

Knowledge Organiser

Year 8 Term 5

Name:	Form group:	Masters of Recall Big Quiz:
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Spellings

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>journalism- collecting, writing, and publishing news stories and articles.</p> <p>advocacy- active support of an idea or cause.</p> <p>bias- influence in an unfair way.</p> <p>proximity- the region close around a person or thing.</p> <p>adversarial- involving two people or two sides who oppose each other.</p>	<p>credibility- the quality of being believable or trustworthy.</p> <p>editorial- an article giving opinions or perspectives.</p> <p>brevity- the use of concise expressions.</p> <p>paraphrase- express the same message in different words.</p> <p>obstacle- a thing that blocks one's way or prevents or hinders progress.</p>	<p>consequence- the state of having important effects or influence.</p> <p>slander- words falsely spoken that damage the reputation of another.</p> <p>repercussions- an unintended consequence of an event or action.</p> <p>poignant- evoking a keen sense of sadness or regret.</p> <p>superfluous- exceeding what is necessary.</p>	<p>prominence- the state of being widely known or eminent.</p> <p>relevance- the relation of something to the matter at hand.</p> <p>distorted- giving a misleading or false account or impression.</p> <p>plethora- an abundance or excess.</p> <p>venerable- deserving respect because of age or achievement.</p>	<p>libel- a false and malicious publication.</p> <p>prohibit- make something impossible or to prevent.</p> <p>accurately- in a way that is correct in all details.</p> <p>momentous- of great importance or significance.</p> <p>jubilant- extremely joyful or happy.</p>	<p>pretentious- trying to appear or sound more important or clever than you are, especially in matters of art and literature.</p> <p>necessary- needed in order to achieve a particular result.</p> <p>diligent- showing care in doing one's work.</p> <p>impeccable- exemplary or flawless.</p> <p>perusal- a careful examination or review.</p>



Look

Look at the information carefully.

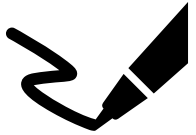
Read it three times.

It may help to **say** it as you read it.



Cover

Cover it with your hand or a piece of paper.



Write

Write it out, from memory.



Check

Check what you have written matches the information exactly. Have you got it correct? If so, tick your work to show it is correct.

If it **doesn't match exactly**, use your **purple pen to correct it**.

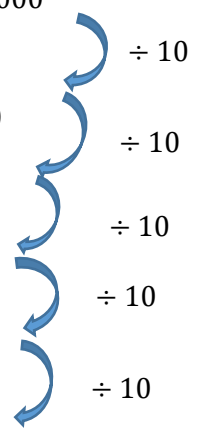
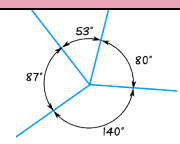
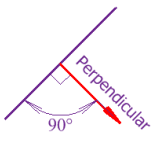
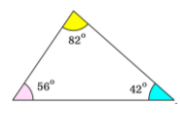
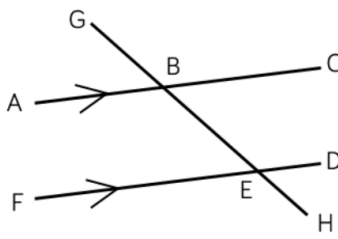
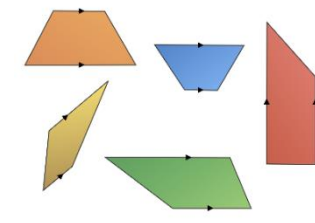
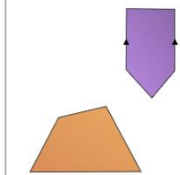
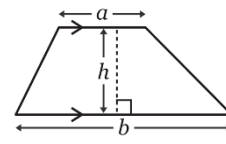
Repeat.

When you get it 100% correct, move on to the **next** piece of information.



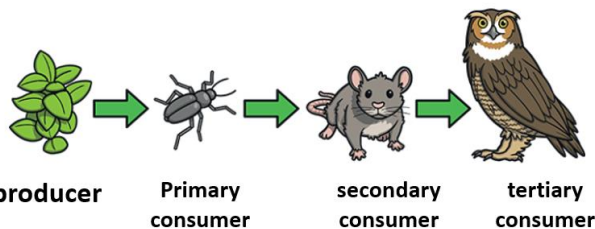
Correct

English	Journalistic Writing	Year 8 Term 5
<p>Week 1: emphatic adjectives</p> <ul style="list-style-type: none"> imperative- vital importance. crucial- decisive or critical. critical- turning point or especially important juncture. essential- absolutely necessary or important. urgent- requires immediate attention or action. vital- absolutely necessary. significant- something notable or noteworthy. 	<p>Week 2: intensifiers</p> <ul style="list-style-type: none"> extremely- to a great degree. particularly- to a higher degree than is usual. significantly- seriously or notably. highly- very, mostly, or thoroughly. incredibly- to a great degree or extremely. remarkably- worthy of attention. profoundly- extremely or greatly. decidedly- undoubtedly or undeniably. 	<p>Week 3: grammar knowledge 1</p> <p>modification: changing the quality of nouns or verbs using additional information, usually adjectives and adverbs.</p> <p>fragmentation: when a sentence is not complete because it does not have a subject or verb or both.</p> <p>starting a sentence with a subordinating conjunction: a word which joins a subordinate clause to the main clause, e.g., although, after, since, whether, while.</p> <p>appositive phrase: a noun or noun phrase which is positioned next to another noun to add description or information.</p>
<p>Week 4: grammar knowledge 2</p> <p>active voice: a sentence which focuses on the person or object which is performing the action, e.g. <i>The dog ate the bone</i>. This sentence focuses on the 'dog' because it is the one eating.</p> <p>passive voice: a sentence which focuses on the person or object which <i>experiences</i> the action, rather than the person or object which <i>performs</i> the action, e.g. <i>The dog ate the bone</i> (ACTIVE voice) becomes: <i>The bone was eaten by the dog</i> (PASSIVE voice).</p> <p>Standard English: the most formal variety of English which uses formal tone, regular spellings, and punctuation, and does not use any features of regional or non-standard dialect.</p>	<p>Week 5: vocabulary 1</p> <p>newspaper: a printed publication containing news, articles, and advertisements.</p> <p>tabloid: a newspaper with pages half the size of a broadsheet, popular in style and dominated by sensational stories.</p> <p>broadsheet: a newspaper with a large format, regarded as more serious than tabloids.</p> <p>magazine: a publication containing articles, usually on a particular subject or aimed at a particular audience.</p> <p>blog: a regularly updated website or webpage with 'posts' written in an informal or conversational style.</p>	<p>Week 6: vocabulary 2</p> <p>tentative language: using language which makes it clear that what you are saying is not certain but is possible e.g., using 'perhaps', 'appears to', 'possibly' in a sentence.</p> <p>social media platform: a form of digital communication, networking, and information sharing.</p> <p>bias: when a writer favours one side over another or has a reason to be prejudiced against something.</p> <p>citation: a quotation from or reference to a book, paper, or author.</p>

