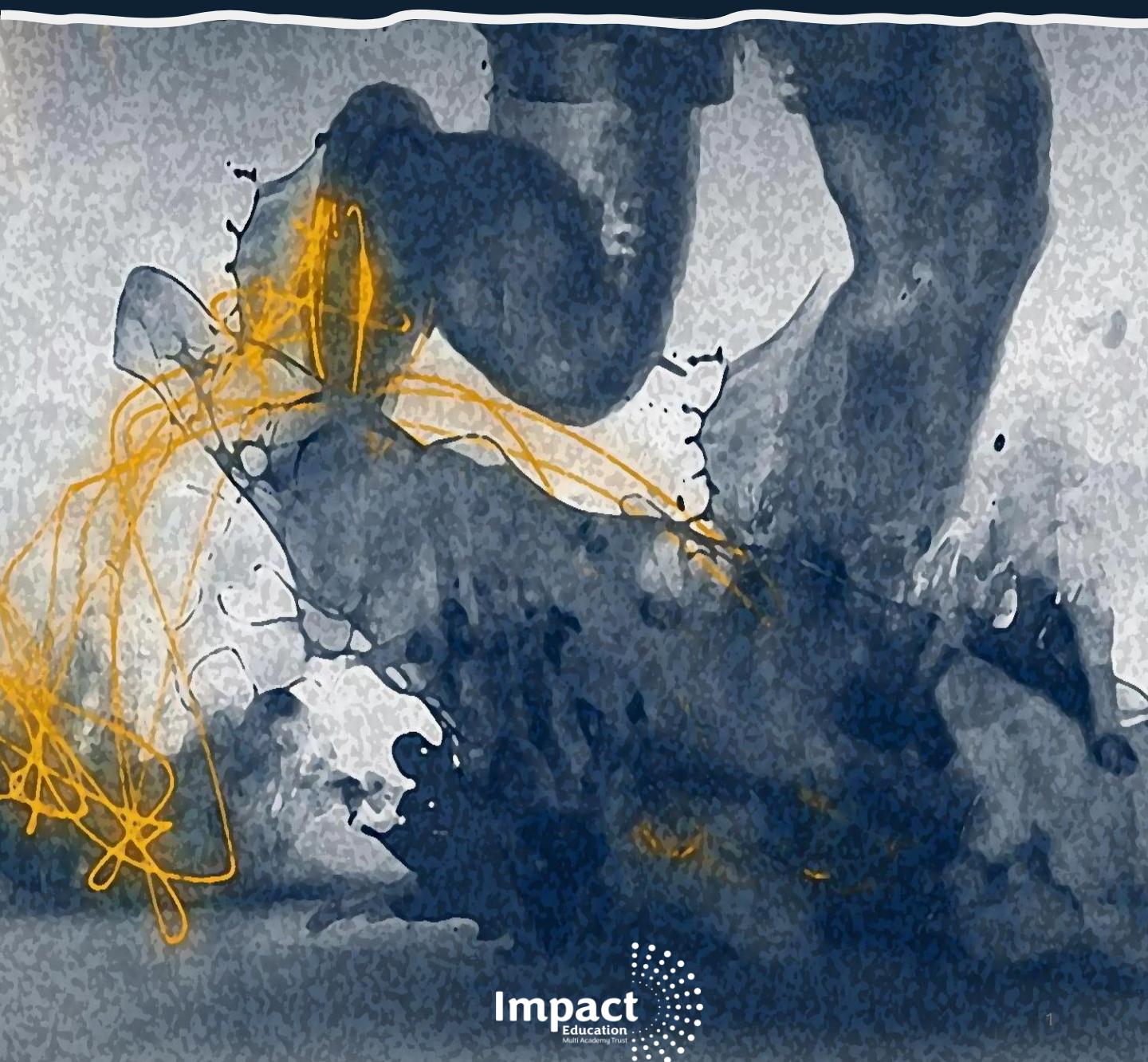
Newsome Academy

Year 8

Semester 1 Knowledge Organiser

The Latin word "curriculum" literally translates to "a running" or "a racecourse". In an educational context, it refers to a course of study or the whole body of courses offered by an educational institution. The word originates from the Latin verb currere, meaning "to run".



Impact Education Multi Academy Trust

BASIC EXPECTATIONS

Mobile Phones

- ✓ Mobile phones should be switched off and out of sight in school (hear it, see it, lose it).
- ✓ Parents/Carers are to use the use the school office in emergencies. Please do not contact your child as they will be sanctioned accordingly if their phone is seen.
- ✓ While on school premises, mobile phones are not to be seen or used unless instructed by an adult.

Equipment

- ✓ Bags, coats and outdoor clothing should not be on chairs or tables.
- ✓ All students are required to bring a bag, black pen, pencil, ruler, eraser, highlighter.
- ✓ In warm weather, ties can be removed (only in the classroom) but shirts are to be in. In cold weather, use the FREE uniform jumper we gave you accordingly.

Comfort Breaks

- ✓ Unless a school-approved medical pass had been issued, it is up to the teacher to approve. This is not to be during another Key Stage's social time.
- ✓ These are not to be immediately before/after a social time.

BEHAVIOUR	LANGUAGE	WORK PRIDE
• Do not talk whilst staff member is talking • Appropriate contact only • Sit professionally • Communicate appropriately • Follow instructions from ALL staff first time • No mobile phones • Respect the Academy environment • No chewing gum	• Positive Framing • 'Hands up, tracking me' • Active listening • Calm and purposeful • Appropriate volume • Professional vocabulary • Using specific vocabulary in lessons • Speak in full sentences	• Write in blue or black ink • Underline dates and titles • Use pencil for diagrams and graphs • Cross out mistakes neatly • No graffiti • Stick in worksheets neatly • Neat handwriting • Complete all work set
LESSONS	**CORRIDORS**	**CONGREGATION**
• Greet your teacher at the door • Enter the classroom quietly • Put your equipment on the desk • Start the activate task • Answer the register • Pack away when directed by teacher • Stand behind your chair when you have packed away • Wait in silence to be dismissed • Move onto corridors using the calm corridor routine	• Walk in no more than 2 wide file • Walk calmly and quietly • Walk on the left • Track the direction of travel • Walk purposefully /do not congregate • No mobile phones • No outdoor clothing • No chewing gum	• Line up in the morning where our team leader is stood • Sit in teams in alphabetical order • Coats, bags, and scarves should be on the floor or the back of your chair • Signal for silence should be followed • Actively listening • Do not talk or engage in any inappropriate behaviour • Wait until your row is dismissed • Go straight to your lesson, do not congregate at the door

Any student on the corridor should have the appropriate pass. No exceptions! Any passes should be shown to the adult, and this should be noted on the Climate Document to ensure accuracy.

Fidget Toys

- Use fidget toys in accordance with school guidelines
- Approval from staff is needed before fidget toys are used and the correct paperwork in place.
- Understand that fidget toys are learning aids, not entertainment.
- Use only one approved fidget toy at a time.
- Store the toy safely when not in use (e.g. in bag or drawer)
- Follow staff directions on when and how to use the fidget toy.
- Accept that misuse of the fidget toy may lead to its removal

Knowledge Organisers

- On desks **every** lesson and the **duration** of the lesson.

OUR LEARNING MODEL

HOW YOUR TEACHERS WILL STRUCTURE LEARNING TO DELIVER THE INTENDED CURRICULUM

STAGES OF THE LESSON

ACTIVATE
✓ WARM-UP ACTIVITY
✓ LINK LEARNING
✓ LEARNING INTENTIONS

THE START OF THE LESSON WHERE YOU START LEARNING AS SOON AS YOU WALK THROUGH THE DOOR. ACTIVITIES WILL WARM-UP YOUR BRAIN & WILL LINK CURRENT/PRIOR LEARNING. YOUR TEACHER WILL EXPLAIN THE LEARNING INTENTIONS SO YOU KNOW WHAT IS EXPECTED OF YOU & YOU UNDERSTAND WHERE YOU ARE IN THE CURRICULUM SEQUENCE. KNOWLEDGE ORGANISERS WILL BE ON DESKS AS SOON AS STUDENTS ARE SEATED & ACTIVELY USED FOR KEY VOCAB, PAST, PRESENT & FUTURE LEARNING.

MOTIVATE
✓ DISCUSS
✓ ATTEMPT
✓ ENGAGE

AFTER DISCUSSING & ATTEMPTING COLLECTIVLY WITH THE TEACHER, YOU WILL ATTEMPT ACTIVITIES ON YOUR OWN OR WITH OTHERS DEPENDING ON THE LESSON. YOU WILL BE ENCOURAGED TO HAVE A 'CAN DO' ETHOS AND CHALLENGE YOURSELF TO LEARN ENGAGE.

DEMONSTRATE
✓ CHALLENGE
✓ EXTEND
✓ ACCOMPLISH

AFTER LISTENING AND DIGESTING THE INFORMATION NEEDED, YOU WILL CHALLENGE YOURSELF TO DEMONSTRATE YOUR UNDERSTANDING AND EXTEND THIS FURTHER TO SHOW YOUR TEACHER THAT YOU HAVE ACCOMPLISHED YOUR LEARNING.

LEARNING SKILLS

MEMORY

METACOGNITION

COLLABORATION

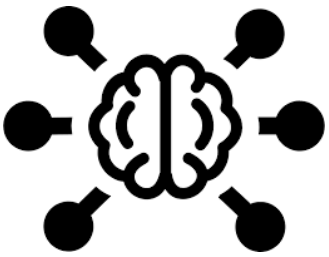
READING, WRITING, LITERACY & ORACY

NUMERIC APPLICATION

PROFESSIONAL AWARENESS

Independent Learning

Five strategies to help retain and recall knowledge

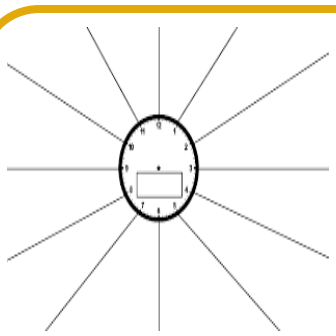


Mind maps help you remember by showing how ideas connect. Start with the main topic in the centre, then add branches for key points. Use keywords, colour, and simple images to make it memorable. Revise by redrawing it from memory or covering parts to test yourself. Mind maps work best when they're clear, visual, and used regularly.

SCAN ME

Flashcards are great for testing your memory. Write a question or keyword on one side and the answer on the back. Use them to quiz yourself or get someone else to test you. Go over them regularly, focusing on the ones you find tricky. Mix them up and keep sessions short and active for the best results. They're quick to make and easy to carry, so you can revise anytime, anywhere.

SCAN ME



Revision clocks help you break topics into smaller chunks. Draw a circle divided into 12 sections (like a clock) and write a key idea or question in each one. Spend 5 minutes on each section to review or write notes. They're great for timed revision and make sure you cover everything evenly. Use them to spot gaps in your knowledge and keep your revision focused.

SCAN ME

Look, Cover, Write, Check! This simple method helps you memorise key facts and spellings. First, look at the information you want to learn. Then cover it, write it from memory, and finally check your answer. Repeat the steps until you get it right. It's quick, effective, and works best with regular practice. Try saying it out loud as you write to help reinforce the memory

SCAN ME

Keyword mnemonics help you remember tricky terms or facts by linking them to a word, image, or phrase that's easier to recall. Create a memorable connection—like a rhyme, sentence, or funny image—to help the information stick. For example, "My Very Easy Method Just Speeds Up Naming Planets" helps you remember the order of the planets.

SCAN ME

Newsome Academy

Maths – Unit 1

Ratio Tables & Multiplicative Change

This builds on:	Why this topic:	This links to:
✓ Ratio simplification and unit conversions ✓ Multiplication and division in real-life contexts	*This unit strengthens your ability to think proportionally; a skill used everywhere from recipes to currency conversions.*	✓ Essential for understanding best value, scale drawings, and percentages ✓ Used heavily in science and real-world

Key Vocabulary	
Ratio: A comparison between two or more quantities	**Conversion:** Changing from one unit to another
Proportion: When two ratios are equal	**Multiplier:** What you multiply by to scale up or down
Scale factor: The number used to enlarge or reduce	**Unit rate:** How much of something per one unit (e.g. £/kg)

Key Retrieval

- A ratio table helps organise and solve proportional problems.
- Multiplicative change means using × or ÷, not+ or −To scale a recipe, multiply all ingredients by the same scale factor.
- In a unit rate (e.g. £3 per kg), the second quantity is always “per 1”Conversionbetween units (e.g. cm to m) uses × or ÷.
- Use ratio tables to compare ratios clearly.

Cultural Capital

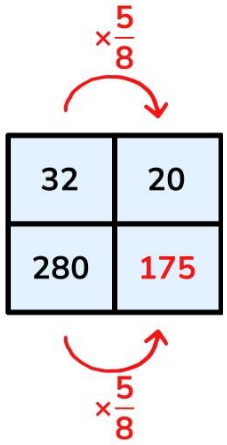
- Currency exchange, fuel costs, recipe adjustments and scale maps are all based on ratio thinking.
- Understanding unit pricing helps avoid being misled by marketing.
- Conversions are key in careers like engineering, aviation, and construction.

a to b ← using the word “to”

$a : b$ ← using the colon symbol “:”

$\frac{a}{b}$ ← using fraction notation

32	20
280	?



Home Learning Tasks:
At Newsome, our maths homework is set weekly using **Sparx Maths**. You might notice the homework seems a bit behind what we’re learning in class. That’s deliberate! Sparx is set **about 6 weeks behind our current lessons** to make sure you are practising things you've already learned and feel confident with. This way, you're more likely to remember the skills long-term—and that’s what really counts!

Maths – Unit 2

Multiply & Divide Fractions

This builds on:	Why this topic:	This links to:
✓ Adding, subtracting and simplifying fractions ✓ Using improper and mixed numbers confidently	*Understanding how to multiply and divide fractions is essential for scaling, real-life problems, and many GCSE topics.*	✓ Used in scale diagrams, probability and ratio problems ✓ Helps in measurements involving recipes or quantities

Key Vocabulary	
Numerator: Top part of a fraction	**Simplify:** Make a fraction as simple as possible
Denominator: Bottom part of a fraction	**Mixed number:** Whole number + fraction
Reciprocal: Two numbers that multiply to make one	**Improper fraction:** Top number is bigger than bottom

Key Retrieval

- Multiplying any number is the same as dividing by its reciprocal.
- Convert mixed numbers to improper before calculating.
- Always simplify your final answer.
- Use bar models to visualise tricky worded problems.
- Always check your units (p, £) in money problems.

Cultural Capital

- Recipes, medicine doses, and scaling diagrams often rely on fraction division.
- Understanding proportional reasoning with fractions supports logical thinking.
- Many careers (e.g. carpentry, architecture) use fractions daily.

