right and wrong and guide how we behave. Our values can come from our family, culture, religion, and personal experiences.

What will I study in this topic?	In this topic you will discover the influences that shape our personal values and how these values help us make moral choices. You will explore important ideas from religion, such as kindness, forgiveness, and fairness. You will also discover inspiring stories of courage about people who risked their lives to save others during the Holocaust such as Irene Sendler and Dietrich Bonhoeffer.
Curriculum Connections:	This topic builds on the ethical and religious concepts and teachings you have already explored in Year 7 and Year 8. It will deepen your understanding of how religious people put their beliefs into action, especially when dealing with forgiveness and standing up against injustice.

Standing up for Injustice

Elizabeth Fry was born into a Christian family. The Christian denomination she belonged to were the **Quakers** and she wanted to change the terrible way in which prisoners (especially women and children were treated). She **helped to reform the prison system**.

Religious teachings on love and care

Agape (Christianity) *'Selfless love'*
Putting others fi...

Ahava (Judaism) *'To love /to give'*
Giving to others is the root of love.

Seva (Sikhism) *'Service'/helping others'*
without any expectation of

Teachings of Jesus on Forgiveness

- ***"I tell you, forgive not seven times, but forgive seventy times seven.***
  This means that there should be no limit to the time we forgive.
- ***"If you forgive others your heavenly father will forgive you."***
  This means that if we want to be forgive we should forgive others.
- ***"Father forgive them, for they do not know what they are doing"***
  This means – sometimes people are unaware of the consequences of their actions / they act without thinking.

SUBJECT: Religious Studies — YEAR: 8

TOPIC: Values — SEMESTER: 2

Injustice / Discrimination during WW2

The Nuremburg Laws

April 1933	A law is passed that forbids Kosher butchering and the selling of Kosher food. Jews are not allowed to be members of sports clubs.
March 1935	Jewish newspapers can no longer be printed or sold in the streets.
March 1936	Jewish families are denied child allowances. Jews no longer have the right to take part in elections.
July 1937	Jewish students are removed from German schools.
July 1938	Separate park benches for Jews and non-Jews.
Nov 1938	German Jews suffer the Kristallnacht – night of broken glass where across Germany Jewish homes and synagogues are attacked. All Jewish businesses are closed down Jewish children can only play with other Jewish children an no-one else.
April 1939	Jewish people can be thrown out of their homes at any time.
July 1940	Jewish people are not allowed to use telephones.
June 1942	Jewish children are not allowed to go to school.

Rescuers and Resisters

- **Irene Sendler** - a 29 year old social worker living in Warsaw when Nazi Germany invaded Poland in September 1939.
- She **joined Zegota, the secret Polish organisation** set up to rescue Jewish people, and was put in charge of saving Jewish children.
- She **smuggled the children out of the ghetto** in toolboxes, potato sacks and suitcases and arranged for them to be **hidden with Polish families** and in **Catholic orphanages**.
- In October 1943, she was **arrested by the Nazis, tortured** and **sentenced to death**. Despite having her legs and feet broken, she refused to tell the Nazis the names of other members of Zegota or where the children were hidden.
- She **escaped and went into hiding** but continued to carry on helping Children. She **saved over 2500 children**.

- **Dietrich Bonhoeffer** was a Christian living in Nazi Germany.
- He was a **pacifist** – he believed war and violence are always wrong.
- When Hitler came to power, Bonhoeffer faced a **moral dilemma**. He was asked to help **kill Hitler**!
- Helping would break the commandment *"Do not kill"* but doing nothing meant letting innocent people suffer and die. **What should he do?**

SUBJECT: LANGUAGES: SPANISH — YEAR: 8

TOPIC 4: Healthy living — SEMESTER: 2

KEY VOCABULARY

opinions	verbs
aprecio I appreciate	**despertar**se wake up
me gustaria I'd like	**levantar**se get up
recomendaría I would recommend	**descansar** to rest
lo que me encanta what I love	**comer bien** to eat well
adjectives	**probar** to try
sano(a) healthy	**evitar** to avoid
en forma healthy / fit	**fumar** to smoke
equilibrado(a) balanced (diet)	**beber** to drink
estresado(a) stressed	**vivir** to live
enérgico(a) energetic	**hacer** to do
lo que… what…	**dormir** to sleep
más me gusta I like most	**correr** to run
me intriga intrigues me	**past time phrases**
me aburre bores me	**Cuando era pequeño** When I was little
me interesa interests me	
modal verbs (verb + infinitive)	**Antes** before
debo I must	**future time phrases**
se debe we must	**En el futuro** in the future
debería I should	
se debería – we should	**Cuando sea mayor** When I am older
puedo you can	

What will I study in this topic?	☐ 1: Daily routine ☐ 2: Aspects of physical and mental health ☐ 3: What I did in the past that was healthy and unhealthy ☐ 4: What I will do in the future to be healthy
What will I be able to do by the end of this topic?	✓ Say what I do to be healthy ✓ Talk about what I **used to do** ✓ Talk about what I **plan to do** in the future.

Grammar: Reflexive verbs

- ✓ **Reflexive verbs** describe an action you do to yourself
- ✓ We put a **reflexive pronoun** before the verb

me lavo	I wash (**myself**)
te lavas	you wash (**yourself**)
se lava	he washes (**himself**) she washes (**herself**)

***** **lavo el coche** I wash the car

Grammar: Imperfecto (imperfect tense)

- ✓ The **imperfect tense** is for **description in the past.**
- ✓ The **imperfect tense** also describes what you **used to do**

Hacía el deporte	I **used to do** sport
Jugaba el fútbol	I **used to play** football
Comía el chocolate	I **used to eat** chocolate

Grammar: The near future tense

This is a simple **verb + infinitive** structure.

ir (to go) + **infinitive**	
(yo) **voy a jugar**	I'm going to play
(tú) **vas a hacer**	you're going to do
(él/ella) **va a comer**	s/he is going to eat
(nosotros) **vamos a ir**	we're going to go
(vosotros) **vais a visitar**	you're going to visit
(ellos) **van a ir**	they're going to go

Verb + infinitive

Here are some other **verb + infinitive** structures:

puedo jugar	I can play
quiero cantar	I want to sing
debo comer	I must eat
tengo que comprar	I must buy
me encanta visitar	I love to visit

Infinitive verbs in Spanish have 3 endings:
➡ **-ar** ➡ **-er** ➡ **-ir**

SUBJECT: LANGUAGES: SPANISH — YEAR: 8

TOPIC 4: Healthy living — SEMESTER: 2

Key Questions:	**Qué se debe hacer para mantenerte en forma?** What do you have to do to stay healthy? **Te gusta hacer deporte?** Do you like to do sport? **Qué has hecho recientemente?** What have you done recently? **Qué vas a hacer en al futuro?** What are you going to do in the future?
Cultural links:	**Cultural practices in Spain that are healthy**  Long, social meals  Seasonal and local food  The Spanish '***paseo***' or walk Beach life 

Examples of food in Spanish and English

la pera (pear)	**la piña** (pineapple)	**la baguette**	**el pastel** (cake)
el melocotón (peach)	**la berenjena**	**el pan** (bread)	**el bagel**
el limón (lemon)	**la patata** (potato)	**el queso** (cheese)	**el donut** (donut)
la uva (grapes)	**la zanahoria** (carrot)	**el pollo** (chicken)	**la miel** (honey)
el kiwi	**el brócoli** (broccoli)	**el bistec** (steak)	**el chocolate**
la manzana (apple)	**el pepino** (cucumber)	**la hamburguesa**	**la sopa** (soup)
el cacahuete(peanut)	**la lechuga** (lettuce)	**la sopa** (soup)	**el huevo** (egg)
el plátano (banana		**la pizza** (pizza)	**la leche** (milk)