Maths	Number and Geometry	Year 8	Term 5
<p>Week 1: powers of 10</p> $10^3 = 10 \times 10 \times 10 = 1000$ $10^2 = 10 \times 10 = 100$ $10^1 = 10$ $10^0 = 1$ $10^{-1} = \frac{1}{10} = 0.1$ 	<p>Week 2: indices</p> <p>base: the number or variable that is repeatedly multiplied when using an index.</p> <p>index (or power): represents how many times to repeatedly multiply the base.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>BASE → 3⁵ ← INDEX = 3 × 3 × 3 × 3 × 3</p> </div> <p>Laws of Indices</p> $a^m \times a^n = a^{m+n}$ $\frac{a^m}{a^n} = a^m \div a^n = a^{m-n}$ $(a^m)^n = a^{m \times n}$ <p>Examples</p> $3^8 \times 3^2 = 3^{10}$ $\frac{3^8}{3^2} = 3^8 \div 3^2 = 3^6$ $(3^8)^2 = 3^{16}$	<p>Week 3: standard form</p> <p>standard form: a way of writing really large or really small numbers.</p> <p>Standard form is written in the form:</p> $a \times 10^n$ <p>a is a number greater than 1 but less than 10 n can be any positive or negative integer</p> <p>Example</p> $43800000 = 4.38 \times 10^7$ <p style="text-align: right;">positive power for a large number</p> $0.00000832 = 8.32 \times 10^{-6}$ <p style="text-align: right;">negative power for a small number</p>	
<p>Week 4: key angle facts</p> <p>Angles around a point sum to 360 degrees.</p>  <p>Adjacent angles on a straight line sum to 180 degrees.</p> <p>perpendicular: lines that meet at 90 degrees (a right angle)</p>  <p>The sum of interior angle in a triangle sum to 180 degrees.</p>  <p>The sum of the interior angles in a quadrilateral sum to 360 degrees.</p>	<p>Week 5: parallel lines and angles</p> <p>parallel lines: straight lines that never meet. They stay the same distance apart.</p> <p>transversal: line passing through 2 or more parallel lines.</p> <p>AC and FD are parallel. GH is the transversal.</p>  <p>corresponding angles: in the same position.</p> <p>alternate angles: opposite sides of the transversal.</p>	<p>Week 6:</p> <p>trapezium: a quadrilateral (4 sided shape), with one pair of parallel lines</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Trapeziums</p>  </div> <div style="text-align: center;"> <p>Not trapeziums</p>  </div> </div> <p>Area = $\frac{1}{2}(a + b)h$</p> 	

Week 1: Interdependence

biomass	the total mass of the organic matter of an organism
producers	organisms that produce their glucose (food) via photosynthesis
consumers	organisms that consume (eat) other organisms for energy
predator	an organism that hunts
prey	an organism that is hunted
herbivore	an organism that only feeds on producers
carnivore	an organism that feeds on consumers
omnivore	an organism that feeds on producers and consumers
ecosystem	all the living organisms and non-living factors in an environment
food chain	shows how plants and animals get their energy
food web	a diagram that shows how different food chains are linked
pyramid of numbers	a graphical representation of the number of organisms in a food chain
biodiversity	the range of organisms in a given area



In a food chain the → shows the flow of energy

Week 2: Natural Selection & Biodiversity

evolution	the gradual change of a species over time
natural selection	the process by which individuals who are better adapted to their environment can survive longer and increase their chances of reproducing
adaptation	a characteristic which increases an organism's chance of survival and reproduction
gene	a section of DNA that is responsible for a characteristic like eye colour or blood group
extinction	when there are no more individuals left of a particular species
biodiversity	the variety species living in an area.

V There is **variation** within a species

M These variations are caused by **mutations** in DNA

A Beneficial (good) mutations lead to **adaptations** that make an animal better suited to its environment

S Those individuals in a species that are better adapted to their environment are more likely to **survive**.

R Those surviving individuals have increased chance of **reproduction**.

P When animals reproduce, they **pass...**

O **...on...**

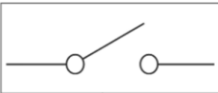
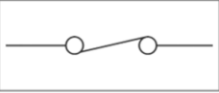




G **...genes** with their beneficial adaptation to their offspring.

Week 3: The Reactivity Series

reactivity series	a list of metals arranged by their reactivity with the most reactive at the top
reactivity	the tendency for a substance to undergo a chemical change
inert	very unreactive
displacement reaction	when a more reactive metal displaces a less reactive metal from a compound
observation	what can be seen happening (in a chemical reaction)
fizzing/effervescence	the production of gas bubbles in a liquid by a chemical reaction

The Reactivity Series


Potassium	most reactive	K
Sodium		Na
Calcium		Ca
Magnesium		Mg
Aluminium		Al
Carbon		C
Zinc		Zn
Iron		Fe
Tin		Sn
Lead		Pb
Hydrogen		H
Copper	Cu	
Silver	Ag	
Gold	Au	
Platinum	least reactive	Pt

