



# Knowledge Organiser

## Year 8

## Pentecost 1



<b>Name</b>	
<b>Form</b>	



# How to use your Knowledge Organiser -

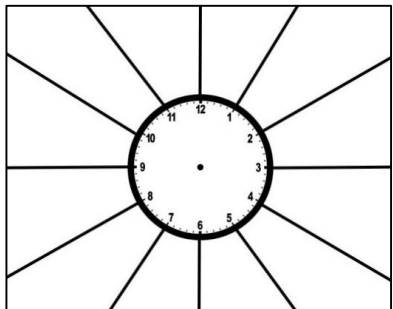
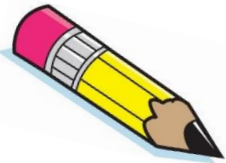


## How to use your knowledge organiser... Look, cover, write, check

- 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 – Pentecost 1

A		Formal Processes
1	<b>Appliqué</b>	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	<b>Embroidery</b>	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	<b>Monoprinting</b>	a printmaking process used to transfer an image onto a new surface.
4	<b>Repeat pattern</b>	the repetition of lines, shapes, tones, colours, textures and forms.
5	<b>Seam allowance</b>	is the area between the fabric edge and the stitching line on two (or more) pieces of material being sewn together.
6	<b>Hem</b>	the edge of a piece of cloth or clothing which has been turned under and sewn.
7	<b>Free- hand embroidery</b>	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	<b>Smart Materials</b>	materials that have one or more properties that can be significantly changed by external stimuli, such as; stress, temperature and moisture.
2	<b>Modern Materials</b>	are developed through the invention of new or improved processes. They are altered to perform a particular function.
3	<b>Cotton</b>	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	<b>Sublimation printing</b>	uses heat to essentially bring ink and fabric together as one.

C		Designers
1	<b>Tami Johnson</b>	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	<b>Yumiko Reynolds</b>	'Stitch-Drawing'. She uses freehand machine embroidery and surface manipulation to express tonal value and the human form





# Year 8 – Design and Technology – Pentecost 1

A	Analysis Points	
1	<b>Aesthetics</b>	What the product look like. The colour, the material choice Is there a texture, rough smooth, etc. Is the surfaces opaque or transparent
2	<b>Cost</b>	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	<b>Customer</b>	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	<b>Environmental</b>	How environmental is the product. Has it followed the 6R's or not
5	<b>Safety</b>	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	<b>Size</b>	Does the whole product or specific parts relate to any size. Has ergonomics and anthropometrics been used
7	<b>Function</b>	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	<b>Material</b>	What are each specific parts of the material made from and why?
9	<b>Manufacturing</b>	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	<b>Anthropometry</b>	the branch of the human science that studies the physical measurement of the human body, particularly size and shape
2	<b>Computer-aided design (CAD)</b>	a computer technology that designs a product and documents the design's process. <b>CAD</b> 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	<b>Computer-aided manufacturing (CAM)</b>	also known as <b>Computer-aided Modelling</b> or <b>Computer-aided Machining</b> is the use of software to control machine tools and related ones in the manufacturing of work pieces.
4	<b>Ergonomic</b>	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	<b>Finite Energy</b>	Fossil Fuels. Non-renewable and release CO2 into the planet e.g. Gas, Coal and Oil.
6	<b>Iterative Design</b>	A process of continual improvement through out the design stage
7	<b>Renewable Energy-</b>	Solar, Wind, Tidal, Hydro-electricity, nuclear & Biofuels

B	Design Stage	
1	<b>Investigation</b>	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	<b>Specification &amp; Design Brief</b>	List all the design points to be considered. What are the <b>MUST, SHOULD &amp; COULD</b> 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	<b>Generation of ideas</b>	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	<b>Development of design</b>	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	<b>Realisation</b>	Make the final product. Complete a manufacturing log which identifies the construction and the choices made throughout.
6	<b>Evaluation</b>	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 – Pentecost 1

