



Knowledge Organiser

Year 8

Advent 2



Name	
Form	



How to use your Knowledge Organiser -

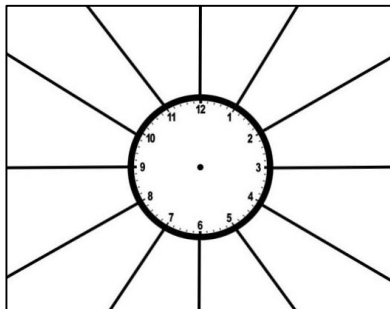
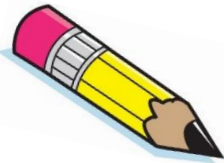


How to use your knowledge organiser... Look, cover, write, check

- Read a line, or a few lines, from a section of your Knowledge Organiser
- Try to memorise what you have read
- Cover the section with your hand
- Try to write what you have memorized
- Remove your hand
- Check to see if what you have written is accurate
- Correct anything you got wrong

How to complete... Diagrams

- Using your Knowledge Organiser for a particular topic in a subject, draw and label diagrams to help you remember content
- This could include copying drawings or diagrams that are on your Knowledge Organiser for example
- This could include creating a diagram to represent an idea or some key knowledge



How to complete... Revision Clocks

- Revision clocks can be used alongside notes to provide summaries
- Allow 5 minutes to write as much as you can about a unit / topic from memory
- You can create headings based on key word / vocabulary lists; this helps retrieval practice

How to complete... A-Z

- Write A, B, C, D etc. through to Z one per line in the margin of your lined paper
- Using your knowledge organiser for a particular topic in a subject and your knowledge of that topic, try to write a key word and a definition for that word beginning with A, B, C, D and so on, through to Z



How to complete... Make a test

- Using your Knowledge Organiser, write some questions to test your knowledge
- Number the questions
- Once you have got to 10 questions, answer the questions on another piece of lined paper
- You can use the following question stems to help you create questions: Who? What? Why? How? When?



Strategy	Tick off the number of times you have used the strategy -
Look, cover, write, check	
A – Z	
Turn it into a diagram	
Make a test	
Complete a revision clock	



Year 8 – Art Textiles – Advent 2

A Formal Processes		
1	Appliqué	sewing a small piece of fabric onto a bigger piece of fabric. You could experiment with cutting out the same shape in different fabrics and arranging these into patterns. You could also experiment with using different coloured threads.
2	Embroidery	uses thread to stitch onto a piece of fabric to create a shape or design. You can do this by hand or by using a sewing machine.
3	Monoprinting	a printmaking process used to transfer an image onto a new surface.
4	Repeat pattern	the repetition of lines, shapes, tones, colours, textures and forms.
5	Seam allowance	is the area between the fabric edge and the stitching line on two (or more) pieces of material being sewn together.
6	Hem	the edge of a piece of cloth or clothing which has been turned under and sewn.
7	Free- hand embroidery	is a type of sewing that allows you to draw with your sewing machine through drawing different shapes and profiles.

B Materials/Techniques/Equipment		
1	Smart Materials	materials that have one or more properties that can be significantly changed by external stimuli, such as; stress, temperature and moisture.
2	Modern Materials	are developed through the invention of new or improved processes. They are altered to perform a particular function.
3	Cotton	a type of natural cloth created out of the cotton plant fibres. Coming in a wide range of weaves, it is the most versatile and popular.
4	Sublimation printing	uses heat to essentially bring ink and fabric together as one.