Week 4: Materials	Week 5: Electrical Circuits	Week 6: Resistance
<p>extraction removing a metal from its ore</p> <hr/> <p>ore a rock containing metal compounds</p> <hr/> <p>metal oxide a compound containing metal and oxygen, e.g.copper oxide metal + oxygen → metal oxide</p> <hr/> <p>carbon a non-metal used to extract less reactive metals from ores</p> <hr/> <p>reduction a chemical reaction where oxygen is removed from a compound</p> <hr/> <p>ceramic a hard, brittle, waterproof material</p> <hr/> <p>composite a material that is made from two or more substances with very different properties</p> <hr/> <p>polymer materials made from lots of smaller units (monomers) used for plastics</p> <hr/> <p>recycle convert waste into reusable material</p> <hr/> <p>Displacement reactions to extract metal from a metal oxide compound:</p> <p>metal oxide + carbon → metal + carbon dioxide</p>	<p>circuit a complete loop which allows an electric current flow</p> <hr/> <p>series circuit a circuit with one loop through which current can flow</p> <hr/> <p>parallel circuit a circuit with more than one loop through which current can flow</p> <hr/> <p>current the rate of flow of charge, measured in amps (A)</p> <hr/> <p>ammeter a device, connected in series, which measures the current in a circuit</p> <hr/> <p>potential difference a measure of the difference in energy between two parts of a circuit measured in volts (V)</p> <hr/> <p>voltmeter a device, connected parallel to a component, which measures potential difference</p> <hr/> <p>Circuit Symbols</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>open switch</p> </div> <div style="text-align: center;">  <p>closed switch</p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>battery</p> </div> <div style="text-align: center;">  <p>cell</p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>voltmeter</p> </div> <div style="text-align: center;">  <p>ammeter</p> </div> </div>	<p>resistance how much the wires and other components reduce the flow of charge in a circuit</p> <hr/> <p>ohms (Ω) the unit of measure for resistance</p> <hr/> <p>independent variable the part of the experiment which the scientist changes. <i>remember: I change the Independent variable</i></p> <hr/> <p>dependent variable the part of the experiment that the scientist measures</p> <hr/> <p>control variable the part of the experiment that the scientist keeps the same so that it does not affect the results of the experiment (<i>Constant Control</i>)</p> <hr/> <p style="text-align: center;"><u>Equation to calculate resistance</u></p> <p style="text-align: center;">resistance (Ω) = $\frac{\text{potential difference (V)}}{\text{current (A)}}$</p> <p>This equation can also be represented as:</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 20px;"> $R = \frac{V}{I}$ </div> <div style="border: 1px solid black; padding: 5px;"> <p>R = resistance (Ω) V = potential difference (V) I = current (A)</p> </div> </div>

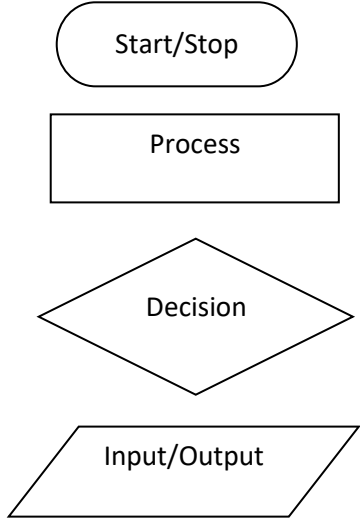
French		Les vacances		Year 8	Term 5
Week 1: Les pays - countries		Week 2: Le transport - transport		Week 3: Adjectives – to describe transport	
je vais... I go...		je voyage on voyage/nous voyageons je vais on va/nous allons	I travel we travel I go we go	j'aime voyager en train je préfère voyager en avion parce que c'est... plus/moins...	I like travelling by train I prefer to travel by plane because it is.... more/less
en Algérie to Algeria en Angleterre to England en Allemagne to Germany en Belgique to Belgium en Espagne to Spain en France to France en Grèce to Greece en Italie to Italy en Suisse to Switzerland en Pologne to Poland au Portugal to Portugal aux États-Unis to the USA	en vacances on holiday à la campagne to the countryside à la mer to the sea à la montagne to the mountains à la plage at the beach en ville to/in the city au bord de la mer to/at the seaside	<u>Les transports</u> en avion by plane en bateau by boat en bus by bus en car by coach en metro by subway en train by train en voiture by car à pied on foot à vélo by bike		Les adjectifs cher expensive confortable comfortable fatigant tiring pratique practical lent slow rapide fast sûr safe	
Week 4: Holiday activities – what you can do		Week 5: Holiday activities – what you normally do		Week 6: The near future tense	
We use on peut to describe what we can do on holiday. Rule: On peut + infinitive verb. on peut... you can... on ne peut pas... you can not... ...envoyer une carte postale send a postcard ...faire un tour en barque do a boat tour ...nager dans la mer swim in the sea ...prendre des photos take some photos ...regarder un défilé watch a parade ...rencontrer les gens meet people ...se bronzer à la plage tan on the beach ...se relaxer à l'hôtel relax at the hotel ...visiter les sites touristiques visit tourist sites ...voir les monuments see monuments		régulièrement regularly d'habitude usually en vacances,... ...on holiday,... je visite les monuments I visit the monuments je nage dans la mer I swim in the sea je me bronze sur la plage I tan on the beach je me relaxe à l'hôtel I relax at the hotel j'achète des souvenirs I buy souvenirs je mange dans les restaurants I eat in the restaurants je joue sur la plage I play on the beach		We use the near future to describe what we are going to do. Remember the rule: present part of aller + infinitive verb. aller = to go je vais I am going nous allons we are going tu vas you are going vous allez you are going il va he is going ils vont they are going elle va she is going elles vont they are going Par exemple: je vais nager dans la mer I am going to swim in the sea Useful Phrases ce sera it will be à l'avenir in the future demain tomorrow prochain/e next	

Geography	Urban Areas in the UK	Year 8	Term 5
Week 1: features of urban areas	Week 2: reasons for urban growth	Week 3: challenges of urban change	
<p>urban: a built-up area with a high population density.</p> <p>rural: a countryside area with low population density.</p> <p>population density: The number of people per KM².</p> <p>city: A status granted by a monarch (king or queen) to large urban areas in the UK which often have features such as high populations, a cathedral and a university.</p>	<p>natural increase: growth in the population which occurs due to death rate being lower than birth rate.</p> <p>rural to urban migration: people moving from the countryside to the city. This is caused by push and pull factors.</p> <p>push factor: a bad thing about rural areas which makes people want to move away from the area.</p> <p>pull factor: a good thing about cities which makes people want to move to the area.</p>	<p>social challenges: challenges which impact people's health, happiness, and wellbeing.</p> <ul style="list-style-type: none"> - <i>Urban deprivation: a low standard of living for people in urban areas.</i> <p>economic challenges: challenges which impact people's wealth including access to jobs.</p> <ul style="list-style-type: none"> - <i>Unemployment: not being employed.</i> <p>environmental challenges: challenges which impact nature, plants, animals and climate change.</p> <ul style="list-style-type: none"> - <i>Congestion: a build-up of traffic in an area which results in increased pollution.</i> 	
Week 4: opportunities of urban change	Week 5: regeneration in Barnsley	Week 6: gentrification in Sheffield	
<p>social opportunities: improved infrastructure such as electricity, internet access and access to clean water.</p> <p>economic opportunities: improved employment opportunities and access to a greater variation in jobs.</p> <p>environmental opportunities: greater access to renewable energy and improved public transport.</p>	<p>regeneration: the process of improving an area.</p> <p>The glassworks project:</p> <ul style="list-style-type: none"> - 100,000 square foot of new retail (shopping) space. - 382 work experiences positions provided. - Leisure space including a 13 screen cinema. 	<p>gentrification: the improvement of an area that results in the displacement of working-class communities.</p> <p>displacement: the forced movement of groups of people.</p> <p>working class: people in society who typically work in unskilled, low-paid labour.</p>	