Curriculum Connections:

- ☐ O
- ☐ **Comparative** : Superlative – the most, least, best and worst
- ☐ R
- ☐ **Describing** a healthy lifestyle
- ☐ N
- ☐ F

Spanish in context

Debemos comer frutas y verduras todos los días para estar sanos.
You should eat fruit and vegetables every day to be healthy.
No se debe comer comida rápida muy a menudo y no se debe fumar para estar en forma.
You must not eat fast food too often and you must not smoke to be in good shape.
Recientemente hacía más deporte y trataba de comer bien.
Recently I have played more sport, and I tried to eat well.
En el futuro voy a evitar fumar o vapear y voy a evitar beber demasiado alcohol.
In the future I'm going to avoid smoking or vaping and I'm going to avoid drinking too much alcohol.

⚠ se debe + infinitive

The verb **deber (to have to / must)** is impersonal and used in the 3rd person ('s/he' form) with a reflexive pronoun '**se**'.
It translates as '**you must**'

se debe jugar	you must play
se debe comer	you must eat
se debe evitar	you must avoid
se debe domir	you must sleep
se debe vivir sano	you must live healthily

SUBJECT: LANGUAGES: SPANISH — YEAR: 8

TOPIC 5: Local Area — SEMESTER: 2

KEY VOCABULARY

Talking about my local area	places
hay there is	**un aeropuerto** an airport
no hay there isn't	**un parcamiento** a car park
tenemos we have	**ayuntamiento** a town hall
tiene it has	**un castillo** a castle
es it is (permanent) **está** it is (temporary/location)	**un catedral** a cathedral
vivir to live **vivo** I live	**una comisaría** a police station
vivía I used to live	**un hospital** a hospital
ir* to go **voy** I go **vamos** we go **van** they go	**un centro comercial** a shopping centre
	la panadería bakery
	una iglesia a church
fui I went **fuimos** we went **fueron** they went	**los monumentos** monuments
	un museo a museum
adjectives	**un parque** a park
rural rural	**una piscina** a pool
moderno/a modern	**una playa** a beach
traditional traditional	**un puerto** a port
pequeño/a small	**las tiendas** some shops
verde green	**determiners**
nuevo/a new	**un / una** a/ an
rojo/a red	**el** (m) **la** (f) **los / las** (pl) the
bonito/a beautiful	
viejo/a old	**unos (m) unas (f)** some

What will I study in this topic?	☐ 1: My local area ☐ 2: Using complex sentences to describe my area ☐ 3: Describing a recent trip to town ☐ 4: What my area was like in the past
What will I be able to do by the end of this topic?	✓ Say what is in my local area ✓ Describing what it **used to have** ✓ Talk about what I **did recently** in my local area

Grammar: Saying what there is 'hay

- ✓ **hay** means there is
- ✓ **había** means there was
- ✓ **no hay** there isn't

hay un cinema cerca de mi casa	**There is** a cinema near my house
hace dos años había una tienda	**Two years ago there was a shop**

If you use a time phrase it helps you be clear about what tense you are using

Grammar: ⚠ el pretérito (past tense)

Past tense The main past tense in Spanish is called the *pretérito* or *preterite*.

-ar verbs	-er + -ir verbs
jugué I played	**comí** I ate
canté I sang	**bebí** I drank
comé I ate	**corrí** I ran
compré I bought	**viví** I lived
visité I visited	**decidí** I decided
celebré I celebrated	**escribí** I wrote

Grammar: relative pronouns 'que' & 'donde'

que (who, that, which) refers to a noun that has just been mentioned.

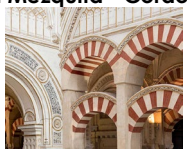
que refers a **person** or **object** *Hay un restaurante **que** se llama Apetito.*
donde refers to a **place** *Hay una panadería **donde** compro el pan.*

Time phrases

ayer yesterday
anteayer the day before yesterday
anoche last night
el mes passado last month
el año pasado last year
el fin de semana pasado last weekend
hace dos días two days ago
hace una semana a week ago
hace un mes a month ago

SUBJECT: LANGUAGES: SPANISH — YEAR: 8

TOPIC 5: Local Area — SEMESTER: 2

Key Questions:	**¿Dónde vives?** Where do you live? **¿Cómo es tu pueblo?** Describe your area? **¿Qué hiciste recientemente en tu región?** What have you done recently in your local area? **¿Cómo era hace tres años?** What was your town like three years ago?
Cultural links:	**Famous places in Spain** **La Sagrada Familia - Barcelona**  **La Alhambra - Granada**  **La Mezquita - Córdoba**  **Las Torres KIO – Madrid** 

⚠️ Preterit (past tense) verbs

The verb ending changes for each person. It doesn't matter about gender, just **who** is doing the action.

-ar verbs			-er + -ir verbs	
habl**é**	I spoke	1st person (I)	com**í**	I ate
habl**aste**	you spoke	2nd person (you)	com**iste**	you ate
habl**ó**	s/he spoke	3rd person (s/he)	com**ió**	s/he ate
habl**amos**	we spoke	1st person (we)	com**imos**	we ate
habl**astéis**	you pl. spoke	2nd person (you pl)	com**isteís**	you pl. ate
habl**aron**	they spoke	3rd person (they)	com**ieron**	they ate

⚠️ the verb ser and ir 🧍 ✨

ir (to go) and **ser** (to be) have the same form in the preterit tense. Crazy.

I went	**fui**	I was
you went	**fuiste**	you were
s/he went	**fue**	s/he was
we went	**fuimos**	we were
you (pl.) went	**fuistéis**	you (pl.) were
they went	**fueron**	they were

Spanish in context

En mi pueblo hay un café. No me interesa.
In my town there is a cafe. It doesn't interest me

Mi pueblo no es bonito y está en la montaña.
My town is not pretty, and it is situated in the hills.

Hay muchas tiendas dónde se puede ir de compras.
There are lots of shops where you can go shopping.

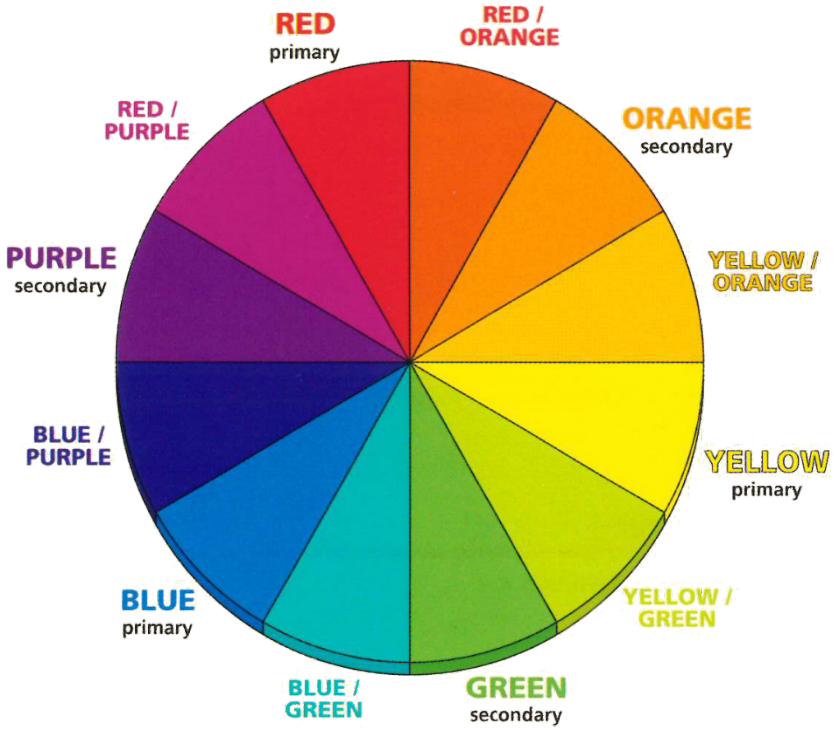
🧓 🤪 🦏 ❌ 🍽 Curriculum Connections:

- ☐ O
- ☐ **Comparative** : Superlative – the most, least, best and worst
- ☐ R
- ☐ **Describing** local area
- ☐ N
- ☐ F

SUBJECT: Art & Design **YEAR:** KS3

TOPIC: Formal Elements **SEMESTER:** 2

THE COLOUR WHEEL



COMPLEMENTARY COLOURS

The colours opposite each other on the wheel are called complementary colours.

RED is opposite GREEN
BLUE is opposite ORANGE
YELLOW is opposite PURPLE

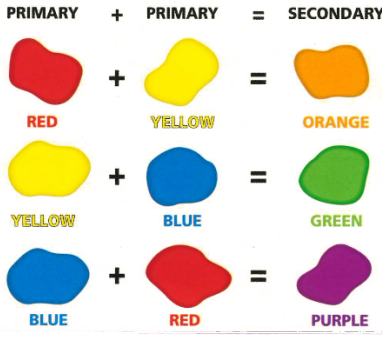
If a colour is surrounded by its complementary colour it will appear stronger and brighter.

PRIMARY COLOURS

There are THREE PRIMARY COLOURS.
These are pure colours which cannot be made by mixing other colours.

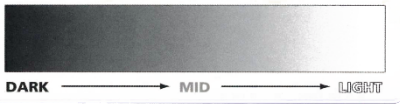
SECONDARY COLOURS

Secondary colours are made by mixing each primary colour with one other primary colour.



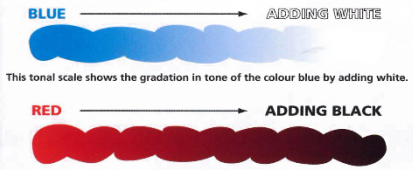
TONE

This tonal scale shows the gradation of dark tones, mid tones and light tones.
It shows the passage from black through grey to white.

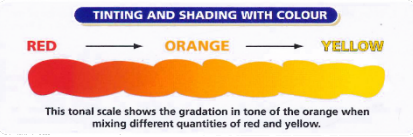


TINTING AND SHADING

Tinting and shading refer to making a colour lighter by adding white (tinting) or darker by adding black (shading).



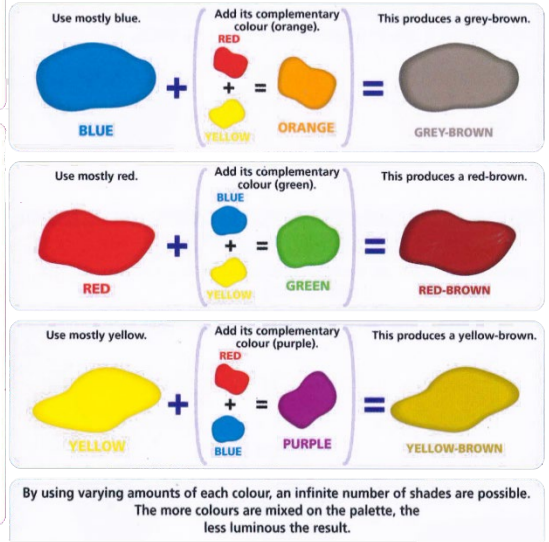
TINTING AND SHADING WITH COLOUR



TERTIARY COLOURS

TERTIARY COLOURS CONTAIN A MIX OF ALL THREE PRIMARY COLOURS. A PRIMARY, MIXED WITH ITS COMPLEMENTARY COLOUR EQUALS A TERTIARY COLOUR

PRIMARY + COMPLEMENTARY = TERTIARY



By using varying amounts of each colour, an infinite number of shades are possible. The more colours are mixed on the palette, the less luminous the result.

WORD REVOLUTION VOCABULARY

PORTRAIT	VIEWPOINT	GRAPHIC ART
OBSERVATION	SYMMETRICAL	ILLUSTRATION
FACIAL -	STILL-LIFE	FINE ART
PROPORTION	ELLIPSE	ICONOGRAPHY
EXPRESSION	VERTICAL	SYMBOLISM
TONE	DEPTH	ZENTANGLE
TINT	PROPORTION	MARK-MAKING
SHADE	ACCURACY	HATCHING
CUBISM	LIMITED PALETTE	CROSS HATCHING
CONTOUR	MONOCHROME	STIPPLING
DISTORTION	COLLAGE	TONAL RANGE
GRADATION	DEFINE	COMPOSITION
COMPLIMENTARY	COMPOSITION	CONTEXTUAL
- COLOUR	DIAGONAL	ANALYSIS
	METHOD	PERSONAL
	PERSPECTIVE	LAYERING
		VISUAL IDENTITY

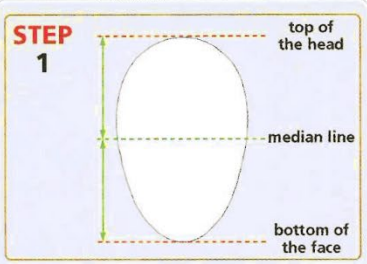
SUBJECT: Art & Design **YEAR:** KS3

TOPIC: Formal Elements **SEMESTER:** 2

PORTRAIT

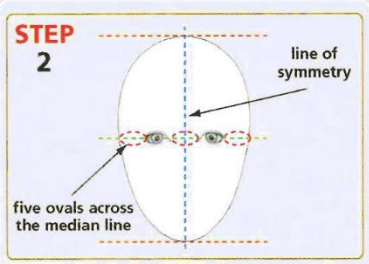
HOW TO DRAW A PORTRAIT - A STEP BY STEP GUIDE

STEP 1



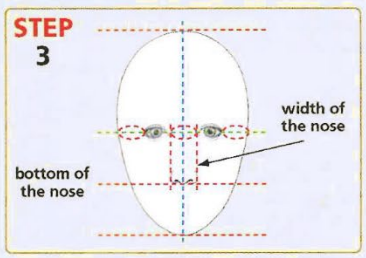
- Draw an egg-shaped oval.
- Split the oval in two halves with a horizontal line (median line).

STEP 2



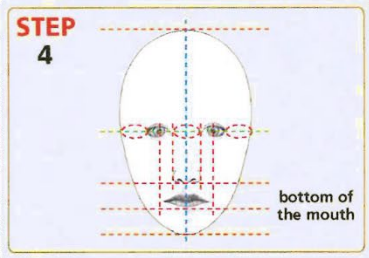
- Draw a vertical line of symmetry.
- Draw 5 ovals across the median line.
- Two of the ovals become the eyes.

