



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Knowledge Maps

Year 8	Term 1
Your Name	
Your Email Address	

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Week 1 – What makes a good reader?

What can I do to help understand this text?

Predicting: Make informed guesses about the text.

Skimming: You read quickly through the sentences getting a gist of the text.

Scanning: Search through the text for specific words.

Close Reading: Slowly read the text. Take in the use of punctuation and words used.

Visualising: You imagine a picture in your head based on what you've read.

Clarifying: Researching any words you do not understand.

Summarising: Summarising what has happened in the text.

Questioning: Ask questions about what you've read.

Reading backwards: Read backwards to focus on each word.

Inferring: Read between the lines to find the meaning.

Week 2 – Sentence structures and grammar

Simple sentences: contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: A complex sentence contains a conjunction such as *because, since, after, although, or when*.

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.

Apostrophes for Omission

(To show a letter is missing. Eg: Does not = Doesn't)

Common omissions:

Aren't
They're
Wasn't
He'll
Couldn't
Shouldn't
We'll
You're
Didn't
Can't
We're
They'll
Haven't
How's
She'll

Apostrophe for Possession

(To show that something belongs to another)

If a single thing/person owns anything, add an apostrophe + 's'.

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families).



Week 3 – Word types and spellings

Noun

A noun is the name of a person, place or thing. Proper nouns always begin with a capital letter.

Common	Concrete	Abstract	Proper
town	table	love	Leeds

Adverb

An adverb adds detail to verbs, adjectives or other adverbs. (TRaMP)

Time	Reason	Manner	Place
After, next	Because, therefore	Curiously, mysteriously	Under, over, upstairs, downstairs

Adjective

Adjectives add detail to a noun. It can be placed before or after a noun.

The ginger cat was sleepy.

Pronoun

A pronoun replaces a noun that has already been introduced. E.g. James put his coat on. He was very cold.

She, her, hers and he, him, his, it

Verb

A verb is an action word or state of being. Verbs change the tense of a sentence.

Action	State of Being
Pounce, jump, hop, skip, lend, suggest, shout, scream	Under, over, upstairs, downstairs

Determiner

A determiner introduces (comes before) a noun e.g. his football, the park

Article	Possessive	Demonstrative	Quantifier
a, an, the	Our, her, my, his,	that, this, those	some, every, one, two, three

Conjunction

Conjunctions are words that link ideas or clauses together. There are two types:

Coordinating (FANBOYS)	Subordinating (AWHITEBUS)
For, And, Nor, But, Or, Yet, So	After, While, However, If, To, Even though, Because, Until, Since

Modal Verbs

Modal verbs indicate certainty or possibility e.g. You can come to the party. You will come to the party.

might, should, could, would, can, will, must, may, might, shall, ought to, have to, able to

Spelling Mix Ups ???

to

- is a preposition, showing direction or attachment to something.

Your bag is next to the chair.

too

- is a synonym for 'also' and it can mean 'excessively'.

Can I go too? I'm too tired!

two

- is a number. It's that simple!

I ate two pieces of cake.

These words are homophones - this means they are pronounced the same but have different meanings!

Spelling Mix Ups ???

there

- is an adverb meaning 'that location'.

The exit is over there.

their

- is a pronoun used to show possession.

What colour is their car?

they're

- is a contraction of 'they are'.

They're reading a book.

These words are homophones - this means they are pronounced the same but have different meanings!

Spelling Mix Ups ???

your

- is a possessive adjective, showing ownership of something.

This is your sock.

Where is your homework?

you're

- is a contraction for 'you are'.

You're taller than me.

You're my best friend.

These words are homophones - this means they are pronounced the same but have different meanings!

Spelling Mix Ups ???

where

- is an adverb relating to place/position.

I know where you left it.

were

- is the plural past tense of the verb 'are'.

We were playing outside?

we're

- is a contraction of 'we are'.

We're going to the park.

wear

- is used when talking about clothing.

I don't know what to wear.

Don't let these words confuse you - they might sound similar but they have different meanings!


Week 1 – What makes a good reader?
What can I do to help understand this text?

Make informed guesses about the text.

Skimming:

Search though the text for specific words.

Close Reading:

You imagine a picture in your head based on what you've read.

Clarifying:

: Summarising what has happened in the text.

Questioning:

Read backwards to focus on each word.

Inferring:**Week 2 – Sentence structures and grammar**
Give an example of each type of sentence
Simple sentences:
Compound sentences:
Complex sentences:
Apostrophes for Omission

(To show a letter is missing. Eg: Does not = Doesn't)

Write down at least five common omissions:

Apostrophe for Possession

(To show that something belongs to another)

Give two examples of singular possessive apostrophe examples.

Give two examples of plural possessive apostrophe examples.



Week 3 – Word types and spellings

Homophones

Noun Verb

to
 too
 two

These words are homophones - this means they are pronounced the same but have different meanings.

Adverb Determiner

there
 their
 they're

These words are homophones - this means they are pronounced the same but have different meanings.

Adjective Conjunction

you
 you're

These words are homophones - this means they are pronounced the same but have different meanings.

Pronoun Modal Verbs

where
 were
 we're
 wear

Don't let these words confuse you - they might sound similar but they have different meanings.

Week 1: Calculations

Rounding- To alter a number to make it easier to calculate with. This can be done to the nearest **whole number**, **decimal place** or **significant figure** (to name a few examples).

Column multiplication

Worked example

Work out 46×28 .

Estimate: $46 \times 28 \approx 50 \times 30 = 1500$

$$\begin{array}{r} 46 \\ \times 28 \\ \hline 920 \\ 368 \\ \hline 1288 \end{array}$$

First work out 46×20 .

Now work out 46×8 .

Add to give the final answer.

Check: 1288 is close to 1500

Check the answer against the estimate.

B

I

D

M

A

S

+	-	x	÷
Add Plus Sum Total	Subtract Minus Take away Difference	Multiply Times Product	Divide Half Split

BIDMAS- This is the order of operations which tells you what step to do first.

Week 2: Number properties

Squares- The answer when a number is multiplied by itself. For example, 16 is a square number as $4 \times 4 = 16$.

Cubes- The answer when a number is multiplied by itself three times. For example, 27 is a cube number as $3 \times 3 \times 3 = 27$.

Square root- This is the inverse of squaring a number. On your calculator, it may look like this:



Prime- A number that only has two factors; 1 and itself. E.g. 13

Factors- A number which goes into another number without leaving a remainder. E.g. 3 is a factor of 18.

Multiples- A number in its timetables. E.g. 10 is a multiple of 2.

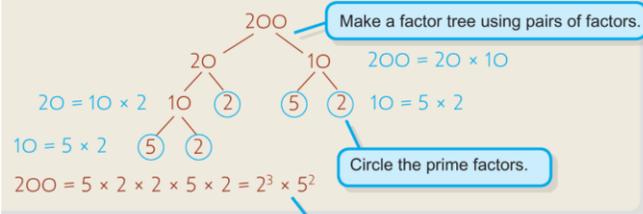
Examples

	Squares	Primes	Cubes
1		2	1
4		3	8
9		5	27
25		7	64
36		11	125
49		13	1000
64		17	
81		19	
100		23	
		29	

Week 3: Number properties continued

Prime Factor Decomposition- This could also be written as 'product of its prime'. It means finding all of the prime factors of that number. A **factor tree** is a quick and easy way to do this. An example is below.

Write 200 as the **product** of its prime factors.



HCF- This stands for **highest common factor**. The HCF of two (or more) numbers is the largest number that is a factor of both numbers.

LCM- This stands for **lowest common multiple**. The LCM of two (or more) numbers is the smallest number that is a multiple of both (or all) numbers.

Find the highest common factor of 6 and 8

Factors of 6: 1, 2, 3, 6

Factors of 8: 1, 2, 4, 8

$$\text{HCF} = 2$$

Q. Find the LCM of 4 and 6

4 → 4, 8, 12, 16, 20, 24, ...

6 → 6, 12, 18, 24, 30, 36, ...

Week 4: Data collection sheets

Primary Data- This is data you collect yourself.

Secondary Data- This is data someone else collects.

Data Collection Sheet- A table or chart for collecting data.

Favourite sport	Tally	Frequency
Football		14
Tennis		9
Basketball		7
Netball		5
Golf		12
Badminton		4

The total number of items your **survey** relates to is called **population**. Sometimes you can't test every single item in a set of data so you collect a **sample**. A good-sized sample is usually about 10% of the population. For a sample to be suitable it needs to be **unbiased**.

Bias- Something is more likely to happen than something else.

When investigating something, you need to think of how you will collect your data. This could be done by a **questionnaire, experiment or survey**.

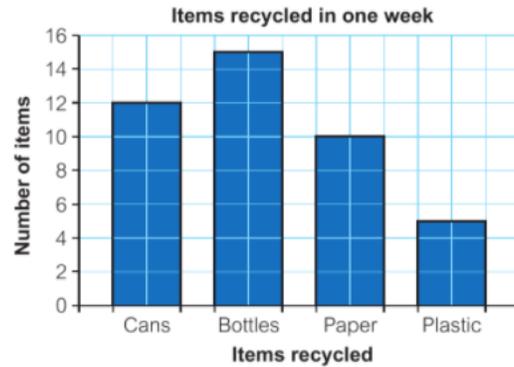
Age (years)	Tally
0-10	
11-20	
21-30	
31-40	

Claire wants to find out the favourite sport of all the students in her class. She only asks girls. Will her survey be biased? Explain your answer.

Yes, she has not asked boys who may have different tastes

Week 5: Bar charts

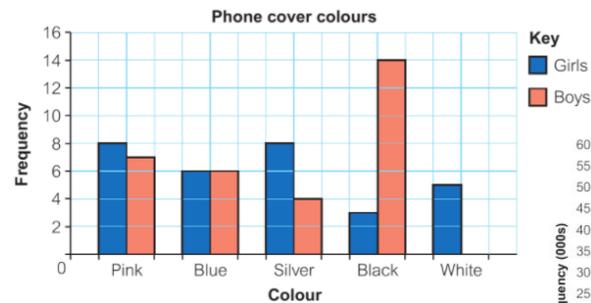
Frequency- The total number



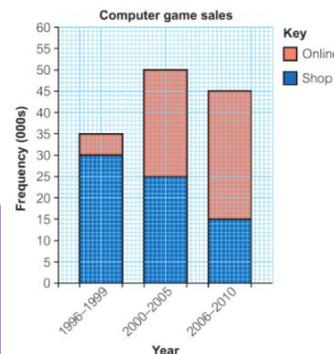
Key points for a **bar chart**:

1. The height represents **frequency**
2. Use a ruler and pencil
3. Label the axis
4. Bars are the same width and do not touch

The **modal group** is the bar which is highest. Modal means most.



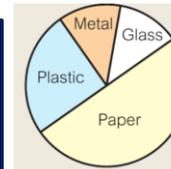
A **duel bar chart** shows two sets of data. You must have a **key** so you know which bar belongs to which group.



A **compound bar chart** has different sets of data go on one bar.

Week 6: Pie charts

A **pie chart** is a circle divided into **sectors**. Each sector represents a different set of data

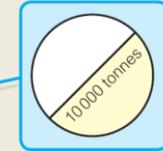


This **pie chart** shows the types of waste recycled in one town. The town recycles 10 000 tonnes of paper. How many tonnes of waste does it recycle in total?

Paper = $\frac{1}{2}$ of pie chart

Paper = 10 000 tonnes = $\frac{1}{2}$ of all waste

Total recycled = 10 000 \times 2 = 20 000 tonnes



Draw a pie chart to show this data about the types of cars in a car park.

Type of car	Frequency
Diesel	6
Petrol	2
Hybrid electric	4

Total number of cars = 6 + 2 + 4 = 12

$\frac{360^\circ}{12} = 30^\circ$
12 cars is 360°
1 car is 30°

Work out the total number of cars.

The whole pie chart (360°) represents 12 cars. Work out what angle represents 1 car.

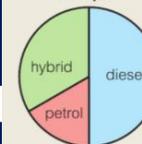
Type of car	Frequency	Angle
Diesel	6	6 \times 30° = 180°
Petrol	2	2 \times 30° = 60°
Hybrid electric	4	4 \times 30° = 120°

Add a new column to the table with the heading 'Angle'. Multiply the number of each type of car by 30° to work out the angle for each sector.

Check: 180 + 60 + 120 = 360

Check that the angles add up to 360°.

Types of cars in a car park



Draw a circle, and split it into each of the angles. Label each sector and give your pie chart a title.

There are **360°** in a circle.

A **protractor** is used to measure angles. Sometimes you may have to use a **pair of compasses** to draw your circle

Week 7: Revision

Prime- A number that only has two factors; 1 and itself. E.g. 13

Factors- A number which goes into another number without leaving a remainder. E.g. 3 is a factor of 18.

Multiples- A number in its timetables. E.g. 10 is a multiple of 2.

Primary Data- This is data you collect yourself.

Secondary Data- This is data someone else collects.

How to find the angle in a **pie chart** summary:

1. Add up the total frequencies

(This finds you how many there are)

2. Divide 360 by the total frequency

(This tells you how many degrees 1 of them would take up)

3. Multiply this answer by each part

(This tells you the degree for each category)

Brackets**I**ndices**D**ivision**M**ultiplication**A**ddition**S**ubtraction**HFC**- Highest Common Factor.**LCM**- Lowest Common Multiple.Key points for a **bar chart**:

1. The height represents **frequency**
2. Use a ruler and pencil
3. Label the axis
4. Bars are the same width and do not touch

Week 1: Calculations

Rounding- To alter a number to make it easier to calculate with. This can be done to the nearest **whole number**, **decimal place** or **significant figure** (to name a few examples).

Significant figures- There is a lazy way of writing this, which is **sf** or **sig fig**.

Crucial: The first significant figure is always the **first non-zero number** you come across. The second significant figure is the number to the right of that, and so on...

Remember: the size of your rounded number should be a similar size to the number in the question, and you must use zeros to help you with this.

Brackets

Indices

Division

Multiplication

Addition

Subtraction

+	-	x	÷
Add Plus Sum Total	Subtract Minus Take away Difference	Multiply Times Product	Divide Half Split

BIDMAS- This is the order of operations which tells you what step to do first.

Week 2: Number properties

Squares- The answer when a number is multiplied by itself. For example, 16 is a square number as $4 \times 4 = 16$.

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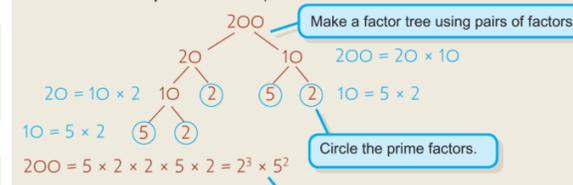
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Prime Factor Decomposition

- This could also be written as '**product of its prime**'. It means finding all of the prime factors of that number. A **factor tree** is a quick and easy way to do this. An example is below.

Write 200 as the **product** of its prime factors.



Collect the prime factors from the diagram. Then write them in size order with the smallest first, using index notation.

Week 3: Number properties continued

HFC- This stands for **highest common factor**. The HCF of two (or more) numbers is the largest number that is a factor of both numbers.

Find the highest common factor of 6 and 8

Factors of 6: 1, 2, 3, 6

Factors of 8: 1, 2, 4, 8

$$\text{HCF} = 2$$

Laws of indices-

Multiplication rule:

$$a^b \times a^c = a^{b+c}$$

Division rule:

$$a^b \div a^c = a^{b-c}$$

Anything to the power of 0 is 1

	10 000	1000	100	10	1		$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$	$\frac{1}{10000}$	
...	10^4	10^3	10^2	10	10^0	.	10^{-1}	10^{-2}	10^{-3}	10^{-4}	...

LCM- This stands for **lowest common multiple**. The LCM of two (or more) numbers is the smallest number that is a multiple of both (or all) numbers.

Q. Find the LCM of 4 and 6

4 → 4, 8, 12, 16, 20, 24, ...

6 → 6, 12, 18, 24, 30, 36, ...

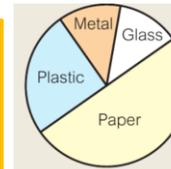
Key point

Each of the headings in the place-value table is a power of 10. This is because we have a *decimal system* (*dec* = 10).

$$2 \times 3 \times 3 \times 5 \times 2 \times 5 \times 2 \\ = 2 \times 2 \times 2 \times 3 \times 3 \times 5 \times 5 = 2^3 \times 3^2 \times 5^2$$

Week 4: Pie charts

A **pie chart** is a circle divided into **sectors**. Each sector represents a different set of data

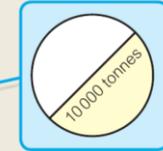


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Paper = 10 000 tonnes = $\frac{1}{2}$ of all waste

Total recycled = 10 000 × 2 = 20 000 tonnes



Draw a pie chart to show this data about the types of cars in a car park.

Type of car	Frequency
Diesel	6
Petrol	2
Hybrid electric	4

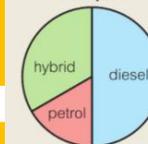
Total number of cars = 6 + 2 + 4 = 12

$$+12 \quad \begin{matrix} 12 \text{ cars is } 360^\circ \\ 1 \text{ car is } 30^\circ \end{matrix} \quad +12$$

Type of car	Frequency	Angle
Diesel	6	$6 \times 30^\circ = 180^\circ$
Petrol	2	$2 \times 30^\circ = 60^\circ$
Hybrid electric	4	$4 \times 30^\circ = 120^\circ$

Check: $180 + 60 + 120 = 360$

Types of cars in a car park



Draw a circle, and split it into each of the angles. Label each sector and give your pie chart a title.

There are **360°** in a circle.

Work out the total number of cars.

The whole pie chart (360°) represents 12 cars. Work out what angle represents 1 car.

Add a new column to the table with the heading 'Angle'. Multiply the number of each type of car by 30° to work out the angle for each sector.

Check that the angles add up to 360°.

A **protractor** is used to measure angles. Sometimes you may have to use a **pair of compasses** to draw your circle

Week 5: Frequency tables and stem and leaf diagrams

Worked example

Jack asked students in his class how many pets they had. Here are his results. Work out the mean.

Number of pets	Frequency	Total number of pets
0	7	$0 \times 7 = 0$
1	8	$1 \times 8 = 8$
2	6	$2 \times 6 = 12$
3	3	$3 \times 3 = 9$
4	1	$4 \times 1 = 4$
Total	25	33

Frequency- Total amount

Add a column to the table to work out the total numbers of pets.