C Designers		
1	Tami Johnson	are made from new and vintage fabrics, buttons and ribbon. Some fabric and ribbon are hand dyed or tinted. Each doll is one of a kind and has a hand drawn logo and signature on the back
2	Yumiko Reynolds	Stitch-Drawing'. She uses freehand machine embroidery and surface manipulation to express tonal value and the human form





Year 8 – Design and Technology – Advent 2

A	Analysis Points	
1	Aesthetics	What the product look like. The colour, the material choice Is there a texture, rough smooth, etc. Is the surfaces opaque or transparent
2	Cost	What price is the product. Is it aimed at the high, middle or budget market. Does the product relate to the cost, i.e. disposable or rare
3	Customer	Who is the product aimed at. Does the product fit the market. Who are the customer groups-Age, Gender, Market area (location), wealth, etc.
4	Environmental	How environmental is the product. Has it followed the 6R's or not
5	Safety	Is safety a high focus. I.e for a young child this will be high. For an adult, is it expected that common sense is used. What are the safety point used.
6	Size	Does the whole product or specific parts relate to any size. Has ergonomics and anthropometrics been used
7	Function	What does the product do. How does the product achieve the function. Does it need to be heavy, light-weight, illuminating, have a grip or aerodynamic, etc.
8	Material	What are each specific parts of the material made from and why?
9	Manufacturing	How has each specific part of the product been made and assembled. Is it manufactured or self assembled by the client

B	Key Vocabulary	
1	Anthropometry	the branch of the human science that studies the physical measurement of the human body, particularly size and shape
2	Computer-aided design (CAD)	a computer technology that designs a product and documents the design's process. CAD may facilitate the manufacturing process by transferring detailed diagrams of a product's materials, processes, tolerances and dimensions with specific conventions for the product in question
3	Computer-aided manufacturing (CAM)	also known as Computer-aided Modelling or Computer-aided Machining is the use of software to control machine tools and related ones in the manufacturing of work pieces.
4	Ergonomic	means that special attention has been given to the design to make sure it is the best possible fit for the user, the environment and the task.
5	Finite Energy	Fossil Fuels. Non-renewable and release CO2 into the planet e.g. Gas, Coal and Oil.
6	Iterative Design	A process of continual improvement through out the design stage
7	Renewable Energy-	Solar, Wind, Tidal, Hydro-electricity, nuclear & Biofuels

B	Design Stage	
1	Investigation	Identify what is the design problem. What is it you are going to design. What are the users needs. What's already on the market. What are the constraints
2	Specification & Design Brief	List all the design points to be considered. What are the MUST, SHOULD & COULD points to be looked at. Use the ACCESSFMM formula to itemise and detail each point. Write a detail that highlights your intention for the design task
3	Generation of ideas	Show the journey of the design. This travels from the very simple concept details to more details being added and finish with details you can show your user to get feedback
4	Development of design	Follow the iterative process are playing with materials and components to see if your designs work or could be built upon to achieve an outcome that fits the users needs
5	Realisation	Make the final product. Complete a manufacturing log which identifies the construction and the choices made throughout.
6	Evaluation	Test and check that you have achieved what was needed. Check against the specification, with the user and identify modifications made and possible further improvement that still could be made.

**Research a famous design.
Comment on each analysis point.**





Year 8 – English – Advent 2

A		Key Terms
1	Allegory	A type of writing in which the settings, characters, and events stand for other, often larger ideas.
2	Alliteration	When the first letter of a word is repeated more than once.
3	Allusion	Making reference to people, places, events, literary work, myths, or works of art
4	Ambiguity	When something has an unclear meaning.
5	Anaphora	Repetition of the starting line of a poem.
6	Anecdote	A short story from personal experience.
7	Assonance	Repeating vowel sounds
8	Connotation	An idea or feeling which a word invokes for a person.
9	Dialogue	When a character speaks aloud.
10	Didactic	Intended to teach, instruct, or have a moral lesson for the reader.
11	Double entendre	When a word or phrase has two meanings, one of which is often rude
12	Emotive Language	Powerful describing words or adjectives.
13	Evocative Verbs	A doing word which sounds particularly active.
14	Euphemism	A polite way of saying something often taboo or controversial.
15	Flashback/Flashforward	When the narrator changes time, moving back to the past or forwards to the future.
16	Half Rhyme	When words sound similar, but are not a full rhyme.
17	Hamartia	The character flaw of a powerful hero that leads to his tragic downfall.
18	Hyperbole	Exaggeration for effect.
19	Idiom	commonly used phrases or metaphors.
20	Imperative	A command.
21	Incongruent	When something doesn't make sense at all.