STEP 3



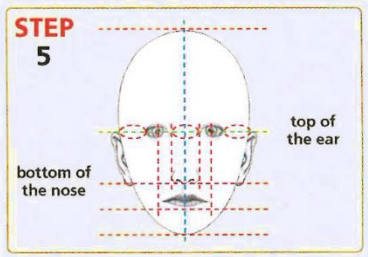
- The nose is the width of the centre oval.
- The base of the nose lies halfway between the median line and the bottom of the face.

STEP 4



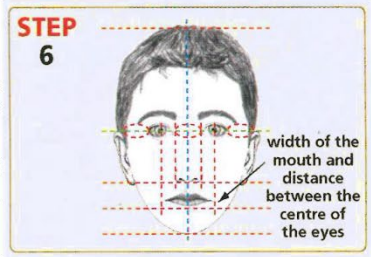
- The mouth lies above a line halfway between the base of the nose and bottom of the face.
- The bottom lip is usually fuller than the top.

STEP 5



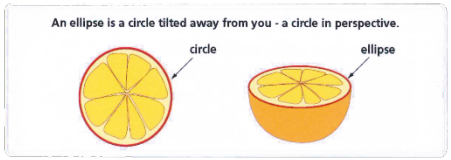
- The ears are bigger than you would imagine.
- They are drawn from the median line to just below the base of the nose line.

STEP 6

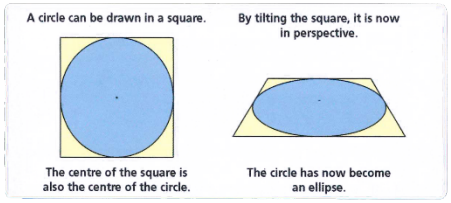


- Add the eyebrows which are thicker in the middle and thinner on the outside of the face.
- Add a hair style of your choice.

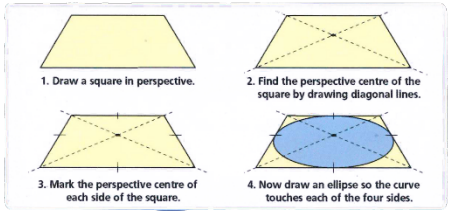
CIRCLES & ELLIPSES



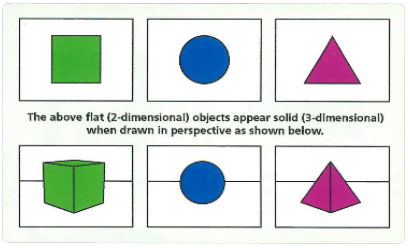
HOW A CIRCLE BECOMES AN ELLIPSE

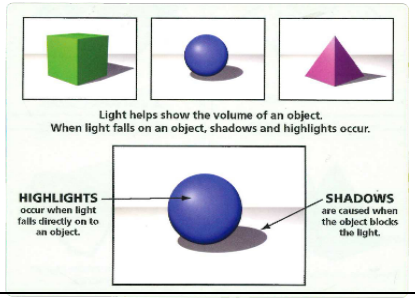


HOW TO DRAW AN ELLIPSE



LIGHT AND SHADE

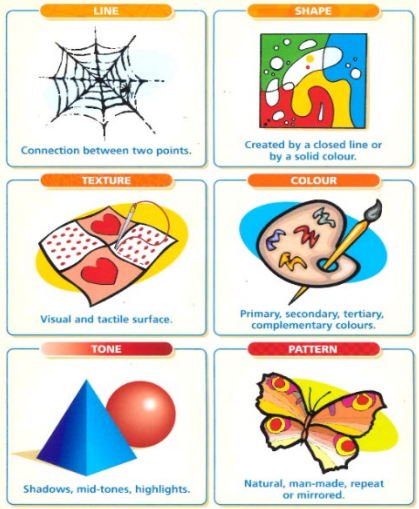


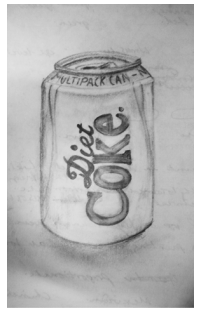


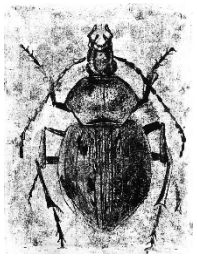
ANALYSING IMAGES

FORMAL ELEMENTS

THE FORMAL ELEMENTS ARE THE BASIC COMPONENTS FROM WHICH TWO-DIMENSIONAL DESIGNS ARE COMPOSED







SUBJECT: MUSIC **YEAR:** 8

SEMESTER: 1 and 2

WORD REVOLUTION

The Elements of Music	Dynamics, Rhythm, Pitch, Structure, Metre, Instruments (sonority), Tonality, Texture, Tempo
Syncopation	Off beat rhythms
Mode	A set of notes that creates a specific mood or sound e.g. dorian mode, pentatonic scale, blues scale.
Hook	A hook line is the catchiest part of a song.
Riff	A ctachy group of notes repeated in a song
Improvisation	Where musicians make up music on the spot
Bass line	A bass line is the low, deep part of music.
Root note	The root note is the main note of a chord e.g. C is the root note of the C chord.
Harmony	Use of chords and accompaniment.Major, minor and extension chords (7ths etc.)
Sharp and Flat	Sharp ♯ Flat ♭

What will I study this year?	**Performing:** Keyboard, drums, guitar and vocal skills. **Reading Music:** Learn more symbols for notes, rhythms and chords **Composing:** Make longer melodies and chord sequences in different styles **Technology:** Use GarageBand to make and save and export music **Listening:** Identify different genre and be able to describe them using the Elements **Context:** Understand music's origins and emotions
What will I be able to do by the end of this year?	**Compose**: Create music using modes on GarageBand. Improvise melodies. **Understand**: Treble clef notes, rhythms, and time values **Identify Styles**: E.g. Classical era, Jazz, Rock, Pop, Blues **Perform**: Use instruments or voice in time confidently as a soloist or ensemble

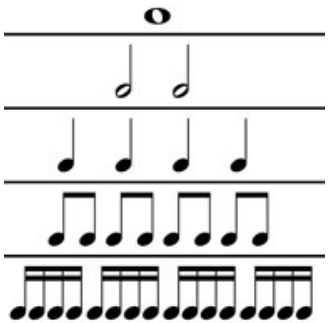
Dynamics

pp	Pianissimo
p	Piano
mp	Mezzo Piano
mf	Mezzo Forte
f	Forte
ff	Fortissimo
	Crescendo
	Diminuendo

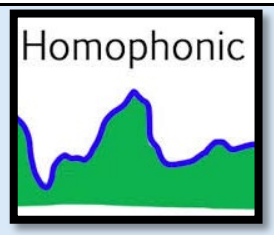
The Blues

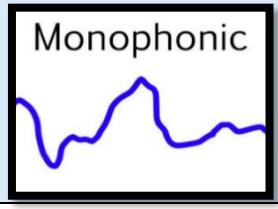
Origins	Developed from African-American emotions, spirituals, and work songs during and after the slave trade in the USA (late 1800s).
Musical Features	- 12-bar blues structure - Walking bass lines - Blue notes (flattened 3rds, 5ths, and 7ths) - Call and response
Future Connections	Influenced genres such as rock, jazz, R&B, and hip-hop.