Number	Reciprocal	The product of the number and its reciprocal is 1
4	$\frac{1}{4}$	$4 \times \frac{1}{4} = 1$
-5	$\frac{1}{-5} = -\frac{1}{5}$	$-5 \times -\frac{1}{5} = 1$
$\frac{1}{6}$	$\frac{1}{\frac{1}{6}} = \frac{6}{1} = 6$	$\frac{1}{6} \times 6 = 1$

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Maths – Unit 3

Sequences

This builds on:	Why this topic:	This links to:
• Recognising and generating sequences • Function machines and algebraic rules	*Recognising patterns and rules is the foundation of algebra and essential for spotting trends in data and real life.*	• ear graphs, and algebraic manipulation • Patterns in shapes, problem solving, and coding rely on sequencing

Key Vocabulary

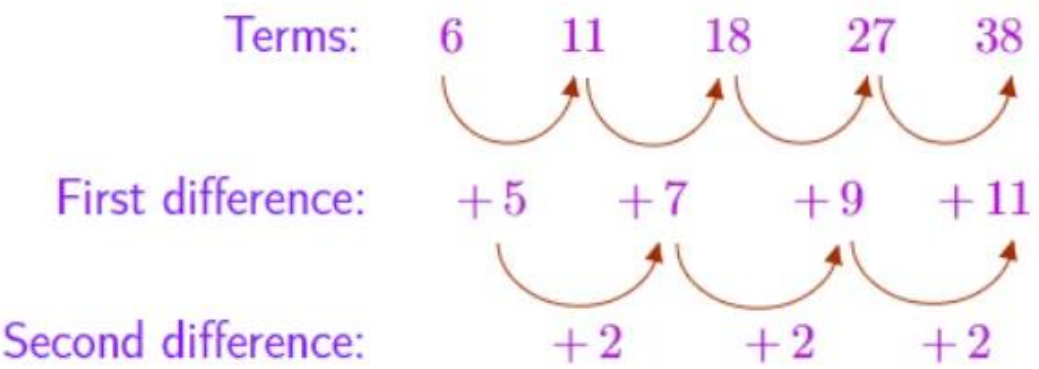
Sequence: A list of numbers that follow a rule	**Arithmetic:** A sequence with a constant difference
Term: A number in a sequence	**Difference:** The amount between terms
Nth term: A rule to find any term in a sequence	**Rule:** A clear instruction to follow a pattern

Key Retrieval

- Arithmetic sequences increase or decrease by the same amount.
- The common difference is how much the terms change each time.
- Test the rule by substituting numbers for n.
- Not all sequences are arithmetic: e.g.,square numbers (1, 4, 9…).
- The first term might not be the same as the difference.

Cultural Capital

- Patterns appear in art, nature, music, and architecture.
- Recognising number sequences is key in programming, banking, and problem-solving.
- Predicting trends (e.g. population growth, savings) depends on understanding sequences.



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Maths – Unit 4

Brackets, Equations & Inequalities

This builds on:	Why this topic:	This links to:
✓ Simplifying and solving one/two-step equations ✓ Using brackets and expressions correctly	*This unit develops your ability to manipulate expressions and solve equations—core skills for algebra and problem solving.*	✓ Used in formulas, coordinates, graphs, and algebraic reasoning ✓ Appears in rearranging formulas in science and maths

Key Vocabulary	
Expression: Letters and numbers, no equals sign	**Brackets:** Used to group terms
Equation: Two expressions that are equal	**Factor:** A number or letter multiplied in a term
Inequality: Shows that two values are not equal (e.g., >, <)	**Solve:** Find the unknown value that makes an equation true

Key Retrieval

- Expanding: multiply everything inside the brackets.
- Factorising: reverse the expansion.
- Brackets and expansion follow the distributive law.
- Inequalities are like equations, but the symbol shows the relationship.
- To solve with fractions: clear denominators first.
- Always check your solution by substituting back.

Cultural Capital

- Algebra models real-world problems in physics, business, and finance.
- Solving equations is like solving mysteries—what value fits the conditions?
- Inequalities are used to model constraints (e.g., budgets, safety limits).

- $x = 7$ vs. $x > 7$
- Numbers that make $x = 7$ true:
- 7

- Numbers that make $x > 7$ true:
- 7.1 8 21 312.3 399/6 50 million.
- The list is endless.

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Maths – Unit 5

Co-ordinates & Graphs

This builds on:	Why this topic:	This links to:
✓ Co-ordinates in 1st quadrant ✓ Number lines and plotting points ✓ Simple graph interpretation	*Graphing helps you visualise maths and understand how things change. It's used across many subjects and careers.*	✓ Leads into linear equations, gradients and transformations ✓ Used heavily in science for interpreting data and change

Key Vocabulary

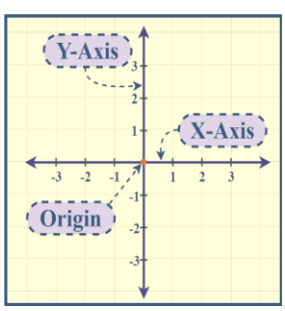
Co-ordinate: A pair (x, y) showing position on a grid	**Origin:** The point (0, 0)
Quadrant: One of four sections made by axes	**Gradient:** How steep a line is
X-axis/Y-axis: Horizontal and vertical lines on a grid	**Y-intercept:** Where the line crosses the y-axis

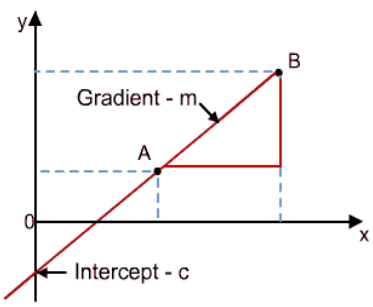
Key Retrieval

- Co-ordinates are always written as (x, y).
- The line y = mx + c shows gradient (m) and y-intercept (c).
- Gradient = change in y ÷ change in x.
- A positive gradient slopes up, a negative gradient slopes down.
- Real-life graphs (e.g., distance-time) use slope to show speed.
- Lines like y = 3 are horizontal; x = –2 are vertical.

Cultural Capital

- Understanding how things change over time (e.g., speed, temperature) relies on graphing.
- Graphs are used in business, science, and health to track trends.
- Co-ordinates and plotting are foundations of design and game development.





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English – Term 1.1

The Woman In Black

This builds on:	Why this topic:	This links to:
✓ This builds on key reading skills from KS2 and last year's novel of Coraline. It develops students 'comprehension skills and builds from textual inference to evaluation of text.	*'The Woman In Black' is the engaging novel that commences our English curriculum. Here you will develop critical and creative reading skills, whilst connecting with key themes of 'Fear and Passion'.*	✓ This links to your future learning on fear in KS3and KS4. It also allows students to develop key skills and knowledge for English Language Paper1 GCSE.

Key Vocabulary	
Duty: A need to perform or act in a certain way	**Equality:** Fairness in opportunity and treatment
Choice: Decide between different things	**Fairness:** Unbiased treatment and just outcomes
Consequence: Result of an action	**Retribution:** Punishment for wrongdoing; justice
Accountability: Understanding your responsibilities	**Judgement:** Forming conclusions about others
Blame: Saying someone is bad or wrong	**Rights:** Entitlements to freedoms and protections

Key Retrieval (Characters)

- **Arthur Kipps:** the main character; a solicitor who is rational, curious and emotionally reserved. Sent to deal with Mrs Drablow's estate.
- **Jennet Humfrye:** the villain/ghost who had a child out of wedlock. She seeks revenge for the loss of her child Nathaniel and haunts the house.
- **Mrs Alice Drablow:** deceased owner of Eel Marsh House. She adopted her sister (Jennet's) child but caused family tragedy.
- **Samuel Daily:** Local landowner, Kipp's ally. He provides emotional support, warns Kipps and represents local knowledge and fear.
- **Mr Jerome:** a nervous, evasive solicitor's agent that is clearly terrified of the Woman In Black.
- **Keckwick:** a quiet and dutiful pony trap driver that represents the local's unspoken fear; still helpful to Kipps despite the danger.

Cultural Capital

1. Gothic Literature Tradition

The Woman in Black is part of the **Gothic fiction** genre, which often includes haunted houses, isolated settings, and the supernatural.

2. Victorian Society and Attitudes

The story reflects **Victorian values**, especially around **reputation**, **class**, and **illegitimacy** (having a child out of wedlock). Understanding how shame and secrecy affected people at that time helps explain Jennet Humfrye's motives and Mrs. Drablow's actions.

3. British Rural Isolation

The setting (Eel Marsh House, Crythin Gifford) highlights the **loneliness and remoteness** of rural Britain. Recognising how place shapes fear and atmosphere helps students understand why the house is so central to the novel's horror.
of control and loss of identity, which links to ideas about conformity in society.

Home Learning Tasks:

1. Imagine Arthur Kipps **returns to Eel Marsh House** years later. Write a missing chapter from the novel.

2. Write your own short ghost story in the style of *The Woman in Black*.
Set your story in a **mysterious, isolated location** (e.g., an abandoned mansion, a foggy moor, or an old train station).

English: Skilful Analysts

Top Techniques	
Whole-text techniques	narrative arc, narrator, setting, motifs, character, repetition, foreshadowing, discourse, genre, extended metaphor, juxtaposition, tragic hero, foil, allusion, allegory
Sentence techniques	**Sentence types**: simple, compound, complex **Sentence mood**: declarative, exclamative, interrogative, imperative **Sentence repetition**: anaphora, anadiplosis, epistrophe,
Literary techniques	metaphor, simile, personification, imagery, pathetic fallacy, symbols, pun, irony, hyperbole, tone, semantic field, tautology, euphemism, colloquialism
Word-level techniques	nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, superlative, comparative, plural, prefix, suffix, modal verbs, abstract nouns, concrete nouns.

Poetic techniques	**Dramatic** techniques
rhyme, rhythm, metre, enjambment, caesura, alliteration, assonance, sibilance, stanza, couplet, tercet, quatrain, sestet, octave **Forms**: sonnet, lyric, ballad, blank verse, epic	prologue, monologue, dialogue, aside, soliloquy, dramatic irony, staging, props, lighting, exits, entrances, costume, stage directions

Point = The idea you are starting.

The writer presents…
The writer describes…
The writer uses…

Evidence = The part of the text which proves your idea.

This is shown through the quote…
This is exemplified when…
This is highlighted with…

Technique = Identify a key technique from your evidence.

Here, the writer uses…
The technique [*insert*] suggests…
The word [insert] means…

Effect= Explain what this means and how it impacts the characters/reader in the text.

This makes the reader/audience think that…
This is effective because…

Evaluative Verbs

Use these to show what the writer is trying to achieve. They can go in both points and effects.

Criticises – rebukes, admonishes, chastises, lambasts, castigates, demonises, condemns
Questions – queries, disputes, interrogates, examines, challenges, exposes, provokes
Ridicules – mocks, trivialises, satirises, lampoons, derides, pillories, parodies, caricatures
Celebrates – honours, salutes, recognises, acknowledges, memorialises, fetishises, idealises, eulogises, elevates, glorifies, sentimentalises, romanticises, beautifies, deifies
Subverts – undermines, overturns, alters, modifies, corrupts
Accepts – welcomes, embraces, affirms, reaffirms

English – Term 1.2

Horror Writing

This builds on:	Why this topic:	This links to:
✓ This builds on key reading skills from KS2 and our learning with Horror genre. It develops students' comprehension skills and builds from textual inference to evaluation of text.	*Horror Writing allows us to embed our learnt knowledge of Gothic settings and elements that we have studied in our first half term focus with The Woman In Black. Here you will develop creative writing skills, whilst crafting our ideas to align with key themes of 'Fear and Passion'.*	✓ This links to your future learning on fear in KS3and KS4. It also allows students to develop key skills and knowledge for English Language Paper1 GCSE.

Key Vocabulary	
Threat: Promise of harm to influence behaviour	**Self:** A person's experiences, feelings, and wants
Trauma: Deep distress caused by past experiences	**Culture:** Societal beliefs
Vulnerable: Open to attack or emotional hurt	**Perception:** How you view or understand something
Paranoia: Irrational distrust or fear of others	**Belonging:** Feeling safe in a space or group
Psyche: Mind or soul influencing thoughts	**Label**: A category within society

Key Retrieval (Characters)

These are the common types of characters you often find in horror stories:

- **The Victim:** Usually the person who gets scared, chased, or attacked.
- **The Monster:** This can be a ghost, vampire, zombie, or any scary creature.
- **The Hero:** The brave person who tries to stop the monster or solve the mystery.
- **The Mad Scientist:** Someone who experiments and creates horror, often causing problems.

The place or environment where the story happens is very important to create a scary mood:

- **Old Haunted House:** Dark, creaky, full of shadows and secrets.
- **Abandoned Buildings:** Empty, broken places where something bad happened.
- **Dark Forest:** Thick trees, little light, easy to get lost or ambushed.
- **Graveyard:** Creepy place with tombstones, often linked to ghosts or zombies.
- **Isolated Locations:** Far from help, like a lonely cabin, island, or mountain.
- **Underground Places:** Caves, tunnels, or basements that feel claustrophobic and dangerous.

Cultural Capital

- **Religious Imagery & Themes**

These stories might involve themes about: demonic possession, exorcism, apocalypse, sin, and redemption. Stories reflect societal anxieties around faith and morality.

- **Popular Media & Tropes**

Slasher films, haunted house stories, found footage, apocalyptic scenarios.

- **Psychological and Sociopolitical Subtext**

Horror as metaphor for societal fears (e.g., Cold War paranoia, racial tension, gender roles). Works like *Get Out* or *The Stepford Wives* use horror to critique culture.

- **Rituals and Symbols**

Ouija boards, pentagrams, cursed objects, blood rituals which carry connotations of danger and the supernatural.

Home Learning Tasks:

1.Write your own **opening paragraph** for a Gothic horror story.
Include at least **three Gothic elements**, such as a stormy night, an old castle, or a mysterious figure.
2. Write a short gothic horror story where a character spends the night in a haunted location. Build suspense and tension by using short sentences, ellipses, and powerful verbs.Create a gothic horror character, such as a tormented villain, a cursed nobleman, or an eerie child. Describe their appearance, personality, and tragic backstory.

English: Skilful Writers

1. Writing a narrative scene...
Strategy: C:ABT

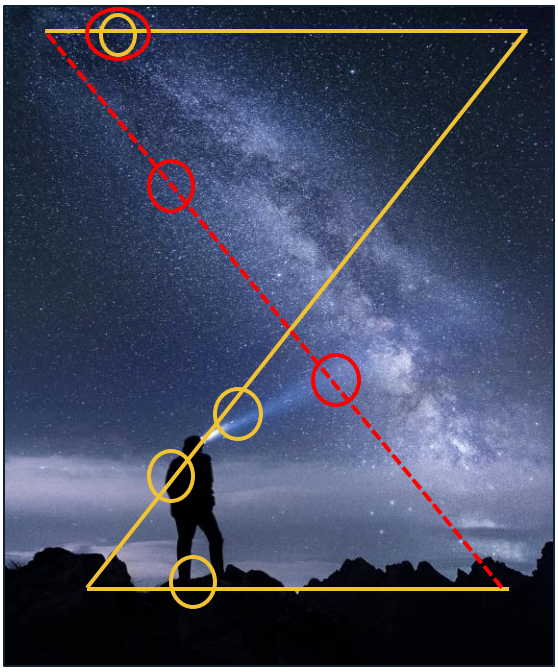
C: Who is your character?