22	Irony	Something contrary to what you might expect.
23	Juxtaposition	When two or more ideas are contrasted near each other.
24	Metaphor	Saying something is something else; a direct comparison, not meant literally.
25	Onomatopoeia	Words that sound like what they are.
26	Oxymoron	Two opposites together.
27	Repetition	The action of repeating something that has already been said or written.
28	Rhetorical question	A question not expected to be answered.
29	Rhyme	When words sound the same.
30	Paradox	A contradiction.
31	Pathos	When the reader feels particularly sad or emotional.
32	Personification	Applying human characteristics to objects or things.
33	Pun	A play on words.
34	Semantic field	When a group of words all link to one overall theme.
35	Sensory Detail	Sight, sound, taste, touch, smell.
36	Sibilance	A repeated 's' sound – either at the start, or in the middle of words.
37	Simile	Comparing something using like or as.
38	Stanza	The different parts of a poem with gaps in the middle.
39	Syntactic Parallelism	Repetition of a sentence structure.
40	Zoomorphism	Giving animals human characteristics.



Complete a short piece of creative writing. How many of these techniques can you include?



Year 8 – Food and Nutrition – Advent 2

A	Key Vocabulary	
1	Seasonality	the time of the year when a particular crop is ready to harvest and is at its best for flavour, colour and texture. It is also usually cheaper and fresher because there is a lot of it available to buy.
2	Food miles	the distance travelled by all the ingredients in a food product until it reaches our plate.
3	Pathogenic	refers to disease causing or ability to cause illness, for example pathogenic bacteria such as salmonella.
4	Defrost	remove ice from a food. Food should be defrosted/thawed under chilled conditions.
5	Dormant	not actively multiplying. Bacteria can become dormant when conditions for growth are unfavourable, for example, freezing.
6	Contamination	making a food unsafe to eat by allowing it to come into contact with microorganisms that will grow and multiply in it.
7	Perishable	a perishable food is a food that has a limited shelf-life.
8	Sustainable Food	means food that will continue to be available for many years Food miles means the distance that food travels from where it is grown to where it is bought.
9	Salmonella	Found particularly in raw chicken and eggs Is heat sensitive so the bacteria is killed when the food is cooked.
10	Staphylococcus Aureus	Poor personal hygiene. Picking your nose and then touching food Having a boil/spot and then touching food

B	Food Choices
1	<p>The following information on pre-packaged food labels is required by law:</p> <ul style="list-style-type: none"> • The name of the food • Weight or volume • Allergen information • Genetically modified (GM) ingredients • Date mark and storage • Cooking instructions • Place of origin • Name and address of manufacturer • Lot or batch mark • E numbers • Nutritional information <p>Some manufacturers colour code nutrients in food products on packaging, which shows at a glance if the product is high, medium or low in energy, fat, saturated fat, salt and sugar. They also colour code these nutrients with red, amber and green, so it is quick for the consumer to decide if the product is healthy or for them. Star diagram/profile is used to record preferences in sensory qualities in a product such as comparing a orange squash with sugar and one without.</p>



Complete a health and safety poster for a kitchen explaining all of the potential hazards.



Year 8 – French – Advent 2

A		Unité 1
1	Say what there is in my town or village:	Il y a une patinoire et une piscine.
2	Give my opinion:	C'est joli/vraiment nul.
3	Ask someone if he/she agrees:	Tu es d'accord?
4	Say whether I agree or disagree:	Oui, he suis d'accord. À mon acis, c'est super. Non, je ne suis pas d'accord. Je pense que c'est ennuyeux.
5	Use il y a and il n'y a pas de:	Il y a des magasins, mais il n'y a pas de centre de loisirs.

