‘Success is the sum of small efforts repeated day in and out.’

STOKE DAMEREL

Aspire Achieve Thrive

Name:

Tutor:

Half Term 1 2022-23

Science

French

KNOWLEDGE ORGANISER

History

English

Geography

8

Hegarty Maths

Modern Britain

QUESTIONS STEMS

Use these to help you set your own questions.
Try to use some from each section.

Simple Question Stems - recognising and recalling

Where is it?	Describe what happens when?
What is?	How would you define?
When did it happen?	How would you recognise?
How is?	Which one?
Why did?	Explain what is meant by?

More complex questions

Identify the pros and cons of	What do you think about?
What would be the result of?	Which is the most important factor?
What explanation can you give for	What could you suggest about?
What is the problem with?	What would happen if?
What can you point out about?	What is the most important reason why

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History	10-12
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PE	19-20

Book Pride

1	2
• **No** dates and titles are underlined • Work is **very untidy** • Extended writing tasks are **incomplete** • **SPaG** errors being repeated Show more **PRIDE** in your learning. Be proud to learn and be proud of your work.	• **Some** dates and titles are underlined • Work is **untidy** • Extended writing tasks are **short** • **SPaG** errors being repeated
3	**4**
• **Most** dates and titles are underlined • Work is **usually** neat and well presented • Extended writing tasks are **good** • **SPaG** is usually correct	• **All** dates and titles are underlined • Work is **exceptionally** neat and well presented • Extended writing tasks are **outstanding** • **SPaG** is consistently correct You are **RESILIENT**. You always show **PRIDE** in your work.

Combined Science Knowledge Organiser Year 8 Half Term 1

Biology		Chemistry		Physics	
Keyword	**Definition**	**Keyword**	**Definition**	**Keyword**	**Definition**
Breathing	Process of inhaling air into and exhaling air out of the lungs.	Atom	The smallest part of an element that can exist.	Non contact force	Force exerted between two objects, even when they are not touching
Alveoli	Tiny air sacs in the lungs, where gas is exchanged during breathing.	Nucleus	The central part of an atom. It contains protons and neutrons, and has most of the mass of the atom.	Magnetic field	Area surrounding a magnet that can exert a force on magnetic materials.
Trachea	The windpipe, the tube that leads from the mouth towards the lungs.	Electron	Subatomic particle, with a negative charge. Found in shells surrounding the nucleus.	Magnetic	Able to be magnetised or attracted to a magnet.
Aerobic respiration	Respiration that requires oxygen.	Proton	Subatomic particle with a positive charge. Found in the nucleus of atoms.	Permanent	Magnet made from a magnetic material. Its magnetism cannot be turned on or off, unlike an electromagnet.
Anaerobic respiration	Respiration that does not require oxygen.	Neutron	Subatomic particle with a neutral charge. Found in the nucleus of atoms.	Repel	When two or more things are forced apart.
Mitochondria	Structures in cells where aerobic respiration takes place.	Shells	The outside part of an atom surrounding the nucleus where electrons are found.	Like	The same, such as north and north.
Capillary	Tiny blood vessels with walls one-cell thick where exchange of materials occurs.	Electronic configuration	Pattern of how electrons are arranged in the shells	Unlike	Opposite, such as north and south.
Fermentation	Anaerobic respiration in plant and yeast cells.	Describe	Recall some facts, events or process in an accurate way	Attract	When two or more things come together,
Ethanol	The alcohol which is produced as a result of fermentation of sugars by yeast.	Explain	Make something clear, or state the reasons for something happening.	Induced	A temporary magnet, made from a magnetic material placed in a magnetic field.
Lactic acid	A toxic chemical produced during anaerobic respiration in animals.	Calculate	Work out the value of something	Electromagnet	A magnet made by wrapping a coil of wire around an iron core and passing an electric current through the coil.

Most Important Fact		
Inhalation and exhalation is the same as breathing or ventilation and is a physical process which moves air into and out of your lungs. Gas exchange is a process that involves the swapping of gases that occurs at exchange surfaces such as the alveoli found within your lungs. Respiration is a chemical reaction which occurs in all living cells, releasing energy from glucose.	Atoms are the building blocks of all matter. Everything is made of atoms - even yourself. Atoms consist of a nucleus containing protons and neutrons, surrounded by electrons in shells. Ideas about atoms have changed over time. Scientists developed new atomic models as they gathered new experimental evidence.	Magnets have a north pole and a south pole. Like poles repel but opposite poles attract. Electromagnets, motors, bells and compasses use magnetic fields. Magnetism is due to the magnetic fields around magnets. The fields can be investigated by looking at the effects of the forces they exert on other magnets and magnetic materials.

Y8 FRENCH K.O - TERM 1.1
MA VILLE (MY TOWN)

- **Where do you live** Où habites-tu?
- **What your town is like?** Comment est ta ville?

1.

J'habite *I live* à Paris *in Paris* à Londres *in London* à Marseille *in Marseille* à Barcelone *in Barcelona* dans une ville *in a town* dans une petite ville *in a small town* dans une grande ville *in a city* dans un village *in a village*	dans le nord *in the north* dans le sud *in the south* dans l'ouest *in the west* dans l'est *in the east* dans le nord-est *in the north-east* dans le nord-ouest *in the north-west* dans le sud-est *in the south-east* dans le sud-ouest *in the south-west*	de l'Angleterre *of England* de l'Espagne *of Spain* de l'Allemagne *of Germany* de l'Italie *of Italy* de l'Autriche *of Austria* de la France *of France* de la Suède *of Sweden* de la Grèce *of Greece* du Portugal *of Portugal* du Pays de Galles *of Wales* des États-Unis *of the USA*	dans une petite maison *in a small house* dans une grande maison *in a big house* dans un appartement *in a flat* dans une ferme *in a farm*

Ma ville est *My town is* Ma région est *My region is*	historique *historic* moderne *modern* touristique *touristic* moche *ugly* joli(e) *pretty* sale *dirty* propre *clean* bruyant(e) *noisy/loud* tranquille *calm/peaceful* industriel/industrielle *industrial*	et elle se trouve *and it is located*	dans la banlieue *on the outskirts* à la campagne *in the countryside* à la montagne *in the mountains* au bord de la mer *at the seaside* au centre-ville *in the town centre* près de la capitale *near to the capital city* loin de la mer *far from the sea* à côté de la plage *next to* *the beach*
Mon village est *My village is* Mon quartier est *My area is*		et il se trouve *and it is located*	

- **Describing your house** Décris-moi ta maison.
- **Daily routine** Décris-moi ta vie quotidienne.

2.