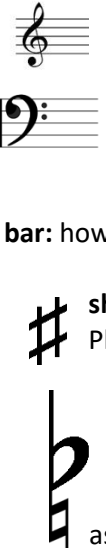
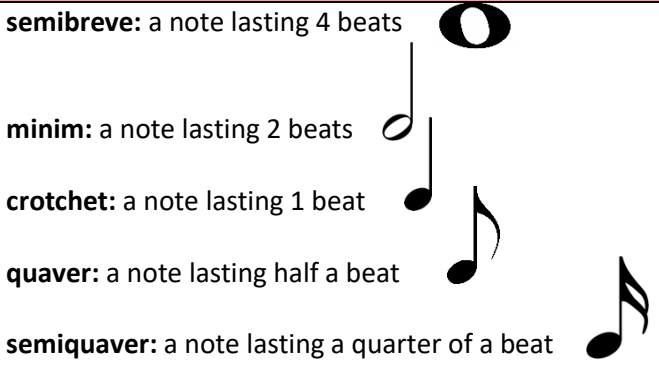
History	Rise of Dictators and WW2	Year 8 Term 5
<p>Week 1: Treaty of Versailles</p> <p>Adolf Hitler: the fascist dictator of Germany.</p> <p>Benito Mussolini: the fascist dictator of Italy.</p> <p>Francisco Franco: the fascist dictator of Spain.</p> <p>facism: a political system with an unelected, all-powerful dictator, who uses violence to control society.</p> <p>Treaty of Versailles: the peace treaty signed at the end of WW1. Under the treaty, Germany:</p> <ul style="list-style-type: none"> · Gave up territory such as Alsace-Lorraine · Could only have 100,000 men in its army · Had to pay \$5 billion to cover the damage of WW1 	<p>Week 2: League of Nations and Wall Street</p> <p>The purpose of the League was to settle arguments between countries, without going to war.</p> <p>embargo: when countries punish each other by refusing to trade resources.</p> <p>The main weakness of the League was that the USA never joined, making League Embargos useless.</p> <p>economic depression: a period of low economic growth and high unemployment</p> <p>hyperinflation: where money is printed in massive amounts, reducing the value of the currency.</p>	<p>Week 3: Appeasement and Dunkirk</p> <p>appeasement: the policy of giving Hitler what he wanted, to prevent a war. Led by Neville Chamberlain. This failed in 1938 when Hitler invaded all of Czechoslovakia.</p> <p>blitzkrieg: lightning warfare (fast attack with lots of force)</p> <p>Operation Dynamo: the code name given to the rescue mission of British and French troops from the beaches of Dunkirk. Troops were rescued by pleasure steamers, fishing boats and Royal Navy ships.</p>
<p>Week 4: Operation Barbarossa/Pearl Harbour</p> <p>Operation Barbarossa: code name given to Hitler's plans to invade the USSR.</p> <p>Stalingrad: the Germans and Soviets fought over Stalingrad. It was significant because it was named after Stalin and was an industrial centre.</p> <p>Pearl Harbour: Japanese airplanes made an attack on the US Navy in Pearl Harbour, Hawaii.</p> <ul style="list-style-type: none"> • This attack led America to declare war on the Axis powers. 	<p>Week 5: Midway and D-Day</p> <p>The Battle of Midway: fought between the Americans and the Japanese. Japan wanted to occupy Midway to convert it to an airbase and to remove the Americans as a threat in the Pacific. The Japanese were forced to call off the Midway Operation and retreat.</p> <p>D-Day: June 6th 1944</p> <p>Britain, America, Canada and France attacked the German forces on the coast of Normandy, France. 5 beaches—Omaha, Utah, Juno, Gold, Sword .</p>	<p>Week 6: Atomic Bomb</p> <p>In 1945, the USA dropped two atomic bombs on Japan, effectively ending World War Two.</p> <p>On the 6th August, the first bomb was dropped on the city of Hiroshima. Within five days, 140,000 had died.</p> <p>On the 9th August, the Japanese city of Nagasaki was bombed. 75,000 people were killed.</p> <p>On 14th August Japan surrendered.</p> <p>The damage caused by nuclear radiation continued to make people sick and die for years after the bombing</p>


Religious Studies		Evil and Suffering	Year 8	Term 5
Week 1: the nature of God		Week 2: the problem of evil		Week 3: Adam and Eve
<p>The Trinity: the belief that God is made up in 3 parts – God the father (in heaven), God the son (Jesus) and Holy Spirit (God acting in the universe).</p> <p>Despite this, Christianity is still monotheistic as there is one God in 3 parts.</p> <p>monotheistic: the belief in one God.</p> <p>omnibenevolent: the belief that God is all loving.</p> <p>omnipotent: the belief that God is all powerful.</p> <p>omniscient: the belief that God is all knowing.</p>		<p>moral evil: actions done by humans which causes suffering.</p> <p>natural evil: suffering which is not caused by humans.</p> <p>The Inconsistent Triad: the problem of evil can be regarded as an ‘inconsistent triad’ – in other words, three ideas but only two of them can be true.</p> <div style="text-align: center;">  </div>		<p>free will: the act of making your own decisions.</p> <p>God gave humans free will. Therefore, although he exists, he cannot interfere in any suffering humans experience because of their own choices.</p> <p>Original Sin: because of Adam and Eve committing the first sin, Christians believe that all human beings are born sinful. It was passed down throughout humanity.</p> <p>This is called original sin; This idea means that human beings are born with an in-built tendency to do wrong against God.</p>
Week 4: story of job		Week 5: natural evil		Week 6: moral evil
<p>The Story of Job: the Bible tells the story of a man called Job who is described as a good man who loves God. Satan challenges God, saying that Job is only good because he has a happy life. God allows Satan to put Job’s faith to the test by causing him to suffer.</p> <p>Satan: the devil, sometimes called Lucifer.</p>		<p>natural evil: suffering which is not caused by humans.</p> <p>Scripture from the Bible: “‘And in that day I will become angry with them and forsake them; I will hide my face from them, and they will be destroyed. Many disasters and calamities will come on them, and in that day, they will ask, ‘Have not these disasters come on us because our God is not with us?’”</p> <p>“‘In the six hundredth year of Noah’s life, on the seventeenth day of the second month—on that day, all the springs of the great deep burst forth, and the floodgates of the heavens were opened.”</p>		<p>moral evil: actions done by humans which causes suffering.</p> <p>The Shoah: many Jewish people prefer to use a different term to Holocaust when describing the events of WW2, such as the Hebrew word ‘Shoah’, which means ‘catastrophe’.</p>

