

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



Community College

Name:

Tutor:

Cycle 2 2021-22

Science

French

KNOWLEDGE ORGANISER

History

Geography

8

English

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

Contents Page

Subject	Page	Subject	Page
Science		Art	13-14
Biology	2	Computing	15-16
Chemistry	3	PE	17-18
Physics	4		
French	5-6		
Geography	7-8		
History	9-10		
Modern Britain	11-12		

Book Pride

1	2
<ul style="list-style-type: none">● No dates and titles are underlined● Work is very untidy● Extended writing tasks are incomplete● SPaG errors being repeated <p>Show more PRIDE in your learning. Be proud to learn and be proud of your work.</p>	<ul style="list-style-type: none">● Some dates and titles are underlined● Work is untidy● Extended writing tasks are short● SPaG errors being repeated
3	4
<ul style="list-style-type: none">● Most dates and titles are underlined● Work is usually neat and well presented● Extended writing tasks are good● SPaG is usually correct	<ul style="list-style-type: none">● All dates and titles are underlined● Work is exceptionally neat and well presented● Extended writing tasks are outstanding● SPaG is consistently correct <p>You are RESILIENT. You always show PRIDE in your work.</p>

Cycle 2 Biology Year 8 Knowledge Organiser Week 1 and 2

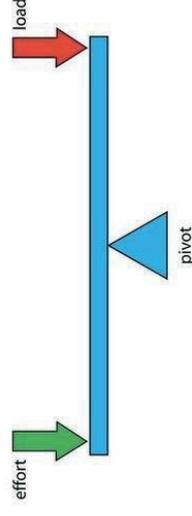
Keyword	Definition	Key Ideas
Amylase	An enzyme produced in the salivary glands which breaks down starch into simple sugars.	<p>A Balanced diet</p> <ul style="list-style-type: none"> The body needs a balanced diet with carbohydrates, lipids, proteins, vitamins, minerals, dietary fibre and water, for its cells' energy, growth and maintenance. A balanced diet contains the different nutrients in the correct amounts to keep us healthy. Each person needs a different amount of energy depending on factors such as gender (male or female), age and amount of daily activity. <p>Imbalanced diets can cause obesity, starvation and deficiency diseases.</p>
Body Mass Index	A measurement used to identify if a person is a healthy weight for their height.	
Carbohydrase	An enzyme that breaks down carbohydrates into simple sugars such as glucose.	
Carbohydrates	The body's main source of energy. There are two types: simple (sugars) and complex (starch).	
Dietary fibre	The part of food that cannot be digested and provides roughage to help keep the food moving through the gut.	<p>Deficiency diseases</p> <p>A deficiency disease can be caused if there is too little of a particular nutrient. Examples of nutrient deficiencies include:</p> <ul style="list-style-type: none"> Constipation – Fibre deficiency Scurvy – Vitamin C deficiency Bone/tooth decay – Calcium deficiency Rickets – Vitamin D deficiency Anaemia – Iron deficiency <p>Malnutrition is when your diet does not contain the right amount of nutrients. This can occur when the nutrient in the diet is too low or too high.</p>
Gut bacteria	Microorganisms that naturally live in the intestine and help food break down.	
Kilojoules	The unit used to measure energy in food. 1000J = 1kJ.	
Lipids	Lipids include fats and oils. Lipids are a source of energy. Found in butter, milk, eggs, nuts.	
Large intestine	The lower part of the digestive system where water is absorbed and faeces is produced.	<p>Food tests</p> <p>There are different tests which can be used to detect carbohydrates, simple sugars, proteins and lipids in food samples. The tests involve adding a reagent to a food sample, causing it to change colour depending on what biological molecules are present.</p> <ul style="list-style-type: none"> The Biuret test is a test for proteins. The biuret reagent turns a <i>purple</i> colour in the presence of proteins. Benedict's test is a test for sugar. The benedict's reagent turns orange-red in the presence of sugar. Iodine can be used to test for starch (a complex carbohydrate found in pasta, bread etc). Iodine turns from orange-brown colour to blue-black.
Oesophagus	The tube that leads on from the mouth to the stomach.	
Optimum	The conditions at which an enzyme works best.	
Protein	A nutrient used by the body to build new tissue for growth and repair. Found in meat, fish, eggs, beans, nuts and seeds.	
Protease	An enzyme which breaks down proteins into amino acids	<p>Digestion</p> <ul style="list-style-type: none"> The food we eat has to be broken down into smaller substances that our bodies can use. This is called digestion. Without digestion, we could not absorb food into our bodies and use it. Digestion happens in the digestive system, which begins at the mouth and ends at the anus. During digestion large insoluble food is broken down so that it can be absorbed into the bloodstream. This happens using enzymes, which are biological catalysts. Catalysts = substances that increase the rate of chemical reactions without being used up. Different types of enzymes can break down different nutrients
Small Intestine	The part of the digestive system, between the stomach and large intestine, where digestion takes place and nutrients are absorbed.	
Substrate	A substance which enzymes act on to either break down into smaller molecules, or join together to form large molecules.	
Vitamin	A nutrient required in small amounts to regulate the metabolism and maintain the immune system.	

