Year 8
Learning Cycle 3
Knowledge Booklet

Student Name:_____

Instructions on how to use your learning cycle booklet:

The aim is for all students to be fully prepared and ready for all assessments in all subjects.

To help them with this we have a whole school revision/study strategy – SORT.

There are three learning cycles throughout Year 8. At the beginning of each learning cycle students will be issued with a booklet that details all the knowledge they are expected to know and recall by the end of the learning cycle.

Each day, for home learning, students are set two activities that support in memorising and recalling this key knowledge.

The assessment windows for Learning Cycle 3 will be 8th – 19th May

Summarise	**Organise**	**Recall**	**Test**
Summarise and condense any class notes, revision guides and revision.	Organise your revision materials by topic/subtopic. Traffic light your PLC sheets to identify areas of weakness or gaps (Red/Amber) that need to be prioritised.	Use active recall and spaced repetition to memorise your knowledge organisers until you can recall the information eg. Look, cover, write or self-testing	Use low stakes online tests/ quizzes and answer high stakes past paper/sample questions to check and apply knowledge and understanding
Strategies			
• Cornell Notes • Flash cards • Mind mapping • Revision clocks • Dual coding	• How to use your PLC • How to schedule your home learning and stick to it!	• Look cover & test • Leitner system • Blurt it • Transform it	• Low stakes • Self-quizzing • Quiz each other • Online quizzes • High stakes • Exam style questions

Instructions on how to use your learning cycle booklet:

Learning cycle 3 will focus on the SORT strategies:

Summarise	**Organise**	**Recall**	**Test**
• Cornell Notes • Flash cards • Mind mapping	• How to use your PLC • How to schedule your home learning and stick to it!	• Look cover & test • Leitner system • Blurt it	• Self-quizzing • Quiz each other • Online quizzes

Using the Personal Learning Checklists (PLC)

Review each key idea on the PLC

- In the **Organise** column write R, A or G depending on your understanding. Red = no understanding, Amber = Some understanding but needs work, Green = Secure understanding
- When you complete a **Summarise** activity for each key idea, tick the S column
- When you complete a **Recall** activity for each key idea, tick the R column
- When you **Test** by self-quizzing or complete an online-quiz for each key idea, tick the T column

Videos explaining all of the SORT strategies can be found on the Student SharePoint

Home Learning timetable - when I am going to complete my home learning

	Mon A	Tue A	Wed A	Thu A	Fri A
Core Activity	Reading	Complete Maths goal	Complete Maths goal	Reading	Reading
Subject 1	Geaography	English	Maths	Science	Spanish
Subject 2	History	Art	Food	RE	Computing
	Mon B	**Tue B**	**Wed B**	**Thu B**	**Fri B**
Core Activity	Complete Maths goal	Complete Maths goal	Complete Maths goal	Reading	Reading
Subject 1	Geography	English	Maths	Science	Spanish
Subject 2	History	Music	Drama	DT	

Expected time home learning will take:

Activity	Time
Reading	30 mins
Complete Maths	30 mins a goal
All other activities	15 mins each

My Computer passwords:

Platform	Username	Password
School System		
Complete Maths		
Educake		
Memrise		

Revision Planner

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
8.30am - 4pm						8.30am - 4pm		
4pm - 5pm						4pm - 5pm		
5pm - 6pm						5pm - 6pm		
6pm - 7pm						6pm - 7pm		
7pm - 8pm						7pm - 8pm		
8pm - 9pm						8pm - 9pm		

Reading for Pleasure Record

Book Title	Page Number from and to	Summarise	Adult Signature	Book Title	Page Number from and to	Summarise	Adult Signature

Reading for Pleasure Record

Book Title	Page Number from and to	Summarise	Adult Signature	Book Title	Page Number from and to	Summarise	Adult Signature

Year 8 Learning Cycle 3 Personal Learning Check lists

English

Key Ideas	S	O	R	T
I can write a 'What, How, Why' paragraph of analysis.				
I know some key conventions of the dystopian genre.				
I understand the key parts of the plot of 'The Giver'.				
I understand the key characters and the relationships between them.				
I can write about the character of Jonas, supporting my ideas with evidence and analysis.				
I can write about the character of The Giver, supporting my ideas with evidence and analysis.				
I can analyse the setting of the novella, supporting my ideas with evidence and analysis.				
I can analyse how Lowry presents key themes.				
I can use ideas from the novella to inspire my own creative writing: dystopian narratives.				

Maths

Key Ideas	S	O	R	T
I can order a set of fractions.				
I can add and subtract fractions				
I can multiply and divide fractions.				
I can calculate with mixed numbers.				
I can convert between fractions, decimals and percentages.				
I can express one number as a percentage of another.				
I can calculate percentage increase and decrease.				
I can recognise when values are in direct proportion, from a graph.				
I can plot a straight-line graph.				
I can calculate the gradient of a straight-line graph.				
I can write the equation of straight-line graphs in the form y= mx+c				

Science

Key Ideas	S	O	R	T
I can explain adaptations of organisms in the Arctic and desert				
I can describe the structure of DNA				
I can describe evolution through natural selection				
I can explain how organisms are classified				
I can recall the structure of Earth				
I can describe how tectonic plates are important				
I can explain the rock cycle				
I can explain the composition of our atmosphere				

Year 8 Learning Cycle 3 Personal Learning Check lists

Geography

Key Ideas	S	O	R	T
I can locate the world's ocean on a world map				
I can explain the role of ocean currents upon world climates				
I can describe the characteristics of constructive and destructive waves				
I can explain the benefits and problems of hard and soft engineering				
I can explain the impact of climate change upon our oceans				
I can explain the threats and solutions to coral reefs				
I can explain the threats and solutions to coral reefs				
I can explain the problem of ocean waste upon habitats				
I can explain the benefits of solutions to plastic waste				

History

Key Ideas	S	O	R	T
can describe some the key features of the Mughal Empire				
I can define Empire				
I can explain some of the negative effects of the British Empire on India				
I can explain what life was like for women in the Medieval Era				
I can define Patriarchy				
I can define Patriarchy				
I can explain why gender was an issue for Elizabeth 1				
I can define suffrage				
I can describe the tactics of the Suffragettes				

Spanish

Key Ideas	S	O	R	T
I can talk about the new technologies that I use				
I can talk about how I used to do things differently in the past				
I know my non-negotiable verbs				
I know my question words				
I know how to talk about prices in a shop				
I can buy and return items in a shop				
I can talk about what I have done in town recently				
I can talk about my plans for the holidays				

Year 8 Learning Cycle 3 Personal Learning Check lists

Computing

Key Ideas	S	O	R	T
I know how to run code using the Python IDLE				
I can write Python programs which use sequence				
I can describe what sequence means in Computing.				
I can write Python programs which use selection				
I can describe what selection means in computing.				
I can create flow diagrams of code using the correct symbols for input, output, process and selection.				
I can use comments in my code to explain what is happening.				
I know the definition of an algorithm, variable and the purpose of testing.				

Art

Key Ideas	S	O	R	T
I understand and can explain the meaning of the 7 observational drawing key words. Tone, texture, line, scale, composition, shape, scale, composition and background.				
I can discuss and compare the work of Andy Warhol and Roy Lichtenstein.				
I understand how to research and selection information to develop ideas.				
Realising your ideas by producing a final outcome.				
I understand how to develop my ideas using the Warhol Marilyn as the starting point.				

DT

Key Ideas	S	O	R	T
I can draw in 2 dimensions and 3 dimensions.				
I can use a specification to describe the most important features of a product.				
I can describe how research can be used to make designs more useful.				
I can explain why some materials are chosen for their properties				
I can describe the main categories of materials.				
I can name a range of hand tools and equipment.				

Year 8 Learning Cycle 3 Personal Learning Check lists

Food

Key Ideas	S	O	R	T
I can explain how to ensure a hygienic and safe kitchen environment.				
I understand the importance of a balanced diet.				
I can explain the difference between macronutrients and micronutrients.				
I know the source, function and deficiency of the five main nutrients.				
I can describe the dietary needs of a teenager.				
I can describe the process of gelatinisation				

RE

Key Ideas	S	O	R	T
I can define Spiritual				
I can explain the importance of respect other people's religious and cultural beliefs				
I can explain what a Mandala is				
I can define Song Lines				
I can explain why places and objects might be important for someone's religious or spiritual beliefs				
I can state who John Wesley is				
I can explain what traditions Methodism bought to Cornwall				

Music

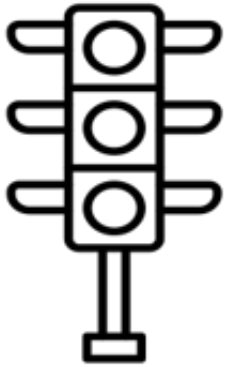
Key Ideas	S	O	R	T
I am able to successfully understand and can play a polyrhythm.				
I can follow a cyclic rhythm and am able to explain what this is.				
I understand and can teach others what the three main djembe techniques are.				
I understand about the cultural and historical significant of West African Music.				
I am able to perform syncopated beats as part of a rhythm.				
I am able to write and play from a rhythm grid.				

Year 8 Learning Cycle 3 Personal Learning Check lists

Drama

Key Ideas	S	O	R	T
I can understand key terms from a range of styles/ genres of theatre				
I can understand the key conventions of a range of styles/genres and apply them in practical work				
I can devise a piece of theatre in response to as stimulus				
I can sustain a role for the duration of a performance?				
I can evaluate the impact of the practical work and set targets for future practical work				

At Poltair we SORT it!