PSHE Crime and Punishment/ Rights and Respect		Year 8	Term 5
<p>Week 1: revision</p> <p>young offenders: a person aged between 10 and 17 who has committed a criminal offence.</p> <p>Prison: a building in which people are legally held as a punishment for a crime they have committed or while awaiting trial.</p> <p>gangs: an ongoing, organized association of three or more persons.</p> <p>Joint Enterprise: joint Enterprise is where, if one or more people commit an offence and another/ others intended to encourage or assist them to commit the offence, the secondary offender(s) can be prosecuted as if they were a main offender.</p>	<p>Week 2: county lines</p> <p>county lines: term used for crime associated with gangs crossing borders to expand their drug network.</p> <p>cuckooing: the practice of taking over the home of a vulnerable person in order to establish a base for illegal drug dealing, typically as part of a county lines operation.</p>	<p>Week 3: Equality Act 2010</p> <p>Equality Act 2010: means that those with protected characteristics cannot be discriminated against at work or in a socio-economic setting.</p> <p>Protected characteristics include:</p> <ul style="list-style-type: none"> • age • disability • race • religion/belief • sexual orientation. • marriage 	
<p>Week 4: racism and hate crime</p> <p>prejudice: a negative prejudgement of a person that is not based on reason.</p> <p>racism: prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized.</p> <p>hate crime: a crime, typically one involving violence, that is motivated by prejudice on the basis of ethnicity, religion, sexual orientation, or similar grounds.</p>	<p>Week 5: Islamophobia</p> <p>discrimination: acting on a prejudice against a person.</p> <p>Islamophobia: is literally translated as the fear of Islam: it is used to refer to prejudice or discrimination against Muslims.</p>	<p>Week 6: gender discrimination</p> <p>sexism: prejudice, stereotyping, or discrimination, typically against women, on the basis of sex.</p> <p>stereotype: a widely held but fixed and oversimplified image or idea of a particular type of person or thing.</p>	

Computing		Binary and Algorithms		Year 8		Term 5																																																																													
Week 1: storage capacity and file size		Week 2: binary and denary		Week 3: conversions																																																																															
<p>Storage capacities and file sizes are measured in: (from lowest to highest)</p> <table border="1"> <tr> <td>BIT</td> <td>BINARY DIGIT</td> </tr> <tr> <td>4 BITS</td> <td>NIBBLE</td> </tr> <tr> <td>8 BITS</td> <td>BYTE</td> </tr> <tr> <td>1024 BYTE</td> <td>KILOBYTE</td> </tr> <tr> <td>1024 KILOBYTE</td> <td>MEGABYTE</td> </tr> <tr> <td>1024 MEGABYTE</td> <td>GIGABYTE</td> </tr> <tr> <td>1024 GIGABYTE</td> <td>TERABYTE</td> </tr> <tr> <td>1024 TERABYTE</td> <td>PETABYTE</td> </tr> <tr> <td>1024 PETABYTE</td> <td>HEXABYTE</td> </tr> <tr> <td>1024 HEXABYTE</td> <td>ZEETABYTE</td> </tr> </table>		BIT	BINARY DIGIT	4 BITS	NIBBLE	8 BITS	BYTE	1024 BYTE	KILOBYTE	1024 KILOBYTE	MEGABYTE	1024 MEGABYTE	GIGABYTE	1024 GIGABYTE	TERABYTE	1024 TERABYTE	PETABYTE	1024 PETABYTE	HEXABYTE	1024 HEXABYTE	ZEETABYTE	<p>Humans use the denary number system. This is the base 10 system. The denary system has ten symbols 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9.</p> <p>Computers work in the binary number system, which is base 2. Denary numbers must be converted into their binary equivalent before a computer can use them.</p> <p>The first eight binary place values are:</p> <table border="1"> <tr> <td>128</td> <td>64</td> <td>32</td> <td>16</td> <td>8</td> <td>4</td> <td>2</td> <td>1</td> </tr> </table> <p>In binary, each place value can only be represented by 1 or a 0.</p>		128	64	32	16	8	4	2	1	<p>Convert denary number 8 into binary</p> <table border="1"> <tr> <td>128</td> <td>64</td> <td>32</td> <td>16</td> <td>8</td> <td>4</td> <td>2</td> <td>1</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>Convert denary number 255 into binary</p> <table border="1"> <tr> <td>128</td> <td>64</td> <td>32</td> <td>16</td> <td>8</td> <td>4</td> <td>2</td> <td>1</td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </table> <p>Convert binary number 01000010</p> <table border="1"> <tr> <td>128</td> <td>64</td> <td>32</td> <td>16</td> <td>8</td> <td>4</td> <td>2</td> <td>1</td> </tr> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> </tr> </table> <p>64+2=66</p>				128	64	32	16	8	4	2	1	0	0	0	0	1	0	0	0	128	64	32	16	8	4	2	1	1	1	1	1	1	1	1	1	128	64	32	16	8	4	2	1	0	1	0	0	0	0	1	0
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Week 4: four corner stones of computer science		Week 5: computational thinking		Week 6: flow chart symbols																																																																															
<p>abstraction: is the process of filtering out – ignoring - the characteristics of patterns that we don't need in order to concentrate on those that we do.</p> <p>algorithm: is a plan, a set of step-by-step instructions to solve a problem.</p> <p>decomposition: the breaking down of a system into smaller parts that are easier to understand, program and maintain.</p> <p>pattern recognition: involves finding the similarities or patterns among small, decomposed problems that can help us solve more complex problems more efficiently.</p>		<p>computational thinking: problem-solving method using computer science techniques, where possible solutions are developed and presented in a way that can be understood by humans and computers.</p> <p>flowchart: a diagram that shows a process, made up of boxes representing steps, decision, inputs and outputs.</p> <p>pseudocode: a method of writing a set of instructions for a computer program using plain English. This is a good way of planning a program before coding.</p>																																																																																	

