ENGLISH Year 8 Half Term 2: Novel

"If you believe you can achieve!"

Glossary:

- **Alliteration** two or more words which start with the same sound.

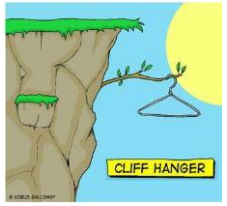
- **Autobiography** an account of a person's life written by that person.
- **Chronological order** events which take place in the order of which they occurred.
- **Compare** identify similarities and differences between texts.
- **First person** a text written from a person or character's perspective.
- **Headline** a heading at the top of an article or page in a newspaper or magazine.

- **Leaflet** a printed piece of paper containing information.
- **Logo** a symbol or image used by companies to promote a public image.
- **Metaphor** a comparison where a person, place, thing or action is portrayed as being something else.
- **Method** techniques used by writers such as metaphors, similes and pathetic fallacy.
- **Quotation** a phrase or short piece of writing taken from a longer speech or text.

- **Personification** giving human characteristics to something non-human.
- **Subheading** a heading given to a subsection of a piece of writing.
- **Synonyms** words which have a similar meaning.
- **Viewpoint** a way of looking at something.

This half term you will be exploring STRUCTURE. This includes the following :

- **Beginning –** the start of a text which often describes setting or introduces a character.



- **Chronological Order**- when events in a story happen in order of time.
- **Cliff-hanger-** a plot device used to create suspense at the end of a story. The writer has deliberately left the reader unsure of what happens next.
- **Climax-** the most exciting or dramatic part of a story.
- **Ending-** how a text ends, either with deliberate resolution or a lack of resolution.

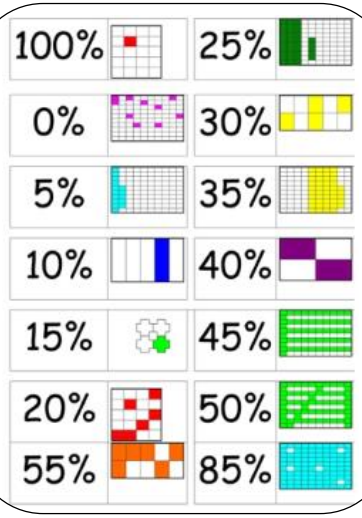
- **Flashback-** a scene in a novel set in a time earlier than the main story.
- **Foreshadow-** when the author gives hints within a story about what will happen.
- **Hook-** this interests a reader from the beginning of the story; it could be a dramatic moment or something which requires you to read the whole story to fully understand it.
- **Middle-** how a text develops; often there is a complication or some sense of conflict.

- **Resolution-** when the conflict within a story is resolved or worked out.
- **Shift in Focus-** when a writer changes the focus of their writing throughout a text for example from the description of setting to dialogue between characters.

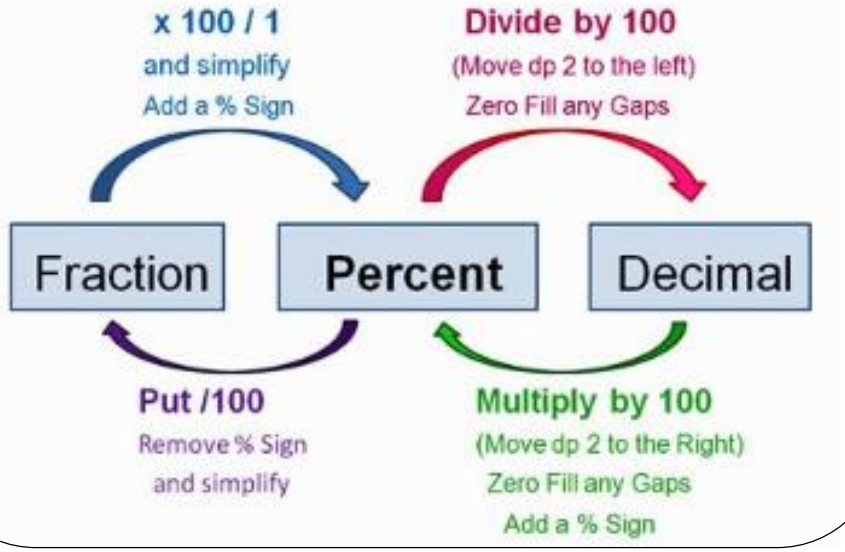
MATHS Year 8 Half Term 1: Percentages

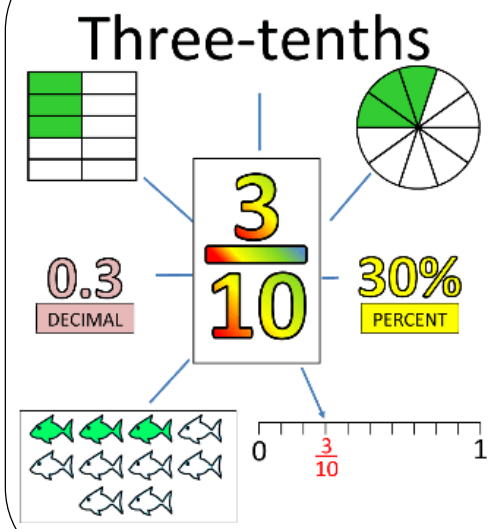
"If you believe you can achieve!"

Percentage
A number as a part of 100.



Converting between percentages, fractions and decimals





Percentage Increase

Increase £230 by 15%

£230

100% +15% =115%

Convert 115% to a decimal = 1.15

£230 x 1.15 = £264.50

Percentage Decrease

Decrease £300 by 20%

£300

100% -15% =85%

Convert 85% to a decimal = 0.85

£300 x 0.85 = £255

MATHS Year 8 Half Term 2: Geometry – lines and angles

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Glossary:

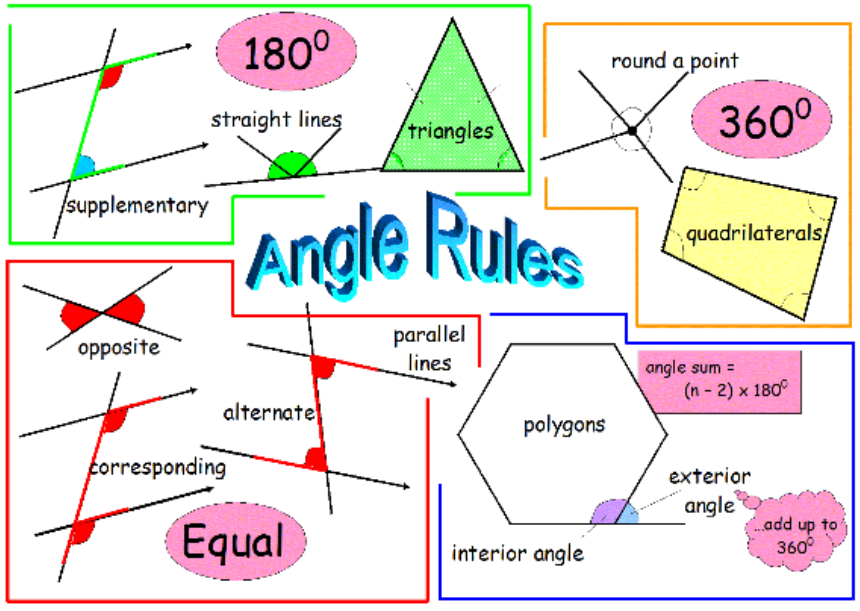
- **Acute angles** less than 90°.
- **Obtuse angles** greater than 90° but less than 180°.
- **Reflex angles** greater than 180° but less than 360°.
- **Right angles** exactly 90°.

Angles in polygons

Sum of Interior Angles in Polygons

Convex Polygon	# of Sides	# of Triangles from 1 Vertex	Sum of Interior Angle Measures
Triangle	3	1	1* 180 = 180
Quadrilateral	4	2	2* 180 = 360
Pentagon	5	3	3* 180 = 540
Hexagon	6	4	4* 180 = 720
Heptagon	7	5	5* 180 = 900
Octagon	8	6	6* 180 = 1080
n-gon	n	n – 2	(n – 2) * 180

Angles rules



Angles with algebra

Angles in a quadrilateral = 360°

3x-15+2x+2x+24+2x = 360°

Collect like terms

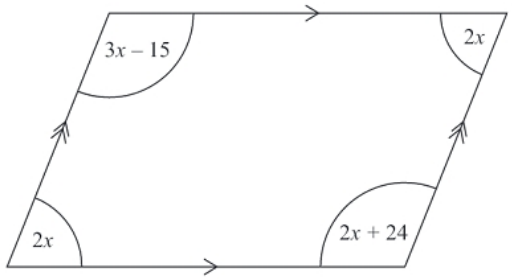
9x + 9 = 360°.

- 9 -9

9x = 351°

÷9 ÷9

x = 39°



Substitute x = 39° in to each expression.

2x = 78° 3x-15 = 102° 2x+24 = 102°

SCIENCE Year 8 Term 1: Acids and Alkalis

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Glossary:

Acid – An acid is a solution with a pH value less than 7.

Alkali – An alkali is a soluble base.

Base – A substance that neutralises an acid. Those that dissolve in water are called alkalis.

Corrosive – A substance is corrosive if it can burn your skin or eyes.

Irritant – A substance that makes your skin itch or swell up a little.

Neutralisation – In a neutralization reaction, an acid cancels out a base or a base cancels out an acid.

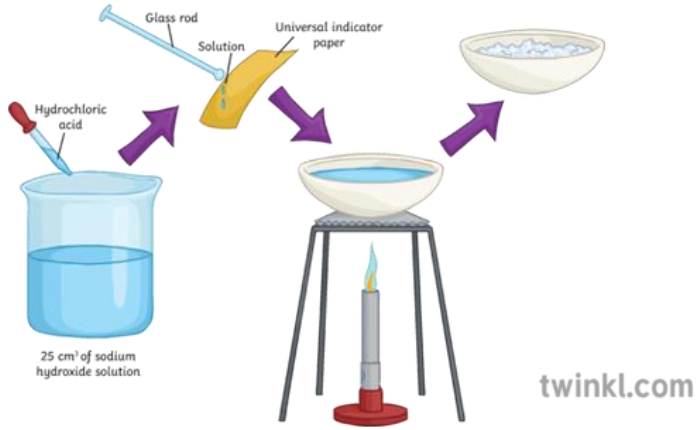
pH – The pH scale shows whether a substance is acidic, alkaline or neutral. An acid has a pH between 0 and 7. An alkaline has a pH between 7 and 14. A solution of pH 7 is neutral.

Reactivity – The tendency of a substance to undergo a chemical reaction.

Universal indicator – An indicator that changes colour to show the pH of a solution. It is a mixture of dyes.

Acids and Alkalis

- A base is a substance that neutralises an acid. An alkali is a soluble base
- If an acid reacts with a base, there are two products, a salt and water.
- If an acid reacts with a metal there are two products, a salt and hydrogen.
- Sulfuric acid makes sulfates, hydrochloric acid makes chlorides and nitric acid makes nitrates.



Neutralisation

- When acids and a base react they form water and a salt.
- The water should be neutral, hence the process is called neutralisation.
- The experiment can be seen here.

SCIENCE Year 8 Term 1: Effects of Forces

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Glossary:

Moment: A measure of the ability of a force to rotate an object about a pivot.

Newton: Unit for measuring forces (N).
newton metres: The unit of moment.

Newtons per metre squared: A unit of pressure.

Pivot: The point about which a lever or see-saw balances or rotates.

Pressure: the ratio of force to surface area, in N/m2, and how it causes stresses in solids.

Reaction: The support force provided by a solid surface like a floor.

Streamlined: Shaped to reduce resistance to motion from air or water.

Stress: The effect of a force applied to a solid, found using stress = force/area.

Tension: Force extending or pulling apart.

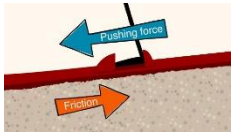
Upthrust: The upward force that a liquid or gas exerts on a body floating in it produced by the collisions of the particles in the liquid or gas.

Water resistance: The force on an object moving through water that causes it to slow down, also known as drag.

Centre of gravity: The point in an object where the force of gravity seems to act.

Centre of mass: The point in an object where all the mass of an object seems to act.
Compression: Force squashing or pushing together, which changes the shape of an object.

Contact force: A force that acts when an object is in contact with a surface, air, or water.



Contact forces

- When the forces acting on an object are equal in size and acting in opposite directions then they are balanced and the object is in equilibrium
  The resultant force is zero!
- There is a force of friction when objects are in contact because surfaces are rough. Friction can be reduced by lubrication.
- Drag (air and water resistance) slows objects down because the object has to push the air or water out of the way. Drag can be reduced by streamlining.
- Forces can deform objects.
- Springs or ropes extend when you apply a force and produce a tension.
- For some objects, like springs, if you double the force the extension will double. The extension is proportional to the force. This is Hooke ' s Law, and is a special case. There is a linear relationship between them and the graph is a straight line through (0, 0).