A		Key Words
1	<b>Tone</b>	the feeling, mood or atmosphere of a piece of writing, deliberately created a writer through choosing certain vocabulary
2	<b>Mood</b>	The way you feel.
3	<b>Atmosphere</b>	The feeling that is created by the mood and tone and tone of a piece.
4	<b>Stanza</b>	a verse of poetry
5	<b>Caesura</b>	Punctuation Mid-Line
6	<b>Enjambement</b>	Run on Lines
7	<b>Volta</b>	The turning point of the Poem
8	<b>Rhyme</b>	words that have the same sounds
9	<b>Eye-Rhyme</b>	Words that look like they should rhyme such as 'love' and 'cove'
10	<b>Couplet</b>	2 lines of poetry that rhyme
11	<b>Alternate Rhyme-</b>	Every other line of poetry rhyming
12	<b>Sonnet</b>	A 14 line poem about love.

B		Descriptive Writing Techniques
1	<b>Senses</b>	sight, sound, smell, taste, touch e.g. "The aroma of freshly baked bread wafted through the air"
2	<b>Adjective</b>	a word to describe a noun e.g. "happy"
3	<b>Metaphor</b>	when you say something is something else e.g. "She is an angel"
4	<b>Onomatopoeia</b>	a word to describe a noise e.g. "bang"
5	<b>Simile</b>	comparing two things using 'like' or 'as' e.g. "as tall as a mountain"
6	<b>Alliteration</b>	when two or more words next to each other start with the same letter (on purpose!) e.g. "The towering teacher terrified the Year 7 students"
7	<b>Personification</b>	giving something that is not a person human qualities e.g. "The trees danced in the wind"
8	<b>Adverb</b>	describing how a verb (action) is done e.g. "He ran quickly"

C		Persuasive Writing Techniques
1	<b>Imperative</b>	a commanding verb e.g. "Give me that pen!"
2	<b>Second person</b>	using "you"
3	<b>Alliteration</b>	e.g. "The towering teacher terrified the pupils"
4	<b>Facts</b>	something that is true e.g. "The grass is green"
5	<b>Opinion</b>	someone's point of view e.g. "Gaming is amazing"
6	<b>Rhetorical question</b>	a question that doesn't need answering e.g. "How could you do that?"
7	<b>Repetition</b>	the same word or phrase more than once e.g. "The list got longer and longer"
8	<b>Emotive language</b>	words used to make the reader feel a certain way e.g. "This poor, helpless puppy needs your help"



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



# Year 8 – Food and Nutrition – Pentecost 1

A		Key Vocabulary
1	<b>Seasonality</b>	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	<b>Food miles</b>	the distance travelled by all the ingredients in a food product until it reaches our plate.
3	<b>Pathogenic</b>	refers to disease causing or ability to cause illness, for example pathogenic bacteria such as salmonella.
4	<b>Defrost</b>	remove ice from a food. Food should be defrosted/thawed under chilled conditions.
5	<b>Dormant</b>	not actively multiplying. Bacteria can become dormant when conditions for growth are unfavourable, for example, freezing.
6	<b>Contamination</b>	making a food unsafe to eat by allowing it to come into contact with microorganisms that will grow and multiply in it.
7	<b>Perishable</b>	a perishable food is a food that has a limited shelf-life.
8	<b>Sustainable Food</b>	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	<b>Salmonella</b>	Found particularly in raw chicken and eggs Is heat sensitive so the bacteria is killed when the food is cooked.
10	<b>Staphylococcus Aureus</b>	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"> <li>• The name of the food</li> <li>• Weight or volume</li> <li>• Allergen information</li> <li>• Genetically modified (GM) ingredients</li> <li>• Date mark and storage</li> <li>• Cooking instructions</li> <li>• Place of origin</li> <li>• Name and address of manufacturer</li> <li>• Lot or batch mark</li> <li>• E numbers</li> <li>• Nutritional information</li> </ul> <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 – Pentecost 1

A		Unité 1
1	Say where my family and I normally go on holiday:	Normalement, nous allons en Grèce.
2	Say what we do when we get there:	Nous visitons des monuments.
3	Use the nous form of verbs in the present tense:	Nous allons/nous restons/nous faisons.