A And? What is your character's goal? What do they want?

B But... What gets in their way? What stops them achieving their goal?

T Therefore, how do they overcome this? Can they resolve this? Is this a thought or an action?

2. Writing a description....
Strategy: The 'Z-' formation



3. Writing a viewpoint....
Strategy: Problem, Consequence, Solution

Problem
- How is the issue currently affecting, you, your local region, the country/world?
  Can you introduce a metaphor?

Consequence
- If the issues are not addressed, what will happen.
  Can you extend your metaphor?

Solution
- What solutions do you have to fix the problem?
  Can you link back to your original metaphor?

Metaphor (extended)
Alliteration
Direct address
Facts
Ornate language
Rhetorical question
Emotive language
Superlatives
Triplictiton (repetition)

Form	Sign on	Sign off
Letter	Dear Sir/Madam...	Yours Truly, ...
Article	Headline	Concluding paragraph
Speech	Good morning, audience...	Thank you for listening.

Punctuation: What's the point?

Sentence ends	Marking out sub-ordinate clauses	Other punctuation
***f**ull-stop* .	*comma* ,	apostrophe '
question mark ?	*parenthesis* ( )	ellipsis ...
exclamation mark !	*dash* - -	*semi-colon* ;
		colon :
		speech marks " "

Science - Term 1

Scientific Skills

This builds on:	Why this topic:	This links to:
Year 7 • What is a variable? • What is a fair test? • How do scientists display their results?	You will be focusing on improving your **scientific skills** ; including making sure you have a good understanding of **safety and equipment**, how to **carry out investigations** and apply these skills by carrying out a **STEM project.**	

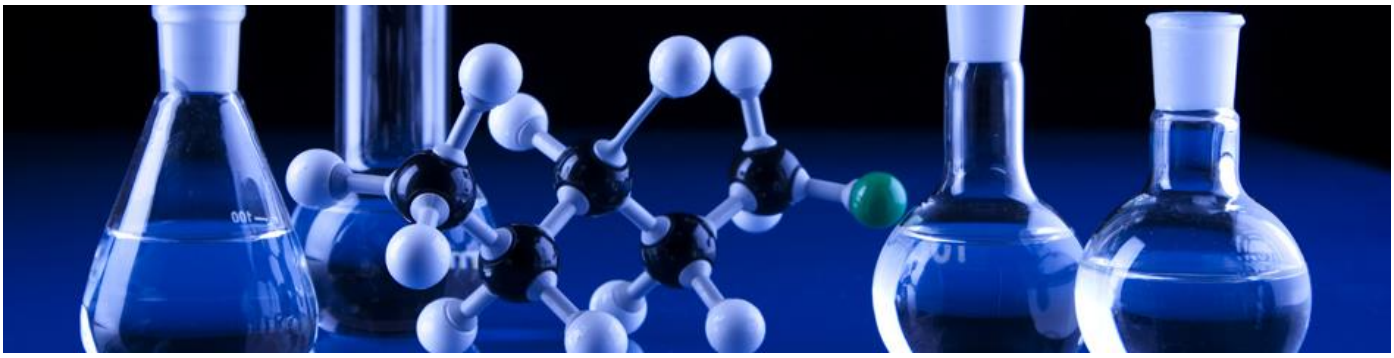
Key Vocabulary	
Prediction: What you think will happen and why	**Hypothesis:** An idea that can be tested
Independent Variable: The variable that we change	**Dependent Variable:** The variable that we measure (the results we collect)
Control Variables: The variables we keep the same to make the experiment a fair test	**Hazard:** Something that could cause harm to someone
Risk Assessment: Identifies the hazard, the risk (harm it causes) and ways to reduce the risk	**Method:** Step by step instructions on how to carry out an experiment
Results: The collection of data (dependent variable)	**Conclusion:** An explanation of what you found out
Evaluation: When you look at the quality of your investigation and what could be improved	**Repeatable:** When the same person repeats the investigation and gets the same results
Reproducible: When somebody else carries out an investigation and gets the same results	**Anomaly:** A result that doesn't fit the pattern
Accurate: When data collected is close to the true value	**Precise:** When the repeated data collected is similar
True Value: The value that would be measured without any errors	**Error:** The difference between the measurement taken and the true value

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. What equipment is used for the following:
   - Heating
   - Measuring temperature
   - Measuring liquids
2. Name 5 safety rules that must be followed in a science laboratory
3. Name the following hazards:

4. What is the scientific method? Why is it important that all scientists follow this method?
5. How can data be displayed once we have collected data?
6. What does STEM stand for? Why is it important?



Science - Term 1

Scientific Skills

Key Concepts

Laboratory Safety Rules

Safety is the number 1 priority when you are carrying out practical work in the science labs so there are some important safety rules to follow:

- ✓ Always wear eye protection during a practical.
- ✓ Carry out a practical while standing up.
- ✓ Do not eat or drink in the laboratory.
- ✓ Tie long hair back and tuck loose clothing in during practical work.
- ✓ If something is spilled or broken, tell the teacher.
- ✓ Ensure that the floor and workspace is clear of obstacles.
- ✓ Light Bunsen burner with splint on a safety flame.
- ✓ Stop immediately when asked to by the teacher.

Symbol	Hazard	Meaning
	Explosive	May explode due to heat, friction or shock
	Irritant	Causes skin irritation
	Dangerous to environment	Can damage aquatic life
	Toxic	Could cause death if ingested
	Flammable	Catches fire easily
	Corrosive	Damages skin and clothing

The Scientific Method

Step 1 - Observe and ask questions

- ✓ When you ask a question about something that you observe: How, What, When, Why, Where?

Step 2 - Research

- ✓ To help you find the best way to do things and ensure that you don't repeat mistakes.

Step 3 - Construct a hypothesis

- ✓ This a statement that you can test. Your evidence will allow you to either accept or reject the hypothesis.

Step 4 - Test the hypothesis

- ✓ Plan experiments making sure you have clear independent, dependent and control variables. Then carry out experiment(s) to test the hypothesis and record data.

Step 5 - Analyse data and make conclusions

- ✓ Organise data to make it easier to understand (e.g. graphs) and accept/reject hypothesis.

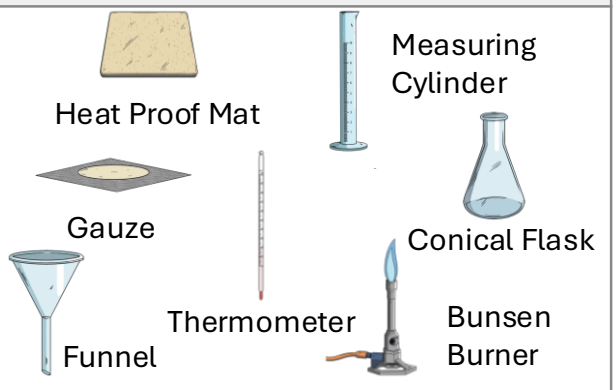
Step 6 - Share results

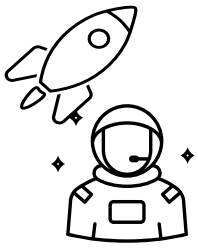
- ✓ Results from experiments are shared with other scientists so they can evaluate the findings themselves.

What is STEM learning?

This year you will be carrying out project based learning that focuses on solving real life problems using Science, Technology, Engineering & Mathematics. You will develop important skills such as problem solving, creativity, team work, innovation, communication and digital literacy. STEM is expected to be one of the largest employers in the near future so this will help prepare you to be successful global citizens.

Common Scientific Equipment





Science - Term 1

The Earth in Space

This builds on:	Why this topic:	This links to:
Key Stage 2 • Why is a day 24 hours long? • Why is a year 365.5 days long? • What planes make up our solar system?	**The Earth in Space** is part of the big scientific idea that the Earth is unique and space is great and vast. You will learn about how **day, night and seasons** occur, the planets of the solar system and be able to compare the planets **gravity** with the gravity on other planets, and understand the difference between **mass and weight**	**Key Stage 4**

Key Vocabulary

Earth: The planet on which we live	**Season:** A part of the year marked by weather patterns (summer, spring, autumn and winter)
Attraction: When 2 or more things come together	**Rotation:** When an object spins on its axis. One full spin = one rotation
Orbit: To move in a regular curved path around another object.	**Axis:** The imaginary line that the Earth spins on
Star: A luminous (gives out light) body of gas	**Universe:** All space and time and their contents
Solar System: The sun, planets, and smaller objects such as comets that orbit around it	**Planet:** A large rounded body that orbits a sun
Satellite: A moon, planet or machine that orbits a planet or star	**Gravity:** The force of attraction between all objects. The more mass and less distance an object has the greater its gravity
Mass: The amount of matter there is, measured in Kg	**Weight:** The force of gravity on an object, measured in N
Transpiration: When plants take up water from the soil and release it into the atmosphere via leaves.	**Precipitation:** Water that falls from clouds to the ground as rain, snow or hail.
The Rock Cycle: A natural process where rocks are transformed into different types	**The Water Cycle:** The continuous movement of water on the planet
The Carbon Cycle: The process by which carbon atoms are moved from one store to another (atmosphere, plants and animals, oceans and land)	**Climate Change:** Long term changes in the planet's temperature and weather

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

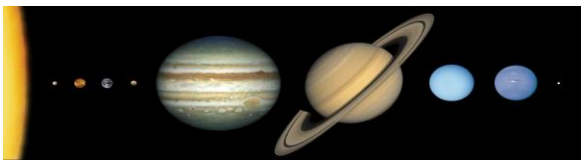
1. Name the planets in our solar system.
2. Explain the difference between mass and weight.
3. Describe how the planet experiences day and night.
4. Describe how the planet experiences seasons.
5. What are the processes that drive the water cycle?
6. How is sedimentary/metamorphic/igneous rock made?
7. What is the carbon cycle?
8. What are the processes that drive the carbon cycle?
9. How is the carbon cycle linked to climate change?

Science - Term 1

The Earth in Space

Key Concepts

The Solar System



Our solar system consists of our star, the Sun, and everything bound to it by gravity – the planets Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune; dwarf planets such as Pluto; dozens of moons; and millions of asteroids, comets, and meteoroids.

Day, Night & Seasons

Earth rotates(spins) on its axis. It does a full rotation once every 24 hours.
We spin into the light – day -and then back out again – night.
The Earth orbits the Sun once every 365 days.

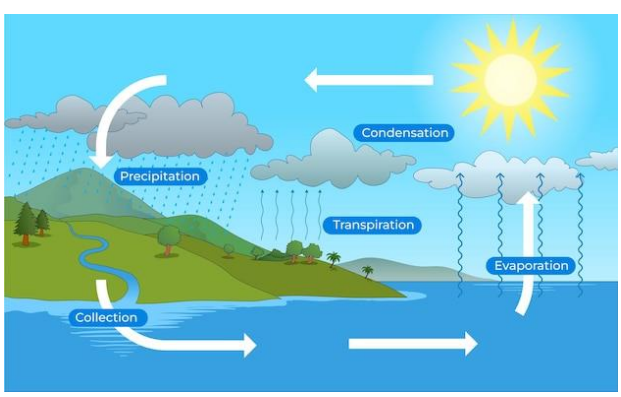
The Earth's axis is tipped over in space.
In Britain we get different seasons because sometimes we are tilted towards the Sun and sometimes away.

Mass, Weight & Gravity

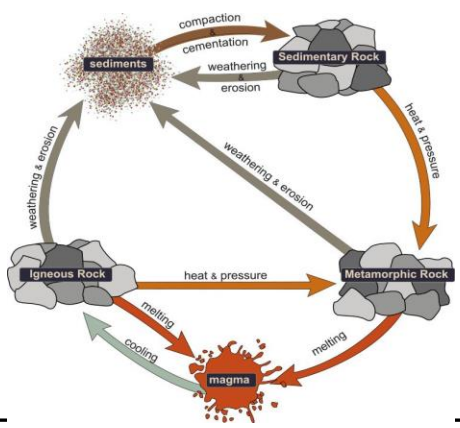
Mass is the amount of matter there is in something. It is measured in kilograms, kg. An object's mass the same everywhere in the universe.
Weight is the force of gravity on an object. All forces including weight are measured in Newtons, N.
Gravity is not the same everywhere.
So, an object's weight depends on where in the universe it is.
To work out the weight of an object we do some Maths.

Weight (N) = mass (kg) x gravitational field strength (N/kg)

Water Cycle



Rock Cycle

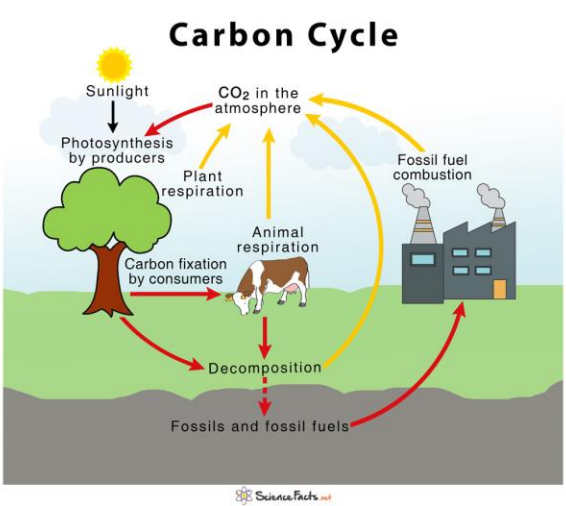


Carbon Cycle

Carbon is an essential element for life on Earth.

Every living organism has carbon compounds inside each of its cells, such as fats and proteins.

The carbon cycle shows how atoms of carbon can exist within different compounds at different times and be recycled between living organisms and the environment.
Carbon dioxide is naturally released into the atmosphere through processes like respiration and decomposition, and absorbed by plants during photosynthesis. Human activities, particularly the burning of fossil fuels, have significantly increased atmospheric CO2 levels, contributing to climate change.