Pressure

Fluids, like gases or liquids, exert a pressure on a surface because of the collisions of molecules with the surface.
Atmospheric pressure decreases with height, and water pressure increases with depth.
The pressure tells you how the force is spread out over an area
The turning effect of a force is called a moment. You calculate a moment by multiplying the force by the distance from a pivot.
If the clockwise moments acting on an object equal the anticlockwise moments the object will be in equilibrium.

RE Year 8 Term 2: Religion: Christian Living

"If you believe you can achieve!"

Key Word	Definition
Prophets	**a person regarded as an inspired teacher or proclaimer of the will of God.**
Parables	**Stories told by Jesus in the Gospels. These help people to understand a moral or spiritual lesson.**
Charity	**Giving money or your time to help someone in need.**
Injustice	**When a person or group of people are treated unfairly.**
Duty	**Something you are expected to do.**
CAFOD	**The Catholic Agency for Overseas Development.**

The parable of the good Samaritan is about having a duty to always care for our neighbour when they are in need.

The parable of the sheep and the goats reminds Christians they will be judged on their actions towards others in need.

The parable of the talents this reminds Christians that they must sue their God given talents to helps others.

The parable of the lost son is about always forgiving others and admitting our sins and asking for forgiveness

Extract from Parable Last Judgement
I was hungry and you fed me
I was thirsty and you gave me something to drink
I was homeless and you gave me shelter
I was naked and you clothed me
I was sick and you looked after me
I was in prison and you visited me

CAFOD
Catholic Agency for Overseas Development

The Beatitudes

- ✓ The Beatitudes are a set of **teachings** by Jesus that appear in the **Gospels** of Matthew and Luke. They were told by Jesus in the **sermon on the mount**.
- ✓ In this sermon, He told us everything we needed to know about being the **best Christian** we could be.
- ✓ The word "beatitude" is derived from a Latin word which sheep and the goats -. This reminds Christians they means 'blessed' or 'happy'. Jesus' was teaching an inspirational lesson about how we can be truly happy!
- ✓ Watch the clip, **can you identify what some of the beatitudes are? What is Jesus getting at?**

HISTORY Year 8 Half Term 2: World War One

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The intended purpose of this 20 lesson unit of study is to develop pupils' knowledge and understanding of World War One Furthermore, pupils will have the opportunity to develop the following historical skills in order to ensure that they are GCSE-ready; describing key features, analysing interpretations and making inferences.

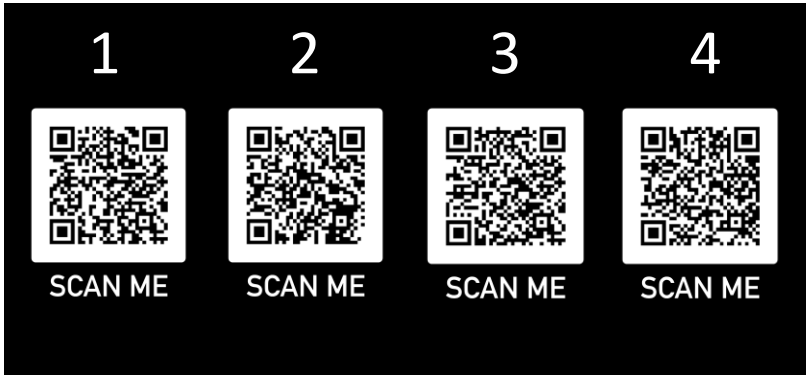
Pupils should know:

- **What were the causes of World War One?**. For example, the alliance system; militarism and empire building in Europe; the assassination of Archduke Franz Ferdinand. ***For further information,,scan or click QR code 2.***
- **How were British men convinced to sign up for the war?** For example, propaganda for the British government; pressure from society, unrealistic expectations of what the war would entail. ***For further information, scan or click QR code 2.***
- **What was it like for soldiers/civilians during the war?** For example, the different aspects of life in a trench; Christmas at the front the home front. ***For further information, scan or click QR code 3.***
- **Moral questions posed by World War One.** For example, Was Douglas Haig really 'the Butcher of the Somme'; How should Germany be dealt with at the end of the First World War? ***For further information, scan or click QR code 4.***

Glossary

- **Artillery -** Large, heavy guns used on land warfare.
- **Trench -** a long, narrow ditch where soldiers sheltered from enemies
- **Propaganda** - Information used and distributed to present one side of an issue.
- **Conscription** – When a person is forced to join the army

Opportunities for deeper learning can be accessed by scanning or clicking the following QR codes for topic-specific websites or YouTube clips:



Historical Skills

- Describing key features of the past involves identifying relevant features of that aspect of the past and developing a description of them with precise factual information.
- Analysing interpretations involves studying historians' contrasting views of the past and identifying the main difference between them. Details from the interpretations can be used to clearly show the contrasting views.
- Making inferences involves studying historical sources in order to consider what they suggest about an aspect of the past. Details from the sources can be used to support the inferences that are made.

GEOGRAPHY Year 8 Half Term 2: Environmental Issues

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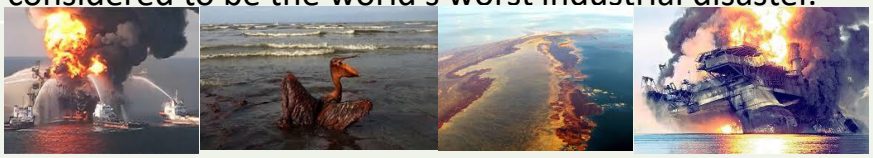
Environmental issues are harmful effects of human activity on the physical environment. Environmental protection is a practice of protecting the natural environment on individual, organisational or governmental levels, for the benefit of both the environment and humans. If not the consequences can be horrific as we learn in a selection of case studies below:

The Bhopal disaster, also referred to as the Bhopal gas tragedy, was a gas leak incident on the night of 2–3 December 1984 at the Union Carbide India Limited pesticide plant in Bhopal, Madhya Pradesh, India. It is considered to be the world's worst industrial disaster.



The BP Deepwater Horizon oil spill is an industrial disaster that began on April 20, 2010, in the Gulf of Mexico, considered to be the largest oil spill in history. The government estimated the total discharge at 4.9 million barrels. After several failed efforts to contain the flow, the well was declared sealed on September 19, 2010. Reports in early 2012 indicated that the well site was still leaking.