B		Unité 2
1	I can say what I do when getting ready to go out:	Je me douche, je m'habille.
2	Use reflexive verbs:	Je me prépare/il se rase/elle se maquille.

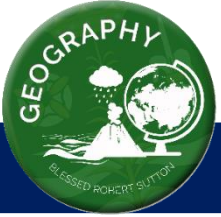
C		Unité 3
1	I can use higher numbers:	Cinquante-cinq/soixante-dix/quatre-vingts.
2	Ask someone how much money he/she has:	Tu as combien d'argent?
3	Say how much money I've got:	J'ai dix euros cinquante.
4	Say I'm hungry and thirsty:	J'ai faim et j'ai soif.
5	Order drinks and snacks in a café:	Je voudrais un café-crème et un sandwich au fromage, s'il vous plaît.

D		Unité 4
1	I can say what I'm going to do in the holidays:	Je vais aller à la pêche. Je vais rester au lit.
2	Understand whether someone is talking about the present or the future:	Normalement, je vais en vacances avec ma famille, mais cette année, je vais partir en colo.
3	Use the near future tense:	Je vais faire du camping. Qu'est-ce que tu vas faire?
4	Use to correct word for 'to/in':	À Paris/en France/ au Canada/aux États-Unis.

E		Unité 5
1	I can say what I would like to do one day.	Je voudrais aller en Australie. Je voudrais être footballeur professionnel.
2	Use je voudrais + infinitive.	Je voudrais rencontrer mon acteur préféré.



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



# Year 8 – Geography – Pentecost 1

A	Key Words	
1	<b>Central Business District (CBD)</b>	The centre of a city where many offices and shops are located.
2	<b>Commuter Village</b>	A village separate from the city but within commuting distance for its residents to work in the city.
3	<b>Counter Urbanisation</b>	Migration away from a city because of urban problems.
4	<b>De-centralisation</b>	The movement of population, shops, offices and industry away from CBDs into housing estates, retail and business parks in the suburbs.
5	<b>Dereliction</b>	Where buildings are left unused or abandoned.
6	<b>Deindustrialisation</b>	Declining industrial activity in a region or economy which causes high levels of unemployment.
7	<b>Globalisation</b>	The increasing connections between places and people across the world, through trade, ideology, and cultural exchanges.
8	<b>Integrated Transport</b>	A system that links different types of transportation to give commuters access to the whole city.
9	<b>Megacity</b>	A city with a population greater than 10 million people.
10	<b>Multicultural City</b>	A city that shares and encourages multiple cultures and religions, besides the national culture.
11	<b>Population Density</b>	The number of people living per square meter of land.
12	<b>Pull Factors</b>	Reasons why a person may feel attracted toward a place.
13	<b>Push Factors</b>	Reasons why a person may feel they need to move away from an area.
14	<b>Regeneration</b>	Upgrading existing areas to improve its appearance by reputation by construction of new buildings for urban, industrial, commercial and rural areas.
15	<b>Squatter Settlements</b>	Cluster of temporary housing in which migrants or low income families live in, often built on unfavourable land.
16	<b>Suburbs</b>	Residential land surrounding the city, offering more space, cheaper land but further from the CPD.
17	<b>Transnational Corporation (TNC)</b>	A business with operations in more than one country.
18	<b>Urbanisation</b>	The increase in the proportion of the population living in urban areas.
19	<b>Urban Sprawl</b>	The process of a city growing and spreading out, taking over surrounding green land.
20	<b>World City</b>	A city with global influence through politics, businesses or travel.



Complete diagram explaining reasons for Urban areas expanding.