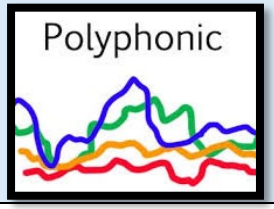
Rhythm

Semibreve	
Minim	
Crotchet	
Quaver	
Semiquaver	

Texture is the way the musical layers are combined. Basic texture can be described as 'thick' or 'thin'

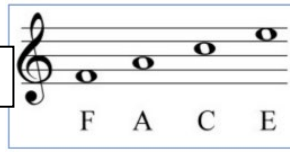




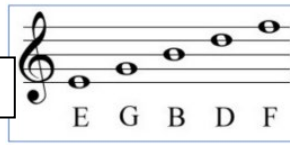


SUBJECT: MUSIC YEAR: 8

Space notes

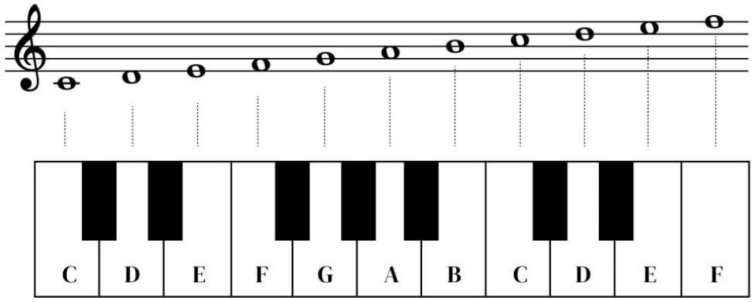


Line notes



Every **G**reen **B**us **D**rives **F**ast

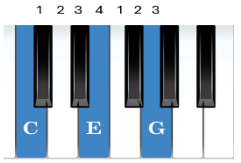
Treble clef notes and keyboard



How to work out major and minor chords

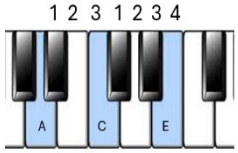
Major

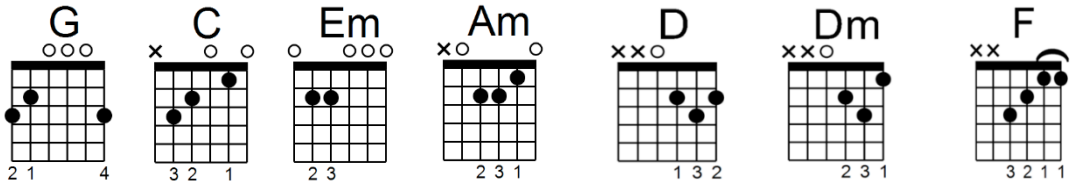
4 steps then 3 steps



Minor

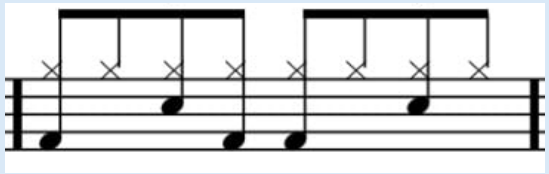
3 steps then 4 steps

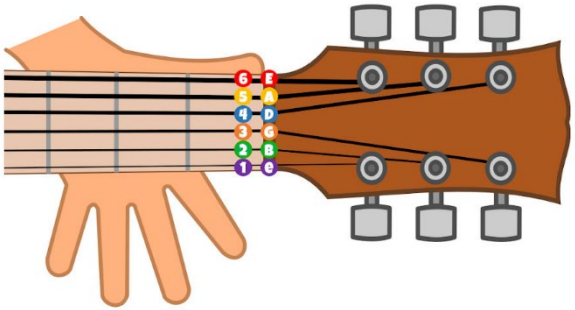


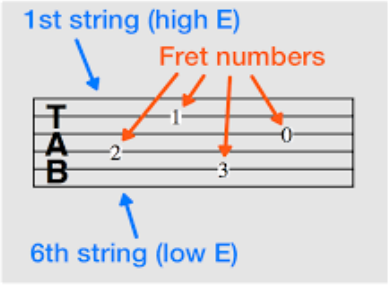


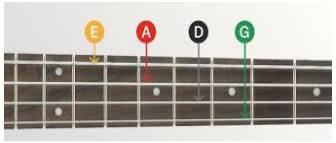
Guitar Chords

Drumbeat









Bass Guitar strings

INSTRUMENTS

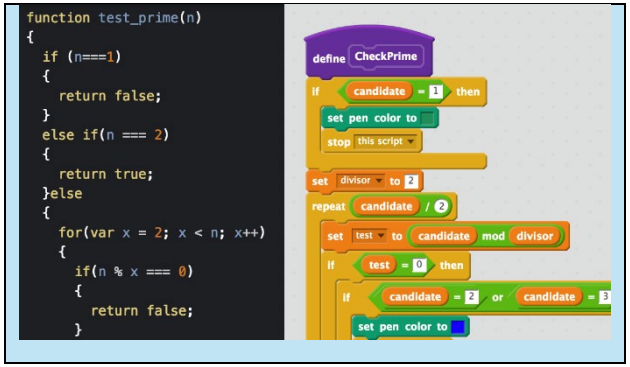
Strings	Woodwind	Brass	Percussion
Violin	Flute	Trumpet	Xylophone
Viola	Clarinet	French Horn	Glockenspiel
Cello	Oboe	Trombone	Timpani
Double Bass	Bassoon	Tuba	Triangle
Guitar	Saxophone	Cornet	Tambourine
Bass Guitar	Recorder		Drum Kit

SUBJECT: Computer Science **YEAR:** 2025-26

TOPIC: Scratch Games **SEMESTER:** 2

WORD REVOLUTION	
Programming	Writing instructions that a computer can follow to do a task.
Block-based programming	A way of programming where you drag and drop blocks of code instead of typing it out.
Loops	A set of instructions that repeat again and again until something tells them to stop.
Iteration	Another word for repeating steps in a program, usually using a loop.
Database	A persistent store of data.
Application	A software program that allows a user to perform a specific task.
Criteria	A set of rules or conditions that must be met. Often used in searches.
Data	Values, typically letters or numbers.
Fields	A category of data in a database, eg First Name or Date of Birth.
Mail Merge	A method of creating lots of documents customised with data from a database, e.g. one letter sent to multiple people. The address of each person is read from and stored in a database.
Query	A search or question performed inside a database.
Application	A software program that allows a user to perform a specific task.

What will I study in this topic?	You will study how to create and use databases with Access, including how to organise data, run queries to find information, and build user input forms to add data easily. You will also learn programming with RoboMind, focusing on using loops to make tasks repeat automatically. Finally, you will explore game design using Scratch or other block-based programming tools, where you'll create your own interactive games by putting together different blocks of code.
What will I be able to do by the end of this topic?	You will be able to create and manage databases using Access, write queries to find and sort information, and design user input forms. You'll also be able to write programs in RoboMind using loops to automate tasks, and design your own games using Scratch or block-based programming by combining code blocks to create fun and interactive projects.



My email address: _____@bentonpark.net

My computer log in: _____

My EduCake user name: _____

Block-based programming in Scratch is used because it simplifies coding by letting you build programs using colourful blocks that fit together like puzzle pieces. This visual approach removes the need to worry about typing exact words or symbols, which can be tricky for beginners. Instead, it helps you focus on learning the key programming ideas such as sequencing (the order of steps), loops (repeating actions), and conditionals (making decisions). By understanding these concepts through blocks, you build a strong foundation in how programming works.
This makes Scratch an excellent first step before moving to text-based languages like Python. In Python, you write lines of code using specific syntax and punctuation, which can be confusing at first.