The Chernobyl disaster was a nuclear accident that occurred on 26 April 1986 at the No. 4 nuclear reactor in the Chernobyl Nuclear Power Plant, near the city of Pripyat in the north of the Ukrainian SSR.

Climate change is about abnormal variations to the **climate**, and the effects of these variations on other parts of the Earth. Scientists have determined that the major factors **causing** the current **climate change** are greenhouse gases, land use changes, and aerosols and soot which are causing our planet to warm up due to the enhanced greenhouse effect. There is evidence to show that this will lead to an increase in global disasters such as flooding, drought and food shortages.

FRENCH Year 8 Topic 2: Paris

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Grammar

Studio Grammaire

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on peut ... means 'you can ...'

It is followed by the infinitive of another verb.

The infinitive is the form of the verb you find in a dictionary (e.g. *visiter*, *faire*). It is often used after other verbs.

On peut visiter les musées.	You can visit the museums.
On peut faire les magasins.	You can go shopping.

Studio Grammaire

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You can use ***j'aime*** + **the infinitive** of another verb to say what you like doing.

J'aime aller *au cinéma.*	I like going to the cinema.
J'aime prendre *des photos.*	I like taking photos.

To say what you don't like doing, use ***je n'aime pas*** + **infinitive**.

Je n'aime pas faire *les magasins.*	I don't like going shopping.

Studio Grammaire

You can use ***Est-ce que***...? to turn a statement into a question.

Il y a une cafétéria. →	***Est-ce qu'****il y a une cafétéria?*
There is a cafeteria.	Is there a cafeteria?

Use the following question words to ask for different information:

à quelle heure?	at what time?	*où?*	where?
combien?	how much?/how many?	*quand?*	when?

All these question words can be used after *c'est*.

C'est ***où?***	Where is it?	*C'est* ***quand?***	When is it?

Note: Use ***à quelle heure*** for times. Use ***quand*** for days or dates.

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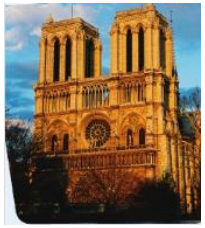
To make a perfect tense verb negative, you put ***ne ... pas*** around the part of ***avoir***.

Je ***n'****ai* ***pas*** *mangé au restaurant.*



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- You use the perfect tense to say what you did or what you have done.
- To form the perfect tense of ***–er*** verbs, you use: part of the verb ***avoir*** (to have) + **a past participle**.
- To form the past participle, take off ***–er*** and replace it with ***–é***.

*visit****er*** → *visit****é***

j'ai visité	I visited/I have visited
tu as visité	you visited/you have visited
il/elle a visité	he/she visited/he/she has visited
on a visité	we visited/we have visited

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Past participles of ***–er*** verbs end in ***–é***.

j'ai acheté	I bought	*j'ai mangé*	I ate
j'ai dansé	I danced	*j'ai regardé*	I watched
j'ai envoyé	I sent	*j'ai rencontré*	I met

Qu'est-ce qu'on peut faire? • *What can you do?*

On peut ...	*You can ...*
aller à un concert	*go to a concert*
aller au théâtre	*go to the theatre*
faire les magasins	*go shopping*
faire un tour en segway	*go on a tour by segway*
faire une balade en bateau-mouche	*go on a boat trip*
manger au restaurant	*eat in a restaurant*
visiter les monuments	*visit the monuments*
visiter les musées	*visit the museums*

D'accord? • *Do you agree?*

À mon avis ...	*In my opinion ...*
c'est vrai	*it's true*
c'est faux	*it's false*
Je suis d'accord.	*I agree.*
Je ne suis pas d'accord.	*I disagree.*

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*

C'était comment? • *What was it like?*

C'était ...	*It was ...*
beau	*beautiful*
bizarre	*weird*
ennuyeux	*boring*
génial	*great*
intéressant	*interesting*
marrant	*funny/a laugh*
nul	*rubbish*
Ce n'était pas mal.	*It wasn't bad.*

Des questions touristiques • *Tourist questions*

C'est où, le musée?	*Where is the museum?*
C'est ouvert quand?	*When is it open? (day or date)*
C'est ouvert à quelle heure?	*At what time is it open?*
C'est combien, l'entrée?	*How much does it cost to get in?*
Est-ce qu'il y a ... une cafétéria/une boutique de souvenirs?	*Is there ... a cafeteria/a souvenir shop?*

Des informations touristiques • *Tourist information*

horaires d'ouverture	*opening times*
ouvert tous les jours	*open every day*
sauf le lundi	*except Mondays*
ouvert du (mardi) au (dimanche)	*open from (Tuesday) to (Sunday)*
fermé	*closed*
de 10h00 à 17h00	*from 10 a.m. to 5 p.m.*
tarifs d'entrée	*admission prices*
adultes	*adults*
jeunes	*young people*
enfants	*children*
gratuit	*free*
Il y a (une cafétéria).	*There is (a cafeteria).*
Il n'y a pas de (boutique de souvenirs).	*There isn't a (souvenir shop).*

À Paris • *In Paris*

J'ai passé le 14 juillet à Paris.	*I spent the 14th July in Paris.*
J'ai acheté des souvenirs.	*I bought some souvenirs.*
J'ai (beaucoup) dansé.	*I danced (a lot).*
J'ai envoyé des cartes postales.	*I sent postcards.*
J'ai mangé au restaurant.	*I ate in a restaurant.*
J'ai regardé le défilé/le feu d'artifice.	*I watched the parade/ the fireworks.*
J'ai rencontré un beau garçon/une jolie fille.	*I met a good-looking boy/a pretty girl.*
J'ai visité ...	*I visited ...*
le musée du Louvre/la tour Eiffel/les catacombes	*the Louvre museum/the Eiffel Tower/the Catacombs*

PE Year 8: Key Knowledge

"If you believe you can achieve!"

Physical Health

Taking part in sport has lots of physical benefits-
Stronger organs and systems
Weight loss
Improved fitness levels
Longer life expectancy

Emotional Health

Emotional health is about how you feel. Exercise releases endorphins that make us feel good.
Exercise has the following benefits-
Increased Confidence
Relieves Stress & Anxiety
Reduces the risk of mental illness

Social Health

This is how you interact with others and make friends. Team activities
Improve -
Co-operation
Teamwork
Social skills

How to warm up and why!

Pulse raising activity- to increase blood flow to the working muscles.
Stretches- lower and upper body, preparing the body for physical activity
Skill drills- specific to the actual sport.
Main game situation- usually small sided - putting the learned techniques into practice.