Design and Technology		Year 8	Term 5
Week 1: designing	Week 2: measuring and marking out	Week 3: CAD and CAM	
<p>Initial design ideas: the first creative concepts or sketches that a designer develops to explore potential solutions to a problem or design brief.</p> <p>Key elements of good initial design ideas:</p> <ul style="list-style-type: none"> • draw with speed – they don't need to be neat, they just need to communicate your thoughts effectively; • include labels and annotation to explain what things are; • include hatching and cross hatching to show tone. 	<p>steel rule: a type of ruler made from metal that provides greater precision due to its durability. It is also more useful for marking out as the zero point is at the very end of the rule.</p> <p>template: a pre-designed pattern or guide used to help create or replicate shapes accurately in making projects.</p> <p>try square: a woodworking tool used to ensure that edges and corners are perfectly perpendicular or "square".</p>	<p>computer-aided design (CAD): technology that lets you create detailed digital drawings and models of objects or products on a computer to help design and visualize them before they are made.</p> <p>computer-aided manufacture (CAM): technology that uses computers to control machines and tools in the production process, helping to make products more efficiently and accurately.</p>	
Week 4: casting	Week 5: tools and machinery 1	Week 6: tools and machinery 2	
<p>casting: the process of shaping melted material into a desired form by pouring it into a mould, which then solidifies into the desired shape as it cools.</p> <p>mould: a hollow container used to shape molten material into a specific form as it cools and solidifies.</p> <p>personal protective equipment (PPE): special tools or clothing worn to keep people safe from hazards or injuries while they work or do activities.</p>	<p>bandfacer: a machine used to remove small amounts of waste material, and smooth and flatten the edges of a workpiece with a rotating belt.</p> <p>pillar drill: a machine used to drill precise and accurate holes in various materials by lowering a rotating drill bit onto the workpiece.</p>	<p>coping saw: a hand saw with a thin blade used for cutting intricate curves and shapes in timber or plastic.</p> <p>gents saw: a hand saw with a narrow blade, used for making precise and straight cuts in timber.</p> <p>cordless drill: a portable power tool that can be used for drilling holes and driving screws.</p>	

Music	Theory & Orchestral Instruments	Year 8 Term 5
<p>Week 1: notation</p>  <p>treble clef: represents notes played above a middle C. Played with right hand.</p> <p>bass clef: represents notes played below a middle C. Played with left hand.</p> <p>bar: how we split music up.</p> <p>sharp: raises the pitch of a note by a semitone. Played as the black note to the right.</p> <p>flat: lowers the pitch of a note by a semitone. Played as the black note to the left.</p> <p>natural: cancels out a flat or sharp. Played as the normal white note.</p>	<p>Week 2: note values</p>  <p>semibreve: a note lasting 4 beats</p> <p>minim: a note lasting 2 beats</p> <p>crotchet: a note lasting 1 beat</p> <p>quaver: a note lasting half a beat</p> <p>semiquaver: a note lasting a quarter of a beat</p>	<p>Week 3: elements of music</p> <p>dynamics: the volume of a piece of music. <i>pp, p, mp, mf, f, ff, crescendo.</i></p> <p>tempo: the speed of a piece of music. <i>lento, adagio, andante, moderato, allegro, presto.</i></p> <p>structure: the sections within a piece of music</p> <p>pitch: the high and low notes</p> <p>texture: the musical layers</p> <p>rhythm: the arrangement of notes and rests</p> <p>harmony: complimentary notes played simultaneously</p>
<p>Week 4: Instruments of the orchestra - strings</p> <p>Violin: a stringed musical instrument of treble pitch, played with a horsehair bow. The highest of the string family.</p> <p>Viola: an instrument of the violin family, larger than the violin and lower in pitch.</p> <p>Cello: a bass instrument of the violin family, held upright on the floor between the legs of the seated player.</p> <p>Double bass: the largest and lowest-pitched instrument of the violin family, providing the bassline of the orchestral string section.</p>	<p>Week 5: Instruments of the orchestra - brass</p> <p>Trumpet: a brass musical instrument with a flared bell and a bright, penetrating tone.</p> <p>French Horn: a brass instrument with a coiled tube, valves, and a wide bell, developed from the simple hunting horn in the 17th century. It is played with the right hand in the bell to soften the tone and increase the range of available notes.</p> <p>Trombone: a large brass wind instrument with straight tubing in three sections, ending in a bell over the player's left shoulder, different fundamental notes being made using a forward-pointing extendable slide.</p> <p>Tuba: the largest and lowest-pitched musical instrument in the brass family.</p>	<p>Week 6: Instruments of the orchestra - wind</p> <p>Piccolo: a small flute sounding an octave higher than the ordinary one.</p> <p>Flute: a tube-shaped musical instrument with a row of holes along its side that are covered by the fingers to vary the notes.</p> <p>Clarinet: a woodwind instrument with a single-reed mouthpiece, a cylindrical tube with a flared end, and holes stopped by keys.</p> <p>Oboe: a woodwind instrument with a double-reed mouthpiece, a slender tubular body, and holes stopped by keys.</p> <p>Bassoon: a bass woodwind instrument of the oboe family, with a doubled-back tube over four feet long, played with a double reed.</p>

Art	Art and Design Key Concepts		Year 8	Term 5
<p>Week 1: sculpture</p> <p>sculpture: a form of visual art that involves creating three-dimensional objects or forms, typically by carving, modelling, casting, or constructing materials such as stone, wood, metal, clay, plaster, or plastics.</p> <p>Sculptures can be created in various sizes, from small handheld pieces to large installations that occupy entire spaces.</p>	<p>week 2: 3D art</p> <p>3D art: known as three-dimensional art, refers to artwork that has physical depth as well as height and width. 3D art occupies space and can be viewed from multiple angles.</p> <p>3D art offers artists a dynamic way to explore space, form, texture, and materiality, inviting viewers to engage with art in a tactile and immersive manner.</p>	<p>week 3: relief sculpture</p> <p>relief sculpture: sculpture in which forms project from a flat background, but they remain attached to it.</p> <p>Unlike freestanding sculpture, which can be viewed from all sides, relief sculpture is typically meant to be seen primarily from one direction. It's like a picture or scene that is partially raised from a flat surface.</p>		
<p>Week 4: Barbara Gilhooly</p> <p>Barbara Gilhooly is a contemporary artist working in the USA.</p> <p>Barbara Gilhooly was born in North Dakota in 1963. She attended the University of North Dakota and received her BFA in 1986. Concentrating on printmaking and sculpture, Gilhooly earned her MFA from Colorado</p> 	<p>Week 5: craft</p> <p>craft: the skilled creation or production of objects, often by hand or with the use of simple tools.</p> <p>Craftsmanship typically involves applying specialised knowledge, techniques, and skills to create items that serve functional, decorative, or artistic purposes.</p> <p>Craft is a diverse and dynamic field that celebrates the intersection of creativity, skill, and material culture, serving as a rich and vibrant expression of human ingenuity and cultural heritage.</p>	<p>Week 6: Architecture</p> <p>Architects are professionals who design and plan the construction of buildings and other structures.</p> <p>The role of an architect involves several key tasks:</p> <ul style="list-style-type: none"> • Design • Planning • Coordination • Construction oversight • Problem-solving 		

Knowledge Recall Questions

Step 1 – learn the knowledge using your recall book and look, cover, write, check, correct.