B		Unité 2
1	Ask where something is:	Pardon, où est le restaurant?
2	Give directions:	Vous allez tout droit, monsieur.
3	Understand when to use tu and vous:	Tu tournes/Vous tournez à gauche.
4	Use the prepositions devant, derrière and entre.	Le café est entre le restaurant et le manège.

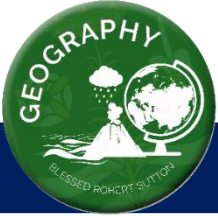
C		Unité 3
1	Talk about where I go:	Je vais au centre-ville.
2	Say when I go somewhere and who with:	Normalement le weekend, je vais au stade avec mes copains.
3	Use à + the definite article:	Je vais à la patinoire/au cinema.
4	Use the present tense of aller:	Tu vas où le weekend? Ils vont à la piscine.

D		Unité 4
1	Ask somewhere to go somewhere:	Tu veux aller au café samedi matin?
2	Accept/decline an invitation:	D'accord. Génial/Non merci. Je n'ai pas envie.
3	Comment on someone's pronunciation:	C'est super. La prononciation.
4	Use je veux and tu veux + infinitive:	Tu veux aller au cinema samedi soir?

E		Unité 5
1	Say what I can do in a town:	On peut manger au restaurant.
2	Give a reason for a preference:	Moi, je préfère ... parce que j'aime faire du vélo.
3	Give a short presentation on where I live:	J'habite à Toulouse. C'est une grande ville. Il y a des magasins, mais il n'y a pas de...
4	Use on peut + infinitive:	On peut visiter les musées.



Write a conversation using as many of the key terms as possible.



Year 8 – Geography – Advent 2

A	Key Words	
1	Gross National Income (GNI)	A measure of the amount of money that a country earns. It is often divided by the number of people in a country (per head).
2	Human Development Index (HDI)	A measure that considers life expectancy, GNI and education to give a value between 0 and 1, 1 being the most developed.
3	Birth Rates	How many babies are born per 1000 people in a population per year.
4	Death rates	How many people die per 1000 people in a population per year.
5	Infant mortality	How many babies die per 1,000 live births per year.
6	People per doctor	How many people there are for every doctor in a country or place.
7	Literacy rate	What percentage of the country is able to read and write as adults.
8	Access to safe water	The percentage of people that have access to safe water that is free from germs and diseases.
9	Life expectancy	The average age a person can expect to live to at birth.
10	Happy Planet Index (HPI)	The Happy Planet Index (HPI) is a measure of sustainable wellbeing. It compares how efficiently residents of different countries are using natural resources to achieve long, high wellbeing lives.
11	Malaria	A serious and sometimes fatal disease caused by a parasite that commonly infects a certain type of mosquito which feeds on humans.
12	Debt	A sum of money that is owed or due.
13	Landlocked	A country or region almost or entirely surrounded by land.
14	Colonialism	The policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.
15	Absolute Poverty	When people have access to no food or water.
16	Disparity	A great difference.
17	Aid	Is money, goods and services given by an individual government, a non-government organisation (NGO) or a organisation such as the World Bank to help promote development within a country.
18	Bottom-up	Planned with the local community.
19	Top-down	Planned by the government.
20	Sustainable Development	development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
21	Dam	a barrier (often made of concrete) that is built across a river to interrupt river flow and control the amount of water flowing downstream.

22	Population Pyramid	Represents the breakdown of the population by gender and age at a given point in time.
23	Fair Trade	Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.
24	Primary Industries	This industry involves collecting raw materials.
25	Secondary Industries	This industry involves taking the raw materials produced by the primary sector and processing them into manufactured goods and products.
26	Tertiary Industries	The tertiary sector involves the selling of services and skills Within this sector goods and products from the primary and secondary industries are sold.
27	Quaternary Industries	The quaternary sector consists of those industries providing information services, such as computing, ICT and research design.
28	Poverty	– when someone cannot afford basic needs, such as food, housing, water and healthcare.