Extra – Curricular Timetable- Autumn / Winter

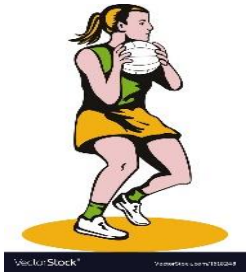
	Lunch	After School
Monday-	Bad/ TT/ B Ball	Net/ Tramp/ football
Tuesday-	Bad/TT/B Ball	Net/ Tramp/ Rugby
Wednesday-	Bad/TT/B Ball	BIG PUSH GCSE PE
Thursday-	Bad/TT/Basket	Mini Tennis Girls Football
Friday-	5 aside Fball/B Ball	GCSE PE Intervention

Good Sporting Conduct

- Play fairly
- Play to the rules
- Accept the refs decision
- Show sporting etiquette
- Shake hands with opponents.
- Encourage team mates
- Show respect

Girls Curriculum

- Netball
- Fitness /team Building
- Dance
- Gymnastics
- Rounders
- Badminton
- Athletics
- Football

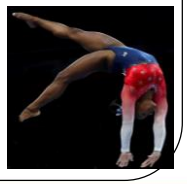


Boys Curriculum

- TT/Badminton
- Gymnastics
- Football
- Rugby
- Cricket
- Athletics

Key Words – Gym/Dance

Counter Balance
Travel
Levels
Cannon
Non-Symmetrical
Aesthetically pleasing
Pace
Body Tension
Sequence
Symmetrical
Direction



Key Words – Games

Tactics
Shielding
Blocking
Passing
Feint
Leadership
Re-bound
Pressure
dispossess
Evaluate
Dribbling
Performance
Interception

Rewards

2 Reward trips for regular club attenders - e.g. waterworld, lasertag

COMPUTING Year 8 HT2 – Textual Programming

"If you believe you can achieve!"

Glossary:

Python: A programming language used to write programs.

Shell: The place where code is run.

Sequence: Selects a pathways through the code based on whether a condition is true.

Function: A collection of code that works outside the main program. These are created to speed up programming. They can be called from a single line of code at any time.

Syntax: The punctuation /way that code has to be written so that the computer can understand it. Each programming language has its own syntax.

Code: The instructions that a program uses.

Programming: The process of writing computer programs

Python -> English	
`print("hello!")`	Prints a value on screen (in this case, hello!)
`input("")`	Inputs a value into the computer.
`x = input("")`	Inputs a value and stores it into the variable x.
`x = int(input(""))`	Inputs a value into x, whilst also making it into an integer.
`answer = x + y`	Saves the result of x and y added together in a variable named answer.
`print(str(x))`	Prints the variable x, but converts it into a string first.
`print("Hello", "World")`	Prints the two strings concatenated with a space between. This code would output "Hello World".
`age = 12` `print("Age: " + str(age))`	The + joins together two variables when printing. Str has to be used to cast age to be a string. This code will output "Age: 12".
`if name == "Fred":`	Decides whether the variable 'name' ha a value which is equal to 'Fred'.
`else:`	The other option if the conditions for an if statement are not met (eg. name = 'Bob' when it should be Fred)
`elif name == "Tim":`	elif (short for else if) is for when the first if condition is not met, but you want to specify another option.
`# COMMENT`	# is used to make comments in code – any line which starts with a # will be ignored when the program runs. They are used to describe the code to a programmer.
`for i in range(0,10):` `  # WRITE CODE HERE`	Repeats any code indented after this line a set number of times, in this case, 10.
`while x < 10:` `  # WRITE CODE HERE`	Repeats any code indented after this line until a condition is met, in this case x becoming equal to or greater than 10.
`list = ["","",""]`	Creates a variable and makes it an array – a list which can store many values.

Data types		
Data Type	This indicates how the data will be stored. The most common data types are integer, string, and float/real.	Casting code
String	A combination of letters, numbers or characters. (eg, Hello, WR10 1XA)	`str(x)`
Integer	A whole number. (eg. 1, 189)	`int(x)`
Float/Real	A decimal number, not a whole number. (eg. 3.14, -26.9)	`float(x)`
Boolean	1 of 2 values. (eg. True, False, Yes, No)	`bool(x)`
Char	A single character	`char(x)`

Finding errors – follow these steps

1. Have you checked that you have closed all brackets correctly?
2. Have you checked that you have closed all quotes correctly?
3. Are your variable names spelt in the same way consistently? Remember that Python is case sensitive
4. Have you remembered to use commas to separate the variables inside print?
5. Have you used quotes around strings which you want to print out word for word?
6. Have you used int or float on number inputs?

Addition example code

```
number1 = int(input("Input the first number :"))
number2 = int(input("Input the second number :"))
answer = number1 + number2
print("The answer is " + str(answer))
```

The code above takes two number inputs and stores them as variables called number1 and number2. It then adds these together and saves them in a variable called answer. The final line prints the answer out in a sentence.

Selection example code

```
fav_num = int(input("Pick a number between 1 & 10..."))

if(fav_num == 7):
   print("Good guess!")
elif(fav_num < 7):
   print("Too low!")
else:
   print("Too high!")
```

The code above inputs a number. If the number is 7 it will print "Good guess!", if it is less than 7 it will print "Too low!" and for anything else it will print "Too high!".

ART Year 8: Pop Art – Andy Warhol

"If you believe you can achieve!"

The Formal Elements of Art are the building blocks used by artists to create a work of art.

Andy Warhol 1928 –1987

Andy Warhol (born Andrew Warhola on 6th August 1928, died on 22nd February 1987) was an American artist, director, and producer who was a leading figure in the visual art movement known as pop art. He was famous for exploring popular culture in his work, using brands like Coca Cola and Campbell's Soup.
Warhol liked to use bright colours and silk screening techniques to mass-produce artworks based on photographs of celebrities. Warhol's studio was called The Factory, which was a reference to the mass-produced nature of his artworks.