At Poltair students will **SORT a PLC** by:

At the beginning of a learning cycle students are to RAG the key ideas they are studying by self-assessing if they are Red – no understanding, Amber – some understanding, Green – full understanding. They are then to put a R, A or G in the **organise** column.

- Students will then prioritise the Red and Amber key ideas when they are revising.
- Students are to summarise the knowledge for each key idea, then use recall strategies before self-quizzing.

Key Ideas	S	O	R	T
I know and understand the stock characters from Victorian melodrama.				
I know and understand the different physical skills used in melodrama and experiment with them in rehearsals.				
I know and understand the different vocal skills used in melodrama and experiment with them in rehearsal.				
I know the 3-part structure of melodrama performance.				
I can work in a group to plan a melodrama performance.				
I can apply mellodramatic techniques in performance.				

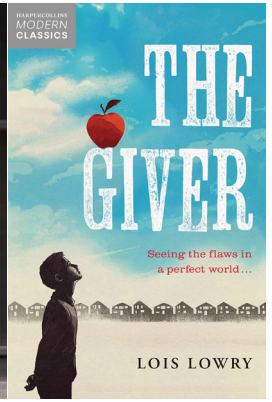
Year 8 English – The Giver

1. Plot

1a = Chapter 1	Jonas, the novel's 11-year-old protagonist, is nervous about the upcoming Ceremony of Twelve. Jonas's family engages in the nightly "telling of feelings."
1b = Chapter 2	Jonas's father tries to calm his fears, telling him that people are rarely disappointed in their Assignments. They discuss ceremonies. His father reveals he knows the name of a baby he has become concerned about in his role of nurturer: Gabriel.
1c = Chapter 3	Jonas's father brings home Gabriel, who has pale eyes. Jonas privately recalls when the Speaker made an announcement directed at him, as a consequence of him taking an apple that he thought appeared to change in some way as he threw it back and forth to a friend.
1d = Chapter 4	Jonas joins Asher and their friend Fiona at the House of the Old, where they do their volunteer hours. He bathes an old woman named Larissa, who talks about her friend Roberto, who has been released.
1e = Chapter 5	Jonas shares his dream about Fiona. His parents tell him he has begun to experience stirrings and give him a pill, which he will now take daily.
1f = Chapter 6	Gabriel is given one more year of nurturing. Newchildren are given to families during a ceremony, with names of people who have been released. The elevens worry about their assignments.
1g = Chapter 7	Assignments are given out but Jonas' name is skipped and he is afraid.
1h = Chapter 8	Jonas, she says, has been selected to be the next Receiver of Memory – a position the committee has been waiting to fill for some time. He is told he will experience pain in this role and that he has the Capacity to See Beyond.
1i = Chapter 9	Jonas feels left out and strange as the Twelves discuss their assignments. Jonas' father reveals the last Receiver's name is Not-to-be-Spoken – a great dishonour. Jonas finds out that he is able to ask any question he wishes and is able to lie.
1j = Chapter 10	Jonas meets the Receiver, who tells him that he is going to use his last strength to pass the memories of the entire world onto Jonas.
1k = Chapter 11	The Receiver transmits memories of sledging in snow, sunshine and pain.
1l = Chapter 12	Jonas is unable to reveal anything about his assignment to his family or friends. He sees Fiona's hair change in the same way the apple did – the Giver tells him he has seen a memory of the colour red.
1m = Chapter 13	Jonas is angry that colour has been removed from the world. The Giver tells Jonas that he wishes the Committee of Elders would ask for his wisdom more often. One day Jonas arrives at the Giver's room to find him doubled over in pain.

Year 8 English – The Giver

1n = Chapter 14	Jonas is given the memory of breaking his leg and other painful memories. The Giver says this is to give him wisdom. Jonas wonders where people who are released go. He secretly transmits a positive memory to Gabriel to calm him.
1o = Chapter 15	Jonas is given a terribly painful memory of being an injured solider.
1p = Chapter 16	To try to make amends for the war memory, the Giver gives happy memories of things that no longer exist in the community: birthday parties, camping and grandparents. He tells him this is family and love. Jonas stops taking the pill for his stirrings.
1q = Chapter 17	An unscheduled holiday is announced. Jonas wonders what Elsewhere is like. He realises that he loves Asher and Fiona but knows sadly they can never love him.
1r = Chapter 18	The Giver tells Jonas about Rosemary – the previous receiver – who applied for release without telling the Giver, and how her memories were released to the community, who couldn't cope with them.
1s = Chapter 19	Jonas explains that his interest in release stems from the fact that his father is releasing a twin that morning and is told he can watch the release. He is horrified to see his father inject the lightest twin baby and send it down a chute. He realises that to be released means to be killed.
1t = Chapter 20	Jonas is too upset to go home. The Giver tells him it is the same process to release the Old and criminals. Jonas demands that something is done to stop the community living in ignorance. The Giver and Jonas hatch a plan: Jonas will escape from the community, so that all of his memories will return to the people of the community. The Giver will stay to help people cope with the memories.
1u = Chapter 21	After finding out that Gabriel is to be released, Jonas steals his father's bike and child seat. He rides out of the community. They avoid the planes searching for them.
1v = Chapter 22	Seeing birds, waterfalls and flowers excites Jonas but he is worried they will starve.
1w = Chapter 23	It snows and Jonas is forced to abandon the bike. Jonas and Gabriel are cold and exhausted. They find a hill – the one from Jonas' first memory. At the bottom of the hill, Jonas sees rooms full of coloured lights and singing.



Year 8 English – The Giver

2. Dystopian Fiction

2a = Conventions of a Dystopia:

- Propaganda is used to control the citizens of society.
- Information, independent thought and freedom are restricted.
- A leader/concept is worshipped by the citizens of the society.
- Citizens have a fear of the outside world.
- Citizens live in a dehumanized state. Citizens conform to uniform expectations. Individuality and dissent are bad because personal freedoms are limited.
- The society is an illusion of a perfect utopian world.

2b = A Dystopian Protagonist:

- Often feels trapped and is struggling to escape.
- Questions the existing social and political systems and attempts to rebel but in a way that is still morally acceptable
- Believes or feels that something is terribly wrong with the society in which he or she lives.
- Lacks the selfish nature of those in charge.

2c = Typical settings of a Dystopia:

- Futuristic, industrial cities
- Destroyed natural habitat with little connection to nature
- High levels of surveillance
- Environments and weather that creates a strong sense of oppression or constraint.

3. Vocabulary

3a = dystopia (noun) A very bad or unfair society in which there is a lot of suffering, especially an imaginary society in the future.

3b = utopia (noun) A perfect society in which people work well with each other and are happy.

3c = disposition (noun) The particular type of character that a person naturally has

3d = placid (adjective) Having a calm appearance or character.

3e = reprieve (noun) An official order that stops or delays the punishment, especially by death, of a prisoner.

3f = assuage (adverb) To make unpleasant feelings less strong.

3g = transgress (verb) To break a law or moral rule.

3h = infringe (verb) To break a rule or law.

3i = prohibit (verb) To refuse to allow something.

3j = shelter (verb) To give protection from weather, danger or attack.

3k = cocoon (noun) The covering made of that surrounds and protects insects during the pupa stage as they develop into adult form OR a safe, warm place.

3l = admonish (verb) To tell someone they have done something wrong.

4. Subject Vocabulary

7a = language (noun) Words or methods (techniques) used by writers to present their meanings or create effects.

7b = structure (noun) The way the writer has organized their writing.

7c = foreshadowing (noun) An indication or hint of what is to come later in the story.

7d = imagery (noun) The use of language to create vivid pictures in the readers' minds

7e = connotations (noun) A feeling or idea that is suggested by a particular word.

7f = metaphor (noun) Comparing one thing to another directly – as if one thing is another – to highlight their similarities.

7g = simile (noun) Comparing one thing to another using the words 'like' or 'as', to highlight their similarities.

7h = symbolism (noun) The use of characters, events or ideas to represent something broader

7i = euphemism (noun) A mild or indirect word or expression used for one thought to be too harsh or blunt when referring to something unpleasant or embarrassing.

7j = irony (noun) A situation in which something which was intended to have a particular result has the opposite or a very different result.

Year 8 Mathematics

Key Words	Definition
Fraction	A numerical quantity that is not a whole number (e.g. ½, 0.5).
Decimal	A system of numbers and arithmetic based on the number ten, tenth parts, and powers of ten.
Numerator	The number above the line in a fraction
Denominator	The number below the line in a fraction; a divisor.
Equivalent	Equal in value, amount, function, meaning
Multiplier	A number which you multiply by to increased or decrease a quantity
Percentage	A quantity expressed as a number out of 100.
Multiplicative	Subject to or of the nature of multiplication.
Direct Proportion	The relationship between two quantities where- as one increases, so does the other.
Co-ordinate	A pair of numbers (x,y) which are used to determine the position of a point or shape in 2d space.
Quadrant	The 4 areas made on a set of axis when the x-axis and y-axis intersect.
Equation	A statement that the values of two mathematical expressions are equal (indicated by =)
Variable	Able to assume different numerical values.
Gradient	How steep a line is.
Linear equation	An equation between two variables that gives a straight line when plotted on a graph.