Science - Term 1

Light & Sound

This builds on:	Why this topic:	This links to:
Key Stage 2 • What is light? • What is sound? • How do shadows occur? • What is reflection? • How are sounds detected? • How are sounds made?	**Light and Sound** is part of the big scientific idea that waves can transfer energy both mechanically and through **electromagnetic waves**. Understanding waves helps us to **communicate**, explore the Universe, and transfer energy to where we need it. You will learn about the difference between light and sound and how they **travel**.	**Key Stage 4**

Key Vocabulary

Sound Wave: A vibration that travels through a medium such as a gas, liquid or solid	**Longitudinal Wave:** When a wave moves in parallel (back and forth) to the direction that the wave travels.
Transverse Wave: When a wave moves at a right angle (up and down) to the direction of travel	**Electromagnetic Spectrum:** A continuous spectrum of waves with different wavelengths, frequencies and uses
Amplitude: Maximum distance a wave varies from its rest position (the height of the wave)	**Wavelength:** The distance from two parts of a wave)the length of the wave)
Frequency: How many waves can pass a given point per second, measured in Hertz (Hz)	**Compression:** The part of a longitudinal wave where the particles of the medium are close together
Rarefaction: The part of a longitudinal wave where the particles are farther apart.	**Transparent:** When all the light can pass through
Translucent: When only some of the light can pass through	**Opaque:** When all the light cannot pass through because is absorbed or reflected
Reflection: When light bounces off a surface. The angle of reflection is always the same as the angle of incidence	**Refraction:** When light passes through a material of different density and changes direction
Oscilloscope: A machine that detects waves and produces a wave trace	**Wave trace:** A graph produced by an oscilloscope to show the wavelength and amplitude of a wave

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. How does sound travel?
2. How does light travel?
3. Describe the following terms and give an example for each one:
   - Transparent
   - Translucent
   - Opaque
4. What is the law of reflection?
5. What is the electromagnetic spectrum?
6. Name the different waves that made up the electromagnetic spectrum.
7. Give some examples of the uses of these waves.

Science - Term 1

Light & Sound

Key Concepts

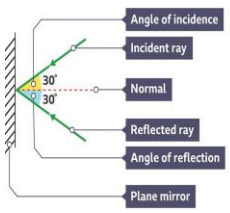
Light

Light travels as waves. These are transverse waves, like ripples in water. The direction of vibration in the waves is at 90° to the direction that the light travels.
Unlike sound waves, light waves can travel through a vacuum – they do not need a substance to travel through.

Light can pass straight through transparent materials like water and glass. Translucent materials allow some light to pass through them. For example, ice and tracing paper.
Opaque materials are substances which light cannot pass through, like stone, metal or wood.

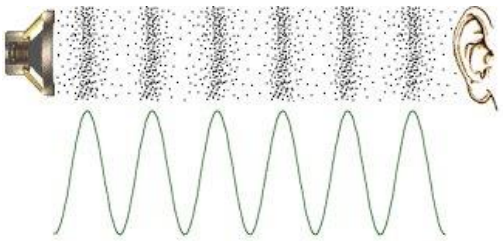
Law of Reflection

The angle the ray is reflected is always the same as the angle the light hits the mirror, with both angles being measured from the normal.



Sound

When something shakes, scientists call it a vibration. All sounds are made by something that is shaking or vibrating.
When there is a sound wave, the air particles don't travel directly from the object making the sound to your ear. Sound waves are vibrations being passed on between particles.

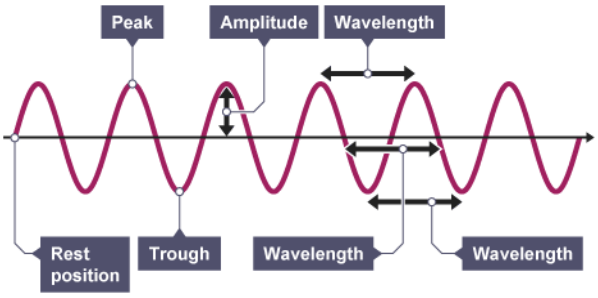


The air particles start vibrating and push on the air particles next to them, so the vibrations are passed on. The particle moves one way and then moves back in the opposite direction, so ends up back where it started. The particles vibrate in the same direction as the wave travels.

Sound is an example of a longitudinal wave.

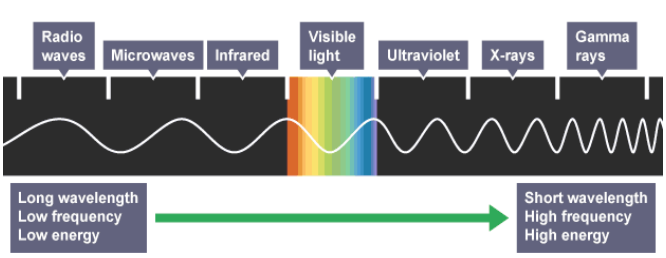
Wave Traces

To record or analyse a sound, scientists and musicians use a microphone to turn the sound into an electrical signal. The electrical signal can then be displayed on a device called an oscilloscope and it produces a graph called a wave trace.
Wave traces appear on an oscilloscope graph as a transverse wave, but it is important to remember that because they are a sound, they are actually a longitudinal wave.



Electromagnetic Spectrum

There are seven types of electromagnetic (EM) waves, which make up the electromagnetic spectrum. Electromagnetic waves are transverse waves, and travel at the speed of light. Different types of electromagnetic wave have different uses and dangers.



- Radio waves are used for sending radio and television signals.
- As well as heating food in microwave ovens, microwaves are used for communication.
- X-rays are commonly used to produce medical images of broken bones, because they can pass through body tissues but are absorbed by bones.

Science - Term 1

Plant Reproduction

This builds on:	Why this topic:	This links to:
KS2/Year 7 • What is reproduction? • What is pollination? • What do plants ned to survive?	Plant reproduction is part of the big scientific idea that **living things reproduce** to make new offspring. Producing offspring with variation helps the species survive. You will learn about the parts of plant and the **flower**. You will find out how seeds are produced through **pollination** and the ways that they can be **dispersed**.	**Key Stage 4**

Key Vocabulary

Adaptation: The features that a living thing has that allow it to perform a particular function.	**Gamete:** A sex cell such as ovum or pollen
Pollen: Male sex cell found on the anther	**Ovule:** Female sex cell, found in the ovary
Pollination: The transfer of pollen from the stamens to the stigma, either in the same flower or a different one.	**Fertilisation:** The joining of a pollen grain nucleus and an ovule to form an embryo
Seed: Structure containing the embryo of a new plant	**Fruit:** The ovary develops into this after fertilisation
Carpel: All the female parts of a flower, made up of the stigma, style and ovary	**Stamen:** All the male parts of a flower, made up of the anther and filament
Anther: The part of a stamen that contains the pollen	**Filament:** The stalk that supports the pollen bearing anther
Stigma: The sticky bulb in the center of flowers and collects pollen	**Style:** Connects the ovary to the stigma
Ovary: Found at the base of the petals and contains the ovules	**Seed Dispersal:** When seeds are scattered via animals, wind, or bursting pods

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

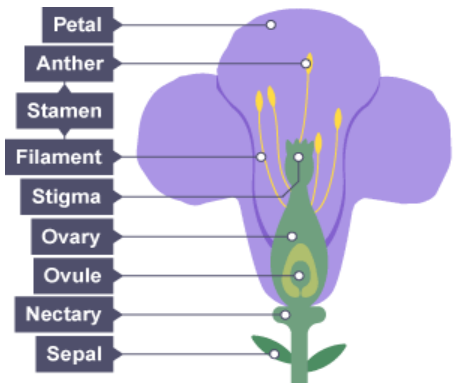
1. What is reproduction?
2. What is pollination?
3. Name the female parts of the flower.
4. Name the male parts of a flower.
5. Describe what happens when a flower is fertilised.
6. How are seeds dispersed?

Science - Term 1

Plant Reproduction

Key Concepts

Plant Reproductive Systems



In flowering plants, male and female reproductive structures can be found in the same individual plant.

The organ of sexual reproduction is the flower.
Male gametes are found in pollen grains and produced in the anthers of the flower.
Female gametes are found in ovules and produced in the ovary of the flower.

Structure	Function
Sepals	Protect the unopened flower bud
Petals	May be brightly coloured and scented to attract insects
Stamens	The male parts of the flower consisting of the anther held up on the filament
Anthers	Produce male gametes (in pollen grains)
Stigma	The top of the female part of the flower which collects pollen grains
Ovary	The bottom of the female part of the flower, produces the female gametes

Plant Organs

Plants have different organs to do different jobs:

Leaves – carry out photosynthesis and make food

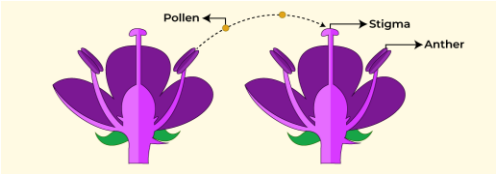
Roots – absorb water and anchor the plant

Stem – supports the leave sand transports water to them

Flower – carries out sexual reproduction

Pollination & Fertilisation

Pollination is the transfer of pollen grains from an *anther* to a stigma. Pollen can be transferred by an animal or by the wind. Fertilisation takes place inside the ovary when the nucleus of pollen grain fuses with the nucleus of an ovule to produce a zygote.



Seed Dispersal

The seeds are scattered by animals or the wind. This process is called dispersal. Some of the seeds will grow into new plants.

The seeds are dispersed in different ways:

- By the wind
- By an explosion or quick release
- By sticking to animal's fur
- By animals eating them

Science - Term 1

Magnetism

This builds on:	Why this topic:	This links to:
Key Stage 2 • What is magnetism? • What are the poles of a bar magnet called? • How do magnets work? • Where do we use magnets?	Magnetism is part of the big scientific idea that **matter** is held together by **electrostatic** force's and this makes electricity and magnetism closely related. You will learn about how magnets **attract and repel**, investigate the **magnetic fields** around a magnet and how **electromagnets** are made.	**Key Stage 4**

Key Vocabulary	
Non-contact force: A force which acts on an object without coming physically in contact with it	**Bar Magnet:** A rectangular piece of an object that shows permanent magnetic properties
North Pole: Negatively charged particle in the atom	**South Pole:** The side of the magnet where the magnetic field lines enter. Attracted to the north pole
Attract: When poles are pushed away from each other	**Repel:** When poles are pulled towards each other
Magnetic Field Lines: The area surrounding a magnet where the force is acting on another magnet or magnetic material	**Plotting Compass:** A plotting compass is like a small bar magnet, with a north and south pole
Electromagnet: A type of magnet in which the magnetic field is produced by an electric current	**Coil:** A conductive wire that is wrapped around a magnetic material in a spiral shape
Solenoid: A wire wrapped around a solid block of metal that produces a magnetic field when electricity passes through it	**The Motor Effect:** The force exerted on a wire causing it to move, caused by the wire (with current passing through it) coming close to a magnet

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. What is a magnetic force?
2. What happens when you put the north and south pole of a bar magnet together?
3. What happens when you put the north and north pole of a bar magnet together?
4. What happens when you put the south and south pole of a bar magnet together?
5. What are magnetic field lines?
6. Where are magnetic field lines the strongest?
7. What is an electromagnet?
8. How can you change the strength of an electromagnet?

Science - Term 1

Magnetism

Key Concepts

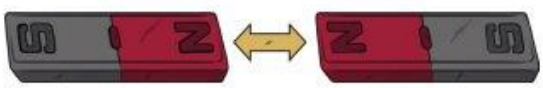
Magnetism

Magnetism is a non-contact force. Magnetic materials can be magnetised or they are attracted to a magnet. There are three types of metal that are magnetic; iron (including steel), nickel and colbalt.

A bar magnet has a north pole and a south pole. It is a permanent magnet.

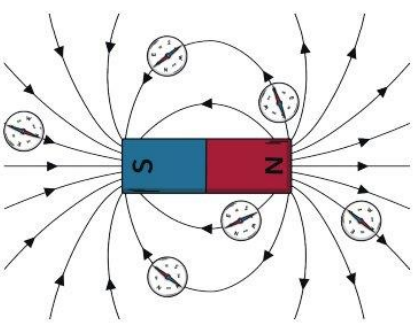
If the poles are opposite (North-South) then the poles attract. This means that the invisible magnetic force pulls the poles towards each other.

If the poles are the same (North-North or South-South) then they will repel. This means the poles push each other away.



Magnetic Field Lines

The magnet field around a magnet can be shown as lines around the magnet. The magnetic field can be plotted using either iron filings or a compass.



Key Features

- the *magnetic field lines* never cross each other
- the closer the lines, the stronger the magnetic field
- the lines have arrowheads to show the direction of the force exerted by a magnetic north pole
- the arrowheads point from the north pole of the magnet to its south pole

Electromagnets

When electricity flows through the wire, a magnetic field is created around the wire.

A coil of wire with many turns is called a solenoid. The shape of the magnetic field around a current-carrying solenoid is like the magnetic field pattern of a bar magnet.
If the magnetic field becomes strong enough to be useful, it is called an electromagnet.
A typical electromagnet consists of a wire coiled around an iron core.

Electromagnets are useful because they can be switched on and off and their strength can be increased or decreased. This makes them useful for sorting scrap metal and recycling centers.

We can investigate the factors that affect the strength of an electromagnetic by making a solenoid and recording the number pf paperclips it can pick up.

Geography Term 1

Population

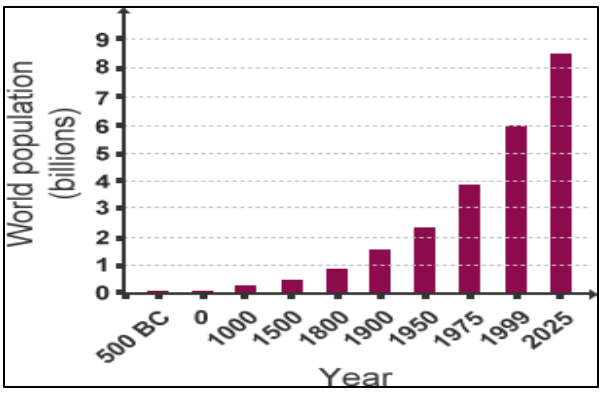
This builds on:	Why this topic:	This links to:
✓ This builds on the work covered in Year 7 when you studied the UK, about migration. It also builds on and enhances map and graph skills.	**The Population topic is designed to give students an understanding of issues related to rapid population growth on our planet. You will study reasons for migration, problems of overpopulation and how these could be managed.**	✓ This links to work further in Year 8 on the growth of urban areas in Africa and learning in Year 9 on Urban challenges in Rio.