Complete a profile comparing the HDI and HPI of an LIC and a HIC.



Year 8 – History – Advent 2

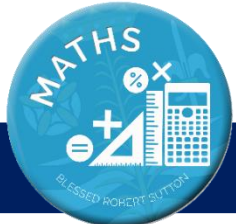
A			Timeline
1	1603	James I becomes King of England.	
2	1605	The Gunpowder Plot almost blows up Parliament.	
3	1625	Charles I becomes King of England.	
4	1629	The start of the 'Eleven Years Tyranny.'	
5	1642	The English Civil War breaks out.	
6	1649	Trial and execution of Charles I. England is declared a Commonwealth.	
7	1653	Oliver Cromwell becomes Lord Protector.	
8	1658	Oliver Cromwell dies. He is initially succeeded by his son Richard.	
9	1660	The Monarchy Restoration. Charles II is crowned King of England.	
10	1685	Charles II dies. His brother James II inherits the throne. Monmouth Rebellion	
11	1688	The Glorious Revolution.	
12	1689	The Bill of Rights is signed.	
13	1702	Death of William III. Queen Anne inherits the throne.	
14	1707	Parliament passes the Act of Union.	
15	1714	The Hanoverian Succession. Death of Queen Anne. King George I inherits the throne.	

B			Key Individuals
1	Charles I	King of England from 1625 to 1649.	
2	Charles II	King of England from 1660 to 1685.	
3	James I	King of England from 1603 to 1625.	
4	James II	King of England from 1685 to 1688.	
5	Mary II	James II's Protestant daughter, who co-ruled England with her Dutch husband William of Orange from 1689 to 1694.	
6	Oliver Cromwell	Influential Puritan Member of Parliament, developer of the New Model Army and Lord Protector of England from 1653 to 1658.	
7	William III (of Orange)	Dutch King of England who co-ruled England with his wife Mary II from 1689 to 1702.	

C			Key Words
1	Bill of Rights	Document signed by William III and Mary II in 1689, establishing Parliament's rights.	
2	Divine Right of Kings	Belief that the monarch is appointed by God and has absolute power to rule.	
3	Eleven Year Tyranny	Period during Charles I's reign in which he ruled without Parliament from 1629-1640.	
4	English Civil War	Conflict between Parliament and King Charles I that lasted from 1642 to 1649.	
5	Godly Providence	Term given to Cromwell's belief that events were governed by the direct intervention of God.	
6	King James Bible	Bible authorized for publication by James I in 1611.	
7	Lord Protector	Title given to Oliver Cromwell as head of the English state in 1653.	
8	Merry Monarch	Nickname given to Charles II due to his fun-loving lifestyle.	
9	Military dictatorship	Style of government Cromwell pursued using the army under 11 Major-Generals to rule England.	
10	Parliamentarians	Name given to those who fought for Parliament during the English Civil War.	
11	Puritans	Radical protestants who wore very plain clothing and tried to live without sin.	
12	Regicides	Those who contribute to the death of a king. Charles II punished the 59 regicides who had signed his father's death warrant.	
13	Roundheads	Nickname given to Parliamentarian soldiers during the English Civil War.	
14	Royalists	Name given to those who fought for King Charles I during the English Civil War.	
15	Test Act	Law passed by Parliament in 1673 requiring all who held public office to be Protestants.	
16	Treaty of Dover	Secret treaty Charles II signed with Louis XIV of France in 1670.	
17	Union of the Crowns	Term used to describe the coronation of James I (VI of Scotland) and King of England and Scotland	



Complete an illustrated revision timeline in the style of an Illumination using as many key words as possible.