Dans ma maison *In my house* **Au rez-de-chaussée** *on the ground floor* **Au premier étage** *on the first floor* **Au deuxième étage** *on the second floor*	**il y a** *there is* **Ma pièce préférée est** *My favourite room is* **J'aime me détendre dans** *I like to relax in* **J'aime me reposer dans** *I like to rest in* **Je préfère travailler dans** *I prefer to work in*	**le / un salon** *the / a living room* **le / un bureau** *the / an office* **le / un garage** *the / a garage* **le / un jardin** *the / a garden* **la / une salle à manger** *the / a dining room* **la / une salle de bain** *the / a bathroom* **la / une cuisine** *the / a kitchen* **la / une douche** *the / a shower* **la / une piscine** *the / a swimming pool* **la / une cave** *the / a cellar* **la / une toilette** *the / a toilet* **ma chambre** *my bedroom* **la chambre de mes parents** *my parents' bedroom (the bedroom of my parents)* **quatre/cinq/six pieces** *4/5/6 rooms*	

Pendant la semaine *During the week* **Le week-end** *At the weekend* **D'habitude** *Usually* **Normalement** *Normally* **Tous les jours** *Every day* **Chaque jour** *Each day*	**je me réveille** *I wake up* **je me lève** *I get up* **je me lave** *I wash* **je me brosse les dents** *I brush my teeth* **je me brosse les cheveux** *I brush my hair* **je me douche** *I shower* **je m'habille** *I get dressed* **je me maquille** *I put make-up on* **je me repose** *I relax* **je me détend** *I relax* **je me couche** *I go to bed* **je prends le petit-déjeuner** *I have breakfast* **je fais mes devoirs** *I do my homework* **je sors de chez moi** *I leave my house* **je joue sur l'ordinateur** *I play on the computer*	**à…** *at* **vers…** *around* **une heure** *one o'clock* **deux heures** *two o'clock* **trois heures** *three o'clock* **quatre heures** *four o'clock* **…** **huit heures cinq** *8.05* **huit heures dix** *8.10* **huit heures et quart** *8.15* **huit heures vingt** *8.20* **huit heures vingt-cinq** *8.25* **huit heures et demie** *8.30* **neuf heures moins vingt-cinq** *8.35* **neuf heures moins vingt** *8.40* **neuf heures moins le quart** *8.45* **neuf heures moins dix** *8.50* **neuf heures moins cinq** *8.55* **à midi** *at midday* **à minuit** *at midnight*	**du matin** *in the morning* **de l'après-midi** *in the afternoon* **du soir** *in the evening* **ensuite…** *then…* **après ça…** *after that…* **finalement…** *finally…*

- **What there is in town** Qu'est-ce qu'il y a dans ta ville ?
- **What we can do** Qu'est-ce qu'on peut faire dans ta ville ?

3.

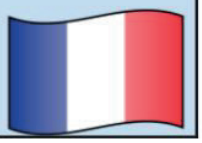
Dans ma ville … *In my town* **il y a** *there is* **je voudrais avoir** *I would like to have* **j'aimerais avoir** *I would like to have* **j'adorerais avoir** *I would love to have*	**un marché** *a market* **un supermarché** *a supermarket* **un musée** *a museum* **un hôpital** *a hospital* **un cinéma** *a cinema* **un hôtel** *a hotel* **un hôtel de ville** *a town hall* **un centre de loisirs** *a leisure centre* **un magasin** *a shop* **un magasin de musique** *a music shop* **un magasin de vélo** *a bike shop* **un magasin de bonbons** *a sweet shop* **une banque** *a bank* **une église** *a church* **une poste** *a post office* **une gare** *a train station* **une patinoire** *an ice-rink* **une bibliothèque** *a library* **une piscine** *a swimming pool* **des magasins** *some shops* **des musées** *some museums*	**mais** **malheureusement** *but unfortunately* **il n'y a pas de** *there isn't / aren't*	**marché** *a market* **supermarché** *a supermarket* **musée** *a museum* **hôpital** *a hospital* **cinéma** *a cinema* **hôtel** *a hotel* **hôtel de ville** *a town hall* **centre de loisirs** *a leisure centre* **magasin** *a shop* **magasin de musique** *a music shop* **magasin de vélo** *a bike shop* **magasin de bonbons** *a sweet shop* **banque** *a bank* **église** *a church* **poste** *a post office* **gare** *a train station* **patinoire** *an ice-rink* **bibliothèque** *a library* **piscine** *a swimming pool* **magasins** *any shops* **musées** *any museums*
Dans ma ville … *In my town* **(où) on peut** *(where) we/one can* **j'aime** *I like* **j'adore** *I love* **je préfère** *I prefer*	**faire du shopping** (to) *do (go) shopping* **prendre le bus en ville** (to) *take the bus to town* **aller au centre-ville** (to) *go to the town centre* **acheter des vêtements** (to) *buy clothes* **voir un spectacle** (to) *see a show* **trainer avec des amis** (to) *hang out with friends* **manger dans un resto** (to) *eat in a restaurant* **jouer au parc** (to) *play at the park* **courir au parc** (to) *run in the park* **marcher à la montagne** (to) *walk in the mountains* **sortir avec des potes** (to) *go out with mates* **visiter les monuments** (to) *visit the monuments*		

- **Advantages in town** Quels sont les avantages dans ta ville ?
- **Disadvantages in town** Quels sont les inconvénients dans ta ville ?
- **Town in the past** Comment était ta ville avant ?

4.

Heureusement *Fortunately* **Malheureusement** *Unfortunately*		**il y a** *there is/are* **il n'y a pas** *there isn't/aren't*		**(d')avantages** *advantages* **(d')inconvénients** *disadvantages* **choses à faire** *things to do* **(d')attractions touristques** *tourist attractions* **(d')éspaces verts** *green space* **transports en commun** *public transport* **zones piétonnes** *pedestrian zones* **circulation** *traffic* **bruit** *noise* **déchets** *rubbish*
Avant *Before* **Quand j'étais plus jeune** *When I was young* **Quand j'étais petit(e)** *When I was small* **Dans le passé** *In the past*	**dans ma ville** *in my town* **dans ma région** **sur ma rue** **dans mon quartier** **dans mon village**	**il y avait** *there was* **il n'y avait pas** *there wasn't*	**beaucoup de** *a lot of* **plein de** *plenty of* **trop de** *too much* **un peu de** *a bit of*	
	ma ville **ma région** **ma rue** **mon quartier** **mon village**	**était** *was* **n'était pas** *wasn't*	**plus** *more* **moins** *less* **très** **assez** **vraiment** **un peu** **extrêmement**	**animée** *lively* **moderne** *modern* **barbante** *boring* **moche** *ugly* **jolie** *pretty* **sale** *dirty* **propre** *clean* **bruyante** *noisy/loud* **tranquille** *calm/peaceful* **charmante** *charming*
		n'était jamais *was never*		