Work out the total frequency (number of people in the survey) and the total number of pets.

$$\text{mean} = 33 \div 25 = 1.32$$

$$\text{mean} = \text{total number of pets} \div \text{number of people}$$

A **Two-Way Table** divides data into groups in rows across the table and in columns down the table

	Beginners	Intermediate	Advanced	Total
Men	33	36	21	90
Women	32	40	38	110
Total	65	76	59	200

Here are the heights of some tomato seedlings (in cm).
2.8, 3.4, 4.5, 4.1, 4.3, 2.7, 1.6, 3.2, 1.9, 2.5
Construct a stem and leaf diagram for this data.

```

1 | 6, 9
2 | 8, 7, 5
3 | 4, 2
4 | 5, 1, 3
    
```

Decide on a stem. For decimals use the whole-number part. Write in the leaves as you work along the data list.

```

1 | 6, 9
2 | 5, 7, 8
3 | 2, 4
4 | 1, 3, 5
    
```

Write out your diagram again, putting the leaves in order.

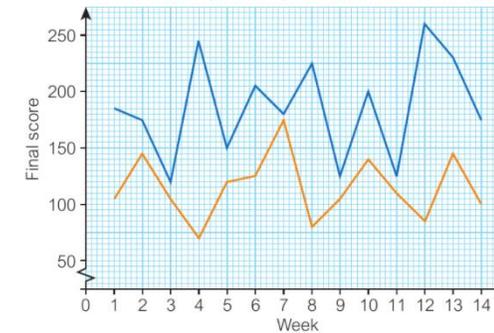
Key: 1 | 6 means 1.6 cm

Give your diagram a key.

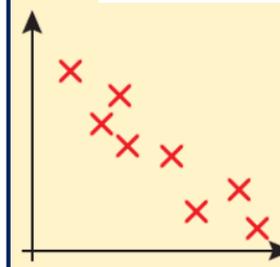
A **stem and leaf** diagram shows numerical data split into a 'stem' and a 'leaves'.

Week 6: Scatter graphs and line graphs

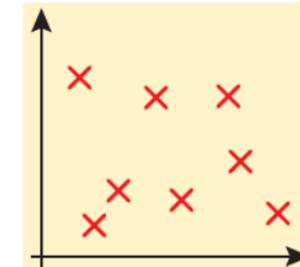
A **line graph** connects point to point.



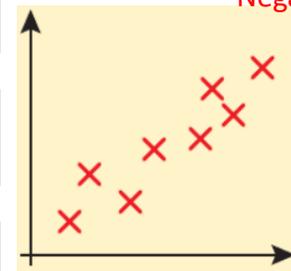
A **scatter graph** should contain a **line of best fit**. This shows the relationship between the data. There should be an equal amount of crosses on either side of your line.



Negative correlation



No correlation

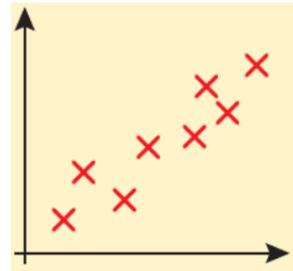


Positive correlation

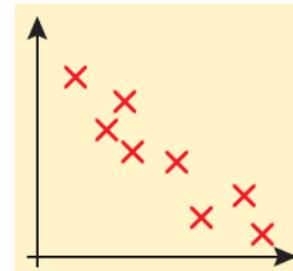
A **scatter graph** plots two sets of data on the same graph to see if there is a relationship between them. This is described as **correlation**

Week 7: Misleading graphs and Revision

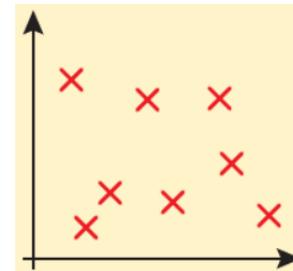
Examples		
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4	3	8
9	5	27
25	7	64
36	11	125
49	13	1000
64	17	
81	19	
100	23	
	29	



Positive correlation



Negative correlation



No correlation

Changing the scale of a graph can make it look **misleading**

How to find the angle in a **pie chart** summary:

- 1. Add up the total frequencies**
(This finds you how many there are)
- 2. Divide 360 by the total frequency**
(This tells you how many degrees 1 of them would take up)
- 3. Multiply this answer by each part**
(This tells you the degree for each category)

Prime numbers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

LCM- Lowest Common Multiple.

HFC- Highest Common Factor.

Laws of indices-

Multiplication rule:

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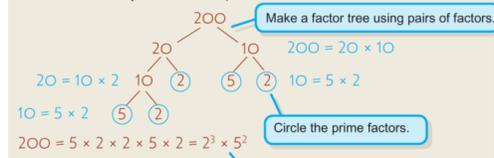
Crucial: The first significant figure is always the **first non-zero number** you come across. The second significant figure is the number to the right of that, and so on...

Remember: the size of your rounded number should be a similar size to the number in the question, and you must use zeros to help you with this.

HFC- This stands for **highest common factor**. The HCF of two (or more) numbers is the largest number that is a factor of both numbers.

LCM- This stands for **lowest common multiple**. The LCM of two (or more) numbers is the smallest number that is a multiple of both (or all) numbers.

Write 200 as the product of its prime factors.



Collect the prime factors from the diagram. Then write them in size order with the smallest first, using index notation.

Prime Factor Decomposition- This could also be written as 'product of its prime'. It means finding all of the prime factors of that number. A **factor tree** is a quick and easy way to do this. An example is below.

Week 2: Index laws and standard form

Laws of indices-

Multiplication rule:

$$a^b \times a^c = a^{b+c}$$

Division rule:

$$a^b \div a^c = a^{b-c}$$

Anything to the power of 0 is 1

$$3^{-2} = \frac{1}{9} \quad \frac{1}{3} = 3^{-1}$$

$$2 \times 3 \times 3 \times 5 \times 2 \times 5 \times 2 \\ = 2 \times 2 \times 2 \times 3 \times 3 \times 5 \times 5 = 2^3 \times 3^2 \times 5^2$$

A number raised to a negative is the same as finding the **reciprocal**.

The **reciprocal** of a fraction is the 'upside down' or inverse of that fraction.

$$\text{The reciprocal of } \frac{2}{5} = \frac{1}{\frac{2}{5}} = \frac{1 \times 5}{2 \times 5} = \frac{5}{2}$$

Standard form is written as:
 $a \times 10^n$ where $1 \leq a < 10$

You can use **standard form** to represent very large or very small numbers. Standard form makes use of the laws of indices but numbers are only expressed in one base, **base 10**.

13×10^5 is not in standard form because 13 is larger than 10

0.75×10^4 is not in standard form because 0.75 is less than 1.

Examples: 8.563×10^{17}

$$2.5 \times 10^3$$

$$4.62 \times 10^5$$

$$1 \times 10^7$$

Week 3: Fractional indices and surds

The n th root of a number x can be written as $x^{\frac{1}{n}}$.
The rules of indices still work with fractional indices.

Work out

a $16^{\frac{3}{2}}$

$$\begin{aligned} a \quad 16^{\frac{3}{2}} &= (16^{\frac{1}{2}})^3 \\ &= 4^3 \\ &= 64 \end{aligned}$$

Use the rule for powers of powers. It is easier to find the square root of 16 first and then cube it, than to work out $(16^3)^{\frac{1}{2}}$

b $27^{-\frac{1}{3}}$

$$\begin{aligned} b \quad 27^{-\frac{1}{3}} &= \frac{1}{27^{\frac{1}{3}}} \\ &= \frac{1}{3} \end{aligned}$$

Use the rule for negative indices.

Work out the cube root of 27.

A **surd** is a square root that cannot be simplified to a whole number.

Write each square root as a **surd** in its simplest form.

a $\sqrt{12}$

$$\begin{aligned} a \quad \sqrt{12} &= \sqrt{(2^2 \times 3)} \\ &= \sqrt{2^2} \times \sqrt{3} \\ &= 2 \times \sqrt{3} \\ &= 2\sqrt{3} \end{aligned}$$

Write 12 as the product of its prime factors, so you can see any square numbers.

The square root of a squared number is the number itself.

$2 \times \sqrt{3}$ is written as $2\sqrt{3}$.

b $\sqrt{15}$

$$\begin{aligned} b \quad \sqrt{15} &= \sqrt{(3 \times 5)} \\ &= \sqrt{3} \times \sqrt{5} \\ &= \sqrt{3}\sqrt{5} \end{aligned}$$

$\sqrt{3}$ and $\sqrt{5}$ cannot be simplified any further.

Week 4: Data collection sheets

Primary Data- This is data you collect yourself.

Secondary Data- This is data someone else collects.

Data Collection Sheet- A table or chart for collecting data.

Favourite sport	Tally	Frequency
Football		14
Tennis		9
Basketball		7
Netball		5
Golf		12
Badminton		4

The total number of items your **survey** relates to is called **population**. Sometimes you can't test every single item in a set of data so you collect a **sample**. A good-sized sample is usually about 10% of the population. For a sample to be suitable it needs to be **unbiased**.

Bias- Something is more likely to happen than something else.

When investigating something, you need to think of how you will collect your data. This could be done by a **questionnaire, experiment or survey**.

Age (years)	Tally
0-10	
11-20	
21-30	
31-40	

Claire wants to find out the favourite sport of all the students in her class. She only asks girls. Will her survey be biased? Explain your answer.
Yes, she has not asked boys who may have different tastes

Week 5: Stem and leaf diagrams and estimating the mean

POCKET MONEY	FREQUENCY (F)	MIDPOINT (X)	FX
$0 < P \leq 1$	2	0.5	1
$1 < P \leq 2$	5	1.5	7.5
$2 < P \leq 3$	5	2.5	12.5
$3 < P \leq 4$	9	3.5	31.5
$4 < P \leq 5$	15	4.5	67.5
TOTAL =	36		120

An **estimate for the mean** is found by multiplying the **midpoint** of the **class width** by the **frequency** then dividing by the total frequency.

$$\text{ESTIMATED MEAN} = \frac{\text{FX total}}{\text{F total}}$$

The **midpoint** of the **class width** can be found by adding the two numbers and dividing by 2. E.g. the midpoint of $10 < a \leq 20$ would be $10+20 = 30/2 = 15$

A **stem and leaf** diagram shows numerical data split into a 'stem' and a 'leaves'.

Here are the heights of some tomato seedlings (in cm).
2.8, 3.4, 4.5, 4.1, 4.3, 2.7, 1.6, 3.2, 1.9, 2.5
Construct a stem and leaf diagram for this data.

```

1 | 6, 9
2 | 8, 7, 5
3 | 4, 2
4 | 5, 1, 3

```

Decide on a stem. For decimals use the whole-number part. Write in the leaves as you work along the data list.

```

1 | 6, 9
2 | 5, 7, 8
3 | 2, 4
4 | 1, 3, 5

```

Write out your diagram again, putting the leaves in order.

Key: 1 | 6 means 1.6 cm

Give your diagram a key.

Week 6: Cumulative frequency

Worked example

The table shows the times taken by female athletes to run a marathon. Draw a **cumulative frequency graph** to represent this data.

Time, T (h : min)	Frequency	Cumulative frequency
$2 : 20 < T \leq 2 : 30$	1	1
$2 : 30 < T \leq 2 : 40$	10	11
$2 : 40 < T \leq 2 : 50$	18	29
$2 : 50 < T \leq 3 : 00$	36	65
$3 : 00 < T \leq 3 : 10$	43	108
$3 : 10 < T \leq 3 : 20$	15	123
$3 : 20 < T \leq 3 : 30$	9	132

Add a **cumulative frequency** column to the table.

This is the frequency of the first group.

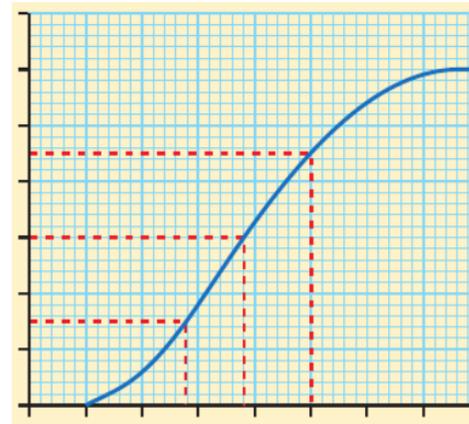
Add the frequency of the second group to the cumulative frequency in the first row. This shows everyone who completed the marathon in 2 : 40 or less.

Add the frequency in the third group to the cumulative frequency in the second group, and so on.

Cumulative frequency is the sum of **consecutive** frequencies. You can use it to plot a **cumulative frequency graph**.

Consecutive- One after the other

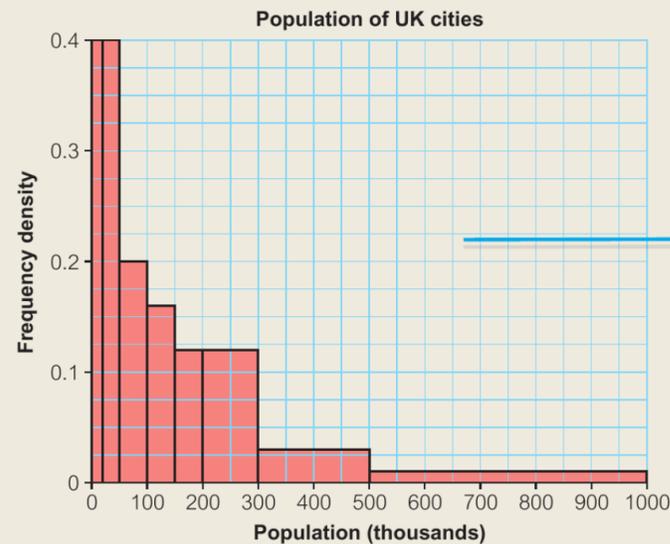
You can use the cumulative frequency graph to estimate the **median**, **lower quartile** and **upper quartile**



Week 7: Histograms

This table shows the population of cities in the UK (excluding Birmingham and London). Draw a histogram to show the data.

Population, P (thousands)	Frequency	Class width	Frequency density
$0 < P \leq 20$	8	20	0.4
$20 < P \leq 50$	12	30	0.4
$50 < P \leq 100$	10	50	0.2
$100 < P \leq 150$	8	50	0.16
$150 < P \leq 200$	6	50	0.12
$200 < P \leq 300$	12	100	0.12
$300 < P \leq 500$	6	200	0.03
$500 < P \leq 1000$	5	500	0.01



A histogram looks similar to a bar chart but the **area of the bar**, rather than the frequency is the **height**. This is called **frequency density**

Draw a 'Class width' and 'Frequency density' column.

Frequency density = $\frac{\text{frequency}}{\text{class width}}$
for each class.
Work it out for each class.

Use the Population column for the width of each bar.
Use the Frequency density for the height of each bar.

$$\text{frequency density} = \frac{\text{Frequency}}{\text{Class Width}}$$

$$\text{Class width} = \frac{\text{Frequency}}{\text{Frequency density}}$$

$$\text{Frequency} = \text{Frequency density} \times \text{Class width}$$



Week -2 Enquiry processes

More about planning how to answer a question

As scientists we come up with a **hypothesis**.

A **hypothesis** is an idea or explanation that you then test through a study or experiment.



Variables -

DEPENDENT VARIABLE - the thing in the experiment that is being measured

INDEPENDENT VARIABLE - the thing in the experiment that is changing

CONTROL VARIABLE - the things in the practical that stays the same

To ensure that our experiment or study truly proves your hypothesis it must be **repeatable**.

More on analysing and evaluation

Analysis relies on data and presenting information in a graph and using **secondary data** to support your conclusion.

Continuous data – has any value, e.g. length or temperature

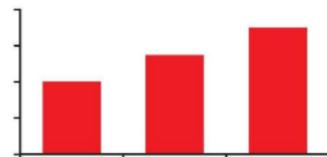
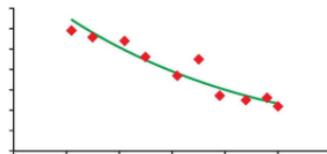
Discontinuous data – only whole number values (**discrete** data) or values that are words (**categoric** data)

A **line graph** is drawn when the dependent and independent variables are both numbers.

A **scatter graph** is drawn to find a **correlation**.

A **bar chart** is drawn when the independent variable is categoric.

A **line of best fit** can be drawn on your scatter graph, which can help us to see a correlation between the independent and dependent variables.



Week 3 Enquiry processes and forces

Communication

Once you have made a scientific discovery you need to let people know!!! In a scientific report in which you need to include:

- A diagram to show how you set up the experiment
- An explanation of how you did the experiment
- Data
- Graph



But you need to make sure you write for your **audience**. For example:

- For primary students – use simpler words and shorter sentences
- For a newspaper article for the general public – use real life examples, vivid words, state the evidence, make clear points.
- For your teacher – use diagrams, scientific vocabulary, units and chemical notations accurately.

Friction and drag

Friction is a force, it is a force that causes two objects to grip each other. A **drag force** is the force in air or water that slows an object down, also known as **air** and **water resistance**.

When an object is moving the forces may be **balanced** or **unbalanced**. If they are balanced and at a steady speed we can say that the object is at **equilibrium**.

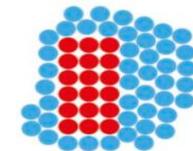
If the forces are unbalanced then one force will be stronger. This is known as the **resultant force**.

To reduce drag or friction you could use **lubrication** or make an object **streamlined**.



A solid moves through a gas.

▲ A moving object is in contact with air or water particles.



A solid moves through a liquid.



Week 4 Forces

Squashing and stretching

A force can change a shape of an object, this is called **deformation**. When a force squashes an object, they cause **compression**. When they stretch an object, they cause **tension**.

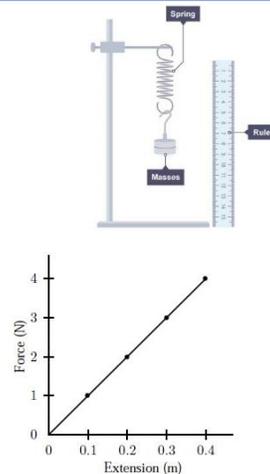
The amount an object can stretch is called the **extension**.

Hooke's Law Practical

Springs are special. If you **double** the force on the spring the extension will **double**. You can use the length of the spring to measure the size of the force. When you remove the force the spring will return to its original length.

At some point the spring won't return to its original length when you remove the force. This is the **elastic limit**.