Key Vocabulary

Birth rate: How many people are born per year per 1000 of the population	**Life expectancy:** How many years on average a person can expect to live for
Death rate: How many people die per year per 1000 of the population	**Natural increase:** The number of births a year minus the number of deaths
Exponential: When something increases rapidly	**Population pyramid:** A type of bar chart which shows the age and sex distribution of a country
Densley populated: A crowded area	**Fertility rate:** The average number of children per woman
Sparsely populated: An area with few people	**Population Density:** How crowded or empty a place is (measured in people per square km)

Key Retrieval

World Population:



Cultural Capital

1. Population growth
Develop awareness of the exponential growth of the world's population in the 20th Century and know the population of the UK and the world

2. Impacts of population growth
To gain empathy of the moral issues regarding migration - why do people move, the impacts of this and its impacts

3. Population management
To investigate the morale issues regarding population management issues such as China's one child policy

Home Learning Tasks:

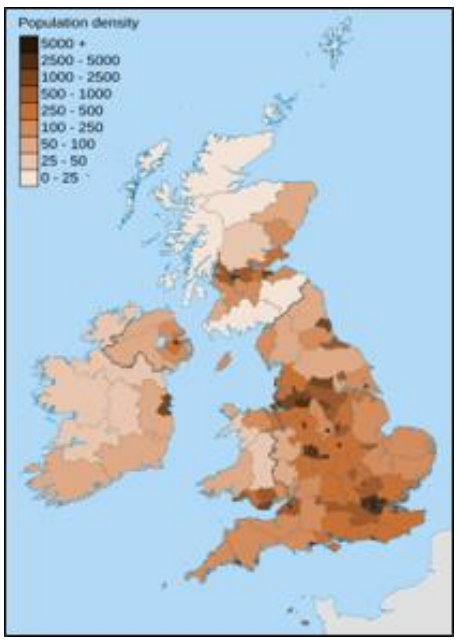
1. Write a report on how the Industrial Revolution affected the UK's population?
2. Create a poster which highlights push and pull factors for migration.
3. Write a report on China's one child policy – Why was it introduced? What were the rules and the impacts of the policy
4. Research another country other than China which introduced a population management policy and what were the impacts of this

Geography Term 1

Population

Key Retrieval

Population distribution in the UK:



Key Retrieval

China's one child policy:

To manage its own growing population, China introduced the One Child Policy in 1979.
The new policy meant that any couple having a second child would get a heavy fine, around £3,000.

Impacts of the Policy:

- The fertility rate has dropped from 5.7 in 1960 to 1.7 in 2016.
- Large numbers of female babies have ended up homeless or in orphanages, and in some cases killed.
- Many people claim that some women, who became pregnant after they had already had a child, were forced to have an abortion and many women were forcibly sterilised.

China changed this policy in 2016 to allow families to have 2 children, and it updated it in 2021 for families to have up to 3 children.

Key Retrieval - Factors for Migration

Pull factors
These are the reasons for why someone would want to move to a place:

- Higher quality of life (better homes, etc.)
- Access to education
- "Bright Lights" of the city
- Better healthcare
- Better job opportunities

Push factors
These are the reasons for why someone would want to move away from a place:

- Lack of services
- War
- Famine (starvation/food shortages)
- Few Jobs
- Natural Disasters


ARCTIC OCEAN
Greenland
(Denmark)
Svalbard
(Norway)
ARCTIC OCEAN
United States
Canada
Iceland
Norway
Sweden
Finland
Russia
U.K.
Den.
Neth.
Belg.
Ireland
Estonia
Latvia
Lithuania
Ger-
many
Poland
Belar.
Ukraine
Mol.
Kazakhstan
Mongolia
United States
ATLANTIC OCEAN
Portugal
Spain
France
Rom.
Bul.
Armenia
Geor.
Az.
Uzbek.
Turkm.
Kyrgyzstan
Tajikistan
China
N. Korea
S. Korea
Japan
Italy
Turkey
Cyprus
Greece
Lebanon
Syr.
Iraq
Iran
Afghan.
Pakistan
Nepal
Bhutan
Morocco
Tunisia
Algeria
Libya
Israel
Kuwait
Qatar
Jordan
Saudi
Arabia
India
Laos
Vietnam
Taiwan
PACIFIC OCEAN
Western
Sahara
Egypt
U.A.E.
Oman
Bur.
Bangl.
Thai.
Cambodia
Philippines
Mexico
Caribbean
Maurit.
Mali
Niger
Chad
Eritrea
Yemen
Djibouti
Senegal
The Gambia
Guinea-Bissau
Guinea
Sierra Leone
Liberia
Cote d'Ivoire
B. Faso
Ghana
Togo
Benin
Nigeria
Cam.
C.A.R.
South
Sudan
Sudan
Ethiopia
Somalia
Ken.
Sri
Lanka
Malaysia
Central
America
Guyana
Suriname
French
Guiana
(France)
Venez.
Colombia
Ecuador
Peru
Brazil
Equatorial Guinea
Gabon
Congo
Dem.
Rep. of
Congo
Uganda
Rwanda
Burundi
Tanz.
Papua
New Guinea
Solomon
Islands
Indonesia
Timor-Leste
Bolivia
Paraguay
Chile
Argentina
Uruguay
Angola
Zambia
Zim.
Namibia
Bots.
Madagascar
INDIAN OCEAN
ATLANTIC OCEAN
South
Africa
Lesotho
Malawi
Mozambique
eSwatini
Australia
New
Caledonia
Fiji
New Zeal
SOUTHERN OCEAN

Geography Term 1

Population

Structuring Answers

When structuring an answer, it is always important to use:

P – Make your **Point**

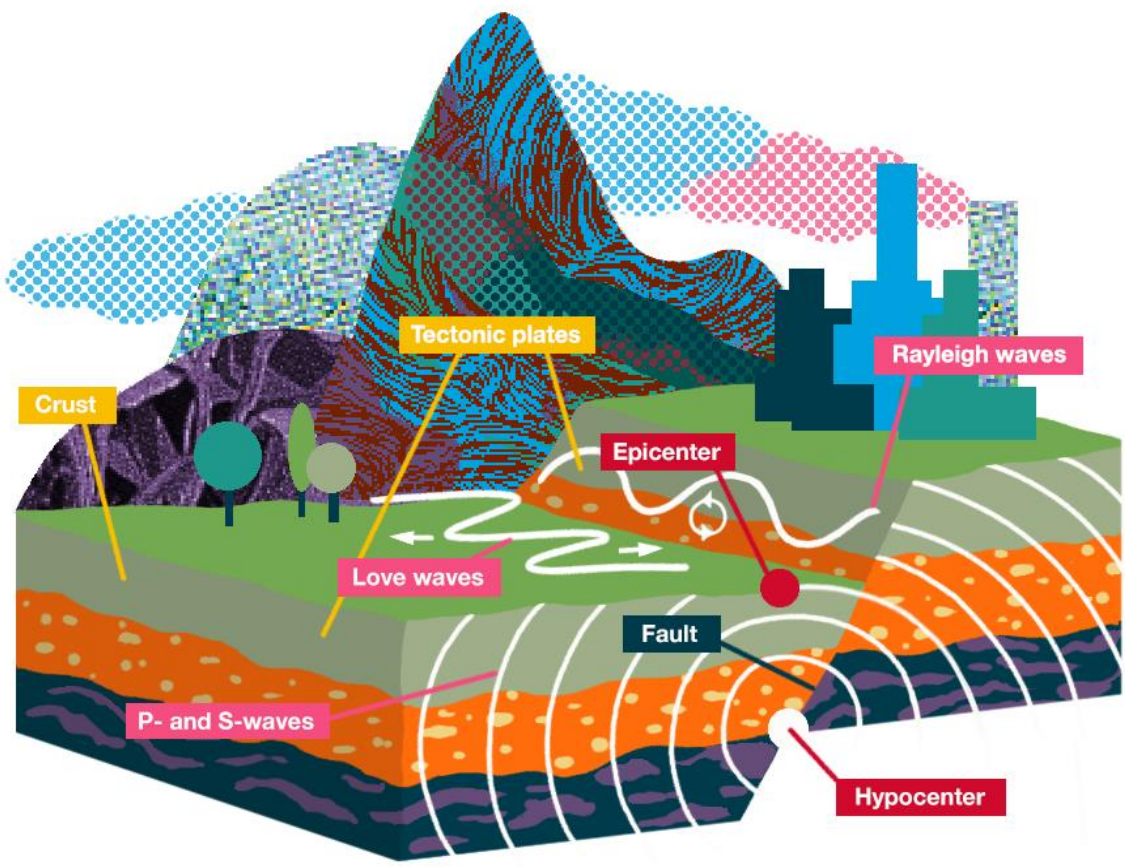
E – Add your **Evidence** (facts and figures)

E – **Explain** why using link words

L – **Link** it back to the original question

For example – where are earthquakes located?

Earthquakes are mostly found along tectonic plate boundaries. Such as along the western coast of South America where the Pacific plate meets the Nazca plate. This is because at tectonic plate boundaries, stress and friction builds up due to convergent and divergent movements. Therefore, you are more likely to find earthquakes when the stress builds too much, whereas in areas away from plate boundaries there are likely to be fewer earthquakes.



Home Learning Tasks:

1. Write a report on how the Industrial Revolution affected the UK's population?
2. Create a poster which highlights push and pull factors for migration.
3. Write a report on China's one child policy – Why was it introduced? What were the rules and the impacts of the policy
4. Research another country other than China which introduced a population management policy and what were the impacts of this

History – Term 1

The Tudors and Stuarts?

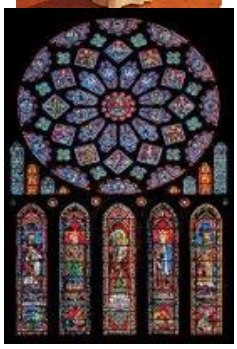
This builds on:	Why this topic:	This links to:
✓ This builds on understanding fromY7 in which we studied the power of monarchs and the key term of revolutionary.	**In this topic, we will look at how the Tudor and Stuart monarchs managed to change Britain This will include Henry VIII Break with Rome, Elizabeth's relationship with Spain and James I relationship with the Catholic English.**	✓ This links to future topics as we carry on the theme of revolution and links to next unit of the Slave Trade.

Key Vocabulary

Tudor: English royal family/dynasty who held the throne from Henry VII in 1485 until Elizabeth I in 1603	**Reformation:** A religious movement in Europe in the 1500s where its leaders disagreed with the Roman Catholic Church.
Monarch: A ruler such as a king, queen or emperor.	**Martyr:** Someone who does for their beliefs (often religious).
Heir: A person who had legal claim to a title or throne when the person holding it dies.	**Civil War:** A war between two sides of the same country.
Catholic: Christian religious belief – the Pope is Head of the Church.	**Restoration:** The process of restoring the English Monarchy.
Protestant: Christian religious belief – they separated from the Roman Catholic Church. The monarch is usually head of the Church.	**Treason:** The crime of betraying your country, particularly by attempting to kill or overthrow the monarch.

Key Retrieval
Difference between Catholics and Protestants:

CATHOLICS.



PROTESTANTS

Impact of the Break with Rome

Dissolution of the Monasteries: Catholic monasteries were dissolved. This means that their wealth was stripped and the lands confiscated and given to rich Protestant nobles.

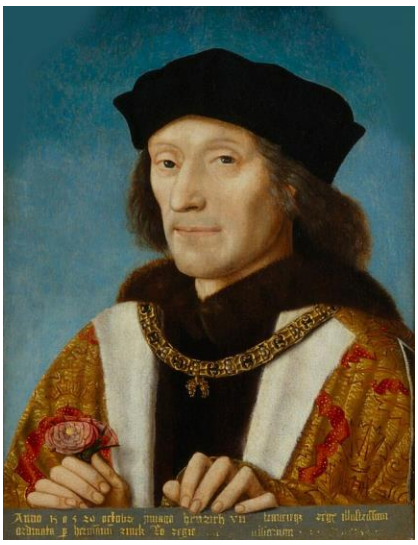
Church of England: Henry VIII created his own Church with him as Supreme Head. This allowed him to grant his own divorce and to make changes to how the Church is ran. This led to a divide amongst the people of England - either you were Catholic or Protestant.

The Troubles in Northern Ireland: A Civil War began in Northern Ireland between Catholic Irish Loyalists and Protestant British Unionists. This was a long-term impact of the Break with Rome – this eventually led to a peace agreement between the Loyalists and Unionists called The Good Friday Agreement in 1997.

Home Learning Tasks:
1. Create a fact file on any of the Tudor and Stuart monarchs that you would like to research.
2. Create a battlefield model of the most famous battle of the English Civil War – Battle of Naseby.
3. See homework sheet for further home learning tasks and information above.

History – Term 1

Our Monarchs



Henry VII 1485 – 1509
Key events – Wars of the Roses
Battle of Bosworth Field 1485

Henry VIII 1509 – 1547
Key Events - Break with Rome 1533 – 1536
Dissolution of the Monasteries

Elizabeth I 1558 – 1603
Key Events - Spanish Armada 1588
The Marriage Issue
Religious Settlement 1559

James I 1603 – 1625
Key Events - The Gunpowder Plot (1605)
The Stuart Dynasty begins – First King of Scotland and England 1603

Charles I 1625 – 1649
Key Events - Divine Right to Rule
English Civil War 1642 – 1649
First English King executed - 1649

Charles II 1660 – 1685
Key Events - The Restoration 1660
The Great Plague 1665
The Great Fire of London 1666

History – Term 1

The Tudors and Stuarts?

Structuring Answers

When structuring an answer, it is always important to use:
P – Make your **Point**
E – Add your **Evidence** (facts and figures)
E – **Explain** why using link words
L – **Link** it back to the original question

For example – How did Henry VIII's Break with Rome impact England?
One way that the Break with Rome impacted England was the dissolution of the monasteries. For example, this was when Henry VIII closed down the Catholic monasteries, and stripped them of their wealth and valuables. Many monks were thrown out onto the street and the land was sold to wealthy Protestant nobles. This impacted England greatly, because the monasteries helped the poor more than any other institution. They provided food and shelter as well as medical help. Without this, many of the poor were left to fend for themselves and also led to many Catholics resenting Henry for his actions against their Church. Therefore, Henry VIII's Break with Rome impacted England greatly as a lot of the population were left without physical care as well as spiritual turbulence.

Dissolved Monasteries

Monasteries are complexes of buildings designed to house religious communities, such as monks or nuns, who live under a specific rule or way of life. These communities often include a place of worship, living quarters, and areas for work and communal activities. Monasteries play a significant role in various religions, including Christianity and Buddhism, and have served as centers of religious practice, learning, and social support throughout history

Religious Studies

Is the life after death?

This builds on:	Why this topic:	This links to:
✓ This builds on RE knowledge from primary school and explores different ideas about what happens when we die.	offers us great wisdom on life, death, and remembrance. It reminds us to seek beauty and joy in life and death, keep cherished memories alive, and celebrate the gift of life with those we love	✓ This links to the KS4 curriculum and theme B that looks at religion and life. This also links to Fundamental British Values such as Tolerance of different religious beliefs.

Key Vocabulary	
Reincarnation : the religious belief that existence is a cycle of birth, life, death and rebirth.	**Immorality as a memory of others :** the belief that there is no life after death and you only exist in the memory of others
Resurrection: Christian belief that Jesus rose from the dead after crucifixion	**Alfenique**: a special confection used to fashion skulls, fruits and other figures.
Rebirth: the belief that some part of the person passes into a new life from death	**Altar de muertos**: the offering that family and/or friends prepare for their dead loved ones
Immorality as a legacy : the belief that there is no life after death and we only exist in what we leave behind	**Angelitos**: the souls of the children who have died; literally "little angels."
Responsibility: to oversee their own actions	**Papel Picado**: This traditional paper decoration consists of intricate cut patterns that add beauty and color to the festivities. Used as a banner or in altars, papel picado represents the fragility of life.