SUBJECT: Computer Science **YEAR:** 8

TOPIC: RoboMind **SEMESTER:** 2

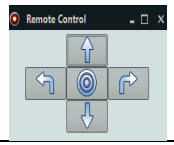
Key Questions:	1. *What is a database, and how do queries help you find information?* 2. *How do user input forms make it easier to add data into a database?* 3. *What are loops in programming, and why are they useful?* 4. *How can RoboMind help me learn programming concepts like loops and sequences?* 5. *What is block-based programming, and how does it help when creating games in Scratch?* 6. *How does learning block-based coding in Scratch prepare me for text-based languages like Python?*
Curriculum Connections:	These topics connect to the three strands of the UK KS3 Computing curriculum by covering important areas in Computer Science, Information Technology, and Digital Literacy. Programming with RoboMind and Scratch helps you understand key computer science ideas like loops and problem-solving with code. Using Access databases teaches you how to organise and manage information, which is part of information technology skills. Throughout the course, you also develop digital literacy by learning to use technology safely and effectively while creating projects like games and databases. Together, these strands give you a well-rounded understanding of computing.

What is RoboMind?

RoboMind is a computer program that helps you learn programming by controlling a virtual robot in a grid-like world. You write instructions using a simple coding language called ROBO to make the robot move, turn, and perform tasks. It is designed for beginners and helps develop important skills like logical thinking and problem-solving. RoboMind works on different types of computers and supports many languages, making it easy for students around the world to use. It is a fun and easy way to start learning how to code.

Remote

We will start by using the remove to program our robot and eventually use the programming panel on the left hand side to give the robot instructions.



Loops

A loop in RoboMind is a way to make the robot repeat a set of instructions multiple times without writing the same code again and again. It helps the robot do tasks faster and saves you from typing lots of commands.

```
repeat 5 {
forward(1)
}
```

Main Commands

forward(n) – move forward *n* steps
backward(n) – move backward *n* steps
left – turn 90° left
right – turn 90° right
paintWhite - paint the path white
paintBlack - paint the path black

Careers related to databases, Scratch programming, and RoboMind include jobs like database administrator, game developer, and robotics engineer. Database administrators manage data and earn around £45,500 a year on average in the UK, with experienced professionals making up to £80,000. Game developers, who create video games, usually earn between £30,000 and £52,000 per year. Robotics engineers design and build robots and can expect salaries from about £45,500 up to £70,000. These jobs use skills such as coding, problem-solving, and logical thinking, which you can start learning through Scratch and RoboMind.

SUBJECT: Computer Science **YEAR:** 8

TOPIC: Computer Crime **SEMESTER:** 2

How to protect yourself online and the laws in place to help

Computer Crime	Potential Risks	UK Laws Broken	How to Protect Yourself
Hacking	Theft of personal information (like passwords or bank details), damage to computer systems or networks, disruption of services (like websites going offline), stealing or deleting important data, financial loss, privacy invasion.	Computer Misuse Act 1990 (unauthorised access) Data Protection Act 2018 & GDPR (if personal data is stolen)	Use strong passwords, update software.
Identity Theft	Personal data stolen and used without permission to open accounts, take loans, or commit crimes; damage to reputation; financial loss; difficulty proving your true identity.	Data Protection Act 2018 & GDPR Fraud Act 2006 (using stolen info)	Don't share personal info online.
Phishing	Being tricked into giving away passwords, bank details, or money; installing malware accidentally; losing access to important accounts; financial loss.	Fraud Act 2006 (fraudulent activity) Computer Misuse Act 1990 (if hacking involved)	Check email sources, don't click unknown links.
Malware (viruses)	Damage to or control of your device; data theft or loss; slowing down or crashing devices; spying on your activity; ransomware locking your files demanding payment; spreading viruses to others.	Computer Misuse Act 1990 (unauthorised access or damage) Serious Crime Act 2015 (if used to harm others)	Install antivirus software, don't download unknown files.

What is GDPR?

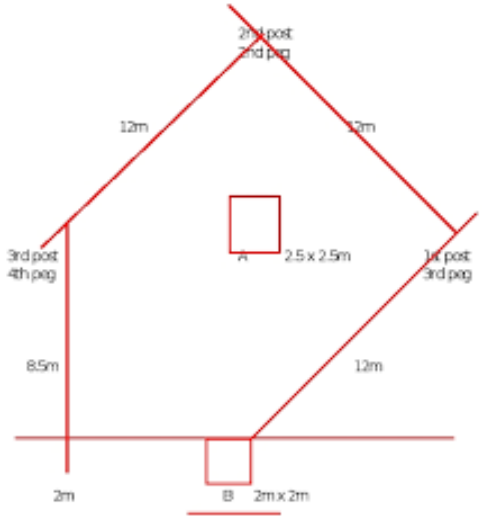
GDPR (General Data Protection Regulation) is a law that helps protect people's personal information. It makes sure that companies and websites handle data safely and fairly, and it gives people rights to see, change, or delete their data. This helps keep personal information private and secure online.

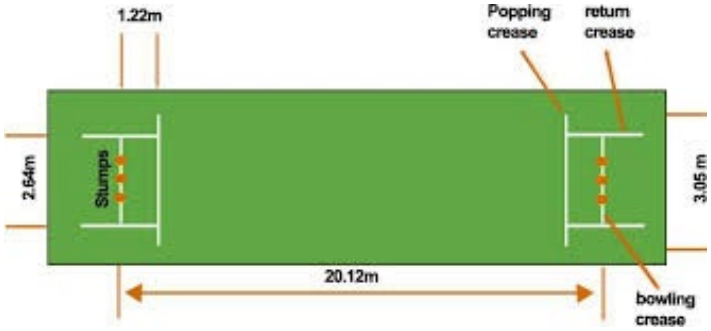
Jamie's Homework Mistake	What laws did Jamie break?
Jamie was working on a school project about video game design. To make their presentation look more exciting, Jamie downloaded a cool game logo from the internet and copied some code from a website that showed how to make a simple game. Jamie also used a friend's login to access a paid coding tool they didn't have at home. Jamie added everything to their PowerPoint and handed it in. Jamie didn't realise that **copying the logo and code without permission** broke copyright rules. Using **someone else's login** to access software also broke the law. Jamie thought they were just being clever and saving time, but they had actually broken two important laws.	Jamie broke the **Copyright, Designs and Patents Act (1988)** by copying and using creative work (the logo and code) without permission. This law protects original work like images, music, and writing. Jamie also broke the **Computer Misuse Act (1990)** by using someone else's login to access software, which counts as unauthorised access to a computer system

SUBJECT: Physical Education **YEAR: 8**

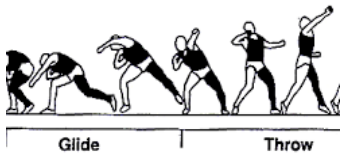
TOPIC: Summer Sports **SEMESTER: 2**

WORD REVOLUTION	
Glide	*Move with a smooth, quiet continuous motion*
Fosbury Flop	*A method of high jumping in which the athlete leaps head-first while facing away from the bar*
Arch	*The crucial body position where the athlete bends backward to lift their hips over the bar*
Take off	*The critical moment where the athlete plants their takeoff foot and drives their body upward off one foot towards the bar*
Cardiovascular Endurance	*The ability of the heart and lungs to supply oxygen to the muscles during sustained physical activity.*
Muscular Strength	*The maximum amount of force a muscle or muscle group can exert in a single effort.*
Wicket-keeper	*A fielder stationed close behind the batter's wicket*
Defensive shot	*A shot played to block the ball, protect the wicket and prevent being dismissed.*
Boundaries	*The perimeter of the playing field.*