If the extension doubles as the force doubles then the object obeys **Hooke's Law**. The graph of force against extension shows a **linear relationship**.



Turning forces

A turning force acts at a certain distance from a **pivot**.

The turning effect of a force is called a **moment**. A moment can be calculated in **Newton metres (Nm)**.

The **Law of Moments** is when an object is in equilibrium and the sum of the clockwise moments is equal to the sum of the anticlockwise moments.

All weight on an object seems to act through a point called the **centre of gravity** (or **centre of mass**).



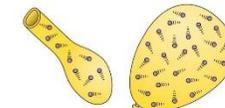
▲ These apples are in equilibrium because the clockwise moment equals the anticlockwise moment.

Week 5 Pressure

Planning investigations

Fluid pressure can occur in gases and liquids. Gases and liquids contain atoms or molecules that collide with the surfaces to produce fluid pressure which can act in all directions. Fluid pressure can be calculated using the equation:

$$\text{Fluid pressure (N/m}^2\text{)} = \frac{\text{Force (N)}}{\text{area (m}^2\text{)}}$$

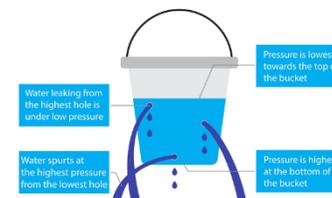


▲ The more particles you blow into a balloon, the bigger the balloon.

If you squash or heat a gas, you increase the gas pressure because there would be more collisions. Around us we have pressure being exerted onto our bodies, this is known as **atmospheric pressure**.

Pressure in liquids

Water is a fluid, when you swim underwater it exerts a pressure on you. The water molecules are pushing on each other and on surfaces, and this **liquid pressure** acts in all directions.



Liquids are **incompressible**, in a sealed syringe the liquid won't squash. They can pass on any pressure applied to them. We use this property of liquids to make hydraulic machines, like brakes in a car.

Stress on solids

When you stand on any surface you exert a force on it because of your weight. Your weight is spread out over the area of your foot. You are exerting a pressure on the ground, called **stress**. You can calculate stress using:

$$\text{Stress (N/m}^2\text{)} = \frac{\text{Force (N)}}{\text{area (m}^2\text{)}}$$

Stress can depend on the surface area of a surface, for example, studs on football boots have a small area and produce a bigger stress.



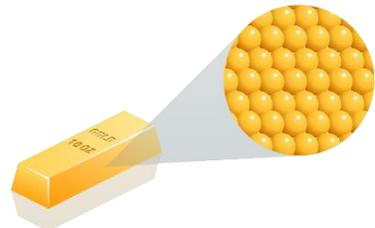
Elements

Elements are substances made of **one type of atom**. They cannot be broken down into other substances. All elements are all displayed in the **Periodic Table**. Every element is represented using a one or two letter **chemical symbol**. The chemical symbols from some elements come from their Latin name.

Week 6 Elements

Periodic Table of the Elements

Atoms and compounds

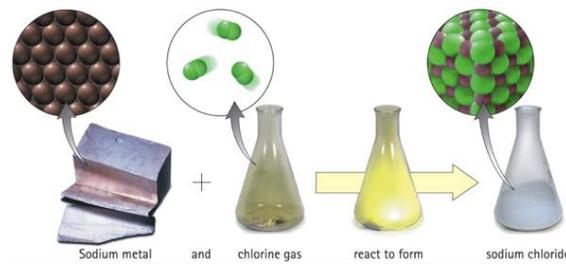


An atom is the **smallest part** of an element that can exist. Every element is made up of one type of atom so there is the same number of atoms as there are elements. One atom on its own does not have the properties of the element, the properties of an element are the properties of **many atoms** joined together.

A **compound** is a pure substance made up of **atoms from two or more elements**. These atoms are strongly joined together.

E.g. 1 Water is a compound made from oxygen and hydrogen atoms. Both are gases at room temperature but when they join to form water their properties change so they are liquid at room temperature.

E.g. 2 The scientific name for salt is sodium chloride. This compound is made of sodium and chlorine atoms. Sodium is a shiny metal and chlorine is a green gas. When they join together form white salt crystals.



Week 7 Matter

Chemical formulae

The chemical formula shows the elements present in a compound. It also shows how many of one type of atom there are compared to another.

The number of each element is displayed as a small number to the right of the chemical symbol e.g. Carbon dioxide is represented as **CO₂**, this means there is one carbon atom and 2 oxygen atoms in each molecule.

Elements	Compound name
Oxygen plus another element e.g. zinc	"Other element" oxide e.g. zinc oxide
Hydrogen and oxygen	Hydroxide
Nitrogen and oxygen	Nitrate
Sulfur and oxygen	Sulfate
Carbon and oxygen	Carbonate

Polymers

Polymers are very **long molecules**. They are made of the same group of elements **repeated** many times.

The properties of a polymer depend on its molecules. They do tend to have higher melting points though as they are so big.

Natural polymers occur naturally and include wool, cotton and rubber.

Synthetic polymers don't occur naturally. They are made in chemical reactions. E.g.

Poly(ethene) is the scientific name for polythene. There are two types of poly(ethene);
1) low density poly(ethene), LDPE, where the molecules slide over each other making it softer.

2) High density poly(ethene), HDPE, where the molecules are fixed making it stronger.

Polymers

The Periodic Table contains all the elements, they are grouped together according to their **properties**.

Groups: 1, 2, 3, 4, 5, 6, 7, 0

Periods: 1, 2, 3, 4, 5, 6, 7

Metals (red), Non-metals (yellow)

The vertical columns are called **groups** and the horizontal rows are called **periods**.

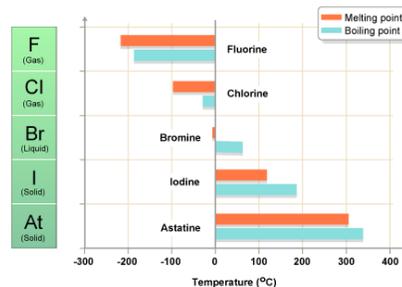
Going down the group there are patterns in properties



Week 8

The elements of Group 7

The group 7 elements are also called the **halogens**. Moving down the group the properties of the elements change, they change state from gas to solid, the **melting and boiling point increases** and the **reactivity decreases**.

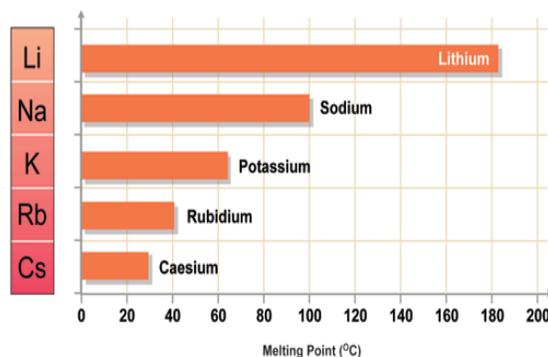


The elements of group 1

This group is also known as the **alkali metals**. They are **good conductors** and are **shiny** when freshly cut.

Moving down the group the metals become **more reactive** and the **melting and boiling points decrease**.

When they react with water they create an **alkaline solution** and produce **hydrogen gas**.



The Displacement reactions

Displacement reactions involve a **more reactive element** replacing a **less reactive element** in a compound. The more reactive halogens at the top of the group displace the less reactive halogens at the bottom of the group.



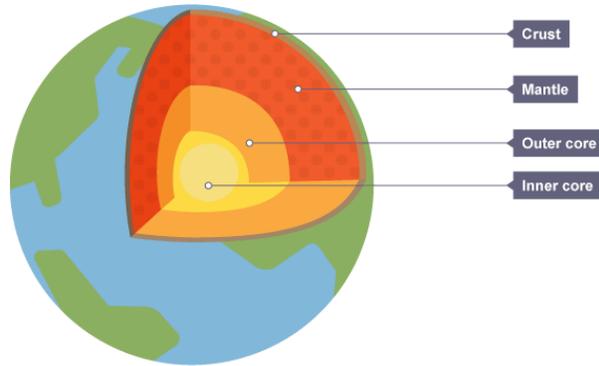
Additional notes



Topic 1 – What are the layers of the earth??

The Earth's structure and plate tectonics

The Earth is made up of different layers:



1. The inner core is in the centre and is the hottest part of the Earth. It is solid and made up of iron and nickel with temperatures of up to 5,500°C.

2. The outer core is the layer surrounding the inner core. It is a liquid layer, also made up of iron and nickel.

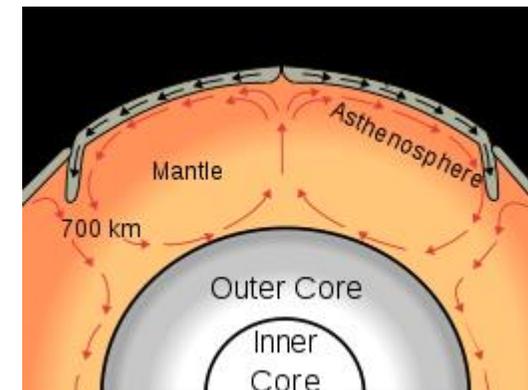
3. The mantle is the thickest section of the Earth at approximately 2,900 km. The mantle is made up of semi-molten rock called magma.

Topic 2 – How do plates move?

The theory of plate tectonics

The crust is the outer layer of the Earth. It is a thin layer between 0 - 60 km thick. The **crust** is the solid rock layer upon which we live. It is either **continental or oceanic**. The earth's crust is broken into plates. It was once believed that **convection currents** in the mantle slowly moved the **crust** around. It is now thought that a mechanism called **slab pull** drives the movement of tectonic plates. Slab pull occurs where older, **denser tectonic plates** sink into the mantle at subduction zones. As these older sections of plates sink, newer and less dense sections of plate are pulled along behind. Sinking in one place leads to plates moving apart in other places.

The movement of the plates, and the activity inside the Earth, is called the theory of plate tectonics.



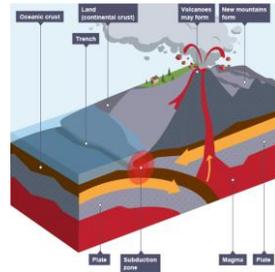


Topic 3– What happens at plate boundaries?

Destructive, constructive and conservative plate margins

Destructive plate margins

A destructive plate margin usually involves an oceanic plate and a continental plate. The plates move towards one another and this movement can cause earthquakes.



As the plates collide, the oceanic plate is forced beneath the continental plate. This is known as subduction. This happens because the oceanic plate is denser (heavier) than the continental plate.

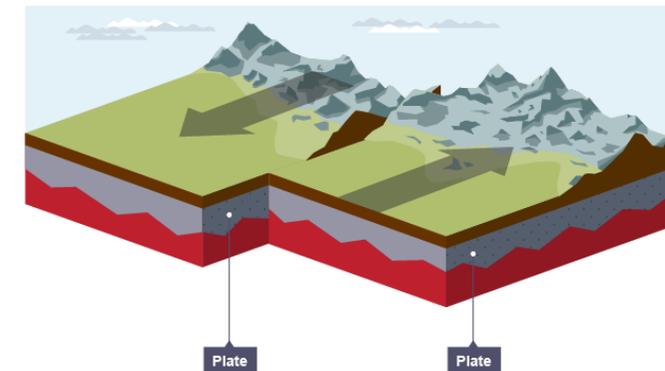
When the plate sinks into the mantle it melts to form magma. The pressure of the magma builds up beneath the Earth's surface. The magma escapes through weaknesses in the rock and rises up through a composite volcano. The volcanic eruptions are often violent, with lots of steam, gas and ash.

If two continental plates collide, neither can sink and so the land buckles upwards to form fold mountains. This is called a collision margin. Earthquakes can occur at collision margins.

Topic 4– Earthquake enquiry?

Conservative plate margins

At a conservative plate margin, the plates move past each other or are side by side moving at different speeds. As the plates move, friction occurs and plates become stuck. Pressure builds up because the plates are still trying to move. When the pressure is released, it sends out huge amounts of energy, causing an earthquake. The earthquakes at a **conservative plate boundary** can be very destructive as they occur close to the Earth's surface. There are no volcanoes at a **conservative plate margin**.

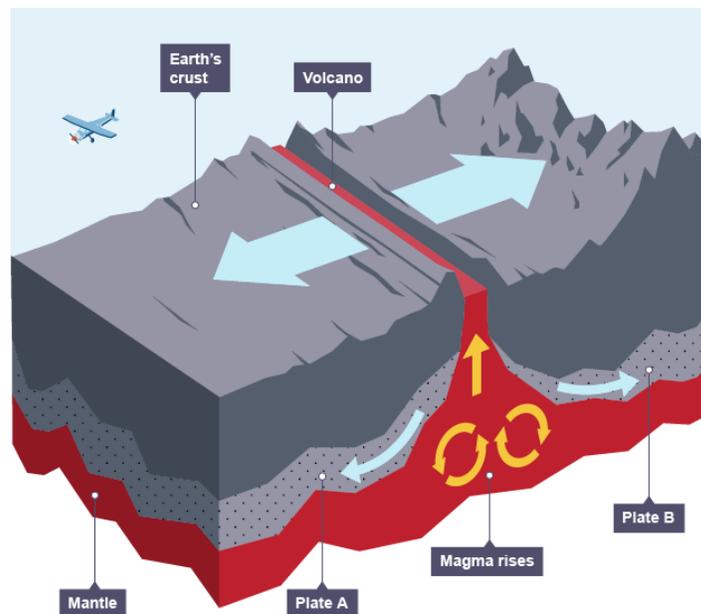




Topic 5- What happens at constructive plate boundaries?

Constructive plate margins

At a **constructive plate margin** the plates move **apart** from one another. When this happens the magma from the mantle rises up to make (or construct) new land in the form of a **shield volcano**. The movement of the plates over the mantle can cause earthquakes.



Topic 6- What happens in an earthquake?

What is an earthquake?

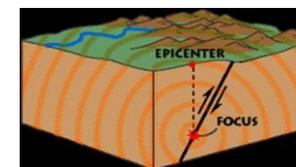
As plates carry on moving in different directions over long periods of time, friction causes energy to build up. Eventually it becomes so great that the energy is released, which creates a shock wave - an earthquake. If the earthquake is beneath the ocean it can create a series of huge waves, called a tsunami.

There are thousands of earthquakes across the world each day and some are so small that they can only be detected by specialist equipment. Others can be so intense that they can create lots of damage and destroy towns and cities. The Richter magnitude scale is used to measure the size of earthquakes.

Many earthquakes occur around the Pacific Ocean. People who live there, in countries such as Japan, are used to earthquakes happening and build earthquake-resistant buildings that sway with the shock waves rather than fall down.

Although there are earthquakes in the UK, they are rare and so small that most people do not feel them. Earthquakes happen near to plate boundaries.

An earthquake happens because of a sudden slip of the plates. The point directly above the focus on the surface is called the epicentre.



Week 1-4 – The Tudors

Key concept 1: Who were the Tudors?

Who were the Tudors?

The **Tudors** were a Welsh-English family that ruled England and Wales from 1485 to 1603. The **Tudors** ruled for 118 years and **Tudor** England saw two of the strongest monarchs ever to sit on the English throne: **King Henry VIII and his daughter Queen Elizabeth I**.



Key concept 2: The main issues during the Tudor period

- Succession** – Henry VIII only son died early, the age of the Queen regnant was born!
- Religion** – Henry VIII wanted to divorce his first wife, but the **Catholic Church** and the **Pope** won't let him. So Henry changes the ENTIRE church to suit his needs... The **Protestant Church of England** is created.



Key vocabulary to define and learn:

Tudor Succession Religion Reformation Church of England Protestants
Catholic beheaded Divorced heir Reign Rule

Week 5-7 – Elizabeth and Mary

Key concept 3: What happened regarding religion?

The Reformation

Henry VIII broke away from the **Catholic Church** in Rome and closed the monasteries. To help him in his struggle with the Catholic Church, Henry needed help from **Protestants**. He then created the **Church of England** which he became the leader of. Although the **reformation** started with Henry VIII but his children kept changing the religion of the country from Protestant to Catholic and back again!



Websites and further reading:

- <http://www.primaryhomeworkhelp.co.uk/timeline/tudors.htm>
- <http://www.bbc.co.uk/education/topics/zynp34j>
- http://www.bbc.co.uk/bitesize/ks3/history/tudors_stuarts/reformation/revision/4/
- <http://www.historyonthenet.com/the-tudors-monarchs/>





Week 1-6 – Family

Key concept 1: Men and Women

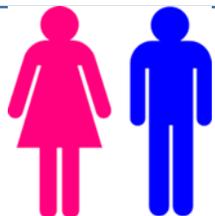
This key question deals with the sections of

1. Relationships
2. Marriage
3. Divorce

Marriage is an age-old concept to formalise a relationship. There are various types of marriages today, like **religious ones, registry office weddings and civil partnerships**.

Sadly, many marriages end in **divorce** and there are **many reasons** for this.

When people get married, they use many symbolic actions and words to express their commitment to each other, such as the rings, vows and the clothes they may wear.



Key concept 2: Sex and Contraception

Roman Catholics see marriage as the natural place for sexual intercourse between a man and a woman and for raising children.

The philosophy behind this is:

1. Natural Law - Thomas Aquinas argued that the end purpose of humans is procreation, having children.
2. The **Bible - in Genesis 2:24**, God states that “a man will leave his father and mother and be united to his wife, and they will become one flesh.”

Church of England Christians take a similar view, but they may allow sex before marriage in a **committed relationship**.

This viewpoint on having children in a marriage poses a problem in relation to **same-sex relationships and marriages**.

The churches also have varying views on the use of **contraception** as spouses should allow for a child to be conceived when having sex.

Week 7-12 Equality

Key concept 3: Equality

Equality is an ethical concept and it means that **all people are given the same opportunities, regardless of their gender, race, age or creed**.

The changes in our relationships and family set ups also highlight the need to reconsider what equality means.

- **what does it mean in relationships?**
- **what does it mean in society and in the wider world?**

Case studies such as the case of **Malala**, the issue of **slavery** and **Black Lives Matter**, as well as **ageism** have given you an insight into the issues.