# Year 8 – History – Pentecost 1

A			Timeline
1	1606	Virginia Company granted a royal Charter.	
	1756	The beginning of the Seven Years' War.	
	1763	The Treaty of Paris ends the Seven Years' War.	
2	1765	Parliament passes the Stamp Act.	
3	1775	The American Revolution begins at Lexington.	
4	1776	Continental Congress approves the Declaration of Independence.	
5	1777	Continental Army wins victory at Saratoga.	
6	1782	Parliament votes to end war in America.	
7	1788	The United States Constitution is approved.	
8	1789	<b>May</b> The Estates-General meet. <b>July</b> The Storming of the Bastille <b>August</b> National Assembly passes the Declaration of the Rights of Man	
9	1792	France declared war on Austria and Prussia	
10	1793	Louis XVI is executed	
11	1799	Napoleon becomes first Consul of France	
12	1804	Napoleon crowns himself Emperor of the French.	

B			Key Individuals
1	Benjamin Franklin	American writer and scientist, and Ambassador to France during the War of Independence.	
2	General Howe	Commander of the British Forces during the War of Independence.	
3	George III	Hanoverian King of England from 1760 to 1820.	
4	George Washington	Commander-in-chief of American forces during the War of Independence.	
5	Louis XVI	King of France at the time of the French Revolution.	
6	Marie Antoinette	Austrian wife of Louis XVI.	
7	Maximilien Robespierre	Revolutionary leader during 'The Terror.'	
8	Thomas Jefferson	Virginia plantation owner, and author of the Declaration of Independence.	

C			Key Words
	Abdicate	To give up one's throne as a monarch.	
2	Ancien Regime	The established social and political system in France before the Revolution.	
3	Bastille	Medieval fortress in the centre of Paris, stormed by mob at the start of the Revolution.	
4	Boston	City in Massachusetts, with strong opposition to British rule during the American Revolution.	
5	Bourgeoisie	French middle-class, or those who make money through trade or industry.	
6	Boycott	Organised refusal to purchase a particular product as an act of political or moral protest.	
7	Constitution	Series of laws establishing how a nation's political system functions.	
8	Continental Army	Armed force representing all thirteen colonies, formed by Congress in 1775.	
9	Continental Congress	Meeting of delegates from thirteen colonies that formed the United States.	
10	Customs Duties	Taxes placed by a government on goods imported from foreign countries.	
11	Declaration of Independence	Formal statement which created the United States of America	
12	Declaration of the Rights of Man	Document guaranteeing the rights and freedoms of all French citizens.	
13	Estates General	Meeting of France's clergy, aristocracy and bourgeoisie to consult on a policy.	
14	Exports	Goods or services sold to other countries.	
15	Founding Fathers	Name given to the key figures in the creation of the United States of America.	
16	Guillotine	Machine designed to behead people.	
17	Imports	Goods or services brought in from other countries.	
18	Indigenous	Originating in a particular place.	
19	Jacobin	A radical group of French Revolutionaries who used violence to defend the revolution.	
20	Loyalists	Colonists who sided with Britain and the King during the American Revolution.	
21	May Flower	Ship that carried the first settlers to New England in 1620.	
22	Monopoly	A company having exclusive control to trade in a particular area.	
23	National Assembly	Breakaway group formed by France's Third Estate in June 1789.	
24	Pilgrim Fathers	The first settlers in New England, known for their religious Puritanism.	



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



# Year 8 – Maths – Pentecost 1

A Angles in Parallel Lines and Polygons		
1	<b>Parallel</b>	Straight lines that never meet
2	<b>Angle</b>	The figure formed by two straight lines meeting (measured in degrees)
3	<b>Transversal</b>	A line that cuts across two or more other (normally parallel) lines
4	<b>Isosceles</b>	Two equal size lines and equal size angles (in a triangle or trapezium)
5	<b>Polygon</b>	A 2D shape made with straight lines
6	<b>Sum</b>	Addition (total of all the interior angles added together)
7	<b>Regular polygon</b>	All the sides have equal length; all the interior angles have equal size.