Year 8 Mathematics - Calculating Fractions

1. Ordering fractions

$$\frac{3}{4} \quad \frac{3}{2} \quad \frac{3}{8}$$

1. Get same denominator:

$$\frac{6}{8} \quad \frac{12}{8} \quad \frac{3}{8}$$

2. Order the numerators:

$$\frac{3}{8} \quad \frac{6}{8} \quad \frac{12}{8}$$

2. Adding & Subtracting Fractions

$$\frac{3}{4} + \frac{3}{2}$$

1. Get same denominator:

$$\frac{3}{4} + \frac{6}{4}$$

2. Add/subtract the numerators:

$$\frac{3}{4} + \frac{6}{4} = \frac{9}{4}$$

3. Multiplying fractions

$$\frac{3}{4} \times \frac{4}{6}$$

Step 1: Multiply the numerators

Step 3: Simplify

$$\frac{3 \times 4}{4 \times 6} = \frac{12}{24} = \frac{12 \times 1}{12 \times 2} = \frac{1}{2}$$

Step 2: Multiply the denominators

4. Dividing Fractions

1. Multiply by the reciprocal of the divisor.

$$\frac{3}{4} \div \frac{1}{8}$$

$$\frac{3}{4} \times \frac{8}{1}$$

2. Find the product and simplify

$$\frac{3}{4} \times \frac{8}{1} = \frac{24}{4}$$

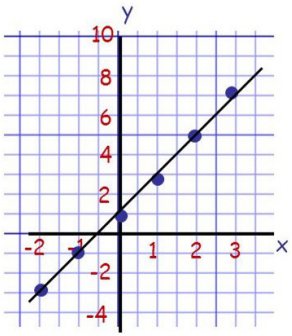
$$= 6$$

Year 8 Mathematics – Straight Graphs

1. Plotting linear graphs

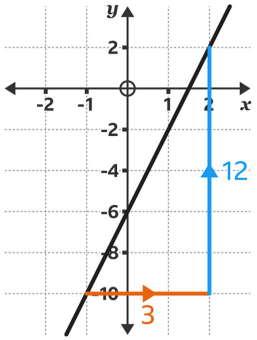
$y = 2x + 1$

x	-2	-1	0	1	2	3
y	-3	-1	1	3	5	7



1. Substitute sensible x values into the equation
2. Plot the coordinates generated
3. Join up with a straight line

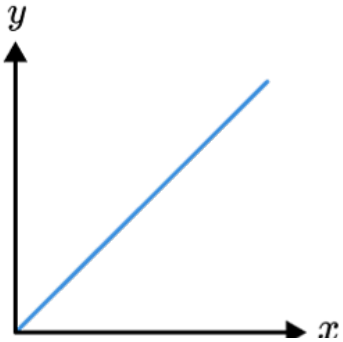
2. Calculating gradient



gradient
12 ÷ 3 = 4

Gradient = $\frac{\text{rise}}{\text{run}}$

3. Direct proportion graphs

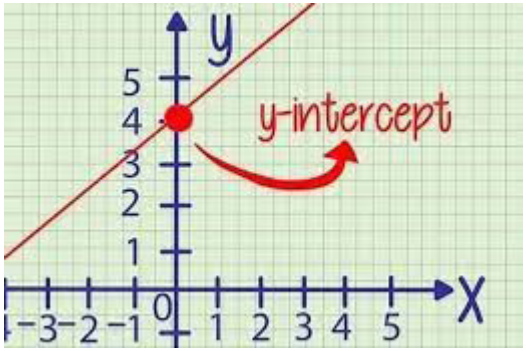


A straight-line graph which passes through the origin

4. Writing the equation of a straight line

$y = mx + c$

gradient y-intersect



Year 8 Mathematics – Fractions, Decimals & Percentages

1. Decimals

$$0.125 = \frac{1}{8}$$

terminating

Terminating decimals - have an end

$0.666666... = 0.\dot{6}$

$8.242424... = 8.\dot{2}\dot{4}$

$5.482182182... = 5.4\dot{8}2\dot{1}$

Recurring decimals - never end

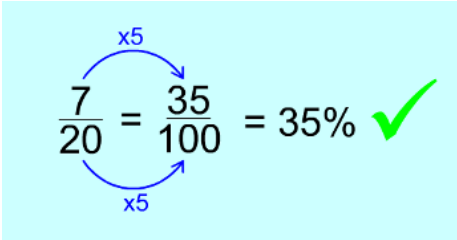
3. Equivalent proportions

Decimal	Percentage	Fraction
0.5	50%	$\frac{1}{2}$
0.25	25%	$\frac{1}{4}$
0.75	75%	$\frac{3}{4}$
0.2	20%	$\frac{1}{5}$
0.1	10%	$\frac{1}{10}$
0.3	33.3%	$\frac{1}{3}$

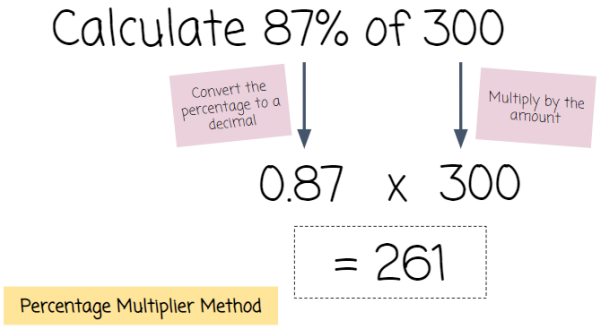
3. Writing percentages

To express one quantity as a percentage of another:

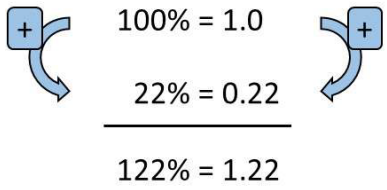
1. Write them as a fraction
2. Convert to a percentage



4. Percentages of amounts



Increase 310 by 22%



310 × 1.22 = 378.2

Year 8 Science - Variation and Evolution

1. Key Words	Definition
DNA	Deoxyribonucleic acid. The material inside the nucleus of cells, carrying the genetic information of a living being.
Chromosome	The structure made of DNA that codes for all the characteristics of an organism.
Gene	The basic unit of genetic material inherited from our parents. A gene is a section of DNA which controls part of a cell's chemistry - particularly protein production.
Gamete	Sex cell (sperm in males and ova/eggs in females).
Variation	Differences between individuals of the same species
Inheritance	The passing on of genetic traits from parents to their offspring
Evolution	A change in the inherited characteristics of a population over time through the process of natural selection.
Natural selection	A process where organisms that are better adapted to an environment will survive and reproduce.

Year 8 Science – Variation and Evolution

2. Animal Adaptations - Arctic

Polar bears are well adapted for survival in the Arctic. Their **adaptations** include:

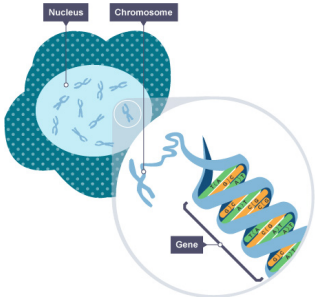
- A **white appearance** - as camouflage from prey on the snow and ice
- **Thick layers of fat and fur** - for insulation against the cold
- **A small surface area to volume ratio** - to minimise heat loss
- A **greasy coat that sheds water after swimming** - to help reduce heat loss
- **Large feet** - to distribute their load and increase grip on the ice

3. Animal adaptations - Desert

Camels are well adapted for survival in the Desert. Their **adaptations** include:

- **large, flat feet** to spread their weight on the sand
- **thick fur** on the top of the body for shade, and thin fur elsewhere to allow easy heat loss
- a **large surface area to volume ratio** - to maximise heat loss
- the **ability to go for a long time without water** - they lose very little water through urination and perspiration

4. DNA and Inheritance



- **DNA** is the genetic code which makes up **genes**, which are responsible for giving an **organism** a specific **characteristic**.
- **Watson and Crick**, with help from **Franklin and Wilkins**, discovered the **double helix** structure of DNA in 1953.
- Characteristics like **eye colour** and genetic **diseases** are inherited.

	h	h
h	hh	
h		

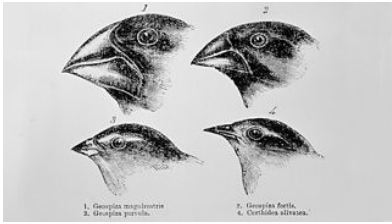
- A **Punnett square** can be used to work out the **probability** of offspring inheriting some characteristics.

	h	h
h	hh	hh
h	hh	hh

- **Heredity** is the study of inheritance.

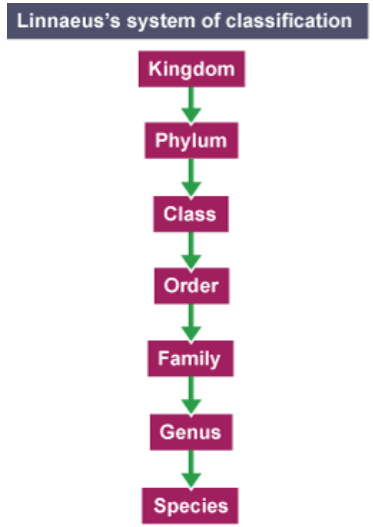
5. Evolution & Natural Selection

- Variation is the slight changes in some organisms of the same species.
- These tiny differences might give some organisms slightly better features and so make it more likely that they survive and have offspring with these same adaptations. Over time this process gives rise to new species of organisms. This is called evolution.
- Variation can be caused by small changes in DNA called mutations. Most of these have no effect, some are advantageous, and some are disadvantageous.
- Extinction occurs when all organisms of a species die out
- Natural selection is known as 'the survival of the fittest'. The best adapted organisms are able to survive.