Step 2 – from **memory**, complete the weekly recall questions. These are mandatory. Use family and friends to test you 😊.

Step 3 – any question you cannot confidently answer, go back and learn the knowledge again.

Week 1: Interdependence	Week 2: Natural Selection & Biodiversity	Week 3: The Reactivity Series
<ol style="list-style-type: none"> 1. What are producers? 2. What is the definition of an ecosystem? 3. Which type of organism only feeds on producers? 4. Which type of organism is hunted? 	<ol style="list-style-type: none"> 1. What is described as a gradual change over time? 2. What is biodiversity? 3. What is a gene? 4. Which word means no more individuals of a species are left? 	<ol style="list-style-type: none"> 1. What is the meaning of the term reactivity? 2. Define inert. 3. Which word means to convert waste into reusable material? 4. Which is most reactive? Potassium or zinc?
Week 4: Materials	Week 5: Electrical Circuits	Week 6: Resistance
<ol style="list-style-type: none"> 1. Which word describes a rock containing metal oxides or other metal compounds? 2. What is a metal oxide? 3. Which word means to remove a metal from its ore? 4. Which non-metal is used to extract less reactive metals from ores? 	<ol style="list-style-type: none"> 1. Which type of circuit has more than one loop for current to flow through? 2. What does potential difference mean? 3. Which device is connected in series to measure current? 4. Draw the circuit symbol for a lamp. 	<ol style="list-style-type: none"> 1. What is resistance? 2. What are the units for resistance? 3. Recall the equation to calculate resistance. 4. Which variable is kept the same so that it does not affect the results of the experiment?

French	Les vacances	Year 8 Term 5																																						
Week 1: Les pays - Countries	Week 2: Le transport - Transport	Week 3: Adjectives – To describe transport																																						
<p>Match up the countries:</p> <table border="0"> <tr><td>en Angleterre</td><td>to Germany</td></tr> <tr><td>en Allemagne</td><td>to Italy</td></tr> <tr><td>en Algérie</td><td>to the USA</td></tr> <tr><td>en Belgique</td><td>to Portugal</td></tr> <tr><td>en Espagne</td><td>to Switzerland</td></tr> <tr><td>en France</td><td>to Spain</td></tr> <tr><td>en Grèce</td><td>to Poland</td></tr> <tr><td>en Italie</td><td>to France</td></tr> <tr><td>en Suisse</td><td>to Algeria</td></tr> <tr><td>en Pologne</td><td>to England</td></tr> <tr><td>au Portugal</td><td>to Belgium</td></tr> <tr><td>aux États-Unis</td><td>to Greece</td></tr> </table> <p>Translate the sentences into French:</p> <p>I go to the countryside _____</p> <p>I go to the sea _____</p> <p>I go to the city _____</p>	en Angleterre	to Germany	en Allemagne	to Italy	en Algérie	to the USA	en Belgique	to Portugal	en Espagne	to Switzerland	en France	to Spain	en Grèce	to Poland	en Italie	to France	en Suisse	to Algeria	en Pologne	to England	au Portugal	to Belgium	aux États-Unis	to Greece	<p>What are the French for these verbs?</p> <p>I travel = _____</p> <p>We travel = _____</p> <p>I go = _____</p> <p>We go = _____</p> <p>Translate the sentences into English:</p> <p>Je voyage en avion _____</p> <p>On voyage en bus _____</p> <p>Nous voyageons en voiture _____</p> <p>Je vais en train _____</p> <p>On va à vélo _____</p> <p>Nous allons à pied. _____</p>	<p>Match up the adjectives:</p> <table border="0"> <tr><td>cher</td><td>safe</td></tr> <tr><td>confortable</td><td>practical</td></tr> <tr><td>fatigant</td><td>expensive</td></tr> <tr><td>pratique</td><td>slow</td></tr> <tr><td>lent</td><td>fast</td></tr> <tr><td>rapide</td><td>comfortable</td></tr> <tr><td>sûr</td><td>tiring</td></tr> </table> <p>Translate the sentences into French:</p> <p>I like travelling by bus because it is more safe. _____</p> <p>I prefer travelling by plane because it is more fast. _____</p> <p>I hate travelling by boat because it is less comfortable. _____</p> <p>I love travelling by car because it is less expensive. _____</p>	cher	safe	confortable	practical	fatigant	expensive	pratique	slow	lent	fast	rapide	comfortable	sûr	tiring
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French	Les vacances	Year 8 Term 5												
<p>Week 4: Holiday Activities – what you can do</p>	<p>Week 5: Holiday Activities – What you normally do</p>	<p>Week 6: The near future tense</p>												
<p>What must follow on peut?</p> <p>On peut + _____?</p> <p>Fill in the blanks:</p> <p>_____ une carte postale = send a postcard</p> <p>_____ dans la mer = swim in the sea</p> <p>_____ des photos = take photos</p> <p>_____ un défilé = watch a parade</p> <p>_____ les sites touristiques = visit tourist sites</p> <p>Translate into French:</p> <p>You can not see monuments.</p> <p>_____</p> <p>You can not do a boat tour.</p> <p>_____</p> <p>You can meet people.</p> <p>_____</p> <p>You can tan on the beach.</p> <p>_____</p>	<p>Unjumble the sentences:</p> <p><i>Usually on holiday I visit the monuments.</i> les / en / je / vacances / monuments / visite / d'habitude</p> <p>_____</p> <p>_____</p> <p><i>Regularly on holiday I tan on the beach.</i> me / en / sur / régulièrement / je / la / plage vacances / bronze</p> <p>_____</p> <p>_____</p> <p><i>Regularly on holiday I buy souvenirs.</i> vacances / des / régulièrement / j'achète / souvenirs / en</p> <p>_____</p> <p>_____</p> <p><i>Usually on holiday I relax at the hotel.</i> l'hôtel / je / en / relaxe / vacances / d'habitude / me / à</p> <p>_____</p> <p>_____</p>	<p>We use the _____ to describe what we are going to do. The rule to form the near future is _____ + an _____ verb.</p> <p>Aller = _____</p> <p>Complete the table of 'aller' below:</p> <table border="1" data-bbox="1458 496 2132 919"> <tbody> <tr> <td data-bbox="1458 496 1800 568">Je vais</td> <td data-bbox="1800 496 2132 568"></td> </tr> <tr> <td data-bbox="1458 568 1800 639">Tu vas</td> <td data-bbox="1800 568 2132 639"></td> </tr> <tr> <td data-bbox="1458 639 1800 711"></td> <td data-bbox="1800 639 2132 711">He/She is going</td> </tr> <tr> <td data-bbox="1458 711 1800 783"></td> <td data-bbox="1800 711 2132 783">We are going</td> </tr> <tr> <td data-bbox="1458 783 1800 855">Vous allez</td> <td data-bbox="1800 783 2132 855"></td> </tr> <tr> <td data-bbox="1458 855 1800 919"></td> <td data-bbox="1800 855 2132 919">They are going</td> </tr> </tbody> </table> <p>Translate the sentences into French:</p> <p>I am going to send a postcard.</p> <p>_____</p> <p>He is going to take some photos.</p> <p>_____</p> <p>We are going to meet people.</p> <p>_____</p> <p>They are going (f) to visit tourist sites.</p> <p>_____</p>	Je vais		Tu vas			He/She is going		We are going	Vous allez			They are going
Je vais														
Tu vas														
	He/She is going													
	We are going													
Vous allez														
	They are going													