B Area of Trapezia and Circles		
1	<b>Congruent</b>	The same
2	<b>Area</b>	Space inside a 2D object
3	<b>Perimeter</b>	Length around the outside of a 2D object
4	<b>Pi (<math>\pi</math>)</b>	The ratio of a circle's circumference to its diameter.
5	<b>Perpendicular</b>	At an angle of $90^\circ$ to a given surface
6	<b>Formula</b>	A mathematical relationship/ rule given in symbols. E.g. $b \times h =$ area of rectangle/ square
7	<b>Infinity (<math>\infty</math>)</b>	A number without a given ending (too great to count to the end of the number) – never ends
	<b>Sector</b>	A part of the circle enclosed by two radii and an arc.

C Line Symmetry and Reflection		
1	<b>Mirror line/line of symmetry</b>	a line that passes through the center of a shape with a mirror image on either side of the line
2	<b>Reflect</b>	mapping of one object from one position to another of equal distance from a given line.
3	<b>Vertex</b>	a point where two or more-line segments meet.
4	<b>Perpendicular</b>	lines that cross at $90^\circ$
5	<b>Horizontal</b>	a straight line from left to right (parallel to the x axis)
6	<b>Vertical</b>	a straight line from top to bottom (parallel to the y axis)



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



# Year 8 – RE – Pentecost 1

A		Features of a Catholic Church
1	<b>Altar</b>	A table-like structure, usually a type of stone. This is where the bread and wine are offered to God and are changed into the body and blood of Christ.
2	<b>Pulpit</b>	A raised structure from which the priest preaches.
3	<b>Lectern</b>	The place where the word of God is proclaimed when the readings from the scripture take place.
4	<b>Baptismal font</b>	Where baptism takes place
5	<b>Tabernacle</b>	A small cupboard-like structure used to keep the consecrated hosts (wafers)
6	<b>Statues</b>	Usually found around the church to help people to pray and to ask their favorite saint to intercede for them.
7	<b>Sanctuary lamp-</b>	A lamp which is kept burning to show the real presence of Christ in the bread in the tabernacle
8	<b>Stations of the cross</b>	Fourteen plaques or carvings in the wall, representing the different events during the journey Jesus took to his crucifixion.
9	<b>Stained glass windows</b>	They brighten God's house and to make it a place worthy of praising God.
10	<b>Lady altar</b>	A side altar dedicated to Mary, the mother of Jesus. This is usually a place of quiet, private prayer

B		Christian Symbols
1	<b>Chi-Rho</b>	a combination of the Greek letter chi (X) and rho (P), which are the first two letters of the Greek word for 'Christ', and so when put together represent Jesus.
2	<b>Cross/crucifix</b>	A crucifix necklace is very popular with Christians. They may wear a crucifix to remember Jesus. An empty cross reminds them that Jesus did not stay on the cross but came back to life.
3	<b>Fish</b>	The fish is a very old symbol. In the Greek language the first letters of the words "Jesus Christ, God's Son, Saviour" spell "ichthus", which means fish. Today, Christians may wear a fish badge, or put it on their car.
4	<b>Alpha and Omega</b>	Jesus said, "I am Alpha and Omega, the First and the Last, the Beginning and the End." (Rev 22.13) Alpha is the first letter of the Greek alphabet, and Omega is the last one. Putting the two together, they represent the eternity of Christ as the Son of God.
5	<b>Lamb</b>	A symbol of Christ as the Paschal Lamb and a symbol for Christians (as Christ is our Shepherd and Peter was told to feed His sheep).
6	<b>Dove</b>	A symbol of the Holy Spirit and used especially in representations of our Lord's Baptism and the Pentecost. It also symbolizes the release of the soul in death, and is used to recall Noah's dove, a sign of hope.