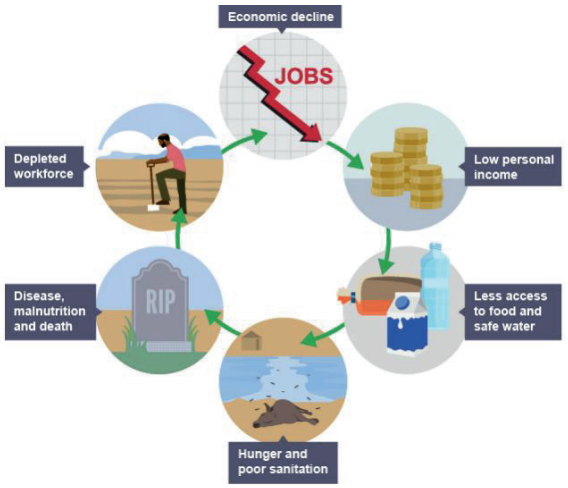
FRENCH PHONICS:

et /er /é /ez / *[ey]*	oi *[wah]*	ui *[uee]*	ou *[oo]*	eu / œ *[uh]*	y / i *[ee]*
o/au/eau *[oh]*	h *[silent]*	on *[õn] > nasal*	en/an / em / am *[ãn] > nasal*	un *[ũn] > nasal*	ill / ille *[y]*
ain/in/im *[ẽn] > nasal*	gn *[ñ] > nasal*	ç *[ss]*	ch *[sh]*	qu *[kuh]*	ail / aille *[eye]*
eil / eille *[ay]*	ouill *[ooy]*	th *[t]*	s *[z]*	ai /es/ est *[eh]*	French Phonics 

USEFUL GRAMMAR:

CONNECTIVES	
et - *and*	mais - *but*
aussi - *also*	car / parce que - *because*
INTENSIFIERS	
un peu (de) - *a bit / a little*	beaucoup de - *a lot of*
assez - *quite*	plein de - *plenty*
très - *very*	trop de - *too much*
vraiment - *really*	extrêmement - *extremely*

Topic 1 Geography Year 8 Knowledge Organiser: Development

Session	Keywords	Knowledge	Geographical concepts
1/2 Development Indicators	**Quality of life** looks at economic and social measures of a person's well-being. **Social indicator:** assess how well a country is developing in key areas such as health, education and diet **Economic indicator:** relating to money	**Development indicators** **GNI:** Gross National Income is an economic measure of development **HDI:** Human Development Index is social and economic measure that includes GNI, life expectancy and literacy rates. **Infant mortality:** A social indicator measuring number of babies that die under the age of one year (per 1000 births). **Literacy Rate:** Measures the number of people in a country who have basic reading and writing skills (social). **Birth Rate:** Measures number of babies born per 1000 per year (social). **Death rate:** Measures the number of deaths per 1000 per year (social). **Life Expectancy:** The age you can expect to live until (social). **Access to safe water**: Identifies the percentage of people who have access to safe/clean/potable water (social). **People per doctor**: Measures the number of doctors per 1000 people.	**Measuring Development**: Development measures how economically, socially, culturally or technologically advanced a country is. **Limitations of Development Indicators:** A single measure of development can give a false picture as it gives an average of a whole country; The data may also be out of date. **Causes and consequences of uneven development:** Africa has 1% of World Wealth; North America has 35% of Global Wealth. Causes are the reasons for this uneven development and consequences are the results and what happens because of the uneven development
3 **Factors affecting development**	**Physical -** The landscape of a country **Economic -** how much or little money a country has. **Social -** issue caused by people.	**Physical factors** – some areas have a hostile or difficult landscape. This can make development more difficult. Examples of this are very hot climates or arid climates (with a lack of water) which make it difficult to grow sufficient food. **Economic** factors – some countries have very high levels of **debt**. This means that they have to pay a lot of money in **interest** and **repayments** and there is very little left over for development projects. **Environmental** factors – some places experience environmental issues, which can prevent them from developing. Examples might be extreme flooding or **desertification**. **Social** factors – some parts of the world have issues that are caused by people. These include low levels of education, poor water quality or a lack of doctors. Political factors – some countries are at war or the government may be corrupt. Therefore money does not reach the people who need it most and spending on areas such as education and infrastructure may be insufficient. Natural resources – some countries have an abundance of raw materials such as oil or precious minerals. These can be sold and the money invested into developing the country.	**The cycle of poverty** 

Topic 1 Geography Year 8 Knowledge Organiser: Development

Session	Keywords	Knowledge	Geographical concepts
4/5 Location and sense of place in Ghana	**Perception:** What someone thinks. **Development:** the standard of living for people in a place. **HIC:** High Income Country (rich) **LIC:** Low income country. (poor)	**The Location of Ghana** • Ghana is located in West Africa. • Ghana is bordered by the countries of Togo to the East, Ivory Coast to the west and Burkina Faso to the North. • The Greenwich Meridian runs North-South through Ghana • The Equator runs just to the South. • Ghana has a coastline with the Atlantic Ocean. • The capital city is Accra (located in the SE). • The River Volta is located in the west of the Country and has been dammed to form Lake Volta.	 **Perceptions: How do many people view Africa?** • Lots of people think that Africa is a poor country with no water. • This is not the case for many reasons. Some areas of Africa are poor but other as are wealthy. E.g. the contrast between Accra and Tamale. • Nigeria and South Africa are considered the more developed African Nations
6 Physical Geography of Ghana	**Ghana exports (%) 2012 - 2016** 		2012	2013	2014	2015	2016
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Cocoa Beans	14	27	22	19	13
Cocoa Butter	0.77	0.87	2.5	2.3	1.3
Cocoa Paste	2.3	2.1	3.7	3.5	2.4
Crude Petroleum (Oil)	18	19	26	16	7.2
Gold	44	30	23	41	57
Nuts (Coconut / Brazil Nuts / Cashew)	0.87	1.2	1.5	2	3.8
Palm oil	0.13	0.26	0.5	0.44	0.48
Processed fish	0.92	0.0026	1.5	1.8	1
Special purpose ships	0.088	3.2	0.048	0.45	0.017		
7 Poverty in Ghana	**Poverty:** Lacking enough resources for everyday life	**Poverty includes a lack of:** • Food • Clean water • Shelter • Clothing • Health care • Education	
8 Ghana and developme nt		• Gross national product (GNP) total earnings divided by total population. • Human Development Index (HDI): GNP + number of years at school + life expectancy.	**What is Tamale like?** • Tamale is the centre of the rural north of Ghana. • Most of the villages lack an adequate water supply and sanitation. • Many of the houses are wood and mud built and there lack basic services including mains electricity. • Most people work in Agriculture and live of the crops they can grow. • Water is collected from the River which is polluted causing diseases. • There are very few doctors in the region meaning long journeys for many people.

Week One: Causes of WWI

Key Words

Causes: The reason behind an action.
Long-Term: These are causes that happen over a longer period of time and build up tensions.
Short-Term: The 'trigger' for the event. It happens immediately before the event.
Deter: To discourage something from happening because of the consequences.
Alliances: A relationship between countries for mutual benefit.
Assassination: The murder of someone for a political reason.