Year 8 – Maths – Advent 2

A	Representations: Working in the Cartesian Plane	
1	Quadrant	four quarters of the coordinate plane.
2	Coordinate	a set of values that show an exact position.
3	Horizontal	a straight line from left to right (parallel to the x axis)
4	Vertical	a straight line from top to bottom (parallel to the y axis)
5	Origin	(0,0) on a graph. The point the two axes cross
6	Parallel	Lines that never meet
7	Gradient	The steepness of a line
8	Intercept	Where lines cross

B	Representations: Representing Data	
1	Variable	a quantity that may change within the context of the problem.
2	Relationship	the link between two variables (items). E.g. Between sunny days and ice cream sales
3	Correlation	the mathematical definition for the type of relationship.
4	Origin	where two axes meet on a graph. Line of best fit: a straight line on a graph that represents the data on a scatter graph.
5	Outlier	a point that lies outside the trend of graph.
6	Quantitative	numerical data
7	Qualitative	descriptive information, colours, genders, names, emotions etc.
8	Continuous	quantitative data that has an infinite number of possible values within its range.
9	Discrete	quantitative or qualitative data that only takes certain values.
10	Frequency	the number of times a particular data value occurs.

C	Representations: Tables and Probability	
1	Outcomes	the result of an event that depends on probability.
2	Probability	the chance that something will happen. Set: a collection of objects.
3	Chance	the likelihood of a particular outcome. Event: the outcome of a probability –a set of possible outcomes.
4	Biased	a built in error that makes all values wrong by a certain amount.
5	Union	Notation 'U' meaning the set made by comparing the elements of two sets.



Calculate which key word would score you the most in Scrabble.



Year 8 – RE – Advent 2

A		Key Words
1	Creeds	statements of Christian beliefs.
2	Evil	Evil is usually seen as the opposite of goodness. Evil is something which results in pain or suffering.
3	Omnipotent	God is all-powerful
4	Omniscient	God is all-knowing
5	Omni-benevolent	God is all-loving
6	Omni-present	God is everywhere
7	Natural Evil	This suffering is caused by the world in which we live, has natural causes and is no-one's fault.
8	Moral Evil	This is when suffering is brought about by the cruel actions of people, the person is able to make a choice about what is right or wrong.
9	Privation	absence of Good.
10	Salvation	Saved from sin.
11	Suffering	Suffering is when human beings experience pain, illness, hardship or loss. It is a challenge for many people and those who believe in a God!
12	Trinity	The belief in Father, Son and holy Spirit as one God.

B		Key People/Documents
1	Enchiridion (St. Augustine):	God is good, God created all that is good. Evil is not good, therefore God did not create evil.
2	David Hume	(the inconsistent triad)
3	J. L Mackie	(atheist philosopher)
4	Genesis 1-2:	God created the world to be good
5	De Trinitate St.	maintains the equality of the persons: that the Son is equal to the Father, and the Holy Spirit equal to both. He uses the analogy of love to try and explain the Trinity.
6	Nicene Creed	expresses key Christian beliefs

C		Key Concepts
1	Incarnation	"Made flesh" The Christian belief that God became man in the person of Jesus, fully human and fully divine.
2	Free will	the human ability to make their own choices and to choose right or wrong
3	Goodness of God	The goodness of God is one of the attributes of God, as well as a description of His very essence. God, by nature, is inherently good.
4	Inconsistent triad	a philosophical argument which tries to prove that God cannot exist due to the existence of evil and suffering



Complete a storyboard summarising Genesis 1-3.