**Complete a labelled diagram of a Catholic Church.**



# Year 8 – PE – Pentecost 1

A	Key Words	
1	<b>Balance</b>	Stability through an even distribution of weight.
2	<b>Competence</b>	To do something successfully or efficiently.
3	<b>Concentration</b>	Exclusive attention for a period of time.
4	<b>Confidence</b>	A belief in your ability to complete a physical skill or task given.
5	<b>Control</b>	To exercise restraint or direction over; dominate; command.
6	<b>Coordination</b>	Smoothly and successfully performing more than one motor task at the same time e.g. ball, hand and eye coordination.
7	<b>Core stability</b>	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	<b>Cue recognition</b>	Recognising and responding to relevant information whilst filtering out unwanted information.
9	<b>Decision making</b>	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	<b>Dodging</b>	To make a sudden movement in a new direction.
11	<b>Eye-foot coordination</b>	eyes and feet working together to perform a task
12	<b>Eye-hand coordination</b>	eyes and hands working together to perform a task
13	<b>Feinting</b>	A movement that is made in order to deceive an opponent.
14	<b>Fine Motor Skills</b>	small physical actions e.g. manipulating the hands or the fingers.
15	<b>Flexibility</b>	The range of movement through which a joint or sequence of joints can move.
16	<b>Fluency</b>	Movement that is smooth, graceful and effortless.
17	<b>Focus</b>	To direct one's attentions or efforts.
18	<b>Force</b>	Strength or energy used in a physical movement. Impulsive responses To act without considering the consequences.

19	<b>Gross Motor Skills</b>	Large physical actions.
20	<b>Kinaesthetic Awareness</b>	A sensation by which bodily position, weight, muscle tension and movement are perceived by an individual.
21	<b>Leadership</b>	Guiding a team/group or individual
22	<b>Manipulate object</b>	Handling/controlling a piece of equipment or apparatus.
23	<b>Moderate physical activity</b>	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	<b>Performance</b>	An expression of something, including the everyday performance executed in class, or where appropriate, elite performance. To execute a movement or movement sequence.
25	<b>Prioritising</b>	Dealing with the components of a task according to their importance.
26	<b>Propel an object</b>	Pushing an object away from the body e.g. throw a ball, kick a ball, strike a badminton shuttle with a racquet.
27	<b>Resilience</b>	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	<b>Strength</b>	The ability of a muscle or muscle group to overcome a resistance.
29	<b>Vigorous physical activity</b>	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 – Drama – Pentecost

A	Soap Opera techniques	
Cross cutting	Split the action across the stage so that two scenes can be performed at once	
Dialogue	The spoken words between characters	
Storyline	The story that the characters are following	

B	Writing activities for Soaps	
Script writing	Developing dialogue and using stage directions	
Role on the wall	Develop your character using this techniques	
Research	Developing an understanding of the different types of soaps.	

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	Facial expressions	Showing emotions with our face
4	Monologue	A character speak in the first person, by themselves
5	Levels	In drama we can use levels to show who has the power in the relationship
6	Thought Tracking	Where a character tells the audience how they feel
7	Script	The lines said by a character
8	Physical Theatre	Using movement to tell a story
9	Hot seating	To answer questions in character to get a better understanding of who your character is
10	Characterisation	All the features that make up a character



# Year 8 – Music – Pentecost

## A Gamelan

**GAMELAN**

BEATS	1	2	3	4	5	6	7	8
PART 1	B	G	B	G	B	G	B	G
PART 2	E	F	E	F	E	F	E	F
PART 3	E	F	G	B	G	F	E	C
PART 4	E		E		G		G	
PART 5	C				E			

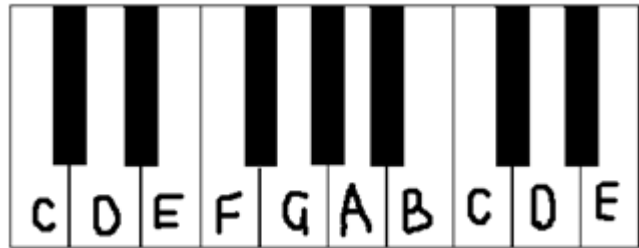
MELODY

BEATS	9	10	11	12	13	14	15	16
PART 1	B	G	B	G	B	G	B	G
PART 2	E	F	E	F	E	F	E	F
PART 3	E	G	F	E	G	F	E	G
PART 4	E		G		E		G	
PART 5	C				C			