Websites and further reading:

- <https://www.bbc.co.uk/bitesize/guides/zj8qn39/revision/1>
- <https://www.bbc.co.uk/bitesize/guides/zd8qn39/revision/1>
- <https://www.bbc.co.uk/bitesize/guides/z7w2fg8/revision/2>
- <https://www.bbc.co.uk/bitesize/topics/z72xsbk/resources/1>



Week 1 – Mis vacaciones (*My life, my mobile phone*)

Talking about a past holiday. Using the preterite of ir

- Asking and answering questions about a holiday in the past.
- Revise parts of speech
- Countries, Transport, Opinions
- The verb 'IR' (to go) in the past (preterite) tense



De vacaciones On holiday

¿Adónde fuiste de vacaciones?	Where did you go on holiday?	Fui con...	I went with...
el año pasado	last year	mis amigos/as	my friends
el verano pasado	last summer	mi clase	my class
Fui a...	I went to...	mi familia	my family
Escocia	Scotland	mis padres	my parents
España	Spain	¿Cómo fuiste?	How did you get there?
Francia	France	Fui/Fuimos en...	I/We went by...
Gales	Wales	autocar	coach
Grecia	Greece	avión	plane
Inglaterra	England	barco	boat/ferry
Irlanda	Ireland	coche	car
Italia	Italy	tren	train
¿Con quién fuiste?	Who did you go with?	No fui de vacaciones.	I didn't go on holiday.

Gramática

You use the **preterite** (simple past tense) to talk about completed events in the past.

ir	to go	fui	I went	fuimos	we went
fuiste	you went	fuisteis	you (pl) went	fueron	they went
fue	he/she went				



SKILLS

Using adjectives in exclamations

You can use adjectives like **divertido** and **aburrido** in exclamations: ¡Qué divertido! (What fun!/How funny!) or ¡Qué aburrido! (How boring!)

Week 2 - ¿Qué hiciste?

Saying what you did on holiday. Using the preterite of regular –ar verbs

- Using past tense regular verbs – conjugation and revision of how verbs work – 2 tenses.
- Adding detail and describing a holiday in the past
- Understanding several free time activities to say what you did

¿Qué hiciste? What did you do?

¿Qué hiciste en tus vacaciones de verano?	What did you do on your summer holiday?	No nadé en el mar.	I didn't swim in the sea.
Bailé.	I danced.	El último día de tus vacaciones, ¿qué hiciste?	What did you do on the last day of your holiday?
Compré una camiseta.	I bought a T-shirt.	Bebí una limonada.	I drank a lemonade.
Descansé en la playa.	I relaxed on the beach.	Comí paella.	I ate paella.
Mandé SMS.	I sent texts.	Conocí a un chico/a guapo/a.	I met a cute boy/girl.
Monté en bicicleta.	I rode my bike.	Escribí SMS.	I wrote texts.
Nadé en el mar.	I swam in the sea.	Salí con mi hermano/a.	I went out with my brother/sister.
Saqué fotos.	I took photos.	Ví un castillo interesante.	I saw an interesting castle.
Tomé el sol.	I sunbathed.		
Visité monumentos.	I visited monuments.		

Gramática

Use the preterite to refer to actions in the past. Regular –ar verbs follow this pattern:

visitar	to visit
visité	I visited
visitaste	you visited
visitó	he/she visited
visitamos	we visited
visitasteis	you (plural) visited
visitaron	they visited

Some verbs change their spelling in the I form:
sacar → saqué, sacaste, sacó.

Always stress the accented letter:
visité, visitó, bailé, bailó.



SKILLS

Using sequencers

Use sequencers to make your sentences longer and more interesting:

el primer día	on the first day
luego	then
más tarde	later
después	afterwards

El primer día visité monumentos y luego descansé en la playa.

Week 3 – El último día

Describing the last day on holiday. Using the preterite of –er and –ir verbs

- Adding detail and describing with narrative. Connecting ideas.
- HIGHER LEVEL AND COMPLEXITY
- Describing a particular day and sequencing events

El último día de tus vacaciones, ¿qué hiciste?	What did you do on the last day of your holiday?
Bebí una limonada.	I drank a lemonade.
Comí paella.	I ate paella.
Conocí a un chico/a guapo/a.	I met a cute boy/girl.
Escribí SMS.	I wrote texts.
Salí con mi hermano/a.	I went out with my brother/sister.
Vi un castillo interesante.	I saw an interesting castle.

por la mañana in the morning
por la tarde in the afternoon



Gramática

In the preterite, regular –er and –ir verbs follow this pattern:

comer	to eat
comí	I ate
comiste	you ate
comió	he/she ate
comimos	we ate
comisteis	you (pl) ate
comieron	they ate
salir	to go out
salí	I went out
saliste	you went out
salió	he/she went out
salimos	we went out
salisteis	you (pl) went out
salieron	they went out

The I form of **ver** in the preterite does not take an accent:

vi	I saw
-----------	-------

Week 4 - ¿Cómo te fue?

Saying what your holiday was like. Using the preterite of ser

- Use Higher Order Thinking (HOT) phrases
- Using the verb 'to be' (SER) in the past (preterite) tense
- Using idiomatic phrasing to give justified opinions in the past.



¿Cómo te fue? How was it?

Fue divertido.	It was fun/funny.	Me gustó.	I liked (it).
Fue estupendo.	It was brilliant.	Me encantó.	I loved (it).
Fue fenomenal.	It was fantastic.	¿Por qué?	Why?
Fue flipante.	It was awesome.	porque	because
Fue genial.	It was great.	Hizo buen tiempo.	The weather was good.
Fue guay.	It was cool.	Comí algo malo y vomité.	I ate something bad and vomited.
Fue regular.	It was OK.	Llovió.	It rained.
Fue un desastre.	It was a disaster.	Perdí mi pasaporte/ mi móvil.	I lost my passport/ my mobile.
Fue horrible.	It was horrible.		
Fue horroroso.	It was terrible.		
Fue raro.	It was weird.		



me gusta I like **me gustó** I liked
me encanta I love **me encantó** I loved

Gramática

Ser (to be) is irregular in the preterite. You need to learn it by heart.

fui	I was
fuiste	you were
fue	he/she was
fuimos	we were
fuisteis	you (plural) were
fueron	they were

Ser and **ir** are identical in the preterite.

For example:

Mi padre fue a Francia. Fue genial.
My father **went** to France. **It was** great.

Week 5 –Speaking Skills. El verano pasado

Giving a presentation about your holiday. Making sentences interesting

Exclamaciones Exclamations

¡Qué bien!	How great!	¡Qué aburrido!	How boring!
¡Qué bonito!	How nice!	¡Qué horror!	How dreadful!
¡Qué divertido!	What fun!/How funny!	¡Qué lástima!	What a shame!
¡Qué guay!	How cool!	¡Qué mal!	How bad!
¡Qué rico!	How tasty!	¡Qué rollo!	How annoying!
¡Qué suerte!	What luck!/How lucky!		

SKILLS

Preparing a presentation

When you prepare a presentation, you can use a mind map. Brainstorm the language you want to use for each particular section. Try to make your sentences interesting, as **Javi** does. Add details and key phrases for each section.



SKILLS

Rehearsing your presentation

- Keep your head up. Make eye contact with your audience.
- Record yourself and listen. Are you speaking loud enough? Too fast or too slowly?
- Check the pronunciation of any words you are not sure of.
- Practise in your head and out loud, over and over, until you feel confident.

SKILLS

Making sentences more interesting

Look at how **Javi** uses the following to make his sentences more interesting:

- connectives (**y**)
- time expressions (**el verano pasado**)
- verbs in the I and we forms (**fui, fuimos**)
- opinions and reasons (**Fue genial porque...**)
- exclamations (**¡Qué guay!**)

Can you find more examples in **Javi's** text?

Remember to use:

- connectives
- time expressions
- verbs in the I and we forms
- opinions and reasons
- an exclamation

Week 6-Extension. ¡Vaya vacaciones!

Using the present and the preterite together. Describing an amazing holiday

¿Cuándo? When?

luego	then	el último día	on the last day
más tarde	later	otro día	another day
después	afterwards	por la mañana	in the morning
el primer día	on the first day	por la tarde	in the afternoon

hace dos años *two years ago*
 Ganó un crucero. *He won a cruise.*
 así que *so*
 Montamos en helicóptero. *We flew in a helicopter.*



Gramática

To work out whether a sentence is about the present or the past:

- Look closely at the verb forms.

present	past (preterite)
escucho, tomo	escuché, tomé
salgo, veo, voy	salí, ví, fui

With **-ar** verbs, the **we** form is the same in the present and the preterite. For example:

visitamos	we visit/we visited
jugamos	we play/we played

- Look at the time expressions.

present	past
normalmente	el verano pasado, hace dos años

When using two tenses, check that you are using the correct ending or it may not be clear whether you're referring to the present or the past.

SKILLS

Becoming a vocab detective

Try to work out new words in a text by looking for near-cognates and by thinking logically. Sound out the words too. What do you think **delfín** and **moto de agua** mean?



Week 7 –Revision. Module 1

Gramática

The preterite of regular verbs

You use the preterite (simple past tense) to talk about completed events in the past. Regular **-ar**, **-er** and **-ir** verbs follow these patterns:

bailar	to dance	conocer	to meet	escribir	to write
bailé	I danced	conocí	I met	escribí	I wrote
bailaste	you danced	conociste	you met	escribiste	you wrote
bailó	he/she danced	conoció	he/she met	escribió	he/she wrote
bailamos	we danced	conocimos	we met	escribimos	we wrote
bailasteis	you (pl) danced	conocisteis	you (pl) met	escribisteis	you (pl) wrote
bailaron	they danced	conocieron	they met	escribieron	they wrote

Some verbs change their spelling in the I form:
sacar → saqué jugar → jugué

The preterite of ir and ser

Ir (to go) and **ser** (to be) are irregular verbs. They are identical in the preterite.

	ir	ser
fui	I went	I was
fuiste	you went	you were
fue	he/she/it went	he/she/it was
fuimos	we went	we were
fuisteis	you (plural) went	you (plural) were
fueron	they went	they were

Mi hermana **fue** a Italia. **Fue** un desastre.

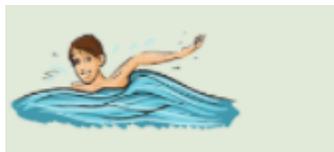
My sister **went** to Italy. **It was** a disaster.

Making verbs negative

To make a statement or a question negative, put **no** before the verb.

No fui a la playa. I didn't go to the beach.

Mi hermano **no** jugó al golf. My brother didn't play golf.



Palabras muy frecuentes High-frequency words

a/al/a la	to (the)	¿Dónde...?	Where...?
en	by	¿Adónde...?	Where... to?
con	with	¿Qué...!	How...!
mi/mis	my	además	also, in addition
¿Cómo...?	How...?	pero	but

Activities

- Taking part in a dialogue asking and answering questions in the past
- Matching and adapting questions and answers
- Creating and delivering a presentation about your holidays in groups and assessing peers with success criteria
- Complex Reading comprehension, understanding a past description
- Spotting past and present when used together
- Creating a diary entry/written narrative description

Websites and further

reading:

Search on www.quizlet.com for 'Viva 2, M1' or 'Mis vacaciones'

Use module 1 in your textbook and on www.pearsonactivelearn.com

Use www.languagesonline.org and use the Grammar sections (The Present Tense) and (The Preterite).

Use www.language-gym.com and do the 'grammar workouts' for preterite and present and the vocabulary activities for 'Leisure' – explore other options too!

www.conjuguemos.com –grammar

Key Vocabulary (See Textbook pages 24 & 25) *For revision you need to be able to understand all the texts on the double pages*

Practise vocabulary at home and/or with a friend at school

Tick off the modules above as you complete them, and make sure you can still do these topics for the End of Unit test. Look over your learning and complete anything missing at home each week: **Look, cover, write, check...**

You need **Questions** **Countries** **Transport** **People you go with** **Past activities (at least with 'I')** **The verb TO GO 'IR' (past & present)** **Exclamation/opinion** **Sequence**

High Frequency Words:

voy (*I go*), Fui (*I went*), Fue (*it was*), Me gusto (*I liked it*), con (*with*), Dónde (*where*), Cómo (*how*), Además (*also/moreover*), a/ al (*to*), en (*in/by*)

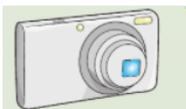
Week 1 - Mi vida; mi móvil (My life, my mobile phone)

Saying what you use your mobile phone for

Key question

¿Qué haces con tu móvil? (What do you do with your mobile phone?)

Key answers



Saco fotos

Hablo por Skype

Mando SMS

Juego

Leo mis SMS

Descargo melodías

o aplicaciones

Chateo con mis amigos

Comparto mis vídeos favoritos

Veo películas o videos

I take photos

I talk on Skype

I send SMS

I play

I read my SMS

I download melodies or apps

I chat with my friends

I share my favourite videos

I watch films or videos

Adding detail: Frequency

Todos los días

A veces

De vez en cuando

Una o dos veces por semana

Nunca

Every day

Sometimes

From time to time

Once or twice a week

Never

Gramática: The present tense

You use the present tense to talk about what usually happens.

There are three groups of regular verbs:

-ar verbs

hablar	to talk
hablo	I talk
hablas	you talk
habla	he/she talks
hablamos	we talk
habláis	you (pl.) talk
hablan	they talk

-er verbs

leer	to read
leo	I read
lees	you read
lee	he/she reads
leemos	we read
leéis	you (pl.) read
leen	they read

-ir verbs

compartir	to share
comparto	I share
compartes	you share
comparte	he/she shares
compartimos	we share
compartís	you (pl.) share
comparten	they share

Some verbs are stem-changing:
jugar → to play juego → I play

Week 2 - ¿Qué tipo de música te gusta?

Saying what type of music you like giving a range of opinions

Key question

¿Qué tipo de música te gusta? (What type of music do you like?)

Key answers (Opinions)



Me gusta

I like

el rap

rap

Me gusta mucho

I like a lot

el R'n'B

R'n'B

Me encanta

I love

el rock

rock

No me gusta

I don't like

la música clásica

classical music

No me gusta nada

I don't like at all

la música electrónica

electronic music

Escucho

Listen

la música pop

Escucho la música de.

Listen the music of

Escucho de todo

Listen to everything

Giving reasons

Porque es

Because it is..

guay

cool

triste

sad

horrible

horrible



Porque me gusta

Because I like..

la letra

the rhythm

el ritmo

the tune

la melodía

the tune



Mi canción favorito es

My favourite song is...

Mi cantante favorito es.

My favourite singer is..

Mi grupo favorito es..

My favourite group is..

En mi opinión es..

In my opinion it is..

Exclamations

¡Claro!

Of course!

¡Qué va!

No way!

¿Estás loco/a?

Are you crazy?

Week 3 – Me gustan las comedias

Talking about TV using the comparative

Key question ¿Qué tipo de programas te gustan o no gustan? *What type of programmes do you like/dislike?*

Key answer

un programa de música	A music programme
un programa de deportes	A sports programme
un concurso	A game show
un documental	A documentary
un reality	A reality show
una comedia	A comedy
una serie policíaca	A police series
una telenovela	A soap opera
el telediario	The news



El telediario (the news) is always singular in Spanish. For example: Me gusta el telediario porque es informativo.

Grammar

Description

Mi programa favorito se llama...
Es un/una...
También me gustan los/las... porque son...
Pero no me gustan nada los/las... porque son...
En mi opinión, los/las... son más... que los/las...

Divertido	funny
Informativo	Informative
Interesante	interesting
Aburrido	boring
emocionante	exciting



The comparative

When you want to compare two things, you use the comparative.

más + adjective + que... more... than...

The adjective must agree with the noun.

Los realitys son **más divertidos** **que** los concursos.

Reality shows are funnier than game shows.

Las series policíacas son **más aburridas** **que** las telenovelas.

Police series are more boring than soaps.

Week 4 - ¿Qué hiciste ayer?

Saying what activities you did in the past

Key question ¿Qué hiciste ayer? *What did you do yesterday?*

**Key answers/
vocab**

Bailé
Fui al cine
Hable por Skype
Hice gimnasia
Hice karate
Jugué en línea
Jugué tres horas
Monté en bici
Vi una película
Salí con mis amigos
No hice los deberes

I danced
I went to the cinema
I talked on Skype
I did gymnastics
I did karate
I played online
I played for 3 hours
I rode my bike
I watched a film
I went out with my friends
I didn't do my homework



**Time expressions
Sequencers**

Use to
narrate/develop
events

Ayer
Luego
Por la mañana
Por la tarde
Un poco más tarde

Yesterday
Then
In the morning
In the afternoon/evening
A bit later

Grammar

The verb **hacer** (to do/to make) is irregular. Learn its preterite form by heart.

hice	I did
hiciste	you did
hizo	he/she did
hicimos	we did
hicisteis	you (plural) did
hicieron	they did

You use:

- the present tense to talk about what usually happens.
- the preterite to talk about past events.

All types of verbs (regular -ar, -er and -ir verbs, stem-changing verbs and irregular verbs) change their endings to show whether they are in the present or the preterite.

Present
monto, juego, veo,
salgo, hago, voy

Preterite
monté, jugué, vi,
salí, hice, fui

Week 5 - Mi guía. Reading skills

Understanding a TV guide

Strategies

SKILLS Identifying the context

If you can work out what type of text you are looking at, it can help you predict what type of information will be in it. The layout and any pictures can also give you clues.



SKILLS Looking for cognates

To help you understand an authentic text, look for:

Cognates – words that are spelled the same in Spanish and English (for example, **invasión**).

Near-cognates – words that are not exactly the same but similar (for example, **oficina**).

SKILLS Getting the gist

You don't need to understand every word! Focus on what you need to know to do the task. Look for words you recognise or can work out.

Palabras muy frecuentes High-frequency words

así que	so (that)	nunca	never
más... que...	more... than...	o	or
mi/mis	my	porque	because
su/sus	his/her	también	also, too
normalmente	normally	y	and
no	no/not		

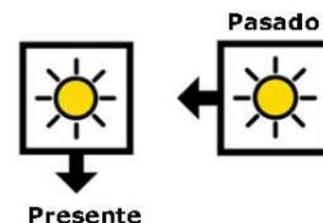
Week 6-Mi vida, tu vida

WOOTTON PARK

'Ipsum quod faciendum est diutius durat'

Using 2 tenses in the he/she form of the verb

Gramática



The he/she/it (third person singular) form of different verbs works like this in the present and the preterite:

type of verb	present (he/she/it)	preterite (he/she/it)
-ar	gana (wins) juega (plays)	ganó (won) jugó (played)
-er	come (eats)	comió (ate)
-ir	sale (goes out)	salió (went out)
Irregular	hace (does/makes) es (is) va (goes)	hizo (did/made) fue (was) fue (went)

Talking about other people's opinions

Me gusta
Le gusta
A mi (hermana) le gusta

I like
He/she likes
My (sister) likes...