Key Dates

1882: Triple Alliance formed
1907: Triple Entente formed
28th June 1914: Franz Ferdinand assassinated
31st July 1914: Austria declared war on Serbia
4th August 1914: Britain enters World War One

Key Facts

1. Europe had been divided into two alliance systems: the Triple Alliance (Germany, Austria-Hungary and Italy) and the Triple Entente (Britain, France and Russia).
2. The purpose of the alliances was to deter countries from declaring war on one another.
3. The alliance system was a long-term cause of WWI. The short-term cause of WWI was the assassination of Archduke Franz Ferdinand.
4. Ferdinand was the heir to the Austro-Hungarian throne. He was visiting the city of Sarajevo in Bosnia with his wife, Sophia, when they were shot.
5. Ferdinand was shot by Gavrilo Princip. a member of the Black Hand Gang. The Black Hand Gang were a Serbian group.
6. This led to Austria-Hungary declaring war on Serbia after the assassination. Serbia relied on their alliance with Russia for help. When Russia entered the war, this triggered the European alliance systems.

Week Two: WWI Warfare (Trenches)

Key Words

Stalemate: A situation where neither side can win a clear victory. A war becomes long and slow as a result.
Warfare: The type of fighting used in a war.
Trench Fever: A contagious disease spread by lice in the trenches.
Trench Foot: A painful condition of the feet when the tissue of the foot dies and blackens. It is caused by the feet constantly being wet and muddy.
Shell Shock: A type of PTSD experienced by the soldiers after being exposed to continuous warfare.
No Man's Land: The stretch of land between the two opposing front line trenches.

Key Facts

1. In the Race to the Sea, the British and Germans built trenches from the Swiss Alps to the Channel.
2. Trenches were built in a zig-zag formation as a protection tactic. There were multiple layers of trenches, some to provide back-up and others for communication.
3. The area of land between the British front line and German front line was called No Man's Land. It was a dangerous stretch full of barbed wire, unexploded bombs, craters, dead bodies etc.
4. There were three main reasons it was difficult to win a war fought in the trenches:
    a. **Conditions:** The trenches were often filled with water in the rain and were too hot in the summer. The trenches were filled with lice and flies. Disease was extremely common.
    b. **Poor Leadership:** Leaders made their decisions from information on paper rather than being on the front line themselves. Their orders were out of date and ineffective.
    c. **Weapons:** Tanks and aeroplanes were basic and slow. Machine guns were difficult to fight against. Poison gas would kill hundreds at once.

Week Three: Battle of the Somme

Key Words

Somme: A place in France.
Battalions: A military unit.
Artillery Bombardment: A strong and continuous attack of bombing and/or gunfire.
Censored: When information is blocked from others.

Key Dates

1st July 1916- 18th November 1916: The Battle of the Somme.

Key Facts

1. The battalions used at the Battle of the Somme were nicknamed 'Pals Battalions' because they were full of men from the same families and towns.
2. On the 1st July 1916 the British army launched a major attack along the River Somme. For a week before the attack, the British army bombarded the German trenches with 1,738,000 shells to kill as many soldiers as possible, and to destroy their trenches and barbed wire.
3. There were 30,000 casualties in the first hour. There 57,470 casualties including 19,240 dead by the end of the day. Overall, the Allies gained 7 miles of territory over the four months.
4. The fighting stopped when it began to snow.
5. The British soldiers were led by **General Douglas Haig** who received the nickname the **Butcher of the Somme** due to the large number of British deaths.

Week Four: German Loss

Key Words

Armistice: An agreement to stop fighting.
Disarm: To take weapons away from someone.
Telegram: A message sent electronically, printed and delivered.
Blockade: To seal off a place to stop goods and people from entering or leaving.
Abdication: To give up one's position/throne.

Key Dates

8th May 1915: The Lusitania was torpedoed by a German submarine.
February 1917: The Zimmerman Telegram was intercepted.
6th April 1917: The USA was formally at war with Germany.
11th November 1918: The Armistice Agreement was signed and ended the fighting in WWI.

Key Facts

1. In 1914, America had decided to be 'impartial' in WWI and not join. However, the sinking of the Lusitania (a luxury British ship) killed 1198 people, of which 128 were American. In 1917, Germany then sank many US cargo ships using submarine warfare. The Zimmerman Telegram had been sent by Germany to Mexico. They encouraged Mexico to invade America. These events provoked America into joining WWI on 6th April 1917.
2. In the meantime, the British were blockading Germany and stopping resources from entering the country via the sea. This meant many of the German people were starving.
3. Germany surrendered WWI at 11am on the 11th November 1918. In order to surrender Germany had 15 days to pull their troops out of other countries and had to disarm/hand over their weapons,

Week Five: Treaty of Versailles and Causes of WWII

Key Words

Treaty: An agreement between countries.
Versailles: A place in France (previously a royal residence).
Reparations: Money paid in compensation.
Compensation: Money given to someone due to a loss or injury.
Territory: An area of land under someone's rule.
Diktat: A harsh penalty forced upon them.
Rearm: To provide a new supply of weapons.

Key Dates

28th June 1919: Treaty of Versailles signed.
1933-1934: Hitler becomes Chancellor and then Fuhrer (Supreme Leader) of Germany.
1st September 1939: Outbreak of World War Two.

Key Facts

1. The Treaty of Versailles marked the official end of WWI.
2. The terms of the Treaty of Versailles were decided by France (George Clemenceau), America (Woodrow Wilson) and Britain (David Lloyd George). Clemenceau wanted to be harsh towards Germany as they had experienced the most damage. America had received the least damage so were more lenient. Germany was not allowed to take part in the negotiations and were forced to sign the treaty.
3. The Treaty of Versailles had four categories: Land, Army, Money and Blame (LAMB). Examples of the terms include: Germany losing 13% of its territory to other countries; the German army being restricted to 100,000 soldiers and 15,000 sailors; Germany had to pay £6.6 billion in reparations payments; and Germany had to take the entire blame (Article 231) for WWI.
4. The Treaty of Versailles was hated by the German people and was called a *diktat.* It was especially hated by Adolf Hitler.
5. Between 1933-1934, Hitler became the leader of Germany and declared he would 'tear up' the Treaty of Versailles. Hitler began to rearm Germany and was not stopped. In 1939, Hitler then broke an agreement by invading Czechoslovakia. They then moved on to Poland.
6. Britain declared war on Nazi Germany after they had invaded Poland, beginning WWII.

Week Six: WWII Warfare (inc. Dunkirk and the Blitz)

Key Words

Blitzkrieg: 'Lightning War' = A fighting tactic used by Nazi Germany.
Luftwaffe: The German air force.
Doodlebug: A small bomb with wings (looked like tiny planes). Germany used them to bomb London.
Kamikaze: A fighting method used by the Japanese. This was when their pilots would use themselves and their plane as a bomb. They would purposely crash into enemy targets.
Radar: A system that detects how far away another object is.
Atomic Bombs: The first nuclear weapon created (by America in 1945).
Evacuation: Removing something/someone for safety.
The Blitz: A period of time when Germany continuously bombed England.