REPEAT

## B Chords

- I – C Major – C E G
- IV – F Major – F A C
- V – G Major – G B D



## C Keywords

1	Ostinato	Repeated melody line
2	Polyrhythm	Multiple rhythms layered over each other
3	Chords	2 or more notes played at the same time
4	Duration	How long the piece is
5	Dynamics	How loud or quiet the music is
6	Syncopated rhythm	Rhythms with a focus on the off beat
7	Improvisation	How the music sounds – harsh, smooth, detached
8	Call and Response	Where the leader performs and everyone repeats
9	Rhythm	The arrangement of note values
10	Flat	The black note a semi tone behind the main note.



# Year 8 – Science – Pentecost 1

A	Photosynthesis	
1	<b>Photosynthesis</b>	Process carried out where plants make their own food. Carbon Dioxide + Water → Glucose + Oxygen
2	<b>Chlorophyll</b>	Green pigment in chloroplasts of plant cells. It enables photosynthesis to take place.
3	<b>Chloroplasts</b>	Contain the green pigment chlorophyll; the site of photosynthesis.
4	<b>Waxy Cuticle</b>	Waxy layer, prevents water loss.
5	<b>Upper Epidermis</b>	Thin and transparent allowing light to pass through.
6	<b>Palisade Mesophyll</b>	Main region for photosynthesis. Lots of palisade cells containing lots of chloroplasts.
7	<b>Spongy Mesophyll</b>	Cells are more loosely packed. Contains air spaces between cells allowing gas exchange.
8	<b>Lower Epidermis</b>	Contains stomata to regulate the loss of water vapour (transpiration)
9	<b>Stomata</b>	Each stomata surrounded by a pair of guard cells. Guard cells control whether they're open or closed.
10	<b>Petals</b>	Brightly coloured to attract insects.
11	<b>Stamen</b>	The male part of the flower (each consist of an anther held up on a filament)
12	<b>Stigma</b>	The top of the female part of the flower which attracts pollen.
13	<b>Anthers</b>	Produce make sex cells (pollen grains)
14	<b>Ovary</b>	Produces the female sex cells (contained in the ovules)
15	<b>Nectary</b>	Produce a sugary solution called nectar, which attracts insects.

B	Respiration	
1	<b>Respiration</b>	Process in living things which oxygen is used to release the energy from food. Glucose + Oxygen → Carbon Dioxide + Water (+energy)
2	<b>Aerobic Respiration</b>	Respiration that requires oxygen.
3	<b>Anaerobic Respiration</b>	Respiration without oxygen.
4	<b>Lactic Acid</b>	A chemical produced during anaerobic respiration
5	<b>Mitochondria</b>	Structures in the cytoplasm of all cells where aerobic respiration takes place.
6	<b>Oxygen Debt</b>	The amount of extra oxygen required by the body for recovery after vigorous exercise.
7	<b>Alveoli</b>	Tiny air sacs in the lungs, where gas is exchanged during breathing.
8	<b>Bronchi</b>	Branches off the trachea that distribute air to both lungs.
9	<b>Bronchioles</b>	Branches of the bronchi, that distribute the inhaled air throughout all of the lungs.
10	<b>Diaphragm</b>	Expands and moves down so lungs have room to fill with air – inhalation. Contracts and moves upwards to force air out of the lungs (exhalation).
11	<b>Lung</b>	Soft organ that inflates to draw in oxygenated air and deflates to expel air.
12	<b>Trachea</b>	Windpipe, air passes between mouth and lungs.



Complete a diagram of how photosynthesis and respiration occur.