Mi programa favorito
Su programa favorito

My favourite programme
His/her favourite programme

Mis amigos
Sus amigos

My friends
His/her friends

Extended Vocabulary

andino/a *Andean, from the Andes*
hace tres años *three years ago*
ahora *now*

el campeonato *championship*

hacer surf *to go surfing*





Week 7 –Zona Proyecto. Navidad en España

Learning about Christmas in Spain

Key vocabulary



Navidad
Nochebuena
Ir a la Misa del Gallo
Cantar villancicos
Decorar el Arbol de Navidad
Mandar Postales de Navidad
Estar de vacaciones
Comer turrón
Poner el belén
Tocar la zambomba
Cenar con la familia

Christmas
Christmas Eve
To go to Christmas Eve service
To sing Christmas carols
To decorate the Christmas tree
To send Christmas cards
To be on holiday
To eat Christmas sweets
To set up a nativity scene
To play the zambomba
To have dinner with the family

Learning about other Christmas celebrations and traditions



El día de Reyes
El día de los Santos Inocentes
La lotería de Navidad

The Three Wise Men
April's Fools day (in December!)
Special Christmas Lottery Draw

Estrategia 2

The gender of nouns

You can often work out whether a noun is masculine or feminine by looking at the ending of the word:

Most nouns ending in **-o**, **-or** and **-ón** are masculine.
 Most nouns ending in **-a**, **-dad**, **-ión** and **-ción** are feminine.

But be careful! There are exceptions, for example:
el problema, la foto

To check, use a dictionary: look for the abbreviations *nm* (masculine noun) and *nf* (feminine noun).

Can you work out the gender of these nouns from Module 2 without using a dictionary?

- actividad
- concurso
- televisión
- música
- canción
- amigo
- aplicación
- millón



Repaso. Revision

Activities

- Taking part in a dialogue/interview asking and answering questions in the past and present
- Matching and adapting questions and answers
- Creating and delivering a presentation about your free time activities and preferences
- Complex reading including authentic texts
- Reviewing music/TV in writing giving complex opinions
- Using tenses together
- Creating a Free Time diary or storyboard

Websites and further

reading:

Search on www.quizlet.com for 'Viva 2, M2' or 'tiempo libre'
 Use the second module in your textbook and on www.pearsonactivelearn.com
 Use www.languagesonline.org and use the Grammar sections (The Present Tense) and (The Preterite).
 Use www.language-gym.com and do the 'grammar workouts' for preterite and present and the vocabulary activities for 'Leisure' – explore other options too!
www.conjuguemos.com –grammar

Key Vocabulary (See Textbook pages 46 & 47) *For revision you need to be able to understand all the texts on the double pages*

Practise vocabulary at home and/or with a friend at school

Tick off the modules above as you complete them, and make sure you can still do these topics for the End of Unit test. Look over your learning and complete anything missing at home each week: **Look, cover, write, check...**

You need: **Music types** □ **TV programmes** □ **Online/phone activities** □ **Past**

hobbies/activities □ **Sequence/Time phrases** □ **Opinion phrases** □ **Days of the week**

High Frequency Words: *Veo (I watch), Escucho (I listen to) Hago (I do), Voy (I go), Juego (I play), Mi (my), Tu (Your), Su (his/her), para (for/to), más...que (more than), menos...que (less than), por la mañana (in the morning), por la tarde (in the afternoon), Hice (I did), Fui (I went), Vi (I watched), Escuché (I listened to), Jugué (I played), es (it is), fue (it was), pienso que (I think that), nunca (never), a veces (sometimes), todos los días (everyday), mucho (a lot), muy (very), un poco (a little), y (and), también (also), pero (but), cuando (when), si (if)*

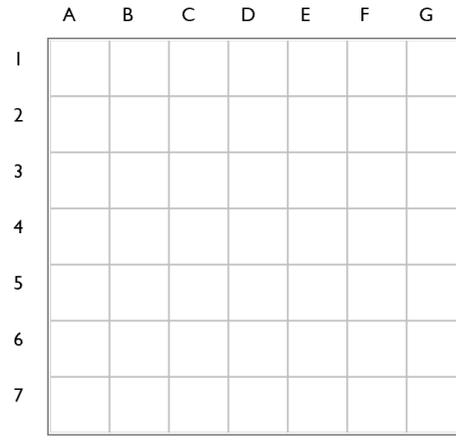
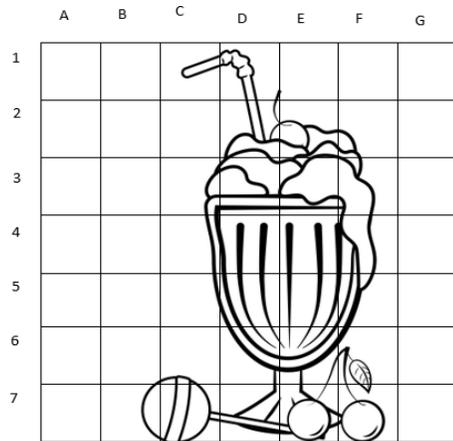
Pop Art: **Constructing** your own **composition**

Now that we have explored the grid method, we will be applying this technique to our own compositions. Follow this link to a useful tutorial. **Grid drawing** is a technique that will help improve your accuracy without compromising the development of your **freehand** drawing in the long-term.

<https://youtu.be/0myDGOedEQE>

You will be given the choice of a number of different images to base your composition on. All you have to do is place a grid over your **reference photo** and canvas, then using that grid to assist with the placement of your drawing.

1. Draw a grid 14cm x 14cm, (2cm x 2cm squares) on white paper,
2. Draw a grid on top of your image
3. Go one square at a time to transfer the detail into your own grid
4. Look closely at each square and copy what you see



Artists: Andy Warhol (1928- 1987)



Andy Warhol
Marilyn Diptych 1962

Warhol liked to use bright colours and silk screening techniques. He liked using screen printing to **mass-produce** artworks based on photographs of celebrities, like this image of Marilyn Monroe. She was a movie star who was very famous in the 1950s.

Andy Warhol was an American artist, film director, and producer who was a leading figure in the **art movement** known as **pop art**.

He is famous for exploring **popular culture** in his work. Popular culture is anything from Coca Cola to pop stars to the clothes people like to wear.

He made a print of Campbell's Soup – a popular brand of soup in the United States. He said he ate Campbell's tomato soup every day for lunch for 20 years!

Andy Warhol
Black Bean 1968

<https://youtu.be/DhEyoDCTSDQ>



Pop Art: Creating bold colouring

Now that you have created your own Pop Art **composition** you need to apply bold and controlled colouring.

Step 1: you will add base layers of watercolour to your composition. It is important to keep good control over the amount of water you use, and how you hold your paintbrush.

Here are some helpful YouTube tutorials to help you when practicing watercolour painting

<https://youtu.be/G5ltlgaytLM>

<https://youtu.be/qmDaOVvSqiy>

Step 2: Once your **composition** is completely dry, you can start to refine your colouring with coloured pencils. Only **refine** the areas which need tidying up, or that requires bolder application of colour.

Here are some really good YouTube tutorials to help you to create really effective, bold and **vibrant** colouring with coloured pencils:

<https://youtu.be/ENy14OgxqkA>

<https://youtu.be/tgwsZzwmWYY>



Artists: Roy Lichtenstein (1923- 1997)

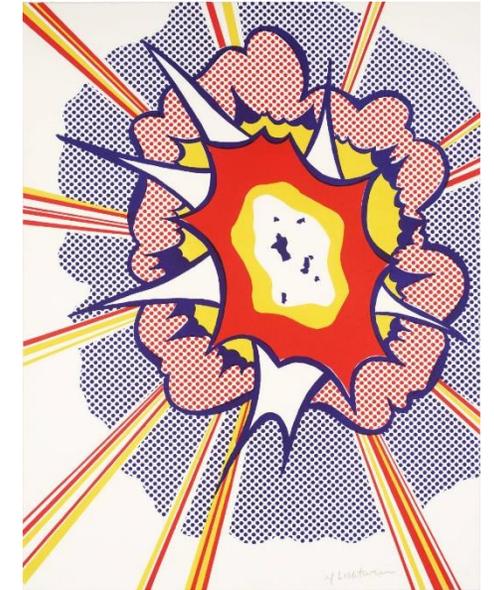
Does this explosion look like real to you? Or does it look like something from your favourite comic?

Roy Lichtenstein was born in New York in 1923. He became famous for his bright and bold paintings of comic strip cartoons as well as his paintings of everyday objects. He was one of a group of artists making art in the 1960s who were called pop artists because they made art about 'popular' things such as TV, celebrities, fast food, pop music and cartoons.

Lichtenstein chose colours carefully, to imitate the four colours of printers' inks. He also used **Ben Day dots**, a system invented to increase the range of colours available to newspaper printing. Look closely at his work – can you see how the colours look like tiny dots?



Roy Lichtenstein
*Reflections on
Minerva* 1990

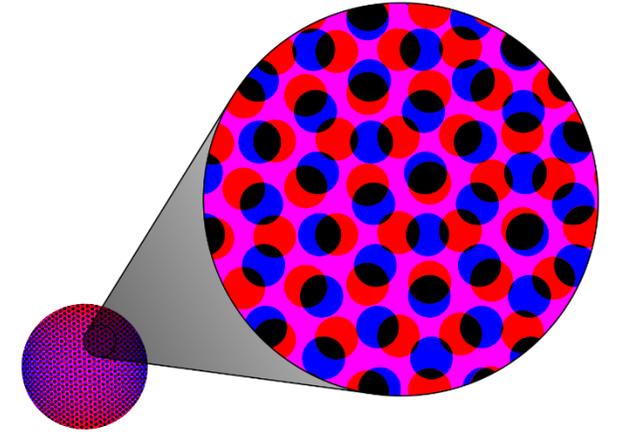


Lichtenstein is famous for his use of cartoon strips from American comic books, which were very popular the 1950s. He admired the skill of the comic book artist, who could create complex stories of love and war in cartoon form. He was sometimes accused of copying comics exactly, but he said that he made changes to the pictures. What do you think of his artworks?



Key Terminology

Constructing-	to make something
Composition-	Composition is the arrangement or placement of visual elements in a piece of artwork.
Grid drawing-	placing a grid over your reference photo and canvas, then using that grid to assist with the placement of your drawing
Free-hand-	drawings made without the use of drawing instruments such as tracing paper.
Reference photo-	creating art based on a photograph.
Art Movement-	this is a style in art with a specific common way of thinking or philosophy, followed by a group of artists during a period of time
Pop Art-	this is an art movement that emerged in the 1950s and flourished in the 1960s in Britain and America, drawing inspiration from popular and commercial culture.
Popular Culture-	this is culture based on the tastes of ordinary people, such as media objects, entertainment and leisure, fashion and trends.
Mass produce-	to create large quantities of products usually by machine
Refine-	to make small improvements to make the piece of work more successful
Vibrant-	vibrant colours are bold, bright and strong
Ben Day dots-	An inexpensive mechanical printing method developed in the late 19th century and named after its inventor, illustrator and printer Benjamin Henry Day, Jr



A commercial printing technique using small dots of colour, named after 19th-century illustrator and printer Benjamin Henry Day. Ben-Day dots were used in colour comic books in the 1950s and '60s to create effects of shading and secondary colours inexpensively. American Pop artist [Roy Lichtenstein](#) (1993-1997) used stencils to imitate the look of Ben-Day dots in his comic-inspired paintings.



Approaching a Script

Week 1 - 3

Who is David Calcutt?

As a boy, he liked reading comics and acting out stories he had made up. Among the books that fired his imagination were Treasure Island, Moby Dick and Beowulf and these remain some of his favourites. Mythology, folklore and archaeology are other sources of inspiration.

The Story of The Terrible Fate of Humpty Dumpty

It is about a boy called Terry Dumpton who is nicknamed Humpty Dumpty. He is bullied in his new school by a gang lead by cruel, cunning Stubbs. Terry's only friend, Sammy, is a coward who can't stand up for himself. As the bullying gets worse, Terry begins to play truant (skip school) which worries and annoys his working-class parents, but they are powerless in the end.

What is Characterisation?

Characterisation the creation of a fictional character using a range of physical and vocal skills such as facial expressions, body language, gestures, movement and tone of voice.

How do you build a character for performance?

Movement: The actions performed by your character

Body Language: Showing how the character feels through your body actions.

Facial Expressions: Showing your characters emotions in your face

Vocal Skills: How you use your voice to convey the character's mood, age and status.

Conventions of a Script

Scene Heading

Character Name

Setting

Action

Dialogue

Stage Directions

Create, Rehearse, Perform

Week 4 - 10

Creative Process – Getting to know your character

Character Status: The power difference between the characters

Role-on-the-wall: To visually map the relationship between characteristics (emotions) and actions (behaviors) onto a simple outline of a human figure.

Hot Seating: A strategy in which a character or characters are interviewed by the rest of the group. This activity invites students to recount a specific event, explore motivation and multiple experiences related to a theme, topic, event, or idea.

Creative Process – Group Work

Collaboration: working with others to produce a piece of work.

Practising: Is the process of developing a performance and repeating sections to improve and refine the skills used.

Rehearsal: Is the process of practicing your performance as a full performance.

How do you rehearse effectively for a performance?

Self Discipline: To be able to work independently and stay on task

Collaboration: To work positively with others in your group

Repetition: To practice your use of skills over and over again to improve.

Reflection: To look at your work and understand how to improve it and be able to listen and implement feedback from others.

Performance Skills

Physical Skills: body language, posture, gesture, co-ordination, stillness, timing, control; facial expression; eye contact, listening, spatial awareness.

Vocal Skills: Tone, Volume, Pace, Pitch

Interaction with other performers

Use of Space within the stage area.



Devising Drama

Component 2

Creating and Performing

Creative Process – Getting to know your character

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Theatrical Skills

- Learn how to **commit dialogue to memory** for devised performances and/or learn text they are performing for text-based performances
- Develop **the ability to interpret and/or create and perform** a character as appropriate to the demands of the performance
- Develop **a range of vocal skills and techniques** eg clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch; emotional range; song and/or choral speaking
- Develop **a range of physical skills and techniques** eg movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement
- **Develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance**
- **Adopt the latest safe working practices**

Component 2

Creating and Performing

Devising Drama

This is a practical component in which learners are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance (AO1), apply theatrical skills to realise artistic intentions in live performance (AO2) and analyse and evaluate their own work (AO4). Component 2 constitutes 40% of the GCSE.

Contribute to a final devised group performance.

The Devising log is marked out of 60.

Each learner's contribution to the final devised performance is marked out of 20.

Band	Mark	Descriptors
4	16–20	Excellent contribution to performance: <ul style="list-style-type: none"> • An extensive range of skills are demonstrated. • Skills are deployed precisely and in a highly effective way. • Personal interpretation is entirely appropriate to the play as a whole. • Personal interpretation is highly sensitive to context. • Artistic intentions are entirely achieved.
3	11–15	Good contribution to performance: <ul style="list-style-type: none"> • Wide range of skills are demonstrated. • Skills are deployed confidently and in a mostly effective way. • Personal interpretation exhibits a good degree of appropriateness to the play as a whole. • Personal interpretation exhibits a good degree of sensitivity to context. • Artistic intentions are mostly achieved.
2	6–10	Reasonable contribution to performance: <ul style="list-style-type: none"> • Fair range of skills are demonstrated. • Skills are deployed with care and with effectiveness in places. • Personal interpretation has some relevance to the play as a whole. • Personal interpretation is sensitive to context in places. • Artistic intentions are partly achieved.
1	1–5	Limited contribution to performance: <ul style="list-style-type: none"> • Narrow range of skills are demonstrated. • Skills are deployed uncertainly with little effectiveness. • Personal interpretation lacks appropriateness for the play as a whole. • Personal interpretation lacks sensitivity to context. • Artistic intentions are achieved to a minimal extent.
0	0	Nothing worthy of credit.


Devising Drama
Component 2 – The Process
Section A – Reponse to Stimulus
My first response to the stimuli

- The image of ... led us to the idea of....
- We wanted to show the audienceto make them think/feel...

Our final decision

- This idea was further developed when...
- For my character I...

My Research

- I found out research about...
- This helped develop my understanding because....

Dramatic aims and intentions

- The group's aim was to...
- An example of this would be when...
- One of my main intentions is to...so I will use...

Dramatic Intentions

- What do you want the audience to feel when watching your piece?
- What do you want the audience to learn when watching your piece?
- What do you want the audience to think about after watching your piece?

How do you rehearse effectively for a performance?

Self Discipline: To be able to work independently and stay on task

Repetition: To practice your use of skills over and over again to improve.

Reflection: To look at your work and understand how to improve it and be able to listen and implement feedback from others.

Performance Skills

Physical Skills: body language, posture, gesture, co-ordination, gait, stillness, timing, control; facial expression; eye contact, listening, spatial awareness.

Vocal Skills: Tone, Volume, Pace, Pitch

Interaction with other performers

Proxemics: Use of Space within the stage area.

Component 2 – The Process
Devising Drama
Section 2: Development and collaboration

In this section students are expected to explain the process they undertook to refine their initial ideas and intentions into a final devised piece.

The learner must explain:

- how they developed and refined their own ideas and those of the pair/group
- how they developed and refined the piece in rehearsal
- how they developed and refined their own theatrical skills during the devising process
- how they responded to feedback
- how they as individuals used their refined theatrical skills and ideas in the final piece.

Section 3: Analysis and evaluation

This section offers learners the opportunity to demonstrate their analytical and evaluative skills with respect to their own devised work. Learners are expected to analyse and evaluate the ways in which they individually contributed to the devising process as a whole and to the final devised piece, exploring their strengths and the learning opportunities taken from the experience.

Learners should analyse and evaluate:

- how far they developed their theatrical skills
- the benefits they brought to the pair/group and the way in which they positively shaped the outcome
- the overall impact they had as individuals. Students should also appraise those areas for further development in their future devising work (ie the aspects that did not go as well as they'd hoped).

In the context of this section:

- to 'analyse' is to identify and investigate
- to 'evaluate' is to assess the merit of the different approaches used and formulate judgements.

Introduction to Dance

Week 1 - 3

What is Dance?