Key Dates

26th May 1940- 4th June 1940: Evacuation of Dunkirk
September 1940 to May 1941: The Blitz
13th-15th February 1945: The Bombing of Dresden

Key Facts

1. The Alliance systems used in WWII were different to those in WWI; there were the Allies (Britain, USA and Soviet Union) and the Axis (Germany, Italy and Japan).
2. At the time, WWII was the most technologically advanced war ever fought. Both sides made use of tanks, ships and their airforce.
3. Germany used a tactic called *Blitzkrieg* ('Lightning War'). This involved the Luftwaffe bombing areas, before sending in tanks to take over and finally their troops to remove any remaining opposition.

Dunkirk

1. By 1940 the German army had pushed the British and French troops back to the beaches at Dunkirk (a coastal town in France). There were around 400,000 men waiting to be saved from the beaches at Dunkirk.
2. The British Government launched Operation Dynamo – the codename for the evacuation of troops at Dunkirk. Approximately 338,000 troops were evacuated by 'little ships' sent over from Britain. 68,000 soldiers were killed or taken prisoner by the Germans.
3. Britain lost France as an ally as they fell to Nazi Germany.

The Blitz

1. During this time the Luftwaffe dropped three main types of bombs; high explosives, parachute mines and incendiaries.
2. British cities such as London, Birmingham, Liverpool, Southampton, Portsmouth and Plymouth were targeted.

Week Seven: End of WWII

Key Words

Enigma: Something difficult to understand.
Enigma Machine: A device used by the German military command to encode strategic messages.
Turingery: Turing's code-breaking method.

Key Dates

1939: Alan Turing and a team of code-breakers move to Bletchley House (a top secret location).
July 1942: Turing makes a breakthrough in cracking the German code. His method is named 'Turingery'.
6th June 1944: D-Day landings.

Key Facts

1. Germany's Army, Air Force and Navy transmitted many thousands of coded messages each day using the Enigma Machine, during World War II. These included messages from Hitler himself.
2. Alan Turing and a group of code breakers took up residence at Bletchley Park in London from 1939. They began working together to break the codes being sent by Germany,
3. Turing's breakthrough in 1942 allowed the British access to German war strategies. This breakthrough method was called 'Turingery'
4. By 1943, Turing's machines were cracking a staggering total of 84,000 Enigma messages each month. Roughly two messages per minute.
5. Experts believe this discovery shortened WWII by 2-4 years.

Year 8 Modern Britain - Christian Practices			
Week	**Key themes/Facts**	**Key terms /Spellings**	**Religious viewpoints**
1 Understanding Worship	**Worship -** allows Christians to praise and thank God for his blessings. You can worship in a set way in church or you can do it informally in private where you have time to be by yourself. People as for forgiveness when they pray..	**Worship - a**cts of religious praise **LIturgical Worship - a** church service that follows a set structure or ritual. **Non liturgical worship -** a service that does not follow a set structure or ritual. **Private worship -** when a believer praises or honours God on his or her own.	Different forms of worship are used by Christians and different faiths in modern Britain. Christians may worship alone or with others in a special building like a church. In people's homes or any appropriate place. Worship may involve prayer, meditation, Bible readings, singing hymns, preaching, sharing food, pilgrimage, celebrating festivals or using religious art, music and dance. Christians weekly worship takes place on a sunday, the day of Jesus resurrection
Week	**Key themes/Facts**	**Key terms/Spellings**	**Religious viewpoints**
2 Prayer	**People -** may pray in a humble position, kneeling down, sometimes with hands pressed together. People can say anything to God when they pray, they feel close to God when they do this.	**Prayer - c**ommunicating with God, either silently or through words of praise. **Set prayers -** prayers written down and said like the 'Lord's Prayer' **Informal prayer -** prayer that is made up by an individual.	Christians communicate with God by prayer in silence or aloud. Sometimes they say a set prayer before eating a meal to thank God for providing what they need to live. Some pray informally when they feel the need to in private. The Lord's Prayer is the most common form of prayer for Christians to recite.
Week	**Key themes /Facts**	**Key terms/Spellings**	**Religious viewpoints**
3 Sacrament (Baptism)	**Sacraments -** these are holy rituals that outwardly express an inner, spiritual experience. Sacraments involve symbolic actions, words and physical elements such as water in baptism.	**Sacraments -** rites and rituals through which the believer receives a special gift of grace for Catholics, Anglicans and many protestants. **Baptism** - ritual when you become a member of the church	Catholic and Orthodox Christians accept seven sacraments which they believe to have been initiated by Jesus. Baptism is the initiation rite by which people become members of the Church. In baptism the person is formally acknowledged as a child of God and receives God's saving grace; the person's sins are forgiven and he or she enters a new life with Jesus Christ.
Week	**Key themes/Facts**	Key terms/Spellings**/Quotes**	**Religious practices**
4 Celebrating Festivals	Festivals - have an important role in helping people remember major events in their religion and to plan public worship.	**Christmas -** the birthday of Jesus Christ 25the December **Easter -** the resurrection of Jesus Christ; risen from death.	Christmas commemorates the incarnation of Jesus, the belief that God became human in Jesus. Christians celebrate the birth on the 25th December. On Easter Sunday the church celebrates the rising of Jesus and new beginnings.

Year 8 Modern Britain - Christian Practices			
Week	**Key themes/Facts**	**Key Terms/Spellings**	**Religious viewpoint**
5 **The Role of the Church in the Local Community** **Food banks** **And** **Pastors**	**The Church - is where Christians worship. The word church comes from the Greek word 'ekklesia', which is defined as an assembly or group of people. The church is also responsible for supporting others in the community with food banks, schooling and medical care. Street pastors aim to help people in the community.**	**Church -** a building in which Christians worship; the holy people of God, also called the Body of Christ, among whom Christ is present and active. **Agape -** a word used in the Bible that describes selfless, sacrificial and unconditional love.	The mission of the church includes trying to make a positive contribution to the local community and being a good neighbour. The parable of the sheep and the goats (Matthew 25:31 - 46) shows that Christians should not ignore the needs of society because showing 'agape' love is part of the Christian way of life. Since 2003 street pastors has grown rapidly and they now operate in nearly 300 locations worldwide. Street pastors help with the community in providing food and guidance.
Week	**Key themes/Facts**	**Key terms/Spellings**	**Religious viewpoint**
6 **Church Growth**	In 2010 there were nearly 1.1 billion Catholics, a big increase on the estimated 291 million in 1910. Worldwide, something like 80,000 people become christians each day and over 500 new churches are formed.	**Convert -** someone who has decided to become committed to a religion and change his or her religious faith.	Christian numbers are estimated at 1.5 to 2.5 billion worldwide. This figure includes people who may know little about the faith and do not attend church. The Church has grown rapidly from the time of Christ and is still doing so in South America, Africa and Asia. This is not the same in USA and Europe, despite Church growth programmes.
Week	**Key themes/Facts**	**Key terms/Spellings**	**Religious viewpoint**
Pilgrimage	A pilgrimage - Pilgrims may visit the Holy Land, particularly Jerusalem, because it is where Jesus lived, died and was resurrected and where Christianity began. They may visit shrines connected with famous saints. Some prefer to go to remote places to pray and reflect on their lives.	**Pilgrimage -** a journey by a believer to a holy site for religious reasons; pilgrimage is itself an act of worship and devotion. 	Many Christians support a pilgrimage (journey) made for a religious reason, alone or with other Christians to a sacred place. The believer makes a physical journey but it is also a spiritual journey towards God. Lourdes in south west France is a place of pilgrimage dedicated to Mary, the mother of Jesus. Thousands of people go to Lourdes as well as the Island of Iona, off the west coast of Scotland. This is another pilgrimage site for believers to go to do a period of reflection, silence and meditation.