Cycle 2 Chemistry Year 8 Knowledge Organiser Week 3 and 4

Keyword	Definition	Key Ideas
Periodic Table	All the known elements arranged in order of increasing atomic number	<p>All matter is made up of atoms. Atoms are made up of protons, neutrons and electrons. All the known elements are organised in the Periodic Table. The atom of each element has a different number of protons, electrons and neutrons. Elements are arranged in order of increasing atomic number (the number of protons).</p> <p>The periodic table can be split into metals and non-metals, metals are found on the left and non-metals on the right.</p> <p>Metals are good conductors of electricity and heat, they have free to move delocalised electrons which enable them to transfer charge and thermal energy throughout.</p> <p>Metals are useful materials and have many real world applications. They are strong and can be used in building, they can be drawn into wires (ductile), they are shiny (lustrous) so can be used in jewellery and decoration.</p> <p>The periodic table is arranged into groups (columns) and periods (rows). Elements in the same group have similar chemical properties, they will take part in similar chemical reactions and behave in similar ways. Elements in the same period have the same number of electron shells.</p> <p>The alkali metals can be found in group 1 of the periodic table. These are very reactive and will react vigorously with water to form an alkaline solution. The reactivity of the alkali metals increases as you go down the group.</p> <p>The halogens are found in group 7 of the periodic table. They are reactive non-metals and will react with metals to form salts. The reactivity of the halogens increases as you go up the group.</p> <p>Halogen compounds will take part in displacement reactions, where a more reactive halogen will take the place of a less reactive halogen in a compound. E.g.</p> <p align="center">Chlorine + potassium bromide → bromine + potassium chloride</p>
Atom	The smallest building block of matter, everything is made of atoms.	
Element	A substance made up of only one type of atom.	
Group	A vertical column of the Periodic Table.	
Period	A horizontal row on the Periodic Table	
Properties	The characteristics or behaviours of a substance that can help with identification.	
Atomic number	The number of protons in a single atom of an element.	
Atomic mass	The number of protons and neutrons in a single atom of an element.	
Malleable	Metals can be hammered into shape.	
Ductile	Metals can be drawn into a wire.	
Lustrous	Metals are shiny when cut.	
Conductor	A material that can transfer heat and electrical energy.	
Insulator	A material that cannot transfer heat and electrical energy.	
Boiling point	The temperature at which a substance changes state from liquid to gas.	
Melting point	The temperature at which a substance changes from solid to liquid.	
Displacement reaction	A chemical reaction where one substance takes the place of another.	
Reactivity	How easily a substance takes place in a chemical reaction.	

Cycle 2 Physics Year 8 Knowledge Organiser Week 5 and 6

Keyword	Definition	Key Ideas
Radiation	Energy carried by particles from a radioactive substance, or spreading out from a source.	Temperature and thermal energy are linked, but are not the same thing. Thermal energy is also known as heat energy. It is energy which is stored inside a substance due to the movement of its particles. Temperature is a measure of this. It indicates how warm or cold something is, measured in degrees Celsius.
Conduction	The transfer of heat through a material by transferring kinetic energy from one particle to another.	Sparklers have a very high temperature, but the small sparks do not transfer much heat energy. Which is why they are safe to hold. A bucket of boiling water has a much lower temperature, but it holds much more heat energy. You should not put your hand into boiling water as it would burn.
Convection	The transfer of heat energy through the movement and expansion of liquid or gas particles.	The thermal energy of a material depends on the potential energy of the particles and the kinetic energy of the particles it is made from. The more thermal energy the object has, the higher the temperature.
Thermal conductor	A material that lets heat through easily, for example, metals are good thermal conductors.	Some materials let the thermal energy pass through them and are conductors while others do not; they are called insulators.
(degrees) Celsius	The unit used to measure temperature.	The heat that passes through a conductor is passed through vibrations. Particles vibrate and transfer the energy to the particles next to them, causing them to vibrate as well.
Energy	Property that must be transferred to an object to heat it or perform work on it.	
Temperature	How warm or cold something is.	
Insulation	The process to help prevent the transfer of heat through a material.	
Thermal insulator	A material which does not let heat pass through, for example, a coat provides thermal insulation.	
Lever	A lever consists of: a pivot, an effort and a load.	Work is done when the force is used to transfer energy. We can use the word work to mean energy transferred.
Pivot	A point around which something can rotate or turn.	Machines and levers make work easier as they reduce the forces needed.
Deformation	Change in shape and/or size as a result of forces being applied.	
Machine	Simple machines are devices which alter the direction or force of a certain object, making it easier to move	A lever consists of: a pivot, an effort and a load. Levers make use of moments (turning forces) to act as a force multiplier. They allow a larger force to act upon the load than is supplied by the effort, so it is easier to move large or heavy objects.
Vacuum	A volume that contains no matter.	
Moment	A turning effect of a force	
Input force	The amount of force exerted onto a body.	
Output force	The force that comes from an object as a result of the input force.	
Work done	The amount of energy it takes to do a task. Measured in joules (J).	



Year 8 - French - Cycle 2 - Ma ville (my town)

This is a continuation of cycle 1 so make sure to keep your Cycle 1 KO so that you can refer to it on occasion.

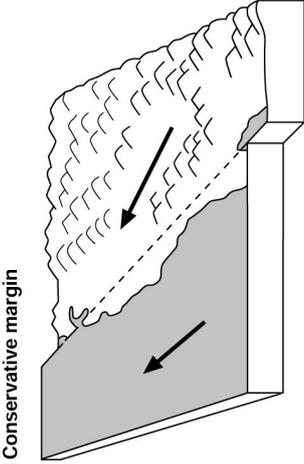
Week	Grammar	Vocabulary	Examples:
1 & 2	<p>Reminder: MOST adjectives go after the noun they describe.</p> <p>However: a small number are exceptions and go BEFORE the noun: beautiful, old, new, big/tall, small/little, big/fat and pretty. (see <i>French in the vocabulary section</i>)</p> <p>Comparatives: plus ... que - more ... than moins ... - less ... than</p>	<p>J'habite dans - I live in une maison - a house à la campagne - in the country dans un village - in a village petit - small beau/belle - beautiful vieux/vieille - old neuf/neuve - brand new confortable - comfortable gros(se) - big (for animals and objects)/fat</p> <p>Prepositions: dans/devant - in/in front of entre - between sous - under(neath) à droite de/à gauche de - on the right of/on the left of en face de - opposite</p> <p>Essential words: chez (exemple: chez moi) - at someone's home (e.g. at my home) ici - here là - there là-bas - over there il y a - there is/there are pour - for</p>	<p>J'habite dans une grande ville qui s'appelle Plymouth dans le sud de l'Angleterre. - <i>I live in a big town called Plymouth in the south of England.</i></p> <p>J'habite dans une petite rue près du centre-ville. - <i>I live on a small street near the town centre.</i></p> <p>Ma maison est vraiment moderne et belle. - <i>My house is really modern and pretty.</i></p> <p>Ma maison est plus grande que celle de mon copain Simon. - <i>My house is bigger than my friend Simon's/</i></p> <p>Cependant, elle est moins moderne que celle de mon voisin. - <i>However, she is less modern than my neighbour's.</i></p>
Week	Grammar	Vocabulary	Examples
3 & 4		<p>Il y a - there is la buanderie - the utility room la chambre d'amis - the guest room la chambre de mes parents - my parents' house l'entrée - the hallway la salle de bains - the bathroom le séjour / le salon - the living room les toilettes - the toilet</p> <p>on a / nous avons - we have ma chambre - my bedroom le bureau - the study la cuisine - the kitchen le garage - the garage la salle à manger - the dining room la véranda - the conservatory</p> <p>Dans ma maison, - In my house, au rez-de-chaussée - on the ground floor au premier étage - on the first floor au troisième étage - on the third floor au sous-sol - in the basement au grenier - in the attic</p>	<p>Dans ma maison, il y a une cuisine moderne. - <i>In my house, there is a modern kitchen.</i></p> <p>Au rez-de-chaussée, il y a la buanderie, la cuisine et le salon. - <i>On the ground floor, there is the utility room, the kitchen and dining-room.</i></p> <p>Au premier étage, on a trois chambres et une salle de bains énorme. - <i>On the first floor, we have three bedrooms and a huge bathroom.</i></p>