The definition of a dance is a group of rhythmic movements and steps set to music or a social gathering where people participate in rhythmic movements and steps set to music.

Why is warm up important in dance?

Warming up helps prepare your body for aerobic activity. A warmup gradually revs up your cardiovascular system by raising your body temperature and increasing blood flow to your muscles. Warming up may also help reduce muscle soreness and lessen your risk of injury.

Basic Body Actions

What are movements categorised as?

Jump - to move your body upward from the ground and often forward, backward, or sideways through the air by pushing with your legs

Gesture - a movement of part of the body, especially a hand or the head, to express an idea or meaning.

Balance - an even distribution of weight enabling someone or something to remain upright and steady.

Travel - This can involve the stationary movement of body weight from one part of the body to another or the travelling movement of a person or group from one area to another.

Transfer of Weight - A weight transfer or weight change is dancer's movement so that their weight is moved from one supporting foot (or supporting limb/body part) to another one fully or partially.

Turn – a rotation of the body about the vertical axis.

What are Dance Relationships?

Unison

Canon

Mirroring

Creating

What is Hip Hop Dance or Street Dance?

Hip-hop dance is a unique and exciting style of street dance that is most commonly performed to hip-hop music. Hip-hop dance is a vibrant form of dance that combines a variety of freestyle movements to create a cultural piece of art. Through its three main styles of popping, locking, and breaking, hip-hop dance has evolved into one of the most popular and influential styles of dance.



Where did It All Begin?

Hip-hop dance began during the late 1960's and early 1970's, originally inspired by the movements of African dancing, and flourished as a new style of dance performed on the street for the people. Hip-hop incorporates aspects of modern dance, tap, and swing, integrating music and complex movements to form artistry.

The early history and roots of hip-hop dance are most often associated with its beginning on the East Coast of America, specifically New York City. But the West Coast also formed its own style of the East Coast hip-hop dance around the same time.

What is Tutting?

Tutting is the kind of hip hop style that uses the body's ability to create geometric shapes, positions (such as boxes) and movements, predominantly with the use of right angles. It generally focuses on the arms and hands, and includes the very famous finger tutting!

What is Breakdance?

Breakdancing or breaking is a form of street dance that incorporates intricate body movements, coordination, style, and aesthetics. The people who perform this style of dance are known as b-boys or b-girls. They're sometimes called breakers.



Creating

Week 3 - 6

Who are Boy Blue Entertainment?

Boy Blue Entertainment is an award-winning hip-hop dance company founded in London by choreographer Kenrick 'H2O' Sandy and composer Michael 'Mikey J' Asante. As joint Artistic Directors, they work together on the creation and development of all of Boy Blue Entertainment's productions and projects. Acclaimed for presenting "the perfect marriage of music and dance" Boy Blue releases boundless creative energy in its performances, laying down the beats and delivering thrilling and raw dance sequences. Boy Blue Entertainment contributed to the Opening Ceremony of the London 2012 Olympics, where in collaboration with Danny Boyle, Kenrick choreographed hundreds of young dancers for the segment 'Frankie and June say thanks Tim', as well as staging the handover of the Olympic torch and the lighting of the Olympic Cauldron.



What are choreographic devices?

motif and development – A motif is a series of movements linked to your theme.

Repetition – To perform a movement more than once in the same way

Contrast – To use movements that are opposite in style, size, speed, space

Highlights – to create moments within your dance that stand out.

Climax – To build up to a dramatic moment within the dance

manipulation of number – The number of dancers you use within in your piece

unison and canon – UNISON: Dancers perform movements at the same time CANON:

Dancers perform the movement one after another.

Performance

Week 3 - 10

What are Performance skills in Dance?

Physical Skills:

Balance - A steady or held position achieved by an even distribution of weight.

Alignment - Correct placement of body parts in relation to each other.

Strength - Muscular power.

Isolation - An independent movement of part of the body.

Control - The ability to start and stop movement, change direction and hold a shape efficiently.

Posture - The way the body is held.

Extension - Lengthening one or more muscles or limbs.

Co-ordination - The efficient combination of body parts.

Stamina - Ability to maintain physical and mental energy over periods of time.

Flexibility - The range of movement in the joints (involving muscles, tendons and ligaments).

Mobility - The range of movement in a joint; the ability to move fluently from action to action.

Expressive Skills:

Projection - The energy the dancer uses to connect with and draw in the audience.

Phrasing - The way in which the energy is distributed in the execution of a movement phrase.

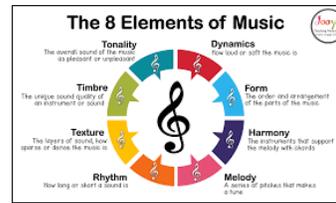
Facial Expression - Use of the face to show mood, feeling or character.

Focus (Use of) - Use of the eyes to enhance performance or interpretative qualities.

Spatial Awareness - Consciousness of the surrounding space and its effective use.

Theory - Arrangements

Week 1 - 3



Exploring Genre and Style

Hooks and Riffs explores music based on repeated musical patterns through the genres of Popular Music (Hooks and Riffs) and Music from the Western Classical Tradition (Ostinatos).

What will we study?

The music theory focus of this unit is on treble and bass clef symbols as an indication of pitch and musical repeat markings and symbols. Simple rhythmic and melodic dictation exercises are provided in both graphic and staff notations based on repeated musical patterns.



BIG QUESTIONS:

Factual Inquiry Questions: What are Hooks, Riffs and Ostinatos? How can you distinguish and differentiate between them when listening and performing?

Conceptual Inquiry Question: What effect does using repeated musical patterns in a piece of music have on the listener?

Debatable Inquiry Question: To what extent does music need repetition?

Key Words, Concepts and Musical Knowledge

- Hooks, Melodic, Rhythmic & Verbal Riffs
- Ostinato
- Repetition
- Treble and bass clefs
- Texture: Melody, chords, bass line

Compose, Rehearse, Perform

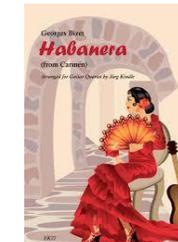
Week 4 - 7

Composition

You will be able to Identify, perform and create hooks, riffs and ostinatos within a musical structure. You will be able to recognise your own contributions to your group performances by taking a solo part and then be able to evaluate how purpose can affect the way music is used.

Study pieces:

- Sweet Dreams – Eurythmics
- We will Rock You – Queen
- Word Up – Cameo
- Bolero – Ravel
- Habenera – Carmen
- Haydn 101 Symphony - Mozart



Describe in detail, using appropriate musical notation, hooks, riffs and ostinatos from existing pieces of music. • Use hooks, riffs and ostinatos that they have composed themselves in their own extended compositions. • Draw links between the use of hooks and riffs in popular music and the use of ostinato in other music.

BIG QUESTION:

How do you compose effectively?

Self Discipline: To be able to work independently and stay on task

Collaboration: To work positively with your partner

Repetition: To practice your use of skills over and over again to improve.

Analyse: To listen to your work and be able to make sure you have composed time, notated score and are playing correctly



Timbers & Manufactured Boards

Week 1-3

What you need to know:

- Know the primary sources of materials for producing papers & boards
- Be able to identify a range of natural timbers & manufactured boards.
- Understand their properties and the functions they provide and how they are used?

Natural Timbers		Manufactured Boards
Hardwood	Softwood	
		
<p>Hardwoods are usually obtained from deciduous trees, which lose their leaves in autumn.</p> <ul style="list-style-type: none"> □ usually grow in warmer more humid climates, mainly in South America and Asia □ grow slowly (80+ years) □ are more difficult to sustain than softwoods □ are more expensive than softwoods □ are strong and hardwearing. 	<p>Softwoods are usually obtained from coniferous trees, which keep their leaves in winter and are also known as evergreens. These grow quickly which makes them sustainable as they are renewable. This also makes them cheaper when compared to hardwoods.</p> <ul style="list-style-type: none"> □ Usually grow in colder climates and are mainly grown in Scandinavia and Northern Europe □ Grow thin, needle-like leaves □ Grow relatively quickly (30 years) □ Are easier to sustain than hardwood trees □ Are easy to cut and shape □ Are usually cheaper than hardwoods 	<p>Manufactured boards are made from the waste sections of felled trees – the parts which are of little use as planks. The wood is reduced to pulp, particles or thin strips and bonded together using special adhesives or resins. Manufactured boards are made as alternative to natural timber.</p> <ul style="list-style-type: none"> □ Come in sheet form (usually 1.2 x 2.4m) □ Are extremely stable and of uniform thickness □ Are less expensive than laminating planks of timber □ Can be covered with veneers □ Are available in a variety of thicknesses (3, 6, 9, 12, 15, 18, 22mm)

Types of Softwoods

	Example	Properties	Uses
Larch		Tough and durable, good water resistance and finishes well	Fencing, cladding, decking, furniture
Pine		Lightweight easy to work with but can be knotty	Interior joinery and furniture and window frames.
Spruce		Easy to work with and is lightweight	Furniture, musical instruments and construction

Sustainable Timber

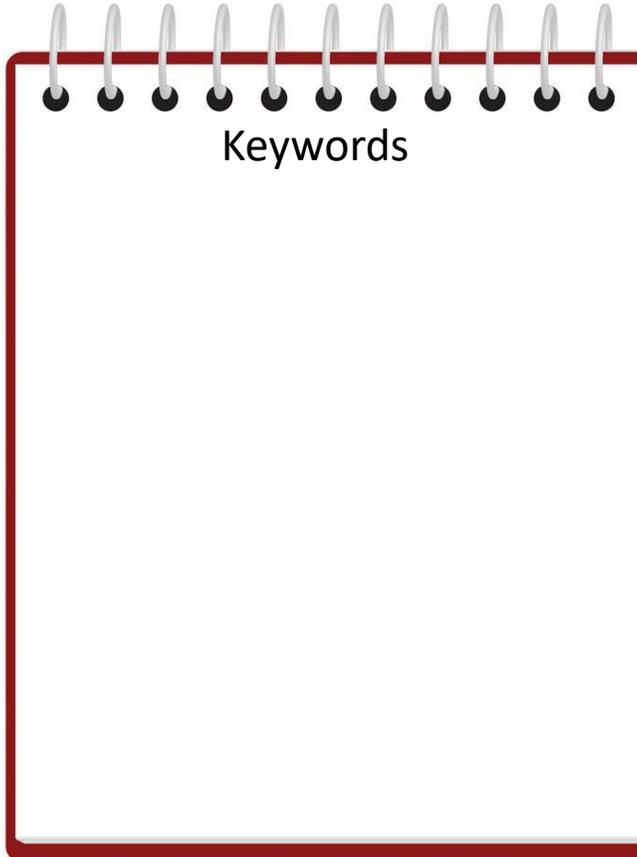
Wood is considered to be sustainable material as trees can be grown to replace those used for timber or fuel. A big issue is in many parts of the world timber is being used faster than trees are being replanted. This causes deforestation which is seen as a key factor to global warming.

To regulate this The Forest Stewardship Council (FSC) are dedicated to ensuring that timber supplies are regulated and sustainably harvested.



Types of Hardwoods

	Example	Properties	Uses
Ash		Tough and flexible, wide grained, shock resistant and finishes well	Sports equipment, hand tools and ladders
Beech		Strong, dense close grain but is prone to warping and splitting	Furniture, children's toys, bench tops
Mahogany		Strong and durable, easy to work with finishes well.	High end furniture
Oak		Strong and lightweight	Flooring, furniture and timber framed buildings
Balsa		Strong and durable but very lightweight. If too thin can snap & break.	Model making, floats and rafts



Keywords

Plastics (Polymers)

Week 4 - 6

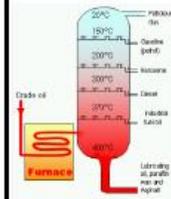
What you need to know:

- Know the primary sources of materials for producing polymers
- Be able to recognise and characterise different types of polymers
- Understand the physical working properties for a range of thermosetting and thermoplastics.

Man made (synthetic) plastics have replaced wood and metal in the manufacture of a wide range of products. The 1st synthetic plastic was celluloid. It was made from cotton and camphor and used for table tennis balls and film.

Commercial production of plastics really started after the 2nd World War. The raw materials used were either coal or oil. They contain a number of different chemicals which can be separated into parts by a process called **Fractional Distillation**.

Some of the fractions contain chemicals that are small molecules (**Monomers**). The monomers are chemically joined together to make longer molecular 'chains' called **Polymers**



There are many different types of plastic and can be split into four groups:

THERMOPLASTICS are made from long chain polymers, joined by weak chemical bonds. When the plastic is softened by heat the bonds break making the plastic 'semi fluid' and able to be shaped. As the plastic cools, new weak bonds form and the shape will be fixed. Because no chemical reaction has taken place this process can be repeated many times, making them recyclable, however excessive heat will permanently damage the chemical structure.



THERMOSETS or thermosetting plastics are plastics which are converted into their final form by heat. Once set, they cannot be softened by further heating as they undergo a chemical change. They have strong chemical bonds that hold the long chains together. These make thermosets heat resistant but not recyclable. It is difficult to make products by extrusion or injection moulding as they harden as soon as heated. Manufacturing methods include casting, moulding and laminating.



ELASTOMERS are a type of thermoset. The bonds between the chains are 'springy' giving them a rubbery quality. Natural rubber is an example it can be vulcanised to make a rigid (ebonite). Latex is a stretchy elastomer used to make surgical gloves. Lycra is an elastomer used to make stretchy clothing.



COMPOSITES are when materials are combined to achieve specific advantages. Examples of composites are Kevlar, GRP (Glass reinforced plastic), Graphite and Carbon Fibre. These are used extensively for sporting uses e.g Bike parts, motor racing car bodies and tennis rackets.



Keywords

Plasticisers are added to make plastic bendy.



Pigments are added to change colour.



Antistatics are used to reduce static charge



Antioxidants to reduce attack by air



Flame retardants to reduce burning



Thermoplastics

Acrylonitrile Butadiene Styrene (ABS) is strong, tough, scratch resistant and resists heat and chemicals. It is injection moulded to make Lego bricks and is used extensively for household appliances like Kettles, vacuum cleaners and housings for cameras and telephones.



High Density Polythene (HDPE) is tough and can be blow moulded (bottles for bleach and shampoo) injection moulded (toys and buckets) and extruded (piping)



Polystyrene (PS) is used to make vending cups and model kits. It is light, transparent but quite brittle. It is vulcanised to make **High Impact Polystyrene (HIPS)** This is used for Vacuum forming in thin sheets, which are cheap and easy to work with. Expanded **Polystyrene (EPS)** is used as thermal insulation for packaging and food cartons. It is 90% air.



Low Density Polythene (LDPE) is Made into thin film (Carrier bags, wiring insulation and squeeze bottles)



Thermosetting plastics

Polyester Resins which are combined with fibreglass to produce GRP



Phenol Formaldehyde is tough and heat resistant often black in colour. (Used for saucepan handles)



Epoxy Resins which are mixed with a hardener and left to set. They can be used to make adhesives and flooring.



Problems of using plastics

- Plastic products have a long shelf life, however it also means that they are difficult to dispose of
- Because they do not rot or corrode they are difficult to dispose of
 - If burnt they produce black choking gasses
 - When molten they are sticky and can cause severe burns
 - Thermoplastics can be recycled by melting them down and reforming their shape, but usefulness can be become limited with frequent heating
 - Plastic production itself can be polluting
 - PVC contains many nasty pollutants and it is one of the most difficult plastics to recycle.



Week 1

Understanding the World Wide Web;

What is the world wide web and how does it work?
How does the world wide web differ from the internet.
Who invented the world wide web?



Extended learning: <https://www.youtube.com/watch?v=J8hzJxb0rpc>

Week 2

Searching the internet effectively; developing advanced search skills and understanding the difference between a browser and search engines. Understanding search results, the use of spiders in a search, recommending search techniques to others. Advanced searches



Extended learning: <https://www.youtube.com/watch?v=J8hzJxb0rpc>

Week 3

Information reliability, validity and bias;

Understanding learning terminology for this topic. Reliability of websites; investigating the reliability validity and bias demonstrated on websites, fake news and social media.



Extended learning: <https://www.youtube.com/watch?v=UfTUdOtRrwo>

Week 4

Cloud computing;

Exploring the safety considerations of cloud computing, advantages and disadvantages compared to traditional methods.



Extended learning: <https://www.youtube.com/watch?v=UfTUdOtRrwo>

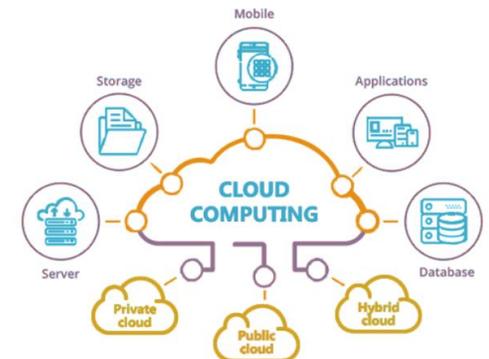
Week 5

Using the internet to solve problems;

Understanding the processes involved in solving an internet research task. Internet research challenge; Artist world tour. Presenting the results of an internet research project; development of and use of presentation skills to an audience.



Extended learning: <https://www.mindtools.com/pages/article/internet-searching.htm>



Key Skills

- Serve
- Backhand
- Forehand
- Overhead Clear
- Drop Shot
- Smash

Websites, further reading and local information.

Badminton in Northampton - <http://www.merewaybadminton.co.uk/>

Best rallies at the Olympics -

<https://www.youtube.com/watch?v=6RqND3BAf1A>

Badminton England - <https://www.badmintonengland.co.uk/>

Badminton at Wootton Park School

Badminton is a racquet sport played using racquets to hit a shuttlecock across a net. Although it may be played with larger teams, the most common forms of the game are "singles" (with one player per side) and "doubles" (with two players per side). Each side may only strike the shuttlecock once before it passes over the net. Play ends once the shuttlecock has struck the floor or if a fault has been called by the umpire, service judge, or (in their absence) the opposing side. The shuttlecock is a feathered or (in informal matches) plastic projectile which flies differently from the balls used in many other sports. In particular, the feathers create much higher drag, causing the shuttlecock to decelerate more rapidly. Shuttlecocks also have a high top speed compared to the balls in other racquet sports. The flight of the shuttlecock gives the sport its distinctive nature.