Key Retrieval

RELIGIOUS BELIEFS ABOUT LIFE AFTER DEATH

For many religious people, belief in life after death is based on teachings in their scriptures or traditions. The sacred texts in Christianity, Judaism and Islam talk of an afterlife, so for followers of these faiths life after death has been promised by God. For Buddhists, belief in reincarnation is based on the tradition that the Buddha remembered his past lives when he reached enlightenment.

NON-RELIGIOUS BELIEFS ABOUT LIFE AFTER DEATH

Not all people who believe in life after death would call themselves 'religious'. For example, some people believe in the concept of reincarnation but are not necessarily Buddhist, Hindu or Sikh. Others feel natural justice requires good to be rewarded and evil punished but do not hold one of the traditional faiths that promise an afterlife.
For some people, near-death experiences (NDEs), a sense of déjà vu or witnessing ghosts, perhaps through a medium convinces them about life after death..

Cultural Capital

1. **We will have intellectual arguments and debates surrounding the ideas of different beliefs about life after death and come to a reasoned conclusion**
2. **We will watch videos to explore how different religious and non religious people view life after death**
3. **We will make religious day of the dead masks and objects to get a chance to try an experience some of the Mexican culture**

Home Learning Tasks:

- What do religious people believe happens when we die? Create a day of the dead mask.
- Do you think people's opinion on life after death has changed and why?
- Does science make people less likely to believe in life after death?

Religious Studies

Write like an RE expert

4 marker	*5 marker*	*12 marker*	
Point	Point	Point	Two arguments for
Explain	Evidence	Evidence	Two arguments against
Point	Explain	Explain	
Explain	Point	Link	Conclusion
	Explain		

WAGOLL

Explain two ways in which believing in Judgement Day might influence Christians today. [4 marks]

Point – Believing in Judgement Day might influence Christians to be good people on Earth and to be kind to everyone.
Explain – This means that when they are judged by Jesus, he will send them to Heaven.
Point – The belief in Judgement Day might also influence Christians to volunteer for a charity, or help people in some way.
Explain – This is because in the parable of the sheep and the goats, people who do good deeds go to Heaven and those who do not (the goats) go to hell.

Día de los Muertos, or Day of the Dead, is a vibrant Mexican holiday celebrated on November 1st and 2nd to honor and remember deceased loved ones. It's a joyful occasion, not a somber one, focused on celebrating the lives of those who have passed away and their continued presence in the memories of their families.

French Term 1.1
En Ville

This builds on:	Why this topic:	This links to:
✓ This builds on saying where you live.	**This is the first of our French topics this year. You will learn to give and understand information about where you live.**	✓ This links to KS3 and4 study, because it contains building blocks that you will be using during the rest of KS3 and 4.

Key Vocabulary.

Où habites-tu?	*Where do you live?*
J'habite dans un village.	*I live in a village.*
J'habite dans une ville.	*I live in a town.*
J'habite dans une grande ville.	*I live in a city.*
J'habite à la campagne.	*I live in the country.*
J'habite à la montagne.	*I live in the mountains.*
J'habite au bord de la mer.	*I live at the seaside.*
J'habite en France.	*I live in France.*
J'habite en Suisse.	*I live in Switzerland.*
J'habite au Maroc.	*I live in Morocco.*
Quel temps fait-il sur la photo?	*What's the weather like in the photo?*
Il fait beau.	*The weather's fine.*
Il fait mauvais.	*The weather's bad.*
Il fait chaud.	*It's hot.*
Il fait froid.	*It's cold.*
Il y a du soleil.	*It's sunny.*
Il y a du vent.	*It's windy.*
Il neige.	*It's snowing.*
Il pleut.	*It's raining.*
C'est comment?	*What is it like?*
C'est animé.	*It's lively.*
C'est calme. / C'est tranquille.	*It's peaceful / quiet.*
C'est ennuyeux.	*It's boring.*
C'est joli.	*It's pretty.*
C'est nul.	*It's awful.*

Key Retrieval

pouvoir (to be able to) is an irregular modal verb. It is usually followed by an **infinitive**.

je peux	I can
tu peux	you can
il/elle/on peut	he/she/we can
nous pouvons	we (people) can
vous pouvez	you can
ils/elles peuvent	they can
*On peut **cultiver** le coton.*	You can **grow** cotton.

ne ... pas around *pouvoir* makes it negative:

*Je **ne** peux **pas** **aller** à l'école.*	I **can't** **go** to school.

il y a ...	*there is/there are ...*
il n'y a pas de ...	*there isn't a/any ...*
ne ... rien	*nothing*
pour	*for*

J'aime ... • *I like ...*

J'adore ...	*I love ...*
Je n'aime pas ...	*I don't like ...*
Je déteste ...	*I hate ...*
aller au cinéma (avec mes amis)	*going to the cinema (with my friends)*
aller aux concerts (rock)	*going to (rock) concerts*
aller voir des matchs (au Parc des Princes)	*going to watch matches (at the Parc des Princes)*
faire du roller (au Trocadéro)	*roller-blading (at the Trocadéro)*
faire les magasins	*going shopping*
prendre des photos	*taking photos*
retrouver mes copains	*meeting up with my mates*

Home Learning Tasks

1) Each week, learn a section as directed by the teacher. Make flashcards for the questions and answers.
2) Research some careers where Languages are important. Make a fact file. Which of these are you interested in?
3) Complete your Languagenut activities online.

French Term 1.2

Les Fêtes

This builds on:	Why this topic:	This links to:
✓ Dates, months, numbers, preferences.	You will learn to give and understand information about celebrations in the UK and in France. You will express preferences and make plans for your next party.	• Food and drink. • Birthdays /special occasions. • Future plans

Key Vocabulary	
Quelle est ta fête préférée? – What is your favourite celebration?	L'Aïd - Eid
La fête nationale - Bastille Day 14th July	Noël - Christmas
La fête des Mères – Mothers' Day	Le Nouvel An – New Year
La fête du Travail – Labour Day –1st May	Le Réveillon - New Year's Eve
Mon anniversaire – My birthday	Pâques.– Easter

Key Retrieval

1	un	9	neuf	17	dix-sept	25	vingt-cinq
2	deux	10	dix	18	dix-huit	26	vingt-six
3	trois	11	onze	19	dix-neuf	27	vingt sept
4	quatre	12	douze	20	vingt	28	vingt huit
5	cinq	13	treize	21	vingt-et-un	29	vingt neuf
6	six	14	quatorze	22	vingt-deux	30	trente
7	sept	15	quinze	23	vingt-trois	31	trente-et-un
8	huit	16	seize	24	vingt-quatre		

	–er verbs *danser*	–ir verbs *finir*	–re verbs *attendre*
je / j'	dans**e**	fin**is**	attend**s**
tu	dans**es**	fin**is**	attend**s**
il/elle / on	dans**e**	fin**it**	attend
nous	dans**ons**	fin**issons**	attend**ons**
vous	dans**ez**	fin**issez**	attend**ez**
ils/elles	dans**ent**	fin**issent**	attend**ent**

Question words

qu'est-ce que? ..... *what?*
comment? ..... *how?*
avec qui? ..... *with whom?*
pourquoi? ..... *why?*
où? ..... *where?*
quand? ..... *when?*

Home Learning Tasks:

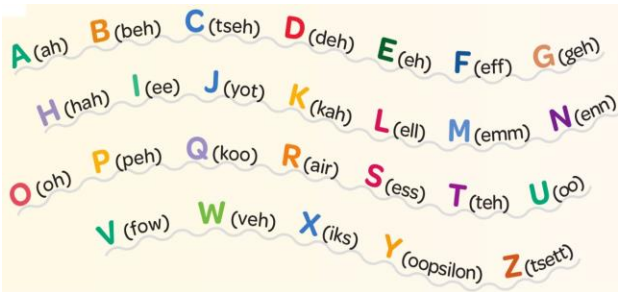
1. Research a festival of your choice. How is it celebrated in France? How is it different? How is it similar?
2. Complete the tasks on Languagenut.com
3. Prepare some crêpes for your family like French people do for La Chandeleur. If you can't make them, why not design a menu made of pancakes. A savoury and a sweet course.

German Term 1
Ich- Meine Welt

This builds on:	Why this topic:	This links to:
✓ This builds on work you will have done atKS2	**This is the first of our German topics this year.** **You will learn to give and understand information about yourself and your family**	• This links to all the units you will study, because it contains the basic building blocks that you will be using during KS3and 4.

Key Vocabulary	
Guten Tag. Wie geht es dir? – Good day. How are you?	**Ich wohne in Newsome.** - Das ist toll. I live in Newsome. That is great.
Wie heißt du?/ Wie ist dein Name? - What is your name?	**Ich heiße/ Mein Name ist Claudia.** - -My name is Claudia.
Wie schreibt man das? – How do you spell it?	**Ich bin sehr freundich und ziemlich intelligent. -** I am very friendly and quite intelligent .
Wie alt bist du? -How old are you?	**Ich bin elf Jahre alt –** I am eleven years old.
Wann ist dein Geburtstag? – When is your birthday?	**Mein Geburtstag ist am fünften März Geburtstag?** –My birthday is on the fifth of March.

Key Retrieval



Montag
Dienstag
Mittwoch
Donnerstag
Freitag
Samstag
Sonntag

0	null	16	sechzehn
1	eins	17	siebzehn
2	zwei	18	achtzehn
3	drei	19	neunzehn
4	vier	20	zwanzig
5	fünf	21	einundzwanzig
6	sechs	22	zweiundzwanzig
7	sieben	23	dreiundzwanzig
8	acht	24	vierundzwanzig
9	neun	25	fünfundzwanzig
10	zehn	26	sechsundzwanzig
11	elf	27	siebenundzwanzig
12	zwölf	28	achtundzwanzig
13	dreizehn	29	neunundzwanzig
14	vierzehn	30	dreißig
15	fünfzehn	31	einunddreißig

Home Learning Tasks:

1. Every week learn a section as directed by the teacher. Make flashcards for the questions and answers.
2. Research a famous German person. Make a factfile. What do they do? Where do they live? Why are they famous?
3. What do you know about Germany? Present your knowledge in a creative way

German Term 1
Ich- Meine Welt

Wo wohnst du? Where do you live?

Ich wohne *I live*		Bayern. *Bavaria.*
Er wohnt *He lives*	in *in*	Hessen. *Hesse.*
Sie wohnt *She lives*		Sachsen. *Saxony.*

Wie alt bist du? How old are you?

Ich bin *I am*		elf *eleven*	
Er *He*	ist *is*	zwölf *twelve*	
Sie *She*		dreizehn *thirteen*	Jahre alt. *years old.*
Es *It*		vierzehn *fourteen*	
		fünfzehn *fifteen*	

Wann ist dein Geburstag? When is your birthday?

Mein Geburtstag ist am

neunzehn**ten**	Januar
vierundzwanzig**sten**	März
ersten	Mai
dritten	Juni
siebten	September
achten	Dezember

Important verbs

Ich spiele	I play
Du spielst	You (sg) play
Er/Sie/ Es spielt	He/she/it plays
Wir spielen	We play
Ihr spielt	You (pl) play
Sie spielen	They play

Ich bin	I am
Du bist	You (sg) are
Er/Sie/ Es ist	He/she/it is
Wir sind	We are
Ihr seid	You (pl) are
Sie sind	They are

Computing Term 1

Digital Literacy

This builds on:	Why this topic:	This links to:
Fundamental digital literacy skills learned in year 7 and applies them to working world skills and practices.	Digital Literacy: To develop skills to be able to professionally present work through various methods and to understand the principles of computing and its operations.	Develop a broader range of abilities and skills sets for later education and working in Computer Science, ICT, and Media careers.

Key Vocab	Definition
Binary	The digit form used to represent data within a machine or computer. Noted as either a 1 or 0.
Denary	The number form we use to represent values (Decimal System) Noted as 0 1 2 3 4 5 6 7 8 9
Cryptography	The process of creating and breaking secret codes (Encryption) used to protect information from unwanted users.
Hardware	The components used to construct a fully functioning computer. Motherboard, CPU, RAM, HDD/SDD, PSU, GPU, Cooling and Case.
Software	A large set of instructions stored on a computer that allows a user to perform tasks, such as an Operating System, MS Word, Scratch and other Video Games.

HOW TO CONVERT A BINARY VALUE TO A DENARY(DECIMAL)

This is used to understand how computers represent the words and numbers we type into a computer.

Once converted to a denary value we can try to crack the secret code via the green conversion table below

128	64	32	16	8	4	2	1
				1	0	0	0

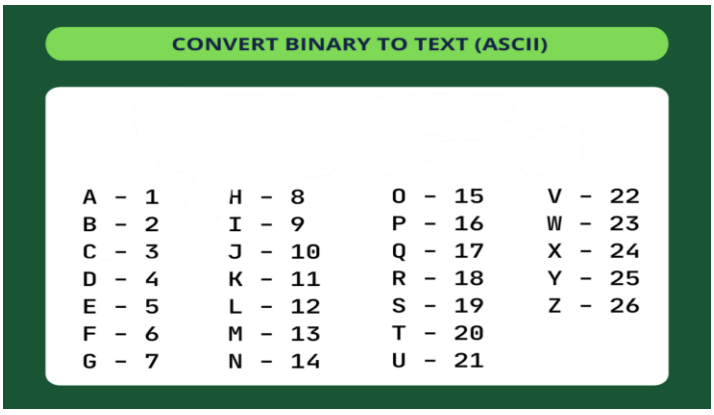
1. Insert the binary digits into the table.
2. Then add every value that has a 1 value beneath it.