Art, Craft and Design

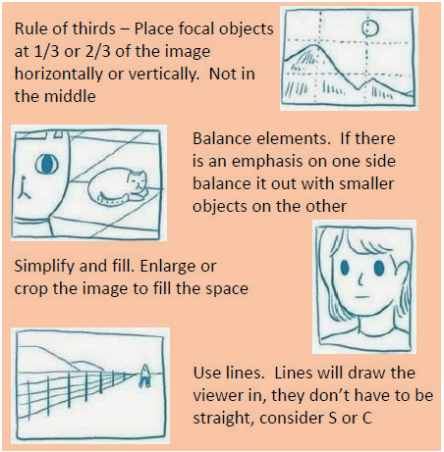
WEEK 1, 5 & 9:
Assessment Objective 3: Reflective Recording - Record ideas, observations and insights relevant to intentions as work progresses.

Methods of Recording		**Colour Theory**
Observational drawing	Drawing from looking at images or objects.	**Primary**: Red, Yellow, Blue **Secondary**: Primary + Primary **Tertiary**: Primary + Secondary **Shades**: Add black **Tints**: Add white
First hand observation	Drawing directly from looking at objects in front of you.	
Second hand observation	Drawing from looking at images of objects.	
Photographs	Using a camera or smartphone to record images will class as first hand observation.	**Complimentary**: Colours opposite on the colour wheel **Harmonious**: Colours next to each other on the wheel **Monochromatic**: Shades, tones and tints of one colour **Hue**: The pigment **Warm**: Red, Orange, Yellow **Cold**: Blue, Green, Purple
Sketches	Basic sketches and doodles can act as a starting point for development.	
Tonal shading	Produce a range of tones by varying the pressure and layering - consider using softer pencils for darker shades.	

Developing your idea as a final piece.

Rough - A basic sketch of a final idea
A Visual/Maquette - A small image or model created in the selected materials
Final Piece - An image or sculpture pulling all preparatory work together

LINE		Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.
SHAPE		2D/flat, geometric (square, circle) organic (non straight edges)
FORM		3D, geometric (cube, sphere, cone) organice (all other forms such as people, animals, tables, chairs etc.)
COLOUR		Refers to the light, hue, value and intensity of the pigment.
TEXTURE		The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiney)
SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.



WEEK 2, 6 & 10:
Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

TIER 2 Vocabulary and definitions	TIER 3 Vocabulary and definitions
Generation - all of the people born and living at about the same time, regarded collectively **Genetics/** **Heredity** - the passing on of physical or mental characteristics genetically from one generation to another **Integrated** - combining qualities **Phenomena** - a remarkable person or thing Anthropology - Investigating cultures **Ancestors** - a person, from whom one is descended. **Community** - a group of people living in the same place or having a particular characteristic in common **Nature** - The world around us, not made by man.	**Painter** - somebody who paints **Ceramicist** - somebody who uses clay **Printmaker** - somebody who produces art using printing ink and the printing techniques. **Cubist/** **Cubism** - an art movement **Constructed** - made in 3D **Sculpture** - 3D Art **Collage** - art using mixed media layered together

WEEK 3, 7 & 11:
Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

Artists/Designers

Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts.

Culture is a word for the 'way of life' of groups of people, meaning the way they do things. Different groups may have different cultures. A culture is passed on to the next generation by learning, whereas genetics are passed on by heredity. Culture is seen in people's writing, religion, music, clothes, cooking, and in what they do.

The concept of culture is very complicated, and the word has many meanings. The word 'culture' is most commonly used in three ways.

- Excellence of taste in the fine arts and humanities, also known as *high culture*.
- An integrated pattern of human knowledge, belief, and behaviour.
- The outlook, attitudes, values, morals, goals, and customs shared by a society.

Most broadly, 'culture' includes all human phenomena that are not purely the result of human genetics. The discipline which investigates cultures is called anthropology, though many other disciplines play a part.

The **Aztec** or Mexica calendar is the calendrical system used by the Aztecs. It is one of the Mesoamerican calendars, sharing the basic structure of calendars from throughout ancient Mesoamerica. The Aztec sun stone, also called the calendar stone, is on display at the National Museum of Anthropology in Mexico City. The calendar consists of a 365-day calendar cycle called xiuhpōhualli (year count) and a 260-day ritual cycle called tōnalpōhualli (day count). These two cycles together form a 52-year "century", sometimes called the "calendar round". The xiuhpōhualli is considered to be the agricultural calendar, since it is based on the sun, and the tōnalpōhualli is considered to be the sacred calendar.

WEEK 4, 8 &12:
Assessment Objective 2: Creative Making - refine work by exploring ideas and experimenting with appropriate media, materials, techniques and processes.

Media	The substance that an artist uses to make art.
Materials	The same as media but can also refer to the basis of the art work eg. canvas, paper, clay.
Techniques	The method used to complete the art work, can be generic such as painting or more focused such as blending.
Processes	The method used to create artwork that usually follows a range of steps rather than just one skill.
Pencil	The basic tool for drawing, can be used for linear work or for shading. Coloured pencils can be layered to blend colours, some are water soluble.
Pen/Biro	Drawings can be completed in pen and shaded using hatching or cross hatching.
Pastel/Chalk	Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect.
Acrylic paint	A thick heavy paint that can be used smoothly or to create texture.
Watercolour	A solid or liquid paint that is to be used watered down and layered.
Pressprint	A polystyrene sheet that can be drawn into, to print the negative image - can be used more than once.
Monoprint	Where ink is transferred onto paper by drawing over a prepared surface. Only one print is produced using pressure in certain areas.
Collograph	A printing plate constructed of collaged materials, producing prints that are based on textures.
Card construction	Sculptures created by building up layers of card or fitting together.
Wire	Thick or thin wire manipulated to create 2D or 3D forms.
Clay	A soft, natural, substance used for sculpting. When fired, it can be glazed to create shiny colourful surfaces. Different techniques included pinching, slab forming, coil building, hand built and wheel thrown.