<p>3 & 4 (continued)</p>		<p>Dans ma chambre, il y a ... - In my room, there is ... un bureau - a desk une étagère - a shelf un lit - a bed une console de jeux - a games console un ordi - a computer Une table de nuit - a bedside table Je partage ma chambre - I share my room Je ne partage pas ma chambre - I don't share my room</p>	<p>J'adore ma chambre car j'ai mon propre ordinateur sur mon bureau où je peux jouer aux jeux vidéo et faire mes devoirs. - <i>I love my bedroom because I have my own computer on my desk where I can play video games and do my homework.</i></p>
---	--	---	---

Week	Grammar	Vocabulary	Examples
<p>5 & 6</p>	<p><u>Infinitive structures:</u> These opinion verbs are followed by an infinitive - verbs ending in -er, -ir, -re J'aime regarder - <i>I like watching...</i> J'adore bien tchatter - <i>I like chatting</i> J'adore lire - <i>I love reading</i> J'ai horreur de regarder - <i>I hate watching</i> Je déteste écouter - <i>I hate listening</i> Je n'aime pas faire - <i>I don't like doing</i></p>	<p>je peux - I can regarder la télé - <i>watch TV</i> écouter de la musique - <i>listen to music</i> faire mes devoirs - <i>do my homework</i> tchatter avec mes potes - <i>chat with my mates</i> jouer aux jeux-vidéo - <i>play video games</i> lire un livre - <i>read a book</i> lire une BD (bande-dessinée) - <i>read a comic</i></p> <p>Pour aider à la maison, - to help at home, il faut - <i>I have to</i> je dois - <i>I must</i> faire le ménage - <i>do the housework</i> laver la vaisselle - <i>wash the dishes</i> passer l'aspirateur - <i>hoover</i> faire le repassage - <i>do the ironing</i> mettre la table - <i>lay the table</i> débarrasser la table - <i>clear the table</i> nettoyer ma chambre - <i>clean my bedroom</i> ranger ma chambre - <i>clean my bedroom</i></p> <p>une fois par semaine - <i>once a week</i> deux fois par semaine - <i>two times per week</i> trois fois par semaine - <i>three times per week</i></p> <p>souvent - <i>often</i> quelquefois/parfois - <i>sometimes</i> de temps en temps - <i>from time to time</i> tous les jours / chaque jour - <i>everyday</i></p>	<p>J'aime ma chambre parce que je peux écouter de la musique. - <i>I like my bedroom because I can listen to music.</i></p> <p>J'ai horreur de ma chambre puisqu'il faut la ranger. - <i>I hate my room because I have to tidy it.</i></p> <p>Je déteste ma chambre car je dois la partager. - <i>I hate my room because I have to share it.</i></p> <p>Pour aider à la maison, je dois faire le ménage. - <i>To help at home, I have to do the housework.</i></p> <p>Une fois par semaine, je range ma chambre mais je passe souvent l'aspirateur. - <i>Once a week, I tidy my room but I Hoover often.</i></p>

Remember to pay attention to accents when learning the spelling of words. We will be completing vocabulary checks regularly so make sure you learn this vocabulary.
If you need help learning the vocabulary, please come and speak to your teacher.

Cycle 2 Geography Year 8 Knowledge Organiser: Earthquakes

Session	Keywords	Knowledge	Geographical concepts																				
<p>Week 1</p> <p>Natural hazards, structure of earth,</p>	<p>Natural Hazards: natural events that threaten life and property.</p>	<p>Structure of the earth</p> <table border="1" data-bbox="279 779 603 1435"> <thead> <tr> <th>Layer</th> <th>Width (km)</th> <th>Temp (°C)</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>crust</td> <td>0-60</td> <td>0-200</td> <td>Solid</td> </tr> <tr> <td>mantle</td> <td>2900</td> <td>200-4000</td> <td>Molten</td> </tr> <tr> <td>Outer core</td> <td>2200</td> <td>4000-5000</td> <td>Liquid</td> </tr> <tr> <td>Inner core</td> <td>1250</td> <td>5000-5500</td> <td>Solid</td> </tr> </tbody> </table> <p>Conservative plate margin: Where two plates move in opposite directions or at different paces.</p> 	Layer	Width (km)	Temp (°C)	State	crust	0-60	0-200	Solid	mantle	2900	200-4000	Molten	Outer core	2200	4000-5000	Liquid	Inner core	1250	5000-5500	Solid	<p><u>Type of Hazard</u></p> <p>Tectonic: Occur within the Earth and include Volcanoes, Earthquakes and Tsunami.</p> <p>Climatic Hazards – Occur in the atmosphere including Flooding, Hurricanes and Drought.</p> <p>Geomorphological Hazards – defined as mass movements of rock, ice or snow under gravity including Landslides and Avalanches.</p>
Layer	Width (km)	Temp (°C)	State																				
crust	0-60	0-200	Solid																				
mantle	2900	200-4000	Molten																				
Outer core	2200	4000-5000	Liquid																				
Inner core	1250	5000-5500	Solid																				
<p>Week 2</p> <p>Plate tectonics basics</p>	<p>Plate margin/boundary: the line where two tectonic plates meet</p> <p>Continental plate: plates under land/continents</p> <p>Oceanic plate: plates under oceans</p>	<p>Plate tectonics:</p> <ul style="list-style-type: none"> The earth's crust is made up of 7 major tectonic plates and several small ones. There are two types of plate - Oceanic (under oceans) and continental (under land or continents) Where the plates meet is called a plate margin/boundary Earthquakes occur at these margins. Some earthquakes occur with Volcanoes some occur without. The processes that cause earthquakes are different to the ones that cause volcanoes. 	<p>Measuring earthquakes:</p> <ol style="list-style-type: none"> Richter scale - A measurement of the strength (magnitude) of an earthquake Mercalli scale - A measurement of the destruction an earthquake causes. 																				
<p>Week 3</p> <p>Earthquake formation, measuring earthquakes</p>	<p>Seismic wave: energy released from an earthquake</p> <p>Fault plane: a line of weakness in which a earthquake occurs</p> <p>Focus: the point in the crust where the earthquake is created</p> <p>Epicentre: the point on land directly above the focus</p>	<p>How do earthquakes form?</p> <ul style="list-style-type: none"> On a conservative Plate margin the two plates move in opposite directions. The margins of the plates are not smooth which causes friction so pressure builds up. A threshold is reached and the pressure is released as seismic waves. The seismic waves cause the earthquake. An example is the San Andreas fault in USA. Shallow earthquakes often cause more damage than deep earthquakes 																					