6. Classification

- Classification attempts to impose a hierarchy on the complex and dynamic variety of life on Earth by describing how different species group together and how they are related to one another or not.



The five animal kingdoms

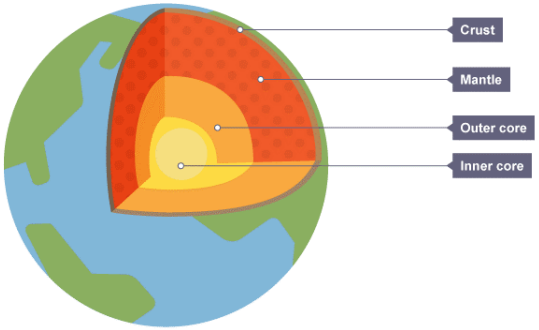
Year 8 Science – Our Planet Earth

1. Key Words	Definition
Crust	The rocky outer layer
Mantle	The semi-solid middle layer
Core	The innermost layer which is divided into an inner core and outer core
Elements	A pure substance which is made from only one type of atom. Elements are listed on the periodic table.
Compound	A pure substance made from two or more elements which are chemically bonded in a fixed ratio.
Tectonic plates	Pieces of the rocky outer layer of the Earth known as the crust.
Sustainable	Using resources in a sustainable way means we leave enough for future generations.
Greenhouse gas	Gases in the Earth's atmosphere that trap heat.

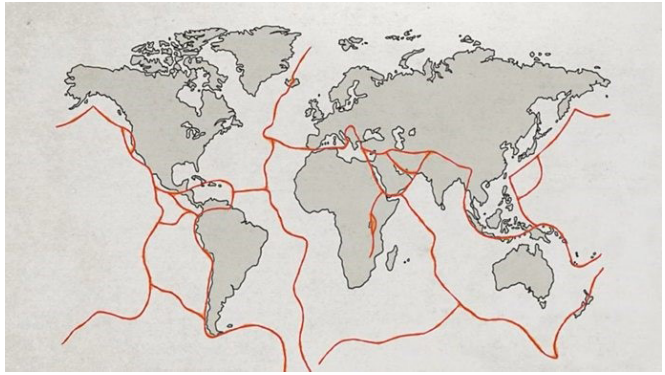
Year 8 Science – Our Planet Earth

2. Structure of the Earth

- The Earth has a layered structure made up of the **core**, the **mantle** and the crust.



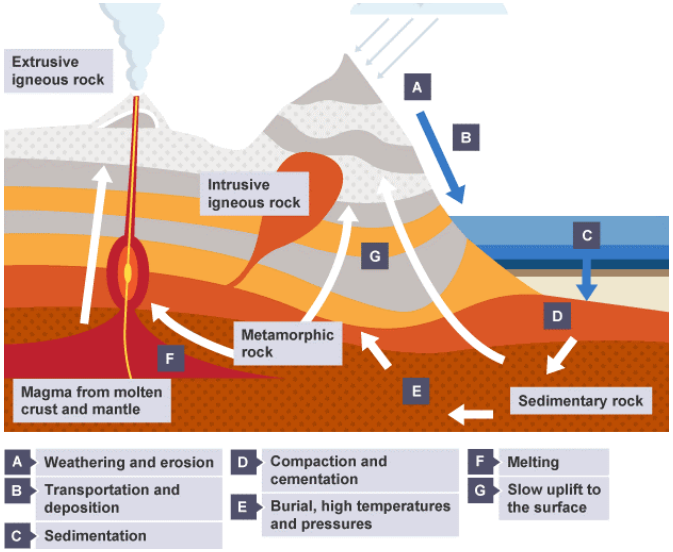
3. Tectonic plates



- The crust is made of huge pieces of land called **tectonic plates**.
- These plates move around because they are floating on the **mantle** below them.

4. The Rock Cycle

- Rocks are continually changing due to processes such as weathering, erosion and large earth movements.
- The rocks are gradually recycled over millions of years, changing between the different rock types.
- This recycling of rocks is a process called **the rock cycle**



5. Rock Types

The three rock types are:

- Igneous rocks formed from the cooling of molten rock.
- Sedimentary rocks formed by small rock pieces being transported in rivers and laid down in layers
- Metamorphic rocks formed from another rock under heat and pressure

6. Composition of our Atmosphere & Pollutions

The three gases with the highest percentages in the atmosphere are all elements:

- 78% nitrogen, N_2
- 21% oxygen, O_2
- 0.9% argon, Ar

These three gases make up 99.9% of the atmosphere.

The remaining gases are found in much smaller proportions. These include carbon dioxide (0.04%) and water vapour (0.25%).

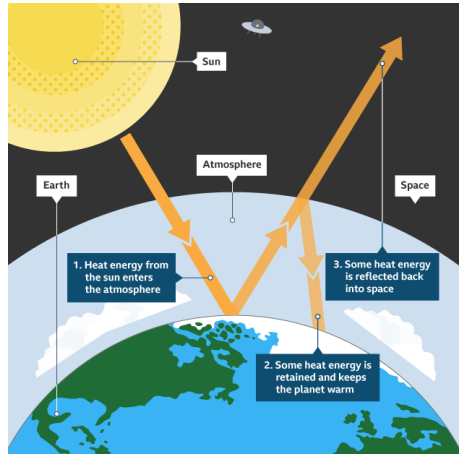
Greenhouse gas are gases in the Earth's atmosphere that trap heat.

There are three main greenhouse gases:

- carbon dioxide (CO_2)
- methane (CH_4)
- water (H_2O)

Volcanoes erupting and burning of fossil fuels produce carbon dioxide

Rotting plants and animals and farming practices produce methane

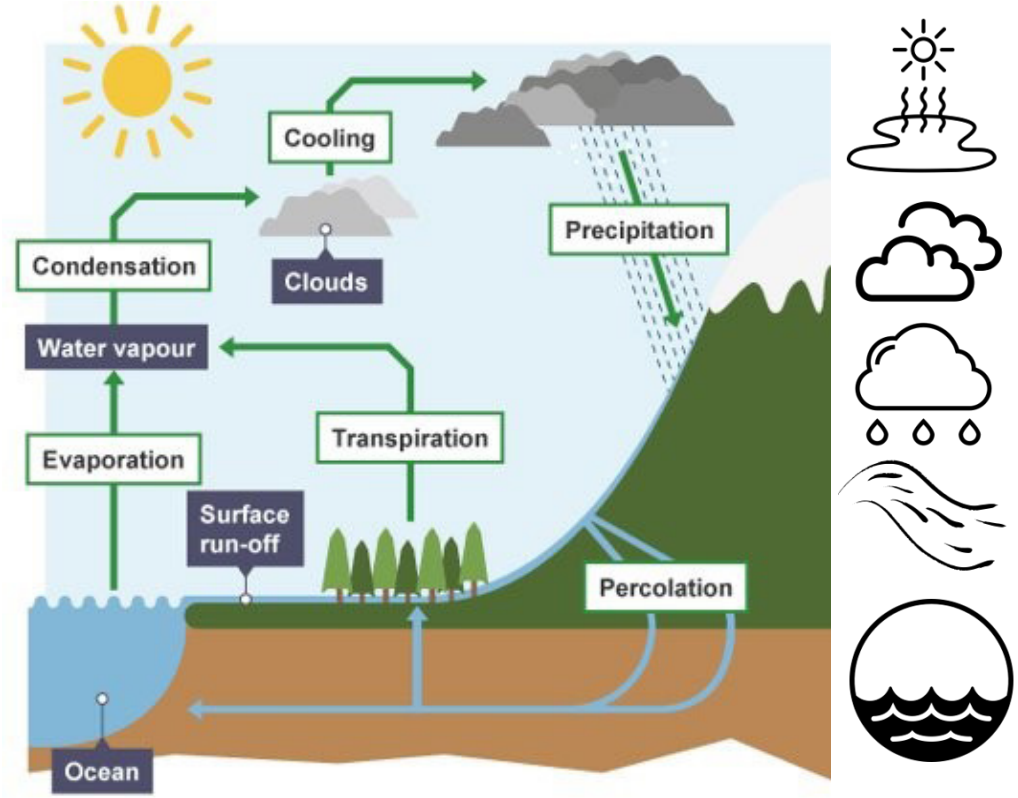


Year 8 Geography - Blue Planet

1. Key Words	Definition
Gyre	A gyre is a large system of rotating ocean currents.
Thermohaline circulation	Thermohaline circulation transports and mixes the water of the oceans. In the process it transports heat, which influences regional climate patterns.
Global Conveyer Belt	A system of ocean currents that transport water around the world.
Coastal Erosion	The wearing away of the land by the sea. This often involves destructive waves wearing away the coast.
Biodiversity	All the variety of life that can be found on Earth (plants, animals, fungi and micro-organisms) as well as to the communities that they form and the habitats in which they live.
Microplastics	Small plastic pieces less than five millimetres long which can be harmful to our ocean and aquatic life.
Coriolis effect	The apparent acceleration of a moving body on or near the Earth as a result of the Earth's rotation.
Midnight zone	A layer of the ocean which starts at around 3,300 feet deep and goes to the bottom of the ocean floor. In this zone, there is total darkness and the temperatures here are close to freezing.