Year 8 Computing: Computing Systems

Week 1: What is a Computing System? What are programs? What are Instructions? What is Data?

Keywords

Input - Data that is received by a system. Often through a keyboard, mouse or microphone.

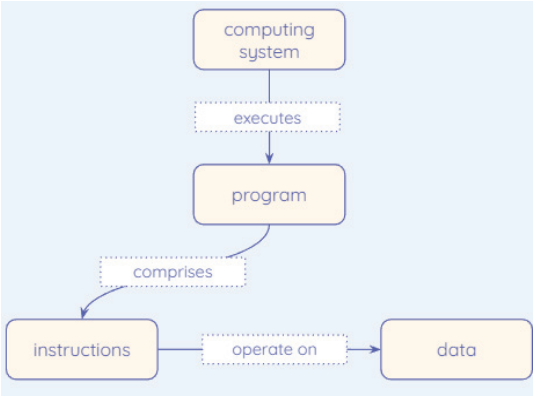
Process - Where a computer carries out a task.

Output - Where data is transmitted from a computer system. Often through a screen or a printer.

Knowledge

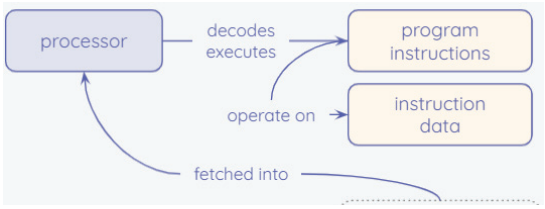
A computer is a system that receives input, processes it and produces and outputs a response.

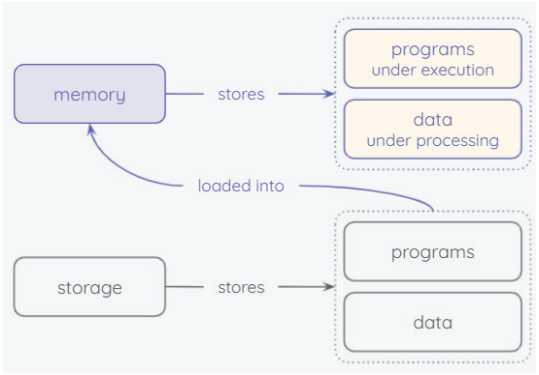
A computer program or application (app) is code that has been written, which the computer 'executes' (runs). Files that you store on a computer (documents, videos, sounds and images) are data.



Week 2: Inside a Computing System - Hardware

Concepts





Knowledge

A computing system is made up of many **components:**

Component	Purpose	Example
Storage	Used to store programs and data. Is persistent - it keeps the contents, even when the computer is switched off.	Hard Disk Drive (HDD), Solid-State Drives (SSD)
Memory	Stores programs and data currently in use. Memory is volatile - its contents are lost when the power is off.	Random Access Memory (RAM)
Processor	The processor is the component that executes program instructions.	Intel Core i5 processor AMD Ryzen

Week 3: How Computing System Components work together | The role of the Operating System

Keywords

Graphical User Interface - How a computer system 'looks' and includes Windows, Icons, Menus and Pointers.

Knowledge

The operating system is a set of programs that controls the operation of a computing system. Most operating systems have a Graphical User Interface. There are many different operating systems you can install. For desktop and laptop PCs, Microsoft Windows is the most common. For smartphones and tablets Apple iOS and Google Android are the most common. Most web servers use a Linux operating system.

The operating system also controls when the other programs on the computer can use the processor.

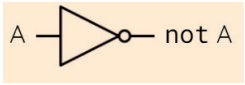
Year 8 Computing: Computing Systems

Week 4: Logical Operators, Logic Gates and Logic Circuits (You should also recap Week 1 this week)

The Central Processing Unit (CPU) in a computer can perform **arithmetic** and **logic** calculations. There are three logical operations:

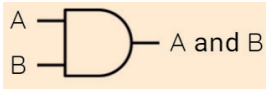
not (inversion)

raining	go out **not** raining
false	true
true	false



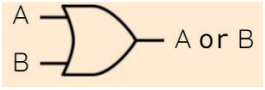
and (conjunction)

motion	activated	open motion **and** activated
false	false	false
false	true	false
true	false	false
true	true	true



or (disjunction)

left	right	open left **or** right
false	false	false
false	true	true
true	false	true
true	true	true



Week 5:Artificial Intelligence and Machine Learning (You should also recap Week 2 this week)

Keywords

Artificial Intelligence - Where a computer system is able to perform tasks normally requiring human intelligence.

Ransomware - a piece of malicious software used by cyber criminals that encrypts (scrambles) important data on a computer system, so it cannot be read. The criminals will hold a company to ransom and only decrypt the data if a ransom is paid.

Knowledge

Artificial Intelligence has allowed computer systems to perform a range of tasks. But there are several Ethical, legal, cultural and environmental concerns with the use of Computer Systems.

Ethical issues	Ethics are moral principles, or rules, which govern a person's attitudes and behaviour. Ethics apply to the use of computers as much as they do to other things in life. Ethical issues in computing include: ● Ensuring public safety ● Making sure personal data is kept secure
Cultural issues	The introduction of computers has changed society, sometimes for the better, sometimes for the worse. 'Cultural issues' is the term used for computer matters that have an effect on the nature and culture of society. Some of these issues include: ● The impact on those that **do not** have access to computers. ● The way that computers have changed how people work
Environmental issues	Environmental issues are those where the manufacturing and use of computers has had a negative impact on the environment. Resources are needed in order for computers to be produced, distributed and used. Metals and plastics are used to manufacture components, while energy is expended in distributing equipment and in using it.
Legal issues	Computer use has brought new concerns and new crimes. With the rise of the internet, computers are increasingly being used for illegal activities. Computers might be used illegally in many ways, for example: ● Illegally sharing personal information ● Stealing financial information, such as bank details ● Illegally copying videos, music or computer software ● Hacking into computer systems or blackmailing someone using ransomware

Week 6: Open Source Software (You should also recap Week 3, 4 and 5 this week)

Open source software are programs where the developer allows others to view, edit and reshare the code for their programs. Open-source software is usually provided free-of-charge.

Benefits of Sharing code for programs:
Others can help spot errors and improve programs | Help to fix security issues with the code and make the program more secure | Help to add new features to the program | You can see how the program works by looking at the code.