Year 8 – PE – Advent 2

A	Key Words	
1	Balance	Stability through an even distribution of weight.
2	Competence	To do something successfully or efficiently.
3	Concentration	Exclusive attention for a period of time.
4	Confidence	A belief in your ability to complete a physical skill or task given.
5	Control	To exercise restraint or direction over; dominate; command.
6	Coordination	Smoothly and successfully performing more than one motor task at the same time e.g. ball, hand and eye coordination.
7	Core stability	The major muscles of the core are those in your stomach and back. 'Core stability' is the ability to support the spine and keep the body stable and balanced. It is essential for 'quality' performance and also for completing manual tasks safely and effectively in everyday life.
8	Cue recognition	Recognising and responding to relevant information whilst filtering out unwanted information.
9	Decision making	Observations inform judgements that lead to the selection of a course of action among alternatives; every decision-making process produces a final choice, even if the choice involves no action.
10	Dodging	To make a sudden movement in a new direction.
11	Eye-foot coordination	eyes and feet working together to perform a task
12	Eye-hand coordination	eyes and hands working together to perform a task
13	Feinting	A movement that is made in order to deceive an opponent.
14	Fine Motor Skills	small physical actions e.g. manipulating the hands or the fingers.
15	Flexibility	The range of movement through which a joint or sequence of joints can move.
16	Fluency	Movement that is smooth, graceful and effortless.
17	Focus	To direct one's attentions or efforts.
18	Force	Strength or energy used in a physical movement. Impulsive responses To act without considering the consequences.

19	Gross Motor Skills	Large physical actions.
20	Kinaesthetic Awareness	A sensation by which bodily position, weight, muscle tension and movement are perceived by an individual.
21	Leadership	Guiding a team/group or individual
22	Manipulate object	Handling/controlling a piece of equipment or apparatus.
23	Moderate physical activity	physical activity (exercise) that generally requires sustained rhythmical movements. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.
24	Performance	An expression of something, including the everyday performance executed in class, or where appropriate, elite performance. To execute a movement or movement sequence.
25	Prioritising	Dealing with the components of a task according to their importance.
26	Propel an object	Pushing an object away from the body e.g. throw a ball, kick a ball, strike a badminton shuttle with a racquet.
27	Resilience	A capacity to deal constructively with change or challenge, allowing a person to maintain or re-establish their social and emotional well-being in the face of difficult elements. It involves thoughts, feelings and actions.
28	Strength	The ability of a muscle or muscle group to overcome a resistance.
29	Vigorous physical activity	physical activity (exercise) that is intense enough to result in a significant increase in heart and respiration rate.



**Reflect on your last PE lesson.
Write down how you used any
of the skills listed.**



Year 8 – Performing Arts: Drama – Advent 2

A Melodrama	
Definition	Stock Characters
A dramatic piece of theatre with exaggerated characters intending to appeal to the emotions of the audience.	Hero Villain Loveable rogue Old People Damsel in distress

B Pantomime	
Definition	Stock Characters
Pantomime is a type of musical comedy, designed for family entertainment. It includes songs, gags, slapstick comedy, humour and dancing, with a story loosely based on a well-known fairy tale. In this form of theatre, the audience is expected to sing along with certain parts of the music and shout out phrases to the performers.	Villain Fairy Comedy boy Comedy duo Dame Principle boy Principle girl

C Key Words		
1	Freeze frame	A frozen image to show the audience part of a story
2	Body Language	Showing emotions with your body language
3	Stage Directions	The information given to an actor on how to behave or say a line
4	Facial expressions	Showing emotions with our face
5	Monologue	A character speak in the first person, by themselves
6	Melodrama	A form of drama that uses over the top story lines and characters
7	Stock characters	The main characters in melodrama. These characters are often stereotypical
8	Physical Theatre	Using movement to tell a story
9	Script	The lines said by a character
10	Characterisation	All the features that make up a character



Write a script for a melodrama/pantomime.



Year 8 – Performing Arts: Music – Advent 2

A		12 Bar Blues Structure			
I	I	I	I	C	C
IV	IV	I	I	F	F
V	IV	I	I	G	F
				C	C

B		Chords	
1	I – C Major – C E G		
2	IV – F Major – F A C		
3	V – G Major – G B D		

C		Key Words	
1	12 Bar Blues	A set structure to help with the forming of a blues song	
2	Walking bass	A steady bass line that has a set structure	
3	Chords	2 or more notes played at the same time	
4	Improvisation	When you make something up on the spot – in blues we use the blues scale.	
5	Primary notes	1 st , 4 th and 5 th of a scale	
6	Melody:	The main tune	
7	Harmony:	A secondary tune that is not the melody	
8	Duration:	How long or short the notes are or the music is	
9	Major:	Happy sounding music	
10	Minor:	Creepy sounding music	