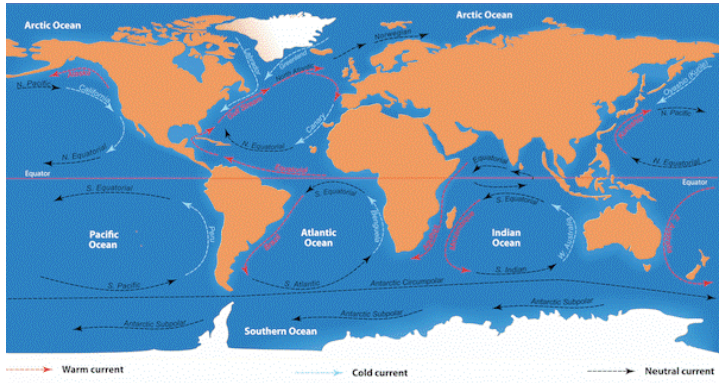
Year 8 Geography – Blue Planet

2. Water Cycle



3. The world's Oceans and Currents

Ocean gyres circulate large areas of ocean. There are five major gyres which are driven by the Coriolis effect and surface winds. In the northern hemisphere gyres flow clockwise, whereas in the southern hemisphere gyres flow anti-clockwise.



The importance of our oceans

The ocean covers about 70% of our planet and does several important things for us that are vital to life on Earth. Oceans also regulate the atmosphere of Earth as it acts as a global climate system. Microscopic plants called phytoplankton grow near the ocean surface and absorb CO2 just like trees. Other sea creatures, such as snails, also absorb CO2 through the creation of their shells. When they die, their shells sink to the deep ocean where they become sediment, or they dissolve in areas of very deep ocean. Also, as surface waters cool and sink far from the equator, they absorb CO2 from the atmosphere and transfer it to the deep ocean where it may take centuries to millennia to return to the surface.

The ocean does an excellent job of absorbing excess heat from the atmosphere. The top few meters of the ocean stores as much heat as Earth's entire atmosphere. So, as the planet warms, it's the ocean that gets most of the extra energy.

Year 8 Geography - Blue Planet

4. How Does Climate Affect our Oceans?

Climate change or global warming is the process of our planet heating up. This causes **polar ice to melt** which leads to **sea level rise**. Polar ice melt can have disastrous effects on biodiversity and can cause problems for polar bears, arctic foxes, walruses, reindeer and many other species. Sea level rise can also lead to coastal flooding and can engender many coastal cities of low-lying island countries.

With warmer oceans, our planet will experience more extreme weather conditions such as tropical storms which can devastate coastal towns and cities. **Tropical storms** form because:

1. The warm ocean heats the air above it causing it to rise rapidly. Water evaporates quickly from the hot surface of the ocean, so the rising air contains great amounts of water vapour.
2. The rising air starts to spin, but the center of the storm (the eye) is calm.
3. As the air rises it cools, condenses and forms towering cumulonimbus clouds. The rapidly rising air creates an area of intense low pressure which sucks in air, causing very strong winds.

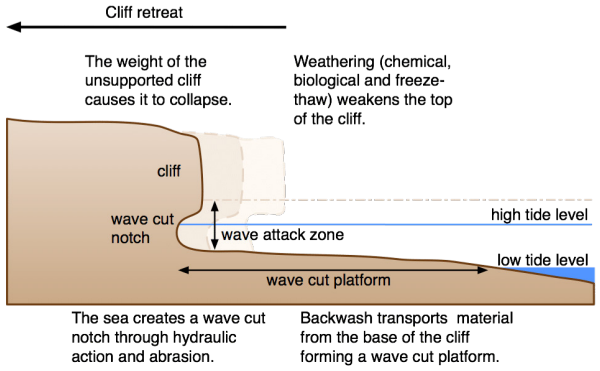
Our oceans are also becoming more acidic which means that acid and chemicals are polluting our oceans, resulting in habitats and marine wildlife dying. Climate change affects coral reef ecosystems because increased sea surface temperatures leads to **coral bleaching** and disease. Coral reefs are important because they protect coastlines from storms and erosion, provide jobs for local communities and are a source of food and new medicines. Coral reefs cover less than 1% of the ocean flood but supports about 25% of all marine creatures.

5. Erosional Coastal Landforms

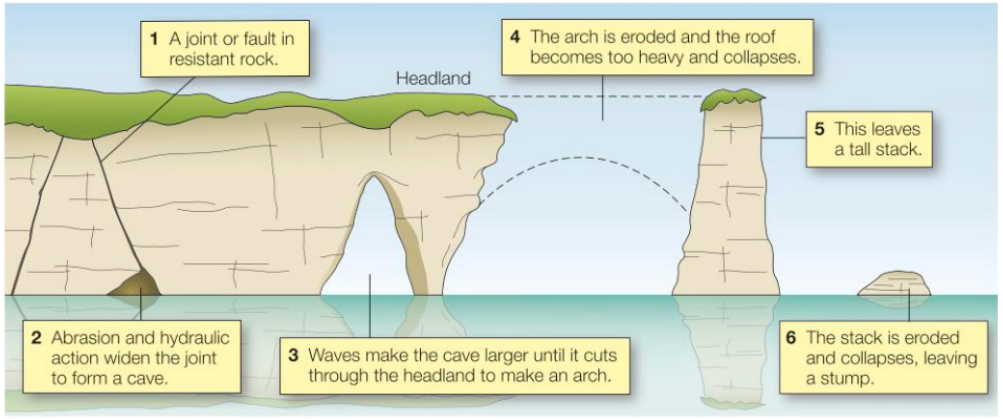
Coastal erosion is the process by which sea level rise, strong wave action and coastal flooding wear down or carry away rocks, soils and sand along the coast. Coastal landforms such as wave-cut platforms and sea stacks are formed through this erosion.

Wave-cut platform

When waves break against a cliff, erosion close to the high tide line will form a wave-cut notch. Over time, the notch deepens, undercutting the cliff. Eventually the overlying cliff collapses. Through a sequence of wave cut notch formation and cliff collapse, the cliff retreats. It leaves behind a gently sloping rocky platform - a wave cut platform.



Sea stack



Year 8 Geography – Blue Planet

6. Henderson Island

Henderson Island is a tiny, uninhabited island in the middle of the Pacific Ocean, 3000 miles from major population centers. Though it is half the size of Manhattan, more than 19 tonnes of litter pollute its white, sandy beaches.

Researchers estimate that it has the highest concentration of debris of any place in the world, for a total of 37 million pieces on the entirety of the small island. For every square metre you walk, you'll find approximately 627 pieces of rubbish.

What is the plastic problem?

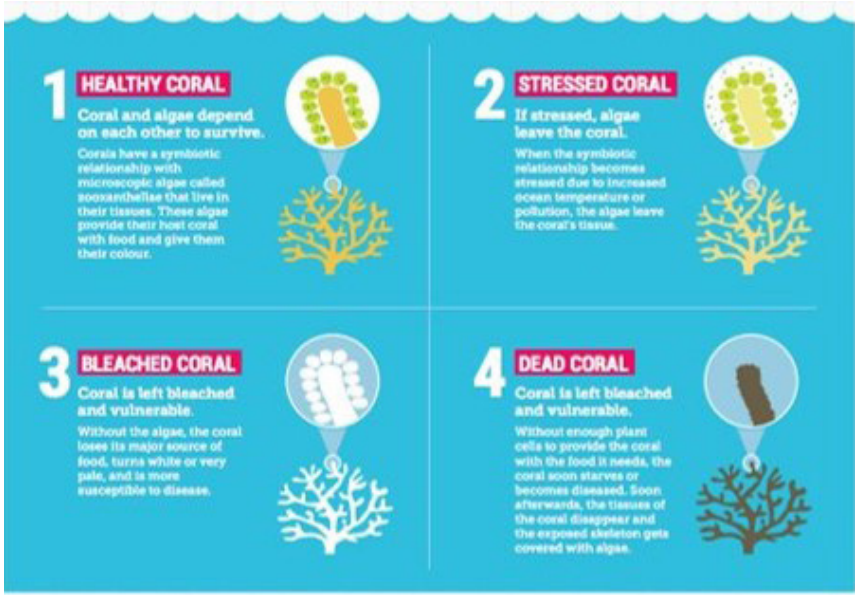
Plastic is a material consistent of a wide range of synthetic polymers that are malleable and so can be moulded into solid objects. Plastic was widely used in manufacturing as it is cheap, lightweight and extremely hard wearing. However, because plastic is so hard wearing, we are now aware of the environmental impact that plastic has. In the ocean, plastic debris injures and kills fish, seabirds and marine mammals including whales.

7. How can we solve the plastic problem?

We can solve our oceans if we:

- **Reduce** – use less single use plastic. 90% of the plastic items in our daily lives are used once and then thrown away. The UK government has since banned plastic straws and free carrier bags in shops to reduce the amount of single use plastics.
- **Reuse** – Find other uses for plastic materials that have already been used e.g. reuse plastic bags for future shops / create containers out of plastic pots etc.
- **Recycle** – dispose of plastic waste appropriately by recycling instead of throwing away in the bin.
- **Rethink** – educate people further about the issues of plastic waste and how we can solve the plastic problem.
- **Clean up!** – take part in local beach clean operations. Look out for organisations such as the 2-minute foundation and get involved where you can!