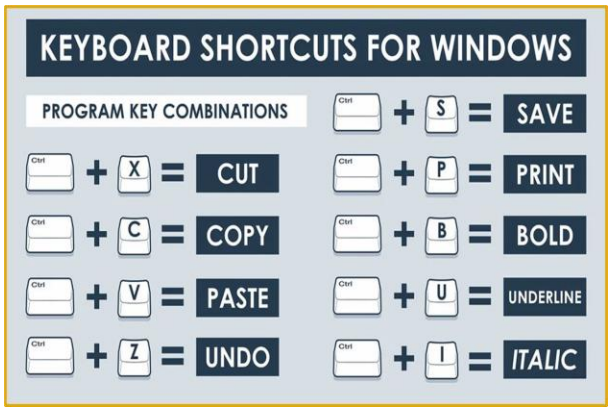
1000 0101 01100 01100 01111

1. Enter binary digital into the conversion table and calculate: 8 5 12 12 15

2. Find the corresponding alphabet character with the converted value.

HELLO





For help with the Home Learning task, go to -

- https://www.bbc.co.uk/bitesize/articles/z9j2jsg
- **Crack the Binary code:** https://www.learner.org/series/project-playbook-educator-edition/binary-code-cracking/

Food Technology

Rotation 1

This builds on:	Why this topic:	This links to:
• **We are now developing your preparation and cooking skills further by using more technical skills and techniques such as learning about coagulation, making pastry and bread dough** • **In your theory lessons you will be looking at food legislation as well as food choices and dietary needs**		

Key Vocabulary	
Legislation: rules or laws relating to a particular activity that are made by a government	**The 4 C's**: Chilling, Cooling, Cooking, Cross-contamination
FSA (food standards agency): responsible for food safety and food hygiene in England, Wales and Northern Ireland.	**Dovetailing**: Multitasking where you have more than one thing happening at the same time
Food safety act: The Food Safety Act 1990 is a vital part of environmental law and is **an act that all food businesses in the UK must comply with**.	**Food manufacturing**: The process of making food products in factories using machines and workers. For example, turning raw ingredients like wheat, milk, or vegetables into bread, cheese, or canned soup.
Kneading: Working dough by pressing, folding, and stretching it to make it's smooth and stretchy.	**Food processing**: Changing raw food into other forms to make it safer, tastier, or last longer.
Bain-marie: A **Bain-marie** (say *ban mah-ree*) is a special way to gently heat food. You put a bowl or pan with food inside a bigger pan filled with hot water. The hot water heats the food slowly and evenly.	**Coagulation**: **Coagulation in food** means when something liquid, like eggs or milk, turns solid or thicker when it is heated or mixed with something special. For example, when you cook an egg, the runny part becomes firm — that's coagulation!
Rubbing-in method: A way of mixing a solid fat (like butter) into flour by rubbing them together with your fingertips until the mixture looks like breadcrumbs.	**Cross-contamination:** When harmful germs or bacteria spread from one thing to another, especially from raw food to cooked food.

Bain-marie. This technique is designed to cook delicate dishes such as custards, sauces and savoury mousses without breaking or curdling them.

Independent Learning Tasks:

1. Once you have created the breakfast pizza, have a go at other dishes that use coagulation. A Spanish Omelette or Frittata are really similar - try this recipe: https://www.bbcgoodfood.com/recipes/mini-chorizo-pea-potato-frittatas
2. Use your bain-marie skills with these recipes: https://www.masterclass.com/articles/bain-marie-guide
3. Try this sour-dough focaccia recipe: https://www.bbcgoodfood.com/recipes/sourdough-focaccia

Food Technology

Rotation 1

This builds on:	Why this topic:	This links to:
• We are now developing your preparation and cooking skills further by using more technical skills and techniques. • In your theory lessons you will be looking at food legislation as well as food choices and dietary needs.		

	Make sure you have a range of vegetables and some other ingredients to practice chopping in the lesson.	**Practical Recipe 1 – Breakfast Pizza** ❑ 1 round flour tortilla ❑ 3 large eggs (or 4-5 smaller eggs) ❑ 50g grated cheese ❑ 8 cherry tomatoes ❑ 1 mushroom ❑ 1/2 pepper ❑ 2 slices of ham/cooked chicken/pepperoni
	Flapjacks are really sweet and buttery so cut it into small square chunks.	**Practical Recipe 2 – Flapjack** ❑ 350g Porridge Oats ❑ 150g Butter ❑ 100g Sugar ❑ 2 Tablespoons Golden Syrup ❑ 1 x 200g chocolate to melt on top (optional)
	Please bring your cheese and onion ready chopped and grated to save time in the lesson. Making the pastry is the main skill here.	**Practical Recipe 3 – Cheese and Onion Pasty** ❑ 50g Cheddar Cheese ❑ ½ Onion ❑ 100g Plain Flour ❑ 50g Butter or Margarine
	You can bring in some toppings for your focaccia bread such as cheese, onions, peppers or olives.	**Practical Recipe 4 – Focaccia Bread** ❑ 200g Strong Bread Flour ❑ 25g Margarine School will provide: Salt Herbs Yeast

Once you have learned to make this in lesson, have another go at making it at home!

Art

Formal Elements

This builds on:	Why this topic:	This links to:
✓ This builds on what you may have learned in art lessons at KS2	The formal elements are the building blocks of all visual art. Learning these gives you the essential vocabulary and skills to create, understand and discuss art effectively.	✓ This links to your future learning and skills development in KS3 and prepares you for GCSE Art

Key Vocabulary	
Line: The path made by a moving point for example a brush dipped in paint. A line can take many forms.	**Form:** A 3-dimensional object that has height, width and depth.
Tone: The lightness or darkness of something. By adding tone to line drawings, the illusion of form in created.	**Texture:** The way something feels to the touch. Visual texture is the way something in a photos/painting looks as though it would feel.
Colour: This is what we see when the light strikes a surface and is reflected back to the eye.	**Composition:** The placement of different elements in a piece of artwork (what goes where).
Shape: Created by a line that starts and finishes at the same point. Shapes are flat (height and width) and can be geometric or organic.	**Mark making:** Creating different marks on a surface with a selected media. Good way to create texture in a piece of artwork.
Pattern: A repeated decorative design.	**Collage:** A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
Experimenting: The process of exploring new ideas, materials, techniques, and approaches to artistic creation, essential to deepen understanding of materials and refine artistic skills.	**Refining:** To improve a piece of art by making small, deliberate changes to enhance its quality, clarity, or overall effect.

Scan QR codes for access to the Newsome Art Department Pinterest page and Tate Kids website.

Home Learning Tasks:
Choose an interesting object in your home/find a picture to draw from.
Try drawing the object/picture in the following ways:

- Using your non-dominant hand
- Using a continuous line (don't take your pencil off the paper once you have started)
- Blind contour drawing (draw without looking at your page until you have finished)
- Turn the object upside down and draw it that way.
- Drawing only the negative space (around and between the object)
- Timed drawing (10 seconds/ 30 seconds/ 60 seconds)

ART ASSESSMENT

- ✓ Ask a question about the work…
- ✓ Share your ideas and opinions…
- ✓ What areas can be refined?
- ✓ How has detail been captured?
- ✓ What caught your eye first time and why?
- ✓ What changes would you suggest?
- ✓ How has the work met the lesson objective?
- ✓ Formal elements used… Line, colour, texture, tone, shape, pattern & form
- ✓ Identify areas that went well
- ✓ Where next?
- ✓ Ask your partner what they think about your work
- ✓ What areas can be improved further?

Describing Artwork
- This piece of art shows…
- The artist has used… to create…
- This artwork is made using…
- The composition includes…

Talking About Colour and Texture
- The colours used are… which makes the artwork feel…
- The artist has used light and shadow to…
- The texture appears to be…

Interpreting the Meaning
- This artwork might represent…
- It makes me feel… because…
- The artist could be trying to show…
- It reminds me of…

Giving Opinions
- I like this artwork because…
- In my opinion, the most effective part is…
- I think the artist has been successful in…
- I prefer this style because…
- If I could change one thing, it would be…

Comparing and Reflecting
- This reminds me of the work by… because…
- Compared to my own work, this is…
- This is similar to/different from…

Art Assessment – you will be given a mark for each assessed piece of work. This colour coded grid links to the mark scheme in your book.

exceeded the expectations of recall and application of the intended curriculum.	**4**	recalled and applied **some** of the intended curriculum.	**2**
recalled and applied **the majority** of the intended curriculum.	**3**	recalled and applied **little** of the intended curriculum.	**1**

Music – Term 1

This builds on:	Why this topic:	This links to:
✓ This unit will build on the **performance** skills you have developed in Year 7 and continue to apply your theory skills to a new genre/style.	**Rap and Hip Hop** ✓ You will develop an understanding of the culture around rap music as well as apply and deepen prior learning through a new genre/style of music.	✓ This unit links to all the listening skills you have developed in **Year 7** but will also include a more advanced level of keyboard performance. In the following unit you will use the skills developed in this unit to create your own piece of Baroque music.

Key Vocabulary

Melody: The main layer or tune of a piece. • **Melodies** can move by **step** or **leap.**	**Harmony:** The **chords and scales** that accompany the melody. • ***Diatonic*** *Harmony – Chords and scales that blend well together.* • ***Dissonant*** *Harmony – Chords and scales that clash with each other.*
Articulation: The way the notes are played – long and smooth or short and detached • **Legato** – Long and smooth • **Staccato –** Short and choppy	**Tonality:** Whether the music is in a **Major** ☺ or **Minor** ☹ Key.
Dynamics: How loud or quiet the sound is.	**Performance Forces:** The **instruments** or **voices** used to perform a piece.
Texture: The **layers** that make up a piece • **Monophonic –** Single layer on its own. • **Homophonic –** One melody with accompaniment. • **Polyphonic –** More than one melody at the same time.	**Rhythm:** The **note values** used
Structure: The way the music is put together in sections. **E.g. – Beginning, Middle and End Or Verse-Chorus.**	**Tempo:** The **speed** of the beat

Key Concepts – *Rap and Hip Hop*

Hip Hop Hip Hop is not just a style of music but an entire **culture** that is made up: • DJing and **beat making.** • B-Boying or **Break Dancing**, a form of acrobatic group dancing. • **Graffiti art** • **Mc'ing or rapping**.	**Musical Devices** Musical devices are techniques used by people who write music. **Examples = Riffs**, as well as **Sampling** and **Looping** are common musical devices to Hip Hop.	**Sampling** When a short snippet from another song is reused in a new piece of music. Samples are usually changed in some way e.g. by changing the **pitch** or **slowing** them down.
Riff A riff is a short **repeating pattern** in a piece of **pop** music.	**Structure** Gangsta's Paradise uses a **Verse-Chorus** structure.	**Gangsta's Paradise Tonality** Gangsta's Paradise is in a **minor key.** It sounds **sad and serious,** which fits with the lyrics.
Gangsta's Paradise: Harmony The chord sequence, which repeats throughout the song is: **G Em F# Bm** The song is ***diatonic***.	**Time Signature** Gangsta's Paradise is in **4/4,** meaning each bar has 4 beats.	**Breakbeat** *A short break in the song that is **just** the drum beat on its own.* Breakbeats are **sampled** because drumbeats are perfect to rap over.
Vocalisation ***Wordless*** singing. Vocalisation is during the chorus in the backing vocals.	**Melisma** Signing more than one note per syllable.	**Looping** A small section of sound that is repeated. DJ Kool Herc was the first to loop breakbeats, from which breakdancing developed.
Tempo Gangsta's Paradise uses an **andante** tempo (**80 BPM** – Beats per minute)	**Gangsta's Paradise: Texture**. The song uses **two** types of texture: **Homophonic** – One melody and accompaniment (during the **verse** sections) **Polyphonic** – more than one melody at the same time (during the **chorus** sections).	

Music – Term 1

What is this page?	What should I do with this page?	How can I revise?
• *Use this page to help **revise** and **streng then** your knowledge of Rap and Hip Hop..*	• *Spending **ten-fifteen** minutes **per week**, using this page to revise, will prepare you for the assessments.*	• *Look, cover and check to test yourself.* • *Ask someone else to test you.* • *Create flash cards or a mind map from this page.*

Retrieval Practice (Home Learning)

Firstly, make sure you have **memorised** the definitions for all the keywords we use in music:

Melody / Articulation / Dynamics / Texture / Structure / Harmony / Instrumentation and Forces / Rhythm / Tempo.

Using your knowledge organiser you must:
- ➢ Look, cover and check.
- ➢ Have somebody else test you.
- ➢ Make flash cards to test yourself.

Questions	*Answers*
What is **Hip Hop**?	Hip Hop is not just a style of music but an entire **culture.**
Identify the **four** things that make up Hip Hop.	• DJing and **beat making.** • B-Boying or **Break Dancing**, a form of acrobatic group dancing. • **Graffiti art** • **Mc'ing or rapping**.
What type of **tonality** does Gangsta's Paradise use? Why does this suit the lyrics?	Gangsta's Paradise is in a **minor key.** It sounds **sad,** which fits with the theme of the lyrics.
What is a **riff**?	A riff is a short **repeating pattern** in a piece of **pop** music
Describe the **structure** of Gangsta's Paradise.	Gangsta's Paradise uses a **Verse-Chorus** structure.
Describe the **harmony** of Gangsta's Paradise.	The chord sequence, which repeats throughout the song is: **G Em F# Bm.** The song is also ***diatonic*** throughout.
What is the **time signature** of Gangsta's Paradise?	Gangsta's Paradise is in **4/4,** meaning each bar has 4 beats.
Describe the **tempo** of Gangsta's Paradise.	Gangsta's Paradise uses an **andante** tempo (**80 BPM** – Beats per minute)
What is **sampling**?	In music, sampling is when a short snippet (or sample) of a sound recording is used in another recording. Samples are usually changed in some way e.g. by changing the **pitch** or **slowing** them down.
What is a **breakbeat**? Why are breakbeats commonly **sampled**?	*A short break in the song that is **just** the drum beat on its own.* Breakbeats are **sampled** because drumbeats are perfect to rap over.
What is **vocalisation**? Where can it be heard in Gangsta's Paradise?	***Wordless*** singing. Vocalisation is during the chorus in the backing vocals.

ap and Hip Hop use the resources below to **research** and create a mind map or flash cards on the content. Ask your teacher if you want flash cards or a mind map frame on Rap and Hip Hop (or you can create your own).

BBC KS3 Music – Hip Hop Article
GCSE Bitesize – Hip Hop

HOME WORK

Challenge Activities (in lesson):
If you manage to perform **step 9** for the performance exam why not take develop your skills further with the following performance on piano? (Link to YouTube tutorial): Still Dre Piano - How to Play Dr. Dre Still Dre Piano Tutorial! (youtube.com)

3D Design

Nature Theme

Health and Safety Workshop Rules

1. **Never Remove Any Tools from the Workshop**
   Tools must stay in the workshop. Taking them out is unsafe and not allowed.
2. **No Running or Fooling Around**
   Move calmly and behave responsibly to keep everyone safe.
3. **Know Where Emergency Stop Buttons Are**
   Locate and understand how to use emergency stops before starting any task.
4. **Use Tools and Machines Correctly**
   Operate only the tools you've been trained to use, and follow all instructions.
5. **Always Wear Safety Goggles**
   Protect your eyes at all times when using tools or machinery.
6. **Wear Protective Gear When Needed**
   Use gloves, ear defenders, and dust masks for specific tasks.
7. **Report Hazards or Injuries Immediately**
   Notify your teacher if something breaks, is unsafe, or someone gets hurt.
8. **Keep Your Work Area Tidy**
   Clean up as you go. Clear away clutter, spills, and tools.
9. **Secure Loose Items**
   Tie back long hair, remove jewellery, and avoid loose clothing near machines.
10. **No Food or Drink in the Workshop**
    To avoid contamination or spills, never eat or drink in the workspace.