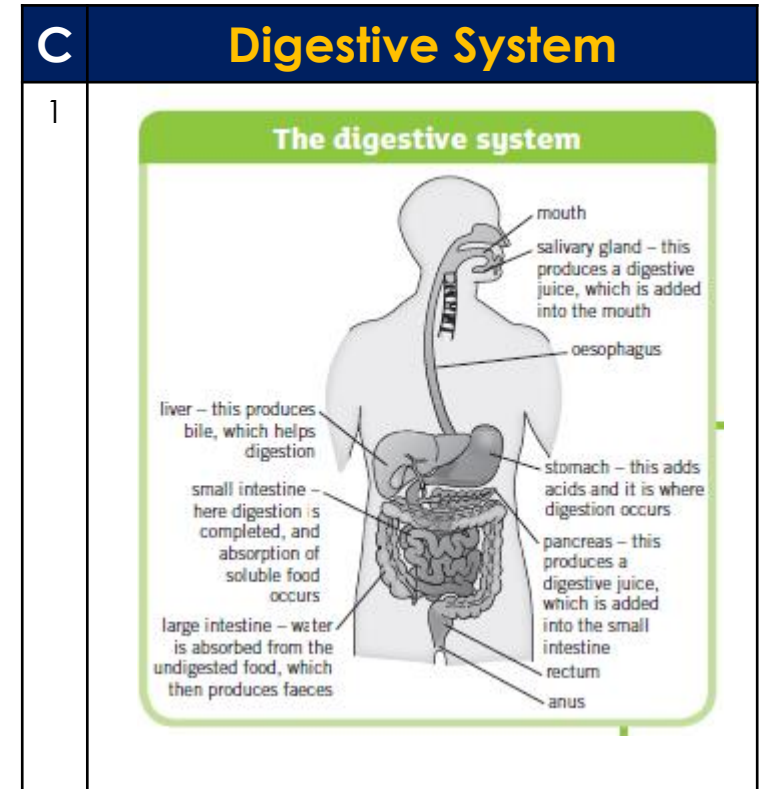
Use a virtual keyboard to practice your chords.

<https://www.onlinepianist.com/virtual-piano>

Year 8 – Science – Advent 2

A Electro Magnets		
1	Magnet	Has two poles, a north and south pole. North poles attract south poles and south poles attract north poles. South poles repel south poles and north poles repel north poles.
2	Magnetic Materials	Objects that experience a magnetic force when placed near a magnet, this is a type of non-contact force as the materials do not have to touch for the force to be apparent. Three magnetic metals are iron, nickel and cobalt.
3	Electromagnets	Made by wrapping a coil of wire around a magnetic core. Works only when electricity is flowing through the coil, which means they can be turned on and off. Stronger than permanent magnet and will produce the same magnetic field shape as a bar magnet. You can increase the strength by: increasing the number of turns on the coil around the core, increasing the current which is flowing through the coil of wire, using a more magnetic material for the coil e.g. iron rather than aluminium.
4	Magnetic Field	An area where a magnetic material will experience a force.
5	Magnetic Field Lines	Represent the field, these always travel out of the north pole of the magnet, and into the south pole. The closer together the magnetic field lines are, the stronger the magnetic field will be.

B Organisms		
1	Enzymes	are biological catalysts, they speed up the digestion of nutrients
2	Carbohydrases	break carbohydrates down into simple sugars
3	Proteases	break proteins down into amino acids
4	Lipase	breaks lipids (fats) down into fatty acids and glycerol
5	carbohydrates	main source of energy
6	lipids	fats and oils provide energy
7	proteins	growth and repair of cells and tissues
8	vitamins and minerals	essential in small amounts to keep you healthy
9	water	needed in all cells and body fluids
10	fibre	provides bulk to food to keep it moving through the gut



Draw a labelled copy of the Digestive System from memory.