What is happening to the coral reefs?



Year 8 History

Key Words	Definition
Bal Maiden	Women and girls who worked above the tin mines in Cornwall
Diaspora	People who moved from their homelands to different places
Raw Materials	The basic material from which a product is made
Mughal Emperors	Muslims that invaded India in the early 1500s. Akbar united many Indian states and it was a peaceful time until the rule of Aurangzeb
Sepoys	The Indian soldiers who had an uprising against the British army
Viceroy	The Queen's representative in India. This became a role after the Sepoy rebellion.
Regent	A person appointed to act as the Monarch if the Monarch cannot do their job
Patriarchy	A system of society or government in which men hold the power and women are largely excluded from it
Suffrage	The right to vote in political elections

Key Historical Terms:

Significance - means something that is important or worth learning about

Cause - A reason for an event

Consequence - The outcome of an event

Interpretation - Different opinions on an event or a person

Year 8 History

1. What was the Mughal Empire?

The Mughal Empire ruled most of northern India from the 1500s to the 1700s. The Mughal rulers practiced the religion of Islam. Most of the people they ruled practiced Hinduism. Even so, the Mughals were able to rule successfully. They worked to bring Muslims and Hindus together into a united India.

The founder of the Mughal Empire was named Babur. He was descended from Genghis Khan, who had founded the Mongol Empire in Mongolia more than 300 years earlier. In 1526 Babur conquered the Indian sultanate, or kingdom, called Delhi. By his death in 1530 he controlled much of northern India.

2. How did the British take over India?

From 1757, Britain increased its control of India through the East India Company.

- From 1858 onwards, the British government directly ruled India, and it became known as the British Raj.
- The British Raj had a significant impact on people living in India. Many Indians suffered from extreme poverty and famines during British rule.
- The British government and British individuals gained a lot of wealth from trade with India, which they used in part to fund the Industrial Revolution.

3. Impact of the Empire

In the 1700s and 1800s, India experienced several devastating famines. These famines were partly caused by the weather, and the region had suffered from famine before British rule, but British policies often made the situation worse. Under British rule, Indians were pushed to produce crops, such as tea, that Britain could sell for high prices. Therefore when poor weather affected the harvests, there were food shortages resulting in famines across India. During many of these famines Britain did not organise a large enough relief effort, and millions died across India.

Punishments for uprisings and protest were harsh. They could include executing people and even firing openly onto crowds of civilians, for example during the Amritsar Massacre.

4. What was life like for women in the Medieval Era?

Medieval society would have been very traditional. Women had little or no role to play within the country at large. Within towns, society would have effectively dictated what jobs a woman could do and her role in a medieval village would have been to support her husband. As well as doing her daily work, whether in a town or village, a woman would have had many responsibilities with regards to her family.

5. Why did Elizabeth 1 face challenges due to her gender?

Christian teaching at the time taught that women were inferior to men and were incapable of leading, therefore, to have a Queen was seen by some as being unnatural. In addition to this, should a woman get married they would be expected to serve and obey their husbands. This would potentially cause conflict in ruling a country, as the Queen would be expected to rule, yet also obey their husband.

Elizabeth had to overcome this problem throughout her reign.

6. Who were the Suffragettes and what did they want?

- At the start of the 1800s, women in Britain didn't have the right to vote. They also had very little legal protection and few rights to education or work.
- By the end of the 1800s there was growing support for the campaign for women's right to vote.
- Two main campaign groups emerged, the Suffragists (NUWSS) and the Suffragettes (WSPU).
- The NUWSS used peaceful methods.
- The WSPU used more violent, disruptive methods.

Year 8 Spanish

1. Know your phonics!

Revisit these rules and then apply them to all new vocabulary that we cover this term. Remember the rules never change!

a - e - i - o - u

ca - ce - ci - co - cu

ca - que - qui - co - cu

ga - ge - gi - go - gu

ga - gue - gui - go - gu

rr - ll - v - h - j - ñ - z

Pronouncing words in Spanish:

https://www.bbc.co.uk/bitesize/topics/zhy27nb/articles/zk78382

2. Non-negotiable verbs

These are the most important verbs in the Spanish. If you know these well you can talk about most things!

fui = I went

vi = I saw

fue/era = it was

me gustó = I like it

me divertí = I had fun

visité = I visited

comí = I ate

había = there was/were

iré = I will go

será = it will be

habrá = there will be

voy a = I'm going to

va a = he/she's going to

me gustaría = I would like

You can practise the essentials on Memrise too!

3. Vocab learning techniques

Regularly practise your topic specific vocabulary using the techniques listed below:

- Log into your Memrise Group and practise online
- Look-cover-write-check

This video demonstrates what to do:

https://youtu.be/eKoOoW8PBc0

- Use the Parallel text

This video demonstrates what to do:

https://youtu.be/WcvVeNM6dWc

Make Flashcards and self-test:

https://youtu.be/-SL9037YMKA

4. Know your question words!

To answer any question, it's essential you know your key question words well. These are all on Memrise as well for you to practise.

qué = what

cuál = which

dónde = where

adónde = where to

de dónde = where from

cuándo = when

quién = who

con quién = with whom

por qué = why

cuánto = how much

cuántos = how many

cómo = how

cómo es = what like

5. High frequency vocab

This vocab is commonly used all the time in Spain, the more of this you know, the better you will be able to communicate in any situation:

me flipa
me mola
} **I like**

dado que
puesto que
ya que
} **because**

más...que = more...than

menos...que = less...than

mejor que = better than

peor que = worse than

6. Further reading, websites

How to talk about the past in the preterite tense:

https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/zhgfmfr

How to talk about the future:

https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/zf9bhbk

GCSE tasks relating to social media:

https://www.bbc.co.uk/bitesize/guides/zr3g2sg/revision/1

GCSE grammar: using the imperfect tense:

https://www.bbc.co.uk/bitesize/guides/zjrn8xs/revision/1

Year 8 Computer Science – Python Programming

1. Designing code using Python

Algorithm	Logical instructions for carrying out a task -needed to design computer programs.
Comments	Adding one or more sentences to explain the purpose of a section of code, use # at start of comment.
Python	A high-level coding language
IDLE	Integrated Development and Learning Environment
Variable	A memory location within a computer program where values are stored. The value can be changed during the program.
Flowchart	A diagram that shows a process, made up of boxes representing steps, decision, inputs and outputs.
Errors	**Syntax errors** occur when you write something incorrectly. The IDLE will give you an error message **Logic errors** are when there is a mistake in the design of the code.
Testing	The purpose of testing is to ensure the code meets the design requirements.

this is a comment. Comments are useful to help others understand what your code does

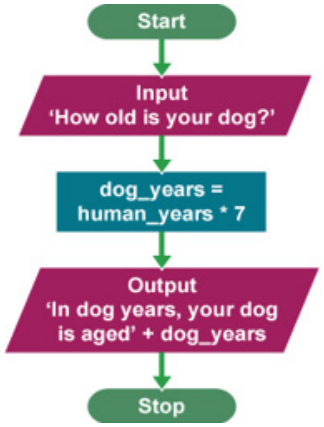
MyAge = 13
#this is a variable

print("My age is:", MyAge)
#this prints a message to the screen

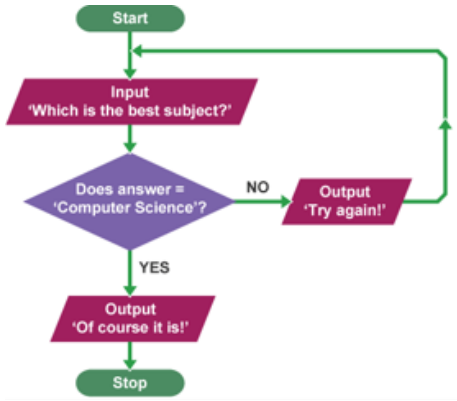
Name = input()
#this waits for the user to enter information and then adds it to the variable Name

2. Creating with Scratch – Sequence and Variables

Sequence	a set of instructions that follow on one from another.
Selection	A choice in the code. Uses: If....then...else
Flow diagram/chart	A Flowchart can be used to describe an algorithm



Flowchart showing sequence



Flowchart showing selection

Year 8 Art - Colour: Artists use Art to be Heard.

1. Keywords	Definitions
Andy Warhol	Artist, designer, filmmaker 1928-1987
Roy Lichtenstein	Artist, designer 1923-1997
Portrait	Image of a person's face. Usually head and shoulders.
Resource Materials	Collection of images used to inform ideas and develop understanding.
Art Factory	Andy Warhol's building in New York where he created his art.
Comic Strip	Lichtenstein was inspired by comic style of 1940s and 50s.

3. What will I learn?

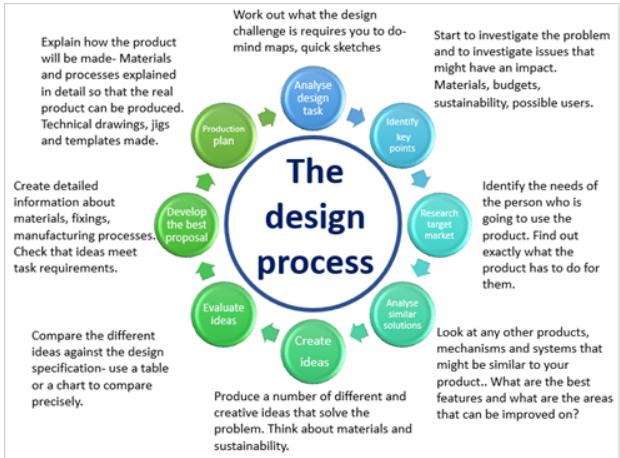
You will learn about the modern art movement Pop Art that reflected the changing post war western cultures.