Leadership will be an integral part of the Year 8 curriculum for learners at WPS. Leadership might broadly be considered the behavioural process of influencing individuals and groups towards set goals. In sport and exercise, leadership includes; making decisions, motivating participants, giving feedback, establishing interpersonal relationships, and directing the group or team confidently. Leadership will be developed in Badminton through learners taking on different roles such as; coaches, umpires, and scorers using the correct Badminton terminology throughout.

Key Words

Disguise

Variety

Ready Position

Grip

Tramlines

Key Words

Ready position – the position in which you await the next shot from your opponent.

Variety – the use of different shots in a game situation e.g. Serve, smash, clear, drop.

Grip – a way of holding the racket in order to hit shots during a match.
The most used grip is the orthodox forehand grip.

Disguise – give your shot a different appearance in order to conceal its identity e.g.
feint a smash shot but playing a drop shot.

Tramlines – the singles side lines are not the outermost lines, but the next ones in.
Taken together with the outermost (doubles) side lines, these make narrow alley shapes along the sides of the court. These alleys are often called the tramlines.

Key Skills

- Serve
- Backhand
- Forehand
- Overhead Clear
- Drop Shot
- Smash

Websites, further reading and local information.

Badminton in Northampton - <http://www.merewaybadminton.co.uk/>

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Disguise

Variety

Ready Position

Grip

Tramlines

Key Words

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Tramlines – the singles side lines are not the outermost lines, but the next ones in.
Taken together with the outermost (doubles) side lines, these make narrow alley shapes along the sides of the court. These alleys are often called the tramlines.

Key Skills

- Passing – short, long, bounce, shoulder, overhead.
- Dribbling – using both hands.
- Shooting – lay ups, free throws, jump shots
- Defending – marking, full and half court press.
- Attacking – tactics.
- Positioning – Point Guard, Shooting Guard, Centre, Small Forward, Power Forward.
- Leadership – Refereeing, coaching, organising.

Websites, further reading and local information.

Basketball Rules -

<https://www.breakthroughbasketball.com/basics/basics.html>

Steph Curry Motivational Video-

<https://www.youtube.com/watch?v=3N3MjUmSeJw>

Northampton Basketball Clubs –

<http://www.northantsbasketballclub.net/home.html>

Basketball Referee Hand Signals -

<https://www.youtube.com/watch?v=W7hQD3alcug>

The Game Basketball

A basketball team is comprised of 5 players. The aim of the game is to put the ball in the opposing team’s basket. Players can pass the ball to each other and can move around any part of the court. They can also move with the ball by ‘dribbling;’ that is, by bouncing the ball at knee-height whilst standing still or travelling. The game is divided into four 10-minute periods known as ‘quarters.’ The team which has the most points by the end of the game wins.



Leadership in Basketball

Leadership will be an integral part of the Year 8 curriculum for learners at WPS. Leadership might broadly be considered the behavioural process of influencing individuals and groups towards set goals. In sport and exercise, leadership includes; making decisions, motivating participants, giving feedback, establishing interpersonal relationships, and directing the group or team confidently. Leadership will be developed in Basketball through learners taking on different roles such as; coaches, umpires, motivators and organisers.

Key Words

Travelling



Double Dribble



Screening



Guarding



Key Words

Travelling



Double Dribble



Screening



Guarding



Travelling:

Travelling is a violation of the rules that occurs when a player holding the ball moves one or both of their feet illegally.

Double Dribble:

Once a player picks up his dribble by catching the ball with both hands, he must pass it or shoot it. The player cannot begin a second dribble after ending the first. If he begins a second dribble after voluntarily ending the first, he commits a double dribble violation.

Screening

A screen is a blocking move by an offensive player in which they stand beside or behind a defender in order to free a teammate to either shoot a pass or drive in to score.

Guarding:

Guarding is the act of legally placing the body in the path of an offensive opponent. There is no minimum distance required between the guard and opponent, but the maximum is 6 feet when closely guarded.



Task- Fill in the gaps for the 4 statements using the words provided.

1. **Travelling** is a of the rules that occurs when a player holding the ball one or both of their feet illegally.

Moves Violation

2. Once a player picks up his dribble by catching the ball with both hands, he must pass it or shoot it. The player cannot begin a dribble after ending the first. If he begins a second dribble after ending the first, he commits a double dribble violation

Second Voluntarily

3. A screen is a move by an offensive player in which they stand beside or behind a defender in order to a teammate to either shoot a pass or drive in to score.

Free Blocking

4. Guarding is the act of placing the body in the path of an offensive opponent. There is no minimum required between the guard and opponent, but the maximum is 6 feet when closely guarded.

Legally Distance

Key Skills

- Serve
- Backhand
- Forehand
- Slice
- Topspin
- Backspin

Websites, further reading and local information.

Table Tennis in Northampton -

<https://www.tabletennis365.com/Northamptonshire>

Best rallies at the Olympics -

<https://www.youtube.com/watch?v=jkeUQ76uVx4>

Table Tennis England - <https://tabletennisengland.co.uk/>

Table Tennis at Wootton Park School

Table tennis, is a sport in which two or four players hit a lightweight ball, also known as the ping-pong ball, back and forth across a table using small rackets. The game takes place on a hard table divided by a net. Except for the initial serve, the rules are generally as follows: players must allow a ball played toward them to bounce one time on their side of the table, and must return it so that it bounces on the opposite side at least once. A point is scored when a player fails to return the ball within the rules. Play is fast and demands quick reactions. Spinning the ball alters its trajectory and limits an opponent's options, giving the hitter a great advantage.



Leadership will be an integral part of the Year 8 curriculum for learners at WPS. Leadership might broadly be considered the behavioural process of influencing individuals and groups towards set goals. In sport and exercise, leadership includes; making decisions, motivating participants, giving feedback, establishing interpersonal relationships, and directing the group or team confidently. Leadership will be developed in Table Tennis through learners taking on different roles such as; coaches, umpires, and scorers using the correct table tennis terminology throughout.

Key Words

Slice

Topspin

Backspin

Ready Position

Grip

Key Words

Slice

Topspin

Backspin

Ready Position

Grip

Slice:

A **slice** resembles a **tennis slice**: the racket cuts underneath the ball, creating backspin causing the ball to float slowly to the other side of the **table**

Grip:

Grip in table tennis is the way one player holds the racquet. There are three different styles of holding a bat and different player has either one or both styles of holding the racquet.

Topspin:

Topspin strokes are created when your racket brushes against the ball using an upward action. This causes the ball to accelerate and dip. After the ball makes contact with your racket, the **topspin** will cause it to rebound in an upward direction.

Backspin

Backspin is a shot such that the ball rotates backwards (as though rolling back towards the player) after it is hit. This direction of spin creates an upward force that lifts the ball.

Ready Position:

The **ready position** is a neutral starting **position** from which all **table tennis** strokes can be played. Whenever you are receiving service in **table tennis** you should take up the **ready position**. It's also the neutral **position** which you should try to return to after playing your stroke during a rally

Task- Fill in the gaps for the 5 statements using the words provided.

A **slice** resembles a **tennis slice**: the racket underneath the ball, creating causing the ball to float slowly to the other side of the **table**.

**Backspin
Cuts**

Topspin strokes are created when your racket brushes against the ball using an upward action. This causes the ball to and dip. After the ball makes contact with your racket, the **topspin** will cause it to rebound in an direction.

**Accelerate
Upward**

Backspin is a shot such that the ball backwards (as though rolling back towards the player) after it is hit. This direction of creates an upward force that lifts the ball.

**Rotates
Spin**

Grip in table tennis is the way one player the racquet. There are three different styles of holding a bat and different player has either one or both of holding the racquet.

**Holds
Styles**

The **ready position** is a starting **position** from which all **table tennis** strokes can be played. Whenever you are receiving service in **table tennis** you should take up the **ready position**. It's also the neutral **position** which you should try to to after playing your stroke during a rally

**Neutral
Return**

Key Skills

- Serve
- Dig
- Set
- Spike
- Drop Shot
- Block

Websites, further reading and local information.

Volleyball in Northampton - <http://northantsvolleyball.com/>

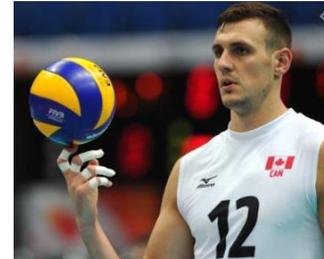
Best Volleyball Rallies -

<https://www.youtube.com/watch?v=P76OSDYJtbw>

Volleyball England - <https://www.volleyballengland.org/>

Volleyball at Wootton Park School

Volleyball is a team sport in which two teams of six players are separated by a net. Each team tries to score points by grounding a ball on the other team's court under organized rules. It has been a part of the official program of the Summer Olympic Games since Tokyo 1964. The complete set of rules is extensive, but play essentially proceeds as follows: a player on one of the teams begins a 'rally' by serving the ball (tossing or releasing it and then hitting it with a hand or arm), from behind the back boundary line of the court, over the net, and into the receiving team's court. The receiving team must not let the ball be grounded within their court. The team may touch the ball up to 3 times, but individual players may not touch the ball twice consecutively. Typically, the first two touches are used to set up for an attack, an attempt to direct the ball back over the net in such a way that the serving team is unable to prevent it from being grounded in their court.



Leadership will be an integral part of the Year 8 curriculum for learners at WPS. Leadership might broadly be considered the behavioural process of influencing individuals and groups towards set goals. In sport and exercise, leadership includes; making decisions, motivating participants, giving feedback, establishing interpersonal relationships, and directing the group or team confidently. Leadership will be developed in Volleyball through learners taking on different roles such as; coaches, umpires, line judges and scorers using the correct volleyball terminology throughout.

Key Words

Disguise

Variety

Ready Position

Communication

Line Markings

Key Words

Disguise

Variety

Ready Position

Communication

Line Markings

Disguise:

A disguise is when you pretend to do one thing but end up doing something else to try and outwit your opponent.

Variety:

Variety is when you use a number of different skills during a game to outwit and opponent.

Ready Position:

The **ready position** is a neutral starting **position** from. Whenever you are receiving you should take up the **ready position**. It's also the neutral **position** which you should try to return to when your opposition has the volleyball.

Communication:

To be able to speak confidently and clearly to others. This is key in Volleyball as when the volleyball comes onto your side you must communicate with your team mates.

Line Markings:

The boundary **lines** are the two side **lines** and end **lines**. The centre **line** divides the playing court into two equal courts, 9m x 9m each. This **line** extends from beneath the net from sideline to sideline.

Task- Fill in the gaps for the 5 statements using the words provided.

A disguise is when you
to do one thing but end up
doing something else to try
and your opponent.

**Outwit
Pretend**

Variety is when you use a
number of skills during
a game to outwit and

**Outwit
Different**

The **ready position** is a starting **position** from.
Whenever you are receiving you should take up
the **ready position**. It's also the neutral **position** which
you should try to to when your opposition
has the volleyball.

**Neutral
Return**

The boundary **lines** are the
side **lines** and end **lines**. The
centre **line** divides the playing court
into two equal courts, 9m x 9m each.
This **line** extends from the net
from sideline to sideline.

**Two
Beneath**

To be able to speak confidently
and clearly to others.
This is key in Volleyball as when
the volleyball comes onto your
side you must communicate
with your team mates.

Key Skills

- Dodging
- Accuracy
- Awareness
- Throwing
- Catching



Dodgeball at Wootton Park School

Dodgeball is a team sport in which players on two teams try to throw balls and hit opponents, while avoiding being hit themselves. The objective of each team is to eliminate all members of the opposing team by hitting them with thrown balls, catching a ball thrown by an opponent, or inducing an opponent to commit a violation, such as stepping outside the court. At Wootton Park School, there will be opportunities throughout the year



Useful websites and links

<https://www.britishdodgeball.org/>

<https://www.englishdodgeball.com/>

<https://www.theukrules.co.uk/rules/sport/dodgeball/terminology.html>

Key Words

Retriever

Stalling

Fault

Dead ball

Key Words

Retriever - Dodgeball retrievers are individuals designated the role of retrieving balls that go out of play. Players that are out of the game may also retrieve balls.

Stalling- In dodgeball terms stalling is the act of intentionally delaying the game. It also refers to a player holding on to the ball for more than 5 - 10 seconds. A player caught stalling loses possession of the ball after the initial warning from the dodgeball official referee.

Fault- A fault is any action (other than being hit) which results in a player being ruled out. Dodgeball faults include stepping over the attack line, going out of bounds, or repeatedly making high throws.

Dead ball- Thrown balls that hit the ground, the wall, other balls, or other objects before hitting the opponent are considered **dead** balls, and are ineligible to hit players out. You may block a thrown **ball** with a held **ball**.

Task- Fill in the gaps for the 5 statements using the words provided.

2) In dodgeball terms stalling is the act of intentionallythe game. It also refers to a player holding on to the ball for more than seconds. A player caught stalling loses possession of the ball after the initial warning from the dodgeball official referee.

Stalling

3) A fault is any action (other than being hit) which results in a player being Dodgeball faults include , going out of bounds, or

Fault

4) Thrown balls that hit the , the , other , or other objects before hitting the opponent are considered **dead** balls, and are ineligible to hit players out. You may block a thrown **ball** with a held **ball**.

Dead ball

1) Dodgeball retrievers are individuals designated the role of balls that go Players that are out of the game may also retrieve balls.

Retriever

Subject: PE Year 8

Term: 1

Topic: Rugby

Key Skills

- Passing – both off your right and left hands. Long, short, spin and pop passes.
- Tackling – safely and effectively (in game situations)
- Movement – with and without the ball, switch plays, tactics.
- Ball presentation – during tackling and once tackled.
- Rucking – in isolation and competitively, counter-rucking.
- Jackling - in isolation and competitively.
- Positioning – forwards and backs.
- Leadership – Refereeing, coaching, organising.

Websites, further reading and local information.

Rugby Rules -

http://news.bbc.co.uk/sport1/hi/rugby_union/rules_and_equipment/4200680.stm

England's World Cup Triumph -

<https://www.youtube.com/watch?v=CqswfjkPm2k>

Rugby Refereeing Hand Signals -

<https://www.youtube.com/watch?v=bflZmDXQcUs>

Nigel Owens - <https://www.youtube.com/watch?v=0d7oy8F4FgQ>

The Game of Rugby

Rugby at WPS will be enjoyable and fun sport for all learners, both boys and girls. Throughout the year each learner will be taught Rugby on the curriculum and each learner will have the opportunity to participate in Rugby during extra-curricular activities.

The Rugby World Cup is the third biggest sporting event on the planet, and this success on the global stage is only possible because of the thriving school, university and club competitions in England and around the world.

One of the reasons for rugby's rapid growth is that regardless of size, shape, age or gender, there is a type of rugby and a level of competition that is right for almost everyone.

While the conventional 15-a-side version of the sport makes the headlines, sevens, and touch are also thriving across England and in schools.



Leadership in Rugby

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Key Words

Turnover

Off their feet

Crossing

Offside

Blindside

Positions

Key Words

Turnover

Off their feet

Obstruction

Offside

Blindside

Positions

Turn over means if team A have possession of the ball and they are tackled, or a ruck forms, or the ball is lost and the other team gain possession of it.

Off their feet:
All players joining a ruck must be **on their feet**. If a player purposely dives to slow the ball down they are considered '**off their feet**', which isn't permitted.

Obstruction:
Standing in a position which stops an opponent from playing the ball is also considered to be **obstruction**.

Offside:
A player is **offside** if that player is further forward (nearer to the opponents' try line) than the team mate who is carrying the ball or the team mate who last played the ball.

Blindside:
During a game the pitch is split into 'blindside' and 'openside'. These are determined by the location of the ball, the side closer to the touchline is considered '**blindside**'.

Positions:
There are 15 positions on a rugby pitch. These are split into forwards and backs.
Forwards:
1 – Loose-head Prop
2 – Hooker
3 – Tight-head Prop
4&5 – Second Row
6 – Blindside Flanker
7 – Openside Flanker
8 – Number 8
Backs:
9 – Scrum Half
10 – Fly Half
11 – Left Wing
12 – Inside Centre
13 – Outside Centre
14 – Right Wing
15 – Full Back

Task- Fill in the gaps for the 4 statements using the words provided.

1. **Turn over** means if team A have possession of the ball and they are tackled, or a ruck forms, or the ball is passed and the other team takes possession of it.

Turnover

2. During a game the pitch is split into 'blindsides' and 'open sides'. These are determined by the location of the ball, the side opposite to the touchline is considered 'blindsides'.

Blind Side

3. A player is **offside** if that player is further back (nearer to the opponents' half) than the team mate who is carrying the ball or the team mate who last played the ball.

Offside

4. All players joining a scrum must be **on their feet**. If a player purposely dives to the ball down they are considered 'off their feet', which isn't permitted.

Off their feet

Subject: PE Year 8

Term: 1-4

Topic: Gymnastics

Key Skills

- Rolls – forward, backward, pencil and teddy bear.
- Balances – individual, paired and group.
- Counter Tension – paired and group
- Counter Balance – paired and group
- Travel – hopping, jumping, running, bounding
- Levels – high, low, medium
- Shapes – Tuck, pike, straddle.
- Leadership – coaches, organisers, analysts.

Websites, further reading and local information.

Max Whitlock Rio 2016 -

<https://www.youtube.com/watch?v=zNIuluv4eE0>

Northampton Gymnastics Club -

<http://www.ncaacgymnastics.com/>

The Health benefits of Gymnastics –

<http://www.healthfitnessrevolution.com/top-10-health-benefits-gymnastics/>

Gymnastics

Gymnastics is a fun and challenging sport that involves performing moves and exercises requiring physical strength, flexibility, power, agility, co-ordination, grace and balance.

Gymnastics at WPS will involve individual and group Challenges. Team Gym will be heavily used on the curriculum which will encourage learners to work together and create routines.



Leadership in Gymnastics

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Key Words

Flight Body Tension Clarity of Shape Fluent Aesthetic Controlled

Key Words

Flight

Body Tension

Clarity of Shape

Fluent

Aesthetic

Controlled

Flight includes movement such as take-off, suspension, travelling through the air and landing

Gymnasts can control the action of their **body** more easily (in static strength positions as well as in movement) when their **body** is held tight than when it is a loose collection of individual parts.

Clarity of Shape:
Making sure the shape of the hold/balance is clear to the observer/assessor.

Fluent:
Making sure the movement or sequence of movements is smooth and unconstrained.