Cycle 2 Geography Year 8 Knowledge Organiser: Earthquakes

Session	Keywords	Knowledge	Primary Impacts	Secondary Impacts
<p>Week 4 and 6.</p> <p>Case study 1</p>	<p>Primary impact:</p> <p>Secondary impact:</p> <p>Immediate responses:</p> <p>Longterm responses:</p>	<p><u>New Zealand (2010) Earthquake</u></p> <p>Physical Geography: New Zealand is a High Income Country (HIC) Located in Oceania. Conservative Plate boundary: Alpine Fault: located between the Australian and the Pacific plates. Magnitude 7.1 earthquake occurred on the 4th September 2010 with the epicentre in Christchurch. A 6.4 aftershock hit Canterbury in February 2011.</p>	<p>Killed: 185 (all in the aftershock). Cost: US\$15 Billion Homelessness: 10 000 homes demolished. The spread of the disease was limited because of good sanitation and healthcare. Most people died due to collapse of the TV station tower block.</p> <p>Immediate responses</p> <ul style="list-style-type: none"> Very quick response. Emergency services provided almost immediate search and rescue. They have an effective hazard management programme. Telephone companies provided free phone calls so love ones could be contacted. Portable toilets were provided to stop the spread of disease. 	<p>The spread of the disease was limited because of good sanitation and healthcare.</p> <ul style="list-style-type: none"> The damage was thought to be greater in the 2011 aftershock because it hit an area prone to liquefaction. <p>Long term responses</p> <ul style="list-style-type: none"> Unsafe buildings were demolished. Most houses were rebuilt quickly at they are insured. Fundraising events were held in country The New Zealand government paid for most of the rebuilding. Schools were reopened within 4 weeks.
<p>Session</p> <p>Week 5 and 6</p> <p>Case study 2</p>	<p>Keywords</p>	<p><u>Haiti Earthquake (2010)</u></p> <p>Physical Geography Low Income Country (LIC) located on the Island of Hispaniola in the Caribbean. Conservative plate boundary: Enriquillo-Plantain Garden Fault. Magnitude 7.0 Earthquake occurred on 12th January 2010 15 miles from the Capital Port-au-Prince.</p>	<p>Primary Impacts</p> <p>Impacts</p> <ul style="list-style-type: none"> Killed: 200 000+ (not accurate record). Cost: > 15 US Billion of damage. 1 million people made homeless. 70% of buildings collapsed. 4000 prisoners escaped large number of survivors had life changing injuries. <p>Immediate responses</p> <ul style="list-style-type: none"> Rescue teams took a long time to reach people because the port and the airport were destroyed by the earthquake. Lack of organisation because many government officials were killed. Some areas received no aid. Dead were buried in mass graves to prevent the spread of disease. 	<p>Secondary Impacts</p> <ul style="list-style-type: none"> Cholera spread rapidly after the event (6900 deaths) <p>Long term responses</p> <ul style="list-style-type: none"> 98% of the rubble lay on the ground six months after the event. 1500 camps set up to house the victims. Santiantion did not meet the needs of the people added to the spread of disease in the camps. Half of the countries debt was cancelled to help Haiti pay for the rebuild.

<p>Week One: Anti-Semitism Through Time</p>	<p>Week Two: Jewish Persecution in Germany</p>
<p>Key Words: Anti-Semitism: A hatred or prejudice (an unfairly negative opinion with no reason behind it) towards Jewish people. Prejudice: Preconceived opinion that is not based on reason or actual experience. Persecution: Hostility and ill-treatment, especially because of race or political or religious beliefs.</p> <p>Key Dates 1070- First record of a Jewish settlement having arrived in Britain. 1290- Jews expelled from Britain by King Edward 1st Edict of Expulsion. 1656- A small colony of Jews arrived in Britain under Oliver Cromwell. 1753- The Jewish Naturalisation Act, an attempt to legalise the Jewish presence in England, remained in force for only a few months. 1933- Hitler becomes chancellor of Germany. Present Day- Labour Party accused of Anti-Semitism.</p> <p>Key Facts Hitler created a dictatorship and was incredibly anti-Semitic (anti-Jewish), as were the other leading Nazis. He had four key reasons that he claimed was why he hated Jewish people; these were money, the loss of World War One, racial ideas and personal reasons. Hitler believed that Jewish people were to blame for Germany losing World War One and the result of this was the economic problems Germany suffered.</p> <p>Week Three: Kristallnacht</p>	<p>Key Words Reich: German word for Empire Citizen: A legally recognized subject or national of a state Propaganda: Information, especially of a biased or misleading nature, used to promote a political cause or point of view.</p> <p>Key Dates 1933- Nazis organised a boycott of Jewish businesses, books by Jewish authors were publicly burnt, Jewish civil servants, lawyers and teachers were sacked, Race science lessons were introduced, teaching that Jews were subhuman. 1935- The Nuremberg Laws. These formalised anti-Semitism into the Nazi state by stripping Jews of German citizenship, outlawing marriage and sexual relations between Jews and Germans, taking away from Jews all civil and political rights. 1938- Jews could not be doctors, Jews had to add the name Israel (men) or Sarah (women) to their name, Jewish children were forbidden to go to school. 9 November 1938- Kristallnacht. The SS organised attacks on Jewish homes, businesses and synagogues in retaliation for the assassination of the German ambassador to France by a Jew. 1939- Jews were forbidden to own a business, or even a radio.</p> <p>Week Four: Ghettsos</p>
<p>Key Words Kristallnacht: Night of Broken Glass. Embassy: The official residence or offices of an ambassador. Interpretation: Interpretation is the act of explaining, reframing, or otherwise showing your own understanding of something.</p> <p>Key Dates On 7th November 1938, a 17-year-old Polish Jew shot a German, On 8th November 1938, Joseph Goebbels, used the incident to stir up trouble against the Jewish in Germany. On 9th-10th November 1938, gangs smashed and burned Jewish property and attacked Jews.</p> <p>Key Facts During Kristallnacht, gangs smashed windows and shops of Jewish people. The official figures are: 814 shops, 171 homes and 191 synagogues were destroyed. About 100 Jewish people were killed.</p>	<p>Key Words Ghetto: A ghetto is a part of a city, especially a slum area, occupied by a minority group or groups. Segregation: The action or state of setting someone or something apart from others.</p> <p>Key Dates 1938- Hitler unites Germany with Austria. August 1939- Germany invades Czechoslovakia and Poland. 1st September 1939- World War Two breaks out.</p> <p>Key Facts During the Second World War, the Nazis began to segregate the Jewish population into slum areas called Ghettsos. There were over 400 of these created and they were designed to isolate the Jewish people from others as a temporary measure. Conditions within the Ghettsos were terrible with around 15 people per apartment, people within the Ghettsos were often left starving and freezing due the cold temperatures in places like Poland.</p>