Fabric Manipulation

Inspiration		New information
Jo Hyam (Textiles artist)		Jo Hyam, is a UK artist, creating visual art inspired by nature and world cultures. She creates machine stitched textile pictures & 3d objects using a variety of textile techniques.
Shibori		Shibori is a Japanese manual resist dyeing technique, known for creating patterns on fabric by binding, stitching, folding, and clamping before dying.
Gel prints		Gel printing, also known as gelli printing, is a form of printmaking that uses a soft, flexible gel plate to create unique, one-of-a-kind prints. It's a versatile technique that allows artists to experiment with layering colors, textures, and patterns. The process involves applying paint to the gel plate, adding textures with stencils or found objects, and then transferring the design onto paper or fabric.
Felting		Felting is the process of bonding or entangling fibers, usually wool, to create a dense fabric or sculptural form.
Beading		Beading on fabric involves attaching beads to fabric using a needle and thread, creating decorative designs or embellishments.

HOME WORK

Scan the codes to watch the clips on how to Manipulate fabrics.

3D Design

We will be studying around a nature theme. A nature theme encompasses concepts like the physical world, its beauty, and the interconnectedness of all living things. It can also explore the power, renewal, and conservation aspects of the natural world. Additionally, nature serves as a rich source of symbolism in art, literature, and even personal reflection

What's Biomimicry?

Artist Research - Josh Abarbanel

Material	Properties	Common Uses
Pine (Softwood)	Lightweight, easy to work, knotty, moderate strength, inexpensive	Interior furniture, shelving, framing, paneling
Maple (Hardwood)	Dense, hard, abrasion-resistant, fine light grain	Flooring, butcher blocks, cabinetry, instruments
Oak (Hardwood)	Very strong, heavy, attractive grain, durable	Furniture, flooring, wine barrels, outdoor projects
Ash (Hardwood)	Tough, flexible, shock-resistant, light beige color	Tool handles, sports equipment, furniture
Acrylic (Plastic)	Transparent, lightweight, shatter-resistant, weatherproof	Signs, windows, displays, protective shields
Cardboard (Paperboard)	Lightweight, rigid, recyclable, cost-effective	Packaging, models, crafts, shipping boxes
Paper (Cellulose)	Thin, flexible, writable, printable	Printing, drawing, packaging, stationery

How to Analyse a Photograph

- Does it contain any photographic rules?
- Is there a story or hidden meaning in the image?
- Where and how has the image been taken?
- Where are the shadows and highlights in this image?
- What is the section you look at first and why?

RULES OF COMPOSITION

HOME WORK

LEADING LINES | FOCUS | RULES OF THIRDS | SYMMETRY | NEGATIVE SPACE | GOLDEN SPIRAL | DEPTH OF FIELD | REPETITION

Physical Education
Invasion Games

This builds on:	Why this topic:	This links to:
✓ This builds on the prior learning of basic skills, rules and tactics of basic attacking and defending.	An invasion game is a team sport where two or more teams compete to score points by invading the opponent's territory and defending their own. Due to the large range of activities within this topic, it allows students to become competent enough to partake in extra-curricular sessions inside and outside of education. Invasion games help to develop not only physical skills but also social skills too.	✓ This links to the development of more complex skills, rules and tactics within different invasion games.

Key Vocabulary	
Dribbling – Moving with the ball while keeping control (like in football or basketball).	**Width** – Spreading out across the field to stretch the other team's defence.
Tactics – Smart plans or moves used to beat the other team.	**Depth** – Using players both near and far from the ball to create attacking and defending layers.
Attack – Trying to score points by moving the ball toward the other team's goal.	**Transition** – The switch between attacking and defending roles during play.
Defend – Stopping the other team from scoring in your goal.	**Possession** - keeping control of the ball or object during play.
Marking – Staying close to an opponent to stop them from getting the ball.	**Communication** – Talking, using hand signals, or showing with your body to help teammates know what you're doing, when to pass, where to move, or who to defend

Key Concept	Primary Purpose	Explanation & Tactical Application	Sporting Example
Passing	Attacking	Move the ball accurately between teammates to create attacking opportunities and maintain possession.	*Rugby* – Backward passes help continue forward momentum while avoiding defenders.
Marking	Defending	Preventing an opponent from receiving the ball or scoring by staying close and anticipating movement.	*Netball* – Goal Defence marks Goal Attack to disrupt attacking play.
Shooting	Attacking	Executing a scoring attempt with power and accuracy, often under pressure.	*Football* – A player shoots with their stronger foot from inside the penalty area.
Intercepting	Attacking & Defending	Reading the game to stop passes and start a new attack.	*Basketball* – Intercepts a cross-court pass to create a fast break.
Dribbling	Attacking & Defending	Controlled ball movement used to beat defenders or retain possession under pressure.	*Football* – Using footwork and speed to bypass an opponent on the wing.

Home Learning Tasks:
Task 1 - Watch the videos and create a poster showing the differences between how a team tries to score (attacking) and how they try to stop the other team from scoring (defending). Include the key skills and techniques used for each.
https://youtu.be/q1aJkgi0G6A
https://youtu.be/ABC5iPye7JY
Task 2 – Copy the table above giving different examples from different invasion games.

Physical Education

Skill Related Fitness

This builds on:	Why this topic:	This links to:
✓ This builds on prior learning Health Related Fitness. Cardio –Vascular Endurance ,Muscular Strength, Muscular Endurance, Flexibility and Body Composition.	**You will learn about the six basic components of Skill-Related Fitness. You will understand and be able to complete the relevant testing for these components and be able to relate them to different sports.**	✓ This links to a lifelong learning for a healthy and active lifestyle as you get older .Understanding Principles of Training and how to develop a successful training programme.

Key Vocabulary	
Skill: A well learnt movement or performance to help with a successful outcome	**Reaction time:** Reaction time refers to how quickly you can respond to an external stimulus.
Fitness: The ability to meet the demands of the environment or task	**Agility:** Agility is the ability to move quickly and to easily change direction under control
RPE: Rate of perceived exertion. How hard you think you are training on a scale of 1-10	**Balance:** Balance itself refers to your ability to adjust your body position to remain upright with control
Power: Power combines speed and strength. It's how fast you can generate a maximal force	**Speed:** The ability to move as fast as possible in the shortest time
Co-ordination: To move two or more body parts at the same time to produce a controlled movement	**Testing:** The way we measure our performance and compare to others (normative data)

Component	Test	Method of Training
Power	Sargent jump test	Plyometric / weight training
Co-ordination	Hand wall ball toss test	Speed, agility quickness circuit training
Reaction time	Ruler drop test	Ladders / hurdles / skipping circuit training
Agility	Illinois agility test	Speed, agility quickness training
Balance	Standing stalk test	Yoga / Pilates
Speed	30m sprint test	Interval training

Home Learning Tasks:

1. Copy the table above adding an extra column on the end giving two examples of sports and when they would need/use this component and why.

2. Skill related fitness video Watch the you tube video and create a poster using the key points.

BTEC PE - Components of Physical Fitness

3. https://www.bbc.co.uk/bitesize/guides/z262hv4/test
Follow the link to complete the test questions.

RSHE

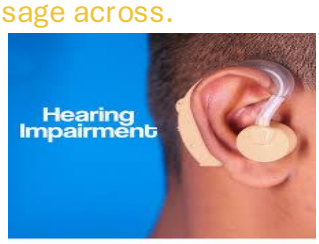
RSHE (Relationships, Sex, and Health Education) is crucial in schools because it equips young people with the knowledge, skills, and understanding to navigate their personal and social lives safely and responsibly. It promotes positive relationships, mental and physical well-being, and empowers students to make informed decisions about their health and relationships, including online safety.

This builds on:	Why this topic:	This links to:
✓ What you have learnt in Enrichment sessions and PME. It builds on the year-specific elements covered in Team Time.	Because RSHE is: "lifelong learning about physical, moral and emotional development." It is a National Requirement to teach RSHE. It will also equip **YOU** for later life and support **YOU** in being happy, healthy and safe.	✓ The fundamental British values are democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Term 1 topics	Key Vocabulary
Influencing self-identity	**Influencing:** comes from within you (opinion, personality feelings and beliefs)
What is self-identity?	**Self-identity:** relates to the way we think of ourselves and our bodies
Respecting differences	**Respecting differences:** recognising that someone is different and has the right to be different
Respecting opinions on marriage	**Marriage:** when two people are joined together in a legal partnership, during a wedding ceremony
Influences in the media	**Media:** can relate to a wide range of communications that you see daily
Healthy attitudes	**Healthy attitudes:** have the power to determine if a relationship is positive and healthy or negative and unhealthy

Key Retrieval

Speak to others using a respectful tone and take the time to listen to what they are saying to you. Bear in mind that some people may need extra time and support when they are communicating – perhaps if they have language or learning difficulties, hearing or speech problems. For example, you may need to repeat what you have said, try using different words to explain something, write it down or draw a picture to get your message across.



Cultural Capital

There are useful 'digital detox' strategies that you can try, if you feel that your use of social media is starting to have a negative influence on your feelings and/or your relationships. For example, you could work to limit the amount of time spent on social media by:

- Turning off notifications from social media sites/apps
- Putting your phone or tablet away somewhere, and only checking it occasionally (perhaps every couple of hours)
- Choosing a period each day when you will avoid the use of all digital devices – instead, read a book, go for a walk, have a face-to-face conversation with a friend or family member
- Not having your phone/tablet in your bedroom at night

Home Learning Tasks:

1. Create a poster all about YOU!
2. Explain why the Fundamental British Values (FBVs) are important.
3. Design a poster on the FBVs and hand it into Mrs Stokes to see if it can be part of our branding.
4. Discuss your weekly RSHE topics with members of your family.

MY CAREERS PATHWAY

INFORMATION, ADVICE & GUIDANCE

C+K

High quality careers services for young people and adults

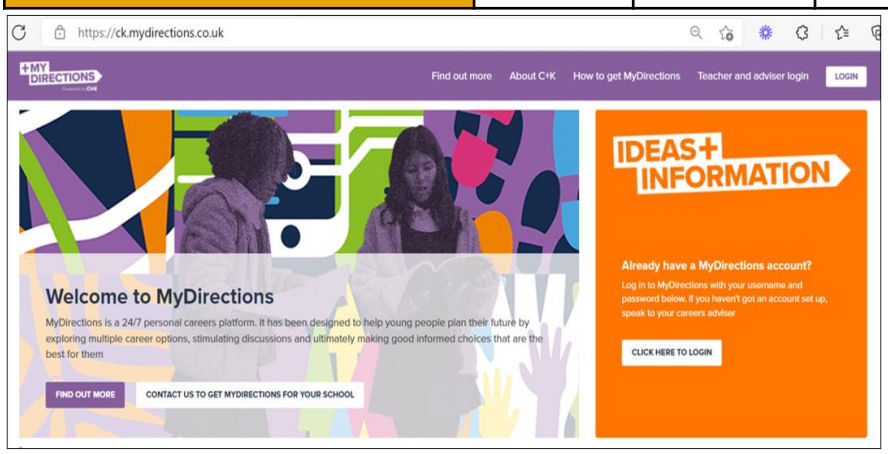
Innerscope
Educate | Equip | Inspire

KEY CONTACTS

- **Ms L Hirst** C&K Careers Advisor liz.hirst@ckcareers.org.uk
- **Mrs K Stokes** Newsome Careers Leader (SLT link) kstokes@newsomeacademy.co.uk
- **Ms H Dunkerley** Newsome Careers Leader hdunkerley@newsomeacademy.co.uk

CAREERS SEQUENCE OF IMPLEMENTATION

GOLDEN THREAD	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Careers Booklet	•	•	•		
Apprenticeship Week	•	•	•	•	•
Careers Week	•	•	•	•	•
Careers Fair		•	•	•	•
Options			•		
Options Evening			•		
INNERSCOPE				•	
CV Writing				•	
External Interviews					•
Work Experience				•	
PD Portfolio	•	•	•	•	•
College Applications					•
My Directions	•	•	•	•	•



RESOURCES

MY DIRECTIONS IS A 24/7 personal careers platform. It is designed to help young people plan their future by exploring multiple career options, stimulating discussions and making informed choices.

TO LOG-IN: https://ck.mydirections.co.uk **I Username:** Your school email address **I Password:** 12345678

EPDA

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EPDA Review – June 2025

Academic language is crucial for effective communication in scholarly and professional settings. It allows for precise, clear, and objective communication of complex ideas, enabling informed discussions, critical analysis, and successful knowledge acquisition and dissemination. Furthermore, mastering academic language is essential for academic success and navigating various professional fields. Each subject area uses key language to prepare you for your GCSE studies. Make sure to be familiar with all the terminology used in questions.

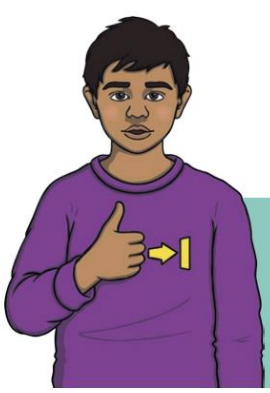
Exam Word	Meaning
Analyse	Break it down into parts and explain how and why it works. Use evidence.
Apply	Use what you know in a new situation or context.
Argue	Give one side of a point of view clearly, using evidence. Consider counterarguments.
Calculate	Work out the answer using maths – show your method.
Compare	Show similarities and differences between two or more things.
Contrast	Focus only on the differences between things.
Define	Give the exact meaning of a term.
Describe	Give a detailed account of what happens or what something is like.
Discuss	Explore different sides of an issue or idea and come to a conclusion.
Evaluate	Judge how good or effective something is using evidence – give strengths and weaknesses.
Examine	Look at something closely, weigh it up and explain in detail.
Explain	Say how or why something happens – give reasons and examples.
Identify	Pick out or name something clearly.
Interpret	Explain what something means in your own words.
Justify	Give reasons to support an answer or decision.
Outline	Give the main points or a general summary.
Predict	Say what you think will happen and explain why.
State	Give a short, clear answer (often just a word or phrase).
Suggest	Offer an idea or solution based on knowledge or evidence.
Summarise	Pull together the key points briefly

BRITISH SIGN LANGUAGE

British Sign Language (BSL) is a visual-gestural language used by many deaf and hard-of-hearing people in the UK. It's a complete language with its own grammar, syntax, and vocabulary, and is not simply a signed version of spoken English. BSL involves handshapes, facial expressions, and body language.

How are you?

Hello



Good

Morning

Afternoon

Night

Sorry

Thank you.

Around 40 people in our Newsome Family use BSL as their everyday language. Whether it is your first language or not, we all have a responsibility for inclusion.

THIS KNOWLEDGE ORGANISER BELONGS TO

NAME
TEAM LEADER
HEAD OF YEAR
SENIOR TEAM LINK
PASSWORDS