Pop Art

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

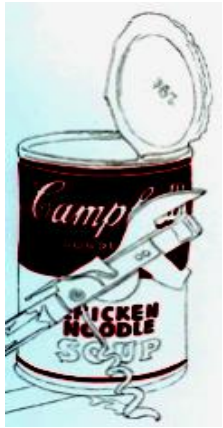
Sir Peter Blake

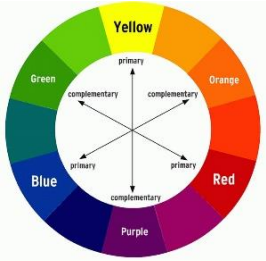
Born: 25th Jun 1932
Dartford, England

Peter Blake is an English pop artist, best known for co-creating the sleeve design for the Beatles' album Sgt. Pepper's Lonely Hearts Club Band. His other best known works include the cover of the Band Aid single "Do They Know It's Christmas?",

Line Drawing

Line- a mark with greater length than width, the distance between two points. Lines can be horizontal, vertical, or diagonal; straight or curved; thick or thin.
Shape- a closed line. Shapes can be **geometric**, like squares and circles; or **organic**, like free form or natural shapes. Shapes are flat and can express length and width.
Form- three-dimensional shapes expressing length, width, and depth. Spheres, cylinders, cubes, and pyramids are forms.





Colour Theory-

Primary Colours- yellow, red and blue. These are pure colours because they cannot be made by mixing other colours.
Secondary colours- orange, green and purple made by mixing two primary colours**.**
Complementary colours are colours which are opposite each other on the colour wheel.

MUSIC Year 8: Beyond the Blues

"If you believe you can achieve!"

Glossary:

- **Structure –** how the music is organised

Verse – where the music is the same and the lyrics change
Chorus – the music and lyrics are the same in all choruses
Bridge – linking passages between sections
Instrumental – instruments only – no vocals
Intro – the introduction to a piece
Outro - the ending of a piece

- **Tonality:**

Major - happy
Minor - sad

- **Tempo: (speed)**

Allegro - fast
Andante – at walking pace
Largo - slow

- **Instrumentation –** the instruments that are used

- **Genre –** the style/era of the music

- **Rhythm:**

Syncopation – off beat

- **Dynamics: (Volume)**

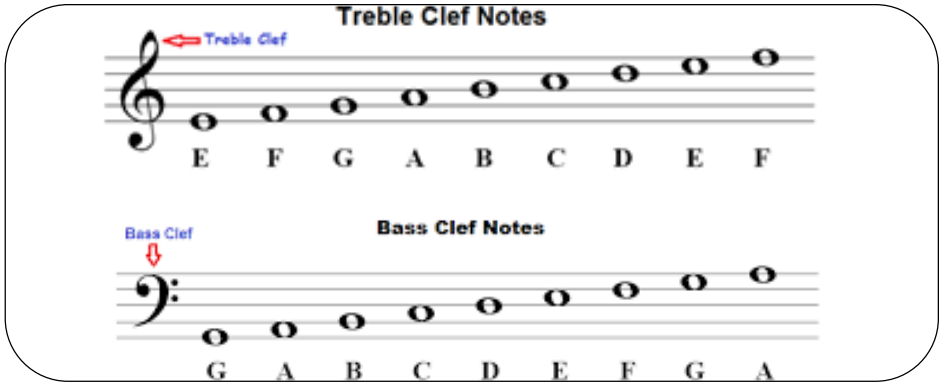
fortissimo – ff - very loud
forte – f - loud
mezzoforte – mf – medium loud
mezzopiano – mp – medium quiet
piano – p - quiet
pianissimo – pp – very quiet
Crescendo – gradually getting louder
Diminuendo – gradually getting quieter

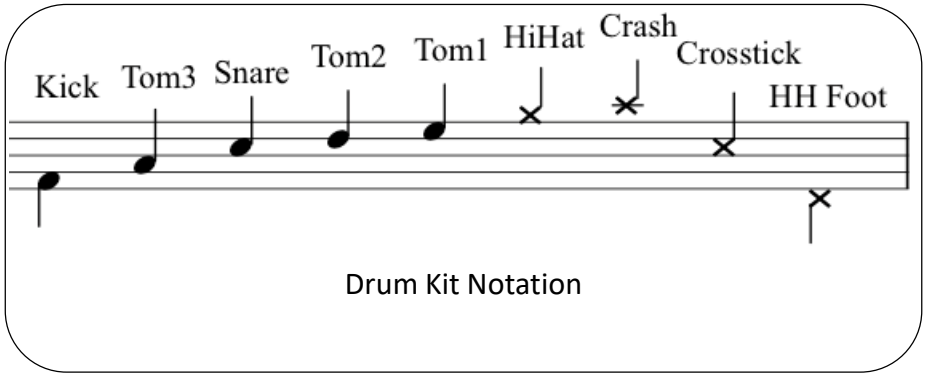
- **Melody:** the tune of the music

- **Chords:** playing two or more notes at the same time

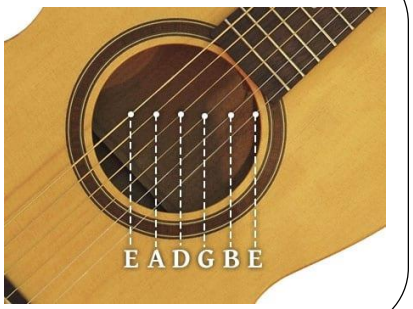
Triads - 3 note chords – made up from the 1st , 3rd and 5th notes of the scale
7ths - where the 7th note of a scale is added to a triad

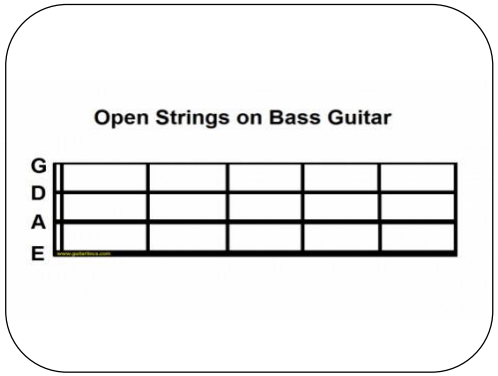
Ensemble – a group of musicians performing a piece together





Drum Kit Notation





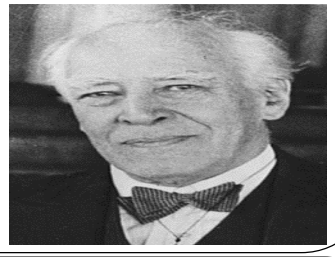
DRAMA Year 8 Term 1: Soap Operas

Glossary of Drama Conventions:

- **Soap Opera -** An ongoing episodic televisions drama
- **Cliff Hanger** – the tense end of a scene, wanting the audience to find out more
- **Stereotypes** – An over simplified view of someone/ something based on society
- **Stock characters** – Hero, Villain, Damsel in Distress, Side-kick
- **Proxemics** – The distance between characters to show their relationship
- **Commedia del Arte** The art of comedy 16th century)
- **Exaggeration** –Over the top actions
- **Realism** – when a scene is made to look realistic
- **Naturalism** – the style of acting portrayed in soap operas
- **Set design** – the physical surroundings of the programme
- **Split screen** – 2 scenes taking place at the same place at different times.
- **Cross cutting** – cutting between scenes.
- Characterisation – the voice, movement and personality of the character.