You will learn how artists used art to express their opinion about celebrity, conflict and fashion.

2. What will I learn?

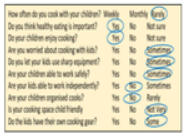
Pop art is an art movement that emerged in the United Kingdom and the United States during the mid- to late-1950s. The movement presented a challenge to traditions of fine art by including imagery from popular and mass culture, such as advertising, comic books and mundane mass-produced objects.

Year 8 Design Technology – The Design Process



Design Process- Investigating target market

When we design products it is incredibly important to meet the needs of the user/ customer.
One way of starting is to collect examples of products that they already use and would want to own. It can also be useful to investigate brands and campaigns that they think are important.

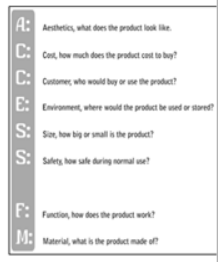


It is important to have an actual person to talk to so that they can help you review the design proposals.
Asking them a focused questions is an important task.

Design process- writing a specification.

When we have investigated the requirements of the design brief and we have identified the intended user and their needs, it is time to describe clearly what the product is and how it will work.
There are lots of different things that can be 'specified' .... It will depend on each project. A really good starting point is to use the ACCESS FM method to remind you of key points.

By being 'specific' when describing the features and functions design thinking can be guided and degrees of success measured by evaluations and notes.



Examples of bad specification points.
It will be quite big so that it fits.
It will be suitable for everyone so you can sell more.

Examples of good specification points.
Size will be maximum 200 x 300 x 25 so that it fits in a standard kitchen drawer.
It will be appealing for users under five and must include room for them to customise the product..

Design Process- Analyse existing products

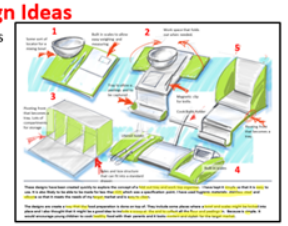
It is always a good idea to look at products and systems that are already in existence.
It gives you a chance to see what works well and how the product has been put assembled or manufactured.

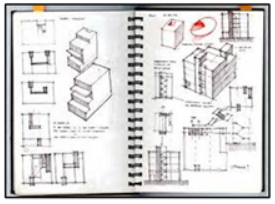
It can also be useful to be look at smaller parts of products or systems. For example parts for a circuit or mechanisms that perform specific tasks.

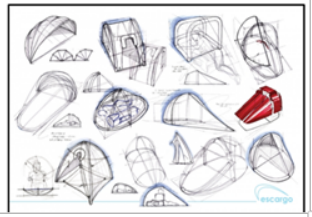
If you look at how products are assembled you can use similar or improved methods.

Design Process- Generate design Ideas

A really exciting stage of the design process is when you create the first ideas for your product.
You need to come up with a **wide range** of different versions of your design solution....These should try out different solutions, materials, mechanisms, colours.
Make sure you **show the intended user your design ideas** so that they can help you select the most effective ones.

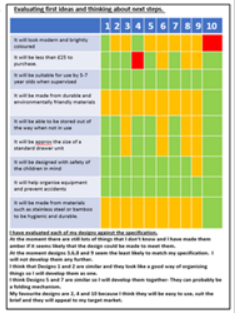


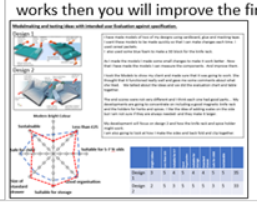


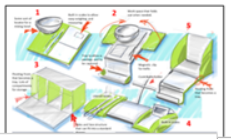


Design Process- Evaluate design Ideas

Once you have come up with a range of ideas and you are developing the product and the manufacturing process you need to evaluate the design ideas.
There are lots of ways to evaluate- always use notes to describe design thinking.
The **star profile** allows you to compare different ideas *visually* to help you select the best version.
A **comparison table** lets you score the design against the original specification..
So long as you compare ideas and describe why it works then you will improve the final product.







Design Process- physical modelmaking

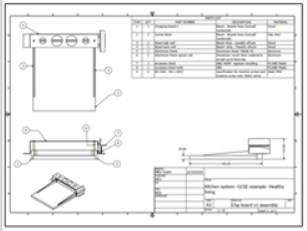
Models are made all the way through a design process. They are better than drawings sometimes because you get a chance to really explore the design in 3D- to see how parts fit together, how mechanisms work, to see if the products are comfortable and to measure parts that might be hard to work out in your head.
Models are made according to the function they need to perform.

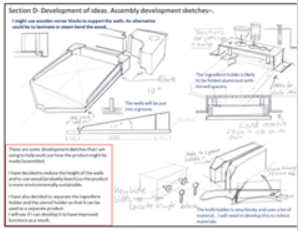
- Sketch models made of card- these are often used for layout and size.
- Handling models to test ergonomics and fit .
- Circuit prototypes to test how components function
- Mechanism models to test how components will fit and function together.
- Appearance models to see how the finished product might look (not always functioning).

- Models might be made form card and board. Blue foam is a good material for shaping 3D objects.
- Foam board is useful for modelling architecture.
- Resin is a good choice for making batches of models by casting.

Design Process- Developing design Ideas

Once you have settled on the most likely design ideas you will need to go into detail explaining how the real product will be assembled and what the key components are.
Your developments need to show sizes (dimensions) and details about materials and components such as screws, nuts and rivets.
There should be a technical drawing- of the assembled product and of the different components.





Q1. Designers use a variety of modelling techniques to develop their ideas. This sometimes involves working directly with materials and components in the forms below: **Card modelling** **Breadboard**

Chose **one** of the modelling techniques above. Describe how your chosen modelling technique is used to develop products. **(Total 6 marks)**

Q2. Computers are an important part of product design and manufacture.
Describe how a designer might use a computer in the development of a product you have chosen. **(Total 6 marks)**

Q3. This question is about modelling and prototyping.
Explain the value of modelling and prototyping in the development of a new product. **(Total 4 marks)**

Q4. Give **two advantages** of modelling circuit designs on a computer instead of building them.
Advantage1.
Advantage2

Q5.
Give **two disadvantages** of modelling circuit designs on a computer instead of building them. **(Total 2 marks)**

Disadvantage 1
Disadvantage 2

Q6.
Choose two of the following terms and explain what they mean. (3)

- Design specification
- Product analysis
- Prototype
- Evaluating

Term
Meaning

Year 8 Food – Food Provenance/Food Waste

1. Food Provenance

Food provenance means where food comes from. Where it is grown, reared or raised.

Why Choose Local?

- Food is Fresher
- Better for the environment: lower carbon footprint
- Supports local producers and economy

2. Food Miles

Food miles refer to the distance the food has travelled from farm to fork. It also refers to the potential impact on the products carbon footprint.

- Oranges - Spain - 787miles
- Green Beans - Kenya - 4237 miles
- Lamb - New Zealand - 11690 miles

3. Reducing Your Carbon Footprint

- Shop locally
- Grow your own
- Eat food in season
- walk to the supermarket
- Shop once a week

4. Logos to Look For

British Lion Eggs

European Origin and Tradition Protection

Soil Association, Organic

FOOD POVERTY A MAJOR HEALTH ISSUE

foodbank

5.Food Poverty

Food poverty is the inability to access healthy and affordable food. This can be attributed to affordability of food due to financial issues or accessibility to food due to transport.

Due to food poverty people are likely to develop diet related issues such as obesity, type 2 diabetes and CHD.

6. Ways to Reduce Food Waste

- Plan your meals and shopping, only buy what you need
- Cook the correct measurements of items such as rice and pasta
- Store food correctly
- Use leftovers to make other dishes
- Compost vegetable peelings
- Check use-by-dates regularly

7. Types of Food Packaging

Plastic - Not biodegradable but most plastics can be recycled. Used for bottles, trays, sandwiches

Paper/Card - Easily recycled and biodegradable, cheap to make. Used for pizza boxes, eggcartons.

Glass - Reusable and recyclable. Doesn't bioderade easily. Used for bottles and jars.

Metal - Aluminium and steel both easily recycled. Doesn't biodegrade easily. Used for takeaway containers, tinned products.

8. Food Packaging

Packaging of food is essential to preserve freshness, to protect from damage and to prevent contamination.

9. 3R's

REUSE REDUCE RECYCLE

Reduce - Choose items with the least amount of packaging. Reduce the time to cook items.

Reuse - Reuse items such as carrier bags, glass jars. Reuse leftovers to make another meal

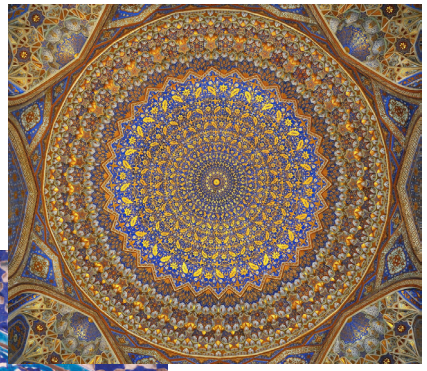
Recycle - Recycle everything you can, use bottle banks and composters.