Peer Feedback Key Points for PE	
Be Positive First	Start with something they did well. • *"Your sprint technique was good during the race."*
Be Specific	Focus on one or two clear aspects of performance. • *"Your arms were angled correctly but you could have kept your head still".*
Use Technical Vocabulary	Include key terms from the lesson or sport. • *"Your decision to bat defensively on the fast bowl was intelligent"*
2 stars and 1 wish	Give two positives too very one improvement.
Focus on Effort and Progress	Recognise improvement and persistence. • *"You've improved your fielding since last week."* • *"You kept trying even when the others were ahead."*
Keep It Constructive and Respectful	Avoid negative or vague comments. • ✅ *"Next time, try to keep sprinting until after the finish line."* • ❌ *"That was bad."*

Athletics - Field	Athletics - Track	Rounders	Cricket	Fitness	Dance
Shot put: - Crouched position, push off from rear leg and slide forward into power position. - Keep shot against neck throughout glide step. - Push off rear leg with control - Feet end up shoulder width apart. - Push from shoulder with straight arm  **High Jump:** - Smooth curved run leaning inward - Take-off from inside foot - Drive arms and outside knee upward - Maintain upright posture - Rotate hips and shoulders mid-air to turn back to the bar - Lead with head and shoulders - Arch back to clear bar - Land on upper back with knees bent 	**Sprint technique:** - Head neutral - Arms drive hip to chin, elbows at 90 degrees - Knees lift high - Push off the balls of the feet - Relax shoulders and face - Arms drive powerfully to assist leg movement - Explosive pushes **Tactical awareness:** - Lean slightly inward on bends to counteract force - Short strides for better control - Arms drive forward - Avoid overstriding **Baton exchange:** - Receiver begins moving before giver reached the zone - Baton must be exchanged in the zone - Maintain speed throughout - Receiver has steady hand **Middle distance running:** - Avoid sprinting the first 100m - Maintain rhythm and breathing throughout - Finish with a strong 100m last push	**Overarm throw:** - Side on to the direction of the target - Non throwing arm stretched out - Raise throwing arm at shoulder height elbow bent - Step towards target. Releasing ball when hand is in line **Short and long fielding:** - Watch the ball - Anticipate where it is bouncing - Get down low with a squat or lunge **Good ball:** - Passes within reach of striking side - Between batter's knees and the top of the head **Batting (tactical):** - If ball is missed, run to first post - Be prepared to run!	**Bowling (spin):** - Spin is generated by the first and second fingers of bowling hand - The more revolutions put on the ball, the better chance of it turning - Turn the wrist and index finger to generate spin in a clockwise direction **Batting (defensive)** - Step forward with front foot and bend knee - Head over the ball - Bat angle downwards to push ball to the ground - Transfer weight This will… wear the bowler down, protect the wicket and avoid being caught out.	**Fartlek Training** **Definition**: A form of continuous training that involves changes in speed, terrain, or intensity. It combines **aerobic and anaerobic** systems. Encourages **self-paced intervals** (e.g., jog-sprint-walk). Develops **cardiovascular endurance**, **speed**, and **mental resilience** (used in sports that need a change in speed and intensity football, hockey). **Continuous Training** **Definition**: Sustained activity at a steady pace for a prolonged period. It improves **aerobic endurance** and **cardiovascular health**. Low to moderate intensity (e.g., jogging, cycling, swimming). Suitable for **beginners** and **long-distance athletes**. **Interval Training** **Definition**: Alternating periods of high-intensity work with rest or low-intensity recovery. It improves **aerobic and anaerobic capacity**. Work-to-rest ratios can be adjusted Develops **speed**, **power**, and **muscular endurance**. Useful for **team sports** and **track athletes**.	**Zorba's Dance** **Formation**: Dancers stand in a line or semi-circle, arms on shoulders. **Tempo**: Starts slow (Hasapiko) and gradually speeds up (Hasaposerviko). **Steps**: Slow section: step forward, step back, cross behind, side step. Fast section: hop, kick, cross steps, quick directional changes. **Kuduro** **Style**: High-energy, fast-paced, often improvisational. **Movements**: Sharp, angular arm and leg movements. Isolated body pops and robotic motions. Grounded footwork with explosive bursts. **Structure**: Often performed in **battles** or **freestyle circles**.

SUBJECT: Design & Technology **YEAR:** 8

TOPIC: Product Design **SEMESTER:** 1 & 2

WORD REVOLUTION

Design Movement	A group of designers with a common style or philosophy.
Design Specification	A list of clear, measurable points that a product must meet to be successful.
Product Analysis	Examining an existing product to understand how it works, how it is made, and how well it meets user needs.
Sustainability	Designing and making products in a way that reduces harm to the environment and conserves resources for the future.
Adapt	To change or modify something to make it suitable for a new purpose or situation.
Render	To add colour, texture, and detail to a drawing to make it look more realistic.
Evaluate	To judge how well something meets its purpose and suggest improvements.
Engrave	To carve a design or text into a surface, often for decorative or functional purposes.
Laser Cutter	A machine that uses a focused laser beam to cut or engrave materials with high precision.
Centre Punch	A tool used to create a small indentation to guide drilling.
Wet and Dry	A type of sandpaper used with or without water.
Input	A component that receives signals from an external source to power or control the circuit.
Microcontroller	A tiny computer that controls devices by reading inputs and giving outputs.
Output	The result or action produced by a circuit after processing an input.

What will I study in this topic?	• An introduction to design movements and iconic designers • Designing against a brief and specification • Electronics- Inputs, Processes and Outputs • Metal Fabrication
What will I be able to do by the end of this topic?	• Design with basic knowledge of multiple design movements, and their key features. • Independently use a range of advanced tools and equipment, safetly and effectively. • Solder an electical circuit accurately and understand it's components.

Key Tools:

File

Centre punch

Metal Vice

Junior Hacksaw

Curriculum Connections:

This year builds further on the key skills that you developed in Year 7, such as:

- Designing with purpose through designing, manufacturing, and testing.
- Learning about basic electronics and more material properties.
- Use of further hand tools.
- Safe and effective use of the soldering iron and power drill.

Burn First Aid:

Alert your teacher that you have injured yourself.

Hold it under the cool tap straight away.

If it still burns, alert your teacher who will contact first aid.

How will I be assessed?

Design Ideas

Practical outcomes

End of unit test

SUBJECT: Design & Technology — YEAR: 8

TOPIC: Product Design — SEMESTER: 1 & 2

Key practical skill: Using a Power Drill

Power Drill:

Step 1

Mark out where you need to drill, this should be where 2 lines meet or your centre-point.

Step 2

Place the material on a flat surface and use a clamp to hold it securely.

Step 3

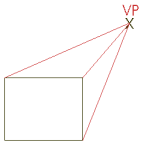
Hold the drill with both hands, line up with your marking out and gently press the trigger. Drill slowly at first, then apply steady pressure.

Step 4

Drill your required depth, release the trigger, remove the drill carefully.

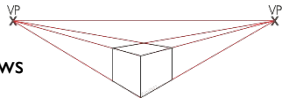
Key Technical Knowledge: Drawing in Perspective

A **vanishing point** is the spot on the horizon where parallel lines appear to meet and disappear.