Week Five : Concentration Camps	Week Six: Concentration Camps – Case Studies.
<p>Key Words; Final Solution: The codename for the genocide of the European Jews. Genocide: The deliberate killing of a large number of people from a particular religion. Wannsee Conference:The conference that planned the Final Solution.</p>	<p>Key Words Prisoner of War:A soldier taken by an enemy army. Displaced Person: Someone who is forced to flee his or her home. Concentration Camps: These were labour camps where prisoners had to work. Extermination Camps: These were camps created to kill people sent to them.</p>
<p>Key Dates 1933- The first concentration camp, Dachau, was built. 1942- The Wannsee Conference was held to plan the killing of the Jewish people in Europe.</p>	<p>Key Dates August 1941- The concentration camp, Auschwitz, was built. 1942-1944- Jewish prisoners begin to arrive at Auschwitz. January 1945- Auschwitz was liberated by Soviet soldiers. 1940- Belsen created as a Prisoner of War camp. April 1945- Belsen liberated by British troops.</p>
<p>Key Facts In 1941 Hitler decided that the way to deal with the 'Jewish problem' was to mass murder the Jewish people. This led to the Wannsee Conference. Jewish people were put into train carriages and transported to concentration camps where the people were divided into those who would be killed on arrival and those who were forced to carry manual work. Those sent to the gas chambers were killed using Zyklon B.</p>	<p>Key Facts Auschwitz-Birkenau consisted of three camps (Auschwitz I, Birkenau and Monowitz). Rudolph Hoss was the leader of the whole Auschwitz camp. During the Holocaust, the camps at Auschwitz were mainly death camps. 1.1 million people were killed at the Auschwitz camp. Bergen Belsen changed purposes throughout the Holocaust as it began as a prisoner of war camp then later changed to become a concentration camp. Many prisoners at Bergen Belsen died of disease (such as Typhus) and starvation.</p>
<p>Week Seven: Liberation and the Nuremberg Trials</p> <p>Key Words Liberate: Set someone free from imprisonment or slavery. Nuremberg:A large city in Germany where the trials of leading Nazis were held.</p>	<p>Week Eight: Who was the blame for the Holocaust?</p> <p>Key Words Responsible: Being the primary cause of something and, therefore, to blame for it.</p>
<p>Key Dates 27th August 1945- Auschwitz liberated. 15th August 1945- Bergen-Belsen liberated. 1945-1949- The Nuremberg Trials were held.</p> <p>Key Facts As the allies (USA, British, French and Soviets) pushed into Germany they discovered the concentration camps the Nazi's had left behind. Some leading Nazi's were put on trial at Nuremberg for Crimes against Humanity, War Crimes and Conspiring to Wage War. Leading Nazis like Hitler, Goebbels, and Himmler never faced trial as they committed suicide before the trials. 6 million Jewish people were killed in the Holocaust.</p>	<p>Key Facts. Many people take responsibility for the Holocaust including: Hitler- Made speeches and encouraged the mass murder of Jews. Leader of Germany. Reinhard Heydrich- Organised the ghettos and SS death squad. Joseph Goebbels- Used propaganda and the media to spread anti-Semitic ideas. Engineers - Designed the huge gas chambers and crematoria. Heinrich Himmler- Ran the SS (the people who ran the camps). The German People- Some Germans did speak out against the persecution of the Jews or tried to help individuals but many did not. Camp Commanders- Men like Rudolph Hoss, the Commandant at Auschwitz, controlled what happened in the labour and death camps. Camp Guards -The orders from the senior Nazis were carried out by the SS. It was the SS guards who ran the camps. Governments of other countries- Did not bomb railway lines and did not accept all Jewish people fleeing the Nazis.</p>