Style - Naturalism **Practitioner - Konstantin Stanislavski**

Co founder of the Moscow Theatre Company. Invented 'The System' a range of techniques to help the actor become the character on the inside as well as out. Believed that drama should be naturalistic and acting should be realistic.



Stock Characters – The stereotypical characters we see in Soap Operas originated from the 16th century Italian comedy

The Design and Technology Unit depends on which rotation you are currently completing.

DT Year 8 Textiles Rotation

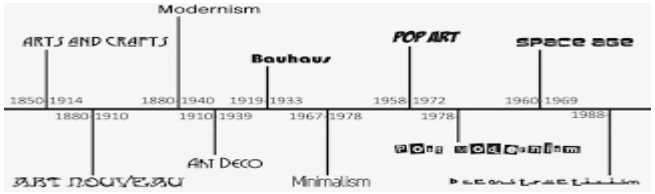
"If you believe you can achieve!"

Glossary

1. **Design Movements** – design style made popular in a certain time period
2. E**rgonomics** – how comfortable or easy to use a product is
3. **Anthropometrics** – the study of human measurements
4. **Tie Dye** – manipulating fabric and binding with rubber bands, followed by application of dye.
5. **Batik** - a method of producing coloured designs on textiles by dyeing them, having first applied wax to the parts to be left undyed.
5. **Quality Control** – to check the quality of a product throughout the manufacture
6. **Sewing** – to join fabric together using a needle and thread
7. **Cotton** – a fabric made from natural fibres (cotton plant)
8. **Polyester** – a fabric made from synthetic fibres (fossil fuels)
9. **Synthetic** – a man made material
10. **Yarn** – yarns are thread that are knitted or woven to make fabric
11. P**roperties** – characteristics of a material
12. **Aesthetics** – how something looks

Design Movements

Inspiration can come from anywhere for designers, but sometimes influences form a coherent movement that has a knock-on effect around the world. This is called a '**Design Movement**'. A 'movement' is a shift in design that becomes popular and is used by many designers for a defined period of time.



Surface Finishing Techniques

Batik is a technique of wax-resist dyeing applied to cloth. Batik originated from Indonesia. *Batik* is made by drawing a design using hot wax with a spouted tool called a tjanting tool. The wax acts as a resist to the dye. Dye is then applied to the fabric, the wax is removed and you are left with a desired design.

Tie-dye is a modern term invented in the mid-1960s, the process of tie-dye typically consists of folding, twisting, pleating, or crumpling fabric or a garment and binding with string or rubber bands, followed by application of dye(s).
The manipulations of the fabric prior to application of dye are called resists, as they partially or completely prevent the applied dye from colouring the fabric.

Fibres are the basis for all textiles. You need to know the difference between natural and synthetic fibres, how each fibre is used, and which fibres can be combined together. There are two types of textile fibres:

· ***Natural***
· ***Synthetic***

Natural Fibres (come from plants, animals and minerals)	**Synthetic Fibres** (are man made fibres, usually from chemicals)
Cotton – from cotton plant	**Acrylic, Nylon and Polyester** - from oil and coal
Linen – from flax plant	
Wool – from sheep	**Viscose** - from pine trees or petrochemicals.
Silk – from silkworms	

DT Year 8 Materials Rotation

"If you believe you can achieve!"

Electronic System Blocks

INPUT

- Toggle switch
- Slide switch
- Push switch
- Variable resistors

- LDR (light dependent resistor)
- Thermistor (heat sensor)
- Pressure sensor

PROCESS

- IC (integrated circuit)
- Microcontroller

OUTPUT

- Bulb
- LED (light emitting diode)
- Buzzer
- Speaker
- Alarm
- Motor

Manufacturing Processes

Soldering – Soldering is a joining process used to assemble electronic circuits. Solder is melted onto the pads of a PCB or wire using a soldering iron.
Cutting – Tenon saws and coping saws are used to cut and shape timber. The timber is held in a table vice while cut.
Shaping – A disc sander is used to shape timer using rough glass paper.
Finishing – Varnish and wax can be applied to timber to protect it from damage and enhance its visual appeal using either a brush or cloth.

QC Quality Control

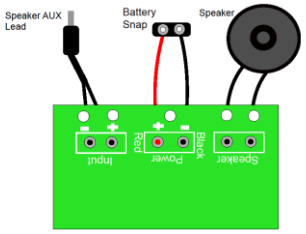
To check how well made a product is at a specific stage in its manufacture against success criteria

QA Quality assurance

To check the quality of tools, equipment and materials. Before, during and after a products manufacturing process.

2Ddesign

- Vectorising an image
- Setting line colours
- Fill / Unfill
- Delete Tool
- ABC Tool



CAM Computer Aided Manufacture

Positives

- More accurate than by hand
- Faster than by hand
- Easy to make changes/ modify designs
- Machines can work non-stop
- You don't need a large workforce

Negatives

- Training and engineers are needed
- Machines can break
- Setting up machines and automated manufacturing is expensive

CAD Computer Aided Design

Positives

- Accurate
- Fast
- Easy to make changes/ modify designs
- More than one person can work on the same design / project
- Easy to share communicate work

Negatives

- Training is needed
- Computers can crash / work can be lost
- Software and Hardware is expensive

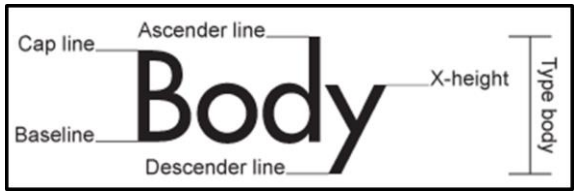
DT Year 8 Graphics Rotation

"If you believe you can achieve!"

Graphic Design

- Art work that is produced to COMMUNICATE or EXPLAIN an idea, to a group of people.
- Graphic designers combine words, symbols and images to create a visual representation of ideas and messages.

Typography



The design and use of typefaces as a means of visual communication

Typography is the art and technique of arranging type in order to make language visible.