History	Questions	Year 8 Term 5
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Week 1: Treaty of Versailles	Week 2: League of Nations and Wall Street	Week 3: Appeasement and Dunkirk
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Who was the fascist dictator in each country?

Germany	Dictator=
Spain	Dictator=
Italy	Dictator=

What were the 3 things Germany had to do as part of the terms of the Treaty of Versailles?

- 1.
- 2.
- 3.

Fill in the gaps.

The purpose of the League of Nations was _____
_____.

However, it was a failure because of the use of embargos, an embargo means _____
_____.

These were useless as the _____ never joined the League. The Wall Street Crash led to an _____ depression. This then led to _____ where money is printed in massive amounts, reducing the value of the currency.

What was appeasement?

Who was appeasement led by?

Why did he introduce appeasement?

What happened at Dunkirk and what was the codename?

Week 4: Operation Barbarossa/Pearl Harbour	Week 5: Midway and D-Day	Week 6: Atomic Bomb
<p>Why was Stalingrad significant?</p> <hr/> <hr/> <hr/> <hr/>	<p>Who fought at the Battle of Midway?</p> <hr/> <p>Why were they fighting over Midway?</p> <hr/> <hr/> <p>Who won the Battle of Midway?</p> <hr/> <hr/>	<p>What happened on the following dates?</p> <p>6 August 1945</p> <hr/> <hr/> <p>9 August 1945</p> <hr/> <hr/>
<p>Why was Pearl Harbour significant?</p> <hr/> <hr/> <hr/> <hr/>	<p>When did D-Day happen?</p> <hr/> <p>Which 5 beaches were targeted at D-Day?</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p>14 August 1945</p> <hr/> <hr/>

Week 1: features of urban areas

Urban is

Rural is

The difference is

What are some common features of cities?

Week 2: reasons for urban growth

Why does natural increase happen?

Give an example of a push factor

Give an example of a pull factor

Week 3: challenges of urban change

A social challenge is a challenge that impacts...

An economic challenge is a challenge that impacts...

An environmental challenge is a challenge that impacts....

Week 4: opportunities of urban change

An example of a social opportunity is

An example of an economic opportunity is

An example of an environmental opportunity is

Week 5: regeneration in Barnsley

Regeneration is

An example in Barnsley was

_____ work experience places were provided.

A leisure space was built with a _____ screen cinema

Week 6: gentrification in Sheffield

What is gentrification?

What is displacement?

What do we mean by working class?

Music	Theory & Orchestral Instruments	Year 8 Term 5
Week 1: notation	Week 2: note values	Week 3: elements of music
<ol style="list-style-type: none"> 1. What clef tells you to play with your right hand? 2. What clef tells you to play with your left hand? 3. What does a bar do? 4. How do you play a sharp? 5. How do you play a flat? 6. How do you play a natural? 	<ol style="list-style-type: none"> 1. Draw a semibreve, how many beats does it last for? 2. Draw a minim, how many beats does it last for? 3. Draw a crotchet, how many beats does it last for? 4. Draw a quaver, how many beats does it last for? 5. Draw a semiquaver, how many beats does it last for? 	<ol style="list-style-type: none"> 1. Order the dynamic markings from quietest to loudest. 2. What is structure? 3. What is pitch? 4. What is tempo? 5. What is texture? 6. What is rhythm? 7. What is harmony?

Music	Music Theory	Year 8	Term 5
Week 4: instruments of the orchestra - strings	Week 5: instruments of the orchestra - brass	Week 6: instruments of the orchestra - wind	
<ol style="list-style-type: none"> 1. Which instrument is the highest pitched of the string family? 2. Which instrument is the lowest pitched of the string family? 	<ol style="list-style-type: none"> 1. Which brass instrument has an extendable slide used to play notes? 2. Which brass instrument has a coiled tube? 3. Which instrument is described as having a bright, penetrating tone? 	<ol style="list-style-type: none"> 1. Which is the smallest of the wind family? 2. Which is the bass instrument of the wind family? 3. Which wind instrument has a double reed? 	

Design and Technology		Year 8	Term 5
Week 1: designing	Week 2: measuring and marking out	Week 3: CAD and CAM	
What are the 3 key elements of good initial design ideas?	<p>Why is a steel rule better for marking out materials than an ordinary plastic ruler?</p> <p>How should a try square be used correctly?</p>	<p>Why might it be better to design products using CAD, rather than with a pencil and paper?</p> <p>Why might it be better to make products using CAM, rather than by hand?</p>	
Week 4: casting	Week 5: tools and machinery 1	Week 6: tools and machinery 2	
What personal protective equipment (PPE) must be worn when casting?	<p>Name the part of the pillar drill where the drill bit is secured:</p> <p>Describe how you would hold the material correctly when using a bandfacer</p>	<p>Which hand saw would be most suitable for making straight cuts in timbers?</p> <p>Which hand saw would be most suitable for cutting curves and around corners in timbers and plastics?</p>	

Art	Art and Design Key Concepts	Year 8	Term 5
Week 1: sculpture	week 2: 3D art	week 3: relief sculpture	
Describe sculpture	Describe 3D art	Describe relief sculpture	
Week 4: Barbara Gilhooly	Week 5: craft	Week 6: Architecture	
Describe Barbara Gilhooly	Describe craft	Describe Architects	

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