Week	Key themes/Facts	Key terms/Spellings	Additional information
1 Democracy	<p>Democracy 'v' Dictatorship ; We in the UK live in a democracy because when you are 18 you can use your 'vote' It is not good to live a dictatorship because you cannot use your right to 'vote'.</p>	<p>Democracy - Government for the people by the people. Lady Astor was the first lady to represent women in the House of Commons and one that we are very grateful for. Dictatorship - Absolute rule, undemocratic rule</p>	<p>Democracy is important in Modern Britain because we the people vote for our MPs and for Prime Minister. Debating and understanding democracy is key to human rights. 'Votes for Women'. Women in the First World War saw 100 years of women's suffrage. Lady Nancy Astor gave the power to the women to have the right to vote.</p>
Week	Key themes/Facts	Key terms/Spellings	Additional information
2 Politics	<p>Democracy and Politics - Having a vote when you are 18 allows you to take part in democracy and see people power in action. There are over 650 MP's in the UK.</p>	<p>Political Parties - Political denominations who have all different views on how things are done. Manifesto - A public declaration of intentions by a political party</p>	<p>We look at the origins of democracy. The earliest form of democracy can be traced back to the 6th Century BC in Athens, Ancient Greece. Direct Democracy - The term used to describe the system in Athens from 6th Century BC.</p>
Week	Key themes/Facts	Key terms/Spellings	Additional information
3 Voting and the importance of it	<p>Purpose of voting - So you the electorate can use your human rights and vote through democracy. Most people do their voting by visiting the 'Polling Station' to make their vote on a ballot paper.</p>	<p>Voting - an exercise where you use democracy to choose someone in an election Democratic System - A form of government in which supreme power is vested in the people.</p>	<p>The Youth Parliament also gives you an opportunity to vote on matters that can be discussed in the House of Commons by the Youth Parliament members voted by you. This will be the first time you can use your vote nationally. You can also vote for members of the modern Britain council elected and voted by you through democracy process.</p>
Week	Key theme/Facts	Key terms/Spellings	Additional information
4 Power	<p>Who has the Power? This means who has the power when it comes to politics, the church or the monarchy.</p>	<p>Hierarchical - A system showing rank and organisation according to status or authority. Monarchy - A form of government with a monarch at the head.</p>	<p>The power relates to who is at the top of a business or country. In this case we look at where the Queen fits in with power and does she have any power in our democracy.</p>

Week	Key themes/Facts	Key terms/Spellings	Additional information
5 House of Commons	<p>The Role of the MP - What do they do in the House of Commons? They debate and represent the people who put them into the House of Commons.</p> <p>MP's work in the House of Commons from Monday to Friday and have lots of meetings by zoom and telephone calls.</p>	<p>Member of Parliament- A person who has been elected by the people to represent them.</p> <p>House of Commons- Lower house of Parliament of Britain. The commoners are represented here as they used to say back in 1707.</p>	<p>Different job was within the Houses of Parliament. Speaker of the House Chief Whip , cabinet. They have meetings, keep diaries & attend Prime Minister's question time on a Wednesday in the House of Commons at 12.30pm. Here the opposition leader gets a chance to ask questions to the Prime Minister and sometimes they have arguments across the despatch box. The Speaker of the House will have to take control by shouting to the MP's and say 'Order, Order' so that the MP's stop shouting at each other.</p>
Week	Key themes/Facts	Key terms/Spellings	Additional information
6 What is Brexit?	<p>What is Brexit? Brexit is the name given to the UK for leaving the European Union. 52% of the adult population in the UK voted to leave and run our country our way. 73% of the UK population took their right to vote and use their ballot paper to make a decision. 52% of the population voted to leave the EU whilst 48% of the population voted to stay within the EU. We are no longer in the European Union.</p>	<p>European Union - 28 members of a political block. Nineteen of the countries use the euro as their official currency.</p> <p>Brexit - The withdrawal process from the European Union. A short name used by the media to acknowledge the democratic process carried out on the 23rd June 2016.</p>	<p>Direct democracy - A political system whereby the people take part themselves in the running of the country and deciding laws</p> <p>e.g A leader is directly elected.</p> <p>Brexit was decided after the 2016 UK referendum which was given to everyone in the UK to vote whether to leave the European Union or to stay in the EU. The UK are now not in the EU but we still have good relations with the EU and trade with them.</p> 
Week	Key themes/Facts	Key terms/Spellings	Additional information
7 Revision	<p>Revision week on Democracy. Go through all your keywords and revisit them again and again.</p>	<p>Recall additional knowledge from the past 6 weeks. Look at your self quizzing book and use those higher order thinking skills.</p>	<p>Test yourself with spellings and ensure that you understand the process of democracy and how important it is to use your vote. The democratic process is fair and just and the UK operate a first past the post system - meaning whoever gets the most MP's and votes from the public - wins!</p>

Art, Craft and Design

WEEK 1 & 4:
Assessment Objective 3: Reflective Recording - Record ideas, observations and insights relevant to intentions as work progresses.

Methods of Recording		Colour Theory
<i>Observational drawing</i>	Drawing from looking at images or objects.	Primary: Red, Yellow, Blue Secondary: Primary + Primary Tertiary: Primary + Secondary Shades: Add black Tints: Add white
<i>First hand observation</i>	Drawing directly from looking at objects in front of you.	
<i>Second hand observation</i>	Drawing from looking at images of objects.	
<i>Photographs</i>	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
<i>Sketches</i>	Basic sketches and doodles can act as a starting point for development.	
<i>Tonal shading</i>	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.

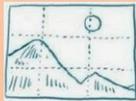
Rough - A basic sketch of a final idea

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) organic (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, shiny)
	SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.

Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle



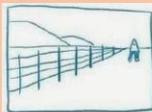
Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other



Simplify and fill. Enlarge or crop the image to fill the space



Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C



WEEK 2 & 5:
Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

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

WEEK 2 & 5:**Assessment Objective 1: Contextual Understanding** - Develop ideas through investigations, demonstrating critical understanding of sources.**Artists/Designers****Aboriginal art** is the oldest form of artistic expression in the world. Some cave paintings date back at least 60,000 years.

- Aboriginal artwork is a form of visual storytelling. There is no formal written Aboriginal language, so their artwork is a non verbal way of communicating stories, as well as messages.
- Symbols are central to Aboriginal art. And each tribe has their own symbols that relate to a meaning. Colours can relate to meaning as well, but this is rare.
- Blue tones (to represent the ocean) and warm tones of brown and orange (to represent the earth) are most commonly used.
- Painting with dots originated from the time of white settlement, when they feared the non-indigenous colonists would understand their secret knowledge.

**Henna** is a dye prepared from the plant *Lawsonia inermis*, also known as the henna tree, the mignonette tree, and the Egyptian privet, the sole species of the genus *Lawsonia*.