A TYPEFACE REFERS TO A GROUP OF CHARACTERS, SUCH AS LETTERS, NUMBERS, AND PUNCTUATION, THAT SHARE A COMMON DESIGN OR STYLE

Analysis

Product analysis involves looking closely at existing products and identifying how they work, the materials they are made from, the industrial processes used to manufacture them and their key features. It may also involves the designer asking the general public or potential customers what they think of the product. The aim of product analysis is to help the designer develop even better designs and products in the future.

Aesthetics	The look, the theme, the colour, the finish.
Cost	The cost the item is/ will be. Also the cost to make the object.
Customer	The target market (who and why).
Environment	The impact on the world (social, moral, environmental, ethical and the 6rs). Also consider where the item is to be placed when purchased.

Size	The size it is/ it must be. All measurements must be in mm's.
Safety	The safety in the workshop and how is the product is safe for the consumer.
Function	The product will/ does hold, include or have.
Materials	The materials it will be/ is it made from.

Annotations

- Explain the key features- style of lettering, strengthens, weaknesses, improvements?

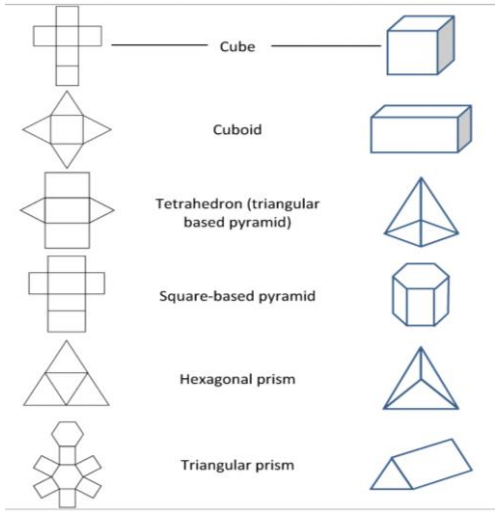
Mood Board

Include-

1. Examples of typography and logos you like
2. Images that link to your spider diagram
3. At least 8 images in total
4. At least 10 keywords/ sentences
5. Be as creative as possible!
6. Print in colour and on A3 paper.

Success Criteria:

- Add colour making sure to colour blend.
- Make good use of guidelines.
- Draw letters in LINE ONLY to begin with.
- Press lightly on your pencil.
- Carefully look at your research to make sure you are drawing in all the necessary details.
- When you have accurately drawn your letter, use a fine-liner to neaten up pencil lines.



DT Year 8 Food Rotation

"If you believe you can achieve!"

Eat well plate/ functions of nutrients

Vitamins and minerals make people's bodies work properly.

ENERGY

HEALTHY TEETH AND BONES

Our teeth will decay And we may become Fat or Obese

Growth, and repair.

Fruit and Vegetables
What do they provide?
Some forms of sugars, which are a type of **carbohydrate**
Vitamins such as vitamin C, carotenes (a type of vitamin A) folic acid
Fibre
Useful amounts of some **minerals**, like iron, potassium and calcium.

Breads, cereals and potatoes (**carbohydrate**)
These are known as starchy foods and we need to make these the main part of our meals. However, by adding fats to them, by frying potatoes to make chips, or adding lots of butter to bread will increase the fat content!

Meat and Fish

These give us **vitamins and protein**. You should have oily fish at least twice per week. Its better for you if you cut off fat from meat and eat fish without batter. Meat and fish give us lots of vitamins like iron and zinc. They also give us protein.

Milk and Dairy Products
These provide us with **protein** which is needed for growth. They also provide us with **vitamins and calcium**.

Foods containing **Fats and Sugars**
There is no need to cut these foods out completely but make sure you get the right balance. Try not to eat these foods too often and keep them to small amounts. Enjoy them as treats.

RDA

What does RDA stand for?
Recommended Daily Allowance

What does this mean?
What you should include in your diet everyday.

Your RDA is a set of guidelines from the government .

It is telling you what you should eat everyday and the foods that should only be eaten occasionally.

In the short term, poor nutrition can contribute to stress, tiredness and our capacity to work, and over time, it can contribute to the risk of developing some illnesses and other health problems such as:

- being overweight or obese
- tooth decay
- high blood pressure
- high cholesterol
- heart disease and stroke
- type-2 diabetes
- some cancers
- depression
- eating disorders.

What is your RDA?

Food Group	Nutrient	RDA
Fruit and Vegetables	Vitamins and Minerals	5 portions per day
Bread, rice, potato, pasta	Carbohydrate - energy	2-3 portions per day
Meat, fish, eggs, beans	Protein for growth and repair. It comes from plant and animal sources.	2-3 servings per day from either plant or animal sources.
Milk and dairy foods	Calcium. Also has a high saturated fat content.	Moderation
Food & drink high in fat and sugar	No nutritional value.	Occasionally.

Taste Testing: Sensory analysis

Why do we taste test food?

- **Find out what they're like (Sensory characteristics)**
- **Find out what's inside**
- **Find out how they're made**

Sensory analysis

A sensory analysis is where you taste test food and rate/ score against our senses: sight, smell, taste, touch and hearing.

Methods of cooking: Oven/deep fat fryer

Deep fat fryer

Oven

Definition: Deep frying (also referred to as deep fat frying) is a cooking method in which food is submerged in hot fat, most commonly oil, rather than the shallow oil used in conventional frying, done in a frying pan. Normally, a deep fryer or chip pan is used for this; industrially, a pressure fryer or vacuum fryer may be used.

Definition: In cooking, the conventional oven is a kitchen appliance used for roasting and heating. Foods normally cooked in this manner include meat, casseroles and baked goods such as bread, cake and other desserts. In modern times, the oven is used to cook and heat food in many households across the globe.

Pasty.. Casing.. Why?

Casings

Casings are used to keep a filling together so the snack can be held by the hand and eaten easily.

The filling often contains a cheaper ingredient, e.g. a starchy food such as potato, rice to 'bulk' it up. A sauce or similar will help to **bind** the filling together.

You will often find **protein** as part of the filling, e.g. grated cheese, diced chicken, pulses (peas, beans and lentils).

All in one

Coating

Mixing and binding

Cooking skills

- Simmering: keep (food) just below boiling point when cooking or heating it. This is done on low flame/ low heat.

"simmer the sauce gently until thickened"

Knife skills

Bridge method

Claw method

Packaging requirements

These are the items on the label that are required by law.

- manufacturer's name and contact details
- name of the product
- description of the product
- weight (some foods are exempt, for example bread)
- ingredients (listed in descending order of weight)
- cooking/heating instructions
- storage instructions
- shelf life
- place of origin
- allergy information