Year 8 RE – How do people express the spiritual through the arts in Cornwall?

1. Key Words	Definition
Art	Creative activity such as painting, drawing, music, literature and dance.
Spiritual	The belief that there is more to being human than just a physical body.
Klezmer music	Traditional Jewish music often played at weddings. The music represents the joy of the occasion, but also the sadness Jews feel about the destruction of the Temple.
Mandalas	Elaborate decorative circles made by Buddhists as part of meditation. Mandalas are destroyed after being made as a reminder that nothing is permanent.
Song lines	An aboriginal tradition of creating maps of the land using song. These songs can be transformed into pictures.

2. Important Information

Since Muslims are forbidden from making any images of Allah or the Prophet Mohammed, many mosques are decorated with beautiful calligraphy and geometric patterns.



Jesus has traditionally been shown in art as a white man, however, being from the Middle East, it is almost certainly the case that Jesus would not have been white. Some modern artists are starting to represent this more accurately.

Year 8 RE – How do people express the spiritual through the arts in Cornwall?

3. Important spiritual places in Cornwall

Men-an-tol

This important stone circle has been used for thousands of years by people wanting to cure themselves or their families of illnesses. It is an important historical site and no-one is really sure of its original use.

Madron Wishing Well

Madron Well which has long been revered for its magical and healing powers as well as its supply of water to the local community. Strips of cloth, or clouties, can be seen tied to surrounding branches, left by people making wishes or wanting answers or help.

Gwenap Pit

It is said that up to 2,000 people can be seated comfortably on the grass 'seating' around the sides and it is even claimed that in 1773 Wesley preached to his largest congregation ever, a staggering 32,000 people.

Key questions

- How do religious people express their beliefs through art?
- What is the purpose of symbolism within art?
- Does someone have to be religious to fully appreciate and enjoy religious pieces of art?
- How does art enable people to connect to the spirituality of their ancestors?
- How does art enable people to express ideas that are difficult to put into words?

4. John Wesley and Methodism

In the 1800s Methodists built chapels in nearly every parish in Cornwall, and by 1851, 60% of people attending a religious service in Cornwall were Methodists. Methodism became a key part of Cornish identity. Many of the things we think of today as being Cornish – including male voice choirs, brass and silver bands, carol singing, and tea treats – all developed from Methodist communities.

Year 8 Music – Saharan Sounds

1. Keyword	Definition
Rhythm	The pattern of sounds and silences that creates a beat in the music.
Pulse	The regular, steady beat that you feel in music.
Polyrhythm	Two or more rhythms played at the same time as each other.
Cyclic Rhythm	A repeating pattern in music.
Call & Response	A musical conversation between two or more people.
Syncopation	Where the emphasis of the beat is on the weaker beat.
Djembe	A West African drum shaped like a goblet made of goat skin that is played with two hands.
Bass (Drumming Technique)	A drum technique that sounds deep and booming where you use your palm to hit the middle of the drum.
Tone (Drumming Technique)	A drum technique that sounds clear and resonant where you use the bottoms of your fingers on the drum.
Slap (Drumming Technique)	A drum technique that sounds sharp and snapping where you hit the drumhead with your fingers.

Year 8 Music – Saharan Sounds

2. Drumming Techniques

There are three main techniques when playing the djembe: bass, tone and slap. These are shown on the djembe below.

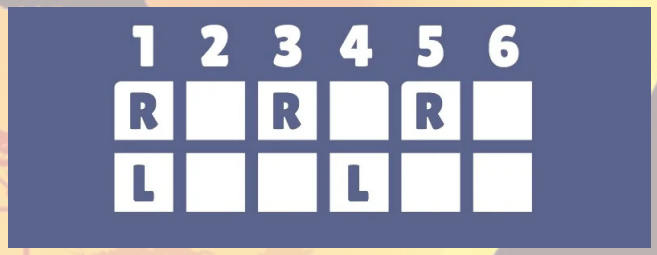
BASS: Use the palm of your handto hit the centre of the drum

TONE: Use the backs of your fingersto hit the outside edge of the skin without hitting the edge.
SLAP:Open your fingers slightly and bounce them off the edge of theedge of the drum.

SLAP: Open your fingers slightly and bounce them off the edge of theedge of the drum.

3.Polyrhythm

Polyrhythm happens where multiple rhythms are played at the same time over one another. This gives the impression that the rhythms are weaving in and out of one another.



The diagram above shows how the right hand is playing on beats 1, 3 and 5, whereas the left hand is playing on beats 1 and 4. So when played together the combination is called a polyrhythm.

4. Rhythm and Pulse

Although the notes go up in alphabetical order, a nice way to remember the notes for the TREBLE CLEF is to separate the notes on a line and the notes in the spaces.

5. West African Music

West African Music is deeply rooted in African culture and is performed during importance events like weddings, funerals, and harvest festivals. At the heart of this music is drumming, which tells a story and communicate different meanings. The rhythms are complex and layered, with different beats and patterns that interweave to create a rich and varied tapestry of sound.

Singing and dancing are also important components of this music, with the rhythms and melodies inspiring a range of different movements and styles.

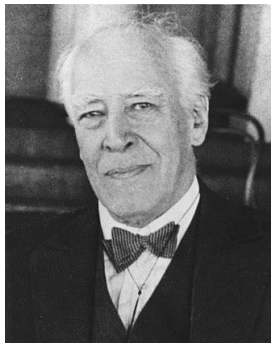
is.gd/westafricanmusic

6. Links and Further Reading

Video: Pulse and Rhythm is.gd/pulseandrhythm	
Lesson: Polyrhythm: Making Beats is.gd/polyrhythm	
Revise: Flash Card Maker is.gd/flashcardmaker	

Year 8 Drama - Style and Genre

1. Stanislavski



Konstantin Stanislavski (1863-1939)

A Russian theatre practitioner who developed a 'system' for actors, born out of a quest for realism in acting.

Techniques

Given circumstances- Information about the character you can gather from the script.

Character objective- Considering the reason behind the character's action. What are they trying to achieve?

Magic if- the actor puts themselves into the character's situation, imagining what they would do 'if' this happened to them.

Further Links:

https://www.youtube.com/watch?v=ai_ooqqtsiI

2. Brecht

Bertolt Brecht (1898- 1956)

A German theatre practitioner who was closely linked with the Epic theatre style. He used non naturalistic performance techniques and his performances had a strong political message and were designed to really make the audience think.

Techniques

Direct address- The actors speak directly to the audience, sometimes in the form of questions. This reminds them that what they are seeing isn't real and forces them to think about what they are watching.

Multi role-play- The actors play more than one part in a performance.

Placards- Signs held up to tell the audience the title of the scene and even what was going to happen in them.

Further Links: https://www.youtube.com/watch?v=c7fqMPDcKXM

3. Boal

Augusto Boal- (1931- 2009)

A Brazilian theatre practitioner, drama theorist, and political activist. He was the founder of Theatre of the Oppressed.

Forum theatre- Created by Boal in the 1970s.

The audience is shown a short play in which a central character encounters an obstacle that they are unable to overcome.

Forum Theatre has been **used to tackle** issues like family relationships, homelessness, employment and health.

When the play has been performed, **members of the audience can take to the stage** and suggest alternative options for how the protagonist could have acted. The actors explore the results of these choices creating a kind of theatrical debate.

Further Links: https://www.youtube.com/watch?v=9sSLz5t7a5M

Year 8 Drama - Style and Genre

4. Frantic Assembly

Frantic Assembly are a **physical theatre** company, led by Artistic Director and co-founder Scott Graham.

With a focus on movement and physical theatre to convey story, their unique style, bold, collaborative and dynamic approach has made them an internationally renowned company.

Techniques

Chair duets- a devising technique that uses movement on a chair to help establish the relationship between two or more of the characters on stage.

Round -by-through-A string of movement material with R-B-T at the centre of each movement choice. E.g. moving round your partner, putting your arm through a space by their arm.

Further Links: https://www.franticassembly.co.uk/

https://www.youtube.com/watch?v=PB-9LERsyY8

https://www.youtube.com/watch?v=ieWs3hl3O4w

5. Theatre in Education

TiE is a movement developed in the 1960s that presented work in educational settings which had the principal purpose to use theatre to teach an audience about a particular issue, idea or theme. It often involved the audience as participants in the drama.

A TiE performance will aim to communicate a message to a specific target audience.

Techniques

Stereotypical characters- a generalised belief about a particular category of people and how they look/behave.

Episodic structure- The action unfolds as a series of episodes all connected but perhaps out of chronological sequence.

Narration - One or more performers speak directly to the audience to tell a story, give information or comment on the action.

Multi-role- The actors play more than one part in a performance.

Specific target audience- a particular group at which the performance is aimed in order to communicate a message.

Audience participation (this could be forum theatre)- The audience have the opportunity to speak/ask questions/ impact the action onstage.

Monologues- a speech presented by a single character, most often to express their thoughts aloud.

Visual technical elements to emphasise message e.g. PowerPoints, video clips.

Placards- Signs held up to communicate a message to the audience in written form.

Verbatim- Where the words of real people responding to a particular theme or a real event are used word for word.

Further Links: https://www.bbc.co.uk/bitesize/guides/zhhrf4j/revision/2

https://www.youtube.com/channel/UCQgYWST1JiDcd07zMTwqbWA