Drawbacks of Sharing code for programs:
Some people don't like the idea of others 'stealing' their ideas | Some companies don't want to reveal how their programs work

Physical and Health Education	
Netball	**Rugby**
Week 1&2 or 4&5	**Week 1&2 or 4&5**
Starting the game – centre pass ● The first centre pass is decided between the two captains by the toss of a coin. The centre passes then alternate between the teams. ● Before the whistle, all players must start in the goal thirds except the two Centres. The Centre with the ball must step wholly into the Centre Circle with at least one foot and must obey the footwork rule after the whistle has been blown. The opposing Centre stands anywhere within the Centre Third and is free to move. ● After the whistle the Centre pass must be caught or touched by a player standing in or landing wholly within the Centre third. ● A player must not 'break' at the centre pass, which is moving into the Centre third before the whistle is blown for the Centre pass. ● A free pass would be awarded to the opposing team in any of these instances above. ● Players must get onside quickly at the centre pass. If Centre waits for their players to get back onside, this is called "delaying play". **Contact** ● 'Contact' occurs when a player's actions interfere with an opponent's play whether these are accidental or deliberate ● Defending players are unable to snatch or hit the ball out of another player's hands. ● A defending player must stand beside the player with the ball until it has left their hands. **Marking/Obstruction** ● A defending player must stand three feet away from the person with the ball. ● This distance is measured from the landing foot of the player in possession of the ball. ● The defender may jump to intercept or defend the ball from this 3ft feet distance but you must ensure if you do jump to defend a ball, you don't land any nearer that 3ft or this is obstruction (i.e. shortening your distance). ● A penalty pass will be awarded if you obstruct a player as described above. **Held Ball** ● An attacking player is unable to hold the ball for more than three seconds. ● A free pass will be awarded if you hold the ball as described above. **Over a third** ● The ball cannot be thrown over a complete third of the court without being touched or caught by a player (i.e. it cannot cross two transverse lines). ● A free pass shall be taken from the area where the ball crossed the second transverse line (i.e. where the ball shouldn't have been).	**Positions** ● Within Rugby Union there is a maximum of 15 players from each team on the pitch at one time. ● Positions on the field are split into two sets of players, these being known as forwards (players numbered 1 to 8) and backs (players numbered 9 to 15). ● Players numbered 1 to 15 are named the following in numerical order: loose-head prop, hooker, tight-head prop, second row, second row, blind-side flanker, open-side flanker, number eight, scrum half, fly half, left wing, inside centre, outside centre, right wing and full-back. ● The scrum half (player number 9) is the player who is able to link the forwards and the backs movements together. They feed the ball into the scrum and feed the back ready for set pieces. They are also able to dictate and control the pace of play. **Scrum** ● The scrum involves the forward players and the scrum is set up with 3 front players in the front row, 2 players in the second row and the back row is made up of the three remaining players. ● Within a rugby union fixture a scrum can be performed with a minimum of 5 players, three within the front row and two in the second row. The three front players must all be front row trained. ● The referee dictates the movement of players within a scrum. There are three commands used which are 'crouch', 'bind', and 'set'. ● A scrum will occur if the following happens: the ball has gone out of play, a player makes a mistake such as a 'knock on' or 'forward pass', or when the ball becomes trapped in a ruck or a maul. **Offside** ● When a player has the ball in hand in open play, all teammates must be behind that player in order to not be offside. ● In a tackle or a ruck situation, offside lines are created at a tackle when at least one player is on their feet and over the ball which is on the ground (this aspect is known as rucking). Each team's offside line runs parallel to the try line. ● A player in an offside position is unable to interfere in play in any form, however if this does occur the opposition team will be given a penalty advantage. **A knock-on may occur anywhere in the playing area** It is a knock-on when a player, in tackling or attempting to tackle an opponent, makes contact with the ball and the ball goes forward, the sanction would be a scrum. A player must not intentionally knock the ball forward with hand or arm, the sanction would be a penalty. The ball is not knocked-on, and play continues, if: A player knocks the ball forward immediately after an opponent has kicked it (charge down)

Badminton - Week 6

Scoring

- A match consists of the best of three games of 21 points.
- The player/pair winning a rally adds a point to its score.
- At 20-all, the player/pair which first gains a 2-point lead wins that game.
- At 29-all, the side scoring the 30th point wins that game.

Rules

- The player/pair winning a game serves first in the next game.
- A competitive match must be played indoors utilising the official court dimensions.
- A point is scored when the shuttlecock lands inside the opponent's court or if a returned shuttlecock hits the net or lands outside of the court the player will lose the point.
- At the start of the rally, the server and receiver stand in diagonally opposite service courts.
- A legal serve must be hit diagonally over the net and across the court.
- A badminton serve must be hit underarm and below the server's waist height with the racquet shaft pointing downwards, the shuttlecock is not allowed to bounce. After a point is won, the players will move to the opposite serving stations for the next point.
- The rules do not allow second serves.
- During a point a player can return the shuttlecock from inside and outside of the court.
- A player is not able to touch the net with any part of their body or racket.
- A player must not deliberately distract their opponent.
- A player is not able to hit the shuttlecock twice.
- A 'let' may be called by the referee if an unforeseen or accidental issue arises.
- A game must include two rest periods. These are a 90-second rest after the first game and a 5-minute rest after the second game.

Officials

The referee is in overall charge of a badminton tournament or championship(s) of which a match forms part, to uphold the Laws of Badminton and Competition Regulations in the BWF Statutes.

- Individual singles matches require a total of six officials:
  - An umpire who is in charge of the match, the court and its immediate surroundings
  - Four line judges (two for each side of the court positioned at the baseline) who indicate whether a shuttlecock landed 'in' or 'out' on the line(s) assigned
  - A service judge

Thinking ME: The Warm Up - Week 3

<u>The Three Stages of a Warm Up</u>

Every sports session should start with a warm up to prepare the sports performers both physically and mentally.

Pulse Raiser -

- Any exercise that will raise your heart rate; jogging, star jumps, cycling, swimming or any other low intensity activity.
- Prepares the body for exercise by increasing the heart rate, increasing breathing rate and increasing the temperature of muscles.

Dynamic Stretches -

- Walking lunges, leg swings, squats, side lunge, opening and closing the gates, shoulder rotations, hip circles,
- Stretches the muscles, which can reduce the risk of injury (RRI) and mobilises the joints that will be used in the session, which can improve performance levels (IPL).

Sport Specific Activity -

- Dribbling in football, passing in netball, light tackling in rugby etc.
- Practising the skills and movements that you will require in the activity to prepare your body and mind for physical activity.

Healthy ME - Week 7

1. **Heart rate increases** - When you exercise, heart rate increases to circulate more oxygen (via the blood) at a quicker pace to the working muscles.

2. **Breathing rate** - Your body may need up to 15 times more oxygen when you exercise, so you start to breathe faster and heavier.

3. **Increased body temperature** - When you exercise, your muscles convert stored energy into heat energy, causing your body to warm up.

4. **Increased sweat production** - To keep within the normal temperature range, your skin will start to sweat to release heat and cool your body down.

5. **Increased redness of skin** - Your small blood vessels will widen to deliver more oxygen to your muscles and carry away carbon dioxide and other waste products that build up. It is this widening of the blood vessels that causes the flushing of your skin during exercise.

6. **Muscles become more pliable -** Due to an increase in muscle temperature during exercise, muscles become more flexible reducing the chance of injury.

Notes

Aspire Achieve Thrive

Develop your character

STOKE DAMEREL

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