Aesthetic:
Ensuring the balances and movements are good to look at; e.g. pointed toes.

Controlled:
Ensuring the balances and movements are held and without any form of instability.

Task- Fill in the gaps for the 4 statements using the words provided.

1. Flight includes such as take-off, suspension, through the air and landing

Flight

2. Making sure the of the hold/balance is clear to the observer/ assessor.

Clarity of Shape

3. Gymnasts can control the action of their **body** more easily (in static positions as well as in movement) when their **body** is held than when it is a loose collection of individual parts.

Body Tension

4. Making sure the movement or sequence of movements is and

Fluent

5. Ensuring the and are to look at; e.g. pointed toes

Aesthetic

Key Skills

- Passing – bounce, chest, shoulder
- Intercepting – anticipating where passes are going.
- Footwork - pivoting
- Movement – without the ball.
- Shooting – short and long
- Marking – tactically.
- Positioning – GK, GD, WA, WD, C, GA, GS
- Leadership – Refereeing, coaching, organising.

Websites, further reading and local information.

Netball Rules - <http://www.simplenetball.co.uk/netball-rules/>

Northamptonshire Netball Clubs -

<http://www.northamptonshiresport.org/find-a-club?query=netball&type=&gender=&disability=&sport=&radius=20&location=NN5+5DW&submit=Filter>

Netball Refereeing Hand Signals -

<https://www.youtube.com/watch?v=o5wBDh4tpQc>

The Game of Netball

Netball is a ball sport played between two teams of seven players. The sport derived from early versions of basketball, and is similar to it in many respects. Netball developed as a distinct sport in the 1890s in England, from where it spread to other countries. It is popular in many Commonwealth nations and is predominantly played by women.

Games are played on a rectangular court divided into thirds, with a raised goal at each short end. The object of the game is for teams to score goals, by passing a ball and shooting it into their team's goal ring. Players are assigned "positions" that define their role within the team and restrict their movement on court. During general play, a player with the ball can take no more than one step before passing it, and must pass the ball or shoot for goal within three seconds. Goals can only be scored by the assigned shooting players. Top level netball games are 60 minutes long and divided into 15-minute quarters, at the end of which the team with the most goals scored wins.



Leadership in Netball

Leadership will be an integral part of the Year 8 curriculum for learners at WPS. Leadership might broadly be considered the behavioural process of influencing individuals and groups towards set goals. In sport and exercise, leadership includes; making decisions, motivating participants, giving feedback, establishing interpersonal relationships, and directing the group or team confidently. Leadership will be developed in Netball through learners taking on different roles such as; coaches, umpires, motivators and organisers.

Key Words

Positioning

Court Markings

Contact

Centre Pass

Offside

Dodging

Key Words

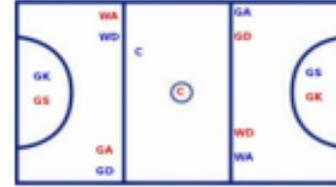
Footwork



Intercepting



Positions in Netball



Pivoting



Footwork

Footwork in **netball** applies when a player is stepping, landing and pivoting while in possession of the ball. A maximum of 2 steps is allowed before the ball must be passed.

Interception

Interception of the ball in **netball** is when a player regains possession of the ball during a pass by the opposition. It requires the player to anticipate where the opposition or ball is heading.

Positions in netball

Centre (C)
Wing Defence (WD)
Wing Attack (WA)
Goal Defence (GD)
Goal Attack (GA)
Goalkeeper (GK)
Goal Shooter (GS)

Pivoting

The **pivoting** action is a swivel movement that allows the player to move on a fixed axis to either pass or shoot.

Task- Fill in the gaps for the 4 statements using the words provided.

1. allows you to open up space on the court by changing the direction of the game. This is done through a swivel movement that allows the player to move on a fixed axis .

Footwork

2. Once a player picks up his dribble by catching the ball with both hands, he must pass it or shoot it. The player cannot begin a dribble after ending the first. If he begins a second dribble after ending the first, he commits a double dribble violation

Positions

3. Within a netball game, applies when a player is stepping, landing and pivoting while in possession of the ball. A maximum of 2 steps is allowed before the ball must be passed.

Pivoting

Interception

4. Guarding is the act of placing the body in the path of an offensive opponent. There is no minimum required between the guard and opponent, but the maximum is 6 feet when closely guarded.

Key Skills

- Passing – Variety of passes; short, long, driven, bounce, overarm.
- Intercepting – anticipating where the ball is going.
- Movement – with and without the ball. Tactics.
- Catching – both hands and one hand.
- Shooting – high and low. Variety of speeds and angles.
- Positioning – attacking and defending
- Leadership – Refereeing, coaching, organising.

Websites, further reading and local information.

Handball Rules

<http://www.sportsknowhow.com/team-handball/rules/team-handball-rules.html>

Handball Highlights

https://www.youtube.com/watch?v=IFhvmX_aE

Olympic Handball

<https://www.olympic.org/handball>

Handball Refereeing <https://www.youtube.com/watch?v=69Ap8WsenXc>

The Game of Handball

Handball is a team sport played by two male or female teams. The players are allowed to handle and throw the ball using their hands, but they must not touch the ball with their feet. The objective of the game is to score and avoid getting goals. The team that scores more goals in a given period of time wins the match.

Handball is a hybrid game which has adopted aspects of its game from other well known sports – can you think of them?



Leadership in Handball

Leadership will be an integral part of the Year 8 curriculum for learners at WPS. Leadership might broadly be considered the behavioural process of influencing individuals and groups towards set goals. In sport and exercise, leadership includes; making decisions, motivating participants, giving feedback, establishing interpersonal relationships, and directing the group or team confidently. Leadership will be developed in Handball through learners taking on different roles such as; coaches, umpires, motivators and organisers.

Key Words

Passing

Defending

Goalkeeping

Shooting

Key Words

Passing – In **handball**, the perfect **pass** is not always possible due to many factors e.g.: Opposition players trying to stop the **pass**. Players need to be able to catch the ball from many situations:- Low. **pass**; High **pass**; Chest **pass**; in midair; from a bounce; from the ground

Defending – Defending in handball is strategically preventing the opposition gaining a clear sight on goal and denying goal scoring opportunities. Individual defending techniques include blocking and tackling, while this should be progressed into defending in units and as a team.

Goalkeeping – The goalkeeper's primary task is to prevent the other team from scoring a goal, which is achieved when the ball fully passes the goal line.

Shooting – shooting is the final part of the action and it aims at scoring a goal. Technically it is similar to passing, but the action is much more forceful and fast.

Task- Fill in the gaps for the 4 statements using the words provided.

1. is preventing the opposition gaining a clear sight on goal and denying goal scoring opportunities. Individual defending techniques include blocking and tackling.

Shooting

2. The is the most defensive player of the team. The main task is to prevent the other team from scoring a goal. The goalkeeper is allowed to use any part of their body inside the goal area.

Goal Keeper

Defending

3. In handball, is the basic skill allowing all attack actions. This is done by holding the ball in one hand.

Passing

4. In handball, can only happen when a player shoots at the goal post from outside the goal area. A player can shoot a goal before the goal area when they are in the air and must before landing.

Key Skills

- Basic Shapes – Tuck, Pike, Straddle
- Front Landings
- Back Landings
- Twists
- Somersaults

Websites, further reading and local information.

Kat Driscoll British Championships - <https://www.british-gymnastics.org/gymnast-profiles/196354/katherine-driscoll>

Trampolining in Northampton - <https://www.ntga.co.uk/>

British Trampolining - <https://www.british-gymnastics.org/technical-information/selection/trampoline>

Key Words

Timing

Consistency

Height

Travel

Trampolining at Wootton Park School

Trampolining or trampoline gymnastics is a recreational activity, acrobatic training tool as well as a competitive Olympic sport in which athletes perform acrobatics while bouncing on a trampoline. In competition, these can include simple jumps in the straight, pike, tuck, or straddle position to more complex combinations of forward and/or backward somersaults and twists. Scoring is based on the difficulty and on the total seconds spent in the air. Points are deducted for bad form and horizontal displacement from the centre of the bed.

Leadership in Trampolining

Leadership will be an integral part of the Year 8 curriculum for learners at WPS. Leadership might broadly be considered the behavioural process of influencing individuals and groups towards set goals. In sport and exercise, leadership includes; making decisions, motivating participants, giving feedback, establishing interpersonal relationships, and directing the group or team confidently. Leadership will be developed in Trampolining through learners taking on different roles such as; coaches, judges, scorers and analysts.

Key Words

Timing – to ensure that skills are executed accurately performers must time their moves correctly when bouncing on the trampoline.

Consistency – when performing a routine it is important that performers land on the middle of the trampoline and maintain the same height throughout.

Height – how high you perform skills in Trampolining.

Travel - describes movement away from the centre of the cross in excess of 50cms. Travel is caused by the Centre of Mass moving horizontally as well as vertically at last contact. This is also referred to as 'leaning off balance'

Task- Fill in the gaps for the 5 statements using the words provided.

To ensure that skills are accurately performers must time their moves correctly when on the trampoline.

Timing

When performing a routine it is important that performers land on the of the trampoline and maintain the same throughout.

Consistency

How you perform in Trampolining.

Height

Describes movement away from the of the cross in excess of 50cms. Travel is caused by the Centre of Mass moving as well as at last contact. This is also referred to as 'leaning off balance'

Travel

Subject: PE Year 8

Term: 1

Topic: Football

Key Skills

- Passing – both feet. Long, short, chipped, driven, lofted passes.
- Dribbling – both feet and at speed.
- Shooting – both feet. Long and short shots.
- Tackling – safely and effectively (in game situations)
- Movement – with and without the ball, creating space, tactics.
- Positioning – defence and attack. Marking.
- Control – aerial control.
- Leadership – Refereeing, coaching, organising.

Websites, further reading and local information.

Football Rules -

http://news.bbc.co.uk/sport1/hi/football/rules_and_equipment/default.stm

England's u17 World Cup Triumph -

<https://www.youtube.com/watch?v=sRxsW91x0Rg>

Rugby Refereeing Hand Signals -

<https://www.youtube.com/watch?v=bflZmDXQcUs>

The Game of Football

Football, also called association football or soccer, game in which two teams of 11 players, using any part of their bodies except their hands and arms, try to maneuver the ball into the opposing team's goal. Only the goalkeeper is permitted to handle the ball and may do so only within the penalty area surrounding the goal. The team that scores more goals wins. Football is the world's most popular ball game in numbers of participants and spectators. Simple in its principal rules and essential equipment, the sport can be played almost anywhere, from official football playing fields (pitches) to gymnasiums, streets, school playgrounds, parks, or beaches. Football's governing body, the Fédération Internationale de Football Association (FIFA), estimated that at the turn of the 21st century there were approximately 250 million football players and over 1.3 billion people "interested" in football; in 2010 a combined television audience of more than 26 billion watched football's premier tournament, the quadrennial month-long World Cup finals.



Leadership in Football

Leadership will be an integral part of the Year 8 curriculum for learners at WPS. Leadership might broadly be considered the behavioural process of influencing individuals and groups towards set goals. In sport and exercise, leadership includes; making decisions, motivating participants, giving feedback, establishing interpersonal relationships, and directing the group or team confidently. Leadership will be developed in Football through learners taking on different roles such as; coaches, umpires, motivators and organisers.

Key Words

Offside

Man-marking

Zonal marking

Jockeying

Positions

Key Words

Offside – A player is in an offside position if: any part of the head, body or feet is in the opponents' half (excluding the halfway line) and. any part of the head, body or feet is nearer to the opponents' goal line than both the ball and the second-last opponent.

Man-marking – a defensive strategy where defenders are assigned a specific opposition player to mark rather than covering an area of the pitch.

Zonal marking – a defensive strategy where defenders cover an area of the pitch rather than marking a specific opponent.

Jockeying – (also called “shepherding” or "guiding") is the defender's skill of keeping between the attacker and his or her intended target (usually the goal).

Positions – each of the 11 players on a team is assigned to a particular position on the field of play. A team is made up of one goalkeeper and ten outfield players who fill various defensive, midfield, and attacking positions depending on the formation deployed.



Task- Fill in the gaps for the 5 statements using the words provided.

1) is a defensive strategy where cover an area of the pitch rather than marking a specific opponent.

Zonal Defenders Marking

2) also called "shepherding" or "guiding" is the skill of keeping between the attacker and his or her intended target (usually the goal).

Defender's Jockeying

3) A player is in an position if: any part of the head, body or feet is in the half (excluding the halfway line) and. any part of the head, body or feet is nearer to the opponents' goal line than both the ball and the opponent.

Opponent's Second-last Offside

4) is a defensive strategy where defenders are a specific opposition player to mark rather than covering an area of the pitch.

Assigned Marking Man

5) Each of the players on a team is assigned to a particular on the field of play. A team is made up of one and ten players who fill various defensive, midfield, and attacking positions depending on the deployed.

Position 11 Formation Outfield Goalkeeper

Key Skills

- Running – short and long distances.
- Team work – pairs and groups.
- Determination – the desire to complete exercise and activities.
- Resilience – the desire to keep on going.
- Pulse rate – being able to take your pulse.
- Heart rate – understanding maximum heart rate.

Websites, further reading and local information.

Components of fitness - <https://www.brianmac.co.uk/conditon.htm>

Effects of training and exercise -

http://www.bbc.co.uk/schools/gcsebitesize/pe/exercise/2_exercise_effect_softtraining_rev1.shtml

Northampton Park Run - <http://www.parkrun.org.uk/northampton/>

Health-related Exercise

The definition of health-related fitness involves exercise activities that you do in order to try to improve your physical health and stay healthy, particularly in the categories of cardiovascular endurance, muscular strength, flexibility, muscular endurance and body composition.

Cardiovascular fitness is the ability to exercise the whole body for long periods of time and is sometimes called stamina.

Muscular strength is the amount of force a muscle can exert against a resistance. It helps sportspeople to hit, tackle and throw.

Muscular endurance is the ability to use voluntary muscles many times without becoming tired. It helps sportspeople to sprint or repeat quick actions for longer.

Flexibility is the range of movement possible at a joint. It helps performers to stretch and reach further.

Body composition is the percentage of body weight which is fat, muscle or bone. It helps sportspeople depending on the type of sport they play, e.g. heavy rugby players are more effective in the scrum than lightweight players, but light long distance runners will always beat heavyweights.

Marathon WR holder – Eliud Kipchoge is a Kenyan long-distance runner who competes in the marathon and formerly competed at the 5000 metre distance. He is the world record holder in the marathon with a time of 2:01:39, set on 16 September 2018, at the 2018 Berlin Marathon. His run broke the previous world record by 1 minute and 18 seconds. He has been described as "the greatest marathoner of the modern era".

Key Words

Cardiovascular Endurance

Muscular Strength

Muscular Endurance

Flexibility

Body Composition

Key Words

Cardiovascular Endurance – the ability to exercise the whole body for long periods of time and is sometimes called stamina.

Muscular Strength – the amount of force a muscle can exert against a resistance. It helps sportspeople to hit, tackle and throw.

Muscular Endurance – the ability to use voluntary muscles many times without becoming tired. It helps sportspeople to sprint or repeat quick actions for longer.

Flexibility – the range of movement possible at a joint. It helps performers to stretch and reach further.

Body Composition – the percentage of body weight which is fat, muscle or bone. It helps sportspeople depending on the type of sport they play, e.g. heavy rugby players are more effective in the scrum than lightweight players, but light long distance runners will always beat heavyweights.

Task- Fill in the gaps for the 5 statements using the words provided.

1)
..... is the ability to exercise the whole body for long periods of time and is sometimes called

**Stamina
Cardiovascular
Endurance**

2) The ability to use voluntary muscles many times without becoming is known as
..... . It helps sportspeople to sprint or repeat quick actions for longer.

**Tired
Muscular
Endurance**

3)
is the amount of force a muscle can exert against a It helps sportspeople to hit, tackle and throw.

**Resistance
Muscular
Strength**

4) The range of movement possible at a joint is known as It helps performers to and reach further.

**Stretch
Flexibility**

5) The of body weight which is fat, muscle or bone is known as
..... It helps sportspeople depending on the type of sport they play, e.g. heavy rugby players are more effective in the scrum than lightweight players, but light long distance runners will always beat heavyweights.

**Percentage
Composition
Body**

Key Skills

- Motivational
- Inspirational
- Good communication
 - Organisation
 - Pro-active
 - Integrity
 - Honesty
 - Trustworthy
- Builds relationships

**Roles within Leadership**

Coach – helping and leading others during sessions.

Official – umpiring games/activities whilst consistently making the correct decisions.

Analyst – Watching learners and giving feedback to improve their performance.

Motivators – Ensuring learners are fully engaged in the activity and encourage them to do their best and complete the activities.

Organisers – Setting up equipment for activities and planning tournaments and games.



Leadership - Leadership will continue to be an integral part of the Year 9 curriculum for learners at WPS. Leadership might broadly be considered the behavioural process of influencing individuals and groups towards set goals. In sport and exercise, leadership includes; making decisions, motivating participants, giving feedback, establishing interpersonal relationships, and directing the group or team confidently. Leadership will be developed in Leadership through learners taking on different roles such as; coaches, umpires, motivators and organisers.

Sports Leaders Programme at Wootton Park School

Do you think you have what it takes to be a Sports Leader at WPS? If so demonstrate your skills in leadership lessons and other sports within P.E lessons or enrichment clubs. If successful you will have the chance to lead in sports events at school for younger year groups in the secondary phase and plan, organise events for the primary phase too. Furthermore, WPS have established leadership links for Northamptonshire Sport and if successful learners will have the opportunity to lead within the county at events for primary school learners in Northampton.

Key Words

Motivation

Inspiration

Communication

Organisation

Honesty

Motivation:

To be able to encourage others to succeed.

Inspiration:

To be able to boost learners and get them to do the best they can.

Communication:

To be able to speak confidently and clearly to others.

Organisation:

To be able to plan an effective session and group learners correctly.

Honesty:

To be able to be open to your group and have trust amongst your learners.

Task- Fill in the gaps for the 5 statements using the words provided.

1) Motivation is be able to others to

**Succeed
Encourage**

2) Inspiration is to be able to learners and get them to do the they can.

**Best
Boost**

3) Communication is to be able to speak and to others.

**Confidently
Clearly**

4) Organisation is to be able to an session and group learners correctly.

**Effective
Plan**

5) Honesty is to be able to be to your group and have amongst your learners.

**Trust
Open**