1-point perspective

A one-point perspective drawing shows objects getting smaller as they move towards the vanishing point, making the drawing look 3D and more realistic.



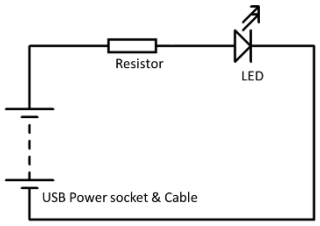
2-point perspective

A two-point perspective drawing shows objects getting smaller towards two vanishing points, making the drawing look 3D from a corner view instead of straight on.

Electrical Components

The circuit you will solder is represented here with a **circuit diagram**.

This diagram shows you the components of your circuit.



"High Power" LED

A super bright, long-lasting, and e nergy-saving light.

Resistor

This limits the electrical current flowing through the circuit.

Black wire

Typically the negative or ground connection, where the current returns in a circuit.

USB Power Socket

A small connector used for fast charging and data transfer

Soldering

Step 1: Prepare your equipment.

Get your soldering iron, solder, circuit and wire strippers ready.

Step 2: Heat the soldering iron and strip your black wire:

Turn on the soldering iron and let it heat up for a few minutes. While this happens, use the "V" in your wire strippers to strip the wire.

Step 3: Melt the solder:

Touch the tip of the iron to the joint where the components meet, then push a small amount of solder onto the joint.

Step 4: Cool and check:

Wipe your soldering iron on your sponge and put it back on your stand then let the solder cool. Check that the joint is shiny and solid.

Design Movements

Art Nouveau: 1890-1910 Decorative style with flowing lines and nature-inspired forms.

Bauhaus: 1919-1933 Functional, geometric design emphasizing simplicity and industrial materials.

Space Age: 1950-1970 Futuristic designs with smooth curves and modern materials like plastic and metal.

Pop Art: 1950-1970 Bright, bold designs using imagery from pop culture and advertising.

Memphis: 1981-1989 Bold, colourful designs with clashing patterns and geometric shapes.

SUBJECT: Design & Technology **YEAR:** 8

TOPIC: Textiles **SEMESTER:** 1 / 2

WORD REVOLUTION	
Design Movement	A group of designers with a common style or philosophy, often from a specific time period
Design Specification	A list of clear, measurable points that a product must meet to be successful
Product Analysis	Examining an existing product to understand how it works, how it is made, & how well it meets user needs
Adapt	To change or modify something to make it suitable for a new purpose
Render	To add colour, texture, and detail to a drawing to make it look more realistic
Evaluate	To judge how well something meets its purpose & suggest improvements
Decorative Technique	A way of adding decoration to the surface of a textile product
Needle	A thin pointed tool with a hole in one end used to sew with
Thread	The string-like material that forms stitches when sewing
Embroidery	A decorative sewing stitch technique
Sample	A practice version to test out the idea before creating the final piece
Seams	The line where two or more pieces of material are joined together

What will I study in this topic?	• Designing from Influence (Design Movements) • How to decorate fabric using a range of techniques • How to construct a 3D textiles product by sewing panels of fabric together • What fabrics are made from (their sources) and how they behave (their properties)
What will I be able to do by the end of this topic?	• Follow the design process: research, design, make and evaluate • Use a range of specialist equipment safely and effectively including the sewing machine, batik pot and fabric paints and dyes. • Understand that design is influenced by the work of others, society, culture and environmental considerations.

Key Tools:

Curriculum Connections:

Builds upon transferable skills from year 7 Technology & introduces key skills essential in year 9 and beyond.

- Developing ideas through sampling
- Use of hand tools including needles and pins
- Safe and effective use of the sewing machine
- Testing and evaluating a range of decorative techniques
- Understanding that fabrics have different properties and this impacts their suitability.

Health & Safety


Take care with sharp objects.


Wear an apron.


Tie back long hair.


Wash hands after using dyes & paints.

How will I be assessed?


Design Ideas

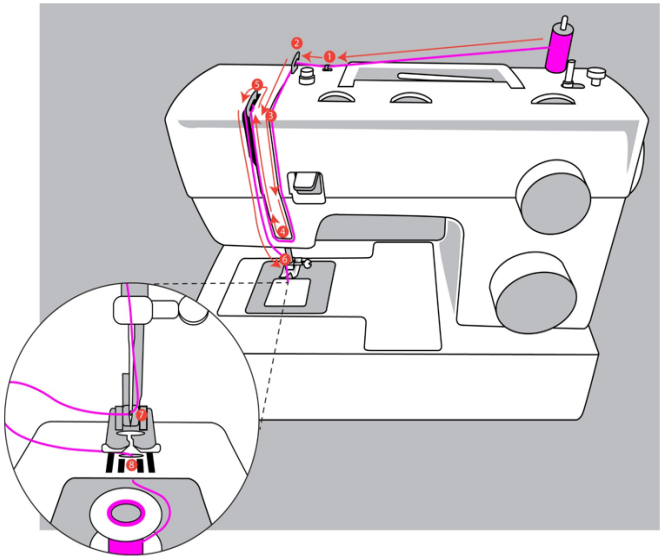

Practical outcomes

End of unit test

SUBJECT: Design & Technology **YEAR:** 8

TOPIC: Textiles **SEMESTER:** 1 / 2

Key practical skill: Threading the Sewing Machine



Follow the numbers 1-7 printed on the sewing machine, ensuring the thread also goes through the hole at the pointed end of the needle (point 7). There should be a second thread that comes up from the panel below the needle. This come from another, smaller spool of thread called the bobbin.

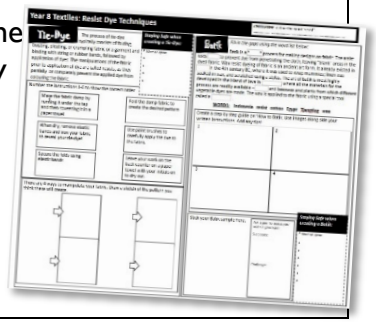
Fibres Cotton VS Polyester

One comes from a plant, whilst the other originates from crude oil, but which is more SUSTAINABLE?

RESEARCH TASK: The Origins of Batik

Use the below information to help you complete your Resist Dye Techniques worksheet

Batik is a "resist" process for making designs on fabric. The artist uses wax to prevent dye from penetrating the cloth, leaving blank areas in the dyed fabric. Wax resist dyeing of fabric is an ancient art form. It already existed in Egypt in the 4th century BC, where it was used to wrap mummies; linen was soaked in wax, and scratched using a stylus. The art of batik is most highly developed in the island of Java in Indonesia, where all the materials for the process are readily available – cotton, beeswax and plants from which different vegetable dyes are made. The wax is applied to the fabric using a special tool called a tjanting.



Decorative Techniques

Tie Dye

Batik

Transfer Paint

Embroidery

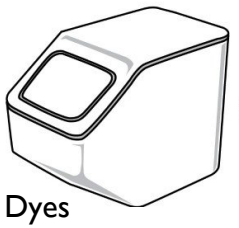
Block Printing

Specialist Equipment and Materials

You will use a variety of textiles equipment and materials to create your decorative techniques:

Wax Pot

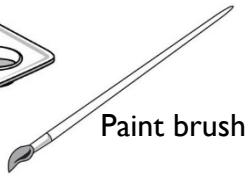
Tjanting Tool



Dyes

Elastic bands

Fabric paints



Paint brush


BENTON PARK