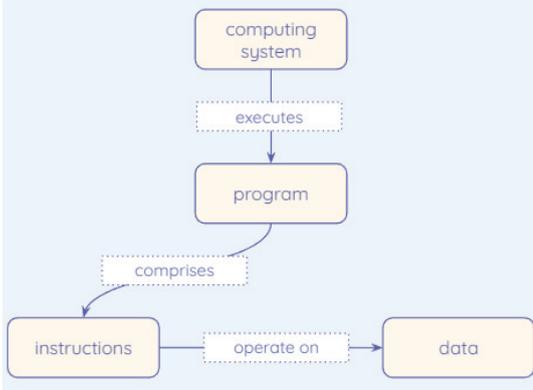
- Henna can also refer to the temporary body art resulting from the staining of the skin from the dyes. After henna stains reach their peak color, they hold for a few days, then gradually wear off by way of exfoliation, typically within one to three weeks.
- Henna has been used since antiquity in ancient Egypt and the Kingdom of Kush to dye skin, hair and fingernails, as well as fabrics including silk, wool and leather. Historically, henna was used in the Indian subcontinent, Arabian Peninsula, Near and Middle East, Carthage, other parts of North Africa, West Africa and the Horn of Africa. Central Africa.
- The name "henna" is used in other skin and hair dyes, such as black henna and neutral henna, neither of which is derived from the henna plant.

**WEEK 3 & 6:****Assessment Objective 2: Creative Making** - refine work by exploring ideas and experimenting with appropriate media, materials, techniques and processes.

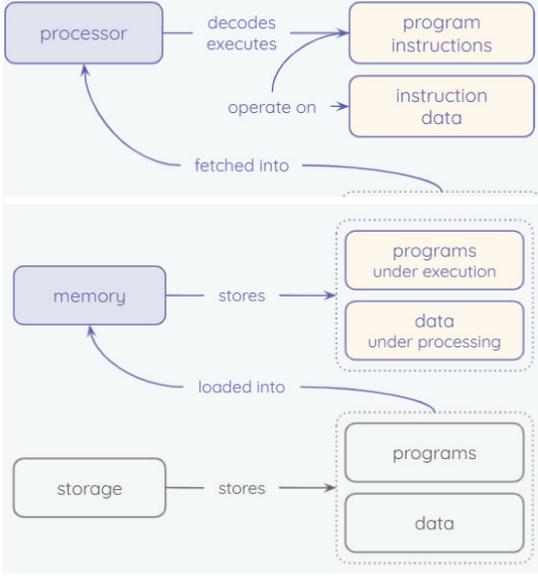
<i>Media</i>	The substance that an artist uses to make art.
<i>Materials</i>	The same as media but can also refer to the basis of the art work eg. canvas, paper, clay.
<i>Techniques</i>	The method used to complete the art work, can be generic such as painting or more focused such as blending.
<i>Processes</i>	The method used to create artwork that usually follows a range of steps rather than just one skill.
<i>Pencil</i>	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.
<i>Pen/Biro</i>	Drawings can be completed in pen and shaded using hatching or cross hatching.
<i>Pastel/Chalk</i>	Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect.
<i>Acrylic paint</i>	A thick heavy paint that can be used smoothly or to create texture.
<i>Watercolour</i>	A solid or liquid paint that is to be used watered down and layered.
<i>Pressprint</i>	A polystyrene sheet that can be drawn into, to print the negative image - can be used more than once.
<i>Monoprint</i>	Where ink is transferred onto paper by drawing over a prepared surface. Only one print is produced using pressure in certain areas.
<i>Collograph</i>	A printing plate constructed of collaged materials, producing prints that are based on textures.
<i>Card construction</i>	Sculptures created by building up layers of card or fitting together.
<i>Wire</i>	Thick or thin wire manipulated to create 2D or 3D forms.
<i>Clay</i>	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	Knowledge
<p>Input - Data that is received by a system. Often through a keyboard, mouse or microphone.</p> <p>Process - Where a computer carries out a task.</p> <p>Output - Where data is transmitted from a computer system. Often through a screen or a printer.</p>	<p>A computer is a system that receives input, processes it and produces and outputs a response.</p> <p>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.</p> 

Week 2: Inside a Computing System - Hardware

Concepts	Knowledge												
	<p>A computing system is made up of many components:</p> <table border="1"> <thead> <tr> <th>Component</th> <th>Purpose</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Storage</td> <td>Used to store programs and data. Is persistent - it keeps the contents, even when the computer is switched off.</td> <td>Hard Disk Drive (HDD), Solid-State Drives (SSD)</td> </tr> <tr> <td>Memory</td> <td>Stores programs and data currently in use. Memory is volatile - its contents are lost when the power is off.</td> <td>Random Access Memory (RAM)</td> </tr> <tr> <td>Processor</td> <td>The processor is the component that executes program instructions.</td> <td>Intel Core i5 processor AMD Ryzen</td> </tr> </tbody> </table>	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
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	Knowledge
<p>Graphical User Interface - How a computer system 'looks' and includes Windows, Icons, Menus and Pointers.</p>	<p>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.</p> <p>The operating system also controls when the other programs on the computer can use the processor.</p>

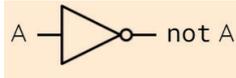
Year 8 Computing: Computing Systems

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:

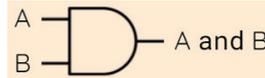
not (inversion)

go out	
raining	not raining
false	true
true	false



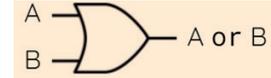
and (conjunction)

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



or (disjunction)

open		
left	right	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	Knowledge								
Artificial Intelligence - Where a computer system is able to perform tasks normally requiring human intelligence.	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.								
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.	<table border="1"> <tr> <td>Ethical issues</td> <td>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: <ul style="list-style-type: none"> Ensuring public safety Making sure personal data is kept secure </td> </tr> <tr> <td>Cultural issues</td> <td>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: <ul style="list-style-type: none"> The impact on those that do not have access to computers. The way that computers have changed how people work </td> </tr> <tr> <td>Environmental issues</td> <td>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.</td> </tr> <tr> <td>Legal issues</td> <td>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: <ul style="list-style-type: none"> 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 </td> </tr> </table>	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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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
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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

Week 7 and 8: Preparing for Assessment

Self-quiz the knowledge covered in Weeks 1 - 6

Physical Education

Week 1 & 2 - Warming up

The Three Stages of a Warm Up

Every sports session should start with a warm up to prepare the sports performers both physically and mentally. A warm up helps to reduce the risk of injuries to sports performers.

- **Pulse Raiser** -
- **WHAT?** Any exercise that will raise your heart rate; jogging, star jumps, cycling, swimming or any other low to moderate intensity activity.
- **WHY?** Prepares the body for exercise by increasing the heart rate, increasing breathing rate and increasing the temperature of muscles.
- **Dynamic Stretches** -
- **WHAT?** Walking lunges, leg swings, squats, side lunge, opening and closing the gates, shoulder rotations, hip circles,
- **WHY?** 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** -
- **WHAT?** Dribbling in football, passing in netball, light tackling in rugby etc.
- **WHY?** Practising the skills and movements that you will require in the activity to prepare your body and mind for physical activity.

Bones

Upper body (waist up):	Lower body (waist down):
<ul style="list-style-type: none"> ● Skull ● Clavicle ● Scapula ● Sternum ● Humerus - radius - ulna ● Ribcage ● Vertebral column ● Carpals - metacarpals - phalanges 	<ul style="list-style-type: none"> ● Pelvis ● Femur ● Patella ● Tibia ● Fibula ● Tarsals - metatarsals - phalanges

Week 3 & 4 - Fitness Training

Circuit Training

What is circuit training?

Circuit training involves performing a series of exercises in a special order called a circuit. Each activity takes place at a 'station'. It can be designed to improve speed, agility, coordination, balance and muscular endurance.

Workout times usually range from 30 seconds to 1 minute with rest intervals starting at 10 seconds and going up to 40 seconds.

What are the benefits of circuit training?

The variety of exercises prevents boredom.

As exercises can be done inside, there is no need to worry about the weather.

Any kind of exercise can be included.

You can do circuit training without equipment if you don't have any.

It can improve muscular endurance.

It can improve power.

It can improve aerobic endurance.

High Intensity Interval Training (HIIT)

What is HIIT training?

A HIIT workout session involves you doing intervals of exercise that range from between 10 seconds and eight minutes in duration, with you working at around 80-90% of your maximum heart rate for that period of time.

These high intensity intervals are followed by recovery phases. These can mean you coming to a complete rest or switching to a lower intensity exercise such as going from a sprint to a jog.

They can take as little as 20 minutes.

Bodyweight exercises – such as pull-ups, push-ups, squat jumps, high knee sprints and sit-ups – work really well for HIIT, so even if you can't make it to the gym, you can still do a session at home.

What are the benefits of HIIT training?

They help build a stronger, healthier heart.

By doing just three sessions a week, you'll start to see an improvement in your fitness.

Choose one of the below sports:	
Week 5 & 6 - Rules of Handball	Week 5 & 6 - Rules of Football
<p>Scoring</p> <ul style="list-style-type: none"> • In handball, a goal is scored when the whole of the ball passes between the goalposts and travels fully over the goal line. However, a goal is not awarded until the referee has signalled this and they are confident that no rules have been broken. • At the end of the match, the team with the most goals will be awarded the winners. However, in the event that both teams have the same score, a draw is recorded. <p>Rules</p> <ul style="list-style-type: none"> • A competitive game consists of equal 30-minute halves with a 10-15 minute break. • A team cannot keep possession of the ball without attempting to attack. • The start is awarded to the team that wins the coin toss. • A match begins with both teams in their own half. • A goal can be scored from any type of throw. • A player can run with the ball for three steps maximum. • A player can hold a ball for up to three seconds maximum. • A player can continuously dribble, providing they bounce the ball. • A player can take three steps maximum before and after dribbling (no 'double dribble'). • Players are not able to endanger an opponent with the ball. • Players are not permitted to pull, hit or punch the ball out of the hands of an opponent. • Players cannot make contact with the ball below the knee. • Players cannot dive on the floor to regain a loose ball. • A player is allowed to use the torso of the body to obstruct an opponent with or without the ball. • A player cannot outstretch arms or legs to obstruct, push, hold, trip or hit. • An attacking player is not allowed to charge into a defensive player. • A throw-in is awarded when the ball goes out of bounds and the thrower must place one foot on the sideline to execute the throw. • All opposing players must stay 3 m away from the throw-in. • All minor fouls or violations are penalised with the awarding of a free-throw which is taken at the place of infringement. 	<ul style="list-style-type: none"> • A match consists of two 45 minutes halves with a 15 minute half time. • Each team can have a minimum of 11 players (including 1 goalkeeper who is the only player allowed to handle the ball within the 18 yard box) and a minimum of 7 players are needed to constitute a match. • The ball must have a circumference of 58-61cm and be of a circular shape. • Each game must include one referee and two assistant referee's (linesmen). It's the job of the referee to act as timekeeper and make any decisions which may need to be made such as fouls, free kicks, throw ins, penalties and added on time at the end of each half. The referee may consult the assistant referees at any time in the match regarding a decision. It's the assistant referee's job to spot offsides in the match (see below), throw ins for either team and also assist the referee in all decision making processes where appropriate. • To win you have to score more goals than that of your opponents. If the scores are level after 90 minutes then the game will end as a draw apart from in cup games where the game can go to extra time and even a penalty shootout to decide the winner. Players must use their feet to kick the ball and are prohibited to use their hands apart from goalkeepers who can use any part of their body within the 18 yard box. • The whole ball must cross the goal line for it to constitute a goal. • A referee may award a foul if they believe an unfair act is committed by a player. • A foul contravenes the laws of the game and can be given for a range of offences (for example, kicking the player, pushing, handball etc). • Fouls are punished by the award of a free kick (direct or indirect, depending on the offence) or penalty kick to the opposing team if it is committed in the penalty box. • In cases of foul play, a referee can penalise players with either a yellow or red card. A yellow card gives a player a warning about their conduct and a red card requires them to leave the pitch. • In the event that a player receives two yellow cards, the referee will automatically show a red card. • A throw-in is awarded to a team if the opposition kicks the ball over the sidelines. • A corner kick is awarded to a team if the opposition kicks the ball over the goal line and either side of the goal posts. • A player is deemed offside if they are in front of the last defender when a teammate passes the ball through to them.



Stoke Damerel Six



RESPECT

- Respect each other
- Be kind, treat others how you want to be treated
- Respect yourself

RESPONSIBLE

- Take responsibility for your learning and behaviour
 - Try to be a leader
- Be a positive role model

RESILIENT

- Commit to your learning
 - Try your best
- And try again and again

PREPARED

- Be prepared and ready to learn
- Be here, be on time and bring everything you need for learning
 - Take part in your learning and your school

PROFESSIONAL

- Be polite
- Be welcoming to all members of our College
- Smile and be friendly

PRIDE

- Be proud to learn; proud of your work
- Wear your Stoke Damerel uniform with pride
 - Be proud of yourself